



February 22, 2017

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: an update on the Reset the Code campaign, and an overview of the Health Center / Counseling and Testing Center expansion, university accreditation and academic program approval.

The meeting will occur as follows:

Thursday, March 2, 2017 at 10:00 am
Ford Alumni Center, Giustina Ballroom

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

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

BOARD OF TRUSTEES

6227 University of Oregon, Eugene OR 97403-1266 T (541) 346-3166 trustees.uoregon.edu

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee
Public Meeting
10:00 am – Thursday, March 2, 2017
Ford Alumni Center, Giustina Ballroom**

Convene

- Call to order, roll call
- Approval of December 2016 ASAC minutes (Action)

- 1. Reset the Code Campaign:** Allen Hall Advertising representatives
- 2. Health Center / Counseling and Testing Center Expansion Overview:** Roger Thompson, Vice President for Student Services and Enrollment Management
- 3. University Accreditation:** Ron Bramhall, Assoc. Vice Provost for Academic Excellence; Chuck Triplett, Asst. Vice President for University Initiatives and Collaboration and Accreditation Liaison Officer
- 4. Program Approval – Master of Arts in Language Teaching Studies:** Scott Coltrane, Senior Vice President and Provost

Meeting Adjourns



Agenda Item #1

Reset the Code Campaign

RESET THE CODE_

On your campus

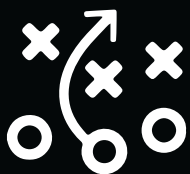
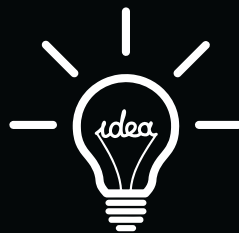


Reset the Code amounts to a fierce stand for the idea of "us." It means treating all with unwavering respect and kindness in a time when both are hard to come by.

INSPIRATION

This campaign was born in response to a surge of tension, unrest and a lack of compassion for one another across our nation. As 2016 drew to a close, disenfranchised and underrepresented members of the University of Oregon community experienced a new wave of uncertainty and fear surrounding our immediate future.

We refused to accept this as the norm.



THE HOW

In our community of heightened tension, emboldened behavior and shattered collective purpose, we sought to enable every person in our community as an agent of change. Not only did we want to inspire the good within each individual, but we wanted to equip ourselves with tangible tools to make positive change.

RESET THE CODE IS

- A DIALOGUE
- STUDENT DRIVEN
- UNIVERSAL
- PROACTIVE
- HUMAN



RESET THE CODE IS NOT

- POLITICAL
- EXCLUSIVE
- DIVISIVE
- INSTITUTIONAL
- ONE-SIDED



SINGLE MOST COMPELLING IDEA

Every person has the power and the responsibility to make the world better.

THE SYMBOL

Everyone on our campus has a "95 number" - an ID that begins with these two common digits but ends in a unique fashion for every individual, representing the necessary conduct that celebrates both difference and commonality between us.



WHAT WE DID

- **Made the campaign student driven:**
Students respond to fellow students.
- **Created a multi-stage rollout.**
- **Designed a cryptic "95_" symbol:**
Establishes curiosity + intrigue.
- **Strategic media placements:**
Many of the same symbol in one place is effective. Scattering the symbol sporadically is ignorable.
- **Captured progress as it happens:**
Utilize videographers and photographers document all phases to create content.
- **Have a home base:**
Microsite exists as a portal for the message, tracking engagement, and the tools for change.
- **Social:**
Invite, don't challenge or confront your audience.

WHAT HAPPENED

150,000 FACEBOOK VIEWS

70,000 VIDEO VIEWS

40 COUNTRIES REACHED IN THE 1ST WEEK

1/4 OF WEBSITE VISITORS CAME BACK MORE THAN ONCE

WHAT WE LEARNED

- **Allocate budget to boost social posts:**
Digital is where students live, and it's important to make sure the most effective content reaches them.
- **Network with social feeds campus-wide:**
Having the main university page, departments, and groups sharing your content will show unity and broaden reach.
- **Work with as many campus groups as possible:**
We partnered with Equity and Inclusion, athletics, the Women's Center, the Dean of Students, and Student Government to name a few. This works best when everyone feels like they had a stake in this.
- **Have all content ready before launch:**
You might only have some people's attention once, so make sure you're ready to answer their questions from the beginning.

We're excited about what this initiative has done for our campus and know it has the power to make a difference on so many more. From the beginning, our team decided that if this became successful we would work to get this important message on other campuses. If you are interested in bringing this to your school, please contact us at allenhalladvertising@gmail.com, as our team is more than happy to share assets free of charge and help you Reset the Code to create change on your campus.



OUR CAMPUS



YOUR CAMPUS

RESETTHECODE.COM

allenhalladvertising@gmail.com (a student run advertising agency)



Agenda Item #2

Health Center / Counseling and Testing Center Expansion Overview

University Health Center and University Counseling and Testing Center Expansion and Renovation Project



Need for Expansion and Remodel

- Current demand for services far exceeds capacity
 - From 2000-2013 enrollment growth was double that of medical staff growth
 - Counseling appointments have increased 7-fold over enrollment growth in the last five years
 - Due to demand, 25-35% of students who initiate contact with the University Counseling Center are referred out, and up to 50% of the students referred out may not actually get connected to services.
 - The Testing Center accommodated testing for students with disabilities more than doubled, from 1,414 tests in 2009-10 to 2,976 tests in 2014-15



Need for Expansion and Remodel

- There is an acute shortage of clinical and testing space now and for the future
- The severity and acuity of student mental health issues has increased nationally
- There are significant deferred maintenance/facility issues that must be addressed

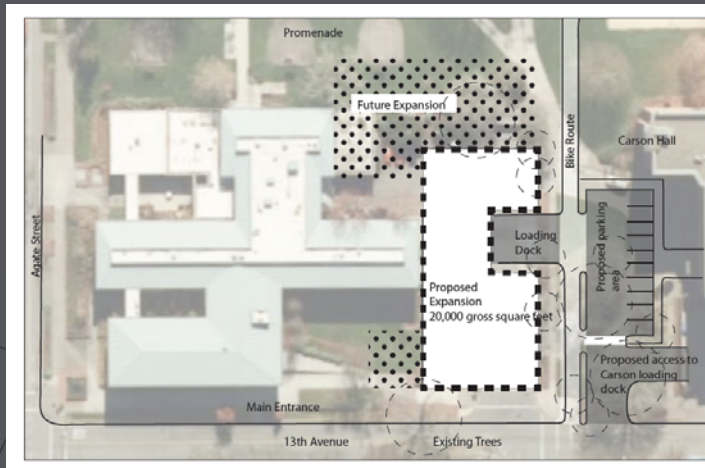


Feasibility Study March 2016

- Approximately 20,000 square foot expansion
- Approximately 15,000 remodel
- Cost estimate between \$13.6 Million and \$18.9 Million
- The Northeast Central Campus area has available building footprint and building development capacity



Preliminary Proposed Expansion and Future Expansion Addition or Phase II



Preliminary Proposed Funding Model

Total Project Budget \$17,860,000

\$9,730,000

\$7,700,000

\$430,000

\$8 per term Health Center/UCTC Building fee

Student Building fees

University Health Center/University
Counseling and Testing Center



Feasibility Study Preliminary Conceptual Image



University Health Center and University Counseling and Testing Center Expansion and Renovation Project

Preliminary Proposed Project Schedule

March 2017	Administrative approval for preliminary planning
June 2017	Request for Board of Trustees approval
June 2017-June 2018	Design
July 2018-December 2019	Construction
Winter 2019	Grand Opening



Agenda Item #3

University Accreditation

Accreditation

The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. Achieving accreditation at the institutional or programmatic level demonstrates that an institution maintains standards requisite for its graduates to achieve credentials for professional practice or gain admission to other reputable institutions of higher learning.

Accrediting agencies are organizations that establish operating standards for educational institutions and programs, determine the extent to which those standards are met, and publish their findings. The U.S. Department of Education does not accredit institutions or programs directly but does provide oversight of the postsecondary accreditation system through review of all federally-recognized accrediting agencies.

Types of Accreditation

There are two basic types of educational accreditation, “institutional” and “specialized” or “programmatic.” Institutional accreditation applies to the entire institution and indicates that the institution as a whole is substantially achieving its mission and satisfying the accrediting agencies expectations for compliance with accreditation criteria. Specialized accreditation applies to the evaluation of programs, departments, or schools.

Institutional Accreditation

The University of Oregon is accredited by the Northwest Commission on Colleges and Universities (NWCCU), one of six regional accrediting organizations recognized by the U.S. Department of Education. Accreditation for the University of Oregon was reaffirmed by NWCCU in July 2013. Accreditation is not granted permanently or for a definite number of years. It is an ongoing status that must be reaffirmed periodically.

In lieu of a regular evaluation process this year, the university is participating in a NWCCU Demonstration Project. The purpose of the project is to demonstrate how assessment of general education learning outcomes can provide sufficient data to assess mission fulfillment. The project focuses on building an efficient and effective infrastructure for conducting course-embedded assessment of learning outcomes.

On May 8-9, 2017, the university will host two peer evaluators for an on-site discussion of the project findings and an evaluation of the university’s compliance with NWCCU Standard 2: Resources and Capacity. During the visitation, evaluators will meet with several Board members in addition to administrative leaders, faculty, staff and students involved in the project. Pending completion of the Demonstration Project, the university’s accreditation will be reaffirmed again in 2017.

Specialized accreditation

Many undergraduate and graduate programs at the University of Oregon are accredited at the programmatic level. The evaluation of these programs is conducted by a specialized accrediting body, often discipline-specific and associated with a national professional organization. Though each of these organizations may have different definitions of eligibility, criteria for accreditation, and operating procedures, accreditation by a specialized accrediting agency is one means of assuring quality of the accredited programs.

NWCCU Accreditation Standards

According to the NWCCU, accreditation standards articulate the quality and effectiveness of accredited institutions and provide a framework by which institutions can continuously improve. The following five standards are also key indicators by which institutions are evaluated by peers. The standards are excerpted below, with additional details available on the NWCCU's website at: www.nwccu.org.

Standard 1: Mission and Core Themes

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment and identifies an acceptable threshold or extent of mission fulfillment.

Standard 2: Resources and Capacity

Documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

Standard 3: Planning and Implementation

The institution engages in ongoing, participatory planning for the institution that leads to achievement of intended outcomes of its programs and services. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that plans are implemented and are evident in the relevant activities of its programs and services and the adequacy of its resource allocation. In addition, the institution demonstrates sufficient flexibility to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Standard 4: Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Standard 5: Mission Fulfillment, Sustainability, and Adaptation

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.



Agenda Item #4

Program Approval – Master of Arts in Language Teaching Studies

REQUEST

The Board of Trustees of the University of Oregon (Board) is asked to authorize the UO to seek approval from the Oregon Higher Education Coordinating Commission (HECC) to offer a **Master of Arts in Language Teaching Studies** through the Graduate School effective Fall Term 2017. The program is in the Linguistics Department within the College of Arts and Sciences.

All appropriate committees and the University Senate have approved the proposed program. The questions below reflect information requested by the HECC and reviewed by various university committees, staff and academic leadership. A full report and all related appendices is available upon request.

PROPOSAL INFORMATION

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

The proposed Language Teaching Studies program specifically advances the University's goal of "application of knowledge"¹ within the field of applied second language studies and pedagogy. The Linguistics Department as a whole contributes to the University of Oregon's identity as a "comprehensive public research university" through empirical research and theoretical work in the study of language and languages. The LTS and the Linguistics department both exemplify commitment to international awareness and understanding, and "fostering the next generation of transformational leaders and informed participants in the global community".

The LTS contributes to student access and diversity by welcoming a wide range of applicants from local, international, and underrepresented communities. It offers a unique point of access for minority language groups in the U.S., such as heritage speakers of Spanish and Russian, who wish to be involved in their own community efforts to recognize and preserve their home languages. Moreover, speakers of indigenous Northwest languages from Oregon and neighboring states, such as Sahaptin, Chinook Wawa, and Tolowa Dee-Ni', have the opportunity to earn an M.A. degree in teaching or developing curricula for their languages, often in conjunction with working with the Northwest Indian Language Institute at UO. In addition to its commitment to local applicants, LTS exemplifies international diversity. Almost half of the LTS cohort are international students from a wide range of countries; the collaboration of both

¹ Quotations taken from the UO Mission Statement: <https://provost.uoregon.edu/content/mission-statement-revision>

international and domestic students in the cohorts contribute to global awareness and understanding both at the University of Oregon and abroad.

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

The consistent enrollment over the past 12 years in the LTS track of the Linguistics master's degree program points to the sustainability of this program. The annual number of applicants who apply and want to pursue the LTS track has ranged in the last five years between 43 and 72. The average number of degrees awarded each year has been 18.1, while the number of students enrolled in the program during the academic year is 20-25 students. In Summer terms, the outgoing and incoming cohorts overlap, resulting in a range of 35-45 students in Summer.

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

Other Masters programs related to language pedagogy at UO or in the state of Oregon are listed below; each only partially overlaps with the LTS in terms of content and outcomes.

- The M.A. TESOL at Portland State University. This two-year program focuses exclusively on English language teaching. Thus, the M.A. TESOL at PSU does not have as its mission the preparation of teachers of other world languages or teachers of indigenous languages. LTS students who focus on teaching multiple languages or a language other than English are thus served most appropriately by LTS.
- The UOTeach Licensure Program in the University of Oregon's School of Education. UOTeach prepares participants for K-12 teaching licensure in Oregon, while the LTS provides extensive language-teacher training from a linguistic perspective for teachers in multiple teaching contexts (such as adult language education). LTS and the School of Education collaborate formally by offering shared required and elective coursework.
- M.A. degrees at UO or in other OUS Language Departments and programs. Unlike LTS, these departments do not focus their M.A. curriculum on language acquisition, pedagogy, curriculum design, and assessment; rather they tend to focus on substantial literature or linguistics courses in the target language(s) of the Department.

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?

As no changes to the MA curriculum or resources are being proposed to convert the LTS to MA Program status, no additional budgetary impact is expected beyond the current budget.

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

Resolution: Program Approval – Master of Arts in Language Teaching Studies

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

Whereas, the Graduate School wishes to convert the current Language Teaching Specialization track within the Master of Arts in Linguists to a specifically named degree in Language Teaching Studies;

Whereas, the track has been operating successfully for more than 10 years and the Linguistics Department now seeks conversion to program status to more accurately reflect its identity, rigor, and opportunities for alumni, especially those seeking a career as language teachers; and,

Whereas, Section 4.3 of the Policy on Retention and Delegation of Authority authorizes the Academic and Student Affairs Committee to approve new a 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 Linguistics Department’s new **Master of Arts in Language Teaching Studies**.

Moved: _____

Seconded: _____

Trustee	Yes	No
Ballmer		
Chapa		
Curry		
Ford		
Paustian		
Schill		
Wilcox		
Willcox		

Dated: _____

Recorded: _____