



December 2, 2019

TO: The Board of Trustees of the University of Oregon

FR: Angela Wilhelms, Secretary

RE: Notice of Academic and Student Affairs Committee Meeting

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: online education; undergraduate degree proposals in neuroscience, data science, and bioengineering; an annual report on enrollment and financial aid; and an overview of the UO Alumni Association.

The meeting will occur as follows:

Monday, December 9, 2019 at 9:00 a.m.
Ford Alumni Center | Giustina Ballroom

The meeting will be webcast, with a link available at <https://trustees.uoregon.edu/meetings>.

The Ford Alumni Center is located at 1720 East 13th Avenue, Eugene, Oregon. Sign language for the deaf or hard of hearing should be requested at least 48 hours in advance of the posted meeting time by contacting Jennifer LaBelle at (541) 346-3166 or emailing trustees@uoregon.edu. Please specify the sign language preference.

BOARD OF TRUSTEES

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**Board of Trustees | Academic and Student Affairs Committee
Public Meeting | December 9, 2019 | 9:00 a.m.
Ford Alumni Center Giustina Ballroom**

Convene

- Call to order, roll call
- Approval of September 2019 ASAC minutes (Action)

Provost's Report: Patrick Phillips, Provost and Senior Vice President

1. Online Education Initiative Update: Carol Gering, Associate Vice Provost for UO Online

2. New Undergraduate Degree Proposals

- 2.1 **Neuroscience (Action):** Nicole Dudukovic, Senior Instructor of Psychology; Hal Sadofsky, Divisional Dean for the Natural Sciences
- 2.2 **Data Science (Informational Only):** Bill Cresko, Executive Director of the Data Science Initiative
- 2.3 **Bioengineering (Informational Only):** Jim Hutchison, Professor of Chemistry; Mike Hahn, Professor of Human Physiology

3. Annual Report on Enrollment and Financial Aid: Roger Thompson, Vice President for Student Services and Enrollment Management; Jim Brooks, Associate Vice President and Director of Student Financial Aid and Scholarships

4. University of Oregon Alumni Association: Raphe Beck, Executive Director of the UOAA

Meeting Adjourns



Agenda Item #1

UO Online

**These two items are being presented to the Board at this time, but they have not yet received approval from the University Senate. Materials provided to the Board at this meeting may be adjusted as internal committee and Senate review occurs. Trustees will receive final information prior to any request for action.*



Strategic Plan for Online Education

Situational Analysis

Completed December 2018 – February 2019

Enrollment

In alignment with national trends across public universities, enrollments in online courses at the University of Oregon have grown year-over-year for the past six years. Online undergraduate enrollments for the period of fall 2017 to summer 2018 reached 16,218. This one-year enrollment total equates to a 107% increase over the same time period in 2012-2013 (see Appendix A). Enrollment count represents a total of registrations in online courses, which is typically larger than the number of unique students because students may enroll in multiple courses. Adjusting the lens to focus on individual students, 2,998 discreet students enrolled in 80 online courses during winter term 2019.

Staffing

Online courses at the University of Oregon (UO) have emerged organically at the unit level, without an overarching institutional strategy and without the benefit of common infrastructure. As a result, online efforts are decentralized and unevenly supported across the institution. With regard to staffing, the Lundquist College of Business (LCB) employs one instructional designer and one videographer. The Center for Media and Educational Technologies (CMET), a unit of UO Libraries, employs two instructional designers and two videographers. The College of Arts and Sciences (CAS) funds one instructional design position, housed at CMET. The manager of the Social Sciences Instructional Lab (SSIL) within CAS coordinates and oversees exam proctoring for a limited number of online courses. The Testing Center supports accommodated testing, but does not have capacity for online

Table 1. Positions serving online courses, typically as part of a broader role within the unit.

Position Title	FTE	Unit
Associate Vice Provost ¹	1	Office of the Provost (OtP)
Online Education Liaison ²	0.6	OtP
Instructional Designer	1	LCB
Instructional Designer ³	2	CMET
Instructional Designer ³	1	CAS (housed at CMET)
Videographer	1	LCB
Videographer ⁴	2	CMET
Exam Proctor	0.5	CAS (SSIL)
TOTAL FTE	9.1	

¹ This position was hired in October 2018 to coordinate the online initiative

² Effort was allocated to this initiative beginning December 2018

³ These positions will move to Online Education in July 2019

⁴ These positions will move to Information Services in July 2019

Situational Analysis, continued

proctoring. Computing support is available from Information Services (IS) and from the Knight Library Help Desk during regular business hours. Staff in all areas mentioned above serve a broad population (for example, designers support classroom faculty as well as those teaching online; videographers support events and interviews as well as courses; help desks support all UO faculty, staff, and students). As described above, there are many gaps in current service provision, and existing positions certainly do not have capacity to support increased online activity.

Infrastructure

UO has adopted Canvas as an enterprise-level learning management system. VeriCite plagiarism detection software is fully licensed and integrated into Canvas. UO hosts a multi-site WordPress instance. Office 365 is licensed for the entire university. Beyond these enterprise solutions, hardware and software resources, like staffing, are unevenly distributed across the university. As an example, Panopto (an online video platform for capturing, storing, and sharing video) has been adopted by three schools and colleges, but is unavailable to faculty from other units. Likewise, some schools and colleges provide Camtasia licenses that enable their faculty to produce screen casts, while others do not.

Table 2. Software available in support of online courses

Software Title	Availability
Canvas	all credit-bearing courses
VeriCite (plagiarism detection)	all credit-bearing courses
Wordpress (multi-site blogging platform)	available to all faculty
Office 365	available to all faculty
Panopto (lecture capture and streaming video)	College of Education Lundquist College of Business School of Music and Dance
Camtasia	Scattered availability; individually purchased licenses

Course Development

Faculty-developed, pedagogically sound courses are a critical need. LCB and CAS have both financed faculty stipends for online course development through a competitive proposal system. These colleges have partnered with the Teaching Engagement Program (TEP) and CMET to facilitate training during Summer Institute. Nevertheless, numerous online courses have been developed at UO without the benefit of instructional design or faculty development. The University of Oregon Committee on Courses (UOCC) has identified types of online engagement that may be appropriate substitutes for activities typically employed in the classroom. Approval of online and hybrid courses by the UOCC requires an articulated plan for student engagement. Beyond that, however, no standards or minimums have been institutionally defined for online courses. UO is an institutional member of Quality Matters (QM), a nationally recognized program that supports quality assurance. A limited number of UO staff are certified in applying the QM rubric, but no systematic plan exists for reviewing and assessing online courses at UO.

Faculty and Student Satisfaction

Despite existing efforts, students and faculty alike report the current level of support to be inadequate for the number of online course being offered (see Appendix B for a count of courses by term). In other words, as UO plans for growth in online education, the initiative begins from a deficit position. From a student perspective, UO's online courses lack cohesion and a central point of contact to address questions. Technical support is available during business hours, but not available nights and weekends when many students complete online coursework. From a faculty perspective, resources to support online course development and delivery are unevenly distributed. A survey of faculty who taught online in the past eighteen months confirmed that resources are inadequate to meet current demand. Quality standards and guidelines for consistency have not yet been defined.

Vision, Values, and Priorities

Informed by the situational analysis and conversations with other stakeholders, the UO Online Executive Committee¹ engaged in a process to define the following vision, values, and priorities for UO's online initiative.

Strategic Vision

Provide flexible learning options that expand access and opportunities for students in Oregon and beyond, empowering them to pursue academic goals and earn highly respected UO degrees.

Values

- Inclusive, engaged, research-led teaching
- Rigorous, engaging course environment
- Rich educational experience for students
- Equitable access for diverse learners
- Expanded opportunities for students to achieve timely, 4-year degree completion
- Access to undergraduate and graduate education for students who are working, caring for family, or managing other responsibilities
- Flexibility to choose time and location for learning
- Support systems that bolster distributed teaching and learning

Priorities

- Infrastructure to support research-informed pedagogy
- Cohesive, predictable services for faculty and students
- Partnership with faculty governance through elected senate committees: UO Committee on Courses, Graduate and Undergraduate councils
- Strategic prioritization in developing undergraduate courses for online delivery
- Strategic selection of graduate programs for online development/delivery
- High-quality faculty training and resources
- Personalized student support
- Continuous improvement through evaluation and revision

¹ Executive Vice Provost Scott Pratt, CIO Jessie Minton, and Dean Adriene Lim

Implementation Plan

An online implementation team was convened late in 2018, representing diverse functional areas of UO (Appendix C). The team conducted an inventory of existing resources during December 2018. UO Institutional Research provided data on existing online courses and enrollments. In February 2019, faculty who had recently taught online were surveyed regarding their perceptions of the experience, the support they received, and the support they felt necessary for teaching effectively online¹. To complement information gathered via these sources, Associate Vice Provost Gering conducted interviews with individual stakeholders, including personnel from Office of the Provost, UO Libraries, Information Services, Academic Advising, academic deans, chief financial officers of the schools and colleges, instructional designers, and other staff working in supporting roles. Information gleaned from all sources was compiled to form a picture of existing resources and gaps, as presented in the situational analysis.

With the completion of the situational analysis and adoption of strategic priorities, UO's online initiative began moving forward on two fronts:

1. Strategic development of online undergraduate courses (Figure 1).
2. Strategic development of online graduate programs (Figure 2).

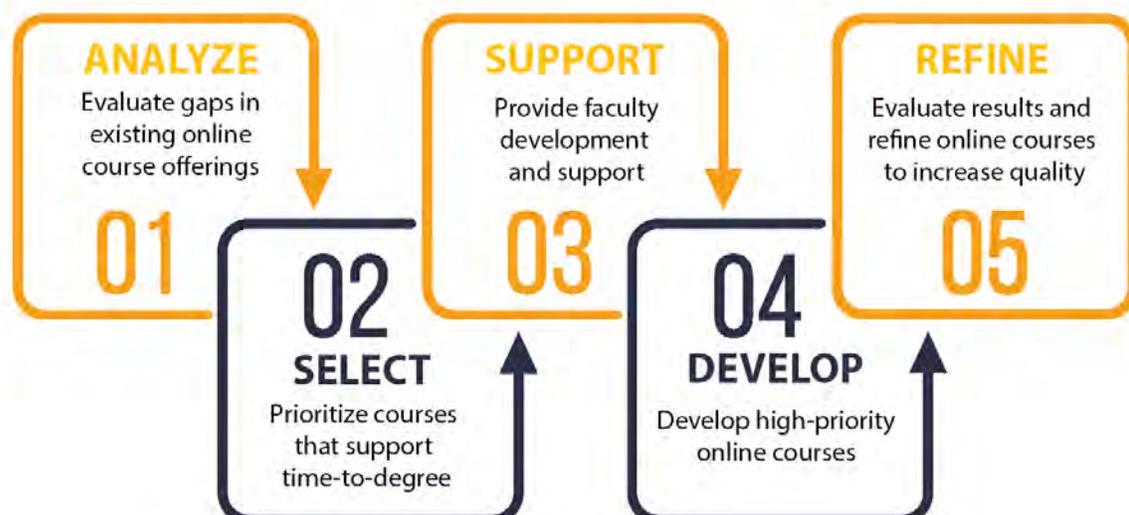
The development of online courses targets UO's existing undergraduates, with a goal of providing flexible options for timely degree completion. The strategic development of online programs seeks to attract a new audience of graduate students, with the goal of providing career advancement through flexible master's programs for working professionals. Both endeavors require additional infrastructure in the form of personnel, technology, and student support services. In spring 2019, a new online class fee designed to sustainably fund prioritized needs was approved.

In May 2019, Dean Adriene Lim announced changes to CMET that will be enacted over the summer. CMET will cease to exist as a department within UO Libraries. Canvas administration, support, and contract management will transfer to Information Services as part of the Transform IT initiative. Existing instructional design positions in CMET will be integrated into the online education portfolio.

Figure 1

ONLINE COURSES

Target Population: **EXISTING UNDERGRADUATE STUDENTS**

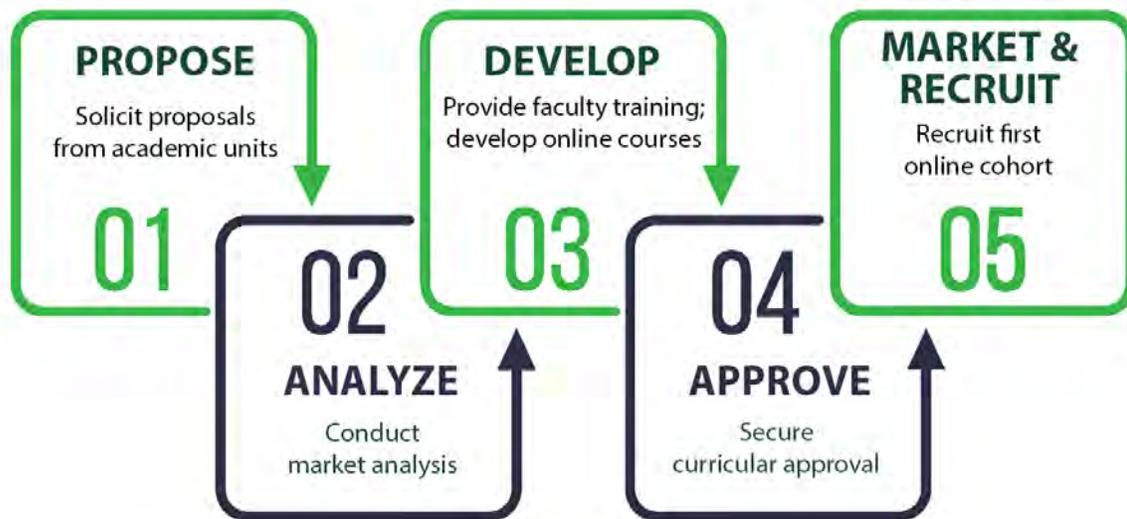


¹ A survey of students who have recently taken online courses is planned for fall.

Figure 2

ONLINE PROGRAMS

Target Population: NEW GRADUATE STUDENTS



Summary of Progress to Date (June 2019)

As previously described, the situational analysis was completed during the winter. A budget model was developed and an online class fee was approved for implementation in fall 2019.

Data provided by institutional research were analyzed to identify need for additional online courses that meet core education requirements and BA/BS requirements. Results of these analyses will be used to recommend new online course developments that will support timely undergraduate degree completion. Results also informed selection of participants for the Online Pathway of the Summer Teaching Institute, which was conducted during the month of June.

Interviews for four instructional design positions began in June. Three instructional designers previously housed in CMET will join these new hires, resulting in a total of seven centralized design positions dedicated to online course and program development. The hiring process for a new media producer also began in June. In an effort to build cohesion among distributed personnel working on online courses for individual schools and colleges, a community of practice began meeting biweekly. With regard to student support services, positions for an exam manager and a call center coordinator are to be hired in late summer. Extended help desk hours (20 hours per day, 7 days per week) will be operational for fall term. Screen casting software has been purchased and an enterprise-level software agreement for Panopto has been finalized.

Four proposals for online graduate programs were received at the beginning of May. Market analyses have been completed for two of these programs. Strategic evaluation regarding viability of the other two online programs will continue pending additional research results.

2019-2020 Metrics

Metrics for 2019-2020 have been categorized into areas of infrastructure, online courses, and online programs. Milestones, measures of success, and target dates for completion of each item are presented on the following pages in Tables 3, 4, and 5. Metrics were originally published in June; progress was updated in November.

Table 3. Infrastructure Metrics

Milestone	Measure	Target Date
Adopt a sustainable revenue model to support online undergraduate courses	Establish budget	completed
	Prioritize expenses	completed
	Forecast revenue	completed
	Approve class fee	completed
Conduct needs analysis	Survey UO faculty	completed
	Interview stakeholders	completed
Identify physical locations for personnel and services	Plan facility use to support growth in faculty-facing and student-facing services*	ongoing
	Identify office space for summer hires*	completed
	Identify space for exams and proctoring*	space identified; being renovated and furnished
Build capacity to support course development	Establish a community of practice for online professionals	completed
	Hire four instructional designers	hired two IDs to date; additional recruitment underway
	Establish 6-month workshop schedule for faculty development	established schedule for fall term
	Hire media producer	completed
License software to enhance course development and delivery	License enterprise level software for video streaming*	completed
	Purchase software licenses for screen casting	completed
Build capacity for student support	Hire exam manager	completed
	Hire call center coordinator	position temporarily filled
	License software for chat support*	completed
	Launch extended-hours help desk*	completed

* in collaboration with appropriate unit(s)

Table 4. Metrics for Online Course Development

Milestone	Measure	Target Date
Prioritize course development to support undergraduate success	Inventory existing online courses	completed
	Analyze which core education and degree requirements can be met by existing online courses; identify gaps	completed
	Identify critical undergraduate courses for online course development	completed
Facilitate Teaching Online Pathway for Summer Teaching Institute	Announce call for applications	completed
	Select and notify participants	completed
	Train 24 faculty and begin development of new courses*	completed
	Provide ongoing instructional design support for development and delivery	June 30, 2020
	Incentivize iterative course refinement	June 30, 2020
Increase Quality Assurance	Analyze D, F, W rates in online courses*	initial analysis completed
	Solicit and analyze student and faculty feedback	student survey completed; analysis underway
	Evaluate need for standards and expectations; engage governance*	initial conversation with UOCC
	Identify high-priority revisions*	December 15, 2019 February 1, 2020
	Complete high-priority revisions	June 30, 2020

* in collaboration with appropriate unit(s)

Table 5. Metrics for Online Program Development

Milestone	Measure	Target Date
Select online graduate programs for development	Release call for proposals for on-line graduate programs	completed
	Conduct market analysis for first round of online programs	completed
	Forecast revenue and expenses for each program	in varying stages by program
	Establish tuition price points*	in varying stages by program
Develop online graduate programs	Map development milestones for each selected program*	in varying stages by program
	Train faculty and establish development cohorts	preliminary planning underway
	Develop online courses	<i>TBD each program</i>
	Secure curricular approval*	<i>TBD each program</i>
	Secure state approval (if required)*	<i>TBD each program</i>
	Secure accreditation approval*	<i>TBD each program</i>
Prepare to launch online graduate programs	Coordinate with academic units, admissions, registrar, and academic advising*	February 1, 2020 <i>TBD each program</i>
	Hire digital marketing specialist	February 1, 2020
	Hire recruiter	February 1, 2020
	Launch digital marketing campaigns	<i>TBD each program</i>
Evaluate progress, refine targets, and establish next set of metrics	Use data to evaluate success and to identify opportunities and challenges; establish metrics for next phase.	June 30, 2020

* in collaboration with appropriate unit(s)

Appendix A

Undergraduate enrollment in UO online courses over time

This table displays the number of enrollments, not the number of unique students. The number of students will be smaller, as each individual student may have enrolled in more than one course.

Academic Year	Fall	Winter	Spring	Summer	Total	Annual Growth	Five-year Growth
2012-13	1,691	2,039	2,408	1,696	7,834		
2013-14	1,972	2,362	2,755	2,115	9,204	17.5%	
2014-15	2,682	2,967	3,728	3,068	12,445	35.2%	
2015-16	3,221	3,446	3,175	3,883	13,725	10.3%	
2016-17	3,280	3,063	3,742	4,879	14,964	9.0%	
2017-18	2,813	3,632	3,964	5,809	16,218	8.4%	107%

Appendix B

Online Course Offerings by Term

	Summer 2018	Fall 2018	Winter 2019	Spring 2019	Annual Total
Undergraduate Sections	148	46	50	54	
Graduate Sections	25	30	30	29	
Total Number of Sections	173	76	80	83	412

Appendix C

Online Implementation Team Members

Name	Title	Unit
Connie Brady	Assoc Dean for Finance & Administration	Lundquist College of Business
Ron Bramhall	Assoc Vice Provost for Academic Excellence	Office of the Provost
Jeff Bulkley	Director, Testing Center	Testing Center
Helen Chu	Assoc Dean of Libraries	UO Libraries
Heather Gustafson	Asst Registrar for Operations	Office of the Registrar
Bil Morrill	Asst Director for Technology	Academic Advising
Matt Riley	Chief Technology Officer	Information Services
Robert Voelker-Morris	Online Education Liaison	Office of the Provost



Online Education

at the **UNIVERSITY OF OREGON**

December 9, 2019

Carol Gering
Associate Vice Provost
UO Online

First Year Highlights

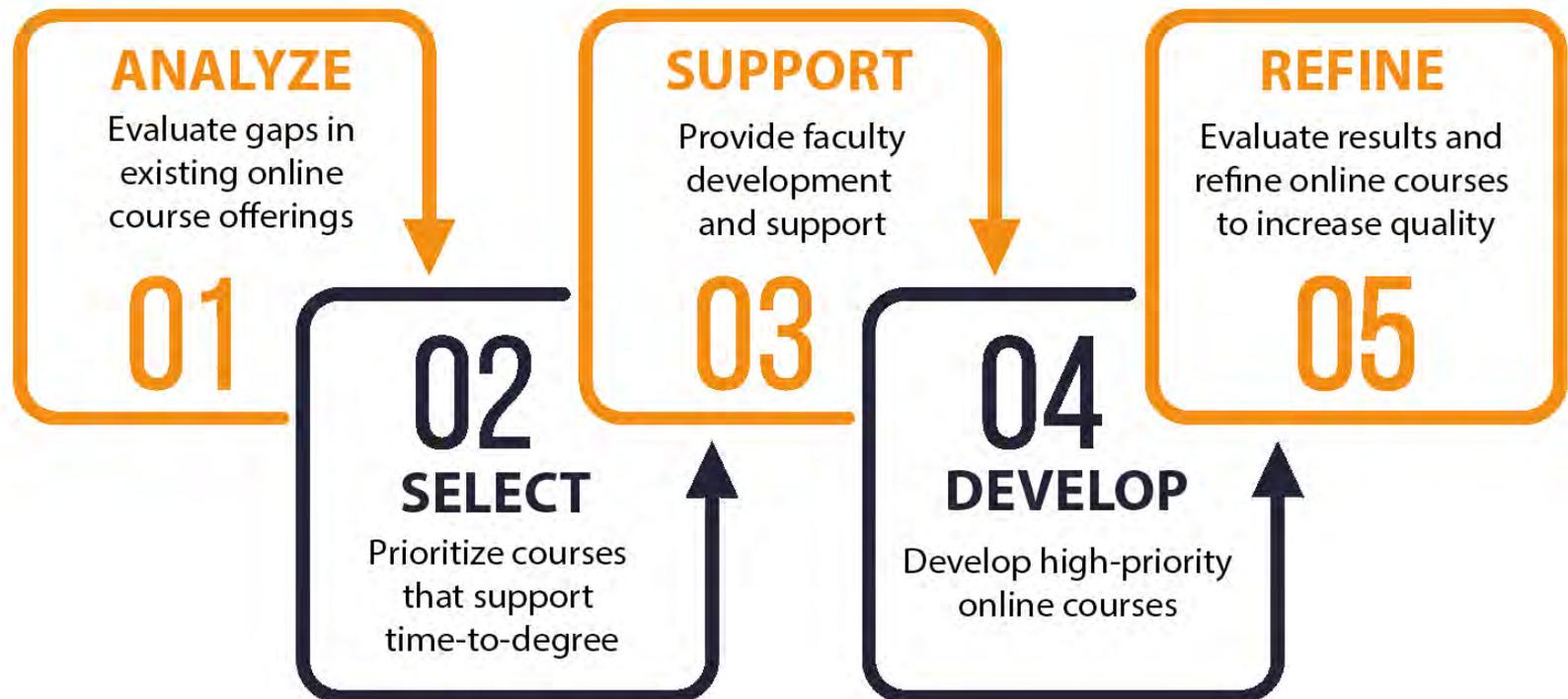
- 1. Strategic Plan/Implementation Plan**
- 2. Baseline Data**
- 3. New Services/Infrastructure**
- 4. Initial Hires**
- 5. Financial Model**
- 6. New Online Courses**
- 7. Online Program Development**

Provide flexible learning options that expand access and opportunities for students in Oregon and beyond, empowering them to pursue academic goals and earn highly respected UO degrees.

Undergraduate Courses

ONLINE COURSES

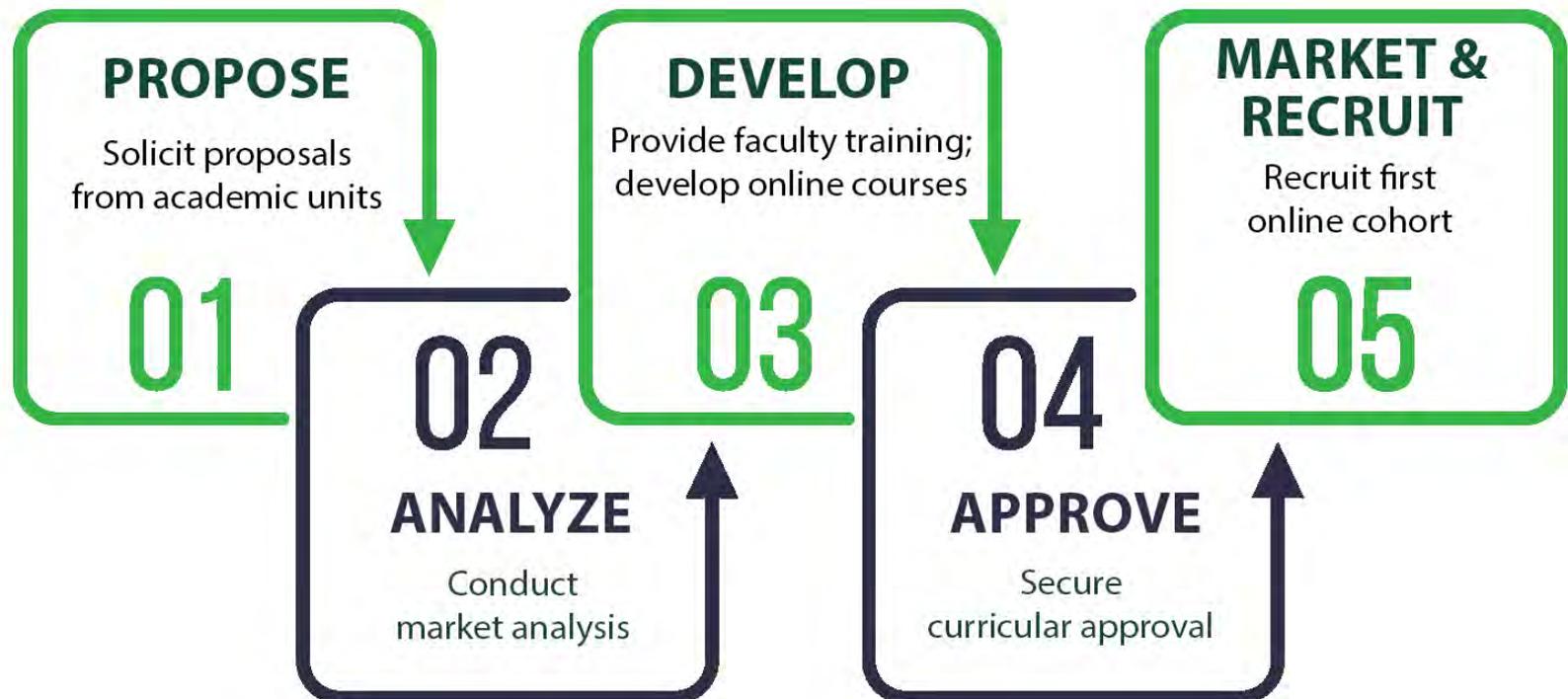
Target Population: **EXISTING UNDERGRADUATE STUDENTS**



Graduate Programs

ONLINE PROGRAMS

Target Population: NEW GRADUATE STUDENTS



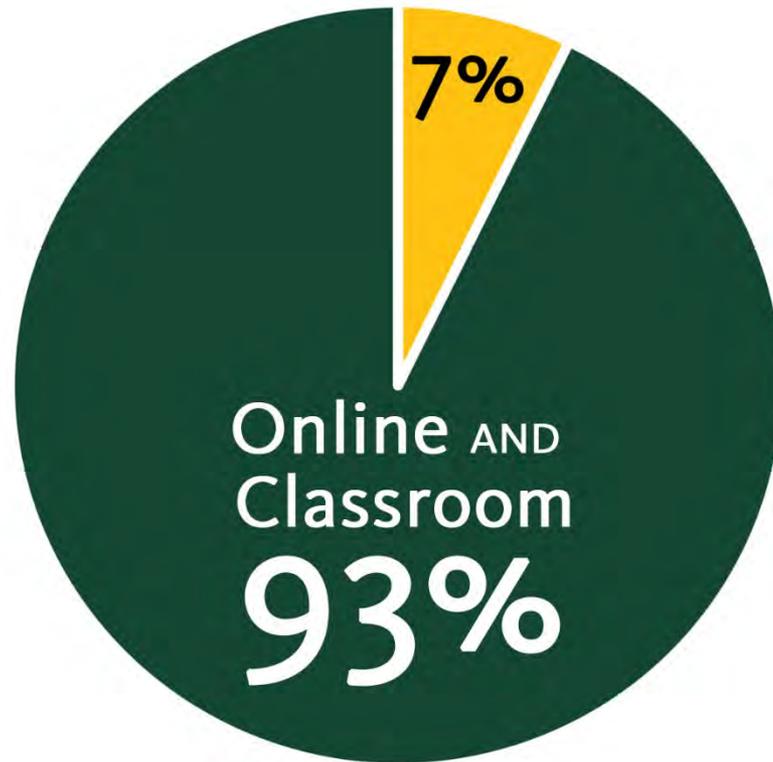
Goal

**Stable infrastructure
to support a
cohesive, high-quality
student experience**

Online Students – Fall 2019

3,180
students in
online
classes

7% ONLINE ONLY



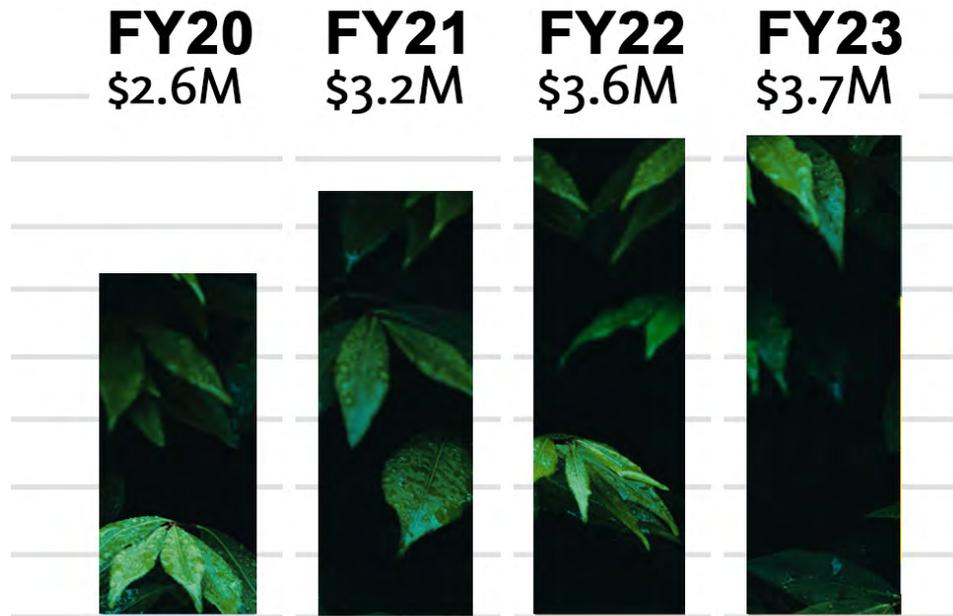
New Services/Infrastructure

- 1. One-stop Call/Chat Center**
- 2. 20 x 7 Technology Support**
- 3. Centralized Exam Proctoring**
- 4. Instructional Design Support**
- 5. Support for Media Development**
- 6. Panopto Video Streaming Platform**

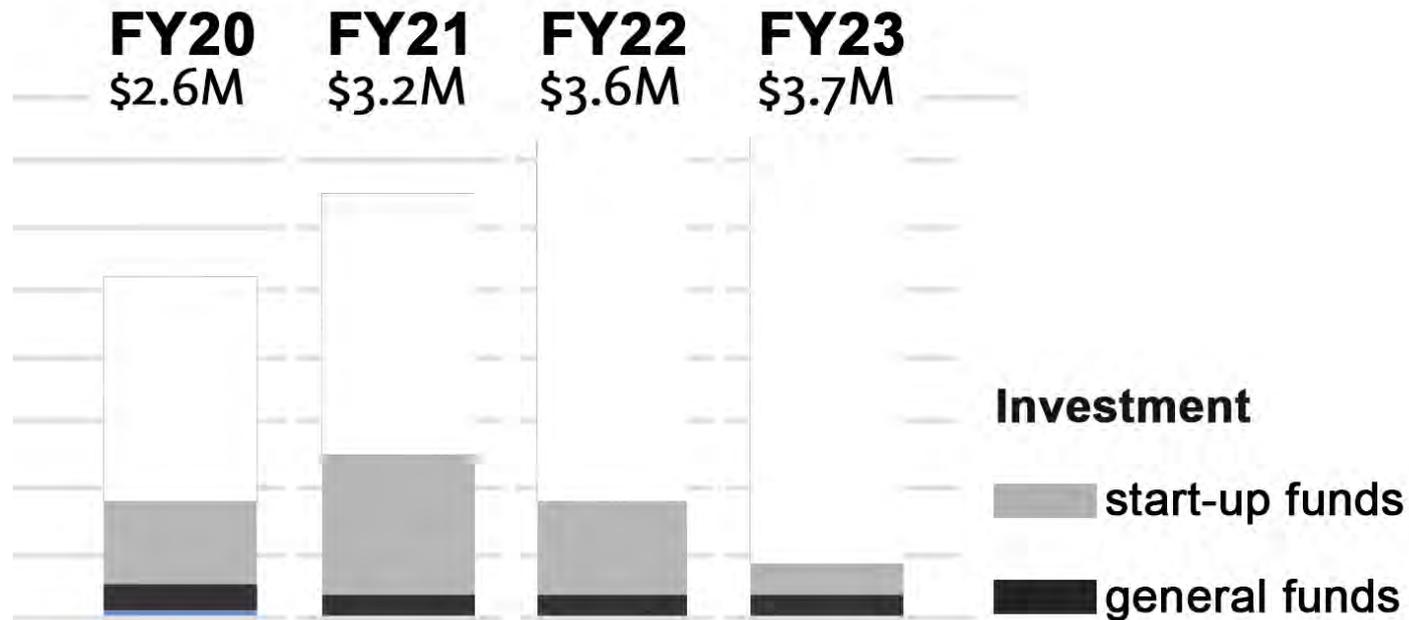
Personnel

	in place now	recruiting now	hiring soon
Associate Vice Provost	✓		
Online Education Liaison	✓		
Operations Manager	✓		
Instructional Designers	5	2	
Media Producer	✓		
Exam Manager	✓		
Exam Proctor			✓
Call Center Coordinator	temp		✓
Web Developer/Digital Marketer			✓
Recruiter			✓

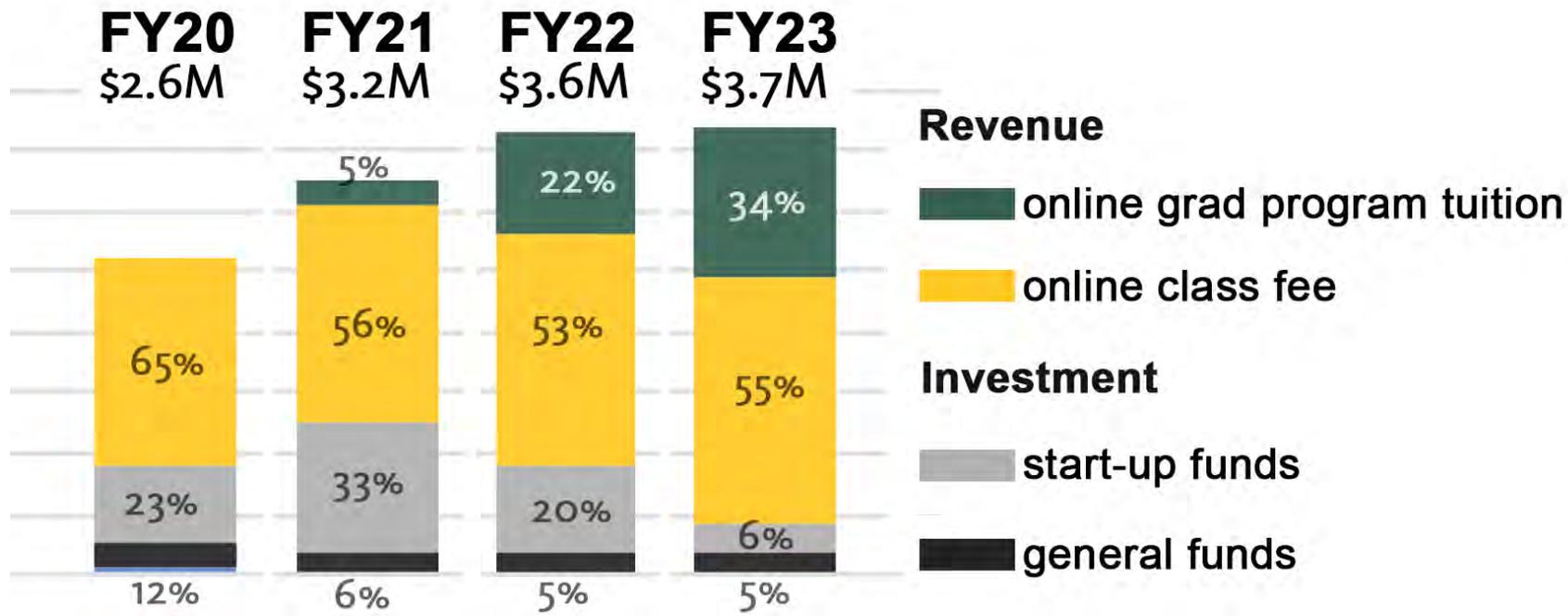
Projected Budget



University Investment



Financial Model for Sustainability



New Course Highlights

- 1. New course developments were prioritized based on data analysis and input from deans**
- 2. 24 faculty participated in the Summer Institute Online Pathway**
- 3. New course developments include first-year composition, second year Spanish, and Chemistry 211.**

New Program Highlights

- 1. Sports Product Management**
- 2. Masters of Psychology**
- 3. Two other graduate programs in initial stages of development and review**

Next Steps

- 1. Analyze student survey data**
- 2. Prioritize course revisions**
- 3. Relocate exam center**
- 4. Refresh video studio**
- 5. Strengthen faculty support**
- 6. Develop MS Psychology courses**
- 7. Recruit for MS Psychology**

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Agenda Item #2

New Academic Programs

- Neuroscience (Action)
- Data Science (Informational)*
- Bioengineering (Information)*

**These two items are being presented to the Board at this time, but they have not yet received approval from the University Senate. Materials provided to the Board at this meeting may be adjusted as internal committee and Senate review occurs. Trustees will receive final information prior to any request for action.*

Three new undergraduate degree approvals are or will be before the Board of Trustees' Academic and Student Affairs Committee. Board approval is required before new programs are submitted to the Higher Education Coordinating Commission (HECC), and the Board delegated its authority for such approvals to the ASAC.

The first is an undergraduate major in Neuroscience. All appropriate University committees, the University Senate, and the Provost have approved the proposed program. Thus, this program is now before the Committee for its approval. The program summary begins on the next page.

The second and third are an undergraduate major in Data Science and in Bioengineering. Both of these are still working through the requisite university processes with expected completion of those processes to occur later this month or in early 2020. Thus, these programs are before the Committee for *informational purposes only*. If approved by all appropriate university bodies, formal Committee action will be sought, perhaps in an ad hoc meeting of the Committee in early 2020. The summary information provided herein (see following pages) is current as of the time of this packet's publication. If changes are made based on those still-pending university processes, updated information will be provided to trustees before a request for final action.

The below information for each proposed degree is provided by the department(s) and the Office of the Provost. More detailed information (e.g., associated coursework, exam schedules and degree obtainment progression timelines) is available upon request.

Included documents:

- Neuroscience program summary (page 2 of this summary)
- Data Science program summary (page 4 of this summary)
- Bioengineering program summary (page 7 of this summary)
- Neuroscience approval resolution
- Presentation slide decks
 - Neuroscience
 - Data Science
 - Bioengineering

Neuroscience: new degree proposal summary

1. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

The interdisciplinary Neuroscience major will take advantage of existing curriculum, shared interests and faculty excellence in the field of neuroscience at the University of Oregon, leveraging the combined strength of the Biology, Human Physiology, and Psychology departments. Most major research universities in the United States already have undergraduate neuroscience majors; in fact, 26 of our 32 AAU Peer Institutions have, or are preparing to launch, a neuroscience major or comparable major (e.g., neurobiology). By offering a Neuroscience major at the University of Oregon, we will be better positioned to attract talented students at the undergraduate level who are interested in neuroscience. This program will provide a strong background for students interested in health care professions (in particular, physicians, physician assistants and psychiatric nurse-practitioners) as well as students interested in the growing field of neuroscience research.

The Neuroscience major has been strategically designed to be accessible to all incoming students, including transfer students. The foundational courses in natural sciences as well as one of the two required math courses are all 200-level courses and can be completed at other institutions, including community colleges. Thus, students will be able to enter the program in the third year and complete the remaining 54 credits over a two-year period. The core neuroscience sequence can be taken out of order to accommodate transfer students, and doing so will not compromise a student's ability to succeed in any of the core courses.

Advanced skills courses and/or research experience are a required component of the Neuroscience major in order to ensure that our graduates leave with the skills and competencies necessary for pursuing a career in a neuroscience-related field, such as medicine, scientific research, medical technology, health policy, public health, and social services. By matriculating more students with strong quantitative and analytical skills, we will meet the increasing demand for these skills in the workplace. According to the U.S. Department of Labor's Bureau of Labor Statistics, "employment of life, physical, and social science occupations is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations, which will result in 97,400 new jobs. Increasing demand for expertise in the sciences, particularly in occupations involved in biomedical research, psychology, energy management, and environmental projection, is projected to result in employment growth."

2. What evidence of need does the institution have for the program?

Enrollment Management indicates they believe this will be a helpful option to offer students when recruiting. In addition, all three of the related majors (Human Physiology, Psychology and Biology) are well-populated majors that contain students who have expressed interest in a Neuroscience major.

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

Currently, within the state of Oregon, Reed College is the only four-year institution with a Neuroscience major. Lewis & Clark College offers a Neuroscience minor, Portland State University offers a concentration in Neuropsychology/Neuroscience within the Psychology major, and Oregon State University has recently begun offering a Neuroscience option within the Biochemistry & Biophysics major. The Neuroscience option at Oregon State University is more molecular focused and offers less breadth than the proposed Neuroscience major at the University of Oregon. Additionally, the Oregon State University degree is in Biochemistry & Biophysics rather than Neuroscience. We have been in conversation with Oregon State University to explore possibilities for collaboration, and we are in agreement that our two programs complement each other.

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

Initial new resources required is staffing to direct the program. Advising will primarily be accomplished with the existing Tykeson advising staff, and the program's faculty director will be compensated consistently with the College of Arts and Science's program compensation schedule for program directors.

If the major becomes large enough to exceed capacity of the (existing) courses required for the major then additional instructional resources (teaching assistants so that class size can be increased, or extra classes) will be required. The College of Arts & Sciences expects that budgetary resources generated by those new student credit hours will be sufficient to cover additional instruction.

Since this will be an attractor program, it will generate new revenue (in the form of increased undergraduate enrollment). Because this major is built on existing curriculum, it represents a very efficient way to reach more potential students.

Data Science: new degree proposal summary

1. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. Because data science is a growing interdisciplinary field, a data science undergraduate degree program is essential to UO's mission and is part of a key presidential initiative. The collaborative nature of this degree builds upon UO strengths in interdisciplinary programs.

In 2017 President Schill created the UO Presidential Data Science Initiative to strengthen UO's ability to help solve some of the world's greatest research challenges through the use of data. During AY17-18 a visioning committee conducted an in-depth study of all aspects of such a program. In the discussions of undergraduate offerings in Data Science, there was general consensus that the most meaningful form of bachelor's degree for UO students would be one in which general principles were covered side-by-side with domain-specific applications of the general approaches; a heavy admixture of domain-specific considerations is fundamental.

The proposed program will deliver a strong data science curriculum, where quantitative data analytic skills are acquired side-by-side with application domain knowledge. Graduates will walk away with the skills they need to immediately enter the workforce, addressing the statewide economic need for data scientists. More broadly, this program will help to train a new generation of researchers and continue to enhance University of Oregon's role as a premier research university.

2. What evidence of need does the institution have for the program?

Experienced data scientists are a growing economic need. The January 2019 report from Indeed, one of the top job websites, showed a 29% increase in demand for data scientists year over year, and a 344% increase since 2013. Data from the technology job website Dice showed a 32% increase in data science job postings year over year. Dice also noted that the job postings are from companies in a wide variety of industries, not just technology – e.g., investment banking, insurance, healthcare. Indeed currently lists 89 open data science jobs in Oregon; if the current year-on-year growth rate continues, this means that there will be 317 open data science jobs on this date in 2024 when we produce our first group of graduates.

With so many different domains requiring data science expertise, the core + domain emphasis built into the proposed program will help students to develop the core quantitative skills and apply them immediately to their domain of interest. We expect graduates of this program to find quality jobs immediately after graduation, in the local area and throughout Oregon and the rest of the United States.

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

Of the four major research universities in the state of Oregon (University of Oregon, Oregon Health and Sciences University, Portland State University, and Oregon State University), only Oregon State University

(OSU) is proposing an undergraduate program with a domain emphasis structure that may be comparable to UO's.

The OSU program in biological data science is a natural outgrowth of the Computational Genomics and Research Biotechnology (CGRB) program that has existed at OSU for many years, and with which there have been numerous connections with UO. The new OSU program focuses on biological data science and offers three options, including: computational biology, ecological and environmental informatics, and genomics. Each of these options are focused in the natural sciences. In contrast, the UO program currently being proposed has been designed to be inclusive of disciplines across the UO and currently includes domain emphases in the natural sciences (biology), social sciences (geography), humanities (linguistics), and from the Lundquist College of Business (accounting analytics and marketing analytics).

Because of the long standing relationship in areas of computational genomics and biological data science between UO and OSU, there is likely to be collaboration between the two data science programs. The two institutions have complementary strengths in the area of biological data science (e.g., increased model organism research occurring at UO and increased environmental life sciences interests at OSU). Importantly, research and educational collaborations in these areas have occurred to varying degrees over the past decade, providing support for the likelihood of success of such a joint program.

The two institutions are in conversation regarding at least coordinating degrees in biological data sciences, and possibly collaborating on a joint program in this area that provides significant mutual benefits to each institution. The impacts on OSU and UO are likely to be mutually beneficial.

The other two programs in Oregon are at Oregon Institute of Technology (OIT) (in development) and Pacific University. These are not structured to have a domain emphasis, and as such do not present a natural area for collaboration with UO.

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

The program will grow organically over time, with the goal of reaching full capacity ten years after launch. At maturity, we anticipate a program that will be comparable in size to a large department in the College of Arts and Sciences (CAS), such as Computer and Information Sciences (CIS). As such, in addition to core and associated faculty for teaching, we will require staff and personnel for office and undergraduate degree management, advising, graduate employees, and technology coordinators for assisting in computational laboratories of newly developed courses. See below tables for expected instructor and administrative need.

As our program grows, we will work with existing departments and programs to acquire partial FTE to support these efforts. In addition, we will require the services of an internship and capstone coordinator specifically to assist with the unique capstone aspect of our program and interactions with partners for the internships. This last component is strongly informed by our interactions with the Bioinformatics and Genomics Internship Program (BGMP) in the Knight Campus Internship Program (KCIP). During this period of growth, we will work with staff of the KCIP to provide shared services for the capstone and internship.

Growth will occur based upon student need, following the below tables. The administrative staff table includes full time equivalency (FTE) and grey cells signify 0.0 FTE. Note that the course creation NTTF position is intended to support teaching faculty over the first three years in the integrated development of new DSCI courses. We anticipate at the end of the three years, the necessary courses will be created and the need for this position will be complete. The instructor need table includes the number of courses that will need to be taught by TTF or NTTF each year, and grey cells signify no anticipated teaching load.

Administrative Staff	Year 1	Year 2	Year 3	Years 4 - 10
Program Director	.4	.3	.2	.1
Director UG Studies	.5	.5	.5	.5
UG Administrator	1.0	1.0	1.0	1.0
Department/Office Manager	.5	1.0	1.0	1.0
Course Creation NTTF	1.0	1.0	1.0	
Advisor		.5	1.0	1.0
Technology & Lab Preparator		.5	1.0	1.0
Capstone and Internship Coordinator			1.0	1.0

Course Title	Year 1	Year 2	Year 3	Years 4-5	Years 6-10
DSCI 101	1	1	2	2	3
DSCI 102	1	1	2	2	3
DSCI/Math 311			1	2	2
DSCI/Math 345			1	2	2
DSCI/CIS 372			1	2	2
DSCI XXX Ethics			1	2	2
DSCI 411 Capstone					
Total Instructor Units	2	2	8	12	14

Due to the UO's commitment to increasing IT infrastructure over the previous 5 years (particularly investments through Transform IT and the creation of Talapas and RACS) the overall computing infrastructure is largely in place to support our degree. We will require specialized local equipment, such as a laptop pool, an educational condo on Talapas, and support for the Jupyter collaborative coding environment.

There are two types of instructional spaces that will be needed, large classroom spaces for lecture (greater than 200 students), and smaller data science training spaces (approx. 24-30 students each). The collaborative rooms in the Price Science Library (B040 and B042) are exemplars for this second type of training space, but are unlikely to satisfy the needs of DSCI education because they are in high demand.

The opening of the KCASI will provide the possibility for sharing more of these types of rooms, the demand for these will also be high. New dry, computational spaces will need to be created to support our program at maturity.

Bioengineering: new degree proposal summary

1. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

A new Bioengineering Program will leverage the recent investments in research and intellectual capital gained from new faculty to engender an educational impact for the UO and the state of Oregon. This objective is highly aligned with the UO's mission to be "a comprehensive public research university committed to exceptional teaching, discovery, and service". The program will prepare students for success and professional advancement in a critical and fast-growing segment of Oregon's economy. The broad, interdisciplinary education will equip graduating students to participate across a wide range of specialties in the life sciences – e.g. medical devices, pharmaceuticals, imaging, clinical and academic research. The synergy of Knight Campus research and talent with the educational efforts of the proposed program will continue to elevate the UO, its students, and the state of Oregon.

2. What evidence of need does the institution have for the program?

Innovation in life sciences has become an important high-growth driver to Oregon's economy. A 2016 report commissioned by the Oregon Bioscience Association¹ found that in 2014 the bioscience industry contributed 14,000 jobs to Oregon, an increase of 68% from 2002. Furthermore, these jobs were high paying and diverse. The average annual wage of \$67,081 was well over Oregon's average of \$52,000² and women and minorities accounted for 47% and 22% of employment, respectively.

In addition to job creation, the industry was responsible for bringing nearly \$289 million in NIH funding to Oregon institutions in 2015 alone. Thus, while some in the state might raise concerns about potential redundancy across institutions, the state as a whole is best served by capitalizing upon the unique resources and pool of students available at each university to provide a well-educated workforce that will allow Oregon to operate at the forefront of this rapidly developing area of economic activity.

The Knight Campus is well positioned to harness this growth in life sciences. A strategic component of the Knight Campus vision is to catalyze entrepreneurship and foster the creation and development of new companies arising from university research. The Knight Campus aims to create a synergy of collaborations across multiple institutions throughout the state, establishing Oregon as a life sciences hub that bridges existing centers in the Seattle and Bay areas.

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

Oregon State University offers BA, BS, HBA, and HBS degrees in bioengineering through their Chemical, Biological, and Environmental Engineering department.

¹ See <https://www.oregonbio.org/wp-content/uploads/2017/04/2016-Annual-Report.pdf>

² as reported by the US Bureau of Labor Statistics - May 2018

Portland State University offers a BSME (Bachelor of Science in Mechanical Engineering) degree. The Mechanical Engineering Department has a research focus in biomaterials. OHSU offers a PhD in biomedical engineering through their School of Medicine.

Plans for the new UO degree have been developed in direct communication with deans and provosts at OSU and PSU, as well as part of planned articulation agreements with OHSU. All agree that now is an opportune moment to grow strength in the area across the state, as each university has its own unique emphasis area within the broad field of bioengineering. Developing this degree at the University of Oregon is the first step of what is hoped to be a broader collaborative effort of multiple institutions across the state.

The Bioengineering Program at the University of Oregon is expected to contribute to statewide efforts to increase Oregon's capabilities in applied life sciences. The program has been developed with a focus on areas of bioengineering that are complementary to existing programs, rather than competitive and is therefore not expected to negatively impact other institution's programs.

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

The bioengineering degree is a key priority for the institution. The President and Provost have indicated a commitment to evaluate and identify resources to support the program. Because of the unique opportunity that this degree represents, the overall process departs slightly from the regular cycle. Key leadership and instructional roles involved in growing and sustaining the program will be partially filled by faculty that are part of current and future searches within the Knight Campus. Faculty lines within the Knight Campus are self-funded, thus, establishment of a core faculty for this program is somewhat independent of other university constraints that may or may not emerge over the next several years.

Initial Knight Campus faculty searches have been highly successful, resulting in three tenure track hires that will add to the scholarship and instructional capabilities of the Bioengineering Program. Dr. Tim Gardner (TT - associate professor), was previously a biology and biomedical engineering faculty member at Boston University. Dr. Keat Ghee Ong (TT – full professor), was previously a named faculty member and Associate Chair of the Biomedical Engineering department at Michigan Technological University. Dr. Marian Hettiaratchi (TT – Assistant), will join in January 2020. She is a bioengineer who recently completed a post-doctoral fellowship at the University of Toronto. Additional hiring is expected to continue at a rate of one to three tenure track faculty per year until approximately twelve faculty are in place. In addition to these TT faculty, as this process develops, NTTL lecturers can fill any programmatic gaps that might exist during the hiring process.

The Bioengineering Program is in an unusual situation in that it needs to establish an academic program before the majority of its core TTF are appointed. Therefore, a task force has been established to lead the initiative until such time as faculty and supporting administration are in place. The task force members are:

- Robert Guldberg, Vice President and Robert and Leona DeArmond Executive Director for the Knight Campus
- Patrick Phillips, Provost and Senior Vice President, Professor of Biology
- Mike Hahn, Associate Professor of Human Physiology

- Jim Hutchison, Senior Associate Vice President and Lokey-Harrington Chair in the Department of Chemistry and Biochemistry
- Nathan Jacobs, Curriculum Director ProTem

As the program reaches full scale (7-10 years), we anticipate needing levels of administrative, GE, and NTTF staffing as is typical for programs/departments of similar size. The table below outlines the anticipated administrative and instructional needs at full scale.

Administrative Needs – Steady State	
FTE	Position
1.0	Business manager
1.0	Administrative assistant
1.0	Fiscal coordinator
2.0	Student program manager / advisor
1.0	Lab manager
2.0	Teaching lab preparator
Instructional Needs – Steady State	
36	Instructor Units (TTF or NTTF)
30-40	GE Terms

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

Resolution: Program Approval – Bachelor of Science in Neuroscience

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

Whereas, the College of Arts and Sciences wishes to offer a Bachelor’s Degree in Neuroscience;

Whereas, the proposed program capitalizes on existing strengths and resources while offering undergraduate students greater variety in possible fields of study;

Whereas, the program has been approved by relevant departments, the College of Arts and Sciences, relevant academic committees, and the University Senate; and,

Whereas, Section 4.3 of the Policy on Retention and Delegation of Authority authorizes the Academic and Student Affairs Committee to approve a new program on behalf of the Board of Trustees.

Now, therefore, the Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon hereby approves the new **Bachelor of Science Degree in Neuroscience** as proposed in the provided documentation.

Moved: _____

Seconded: _____

Trustee	Yes	No
Ballmer		
Ford		
Hornecker		
McIntyre		
Schill		
Wilcox		
Wishnia		

Dated: _____

Recorded: _____

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Bachelor's Degree in Neuroscience

Nicole Dudukovic (PSY)

Adrienne Huxtable (HPHY)

Philip Washbourne (BI)

Hal Sadofsky (Divisional Dean, Natural Sciences)

Board of Trustees of the University of Oregon

December 9, 2019

New Neuroscience Major

- The Neuroscience proposal capitalizes on existing resources.
- We expect it to both bring new students and serve existing ones.
- Tykeson advising reduces the resource investment needed to support the program.



Neuroscience Curriculum

1st YEAR: General Chemistry (CH 221-223) and Lab (CH 227-229), Calculus (MATH 246/251), Mind & Brain (PSY 201)

2nd YEAR: General Biology (BI 211-213) or Honors Biology (BI 281H-283H), Medical Terminology (HPHY 211), Scientific Investigations in Physiology (HPHY 212), Statistics (PSY 302, MATH 425 or ANTH 470)

3rd YEAR: Human Anatomy I (HPHY 321), Human Physiology I (HPHY 322), Biopsychology (PSY 304), Neurobiology (BI 360), General Physics (PHYS 201-203), Research or advanced skills courses

4th YEAR: Upper-division neuroscience electives (BI, HPHY, PSY), Research or advanced skills courses



A degree in Neuroscience will provide:

- Strong content knowledge in the field of neuroscience
- Scientific literacy
- Laboratory research skills
- Critical thinking skills
- Quantitative and analytical skills
- The ability to communicate effectively about scientific research



Career Paths for Neuroscience Majors

- Academic research career
- Health professions
- Biotechnology companies
- Pharmaceutical companies
- Government agencies
- Scientific journal editor/journalist
- Artificial intelligence
- Big Data



Data Science Undergraduate Program

December 9, 2019

**Academic and Student Affairs Committee
UO Board of Trustees**

Degree pending UO Senate approval



UNIVERSITY OF
OREGON

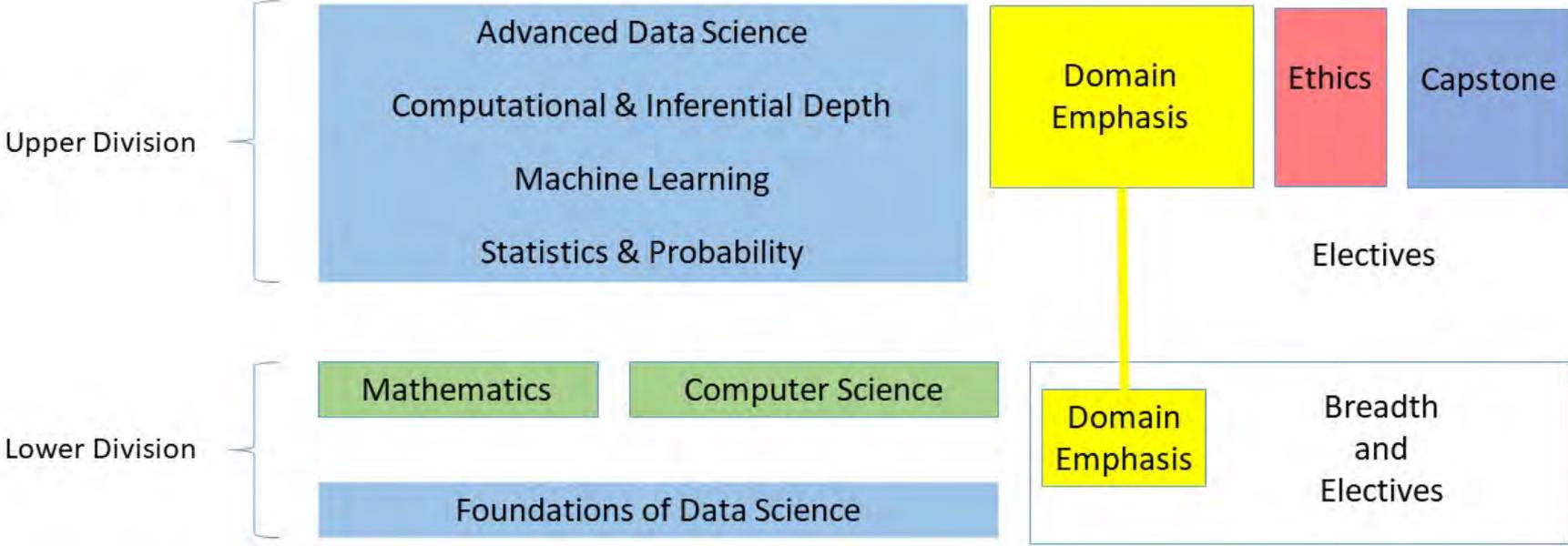
Data Science

Why University of Oregon?

- Data science programs have often grown out of technical programs or colleges
- UO's history has uniquely positioned us:
 - Long history of interdisciplinary research and liberal arts excellence
 - Data science domain applications across campus
 - Lack of schools of engineering, agriculture, and medicine
- We have designed a uniquely **university-wide** data science major:
 - Quantitative and computational depth
 - Broad domain application
 - Clear path for growth



Data Science General Course Outline



Need for the State and the Country

- Indeed.com shows a 29% increase in demand for data scientists year after year and Dice.com saw a 32% increase
- Today we see over 10,000 open data science jobs nationally
- In 2024 when our first cohort graduates, trends predict over 300 open data science jobs in Oregon
- We expect students to find quality jobs immediately after graduation – in Lane County, in Oregon, and across the US

What Will Students Do With This Degree?

- The core + domain emphasis built into the program helps students develop core skills and apply them immediately to their domain of interest
- Graduates will be able to immediately find jobs not only in technology, but in a wide variety of industries such as:
 - Investment banking & Insurance
 - Healthcare & Biotech
 - Government & Nonprofit
 - Automotive & Aerospace
- Students will be well prepared for advanced degrees that are increasingly requiring quantitative and computational skills

Who is Teaching?

Course Title	Year 1	Year 2	Year 3	Years 4-5	Years 6-10
DSCI 101	1	1	2	2	3
DSCI 102	1	1	2	2	3
DSCI/Math 311			1	2	2
DSCI/Math 345			1	2	2
DSCI/CIS 372			1	2	2
DSCI/PHIL DS Ethics			1	2	2
Total Instructor Units	2	2	8	12	14



How is it Being Administered?

Administrative Staff	Year 1	Year 2	Year 3	Years 4 - 10
Program Director	.4	.3	.2	.1
Director UG Studies	.5	.5	.5	.5
UG Administrator	1.0	1.0	1.0	1.0
Department/Office Manager	.5	1.0	1.0	1.0
Course Creation NTTF	1.0	1.0	1.0	
Advisor		.5	1.0	1.0
Technology & Lab Preparator		.5	1.0	1.0
Capstone and Internship Coordinator			1.0	1.0



What are the Infrastructure Needs?

Room Size by Seats	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
200+							3	3	3	3
100-199		2	2	4	3	6	3	3	11	11
25	5	10	19	29	39	52	62	69	75	75



Questions?



UNIVERSITY OF
OREGON

Data Science

UO Undergraduate Program in Bioengineering

Professor Jim Hutchison, Chemistry
Professor Mike Hahn, Human Physiology

December 9, 2019

UO Undergraduate Program in Bioengineering

Seeking approval* to establish new undergraduate degree program for launch in Fall 2021

- Institutional priority: Offer applied, engineering degrees
- Publicly supported by OSU: Home of the only other undergraduate Bioengineering program in the state
- High student demand for bioengineering
- High impact opportunity area for Oregon industry and the economy
- Wide benefit to other disciplinary programs across campus
- Complements proposed graduate programming in bioengineering and biomedical engineering

* Board of Trustees' approval is not sought at this meeting. A formal request will come before the Academic and Student Affairs Committee only after all institutional authorizations have been completed.

Wide benefit to students, UO, Oregon and beyond

- Student access to applied science and engineering within a liberal arts environment
- New avenues for students to pursue degrees with significant societal impact
- Enhance strength of UO as a science university
 - Recruit **new** students bioengineering and STEM disciplines within CAS
- Additional students will take classes and support a wide range of disciplines across UO
- Establish a culture of innovation
 - Translate ideas to create impact and generate new IP
- Supports strong industry and job growth in the region and beyond
- Builds a stronger ecosystem for bioengineering across the state

A moment in time: An incredible opportunity

\$500 M investment in Knight Campus

- Facilities and equipment
- Recruitment of bioengineers to campus

+

Existing strengths in chemistry, biology, human physiology and business/innovation

+

Strong partnerships with OSU and OHSU to grow bioengineering and biomedical engineering strength in Oregon

And a few challenges:

- No existing engineering infrastructure on campus (this is also an opportunity)
- Rapid timeframe – building capacity (faculty and space) and program in real time
- Academic home – incubating within CAS

Demand is high among students and industry

Nearly every bioengineering program on the west coast has had to cap their admission due to demand

- UW has ~200 UG students and admits only 25%
- UCLA (2018) 2,383 applicants, 281 admits, 68 enrolled



Students frustrated trying to get into UW's competitive engineering program *The Seattle Times* | February 24, 2017

Oregon Bioscience Association report (2016)

- Bioscience industry contributed 14,000 jobs to Oregon in 2014, up 73% from 2002
- Average annual wage of \$67,081 (vs. Oregon's average of \$52,000)
- Women and minorities accounted for 47% and 22% of employment, respectively

\$289 million in NIH funding to Oregon institutions in 2015 alone

Stronger together: Leveraging partnerships with OSU

Only existing undergraduate bioengineering program in Oregon is at OSU

We are partnering with them to build bioengineering strength in Oregon

OSU leadership is supportive of the proposed program



COMBINING STRENGTHS IN BIOENGINEERING

In Oregon, we're combining Oregon State University's legacy in engineering with the University of Oregon's infrastructure and facilities, highlighted by the \$1 billion Phil and Penny Knight Campus for Accelerating Scientific Impact, to leverage the resources of an entire state and region toward making a positive impact on society.

To learn more about Oregon's Combined Strengths, visit: engineering.oregonstate.edu/bioengineering accelerate.uoregon.edu



ED/AA/JADA Institution committed to cultural diversity. ©2019 University of Oregon 510202019

OREGON BIOENGINEERING SYMPOSIUM 2019

Inaugural meeting covering all areas of bioengineering, with an emphasis on technologies for precision health

Friday, Nov. 22
9 a.m. to 6:30 p.m.
Oregon State University

Abstracts for oral and poster presentations should be submitted by Oct. 25. Undergraduate and graduate students are encouraged to submit poster abstracts.

Advance registration costs are \$25 (student/postdoc), \$60 (faculty), \$125 (nonacademic) through Nov. 8. Registration fees will be waived for the first 100 attendees to submit approved abstracts.

blogs.oregonstate.edu/bioengineering

Featured Speakers



Tim Gardner
University of Oregon
High Precision Interfaces to Brain and Nerve



Elaine Fu
Oregon State University
Porous Microfluidic Sensors for Field Use



Summer Gibbs
Oregon Health & Science University
Fluorescence Guided Surgery for Improved Clinical Outcomes



Matt Johnston
Oregon State University
Emerging Toolkit for Integrated Electronic Biosensors



Peter Jacobs
Oregon Health & Science University
Precision Drug Delivery through AI and Integrated Sensing



Mike Pluth
University of Oregon
Chemical Tools for Detection and Delivery of Reactive Sulfur Species



Financial opportunity: Program leverages Knight Campus resources and benefits the UO campus

- Bioengineering is a priority for the President and Provost.
- Leverage Knight Campus investment in bioengineering faculty who can contribute some of the required undergraduate instruction
- Will bring new students and tuition dollars to campus
- Over 60% of credits will be taken outside of bioengineering, driving resources to the rest of campus

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Agenda Item #3

Enrollment and Financial Aid

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Roger Thompson

Vice President, Student Services and Enrollment Management

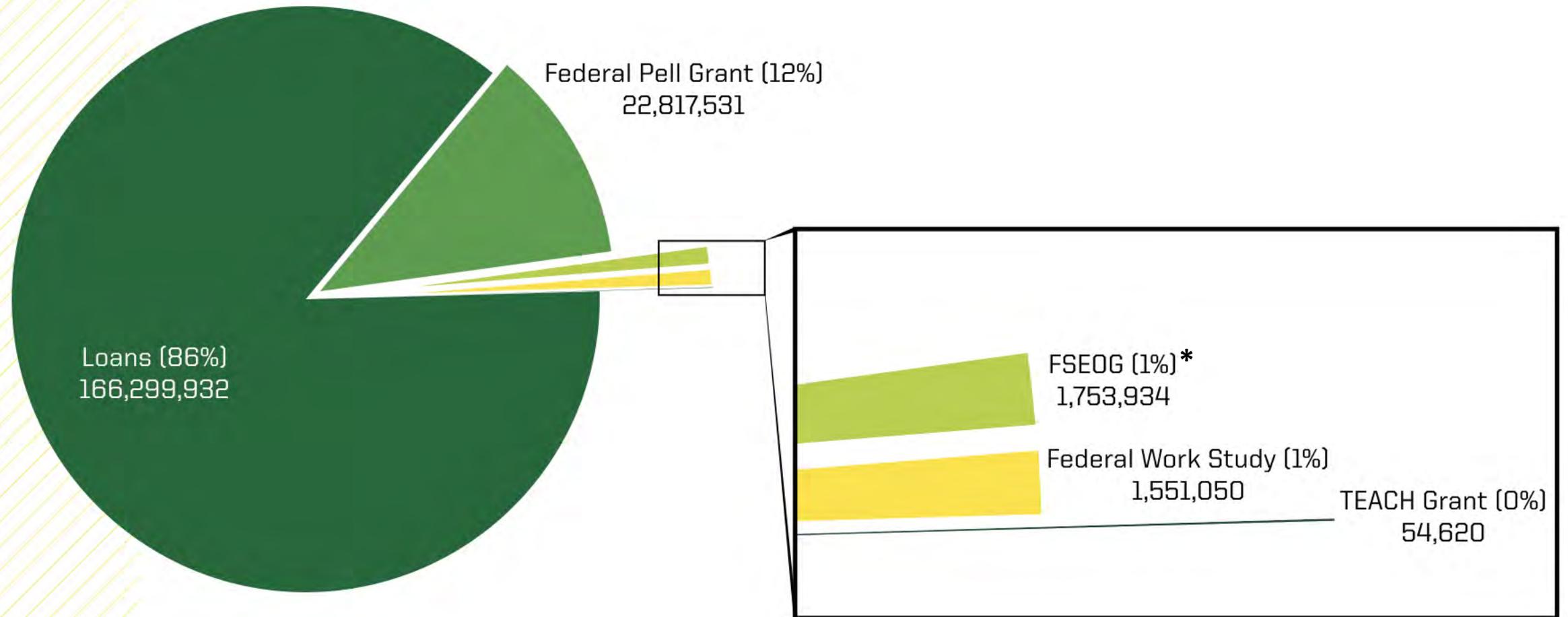
Jim Brooks

Associate Vice President, Student Services and Enrollment Management and Director, Financial Aid and Scholarships

FALL 2019

**Financial Aid and Scholarships,
Freshman Class, and Total Enrollment**

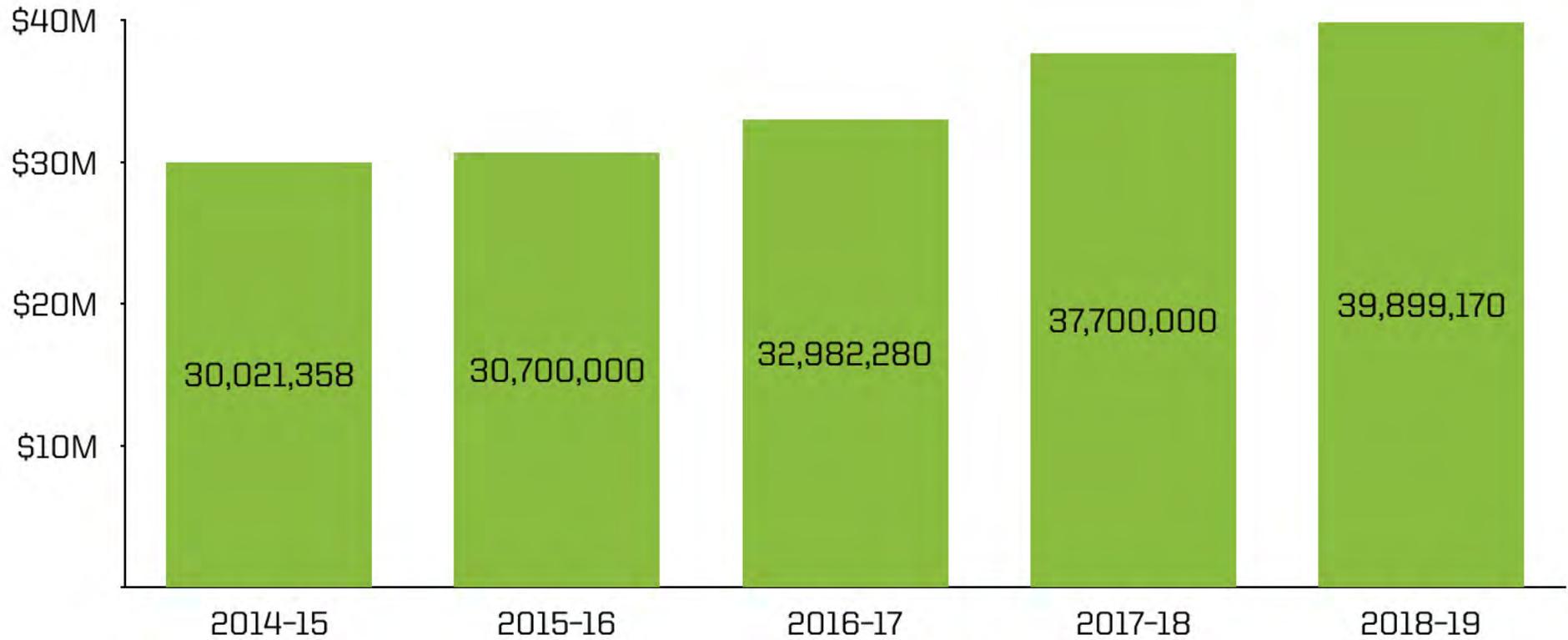
SNAPSHOT Federal Student Aid



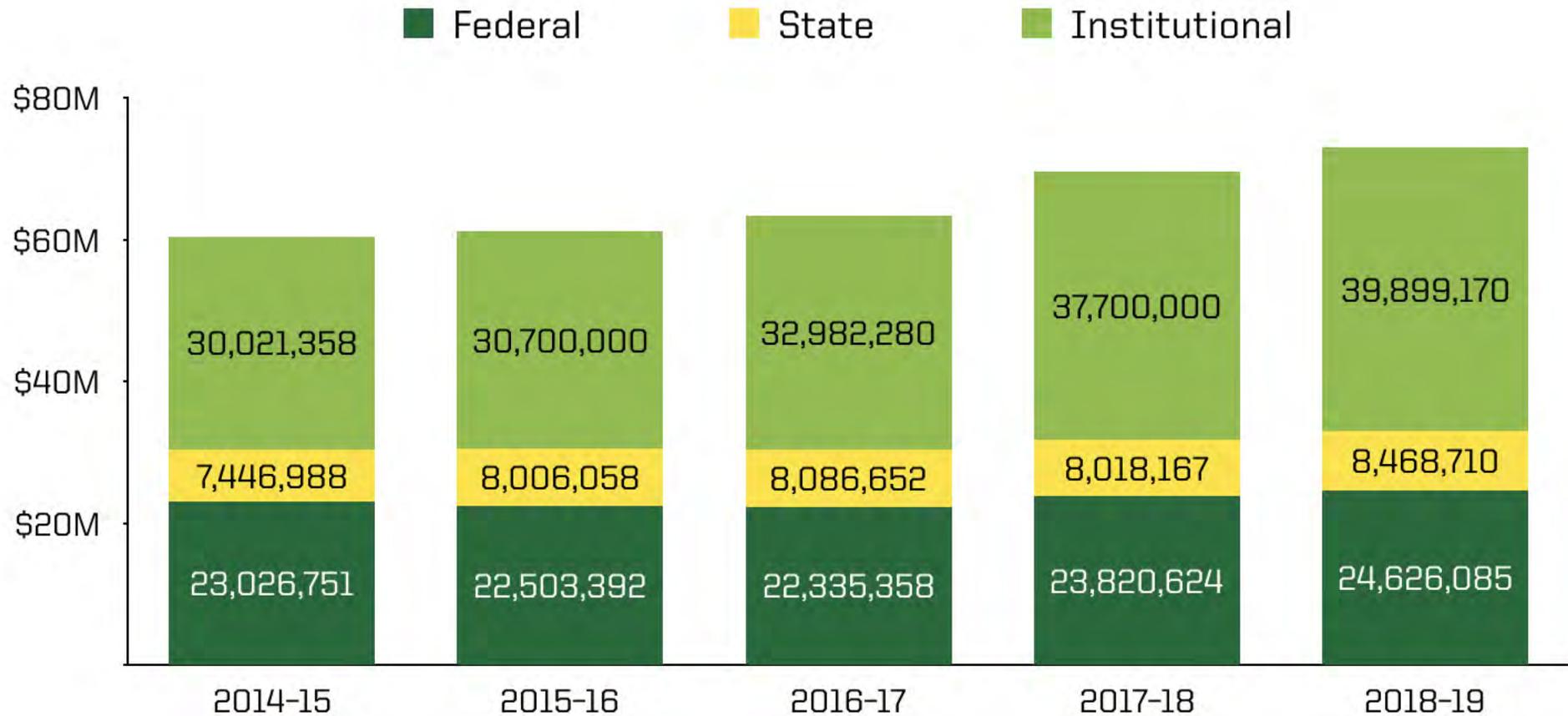
*Federal Supplemental Educational Opportunity Grant.

Institutional Aid Budget

BY ACADEMIC YEAR

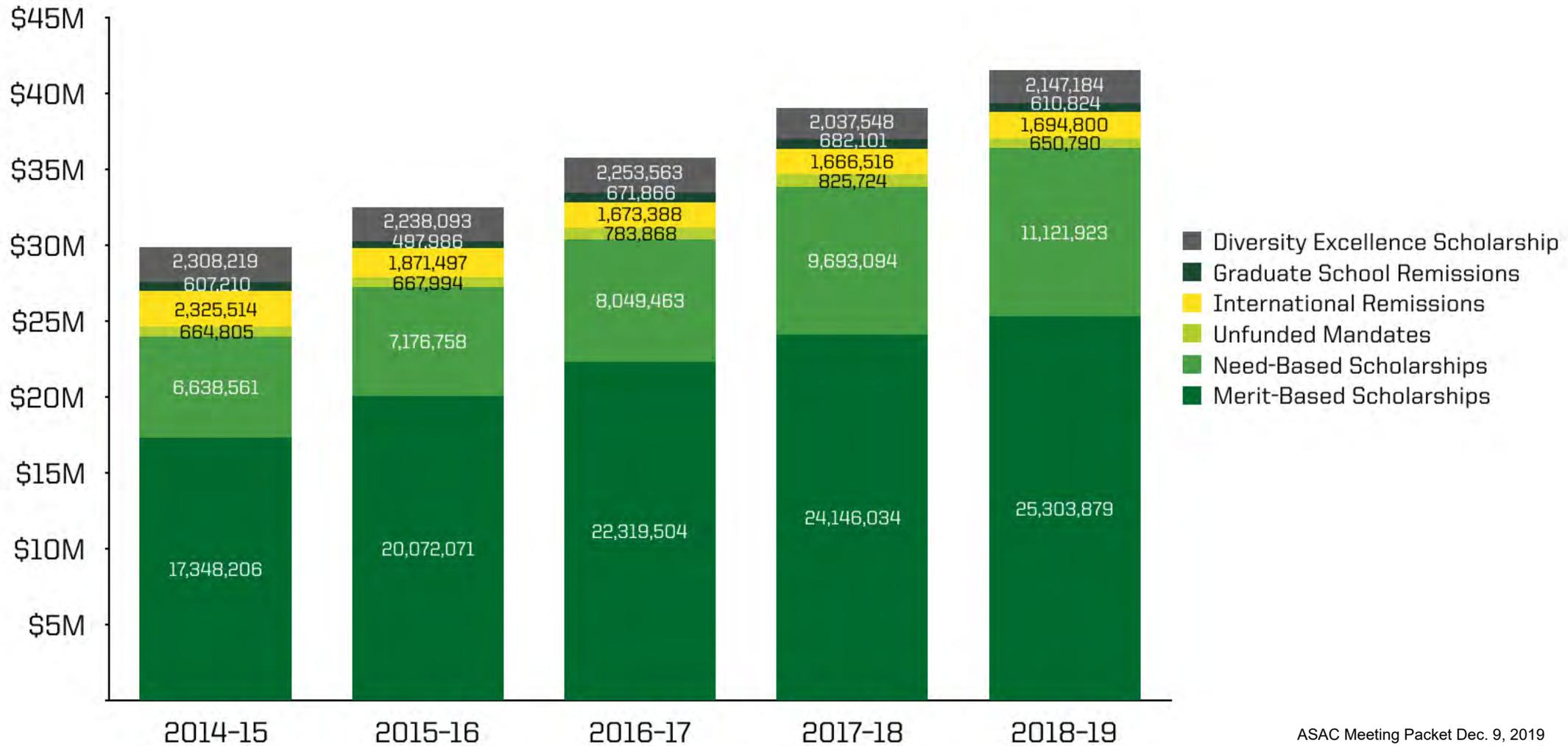


Institutional, Federal, and State Grants BY ACADEMIC YEAR



Institutional Aid Expenditures

BY ACADEMIC YEAR

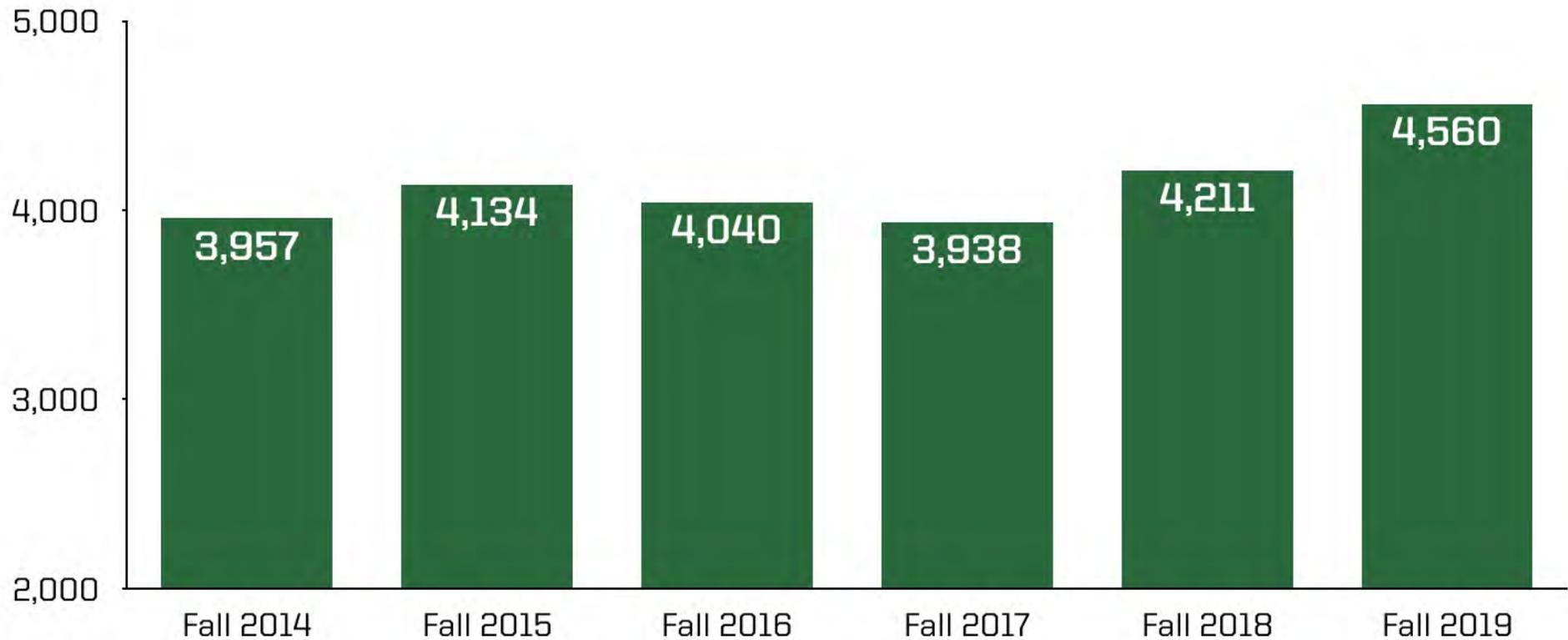


Points of Discussion

- HEA Reauthorization: All proposals impact financial aid programs. We are working closely with our Federal Affairs team to track proposals and respond when offered the opportunity.
- Foreign gift and contract reporting: The concern over a perceived impact of foreign governments on institutions of higher education has resulted in what used to be a bi-annual report for institutions receiving more Department of Education interest than in the past.

NEW ENTERING FRESHMEN

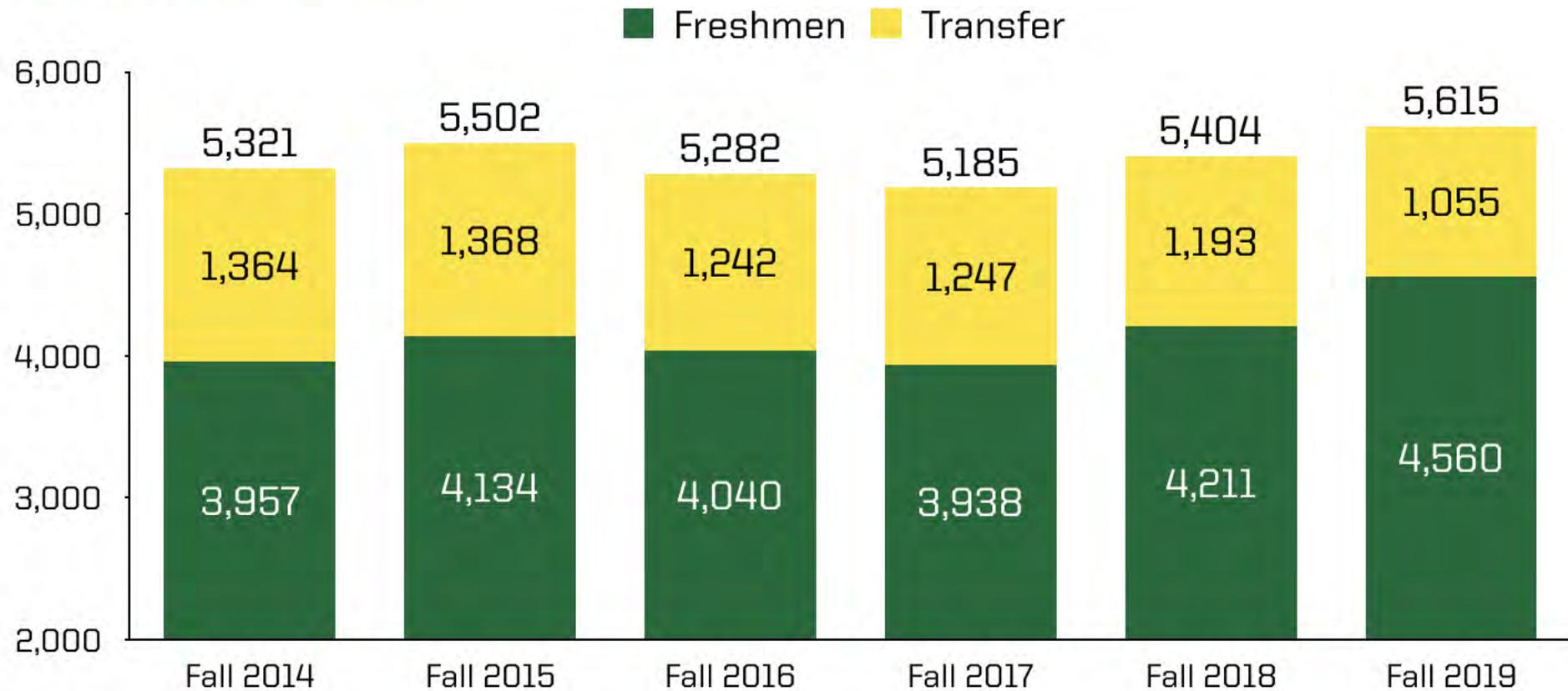
Class Size



Fall fourth week enrollment. Includes fall and summer freshman starts.
UO SSEM Research and Assessment, 11/13/2019

NEW UNDERGRADUATE STUDENTS

Class Size



Fall fourth week enrollment. Includes fall and summer freshman starts.

Transfer includes international exchange students. UO SSEM Research and Assessment, 11/13/2019

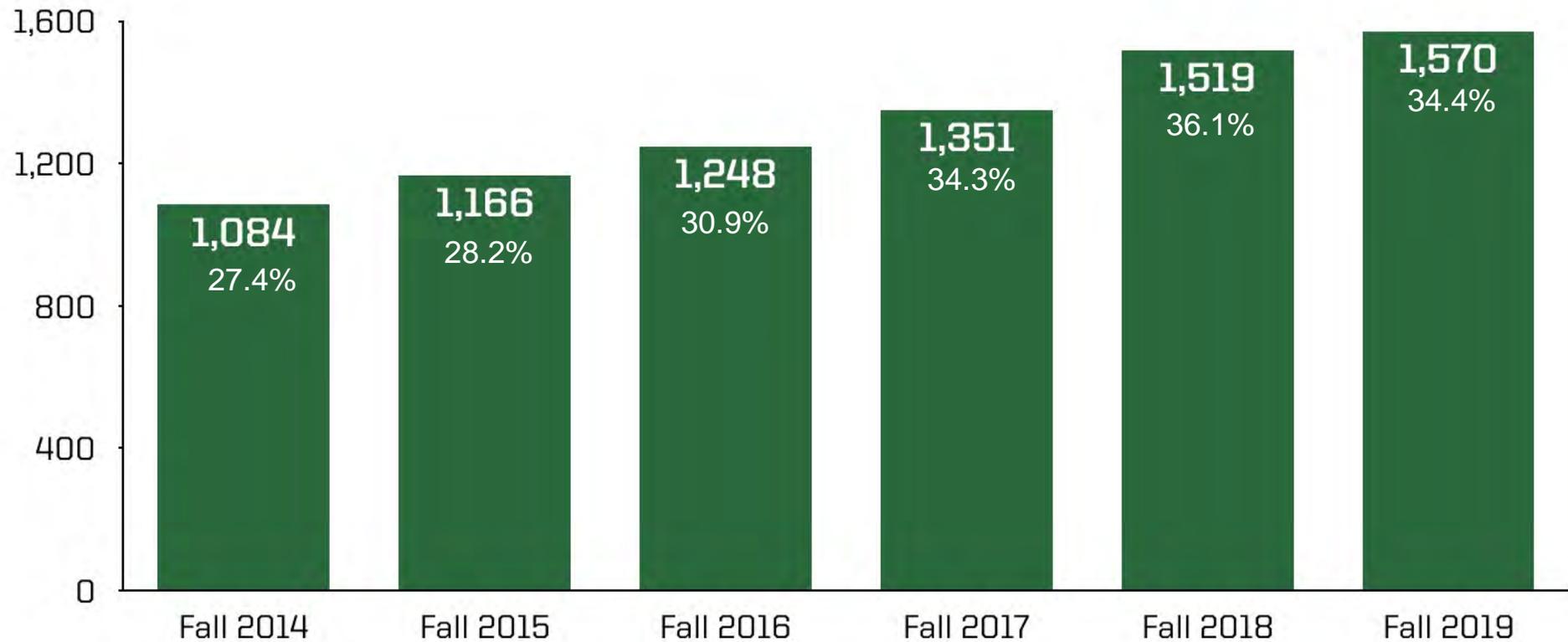
NEW ENTERING FRESHMEN High School GPA



Fall fourth week enrollment. Includes fall and summer freshman starts.
UO SSEM Research and Assessment, 11/13/2019

NEW ENTERING FRESHMEN

Domestic Minorities

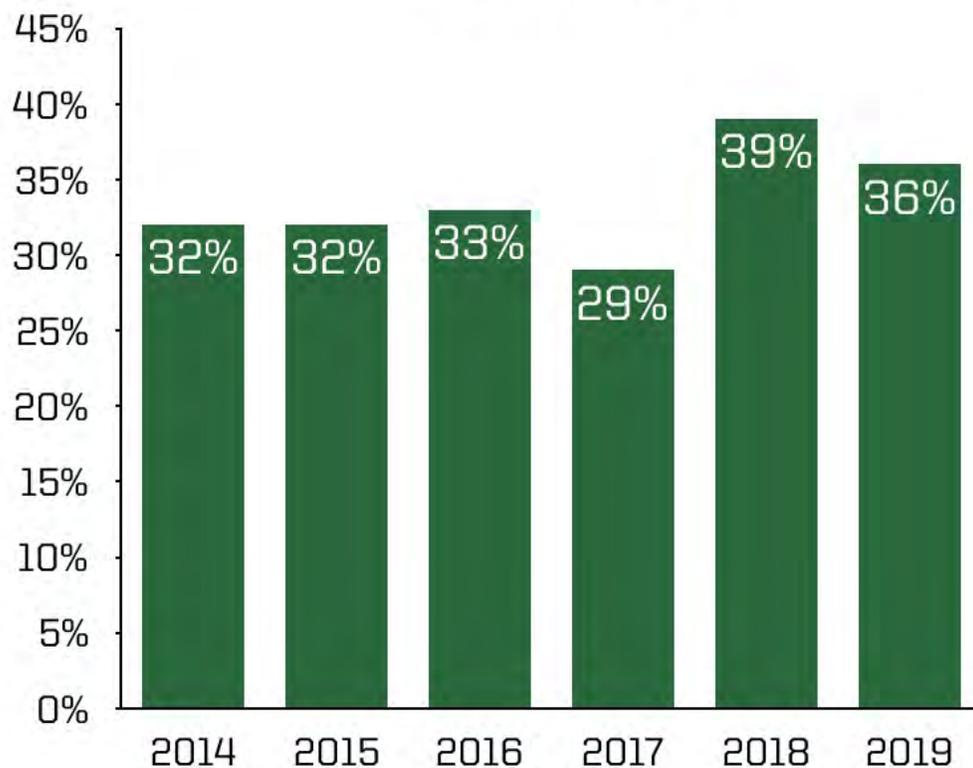


Fall fourth week enrollment. Includes fall and summer freshman starts.
UO SSEM Research and Assessment, 11/13/2019

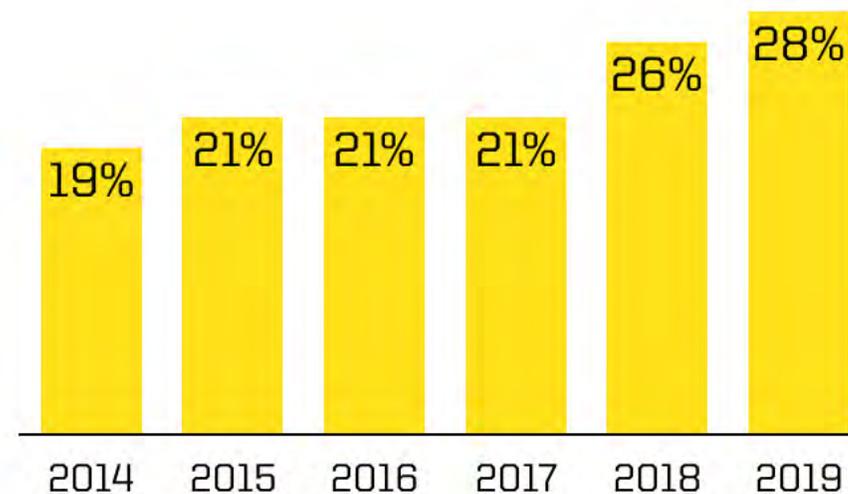
NEW ENTERING FRESHMEN

First Generation

Residents



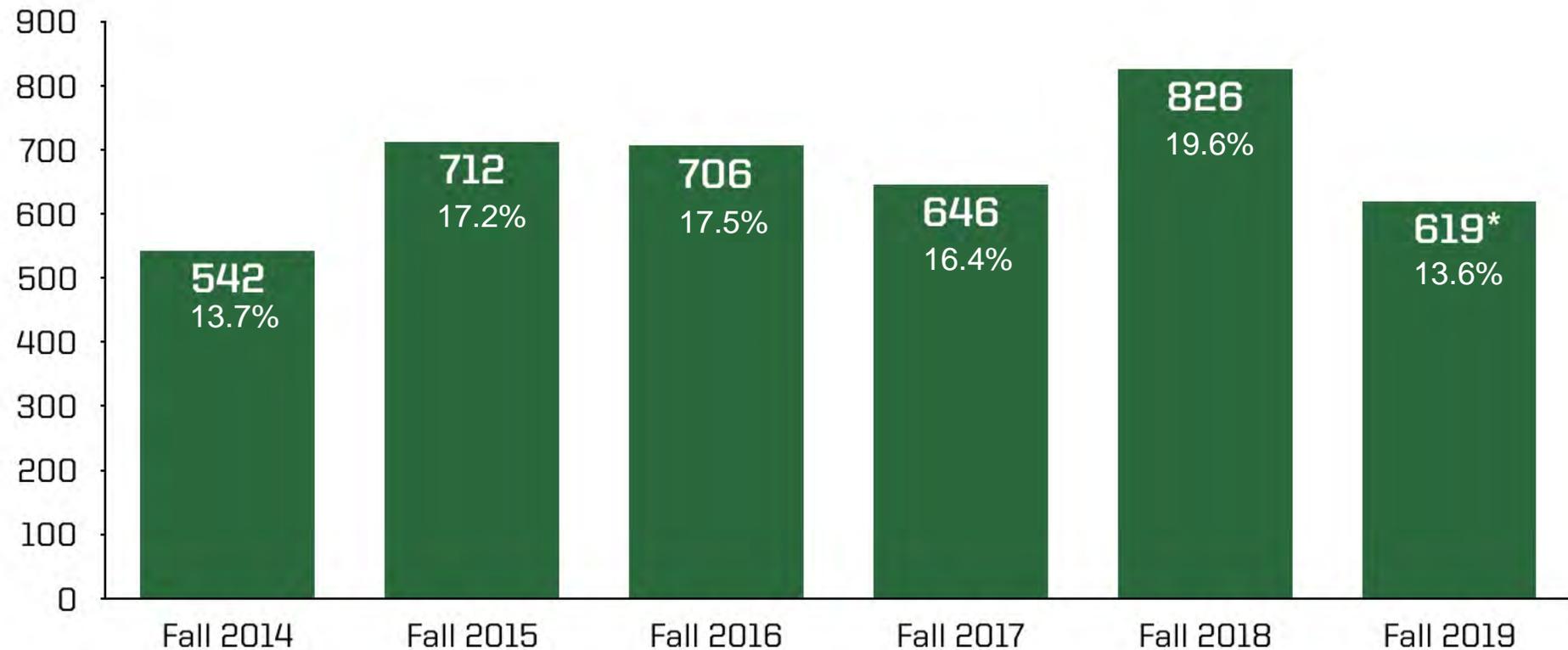
Domestic Nonresidents



Neither parent with a Bachelor's Degree or higher. Includes fall and summer freshman starts.
UO SSEM Research and Assessment, 11/13/2019

NEW ENTERING FRESHMEN

PathwayOregon

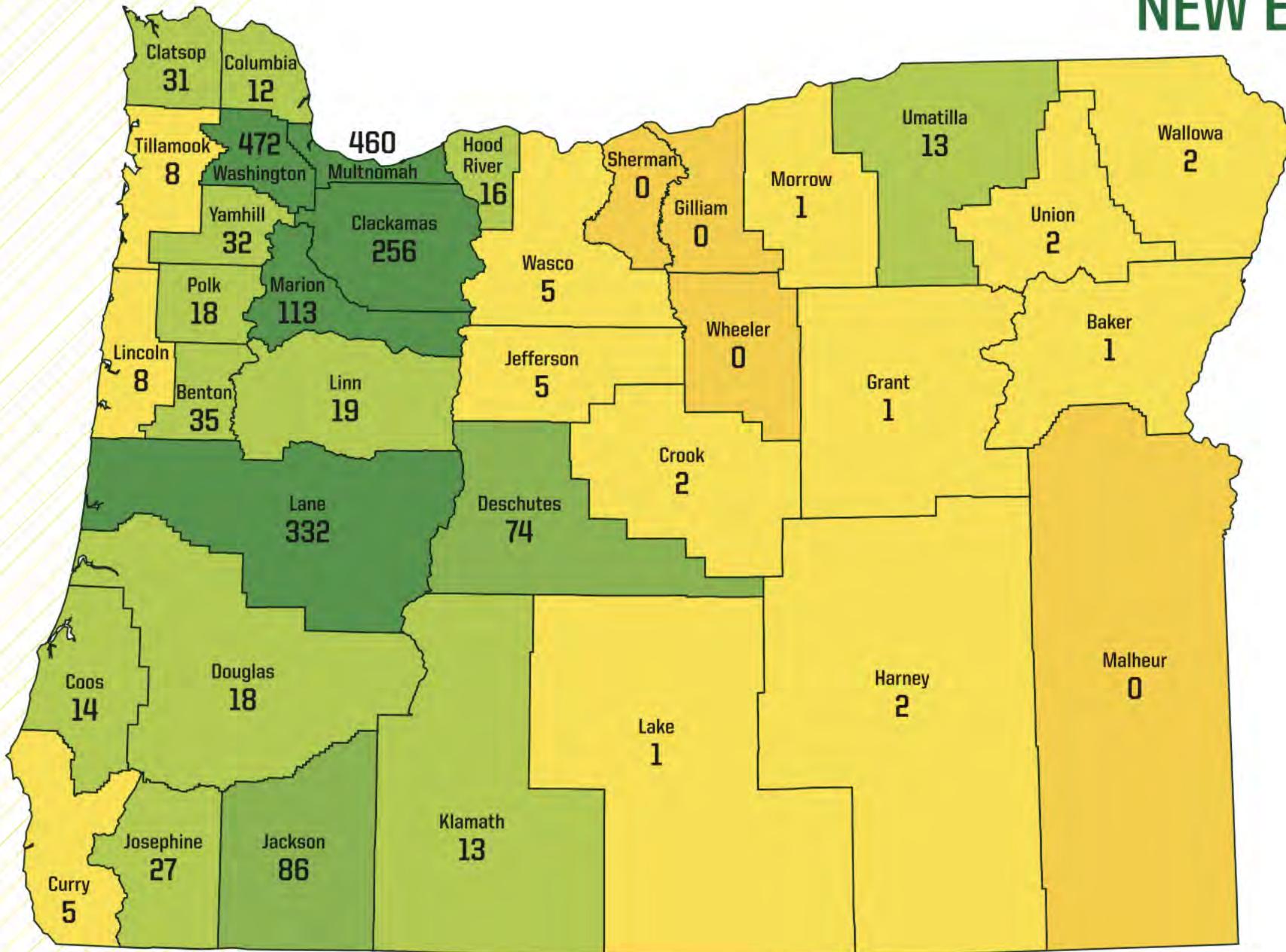


* PathwayOregon 2019 is preliminary. A handful of students are pending federal Pell verification so the total may increase. Includes fall and summer freshman starts.

UO SSEM Research and Assessment, 11/13/2019

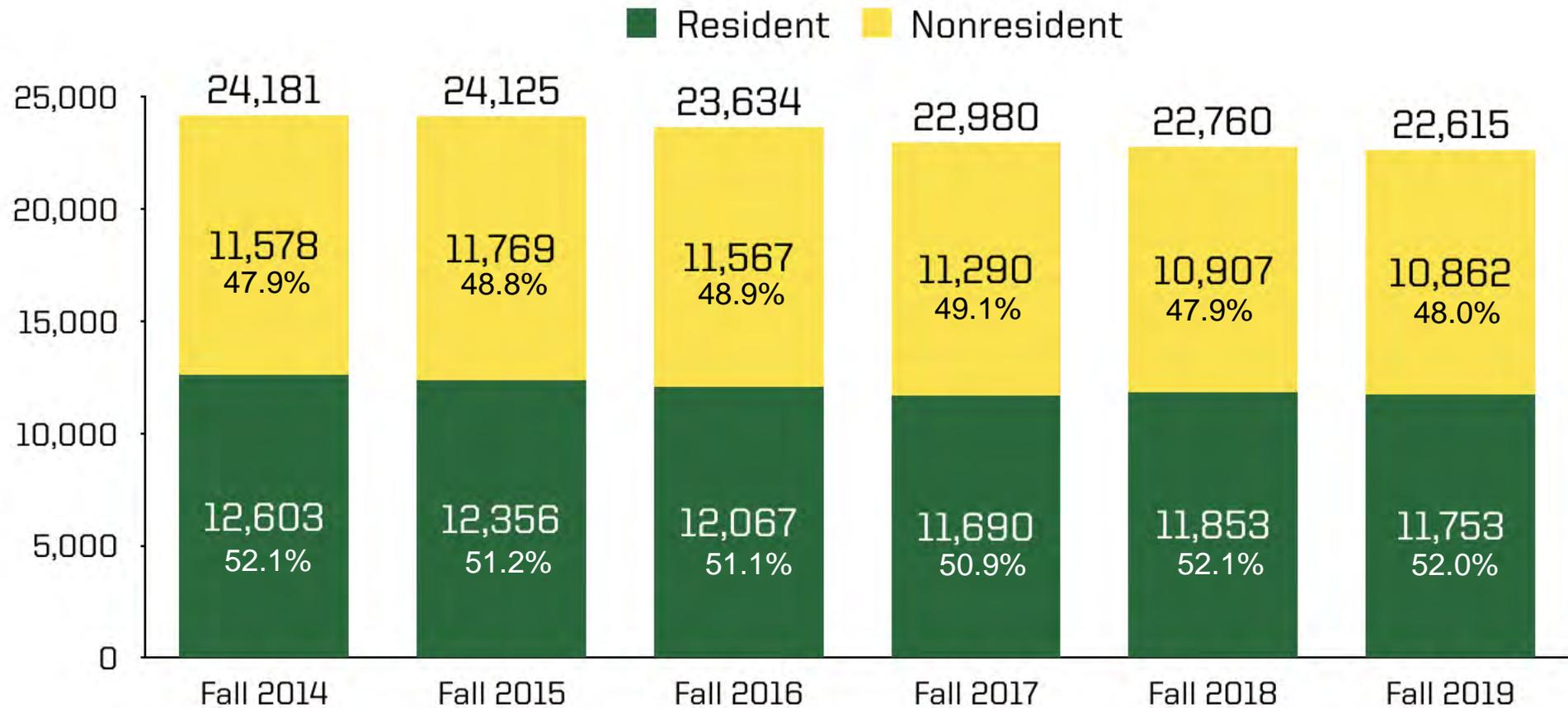
NEW ENTERING FRESHMEN Counties

County defined by Geographic Origin on the admissions application record. Includes fall and summer freshman starts. UO SSEM Research and Assessment, 11/13/2019



TOTAL UO ENROLLMENT

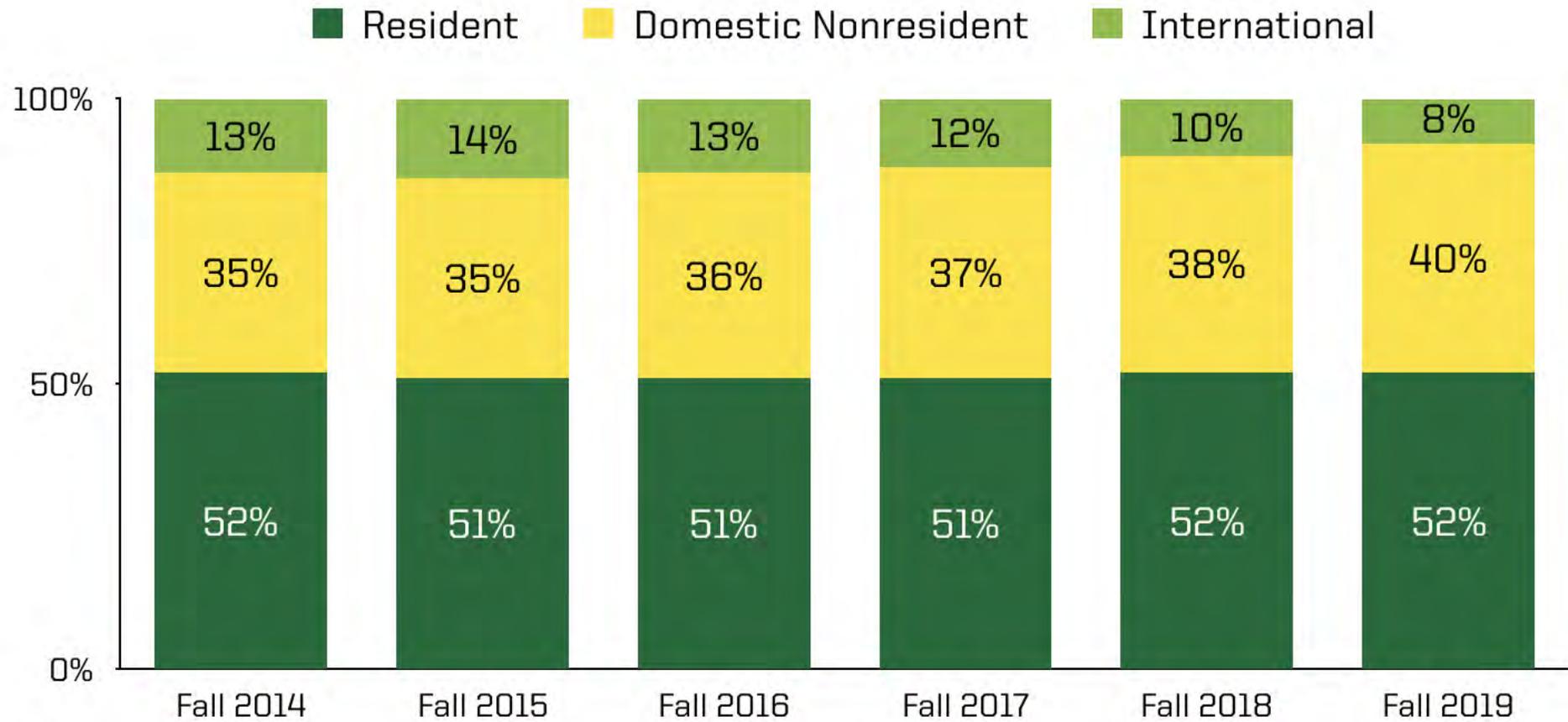
Student Level



Fall fourth week enrollment. Profile Table 1.2
 UO SSEM Research and Assessment, 11/13/2019

TOTAL UO ENROLLMENT

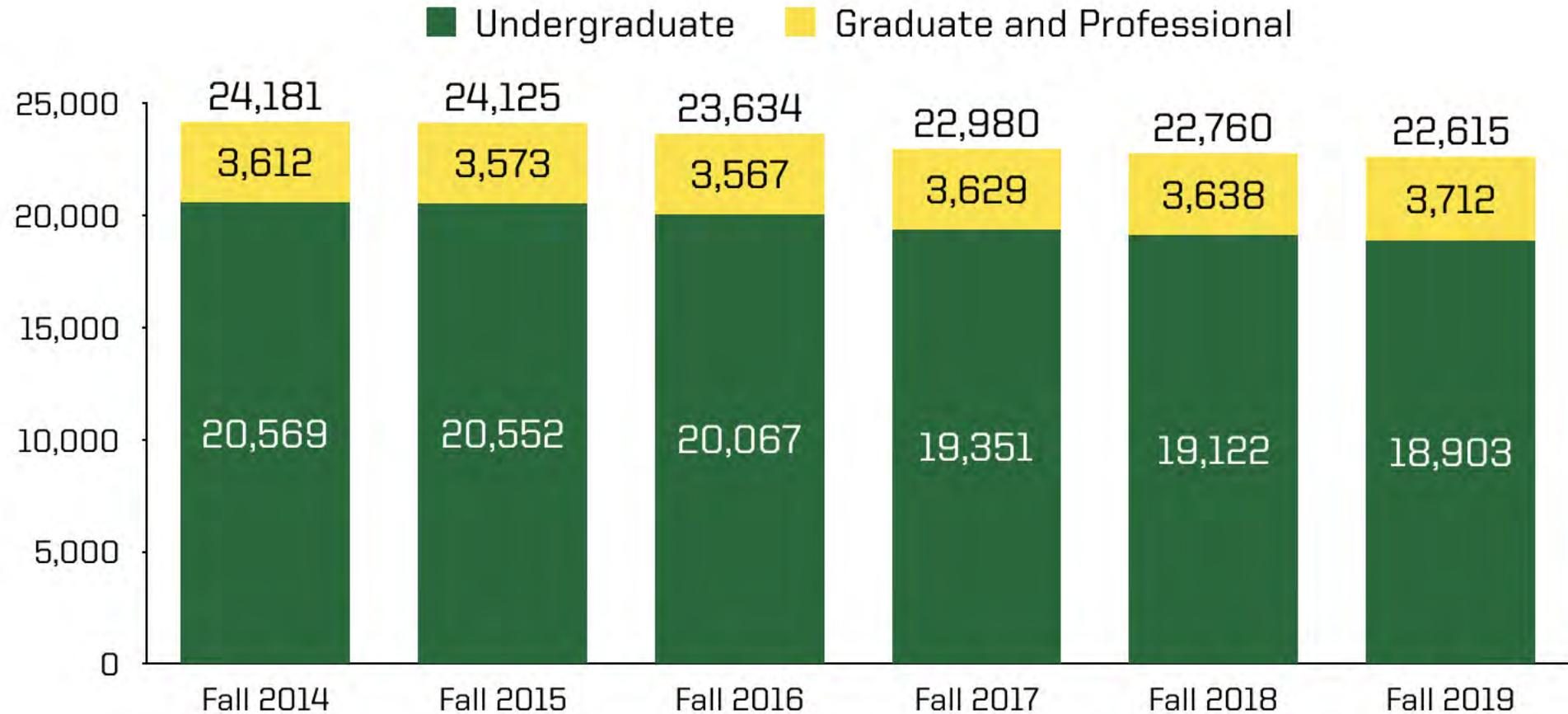
Student Level



Fall fourth week enrollment. A very small number of international students are considered residents. UO SSEM Research and Assessment, 11/13/2019

TOTAL UO ENROLLMENT

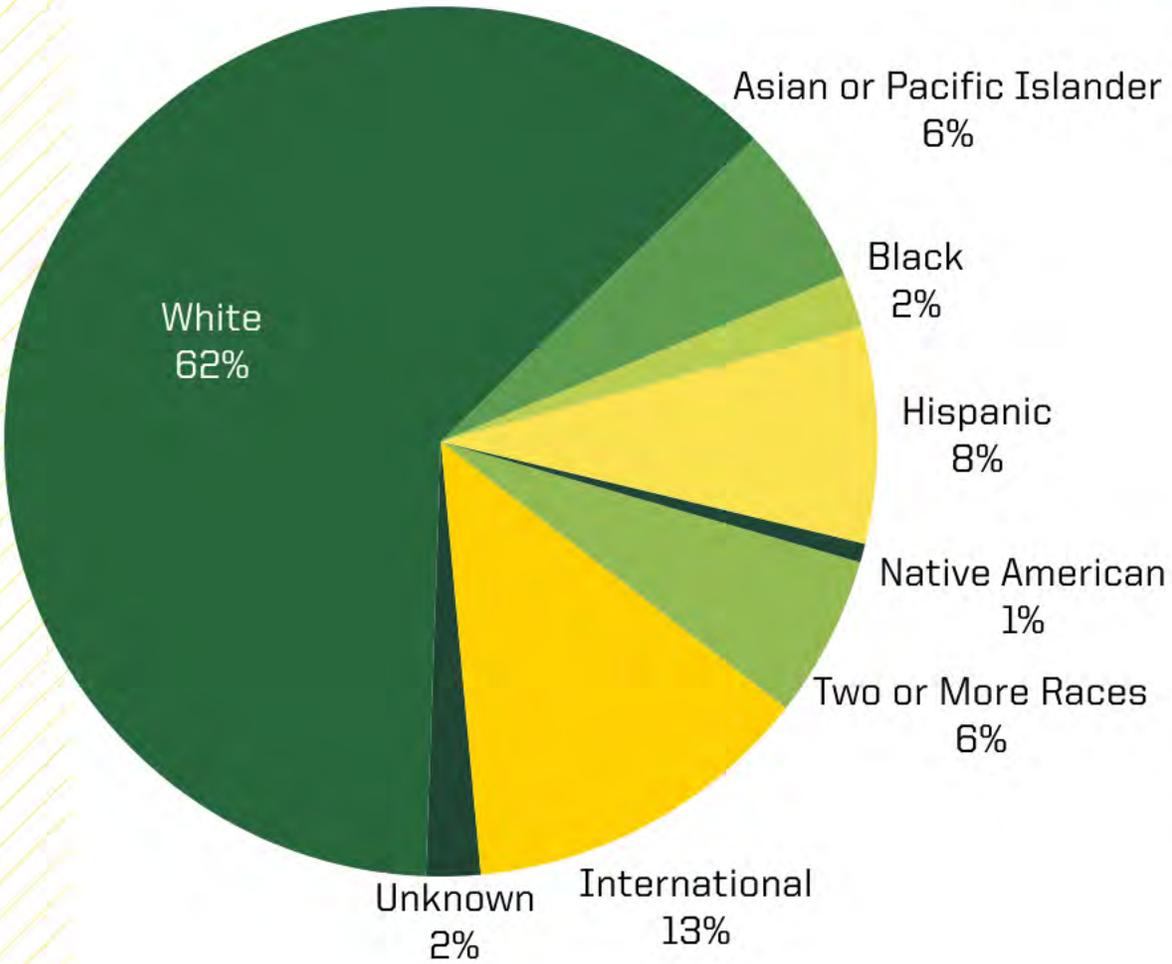
Student Level



Fall fourth week enrollment.
UO SSEM Research and Assessment, 11/13/2019

Racial and Ethnic Diversity

TOTAL UO ENROLLMENT, FALL 2014

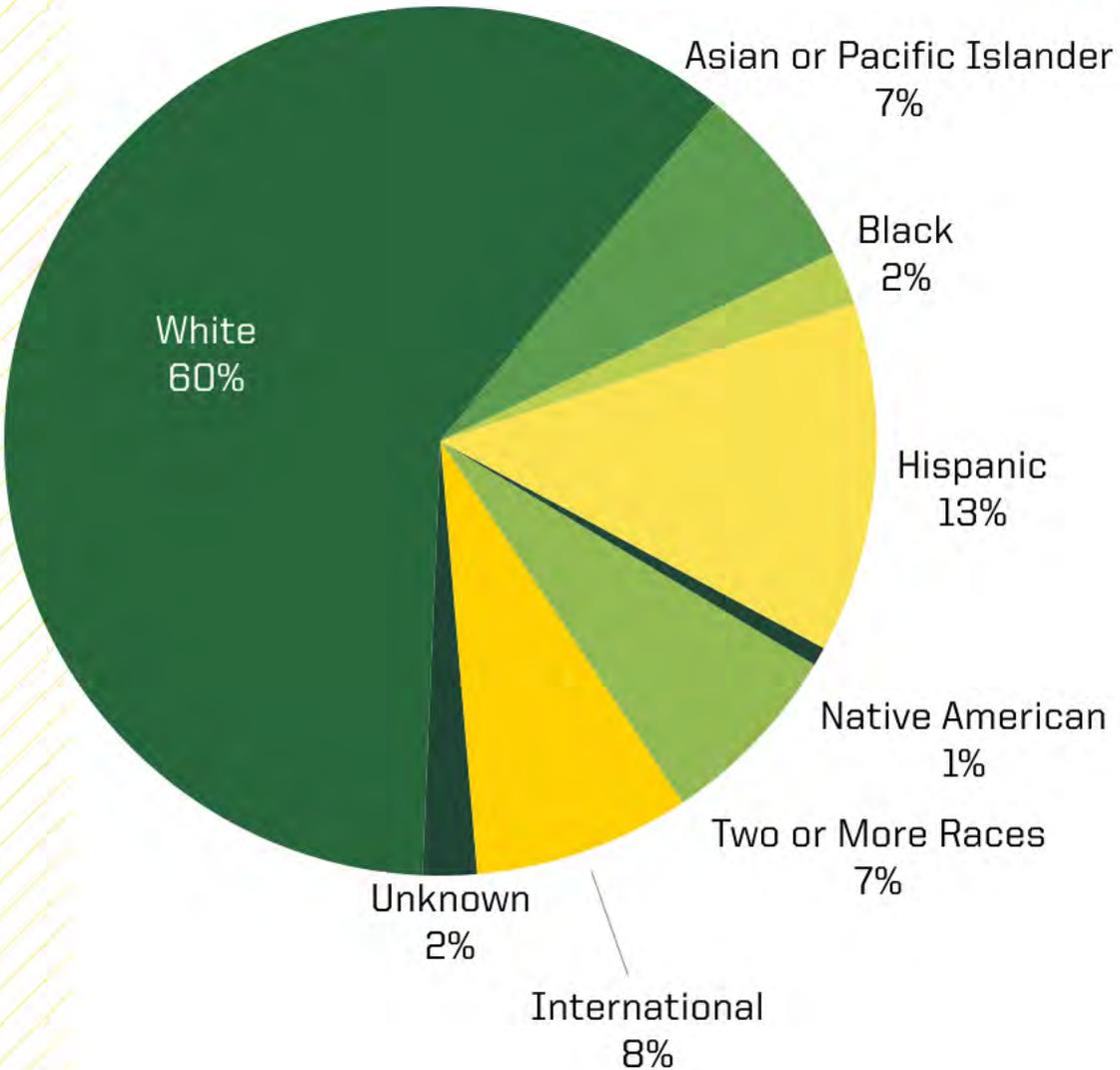


Fall fourth week. Federal methodology.
UO Facts at a Glance, 11/13/2019

Domestic Minority
22%

Racial and Ethnic Diversity

TOTAL UO ENROLLMENT, FALL 2019

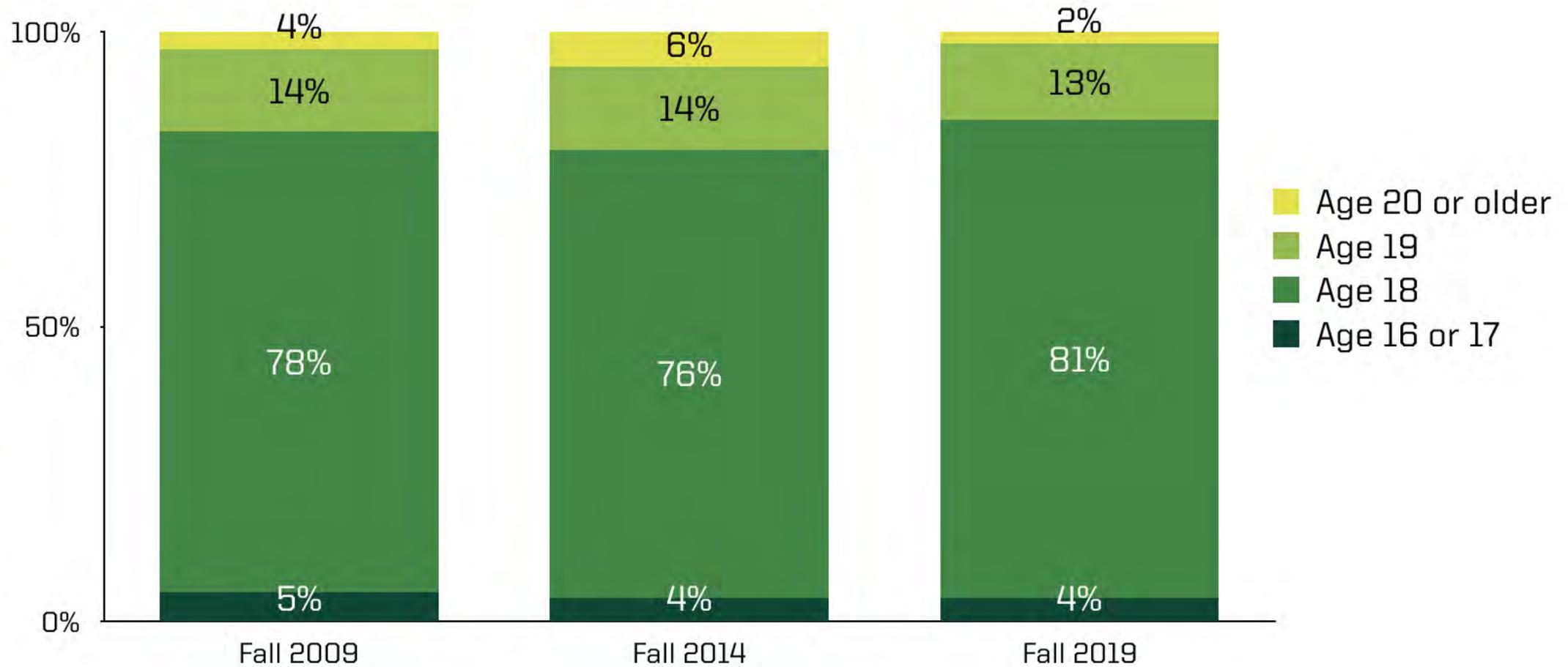


Fall fourth week. Federal methodology.
UO SSEM Research and Assessment,
11/13/2019

Domestic Minority
30%

NEW ENTERING FRESHMEN

Age in the First Fall Term



Fourth week enrollment. Age as of September 30 of the fall term. First year students as determined by term of admission. UO SSEM Research and Assessment, 11/14/2019

Recruitment Changes

- New Arizona recruiter as well as social and online recruiting efforts.
- Minds Move Mountains restructure based on analysis of first year outcomes.

Trends and Related Concerns

- Most western states have had increasing state support for higher education while Oregon has had stable support and increased PERS costs.
- NACAC Code of Ethics changes will mean increased risk to enrollment predictability.

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Agenda Item #4

University of Oregon Alumni Association



Raphe Beck, Executive Director of the University of Oregon Alumni Association, has been working in alumni relations for two decades, previously serving as the Executive Director of the Stanford Graduate School of Business Alumni Association. A native of Chicago, Raphe enjoyed previous careers as a Teach For America corps member in North Carolina and as a screenwriter in Los Angeles. Raphe earned a BA in Creative Writing from Stanford University and an MBA from the Berkeley-Haas School of Business. He began his role at the UOAA in August, 2019 and lives with his family in Eugene.

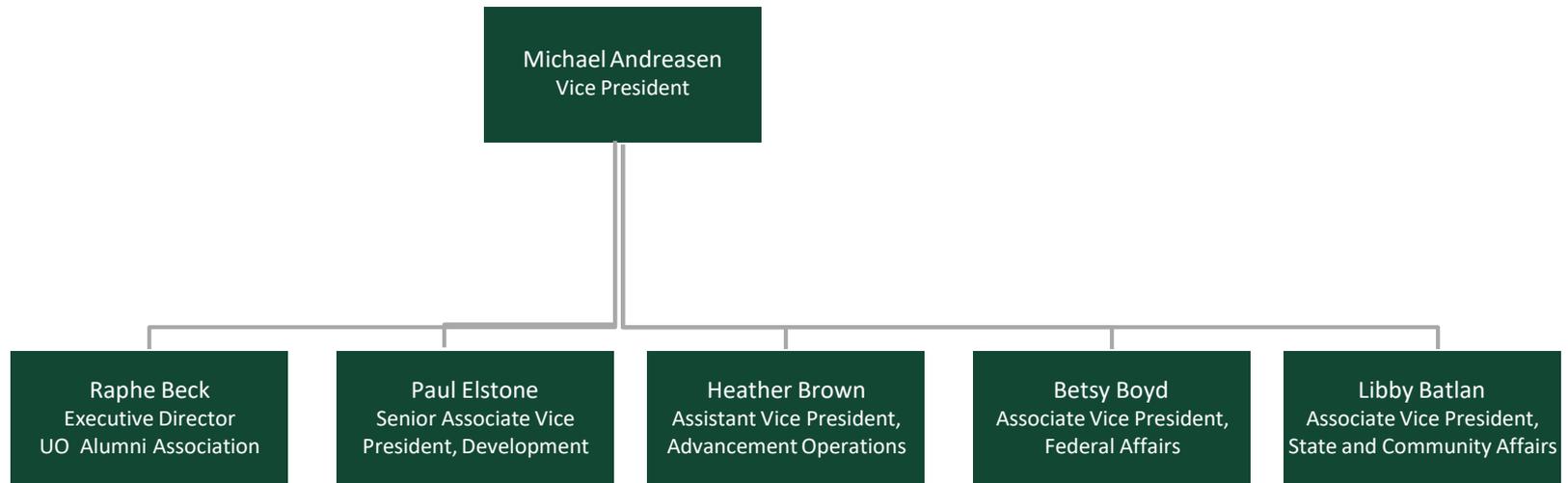
Presentation to Board of Trustees December 9, 2019

Raphe Beck, Executive Director



ALUMNI
ASSOCIATION

University Advancement



Last updated 11/26/2019

UOAA Vision & Mission

Vision

Uniting and engaging Ducks
in all stages of flight.

Mission

The University of Oregon Alumni Association
fosters lifelong relationships,
deepens engagement,
and advocates on behalf of the university
and Duck alumni around the world.

Historical Highlights

1876 - University of Oregon founded

1878 - First graduates become alumni

1879 - Alumni Association formed

1922 - UO Foundation incorporated

1924 - First alumni staff appointed

1935 - UOAA incorporated as a 501(c)3

About the UOAA

- A 501(c)3 separate from the university
- All staff hired by the university
- Integrated into Advancement, to the benefit of both organizations
- Budget 1/3 university; 2/3 UOAA
- A membership organization, but the UOAA seeks to serve all alumni, regardless of membership status

UOAA Board of Directors

- Representative governing board of the UOAA
- 38-44 alumni (currently 43)
- Oversight of the 501(c)3 non-profit
- Fiduciary responsibility for \$16M+ assets
- Strategic input to UOAA staff
- Voice of UO alumni to the university
- Ambassadors for UO and UOAA to alumni

Three Related Entities



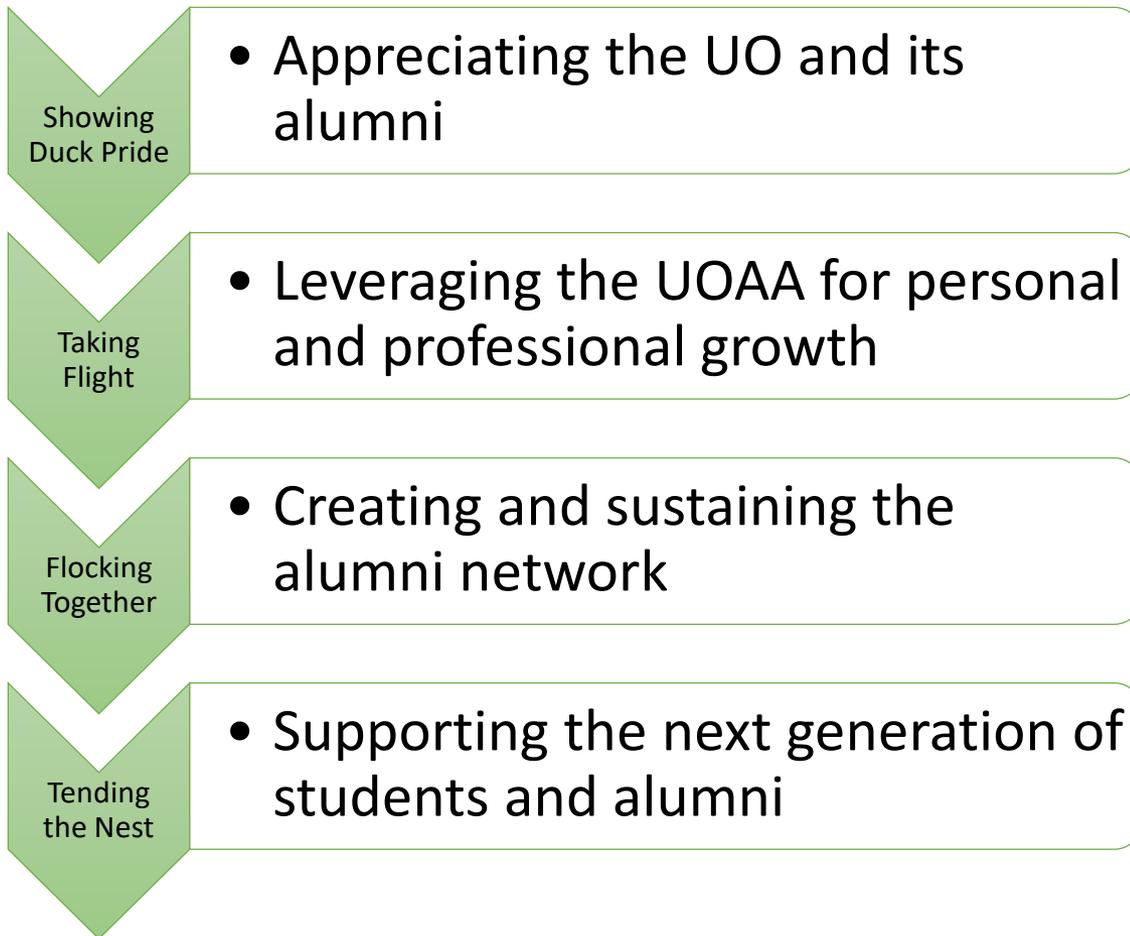
Programmatic support, office operations, space lease



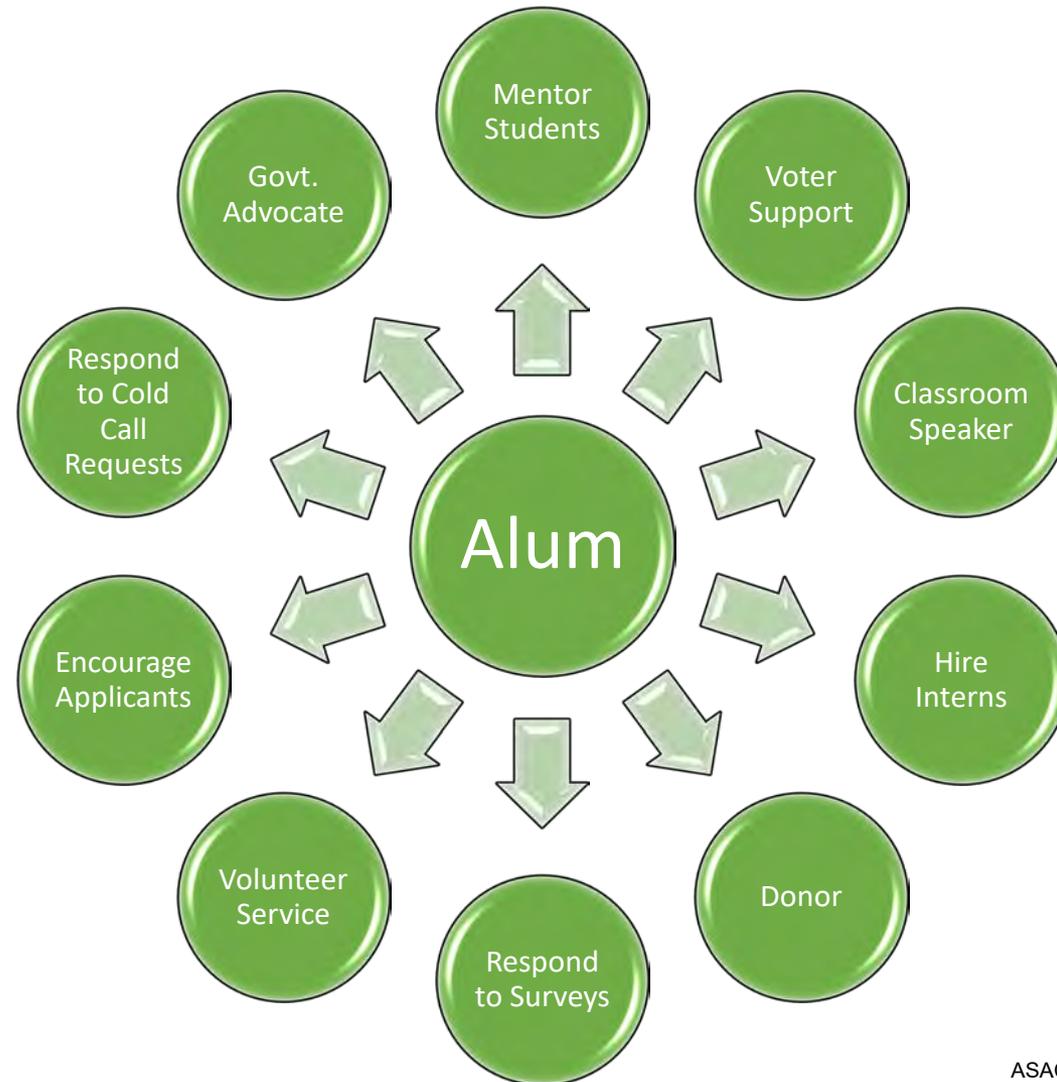
Investment, membership, gift receipt, scholarship administration, UOAA & chapter cash funds, data security



A Model for Progressive Engagement



Desired Outcomes



Appendix

Alumni Demographics

Total Graduates	245,323
Living Alumni	216,355
Addressable Alumni	197,731
UOAA Alumni Members	18,093

Top Regions

Region	# of Alumni	% of Living Alumni
Portland	48,797	22.6%
Lane County	39,016	18.0%
Bay Area	12,909	6.0%
Seattle	7,951	3.7%
Los Angeles	5,210	2.4%
Central Oregon	5,166	2.4%

50% of alumni live in top four markets.

Regional Chapters

29 Domestic Chapters

- Alaska, Bay Area, Central Oregon, Chicago, Denver, Eastern Oregon, Hawaii, Idaho, Spokane, Lane County, Los Angeles, Nashville, New England, New York, Orange County, Philadelphia, Phoenix, Portland, Reno, Sacramento, Salt Lake City, San Diego, Seattle, Temecula, Washington DC

4 International Chapters

- Japan, Korea, Indonesia, Saudi Arabia
- Also active informal alumni groups in Singapore, Taiwan

Affinity Groups

In addition to regional chapters, the UOAA charters “affinity” communities:

- 5 Identity Groups
 - Black
 - Native
 - Hispanic
 - LGBTQ+
 - Alumni Band
- 3 Professional Groups
 - Law
 - MBA
 - Executive MBA

Membership

- The UOAA seeks to serve all alumni, regardless of their membership status, but membership dues support all UOAA programs
- 21,301 members total
 - 18,093 of these are alumni
 - Others are faculty, staff, spouses, and community members
- The UOAA also manages a Student Alumni Association
 - 4,956 student members as of 10/9/2019

UOAA Board of Directors

President: Renee Evans '97

President-Elect: Adolf Zeman '00

Past President: Carmen Rubio '99

Treasurer: Jim Lobdell '84

Secretary: Raphe Beck

Awab Al-Rawe '14

Oscar Arana '04, MBA '12

Alison Battaglia '04

John Branam '04

Anetra Brown '15

Reid Carr '98

Rosa Chavez-Jacuinde '96, JD '03

Michael Couch '64

Tana Atchley Culbertson '00

John Easton '91

Debbie Egan '81

Kaira Esgate '96

Grant Gurewitz '13

David W. Gwynn '82

Anita McClain Haley '64, DEd '83

Shirley Hancock '80

David Hattenhauer '74, MMUS '79

Tahira Hayes '05

Teresa Hoffman '82

Richard Kitumba '12, MPA '14

Anthony Lambatos '04

Brent MacCluer '94

Chip Messenger '97

Ritchie Metzler '01

Ryan Nguyen '08

Maylian Pak MA '05

Maulin Patel '02

Amy Radochonski '01, MEd '02

Daniel Reschly PhD '71

Todd Ringoen '85

Dan Ryan '85

Connie Seeley '92

Eric Simantel '02

Eric Siow '86

Stephanie Soden-Back '92

Joseph Treves '83

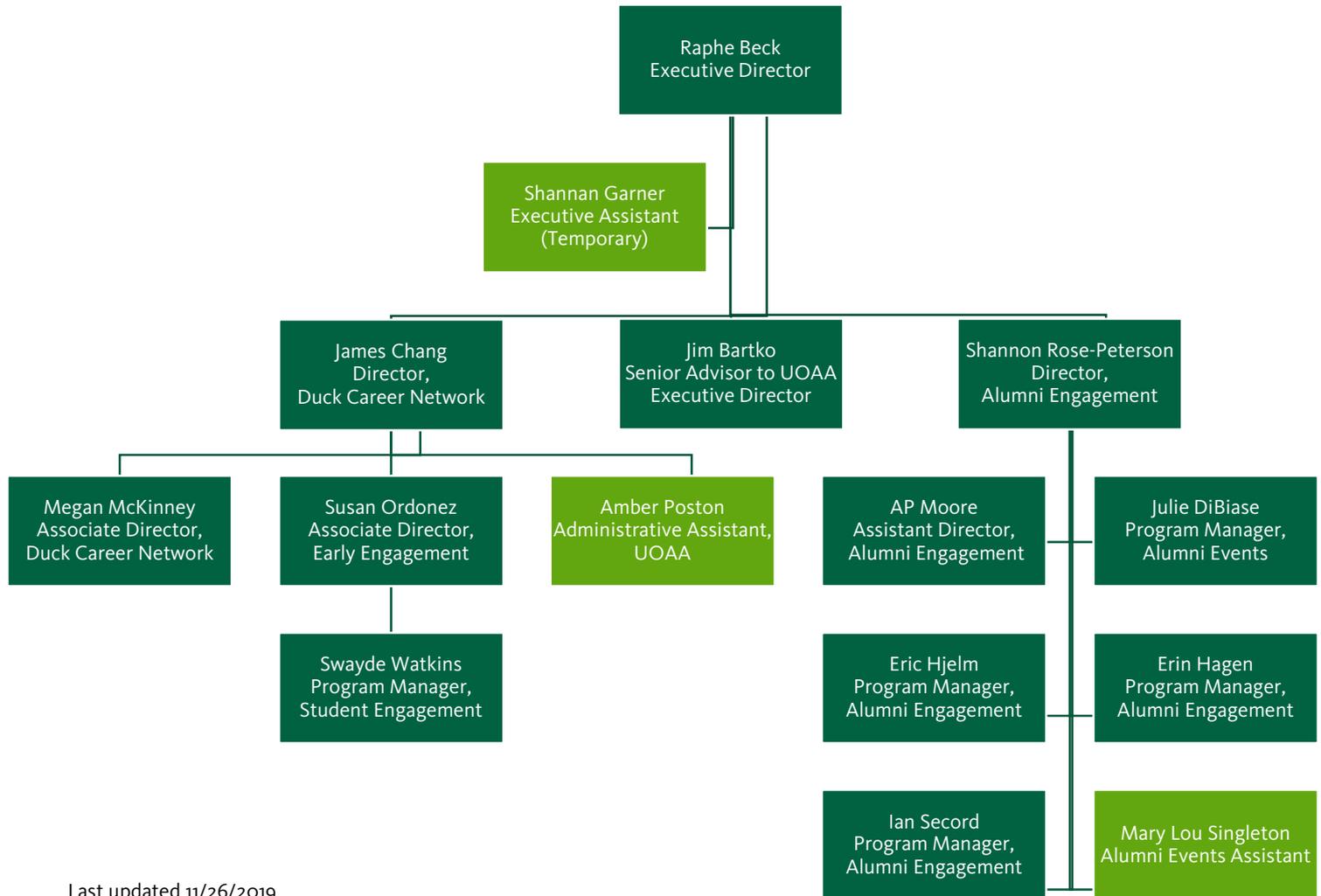
Joseph Volpi '10

Joseph Wahl '80

Erin Watkinson '00

Steven Wildish '80

UOAA Staff



Last updated 11/26/2019