MACHINE LEARNING FOR EDUCATIONAL DATA SCIENCE

EDUC 654

FALL 2024

Course Information

Course Title	: Machine Learning for Educational Data Science
Course Number	: EDLD 654
CRN Number	: 11818
Number of Credit Hours	: 3
Date/Time	: Monday, 13:00 pm – 15:50 pm
Place	: 115 Lokey Education Building (Click for map)
Instructor	: Dr. Cengiz Zopluoglu (Click for pronunciation)
E-mail	: cengiz@uoregon.edu
In-person Office Hours	: Tuesday 1 pm – 2 pm (Zoom) or by appointment
Teaching Assistant	: N/A

Course Modality

This is an in-person course: that means that, unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times in Lokey 115. I will accommodate absences as described in the Absence policy. UO encourages you to consider ASYNC WEB courses if you need additional flexibility. If you need an accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center (https://aec.uoregon.edu).

Course Description

This course is the fourth in a sequence of courses on educational data science (EDS), taught using free and open-source statistical programming languages. EDLD 654 aims to teach how to apply several predictive modeling approaches to educational and social science datasets, emphasizing supervised learning methods that have emerged over the last several decades. The primary goal of these methods is to create models capable of making accurate predictions, which generally implies less emphasis on statistical inference.

Learning Objectives

By the end of this course, you will be able to

- pre-process continuous, categorical, and text data to extract meaningful features to include in a predictive model,
- describe the framework of supervised learning methods and model-building process,
- construct various supervised learning models for both classification- and regression-based problems, including linear and logistic regression (for prediction rather than inference), penalized regression (ridge/lasso), various decision tree models (including bagged trees, random forests, and gradient boosting), and k-nearest neighbor models,
- discuss the bias-variance tradeoff in supervised learning and apply the concept in making decisions about model selection,
- measure and contrast the performance of various models.

Course Prerequisites

Enrolling in this course requires successful completion of the first three courses in EDS specialization (EDLD 651, EDLD 652, and EDLD 653). Completing an introductory and intermediate course in statistics (e.g., EDUC 641, EDUC 643, and EDUC 645) would be helpful and complimentary.

Textbook

All course readings are freely available online or will be provided by the instructor. The primary content will be delivered through lecture notes prepared by the instructor and posted on the course website. In addition to the lecture notes, several chapters from the following books will be assigned as supplemental readings. Students are strongly encouraged to read these assigned supplemental readings.

- Bohemke, B. & Greenwell, B. (2019). Hands on Machine Learning with R. New York, NY: Taylor & Francis.
- James, Gareth et al. (2017). An Introduction to Statistical Learning with R, 2nd Edition. New York, NY: Springer.
- Kuhn, M and Johnson, Kjell (2014). Applied Predictive Modeling in R, New York, NY: Springer. (available through UO libraries)
- Kuhn M., & Johnson, K. (2019). Feature Engineering and Selection: A Practical Approach for Predictive Models. New York, NY: Taylor & Francis.

The lecture notes will be prepared using these books as primary sources.

Statistical Computing

The primary tool used for statistical computing in this class is R, a software program you can download without any fee. You can download the most recent version of R can from the following link.

https://cloud.r-project.org/

If you use an earlier version, I strongly suggest downloading and installing R's most recent version for this class. Some packages we will use this term may not work with earlier versions.

The base R does not have a user-friendly interface. Therefore, many R users use Rstudio, a user-friendly interface (and much more) you can interact with R. You can download R Studio Desktop from the following link.

https://rstudio.com/products/rstudio/download/

There are hundreds of YouTube videos about how to install R and Rstudio. Below are two videos (after a quick search) demonstrating how to install R and Rstudio on Windows and Mac, if that helps:

Windows: https://www.youtube.com/watch?v=9-RrkJQQYqY

Mac : https://www.youtube.com/watch?v=cX532N_XLIs

Below is a link for a quick start of doing data analysis using R.

http://www.statmethods.net/

Below are two links for a good number of free resources about R.

https://www.learnr4free.com/en/index.html

http://cran.r-project.org/other-docs.html#english

Course Website

Canvas is an essential part of our course and the place for course information and engagement outside class time. Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat:

541-346-4357 | livehelp.uoregon.edu

I will use Canvas as the main website for organizing the course content. Everything related to the course content is also hosted in a GitHub repo you can access (https://github.com/czopluoglu/machine_learning) and a public course website (https://applied-machine-learning.netlify.app/). The Canvas course website contains links for lecture notes, assignments, readings, datasets, etc., and the homework assignments will be submitted via Canvas.

Course Structure

The course will consist of in-person lectures, readings of lecture notes, supplemental readings, homework assignments, and final project writing.

In-person lectures

The lectures and course content are primarily provided in class during the scheduled time and location. You are encouraged to read these lecture notes before class and bring your questions to discuss the content actively. Depending on the technology available in class, I will try to record the in-person lectures and post the link on Canvas in case of absences.

Supplemental Readings

These readings are primarily chapters from books available online at no cost to you. They contain relevant technical material about the content covered and will supplement the content provided in lecture notes.

Homeworks

There are three homework assignments during the term. The homework assignments provide a basis for implementing the modeling practices discussed in class using a different dataset than the one used for lectures. You can work with other group members on these assignments and discuss your work with others; however, students will individually complete and upload their work to Canvas. I will prepare these assignments as Kaggle notebooks and provide a link for the notebook. You will be expected to complete the notebook by writing the syntax to achieve several tasks. Then, you will run the notebook and ensure everything runs as expected before you submit the link for the notebook to Canvas.

All homework will be scored on a "best honest effort" basis, which generally implies zero or full credit (i.e., the assignment was or was not fully completed). However, labs may require students to complete specific portions before moving on to the following sections. If you are stuck and unable to proceed, don't hesitate to contact the instructor for help rather than submitting incomplete work. Contacting the instructor is part of the "best honest effort" and can result in full credit for an assignment if the work is incomplete. **If the assignment is incomplete and the student has not contacted the instructor for help in advance**, it will likely result in a partial credit score or a zero. No exceptions!

Final Project

You will submit a Kaggle notebook as a final project. This Kaggle notebook should be a complete notebook that runs without any errors. For the final project, you should find a dataset with an outcome you are interested in and several predictive features or enough information to extract meaningful predictive features. The main objective of the final project is to develop a predictive model for the outcome of interest while exploring several modeling approaches.

You can either bring your dataset or explore publicly available datasets. Your outcome can be continuous or binary, and your features may have any nature (continuous, categorical, or text). A good source of publicly available datasets is Kaggle. This link (https://www.kaggle.com/datasets) hosts more than 100,000 datasets. You can filter the datasets based on different criteria. I encourage you to explore what is available and see if you can find something interesting. Alternatively, you can bring datasets from the research projects you are working on. The following are the minimum characteristics your dataset should have:

- A minimum sample size of 1000 (number of rows)
- A single outcome variable (continuous or discrete with two categories)
- A minimum of 20 predictive features (number of columns to predict the outcome)

All code, material, and datasets should be housed in the Kaggle notebook. If you are using confidential data that only authorized people can access and could not be made publicly available, you can set your Kaggle notebook as private and provide access to the instructor so no one else has access to the dataset. In that case, you have to make sure you clean data and remove all confidential data that can identify subjects.

Your final report should have the following components:

- **Research problem (10pts)**: Describe the task you want to achieve. What is the outcome of interest? What are you trying to predict? Why is it important? What are the potential benefits of having a predictive model for this outcome?
- **Description of the data (15pts)**: Describe core features of the data, any additional features you produced from existing features and how, basic descriptive statistics about these features, and any missing data analysis you

conduct. The description should be sufficiently clear that the instructor understands all the variables included in your modeling.

- **Description of the models (15pts)**: Apply at least three different modeling approaches to predict the outcome in the dataset. Describe any specific setting used during the model fitting (e.g., hyperparameter tuning, cross-validation). Also, discuss how you plan to evaluate model performance.
- **Model fit (20pts)**: Provide the results of your model evaluation. Compare and contrasts results from different modeling approaches, including a discussion of model performance. Discuss your final model selection and the evidence that led you to this selection. If it is a classification problem, how did you choose a cut-off point for binary predictions? Did you consider different cut-off points?
- **Data visualization (5pts)**: Include at least two plots (or more) to help communicate your findings. The plots may be of initial data explorations, fits of individual models, and plots displaying the performance of competing models.
- **Discussion/Conclusion (25pts)**: Discuss and summarize what you learned. Which variables were the most important in predicting your outcome? Was this expected or surprising? Were different models close in performance, or were there significant gaps in performance from different modeling approaches? Are there practical/applied findings that could help the field of your interest based on your work? If yes, what are they?
- **Appendix (110pts)**: All your code used to analyze your data (cleaning, formatting, modeling, etc.)

A template for the final project notebook can be found in the following link and we'll discuss it in class.

https://www.kaggle.com/code/uocoeeds/edld-654-final-project-template/

Grading

The grades will be combined using a weighted average grading scheme with the corresponding weights given below:

- 3 Homework assignments 60% (20 % each)
- Final Project (Report and GitHub Repo) 40 %

You can discuss homework assignments and final project with other classmates. However, you should complete the homework assignments and final project by yourself and submit your work. Grades will be assigned based on the percent of the total possible points accumulated on homework assignments, a final project. Final letter grades will be assigned according to the following scheme:

A+	97% - 100%	B	83% - 86.99%	C-	70% - 72.99%
A	93% - 96.99%	B-	80% - 82.99%	D+	67% - 69.99%
A-	90% - 92.99%	C+	77% - 79.99%	D	63% - 66.99%
B+	87% - 89.99%	C	73% - 76.99%	D-	60% - 62.99%
				F	< 59.9%

If this class is taken P/NP, 80% or higher is required. Incompletes for this course will be offered only very rarely and in unusual circumstances that truly prevent students from completing the course work during the regular course schedule. Incompletes will not be awarded simply because the student has not finished course work on time. Incompletes will only be awarded when a documented medical or similar unforeseen emergency prevents course work completion. Late assignments without notice to the instructor will be penalized such that 20% of total points are deducted for each day it is late.

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of "incomplete" and the timeline for completion. For details on the policy and procedures regarding incompletes, Please see: https://registrar.uoregon.edu/current-students/incomplete-policy

Office Hours

Office hours are on Tuesdays from 1 pm to 2 pm and will be held via Zoom (Link). If these times do not work for you, please send me an email to schedule another day and time.

Communication

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications. I do so through Canvas messages when I need to get in touch with individual students. When giving feedback on assignments, both I and GE will do so in Canvas, and the turnaround time for feedback is generally one week.

If you have a question about course content, assignment, reading, or other class components, please post your question on the Discussion thread titled 'Week ? Questions' which I respond to daily, and where your peers can also pose questions and share answers. If your question is about a technical challenge with Canvas, Zoom, or another technology, please contact the UO Service Portal. If your question, concern, or excitement is about something personal, is time sensitive, or is something else that doesn't feel like it fits above, please do reach out to me by email or by attending office hours! If you contact me with a question, I will try to respond within one business day.

Absences

This is a face-to-face course. While there is no automatic grade reduction or penalty for missing classes, attendance is essential because we will develop our knowledge through in-class lectures and discussions. This course has a "reason-neutral" policy for absences. You do not have to notify me or explain why you miss classes. If students need to be absent from a class due to illness, I will try to provide a link for the recordings of the lectures so that students can catch up. Students are encouraged to watch these recordings and do their study of class material. Students should contact the instructor for any questions related to the material from lectures they miss.

Course Schedule

Week	Date	Topic	Assignments Post Date	Due Date	Supplemental Readings
1	09/30	Introductions, Course Overview Introduction to Toy Datasets			Course Syllabus Kaggle Competition – CommonLit Readability NIJ Recidivism Forecasting Challenge
2	10/7	Data Pre-Processing I (Continous and Categorical Data) Data Pre-Processing II (Text Data)	HW 1 (post)		Kuhn and Johnson, Ch. 5 Kuhn and Johnson, Ch. 6 Boehmke & Greenwell, Ch. 3
3	10/14	An Introduction to Linear Regression Bias Variance tradeoff, Underfitting/Overfitting, Cross-validation			Kuhn and Johnson, APM, Ch. 5.1, 11.1 Boehmke & Greenwell, Ch. 4 James et al., Ch.3 Kuhn and Johnson, APM, Ch. 6
4	10/21	Linear Regression with and without cross-validation Performance Evaluation Metrics			Boehmke & Greenwell, Ch. 2 Kuhn and Johnson, APM, Ch. 4
5	10/28	Regularized Linear Regression	HW 2 (post)	HW1 (due)	Boehmke & Greenwell, Chapter 6 James et al., Ch 6.2
6	11/4	Logistic Regression			Boehmke & Greenwell, Ch. 5 James et al., Ch 4.3 Kuhn and Johnson, APM, Ch. 12.2
	11/11	No Class – Veterans Day			
7	11/18	Regularized Logistic Regression			Kuhn and Johnson, APM, Ch. 12.5
8	11/25	K-Nearest Neighbors Introduction to Decision Trees	HW3	HW2 (due)	Boehmke & Greenwell, Ch. 8 Kuhn and Johnson, APM, Ch. 13.5 Boehmke & Greenwell, Ch. 9 James et al. Ch. 8.1
9	12/2	Bagged Trees Random Forests			Boehmke & Greenwell, Ch. 10 James et al., Ch. 8.2.1 Boehmke & Greenwell, Ch. 11 James et al., Ch. 8.2.2
	12/11	Final project and Homework Assignment 3 are due by Wednesday midnight, December 11, 2024			

* The column indicates the dates the homework assignments will be posted

Course Policies and Other Information

Indigenous Recognition Statement

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

Student Engagement Inventory

Educational Activity	**Hours student engaged**	**Explanatory Comments**
Course Attendance	25.5	9 meetings, at 170 minutes per meeting
Assigned/Supplemental Readings	25.5	Lecture notes and supplemental readings are expected to take roughly as long to complete as the in-seat time per week
Projects	35	Final project
Homework Assignments	35	3 assignments, 10 hours per assignment
Total Hours	121	

Teaching and Learning Center (TLC)

TLC provides a variety of services designed to help students succeed academically -- individual assistance with writing assignments, classes, and workshops to improve academic skills, foreign language tutoring and help on math homework, etc. and any UO student can access these. For more information, go to 4th floor Knight Library, call 541-346-3226, or go to https://engage.uoregon.edu/about/#

Artificial Intelligence Use

Students may use GenAI tools in this class to help with course work and assignments. Helpful uses include assistance for code checking, generation, or explanation. However, if you include in your assignment submissions any content that is generated by GenAI, you must cite the GenAI tool that is your source, in the same way that you must cite any content you use from other sources, such as books, articles, videos, the internet, etc.

Diversity, Equity and Inclusion

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

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

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences. Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

Using Pronouns and Personal Preference

The College of Education is always working to include and engage everyone. One way we can do this is to share your pronouns, or the words you want to be called when people aren't using your name. Like names, pronouns are an important part of how we identify that deserves to be respected. And we recognize that assuming someone's gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. Please discuss the pronouns you wish to be used with your professor to help them be aware of how to address you respectfully. Please visit this university website for more information.

https://studentlife.uoregon.edu/pronouns

Accessible Education - (see https://aec.uoregon.edu/best-practices-faculty for more information) The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (*http://aec.uoregon.edu/*) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the Accessible Education Center *in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu* for assistance with access or disability-related questions or concerns.

Accommodation for Religious Observances

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says "Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence." To request accommodations for this course for religious observance, visit the Office of the Registrar's website (https://registrar.uoregon.edu/calendars/religious-observances) and complete and submit to the instructor the "Student Religious Accommodation Request" form prior to the end of the second week of the term.

Accommodations for Pregnant and Parwnting Students

Federal Title IX regulations provide **pregnant and parenting students** with certain rights to modifications that may impact attendance, coursework and/or exams. Students needing these modifications are asked to fill out this form with OICRC. OICRC will work with the student and the instructor to determine appropriate modifications. *Instructors should not on their own deny modifications. Instructors with questions about modifications should contact OICRC.*

Accommodations for Military Students

Students who are active participants in certain types of **military or government service** are afforded particular rights under state statute and university policy. Students who are afforded these rights should file documentation with the registrar and inform instructors of modifications they might need due to their service. Instructors should not on their own deny modifications for students under this policy. Instructors should contact the Office of the Provost if there are questions about a student's requests under this policy.

Mental Health and Wellness

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them alone--there's help and support on campus.

As your instructor, if I believe you may need additional support, I will express my concerns and the reasons for them and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number)."

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: https://blogs.uoregon.edu/basicneeds/food/ If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the Community Care and Support form, or by scheduling an appointment with an advocate.

Respect for Diversity

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, and genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientation, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. You may also notify the (Home Department) at (contact information). For additional assistance and resources, you may also consider contacting the Division of Equity and Inclusion through their website or by phone (at 541-346-3175), or the Center for Multicultural Academic Excellence through their website or by phone (at 541-346-3479).

Academic Integrity

The University Student Conduct Code (available at *conduct.uoregon.edu*) defines academic misconduct. Students are prohibited from committing or attempting any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Information about a common form of academic misconduct, plagiarism, is available at *https://researchguides.uoregon.edu/citing-plagiarism*.

Mandatory Reporter Status

I am a **designated reporter**. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.

Academic Disruption due to Campus Emergency

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also encouraged to continue the readings and other assignments as outlined in this syllabus or subsequent syllabi.

Inclement Weather

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open,

this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates"

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs, Sylvia Thompson, (541) 346-2483 sthomps5@uoregon.edu. Outside the College, you can contact:

- UO Bias Response Team: 346-3216 http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-3216 http://studentlife.uoregon.edu/support
- Affirmative Action and Equal Opportunity: 346-3123 http://aaeo.uoregon.edu/

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (https://policies.uoregon.edu/grievance-procedures) and/or consult with the College Associate Dean for Academic Affairs (Sylvia Thompson, (541) 346-2483 sthomps5@uoregon.edu).

Reporting Title IX Experiences

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at https://respect.uoregon.edu/ or https://aaeo.uoregon.edu/ or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216

for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at http://aaeo.uoregon.edu/content/discrimination-harassment

Specific details about confidentiality of information and reporting obligations of employees can be found at https://titleix.uoregon.edu.