UNIVERSITY OF OREGON

August 28, 2019

TO: The Board of Trustees of the University of Oregon

FR: Angela Wilhelms, Secretary

RE: Notice of Academic and Student Affairs Committee Meeting

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: the provost's standing report, university student success initiatives, learning outcomes and assessment, university leadership and faculty development initiatives, the research annual report, and the Urbanism Next program.

The meeting will occur as follows:

Thursday, September 5 at 10:00 a.m.
Naito Building (LCB Portland) Room 136 | 109 NW Naito Parkway, Portland

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

Sign language for the deaf or hard of hearing should be requested at least 48 hours in advance of the posted meeting time by contacting Jennifer LaBelle at (541) 346-3166 or emailing trustees@uoregon.edu. Please specify the sign language preference.

Board of Trustees | Academic and Student Affairs Committee
Public Meeting | September 5, 2019 | 10:00 a.m.
Naito Building, Room 136

Convene
- Call to order, roll call
- Approval of March 2019 minutes (Action)

Provost's Quarterly Report

1. **Student Success Initiatives Semi-Annual Report:** Kevin Marbury, Vice President for Student Life; Sarah Nutter, Dean of the Lundquist College of Business; Julia Pomerenk, Assistant Vice President and Registrar; and Doneka Scott, Vice Provost for Undergraduate Education and Student Success.

2. **Accreditation Update – Learning Outcomes:** Ron Bramhall, Associate Vice Provost for Academic Excellence; Chuck Triplett, Associate Vice President for Academic Infrastructure

3. **University Leadership and Faculty Development Initiatives:** Sierra Dawson, Associate Vice Provost for Academic Affairs

Anticipated Recess for Lunch

4. **Research Enterprise Annual Report:** David Conover, Vice President for Research and Innovation

5. **Academic Area in Focus – Urbanism Next:** Nico Larco, professor of Architecture, and Becky Steckler, program manager

Meeting Adjourns

Agenda Item #1

Semi-Annual Report on
Student Success Initiatives

Student Success Update

Board of Trustees

September 5, 2019

STUDENT SUCCESS GUIDING PRINCIPLES

1 **Our student are OUR students**
regardless of college, major, program, or class participation.

2 **Every student can succeed**
leaving UO with a degree in hand, in a timely fashion, most in four years.

3 **We remove institutional barriers**
we take an institutional barrier approach, not a student deficiency model
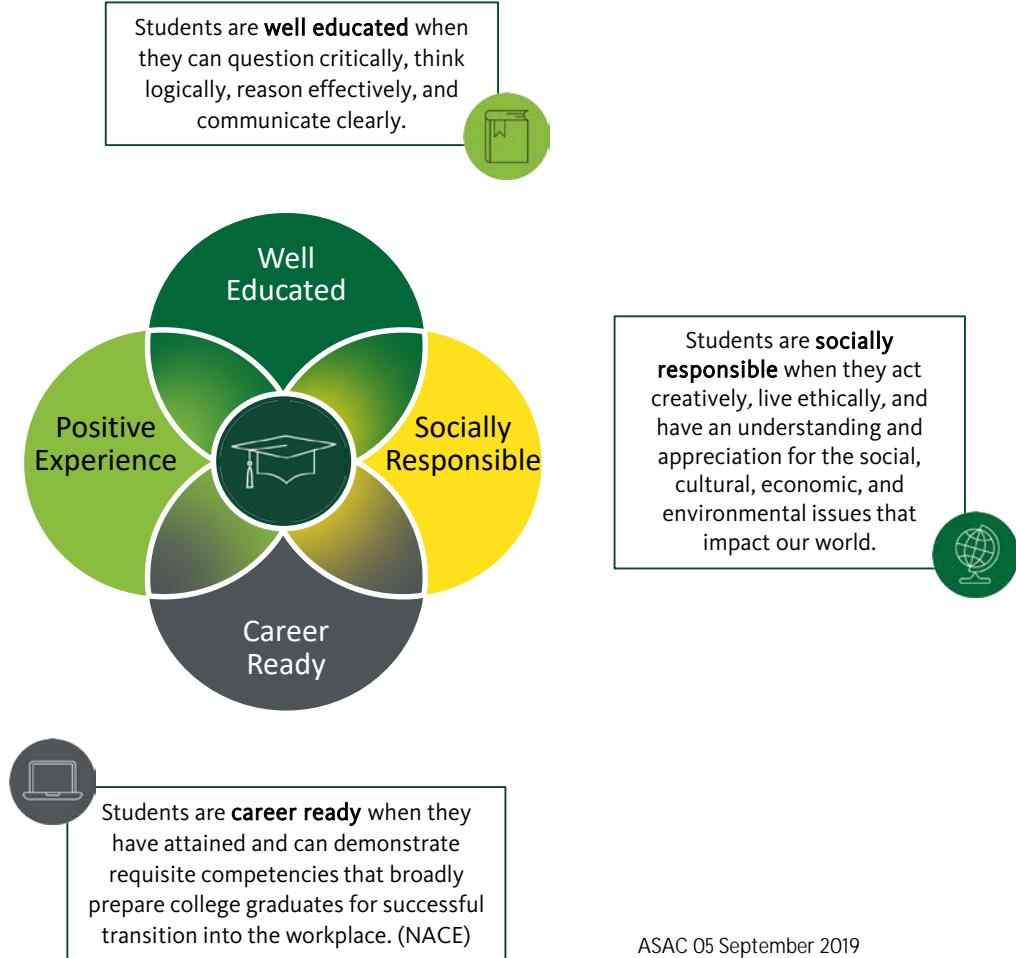to address gaps in student success.

4 **Student success is everyone's everyday work!**

What is Student Success?

Our students will **graduate** from the University of Oregon having had a **positive experience** and will be **well educated**, **socially responsible**, and **career ready**.
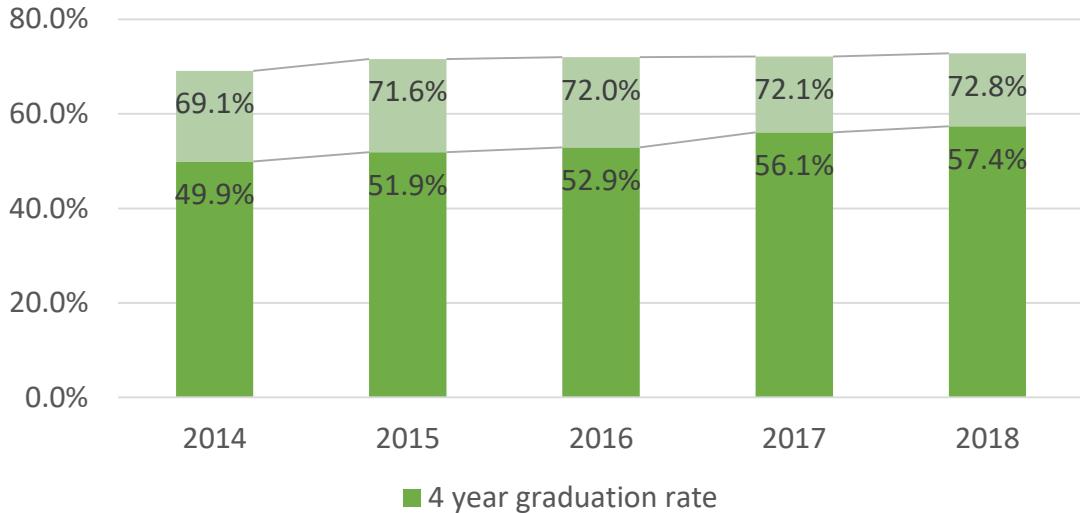
Students are **well educated** when they can question critically, think logically, reason effectively, and communicate clearly.

Students have a **positive experience** when they are academically and socially integrated into the institution.

Students are **socially responsible** when they act creatively, live ethically, and have an understanding and appreciation for the social, cultural, economic, and environmental issues that impact our world.

Well Educated

Positive Experience

Socially Responsible

Career Ready

Students are **career ready** when they have attained and can demonstrate requisite competencies that broadly prepare college graduates for successful transition into the workplace. (NACE)

Graduation

Students will graduate in a timely fashion.

Graduation rates are improving...

but there is more to do.

Student Success: Phase I Priorities

Coordinated Advising

Student Success

Coordinated Curriculum

Infrastructure Building

PHASE I PROGRESS:
- Advising philosophy and culture
- Presidential investment in Tykeson advisors
- Development of a cohesive advising syllabus
- Exit survey creation/launch
- "Finish-in-Four" campaign launched
- SSC Campus implementation
- Targeted advising campaigns
- Alignment with best practices and engagement with national organizations/efforts
- Transfer student support
- Enhanced peer advising
- Increasing credit loads
- Integrated academic and career advising
- Improved communications
- Development of "Flight Paths"

PHASE I PROGRESS:
- Four-year degree plans
- Major declaration policy
- Course repeat policy
- Math placement (ALEX) and remediation changes
- Course sequencing solutions (e.g., Chemistry)
- Enforcement of pre-requisites
- Expanded supplemental instruction for courses high in drop, fail or withdrawal (DFW) rates
- Revitalization of core education multicultural requirements
- Core education learning outcomes aligned with mission statement and accreditation standards → course review underway

Student Success: Phase II Priorities

Student Populations

Transfer Students
Underrepresented Minorities (URM)
First-Generation Students
Pell-Eligible Students

Institutional Initiatives

Expanded Advising
First-Year Experience
Curricular Initiatives
Career Readiness

Ensuring Transfer Students Success

Lead: Division of Undergraduate Education and Student Success

Key Partner(s): Student Life, Admissions, University Housing

Transfer Students: Common Challenges

Sense of belonging
- Meeting people/making friends
- Lack of diversity in students and faculty

Resources and support
- Accessing resources and support
- Planning courses/schedules

Transition
- Differences between community college and university
- Credit transfer
- Community college advisors not having correct/enough information

Transfer Students: Next Steps

Current Work
Development of a holistic action plan.
Realigned staff positions with added focus on transfer student transition and experience.

Next Steps/Priorities
Establish clear transfer student success goals.
Launch a transfer student resource website.
Build transfer student First-Year Experience.
Partner with Lane Community College and the Oregon Community Colleges Association to improve transition experiences.

Closing the Opportunities Gap
Underrepresented Minorities (URM)
First-Generation Students
Pell-Eligible Students

Lead: Division of Undergraduate Education and Student Success

Key Partner(s): Division of Equity and Inclusion

Achievement Gap: Next Steps

Current Work
Hiring of a director of student success analytics (search underway).
Building a collaborative relationship between divisions.
Participation "Powered by Publics" transformation cluster with other APLU institutions.

Next Steps/Priorities
Conduct comprehensive data analysis to inform next steps.
Goal setting (with APLU Transformation Cluster).
Develop action plan in collaboration with DEI.

Advising Expansion

Lead: Undergraduate Education and Student Success

Key Partner(s): University Career Center (Student Life), Center for Multicultural Academic Excellence (Equity and Inclusion), Academic Units (schools/colleges academic/career advising staff)

Tykeson Hall and Oregon Hall Advising...
open for business!

Advising Expansion: Next Steps

Current Work
23 new advisors settling into Tykeson Hall and undergoing training.
Integrating academic and career advising.
New directors hired for Tykeson Advising and the Career Center.

Next Steps/Priorities
Develop and execute an assessment plan, including a tool to measure ROI.
Implement a degree progression tracking model.
Expand targeted advising strategies campus-wide.
Identify stable funding for initial Tykeson investments.

First-Year Experience
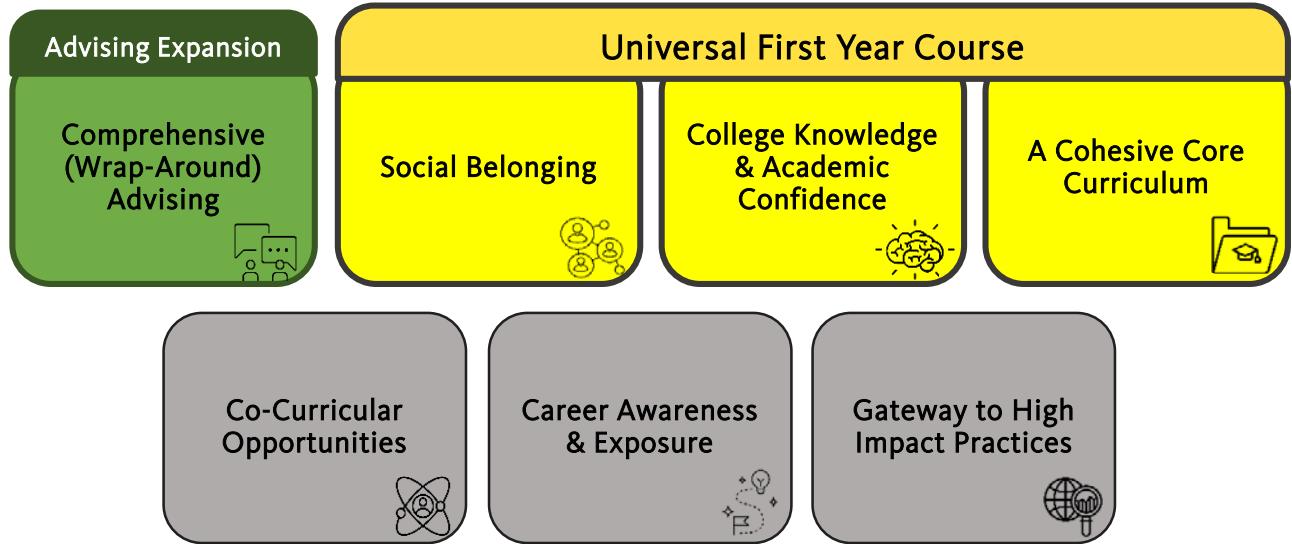
Lead: Undergraduate Education and Student Success

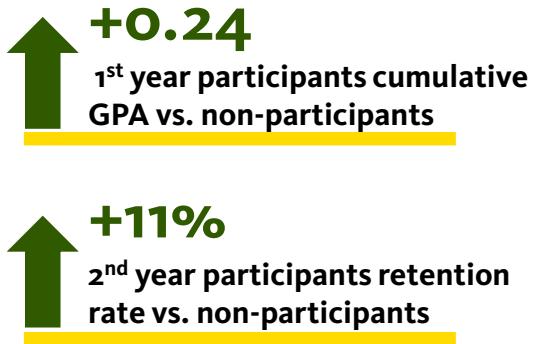**Key Partner(s): University Housing, Student Life, Academic Units**

UO First Year Experience Key Elements

Advising Expansion

Comprehensive (Wrap-Around) Advising

Universal First Year Course

Social Belonging

College Knowledge & Academic Confidence

A Cohesive Core Curriculum

Co-Curricular Opportunities

Career Awareness & Exposure

Gateway to High Impact Practices

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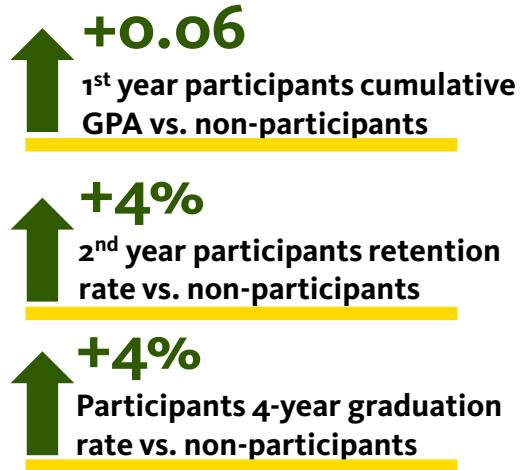
First-Year Experience: Examples in Practice

Academic Residential Communities (ARCs)

+0.24
1st year participants cumulative GPA vs. non-participants

+11%
2nd year participants retention rate vs. non-participants

First-Year Interest Groups (FIGs)

+0.06
1st year participants cumulative GPA vs. non-participants

+4%
2nd year participants retention rate vs. non-participants

+4%
Participants 4-year graduation rate vs. non-participants

First ARC cohort is the class of 2020 (no graduation rate data yet)

First-Year Experience: Next Steps

Current Work
Creation of "flight paths" (areas of interest) for advising and first-year experience.
Piloting "runways" associated with core education.
Administrative restructuring to focus on and better align FYE work.
Implementation of live-on requirement.

Next Steps/Priorities
Assessment of the runway pilot project and other FYE components' effectiveness (such as ARCs, FIGs).
Develop a scalable first-year experience model, including prioritization of component parts.

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Curricular Initiatives

Lead: Undergraduate Education and Student Success

Key Partner(s): Office of the Provost, Faculty and Academic Units, Shared Governance Partners, Online Education

Curricular Initiatives

Current Work
Implementing new Core Education requirements Fall 2019.
Assessing outcomes of remediation replacement math course

Next Steps/Priorities
Align supplemental instruction/academic support with high DFW courses.
Strengthen community college/transfer curricular paths.
Develop online education course offerings.
Identify curricular bottlenecks impacting degree progress—and then implement solutions to alleviate bottlenecks.
Coordinate with new Director of Assessment in the Teaching Engagement Program on metrics and tools to assess learning outcomes.

Career Readiness

Lead: Division of Student Life (Career Center)

Key Partner(s): School/College Career Staff, University Advancement (UOAA, Industry Partnerships)

Career Readiness

Current Work
Hired a top-notch executive director for the Career Center.
Adoption of career readiness competencies as the foundation for this work.
Integrated career and academic advising.
Move to a more robust, campus-wide career success software program.
Increase participation in the Student Employment Enhancement Program.
Improve data collection and participation in the First Destination Survey.
Reorganize the University Career Center with a focus on career readiness.

Next Steps/Priorities
Increase department/supervisor participation in effective programs.
Increase participation in the First Destination Survey to enhance data.
Direct measurement of students' career readiness skills (critical thinking, civic engagement, etc.) through the Career Development Experiences Research.
Implement a campus-wide career readiness effort.

Measuring our Success

Possible Performance Metrics

The next major task for this initiative is to develop specific, articulable metrics for success. Examples include...

Outputs:
Increased retention and graduation rates.
Increased cumulative GPA after years one and two.
Increasing positive experience indicators from student surveys.
Improvements in key milestones such as degree declaration date, average course loads, and status toward degree after two years.
Improved time to degree.

Inputs:
Increased number of underrepresented students served by CMAE.
Increased number of transfer students served through services such as advising.
Increase the number of students participating in FYE programs.
Increased number of Pell-eligible and first-generation students receiving wrap-around advising (the PathwayOregon model).
Increased number of students completing an experiential learning opportunity.

What's Next?

Moving on Our Priorities:
Timeline and Next Steps

Fall 2019	Winter 2020	Spring 2020	Summer &Fall 2020	AY 2020-2021
• Community college partnership(s) • Set the goal for achievement in closing the opportunities gap • Establish clear transfer student success goals • Implement expanded targeted advising efforts • Identify key metrics and data sources for all components	• Identify curricular bottlenecks impacting degree progress • Develop a strategic academic support plan • Finalize and communicate key metrics and data sources • Conduct comprehensive data analysis of opportunities gaps	• Build a transfer student resource website • Establish degree progression tracking • Develop a campus-wide career readiness effort • Finalize timeline, action, assessment, and communication plan for each initiative	• Assess Core Ed Runways • Assess advising investment effectiveness • Strengthening community college/transfer curricular paths • Develop a plan for closing the opportunities gap in collaboration with Division of Equity and Inclusion	• Build transfer student First-Year Experience • Develop a scalable First-Year Experience program model • Implement a campus-wide career readiness effort

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Thank You!

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University of Oregon Student Success – Highlighted Initiatives

Our students will **graduate** from the University of Oregon having had a **positive experience**
and will be **well educated**, **socially responsible** and **career ready**.

Graduation	Positive Experience	Well Educated	Socially Responsible	Career Ready
AAU STEM Grant Project	Climate survey (implementation in AY2019-20)	Academic Residential Communities (ARCs)	Core education requirement: Global Perspectives	Handshake
Elimination of remedial math courses (replaced by college-level entry math)	Get Explicit	African-American Speaker Series	Core education requirement: US Difference, Inequality and Agency	Integrated career and academic advising
Enforcement of Chemistry pre-requisites	IDEAL Framework, Diversity Action Plan	Core education learning outcomes	Core education learning outcome: Ethical reflection	Leadership Enrichment Internships
Expanded supplemental instruction for high DFW courses	IMPACT Program	Continuous improvement and evaluation of teaching	Holden Center for Leadership and Community Engagement	Oregon Consulting Group
Graduation grant	Student Wellbeing and Success Initiative	Diversity Excellence Scholars Abroad Scholarships	Media and Social Action/ Social Activism ARCs	Professional Edge Program
New Math placement	University Health Center Peer Health Educators	First-Year Interest Groups (FIGs)	Multicultural Center speakers and workshop programming	Student Employment Enhancement (SEE) Program
On Track On Time campaign	Wellness Ambassador Program	Summer Teaching Institute	Residential Curriculum Education Initiative	Undergraduate research opportunities
Targeted advising	Wrap-around advising expansion	Teaching Academy	Sustainability programming	Undergraduate Research Symposium

Agenda Item #2

Accreditation Update: Learning Outcomes

This meeting segment is focused on two related matters:

1) An update regarding the UO's mid-cycle accreditation evaluation, which will be in April 2021; and,
2) A discussion about the learning outcomes the UO established as part of its accreditation demonstration project.

Item (1) is a fairly straightforward update. Item (2) is meant to be more of a discussion with trustees about the UO's stated core education learning goals, including what those goals are, how the institution is preparing to deliver on them, and how the UO will assess and measure its progress relative to them. The content is not new to the board, but given the timing of the mid-cycle review it was appropriate to bring this back before trustees for additional review and discussion.
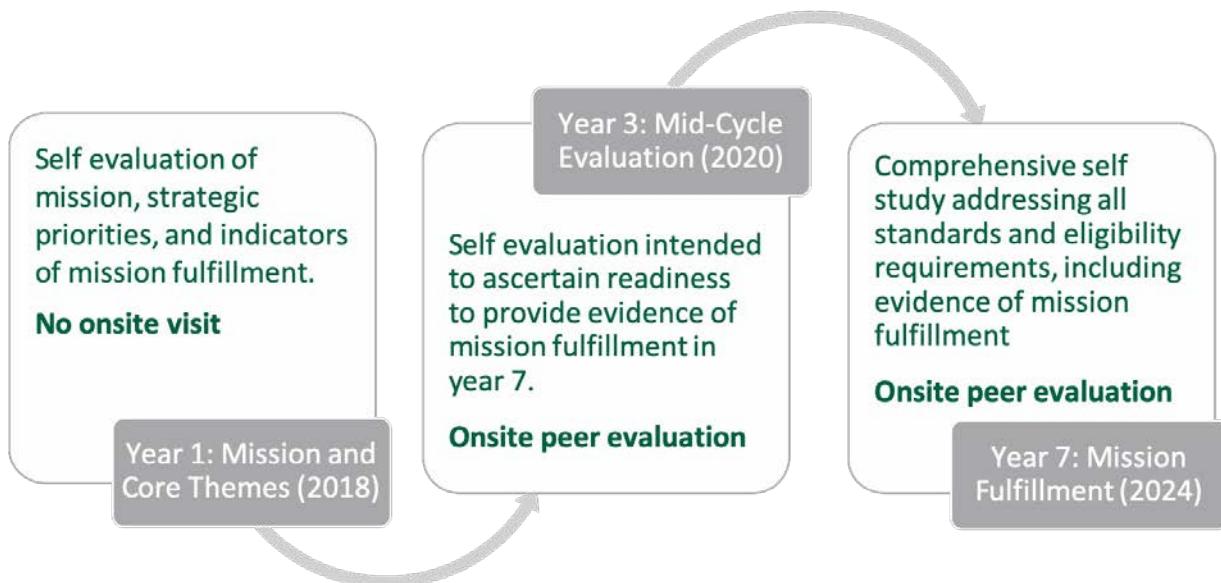
Accreditation Update: Learning Outcomes

September 5, 2019

UNIVERSITY OF OREGON | Office of the Provost

Regional Accreditation Refresher

- Northwest Commission on Colleges and Universities
- Required to be eligible for receiving federal funds
- Continuously accredited by NWCCU since 1918
- Most recently reaffirmed in July 2017
- Initiated a new 7-year accreditation cycle in 2018

Accreditation Cycle

Self evaluation of mission, strategic priorities, and indicators of mission fulfillment.

No onsite visit

Year 1: Mission and Core Themes (2018)

Year 3: Mid-Cycle Evaluation (2020)

Self evaluation intended to ascertain readiness to provide evidence of mission fulfillment in year 7.

Onsite peer evaluation

Comprehensive self study addressing all standards and eligibility requirements, including evidence of mission fulfillment

Onsite peer evaluation

Year 7: Mission Fulfillment (2024)

Current Standards of Accreditation
Approved by NWCCU in 2010

Standard 1: Mission and Core Themes

Standard 2: Resources and Capacity

Standard 3: Planning and Implementation

Standard 4: Effectiveness and Improvement

Standard 5: Mission Fulfillment, Sustainability, and Adaptation

Proposed New Standards

Under consideration by NWCCU for 2020 and beyond

Standard 1: Institutional Effectiveness

- Institutional Mission
- Institutional Effectiveness
- **Student Learning**
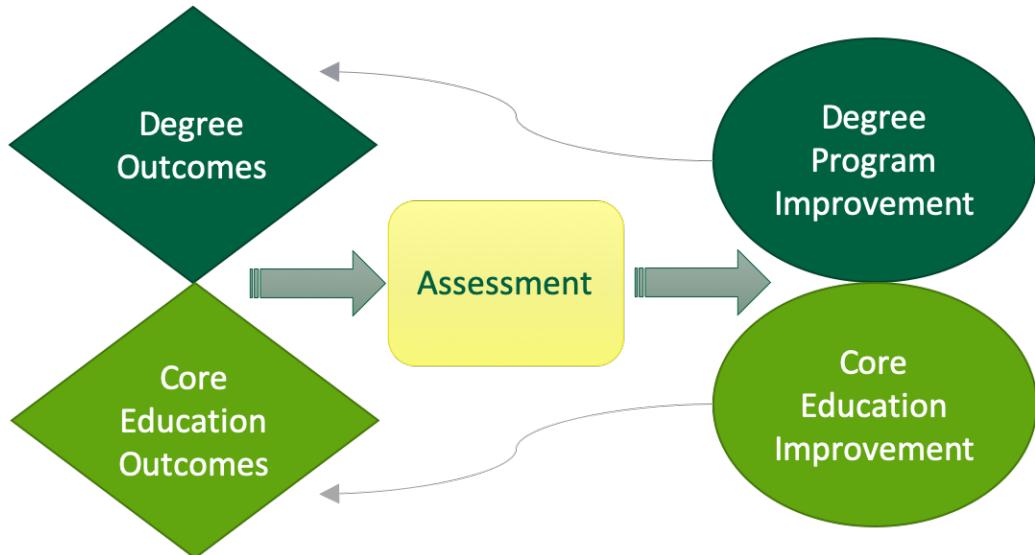- **Student Achievement**

Standard 2: Governance, Resources, & Capacity

Student Learning Outcomes

Excerpted from NWCCU Standards of Accreditation

- 1.C.3 The institution identifies and publishes expected course, program, and degree learning outcomes for all degrees, certificates, and credentials. Expected student learning outcomes for all courses are provided to enrolled students.

- 1.C.6 Consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) such as effective communication, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and information literacy that will be assessed across all associate and bachelors level programs or within a General Education curriculum.

- 1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty in establishing quality, assessing student learning, and improving instructional programs.

- 1.C.7 The institution uses the results of its assessment efforts to inform academic and learning support planning and practices that lead to enhancement of student learning.

Assessment of Learning Outcomes

Actions to Date

- 2016-17 – established guidelines and requirements for degree-level learning outcomes and assessment plans

- 2017-18 - Senate-approved Core Education Outcomes

- 2018-19 – began reapproving core education courses

- 2019 – hired Director of Research and Assessment in the Teaching Engagement Program

Degree Program Outcomes

- Each department charged with identifying degree learning outcomes, creating assessment plans and submitting annual assessment updates

- 90%+ compliance for undergraduate plans

- Graduate plans in process

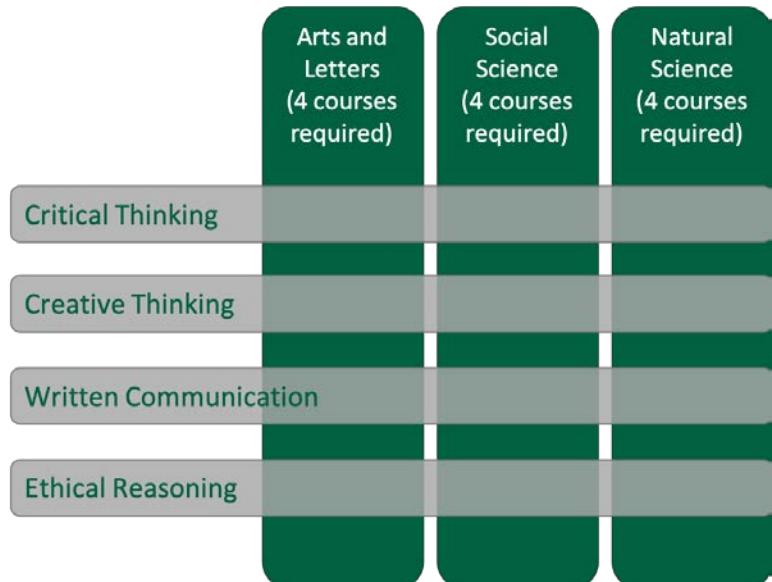# Core Education Outcomes – Mission-based

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals **question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically***.*

Core Education Learning Outcomes

Areas of Inquiry

Methods of Inquiry
(each course addresses 2 methods)

	Arts and Letters (4 courses required)	Social Science (4 courses required)	Natural Science (4 courses required)
Critical Thinking			
Creative Thinking			
Written Communication			
Ethical Reasoning			

Core Education Course Reapproval

- ~850 courses have to be reapproved against the new criteria

- Reapproval involves submitting a course proposal stating how course addresses at least 2 Methods of Inquiry

- Reapproval happening during summer of 2019, 2020, 2021

- Summer 2019 – 220 courses submitted
  - Creative Thinking – 52 courses
  - Critical Thinking – 185 courses
  - Ethical Reflection – 74 courses
  - Written Communication – 120 courses

Thank you.

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University of Oregon Regional Accreditation Cycle

The University of Oregon is quickly approaching the NWCCU Mid-Cycle Evaluation (MCE) which encompasses a brief self-evaluation report and a two-day site visit by peer-evaluators. The MCE is conducted in the third year of a seven-year accreditation cycle to ascertain an institution's readiness to provide evidence of mission fulfillment and sustainability in the comprehensive Year Seven Evaluation. The MCE self-evaluation report is an analysis of the mission, core themes (strategic priorities), and performance measures established in the Year One: Mission and Sustainability self-evaluation report, submitted to NWCCU in March 2018 and attached for convenience. The MCE self-evaluation is due to the NWCCU in March 2020 and peer-evaluators will visit the university April 20-21, 2020.

As we move forward in the process to complete a seven-year accreditation cycle initiated in 2018, the university finds itself in an interesting position. In late 2018, NWCCU initiated a process to revise its Standards for Accreditation. These revised standards are slated to go into effect in January 2020 and institutions scheduled for a "report or visit within the next three years" will have a choice to utilize either the 2010 or 2020 requirements. This choice is applicable to UO during the MCE but the Year Seven Evaluation, scheduled for 2024 will necessarily be completed under the 2020 Standards.

2020 Standards for Accreditation and Eligibility Requirements Revision

In accordance with U.S. Department of Education regulations and NWCCU Bylaws, the Commission began a review of its Eligibility Requirements and Standards for Accreditation in August 2018. A first draft of the proposed revisions was released for comment in February 2018. Numerous constituent groups including the: UO Provost, University Senate President, Statewide Provosts Council, Orbis Cascade Alliance, and American Association of University Professors, among others submitted feedback on the first draft. Stakeholder feedback was largely reflected in a second draft released in July 2020. The comprehensive review is scheduled to conclude in Fall 2019 with a vote of the NWCCU membership and the revised Standards and Eligibility Requirements are expected to go into effect in January 2020. Training and orientation on the revised standards is scheduled for November 2019 during the NWCCU Annual Conference.

Proposed revisions to the 2020 Standards and Eligibility Requirements are significant and exhibit an increased focus on promoting student success and assessing student learning and achievement. This is a focus that the university has actively been working to improve and the results of those efforts are demonstrable. It is also an area where the university has historically

struggled resulting in two "recommendations"[1] during the previous seven-year accreditation cycle:

1) The committee recommends that the University of Oregon intensify and focus its efforts to identify and publish expected course, general education, program, and degree learning outcomes; and

2) The committee recommends that a high priority be placed on developing and implementing the proposed new assessment strategy, that appropriate leadership and resources be committed to its implementation, and that faculty with teaching responsibilities be integrally involved at every stage.

The previous "recommendations" were successfully addressed during our 2017 Year Seven, Demonstration Project and 2018 Year One, Mission and Sustainability reports but the university must continue to demonstrate ongoing progress on these past commitments.

To that end, the Office of the Provost has initiated and is actively implementing many efforts to improve assessment at the University of Oregon:

1) Core Ed Council;
2) Core Education learning goals;
3) Program learning goals;
4) CAS Assessment Audit; and
5) TEP Assistant Director for Research and Assessment.

Core Education Learning Goals

The NWCCU Demonstration Project of 2014-17 identified a need to establish core education learning goals grounded in our mission. During the 2017-18 academic year, a newly formed Core Education Task Force established learning goals which were adopted by the University Senate on May 9, 2018. The learning goals, hereafter called "Methods of Inquiry," are:

- Written communication;
- Critical thinking;
- Creative thinking; and
- Ethical Reflection.

These goals are derived from the following part of the University of Oregon mission statement:

"The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals *question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically*."

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[1] Recommendations are areas identified as "substantially in compliance with Commission criteria for accreditation, but in need of improvement."

Each core education course that satisfies a "group requirement" (hereafter called "Areas of Inquiry") is required to address at least two of these learning goals. A 3-year process to recertify each core education course against the new criteria began in summer of 2019 and will be complete in summer of 2021. All courses newly seeking core education status are required to meet the new criteria.

	Arts & Letters	Social Science	Natural Science
Written Communication			
Critical Thinking			
Creative Thinking			
Ethical Reflection			

Having established core education learning goals, we now need to devise a useful and efficient approach to assessing how well students are progressing on these goals. To that end, a new position in the Teaching Engagement Program, TEP Assistant Director for Research and Assessment, was created and an offer was recently made and accepted. The person in this position will develop and implement a plan for assessing these learning goals on a regular basis to satisfy NWCCU standards and inform core education modifications as needed.

Finally, a permanent university committee, the Core Education Council, was established on February 14, 2018 and began meeting regularly during the 2018-19 academic year. The Core Education Council oversees that part of the University curriculum which is required of all undergraduate students. Currently that includes but is not limited to: group satisfying requirements; multicultural requirements; writing requirements; requirements for the Bachelor of Arts degree; and requirements for the Bachelor of Science degree.

Year One Self-evaluation Report

Submitted to the Northwest Commission on Colleges and Universities

March 15, 2018

Contents

Institutional Overview

The University of Oregon (UO) is a member of the distinguished Association of American Universities (AAU) and one of only two AAU universities in the greater Northwest. Although similar to its fellow AAU members in the quality of its research and teaching, UO's character is distinctly different, smaller, and more intimate in educational experience, with a research profile that is highly multidisciplinary. Designated a Carnegie "Doctoral/Very High Research Activity" institution, UO is a world class public teaching and research institution that offers over 300 comprehensive degree and certificate programs drawing from a breadth and depth in the liberal arts and sciences as well as professional programs.

Founded in 1876, the UO is one of seven public universities in the State of Oregon. The university enrolls approximately 24,000 undergraduate, graduate, and professional students from all 50 states and more than one hundred countries worldwide. The vast majority of undergraduate and graduate students are enrolled full-time (90.9%). Nearly 27% of the total students are students of color (26.8%) and 11.8% of the total population are international students. Approximately 25% of the undergraduate population are first-generation (24.2%) and/or Pell recipients (24.8%). The average age of undergraduate students is 21.3 and the average age of graduate students is 30.7 (Fall 2017).

The university is organized into nine distinct schools and colleges which include:

- College of Arts and Sciences;
- Charles H. Lundquist College of Business;
- College of Design;
- College of Education;
- Robert D. Clark Honors College;
- School of Journalism and Communication;
- School of Music and Dance;
- School of Law; and
- Graduate School.

UO enjoys notable, long-standing strengths in the sciences. Doctoral programs in anthropology, biology, geography, and psychology are ranked among the best in the nation according to the National Research Council. The university's College of Education is among the top 15 in the country and recognized for its exceptional contributions to the fields of behavioral and preventative sciences. Three of UO's law programs rank in the top 10 in the nation. The Robert D. Clark Honors College is the oldest honors college in the United States and is ranked in the top 10.

The interdisciplinary nature of scholarship at the UO is one of its greatest strengths, contributing to all aspects of the university's teaching, research, and service missions. In 2015-16, the UO awarded 6,571 bachelors, masters, doctoral, and professional degrees and certificates. Each degree, regardless of major, provides graduates with a broad-based liberal arts foundation—a hallmark of a University of Oregon education.

The UO is deeply committed to research, scholarship, and creative activities. Included among the 2,041 teaching and research faculty (2017), UO enjoys 1 MacArthur Fellow, 2 National Medal of Science Recipients, 2 American Cancer Society Fellows, 3 Pulitzer Prize Winners, 8 National Academy of Sciences

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Members, and 41 Guggenheim Fellows. In 2017, UO hired its first Nobel Laureate who has joined the UO Department of Physics as a Knight Research Professor.

The UO has more than doubled its research funding over the last twenty years to a total of $114.9 million in sponsored projects during fiscal year 2017. This is a particularly impressive achievement given that the UO has no schools of medicine, engineering, or agriculture. In 2015-16, UO researchers submitted 1,136 research proposals and despite cutbacks in federal funding they continue to successfully secure research funding from the Department of Health and Human Services, the Department of Education, and the National Science Foundation, among others. This success is driven in part by investments in interdisciplinary research centers which include the Institute for Molecular Biology, the Institute on Neuroscience, and the Prevention Science Institute. The Office of the Vice President for Research and Innovation is responsible for 30 distinct research centers, institutes, and core research facilities which account for more than half of all sponsored research dollars at the university.

The University of Oregon has an operating budget of nearly $1 billion and contributes $2.3 billion dollars to the state economy in both direct and indirect spending (Duy, 2015)[1]. This economic footprint includes $1.3 billion of direct impact from new economic activity and is made up of four primary drivers: university spending, student spending, visitor spending, and construction. The university supported more than 24,500 jobs in Oregon and of those, 8,500 were created as a result of dollars attracted from outside the state. UO faculty, staff, and students all contribute to the economic footprint of the state and region through their impact on the workforce and through discoveries and innovations that fuel new business development and improvements in the quality of life for people in Oregon, the nation, and the world.

It is with this societal impact in mind that the UO is engaged in an ambitious $1 billion initiative to accelerate the impact of research for the benefit of society. The Phil and Penny Knight Campus for Accelerating Scientific Impact is made possible by an extraordinary $500 million lead gift from Penny and Phil Knight, the largest gift ever made to a public research university. The first-phase of the new campus within a campus, is a $225 million, 160,000 square-foot construction project creating new laboratories and collaborative research spaces. The two buildings are slated to open in early 2020. Over the next 10 years, the Knight Campus will house an estimated 30 principal researchers and their teams, generate an estimated 750-1,000 new jobs and stimulate an estimated $80-$100 million in annual statewide economic benefits. The development of the Knight Campus builds on existing interdisciplinary strengths at the university, allows researchers to expand into new areas of science, and creates new educational opportunities for graduate and undergraduate students to engage in scientific discovery.

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[1] https://around.uoregon.edu/content/new-report-shows-uo-boosts-oregons-prosperity-billions-dollars

Preface

Institutional Changes since Last Report

The University of Oregon completed its Year 7 report in March 2017 as a part of the NWCCU unique Demonstration Project. Since that time, there have been a number of institutional changes to report.

Leadership Changes

In July 2017, Dr. Jayanth R. Banavar began his tenure as provost and senior vice president, replacing Dr. Scott Coltrane. Dr. Banavar joined the UO from the University of Maryland where he served as Dean of the College of Computer, Mathematical, and Natural Science. A distinguished physicist, Dr. Banavar earned his bachelor of science with honors and a master of science in physics from Bangalore University and his doctorate in physics from the University of Pittsburgh.

As a part of the provost transition and continuing under Dr. Banavar's leadership, the Office of the Provost established a new leadership structure designed to advance the university's strategic goals and create a more focused, nimble and sustainable support for academic programs, units, faculty, and initiatives. The redesigned structure established two new executive vice provost (EVP) positions and a new associate vice president and vice provost position. Dr. Scott Pratt was appointed to the position of EVP for academic affairs and Dr. Brad Shelton to the position of EVP for academic operations. Dr. Pratt, a professor of philosophy, formerly served as vice provost and dean of the Graduate School. In his EVP role, he is focused on defining and implementing high-priority academic priorities including supporting the development and success of faculty. Dr. Shelton, former senior vice provost, interim vice president for research and innovation, and professor of math, is responsible for developing the academic budget allocation and supporting academic planning, including the development of an institutional hiring plan for all tenure-track faculty. The associate vice president and vice provost for academic initiatives is the third new leadership position, helping to establish and implement key academic priorities and ensure productive relationships with the state and University Senate.

In accepting the EVP role, Dr. Pratt vacated his position as dean of the graduate school. Dr. Sarah Hodges, associate dean and professor of psychology is serving as interim dean while a national search is underway.

Marcilynn Burke joined the UO in July 2017 as the new dean of the School of Law. Dean Burke succeeds Michael Moffitt who served in the role since 2011.

Dr. Terry Hunt, dean of the Clark Honors College (CHC), left his position for a new role as dean of the University of Arizona Honors College in July 2017. Dr. Karen Ford, professor of English and divisional dean for the College of Arts and Sciences was appointed as the CHC interim dean.

In September 2017, Dr. Lisa Freinkel dean of undergraduate studies announced her return to the faculty. Dr. Dennis Galvan, vice provost for international affairs was appointed as the interim dean while retaining his current role in international affairs.

Dr. Kevin Marbury was appointed to the permanent position of vice president for student life in November 2017 following his successful service in an interim role since October 2016.

In November 2017, President Schill named Robert E. Guldberg the vice president and executive director of the Phil and Penny Knight Campus for Accelerating Scientific Impact. Dr. Guldberg joins the UO from

3

Georgia Tech, where he serves as Parker H. Petit Director's chair in bioengineering and bioscience and as the executive director of the Petit Institute for Bioengineering and Bioscience. Guldberg is also a professor in the George W. Woodruff School of Mechanical Engineering and the Wallace H. Coulter Department of Biomedical Engineering. He will join the UO in his new role in summer 2018.

Brad Foley, dean of the School of Music and Dance (SOMD) announced his return to the faculty in June 2017. Sabrina Madison-Cannon, associate dean of academic and faculty affairs in the Conservatory of Music and Dance at the University of Missouri-Kansas City will assume the new SOMD dean position in the summer of 2018.

Academic Policies

The University Senate approved a **Policy on Major Declaration** that was implemented in fall 2017. The policy establishes clear timelines for first-time, full-time freshman and transfer students to declare a major or see an advisor to assist in choosing a major or developing a plan to declare a major in the future. This policy supports comprehensive student success efforts established during the Demonstration Project and articulated in Core Theme 1 objectives.

Addenda: Response to Recommendations 1 and 2 of 2013 Spring Report

Recommendation 1

The evaluation committee recommends that the University of Oregon clarify its objectives and related indictors of achievement, ensuring that they are measurable, assessable, and verifiable, so that UO can collect the necessary information to prepare the year seven self-evaluation report (Standard 1.B).

Response to Recommendation 1

The following Year One Self-evaluation report clearly articulates objectives and indicators for each of the three core themes of: exceptional teaching and education; exceptional discovery; and exceptional service. Within the core theme sections, rationales are provided for each of the suggested indicators and great care is given to ensuring that they are "measurable, assessable, and verifiable" with a strong understanding that the objectives and indicators will inform our year seven self-evaluation reporting and be used to evaluate accomplishment of the related objectives and mission fulfillment.

Recommendation 2

The committee recommends that the University of Oregon intensify and focus its effort to identify and publish expected course, general education, program, and degree learning outcomes (Standard 2.C.1, 2.C.2, and 2.C.10).

Response to Recommendation 2

We began using an enterprise-wide course-approval system in 2015. As part of that new system, we require course learning outcomes for every new course proposal. In the last year, we've expanded that requirement to any existing course seeking approval for revisions. So, as we process new and revised proposals, we are increasing the percentage of courses in our system with learning outcomes.

As a result of our participation in the NWCCU Demonstration Project, we identified a need to review and revitalize our general education (what we are calling "core education") requirements. That review has resulted in a multi-year plan to enact changes. The first steps in that plan are underway this year and

4

include the formation of a standing senate council, the Core Education Council, which will be charged with oversight of all general education requirements. That council will be seated in AY 2018-19. In the meantime, a Core Education Task Force has undertaken the task of establishing core education learning outcomes aligned with our mission. Those are currently being reviewed by senate committees and the hope is to have those approved by the senate effective fall 2018. We are also currently continuing assessment pilots that began with the Demonstration Project in our writing composition program. The results of that pilot will inform the Core Education Council's efforts next year to scale and institutionalize an assessment plan for core education.

During the Demonstration Project, we established a requirement and process for each program and degree to create and publish learning outcomes and assessment plans. That work continues this year and, as stated in our last peer evaluation report, we are currently at about 80% compliance. The plan is to have 100% completion of those by January 2019. Details are posted on the Provost's Office website.

Mission, Core Themes, and Expectations

NWCCU Eligibility Requirement 2

The University of Oregon is one of seven institutions established as public universities in the State of Oregon by Oregon Revised Statute (ORS) 352.002. According to ORS 352.039(2), each Oregon public university is "an independent public body with statewide purposes and missions without territorial boundaries." The statute further directs that "a public university shall exercise and carry out all of the powers, rights and privileges, within and outside this state, that are expressly conferred upon the public university, or that are implied by law or are incident to such powers, rights, and duties."

Authority to award degrees is vested in the Board of Trustees for the University of Oregon by ORS 352.087(1)(q) which reads, "a public university listed in ORS 352.002 may:

> Subject to the procedures set forth in ORS 352.089, establish, supervise and control academic and other programs, units of operation and standards, qualifications, policies and practices relating to university matters such as admissions, curriculum, grading, student conduct, credits, scholarships and the granting of academic degrees, certificates and other forms of recognition."

ORS 352.089 requires that "any significant change in the university's academic program" be approved by the Oregon Higher Education Coordinating Commission.

NWCCU Eligibility Requirement 3

On August 14, 2013, Oregon initiated a significant reform to postsecondary governance in the state when the Oregon Legislature passed Senate Bill 270. The bill created institutional governing boards for the University of Oregon and Portland State University and pathways for Oregon's five other public universities to move towards institutional governance. Over the course of 2014-15, the State of Oregon established governing boards for each of Oregon's public universities, disbanding the Oregon University System and sun-setting the State Board of Higher Education. The Higher Education Coordinating Commission (HECC) was tasked with reviewing and approving mission statements for all the public universities in the state.

On July 1, 2014, the Board of Trustees for the University of Oregon assumed governing authority for the institution and initiated a process to review and revise the UO mission statement. The review process

5

was an inclusive one, beginning with a series of public input meetings and a call to the campus community to provide input via the web. Many community members took advantage of these opportunities and their feedback was used to create the following word cloud, demonstrating the emerging themes.

Using the feedback and analyzing many peer and AAU benchmark university mission statements, the Provost's Office proposed a revised mission statement to the Board of Trustees in fall 2014. It was formerly adopted by the Board on November 5, 2014 and approved by the Higher Education Coordinating Commission on June 11, 2015.

Standard 1.A Mission

Mission Statement

Serving the state, nation and world since 1876

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

Purpose

We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to fostering the next generation of transformational leaders and informed participants in the global community. Through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.

Vision

We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service.

Values

- We value the passions, aspirations, individuality, and success of the students, faculty, and staff who work and learn here.
- We value academic freedom, creative expression, and intellectual discourse.

6

- We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community.
- We value the unique geography, history and culture of Oregon that shapes our identity and spirit.
- We value our shared charge to steward resources sustainably and responsibly.

Represented within the mission are three core themes which serve as essential elements and collectively encompass the mission.

> *The University of Oregon is a comprehensive public research university committed to **exceptional teaching, discovery, and service.***

The university's mission statement also provides six clearly articulated learning outcomes.

> *We work at a human scale to generate big ideas. As a community of scholars, we help individuals **question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.***

These core themes and learning outcomes serve as the cornerstone of UO programming. They guide the allocation of resources and our efforts to educate students and impact society. The university mission statement is published widely on the UO website and in the Catalog of Courses.

Interpretation of Mission fulfillment

The University of Oregon mission statement clearly establishes the institution as a "comprehensive public research university" and articulates the three fundamental goals of nearly all modern research universities: teaching, research, and service. These three goals serve as the institution's core themes and yet, "mission fulfillment" can't be interpreted by equal progress or achievement in each core theme and can't easily be aggregated into a single measure of "fulfillment." During any given accreditation cycle, the institution begins by assessing different areas of opportunities and challenges which in turn, form the strategic priorities that guide institutional efforts and resource allocations during different periods of time. These strategic priorities are best reflected in the objectives and indicators described within and they support continuous improvement in mission fulfillment. Incremental progress on the university's strategic initiatives, objectives, and indicators provides evidence that the UO continues to improve in important aspects of its mission.

Articulation of an Acceptable Threshold

As a comprehensive research university, the thee-parts of our university mission of "exceptional teaching, discovery, and service" are inseparable from our identity. The UO aspires to continuously improve mission fulfillment by identifying and executing on strategic objectives that enhance performance but the success of these initiatives, or the lack thereof, does not speak to an acceptable threshold of mission fulfillment. The UO currently performs at a high-level in all aspects of its mission. Aspirations to increase performance must be viewed through the lens of continuous improvement and not as a threshold for mission failure.

Articulating an "acceptable threshold" of fulfillment requires considering at what level of performance the university would not meet baseline expectations in teaching, research, and service. To that end, if graduation rates significantly declined to below the national average and students did not graduate with the requisite knowledge and experiences to be successful in their communities, professional fields, or

7

ongoing educational work, UO could not claim to be fulfilling its mission. If UO was no longer a research-intensive university contributing innovations and discoveries to help advance society, improve health and well-being, and fuel economic development in the state and region, it would fail to meet its mission. These examples are illustrative of the minimal levels of success required to achieve the mission but they do not speak to the university's aspirations to enhance mission fulfillment through priority objectives and initiatives outlined in this self-evaluation.

Standard 1.B Core Themes

In 2016, President Schill established a strategic framework, entitled "Excellence" outlining three institutional priorities that guide our institution and the objectives within each of the three core themes.

1. Promote and enhance student access, retention, and success.
2. Enhance the impact of research, scholarship, creative inquiry, and graduate education.
3. Attract and retain high quality, diverse students, faculty and staff.

Core Theme I – Exceptional Teaching and Education

Exceptional teaching and education manifests itself in more than classroom instruction at the University of Oregon. An exceptional education is inclusive, engaged and research-led. As a residential community of scholars serving undergraduate and graduate students, this core theme exhibits itself in classrooms and laboratories, in co-curricular activities, and in experiential learning opportunities for all of our students. The University of Oregon purpose statement reads:

> We strive for **excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge.** We are **devoted to educating the whole person**, and to fostering the next generation of transformational leaders and informed participants in the global community.

At the University of Oregon, we seek to advance student success—defined by degree progress and quality of educational experience—through engaged, high-impact practices. Beginning in the fall of 2014, the University of Oregon joined three other institutions in a unique Demonstration Project with the NWCCU to explore how general education assessments could provide sufficient data to assess mission fulfillment. The University of Oregon used the Demonstration Project to engage in a comprehensive exploration of the strategic priority related to student success and in doing so, initiated many of the objectives that are identified here. Each of these objectives should be viewed in support of the overarching theme of student success and excellence in undergraduate and graduate teaching and learning.

Table 1: Exceptional Teaching and Learning– Objectives, Indicators, and Rationale

Core Theme I: Exceptional Teaching and Education		
Objective	Indicators	Rationale
A. Improve student progress toward degree	1. Advisor to student ratio	To effectively serve students, the university must have an adequate number of academic advisors to guide and support students through their academic planning.

8

Core Theme I: Exceptional Teaching and Education		
Objective	Indicators	Rationale
	2. Average time to completion	Lower average time to completion demonstrates efficient student progression and substantially reduces the cost of college for the student.
	3. Graduation rates	Graduation rates are an indicator of students' ability to access and successfully complete degree requirements.
B. Improve the quality of the student educational experience	1. % of students participating in a first-year experience annually	First-year experiences (e.g. residential learning communities, freshman experiences) are known to increase belonging, satisfaction, and retention.
	2. % of general education-satisfying courses reviewed and aligned to new standards	Revitalized general education standards will provide clarity of purpose for each group requirement and clear learning outcomes for students. An integrated core education with identified outcomes prepares students to become effective learners and creates a shared educational experience that promotes engagement and improves academic performance.
	3. % of students engaged in one or more high-impact practice by senior year	High-impact practices (e.g. undergraduate research, internships, collaborative projects) have been shown to improve retention and time to degree.
	4. % of students and faculty from diverse backgrounds (e.g. Pell recipients, students and faculty of color, women in science)	A diverse and inclusive campus enhances the student experience through learning with people from a variety of backgrounds.
C. Improve the quality of teaching across the institution	1. # of faculty participating in Teaching Engagement Program activities (e.g. workshops, programs, institutes, faculty learning communities)	Faculty trained in evidence-based teaching practices increase the likelihood of success for students taking their courses.
	2. # of Teaching Academy members	This is a measure of faculty engaged in improving teaching across campus. Higher membership represents more faculty engaged in evidence-based teaching practices and in turn, creates a critical-mass of faculty who have influence on teaching policies.

9

Core Theme I: Exceptional Teaching and Education		
Objective	Indicators	Rationale
	3. # of departments that implement policies and practices for the review of teaching that are aligned with the literature on evidence-based teaching	Robust policies and practices for the review of teaching allow for recognition and evaluation of teaching excellence in alignment with our goal to increase evidence-based teaching practices across the institution.
D. Support excellent graduate programs	1. # of PhD degrees awarded annually	Graduate programs contribute to the research and scholarship of the institution and enhance the university's reputation as a comprehensive institution.
	2. # of professional degrees awarded annually	
	3. # of masters degrees awarded annually	
	4. % of graduate students earning Graduate Teaching Initiative certificates	UO's Graduate Teaching Initiative helps graduate students to develop as creative and confident college teachers.

Objective 1.A: Improve student progress toward degree

Student progression and success are supported through multipronged initiatives spanning the institution. The UO is engaged in a concerted effort to develop and implement campus-wide, wrap-around advising plans to help students progress towards on-time completion. This work includes aligning advising resources across multiple divisions and within the schools and college to ensure that resources are strategically targeted to promote student success. Students who are supported with comprehensive advising and engaged in proactively planning their educational pathways are more likely to complete on-time, resulting in significant savings in the total cost of their university education.

Objective I. B: Improve the quality of the student educational experience

Through the Demonstration Project, the UO highlighted the importance of a cohesive, highly engaged educational experience for student success and is actively scaling many of the strategies piloted at that time. This includes important transition supports like first-year experiences and residential learning communities but also experiential learning through internships, undergraduate research experiences, and study abroad. The university is working to increase the number of these high-impact practices and to provide access to one or more of these opportunities for every undergraduate student.

The project also identified a clear need to review and revitalize our general education curriculum. Learning outcomes associated with core education had not been reviewed in some time and the preponderance of general education satisfying courses resulted in the potential for a disjointed experience for students. A UO Core Ed Task Force, formed in 2017, is now working to develop revitalization proposals for the UO Senate to consider, including aligning learning outcomes to our mission statement and discussing Core Education "themed clusters" to support a shared educational experience for undergraduate students. Our research on general education reform also convinced us that large-scale reform was unlikely to produce better outcomes for students. So, we've focused on alignment with the mission and streamlining requirements, while putting energy where the research suggests it will make a bigger difference—improving teaching across the curriculum.

10

Objective I. C: Improve the quality of teaching across the institution

Another benefit of the Demonstration Project was that UO engaged in significant discussions with the Center of Inquiry at Wabash College. Charles Blaich, Director, and Kathy Wise, Associate Director, are principal researchers on a large-scale, longitudinal study (2006-2012) to investigate critical factors that affect the outcomes of liberal arts education. Their research suggests that three practices consistently produce positive effects on students across both cognitive and affective domains:

1) Good teaching and high-quality interactions with faculty and staff;
2) Academic challenge and high expectations; and
3) Interactional diversity (referring to meaningful interactions between individuals of diverse groups as opposed to the presence of individuals of diverse groups).

Following an August 2016 visit to UO, Blaich and Wise applauded a number of "remarkable examples of faculty development programs" like the Teaching Engagement Program (TEP) but noted that the decentralized nature of our campus had the effect of creating pockets of high-quality experiences. We first formed a Teaching Academy as an organizing structure to define teaching excellence, and serve as an engaged advisory body. That effort resulted in a definition of teaching excellence that says it is "inclusive, engaged, and research-led," all of which are responsive to the findings of the Wabash study. To expand the impact of this innovative work to all undergraduate students, this objective aims to elevate teaching excellence as a Provost-supported priority, bring more clarity and coherence to these efforts, and to increase the use of evidence-based teaching practices across the curriculum.

Objective I. D: Support excellent graduate programs

Graduate education shapes the educational experience of all UO students. Graduate students contribute to the research and scholarship of the institution, support the teaching mission as instructors, and enhance experiential learning opportunities for many undergraduate students. These contributions are essential to a thriving comprehensive research university. Recognizing that many of our graduate students will become the next generation of university educators, TEP recently established a Graduate Teaching Initiative to provide graduate students resources to develop as effective teachers. The program helps to develop creative, confident, and well-informed teachers who will shape university teaching culture.

11

Core Theme II – Exceptional Discovery

Research, scholarship, and creative inquiry are central to the mission of the University of Oregon. Our vision statement (2014) reads:

> *We aspire to be a **preeminent and innovative public research university** encompassing the humanities and arts, the natural and social sciences, and the professions.*

As a member of the prestigious Association of American Universities (AAU), our identity as a highly productive public research institution is core to our mission and guides our collective decision-making in the selection of faculty, in the assignment of professional responsibilities, and in the allocation of our valuable resources. The University of Oregon also takes great pride in the diversity of our faculty's expertise and in our history as a liberal arts institution with a strong focus on the arts and humanities. It is with this in mind that we recognize that research and scholarship varies widely among our schools and colleges and that "exceptional discovery" takes many shapes across the sciences, arts, and humanities. University of Oregon endeavors to enhance the impact of research, scholarship, and creative inquiry and monitor the improvement in that impact through the use of appropriate measures of quality and excellence.

Over the past two years, the university has made considerable investments to enhance competitively funded research activities. These strategic investments are a concerted effort to raise the university's research profile and they necessarily influence the objectives put forward for this seven-year accreditation cycle. These investments include an increase in the number of tenure track faculty, competitive start-up packages, extensive laboratory renovations, a high performance computing facility and high-speed internet connectivity. In addition, the UO is launching the Knight Campus for Accelerating Scientific Impact, a $1 billion initiative that will add additional faculty and new research buildings, laboratories, and instructional space. Included in this strategy is an effort to increase externally sponsored research funding. This focus on externally-sponsored research should not be viewed as a statement of the value of sponsored research in comparison to other equally important types of scholarship and artistic creation.

Table 2: Exceptional Discovery – Objectives, Indicators, and Rationale

Core Theme II: Exceptional Discovery		
Objective	Indicators	Rationale
A. Increase faculty capacity to submit competitive grant proposals	1. # of proposals submitted to external sponsors	The number and value of proposals generated are indicators of the entrepreneurial activities of our faculty.
	2. $ value of proposals submitted to external sponsors	
	3. # of awards received from external sponsors	The number and value of extramural awards received indicate the quality of the research in the eyes of external sponsors.
	4. $ value of awards received from external sponsors	

12

Core Theme II: Exceptional Discovery		
Objective	Indicators	Rationale
B. Incentivize research, scholarship, and creative activity	1. # of tenured faculty	The number of tenured faculty demonstrate that faculty are meeting high expectations of scholarly work and is a peer-evaluated indication of research quality.
	2. # of PhD and other terminal degree awards	PhD and other terminal degree-seeking students perform independent research and make original contributions to their fields.
	3. # of postdocs	Postdocs support a thriving research environment by creating and disseminating new knowledge or supporting faculty principal investigators.
C. Increase the number of prestigious faculty and graduate student awards and honors	1. # of faculty with nationally recognized faculty awards and honors (e.g. National Academy, AAAS Fellows)	Prestigious awards and honors enhance the reputation of the university in the eyes of national peers and potential sponsors.
	2. # of NSF Graduate Research Fellows	NSF graduate fellowships recognize and support outstanding graduate students in NSF-supported disciplines.
D. Enhance the use of appropriate unit-level measures of quality, equity, and excellence in decision-making and resource allocation	1. % of academic departments with discipline-specific metrics of excellence	Discipline-specific quality metrics allow faculty to evaluate research and scholarship in relation to disciplinary expectations and guides university resource allocation to support excellence.

Objective II. A: Increase faculty capacity to submit competitive grant proposals

The goal of this objective is three-fold: 1) increase the number of major center or other large multi-private investigator grants; 2) diversify and expand our federal funding base; and 3) accelerate the rate at which faculty apply for awards. This effort will require a careful mapping of the strengths of UO faculty and the opportunities for external support, development of new programming, and an expansion of research development services provided through the Office of the Vice President for Research and Innovation (OVPRI).

Objective II. B: Incentivize research, scholarship, and creative activity

Faculty research and scholarship must be supported and incentivized through appropriate distribution of resources, professional responsibilities policies, performance evaluations, and in promotion and tenure decisions. To achieve the goals within this objective, the Office of the Provost and schools and colleges must incentivize research activities and align hiring decisions to clear areas of excellence within the university. This can be particularly important in encouraging inter-disciplinary research, drawing on the disciplinary expertise of individuals across a wide spectrum of the institution.

13

Objective II. C: Increase the number of prestigious faculty and graduate student awards and honors

Prestigious awards and honors enhance the reputation of the university, leading to more opportunities for external funding and increased faculty recruitment. To accomplish this objective, the UO must develop an institutional plan for nominating faculty including a process for identifying and cultivating potential honorees. The university currently does not have an organized system leading to isolated efforts at the departmental level and lost opportunities for eligible faculty.

Objective II. D: Establish goals, measure results, and communicate outcomes related to research productivity

The goal of this objective is to establish metrics to define research and scholarship excellence within each of the academic departments. It's understood that there are severe limitations to using faculty productivity tools for any number of disciplines. Still, there is great value in developing metrics that allow our faculty to compare their efforts within their fields to other faculty within and outside of our university, to track departmental performance over time, and to set goals for investment and improvement. The UO aspires to celebrate all forms of research, scholarship and artistic creation. Developing a baseline understanding of excellence in each of our disciplinary areas will allow us to incentivize and communicate the strength and impact of our faculty.

Core Theme III – Exceptional Service

Service is a fundamental value of the University of Oregon and a means for faculty and students to contribute their knowledge and expertise to societal needs and to the disciplinary professions. Service at the University of Oregon manifests itself in various forms: service to society, service to the profession, and service to the institution. Service is informed by the core themes of exceptional teaching and education, and exceptional research discovery. The University of Oregon purpose statement says:

> Through these pursuits, we **enhance the social, cultural, physical, and economic wellbeing** of our students, Oregon, the nation, and the world.

Service is one of the most direct ways that UO actively engages with communities outside of the institution to disseminate knowledge and discoveries that are gained through research and scholarship. Although an essential element of all public research institutions, faculty service is expansive and often vaguely defined or tracked. The UO currently has no centralized mechanisms to record faculty or student service and will use this accreditation cycle to improve our collection and analysis of the impacts of service in its myriad forms. These data will help UO develop additional indicators around service to institution, and report meaningful progress on the objectives and indicators listed below.

Table 3: Exceptional Service – Objectives, Indicators, and Rationale

Core Theme III: Exceptional Service		
Objective	Indicators	Rationale
A. Contribute to the economic vitality of the state and region	1. Economic footprint of university	The University of Oregon is an important contributor to the state and local economy through direct and indirect spending.
	2. Licensing revenue from discoveries and innovations	Licensing revenue is an indication of the impact that university discoveries and innovations are contributing to businesses and industry.
	3. # of patent applications, awards, and copyrights	The application and awarding of intellectual property protections demonstrate the unique innovations that faculty contribute to the economy.
B. Provide opportunities for students to engage with the community	1. % of seniors who have completed an experiential-learning opportunity (e.g. internship, practicum, field experience)	Internships and other experiential-learning opportunities allow students to apply their education within the community and gain benefits from real-world experiences.
	2. % of students who have studied abroad	Study abroad allows students to enrich their academic experience by engaging with global communities and cultures.
C. Advance college and career readiness in PreK-12 education	1. # of interactions with PreK-12 schools across the state	The University of Oregon enhances secondary education in Oregon through myriad interactions with PreK-12 students and educators.
	2. # of grant awards that directly impact Oregon schools	Grant awards are an important indicator of the resources that the university leverages in support of Oregon schools.

15

Core Theme III: Exceptional Service		
Objective	Indicators	Rationale
	3. $ value of College of Education grant revenue	The UO College of Education engages in cutting edge research and serves as a proxy for the university's commitment to supporting PreK-12 education in the state and nation.
D. Encourage faculty service to the professions	1. # of faculty serving in leadership positions in scholarly or professional organizations	Faculty service to the disciplines through engagement with professional organizations and journals is an important aspect of professional development and an indication of an engaged, productive faculty.

Objective III. A: Contribute to the economic vitality of the state and region

The UO is a significant contributor to the economic competitiveness of the State of Oregon. The current estimated economic footprint of the university is $2.3 billion but beyond the impact of our direct and indirect spending, the university fuels the workforce with highly-qualified graduates and through new innovations and discoveries. Intellectual property protections are an indication of the unique contributions that the university makes to support public and private sector communities. UO licenses these innovations to businesses and industries which generates income to support additional university research and stimulates new products and processes that benefit society.

The Knight Campus for Accelerating Scientific Impact, a 10-yr, $1 billion initiative to fast-track scientific discoveries into innovations that improve the quality of life for people in Oregon, the nation, and the world will allow UO to contribute even more to the economy of the State of Oregon. The interdisciplinary initiative builds off of the strong foundation of basic science at the university and is projected to generate between $80 million and $100 million of economic activity statewide and support between 750 to 1,000 jobs. In addition to the increased economic impact, the Knight Campus will transform student education at UO by creating more discovery-driven learning and access to scientific research.

Objective III. B: Provide opportunities for students to engage with the community

Experiential learning opportunities integrate learning goals with practical experiences to enhance the educational experience and contribute to student satisfaction and success. Practicums, internships, and service learning are important vehicles that allow students to observe and participate in the real-world application of skills and knowledge that they've earned through postsecondary study. The benefits of experiential learning are multifaceted and impactful on students, the institution, and community partners.

Faculty develop relationships with community partners such as local businesses, non-governmental organizations, or government agencies as they work to develop engagement opportunities. In doing so, they gain insights into the opportunities and challenges of these organizations and can support areas of need. Students benefit from practical experiences that improve learning outcomes but also contribute to personal, social, and career development. Finally, community partners benefit from additional resources to advance their goals and gain insights and innovations through new perspectives.

16

In a similar way, students who participate in study abroad also gain practical experiences in a global context that can advance their learning and contribute to satisfaction and success. Currently 24% of UO undergraduates study abroad. Global Education Oregon (GEO) offers more than 250 programs in 90 countries including international service-learning, research, and internship experiences that benefit UO students but also contribute to businesses and agencies in host countries.

Objective III. C: Advance college and career readiness in PreK-12 education

The University of Oregon has a strong history of supporting the PreK-12 education pipeline through direct interactions with faculty and students, and through the research and discoveries that improve learning environments and curriculum. As a public research university, the UO actively works to develop the capabilities of professional educators and clinicians while advancing the professional fields of education through research and evidence-based supports. UO faculty engage with PreK-12 schools across the state and support college and career readiness through myriad activities funded by grant awards. These awards provide valuable resources to Oregon schools and foster collaborative relationships between the university and PreK-12 institutions.

The College of Education is one of the most productive research colleges at the UO accounting for 38% of total awards received in FY17. The Department of Education funded approximately $22 million of federal awards at the university during that same year. UO College of Education grant revenue serves as a proxy for the university's commitment to supporting PreK-12 education in the state and nation.

In addition, the University is increasing its commitment to K-12 partnerships in the state through efforts such as the new Oregon Schools Research Network initiative (ORSN). While ORSN is still in its development phase, it is meant to be a partnership between the University of Oregon's College of Education and high schools throughout Oregon. Faculty will be able to have a direct impact on Oregon students by providing: educator professional development, practical research support and guidance, and dual-credit instruction in high schools around the state.

Objective III. D: Encourage service to the professions

Service to the professions enhances the quality of disciplinary or professional organizations and activities, thereby strengthening the discipline and providing a venue for faculty professional development. When faculty make contributions to their disciplinary associations and edit disciplinary journals they partake in important service to the profession and gain valuable experience that can enhance their teaching and research. Service to the profession includes activities like serving as a leader in an academic or professional association, organizing conferences, editing a professional journal, or serving on an editorial board of a journal. The number of faculty who participate in these important leadership positions is indicative of the perceived quality of UO faculty and an important aspect of UO's reputation as an AAU public research institution.

17

Conclusion

It is an exciting time at the University of Oregon. The university is committed to excellence in all aspects of its mission and core themes—exceptional teaching and education, exceptional discovery, exceptional service—and is aligning programming and resources to achieve its goals. President Schill's institutional priorities, first established in 2016, continue to evolve but remain a consistent guide:

- Building tenure-related faculty and promoting academic research;
- Ensuring affordability, access, and success for students; and
- Delivering a rich, excellent educational experience for students in an inclusive and diverse environment.

To achieve these priorities, the president launched a series of initiatives and is working with the provost, vice presidents, deans, faculty and staff to implement and sustain these efforts. Initiatives like the ambitious Knight Campus for Accelerating Scientific Impact and the Provost's Teaching Engagement Program are poised to change the way the university delivers education, promotes student success, and contributes to the state and the nation.

The core themes, objectives, and indicators described within this report align to these strategic initiatives and provide a framework for measuring progress over this accreditation cycle. During the next several months, the Office of the Provost will initiate a collaborative process to define each of the objective indicators with greater specificity, develop baseline data, and establish targets to measure progress. These data will allow the UO to monitor accomplishments of the core theme objectives and help to shape the mid-cycle self-evaluation in 2020. The UO is optimistic for the future and committed to achieving excellence as a preeminent comprehensive public research university.

18

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Agenda Item #3

University Leadership and
Faculty Development Initiatives

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University Leadership and Faculty Development

Sierra Dawson, Associate Vice Provost for Academic Affairs
Office of the Provost

Board of Trustees, September 5, 2019

UNIVERSITY OF
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Objectives

1. Consider the unique challenges involved in university leadership positions such as the department head role.

2. Describe the systems the Office of the Provost has built to support both faculty success and leadership development.

3. Envision the next steps to close the loop and assess progress.

Target groups

Faculty

Unit heads

Future leaders

Challenges

Over 2000 faculty

Unit heads rotate on as brief as a 3 year time interval

Long-term unit heads may rely on historical practices as opposed to current policies

Success as a faculty member does not always translate directly to being a successful unit head or leader

Evaluation and accountability lie with schools and colleges.

Framework: structure

Year-long model

Begin with full day intensive

Monthly trainings across academic year

Opportunities for cohort building and peer support

Framework: aligned design

Define

Develop

Evaluate

Reward

Faculty

New Faculty

Define: Teaching, Research & Service expectations defined in unit & CBA policies.

Develop: New Faculty Onboarding (Sept. 16), New Faculty Success Program (Oct. – June).

Evaluate: Annual, 3 and 6 year reviews or promotion. Unit & CBA policies govern evaluation.

Reward: Distinguished Teaching Awards, Fund for Faculty Excellence research awards.

New Faculty Onboarding
September 16, 2019: 9am-5pm

- Introduction to leadership (President, Provost, VPEI, VPRI, Grad School Dean)

- Faculty panel discussion re: research, scholarship and creative work

- Getting started at UO – expectations and road to success

- Teaching excellence workshop

- Campus partners tabling session and campus tour

- Happy hour

New Faculty Success
Monthly 12:00-2:00pm, October – June

National Center for Faculty Development and Diversity webinars to provide best practices content (new 2019/20)

Peer faculty coaches to lead small group discussion (new 2019/20)

Faculty panel discussions for local context (6th year)

Unit Heads

Unit Heads

Define: leadership, people management, and policy and procedures

Develop: a) new unit head onboarding and trainings b) all unit head Summit and trainings

Evaluate: *next steps includes coordination with schools/colleges

Reward: *develop new award to recognize excellence

New Unit Heads Onboarding
June 15, 2019: 9am-5pm

Clarity regarding expectations and their changed relationship with faculty and administration

Scenario-based discussions with campus partners present to guide their thinking

Opportunities for cohort building

New Unit Heads Training
1st Wednesday 9:00-10:30am, October – June

Timely topics related to leadership, people management, and policy and procedure

Consistent scheduling (1st Wednesday each month) that aligns with CAS heads training dates

Includes collaborations with Employee Labor Relations, Equity and Inclusion, Teaching Engagement Program, Finance and Administration, and Institutional research

Summit for Academic Leaders
September 23, 2019: 9:00am-5:00pm

Interactive day to workshop and discuss most important and timely topics

2019 example topics include:

Priorities and initiatives for the year

Changes to teaching evaluation processes

Academic continuity

Collective bargaining updates and expectations

All Unit Heads Trainings
4th Wednesday 9:00-10:30am: October, February, April

Timely updates from office of the provost and campus partners

Opportunity to discuss with other unit heads and get questions answered

Summary: Unit Head Development

A new unit head who attends all expected onboarding, workshops and training will have engaged in 34 hours of development programming by the end of their first year.

Continuing heads receive a minimum of 12.5 hours of development programming each year.

Future Leaders

Faculty & Officers of Administration

Future Leaders

Define: productive use of agency, influence, and relationships to enact positive change

Develop: UO Leadership Academy (new 2018/19)

Evaluate: *next steps

Reward: *next steps

UO Leadership Academy
Monthly on Fridays, 9:00am-3:30pm

Curriculum and facilitation: Dr. Idahlynn Karre

Local coordinating team also includes the Law School's

> Jennifer Espinola, Dean of Students
> Chris Esparza, Director of Diversity, Inclusion, and Leadership Development

Topics include: transformational leadership, leading high performance teams, influencing others, crucial conversations and crucial accountability, leading change etc.

Challenges and Next Steps

Challenges: Unit Head Development

Attendance

Accountability

Evaluation

Next Steps

Collaborate with schools and colleges regarding unit head evaluation and reward

Methods to evaluate and reward the development of future leaders

Questions?

University Leadership and Faculty Development
Sierra Dawson, Associate Vice Provost for Academic Affairs
Office of the Provost

Faculty Development

New Faculty Onboarding: day-long program to welcome new faculty and provide them with the expectations and tools for success.

New Faculty Success Program: year-long program which meets monthly for 2 hours and includes best practices from National Center for Faculty Development and Diversity as well as peer small-group leaders and peer panel discussions on topics important to the local context of UO. Topics fall into the following categories: a) navigating the University and expectations of an academic career, b) successfully managing work-life balance, c) building healthy relationships with work, students, and colleagues.

Unit Head Development

New Unit Heads

New Unit Head Onboarding: day-long program with a focus on leadership, people management, and policy and procedures. Interactive scenario and discussion-based format in which new unit heads work together to grapple with realistic situations while campus partners (e.g.: Employee and Labor Relations team, Ombuds, Student Life, Teaching Engagement Program, Research and Innovation, Equity and Inclusion) are present to assist in their process.

New Unit Head Training: year-long program which meeting monthly for 1.5 hours and provides focused timely trainings on topics related to leadership, people management, and policy and procedure. Specific topics include tenure and/or promotion of faculty, understanding the University's collective bargaining agreements, university budgets, accessing and utilizing institutional data, supporting teaching excellence and creating an inclusive and equitable environment.

All Unit Heads

Summit for Academic Leaders: day-long program to clarify expectations and priorities for the year, ensure timely updates are communicated, and provide time for discussion between heads and for questions to be answered.

All Unit Heads trainings: year-long program which meets once per quarter (4th Wednesday of October, February and April) for 1.5 hours. Topics include the most pressing and timely issues facing unit heads and provides time for discussion between heads and questions to be answered.

Future Leader Development

UO Leadership Academy: year-long program which meets monthly on Fridays from 9:00am-3:30pm. Competitive application process and cohort-based program. Graduated first class in May 2019. Curriculum is designed to create an engaged learning environment, and uses evidence-based scholarship and best practices in transformational leadership.

Agenda Item #4

Annual Report on the UO's Research Enterprise

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FY19 Research and Innovation Annual Report
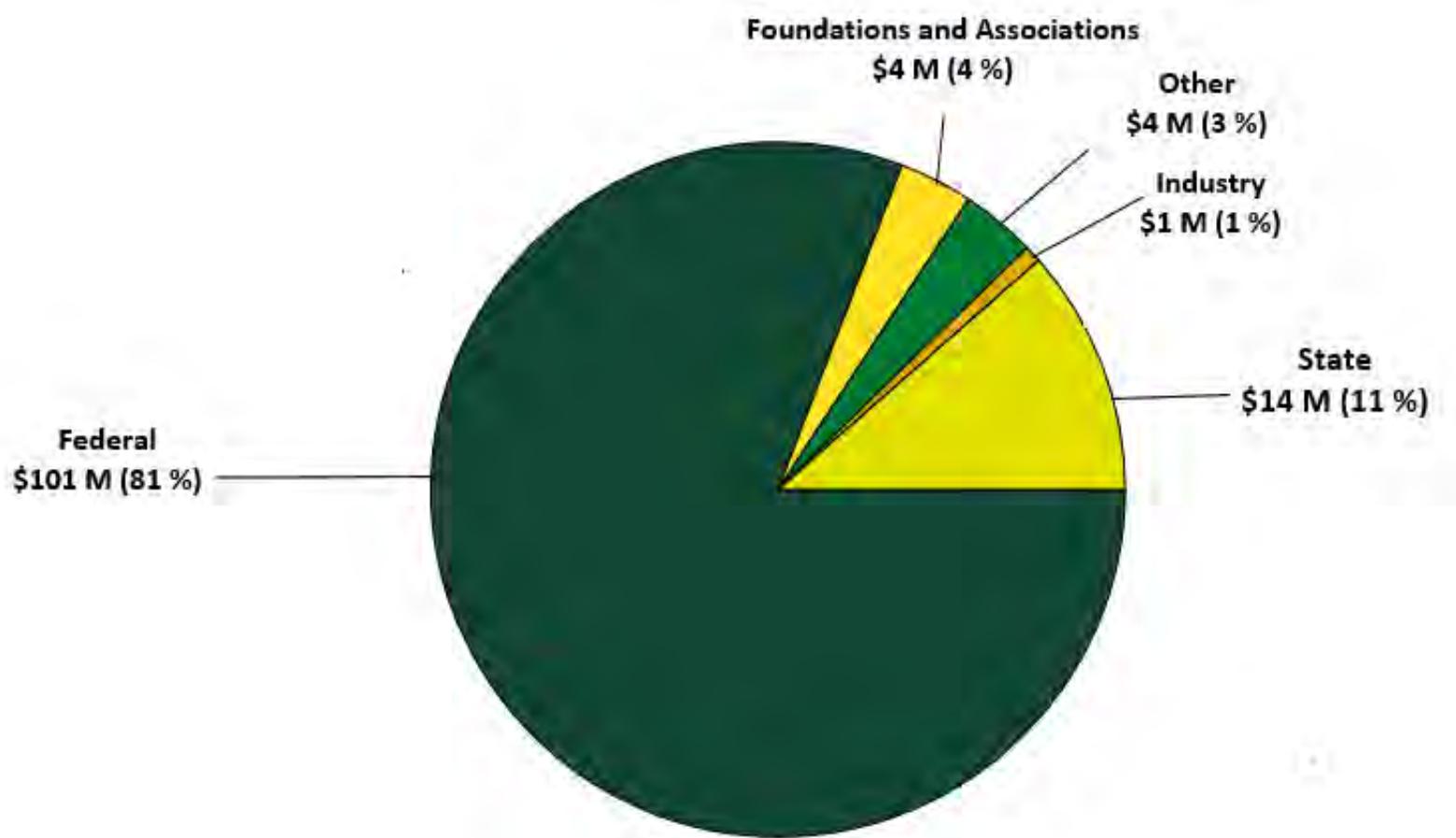

September 5, 2019

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FY19 Sponsored Project Metrics

Description	FY19	% Change from previous year
Number of Proposals Submitted	1,024	<1%
Dollar Amounts of Proposals Submitted	$165 M	+ 14 %
Number of Awards	572	<1%
Value of Awards	$126 M	+ 3 %
Total Expenditures	$125 M	+ 5 %
Total Research Expenditures	$ 88 M	+ 11 %
F&A Recovered	$ 25 M	+ 9 %

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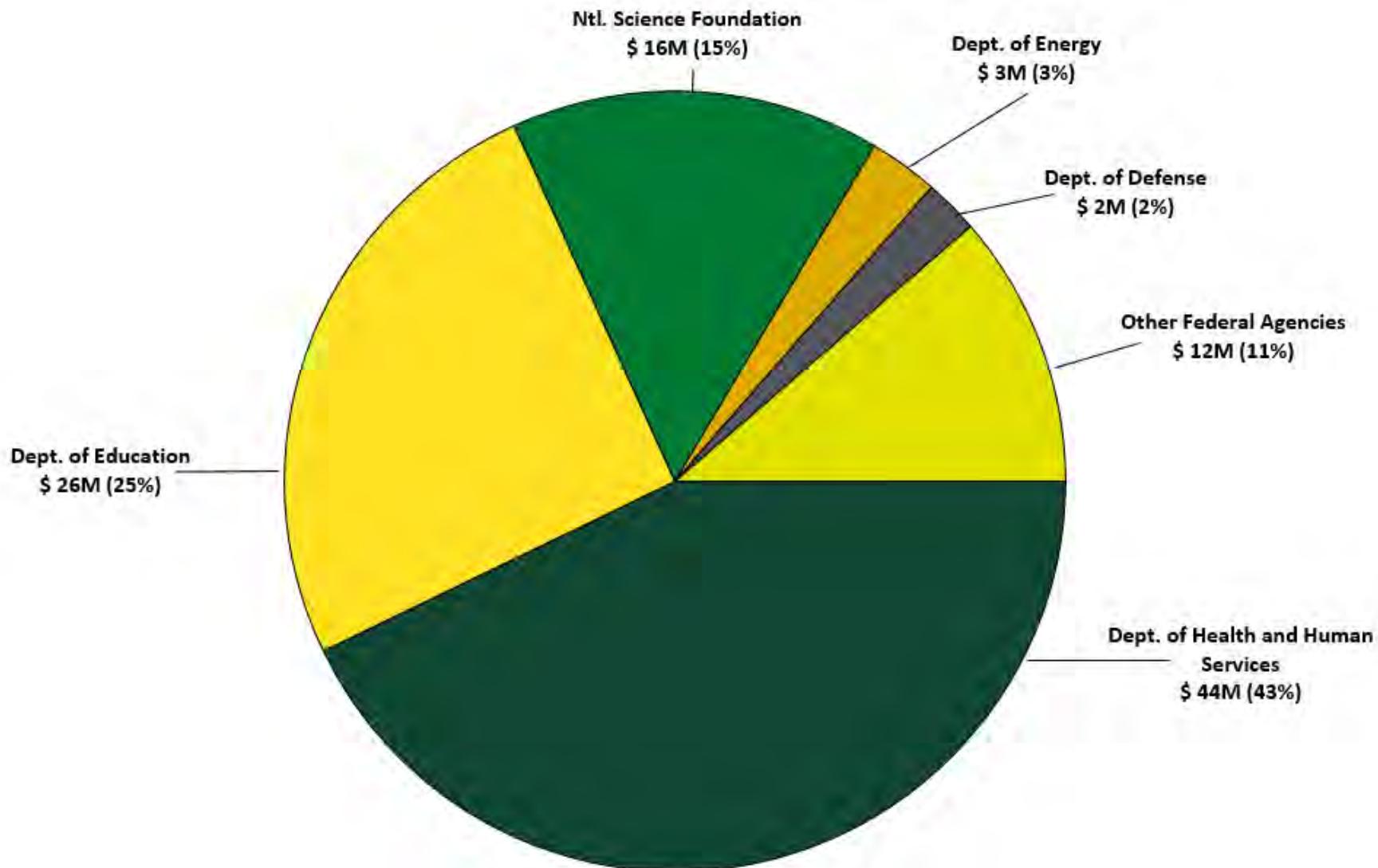
FY19 Total Funds Awarded by Sponsor Type

Foundations and Associations
$4 M (4 %)

Other
$4 M (3 %)

Industry
$1 M (1 %)

State
$14 M (11 %)
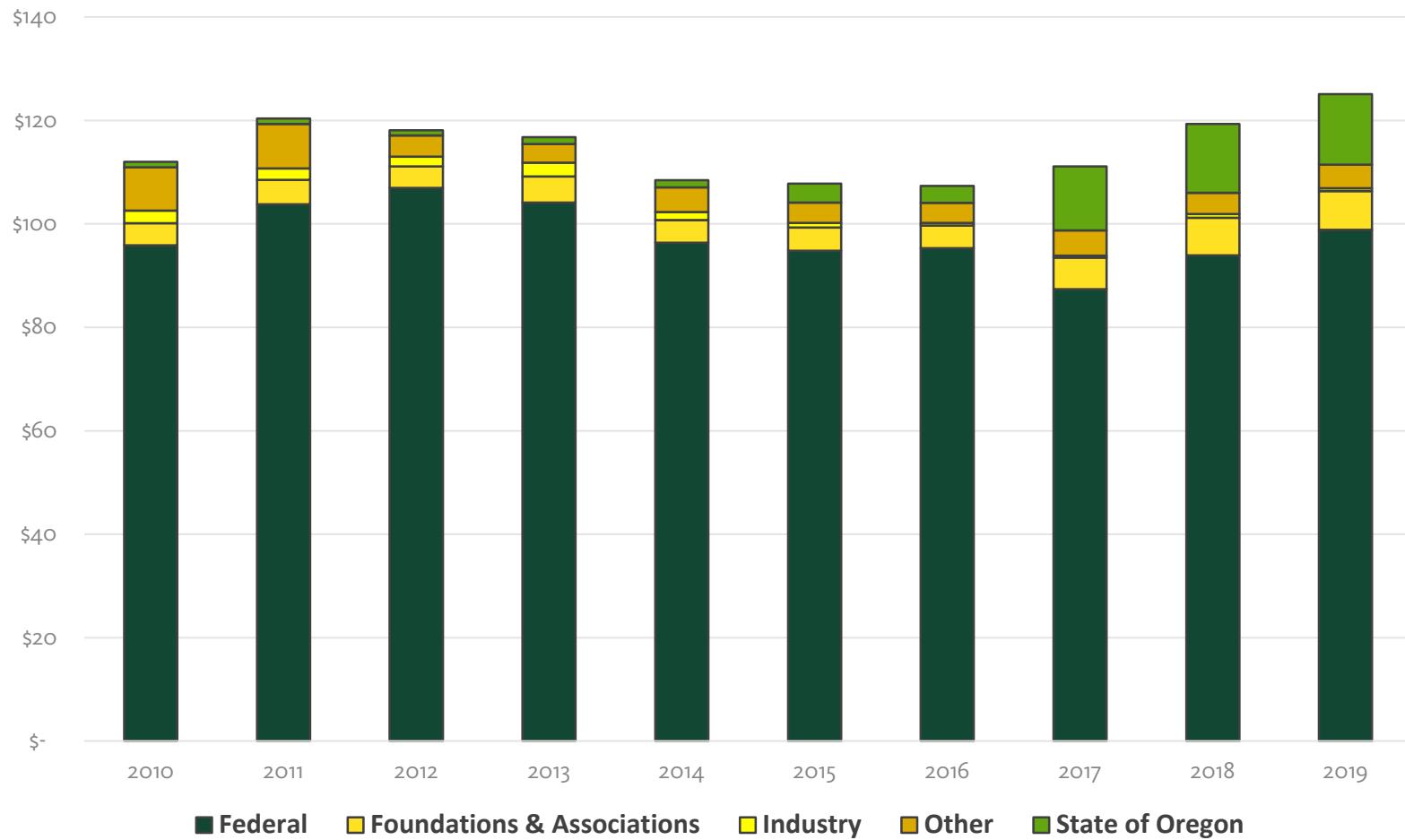
Federal
$101 M (81 %)

FY19 Federal Funding Awarded by Agency

Ntl. Science Foundation
$ 16M (15%)

Dept. of Energy
$ 3M (3%)

Dept. of Defense
$ 2M (2%)

Other Federal Agencies
$ 12M (11%)

Dept. of Education
$ 26M (25%)

Dept. of Health and Human Services
$ 44M (43%)

FY10-19 Total Expenditures

FY 14-19 New Competitive Awards
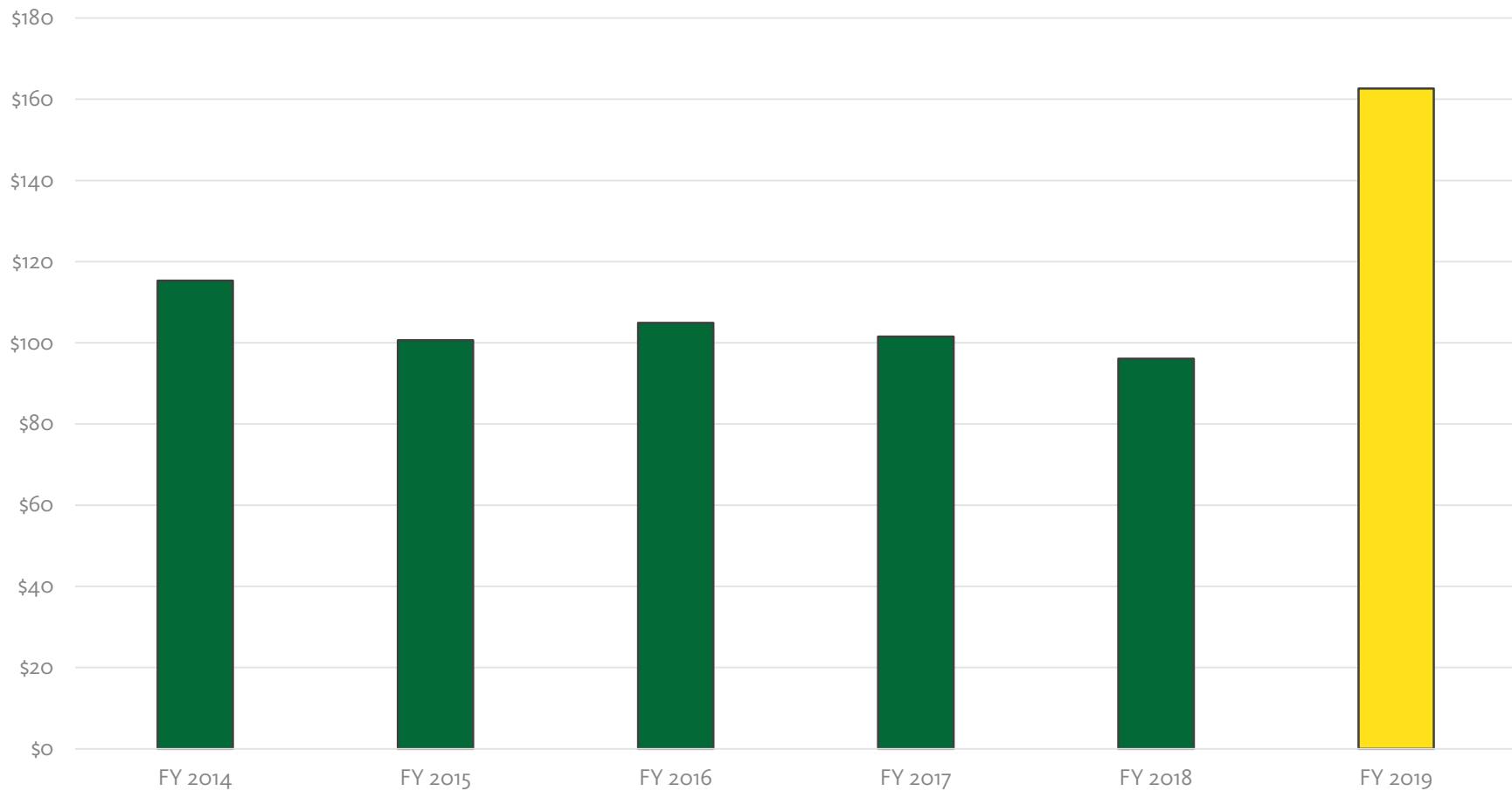

All values in millions of dollars. Amounts reflect total award value across all years of a project at the time it was funded.

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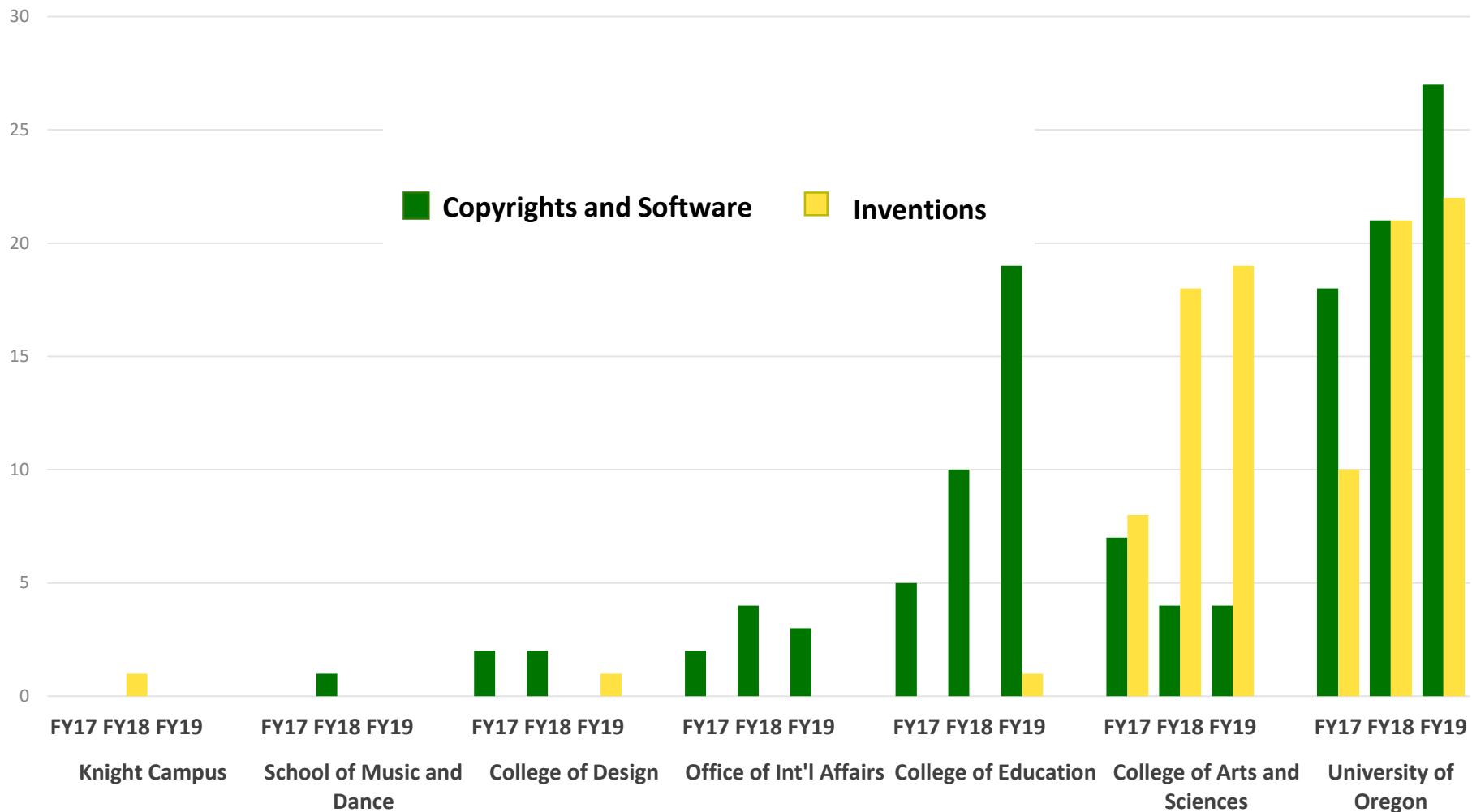
FY19 Innovation Metrics

Description	2018-2019	Change
Licensing Revenue	$ 10 M	+ 10 %
Disclosures/Faculty New Ideas	49	+ 14%
Science-Based Disclosures	20	+ 11%
Patent Filings	19	+ 12%
AAU Licensing Ranking (per $)	#5	N/A
Total # of Active Startups	26	+ 4%

Innovation Disclosures (FY17-19)

FY19 Major Awards

Kent McIntosh, director of the Educational and Community Supports Unit in the College of Education, is the co-director of a $32.6 million award from the U.S. Department of Education. The award, which will help teach students with disabilities, is believed to be the **largest grant ever received by the UO.**

FY19 Major Awards

A team of faculty led by Leslie Leve, a professor in the Prevention Science Institute and College of Education, was awarded $12.5 million from the National Institutes of Health to study child growth and development.

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FY 19 Major Awards

Early Childhood Cares, led by Judith Newman, was awarded $11.5 million from the State of Oregon to further services in early intervention and early childhood special education. Early Childhood Cares serves over 1,600 children with developmental delays or disabilities each year.

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FY19 Major Awards

Biologists Karen Guillemin, Judith Eisen, and Brendan Bohannan and biophysicist Raghuveer Parthasarathy received a $7.6 million grant from the National Institutes of Health to study the potential health benefits of bacteria.

Clusters of Excellence

Cluster Name	New Hires	Total Faculty	Total Grant Funding
Health Promotion and Obesity Prevention (HPOP)	5	16	~$5.4 million
Center for Genome Function (GF)	3	11	~$12.3 million
Neurons to Minds (NtoM)	3	13	~$10 million
Energy and Sustainable Materials (ESM)	3	9	~$8.3 million
Volcanology	3	15	~$5.5 million

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Looking Ahead

Science, Security, and International Collaboration

- Intense federal scrutiny of foreign collaborations
- Concern around theft of intellectual property
- Strengthened disclosure requirements
- NIH letters of concern to numerous institutions (not us)
- FBI engaging with some campuses (not us)

Our response?

- Reaffirmed commitment to academic freedom and international collaboration
- "National Security and Research" working group
- Enhanced export control staffing, training, and software
- International travel: loaner laptop
- New Associate VP for Research Operations

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Looking Ahead
Outlook for Federal Funding

- Budget Control Act caps lifted

- Debt ceiling lifted

- The clock is ticking – 2020 approaches

Agency	% Change from FY18 to FY19 Final	% Change from FY19 to FY20 Proposed House	% Change from FY19 to FY20 Senate
National Science Foundation	4%	7%	TBD
National Institute of Health	5%	5%	TBD
Institute of Education Sciences	0.3%	6%	TBD

Expanding and Diversifying Research

Knight Campus
- Predicted $30M boost in research

Presidential Science Initiatives
- Materials science
- Microbiome
- Data Science
- Neuroscience
- Environmental resilience

Clusters and other hiring
- 5 NSF CAREER Awards in FY2019

New partnerships
- OHSU
- Industry: ThermoFisher

Expansion of Research Development Services (RDS)

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Expanding and Diversifying Research

Seed Funding Programs

- OHSU/UO joint research projects
- Data Science
- Social-Environmental Resilience
- Incubating Interdisciplinary Initiatives (I3)
- VPRI Innovation Fund

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Expanding Innovation

Seed Fund Projects to Date

- **Ksana Health Inc.,** 2019, Allen: mobile assessment of suicide risk

- **Perceptivo, LLC,** 2019, Takahashi and Singh: infant hearing assessment

- **KeyBiome**, 2019, Guillemin, 2019 Murdock Commercialization grant candidate: screening for intestinal microbes and inflammatory response

- **New Sensor company (TBD)** Pluth, Johnson, Haley: 2018 Murdock and 2019 Innovation Fund awardee, sulfide sensing device

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Questions

Q&A for FY19 Research and Innovation Annual Report

Q: How did UO's research metrics look in 2018-2019?
A: For the fiscal year ending June 30, 2019 (FY19) UO's total external awards and expenditures increased by most measures. Here are a few of the highlights:

- $126 million in grants, contracts and competitive awards, up 3% from the previous year.

- 572 grants were awarded to UO.

- UO submitted 1,024 proposals.

- UO's sponsored project expenditures, which represent the university's spending of awards received in the past, went up by 5 % to $125 million.

FY19 Top 10 New Awards

- The average dollar amount of the top 10 new awards increased by 96% between FY18 and FY19

PI[1]	Title	Administering Unit	Agency	Amount
McIntosh, Kent	Technical Assistance Center on Positive Behavioral Interventions and Supports V	Educational and Community Supports	USDE	$ 32,499,998
Leve, Leslie	The Early Growth and Development Study Pediatric Cohort	Prevention Science Institute	NIH	$ 12,457,288
Newman, Judith	Early Childhood CARES	Early Childhood CARES	State of OR	$11,533,550
Guillemin, Karen	Engineering Transmissible Health	Institute of Molecular Biology	NIH	$ 7,579,994
Fien, Hank	Center On Improving Literacy Through Supporting Elementary School Leaders (CISEL)	Center on Teaching and Learning	USDE	$ 3,750,000
Fisher, Philip	RCT of FIND Video Coaching Intervention for Caregivers Facing Economic Adversity	Center for Translational Neuroscience	NIH	$3,132,378
McIntyre, Laura Lee	Testing the Efficacy of Mindfulness-Based Stress Reduction Combined With Behavioral Parent Training in Families With Preschoolers With Developmental Delay	Prevention Science Institute	NIH	$ 3,091,906
Allen, Nick	U01- MAPS: Mobile Assessment for the Prediction of Suicide	Psychology	NIH	$ 2,942,785
Bowerman, Bruce	Cytoskeletal Function in C. elegans Embryos	Institute of Molecular Biology	NIH	$ 2,814,067
Postlethwait, John	A Single-Cell Transcriptome Atlas for Zebrafish Development	Institute of Neuroscience	NIH	$ 2,772,964

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[1] Please note co-PIs and affiliated faculty are not listed on this document.

Q: What were some of the notable new awards in FY19?
A: UO researchers received 568 grants, contracts and other competitive awards. Examples spanning the UO's many departments and institutes include:

- $347,000 grant to Brad Nolen, an associate professor in the Department of Chemistry and Biochemistry, from the M.J. Murdock Charitable Trust for the purchase of a spinning disc confocal microscope that will enable researchers in the UO's Genomics and Cell Characterization Core Facility to perform live cell imaging in multiple dimensions.
- $405,000 grant to Nichole Kelly, Evergreen Assistant Professor in the Department of Counseling Psychology and Human Services, from the National Institutes of Health to study the relationship between physical activity and executive functioning among elementary school children in rural communities.
- $221,000 grant to Carol Paty, an associate professor in the Clark Honors College and the Department of Earth Sciences, from the National Aeronautics and Space Administration to support the implementation of a plasma instrument for magnetic sounding as part of the Europa Mission.
- $1.8 million award to Diana Libuda, an assistant professor in the Department of Biology and the Institute of Molecular Biology, from the National Institutes of Health to study recombination pathway and partner choices during meiosis.
- $60,000 grant to Courtney Thorsson, an associate professor in the Department of English, from the National Endowment for the Humanities, to conduct research for an interpretive cultural history of a group of African American women writers that met in New York from 1977-1978.
- $595,000 grant from the National Science Foundation to Craig Young, director of the Oregon Institute of Marine Biology, to study deep sea organisms in hydrothermal vents and methane seeps on the ocean floor.
- $649,000 grant to Daniel Lowd, an associate professor in the Department of Computer and Information Science, from the Department of Defense to develop a computer algorithm.
- $1.2 million grant to Andrew Kern, a professor in the Department of Biology, from the National Institutes of Health to apply machine-learning techniques in search of the genetic locus of pesticide adaption.
- $175,000 grant to Stephanie Wood, a research associate in the College of Education, from the National Endowment for the Humanities, to research native histories along the Lewis and Clark Trail.
- $411,000 National Science Foundation CAREER Award to historian Melissa Graboyes, an assistant professor at the Clark Honors College, to examine attempts to eliminate malaria in sub-Saharan Africa and on the island of Zanzibar over the past century.
- **Dr. Graboyes NSF CAREER Award was one of five of received by UO researchers in FY19.** NSF CAREER Awards fund research and education activities for five consecutive years. The foundation grants the awards once a year, and they are among the most sought-after grants awarded by the agency.

For a rundown of all of the awards received in FY19, visit the UO's monthly award reports page.

Q: What did UO's innovation metrics look like in FY19?
A: The UO continues to have great success in translating UO research into products that generate economic activity and societal impact. Some of the markers of that success include the following:
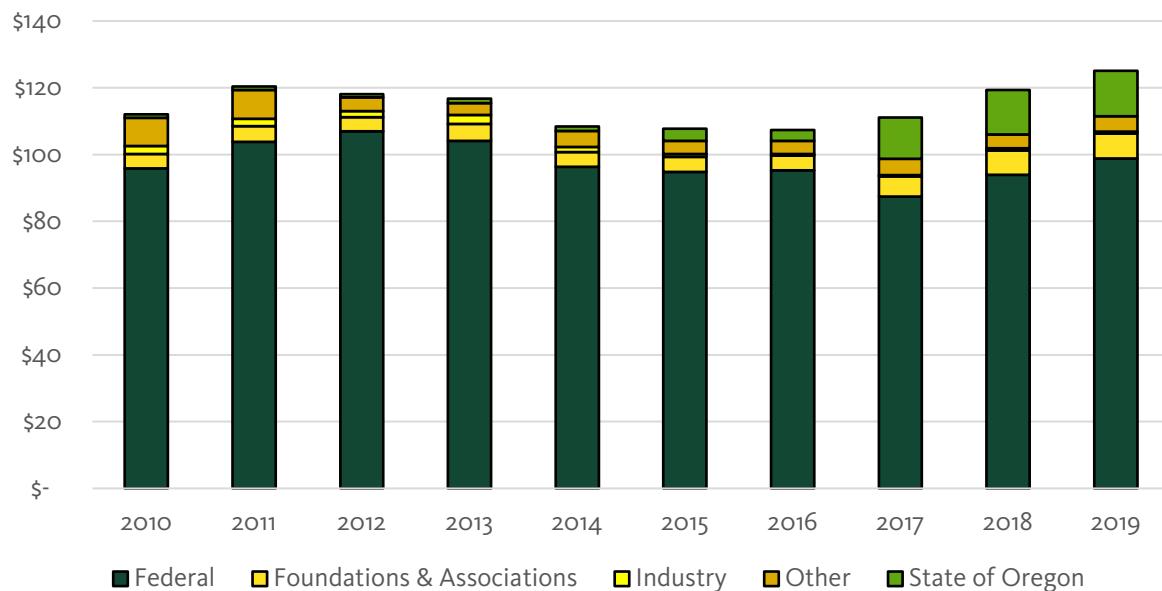
- Disclosures — inventions, copyrighted works, biological materials, software and related trademarks — jumped from 42 to 49. The majority of this increase came from coprighted works and software, which saw a 22% incrase between FY18-19.
- Science-based invention disclosures increased from 18 to 20, a 10% increase.
- UO received $10 million in licensing income, also a 10% increase.
- UO has maintained its No. 5 in the Association of American Universities in licensing per research dollar.

Q: What has our trend been—and what do we expect it to be—on the growth of sponsored research dollars and the number of different sponsoring agencies/entities.

A: Expenditures reached an all-time high in FY19.

- Between FY18-FY19. Expenditures increased by about $6 million.
- Expenditures increased between F16-FY19. Since FY16 sponsored expenditures have increased about $17 million (or about 17%).

Expenditures on Sponsored Projects (in millions):

Spending did not increase equally across all categories of sponsors. Federal awards have steadily recovered since FY17 with increases $5 million or more in FY18 and FY19. Much of what appears to be growth in State funding is a reclassification of the EC Cares Award from Federal to State.

Q: What is the outlook for Federal Funding?

A: See below tables.

Agency	% Change from FY18 to FY19 Final	% Change from FY19 to FY20 Proposed House	% Change from FY19-FY20 Senate
National Science Foundation	4%	7%	TBD
National Institute of Health	5%	5%	TBD
Institute of Education Sciences	0.3%	6%	TBD

Source: AAU & APLU funding charts

HealthPromotion and Obesity Prevention (HPOP) – Cluster of Excellence Update

Goals: Our research broadly focuses on health promotion. We offer specific expertise in: 1) how local policies and the social and physical environments influence the healthy eating and physical activity of communities at heightened risk for chronic disease (Budd); 2) emotion and self-regulatory influences on food craving and consumption in adults, families, and young children (Giuliani); 3) clarifying the mechanisms for and intervening with unhealthy eating patterns and body image concerns (Kelly); 4) understanding the causes and consequences of genetic variation in human and non-human populations on health and disease (Kern); and 5) examining how environmental factors during gestation and infancy influences the risk for childhood obesity and mental health and behavioral disorders (Sullivan). We look forward to continuing our scientific efforts to improve the health and well-being of the children, adults, and communities with whom we work.

New Cluster Hires (start date): Elizabeth Budd (2016), Nicole Giuliani (2016), Nichole Kelly (2016), Andrew Kern (2018), Tasia Smith (2016)[1] and Elinor Sullivan (2017)

Other Cluster Team Members: Jennifer Ablow, Elliot Berkman, Phil Fisher and Jennifer Pfeifer (Psychology); Lauren Cyzyk and John Seeley (Special Education and Clinical Sciences); Carrie McCurdy and Mike Hahn (Human Physiology); Leslie Leve and Beth Stormshak (Prevention Science/Counseling Psychology); Raoul Lievanos (Sociology); additional collaborating institutions include OHSU, American University, Washington University in St. Louis, Baylor University, University of Oklahoma, and several international institutes (e.g., Oxford University)

Progress Statement: Below is a summary of the progress of the HPOP cluster's new faculty since 2016:
- Manuscripts and conference presentations
  - 48 manuscripts (10 with students), 20 oral and 37 poster national and international conference presentations (46 involving mentored students)
- Grants
  - 35 grants submitted (17 funded; 8 under review)
  - $5,433,636 total grant dollars received
- Community
  - 37 community members with whom we have collaborated
- Student mentorship and teaching
  - 46 students we are currently mentoring
  - 60 total undergraduate, masters, and doctoral students in Prevention Science, Biology, Psychology, Human Physiology, Family & Human Services, Counseling Psychology, Special Education, School Psychology, and Sociology
  - 700+ students in 19 classes taught

Future Plans:
- Create a graduate-level specialization in Health Promotion which would require students to complete a number of interdisciplinary courses representing the expertise of HPOP faculty.
- Develop and evaluate the acceptability and feasibility of a brief worksite weight stigma workshop. (Budd and Kelly)
- Facilitate undergraduate and graduate student engagement in research through activities including an HPOP journal club and integration with an Academic Residential Community. (Giuliani and Sullivan)
- Expand the scope of current HPOP research into human genetics such that we can look at genetic factors that impact human health and disease. (Kern)
- Increase the number of faculty participating in HPOP research by continuing to foster and expand collaborative opportunities in this area with UO and OHSU investigators. (Sullivan)

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[1] *It is with great sadness that we report the untimely passing of our colleague and friend, Dr. Smith. As a cluster, we are committed to carrying our Dr. Smith's memory forward through community-based research with the goal of eliminating health disparities.*

<center>**Genome Function (GF) – Cluster of Excelence Update**</center>

Goals: We proposed cretaing an integrated world-class center for genetic and epigenetic studies focused on understanding processes that control the function of genetic material. *We were interested in assembling a top-rate, synergistic group of researchers studying fundamental problems in genetics, epigenetics, chromatin and RNA biology.* We wished to build on the reputation and strengths of the ~60 year old Institute of Molecular Biology and to integrate relevant research programs already at UO, such as that of Eric Selker (research: DNA methylation and other chromatin modifications involved in underlying epigenetic processes) and Diana Libuda (research: DNA repair and recombination).

New Cluster Hires (start date): Jeffrey McKnight (2016), David Garcia (2018), Kenichi Noma (2019)

Other Cluster Team Members: Eric Selker (lead, Biology), Alice Barkan (Biology), Diane Hawley (Chemistry), Peter von Hippel (Chemistry), Eric Johnson (Biology), Diana Libuda (Biology), John Postlethwait (Biology), Kryn Stankunas (Biology)

Progress Statement:
- <u>New hires</u>: We have now successfully hired three new stellar faculty for the Cluster:
    - Jeffrey McKnight (area: biochemistry and genetics of chromatin remodeling)
    - David Garcia (research: prion-like RNA modifying enzymes; stress-induced epigenetic states)
    - Kenichi Noma (research: mechanisms that regulate the three-dimensional genome structure). In addition we have hired a a half-time bioinformatics specialist, Hideki Tanizawa to serve all those in the Center for Genomic Function.
- <u>New Funding</u>: Our first hire has already brought in a total of $1,732,900 research funds (5 grants including an NIH R01), our second hire, here for less than 1 year, has already received $50,000 in research funds (2 grants) and our third hire (arriving fall 2019) is transferring to UO a total of $1,210,577 (NIH R01 and NIH P01). In addition to this total of $2,993,477 resulting immediately from the cluster hire, the establishment of the Center for Genome Function likely aided in the recent acquisition of substantial funds for the associated research programs of Libuda (total of $2,532,137 for NIH R35, Searle and March of Dimes grants) and Selker ($2,565,655 for NIH R35 grant). This is in addition to ~$4,174,321 of research funds that Libuda and Selker secured immediately before the GF cluster was initiated.
- <u>Scientific interactions and mentoring</u>: Two new cluster hires have already presented their work at national and international conferences and both immediately attracted graduate and undergraduate students to their labs. McKnight has already mentored a total of 18 undergraduate, masters and doctoral students in Biology, Chemistry and Computer Science, and Garcia has already mentored four. Both are extremely interactive with others at UO, especially those in the Center. McKnight has already published an important paper and has another in review.

Future Plans: We will continue GF activities that we have already benefited from including our weekly GF Journal Club and our monthly GF Workshop, which provides a forum for all those working on GF problems to present on-going projects/ideas for discussion. We will also continue to foster scientific and personal interactions between members of GF laboratories. For example, we will continue (and extend) joint group meetings and we will initiate regular GF retreats. We are also interested in hosting a GF symposium that will include guests from other universities. In the fall of 2019, when our third hire (Noma) is here, we will initiate regular executive meetings to plan for the future of the Center. It is already clear that recruitment of additional faculty to the Center would expand its impact.

Neurons to Minds Cluster (NtoM) – Cluster of Excellence Update

Goals: The goal of this cluster is to understand the neural circuits of cognition and behavior by characterizing the full cascade of events that lead from neural circuit assembly, to local circuits, to larger- scale brain networks, and finally to real-world human behavior. This can only be achieved by integrating across disciplinary boundaries between systems neuroscientists (typically in Biology and working with animal models) and cognitive neuroscientists (typically in Psychology and focusing on the neural basis of human cognition and behavior). NtoM's agenda is therefore (a) to recruit scientists who can bridge between levels and disciplines and (b) to establish methods that integrate information from animal and human neural/behavioral data.

New Cluster Hires (start date): David McCormick (2017, cluster lead, Biology), Ben Hutchinson (2018, Psychology),[2] Emily Sylvestak (2019, Biology).

Other Cluster Team Members: Ulrich Mayr (co-lead, Psychology), Chris Doe (Systems), Sara Dubrow (Psych), Santiago Jarmillo (Systems), Brice Kuhl (Cognitive Neuroscience), Cris Niell (Systems), Mike Posner (Cognitive Neuroscience), Matt Smear (Systems), Mike Wehr (Systems), Dasa Zeithamova (Cognitive Neuroscience).

Progress Statement: The NtoM agenda has been implemented so far with substantial success.
- Recruitment: Through the NtoM cluster, Biology has attracted one of the leading systems neuroscientists focusing on the neural circuits that control how we attend and behave (Dave McCormick, last position: Professor at Yale), as well as a junior, systems neuroscientist focusing on the neural circuits underlying motivated behavior (Emily Sylvestak, last position: PostDoc at Stanford). Psychology has recruited a cognitive neuroscientist who focuses on sophisticated neuroimaging and real-time neural feedback techniques (Ben Hutchinson, last position: Assistant Professor at Northeastern University). These scientists significantly add to the strength of the established, UO cluster members.
- Methods: As result of a key cluster effort (through a Murdock Foundation grant), the UO is now one of very few institutions that houses a so-called mesoscope, which allows imaging of cell-level activity across wide areas of cortex (in rodents). The type of information that can be gained through this method provides an important bridge to the sophisticated, neural encoding analyses conducted by the cognitive neuroscience cluster members.
- Manuscripts: Over the past 3 years, core cluster members (leaders plus new faculty) have published 25 peer-reviewed publications, a substantial portion of these in the very best journals of the field such as *Cell*, *eLife*, *Proceedings of the National Academy of Sciences*, or *Science*. Total cluster (i.e., including Associate Faculty) productivity was 93 peer-reviewed publications. Nearly all publications include students as authors. *Grant funding:* About 10 million in total grant funding through Cluster members since 2016.
- Education and mentoring: Around 50 graduate students or postdocs and 100+ undergraduate students have been mentored by NtoM faculty.

Future Plans:
- We are trying to recruit one additional, cognitive neuroscience faculty.
- We are in the process of establishing an undergraduate Neuroscience major, a joint effort from Psychology, Biology, and Human Physiology.
- We are in the early phases of establishing a joint Neuroscience graduate framework that provides a common home for students from Biology and Psychology interested in studying the neural circuits of cognition and behavior.

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[2] Strictly speaking, Ben Hutchinson was not recruited through the Cluster mechanism, but through a partner-related opportunity hire. However, with his neuroimaging expertise he is an excellent fit and his lab occupies one of Psychology's two, planned "lab slots" for the NtoM cluster.

Energy and Sustainable Materials (ESM) – Cluster of Excellence Update

Goals: The ESM cluster expands upon the University of Oregon's record of excellence in the chemistry and physics of materials. Affiliated with the UO's Materials Science Institute — a state center of excellence that has more than tripled the size of its research program, developed four new graduate programs in materials, and contributed to the state's prosperity through collaboration with more than 25 Oregon companies — the cluster builds on the UO's existing strengths in green chemistry, sustainable materials, and renewable energy and expands the University's basic and applied sciences. Three hires have been made at the assistant professor level. Chris Hendon is a computational scientist specializing in predicting and explaining the properties of materials used for batteries, catalysts, and solar cells (https://around.uoregon.edu/drcoffee). Amanda Cook – winner of a prestigious ETH postdoctoral fellowship — is creating new heterogeneous catalysts with molecular precision that speed up chemical reactions, reduce waste, and save energy. Carl Brozek – winner of the prestigious Inorganic Chemistry Young Investigator Award from the American Chemical Society and the Davison Thesis Award from MIT – is creating next-generation materials with applications in catalysis, energy capture and storage, and environmental sustainability using the tools of inorganic chemistry and nanoscience. Together these new hires team with existing UO faculty to design, synthesize, study, and apply novel materials to address critical issues in sustainability and energy. Our scientific goal is to uncover fundamentally new chemistries and materials that help create the basis for a sustainable civilization.

New Hires (start date): Amanda Cook (2018), Carl Brozek (2018), Chris Hendon (2017)

Other Cluster Team Members: Shannon Boettcher (lead, Chemistry), Jim Hutchison (co-lead, Chemistry), David Johnson (Chemistry), Richard Taylor (Physics), Miriam Deutsch (Physics, Program Manager at NSF since 2015 and thus not actively involved in ESM cluster), Darren Johnson (Chemistry)

Progress Statement: Below is a bulleted summary of the progress of the ESM cluster team since 2016:
- Manuscripts, conference presentations, patents:
  - >300 manuscripts published and 11 Patents filed
  - >130 presentations from faculty, PhD students, and undergraduates
- Grants and Patents
  - 68 grants submitted (23 funded; 12 under review)
  - ~$8.3M total grant dollars received
- Student mentorship
  - 64 PhD students working in cluster faculty laboratories
  - 65 undergraduate students working with ESM faculty and PhD student mentors on research
  - Launched new Knight Campus graduate internship program in "Molecular Sensors"
- Corporate partners include Thermo Fisher Scientific, WR Grace, Pacific Biosciences, OHSU, Cascade Custom Chemistry, Nanohmics, among others.
  - Developed unique undergraduate freshman research immersion laboratory (20 students with plans to scale to larger numbers)
  - Created MSI "Lens of the Market" program training 50 faculty and PhD students per year in innovation and entrepreneurship to bring scientific discoveries to market

Future Plans/Ongoing Efforts:
- Build team with external partners to win a major NSF center grant (CCI, MRSEC), DOE (EFRC), or DOD (MURI)
- Start new Graduate Internship tracks; e.g. in applied electrochemical technology targeting growing energy storage industry (batteries, fuel cells, green hydrogen production), also in microscopy, thin films
- Organize multiple major conference symposia to raise ESM cluster profile
- Implement long-term cluster hiring plan and fund-raising strategy (e.g. Knight Campus Phase II)
- Launch multiple new startup companies based on ESM faculty work
- Drive UO policy to provide competitive advantage to faculty doing research in Oregon

Volcanology – Cluster of Excellence Update

Goals: The Volcanology Cluster builds upon the already strong and historic reputation in this discipline at the University of Oregon with a goal of becoming the top academic center for the study of volcanoes in the US and one of the top international programs. This strongly interdisciplinary group includes expertise in geochemistry (Bindeman, Wallace, Watkins), seismology (Hooft, Thomas and Toomey), physical processes and dynamics (Dufek, Giachetti, Karlstrom, Townsend), geodesy (Chaussard) and hydrothermal processes (Reed). This group will leverage their strengths to increase our competitiveness for research funding from NSF, NASA, and DOE and recruit the top graduate students in the highly international field of volcanology. The Volcanology group will develop partnerships with the U.S. Geological Survey (USGS), the Volcano Disaster Assistance Program (VDAP), and the geothermal energy industry and expand course offerings to non-science majors to teach them about the role of earth sciences in societally relevant areas such as natural hazard mitigation and clean energy. This group is developing state-of-the-art laboratory and computational resources, and ultimately will position UO as a leader in the broader area of geologic hazards research by integrating the volcanology initiative with the expansion of the Pacific Northwest Seismic Network (PNSN).

New Hires (start date): Josef Dufek (coordinator, 2018), Thomas Giachetti (2016), Meredith Townsend (2019)

Other Cluster Team Members: Ilya Bindeman, Estelle Chaussard, Leif Karlstrom, Emilie Hooft, Amanda Thomas, Mark Reed (emeritus), Doug Toomey, Paul Wallace, Jim Watkins

Progress statement: Below is a summary of the progress of the cluster since 2017:
- Published Manuscripts
  - 88 manuscripts (27 with students)
- Grants
  - 25 funded grants
  - $ 5,472,017 total grant dollars selected (some arriving in subsequent years of grants)
- Community
  - 27 Graduate students, 3 postdoctoral fellows
  - 1000+ students taught
- Research Facilities
  - Compressible Fluid Mechanics Lab, Experimental Petrology Lab, Volatiles in Melts Lab, Sensing for Extreme Environments Lab, Rheology Lab, Granular Dynamics Lab, Stable Isotope Lab, Volcanic Imaging Lab

Future Plans and Synergy with the Broader UO Community:
- Enhance connections with USGS, and thereby facilitate research, funding and training opportunities. Faculty in the cluster are currently involved in planning the scientific rapid response to volcanic unrest which will provide many natural points of coordination. We will host the USGS Director of the Volcano Hazards program this year.
- Expand the UO's national and international visibility in the earth sciences and natural hazards research. This includes bolstering natural collaborations with other strengths in the Earth Sciences including geophysics and geomorphology.
- Leverage our strengths by leading large-scale grants, particularly from NSF and NASA, and enhancing funding from DOE, DOD and private sources.
- Increase the number of high quality post docs, research scientists, and rising new faculty across the country that have spent formative time at UO. Likewise, we will foster visits and sabbatical stays from other prominent senior facult.
- Be a leader in sensing in the environment including both in situ and remote sensing. This will

leverage our strengths and connections to high performance computing and the Research Advanced Computing Services, CAMCOR, Knight Campus and TSA and would interact with key elements of the UO Presidential Initiative for Data Science.

- Establish research and workforce development collaborations with industry, and in particular enhance our connections with geothermal energy.

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Agenda Item #5

Academic Area in Focus:
Urbansim Next

URBANISM NEXT

UNIVERSITY OF OREGON

MISSION

Urbanism Next is a leading source for information about the **potential impacts of emerging technologies** — autonomous vehicles, new mobility, E-commerce and the sharing economy— on city development, form, and design and the implications for **equity, health, the economy, the environment, and governance**.

WHAT WE DO

Advances in technology such as the advent of autonomous vehicles (AVs) and new mobility, the rise of E-commerce, and the proliferation of the sharing economy are having profound effects not only on how we live, move, and spend our time in cities, but also increasingly on urban form and development itself. The University of Oregon's Urbanism Next Center focuses on the ramifications of these changes. Researchers are working with leaders from the public, private, and academic sectors across the globe to better understand the multi-level impacts of emerging technologies on cities and ensure that governments from the local to federal level have the information they need to make informed decisions that improve equity and health outcomes, as well as help achieve community goals related to the economy and the environment.

GOALS & STRATEGIES

1. CONDUCT RESEARCH

- Research the multi-level impacts of emerging technologies
- Develop research agendas with public and private sector partners
- Research and analyze the range of options to address multi-level impacts to maximize benefits and minimize negative impacts

2. CREATE A NATIONAL NETWORK

- Connect with national, statewide, and regional experts on research, funding, and outreach on the impacts of emerging technologies
- Convene network members at conferences and other events
- Provide a platform for communication and dialog with national and international partners

3. COMMUNICATE WHAT WE KNOW

- Conduct outreach events to present research at the local, state, and national level
- Distribute information online and through academic and professional print outlets
- Build awareness of issues among professionals, researchers, decision-makers, and the public
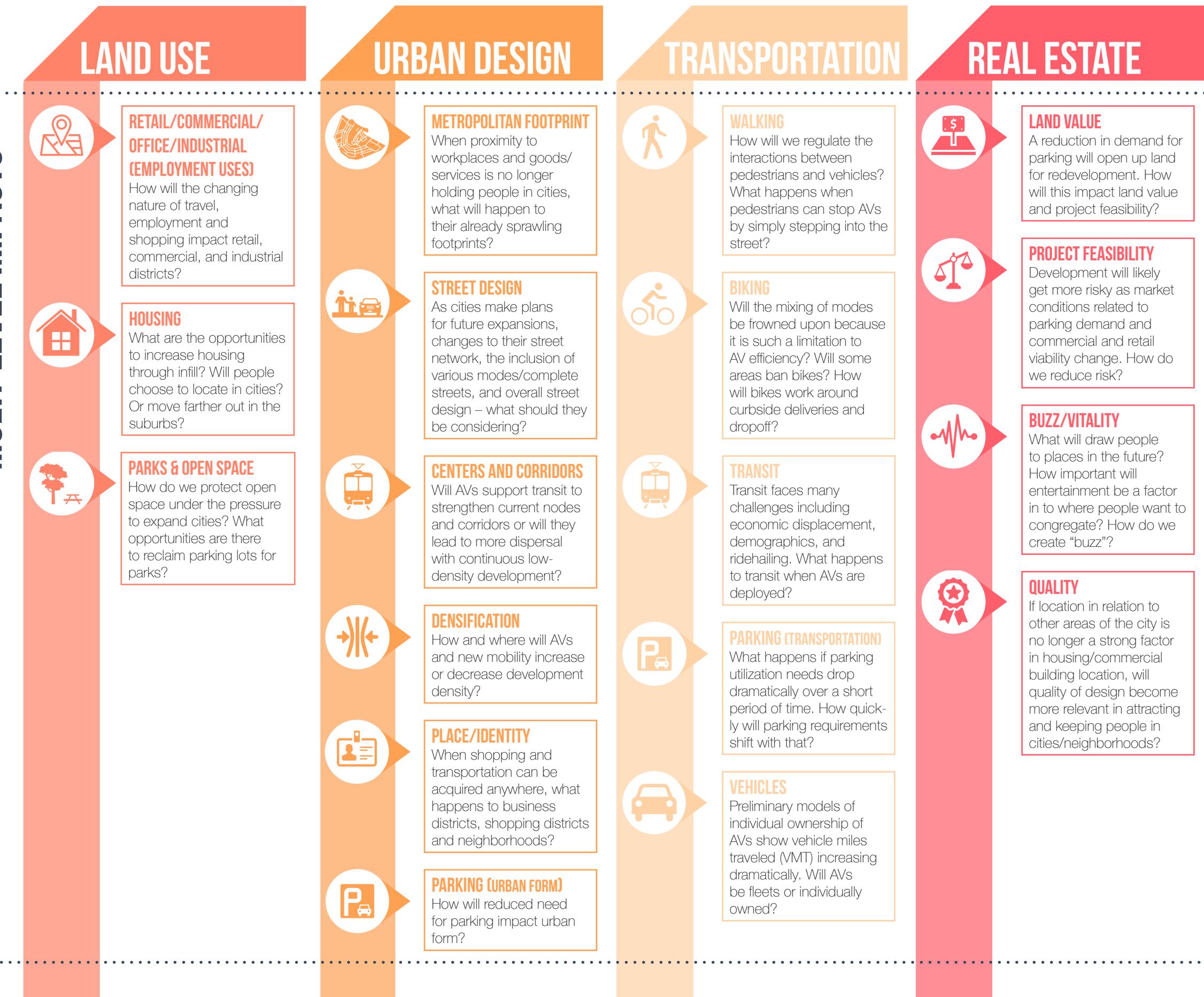
4. INFORM DECISION MAKING

- Analyze policy options
- Present research and policy options to decision-makers
- Convene pertinent policy making entities
- Participate in policy discussions

URBANISM NEXT | FRAMEWORK

MULTI-LEVEL IMPACTS

LAND USE

RETAIL/COMMERCIAL/ OFFICE/INDUSTRIAL (EMPLOYMENT USES)
How will the changing nature of travel, employment and shopping impact retail, commercial, and industrial districts?

HOUSING
What are the opportunities to increase housing through infill? Will people choose to locate in cities? Or move farther out in the suburbs?

PARKS & OPEN SPACE
How do we protect open space under the pressure to expand cities? What opportunities are there to reclaim parking lots for parks?

URBAN DESIGN

METROPOLITAN FOOTPRINT
When proximity to workplaces and goods/ services is no longer holding people in cities, what will happen to their already sprawling footprints?

STREET DESIGN
As cities make plans for future expansions, changes to their street network, the inclusion of various modes/complete streets, and overall street design – what should they be considering?

CENTERS AND CORRIDORS
Will AVs support transit to strengthen current nodes and corridors or will they lead to more dispersal with continuous low-density development?

DENSIFICATION
How and where will AVs and new mobility increase or decrease development density?

PLACE/IDENTITY
When shopping and transportation can be acquired anywhere, what happens to business districts, shopping districts and neighborhoods?

PARKING (URBAN FORM)
How will reduced need for parking impact urban form?

TRANSPORTATION

WALKING
How will we regulate the interactions between pedestrians and vehicles? What happens when pedestrians can stop AVs by simply stepping into the street?

BIKING
Will the mixing of modes be frowned upon because it is such a limitation to AV efficiency? Will some areas ban bikes? How will bikes work around curbside deliveries and dropoff?

TRANSIT
Transit faces many challenges including economic displacement, demographics, and ridehailing. What happens to transit when AVs are deployed?

PARKING (TRANSPORTATION)
What happens if parking utilization needs drop dramatically over a short period of time. How quickly will parking requirements shift with that?

VEHICLES
Preliminary models of individual ownership of AVs show vehicle miles traveled (VMT) increasing dramatically. Will AVs be fleets or individually owned?

REAL ESTATE

LAND VALUE
A reduction in demand for parking will open up land for redevelopment. How will this impact land value and project feasibility?

PROJECT FEASIBILITY
Development will likely get more risky as market conditions related to parking demand and commercial and retail viability change. How do we reduce risk?

BUZZ/VITALITY
What will draw people to places in the future? How important will entertainment be a factor in to where people want to congregate? How do we create "buzz"?

QUALITY
If location in relation to other areas of the city is no longer a strong factor in housing/commercial building location, will quality of design become more relevant in attracting and keeping people in cities/neighborhoods?

IMPLICATIONS FOR ...

EQUITY
How will the impacts of emerging technologies impact vulnerable and low income populations? What opportunities are there to improve services and reduce inequities?

HEALTH
Preliminary research finds that people are replacing walking, biking, and transit trips with ridehail services. If this trend continues (and is exacerbated by AVs, what will the impact be on our health? What are the impacts of E-commerce on health?

ENVIRONMENT
How can we take advantage of emerging technologies to improve sustainability and environmental outcomes? Can we reduce greenhouse gas (GHG) emissions? Can we improve stormwater treatment?

ECONOMY
Up to 4 million people drive for a living. What happens to their jobs with the deployment of AVs? Brick-and-mortar stores are closing as shoppers go online. How will emerging technologies disrupt the economy?

GOVERNANCE
Emerging technologies will disrupt revenues for cities, counties, and states. How do we provide a great level of service and support thriving communities?

RESPONSE

WHAT SHOULD WE DO?
Given the possible range of multi-level impacts of emerging technologies on **land use, urban design, transportation, and real estate**, and the implications on equity, the economy, and the environment, **how should governments, companies, and institutions respond to maximize the benefits and minimize the risks?** How do policies, programs, and infrastructure investments need to adapt and change?

NATIONAL NETWORK

No one has all the answers, but we need to be asking the right questions to make sure we are solving the right problems. Urbanism Next is bringing together a truly interdisciplinary group of people representing planning, architecture, engineering, urban design and public administration from the private, public, and academic sectors who play a critical role in the future of our cities. This network is dealing with the impacts of technology right now and planning for the impacts to come. From being a test site for AVs, to adopting regulations related to short-term rentals, to communities that have experienced shuttered malls, **members of the Urbanism Next National Network understand the breadth and depth of the change that technology is creating**, or is likely to create, in the future.

The Urbanism Next National Network works together to conduct and share research, as well as collaborate on presentations and events. In an effort to share the knowledge and expertise of the Network, **Urbanism Next is organizing the third national conference in Portland, OR from May 14-15, 2020**. The Conference is a partnership with the National and Oregon Chapters of the American Planning Association, the American Institute of Architects, the American Society of Landscape Architects, and the Urban Land Institute Northwest to build a national network of thought leaders from the private sector, public sector, and academia to address these topics. We also conduct other statewide, regional, and local events. To find out more, go to urbanismnext.com.

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THE NEXUS:

YOUR SOURCE FOR INFORMATION ON EMERGING TECHNOLOGIES

CHANGE IS COMING TO CITIES. Advances in technology such as the advent of autonomous vehicles, the growth of e-commerce, and the proliferation of the sharing economy are having profound effects not only on how we live, move, and spend our time in cities, but also increasingly on urban form and development itself. Cities must consider the immediate impacts of these evolving technologies as well as the long-term shifting reality before us as they update comprehensive and transportation plans, decide where they will invest scarce infrastructure funds, and develop strategies to reduce greenhouse gasses.

INFORMED DECISION-MAKING IS ESSENTIAL. These changes are coming fast and the world of new technologies continues to rapidly evolve. When faced with the challenges and opportunities that new technologies pose, elected officials and other decision makers need to know what questions to ask, what to prioritize, and which potential pitfalls to avoid. Between the accelerated pace of innovation and the near constant onslaught of brand new urban products and services, decision makers around the country and globe are finding themselves behind the curve in understanding how to best harness these technologies.

WITH A CURATED COLLECTION OF RESEARCH, INFORMATIONAL GUIDES, AND THE LATEST NEWS ON EMERGING TECHNOLOGIES, THE NEXUS IS THE INFORMATION SOURCE THAT CITIES NEED FOR NAVIGATING CHANGING TIMES.

THE NEXUS IS THE PRIMARY SOURCE FOR:

- Understanding the compounding effects of emerging technologies
- Quick guides and deep dives on potential impacts and policy considerations
- Academic and professional sources of multidisciplinary information
- Current news and developments in the world of emerging technologies
- Information on relevant events, webinars, conference, charrettes/workshops

THE NEXUS DELIVERS ANSWERS. Presented by the University of Oregon's Urbanism Next Center in partnership with NUMO, The NEXUS is a comprehensive, vetted, and easily accessible online information source to help decision makers understand what changes are coming, the multi-level effects of these changes, and how to create effective policies and tools. The NEXUS helps officials understand how to frame conversations, what the most current thinking is in a dynamic field, and what approach makes the most sense for their communities. The NEXUS provides a trustworthy, non-biased, fact-based, and frequently updated platform for cities to gather the information they need to tackle these issues.

Please contact Nico Larco, Urbanism Next Center Director at nlarco@uoregon.edu or Jennifer Davidson, Urbanism Next Project Manager at jend@oregon.edu for more information about The NEXUS.

URBANISM NEXT CENTER
at the University of Oregon

UNIVERSITY OF OREGON

New Urban Mobility alliance

URBANISM NEXT:
Summer 2017 - Summer 2019 Summary

Below is a select list of UO's Urbanism Next Center's accomplishments and activity over the past two years. This list represents some of the selected work of numerous experts throughout UO-Portland and Eugene.

SELECT ACTIVITY AND ACCOMPLISHMENTS

- **Research.** Researchers at the Urbanism Next Center are working with academics across the University of Oregon, across the country, and around the world, on cutting edge research on the multi-level impacts of new mobility, autonomous vehicles, and e-commerce on city form and development. Just a few examples of projects are:

  - **Knight Foundation Smart City Mobility Initiative.** The Urbanism Next Center is working with the Knight Foundation and CityFi on a multi-million dollar project with the cities of Detroit, Pittsburgh, Miami, and San Jose to incorporate equity and community concerns into the planning of autonomous vehicle pilot projects. Urbanism Next is working with the four cities to provide contextual research, technical assistance, project evaluation, and will disseminate lessons learned and promising practices ($250,000).

  - **National Science Foundation - The Multi-Level Impacts of Emerging Technologies on City Form and Development** (anticipated publication date Sept 2019), funded by the National Science Foundation ($100,000). This grant focused on developing a national network of industry and government leaders around AV impacts on cities. The planning grant is furthering the development of the Urbanism Next Nexus – an online resource that gathers, curates and presents cutting edge research for use by cities, communities and corporations. The project included a workshop in Portland at the White Stag for approximately 40 experts from the public sector, private sector and academia from across the country.

  - **AVs in the Pacific Northwest: Reducing Greenhouse Gas Emissions in a Time of Automation** (August 2018) and **New Mobility in the Right-of-Way** (March 2019), funded by the Bullitt Foundation ($100,000). This project, done in partnership with the CNCA/USDN and the Bullitt Foundation, worked with transportation and planning staff from the cities of Portland, Seattle and Vancouver, BC to evaluate and propose AV related municipal policy. An additional grant was approved by the Bullitt Foundation to expand this work to include research on AV impacts on carbon and the environment.

UNIVERSITY OF OREGON | Urbanism Next Center

- **NITC grants.** The National Institute of Transportation and Communities awarded Urbanism Next three grants totaling more than $315,000 (including client cash match). One grant helped fund research on emerging technologies for the cities of Gresham and Eugene by Urbanism Next staff and class projects coordinated through the Sustainable Cities Year Program. The other two grants funded projects by new assistant professor Anne Brown (PPPM) as well as an interdisciplinary project between Marc Schlossberg (PPPM) and Heather Brinton (Law).

- **New Mobility Pilot Project Assessment.** The Urbanism Next Center received a $78,000 grant from NUMO to conduct an assessment of new mobility pilot project in North America that focus on passenger micromobility (bikeshare and e-scooters), transportation network company partnerships, microtransit, and autonomous vehicles, and autonomous vehicle goods and food delivery.

- **Executive Education.** Urbanism Next was contracted by Arup (a multinational design/engineering consulting firm with over 14,000 employees) to lead the development and teaching of a weeklong course for 35 global participants from the company. Content for the course is being developed by Urbanism Next with input on specific sections from Cambridge University and Arup specialists. The one week workshop will take place in the Bay Area in September 2019.

- **Select Publications and Articles.** Urbanism Next faculty and staff are working on or published the following selected reports, articles, and books:

  - **Journal of Urban Design** – Special Urbanism Next Issue (in progress) – the editors of the Journal of Urban Design – the leading journal in the field – have agreed to publish a special issue of articles and commentaries based on the 2018 National Urbanism Next Conference.

  - **Robocar and Urban Space Evolution** (Chapter). Urbanism Next had a chapter included in a book about the impacts of autonomous vehicles on cities. The chapter highlighted Urbanism Next thinking and work around these topics. The book was published by TU Delft and was the output of a daylong workshop with international thought leaders in Europe.

  - Anna Joo Kim, Anne Brown, Marla Nelson, Renia Ehrenfeucht, Nancy Holman, Nicole Gurran, Jathan Sadowski, Mara Ferreri, Romola Sanyal, Marta Bastos & Klaas Kresse. (2019). " Planning and the So-Called 'Sharing' Economy / Can Shared Mobility Deliver Equity?/ The Sharing Economy and the Ongoing Dilemma about How to Plan for Informality/ Regulating Platform Economies in Cities – Disrupting the Disruption?/ Regulatory Combat? How the 'Sharing Economy' is Disrupting Planning Practice/ Corporatised Enforcement: Challenges of Regulating AirBnB andOther Platform Economies/ Nurturing a Generative

Sharing Economy for Local Public Goods and Service Provision." *Planning Theory & Practice,* DOI: 10.1080/14649357.2019.1599612

○ Brown, Anne. 2019. "Redefining Car Access: Ridehail Travel and Use in Los Angeles." *Journal of the American Planning Association,* 85(2), p.83-95. DOI: 10.1080/01944363.2019.1603761

○ DiNatale, S., Lewis, R. & Parker, R. (2018) Short-Term Rentals in Small Cities in Oregon: Impacts and Regulations. **Land Use Policy** 79: 407-423.

○ Clark, B. & Lewis, R. (forthcoming) **Future Transport and City Budgets**: Getting Bottom-Line Savvy In An Uncertain Future. In W. Riggs, *Toward Just and Sustainable Mobilities: Driverless Cars, Transport Innovation and the City of Tomorrow*. Routledge.

○ Brown, Anne. "Are ride-hail fees fair?" *The Circulator.* https://transfersmagazine.org/2019/04/22/are-ride-hail-fees-fair/

○ Brown, Anne, Vinit Mukhija, and Donald Shoup. "How Single-Family Garages Can Ease California's Housing Crisis." *CityLab.* https://www.citylab.com/perspective/2019/04/convert-garage-apartments-affordable-housing-crisis-adu/587434/

○ Clark, Benjamin Y. 2019. "How Will Autonomous Vehicles Change Local Government Budgeting and Finance? Case Studies of On-Street Parking, Curb Management, and Solid Waste Collection." NITC-SS-1174. Portland, OR: **Transportation Research and Education Center** (TREC). http://bit.ly/2Wm3w9Z

○ Brown, Anne and Brian Taylor. "Can Ride-Sharing Apps and Autonomous Vehicles Help Bridge the Mobility Gap?" In **Resilience Matters:** Strengthening Communities in an Era of Upheaval. Laurie Mazur (Ed.). Island Press, p.116-119. ISBN: 978-1-64283-065-1. https://islandpress.org/resilience-matters-download

○ Morris, Eric A., Angela Pratt, Ying Zhao, Anne Brown, Sakib M. Khan, John L. Derochers. "Do People Care to Share? Assessing Driver and Traveler Perceptions of the Shared TNC Services UberPool and Lyft Shared." *Center for Connected Multimobility.*

○ Brown, Anne, Vinit Mukhija, and Donald Shoup. "Cars in Garages for Cars into Housing for People." **Transfers**.

- **Select Publications About Urbanism Next's Work**

  - *Autonomous Vehicles Might Drive Cities to Financial Ruin*, by Susan Crawford, **Wired**, 6/20/18. https://www.wired.com/story/autonomous-vehicles-might-drive-cities-to-financial-ruin/

  - *Self-driving cars and land use: An interview with Nico Larco and Becky Steckler* by Jimmy O'Dea in **Union of Concerned Scientists**, 2/25/19. https://blog.ucsusa.org/jimmy-odea/self-driving-cars-and-land-use-interview

  - *How Technology is Changing Transportation in Cities,* **Convenience Matters Podcast**, 3/18/19. http://conveniencematters.com/mediacast/165-technology-changing-transportation-in-cities/

  - *How Autonomous Vehicles will Transform Cities and Suburbs by Ending Traffic Jams, Parking Problems and Road Rage* by David H. Freedman in **Newsweek**, 12/6/18. https://www.newsweek.com/2018/12/14/how-autonomous-vehicles-will-transform-cities-and-suburbs-ending-traffic-jams-1247728.html

- **Urbanism Next Conference.** Over 500 people attended each of the two conferences organized by Urbanism Next at the Oregon Convention Center: the 1st (March 5-7, 2018) and 2nd (May 7-9, 2019). The conferences were led by the University of Oregon and included a partnership between the Oregon and national organizations of the American Institute of Architects, American Planning Association, the American Society of Landscape Architects, and the Urban Land Institute. The Urbanism Next Conference is a unique event that brings together academics and students, government leaders and professional staff, as well as representatives from technology companies and the private sector to better understand how emerging technologies are impacting city form and development. The 2020 event is scheduled for May 14-15, 2020.

- **Urbanism Next International.** Urbanism Next is partnering with Polis, TNO, and NUMO to hold an Urbanism Next Conference in Europe in September of 2020. We are also partnering with the Smart Cities Council in Australia to hold a conference there in March of 2020. These conferences will build off of the model we have developed in the US and will help extend both our brand and our learning across the globe.

- **The NEXUS.** The Urbanism Next Center is developing the NEXUS, a one-stop website including a curated collection of research, informational guides, and the latest news on emerging technologies. Urbanism Next is partnering with NUMO, a new non-profit started by Robin Chase (the founder of Zipcar) that focuses on new mobility services.

- **Select Presentations.** Urbanism Next staff and faculty are in high demand as speakers on emerging technology topics - we spoke at almost 50 events over the past year, including two Tedx events. We are regularly asked to be keynote speakers at conferences, participate in conference sessions and panels, as well as present at public, private, and non-profit sponsored events.

  - **Nico Larco gave a TEDx College Park talk (2018).** Nico Larco gave a TEDx Talk in College Park (June 2018). The talk focused on the impacts of AVs on cities (built off of his previous UO WINGS talk). Over 70,000 views to date. Watch it here: https://www.youtube.com/watch?v=tTOFMwKEg7o&t=27s

  - **Becky Steckler gave a TEDx McMinnville talk (2019).** Becky gave a TEDx talk in McMinnville on the impact of emerging technologies in cities. Watch it here: https://www.youtube.com/watch?v=GKDiHhDU5XU&feature=youtu.be

  - **US Congressional Presentation (2019).** Nico Larco and Rebecca Lewis presented in the Library of Congress to members of the US Congress and transportation leaders in the public and private sector in January 2019. This event was organized by Rep. Blumenauer (D) and Rep. Davis (R).

  - **Future of Mobility in European Cities: Graz Forum for the European Union's Strategic Transport Research and Innovation Agenda (STRIA), Graz, Austria (2018)** - Nico was invited by the European Commission to give a presentation at this high-level agenda setting meeting of the EU.

  - **Lincoln Land Institute/Harvard Presentation (2018)**. Nico Larco gave a keynote presentation to City Planning Directors from 25 largest cities in the US in October at an event organized by the Lincoln Land Institute and Harvard Graduate School of Design.

  - **National APA Conference - San Francisco (2019).** Becky Steckler and Amanda Howell presented on a panel on goods delivery services with representatives from the San Francisco Municipal Transportation Agency.

  - **Transportation Research Board (TRB) Webinar - Disruptive Technologies: Impacts on Transportation Revenue (2018)**. Nico Larco presented at this webinar organized by TRB. The session had more than 500 attendees.

  - **Iceland National Planning Agency, Reykjavik, Iceland (2018)** - Nico gave the keynote at this national meeting celebrating 80 years of planning in the country.

  - **MaaS Congres (Netherlands) (2018).** Nico was the keynote speaker at the MaaS Congres in Rotterdam - an event that brings together leaders from industry and the public sector from across Europe. https://www.maascongres.nl/programma/

- ○ **Dutch Transportation Ministry Presentation (Netherlands) (2018)**. Nico presented on Urbanism Next topics to over 100 people from several Dutch national ministries. This was organized by leaders within the Dutch Ministry of Transportation (IenW) to kickstart discussions across the Dutch government and to help facilitate coordination across ministries. The presentation was covered in several articles including the following: https://dutchmobilityinnovations.com/spaces/1105/maas-regional-pilots/articles/news/25683/impact-maas-nieuwe-mobiliteit-en-autonome-voertuigen-op-steden

- ○ **Western Economic Association International - SanFrancisco, CA (2018)**. Benjamin Clark presented on the TNC and AV parking revenue impact.

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Understanding the Impacts of Emerging Technology on Cities
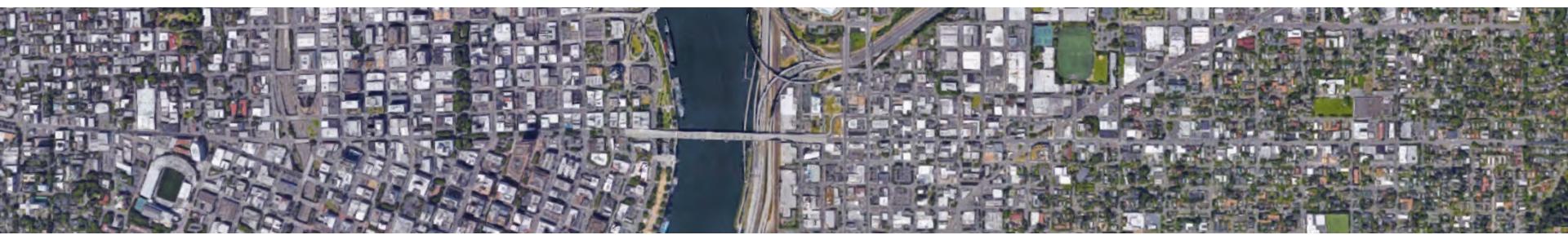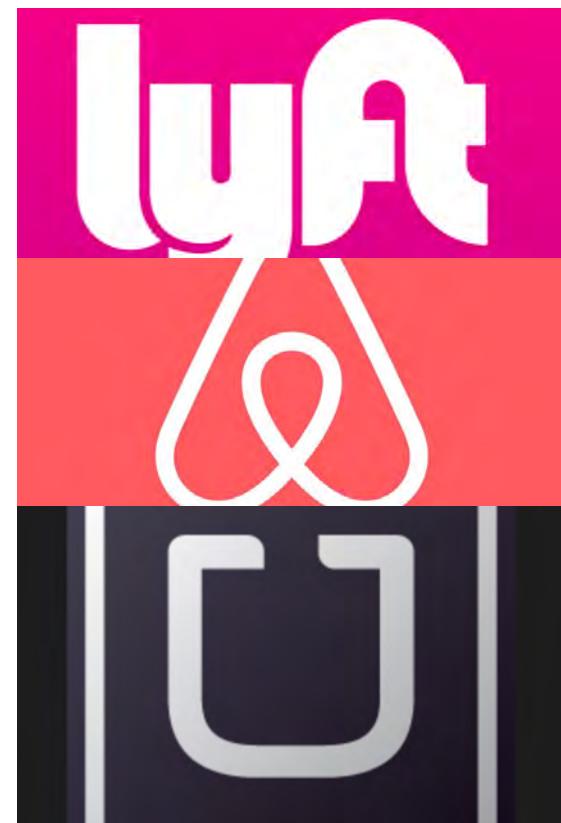
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Professor, Dept. of Architecture
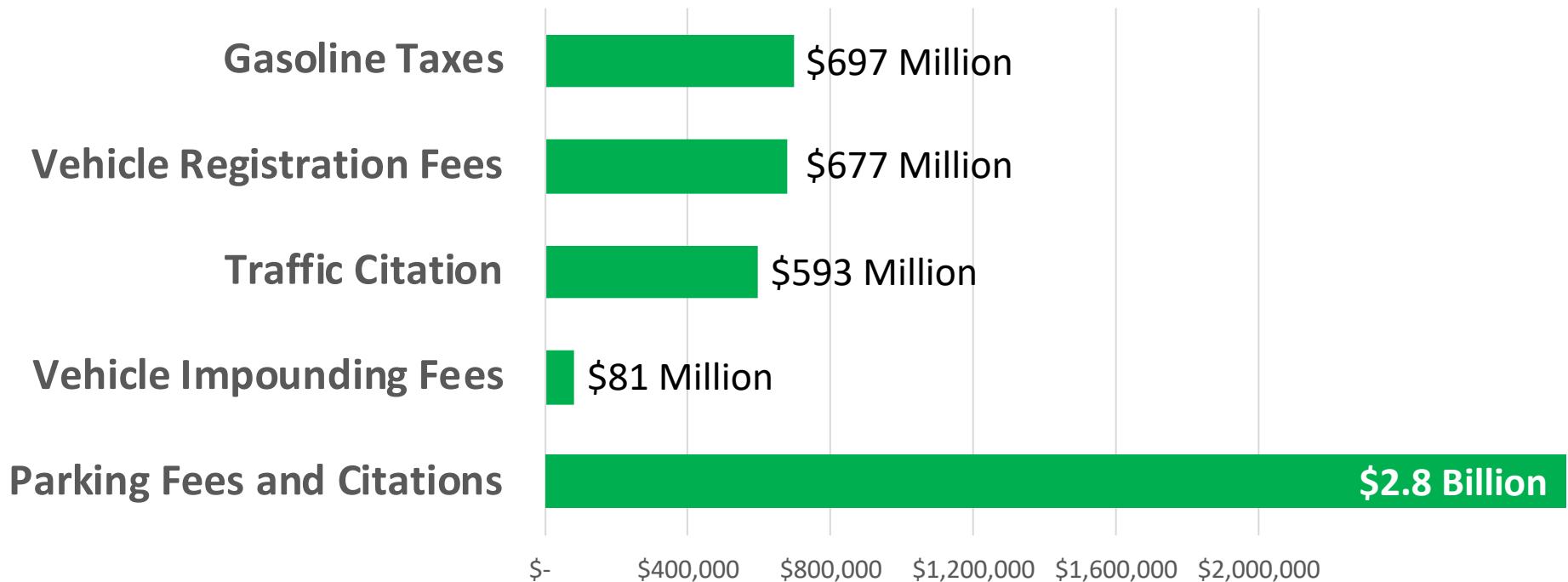Director, Urbanism Next Center

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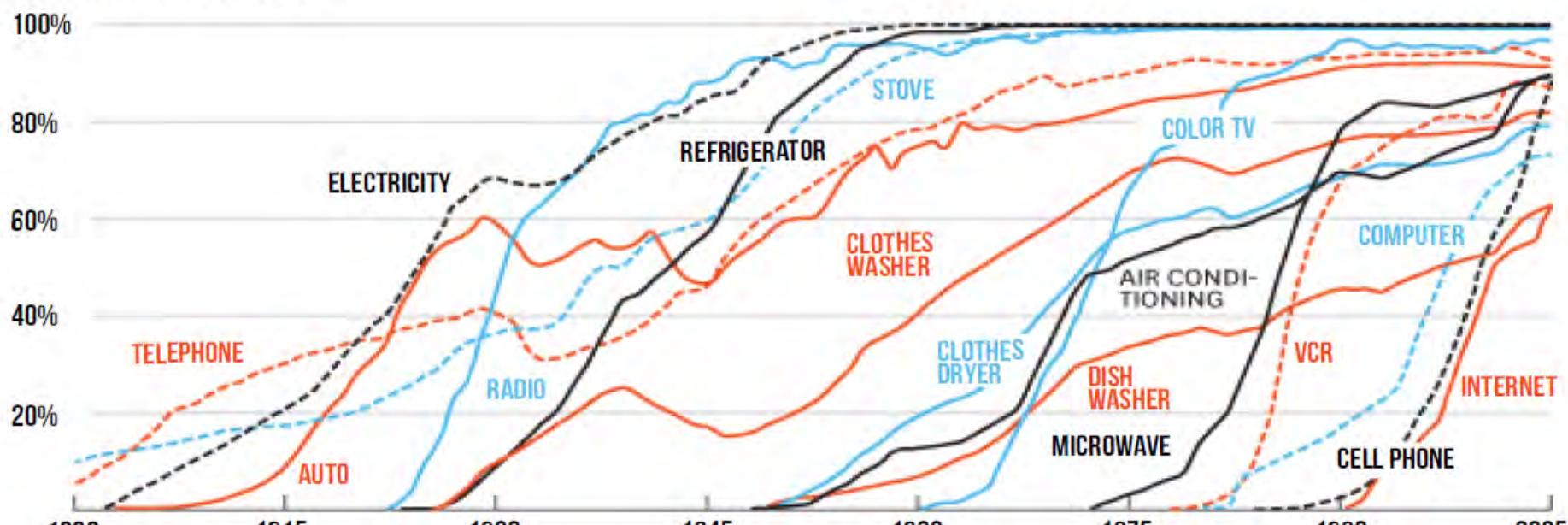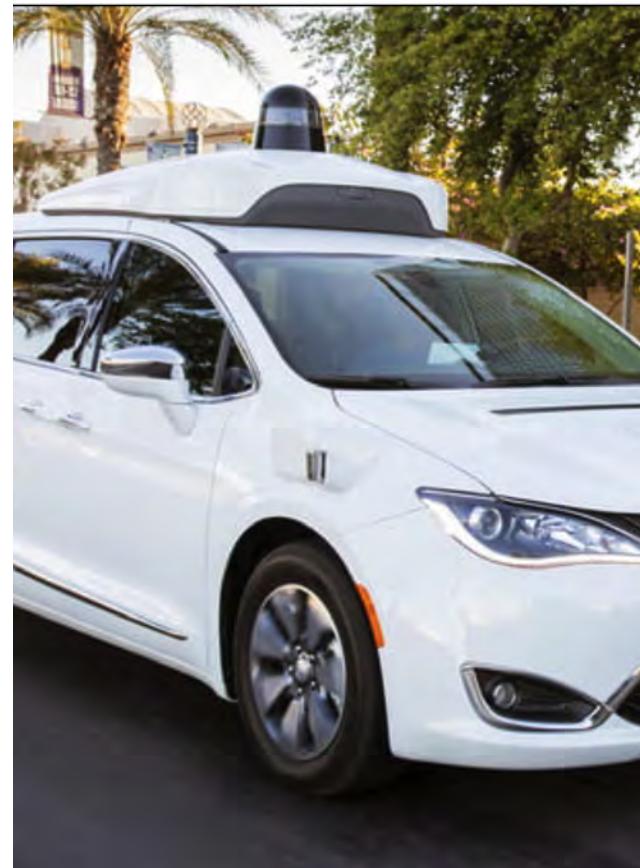
CONSUMPTION SPREADS FASTER TODAY

PERCENT OF U.S. HOUSEHOLDS

SOURCE: MICHAEL FELTON, THE NEW YORK TIMES

HBR.ORG

4.2 Billion Trips in 2018

38 Million Rides
*(in first year)

Level 4 Automation
*(ordered 82,000 vehicles)

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16 Billion E-Commerce Packages Delivered in 2018
118 Packages/Household… One every three days…

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CHANGE IS HAPPENING NOW.

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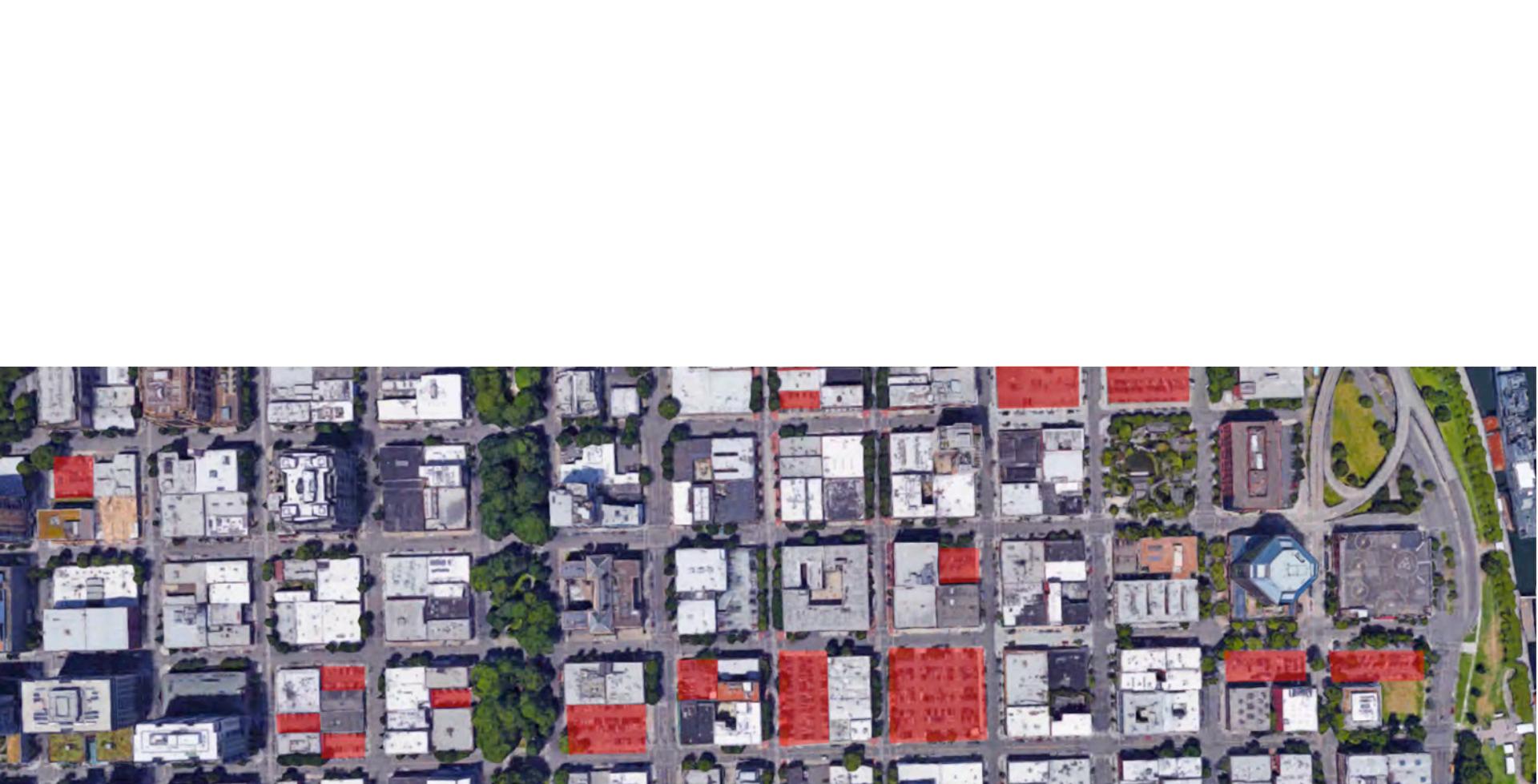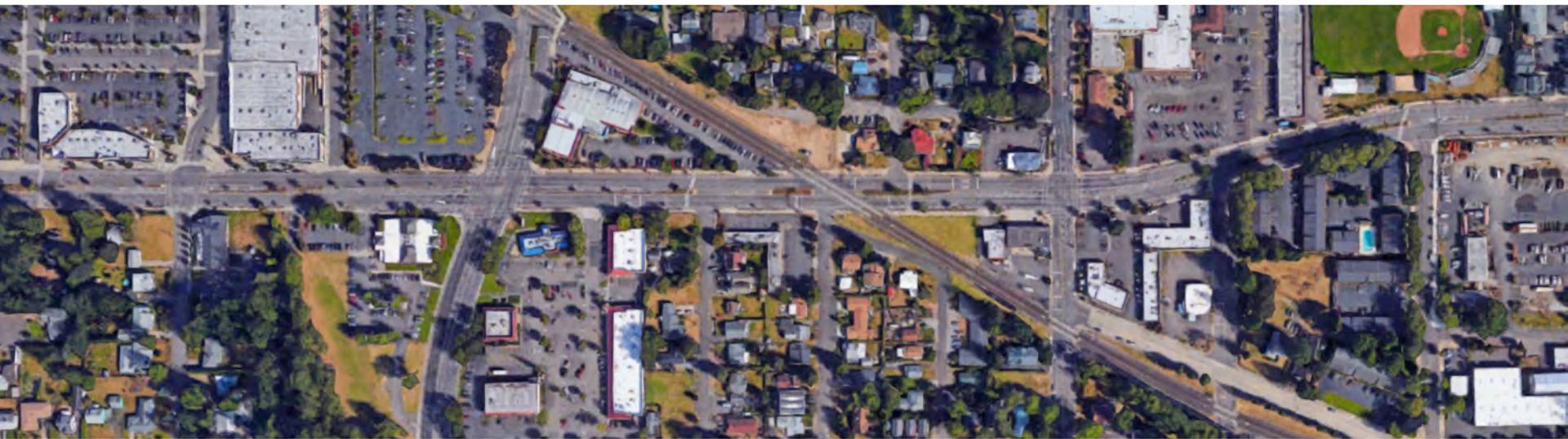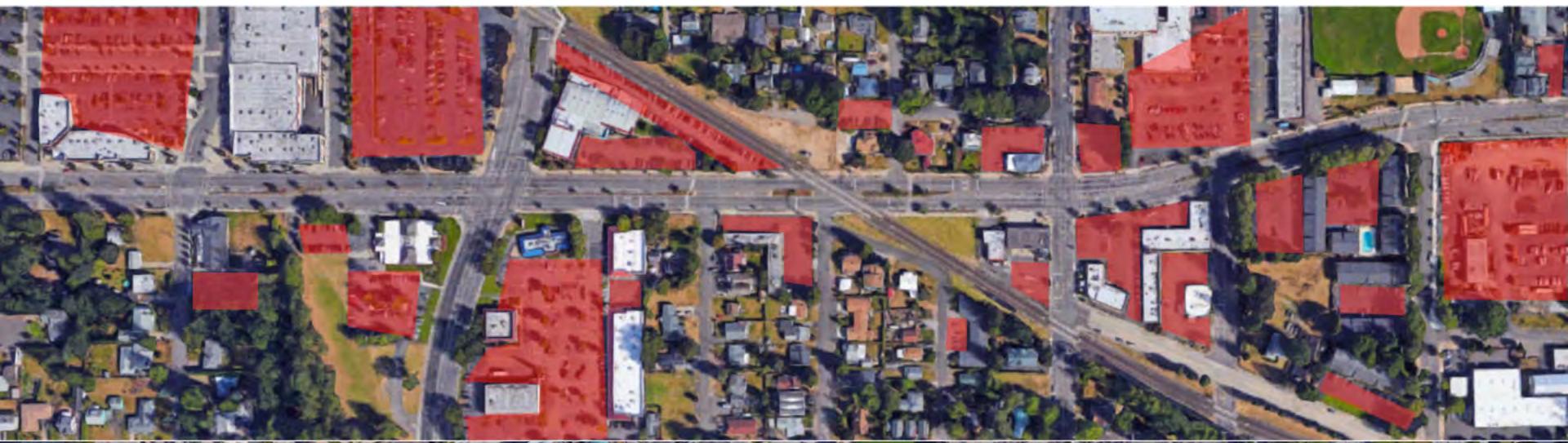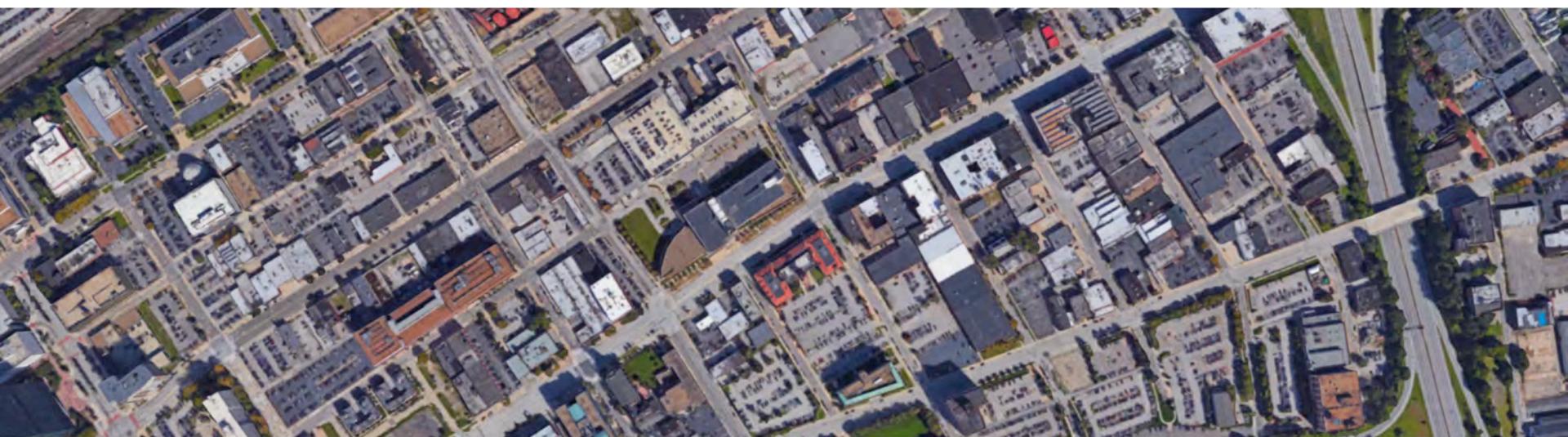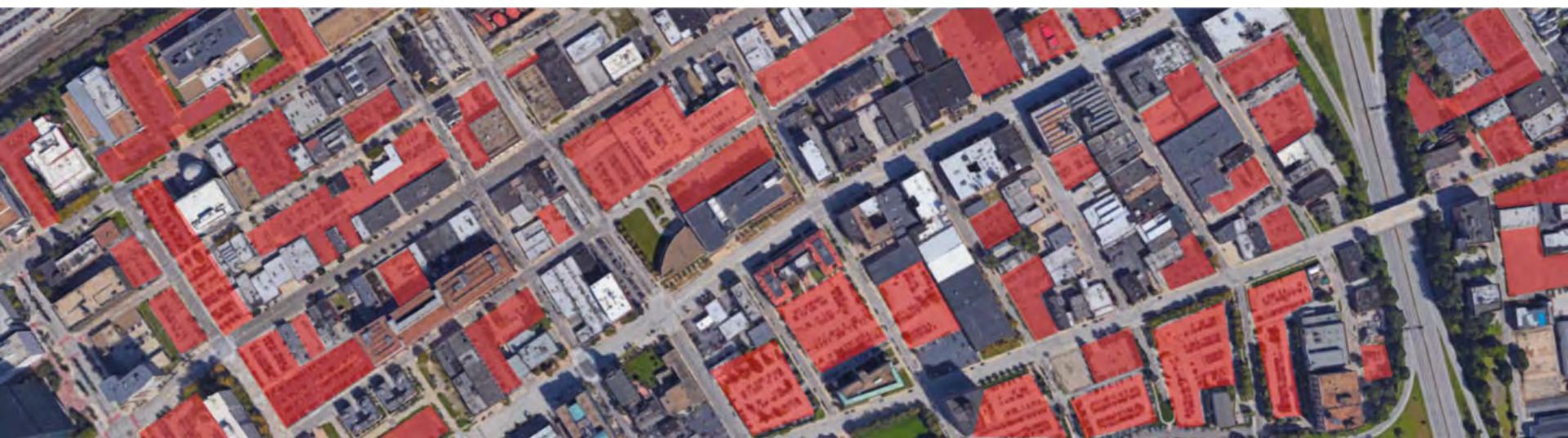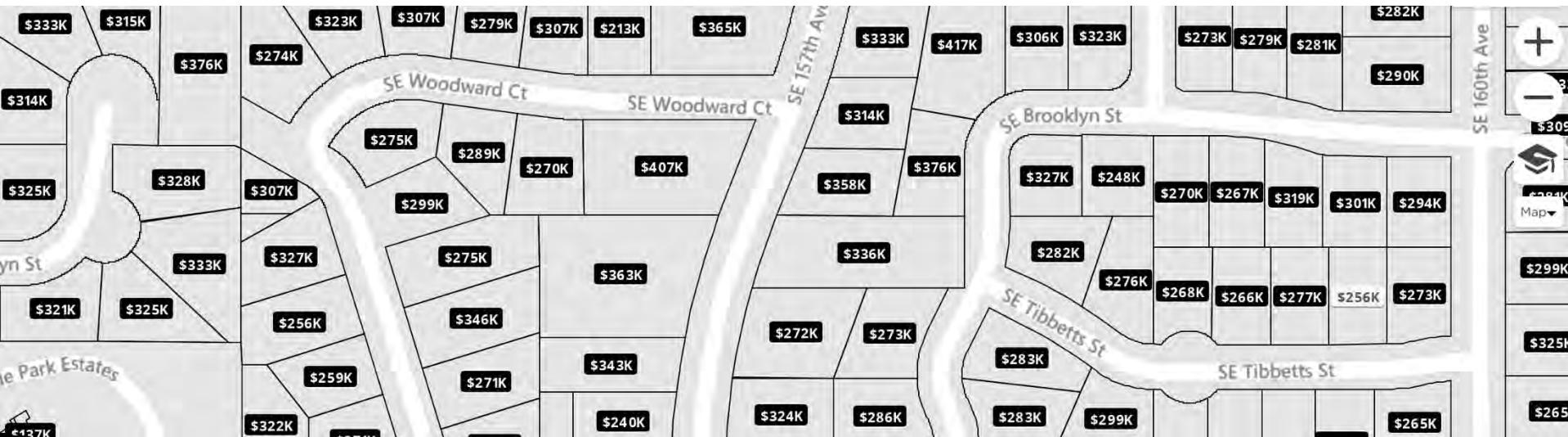
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Impacts on Municipal Budgets

Transportation Fiscal Impacts

25 Largest US Cities, FY16, Governing.com

NEW MOBILITY IS NOT A TRANSPORTATION ISSUE

E-COMMERCE IS NOT A RETAIL ISSUE

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URBANISM NEXT | FRAMEWORK

MULTI-LEVEL IMPACTS

LAND USE

RETAIL/COMMERCIAL/OFFICE/INDUSTRIAL (EMPLOYMENT USES)
How will the changing nature of travel, employment and shopping impact retail, commercial, and industrial districts?

HOUSING
What are the opportunities to increase housing through infill? Will people choose to locate in cities? Or move farther out in the suburbs?

PARKS & OPEN SPACE
How do we protect open space under the pressure to expand cities? What opportunities are there to reclaim parking lots for parks?

URBAN DESIGN

METROPOLITAN FOOTPRINT
When proximity to workplaces and goods/services is no longer holding people in cities, what will happen to their already sprawling footprints?

STREET DESIGN
As cities make plans for future expansions, changes to their street network, the inclusion of various modes/complete streets, and overall street design – what should they be considering?

CENTERS AND CORRIDORS
Will AVs support transit to strengthen current nodes and corridors or will they lead to more dispersal with continuous low-density development?

DENSIFICATION
How and where will AVs and new mobility increase or decrease development density?

PLACE/IDENTITY
When shopping and transportation can be acquired anywhere, what happens to business districts, shopping districts and neighborhoods?

PARKING (URBAN FORM)
How will reduced need for parking impact urban form?

TRANSPORTATION

WALKING
How will we regulate the interactions between pedestrians and vehicles? What happens when pedestrians can stop AVs by simply stepping into the street?

BIKING
Will the mixing of modes be frowned upon because it is such a limitation to AV efficiency? Will some areas ban bikes? How will bikes work around curbside deliveries and dropoff?

TRANSIT
Transit faces many challenges including economic displacement, demographics, and ridehailing. What happens to transit when AVs are deployed?

PARKING (TRANSPORTATION)
What happens if parking utilization needs drop dramatically over a short period of time. How quickly will parking requirements shift with that?

VEHICLES
Preliminary models of individual ownership of AVs show vehicle miles traveled (VMT) increasing dramatically. Will AVs be fleets or individually owned?

REAL ESTATE

LAND VALUE
A reduction in demand for parking will open up land for redevelopment. How will this impact land value and project feasibility?

PROJECT FEASIBILITY
Development will likely get more risky as market conditions related to parking demand and commercial and retail viability change. How do we reduce risk?

BUZZ/VITALITY
What will draw people to places in the future? How important will entertainment be a factor in to where people want to congregate? How do we create "buzz"?

QUALITY
If location in relation to other areas of the city is no longer a strong factor in housing/commercial building location, will quality of design become more relevant in attracting and keeping people in cities/neighborhoods?

IMPLICATIONS FOR ...

EQUITY
How will the impacts of emerging technologies impact vulnerable and low income populations? What opportunities are there to improve services and reduce inequities?

HEALTH
Preliminary research finds that people are replacing walking, biking, and transit trips with ridehail services. If this trend continues and is exacerbated by AVs, what will the impact be on our health? What are the impacts of E-commerce on health?

ENVIRONMENT
How can we take advantage of emerging technologies to improve sustainability and environmental outcomes? Can we reduce greenhouse gas (GHG) emissions? Can we improve stormwater treatment?

ECONOMY
Up to 4 million people drive for a living. What happens to their jobs with the deployment of AVs? Brick-and-mortar stores are closing as shoppers go online. How will emerging technologies disrupt the economy?

GOVERNANCE
Emerging technologies will disrupt revenues for cities, counties, and states. How do we provide a great level of service and support thriving communities?
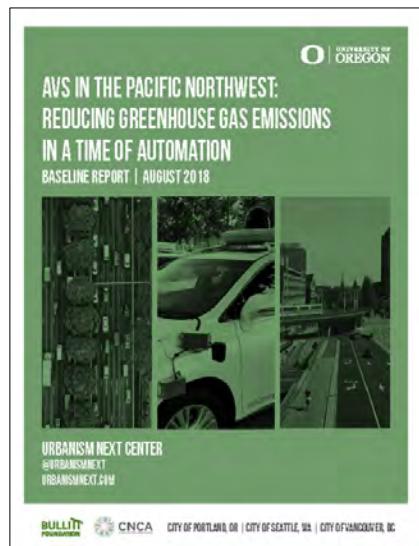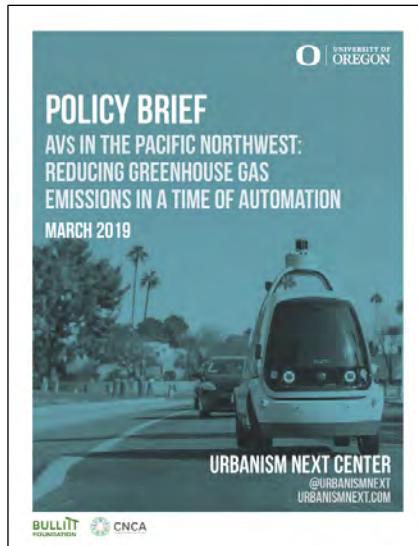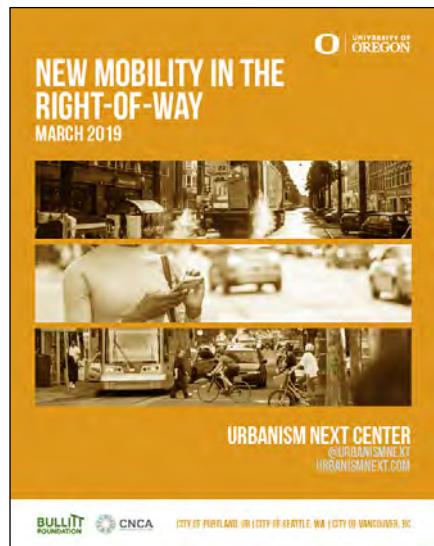
RESPONSE

WHAT SHOULD WE DO?
Given the possible range of multi-level impacts of emerging technologies on land use, urban design, transportation, and real estate, and the implications on equity, the economy, and the environment, how should governments, companies, and institutions respond to maximize the benefits and minimize the risks? How do policies, programs, and infrastructure investments need to adapt and change?

NEW MOBILITY IN THE RIGHT-OF-WAY
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IN A TIME OF AUTOMATION
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RETHINKING THE STREET IN AN ERA OF DRIVERLESS CARS

Marc Schlossberg, Ph.D.
William (Billy) Riggs Ph.D., AICP, LEED AP
Adam Millard-Ball, Ph.D.
Elizabeth Shay, Ph.D., AICP
January 26, 2018

APRU
SCI Sustainable Cities Initiative
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on Local Government Budgeting and Finance
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Emerging Tech and Cities

The PLACE Act
May 8, 2019

Urbanism Next Center
Understanding the Impacts of Emerging Technology on Cities

Nico Larco, AIA

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Director, Urbanism Next Center

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