February 27, 2006  
Jo Anna Gray

Introduction

A wonderfully written introduction should appear here. Imagine that it does.

What appears below is a cut and paste compilation of contributions from sub-groups that were received by noon on Monday, February 27. The format is mixed, with varying amounts of narrative and levels of generality in the statement of issues – a nice sampling of possible approaches. Perhaps the next step is to pick what we like best from among the approaches and try to standardize as we work through to the end of this stage.

A. Role within the State

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<td>Has it improved since 1997 and what are challenges</td>
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B. Institutional Distinctiveness

Forthcoming
C. Human and Intellectual Capital

Note to Steering Committee from Jo Anna:

A deficit of what I nailed together from the contributions of our sub-group is that it still has a “piecemeal” flavor. For example, the question of faculty quality, addressed in C.1 (Faculty and Staff), undoubtedly overlaps in important ways the issues related to state demographics, diversity, and internationalization, as raised in C.2 (Student Body) and in C.3 (Demographics, Diversity, and Internationalization). So please be generous – this is a first-cut and its rough!

C.1. Faculty and Staff

The mission of a public research university is to serve society through the creation and dissemination of knowledge. The academic core of a university is a faculty committed to research and creative activity and to teaching and learning. The essential human infrastructure that translates that core into a successful experience for students is the university’s staff. The quality of its faculty and staff is therefore of paramount importance to the success of a university in carrying out its mission.

**Issue statement C.1:** What are the ways in which the UO fosters the excellence of its faculty and staff? In particular, what are the strategies employed at all levels for hiring, supporting, promoting, and retaining the best faculty and staff to which we can aspire?

**Faculty**

(Jo Anna Gray, 2/22/06)

The key ingredients to assembling and sustaining a high-quality faculty are not mysterious: Hire well. Set high but realistic expectations for performance. Support faculty in their efforts to meet those expectations. Maintain standards for tenure and promotion that are consistent with those expectations. Connect compensation clearly and consistently to regular evaluation outcomes. Maintain a high priority on strategies to provide competitive levels of compensation at all ranks.

How well are we doing at the University of Oregon?

**Hiring**

Possibilities: Profile general areas of hires, as well as “net” changes in faculty FTE (total instructional and tenure-track) in various areas. May want to poll academic units about the criteria determining hires over the past decade, where they advertise, screening procedures (paper-based, phone interviews, off-campus interviews, campus interviews, etc.). Note proportion of hires that belong to underrepresented groups. Link to required documentation for Standard Four, #1, and to Policy 6.1 (Affirmative Action and Nondiscrimination)
Expectations

Perhaps a good opportunity to poll academic units regarding materials provided to new faculty hires indicating expectations in the areas of teaching, research, and service. For example, do departments provide junior hires with department and university promotion and tenure guidelines? Link to Standard 4.A, to Policy 4.1 (Faculty Evaluation), and to required documentation for Standard Four, #4.

Support

Summarize institutional support (ASA accounts, summer research funds, etc.). Poll academic units for examples of additional support provided at the college and unit levels (computer hardware and software, domestic and foreign travel, data, research assistance). Do department’s provide support or incentives for teaching large classes? For carrying heavy administrative loads (undergraduate director) or service loads (chairing a university committee)? Do departments provide junior faculty with incentives to do research rather than teach during the summer? How do departments supplement centrally allocated budgets – fund-raising, summer school revenues, bake sales? Link to?

Evaluation

Tenure and promotion

Poll academic units (colleges and departments/programs) for examples of written promotion and tenure guidelines that supplement university guidelines? Provide some information on recommendations coming out of departments, colleges, and the FAC, along with final numbers of positive, negative, and other decisions. Separate colleges and divisions within CAS? Provide links to university guidelines for preparation of cases as well as the year-end reports of the DAC (and equivalent bodies in other colleges, if available) and the FPC. Link to?

Annual evaluations of non-tenured faculty

Problematic tenure and promotion cases are not infrequently associated with problematic annual evaluation of non-tenured faculty by individual academic units. This is probably a good area in which to check for congruence across college and university guidelines. How are we doing on compliance?

Post-tenure review

This is interesting. Having pushed the UO into shifting from a 5-year cycle to a 3-year cycle for conducting post-tenure reviews, the NWCCU now recommends 5-year intervals. Are we in compliance? What is our record to date in providing salary increases related to post-tenure review, across colleges and within colleges. Link to?
Other

For example, some departments require faculty activity reports. These may be used in determining course load in some departments, or in determining pay increases. Link to?

Compensation

Compensation criteria

The criteria for the allocation of merit pay are documented in some colleges. Collecting information on existing practices (or the best among existing practices) and making the information accessible to the campus would be a useful by-product of our self-study effort. Link to?

Competitive Compensation

Take a look at the this from the usual perspective: UO salaries relative to AAU and other comparator sets. Look at the work being done by the Senate Budget Committee on the issue. Provide an up-to-date summary of how benefits play into compensation comparisons – complicated by the fact that faculty belong to different “tiers”.

Poll our units for strategies used to maintain competitive compensation. Individual academic units and colleges have pursued diverse approaches to keeping pace with the salaries offered by our academic competitors and to solving the problem of salary compression. Can we benefit from sharing the information? Poll units for examples of successes in competing for faculty, and examples of failures. What can we learn from our successes and failures in this area? Link to?

Foundation / Fundraising

Document the difference that our donors have made in hiring, supporting, and retaining our faculty. Where have they made the most difference? What areas should fund-raising target in the future?

Staff
(Mandy Chong and Linda King, 2/24/06)

As with faculty, the key ingredients to assembling and sustaining a high-quality staff are not mysterious: Hire well. Set high but realistic expectations for performance. Support staff in their efforts to meet those expectations with training and development opportunities. Maintain standards for evaluation and recognition that are consistent with those expectations. Establish and maintain regular feedback systems. Maintain a high priority on strategies to provide recognition and compensation at all ranks.
Hiring:
- Provide general information about the number and type of classified hires;
- Furnish demographic information about new hires to assess progress on creating a more diverse workforce;
- Describe classified recruitment, selection, and hiring process, including ways of attracting a more diverse applicant pool;
- **Question for departments:** What steps do you take to attract and retain diverse and competent classified staff members?

Setting Expectations:
- Outline orientation practices;
- Describe UO processes to communicate expectations (e.g., position descriptions, performance appraisals, etc.).
- **Question for departments:** How do you orient new classified staff to your department?

Employee Orientation and Support:
- Describe available training designed to help employees in carrying out their job responsibilities;
- Describe available training designed to create a positive, productive work culture and environment;
- Outline UO programs available to assist employees in balancing work-life issues (e.g., employee assistance program, work-family life services, child care on campus, etc.).
- **Question for departments:** Are the current university training programs helpful to your classified staff? If so, which ones? If not, what kinds of new training would be helpful?

Evaluation and Recognition:
- Describe performance appraisal process for classified staff;
- Report number of employees receiving annual performance appraisals;
- Describe university-wide recognition programs.
- **Questions for departments:** 1) Do departmental classified staff members receive annual performance appraisals? If no, why not? 2) What kinds of department-specific recognition activities do you conduct that include the classified staff?

Compensation:
- Describe classified employee pay structure and process for increases, including merit and cost-of-living;
- Provide information on classified pay vis-à-vis the market.

C.2. Student Body

The student body contributes in number of important ways to the intellectual capital of a university. The educational mission of a university can be meaningfully interpreted and implemented only in the context of the students it seeks to educate. Furthermore,
students are themselves significant contributors to the process and experience of education. Indeed, many of our graduates students successfully transition from student to educator during the time they spend at the university.

**Issue statement C.2: What are the desired attributes of our student body, and what are the ways in which we work to attract, retain, and educate these students?**

**Undergraduate Students**

(Martha Pitts, 2/22/06)

Significant demographic changes in Oregon and in the west have begun, and will continue over the next decade. While small growth is expected in the total number of high school graduates in Oregon, future graduating classes will include more low-income and first generation students, and significantly larger percentages of students of color. Fewer graduates will come from demographic groups who traditionally attend college in large numbers, and more graduates will come from groups who have not traditionally seen college as an option.

Particular issues we may wish to address:

**Size of University**

This part should probably address the decisions of the university to limit growth and to maintain enrollment between 20,000 and 21,000 students. This is the place to discuss issues from the FAC report in 1999 regarding optimal size, and the 2001 EMC Report to the President.

**Enrollment Trends**

The University of Oregon has enjoyed several years of enrollment success, enrolling a relatively stable percentage of Oregon high school graduates, enrolling better prepared students as measured by GPA and SAT, increasing retention and graduation rates, and increasing the number and percentage of students of color enrolled in the university. During the last 10 years, overall enrollment has grown by 15% while enrollment of students of color has increased by more than 20%. However, UO enrollment has not kept pace with the demographic changes in Oregon high school graduates.

In particular, growth in the Hispanic/Latino high school graduates has outpaced UO enrollment growth. Since 1996, Hispanic/Latino graduates have made up about 3% of the student body, with 3.125% of currently enrolled UO students identifying as Hispanic/Latino. In that same time, Hispanic/Latino students have grown from 3.75% of the Oregon high school graduates to 8.29%, and are expected to exceed 18% of high school graduates by 2015.

There is great diversity in the students prepared for academic success at the University of Oregon. We want to increase the socioeconomic, cultural and ethnic diversity of the student body so that the education for all UO students is enriched by a diverse campus community and all community members benefit from multicultural experiences throughout the institution.
Retention and Graduation Rates
Retention and graduation rates are increasing at the University of Oregon, however there are differences in these rates by ethnic group. While freshman-to-sophomore retention rates are similar across ethnic groups, persistence and graduation rates show substantial differences by ethnic group. It will be important to further explore these differences and to look at ways of increasing graduation rates for all students. We should integrate information from Larry Singell’s research on the effects of financial aid on retention.

Financial Access
As more of the UO funding has come from tuition revenue, tuition rates have risen. We are exploring the impact of these changes on recruiting and retention of students. How do we balance institutional goals of increasing access, increasing diversity, and increasing high achieving students with finite scholarship resources?

Attracting Top Scholars
Discuss here the increases in the quality of entering students and the increase of admission requirements in 2003. The discussion should include concerns that good students who are not familiar with college admission, or who lack support in the process may be deciding not to admit because of concerns about selectivity and their ability to be admitted. How can we increase our enrollment of high achieving students without presenting an image of exclusivity that discourages others who could be successful at the UO.

Graduate Students
(Forthcoming.)

C.3. Demographics, Diversity, and Internationalization

Internationalization
(Steve Durrant, 2/24/06)

There are many components to internationalization at the University of Oregon. Some of these are managed by the Office of International Programs (OIP) and others fall within the academic purview of the Colleges and Departments. At times, as with Study Abroad Programs, OIP and the academic units work together to assure program quality.

But seen from the perspective of “human and intellectual capital,” which is this committee’s concern, internationalization is an extension of diversity. Just as our faculty and student body should reflect the demographic qualities of the regions surrounding the university, so should they to some degree reflect the reality of globalization. We are a richer institution when we have, as we now do, many faculty members and students from different parts of the world. They not only bring special expertise to our international academic programs, but they also remind us that the production and dissemination of knowledge transcend national boundaries. Enriching our international expertise and developing a global perspective implies as well providing faculty and students from all
backgrounds with ample opportunities to expand their understanding of the world in which they live. This means maintaining a rich array of courses that deal with global issues and with other cultures, histories, and languages. It also means encouraging international travel, cultural exchange, and innovative programs that put faculty and students here in touch with peers abroad.

D. Academic Programs

D.1 Undergraduate Programs

**Academic Programs: Undergraduate**

Undergraduate education: We've done a lot. Let the campus know what we've done, finish what we started, and point to where we need to go next.

First-year programs - experience since 1997 study/are we where we want to be?

Introduction of students to the institution, especially non-traditional and transfer

ID.1 SW

ID.1 Senate/UGC chairs

ID.1 SD

General education: The Student Intellectual Experience - coherent, introduce students to the assumptions/values of learned society.

Do our general education requirements "make sense" and is that conveyed to students

General education requirements: setting expectations and assessing performance

Academic dishonesty

ID.1 JAG

General education interface with departmental majors and minors

ID.1 JAG

Quality of undergraduate education: relationship between the liberal arts and the professions

How we assist students in selecting a major: initiatives, distinctive opportunities at UO, integrating the liberal arts and professions, professional distinctions, CAS/Education initiatives

Do we effectively introduce students to the epistemology and intellectual values of the disciplines they enter?

ID.1 SW

ID.1 JAG

Integrating learning - highlight progress on integrating in-class and out-of-class learning

Research opportunities for undergraduates

Can we show that faculty and graduate student research improve undergraduate teaching?

Internationalization: study abroad programs, attracting international students, international course offerings

ID.1 DH

ID.1 JAG
Getting ready to depart -- do we end well?  Career preparation ID.1 JAG
Getting ready to depart - do we end well?  Capstone experiences ID.1 SD
Could a student graduate from the UO and not understand core values of a liberal arts research university? ID.1 UGC
ID.1 JAG

D.2 Graduate Programs

Forthcoming.

E. Setting and Campus Experience

Issue: Campus Climate, Health and Safety.

The University of Oregon campus is a dynamic environment where grand ideas, differing values, and varied cultural expressions come together to form a unique learning climate. Students are exposed to different ways of thinking and action, and their time here serves as a natural incubator for life long learning, civic engagement, and productivity. This is not an accidental byproduct of membership in the University community but a strategic learning outcome for the modern residential campus. As such it is integral to the institution’s purpose and we are responsible to be cognizant of elements that combine to achieve a positive campus learning climate.

* In what ways are we a welcoming community for the diverse student, faculty, staff, and visitor constituencies who interact on campus? How do we foster and engage multiculturalism, internationalism, and tolerance for differing views? How do we celebrate and protect free speech?

*Are we prepared for disasters, natural or other, that might threaten campus endeavors. Are all prudent measures in place to minimize disruption and better prepare campus to continue critical functions should such an event occur. Are we disaster resistant?

*Research and our campus experience informs us that many students engage in behaviors that place their health and safety at risk, and can jeopardize scholarly achievement and engagement with campus matters. As a community of more than 20,000 students and nearly 4,000 faculty and staff, a significant number among us suffer debilitating psychological impairment. How are we prepared as a campus to prevent and intervene on abuse of alcohol and drugs, sexually transmitted disease, eating disorders, uncontrolled expression of anger, and extreme conflicts in interpersonal relationships. Do we have in place sufficient support systems to appropriately address depression, suicide prevention, eating disorders, and conflicts between individuals and among groups? Are public safety systems adequate to reasonably protect our community from violent acts.

Issue: Learning Environments/Opportunities Outside the Classroom.
Student life outside the classroom is a rich and varied enterprise that serves to extend and compliment formal classroom learning. The campus provides specialized support services delivered by professionals, and opportunities for students to become personally involved in programs and activities that promote interpersonal skill development, exposure to new ideas, and to practice necessary life skills in meaningful ways.

Preserving the residential campus—University residence halls, student union programs and activities, recreation sports and fitness programs, and open space—is fundamental to student learning outside the classroom. In their broadest sense these elements combine to create the hearth for campus student life, and its image is found mirrored in lounges, arcades, and public spaces in colleges and school buildings across campus.

*How well do our residence halls and group living arrangements provide safe and desirable housing that also meet student needs to gather informally and create community?*

*Does the student union, along with campus departments and independent student organizations, make sufficiently available a breadth and quality of involvement opportunities, provide practical leadership training and encourage commitment to service?*

*Does campus provide adequate opportunity for the physical development of students through fitness activities and membership on recreation and sport teams?*

*Does campus student employment generally provide meaningful experiences that contribute to student satisfaction and sense of belonging?*

**Issue: Campus and Facilities.**

Enrollment growth coupled with an expanded core of teaching and research disciplines require an increase in the overall campus physical plant. This effort will benefit from establishment of target enrollment goals and adoption of strategies to guide construction of new buildings on campus. A host of infrastructure issues are associated with campus expansion and care for existing aging buildings.

*New buildings with state-of-the-art classrooms and emerging technology have been added in recent years. This trend is projected to continue in the decade ahead relying on a variety of identified funding sources. What funding model or mechanism will be used to plan for facility operational expenses which typically are not provided as part of construction?*

*Many campus buildings were built in the 1950’s-1970’s or earlier and need modernizing renovation. Regular maintenance has been selectively deferred for decades and has reached a critical threshold making investment urgent.*
*Campus land, particularly in the core of campus, has reached or exceeded desired building density levels. Preserving the campus’ defining designated open space is increasingly challenging. How will the University fund new land acquisition? What are target purchase locations, and how might we begin to understand how new land should be used in the future?

*The necessary science and technology to achieve energy efficient and sustainable buildings is evolving rapidly and is now routinely incorporated into new campus building design. What is our responsibility as a public educational institution to lead on sustainability issues and how do we measure increased construction costs against long term savings and environmental benefit?

*Campus transportation issues continue to rank high among all University constituencies. Solutions to needed added vehicle parking, campus traffic circularization, easy access to public transportation, and promotion and accommodation of bicycle use lags behind overall campus development.

F. Governance

Issues and Opportunities in university governance:

The University of Oregon has a foundation of shared governance that goes back to the original charter of 1876. In its 130 year history, the University has been well-served by collegiality that supports a widely-understood mission and a broad consensus on core values. To sustain and further strengthen governance structures of the University, periodic evaluation and analysis is of clear value; our analysis proceeds with broad questions then proceeds to specific within areas of our mission.

Broad questions of governance involve addressing issues of communications, procedures and values. Is there a general understanding of the roles that student/faculty governance organs play in relation to administrative decisions? Is there broad understanding of real resource constraints and financial limitations within which decision-making occurs? Are the campus-wide governance structures and procedures broadly understood and are the opportunities for input and participation widely known?

In addition to these institution-wide aspects of governance issues, these matters have specific impact on each of the three broad areas the institutional mission.

I) Teaching and Learning

a) Are the established faculty/student committees that directly address teaching and learning-- Graduate Council, Undergraduate Council, Curriculum Committees, Academic Requirements Committee, Scholastic Review Committee--working well? Is there good horizontal and lateral communications?

b) Are the institutional appeal committees that relate to academic processes—Student faculty Committee on grievances, Student Conduct Hearing Board--functioning well.
c) Does the University's governance and committee structure facilitate exchange of information and analysis of developing academic issues (e.g., Grade Inflation, General Education Requirements, Multicultural Curricular matters)?

d) Are existing committees on campus adequate to deal with more global initiatives relating to the academic curriculum (common course numbering, common requirements for the major, common core, etc)?

II) Research and Creative Activity.

a) Does the governance structure of the university facilitate the creation of knowledge? Are there opportunities to enhance this facilitation?

b) Are the established committees dealing with research oversight, questions of integrity, etc, working well.

III) Service to Community and Society.

a) Given a constant tension in academic life between service activities and research/creative activity, is the reward structure adequately taking into account service activities? Are these activities taken into account appropriately at time of promotion Assistant to Associate, promotion from Associate to Full, and at Post tenure review?

b) Are there rewards of other natures than monetary and P&T that could be used to avoid burnout and increase the feeling of satisfaction people who engage in service obtain and to ensure these activities are viewed as valuable to the community?

c) Are the IFS, AAUP, AOF working well in interfacing with the various stakeholders around the state (State Board, Legislators, Alumni, etc)? In particular, are UO interests well represented?