

**Board of Trustees of the University of Oregon  
Academic and Student Affairs Committee Meeting  
December 2, 2015**

**9:00 am: Public Meeting Ford Alumni Center, Room 403**

**Convene**

- Call to order and roll call
  - Introductory comments and agenda review
  - Approval of September 2015 ASAC minutes (Action)
  - Public comment
1. **Student Conduct Code – repeal of outdated policies (Action),** *University Secretary Angela Wilhelms*
  2. **Sexual Assault Prevention, Education and Awareness Updates,** *Vice President for Student Life Robin Holmes*
  3. **Department of International Affairs – overview and discussion,** *Vice Provost for International Affairs Dennis Galvan*
  4. **College & Careers Building – programmatic components,** *Interim Dean of the College of Arts and Sciences Andrew Marcus*
  5. **Access and Opportunity Initiative,** *President Michael Schill and Provost Scott Coltrane*

**Meeting Adjourns**



## Agenda Item #1

Student Conduct Code –  
Repeal of Outdated Policies

**Introduction**

In June 2015, the Board of Trustees approved several edits to the Student Conduct Code (UO Policy III.01.01). There are two lingering policies that unfortunately were not addressed at that time and are now before the Board in its December 2015 meeting. One was a UO policy predating July 1, 2014, and the other was an Oregon University System (OUS) internal management directive (IMD) inherited on that date. Both are now outdated and unnecessary. Each is described below; they are attached as exhibits to the resolution.

**UO Policy 5.00.02 (Exhibit A to the resolution)**

UO Policy 5.00.02 (old naming convention) was originally established in 1973 and last updated in 2010. It is now outdated and inconsistent with existing law and policy. The president recommends its repeal, a position supported by general counsel, the provost, the division of student life, and the ASUO.

The policy relates entirely to the Student Conduct Code, which is now consolidated as UO Policy III.01.01. (Prior to independent governance, the Code existed as a series of individual Oregon Administrative Rules (OAR) promulgated by the State Board of Higher Education.) There is nothing in 5.00.02 that must be replaced with any new or additional language. As articulated in the “whereas” clauses of the resolution, Oregon Revised Statutes and new UO policy outline the roles and responsibilities relating to the administration and development of the Code, which was the primary purpose of 5.00.02. Citations within 5.00.02 are no longer applicable or – in the case of OAR Chapter 571 – in existence.

**OUS IMD 1.130 (Exhibit B to the resolution)**

The UO assumed a series of IMDs<sup>1</sup> from 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. Thus, the president recommends its repeal.

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<sup>1</sup> IMDs are management policies adopted by the former State Board of Higher Education, which transitioned to the UO as policy by operation of law on July 1, 2014. Many are detailed and look much more like procedures; many (as with the one referenced here) are simply instructions to universities; but others are required language per state and/or federal law. A full review of the applicability and necessity of all inherited IMDs is part of the overarching policy review process underway. As reviewed, those which are necessary to keep as UO policy will be updated and given a new policy number in accordance with the UO policy library conventions.

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

**Resolution: Repeal of Outdated 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, having outdated and unnecessary policies in the Policy Library only adds to potential confusion;

Whereas, clear articulation of the role of the Board of Trustees (Board), the administration, students and the faculty with respect to student conduct is important and already exists in Oregon Revised Statutes (ORS), the UO's Policy on the Retention and Delegation of Authority (RDA), and the Student Conduct Code;

Whereas, Oregon law stipulates that the Board is responsible for "policies and practices relating to...student conduct" (ORS 352.107(q)) and that the "president and professors constitute the faculty and as such have the immediate government and discipline of a university with a governing board and the students therein, except as otherwise provided by law or action of the governing board" (ORS 352.146);

Whereas, the RDA references ORS 352.146, and further stipulates that the "Board has the authority to establish written standards of student conduct in consultation with the President, faculty and students" (UO Policy I.01.01 § 1.5) and that, "[s]ubject to Board action, the President is responsible for development and administration of University policies and rules governing the role of students and their conduct," taking into account the views of students, faculty, and others (UO Policy I.01.01 § 3.5);

Whereas UO Policy 5.00.02, attached hereto as Exhibit A, existed prior to the governance transition and is now in conflict with superseding UO policy and contains outdated statutory and administrative rule references;

Whereas, the UO inherited Internal Management Directive (IMD) 1.130, attached hereto as Exhibit B, 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; and,

Whereas, the Board's Policy on Committees authorizes the Academic and Student Affairs Committee to refer matters to the full Board as a seconded motion;

NOW, THEREFORE, the Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon hereby moves that the following resolution be forwarded to the Board of Trustees as a seconded motion, recommending passage:

1. RESOLVED that UO Policy 5.00.02 and IMD 1.130 be repealed effective immediately.

*--Vote recorded on following page--*

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

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

Trustee	Yes	No
Ballmer		
Chapa		
Curry		
Ford		
Paustian		
Schill		
Wilcox		
Willcox		

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

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

**REASON FOR POLICY**

To describe the intent and identify the location of the full text of institutional policies, rules, and regulations governing the role of students and their conduct at the University of Oregon.

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**ENTITIES AFFECTED BY THIS POLICY**

Students and those responsible for enforcing and administering the Code.

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**WEB SITE ADDRESS FOR THIS POLICY**

<http://policies.uoregon.edu/policy/by/1/05-students/student-conduct-code>

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**RESPONSIBLE OFFICE**

For questions about this policy, please contact the Office of the Dean of Students at 541-345-3215.

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**ENACTMENT & REVISION HISTORY**

10/27/2010 Reviewed and updated

02/08/2010 Policy number revised from 5.000 to 05.00.02

10/04/1985 Reviewed and approval recommended by President's Staff

09/01/1973 Promulgated as OAR 571-21-005 et seq.

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**POLICY**

The University of Oregon has promulgated a Student Conduct Code which contains important regulations, policies, and procedures pertaining to student life. 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 faculty (see OPS 352.010) 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.

[end]

## **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.



## Agenda Item #2

Sexual Assault Prevention, Education and Awareness Updates

# SEXUAL VIOLENCE PREVENTION

[prevention.uoregon.edu](http://prevention.uoregon.edu)



## PRESENTERS



### **SHERYL EYSTER**

ASSOCIATE DEAN OF STUDENTS  
[seyster@uoregon.edu](mailto:seyster@uoregon.edu) • 541-346-1156

Sheryl Eyster is the Associate Dean of Students overseeing our crisis intervention and sexual violence response services, as well as our sexual violence and substance abuse prevention efforts. She currently serves on the UO President's Sexual Assault Advisory Council and the University of Oregon Senate Subcommittee to Address Sexual and Gender-based Violence.



### **ABIGAIL LEEDER**

DIRECTOR, EXPERIENTIAL EDUCATION AND PREVENTION INITIATIVES  
[aleeder@uoregon.edu](mailto:aleeder@uoregon.edu) • 541-346-1198

Abigail is the director of experiential education and prevention initiatives and has worked at the university since 2005. She oversees the Sexual Wellness Advocacy Team and Rehearsals for Life, two nationally recognized peer education programs. She also consults with campuses across the country on the use of interactive theatre to address complex social issues facing college students today.



### **KERRY FRAZEE**

DIRECTOR OF SEXUAL VIOLENCE PREVENTION AND EDUCATION  
[kfrazee@uoregon.edu](mailto:kfrazee@uoregon.edu) • 541-346-6758

Kerry is the director of sexual violence prevention and education and has worked in this position since 2014. She oversees a variety of prevention programs including Get Explicit 101 for all new residence hall students, the Fraternity and Sorority Life leadership board to adapt sexual violence prevention practices, and a partnership with the national It's On Us campaign.

Division of Student Life

## PRESENTER



**DR. MICHAEL GRIFFEL**  
DIRECTOR OF UNIVERSITY HOUSING  
[mgriffel@uoregon.edu](mailto:mgriffel@uoregon.edu) • 541-346-2667

Dr. Michael Griffel is the director of university housing and has worked at the university since 2010. He oversees University Housing including: food service, residence halls, family housing, university apartments, and catering and conference services. Michael also supports the Division of Student Life on capital construction projects and planning.

Division of Student Life

## JUNE

- Performed SWAT play, *It Can't Be Rape* for orientation students.
- Led follow-up discussions for students at IntroDUCKtion.
- Led orientation safety session for parents.
- Developed Get Explicit 101 curriculum—an interactive, peer-to-peer program for all residence hall students.
- Developed and updated content for trainings with sub populations.

## JULY

- Re-launched safe.uoregon.edu with a focus on response for victims and survivors.
- Began work on two prevention websites—one focused on students and one focused on the community.

## AUGUST

- Opened Alcohol EDU and Haven online programs for new students.
- Worked with a cohort of other schools to share best practices related to sexual misconduct.

## SEPTEMBER

- Launched prevention.uoregon.edu and svpe.uoregon.edu.
- Trained over 150 resident assistants on Title IX, response protocol, and sexual violence prevention initiatives.
- Trained all current members of Fraternity and Sorority Life on consent, expectations, and bystander intervention.
- Performed *It Can't Be Rape* for athletes.

## OCTOBER

- Began programming for the RedZone campaign.
- Trained all Get Explicit 101 facilitators.
- Began for-credit SWAT and self defense classes.
- Led Get Explicit 101 programs.
- Led SWAT performances for football, track, and men's golf teams.
- UO student, Emma Silvers-Harnley, was named one of 15 students to serve on the inaugural student advisory to the national It's On Us campaign.
- Offered trainings for graduate students.

## NOVEMBER

- Produced Safe website supplemental publication—"Help for Victims and Survivors."
- Completed and mailed faculty and staff student support guide.

Division of Student Life

## DECEMBER

- Presenting on consent and healthy sexuality during transfer student orientation.

Office of the Dean of Students

**O** UNIVERSITY OF  
OREGON | Division of Student Life

## Sexual Violence Prevention Updates

Robin H. Holmes, Vice President for Student Life

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**Sheryl Eyster**  
Associate Dean of Students

**Abigail Leeder**  
Director of Experiential Education and Prevention Initiatives

**Kerry Frazee**  
Director of Sexual Violence Prevention and Education

Division of Student Life

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prevention.uoregon.edu

safe.uoregon.edu

Division of Student Life

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## Sexual Wellness Advocacy Team (SWAT)

- Started in 2001
- Uses theater-based approach
- Focuses on educating students about sexual violence, the definition of consent, and bystander intervention
- Team includes 30 students who perform *It Can't Be Rape* and lead follow-up discussions

Division of Student Life

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## Sexual Violence Prevention Education Program

- Created and Launched Get Explicit 101
- Produced web-based prevention information especially for students
- Conduct trainings for faculty, staff, and students, including sub-populations and organizations
- Administer AlcoholEdu and Haven modules
- Rolled out RedZone campaign

Division of Student Life

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## Looking Forward

- Awareness: ensure continued communication about our prevention (and response) initiatives
- Active participation: engage more students, faculty, and staff in prevention activities
- Assessment: evaluate the effectiveness of our work and adjust as needed

Division of Student Life

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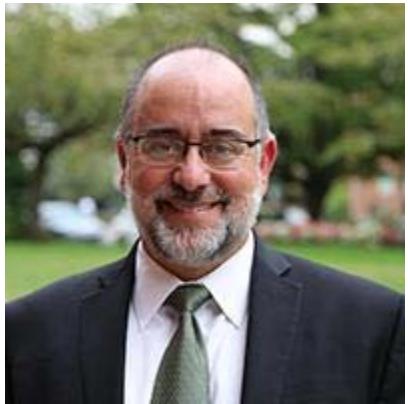
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### Agenda Item #3

Department of International Affairs



**Dennis C. Galvan** is Professor of Political Science and International Studies and Vice Provost for International Affairs at the University of Oregon. Professor Galvan received his Ph.D. from U.C. Berkeley in 1996 and his B.A. from Stanford in 1987. He has conducted field research since 1988 in a cluster of thirty villages in rural Senegal, and has conducted comparative field research in Central Java, Indonesia, since 1999. His published work examines everyday institutional change, peasant adaptation of property regimes, social capital and democratization, sustainable development, ethnic relations, and grass-roots patterns of nation-building. He is finishing a new book, *Everyday Nation Building*, which looks at ordinary life ethic and religious cooperation in Senegal and Indonesia. He serves as Executive Director of the new [Global Studies Institute \(GSI\)](#) within the Office of International Affairs.



University of Oregon > Office of International Affairs > Fall 2015

# International Affairs Overview

Board of Trustees | Academic & Student Affairs Committee

BY DENNIS GALVAN, VICE PROVOST FOR INTERNATIONAL AFFAIRS

OFFICE OF INTERNATIONAL AFFAIRS (OIA)

## TABLE OF CONTENTS

1. International Students
2. Study Abroad
3. Faculty Research / Global Studies Institute (GSI)

## OIA: INTERNATIONAL STUDENT &amp; SCHOLAR SERVICES (ISSS)

**INTERNATIONAL STUDENTS****3,271**

Total enrolled international students 2015-16.

**5%**

Enrollment increase from previous year.

**192%**

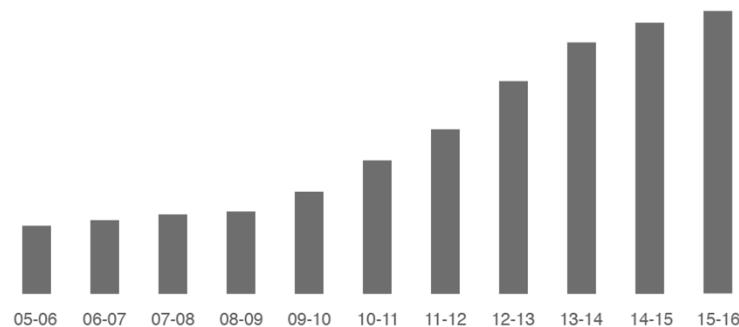
Enrollment increase since 2005-06.

3

## OIA: INTERNATIONAL STUDENT &amp; SCHOLAR SERVICES (ISSS)

**INTERNATIONAL UNDERGRADUATE STUDENTS**

%*	6	6	6	6	7	8	8	11	12	12	14
Total Intl. (UG & GR)	1119	1173	1187	1222	1422	1746	2016	2524	2925	3132	3271
UG	673	749	790	826	1019	1347	1636	2133	2531	2725	2840



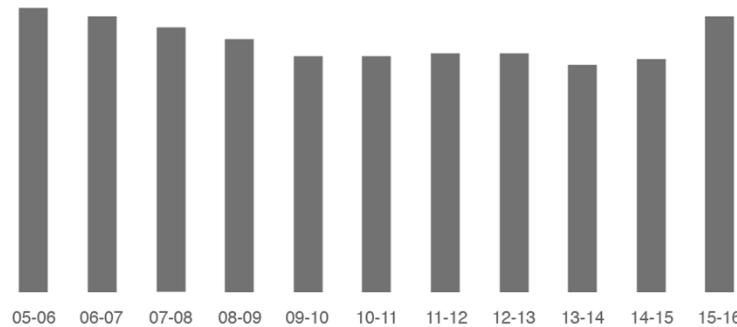
International undergraduate student enrollment at the UO over the past 10 years.

\*Percentage of total UO students enrolled.

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**OIA: INTERNATIONAL STUDENT & SCHOLAR SERVICES (ISSS)****INTERNATIONAL GRADUATE STUDENTS**

%*	6	6	6	6	7	8	8	11	12	12	14
Total Intl. (UG & GR)	1119	1173	1187	1222	1422	1746	2016	2524	2925	3132	3271
GR	446	424	397	396	403	399	380	391	394	407	431



International graduate student enrollment at the UO over the past 10 years.

\*Percentage of total UO students enrolled.

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**OIA: INTERNATIONAL STUDENT & SCHOLAR SERVICES (ISSS)****STUDENTS FROM CHINA**

**2,199**

Total Chinese students enrolled 2014-15.

**9%**

Enrollment increase from previous year.

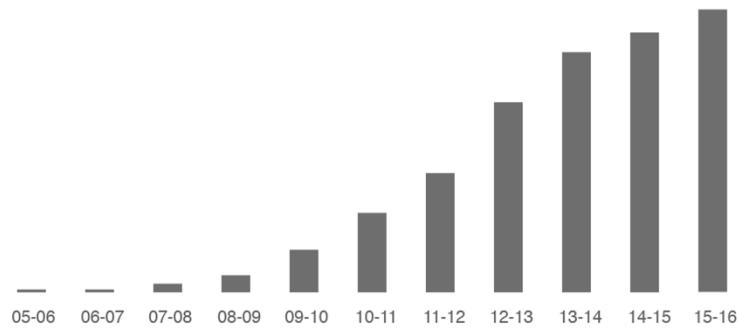
**1,943%**

Enrollment increase since 2005.

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**OIA: INTERNATIONAL STUDENT & SCHOLAR SERVICES (ISSS)****UNDERGRADUATE STUDENTS FROM CHINA**

Total	96	94	133	192	394	649	955	1489	1852	2083	2199
%*	.49	.48	.67	1	2	3	4	6	8	10	9
UG	13	26	59	122	321	575	876	1402	1773	1932	2089



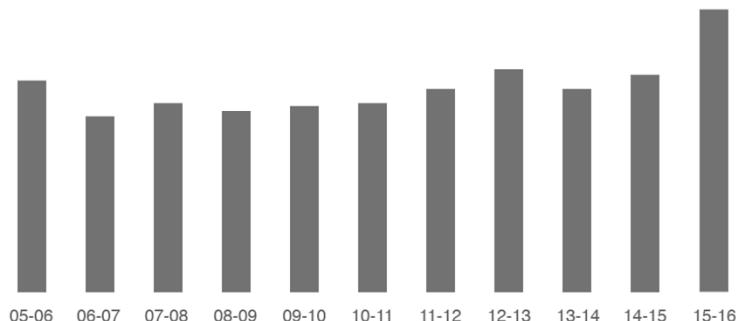
Chinese undergraduate student enrollment at the UO over the past 10 years.

\*Percentage of total students enrolled.

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**OIA: INTERNATIONAL STUDENT & SCHOLAR SERVICES (ISSS)****GRADUATE STUDENTS FROM CHINA**

GR	83	68	74	70	73	74	79	87	79	85	110
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Chinese graduate student enrollment at the UO over the past 10 years.

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OIA: INTERNATIONAL STUDENT &amp; SCHOLAR SERVICES (ISSS)

**INTERNATIONAL STUDENTS: COUNTRY OF ORIGIN**

		%*			%*
China	2,199	67	Canada	64	2
Saudi Arabia	138	4	India	34	1
Japan	115	4	Hong Kong	26	1
Korea	115	4	Indonesia	26	1
Taiwan	89	3	Iran	24	1
			Other	441	12

Top 10 countries of citizenship.

\*Percentage of total international students enrolled.

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OIA: INTERNATIONAL STUDENT &amp; SCHOLAR SERVICES (ISSS)

**INTERNATIONAL UNDERGRADS: TOP MAJORS**

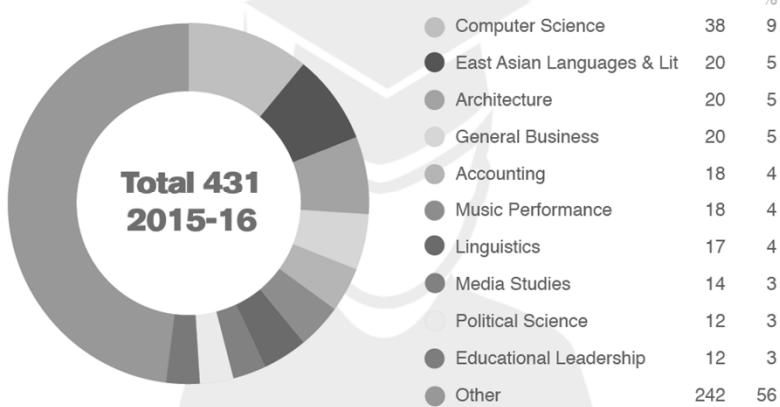
		%*
Business Administration	819	29
Economics	438	15
Undeclared	307	11
Computer Science	126	4
General Social Science	123	4
Accounting	110	4
Mathematics	82	3
Psychology	74	3
Journalism	70	3
Educational Foundations	64	2
Other	627	22

Top 10 most popular majors among international undergraduate students.

\*Percentage of total international undergraduate students enrolled.

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## OIA: INTERNATIONAL STUDENT &amp; SCHOLAR SERVICES (ISSS)

**INTERNATIONAL GRADUATE STUDENTS: TOP MAJORS**

Total 431  
2015-16

Top 10 most popular majors among international graduate students.

\*Percentage of total international graduate students enrolled.

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## OIA: INTERNATIONAL STUDENT &amp; SCHOLAR SERVICES (ISSS)

**NEW INTERNATIONAL STUDENT PROGRAMS****NEW PROGRAM: ExplOregon**

<http://international.uoregon.edu/isss/exploregon>

- Program for international and domestic students that foster social and cultural exchange through events such as trips, volunteer work, and entertainment.
- International student success promoted by opportunities to interact across cultural divides
- More than 600 students affiliated with program since inception.

**NEW PROGRAM: International Student Peer Mentor Program**

<http://international.uoregon.edu/peer-mentor>

- Guidance and mentorship for first year international students at the UO.
- Mentors meet with students in small-groups and provide personal attention throughout the quarter to assist students in their transition to the UO academic and social environment.
- Total of 21 international and domestic student mentors serve more than 100 new international students.

**NEW PROGRAM: Academic Support for International Students**

<https://blogs.uoregon.edu/academicsupport>

- Initiative developed jointly with Teaching and Learning Center (TLC) and Academic English for International Students (AEIS).
- International students get access to enhanced curriculum in key courses, receive customized weekly one-hour workshops to improve their writing skills, and when necessary get personalized academic advising and intervention.
- Workshops are projected to attract more than 300 international students each term.

**NEW INITIATIVE: International Student Advisory Board**

<https://blogs.uoregon.edu/isab/>

- International Student Advisory Board (ISAB) includes 7 students (graduate, undergraduate, exchange students, ASUO, and International Student Association (ISA) leadership), who offer insights into ISSS programs and services.
- Key topics addressed by ISAB and OIA leadership include international student AEIS requirements, support for international student groups, and sexual awareness and wellness programs.
- ISAB will play a promotional and awareness role in new health insurance campaign for international students.

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**OIA: INTERNATIONAL STUDENT & SCHOLAR SERVICES (ISSS)****EXAMPLES OF EMERGING COUNTRIES FOR INTERNATIONAL RECRUITMENT****INDIA**

- Retail strategy.
- Target top universities in UO's best fields for graduate recruitment.
- 2+x joint degree programs with private liberal arts universities.

**BRAZIL**

- Ciência Sem Fronteiras-Brazilian Government Scholarships in Science and Technology.
- Country hopes to send and qualify 100,000 Brazilian students and researchers in top universities worldwide.

**INDONESIA**

- Newest UOAA Alumni Chapter.
- Recruitment especially in sustainability studies fields.

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**OIA: GLOBAL EDUCATION OREGON (GEO)****THE VALUE OF STUDY ABROAD**

"Studying abroad isn't just a fun way to spend a semester; it is quickly becoming the key to success in our global economy. Because getting ahead in today's workplaces isn't just about getting good grades or test scores in school, which are important. It's also about having real experience with the world beyond your borders — experience with languages, cultures and societies very different from your own."

*—First Lady Michelle Obama  
Speech at Peking University  
March 22, 2014*

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OIA: GLOBAL EDUCATION OREGON (GEO)

**UO BEATS AAU PUBLICS IN STUDY ABROAD****Study Abroad Participation Rates**  
(2011-12 undergraduate 4-year totals;  
AAU publics estimated)

	%
University of Oregon	25
AAU, publics	23

**11th**Ranking out of 332 colleges and  
universities for  
Gilman Scholars abroad.**TOP 10**Producer of Peace Corps volunteers  
15 years running.

In 2013-14 the University of Oregon awarded nearly 3,100 Bachelor's degrees to students who matriculated into the UO as first-time freshmen. A total of 723 students from this graduating class had studied abroad; of these, 7 out of 10 earned their degree in 4 years or less.

**ON TIME**

The time-to-degree for UO students who study abroad is no different than that of the average UO student.

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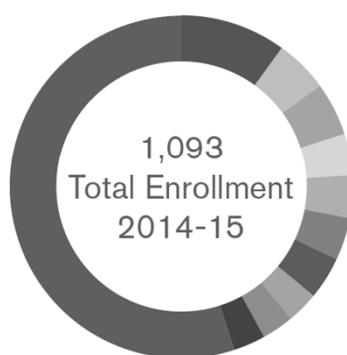
OIA: GLOBAL EDUCATION OREGON (GEO)

**STUDY ABROAD TRENDS**

	#	%
Spain	150	14
UK	122	11
Italy	111	9
Denmark	71	7
Japan	52	5
Netherlands/Czech Rep.	47	4
Mexico	46	4
Austria	33	3
Argentina	32	3
France	31	3
Other	398	37

Top 10 study abroad countries 2014-15.

\*Percentage of total students studying abroad in 2014-15.



	#	%
Business	143	13
International Studies	73	7
Architecture	65	6
Spanish	58	5
Psychology	53	5
Journalism PR	53	5
Journalism	52	5
Undeclared	47	4
General Business (MBA)	47	4
Economics	40	4
Other	462	42

Top majors studying abroad 2014-15.

\*Percentage of total students studying abroad in 2014-15.

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**OIA: GLOBAL EDUCATION OREGON (GEO)****TOP MAJORS STUDYING AND INTERNING ABROAD BY PERCENTAGE OF MAJORS 2012-13**

	Total graduates 2013.	Total students abroad per major.	%*
International Studies	145	123	85
Romance Languages	203	108	53
Architecture and Interior Architecture	175	91	52
Business	765	245	32
Journalism	548	167	31
Environmental Studies	98	30	31
Anthropology	104	28	27
English	157	30	19
Political Science	248	39	16
Psychology	440	66	15

\*Percentage of total students abroad per graduating class within major according to the Office of Institutional Research.

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**OIA: GLOBAL EDUCATION OREGON (GEO)****STUDY ABROAD PARTICIPATION BY RACE AND ETHNICITY**

Federal Ethnicity Description	N	%	Financial Aid Type	N	%	Residency	N	%
American Indian or Alaska Native	24	0.5	Pell Grant Eligible	1,174	23.8	Resident	2,789	56.5
Asian	229	4.6	Pell Eligible + Merit Award	419	8.5	Non-Resident	2,145	43.5
Black or African American	52	1.1	<b>Merit Awards</b>					
Hispanic or Latino	226	4.6	Presidential Scholar	112	2.3			
Native Hawaiian or Other Pacific Islander	33	0.7	Resident Dean's Scholar	1,015	20.6			
Nonresident alien^	133	2.7	Non-Resident Dean's Scholar	783	15.9			
Race and ethnicity unknown	226	4.6						
Two or more races	122	2.5						
White	3,889	78.8						
<b>Total</b>	<b>4,934</b>	<b>100</b>						

<sup>a</sup>With few exceptions, nonresident aliens studied in countries that were not their countries of origin.

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**OIA: GLOBAL EDUCATION OREGON (GEO)****ENSURING ACCESS TO STUDY ABROAD**

Students who express interest in study abroad	~50% Avg response rate on admission
Students participating in study abroad, 2011-12	~25% Total 1251 students in 2011-12
Students lost: expressed interest, but did not study abroad	~25% Another ~1250 students

**Endowments Funding**

<b>NEED:</b> Students lost: expressed interest, but did not study abroad (est)	~1250
<b>SOLUTION:</b> Endowment fund – total investment	\$50m
Annual distribution	\$2m
<b>IMPACT:</b> Annual # of \$4,000 awards	500

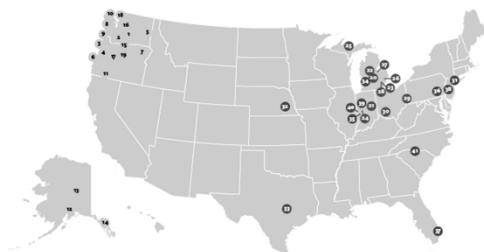
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**OIA: GLOBAL EDUCATION OREGON (GEO)****ENSURING ACCESS TO STUDY ABROAD**

Priority targets for Study Abroad Scholarships for Oregon Residents:

- + Pell Grant eligible.
- + Racially and ethnically diverse.
- + First generation college students.
- + Disabled.
- + Middle-class students not eligible for regular student loans, but eligible for study abroad loans.

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**OIA: GLOBAL EDUCATION OREGON (GEO)****NORTH WEST PARTNERS**

1. Central Washington University
2. Clark College
3. Concordia University: Portland
4. Eastern Oregon University
5. Eastern Washington University
6. Northwest Christian University
7. Oregon State University
8. Pacific Lutheran University
9. Portland State University
10. Seattle University
11. Southern Oregon University
12. University of Alaska: Anchorage
13. University of Alaska: Fairbanks
14. University of Alaska: Southeast
15. University of Portland
16. University of Puget Sound
17. Western Oregon University
18. Western Washington University
19. Willamette University

**MIDWEST CONSORTIUM FOR STUDY ABROAD PARTNERS**

20. Alma College
21. Ball State University
22. Central Michigan University
23. Concordia University: Ann Arbor, MI and Mequon, WI
24. DePauw University
25. Northern Michigan University
26. Oakland University
27. Saginaw Valley State University
28. Washtenaw Community College
29. Wheeling Jesuit University
30. Wilmington College

**OTHER AFFILIATES**

31. Concordia College: New York
32. Concordia University: Nebraska
33. Concordia University: Texas
34. Grand Valley State University
35. Indiana State University
36. Lebanon Valley College
37. Nova Southeastern University
38. Rider University
39. Wabash College
40. Saint Mary of the Woods College
41. Winthrop University

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**OIA: GLOBAL EDUCATION OREGON (GEO)****31 FACULTY-LED PROGRAMS**

Archaeology in Palau  
 Architecture in Rome  
 Architecture in Vancouver  
 Architecture in Vicenza  
 Bioregional Community Development in Ecuador  
 Cambridge Summer Schools  
 Clark Honors College at Oxford  
 Conservation Field School in Croatia  
 Cross-Border Interviewing and Story Development in Argentina  
 Development in Uganda  
 Eco-Cities in China  
 EcoDistricts in Europe  
 European Identities and Cultures Seminar  
 Fibers in Florence  
 Human Rights in Guatemala  
 Intensive Chinese Language and Culture in Harbin

Intensive Italian in Lecce  
 Intensive Swahili in Zanzibar  
 Landscape Architecture in Kyoto  
 Liberal Arts and Science in Cambridge  
 London Theatre  
 Mapping Hong Kong  
 Marine Biology in Panama  
 Marketing in Vienna  
 Media in Ghana  
 Neotropical Ecology in Ecuador  
 Research in Rapa Nui  
 Sports Business Global Studies in Germany and the Netherlands  
 Sustainable Bicycle Transportation Planning Field School in Europe  
 The Genius of Study Abroad: A Tale of Two Cities  
 Urban Design in Barcelona

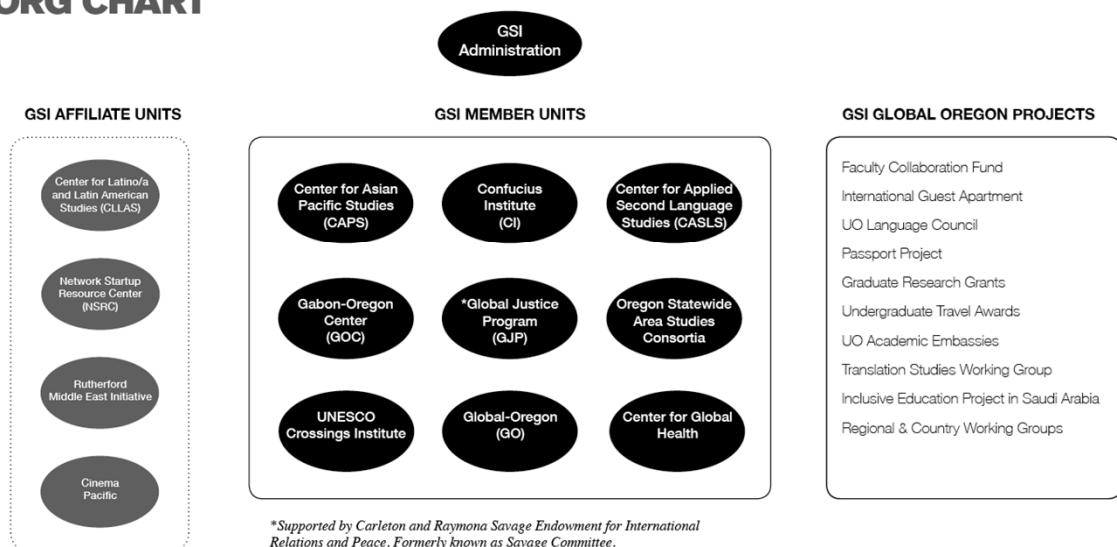
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**OIA: GLOBAL EDUCATION OREGON (GEO)****32 EXCHANGES AROUND THE WORLD**

Australian National University  
 Chemnitz University of Technology  
 Copenhagen Business School  
 Curtin University  
 Dankook University  
 Hanyang University  
 Hokkaido University  
 Hong Kong University  
 Japan Women's University  
 La Trobe University  
 Meiji University  
 National Taiwan University  
 National University of Singapore  
 Sciences Po  
 Senshu University  
 Singapore Management University

TASSEP  
 Tsinghua University  
 Universidad Nacional Autónoma de México (UNAM)  
 University of Aberdeen  
 University of Bergen  
 University of Bristol  
 University of East Anglia  
 University of Edinburgh  
 University of Leicester  
 University of Oslo  
 University of Otago  
 University of Pavia  
 University of Tampere  
 Uppsala University  
 Waseda University  
 WHU-Otto Beisheim School of Management

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**OIA: GLOBAL STUDIES INSTITUTE (GSI)****GSI ORG CHART**

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**OIA: GLOBAL STUDIES INSTITUTE (GSI)****GLOBAL OREGON FACULTY COLLABORATION FUND (GOFCF)**

- Boost faculty publication and citation rates.
- UO faculty invite colleagues from Top 100 global universities.
- 3-8 week collaborative visit to UO.
- Fund covers all expenses.
- UO and visiting faculty submit joint-paper to major journal.
- UOF Trustee Jim Shephard and Office of International Affairs funding.

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**OIA: GLOBAL STUDIES INSTITUTE (GSI)****GOFCF FUNDED PROJECTS**

**The Ethics of Moral Technologies**  
 Department of Philosophy  
 University of Zurich

**Building Design, Construction, and Energy Efficiency**  
 School of Architecture  
 Royal Melbourne Institute of Technology

**Sustainable Urban Development in China**  
 Department of Planning, Public Policy, and Management  
 Tsinghua University

**Capital Budgeting with Multiple Divisions**  
 Department of Accounting  
 University of Vienna

**Neighborhood-Scale Air Pollution and Building Design**  
 School of Architecture  
 Institute for Advanced Architecture of Catalonia (IaaC)

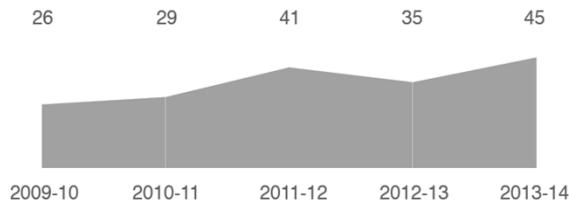
**Religion and Healing in Cross-Cultural Perspectives**  
 Department of English and Folklore Studies  
 University of Amsterdam

**The Physiology of Recovery from Exercise**  
 Department of Human Physiology  
 University of São Paulo

**Energy, Water, and Culture in South America**  
 Clark Honors College  
 Department of History  
 Pontifical Universidad Católica de Chile

**New Molecules and Superconductive Materials**  
 Department of Chemistry and Biochemistry  
 University of Copenhagen

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**OIA: GLOBAL STUDIES INSTITUTE (GSI)****PASSPORT PROJECT**

- To increase access to study abroad, particularly for students from families of modest means, first-generation students, and students of color.
- Provides a U.S. passport for Pell Grant-eligible students who will be a first time U.S. passport holder, show an interest in studying or interning abroad, and have at least a 2.5 cumulative GPA at the UO.
- Currently, U.S. passports cost \$135. Many students are from families with no passport holders. This simple first step can open possibilities not foreseen.

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**OIA: GLOBAL STUDIES INSTITUTE (GSI)****ACADEMIC EMBASSIES**

- OIA proposes a network of Academic Embassies, permanent offices in strategic global cities that harness UO excellence to serve host city needs, while building partnerships linking UO and host city students and faculty.
- Academic Embassies designed to link UO faculty and local faculty to develop an Applied Research Initiative that addresses global challenges in local context.
- Academic Embassies to develop study abroad and internship opportunities for UO students.
- Initial funds raised for Singapore and Hong Kong.

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## Agenda Item #4

College & Careers Building

## College and Careers Building Vision

*But yield who will to their separation,  
My object in living is to unite  
My avocation and my vocation  
As my two eyes make one in sight.*

Robert Frost, "Two Tramps in Mud Time"

**The Program:** The College and Careers Building (CCB) represents a new concept in university education—a College hall where students learn how their liberal arts education provides the foundation for academic, career, and lifelong success. In this building, students from across the 46 majors of the College of Arts and Sciences (CAS) will:

- develop fundamental communication and reasoning skills;
- apply the critical reasoning skills at the heart of their liberal arts education to issues in the university, the community, and the world outside the classroom;
- integrate their passions and interests with their academic and career choices; and
- find an academic home in the midst of a large college.

To achieve this, we will assemble people and programs that encourage critical thinking, support publicly engaged studies, and help students explore the multitude of paths that lead from their particular studies.

The building will house personnel in four broad categories:

1. Advisors, who connect students' academic interests with practical experience and career paths through outward-focused or experiential programs;
2. Faculty and Graduate Teaching Fellows, who teach and provide advising for foundational academic programs that develop reasoning and communication skills;
3. Faculty seeking to improve their teaching and scholarship through collaboration and experimentation; and
4. Administrators who oversee the College of Arts and Sciences and Career Center.

In addition, the building will provide a forum for employers, alumni, and community members to work with students, faculty and staff.

Many of the activities outlined above already exist on campus but in separate locations spread across the 53 buildings of CAS. By bringing such activities together in one building, we can help students discover these opportunities earlier in their college careers—and encourage interaction among the faculty, staff, employers, professionals, and alumni who participate in our programs.

A unique element of the building is the integration of the Career Center (CC) with the academic enterprise, thus introducing students at an early stage to skills and connections that few faculty possess. With close collaboration among CAS faculty and CC advisors, the building will unite the intellectual adventure of a liberal education with the exhilaration of doing what matters to each individual. We think Robert Frost would approve.

**The Building and its Use:** The College and Careers Building will be a roughly 50,000-gsf state-of-the-art, vibrant, diversely populated building where the benefits of collaboration across academic fields are realized, not just in research and teaching but also in administration and service. A math teacher chatting with a student after the class can walk with the student to an academic advisor for questions about the major, to a career advisor to talk about courses and career planning, or to the Community Literacy Initiative office to learn about tutoring in middle schools. Faculty, programs, courses, and services that have a high impact on student learning and success will be neighbors in the CCB, where they can work together to provide foundational skills, foster creativity, facilitate experiential learning, arrange undergraduate research opportunities, and help students connect their college education to their future aspirations. In addition to housing innovative, interdisciplinary programs, the building will provide space for both general university classrooms (scheduled by the Registrar) and shared classrooms, breakout and informal meeting spaces, CAS administration offices, an embedded Career Center, and reception/networking areas. Active learning classrooms, interview rooms that double as tutorial spaces, and a variety of student study and gathering spaces will assure that the building is welcoming, inspiring, and accessible to all. Universal and sustainable design will reflect and promote these core values of the University of Oregon and will be an integral design feature of the building, the art work within it, and the programs that take place there.

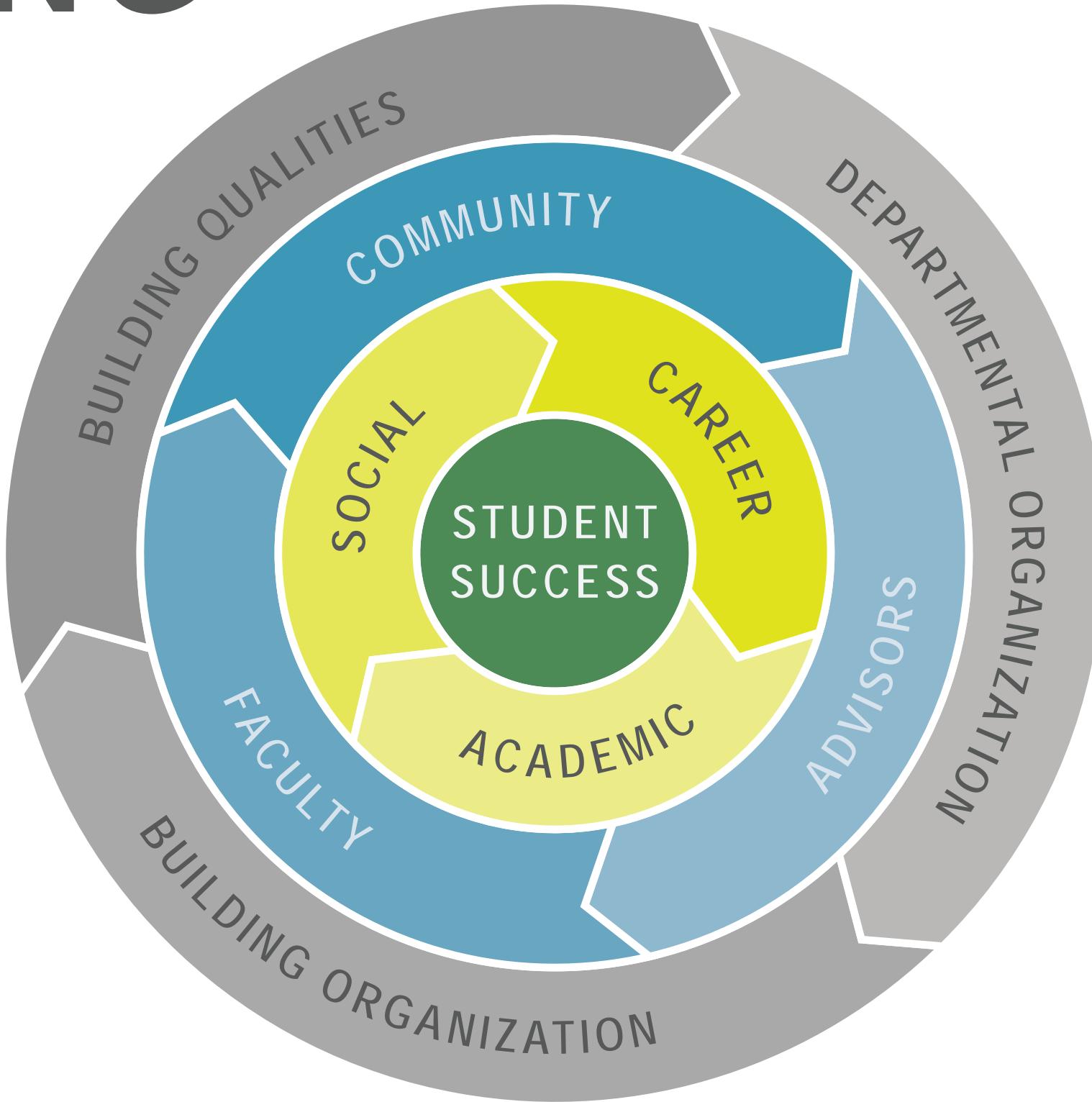
The design and layout of the CCB will support integration and fluid interaction among programs through spatial proximity, transparent connections, and strategic placement of shared facilities. Students will experience the building as a journey begun as freshmen and continued to their point of launch as graduates. Academic programs like English Composition and beginning Mathematics will draw many new students to the building. There, they will encounter other students, faculty, and staff working as institutional neighbors in various student-success programs. They will find advisors who can connect their academic interests with practical experience—perhaps in ways they hadn't imagined. They will be welcomed into high-tech, yet personally engaging, spaces that are also used for events and gatherings. Formal and informal learning spaces will be intermingled with CAS and CC reception and networking areas, advising pods, student and faculty project spaces, and CAS and CC administrative offices. Spaces will be as adaptable and scalable as possible—varying in the degree to which they are active or passive, open or protected, in order to accommodate different levels of interaction. Indoor and outdoor spaces will work together and will integrate aesthetically and functionally with the core of campus. The building will invite the flow of pedestrians and take its natural place within the campus environment.

## 2. Programmed spaces

- **Advising**
  - Includes university-wide, CAS, and CC academic and career advising/counseling
  - CC current space allocation (listed under Administration) includes these spaces. CAS academic advising is scattered throughout departments and units; it is anticipated that approximately 10 academic advisors will be relocated to the CCB
- **Outward-focused and experiential programs**
  - Includes community outreach, experiential programs, internships, *practica*, undergraduate research, scholarship, and networking opportunities
- **Foundational academic programs** that develop reasoning and communication skills
  - Includes English Composition and beginning Mathematics
- **Incubator space** to encourage and support faculty collaboration and experimentation
  - Includes space for faculty to develop new curriculum, courses, and approaches to teaching
- **Registrar-controlled classrooms and associated spaces**
  - Includes programmed and un-programmed spaces
  - Will include minimum of 300-seats in variety of sizes and configurations, which will be shared with CAS and CC during unscheduled hours
- **Shared classrooms/seminar and associated spaces**
  - Shared by CC and CAS, includes programmed and un-programmed spaces
- **Shared meeting, team, interview, and advising spaces**
  - Shared by CC and CAS, includes both scheduled and unscheduled spaces
  - CAS and CC current space allocations (listed under Administration) include some of these spaces, which can be reconfigured to achieve the building vision
- **Administration**
  - CC administrative spaces
    - Total program is currently allocated 4,206-sf in Hendricks Hall
    - Assume an additional 10% required for growth/right-sizing
    - Current staff numbers: 10 OA's, 11 classified, 6 GTF, 13 student workers
  - CAS Deans Office
    - Total program is currently allocated 5,861-sf scattered within several buildings
    - Assume an additional 10% required for growth/right-sizing
    - Current staff numbers: 1 Dean, 5 Associate Deans, 2 Assistant Deans, 20 OA's, 6 classified, 2 temporary employees, 6 student workers

# CONCEPT DIAGRAM **BUILDING**

Student Success





## Agenda Item #5

### Access and Opportunity Initiative

President Schill recently introduced the campus to the “Oregon Commitment”, which is a goal to increase UO’s graduation rate by at least 10% by 2020 through a series of initiatives and investments totaling \$17 million. Below is a summarized explanation of the seven core components of the Oregon Commitment.

#### ***Expanded Scholarships and Financial Aid***

A major focus of the University of Oregon’s \$2 billion fundraising campaign will continue to be access and opportunity for students, building on generous gifts to several scholarship funds as well as to PathwayOregon. With a generous gift in 2014 that grew Pathway by 30%, more than 2,000 students are on campus with tuition covered through that program, which also provides critical advising services that help ensure students are successful once enrolled. The Oregon Commitment will add \$150,000 per year for additional advising services within the Pathway program. We will continue to educate policy makers in Salem about the direct correlation between state investment and the price of tuition, aggressively working to improve state appropriations. As part of our federal agenda, we will continue to advocate for tools – such as Pell Grant funding – that are critical to college affordability.

#### ***Reinvention of Advising and Tutoring Services***

The UO will invest more than \$500,000 per year to reinvent advising and tutoring programs with the singular objective of increasing student retention and timely graduation. This funding will allow the UO to expand much-needed – and effective – services directly aiding students. The funding, though, is not enough. The UO needs to better coordinate the myriad advising services occurring throughout distributed offices on campus. To accomplish this, the UO will hire a “retention czar” and three additional undergraduate advisors. This new position – an Associate Vice Provost for Student Success – will coordinate advising efforts across the campus, ensure that all students receive the academic counseling needed and deserved and be responsible for meeting the 10% increase in timely graduation by 2020. This work will be bolstered by the Student Success Collaborative, a data-analytics system that will help us track student progress and identify which students are most at risk (academically and financially) so that students are connected with the specific resources most needed.

#### ***Graduation Completion Grants***

Too often, students nearing completion of their studies run out of financial aid and loan capacity, causing them to walk away from a near-finished degree due to financial constraints. Part of the Legislature’s 2015 reinvestment in higher education will go specifically to graduation completion grants for more than 100 juniors or seniors who are at the highest risk of dropping out for financial reasons. The program will provide more than \$1M annually to at-risk students needing a bridge to graduation.

#### ***More Talented Teachers and Researchers***

The UO will hire more faculty in order to expand the number of teachers and researchers, and those hired to join the UO community will understand that four-year graduation is an institutional priority. Enhanced faculty numbers will allow for more class options and increased research potential for students. Moreover, these talented teachers and researchers will help spark students’ curiosity and inspire problem solving to shape Oregon’s future.

### ***Structural Changes to Incentivize Timely Graduation***

The University will explore best practices and innovative ideas around structural improvements that can aid with timely graduation. For example, a tuition guarantee program may incentivize completion in four years since a fifth year may involve a tuition increase and a tuition plateau would enable students to take additional courses at a reduced – or perhaps even at no – extra cost. The UO will work with faculty and deans to ensure each degree-granting unit and each major develops four-year graduation plans and support for evaluating degree progress. Additionally, the UO will seek structural improvements to ensure it has class offerings and a classroom utilization schedule that maximizes opportunities for students to get credits necessary for graduation. Structural improvements to how the university models its budget could also result in more appropriate alignment of resources with departments and programs.

### ***Expanding Student Engagement Programs***

Research shows that student engagement programs can help with retention and timely graduation. The more connected to the university a student is outside the classroom, the more likely he/she is to graduate. Being welcomed, respected, connected, included, and engaged in a campus free from discrimination and harassment only benefits students and improves student success. The UO has successful student engagement programs such as Academic Residential Communities (ARCs), Freshman Interest Groups, study-abroad, undergraduate research opportunities, study abroad programs and other co-curricular activities that help students connect, engage, thrive, and be more successful in college (not to mention beyond). The UO is dedicating an additional \$60,000 a year to support academic residential communities. Additionally, the institution will continue to look at ways to expand these successful endeavors and add more collaborative, student-engagement opportunities to its portfolio.

### ***Pipeline Programs and Improvements in K-12 Education***

The UO will continue to support pipeline programs and efforts to improve the quality of K-12 education in the state. This includes effective programs such as SAIL (Summer Academy to Inspire Learning), which introduces low- and moderate-income students to the possibility of college, and the Oregon Young Scholars program, which provides middle and high school students of color time on the campus to see themselves as college-bound. This also includes the ongoing work within the College of Education, one of the leading agents of change for successful interventions, teacher training, student support, and pipeline programs. Current and future grants to the College will accomplish things like improved outcomes for K-12 students, better understanding of educational and psychological issues impacting teachers and learners, improved skills for professional educators.