



## MEETING OF THE BOARD OF TRUSTEES

September 10-11, 2015

THURSDAY, SEPTEMBER 10, 2015 PUBLIC MEETING – FORD ALUMNI CENTER, GIUSTINA BALLROOM

### 1:00 pm (other times approximate) – Convene Public Meeting

- Call to order, roll call, verification of quorum
- Opening remarks by Chair

#### 1. Approval of Minutes from June 2015 Meeting

#### 2. Academic Presentations

- 2.1 School of Journalism and Communication – Julie Newton, Interim Dean
- 2.2 Humanities (CAS) – Andrew Marcus, Interim Dean; Karen Ford, Associate Dean for Humanities.

#### 3. Public Comment

Those wishing to provide comment must sign up advance and review the public comment guidelines either online (<http://trustees.uoregon.edu/meetings>) or at the check-in table at the meeting.

#### 4. Faculty and Administrative Recruiting Efforts

President Schill and Provost Coltrane will update trustees on the university's current hires and recruiting efforts relating to senior leadership, cluster initiatives and faculty positions.

#### 5. President's Report

#### 6. HECC Evaluation Framework

Provost Coltrane will update trustees on a statewide university evaluation framework established by the Higher Education Coordinating Commission (HECC), discussing the institutions' perspectives on the framework and issues relating to its completion.

#### 7. Oregon Legislative Update

AVP for State and Community Affairs Hans Bernard will provide trustees with an overview of the 2015 legislative session, which adjourned in July 2015, including budget information as well as passed – and merely proposed – policy bills.

#### Meeting Recessed

*Trustees will accompany AVP for Campus Planning and Real Estate Chris Ramey on a site visit of Klamath Hall and Chapman Hall, two buildings set for renovation.*

**OVER**

**FRIDAY, SEPTEMBER 11, 2015**

**PUBLIC MEETING – FORD ALUMNI CENTER, GIUSTINA BALLROOM**

**9:00 am – Meeting Re-Convenes**

- Call to order, roll call, verification of quorum

**8. State Priorities in Higher Education: Governor Kate Brown**

Governor Kate Brown will discuss her vision for higher education in Oregon with trustees.

**9. Resolutions from Committee**

- 9.1 Executive and Audit Committee Referrals

--*Referrals: Internal board policies (2) (pending September 10 committee action)*

- 9.2 Academic and Student Affairs Committee Seconded Motions

--*Seconded Motion: Policy repeal and technical conduct code amendment (pending September 10 committee action)*

- 9.3 Finance and Facilities Committee Report and Seconded Motions

-- *Seconded Motion: AY15-16 budget (pending September 10 committee action)*

-- *Seconded Motions: Capital project agreements (2) (pending September 10 committee action)*

-- *Seconded Motion: Academic building capital projects (pending September 10 committee action)*

-- *Seconded Motion: Earlier student input in tuition process (pending September 10 committee action)*

**10. Sponsored Activities Presentation and Discussion**

Vice President for Research and Innovation Brad Shelton, AVP for Research and Innovation Cass Moseley, and Professor Karen Guillemin will engage trustees in a high level discussion about sponsored research at the UO.

**12:15 pm – Executive Session**

**11. Update on current collective bargaining**

This session is closed to the public and the media pursuant to ORS 192.660(2)(d) and 192.660(4). Lunch will be provided for trustees and required participants.

**Meeting Adjourned**



## Agenda Item #1

### Approval of June 2015 Meeting Minutes

*Draft minutes for June 2015 were emailed to the Board of Trustees on August 26, 2015.*



## Agenda Item #2.1

School of Journalism and Communications



Julianne H. Newton is Edwin L. Artzt Interim Dean and professor of visual communication, University of Oregon School of Journalism and Communication. Newton is an award-winning scholar who has worked as a reporter, editor, photographer and designer for newspapers, magazines, and electronic media. She is author of *The Burden of Visual Truth: The Role of Photojournalism in Mediating Reality* and co-author (with Rick Williams) of *Visual Communication: Integrating Media, Art and Science*, which won the 2009 Marshall McLuhan Award for Outstanding Book in Media Ecology. Her research applies ethics and cognitive theory to the study of visual behavior.

Newton's honors also include the National Communication Association Visual Communication Research Excellence Award (2004 and 2008), Marshall Award for Teaching Innovation, National Press Photographers Association Garland Educator of the Year Award, and the AEJMC Distinguished Contributions to Visual Communication Award. She was editor of *Visual Communication Quarterly* 2001-2006. She serves on the editorial boards of the *Journal of Communication*, *Visual Studies*, *Journal of Mass Media Ethics*, *EME* (Explorations in Media Ecology), *Visual Resources*, *International Journal of McLuhan Studies* and *VCQ*. She joined the University of Oregon faculty in fall 2000 after teaching 15 years at The University of Texas at Austin and two years at St. Edward's University in Austin.

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GREAT STORYTELLING STARTS HERE

Presentation to the University of Oregon Board of Trustees, 9.10.15  
by Prof. Julianne Newton, Interim Edwin L. Artzt Dean, SJJC

Navigation icons: back, forward, search, etc.

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**O** UNIVERSITY OF OREGON School of Journalism and Communication

## Legacy

Journalism is **core**  
to the **legacy of University of Oregon**  
**First UO Journalism course in 1901**  
Founded in **1916**,  
the UO School of Journalism  
is one of the **oldest in the nation**.

Navigation icons: back, forward, search, etc.

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## Why

**Journalism** matters  
because '**we the people**' matter,  
because **free expression** matters,  
and because **what we do**  
on this earth **matters**.

Navigation icons: back, forward, search, etc.

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The header features the University of Oregon logo (a large white 'O' on a black background) and the text "UNIVERSITY OF OREGON" followed by "School of Journalism and Communication". Below the header is a white content area containing the following text:

Journalism's charge is  
to tell the stories that matter,  
to inform and inspire the world  
to be a smarter, better place.

At the bottom of the white area is a black footer bar with the text "EQUITY | INTEGRITY | EXCELLENCE".

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The header features the University of Oregon logo (a large white 'O' on a black background) and the text "UNIVERSITY OF OREGON" followed by "School of Journalism and Communication". Below the header is a white content area containing the following text:

We are great storytellers in a world  
where information is currency.

At the bottom of the white area is a black footer bar with the text "EQUITY | INTEGRITY | EXCELLENCE".

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The header features the University of Oregon logo (a large white 'O' on a black background) and the text "UNIVERSITY OF OREGON" followed by "School of Journalism and Communication". Below the header is a white content area containing the following text:

Our faculty and alumni have led the way  
with media scholarship and practice  
for more than a century.

The SOJC has long been  
a destination program for the UO.

At the bottom of the white area is a black footer bar with the text "EQUITY | INTEGRITY | EXCELLENCE".

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The slide features the University of Oregon logo and the School of Journalism and Communication name at the top. The main content area is titled "Today" and contains the following text: "Our faculty and students work at the intersection of rich legacy and 21<sup>st</sup> century perspective." Below the text is a horizontal bar with navigation icons.

Today

Our faculty and students work at the intersection of rich legacy and 21<sup>st</sup> century perspective.

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The slide features the University of Oregon logo and the School of Journalism and Communication name at the top. The main content area is titled "Today" and contains the following text: "The SOJC is one of the world's most innovative schools in media research and pedagogy." and "The SOJC is the only comprehensive accredited journalism and communication program in the Pacific Northwest." Below the text is a horizontal bar with navigation icons.

Today

The SOJC is one of the world's most innovative schools in media research and pedagogy.

The SOJC is the only comprehensive accredited journalism and communication program in the Pacific Northwest.

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The slide features the University of Oregon logo and the School of Journalism and Communication name at the top. The main content area is titled "Today" and contains the following text: "Our research and practice collaboration makes a statement:" and "We are the one journalism school in this age of ideas." Below the text is a horizontal bar with navigation icons.

Today

Our research and practice collaboration makes a statement:

We are the one journalism school in this age of ideas.

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The slide features the University of Oregon logo and the School of Journalism and Communication name at the top. The main content area is titled "Our Vision" and contains the following text:

To lead the field  
in transformative media scholarship,  
creative/professional work  
and education as the  
best journalism and communication  
program in the world.

Below the content area is a decorative footer bar with icons for social media and navigation.

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The slide features the University of Oregon logo and the School of Journalism and Communication name at the top. The main content area is titled "Goal" and contains the following text:

To be recognized  
in national media  
as the best.

Below the content area is a decorative footer bar with icons for social media and navigation.

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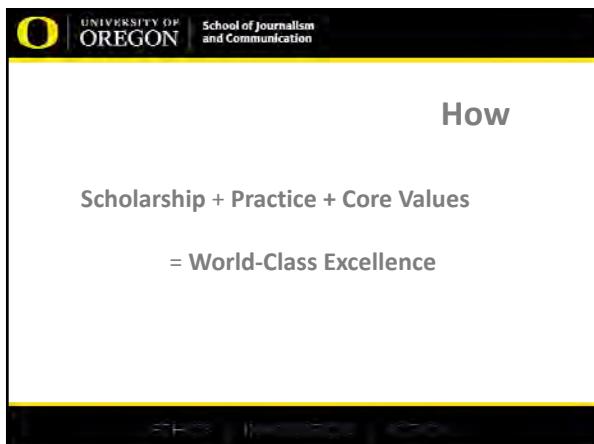
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The slide features the University of Oregon logo and the School of Journalism and Communication name at the top. The main content area is titled "How" and contains the following text:

Scholarship + Practice + Core Values  
= World-Class Excellence

Below the content area is a decorative footer bar with icons for social media and navigation.

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We If

First ...

**DRIVE UNPARALLELED OPPORTUNITY**  
for students and faculty to do their work

- in the classroom
- and in the world.

... If we can ...

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... If we can ...

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We If

And Second ...

**OWN INNOVATION IN OUR FIELD**  
by supporting excellence in tangible ways:  
people, experiences, ideas, and research.

... If we can ...

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SOJC | SOJC | SOJC | SOJC | SOJC

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**O** UNIVERSITY OF OREGON School of Journalism and Communication

## The Facts

Bachelors, Masters and PhD

**2,200+** undergraduates  
**100+** graduate students

**60** full-time faculty

SOJC | SOJC | SOJC | SOJC | SOJC

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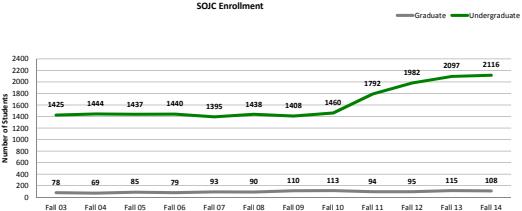
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### SOJC Enrollment



Year	Undergraduate	Graduate
Fall 03	1425	78
Fall 04	1444	69
Fall 05	1437	85
Fall 06	1440	79
Fall 07	1395	93
Fall 08	1438	90
Fall 09	1408	110
Fall 10	1460	113
Fall 11	1792	94
Fall 12	1982	115
Fall 13	2097	115
Fall 14	2116	108

SOJC | SOJC | SOJC | SOJC | SOJC

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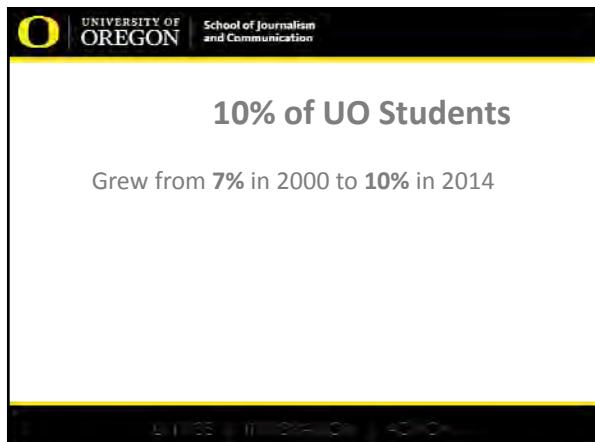
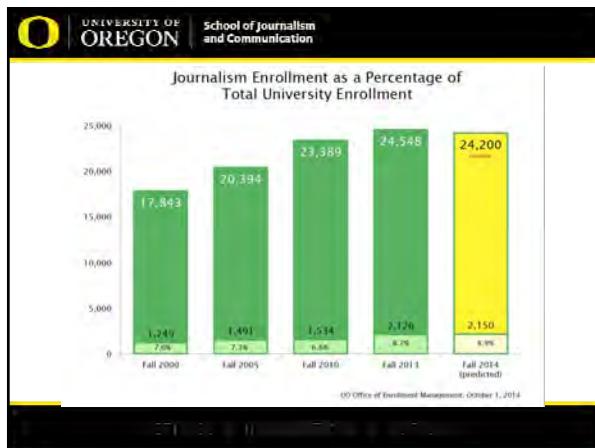
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## 110 Graduate Students

57% Female	59% White
43% Male	25% Students of color
	5% Race and ethnicity unknown
46% Resident	
14% International	

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## 4% of UO Faculty

54 Full-time Tenure-Related & Career NTTF
11 Part-time Career NTTF
6 Full-time Visiting, Post-Doctoral, Adjunct
16 Part-time Adjunct Faculty
<b>Staff</b>
33 Full-time, 4 Part-time

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## Student : Faculty Ratio

**37:1** – down from 56:1 in FY14

UO ratio = 18:1

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## Degrees

BA or BS in Journalism Advertising Journalism Media Studies Public Relations	MA or MS in Journalism Media Studies Multimedia Strategic Com	PhD in Media Studies Graduate Certificate in Ethics
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## Minors & Interdisciplinary

Minor in Media Studies	Interdisciplinary majors in Cinema Studies (with CAS & AAA) General Social Science (with CAS)	Interdisciplinary minors in Multimedia (with AAA and SOMD) Native American Studies (with CAS)
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## Other Interdisciplinary Partners

- Latino Roots (with Anthropology)
- New Media & Culture (with CAS and AAA)
- Sports Product Management  
(with LCB and AAA)
- New Venture Champions (with LCB)

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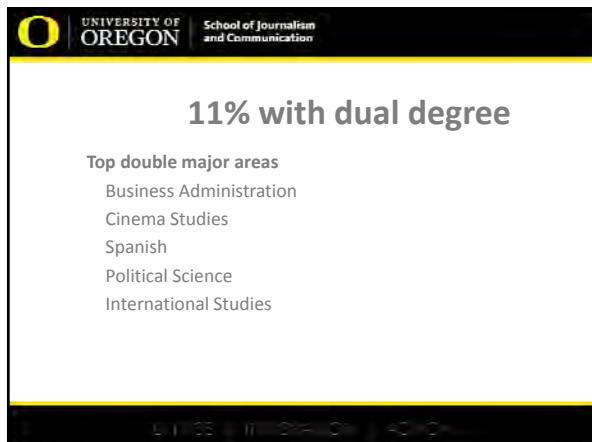
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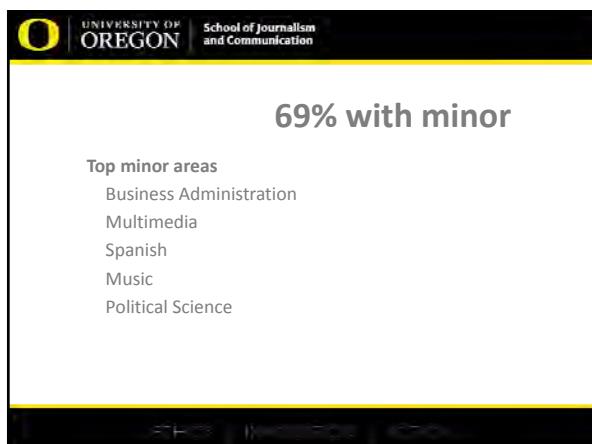
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## Student Organizations

Public Relations Student Society of America  
 Society of Professional Journalists  
 National Press Photographers Association  
 National Association of Black Journalists  
 Women in Sports Media  
 Ad Society  
 Journalism Graduate Students Association  
 National Broadcasting Society  
 Envision Environmental Journalism

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## Student Experiences

Media in Ghana  
 Vienna Interviewing Course  
 Science & Memory, **Cordova**, Alaska  
 New York Creative Week  
 Chicago Public Relations  
 Cuba Creatives




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## Facilities

New facilities have transformed what we do.

With **growth**, faculty & staff now work in **four locations**.

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## Facilities

**Eugene**  
 Allen Hall  
 Franklin Building  
 Ford Alumni Center



**Portland**  
 White Stag – George S. Turnbull Center

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**O** UNIVERSITY OF OREGON School of Journalism and Communication

## How

**Generous donors** make possible

- 10 chairs & professorships
- Almost \$500,000 in scholarships
- Faculty and student research, creative projects, experiential learning, travel

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## Excellence through Innovative Leadership

### Agora Journalism Center

The gathering place for innovation in communication and civic engagement.



**Regina Lawrence**  
 Director, George S. Turnbull  
 Portland Center  
 & Agora Journalism Center,  
 Professor



**Andrew DeVigal**  
 Chair in Journalism  
 Innovation and Civic  
 Engagement,  
 Professor of Practice

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## Excellence through Experience

The SOJC counts 14 Pulitzer Prizes among its faculty and alumni.  
Three current faculty hold Pulitzers.



Alex Tizon '84      Héctor Tobar      Brent Walth

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## Excellence through Equity & Inclusion

Dr. Karla Kennedy  
Scholastic Journalism Coordinator  
2015 Martin Luther King, Jr. Award

SOJC  
2015 UO Equity & Inclusion Innovation Award




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## Excellence through International Leadership

Prof. Janet Wasko, Knight Chair President International Association for Media and Communication Research

2015 International Communication Association C. Edwin Baker Award for the Advancement of Scholarship on Media, Markets and Democracy




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**Excellence through Innovative Research**

2015 UO Innovation and Impact Award

**SCIENCE & MEMORY**

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**Excellence through Innovative Research**

<p>Donna Davis National Science Foundation \$100,000</p>  
<p>David Remond National Institute for Transportation Communities \$86,000</p>  
<p>Ed Madison &amp; Mark Blaine 2015-16 Challenge Fund for Innovation in Journalism Education \$35,000</p>  

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**Excellence through Research & Leadership**

<p>Carol Stabile 2015 Wayne Westling Award for University Leadership &amp; Service</p>  	<p>Kim Sheehan 2015 Faculty Excellence Award</p>
<p>Christopher Chávez 2015 Outstanding Early Career Award</p>  	<p>Gabriela Martinez 2015 Faculty Excellence Award</p>

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A screenshot of the University of Oregon School of Journalism and Communication website. The header features the 'O' logo and the text 'UNIVERSITY OF OREGON' and 'School of Journalism and Communication'. Below the header, a large yellow banner displays the text 'Excellence through Innovative Teaching' and 'Prof. Ed Madison Takes UO Journalism to High Schools'. The main content area shows a person working on a laptop with a 'digital skills workshop' overlay. A navigation bar at the top includes links for 'digital skills', 'Innovation', 'Technology', 'Project', 'Student Work', 'Faculty', 'Alumni', and 'Contact'.

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A slide from the University of Oregon School of Journalism and Communication. It features the university's logo and name at the top left. The main title "Excellence through Opportunity" is centered above a subtitle "SOJC Students Win Top National Awards". Below the subtitle are three award logos: FLUX magazine (Gold Crown Award), a tablet (9 Gold Circle Awards), and ETHOS (Pacemaker Award). At the bottom, there is a navigation bar with icons for back, forward, search, and other presentation controls.

The collage consists of five photographs arranged in a grid-like layout:

- Science & Memory** (Cordova, Alaska): A group of people posing outdoors in front of a large yellow letter "O".
- Media in Ghana**: A group of people posing indoors.
- Cuba Creatives July Adobe Muse Site-of-the-Day**: A group of people posing outdoors in a grassy field holding a large Cuban flag.
- Interview & Story Development Vienna & Segovia**: A group of people posing in front of a swimming pool.

A photograph showing a woman with dark hair, wearing a purple top, smiling and holding a young child in her arms. They are standing in front of a large, solid purple wooden door. Several other children are visible in the background, some looking towards the camera and others partially obscured. The setting appears to be an indoor or semi-indoor space with a tiled floor.

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A photograph of a person with long brown hair, wearing a blue jacket, grey pants, and an orange baseball cap, crouching in shallow, rocky water. They are holding a professional-grade SLR camera and looking through the viewfinder. The background features a stunning landscape of green mountains with patches of snow under a bright sky.

The logo for the University of Oregon School of Journalism and Communication. It features a large yellow 'O' on the left, followed by the text 'UNIVERSITY OF OREGON' in a serif font, and 'School of Journalism and Communication' in a smaller sans-serif font below it.

## Excellence through Success

2015 Eric Allen Young Alumnus

A black and white portrait of Robert X. Fogarty. He is smiling and holding his right hand up to his face, with his fingers partially covering his mouth. On his hand, there is a faint, handwritten message that reads: "Eric Allen Young", "Robert X. Fogarty", and "Dear World".

**Robert X. Fogarty '05**  
Founder of Dear World,  
international photography using  
message-on-skin portraits  
to share personal human stories.

A group of nine people, including faculty, staff, and students, are standing outside a modern building with large glass windows. They are holding large yellow letters that spell out "EXCELLENCE through ACCESS". The letters are arranged as follows: two people hold up a green "E" and a blue "X" above the word "EXCELLENCE"; a person holds a green "T" to the left of "EXCELLENCE"; a person holds a blue "H" below the "T"; a person holds a yellow "O" to the right of "EXCELLENCE"; and a person holds a yellow "U" below the "O". Below the word "through" is a person holding a yellow "A", followed by a person holding a green "C", and another person holding a blue "E" below the "C". To the right of "ACCESS" is a person holding a yellow "S", followed by a person holding a blue "P", and another person holding a yellow "C" below the "P". The group is diverse in age and attire, representing various roles within the university.

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## Strengths

- People
- Quality
- Curriculum & Programs
- Facilities
- Legacy
- Future

STRENGTHS

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## Challenges

- Resources
- Transitions
- Disruption in media
- Disruption in higher education

CHALLENGES

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## Opportunities

- Exceptional new faculty
- Talented and brilliant students
- Great University
- Disruption in media and education
- Generous donors
- School on trajectory of excellence

Scholarship + Practice + Values = Excellence

OPPORTUNITIES

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**\$35 million Campaign Goal**

Double Student Support  
Drive Research and Creativity  
Build for SOJC's Next 100 Years

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**How SOJC Boosts UO**

State, regional, national and international reputation  
Decreasing student : faculty ratio  
Increasing faculty diversity  
Growing doctoral students  
Growing tenure-related faculty  
Global & national awards  
Research and creative productivity  
Publications  
Increasing Grants  
Community outreach  
Support for research and teaching across the campus  
Support for spousal hires in other units

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**'Oregon is an **inspiration**. Whether you come to it, or are born to it, you become **entranced** by our state's **beauty**, the **opportunity** she affords, and the **independent spirit** of her citizens.'**

Gov. Tom McCall, SOJC alumnus  
Address to the 1973 Legislature  
Credit to Oregon Historical Society

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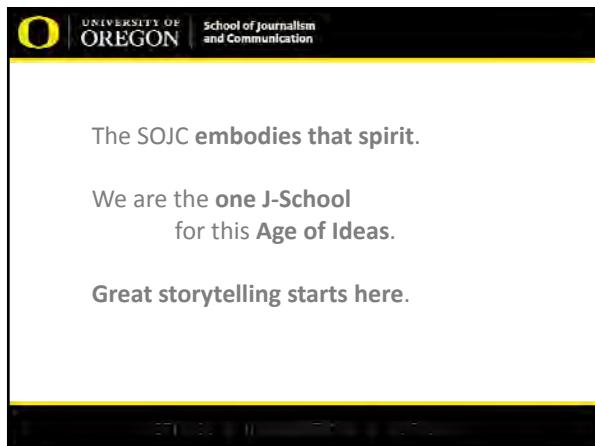
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The SOJC embodies that spirit.

We are the **one** J-School  
for this Age of Ideas.

Great storytelling starts here.



**100 Years of Excellence**  
**1916–2016**

Celebrating the past – Creating the future

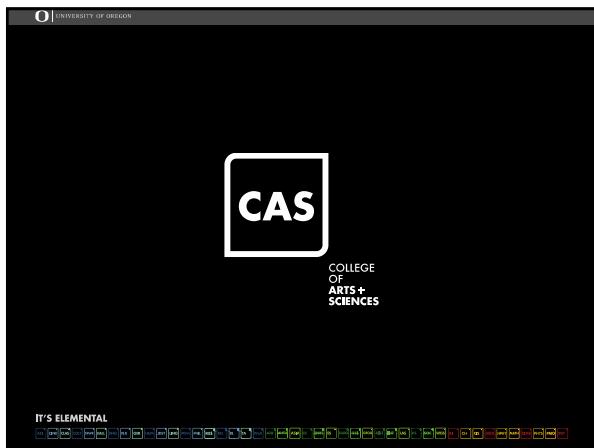


Thank you.



## Agenda Item #2.2

Humanities (CAS)



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A profile page for Karen J. Ford. It includes her name, title, contact information, and a small photo. The page is part of the CAS website.

Karen J. Ford  
Professor of English  
Associate Dean for the Humanities  
[fordk@uoregon.edu](mailto:fordk@uoregon.edu), 541-346-3278

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A page from the Oxford English Dictionary defining the term 'Humanities'. It includes a quote and the source.

**Humanities**  
"The branch of learning concerned with **human culture**; the academic subjects collectively comprising this branch of learning, as history, **literature**, ancient and modern **languages**, law, **philosophy**, art, and music."  
*Oxford English Dictionary*

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## Humanities

**CAS**

COLLEGE OF ARTS + SCIENCES

The humanities use methods that are primarily **critical**, or **speculative**, and that have a significant **historical** element--rather than the mainly empirical methodologies of the social and natural sciences.

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**O** UNIVERSITY OF OREGON

## Humanities at UO

Basic Facts and Figures

**CAS**

COLLEGE OF ARTS + SCIENCES

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**O** UNIVERSITY OF OREGON

## Humanities at UO

**CAS**

COLLEGE OF ARTS + SCIENCES

- 17 departments and programs
- Approximately 19% of all UO student credit hours—double the largest professional school (LCB)
- About 8% of all undergraduate majors (1,654 out of 20,569)
- About 17% of tenure-related faculty (131 out of 773)
- About 16% of Ph.D. students (199 out of 1,277)
- More degrees than all professional colleges or schools, except LCB

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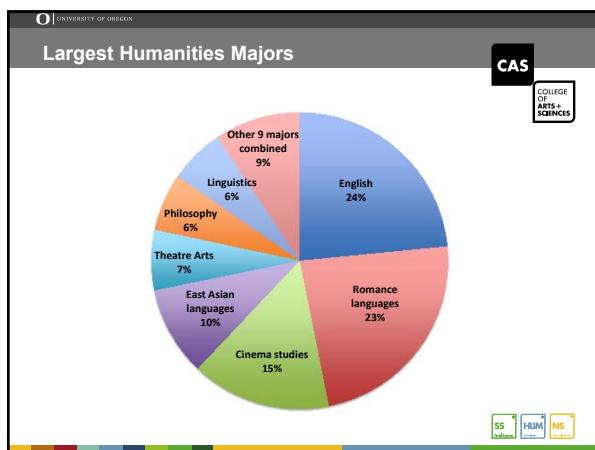
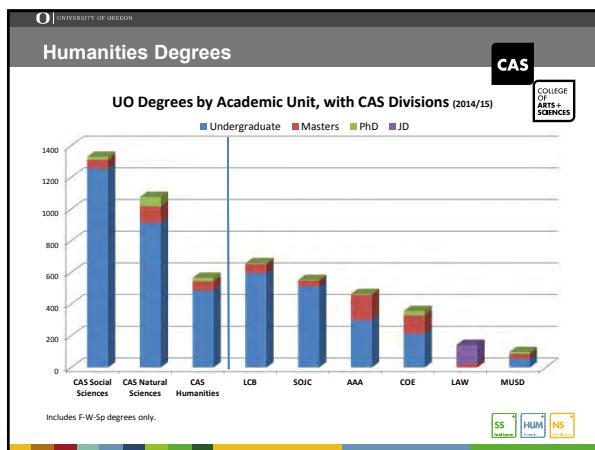
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The header features the University of Oregon logo (O) and the text "UNIVERSITY OF OREGON". The title "Ancient Languages and Cultures" is displayed prominently. A black box contains the acronym "CAS". To the right, a blue box contains the text "COLLEGE OF ARTS & SCIENCES". Below the title are two images: one of a classical head labeled "CLAS Classics" and another of a Jewish star pattern labeled "JDST Judaic Studies".

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The banner features four panels, each with a blue square icon containing white text and a corresponding image below it. The first panel, 'Romance Languages', shows a person in a colorful, patterned garment. The second panel, 'East Asian Languages and Literature', shows a person in a traditional Chinese or Japanese setting. The third panel, 'German and Scandinavian', shows a person in a snowy, industrial-looking environment. The fourth panel, 'Russian, East European, and Eurasian Studies', shows a person in a city at night with a prominent tower in the background.

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A slide from the University of Oregon's website featuring the text "Philosophy, Art, and Music" and four program logos: Cinema Studies, Creative Writing, Philosophy, and Theater Arts.

The collage consists of four square panels arranged horizontally. The first panel, 'FOLK', shows two people in traditional or theatrical costumes. The second panel, 'HUM', shows a person in a classical setting. The third panel, 'MDVL', shows a saintly figure. The fourth panel, 'REL', shows a cathedral spire against a dark sky.

**Humanities Here, Science There**

**CAS**

**COLLEGE OF ARTS + SCIENCES**

Linguistics: employs “the mainly empirical methodologies of the social and natural sciences”

Highlights:

- Experimental linguistics, fieldwork
- Preserving and developing threatened Native languages
- Five faculty hold large NSF grants

**Language and Literature Study at the UO**

CAS COLLEGE OF ARTS + SCIENCES

- Classics: Ancient Greek and Latin
- East Asian Languages and Literatures: Chinese, Korean, Japanese
- English: Old English, Middle English, Modern English
- German and Scandinavian: German, Swedish
- Judaic Studies: Biblical Hebrew, Modern Hebrew
- Linguistics: Swahili
- Religious Studies: Arabic
- Russian East European and Eurasian Studies: Russian
- Romance Languages: French, Italian, Portuguese, Spanish
- Comparative Literature: study in two or more languages
- Interdisciplinary: CAS Graduate Specialization in Translation Studies

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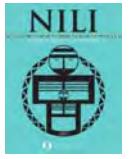


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**Languages Not Taught Through Departments**

American English Institute: English for Language Learners  
Northwest Indian Languages Institute: Sahaptin; instruction and preservation of Native Languages  
Yamada: Hindu/Urdu, Persian/Farsi, Romanian, Turkish, Twi, Vietnamese

  
**AEI**  
American English Institute

  
**NILI**  
Northwest Indian Languages Institute

  
**YLC**  
Yamada Language Center

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**Composition Program**

CAS COLLEGE OF ARTS + SCIENCES

Composition Program teaches 6,000 students a year

- Traditional first-year college composition courses (WR 121, 122, 123)
- Special sections of WR 121
  - English Language Learners (ELL)
  - Center for Multi-Cultural Excellence students (CMAE)
  - Students with low-SAT scores
- 80-100 composition teachers
- Renowned yearlong composition pedagogy training program for Graduate Teaching Fellows (GTFs)

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**O** UNIVERSITY OF OREGON

**Center for Teaching Writing**

**CAS**

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- General Education Project: Writing Connections
- Minor/Certificate in Writing, Public Speaking, and Critical Reasoning
- Writing 121 Tutorial
- Writing Across the Disciplines
- Writing Associate Program
- Writing and Technology
- Community Literacy Initiative
- Conferences and Lectures
- Publications
- Consultation

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**O** UNIVERSITY OF OREGON

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COLLEGE OF ARTS + SCIENCES

## Humanities at UO

### Strengths

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**O** UNIVERSITY OF OREGON

**Humanities Scholarly Strengths**

**CAS**

COLLEGE OF ARTS + SCIENCES

- Creative Writing and Comparative Literature in top 20% nationwide
- Many scholars in the humanities focus on writing books (not articles) and many HUM departments above AAU averages in per capita book production
- More than 30 major national and international research awards by faculty in the past five years

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**Humanities Strengths**

**CAS** COLLEGE OF ARTS + SCIENCES

Areas of distinction in research and curriculum:

- Cinema and new media
- Environmental studies
- Ethics
- Languages
- Race and ethnicity
- Women and gender

Much of our research, teaching, and service contributes to advancing equity, diversity, and inclusion.



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**Distinctive Learning Opportunities**

**CAS** COLLEGE OF ARTS + SCIENCES

**Experiential learning**

- Community and industry internships
- Tutoring
- Certificate in Second Language Acquisition and Teaching

**Chinese Flagship Program**

- Students gain professional-level skills in Mandarin while pursuing a degree in their chosen field

**Study Abroad**

- 25 countries



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**Building Strengths**

**CAS** COLLEGE OF ARTS + SCIENCES

**Interdisciplinary Humanities**

- Cinema Studies
- Comics and Cartoon Studies
- Digital Humanities
- Disability Studies
- Environmental Humanities



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**O** UNIVERSITY OF OREGON

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## Humanities at UO

### Profiles of Achievement



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**O** UNIVERSITY OF OREGON

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### Naomi Zack, Philosophy



- Professor of Philosophy specializing in race, feminist theory, disaster theory
- Eight single-authored books and six textbooks, anthologies
- "Homelessness and Home," Community Philosophy Institute
- Frequently interviewed in the press



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**O** UNIVERSITY OF OREGON

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### Steven Shankman, English



- Professor of English and Classics
- UNESCO Chair in Transcultural Studies, Interreligious Dialogue, and Peace
- Director of UNESCO Crossings Institute for Conflict-Sensitive Reporting and Intercultural Dialogue
- Author of 4 books, 8 co-authored books, anthologies
- Inside-Out Prison Exchange Teacher



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# Judith Baskin, Religious Studies & Judaic Studies

**Stephanie LeMenager, English**

**CAS**  
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SCIENCES

- Barbara and Carlisle Moore Distinguished Professor in English and American Literature
- English and Environmental Studies
- Frequently in the news as a leader in the environmental humanities
- Author of 3 books, co-founder and editor of *Resilience: A Journal of the Environmental Humanities*
- Currently developing a scholarly exchange program with universities in Sweden

# Stephen Shoemaker, Religious Studies

**O** UNIVERSITY OF OREGON

**Current Student: Charlotte Rheingold**

**CAS**

**COLLEGE OF ARTS + SCIENCES**



- Comparative Literature major
- Researching the importance of indigenous voices in seeking solutions to climate change
- Her paper on this topic was chosen among thousands of submissions for presentation at the National Conference on Undergraduate Research

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**O** UNIVERSITY OF OREGON

**Current Student: G.yu Lha**

**CAS**

**COLLEGE OF ARTS + SCIENCES**



- Tibetan student majoring in Linguistics, minoring in Business Administration
- As a high school student, produced a book of photographs, folk stories, and oral traditions from her village, called *Warming Your Hands With Moonlight*
- Will use skills gained in Linguistics to preserve her native language, Khyabs, by creating a written grammar

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**O** UNIVERSITY OF OREGON

**Recent Alum: Tiffany Thomas**

**CAS**

**COLLEGE OF ARTS + SCIENCES**



- Graduated in 2013 with a degree in Theatre Arts
- Works for Disney Interactive in brand quality assurance
- Credits courses as diverse as Theater Set Design and Hinduism with preparing her to work with animators, musicians, and graphic artists to improve the narratives of their Disney video games

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**O| UNIVERSITY OF OREGON**

### Recent Alum: Matt Leasure

**CAS** COLLEGE OF ARTS + SCIENCES



- Graduated in 2011 with a degree in Religious Studies
- Legislative correspondent in Rep. Peter DeFazio's office in Washington DC
- Formative UO experience: Inside Out Prison Exchange Program
- Senior thesis on suicide bombing won Clark Honors College best international thesis

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**O| UNIVERSITY OF OREGON**

### Challenges

**CAS** COLLEGE OF ARTS + SCIENCES

- Maintaining the breadth and depth of a Research 1 institution
- Maintaining traditional strengths while developing cutting-edge programs
- Addressing shift in student interest from humanities to professional schools and sciences
- Attracting top graduate students and faculty with limited resources for salaries and research support

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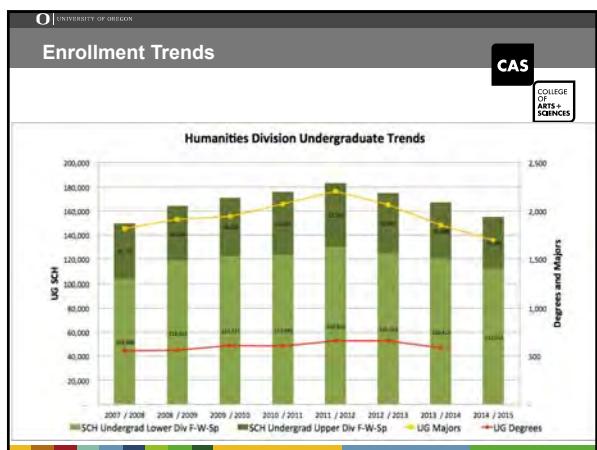
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**O** UNIVERSITY OF OREGON

## Humanities Today and Tomorrow

**CAS**

COLLEGE OF THE ARTS + SCIENCES

- The humanities are in change but not in crisis.
- The trend away from the humanities will shift back towards us as the economy improves.
- The lower enrollments have given humanities departments an opportunity to recalibrate class size (one of the AAU measures of excellence) and reevaluate and renew their curricula and majors.
- Interdisciplinary collaborations are revitalizing the humanities by offering new ways to preserve our cultural heritage and inspiring a new spirit of change.

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**O** UNIVERSITY OF OREGON

## Our Imperative for the Future

**CAS**

COLLEGE OF THE ARTS + SCIENCES

We need to become better at explaining what the humanities are and what they offer:

- Understanding and appreciation of how people all over the planet think, communicate, and represent themselves
- Socially conscious programs
- Language proficiency and cultural competence for a global marketplace
- Cutting-edge interdisciplinary programs
- Public-facing courses and opportunities that encourage students to put their academic work to work in the world beyond the campus

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**O** UNIVERSITY OF OREGON

## To conclude on a case in point . . .

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COLLEGE OF THE ARTS + SCIENCES



The UO has been selected as the host site for the state of Oregon for *Folio! The Book that Gave Us Shakespeare*, a national traveling exhibition of the Shakespeare First Folio, one of the world's most treasured books.

- 2016 exhibit and events
- Partnership among the Knight Library, JSMA, English, Theatre Arts, Undergraduate Studies, Oregon Shakespeare Festival
- Numerous programs for the public, families, teachers, and students of all ages

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### Agenda Item #3

#### Public Comment and Written Reports

**MEMORANDUM**

August 24, 2015

**TO:** Angela Wilhelms, Secretary of the University  
**FROM:** Randy Sullivan, University Senate President  
**RE:** University Senate Written Report for 9/10/2015 Board Meeting

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First of all, I'd like to thank each and every one of you for your service to our university. Your willingness to serve as a trustee demonstrates an outstanding commitment to the excellence of the University of Oregon.

The University of Oregon has weathered some trying storms during the last few years; I will not repeat here a litany with which you are all too familiar. And yet as we roll into the new academic year I feel a new hope for the future and an excitement about the changes that are unfolding here. As I talk with new students and faculty, our new president, and new administrators, they are saying that they are here because they sense that the UO is on the verge of something quite extraordinary. You, our new, independent board of trustees; our revitalized administration; our deeply committed and hard-working faculty and staff; our expert officers of administration and graduate students; and, of course, our amazing cadre of talented undergraduate students have poised us to achieve greatness.

Here in the Senate, we are looking forward to an amazing year. Here are some of the areas that we have identified as priorities:

We will continue to develop positive strategies and engage with the campus community to pursue academic excellence. Towards this end, the Senate leadership was actively engaged in the Strategic Planning Process last year and will continue our participation in the upcoming academic year. We will also be working with the Academic Council as a crucial platform for Senate/administration/committee collaboration on academic issues and initiatives.

We will work to empower University committees to engage effectively in the shared governance process. To facilitate the work of the committees, we will collaborate with the administration and the campus community to develop our common understanding of the principles and best practices of effective shared governance. We will also work with the President's office to increase Senate administrative resources to improve the logistical support of University committees and the election process.

We will strive to improve Senate/Administration communication and consultation by facilitating broad-based, networked flow of information to enable both the Senate and the administration to do our jobs better and more collaboratively.

We will continue to develop a productive and collaborative relationship with the Board of Trustees. To facilitate this process, Rob Kyr, the immediate past president of the Senate, has graciously consented to act as liaison between the Senate and the Board. His experience and insight are greatly appreciated.

We will continue to engage with the President on returning legislation from last year.

And we will continue our work on the policy realignment process in collaboration with the Policy Advisory Committee and Chuck Triplett, AVP of University Initiatives and Collaboration.

As the new year unfolds and we face new challenges, we look forward to working with you and our new President as this great university continues on its journey to academic excellence.

Go Ducks!



## Agenda Item #4

### Faculty and Administrative Recruiting Efforts

*There are no materials for this section*



## Agenda Item #5

### President's Report

*There are no materials for this section*



## Agenda Item #6

### HECC Evaluation Framework

Oregon Revised Statute (ORS) 352.061 charges HECC with responsibility for submitting to the Legislative Assembly an annual evaluation of each university with a governing board. This overview seeks to provide some background on HECC's development of an evaluative framework, the universities' principles with regard to the framework, and the timeline for completion of the framework.

### **Draft Framework**

In response to this statutory charge, HECC staff generated an initial draft framework and provided it to universities for feedback.

The universities worked very closely to review the draft and offer collaborative input. *See below.* Provosts, CFOs, counsels, secretaries and others provided feedback on respective portions of the document. This feedback was rolled into a coordinated response from the seven university presidents submitted to the HECC in late July. Some of the universities' input was incorporated by the HECC into the updated draft presented to commissioners at their August 13 meeting.

At the August 13 meeting, there was robust discussion about what is appropriate (or not) for this evaluation and its associated tools, especially with regard to those items clearly not delineated in the HECC's authorities or purview.

At the time of this writing, HECC staff is making some (we believe minor) adjustments to the framework so that commissioners can finalize it at their September 10 meeting (the same day of your discussion about this topic). The August 13 draft is attached for your reference; if updated or additional information is made available prior to the meeting, we will send it along.

### **Universities' Feedback**

In providing feedback to the HECC, the universities employed three core principles, outlined below. Attached is a letter submitted to HECC by all seven university presidents outlining these principles and explaining some of the institutions' proposed edits. HECC's response is also attached.

1. *Assurance that the evaluative criteria used by HECC are based on the statutory expectations and requirements articulated by the Legislative Assembly.*

ORS defines the powers and duties of the HECC, with limitation.<sup>1</sup> Unlike university governing boards, which may exercise the rights and duties implied and necessary to the governance of an institution, HECC is limited to the authorities prescribed in statute.

2. *The framework data must be reliable, assessable and consistent, as well as efficient and not onerous to report.*

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<sup>1</sup> "The [HECC] may exercise only powers, duties and functions expressly granted by the Legislative Assembly. Except as otherwise expressly provided by law, all other authorities reside at the institutional level with the respective boards of the post-secondary institutions." ORS 351.735.

Universities report a vast amount of data to various sources already. Using as much standardized data as possible would help eliminate additional work and associated costs. Additionally, HECC and the universities must have an understanding of how data will be used to ensure that data is appropriate and useful.

*3. The evaluation is one of the university with a governing board, not of the governing board itself.<sup>2</sup>*

ORS 352.061(2) outlines three required components of the required evaluation. Those are: (a) achievements relative to the achievement compact entered into between the university and the state; (b) an assessment of the university's progress toward achieving the mission of education beyond high school; and (c) an assessment as to how well the establishment of a governing board at the university comports with the findings set forth in ORS 352.025.<sup>3</sup>

### **Evaluation Timeline**

The HECC has proposed the following timeline for framework completion and report review/submission:

September 10	HECC adoption of finalized framework
September 10-25	Data collection – SCARF <sup>4</sup> data points completion
September 28	Framework due to the institution
Sept 28-Oct 16	Data collection – institutional data points
November 1-6	Institutional review of draft report language
November 12	HECC 1 <sup>st</sup> read
November 19	Institutional updates if requested by HECC
December 10	Report adoption at HECC meeting
December 31	Report due to Legislature

### **Attached Materials**

1. University presidents' letter (June 29, 2015)
2. HECC's response to 7/29/15 presidents' letter (August 27, 2015)
3. HECC docket for 8/13/15 meeting (August 5, 2015), including the current draft framework

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<sup>2</sup> The original draft from HECC included a number of criteria evaluating boards and board operations, which are not part of the HECC's responsibility or purview. It was suggested – and HECC mostly agreed – that these be removed replaced with the actual statutory responsibilities of boards. See attached letter from university presidents.

<sup>3</sup> (1) The Legislative Assembly finds that the State of Oregon will benefit from having public universities with governing boards that: (a) Provide transparency, public accountability and support for the university. (b) Are close to and closely focused on the individual university. (c) Do not negatively impact public universities that do not have governing boards. (d) Lead to greater access and affordability for Oregon residents and do not disadvantage Oregon students relative to out-of-state students. (e) Act in the best interests of both the university and the State of Oregon as a whole. (f) Promote the academic success of students in support of the mission of all education beyond high school as described in ORS 351.009.

"(2) The Legislative Assembly also finds that: (a) Even with universities with governing boards, there are economy-of-scale benefits to having a coordinated university system. (b) Even with universities with governing boards, shared services may continue to be shared among universities. (c) Legal title to all real property, whether acquired before or after the creation of a governing board, through state funding, revenue bonds or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the governing board. (d) The Legislative Assembly has a responsibility to monitor the success of governing boards at fulfilling their missions, their compacts and the principles stated in this section." "ORS 352.025.

<sup>4</sup> SCARF = student centralized administrative reporting file; originally established by OUS and already used by the seven institutions.

## Oregon Public University Council

Post Office Box 751  
Portland, OR 97207

503-725-4411



July 29, 2015

Higher Education Coordinating Commission  
775 Court Street NE  
Salem, OR 97301

Dear Members of the Commission:

The last several years have been transformative for higher education in Oregon. We are grateful for the confidence placed in our institutions by the Legislative Assembly in allowing independent governing boards. The future of higher education is filled with opportunities, and each of our universities is poised to capitalize on that confidence and opportunity in our efforts to serve Oregonians.

In ORS 352.061, the Legislature charged the HECC with responsibility for submitting to the Legislative Assembly an annual evaluation of each university with a governing board. We appreciate the opportunity to work collaboratively with the HECC on preparing the framework for the first annual evaluations. Working with the provosts and others on our campuses, we have prepared and are providing joint feedback on the "University Evaluation Framework" currently under consideration by the HECC. It is evident that the HECC has devoted a great deal of time and effort into developing the draft framework.

In preparing this feedback, we are guided by several principles:

1. The evaluative framework should not impose on the universities any obligations not found in Oregon law. The powers and duties of the HECC are defined by ORS 351.735, which concludes with the following statement:

The Higher Education Coordinating Commission may exercise only powers, duties and functions expressly granted by the Legislative Assembly. Except as otherwise expressly provided by law, all other authorities reside at the institutional level with the respective boards of the post-secondary institutions.

Accordingly, we have sought to assure that the evaluative criteria are based on the statutory expectations and requirements articulated by the Legislative Assembly.

2. The evaluation framework data must be reliable, assessable and consistent. The universities and the HECC need to have a shared understanding how the data will be used. The basic reporting should be efficient and not onerous to report. We recognize that the HECC might follow up with a university to obtain additional information.
3. The annual evaluation is an evaluation of the university with a governing board, and not an evaluation of the board itself. HECC is required to submit an annual evaluation to the Legislature “of each university with a governing board.” That evaluation must include – among other things – “an assessment as to how well the establishment of a governing board at the university comports with the findings set forth in ORS 352.025.” We urge HECC to revise the “Governing Board Focus Area” of the framework toward meeting those specific findings. The current draft suggests that HECC is required to “assess university governing boards...” See footnotes 1, 3, 7, 4, 8, and 10. The legislatively defined role of the HECC is not, however, an assessment of the governing boards themselves, but of the institution that has a governing board. See ORS 352.061(1). Accordingly, the evaluation should focus on the institution, rather than the governing board.

We have revised the portion of the framework that relates to the governing boards to tie the evaluation to the roles and responsibilities of the boards as set forth in law. This will allow your report to the Legislature to concisely reflect whether the Legislature’s requirements are met. These roles and responsibilities of governing boards include:

- a. Providing transparency, public accountability and support for the university. ORS 352.025(1)(a).
- b. Being close to and closely focused on the individual university. ORS 352.025(1)(b).
- c. Adoption of the university’s mission statement and forwarding of that mission statement to HECC. ORS 352.089(2).
- d. Meeting at least once quarterly. ORS 352.076(6)
- e. Providing public notice of meetings and agendas.
- f. Adopting bylaws determining how a quorum is constituted and when a quorum is necessary. ORS 352.076(5).
- g. Selecting a chairperson and vice chairperson. ORS 352.076(5).
- h. Forwarding any significant change in an academic program to HECC. ORS 352.089(2).
- i. Selection and regular assessment of the university president; establishment of the president’s compensation and terms and conditions of employment. ORS 352.096(1) et seq.
- j. Establishing a process for determining tuition and mandatory enrollment fees that provides for participation of enrolled students and the recognized student government of the university. ORS 352.102(2).
- k. Determination of tuition and mandatory enrollment fees, with approval from the HECC or the legislature for any resident undergraduate tuition or mandatory fee increase of more than 5% annually. ORS 352.102(1),(4).
- l. Approval of incidental fees. ORS 352.102(3).

July 29, 2015

Page | 3

The proposed amendments to the draft University Evaluation Framework will help ensure the Legislature receives a report from HECC rooted in the legislative findings regarding the anticipated benefits of having public universities with governing boards.

Please feel free to contact us with any questions about our proposal, or to discuss further.

Sincerely,

University Presidents



Thomas A. Insko  
Eastern Oregon University



Roy Saigo  
Southern Oregon University



Chris Maples  
Oregon Institute of Technology



Michael Schill  
University of Oregon



Edward Ray  
Oregon State University



Rex Fuller  
Western Oregon University



Wim Wiewel  
Portland State University

Enclosures

cc: Provost Council  
Board Secretaries



August 27, 2015

Dear Presidents,

Thank you for the input you provided in writing to the Commission regarding our process for evaluating public universities in accordance with ORS 352.061. We continue to see the evaluation process as one that will benefit from a very high degree of collaboration with you and your staffs, and we look forward to continuing to work with you to develop both the framework as well as the content of the evaluations.

Your letter and the evaluation framework that emerged from the Provosts' most recent work with HECC staff were the subjects of much discussion at the August 13 meeting of the Commission, and we wanted to provide you with a sense of the Commission's reaction and next steps in the process.

First, we wanted to acknowledge your letter's point that ORS 351.735 does not permit the HECC to impose on universities any obligations not found in Oregon law. Let us be perfectly clear: we do not intend to use either the evaluation process or the evaluations themselves to compel the universities to do anything that they are not already required to do under law. That said, we do not believe the law in any way restricts what criteria the Commission may employ or what evidence it may draw upon in order to evaluate the universities in accordance with ORS 352.061.

Moreover, there are practical reasons for not arbitrarily limiting what factors the HECC may consider in arriving at its conclusions under ORS 352.061. We hope you share our belief that a balanced evaluation of whether Oregon's public universities are meeting the goals described for them by state law does not lend itself to a mechanical or formulaic approach. To this end, the Commission intends to draw on contextual elements (e.g. the state's seesaw funding for higher education, changing student demographics, or conditions unique to a particular university) to help explain raw data points from the evaluation framework. To do so, the Commission should have the ability to take into account issues that you, other stakeholders, or members of the public believe may be relevant to the statutory aims of evaluation. And the Commission should have the ability to follow up with you to gain a deeper understanding of anything that seems noteworthy about the data, including the input we received from others, your accreditation self-studies, and/or other elements of the evaluation framework.

In short, we want to clarify that we view the evaluation framework as a simple scaffold upon which the institutional evaluations will be based. As a framework, however, it will require



# Oregon

Kate Brown, Governor

## Higher Education Coordinating Commission

Ben Cannon, Executive Director

775 Court Street NE

Salem, OR 97301

(503) 378-5690

[www.oregon.gov/HigherEd](http://www.oregon.gov/HigherEd)

considerable filling in before it becomes usable. We intend to do so -- in partnership with you and others -- over the coming months.

We are committed to exercising our evaluative responsibilities under ORS 352.061 thoroughly and thoughtfully, consistent with the letter and spirit of the statute, and in a way that is useful to legislators and the public, to your institutions, and to the Commission itself. We fully appreciate that your institutions are subject to copious evaluative processes already, including various forms of self-examination, the work of your boards of trustees, and the reports of accrediting agencies. We do not wish to duplicate or complicate these other processes but to provide a perspective that is uniquely focused on your contributions to serving the state's higher education mission under a new governance model, using an approach that minimizes any additional burden on you and your staffs.

Please don't hesitate to be in touch if we can clarify anything about our purpose or process.

In highest regard,

A handwritten signature in black ink that reads "Ben Cannon".

Ben Cannon  
Executive Director

A handwritten signature in blue ink that reads "Tim Nesbitt".

Tim Nesbitt  
Chair

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**Docket Item:**

University Evaluation Work Group Update

**Summary:**

Oregon law directs the Higher Education Coordinating Commission (HECC) to annually evaluate public universities with governing boards. ORS 352.061(2) stipulates that the HECC's evaluations of universities must include:

- A report on the university's achievement of outcomes, measures of progress, goals and targets as described in the university's achievement compact with the Oregon Education Investment Board (OEIB);
- An assessment of the university's progress toward achieving the mission of all education beyond high school as described in ORS 351.009 (the 40-40-20 goal); and
- An assessment as to how well the establishment of a governing board at the university comports with the findings set forth in ORS 352.025.<sup>1</sup>

The HECC formed a workgroup comprised of University Provosts, IFS (Interinstitutional Faculty Senate), OEIB staff, HECC staff, Commissioner Kirby Dyess, and other university faculty and staff to develop the evaluation framework.

In May, staff provided the Commission with an update on the progress being made to develop the evaluation framework. Since that meeting the workgroup met again in June and the Provosts Council coordinated feedback from various university stakeholders during the month of July.

The workgroup met on August 6, 2015 to review the feedback and make final recommendations to HECC staff in relation to the framework and its contents. The attached document includes recommendations from that meeting.

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<sup>1</sup> **352.025 Legislative findings.** (1) The Legislative Assembly finds that the State of Oregon will benefit from having public universities with governing boards that:

- (a) Provide transparency, public accountability and support for the university.
- (b) Are close to and closely focused on the individual university.
- (c) Do not negatively impact public universities that do not have governing boards.
- (d) Lead to greater access and affordability for Oregon residents and do not disadvantage Oregon students relative to out-of-state students.
- (e) Act in the best interests of both the university and the State of Oregon as a whole.
- (f) Promote the academic success of students in support of the mission of all education beyond high school as described in ORS 351.009.

- (2) The Legislative Assembly also finds that:

- (a) Even with universities with governing boards, there are economy-of-scale benefits to having a coordinated university system.
- (b) Even with universities with governing boards, shared services may continue to be shared among universities.
- (c) Legal title to all real property, whether acquired before or after the creation of a governing board, through state funding, revenue bonds or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the governing board.
- (d) The Legislative Assembly has a responsibility to monitor the success of governing boards at fulfilling their missions, their compacts and the principles stated in this section. [2013 c.768 §1]

## HIGHER EDUCATION COORDINATING COMMISSION

August 13, 2015

### University Evaluation Timeline:

The following is an overview of the timeline and associated processes that are anticipated as HECC staff works to collect data, conduct the evaluation and complete the corresponding legislative report:

Date	Action
August 13, 2015	Commission update (framework & process)
September 10, 2015	Commission Adoption of Evaluation Framework
September 10 – 25, 2015	Data collection – SCARF Data points completion
September 28, 2015	Framework due to the Institution
September 28 – October 16	Data collection – Institutional Data points completion
October – November 2015	Rollout and Implementation (initial phase PSU, OSU and UO)
October 1, 2015	PC update on report template
October 8, 2015	HECC update and template review
October 16, 2015	Institutional data due to HECC
November 1-6, 2015	Institutional review of draft report language
November 12, 2015	HECC 1 <sup>st</sup> Read
November 19, 2015	Institutional updates if requested by HECC
December 3, 2015	PC update
December 10, 2015	HECC report adoption
December 31, 2015	Report due to Legislature

### Staff Recommendation:

No action is required on behalf of the Commission at this time; final adoption of the framework by the Commission is anticipated during its September 2015 meeting.

## DRAFT University Evaluation Framework

Green boxes are the measure that map onto the HECC KPM

The University Evaluation Framework will be used annually for measuring institutional performance and success at Oregon's public universities with governing boards. The framework will be used to collect quantitative and qualitative data and information which meet the criteria established in ORS 352.061(2) and to prepare an annual report to the legislature, the HECC (Commission), and the public. The report will first be issued in 2015.

### **University Profile Information academic year: 2014-15**

**Institution:** \_\_\_\_\_

<b>Total enrollment (See attached page for definitions)</b>	
<b>DATA SOURCE: HECC (with exception of Veterans)</b> <p>Asian: Headcount: _____ &amp; _____ %            Pacific Islander: Headcount: _____ &amp; _____ %            Black or African American:            Headcount: _____ &amp; _____ %            American Indian/Alaska Native:            Headcount: _____ &amp; _____ %            Hispanic: Headcount: _____ &amp; _____ %            White: Headcount: _____ &amp; _____ %            Two or More Races, not Hispanic:            Headcount: _____ &amp; _____ %            Unknown: Headcount: _____ &amp; _____ %</p>	<b>DATA SOURCE: INSTITUTIONS</b> <p>Pell Recipients: Headcount: _____ &amp; _____ %            Gender: Male: Headcount: _____ &amp; _____ %            Gender: Female: Headcount: _____ &amp; _____ %            Gender: No response: Headcount: _____ &amp; _____ %            Veterans: Headcount: _____ &amp; _____ %</p>

<b>Institutional Focus Area</b>	<b>Evaluation Component</b>	<b>Data Points</b>		<b>#</b>	<b>%</b>	<b>Data Source and Methodology Notes</b>
Access & Affordability <sup>1</sup>	Enrollment	Total Enrollment	All Students			SCARF (STUDENT p. 13)
			Full-Time			SCARF CREDIT_HRS p.7)
			Part-Time			SCARF (CREDIT_HRS p.7)

<sup>1</sup> ORS 352.061 (2)(c) requires HECC to assess governing boards against the findings set forth in ORS 352.025 including that Governing Boards lead to great access and affordability for Oregon residents and do not disadvantage Oregon students relative to out-of-state students.

		Underrepresented Minorities			SCARF (RACE_ETHNIC - all but W, A, and T when W+A p.227) Also exclude foreign students from the URM category (codes of ZZ and FN).
		Pell Grant Recipients			SCARF (FAIDCAT Pell Grant code 1302 p. 139)
		Resident			SCARF (RESIDENCY p. 31)
		Nonresident			SCARF (RESIDENCY p. 31)
		Undergraduate			SCARF (S_LEVEL p. 29)
		Graduate (Masters)			SCARF S_TYPE in (H,J,P)
		Graduate (Doctorate and Professional)			SCARF S_LEVEL = FP + S_TYPE = I
	Total Student Credit Hours	All Students			SCARF (aggregated CREDIT_HRS? p. 7) or ?  Note: zero-out credit from courses taken as part of the collaborative OHSU Nursing programs. These are identified when the first four digits of the CIP (p. 149) are '5116'
		Underrepresented Minorities			SCARF same as above for all except W, A, or T if W+A
		Pell Grant Recipients			SCARF same as above for all who have Pell
Student Debt	Amount of Average Student Debt for those bachelor's degree recipients with debt (HECC KPM 24a) average amount of debt among Bachelor's recipients	Average student debt load	\$		SCARF FAIDCAT + Loans (5 types) p. 139 (Average debt load for the graduating class of 2014, for each institution) 2015 will not be ready yet
		Proportion of bachelor's degree recipients with debt	%		SCARF? (Percentage of bachelor's degree recipients with debt in the class of 2014)

		with debt	HECC KPM 24b = Percentage of students with debt		
			Resident		SCARF (same as above with RESIDENCY)
		Nonresident			SCARF (same as above with RESIDENCY)
	Loan Default Rate (HECC KPM 25a) student loan default rates – Three-year official cohort student loan default rates: Public Universities	All Students (Only graduate students in the DOE database for 2009-2010-2011?)			DOE Reported Information 3-Year Official Cohort Default Rates (borrowers defaulted/total borrowers in repayment = cohort default rate)
Retention & Completion <sup>2</sup>	Degrees Granted	Degrees Granted: Undergraduate (HECC KPM 17)	All Students		SCARF (count of MPIDM, ACAT= 23,24, p. 175)? (DEG_ACADYR = 201415 p. 181)?
			Underrepresented Minorities		SCARF same as above for all except A, W, and T if A+W see above
			Pell Grant Recipients		SCARF same as above who have Pell
	Degrees Granted: Graduate (Masters) (HECC KPM 18)	All Students			SCARF count of MPIDM, ACAT = 42
		Underrepresented Minorities			SCARF URM same as for enrollment, and above
	Degrees Granted: Graduate (Doctorate and Professional) (HECC KPM 18)	All Students			SCARF count of MPIDM, ACAT = 44,31
		Underrepresented Minorities			SCARF URM same as for enrollment, and above

<sup>2</sup> ORS 352.061 (2) stipulates that HECC's evaluation of universities include an assessment of the universities progress toward achieving the mission of all education beyond high school as described in ORS 351.009 (40-40-20 goal).

Graduation Rates  Graduation Rates (for first time/full-time freshman) Cohort Beginning Date: 2008		Total in cohort		Data calculated from many SCARF fields
		#	%	
		4 Yr: All Students		SCARF (how many students who began in fall 2008 graduated by spring 2012?)
		4 Yr: Underrepresented Minorities		SCARF (The URM measure was required only in 2010 but the calculation will be possible with the inclusion of multi-ethnic in URM)
		4 Yr: Pell Grant Recipients		SCARF (students who began in 2008 and graduated by 2012 and received a Pell grant in any year)
		Still retained at 4 years		SCARF (students who began in 2008 and were still enrolled in fall 2012)
		5 Yr: All Students		SCARF (how many students who began in fall 2008 graduated by spring 2013?)
		5 Yr: Underrepresented Minorities		SCARF same as above in 4-yr rates
		5 Yr: Pell Grant Recipients		SCARF (Students who began in 2008 and graduated by spring 2013 and received Pell grant in any year)
		Still retained at 5 years		SCARF (students who began in 2008 and were still enrolled in fall 2013)
6 Yr: All Students (HECC KMP 16)				SCARF (how many students who began in fall 2008

				graduated by spring 2014?
		6 Yr: Underrepresented Minorities		SCARF same as above in 4-yr rates
		6 Yr: Pell Grant Recipients		SCARF (students who began in 2008 qand graduated by spring 2014 and received Pell in any year)
		Still retained at 6 years		SCARF (students who began in 2008 and were still enrolled in fall 2014)
	Transfer Student Graduation Rates within six years	All Students		SCARFAdmitted AT,AU, AS in fall 2008 and graduated by spring 2014 / Count of ADMIT_DECISION =AT, AU, AS in fall 2008
		Underrepresented Minorities		SCARF (The URM measure was required only in 2010 but the calculation will be possible with the inclusion of multi-ethnic in URM)
		Pell Grant Recipients		SCARF Admitted AT,AU, AS in fall 2008, received a Pell grant any year 2008-2014 and graduated by spring 2014 / Count of ADMIT_DECISION =AT, AU, AS in fall 2008 and received Pell grants 08-14
Retention	First Year Retention Rates (HECC KPM 15) “First-year retention rate % of Oregon public university students starting in a fall term and returning	All Students in Freshman Cohort fall 2013	%	SCARF Students who first enrolled (new student or transfer) in the institution fall 2013, and also enrolled in fall 2014 in any Oregon Public Institution (includes interinstitutional transfer)

		to an Oregon public university the following fall.”	Underrepresented Minorities		SCARF same as above for all URM as defined above
			Pell Grant Recipients		SCARF same as above with Pell grants
Economic Impact <sup>3</sup>	Entrepreneurial Activities	royalty revenue	All faculty, staff and students	\$	Institution
		number of startups enabled by university research	All faculty, staff and students		Institution
	Employment (HECC KPM21b)	% of resident graduates who are employed in Oregon Cohort Beginning Date: <u>2008</u>  5 years from graduation date.	All Students		HECC
			Underrepresented Minorities		HECC
			Pell Grant Recipients		HECC
		% of nonresident graduates who are employed in Oregon Cohort Beginning Date: <u>2008</u>  5 years from graduation date.	All Students		HECC
			Underrepresented Minorities		HECC
			Pell Grant Recipients		HECC
	Research Expenditures	Total Research Expenditures	All faculty, staff and students	\$	Institution

<sup>3</sup> ORS 352.061 (2)(c) requires HECC to assess governing boards against the findings set forth in ORS 352.025 including that Governing Boards act in the best interest of both the university and the State of Oregon as a whole.

Institutional Collaboration	Data Point	Data Source
	<p>Please describe your institution's work in collaborative activities with other postsecondary institutions in Oregon. Examples may include but are not limited to Dual Enrollment Partnerships and facility sharing agreements. <i>(Please limit narrative to three examples with a 600 word limit)</i></p>	Institution (narrative)

DRAFT

<b>Governing Board Focus Area</b>	<b>Evaluation Question</b>	<b>Supporting Narrative</b> (documentation may include links to materials on board website)	<b>Data Source</b>
Transparency (ORS 352.025(1)(a))	Board meets at least quarterly. ORS 352.076(6).		Board of Trustees
	Board provides public notice of agenda and meetings. ORS 352.025(1)(a).		Board of Trustees
	The Board operates in a transparent manner and in compliance with Public Meetings and Public Records laws. ORS 352.025(1)(a).		Board of Trustees
	The Board has adopted bylaws. ORS 352.076(5).		Board of Trustees
Accountability (ORS 352.025(1)(a))	The Board demonstrates its accountability on behalf of the university and awareness of its mission and fiduciary duties.	(Please describe your Board's efforts to receive and understand important financial information regarding the institution, to ensure fiscal responsibility and stability, to safeguard institutional resources, to assess its own operations and effectiveness, and to otherwise operate in a manner that is consistent with governance best practices.)	Board of Trustees
	The Board has established a process for determining tuition and mandatory enrollment fees that provides for participation of enrolled students and the recognized student government of the university. ORS 352.102(2)		Board of Trustees
	Board selects and regularly assess the university president. ORS 352.096.		Board of Trustees

Engagement in the University's Mission (ORS 352.025(1)(b))	The Board adopts the mission statement. ORS 352.089(2).		Board of Trustees
Coordination across the State of Oregon (ORS 352.025(1)(e))	The Board forwards the university's mission statement to the HECC. ORS 352.089(1).		Board of Trustees
	The Board forwards any significant change in the university's academic programs to HECC. ORS 352.089(1).		Board of Trustees
Real Property Holdings (ORS 352.025 (2)(c))	Legal title to all real property, whether acquired before or after the creation of a governing board, through state funding, revenue bonds or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the governing board.		Board of Trustees or Finance VPs?

## Academic Quality

Focus Area	Indicator	Data Point	Data Source
External Measures	Accreditation	<p>Institution provides a copy of NWCCU Commendation &amp; Recommendations and where the institution is in the accreditation process (eg Yr. 1, Yr. 3, Yr. 7)</p> <p>Ask institution to provide bulleted list of specialized accredited programs.</p>	Institution
	Academic Program Review and Approval Processes	Institution provides assurance that processes/policies exist and provide a link to the policies.	Institution
Internal Measures	The institution evaluates faculty using an identified faculty evaluation process.	Institution provides a link to the documents supporting and related to the process.	Institution
	Institution supports Faculty Professional Development	<p>Short narrative describing some activities that support Faculty Professional Development</p> <p><i>(Please limit narrative to three examples with a 600 word limit)</i></p>	Institution

**Institution to attach copy of latest NWCCU self-study (1, 3 or 7 year depending on where they are in the cycle)**

## **Notes related to University Profile Information:**

**Total Enrollment:** Race – Ethnicity, %

H	Hispanic
A	Asian
P	Pacific Islander
B	Black or African American
I	American Indian – Alaska Native
W	White
O	None of the Above
D	Declined to Respond
T	Two or More Races, not Hispanic
ZZ	Non-Resident Alien
FN	Foreign National
U	Unknown/Unidentified

Notes: 'None of the Above' and 'Declined to Respond' are reported as 'Unknown', and 'Foreign National' is reported as 'Non-resident Alien'

**Veteran:** Student who receives a Veterans Administration Grant because they are a veteran

Notes: As well as having VA grants identified in SCARF, we also identify certain fee remissions that are given to veterans (Voyager Fee remission, Nonresident Veteran Fee Remission, Yellow Ribbon Program Fee Remission). We also track the newly created special program for Resident Tuition Equity for Veterans.

Or S\_VET The student's veteran status reported in FAFSA.

**Pell Recipients:**

FAIDCAT: Financial Aid Category

Categories of aid include loans, grants, scholarships, work-study, and fee remissions. In general, awards within each category are identified according to the source of aid (e.g., federal subsidized loan, Oregon Opportunity Grant).

Note that need alone is not always sufficient to distinguish grants from scholarships. Grants are need based; scholarships require that recipients possess specific attributes, including, often, merit, but scholarships may also impose a requirement of need.

Pell: question about summer Pell awards. Pell Grant = Grant 1302

**Faculty Status:** for IPEDS it depends on the institution

Tenured/Tenure Track Faculty

Non-Tenured Faculty

Full-Time Instructional Staff

Less than Full time Instructional Staff

"Instructional Staff", as defined by IPEDS, is comprised of staff who are either: 1) Primarily Instruction (PI); or 2) "Instruction combined with Research and/or Public Service" (IRPS). The intent of the "Instructional Staff" category is to include all individuals whose primary occupation includes instruction at the institution. "Primarily Instruction" are those individuals whose primary responsibility can be defined as teaching (e.g. the majority of their total time). "Instruction combined with Research and/or Public Service" (IRPS) are those individuals who have instruction as part of their job, but it cannot readily be differentiated from the research or public service functions of their jobs (e.g. they teach, but a percentage of time spent teaching is not discernible since their teaching responsibilities are not clearly differentiated from their other responsibilities). Instructional staff could include postdoctoral students, if they meet the criteria for one of the above two categories. **Adjunct** Instructional Staff would also typically meet the criteria.



## Agenda Item #7

### Oregon Legislative Update

### **Introduction**

During the 2015 Legislative Session, the University of Oregon focused advocacy efforts on preserving the authorities of the UO Board of Trustees, and reversing a decade of budget cuts in higher education.

While we fell short of the collective goal of \$755 million for public universities, we were able to increase state funding for the University by approximately 18%, from \$53,214,967 to a projected \$63 Million.

The University also secured \$37 million in state support for capital construction projects, including building a new home for the College of Arts and Sciences, and renovations to Chapman and Klamath Halls.

This memorandum includes summaries of budget actions, as well as policy proposals that were important to the University. Attached for your reference are two documents:

1. HECC preliminary FY16 Public University Support Fund allocation
  2. HECC's detailed summary of the legislatively adopted budget (LAB)
- 

### **STATE BUDGET**

#### **Operating**

Funding for the Public University Support Fund increased by \$144.5 million to a total of \$665 million.

The legislature also approved \$35 million for “state programs”, including \$24.4 million for the Engineering and Technology Industry Council (ETIC), and \$9.8 million to fund specific campus programs. At the University of Oregon these programs include the signature research centers, clinical legal education within the law school, and the Labor Education Research Center (LERC).

Combined, these investments totaled \$700 million in funding for Oregon’s Universities, and increases the annual appropriation to the University of Oregon from \$53,214,967 to a projected \$63 million.

<b>Higher Education Operating Budget Detail (in millions)</b>	<b>Public University Support Fund</b>	<b>State Programs</b>	<b>Total</b>
2013-15 History	\$520.5	\$25.5	\$546.0
<b>2015-17 Detail</b>			
Co-Chairs Budget	\$635.0	\$35.0	\$670.0
Targeted Access/Success Funding	\$30.0		\$30.0
<b>Total Budget</b>	<b>\$665.0</b>	\$35.0	<b>\$700.0</b>
<b>\$ Increase over 13-15</b>	<b>\$144.5</b>		\$154.0
<b>% Increase over 13-15</b>	<b>27.8%</b>		<b>28.2%</b>

### **Capital Construction**

The legislature approved 12 new bond-funded projects for public universities at a total of approximately \$241 million, including \$65 million to address deferred maintenance needs and accessibility improvements. Deferred maintenance funds are distributed to campuses based on education and general (E&G) square footage; UO is projected to receive \$6.5 million of these funds. The University of Oregon received full funding for three projects:

Project	Article XI-G Bond	Article XI-Q Bonds
College and Careers Building	\$17,275,000.00	\$0
Chapman Hall Renovation	\$2,550,000.00	\$5,570,000.00
Klamath Hall Renovation	\$6,325,000.00	\$6,075,000.00
Totals	\$26,150,000.00	\$11,645,000.00
<b>Grand Total</b>		<b>\$37,795,000.00</b>

### **State Supported Financial Aid**

**“Sports Lottery”:** The legislature appropriated funding of \$8.24 million in lottery funds for undergraduate and graduate student scholarships, and support of non-revenue intercollegiate sports, including Title IX women’s sports programs. These funds are distributed by an allocation formula (amounts by campus: EOU = \$913.2K; OIT = \$913.2K; OSU = \$1M; PSU = \$2.28M; SOU = \$913.2K; UO = \$1M; WOU = \$1.2M). In 2005 when the legislature banned “live action” sports betting in Oregon, universities had been a historical recipient of those funds, and lottery dollars have been used to ensure no cuts were made to student scholarship programs.

**Oregon Opportunity Grant:** The Oregon Opportunity Grant is Oregon's largest state-funded need-based grant program for students planning to go to college. Funding for the grant was increased by 24% to \$141 million. The state projects that this level of funding will reach 84,000 students with an average of \$1,650 per student.

### **Additional Investments in the University of Oregon**

**Earthquake Early Warning:** SB 5543, known as the “rebalance” bill for the 13-15 budget cycle, passed at the beginning of the session and included \$670,000 to purchase the array of 15 seismometers (located throughout Oregon) from the National Science Foundation (NSF). These instruments will be monitored by UO professor Doug Toomey, and will assist faculty and students in research around earthquake early warning. This state funding also builds on federal efforts made by Congressman DeFazio to secure funding for early warning networks in the Pacific Northwest.

**Meningitis Reimbursement:** SB 5507 requires the Oregon Health Authority to reimburse the University for appropriate costs associated with the administration of vaccines. The Oregon Health Authority and the University are required to report to the legislature the final cost of the program, including any additional funding needs by December 2015.

**Wood Innovation Partnership:** The legislature allocated \$2.5 million toward the creation of the National Center for Advanced Wood Products Manufacturing and Design. The center, located at Oregon State University, is a one-of-a-kind collaboration between leading architecture, wood science, and engineering

programs is intended to focus on the development of innovative wood products and building components that are capable of being produced in Oregon.

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## POLICY-RELATED ITEMS

### Governance & Financial Autonomy

The 2015 legislative session was the first full session to occur after the passage of SB 270 and HB 3120 in 2013. Strong support from legislative leaders and the Governor ensured that no significant roll backs were made to the authorities that were granted to the Board of Trustees.

Policy discussions in this area included removing references to the State Board of Higher Education in Statute, required participation in shared services with other universities, and limiting a university's ability to raise resident undergraduate tuition by up to five percent without receiving approval from the Higher Education Coordinating Commission (HECC).

**SB 80:** Removes statutory references to the Oregon University System, office of Chancellor, and State Board of Higher Education. This bill passed the legislature with broad bipartisan support and was signed by Governor Brown.

**SB 2611:** Requires universities with institutional governing boards to continue to participate in shared services relating to listed employee benefits and to collective bargaining until July 1, 2019. This bill was introduced at the request of SEIU. The original bill included a requirement that universities also participate in a collective risk pool, and extended the timeline for these requirements until 2021. At the request of the University of Oregon, the bill was amended to allow universities to independently manage risk, and the timeline for the requirement was scaled back to 2019. Despite opposition, this bill passed the legislature and was signed by Governor Brown.

**HB 3199:** Modified authority for issuance of state bonds for benefit of university with governing boards. The bill was brought forward by State Treasurer Ted Wheeler, and was intended to streamline debt issuance processes within state government. With the abolition of the Chancellors Office, Oregon State Treasury sought to clarify that a state agency would disperse funds to universities for the purposes of debt issuance and debt service payments. The language in the bill was negotiated by Oregon State Treasury and outside counsel to ensure that it did not have a negative impact on a University's ability to issue institutionally specific revenue bonds. This bill passed the legislature with broad bipartisan support and was signed by Governor Brown.

**HB 5024 and SB 501:** As previously mentioned, HB 5024, the budget bill for universities included a budget note directing universities to spend a portion of funds on investments closely tied to affordability and student success. SB 501, known as the program change bill, includes a requirement that a university who raises undergraduate resident tuition more than 3% must file a report explaining the justification for the increase with the Legislature and Higher Education Coordinating Commission.

#### ***HB 5024 Budget Note***

*"Budget Note The additional \$30.0 million post-revenue forecast allocation for the biennium is to be used to fund campus investments in targeted tuition remissions for undergraduate Oregonians, and programs to improve student graduation. These would be programs detailed previously by the universities to the HECC for how they would use additional investments addressing access, affordability, and student success. The seven universities will commit to continuing these investments in both years of the biennium. The universities will report to HECC, and legislative"*

*committees, how they have invested the funds. All additional funds will flow through the Student Success and Completion Model (SSCM).*"

***SB 501 – Reporting on Tuition Increases Above 3%***

*"SECTION 30.*

*(1) Notwithstanding any law limiting tuition and mandatory enrollment fee increases at public universities listed in ORS 352.002, if a public university listed in ORS 352.002 increases either resident undergraduate tuition or mandatory enrollment fees by more than three percent for the 2016-2017 academic year, the public university must report the justification for the increase to the Higher Education Coordinating Commission and the Joint Committee on Ways and Means, or the Joint Interim Committee on Ways and Means.*

*(2) Subsection (1) of this section does not apply to public universities currently subject to existing financial agreements or plans with the Higher Education Coordinating Commission, or to four-year tuition guarantees or high cost, high demand degree programs that currently charge differential tuition.*

*(3) This section is repealed on December 31, 2018."*

**Employment**

**SB 454 - Paid Sick Leave:** SB 454 requires employers with ten or more employees to provide paid sick leave. Employers with fewer than ten employees must provide the same leave, but are not required to pay employees for the time off. The definition of an employee includes piece rate workers, salaried, hourly and commissioned workers, and home care workers. It excludes independent contractors, workers who receive sick leave under federal law, participants in a federal or state work-training program, work-study participants, railroad workers, and family members working in a family business. Beginning January 1, 2016, employees accrue one hour of sick time for every 30 hours worked, up to a maximum of 40 hours of accrued leave. Leave begins to accrue on an employee's first day of work, and may be used in one-hour increments beginning on the 91<sup>st</sup> day of employment. Additionally, employers may require medical verification. The University of Oregon anticipates that implementing this new law will cost approximately \$2.1 million a year. Despite significant opposition from statewide business groups, this bill passed the legislature and was signed by Governor Brown.

**HB 2664 - Prevailing Wage / Construction:** HB 2664 was designed to clarify and ensure that prevailing wage laws be applied to all projects that will be owned or used by an institution of public education, regardless of their governance structure. The bill was brought forward by the Oregon State Building Trades Council, and was consistent with current campus policies already in place. This bill passed the legislature with bipartisan support and was signed by Governor Brown.

**Campus Sexual Assault / Title IX**

**SB 759 - Written Protocols:** SB 759 requires public universities, community colleges, and Oregon-based private universities/colleges to adopt written protocol for victims of sexual assault. At the time of passage, all public universities within Oregon were in compliance with this new regulation.

**HB 3476 - Privilege:** HB 3476 establishes privilege in civil, criminal, administrative, and school proceedings for certain communications between victim services programs and advocates, and persons seeking services related to domestic violence, sexual assault, or stalking. This bill would amend the Oregon Evidence Code to include a victim-advocate privilege so that information shared by a survivor to an advocate will not be admissible in court. This bill passed the legislature with broad bipartisan support and was signed by Governor Brown.

**Oregon Promise Program / Free Community College**

**SB 81:** Initially, the bill was aimed at a broad, near-universally free community college option for students. The bill was amended to put sideboards on who could qualify for this benefit. The narrowed policy requires students to obtain a 2.5 GPA or better, fill out and submit a FASFA form, and accept all available state and federal grants available. Initial projections showed the policy would cost the state \$40 million. Rather than fully fund the program, the legislature chose to approve a one-time pilot with \$10 million in funding. This bill passed the legislature with broad bipartisan support and was signed by Governor Brown.

Higher Education Coordinating Commission

Office of University Coordination

7.7.2015

FY 16 Preliminary PUSF Allocation							
FY 15 Data				FY 16 Breakdown			
	RAM Funding	FY 16 SSCM Funding		FY 16 Shared Services		FY 16 Total	
	Total (\$)	FY 16 (\$)	Y/Y % Change	FY 16 (\$)	Y/Y % Change	FY 16 (\$)	Y/Y % Change
<b>EOU</b>	\$ 16,330,249	\$ 18,628,409	14.1%	\$ 1,489,522	9.1%	\$ 20,117,931	23.2%
<b>OIT</b>	\$ 19,954,392	\$ 22,208,059	11.3%	\$ 1,521,622	7.6%	\$ 23,729,681	18.9%
<b>OSU</b>	\$ 89,688,613	\$ 101,435,702	13.1%	\$ -	0.0%	\$ 101,435,702	13.1%
<b>PSU</b>	\$ 60,775,189	\$ 76,026,034	25.1%	\$ -	0.0%	\$ 76,026,034	25.1%
<b>SOU</b>	\$ 16,582,340	\$ 18,327,100	10.5%	\$ 1,681,992	10.1%	\$ 20,009,092	20.7%
<b>UO</b>	\$ 53,214,967	\$ 63,029,235	18.4%	\$ -	0.0%	\$ 63,029,235	18.4%
<b>WOU</b>	\$ 17,326,098	\$ 20,923,136	20.8%	\$ 1,260,448	7.3%	\$ 22,183,584	28.0%
<b>Total</b>	<b>\$ 273,871,848</b>	<b>\$ 320,577,675</b>	<b>17.1%</b>	<b>\$ 5,953,584</b>	<b>2.2%</b>	<b>\$ 326,531,259</b>	<b>19.2%</b>

Notes:

PUSF = Public University Support Fund

SSCM = Student Success and Completion Model

Calculations based on HB 5024 approved PUSF Budget of \$665M, 49% allocated in FY16

FY15 allocation will change due to settle-up process, this may change Stop Loss and Stop Gain calculation in SSCM Model

FY16 allocation will change due to settle-up process that will include re-calculation using 2015 degree data when available (Fall 2015)

HB 5101 (2013 Special Session) is continued at FY15 level for each year of the 2015-17 biennium per HB 5507

*NOTE: These figures represent the Public University Support Fund (PUSF). The UO's entire state appropriation is slightly larger than that because it includes some funding that does not run through the PUSF. This means that our state allocation figures on the expenditure allocation report will not match these figures and the growth rates will also be different.*

## HECC 2015-17 LEGISLATIVELY ADOPTED BUDGET (LAB) UPDATE, 7.7.15

This initial update reflects [House Bill 5024](#) and [House Bill 5005](#) (2015) but does not yet reflect Senate Bill 5507 and numerous policy bills with funding implications.

**SUMMARY:** *House Bill 5024, the Higher Education Coordinating Commission (HECC) 2015-17 budget bill, was approved by the Oregon Legislature and was signed by signature by Governor Kate Brown on July 6, 2015. This budget represents the largest single biennial reinvestment in Oregon's public colleges and universities in at least two decades, with a strategic focus on achieving results for Oregon students and communities.*

- ✓ The 2015-17 Legislatively Adopted Budget (LAB) supports the HECC's strategic priorities to advance the state's 40-40-20 goal, improve affordability, and reinvest in our campuses and programs with an intentional focus on student success. HB 5024 includes investments in state funding for Oregon's 17 community colleges and 9 Local Workforce Investment Boards, Oregon's 7 public universities and the Oregon Health & Science University (OHSU), state need-based aid and student access programs operated by the Office of Student Access and Completion (OSAC), the Office of Community Colleges and Workforce Development (CCWD), and HECC agency operations and offices. The LAB for all postsecondary education and workforce entities represented in the HECC budget totals \$2,192.9M. General Funds and Lottery Funds total \$1,810.3M, a 22.3% increase from the comparable 2013-15 LAB. Per resident student funding at community colleges and universities is at its highest mark in at least two decades (see page 4). In addition to HB 5024, new capital construction bonding projects are included in House Bill 5005, and postsecondary education funding is impacted by numerous other policy bills which will be summarized in detail in future updates. A chart detailing the components in the HECC budget bill HB 5024 is included as Table B, and key components are summarized below:

### A. KEY POSTSECONDARY EDUCATION INVESTMENTS, HB 5024

	Fund	2013-15 LAB	2015-17 LAB	% change from LAB, notes
STUDENT FINANCIAL AID	<b>Oregon Opportunity Grant</b>	\$113.9M GF/LF/OF	CSL: \$117.3M GF/LF/OF	<i>See also HB 2407 described below</i>
	POP 131: Expansion	--	+\$23.6M GF/LF/OF	+23.6%
PUBLIC UNIVERSITY SUPPORT	<b>Public University Support Fund</b>	\$520.5M GF	CSL: \$513.6M	<i>Budget note on \$30M described below</i>
	POP 102: Additional PUSF	--	+\$151.4M GF	+27.8%
COMMUNITY COLLEGE SUPPORT	<b>Community College Support Fund</b>	\$466.9M GF	CSL: 455.0M GF	<i>Budget note on funding model described below</i>
	POP 111: Additional CCSF	--	+94.99M GF	+18.0%
DEBT SERVICE	<b>Community College Debt Service</b>	Total: \$466.9M	Total: \$550M	
	<b>Public University Debt Service</b>	\$26.1M	CC: \$35.1M GF/LF	
		\$114.7M GF/LF	Univ: \$151.6M GF/LF	
		Total: \$140.8M	Total: \$186.7M	+32.6%

LAB: Legislatively Adopted Budget. CSL: Current Service Level. GF: General Fund. LF: Lottery Fund. OF: Other Fund. Budget notes described below.

**The Legislature approved significant investments to make postsecondary education more affordable, with a strategic focus on those who are most challenged by college costs, including:**

- ✓ A total of \$140.9M, representing a 23.6% increase of funding over the 2013-15 LAB, for the **Oregon Opportunity Grant (OOG)**—Oregon’s need-based grant program—to improve affordability for Oregon’s highest-need students. Approximately **16,000 additional students will be served through this new investment**.
- ✓ **House Bill 2407, the HECC’s recommended restructuring of the OOG**, targeting the grant program to Oregon’s high-need, high-promise students who are on track to succeed academically but struggling with college costs. This bill improves the grant’s predictability by creating an extended application period and guaranteeing the grant for a second year to eligible students who receive it their first year.
- ✓ Significant reinvestment in Oregon’s community colleges and public universities, a 21.6% increase from the previous biennium and the **highest percentage biennial increase in at least two decades**, which will contribute to keeping tuition manageable while supporting student success (more details below).

**The 2015-17 budget reinvests in Oregon’s public universities and community colleges after years of underfunding, supporting HECC’s strategic focus on student success outcomes.**

- ✓ The **Public University Support Fund (PUSF)** supporting Oregon’s 7 public universities increased to \$665.0M, a 27.8% increase over the 2013-15 LAB. All funds will flow through the new student success and completion funding allocation model approved by the HECC in April 2015 for the public universities. This adjustment better aligns state investment with access and completion to achieve the state’s ambitious 40-40-20 attainment goal.
  - The public university budget includes a **\$30M additional investment** above the Co-Chairs’ initial recommended budget. A **budget note** pertaining to this investment indicates that additional funds are to be used for campus investments in targeted tuition remissions for undergraduate Oregonians and programs to improve student graduation; the universities will report to the HECC and legislative committees how they have invested these funds.
  - The **Sports Action Lottery** which primarily funds scholarship programs for athletes and graduate students is funded at \$8.2M, a 3.0% increase from the 2013-15 LAB.
  - With the large influx of additional state resources being made available to universities, SB 501 instructs any public university which increases resident undergraduate tuition or mandatory enrollment fees by more than three percent in the second half the biennium must report the justification for the increase to the HECC and the Legislature.
- ✓ The **Community College Support Fund (CCSF)**, supporting Oregon’s 17 community colleges, increased to \$550M, an 18.0% increase over the 2013-15 LAB. Distribution of the funds will follow the existing distribution formula for the first year of the biennium; HECC anticipates developing and implementing outcomes-based components to the distribution formula for the second year of the biennium, in part based on student completion of degrees and certificates as well as successful transfer to four-year institutions.
  - The community college budget includes a **budget note** indicating that prior to the final adoption of any significant change to the distribution of the CCSF, the HECC is directed to consult with the appropriate legislative committees.

**The 2015-17 debt service on previously approved capital projects is supported as follows:**

- ✓ Debt service on previously approved capital projects for the **universities and community colleges** totals \$186.7M, an increase of 32.6% over the 2013-15 LAB. Public university debt service is \$151.6M, which includes \$119.6M General Fund and \$32M Lottery Funds. Community college debt service is \$35.1M, which includes \$24.6M General Fund and \$10.5M Lottery Funds. OHSU bond related costs will be paid through the Department of Administrative Services (DAS) and are not included in this budget.

***The Legislature has authorized bonding for substantial improvements in the capital infrastructure of Oregon's community colleges and public universities:***

- ✓ Through HB 5005, **bonding for new capital projects are authorized at all seven public universities**, totaling \$244.8M in new state bonding for Article XI-G and Article XI-Q Bonds and \$53M in campus-funded Article XI-F(1) bonds. This includes 11 new projects at public universities and significant expansion of classroom and laboratory capacity; it continues several biennia of large investments in the construction of new buildings and repurposing and refurbishing of existing infrastructure needed to meet the state's ambitious 40-40-20 educational attainment goal.
- ✓ The budget more than doubles spending on capital repair and renewal from \$30M in the 2013-15 biennium to more than \$65M in the 2015-17 biennium.
  - A **budget note** is included requiring the HECC and DAS to evaluate whether statutory or administrative rule changes are needed to facilitate the use of capital repair and renewal funds on ADA accessibility projects.
- ✓ Oregon's community colleges had one new bond-funded project authorized at \$1.7M and eight bond-funded projects reauthorized that were originally approved in the 2013-15 biennium. The total amount for new and reauthorized projects is \$53.3M.

***The budget makes critical investments in Oregon Health & Science University, Statewide Public Services, and State Programs:***

- ✓ OHSU is budgeted at \$77.3 General Fund, 6.4% above the 2013-15 LAB including \$66.8M for education and rural programs, \$8.0M for the Child Development and Rehabilitation Center (CDRC), and \$2.6M for the Oregon Poison Center.
- ✓ **The Statewide Public Services** including the Agricultural Experiment Station, Forest Research Laboratory, and OSU Extension Service budgets increased by 17.1% from the 2013-15 LAB.
  - A **budget note** was included requiring the Statewide Public Service programs to report to the Legislature on the use of the additional \$14.0M that was provided above CSL.
- ✓ The budget for **State Programs** addressing economic development, natural resources, and other priorities is \$34.3M General Fund, an increase of 34% percent from the 2013-15 LAB, though this increase is largely an artifact of a transfer of funds previously associated with the Engineering and Technology Industry Council (ETIC). Apart from this transfer, funding for State Programs increased by 3%. The budget includes a significant proportion of previous ETIC funding transferred from the Oregon Education Investment Board to the HECC for distribution to the universities to support engineering and technology programs.

***Key transitions from K-12 to college and from postsecondary education to career are supported by investments in workforce programs and pre-college programs:***

- ✓ **Senate Bill 81, the “Oregon Promise”**, was passed by the Legislature and awaits the Governor’s signature; it provides a \$10M appropriation targeted toward tuition payments for students who are recent Oregon high school graduates attending and pursuing a certificate or degree at one of Oregon’s 17 community colleges. The bill funds grants at a minimum of \$1,000 for each community college student awarded, to be administered by the Office of Student Access and Completion (OSAC) under the HECC.
- ✓ The budget includes increases in **outreach and pre-college programs, including OSAC’s ASPIRE Mentoring** program, which is funded at \$1.7M General Fund and \$2.65M total funds. This budget level will allow ASPIRE to continue to support the 145 existing sites across the state and to use federal College Access Challenge Grant (CACG) funds to expand on a one-time basis in the second year of the biennium. A portion of the CACG will also be used to support expansion of OSAC’s outreach programs, which include College Goal Oregon and FAFSA Plus+, OSAC’s FAFSA completion project.
- ✓ The budget continues the current service level for **workforce programs** at \$10.9M to support efforts to convene business and industry in key sectors to identify skill shortages and assist job seekers and workers in increasing their skills and abilities, and repurposes certain ongoing initiatives. The Work Ready Communities Program funding increased from \$0.75M to \$1M, Local Workforce Investment Boards (LWIBs) are funded at \$2.5M, technical assistance for local workforce areas

at \$1.0M, and best practices work among LWIBs is funded at \$0.4M. Funding for Back to Work Oregon on-the-job training is reduced from \$6.2M to \$5.0M. The budget eliminates allocations of \$1.5 million to the National Career Readiness Certificate and \$1.5 M for Supporting Sector Strategies.

- ✓ The budget also provides \$2.0M to support underserved students in obtaining a high school equivalency credential such as the GED, and \$0.6M to Skills Centers providing career and technical education to high school students, evenly divided between the Margaret Carter Skills Center housed at Portland Community College, and the Sabin-Schellenberg Skills Center in the North Clackamas School District.

***Support for the HECC agency consolidation and infrastructure, preparing the agency to be fully functional in its roles to strategically coordinate postsecondary policy and funding for Oregon:***

- ✓ The budget makes investments and adjustments related to **agency infrastructure and consolidation of the HECC, the Office of Private Postsecondary Education, CCWD, and OSAC**, as well as the responsibility for distributing state support to public universities and the OHSU. Information technology, human resources, and fiscal services positions are offset by reductions in contracted services. The budget also establishes a consolidated research and data team, realigns funding for community college staff, and upgrades OSAC's Student Financial Aid Management System. The HECC is organized in the following offices: Policy and Operations, Student Access and Completion, Research and Data, University Coordination, Community Colleges and Workforce Development, and Private Postsecondary Education.
  - A **budget note** pertaining to HECC Operations specifies in the development of the 2017-19 budget, the HECC will prepare a consolidated budget merging certain administrative functions currently in numerous offices into a single division or unit.

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For more information, this document includes detailed information in the following sections:

- ✓ *Pages 5-7, TABLE B: KEY BUDGET ITEMS: HECC POSTSECONDARY EDUCATION CONSOLIDATED BUDGET*
- ✓ *Pages 8-9, C: HISTORICAL INVESTMENT DATA, 1995-2015*
- ✓ *Pages 10-13: D. HB 5005 CAPITAL INFRASTRUCTURE INVESTMENTS*

**TABLE B. KEY BUDGET ITEMS: HECC POSTSECONDARY EDUCATION CONSOLIDATED BUDGET**

LAB: Legislatively Adopted Budget. CSL: Current Service Level. GF: General Fund. LF: Lottery Fund. OF: Other Fund. TF: Total Fund. POP: Policy Option Package.  
Budget notes explained in text above.

ACTIVITY	BUDGET ITEMS	2013-15 LAB	2015-17 LAB	% CHANGE from LAB, NOTES
<b>TOTAL CONSOLIDATED POSTSECONDARY BUDGET (not including capital budget)</b>	Total HECC Budget, HB 5024	Total: \$1,643.4M	Total: \$2,192.9M	+33.4%
<b>FINANCIAL AID: OREGON OPPORTUNITY GRANT</b>	Oregon Opportunity Grant POP 131: Expansion	\$113.9M GF/LF/OF --	CSL:\$117.3M GF/LF/OF +\$23.6M GF/LF/OF	See also HB 2407: OOG redesign  +23.6%
		Total: \$113.9M	Total: \$140.9M	
<b>PUBLIC UNIVERSITY SUPPORT</b>	Public University Support Fund POP 102: Additional PUSF	\$520.5M GF --	CSL: \$513.6M +\$151.4M GF	Budget note on additional \$30M PUSF  +27.8%
		Total: \$520.5M	Total: 665.0M	
<b>COMMUNITY COLLEGE SUPPORT</b>	Community College Support Fund POP 111: Additional CCSF	\$466.9M GF --	CSL: \$455.0M GF +\$94.99M GF	Budget note on funding model  +18.0%
		Total: \$466.9M	Total: \$550M	
<b>DEBT SERVICE</b>	Public University Debt Service Community College Debt Service	\$114.7M GF/LF \$26.1M	Univ: \$151.6M GF/LF CC: \$35.1M GF/LF	+32.6%
		Total: \$140.8M	Total: \$186.7M	
<b>ASPIRE AND OUTREACH</b>	ASPIRE base funding POP 211 & 212: ASPIRE POP 213: Outreach	\$1.6M GF, \$0.19M OF -- --	CSL: \$1.8M GF, \$0.19M OF +\$66M FF +\$73M FF	+44%
		Total: \$1.8M	Total: \$3.2M	
<b>NEW CAPITAL PROJECTS</b>	Public University New bond capacity (repaid from GF/LF) Public University New bond capacity (campus-repaid)	\$246.4M	\$244.8M	-0.6%
		\$383.8M	\$53.0M	-86.2%
<b>OHSU</b>	Community College New Bond Capacity (Repaid from GF/LF) OHSU support funding	Total: \$630.2M	\$297.8M	Budget note on capital repair and renewal  -52.7%
		Total: \$72.6M GF	\$77.3M GF	

NOTE: Updated 7.7.15. This initial update reflects House Bill 5024 and House Bill 5005 (2015) but does not yet reflect Senate Bill 5507 and numerous policy bills with additional funding implications.

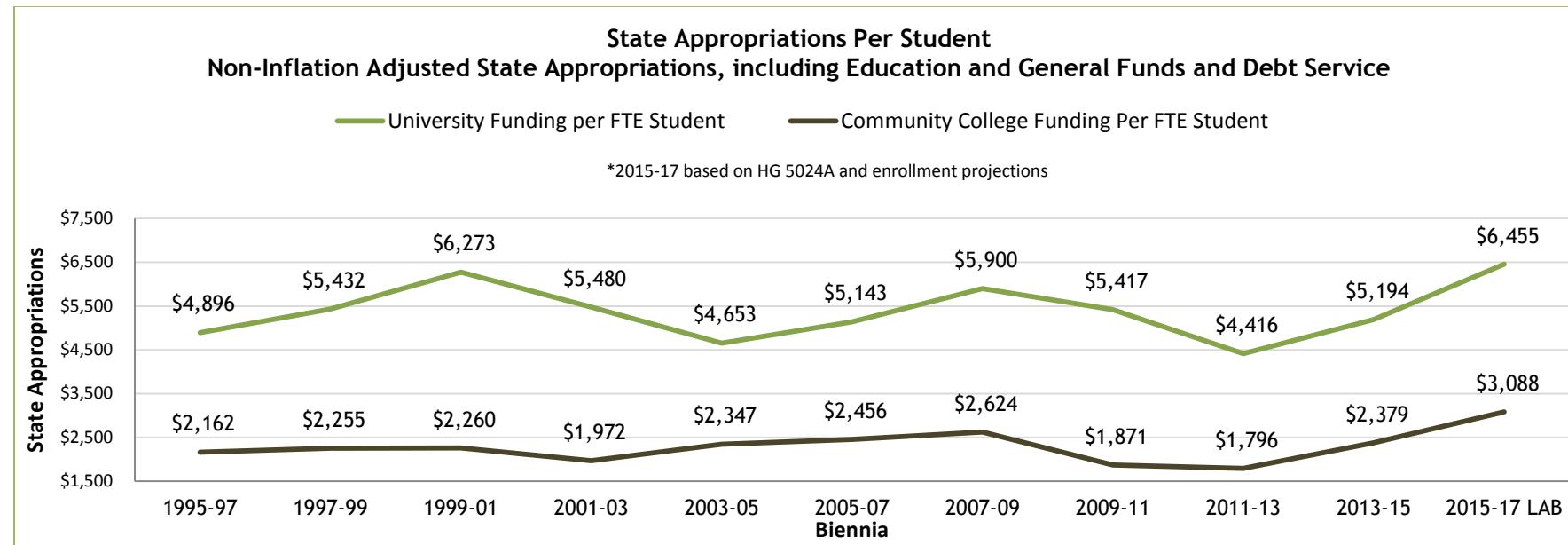
ACTIVITY	BUDGET ITEMS	2013-15 LAB	2015-17 LAB	% CHANGE from LAB, NOTES
<b>STATE PROGRAMS</b>	Public University State Programs  POP 231 & 806: ETIC Funding Transition	\$25.5M GF  Total: \$25.5M GF	CSL: \$10.6M -\$749K GF +\$24.5M GF  Total: \$34.3M GF	Oregon Metals Initiative transferred to OBDD  +34%
<b>STATEWIDE PUBLIC SERVICES</b>	Agriculture Experiment Station (AES), Extension Service (ES), Forest Research Lab (FRL)		AES: \$57.0M CSL +\$6.1M GF ES: \$41.2M CSL +\$4.4M GF FRL: \$6.3M CSL +\$3.5M GF  Total: \$101.2M GF	Budget note on \$14M investment  +17.1%
<b>HECC AGENCY INFRASTRUCTURE AND INTEGRATION</b>	Policy Option Packages, HECC Offices			
OFFICES:	POP 080/303: Research/data		\$1.4M GF (HECC OPS)	
EXECUTIVE DIRECTOR, POLICY & COMMUNICATIONS	POP 301: management streamlining		+\$1.3M (HECC OPS) -\$510K OSAC +\$217K CCWD -\$75K ODA	
OPERATIONS	POP 304: education association memberships		\$381K GF (HECC OPS)	
RESEARCH & DATA	POP 804, 808: position clean-up, technical adjustments, WICHE grant		-\$99K GF + increase of OF/FF HECC -\$146K GF + equal increase FF CCWD +\$74K HECC +28K OSAC	
COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT (CCWD) – see HB 2408 CCWD/HECC merger*	POP 302: ODA/PCS Program Approvals		+\$450K ODA	
STUDENT ACCESS AND COMPLETION (OSAC)	POP 311: CCWD work reconciliation		+\$963K GF -\$909K FF -\$54K OF (CCWD)	
PUBLIC UNIVERSITY COORDINATION	POP 802: CCWD information Systems		+\$290K GF (HECC)	
PRIVATE POSTSECONDARY EDUCATION (including PCS – Private Career Schools, ODA- Office of Degree Authorization, and Veterans Education)	POP 203: CCWD Restructuring Ongoing Workforce Initiatives		Included in CSL redirected components of the \$10.9M between activities	
	POP 131: OSAC OOG expansion implementation		+\$250K GF (OSAC)	
	POP 213: OSAC Student Outreach		+\$732K (OSAC)	
	POP 214: OSAC scholarship restoration		+\$271K (OSAC)	
	POP 313: OSAC IT needs		+\$800K (OSAC)	
	POP 70: OSAC Revenue Reduction		-\$510K (OSAC)	

NOTE: Updated 7.7.15. This initial update reflects House Bill 5024 and House Bill 5005 (2015) but does not yet reflect Senate Bill 5507 and numerous policy bills with additional funding implications.

ACTIVITY	BUDGET ITEMS	2013-15 LAB	2015-17 LAB	% CHANGE from LAB, NOTES
	<b>Subtotals</b>			
	<b>General HECC operations funding (OPS)</b>	\$2.7M GF	CSL: \$3.7M GF \$3.7M TF +POPs above <b>Total: \$7.2M GF \$7.4M TF</b>	+167% (GF to GF)
	<b>HECC-CCWD operations funding</b>	\$14.1M GF	CSL: \$14.1M GF \$31.9M TF +POPs above <b>Total: \$14.8M GF \$31.7M TF</b>	+5% (GF to GF)
	<b>HECC-OSAC operations funding</b>	\$2.1M GF, 2.6M OF	CSL: \$1.98M GF, \$2.6M OF + POPs above <b>Total: \$3.3M GF \$6.1M TF</b>	+57% (GF to GF)
	<b>Total HECC agency staffing and infrastructure</b>	<b>\$18.9M GF</b>	CSL: \$40.2M TF (19.7M GF) +POPs above <b>Total: \$45.2M GF/FF/OF</b> (\$25.3M GF, \$19.9M FF/OF) Including CCWD, OSAC, and POPs	*Budget note on administrative positions +34% (GF to GF)
<b>NEW POSTSECONDARY PREPARATION POPs:</b>	<b>POP 803 Skill Centers- PCC and SSC</b>		+\$60M GF (Centers)	
<b>SKILLS CENTERS, GED/HS EQUIVALENCY</b>	<b>POP 801 GED/HS Equivalency</b>		+\$2M GF (GED)	
		<b>Total: \$18.9M GF</b>	<b>Total: \$47.8M GF/FF/OF</b> (\$27.9M GF)	+48% (GF to GF)

\* The Department of Community Colleges and Workforce Development (CCWD) is renamed the Office of Community Colleges and Workforce Development due to the enactment of HB 2408. The bill also changes the title of the department head from "Commissioner" to "Director." These changes create consistency with other offices of the HECC.

## C. HISTORICAL INVESTMENT DATA, 1995-2015



### PUBLIC UNIVERSITY SUPPORT (NOT INFLATION ADJUSTED)

#### Historical University Appropriations (actual dollars)

	Education & General Appropriation (millions)	General Fund Debt Service (millions)	E&G + Debt Service (millions)	Fundable FTE	(E&G + Debt Service)/FTE
1995-97	\$422.6	\$15.7	\$438.3	89,531	\$4,896
1997-99	\$498.0	\$17.2	\$515.2	94,842	\$5,432
1999-01	\$626.2	\$18.1	\$644.3	102,714	\$6,273
2001-03	\$617.1	\$21.2	\$638.3	116,486	\$5,480
2003-05	\$543.1	\$26.5	\$569.6	122,416	\$4,653
2005-07	\$592.2	\$30.3	\$622.5	121,044	\$5,143
2007-09	\$671.3	\$39.4	\$710.7	120,456	\$5,900
2009-11	\$633.3	\$68.7	\$702.0	129,600	\$5,417
2011-13	\$486.5	\$86.8	\$573.3	129,816	\$4,416
2013-15	\$562.6	\$89.2	\$651.8	125,494	\$5,194
2015-17 LAB	\$699.3	\$119.7	\$819.0	126,872	\$6,455

Statewide Public Services, Sports Lottery and Capital Outlays excluded.

Data Source: OUS IR 2013 Fact Book, p. 114. and enrollment data is courtesy of OUS IR

\*2015-17 based on HB 5024A and enrollment projections.

NOTE: Updated 7.7.15. This initial update reflects House Bill 5024 and House Bill 5005 (2015) but does not yet reflect Senate Bill 5507 and numerous policy bills with additional funding implications.

## COMMUNITY COLLEGE STATE SUPPORT (NOT INFLATION ADJUSTED)

### Historical Community College Support Fund (actual dollars)

	General Fund (GF) Appropriations (millions)	General Fund Debt Service (LAB) (millions)	GF + Debt Service (millions)	Reimbursable FTE	(GF + Debt Service)/FTE
1995-97	\$329.7	\$5.1	\$334.8	152,486	\$2,162
1997-99	\$389.6	\$4.9	\$394.5	174,962	\$2,255
1999-01	\$420.8	\$4.7	\$425.5	189,685	\$2,243
2001-03	\$375.0	\$4.4	\$379.4	192,415	\$1,972
2003-05	\$411.0	\$3.3	\$414.3	176,496	\$2,347
2005-07	\$428.0	\$2.3	\$430.3	175,203	\$2,456
2007-09	\$494.5	\$3.5	\$498.0	189,757	\$2,624
2009-11	\$432.0	\$8.0	\$440.0	235,129	\$1,871
2011-13	\$395.5	\$15.7	\$411.2	229,010	\$1,796
2013-15	\$464.9	\$16.6	\$481.5	202,386	\$2,379
2015-17*	\$550.0	\$24.6	\$577.0	186,290	\$3,088

General Fund Appropriations for 1999-01 represent LAB. Other biennia as reported by CCWD.

Debt Service figures represent LAB.

Assumes all reported FTE are in-district.

\*2015-17 based on HB 5024A and enrollment projections.

### OREGON OPPORTUNITY GRANT (OOG) STATE SUPPORT (In Millions)

	1995-97	1997-99	1999-01	2001-03	2003-05	2005-07	2007-09	2009-11	2011-13	2013-15	2015-17
OOG Appropriations	\$30.1	\$31.4	\$37.8	\$37.7	\$45.5	\$78.1	\$106.2	\$94.1	\$99.5	\$113.9	\$140.9
OOG Disbursements	\$26.9	\$28.9	\$34.2	\$37.2	\$44.9	\$62.2	\$102.7	\$95.4	\$95.0	\$112.3	NA

\*Data for the 2014-15 academic year will not be available until mid-July.

### POSTSECONDARY EDUCATION DEBT SERVICE (In Millions)

	1993-95 Actuals	1995-97 Actuals	1997-99 Actuals	1999-01 Actuals	2001-03 Actuals	2003-05 Actuals	2005-07 Actuals	2007-09 Actuals	2009-11 Actuals	2011-13 Actuals	2013-15 Approved	2015-17 LAB (
Public Universities	\$12.7	\$15.7	\$17.2	\$18.3	\$21.7	\$29.6	\$35.8	\$51.3	\$82.0	\$101.1	\$114.6	\$151.6
Comm. Colleges	\$4.7	\$5.1	\$4.9	\$4.7	\$4.3	\$3.3	\$2.3	\$3.2	\$16.5	\$23.0	\$26.5	\$35.1
Total	\$17.5	\$20.9	\$22.1	\$23.0	\$26.0	\$51.3	\$69.9	\$86.4	\$129.0	\$155.4	\$172.6	\$235.3

Institution bonds not included.

NOTE: Updated 7.7.15. This initial update reflects House Bill 5024 and House Bill 5005 (2015) but does not yet reflect Senate Bill 5507 and numerous policy bills with additional funding implications.

## D. HB 5005 CAPITAL INFRASTRUCTURE INVESTMENTS

### NEW UNIVERSITY CAPITAL PROJECTS (in millions)

INSTITUTION	PROJECT	STATE FUNDED DEBT	CAMPUS-FUNDED DEBT	OTHER CAMPUS FUNDING	PROJECT TOTAL
ALL	Capital Repair, Renewal and Accessibility	\$65.8 (XI-Q Bonds)	\$0	\$0	\$65.8 <i>Budget note on capital repair and renewal</i>
EASTERN OREGON UNIVERSITY	Hunt Hall Demolition and Site Restoration	\$3.0(XI-Q Bonds)	\$0	\$0	\$3.0
OREGON INSTITUTE OF TECHNOLOGY	Center for Excellence in Engineering Technology and Bolvin Hall Renovation	\$10.4 (XI-Q Bonds) \$0.8 (XI-G Bonds) Total: \$11.2	\$0	\$0.8 (XI-G Match)	\$12.0
OREGON STATE UNIVERISTY	Forest Science Complex	\$30.1 (XI-G Bonds)	\$0	\$29.7 (XI-G Match)	\$59.8
	Marine Studies Campus, Phase I	\$25.2 (X-G Bonds)	\$0	\$24.8 (XI-G Match)	\$50.0
PORTLAND STATE UNIVERSITY	Neuberger Hall Deferred Maintenance and Renovation	\$50.7 (XI-Q Bonds) \$10.2 (XI-G Bonds) Total: \$60.9	\$0	\$10.0 (XI-G Match)	\$70.9
	Broadway Housing Purchase	\$0	\$53.7 (XI-F(1) Bonds)	\$0	\$53.7
SOUTHERN OREGON UNIVERSITY	Britt Hall Renovation	\$4.8(XI-Q Bonds)	\$0	\$0	\$4.8
	Klamath Hall Renovation	\$6.3 (XI-G Bonds) \$6.1 (XI_Q Bonds) Total: \$12.4	\$0	\$6.3 (XI-G Match)	\$18.7
UNIVERSITY OF OREGON	College and Careers Building	\$17.3 (XI-G Bonds)	\$0	\$17.0 (XI-G Match)	\$34.3
	Chapman Hall Renovation	\$5.6 (XI-Q Bonds) \$2.6 (XI-G Bonds) Total: \$8.2	\$0	\$2.5 (XI-G Match)	\$10.7
WESTERN OREGON UNIVERSITY	Natural Sciences Building Renovation	\$6.0 (XI-Q Bonds)	\$0	\$0	\$6.0

#### Capital Repair/Renewal/Accessibility:

- This provides for an omnibus capital funding category to address current capital repairs, code compliance, ADA and safety related projects. Funding will be allocated to each institution on a request basis and proportionate to their total education and general (E&G) square footage.

EOU:

NOTE: Updated 7.7.15. This initial update reflects House Bill 5024 and House Bill 5005 (2015) but does not yet reflect Senate Bill 5507 and numerous policy bills with additional funding implications.

- **Hunt Hall Demolition/Site Restoration:** The project will remove a 72,300 sf facility that is deteriorating, undesirable and has the highest cost/sf ratios on the campus for utilities, repair and maintenance. That building will be replaced with a 36,700 sf, extremely desirable and highly efficient facility that will fulfill needs critical to EOU's mission.

#### OIT:

- **Bolvin Hall Modernization:** The project is to ensure the safety and effective learning environment of Bolvin Hall through modernization and upgrades into a LEED Silver classroom and lab building. This building is the first building in view when entering the Klamath Falls campus.
- **Center for Excellence in Engineering and Technology Pre-Development:** This project would provide pre-development money to move the project forward which, once completed would ensure a safe, dynamic space for multiple academic programs to flourish, including civil, mechanical, and renewable energy engineering. The existing building is far beyond its useful life, full of code and ADA compliance issues and in need of seismic retrofit.

#### OSU:

- **Forest Science Complex:** The project will establish an applied research center in partnership with private sector manufacturers to drive the innovation, testing and educational programs necessary for private investment in advanced wood products manufacturing capacity in Oregon's rural communities.
- **Marine Science Complex Phase I:** The Marine Studies Campus represents OSU's strategic effort to achieve OSU's full potential as a leader in marine studies by bringing together key resources for research, education, and engagement.

#### PSU:

- **Broadway Housing Purchase:** The purchase of the building by PSU would allow the University to reduce the overall operating cost of the building by eliminating the lease payments and switching to a lower interest debt payment.
- **Neuberger Hall-Demolition and Renovation:** Neuberger Hall is in very poor condition. The building is in urgent need of significant upgrade or replacement of its major systems to remain operational and address safety issues. Operating costs of the building have skyrocketed as the university has fought to keep this critical building open for students. There is a growing concern of a catastrophic failure that would force a closure of the building and cause a major disruption for students.

#### SOU:

- **Britt Hall Renovation:** This project would "stiffen" the building to meet current seismic standards and modify the existing HVAC system to meet current loads.

#### U of O:

- **Chapman Hall Renovations - Seismic Upgrade and Deferred Maintenance:** The University has an extremely urgent need to address critical deferred maintenance and seismic upgrade needs in Chapman Hall, the home of the Clark Honors College and one of the campus highest ranking historic buildings. This project will strengthen the Honors College's identity and will consolidate College functions in one location.
- **College and Careers Building:** The College and Careers Building project will enhance student recruitment, retention, graduation, and future success by merging core academic activities with advising on career opportunities.
- **Klamath Hall for 21st Century Chemistry:** This proposal converts all of the lab space on the 3rd floor of Klamath Hall into state-of-the-art, synthetically-oriented, high-density hooded laboratories and concurrently builds/outfits a new 4th floor of Klamath Hall for faculty and student offices.

#### WOU:

*NOTE: Updated 7.7.15. This initial update reflects House Bill 5024 and House Bill 5005 (2015) but does not yet reflect Senate Bill 5507 and numerous policy bills with additional funding implications.*

- **Natural Science Building Renovation:** This project will make it possible to reorganize and expand Western's science program to accommodate new and relevant trends in science, and the anticipated increase in student enrollment.

### UNIVERSITY CAPITAL PROJECT REAUTHORIZATIONS (in millions)

INSTITUTION	PROJECT	STATE FUNDED DEBT	CAMPUS-FUNDED DEBT	OTHER CAMPUS FUNDING	PROJECT TOTAL
OREGON STATE UNIVERSITY	Modular Data Center	\$0	\$7.1 (XI-F(1) Bonds)	\$0	\$7.1
PORTLAND STATE UNIVERSITY	University Center Land Purchase	\$0	\$10.2 (XI-F(1) Bonds)	\$0	\$10.2

**OSU Modular Data Center:** The reauthorization is critical to support increased operational efficiencies and capacity for OSU's Information Technology infrastructure. The project's modular approach will allow OSU to disperse data centers throughout the OSU Corvallis campus to provide additional capacity, flexibility, and enhanced resilience for university instructional, research, and administrative activities.

**PSU University Center Land Purchase:** PSU currently owns the University Center Building (UCB) but not the underlying land. PSU has a long-term land lease that expires in 2023 at which time the improvements revert back to the landlord. Debt service on the land, if owned by PSU, is anticipated to be less than the current lease rate until 2018 and significantly less beginning in 2018. This reauthorization will therefore result in a net savings to PSU.

### NEW COMMUNITY COLLEGE CAPITAL PROJECTS (in millions)

INSTITUTION	PROJECT	STATE FUNDED DEBT	CAMPUS-FUNDED DEBT	OTHER CAMPUS FUNDING	PROJECT TOTAL
LINN BENTON COMMUNITY COLLEGE	Alternative Fuels Center	\$1.7 (Lottery Funds)	\$0	\$0	\$1.7

## COMMUNITY COLLEGE PROJECT REAUTHORIZATIONS (in millions)

INSTITUTION	PROJECT	STATE FUNDED DEBT	CAMPUS-FUNDED DEBT	OTHER CAMPUS FUNDING	PROJECT TOTAL
BLUE MOUNTAIN	Animal Science Education Center	\$3.3M	\$0	\$0	\$3.3M
COLUMBIA GORGE	Advanced Technology Center	\$7.3M	\$0	\$0	\$7.3M
KLAMATH	Student Success and Career-Technical Center	\$7.9M	\$0	\$0	\$7.9M
MT HOOD	Technology Innovation Center	\$8.0M	\$0	\$0	\$8.0M
ROGUE	Health and Science Center	\$8.0M	\$0	\$0	\$8.0M
SOUTHWESTERN OREGON	Health And Science Technology Building	\$8.0M	\$0	\$0	\$8.0M
TREASURE VALLEY	Workforce Vocational Center	\$2.8M	\$0	\$0	\$2.8M
UMPQUA	Industrial Technology Building	\$8.0M	\$0	\$0	\$8.0M

NOTE: Updated 7.7.15. This initial update reflects House Bill 5024 and House Bill 5005 (2015) but does not yet reflect Senate Bill 5507 and numerous policy bills with additional funding implications.

Following up from the Finance and Facilities Committee meeting and the upcoming update on the 2015 legislative session from Hans Bernard, AVP for State and Community Affairs, trustees will visit two legislatively-backed capital projects; Klamath Hall and Chapman Hall. On these site visits, trustees will tour executive, administrative, faculty and lab spaces and will hear about the planned renovations.

For more information, please see section 4.3 of the Finance and Facilities Committee meeting docket and section 7 of the Regular Meeting of the Board of Trustees docket.



## Agenda Item #8

State Priorities in Higher Education: Governor Brown



With more than 25 years of service to the people of Oregon, Kate Brown is well-prepared to serve as Oregon's 38th Governor, making government more accountable and standing up for working families.

From 2008 to 2015, Brown served as Oregon's Secretary of State, where she was a leader in increasing government transparency and accountability. In that office, Brown oversaw an Audits Division that identified millions in savings by increasing government efficiencies and rooting out waste. She streamlined business registration and licensing by implementing Business Xpress, an online 'one-stop shop' that enables business owners and entrepreneurs to establish and run a business in Oregon without getting bumped around from state agency to state agency.

Brown successfully implemented an online voter registration system, which made it easier for Oregonians to register to vote and saved taxpayer dollars.

Oregon received national recognition for Brown's work utilizing technology to make it easier for active-duty service members and people with disabilities to vote.

Prior to serving as Secretary of State, Brown served for 17 years in the state legislature: five years in the Oregon House of Representatives and 12 years in the Oregon State Senate. In 2004, Brown made history when she became the first woman in Oregon history to serve as Senate Majority Leader, after being elected by her colleagues.

During her time in the legislature, Kate Brown led efforts on government accountability and reform. In 2007, she successfully spearheaded legislation that The Oregonian called the "state's most sweeping package of ethics reforms in 34 years." And she led a bipartisan group of legislators to pass Oregon's most significant campaign finance reform law in a generation, making campaign contributions more transparent than ever before by creating an online database for campaign finance reporting.

As a leader who has always been on the side of working Oregon families, Brown successfully helped pass Family and Medical Leave, making Oregon one of the first states in the nation to allow parents to stay home with their sick children without fear of losing their jobs. She also put Oregon on the map as the first state to require insurance companies to cover annual breast exams for women over 18 as part of preventive health care screenings.

Brown has also been a longtime leader in advancing civil rights and marriage equality. In 2007, she helped to pass the Oregon Equality Act, a civil rights law that prohibited discrimination in employment and housing on the basis of sexual orientation. And Brown was instrumental in passing Oregon's Family Fairness Act, which legally recognizes committed same-sex relationships as domestic partnerships.

Prior to running for public office, Brown practiced family and juvenile law. She taught at Portland State University, worked with the Juvenile Rights Project and co-founded the Oregon Women's Health and Wellness Alliance, which has been leading efforts to support women's health for more than 20 years.

Brown grew up in Minnesota and earned her undergraduate degree from the University of Colorado--Boulder. Kate came to Oregon to attend Lewis and Clark's Northwestern School of Law, where she received her law degree and Certificate in Environmental Law.

With her husband Dan, Brown raised Dan's son and daughter, who are now grown, in Portland. When Brown is not busy at the Capitol in Salem, you'll find her horseback riding or hiking. In February of 2015, Brown and her husband moved into the official residence, Mahonia Hall.



## Agenda Item #9

### Resolutions from Committee

- #9.1 - Executive and Audit Committee Referrals
- #9.2 - Academic and Student Affairs Committee Seconded Motions
- #9.3 - Finance and Facilities Committee Seconded Motions



## Agenda Item #9.1

### Executive and Audit Committee Referrals

The attached resolution contemplates amendments to the University of Oregon's bylaws. While the bylaws should not be reopened with regularity, the formative years of the Board require some continued refinement. These proposed amendments seek to make such refinement in the section relating to Board Officers, particularly as it relates to the term of service and situation(s) of vacancy. Below is an explanation of proposed changes; a "redline" version of the bylaws with the proposed amendment is attached. (Editor's Note: These proposed amendments are not in response to any known or anticipated plans of the current Chair or Vice Chair.)

**TERM OF SERVICE**

The bylaws of the University of Oregon stipulate that the board shall elect a chair and a vice chair to serve as Board Officers and that the officers "shall hold office for two years, or until a successor shall have been duly appointed and qualified or until death, resignation, expiration the appointment as a Trustee, or removal." See Article III, Section 5(a).

Language proposed for consideration would create a hard limit on board officer terms while maintaining the ability for an officer to serve consecutive terms. The rationale for this adjustment is to ensure that trustees have an opportunity to select (or possibly replace) Board Officers without the politics or processes required to call the question. See edits to Section 5(a). The change also increases the term from two (2) to three (3) years to provide more time for service once an officer climbs the initial learning curve.

Additionally, language is proposed to establish a process by which a Board Officer may voluntarily resign his or her position as Chair or Vice Chair. Although this ability was likely implied and understood, proposed language provides trustees clarity by ensuring official communication to the university and a specified effective date. See edits to new Section 5(e).

**VACANCY**

A new section 5(b) is proposed (with other sections renumbered accordingly) to specifically address the issue of a vacancy in either or both Board Officer Positions. Original language in the bylaws provided for a direct ascension of the Vice Chair into the position of Chair in the event of a vacancy.

However, this might not be the desired outcome for the majority of trustees, let alone the Vice Chair. Rather than make such an ascension automatic, the proposed language calls for a meeting of the Board – as soon as practicable – for purposes of selecting a new Chair. The language regarding a vacancy in the Vice Chair remains the same, but it is moved from Section 5(a) to the new Section 5(b).

Additionally, original language did not contemplate the unlikely event that both positions are vacant simultaneously. The proposed addition provides for this scenario.

**Board of Trustees of the University of Oregon**

**Resolution: Amendments to Bylaws (Clarification of Board Officer Matters)**

Whereas, Article III, Section 5 of the Bylaws of the University of Oregon address matters pertaining to Board Officers;

Whereas, the Board of Trustees of the University of Oregon wishes to clarify and modify certain language around the selection and success of Board Officers to ensure a regular vote on the positions as well as timely and appropriate succession in the event of a vacancy;

Whereas, the Executive and Audit Committee has referred this matter to the full Board, recommending passage;

Now, therefore, the Board of Trustees of the University of Oregon hereby resolves that Article III, Section 5 of the Bylaws of the University of Oregon (Board Officers) shall be amended as articulated in the attached Exhibit A.

Moved: \_\_\_\_\_

Seconded: \_\_\_\_\_

Trustee	Yes	No
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea		
Kari		
Lillis		
Ralph		
Schlegel		
Wilcox		
Willcox		

Dated: \_\_\_\_\_ of \_\_\_\_\_, 2015.

Initials: \_\_\_\_\_

## EXHIBIT A

### BYLAWS OF THE UNIVERSITY OF OREGON

#### ARTICLES I-II No Amendments

#### ARTICLE III Board of Trustees

1. **Business and Affairs.** \*\*\*
2. **Membership.** \*\*\*
3. **Vacancies.** \*\*\*
4. **Removal.** \*\*\*
5. **Board Officers.**
  - a. Every three years, ~~T~~he Board shall select one of its members as Chair and another as Vice Chair, who shall be the Board Officers. ~~Thereafter, a vacancy in the position of Chair shall be filled by the Vice Chair, unless the position of Vice Chair is vacant in which case the Board shall appoint the Chair. A vacancy in the position of Vice Chair shall be filled by the Board. The Chair and Vice Chair shall hold office for two years, or until a successor shall have been duly appointed and qualified or until death, resignation, expiration of the appointment as a Trustee, or removal. The term for a board officer shall be approximately three years (as established by quarterly meeting dates), or until death, resignation, removal or expiration of appointment as a Trustee within a term.~~ The Chair and Vice Chair may be appointed elected to consecutive terms without limitation. The Chair and Vice Chair shall not be employees or students of the University and shall not, as Chair and Vice Chair, be authorized to bind the University. The Board may appoint such other Board Officers, including a Second Vice Chair, with such duties as the Board determines necessary or appropriate.
  - b. In the event of a vacancy in the position of Chair, the Vice Chair shall, as soon as practicable, call a meeting of the Board for purposes of filling the vacancy; the Vice Chair shall temporarily assume the responsibilities of the Chair until such a meeting occurs and a new Chair is elected. A vacancy in the position of Vice Chair shall be filled by the Board at its next meeting. In the event of a vacancy in both positions simultaneously, the President shall facilitate a meeting of the Board, as soon as practicable, for purposes of filling both vacancies.
  - c. The Chair shall establish the agenda for and preside at all meetings of the Board. The Chair shall perform such other duties as assigned by the Board. In the absence of the Chair or in the event of the Chair's inability to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as assigned by the Board.

- ed. Notwithstanding the appointment of a Chair and Vice Chair, authority is vested in the Board collectively and not in any individual Trustee. Individual trustees do not speak on behalf the University unless authorized to do so by the Board or Chair. The Chair may speak on behalf of the University, unless otherwise determined by the Board.
- de. A Board Officer serves at the pleasure of the Board. A Board Officer may be removed from office by a two-thirds majority vote of Trustees eligible to vote. A Board Officer may voluntarily relinquish his or her position Chair or Vice Chair by submitting a letter of resignation to the Secretary with an effective date.
6. **Compensation; Reimbursement of Expenses. \*\*\***
7. **Faculty and Non-faculty Staff Trustees. \*\*\***

**ARTICLES IV-XI  
No Amendments**

The attached resolution contemplates amendments to the Statement of Governance and Trustee Responsibilities. As with other governing documents, the formative years of the Board require some continued refinement to these responsibilities. These proposed amendments seek to provide additional clarity around trustee responsibilities based on observations and feedback provided by trustees over the course of the Board's first year of official governance authority.

Below is the intent of proposed changes in the order in which they appear in the document. A "redline" version is attached to the resolution as Exhibit A.

- Additional bullet regarding attendance at and participation in meetings of the Board and its committees and work groups with the hope of limiting participation by phone and avoiding absences.
- Emphasizing that trustees represent the interests of the institution as a whole, and – even if they fill a dedicated position – not the interests or objectives of a particular portion of the university.
- Reminding trustees that even when speaking as an individual, many audiences will impart greater importance on their words because of their role as a trustee and many may not recognize that the individual is not speaking on behalf of the institution and/or Board.
- Referencing the need to comply with laws impacting public officials.

**Board of Trustees of the University of Oregon**

**Resolution: Amendments to the Statement of Governance and Trustee Responsibilities**

Whereas, the Board of Trustees of the University of Oregon adopted a Statement of Governance and Trustee Responsibilities (the "Statement");

Whereas, the Statement outlines core values and responsibilities of the Board as a whole, as well as individual responsibilities each Trustee is expected to uphold;

Whereas, the Board of Trustees wishes to clarify and add language relating to certain of those individual responsibilities;

Whereas, the Executive and Audit Committee of the Board of Trustees has referred this matter to the full Board recommending passage;

Now, therefore, the Board of Trustees of the University of Oregon hereby resolves that the University of Oregon's Statement of Governance and Trustee Responsibilities shall be amended as articulated in the attached Exhibit A.

Moved: \_\_\_\_\_

Seconded: \_\_\_\_\_

Trustee	Yes	No
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea		
Kari		
Lillis		
Ralph		
Schlegel		
Wilcox		
Willcox		

Dated: \_\_\_\_\_ of \_\_\_\_\_, 2015.

Initials: \_\_\_\_\_

## EXHIBIT A

### **UNIVERSITY OF OREGON Statement of Governance and Trustee Responsibilities**

The Board of Trustees develops and advances the University of Oregon's mission and goals. It ensures that the institution is well managed, provides for adequate resources, and maintains good relations with all constituencies, on campus and across the state and globe. It appoints and evaluates the President, approves and monitors the implementation of institutional strategy and policies, provides transparency and accountability, ensures that the University meets its obligations as part of Oregon's education system and preserves the autonomy of the institution.

The Board is responsible for seeing that each Trustee carries out his or her responsibilities as specified herein. Each Trustee assigns a high priority to a stewardship role with a commitment to the strengths, traditions and values of the institution and pledges to fulfill the following responsibilities:

#### *Act as a responsible fiduciary*

- Act in the best overall interest of the University of Oregon and the State of Oregon as a whole.
- Make service to the University a high personal priority: participate constructively and consistently in the work of the Board and its committees and working groups; accept and discharge leadership positions and other assignments; work on behalf of the University between Board meetings; and attend functions and events to which Trustees are invited.
- Actively participate in meetings of the Board and its committees and working groups, avoiding absences when at all possible. Trustees should endeavor to make all meetings of the Board and their respective committees, and should notify the Chair or the Secretary of any irreconcilable scheduling conflicts as soon as possible.
- Prepare for meetings by reading the agenda and supporting material and by keeping informed about the University and trends and issues in higher education.
- Participate in rational, informed deliberations by considering reliable information, thinking critically, asking good questions and respecting diverse points of view, in order to reach decisions on the merits that are in the best interests of the institution.
- Use your own judgment in voting versus following the lead of others.
- Participate in self-evaluations and evaluations of Trustee performance.

#### *Advance the mission of the University of Oregon*

- Represent the University positively in words and deeds, particularly and proactively to University constituents.
- Be committed to serving the University and the State as a whole rather than any part or any personal or political cause. The faculty, nonfaculty staff and student trustees should inform the Board about the interests and concerns of faculty, nonfaculty staff and students as they relate to Board business, but should be mindful that they represent and serve the institution as a whole.
- Help the University secure the financial, human and other resources necessary for the institution to achieve its mission.

*Uphold the integrity of the Board*

- Speak for the Board only when authorized to do so by the Board Chair or University President, and be mindful that providing personal opinions on university matters may still confuse public audiences about the Board's or the university's intention(s) and position(s) and that such comments may be given greater weight or attention due to the individual's role as a trustee.
- Refrain from directing the President or staff and from requesting special considerations or favors. The President reports to the Board as a whole.
- Avoid conflicts of interest or the appearance thereof, in accordance with the Board's policies on conflict of interest.
- Adhere to the highest standards of personal and professional behavior and discretion so as to reflect favorably on the University.
- Maintain compliance with public official laws and regulations.

Adopted Amended by the Board of Trustees, January 24, 2014September 11, 2015.



## Agenda Item #9.2

Academic and Student Affairs Committee Seconded Motions

## **Introduction**

As part of the ongoing review of all university policies, including those inherited by the UO as part of the governance change in 2014, there are two policies which should be addressed relating to the Student Conduct Code. Both are addressed in the attached resolution and described in more detail below.

### **Consolidation of old UO Policy 5.00.02 into new UO Policy III.01.01**

Prior to the governance change, the Student Conduct Code rules were Oregon Administrative Rules (OARs). Throughout the last year, substantive changes to the Code were adopted. Additionally, the Code was transitioned from the OAR numbering system to the UO Policy taxonomy. The result is an updated document with more understandable sections. Also on the books prior to the governance change was UO Policy 5.00.02 (old taxonomy). This policy is entirely related to the Student Conduct Code. It is proposed for inclusion in UO Policy III.01.01, which is the consolidated and entire Student Conduct Code. Inclusion of this language in III.01.01 would allow for further consolidation of related policies without eliminating any substantive content from the overall body of UO policy. The following language would be incorporated as a preamble to III.01.01. This is copied in whole from 5.00.02 with proposed redlines depicted.

*The University of Oregon has promulgated a Student Conduct Code which contains important regulations, policies, and procedures pertaining to student life at the University of Oregon. It is intended to inform students and members of the University community who work with them of students' rights and responsibilities during their association with the institution and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.*

*Administration of these rules is the responsibility of the University of Oregon's President in consultation with the faculty and students (see UO Board Policy on Retention and Delegation of Authority § 1.5, 3.5 & 4.1; ORS 352.146010), acting independently or in conjunction with the Vice President for Student Affairs or with the Dean of Students, and the Director of Student Conduct and Community Standards. All faculty and administrative staff should be familiar with the Student Conduct Code.*

*The full terms and conditions of the Student Conduct Code are contained in Oregon Administrative Rules Chapter 571, Division 21 – University of Oregon.*

*Highlights of the Student Conduct Code are published on the Dean of Students website.*

## **Deletion of OUS IMD 1.130**

The University of Oregon assumed management of Internal Management Directives (IMDs) of the Oregon State Board of Higher Education and the Office of the Chancellor. One such IMD (1.130) relates to the student conduct code. This IMD outlines the responsibility for student conduct and discipline as a role of the institutional president. This IMD is no longer necessary given that all such authority is now vested in the institution by law.

## **Attached Documents**

- Student Conduct Code (Policy III.01.01) with 5.00.02 language included as preamble
- IMD 1.130



*Proposed Amendments (September 2015)*

## **POLICY**

All revisions to Student Conduct Code procedures, including but not limited to jurisdictional revisions, shall apply retroactively to pending Student Conduct complaints, filed on or after September 11, 2014

### **Preamble**

The University of Oregon has promulgated a Student Conduct Code which contains important regulations, policies, and procedures pertaining to student life at the University of Oregon. It is intended to inform students and members of the University community who work with them of students' rights and responsibilities during their association with the institution and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Administration of these rules is the responsibility of the University of Oregon's President in consultation with the, faculty and students (see UO Board Policy on Retention and Delegation of Authority § 1.5, 3.5 & 4.1; -ORS 352.146010), acting independently or in conjunction with the Vice President for Student Affairs or with the Dean of Students, and the Director of Student Conduct and Community Standards. All faculty and administrative staff should be familiar with the Student Conduct Code.

The full terms and conditions of the Student Conduct Code are contained in Oregon Administrative Rules Chapter 571, Division 21—University of Oregon.

Highlights of the Student Conduct Code are published on the Dean of Students website.

**\*\*\*All Sections of the Student Conduct Code are Redacted (there are no proposed changes to any individual section within the code)\*\*\***

## **INTERNAL MANAGEMENT DIRECTIVES**

*The University of Oregon assumed management of the following Internal Management Directive from the Oregon State Board of Higher Education and Office of the Chancellor on July 1, 2014.*

### **Authority and Responsibility of Institution Presidents**

#### 1.130        Responsibility for Student Conduct and Discipline

- (1)     The President is responsible for development and administration of institutional policies and rules governing the role of students and their conduct. In carrying out this responsibility, the President shall take into account the views of students, faculty, and others.
- (2)     Institutional rules shall establish guidelines for student conduct which set forth prohibited conduct and provide for appropriate disciplinary hearings and sanctions for violations of institutional rules, consistent with standards of procedural fairness.
- (3)     The Board recognizes and affirms the importance of active student involvement in the deliberative and decision-making processes.

**Board of Trustees of the University of Oregon**

**Seconded Motion: Repeal of Outdated and Duplicative IMD and  
Consolidation of UO Policies Relating to Student Conduct**

Whereas, the University of Oregon (UO) community benefits from having a clear and well-organized body of policy, especially as it pertains to expectations and guidelines regarding student conduct;

Whereas, the UO inherited Internal Management Directive (IMD) 1.130 from the Oregon State Board of Higher Education on July 1, 2014, and IMD 1.130 is no longer necessary or applicable as its content is governed by state law and prior delegations of authority;

Whereas UO Policy 5.00.02 seeks to ensure an appropriate role for the faculty in the implementation of the institution's Student Conduct Code and is language that should be recognized and included with said code;

Whereas UO Policy III.01.01 is the consolidated and current Student Conduct Code and would be an appropriate place to include language from UO Policy 5.00.02 to ensure all related items are together and easily identifiable;

Whereas, section 3.5 of the Policy on the Retention and Delegation of Authority stipulates that, subject to Board action, the President is responsible for the development and administration of the student conduct code (taking into account the views of students, faculty, and others);

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

Now, therefore, the Board of Trustees of the University of Oregon hereby:

1. RESOLVES that the language in UO Policy 5.00.02 shall be incorporated as a preamble into UO Policy III.01.01 (the Student Conduct Code) with associated edits as identified in the summary attached hereto; and,
2. RESOLVES that UO Policy 5.00.02 and IMD 1.130 be repealed.

*--Vote recorded on following page--*

<b>Trustee</b>	<b>Yes</b>	<b>No</b>
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea		
Kari		
Lillis		
Ralph		
Schlegel		
Wilcox		
Willcox		

Dated: \_\_\_\_\_ of \_\_\_\_\_, 2015.

Initials: \_\_\_\_\_



### **Agenda Item #9.3**

**Finance and Facilities Committee Seconded Motions**

The Board of Trustees has the responsibility for approving a budget and related expenditure authorizations for each fiscal year. The fiscal year (FY) began on July 1, 2015. In June, the Board approved a budget and related expenditure authorizations for both operating and capital costs at a level equal to FY2015 with an expectation of revisiting a more final budget and authorizations vote in September.

The flat authorization request was due to the fact that, as of the June meeting, there were certain unknown factors that will impact a final budget proposal. These included items such as the final determination of state appropriation, approval of legislatively-authorized bonds for capital projects, FY16 PEBB rates, and the completion of collective bargaining.

Some, but not all, of these items have since become known or resolved. However, still uncertain (at the time of this writing) are final labor costs, which cannot be determined until the completion of a collective bargaining agreement with SEIU Local 503.

As a result, the Vice President for Finance and Administration/CFO recommends passage of an updated FY2016 budget and related authorizations, with an understanding that additional modifications may be requested in December. Due to the timing of a September 8-9 bargaining session with SEIU Local 503, the attached resolution does not yet contain recommended amounts. The resolution is included for your general review; recommended numbers will be provided as soon as possible following the September 9 session (likely the morning of September 10).

This updated recommendation will be based on all known cost factors for FY2016 plus management's latest offer in the current bargaining session.

**Board of Trustees of the University of Oregon**

**Motion Adopting FY2016 Budget and Expenditure Authorizations**

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

Whereas, ORS 352.107(1)(a) provides that the Board of Trustees may acquire, receive, hold, keep, pledge, control, convey, manage, use, lend, expend and invest all moneys, appropriations, gifts, bequests, stock and revenue from any source;

Whereas, ORS 352.107(1)(i) provides that the Board of Trustees may, subject to limitations set forth in that section, spend all available moneys without appropriation or expenditure limitation approval from the Legislative Assembly;

Whereas, ORS 352.107(2) requires, and the Board of Trustees finds, that the budget of the University of Oregon be prepared in accordance with generally accepted accounting principles;

Whereas, 352.107(1)(c) provides that the Board of Trustees may perform any other acts that in the judgment of the Board of Trustees are required, necessary or appropriate to accomplish the rights and responsibilities granted to the Board and the University by law;

Whereas, the Board of Trustees cannot approve a final fiscal year 2016 budget and expenditure authorization until all relevant information is available regarding FY16 expenses (e.g. the completion of collective bargaining, finalized employment costs), but wishes to update the temporary FY16 budget approved in June 2015; and

Whereas, the Finance and Facilities Committee referred the following to the Board as a second motion, recommending adoption;

Now, therefore, the Board of Trustees of the University of Oregon hereby resolves that:

1. An operating budget in the sum of \$\_\_\_\_\_ is adopted for fiscal year 2016. During fiscal year 2016, the Treasurer of the University may expend or authorize the expenditure of this sum plus three percent, subject to applicable law. In the event that such expenditure authority is insufficient, the Treasurer may seek additional expenditure authority from the Executive and Audit Committee of the Board of Trustees.
2. A capital budget in the sum of \$\_\_\_\_ is adopted for fiscal year 2016. During fiscal year 2016, the Treasurer of the University may expend or authorize the expenditure of this sum plus three percent, subject to applicable law. In the event that such expenditure authority is insufficient, the Treasurer may seek additional expenditure authority from the Executive and Audit Committee of the Board of Trustees.

3. The Treasurer may provide for the further delegation of the authority set forth in paragraphs 1 and 2.

Trustee	Yes	No
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea		
Kari		
Lillis		
Ralph		
Schlegel		
Wilcox		
Willcox		

Dated this \_\_\_\_ day of \_\_\_\_ , 2015.

Initials: \_\_\_\_\_

The Board of Trustees is asked to consider approval of a license agreement with PHIT, LLC, for purposes of planning and constructing the “Marcus Mariota Sports Performance Center”. The project is funded entirely through private philanthropy. The nature of the agreement, the resulting gift to the University, and the ongoing operational needs (funded by Athletics) are such that Board approval is required for the project.

The attached resolution includes a copy of the license agreement and related exhibits (see Exhibit “A” to the resolution). Spiral bound materials will be provided by SRG with (1) an executive summary and the agreement and (2) a schematic design report. Below is the copy from that executive summary as provided by SRG and PHIT.

---

### Executive Summary

**What:** A 29,000 sf Sport Performance Center and “all sports” Equipment Room.

**Where:** Casanova Center (Floor One)

PHIT to License described space from the University of Oregon (see license agreement, exhibit “A”).

**Who:** PHIT contracts with Hoffman Construction Company who in turn contracts with selected Architects (SRG) and other sub-contractors, vendors and suppliers. In rare situations, PHIT will contract directly with a vendor.

**When:** The optimistic and aggressive schedule is as follows:

November 1, 2015	Complete drawings
December 15, 2015	Bids opened/rolling awards
January 10, 2016	Start construction
August 10, 2016	Substantial completion
September 15, 2016	Final completion/turn over to University

**Why:**

- To utilize relevant known scientific data in order to maximize well-being and performance of student-athletes at the University of Oregon. Testing and analysis of student-athlete performance is a major ingredient for pre and post competition training and recovery.
- To develop a state-of-the-art equipment facility that will provide operational capability that does not presently exist, more than double storage space and facilitate a merchandising element that will be consistent with the care and safety of the University’s student-athletes.

**How:**

- (i) The University of Oregon and PHIT will enter into a License Agreement (see resolution Exhibit “A”) wherein the University will grant a license to PHIT to use identified portions

of Casanova for intended purposes and for the benefit of the University and its student-athlete population.

- (ii) Consistent with previous projects, PHIT contributes needed funds to the University of Oregon Foundation. PHIT draws against a specified account established by the Foundation to compensate Hoffman Construction (HCC) and all entities in privity to HCC, approved by PHIT.
- PHIT is responsible for financial payments and obligated to the University of Oregon for adherence to its rules and regulations (e.g. prevailing wage). Further, PHIT is responsible for establishing schedule with HCC as approved by the Athletic Department of the University of Oregon.
- Upon completion, the facility will be operated by the Department of Athletics of the University of Oregon. Pending approval of this facility by the Board of Trustees a search will be completed by the Athletic Director for the Managing Director of this facility (see Exhibit "C" to the license agreement attached to the resolution). The Athletic Department is responsible for this individual's compensation as well as the operation of this facility.
- Further, statistical analysis is key to data compilation and interpretation, in a meaningful way, to specified staffs. This position has been funded. At the time of writing this memo an offer has been made to a candidate. The goal is to involve this person and the Director in "fine-tuning" the development of this facility.

**Requested Action:** Your approval is needed to move forward. Thank you for your consideration.

**Board of Trustees of the University of Oregon**

**Seconded Motion: Authorization to Enter into License Agreement**

Whereas, private philanthropists wish to donate to student-athletes at the University of Oregon (the “UO” or “University”) with a 29,000 square foot state-of-the-art sports performance center and equipment room within the Casanova Center;

Whereas, the new performance center will utilize relevant known scientific data in order to maximize well-being and performance of student-athletes at the UO while also providing increased operational capability and storage space;

Whereas, the renovation of the Casanova Center to create the sports performance center will be supported by private philanthropy with no impact on the University’s operating budget;

Whereas, Phit, LLC (“Phit”) wishes to enter into a License Agreement (the “Agreement”), attached hereto as Exhibit A, with the University for the space described therein for the purpose of designing and constructing the sports performance center;

Whereas, the Agreement stipulates that the license will commence on November 1, 2015 and will cease on the earlier of August 31, 2016 or when the performance center is completed and the licensed area is turned over for the benefit of the University;

Whereas, the Agreement stipulates that sub-contracts will be open for bid as appropriate and that prevailing wages applicable to UO will apply;

Whereas, Sections 1.7.2 and 1.9 of the University of Oregon’s Policy on the Retention and Delegation of Authority requires approval by the Board of Trustees (the “Board”) for the execution of instruments relating to real property where the anticipated value exceeds \$5,000,000 and for the acceptance of a gift of real estate and/or gifts that create obligations on the part of the University for which there is no established funding source, respectively; and,

Whereas, the Finance and Facilities Committee has referred this matter to the full Board as a seconded motion;

Now, therefore, the Board of Trustees of the University of Oregon hereby:

1. Authorizes the President or his designee(s) to take all actions necessary and proper to enter into the License Agreement, attached hereto as Exhibit A, with Phit, LLC for purposes of managing the construction of a sports performance center within the Casanova Building;
2. Authorizes acceptance of any gift of property (real or personal) to the University from Phit, LLC which would come in the form of any increased value to the leased property; and,

3. Authorizes all prior actions taken on behalf of the University related to the acceptance and use of the aforementioned property.

Trustee	Yes	No
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea		
Kari		
Lillis		
Ralph		
Schlegel		
Wilcox		
Willcox		

Dated: \_\_\_\_\_ of \_\_\_\_\_, 2015.

Initials: \_\_\_\_\_

**EXHIBIT A**

*To save paper and electronic file size, Exhibit A is redacted from this publication and can be found in section 4.1 of the September 10, 2015 Finance and Facilities Committee materials.*

### **Introduction**

In the annals of American sport, one community is recognized as the heart and soul of track and field—and one iconic venue embodies its spirit and sustains its traditions. That community is Eugene, Oregon, and the venue is the legendary Hayward Field.

Hayward Field, initially constructed for football in 1919, has hosted 13 NCAA Outdoor Championships, more than any venue in modern history, and will hold its sixth U.S. Olympic Team Trials in 2016. In fact, Hayward Field is slated to host the NCAA Outdoor Championships through 2021 and is in consideration to host its seventh Olympic Team Trials in 2020. Also home to international competition, Hayward Field drew more than 1,500 athletes from 175 countries for the 2014 IAAF World Junior Championships, draws international athletes for the world-renowned Prefontaine Classic, and, in 2021, we anticipate that TrackTown Inc. will use Hayward Field to host the first IAAF World Outdoor Championships on American soil.

To continue this unparalleled track and field experience, Hayward Field requires extensive renovation. The renovation will be supported by private philanthropy, with no impact on the university operating budget.

As an independent, non-profit organization responsible for receiving, investing and distributing gifts to benefit the university, the UO Foundation created a single-member limited liability corporation for the purpose of renovating Hayward Field, Hayward Field Enhancement, LLC.

To effectively manage the renovation and its accompanying costs, the Board is asked to authorize UO's President to enter into a license or lease agreement with Hayward Field Enhancement, LLC so that Hayward Field renovations may be completed.

### **Project Overview**

Renovation would begin in July 2016, following the U.S. Olympic Track and Field Trials. The renovation would be substantially complete prior to the 2017 NCAA Championships.

Preliminary plans and designs are underway. Hayward Field Enhancement, LLC anticipates working with Hoffman Construction and SRG Partnership, Inc. Hayward Field Enhancement, LLC intends to release plans and designs before the end of 2015.

Once construction begins, contracts will be open for bid. Prevailing wage rules applicable to UO and construction on UO owned or controlled property will apply.

The Hayward Field renovation will significantly enhance two major functions: spectating and training. The renovation will provide flexibility to increase seating up to 30,000 and will ensure the decades-old grandstands are updated for spectators. Preliminary renderings include a new west grandstand, removal of the Bowerman Building, and a new – larger, more modern – home for the Bowerman Sports Science Clinic that would triple the available academic research space.

*A preliminary rendering is included in Section 4.2 of the September 10, 2015 Finance and Facilities Committee materials.*

**Board of Trustees of the University of Oregon**

**Resolution: Authorization to Enter into License and Lease Agreement**

Whereas, Hayward Field is one of the most iconic track and field venues in sports history and serves as host to significant state, national and international events on the University of Oregon's (the "UO" or "University") campus;

Whereas, Hayward Field is in need of extensive renovation to enhance spectating and training;

Whereas, the renovation of Hayward Field will be supported by private philanthropy with no impact on the University's operating budget;

Whereas, the University of Oregon Foundation – an independent, non-profit organization responsible for receiving, investing and distributing gifts for the benefit of the University – has created a single-member limited liability corporation for the purpose of renovating Hayward Field known as Hayward Field Enhancement, LLC;

Whereas, Hayward Field Enhancement, LLC seeks to enter into a license or lease agreement with the University through which it would assume control of Hayward Field and associated campus property (collectively "Hayward Field") for purposes of managing the renovation and costs associated with enhancing Hayward Field;

Whereas, the specific license or lease agreement would be negotiated between the University and Hayward Field Enhancement, LLC when more certainty exists surrounding the design and overall project;

Whereas, that license agreement will stipulate that the license or lease agreement will be made available to the public, and that controlling public contracting laws and prevailing wage rules will apply to the project where appropriate;

Whereas, Sections 1.7.2 and 1.9 of the University of Oregon's Policy on the Retention and Delegation of Authority requires approval by the Board of Trustees (the "Board") for the execution of instruments relating to real property where the anticipated value exceeds \$5,000,000 and for the acceptance of a gift of real estate and/or gifts that create obligations on the part of the University for which there is no established funding source, respectively; and,

Whereas, the Finance and Facilities Committee has referred this matter to the full Board as a seconded motion;

Now, therefore, the Board of Trustees of the University of Oregon hereby:

1. Authorizes the President or his designee(s) to take all actions necessary and proper to enter into a license or lease agreement with Hayward Field Enhancement, LLC for purposes of managing the completion of renovations to Hayward and associated costs;

Board of Trustees

Resolution: Authorization for License or Lease Agreement (Hayward Field)

September 11, 2015

Page 1

2. Authorizes acceptance of the gift of real property to the University from Hayward Field Enhancement, LLC which comes in the form of renovations to Hayward Field and any increased value to the licensed or leased property; and,
  
3. Authorizes all prior actions taken on behalf of the University related to the acceptance and use of the aforementioned real property.

<b>Trustee</b>	<b>Yes</b>	<b>No</b>
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea		
Kari		
Lillis		
Ralph		
Schlegel		
Wilcox		
Willcox		

Dated: \_\_\_\_\_ of \_\_\_\_\_, 2015.

Initials: \_\_\_\_\_

During the 2015 session, the Legislative Assembly approved for state bonding support for three University of Oregon projects.

1. Chapman Hall Renovation
2. Construction of a new College and Careers Building
3. Klamath Hall Renovation

The attached resolution now asks for Board approval to execute those projects. Board approval is required for each given that project costs will exceed \$5 million. Attached to the resolution as an exhibit is a high-level overview of each project, including estimated cost, state support, the required match, and funds raised to date.

The FFC will receive information about these projects during its committee meeting, and the full BOT will tour Chapman Hall and Klamath Hall to get a firsthand look at the projects and anticipated improvements.

*Note: The BOT first heard about these projects in May 2014, prior to governance authority, so the information may be familiar.*

**Board of Trustees of the University of Oregon**

**Resolution: Approval for Capital Construction Projects  
(Chapman Hall, Klamath Hall, College & Careers Building)**

Whereas, the University of Oregon (“University”) seeks to create and maintain a 21st-century teaching and learning environment for faculty and students;

Whereas, the University wishes to modernize Chapman Hall, home to the nationally-recognized and historic Robert D. Clark Honors College, to provide greater accessibility, improve technological capabilities, address deferred maintenance and seismic upgrades, and increase study and learning space;

Whereas, the University wishes to build a new College and Careers Building to add much-needed classroom seating, house a re-envisioned UO career center, increase student retention and graduation rates, and support the College of Arts and Sciences College Scholars program;

Whereas, the University wishes to renovate Klamath Hall, home to much of the UO’s Department of Chemistry and Biochemistry – one of the fastest growing departments on campus, to address deferred maintenance, provide lab and learning space, help recruit and retain top-tier faculty, mitigate risks associated with 50-year old research facilities, and create space for enhanced innovation;

Whereas, ORS 352.107(1)(j)-(k) grant the University of Oregon the authority to engage in the construction, development, furnishing, equipping, and other actions relating to buildings and structures;

Whereas, the University received legislative support through the issuance of XI-G and XI-Q bonds for the three aforementioned capital construction projects during the 2015 legislative session; and,

Whereas, the Policy on the Retention and Delegation of Authority requires the Board of Trustees (the Board) to approve a capital project budget that is anticipated to exceed \$5,000,000, and the Finance and Facilities Committee has referred this matter to the full Board as a seconded motion, recommending passage;

Now, therefore, the Board of Trustees of the University of Oregon hereby:

- 1) APPROVES the capital construction projects listed above and outlined in attached Exhibits A, B and C;
- 2) RATIFIES AND APPROVES all prior actions taken on behalf of the University related to the planning, design and construction of these projects; and,
- 3) AUTHORIZES the President of the University or his designee(s) to take all actions necessary and appropriate to execute these projects.

*--Vote recorded on the following page --*

Trustee	Yes	No
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea		
Kari		
Lillis		
Ralph		
Schlegel		
Wilcox		
Willcox		

Dated: \_\_\_\_ of \_\_\_\_\_, 2015.

Initials: \_\_\_\_\_

## Exhibit A



*Artist's concept of the renovated Chapman Hall interior*

# Support the Modernization of Chapman Hall

Creating a 21st-century learning environment for Oregon's future leaders

### This project will

- prepare students for 21st-century jobs by modernizing the technological capabilities of the building
- create a more functional learning environment by redesigning classrooms to be more accessible and capable of fostering collaborative work
- add more study and learning spaces to enhance student opportunities
- address critical issues such as deferred maintenance and overdue seismic upgrades
- increase the energy efficiency of the building to increase the longevity of the building

Chapman Hall is home to the UO's Robert Donald Clark Honors College, which serves about 700 students, 80 percent of whom are Oregonians. The honors college prides itself on offering many of Oregon's best students (3.91 average GPA or higher) a modern, high-quality, and affordable education here at home.

Chapman Hall has changed little since its construction in 1939, with only piecemeal updates to accommodate new technologies and adapt to modern student needs. This renovation will help work toward Oregon's 40-40-20 goals and attract and retain Oregon's top-tier students.

**ESTIMATED COST: \$10.67 MILLION**

**DONOR AND OTHER FUND MATCH: \$2.55 MILLION**

**FUNDS RAISED TO DATE: \$2.55 MILLION**

**CAPITAL APPROVED: \$2.55 MILLION IN G BONDS \$5.57 MILLION IN XI-Q BONDS**

"The Chapman Hall renovation will answer the needs of new generations of students who enter our doors seeking the best, most affordable education they can find."

— Terry L. Hunt, Dean  
Robert Donald Clark Honor College

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**O** UNIVERSITY OF  
OREGON

## Exhibit B



# The UO College and Careers Building

Build a new space to connect Oregon students with Oregon jobs

### **The College and Careers Building will**

- add 450 much-needed classroom seats, supporting student access and course availability
- link UO students to high paying jobs and Oregon industry by serving as the home for a new, reenvisioned UO career center
- help recruit and retain top tier faculty members, offering high-quality teachingspaces and researchoffices atthe core of campus
- increase recruitment, retention, and graduation rates for a diverse range of students
- support Oregon's best and brightest as home to the College of Arts and Sciences College Scholars program

The College and Careers Building project will enhance student recruitment, retention, graduation, and future success by merging core academic activities with advising on career opportunities. The 50,000-square-foot building will provide much-needed classrooms at the core of campus, a home for the University of Oregon's College of Arts and Sciences, and a home for the Career Center. Co-locating the UO Career Center with the main core of UO's largest undergraduate college, the College of Arts and Sciences, will provide students direct access to career advising, preparation workshops, and Oregon employers. It will also provide Oregon employers greater access to UO talent.

**ESTIMATED COST: \$34.55 MILLION  
DONOR AND OTHER FUND MATCH: \$17.275 MILLION  
FUNDS RAISED TO DATE: \$11 MILLION  
CAPITAL APPROVED: \$17.275 MILLION G-BONDS**

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**"The College and Careers Building will create new connections between UO students and Oregon employers, while helping more students to succeed and graduate on time."**

— Scott Coltrane, Provost, University of Oregon

**O** | UNIVERSITY OF OREGON

## Exhibit C



Current lab space (left) is often small and requires students to work in cramped quarters, causing safety concerns. The Klamath Hall renovation will provide students state-of-the-art new labs and learning spaces. (Artist's rendering above.)

# Renovate Klamath Hall

Provide a modern, safe space for innovation and learning

### This modernization of Klamath Hall will

- address deferred maintenance in a critical research facility that houses UO's award-winning and innovative chemistry and biochemistry departments
- provide lab and learning space to equip students with skills for jobs in science and technology
- help the UO recruit talented new researchers in the sciences
- mitigate the risks associated with 50-year-old research facilities
- create space for innovation, leading to economic development, licensing activity, and company formation

The University of Oregon Department of Chemistry and Biochemistry is one of the most productive and fastest growing departments on the UO campus. Since the mid-2000s, undergraduate enrollment has increased by 30–40 percent and graduate numbers are up about 20 percent. This growth requires new faculty offices and research space. This project converts all of the lab space on the third floor of Klamath Hall into state-of-the-art laboratories and builds a new fourth floor of Klamath Hall for faculty and student offices, classrooms, and study spaces. It will provide space for this growing demand in the sciences, while helping to keep Oregon students safe by addressing critical deferred maintenance.

**ESTIMATED COST: \$18.65 MILLION**

**DONOR AND OTHER FUND MATCH: \$6.325 MILLION**

**FUNDS IDENTIFIED TO DATE: \$6.325 MILLION-REVENUE**

**BONDS**

**CAPITAL APPROVED: \$6.325 MILLION XI-G, \$6 MILLION XI-Q**

"Oregon needs these spaces to continue to grow its high-tech workforce and to produce groundbreaking research that translates into companies and jobs."

— Darren Johnson, UO researcher and entrepreneur, cofounder of SupraSensor LLC

**Summary of Proposed Action**

In December 2011, pursuant to ORS 352.102(2), the Board of Trustees established process by which the University of Oregon will establish tuition and fees each year. This board policy included five key process points: use of an advisory group, specific considerations, opportunity for public review and comment, student input through a forum, and a recommendation submitted to the Board of Trustees.

Tuition and fees for the upcoming academic year were set in March 2015. Following the process used throughout the fall of 2014 and winter of 2015 to accomplish this, several stakeholders offered feedback – and the administration agreed – that student input should have been far earlier in the process, prior to the establishment of any recommendations.

The attached resolution is a change proposed by the administration to the board policy passed in December. Proposed changes are only in the student forum section of the policy. The intent of these edits (shown in redline below) is to ensure that student feedback is solicited early in the process and is thus available to the advisory group as it generates recommendations for the President.

The changes below were posted online and distributed to the president of the ASUO so that she could, in turn, seek input from her respective leadership team and membership.

*Original language, adopted December 11, 2015:*

3. Student Forum. The President or his/her designee shall hold an open forum with students to discuss recommended tuition and mandatory fees. ASUO shall have the opportunity to participate in the planning and convening of this public meeting.

*Proposed amendments to the original language:*

3. Student Forum. The President or his/her designee shall hold an open forum with students early in the tuition and fee development process each year such that students are given an opportunity to provide input into the process before recommendations are developed. to discuss recommended tuition and mandatory fees. The ASUO shall have the opportunity to participate in the planning and convening of this public meeting.

**Board of Trustees of the University of Oregon**

**Resolution: Amendment to the Tuition- and Fee-Setting Process (Earlier Student Input)**

Whereas, ORS 352.102(2) requires the Board of Trustees of the University of Oregon (the “Board”) to establish a process for determining tuition and mandatory enrollment fees pursuant to the authority granted in ORS 352.102(1);

Whereas, the Board of Trustees first adopted such a process in December 2014 and now wishes to make adjustments to ensure that student input is solicited and available earlier in the process so that it can be taken into consideration as the advisory group develops recommendations;

Whereas, this resolution amends only part three (3) of the process components and does not alter any other section or language;

Whereas, the Finance and Facilities Committee of the Board of Trustees of the University of Oregon has referred this matter as a seconded motion to the full Board recommending approval;

Now, therefore, the Board of Trustees of the University of Oregon hereby resolves that the University shall annually establish tuition and mandatory enrollment fees pursuant to a process specified and managed by the President and that such a process must include the following components:

1. **Advisory Group.** The University President (the “President”) or his/her designee shall convene an advisory group comprised of faculty, students (including both undergraduate and graduate representation), and staff. This advisory group shall make a recommendation to the President regarding tuition and mandatory fee rates for each academic year, and it may generally advise the President on matters relating to tuition and fees. The President will consider the advisory group’s recommendations, along with other information the President deems relevant, when preparing his/her recommendations to the Board. Membership of the group is at the discretion of the President or his/her designee, however the President shall include two students nominated by the Associated Students of the University of Oregon (ASUO).
2. **Considerations.** In making recommendations to the President, the advisory group shall consider (i) historical tuition and fee trends; (ii) comparative data for peer institutions; (iii) the University’s budget and projected cost increases; and (iv) anticipated state appropriation levels.
3. **Student Forum.** The President or his/her designee shall hold an open forum with students early in the tuition and fee development process each year such that students are given an opportunity to provide input into the process before recommendations are developed. The ASUO shall have the opportunity to participate in the planning and convening of this public meeting.
4. **Opportunity for Review and Comment.** The President shall provide an opportunity for public review of and comment about the tuition and mandatory fees recommendation prepared for the Board. Based on information received from the public review and comment, and other information the President deems relevant, the President may modify his/her recommendations before submitting them to the Board.
5. **Recommendations Submitted to the Board.** The President shall submit to the Board a written report outlining recommended tuition and mandatory enrollment fees. The report must be submitted with

sufficient time for analysis and feedback prior to the meeting at which the Board will consider tuition and fees each year. "Sufficient time" shall be determined by the University Secretary.

FURTHER RESOLVED, that the President and the president of the ASUO shall submit to the Board a joint written report recommending the authorization, establishment, use or elimination of any incidental fee as proscribed in statute. For purposes of conducting an analysis authorized under ORS 352.102(3) and ORS 352.105, the report required by this resolution shall include: (i) the mandatory incidental fees the ASUO requested to be collected; (ii) the process by which the ASUO establishes such fees; (iii) a statement of whether the requested fee amount is different than the previous year, and if so by how much; (iv) the use of such fees; and (v) if requested by the President, an explanation of how the fees are advantageous to the cultural or physical development of students. The report due to the Board pursuant to this resolution must be submitted with sufficient time for analysis and feedback prior to the meeting at which the Board will consider tuition and fees each year. "Sufficient time" shall be determined by the University Secretary, in consultation with the ASUO President and the University President. If the President and ASUO do not jointly agree to the recommendations prior to the date recommendations are to be submitted to the Board, the President and ASUO may separately submit the recommendations to which the parties agree and the recommendations to which the parties do not agree, along with the underlying basis for agreement and disagreement. Nothing in this resolution is intended to affect the appeal rights granted in ORS 352.105(4).

Trustee	Yes	No
Ballmer		
Bragdon		
Chapa		
Colas		
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Lillis		
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Dated: \_\_\_\_\_ of \_\_\_\_\_, 2015.

Initials: \_\_\_\_\_



## Agenda Item #10

### Sponsored Activities Presentation and Discussion

**Biography**

Cassandra Moseley is a research professor and associate vice president for research at the University of Oregon. She directs the Ecosystem Workforce Program and the Institute for a Sustainable Environment (ISE) at the UO. She is currently the chair of the United States Department of Agriculture (USDA) Forestry Research Advisory Council and has testified before Congress about rural green jobs, rural development, and the working conditions of forest workers. She is on the board of the Rural Voices for Conservation Coalition and is a former board member of the Flintridge Foundation and the Applegate Partnership.

Moseley's work is interdisciplinary and methodically diverse. She collaborates with a broad array of social scientists including geographers, sociologists, economists, and anthropologists as well as biophysical scientists. She has an active research portfolio and has received more than 80 external awards at the UO from diverse agencies, nonprofits, and foundations

Prior to joining UO in 2001, Moseley was an assistant professor of political science at the University of Florida for two years. She received her Ph.D. in political science from Yale University (1999) and her B.A. in mathematics and government from Cornell University (1990).

**Research Interests**

- Natural resource policy
- Forest governance
- Community-based conservation
- Rural economic development
- Renewable bioenergy
- Community resilience

**Sources of Support\***

U.S. Department of Agriculture, National Institute of Food and Agriculture (NIFA)

U.S. Forest Service

U.S. Department of Interior, Joint Fire Sciences Program (JFSP)

National Science Foundation (NSF)

Oregon Department of Energy (ODOE)

Oregon Department of Forestry (ODF)

Oregon Watershed Enhancement Board (OWEB)

Compton Foundation

Ford Foundation

IBM Center for the Business of Government

Sociological Initiatives Foundation

Sustainable Northwest (partnering on grants from Meyer Memorial Trust, Oregon Community Foundation, and U.S. Endowment for Forestry and Communities)  
Blue Mountain Forest Partners  
Ecotrust  
Freshwater Trust  
Glacierland Resource Conservation and Development  
Good Company  
Lake County Resource Initiative  
The Nature Conservancy  
Pinchot Institute for Conservation  
South Santiam Watershed Council

*\*Has served as Principal Investigator (PI) or co-PI on nearly \$8 million in sponsored awards*

**Additional Information**

Cassandra Moseley's website: <http://uoregon.edu/~cmoseley>  
Ecosystem Workforce Program website: <http://ewp.uoregon.edu>

### **Biography**

Karen Guillemin is a professor of biology in the Institute of Molecular Biology at the University of Oregon. She serves as director of the Microbial Ecology and Theory of Animals (META) Center for Systems Biology, an NIH-funded National Center for Systems Biology devoted to studying how host-microbe systems assemble, function, and evolve.

In her independent research lab, Guillemin has combined her interest in animal development and bacterial-host interactions to study how bacteria promote animal development, and in certain circumstances, pathology. Her research group uses a number of model animal systems. In particular, she has pioneered the use of gnotobiotic zebrafish to study host-microbe interactions, taking advantage of the ease with which the associated bacteria of this model vertebrate can be visualized and manipulated.

Guillemin became a faculty member at the UO in 2001. She received her bachelor's degree in Biochemical Sciences from Harvard College in 1991 and her Ph.D. from the Department of Biochemistry at Stanford University School of Medicine in 1998, where she worked with Dr. Mark Krasnow studying organ development in the model organism of the fruit fly. She continued her postdoctoral training at Stanford in the Department of Microbiology and Immunology, studying bacterial-host interactions with Dr. Stanley Falkow, studying the bacterial pathogen and carcinogen, *Helicobacter pylori*.

### **Research Interests**

- Host-microbe interactions in development and disease
- Cell & developmental biology

### **Sources of Support\***

National Institutes of Health  
M.J. Murdock Charitable Trust  
National Science Foundation

\*Has served as Principal Investigator (PI) or co-PI on more than \$12 million in sponsored awards

### **Additional Information**

Karen Guillemin's website: <http://molbio.uoregon.edu/guillemin/>  
META CSB website: <http://meta.uoregon.edu/>

**Sponsored Projects Presentation and Discussion**

Brad Shelton  
Interim Vice President for Research & Innovation  
Friday, September 11, 2015

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**What is a Sponsored Project?**

Any project or activity receiving extramural support that meets any of the following criteria:

- *The project commits the University to a specific line of scholarly or scientific inquiry, typically documented by a statement of work;*
- *A specific commitment is made regarding the level of personnel effort, deliverables, or milestones;*
- *Project activities are budgeted, and the award includes conditions for specific formal fiscal reports, and/or invoicing;*
- *The project requires that unexpended funds be returned to the sponsor at the end of the project period;*
- *The award provides for the disposition of either tangible property (e.g., equipment, records, technical reports, theses or dissertations) or intangible property (e.g., inventions, copyrights or rights in data) which may result from the project; and*
- *The sponsor identifies a period of performance as a term and condition.*

A sponsored activity can be research, instruction, or outreach.

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**Proposals and Awards**

Count of Proposals and Awards by Fiscal Year to the University of Oregon

Fiscal Year	Proposals	Awards
2004	~750	~600
2005	~780	~550
2006	~820	~550
2007	~800	~480
2008	~820	~600
2009	~780	~550
2010	~800	~620
2011	~850	~550
2012	~850	~420
2013	~820	~400
2014	~1080	~620
2015	~1020	~500

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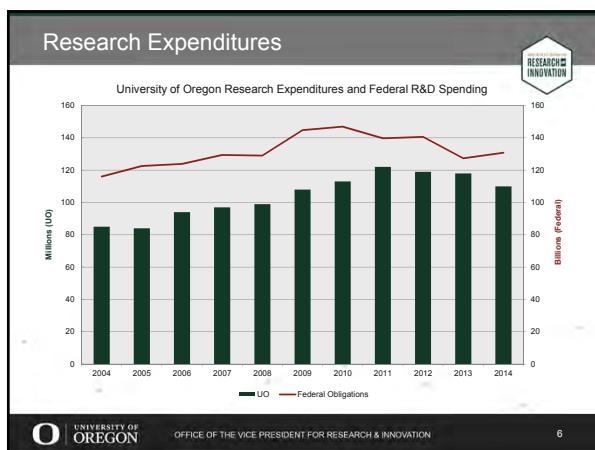
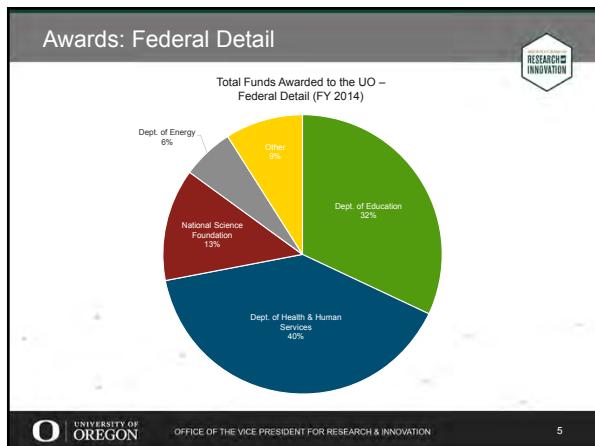
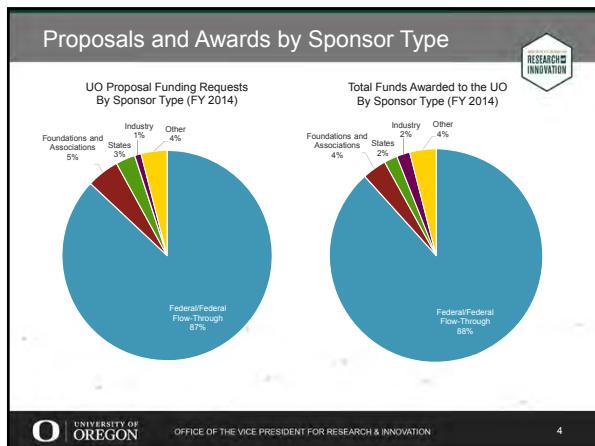
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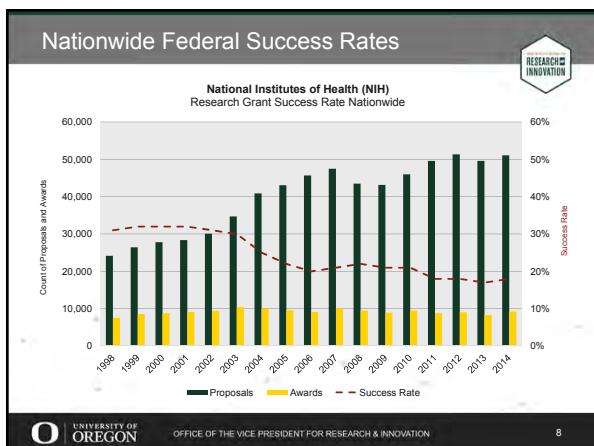
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The Cost of Basic Research

- Lewis Integrative Science Building: \$65 million
- Zebrafish Facility Expansion: \$11.7 million
- Titan 80-300 Image-Corrected Microscope: \$5 million
- Lewis Center for Neuroimaging Large Bore 3-Tesla Magnetic Resonance Imaging (MRI) System: \$2.5 million
- Helios NanoLab: \$2 million
- Illumina HiSeq 2500 DNA Sequencer: \$746,000
- Nuclear Magnetic Resonance 500MHz Spectrometer: \$539,000
- Petri Dishes: \$0.17 each

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Comparison of Success Rates

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015**
<b>National Institutes of Health (NIH)</b>					
National Success Rate*	21%	18%	18%	17%	18%
<b>UO Success Rate</b>	<b>26%</b>	<b>36%</b>	<b>30%</b>	<b>28%</b>	<b>20%</b>
<b>National Science Foundation (NSF)</b>					
National Success Rate*	24%	22%	24%	23%	24%
<b>UO Success Rate</b>	<b>40%</b>	<b>44%</b>	<b>37%</b>	<b>29%</b>	<b>25%</b>

\* Note the Federal fiscal year is October 1<sup>st</sup> through September 30<sup>th</sup> and the UO's fiscal year is July 1<sup>st</sup> through June 30<sup>th</sup>.  
 \*\* Additional FY 2015 awards may be received by University, particularly for those proposals submitted in the second half of FY 2015 still under NIH and/or NSF review.

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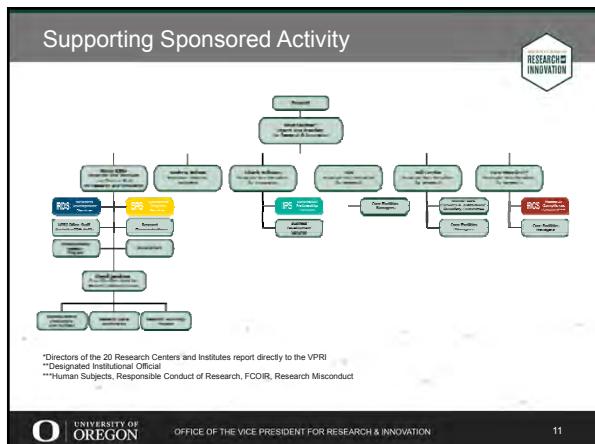
What is an F&A rate?

### Facilities & Administration (F&A) Rate Calculation

The diagram illustrates the calculation of the F&A rate as a percentage of the Organized Research Base. It features three green circles representing different cost categories, each with an arrow pointing upwards towards a central equation.

$$\frac{\text{F\&A Costs (Research)}}{\text{Organized Research Base}} = \text{F\&A Rate (\%)}$$

- Sponsored Project Costs**
- University-Funded Competitive Awards**
- Mandatory and Voluntary Committed Cost Sharing**



## Sponsored Research Cycle



### Fighting a Pine Beetle Epidemic



- This interdisciplinary team came together through a competitive internal program administered by the VPRI intended to promote new collaborative activity.
- Led to a grant from the National Science Foundation (NSF).
- Created student fellowships and new project opportunities.



# Cassandra Moseley



Cassandra Moseley is a Research Professor and Associate Vice President of Research at the University of Oregon. She directs the Ecosystem Workforce Program and the Institute for a Sustainable Environment.

**Research Interests:**

- Natural resource policy
- Forest governance
- Community-based conservation
- Rural economic development
- Renewable bioenergy
- Community resilience

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RESEARCH & INNOVATION

# Karen Guillemin



Karen Guillemin is a Professor of Biology in the Institute of Molecular Biology at the University of Oregon and Director of the Microbial Ecology and Theory of Animals (META) Center for Systems Biology, a National Institutes of Health (NIH) funded National Center for Systems Biology.

**Research Interests:**

- Host-microbe interactions in development and disease
- Cell & developmental biology

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## Future Directions

- Growing existing structures
- Building new opportunities



## Agenda Item #11

### Update on Current Collective Bargaining (Executive Session)

*There are no materials for this section*