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.
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>
<thead>
<tr>
<th>Position Title</th>
<th>FTE</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Vice Provost¹</td>
<td>1</td>
<td>Office of the Provost (OtP)</td>
</tr>
<tr>
<td>Online Education Liaison²</td>
<td>0.6</td>
<td>OtP</td>
</tr>
<tr>
<td>Instructional Designer</td>
<td>1</td>
<td>LCB</td>
</tr>
<tr>
<td>Instructional Designer³</td>
<td>2</td>
<td>CMET</td>
</tr>
<tr>
<td>Instructional Designer³</td>
<td>1</td>
<td>CAS (housed at CMET)</td>
</tr>
<tr>
<td>Videographer</td>
<td>1</td>
<td>LCB</td>
</tr>
<tr>
<td>Videographer⁴</td>
<td>2</td>
<td>CMET</td>
</tr>
<tr>
<td>Exam Proctor</td>
<td>0.5</td>
<td>CAS (SSIL)</td>
</tr>
</tbody>
</table>

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

Table 2. Software available in support of online courses

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.

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

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

* in collaboration with appropriate unit(s)
### Table 4. Metrics for Online Course Development

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

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

* 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.

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

### Appendix B

**Online Course Offerings by Term**

<table>
<thead>
<tr>
<th></th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Winter 2019</th>
<th>Spring 2019</th>
<th>Annual Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>148</td>
<td>46</td>
<td>50</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>25</td>
<td>30</td>
<td>30</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>173</td>
<td>76</td>
<td>80</td>
<td>83</td>
<td>412</td>
</tr>
</tbody>
</table>

### Appendix C

**Online Implementation Team Members**

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

1. **ANALYZE**
   Evaluate gaps in existing online course offerings

2. **SELECT**
   Prioritize courses that support time-to-degree

3. **SUPPORT**
   Provide faculty development and support

4. **DEVELOP**
   Develop high-priority online courses

5. **REFINE**
   Evaluate results and refine online courses to increase quality
ONLINE PROGRAMS
Target Population: NEW GRADUATE STUDENTS

01 PROPOSE
Solicit proposals from academic units

02 ANALYZE
Conduct market analysis

03 DEVELOP
Provide faculty training; develop online courses

04 APPROVE
Secure curricular approval

05 MARKET & RECRUIT
Recruit first online cohort
Stable infrastructure to support a cohesive, high-quality student experience
Online Students – Fall 2019

3,180 students in online classes

7% ONLINE ONLY

93% Online AND Classroom

7%
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
<table>
<thead>
<tr>
<th>Position</th>
<th>in place now</th>
<th>recruiting now</th>
<th>hiring soon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Vice Provost</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Education Liaison</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
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<tr>
<td>FY23</td>
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</table>

- **Investment**
  - Light gray: start-up funds
  - Black: general funds
Financial Model for Sustainability

FY20
- $2.6M
- 65% Revenue
- 23% Investment
- 12%

FY21
- $3.2M
- 56% Revenue
- 33% Investment
- 6%

FY22
- $3.6M
- 53% Revenue
- 20% Investment
- 5%

FY23
- $3.7M
- 55% Revenue
- 6% Investment
- 5%

Revenue:
- online grad program tuition
- online class fee

Investment:
- start-up funds
- general funds
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
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
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.

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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 Association\(^1\) 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 $52,000\(^2\) 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.

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\(^2\) 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, NTTF 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
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.

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<th>Instructional Needs – Steady State</th>
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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.

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Dated: 

Recorded:
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Bachelor’s Degree in Neuroscience

Nicole Dudukovic (PSY)
Adrianne 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
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

Upper Division

Advanced Data Science
Computational & Inferential Depth
Machine Learning
Statistics & Probability

Domain Emphasis

Lower Division

Mathematics
Computer Science

Foundations of Data Science

Domain Emphasis

Electives

Capstone

Breadth and Electives

ASAC Meeting Packet Dec. 9, 2019
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?

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Years 4-5</th>
<th>Years 6-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 101</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td>DSCI 102</td>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>DSCI/Math 311</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td>DSCI/Math 345</td>
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<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td>DSCI/CIS 372</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>DSCI/PHIL DS Ethics</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Instructor Units</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>8</strong></td>
<td><strong>12</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>
How is it Being Administered?

<table>
<thead>
<tr>
<th>Administrative Staff</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Years 4 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director</td>
<td>.4</td>
<td>.3</td>
<td>.2</td>
<td>.1</td>
</tr>
<tr>
<td>Director UG Studies</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>UG Administrator</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Department/Office Manager</td>
<td>.5</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Course Creation NTTF</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Advisor</td>
<td>.5</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Technology &amp; Lab Preparator</td>
<td>.5</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Capstone and Internship Coordinator</td>
<td>1.0</td>
<td></td>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>
## What are the Infrastructure Needs?

<table>
<thead>
<tr>
<th>Room Size by Seats</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>200+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>100-199</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>11</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>5</td>
<td>10</td>
<td>19</td>
<td>29</td>
<td>39</td>
<td>52</td>
<td>62</td>
<td>69</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>
Questions?
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

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
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
Agenda Item #3

Enrollment and Financial Aid
FALL 2019
Financial Aid and Scholarships, Freshman Class, and Total Enrollment

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
SNAPSHOT
Federal Student Aid

Loans (86%)
166,299,932

Federal Pell Grant (12%)
22,817,531

FSEOG (1%)*
1,753,934

Federal Work Study (1%)
1,551,050

TEACH Grant (0%)
54,620

*Federal Supplemental Educational Opportunity Grant.
Institutional Aid Budget
BY ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>30,021,358</td>
</tr>
<tr>
<td>2015-16</td>
<td>30,700,000</td>
</tr>
<tr>
<td>2016-17</td>
<td>32,982,280</td>
</tr>
<tr>
<td>2017-18</td>
<td>37,700,000</td>
</tr>
<tr>
<td>2018-19</td>
<td>39,899,170</td>
</tr>
</tbody>
</table>
Institutional, Federal, and State Grants
BY ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Federal</th>
<th>State</th>
<th>Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>23,026,751</td>
<td>7,446,988</td>
<td>30,021,358</td>
</tr>
<tr>
<td>2015-16</td>
<td>22,503,392</td>
<td>8,006,058</td>
<td>30,700,000</td>
</tr>
<tr>
<td>2016-17</td>
<td>22,335,358</td>
<td>8,086,652</td>
<td>32,982,280</td>
</tr>
<tr>
<td>2017-18</td>
<td>23,820,624</td>
<td>8,018,167</td>
<td>37,700,000</td>
</tr>
<tr>
<td>2018-19</td>
<td>24,626,085</td>
<td>8,468,710</td>
<td>39,899,170</td>
</tr>
</tbody>
</table>
Institutional Aid Expenditures

BY ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Year</th>
<th>Diversity Excellence Scholarship</th>
<th>Graduate School Remissions</th>
<th>International Remissions</th>
<th>Unfunded Mandates</th>
<th>Need-Based Scholarships</th>
<th>Merit-Based Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>$17,348,208</td>
<td>$2,308,219</td>
<td>$2,325,514</td>
<td>$6,638,561</td>
<td>$2,308,219</td>
<td>$2,308,219</td>
</tr>
<tr>
<td>2015-16</td>
<td>$2,230,093</td>
<td>$1,871,497</td>
<td>$7,176,758</td>
<td>$5,038,526</td>
<td>$1,871,497</td>
<td>$1,871,497</td>
</tr>
<tr>
<td>2016-17</td>
<td>$2,253,563</td>
<td>$571,886</td>
<td>$8,049,463</td>
<td>$6,638,561</td>
<td>$571,886</td>
<td>$571,886</td>
</tr>
<tr>
<td>2017-18</td>
<td>$2,037,548</td>
<td>$892,100</td>
<td>$9,693,094</td>
<td>$825,724</td>
<td>$892,100</td>
<td>$892,100</td>
</tr>
<tr>
<td>2018-19</td>
<td>$2,147,184</td>
<td>$1,694,800</td>
<td>$11,121,923</td>
<td>$650,790</td>
<td>$1,694,800</td>
<td>$1,694,800</td>
</tr>
</tbody>
</table>
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

- Freshmen
- Transfer

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 2014: 1,084 (27.4%)
Fall 2015: 1,166 (28.2%)
Fall 2016: 1,248 (30.9%)
Fall 2017: 1,351 (34.3%)
Fall 2018: 1,519 (36.1%)
Fall 2019: 1,570 (34.4%)

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

Residents

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>32%</td>
</tr>
<tr>
<td>2015</td>
<td>32%</td>
</tr>
<tr>
<td>2016</td>
<td>33%</td>
</tr>
<tr>
<td>2017</td>
<td>29%</td>
</tr>
<tr>
<td>2018</td>
<td>39%</td>
</tr>
<tr>
<td>2019</td>
<td>36%</td>
</tr>
</tbody>
</table>

Domestic Nonresidents

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>19%</td>
</tr>
<tr>
<td>2015</td>
<td>21%</td>
</tr>
<tr>
<td>2016</td>
<td>21%</td>
</tr>
<tr>
<td>2017</td>
<td>21%</td>
</tr>
<tr>
<td>2018</td>
<td>26%</td>
</tr>
<tr>
<td>2019</td>
<td>28%</td>
</tr>
</tbody>
</table>

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
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate and Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>20,569</td>
<td>3,612</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>20,552</td>
<td>3,573</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>20,067</td>
<td>3,567</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>19,351</td>
<td>3,629</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>19,122</td>
<td>3,638</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>18,903</td>
<td>3,712</td>
</tr>
</tbody>
</table>

Fall fourth week enrollment.
UO SSEM Research and Assessment, 11/13/2019
Racial and Ethnic Diversity
TOTAL UO ENROLLMENT, FALL 2014

- White: 62%
- Black: 2%
- Hispanic: 8%
- Native American: 1%
- Two or More Races: 6%
- Asian or Pacific Islander: 6%
- International: 13%
- Unknown: 2%

Domestic Minority: 22%

Fall fourth week. Federal methodology. UO Facts at a Glance, 11/13/2019
Racial and Ethnic Diversity
TOTAL UO ENROLLMENT, FALL 2019

- White: 60%
- International: 8%
- Hispanic: 13%
- Native American: 1%
- Two or More Races: 7%
- Unknown: 2%
- Asian or Pacific Islander: 7%
- Black: 2%

Domestic Minority: 30%

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

Age in the First Fall Term

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2014</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 20 or older</td>
<td>4%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Age 19</td>
<td>14%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Age 18</td>
<td>78%</td>
<td>76%</td>
<td>81%</td>
</tr>
<tr>
<td>Age 16 or 17</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

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.
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
University Advancement

Michael Andreasen
Vice President

- Raphe Beck
  Executive Director
  UO Alumni Association
- Paul Elstone
  Senior Associate Vice President, Development
- Heather Brown
  Assistant Vice President, Advancement Operations
- Betsy Boyd
  Associate Vice President, Federal Affairs
- Libby Batlan
  Associate Vice President, State and Community Affairs

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.

Revised and adopted May, 2019
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

- **UNIVERSITY OF OREGON**
  - Programmatic support, office operations, space lease

- **ALUMNI ASSOCIATION**
  - Investment, membership, gift receipt, scholarship administration, UOAA & chapter cash funds, data security

- **UNIVERSITY OF OREGON FOUNDATION**
  - Service Agreement

Service Agreement
A Model for Progressive Engagement

- Showing Duck Pride
  - Appreciating the UO and its alumni

- Taking Flight
  - Leveraging the UOAA for personal and professional growth

- Flocking Together
  - Creating and sustaining the alumni network

- Tending the Nest
  - Supporting the next generation of students and alumni
Desired Outcomes

Alum

- Govt. Advocate
- Mentor Students
- Voter Support
- Classroom Speaker
- Hire Interns
- Donor
- Respond to Surveys
- Volunteer Service
- Encourage Applicants
- Respond to Cold Call Requests
## Alumni Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduates</td>
<td>245,323</td>
</tr>
<tr>
<td>Living Alumni</td>
<td>216,355</td>
</tr>
<tr>
<td>Addressable Alumni</td>
<td>197,731</td>
</tr>
<tr>
<td>UOAA Alumni Members</td>
<td>18,093</td>
</tr>
</tbody>
</table>
## Top Regions

<table>
<thead>
<tr>
<th>Region</th>
<th># of Alumni</th>
<th>% of Living Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland</td>
<td>48,797</td>
<td>22.6%</td>
</tr>
<tr>
<td>Lane County</td>
<td>39,016</td>
<td>18.0%</td>
</tr>
<tr>
<td>Bay Area</td>
<td>12,909</td>
<td>6.0%</td>
</tr>
<tr>
<td>Seattle</td>
<td>7,951</td>
<td>3.7%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>5,210</td>
<td>2.4%</td>
</tr>
<tr>
<td>Central Oregon</td>
<td>5,166</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

50% of alumni live in top four markets.
Regional Chapters

29 Domestic Chapters

4 International Chapters
- Japan, Korea, Indonesia, Saudi Arabia
- Also active informal alumni groups in Singapore, Taiwan
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
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
President: Renee Evans '97
President-Elect: Adolf Zeman '00
Past President: Carmen Rubio '99
Treasurer: Jim Lobdell '84
Secretary: Raphe Beck
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 Wahlson '00
Steven Wildish '80
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