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TABLE OF ABBREVIATIONS

AAUDE	Association of American Universities Data Exchange
AEI	American English Institute
A&AA	Architecture and Allied Arts
ALS	Academic Learning Services
APPA	American Physical Plant Administrators
ARL	Association of Research Libraries
ASA	Academic Support Account
ASUO	Associated Students of the University of Oregon
BAS	Budget Allocation System
CAPS	Center for Asian and Pacific Studies
CAS	College of Arts and Sciences
CATE	Center for Advanced Technology in Education
CEP	Community Education Program
CHD	Center on Human Development
CSRDE	Consortium for Student Retention Data Exchange
EMU	Erb Memorial Union
ESOL	English for Speakers of Other Languages
FIG	Freshman Interest Group
FIS	Financial Information System
GTF	Graduate Teaching Fellow
GTFF	Graduate Teaching Fellows Federation
HERI	Higher Education Research Institute
HVAC	Heating, Ventilating, and Air-Conditioning
IDEA	Institute for the Development of Educational Achievement
ILL	Interlibrary Loan
IMC	Instructional Media Center
IRM	Information Resources Management
ITC	Information Technology Center
LCB	Lundquist College of Business
LERC	Labor Education and Research Center
LSDT	Language Skills Diagnostic Test
MAT	Midterm Assessment of Teaching
MNH	Museum of Natural History
NAGRPA	Native American Graves Protection and Repatriation Act
O&M	Operation and Maintenance
OAR	Oregon Administrative Rules
OIEE	Office of International Education and Exchange
OIMB	Oregon Institute of Marine Biology
OMA	Office of Multicultural Affairs
OMSA	Oregon State Museum of Anthropology
OSRL	Oregon Survey Research laboratory
OSSHE	Oregon State System of Higher Education
PARS	Physical Activity and Recreation Services
PERS	Public Employees Retirement System
PSES	President's Small ExecutiveStaff
S&S	Services and Supplies
SSIL	Social Science Instructional Laboratory
SAA	Student Alumni Association
SELT	Supplementary English Language Training
TEP	Teaching Effectiveness Program
TOEFL	Test of English as a Foreign Language
TSPC	Oregon Teacher Standards and Practices Commission
TSWE	Test of Standard WrittenEnglish
UAP	University Affiliated Program
UCC	University Committee on the Curriculum
UEPCC	Undergraduate Education and Policy Coordinating Council
ULC	University Library Committee
UOMA	University of Oregon Museum of Art

UNIVERSITY OF OREGON

ACCREDITATION 1997

INTRODUCTION

A university lives within the context of its history, its times, and the cultural, political and economic forces that surround it. It also serves a vital role in shaping those forces, and, in doing so, in shaping history yet unwritten.

The University of Oregon is no exception: it plays a substantial role in the shaping of the future for Oregon, the Pacific Northwest, and, through multiple and increasingly interwoven international relationships, the world.

A Brief Overview

The University of Oregon is the largest institution within the Oregon State System of Higher Education (OSSHE), which comprises three universities, three regional colleges, and one technological institute. A comprehensive research university, the UO is known nationally for the excellence of its teaching and research, and for a spirit of sharing. One reflection of the university's excellence is its membership since 1969 in the Association of American Universities, one of 31 public institutions of higher education in the United States with AAU designation.

The University of Oregon was founded in 1876 by an act of the Oregon State Legislature. Since then, many generations of outstanding leaders and citizens have studied at the university. Today's students, like the 350,000 who came before them, have access to the most current knowledge in classes, laboratories, and seminars conducted by active researchers. In turn, by sharing their research through teaching, faculty members are better able to articulate their findings and integrate their specialized studies with broader areas of knowledge. Their students learn that knowledge is a vital and changing commodity and that learning should and can be a lifelong activity.

UO students select their courses from departments and programs in the College of Arts and Sciences and from six professional schools and colleges. More than 760 full-time and 430 part-time faculty members and close to 1,200 graduate teaching and research assistants serve as mentors and colleagues to the 17,269 undergraduate and graduate students currently enrolled at the university.

Although most students come from Oregon, about 41 percent are from other states and 10 percent from other countries. The mix of backgrounds gives

students a chance to know people they might not meet otherwise — a real asset in a world where national and international relations often affect everyday life.

From the first graduating class of five to the current official enrollment of 17,269, the University of Oregon has, through a combination of commitment, ongoing assessment, planning, collegiality, and hard work, achieved a place of excellence. The university continues with this same combination to maintain and increase that excellence.

The 1987 Accreditation Self-Study

Ten years ago, the University of Oregon's 1987 accreditation and self-study process resulted in both commendations, and concerns and recommendations from the evaluation team. Among the commendations were acknowledgment of the university's commitment to excellence; recognition of a positive working relationship among faculty, staff, administration, and students; increases in grant-funded research; and service to the state. These, along with several other areas of commendation, were cited as strong points for which the university had infused substantial energy, resources, and commitment.

The university also noted carefully the concerns and recommendations of the evaluation team, seeing them as a basis for continued improvement. These included: the need to develop a functional system-wide information system; the acquisition, maintenance, and repair of equipment in basic science laboratories; a careful coupling of research, undergraduate education, and faculty resources; improved faculty salary support; recognition of campus governance participation in the definition of merit; adequate access to facilities for those with disabilities; improvement in access to computing services for the faculty and students; attention to providing adequate student academic advising; and the need to avoid excessive use of graduate teaching fellows in large, impersonal lower division classes.

Although the concerns and recommendations were made by visiting accreditation team members, they emerged from our own self-study and thus reflected our own self-evaluation at that moment in history. Addressing and implementing the 1987 accreditation concerns and recommendations became one part of the university's continuous self-assessment efforts and improvements undertaken during the past 10 years.

A Decade of Change

If one word can characterize the 10 years between the last accreditation self-study and the current one, that word is "change." The past seven years, in particular, have seen substantial changes in both political and economic

conditions in Oregon, changes that have profoundly affected the University of Oregon.

The Statewide Context: Oregon itself has experienced a shifting economic picture, with fewer jobs coming from the traditional forest-products sector and more being created in high-technology industries, information services, and other service-oriented businesses. These changes have brought about a need for a work force that is better educated and capable, not only of meeting current career opportunities, but also of adjusting to future changes within those opportunities.

Concurrent with these changes came a dramatic shift in the funding base of the university, the watershed event of the decade for the University of Oregon. In 1989 voters approved Ballot Measure 5, a statewide measure that phased in a major reduction of property taxes over five years. Total state funding for the UO in 1991-92 was $65 million; in 1995-96 state funding had fallen to $44 million. Previously, one dollar in three in the University of Oregon budget came from the state's general fund. Today that number is only one dollar in six.

In response, and following policies set forth by the state system, the university adopted a survival strategy that was profoundly painful and has significantly reshaped the institution:

- Selected academic programs were eliminated or restructured, following a consultative process between the faculty and administration. Throughout this effort, the university adhered to the guiding principle of preserving the academic core. Program changes were made in the context of other changes occurring throughout the state system of higher education, the goal being to preserve educational opportunities in Oregon as a whole. The College of Human Performance and Development was closed, though some of its units and faculty members were transferred to other areas of the university. Many of the UO's primary and secondary teacher-training programs were eliminated as the state board elected to concentrate teacher education at another institution. More than 20 other academic programs were closed or significantly reduced in size.

- Both the university and the state system analyzed the administrative operations of the UO to identify areas where greater efficiencies could be achieved (see Standard VIII, Board Administrative Review Committee). As a result, the university trimmed $7.7 million from its budget and restructured administrative reporting lines and unit responsibilities. An independent audit by a national accounting firm has confirmed the university's administrative thrift and efficiency. To

fill some of the gaps left by this restructuring, the faculty has shouldered many additional administrative roles and functions.

- Tuition rose 72 percent for resident undergraduates since the 1990-91 fiscal year and will increase another three percent per year for the next two years unless the 1997 state legislature, currently in session, elects to freeze tuition for OSSHE institutions. Tuition increases for other student categories have been similar or significantly greater. Students and their families thus have borne the brunt of the fiscal pressures imposed by Measure 5.

As programs were eliminated or restructured, the university took extraordinary measures to ensure that it honored its commitments to faculty members and students. Though Oregon state law allows the termination of tenured faculty members for reason of program reduction or elimination, the university provided alternative teaching assignments or, in some cases, administrative roles for all displaced tenured faculty members who chose to remain. Similarly, the university attended to the needs of students affected by the restructuring. Until June 1994, the university operated under a continued authority to grant degrees from terminated programs, and students received careful mentoring to ensure that they finished their degrees.

Resident student enrollment at the university dropped from the 1988-89 high of 14,500 resident students to 11,500 in 1992-93. Surveys of students who did not continue their studies at the UO indicate that the major factor in their not returning was uncertainty over the future of Oregon public higher education programs. As the university's survival strategy proved effective and the public perception of stability returned, enrollments have climbed to the present 13,367 resident undergraduates out of a total student body of 17,269.

In November 1996, voters passed a second major ballot measure targeting property taxes. The effect of Ballot Measure 47, which set caps on property-tax increases statewide, is as yet unknown. The university is heartened, however, by Oregon Governor John Kitzhaber's strongly voiced support for higher education. As the state braces for the full impact of Measure 47, the university faces its uncertain future with a kind of self-assurance not present six years ago. After all, the University of Oregon has amply demonstrated to itself and to the world that it has the ingenuity, the strength of community, and the grit to have survived.

The Institutional Context: Internal change has been the one constant for the past 10 years, change even beyond the Measure 5 cuts in academic programs and administrative operations. Three presidents have served during that period. Technology has come into its own at the University of Oregon, a far cry from the observations of the 1987 evaluation team; indeed, the university

recently received two major, national awards recognizing the excellence of its technological infrastructure. And a notable change over the past few years has been the university's increased attention to undergraduate students, learning communities, and the needs of diverse populations.

The university has enhanced its private fund-raising ability and has garnered more than $200 million from gifts during the past four years. Significant new programs, buildings, endowed chairs, and other institutional enhancements have been made possible through this success. Moreover, the University of Oregon also has dramatically increased the amount of grant-funded support during the past 10 years, with awards for research and scholarly activity totaling $46.2 million for the 1995-96 academic year.

In addition to being a decade of change, this has been a decade of self-study and assessment for the University of Oregon. The university has played a key role in the development of an OSSHE-wide assessment project (see Standard V), and numerous internal assessment initiatives have helped shape and reshape the institution. In the late 1980s, the university prepared extensively for conversion to a semester system, folding into that process a complete overhaul of the general education requirements, before the project was aborted by the state legislature just before its implementation. Two years later, at the same time that Measure 5 passed, President Myles Brand initiated an 18-month institutional strategic planning process that involved multiple layers of institutional and unit reviews and analyses. Recommendations arising from the strategic plan generated new initiatives in curricular reform, student services, technological and information services, research, graduate education, affirmative action and increased campus diversity, the creation of a warm and hospitable climate, and expansion of professional education in other areas of the state.

Over the years, the university also has taken a hard look at, and subsequently revised, its governance structure (see Standard VIII); has twice revised its mission statement better to reflect the university's strengths and values; has established an institution-wide system for academic program review; has debated and published a policy statement concerning undergraduate education and guidelines for good practice in graduate education; has made major modifications to general education requirements; and has developed plans for resource management, for the incorporation of technology into instructional practices, and for productivity and quality assessment.

These are but a few of the changes that have spanned the decade. As this 1997 self-study report describes, the university has emerged from the crucible of Measure 5 a transformed institution, with a newly revised mission and a new sense of strength and community. The University of Oregon now stands poised to meet the challenges of the future with the same degree of excellence that has always been its hallmark.

University of Oregon Rated "Rising Star"

As this self-study document went to press, a new report* was issued that ranked the University of Oregon 15th in the nation among public institutions and sixth among "rising" public research universities — those in the first group that had not been previously ranked among the nation's top 25 in any of the three major comparative studies conducted between 1960 to 1982. In the report's national rankings, the only other Pacific Northwest institution to place higher is the University of Washington, at 14.

*(*The Rise of American Research Universities: Elites and Challengers in the Postwar Era*, by Hugh Davis Graham and Nancy Diamond, focuses on faculty quality, measured on a per-capita basis according to several indices of scholarly research activity. The methodology permitted the comparison of universities of different sizes and types as their performance changed over time. A copy of the report is in the resource room.)

The 1997 Self-Study

The current self-study process has drawn extensively on the self-studies of the past decade. It thus represents the voices of hundreds of faculty members, staff members, and students who have served on committees, written or reviewed reports, attended hearings, and participated in governance over the years.

To initiate the 1997 accreditation process, President Dave Frohnmayer appointed a five-member executive committee in January 1996 and a month later the full 25-member steering committee. Working together, the executive committee and the steering committee shaped the design and emphases of the study, and each member was assigned to one of five subcommittees responsible for research and documentation of individual standards.

The subcommittees gathered data and drafted sections of the report during spring and summer 1996. Several subcommittees commissioned special surveys in certain areas where existing data were not sufficient. Beginning in fall term and through January 1997 the steering committee reviewed the gathered information and drafts of the standards. By early February, the steering committee had begun to generate its conclusions and distributed a penultimate draft of the report for campus-wide discussion. This draft was made available in electronic form on the World Wide Web and in paper copy on reserve in the Knight Library and in the offices of the president, the deans, and the Associated Students of the University of Oregon. The Faculty Advisory Council, the president's executive staff, and the University Senate executive closely scrutinized and discussed the draft report. Additional

revisions and editing took place in the weeks before and immediately after a campus-wide forum held on February 19, 1997. The final report was sent to the printer and issued to the evaluation team in early March.

This document presents an accurate and current picture of the University of Oregon. The steering committee has examined the 25 eligibility requirements of the Commission on Colleges and finds that the university is in compliance. The report examines each standard in the light of the institutional mission statement and finds that the mission is indeed being fulfilled. Finally, this report shows that the institution has not merely survived the numerous challenges of the past decade, but in many ways it has become better. Taking a hard look at how the university functions today, this self-study reaffirms the University of Oregon's strengths, acknowledges its strategic successes, and recognizes some emerging directions for the future.

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* executive committee member

STANDARD I

INSTITUTIONAL MISSION AND OBJECTIVES

The University of Oregon's Mission Statement, as approved by the Oregon State Board of Higher Education in 1995, represents a consultative process of development. Upon taking office as President in June 1994, President Dave Frohnmayer initiated a review and revision process for the Mission Statement. That process included input from broad constituencies of the institution.

Drafts prepared initially within the Council of Deans and with the president's executive staff were circulated to provost's staff, the University of Oregon Foundation Trustees, the Faculty Advisory Council, and the Associated Students. Subsequent revisions and drafts formed topics of discussion at a retreat for all university department heads and, following further revision, were promulgated broadly to faculty for comments.

The university's mission statement is thus a living document as well as a measure by which the university gauges and evaluates the success of its programs.

A. Mission Statement

- The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through:

- A commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically

- A commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity

- A recognition that both basic and applied research are essential to the intellectual health of the university, as well as to the enrichment of the

lives of Oregonians, by energizing the state's economic, cultural, and political structure

- The establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry

- The integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university's mission and support its spirit of community

- The acceptance of the challenge of an evolving social, political, and technological environment by inviting and guiding change rather than reacting to it

- A dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community

- A commitment to international awareness and understanding and to the development of a faculty and student body that are capable of participating in a global society

- The conviction that freedom of thought and expression is the bedrock principle on which all university activity is based

- The cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life

- A continuing commitment to affordable public higher education

B. Analysis and Appraisal

B. 1. What significant changes in programs have been made recently? If changes were made, what modification of the statement of mission and objectives was required? If other changes were considered and not made, in what way were the decisions related to the statement of mission and objectives?

The University of Oregon underwent major changes in 1990-91 as a result of financial constraints imposed by the passage of Ballot Measure 5. The process for implementing the budget reductions was guided by the mission statement of the university. The president and provost at that time led a consultative budget reduction despite truncated timetables imposed by the state. The foil by which decisions about necessary program cuts and reorganizations were made was the "centrality of a program to the University's mission." Thus, the decisions on this externally mandated retrenchment were made in direct relationship to the mission statement.

B. 2. What indications are there that the institutional mission is understood and supported by the faculty, administration, students, governing board, and sponsoring agency.

There are many indications that the various constituencies of the university understand and support the institutional mission. The mission statement, developed in a participatory manner with many opportunities for dialogue, tangibly and regularly affects decision making at all levels as the institution develops; indeed, the institution's general statement provides a reference point for the individual mission statements of divisions and departments. Perhaps, ironically, the most salient indicator of such support has been the resilience of the institution following the historically draconian cuts imposed by Measure 5 in 1991. This resilience has manifested itself in ways that directly reflect the central values of our mission. During the difficult decisions that characterized these years, the mission statement has guided faculty in new initiatives as well as in resource reduction. For example, in the last five years the institution has reexamined its processes for determining "Faculty Rewards." The document on this topic, produced in 1995 and subsequently endorsed by the University Senate, directly reflects the values expressed in our mission statement.

B. 3. How accurately do publications of the institution (catalogs, brochures, advertisements) reflect the mission statement?

The university places a high importance on conveying and illustrating aspects of its mission statement in its own publications and in the media and in speeches and messages to our publics. Examples of publications are available in the accreditation resource room.

B. 4. What evidence has your institution gathered to assess the extent to which its mission and objectives are attained satisfactorily? What additional evidence would be useful for this purpose, and how might it be sought?

The University of Oregon is in a constant cycle of information collection and review for purposes of assessing our degrees of success in meeting our mission and reaching our objectives. Such information is collected both for

"summative" purposes to report to our constituencies and publics and for "formative" purposes to improve systematically our programs and services and to use our resources more strategically to meet our mission.

This ongoing assessment activity uses multiple measures to address both effectiveness and efficiency. Further, this assessment of educational outcomes takes place at both a local level within units of the university and at an institutional level. Formal and regular processes of Program Review that address all academic units on a rotating basis are coordinated through the provost's office. The program reviews include external as well as internal analysis and evaluation of effectiveness and quality.

Throughout the pages of this document are references to the significant assessment activities in which the University of Oregon engages. Each of these activities, whether formal, as the faculty assessment methods discussed in the "evaluation of teaching" section, or informal such as the provost's weekly lunches with faculty or the president's regular meetings with students, are designed to assess the degree to which the institution effectively marshals its resources—financial and intellectual—to fulfill its mission. Together these activities give the institution continual feedback on how its resources and services support the mission and also identify emerging areas where the mission may need adjustment.

B. 5. What evidence is there that the institution utilizes a sufficient range of outcome measures to allow it to assess achievement of its mission and objectives? What additional outcome or assessment measures are contemplated to improve the institutions ability to determine effectiveness of its programs and of the institution as a whole?

In October 1993, the provost appointed an Assessment and Productivity Measurement Group (APMG) and the president charged that group with evaluating the ways in which the institution measures its "outcomes." The group addressed the question: "Are appropriate mechanisms and practices in place at the University (or what additions would be necessary) to ascertain the effectiveness and the impact of the resources and processes assembled to meet our mission?" The workgroup concluded that the institution employs an extraordinarily broad array of measures to assess its effectiveness, productivity and quality. These range from the individual measures within classes and departments to the broad outcomes assessments and indices of satisfaction administered to graduates. University classes are evaluated by students at their conclusion and, perhaps more significantly, are evaluated on an increasingly frequent basis while still in progress. Each term, approximately 70 individual faculty members in classes with total populations of 3,000 administer a Mid-term Assessment of Teaching that they design with the professional staff of the Teaching Effectiveness Program. This innovative approach to "formative" evaluation has received national attention because

of its effectiveness in providing faculty members with assessment and evaluative information while a course is in progress and, thus, while there is time to fine tune and adjust modes of instruction to enhance learning.

In addition to concluding that the institution did, indeed, engage in regular and systematic "assessment" activities, and that these measures truly were part of the fabric of the institution's culture, the APMG noted that, as might be expected at an AAU institution such as the University of Oregon, there was suspicion of trendy renaming of the natural processes of pedagogy and learning. In other words, departments and programs that engaged in exemplary assessment activities, often referred to these by other names. Thus, a faculty that may sometimes resist the jargon or specific instruments that educators associate with assessment, is, in fact, constantly assessing and aggressively evaluating teaching, testing learning, sequencing curricula to reflect prior learning, surveying students about what they had learned, and discussing improvements in pedagogical methodology.

These assessment activities are ones that tell us how well, rather than merely how often or how much, the activities of the workforce contribute to the mission. These activities result in a significant amount of data collected and disseminated in an ongoing, though decentralized way.

For more information the nature of specific assessment initiatives, the reader is referred to Standard V on Educational Program and to Standard IX on Students.

STANDARD II

FINANCE

A. Description for Self-Study

Overview

This self-study does not focus on analysis and appraisal of the accounts and records processes exactly as outlined by the Northwest Association Accreditation Handbook. It focuses instead on the relationship between the state system and the institution in budget development and expenditure control. It describes changes in the financial resources of the institution and how the institution manages internally its budget development and allocation procedures to assure the quality of its educational programs. The analysis, together with the supporting documentation available in the resource room, presents and appraises the institution's sources of income, distribution of expenditures, operating budgets and financial management practices in relation to its basic mission and objectives.

1. Prepare a table which reports sources of operating revenue according to IPEDS definitions for the past three fiscal years and estimate operating revenue for the fiscal year during which the institution will be evaluated.

Table II-1 appended to this chapter displays this information.

2. Prepare a table which reports operating expenses according to IPEDS definitions and estimates operating expenses for the fiscal years during which the institution will be evaluated.

Table II-2 appended to this chapter displays this information.

3. Prepare a summary report showing the operating surplus or deficit for education and general, auxiliary enterprises, and the institution as a whole for the past three fiscal years and for the evaluation year.

Table II-3 was optional for public institutions and was not prepared.

4. Prepare a table showing the sources of financial aid for the past three fiscal years and the evaluation year.

Table II-4 appended to this chapter displays this information.

(Note: Since the UO is a publicly funded institution, Table II-5 -Enrollment, Tuition and Unfunded Student Aid is not provided.)

5. Prepare a table by departments or designated instructional areas for the past three academic years, excluding summer sessions, which shows student-credit-hour costs.

Table II-6 appended to this chapter displays this information.

6. Describe how the budget is prepared and approved and by whom.

See the analysis in section B.

7. Explain how expenditures are controlled within the institution.

See the analysis in section B.

8. Provide a summary of the latest audited financial statement, a copy of the auditor's management letter, and have available the latest complete financial report.

The latest audited financial statement and a copy of the auditor's management letter are provided with this report. The latest complete financial report is available in the resource room.

9. Have available copies of the financial section of the IPEDS report for the past three years.

These materials are available in the resource room.

10. Provide a summary of annual contributions and endowment fund balances.

Table II-7 appended to this chapter displays this information.

B. Analysis and Appraisal

Overview

Responsibility for financial administration and planning for all Oregon State System of Higher Education institutions rests with the State Board of Higher Education. The chancellor and staff assist the board in policy development and administer the financial planning and operating systems for all the system institutions.

The administration of the internal financial affairs of the University of Oregon is delegated by the chancellor to the president. The president further delegates responsibility for fiscal planning and budgeting to the provost and, through the provost, to the university budget officer, the director of budgets and financial planning in the Office of Resource Management. Responsibility for financial policy and procedures is delegated to the vice president for administration, and through him to the university's director of business affairs.

B. 1. Budget Development

The Oregon State System of Higher Education is funded with biennial allocation from the Oregon State Legislature, signed by the governor. OSSHE is authorized to make allocations among the individual institutions according to its own priorities and policies set upon recommendation by the chancellor and his staff.

OSSHE begins the budgeting process with information from the governor and the Department of Administrative Services about the criteria for state agency budget requests. It then determines the organizational format and external limitations it wishes the institutions to observe.

OSSHE usually sets some preliminary priorities for institutional funding, and then passes this information on to the institutions through the chancellor and his staff. During several biennia in the past 10 years, these instructions have included major reductions in state general funds, largely offset at the University of Oregon by tuition increases.

Once these guidelines are available, the institution begins to put together its biennial budget plan. In years where incremental funding is expected to be available, the institution prepares budget requests. Responsibility for generating the request in the proper form rests with the Office of Resource Management. The process is complicated and time consuming. Except for the development of special program budget requests discussed below, it requires little policy or decision making, unless major cuts are ordered by the governor.

When OSSHE asks the institutions to make requests for program improvements, the areas within the university eligible to receive new funding are fully involved in preparing the requests. The vice president for academic affairs and the vice provost for research have been the leaders of the program improvement budget request development efforts in recent years. They work directly with the appropriate deans, department heads and faculty to devise budget proposals that properly fit into the total context of university programs and meet the broadly expressed goals of the chancellor, the board, the governor and the members of the Legislature.

The biennial budget request includes requests for capital construction projects. The priority for capital construction is re-evaluated every two years, and the university's top priority projects are submitted to the board's office along with requests for program improvement.

If the university has some flexibility in developing program improvement requests, the decision about which proposals to send to the chancellor is made by the president with the advice of the vice presidents, who, in turn, have taken advice from the deans.

In years when budget cuts were mandated, each of the vice presidents convened groups to assist in deciding what areas should be reduced. The provost was responsible for the budget, and convened a team consisting of senior staff in Academic Affairs and faculty representing schools and colleges. This group developed guidelines for deciding on the criteria to be used in program cuts and reviewed submissions from the deans and directors with specific proposals for budget reductions. The vice presidents and the provost then recommended a set of program reductions to the president, with whom the final decision for program reduction rested.

Changes in university programs may be made by reallocating resources within the institution's approved level of funding, if the institution or the board does not request new money for these programs. Most of the university's increased emphasis on interdisciplinary study and its programs to promote diversity in hiring among the faculty have been funded through reallocation, rather than through additions to the university's budget.

The chancellor consolidates the proposed budgets for the seven colleges and universities in the state system and makes recommendations to the board. The proposed budget for the state system, once adopted by the board, is forwarded to the governor. This presentation of the system's budget request is usually made in September of even numbered years. The governor assesses the system's request and makes a recommendation to the legislature. The legislature meets biennially between January and June in odd-numbered years. It passes a budget for the state system, which, when signed by the governor, is enacted.

When the budget has been passed, the state board approves annual and biennial budgets for the institutions. In doing this the board is assisted by the chancellor's staff, and utilizes a budget model named "Budget Allocation System" or BAS model. This model addresses funding needs of each institution based on its approved program offerings, its size and the composition of its student body, the nature of its physical plant, and a variety of other parameters. This model uses nationally normed salaries and other costs to determine the "appropriate" level of funding for each institution

within the state system given its mix of programs and enrollments. Unfortunately, other than overall increases for inflation and a few ad hoc changes, the BAS model has not been reviewed or updated since 1984. The final budget allocation to each institution is compared with this funding level, to demonstrate what fraction of the nationally normed level is actually being funded. This allocation is supported by the tuition revenue generated by the institution and supplementary state general funds which are transferred to the university by the chancellor's staff. Budget modifications may be requested by the state system in the middle of the biennium by approaching the Legislative Emergency Board which meets periodically in the interim between legislative sessions.

The president is in a position to discuss and influence state system budget policy through his participation in the monthly meetings of the state system presidents with the chancellor and his staff. The provost also meets with the OSSHE Academic Council and with the chancellor. He also plays the role of vigorous advocate for policies and procedures that will enhance the quality and funding of university programs. The vice president for administration meets with his counterparts in the monthly meeting of the OSSHE Administrative Council as well. The president and his executive staff are active during the legislative session in speaking to legislative committees and to individual legislators in support of the state system budget and, in particular, the portions of that budget that are most important to the university.

In determining what the university's position should be in the development of system policy, the president and the provost rely on the advice of several groups. The president places primary reliance on the advice of the executive staff, both singly as they represent their areas of administration and as they meet weekly. The president and the provost meet weekly with the Faculty Advisory Council, a group of faculty members elected to serve as a presidential consultation group. The Faculty Advisory Council confers with the president about the general financial status of the university and offers advice about funding strategies. The provost meets regularly with the academic deans, and seeks and relies upon the advice of that group in making both budgetary and policy decisions. Finally, the president and the provost are accessible to the many individuals on campus who have ideas or concerns about university funding and program priority.

B. 2. Sources of Funds

The university's current funding sources are state tax revenues, tuition and fees, gifts, grants and contracts, funds from auxiliary services and other miscellaneous sources. State tax revenues were responsible for about $45 million of the university's approximately $278 million total current funds revenue in Fiscal Year 1995-96. Tuition and fees account for about $100

million, auxiliary enterprises for roughly $58 million, gifts grants and contracts for $67 million, with $7 million from other sources and activities.

The University of Oregon Foundation was established to invest money raised by the university from private sources to support the activities of the university. It is a private non-profit corporation headed by a board of trustees and managed by a small professional staff. The staff is housed in offices on the campus. The various activities of the foundation and its contributions to the university are discussed elsewhere in this report.

In 1994, the University of Oregon launched the largest fundraising effort in the history of the state of Oregon. Through The Oregon Campaign, the university is raising private support to create a better university than state dollars and student tuition revenue alone can provide.

With a target of $150 million and a timeline of six years to raise it, the university surpassed all expectations and reached the dollar goal in October 1996, more than two years ahead of schedule. With strong momentum and enthusiastic alumni and friends, university and campaign leaders raised the goal to $200 million.

Private gifts are supporting faculty, students, building projects, and other university priorities. Among the highest priority programs is implementation of the Oregon Model, a plan for comprehensive improvement of undergraduate education through such measures as recruitment and retention of top-flight professors, greater student access to higher education, and new curriculum development. Within the Oregon Model, private support has more than tripled the number of endowed chairs and professorships on campus and increased substantially the number of scholarships available to students.

The Oregon Campaign is also providing the resources necessary to enhance academic programs as well as the campus infrastructure. Campaign dollars are providing seed money for faculty to create new fields of study including entrepreneurship in law and business, sports marketing, environmental studies, and Japanese language education. By December 1998 when the campaign concludes, the University of Oregon campus will have several new buildings, including a new law center, indoor athletic practice facility, and childcare center.

The success of The Oregon Campaign, which included the largest single gift from private sources to an institution in the Northwest, can be attributed to a dedicated corps of campaign leaders, volunteers, and staff members as well as enthusiastic and committed alumni.

B. 3. Internal Budget Development Procedure

Every year, the director of the activities of each budgeted account receives annual budget preparation documents generated by the Office of Resource Management. These documents describe the beginning budget of the previous year and all recurring changes which have occurred since. Recurring "augments" which have been authorized by the chancellor's staff for salary increases, inflationary adjustments and the like are included in these budgets. The activity directors then make any budget modifications they desire within the "budget quota" assigned them, and within the guidelines established for them by their vice presidents. These materials are sent to the responsible vice president and then on to the Office of Resource Management to be incorporated into the university's annual budget.

In 1996-97, the provost, together with the deans, established a new process by which the academic schools and colleges receive their budget augments. Rather than a simple pro-rata share of the augments approved by the board, a portion of budget increases is allocated to the academic deans based on a "productivity payment" of a fixed amount per student credit hour generated over a negotiated base. This productivity payment plan is still under development, but its intention is to put increased resources where enrollment growth is occurring, and to provide incentive to schools and departments to enhance student retention. Administrative units continue to receive augments equal to their pro rata share of board approved program increases.

The annual budget may be modified throughout the year as changes occur, as long as the total expenditure limit set by the OSSHE is not exceeded. With few limitations, budget managers may transfer funds from one category of expense to another to meet annual needs. For example, savings, particularly from personnel lines, may be used to hire replacements, to fund special programs, to bolster a supplies budget or to buy needed equipment. In recent years, salary savings have been used extensively to deal with budget shortfalls, with some positions frozen for one or two years. However, the rules and regulations affecting the use of budgeted funds are relatively flexible and enable university administrators to make changes as needed throughout the year without seeking extra-institutional approvals. Modifications based on increased institutional income projections which lead to an increase in overall expenditures must be approved by the Office of Resource Management and in some cases by the board's office. Increases in expenditures supported by state appropriation or student fees must be approved by the provost and by the board's office; these modifications are rare during the course of the fiscal year, taking place largely at the beginning or end of the budget cycle.

C. Expenditure Control

C. 1. Financial Policy

General financial policies are established by the Oregon State Board of Higher Education and the legislature of the State of Oregon. Those polices are interpreted and implemented by the chancellor of the Oregon State System of Higher Education and his staff.

Within the university the day-to-day responsibility for implementing state board fiscal policy is delegated to the vice president for administration and the director of business affairs. Institution-specific financial policy is developed by the president in consultation with his executive staff and others, or by the vice president for administration as delegated. These financial policies are designed to protect the institution from financial mismanagement or fraud

C. 2. Expenditure Control

Vice presidents and their deans and directors are responsible for expenditure control within their units. Since 1995-96, the university has had an on-line, real-time financial system which allows managerial personnel to review year-to-date revenues and expenditures against budgets on demand. Each unit is also assigned to a budget analyst in the Office of Resource Management who assists with budget-related issues and monitors financial performance in the unit. The new financial information system has greatly enhanced the capacity for monitoring and analysis of expenditure patterns.

In order to encourage responsible financial management, units have been allowed to carry forward budget savings from one year to the next during the most recent biennia. This policy has resulted in a net positive fund balance of more than $8 million within the board authorized expenditure-limited funds, and more than $18 million for the institution as a whole, including restricted Federal funds, agency funds, and capital funds, at the beginning of fiscal year 1996-97.

Because these funds are earmarked largely for expenditures that have been delayed but not canceled, the fund balances do not represent a true surplus. They do, however, indicate that the financial managers of the institution have been able to maintain a healthy financial picture, despite resource constraints.

D. Additional Analysis and Appraisal

Given the serious resource constraints of the past several years, the systems for budgeting and financial planning have been severely tested. For the most part they have risen to the challenges presented. The institution has not

generated a deficit, despite major cuts in state support. Three themes bear scrutiny: 1) the trend in revenue sources; 2) the BAS model for allocation of system resources; 3) the productivity allocation model for marginal institutional funds.

D. 1. Revenue trends

Within the state expenditure-limited "education and general" budget, state funds have dropped from $65 million in 1990-91 to $44 million in 1995-96. At the same time, student tuition and fee revenue rose from $40 million to $95 million (an additional $5 million of student fees is collected outside the expenditure-limited budget). This has resulted in the financial transformation of the university into a highly tuition dependent institution. This change has come about largely because after the passage of Measure 5, the university put in place a policy of recruiting non-resident students, tightening residency requirements and charging much higher tuition to non-resident students in order to help offset the loss in state support. Resident tuition also rose, which, combined with the program cuts taken in response to the chancellor's requirements, created an air of instability and led resident enrollments to fall. Meanwhile, California's colleges and universities were raising tuition and cutting programs, which brought Californian students to the UO. This combination of policy, timing and luck led to the financial transformation of the university described above.

These changes have resulted in a renewed emphasis on student retention and on faculty productivity. There is evidence that the university may have reached the limit of significant revenue increases which can be generated from this policy. Resident enrollments have increased only slightly, despite predictions of increasing numbers of high school graduates in Oregon, and non-resident enrollments have decreased slightly. If the state does not re-invest in higher education, the university may face the prospect of needing to reallocate from existing programs if they are to fund new initiatives or salary increases.

The university is encouraged by the governor's budget recommendation for the 1997-99 biennium, which contains a significant increase in state support to higher education. It may be that the university was able, by means of its tuition and recruitment policy, to bridge a period of reduced state support until that support was renewed. This is, however, in a position similar to other tuition-dependent (largely private) institutions in that there is little ability to further increase revenue from students.

D. 2. The BAS Model

The university has some reservations about the BAS model. There are two aspects to these reservations. The first involves questions about the

assumptions of the model itself, and the second is concern about how it is used to determine allocations for each of the OSSHE system institutions.

The BAS model has been used by OSSHE for many years. Two of its major factors are instruction productivity and faculty salaries. The instruction productivity portion assigns student credit hours by discipline. It has not been normed or updated in many years and may no longer lead to equitable fund distribution. The faculty salary comparators (i.e., those in the Oklahoma study) may not reflect the marketplace from which the university draws its faculty.

In addition, the model does not appear to generate consistent results when compared with actual expenditure patterns at either OSSHE institutions or other institutions across the nation. While the model attempts to use rational bases for determining costs for each of the major functions (instruction, research, public service, student services, physical plant, institutional support, academic support) of the OSSHE institutions, the resulting allocations do not always appear consistent with those bases.

D. 3. The Productivity Payment Allocation Plan

Several issues concerning the productivity funding model have been raised by the faculty. While many of the concerns are discussed in periodic and ongoing forums (such as the Faculty Advisory Council, Deans Council and department head meetings in various colleges) it is important that recognition be given to these concerns during the accreditation process.

There is a basic unease with the model because the funding formula is unrelated to real instruction cost per student in different campus units. Further, there is unease because some members of the faculty do not understand how this implicit planning model based on student credit hour productivity fits into the total financial picture of the university. In fact, when the model was introduced an underlying assumption was that increased credit hours would lead to increased financial resources through increased tuition and state revenues. However, student enrollments have been lower than the 3 percent growth originally predicted. This means that there have been fewer resources than anticipated to reward units that have exceeded enrollment goals. There have been enough incremental resources to partially reward units that have exceeded their goals, but no units have yet suffered budget reductions for not meeting their goals.

Discussion at all levels of the university must continue around the impact of the model on the quality of course offerings, the quality of teaching, grading standards and the balance between research and teaching. The introduction of this or any similar model has the potential to impact the faculty reward structure.

Additional information on the institution's fiscal resources, accounting procedures and expenditure patterns can be found in the supplementary materials available in the resource room.

E. Supporting Documentation Provided for Standard II: Finance

Additional information on the institution's fiscal resources, accounting procedures and expenditure patterns can be found in the supplementary materials available in the resource room.

*1. Document II-1: Current Funds Revenues

*2. Document II-2: Current Funds Expenditures and Transfers

3. Document II-3: optional - not prepared

*4. Document II-4: Sources of Financial Aid

*5. Document II-6: Direct Cost by Department or Instructional Area

*6. Document II-7: Operating Gifts and Endowments

7. Auditor's Management Letter

8. Audited Financial Report

9. IPEDS Report—Financial Section - 1993-94, 1994-95, 1995-96

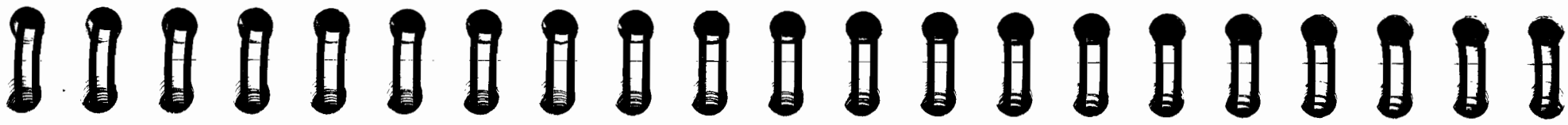
10. UO Foundation materials

11. The Oregon Campaign materials

Standard II-Finance

Document II-1 Current Funds: Revenues

		1995-96 ($000)	%	1994-95 ($000)	%	1993-94 ($000)	%	1992-93 ($000)	%
Tuition and Fees		100,279	36%	91,933	35%	76,886	32%	64,470	27%
GVT Appropriations									
Federal									
State		44,793	16%	49,207	19%	49,733	21%	68,348	29%
Local									
GVT Grants and Contracts									
Federal	Unrestricted	8,740	3%	7,968	3%	7,534	3%	7,647	3%
	Restricted	41,798	15%	37,101	14%	33,653	14%	34,195	14%
State	Unrestricted		0%	69	0%	189	0%	198	0%
	Restricted	831	0%	2,202	1%	2,705	1%	2,940	1%
Local	Unrestricted					142	0%	144	0%
	Restricted	3,258	1%	3,963	2%	2,788	1%	2,170	
Private Gifts and Grants	Unrestricted	682	0%	692	0%	837	0%	434	0%
	Restricted	12,134	4%	9,278	4%	9,052	4%	8,273	4%
Endowment Income	Unrestricted	119	0%	111	0%	60	0%	65	0%
	Restricted	624	0%	588	0%	335	0%	438	0%
Sales and Services		4,858	2%	4,940	2%	2,625	1%	2,221	1%
Auxiliaries		58,146	21%	53,482	20%	48,527	20%	42,455	18%
Hospitals			0%		0%		0%		0%
Other Sources		1,424	1%	893	0%	2,259	1%	1,961	1%
Total Current Funds Revenue		277,686		262,427		237,325		235,959	



Standard II-Finance

Document II-2 Current Funds: Expenditures and Transfers

Finance

	1995-96 ($000)	%	1994-95 ($000)	%	1993-94 ($000)	%	1992-93 ($000)	%
Instruction	84,613	30%	80,836	31%	78,727	32%	74,487	32%
Research	30,856	11%	28,310	11%	23,437	10%	22,106	10%
Public Service	17,179	6%	15,568	6%	13,181	5%	12,428	5%
Academic Support	22,759	8%	21,511	8%	20,859	9%	21,552	9%
Libraries	12,344	4%	10,894	4%	10,478	4%	10,431	5%
Student Services	14,416	5%	13,449	5%	11,540	5%	10,914	5%
Institutional Support	18,159	7%	15,151	6%	15,214	6%	14,586	6%
O&M	12,662	5%	12,031	5%	13,438	6%	12,419	5%
Scholarships and Fellowships	15,339	5%	14,239	5%	15,482	6%	16,072	7%
Unrestricted	4,609	2%	3,812	1%	3,472	1%	3,341	1%
Restricted	10,730	4%	10,427	4%	12,010	5%	12,731	6%
Transfers	5,288	2%	5,489	2%	1,537	1%	3,991	2%
Auxiliaries	57,718	21%	52,637	20%	48,878	20%	42,596	18%
Total Current Fund Expense and Transfers	278,989		259,221		242,293		231,151	

Standard II

Standard II - Finance Document II-4 Sources of Financial Aid

	1995/96	% of total	1994/95	% of total	1993/94	% of total	1992/93	% of total
Annual Private Contributions*	$1,758,924	3%	$1,660,651	3%	$1,518,746	3%	$1,791,764	5%
Government State Aid	$1,510,707	2%	$1,365,214	2%	$1,180,473	3%	$1,371,019	3%
Federal Aid (PELL, SEOG, WS)	$55,290,800	82%	$47,161,841	81%	$37,482,884	81%	$30,595,400	78%
Endowment Earnings	$3,435,951	5%	$3,419,096	6%	$1,352,349	3%	$1,047,758	3%
Institutional Unfunded Aid	$5,188,450	8%	$4,332,762	8%	$4,511,229	10%	$4,275,466	11%
Total Financial Aid	$67,184,832	100%	$57,939,564	100%	$46,045,681	100%	$39,081,407	100%

* Includes only amount of private contributions used for financial aid, not total amount pledged or received.
Annual private contributions received at the UO Foundation (Due to a change in reporting requirements, pledged amounts are included in 95-96 numbers):
1995-96: $3,594,265 1994-95: $1,653,374 1993-94: $1,483,575 1992-93: $671,642

STANDARD II: FINANCE Document II-6 Direct Cost by Department or Instructional Area

Instructional Area 1995-96	Undergrad SCH	Graduate SCH	UG+GRAD SCH	TOTAL INSTRUCT AREA COST	COST/TOTAL SCH	AVG COST/STUDENT FTE
ARCHITECTURE AND ALLIED ARTS	45,162	14,304	59,466	$6,403,116	$108	$4,571
CAS--SCIENCE	144,716	22,500	167,216	$19,325,268	$116	$5,031
CAS--SOCIAL SCIENCES	104,500	10,245	114,745	$8,769,322	$76	$3,364
CAS--HUMANITIES	140,670	11,240	151,910	$12,735,673	$84	$3,704
COLLEGE OF EDUCATION	12,927	12,021	24,948	$3,950,830	$158	$6,360
LUNDQUIST COLLEGE OF BUSINESS*	47,356	6,282	53,638	$6,655,552	$124	$5,425
SCHOOL OF MUSIC	19,684	3,341	23,025	$3,687,873	$160	$6,955
SCHOOL OF LAW*	559	19,673	20,232	$4,575,651	$226	$8,187
SCHOOL OF JOURNALISM	18,146	1,219	19,365	$2,347,294	$121	$5,370
Instructional Area 1994-95						
ARCHITECTURE AND ALLIED ARTS	43,238	14,157	57,395	$6,383,218	$111	$4,714
CAS--SCIENCE	141,281	22,754	164,035	$18,653,152	$114	$4,946
CAS--SOCIAL SCIENCES	104,660	10,273	114,933	$8,553,310	$74	$3,276
CAS--HUMANITIES	141,777	10,763	152,540	$12,073,483	$79	$3,500
COLLEGE OF EDUCATION**	10,912	12,805	23,717	$4,057,070	$171	$6,782
LUNDQUIST COLLEGE OF BUSINESS*	40,031	7,277	47,308	$5,685,468	$120	$5,208
SCHOOL OF MUSIC	17,573	3,170	20,743	$3,181,588	$153	$6,648
SCHOOL OF LAW*		17,858	17,858	$4,589,540	$257	$9,252
SCHOOL OF JOURNALISM	16,043	1,026	17,069	$2,361,859	$138	$6,135
Instructional Area 1993-94						
ARCHITECTURE AND ALLIED ARTS	41,031	12,245	53,276	$6,297,024	$118	$5,030
CAS--SCIENCE	137,469	22,473	159,942	$17,574,434	$110	$4,777
CAS--SOCIAL SCIENCES	97,700	9,611	107,311	$8,590,819	$80	$3,524
CAS--HUMANITIES	135,444	11,089	146,533	$11,571,648	$79	$3,488
COLLEGE OF EDUCATION**	9,850	11,431	21,281	$3,894,151	$183	$7,260
LUNDQUIST COLLEGE OF BUSINESS*	41,478	6,456	47,934	$5,284,036	$110	$4,799
SCHOOL OF MUSIC	17,735	2,788	20,523	$3,147,101	$153	$6,674
SCHOOL OF LAW*	363	16,941	17,304	$4,000,010	$231	$8,357
SCHOOL OF JOURNALISM	13,450	860	14,310	$2,319,599	$162	$7,186
Instructional Area 1992-93						
ARCHITECTURE AND ALLIED ARTS	41,374	14,519	55,893	$5,883,724	$105	$4,448
CAS--SCIENCE	136,256	23,381	159,637	$17,064,395	$107	$4,640
CAS--SOCIAL SCIENCES	98,452	10,235	108,687	$8,347,306	$77	$3,377
CAS--HUMANITIES	136,301	10,806	147,107	$11,069,623	$75	$3,325
COLLEGE OF EDUCATION**	8,254	11,862	20,116	$3,508,240	$174	$6,840
LUNDQUIST COLLEGE OF BUSINESS*	42,641	7,497	50,138	$4,840,917	$97	$4,188
SCHOOL OF MUSIC	16,304	3,028	19,332	$2,892,778	$150	$6,480
SCHOOL OF LAW*	255	17,804	18,059	$3,693,007	$204	$7,383
SCHOOL OF JOURNALISM	11,961	663	12,624	$1,936,686	$153	$6,814

*Instructional cost includes endowment expenditures

**Curriculum and Instruction programs were closed during Measure 5.

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Document II-7 Operating Gifts and Endowments

STANDARD II - FINANCE TABLE #7 OPERATING GIFTS AND ENDOWMENTS					
	Evaluation Year (Estimated) 1995/1996*	1 Year Prior 1994/1995	2 Year Prior 1993/1994	3 Year Prior 1992/1993	
Private Contributions					
Annual Operating -					
Restricted	$19,239,794	$7,357,507	$5,104,839	$5,641,497	
Unrestricted	$1,392,542	$855,130	$648,704	$750,661	
Endowment	$22,954,319	$7,326,488	$16,899,880	$3,967,697	
Trusts	$4,130,051	$2,119,544	$9,126,630	$1,084,911	
Plant	$941,174	$321,000	$9,828,512	$76,275	
Total Contributions	$48,657,880	$17,979,669	$41,608,565	$11,521,041	
Endowment Fund Balance					
Permanent	$89,321,912	$60,708,847	$53,203,206	$36,482,672	
Term	$0	$0	$0	$0	
Quasi	$29,362,240	$20,755,901	$12,467,379	$14,964,873	
Total Endowment Fund Balance	$118,684,152	$81,464,748	$65,670,585	$51,447,545	
	*Includes Pledges				

STANDARD III

PHYSICAL PLANT, MATERIALS, AND EQUIPMENT

A. Description

A. 1. The Campus

The university's main campus consists of nearly 279 acres of land in the city of Eugene. About 262.5 acres are used for primary institutional purposes; 16.4 acres adjacent to the developed campus, acquired initially to provide residence hall expansion, are being used on an interim basis for student family housing in 100 structures.

The university also owns approximately 248 acres located off campus, about half of which is situated in Eugene. These properties provide sites for Autzen Stadium and various residential facilities, including two student family housing complexes (one under construction).

The Oregon Institute of Marine Biology is situated on a 119-acre site on the Oregon coast near Coos Bay. Pine Mountain Observatory, located near Bend, Oregon, is on property leased from the U. S. Forest Service.

The University of Oregon has recently purchased a building in downtown Portland (722 SW Second Avenue), which provides space for various administrative offices, including the UO Foundation, the Continuation Center, athletic department, admissions, LERC, and the UO Bookstore.

Acreage owned by the university is summarized in Table III-1 (see next page).

Table III-1 University Physical Plant

Date of Acquisition	No. of Parcels	Acreage	Capitalized Value
Pre-1900	3	27.918	$209,479
1900-1929	38	74.066	$349,967
1930-1939	8	13	$35,088
1940-1949	49	14.746	$402,793
1950-1959	71	26.719	$441,422
1960-1969	119	104.23	$1,300,766
1970-1979	16	14.182	$267,609
1980-1989	8	3.751	$618,238
1990-Present	3	0.552	$87,500
	315	278.994	$3,712,862

Source: Oregon State Board of Higher Education -
University of Oregon Land Inventory: Capitalized Value (Dec. 31, 1994)

The university campus includes 117 buildings, which contain slightly more than 2.6 million square feet of usable space. These structures are capitalized at more than $158 million and have a current appraised value of over $416 million. Virtually all (98 percent) of this replacement value is accounted for by 57 major on-campus buildings which house nearly 95 percent of the total supply of usable space. In addition, nine major buildings are located off campus, but in Eugene. These facilities are valued at nearly $53 million and provide an additional 462,300 square feet of usable space. Data related to buildings located on the university campus are summarized in Table III-2 (*see next page*). Information related to all buildings owned or occupied by the university is presented in more detail in Document III-1 available in the resource room.

Table III-2 University Physical Plant

No. of Buildings		Usable space (Square Feet)	Capitalized Value	Replacement Value
MAJOR ON-CAMPUS BUILDINGS				
Pre-1900	4	70,044	$2,520,273	$12,117,335
1900-1929	14	523,975	$12,418,343	$72,092,837
1930-1939	5	184,474	$3,520,652	$37,435,958
1940-1949	6	313,299	$16,468,273	$63,603,389
1950-1959	2	189,674	$3,999,799	$19,135,492
1960-1969	11	694,244	$26,055,787	$98,080,376
1970-1979	3	141,077	$7,004,060	$16,792,168
1980-1989	11	208,581	$45,316,909	$50,779,848
1990-Present	1	142,966	$38,089,750	$38,073,972
	57	2,468,334	$155,393,846	$408,111,375
		* square footage includes major addition(s)		
MINOR ON-CAMPUS BUILDINGS				
Pre-1900	0	0	$0	$0
1900-1929	2	4,752	$131,811	$865,610
1930-1939	0	0	$0	$0
1940-1949	16	37,279	$330,035	$3,012,079
1950-1959	11	21,032	$226,491	$1,097,766
1960-1969	16	43,018	$377,359	$1,516,004
1970-1979	6	7,491	$73,771	$234,060
1980-1989	6	11,697	$423,436	$475,810
1990-Present	3	10,319	$1,170,261	$1,205,511
	60	135,588	$2,733,164	$8,406,840
TOTAL	117	2,603,922	$158,127,010	$416,518,215
Major Off-Campus Bl	9	462,314	$24,454,400	$52,816,482
East Campus Housing	107	155,007	$3,142,436	$5,514,935
Pine Mtn/OIMB	33	57,920	$3,132,662	$4,474,006
Other	5	5,543	$277,151	$728,988
GRAND TOTAL	271	3,284,706	$189,133,659	$480,052,626

Source: Oregon State System of Higher Education -
Building Valuations as of June 30, 1995, University of Oregon

A. 2. Planning the Campus

2. a. Campus Planning Procedures

The University of Oregon's current planning process is based on principles adopted by the university in 1974, evaluated in 1984 by the UO's Campus Planning Committee, and codified within the 1991 Long Range Campus Development Plan. The principles, which have come to be known as "The Oregon Experiment," are the subject of a book of the same title, written by Christopher Alexander of the Center for Environmental Structure in Berkeley, California.

The cornerstone of the entire planning process is user participation, which presupposes that the people most directly affected by the results of development are best equipped to guide it and should be directly involved in its planning. Project user groups of faculty, staff, and students are therefore an integral part of project development and design.

The Oregon Experiment approach is based on the university's desire to develop a planning method that meets three goals as it guides growth and change:

- that the solution be a process and not just a map;
- that the process honor and strengthen the university's tradition of meaningful consultation with students, faculty, and staff; and
- that the plan provide for continuous adjustment of campus facilities in response to changing educational policies and programs.

The Oregon Experiment approach to planning replaces the static "fixed-image" master plan with a process for making development decisions on an ongoing basis. This concept acknowledges the fact that although changes will occur, the exact nature and magnitude of those changes cannot be predicted with any degree of certainty, and that object-oriented plans based on explicit assumptions about the future become outdated as that future becomes known.

In 1990 the Oregon State Board of Higher Education required that each institution formulate "a long-range campus development plan [which is to be] reviewed with officials of the local jurisdiction for conformance with the local acknowledged Comprehensive Plan." The directive prescribed the minimum contents of such a campus development plan as follows:

- an identification of State Board-approved campus boundaries;

- land development characteristics;
- aesthetic considerations;
- location of facilities serving the various programs of the institution;
- location of sites for proposed facilities;
- student housing;
- relationship to the surrounding neighborhood; and
- infrastructure to support the programs, students, faculty, staff, and facilities.

In response to the state board's rule, the university began an 18-month evaluation and analysis, which led to the creation of the Long Range Campus Development Plan. In keeping with the primary tenet of the Oregon Experiment, the process was user-oriented and included input from students, faculty, staff, and the community. The plan complies with the state board's rule in a way that honors the established campus planning process. A copy of that document and a summary description of the university's campus planning process are included as Document III-2 available in the resource room.

2. b. Major projects completed

Since the UO's 1987 self-evaluation, the university has completed several major capital projects to further the university's stated mission; all of these projects have been accomplished using the university's planning approach as described above.

Accessibility

Since 1987, a number of accessibility projects have removed the most substantial barriers to full access to many programs, including architecture and allied arts, journalism, the honors college, dance, human movement studies, religious studies, mathematics, and theater arts. They also have made accessible many university services, including Career Planning and Placement, central administrative units housed in Johnson Hall (the president's offices, the provost's offices and the vice presidents for administration and public affairs and development), Research and Sponsored Programs, Recreational Intramurals, and the Gerlinger Memorial Lounge. New construction in the science complex and at the Knight Library is barrier-free. Major access improvements are still needed at Fenton, Friendly, and Agate Halls. A large number of more minor barriers continue to exist in all older campus buildings.

Knight Library Expansion and Renovation

This $26.7 million project, completed in 1994, constructed a 138,000-square-foot addition to the existing structure and renovated most of the existing 240,000 square-foot building. New and renovated space contains reading rooms, collections storage areas, reader stations, an electronic classroom, newly configured air conditioning and fire systems, and a newly reorganized internal circulation system. Particularly noteworthy is the graceful integration of the numerous technological systems the library system has incorporated into its daily operations, including, for example, the on-line search terminals in the reference area.

School of Architecture and Allied Arts

This $9 million addition and alterations project was completed in 1991. The five-story addition to Lawrence Hall contains a branch library, offices, and studio spaces; and three new structures in the North Site Arts area contain painting studios, photography darkrooms, seminar spaces, kilns, clay storage areas, and a woodshop. The project also renovated space in Lawrence Hall and the adjoining Pacific Hall for review spaces, department offices, a school hearth and meeting place, an art gallery, and classrooms.

Science Projects

Several projects over the last decade have addressed the needs of the sciences within a major research university.

The $45.8 million *Science Facilities Additions and Alterations* project, in development during the 1987 self-evaluation, was completed in 1991. The project's centerpiece is a group of four glass-and-brick buildings devoted to research in physics, biology, computer science, and geology. The project also resulted in the renovation of many existing areas, including the Science Library. In addition to the main complex, two fine arts studios and a new Museum of Natural History replaced program space that was lost when buildings were demolished to make room for the science complex. The entire project is fully occupied, and its public spaces, both indoor and outdoor, are among the campus's most lovely and popular spaces.

Smaller projects have responded to increasing enrollment and new demands placed on the sciences, and have recognized not only the importance of improving the quality of undergraduate education, but also that students at all levels remain an integral part of the research effort.

In 1992, a $565,000 *Chemistry Teaching Lab Remodel and Renovation* project upgraded 3,300 square feet of research labs in Onyx Bridge for teaching organic chemistry.

In 1995, a $620,000 *Chemistry Research Lab Modernization* project renovated approximately 3,700 square feet of existing laboratory space and approximately 500 square feet of existing office space built in 1960, making a chemistry research complex of pleasant, functional, and safe chemistry labs that will support and encourage high-quality research for another 30 years.

Other Major Projects

Many smaller projects have been completed, covering a wide range of general university and student needs:

General University

- *Vivian Olum Child Development Center*: A $795,000 facility provides child-care services to the University of Oregon community for approximately 60 children from ages six weeks to 11 years and allows researchers to study child development, education, and child care. The project was completed for Fall 1996.

- *Yamada Language Center/American English Institute:* Completed in 1991 at a cost of $400,000, this project created an 8,300 square-foot complex of offices, language labs, and classrooms from space previously used as physics laboratories.

- *Historic Preservation/Restoration of Deady and Villard Towers:* These historic preservation projects provided long-term protection and preservation of threatened National Historic Landmark buildings through complete restoration of the buildings' six towers.

- *Strategic Network Expansion Project:* This 1993-94 project provided network access in offices for all faculty and key academic staff, improved building wiring throughout campus, upgraded the campus network backbone infrastructure and external connectivity, and provided for wiring several classrooms for network access.

Student Housing/Services/Activities

- *Hamilton Dining Center:* This $1.4 million project, completed in the summer of 1991, renovated 30-year-old dining, kitchen, and residential service areas into state-of-the-art facilities for more than 1,000 student residents.

- *Riley Hall:* This 38,000 square-foot dormitory was purchased by the University Housing department in 1987 and currently houses students.

- *Outdoor Program Trip Facility:* This 4,000-square-foot facility, completed in March 1992 at a cost of $325,000, consolidates storage of equipment and serves as a starting point for trips sponsored by the Outdoor Program.

- *Student Housing Projects:* Conceived in response to the perception that the student population was overburdening the existing supply of low-cost housing in the community, these projects have rebuilt current housing units and constructed new units for an increase of about 50 units. The projects included the construction of 26 new units completed in 1994 for a cost of $1.75 million.

- *Spencer View Family Housing*, a $10 million project consisting of 264 units of two- and three-bedroom apartments, is being constructed on the site of the dilapidated Amazon Family Housing Complex, which was demolished in 1995. Phase 1, consisting of 132 apartments and a community center building, was completed for fall 1996. The final phase of the project is scheduled to be finished in September of 1997.

Athletic Facilities

- *Len Casanova Center:* This 95,000-square-foot building, constructed at a cost of nearly $11 million and completed in the fall of 1992, is the new home of the Intercollegiate Athletics department offices, as well as the training and locker room facilities for many of the university's intercollegiate teams.

- *Autzen Stadium Skysuites and Press Box:* Part of a master plan for the entire stadium, this project resulted in the construction of a 17,000-square-foot skysuite building and a new 12,000-square-foot press box for a total cost of $2 million. Rentals of the skysuites are expected not only to pay for the construction of both the skysuites and the press box, but to repay the cost of the Len Casanova Center as well.

- *Hayward Field Improvements:* These improvements put in place the components for a world-class track-and-field facility, including a separate warm-up track, a newly configured metric track, a weight-training facility, a hammer- throwing facility, and a renovated grandstand.

- *Bowerman Family Building (north-end track facility):* This two-story, $2.4 million building was completed in 1992. It contains offices, lockers, and training facilities for the men's and women's track teams and is home to the International Institute for Sport and Human Performance.

- *McArthur Court Improvements:* Two 1996 projects totaling $711,000 replaced the 70-year-old lamella roof with structural steel trusses and completed improvements to the interior of Mac Court, including new flooring, ceilings, lighting, cabinetry, display cases, and painting of existing surfaces.

Transportation Facilities

- *Bean Parking Lot:* The $1.06 million renovation of this existing facility, completed in 1993, resulted in the addition of 150 parking spaces, the renovation of 800 spaces, and the development of landscape elements, lighting, and pedestrian amenities.

- *Bicycle Improvements:* Under way since 1989, this $400,000 project continually improves the campus's bicycle transportation systems by providing covered and uncovered storage racks, storage lockers, improved pathways, and new and improved signage.

- *Millrace Bike Path:* This 1993 project constructed a bicycle/pedestrian pathway, including lighting, irrigation, and landscaping, for a cost of $106,000. The path provides bicyclists with a safe and attractive alternative to Franklin Boulevard.

- *Onyx Parking & Site Improvements:* This $457,000 project, completed in 1992, reconfigured parking areas affected by construction of the science facilities. It included irrigation, planting, and site furnishings and installation of new curbing, paving, and storm drainage at the Onyx/Franklin intersection.

2. c. Current projects (in design or construction)

General University

Allen Hall Renovation

This project was made possible by the relocation of University Printing to an off-campus location, thus freeing up central campus space for use by the School of Journalism. Phase 1, a $1.1 million, 6,000-square-foot renovation of

portions of the Allen Hall basement, includes construction of an electronic media arts studio for use in broadcast and documentary production and for creation of interactive media. This phase is projected for completion in January 1997.

Museum of Natural History Addition

This modest (1,600 GSF) addition to the Museum, to be completed in June 1997, was anticipated when the building was constructed in 1987 and will contain a conference room, private offices, a research office, men's and women's toilets, an accessions work area with adjacent records room, and a receiving area. The addition will allow the current research/accessions/records area to be reused as offices for museum staff.

Student Housing

Student Family Housing

Phase 2 of Spencer View will construct an additional 132 units beginning the fall of 1996.

Student Activities/Services

Erb Memorial [Student] Union Food Service and Recreational Facilities Improvements

The scope of this $4 million project includes remodel of the south end of the basement and first floor of the EMU building. One of the main project goals is to renovate the building to support food and recreation operations that can serve the university and remain financially viable for many years. Another goal is to improve the safety, efficiency, and code compliance of existing building systems, many of which were installed more than 45 years ago. Construction is scheduled to begin in the summer of 1997, with the bulk of the work to be accomplished before classes resume in September.

Intercollegiate Athletics

Indoor Practice Facility and Related Improvements:

This $13.8 million project, scheduled for completion in fall 1997, will construct an indoor practice facility for intercollegiate athletics, a natural grass soccer field with spectator viewing areas, additional grass practice fields, and other site developments.

Cooperative Projects

Riverfront Research Park:

The university-related research park, a cooperative effort of the University of Oregon, the City of Eugene/Urban Renewal Agency, and a private developer, provides an environment in which business and industry can interact with the University of Oregon for mutual benefit. Development began nearly 10 years ago, and the project may take as long as 20 more to become fully completed. Research and development divisions, technology companies, and businesses on the leading edge of their fields are target tenants in the park.

2. d. Anticipated Projects

General University

Campus Development Project:

In anticipation of increased enrollment by the end of the 1990s, the university needs to construct additional instructional space. The proposed Campus Development Project will help us meet this expected growth. The project has three components:

Gilbert Hall Addition and Alteration: A new 40,000-square-foot classroom facility will be built as an addition to Gilbert Hall. It will include at least one large instructional space to serve 300 students, several 50-station and 75-station classrooms, and several 40-station computer laboratories (for a total of more than 900 instruction stations), as well as faculty offices and gathering spaces. The new facility will be capable of supporting state-of-the-art instructional technology.

Construction of a New Law School Building: Additions and alterations to the university's law school have been the number-one priority for the last two legislative cycles. The new 130,000-square-foot William W. Knight Law Center will include a 46,000-square-foot law library, 565-student teaching stations, 41 faculty offices, administrative areas, and miscellaneous spaces associated with teaching all forms of legal practice.

Remodel of the Old Law School Building: The construction of the William W. Knight Law Center will free up the centrally located current law school building for general educational use. Following renovation, the 82,000-square-foot building will contain 1,850 teaching spaces within technologically sophisticated classrooms. Thirty-seven faculty offices will become available for use as well.

If approved, the proposed new classroom addition to Gilbert Hall will open in

the fall of 1999 in time to help address growing enrollment; the William W. Knight Law Center will be ready for Winter 1999; and the renovated spaces in the old Law School building will be available in the year 2000.

Museum of Art Addition and Renovation

An in-progress Master Plan & Conceptual Design Study are looking into the development of spaces that will provide more opportunities for interaction among museum staff and students, faculty, docents, and a broad and diverse constituency; an improved physical environment for storage of art collections and gallery display of artwork; and spaces and technologies that allow the museum to serve the university, community, state, and region as an education and cultural resource.

Student Activities/Services

Recreation and Fitness Center

This project will combine new construction (33,000 square feet) and renovation (40,000 square feet) to create a comprehensive recreation and fitness center complex, which includes gymnasiums, space for court sports, artificial turf playing fields, weight rooms, swimming facilities with locker and shower facilities, and administrative offices.

Career Center

This project will construct a $3.75 million Career Center, including space for students' use for career research, employment assistance, and workshops; a computer lab; and interview rooms and workspaces for counselors and classified staff.

2. e . 1997-99 Biennium Project Requests (State funding)

- Allen Hall Renovations, Phases II and III: $3 million
- Classroom Improvements: $1.24 million
- Access Improvements for People with Disabilities: $2.655 million
- Technology Infrastructure Improvements: $4.1 million
- Safety Improvements Fund: $.64 million
- Museum of Art Climate Control Improvements and Gallery Renovation: $6 million

B. Analysis

B. 1. Adequacy of Physical Facilities

1. a. Relation to Mission, Strategic Plan, Other Criteria and Goals

The grounds and facilities that constitute the University of Oregon's campus contribute to the university's ability to fulfill its mission in the following ways:

- by providing facilities for undergraduate and graduate teaching;
- by providing space for additional programmatic needs such as advising, and student activities;
- by providing research space;
- by contributing to the vitality of the state's economy and culture through the provision of museums and technology transfer opportunities;
- by building and maintaining facilities in ways that set the example for the rest of the state.

Standards established for the development and management of the campus include the 1991 Long Range Campus Development Plan (Document III-2 available in the resource room) and the mission statement of the newly renamed Facilities Services department (formerly, the Physical Plant) (Document III-3 available in the resource room).

Tools for evaluating the health of the campus and its processes are contained within the day-to-day practice of both the Facilities Services department and the University Planning Office.

As noted in the previous section, the cornerstone of the Long Range Campus Development Plan is the notion that the development of the campus should be governed by a continuous process and not just a map. Inherent in this concept is the requirement that the process be driven by those who will be most affected by the outcome--i.e., the end users of the facilities themselves. This process requires that policies be examined and interpreted by sets of users while each individual project is planned and reviewed. This continuous evaluation of the development policies ensures that each policy is currently valued by the collective community and consistent with the larger vision of the institution.

Biennial assessments of the campus's construction needs are created by requesting facilities improvement ideas from each dean, department head, and director on campus. The request for proposals is accompanied by a context statement authored by the provost, which indicates trends in facilities

needs and financing opportunities for the coming funding cycle. The resulting capital strategy represents an evaluation of the campus's health in terms of its facilities needs. The strategy also serves as the basis for the Biennial Implementation Plan, a plan that compares the university's facilities needs with its ability, in terms of available land and development policies, to meet these needs (Document III-4 available in the resource room). Each of these efforts is repeated every two years.

1. b. Positive Features of Improvements/Deficiencies

Completed Projects

Since the 1987 self-evaluation, the university has completed three major capital projects, each of which addressed a particular need. All have proven to be a boon to the programs they serve. In 1991, the final structure of a four-building, $45.8 million *science complex* was completed, creating more than 246,800 gross square feet of additional on-campus space for research and instruction in the sciences. This project is a prime example of creative collaboration among users and architects, who created a physical environment in which a variety of relationships—disciplinary and interdisciplinary—are integrated and maintained.

Second, the 1991 expansion and renovation of facilities for the *School of Architecture and Allied Arts* allowed for expanded holdings in the library, new facilities for fine arts, and consolidation of teaching spaces in architecture and landscape architecture, which had been scattered throughout the campus.

Finally, the newest major project is the 1994 expansion and renovation of the *Knight Library*. This $26.9 million project achieved its goals of constructing space for the collection into the next century, unifying a three-part building into one, constructing the maximum space possible for storage of library materials and housing of reader stations, and developing the building in a way that recognizes the importance of its function on the campus.

A post-occupancy report of the Knight Library project and the processes that resulted in its construction has been completed and is provided as Document III-5 available in the resource room.

The university is particularly proud of its most recently completed small project, the *Vivian Olum Child Development Center*. The center makes quality, on-site child care available to employees, something the university has been working to realize for 12 years.

The deficiencies of current facilities include (1) those items that are part of the current capital strategy proposed to the state legislature (highest priorities are projects that add classrooms and office spaces, and projects that boost

technology infrastructure and enhance the safety of buildings), and (2) deferred maintenance items, which, in the face of declining state support, the university continues to whittle away at with ingenuity and limited resources.

Ongoing Projects

The litany of ongoing projects begins with our continued efforts to provide universal access to all of our facilities. The university's most recent road map for this effort is the 1992 Transition Plan, developed in response to the passage of the Americans with Disabilities Act (Document III-6 available in the resource room). Our plan evaluates accessibility to university programs and services, plans for removal of those barriers, and establishes a process by which the university will continue to monitor the identification and removal of physical barriers. Specific accessibility projects are described in Part I above.

In order to combat the debilitating effects of deferred maintenance, Facilities Services has developed an annual fund of nearly $1 million by streamlining operations and reducing costs. The annual $1 million internal savings has been spent on developing specialized building maintenance teams that target classroom repairs as a high priority. This relatively new concept responds to one of the findings of the 1991 strategic planning process, which identified maintaining and upgrading classrooms as a key factor in improving the quality of undergraduate education delivery. This intervention has slowed, at least for now, the rapid deterioration of the campus and its related infrastructure. The greatest problem areas—the electrical system, the central power plant, classroom repairs, and on-campus historic buildings—have received at least some attention.

Other ongoing projects include efforts to restore two National Historic Landmark buildings, Deady and Villard Halls. As the result of an innovative program that involves a cooperative venture between students and faculty in the university's Historic Preservation Program and draftspersons from Facilities Services, the roofs of these two 100-year-old buildings have been partially restored with stunning visual results that maintain the historic integrity of the buildings while ensuring their longevity.

In response to the university's Strategic Plan goal to improve the university's infrastructure and technical support for high-quality learning environment, access to computers across the campus has been enhanced in a number of ways. Three computer labs have been created with funding provided by an education technology fee, including a new 20-station Internet visualization lab, opened in 1995. Network wiring has been installed in all the dormitories by creatively partnering with a local cable TV provider and network. The Strategic Network Expansion project has brought network access to all faculty offices, making possible our faculty's participation in the ongoing revolution

in national networking. The project also upgraded the campus network backbone infrastructure and external connectivity and provided for wiring several classrooms for network access. Faculty, staff, students, and individual departments can build new network services, such as electronic mailing lists, that greatly reduce the need for paper memos, speed communication, and make electronic instruction possible. Cabling throughout the campus is continually being improved as funds become available.

Along with its peer institutions, the University of Oregon continually wrestles with solutions to the varied transportation expectations of the campus community. Specific to us is a continuing debate about the appropriate amount of parking that should be supplied and how that parking should be managed. Throughout this struggle, the university has emerged as a recognized, statewide leader in transportation innovations and is without peer in the state and perhaps the Northwest in its efforts to promote alternatives to single-car travel. With the help of national transportation consultant BRW, Inc., the Campus Planning Committee recently completed a transportation system analysis (Document III-6 available in the resource room), which produced 21 recommendations to make the current system more efficient. Some of the recommendations have been implemented; others are in process; some require further study.

Other ongoing efforts include the systematic upgrade and renovation of campus classrooms, a critical and essential part of the Strategic Plan and the focus on high quality undergraduate education. A 1991 classroom inspection identified and prioritized deficiencies. As a result, several large classrooms were completed updated with new paint, lighting, acoustical improvements, and new AV equipment, including computer-assisted instruction devices. Other upgrades and renovations include new seating, shades, and chalkboards; suspended ceilings; and new floor tiles. Not surprisingly, the deficiencies identified in the 1991 inspection have not all been corrected; however, a special "fast track" repair system has been put in place by Facilities Services to repair classroom problems quickly.

The Riverfront Research Park, recently entering its tenth year, already has proven that the creation of opportunities for the technological development of the state is an important role for a university to fill. This ongoing project exemplifies the university's commitment to assisting the economic and technological development of Oregon and its recognition that research is essential to the intellectual health of the university and to energizing the state's economic and cultural vitality.

Contemplated Projects

On a larger scale, other campus deficiencies are to be met by the realization of our capital strategy for the coming budget cycle.

The highest priority project for this biennium is the Campus Development Project, developed to respond to increasing student enrollment at the university. The current enrollment of more than 17,000 is expected to grow by the year 2003 to more than 21,000 students. Unfortunately, much of the university's classroom space does not meet modern instructional needs. Many rooms still lack the modern technological infrastructure needed to permit faculty and students to use computers and multimedia instructional approaches.

University officials, faced with the twin challenges of increased numbers of students and outmoded classroom facilities, are proposing an overall strategy both to expand and modernize core academic space on the campus. The university is proposing to combine two existing projects to increase by 3,000 teaching stations the amount of modern academic space available to the university in the following manner:

- constructing a new building for the School of Law in the east campus area this year at a cost of $26.7 million (rather than constructing an addition to the present law school and renovating the old building for continued Law School use);
- renovating the existing School of Law building for use by the College of Arts and Sciences for general instructional needs (at a cost of $4 million); and
- constructing the Gilbert Hall addition at a cost of $7 million.

The project, when completed, will relocate the law school to land available at the eastern edge of the campus periphery, freeing up the current law building's central campus space for general educational uses.

While the university's intention with the Campus Development Project is to fulfill the need for additional teaching facilities, two other improvements intended to enhance the quality of student life currently are funded and in the planning stages: the EMU Food Service and Recreational Facilities Improvements project and the Recreation and Fitness Center, both of which are described in detail in Part 1. Additionally, several recently completed projects add capacity in this area. These include improvements to family housing, to the Knight Library, and to the branch libraries in AAA and Science.

Proposed Projects

An analysis of the project proposals submitted by deans and directors as part of the 1997-2003 capital construction development process confirms the need for more undergraduate teaching/classroom/lab spaces and for

integrating/providing for computer access and advanced use of technology (Document III-8 available in the resource room).

Additionally, general campus projects point to deficiencies in the campus environment and infrastructure. These include:

- life safety, personal safety, and security improvements in selected campus facilities;
- classroom improvements;
- and expansion of and improvements to the campus utility systems.

B. 2. Space Use

Principally as a result of cutbacks from Ballot Measure 5, the 1990 property tax limitation, space utilization studies are no longer available from the chancellor's office. Additionally, enrollment declined sharply and has been slowly returning to the 1986 levels. The state system's acquisition of new, system-wide space utilization software, as well as the university's conversion to an academic management software package, will allow for this analysis as enrollment returns to previous levels.

A reasonable level of feedback is obtained from the biennial capital construction process, during which each unit is asked to request funding for potential capital improvements. Not surprisingly, the current list contains requests for additional classrooms, offices, and support spaces in most areas. Additionally, the registrar's office estimates that during the peak teaching hours (9:00 A.M. to 3:00 P.M.) 98 percent of our classrooms are scheduled for use.

B. 3. Maintenance Standards for Buildings and Grounds

3. a. Adequacy and needed improvements, buildings and landscaping maintenance and housekeeping standards for adequacy and needed improvements

Customer Surveys and Ratings

In 1989, the Coast Consulting Group conducted an in-depth survey of Physical Plant customers. While some individual shop units scored well, the overall response to questions about customer service were discouraging. The new director for the Physical Plant was hired in 1989. During the next two years, an intensive effort was made to improve communications between the Physical Plant and its campus customers. Physical Plant staff were asked for improvement ideas, many of which were implemented. A shortened version of the 1989 survey was conducted in the spring of 1991, and significant improvements were noted in many areas. Document III-9

(available in the resource room) compares the results of these two surveys. A campus-wide customer survey is planned for the spring of 1997.

In 1994, national facilities consultant Ed Feldman was hired to perform an in-depth audit of campus custodial services (Document III-10 available in the resource room). Highlights from the seven-point overview contained in Mr. Feldman's report included the following observation:

> University buildings are at a generally acceptable level of cleanliness for such a facility. A staffing analysis using proven time standards indicates a current staffing that outperforms that which is generally seen as acceptable. Any reduction in this tight staff would lead to frequency changes...which may create unacceptable quality levels.

Work orders also provide useful information on customers' perception of work performed, since all completed work orders are returned to the requester for review and comment. The return rate of these completed work orders has remained between 20 percent and 25 percent since 1994. The table below summarizes customer responses.

	1994	1995	Jan-June 1996
Excellent	70.0%	74.0%	77.0%
Good	24.0%	20.0%	17.0%
Fair	2.7%	2.1%	3.2%
Poor	0.3%	0.4%	0.1%

In general, Facilities Services customers feel that the quality of the work performed, both maintenance and remodel, is high. Of ongoing concern is the response time to some maintenance requests and the inability to control remodel schedules and shop coordination.

Campus grounds are often mentioned by visitors to the campus as being strikingly beautiful. This is in no small part due to the exceptional dedication of the grounds crew and the high value Oregonians place on natural beauty. Of particular note is the recent renewed interest in the spring event known as University Day, a day dedicated by students, faculty, and staff for planting flowers, spreading bark dust, cleaning up, and painting. Last spring 1,200 participants spent the day improving the quality of their own surroundings on their own time.

3. b. Building Manager Program

The Building Manager Program (Document III-11 available in the resource room) facilitates communications between Campus Operations (Facilities

Services, Environmental Health and Safety, and Public Safety) and the occupants and users of campus buildings. The two main components of the program are the reporting of building problems to Campus Operations and the notification of building users of planned utility and building system shutdowns for maintenance and repair.

In addition, the program provides a forum for discussion and resolution of related problems and periodic information exchanges and educational meetings. The program also strives to educate building users with regard to building systems and operation and responsible stewardship of campus facilities.

Components scheduled for development and implementation in the 1996-97 academic year include publication of a quarterly newsletter, electronic group mailing list, and a customer satisfaction survey.

4. Facilities Services Productivity

4. a. Work Orders

A work order may represent a simple single-trade request, such as replacing a fluorescent light, or it may encompass a multi-trade, multi-task project. The number of labor hours needed to complete a specific work order ranges from one hour to several hundred hours.

	1993	1994	1995	Jan-June 1996
Work Orders				
Opened	13,166	12,783	12,935	6,979
Closed	NA	11,363	11,353	6,166
Average Days to Complete				
Emergency	NA	6.4	6.4	5.1
Urgent	NA	13.1	13.8	14.5
Routine	NA	29.4	38.2	40.3
All Work Orders	NA	22.6	26.0	26.5

4. b. Preventive Maintenance

Budget reductions necessitated by the passage of Measure 5 resulted in the elimination, in 1992, of three preventive-maintenance technician positions. The remaining two technicians were grouped with the newly formed mechanical shop. Current preventive-maintenance efforts focus on critical equipment and systems, such as laboratory fume hoods, back-flow prevention

devices, and fire suppression systems. Additional mechanical shop staff and outside contract services supplement the work of the preventive-maintenance technicians. With the addition of the new science buildings and the complex equipment located in them, it has become increasingly important to organize and perform preventive-maintenance work that is both efficient and effective.

4. c. Deferred Maintenance

A campus survey done in 1990 reported a deferred maintenance amount of $35 million. That amount continues to grow at the rate of $5 to $10 million per year. Since 1989 approximately $1 million annually has been allocated for deferred maintenance repairs. More recently, that amount has increased to $2.5 to $3 million per year. At this level of funding, only the most desperate building problems can be addressed.

The 1990 survey report continues to provide information for prioritizing the most urgent repairs. In recent years, funding has focused on building envelopes (roofs, windows, exterior finishes) to prevent further deterioration of building infrastructures. Close to $18 million has been spent on deferred maintenance so far this decade, through a combination of capital repair funding and energy loans and grants.

Future deferred maintenance repairs will likely focus on campus water and sewer systems and continued classroom repairs.

4. d. Custodial Services

Contracting of custodial services is not an uncommon approach for universities attempting to reduce costs. When compared to standard contracting costs, our custodial services costs are generally at or below the cost of contracting.

Custodial staffing was reduced by 10 positions in 1993 due to decreased funding resulting from passage of Measure 5. Cleaning standards for non-public areas were changed from nightly to weekly to accommodate this reduction.

Standardized inspections are conducted by the supervisors on the work performed by each employee at least once every month. In addition, the director of Campus Operations and the custodial services manager conduct weekly inspections, reviewing each building once each year. Employee turnover has been reduced from a high of 30 in one month two years ago to a current average of two to three per month. A historically high absenteeism rate is slowly improving.

4. e. Maintenance of Buildings and Grounds

The academic (non-auxiliary) space maintained by the Physical Plant totals 3,098,820 square feet in 50 major buildings, plus other minor buildings, spread over 260 acres. This space is maintained by less than 35 funded FTEs (electricians, plumbers, painters, carpenters, HVAC technicians, and laborers). In addition, 65 custodians are assigned to campus buildings, and 9.5 FTEs maintain the grounds. The remaining Facilities Services employees are either administrative staff or are unfunded and are "hired" by campus departments to perform remodeling or construction, or by auxiliaries for repair and maintenance work.

The dollar amount expended per square foot for building maintenance is significantly lower at the UO (.48) than for other APPA Pacific Region research universities (.89).

The Building Maintenance Team (BMT) performs concentrated facilities maintenance and repair work to academic buildings on a rotating basis, generally once every 24-30 months. Working from a list of prioritized repair needs, the BMT spends three to six weeks in each building. Working the second (evening) shift, the BMT can be more efficient and is less likely to disturb building users. More urgent customer-identified repairs are performed by the day shift.

4. f. Campus Utilities and Energy Management

The purchase and distribution of campus utilities accounts for approximately 25 percent of Facilities Services' budget. A three-pronged approach has resulted in a steady decline in the cost and consumption of utilities (electricity, natural gas, water, and steam). Energy costs decreased 22 percent between 1992-93 and 1995-96, and energy consumption decreased by 33 percent during the same time period. (Document III-12 available in the resource room)

Energy Conservation (partial list of projects/efforts)

- Survey of 25 buildings to identify energy projects
- Recruitment and hiring of new position of campus energy engineer
- Campus-wide exit light replacement ($9,939 annual savings)
- Oregon Hall lighting and controls ($66,000 annual savings)
- Pacific Hall HVAC controls ($19,000 annual savings)

Utility Systems Improvements (partial list)

- Upgrade of campus electrical distribution infrastructure, 1985 to present (60 percent complete)

- Conversion from hogged fuel to natural gas for steam production, including installation of new boiler and retrofit of existing boiler
- Chilled water improvements, including installation of two absorption chillers and clean-out of main distribution lines

Interagency and purchase agreements

- Joint installation with EWEB of steamline intertie connecting both facilities' power plants for optimum efficiency and backup capability
- Negotiated favorable natural-gas purchase agreement with Northwest Natural Gas as part of OSSHE consortium

4. g. Comparative Cost Information

In 1991 a comparative cost analysis was performed by Facilities Services, comparing the University of Oregon to other regional institutions of higher education. The university was below the average for its area in expenditure per square foot. (Document III-13 available in the resource room)

B. 5. Equipment

The university's business office is responsible for maintaining the inventory record for this institution and has access to inventory data by request. The inventory program is capable of generating reports by department, by purchase account, and by type of equipment.

Deans, directors, and department heads received a questionnaire of three questions on how well instructional equipment meets their needs and how well the current equipment acquisition process works. Responses were categorized by the quality of the equipment and the efficiency of the process: above average, adequate/ minimally acceptable, unacceptable. The survey received 31 responses. (Document III-14 available in the resource room)

Most respondents characterized the adequacy of equipment to serve the student needs as adequate [6] to minimally acceptable [16]. Twice as many respondents ranked the quality as above average [6] than as unacceptable [3]. It was noted that the type of equipment available in the classroom is a consideration in designing courses and presenting instructional materials.

The majority of respondents indicated that equipment is adequate to meet their instructional missions [5 adequate; 14 minimally acceptable]. Equal numbers rated the equipment as above average and as less than acceptable [6 each].

Generally, the process for purchasing equipment is considered to be within

the satisfactory range [25]. Comments from respondents who perceive it as unsatisfactory [6] suggest that the procurement procedures may be unclear to them. Lack of clarity may be the result of recent changes to purchasing regulations. The higher education efficiency act streamlined the entire procurement process: purchases are approved on campus rather than in Salem; and departments were given more authority to make selections based on best value and to take into account other objective, measurable cost factors besides cost, including life cycle, warranty, installation, training, maintenance, etc.

Departmental purchasers should be encouraged to make use of Purchasing Support Services in the business office, which is able to provide information and advice on procurement procedures.

C. Supporting Documentation for Standard III: Physical Plant, Materials, and Equipment

1. Document III-1: Square Footage and Value of On-Campus University Buildings, NASC Accreditation Self Study, 1997
2. Document III-2: Long Range Campus Development Plan, June 1991
3. University of Oregon's Campus Planning Processes
4. Document III-3: The Mission of the University of Oregon Physical Plant
5. Document III-4: 1997-2003 Listing of Capital Construction Proposals: Capital Strategy
6. 1995-1997 Biennial Implementation Plan
7. Document III-5: Knight Library Post-occupancy Study
8. Document III-6: 1992 ADA Transition Plan
9. Document III-7: Transportation Review working Group Report: Implementation
10. Document III-8: Listing of Capital Construction Proposals for 1997-2003, February, 1996
11. Document III-9: Physical Plant Analysis of Customer Surveys: Selected responses to 1989 Coast Consulting Group survey and October 1991 Follow-up Survey
12. Document III-10: One-Week Custodial Audit, October 1994
13. Document III-11: UO Campus Operations Building Manager Program
14. Document III-12: UO Yearly Energy Costs
    UO Yearly Energy Use

15. Document III-13: 1991 Physical Plant Cost Analysis: Memo to Dan Williams from George Hecht 3/20/91

16. Document III-14: Equipment Survey, 1996-97

STANDARD IV

INFORMATION RESOURCES: UO LIBRARY SYSTEM; CAMPUS COMPUTING AND NETWORKING RESOURCES

Information resources and services at the University of Oregon that support teaching, learning and research are managed primarily by two administrative units that report to the Office of Academic Affairs. The Library System, which includes library and media services, is managed by the university librarian. The Computing Center, managed by its director, is responsible for campus computing and networking resources. Over the past few years, these two units have worked together to modernize and extend information services, supported by state-of-the-art technology, to all segments of the campus community and more broadly to patrons and colleagues of education within the state. Each of these units has written a self-study for this chapter.

In addition, the university's information systems benefit from its recently enhanced telecommunications systems. Information on the new services extended through telecommunications to campus offices, residence halls and employees is included in the report from the Computing Center, although telecommunications, along with the university's printing and publications services, are managed by the vice president for administration.

Part I. Library and Information Resources

Part I. A. Description

A. 1. Mission, Philosophy, Goals

The University of Oregon Library System's core mission is to "support and stimulate undergraduate instruction, graduate and faculty research and service...by providing access to information and information services to scholars at all levels." The library system is a critical element in the University of Oregon's ability to fulfill its academic mission as a comprehensive research university. It is the only library in the state to have been elected to the Association of Research Libraries (ARL) which is reflective of the library's research focus.

The following statement of purpose and objectives, as quoted from the *University of Oregon Library Policy and Procedures Manual,* was developed in 1982 and outlines the library's purpose and program objectives:

1. a. Purpose

The University of Oregon Library, as the largest research library in the state, seeks to support and stimulate undergraduate and graduate instruction and graduate and faculty research on the University of Oregon campus, as well as respond to the needs of scholars by providing access to recorded information and information services.

1. b. Program Objectives

- Establish library requirements for campus instructional and research programs through regular contacts with academic departments, university administration, and appropriate university committees.
- Increase and maintain an acquisitions budget which can support the instructional and research needs of students and faculty, primarily at the University of Oregon, and secondarily to students, faculty, and citizens throughout the state of Oregon.
- Acquire and provide access to all necessary recorded information in fields pertinent to the programs at the University of Oregon.
- Develop and maintain a clear definition of the scope of the collections.
- Process all new materials using efficient means and appropriate classification schedules.
- Develop and maintain a strong, service-oriented staff, adequate in number, through systematic recruitment, orientation, training, specialization, advancement, and competitive remuneration.
- Provide adequate physical facilities which are easily accessible and functional; provide optimum conditions for the preservation of materials.
- Administer the collections in a manner that will facilitate equitable access by all users.
- Maintain materials in good physical condition through an active binding and preservation program.

- Develop and maintain systematic planning and review procedures to insure the maximum utilization of personnel and financial resources.
- Develop a commitment to long-range planning for the development of the collections to support teaching and research.
- Review professional and technological developments for possible application in the library system.
- Maintain constructive working relationships with other libraries and associations to enhance access to shared resources.
- Implement and maintain an orientation and education program for library users.

A. 2. Information Resources and Services

The University of Oregon Library system is the largest research library in the state. The main facility (Knight Library) houses most of the material in the humanities and social sciences, including Government Documents, Music Services, Special Collections, and the Instructional Media Center. On-campus branch libraries include Science, Mathematics, Map and Aerial Photography, Architecture and Allied Arts (AAA), Law, and Archives. Off-campus collections include the Oregon Institute of Marine Biology and Pine Mountain Observatory.

In the past decade, the library's collection has grown by 28 percent from 1,675,727 volumes to 2,143,556. The collection's strengths match areas of emphasis within the curriculum. Compared to other ARL institutions, the UO has several prominent collections including East Asian vernacular materials, aerial photographs (one of the largest depositories in the U.S.), 20th century political history, and a wealth of primary source material on the history of Oregon and the Pacific Northwest. Examples of general areas of strength include the life and physical sciences, art history, Russian languages and literature, music, women's studies and gender issues, and Canadian studies. Emerging areas of strength include environmental studies, Southeast Asian studies, and ethnic studies.

The library offers a full range of information services including reference and research assistance, instruction, collection development and faculty liaison services, circulation and reserve services, interlibrary loan, and audio-visual production. Recently, the library has put a renewed emphasis on its instructional program by expanding the number and variety of courses and workshops offered to students and faculty. The Technical Services Division

serves library users both directly (e.g., by acquiring materials, by creating the library's information systems) and indirectly, (e.g., by maintaining the library's technology infrastructure, by mending or reformatting fragile library materials, by spending and accounting for the materials budget, etc).

In the past several years, the library has focused on expanding services to remote clientele including distance learning programs. In 1991, the Oregon Legislature appropriated $7.5 million to establish the EdNet distance learning system. The establishment of the UO's central EdNet facility in the library's Instructional Media Center (IMC) has resulted in improved production and broadcasting facilities, including microwave technology, to allow for the transmission and reception of full motion and compressed video signals.

Beginning in 1992, the library has been on a steady course to integrate resources into the online catalog. In effect, these efforts have transformed the online catalog into an extensive information system (Janus) available to students and faculty on and off campus. To date, 88 percent of the book/journal collection can be searched through Janus. Janus now provides in-house and remote access to the library's catalog of books, serials, microforms, and government documents; several commercial indexes to journals and newspapers; and seamless Internet connections to selected research libraries throughout the U.S. The most recent effort to expand the library's information system is the development of Orbis, a collaborative effort among academic libraries to create a single online catalog. Orbis has increased student and faculty access to library materials in the state—over three million volumes can be searched simultaneously from any computer terminal.

Most of the improvements and new services which have been developed over the past 10 years have occurred without additional staffing. These advances have been possible by streamlining procedures, shifting resources, outsourcing, e.g., expansion of approval plans for acquisitions, and adopting new technologies to improve efficiency.

A. 3. Summary Data/Information Resources and Services

(ARL ranking in parentheses)

	92/93	93/94	94/95
Volumes	2,024,323 (76)	2,080,724 (76)	2,143,556 (76)
Current Serials	17,914 (76)	15,790 (88)	17,259 (75)
Volumes added	45,650 (95)	58,361 (78)	62,832 (69)
Microforms	1,973,514 (95)	1,888,835 (99)	1,888,835 (99)
Government Docs.	na	na	468,072 (36)
Ref. transactions	na	na	44,850
Total Circulation	na	na	514,990
ILL/loaned	18,694 (76)	18,034 (75)	23,644 (61)
ILL/borrowed	8,888 (79)	9,933 (77)	11,230 (78)

A. 4. Library Budgets

Detailed information concerning the library's budgets is reproduced in Document IV-1 included at the end of this standard. The university administration decides general priorities and determines annual adjustments to operating and materials expenditures. Internal allocations of library funds are made by the university librarian in consultation with the University Library Committee.

Total library expenditures for 1994/95 were $10,903,757. In this critical category, the University of Oregon ranks 77 out of 108 ARL institutions. In 1984/85, the UO Library ranked 96 out of 106 ARL libraries with a total budget of $5,238,256. Over the past decade, the library has made substantial gains in its budget totals which parallel the growth and expansion of the University's programs. Despite this composite gain, however, the library continues to face budget problems in specific areas: serials costs, student wages, library faculty salaries, supplies and services.

In 1995/96, the library's materials budget was $4,081,602. For the past several years, this figure has increased approximately 3.5 percent. However, annual serial inflation rates run an average of 10 percent, and monograph costs increase an average 4-5 percent. Budgetary augments have been outstripped by inflation, and the primary method of dealing with the problem has been to cut serial subscriptions. In 1992/93 the library reduced its standing order obligations by $350,000, and in 1995/96 faculty and librarians identified another $500,000 in journal titles which will be canceled over a four-year period.

The library's incrementally-adjusted beginning student wage budget assumes over 90 percent College Work Study (CWS) coverage for the entire fiscal year. Federal subsidies at this level have not been achieved for years, and the budget typically requires augments of at least $200,000 to balance at year-end.

Like the rest of the faculty, librarians have received modest salary increases over the past several years. The entry-level salary has been $25,000 for several years, and last year the UO's ARL ranking in this category dropped from 74 to 81 out of 108 institutions. The salary level has made it more difficult to retain highly-qualified librarians. The UO's average salary for experienced reference librarians (10-14 years) is $31,184 which is $15,000 less than the Pacific Region average.

The library experiences chronic shortfalls in its supplies and services (S&S) budget, with typical year-end deficits of $200,000 or more. The historic S&S budget reflects the format-static library environment of the 1960s as opposed to the technologically-driven 1990s. An increasing portion of the S&S budget is now supporting direct patron services (CD-ROM and Janus-related printing, for example) as opposed to materials processing and general office operations.

Endowment income and gifts have given the library the opportunity to make critical progress in selected areas of collection development and information technology. Private funds and government grants have helped the library make improvements in its research collections particularly in the areas of art history, southeast Asian studies, Pacific island studies, gender and ethnic studies, and special collections. Since 1983, the UO Library has invested nearly $4 million in educational technology and online resources. With very few exceptions, equipment purchases, start-up and transition costs have been funded by unrestricted gifts. (See Table next page.)

Summary Data/Library Budgets
(ARL ranking in parentheses)

	92/93	93/94	94/95
Total Expenditures	10,233,298 (75)	10,354,162 (77)	10,903,757 (77)
Total Salary/Wages	4,452,939 (87)	4,566,465 (85)	4,782,259 (84)
Professional	1,832,944	1,875,432	1,967,897
Suport	1,940,332	1,953,299	2,054,527
Students	679,663	737,734	761,835
Library Materials	4,008,845 (68)	4,512,652	4,546,650 (63)
Current Serials	2,616,853	2,558,342	2,595,039 (75)
Supplies & Services/Other operating exp.	1,623,717 (75)	1,131,407 (85)	1,433,493 (71)

A. 5. Organization

The library's organizational chart appears in Document IV-2 included at the end of this standard. Since 1990, the library has made several changes in its organization to improve efficiency and service. New departments, such as Music Services, were created to provide better service to certain disciplines. In other cases, departments were combined, such as Microforms and Government Documents, to yield some administrative efficiencies. In addition to these organizational changes, responsibility for many functions have been moved from one department to another to improve and simplify work-flow. A list of personnel including administrative, faculty, and support staff with titles, professional training and experience is available in the workroom.

A. 6. Policies and Procedures; user input, evaluation, equipment, budget preparation, staff development.

Most librarians serve as subject specialists. They work closely with the academic departments to determine resource needs and assist faculty in the selection process by providing information about new publications in specific disciplines.

The library's materials budget (see Documents IV-3, IV-4 available in the resource room) allocates resources based on a history of buying patterns and special requests made by the disciplines to address program changes. A portion of the budget is set aside each year to address resource needs in expanding programs. Next year, the library hopes to test the equity of the materials budget by using one or more formulas published by library

professionals for allocating funds. These formulas factor in student credit hours, number of faculty, cost of materials, publishing output, etc.

Faculty are directly involved in decisions to begin new subscriptions and cancel others. In the last two serials cancellation projects, faculty were asked to rank journals in their disciplines to determine which could be canceled. Increased use of the World Wide Web (WWW) has made it easier to communicate with faculty and to solicit their input on these important collection decisions.

Faculty, students, and staff play an important role in the evaluation, development, and management of resources. The University Library Committee (ULC) meets regularly throughout the year and is made up of faculty from several departments. The ULC provides direction on issues related to the library's budget, serials cancellation projects, copyright procedures, circulation policies, etc. The Friends of the Library (FOL) also provides useful feedback on services and collections; many faculty and alumni serve of the FOL Board. In addition to the ULC and FOL, the library has used focus group meetings with faculty to get feedback on current and proposed services. In 1995 the library created a new position, the Coordinator for Outreach Services, to work with groups of students on campus and to make sure the library is serving their needs.

The University of Oregon Library does not have a comprehensive plan for the maintenance, management, and replacement of equipment. There is no recurring budget for equipment; funds are distributed to the campus departments whenever non-allocated money becomes available.

A series of policy statements regarding the use of resources and services by students, faculty, and the community are available at the information desks and on the Web. Web access to these policies has improved public awareness of library services. Electronic dissemination of this information means that patrons can always have access to the most recent policy statements. (See Documents IV-5 through IV-8 available in the resource room).

Development of the University of Oregon Library's annual budget occurs within the context of general campus budget preparation. This is an incremental process which adjusts a recurring base budget with augments and/or reductions according to institutional and OSSHE directives. The collections and access portion of the budget (books, journals, on-line databases) is distributed into subject or format-specific funds which are managed through the year within the Janus system (see Document IV-4 available in the resource room). Other categories of the budget (salaries and wages, supplies and services, equipment, etc.) are managed exclusively through the campus FIS.

The evaluation procedures for both faculty and staff have been revised since the last accreditation report. In 1993 the faculty adopted a new set of criteria for evaluation which focused on goals, professional roles, and professional development and service (see Documents 9, 14 in the resource room). Then, in 1994, the faculty approved several changes in the method of evaluation (see Document IV-10 in the resource room). These changes were intended to simplify the documentation process and place more emphasis on goal-setting and quarterly discussions with supervisors. A committee of elected peers, the Library Faculty Personnel Committee, makes recommendations on contract renewals and promotion.

During a faculty member's fifth year of service, an extensive contract renewal/promotion review is conducted. This "six-year review" parallels the tenure review conducted for members of the instructional faculty. Successful completion of the six-year review results in promotion from Assistant to Associate Professor and three-year (versus two-year) renewable contracts. The UO Library faculty are the only librarians in the OSSHE system without tenure. Standards for promotion review are listed in Document IV-11 in the resource room.

Management and classified staff are evaluated by their supervisors using the university's procedures established by the Office of Human Resources.

The library's staff development program has several dimensions. All faculty and staff are encouraged to take advantage of campus workshops and regional training programs. Faculty are expected to be professionally active at the state and national level. Nearly half the faculty are actively involved in the American Library Association and several hold leadership positions in the Oregon Library Association. During the past several years, as library issues have taken a more global perspective, some faculty have been involved in international organizations. Additional funding for travel, training, and research is available through the Library Faculty Grants and Awards Committee (see Document IV-15 in the resource room).

Resources and services which support external program resources and services which support external programs, including distance learning clientele, community patrons, and interlibrary collaboration are described in the sections above.

Part I. B. ANALYSIS AND APPRAISAL

B. 1. Philosophy, Goals, Objectives

The University Library's *Statement of Purpose and Objectives* (outlined in A.1) is still an adequate generalization of the library's mission in relation to the philosophy and goals of the university. However, this particular

statement should be updated to reflect shifts in priorities and an increasing emphasis on information technology. The statement also needs to reflect economic realities facing most research libraries. For example, the objective to "acquire and provide access to all necessary recorded information in fields pertinent to the programs at the University of Oregon" has become increasingly difficult to achieve given the rising costs of scholarly publications and the modest increases in the library's budget.

In general, the library's programs have kept up with new methods in the acquisition, management, and delivery of information. The library has also responded to changes in the university's curriculum and administrative policies. For the past two years, the university administration has called for unit goals from the schools and administrative departments on campus (see Document IV-16). Internally, the library has engaged in several major planning efforts since 1990. In 1992, under the sponsorship of ARL, the library conducted an intensive Public Services Self Study which produced more than 40 specific recommendations for service improvements. Three years later, the library went through a similar process for Technical Services. Periodically, the library issues a revised *Statement of Goals, Evaluation, and Needs Assessment* (see Document IV-17 in the resource room).

For the past decade, the library's achievements have closely matched its stated service goals and philosophy. Emphasis has been in the following areas:

- Improving access to information through the use of technology, interlibrary cooperation, and document delivery.
- Diversifying collections to include online bibliographic and full-text databases, multimedia, sound, and images.
- Enhancing instructional programs to include credit classes, open-enrollment workshops, and collaborative teaching projects with faculty, classroom presentations, freshmen seminars, and specialized orientations.
- Building staff expertise in academic disciplines and developing skills in the areas of information technology, teaching, and public relations.
- Making the library's systems and procedures user-friendly by reducing the multitude of interfaces, simplifying procedures, and developing "self-service" options.
- Improving facilities by expanding network capacity, and study and storage space.
- Soliciting feedback, advice, and direction from different clientele groups on and off campus.
- Participating in regional and national associations/efforts in the areas of library services, scholarly publishing, information technology, and preservation.

B. 2. Resources

2. a. Staff

The UO Library currently employs 51 librarians, 92 support staff, and 74 FTE student assistants (see Document IV-18 in the resource room, and IV-19, included at the end of this standard). The library has been able to recruit strong pools of entry-level professionals for most positions. Many of the individuals hired have second masters degrees in a relevant discipline, and all are skilled in the areas of information technology. The rigors of the promotion system have ensured a high degree of quality throughout the library faculty.

In 1987, library staffing levels were the subject of strong criticism by the NASC accreditation team. Compared to other ARL and public AAU institutions, the UO Library has a shortage of classified staff and relies heavily on part-time student employees to make up some of the difference.

In addition to the need for classified staff, the library has identified the need for 9.5 FTE positions to support existing university programs.

Until this year, the level of student staffing had been adequate. Although the library had been deficit spending, the university was able to cover the budget shortfalls at the end of the year. In 1996/97, the library has made a commitment to reduce its deficit by half, which will result in a 20 percent cut in student expenditures. This cut could necessitate some restructuring of basic services. In the past the UO Library has managed to maintain many of its strong services through advances in technology, reorganization, more efficient procedures, and outside funding. These approaches will continue to be used to deal with staffing shortfalls.

2. b. Collections and Access

The print and microform collections at the University of Oregon have been adequate to support most traditional undergraduate and graduate programs. However, new programs (for example, new languages and area studies, and historic preservation), changes in curriculum emphasis (such as the new multicultural requirements and environmental studies), and advanced faculty research have been more difficult to support. For these areas of interest, the library must rely heavily on interlibrary loan.

Like other research libraries, the University of Oregon has encountered high rates of inflation in book and serial prices combined with a proliferation of published materials. During the last five years, the cost of serials has increased approximately 55 percent; increases for monographs over the same period have been approximately 25 percent. At the same time, the materials

budget has increased 16 percent. In addition to these budgetary restraints, the library has had to respond to the growing demand for electronic resources, video, and multi-media formats which has created increased pressure on the existing budgets.

Unrestricted gift money has helped to ease this pressure and has allowed the library to expand its access to online and CD-ROM resources. The addition of online databases has significantly improved access to information throughout the university community and to participants in distance learning programs. Students and faculty have the increased convenience of desktop access to more resources, including such databases as *Uncover*, which indexes more that 16,000 journals, and OCLC (Online Computer Library Center) which includes the catalogs of more than 24,000 libraries worldwide.

Despite major milestones, such as the addition of the two millionth volume in 1992, and a significant expansion in electronic databases, the most critical events took place in 1993/94 with the cancellation of $350,000 in serial expenditures and in 1995/96 with the identification of another $500,000 of cancellations which will be implemented over four years (see Document IV-20 in the resource room). If inflation and budgetary increases remain the same for the foreseeable future, the library will have to consider a serials cancellation project every three to four years. The library is considering several strategies for coping with these realities, e.g., increased resource sharing, cooperative collection development, and consortial licensing agreements for electronic journals.

2. c. Services

One of the UO Library's strengths is its commitment to providing quality services and its creativity in designing new programs to meet the institution's mission and objectives. Several major efforts stand out in this category: expanding of the library's instructional program, developing the Orbis union catalog, restructuring services in the Instructional Media Center, and expanding of information technology.

The instructional program has evolved in dramatic ways to include more credit classes and workshops in information technology. The library filled a need on campus by offering the *Internet Curriculum* to teach students, faculty, and staff about Internet services, resources, and publishing opportunities. Many library faculty have been asked to teach courses within other departments on research methods and resources, i.e. art history, Asian studies, music, and planning and public policy. During the academic year, more than 5,000 students participate in the library's instructional programs. In 1996 the library received a grant to explore effective methods of teaching information technology to all incoming students during orientation week.

This program, called *Get Ready* is tailored to meet the needs of future students entering the university.

The Orbis consortium is an example of how the UO library can provide services in support of off-campus courses and programs. Orbis is a collaborative partnership among thirteen private and public academic libraries in Oregon and Washington. Orbis includes a "union catalog" (initially funded through a corporate donation) that combines information from its member libraries into a single, unified database. Students and faculty at Orbis institutions now have access to a "virtual library" of more than three million volumes. The mission of Orbis is "to make the information resources of its member libraries more widely available and accessible, and to enhance educational and economic development opportunities." Beginning in 1997, Orbis will provide an automated borrowing feature. Students can issue a request from an Orbis Library or networked computer for any item in the union catalog, and it will be delivered to their home institution. Future plans include the addition of other research libraries and cooperative purchases of full-text databases.

The Instructional Media Center (IMC) has undergone a number of significant changes within the last three years. The IMC's internal space has been expanded to provide a new television broadcast studio, additional listening/viewing rooms, and increased space for storage, processing, and staff workstations. In addition to the modification and improvements to the physical space, a significant investment has been made in the acquisition of industrial quality television broadcast and production equipment to support both Ed-Net programming and general instructional television. In support of future campus-wide distance educational efforts, the IMC is placing more emphasis on the delivery of educational services to remote students. Campus equipment allocations and classroom improvement funds have allowed the purchase of new television monitors for IMC studios, in addition to VCRs, projection screens, and enhanced sound systems for classrooms elsewhere on campus.

The library has been incorporating educational and information technologies since the 1970s, with the pace of change accelerating rapidly in the past five years. First processes, then services, and now collections are being transformed as technological developments permeate every aspect and function of research libraries. The most recent enhancements in information technology include the addition of a web server to support the library's homepages and the replacement of character-based terminals with high-performance PCs in the reference areas. In the past year, the library has made significant progress toward moving from a text-based to a graphical environment which is user-friendly and versatile.

In 1994/95, the library received funding through the University's Educational Technology Program to develop two Information Technology Centers (in Knight and Science Libraries). A third center is under development in the AAA Library. The ITCs are learning laboratories where students and scholars in all disciplines can have access to a wide variety of electronic resources, educational technologies, and information systems. Equipment includes networked workstations (mix of Macintosh, Windows, and X-terminals), networked printers, scanners, and digital cameras. A variety of applications software is also available. Staff support in the ITCs is provided by teams of reference librarians with subject expertise, network support personnel, and highly trained student employees.

Although the library has not conducted any systematic surveys of user reactions to library services, the university frequently asks students for feedback on different campus functions. In the 1995 student survey, 82 percent of the students (n=763) thought the library was doing a good or very good job in meeting students' information needs.

2. d. Facilities

Since 1990, library facilities on the UO campus have been improved significantly. In general, the library' s facilities are easier to use, more comfortable, more flexible in terms of incorporating new technology, and more appropriately designed given the changes in library instruction and services.

The Knight Library expansion and renovation project received an approved budget of $27.4 million; $17.4 million was provided through the legislature and the rest is being raised through private gifts and corporate grants. The project increased study and stack space by approximately by 50 percent. The new facility is flexible, easy to use, and can respond to technological change well into the 21st century. The building also has many improved features such as electronic classrooms, the Information Technology Center, and several small seminar rooms for collaborative study and research.

In addition to the Knight Library project, the Science and AAA Libraries moved into expanded/renovated space in 1990/91. Although both projects solved some immediate space problems, neither resulted in long-term solutions to the changing character of these collections and services. By 1995 it was evident that the Science Library needed compact shelving, and the AAA Library would need to begin negotiations with the School of Architecture and Allied Arts for additional space within Lawrence Hall.

The Math Library had been one of the most overcrowded sites in the library system. In 1995 the library decided to consolidate some of the adjacent archival collections which created an additional floor for the math collection.

This expansion should solve the expansion needs in the Math Library for several years.

The Law Library is the next site targeted for expansion. A recently-appointed user group is beginning program development for a 38,000 sq. ft project which will be included in the new William W. Knight Law Center. Groundbreaking is June 1, 1997; opening date is January 1, 1999.

2. e. Budget

In 1995/96 the library's budget was $10,903,757. Although the UO Library receives a proportionately high level of support from the university (approximately 5.3 percent educational and general expenditures) compared to other ARL libraries, and there have been no major cuts in funding in the last 10 years, the budget has several inadequacies.

- Staffing at all levels could be stronger to respond to growing demands from students and faculty. (see previous section on Staffing)

- Professional salaries could be more competitive.

- Increases in the materials budget have been insufficient to cover inflation. Typically, the library receives 3.5 percent increases. To maintain the status quo in both serials and monograph expenditures, the library would need an annual increase of 7.8 percent.

- Access to electronic information is critical to satisfy the university's mission. The library's budget has not received any special increases to meet this primary need (beyond the Educational Technology funds used to purchase equipment for the ITCs). With the growing importance of electronic media, the library needs a minimum of $275,000 a year to stay current with basic instructional and research needs.

- Budget shortfalls have brought a halt to several projects, including retrospective conversion (conversion of catalog cards into machine-readable records).

- The library has received an average of $50,000 a year in equipment funds. This figure is approximately half of what is needed to accomplish the library's technological goals.

B. 3. Utilization of Resources

The facilities, equipment, services, and collections are used heavily by the university community. On an average day, more than 3,000 patrons use the main library alone. The crisis with the student assistant wage budget raised the issue of a reduction in hours, but the library administration sees this strategy as a costly detriment to students and has made a commitment to keep the current schedule intact.

With the explosion of information technology, the use of computer equipment in the library is extremely heavy. During the term, terminals in the reference areas of the libraries are in constant use. The library has responded well to this demand. Significant increases in the number of search terminals and Janus ports (30 ports added in 1995 and 20 more in 1996) have ensured adequate access. The computers in the ITCs are in use nearly every minute the library is open. The library's catalog and online databases are used heavily by both on-site and remote users. During the academic term, the number of daily searches frequently exceeds 7,000.

Use of the library's collections has increased significantly in the last decade. Ten years ago 240,664 items were checked out from the Knight Library circulation desk; in 1995/96, the figure was 429,910—a 79 percent increase. Perhaps the most dramatic indicator of the library's importance to the campus community is the percentage of students and faculty who use the collection. Among the undergraduates, 93 percent have checked out library materials, and 91 percent of graduate students have done the same. Impressions of faculty use indicate that they rely most heavily on journals (which do not circulate) and online information. Even with these predilections, 83 percent of the UO faculty have checked out material from the library.

The library is just beginning to use circulation data to analyze use and collection development strengths and weaknesses. The mission of a research library is broader than that of a typical academic institution. It includes a responsibility to collect and preserve the scholarly record which extends beyond the purchase of high-demand titles to satisfy immediate curriculum and research needs. Typically, use rates of research collections are low, e.g., 20 percent or less. Since 1993, 28 percent of the UO Library's collections which are eligible to circulate have been checked out at least once. Considering the number of older and highly-specialized titles in the collection, this figure seems quite high, but no comparative data exists. When use statistics are applied to recent titles, the figure is higher. Of the new titles added in 1995/96, approximately 40 percent circulated at least once.

The development of online catalogs and bibliographic databases has created a steady increase in the demand on interlibrary loan services. Over the last

decade the UO Library has averaged annual increases of 10 percent in both borrowing and lending. At the same time, technological advances and improved document delivery through a state-wide courier service have decreased the time it takes to fill requests.

In 1994/95, 44,850 reference transactions were recorded. In general, the reference services at most of the information desks are used heavily but not to a point where service quality is impaired. However, there are pressures on the system. For example, many reference questions are becoming more complex and difficult to answer. They often require the use of a variety of print and electronic resources. Patrons would benefit if the librarians could spend more uninterrupted time providing research consultation.

One problem area is reference service to remote users. They often rely on the telephone for reference interactions; but the librarians who are working at the information desks are usually busy helping on-site users, and many calls go unanswered. More use of e-mail reference (through the various Web pages) may help to satisfy remote demand. Some libraries have experimented with teleconferencing between the patron and the reference librarians. Use of more sophisticated technology may help to channel and manage demand to serve remote users more effectively.

B. 4. Policies and Procedures

The policies and procedures which apply to the use of the collections and facilities have undergone several adjustments over the years to accommodate changing circumstances and patron needs. Some of those changes include an extension of borrowing privileges to more community groups, expansion of the proxy system, and easier and faster "rush ordering" procedures. Front line supervisors have more authority to evaluate individual circumstances and make necessary exceptions. This flexibility has improved public relations at the information desks and removed some of the stress staff experience when they operated under more rigid constraints.

Policies regarding collection development have also been revised to reflect the addition of electronic resources. These statements address the complexities of licensing agreements, archiving, and equipment access (see Documents IV-21 through IV-23).

Within higher education, the policies regarding purchasing and employee hiring have been improved significantly. Levels of control have shifted from the state to the campus, and the library has benefited from fewer rules and costly regulations which sometimes added several weeks to simple processes.

B. 5. Planning

The involvement of library faculty and staff in planning for curriculum changes, distance learning initiatives, and implementation of alternative modes of delivery has been variable. For example, the university's academic planning process requires new curriculum programs to include a statement addressing the need for additional resources. However, this process is not consistently followed, and as a result, some programs have developed without fully addressing the need for library resources, e.g., environmental studies, exercise and movement science. Some academic institutions include a library representative as a permanent member of their curriculum committees, but that practice is not in place at the UO. Recent efforts to establish a new Judaic studies program have included an analysis of the existing library collections and plans for acquiring additional resources and funding. In the future, the Judaic studies approach should serve as a better model for the development of new programs.

On the positive side, the library has had strong representation on committees involving the development of educational technology and distance learning programs. As the idea of the "virtual university" takes shape, the library is expected to play a critical role in the development of collaborative efforts for expanding access to post secondary education through the delivery mechanisms in the IMC and the extension of library services and collections to remote users.

For the past year, the library and the Computing Center have collaborated on several joint planning efforts. These include instruction/orientation sessions for students and program development for the ITCs and computer labs. Improved communication and coordination between the two units will continue to produce better services for students and faculty.

In the past two years the planning process has been broadened to include other libraries throughout the state and region. Through the Orbis consortium, several working groups have been established to plan new services to students and faculty. Library faculty have engaged in preliminary discussions with OSU on cooperative collection development and improved methods of resource sharing. And there is improved UO representation on state-wide committees investigating telecommunications issues and database licensing agreements.

Conclusion

The past 10 years have been a period of unprecedented change for research libraries. The UO Library has been able to incorporate new information technologies, improve efficiency, expand facilities, enhance the instructional program, and develop cooperative relations and links with other institutions,

and outreach. Budget problems create several challenges, but they have not resulted in an impediment to progress. Resourcefulness, ingenuity, and widespread support have helped the UO Library overcome many of the obstacles which have existed during the decade.

Supporting Documentation for Standard IV: UO Library System Services

(Those marked with an asterisk (*) are included in the self-study; others are available in the resource room)

1. Beginning Budgets 1994/95, 95/96, 96/97
*2. Library Organizational Chart
3. Materials Budget, Summary 1995/96
4. Materials Budget, Departmental Allocations
5. Statement of Circulation Policy
6. Public Borrower Program
7. Public Borrower Program, Privileges to Organizations
8. Self-Service Features and Other Circulation Services
9. Criteria for Library Faculty Evaluations
10. Annual Evaluation for Faculty
11. Standards for Promotion Review
12. Schedule for Library Faculty Review
13. Calendar of Evaluation Activities
14. Summary of Faculty Evaluation Procedures
15. Grants and Awards
16. Unit Goals (updated August, 1996)
17. Statement of Goals, Evaluations, and Needs Assessment
18. Staff Roster

19. Library Faculty/Professional Credentials
20. Serials Cancellation Project
21. Collection Development Policy for Electronic Journals (draft)
22. Collection Development Policy for Offline Resources
23. General Collection Development Policy (draft)

Part II: Campus Computing and Networking

Part II. A. Description

A. 1. Mission, Offerings and Objectives

The Office of University Computing is a service unit and information resource independent of the UO's academic Department of Computer Science. Since the mid-1960s, the staff of University Computing has managed the UO's academic and administrative computing hardware and software, and provided a wide range of academic services to UO students, faculty, and staff, in support of instruction, research, and administration.

In 1996, University Computing was formally recognized by CAUSE, the organization that promotes computing and network information resources in higher education, as having the nation's finest campus networking environment. Despite budgets that have been minuscule in comparison to those of other leading universities, the UO was awarded the annual Excellence in Campus Networking title at the CAUSE 96 conference in December. Computing's staff can be characterized as a group of bright, devoted, energetic people who are determined to provide the campus community with leading-edge technologies and services, despite sometimes severe budgetary limitations, inadequate staffing, and diminishing resources. (See *Excellence in Campus Networking 1996: The Evolution and Future of Networking at the University of Oregon*, available in the resource room.)

1. a. Mission Statement

The staff of University Computing actively supports the university's ongoing quest for excellence, providing leadership in technology through the creation and maintenance of state-of-the-art computing and networking environments. As new technologies and opportunities emerge, University Computing's leadership will advance the university to the forefront of international computing and networking.

1. b. Offerings

In fulfillment of its mission, University Computing offers a full complement of facilities and services to the university community, including

- user training and workshops
- a technical documents library
- consulting and documentation
- network design and engineering
- timesharing systems and software
- worldwide communications support
- management of campus computer labs
- personal computer consulting and repair service
- administrative applications development and services
- development and testing of vendor hardware and software

An expanded discussion of services is presented later in this document, in the discussion titled A. 2. Resources and Services.

1. c. Objectives

University Computing's primary goals and objectives include the following:

- provide world-class computing and networking support for the primary instruction, research, and administration programs at the university
- provide all university students with access to network-based resources and training
- provide students and advising faculty with easy online access to a variety of current student record, scheduling, and course-related information, including use of Internet tools for accessing the information
- support and implement the infrastructure necessary for remote campus computing and networking access for faculty, staff, and students
- coordinate and promote the use of network-based resources in Lane County and the state of Oregon

- provide training for students, faculty, and staff in the use of technology
- provide leadership in technologies at the national and international levels, and be recognized as a world-class organization
- be a catalyst in the use of technology to improve the quality of the university
- provide "24 x 7" (full-time) user access to our facilities and services
- offer state-of-the-art application systems to our users
- identify potential areas where data and network security breaches could occur and provide appropriate protection
- promote the integration of multimedia and networked resources into the curriculum of the university, where appropriate
- be open to opportunities to improve efficiency and effectiveness
- aggressively pursue the delivery of student information (e.g., grades) using Web-based tools.
- continue to refine the university's Financial Information System, which has greatly improved the efficiency of purchasing and financial management on campus
- continue to support LEN, OPEN, NERO/OSSHEnet, and other local and regional network partnerships with network engineering expertise
- offer high-speed access paths to every user

A. 2. Resources and Services

The staff of University Computing administers computing hardware and software, provides a wide range of user services, and conducts research in advanced technologies, all in support of instruction, research, and administration at the UO. This section also describes the Telecommunications Services department and the new Media Center, each a close associate of University Computing in the design and deployment of network resources and services.

2. a. Hardware

Computing hardware includes central timesharing host systems, personal computer labs, the campus network, remote access modems, and outside networks. The computing facilities staff administers the following timesharing systems:

- DARKWING, a Sun/UNIX host, and Alpha, a cluster of DEC/UNIX computers, all targeted for compute-intensive academic applications
- GLADSTONE, a Sun/UNIX system that provides university students with access to electronic mail and other Internet resources
- the VMScluster, an array of large-scale DEC timesharing computers that support interactive research and administrative applications

Staff members also oversee the operation of several instructional and open-access computer laboratories on campus, and administer some 350 high-speed modems, which facilitate remote dial-in access to campus computers and networks. Network staff provides support for UOnet (the UO's campuswide network), and for NERO, a statewide network for engineering and research, and Lane Educational Network (LEN), a network partnership that provides worldwide Internet connections to citizens and communities throughout Lane County.

2. b. Software

University Computing academic services staff supports a wide selection of statistical packages, programming languages, utilities, and other software, as follows:

- text editors for UNIX and VMS systems, including pico, vi, emacs, and EVE
- X Windows software, including: netscape, ileaf, knews, and coreldraw
- electronic mail (pine, MAIL) and other communications software (ftp, telnet, etc.) for use on UOnet and the Internet
- graphical- and text-oriented World Wide Web browsers (netscape, lynx, etc.) for all computing platforms
- USENET News readers (trn, tin, knews, and NEWSRDR)
- popular programming languages, including: C++, C, Pascal, and FORTRAN, and the IMSL mathematics and statistics subroutine library

- statistics packages for UNIX and VMS systems, including: sas, spss, bmdp, Minitab, rats, Splus, eqs, and SCA

- other special-purpose applications programs and packages, including LISREL (linear structural equation modeling), maple (symbolic mathematics), rasmol (3-dimensional molecular modeling), and radiance (ray shading).

2. c. Services

University Computing staff offers a full complement of support services, including:

- a "help desk" that provides immediate general guidance to drop-in users
- consulting assistance for timesharing users (statistics, VMS and UNIX operating systems, and e-mail)
- a suite of personal computer services, including consulting, assistance with public domain software, disk and file recovery, file transfers, network access, maintenance of software libraries, and site-licensing and distribution of software
- elementary and advanced workshops, videotapes, and demonstrations
- network support, ranging from the installation of network hardware and software to troubleshooting and diagnosing network problems
- development and testing of vendor software and hardware
- detection of data and network security breaches and deployment of appropriate protection systems and technologies
- application of new applied technologies
- apprenticeship training and management
- a collection of documentation products, including user's guides, handouts, reference cards, and other online and printed local user documentation, and *Computing News* , a biquarterly newsletter
- a technical documents library that features, among other offerings, vendor manuals, local documentation, and computing-related periodicals and textbooks
- personal computer and electronics maintenance, repair, and upgrade services
- data entry and test scoring (scanning)

- limited contract programming

New Media Center
The University of Oregon, in cooperation with Dynamix/Sierra Online, has established a facility for developing and publishing interactive, computer-based instructional materials and courseware. The New Media Center includes multimedia hardware and software, technical and media design consulting, prototyping and referral to cooperative sources of support and expertise. (See http://nmc.uoregon.edu/on the World Wide Web.)

2. d. Advanced Technology Research

University Computing's Advanced Network Technology Center (ANTC) staff engages in research, engineering, and development of next-generation Internet protocols and technologies. ANTC people are currently conducting leading-edge research and development in the following areas:

- ATM (Asynchronous Transfer Mode) technology
- Global Internet routing systems
- Integrated services Internet
- MBONE (multicast backbone) technology
- RSVP and other real-time Internet protocols
- IPv6 (advanced Internet protocol)
- Internet 2 (higher-education's new network application and service initiatives)
- vBNS (National Science Foundation's very high-speed backbone network service)

In addition, the Network Startup Resource Center (NSRC), an ANTC project subgroup, provides support for the deployment of networking in developing countries. For more information on ANTC and NSRC, see http://cc.uoregon.edu/newtechnologies.html

2. e. Telecommunications

Telecommunications Services is not part of University Computing, but works in close association with this office in network services. The Telecommunications Services department is responsible for providing telephone and other voice, video, and wireless telecommunications services

to faculty, staff, and residential students of the University of Oregon Services include:

- 7000 telephone lines and 4500 voicemail boxes provided by Lucent Technologies Definity G2.2 PBX and Audix voicemail systems
- long distance resale to residence hall and married student housing students, and call accounting and billing integrated with the student Accounts Receivable system and the University's BANNER Financial Information System (FIS)
- cellular telephone services and regional/national paging
- consolidated trunked two-way UHF radio service for administrative and other users
- videoconferencing services, both point-to-point and multi-site, using a shared video-conferencing bridge and a statewide T-1 network
- CATV service to residence hall students and other campus locations, with the ability to include campus-originated programming.
- operator services and directory services.

2. f. New Media Center

The University of Oregon, in cooperation with Dynamix/Sierra Online, has established a facility for developing and publishing interactive, computer-based instructional materials and courseware. The New Media Center provides multimedia hardware and software, technical and media design consulting, prototyping, and referral to cooperative sources of support and expertise.

A. 3. Resource Usage

University Computing has lacked the time and personnel to conduct formal investigations of the usage of its facilities and services or to generate statistical reports. The number of campus computing accounts that the staff administers has increased more than fivefold over the past two years. The demand for remote access to UOnet (the campuswide network) has generated a threefold increase in the number of modems installed during the same period, and the lines at the help desk and consulting offices get longer each term. Thousands of UO students, faculty, and staff have published their own Web pages, and more than 50 computing systems on campus now function as Web servers. The primary USENET News server is currently recognized as the most influential educational news server in the world, offering a total of nearly five million articles each day to 135 key local, national, and international news partners.

A. 4. Budgets and Expenditures

Program budgets for 1996-97 and expenditures for fiscal 1993-96 are summarized at the end of this chapter as Document IV-A.

A. 5. Organization Chart

The staff of University Computing comprises a director and nine assistant-director-level working managers, each of whom oversees a functional group. An organization chart is included at the end of this chapter as Document IV-B.

A. 6. Policies and Procedures

6. a. *Determining resource needs:* University Computing management staff determines its resource needs, in part, through the completion of a biennial Information Resources Management (IRM) Planning document and accompanying IRM Planning Instruction forms. The IRM document and its forms are available for viewing in the Computing Center Documents Room (Room 205).

6. b. *Involvement of staff in the evaluation, development, and management of resources:* One of the key elements in the evaluation, development, and management of information resources on campus is the Educational Technology Committee. University Computing has had three sitting members on this campuswide committee of twenty. To view materials related to the proceeds of this committee, as well as pointers to documents related to educational technology in university schools and colleges, see http://darkwing.uoregon.edu/~jqj/edtech

6. c. *Maintenance, management, and replacement of equipment:* University Computing staff currently has no formal policy or procedural document designed to aid in the maintenance, management, and replacement of equipment. With the fast-paced change and obsolescence of computing hardware and software, the center deals with equipment needs on an "as required" basis, with an equipment reserve fund to cover unplanned needs. In-house electronic technicians provide maintenance and repair of personal computing hardware, while service on timesharing systems is handled largely through maintenance contracts and in-house upgrades.

6. d. *Use of resources by students, faculty, and staff:* The primary document that governs the use of the University's computing and networking resources is "Acceptable Use of Computing Resources". It is available as a free handout in the Computing Center Documents Room (205), and is included at the back of this document as Document IV-C. This document may also be viewed online at http://cc.uoregon.edu/acceptableuse.html

6. e. *Budget preparation:* University Computing's Business Services staff prepares and administers annual budgets and monthly budget status reports in accordance with policies and procedures outlined by the university's Office of Resource Management.

6. f. *Performance evaluation:* Academic staff members are evaluated annually, utilizing a standard Annual Academic Evaluation form (see Document D). The form reflects a description of the employee's activity during the previous year, a verbal evaluation of the quality of their work, and projects planned for the forthcoming year. Classified staff are also evaluated annually, using a format that is governed by the University's Office of Human Resources.

6. g. *Staff development:* University Computing encourages all its professional staff to devote from 8 to 10 percent of their time to activities that will keep them abreast of current developments in computing and networking technologies. Each year, a substantial number of professional staff attend and participate in meetings and conferences in their areas of expertise, at both the national and international levels.

A. 7. Planning Documents

7. a. Resources and Services which support external programs.

NERO is a nationally recognized network developed by University Computing in close partnership with Oregon State University. NERO delivers extremely high-speed network connectivity for data and digital video between six Oregon Joint Graduate School of Engineering (OJGSE) sites, utilizing state-of-the-art Asynchronous Transfer Mode (ATM) technology. Major funding for NERO was provided through a NASA grant, with additional funding contributed by OJGSE and industry partners. The high bandwidth connectivity NERO provides has made possible a number of new and innovative applications, including joint projects with the Hatfield Marine Science Center in Newport, Oregon, and the Pine Mountain Observatory in Central Oregon.

The Lane Education Network (LEN) is a Eugene-Springfield metropolitan-area network has been developed by University Computing in conjunction with fourteen community, education, local government, industry, and credit union partners in Lane County, with grant support from the National Telecommunications Infrastructure Administration (NTIA). Some 70,000 Eugene-Springfield community members have access to the Internet through LEN. This network supports such applications as the City of Eugene's Permit Information System, online information about the Hult

Center for the Performing Arts, the Eugene Public Library's Public Access Internet Room, and the Eugene CyberSchool. LEN is one of two exemplary NTIA funded projects singled out for presentation to the National Information Infrastructure Advisory Council.

The Oregon Internet Exchange (Oregon-IX) is a University Computing partnership that provides Internet connectivity for Internet Service Providers and high-volume networks throughout the Northwest region. It provides a cost-effective way for Oregon-IX partners to exchange traffic and maintain efficient packet routes.

University Computing is a charter member of Internet 2, a higher-education initiative to facilitate new network applications and services in research, teaching and learning. It will utilize the National Science Foundation's next-generation high-speed network services (vBNS) to transport new applications and services.

7. b. Agreements for use of noninstitutional resources and services

The University Computing does not use noninstitutional resources and services at this time, so no agreements are provided.

7. c. Planning Documents

While the University Computing staff has not generated a sizable number of planning materials, due primarily to the dynamic nature of the computing and networking arenas, there are a number of documents that reflect ongoing planning and development in these arenas at the UO:

- 1977-99 Information Resources Management Planning (1996)
- University of Oregon Network Resources Paper (1996)
- Educational Technology: Vision Statement and Minutes (1995-96)
- Basics of Information Technology for Incoming Students (1995)
- Telecommunications Facilities Design Specifications (1995)
- The Lane Education Network: Technical Description, Plan, and Quarterly Reports (1994-95)
- The Lane Education Network: Project Narrative (1994)
- University Computing Strategic Plan (1992)
- Task Force on Campus Infrastructure and Technology Report (1991)

- UOnet, a Campus-wide Network (1990)

These documents are available for viewing in printed form in the Computing Center Documents Room (Room 205), and will eventually be posted on the Computing Center's Web site, http://cc.uoregon.edu

Part II. B. Analysis and Appraisal

B. 1. Philosophy and Goals

The mission of University Computing is derived from and directly supports the university's overall mission and objectives. The senior management staff of University Computing revised the organization's mission statement in fall 1996 to reflect its growing commitment to leadership in global networking. Each major working group within University Computing (Academic Services, Administrative Services, Auxiliary Services, Business Services, Computing Facilities, Documentation Services, Microcomputer Services, Network Services, and the Advanced Network Technology Center) develops their own goals each year. During the past two years, the accomplishments of most groups have far exceeded their planning goals, evidencing impressive lists of additional achievements.

B. 2. Staff, Resources, and Budget

University Computing currently employs a professional staff comprising some 50 FTE of academic faculty, officers of administration, and classified employees; 11 FTE of classified support staff; and about 75 half-time students. The demands on the staff have steadily escalated over the last five years with the increased dependency of the university on the use of technology, both in academic programs and administrative support. In 1994, University Computing supported fewer than 3,000 undergraduates with user accounts on its central timesharing computers. Today, that number exceeds 17,000.

University Computing's senior management staff are all working managers, operating without a true middle-management level. All managers, with the exception of the director, have daily responsibilities that involve "real" computing, systems analysis, network engineering, and/or documentation development.

Our staff resources and budget are half those of many of our peer institutions. We regularly run the risk of outrunning our supply lines. However, we have not suffered serious turnover problems, and have benefited from a staff of committed, hardworking, versatile overachievers who believe and operate at the world-class level.

Facilities: The Computing Center building was designed and built in the mid-1960s and is currently inadequate to meet the needs of an organization striving to provide world-class computing and networking services to the campus. The building was designed around mainframe computing, and does not provide appropriate spaces for current support services. For example, the center has no technology training rooms for students, staff, or faculty.

Our timesharing CPUs are adequate to meet the current administrative, instructional, and research needs of the campus, thanks in part to the educational technology fee, which was the source for a hefty investment in servers and network resources to provide acceptable levels of access for students.

Our staff size is modest in comparison with our peer organizations, and is under tremendous pressure to provide services with escalating user demands in an environment with increasingly complex technology and numbers of users. The university provost recently made and apt comment that we might be "outrunning our supply lines with our successes."

Our budget is currently inadequate to meet the increasing costs of bandwidth for the network, and does not include sufficient funds for the continual network backbone upgrades that are forthcoming. We have plans to borrow funds to address the network upgrades, but no source of repayment funds has been identified.

The campus, as well, has not identified funds for a backup power generator. With the increasing reliance on network resources, backup power is critical, though expensive.

B. 3. Utilization of Resources and Services by the University Community

University Computing has focused staff resources on the delivery of cutting-edge technologies and services to the campus, and has not devoted a lot of time to extensive resource use measurement or reports. Indications of use by the campus community is best demonstrated by the number of timesharing accounts the office serves:

GLADSTONE (undergraduate timesharing host)	17,698
DARKWING (graduate student/faculty timesharing host)	3751
VMScluster (general purpose and administrative applications)	7288
Total timesharing accounts	28,737

In the past year, University Computing's teaching staff presented some three dozen live and videotape workshops, the consulting staff fielded an estimated

7200 help line phone calls for assistance, and the Documents Room library staff served more than 7500 clients.

B. 4. Effectiveness of Policies and Procedures

The most important policy statement issued by University Computing is the Acceptable Use Policy governing the use of computing and network resources. (See Document IV-C.) Our Acceptable Use Policy has proven to be effective, for the most part, dealing with network resources and security. Recent network security breaches have forced us to consider and implement further security precautions and infrastructures. The Administrative Policy procedures also have been appropriate and effective in educating our user community on the appropriate use of sensitive data.

The Center also has developed a "Code of Responsibility for Security and Confidentiality of Records and Files" form for computing employees to ensure that they understand the importance of confidentiality and protection that is required when dealing with student and financial databases. (See Document IV-E.)

Administrative users with access to the BANNER student, financial, human resource, and/or financial aid databases, are required to sign a similar "Code of Responsibility" form (See Document IV-F.) The BANNER Coordinating Group has implemented procedures to govern access to the databases.

B. 5. Involvement of Staff in Planning Changes to Curricular Programs, Distance Learning Initiatives, and Alternative Delivery Modes

The staff of University Computing participates extensively in the planning and deployment of campus technology infrastructures through its membership on the Educational Technology Committee. Further, the staff has been active in experimenting with new technologies and assisting faculty with using and delivering curricular materials that utilize new modes of delivery.

University Computing management and staff participate in a new ad hoc group that has direct responsibility for investigating and promoting distance education.

The management staff also participates in OSSHE and State of Oregon committees that are considering new modes of delivery for educational materials.

B. 6. Effectiveness of the Planning Process

University Computing has followed a "just-in-time," or flexible, planning process that has successfully kept pace with dramatic changes in technology. The State Department of Administrative Services requires a technology planning process every two years, just prior to a legislative session, that documents all planned major projects and/or acquisitions. CPU power, disk space, and server capacity have all kept abreast of user needs. University Computing has provided for adequate remote access via modems with a two-hour time limit, wired all campus dorm rooms, explored and deployed alternative access technologies such as wireless modems, and kept pace with emerging telecommunication technologies.

Conclusion

Like other departments and organizations on campus, the Office of University Computing has been forced to contend with an ever-increasing demand for its facilities and services in the face of declining funding resources. While some self-supporting units within the organization have helped to sustain its resources, our successes in meeting and exceeding our obligations to the campus community despite limited funding are largely a product of having a world-class staff of overachievers, devoted to excellence in the delivery of computing and networking services.

C. Supporting Documents for Standard IV: Campus Computing and Networking Resources

*Document IV-A: Program Budgets and Expenditures

*Document IV-B: Organization Chart

*Document IV-C: Acceptable Use Policy

*Document IV-D: Annual Academic Evaluation Form

*Document IV-E: Security and Confidentiality of Records Form

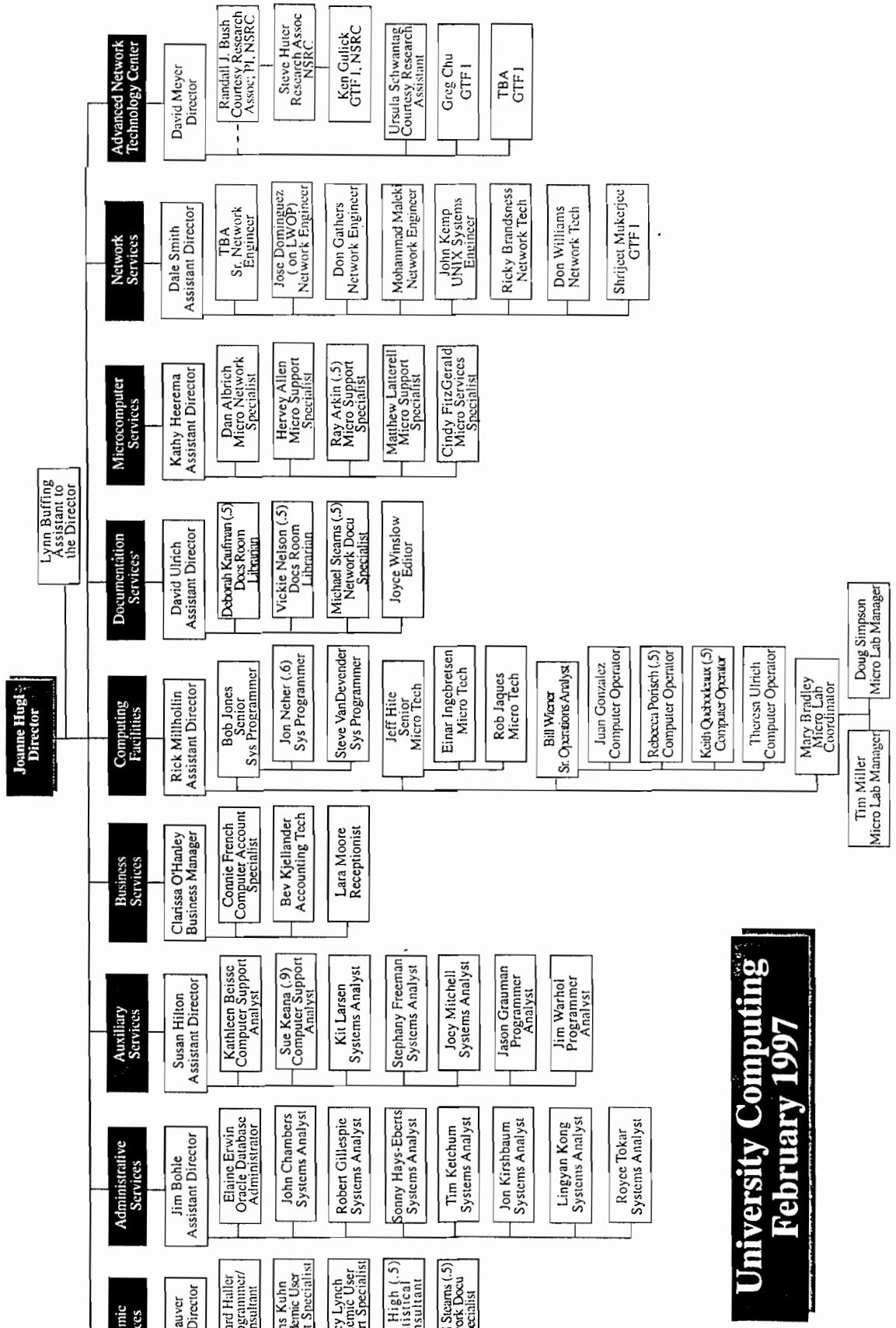
*Document IV-F: BANNER Code of Responsibility Form

Document IV-A. Program Budgets and Expenditures

Funding	Budget*	Expenditures*		
Resource	**1996-97**	**1995-96**	**1994-95**	**1993-94**
General Fund (state-funded)	$ 3.61	$ 3.42	$ 3.23	$ 3.29
Operations (self-supporting)	2.73	2.72	2.02	1.69
Educational Technology (state-funded)	0.88	0.96	0.69	0
Grants (federally funded)	0.27	0.52	0.44	0
Microcomputer Purchase Program (self-supporting)	5.22	6.15	4.65	3.80
Lane Educational Network (self-supporting)	0.13	0.06	0.02	0
Totals	**$ 12.84**	**$ 13.83**	**$ 11.05**	**$ 8.78**

*** Dollar figures represent millions of dollars**

Document IV-B Organization Chart-Computing Center



Document IV-C. Acceptable Use Policy

This document presents guidelines for acceptable use of University of Oregon computing resources. It neither reduces nor expands existing acceptable-use policies, but merely clarifies and illustrates the sorts of behaviors that may result in a response by the university or other interested parties. If you have questions about the acceptability of a contemplated use of computing resources, the Director of University Computing will assign a staff member to assist you in clarifying the issues involved. While staff members do not provide legal advice, they can help you review technical issues and explain what is generally considered to be acceptable or unacceptable behavior.

Appropriate Use of Computing Resources

When you are provided access to University computing resources, your use of them may be explicitly or implicitly limited. For example, if you are given access to an administrative computing system solely to enter accounting information or prepare class rosters, it is inappropriate for you to use the system to play a compute-intensive online computer game. Access to administrative systems should be used solely for the purposes for which the access was provided.

The situation with academic timesharing computers and microcomputer labs is less narrowly defined. As with the university library, access to academic computing resources is provided in part so you can learn, explore, and grow as part of your education or employment at the University. However, activities related to the University's scholarly mission take precedence over computing pursuits of a more personal or recreational nature. For example, those completing class assignments or conducting research for a graduate program or publication have priority over those using computing resources to process personal e-mail, explore network resources, etc.

Some applications (such as Muds/Moos/Mucks/Mushes, IRC, Talk, and online computer games) may be unsupported or actively discouraged, due to the demands they place on our limited modem pool, CPU, and lab resources. Please cooperate with University Computing staff if you are asked to refrain from running applications like these when resource use is heavy.

Sharing of Accounts or Lab Passes Prohibited

As a result of enrolling or being employed by the University, certain computing resources may be made available for your use. The University manages access to its limited computing resources by requiring that users identify their accounts with a unique personal user name and a secret password, or present a lab pass or sticker they obtained. Sharing an account or lab pass with others is prohibited; i.e., authorization to use University computing resources is not shareable or transferable.

University Computing staff members are pleased to assist you in getting properly authorized to access the resources you need. We are also prepared to discuss alternative service providers with you if you are not eligible to access computing resources at the University.

Unauthorized use or misuse of University computing resources may constitute theft of services, and may be criminally punishable. Violators may also be civilly liable for the value of the stolen resources.

Prohibited Conduct

The University Conduct Code, OAR 571-21-030, also applies to electronic forums. The code prohibits, among other things, lewd or indecent conduct, threat of imminent physical harm, sexual or other harassment, stalking, forgery, intentional disruption of University services, and damaging or destroying University property. Similarly, the code's prohibitions against illegal discrimination, including discriminatory harassment and sexual harassment, also apply to electronic forums.

Violations of Electronic Privacy

Access to electronic files, network communications, and related data are protected by various Federal statutes, including the Electronic Communication Privacy Act. Like an unauthorized telephone wiretap, unauthorized access to a person's electronic data is prohibited, and may subject the perpetrator to serious penalties. Examples of specifically prohibited behaviors include

- unauthorized interception or diversion of network transmissions
- accessing clearly confidential files that may be inadvertently publicly readable
- accessing confidential information about a person (such as their educational records) without their consent or other authorization

Keep in mind that shared systems are inherently insecure. Authorized Computing Center or computer lab staff may access accounts and transmissions for troubleshooting and maintenance—and, if there is reasonable suspicion of misuse, they may access them for investigative purposes. You should also be aware that security systems whose purpose is to identify unauthorized users of a system may also monitor authorized users.

In general, material whose privacy must be guaranteed should not be stored on shared computers. Good quality encryption tools (such as PGP) are now widely available, and should be used whenever you work with information of a sensitive nature.

Interference with Computer Use or Operations

Efforts to interfere with the use or operation of computing or networking resources are prohibited. These include

- unauthorized use of these resources
- distribution of computer viruses, worms, trojan horse programs, e-mail "bombs," chain letters, etc.
- actions that result in the denial of service to other users by triggering system security features, or intentionally misconfiguring equipment to render it unusable
- forged or counterfeited e-mail messages
- posting USENET News articles to inappropriate newsgroups, posting to moderated newsgroups without the approval of the moderator, or cross-posting articles to many newsgroups simultaneously ("spamming")
- interference with the use of personal computers, X terminals, or other workstations by the unauthorized display of output on such devices without the assent of the individual currently using the device

We ask that you cooperate with system administrators if you are advised of potential security problems associated with your account or system.

Wise Use of Limited Resources

Given the University's limited resources, as well as the direct social costs accrued from wasteful behavior (such as printing output that isn't needed), we ask that you be careful how you use computing resources, especially

- tangible resources (such as printing) where excessive use translates into additional real costs
- shared finite resources (e.g., timesharing CPU cycles, dial-in modem time, disk space, or Internet bandwidth), where selfish behavior on the part of a few can prevent many others from doing their work

Please cooperate in helping us make the most of the limited resources we have available.

Commercial Use of Resources Prohibited

The University is committed to ensuring that all commercial enterprises have equal opportunity to conduct business. This might not be possible if the university unwittingly underwrote some enterprises by providing access to computing resources which could then be commercially exploited. Moreover, in many instances the university negotiates special academic pricing agreements for obtaining the computing resources it needs. Most such agreements are contingent upon the university prohibiting commercial use of the resources. Breaching educational licensing agreements could have serious financial consequences for the UO.

Note: While chain letters may or may not be considered a commercial use of computing resources per se, you may not use University computing resources to transmit or propagate chain letters.

Recognition of Copyrights

The University of Oregon respects copyright laws and insists that its faculty, students, and staff do likewise. Copying proprietary software is theft, and will not be tolerated on campus. Illegally copied software subjects the university to risk of litigation, and denies software authors the compensation they deserve. Moreover, use of such software could result in your suspension or dismissal from the University, and either criminal prosecution or a civil suit for copyright infringement, or both.

Similarly, if you make materials available for others to retrieve or use (via a World Wide Web server, postings to a USENET newsgroup, etc.), be sure to respect their copyrights. In general, every document, image, or sound is copywritten upon creation, and may only be used or redistributed with the permission of the copyright holder.

Personal Responsibility for Online Statements

We all enjoy our Constitutionally protected right to free speech and the tradition of academic freedom here at the University. However, with these freedoms comes responsibility for what you say and write. If you defame someone online or invade his or her privacy, you may be sued. Exercise your freedom to speak out, but please do so responsibly and in a way that reflects creditably on the University.

Disciplinary Action

Violations of computing acceptable-use policies that constitute a breach of the Student Conduct Code or the Faculty Handbook will be referred to appropriate authorities. University

Computing personnel may take immediate action as needed to abate ongoing interference with network and system operations, or to ensure system integrity.

Document IV-D. Annual Academic Evaluation Form

University Computing Annual Academic Evaluation

Employee's Name	Date
Group	Appointment Period
Working Title	Yearly Salary
Academic Rank	FTE Appointment

Description of employee's work during the past year:

Evaluation of the quality of the employee's work:

Work planned for the forthcoming year:

Additional comments (attach additional page, if necessary):

Employee Signature_____ Date_____

Supervisor_____ Date_____

Document IV-E. Security and Confidentiality of Records Form

UNIVERSITY COMPUTING CODE OF RESPONSIBILITY FOR SECURITY AND CONFIDENTIALITY OF RECORDS AND FILES

Security and confidentiality are matters of concern to all University employees. University Computing is delegated the responsibility for programs and data that are used to maintain student records and other sensitive data files. As a University Computing employee, you are placed in an especially unique position of trust, and are expected to adhere to the following principles:

1. You may not make unauthorized use of any information in files maintained, stored, or processed by University Computing, or permit others to do so.
2. You may not seek personal benefit from, or allow others to benefit personally from, knowledge of any confidential information that has come to you through your work assignments.
3. You may not exhibit or divulge the contents of any confidential record or report to any person, except in the conduct of your work assignment and in accordance with University Computing and University policies and procedures.
4. Any request for access to files maintained on University Computing systems, peripherals, or storage media must be directed to the University Computing Directors for consideration and disposition, except when the request is made by the owner or an authorized user of the files.
5. You may not knowingly include, or cause to be included, in any record or report, a false, inaccurate, or misleading entry. Conversely, you may not knowingly expunge, or cause to be expunged, an entry that properly belongs in any record or report.
6. You may not remove any official record or report, or a copy thereof, from the office where it is maintained, except in the performance of your duties.
7. You may not aid, abet, or act in conspiracy with another to violate any part of this code.
8. If you have knowledge of a violation of this code, you must report the violation to your supervisor immediately. (Unauthorized alteration, disclosure, theft, or granting of access to records may lead to disciplinary action. Such an act would violate University regulations and state and federal law, and might expose the participant(s) to civil suit and/or criminal prosecution.)
9. University Computing management honors software license agreements, and you are expected to do likewise. You may not intentionally use the department's equipment in violation of such agreements, or assist or permit others to do so.

NAME DATE

POSITION

SUPERVISOR

I have read and understood the University Computing Center Code of Responsibility for Security and Confidentiality of Records and Files.

Signature

Document IV-F. BANNER Code of Responsibility Form

University of Oregon
Code of Responsibility for Security and Confidentiality of Records and Files

Security and confidentiality are matters of concern to all University employees and to all other persons who have access to student records. The purpose of this code is to clarify your responsibilities in these areas. Each individual who has access to confidential information is expected to adhere to the security regulations stated below. As a person who has access to such information, **you may not**

- share your VMS or BANNER password with another person, or permit an unauthorized person to access BANNER under your account.
- permit the unauthorized use of any information in student data files maintained, stored, or processed by the University.
- seek personal benefit, or allow others to benefit personally, from the knowledge of any confidential information that you or they have acquired through work assignments.
- exhibit or divulge the contents of any record or report to any person, except in the conduct of their work assignments, and in accordance with University policies and procedures.
- knowingly include, or cause to be included, a false, inaccurate, or misleading entry in any record or report.
- knowingly expunge, or cause to be expunged, a data entry from any record, report, or file.
- remove any official record or report, or copy thereof, from the office where it is maintained, except in the performance of your duties.
- aid, abet, or act in conspiracy with another to violate any part of this code.

Any knowledge of a violation of this code must be reported **immediately** to the violator's supervisor. Violations may lead to reprimand, suspension, or dismissal from the job, consistent with general personnel policies. Violations can also lead to action under the State of Oregon statutes pertaining to theft, alteration of public records, or other applicable sections.

Your signature below indicates that you have read, understand, and will comply with the above **Code of Responsibility for Security and Confidentiality of Records and Files.**

Your Signature _____ *Date* _____

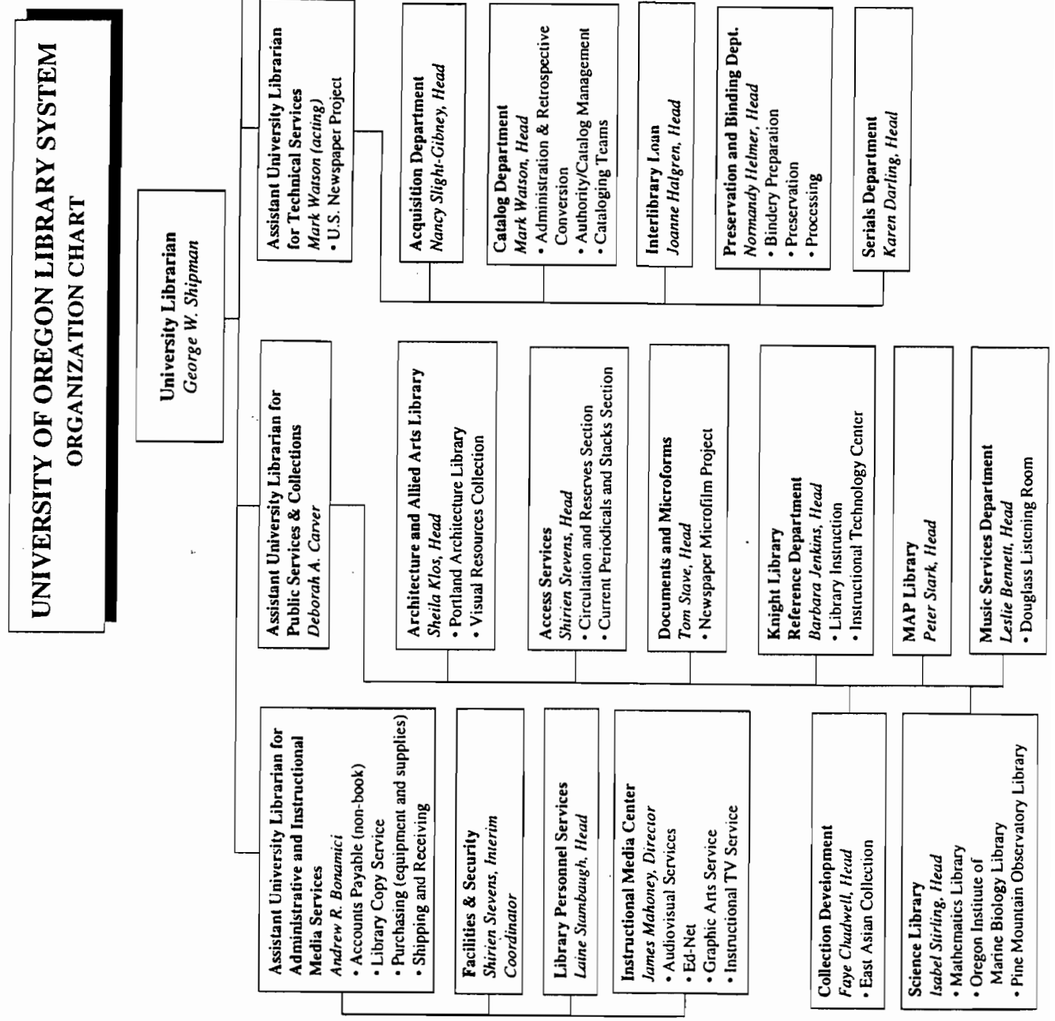
Additional Requests

Security Class	Security Class	Security Class

To be completed by the Computing Center

Received: _____ Date: _____

Document IV-1 Library System Organization Chart



Standard IV-1 Library System Beginning Budget 1996-1997

Sum of Amt			Acct3	Acct2					
			Revenue	*Personnel*	*S&S*	*Capital*	*ISR*	*Transfer In*	*Grand Total*
FUND2	ORG	Org Title							
General Fund	251001	Libr General Operations Budget	-	287,032	72,824	-	(223)	-	359,633
	251111	Libr Office of the Librarian	-	207,547	-	-	-	-	207,547
	251121	Libr Manuscript Processing	-	70,054	-	-	-	-	70,054
	251122	Libr Reading Room	-	103,112	-	-	-	-	103,112
	251123	Libr Photograph Collection	-	34,344	-	-	-	-	34,344
	251131	Libr Admin Services	-	228,507	-	-	-	-	228,507
	251132	Libr Personnel Services	-	113,015	-	-	-	-	113,015
	251141	Libr Bibliography	-	166,104	-	-	-	-	166,104
	251142	Libr Electronic Resources	-	47,062	-	-	-	-	47,062
	251143	Libr Interlibrary Loan	-	103,823	-	-	-	-	103,823
	251152	Libr AAA Library Operations	-	167,913	-	-	-	-	167,913
	251155	Libr Slide & Photograph Collection	-	82,726	-	-	-	-	82,726
	251161	Libr Circulation Reserves	-	319,676	-	-	-	-	319,676
	251162	Libr Stacks/Newspaper/Periodicals	-	165,759	-	-	-	-	165,759
	251166	Libr Documents	-	137,451	-	-	-	-	137,451
	251167	Libr Microforms	-	72,992	-	-	-	-	72,992
	251170	Libr Knight Library Reference Dept	-	446,464	-	-	-	-	446,464
	251174	Libr Map & Aerial Photography Libr	-	92,127	-	-	-	-	92,127
	251178	Libr Music Services	-	79,728	-	-	-	-	79,728
	251179	Libr Public Services	-	77,445	-	-	-	-	77,445
	251182	Libr Oregon Institute of Marine Bio	-	19,117	-	-	-	-	19,117
	251184	Libr Science Library Operations	-	282,857	-	-	-	-	282,857
	251191	Libr Catalog Department	-	777,998	-	-	-	-	777,998
	251193	Libr Preservation	-	225,720	-	-	-	-	225,720
	251194	Libr Acquisition Department	-	260,111	-	-	-	-	260,111
	251195	Libr Serials Department	-	350,229	-	-	-	-	350,229
	251196	Libr Technical Services	-	80,479	-	-	-	-	80,479
	251197	Libr Library Systems Operations	-	89,806	-	-	-	-	89,806
	251201	Libr ORBIS Operations	-	51,088	48,912	-	-	-	100,000
	252000	Libr Collections & Access	-	-	-	4,212,518	-	-	4,212,518
	254100	Libr Ed Net	-	47,311	27,202	-	-	-	74,513
	254210	Libr Audio Visual Support	-	60,138	-	-	-	-	60,138
	254220	Libr Graphic Arts	-	95,829	-	-	-	-	95,829
	254230	Libr Instructional Center (IMC)	-	209,026	15,980	-	-	-	225,906
	254240	Libr Instructional TV	-	45,334	-	-	-	-	45,334
	254250	Libr Technical Repair	-	87,837	-	-	-	-	87,837
	255100	Libr Law General Operations	-	150,422	10,688	-	-	-	161,110
	255110	Libr Law Public Service	-	92,480	-	-	-	-	92,480
	255120	Libr Law Technical Services	-	185,515	-	-	-	-	185,515
	256000	Libr Law Libr Collections & Access	-	-	-	670,161	-	-	670,161
	257000	Libr University Archives	-	106,792	3,260	-	-	-	110,052
General Fund Total			-	6,220,970	178,866	4,882,679	(223)	-	11,282,292
Income Fund	251001	Libr General Operations Budget	(129,250)	-	129,250	-	-	-	-
	251142	Libr Electronic Resources	(7,000)	-	10,000	-	(3,000)	-	-
	256000	Libr Law Libr Collections & Access	-	-	-	64,000	-	(64,000)	-
Income Fund Total			(136,250)	-	139,250	64,000	(3,000)	(64,000)	-
Technology Re	251111	Libr Office of the Librarian	-	80,918	44,000	-	-	-	124,918
	251170	Libr Knight Library Reference Dept	-	128,918	54,000	-	-	-	182,918
	251184	Libr Science Library Operations	-	41,111	20,305	-	-	-	61,416
Technology Resource Fee Total			-	250,947	118,305	-	-	-	369,252
ICC	251197	Libr Library Systems Operations	-	75,044	-	-	-	-	75,044
	252000	Libr Collections & Access	-	-	104,080	70,876	-	-	174,956
	257000	Libr University Archives	-	-	1,000	-	-	-	1,000
ICC Total			-	75,044	105,080	70,876	-	-	251,000
State Endowme	252000	Libr Collections & Access	-	-	960	-	-	-	960
State Endowment Matches Total			-	-	960	-	-	-	960
Grand Total			(136,250)	6,546,961	542,461	5,017,555	(3,223)	(64,000)	11,903,504

STANDARD V

EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

This chapter addresses the undergraduate educational program offered on the University of Oregon campus. Off-campus and special educational programs are treated in Standard VI. Standard XI describes and analyzes the graduate program.

A. Institutional Description

A. 1. Provide a copy of the current college catalog.

The *1996-97 General Bulletin,* which describes undergraduate and graduate programs, was published in July 1996 and is available in the accreditation resource room.

A. 2. Provide a copy of the current class schedule.

Copies of the fall 1996, winter 1997, and spring 1997 *Schedule of Classes* and the 1996 *Summer Session Bulletin* are available in the accreditation resource room.

A. 3. Indicate the length of the academic year in weeks and in actual instructional days.

Fall Term 1996:	10 weeks	48 instructional days*
Winter Term 1997:	10 weeks	49 instructional days*
Spring Term 1997:	10 weeks	49 instructional days*
Summer Term 1997:	8-week session	39 instructional days*
Summer Term 1997:	11-week session	53 instructional days*

**Actual contact hours are equivalent in all terms.*

A. 4. Indicate specific courses and/or groups of courses, if any, that are required of all regular students and explain how the present program evolved.

All undergraduates must complete a program of general education consisting of group requirements and a multicultural requirement, and a writing requirement. These requirements are described in detail in the *General Bulletin*. All newly enrolled students receive *The Green Book: A Planning Guide for UO Graduation Requirements* that explains the general education curriculum in detail. (copy available in the accreditation resource room)

In 1992, the university began conversion of the curriculum from a 3-credit to a 4-credit course model. Colleges and schools are not required to convert all courses to 4 credits, but the current group and multicultural requirements encourage use of the 4-credit model. The conversion brings the curriculum closer to the national norm for schools on the quarter system as well as advances the university's goals of removing unnecessary obstacles to timely completion of the undergraduate degree; enhancing undergraduates' opportunities for independent learning; and improving the depth and quality of the general education and the major experience.

Current requirements for UO bachelor's degrees are displayed on a chart included at the end of this chapter.

Group Requirements

At the time of the last accreditation review (1987), the University of Oregon had moved to a set of "group requirements," which for B.S. and B.A. students consisted of 18 courses (a total of 54 credits minimum) distributed in three areas (Arts & Letters, Social Science, and Science). In addition, those courses were to consist of a "cluster" of three approved courses and three "stand-alones" in each of those areas. In the 4-credit model conversion, as of fall 1993, the "group requirement" was changed to require a minimum of 16 credits in each of the three areas, with each group to include at least two courses in one subject and at least one course in a different subject (with no more than three course from one subject used to fulfill the total 48-credit group requirement).

Multicultural Requirement

The university approved a Race/Gender/Non-European-American Requirement in 1988 for implementation in the 1990-91 academic year. All bachelor's degree students were required to earn "3 credits in an approved course involving either a non-European-American topic or an issue of race and gender." The approved list included approximately 160 courses.

In spring 1993, following an extended discussion of the existing requirement and a proposed revision, the University Assembly established an *ad-hoc* committee to review the requirement. In the fall 1993 and winter 1994 terms, the Assembly Committee on Multicultural Affairs reviewed the requirement, met with faculty members across the campus, held several public hearings, and then proposed revisions. In the spring 1994 term, the faculty approved the committee's recommended revisions. Those revisions require all bachelor's degree candidates entering the university in fall 1995 or after to "complete one course in two of the following categories: A: American cultures; B: identity, pluralism, and tolerance; C: international

cultures" for a minimum of 6 credits. At present, 263 courses satisfy the requirement.

Written English

All bachelor's degree candidates must either complete a two-course requirement in written English or be cleared according to established waiver and exemption policies. These policies are set forth in the Department of English section of the *General Bulletin*. Incoming first-year students and transfer students are encouraged to enroll in the appropriate course (either Writing 121 or 122) in their first term at the university. At the time of the 4-credit conversion, financial considerations (including GTF contractual issues) prevented the conversion of the required composition courses. These courses have remained at 3 credits, though pedagogical concerns recently have begun to propel the university toward rapid resolution of the conversion problem.

A. 5. Explain the procedures followed to prepare adequately for new degrees, majors, or programs.

Under a newly instituted state board procedure, OSSHE institutions are required to submit preproposals and proposals for new degree programs to the chancellor's office for review and approval first by the OSSHE Academic Council and then by the State Board of Higher Education. This procedure allows the board to monitor and prevent duplication within the state system. Proposals must address issues such as the program's purpose, requirements, specialized accreditation, need, outcomes and evaluation measures, integration with other similar programs in the state, and resources (faculty; facilities, equipment, and technology; and budgetary impact).

A flow chart attached to the end of this chapter visually describes the two-stage process, initiated by a pre-proposal and followed by a full proposal. The OSSHE Office of Academic Affairs has prepared guidelines for the preparation of the two documents; these are included in the accreditation resource room. Procedures involve timely consultations with relevant constituencies, as depicted in the flow chart. See the planning section of Standard IV for a discussion of how this process affects the library in particular.

A. 6. Delineate the process by which the curriculum is controlled and indicate the responsibilities assumed by the governing board, by the administration, and by the faculty. Illustrate the way in which curricular changes are made.

By charter, the faculty controls the university's curriculum: "The faculty shall also have power, subject to the supervision of the board of regents, to

prescribe the course of study to be pursued in the University, and the text books to be used" (University Charter, Section 14, 1876).

All proposed changes in the curriculum, from the changing of a course title to the creation of a new degree program, are subject to several levels of faculty review. Individual faculty members, departments, and programs submit proposals to the relevant school or college curriculum committee for approval. Following approval at the unit level, proposals for changes other than the creation of new degree or certificate programs are submitted to the Senate-appointed University Committee on the Curriculum (UCC) for review. Past practice was for the UCC to receive proposals from the schools and colleges beginning in the spring term and to report all curricular changes to the University Senate in the fall term. Following senate approval, the university president had one week following the senate's vote to enact a veto; this privilege was rarely, if ever, exercised. Under previous practice, approved changes became effective in the following academic year. In 1996-97, the practice was altered to allow greater institutional flexibility and responsiveness to curricular changes and needs. The UCC now reports to the Senate every term; where appropriate, changes will be effective one week after approval absent a presidential veto. Curricular changes are included annually in the *General Bulletin*, which is supplemented by regular postings to the World Wide Web.

Proposals for new degree or certificate programs involve, in addition to faculty review, reviews by the appropriate dean, the Office of Academic Affairs, the OSSHE Academic Council, and the OSSHE Board. The process is described in A5 above and is illustrated in the flow chart attached to the end of this chapter.

A. 7. Explain how continuous evaluation of the curriculum is provided for, including the use of student initiative and reaction in effecting curricular modifications.

Over the past 10 years the university has engaged in ongoing evaluation of the curriculum. Many of the implemented changes have addressed concerns expressed in the 1987 accreditation self-study (pp. 37-38) about a certain level of institutional informality and variation in curricular review and evaluation practices.

One significant review process involved a move to convert the curriculum from a quarter to a semester system in 1987-88. While the university did not, in the end, convert to a semester system, the curriculum revision process was complete when the state legislature stopped the project. The next major effort was part of a strategic planning process (1989-91) instituted by the former president. In 1991 the university established a decennial program review system and initiated a series of revisions to the general education

requirements. In addition, in the past six years individual departments, schools, and colleges have engaged in many and diverse curricular adjustments. There is a continuum that runs through these developments; e.g., many of the changes seen in the recent 4-credit conversion derived from the semester-conversion planning process.

Student involvement in curriculum evaluation takes several forms. Students generally are represented on faculty committees dealing with curricular matters. Examples of curricular changes that were significantly influenced by student involvement include the establishment of the Environmental Studies Program and the revision of the multicultural requirement.

Student leaders often work with faculty committees and the administration on new curricular initiatives. Examples include ethnic studies and the proposed Judaic studies programs. Though student evaluations of individual classes have been used for many years throughout the university, the practice and timing of evaluations have varied from unit to unit. In spring 1996, the University Senate passed legislation requiring student evaluations of every course each term.

Also in spring of 1996, the University Senate passed legislation that provided a framework for peer evaluation of teaching. Peer evaluation of individual faculty members is now required before their consideration for promotion or tenure.

The two major institutional bodies at the UO with responsibility for the undergraduate curriculum are the University Committee on the Curriculum (UCC) and the Undergraduate Education and Policy Coordinating Council (UEPCC). Both are faculty committees with minimal *ex-officio* representation by the administration and students. Currently, the University Senate is examining the working and reporting relationship of these bodies as well as several other related faculty committees, including the Academic Standards Committee and the Advising Committee. The UCC and the Graduate Council together fill a similar role in relation to the graduate program.

The UCC and the UEPCC cooperate in a variety of ways, including sharing information and jointly sponsoring curricular legislation, but both committees would benefit from a clearer delineation of responsibilities and processes.

University Committee on the Curriculum

The UCC was established in 1934 and is charged with the following powers and responsibilities:

- Screening of all proposals for course changes and new curricula and degrees from the minor faculties of the several schools, and reporting of its recommendations to the university faculty through the University Senate.

- Advice to the university editor on the content and structure of the University Catalog.

- Participation, on behalf of the university faculty, in planning the development and improvement of the instructional program of the institution, in consultation with the President and other administrative officials of the university.

- The continuing study and review of existing courses and curricula, and the presentation of recommendations for revision to deans, department heads, and minor faculties.

- Advice and assistance to schools and departments in the planning of new programs, with special attention to the relation of such programs to general curricular and academic policies of the university and to overall plans for the development of its instructional program.

- The committee has final power for the approval of certain specified types of minor course changes and for one-year approval of summer-session and extension courses; by custom, the committee has also assumed final power for emergency one-year approval of course changes for the regular sessions. (Final power means power to act for the faculty; committee actions are subject to confirmation by the President and the Chancellor.)

Currently the UCC is wrestling with several important procedural issues (see UCC minutes). One issue is whether and how schools or departments might be allowed to operate more autonomously while the institution, through the UCC, would continue to provide oversight, quality control, and integration. A second issue is how the UCC's procedures and processes might be adjusted to accommodate the publication of an electronic bulletin. A third is how to structure the committee so that it can operate more effectively through, for example, the separation of more mechanical tasks from the substantive issues.

Undergraduate Education and Policy Coordinating Council

The UEPCC was established by the University Senate in 1992 as a response to the 1991 Strategic Plan, which calls for enhancement of the undergraduate program and measures to support timely progress toward graduation.

The UEPCC operates under the following charges:

- Establishing criteria to determine the success of the overall undergraduate program and reviewing the program and its various components in light of these criteria.

- Reviewing the quality of the undergraduate components of departments and schools including playing an appropriate advisory role in program reviews.

- Identifying opportunities to create new programs and recommending appropriate curricular changes.

- Monitoring and responding to general academic policies, especially those which have an interactive impact on programs across the university.

- Developing and advocating new and revised policies as appropriate.

Since its establishment, the UEPCC has addressed a wide range of issues and has sponsored numerous legislative changes, beginning with a package of motions to the University Senate and the (now curtailed) University Assembly designed to streamline the advising process and to eliminate cumbersome, unnecessary barriers to academic progress. The UEPCC has addressed general education requirements, the relationship of student credit hours to faculty productivity, educational technology, improvements to advising, and other critical issues. In January 1996, the UEPCC adopted a Statement of Philosophy on Undergraduate Education, endorsed by the Senate. A copy of the statement is included at the end of this chapter.

Policy Statement # 15: Continuous Review of General Education Requirements

Policy Statement #15 requires that "the rationale and plan for the general education requirements should be cooperatively developed by the faculty, administrative staff, and trustees, and the expected outcomes should be stated in relation to the institution's mission and objectives." The policy statement indicates that an institution may "judge whether its students are better served

by curricula or requirements that approach the disciplines through content and methodology or that approach the disciplines by concentrating on outcomes. The rationale and plan for the general education requirements should be cooperatively developed by the faculty, administrative staff, and trustees, and the expected outcomes should be stated in relation to the institution's mission and objectives."

The faculty at the UO is engaged continuously in discussions about the content and methodology of the general education requirements. These discussions often occur in department meetings where changes in course offerings are debated in association with course scheduling, new faculty hiring, faculty teaching assignments, and faculty teaching evaluations. School and college curriculum committees deliberate possible new courses or deletion of courses offered in general education and propose them for review by the Senate-appointed curriculum committee. The university's curriculum committee annually reviews general education course proposals according to the criteria for group-satisfying courses enacted by the faculty in June 1981. In addition, the Undergraduate Education Policy and Coordinating Council over the past three years has debated a number of proposals for modifying or enhancing the general education requirements and has made recommendations to the Academic Requirements Committee, the Curriculum Committee, and the University Senate.

The fall 1996 UCC report describes a recently concluded review for proposed changes in courses offered for group requirements and for multicultural requirements. The report includes a number of recommendations related to general education, including the suggestion that a statement of justification be prepared for any course—existing or new—that seeks either group-satisfying or multicultural status, and that the three existing groups—arts and letters, social science, and science—in the general education requirements should be reexamined and defined within the next two years.

In a memo to the University Senate, the UCC chair urged senators to assess existing curricular legislation related to general education and to either affirm its success or stimulate attention to its revision.

The UEPCC over the past three years has debated and made recommendations related to general education requirements, including the following issues: foreign language options and expectations of proficiency, the former use of clusters, the concept of residency, the awarding of concurrent degrees, and student patterns in completion of writing requirements. The UEPCC currently is discussing student practices in using foreign language courses to complete the arts and letters requirement and will soon be presenting a recommendation in this area to the Senate. The College of Arts and Sciences curriculum committee is holding discussions on the latter topic as well. Additional information about these on-going faculty

discussions is available in the fall 1996 Final Report of the Committee on the Curriculum and in the minutes of the Undergraduate Education Policy and Coordinating Council.

Program Review

In addition to standing faculty committee oversight, the university began a systematic review of all programs, both graduate and undergraduate, in 1991. A 10-year schedule of reviews is in place. In preparation for review, programs are required to prepare extensive self-studies that include a thorough examination of the program's curriculum. Copies of UO program-review guidelines, including the decennial program review schedule, and the reports and self-studies of both the internal program reviews and the external accreditation reports are available in the Accreditation Resource Room. As of fall 1996, twenty-four programs have been reviewed; five programs are scheduled for review during 1996-97.

As another form of program review, the professional schools and colleges and several departments in the College of Arts and Sciences participate in external accreditation reviews by their respective accrediting bodies.

A. 8. Explain the provisions provided for gifted, remedial, and other special student groups, if any.

In keeping with the university's commitment to diversity and to its commitment to the highest standards of academic inquiry, learning, and service, a wide variety of programs for students with special abilities and needs are provided. Those special programs offered as part of the on-campus educational program are discussed here; those supporting students in their educational program are described in greater detail in the sections of this study covering Standards VI and IX.

The following list of special student groups outlines various programmatic offerings and resource units that are available at the UO to support their needs.

Gifted/High Achievers
- Honors College
- Honors Track
- Advanced Placement/Credit by Exam/International Baccalaureate
- Departmental Honors Programs
- Honorary Societies

Student with Educational Deficiencies
- Academic Learning Services
- University Testing Service
- Remedial Course Offerings

Mathematics
Writing

Underachievers with Potential
Summer Start
Five Percent Admission (Admission Support Program)

First Generation to College
Educational Opportunities Program
High School Equivalency Program

Students with Disabilities
Learning Disabled
Other disabilities

Students of Color
Office of Multicultural Affairs
ASUO Multicultural Center

International Students
American English Institute
SELT (Special English Language Training)
Office of International Education and Exchange

Pre-Professional students
Pre-Health
Pre-Engineering
Pre-Law

First-Time Students
FIGS (Freshman Interest Groups)
Freshman Seminars
Orientation Programs

Transfer Students
Early Advising/Registration Programs
Lane Community College/UO transfer class

Academic Learning Services

The Center for Academic Learning Services provides courses, non-credit workshops, individual counseling, and drop-in math and writing laboratories to assist students in meeting their educational goals. This office is also responsible for administering the Educational Opportunities Program, which serves low-income, first generation college students.

Multicultural Affairs

The primary focus of the Office of Multicultural Affairs is to provide support that directly enhances the academic experience of students of color on this campus. The academic focus of the office was sharpened with the reorganization of student affairs in the summer of 1995. In addition to assisting with the recruitment and admission process for students of color, the staff in Multicultural Affairs devotes most of its time and energy to

helping students with academic advising and assistance, student advocacy, and tutorial assistance. Multicultural Affairs offers, in cooperation with the writing, English, and mathematics departments, special sections in composition and mathematics.

One issue under review is the practice of giving priority in enrollment for OMA-sponsored courses to students of color. A special committee for this purpose has been appointed by the president. The committee is examining case law, program history, learning objectives and impact of this practice.

Learning Communities

As advocated in the 1991 Strategic Plan, the University of Oregon has increased its emphasis on enhanced learning opportunities provided by learning communities. Described below are key learning communities

- **Honors College.** The Robert Donald Clark Honors College is a college within the university that offers courses especially designed for its approximately 400 students. The college's curriculum substitutes for the university's general education requirements during student's first two years. During their final two years, students supplement their university-wide courses with upper division honors courses and colloquia in a variety of fields. Also during this time, students work one-on-one with a faculty member in their major to write and present a required Honors College thesis project. Additionally, students may choose to seek a bachelor's degree with honors through their major departments. Most of the Honors College classes are small, and many are seminars in which faculty members encourage active discussion among students. Students get to know one other and receive considerable faculty attention. The Honors College's collegial atmosphere is enhanced with a private library, lounge, and computer lab on the third floor of Chapman Hall.

- **Honors Track.** The Honors Track was developed in response to the needs expressed by students who were not attracted to the special nature of the Honors College or who could not be accommodated there. The program is intended to introduce students to the departmental honors programs described below. Participation is by invitation only, based on high grade-point average and standardized test scores. In the honors track, students choose from one of three study areas, humanities, social sciences, or sciences, and throughout the first year attend small 1-credit seminars that provide an introduction to study and research in each of the disciplines. The honors track program, inaugurated in fall 1995, has drawn generally positive response from students.

- **Departmental Honors Programs.** Thirty different departments offer honors programs for capable or highly motivated students to develop interests in their discipline and pursue research opportunities. Each department designs its own criteria for admission to the program as well as its requirements for graduation with departmental honors. These departmentally-based programs are described in detail in the University of Oregon *General Bulletin*. A UEPCC survey of these programs indicated a certain unevenness in standards.

- **Freshman Seminars.** The university offers up to fifty special seminars designed for new students only. These seminars are offered to ensure that new students have an opportunity to enroll in at least one small class that is taught by an experienced instructor and emphasizes the development of students' reading, verbal, and critical reasoning abilities. The effectiveness of freshman seminars in achieving these goals is currently under study. Anecdotal reports from students and faculty alike suggest that the program usually is successful in helping students make the transition to university life.

- **Freshman Interest Groups.** A Freshman Interest Group (FIG) consists of twenty-five students who share enrollment in a group of related classes. One of these courses is small (usually limited to 25) and meets weekly during the term with a professor teaching one of the large courses in the FIG. Academic and social issues are addressed in the small-group sessions and in weekly out-of-class activities coordinated by peer group leaders.

  FIGS were developed at the University of Oregon and have become a nationally imitated model. At the UO, a faculty committee continually assesses and refines the FIG program. Materials describing the 1996-97 program are in the Accreditation Resource Room.

- **Oregon Institute of Marine Biology.** The OIMB offers both courses and living accommodations for students seeking upper-division credit in biology. The fully equipped teaching and research laboratories, lecture auditorium, boathouse, and residential buildings that constitute the institute are located in Charleston on the Oregon coast. Classes are designed to allow students to work in cooperative learning situations focused on understanding the physical world. Classes generally meet all day and are limited to twenty-four students. Field trips are an integral part of each course.

- **International House.** The International House was established in 1994 to take advantage of the cultural diversity of the UO campus by bringing together U.S. and international students in a cross-cultural living community. Extra-curricular activities at the International

House, including faculty guest speakers, distinguished visitors, cultural events, and food and film festivals, foster an understanding of other cultures and explore issues facing the international community.

The genesis of International House was an experimental program, proposed in the 1990-91 Strategic Plan, to create an International College modeled in some ways on the International College at UC-San Diego. Toward the end of a two-year pilot program, the International College was judged financially unfeasible in the post-Measure 5 era, but much of the philosophy and some of the residential programming that structured the International College remain alive in International House.

A. 9. Identify the outcome measures employed by the institution to assess its effectiveness in meeting its educational mission and objectives.

Institutional effectiveness is measured at the University of Oregon in multiple ways. The institution seeks, through a variety of initiatives undertaken by individual faculty members, by committees, by departments, by the academic leadership, and by the Office of Resource Management, to collect information that will tell us how successfully we meet the educational, research, and service goals of our mission statement and what the experiences are of our community residents.

Measures include both systematic evaluation (e.g. decennial program reviews of graduate and undergraduate programs) and episodic, less formal inquiry. The professional schools continually analyze and revise curricula in response both to internal needs and to requirements for specialized accreditation. New OSSHE guidelines require all new program proposals to describe specific assessment measures and outcome goals that will be employed to monitor and improve the effectiveness of the program. In the past ten years, the university has developed assessment instruments that are, or will be, employed on a regular, institution-wide basis. These include regularly scheduled program reviews and periodic surveys of students, recent graduates, and alumni. Given the university's complexity and decentralized culture, these instruments complement, not supplant, the wide range of assessment practices that routinely take place at the UO. Examples of several assessment measures and the underlying principles for assessment practices are discussed in greater detail in Section B below.

Students are surveyed on both a regular and informal basis. Even before they enroll, the university collects information through the Admitted Student Questionnaire. Data collection extends through graduation with the Graduate Survey conducted by the University Career Center. In recent years, the Oregon Survey Research Laboratory has conducted articulated surveys of student, graduates, and alumni that form a baseline for future studies; these

have developed out of a system-wide assessment plan, described below, and are discussed in greater detail in B2 and B5. Periodically, students who do not return after fall term are surveyed to determine factors relating to non-enrollment. Several student-service offices use focus groups of students to evaluate current programs and services and to explore ideas for providing or improving services. The results of these assessment activities are shared widely and are used by student-service offices to sharpen and focus activities that enhance student learning as well as to help identify activities that need to be revised or de-emphasized.

One simple test of the institution's effectiveness is the graduation rate, and on this score the university has made considerable progress. Please refer to B5 for an analysis of the University of Oregon's graduation rates.

The OSSHE Assessment Plan

The Oregon State System of Higher Education (OSSHE), in conjunction with its academic productivity initiatives, has encouraged all OSSHE institutions to undertake more formal and more collaborative assessment strategies. The assessment activities described above are all part of the institutional assessment strategy developed in conjunction with the Oregon State System of Higher Education's comprehensive assessment and accountability plan. In fall 1993, OSSHE adopted the Oregon Assessment Model, a comprehensive assessment framework that supplements ongoing institutional assessments associated with the delivery of instruction. (OSSHE documentation is available in the Accreditation Workroom). The OSSHE model calls for institutions to undertake assessments of students' academic progress and learning at three critical transition points in their undergraduate education. The framework supports attention to inputs (e.g., high school GPA) and outputs (e.g., high technical competence in a field) and embraces broad perspectives of higher education outcomes in these areas: general knowledge and abilities, learning environment, major field knowledge, degree completion, professional licensure, and employer and customer satisfaction.

Each OSSHE institution is developing or refining survey instruments, student information systems, and other indicators that describe students' knowledge and skill levels at the entry point, midpoint and point of graduation. Many of the campuses are collaborating in the development of assessment projects and instruments that can be used by more than one campus and then can be reported in aggregate form to the state legislature and OSSHE Board. In fall 1994 the state system supported the effort with approximately $175,000 in incentive funds to the campuses. The $30,500 earmarked for the University of Oregon was used to refine further a survey developed here before the OSSHE effort by adding more emphasis on learning outcomes, as well as to pilot the new instrument at other OSSHE

campuses. The division of labor among the several campuses of the system has facilitated considerably the project's progress.

The focus of the OSSHE assessment initiatives for the balance of the biennium includes the identification of a set of indirect learning indicators that are used by OSSHE institutions, the refinement of undergraduate and graduate student survey instruments, initiatives in identifying and documenting the development of critical thinking skills, and dialogues with employers on desired and realized undergraduate student learning outcomes. The University of Oregon is collaborating with other OSSHE institutions in refining the assessment plan and identifying indicators that help determine how effectively the university is using its resources to meet its educational goals. In addition, the university is encouraging the faculty to adopt new strategies for improving teaching performance and is working to identify resources for professional development and peer support. These resources include the expanded Teaching Effectiveness Program (see B5); the technology-in-teaching workshop conducted in the summer of 1996; and recent initiatives by the Office of Resource Management to create a data warehouse that can be accessed in a decentralized way to identify student progress. In the long run, these diverse strategies will enable the university to assess institutional effectiveness in a variety of ways on an ongoing basis.

B. INSTITUTIONAL ANALYSIS AND APPRAISAL

B. 1. Analyze in detail the curricular offerings, how they have changed in the past five years, and plans for future change. Are the offerings, both credit and non-credit, appropriate to the mission and objectives of the institution, and in what way does the institution sustain congruence between offerings and purposes?

The University of Oregon is fulfilling its institutional mission to provide an excellent undergraduate education. The commitment to undergraduate education is strengthened by the ongoing curricular review that takes place routinely at the school/college, departmental, and individual faculty levels.

A brief review of events and decisions affecting curricular issues since 1987 will provide some useful context. Beginning early in 1987, at the instruction of the OSSHE Board, the university engaged in an intensive, campus-wide effort to convert from academic terms to semesters; at the same time the faculty voluntarily undertook to revise the general education requirements. In late 1988, however, the conversion process was terminated by the Oregon State Legislature, and the work on the general education requirements became moot. The deeply demoralizing, enervating effects of the Legislature's action are felt to this day; faculty members and administrators still cringe at the words "semester conversion." In 1989, President Myles Brand initiated an 18-month-long, campus-wide strategic planning effort,

from which undergraduate education emerged as one of the university's top priorities. Then, in 1990, Ballot Measure 5 was passed; its draconian effects have been described elsewhere in this report. The State Board instructed all OSSHE institutions to cut duplicative programs, to adhere to their mission statements, and to preserve their academic cores. With these guidelines informing internal debates and decisions, the UO eliminated the College of Human Development and Performance, eliminated most teacher education programs in the College of Education, and cut or reduced more than twenty other academic programs. This was an extraordinarily painful process, because many of the programs affected at the UO were of very high quality.

A major feature of the strategic plan upon its completion in 1991 was the articulation of the Oregon Model, a term intended to signify the university's renewed emphasis on learning communities, increased interaction between faculty members and students, the fostering of guided yet independent learning, and the removal of barriers to academic progress. One of the first implementations of the strategic plan was the creation of a new Undergraduate Education and Policy Coordinating Council (UEPCC), which immediately undertook a rapid and ambitious review of multiple facets of the undergraduate curriculum. Resulting from that process were measures designed to update and streamline the curriculum, including: course conversions from 3 to 4 credit hours (drawing on some aspects of the 1987 semester-conversion effort); a revision of graduation requirements; and the elimination of the cluster requirements. The UEPCC met considerable resistance throughout the campus, however, when it first advanced the prospect of a major overhaul of the general education requirements. At the same time, there occurred an intense campus-wide debate on, and an eventual adoption of, a multicultural requirement. As noted in A7 above, the University Curriculum Committee recently proposed, in its fall 1996 report, that certain aspects of the general education requirements be examined and refined if necessary.

The past six years have seen a significant and substantial strengthening of undergraduate education at the school or college and department levels. Many units have revised their majors (e.g., history, psychology, business, English, humanities, psychology and sociology; many have added undergraduate lounges, computer rooms, or other physical facilities to foster a sense of community and the capacity for group learning (mathematics, journalism and communication, economics, business, and major programs in the School of Architecture and Allied Arts). There is an increased emphasis throughout the campus on student advising; examples include increasing the number of peer and faculty advisers, providing better training for advisers, and creating new undergraduate coordinator positions within departments. Career mentoring and the use of technology also have received more emphasis throughout the campus. In addition, new major, minor, and certificate programs have been: environmental studies, ethnic studies,

creative writing, European studies, medieval studies, two new majors in music, and expanded licensure programs in teacher education.

Another strategy for improving undergraduate education has been an intensified effort to involve undergraduates in research projects. (The 1987 accreditation site visit report cited this area as one where improvements could be made). For example, the Department of Classics has created a link in its World Wide Web site to archaeological projects relevant to the study of classics, a resource that recently enabled two students to participate in archaeological digs. In the social sciences, the faculties of economics, geography, and anthropology have made a concerted effort to incorporate undergraduates into their research programs. The natural science departments, especially, have very strong undergraduate research programs that provide students with the opportunity to do pioneering research and publication in their major field. Frequently these programs provide financial assistance to students as well as their professional development. The departments of biology, chemistry, and physics have been particularly active in this area, offering National Science Foundation funded summer programs in chemical physics for nearly 10 years, in addition to individual grant-funded programs. One measure of increased undergraduate research activity is the number of students registered for 401 research credits. From Fall 1986 to Fall 1996, that number increased 63 percent (170/277).

In response to student demands for more opportunities for field experiences and applied learning opportunities, many academic departments have added internships, practica, and other field experiences to their academic offerings. The Career Center has played a role in identifying field learning experiences for students through the center's Development Internship program that generates academic credit during the academic year and summer. Students pursuing degrees through the Lundquist College of Business, and the Department of Planning, Public Policy, and Management have numerous opportunities for field experiences in conjunction with their majors. The Office of Legislative Relations has recently increased its staffing to support internship placements for UO students with the state and national legislature. The College of Education offers field experiences for students interested in teaching and other human service careers through the ESCAPE program and student teaching opportunities.

The changes outlined in the above paragraphs represent carefully considered, deliberate strategies to strengthen undergraduate education at the University of Oregon. These strategies are consistent with and responsive to the university's current mission statement. Further, these strategies are guided by the 1994 Academic Productivity Plan, which was developed by faculty committees in a consultative process and sets forth the following three goals:

- Provide university education to more Oregonians

- Capitalize and build on existing strengths
- Create financial stability

One of the effects of the productivity plan is to encourage the constant review of the curriculum at all levels of the university to assess how successfully and appropriately the university is positioning itself in respect both to external market forces and to its distinct mission within the state system while maintaining the high quality of an AAU institution. Other unintended effects of the plan, which links a certain amount of resource allocation to increased productivity, include the fostering of a campus environment in which units have competed with one another for increased student credit hours. The provost has begun working with the deans to mitigate this situation.

Another area of change that should be noted is in summer session, which the university does not consider as a fourth, regular academic term. Summer session has no admission requirements and has a separate tuition structure. In the past, summer session tended to attract approximately half its students from University of Oregon matriculants and half from other sources. The curriculum was often experimental and innovative. Since the passage of Measure 5, however, those trends have altered. Now approximately 70 percent of all Summer Session students are University of Oregon students, and more of the standard undergraduate curriculum is being offered in the summer session curriculum. It appears that fewer students are using summer session for exploratory purposes and that more are enrolling in summer session courses to fill general education and/or major requirements.

B. 2. What tangible evidence (i.e., assessment) is there to show the effectiveness and the outcomes of the general education or related instruction requirements of the institution's degree and certificate programs?

Policy Statement # 25: Educational Assessment

Policy Statement # 25 (a copy of which can be found in the resource room) requires that each institution and program adopt an assessment scheme responsive to its mission and its needs. For its degree programs, the university employs a range of assessment mechanisms (see B.6.) that are used individually and institutionally to ensure compliance with Policy Statement # 25. These mechanisms ensure that the curriculum planning process is influenced by faculty members' and students' experiences in the classroom and by improvements in content and methodology that stem from these experiences.

Certificate programs listed in the *General Bulletin* (ethnic studies, folklore, Russian and East European studies, and women's studies) are offered only in conjunction with degree programs and are assessed accordingly. Please refer

to Standard VI for a description of the certificate program being developed by the Labor Education and Research Center.

The 1994 *Academic Productivity Plan* (p. 24) directly addressed the relationship between assessment (questions such as "How well are we doing? What impact is our organization having on its clients? How well are we achieving our organizational goals?") and productivity (which "introduces the notion of quantity produced [of a given quality] per unit of input"). During the development of the productivity plan, a faculty committee prepared a document, attached to the productivity plan as Appendix C, that included a commentary on assessment and a list of assessment measures employed at the University of Oregon. Articulated in that document is the institutional policy on assessment:

> *Providing high quality undergraduate education is a central component of the University of Oregon's mission. Since the mid-1980s efforts have been made nationwide to measure the effectiveness and the efficiency of undergraduate education. In its March 1992 report, the OSSHE task force on assessment stressed several key principles to keep in mind about such measurement. Most importantly, the report stressed that assessment must match institutional mission. Further assessment must make use of multiple indices of outcomes. Institutions must resist simplistic quantification of outcomes such as comparisons of performance on standardized tests, even if those tests are achievement based; moreover, it is completely inappropriate to make statements of outcomes based on testing instruments designed to measure aptitude.*
>
> *To measure the productivity of our undergraduate teaching, we will use a wide variety of instruments, evaluation approaches, and indices of enrollment and retention, student progress, graduation, and overall satisfaction.*
>
> *Enrollment and retention measures address such questions as: Does the institution enroll and retain students who are capable of benefiting from the resources on campus? What are the entry indicators used for success? Do these indicators and the recruitment efforts produce a cohort of students well suited to the educational program of the institution? What level of attrition is appropriate to the institution?*
>
> *Measures of student progress toward degrees deal with such questions as: Are academic requirements well articulated and coordinated with the resources available to allow students to meet those requirements in a timely fashion? Are there indicators of intermediate achievement that provide coordination of student needs with necessary resources? Are learning and teaching resources marshaled in an efficient and*

timely manner to ensure that students are learning actively and are progressing toward graduation? What barriers are there to student progress and how are they overcome? What is [sic] the breadth and depth of undergraduate learning and achievement?

To measure graduation productivity, not only is a count of graduates important, but also assessment of the quality of their learning and of the learning experience, consistent with the university's goals and missions. Methodology can include retrospective (or statistical cohort) studies of alumni, assessing their professional achievements and long-term satisfaction.

The University of Oregon conducts assessments at entry point, midpoints, and exit points using multiple measures. Five areas are the principal focus of attention: 1) learning in selected content areas, 2) critical thinking skills, (3) cognitive development, (4) quantitative skills, and 5) values and attitudes toward learning. Some of the evidence is collected at the institutional level (e.g., Office of Admissions, Graduate School, Office of Resource Management), though the bulk of the evidence is collected in a decentralized way by academic departments and individual faculty members.

In the past decade, the university has made substantial progress in assessing the undergraduate program. Among new assessment initiatives highlighted in this chapter are the following:

- Revision of general education requirements
- Revision of major requirements
- Revision of placement policies and procedures for mathematics/English composition/language course
- Creation of the Teaching Effectiveness Program and the Mid-Term Analysis of Teaching
- Establishment of regular program review process
- Institutionalization of peer review of teaching
- Institutionalization of regular student evaluation of courses
- Development of the OSSHE assessment plan
- Formulation of the UO productivity plan
- Implementation of regular satisfaction surveys for students, recent graduates, and alumni

2. a. Entry Point Assessments

Assessment measures at entry include surveys of incoming first-year students to assess academic expectations and values and attitudes toward learning; placement tests to determine skill levels in mathematics, writing, and foreign

language; and standardized tests such as SAT and the Test of English as a Foreign Language (TOEFL).

- The writing ability of students admitted to the university is assessed through standardized tests. Students with scores below 38 on the TSWE or below 480 on the revised SAT must complete SR 049, or retake the test to improve their score, before entering WR 121. Credit is given to some students for AP courses taken in high school, and a small number of others successfully challenge the courses by waiver exam. Students completing their degree in the Honors College are exempted from the university writing requirement. Students with a designated SAT verbal score are exempted from the first writing course. Students whose native or primary language is not English are placed in their first writing course on the basis of a placement test that is administered before registration. The faculty advising manual provides further details on page 11.

- The B.S. degree requires proficiency in mathematics or computer and information science or a combination of the two. Students whose mathematics placement exam results demonstrate limited skills in this area may complete the requirement for the B.S. degree by completing three specified courses in one of four combinations (see p. 21 of the *General Bulletin*). Placement exam results are advisory only, though discussions have taken place between the Department of Mathematics and the registrar concerning the possibility of using BANNER to prevent students from enrolling in classes beyond their placement level.

- The B.A. degree requires proficiency in a foreign language, demonstrated by completing at least the third term, second year of a foreign language course taught in the language or by passing an examination showing equivalent proficiency. Scores on the foreign-language entrance examination indicate the level at which students might begin, not where they must begin. The heads of foreign language departments are preparing to initiate a collective review of placement and assessment practices in foreign language programs on campus.

- Students whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. A score of at least 500 is required. Students who score between 500 and 574 are required to be tested upon arrival through the Supplementary English Language Training (SELT) program. SELT courses are available to students who either need or

request additional training in English for their academic work. Admitted students must successfully complete WR 121 and either W R 122 or 123.

A new direction in assessment is represented by the state system's Proficiency-based Admission Standards Study (PASS), which will have a profound affect on the university's admissions and entry-point assessments beginning in the year 2000. PASS responds to 1991 and 1995 school-reform legislation, the Oregon Educational Act for the 21st Century (House Bill 3565), which instituted two proficiency-based certificates in place of diplomas at the K-12 level. The PASS project has identified the specific areas of knowledge and particular skills that students will need to be admitted to college; these were adopted formally by the state board in 1994. Students will be expected to demonstrate proficiency in six content areas (math, science, social sciences, second languages, English and literature, and visual and performing arts), beginning with first-year students admitted fall term 2001, who will be expected to be proficient in English and math. Each year an additional proficiency area will be added until, beginning fall 2005, all six are expected. Proficiency will be determined by three types of assessments: state multiple-choice tests, common performance assessments, and teacher verifications of student work samples.

OSSHE is encouraging its member institutions to establish "implications teams" to identify how proficiency-based admissions will affect individual campuses. The UO has not yet created its team, but the faculty and administration have begun to debate, analyze, and consider the myriad issues posed by this new approach to admissions and entry-point placement.

2. b. Midpoint Assessments

Evidence at the midway point tends to be generated by individual faculty members (e.g., evaluation of students through class performance and one-on-one advising/mentoring) or by departments through curriculum review. At the institutional level, the university obtained a "snapshot" of student levels of satisfaction in 1994 and 1995 through surveys of currently enrolled, randomly selected students. In 1994-95 and 1995-96, first-year students who were enrolled in learning communities were surveyed to examine the effect of small-group experiences on one-year retention.

- The 1995 student satisfaction survey included questions addressing the areas of general education and major subject requirements. Student responses included the following: (See table next page)

	A lot	Some	Not at all	No Resp.
Improvement of writing skills	33.9%	49.1%	16.9%	0.1%
Improved knowledge of basic subject matter	50.2	46.9	2.9	0.0
Improved knowledge of major theories	40.8	50.7	8.2	0.3

The Office of Institutional Research has the capacity to analyze these student survey responses by school or college and by students' major and year in school. This material can be made available to departments as they review their curriculum.

- Two surveys conducted in 1994-95 and 1995-96 examined the effect of small-group (i.e., learning communities) experiences on retention of first-year students. (The first study analyzed the return of 1994 freshmen in fall 1995; the second, of 1995 freshmen in fall 1996.) The studies show increased retention among students with a small-group experience. Students who had no small-group experiences had a 68 percent return rate for 1994-95 and a 76 percent return rate for 1995-96. In comparison, the respective return rates for freshmen with a Freshman Interest Group experience were 91 and 80 percent. For students enrolled in the Honors College, the respective rates were both 90 percent. In keeping with our increased emphasis on learning communities, the university will conduct further studies.

- The Department of Mathematics and the Composition Program have been studying how students progress and succeed at the levels at which they are "placed."

  Mathematics: Good student placement is a problem that plagues essentially all mathematics departments. For years the University of Oregon has maintained a program of placement exams for new students that has worked moderately well, though far from perfectly. Placement based on exam scores has been difficult to enforce, particularly with returning students. As an advisory mechanism it has been ignored by many students.

  One of the most pernicious consequences of poor placement is that large numbers of students register for courses that they subsequently drop or fail. In order to deal with the large initial enrollments, the department may offer many more sections of courses than are needed to serve those students who eventually complete them.

Another unfortunate result is that many students waste precious time beginning a course that they later drop.

In the interests of both efficient resource allocation and better service to students the department has begun a serious overhaul of its placement and assessment procedures. In a number of beginning courses instructors have been giving "gateway" and "exit" exams. The outcomes are used to test student readiness and proficiency, and the resulting data are helping to guide the department in creating actual placement exams for these courses.

The department's goal is to put together a placement process that will work for the University of Oregon and perhaps be of value as well to the entire state system.

Composition: In 1992-93 the Composition Committee instituted two important changes in evaluation procedures to provide better, internally driven, assessments of both student and teacher performance. Teachers now require students to write a diagnostic essay on the first or second day of class; these essays are reviewed to provide a better check on proper placement. For example, students who tested into WR 121 but whose diagnostic essays reveals serious inadequacies in writing skills are encouraged to transfer to WR 049 (Developmental Composition) or, for international students, an English class taught through the American English Institute. Second, each teacher must provide to the Composition Program director one student portfolio that includes a reflective essay written by the student. The reflective essay allows the students to think about and to articulate what they actually are learning in the course and how the course work helps to improve their writing. The director and two assistant directors read all of the portfolios (about 160 total each year) to gain a sense of what transpires in each course and of how students respond to the curriculum and teaching methodologies.

- A number of departments recently have revised their major requirements to provide opportunities for more rigorous assessment of their students. A few representative examples are listed below.

  Sociology has instituted a requirement that all majors take four courses at the 400 level, where enrollment is limited to about 35 students and written work is required of all students. Previously, sociology majors could graduate with most of their work in relatively large 300-level courses. The purpose for the change is, as the department head reports, "to better teach and evaluate the written work and critical thinking skills of our students."

The Department of History recently completed a series of major curricular reforms. It requires its majors to complete a research seminar, in which they are expected to undertake successful investigations culminating in lengthy analytical papers; these generally receive peer critiques from students as well as commentary from the course professor. All history majors are expected to maintain at least a 2.5 GPA. All upper-division courses are writing-intensive.

Computer and Information Science requires its majors to take a third writing course (beyond the two required for general education). The department head writes that the purpose is "to support experience and development in our students' abilities to work together and communicate/present topics to small groups."

The Department of English requires all prospective majors to take an Introduction to the Major course. The course provides coherence to the future program of study and helps foster a sense of shared experience among each cohort of new majors.

The Department of Psychology has developed a premajor series of courses, including research and quantitative methods. The department head reports that the "quality of our majors has improved slightly with this premajor requirement and with the general upgrading of the overall university requirements."

The Department of Geological Sciences has instituted a geophysics-emphasis option in the undergraduate major that requires students pursuing this track to take classes in math, physics, and chemistry earlier in their careers than majors in the traditional geology track usually have done. Taking these classes earlier has tended to increase student quality, the department head reports, and students in the traditional track are beginning to emulate the students in the geophysics track.

The professional schools typically require undergraduate applicants to demonstrate a certain degree of academic achievement and functional proficiency before admission. In the Department of Fine Arts, applicants to the fifth-year B.F.A. program are subjected to a portfolio review, usually during the fourth year. Students accepted into the program must complete at least 4 credits of Terminal Creative Project B.F.A. The Lundquist College of Business admits undergraduates to a major only after junior standing has been attained. Admitted students are required to have completed the university writing requirement and the pre-business core courses and to have demonstrated computer

literacy. The College of Education accepts undergraduate students into two majors and a minor only after completion of specified gateway or premajor courses or, for the program in communication disorders and sciences, after passing a screening test. The School of Journalism and Communication requires students to complete a premajor core and to pass the Language Skills Diagnostic Test (LSDT). Aspiring Dance majors must pass DAN 251 and 252; Music majors are admitted only after placement exams and, for performance applicants, one or more auditions.

- Another form of assessment that serves as an indicator of student satisfaction and of the ability of the university to meet its mission is the graduation rate after four and six years. A study conducted by the Consortium for Student Retention Data Exchange (CSRDE) on data reported by 164 institutions shows that the four-year graduation rate for the 1989 cohort is 28 percent (compared to 33 percent at the University of Oregon) and the six-year rate is 55 percent (compared to 61 percent at Oregon). The success of the university's efforts to improve overall satisfaction is suggested by a comparison of the four-year graduation rate in 1986, 24 percent, and 1992, 35 percent.

2. c. Exit/Long-Term Assessments

In recent years the university has been developing multiple instruments for assessing the attitudes and satisfaction levels held by University of Oregon graduates and alumni. Every two years since 1986, the Career Center conducts a survey of recent graduates. In 1994 the Office of Resource Management conducted a survey of alumni (going as far back as matriculants in the 1920s) to determine self-reported satisfaction in a number of areas, including skill and knowledge gains related to general education and major subject areas. A companion survey of June 1995 graduates took place from August to November 1995.

- The 1994 Career Center survey results reported that 48 percent of recent graduates held jobs in fields closely related to their majors. All, or almost all, jobs were classified as career-related by graduates in accounting; architecture; decision science; finance; German; history; Japanese; journalism-public relations; physics; Romance languages; and planning, public policy, and management. Very few graduates in ceramics, dance, economics, exercise and movement science, and landscape architecture classified their jobs in this way. In comparison with previous surveys, the percentage of graduates who were employed has remained fairly steady, but more 1994 graduates reported obtaining career-related positions. Significantly more 1994 graduates were in part-time positions, however.

- The survey of June 1995 graduates yielded the following results for questions addressing general education requirements and degree programs. These are the same questions asked of current students (reported under "mid-point assessments" above); results will be considered in a comparative format under B5.

	A lot	Some	Not at all	No Resp.
Improvement of writing skills	50.2%	45.2%	3.4%	1.1%
Improved knowledge of basic subject matter	57.5	39.1	2.3	1.1
Improved knowledge of major theories	53.2	43.0	2.7	1.1

- Similar questions asked of University of Oregon alumni elicited the following responses:

	A lot	Some	Not at all	No Resp.
Improvement of writing skills	50.1%	42.9%	6.7%	0.3%
Improved knowledge of facts	62.6	34.8	2.2	0.4
Improved knowledge of major theories	50.0	42.9	5.5	1.5

In addition to these quantitative assessments of student performance, some units informally track the careers of their graduates through anecdotal reporting and surveys. The Department of Exercise and Movement Science, for example, surveys exiting students with letters, asking them to report on their experiences as students, the courses they have taken, and future plans or career goals. The dean of the School of Music conducts personal exit interviews with graduating students, as does the dean of the College of Education.

B. 3. Evaluate the efforts made to avoid the undue proliferation and duplication of course offerings. What changes or improvements are indicated, if any?

New course proposals must pass a rigorous review at several institutional levels that includes consideration of "undue proliferation and duplication." This review begins at the departmental level, passes to the school/college curriculum committee, and rises to the University Curriculum Committee. The recommendations of the UCC are presented to the University Senate for final approval three times a year. The UCC and Senate recently implemented the thrice-yearly schedule to improve the responsiveness of the curriculum

to faculty, student, and institutional interests. No other changes or improvements are indicated at this time.

B. 4. Analyze the major instructional areas. What limitations are placed upon the number of credit hours required in a major? Does each program provide the opportunity for electives? Is the system of prerequisites for advanced study reasonable, clearly stated, and consistently enforced?

The University of Oregon offers the following undergraduate degrees:

Bachelor of Arts
Bachelor of Science
Bachelor of Architecture
Bachelor of Education
Bachelor of Fine Arts
Bachelor of Interior Architecture
Bachelor of Landscape Architecture
Bachelor of Music

All bachelor's degrees must be awarded with a major. The university offers majors in the following disciplines: accounting; anthropology; architecture; art history; Asian studies; biology; business administration; ceramics; chemistry; Chinese; classical civilization; classics; communication disorders and sciences; comparative literature; computer and information science; dance; economics; educational studies; English; environmental studies; exercise and movement science; fibers; fine and applied arts; French; general science; geography; geological sciences; German; Greek; history; humanities; independent study; interior architecture; international studies; Italian; Japanese; jazz studies; journalism; journalism: advertising; journalism: communication studies; Journalism: electronic media; journalism: magazine; journalism: news-editorial; journalism: public relations; landscape architecture; Latin; linguistics; mathematics; metalsmithing and jewelry; music; music composition; music education; music performance; music theory; painting; philosophy; physics; planning, public policy and management; political science; printmaking; psychology; religious studies; Romance languages; Russian; sculpture; sociology; Spanish; theater arts; and visual design.

The university's minimum requirements for graduation are 180 credits for the bachelor of arts, bachelor of science, bachelor of education, and bachelor of music. A total of 220 credits are required for the bachelor of fine arts and the bachelor of landscape architecture. A total of 225 credits are required for the bachelor of interior architecture, and a total of 231 credits are required for the bachelor of architecture. Minimum requirements for the major are 36 credits, including 24 in upper-division work. Individual departments establish their

own requirements, ranging from the institutional minimum of 36 to more than 70.

All departments allow opportunities for electives, though the degree of flexibility varies from unit to unit. Please refer to the *General Bulletin* for details. Most departments offer students academic planning materials that specify when major program requirements should be completed and identify course prerequisites and sequences and useful electives. These topics are also addressed in major program advising and degree reviews conducted by faculty with students.

Prerequisites are required to be stated clearly in the *General Bulletin* and the *Schedule of Classes*. They are approved through the standard curricular review process and are enforced at the unit level. The system of enforcement will be improved as the university develops computer capability to screen for prerequisites during the registration process.

B. 5. Evaluate the evidence to indicate the effectiveness of the educational program.

Multiple assessment measures demonstrate the University of Oregon's success in delivering an effective educational program that is consistent with the university's mission. This section highlights a selected range of evidence.

5. a. Course Evaluations

University Senate legislation requires that all courses enrolling more than 10 students and taught by tenure-track faculty members be evaluated by students using quantitative questionnaires. Faculty members also are required to solicit signed, written comments from students in all courses, regardless of enrollment. It is the department head's responsibility to collect, maintain, and summarize the statistical results of student evaluations according to university rules. In addition to student evaluations, faculty legislation prescribes that probationary faculty members have at least one course thoroughly evaluated by a faculty peer during each of the three years preceding the promotion/tenure process. In most cases, the peer reviews are conducted during the third, fourth, and fifth years of the probationary period. The goals of the peer reviews are to identify teaching strengths and weaknesses and to advise on strategies for continued improvement in teaching excellence.

5. b. Individual Faculty Assessments

In addition to formal course evaluations required by senate legislation, faculty members employ various means of assessing and improving their teaching effectiveness. These include informal questioning of students, the revision of

course syllabi and instructional materials, and experimentation with instructional methodologies.

5. c. The Teaching Effectiveness Program

The TEP, offered through Academic Learning Services, provides a variety of activities and services to engage the academic community in viewing, assessing, and improving undergraduate instruction. TEP services are free to faculty members, graduate teaching fellows (GTFs), and university departments. Established in 1987, the TEP has grown to include a range of development opportunities: classroom observation and/or videotaping; development of individual teaching portfolios; special departmental requests for support-program development; confidential, individualized consultations; and workshops and seminars, including a two-week intensive workshop on basic teaching skills offered prior to the beginning of classes and a weekly seminar offered each term throughout the year. The Midterm Analysis of Teaching (MAT) is a diagnostic program individually created by each faculty member with TEP assistance. MAT results are strictly confidential and are used only to assess the teaching and/or learning within a particular course, not for purposes of departmental evaluation. Faculty members may obtain assistance in interpreting MAT results and guidance in considering appropriate responses to the student feedback.

Participation in TEP activities is strong and continues to increase. During 1995-96, TEP staff members held 222 individual consultations with faculty members and GTFs. During 1996 summer and fall terms alone, TEP staff conducted an additional 169 consultations. Each day TEP staff members field approximately 18 phone calls and 45 to 50 e-mail inquiries on teaching issues. Each term 60 to 70 instructors use the MAT to receive feedback from 2,000 to 3,000 students. Every year TEP staff members conduct an average of 90 to 100 videotapings and observations and six to eight small group instructional diagnosis sessions. Some departments have made special requests to have all of their first-year GTFs taped with follow-up consultations on ways they can improve their teaching. Attendance at TEP workshops and seminars averages 75 persons per event. In 1994-95, 125 GTFs and 332 faculty members participated in workshops and seminars; in 1995-96, 175 GTFs and 447 faculty members; and in fall term 1996 alone, 180 GTFs and 417 faculty members.

5. d. Program Reviews

The decennial program review process established in 1991 has become an important assessment mechanism for both undergraduate and graduate programs. By the end of 1996-97, 29 programs will have completed their first review in this cycle; 19 additional programs will be reviewed by 2000-2001. Every program reviewed to date has benefited from a close look by both an internal review team and external evaluators. Examples of results include

the establishment of a mechanism for balancing credit-hour production against curricular needs in the Department of English; in both anthropology and geography, reviews led to a mechanism to provide improved staffing and facilities. The architecture review led to better security for student computer systems and to improved central computer facilities. Copies of program-review reports and memoranda of understanding, in which the unit comes to agreement with the administration on how to effect improvements, are included in the accreditation resource room.

5. e. Articulated Surveys of Students, Graduates, and Alumni

The recent surveys of currently enrolled students, recent graduates, and alumni referred to in B. 2. provide important measures of the effectiveness of the UO's educational program. The Office of Resource Management shares the results of these surveys with key administrators (the provost, deans, Student Academic Affairs officials) and others.

Presented below in comparative, expanded form, survey results show a discernible feeling of satisfaction among the surveyed groups.

	A lot	Some	Not at all	No Resp.
Improvement of writing skills				
1995 enrolled students	33.9%	49.1%	6.9%	0.1%
June 1995 graduates	50.2	45.2	3.4	1.1
Alumni (1994)	50.1	42.9	6.7	0.3
Improved knowledge of basic subject matter				
1995 enrolled students	50.2	46.9	2.9	0.0
June 1995 graduates	57.5	39.1	2.3	1.1
Alumni (1994)	62.6	34.8	2.2	0.4
Improved knowledge of major theories				
1995 enrolled students	40.8	50.7	8.2	0.3
June 1995 graduates	53.2	43.0	2.7	1.1
Alumni (1994)	50.0	42.9	5.5	1.5

Ability to speak before an audience				
1995 enrolled students	20.9	40.1	38.7	0.3
June 1995 graduates	26.9	51.4	20.1	1.6
Alumni (1994)	34.0	45.5	20.1	0.3
Ability to gather information and data				
1995 enrolled students	43.9	44.4	11.5	0.3
June 1995 graduates	65.2	30.3	2.9	1.6
Alumni (1994)	69.3	27.3	3.1	0.2
Ability to analyze information and data				
1995 enrolled students	45.1	46.9	8.0	0.0
June 1995 graduates	61.3	35.1	2.3	1.4
Alumni (1994)	66.3	30.4	2.8	0.5
Ability to understand individual differences and similarities				
1995 enrolled students	37.0	51.9	10.7	0.4
June 1995 graduates	48.4	41.0	8.6	2.0
Alumni (1994)	45.3	45.2	9.1	0.3
Ability to understand cultural differences				
1995 enrolled students	34.7	49.1	16.1	0.1
June 1995 graduates	49.5	38.5	10.6	1.4
Alumni (1994)	33.1	52.1	14.5	0.3
Ability to tolerate differing views				
1995 enrolled students	38.2	46.5	15.3	0.0
June 1995 graduates	48.6	40.5	9.3	1.6
Alumni (1994)	47.9	42.2	9.1	0.8
Ability to work independently				
1995 enrolled students	43.1	41.1	15.8	0.0
June 1995 graduates	50.2	38.7	9.7	1.4
Alumni (1994)	55.4	35.5	8.7	0.3

Ability to exercise leadership				
1995 enrolled students	19.1	49.1	31.8	0.0
June 1995 graduates	31.0	50.7	16.7	1.6
Alumni (1994)	27.1	53.1	19.3	0.5
Improved critical thinking ability				
1995 enrolled students	41.2	52.0	6.7	0.0
June 1995 graduates	56.8	38.5	3.6	1.1
Alumni (1994)	57.3	39.3	2.8	0.6
Ability to recognize and appreciate art				
1995 enrolled students	31.5	48.7	19.8	0.0
June 1995 graduates	38.7	48.0	12.0	1.4
Alumni (1994)	39.1	45.0	15.6	0.3

Good job teaching undergraduates	**V.good**	**Swhat good**	**Swhat bad**	**V.bad**	**No Resp.**
1995 enrolled students	25.4	62.7	10.0	1.1	0.8
June 1995 graduates	31.2	63.3	4.1	0.0	1.4
Alumni (1994)	39.9	42.2	3.0	0.6	14.3*

** This number perhaps reflects the fact that of the surveyed alumni, only 63.4 percent received a bachelor's degree from the UO; the remaining 36.6 percent reported receiving master's, doctoral, or no degree, or "other."*

Overall satisfaction with education	**V.sat**	**Swhat sat**	**Not v. sat**	**Not at all sat**	**No Resp.**
1995 enrolled students	41.6	47.3	9.7	0.9	0.4
June 1995 graduates	52.9	44.1	2.3	0.0	0.7
Alumni (1994)	67.9	27.3	4.0	0.5	0.5

5. f. Improved Graduation Rates

As noted above, the University of Oregon has made considerable progress in improving graduation rates. Only 19.2 percent of the fall 1983 entering freshman class graduated four years later, while 35.3 percent of the 1992 class graduated within four years. Using a more commonly accepted standard of six-year graduation rate, the university's performance has improved from 47.3 percent for the 1983 fall entering class to almost 61 percent for the fall 1989 class. Similar studies conducted by the Oregon State System of Higher Education confirm this improved graduation rate.

Although a wide variety of factors affect this performance, we believe that these results directly reflect the university's efforts to improve the quality of education offered to undergraduates both in the classroom and on campus, as well as the increased attention to the general campus climate.

5. g. Five Challenges

The UO's educational program has undergone many changes and improvements in the past 10 years. Within the context of ongoing institutional assessment efforts of the educational program, there are five major areas that constitute important challenges for the future.

- The structure of the university's General Education requirements has been an ongoing issue that remains a faculty concern. Two attempts to revise the requirement during the past ten years have failed (see B. 1. above), and both the University Curriculum Committee and the Undergraduate Education Policy Coordinating Council are pressing for a new look at the requirements.

- In spite of the UO's successful responses to an unfavorable state-funding climate and the institution's ability to maintain economic well-being, there runs a strong current of anxiety and uncertainty among the faculty. These feelings are fueled by a variety of factors, including legislative decisions unfriendly to higher education, ballot measures adversely affecting state funding, pressures for greater and more explicit accountability and productivity, increasing opportunities and challenges posed by technology, the need for increased educational services in the Portland metropolitan area, and increased administrative and advising responsibilities. The challenge for the university is to create an atmosphere in which there is a positive, forward-looking attitude among the faculty.

- Dramatic improvements over the past 10 years in successful fund-raising and grant-award efforts have generated critically

important new sources of funding for the university. One institutional challenge in this regard is the management of potential disparities that may arise among units that are relatively more or less successful in obtaining funding from external sources.

- The university has made major progress in the past 10 years in the addition and improvement of instructional and administrative space, instructional technology, and other resources, as has been described in Standards III and IV. The construction of the new law building will allow the conversion of 82,000 square feet of the former law school building into classroom and office space that will serve primarily the liberal arts core of the university. Nevertheless, a continuous need for additional space and instructional technology remains. In many buildings, particularly those serving the social sciences and the humanities, classrooms need basic upgrading (e.g., new paint, better audiovisual capabilities, more flexible seating) to create an atmosphere more congenial to learning.

- Objective measures of academic ability and preparation (e.g., GPAs, SAT scores) have risen among UO students in the past 10 years. Even so, a fifth major challenge is presented by students' uneven preparation for and uneven ability to do university-level work. Among the faculty and in various segments of the external community (e.g., see the June 1996 report *Gaining Competitive Advantage*, by the Oregon Business Council, Associated Oregon Industries, Portland Metropolitan Chamber of Commerce, and the Oregon Council of the American Electronics Association), students and graduates often are perceived to need some degree of improvement in basic skills such as writing and mathematics, as well as in their abilities to analyze information, to learn independently, and to display initiative. This is a nationwide phenomenon, of course, and is not unique to the University of Oregon. Nevertheless, we believe that it represents a challenge to our ability to maintain excellence in undergraduate education.

Meanwhile, Oregon's K-12 public educational system continues its radical restructuring and its move toward outcomes-based education and proficiency assessment, though the processes and the outcomes vary from district to district. The implications of these changes for the Oregon State System of Higher Education are profound. At the University of Oregon, and throughout the state system, we are faced with a fundamental question: How can we best serve students who possess an ever-widening array of skills, knowledge, and modes of learning?

B. 6. What evidence is there that the institution utilizes a range of outcome measures to assess the achievement of its mission and objectives?

Appendix C to the 1994 Academic Productivity Plan, which can be found in the resource room, lists the following "operational measures of the application of knowledge" in undergraduate education employed at the University of Oregon:

Enrollment and retention
- Entry indicators
- Average freshman GPA
- Average freshman SAT
- Special recruitment
- Placement exams (math, writing, foreign language)

Intermediate achievement indicators
- Program/major admissions exams
- Academic progress of student athletes
- Exit interviews with withdrawing students
- Student perceptions and satisfaction
- Student behavior
- Proportion of students employed 15+ hours per week
- Special advising (e.g., mentorship program, faculty advising of student organizations)

Graduation achievement indicators
- Honors and awards
- Average GPA of graduating seniors
- Average SAT of graduating seniors
- Cohort graduation rates
- Performance on graduate and professional program admissions tests (GRE, LSAT, GMAT, etc.)
- Degrees awarded
- Student perceptions and satisfaction
- Student research and publication
- Proportion of students who studied abroad
- Proportion of students who participated in internships
- Proportion of students enrolled in honors or graduate level courses
- Proportion of students who worked on a professor's research project
- Proportion of students who assisted in teaching

Post-graduation indicators
- Alumni surveys
- Employed in career-related positions or graduate/professional programs
- Employed in unrelated field
- Unemployed
- In the military

Instruction and curriculum

- Teaching evaluations
- Teaching awards
- Program review
- Teaching load
- Majors per faculty FTE per department
- SCH per faculty FTE per department
- Special instruction (e.g., seminars, minicourses)
- Individualized instruction or supervision (SCH in 401-409 courses)

B. 7. Assess the impact on the institution of programs with specialized accreditation.

The university enjoys an enhanced national and international reputation through the presence of fully accredited professional schools and colleges (architecture and allied arts, business, education, journalism and communication, law, music) that surrounds the institutional core of arts and sciences. In addition, several departments within the College of Arts and Sciences have undergraduate programs that are accredited by professional associations. Accreditation ensures high-quality programs and resources adequate to fulfill the individual missions of the accredited units.

Though specialized accreditation—both the review process and the implementation of recommendations—involves considerable expense to the institution, the university balances its commitment to a liberal arts education with its commitment to professional education as part of its overall mission. In times of resource constraints, constant negotiations among various units are necessary to balance institutional resources. One practical consequence of the current *milieu* is that all units must depend upon increasing amounts of external funds.

C. Internal Academic Unit Analysis and Appraisal

This section contains reports from all the schools and colleges at the University of Oregon except the Graduate School, which is described in Standard XI. The report of the College of Arts and Sciences includes analyses of its three major subdivisions: humanities, social sciences, and natural sciences. Individual departments and units were encouraged to prepare their own self-study reports in response to the questions provided in the *Accreditation Handbook*; some of the following reports draw upon these unit reports where appropriate. Unit reports that were submitted are included in the accreditation resource room.

The school and college reports are presented in the following order:

- College of Arts and Sciences (CAS summary, followed by reports from the divisions of Humanities, Social Sciences, and Natural Sciences)

- School of Architecture and Allied Arts
- Charles H. Lundquist College of Business
- College of Education
- School of Journalism and Communication
- School of Law
- School of Music

COLLEGE OF ARTS AND SCIENCES: OVERVIEW

The divisional associate deans have written responses to each of the internal academic unit analysis and appraisal questions, summarizing the responses of the units within this college. This initial section will present a brief overview of these responses from the perspective of this college.

1. What is the unit's basic belief about its role in the institution's educational program? Evaluate the extent to which the unit's objectives are presently realized.

The mission of the College of Arts and Sciences is central to the mission of the university itself, to help students "learn to question critically, think logically, communicate clearly, act creatively, and live ethically, and a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity." The instructional departments of the college include anthropology, biology, chemistry, classics, computer and information science, creative writing, East Asian languages and literatures, economics, English, exercise and movement science, geography, geological sciences, Germanic languages and literatures, the Honors College, history, linguistics, mathematics, philosophy, physics, political science, psychology, religious studies, Romance languages, Russian, sociology, and theater arts. The college also supports many interdisciplinary and special programs: American English Institute, Asian studies, Australian studies, Canadian studies, comparative literature, environmental studies, ethnic studies, folklore, German Studies, humanities, international studies, general science, medieval studies, neuroscience, Pacific Islands studies, peace studies, Russian and East European studies, Scandinavian studies, Southeast Asian studies, women's studies and the Yamada Language Center. In addition, preparatory programs for careers in dental hygiene, dentistry, engineering, medical technology, medicine, nuclear medical technology, nursing, pharmacy, physician assistant, radiation therapy technology, and veterinary medicine are available through the science departments of the college. Undergraduate minor programs also have been developed in many areas within the college. The college also advises undeclared or pre-major students.

Our goal is to deliver a high quality general education, and to provide excellent instruction across a broad range of humanities, social sciences, sciences and mathematics both through classroom experiences and also opportunities to participate with faculty in research and scholarly activity. These various programs and departments provide general education for arts and sciences majors as well as those majoring in professional school subjects, provide broad training in the perspectives of the humanities, the social sciences and the sciences, and prepare students for professional careers in the arts and sciences disciplines or prepare them for further training in graduate or professional schools. The general education courses are designed to improve student abilities to communicate orally and in writing, to reason and argue effectively, to read and assess new materials critically, to pursue knowledge beyond the classroom experience, to understand the scientific and mathematical perspectives on the world, to understand the historical and geographic expression of human habitation of the world, and to understand the various perspectives of diversity, resource allocation, and political and social structure in this society and in the world. We feel that the role of this college is central to that of the university, and that, given budgetary and other constraints, its objectives are being realized remarkably well.

2. How do the majors or programs reflect the purposes of the unit?

The College of Arts and Sciences offers both breadth and depth in a wide variety of general education courses as well as disciplinary and interdisciplinary majors. The majors and programs provide many opportunities for students to achieve a high quality undergraduate education that can lead successfully to graduate or professional education. The college houses several extremely popular majors (e.g., psychology, English) as well as important majors that are subscribed to by a smaller number of students (e.g., some of the foreign languages such as Chinese). It also is possible for students to structure individual majors combining the talents and expertise of faculty from throughout this college, and in cooperation with faculty from related departments in other schools and colleges. Several new areas of emphasis are planned for development in the near future including more work in the applied sciences (including software engineering), a reinvigorated program in ethnic studies, an undergraduate major in women's studies, and potentially a new program in Judaic studies. All of these are central to the mission of the university and this college, and build on existing faculty strengths and interests.

3. Critically evaluate the institution's general educational requirements as they relate to the unit, or related instruction requirements as they apply to the purposes of applied associate degree programs, certificate programs, and non-certificate programs within the unit.

The general education requirements of the University of Oregon include two courses in writing, and courses distributed in each of the arts and letters, social sciences and sciences, as well as two courses in the three categories of American cultures, identity, pluralism and tolerance, and international cultures. The BS also requires a mathematics course completion, and the BA requires two years of university-level foreign language. Courses in oral communication, and courses introducing students to an integrative analysis of humanities, social science or scientific inquiry are not at present part of this required BA or BS core. Although such understanding may be obtained in the general education courses, it might also be advisable to design more interdisciplinary courses aimed at presenting an intellectual overview of these areas of study. Such additional courses would, however, add to the already burdensome requirements for many of the science majors, and would also be costly in terms of faculty personnel.

4. Not applicable.

5. Evaluate the students within the unit

In each of the divisions, anecdotal evidence is of continued good quality and stability in student preparation.

6. Appraise the courses offered in the unit

Departments are continuously reviewing and revising their offerings. The divisions and the college should provide better coordination among the general education courses and the courses required for majors in various areas.

The relationship between class size and educational effectiveness is variable within the college. Class size has been allowed to increase to room maximum in the social sciences in general, except in very specialized courses (e.g., geographic information systems or internships). Class size has been consciously limited in introductory skills courses (e.g., foreign languages and English composition), as well as in class situations involving limited equipment stations (theater design courses, computer science, science laboratories). In general, student satisfaction (course ratings) are higher in smaller classes, and the provision of such classes is a goal that the university should attempt to address within its budget constraints.

The issue of university-level coordination in curriculum is particularly important. It is important that the university look at general education requirements, and the relationship between these courses and the locus of faculty expertise.

7. Evaluate the methods of teaching, including innovations employed by the unit:

Please refer to departmental and divisional documents for an assessment of this.

8. Evaluate faculty in terms of balance in rank, degrees held, gender, experience, subject specialties, publications, ethnic diversity, and research where appropriate to the aims of the unit. Indicate particular strengths and weaknesses.

The faculty of the College of Arts and Sciences are quite diverse in interests, age, and gender. Despite great efforts, however, minorities are rather poorly represented among faculty, in some ways reflecting national pools of Ph.D.s. as well as the lack of ethnic diversity in the Eugene-Springfield community. Recent hires in virtually all departments have been outstanding. Hiring tends to be at the junior level in all disciplines except where the occasional faculty endowment permits a more senior appointment. The age distribution of the faculty is not troubling, except insofar as there is a concentration of "stars", particularly in the sciences, who are now nearing what used to be retirement age. Whether the new full professors and the rising associate professors replace the reputations and accomplishments of these senior faculty will only be seen in the future.

The quality and reputation of departments within the College of Arts and Sciences is variable, as is reflected in various rankings (including the recent National Research Council evaluation of doctoral programs). Salaries and start-up costs (the latter particularly for science faculty but increasingly for all faculty) disadvantage Oregon, particularly when competing for more senior faculty or in attempts to retain faculty being recruited elsewhere. Efforts to increase faculty salaries must continue to be a high priority if the university is to continue to attract and retain high-quality faculty and maintain the strength of its undergraduate and graduate departments.

9. Judge the general condition and adequacy of the physical facilities used by the unit. Comment on needed changes, if any.

In general, the science departments have acquired excellent facilities, although some inadequacies in undergraduate classroom and laboratory facilities remain even here. Psychology, mathematics and exercise and movement science are in facilities that require renovation. The social sciences and most of the humanities departments are in tight conditions: there is great need for increased office space and conference space, computer laboratories, new classroom facilities, and other specialized facilities that will permit these departments to integrate new technologies into teaching and research. The central camp[us space created by building the new law center

will be helpful in relieving some of these conditions. A new classroom building and new office/conference spaces would help ameliorate this situation.

10. Comment on changes which might be made in unit's policies and procedures to improve faculty effectiveness.

Post-tenure review needs strengthening at the college and at the university level. There must be a more careful and critical review of tenured faculty--and assessment of the proper and appropriate assignments for these faculty throughout their university careers.

Program review can be valuable in assessing directions that programs should undertake, but the process must be carefully coordinated with an active role of the dean and associate deans in the selection of review teams and monitoring of the memoranda of understanding.

Integrated curriculum review by the university is also essential, as is the reassessment of methods used to allocate scarce resources at the university level.

11. Project the program, plans, staff needs, and resources of the unit for the next five years, and indicate priorities if possible.

No major new budgetary increments are expected, except as they may come from the ability to gain new private resources. The College of Arts and Sciences is working to continue to strengthen the already-strong research and teaching programs in the sciences, and make slow and steady improvements in various units in the social sciences and humanities through some of the strategies mentioned in the departmental and divisional documents. Among immediate priorities are: 1) implementation of a modified version of the productivity model within the College of Arts and Sciences, 2) reconsideration of the general education requirements within the college and the university; 3) space and facilities planning, particularly as these relate to the social sciences and humanities, 4) increased efforts at private fund-raising to improve the teaching and research activities of the faculty as well as the facilities for the college; 5) development of hiring plans involving inter-departmental cooperation and integration related to curriculum innovation; and (6) integration of instructional technology throughout the college.

<u>College of Arts and Sciences: Humanities (H) Division Summary</u>

H. 1. What is the unit's basic belief about its role in the institution's educational program? Evaluate the extent to which the unit's objectives are presently realized.

The humanities division of the College of Arts and Sciences offers undergraduate and graduate education in some of the principal foundational disciplines of the academy, including philosophy, literature and language studies, classics, linguistics, theater arts, and many other areas. Overall, the division is composed of 24 units (departments, programs, or other units: see Appendix A). It supports general education requirements for the university through its efforts in composition and foreign language education and extensive offerings in group satisfying courses in both the humanities and social sciences. The humanities division contributes fully to each of the traditional areas of faculty and institutional activity—teaching, research, and service.

The overall instructional mission for the CAS humanities division is to provide excellent education in fundamental humanities disciplines for all students at the University of Oregon. Through participation in humanities programs and courses, students improve their abilities to communicate orally and in writing, to reason and argue effectively, to read carefully, to work in teams, to contextualize immediate issues in their larger philosophical and human setting, to appreciate and interact with new peoples and cultures, to pursue wisdom as a goal beyond knowledge, and to seek balance in achieving a life well lived. The pursuit of these goals is realized through the development of exciting and challenging courses and programs by engaged and creative faculty. Three examples of commitment to teaching come to mind: re-doubled excellence in composition reflected in the new Center for Writing and the new composition classroom; the development of collaborative activities in foreign language education through foreign language departments and the Yamada Language Center; and the cultivation of excellent students through the Robert D. Clark Honors College and the CAS Honors Program.

The research mission for the CAS humanities division is to discover and create new knowledge about the human condition. This is achieved through the individual and collaborative efforts of our faculty in both traditional academic publications and in creative performance. Across the division there are numerous examples of abiding excellence in research: the rhetoric group in English is nationally known for its work on rhetorical structure and the teaching of composition; the Japanese faculty have developed innovative ways of teaching what for most students is a very difficult language; the philosophy department includes a national center for the study of metaphor; creative writing is home to a novelist whose best-selling work stands out even more because of its literary quality; linguistics is the main North American home for functional approaches to language; theater arts created the most widely used textbook in the U.S. for teaching basic acting.

The service mission for the CAS humanities division is to contribute to the development of humanities activities within the university, OSSHE, and across the state of Oregon. To this end, CAS humanities faculty—as well as students—are active in articulation work with public schools and in working with arts and literary organizations throughout the state. As one example, foreign language faculty have been active statewide in developing proficiency-based standards for foreign language education as well as providing technology training workshops for college and high school teachers.

It is well recognized—both within the academy and within external communities such as the business world—that students well educated in the liberal arts represent the most creative and adaptable employees. They also represent some of the most thoughtful and engaging citizens. It is the goal of the humanities division to help its students transform lives—their own and others'—through the discovery and application of knowledge to human problems.

H. 2. How do majors or programs reflect the purposes of the units?

The departments and programs in the CAS humanities division cover the wide range of disciplines and areas which define the traditional humanities. The full list of units within this division is found at the end of the discussion of the humanities. Overall, each program's contribution can be found in its individual unit report. For the division as a whole, it is important to emphasize a number of general contributions made by the humanities division.

First, the division includes the most traditional components of any humanities program: philosophy and religious studies, literature (in both English and other languages) and comparative literature, creative performance in theater and in poetry and prose, languages and related culture studies, linguistics, and classics. Second, the division includes cross-disciplinary programs employing faculty from several departments to foster collaborative research and teaching, and to stimulate new threads of work within traditional departments: comparative literature, religious studies, medieval studies, and European studies represent good examples of such collaborations. Third, the division is home to activities which extend humanities activities well beyond the boundaries of this institution: the *Northwest Review*, the international journal *Comparative Literature*, the literary output of creative writing, and the productions of theater arts. Fourth, the humanities division is responsible for two of the university's major general education requirements: composition (through English) and foreign languages (through Romance languages, East Asian languages, Germanic languages, Russian, and linguistics).

It should be noted that some traditional humanities disciplines are not housed in CAS but in other university schools and colleges. For example, music and dance are located in the School of Music. Art history is found in the School of Architecture and Allied Arts.

H. 3. Critically evaluate the institution's general educational requirements as they relate to the unit, or related instruction requirements as they apply to the purposes of applied associate degree programs, certificate programs, and other non-certificate programs within the unit.

The Humanities division plays a central role in meeting general education requirements for the university.

The Department of English provides instruction in composition to some 4,000 students each year. It has developed an exceptionally fine program, grounded well in rhetorical theory and extensive practice. It just opened a new, technologically advanced Composition Classroom and the Center for the Teaching of Writing, each providing essential technological and research support toward improving composition skills in both the undergraduate and graduate student populations.

The several departments of foreign languages and linguistics (East Asian language and linguistics, Germanic language and linguistics, Romance languages, Russian, and linguistics) provide basic and advanced instruction in foreign languages to meet the general university language requirement for the B.A. and program and department requirements for foreign languages at the graduate level. More than 4,000 undergraduate and graduate students enroll in foreign language study each academic term. Language offerings are extensive: Spanish, Japanese, French, German, Italian, Swedish, Norwegian, Mandarin, Thai, Vietnamese, Indonesian, Russian, and Polish. CAS foreign language programs are supported by the Yamada Language Center, a set of language labs and support services for the basic instructional programs.

Finally, humanities division units are fully involved in offering courses which support group requirements for general education, including courses which satisfy both the humanities group and social science groups. Information on those courses can be found in the university *General Bulletin*, which can be found in the resource room.

H. 4. Not applicable.

H. 5. Evaluate the students within the unit:

The division relies primarily on departmental reports to address the questions below, and also makes use of the *1995 Graduation Survey* (95GS) of UO students prepared by the Oregon Survey Research Laboratory.

5. a. Compare the number of student majors over the last five years. What differences in quality does the faculty note?

The number of majors and degrees granted in the humanities division has remained stable over the past five years. In 1991-92 the total number of undergraduate majors was 1353; in 1995-96 that number was 1379. In the 1991-92 the total number of degrees granted was 436; in 1995-96 that total was 456.

5. b. What evidence is there to demonstrate the quality and achievement of former students?

CAS does not maintain divisional information on the success of its students. However, students from the humanities do enjoy success in employment and in entry to graduate or professional schools after graduation. More specific information on this success is found in individual unit reports.

5. c. What evidence is there of student growth in their capacities to solve problems, analyze, synthesize, and make judgments?

The 95GS reports that more than 95 percent of graduates responding report their ability to gather information and data to have improved, with more than 60 percent reporting a great deal of improvement in this area.

5. d. What evidence is there of student growth in reasoning and communication?

The 95GS reports that more than 95 percent of recent graduates report their communicative skills in writing to have improved, with 50 percent of students reporting a great deal of improvement. The same survey reports that 75 percent of graduates report improvements in their ability to speak before an audience, with 27 percent reporting a great deal of improvement.

Revised assessment procedures for courses meeting the UO's written English requirements have improved the ability to track student growth in written communication skills. These changes, instituted in 1992-93, provide better, internally driven, assessments of both student and teacher performance. Teachers now require students to write a diagnostic essay on the first or second day of class; these essays are reviewed to provide a better check on proper placement. For example, students who tested into WR 121 but whose diagnostic essays reveals serious inadequacies in writing skills are encouraged to transfer to WR 049 (Developmental Composition) or, for international students, an English class taught through the American English Institute. Second, each teacher must provide to the composition program director one student portfolio that includes a reflective essay written by the student. The

reflective essay allows the students to think about and to articulate what they actually are learning in the course and how the course work helps to improve their writing. The director and two assistant directors read all of the portfolios (about 160 each year) to gain a sense of what transpires in each course and of how students respond to the curriculum and teaching methodologies.

5. e. What evidence is there to demonstrate student growth in reasoning skills and knowledge, and as to such values as integrity and objectivity?

The 95GS reports that nearly 95 percent of respondents indicate their education led to improvements in overall critical thinking skills, with about 60 percent of students indicating a great deal of improvement in this area. The 95GS also reports that nearly 90 percent of respondents indicate their education lead to a greater understanding of cultural differences, with about 50 percent of students indicating a great deal of improvement in this area. In the same vein, students reported improvements in toleration of differing views, with about half indicating significant improvements in this ability.

Overall, respondents to the 95GS survey report a high level of satisfaction with courses in the humanities division. Eighty percent report their experience to have been somewhat or very valuable, with 31 percent specifying their experience to have been very valuable.

H. 6. Appraise the courses offered in the unit:

6. a. Show the relationships between course objectives and the unit's goals.

In general, the courses offered within the CAS humanities division meet well its overarching goals and mission. Each unit has designed its offerings to ensure that students engage with the central topics and issues defining the primary body of knowledge in that field. In addition, there are courses offered in virtually every program which engage students in the examination of more controversial, less mainstream ideas as well. Each program decides for itself what the proper balance must be between courses primarily in the conventional paradigm and those which are more risk oriented. The latter, most naturally, occur with greater frequency at the graduate level.

This is addressed more directly in individual unit reports.

6. b. What evidence is there of relationships between class size and the educational effectiveness of the unit's programs?

We have no empirical evidence to address this issue. In general, the humanities faculty believes that smaller class sizes contribute substantially to student-professor interaction and the quality of the student experience. To

that end, humanities departments have tried to offer an array of smaller enrollment courses. These include special Freshman Seminars and Freshman Interest Groups (FIGs) as well as "capstone experiences" for seniors.

6. c. List the courses that have not been offered within the past two years and indicate the unit's plans concerning them.

This is addressed in individual unit reports.

6. d. Are the course syllabi current and complete? What practices are followed to encourage and ensure the continual upgrading of course content?

This is addressed in general in individual unit reports.

H. 7. Evaluate the methods of teaching, including innovations employed by the unit:

7. a. What library, media, and special aids are available for the improvement of teaching? Evaluate their usefulness.

Library facilities available to support the improvement of teaching include two principal components: 1) the library supports and sustains an array of special collections and electronic databases which permit development of higher quality courses than would otherwise be possible: 2) the library serves as a center for faculty training in the deployment of technology in support of instruction.

The Yamada Language Center provides a wide array of support and training services for faculty to enhance and improve instruction in foreign languages. The center houses both instructional labs and development labs, and its staff is active locally and nationally in training foreign language faculty in the creative and effective use of technology in support of foreign language learning and teaching. In recent years, the center has developed a foreign language Web site providing extensive resources (such as foreign language fonts) and links (such as its language guides) that enable faculty to deepen their own course offerings. The center has also offered an array of training courses in technology across the state, and it offers individual tutorials on technology for faculty who wish to augment traditional teaching methods.

The Department of English has created a new Center for the Teaching of Writing. This center is intended to provide support for the teaching of writing, not just to faculty in English who teach basic composition, but also to faculty more generally who wish to incorporate more writing tasks within their courses. The availability of expertise in composition through the center to the faculty should increase writing activities across the university as faculty learn to incorporate more writing into courses effectively and efficiently.

7. b. What devices are used to evaluate the effectiveness of individual instruction and general unit effectiveness? What are the products of these evaluative techniques?

The effectiveness of individual instruction is evaluated across the division in two ways. The principal means has been through student evaluations of individual instructors and courses. All departments provide routine methods by which students can offer both general (quantitative) and specific (qualitative) evaluation of courses and instructors. The output of student evaluations (for quantitative results) is made available university wide.

This past year faculty legislation in the University Senate has mandated for all instructional units that all faculty each year also be evaluated for teaching effectiveness by their peers. Historically, some departments have routinely engaged in peer evaluation of teaching, but most did not, except perhaps when a particularly difficult situation occurred. Beginning this year, the faculty will strengthen its commitment to teaching by implementing procedures for systematic evaluation of teaching by colleagues and peers.

General unit effectiveness is evaluated in two ways. First, it is evaluated through regular program review on a 10-year cycle. Recent reviews have included English, comparative literature and folklore; current reviews include Romance languages and religious studies. These reviews identify the general standing of the program, its strengths and weaknesses, and they result in the articulation of long range plans for program improvement. Second, it is evaluated during merit increase processes and differential merit allocations assigned to departments based on their overall excellence and contribution to CAS and university missions.

H. 8. Evaluate faculty in terms of balance in rank, degrees held, gender, experience, subject specialties, publications, ethnic diversity, and research where appropriate to the aims of the unit. Indicate particular strengths and weaknesses.

This question contains an array of factors which sort themselves into two groups: (1) those dealing with demographics in faculty appointments, and (2) those dealing with the quality of the faculty.

For the demographic questions, one can make the following observations. First, there is a reasonable balance of rank across the division, reflecting still the demographic trends of the 1960's when hiring was at its peak. Virtually all professorial rank faculty hold the Ph.D. in their area of expertise. Gender balance appears reasonably good at the junior level and is less so at more senior levels, though this should improve as the junior faculty advance in

rank. Ethnic diversity remains problematic, despite significant general efforts to improve matters.

For considerations of faculty quality, there are two primary sources of information. First, one can examine NRC rankings and data for the departments and programs in the humanities division. Based on those rankings, CAS humanities division departments and programs in general should strive for improvements. At present, no CAS humanities program falls within the top 25 (though linguistics is ranked 26). This suggests that our departments and programs in these areas might well consider ways their profiles of research and scholarship might be improved.

Second, despite this, in virtually every department and program there are nationally and internationally recognized faculty whose research and scholarship enjoy wide recognition for quality and insight. There also are several programs which are clearly on the rise. Comparative literature has recently hired a dynamic new director who has begun to reshape this program, bringing in terrific students and encouraging faculty activity. Creative writing enjoys terrific creative success with two of its faculty enjoying both literary and commercial success for their writing. Linguistics, ranked 26 in the NRC survey, has a particularly active research faculty.

H. 9. Judge the general condition and adequacy of the physical facilities used by the unit. Comment on needed changes, if any.

In recent years there have been substantial improvements in the amount and quality of space available in general at the UO, and humanities has seen its space improved. Still, there remain real needs involving physical facilities. Congruent with needs campuswide, the humanities division of CAS requires additional office and classroom spaces, and also requires continued improvement of computer and other technological capabilities.

Space needs are real and in some instances felt to be acute. There is a need for additional office space for a number of programs, though the need is more concentrated in English and foreign languages, with their high enrollments and large numbers of graduate teaching fellows. Additional classroom space is also needed, with such space being well configured with video, audio, and computer capabilities to enhance instruction.

Some of these space needs have been or are being addressed. The recent $25 million Knight gift will in part result in the creation of a new Law Center. The current School of Law building will then be re-assigned largely to CAS, permitting the creation of both new office space and new classroom space which will meet current shortfalls rather well. In recent years, the university has invested substantially to improve its foreign language teaching facilities, first through its investment in the Yamada Language Center and then

through its refurbishment of some 25 classrooms for foreign language instruction. The recent educational technology fee has permitted the refurbishing of some classrooms and the creation of new lab spaces (including the just opened Composition Classroom in English) which permit the deployment of technology in support of instruction.

CAS humanities, as is true for its coordinate divisions, continues to upgrade its computing facilities and support. Approximately 60-70 percent of faculty now use a current computer for their work. This percentage should increase further over the next year or two until all regular faculty enjoy current computing technology. This division is also about to employ a humanities computing support person to provide training and technical assistance to humanities faculty.

There will remain some space and facilities issues difficult to address. For example, the University Theatre and supporting spaces are not adequate to support the kinds of teaching and performance warranted by faculty's efforts and standing. As another example, the Yamada Language Center, while excellent in its current state, requires additional space to increase the number of work stations for computer and audio study.

H. 10. Comment on changes which might be made in the unit's policies and procedures to improve faculty effectiveness.

Recent years have seen an increased commitment to recognize and reward excellence in teaching. This increased commitment has resulted in a more careful and critical review of teaching for tenure and promotion, with the real possibility of denial when teaching is demonstrably ineffective (even with a strong research record). The requirement for peer evaluation of teaching should also improve teaching effectiveness. More directed effort to employ existing campus support for teaching (Teaching Effectiveness Program, for instance) would certainly be worthwhile.

Perhaps the most important general effort would be to find a way to make post tenure reviews, currently required every five years, a more significant moment in faculty evaluation. If post-tenure reviews were connected to salary increases or other rewards, the faculty might find the reviews more valuable.

H. 11. Project the program, plans, staff needs, and resources of the unit for the next five years, and indicate priorities if possible.

The humanities division of CAS must refine its vision of its place in the University and the State. In doing so, it can better adapt its present offerings to meet both its own goals and those of the university and the larger

community of which it is part. In crafting this vision, the faculty within the division will, we believe, discover the following concrete needs:

- **Selective Investment in Quality:** CAS humanities should embark on a program of selective reinvestment in quality junior faculty in the humanities,

- **Development:** CAS humanities should seek out private gifts to enhance faculty salaries and research opportunities for its best faculty and students,

- **Outreach:** CAS humanities should seek to improve its standing among internal and external constituencies by better communicating its contributions to this community and to the State as a whole,

- **Foreign Language Education:** CAS humanities should examine its present offerings in foreign languages and consider how it can promote foreign language study for professional purposes, through conventional and self-study programs, to augment its current offerings,

- **Building Intellectual and Academic Alliances:** CAS departments and programs should cultivate academic and intellectual alliances among themselves, within the larger college, and across schools and colleges to foster greater interdisciplinary collaboration.

- **Unit Priorities:** Individual unit priorities are included in department and program documents. Still, some unit priorities will require more central support. Some in this class include:

  American English Institute: development of a CAS certificate for international students in American language and culture.

  Creative Writing Program: development of a concentration in non-fiction creative writing (e.g., nature writing).

  English: further development of the Center for Writing and technological innovations in composition teaching.

  Honors College: development of innovative collaborations between Honors College faculty and programs and research faculty in the sciences and other disciplines.

  Theater Arts: construction of a new theater, with appropriate professional spaces.

  Yamada Language Center: development of effective, high quality self access and self-study foreign language programs for uncommonly taught languages (e.g., Hindi, Arabic, Swahili, modern Greek...).

Appendix A: Listing of the units with the Humanities Division of CAS

American English Institute
Classics
Comparative Literature Journal
Comparative Literature Program
Creative Writing Program
East Asian Languages and Literatures
English
European Studies
Folklore Program
Forensics Program
Germanic Languages and Literatures
German Studies
The Honors College
Humanities Program
Linguistics
Medieval Studies
Northwest Review
Philosophy
Religious Studies
Romance Languages
Russian
Russian and East European Studies Center
Theater Arts
Yamada Language Center

<u>College of Arts and Sciences: Social Sciences (SS) Division Summary</u>

SS. 1. What is the unit's basic belief about its role in the institution's educational program? Evaluate the extent to which the unit's objectives are presently realized.

Each of the social sciences at the University of Oregon contributes in an essential way to the academic mission of the College of Arts and Sciences, which is to deliver quality general education that is both broad and fundamental. The social sciences foster an understanding of social and intellectual history, logical thinking, clear communication, and the

quantitative and analytical skills needed to address social problems and issues. In providing general education courses to all university students, and in providing more specialized training to those students who choose to major in one of the social sciences disciplines, the social sciences at the university also contribute substantively to the broad university mission of educating productive citizens and leaders who will participate wisely and effectively in the local, national and international communities to which they belong.

The social sciences concern themselves with the individual and society. Thus, anthropology studies human development and diversity; economics explores the problem of allocating society's scarce resources to meet it's unlimited wants; environmental studies investigates the relationship between humans and their environment; ethnic studies examines the construction and context of ethnicity; geography studies the natural and cultural landscapes of the world and the processes that form them; history analyzes human experience through historical records, accounts of witnesses to past events, and interpretive studies; international studies concerns itself with the interrelationships (political, economic, social, and cultural) that exist among nations in the interdependent modern world; sociology explores the development, structure, and function of human groups and societies; and women's studies examines the experiences of women and the role that gender plays in human societies.

SS. 2. How do the majors or programs reflect the purposes of the units?

Courses at the 100 and 200 levels and, to a lesser degree, courses at the 300 level are often developed to serve the social science general educations needs of the university, as well as to provide an introduction to individual social science disciplines and programs in which students may later choose to specialize their studies. Courses at the 300 and 400 levels are primarily designed to meet the disciplinary and interdisciplinary needs of undergraduate majors in the social sciences or closely related areas. All departments provide their majors with a solid academic foundation in their chosen field of study. In many departments, the curriculum is structured to provide students with basic theoretical and methodological/statistical tools before they tackle more advanced 400-level course work that often utilizes those tools. It is in the upper-division work associated with the major that the objectives of our departments and programs are most fully realized, since it is in these smaller and more focused courses that communication skills and critical thinking are most easily cultivated and evaluated.

A number of social science departments and programs offer valuable internship and field study opportunities to their undergraduate students. An important element of undergraduate study in the Department of Anthropology, for example, is field experience. A field experience may take one of several forms, including formal field schools in archaeology (most

recently taught during the summers in Eastern Oregon); classes that have a field trip component; and research projects conducted under the direction of faculty in various locations such as the Pacific Islands or Alaska. The Department of Geography, which collaborates with anthropology on the summer field school, provides another example. Geography teaches a number of the classes that have an off-campus field component, and the department offers a field methods class. It also maintains an active internship program, placing students in government planning agencies, cartographic enterprises, and other related areas. Field and internship experiences are not restricted to disciplines that have a laboratory component. The Department of Sociology, for example, runs an internship program, centralized under the direction of one of their faculty members, that allows students to put their sociological knowledge to work outside the university setting. Both field studies and internships are also encouraged in the newly developed environmental studies major.

SS. 3. Critically evaluate the institution's general education requirements as they relate to the unit, or related instruction requirements as they apply to the purposes of applied associate degree programs, certificate programs, and non-certificate programs within the unit.

The social sciences at the University of Oregon, and at most other institutions of higher education, are both producers and consumers of general education. Their essential role in the production of a high-quality general education is described in response to question 1 above. It is worth noting that for many years the College of Arts and Sciences has borne primary responsibility for the instruction of students seeking to meet the university's general education requirements. As the prospect of educating larger numbers of students without corresponding increases in resources has become a reality, the university has experimented with incentives intended to spread these enrollments more evenly across the university. While the experiment has been successful in making most units more receptive to increased enrollments, it also has produced incentives that concern many of our faculty members. The greatest concern centers on the possibility of curricular changes driven primarily by competition for student credit hours rather than academic considerations. The coming year will test the university's ingenuity and its commitment to quality undergraduate education as it strives simultaneously to reap the benefits of an allocation system that relies more heavily on financial incentives and to blunt the negative effects of such a system.

As consumers of general education courses, the social sciences are generally well-served. The institution's general education requirements are structured to provide a strong and appropriate foundation for the more specialized requirements of each unit's undergraduate major program. In recent years, however, there has been increasing concern about the lack of explicit criteria

for courses deemed to satisfy the group requirements in the social sciences, the humanities, and the physical sciences. Some faculty members feel that the absence of criteria has led to situation in which virtually any request to grant group-satisfying status to a lower division course is likely to be approved. While this may overstate the case, there is good cause for the perception. Another concern is the recent decision to allow courses from the major department that satisfy major requirements to also qualify as group-satisfying, which has reduced the breadth of the education of students in the disciplines and programs most closely related to their primary specialization. It is clearly time for the university to take a hard look at this important component of general education requirements.

SS. 4. Not applicable.

SS. 5. Evaluate the students within the unit:

5. a. Compare the number of student majors over the last five years. What differences in quality does the faculty note?

While there has been some variation within the social sciences and from year to year, the numbers of majors and degrees granted in the social sciences as a whole have not varied a great deal over the past five years. Undergraduate majors numbered 1,812 in 1991/92 and 1,883 in 1995/96. Degrees granted numbered 741 in 1991 and 764 in 1995/96. There has been an increase in both numbers since the late 1980s, however. In 1988/89 the social sciences had 1,517 majors and granted 477 degrees, figures that are considerably lower than those for the 1990s. Growth areas over the past five years have been anthropology (from 148 majors to 218) and economics (from 129 majors to 204), Areas in which there has been some decline include political science (from 561 to 426), sociology (from 440 to 410), and history (from 246 to 220). In almost all cases, these movements represent appropriate redistributions that have relieved pressure on some of the most heavily enrolled social science programs. Finally, the new environmental studies major has been enormously successful, attracting more than 200 majors during its first full year of operation.

The faculty notes no significant changes in the quality of students entering their majors over time.

5. b. What evidence is there to demonstrate the quality and achievements of former students?

There is little systematic evidence on these matters, but anecdotal evidence abounds in the form of awards, scholarships, elections to Phi Beta Kappa, admissions to graduate programs, and coveted job placements.

5. c. What evidence is there of student growth in their capacities to solve problems, analyze, synthesize, and make judgements?

Again, there are no formal mechanisms to measure these indicators of intellectual growth. However, in most social science disciplines the curriculum is structured to both produce and demand increased capacities for problem solving, analysis, synthesis, and critical thinking as students progress through the program. The fact that a student graduates from one of the social science programs is evidence of growth in all these areas.

5. d. What evidence is there of student growth in reasoning and communicating?

Please see the answers to parts 5.b. and 5.c. of this question.

5. e. What evidence is there to demonstrate student growth in reasoning skills and knowledge, and as to such values as integrity and objectivity?

With respect to reasoning skills, knowledge, and objectivity, please see the answers to parts 5.b. and 5.c. of this question. With respect to values such as integrity, it is difficult to point to even indirect evidence that might be helpful in evaluating growth.

SS. 6. Appraise the courses offered in the unit:

6. a. Show the relationships between course objectives and the unit's goals.

The curriculum in each of the social science departments and programs has been consciously designed with the unit's goals in mind. In their response to the information solicited for the accreditation process, for example, the Department of History states:

> "As should be apparent, among the most important goals of the Department of History is the inculcation of reasoning skills in our students, skills that will not only facilitate their attainment of knowledge in our courses but in life as well. Our program is designed to expose majors to a broad, culturally rich view of the past, how the past continues to affect people living in the present, and how it might influence future events.
>
> Our students are offered a range of introductory courses at the lower-division level, including multi-term, introductory surveys of Unites States History, Western Civilization, East Asian Civilizations, and World History. In addition, the department offers more specialized lower- and upper-division courses in the histories of Africa, African-Americans, Latin

America, Japan, China, Southeast Asia, India, and the United States and Europe.... The diverse menu of course offerings is directly related to our goal of offering majors a rigorous, multi-faceted learning experience."

The *Department of Economics* reflects a somewhat different disciplinary perspective in their response to this query:

"Our undergraduate program provides students with broad knowledge of the field of economics as part of their liberal arts education. It can also provide a substantial foundation in economics to students interested in graduate training in economics or in careers in business, law, or government. To accommodate the multiple needs of our students, the department offers a two-track program. The more technical track is designed for students planning to apply to graduate programs, while the less technical track is meant for students for whom a bachelor's degree will be their terminal degree in economics. Beginning fall 1995, we also have offered an emphasis in business economics.

Even the less technical track of our bachelor's program is rigorous compared to the undergraduate economics programs of most of our peer institutions. Contrary to what one might expect, however, the rigor of our undergraduate program does not appear to have hurt our enrollments, perhaps because students recognize that the strong applied training they receive is valued by businesses, government agencies, and nonprofit institutions. Important in this regard is the Social Sciences Instructional Laboratory (SSIL) and its excellent director, Cathleen Leué, who holds a Ph.D. in economics. The use of SSIL is integrated into all our econometrics courses, as well as some of our upper-division theory and field courses, providing students with experience in applying their formal course work to practical problems."

The *Department of Sociology* has made several changes in its curriculum over the past decade, each of which has improved congruence between the unit's goals and its curriculum:

"Sociology requires its majors to take courses in research methods, social statistics, and sociological theory. These requirements were instituted to give our students some basic tools to help them think critically about the field of sociology and the world around them. We recently instituted a requirement that all majors take four courses at the 400-level.

Enrollments in these courses are limited to about 35 students and written work is required of students in these classes. We instituted this requirement because under our previous requirements it was possible for sociology majors to graduate by taking almost all of their work in relatively large 300-level classes. Now we have an opportunity to better teach and evaluate the written work and critical thinking skills of our students. We encourage students to take courses in integrated areas: e.g., Criminology and Delinquency, Organizations and Occupations, Social Institutions, Social Issues and Movements, Social Psychology, and Social Theory."

6. b. What evidence is there of relationships between class sizes and the educational effectiveness of the unit's programs?

Obviously, smaller classes permit more writing assignments, more individual contact with students, greater participation in class discussions, and so on. It seems safe to assume that there is positive association between these factors and the effectiveness of educational programs. Student evaluations tend to support this, in that they report greater satisfaction with almost all aspects of smaller class size.

6. c. List the courses that have not been offered within the past two years and indicate the unit's plans concerning them.

Several years ago, there appeared to be problems with departments listing courses that had not been offered in some time, and were unlikely to be offered in the near future. Due to an aggressive campaign on the part of the university registrar, this is now, for the most part, a non-issue in the social sciences. Individual units report only a small number of courses that have not been offered in the past two years, and in all but a few cases indicate a good reason to believe they may wish to offer the course within a year or two. The reason most often provided is that the unit has been authorized to hire new faculty members who may have an interest in teaching the course(s) on a regular basis. In the few cases in which no reason for continuing to carry the course is offered, the unit has indicated plans to discontinue listing the course.

6. d. Are course syllabi current and complete? What practices are followed to encourage and ensure the continual upgrading of course content?

All responses to the query concerning currency and completeness of syllabi were positive. Many departments maintain files containing the syllabi of the courses taught in the department. Review and revision of syllabi are uniformly regarded as important professional obligations. Syllabi and other course materials are evaluated by faculty committees as part of periodic

reviews: third-year reviews of non-tenured faculty, tenure and promotion reviews, post-tenure reviews, and (in some cases) annual reviews of non-tenured faculty.

SS. 7. Evaluate the methods of teaching, including innovations employed by the unit:

7. a. What library, media, and special aids are available for the improvement of teaching? Evaluate their usefulness.

The social sciences faculty uses a wide variety of teaching methods, including lectures, discussion sections, student work groups, computerized class presentations, and field trips. Most faculty members take advantage of an array of visual aides, including slides, films, and overhead projections. In addition, many faculty members are exploring the use of web sites, computerized atlases, electronic bulletin boards, and e-mail as a means of augmenting and enhancing conventional instruction.

The Knight Library is the primary library resource for the social sciences. The library staff is constantly updating its holdings, and the repository offers excellent support for teaching through its extensive collection of monographs, serials, journals, and microfilm. Its holdings in most fields offer more than adequate resources for the development of lectures and for students and faculty seeking sources for research projects. Faculty members and graduate students in all fields benefit from the efficient inter-library loan system, as well. The map library attached to the geography department is an additional significant resource for the social sciences.

Statistical work is an important element of instruction and research for many of the social sciences, and the Social Sciences Instruction Laboratory has been an outstanding resource in this regard. Despite cramped quarters and a shoestring budget, this critical support unit and its personnel deliver essential, state-of-the-art instructional services to economics, sociology, political science, and geography. However, due primarily to space limitations, SSIL is for the first time this year turning away classes. There is hope that when the new law school building is completed, additional space for SSIL can be found in close proximity to the social science units it supports, and that the modest resources needed to meet the demand for its services can be found.

7. b. What devices are used to evaluate the effectiveness of individual instruction and general unit effectiveness? What are the products of these evaluative techniques?

Instruction is evaluated in several ways. Most social science courses are evaluated by the students enrolled in the courses. Computer-scored

evaluations provide numerical ratings of various aspects of instruction, and the numerical information is typically supplemented with written comments. As noted above, syllabi and other course materials are evaluated as a part of third-year, promotion and tenure, and post-tenure reviews. In addition, most departments are presently exploring some system of peer review, which entails observation and evaluation of the classroom instruction of one faculty member by another faculty member. Classroom visits and evaluations are already a common means of monitoring and improving the teaching effectiveness of our graduate teaching fellows.

The University's Teaching Effectiveness Program (TEP) is a resource that has been helpful to a number of faculty members and GTFs. The program offers a variety of evaluation options, including customized mid-term course evaluations, taping of lectures, and classroom visits.

SS. 8. Evaluate the faculty in terms of balance in rank, degrees held, gender, experience, subject specialties, ethnic diversity, and research where appropriate to the aims of the unit. Indicate particular strengths and weaknesses.

Roughly 100 faculty members hold tenured or tenurable appointments in social science departments and programs. A significant number of the faculty are distinguished scholars with enviable national or international reputations in their research fields, as one would expect at an AAU institution. Furthermore, the social sciences faculty is firmly committed to high quality instruction at all levels. A large and growing number of faculty have received distinguished teaching awards, and examples abound of faculty who involve their students—both undergraduate and graduate—in the unique research experiences that can only be found at a comprehensive research university.

Due to retirements and other departures, many social science departments have had the opportunity to hire over the past several years. They have been aggressive and successful in a market that has been favorable for universities generally, and particularly favorable for research universities located in physically attractive, non-urban areas such as Eugene. Departments uniformly report success in attracting young scholars of exceptionally high potential in both scholarship and teaching. Balance in rank and diversity in terms of both specialties and ethnicity have been positively and substantially effected by these hires. At least two of the social science departments have made outstanding appointments to endowed chairs over the past several years. Thus, while there are areas in which there is seen the need for continued improvement, the trajectory is distinctly positive for all of them.

Support for research and instruction has improved dramatically in the past years, due in part to fees that have permitted the implementation of a

technologically sophisticated infrastructure, changes in financial practices that have allowed units to better utilize resources in meeting objectives, and innovative programs such as summer session profit-sharing. This has made it easier to compete for the highest quality faculty. Salaries, on the other hand, continue to be a critical impediment to successful recruiting, with the typical social science faculty salary lagging that of other AAU social science faculty by about 15 percent. Uncertainty about the impact of legislative actions and ballot measures on the financial viability of the university are also an impediment to attracting and retaining high-quality faculty.

SS. 9. Judge the general condition and adequacy of the physical facilities used by the unit. Comment on needed changes, if any.

Space is a critical constraint for the bulk of the social science departments and programs, and for their primary support unit, SSIL. While the space available to these units has grown somewhat over the past decade, demands on the space have grown much faster—e.g., instructional computing facilities such as SSIL, which require considerable space, were simply not part of the educational landscape in the social sciences 10 years ago. The building now occupied by the School of Law has been promised to the College of Arts and Sciences when it is vacated in two to three years. When this new space is realized, the current situation should be considerably mitigated.

There has been considerable progress on the condition of the space used by the social sciences in recent years. Substantial renovations to the space occupied by the social science departments housed in Prince Lucien Campbell Hall were carried out over the past five years. Similarly, there have been a number of improvements to the classrooms.

SS. 10. Comment on changes which might be made in the unit's policies and procedures to improve faculty effectiveness.

The university must continue to press for the highest standards in both scholarly activity and instruction, seeking aggressively to exploit the complementaries between these primary responsibilities of the faculty. Within the College of Arts and Sciences, careful attention to annual evaluations, third-year reviews, and promotion and tenure have paid substantial dividends in this regard and will continue to be the most effective tool in promoting high-quality scholarship and instruction. External reviews of individual departments and programs, scheduled every 10 years, are valuable in addressing larger programmatic issues as well as faculty quality, and these reviews are taken very seriously by both the units reviewed and by the college and university.

SS. 11. Project the program, plans, staff needs, and resources of the unit for the next five years, and indicate priorities if possible.

The next five years will present the social sciences with significant opportunities and challenges, and a daunting environment of uncertainty. The opportunities lie in the fine young faculty recently recruited and to be recruited in the coming years, the dynamic and entrepreneurial environment that is a side-product of the financial stresses of the past decade, decentralization in many of the administrative and financial functions of the university, and the university's significant investments in an improved technological infrastructure. The challenge will be to realize a full measure of return on these opportunities.

The university's current plan is to accommodate increased enrollments with little in the way of increased faculty FTE. To accomplish this without damaging the quality of the instruction and scholarship will require the most creative use of existing resources. In view of recent investments in technology and decentralization, a high priority for incremental funds is investment in staff support, both at the level of the individual instructional unit (where financial management increasingly takes place at the university) and in the most critical technical support areas, primarily those related to computing and instructional technology. In this regard, expansion of the services provided by SSIL (presently constrained by limitations of space and personnel), is critical. Finally, as noted above, space is a limiting factor throughout the social sciences.

The financial uncertainties that challenge the university as a whole are magnified in the social sciences. At Oregon, as at other public universities across the country, there has been increased emphasis on student credit-hour production in allocating resources. As a result, many units on campus have become newly interested in offering courses that satisfy general education requirements, in increasing majors and minors, and in convincing these students to take courses within the unit rather than without. While the behavior produced by this model of allocation has been in many respects beneficial, it has led to considerable uncertainty about the future of the College of Arts and Sciences as the liberal arts core of the university. Units that have supplied a disproportionate share of general education requirements in the past are concerned that relief from that burden may be accompanied by a resource drain that is irreparably damaging. A number of social science departments are in this situation, as is the College of Arts and Sciences as a whole. As noted earlier, the university is aware of this challenge and is working to meet it.

<u>College of Arts and Sciences: Natural Sciences (NS) Division Summary</u>

- **Biology**

- **Chemistry**
- **Computer and Information Sciences**
- **Exercise and Movement Science**
- **General Science**
- **Geological Sciences**
- **Mathematics**
- **Physics**
- **Psychology**

NS. 1. What is the unit's basic belief about its role in the institution's educational program? Evaluate the extent to which the unit's objectives are presently realized.

The University of Oregon is a research university committed in its mission statement to providing its undergraduates' breadth of knowledge across the disciplines and depth through the design of its majors, leading to individuals who "question critically, think logically, communicate clearly, act creatively and live ethically," as the university's mission statement extolls. The science departments exemplify this commitment by providing excellent instruction across a broad range of scientific and mathematical disciplines through classroom activities and opportunities to participate in research. The needs of students majoring in science and of students majoring in other disciplines are both important components of this work.

In addition to the general goals mentioned above, the specific objectives of these programs are to provide preparation for further work in graduate and professional school programs, to enable employment in technical careers, and to offer broad training in scientific thought and practice. Each department is actively engaged in offering rigorous courses and instruction for its majors and providing courses for students majoring in other science departments. Hundreds of undergraduates are actively working with faculty and graduate students in pioneering research areas and seeing their work published, as the keystone experience in their major.

A second set of objectives is to provide all students with at least an introduction to the methods and analytical processes of scientific endeavor, and a framework of concepts and information in at least two specific areas which exemplify how scientific thought is employed. Each department offers courses which provide this introduction to students across the College of Arts and Sciences and the professional schools. Approximately 90 courses qualifying as general education courses are taught by the science departments.

The departments of this division currently provide roughly 27 percent of the undergraduate instruction at the university and 36 percent in the College of

Arts and Sciences, as reflected in student credit hours. The quality of the effort is reflected in the excellent success of our students in entering careers and professional and graduate schools and the high degree of student satisfaction. It is also noteworthy that these departments carry roughly 34 percent of the general education course student credit hours for the university and 37 percent of the College of Arts and Sciences numbers; i.e., the science general education instruction is mostly contained within this division. The quality of the general education classes is also high, but the struggle here is, as it is nationally, with resource constraints for these courses. Hence there are frequently large lecture classes, and about half of the courses do not have a laboratory component.

To summarize this self assessment, the departments across the natural sciences division provide an excellent set of programs for science majors and are doing a fine job of achieving its objectives for them. The general education programs in the sciences are perhaps less successful in achieving the objectives stated above, although they certainly are within national norms. Resource constraints are particularly apparent in this area, as departments have struggled with the cost of high-quality programs for majors and the large need for general education instruction in science.

NS. 2. How do the majors or programs reflect the purposes of the unit?

The psychology department is one of the strongest in the university in the national recognition of the quality of its faculty in research, and it carries the largest number of undergraduate majors in the science division with somewhat more than 1,000 declared majors. Its B.S./B.A. major has the flexibility to provide for students intending to follow careers and further professional training in psychology and related disciplines, and to serve as a liberal arts degree for students with broader interests. The department is doing an excellent job of managing this large number of students across perhaps the most diverse department in the sciences in its scope from experimental neuroscience through social psychology areas of research and teaching. Given the large number of majors, the department's contribution to general education courses is exclusively through its pre-major and major courses and is, nonetheless, 6 percent of the university total (student credit hours).

The biology department shares with psychology the highest rankings in its faculty quality, and with nearly 700 declared majors, faces similar challenges in its undergraduate program. It is a source of instructional innovation through lower division, general education courses—including new curricula such as Workshop Biology—and its introductory core biology major courses introducing students to modern genetics and evolution, molecular biology, and cell biochemistry. These courses are currently undergoing substantial revision to provide a better match to the needs of biology majors and for

students majoring in other science areas. In recent years, external funding for instructional programs and curriculum development has promoted this effort, including a FIPSE grant and a large Howard Hughes foundation grant. A set of courses delivered at the Oregon Institute of Marine Biology (located on the Oregon coast), provides excellent opportunities for undergraduates to learn general biological principles applied in marine biology, and in a small class, coastal setting. The department faculty also have many undergraduates participating in research. The department's general education contribution is about 3.8 percent of the university total, through a mixture of courses designed for non-major and major students.

The physical science departments, chemistry and physics, share the characteristics of excellence in research and the quality of their faculty and of providing a high degree of service instruction for both non-science students and for majors in other scientific disciplines. The numbers of majors for these departments are not high, 170 and 100 declared majors respectively, and those students receive high-quality programs. The chemistry department currently has a biochemistry track within its B.S./B.A. degree, which is in the process of being upgraded to a biochemistry degree offered by the chemistry department. The chemistry department has a particularly active undergraduate research program, with most of its majors participating at some point in their stay. The physics department has been active in the application of computer and World Wide Web-based instructional techniques throughout its undergraduate curriculum. Both departments maintain large service courses for science majors—general chemistry, organic chemistry, and general physics—as well as a modest number of general education courses for non-majors. Several tracks of these courses are designed to handle slightly different student needs; e.g., chemistry major or pre-health career major. Thus their total instructional contribution is very high.

The mathematics department is an excellent research department, and it carries the largest service and general education load (nearly 9 percent of the university total) in the division. Following national trends, the number of declared majors is relatively small, about 100, and those majors can choose between applied math, pure math, secondary teaching, and individually designed tracks within the major. A joint computer and information science and math department major is in the process of being approved. Its purpose is to provide a more flexible major in areas where the degree requirements make it difficult to go through a double major.

The smaller departments in the division include the computer and information sciences department, the geological sciences department, and the exercise and movement science department. The latter department is undergoing substantial evolutionary change as a newcomer to the College of Arts and Sciences, moving from the College of Health and Human Performance, which was closed several years ago. Each of these departments

have excellent research programs with national visibility, and varied but important contributions to the instructional program. Major options include the joint mathematics/CIS degree mentioned above and a geophysics track in geology. The exercise and movement science major is focused on the area of human biology and performance including biomechanics, motor control, exercise physiology, sports medicine, and social psychology of sport and exercise. Many students interested in health profession careers follow this major, which has seen substantial growth in numbers. The CIS department is leading the statewide effort in computer science and in the development of a new software engineering master's program. Each of these departments provides an important contribution in offering diverse majors and contributing to the general education training of students (roughly 9 percent of the university total).

The general science program utilizes the course offerings in the science division, and in the geography and anthropology departments, to provide students with a less narrow focus than the departmental majors mentioned above, but rigorous in its mathematics and science content. The program was originally intended for students interested in secondary education careers, but now more typically is taken by students interested in health profession careers or by students interested in a liberal arts" degree in science. The degree has proven to be popular with students, with close to 300 declared majors in the program.

NS. 3. Critically evaluate the institution's general educational requirements as they relate to the unit, or related instruction requirements as they apply to the purposes of applied associate degree programs, certificate programs, and non-certificate programs within the unit.

The general education requirements of the university include two courses in the fundamentals of writing and courses distributed in the humanities, social science and natural science groups. The latter requirements are typically satisfied by four courses in each of the three areas mentioned. The mathematics requirement for the B.S. degree and the science group requirements are satisfied in nearly all cases through major requirements of the science departments. A few students additionally take enough foreign language courses to qualify for the B.A. degree. While many faculty feel that this is desirable, the extensive major requirements in the science departments make this option difficult for students to follow, even if they are inclined to do so.

The requirements are satisfactory to educate science students outside their scientific training. Technical writing would be a useful adjunct to the basic writing requirement, and the college is funding one experiment in a lower division biology course this year to give writing-intensive instruction in a basic science course, which may lead to further programs in this area.

Additional group requirements, including technical writing, might be welcome to broaden further the horizons of our students, but the steep requirements for most science majors dictate against expansion of the group requirements, along with issues of resource constraints. There is no formal speaking or oral communication requirement, but this is handled through general education courses. Students who participate in research often get excellent further training through group meetings and seminar presentations.

General education in the narrower sense of courses in mathematics and natural science supporting the needs of majors in the science departments is generally quite satisfactory. The problem in this area is again related to the extensive set of course requirements in most science majors, both in the department and in related disciplines. Students have great difficulty fitting in the number and sequence of required courses for their major, particularly early on when they should also be working on their general education requirements. This is hardly unique to Oregon, but is a problem that needs to be addressed. It is a problem across the sciences, but is particularly critical for biology majors and for students participating in the honors college. Increased participation of science students in the excellent honors college program would be beneficial.

General education courses offered by the science departments, including some courses given by anthropology, geography and environmental studies, are a mixture of lower division courses designed as prerequisites for science majors—general chemistry, core biology, calculus, and others—and courses specifically designed for non-science majors such as Essentials of Physics, Concepts of Computing, and Exercise and Performance, among many others. About half of the hundred or so courses qualifying as science group satisfying courses are in this latter category. These courses offer non-science majors a solid introduction to the scientific disciplines and are generally quite satisfactory. Both the individual departments and the college work to balance the need for these courses with the differential demand for majors and science service courses among the departments. If resources could be found for additional lab sections, an extension of the science group requirement to include at least one laboratory-based course would be desirable. This would give every student graduating from the university the experience of conducting an experiment, which is certainly the best mechanism for understanding how science proceeds.

NS. 4. Not applicable.

NS. 5. Evaluate the students within the unit:

5. a. Compare the number of student majors over the last five years. What difference in quality does the faculty note?

The number of declared majors and baccalaureate degrees in the science division has dramatically increased in the past five years, as shown in the table below:

	Majors			Degrees		
	' 91-92	**' 95-96**	**Increase**	**' 91-92**	**' 95-96**	**Increase**
Biology	470	693	47%	65	105	62%
Chemistry	120	166	38%	30	24	-20%
CIS	196	306	56%	31	48	55%
EMS*	71	220	210%	5	48	860%
General Science	160	237	48%	52	91	75%
Geology	51	73	43%	6	20	233%
Math	108	102	-6%	28	40	43%
Physics	113	96	-15%	16	8	-50%
Psychology	983	1092	11%	311	314	0%
Science Total	2272	2985	31%	544	698	28%
CAS Total	5366	6247	16%	1704	1947	14%
University Total	9471	10,382	10%	2719	3013	11%

* '92-93 data, first year of program in CAS

As mentioned earlier, biology and psychology have the largest number of majors within the science division, with biology facing the additional challenge of a large increase in the past five years. Other departments mostly show strong increases in the number of majors, with the exception of mathematics and physics which have shown declines (the number of degrees granted is subject to large fluctuations due to the smaller numbers).

The anecdotal evidence is that the quality of the students is good and reasonably stable. The biology department is notable in feeling that at least part of the increase they have seen is with students who are less motivated or talented. Nonetheless, the overall view in the science division is of high student quality and strong student demand for science and math programs.

5. b. What evidence is there to demonstrate the quality and achievements of former students?

Students graduating from the science departments have excellent records of acceptance into top graduate and professional programs and in finding employment. College-wide accurate statistics in this regard are not available, but we do have some examples to illustrate this.

Our acceptance rate for medical schools is above the average; i.e., students graduating from Oregon with GPA of 3.5 - 3.6 or greater and receiving a 30 on the MCAT, which is the mean for students accepted to the OHSU medical school, have had a 60-percent acceptance rate in the past few years.

Some statistics from the chemistry department illustrate the career paths of students graduating from that department. In a recent three-year period, 18 students were accepted into graduate school, 12 into medical school, 16 into industrial and academic laboratory jobs. Thirty-nine students did not respond to the survey.

Former undergraduates, graduate students, and postdoctorals have found positions in excellent colleges, universities, and industries across the country. Recent decennial review self study documents for mathematics, chemistry, and exercise and movement science contain example lists.

5. c. What evidence is there of student growth in their capacities to solve problems, analyze, synthesize, and make judgments?

In addition to surveys of student satisfaction given in section B.5., evidence of student growth in analytic and critical thought, as students progress through the programs, abounds:

- Large numbers of research publications with undergraduate co-authors, honors research theses, and research reports generated by the hundreds of students doing undergraduate research in science departments.

- Performance of students in upper division laboratory and lecture courses, in which problem solving and analysis are central components of the instruction.

5. d. What evidence is there of student growth in reasoning and communication?

As mentioned in the previous section, evidence of growth is clear in student research and upper division laboratory reports. Upper division courses and seminars develop both written and oral communications skills.

5. e. What evidence is there to demonstrate student growth in reasoning skills and knowledge, and as to such values as integrity and objectivity?

The first part of this question was briefly discussed above. The ethos of scientific work demands integrity and objectivity, and the courses and research programs of the science departments foster development of those attributes very well.

NS. 6. Appraise the courses offered in the unit:

6. a. Show the relationship between course objectives and the unit's goals.

The natural science division comprises eight departments offering around 500 courses. These are described in detail in the university bulletin. A reasonable summary of the undergraduate offerings in the sciences contains the following points:

- Each department has developed requirements for one or more tracks leading to a baccalaureate degree which are rigorous and extensive. As examples, the average number of credits upon graduation for the science departments range from 190 for psychology to 227 for physics, with 180 required for graduation. These numbers are indicative of the effort to give science students a comprehensive and deep training in their disciplines. As mentioned earlier, while these individual curricula are a strength of the division, the length and serial nature of these requirements limit student ability to explore options, particularly in the first two years. Graduation within a four-year period can be difficult unless the students follow the required path very closely.

- Lower division courses in the science departments required as prerequisites by other departments within the science division are generally quite well developed and adequate. Better coordination and adaptation of these courses to changing needs of departments can always be improved, though, with the exception of some bottlenecks for biology students, which are being addressed, the situation is quite good.

- General education, science group-satisfying courses designed primarily for non-science majors are adequate in number. These courses are typically large lecture courses without lab sections. The addition of some laboratory experience would be desirable, but the resource constraints currently preclude this.

- Each department gives credit for and offers student undergraduate research opportunities. Undergraduates also have access to introductory graduate courses, which strengthens both the undergraduate and graduate programs.

6. b. What evidence is there of relationships between class size and the educational effectiveness of the unit's programs?

Lower division courses are frequently large lecture classes, with small discussion and laboratory sections. Upper division courses are typically of smaller size for good interaction and personal attention to student needs. Biology and psychology, which are inundated with majors, are faced with larger upper division courses, and have done an excellent job of coping with this difficult situation. This mix of class sizes is within national norms and patterns, and it is an efficient system for providing the general education courses and the rigorous majors needed by students.

6. c. List the courses that have not been offered within the past two years and indicate the unit's plans concerning them.

Inspection of the university bulletin and schedule of classes does not reveal any major problems. Courses that are not consistently taught are carefully monitored and discontinued, unless a specific plan for them has been advanced by the department.

6. d. Are course syllabi current and complete? What practices are followed to encourage and ensure the continual upgrading of course content?

Course syllabi are complete and current and in many instances are available electronically. The College of Arts and Sciences is developing plans to have every faculty member use a home page to present course syllabi to students.

In annual reviews, promotion and tenure reviews, and in post-tenure reviews, teaching evaluations are important components and are reviewed at the department and college level. Faculty and departments are expected to evaluate course content and rigor, supplemented by student course surveys, to provide a balanced picture of the quality of the courses.

NS. 7. Evaluate the methods of teaching, including innovations employed by the unit:

7. a. Methods and innovations:

The methods employed in undergraduate instruction include traditional lecture and laboratory courses used nationally in science instruction. Collaborative learning techniques are frequently used. Computer-based

classroom projection is increasingly being used for various courseware and World Wide Web applications. Most departments are using or planning departmental computer labs and classrooms as an integral part of their instructional program, which are, of course, the mainstays for the computer and information science department. At the same time, the university is faced with the difficult task of balancing this development with maintaining adequate instrumentation and supplies for the essential laboratory courses.

The Science Library (and the Knight Library) is an increasingly important provider of training in new information technology, in addition to the more traditional role in providing access to an extensive journal and monograph collection. The Science Library is doing an excellent job in these roles but is faced with serious budgetary constraints exemplified in the recent serials cuts.

Extensive use is made of the services of the university Teaching Effectiveness Program, including videotaping of lectures for analysis of teaching performance and for surveys of student impressions of teaching. Peer faculty observation and evaluation of teaching is being increasingly employed, both by university mandate for promotion and tenure files, but also for improvement of instruction.

Some examples of innovations are given below, but it is also important to acknowledge the importance, and expense of maintaining the traditional laboratory-based instruction in the sciences.

- Dan Udovic in biology is nationally recognized for his "Workshop Biology" approach to hands on biology instruction in lower division courses. The biology department also has a well developed instructional computer lab for lecture and lab usage by undergraduates. Led by Udovic, the faculty has been active in obtaining external support for these efforts, including a large Howard Hughes foundation grant.

- The mathematics department has recently opened a computer classroom for use by students in upper division courses and calculus sections. Mathematica is a central software component of a sweeping program to change the way mathematics is taught at the UO.

- Psychology is developing a computer lab for undergraduate research projects. The faculty is looking at innovative ways to introduce majors to research, in the face of overwhelming numbers of students.

- David Sokoloff has led innovative, NSF funded curriculum projects in physics. This includes introductory microcomputer-based physics laboratories that greatly extend the ability of students to explore a conceptual understanding of physics from experiments and computer simulations. The physics department also has been active in

experimenting with fully electronic courses through the use of the web, in lower division through graduate courses. Greg Bothun has been a leader in this area, including the use of JAVA techniques in computer simulations and visualization to provide virtual experiments. His work with web instruction in astronomy has been nationally recognized (see also the February 1997 *Scientific American* for a description of his research in astronomy).

Instruction in biology and marine biology at the Oregon Institute of Marine Biology, at Coos Bay on the Oregon coast, provides unique and intensive small class opportunities for students. The Department of Geological Sciences summer field camp provides similar field settings for intensive and high quality instruction for geology students.

Many undergraduates are involved in pioneering research and publication with faculty. Many students are able to do this intensively in the summer through individual investigator NSF-funded REU (Research Experience for Undergraduates) and group NSF REU programs such as the long standing Chemical Physics Institute program led by Geri Richmond.

7. b. Evaluation methods:

Science departments analyze student course evaluations to provide student opinions of teaching performance. These are used along with peer observation of courses and peer evaluation of course content and innovation to give an overall picture of faculty teaching. These evaluations also become part of the tenure and promotion record of individual faculty and are used in merit pay increase determinations. The College of Arts and Sciences and the science departments are committed to providing quality undergraduate teaching, and these methods are used to help with this effort. It is fair to say that the good judgment and professional commitment of the individual departments and faculty are relied on heavily to balance and flesh out the process of evaluating and improving teaching and curricula

NS. 8. Evaluate the faculty in terms of balance in rank, degrees held, gender, experience, subject specialties, publications, ethnic diversity, and research where appropriate to the aims of the unit. Indicate particular strengths and weaknesses.

The relation of "faculty" research to undergraduate instruction is a critical strength of this university and all research universities. The vitality and depth of instruction comes from the research activities of the faculty and students. The science departments at Oregon are perhaps the strongest group at this university and compete very well nationally. This is illustrated in the recent NAS-NRC survey of *Research Doctorate Programs in the United*

States. This reputational ranking of faculty quality is by no means without question as a measure, but is a useful guide to national reputations of departments. Psychology and biology (represented by the neuroscience and molecular biology and biochemistry subdivisions) are Oregon's top departments in this survey, ranked at the 90th percentile, with chemistry at the 75th percentile, and mathematics, geology, and physics in the upper third of departments in their discipline. This is quite remarkable given the resource base at Oregon and the relatively small size of UO programs, factors well known to reduce rankings in this type of survey.

These rankings also correlate with an internal assessment of the quality of research in cognition and cognitive neuropsychology, developmental genetics and neuroscience, molecular biology, biochemistry, ecology and evolution, synthetic and materials chemistry, chemical physics and optical science, high-energy physics, software engineering, computational science, geochemistry, tectonics, motor control, algebra, and others. Four science faculty members are members of the National Academy of Sciences, two are American Cancer Society Distinguished Research Professors, and two are Howard Hughes Medical Institute Senior Investigators. Numerous faculty members have held Guggenheims, including three in biology this year out of 158 awards nationally in all areas. Three psychology faculty members have held NIMH MERIT awards, and one recently received the Charles A. Dana Award. Junior faculty members are competing well for PYI, CAREER, and other Young Investigator awards, including a recent PECASE award to Peter Sercel in physics. A major problem is keeping these excellent faculty members, since UO salaries are demonstrably low. Progress has been made with recent salary increases, but further improvements are needed.

The distribution of the faculty by age and rank in the science departments is reasonable and does not show any particular difficulties. Junior faculty positions have been emphasized in hiring to order to infuse programs with younger faculty members. Some concern related to the national problem of funding, particularly for younger faculty members, has increased concern and pressure for more senior appointments.

With respect to gender and ethnicity, some difficult problems remain in the science area. Minority faculty members apart from Asian Americans are very poorly represented in the national pool of Ph.D. scientists, and as a result the UO does not have good minority representation. This problem must be addressed nationally before much headway can be made at Oregon, although it is important to keep working to improve the situation. Women also are underrepresented in most of the science departments. Ranging from 30 to 50 percent representation in EMS, psychology, and biology to no women on the physics faculty, the situation here, while perhaps typical of the national picture, is not satisfactory and further effort is needed.

NS. 9. Judge the general condition and adequacy of the physical facilities used by the unit. Comment on needed changes, if any.

The biology, chemistry, physics, geology, and computer and information sciences departments have greatly benefited from the recent $45 million investment in Willamette, Streisinger, Cascade and Deschutes Halls. These buildings have provided excellent new facilities for these departments, although some inadequacies in undergraduate classroom and lab facilities remain. Additionally, psychology, mathematics, and exercise and movement science remain in facilities that are relatively cramped and in need of some renovation. Overall, the situation in the science departments is adequate, although projected enrollment growth will strain the undergraduate lab facilities in most departments. The new buildings mentioned above have been an extremely important factor in strong faculty and student recruiting and in improvement in the programs located in those facilities.

NS. 10. Comment on the changes which might be made in the unit's policies and procedures to improve faculty effectiveness.

Continued effort in improving the teaching and research performance of the faculty is a primary goal for the science departments. Improvement in peer evaluation of teaching is one area for work. Continued attention to high promotion and tenure standards for teaching and research are critically important, and working to increase these standards is necessary for each department.

Careful integration of new instructional technology into the curriculum will be necessary to compete in a nationally increasing use of web- and other computer-based technologies.

Improvements in efficiency and productivity will be vitally important in maintaining and improving the already excellent programs in teaching and research. However, an honest appraisal of faculty and departmental efforts is that they are stretched very thinly, and additional investment from the state in the instructional program is of paramount importance.

NS. 11. Project the program, plans, staff needs, and resources of the unit for the next five years, and indicate priorities if possible.

The science departments will continue to strengthen the research and teaching programs of this division. Even with projected growth in undergraduate enrollment, overall faculty size is not expected to dramatically increase, and improvement will come from qualitative changes within the division. The strongest departments in the unit clearly must be given the resources to keep their national reputation and to retain the university's best faculty. Additional investments in all of the science departments will be

sought to bring about a general improvement in quality. Some specific areas for work include:

- Careful attention to faculty-hiring plans in order to direct department and research institute resources into research areas of future growth, strong funding potential, and student needs.

- Better coordination and planning of the undergraduate curriculum to improve efficiency and remove obstacles to four-year graduation times for students.

- Development of new majors or combinations of majors to improve student access to careers, such as the CIS-math major and the biochemistry major currently in the approval process. Further development of software engineering programs through the CIS department are being developed to serve both student and statewide employer interests. For similar reasons, development of master's programs in applied science areas—quantum optics, solid state physics, biotechnology, materials chemistry as examples—is being carefully considered. An environmental science track within the environmental studies program is another example for development.

- Integration of instructional technology to improve quality and productivity.

- An increase in graduate teaching fellow (GTF) funding would dramatically improve undergraduate instructional programs across the sciences and provide vitally needed resources for graduate programs.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS (A&AA)

The School of Architecture and Allied Arts (A&AA) was founded in 1914 as an integrated arts school, with specialties in architecture and the fine arts. From its inception, the school's mission was to educate students in the broad skills of the application and study of the arts, regardless of a student's specific professional focus. Faculty members were selected based on their interest and ability to teach in the school, and often offered courses for various majors.

Since that time, the school has grown to include Departments of Architecture; Landscape Architecture; Art History; Fine and Applied Arts; and Planning, Public Policy, and Management. The school also includes three programs: interior architecture (within architecture); arts and administration; and

historic preservation. Distinct academic departments were formed in 1964, although students pursued degrees in their respective fields from the establishment of the school. The sense of an "integrated" school has pervaded the curriculum offerings to varying degrees over the years.

The school endeavors to educate students to take their place within desired professional pursuits, while always recognizing the essential liberal arts education that provides a foundation for good societal citizenship. The school is committed to the understanding that the study and practice of the arts (in the broadest sense of that term) requires a fundamental consideration of human and environmental factors, as they intersect within the particular disciplinary areas.

In considering goals upon facing the 21st century, the School of Architecture and Allied Arts understands and recognizes a series of challenges that students face as they prepare to take their place within their chosen professional fields. Specifically, these include:

- changing technologies in the work place;
- changing societal needs and demands, especially with regards to the knowledge, skills and abilities developed and nurtured in the school;
- changing professional and workplace relationships, including issues of home, remote work environments, and trans-disciplinary professional offices;
- changing economic models, especially with attention to the development of services as opposed to the production of goods.

There are key issues and concepts that underpin academic and pedagogical decisions within the school, to the extent that such generality is possible. While these are not universally adopted by all faculty, they serve as critical guideposts against which to evaluate the school's educational efforts in professional education. These concepts include:

- 21st century economic models will be based upon entrepreneurial and knowledge-based values;
- 21st century educational models will emphasize "bridging" professional education into the workplace, and vice versa;

- 21st century educational models will require trans-disciplinary, project-based, hands-on learning;
- 21st century educational models will rely upon public/private partnerships;
- 21st century educational models will develop community contributions through experiential hands-on learning.

A&AA. 1. What is the unit's basic belief about its role in the institution's educational program? Evaluate the extent to which the unit's objectives are presently realized.

The School of Architecture and Allied Arts believes that the study and application of the broadly-defined visual arts is an essential part of an undergraduate liberal arts education. The expansion of visual literacy is a basic goal of our undergraduate offerings, whether through professional education in architecture and landscape architecture, skill development in fine arts, development of critical analytical reasoning in art history, or instruction in essential planning knowledge in planning, public policy, and management.

The school has multiple missions, due primarily to its dual role as the provider of professional education within a liberal arts context, and as the provider of broad-based visual arts education for the general student body at the University of Oregon.

Three undergraduate degree programs in the school are reviewed on a regular basis for national accreditation: architecture, interior architecture, and landscape architecture. Because of this, these programs tend to focus their efforts on their large number of majors, with limited attention to general education course offerings. Other programs, such as fine and applied arts, and art history, have a greater balance of majors and non-majors enrolled in courses and extend equal attention to course offerings for students from across campus.

The success or achievement of the school's objectives in this regard are evaluated through a number of means. First, the school has maintained successful national accreditation in three programs since the inception of the application of those national standards. Second, courses continue to be highly sought-after by students from across campus. Third, the application rate to those programs which require individual application is steady, and in some cases has increased.

A&AA. 2. How do the majors or programs reflect the purposes of the units?

Each of the eight departments and programs in A&AA has a direct relationship to the basic mission of the school. While not all of these offer undergraduate programs (e.g., arts and administration, and historic preservation), they each provide important linkages across disciplinary lines, as well as strong educational offerings within their majors and programs.

Specifically, at the undergraduate level, A&AA offers the following bachelor's degrees in architecture (B. Arch.), landscape architecture (B.L.A.), interior architecture (B. IArch.), fine arts (B.F.A.), as well as the B.A. in art history, art, and planning. Each of these majors reflects the essential mission of the school as discussed above. Additionally, they are linked through a common interest in the opportunities for inter-disciplinary courses. For example, it is common for the faculty to teach joint design studios in architecture and landscape architecture. In the past, the school has also had common theory or criticism courses that are directed toward students in multiple majors.

A&AA. 3. Critically evaluate the institution's general educational requirements as they relate to the unit, or related instruction requirements as they apply to the purposes of applied associate degree programs, certificate programs, and non-certificate programs within the unit.

NOTE: Following are selected responses from departments within the School.

Architecture

The general university requirements for professional degrees in architecture and interior architecture include significant study (three to four courses) in the three general curricular areas of arts and letters, science, and social science. Students also must complete two writing courses and satisfy the university requirement for sensitivity to non-western cultures and histories (two courses). This requirement is effective in providing an introduction to a healthy range of academic subjects.

Departmental requirements take this introduction a step further by requiring serious investigations of advanced subjects outside the School of Architecture and Allied Arts (this excludes service and performance areas). Architecture students must complete 18 credits of non-A&AA upper division elective coursework as part of their major requirements; interior architecture students must complete 12 credits of the same.

The Department of Architecture does not have any non-degree programs with the possible exception of the Summer Academy, which may qualify as a non-certificate program. The Architecture Summer Academy offers 8 credits

of course work as an introduction to issues of architecture and environmental design. Students in the Summer Academy do not enroll in general university courses.

Art History

Art history offers 20 courses that satisfy the Group I: Arts and Letters requirement; two courses satisfy the American cultures area of the multicultural requirement; and 19 satisfy the international cultures area of the multicultural requirement. Before the change in the group requirements that went into effect in spring 1994, many students took an art history sequence to satisfy a required cluster of courses. Since that change the enrollments of survey courses have dropped a bit. The department believes that the change in group requirements went too far, particularly in allowing two terms of second-year language to be applied toward the satisfaction of the Group I requirement. Thus, students completing their B.A. language requirement need to take only one arts and letters course with another subject code to complete their Group I requirement. This may be seen as a weakening of the B.A. degree. The department believes that work taken within the student's major should not count toward the satisfaction of group requirements.

Fine and Applied Arts

The Department of Fine and Applied Arts believes that a liberal arts education is essential for the education of professional visual artists. Visual artists must have a broad understanding of the world in order to produce innovative and significant work. Therefore, FAA requires that students fulfill the general university degree requirements. The quality and breadth of liberal arts education at the University of Oregon serves the department very well.

Landscape Architecture

Five-year professional degrees, such as the bachelors in landscape architecture, have as their central idea the blending of general and professional education. The current general education requirements at the UO provide a solid base of writing, arts and humanities, sciences and social sciences on which to build the breadth and depth of a liberal arts understanding. This is fundamental to a well-rounded professional education. The current structure of the general education requirements also provides sufficient flexibility and choice for students, whether their emphasis is arts, social sciences, or the natural sciences.

The curriculum lists recommended courses that underpin and supplement the professional program and encourages students to get the broadest possible

education as the best long-range strategy for a professional career in landscape architecture. These include courses in: biology, ecology, geography, fine arts, philosophy, environmental studies, planning, public policy, and history.

Planning, Public Policy and Management

Students in the degree programs in PPPM prepare themselves for admission to these programs as juniors through general education requirements. University strengths in this area lead to students being better prepared than previously. For the purposes of these degrees, broad exposure to the various social sciences is most useful.

A&AA. 5. Evaluate the students within the unit:

NOTE: Following are selected responses from departments within the school, as well as for the school as a single unit.

5. a. Compare the number of student majors over the last five years. What differences in quality does the faculty note?

Year	Total majors in A&AA
91-92	1462
92-93	1507
93-94	1559
94-95	1541
95-96	1525
Average	1518

Architecture

In the M.Arch program the quality of the applicants based on GRE scores has remained flat between 1990 and 1995. The quality of the students admitted has improved. However, seen in a bit longer time frame (since 1988), the quality has increased.

In the B.Arch program between 1990 and 1995 the SAT scores of our applicants, admissions, and matriculates have improved.

Art History

	Undergraduates	Graduates
1992	80	23
1993	81	36
1994	86	38
1995	88	27
1996	81	27

Majors are required to take a methods class.

Fine and Applied Arts

The number of majors in fine arts has remained constant in the department because enrollment is limited and students are required to apply to be fine arts majors. This was done because the department was not able to serve the large number of students who are interested in the fine arts. The quality of students increases every year because the demand for fine arts increases every year, especially in the area of visual design. Admission to the major is increasingly competitive. With the advent of the visual/computer age, students are drawn to art and design in great numbers.

Landscape Architecture

Student major numbers have fluctuated from a low of 98 to a high of 124 undergraduate majors in landscape architecture during the past five years. Over this period, the faculty notes a generally high quality with steady improvement as the reputation of the landscape architecture program at Oregon has grown.

Planning, Public Policy, and Management

Students generally are of very high quality in each of these programs. Community and regional planning graduate students are among the best in recent years. Public affairs graduate students are very good but tend to be more variable in their level of preparedness and knowledge base. Lack of financial support for first-year students has resulted in some very good public affairs graduate program applicants going to other programs in the country; we cannot compete in this area with Syracuse, Harvard, Texas, etc.. The overall quality of an already excellent undergraduate student group seems to be consistently improving.

5. b. What evidence is there to demonstrate the quality and achievement of former students?

Architecture

The UO alumni passing rate on the professional licensing exam has been significantly higher in most categories than the national average. The UO alumni passing the test the first time was 67 percent compared to the national average of 38 percent.

Student abilities in all aspects of professional development are evaluated through a variety of techniques. As with the field itself, these evaluative criteria are integrally related. The following methods are used to evaluate students' abilities:

- On-going studio evaluations: Throughout the term, studio instructors meet with students to discuss progress.
- Studio Reviews: At the end of each term, each design studio has an open review of the work for that term. The reviews include one-on-one discussions of individual student's work for the term, as well as group discussions of project goals, objectives, and achievements, covering all of the criteria listed above.
- Student/Faculty Meetings: At the end of each term, studio instructors meet individually with students to discuss progress in each of the areas, as well as general progress in design capability.
- Studio Evaluation Forms: As part of the end-of-term evaluation process, faculty members complete a studio evaluation form for each student. Copies of these forms are given to the student and also placed in the student's file in the department office.
- Non-studio courses are graded based upon a standard A, B, C, D, F system.

Art History

Many former students stay in contact with faculty members, so the department knows that many continue into major graduate programs with full financial aid. Many graduates hold teaching positions at all levels from community college to research university, while others work in museums from beginning positions in local history museums to directorships of the most prominent art museums in the country. Others have found other types of employment in art-related fields. At the 1997 College Art Association meeting, the major national conference for art history, seven of the papers will be given by graduates of the UO art history undergraduate and graduate programs.

Fine and Applied Arts

Measuring outcomes in fine arts is complex due to the wide range of career/personal interests and choices students may make. Some enroll in fine arts for personal growth, some for high-tech careers, and some for alternative careers. The department has a significant number of graduates who are (a) exhibiting art, (b) getting jobs in industry, (c) opening their own art or design businesses, (d) attending graduate schools, and (e) working in a range of activities including cultural arts services (e.g., VISTA coordinators, artists-in-schools, art therapy).

Landscape Architecture

Evidence exists primarily in the widespread presence of Oregon B.L.A. alumni in professional office settings and higher caliber graduate programs in the past five years.

Student abilities in all aspects of professional development are evaluated through a variety of techniques. As with the field itself, these evaluative criteria are integrally related. The following methods are used to evaluate students' abilities:

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- Non-studio courses are graded based upon a standard A, B, C, D, F system.
- End-of-Term Faculty Meeting: At the end of each term, the departmental faculty holds a meeting to discuss progress in all classes, including studios.

Planning, Public Policy, and Management

Graduates from PPPM hold important positions in public agencies at all levels and make significant contributions to public service in their communities. This includes leadership roles in public policy, public management, and planning, for example.

5. c. What evidence is there of student growth in their capacities to solve problems, analyze, synthesize, and make judgments?

Architecture

The design studio is the centerpiece of the curricula of both architecture and interior architecture. As such, it is the curricular area that shows most clearly the growth of a student's ability to solve problems, make judgments, and synthesize information. There are five years of studio courses. The first year begins with very basic information and relatively simple design problems. Complexity increases each year. The scale of the design project increases, as do issues (physical, social, and intellectual) that the design student must resolve. The curriculum is structured in such a way that non-studio courses begin feeding the student with technical and theoretical information, first, at a moderate rate; then, as the student progresses through each year of the program, at a more accelerated rate. In the fifth and final year, the student is expected to be mature in terms of analytical, cognitive, and graphic skills, is expected to understand thoroughly the architectural vocabulary, and confronts, as a final design studio project, a two-term course that is itself the synthesis of the program, intended to test the student's ability to integrate knowledge in a systematic resolution of a complex architectural problem.

Art History

Students meet with advisors, discuss issues in class, and write exams and papers that are read by the faculty. The overall results of these efforts are regularly discussed by the faculty in departmental planning meetings.

Fine and Applied Arts

The visual arts innately require that students produce material evidence of their abilities to solve problems, analyze, synthesize, and make judgments. In ceramics, for example, as students move from beginning to advanced levels, they learn basic hand/eye coordination skills and progress to a level at which they know how to master various technical skills. A thorough education in the medium would also require knowledge of the social role of clay throughout history; knowledge of the history and theory of art; knowledge of contemporary issues regarding the role of art in culture; knowledge of how to make self-motivated aesthetic, ethical and political decisions; and knowledge

of evaluative systems for criticizing images in culture. Success in the field requires ability to articulate form vocabulary and critical theory; ability to demonstrate verbal criticism of their own and other's art forms; and other such abilities.

Landscape Architecture

Evidence takes the form of student projects, presentations in both academic and public forums, scholarly conferences, and design/build projects in and around Oregon.

Planning, Public Policy, and Management

The programs in planning, public policy, and management are essentially focused on building student capacity in these areas. Placement of our graduates is one measure of success, and in this regard there is a strong track record. Few graduates wait long before being employed. Additionally, the department receives good feedback from public service professionals supervising UO interns or working with PPPM faculty members and students on community problem-solving and capacity-building activities. Alumni, now that the department is surveying them and working with them more closely, provide positive feedback on student preparation.

5. d. What evidence is there of student growth in reasoning and communicating?

Architecture

The design process in architecture and interior architecture is founded upon the ability to clearly reason design objectives and limitations and then to communicate the resolution of these to others. It is not enough that students understand the intricacies and the coherencies of their design decisions, they must also communicate these decisions clearly (graphically, verbally, and in written form) so that others can not only understand them, but also, in some cases, work with the designs. Communication between clients and architects is the link through which physical needs become architectural projects. And communication between architects and contractors is the link through which building ideas become actual buildings. This understanding is stressed in the program.

In addition to the design studio courses, students in both programs are required to take courses in history, theory, technology, and social and environmental issues. These courses generally require term papers and exams that test rational skills and communication abilities (graphic, verbal and written).

Art History

Students meet with advisors, discuss issues in class, and write exams and papers that are read by the faculty. The overall results of these efforts are regularly discussed by the faculty in departmental planning meetings.

Fine and Applied Arts

See 5.c. above. Part of the tradition of studio art education is the group critique. All fine arts students participate in critiques of art works on a weekly basis. At each level of advancement, students are expected to have a wider range of knowledge of history, philosophy, art history, theory, history of theory, and critical ability. There is a constant requirement that students articulate their views of art works and their reasons for their views. This is an essential element of studio art; at the graduate level students are required to participate in graduate critique colloquia, graduate seminars, and to write effectively about their own and others' work. In addition, the production of art work is a synthesis of all modes of knowing and communication. Students are expected to utilize a synthesis of reason, emotion, intuition, kinesthetic knowledge, metaphor, etc. in their art making. This is the nature of the discipline.

Landscape Architecture

The design process in landscape architecture is founded upon the ability to clearly reason design objectives and limitations and then to communicate the resolution of these to others. Students must understand the intricacies and the coherencies of their design decisions, and they must also communicate these decisions clearly (graphically, verbally and in written form) so that others can understand them.

In addition to the design studio courses, students are required to take courses in history, theory, environmental, technology, and social issues. These courses generally require term papers and exams that test rational skills and communication abilities (graphic, verbal and written). Evidence takes the form of student design and planning projects, presentations in both academic and public fora, scholarly conferences, and design/build projects in and around Oregon.

Planning, Public Policy, and Management

There is considerable opportunity for students to practice their skills and to take courses that further develop skills in both areas. There is noticeable student improvement in these areas over a period of two years. Final project presentations (oral and written) are one measure, although students have

many opportunities to communicate and reason, including papers, group projects, in-class presentations, and public presentations.

5. e. What evidence is there to demonstrate student growth in reasoning skills and knowledge, and as to such values as integrity and objectivity?

Architecture

5.c. and 5.d. above address reasoning skills and synthesis of knowledge. The development of objectivity is essential to a designer. A student begins the program with limited knowledge in the areas of environmental design. The design process requires that students constantly test design decisions. A student's objectivity is tested regularly (almost daily) in design studio and gauged by how well the student responds to criticism of work given by the instructor, other students, other faculty members, and visitors to the department. A student who does not respond well to criticism, who does not come to value objectivity toward his or her own work, does not develop well in the program. Integrity is also involved in this process. Honesty with oneself, integrity, requires that the student allow him or herself to grow, to continuously break through to higher ground. To do this, the student must continuously recognize the limits to his or her own knowledge. Integrity implies a willingness to learn.

Students who do not grow, in terms of abilities and knowledge, usually do not perform well in design studio courses. Students who do not perform well in design studio courses are required to attend special advising meetings to try to address deficiencies. There are two stopping points built into the structure of the curriculum, after the second year and prior to the fifth year, at which student deficiencies are addressed and potential in the program and the profession are discussed.

Art History

Students meet with advisors, discuss issues in class, and write exams and papers that are read by the faculty. The overall results of these efforts are regularly discussed by the faculty in departmental planning meetings.

Fine and Applied Arts

It is not possible to increase skills in art making without producing visual evidence of a growth in reasoning, knowledge, and comprehension of values. Students participate regularly in studio courses in which there are: group critiques, individual critiques with faculty members, over-the-shoulder questions and critical exchange during the production of works in class; written assignments about art history, theory and criticism; public exhibition of art works in university galleries and other public or private exhibition

spaces; and participation in local, regional, national and international art competitions.

Students are educated in critical and historical art criticism and theory, in which the role of the artist and the position of art in culture are examined. This involves a constant dialog about the origin and definition of values and theories of knowledge. Issues such as objectivity, subjectivity, cultural determination, and individual determination are addressed. Students must demonstrate an ability to discuss and write about these issues that are also at the forefront of much theory in contemporary art, where questions regarding the ethical role and responsibility of art in culture drive current thinking.

Landscape Architecture
The issues and approach in landscape architecture parallel those in architecture (discussed above.) Evidence takes the form of student projects, presentations in both academic and public forums, scholarly conferences, and design/build projects in and around Oregon.

Planning, Public Policy, and Management
Because the internship experience is such an important part of the degree programs in PPPM, evidence in this area is directly tied to the successful completion of that experience. Additionally, alumni continue to evidence achievement in this area through their ongoing contributions. (See 5.d. above.)

A&AA. 6. Appraise the courses offered in the unit:

NOTE: Following are selected responses from departments within the school, as well as for the school as a single unit.

6. a. Show the relationships between course objectives and the unit's goals.

Since each department in the school attracts and depends upon a core of committed majors, programs are developed that provided a logical and clear sequence of materials. Especially in those programs offering professional degrees, course sequence enables students to "scaffold' their knowledge through a series of logically progressing courses.

Architecture

The curriculum in architecture was built using the metaphor of the wheel, with the design studio requirement being the hub of the wheel; the outer rim of the wheel being architectural subject areas: history, theory (place response, spatial order, human activity support), skill development (media), technology (structures, construction, environmental control), and the professional context. Information communicated through classes on this outer rim then

ran via the spokes of the wheel to the hub of the wheel, the design studio. In fact, communication between the hub and the outer rim runs in both directions. Students carry their studio needs into subject courses seeking answers and clarifications that will help them in their studio work. Students bring from their subject area courses information that will deepen and help complete understanding of their own studio project.

The switch to 4-credit courses and to more required courses in both the architecture and interior architecture curriculum has made this task even more challenging since the curricula is dense with specific requirements.

Art History

The discipline of art history situates works of art or architecture with their larger historical and social contexts, studies them to read as expressions or critiques of (for example) ideology, issues of gender, political power, or religious belier. As a result, the student of art history must be conversant not merely with the art but also with the history, literature, language(s), and philosophy of the culture and period under consideration.

The undergraduate degree has as its basis a broad, survey-based knowledge of the major artistic traditions of the West and East. It requires a course specifically geared toward introducing majors to the full range of methodological tools and critical approaches at their disposal. It insists upon closer examination (by means of upper-level courses or seminars) of a comprehensive set of specific areas or traditions. All faculty members teach at all levels, providing a rich curriculum of 200-level courses (broad surveys usually serving 100 to 200 students or more); 300-level courses (more narrowly focused surveys or special topics courses of general interest, usually accommodating 25 to 50 students); and 400-level courses (detailed examinations of a period, style, or tradition; or seminars serving anywhere from six to thirty-six students). No one scholarly or theoretical approach dominates the department; rather, all faculty members utilize a variety of methodologies to situate and explicate the art or architecture under consideration, from traditional iconography and iconology to structuralism, deconstruction, and post-modernism. There are three art history minor options (Western, Asian, architectural history) that, while less intensive, promote the combination of breadth and detailed knowledge of principal traditions for which the major strives.

Fine and Applied Arts

The Department of Fine and Applied Arts has several goals that are revealed in our courses:

- A commitment to liberal arts education, in spite of overwhelming demand for professional education in the visual arts. Basic design and introductory-level drawing are studio courses that are still available to non-majors. FAA has developed a new Understanding Contemporary Media course designed to inform a large number of non-major students of the nature of contemporary art forms, their traditions, their meanings, and their physical production.

- A commitment to professional visual arts education, in both the fine and applied arts. This is reflected in the continued insistence on instructing visual design, ceramics, fibers, jewelry and metals, and other forms of applied arts (including metal casting, papermaking, etc.). FAA has a philosophical belief that the intersection between art and culture is a critical area of art practice. The department is moving towards integrating new art forms and interdisciplinary forms into the curriculum, as is evidenced by its recent listing of ARTX courses, which are evidence of a determination to investigate new ways in which art and culture intersect.

- A commitment to a high-tech/low-tech approach to the visual arts. In part a response to a budget pressures, FAA has a history of integrating primary processes and sophisticated technology. Students learn fundamental principles of processes that can be augmented with and/or applied to high technology. The department has made a positive out of a negative. This approach makes students in visual design, for example, highly employable because instead of just learning the mechanics of a single computer program, they learn fundamental principles of thinking about visual communication and tool use (whether the tool is a computer or a pencil).

Landscape Architecture

Program objectives in landscape architecture fall into three general areas: 1) creating and sustaining an educational environment; 2) providing for professional preparation; 3) developing appreciation and understanding of the breadth of the idea of landscape architecture and its modes of practice.

In order to achieve these objectives, the curriculum is organized around a series of professional course sequences including: planning and design studios; landscape technologies and professional practice; history, literature, and theory; plants; landscape analysis and planning; and landscape media. Students are regularly asked to synthesize their understanding of environmental design problems of increasing scope and complexity and to develop project-specific planning and design proposals. Studio work is the integrative heart of the landscape architecture curriculum. Professional

capabilities are built up step by step in this case-study oriented, tutorial, and mentoring process. Subject classes (in planning and site analysis; plants; technologies; media; history, literature and theory, and ecology) provide a base of knowledge and skill important to landscape architecture. The studio environment provides the educational venue for the exploration and application of this knowledge to specific environmental problems and its translation into integrative and comprehensive proposals.

Planning, Public Policy, and Management

Both graduate programs are accredited by outside agencies. Faculty members work hard to see that program goals are successfully achieved through coursework and other on- and off-campus learning experiences. This is of great importance to program faculty and includes continuing discussion with students.

6. b. What evidence is there of relationships between class sizes and the educational effectiveness of the unit's programs?

Course size in A&AA varies greatly, but many studio-based courses are dependent upon a small student-faculty ratio. In some larger lecture courses, such as those in art history, course quality relies upon adequate funding for discussion sections lead by graduate teaching fellows (GTFs).

Architecture:

There is a wide range of class sizes in the Department of Architecture. Studios run at approximately 16 students per faculty member. Technology courses can be as large as 200 students per team-taught course; however, these break down into smaller discussion sections run by GTFs. Media courses run between 20 and 35 students. Seminars are by definition about 15 students.

In design studios, the meaning of the teacher-student ratio is quite explicit: the more students there are, the less time each student can command from the studio instructor for individual counseling and discussion. Studio enrollment has grown from 14 per section to 16 or 17 per section over the last 10 years.

Also, design studio teaching is the most intensive and often most demanding teaching assignment in the program. With the growing emphasis in the university on increased student credit hours, the architecture department is in the bind of having the hub of its curriculum, the design studio, which requires the most time and energy of its faculty, appearing to generate relatively few credit hours compared with large lecture courses.

Some of the most effective courses offered in the subject area are large lecture courses (environmental control systems, construction, structures), with smaller discussion sections. Clearly, large courses, when structured efficiently, can be very successful.

Art History

In lower division courses, in addition to 3 hours of faculty lecture a week, the department requires one-hour discussions run by GTFs under guidance of the faculty member. There is a limit of 25 students per section. This effort to maintain quality and contact in lower division courses has forced a capping of the enrollment well below demonstrated demand. In upper-division courses an enrollment limit of 50 is set for courses without GTF support. For many of these courses, demand exceeds the enrollment limit. Course enrollments are maintained at a level that makes substantial contact with students possible and allows papers and exams to be read carefully and supplied with substantial written comments.

Fine and Applied Arts:

The art studio course, in which students do primary research/creative work in every three-hour studio class, is the basis of visual arts education. Given that the visual arts involve a fusion of the material, conceptual, intellectual, spiritual, and physical realms (including hand/eye coordination, perceptual skill development, material and technological instruction), this is not a field that can be taught via lecture courses and large enrollments.

The department has experimented with increasing class sizes. The evidence on the limits of class sizes is direct: faculty members see that students do not learn essential techniques or subtle nuances. There are immediate indicators that students have not had enough direct communication with the faculty about, for example, the subtleties of color (tint, hue, value, saturation), paint (application methods, mixing, texture, thickness, canvas preparation), compositional details, and other such essentials.

The new Understanding Contemporary Media courses are an experiment with combining studio issues with a lecture/web site format for instruction. The course was designed to replace one of the four required studio courses in drawing and basic design. It appears that the course may be able to do that through educating students about media issues via comparison and contrast of processes and theories in different media. Students and faculty members have indicated that the course is valuable, and there has been positive feedback on this experiment.

Landscape Architecture

The range of class sizes in landscape architecture is directly related to the pedagogical goals of different aspects of professional education. Generally, student-to-faculty ratios for design and planning studios are 15:1, and for other subject area courses are within the 25:1 range. A few courses, especially those open to the general university student population, can go as high as 80:1. The evidence of the relationship between class sizes and educational effectiveness are described in 5.c. Within the department, this evidence is provided by formal course evaluations conducted for each course.

Planning, Public Policy, and Management

Faculty members make every effort to control class size at both the undergraduate and graduate levels, primarily through selective admission. Student-faculty interaction in meaningfully sized learning communities is critical to the success of the programs over the years.

6. c. List the courses that have not been offered within the past two years and indicate the unit's plans concerning them.

Architecture

Arch 431/531: Settlement Patterns; Arch 432/532: Settlement Patterns (Japanese Architecture); Arch 433/533: Settlement Patterns; Arch 455/555: Architecture as Form; Arch 419/519: Architecture Practice. These courses may be offered again in the future, provided we hire faculty with expertise in these areas.

Art History

The following course numbers have not been offered within the past two years: 360, 384, 385, 386, 389, 4/522. The department and the curriculum committees regularly review the department's curriculum and what is listed is what the department desires. There was no criticism in the Graduate School review.

Fine and Applied Arts

1) Visual Inquiry II: Because FAA is making curriculum changes at the introductory level, the department does not want to eliminate the possibility of offering this course in the future. 2) Criticism in Art and Design: This course was originally developed through the (discontinued) Department of Art Education with the assistance of a Getty grant. The Department of Fine and Applied Arts has not relinquished the course, although it has not been offered in A&AA for several years.

Landscape Architecture

LA 230 Introduction to Landscape Field Studies, LA 4/582 History and Theory of the National Parks. These course may be offered in the future, depending upon faculty availability and expertise.

Planning, Public Policy, and Management

The department has dropped only once course, Energy Policy. It is not clear what the future holds for this offering. Several different people teach it over the years, one professor and several adjuncts. There seems to be demand for environmentally related courses but present resources restrict the department's ability to offer this course. If this course cannot be funded during the regular academic year, it may be taught during summer session.

6. d. Are course syllabi current and complete? What practices are followed to encourage and ensure the continual upgrading of course content?

Faculty members are expected to maintain current up-to-date syllabi in each department office. Additionally, syllabi in departments are posted each term, beginning with the period of registration and extending for the entire term. In some departments, the faculty each term discusses course goals and syllabi, with faculty members offering comments and suggestions to one other.

Architecture

Course syllabi are posted at the beginning of each registration period for students to consider. Faculty members are required to keep syllabi up-to-date.

Every five years the programs in both architecture and interior architecture are reviewed for continued accreditation by a national accrediting team. Part of the criteria used in these accreditation reviews is the continual upgrading of course content. The program in architecture has been accredited since the mid 1920s, and the interior architecture since the early 1970s when separate accreditation was required, so the programs have clearly been successful in achieving this necessity.

Art History

All faculty members are all active scholars who take their teaching seriously, so their courses are regularly upgraded. Faculty members are reviewed annually by the department head and are now subject to peer reviews of their teaching, which includes their course syllabi. The Graduate School review showed no problem in this area.

Fine and Applied Arts

Course syllabi are current and complete. There is continuous discussion of course offerings. Visual-design curriculum meetings, including meetings with students, have been ongoing for two years and involve detailed discussion of course content. The department's ability to offer popular one-week workshops during the summer and between terms also provides a forum for development of curriculum. Faculty members are able to experiment with new media, new course structure, and content. Papermaking, stone carving, landscape photography, an interdisciplinary photography/jewelry and metals workshop, digital illustration, a New York field trip (with a design emphasis, in which students visit major NY design companies, meet distinguished designers, and visit galleries and museums), a field trip to Italy (in which students learned ancient traditions of velvet making) are examples of instruction in the workshop format.

Landscape Architecture

Course syllabi are posted at the beginning of each registration period for students to consider. Faculty members are required to keep syllabi up-to-date. Every five years the entire program is reviewed to maintain professional accreditation standards by the Landscape Architecture Accreditation Board of the American Society of Landscape Architects.

Planning, Public Policy, and Management

Planning, Public Policy, and Management

Course materials are regularly modified to reflect current theory and practice and to keep them up to date. The department head reviews teaching evaluations each term in order to advise faculty members on their teaching performance. Feedback from students is solicited when a course does not enroll sufficient numbers. The department head works directly with new faculty members on course and syllabi development through a mentoring relationship.

A&AA. 7. Evaluate the methods of teaching, including innovations employed by the unit:

7. a. What library, media, and special aids are available for the improvement of teaching? Evaluate their usefulness.

Programs in A&AA make use of a number of media and library resources that are directly related to teaching effectiveness. These include: the A&AA branch library of the UO library system; an extensive and sophisticated slide and visual resources library housed in Lawrence Hall; multiple computer labs in Lawrence Hall, Hendricks Hall, and the North Site, each with specific electronic media applicable to particular programs, as well as general

applications; an office for faculty and student services, operated by the school, which offers ready use of media equipment, including slide projectors, overhead projectors, opaque projectors, 35 mm cameras; and a woodshop, directed towards architectural model building and furniture design and making.

These resources, collectively, are critical to the successful operation of programs in A&AA. Disciplines and programs in the school, and hence teaching in these programs, are heavily dependent upon a variety of visual and tactile resources. At the present time, the school has developed a effective set of operational techniques for use of these resources. Faculty members, however, are sorely lacking in adequate computer resources upon which to develop new courses or improve exiting courses. This includes not only hardware, but also software, and extends to faculty offices and open computer labs. In A&AA fields, as across campus, the use of electronic media represents more than a new tool; it reflects, in many instances, new and different ways of thinking about what we do and how we do it. At this point, faculty members are most at risk with regards to lack of tools in this regard.

7. b. What devices are used to evaluate the effectiveness of individual instruction and general unit effectiveness? What are the products of these evaluative techniques?

Teaching effectiveness is evaluated using two methods. First, all courses for untenured faculty members are evaluated each term using a standard student course evaluation. For tenured faculty members, at least one course per term is evaluated. These evaluations are used for annual evaluations and form the basis for suggestions for course improvements. Second, courses are evaluated through peer and department head observations. In programs based upon studio instruction, faculty members are well aware of the strengths and weaknesses of their colleagues' teaching techniques and abilities. Third, regular faculty discussions of courses and syllabi assist in evaluating courses.

The products of these evaluation techniques are suggestions for improvement, changes in curricular structures, and pairing of faculty members for team-teaching. In some cases, course evaluations may also result in additional GTF support, realignment of requirements, or re-ordering of courses sequences. Generally, faculty members in most departments in A&AA view curricular and courses issues as a collective responsibility.

A&AA. 8. Evaluate the faculty in terms of balance in rank, degrees held, gender, experience, subject specialties, publications, ethnic diversity, and research where appropriate to the aims of the unit. Indicate particular strengths and weaknesses.

Faculty comparisons of this nature are best done at the departmental, rather than school, level. However, the faculty of the school is generally well balanced in terms of rank and years in rank. Each department has both senior and junior faculty, and none is what might be considered as over-tenured. On the other hand, no department has adequate gender or ethnic diversity. This is a recognized weakness in the school, and more so in some departments.

Faculty experience and subject specialties support curricular programs, building upon the core needs of each program and allowing for advanced specialties among course offerings. In A&AA, faculty currency and activity in their fields are as important as research. Each of the departments and programs has faculty members who are at or above high national standards in their respective fields.

Faculty members in architecture, for example, regularly direct student projects that win national and international awards. The same is true for faculty members in fine arts, landscape architecture, and interior architecture. In addition, faculty members in A&AA are well-known and respected for their research and creative practice activities. Of particular importance is the faculty's general commitment to serving the state of Oregon through research and applied projects, often engaging undergraduate as well as graduate students.

A&AA. 9. Judge the general condition and adequacy of the physical facilities used by the unit. Comment on needed changes, if any.

The School of Architecture and Allied Arts is heavily dependent on appropriate physical facilities for the delivery of the undergraduate academic program. In addition to "normal and regular" classrooms, seminar, and lecture space, programs in the school have particular special needs not found elsewhere on campus.

These needs include: environmental design (architecture and landscape architecture) studios, available to students on a 24-hour basis; dedicated computer laboratories; multi-purpose rooms, which can be used for instruction, seminars, and design reviews; various facilities for art courses, including printmaking studios, painting studios, photography labs, sculpture studios, kiln and foundry areas, woodshop, weaving studios, and others. In addition, the school is regularly in need of secure space for environmental design studios, which are heavily dependent upon computer use, networking, and adequate electrical supply.

Over many years, the school has modified existing space and has added space to meet these needs. At the present time, however, there are serious challenges facing the school in terms of physical facilities and the appropriate

support of educational programs. Specifically, there is a growing need for upgrading of additional environmental design studios to enable them to support enhanced and sophisticated computer applications. This will require a major budgeted outlay of resources and will include expenditures for security, networking, furniture, and electrical upgrade. While this process has begun, studios in Lawrence Hall are only approximately 50 percent complete as of this writing.

Additionally, many of the fine arts areas, both in Lawrence Hall and the North Site, face serious environmental and health hazards, due to many factors. These include: use of toxic materials in paints, varnishes, and other materials; use of shop equipment without adequate ventilation; use of kilns, foundries, and other potentially dangerous equipment. These areas must be upgraded for safety as well as for pedagogical reasons.

A&AA. 10. Comment on changes which might be made in the unit's policies and procedures to improve faculty effectiveness.

Through numerous faculty committees, the school regularly seeks ways to improve faculty effectiveness. For example, at the present, time teaching, research, and service expectations are determined by individual departments. Some departments have been able to reduce course assignments while increasing research expectations. In these cases, research has led to improved teaching effectiveness and currency.

Other programs have sought ways to directly link faculty teaching and research/creative practice agendas, through focused courses, support for faculty/undergraduate research, etc.

A&AA. 11. Project the program, plans, staff needs, and resources of the unit for the next five years, and indicate priorities, if possible.

At the present time, the School of Architecture and Allied Arts has the following plans and needs for the next five years:

- Expand the Urban Architecture program in Portland, allowing for more Eugene-based students to spend a year of their studies in Portland.

- Develop additional school-wide courses that appeal to a broad range of majors, thus enhancing the interdisciplinary quality of the educational environment.

- There is a need for an additional associate dean for academic affairs, to assist departments with their educational and academic goals an plans.

- Develop a major in multimedia, primarily through the Department of Fine and Applied Arts, and in conjunction and cooperation with other units across campus, including, but not necessarily limited to: computer and information science, journalism, and business.

- Upgrade and improve the quality of studio space throughout Lawrence Hall, including computer security and networking, furniture, and flexibility.

- Provide for a greater variety of instructional space, especially for programs such as planning, public policy, and management, which are limited by current physical space conditions.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS (CB)

CB. 1. What is the unit's basic belief about its role in the institution's educational program? Evaluate the extent to which the unit's objectives are presently realized.

The college's recently developed statement of purpose is:

> The Lundquist College of Business (LCB) prepares people to succeed in dynamic, global business environments by
>
> - teaching the fundamental knowledge and skills required to instill confidence, creativity, strategic thinking, and effective leadership;
> - creating a learning community that encourages commitment, excellence, teamwork, mutual respect, lifelong learning, and an entrepreneurial spirit;
> - pursuing innovative research, theory, and practice in identifying and capitalizing on emerging business opportunities; and
> - fostering strong, active alliances among businesses, students, faculty, and staff

This purpose is entirely consistent with the basic liberal arts character of the University of Oregon. Indeed, at the undergraduate level, both the business major and minor are designed to provide career relevant education within a liberal arts context and with a liberal arts focus (in terms of focusing on creative problem solving and communications rather than some form of rote learning). Master's programs are largely self-contained (taught primarily within the college), but they too focus on developing analytical and creative

problem-solving capabilities.

A business major or minor should complement the basic liberal arts undergraduate education curriculum at the university. It should also prepare students for business careers in a diverse, rapidly changing environment. Learning how to learn, how to solve complex, multidimensional problems, and how to communicate effectively are the critical skills required for a successful business career. These same skills are a major part of the core of a liberal arts education. Thus, the basic education role at the undergraduate level complements the basic educational mission of the university. While the master's programs are not integrated into the broader university curriculum, they have the same thrust as the undergraduate program.

While the role of LCB is to complement the basic purpose of the University of Oregon, it is also to provide excellent preparation for a business career. Providing such preparation benefits the students, the businesses they serve after graduation, and the university (by attracting talented students to the university and by providing successful alumni).

The college does a good overall job in meeting its objectives. Many classes stress the types of learning described above. For the past two years, the undergraduate business program was rated 37th and 39th nationally by *U.S. News &World Report*. This is a major accomplishment given the college's relatively small size, limited budget, and geographic isolation.

The Lundquist College of Business is launching a radical revision of the MBA program this year that will put it at the forefront of graduate business education nationally.

While LCB is doing a good job overall, there are significant problems to overcome. Many classes are taught by part-time, adjunct faculty or graduate students. Many classes are larger than optimal. These two factors result in less written work being turned in for evaluation, fewer oral presentations by students, and more emphasis of feedback exams rather than problem solving exercises and cases. This winter, the college is initiating a system of evaluating and approving courses taught by adjuncts and GTFs before they are taught. This will reduce the problem somewhat, but large classes and heavy faculty workloads preclude doing some valuable things in class.

CB. 2. How do the majors or programs reflect the purposes of the units?

All LCB majors are focused on preparing students for business careers. At the undergraduate level, all have the same prerequisites from the general university and all share a common set of business core classes. All attempt to develop critical thinking and problem-solving in addition to specific skills or capabilities associated with the major (accounting, finance, marketing,

management, and so forth).

CB. 3. Critically evaluate the institution's general educational requirements as they relate to the unit, or related instructional requirements as they apply to the purposes of applied associate degree programs, certificate programs, and non-certificate programs within the unit.

Only the first part of this request is applicable to the Lundquist College of Business.

In general the university's requirements are fine. The Lundquist College of Business has additional requirements in math or economics. These units are very responsive to LCB requests.

The areas of weakness in the general university requirements from the college's perspective are foreign language, writing, and speaking. Business students, and we believe all students, would be better served if the foreign language requirements were increased. Likewise, the writing requirement needs to be expanded substantially. Finally, the university needs to reinstate a "speech" requirement that would enhance the student's oral communications skills across a variety of contexts (relatively large class sizes prevent significant oral presentations in most content area classes).

In addition, we believe that university general education requirements should offer some courses that help students understand the role of business in the broader society and provide a foundation for future careers in business. Most graduates of the university will work in business. The lives of all graduates will be influenced by the decisions made by business organizations. We have applied for approval from the university curriculum committee to include several business classes as satisfying general education requirements.

A general problem with university requirements is the fact that students increasingly fulfill them at community colleges, often due to the large tuition differential. Many of these colleges do a relatively poor job in providing these essential capabilities.

CB. 4. Not applicable.

CB. 5. Evaluate the students within the unit:

5. a. Compare the number of student majors over the last five years. What differences in quality does the faculty note?

At the masters levels, about 100 students graduate each year (90 MBAs and 10 Masters in Industrial Relations/Human Resources management). This number has been constant over the past five years.

At the undergraduate level there are about 775 majors, and the number has been fairly constant over the past five years. However, credit hours generated at the undergraduate level have grown sharply due to increased service courses and more students taking a minor in business.

The quality of the business majors has been constant or improving slightly. The percent of business majors graduating with university honors was 5 percent in 1990-91 and 1991-92 and increased to 7 percent for 1993-94 and 1994-95.

5. b. What evidence is there to demonstrate the quality and achievement of former students?

Over the past five years, MBA students have taken positions as general managers, financial analysts, marketing managers, vice presidents, product development managers, investments analysts, equity research analysts, and consultants. The highest paid graduate in recent years was $95,000. The average starting salary for the Class of 1996 is $46,408. Students are being offered positions with more responsibility and higher salaries than in the past. Contacts with LCB alumni indicate continued success as their careers advance.

5. c. What evidence is there of student growth in their capacities to solve problems, analyze, synthesize, and make judgments?

Both the master's and undergraduate programs are designed to move students in these directions. Initial classes focus on teaching basic skills, techniques, facts, and theories (statistical analysis, accounting principles, fundamental marketing, organizational design, people management skills, basic economics, principles of finance, and so forth). Subsequent classes focus on adding to these capabilities and on learning how to use them to make and implement decisions in increasingly complicated environments. Advanced classes at both the undergraduate and masters levels utilize the case method of instruction as well as computerized industry models and simulations. These techniques require students, often in teams, to analyze ambiguous and, in the case of simulations, dynamic environments and make action recommendations. The only evidence of improvement these capabilities is the enhancement observed from early classes to later classes and as well as within each class.

5. d. What evidence is there of student growth in reasoning and communicating?

Reasoning is included in the list of skills and capabilities listed in 5.c. above.

At the master's levels, students take required workshops in communications (including listening), diversity and cross cultural sensitivity, and team building. They make numerous in-class presentations (individually and as teams). Their progress in these skills over their two years in the program is quite obvious.

At the undergraduate level, LCB lacks the resources to focus intensely on communications skills, and relatively large classes preclude the requiring of significant amounts of written work for grading or oral presentations. Thus, much less progress is observed in communications skills among our undergraduates.

5. e. What evidence is there to demonstrate student growth in reasoning skills and knowledge, and as to such values as integrity and objectivity?

The reasoning skills part of the question was answered directly in 5.c. above and referenced again in 5.d. above. The answer to the growth in knowledge part of the question is also contained in 5.c. above. One could have a lengthy discussion around whether "objectivity" is good or bad or even possible. Faculty members are encouraged to incorporate ethical discussions as appropriate in all courses. The college also has a required course in social and ethical issues in business at the undergraduate level and required modules on these topics in the MBA core. There is no empirical or even anecdotal evidence of success or failure in enhancing students' ethical foundations.

CB. 6. Appraise the courses offered in the units.

6. a. Show the relationships between course objectives and the unit's goals.

As a professional school, LCB focuses its courses on the career preparation of students as described earlier. There are three types of courses within the Lundquist College of Business. First are required courses that all business students must take. These courses provide a foundation of knowledge across all areas of business. They serve as prerequisites for more advanced, specialized courses and as integrative courses that bring the specialized material back to a focus on operating a firm. Second are specialized courses design to prepare a student for a specialized career in business (finance, marketing, accounting, and so forth). Finally, there are electives that students focusing in one area of business can take to learn more about another area of business (international marketing fur example).

6. b. What evidence is there of relationships between class sizes and the educational effectiveness of the unit's programs?

There is no direct evidence. However, larger classes have fewer written assignments, have fewer oral presentations, use fewer cases and simulations,

require fewer creative projects, and so forth. Even without direct evidence, clearly large classes diminish the ability to do anything more than convey factual information. LCB believes that most of its classes are too large.

6. c. List the courses that have not been offered in the past two years and indicate the unit's plans for them.

Accounting 314 - Will be dropped.
Accounting 630, 631,632, 642, 652, 655, 662, 665 - The accounting department no longer offers a master's level specialization. Therefore these courses have not been taught in several years. However, the state is expected to require accounting to move from its current four-year degree format to a five-year format with the fifth year being a master's in accounting. These are the courses that would be required in that fifth year. Since this change is expected to happen in the next year or two, these courses will be retained.

Finance 665 - Current plans are to drop this course and to integrate this material into 688. Finance will then be provided a new course description.
Finance 446, 447, 646 - These are advanced real estate classes. The instructor in this area is still on the 600 hour retirement program but has not taught for the past two years. These courses will be dropped as there are no plans to rebuild this area.

Management 631 - Not taught due to lack of qualified instructor. One has been hired starting this year and the course will be taught in the future.
Management 645 - Not taught due to lack of qualified instructor. No longer important given the redesigned MBA program. Will be dropped.
Management 671, 672, 673 - These are seminars for Ph. D. students that are taught periodically depending on the size and interests of the Ph.D. student cohort group.

Decision Science 630, 633 - Not taught due to limited student enrollment in prior years. The decision science department's role in the college is being evaluated this year, and it may be integrated into other departments.

6. d. Are courses current and complete? What practices are followed to encourage and ensure the continual upgrading of course content?

Untenured faculty members are reviewed by the Lundquist College Administrative Council annually and by the Lundquist College Personnel Committee at three and six years (for contract renewal and tenure respectively). A critical component of all of these evaluations is teaching, including an analysis of course content. Salary levels and tenure are influenced by these reviews.

Tenured faculty and senior instructors are reviewed by the Lundquist College

Administrative Council every other year. A critical component of all of these evaluations is teaching including an analysis of course content. Salary levels are influenced by these reviews.

Beginning winter term, adjuncts and GTFs will have their course content reviewed prior to the start of each term.

CB. 7. Evaluate the methods of teaching, including innovations employed by the unit.

A number of teaching methods are used in the Lundquist College of Business, ranging from large lectures, mixed lecture-discussion, seminars, and the case method of instruction. An important innovation that will be implemented in fall 1996 involves the redesign of the MBA first-year core from a course structure to a instructional format built around student-faculty team projects carried out in the business community. Instead of the traditional model of presenting the curriculum from a functional perspective on a class-by-class basis, the curriculum will be delivered "just-in-time," driven by the needs of the business project.

7. a. What library, media, and special aids are available for the improvement of teaching? Evaluate their usefulness.

Currently, a number of classrooms within the college are wired for closed-circuit VCR projection. In addition, there are a limited number of classrooms that have computer projection systems with internet connections. The projection equipment in several classrooms is dated and thus often inadequate for use. In addition, a limitation in computer classrooms is that systems differ across classrooms, thus making it difficult for faculty members who know how to use the system in one classroom to use it in another. Finally, there are limited resources to provide support for equipment that often proves unreliable. To address this problem, two classrooms have been equipped with state-of-the-art projection equipment in advance of the fall 1996 term. LCB plans to renovate existing classrooms as resources become available.

In addition, the college has recently (summer 1995) built a Pentium computer teaching laboratory with approximately 30 single-seat work stations. A second computer teaching laboratory will be available in fall 1996 with 15 two-person work stations thus giving this classroom an effective capacity of 30 students.

Beyond the physical classroom facilities that aid improvement in teaching, the college Teaching Effectiveness Committee annually sponsors teaching workshops to which faculty members, instructors, and graduate teaching fellows are invited. Past workshops have addressed questions concerning the evaluation of teaching effectiveness, teaching in the multi-cultural

classroom, and creating a learning community. Future workshops are planned.

7. b. What devices are used to evaluate the effectiveness of individual instruction and general unit effectiveness? What are the products of these evaluative techniques?

The effectiveness of individual instruction is evaluated in several ways. First, standardized student ratings of teaching effectiveness are carried out for each class. These ratings become part of the instructor's personnel file and are given to the instructor as feedback on teaching. Second, instructors can elect to solicit student evaluative comments on teaching effectiveness. Student comments can become a part of the instructor's personnel file (if requested by the instructor and signed by the student) and are given to the instructor as feedback(on teaching effectiveness). Third, selected courses, most often taught by untenured faculty members, are observed by senior faculty members. Peer evaluations of teaching are placed in the instructor's personnel file for purposes of promotion and tenure decisions. All teaching evaluations placed in a faculty member's personnel file are used in the annual performance evaluations of untenured faculty members and bi-annual performance evaluations of tenured faculty members.

In addition to the evaluation of specific instructors and classes, several surveys are carried out on an annual basis to assess teaching effectiveness in the college. The Teaching Effectiveness Committee, for example, surveys student perceptions of teaching effectiveness on an annual basis. In addition, exit-questionnaires are distributed to graduating master's students that assess their experience in the program, including issues related to teaching effectiveness.

CB. 8. Evaluate the faculty in terms of balance in rank, degrees held, gender, experience, subject specialties, publications, ethnic diversity, and research where appropriate to the aims of the unit indicate particular strengths and weaknesses.

The distribution of LCB faculty members across academic ranks, gender, and minority status is attached. The faculty and instructors teach in the specialty areas of accounting, decision sciences, finance, management, and marketing, with various subspecialties within each of these areas. The 1996 faculty profiles booklet provides a better idea of the various areas of specialization and recent publications of each faculty member. Among the strengths of the faculty are strong scholarly reputations, as indicated by journal editorships and editorial review board memberships. In addition, several faculty members have held national office or have been recognized as honorary fellows of their professional associations. On average, the productivity of senior faculty members has diminished as they have moved through their

careers and/or have assumed administrative responsibilities both in and outside the college.

Among the perceived weaknesses of the faculty are its small size relative to the mission the college wishes to accomplish. The college currently offers on-campus degree programs at the undergraduate, master's, and doctoral levels. In addition, the college participates in several off-campus degree programs (Oregon Executive MBA, Masters in International Management through the Oregon Joint Graduate Schools of Business, Advanced Information Management) and has asked to assume additional responsibilities in this area (offer an MBA degree for Southern Oregon State College). With a base headcount of 36 tenure-track faculty members, this has resulted in a situation in which the faculty of the college is stretched quite thin. LCB's ability to undertake new initiatives in the area of executive education is limited.

Compared with the 1986-87 academic year, headcount tenure track faculty have declined from 44 to 36. This has been partially alleviated with the addition of seven new faculty members in fall 1996 (one will begin fall 1997). However, LCB anticipates losing three faculty members at the end of the 1996-97 academic year. Although progress has been made in building the number of tenure track faculty, the headcount remains well below historical levels. Prospects for the changing this situation in the near-term are made more difficult by the fact that the market for business school faculty in certain areas remains very competitive and salaries in the external job market are moving much more rapidly than internal salary levels (e.g., if a full professor of finance resigns, that person's base salary is not sufficient to hire a brand new assistant professor at current market rates).

At the same time that the number of tenure-track faculty members is decreasing, the number of adjunct instructors without terminal degrees has increased. This means that more and more classes are being taught by adjunct instructors relative to tenure-track faculty. Although LCB has been fortunate to recruit excellent adjunct instructors, the decreased coverage of classes by tenure-track faculty is troubling.

CB. 9. Judge the general condition and adequacy of the physical facilities used by the unit. Comment on needed changes, if any.

The adequacy of physical facilities can be judged from at least three perspectives: programmatic, classroom facilities, and offices. From a programmatic perspective, several limitations in the physical facilities are evident. For example, although the MBA program relies heavily on student teams, only a limited number of breakout rooms that can facilitate team-based learning are available. In addition, there is no lounge or study facility to support the undergraduate program. Even though a graduate student lounge

has been available for a number of years, it is limited in size and does not offer hook-ups to the computer network.

The college is housed in Gilbert Hall and the Chiles Business Center. Gilbert Hall was built in 1926 and the Chiles Business Center in 1989. Through private support, approximately eight classrooms in Gilbert Hall have been renovated to provide more modern teaching facilities. Some of these classrooms have begun to age, however. Thus, tables and chairs are in need of repair or replacement. Moreover, many of these rooms do not offer state-of-the-art computer capabilities.

The Chiles Business Center houses the computing technology laboratory, five classrooms, and a conference room. These facilities are among the nicest on campus, although some of the classrooms are in need of repair and more current instructional technology. Two classrooms were outfitted with state-of-the-art computer projection equipment in preparation for fall term 1996. The other classrooms have significant needs for upgrading.

With respect to offices for faculty members and instructors, the college is currently at the limit of its capacity. The shortage of offices is severe, with a number of instructors having to share an office. In addition, few of the offices have been significantly upgraded in recent years. Although most offices are connected to the computer network, their condition in terms of furniture, painting, lighting, and carpeting is poor. Few resources are currently available to upgrade faculty and instructor's offices on a systematic basis.

CB. 10. Comment on the changes which might be made in the unit's policies and procedures to improve faculty effectiveness.

During the 1996-97 year, several activities are planned that have the potential to improve faculty effectiveness. First, the college's policy statement on promotion and tenure will be thoroughly reviewed and, where desirable, revised. Second, new university procedures on evaluating faculty teaching effectiveness will be implemented. Although a number of the procedures suggested by the university have already been implemented (e.g., peer evaluation of teaching), the implementation of these procedures will result in more systematic and comprehensive reviews of faculty classroom performance.

CB. 11. Project the program, plans, staff needs, and resources of the unit for the next five years, and indicate priorities if possible.

Since the arrival of Dean Timothy McGuire two years ago, major program reviews and curriculum revisions have been conducted for the MBA and OEMBA Programs. A new undergraduate business minor has been designed and was offered for the first time in fall 1996, as was an innovative

undergraduate program for non-native English language students. The Masters in Human Resources and Industrial Relations Program has been reviewed but awaits a thorough revision of the curriculum. In addition, the review and curriculum revision of the undergraduate business major and Ph.D. program is anticipated during the 1996-97 academic year. Thus, the review of academic programs and the revision of the curriculum has been and will continue to be a major priority.

Another priority is to reduce current inequities in faculty salaries. The average salary level of faculty members in the college is 85 percent of that of AAU schools, and this varies from a low of 81 percent for full professors to 88 percent for assistant professors. Beyond external salary inequities, severe internal inequities also exist. A recently hired assistant professor in finance received a salary greater than the base-salary of any full professor in the college, even though this person was hired at well below market levels. This has resulted in morale problems among the existing faculty. During the next academic year, fund-raising efforts will be undertaken to build an addition to Gilbert Hall that will alleviate the shortage of offices, classrooms, and student program areas. A three-story addition to Gilbert Hall is planned. At the same time, renovations to existing facilities will be undertaken to bring them up to date.

Lundquist College of Business
1995-96 Instructional Resources

	Male	Female	Minority	Headcount	FTE
Full Professor	14	2	1	16	
Associate Professor	5	3	0	8	
Assistant Professor	9	3	3	12	31.34
Full-Time Instructor	2	2	0	4	
Part-Time Instructor	20	5	0	25	16.64
Totals	50	15	4	65	47.98

COLLEGE OF EDUCATION (COE)

The mission of the College of Education (COE), "making educational and social systems work for all," reflects a broad view of the profession, in which educators assume a variety of roles in schools, social service agencies, private enterprise, and communities. The college, which traces its origins to 1910, has established itself as a leading educational institution through its research of critical social and educational issues, development of innovative practices, and preparation of professional practitioners and educators.

Recognizing the diversified and changing needs of future educators, the College of Education endeavors to enhance the capacity of families, schools, and communities to help individuals reach educational and vocational goals. Building upon its rich legacy and repositioned for the coming century, the College of Education is a catalyst and resource for educational improvement in which a range of interests can be pursued. The College of Education seeks to achieve the following results:

- interventions that reduce home, school, community, and personal factors that put individuals at risk
- service systems that identify and build on the interdependence of families, schools, and communities in meeting the educational, health, and social needs of children
- curricula and instruction that are sensitive and responsive to individual educational needs
- educational systems that foster organizational renewal and community support
- educational and vocational transitions that enable children and youth to benefit from development and learning opportunities
- adult educational systems that promote and support individuals as lifelong learners

Education for the 21st century requires skilled communicators, collaborators, and leaders who are capable of seeing beyond the classroom to the broad and changing educational contexts in which children and adults learn. Developing, nurturing, and maintaining these skills are the foundations of the college's programs. Whether it is to obtain an initial teaching license, an advanced degree, or to increase professional effectiveness, the College of Education offers a range of options and opportunities to students who want to pursue their individual interests and achieve their personal and professional goals.

In the past 10 years, the College of Education has undergone a significant transformation. Measure 5 caused the elimination of the Curriculum and Instruction Department which housed the following graduate programs and undergraduate programs: Elementary Teacher Education, Secondary Teacher Education, Curriculum and Instruction masters and doctoral programs. The Curriculum and Instruction Department was the college's largest department. A few tenured COE faculty members were reassigned to other areas of the college or the university. Several tenured faculty were given options for employment in other OSSHE institutions.

In 1992, under the leadership of a new dean, the College of Education was restructured. According to U.S. News & World Report, the UO College of Education is ranked 20th out of more than 200 colleges of education in the U.S. COE now includes two restructured graduate programs: educational leadership and special education. The college's special education program is ranked fourth in the U.S., according to U.S. News & World Report. The college also has developed a new undergraduate educational studies major which prepares students for careers in teaching or social service.

Undergraduate Education

The College of Education offers two undergraduate major programs of study. Studies lead to a bachelor of arts, bachelor of science, or bachelor of education degree with a major in educational studies (EDST); or to a bachelor of arts or bachelor of science degree with a major in communication disorders and sciences (CDS).

COE. 1. What is the unit's basic belief about its role in the institution's educational program? Evaluate the extent to which the unit's objectives are presently realized.

The College of Education's mission is "Making Educational and Social Services Work for All." The realization of this mission is apparent in every facet of each major. The college's contribution to the university economically and educationally can be directly assessed by the increase of student enrollment and the competitive nature of educational studies major. There are currently 80 students in the first year of the educational studies major and 101 students in the pre-education portion of the major. In addition, the mission of the university, which emphasizes the establishment of "lifelong learning that leads to productive careers," is evidenced in the percentage of CDS graduates who are accepted into graduate programs and finish their degree programs in order to have careers as educators, therapists, or researchers.

COE. 2. How do the majors or programs reflect the purposes of the units?

The purpose of the College of Education (see above introduction) is reflected in course work as well as the majors and options available. An important aspect of each major is to provide preparation that will facilitate career opportunities for its graduates.

COE. 3. Critically evaluate the institution's general educational requirements as they relate to the unit, or related instruction requirements as they apply to the purposes of applied associate degree programs, certificate programs and non-certificate programs within the unit.

The general education requirements require all students to have a level of proficiency in three broad areas, arts and letters, social science, and science/math. With careful advising, students can plan a comprehensive liberal arts education while fulfilling the group, degree, UO writing, and the COE major requirements. General education content requirements support and enhance our students' total education. As a professional school, the college wants students who can solve complex problems and communicate effectively.

COE. 4. Not applicable

COE. 5. Evaluate the students within the unit

Overview of the Evaluation Model

The program evaluation process that is used by the College of Education is directly tied to quality targets that focus on the quality of the professional preparation received by students in the program and the accomplishments of these students after they graduate from the program. This evaluation process is 1) future-oriented, 2) action-plan-driven, and 3) improvement-focused.

The COE's Accreditation Committee and the Evaluation Committee analyze the annual status report and improvement plan for each program. This internal auditing system is used to assist program personnel in achieving continuous improvement in each of the quality targets, especially those in which deficiencies are noted.

In the evaluation model developed by the Accreditation Committee, all instructional programs in the COE must prepare annual status reports and improvement plans for each of five areas of review. Each area of review and an example of a goal within that area are listed below:

- Admissions. Sample quality target: The program admits and retains a diverse group of students.
- Orientation/Advising. Sample quality target: Program advisors provide accurate advice to students.
- Program. Sample quality target: The program systematically links coursework and fieldwork.
- Benefits. Sample quality target: Employers rate the program graduates' preparation for their job as adequate.
- Personnel. Sample quality target: Qualified personnel conduct supervision of fieldwork.

The annual status reports and improvement plans must contain:

- the procedures used to generate information about each of the quality targets; the forms this information takes; who is responsible for collecting and managing the information; and how, when, and who reviews the information for decision-making.
- the program's current status and participants' judgment of satisfaction with each of the quality targets.
- action plans that address areas of improvement defined by program participants for the coming year.

Program status reports for the various areas of review are prepared three times during the year.

Reports are submitted first to the associate dean for academic programs, who then forwards them to the College of Education Consortium for the Improvement of Professional Education. The consortium comprises four administrators and four teachers from different school districts within the service region. There is also student and faculty membership on this council. The consortium assigns one external member to each of the college programs. This consortium member reviews status reports as they are submitted and meets with program faculty to verify that programs are:

- generating information related to the quality targets.
- using that information to evaluate the program's success in achieving the quality targets.
- developing and implementing action plans to improve program quality.

Consortium members report the status of instructional programs during regularly scheduled consortium meetings.

In the spring of each year, the consortium submits an annual report on the status of the college's instructional programs to the associate dean, who shares the report with the Instructional Council to assist in the preparation of future evaluations and program improvements.

***Questions 5-11 will be answered separately for the Educational Studies and Communication Disorders and Sciences majors.**

Educational Studies Major (EDST)

The educational studies major is a new undergraduate major being offered by the College of Education. There is core coursework and a choice between two options: family and social systems or integrated licensure.

5. Evaluate the students within the unit

Since this is the first year of the major, there are no data for comparison.

6. Appraise courses offered in the unit:

6. a. Show relationships between course objectives and unit's goals.

Each course syllabus has been evaluated against the overall statement regarding the purpose of the program by the COE undergraduate instructional committee.

6. b. What evidence is there of the relationships between class sizes and the educational effectiveness of the unit's programs?

Large lecture courses have been designed to include small group activities within the large class. Additionally, each large lecture course has small discussion sections. Professors report that this structure helps to make certain that all students are being instructed effectively and that individual student needs are being met.

6. c. List the courses that have not been offered within the past two years and indicate plans?

All courses have been consistently offered.

6. d. Are course syllabi current and complete? What practices are followed to encourage and ensure the continual upgrading of course content?

All syllabi are current and complete. Many have web page access.

The Undergraduate Instructional Committee, which operates as an extension of the Instructional Council, reviews all draft syllabi. Faculty members who teach the core course work have developed a set of objectives for the entire core. Courses and the objectives for which they are accountable are illustrated in a matrix and assessed once per term. Each option also has specific faculty members who operate as design teams to ensure connected content in the curricula.

7. Evaluate the methods of teaching, including innovations employed by the unit:

7. a. What library, media, and special aids are available for the improvement of teaching?

The Knight Library is an exceptional resource for research material. The COE faculty seeks to improve the listing of early childhood through middle school assessment and instructional materials that are necessary for students to

review and use. This area will be addressed this year. Currently, students and faculty members use the materials (e.g., curriculum programs, assessment tools) in the curriculum section of the library and in the Special Education and Community Resources Department.

The College of Education operates a technology lab that sets up e-mail accounts for all students who take educational studies coursework, designs web pages, and has a variety of operating platforms for faculty and student use. Expansion of this service is planned in order to accommodate interest level.

7. b. What devices are used to evaluate the effectiveness for individual instruction and general unit effectiveness?

- Focus groups
- Opinion surveys re: course and teacher effectiveness
- University Course Reaction Inventories (CRI)
- Peer observation
- Program director review
- College of Education Quality Improvement Evaluation System directed by the Evaluation Committee and Associate Dean for Academic Programs

7. c. What are the products of these evaluative techniques?

Reports and summaries of findings.

8. Evaluate the faculty in terms of balance of rank, degrees held, gender, experience, subject specialties, publications, ethnic diversity, and research where appropriate to the aims of the unit. Indicate strengths and weaknesses.

The College of Education does not have a specific faculty for the educational studies major. Faculty members from all three departments participate in the design, advising, and course instruction of this major. Currently there are five full professors, four associate professors, and two assistant professors who are active participants in the major. Of the full professors, four are male and one female; of the associate professors, three are male and one female; and of the assistant professors, both are female. All are white. In addition, many research associates and senior research associates help design the courses. All faculty members are teaching subject matter in their area of expertise and have active research projects in schools and other public agencies, which link students to "real life" situations. The only weakness may be that the COE faculty has traditionally been involved in graduate education. Therefore, the faculty was not as experienced at teaching undergraduate students. CRI's and

student interview, however, indicate that the faculty has developed excellent skills in presenting and designing courses for large groups of undergraduates.

9. Judge the general condition and adequacy of physical facilities.

Classroom space that can be easily changed to enable a variety of instructional delivery options needs to be increased. COE instructors would like to model different pedagogical structures within their courses. For example, if the students are learning about cooperative learning, instructors would like to use cooperative groups within the class to complete specific assignments. Instructors report that the rooms are clean and well equipped for most instructional purposes. In addition, rooms with built-in or mounted VCRs received high marks by the faculty.

10. Comment on changes which might be made in the unit's policies and procedures to improve faculty effectiveness

- Undergraduate instructional committee has been charged with developing a policy and procedure handbook for faculty members
- A COE faculty evaluation handbook has been circulated this year with explicit standards and procedures for conducting annual, cumulative, and promotion and tenure reviews.
- Faculty Activity Reporting System, a new data base, has been implemented to track faculty activities over time.

11. Project the program, plans staff needs and resources to the unit for the next five years. Indicate priorities, if possible.

The Undergraduate Instructional Committee is establishing a timeline associated with enrollment growth. Items projected are: hire tenure-track faculty for both options in the major, help library develop curriculum and instructional materials collection, and expand technology use in all educational studies major courses.

Communication Disorders and Sciences (CDS)

This program provides opportunities to study the general needs of exceptional individuals and consider the cultural implications of human communication disorders. Majors begin to acquire and apply the knowledge, skills, and competencies needed to work with speech and language impairments of individuals of various ages and cultural, linguistic, and socio-economic backgrounds. Students may participate in an introductory practicum experience in preschools, public schools, medical facilities, and other community settings.

5. Evaluate the students within the unit:

5. a. Compare the number of student majors of the last five years? What differences in quality does the faculty note?

In 1994, CDS had 65 undergraduate majors. In 1995, the number rose to 79, while for 1996, it has dropped to 66.

Over the past five years faculty have noted that there have been an increase of with CDS majors who have been on the dean's list for outstanding academic performance. The faculty suggest that the overall quality of students has always been exceptional. Follow-up of students who have graduated with an undergraduate degree in CDS reveal that 75 percent go on to graduate school and 25 percent go into teaching in either elementary or special education.

5. b. What evidence is there to demonstrate the quality and achievement of former students?

CDS is a preprofessional undergraduate major. Faculty members report that approximately 80 percent of the students are accepted into graduate programs in speech and language pathology; 15 percent enter graduate programs for other professions (e.g., elementary teaching, special education, psychology, neurosciences); 5 percent obtain employment in fields outside their major, but report using skills learned in the major (e.g., speech and language development used as a parent).

5. c. What evidence is there of student growth in their capacities to solve problems, analyze, synthesize, and make judgments?

The course sequence requires application and use of foundation knowledge and skills from previous coursework. The clinical and field-base experience provides numerous opportunities to assess student growth in problem-solving and synthesizing.

5. d. What evidence is there of student growth in reasoning and communicating?

Individual courses require students to reason and communicate with each other using a variety of formats. These expectations are indicated within individual course syllabi.

5. e. What evidence is there to demonstrate student growth in reasoning skills and knowledge, and such values as integrity and objectivity?

Students who enter the CDS major are interested in helping individuals with communication disorders. As they progress through the coursework, students begin to employ the scientist-practicioner model. That is, they begin to investigate causes for communciation problems and use intervention strategies that have proven effectiveness. All CDS faculty embed this model in their courses. Thus, students as they move through the program, become progressively better at solving problems using a variety of sources. For example, since communication involves an integrated view of the human being, students take coursework in anatomy, physiology, neurology, behavioral sciences, and child/adolescent development. Most courses have a lab component in which students are required to log results of observations and prepare analyses of actual case studies. Again, as students take the course sequence, their growth in solving problems, reasoning and communicating, and knowledge and skills sytematically increases. Specific evidence for this growth can be found in the students' competency checklists for program completion, lab notebooks for coursework, written products, case study reports and final examinations, which often require an oral component.

6. Appraise courses offered in the unit:

6. a. Show relationships between course objectives and unit's goals.

Each course syllabus and the overall statement regarding the purpose of the program have been matched and coordinated by the COE Undergraduate Instructional Committee. In addition, the Department of Applied Behavioral and Communication Sciences has instituted a series of review structures to maintain progam quality.

6. b. What evidence is there of the relationships between class sizes and the educational effectiveness of the unit's programs?

Currently, class size is relatively small. The faculty is concerned that expansion of the major will not be possible without more faculty members.

6. c. List the courses that have not been offered within the past two years and indicate plans?

All courses have been consistently offered.

6. d. Are course syllabi current and complete? What practices are followed to encourage and ensure the continual upgrading of course content?

Syllabi are current and complete. CDS faculty members meet on a biweekly basis to review coursework, student progress, and discuss recent research in the field.

7. Evaluate the methods of teaching, including innovations employed by the unit:

7. a. What library, media, and special aids are available for the improvement of teaching? Evaluate.

The Knight Library is an exceptional resource for research material. The CDS faculty seeks to improve the listing of early childhood through adult assessment and instructional materials that are necessary for students to review and use. This area will be addressed this year. Currently, students and faculty members use the materials (e.g., curriculum programs, assessment tools) which are located in the speech and hearing clinic on campus.

7. b. What devices are used to evaluate the effectiveness for individual instruction and general unit effectiveness?

- Focus groups
- Opinion surveys re: course and teacher effectiveness
- University Course reaction inventories (CRI)
- Peer observation
- Program director review
- College of Education Quality Improvement Evaluation System directed by the Evaluation Committee and Associate Dean for Academic Programs

7. c. What are the products of these evaluative techniques?

Reports and summaries.

8. Evaluate the faculty in terms of balance of rank, degrees held, gender, experience, subject specialties, publications, ethnic diversity, and research where appropriate to the aims of the unit. Indicate strengths and weaknesses.

All faculty members are teaching in their area of expertise. There are two tenured faculty members, one tenure- track, one senior research associate with the title of professor, and four research associates with the title of assistant professor; one male and seven females. Weaknesses are that there is no ethnic diversity in the faculty.

9. Judge the general condition and adequacy of physical facilities.

Faculty members have their own offices and clinic space. Classroom space that can be changed easily to enable a variety of instructional delivery options needs to be increased. COE instructors would like to model different pedagogical structures within their courses. For example, if the students are learning about cooperative learning, the instructors would like to use cooperative groups within the class to complete specific assignments. Instructors report that the rooms are clean and well equipped for most instructional purposes. In addition, rooms with built-in or mounted VCRs received high marks by the faculty.

10. Comment on changes which might be made in the unit's policies and procedures to improve faculty effectiveness.

- Undergraduate Instructional Committee has been charged with developing a policy and procedure handbook for faculty
- COE faculty evaluation handbook, which contains explicit standards and procedures for conducting annual, cumulative and promotion and tenure reviews has been circulated this year.
- Faculty Activity Reporting System, a new data base, has been developed to track faculty activities over time. The data base can also sort by topic and event.

11. Project the program, plans staff needs and resources for the unit for the next five years. Indicate priorities, if possible.

The Department of Applied Behavioral Sciences and the CDS faculty is establishing a timeline associated with enrollment growth. Items projected are: hire a tenure-track faculty member for an endowed professor position; help the library develop assessment, curriculum and instructional, and therapy materials collection; and develop faculty skills in using technology for course delivery.

SCHOOL OF JOURNALISM AND COMMUNICATION (JC)

JC. 1. What is the unit's basic belief about its role in the institution's educational program? Evaluate the extent to which the units' objectives are presently realized.

As a professional school (the second-oldest freestanding program of journalism and communication education in the country), the School of Journalism and Communication is dedicated to providing rigorous,

professionally based education that effectively blends theory, skills and context in a liberal arts environment. National accreditation standards require that at least 75 percent of all students' coursework toward degree be done in traditional arts and science programs. With a ceiling of 25 percent of that coursework devoted to journalism and communication, it is essential that this course work be properly focused and that it build an appropriate skills base for students seeking proper preparation for entry-level work in journalism (newspaper, magazine and broadcast), advertising and public relations. The school's relatively new sequence in communication studies provides more theoretical and analytical opportunities, especially for students considering graduate education in the near future. In addition, the faculty sees as an important mission a general-education commitment to how the media and mediated communications affect society and its institutions. The school's high degree of success is based on the following factors: a high level of student placement in media work; an unbroken string of accreditations (ACEJMC) since the process began in 1945; the frequent citation of the school's curriculum and standing in program development at other colleges and universities; and the high regard in which the school's students and faculty are held in many parts of the university.

JC. 2. How do the majors or programs reflect the purposes of the units?

The school's majors and programs, which are all bound by a common (and somewhat generic) lower-division core curriculum, strongly reflect the school's goals and objectives. Though there are more than 1,000 pre-majors and majors in the school, strong advising (which begins in the freshman year) and consistent follow-through ensure that students and their programs properly reflect the school's objectives and their needs.

JC. 3. Critically evaluate the institution's general education requirements as they relate to the unit, or related instruction requirements as they apply to the purposes of applied associate degree programs, certificate programs, and non-certificate programs within the unit.

The school is highly satisfied with the goals and effects of the university's general education requirements. They are consistent with the school's objectives and with the faculty's desire to have a broad and rigorous underpinning of liberal arts coursework. However, those requirements are employed as only the beginning of the curricular emphasis on the arts and sciences, as this self-study demonstrates. This is especially true of the school's requirements for expanded work in arts and letters and in the social sciences.

JC. 4. Not applicable.

JC. 5. Evaluate the students within the unit:

5. a. Compare the number of student majors over the last five years. What differences in quality does the faculty note?

Our student credit-hour production is up about 45 percent from five years ago. Growth in the current academic year should be 6 percent. This is the result of a broad-based growth in the number of majors and minors and in an effective outreach through several courses that satisfy general education requirements. This growth may prompt the school to consider some selective (by sequence) enrollment ceilings, though these may be relatively minor adjustments. Though much of this information is anecdotal and not always outcome-based, the faculty reports that student preparation and performance is at a higher level than five years ago.

5. b. What evidence is there to demonstrate the quality and achievements of former students?

Regular contact with graduates and consistent follow-through in communication, supplemented by a high level of self-reporting by former students, strongly suggest that performance of graduates is at a laudably high level. The school maintains an up-to-date database and keeps up regular contact through *Flash*, the school's newsletter, which is issued four times a year.

5. c. What evidence is there of student growth in their capacities to solve problems, analyze, synthesize, and make judgements?

The school does not have a highly structured program of outcomes assessment to quantify the kind of growth cited in the question, though both lower-division and upper-division core courses do require a high level of problem-solving, analysis, and independent work. The quality of student projects certainly is an indicator; by that measure, students are doing well.

5. d and 5. e. What evidence is there of student growth in reasoning and communicating? What evidence is there to demonstrate student growth in reasoning skills and knowledge, and as to such values as integrity and objectivity?

Same as answer 5.c. above; in addition, the focus in the communication ethics course gives strong emphasis to issues of integrity and fairness. Certainly those factors get heavy weight in many writing- and project-based courses.

JC. 6. Appraise the courses offered in the unit:

6. a. Show the relationships between course objectives and the unit's goals.

All of the course work (more than 60 offerings at the undergraduate level) is properly tied to the school's goal of skill development within a context of theory, analysis, and creative performance.

6. b. What evidence is there of relationships between class sizes and the educational effectiveness of the unit's programs?

National accreditation standards require enrollment of not more than 18 students for any skills class. That covers a large number of the school's offerings. Though course enrollments may number as much as 150 for lower-division courses, 25 to 30 is an average for courses in the upper division that are not seen as laboratory courses with intensive writing/creative components. Not surprisingly, a strong correlation is seen between smaller class size and teacher-student interaction

6. c. List the courses that have not been offered within the past two years and indicate the unit's plans concerning them.

The only course in the curriculum that has not been taught in the past two years is J 375, Production for Publication. It is likely that this class will be reconfigured and offered under a new number.

6. d. Are course syllabi current and complete? What practices are followed to encourage and ensure the continual upgrading of course content?

Course syllabi are current and complete. All faculty members file course syllabi in the main office each academic term; the dean reviews all of them and, as needed, discusses issues of interest and concern with affected faculty members. In addition, course syllabi and related teaching portfolio items are reviewed for such purposes as pre-tenure and post-tenure reviews and for annual evaluations. The school places great value on conference and research opportunities for the faculty and will try to fund these opportunities on a case-by-case basis. This form of continuing education is a very helpful tool for course development and improvement

JC. 7. Evaluate the methods of teaching, including innovations employed by the unit:

7. a. What library, media, and special aids are available for the improvement of teaching? Evaluate their usefulness.

The faculty makes heavy use of the Internet and World Wide Web for

creation of on-line syllabi, special resources, and home pages for curricular areas. These have been helpful for student outreach and contact outside of the classroom. Students bring these resources back to the classroom, both in discussion and in project work. Presenting on-line work and resources during classes has also been helpful, thanks to technological upgrading of several classrooms here.

7. b. What devices are used to evaluate the effectiveness of individual instruction and general unit effectiveness? What are the products of these evaluative techniques?

Peer visitation of classes, student evaluations (quantitative and narrative), and strategies of the Teaching Effectiveness Program have been helpful in providing feedback and strengthening teaching techniques. The university's support of "technology short courses" has also been helpful to faculty members; it is hoped that this program can be expanded.

JC. 8. Evaluate the faculty in terms of balance in rank, degrees held, gender, experience, subject specialities, ethnic diversity, and research where appropriate to the aims of the unit. Indicate particular strengths and weaknesses.

Of the 22 - FTE teaching faculty (one position is unfilled at present), there is considerable balance in terms of teaching/research interests, professional experience, gender and ethnicity. Of that number, 41 percent are women; 14 percent are from an identified minority group. Of particular strength is the experience and training the faculty brings to all of the professional sequences; there is notable balance in the scholarship and professional outreach that the faculty brings to the school. The school does seek greater ethnic diversity and is working to bring an even more eclectic characteristic to the school as it explores the challenges of the rapidly changing communications environment.

JC. 9. Judge the general condition and adequacy of the physical facilities used by the unit. Comment on needed changes, if any.

The school currently is engaged in a $5 million campaign to renovate all three stories of Allen Hall. The first phase, 50 percent complete, is to renovate the ground floor—mostly through private funding. This project will greatly improve physical facilities, which have been adequate but not forward-looking. By 1998, the school will be close to state-of-the-art in facilities, considering that it is in two joined structures that are 65 and 45 years old, respectively.

JC. 10. Comment on changes which might be made in the unit's policies and procedures to improve faculty effectiveness.

The three most effective changes that have led to and will continue to contribute to faculty effectiveness are: 1) creation of an elected Dean's Advisory Committee, to consult on all areas of faculty interest and concern; 2) an on-going School Curriculum Committee charged with constant evaluation of all course offerings and sequence structures; and 3) an active Personnel Committee, dedicated to mentoring and to effective pre- and post-tenure reviews.

JC. 11. Project the program, plans, staff needs, and resources of the unit for the next five years, and indicate priorities if possible.

Equipment and facilities rather than personnel increases head the list. Greater budgetary support for equipment acquisition, equipment maintenance, and general supplies is key to the school's effective growth and outreach. The school is committed to an energetic program of private fundraising, but most of that is dedicated to creation of infrastructure when the Allen Hall renovation is completed. Staff needs are minimal by comparison: one additional clerical position and perhaps two more faculty members (new, not replacement) within the next five years.

SCHOOL OF LAW (L)

L. 1. What is the Law School's belief about its role in the University of Oregon's educational program? Evaluate the extent to which the Law School's objectives are presently realized.

The School of Law's J. D. program provides access to the legal profession through high quality yet affordable public education. With rigorous, imaginative classroom teaching and a constant emphasis on the ethical life, the school develops skilled professionals who excel in the service of both clients and community. The law school's faculty has both inspired and produced richly creative scholarship to increase human understanding of the law and legal institutions. Faculty members, staff and students are dedicated to academic freedom, personal tolerance and equal dignity for all. To assist the university in fulfilling its educational program, a significant number of the faculty members serve on committees or participate in the educational programs of other units to provide an opportunity for non-law students and faculty members to study law in relation to their fields of interest.

L. 2. How do the majors or programs reflect the purposes of the Law School?

The School of Law is restricted to a graduate curriculum of preparation for the practice and study of the law. Upon completion of the three-year degree program, students are admitted to practice through passage of a bar examination administered by a state Bar Association.

L. 3. Critically evaluate the University's general educational requirements as they relate to the Law School.

This does not apply to the School of Law as all students must have completed a baccalaureate degree before they are admitted.

L. 4. Not applicable.

L. 5. Evaluate the students within the School of Law.

The two principal bases for admission to Law School are the applicant's grade point average through a four-year undergraduate program and the score received on the national placement test, the LSAT. Over the past five years, at a time when law school applications nationally have been declining, the University of Oregon School of Law has matriculated classes of consistently high quality:

	Median GPA	Median LSAT
1992	3.18	160
1993	3.51	160
1994	3.5	161
1995	3.5	159
1996	3.42	159

The student body reflects the Law School's steadfast commitment to human diversity, as demonstrated in the composition of the entering class over the past several years:

	Women	Minorities
1992	32%	15.5%
1993	54%	12%
1994	51.6%	16%
1995	44%	20%
1996	54%	15%

The second measure of quality and excellence is successful academic performance and retention of students through graduation. A particularly crucial period for predicting success is the first (fall) semester of the first year. In 1994, five students of 154 (3.2 percent) were placed on academic probation; in 1995, 9 of 181 (4.9 percent), and in 1996, 5 of 162 (3.0 percent). With an emphasis on reducing section size, particularly for the first year students, and with significant energy and resources devoted to the Academic Support Program for minority students, only one student, a third-year, dropped out for academic reasons this past year.

Class standings have risen each of these years, as demonstrated by the GPA for the top 10 percent of the First Year Class: 1994 it was 3.65 and above, 1995 it was 3.66, and in 1996 it was 3.72. In 1994, 50 percent of the class had a GPA 3.01 or above, in 1995 it was 3.03 or above, and in 1996 it was 3.12 or above. Low student-teacher ratios have contributed to this success across the board. In the fall semester of 1995, excluding seminars, 22 upper division (second and third year) courses (36 percent) had fewer than 25 students. Only five upper division classes had more than 75 students. Fifty percent of the second year students had a GPA of 3.07 or above, and 50 percent of the third year students had a GPA of 3.11 or above. In 1994, these classes had been at 3.01 and 3.06 respectively.

The legal profession has two objective criteria for demonstrating the quality and achievement of former students: passage of the state bar exam and job placement statistics. Graduates of the University of Oregon fare very well.

The passage rate for first-time takers of the Oregon State Bar exam for 1992 through 1996 averaged 79.6 percent. Oregon students taking the Washington State Bar over the same period had an average pass rate of 78.5 percent, and those taking the California State Bar had a pass rate of 83.7 percent.

Placement statistics over the period from 1991 through 1995 indicate that, on average, 87.4 percent of our graduates are employed in the law within the year following graduation. Of these, an average of 45.8 percent are employed in private practice, 31.4 percent in government, and 11.6 percent in business or industry. The median starting salary has risen slightly from $32,000 in 1991 to $32,800 in 1995.

L. 6. Appraise the courses offered in the School of Law.

The School of Law's course offerings are an expression of the faculty's understanding of the goals of legal education in the context of a research university. Those goals include providing all students with a high order of analytical skills in tandem with an understanding of legal doctrine, process and institutions; providing rigorous training in the professional skills necessary for practice of the law in whichever specialty they pursue;

providing a fundamental understanding of the role and obligation of the legal profession in society; providing an elective curriculum of sufficient breadth and depth to enable selection of a cluster of courses, seminars and clinics to strengthen preparation for specialization in practice; and to provide all students with some degree of interdisciplinary perspective on the law by bringing to bear related fields of knowledge and modes of inquiry. Course enrollments are reviewed regularly and the decision to offer a course is based, in part, on past enrollment. Occasionally, courses are offered, despite a limited appeal, because of the importance of the course content.

L. 7. Evaluate the methods of teaching, including innovations, employed by the School of Law.

Members of the law faculty take pride in utilizing a variety of innovative teaching techniques, and in the recognition of two of its members with Ersted Awards and two others with Burlington Northern Awards (awards for outstanding teaching).

The first teaching objective of the law curriculum, enhancing student ability and inclination to think critically, is difficult to accomplish by exclusive use of the lecture method. Law teachers, therefore, have developed competence with alternative teaching methods, such as the Socratic or discussion methods, the problem methods, or simulation and role playing, in which students actively participate and the teacher provides training in analytical rigor.

Informal discussion of pedagogical matters has long been a hallmark of the law school. A series of meeting and seminars on teaching effectiveness (TEFFS) is coordinated by law school professor Dom Vetri, and a core group of teachers meets regularly to participate in discussions and demonstrations. In addition to the TEFFS program, faculty members are encouraged to employ the law school's video capability to produce videotapes of classes for self-evaluation. Many now take advantage of the university's Midterm Analysis of Teaching service. Some members of the faculty are using Computer-Assisted Legal Instruction (CALI) exercises. Some author hypertext databases for student use that link exercises to reading material. Some are exploring the potential for computerized conferencing/electronic mail as an adjunct to class meetings. Others stimulate class reading and participation through such devices as weekly writing assignments on assigned material. All these innovations take place alongside traditional lecture and discussion approaches. Even in those, colleagues informally mentor one another through advice and, upon request, attend one another's classes. Student evaluations of all classes are gathered in each class and provide accountability as well as a reference for improvement in performance over time.

L. 8. Evaluate the faculty in terms of balance in rank, degrees held, experience, subject specialties, publication, and research where appropriate to the aims of the School of Law. Indicate particular strengths and weaknesses.

The *University of Oregon Self-Study 1993*, p. 10, describes the rebuilding and strengthening of the Law School faculty with the addition of several new members; scholarship and service are described in detail on pp. 12-14. This investment and focus on development has borne fruit in a faculty that is extraordinarily diverse and productive. A copy of the *School of Law Bulletin 1996-1997*, listing all faculty members, their ranks, and academic credentials, and a brochure listing *Faculty Publications, University of Oregon School of Law 1990-1995* have been placed in the accreditation resource room so it is not necessary to repeat the information here. In the time since the self-study there have been two full-time additions to the law faculty, and one teacher has moved from part-time assistant professor to full-time tenure track status. Two faculty members have been granted tenure and promoted to associate professor since the self-study.

L. 9. Judge the general condition and adequacy of the physical facilities used by the School of Law. Comment on needed changes, if any.

The School of Law, including the Law Library, moved into the existing building in 1970. The inadequacy and limitations of this space have become increasingly clear with the passage of time and changing pedagogical methods. In 1994, after criticism by the ABA of the space and services available in the Law Library, more than 50,000 volumes were moved off-site for storage in the newly-completed Knight Library. These materials are available to students and faculty on a request basis and are brought to the Law Library by courier.

With few options for correction of the physical limitations that had been the subject of criticism by the ABA accreditation team, in 1995 the school began design work for renovation and remodeling of the existing building. In the summer of 1996, it was determined that the most cost-effective and efficient choice would be construction of a new building at the eastern edge of the campus. Design is nearly complete for this construction; groundbreaking is scheduled for June 1997 with occupancy before January 1999. This state-of-the-art facility, funded primarily through private giving, will incorporate the best in legal pedagogy, technology, and design. A copy of the design is available in the accreditation resource room.

L. 10. Comment on changes which might be made in Law School policies and procedures to improve faculty effectiveness.

Efforts to improve faculty productivity are ongoing and distribution of the administrative workload is also being studied. The School of Law is currently

interviewing candidates for dean and expects to address both of these issues with the new administration.

L. 11. Project the program, plans, staff needs, and resources of the School of Law for the next 10 years, and indicate priorities, if possible.

The national emphasis on clinical and practice skills has motivated and will continue to drive many changes in the School of Law's curriculum and staffing. The school has devoted intensive effort to development of the Law and Entrepreneurship Center and clinical programs in specific practice areas. Development of programs for alumni that reflect their professional interests and strengthen their ties to the school, as well as service to the practicing bar with continuing education and service, are expected to grow. The move into a new state-of-the-art facility and the particular emphasis of a new administration will necessarily impact plans and projections.

SCHOOL OF MUSIC (M)

The School of Music comprises several departments in music (history, theory, composition, performance, music education) and a department of dance.

M. 1. What is the unit's basic belief about its role in the institution's educational program?

The School of Music is one of the few comprehensive schools of music (offering degrees at all levels in most accepted fields of music) on the West Coast. As such it fulfills an important role, not only for Oregon but for the entire region. As a professional school in a university setting, it is dedicated to furthering creativity, knowledge, pedagogy, and performance in music and dance and to preparing students for a variety of professions in these fields. Its mission is fivefold:

- to help students balance the knowledge and understanding of their art with the intuition and skill necessary to present it.
- to involve students and members of the university and the community in the intellectual life and performing activities of the school through the curriculum, lectures, workshops, master classes, and concerts.
- to help students learn to communicate and teach their art effectively, whether as professional teachers in public or private schools, at the college level or conservatory, as teachers in private studios, or as performers.
- to reflect the diversity of the fields of music and dance in its offerings.

- to contribute new ideas to the fields of music and dance in the form of original compositions and choreographies, studies of new repertoires and interpretations of existing ones, as well as scholarship in the history, theory, pedagogy, and cultural context of music and dance.

The School of Music's role in the university is both highly specialized, in training the artistic talent that comes here for professional preparation, and service-oriented in its offering of many kinds of courses to students not majoring in music who wish to have some formal musical experience while in college. In addition, as part of the broader educational picture, the school offers cultural opportunities in our concerts and outreach programs.

The primary aim of the dance department is to enrich the lives of majors and nonmajors with diverse dance experiences. Dance in a liberal-arts education should be explored as an art form and as one of the humanities. Regardless of a student's career goals, education in dance at the University of Oregon provides the opportunity to develop self-discipline and motivation, intellectual curiosity, and creative imagination. Steady increases in enrollments in group-satisfying courses and studio courses are indicators of success.

Evaluate the extent to which the unit's objectives are presently realized.

As with any ongoing process, the school is constantly revising and improving specific items in its curriculum; however, the faculty has been engaged in intensive review and improvement over the past four years, and the curriculum is in perhaps the best shape it has been in for quite some time. It displays both rigor and diversity.

M. 2. How do the major or programs reflect the purposes of the unit?

The curriculum in music divides into four parts: 1) a core area, shared by all undergraduate majors, which addresses the first mission objective by ensuring that all students graduate with basic aural and keyboard skills, knowledge of music theory, history, and literature, as well as knowledge of the general arts required by the university; 2) a performance area, pursued to some extent by all majors so that they may have a hands-on knowledge of the art, and to the maximum extent by performance majors; 3) a composition area, which speaks to the creative aspect of the mission listed above; 3) a pedagogical area, pursued to some extent within all performance studies, but pursued most intensively by music education majors; and 4) an area in history/ethnomusicology/theory, shared to some extent by all majors, but pursued intensively by those wishing to achieve academic rigor in their knowledge of music. Thus all students share a portion of the curriculum, and then, according to their own interests and talents, they pursue different courses of study in addition to the core.

Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, critical thinking, problem solving, and evaluation. In addition to the academic components, dance students experience the rigorous professional discipline that is inherent in studio classes. In the studio classes, the major emphasis is modern dance with a strong supporting area in ballet. Students also elect to study such idioms as jazz, tap, folk (e.g. African, Chinese, European, Near and Middle East), improvisation, contact improvisation, and historical dance. The department offers frequent opportunities for students to earn credit through performance experiences. Performances on campus are primarlity directed toward the student population at large, but also the larger community.

The dance department's dedicated balance of theory and application provides students with regular opportunities to integrate analysis and practice. An indication of success is the regular submission of advanced research, both creative and analytic: the realm of inquiry Donald Schon, a well-known educational theorist and author, refers to as "reflection in action."

M. 3. Critically evaluate the institution's general education requirements as they relate to the unit.

Several music and dance courses qualify as part of the group requirements or the multicultural requirements of the university. This has great impact on the numbers of faculty and GTFs needed to staff these courses, and has the beneficial effect of bringing general university students into contact with the arts.

As they affect our students, the general education requirements are both beneficial and problematic: The School of Music provides many opportunities for small-group and even individualized instruction (a necessity in instrumental study). These intensively personalized teaching situations stand in great and usually favorable contrast to many of the large courses encountered in fulfilling general education requirements. The requirements are sometimes resisted by students of the school, who have busy schedules, though they offer the benefits of a broad education, which distinguishes the school from a conservatory-type of training.

The general education requirements affect the dance department in at least two ways. First, certain content areas of the discipline were deemed appropriate to meet the criteria and were approved for arts and letters credit, providing dance majors and minors with a more streamlined, productive course of study. Second, there has been a growing interest by nonmajors in these courses. The department has responded with an attempt to offer them more frequently, while individual instructors assigned to these courses have continued to assess teaching strategies and content for a general university population.

Approved general education courses outside the dance department are not readily available to dance majors. Other desirable courses outside the department are not classified as satisfying general education requirements. If regulation of courses satisfying general education requirements were re-envisioned and expanded, nonmajors' access to dance department courses and dance majors' access to courses outside the department could both be significantly enhanced.

M. 4. Not applicable.

M. 5. Evaluate the students within the unit:

5. a. Compare the number of student majors over the last five years. What differences in quality does the faculty note?

The number of music majors has grown significantly in the past two years. Until then it had remained relatively constant. This growth is due in part to the creation of several new possibilities: an electronic music B.S.; a new B.A. track which requires no audition and focuses more on history and literature of music; a jazz studies major.

The level of preparedness in general musical knowledge of the entering student has decreased, probably owing to the impact of Measure 5 and other similar cutbacks on the arts in elementary through secondary schools over the past decade. At the same time, the quality of performance major that we now attract has risen significantly, probably because of the rising reputation of the school and, particularly, of certain teachers within it. This seeming paradox means that our studio teachers can teach at a higher level, but our core course teachers have had to devise remedial courses to cope deficiencies in the areas of theory and aural skills.

Similar to the quantitative assessments being used to account for department and faculty productivity (i.e. student credit hours), dance students seem to be more end-product oriented. They are motivated to acquire the necessary facts to check off each requirement for their degree and to get their degree in as short a time as possible. This contrasts with earlier periods when students seemed more open to exploring information, expanding and developing personal abilities and seeking knowledge for the sake of knowledge as opposed to a requirement for a degree.

5. b. What evidence is there to demonstrate the quality and achievement of former students?

While students are still in school, the school has a rigorous set of juries required each term and attended by a group of faculty to test the progress of each music student. In addition, all performance majors give a senior recital, likewise graded by a group of faculty. Once away from the school, students are tracked only when they report to the school; of music education majors, 100 percent have found jobs upon graduation for the past five years. The school

also has a very fine track record for sending students on to good graduate schools for further study toward master's and doctoral degrees. These institutions include Juilliard, Eastman, Yale, University of North Carolina, Manhattan School of Music, and many others.

The achievements of former students are communicated to the dance department in response to calls for such information through the department newsletter and other informal communications; no statistical accounting is available at this time. However, anecdotal evidence suggests that graduates of the dance program have gone on to a variety of endeavors, with many success stories, in spite of the current scarcity of professional careers available in dance for those with undergraduate degrees.

5. c. What evidence is there of student growth in their capacities to solve problems, analyze, synthesize, and make judgments?

A music curriculum, by its very nature, requires diverse skills, ranging from analysis (music theory), synthesis (music history), judgment (musical interpretation and criticism), and refined physical training (performance). Rigorous testing, the production of papers, and the production of senior recitals bring all of these skills together and make them visible and audible in a public forum.

5. d. What evidence is there of student growth in reasoning and communicating?

The study of music requires many different kinds of mental capacities, from small-muscle coordination at an extraordinarily refined level, to high-level abstract thinking. Reasoning in music can take the form of working out contrapuntal problems in theory and composition or interpreting a complex piece of music on one's instrument or writing a paper on a historical or theoretical topic. Since the core curriculum requires of all students a command of the basic theory and history of music, the faculty often sees enormous growth in communication and reasoning ability.

Communication is the essence of music—though it does not always happen in words. Since students stand before "juries" every term, there is considerable evidence for their growth in the ability to communicate through music—often culminating in a final recital or senior project. In addition, music education students undergo a fairly grueling practice in which their abilities to communicate are put to the acid test—the classrooms of elementary, middle school, or high school students.

An area that needs work is the requirement that all students learn how to communicate well orally, an increasingly important skill in the arts world today. This skill is being developed in the music education program. The faculty is hoping to begin building this into the jury system so that oral communication will be understood as part of every musician's and dancer's arsenal.

5. e. What evidence is there to demonstrate student growth in reasoning skills and knowledge, and as to such values as integrity and objectivity?

Reasoning skills and knowledge, as outlined in section 5.d. above, are cultivated extensively in the required music and dance core. Integrity and objectivity are not necessarily taught *per se*, but in the intensive one-on-one study with studio teachers, the mentoring and modeling that go on often results in integrity and creativity being explicitly discussed. Objectivity is perhaps less of a focus in those degree programs devoted to creativity, although it is certainly inculcated in the areas of music history and theory as they are taught in the core courses, and in music education.

The curriculum in dance provides for cumulative, progressive opportunities for students to gain understanding and practice in self-direction and group interaction through initiation of, and responsibility for the development of internships and public events, research projects, performance, and self-evaluation of original creations. This course work for undergraduates includes some time-tested methodology in the department, as well as a more recent redesign of the culminating individualized requirements for the major. Three specific ways in which student growth is evident, as itemized in c, d, and e above, are:

- internships ranging from teaching to arts management at UO and elsewhere (e.g., elementary schools, Hult Center, community and park centers).

- senior projects ranging from applied research in dance history, science, aesthetics, ethnography, performance management and design etc., to creative research investigating the effects of choreographic processes and products.

- student dance concert production including direction, choreography, and performance.

M. 6. Appraise the courses offered in the unit:

6. a. Show the relationships between course objectives and the unit's goals:

The nationally accredited School of Music and the Department of Dance have an array of courses developed painstakingly over a number of years that are deemed essential for the development of the artistic and intellectual capabilities of the students. There is a great variety of courses that relate in myriad ways, and in which each relates to the goals of preparing performers, scholars, and teachers of music. These courses are refined continuously to achieve that relationship.

To meet the goal of providing diverse dance experiences for majors and non-majors, the dance department offers a rich variety of studio dance courses each term. Approximately 30 sections each term are open to all students at the university. In Fall 1996, 17 separate course topics were offered in the DANC program. For majors, minors and other university students with skills appropriate for more intensive training, the department provides two audition placement classes each year for possible admission in modern dance and ballet in three higher levels of study. As scheduling and resources permit, other studio topics are offered for the more advanced student.

To meet the goal of providing study of dance as an art form and as one of the humanities within a liberal-arts education, the dance department offers classroom courses at the 200, 300, and 400 level for majors and non-majors. There are courses at the 200 and 300 level with no prerequisites as well as courses with group satisfying status. Some courses include a unique educational characteristic in dance study; integration of the practice of movement with the underlying theoretical and analytical components.

To meet the goal of providing the opportunity to develop self-discipline and motivation, intellectual curiosity, and creative imagination, the dance department offers several important course sequences.

6. b. What evidence is there of relationships between class sizes and the educational effectiveness of the unit's programs?

One-on-one and small-group instruction is both the curse and the blessing of any school of music. There is simply no better way to teach the intricacies of playing an instrument or singing than in individual instruction. The school does offer class piano, voice, and other instruments (guitar, some violin, saxophone) at an elementary and introductory level, but students who show motivation are soon needing individualized instruction. Even the core courses need to be in small groups: such skills as ear-training, theory, and counterpoint, must be taught in small enough groups that individual skill levels can be addressed effectively. It is only in the more traditionally academic disciplines of history, ethnomusicology, etc. that students may be taught in larger groups. Of course, ensembles such as orchestra, chorus, and wind are also taught mostly in large groups, though broken down occasionally into sections for rehearsal. A school of music does not become "efficient" in its use of faculty, until the level of skill achieved by many of the students during their four years of instruction is determined.

The dance department attempts to comply with recommendations of the National Association of Schools of Dance regarding class size and student/teacher ratio. Regarding studio and studio/theory courses, this is possible because the department has dedicated studio space and is therefore able to schedule with flexibility. However, the department is limited by high student demand and limited faculty resources.

6. c. List the courses that have not been offered within the past two years and indicate the unit's plans concerning them.

The faculty has made a concerted effort to "clean up" course offerings so that everything is offered on at least an alternate-year basis. Any courses that have not been taught for two years are either slated to be taught the following year, or are on the docket to be dropped. Five were dropped in this past year.

6. d. Are course syllabi current and complete? What practices are followed to encourage and ensure the continual upgrading of course content?

Instructors are encouraged to hand out course syllabi at the beginning of every term. More recently, the dean has begun asking for copies for the office, and, if deemed desirable, to post on the web-page of the School of Music. This has not yet happened in a wholesale manner, but it soon will become the norm. A more public display of syllabi almost certainly will cause closer scrutiny of them by faculty members. Every pre- and post-tenure review involves close scrutiny of syllabi as well.

Rotating certain classes among the dance faculty encourages discussion of syllabi and upgrading of course content. Syllabi are assembled in the department office, and periodic faculty discussions center around the questions of content changes. Faculty members attend conferences on the field, present their own research appropriate for pedagogic application, and library resources are updated as resources allow to ensure staying on top of the subspecialities in the field (e.g., history, philosophy, theory, science, technique, performance trends).

M. 7. Evaluate the methods of teaching, including innovations employed by the unit:

7. a. What library, media, and special aids are available for the improvement of teaching Evaluate their usefulness.

The school is moving inexorably into the computer age, and music is a logical candidate for this move. Almost all students learn to use computers during their four years here—many become quite sophisticated users of computer software for inputting musical notation; many become adept at the use of MIDI and electronic music technologies. In the classroom, some instructors use computer-generated images; theory and composition instructors regularly require assignments to be done on computers. History and performance classrooms often use laser-disc and CD-ROM technology, and several instructors are developing their own software for the more effective teaching of musical concepts. As with any new technology, some of the usefulness has been overplayed, but in general the marriage of music and technology has always been a close one—from the invention of the first musical instrument on.

Some aids for dance science teaching exist. Computer software programs have been purchased recently for specific teaching of labanotation and dance lighting. The department has a limited video tape collection for teaching use, video cameras, playback monitors, and a modestly appointed video editing machine. Each studio has sound cabinets for music accompaniment with cassette decks, turntables, and CD players. The department has an in-progress archive/library which will have increased usefulness as inventory is catalogued and made available for teaching/study use.

All of this constitutes a necessary minimum, is heavily used, and is indispensable. There is an extensive list of "should haves." Purchases occur when funds are available.

7. b. What devices are used to evaluate the effectiveness of individual instruction and general unit effectiveness? What are the products of these evaluative techniques?

In both music and dance, student evaluations are conducted on a regular basis. They are perhaps the least effective for evaluating individual instruction, since the freedom of students to criticize studio teachers, with whom they must study for four years, is restricted. However, the jury system, wherein all performance students are evaluated by a group of instructors, ensures that poor instruction will be detected. Classroom teaching is evaluated in the normal fashion, by both student and peer evaluators. Annual written reviews of all non-tenured faculty, and periodic reviews of tenured faculty, have become the norm.

Student evaluations, year-end reports by individual faculty members, and faculty discussions or retreats on special topics result, in varying degrees, in individual adjustments in teaching, departmental adjustments in scheduling and assignments, and faculty decisions about curriculum matters. Department committees and administrators conduct ongoing assessments of curricular effectiveness and regularly propose and implement revisions.

M. 8. Evaluate the faculty in terms of balance in rank, degrees held, gender, experience, subject specialties, publications, ethnic diversity, and research where appropriate to the aims of the unit. Indicate particular strengths and weaknesses.

In both music and dance, there is a diversity of rank and degrees, the more so since some people are hired on the basis of experience as performers and choreographers rather than on the basis of academic degrees. The school is becoming more gender-balanced, with several recent promotions bringing women into the senior ranks in greater numbers. Sufficient ethnic diversity continues to be a problem, since classically trained musicians are predominantly white. However, the school has succeeded in increasing the numbers of minorities in the past four years. Since the faculty must have all subject specialties represented in order to be a comprehensive school of music

and dance, the diversity is great. Research and creative work are at an all-time high, with activity taking place both within and outside of the school.

The strongest programs at the moment are jazz studies, composition, vocal studies, piano, percussion, trombone, trumpet, tuba, horn, bassoon, violin, viola, and music education. This judgment is based on the faculty members involved as well as on the record of the students they are sending out and attracting.

Programs needing attention include string bass, guitar, harpsichord, and organ. These are being taught by part-time or adjunct faculty members, which makes recruiting, continuity, and commitment to students problematic. An ideal solution would be to have the ability to hire permanent faculty in these areas, a budgetary impossibility at the moment.

M. 9. Judge the general condition and adequacy of the physical facilities used by the unit. Comment on needed changes, if any.

Progress has been made recently in upgrading facilities. Major improvements have been made in classrooms and are underway in Beall Concert Hall. The school has established a small, but state-of-the-art, electronics studio and a good computer laboratory for all students. The Oregon Bach Festival has moved to more suitable, larger quarters, and its former space has been utilized by the School of Music for offices and instructional space.

Nonetheless, music practice room facilities are in short supply, and many pianos need to be replaced. The school has therefore embarked upon a piano campaign in order to upgrade them. More office space for faculty and graduate teaching fellows is also needed. The building has many great features, especially Beall Concert Hall, but the school needs an additional performing space that would be more adequate to orchestral, band, jazz, and opera needs—in other words, a performance center with about 1200 seats.

The school will soon outgrow its present computer lab, and there is little space for it to grow.

In dance, Gerlinger Annex is showing its age. Some improvements have been made in the last five years, however there are some additional inadequacies that need to be addressed. The existing studios need to have new upgraded flooring installed. Toward this aim, the department has embarked on a "savings" plan from fees and ticket sales, hoping to enlist university funding augmentation. The flooring project will cost approximately $100,000. The studio theatre facility upgrade needs are prioritized each year; however, maintenance requirements are constant, so that any department funds available generally go to maintenance rather than improvements. Because of the success of dance studio courses, considerable studio teaching for the dance department is conducted in a gymnasium (Gerlinger Annex 350). The program should have, at a minimum, one

additional properly appointed dance studio to accommodate current enrollment. Projecting ahead, it is reasonable to suggest that a more extensive renovation of the third floor of Gerlinger Annex would be an appropriate goal to better serve the mission of the dance programs. The department has had ongoing discussions concerning this plan. The revised version would include a classroom, a dance science laboratory, and a performance space with permanent seating.

M. 10. Comment on changes which might be made in the unit's policies and procedures to improve faculty effectiveness.

The greatest single change that could improve faculty effectiveness is to have more seed money for faculty to do creative projects, such as making CDs, going on tours, and attending more professional meetings to give them visibility. The school has one of the finest music faculties on the West Coast. There does need to be a better understanding of the professional relationships between the Department of Dance and the School of Music.

M. 11. Project the program, plans, staff needs, and resources of the unit for the next five years, and indicate priorities if possible.

For the School of Music, staffing needs in priority order are:

- a music education research specialist at the graduate level
- an additional choral and music education specialist
- permanent position for accompanist and teacher of accompanying
- full-time positions for acoustic and electric guitar instructors
- permanent position for organ and harpsichord instructor
- permanent position for a bassoon instructor
- permanent position for a classical and jazz bassist
- a full-time music recording specialist

The dance department needs:

- one additional permanent position for a studio instructor, possibly a rotating guest-artist endowed chair.
- broadly reaching curricular revisions to further enhance learning experiences and to maximize faculty productivity as referred to in #1, #6, and #7 above.
- an expanded touring program, articulated throughout the curriculum, including addition of the MFA degree, which will directly impact the undergraduate curriculum's goals.
- facility renovation, as described above in #9, approved and in progress.

D. Supporting Documentation For Standard V: Educational Program and Its Effectiveness

(items marked with an asterisk (*) are included in this chapter)

*1. Requirements for UO Bachelor's Degree

*2. Summary of Academic Review Requirements for New Instructional Programs (flowchart)

*3. UEPCC Statement of Philosophy on Undergraduate Education

4. The Green Book: A Planning Guide for UO Graduation Requirements

5. University Committee on the Curriculum 1995, 1996 Reports

6. UEPCC Minutes 1993 - 1997

7. Program Review Guidelines and Schedule

8. Selected Program Reviews and Accreditation Reports

9. Brochures for Special Student Groups and Programs

10. Admitted Student Questionnaire

11. Career Center Graduate Survey, 1994, 1996

12. OSRL Student Satisfaction Surveys, 1994, 1995

13. OSRL Alumni Survey, 1995

14. OSRL Survey of UO Graduates, 1996

15. OSSHE 1993 Assessment Model

16. OSSHE 1995-1997 Assessment Plan

17. Technology in Teaching Workshop Report, 1996

18. Office of Institutional Research: Effect of Small Group Experiences on Retention of First Year Students

19. Academic Unit Self Studies

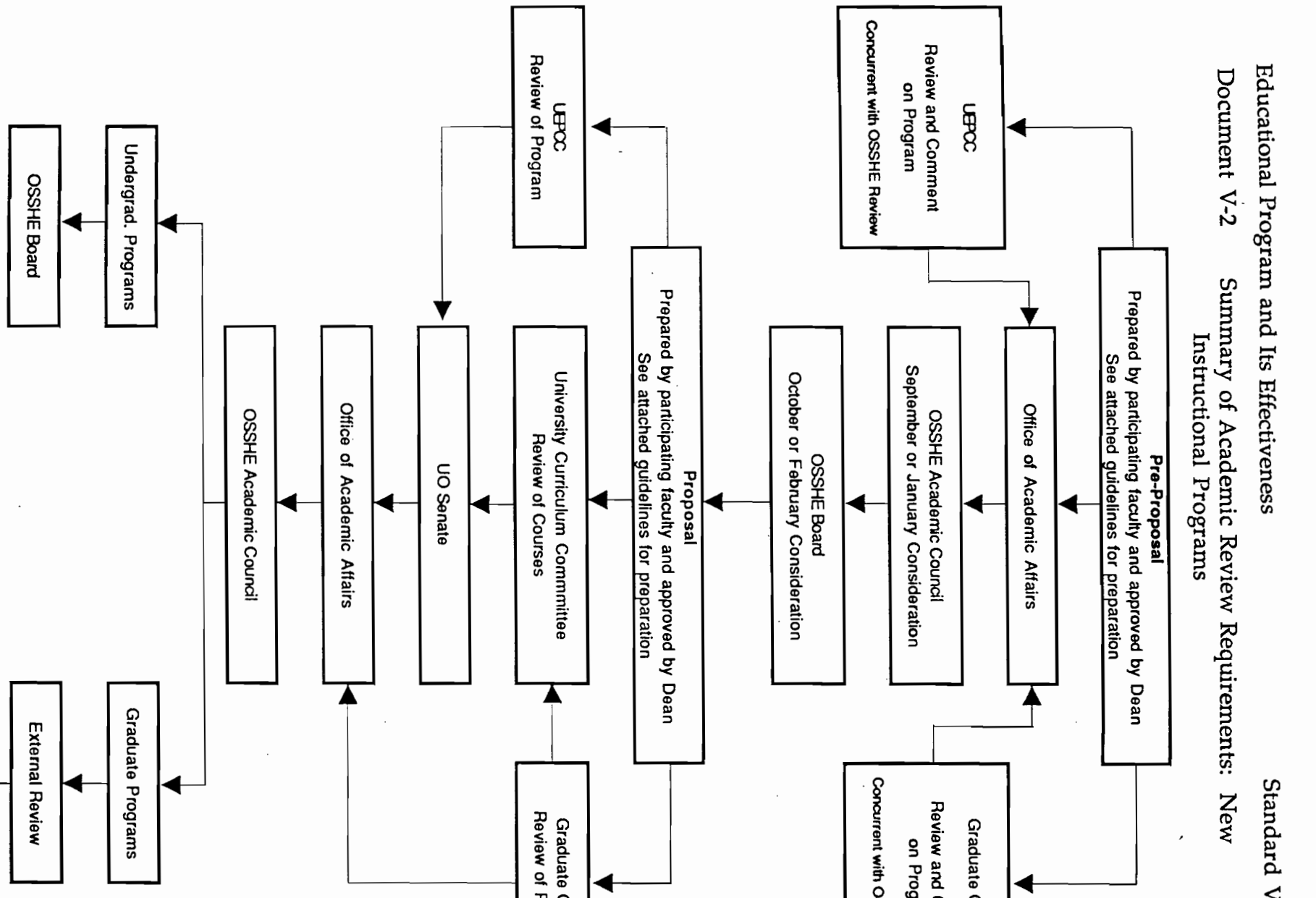
Requirements For UO Bachelor's Degree

REQUIREMENTS	BACHELOR OF SCIENCE	BACHELOR OF ARTS	BACHELOR OF • MUSIC • EDUCATION	BACHELOR OF • ARCHITECTURE • LANDSCAPE ARCH. • INTERIOR ARCH.	BACHELOR OF FINE ARTS
WRITTEN ENGLISH: WR 121 + 122 OR 123	**These courses or their equivalents are required for all bachelor's degrees at the University of Oregon (C-/P or better).**				
GROUP REQUIREMENTS: • Arts & Letters>1 • Social Science>2 • Science>3, >4 **TOTAL MINIMUM CREDITS:**	A minimum of 16 credits in approved group-satisfying courses is required in each group. **Each group** must include: (a) at least two courses in one subject and (b) at least one course in a different subject. 48 (no more than 3 courses from one subject)		A minimum of 12 credits in approved group-satisfying courses is required in each group. (a) **Two groups** must include at least two courses in one subject. (b) **Each group** must include courses in at least two subjects. 36 (no more than 3 courses from one subject)		Students must satisfy the general requirements for either the bachelor of arts or the bachelor of science degree.
MULTICULTURAL REQUIREMENT:	**Students who enter UO fall 1995 or after** complete *one approved course in two of the following categories*: A) American Cultures; B) Identity, Pluralism and Tolerance; C) International Cultures. (Courses must be a minimum of three credits.)				
	Students who entered before fall 1995 complete *one approved course from any of the three categories*. See note below.				
FOREIGN LANGUAGES:		Two years college-level or equivalent (C-/P or better)			Students must satisfy the general requirements for either the bachelor of arts or the bachelor of science degree.
MATHEMATICS/CIS:	One year college-level or equivalent (C-/P or better)				
MINIMUM CREDITS:	180	180	180	220 (B.L.Arch.) 225 (B.I.Arch.) 231 (B.Arch.)	220
UPPER-DIVISION CREDITS:	62	62	62	62	62
TOTAL ABCDP* CREDITS:	168	168	168	168	168
UO ABCD CREDITS:	45	45	45	45	45
UO RESIDENCE REQUIREMENT: (45 of last 60 credits)	45 after 120	45 after 120	45 after 120	45 after 160, 165, 171	45 after 160
UO SATISFACTORY PERFORMANCE:	**A University of Oregon GPA of 2.0**				
UO ACADEMIC MAJOR:	**Completion of an academic major required for all bachelor's degrees at the University of Oregon.**				

The multicultural requirement described above replaces the race/gender/non-European American requirement. The 1993 single course requirement expires in August, 2000. Students graduating after that time must complete the first option of two courses. See *Bulletin* statement on expiration policy.

The current *Schedule of Classes* includes complete explanations of graduation requirements and lists of approved courses.

Document V-2 Summary of Academic Review Requirements: New Instructional Programs



Document V-3

UNIVERSITY OF OREGON

Undergraduate Education Policy and Coordinating Council

Statement of Philosophy
Undergraduate Education

January 16, 1996

The following is a statement of the philosophy for undergraduate education at the University of Oregon. The Undergraduate Education Policy and Coordinating Council recommends that all policies and procedures, curricula, personnel, and teaching decisions that affect undergraduate education be consistent and defensible when compared to this statement.

The University of Oregon is a public comprehensive research university committed to excellence in undergraduate education. Our undergraduate education mission is to engage students in a coherent, focused, liberal arts based program of study from which they will gain a life-long love of learning and the ability to "question critically, think logically, communicate clearly, act creatively, and live ethically." (UO Mission Statement, 1995)

A successful undergraduate program welcomes students into the intellectual life of the campus community; guides students through an integrated curriculum that progresses from introductory through capstone learning experiences; creates meaningful opportunities for students to actively engage in the modes of inquiry that define a research university; and prepares students to be active participants and effective leaders in a democratic society.

Criteria to measure the success of the undergraduate educational experience at the University of Oregon include the following:

A. Achievement of Academic Coherence, Quality, and Rigor

The relationship of all parts of the curriculum to the University's undergraduate mission should be clear and visible to faculty and to students. In addition, the quality and rigor of instruction and evaluation should be consistent across the curriculum. In a successful undergraduate academic program, faculty should:

Evaluate performance rigorously and fairly.
Provide and encourage a course of study based on a liberal arts foundation/

Ensure that specialized academic work is based on an adequate fundamental understanding of basic disciplinary principles, current research, and methods.
Provide for and encourage significant peer and student-faculty interaction.
Expect and reinforce a sense of integrity, civility, and responsibility.

B. Development of Academic and Intellectual Competence

The University's mission statement identifies a set of abilities that are at the core of our undergraduate mission. All parts of the undergraduate curriculum should provide learning experiences that expose students to substantive discipline-based knowledge and build students' abilities in the following areas:

Critical reasoning and thinking.
Creative thought and actions.
Articulate oral, written, and visual communication.
Independent inquiry and collaborative learning.
Understanding and reasoning that support students' knowledge base and belief system.
Opportunities for students to adjust and respond to research.
Examination by students of a variety of beliefs and philosophies.

C. Integration of Research Into the Undergraduate Learning Experience

The research mission of the University is central to our identity and our continued success. The curriculum should incorporate faculty research activities into the undergraduate learning experience in meaningful and visible ways.

Learning experiences should create opportunities for students to access and experience the procedures and processes of active inquiry, investigation, and research that create new information and/or knowledge.
Learning experiences should enable students to recognize and appropriately apply different methods of inquiry, investigation, and research.
Learning experiences should create opportunities for students to independently or collaboratively engage in research activity.

D. Development of Skills for Life After the University

Most undergraduates aspire to careers outside the academy. The undergraduate experience should prepare students to use the knowledge and skills learned at the University to be active participants and effective leaders in both the work environment and the democratic society.

The desire to promote a sense of integrity, civility, and respect.
The ability to recognize the challenges confronting individuals and to apply one's knowledge to addressing those challenges.
The desire and ability to respond to change in constructive and collaborative ways.
The desire to continue a life of learning.

Reported by:
William Baugh, Chair
Undergraduate Education Policy and Coordinating Council

STANDARD VI

CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

As the University of Oregon prepares to enter the 21st century, its commitment to providing continuing education and special instructional activities to its students, alumni, and the citizens of Oregon is evident in the breadth of its offerings. One of the ways the University of Oregon is doing this is by creating a non-traditional learning environment as a way to satisfy the needs of a population which increasingly understands the need to be self motivated life-long learners.

These supplemental and special education programs, which are organized under the office of academic affairs, are of two kinds:

• Programs serving post secondary needs of adults not enrolled on a full-time basis. These are continuing education and special instructional activities that fulfill our public service mission of establishing a framework for lifelong learning and of integrating teaching, research and service. Community education offerings, off-campus centers, community service programs and extension courses offered through the UO's Continuing Education program are among these activities.

• Programs that enrich, integrate and extend those educational program offerings for currently enrolled students that are discussed under Standard V. These programs include foreign and domestic study abroad program, workshops and short courses,and summer session offerings.

Although the administration of these activities is highly decentralized, the outreach mission of the various programs is coordinated through the vice provost for academic affairs, to whom the directors of these various units report. Policy decisions, budget review, staffing, and marketing strategies are among the administrative oversight provided for these programs by the office of academic affairs.

The Continuation Center is the umbrella organization that has administrative responsibility for continuing education, summer session and community education. The description and analysis provided in this chapter focuses on the programs offered through this center. A complete description of these programs and supporting documentation is available in the resource room.

The UO's Labor Education and Research Center (LERC) is an example of a special educational program developed by the UO to provide education and research to working adults in Oregon. This chapter includes information on LERC to illustrate how centers such as this one extend the institution's mission by providing a framework for lifelong learning and by energizing the state's economic, cultural and political structure through basic and applied research.

A. Description of Self-Study

1. Provide an organizational chart showing the administrative/coordinating responsibility of continuing education and special instructional activities.

Directors of continuing education and of other special instructional activities report to the vice provost for academic affairs. Organization charts for the UO Continuation Center and the UO's Labor Education and Research Center are available in the resource room, and the UO organization chart is provided at the end of this chapter.

2. List the specific activities and programs offered, including enrollments and sponsoring agency or department.

To some degree, all areas of the university are involved in continuing education and special instruction. Many of the special instructional activities of academic units are included in the academic unit reports in Section C of the Chapter on Standard V Educational Program. Other activities by academic units that are particularly directed toward the postsecondary education needs of non-traditional adults are described at the end of this section.

The units primarily responsible, however, for the supplemental and special educational programs in continuing and community education, include:

American English Institute
Condon Museum of Geology
Continuation Center
Labor Education and Research Center
Museum of Art
Museum of Natural History
Office of International Education and Exchange (OIEE)

Enrollment data for activities in continuing education that are offered for credit can be found in the UO Registrar's reports. Additional usage and enrollment information is provided in program reports in the resource room.

American English Institute

The American English Institute (AEI) is a unit of the Department of Linguistics, which is located within the College of Arts and Sciences (CAS). The Institute has three purposes: 1) to provide English language training for people whose first language is not English, enabling them to enter and succeed in an academic environment where English is the language of instruction, 2) to provide teacher training for graduate students in linguistics and foreign language, as well as for an international population of language teachers, and 3) to initiate and provide research opportunities for faculty and students in linguistics and other disciplines.

The AEI is comprised of four programs: 1) the intensive English program (IEP) for non-matriculated students wishing to improve their English for academic or vocational reasons, 2) the Supplementary English Language Training Program (SELT) for students with a less than 575 TOEFL score who are already matriculated to the university, 3) the program for international graduate teaching assistants (IGTFs) to help them become eligible to be classroom teachers, and 4) special programs for non-matriculated groups wishing to come to the United States for short term language, cultural, academic, and/or teacher training.

In addition, faculty from the AEI, in cooperation with the Lundquist College of Business, offer a summer program, Academic Orientation for International Students of Business, for students planning to enter graduate programs in business or economics in the fall. AEI faculty also help plan and teach a credit-bearing (through the College of Business) series of courses in International Business Communications during the academic year and offer occasional freshman seminars or elective introductory courses in cross-cultural relationships.

The AEI provides ESL expertise for the campus at large when needed, and works closely with the Office of International Education and Exchange. In 1996, the University of Oregon became the first institution in the state of Oregon to receive approval for the Oregon Teacher Standards and Practices Commission (TSPC) to offer an add-on endorsement program in ESOL/bilingual education.

Condon Museum of Geology

The Condon Museum of Geology houses the geological collection of Thomas Condon, pioneer geologist and professor of natural history and geology at the University of Oregon, as well as more recent collections. The museum houses approximately 45, 000 specimens. Vertebrate fossils make up the bulk of the collection, but it also includes some invertebrate fossils, large holdings

of fossil plants, and several thousand skulls and skeletons of recent mammals, birds, reptiles amphibians, and fish.

Continuation Center

The Continuation Center is an umbrella organization and administrative structure that houses a wide variety of programs. The programs are Continuing Education, Summer Session, and Community Education. The Continuation Center has made great strides in the area of offering micro computing classes, World Wide Web Internet classes and long distance learning opportunities to the citizens of Oregon and beyond.

- **Continuing Education**

Continuing Education is the program through which the Continuation Center offers educational activities in the Eugene area and throughout Oregon. Activities include credit and non-credit lectures, conferences, seminars, workshops, and formal courses. Subdivisions of Continuing Education are Off-Campus Programs, Conferences and Special Programs, and the Microcomputer program and camps. Most offerings are in the "professional development" area serving educators, businesses, managers, information professionals and others. Specifically, Continuing Education supports graduate degree programs in educational leadership (75 students), special education (30 students), business (72 students), and information management (55 students) Professional certificates are also offered for completion of particular sequences of courses. In the non-credit area Continuing Education offers many technology-related professional workshops, short courses and conferences. Training is offered in computer networks, office productivity, electronic publishing and multimedia.

- **Microcomputer Program**

The Microcomputer Program offers classes in Eugene, Portland, and other Oregon cities. The intensive, interdisciplinary program offers practical experience on various computer systems. The program has Authorized Training Center status from the following software companies: Adobe-Aldus, Apple, Borland, and Microsoft. The Microcomputer Program offers non-credit educational activities including the University of Oregon Computer Camp for students 10 to 16 years old, workshops in basic computer skills for senior citizens, and courses for university faculty and staff members, and the community.

- **Summer Session**

Enrollment in Summer Session does not require formal admission to the university. Most academic departments, schools and colleges at the university offer courses in the summer, with those courses carrying university credit. Enrollment in summer is about 40 percent of the enrollment during regular terms of the academic year.

The University of Oregon Summer Session is self supporting. Fees charged to student participants and the salaries paid to faculty are different from those found in regular academic programs. The Summer Session curriculum is carefully designed to meet the varying needs of a wide range of students. Opportunities for personal enrichment and career development, as well as for earning credits, are important components of each summer school session.

- **Community Education Program**

The Community Education (CEP) Program is an important dimension of the University of Oregon's continuing education responsibility to offer university courses to individuals who are not formally admitted to the University of Oregon and seek to access the regular campus curriculum as non-matriculated students. All campus classes are open to Community Education students.

- **Portland Center**

The Continuation Center offers academic programs at the Portland Center, which was opened in 1987, and serves as the headquarters for University of Oregon activities in the Portland area. Faculty members from various academic departments at the University of Oregon campus in Eugene participate in a multidisciplinary master of science degree program in which emphasis is on applied information management. Additional workshops and seminars are available in other subject areas including architecture, journalism, law, music, and the arts and sciences. Courses in computer application enroll 400 to 500 working professionals and other nontraditional students each month in non-credit courses. The Continuation Center has two program directors and support personnel at the Portland Center.

Labor Education and Research Center

The mission of the Labor Education and Research center is to provide education and research to working adults in Oregon, as well as to their labor organizations. LERC is a key part of the university's public service mission in that it reaches citizens who otherwise would not have contact with higher education. LERC is one of 50 such centers nationwide, mostly housed in public research universities. The primary mission of such centers is to offer

knowledge about the economy and society to working adults. According to its mission statement, LERC seeks to foster strategic and critical thinking among labor leaders by providing relevant information, new knowledge and high . quality training in skills necessary in a changing economy and workplace.

The educational program of LERC is carried out primarily thorough extension, non-credit courses. LERC offers between 70 and 100 programs per year, ranging from short workshops to multi-day residential institutes.

LERC faculty also participate in credit courses on campus, and have taught classes for the masters program in industrial relations and for the Departments of Sociology and Public Policy, Planning and Management. Research activities at LERC also provide opportunities for one or more graduate teaching fellows to be employed each year at LERC.

LERC is currently at work to initiate a certificate program. It intends to systematize the curriculum and offer a certificate of labor leadership for students who complete 50 hours of course work for a basic certificate and an additional 40 credit hours for a second level certificate. The research mission of LERC has increased in importance in the last few years.

Public service at LERC is a larger component of faculty duties than in traditional academic departments. It offers services without fee to a wide range of organizations in the state and nation.

LERC maintains a modest, but important, publications agenda. Annually its faculty publishes a monograph in conjunction with a major conference for labor and management practitioners in the public sector, writes and publishes manuals designed for practitioners in the areas of occupational safety and health and workplace education, as well as generates research papers that are published in peer-review journals.

Museum of Art

The University of Oregon Museum of Art (UOMA), housed administratively within the provost's office, is an academic and public outreach department of the university. It was founded in the early decades of the 20th century to promote greater appreciation and understanding between the people of the United States and Asia. This founding and vision predates the university's Asian Studies Program and helped promote both that and the state of Oregon's growing recognition of its social, economic, and political role in the Pacific Rim. The collection is housed in a structure listed on the national Register of Historic Places and located on the university's historic memorial quadrangle. The museum's collections and programs are focused on the art of the Pacific Basin, with large holdings in Chinese, Japanese, Korean and Northwest American art (more than 12,500 objects). The museum is staffed

by 12 full-times professionals, with several part-time assistants, and offers more than 300 volunteer opportunities.

The museum's programs and exhibitions are often based upon the curricular needs of the various departments on campus, including interdisciplinary study programs such as Asian and Pacific Studies. The collections are the basis of research for faculty and visiting scholars in the fields of art history, history, Asian studies and other areas. Annually, the museum mounts an exhibition of works of art by graduating master's of fine arts (M.F.A.) students. Additionally, the museum's professional staff offers an annual Museum Studies credit course for the Art History Department. Students intern in the museum with the support of the Laurel and the newly formed Soreng internships. Area school children and adults take advantage of the numerous educational and cultural activities of the museum, including lectures, guided tours, films and symposia. Curricular-based and life-long learning based programs coexist within the context of the University of Oregon Museum of Art.

Museum of Natural History

The Museum of Natural History (MNH) was established at the University of Oregon in 1936 by the State Board of Higher Education. The Museum of Natural History currently is celebrating 10 years in its new building, expanding through the addition of new program administrative space, and beginning to plan for a second expansion that will double the size of the present exhibition hall.

The MNH is organized into three functional areas: collections, research, and public programs. The first two functions are maintained by the Oregon State Museum of Anthropology, incorporated as a division of the MNH in 1936. The MNH reports to the university provost through its director, who is also director of the Oregon State Museum of Anthropology.

The public programs area of the MNH works together with the collections and research areas and other university departments and organizations to produce museum displays and educational programs that, consistent with the university mission, serve the campus and larger community. These exhibits and programs focus primarily on the natural and cultural history of Oregon and the larger Pacific Northwest, but also showcase other locations world-wide. The museum's Glenn Starlin Courtyard extends MNH exhibits out of doors, featuring Oregon native plants and an Earth history walkway that incorporates a geological time scale for the history of life.

The public programs area supports undergraduate and graduate training in collaboration with the Department of Anthropology (College of Arts and Sciences) and the Master's Program in Arts and Administration (College of

Architecture and Allied Arts). Activities include an annual course on the Anthropology Museum, taught by the MNH director and program director, the training of two Laurel Award Museum Interns annually, and working closely with faculty and students of interested departments to develop exhibits pertinent to course subjects. Students have come from arts and administration, anthropology, folklore, environmental studies, and landscape design. Through public programs, the MNH also hosts visiting lectures in natural history fields, sponsors slide lectures and family days, and provides opportunities for special seminars and colloquia for students, faculty, town, regional, and statewide participants. Public programs also maintains a docent program that trains community volunteers to give tours of exhibits for both the general visitor and students. Over the past several years public programs has created strong ties with Eugene School District 4J, developing "science discovery boxes" for student use in the schools, and "hands-on" activities for student tour groups at the MNH.

The University of Oregon Museum of Natural History has been recognized as a national leader in the implementation of the Native American Graves Protection and Repatriation Act (NAGPRA). The Native American Graves Protection and Repatriation Act, passed in 1990 by the U.S. Congress, creates a process for museums to return Native American human remains to the appropriate federally recognized tribes.

The Oregon State Museum of Anthropology, a division of the University of Oregon Museum of Natural History, holds a number of Native American human remains which were discovered before Oregon's 1979 burial law was enacted. The state law requires that all newly discovered Native American human remains be delivered immediately to designated Oregon Indian tribes. The museum has been in full compliance with this law since it went into effect.

NAGPRA requires museums and federal agencies to inventory any such human remains in their possession, and to provide detailed listings to Indian tribes in preparation for their return. The final inventories will be included in formal notifications to the appropriate federally recognized tribes and will be published in the Federal Register.

Because of the detailed and complex nature of the act's requirements, the museum applied for and was granted an extension of the original November 1995 deadline to September 30, 1997, for completing the inventory of its human remains and for notifying tribes.

By April of 1996 the museum had sent inventories to all of the nine federally recognized tribes in Oregon. As of January 23, 1997, representatives from five Oregon tribes have visited the museum as part of consultations between each tribe and the museum to arrange for repatriation of the human remains.

Oregon State Museum of Anthropology

The Oregon State Museum of Anthropology (OSMA) was established at the University of Oregon by action of the State Legislature in 1935. The OSMA now functions as a division of the university's Museum of Natural History, while maintaining its original identify and mission as the official keeper of the State's anthropological collections. Though some of the State's collections are now housed at other institutions, OSMA remains responsible for management decisions about their placement. In addition, OSMA provides research, curatorial, and consultative services with regard to cultural (specifically archaeological) resources, on contract with state or federal agencies, or, in some cases with the private sector.

The Oregon State Museum of Anthropology publishes OSMA Reports, a technical series of limited distribution that documents the scholarly results of its archaeological research program, and in addition publishes the University of Oregon Anthropological Papers jointly with the University of Oregon Department of Anthropology. The OSMA also provides undergraduate and graduate training in field work and curatorial skills in conjunction with the university's Department of Anthropology. The OSMA reports to the university provost through its director, who is also director of the University of Oregon Museum of Natural History.

Office of International Education and Exchange

The Office of International Education and Exchange (OIEE) has two major areas of responsibility: 1) service for international students and faculty, and 2) the administration of, and related student advising for, study abroad and exchange programs. The office was founded in 1948, primarily serving international students until 1976, when overseas study was added to its charge. The university enrolls about 1650 international students each year, hosts approximately 200 scholars and visiting faculty from abroad, and sends between 350 and 400 students each year on UO sponsored overseas study programs. When study abroad was added to the office's purview in 1976, the office administered six programs. It now handles more than 40 programs in 30 countries around the world.

For the past six years, the OIEE has been engaged in a process of self-study and experimentation with the way in which study abroad programs are administered. One result of that process is a more comprehensive, standardized procedure for the evaluation of overseas programs. With the approval of the vice provost for international affairs and the Foreign Study Program Committee (an academic committee that approves all UO overseas study programs that grant UO credit), the Office of International Education

and Exchange is shifting the management of some overseas study programs to UO departments, colleges and schools.

In the past five years, the number of international students has increased about 28 percent from 1,286 in 1990 to about 1,650 in 1995. International students now comprise nearly 10 percent of the UO student enrollment. To meet the cross-cultural adaptation needs of these students from other countries, a peer assistant program involving 12 to 15 US and international student leaders was instituted in 1993. To inform OIEE staff members on the effectiveness of the services they provide to international students, OIEE helped to commission a 1993 student survey that included a significant focus on the perceptions of international graduate students. In addition, an International Student Advisory Committee was established in 1993 to advise the OIEE director and staff and to bring to their attention issues of importance to the international student population.

With the expansion of the international student population and the increasing demand for oversees study and international internships for UO students, the director and staff of the Office of International Education and Exchange and the vice provost for international affairs believe that OIEE needs to encourage other UO departments to become more informed about cross-cultural and other specific issues facing international students. Also, departments should request to be more involved in the management of oversees study programs. To accomplish this task, OIEE has taken a greater responsibility for training by creating an assistant director position was created in July 1996.

While the above described units constitute the major components of the University of Oregon commitment to providing continuing education and special instruction, other areas of the university are contributing to the efforts to provide quality life-long learning opportunities.

Examples of these are:

Center for Asian and Pacific Studies

The Center for Asian and Pacific Studies (CAPS) facilitates the coordination of programs and activities in Asian studies, East Asian languages and literature, international business, international studies, Pacific Island studies and Southeast Asian studies. CAPS is committed to developing innovative academic and outreach programs related to Asia and the Pacific.

Through its outreach activities, the center provides a knowledge base to Oregon's business community by workshops and seminars. Public lecture series, film festivals and conferences foster a broader public awareness and knowledge of Asian and Pacific cultures, economics, environments and

history. Many of the center's associates, which include approximately 100 faculty members teaching and doing research in the humanities, social sciences and sciences, as well as in the University of Oregon professional schools and colleges, collaborate with other public and private institutions as consultants and presenters. The Learning in Retirement program and the Eugene 4J School district have tapped into the expertise of many CAPS affiliates, in addition to other CAPS resources. During the summer, the Asian Studies Summer Institute offers large number of Asian related courses.

The Oregon Writing Project

The Oregon Writing Project (OWP) at the University of Oregon was established in 1977 as a collaborative effort of the university, school districts and private Oregon foundations to improve the teaching writing and literacy at all grade levels throughout the state. Affiliation with the National Writing Project Network, headquarters at the University of California, Berkeley (a network of now over 150 sites across the nation and abroad), makes our site eligible for federal and private foundation matching funds sub-granted by the NWP. An Oregon Writing Project Network has been developed with the addition of four independent sites established at Southern Oregon State College (1981), Lewis and Clark College (1984), Eastern Oregon State College (1994) and Willamette University (1995).

The primary objective of the OWP is to increase the opportunities for and quality of continuing professional education of teachers, in all disciplines, who teach or use writing in their instruction. OWP's major program toward this end is an annual four-week summer workshop in which experienced teachers, who are selected from applicants, meet to : (1) learn new theories and methods of teaching writing, (2) develop their own writing skills, and (3) plan to conduct in-service activities to share the new methods with colleagues in their schools and districts and state-wide or other staff development activities. Other programs are developed and offered during the school year, usually in conjunction with participating teachers at their school sites.

For the summer workshop, the University of Oregon site particularly encourages teachers from small schools and rural areas of the state by offering scholarships to support their residence in Eugene. Funding has been secured from private Oregon foundations. An average of 15 teachers participate each summer. During the past 10 years, funds awarded from federal sub-grants and private Oregon foundations totaled $99,800.

For the 1996 summer workshop, the University of Oregon site collaborated with the Center for Advanced Technology in Education in the College of Education to focus on computer resources for teachers who use or seek to

integrate electronic learning and writing skills in their instruction The theme "Teaching Writing in the Internet Era" will be continued next year.

Academic Learning Services

The University's Center for Academic Learning Services, offers non-credit workshops open to the public for those preparing for major standardized examinations such as the SAT, the Graduate Record Examination, the Law School Admissions Test, the Graduate Management Admissions Test, and the Medical College Admissions Test. ALS bases these programs on materials made public by the testing agencies, e.g., The College Board, The Law School Admissions Services, or the Graduate Management Admissions Council.

Arts and Administration Program

The University of Oregon Arts and Administration Program (AAD), located in the School of Architecture and Allied Arts, offers a master's degree in Arts Management and an undergraduate minor in Community Arts. The mission includes attention to the continuing education needs of a broad-based audience, including professionals in the field of administration. To that end, two distinct academic experiences are offered; the Annual Arts Management Lecture Series, and the Arts Management Internship Program.

The Annual Arts Management Lecture Series consists of three lectures a year–one presenting a UO alumnus working in the arts administration field.

The Arts Management Internship Program is a requirement of graduate students in the Arts Management master's degree program. The students are required to perform an internship during the two year program of study. Internship sites must be registered with the program.

The Department of Dance

The Department of Dance offers non-credit courses on a regular basis to the adult population of our community. Known as Community Dance, this program is administered through the department, including design, promotion, scheduling. registration, staffing, and evaluation. Community Dance (non-credit, non-matriculated) students may register for DANC studio courses beginning the first day of each term in the Department main office. The fee of $45 per course provides in part for staffing, musical accompaniment and other instructional support supplies and services. No state money is allocated to this program; it is self-supporting. Approximately 30 sections of DANC studio courses are offered each term.

When the opportunities arise and funding is available, the Department of Dance presents master classes by guest artists in University of Oregon studios.

The Department of Economics

The Department of Economics in the College of Arts and Sciences will electronically deliver two courses each quarter, EC 201 Principles of Microeconomics and EC 202 Principles of Macroeconomics, beginning fall 1996 through the Community Education Program..

International Institute of Sport and Human Performance

International Institute of Sport and Human Performance is a non profit extension of the Department of Exercise and Movement Science. Microfilm Publications of Human Movement Studies, serves an international academic community. Microfilm Publication's focus is on the dissemination of graduate research completed in colleges and universities primarily in the United States and Canada in the allied areas of health, physical education, kinesiology, movement and exercise science, sport history, and sport-related issues in the humanities and social science. The collection contains more than 8,000 titles and covers more than 40 years of graduate research in full text.

One of the goals of the International Institute of Sport and Human Performance is to create a public awareness of the benefits of healthy living. To this end, the institute offers a number of community outreach programs bringing to the community-at-large, expertise from the Department of Exercise and Movement Science faculty and the health, fitness, and medical communities.

The HEAL Conference (Health through Exercise and an Active Lifestyle), is an annual community outreach program presented in association with Sacred Heart Medical Center's Senior health Service. The HEAL Conference explores health issues related to aging, emphasizing the important role that exercise and an active lifestyle plays in maintaining an independent and quality lifestyle. Presenters include researchers, health care professionals, fitness educators and knowledgeable peers, providing a full array of vantage points.

The institution annually hosts workshops on athletic training and sports medicine to Japanese athletic training students from the Tokyo area. The workshop is taught mainly by athletic training graduate students, providing a practical, hands-on educational outlet.

The institute also serves the department, university and community by offering continuing education courses aimed at providing career enhancement and advancement opportunities for professionals, faculty, and

students. Examples of this are the ACSM Exercise Specialist Workshop and Certificate program and the Athletic Training Service Center.

Question 3 - 13 of section A. Description of Self-Study, pertain mainly to the University of Oregon Continuation Center, since the Continuation Center is an umbrella organization and administrative structure that houses Continuing Education, Summer Session, and Community Education. Therefore questions 3 - 13 will be in reference to the Center with other programs noted where appropriate.

A. 3. Summarize the budget for continuing education and explain how it is developed. Indicate sources of income and explain what happens to any net surplus.

All Continuing Education programs sponsored by the Continuation Center are required to be full self-supporting. In addition to meeting all direct instructional cost, programs must generate enough funds to meet administrative cost and return a required indirect assessment to the central administration.

The central budget is developed annually based on the prior year's performance and projections for the coming year. In addition individual programs' budgets are developed by coordinators. At the end of the fiscal year any net surplus in excess of 20 percent of budget is returned to the central administration.

See the Copy of the Continuation Center budget in the University of Oregon Continuation Center notebook, located in the resource room.

All other units adhere to university and OSSHE fiscal guidelines. LERC's budget, for example, shows the importance of the educational program and research activity. The primary funds are the general account, conference account and numerous grant accounts, as summarized in a document available in the resource room. The 1995-1996 grant activity was funded from the following sources: The Northwest Area Foundation, a private non-profit foundation; the U. S. Department of Commerce Economic Development Administration; the State of Oregon Division of Occupational Safety and Health; the Oregon Economic Development Department and National Institute of Occupational Safety and Health.

The state general fund appropriation through the University of Oregon was $589,000 in 1995-1996, and this went almost exclusively to fund faculty and staff.

Budget targets are developed each year based on needs as projected from past years and scheduled program. LERC carries a surplus for cash flow purposes.

Many programs are planned before the revenues for those programs are received.

A. 4. Provide information on regular faculty and adjunct faculty used in these programs. Explain how faculty are selected, including the role of the academic units. How is quality assured? Have on file the vitae of adjunct faculty.

For academic credit programs most faculty are drawn from the regular campus faculty in consultation with deans and department heads depending on program needs. Adjunct faculty from the professional community are recruited through "open applicant pools" in accordance with affirmative action guidelines. All adjunct appointments and academic credit classes are formally approved by the appropriate academic unit.

Non-credit programs use primarily adjunct faculty. These faculty also are recruited through open application pools at least twice each academic year. Quality is assured initially by careful review of the qualifications of the individuals by Continuing Education professionals and ultimately by the individual's performance in the instruction setting.

Academic vita for regular campus faculty, including adjuncts are located in the various campus units.

LERC: There are five regular full-time faculty and several adjunct faculty, many of whom work on multi-year projects. The regular and full-time adjunct faculty for 1995-1996 are listed in a document available in the resource room. The attachment shows the academic degrees and areas of expertise for the faculty.

A. 5. Report current policies on workloads and compensation. Include the current pay scale.

Over the years Continuing Education compensation scales and policies have evolved from a single pay scale to a model tailored to the particular content area, market and available resources.

For example, faculty teaching traditional 3-credit classes at the graduate level in the Applied Information Management program are compensated at .11 FTE based on their annual rate. Faculty teaching in the Education graduate programs are compensated based on fixed rates per class. Workshop and conference presenters have a wide variation in pay scales. Faculty teaching in most non-credit programs are paid on an hourly basis, again based on program budgets.

See Guidelines for Planning, Summer Session, in the University of Oregon Continuation Center notebook, located in the resource room.

LERC: The Workload for all full-time faculty is monitored as shown inthe document labeled "workload summary," available in the resource room.

The current pay scale for a regular tenured-related faculty and full-time adjunct faculty is included in Document VI-2 (available in the resource room), which also includes the fee schedule for our regular ad hoc faculty. This fee schedule is more a guide than a set schedule, as requests of adjunct faculty vary widely.

A. 6. Provide or have available advertising and promotional materials.

See advising and promotional material provided by programs and for the Continuation Center in the Continuation Center notebook, located in the resource room.

Advertising and promotional materials are mailed to a mailing list which includes more than 3,000 names of labor relations practitioners in Oregon and Washington. LERC also solicits clients through contacts in the labor relations community, and occasionally advertises in selected labor-oriented newspapers.

A. 7. Report the fee schedule and how it compares with the regular program.

Continuing Education: Tuition/fee revenue for all Continuing Education courses (credit and non credit) must be sufficient to cover the direct and indirect cost of offering a particular activity, plus an overhead amount. Thus, there is some variation in fees among programs due to different costs. For 1995-1996, the base per credit undergraduate and graduate fees were $75 and $185 respectively. The resident instruction fees for matriculated (resident) undergraduate and graduate students (regular program) in 1995-1996 were $72 and $170 respectively.

Summer Session: Tuition/fees for regular Summer Session courses are based on student level (undergraduate or graduate). Total fees include instruction, building, technology, incidental and health fees. Nonresident students, in addition to paying resident fees, pay an additional $25 per credit. For summer 1996, undergraduate residents and nonresidents paid $217 and $242 respectively for the first credit; each additional credit for undergraduate residents cost $72; undergraduate nonresidents paid an additional $97 for each additional credit. For summer 1996, graduate residents and nonresidents paid $266 and $291 respectively for the first credit: each additional credit for graduate residents cost $116; graduate nonresidents paid an additional $141 for each additional credit.

See Tuition and Required Fee for 1996 Summer Session in the University of Oregon Continuation Center notebook, located in the resource room, as is the UO LERC report.

A. 8. Summarize any follow-up studies completed on continuing education students.

Community Education: There have been no formal or structured follow-up studies completed that focus specifically on students participating in the community education program. However, input and feedback from these students is included and combined with regular feedback from matriculated students as part of all regular course evaluation mechanisms within the various academic departments. In addition, considerable informal feedback is obtained from participants via telephone and in-person visits as part of the office's ongoing efforts to advise, counsel and register community education students.

Continuing Education: In 1994-1995, a modest follow-up study was conducted to solicit input and feedback from students who enrolled in UO College of Education course work. Students were generally pleased and satisfied with the quality of instruction, especially the fact that most courses were taught by regular UO faculty. A comprehensive review of the graduate program as applied information management was conducted in 1994 -1995 that included a wide range of student evaluations and faculty and curriculum reviews.

Summer Session: In early summer 1992, students attending Summer Session were asked to complete a brief survey. The purpose of the survey was to obtain information from students about why they chose to attend Summer Session, when they decided to attend, in what kinds of courses they enrolled, and in how many courses they enrolled. This information was used to evaluate current Summer Session operation, as well as facilitate planning future Summer Sessions. Plans are underway to retain the Oregon Survey Research Laboratory to design and administer a structured, comprehensive survey of students enrolled in the 1997 Summer Session

See survey in University of Oregon Continuation Center notebook, located in the resource room.

A. 9. Report any recent needs assessments of target populations.

Community Education: Informal needs assessment efforts are ongoing and integral to efforts to advise, counsel and register community education students. During the course of providing these services to this group of students, considerable input and feedback is obtained relating to the availability of course work, the time courses are offered, access to the student

services, parking, admission requirements, etc. In addition, considerable advising and promotion are used to communicate the availability of course work and, in turn, community education students have the opportunity to decide if available course work meets their particular educational needs.

Continuing Education: As in the case with community education students, informal needs assessment is ongoing and integral to efforts to advise, counsel, and register continuing education students. Feedback and input for these activities are important determinants as to whether a course or program should be continued, revised, enhanced, or terminated. A variety of media are used to communicate to current and prospective continuing education students about the availability of courses and programs.

Summer Session: The 1992 survey, available in the resource room, provided specific follow-up information about Summer Session as well as soliciting information about future needs,. The ongoing process of monitoring course enrollments in summer is integral to the commitment to offer only those courses that students want and need. In addition, academic departments are urged to carefully monitor course enrollments during the academic year in order to identify filled and over-enrolled courses, and offer those in the summer.

LERC: regularly conducts informal needs assessment with its target population. LERC has two advisory committees of labor leaders—one for the statewide program and one for the Portland program. The members of the advisory committee are listed in the Annual Report, located in the resource room.

Most of the large programs involve special planning committees. Members of labor organizations in the target population are asked to assist in planning the substance and logistics of institutes, conferences and programs.

A. 10. Provide or have available schedules of programs and/or courses over a three-year period.

Community Education and Continuing Education: See *the University of Oregon Undergraduate and Graduate Bulletins* and *Schedule of Classes* for 1994 -1995, 1995-1996, and 1996-1997, located in the resource room.

Summer Session: See *the University of Oregon Summer Session Bulletin* for 1993- 1994, 1994 -1995, 1995-1996, located in the resource room.

A. 11. Provide or have available form(s) used for obtaining approval to offer academic credit.

See forms in the *University of Oregon Continuation Center* notebook, located in the resource room.

A. 12. Describe the guidelines used for granting the Continuing Education Unit (CEU) or its equivalent.

Continuing Education Units (CEU) are based on 1 unit per contact hour. Certificates provided to the registrants by the office of the Continuation Center note number of contact hours per event.

LERC: Many LERC programs offer continuing education units. The director, in consultation with a faculty, certifies that the class required 30 hours of participation and work by the student. Most LERC classes offer 1 credit and require a special project or paper.

A. 13. Report the institution's policy concerning credit for time-shortened offerings (e.g., 1 credit for a three-day workshop).

Credit courses offered through continuing education are reviewed and approved by the respective academic department and, as a result, are subject to the same institutional policies and guideline regarding credit. The general guideline is 10 hours on in-class time, and 20 hours of independent out-of-class time for each credit.

B. Analysis and Appraisal

B. 1. If continuing education and special instructional activities are highly centralized, analyze the efforts being made to ensure the creative participation of other components of the institution. If the services are highly decentralized, evaluate the ways being used to provide maximum coordination and cooperation.

The various continuing education and special instructional activities on campus are decentralized. Courses offered by these programs are approved and evaluated by the same process used to approve and evaluate all other academic credit courses. Continuing education and special instructional activities courses are approved by the appropriate department or college's curriculum committee and submitted to the University Curriculum Committee for final approval. Therefore, all credit courses offered by the University of Oregon are approved and evaluated by the academic units using the same set of standards, regardless of which unit on campus offers the course.

B. 2. Evaluate the adequacy of the budget for the functions it supports. Is it handled by an administrative officer in conformity with the fiscal policies and procedures of the central business office of the institution?

Costs and budgets for the various continuing education and special instructional activities agencies vary from self-supporting (Summer School) to department supported. Budgetary efficiencies have been in place since the early 1980s when many agencies suffered major funding loses. Despite the effects of budget reductions and lack of state commitment to various continuing education activities, the majority of the agencies are experiencing an era of growth. An example is the Museum of Natural History which suffered major budget and staff reductions in the 1980s but is currently expanding its facilities and has enlarged its mission to include outreach activities in the K-12 schools of Eugene 4J School District. As state-supported levels of funding have decreased, continuing education and special instructional activities agencies have found new funding sources, both internal and external, which have allowed the agencies to continue their missions in an effective and efficient manner. Each of the agencies have long-range funding strategies which will enable them to be less dependent on uncertain state funding levels. This long-range income-based planning is encouraged by the university.

Based on recent business office audits, the agencies are in compliance with standard accounting practices.

B. 3. Study the adequacy of the staff and facilities. Explain any deficiencies.

With reduced levels of funding, all continuing education and special instructional activities agencies have experienced staffing and facility deficiency. The university has encouraged and supported efforts to adequately staff existing programs by allowing agencies to consolidate and collaborate to form more efficient staffing patterns within agencies. The dedication of staff members to do more with less while seeking new income-based funding sources has been the key to the agencies continuing ability to offer quality continuing education and special instructional activities. To a great extent, all continuing education and special instructional activities agencies have managed to adequately staff their activities.

Both the Museum of Natural History and the Museum of Art have initiated renovations or expansion of their respective facilities. Adequate building space for programs remains problematic for the university. The current facilities for the LERC are inadequate. LERC at the Eugene campus is housed in an older three-story building which was formerly a women's dorm. The stairways are narrow, and there is no emergency exit for the basement which prevents this space from being used on a regular basis. LERC is currently studying ways to improve this space and hopes that the University will

support renovations of the building so that it is more adequate for such a busy unit. The LERC office at the UO Portland Center is adequate to administer the Portland program, but lacks access to suitable classroom space.

B. 4. Show that continuing education does not operate primarily to create surplus for the institution. Is it required to be self-supporting? Are student fees equitable?

The Continuation Center, the agency which offers the majority of the student credit hours generated by the continuing education and special instructional activities agencies, is expected to be self supporting. Currently, it is largely self-supporting on a direct cost basis, which does not cover some of its overhead expenses, particularly cost of facilities. The Continuation Center seeks to support a broad-base of programs that serve a variety of populations and interest groups. Programs that generate surplus revenues may subsidize other continuing education programs with budget shortfalls. Internally, loans and revenue sharing enable the Continuation Center to reinvest in the populations served.

The Continuation Center program managers and the director aim to maintain student fees at the same level as campus fees or higher depending on program costs. This does bring inequities in that full time campus students have access to more financial aid programs than do part-time or non-credit students. This is a source of concern for the Continuation Center.

B. 5. Study how continuing education and service are considered in faculty evaluation for promotion and tenure. Are there faculty load forms and other pertinent materials?

Continuing education instruction (credit) and service and the LERC faculty activities are included in tenure and promotion review as are all instructional assignments. Letters of recognition from the director are included in the faculty member's personnel file maintained at the provost's office.

B. 6. Study the means used to evaluate faculty and staff performance in continuing education.

Faculty evaluation in continuing education and special instructional activities agencies for credit courses are based on a minimum of 1) department course and instructor approvals, 2) student class evaluation form review and, in the case of the continuing education faculty, 3) continuing education administrative review. Faculty teaching in non-credit classes are reviewed through student evaluations. In addition, faculty may be reviewed by peers and the director(s).

LERC regular full-time faculty are appointed as either assistant professors or instructors. Both are tenure-related appointments. The department has a policy on promotion and tenure which has been approved by the provost. This statement shows that the extension activity of LERC faculty is the primary education activity that is the basis for promotion and tenure. Faculty are evaluated for their ability to coordinate and organize programs as well as teach adult learners.

B. 7. Evaluate the extent to which continuing education services are part of the regular assignments, not an overload, of the faculty member.

Very rarely are continuing education and special instructional activities part of the expected load of regular faculty. For some programs faculty are able to volunteer their services for limited lectures and workshops. For example, the learning and retirement program is dependent on the offerings of regular faculty and members of the community at large to offer instruction with no compensation.

B. 8. Review the training opportunities provided for faculty and staff development, especially in the areas of adult and non-traditional education.

All university faculty have access to a wide variety of offerings in adult education from the University of Oregon, Portland State University and Oregon State University. In addition, the Continuation Center sponsors in-service training for teachers organized by content area. For non-credit faculty, the primary method of staff development is through peer coaching. Other approaches include:

8. a. Teaching Effectiveness Program (TEP)

The University supports the teaching endeavors of its faculty and graduate students through the Teaching Effectiveness Program (TEP), located within the Center for Academic Learning Services. The Teaching Effectiveness Program offers a variety of activities and services to engage the academic community in viewing, assessing and improving undergraduate instruction. The following services are available at no cost:

- Consultation: Confidential, individual conferences can be arranged with a TEP staff member for help with problem-solving, developing more effective teaching strategies, and building confidence.

- Videotape Feedback: TEP arranges the videotaping of classes and then provides consultation in a follow-up viewing session.

- Small Group Diagnosis: A TEP staff member visits and observes a class, then offers a follow-up consultation.

- Practicum Credit: TEP offers practicum credit to graduate students with teaching or teaching-related assignments who participate in activities designed to improve their classroom instruction and interactions with students.

B. 9. Compare the compensation for faculty and staff in these services with other units in the institution.

Over a period of time, the continuing education compensation scales and policies have evolved from a single pay scale to a model tailored to the particular content area, market and available resources. For example, as noted in A.5, faculty teaching a traditional 3-credit class at the graduate level in the Applied Information Management Program are compensated at 0.11 FTE based on their annual rate. Faculty teaching in the College of Education graduate program are compensated based on fixed rates per class. Workshop and conference presenters have a wide variation in pay scales. Faculty teaching in most non-credit programs are paid on an hourly basis, again based on program budgets.

B. 10. Evaluate the student services available to this particular clientele. Are there areas that need to be improved?

Student services available for students vary by program and location. Eugene-based programs offer research library access, bookstore and mass transit access. Programs in Portland have access to an extensive, integrated library system, academic bookstores, computer lab resources and dial-up computer support (e-mail, Internet). See Standard IX for additional information on student services.

Students involved in continuing education and special instructional activities could benefit from a broader application of services including financial aid, health insurance.

B. 11. Carefully review all advertising and publications for possible misleading information and statements. What changes, if any, are indicated?

Advertising and publicity are important areas within all programs at the University of Oregon. As such, all publications receive careful, ongoing scrutiny. Continuing education publications are proofed and edited by both the staff of continuing education and by a private proofing/editing service. In addition, all publications intended for an external or off-campus audience can be reviewed by the Office of University Publications. We are not aware of any misleading information or statements.

B. 12. Evaluate the follow-up studies made to help determine the effectiveness of the program.

The UO's continuing education programs are very client-oriented. As self-support programs, they strive to deliver responsive programs that cater to the continuing education and research needs of non-traditional learners. The budgets, staff and programs offered by the units that provide these continuing education services are very sensitive to and dependent upon client feedback.

Enrollment data are one indicator of program effectiveness. In addition, all agencies all agencies indicate that they conduct formal and informal need assessments with students and clients through the use of surveys, advisory committees and planning committees. Using course evaluations, students and clients are asked to react to the course and suggestions for future course offerings. Follow-up studies are conducted in cooperation with the associated academic units. Recently the Applied Information Management Program conducted an extensive program review including follow-up evaluation of alumni. These forms of assessment help in the planning of future programs by identifying areas that are effective and others that need improvement.

These strategies provide the units with the information they need to anticipate customer demand and to identify the post-secondary needs of Oregon adults who use continuing education services. The data from these need assessments enable the university to meet its mission of establishing a framework for lifelong learning by identifying supplemental and special educational programs that are of interest to post-secondary adults seeking part-time educational offerings from the university.

B. 13. What is the completion rate for courses?

Completion rate for the certificate and academic degree programs is 70 to 85 percent. Currently, no data on retention/completion rates is maintained for short duration workshops and related non-credit offerings.

B. 14. Evaluate the factors which determine whether a particular course or program will be offered. Who initiates the action?

The first consideration for offering a program is that the activity be consistent with the institutional mission. Second, the program must meet an educational need consistent with university offerings. Third, a viable market to ensure the financial success of the offering needs to exist. Fourth, the instructional and facilities resources must be available. And finally, the administrative structure to support the activity needs to be in place or proposed within the scope of the program.

Ideas for future offerings come from a wide range of sources depending on the specific agency. Ideas come from special request of organizations and external groups, individual faculty members or the community. New program ideas rarely emerge in a vacuum. Trends and changes in the larger business and social community reveal opportunities for educational offerings. Many agencies regularly interview both advisory committee members and community leaders to determine future areas of need.

B. 15. Review course and program evaluation procedures. How are students, faculty members from the subject area, and outside agencies involved?

For academic credit courses, evaluation forms are completed by participants. The questions include rating of instructor presentation, instructors knowledge, whether learning expectations were met, usefulness/applicability of information, what was liked best and least, comments, and suggestions for future programs. Discussion about programs frequently occurs at faculty meetings and other faculty venues.

B. 16. Review the role of academic departments in the development of courses and programs.

All academic credit courses are developed by the academic unit offering the credit to ensure the academic quality of the offering and their relevance of the program for the student. Faculty and courses are approved by the academic unit.

Programs such as the LERC which are outside the academic area, offer non-credit courses and workshops. The goal for the future is that all agencies offering non-credit courses and workshops will work closely with the continuing education center in translating the certificate to continuing education units which should serve to improve the quality of programs.

B. 17. Study all courses and programs to determine whether they are consistent with the mission and objectives of the institution.

Continuing education and special instructional activities at the University of Oregon do not offer programs that are inconsistent with the mission and objectives of the institution.

B. 18. Determine if academic credit is offered for courses that cannot be used to satisfy degree requirements. If so, how is the student informed before enrolling? What designation is used on the transcript? What is the justification for credit rather than CEUs or an equivalent non-credit measure?

Academic credit is awarded for pre-college level English, Math and Linguistics (Secondary English Language Training). This credit is recorded on the

student transcript and counts toward the full time status of the student for purposes of financial aid, visa, etc. However, these credits do not apply to the graduation requirements for a bachelor's degree.

Students are informed through a variety of sources: e.g., Faculty Advising; UO Undergraduate and Graduate Bulletin; The Green Book and course syllabi.

B. 19. Evaluate the record keeping and reporting system for non-credit courses and programs. Is the cumulative record system for the students in such programs satisfactory?

The Continuation Center maintains student records for all fee paying participants. Individuals pursuing certificates are monitored for satisfactory course completion and the passing of proficiency exams. The system is adequate at this time.

Several agencies have indicated that record keeping and reporting for non-credit courses is an area of weakness. Several programs maintain a list of non-credit course participants in certificate programs for various periods of time. Programs which offer non-credit courses not a part of certificate programs do not maintain student records since course offerings are tailored to the needs of sub-sets of clientele.

B. 20. Review the awarding of credit for time-shortened offerings. What requirements are there to ensure that the content is comparable to the standard of 1 quarter hour of credit for 30 hours or 1 semester hour of credit for 45 hours of student involvement?

When academic credit workshops are one-day, course instructors require that the number of hours in class (10) be met by having discussions related to the workshop topic and by meeting with credit participants for extended sessions after the workshop. When extended sessions are not possible, an additional assignment, requiring some interaction among participants is required to ensure that the 10 hours of in-class time is met. To meet the 20 hours of outside time, reading and assignment (written papers, implementing workshop information in classrooms, projects, etc.) are designed.

C. Supporting Documentation for Standard VI: Continuing Education

*1. UO Continuation Center organization chart

2. Continuation Center Self-Study Notebook (contains advertising and promotional materials, approval forms, follow-up studies, guidelines for credit, etc.)

3. Summer Session 1997 Bulletin and Time Schedule

4. Summer Session Bulletins, 1994, 1995

5. Labor Education and Resource Center self-study

6. Office of International Education and Exchange self-study and brochures

7. Career Center self-study

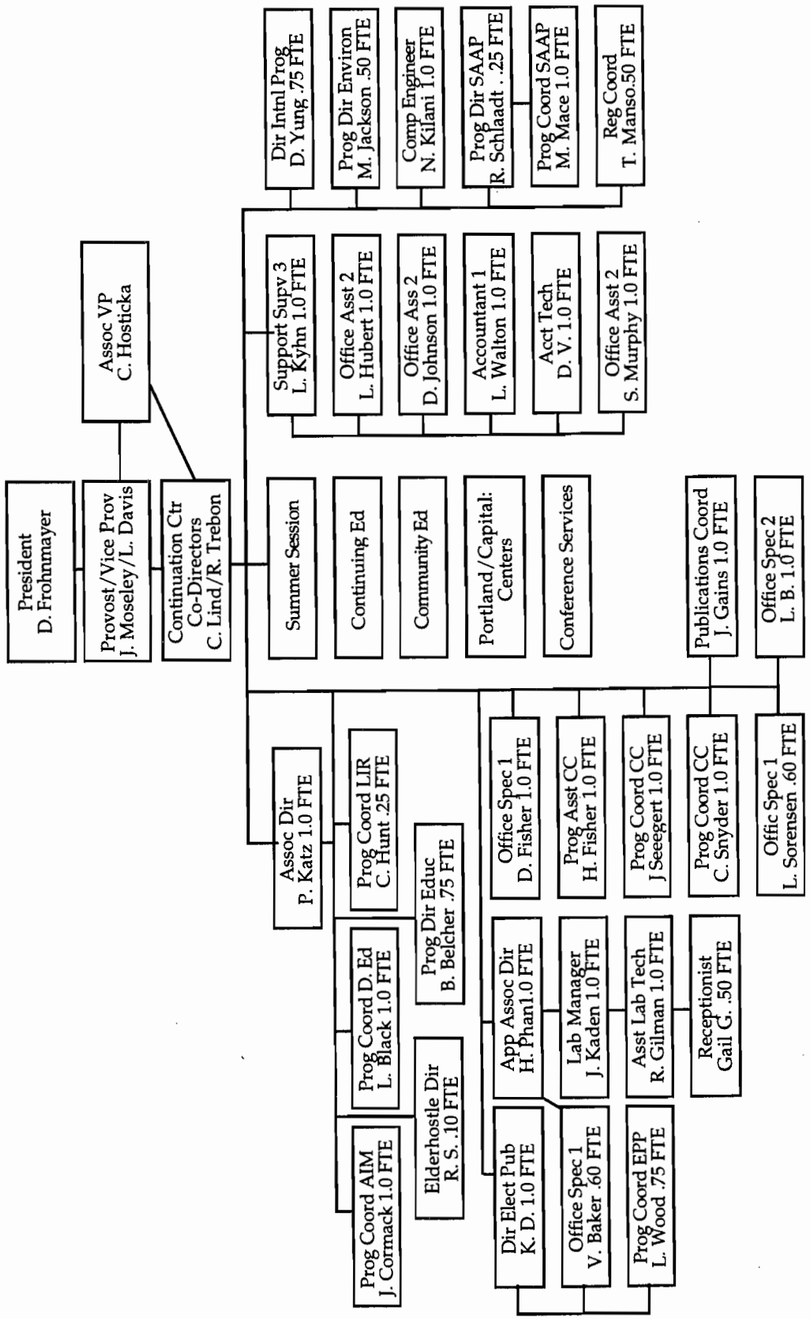
8. Museum of Art 1996 Annual Report

9. Self-study materials from some academic departments offering continuing education opportunities

10. Self-study materials from centers and institutes offering continuing education opportunities

Document VI-1

University of Oregon Continuation Center Organizational Chart



September 26, 1996

STANDARD VII

INSTRUCTIONAL STAFF

As recognized in the university's charter, the faculty play a fundamental role at the University of Oregon. The quality of its educational, research and service activities depends primarily on the quality of the people who conduct these activities. Consequently, the selection, development and retention of the highest quality faculty are of paramount importance. This chapter describes how faculty are selected, how they are encouraged to develop professionally, how they participate in governance of the institution and how they are evaluated. Since the last accreditation review, the university has improved in all these areas.

A. Description of Instructional Faculty

The University of Oregon's policies and procedures are geared toward identifying, recruiting and retaining the most qualified faculty, and creating and maintaining an atmosphere conducive to excellence in teaching and research. The university has been very successful in these endavors. During the past 10 years the university has attracted a significant number of world-class scholars to its already distinguished faculty. The UO is the only university in the nation with two holders of American Cancer Society Research Career professorships. The faculty includes 14 Presidential Young Investigators, nine National Young Investigators, four receipients of NSF Career Awards, seven members of the National Academy and Sciences, seven members of the National Academy of Arts and Sciences, 37 Guggenheim Fellows and 132 Fulbright Fellows.

A. 1. Institutional Faculty Profile and Educational Summary

Documents VII-1 and VII-2 requested by the Commission on Colleges are presented at the end of this subsection and provide the institutional faculty profile and educational summary.

At the time of the last accreditation (1987), the university had 631 tenure-related faculty; at present there are 637. This seemingly low rate of growth must be placed within the context of events affecting the university during the past decade. Foremost among these was Ballot Measure 5 which resulted in the closure of schools and programs described in the introduction. Sixty eight tenure-related facuty were affected by the Measure 5 cuts. When viewed in this light, the university has in recent years been able to regain the number of faculty lost during the first half of the decade.

A. 2. Provisions for Professional Staff Development

Since the last accreditation, the university has instituted a number of new programs and strengthened existing programs designed to aid in the professional development of faculty.

2. a. All new faculty are invited to participate in a new faculty orientation session held in conjunction with the opening of each fall term. Tenure-track faculty receive additional work sessions at this time on the university's criteria and processes for promotion and tenure review.

2. b. All new faculty who do not have existing grant support are eligible for the New Faculty Award Program. The purpose of this award is to assist beginning faculty members who do not have other support in establishing their research activities. The award provides a summer period stipend of $3000 in salary support and $1000 for research related expenses.

2. c. The Office of Human Resources offers each year a comprehensive program of employee training and development workshops on many topics, many of which are useful to teaching faculty.

2. d. Faculty are eligible for sabbatical leaves every seven years, and most avail themselves of this opportunity to increase their professional experience, the effectiveness of their research, and knowledge base for their teaching. Faculty are eligible to apply for a sabbatical leave after six years of full-time service on a basis of 60 percent of full pay for a three-term leave, 75 percent for a two-term leave and 85 percent pay for a one-term leave. The School of Law, which is on a semester system, has a different scale which provides for 50 percent pay for the academic year and 100 percent for one semester.

2. e. Numerous workshops and seminars are presented throughout the year by the Teaching Effectiveness Program (TEP), by the library and by the computing center. The TEP publishes a monthly brochure and on-line publication of ideas and information about instructional strategies, materials and activities related to effective teaching.

2. f. Another helpful area for improvement of teaching is the midterm analysis of teaching (MAT) program. Individual instructors can have students interviewed, classes polled anonymously, and even have their lectures video taped. Then, sitting down with a member of teaching effectiveness program, or alone, if they wish, they can review the teaching impact that they are having on a particular class. This analysis is purposely not made part of an instructor's record, so that it may be used freely to improve teaching effectiveness.

2. g. Teaching awards reinforce excellence in teaching. The stipends attached to several of these awards are given as recurring salary enhancements over the award recipient's remaining teaching career at the UO.

2. h. Summer Research awards provide small stipends for instigating research or changing research directions by faculty.

2. i. One means by which faculty can develop new courses of especially exploratory nature is through the Freshman Seminars, referred to in Standard V, A.8.

Additional information about professional staff development initiatives for instructional staff is provided in the analysis section II below.

B. Analysis and Appraisal

B. 1. Study specific assignments of responsibilities that exist for identifying, appraising, negotiating with, and selecting new faculty members. What changes, if any, are indicated?

Major responsibilities for hiring involve the department heads, who identify needs within fields, and in negotiation with deans, identify the appropriateness of a search. Normally, deans must identify salary funding within budgets. Extraordinary costs, such as set-up funding for research, are negotiated through the provost and the vice provost for research and graduate education. Necessarily, considerable consultation with administration occurs in identifying hiring needs.

Additionally, considerable faculty consultation occurs before and after the decision to search. Most information regarding the area of need originates with the faculty of individual departments. The search committee membership is drawn primarily from department faculty. Most schools have formalized the methods of choosing additional committee members from other departments that represent broader faculty interests. Additionally, some member of the committee or the department chair acts as the liaison with the affirmative action office.

Currently, salaries are negotiated by the dean and department head. Salaries are, to a large part, set by market forces such as perceived competition and by fund availability. A strategic planning Task Force on Faculty Hiring and Retention concluded in May 1991 that the university should study the development of a salary plan. (Report available in accreditation resource room.) Recommendations included: attention to issues of fairness and equity; establishment of minimums across disciplines; and establishment of goals for departments to attain, or at least strive for, and to use to track progress. After looking at faculty salary conditions, a task force member wrote

a provocative memorandum that was cited in the report: *Are There Two Universities of Oregon?* (Document VII-6 available in resource room.) This report points out salary disparities existing between disciplines. Some salary disparities are to be expected as individual deans optimize the effectiveness of their budgets, and because there are different markets for different disciplines. No systematic studies are available that address whether hiring offers in some disciplines are consistently not competitive (for example, not being able to hire one of the top three candidates from a nationwide pool of applicants).

The same 1991 task force identified problems associated with hiring one or both members of a dual career couple. For example, while 67 percent of faculty in a national sample were satisfied with opportunities for spousal employment, locally, only 32 percent were satisfied. The local problem has been partially alleviated by a growing local economy (with capitalization increases in software, manufacturing, legal services, arts and entertainment). This problem has been recognized by the Office of Academic Affairs, which now assists with finding opportunities for spousal hires. Funded jointly by the provost and the host department, the Faculty Fellowship Program is meant to provide an initial "landing site" for the "trailing spouse", allowing time for the individual to seek employment in the local area. In 1988, Oregon State University established a network of public and private sector employers in the Willamette Valley. The University of Oregon is a member of this Family Employment Network. The coordinator of this program is an Oregon State University employee, working through the UO Office of Human Resources.

All faculty searches have an affirmative action component. The search procedures are designed to notify as broad a pool of applicants as possible, including women and minorities. Search committees that review applicants usually have women and minority representation, in addition to seeking representation from outside of the discipline. A representative of the affirmative action office attends the organizing meeting of the search committee to discuss affirmative action procedures with committee members.

A new program, known as the Underrepresented Minority Recruitment Plan, is designed to increase the hiring of minority faculty and enhance the development of such faculty. This plan provides schools or colleges with up to $30,000 per year or a total of $90,000, to encourage departments to hire underrepresented minorities to fill existing, tenure-related faculty lines. A strength of this plan is that it allows departments to: 1) enhance their offers to minority candidates by providing them with suplemental funds, and 2) improve retention and support for minority faculty by funding activities resulting in increased faculty development (e.g., research expenses, equipment funds, summer salary, etc.).

B. 2. Analyze the criteria used in evaluating prospective faculty members. How could they be improved?

Except for cases of temporary employment, the criteria for selection of faculty are driven by the assumption that the hire will be a permanent or tenured faculty member. Thus, for tenure track faculty, the potential for demonstrating significant teaching and research accomplishments at the time of the tenure decision must be present at the time of hiring. These criteria are outlined in *A Faculty Guide to Promotion and Tenure at the University of Oregon* (available in the accreditation resource room). All tenure-track searches select candidates from a national pool. For the positions of instructor and senior instructor that are non-tenure-track, appointments can be made after conducting a regional search. Otherwise, search procedures and selection criteria follow those for other tenure-track appointments.

Each search endeavors to obtain the most highly qualified person available to fill a vacancy in a particular discipline. University personnel policy, (3.140: Personnel Practices: Family Recruitment Section, available in the accreditation resource room) states that the final hiring decision is made as follows: "If there are minorities or women included [among the top candidates], then the best qualified of them shall be chosen, unless it is determined that some other candidate is demonstratively better qualified". This policy is consistent with the statement on diversity incorporated in the mission statement. The university has been successful in recruiting and hiring talented junior faculty members using these procedures.

Given the increased emphasis on high quality teaching, the evaluation of prospective faculty members might be improved by encouraging departments to include in their interview procedures opportunities for candidates to present formal pedagogy colloquia or seminars in addition to the traditional research presentations.

B. 3. How has the institution periodically evaluated its faculty recruitment and selection policies and procedures?

The UO studied faculty recruitment and selection policies in 1990-1991 as part of its strategic planning process. The recommendations of the May 1991 Task Force on Faculty Recruitment and Retention are discussed elsewhere in this chapter. One of the outcomes of this study was the adoption of the "Guidelines for Evaluating and Rewarding Teaching" in the early 1990's. (available in the accreditation resource room).

At the behest of the Faculty Advisory Committee and the Faculty Personnel Committee, a Commission on Faculty Rewards and Development was formed in 1993. Their report (available in accreditation resource room) pointed out several areas for improvement in the university's criteria for

appointments. A mission statement for each unit was identified as critical. Demonstrated accomplishment in teaching was identified as necessary. Additionally, elected membership of the Faculty Personnel Committee should be by vote of tenured faculty only. In a subsection regarding affirmative action, the commission recommended that: mission statements include affirmative action goals; the unevenness of informal networks be compensated; the university increase monitoring of individual units along with providing additional support; the university provide faculty with help in meeting their family responsibilities; and that the university and its units address issues of climate and fairness.

The University Senate has since reviewed and passed a statement on family support, and language on the university's family support policy and compliance with the federal Family and Medical Leave Act has been added to the UO Faculty Handbook (available in accreditation resource room).

The university must continue in its efforts to bring more women and minorities into the faculty. Aside from constant efforts to improve affirmative action aspects of recruiting, no changes are recommended in the ways in which faculty are selected.

B. 4. Study the provisions that are made for faculty involvement in the formulation of fundamental instructional policies. Comment on their adequacy and make suggestions for improvement where indicated.

Faculty at the UO have been involved in the formulation of fundamental instructional policies from the beginnings of the university. A state statute dated October 28, 1876, commonly referred to as the University Charter, states that the president and the professors constitute the University Faculty and that this faculty has the "immediate government" of the institution. The statute further states that the "The faculty shall also have power, subject to the supervision of the State Board of Higher Education, to prescribe the course of study to be pursued in the University, and the text books to be used." (Section 14)

Virtually all aspects of the curriculum are determined with faculty approval (see also Standard V). At the lower and intermediate levels, participation is primarily accomplished through departmental and school/college curriculum committees. At the university level, the responsibility of developing, approving and evaluating instructional policies and programs is shared among four important faculty bodies: the University Curriculum Committee, the Undergraduate Education and Policy Coordinating Council (Undergraduate Council), the Graduate Council and the University Senate. In recent years the Curriculum Committee has been primarily involved with issues related to development of new courses and modification of existing ones. The input of this committee was especially important during the recent

conversion of most courses from 3 to 4 credits. The Undergraduate and Graduate Councils are charged with reviewing and evaluating the quality and scope of academic programs at the UO. Important tasks of these faculty councils are to identify opportunities to create new programs, suggest appropriate curricular changes, monitor academic policies, and to develop and advocate new and revised policies as appropriate. Faculty approval for all matters related to the curriculum lies with the University Senate. The senate meets monthly and considers recommendations from the Curriculum Committee once per academic term.

In addition to the faculty committees described above, the university benefits from a broad range of committees, whose members are drawn primarily from the faculty (See Standard VIII, governance). The majority of faculty serve on committees voluntarily, although tenured associate professors are expected to demonstrate a level of service to the university as a component of their case for promotion to full professor. In the past five years, the UO has witnessed a decline in the number of faculty volunteering to serve on university committees. There is concern that many younger members of the faculty do not see university service as important. As some of the older members of the faculty used to devoting considerable time and effort to service retire, other faculty, especially at the associate and full professor ranks, do not volunteer to take their places. The 1995-96 report of the Committee on Committees (available in the accreditation resource room) cites several significant disincentives for committee service, especially among junior faculty, including: 1) Faculty are overburdened with other duties related to teaching, research and departmental responsibilities; 2) Committee service is generally unrecognized and unrewarded, (i.e., committee service is not perceived as a "profitable" use of one's time, and hours put into committee service are more profitably spent on teaching and research, especially for junior faculty). Both the senate and the administration are currently interested in the problem of committee service, and it is anticipated that some proposals will be coming from the administration in this regard. The administration needs to make it clear that committee service will be rewarded, and the senate needs to make it clear that it supports tangible rewards for service to the university community. Finally, the senate needs to make clear recommendations both about the committee recruitment process, and about how service is handled. If changes are not made, non-participation could force a change in the amount of authority given to university committees.

B. 5. What evidence is there to show that adequate teacher security is provided through competitive salaries and benefits, and retention of faculty members?

The 1987 Accreditation Evaluation Committee deemed "it essential that the university and the System's administrative leaders continue to seek improved salary support to appropriately compensate the faculty for the

current and developing productivity demands." At that time, and largely because of a long recession in the state, the average UO salary was 20 percent below that of the average of AAU institutions. As shown in the table below, the average salary for tenure-related UO faculty relative to the average of AAU institutions improved during the first half of the past decade. Implementation of Measure 5, however, resulted in some loss of ground for tenured faculty relative to the 1992 salaries.

Oregon Average Salary Expressed as a Percentage of AAU Average Salaries

Faculty Rank	1985	1992	1995
Assistant Professor	86%	89%	91%
Associate Professor	88%	92%	88%
Full Professor	80%	85%	84%
All Faculty	80%	85%	84%

(More complete data describing salaries relative to AAU institutions for all ranks in each of the schools and colleges are available in the accreditation resource room.)

The 1995 AAU salary data show that average salaries for tenured and tenure-track faculty at the UO were 16 percent below the AAU average. This placed the UO last in terms of average salary for the 30 AAU public universities, and 112 out of 131 public doctorate granting universities. The relative comparison of 1995 UO salaries with AAU averages varies among disciplines from a low of 75 percent (Law) to high of 96 percent (Journalism), with most schools/colleges falling between 80 percent and 90 percent of the AAU average. The salary discrepancy is greatest at the full professor level.

Faculty received a 3 percent pay raise in 1995, and in February of 1997 (January for 12-month employees) received a significant and much needed increase of 6 percent. The Chronicle of Higher Education (11-26-96) reports that the 1995-96 average salary increase for faculty at comprehensive public institutions was 2.3 percent. The 1997 average salary increase of 6 percent will result in further narrowing of the gap between the UO and its peer institutions.

Although UO faculty salaries are low relative to peers, faculty benefits are higher than those of comparable institutions. The UO participates in the Public Employees Retirement System (PERS), to which the university currently contributes 14.6 percent of salaries (six percent in lieu of employee's and an 8.6 percent employer contribution). A successful ballot measure that would have required employees to pay the 6 percent contribution was fortunately overturned by the Oregon Supreme Court. The 1996 AAUDE Survey of Benefits Programs shows that the UO ranks fourth out of the 30

AAU Universities in terms of retirement benefits (most of the AAU institutions offer retirement contributions near 10 percent). If retirement benefits are included with salary the UO moves up to 29th in the AAU ranking and its total average compensation for all faculty rises to 87 percent of the AAU average. Incorportion of retirement benefits for assistant professors raises their compensation to 94 percent of the AAU average. Salaries for beginning assistant professors are sufficient to enable the UO to continue to recruit highly qualified new faculty.

The university also provides a range of major medical insurance plans for faculty and their families under which the entire cost is paid by the employer. Other plans are available under which employees pay a small portion of the cost of family coverage. Dental insurance for employees is also fully paid and provides partial coverage for dependents. Disability and life insurance are available at group rates, and all employees are covered by the state's worker's compensation plan. In addition, all faculty accrue eight hours of sick leave per month and may take up to three months of sick leave regardless of the amount of sick leave accrued.

An area where enormous progress has been made is the private funding of endowed chairs. At the time of its last accreditation, the UO had only nine privately endowed chairs or professorships. By 1991 the number had grown to 27, and by the summer of 1996, it had increased to 55. In the fall of 1996 the UO received, from alumnus Philip Knight, the largest private gift ever given to an educational institution in the Northwest. This gift includes $15 million for endowed chairs and professorships and has been called "transforming" for the university. The policies adopted by the administration for this gift should maximize the impact on the university through attracting and retaining faculty of extraordinary academic status and achievement in a broad distribution of fields across the university. The Knight chairs are to be distributed by the central administration in ways that will further the university's strategic priorities. When these funds are combined with matching funds and gifts from other donors more than 30 new endowed positions will be created, thus nearly doubling the number of fully funded endowed chairs. Placed in the perspective of this review, the UO has increased the number of endowed chairs and professorships from nine to 55 during the past ten years, and potentially to more than 85 when the Knight positions are fully filled. Thus, the potential exists for 35 percent of UO's full professors to receive the recognition and salary enhancements associated with an endowed chair or professorship.

The extent to which UO's faculty salaries affect its ability to retain faculty members can be seen, in part, through two surveys which asked UO faculty to respond to questions related to job satisfaction issues. In its 1991 report, the Task Force of Faculty Recruitment and Retention produced data from a 1987 survey (National Center for Educational Statistics). This survey reports the

proportion of faculty respondents who indicated they were "satisfied" or "very satisfied" with a number of variables. Relevant portions of this survey are reported below:

Variable	% UO satisfied or very satisfied	% National satisfied or very satisfied
Salary	20.6	60.0
Benefits	79.6	77.1
Job Security	72.9	87.1
Quality of the Faculty	84.7	83.5

The item in this survey with the highest percentage of satisfaction is the "quality of the faculty". This is what draws faculty to the UO and keeps them here. These statistics reflect faculty attitudes prior to the implementation of Measure 5. A more recent, post-Measure 5, survey was conducted in 1995 by the Higher Education Research Institute. Results of this similar survey are reported below. Again, the survey reports the proportion of faculty respondents who indicated they were "satisfied" or "very satisfied" with a number of variables.

Variable	% UO	% National
Salary and fringe benefits	33.4	67.7
Job Security	81.2	85.2

It is important to note that the 1995 HERI survey combined salary with fringe benefits, so a direct comparison with the earlier survey is not possible. Given the below-average salaries, it is not surprising that only 33 percent of UO faculty are satisfied with their salaries.

In spite of concerns over salary expressed in these surveys, the actual number of tenure-related faculty resigning from the UO is relatively small. The following table shows the number of tenured and tenure-track faculty resigning their positions at the UO: (see Table next page)

Year	# of Resignations	% of Total Faculty
91-92	14	2.09
92-93	12	1.87
93-94	16	2.43
94-95	13	2.02
95-96	9	1.35

It is encouraging that the number of faculty resignations has not significantly increased as a result of budgetary constraints imposed by Measure 5. It is true that the institution has lost some talented faculty, many of them at the associate and full professor level. Creation of the new Knight endowed chairs should significantly enhance the UO's ability to retain the very best of its senior faculty.

In conclusion, the quality of academic life at the UO seems to remain sufficiently important to its faculty that they choose to remain in spite of the relatively low, but improving, salaries.

B. 6. Has the institution adopted a statement of principles of academic freedom to ensure freedom of teaching, investigation and learning? If not, what is the official position of the institution?

The Oregon State Board of Higher Education has promulgated the following administrative rule (OAR) outlining the rights and responsibilities related to Academic Freedom (OAR 580-22-005). This language is published in the *UO Faculty Handbook* and provided to new faculty during new faculty orientation.

"(1) All teachers in OSBHE institutions are entitled to freedom in the classroom in discussing subjects, but they should be careful not to introduce into their teaching controversial matter that has no relation to the subject.
(2) As a matter of policy the Board does not attempt to control or sway the personal opinion of any person on the faculty or otherwise on the payroll of any of the institutions or divisions, nor the public expression of that opinion. In the exercise of this freedom of expression, faculty members should manifest appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokesmen."

The rule is short and simple and leaves many questions unanswered. What kinds of things have no relation to the subject? What kinds of behavior show disrespect for the opinions of others? What are the exceptions to the

rules? The best guidance is that of the senior faculty in the discipline, but often issues of academic freedom come into an instructional context in ways that are not planned. World events may have little to do with algebra, but such topics may come up and challenge even the most experienced teachers. Good judgment about proper behavior before a practically captive audience, and a willingness to discuss less related subjects with students outside the class will usually satisfy the responsibilities imposed by the rule.

The state board rule does not speak to freedom in research. However the university faculty has addressed itself to this issue with long-standing practices of not conducting classified research on university property or with university facilities. This position has been adopted in order to promote the free exchange of ideas essential to the missions of universities.

B. 7. What evidence is there to show that teaching loads are equitable and reasonably determined?

Teaching loads are primarily determined at the departmental level, and they vary greatly from department to department. In some departments, teaching loads and methods to achieve equitable distribution of teaching assignments are a topic of faculty discussion. As a general rule, teaching loads in the sciences and other departments in which research is conducted in laboratory or clinical environments, are three to four courses per year. In the humanities, social sciences and most professional schools, teaching loads range up to 5-6 courses per year. Faculty in foreign languages, mathematics and in design areas such as fine arts and architecture tend to carry more contact hours than do other faculty. Faculty in the School of Music who provide private lessons and tutorials typically have up to 18 contact hours per week. Inequity of teaching loads, particularly in the humanities and social sciences, was an important issue five years ago. The recent conversion of courses from 3 to 4 credits had the effect of changing the teaching loads of many faculty from six, 3-credit courses per year to five, 4-credit courses. It is too early to determine if this change has indeed altered the perceptions of many faculty members. Note, however, that the 1995 Higher Education Research Institute Survey shows that 69 percent of the faculty view their current teaching loads as very satisfactory or satisfactory.

Many departments encourage faculty members to arrange their course loads so as to increase their research time in a given term. Some departments have a work load equalization process for assigning teaching loads, allowing faculty with heavy research commitments slightly lighter course loads than those for faculty members less involved in research. The university administration has encouraged such variable teaching loads, but this system has not met with uniform approval by the faculty.

B. 8. How is the teaching performance of the individual faculty member evaluated? What evidence is there to show that the criteria used are known and accepted by both the evaluating officials and the faculty?

As outlined in the *Faculty Handbook* and the in *Faculty Guide to Promotion and Tenure at the University of Oregon* , the university has a long tradition of evaluating teaching through a combination of student- and peer-evaluative mechanisms. Poor teachers will not receive contract renewals and will not be promoted and tenured.

Prior to 1996, each faculty member was required to have two courses per year evaluated by students. Peer evaluations were typically conducted prior to promotion and tenure reviews. In the spring of 1996, the University Senate passed legislation which significantly enhances the evaluation of teaching and learning. Key components of the new system include the following:

8. a. Student Evaluations

- Quantitative questionnaires are used to evaluate all courses taught by tenured or tenure-track faculty with enrollments greater than 10 students.
- The statistical analysis of course evaluations include the mean raw scores for all questions relevant to teaching and learning. The reports also include raw mean scores for the faculty member and the department, as well as valid mechanisms which compare each course and/or instructor to composite scores of the entire department.
- Written comments are solicited from students in all courses, regardless of enrollment size.

8. b. Peer Evaluations

- Each tenure-track faculty member shall have at least one course evaluated by a faculty peer during each of the three years preceding the faculty member's promotion/tenure review.
- Each tenured faculty member with rank of associate professor shall have at least one course evaluated by a faculty peer every other year until promotion to full professor.

Revision of the procedures regarding the evaluation of teaching was developed with considerable input from both faculty and the administration. The new system received support from the Faculty Advisory Council, the Faculty Personnel Committee, the Academic Council of Deans and the University Senate. The broad support for the

new system is evidence of its acceptance by both faculty and evaluating officials.

B. 9. If faculty rank is employed, what criteria have been adopted and used for promotion? Is there evidence to show that the promotion system has a positive influence upon the morale and professional development of the faculty?

The criteria for teaching-faculty evaluation, listed below, apply to all faculty members involved in teaching and research at the University of Oregon. Depending on the faculty member's particular assignment, some criteria will be emphasized and others may not be applicable. Regular faculty members with tenured and tenure-related appointments are expected to excel in all the areas listed below. Research faculty members will be evaluated on their performance relative to the research criteria. Members of the teaching faculty not on tenure-related appointments are evaluated on their performance relative to the teaching-related criteria. Even for tenured and tenure-related faculty appointments, every criterion is not given the same weight. For example, performance in university service is more important for tenured faculty members than for those on probationary service.

9. a. The quality of teaching is evaluated through:

- classroom instruction, including careful presentation of course material and effectiveness of presentation;
- academic advising, consultation, and informal teaching;
- stimulation of student interest in doing high-quality work;
- supervision of student research;
- revision of courses to keep them updated;
- maintenance of appropriate standards of student performance
- evaluation of student performance;
- interest in effective teaching techniques;
- defining educational objectives and developing teaching and evaluative materials reflecting current scholarship in the discipline and in educational theory.

9. b. Professional growth, scholarly activities, creative and artistic achievement are evaluated through:

- publications of significance and quality;
- research in progress and substantially planned work;

- participation in conferences, conventions, seminars, and professional meetings—reading papers, holding office, serving on committees or on editorial boards;
- attendance at conferences, conventions, seminars, and professional meetings;
- awareness of current developments in the faculty member's profession;
- association with organizations and groups that will result in professional improvement of the participant and bring recognition to the university;
- professional consultation;
- regular and constructive use of sabbaticals and leaves of absence;
- recognized evidence of scholarliness, such as special awards, scholarly citations, and the re-publication of work;
- scope and depth of scholarship as revealed in public lectures, book reviews, and, in special circumstances, discussions;
- works of art, such as painting, sculpture, design, planning, musical composition, poetry, fiction, drama, dance, photography, and film;
- public performances: musical recitals, concerts, conducting, theater performance and production, dance performance and production, radio or television production;
- public recognition: exhibitions, commissions, acceptance of work for permanent collections, awards.

9. c. Leadership in academic and administrative service is evaluated through:

- departmental administration and curriculum, personnel, and policy committees or activities;
- college or school administration and committees or activities;
- university or state system administration and committees or activities.

9. d. Service and activities on behalf of the larger community (local, state, national, and international governmental bodies, etc.) are evaluated through:

- academic contributions to community activities, either as an individual or as a representative of the university;
- academic service on behalf of public bodies.

The Commission on Faculty Rewards and Development undertook a thorough review of the criteria and procedures for promotion. The commission concluded that the current policies appear to function to the general satisfaction of faculty and administrators. In general, faculty appear to

understand and accept the criteria. The commission did recommend that the current policies be improved by having each department develop a mission statement setting out clear, detailed criteria and procedures for promoting, developing and rewarding faculty in the individual units. To date, this recommendation has not been implemented. Departments are being urged to implement this policy as soon as possible.

B. 10. What procedures are followed in selecting department and/or division chairs? Do the procedures produce department and/or division harmony?

The procedures for choosing department heads at the UO is typified by the procedures used in the College of Arts and Sciences, the largest of the schools and colleges on campus. It's "*Owner's Manual*" (available in the accreditation resource room) states:

"To initiate the selection of a department head, the dean and appropriate associate dean meet with the department faculty. After this meeting, a departmental committee (typically the standing personnel or executive committee, but this varies according to department policies and traditions) solicits names of faculty interested in serving as the department head, surveys faculty sentiments, and presents a written summary of the results to both the dean and the department faculty. At this point, faculty members are invited to write directly to the dean concerning their views and recommendations. (In small departments, or other instances where this procedure is inappropriate or cumbersome, the department should discuss possible alternative selection procedures with the dean.)

"After receiving the departmental committee report and advice of individual faculty, the dean usually interviews more than one candidate. In all cases, the final decision regarding the department head is made by the dean, in consultation with the provost and president. The opportunities for faculty input during the screening and selection process almost always result in selection of a department head who has broad support from the constituent faculty."

B. 11. Analyze and appraise the provisions for professional staff development. What are the strengths and weaknesses of the system?

Section A describes many of the professional development opportunities that are available to UO instructional staff. In the past five years, increased emphasis has been placed on faculty development. Recent initiatives include, but are not limited to the following:

11. a. Several academic units (e.g., architecture) have developed effective mentoring programs for junior faculty. In addition, informal groups such as the Women Faculty Resource Network counsel and mentor faculty.

11. b. Academic Support Accounts (ASA) were introduced during the former president's tenure as a means of providing basic support for both teaching and research. Many faculty use this money to keep current with hardware and software technologies in their profession.

11. c. In the summer of 1996, the Office of Academic Affairs sponsored a two-week workshop to introduce selected faculty to varied aspects of instructional technology. This workshop was successful. It is recommended that the administration continue to offer such training opportunities for the faculty.

11. d. The Midterm Analysis of Teaching Program assists in the development of teaching expertise. Most of the instructors who participate in this program find it helpful, and it has found a very favorable reception among faculty.

11. e. All new faculty who do not have existing grant support are eligible for the New Faculty Award Program. The purpose of this award is to assist beginning faculty members who do not have other support in establishing their research activities. The award provides a summer period stipend of $3000 in salary support and $1000 for research related expenses.

11. f. As the number of endowed chairs increases, the UO will be able to reward more fully the research, teaching, and service accomplishments of its senior faculty.

One aspect of faculty development that is viewed by many faculty to be in need of improvement is financial support for travel to professional meetings, especially those held overseas. The limited funds available typically fall far short of what is needed, and of what other similar institutions seem to be able to provide.

Policy Statement # 26: The Continuing Evaluation of Faculty

The analysis provided above in section B8 and B9 explains the processes and criteria used by the University of Oregon in evaluating its instructional faculty. These criteria are implemented in the recruitment and evaluation of prospective faculty, the design of professional development opportunities to enhance faculty's teaching and research skills, the regular evaluation of faculty's teaching, research and service performance, and the periodic review of tenure-track and tenured faculty for promotion.

Tenured faculty members are expected to maintain a consistently satisfactory level of performance in the essential areas of teaching, research, professional

growth, leadership, and service. In order to assure that tenured faculty members are aware of their contributions to the institution and how their careers are progressing, the university has developed a program of post-tenure review. It is recommended that full-time, tenured faculty members holding the rank of associate professor be evaluated every three years and full professors be evaluated every five years. In the post-tenure review, the record of performance is subjected to a thorough examination of peer reviewintended to encourage faculty development and to identify faculty members who merit special recognition or need special assistance. The process, to a large extent, mirrors that for promotion and tenure. The same criteria are used, with the differences being that the case is developed by a departmental committee on post-tenure review, external reviews are typically not solicited, and the file is not submitted to the Faculty Personnel Committee. However, the dean and the provost review the case and may comment on it.

These procedures assure that all instructional faculty are continuously evaluated through the joint efforts of faculty and administration. The procedures have been developed by the faculty and are implemented in a collegial fashion. The feedback provided to faculty at all stages of these reviews, coupled with the professional development opportunities available, assure that faculty have opportunities to improve their performance and to remediate deficiencies. These processes also assure that the instructional faculty at the University of Oregon are aware of and prepared to carry out the instructional mission of the institution.

C. Supporting Documents for Standard VII: Instructional Staff

*1. Document VII-1: Instructional Faculty Profile.

*2. Document VII-2: Number of UO Faculty Degrees by Institution of Origin

*3. Document VII-3: Fall 1995 Minimum, Average and Maximum Credit Hours Taught by Rank by Division

*4. Document VII-4: Average Credit Hours Taught by Rank by Division

5. Task Force on Faculty Hiring and Retention, May 1991 Final Report

6. "Are There Two Universities of Oregon? —An Examination of the Data", 1991 memorandum by Scott Kerlin

7. A Faculty Guide to Promotion and Tenure at the University of Oregon, 1994.

8. University Policy 3.140 Personnel Practices: Faculty Recruitment, Selection

9. Guidelines for Evaluating and Rewarding Teaching at the University of Oregon (January, 1995 draft)

10. AAU Salary

11. Report on the Commission on Faculty Rewards and Development, October, 1994.

12. "Owners' Manual", College of Arts and Sciences.

RK	FULLTIME	PARTTIME	BACH	DOCT	MAST	LAW	NONE	LICS	MIN SALARY	AVG SALARY	MAX SALARY	MIN YEARS	AVG YEARS	MAX YEARS
AAA														
A	21	6	1	8	18	0	0	0	42,623	57,720	87,550	10	23	34
B	28	7	1	12	20	2	0	0	34,074	42,321	60,711	2	14	33
C	18	7	2	7	16	0	0	0	21,000	33,456	43,775	1	4	14
D	2	0	1	0	1	0	0	0	28,038	32,354	36,669	4	13	22
E	2	6	3	0	5	0	0	0	25,029	29,031	38,110	2	5	7
J	2	1	2	0	1	0	0	0	30,091	34,939	39,008	5	10	14
K	0	1	0	0	1	0	0	0	33,232	33,232	33,232	9	9	9
L	1	2	2	0	1	0	0	0	18,000	22,823	28,840	1	3	4
V	1	3	1	0	3	0	0	0	25,200	28,194	31,833	3	6	11
X	0	25	4	1	19	1	0	0	24,000	30,967	42,400	1	5	19
HUM														
A	32	7	0	35	4	0	0	0	43,604	54,882	94,916	2	19	40
B	31	10	0	40	0	1	0	0	34,582	42,340	51,711	2	16	38
C	34	3	2	34	1	0	0	0	30,751	35,163	39,140	1	3	7
D	12	6	1	5	12	0	0	0	20,259	25,645	37,080	1	13	30
E	23	16	7	13	19	0	0	0	19,669	22,739	28,644	1	4	9
J	0	1	0	1	0	0	0	0	35,000	35,000	35,000	11	11	11
L	1	2	1	1	1	0	0	0	14,853	16,739	18,368	2	6	12
V	7	6	0	9	3	1	0	0	20,600	29,221	42,000	1	3	13
X	1	1	0	1	1	0	0	0	23,175	28,764	34,354	5	8	12

Information relative to GTFs included in separate report.
Rank codes as follows: A=Prof, B=Assoc Prof, C=Asst Prof, D=Sr Instructor
E=Instructor, J=Rsrch Assoc, K=Sr. Rsrch Asst, L=Rsrch Asst, V=Visiting,
X=Adjunct.
All years (min, average and max) refer to years at University of Oregon.

RK	FULLTIME	PARTTIME	BACH	DOCT	MAST	LAW	NONE	LICS	MIN SALARY	AVG SALARY	MAX SALARY	MIN YEARS	AVG YEARS	MAX YEARS
NATSCI														
A	94	14	0	108	0	0	0	0	47,131	62,084	97,505	1	22	39
B	38	4	0	42	0	0	0	0	39,825	49,128	63,860	1	11	29
C	32	6	0	37	1	0	0	0	30,442	40,020	53,410	1	5	29
D	8	0	1	3	4	0	0	0	25,348	40,644	59,459	10	21	30
E	8	7	2	5	8	0	0	0	20,202	30,264	40,397	1	6	12
I	1	2	1	2	0	0	0	0	40,000	45,873	49,971	11	14	19
J	12	32	10	33	1	0	0	0	19,000	28,597	44,290	1	4	23
K	1	0	0	0	1	0	0	0	34,505	34,505	34,505	12	12	12
L	9	26	22	1	11	0	0	1	15,852	26,714	40,685	1	5	18
V	0	2	0	2	0	0	0	0	40,000	46,000	52,000	1	4	6
X	1	2	0	3	0	0	0	0	30,000	36,026	47,179	3	11	26
SOCSCI														
A	28	17	0	45	0	0	0	0	44,241	59,976	87,550	2	21	40
B	26	11	0	37	0	0	0	0	37,992	44,731	57,474	0	13	29
C	20	10	0	28	2	0	0	0	30,900	38,567	47,550	1	5	30
E	0	7	1	5	1	0	0	0	20,055	21,294	24,000	1	1	2
L	0	3	2	1	0	0	0	0	24,720	28,401	33,843	1	5	8
V	6	3	0	7	2	0	0	0	24,000	30,218	33,990	1	1	1
X	0	4	0	4	0	0	0	0	24,000	27,952	30,000	1	3	4

Information relative to GTFs included in separate report.
Rank codes as follows: A=Prof, B=Assoc Prof, C=Asst Prof, D=Sr Instructor
E=Instructor, J=Rsrch Assoc, K=Sr. Rsrch Asst, L=Rsrch Asst, V=Visiting,
X=Adjunct.
All years (min, average and max) refer to years at University of Oregon.

RK	FULLTIME	PARTTIME	BACH	DOCT	MAST	LAW	NONE	LICS	MIN SALARY	AVG SALARY	MAX SALARY	MIN YEARS	AVG YEARS	MAX YEARS
EDUC														
A	10	8	1	17	0	0	0	0	37,080	61,225	86,804	4	23	35
B	13	8	0	20	1	0	0	0	37,314	47,731	65,318	2	13	29
C	5	2	0	5	2	0	0	0	32,352	40,487	54,590	1	7	32
D	3	4	0	3	4	0	0	0	29,584	39,574	45,000	2	9	29
E	2	3	4	0	1	0	0	0	16,888	20,890	26,610	1	5	9
I	0	7	0	7	0	0	0	0	40,194	46,533	53,712	10	17	28
J	10	23	1	29	3	0	0	0	28,737	38,960	54,011	1	8	25
K	5	7	3	1	8	0	0	0	30,681	38,618	47,603	2	16	27
L	19	53	23	4	45	0	0	0	17,500	29,389	43,882	1	5	30
V	0	2	0	2	0	0	0	0	26,837	33,418	40,000	2	6	10
X	2	6	0	5	3	0	0	0	17,242	33,719	49,010	1	8	24
JOURN														
A	10	1	2	8	1	0	0	0	46,613	61,678	91,670	4	15	31
B	9	0	0	6	2	0	1	0	44,174	47,765	60,158	4	9	15
C	6	1	0	5	2	0	0	0	15,833	37,216	42,956	2	4	8
D	1	0	0	0	1	0	0	0	44,878	44,878	44,878	10	10	10
E	1	0	1	0	0	0	0	0	35,500	35,500	35,500	9	9	9
X	0	4	1	1	1	0	1	0	15,833	26,916	38,000	1	2	4

Information relative to GTFs included in separate report.
Rank codes as follows: A=Prof, B=Assoc Prof, C=Asst Prof, D=Sr Instructor
E=Instructor, J=Rsrch Assoc, K=Sr. Rsrch Asst, L=Rsrch Asst, V=Visiting,
X=Adjunct.
All years (min, average and max) refer to years at University of Oregon.

01/13/97

Instructional Staff

RK	FULLTIME	PARTTIME	BACH	DOCT	MAST	LAW	NONE	LICS	MIN SALARY	AVG SALARY	MAX SALARY	MIN YEARS	AVG YEARS	MAX YEARS
LAW														
A	15	1	0	2	1	13	0	0	68,294	85,597	113,300	10	20	30
B	3	1	1	1	0	2	0	0	50,000	65,245	74,769	1	8	19
C	11	1	1	9	0	2	0	0	46,350	59,365	70,143	2	5	10
E	4	2	0	2	2	2	0	0	27,000	33,965	44,290	1	2	3
J	2	0	0	1	0	1	0	0	40,000	42,000	44,000	1	2	2
K	0	1	0	0	1	0	0	0	25,876	25,876	25,876	20	20	20
V	1	0	0	1	0	0	0	0	56,357	56,357	56,357	2	2	2
X	0	2	0	2	0	0	0	0	35,000	35,000	35,000	2	4	5
BUSINESS														
A	18	2	0	20	0	0	0	0	43,545	75,771	108,150	2	19	31
B	6	3	0	9	0	0	0	0	55,280	61,584	72,549	1	12	30
C	9	0	0	9	0	0	0	0	52,391	62,034	75,000	1	4	8
D	2	0	0	0	2	0	0	0	42,095	43,621	45,147	11	16	20
E	12	1	4	2	7	0	0	0	24,735	41,753	60,000	1	5	12
V	3	2	0	4	1	0	0	0	45,000	61,200	76,000	1	4	10
X	3	13	1	4	10	1	0	0	22,779	33,177	40,320	1	5	17

Information relative to GTFs included in separate report.
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X=Adjunct.
All years (min, average and max) refer to years at University of Oregon.

Standard VII

RK	FULLTIME	PARTTIME	BACH	DOCT	MAST	LAW	NONE	LICS	MIN SALARY	AVG SALARY	MAX SALARY	MIN YEARS	AVG YEARS	MAX YEARS
MUSIC														
A	8	3	0	9	2	0	0	0	41,439	57,642	90,699	4	25	32
B	21	3	1	12	10	0	1	0	33,323	39,536	45,548	1	11	38
C	7	1	0	3	5	0	0	0	27,810	31,413	39,140	1	5	11
D	2	0	0	0	1	0	1	0	31,250	32,420	33,590	15	18	20
E	7	1	3	1	2	0	0	2	20,293	27,428	39,000	1	8	23
V	3	1	0	2	2	0	0	0	30,000	31,750	35,000	1	1	1
X	1	10	5	2	4	0	0	0	18,500	23,662	33,280	1	8	21

Information relative to GTFs included in separate report.
Rank codes as follows: A=Prof, B=Assoc Prof, C=Asst Prof, D=Sr Instructor
E=Instructor, J=Rsrch Assoc, K=Sr. Rsrch Asst, L=Rsrch Asst, V=Visiting,
X=Adjunct.
All years (min, average and max) refer to years at University of Oregon.

Document VII-1 Institutional Faculty Profile: Credit Hours by Rank by Division

Fall 1995 Minimum, Average, and Maximum Credit Hours Taught by Rank by Division*

	Professor			Associate Prof			Assistant Prof			Senior Instructor			Instructor		
	min	avg	max	min	avg	max	min	avg	max	min	avg	max	min	avg	max
Architecture and Allied Arts	3	8.27	17	4	10.26	22	2	7.60	18	14	14.00	14	2	4.00	8
Education	2	3.44	6	2	3.13	8	1	3.80	7	13	11.00	15	3	1.67	4
Journalism	3	5.67	8	4	8.00	12	3	5.78	13	4	4.00	4			
Law**	3	5.00	7	4	4.00	4	3	4.00	6				2	4.67	6
Lundquist College of Business	3	4.90	8	3	4.43	8	4	7.67	12	4	4.00	4	3	5.10	8
Music	2	14.67	32	3	15.18	33	3	10.09	33	7	7.00	7	2	8.93	23
CAS, Humanities	3	8.73	16	3	8.62	16	4	8.64	45	4	10.75	16	3	11.28	29
CAS, Natural Science	2	5.86	16	1	5.12	13	2	5.42	10	3	5.43	10	2	6.45	24
CAS, Social Science	1	5.79	13	4	7.38	16	2	7.38	16				4	4.80	8
Avg Credit Hrs, All Div		**6.74**			**8.28**			**7.14**			**8.77**			**8.34**	

	Research Assoc			Research Assist			Grad Teach Assist			Grad Rsch Assist			Fellow		
	min	avg	max	min	avg	max	min	avg	max	min	avg	max	min	avg	max
Architecture and Allied Arts				6.00	6.00	6.00	1	3.91	6				2	2.00	2
Education	2	4.43	9				3	3.00	3	2	2.00	2			
Journalism							4	4.00	4						
Law**															
Lundquist College of Business							4	4.80	8						
Music							1	3.53	13						
CAS, Humanities	7	7.00	7				3	3.98	10						
CAS, Natural Science	4	4.00	4				3	4.13	8	2	3.00	4			
CAS, Social Science							4	4.00	4						
Avg Credit Hrs, All Div		**4.67**			**6.00**			**3.99**			**2.67**			**2.00**	

*Does not include credit hours for open-ended courses such as thesis, research, dissertation, reading and conference, etc.
Also does not include non-credit courses such as discussion or laboratory.
**Law is reported in quarter hours. Starting with the rank of Professor, the equivalent credits in semester hours would be 7.5, 6.0, 6.0, and 7.0

*Fall 1995 Average Credit Hours Taught by Rank by Division**

	Professor	Associate Professor	Assistant Professor	Senior Instructor	Instructor	Research Associate	Research Assistant	Graduate Teaching Assistant	Graduate Research Assistant	Fellow	Totals
Architecture and Allied Arts	8.27	10.26	7.60	14.00	4.00		6.00	3.91		2.00	7.79
Education	3.44	3.13	3.80	11.00	1.67	4.43		3.00	2.00		3.53
Journalism	5.67	8.00	5.78	4.00				4.00			6.32
Law**	5.00	4.00	4.00		4.67						3.97
Lundquist College of Business	4.90	4.43	7.67	4.00	5.10			4.80			5.02
Music	14.67	15.18	10.09	7.00	8.93			3.53			10.21
CAS, Humanities	8.73	8.62	8.64	10.75	11.28	7.00		3.98			6.80
CAS, Natural Science	5.86	5.12	5.42	5.43	6.45	4.00		4.13	3.00		5.23
CAS, Social Science	5.79	7.38	7.38		4.80			4.00			5.92
Avg Credit Hrs, All Div	**6.74**	**8.28**	**7.14**	**8.77**	**8.34**	**4.67**	**6.00**	**3.99**	**2.67**	**2.00**	**6.39**

*Does not include credit hours for open-ended courses such as thesis, research, dissertation, reading and conference, etc.
Also does not include non-credit courses such as discussion or laboratory.
**Reported in quarter hours

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Document VII-2 Number of UO Faculty Degrees by Institution of Origin

INSTITUTION	BACH	DOCT	MAST	OTHER	PROF	TOTALS
ALFRED UNIVERSITY			1			1
ARIZONA STATE UNIVERSITY	1		1	1		3
ARIZONA,UNIVERSITY OF	2					2
BOSTON UNIVERSITY	2					2
BOWLING GRN ST U MAIN CAM	1					1
BRANDEIS UNIVERSITY	1					1
BROWN UNIVERSITY	4					4
CAL BERKELEY,U OF	35		11			46
CAL DAVIS,U OF	2					2
CAL INST OF TECHNOLOGY	9					9
CAL IRVINE,U OF	7		1			8
CAL LOS ANGELES,U OF	15		2			17
CAL RIVERSIDE,U OF	2					2
CAL SAN DIEGO,U OF	6					6
CAL SAN FRANCISCO, U OF	1					1
CAL SANTA BARBARA,U OF	8					8
CAL STATE UNIV-FULLERTON			1			1
CARNEGIE-MELLON U	2					2
CASE WESTERN RESERVE U	1					1
CHICAGO,UNIVERSITY OF	20					20
CLAREMONT GRADUATE SCHOOL	1		1			2
COLO CENTRAL OFFICE,U OF	2					2
COLORADO AT BOULDER U OF	2		1			3
COLORADO STATE UNIVERSITY	1					1
COLUMBIA U CENTRAL OFF	4		1			5
COLUMBIA U MAIN DIVISION	4		1			5
CORNELL U CENTRAL OFFICE	6		2			8
CORNELL U ENDOWED COLLEGE	8					8
CRANBROOK ACADEMY OF ART	1		1			2
CURTIS INSTITUTE OF MUSIC	1					1
DENVER,UNIVERSITY OF	1		1			2
DUKE UNIVERSITY	3					3
EMORY UNIVERSITY	1					1
FLORIDA STATE UNIVERSITY	1					1
FOREIGN INSTITUTION	1	27	3	1		32
GEORGE PEABODY C TEACHERS	1					1
GEORGE WASH UNIVERSITY			1			1
GEORGETOWN UNIVERSITY					1	1
GEORGIA,UNIVERSITY OF	3					3
HARVARD UNIVERSITY	23		4		1	28
ILL URBANA CAMPUS,U OF	8		1	1		10
ILLINOIS CENTRAL OFF,U OF	5		1			6
INDIANA STATE U MAIN CAM	1					1
INDIANA U BLOOMINGTON	8					8
INDIANA U CENTRAL ADMIN	2					2
INDIANA UNIVERSITY EAST	1					1
IOWA,UNIVERSITY OF	4		3	1	1	9
JOHNS HOPKINS UNIVERSITY	8					8
JUILLIARD SCHOOL,THE			1			1
KANSAS MAIN CAMPUS, U OF	1					1
LOYOLA U OF LOS ANGELES	1					1
MARYLAND SYSTEM OFF,U OF	1	3				4
MASS INST OF TECHNOLOGY		10	2			12

MICHIGAN CEN OFFICE,U OF		6	1			7
MICHIGAN STATE UNIVERSITY		5	1			6
MICHIGAN-ANN ARBOR,U		10		2		12
MICHIGAN-FLINT, U OF		1				1
MILLS COLLEGE	1					1
MINN MNPLS SNT PAUL,U OF		2				2
MINNESOTA CEN OFFICE,U OF		11				11
NC AT CHAPEL HILL,U OF		4	1			5
NC AT GREENSBORO,U OF		1				1
NC GEN ADMIN CEN OFF,U OF		3				3
NEBRASKA-LINCOLN,U OF		1				1
NEW YORK LAW SCHOOL				1		1
NEW YORK UNIVERSITY					1	1
NM MAIN CAMPUS,U OF					1	1
NORTH TEXAS ST UNIVERSITY		2				2
NORTHERN COLORADO,U OF			1			1
NORTHWESTERN UNIVERSITY		3				3
OHIO STATE U CENTRAL OFF		2	1			3
OHIO STATE U MAIN CAMPUS		5				5
OHIO U MAIN CAMPUS			1			1
OREGON STATE UNIVERSITY		2				2
OREGON,UNIVERSITY OF		48	11		1	60
PA STATE U MAIN CAMPUS		5				5
PENNSYLVANIA,U OF		7	3	1		11
PITTSBG MAIN CAMPUS,U OF		1				1
PORTLAND STATE UNIVERSITY	1					1
PRINCETON UNIVERSITY		7	1			8
PURDUE U CENTRAL OFFICE		4				4
PURDUE U MAIN CAMPUS		1				1
RHODE ISLAND,U OF		1				1
RICE UNIVERSITY		1				1
ROCHESTER,UNIVERSITY OF		3				3
SAN DIEGO ST UNIVERSITY	1					1
SAN FRANCISCO STATE U			1			1
SAN FRANCISCO,U OF		1				1
SD CENTRAL OFFICE,U OF		1				1
SOUTHERN CALIFORNIA,U OF		5				5
STANFORD UNIVERSITY		32	1	1		34
STATE U NEW YORK SYS OFF		1				1
SUNY COLLEGE AT BUFFALO		2				2
SUNY DOWNSTATE MEDL CTR		1				1
SUNY STATE U BINGHAMTON		1				1
SYRACUSE U CENTRAL OFFICE		1				1
SYRACUSE U MAIN CAMPUS		1				1
TEMPLE UNIVERSITY		2				2
TEX AT AUSTIN MAIN CAM,U		8				8
TEXAS A&M U MAIN CAMPUS		1				1
TEXAS SYSTEM OFFICE,U OF		1				1
TULANE U OF LOUISIANA		1				1
UTAH,UNIVERSITY OF		3				3
VANDERBILT UNIVERSITY		2				2
VIRGINIA MAIN CAMPUS,U OF		3				3
WASHINGTON ST UNIVERSITY		4	1			5
WASHINGTON UNIVERSITY		4				4
WASHINGTON,UNIVERSITY OF		20	2			22
WESTERN MICH UNIVERSITY			1			1

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WISCONSIN CEN OFFICE,U OF		10				10
WISCONSIN MADISON,U OF		20	2	1		23
WYOMING,UNIVERSITY OF			1			1
YALE UNIVERSITY	1	15	4		1	21
INSTITUTION UNKNOWN			2			2
	8	535	77	10	7	637

*Includes only faculty with tenure related appointments. Does not include faculty in Administration, Continuing Education, LERC, Research, Student Academic Affairs, or Student Life.

STANDARD VIII

ADMINISTRATION

A. Description of Administration

A. 1. Provide the following information on the governing board:

1. a. Names of board members, how selected and for what terms, occupations represented, and compensation, if any.

1. b. What, if any, contractual, employment, or personal financial interest in the institution does each board member have?

1. c. The relation of the president of the institution to the board, i.e., is the president an ex-officio member, and does the president have voting power on the board?

1. d. The constitutional organization of the board. How frequent are the meetings? What are recent activities and significant accomplishments of the board?

1. e. To what higher administrative authority is the board responsible? What is its power to review and reverse the actions of the board?

1. f. Any important details of administrative controls not included in the above information.

The Oregon State Board of Higher Education (OSBHE) is the governing authority of the Oregon State System of Higher Education. The State System of Higher Education (OSSHE) is a department within the executive branch of the State of Oregon.

The State Board of Higher Education is made up of 11 citizen members who are appointed by the governor with confirmation by the Oregon Senate. Board members serve four-year terms except for student members who serve two-year terms. Under state law, no employee of any state system institution may serve on the board. Contractual or other conflicts of interest are governed by state law and administrative rules. The names of the members and expiration of their terms follow:

Herbert Ashkenasy, president, Albany (1997)
Tom Imeson, vice president, Portland (1999)

Diane Christopher, Medford, (1999)
Rob Miller, Salem (1996)
Gail McAllister, Burns (1999)
Esther Puentes, Beaverton (1996)
Mark Rhinard, Eugene (1996)
Les M. Swanson, Jr., Portland (1997)
April Waddy, Portland (1997)
Jim Whittaker, Pilot Rock, (2000)
Jim Willis, Salem (1997)
Phyllis Wustenberg, Bay City, (2000)

Brief biographical information on these board members is available in the resource room.

The University of Oregon reports to the Oregon State Board of Higher Education through the chancellor's office of the Oregon State System of Higher Education. The university president, along with the presidents of the other OSSHE institutions, meets regularly with the OSHBE but is not a member of the board.

A. 2. Provide the following information on the administrative organization:

2. a. The organization chart which shows the complete administrative structure of the institution.

2. b. The names, titles, professional training, experience, length of service, duties, and authority of the principal administrative officers.

2. c. List the faculty committees, indicating which are appointed and which are elected.

2. d. Explain any provisions made for administrative council or advisory council if not included in "c".

2. e. How is the institution organized so that faculty, students, administrators and board members are involved in the formulation of institutional policy?

2. f. Are administrative officers given academic status? If so, explain the plan.

b. Campus Administration

The institutional administrative structure is organized under three vice presidents and an academic council of deans who with the president are collectively responsible for coordinating the university's resources to accomplish effectively the goals expressed in the mission statement. A current organization chart will be found at the conclusion of this standard.

The university's administrative structure has recently been reviewed independently by The Pappas Consulting Group of New York City, an alliance firm of KPMG-Peat Marwick. This comprehensive and careful review was ordered by the 1991 Oregon State Legislature in response to the passage of Ballot Measure 5, the property tax limitation measure. The purpose of this review was to discover and achieve any potential administrative efficiencies and savings. The consulting firm involved significant representative segments of the university administration and faculty in analyzing the university's operations and processes.

In September of 1994, upon completing its analysis of the University of Oregon, the Pappas Group issued a report characterizing the UO as "lean administratively," and confirming that the institution had achieved administrative cost reductions totalling $7.7 million in what are referred to as "phase one" administrative savings.

• The President

The operational responsibility for the university is vested in the president and the vice presidents. The president, selected by the OSHBE through a search process, is ultimately responsible for the operation of the university. The university has three vice presidents who are also appointed by the board on the recommendation of the president of the university.

• The Provost and Vice President for Academic Affairs

The provost and vice president for academic affairs is the senior vice president of the university and the officer called upon first to act as president in the president's absence. The provost's range of responsibilities is supported by staff organized into several broad areas, each headed by a senior administrator. These administrators include the vice provost for academic affairs; the vice provost for research and dean of the graduate school; and the vice provost for resource management, each of whom, along with the provost, serve as members of the President's Executive Staff. In addition the provost is supported directly by the vice provost for international affairs, the associate vice president for student academic affairs, and the academic council of deans. For further information on provost's office, see the organization chart appended to this standard.

The provost and vice president for academic affairs administers the planning, direction and personnel matters for all of the university's schools and colleges.

• Vice President for Administration

The vice president for administration is directly responsible to the president of the University of Oregon and has responsibility for all administrative offices at the University of Oregon. He supervises the directors of athletics, budget office, business affairs, housing, human resources, physical plant, Planning Office, Public Safety and Student Health Services. The Vice President works with the directors to plan, implement, and evaluate programs and to allocate resources to meet the mission and purpose of the University of Oregon. He is responsible for advising the president on all university matters, especially those concerned with the general administration of the university. He acts as the university's primary representative to the Oregon State Dept of Higher Education Vice Chancellor for Administration and Vice Chancellor for Facilities Planning. He is the university contract officer and is delegated authority for promulgation of all State of Oregon Administrative rules. The vice president is responsible for business relationships with the City of Eugene and local governmental agencies and neighborhood associations. Responsibility for campus security, fire protection and traffic safety are placed with this vice president.

• Vice President for Public Affairs and Development

The university's public relations and fund-raising programs constitute the major responsibilities of the vice president for public affairs and development. The university's fund-raising activities are supported through the University of Oregon Foundation. Alumni relations, publications, and communications are coordinated by this vice president. See organization chart at the end of this chapter.

c. Faculty Governance

A strong and continuing tradition of faculty governance at the University of Oregon was established with the university's charter. Today the charter continues in effect as state law and specifies that the president and the professors constitute the university faculty and that this faculty should "have the immediate government" of the institution in all matters of academic policy and student discipline.

• The University Assembly

The faculty at the University of Oregon had traditionally governed the institution through the University Assembly, a town-hall form of government in which all full-time faculty members have a vote. In 1995, following completion of a faculty led major study of institutional governance structure, the faculty passed legislation altering the institution's governance structure to make the University Senate the sole governing body of the university in all matters of faculty governance. The Assembly, convening

two or three times each academic year, continues to be a communications mechanism for governance as a forum in which the president of the university delivers a state-of-the-university address each fall. Further, the Assembly may, by a majority vote, refer Senate legislation back to the Senate for reconsideration.

• The University Senate

The University Senate consists of forty-eight senate seats distributed among officers of instruction, librarians, officers of administration and students. Thirty seven of the senators are officers of instruction who represent specific academic constituencies, two senators are librarians, three are officers of administration and five are students chosen by the nine ASUO (Associated Students University of Oregon) academic student senators.

The University Senate is the main legislative body of the university. During the academic year, the University Senate elects a president, a vice president, a secretary and other officers it deems necessary. The University Senate president serves ex-officio as a member of the Faculty Advisory Council.

• Faculty Advisory Council

The primary mechanism for provision of faculty advice and consultation directly to the president is through the Faculty Advisory Council. This 10-member elected body meets regularly—generally weekly—with the president and other administrators that the president may wish to include. The Faculty Advisory Council may consider items either on its own initiative or through referral from the President.

• Committee Structure

Faculty and students participate in administration of the university through standing committee membership. These standing committees are of two types: faculty committees and administrative committees. Faculty committees, created by either the Assembly or the Senate, report directly to the University Senate. Administrative committees report to the relevant administrator. Administrative committees are typically created at the request of the president or a vice president who seeks on-going advice about a particular area of administrative concern or who is establishing such a committee to meet externally imposed guidelines, e.g., the Safety Advisory Committee.

Except for five major committees for which members are elected, membership on faculty committees is designated by the university Committee on Committees and subsequently approved by the senate and

appointed by the president. The Committee on Committees itself is chosen directly by the senate.

Membership on administrative committees is suggested by the Committee on Committees and subsequently directly approved and appointed by the president. For a complete listing of the 25 faculty committees and the 15 administrative committees, as well as their current charges and their legislative/administrative heritage, see the material on university committees in the resource room or on the Committees Web Page. (http://darkwing.uoregon.edu/~committees/).

Student Government

The students of the university are represented by officers of the Associated Students of the University of Oregon. Information on the constitution and operating procedures of ASUO is included in the discussion of Standard IX and in the resource room.

d. Other Administrative and Advisory Councils

President's Small Executive Staff

At the center of the administrative structure introduced by President Dave Frohnmayer in June of 1994 is the President's Small Executive Staff, a small council of central administrators who meet on a weekly basis. PSES is comprised of the president, the three vice presidents, the vice provost for academic affairs, the vice provost for research, the vice provost for resource management, the special counsel to the president and the executive assistant to the president.

Staff Supporting Vice Presidents

The vice provosts who report directly to the provost comprise the academic affairs staff. This group assembles on a regular monthly basis. Each vice president assures opportunities for coordination and communication through regular staff meetings with unit directors and support staff. For instance, the vice provosts and directors who report to the provost comprise the academic affairs staff, who meet twice a month. The vice president for administration meets on a monthly basis with his directors. The position of vice president for development is currently vacant, but the assistant directors and support staff meet together regularly under the leadership of the senior staff.

The Academic Deans Council

The seven schools and colleges of the university are each individually led by a dean who reports directly to the provost. The College of Arts and Sciences, the largest of these units, is led by a dean and three associate deans representing the divisions of humanities, social sciences and physical sciences.

To ensure a team approach to the academic matters of the university, the provost meets on a weekly basis with the deans of the colleges and schools. This group includes the three divisional associate deans from the College of Arts and Sciences. On a monthly basis the president joins this council for discussion and consultation.

In addition, this Academic Council of Deans engages in regular extended strategic planning meetings including an annual retreat.

e. Formulation and Promulgation of Policies Procedures and Rules

The Administrative Rules and policy statements that guide the functioning of the university are widely promulgated as they are introduced and are highlighted in relevant publications on a regular basis.

Oregon Administrative Rules

The University of Oregon is governed according to Oregon Administrative Rules. These OARs are of two types: 1) OAR Chapter 580 rules that apply to the entire Oregon State System of Higher Education and 2) OAR Chapter 571 rules that apply uniquely to the University of Oregon.

Rulemaking within the institution follows procedures specified by the Oregon Secretary of State's office. These procedures prescribe significant and ample mechanisms for consultation and community discussion.

University of Oregon Policies and Procedures:

In addition to Oregon Administrative Rules, the institution is governed through Policy Statements. Policy Statements are issued by the president or by the president's designee after a process of extensive consultation with the Academic Deans Council, the Faculty Advisory Council and the President's Small Executive Staff.

Policy Statements, upon approval of the PSES, are distributed to all Deans, Directors and Department Heads.

f. Academic Status for Administrative Officers.

Administrative officers at the University of Oregon are appointed according to procedures established in UO Policy 3.400. These policies are currently being revised to recognize the recent merger of officers of administration and management service employees. Most officers of administration currently hold dual titles, an administrative title designating the area of administrative responsibility and usually an academic rank. Currently, the president, the vice president for academic affairs, and the academic deans are all both officers of administration and tenured members of the teaching faculty within a school or department.

A. 3. Administration of the Financial Program:

The UO's financial program is managed according to policies and procedures emerging from Oregon statutes and admnistrative rules, OSSHE board and staff directives, and internal policies. The university's chief financial officer is the vice provost for resource management who reports to the provost. Administrative practices are described in the chapter on Standard II.

Administration of the Physical Plant:

A. 4. Provide information as indicated on the administration of the physical plant:

4. a. Is the control and maintenance of the physical plant concentrated in one person? If so, to whom is the person responsible?

The physical plant is under the direction of one person whose title is director of campus operations. The unit's name has recently been changed to office of campus operations, and physical plant management is now called facilities services (see organization chart) .

The director of campus operations reports directly to the vice president for administration.

4. b. Does this person have full responsibility for plant maintenance including repairs? Does he/she have other responsibilities? If so, explain.

The director of campus operations has full responsibility for plant maintenance, including repairs. In addition to directing Facilities Services, the director of campus operations is also responsible for the Office of Public Safety (campus security) and for the Office of Environmental Health and Safety.

4. c. Is this person authorized to make direct purchases of supplies and repair materials required for the maintenance of the physical plant? If so, are there any limitations? If not, what approval is required for authorizing purchases recommended by him/her?

The director of campus operations is authorized to make direct purchases of supplies and materials required for the fulfillment of job obligations. There are limitations imposed on this authority, those imposed by state purchasing regulations on all state agencies. The 1995-96 legislature passed a bill called the Higher Education Efficiency Act which, among other things, gave the authority to promulgate purchasing regulations to the State Board of Higher Education. For the time being, the system is still operating under the old state rules while new system rules are beingdeveloped.

4. d. Who is responsible for the selection and supervision of workers in the physical plant?

The director of campus operations is responsible for hiring and supervising workers in the physical plant. Such hiring and supervision is subject to state civil service rules and various union contracts.

4. e. Explain procedures for planning further developments in the physical plant.

The university's campus planning procedures are described in detail in Standard III. The facilities needs of the campus are identified biennially by the deans, directors and department heads. Identified needs are researched and quantified by the university planning office and prioritized for funding by the provost and the vice president for administration. Funded projects are designed according to the campus planning principles and procedures that are described in Standard III. Please refer to the discussion of Standard III for additional information on these procedures.

4. f. Include an organizational chart to show the assignment of duties in the administration of the plant.

The assignment of duties in the administration of the physical plant are explained in the organization chart appended to this chapter and in the analysis and appraisal of facilities and services in sections C and D of Standard III.

A. 5. The Public Relations Program:

5. a. To what particular public or publics does the institution direct its appeal?

As an AAU member institution with a national profile and as the flagship institution within the Oregon State System of Higher Education, the University of Oregon has multiple publics and makes its appeal accordingly. Alumni and donors, citizens of the state, prospective and currently enrolled students, members of the legislature, and educational colleagues are among the constituents with whom the UO stays in close touch. Over the past decade, the university has expanded its initiatives with these external publics and devoted increasing staff resources to answering questions and meeting their information needs. The university's past and current president have spent an increasing amount of time with representatives of the Oregon legislature and Oregon business interests, and have been involved in professional and legislative activities on a national as well as a state level. Alumni and donor relations have expanded under both presidents, and the current fundraising initiatives of the UO Capital Campaign have expanded the public's awareness of the institutions' programs and faculty. The deans and other senior administrative officers play an important role in these communication activities, and the office of communications works closely with media representatives to provide current news features about the UO community to national and local audiences.

5. b. Explain briefly the personnel and procedures included in the program.

The Office of Communications, reporting to the vice president for public affairs and development, coordinates relationships with media and plays a major role in shaping the message sent through the university's own publications, which now include the internet. University publications now include an extensive list of annual publications that target an international as well as national audience of prospective and admitted students, alumni, legislative and business leaders, local residents, faculty, donors and visitors.

Relationships with state and local governments are coordinated through the provost's office through the assistant vice president for federal relations and the office of legislative relations.

The Alumni Association is active in programming and communication activities on behalf of the institution's graduates.

Merchandising of products with institutional insignia has become a significant activity involving outlet sales at the athletic department facilities, the UO bookstore, and the Portland Center.

Development activities are coordinated through the office of public affairs and development and supported by development directors hired by the schools and colleges and by some administrative units to assist with promotion and fundraising activities on behalf of the university.

The university's activities in Portland are coordinated by the associate vice president for educational services who plays in alead role in program development at the Portland Center.

B. Analysis and Appraisal:

Analyze the administration against the standard.

B. 1. Assess the attitude of the faculty toward the administration of the institution

Faculty attitudes toward administration and administrative structure have been discussed in a substantial manner during planning and analysis initiatives in recent years. These initiatives include a *"Campus Climate Study"* conducted in 1991, as well as studies conducted by the Academic Affairs Reduction Team and by the Administrative Review Committee in 1993.

Because of a tradition of faculty governance and significant faculty involvement in the selection of top administrators, regular and additional mechanisms exist for direct faculty influence on directions of administration. For example, during faculty debates that led to a substantial restructuring of the University Senate, public discussions focused in part on how best to structure the interactions of the president and provost with this governing structure.

During the transition in 1994 from the presidency of Myles Brand to that of Dave Frohnmayer, the incoming president established transition teams comprised primarily of faculty to guide the formation of his administration. President Frohnmayer continues to make substantial use of faculty dialogue and guidance through the Faculty Advisory Council which he regards as one of his most important sources of counsel.

B. 2. Study the measures taken to acquaint all faculty members with the overall organization plan and the provisions which affect them. Indicate apparent strengths and weaknesses.

2. a. Faculty Handbook
The principle mechanism for informing faculty concerning the university's organization and the rules and regulations that affect faculty is the *Faculty Handbook*, which is revised and reissued in odd-numbered years. Administrators under the leadership of the vice provost for academic affairs conscientiously accumulate and incorporate suggestions from faculty into the revision process. A similar document exists for the faculty in the College of Arts and Sciences, who can consult the *CAS Owners' Manual*. The UO's annual bulletin and telephone directory are also important organizational references for faculty.

2. b. Faculty Orientation
The vice provost for academic affairs coordinates a special orientation session for new faculty each September before the new academic year begins. The orientation focuses on information regarding teaching effectiveness, promotion and tenure, affirmative action and university policies and procedures that affect faculty work as members of the academy. Further, each fall, the Graduate School, in coordination with the university's Teaching Effectiveness Program, provides an orientation to all new Graduate Teaching Fellows. All new UO employees are invited to regular new employee orientation sessions developed by the Office of Human Resources. These sessions acquaint new faculty with the UO's mission, organization, resources and expectations for employees.

2. c. Administrative Retreats and Colloquia
Reflecting a team approach to administration, President Frohnmayer and Provost Moseley have established a pattern in their two and one-half years of leadership of retreats and colloquia that are designed to provide two-way communication. The pattern includes a retreat of the President's Executive Staff in early summer; a subsequent retreat of the provost's and academic affairs staff; a retreat of deans with the president and provost followed by a half day meeting/retreat of all department heads with the president and provost. Typically each of the colleges follows these up with a retreat of their department heads in the early fall.

The World Wide Web is a new and increasingly important medium of communication with the university community on governance issues. The initiative led by the Committee on Committees to reform and re-energize the faculty and administrative committee structure was supported by a Web Page made available to all faculty. Further, all University Senate business, including the documents that support or clarify possible legislation, is

available on the a Senate Web Page (http://darkwing.uoregon.edu/~uosenate.html.

These venues provide for significant communication within the leadership and set a pattern for further dissemination throughout the department structures of the colleges and schools.

Other mechanisms for communicating with faculty about organizational changes include the campus publication "News and Views", periodic assembly meetings, letters of aculty or to deans, directors and department heads from senior administrators, and very occasional use of the audix voice mail system.

B. 3. Analyze and appraise the measure taken to develop and implement a program of equal opportunity, including actions to place women and members of ethnic minorities in appropriate faculty and staff positions.

Leadership on matters of diversity and equity comes from the highest levels of the administration. President Frohnmayer has publically affirmed that continued progress in these areas is the direct responsibility of every unit and administrator at the institution. Following his designation as president, Dave Frohnmayer established transition teams on critical matters that he would be addressing in his new role. One of these teams was specifically charged with consideration of racial issues. This team provided valued guidance and is the one team that continues to work in what is now called the President's Council on Race.

During the last five years, initiatives to diversify faculty and staff have been effective. Under leadership of the provost and coordinated in large part by the vice provost for academic affairs an Underrepresented Minority Recruitment Plan was implemented in November of 1994 as a successor to what had been called the Target of Opportunities Program. The new plan provides direct and substantial supplemental financial support to departments or administrative units that make a minority hire. The funds allow for development of attractive compensation and support packages. These efforts have led to an increase of 10 faculty members of color in 1994 and 1995.

The university has an effective program in place to ensure equal opportunities in faculty and staff positions. These efforts are coordinated by the Office of Affirmative Action and Equal Opportunity. During the last three or four years the office has become highly respected for interacting very constructively with departmental search processes and serving as a valued resource for those who confront inequities. This office, reporting to the director of human resources, develops the university's Affirmative Action Plan that is embraced philosophically by the campus and has been officially approved by the Equal Employment Opportunities Commission.

B. 4. What is the evidence to show that budgetary allocations are based upon objective data.

In making budgetary allocations the provost's office relies on objective data that are widely known and openly discussed. The provost and deans all have access to a notebook of *Performance Indicators*. In addition, the provost will discuss other relevant data and information with the deans during the process of making budget allocations.

B. 5. Study existing controls over purchases and expenditures. Are they considered unduly restrictive by those involved?

The 1995 Oregon Legislature passed S.B. 271, a Higher Education Efficiency Act designed to streamline and simplify processes of procurement and expenditure. The sweeping reforms simplify and localize higher education procedures for travel, purchasing and contracting. Not only have these simplified procedures been positively received by faculty and staff, they are bringing about significant savings and economies. The institution is in the process of initiating new decentralized administrative practices for a variety of tasks, including procedures for hiring classified employees, airline ticket reservations and travel scheduling, and the use of credit cards for some purchasing.

B. 6. Evaluate the operating staff for the physical plant with respect to adequacy, competency and stability.

This is discussed in detail in the chapter devoted to Standard III.

B. 7. Analyze comparative studies made of costs of building and maintenance.

This is discussed in detail in the chapter devoted to Standard III.

B. 8. Assess the frequency and adequacy of plant utilization studies.

This is discussed in detail in the chapter devoted to Standard III.

B. 9. Evaluate the strengths and weaknesses of the public relations program.

The clearest objective indicator of the strength of the university's public relations program was the study conducted by Grenzebach and Glier Consultants in preparation for the university to launch the largest capital campaign in the history of the state.

The study concluded that the university was projecting a clear message and that there was strong support for the institution in the state. Based on these findings the university administration launched a $150 million campaign in 1994. The effort was immediately so successful that the initial goal was met two years ahead of schedule; further studies indicated that the goal should be increased to $200 million. The goal has been increased accordingly. More information on the capital campaign can be found in Standard II.

Other indicators of strong public relations programs are in the success of the university's out-of-state recruitment activities. The University is viewed, accurately, as a vibrant combination of the best attributes of an AAU quality research university with the best attributes of a liberal arts college–a research university "that you can get your hands around."

The UO continues to work aggressively to counteract some loss of public confidence in the OSSHE institutions as a consequence of the funding losses associated with Ballot Measure 5. Some negative repercussions for the recruitment of resident students have been offset in the last few years by successful communications about the UO's continuing strength in undergraduate education.

The position of vice president for public affairs and development is currently vacant. It is anticipated that the current national search will result in the selection of a new vice president by the end of this academic year. This vacancy has not affected the success of The Oregon Campaign or the institution's other public relations initiatives.

B. 10. In what respects, if any, is it believed that the board of control might be strengthened or its activities made more constructive in the development of the institution?

The Oregon State Board of Higher Education is of most direct assistance to the University of Oregon when, in its actions, it recognizes the distinctive nature and unique missions of the individual institutions that comprise the Oregon State System of Higher Education. The University of Oregon, as a nationally recognized AAU institution and the state system's "flagship liberal arts research university," benefits from a governance structure that allows it the flexibility to fulfill its unique mission.

C. Supporting Documentation for Standard VIII: Administration

*1. Organization Charts

2. Oregon State Board of Higher Education Materials

3. Resumes and curriculum vitae: selected senior administrative officers

4. University Charter, Senate Enabling Legislation and By-Laws (1996)

5. University Committees: List and Description

6. Committee on Committees 1995-1996 Report the "Eisen" report)

7. ASUO Reference Guide

8. Selected Oregon Administrative Rules; UO Policy Statements

9. Administrative Review Committee - Peat Marwick Report 1993

10. New Faculty Orientation Notebook

11. GTFF Handbook

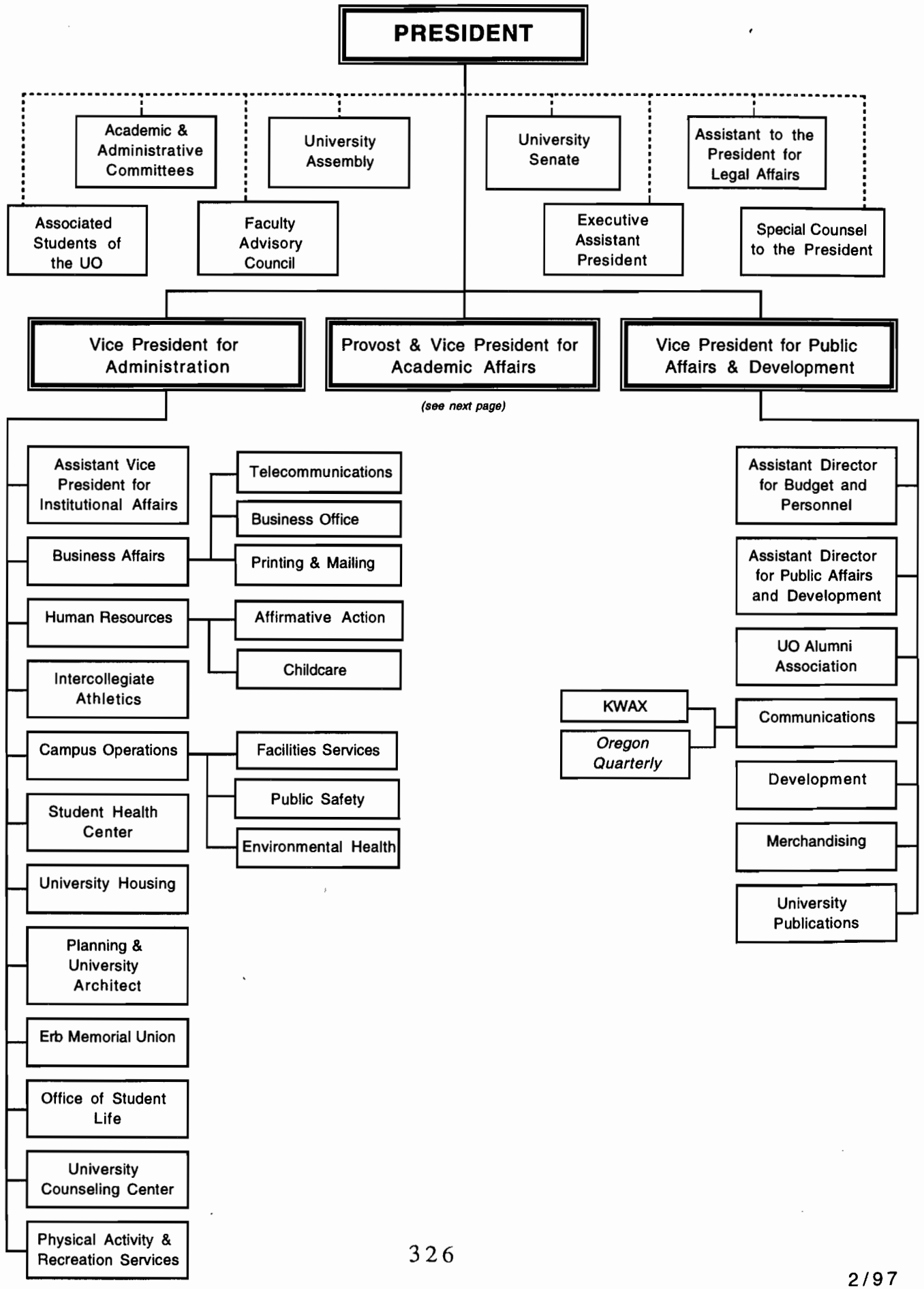
12. New Employee Orientation Packet

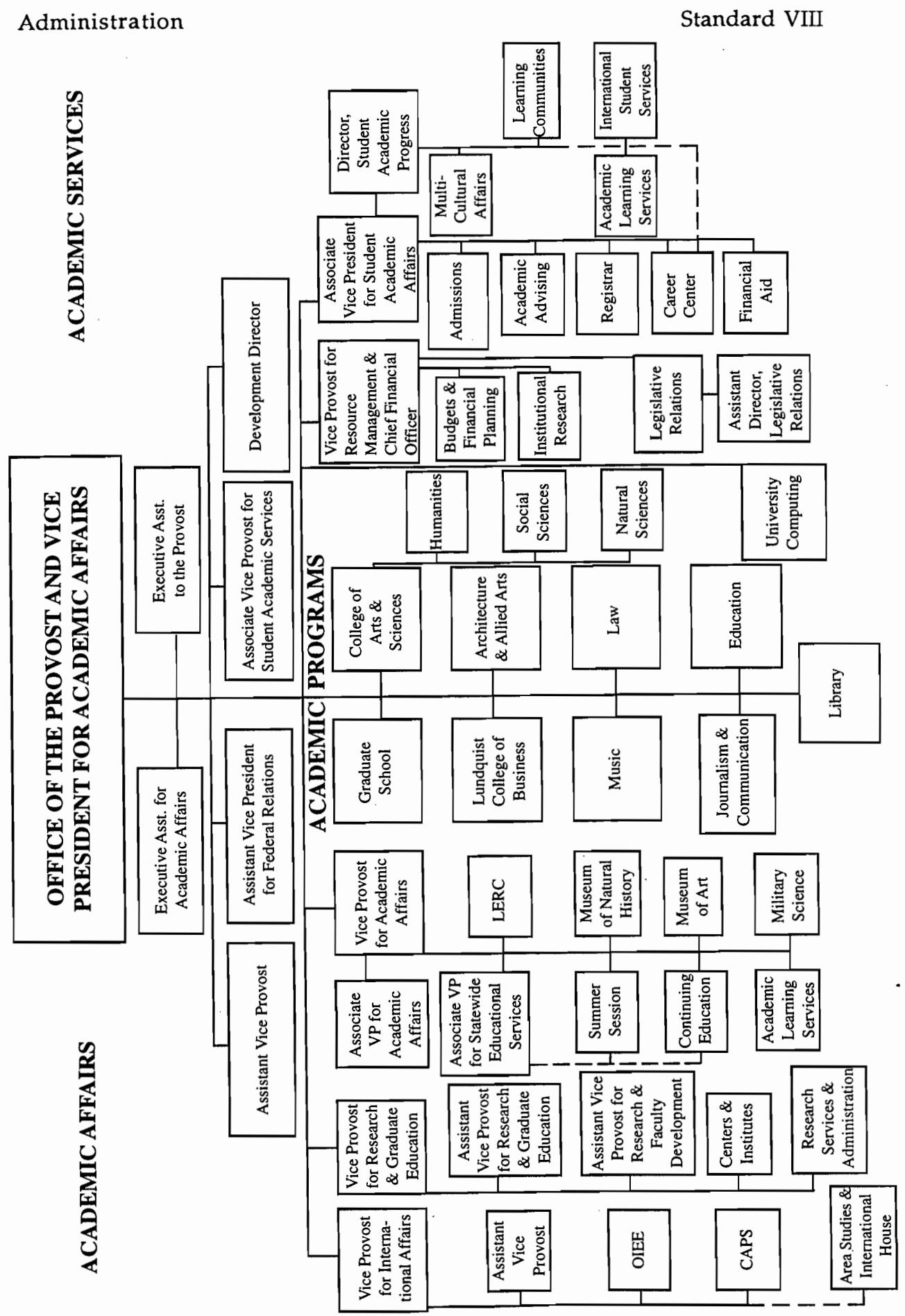
13. News & Views - sample of campus newsletter

14. UO Affirmative Action Plan

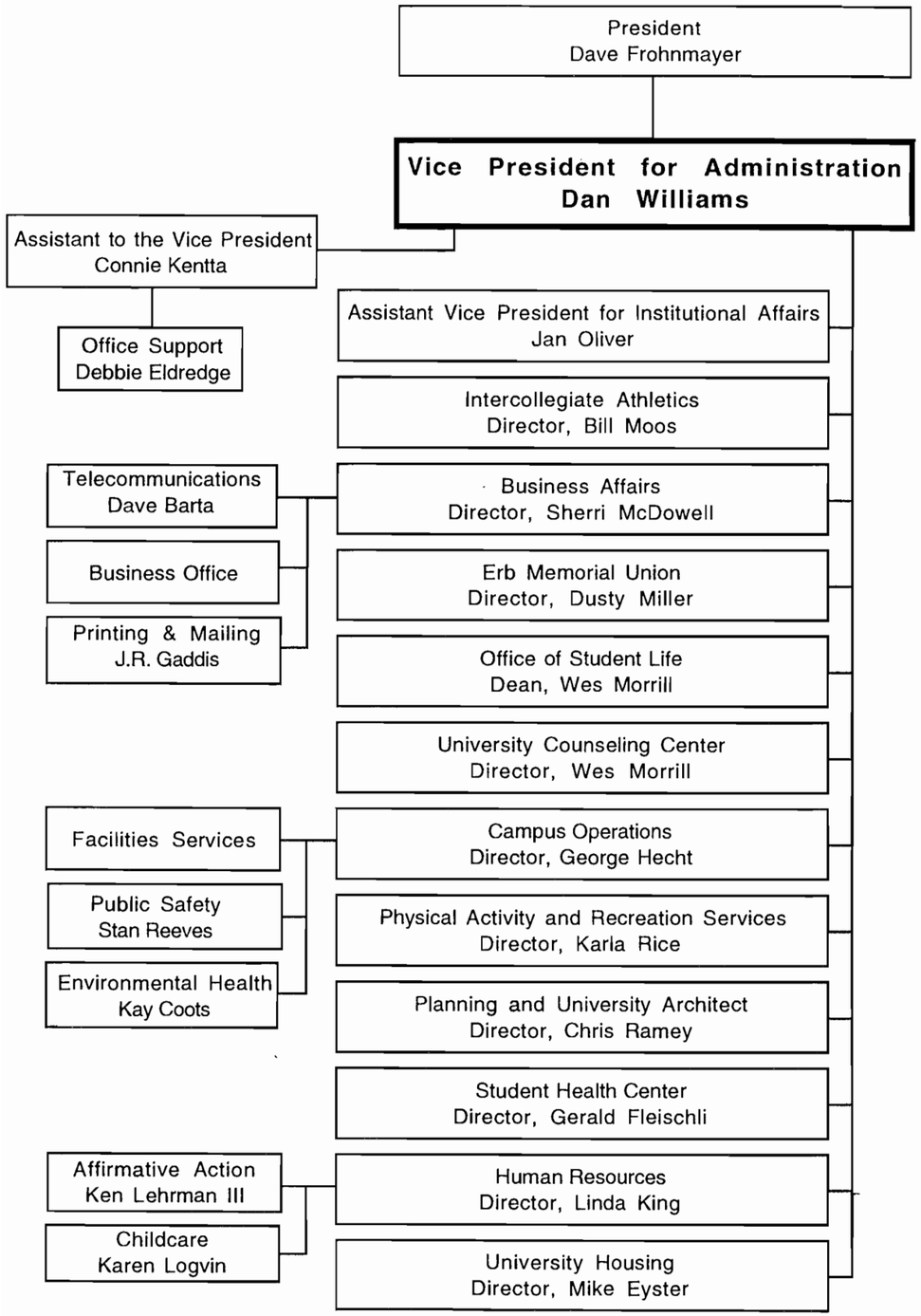
15. Underrepresented Minority Recruitment Plan 1994

16. Grenzebach and Glier Report


PRESIDENT
Academic & Administrative Committees
University Assembly
University Senate
Assistant to the President for Legal Affairs
Associated Students of the UO
Faculty Advisory Council
Executive Assistant President
Special Counsel to the President
Vice President for Administration
Provost & Vice President for Academic Affairs
Vice President for Public Affairs & Development
(see next page)
Assistant Vice President for Institutional Affairs
Telecommunications
Business Office
Business Affairs
Printing & Mailing
Human Resources
Affirmative Action
Childcare
Intercollegiate Athletics
Campus Operations
Facilities Services
Public Safety
Environmental Health
Student Health Center
University Housing
Planning & University Architect
Erb Memorial Union
Office of Student Life
University Counseling Center
Physical Activity & Recreation Services
Assistant Director for Budget and Personnel
Assistant Director for Public Affairs and Development
UO Alumni Association
KWAX
Oregon Quarterly
Communications
Development
Merchandising
University Publications

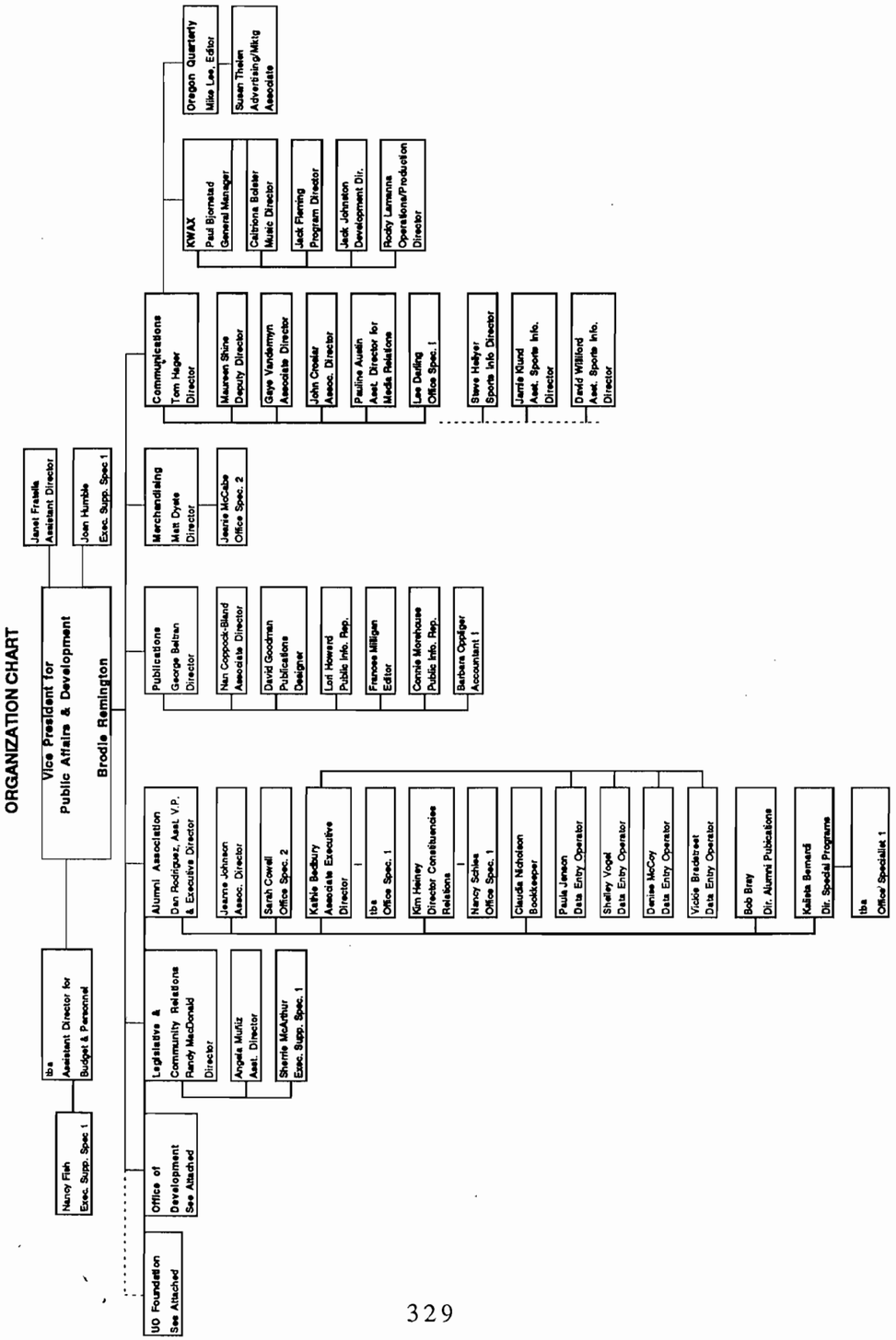

OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS
Executive Asst. to the Provost
Development Director
Associate Vice Provost for Student Academic Services
Executive Asst. for Academic Affairs
Assistant Vice President for Federal Relations
Assistant Vice Provost
ACADEMIC SERVICES
Director, Student Academic Progress
Learning Communities
International Student Services
Multi-Cultural Affairs
Academic Learning Services
Associate Vice President for Student Academic Affairs
Admissions
Academic Advising
Registrar
Career Center
Financial Aid
Vice Provost for Resource Management & Chief Financial Officer
Budgets & Financial Planning
Institutional Research
Legislative Relations
Assistant Director, Legislative Relations
ACADEMIC PROGRAMS
Humanities
Social Sciences
Natural Sciences
University Computing
College of Arts & Sciences
Architecture & Allied Arts
Law
Education
Library
Graduate School
Lundquist College of Business
Music
Journalism & Communication
Vice Provost for Academic Affairs
LERC
Museum of Natural History
Museum of Art
Military Science
Associate VP for Academic Affairs
Associate VP for Statewide Educational Services
Summer Session
Continuing Education
Academic Learning Services
ACADEMIC AFFAIRS
Vice Provost for Research & Graduate Education
Assistant Vice Provost for Research & Graduate Education
Assistant Vice Provost for Research & Faculty Development
Centers & Institutes
Research Services & Administration
Vice Provost for International Affairs
Assistant Vice Provost
OIEE
CAPS
Area Studies & International House

Document VIII-1 University of Oregon



Document VIII-1 University of Oregon

PUBLIC AFFAIRS AND DEVELOPMENT ORGANIZATION CHART



STANDARD IX

STUDENTS

INTRODUCTION TO STUDENT SERVICES AT THE UNIVERSITY OF OREGON

Note: Each student services unit has prepared a self-study that provides additional descriptive and evaluative material as well as unit brochures and *vitae* for key administrative personnel. These materials are available in the resource room for the accreditation team visitors to review. The self-studies provide statistical data on service usage, student satisfaction data, and additional information requested in the accreditation handbook for the various student services units.

A. Overview and Institutional Description

Approach and Philosophy to Student Services

Student services at the University of Oregon have, over the past 10 years, have changed significantly in their organizational structures, their service priorities, and their resource base. They have maintained a central role in carrying out the institution's educational mission and have been adaptive and resourceful in devising new ways to assess and address emerging student needs. Essential characteristics of UO's student services include advocacy for the centrality of student learning and student development to the university's mission and a strong commitment to student involvement and student voice in university governance, and in the delivery of student services.

A. 1. The Mission of Student Services

A review of the university's current and former mission statements confirms the prime significance of the student experience to the institution's sense of its educational mission. The mission statement used until 1995 contained specific language describing the institution's expectations for students: This statement read, "The university is guided by the principle that it shall make available educational opportunities of high quality to help students acquire the knowledge, skills, and wisdom for personal development and enrichment; an understanding of science and technology; an understanding of other peoples and cultures as well as its own; and responsible participation in a democratic society." (*1994 UO Bulletin*)

The University of Oregon's current mission statement emphasizes the institution's commitment to the academic experience of its undergraduate and graduate students. Other sections of the statement reinforce the importance of developmental experiences for students such as establishing a framework for lifelong learning; assuring equality of opportunity, freedom from unfair discrimination, and acceptance of true diversity; the development of a student body capable of participating effectively in a global society; and the cultivation of citizenship.

Long-range planning documents developed by student affairs offices in 1988 describe as the mission of student affairs the provision of "an array of services and programs to help students benefit more fully from their educational programs." Each unit has developed a mission statement that extends this commitment to its particular programs and functions.

A. 2. Program Functions and Purposes

The four primary objectives for UO's student services programs are: "1) to help students clarify their educational goals and abilities; 2) to advise students toward an integrated course of instruction; 3) to aid in the creation of a campus environment that encourages student sense of community; and 4) to provide essential administrative services with tact, efficiency and poise." (*1988 Student Affairs Long Range Planning Document*). Unit self-studies describe current program functions and describe changes recently made or anticipated in them. See Section D below for summary material.

A. 3. Organizational Approaches to Student Services

In the past 10 years, the university has frequently reshaped its organizational approach to student services. It is useful to describe these changes in some detail because they reflect changes in the faculty's educational priorities as well as changes in the services that students identify as most essential to their educational advancement and personal development. Initiatives that have shaped the structure of student services include the development of computer-supported admissions, financial aid, business, registrar and course registration processes; new opportunities in international education; the extension of personal counseling services; renewed student recognition and award activities; increased emphasis on student retention and other enrollment management activities; and, most recently, a refocusing of student academic support services. Students have been very influential in shaping the institutional priorities in student services and have supported important student service priorities with self-assessed fees. These fees augment career, counseling, and day care services, fund a wide range of student organizations and activities; support student athletics; protect the environment through contributions to recycling; and provide services and facilities that make the campus more safe for its student body.

Ten years ago, many student services were organized under a vice provost for student affairs, who reported to the provost and vice president for academic affairs. With the exception of housing, academic learning services, public safety, and the Student Health Center, most student services were located under this vice provost. In 1986 the vice provost for student affairs joined the president's staff as a member of the executive staff. As the need to advance administrative computing services became more pressing, the office of academic affairs created a position for a vice provost for information and computing services and relocated under this vice provost several key administrative services that needed to re-engineer their data-processing systems. The offices of admissions, financial aid and the registrar were moved to this vice provost.

At about the same time, the institution's emphasis on internationalism resulted in the creation of a vice provost for international affairs. The Office of International Student Services was renamed the Office of International Education and Exchange, and its reporting line moved to this vice provost. During this time, an organizational realignment gave the Office of Multicultural Affairs (formerly called the Council for Minority Education) a dual reporting line to both the provost and the vice provost for student affairs.

The university was engaged during the end of the 1980s and early years of the 1990s in a strategic planning process that identified a number of key institutional priorities for which student affairs units would play a central role. Among them was the "Oregon Model" for undergraduate education, which called for increased numbers of learning communities, international initiatives, a renewed commitment to cultural diversity, and an alliance of student services with students' academic goals.

The passage of Ballot Measure 5 brought new challenges for funding and organizational efficiency to all administrative offices, including those providing student services. The state system's administrative review committee's recommendations for streamlining and downsizing administrative costs and services, plus Ballot Measure 5-related cuts to budgets in the office of academic affairs, resulted in significant fund losses for student services and further reductions in student services personnel. The position of vice provost for information resources was eliminated, and the director of admissions assumed added responsibilities for enrollment management and administrative services in the registrar and financial aid offices.

In 1994 the university responded to increasing economic and political pressures for greater institutional productivity by developing a productivity plan. This plan called for greater student recruitment, increased student

retention to graduation, the development of technology enhancements, expanded learning communities and participatory learning opportunities, more emphasis on assessment, and a sharpening of the focus of support services on the academic mission of the university. In 1995 student affairs offices were again realigned in support of these objectives. This alignment was influenced in part by personnel changes in student affairs leadership that created an opportunity for a more radical restructuring of services. Student affairs units formerly reporting to the provost/vice president for academic affairs were redistributed between this vice president and the vice president for administration. Units moving to the vice president for administration were aligned more closely with other administrative units with similar missions of providing residential life experiences, emergency response services, support to special populations, food services, and student activities. Those units remaining in academic affairs were organized under a new division called student academic affairs that combined enrollment management and administrative services with program and service initiatives linked to the academic goals of the productivity plan.

This latest reorganization is only a year old, which makes it premature to evaluate the effectiveness of this configuration of services. Evaluation of how the 1995 reorganization affected the delivery of services to students is mentioned in many of the unit self-studies as an important topic for the institution to address in the next couple of years. The discussion in Section C of future issues identifies some questions for further review as the institution acquires more experience with this organizational model.

A. 4. Procedures for Policy Development: Assuring Student Participation and Student Voice.

A characteristic of the University of Oregon is its long tradition of student activism, student participation, and student governance. The Associated Students of the University of Oregon (ASUO) is a student government organization that has received national recognition for its political and social activism, its history of successful independent fiscal management, and its participatory governance traditions. Students at the University of Oregon are members of key faculty governance groups such as the University Senate and the University Assembly, and they serve on almost all academic and administrative committees. The senior administration consults widely with student groups through standing and *ad-hoc* advisory groups.

Student services policies are developed in accordance with state laws and administrative regulations and in response to changing student trends, emerging student needs, and evolving statutory and case law. Policy development, review, and revision procedures are informed by staff's experiences in working with students and by perspectives and experiences of students and faculty. A strength of UO student services has been the close

association of faculty members, students, and student affairs staff who have served together on advisory councils to provide guidance and feedback on the effectiveness of services and emerging needs of enrolled students. Each unit's self-study identifies the role played by these advisory councils in policy development and review. Proposed policy changes that require revisions to Oregon Administrative Rules are reviewed through hearing procedures. Policy changes related to curriculum and conduct are reviewed by the University Senate. Policy changes related to student government are subject to a detailed review and hearings procedure described in ASUO governance documents. The university's policies and procedures manuals indicate the final review and approval procedures and governance processes that must be followed by various offices and services and specify hearing and appeal processes.

A. 5. Services to Special Populations

The 17,269 students enrolled at the University of Oregon represent students with increasing diversity in their academic preparation, pre-matriculation experiences, family and cultural background, economic resources, psychological profiles, expectations, and support needs. Administrative offices providing services to students monitor the changing demographics and support needs of these students and identify resources, programs and opportunities to support them. Standard V describes the academic support services available to various special populations at the University of Oregon. This standard describes some of the other support activities for various subgroups within the student body.

Some students self-identify or affiliate in groups that are recognized in programs and services as special populations. Among these are students who are veterans, international students, students with disabilities, student athletes, and students of color. There are some offices and services whose particular objective is to serve these special populations, though many other offices also provide services for them as well. For example, the registrar's office is charged with veterans' services; the Office of Academic Advising and Student Services coordinates services to students with disabilities; the Office of International Education and Exchange is charged with services to international students , and the Office of Multicultural Affairs provides resource support to students of color. First-generation students from socio-economic backgrounds that have precluded college experience are served through federal grant supported programs in the Center for Academic Learning Services. Student athletes are supported both by the athletic department's comprehensive program of services and by the special academic support services of the counselors for student athletes who are part of the Office of Academic Advising and Student Services. Athletes' enrollment history and academic progress are monitored by registrar's office staff responsible for NCAA records compliance. Gay, lesbian, bisexual, and

transgender students are supported through staff and programming in the Office of Student Life.

Student services offices collaborate to serve populations that are "special" because of issues related to their enrollment status. First-term students are served through publications, mandated initial advising services coordinated by the Office of Academic Advising and Student Services, and summer and new student week orientation programming, as well as through learning communities that are described in Standard V. Transfer students receive special advising and orientation services and benefit from special course evaluation and transcript procedures. There are not specific programs or services targeting students in enrollment transitions, concurrent registration, or part-time enrollment, but retention initiatives have focused on strategies for encouraging these students to stay enrolled and to complete their degrees. Similarly, there are not special services for non-resident students, but they are welcomed through admissions and orientation programs and supported with information about residency rules, tuition structures, and opportunities for their parents. Students who are studying away from campus in study abroad or national student exchange programs are supported by the offices that manage these programs.

Specialized advising services are provided by the Office of Academic Advising and Student Services for pre-professional students in programs such as pre-health sciences, pre-teacher education, pre-law, and pre-MBA. This office also provides advising for all undergraduates who have not designated a major and have undeclared status.

Commuter students and students who attend classes primarily during evenings and weekends are accommodated in registration and advising schedules, but only a few offices have attempted to stagger office hours to accommodate students with these attendance patterns. Most offices have not yet determined how to support students enrolled in distance learning programs off-site, though the Continuation Center has some active programs in the Portland area (see Standard VI).

For a discussion of how the university provides special opportunities for gifted and talented students, see Standard V.

Other population groups within the current student body are served in a more decentralized way through a variety of student services. For example, older students or returning students are special constituencies for service offices such as the Women's Center, child care program offices, the Office of Student Financial Aid, and the Career Center. Women students are served not only through the Women's Center, but through special support group activities offered through the Counseling Center, the Unwanted Sexual Behavior Task Force, and the ASUO-funded Saferide program. Students in

academic difficulty or students needing remediation, while not usually defined as a special population, are targeted for special support opportunities through such programs as Summer Start, the academic learning services tutoring programs, special classes offered through the Office of Multicultural Affairs, and advising through the Office of Academic Advising and Student Services. Students with addictions are another special population not specifically identified but who can find special support services through the Office of Student Life, the counseling center, and the health center.

A. 6. Evaluation Procedures

Student services offices are staffed by student services professionals, who in most cases serve as officers of administration and are considered members of the university's faculty. Support personnel include both classified and management service staff. The latter group has recently been merged with officers of administration to form a new employee group. Student workers include graduate teaching fellows, student interns, work-study students, and student volunteers. Student service offices follow evaluation procedures established for each of these employee groups in the university's personnel policies and procedures in conformance with Oregon Administrative Rules and state laws. Directors of each unit are responsible for regular evaluation of employees and provide feedback and professional development opportunities. Historically, professional staff development opportunities and promotion and review procedures, which are described in the UO faculty handbook, have paralleled those available for teaching faculty. Some of these guidelines have not been a good fit for the distinctive work of non-teaching faculty, and a university task force is currently proposing new guidelines for professional development, performance evaluation, and merit recognition. These guidelines should increase opportunities for merit recognition and promotion and help professional student services staff identify opportunities for career development.

Program evaluation and follow-up studies are conducted in various formats and on various schedules by each student services unit. Units in their self-studies describe their program review procedures and attach sample documents. These program evaluations in the past have been shared with university administrators such as those in the Office of Academic Affairs, the vice president for administration, and the council of deans. Faculty committees and *ad-hoc* task forces use these reports for information in conjunction with new programming initiatives, budget and resource allocation reviews, or for various accreditation and strategic planning initiatives. Directors are now working with the Office of Institutional Research staff to identify where more comprehensive program assessment may be needed. These evaluations guide student service units' long-range program planning as well as stimulate continual small program modifications.

A. 7. Statistical Data

Each unit maintains data on the number of clients served, frequency and type of usage by various kinds of students, and changes in patterns of usage. These data are cited in self-studies and referenced in Table B of the analysis section. The enrollment data and summaries of student characteristics listed as documentation in Section E provide faculty-to-student ratios and demographic data for the UO student body. Usage data are collected as requested by accrediting agencies, to comply with state and federal regulations, and for use as documentation in grant proposals.

A. 8. Student Satisfaction Data

Student services office, in collaboration with staff members from the Office of Institutional Research and the University's Oregon Survey Research Laboratory (OSRL), have for many years conducted surveys to learn more about student attitudes, student practices, student experiences, and student satisfaction. Some of these surveys have been designed and administered by graduate students in education and social science programs. Others have been surveys administered in conjunction with national efforts to learn more about the nature of college life, the attitudes and predisposition of entering freshmen classes, and the learning outcomes of undergraduates. Surveys administered in the last 10 years include assessments of entering students such as the fall 1995 Astin group's Cooperative Interinstitutional Research Project and surveys in 1994 and 1995 of currently enrolled students about a variety of issues related to student satisfaction and learning outcomes. Student services offices have surveyed international graduate students, students of color, and gay, lesbian, bi-sexual, and transgender students about campus climate issues. They have conducted numerous surveys on special topics, including time to degree and academic progress barriers, use of advising services, use of alcohol and illegal drugs, and experiences with sexual assault, stress, eating disorders, and other quality of life and relationships issues.

The results of these surveys have informed student services departments and the campus administration about students' satisfaction with academic experiences, campus life, student services, and the University of Oregon in general. These assessment activities have supplemented the continuous program evaluation activities conducted with student customers and have helped student services identify emerging student needs and the over-all impact of student programs. New staff and program direction for the Office of Institutional Research should help student services conduct student satisfaction research on an ongoing basis and increase the usefulness of survey results.

Future goals for student services assessment include working with faculty members and students to identify learning outcomes gained from academic and co-curricular programs and learning more about how these experiences reinforce each other. The Career Center has taken a leadership role in working with student activities to make more explicit what kinds of educational opportunities accompany involvement in campus organizations. Student services staff will continue to work with the Office of Institutional Research staff and the OSSHE Interinstitutional Assessment Council on strategies for understanding and documenting when and how student learning and student development occur during the years students are enrolled at the university. The challenges include moving assessment strategies from program-specific evaluations to more comprehensive information about campus educational experiences and then finding ways to share this information with the campus community.

A. 9 Physical Facilities for Student Services

The physical facilities for student services offices and programs are characterized by many of the limitations described in the section of this report that addresses Standard III: Physical Plant, Materials and Equipment. Office configurations and space allocations preclude units from offering students integrated services that ideally would link space and staff resources for coordinated programming and efficient student referral. Many units have outgrown the space available to them and have resorted to "triage" methods of subdividing existing space and making do with sequential and overlapping programming. In many cases, the age and design of buildings limit the ability of the programs to use state-of-the-art computer equipment and to reconfigure the space to improve cost-effectiveness or to enhance personnel and program resources.

A few examples: The Career Center has serious space limitations in the Hendricks Hall offices they share with numerous other building users. Students recently passed a ballot measure to assess themselves additional fees that can allow funds to accrue toward the construction of a new Career Center facility.

The counseling center's location in space formerly used as a health center infirmary reduces the accessibility of this space for students and creates serious limitations for office, group, and program rooms.

The Center for Academic Learning Services has drastically outgrown its Prince Lucien Campbell (PLC) Hall facilities for writing and mathematics labs, the Teaching Effectiveness Program, and the Educational Opportunities Program. The university has not been able to free up additional space in PLC for this program, and further expansion of these important services is on hold until additional space can be located.

University Housing has recently razed and remodeled what was formerly called Amazon Housing to provide almost 300 new units of family housing. The housing office is struggling with limited strategies to make out-of-date residence hall facilities for single students more attractive to incoming students and is pondering whether construction of new residence hall facilities would be cost-effective. The dilemmas are both financial and programmatic. New construction would place the cost of new residential facilities beyond the budgets of university students. Existing facilities are not compatible with the expectations and life styles of today's student body. Within these limitations, housing has successfully upgraded its wiring and telecommunications services and improved furnishings and suite accommodations, as well as established more state-of-the art dining facilities and food options.

The space allocations and building usage patterns of Oregon Hall limit the options available to offices in student academic affairs and student life from rearranging programs and services to improve students' access. Discussions of how programs and services could be better linked focus more on program than physical space modifications.

Renovation and expansion of the Erb Memorial Union has been on the OSSHE capital projects list for many years. State funding for these remodeling projects will soon emerge at the top of this list, and the university anticipates an improved student union facility by August of 1998. In the past two years, this building has been able to rearrange existing space to accommodate some new programs and services.

Offices such as international education and exchange and multicultural affairs have recently benefitted from some space adjustments in Oregon Hall that have allowed staff to expand and new equipment to be placed in staff offices.

A success story in facilities improvement is the new Vivian Olum Child Development Center, funded with private donations and built at an accelerated pace through the cooperative efforts of the university's Facilities Services/Physical Plant and local builders. A potential facilities improvement is the decision by students in the spring of 1995 to assess themselves additional student fees toward a new state-of-the art fitness center. The university has pledged matching funds, an architect has been hired, and a September 1997 groundbreaking is anticipated.

A. 10. Fiscal Management and Monitoring Procedures

Most of the student services offices described in this discussion rely on state funds for their central programs. A number of these offices also have income

accounts into which receipts for fees for special services are deposited. The fiscal management and monitoring procedures for these funds are described in the section on Standard II, Finance.

A few of the offices, notably the University Counseling Center, Career Center, and Greek life, have budgets that are supplemented by student fees. Accounting for these student fees is managed jointly by the university's business affairs office and the Associated Students of the University of Oregon (ASUO) incidental fee process.

UO Foundation funds support a few designated programs in student services, such as new student orientation, the faculty firesides program, and student scholarships. These funds are managed according to UO Foundation guidelines and procedures that are described in Standard II, Finance.

The institution's accounting procedures for student financial aid are also described in Standard II.

Auxiliary services such as housing, the student union, and the health center manage their fiscal affairs according to established guidelines. Their practices include annual reports prepared according to state guidelines that are available for review by the accreditation site visitors. See Standard II, Finance for additional information.

Student incidental fees are collected and managed by the ASUO according to state statutes and Oregon Administrative Rules, and through accounting procedures established by the ASUO constitution, by-laws and activity reference guide. The seven student members of the ASUO Programs Finance Committee act on matters related to the allocation and appropriation of incidental fees to ASUO programs and recommend a budget to the Student Senate. The ASUO Executive submits its recommendation on each program budget to the Programs Finance Committee. After public hearings on these budget proposals, the committee presents its recommendations to the Student Senate. The Student Senate votes to approve or deny these budget recommendations and forwards the final fee recommendation to the ASUO executive and the president of the university. The final incidental fee budget is approved by the Oregon State Board of Higher Education.

The athletic department's fiscal guidelines are managed in accordance with NCAA and PAC-10 conference regulations and are described in that unit's self study, found in the resource room.

A. 11 Composite Staff Profile

The enclosed student affairs staff profile, modeled after Table # 2, page 88 of the *Commission on Colleges' Accreditation Handbook*, provides gender,

ethnicity, years of experience, and degree data for staff who report to the student academic affairs and student life divisions. These data have not been collected from the various other academic and administrative department offices whose staff provide some support services to students .

A. 12 Supporting Documentation - see Section E

B. Analysis and Appraisal

This section provides analysis and appraisal of topics identified in the accreditation handbook and of other issues and concerns in student services identified in the study process. Additional topics identified as needing future study and analysis are described in Section C: Recommendations Related to Future Trends and Emerging Priorities.

B. 1. How student services programs relate to the institution's missions and goals.

Student services offices work closely with faculty and administrators to assess and communicate the needs of a changing student body and to ensure that students can access the educational programs and opportunities described in the institution's mission statement.

Student services professionals believe that students' achievement of their educational goals can be most successfully realized when support is provided to the cultural, social, ethical, intellectual, aesthetic, emotional, and physical development of students as well as to their academic progress. The institution has recognized the importance of developmental experiences that educate "the whole student" in its Oregon Model for undergraduate education and in the retention and support initiatives of its productivity plan.

B. 2. Contribution the unit(s) make to students and to the educational program of the institution, and the use of programs and services by students

The contributions made by student service units to the university's educational programs and the educational experiences of its students can be summarized as a) increasing students' access to education; b) minimizing obstacles and enhancing opportunities for students; c) conducting assessments of students' needs and experiences; and d) supporting, recording, and celebrating students' accomplishments. These contributions are detailed in the units' self-studies.

Table A highlights a few of these contributions by identifying student services programs that help meet the educational objectives of the university's Oregon Model and academic productivity plan.

Table B provides a few illustrative usage statistics collected from the units' self-studies.

B. 3. How effectively the programs meet the goals and needs of students.

One way to assess the effectiveness of student services program is to look at how these services extend and support what the institution's mission statement says about goals for students. Another method of analyzing effectiveness is to review what students say about the value of these services by looking at student satisfaction data collected through assessment surveys.

Table C illustrates the relationship between selected student services programs and the mission statement.

Table D summarizes some comments related to students' experiences with student services collected in the Oregon Survey Research Lab's 1995 undergraduate student satisfaction survey.

TABLE A: CONTRIBUTIONS TO ACADEMIC PRODUCTIVITY AND THE "OREGON MODEL"

OPERATIONAL GOALS OF THE OREGON MODEL & ACADEMIC PRODUCTIVITY PLAN *(Selected from 94 and 96 reports)*	STUDENT SERVICES PROGRAMS THAT SUPPORT THESE GOALS	UNITS (PRIMARILY) RESPONSIBLE FOR PROGRAMS
•Goal: Decrease time to degree		
	Banner registration support	Registrar's Office (RO)
	Academic transcripts	OAASS/RO Registrar's Office
	Automated degree analysis	OAASS
	Comprehensive advising services	
•Goal: Retain higher proportion of students		
	Admitting qualified students	Admissions Office
	Orientation programming	Orientation/OAASS Ofc
	Student recognition	Student Life (OSL)
	Emergency response support for Special populations	Student Life (OSL) OMA, OAASS, OSL,ALS
	Financial aid support	Financial Aid Ofc., OMA
•Goal: Maintain/enhance quality of educational programs		
	Special math/writing sections	OMA
	Teaching effectiveness program	Acad. Learning Serv.
•Goal: Provide courses of study appropriate to Oregonians' needs		
	Career development activities	Career Ctr,
	Student activities/leadership dev.	ASUO, Housing, Greek Life, EMU
•Goal: Articulation with public schools, community colleges etc.		
	Articulation agreements	Admissions
	Common course numbering	Registrars' Office
	Transfer student advising	OAASS
•Goal: More learning communities		
	FIGS, Freshman Seminars	OAASS, Stu Acad Afrs
•Goal: More participatory learning opportunities		
	Internships; student activities	Career Center, Housing EMU

TABLE B: SELECTED USAGE STATISTICS
(annual figures are from 94-95 or 95-96 reports)

UNIT	NUMBERS SERVED	PROGRAM OR ACTIVITY_
•Admissions Office		
	150,000	mail inquiries
	9,500	admitted students
•Financial Aid Office		
	20,000	applications
	8,300	awards to students
•Orientation		
	6,500	telephone calls to newly admitted students
	2,000	students in summer orientation programs
•Academic Advising		
	2,500	undeclared students advised
	500	students with disabilities served
	1,000	students can be served in Freshman Interest Groups
•Student Academic Progress		
	1,000	students can be served in Freshman Seminars
	1,367	students hosted in Faculty Firesides
•Career Center		
	400	office visitors a day
•Office of Multicultural Affairs		
	3,337	phone contacts with students of color
•Office of Student Life		
	900	students referred for conduct discussions
	700	students nominated for honors
	2,300	students in commencement ceremonies
•Health Center		
	12,800	student visits a year
•Counseling Center		
	1,243	students receiving direct clinical services
•University Housing		
	3,200	students housed
•Academic Learning Services		
	5,000	students use this center's services

TABLE C: STUDENT SERVICES THAT ENHANCE THE UO's MISSION STATEMENT

MISSION STATEMENT LANGUAGE	STUDENT SERVICES PROGRAMS
•commitment to undergraduate education	
	testing services; advising services; learning communities; academic components in orientation; admitting qualified students; student activities that build oral communication, critical thinking skills, etc
•commitment to graduate education	
	internships; career services; test preparation & support; graduate surveys; pre-professional advising
•framework for lifelong learning	
	career center services; internships; mentoring program; learning outcomes project; alumni association support
•integration of teaching/research/service	
	volunteer activities; student government; residence life; programming Greek life; work-study
•inviting and guiding change in evolving social political and technological environment	
	student activities; Learn program; special library and computing center classes; student media
•equal opportunity; freedom from unfair discrimination, acceptance of true diversity, a welcoming community	
	support to special populations; orientation programming; OMA classes/support; race task force; unwanted sexual behavior programming; ethnic student unions student legal services and student advocate
•international awareness and understanding	
	study abroad programs; support for international students
•freedom of thought & expression	
	student media; student cultural forum; conduct program
•an attitude toward citizenship	
	parliamentary procedure training; leadership experiences; conduct program; residence life
•affordable public higher education	
	financial aid services; work-study programs; Learn program; financial support for students with disabilities, for athletes, for students of color

Table D: STUDENTS' COMMENTS: SATISFICATION WITH SERVICES

(from 1995 OSRL Student Satisfaction Survey)

•students seem to like what the UO has to offer	
77%	had generally positive feelings toward the University of Oregon
•students report increased satisfaction with some student support services	
63%	reported the library does a very good job of meeting their needs (up from 55% in 1994)
64%	felt Duck Call registration does a very good job of meeting their needs (up from 55% in 1994)
•students seem to find the faculty and academic program to be supportive of them	
74%	felt that a faculty member cares about them (up from 71% in 1994)
	*Note: Faculty Firesides, advising activities, Freshman Seminars and Freshman Interest Groups and Orientation are among the student services programs that bring faculty and students together in small, interactive settings
•students seem to consider financial aid an important service component	
36%	said financial aid was an important consideration in selecting the UO
42%	said cost increases were a major concern in completing their degree
•advising services seem important to students	
40%	selected the UO because it offers a variety of majors
	*Note: advising services are important in helping students understand and make selections from these major programs
25%	said getting academic advising services was a major concern (down from 28% in 1994)
30%	were very satisfied with the advising services they received (up from 26% in 1994)
•students feel academic learning services are important to them	
36%	felt they would need remedial work and/or tutoring
•students value and participate in co-curricular activities	
66%	say their learning comes about equally from in-class and out-of-class learning
44%	volunteer or intern off campus; 21 % volunteer or intern on campus
38%	are employed for pay on campus
27%	are in student activities; 33% in sports activities

B.4. Financial Support: Staffing, Facilities, and Equipment

Resources for student services at the University of Oregon come from state funds, from student fees, and from auxiliary services. Since the last accreditation self-study, several circumstances have increased pressures on these resources. The number of undergraduate students has increased over the past few years, as have students' expectations for or need of support services. Growth in the university's national reputation for quality, in the number and quality of applicants, and in the cost of education has been accompanied by greater expectations from enrolled students (and their parents) for high-quality, personalized, and responsive student services. These pressures have challenged offices that provide individualized services (counseling, health services, advising, testing, tutoring, etc.) as well as those that provide more system-level support (registrar's, admissions, computing, housing etc.). These pressures have been both exacerbated and ameliorated by the advantages of technology and the disadvantages of budget reduction. Administrative offices have scrambled to put into place updated administrative computing support systems while maintaining a customer-oriented, responsive, service-oriented profile. Computer technology has helped, but not resolved these challenges, and provides some challenge of its own as staff struggle to balance personalized service with greater office efficiencies. It has been difficult for many offices to provide an increasingly high level of service and to maintain high office morale in the face of these simultaneous pressures of growth in business, changes in the conduct of business, and decline in actual resources to support services to students.

The decline in state support for student services is related to the severe financial challenges to Oregon's state funding levels for higher education. Cutbacks in administrative service budgets have from time to time required cost-cutting measures in most of the university's student services. Through creative management, student fees, limited legislative action to restore funding for key student support services, and the growth of enrollment and tuition revenues, the institution has been able to offset or restore these losses in administrative resources.

Resources for student services have stabilized in the past 18 months as budgets were reviewed after the reorganization and realignment of primary services. Staffing, facilities, and equipment pressures continue, however, as students' and parents' expectations for services of high quality accelerate and state budget uncertainties continue.

B. 5. Equal opportunity for, access to, and use of services by various groups of students

The University of Oregon's commitment in its mission statement to equal opportunity and freedom from unfair discrimination is embraced in the philosophy and program priorities of UO student services. Resource enhancements and program innovations in student services over the past 10 years have prioritized offices and activities that increase access and promote a welcoming and supportive climate for all members of the campus community.

Initiatives such as the race task force, gay, lesbian, bi-sexual and transgender support services, services to students with disabilities, and advising services for special populations are described in Section D.

Usage patterns and program statistics for key student services do not suggest that subgroups are underserved or marginally supported by student services. This success is the result of careful attention to special populations, efforts to meet "the traffic at the door" with consistently high-quality customer services, and outreach efforts to encourage all students to seek appropriate student services. What is of more concern is whether some types of student experiences are not sufficiently supported. For example, do current service levels adequately support students who are academically at risk, those who can be called "the best and brightest," or those identified as intermittent students Could the institution be more innovative in reaching returning students, parent students, and those with a commuting or distance-learning relationship to the campus?

The university has excellent programs of orientation and advising for students who first come to the university. Prospective and first-term students are able to access admissions and financial aid services, orientation, and initial advising services without difficulty. Resources seem to be adequate, and staff members are experienced and positive in their attention to the needs of these incoming students.

It is more difficult, however, for the university to assure equally high usage rates or caliber of services for continuing students. Although the services exist, the opportunity to use them is not orchestrated as comprehensively, thus placing greater responsibility with the students to seek out the services. Students who wish additional academic advising must seek out their faculty adviser or the other advising resources of their major department, or use the services for undeclared students available through the Office of Academic Advising and Student Services. Students seeking advising, counseling, or tutoring services may encounter waiting lists or limited resources, or, in the case of faculty-delivered advising, some unevenness in the knowledge base or availability of the faculty resource. There can be wait lists for child care or for

housing, and fees or limited use for services in career and personal counseling. Matching resources to students' needs takes a constant shuffling of available resources. It may sometimes seem as though the disproportionately needy or particularly eager students consume more than their share of staff and program time, leaving the rest of the student body to compete for the remainder of the resource.

Additional questions concern whether student services should provide more for special categories of continuing students, such as sophomore undergraduates or students in their senior year, as well as whether enough is done for students who transfer to the institution or have intermittent registration patterns. Faculty members and student services staff have put together a comprehensive set of learning community course experiences for the freshman year, but little structure exists to assure similar learning experiences in the sophomore year. The Career Center is playing an earlier and increasingly more active role in students' undergraduate years, and students have recently voted to support this center with increased student career service fees as well as through the mentoring program. However, there is not yet any institutional initiative to bring focused senior-year experiences or exit experiences to undergraduates in their last year(s) of study, other than what their major programs may provide.

A continuing question for student services is what proportion of scarce staffing and programming resources should be devoted to special populations. This question is particularly critical for services to the rapidly expanding population of students with disabilities who have complex support needs that are individualized and expensive to provide. The institution's strong commitment to increasing the diversity of its campus community also brings into question what level of resources can and should be committed to recruiting and retaining students of color. Another resource question related to serving special populations is what the level of obligation and appropriate commitment of resources should there be for students who have significant social or psychological issues that impede their academic success and are costly to support with psychological and intervention services. Several university committees and task forces such as the counseling center task force; the gay, lesbian, bisexual task force; and the currently active race task force have discussed these questions. The differences of opinion about how much service the university should be providing for these special populations, and consensus that additional funding for any increase in service level is hard to identify, suggest that these discussions will continue to be difficult and controversial ones.

Another access question that the institution continues to address is related to the pricing of education and support services and the ability of admitted students to pay for tuition, fees, room, board, and support services. The rising cost of tuition and room and board, the scarcity of alternative housing, the

growing gap between established financial need and what the financial aid office can package in an award, and the strategy of placing some student services on a fee-paying basis can have the cumulative effect of reducing students' access to education and to support services. Continuing efforts must be made to reduce the rate of tuition increases, to increase endowment funds that support scholarships, to extend opportunities for students to work while in college, and to monitor and set some limits on the proliferation of fees for essential support services. (The legislature is currently reviewing the governor's budget recommendation that resident tuition levels be frozen.) Recent surveys of undergraduate students indicate an increase in the average number of hours per week that students work while enrolled in classes. This information raises some concerns about students' ability to make academic progress and earn a degree on time when their academic time is so compromised by work responsibilities.

B. 6. How well the University of Oregon meets Standard IX requirements. Summary statement.

The University of Oregon meets or exceeds all expectations for student services described in Standard IX.

6. a. The student admission policy is appropriate for the institution's programs, represents and furthers the University's mission, and is adhered to in admission practices. The admission's office is responsive to the enrollment goals of the academic productivity and business plans and is consultative with other institutions providing publicly funded education.

6. b. Institutional placement procedures for writing, mathematics and foreign language are used to place incoming students in appropriate courses and programs. Students with advanced placement or transfer credit are appropriately advanced to higher level coursework. The fact that only 3.1 percent of the grades earned by fall 1995 freshmen were "F", and only 4.7 percent were "D", suggests some success in this placement.

6. c. Policies for acceptance of transfer and experiential credit are clearly defined. However, new questions relating to these policies will emerge as Oregon high schools move toward outcomes based secondary education. The institution is working with the state system to implement the Proficiency-Based Admissions Standards "PASS" project in anticipation of the need for new policies related to admission and transfer credit when Oregon high schools fully implement this new secondary curriculum.

6. d. There is a clearly defined policy for the readmission of students, and a committee review process (Scholastic Review Committee) that assures faculty participation in readmission decisions.

6. e. Student records and registration services are well managed in support of the academic endeavors of the institution. The recent automation of student academic histories, course registration procedures, student financial aid records, classroom scheduling, degree analyses, transcripting services and student accounts has brought new efficiency to these processes and made information available to faculty and students in very convenient ways. The Steering Committee notes that the long lines that used to form for class registration and course changes, financial aid, and accounts payable have almost disappeared.

6. f. The financial aid program has managed to serve an increasing number of student applicants while continuing its record of timely notice in making financial aid awards. This program is to be commended for its leadership in the direct student loan program and for the excellent institutional record of low default on student loans. The committee is concerned about the increasing gap between demonstrated financial need and the financial aid package that the institution is able to award to its most financially needy students, particularly those who apply from out-of-state, but recognizes the limited resources available for student financial aid.

6. g. New student orientation programs are highly praised by students, their parents, and participating faculty and staff. These programs have been responsive to emerging needs of special populations such as international students, students of color, and transfer students. They have added new academic components and diversity awareness sessions and been very resourceful in scheduling advising opportunities for all new incoming students. The current academic orientation and registration process uses automation in a model that is being adopted by other medium size public institutions in the country.

6. h. Counseling and testing services related to career planning have greatly expanded in response to strong student interest for early and low-cost career assessment services. These services are delivered as part of the curriculum and as co-curricular activities and make innovative use of technology.

6. i. Academic advising programs are mandatory for every incoming student. The Office of Academic Advising and Student provides faculty and students with resource materials and training to prepare them for advising. New technology has enabled the registrar's office to provide timely degree analyses and advising transcripts. There are plans to provide increased services to faculty and students through the World Wide Web.

The Oregon Model, Academic Productivity Plan, Undergraduate Education Philosophy Statement, and the university's criteria for faculty evaluation incorporate the expectation that advising is central to the mission of undergraduate education and the retention and academic progress of

students. The delivery of advising in major departments varies as to format and effectiveness. In a 1995 undergraduate student survey, 25 percent of the respondents identified getting academic advising services as a major concern. The institution needs to continue its dialogues on how to improve advising services for continuing students and on whether more advising should be mandated.

6. j. There is not a formal assessment component built into the university's advising activities. However, advising serves as a primary method for receiving feedback from students about the quality of instruction, the climate of the campus, student satisfaction with curricular and co-curricular programs, and student needs. The institution needs to find more ways to move this information among the faculty and staff who can use it to make improvements.

6. k. The Career Center collects information on campus and community part-time work opportunities and offers career information and planning, career advising, placement and follow-up opportunities. A post-graduate survey conducted every two years yields valuable information from recent graduates on their perceptions of skills learned at college that have helped them secure and succeed in employment opportunities.

6. l. The UO's physical and mental health services are fully accredited, effectively managed, and provide a comprehensive array of no- or low-cost services for students, with education and prevention as well as treatment components.

6. m. Student housing embraces a mission statement that includes enhancement of the learning environment as well as provision of safe, appropriately-staffed, resident-managed housing. Resources for family housing have recently been augmented by new construction and renovation. There are questions to be resolved about cost-effective ways to remodel aging facilities and the feasibility of new residence hall construction, given the dynamics of the community rental market.

6. n. Students have opportunities for reasonably priced food services through residence halls and the student union. Both auxiliary enterprises are responsive and innovative in menu variety, delivery style, nutrition information, hours, and pricing. EMU's plans for facilities remodeling and new vendors should make its food services more competitive.

6. o. The institution has a commendable array of co-curricular activities and programs, many of which are funded and managed by students under clear guidelines and procedures. Building improvements have enhanced access for students with disabilities. Most of these programs seem to be planned around the traditional age, residential student. Although the mean age of UO

students is not changing significantly, fewer than 20 percent of today's students are housed on campus. Increased attention should be paid to the needs of older, evening, part-time, and commuter students in planning future co-curricular activities and facilities.

6. p. The relationship between student government and the institution, and delegation of authority for student fee management are clearly defined according to Oregon statutes and administrative rules.

6. q. Student media are organized independently from any university sponsorship or affiliation. With the exception of the independent campus newspaper, the *Oregon Daily Emerald*, they apply annually for support through the student fee funding process. A written statement of the institution's relationship to student publications and other media such as the student radio station is included in the mission statements of these organizations that are presented in conjunction with their funding requests.

6. r. An adequate number of recreational sports for both men and women are available through university facilities and student funded programs, but there is a need for expanded facilities. The planned fitness center will relieve some of the facilities pressures, but playing field space will still be at a premium.

6. s. The institution's intercollegiate athletics programs is managed according to NCAA and conference regulations, with appropriate faculty oversight and frequently reviewed written policies. The university is attentive to academic support and graduation rate issues for its student athletes and has stabilized budget support for these programs. Private donations are supporting improved facilities for major women and men's sports. The Athletic Department coordinates its grant-in-aid awards and notifications to students with the university's director of financial aid.

6. t. Campus bookstore provides appropriate stock levels for courses and provides excellent support for the educational program through its responsive management, innovations in customer service and communications with faculty. Students and faculty are involved in policy development through the bookstore board.

6. u. Alumni association maintains updated alumni records and encourages current student and alumni support of the institution.

C. Recommendations Related to Future Trends and Emerging Priorities

This section makes recommendations concerning emerging issues related to student services that the University of Oregon will need to address in the next few years.

C. 1. Meeting Changing and Conflicting Constituent Expectations.

The university's constituencies continue to identify new and often conflicting expectations for what support services the university should be providing to students and to the general community. As the community and the student body continue to diversify, student services will experience increasing pressures to be "all things to all people" and will need to make choices either to expand its jurisdiction and scope of services or to make some difficult decisions about services that cannot be provided. Examples include the increasing neighborhood expectations that the university will assist with community policing and current initiatives to extend the student conduct code to new scenarios and locations where sexual misconduct can occur. These pressures increase the demand for expanded, more personalized, responsive services at the very time when resource constraints and technological advances influence services to become more group-delivered, automated, and standardized, and at a time when the university's strategic planning has emphasized resource allocation for the academic experiences of students.

C. 2. Inclusive and Collegial Policy Development and Review.

Student services programs have a tradition of involvement and collegiality among faculty, administrators and students in the design and delivery of services to students. The UO's traditions of governance, student activism and of granting faculty status to professional student affairs staff have created a *modus operandi* that has linked faculty and student perspectives to student affairs programming. As faculty portfolios become more complex, enrollment growth continues, employee groups are realigned, and technology is used to streamline services, the campus must be attentive to mechanisms that assure campus-wide awareness and responsibility for determining how best to support students in their educational and developmental goals.

C.3. Responding to Changing Social and Environmental Demographics and Shifting Enrollment Patterns.

Changes in student demographics and enrollment patterns will require student services continually to assess the support needs of incoming and continuing students and to revise programs and resources accordingly. Rapid changes in matriculation patterns, age, ethnic and cultural diversity,

residency, leisure and career interests of student constituents will require student services to continue its tradition of highly responsive services and continual needs assessment and program evaluation. New concerns about students' behavior and civility, health and addictions, safety and security, psychological and family profiles, career opportunities and constraints, learning styles and learning preparation will tax the resourcefulness of student services personnel.

C. 4. More Comprehensive Assessment Strategies.

To stay responsive, student services units need to become increasingly collaborative and strategic in their design, implementation, and use of assessment. Although all offices conduct ongoing program and needs assessments, units need to work more collaboratively with the data and to initiate regular campus-wide assessment initiatives.

C. 5. Supporting Education Without Borders.

A particular challenge to student services comes with the UO's increased commitment to offering students an "education without borders." As more students seek study abroad and national student exchange opportunities, or supplement classroom instruction with internships and other work-site based applied learning opportunities, the university must determine what the appropriate level of support for these off-site students should be.

C. 6. Support to Distance-Learners.

An increasing number of students may seek affiliation with the university through distance learning strategies. Distance learning presents unique policy and support service questions. Many traditional student services are designed for residential, traditional age students and will need adaptation for the telecommuting learner. Staff will be challenged by the limitations as well as the opportunities for assuring equal opportunity and access to services for distance learners.

C. 7. Continued Dialogue on Organizational Issues.

After more experience with the current reconfiguration of student services, the institution may want to revisit this organizational structure to assess how changes have affected the delivery of services to students.

C. 8. Giving Voice to the Student Learning Experience.

Finally, student affairs staff need to continue recognizing and incorporating in their philosophy and approach to student services the institution's new attentiveness to student learning. The mission statement, instructional

programs, and resources of the institution are focusing more strategically on quality instruction, life-long learning, effective curriculum, learning outcomes, and the integration of classroom learning and professional research. Student services programs need to articulate and support developmental experiences for students that enhance opportunities for learning, as well as identify the parallel developmental experiences that inform and link students' classroom experiences with their out-of-classroom campus experiences.

D. Description of Current Student Services Units

At the University of Oregon, a number of student services provided in the past through the division of student affairs were in 1995 reorganized under two vice presidents. The Division of Student Academic Affairs, under the vice president for academic affairs, provides a cluster of services related to the academic support and academic success of students, primarily undergraduates. The Office of Student Life, under the vice president for administration, provides other support services to undergraduate and graduate students in conjunction with auxiliary services that report to this vice president. There are in addition a number of student services provided through academic departments or other administrative units, and still other services provided to students through student fees collected and overseen by student organizations.

The following descriptive material identifies the various administrative units responsible for planning and implementing student support and development services and summarizes recent program changes or future issues.

D. 1. Student Academic Affairs

Academic support units that report to the associate vice president in the Division of Student Academic Affairs include the Career Center and the Offices of Academic Advising and Student Services, Admissions, Student Financial Aid, Multicultural Affairs, Orientation, the Registrar, and Student Academic Progress.

1. a. Office of Admissions.

The Office of Admissions assumes primary responsibility for new student recruitment, admission counseling, education records evaluation, and initial creation of student records systems. It leads policy coordination with high school, community college and other post-secondary institutions. Recent reorganization, computer technology enhancements, office growth, and customer service are among this office's current changes and challenges.

1. b. Office of Student Financial Aid.

The primary function of the Office of Student Financial Aid is to ensure, within given financial limitation constraints, that no students who have the motivation and potential to attend the University of Oregon have their opportunity limited by the fact that they or their parents cannot afford to buy their education. This office was selected as one of the first 104 schools in the country to implement the new Federal Direct Student Loan Program, which has brought more efficient and timely financial aid services to students and their families.

1. c. Orientation Services.

The Office of Student Orientation coordinates programs which improve the quality of the new student experience by providing assistance with academic, social, and personal adjustment to the university. Programs include summer, fall and mid-year orientation programs that provide registration and advising, and telephone calling projects to recently admitted and newly enrolled students. Future challenges for this office include examination of its fee structure, exploration of new orientation strategies for a more diverse student population, and program adaptations to changes in registration and advising processes.

1. d. Advising Services.

The Office of Academic Advising and Student Services coordinates academic advising of all the University of Oregon's undergraduates. Through a variety of support programs for students and faculty, this office promotes a quality advising experience for a significant percentage of students from entry through graduation. Programs include advising for undeclared students, outreach to students with particular professional objectives, special services to students with disabilities, exit interview programs, short term advising and counseling assistance, training for peer advisers, and coordination of the Freshman Interest Group and the National Student Exchange programs. The office is currently participating in an external program review of advising services and anticipates future work with faculty on changing expectations for advising linked to the productivity plan, emerging student needs and changing nature of the professoriate.

1. e. Office of Student Academic Progress.

The Office of Student Academic Progress helps students move successfully toward their educational, career and life goals by providing necessary information and creating an academic environment that fosters active student participation. The office was newly created to coordinate the academic programs of the former Dean of Students Office and some from the

Offices of Multicultural Affairs and Academic Advising. Programs include Freshman Seminars, Faculty Firesides, on-campus internship program, a new Summer Start Program, promoting and expanding learning communities. Definition of its mission and work, coordinating students' academic experiences with residence life and faculty who teach in learning communities, and improving persistence rates are among future challenges.

1. f. Career Center.

The Career Center contributes to the University's mission by helping students establish fulfilling careers, contribute to society, and adapt to the increasing complexity of life and work in the 21st century. It provides students with comprehensive services and information resources for career decisions and job searches, helps students identify their work related strengths and interests, prepares students for finding suitable employment, and fosters relationships with the employer community. The Career Center anticipates future program expansion and adaptation related to technological innovations in program delivery and to recent student body decisions to dedicate additional student incidental fees for Career Center services.

1. g. Office of Multicultural Affairs.

The Office of Multicultural Affairs is dedicated to empowering students of color to complete their University of Oregon educational experience by helping them achieve academic success, facilitating student retention to graduation, assisting the campus and local community with issues of racial and ethnic diversity, and recruiting students of color to the University The office's current challenges include legal challenges to "affirmative action" programs, increased service pressures from a growing number of students of color, developing new strategies for specific racial groups, and supporting students interested in graduate education.

1. h. Registrar's Office.

This office is responsible for multiple activities related to student records and registration services, including coordination of registration, classroom scheduling, publication of the *Schedule of Classes*, grade processing, certification of general education requirements, maintenance of academic history and transcripts, enrollment verification of current and former students, and services to veterans. Office staff provide support to various university committees and publish the profile of students. Recent changes and priorities for this office include improved computing support and automation, particularly the successful implementation of the Banner Student Information System and the recent implementation of a new data warehouse. This office helps the university collect and interpret assessment

data, such as the 1995 graduation survey of students' satisfaction with the UO education experience.

2. Office of Student Life

The Office of Student Life helps students derive full benefit from their University of Oregon experience by assessing and communicating the needs of a changing student body, providing education and support programs and services, working to ensure that all students are supported and accepted, minimizing the obstacles to student success, and celebrating the accomplishments of individuals and the campus community.

Recent reorganization of student affairs services brought changes in reporting lines, titles and personnel. The title of dean of students was changed to dean of student life, with a reporting line to the vice president for administration rather than to the provost and vice president for academic affairs. The scope of the office was changed, with Greek Life moving to the Erb Memorial Union, and orientation programs and the freshman group courses moving to the new unit called Student Academic Progress. The remaining roles outlined below are now covered by a much smaller staff. Since the new configuration is barely a year old, it may be too early to draw conclusions about the impact of the reorganization, but several outstanding questions are addressed in the analysis and appraisal section of this self-study.

The key initiatives undertaken by the Office of Student Life include:

2. a. Assessment and Interpretation of Student Needs: Focus Groups and Other Assessment Strategies.

Activities focus on soliciting students' perspectives and voices on their campus experience.

2. b. Problem Solving and Conflict Resolution.

The Mediation Program provides confidential mediation services jointly funded by the Office of Student Life and Associated Students of the University of Oregon that are offered free to students and to faculty and staff members. The Conduct Program's purpose is to enforce the Student Conduct Code and its subsidiary regulations.

2. c. Social Issues.

The Office of Student Life works to ensure that all students are supported and accepted by encouraging a caring and supportive atmosphere on campus, and promoting a campus climate that respects the needs and fosters the understanding of diverse and healthy social, physical and cultural lifestyles.

Current social issues include: drug and alcohol abuse prevention, sexual assault prevention and advocacy for the promotion of positive race relations by supporting the University's Race Task Force. This group's purpose is to create a fair, respectful, and humane campus environment which is free of racial discrimination through educational outreach on issues related to race; and provides referral, support and advocacy for those who experience racial harassment, intimidation, and/or discrimination.

2. d. Gay, Lesbian, Bisexual Education and Support.

The Office of Student Life provides staff and program support to activities designed to create a welcoming environment for gay, lesbian, bisexual and transgendered people.

2. e. Emergency Services.

The Office of Student Life assists with or coordinates a variety of emergency services for students, including emergency response, drop-in services, the university's crisis center, and the institution's crisis response planning. These cases often involve complex and confidential personal and social issues, take a significant amount of staff time, and require close coordination with the Office of Public Safety, the University Counseling Center, and the Office of Academic Advising and Student Services.

The Crisis Center is an emergency telephone line that provides emergency counseling when other university and ASUO facilities are unavailable. The program is supervised by the counseling center, supported with student fees, and staffed entirely by students. In the spring of 1996, the Office of Student Life also assumed responsibility for developing an institutional crisis management plan and team. A university crisis response policy committee was appointed to advise the office in preparing a response plan outline currently being reviewed by campus administrators.

2. f. Campus Celebrations and Ceremonies.

The responsibilities of the Office of Student Life include coordination of several university campus celebrations and ceremonies. Office of Student Life staff are responsible for planning and staging two large commencement ceremonies each year in June and in August, as well as annually coordinating student, faculty and staff volunteers who donate a day in the spring to beautification and renewal of the campus grounds and facilities. Student's scholastic and leadership accomplishments are recognized and celebrated through a series of honors and awards programs and organizations staffed and supported by the Office of Student Life.

2. g. Parent Programs.

An additional constituency served by the Office of Student Life is the parents of currently enrolled students, who benefit from two parents' weekend programs and a periodic parents' newsletter.

3. Office of Academic Affairs: Other Student Services

3. a. Academic Learning Services.

The Academic Learning Services office provides a variety of learning support services to assist in the academic success of university students from their orientation experience through graduate level work. These services are discussed in Standard V. Academic Learning Services also administers the federally grant-funded Educational Opportunities program that supports non-traditional students.

3. b. International Education & Exchange.

The Office of International Education and Exchange has two major areas of responsibility: 1) services for international students and faculty, and 2) the administration of and related student advising for study abroad and exchange programs. The office supports more than 1600 international students each year, hosts scholars and visiting faculty from abroad, and sends students on UO-sponsored overseas study programs.

4. School and College Services to Students

4. a. College of Arts and Sciences.

The associate deans of the College of Arts and Sciences share responsibility for identifying and responding to student services issues and for providing liaison with the deans' council, provost's office, faculty committees, and academic departments in policy discussions relating to student service policies. For example, recently the associate dean for humanities took a leadership role in working with residence hall staff on strategies for integrating academic and residential experiences and bringing advising information into the halls prior to registration periods. This administrator also worked with the Student Conduct Committee on strategies for curbing academic dishonesty and served on the provost's task force on teaching and learning.

Other student service activities in the College of Arts and Sciences are decentralized to academic departments and include advising services provided by faculty, professional advisers, or peer advising departments, coordination of the mentorship programs with the Career Center, workshops,

internships, and practica that link classroom and career opportunities, referral services for students with emergencies or crises, participation in orientation activities, transfer student course evaluation, commencement program planning, and the myriad of activities related to supporting students in their classroom experiences.

4. b. Professional Schools and Colleges.

The administrative structure and student service programs that support students seeking degrees in the professional schools and colleges vary among the professional schools and colleges. In some of the schools, such as music and architecture, much of the instruction is delivered individually or in studio and performance review structures that permit considerable mentoring and support directly by faculty to individual students. Students in some of the larger professional programs, such as in the Lundquist College of Business and the School of Journalism and Communication, begin their affiliation with these schools as "pre-majors" and are often supported by a full time undergraduate academic adviser. The professional schools provide career components through internships, mentorship programs, group projects, and placement services, as well as opportunities to be active in campus affairs and agencies. Most of them have honor societies and some scholarship awards that provide recognition opportunities for meritorious students. Students have professional development opportunities such as music performance recitals, affiliation with publications, art and studio exhibits, and student teaching opportunities. Almost all of the professional schools have admission, progress, and performance evaluation methods that enable them to assess student's achievement at the point of admission, through standardized testing prior to admission to upper division work, and in the final year of academic work. These assessment methodologies are discussed in Standard V.

5. University Administration: Other Student Services Units

5. a. Counseling Center

The Counseling Center provides psychological services for the student population through walk-in crisis intervention, telephone crisis counseling, on-going one-on-one counseling, a variety of support and personal development groups, and professional consultation with other campus departments. Staff teach academic courses and provide consultation to sororities, fraternities, residence halls, student unions, and faculty. Challenges for the center in the past 10 years have included successful application for APA accreditation as a training and research site for graduate students, strategies to accommodate a growing number of students seeking counseling services for complex personal issues in a time of resource changes, and new emphases on multicultural perspectives in serving clients. The

Counseling Center also supervises the university's testing and placement center.

5. b. Housing

University residence hall housing exists for the purpose of enhancing the education of residence hall students and augmenting the educational mission of the university. The primary client of university housing is the entering student. Approximately 3,200 students are housed in facilities that offer students in most cases a multiple occupancy residential unit. Efforts are made to bring educational opportunities as well as a variety of support and recreational activities through academic and co-curricular programming. Dining and campus-wide catering services, family housing, conference housing, and conference planning services are also provided. Housing generates more than $15 million annually through its programmatic and entrepreneurial efforts.

Initiatives in the past few years include encouraging increased involvement of faculty and academic programming in the residence halls, removal and demotion of unsafe family housing units, and construction of new family housing units to be completed in the fall of 1997. The decision to replace unsafe family housing was challenged by activists in the community and has been costly and time-consuming to manage. Other initiatives include installing a campus-wide infrastructure for cable TV service and communications support that has enhanced students' use of computer technology. University Housing staff initiated annual goal-setting and benchmarking in 1992-1993 and uses surveys, newsletters with comment cards, and audits to assess customer satisfaction and program needs. Areas of focus in the future include addressing student conduct policies and procedures, recognizing conflicting expectations of various stakeholders regarding the role and function of university housing, and continuing initiatives to link academic and residential experiences and to provide a welcoming environment for students.

5. c. Greek Life

The primary function and purpose of the Greek Life Office is to support the educational mission of the university by providing services, advice, and educational opportunities for members of the fraternity and sorority community, their alumni and parents. Greek life services have recently been relocated in the student union adjacent to student offices. The university has increased its financial support for these services, which in the past were partially funded by local Greek chapters, and plans to build additional space for the support office. Future goals include strengthening chapters' membership, academic performance, residential property management, and continued initiatives in Greek social policy and behavioral expectations.

5. d. Student Government

The Associated Students of the University of Oregon (ASUO) is the recognized representative organization of students. This student organization has a long tradition of strong student government that manages through its seven branches a network of agencies, activities, and programs designed to serve student needs and interests. Its purpose is to give students the opportunity to plan and direct their own programs, to become involved with every aspect of university life, and to influence the decisions that affect the quality of education and student life at the university.

ASUO's Executive, Student Senate and Finance Committee are responsible for the oversight of a $ 2,319,228 incidental fee budget that is a self-imposed tax by which students finance nonacademic activities. The incidental fee budget process managed by the ASUO Finance Committees and Student Senate assures that all programs and services receiving student fee support annually review their program goals and assess program effectiveness as they apply and compete for student fee funding. Additional information on this process and these programs is available in the resource room and in ASUO offices.

5. e. Erb Memorial Union Program

The Erb Memorial Union as a student union provides a combination of programs, services and facilities that enrich the educational, cultural and recreational opportunities in the university community and help make students' extracurricular activities an integral part of their education. The building provides group-meeting rooms, a variety of food service options, lounges, a recreation center, and a staff of program consultants to help groups and individuals plan programs. Student government and activities offices are located throughout the EMU. The EMU Board of Directors, made-up of elected students, appointed students, and appointed faculty members, is responsible for making general policy decisions and long-range plans for the union, and advises EMU staff members on matters of day-to-day management and administration.

Programs located within the student union building include: Childcare and Development Centers, Club Sports, the Craft Center, the Cultural Forum, Outdoor Program, Recreation Center, the Student Activities Resource Office, the Women's Center, the Greek Life Office, and the Multicultural Center. Ethnic student unions and student media offices also have office space in the student union. These programs offer resources and activities in a responsive manner for users who are diverse in age and cultural background. The dependence of these program budgets on student incidental fees assures that

these programs function with significant accountability and responsiveness to changing student needs.

5. f. Physical Activity and Recreation Services

The Physical Activity and Recreation Services (PARS) unit attempts to enhance the quality of life for all students by providing instructional physical activity programs and non-instructional recreation services that focus on health and fitness, outdoor pursuits, aquatics, sports, structured intramurals and open recreation. The recreational programs offered by this unit provide a range of extracurricular recreational opportunities managed by a staff that includes significant student representation. Recent passage of a student fee initiative to provide matching funds for a state-of-the art fitness center will enable the program to benefit from both remodeled and additional new facility enhancements.

5. g. Athletics

Intercollegiate athletics at the University of Oregon is an integral part of the institution, with rich traditions in both men's and women's sports. The university fields seven sports for men and eight for women. Men's sports are basketball, cross-country, football, golf, tennis, track and field, and wrestling. Women's sports are basketball, cross-country, golf, softball, tennis, track and field, soccer, and volleyball. Women's intercollegiate athletics, organized in 1973, has been a part of the Department of Intercollegiate Athletics since 1977. The University of Oregon belongs to Division of the NCAA, and to the Pacific-10 Conference, and monitors carefully its compliance with PAC-10 and NCAA rules and regulations and with policies recommended by these authorities.

The staff of the Department of Intercollegiate Athletics includes an academic support coordinator who works closely with student-athletes and their coaches to assure that athletic team responsibilities do not conflict with students' academic progress and degree attainment. In addition, the university provides through the Office of Academic Advising and Student Services a special academic advising and counseling support unit located in McArthur Court.

The faculty member currently charged with oversight for institutional NCAA compliance as the University's Faculty Athletics Representative is a member of the law faculty. He is assisted by support staff in the university's Registrar's Office and by compliance staff with the Department of Intercollegiate Athletics. Faculty oversight is supported by an academic Committee for Intercollegiate Athletics comprised of nine members of the faculty, three senior administrators, one of whom is the athletic director, and five student members.

Significant changes in the University's Intercollegiate Athletics Program in the past few years include renovations to facilities, the initiation of an innovative academic counseling program called "SOAR", and improvements in Title IX compliance, including the addition of a new women's sport. Assessment strategies are driven by win-loss records, cost containment issues, and objectives of strengthening student athlete graduation rates.

5. h. Health Center

The primary mission of the Student Health Center is to enhance the educational process by minimizing health-related barriers to personal development and learning. Additional roles for the health center are to provide prevention, health promotion and education services that enable students to take full advantage of their academic experience, and to serve as the health and medical resource for the university community. The Health Center is accredited by the Accreditation Association for Ambulatory Health Care.

The Student Health Center operates as an auxiliary service supported by mandatory health fees assessed to all currently enrolled students. The center provides basic nursing care at no charge and only a nominal fee for office visits with a staff physician, dentist, psychiatrist or nurse practitioner. The center charges for laboratory tests, x-rays, medications and prescriptions, immunizations and other special services and supplies.

The Health Center is engaged in ongoing study and evaluation of the populations it serves, the services it offers, ways to stabilize the financing of its health services, the quality of its staff, the adequacy of its physical facilities, innovations in information technology to improve care, and institutional and community relationships. The center is advised by a Student Health Advisory Committee whose members include students, staff and faculty. The center administers patient satisfaction surveys and regularly reports on trends in student usage of health center services.

Significant changes for the health center in the past few years include revision of the composition and role of the student health advisory committee, implementation of an electronic medical record system, revisions to the student health insurance program, expanded computer systems and equipment, implementation of an after-hours telephone nurse triage program, the small occupational health program, and implementation of the state's mandated measles booster requirement. Future challenges include exploring and upgrading computer and other electronic technology, exploring mandatory student health insurance, and developing creative staffing approaches to cover expanding and diversifying student population.

5. i. The Office of Public Safety

The Office of Public Safety is responsible for the general safety of the campus 24 hours a day, seven days a week. Services provided by this office to university students include bicycle and car registration, parking permits, management of the Lane Transit District Ridership Program, crime prevention (including security training sessions for students) crime notification and investigation, security training sessions and emergency response. This office cooperates with the Office of Student Life, the Office of Human Resources, the Student Health Center, the University Counseling Center, and community resources to identify support services for the victim-survivor of crimes on campus. It maintains and distributes data regarding crime, campus safety and the security of students and their property as required by federal law.

6. Other Student Services

6. a. UO Bookstore

The University Bookstore is a non-profit corporation that has existed since 1920 in an independent status as the university's bookstore. All members of the university community have membership status with this corporation and are entitled to a point-of-sale discount on books. The corporation is managed by a board of directors that includes faculty and student members.

Significant changes over the past few years include an "early Duck" book pre-ordering program for students, innovations in computer, United Parcel, fax, and film services, and a T.D.D. telephone for the hearing impaired. The bookstore is currently developing a homepage on the World Wide Web that will include a merchandise catalog and the store's book inventory. Assessment activities include suggestion boxes, surveys for faculty about needed services and customer satisfaction, and a customer-oriented board and management staff. A modern elevator that meets all ADA requirements is being installed next year.

6. b. Alumni Association

The UO's Alumni Association's support services for currently enrolled students include the mentor program, through which the association works with the Career Center to match students with alumni for career mentoring. The association makes four annual awards to currently enrolled students, including the Paul Olum Award to a graduating senior. The Student Alumni Association (SAA) has been in existence for 19 years as a community service opportunity for students who support campus programming for homecoming, parents weekends, senior send-off and the Take a Duck to

Lunch programs. The Alumni Association's strategic plan includes continued solicitation of student suggestions for how the make the association responsive to currently enrolled students, expanded use of SAA students as university ambassadors to university constituents, and expanded programming for juniors, seniors and recent graduates.

6. c. Library and Computing Services

In the years since the last UO accreditation self study and visit, both the UO Library system and the UO Computing Center have been innovative in extending user support services to university students. For further information and discussion of these support services, see Standard IV.

E. Data Checklist and Supporting Documentation for Standard IX: Students

Materials marked with an asterisk (*) will be included with copies of the self-study report mailed to the visiting evaluation committee and to the Commission office. Other items are available in the resource room or elsewhere on campus.

*1. Organization Charts

*2. Composite Staff Profile

3. Student Handbooks

4. Selected Policies and Procedures

5. Admissions Data, Fall 1994, 1995, 1996

6. Enrollment Data
   - Basic Institutional Data Form
   - Retention and Graduation Data 1993, 1994, 1995

7. Student Profiles, 1994, 1995, 1996

8. Student Financial Aid Data

9. Brief Professional Resumes (selected)

10. Selected documents on student services (from the list in the handbook)

Document IX-1

DIVISION OF STUDENT ACADEMIC AFFAIRS

John Moseley
Vice President for Academic Affairs
and Provost

James R. Buch
Associate Vice President
for Student Academic Affairs

Ed Vignoul
Director
Office of Student Financial Aid

Herb Chereck
University Registrar
Office of the Registrar

Jane DeGidio
Director
Office of Student Academic Progress

Marshall Sauceda
Director
Office of Multicultural Affairs

Martha Pitts
Director
Office of Admissions

Jackie Balzer
Director
Office of Student Orientation

Larry Smith
Director
Career Center

Joe Wade
Director
Office of Academic Advising

Students

Document IX-1

University of Oregon
Office of Student Life
Organizational Chart, 1995-96

Vice President for Administration
Dan Williams

Dean of Student Life
Weston Morrill

Microcomputing Systems Manager
Li Wang

Associate Dean of Student Life
Laura Blake Jones

Associate Dean of Student Life
and Student Conduct Coordinator
Elaine Green

Project Coordinator
Linda Devine

Office Manager
Pat Lee

Office Specialist/Reception
Brenda Tuomi

Word Processing
Jean Smith .50
Mary Black .50

Asst. Dir. of Student Development
and Commencement
Mary Hudzikiewicz

Self Defense Instructor
Nadia Telsey

Accounting Technician
Sharon Winn

CARE Instructor
Ginny Ehrlich

Focus Areas

Internal Coordination

Commencement

Parents' Issues

Honors and Awards

Race Task Force

Grants

Crisis Plan

Sexual Assault Prevention

Drug and Alcohol
Abuse Prevention

Educational and
Support Services Coordinator
Stephanie Carnahan

Director of Mediation Program
Jacquie Gibson

Conduct Clerical Specialist
Mark Johnson (.75)

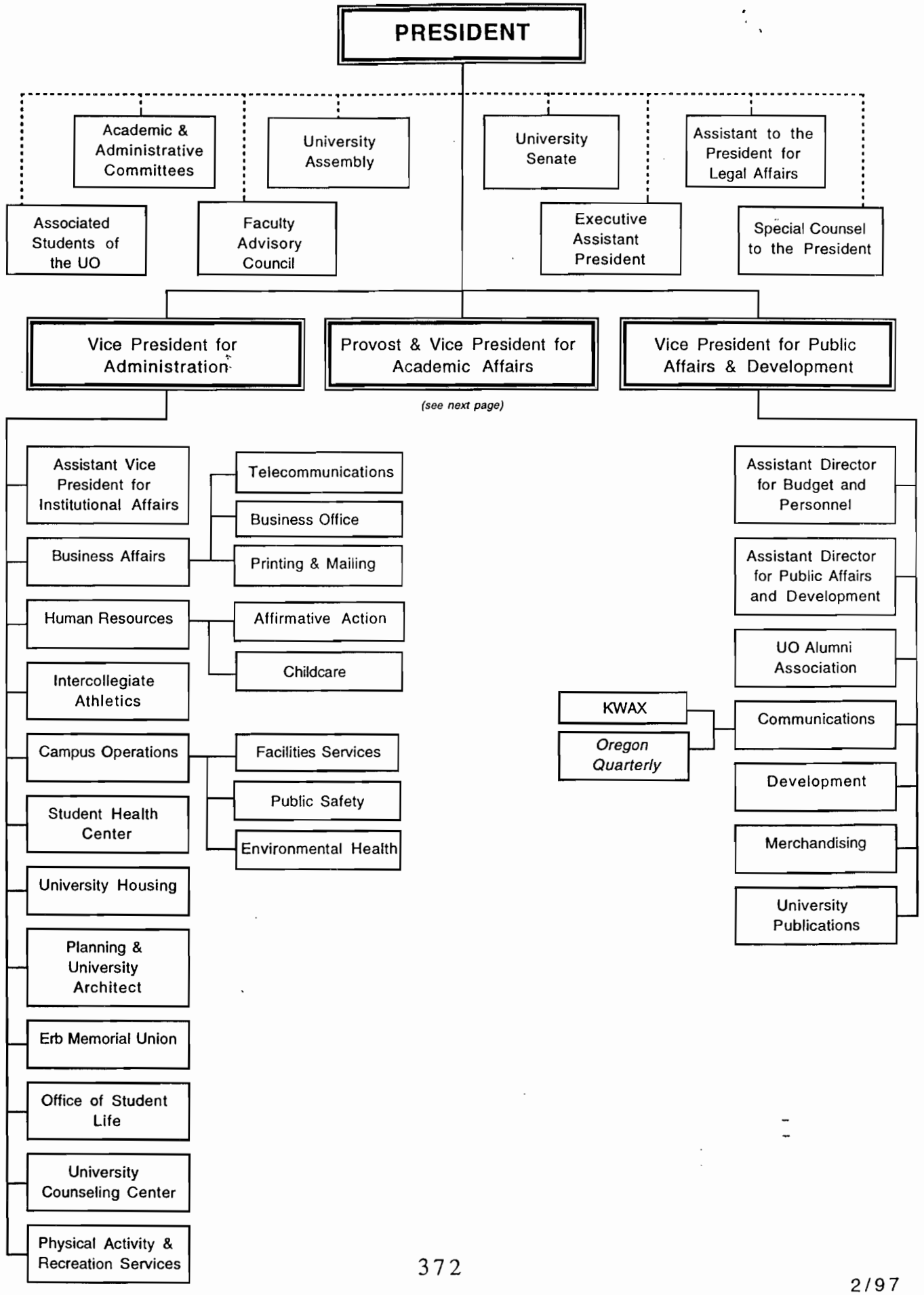
Focus Areas

Gay, Lesbian, and Bisexual Issues

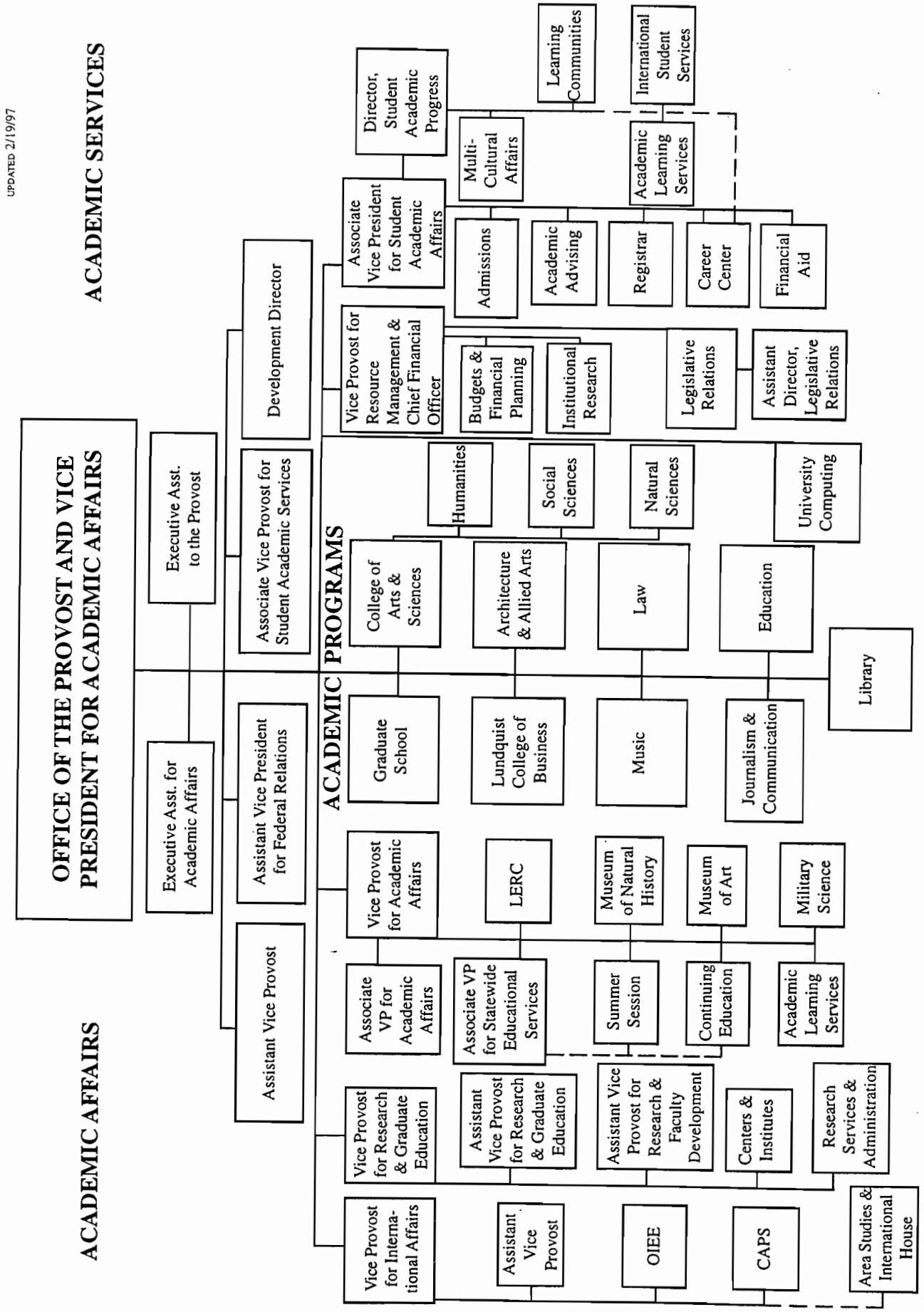
Student Conduct

Emergencies

Standard IX



UPDATED 2/19/97



Document IX-2 Student Affairs Staff Profile
(Not all units are included)

(Data requested may be provided in computer format compatible to your institution's data information system.)

	Professional	Support	Student	Other
Female	121	131	253	36
Male	63	14	199	39
Degrees: PhD, EdD	25			1
MD, JD, MSW	15	5	15	5
MA, MS	87	41	19	17
BA, BS	41	11	7	
AA, AAS, Certificate, etc.	1			
Years Experience in field:				
none	17	2	25	1
less than 5	47	25	78	18
5 - 10	63	26	3	12
11 - 15	33	18	3	10
16 - 20	29	11		2
more than 20	40	7		1
Full-time: 9/10 months	53	2	5	16
12 months	95	77	65	30
Part-time: 9/10 months	69	8	16	
12 months	12	21		

AL7.002/jas

STANDARD X

SCHOLARSHIP AND RESEARCH

A. Description for Self Study

A. 1. Provide a copy of or refer to printed statements currently available in college publications on research and faculty scholarship practices of the institution.

Research and faculty scholarship policies and practices can be found in the *Faculty Handbook University of Oregon, Tenth Edition*. Specifically in: The University's Statement of Purpose pg. ix; Chapter VI - Special Conditions of Employment of Teaching Faculty; Chapter VIII - Special Conditions of Service of Administrative Faculty; and Chapter X - Research. As an additional source, the Office of Research Services and Administration publishes the *Principal Investigator's Manual: A Handbook for Proposal Development and Award Administration*. Its World Wide Web home page, http://darkwing.uoregon.edu/~orsp/index.html, is under development and will also provide this information.

A. 2. Identify several of the most significant research projects of the past five years and briefly describe them.

The College of Arts and Sciences 19 interdisciplinary research institutes and centers (three new ones during the past five years), as well as six professional schools and colleges, provide the environment from which most faculty conduct research and scholarly activity.

• Some of the prestigious awards to individuals across the disciplines in the past five years include the John Merck Scholarship to Dare Baldwin, psychology; Dr. Baldwin's central research focus is to uncover mechanisms that enable humans to acquire world knowledge rapidly and efficiently from early infancy on.

• A Presidential Early Career Award for Scientists and Engineers (PECASE), one of 60 in the country, was awarded to Peter Sercel, physics, who is developing techniques for fabricating nanoscale devices such as semiconductor microlasers one-tenth the width of a human hair.

• In addition, four J.S. Guggenheim fellowships were awarded to biologists Philip DeVries, Russell Lande, and Janis Weeks, and to Robert Grudin, English; NEH fellowships were awarded to William Rossi, English; Jeffrey Ostler, history, Heather Tanner, Clark Honors College, and Kenneth George,

anthropology. The National Science Foundation awarded five Young Investigator Awards and three Career Awards. The CIES awarded more than 20 Fulbright Fellowships.

• Within the College of Arts and Sciences, physics professor Russell Donnelly will establish a National Turbulence Center with funds from the NSF, which will provide the resources to achieve state-of-the-art results in the experimental study of convection and turbulence and will provide the highest quality operation in flow tunnels and tow tanks of practical scale. The concept may change future research on turbulent flows and revolutionize the way submarines and surface ships are tested.

• Two fellow physicists, Jack Overley and Harlan Lefevre, head up a project, funded by the Federal Aviation Administration, on the detection of explosives through fast-neutron time-of-flight attenuation measurements that could advance the detection of explosives in airline luggage.

• In biology, Michael Lynch is program director of the graduate research training group in genetic mechanisms and evolution, one of the first of its kind awarded by NSF.

• Among the many projects underway in computer and information science are a new software engineering center and a project headed by Zary Segall and Steve Fickas on the architecture, design and implementation of mobile computers.

• The NSF and USDA are funding projects in geography that study climatic change; a project headed by Patrick Bartlein focuses on testing earth system models with Paleoenvironmental observations. Cathy Whitlock is studying the Paleoclimatic history of the Pacific Northwest during the last 150,000 years and is examining the causes of past climatic change.

• In geological sciences, Douglas Toomey received an award from the U.S. Geological Survey and the state of Oregon that provides resources to accomplish seismic monitoring in Oregon to improve the understanding of the nature of earthquake and volcanic hazards in the Pacific Northwest. Also of significance is an award from the W.M. Keck Foundation and the NSF to equip an optical microscope and scanning electron microscope-based image facility to be used in earth and materials science.

• In the College of Education some notable awards that focus on improving learning and living skills for individuals with developmental disabilities include a rehabilitation, research and training center on positive behavior support headed by Rob Horner; a national institute to improve the tools of technology, educational media, and materials (Douglas Carnine and Edward Kameenui); and the University Affiliated Program, a programmatic approach

to interdisciplinary training, exemplary service/model development, technical assistance and dissemination, which seeks to improve the quality of life for these individuals and their families within community settings.

• In the School of Architecture and Allied Arts, G.Z. Brown, architecture, headed up UO's collaboration with The Florida Solar Energy Center and the University of Central Florida on energy efficient industrialized housing project which develops demonstration houses, energy monitoring, and the demonstration of panelized construction processes.

• An award to Edward Weeks, planning, public policy and management, from the W.K. Kellogg Foundation is entitled, "Building Leadership through Democratic Dialogue," a project to document, disseminate, and extend citizens' involvement in the deliberative process of policy making.

• In the School of Law, Richard Hildreth and Jon Jacobson were awarded a NOAA Sea Grant to investigate the legal framework relevant to the recovery of weak coastal coho salmon stocks and their habitat.

• Three new interdisciplinary research institutes were formed in the last five years: the Institute for a Sustainable Environment (ISE); the Computational Science Institute (CSI); and the Computational Intelligence Research Lab (CIRL). The focus of the ISE is long-term sustainability of the earth's major environmental systems. A current collaborative project with Oregon State University headed by David Hulse at the UO is part of the follow-up to the President's Forest Conference in the Pacific Northwest. The goal of this EPA-funded work is to contribute to the ecological understanding and approaches needed by federal, state, tribal, and local government to implement ecosystem management effectively in the Pacific Northwest.

• The Computational Science Institute was established in September 1995. Computational science is the study and application of computation methods to models simulating such diverse phenomena as superconductivity, species extinction, molecular dynamics, gene expression, and seismic tomography. During its first year of operation, the CSI has been awarded several grants. An award from the NSF's Academic Research Infrastructure program is enabling the institute to develop a high speed computational, networking and graphics infrastructure that will allow for the rapid visualization and representation of large data sets.

• In the Computational Intelligence Research Lab scientists perform research on basic questions in artificial intelligence: search, knowledge representation, and reasoning. Emphasis is on planning, constraint satisfaction, and commonsense reasoning. A recent grant from the Advanced Research Projects Agency and headed by Matt Ginsberg, funds research focused on a comprehensive approach to planning and scheduling. Among other results,

the work should lead to significant advances in both the theory and the practice of military and industrial scheduling.

• The Institute of Molecular Biology conducts research directed toward understanding basic cellular mechanisms, including control of gene expression and development, genetic recombination, replication and transcription of DNA. In 1994 Carlos Bustamonte (chemistry) joined fellow institute member Brian Matthews (physics) when he also was selected as a Howard Hughes Medical Institute Investigator. A part of Dr. Bustamonte's work is a series of experiments designed to investigate the response of DNA, proteins, and their complexes when subjected to mechanical stress.

• In the Institute of Cognitive and Decision Sciences, Michael Posner, psychology, has been awarded a grant from the McDonnell Foundation on the cognitive neuroscience of attention.

• In the Institute of Neuroscience, the renovation and upgrading of the zebrafish facility is about to become a realized goal. The UO is the birthplace of the establishment of the zebrafish as a vertebrate model for research. A core of internationally recognized neuroscientists has been successful in garnering funds from NIH, NSF, and the W.M. Keck Foundation to completely renovate and expand the zebrafish facility and to complete the development of an international research database on zebrafish. It now seems possible that within a few years neuroscientists will unravel how the vertebrate nervous system develops as well as the underlying causes of many developmental defects. Insights gained from studies of the embryonic zebrafish will have profound implications for all vertebrates, including contributing fundamental insights into human health and disease.

• During the past five years, the university's centers and institutes have competed successfully for six NSF Academic Research Infrastructure grants, two for facilities and four for equipment benefiting the Computations Science Institute, Materials Science Institute, Institute of Neuroscience and the Institute of Molecular Biology.

A. 3. In regard to facilities:

3. a. specialized research facilities
3. b. unique and sophisticated equipment
3. c. research centers and institutes
3. d. specialized laboratories, collections, museums, herbaria, experimental areas

The University of Oregon has been an international pioneer in development of interdisciplinary research centers in the sciences, social sciences, and humanities. Twenty-two interdisciplinary institutes and centers provide opportunities for graduate training and research in addition to those offered

by schools and departments. Members of centers and institutes hold faculty positions in related academic departments. Graduate students who intend to do thesis or dissertation research work in one of the institutes must satisfy the graduate requirements of the related department through which they will receive their degree. The following list describes centers and institutes which are officially recognized by the Oregon State System of Higher Education, and subsequently established by statute:

Center on Human Development
The Center on Human Development (CHD) is the operational entity of the University of Oregon's University Affiliated Program (UAP), one of a network of more than 60 such programs nationally. The CHD was established in 1971 and the first UAP core grant award was received in 1972. The mission of the CHD is to improve the quality of life of individuals with disabilities and their families. The UAP and the CHD have four primary objectives that are jointly pursued: 1) the interdisciplinary training of professionals; 2) research, development and demonstration of exemplary, model programs; 3) technical assistance; and 4) dissemination of state-of-the-art knowledge and best practices. The CHD is comprised of 10 programmatic units or clusters of individuals that collectively address these four objectives.

Center for Advanced Technology in Education
The mission of the Center for Advanced Technology in Education (CATE) is to investigate and promote the use of advanced technology in education. CATE has identified four organizational goals. They are to promote and support: 1) efficient world-wide exchange of information on current topics related to the use of advanced technology in education; 2) the generation and dissemination of media and materials that enhance understanding about current and future applications of advanced technology in education; 3) research on issues and interventions related to the use of advanced technology in education; and 4) training and outreach efforts designed to enhance the knowledge and skills of educators, students, and parents about the use of advanced technology in education.

Institute for the Development of Educational Achievement
The Institute for the Development of Educational Achievement (IDEA) was established in the College of Education by OSSHE in 1984. IDEA's major focus is to serve as the primary unit within the college for promoting and managing research and outreach activities related to the academic achievement of children and young adults. The objectives are: 1) to establish, promote and sustain a culture and community of scholarship and collaboration, in the state of Oregon that has as its primary focus, improving the academic achievement of children and young adults; 2) to develop the organizational capacity to serve as primary resource to the university community, local school districts, educational agencies and people of Oregon on matters related to the academic achievement of children and young adults;

3) to serve as the primary research administrative unit in the College of Education for managing and promoting external and internal research, grant awards related to research on academic achievement of children and young adults; 4) to serve as the primary administrative unit in the College of Education for the managing and promoting outreach and service activities related to the academic achievement of children and young adults; and to produce, collect, synthesize, and disseminate information related to the academic achievement of children and young adults.

Center for Asian and Pacific Studies
The Center for Asian and Pacific Studies facilitates the coordination of undergraduate and graduate academic programs in Asian studies, East Asian languages and literatures, international business, international studies, Pacific Islands studies, and Southeast Asian studies. The center's associates include approximately 100 faculty members teaching and doing research in the humanities, social sciences, and sciences as well as in the UO professional schools and colleges.

Center for Housing Innovation
The purpose of the Center for Housing Innovation is to advance the state of knowledge and professional expertise related to the planning, design, construction, and manufacture of housing in North America, especially the Pacific Northwest. Center members are experts in housing production and manufacture, energy-related issues in housing, regulatory issues such as zoning and building codes, housing design, and user participation in housing and community design. Innovative use of wood products is a particular concern of the center.

Center for the Study of Women in Society
The Center for the Study of Women in Society is committed to generating, supporting, and disseminating research on women and gender. The center fosters collaboration and interchange among researchers interested in questions about women; the intersection of gender, race, and class; and feminist scholarship. Visiting scholars, seminars, conferences, and lecture series are part of the program. The center also provides grants and fellowships to faculty members and graduate students and supports efforts of collaborative research groups to secure external grants.

Center for the Study of Work, Economy, and Community
The Center for the Study of Work, Economy, and Community provides a facilitating structure for interdisciplinary research on issues of work and work organizations, labor force and labor market, and the economy and links to the community. The center has hosted visiting American and international scholars and conducts forums, conferences, and seminars as part of its programs. Research opportunities are available for graduate and undergraduate students.

Institute on Violence and Destructive Behavior
Approved by OSSHE in February 1995, the Institute on Violence and Destructive Behavior studies the conditions and factors related to the development and prevention of violence among children and adolescents. The Substance Abuse Prevention Program and the Peace Studies Program are affiliated with the institute. The institute provides an opportunity for students to connect their academic course work with research and community action.

Chemical Physics Institute
The Chemical Physics Institute promotes fundamental research in atomic and molecular systems. A combination of concepts and techniques from traditional chemistry and physics disciplines offers a unique approach to this work. The main thrust of the institute is research on isolated atomic and molecular processes and their relation to condensed phase and interfacial phenomena. The institute also participates in the Optical Science Center of Excellence, one of five UO Centers of Excellence in Advanced Science and Technology approved by the 1985 Oregon Legislative Assembly.

The Computational Intelligence Research Laboratory
The Computational Intelligence Research Laboratory (CIRL) performs research on basic questions in artificial intelligence: search, knowledge representation, and reasoning. Emphasis is on planning, constraint satisfaction, and reasoning about action and physical devices. The laboratory fosters an intimate relationship among a small group of researchers working in closely related areas and the graduate students they supervise.

Humanities Center
The Humanities Center stimulates, supports, and disseminates humanistic research, teaching, and public outreach. Representative disciplines include literature; philosophy; history; the study of languages; linguistics; religion; ethics; jurisprudence; archaeology; history, theory, and criticism of the arts; and historical, interpretive, conceptual, and normative aspects of the social and natural sciences and the professions. In addition, the center seeks to explore the relations of the humanities to other disciplines and to question traditionally accepted disciplinary boundaries and self-understandings.

Institute for a Sustainable Environment
The Institute for a Sustainable Environment was established to address the issue of the long-term sustainability of the earth's major environmental systems. The goal of the institute is to foster research and education on environmental issues at the University of Oregon, and institute programs encompassing environmental themes in the natural sciences, social sciences, policy studies, humanities, and the professional fields. Student research and work opportunities are available through institute projects.

Institute for Community Arts Studies
Founded in 1965 by a gift from Lila A. Wallace, the Institute for Community Arts Studies promotes and implements research, professional education, and community service programs that cultivate a public understanding of the arts in a broad context. The institute draws its participating faculty from the Arts and Administration Program and its associates from UO museums and the School of Music.

Institute of Cognitive and Decision Sciences
The Institute of Cognitive and Decision Sciences, established in 1987, promotes the study of intelligent systems. Research projects include work on human-computer interaction, computer instruction, the perception and comprehension of language, semantics, attention, motor skills, visual cognition, memory, computer models of sensory and cognitive processes, neuropsychology of cognition and emotion, linguistic and conceptual development, social categories and prejudice, deception, social dilemmas, negotiation, decision theory, expert systems, and risk assessment. Courses, seminars, and research projects allow graduate and undergraduate students to participate actively in the institute.

Institute of Industrial Relations
The goal of the Institute of Industrial Relations is to stimulate research and education about human resource management and industrial relations. The institute offers an integrated interdisciplinary program leading to either a master of science or a master of arts degree in industrial relations. Details of the degree program appear in the Lundquist College of Business report in Section C of Standard V.

Institute of Molecular Biology
The Institute of Molecular Biology fosters research and training in contemporary biology at the molecular level by bringing together scientists from various disciplines in a common intellectual and physical space. Current research is directed toward understanding basic cellular mechanisms in both eukaryotes and prokaryotes, including control of gene expression and development, genetic recombination, replication and transcription of DNA, translocation and folding of proteins and cellular signaling mechanisms. A more fundamental understanding is developed through studies of DNA-protein interactions as the basis for control of gene expression, macromolecular structure using imaging microscopies, x-ray crystallography and nuclear magnetic resonance, and structure-function relationships in proteins and in membranes. Along with the Institute of Neuroscience and the Department of Biology's Cell Biology Program, the Institute of Molecular Biology is part of the Biotechnology Center of Excellence at the University of Oregon. The institute includes the Center for Macromolecular Assemblies, funded by a grant from the Lucille P. Markey Charitable Trust.

Institute of Neuroscience
The focus of the institute is on experimental neuroscience, with the goal of understanding relationships between behavior and the chemical, morphological, and physiological functions of nervous systems. A special aspect of the program is an effective interdisciplinary approach to problems, brought about by the collaboration of scientists from various disciplines who have differing viewpoints about neuroscience. Within the program, a group of developmental neurobiologists is pursuing questions concerning the establishment of nervous-system patterns during growth. Additional research programs focus on the neuronal and neuroendocrine control of behavior, visual neurobiology, molecular neurogenetics, membrane biophysics, CNS regeneration, and proprioceptive mechanisms in humans. The institute provides a graduate curriculum in neuroscience that receives integrated input from participating faculty members.

Institute of Theoretical Science
The Institute of Theoretical Science provides a center for interdisciplinary research in overlapping areas of theoretical physics, theoretical chemistry, and mathematics. Research focuses on the areas of statistical mechanics, chemical physics, theory of solids and liquids, nuclear theory, elementary particle theory, accelerators, x-ray and lasers, astrophysics, general relativity, and applied mathematics. Graduate students with adequate preparation in one of the science departments may do thesis or dissertation research in the institute. The institute also sponsors postdoctoral research associateships and visiting professorships, usually funded by the United States Department of Energy and the National Science Foundation.

Materials Science Institute
The Materials Science Institute fosters research and education in the structure and properties of materials by encouraging collaboration among scientists in chemistry, geological sciences, and physics. Research topics include synthesis and characterization of novel metastable materials and optical materials; characterization of heterostructure and amorphous materials, interfaces, and devices; surfaces, surface-reaction dynamics, and interface formation; limited dimensionality; organic conductors and polymer science; ion-modification and ion probes for materials; and biotechnological materials. Close coordination is also maintained with materials and device colleagues at nearby Oregon State University and with the state's microelectronics industry.

Oregon Institute of Marine Biology
The Oregon Institute of Marine Biology is situated on 107 acres of coastal property along Coos Bay on the southern Oregon Coast. Research focuses on invertebrate physiology and biochemistry, larval biology, wetlands ecology, coastal ecology, marine snow, and on ecology and physiology of marine

phytoplankton. The institute facilitates graduate research on a range of related subjects, and offers summer, fall, and spring programs for undergraduate and graduate biology students and students in general science and environmental studies. Courses include marine ecology, invertebrate zoology, vertebrate biology, marine birds and mammals, algae, and biological oceanography. Students have the opportunity to conduct research projects in these areas. Facilities for individual research are available throughout the year.

Oregon Survey Research Laboratory
The Oregon Survey Research Laboratory serves as a resource and an intellectual home for faculty, staff members and students involved in survey-related research. The laboratory offers a complete range of survey-related services to nonacademic clientele including local, state, and federal government agencies; other research organizations; and nonprofit organizations. The laboratory provides training and instruction for students in survey methods, and it conducts and promotes research in survey methodology.

Solar Energy Center
The Solar Energy Center emphasizes a regional approach to research in using the sun's radiant energy for heating water; for lighting, heating, and cooling buildings; and for generating electricity. The center's efforts include the development and distribution of information; the development of needed technology and the facilitation of its application; and the study of legal, economic, and subsequent technical problems that accompany solar energy development in this region. University research personnel in the areas of architecture, planning, and physics are active in the center. Courses in solar energy are offered in the architecture; planning, public policy and management; and physics departments. The center sponsors frequent seminars attended by university and community people involved in various aspects of solar energy use.

Specialized Laboratories and Research Facilities

Space does not permit full description of the UO's many specialized laboratories and departmental research facilities, services, and programs. For further information, please refer to the General Bulletin or to departmental web sites. Examples follow:

College of Arts and Sciences:
Electron Microscope Facility
InfoGraphics Lab. Department of Geography
Instrumentation Neotectonics Laboratory
Center for the Cognitive Neurocience of Attention
Parallel Computing

Pine Mountain Observatory:

Research Facilities and Programs in Professional Schools (examples)

School of Music
Concert pipe organ by Jurgen Ahrend of East Friesland, Germany
Future Music Oregon (electronic music studio)
Gamelan Suranadi Sari Indra Putra (note: The UO School of Music is the only institution in the nation to include an ensemble of this kind as an integral part of its curriculum.
Kammerer Microcomputer Lab

School of Architecture & Allied Arts
Regional Daylighting Center
Energy Studies in Buildings Laboratory
Institute of Recreation Research and Service

College of Education
Center for Advanced Technology in Education
Center on Human Development
Child Development and Rehabilitation Center
Early Childhood Care and Parent and Child Education
Specialized Training Program
Speech-Language-Hearing Center
Western Regional Resource Center
DeBusk Memorial Center
ERIC Clearinghouse on Educational Management
International Society for Technology in Education
Oregon and National Career Information Systems
Oregon School Study Council
Talented and Gifted Institute for the Development of Educational Achievement
Technology Education Center

Lundquist College of Business
Charles H. Lundquist Center for Entrepreneurship
James H. Warsaw Sports Marketing Center
Lundquist College Technology Lab

A. 4. In regard to faculty

4. a. Explain how faculty scholarship and research are encouraged.

The University of Oregon encourages faculty scholarship and research through policies, programs, and support offices. Examples of policies that

encourage faculty participation in research include those which provide replacement salary and benefit support to awardees of prestigious fellowships, and award amounts equal to the National Endowment for the Humanities Summer Stipend to campus nominees for that program. Campus-wide, a portion of indirect costs received in support of extramural awards is returned to the generating unit to support expenditures that are research related.

The Office of Research and Faculty Development administers the New Faculty Award program, which assists beginning tenure-track faculty members with a summer stipend and flexible spending account and the competitive Summer Research Award, for which all tenure-track faculty are eligible. Additional assistance is provided in the form of proposal development funds and research-related travel assistance. Additional intramural programs include fellowships and grants which release a faculty member from teaching responsibilities for a term (Oregon Humanities Center Fellowship), and grants to support research on gender-related topics in any discipline (the Center for the Study of Women and Society), as well as the Junior Faculty Award which supports outstanding scholars and researchers in the College of Arts and Sciences. All tenure-track faculty are awarded annually an Academic Support Account, to be spent in support of professional activities.

The Office of Research and Faculty Development and the Office of Research Services and Administration also provide faculty an array of services to assist in getting projects underway. These include development of a research agenda, identification of funding sources, critiquing of drafts, and development of budgets. In addition, staff review each project proposal to assure compliance with applicable guidelines, laws, regulations, and rules and ensure that all required authorizations are in place.

4. b. Explain the part scholarship and research play in promotions.

The spirit of the university's expectations regarding faculty scholarship and research are perhaps best described in *the Faculty Guide to Promotions and Tenure*, pg. 4, which states, "To hold a tenured position at the University of Oregon, faculty members are expected to excel in teaching and service. But what distinguishes a research university - and an AAU member in particular - from other institutions of higher learning is its advancement of a discipline or profession by the contribution of new knowledge. What justifies the teaching load and research resources on this campus is the steady, regular expenditure of time and effort in research and creativity in the various disciplines. Thus your accomplishments in your discipline over the course of each year are a primary basis for evaluation and promotion and tenure." Faculty who are successful in meeting promotion and tenure standards must steadily conceive and pursue significant areas of new research, production, or performance, establish a respected reputation in their respective field, and

build a convincing record of these achievements. A detailed list of scholarly activities which are considered as evidence for meeting these standards is outlined in the *University of Oregon Faculty Handbook*, Chapter VI, "Special Conditions of Employment of Teaching Faculty...Criteria for Teaching-Faculty Evaluation." Further detail is provided at the college, school, and department levels.

4. c. Describe faculty participation in developing and monitoring research policies and practices.

Faculty at the UO participate in the development and monitoring of research policies in a numbers of ways. They serve on committees such as the Committee for Protection of Human Subjects, the Institutional Animal Care and Use Committee, and the Biohazards Safety Committee. Faculty also participate in the writing of research compliance assurances and policies designed to satisfy such requirements, e.g., conflict of interest policy and research misconduct policy. Campuswide, information and discussion forums are held when the UO is required to respond to areas requiring development of new policy and procedure; input from all faculty are welcome and expected at these sessions. A faculty research advisory council meets with the vice provost for research and graduate education to discuss and advise on policies related to institutional procedures affecting contracts, grants, development of indirect cost budgets, etc. The vice provost for research also meets quarterly with the directors of research centers and institutes to develop strategies, budgets, and policies affecting operation and growth of these centers and institutes. This year, the vice provost is convening a Planning for Excellence faculty group to advise on priorities for research directions, targets for current and future resources, and fundraising goals in support of university research programs.

A. 5. Indicate the approximate total of research funds for each of the past five years and the principal source of those funds.

Extramural support received by the University of Oregon in the form of grants, contracts, and awards for research and scholarly activity totaled $46.2 Million in Fiscal Year 1995-96. This is nearly double the amount received ten years ago. About 82 percent of support comes from Federal agencies. The three top funding agencies for the University of Oregon are the U.S. Department of Health and Human Services, the U.S. Department of Education, and the National Science Foundation. Support for research is also received from foundations and corporations, state and local government, and other public and private sources.

Fiscal Year	Federal	Non	Federal	Total (each in Millions)
1991	92	$34.2	$12.2	$46.4
1992	93	$37.9	$8.5	$46.4
1993	94	$33.6	$9.5	$43.1
1994	95	$40.6	$8.7	$49.3
1995	96	$38.2	$8.0	$46.2

B. Analysis and Appraisal: Analyze the institution against the standard for scholarship and research.

B. 1. What evidence is there to show that faculty scholarship and research have enhanced the educational effectiveness of the academic programs?

It is the policy of the University of Oregon that all research conducted on campus will have instructional and/or training relevance. It is also the policy of the university that whenever possible, research projects will create employment and training opportunities for students at all levels. The UO is the recipient of a number of graduate level training grants that provide a stipend and/or tuition support for students in areas such as special and rehabilitative education, psychology, developmental biology, chemistry, physics, and ecology and evolution. These grants are dependent on the high quality research programs being conducted by the faculty and funded through external sources. Another example is research experiences for undergraduates. These awards, which provide research positions in labs, are funded by the National Science Foundation and only faculty with research projects funded by the NSF may apply. Students are thus provided with research and training opportunities and financial support that would not be possible without an active and successful extramural research component. The University believes that such policy and practice greatly enhance the value of the education students receive at its campus.

B. 2. How do faculty scholarship and research policies and practices relate to and support the institution's mission?

The University of Oregon is a comprehensive research university and the only Oregon member of the Association of American Universities. Its programs of instruction are designed to provide the opportunity for students to obtain a high-quality education in liberal arts and sciences, as well as professional preparation.

The University of Oregon places a strong emphasis on research programs in the most advanced areas of scholarship, many of which have special applicability to high-tech industry. Its international programs facilitate research and exchange of students and faculty with other countries.

The University of Oregon also is a member of the Association of Research Libraries, an association of the largest research libraries in the country.

The university is guided by the principle that it shall make available educational opportunities of high quality to enable students to acquire knowledge, skills and wisdom for personal development and enrichment; an understanding of science and technology; an understanding of other peoples and cultures, as well as our own; and responsible participation in a democratic society. Fundamental to the success of the university's educational mission, is the preservation and encouragement of an atmosphere of intellectual freedom, of which research is a major part.

In the past year, faculty members and students engaged in active research programs have brought the university more than $49 million in research grants, primarily from federal agencies. University of Oregon science departments receive national attention for their work in such areas as computer science, genetics, materials sciences, optics, and neuroscience. Seven university faculty members belong to the prestigious American Academy of Arts and Sciences, and three faculty members are current members of the National Academy of Sciences.

Within this setting, students at the University of Oregon have access to the most current knowledge in classrooms, laboratories, and seminars conducted by active researchers. In turn, by sharing their research through teaching, faculty members are better able to articulate their findings and integrate their specialized studies with broader areas of knowledge. Their students learn that knowledge is a vital and changing commodity and that learning should be a lifelong activity.

B. 3. Analyze the advantages, if any, that have accrued to the institution from research conducted in recent years. What have been the disadvantages, if any?

Central to the University of Oregon's mission is the characterization of the institution as a comprehensive research university. Research pervades all of the university's scholastic activities.

It is a belief widely accepted at the University of Oregon that the faculty member most active in research is generally the best teacher. The excellence of our graduate programs depends upon the faculty remaining current with the latest developments in their disciplines. Every doctoral program requires students to produce a significant piece of original scholarship. Those charged with supervision of such undertakings must be in a position to recognize the quality of students' research efforts. How better to do this than to be active in research themselves?

Teaching at the undergraduate level also has its benefits. Recipients of the two prestigious teaching prizes the university awards annually are often among those faculty most active in research.

A major service this university provides to our state and beyond is the production of new knowledge. Research at the University of Oregon contributes to the understanding of scientific, social and cultural problems and relationships, and thereby directly supports our society's attempts to improve the quality of life.

The University of Oregon sees the primary advantage of an active research program in the quality of the faculty that active research requires. That requirement brings to the university many who are active contributors to their fields of scholarship. This leads to a general campus atmosphere of participation in learning and contribution to knowledge, which would not be the case if research were not performed. Research conducted in recent years has led to an increased visibility for the institution, as well as to the above mentioned financial advantages. The ability to attract scholars from around the world is clearly an advantage, as it provides an opportunity for undergraduate and graduate students to engage in research with leading scholars.

In accepting characterization as a comprehensive research university, the University of Oregon takes on the responsibility to society to generate new knowledge. Our faculty members, urged to articulate in basic and applied research, lay the groundwork for technological and social advances and a higher level of cultural awareness. After our mission of providing educational opportunity for Oregon's college students, this is our most important public service.

Another advantage of a research emphasis is the fundamental role research plays in graduate education. The university takes great pride in the quality of its graduate programs. In addition, the research program is playing an increasing role in the economic development efforts of the state. The economic development aspects of research not only bring the concepts of research and community service closer together, but also tend to raise interest among the state's citizens in the university's activities generally.

While recognizing that there are significant costs associated with an emphasis on research, this institution has decided that there are few, if any, disadvantages to it. There are some members of the faculty who believe that the importance of research may be emphasized to an unhealthy degree over the university's commitment to excellence in teaching and public service. Students also occasionally voice this concern. Research productivity may be easier to assess than is quality teaching or service, and personnel decisions can

rely too heavily on this single component. To the extent that this is so, a high priority placed on research can work to the university's disadvantage.

Another disadvantage is the pressure on the faculty to juggle many responsibilities at once, with the potential to reduce the amount of time that a faculty member has available for other areas of university responsibility.

B. 4. What proposals have been presented for improving faculty scholarship and research at the institution?

Each year, University of Oregon faculty members submit scores of proposals to federal and state agencies, to charitable trusts and foundations, and to businesses and industry seeking funds to advance their research. Many of these proposals require matching financial commitments from the university and/or cost sharing commitments of time, facilities, equipment, or other material. Each such commitment is negotiated by faculty members and the UO Office of Research prior to submission of the proposal to the granting agency. These commitments also entail a review of the research being proposed and an assessment of the relevancy of such research to the existing instructional and research programs of the university. The sum total of this activity results in millions of dollars of direct and indirect financial support for research contributed by the institution. Because the university prides itself on the strength of its interdisciplinary connections, interdisciplinarity of research is often a priority in determining the extent and duration of matching or cost sharing support.

B. 5. Analyze the workload of the faculty and institutional support in relation to opportunities for scholarship and research, including teaching loads and leave policy.

Teaching loads are not uniform across the university, varying depending on the discipline and other factors. To this extent, they are highly influenced by national and local tradition. Thus, teaching loads are lighter (generally about three courses per year) in the natural sciences and in a few other departments in which research is done in laboratory or clinical situations, while in the humanities and social sciences and in most professional schools the typical course load is six courses per academic year. Faculty in foreign languages, mathematics, and in design areas such as fine art and architecture tend to carry more contact hours than do other faculty.

Many departments encourage faculty members to arrange their course loads to increase their research time in a given term. Some departments have a work load equalization process for assigning teaching loads, allowing faculty with heavy research commitments slightly lighter course loads than faculty members less involved in research. The university administration has encouraged such variable teaching loads.

The university also has a well-established sabbatical program which aids faculty members to attain scholarship and research goals. The Oregon State Board of Higher Education in 1984 improved the university's sabbatical leave program through a general increase in benefits, and thereby gave positive encouragement to faculty to apply for sabbatical leaves. A sabbatical is available after six years of full-time service on a basis of 60 percent of full pay for a three-term leave, 75 percent for a two-term leave, or 85 percent for a one-term leave.

The university also has been very liberal in granting leaves without pay to faculty members who request them. Faculty who can obtain full funding for leaves from extra-university sources and who have good professional reasons for taking leave, are encouraged to do so. Naturally, this system is not used as often as the sabbatical system.

The University of Oregon recently established membership in the National Faculty Exchange. This helps bring outside visitors to this campus and also makes it possible for our faculty to spend all or part of a year at another institution for purposes of professional development.

B. 6. In what areas does and should the institution make significant contributions through research?

The university makes significant contributions through research in all areas in which it has graduate programs, and has earned a reputation for excellence in its research. The university is able to provide a wide array of advanced teaching and research environments where graduate students are stimulated to excel in discovery and scholarship—discovery and scholarship of the highest quality being the guiding principle.

C. Supporting Documentation for Standard X: Scholarship and Research

1. Principal Investigator's Manual: A Handbook for Proposal Development and Award Administration

STANDARD XI

GRADUATE PROGRAM

A. Description for self-study

A. 1. Provide a current copy of the institution's graduate school bulletin or catalog and other printed material that describe pertinent phases of the graduate program.

On file in the accreditation resource room.

A. 2. State the objectives of the graduate program

The major purpose of graduate education at the University of Oregon is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the joint responsibility of faculty members and graduate students to work together to foster these ends through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

A. 3. Explain the organization of the graduate school, indicating:

3. a. The selection, tenure and background of the chief academic administrator for graduate education, his/her duties and responsibilities, and to whom he/she is responsible.

The chief academic administrator for graduate education at the University of Oregon is the vice provost for research and dean of the graduate school. This post is currently held by Dr. Steadman Upham, who was joined the university in 1990. He has held the post of vice provost and dean of the Graduate School since that time.

In 1994, following an administrative audit of the university by Peat Marwick (see Standard VIII), the position of vice president for research was eliminated, and responsibilities for supervision of the office of research and the indirect cost budget were shifted to the portfolio of the vice provost and dean of the graduate school. The current organizational chart accurately reflects the present structure of this office.

Dr. Upham earned his Ph.D. in anthropology from Arizona State University in 1980 and has held tenured faculty positions at New Mexico State University (1981-1989) and the University of Oregon (1990-1996). Dr. Upham

currently holds the rank of professor, and his academic and administrative accomplishments are summarized on his curriculum vitae.

The vice provost for research and dean of the graduate school reports to the provost and has primary responsibility for administration of the research program of the university and supervision of graduate education. In this capacity, the vice provost administers a research budget of approximately $48 million annually and an indirect cost budget in excess of $9 million. Directors of the 22 interdisciplinary centers and institutes at the University of Oregon report to the vice provost for research, and the vice provost is responsible for managing the Office of Research Services and Administration, the Office of Research Compliance, and the Office of Technology Transfer. The vice provost is also responsible for insuring institution-wide standards for graduate education, providing a quality control function for the academic departments, and administering the office of the graduate school.

A primary responsibility of the vice provost is to stimulate, facilitate, and encourage high-quality research in support of graduate education, especially the support of graduate students. The vice provost is responsible for the university's relationship with the Graduate Teaching Fellows Federation, a union local of AFT and AFL-CIO, which is the bargaining unit for graduate assistants. Collective bargaining agreements with the GTFF are negotiated biennially and involve all of the conditions of employment, the setting of wages and other benefits, and the management of the insurance agreement for health, dental, and vision coverage.

The vice provost maintains active relations with the University of Oregon Foundation, and is currently working with foundation trustees to create an administrative framework within the foundation to support research and technology transfer. In addition, the vice provost is the university's chief research officer and is responsible for managing development activities in the Riverfront Research Park, a cooperative venture with the City of Eugene that is intended to bring knowledge-based industries to the doorstep of the university.

Two faculty councils advise the vice provost for research and dean of the graduate school. The Graduate Council, one of the oldest elected faculty bodies in the university, meets monthly to discuss issues affecting graduate education and to provide advice and set policy for the administration of graduate programs. The Research Advisory Council is a group of appointed faculty members that meets quarterly to advise the vice provost on matters affecting research and administration of the indirect cost budget.

The vice provost for research and dean of the graduate school is a member of the president's executive staff and the provost's executive staff. This individual serves as a member of the Academic Council of Deans and the

OSSHE Graduate Deans' Council. Dr. Upham is active nationally and is currently a member of the board of directors of the Council of Graduate Schools (CGS), and sits on the executive committee of the Association of Graduate Schools of the Association of American Universities (AAU). Dr. Upham has also served on the executive committee of the Western Association of Graduate Schools, serving as the organization's president in 1994.

3 b. the makeup of the Graduate Council or comparable body, how members are selected, the academic areas represented, and whether or not the council is a policy-forming body.

The formal processes that govern the selection of the Graduate Council and detail the council's roles and responsibilities are described in the official record of the University Senate (adopted 2/28/94). This document is on file in the resource room.

3 c. the selection of graduate faculty, their functions and responsibilities, graduate faculty meetings, and the role of the graduate faculty in formulating graduate policy;

The University of Oregon does not have a regularly constituted graduate faculty. Instead, all members of the faculty who hold regular academic appointments at the rank of assistant professor or above and have the highest earned research degree, usually interpreted to mean the Ph.D., are eligible to serve on graduate committees and to chair doctoral dissertation committees. The Graduate School maintains an active roster of these individuals and monitors their participation on graduate committees.

4. Indicate for the graduate faculty of each graduate program:

4. a. the number of full-time faculty members; number and FTE of part-time faculty members;

For fiscal year 1996, the number of full-time faculty members at the University of Oregon was 795. For fiscal year 1996 the number of part-time faculty members at the University of Oregon was 421, with an FTE of 196.74.

4. b. earned degrees, when and where obtained, and specializations;

A complete listing of faculty members, their specializations, and places and dates of degrees can be found in the *University of Oregon Bulletin*. Table 2, Standard VII lists current UO faculty members and their degrees by institution of origin.

4. c. professional experience, research and publications;

Most individual colleges and schools maintain records of faculty publications, professional involvement, and external recognition. These records are also a part of the program review files (which are available in the Graduate School). Although the university does not maintain a centralized record of all the varied activities for every faculty member, it does publish the Directory of Expert Resources (on file in the resource room) and maintains a Web site with this information (http//:darkwing.uoregon.edu/~uocomm/experts/faculty.cgi). Individual departments and/or schools and colleges also report on current activities in their newsletters and annual reports.

4. d. sabbaticals and other leaves taken during the past three years;

Document 2 at the end of this chapter lists sabbatical leaves and other leaves taken during 1993 through 1996.

4. e. current membership in professional societies; attendance and presentation of research papers at professional meetings during the past three years;

As mentioned in "c" above, the complete program review files contain detailed information on individual faculty members. These files are available in the Graduate School.

4. f. special and noteworthy external recognition of faculty during recent years;

The following is not an exhaustive list of external recognition, but rather a sample of some of the more recent accomplishments of our faculty. Within each of the general categories of accomplishments, the entries are presented alphabetically by the last name of the first faculty member mentioned. Other examples of recognition can be found in the chapter devoted to Standard X.

Grants and Other Funding

Three Specialized Training Program faculty—Rick Albin, Dan Baker and Phil Ferguson—have received highly competitive one-year fellowship awards worth $40,000 each from the National Institute on Disability and Rehabilitation Research. Their awards represent 30 percent of all of these prestigious national awards given in 1996.

William Ayres, anthropology, was awarded L.J. and Mary C. Skaggs Foundation funding for archaeology and site conservation, Nan Madol, Pohnpei, Micronesia. He also has received Easter Island Foundation support for a student from Easter Island to attend UO.

Four faculty members have been awarded Freeman Faculty Fellowships for new and innovative research on Asia-related topics during 1996. They are Bruce Blonigen, economics; Mike Hibbard, planning, public policy and management; Glenn May, history; and Sandra Morgen, sociology and Center for the Study of Women in Society. The Center for Asian and Pacific Studies also has allocated Freeman Foundation funds to supplement a new U.S. Department of Education grant that will help business faculty members learn about Asia and integrate Asia-related materials into their curricula.

Cynthea J. Bogel, art history, received a Getty Fellowship for research during 1995-96 for a book on eighth- and ninth-century Japanese Buddhist sculptural history. Last summer, she was visiting international professor at Meiji University, Tokyo, where she presented a series of lectures on "New Approaches to the Study of Art and Culture."

Kathie L. Carpenter and Stephen Branchflower, Southeast Asian Studies, received United States-Indonesia funding for "Architecture of Indonesia" and Asia Society funding for "Teach Asia: An Emergency Technology Project on Japan and Thailand." Professor Carpenter also received U.S. Department of Education funding for "Using Authentic Texts to Teach Reading in Thai" and for the 1996-98 summer programs in advanced Indonesian language study.

Russell J. Donnelly, Physics, has received a $5 million National Science Foundation grant to test, with colleagues from Yale University, the central questions of physics related to intense convection and turbulence.

Dianne Dugaw, English, received a $10,000 Rippey Award to develop an innovative model bringing an interdisciplinary, cross-cultural, and historical perspective to the introductory literature course, English 104.

Stephen Durrant, Asian studies, and Richard Steers, international affairs, received $101,163 in U.S. Department of Education funding for "Understanding Asian Markets and Business Practices: Integrated Faculty and Curriculum Development at the UO." They also received The Freeman Foundation funding totaling $145,000 for Asian student scholarships, faculty fellowships, and faculty lecture series. Stephen Durrant also received $138,377 in Ford Foundation funding for the UO and Lewis & Clark joint program to integrate and enhance programs in Asian studies.

Stephen Durrant, Asian and Pacific studies, and Steven Shankman, Humanities Center and English, have received a $160,000 grant from the National Endowment for the Humanities, one of just two awarded this year for collaborative projects. They will write a book, "The Siren and the Sage: Knowledge and Wisdom in Ancient Greece and China." The book will

explore both the similarities and the differences between the Greek classics and the literature and language of China.

Jon Erlandson, anthropology, has received an Oregon Parks and Recreation Department grant for archaeological evaluation of Yachats Trail 804, Lincoln County, Oregon.

Andrew Goble, history, has received a Japan Foundation grant to hold a bi-national conference, "Tools of Culture: Japan's Technological, Medical, and Intellectual Contacts in East Asia, 1100-1600."

The National Science Foundation has selected two UO faculty members to receive Faculty Early Career Development Program grants. Michael M. Haley, Chemistry, will receive $195,000 to conduct research and develop activities aimed at providing undergraduate and graduate students with "hands-on" learning in their study of chemistry. Elizabeth Housworth, mathematics, will receive $51,000 to conduct research in mathematics and improving mathematics education.

Sandy Harvey, anthropology, received W.K. Kellogg Foundation/La Clinical del Carino funding for "La Communidad Sana" ("The Healthy Community").

Robert Hill Long, creative writing, received a $3,000 grant from the Oregon Arts Commission.

John Lukacs, anthropology, has received a National Geographic Society research grant for "Bioarchaeology of Mesolithic North India: Chronology, Demography and Subsistence." From the University of Allahabad, he will collect samples at archaeological sites and analyze evidence of diet and disease in ancient human remains.

Peter Sercel, physics, has been named recipient of an Army Research Office Young Investigator Award. Worth $50,000 a year for three years, the award will help fund Sercel's research on "Optical Spectroscopy of Quantum Dots." Sercel, has also been awarded the Physics and Materials Science Presidential Early Career Award for Scientists and Engineers. The $500,000 grant is to help fund research on techniques for fabricating nanoscale devices such as semiconductor microlasers one-tenth the width of a human hair.

Priscilla Southwell, political science, was granted $21,600 from the National Science Foundation to research the mail-in ballot used to fill Bob Packwood's vacant senate seat.

Molecular biologist Frank Stahl, a national leader in DNA research, has been re-named the American Cancer Society's Research Professor of Molecular Genetics, the society's most prestigious research honor. The five-year award

of $250,000 will support Stahl's yeast cell division research that may lead some day to fuller understanding of human cancer.

Terry Takahashi, biology, received a three-year $150,000 award to continue his research into the link between perception and attention. The McKnight Investigator Award from the McKnight Endowment Fund for Neuroscience supports and stimulates innovative research pertaining to memory and diseases affecting memory.

Jerry Williams, theater arts, received a $3,000 grant from the Oregon Arts Commission.

Recognition of Research or Performance

Joan Acker, sociology, was awarded the American Sociological Association's Career of Distinguished Scholarship Award in 1993. This award has been given to fewer than 25 sociologists ever.

C. Melvin Aikens, anthropology, is the 1995 recipient of the $10,000 High Desert Museum's Earle A. Chiles Award in high desert natural resource management. The award honors his three decades of landmark research and scholarly activities in environmental archaeology.

Mark Beudert, music, made his Italian debut at the Teatro Reggio in Torino, Italy, in Kurt Weill's opera, "Street Scene." A leading tenor with major opera companies around the world, he sang the role of Sam Kaplan, a part he also sang for premieres in England, Scotland, and Portugal.

Carlos Bustamante, chemistry, and four physics faculty members—Rudy Hwa, Stephen Kevan, Tom Mossberg, and George Rayfield—were among 180 scientists recently elected fellows of the American Physical Society.

The University of Oregon has two Howard Hughes Medical Institute Senior Investigators: Carlos Bustamante, chemistry, and Brian Matthews, physics.

Richard W. Castenholz, biology, recently was elected a fellow of the American Academy of Microbiology for his outstanding contributions to the science and profession.

Three biology faculty members—Philip J. DeVries, Russell Lande and Janis C. Weeks—are among 158 artists, scholars and scientists selected as 1996 Guggenheim Fellows for their "unusually distinguished achievement in the past and exceptional promise for future accomplishment."

Russell J. Donnelly, physics, is the 1996 recipient of the Lars Onsager Medal from Trondheim University in Norway for his 40-year research in low-temperature physics.

Garrett Hongo, creative writing, received the Frances Fuller Victor Award for best literary nonfiction of 1996 for his memoir, "Volcano.

Physics faculty members to be selected fellows of the American Physical Society are as follows: Rudolph Hwa, Stephen Kevan, Thomas Mossberg, George Rayfield. Selected from Chemistry is Carlos Bustamante.

Mary Lawrence, law, is the first recipient of the Award for Distinguished Service to the Profession from the Association of American Law Schools Section on Legal Writing, Research and Reasoning. Creator of the nationally recognized UO course on legal research and writing, she will be honored during the AALS annual meeting in 1997.

Chang-rae Lee, creative writing, has been named winner of the 1995 PEN/Hemingway Award for his widely acclaimed "Native Speaker." He also is recipient of the 1995 Barnes & Noble Inc. Discover Great New Writers Award which recognizes the finest work by a first-time American novelist featured in the bookstore chain's 1995 Discover program. Further, Professor Lee wrote an essay published in *The New Yorker* that was picked for "The Best American Essays 1996."

Brent Mallinckrodt, counseling psychology, received the 1996 Distinguished Early Career Award by the Society for Psychotherapy Research.

James Mohr, history, received the Norman Brown Award for excellence in scholarship and teaching.

Provost John Moseley, physics, has been elected a fellow of the American Association for the Advancement of Science.

Jeff Ostler, history, received the 1996 Carstensen Award for his article, "The Rhetoric of Conspiracy and the Formation of Kansas Populism," published in Agricultural History, vol. 69.

Stephen Ponder, journalism and communication, is co-winner of the American Journalism Historians Association's outstanding research award for the best paper presented during the group's annual conference at the University of Western Ontario. He has been invited to submit his paper, "That Delightful Relationship: Presidents and White House Correspondents in the 1920s," to the AJHA journal, *American Journalism.*

Michael Posner, psychology, received the 11th annual Charles A. Dana Award for Pioneering Achievements in Health and Education. The award carries a $50,000 prize. Posner and his collaborator Dr. Marcus E. Raichle were honored for their use of neuroimaging and its development into a credible, versatile tool for understanding human cognition and solving clinical problems.

Recipients of National Institute of Mental Health Merit Awards are as follows: Mary Rothbart, Lew Goldberg, Don Tucker, all in psychology.

Kathleen Rowe, English, has won the Emily Toth Award for the best single-authored feminist study of popular culture/American culture from the Popular Culture Association/American Culture Association for her book, *The Unruly Woman: Gender and Genres in Laughter.*

Zary Segall, computer and information science, has been elected a fellow of the Institute of Electrical and Electronics Engineers, Inc., "for contributions in the fields of performance visualization and dependability evaluation of parallel and distributed systems."

Members of the National Academy of Science are as follows: Frank Stahl, biology; Brian Matthews, physics; Michael Posner, psychology; and Peter von Hippel, chemistry.

American Cancer Distinguished Research Professors are as follows: Peter von Hippel, chemistry, and Frank Stahl, biology.

4. g. proportion of graduate course offerings taught by full-time faculty members during each of the previous three years;

Document 3 at the end of the chapter displays this information for 1993-1996.

4. h. proportion of graduate course offerings taught by faculty whose main activity is outside the classroom;

See Document 3.

A. 5. Describe the steps and procedures in implementing new advanced degrees, graduate courses, and curricula, and the role the graduate school plays in the process.

The handbook, *Procedures for the Inauguration of a New Graduate Degree or a New Graduate Program Leading to a Degree or Certificate,* detailing the entire procedure to follow is available in the resource room. However, proposers take the following steps, essentially in the following order:

• Prior to preparing a formal proposal, faculty members proposing a new degree or certificate program should meet with the dean of the Graduate School to discuss the merits of the new initiative. With the dean's permission, the proposers shall prepare the OSSHE proposal for the initiation of a new instructional program. Following approval of the OSSHE prepoposal by the Academic Council, the proposers may proceed to develop a formal program proposal.

• Proposers then prepare responses to the appropriate forms supplied by the Oregon State Board of Higher Education. These responses should be used as the basis for all future communication.

• Proposers consult with and seek approval of the college or school dean and appropriate faculty of the college or professional school housing the new degree program. This consultation might take place with a review committee or with a meeting of interested faculty. They then consult with other schools or colleges that might be affected by the proposed degree or program and with the university librarian to determine the extent of existing library resources supporting the proposed program. Estimates of new costs should also be provided.

• With the dean of the Graduate School, proposers bring the proposal to the Office of the Provost for a preliminary discussion on the question of funding, institutional priorities, the wisdom of seeking support from other institutions within the state, and other matters as deemed appropriate.

• The proposers hold an open faculty forum to allow as many interested faculty members as possible to express their opinions.

• The proposers consult with the Office of Academic Advising to determine the demand for the new program and its impact on student schedules.

• All graduate degree or program proposals must be submitted to the Graduate Council for approval.

• If approved, the proposal is submitted to the University Committee on the Curriculum for inclusion in the report of the committee to the University Senate.

• Proposers return the proposal to the provost, who will take it, as appropriate, to the chancellor's office for staff review.

• The proposal is presented to the Oregon State Board of Higher Education for final consideration.

A. 6. Indicate for each graduate program:

6. a. enrollment by degree level, the number of degree students for the fall term of each of the past five years. Indicate what fraction is part time;

See Document 4, *Graduate Student Enrollments, 1990, 1993, 1996,* located at the end of this chapter.

6. b. by degree level, the number of master's and doctoral degrees conferred for each of the past five years;

See Document 5., *Degrees and Certificates Awarded 1995-1996, 1985-1995,* loctaed at the end of this chapter

6. c. by degree level, the attrition rates.

See Document 6, *Graduate Degree Process 1991-92 to 1995-96,* located at the end of this chapter.

A. 7. Indicate the placement patterns and other measures of success of each program's graduates.

The Graduate School conducts exit surveys of all graduating students and administers the Survey of Earned Doctorates to all graduating Ph.D. students. Data from the Graduate School's exit survey are summarized annually and contain information about students' experience and progress through the various graduate programs at the university and information on first job placements following conferral of the degree. These data are available in the resource room.

A. 8. Indicate for the current year and each of the past three years the amount of library and information resources funds made available for materials aimed at graduate study, teaching and research.

While faculty members and graduate students benefit from the library's general resources, e.g newspapers, electronic databases, etc., a percentage of the budget is used to purchase materials that are used primarily (if not exclusively) for research and graduate study. These are the categories listed in this report. These figures are broken out of the total acquisition budget and will not necessarily correspond with expenditure statistics published elsewhere (ARL, etc.). Note also that this reflects library expenditures only and does not include any additional expenditures made by schools, colleges, or departments in support of discipline-specific labs.

Library and Information Resources Used Primarily for Graduate Study

	FY95-96
$ 427,500	(monographic firm orders)
$ 20,000	(new serial orders)
$1,400,000	(existing serial/standing orders)
$ 200,000	(specialized approval plans)
$ 75,000	(income from gifts and grants)
$2,122,500	total 95-96
	FY 94-95
$ 412,538	(monographic firm orders)
$ 20,000	(new serial orders)
$1,351,000	(existing serial/standing orders)
$ 193,000	(specialized approval plans)
$ 75,000	(income from gifts and grants)
$2,051,538	total 94-95
	FY93-94
$ 398,099	(monographic firm orders)
$ 20,000	(new serial orders)
$1,303,715	(existing serial/standing orders)
$ 186,245	(specialized approval plans)
$ 75,000	(income from gifts and grants)
$1,983,059	total 93-94
	FY92-93
$ 384,165	(monographic firm orders)
$ 20,000	(new serial orders)
$ 1,258,085	(existing serial/standing orders)
$ 179,726	(specialized approval plans)
$ 75,000	(income from gifts and grants)
$1,916,977	total 92-93

A. 9. Indicate for each program the amount of graduate student support:

See Document(s) 7 for the following information on graduate study support:

9. a. number of graduate assistants by discipline;

9. b. number of fellowships and traineeships, including federal programs, institutional, foundations, and other sources;

9. c. percentage of graduate-degree students holding graduate appointments;

9. d. other types of financial aid.

A. 10. Provide the following admissions information for each graduate program for fall term for the past three years:

See Document 8, *Mean and Minimum GRE Scores for Admitted and Enrolled Students 1993-1995*, located at the end of the chapter for the following:

10. a. mean aptitude test scores of applicants accepted and enrolled students;

10. b. minimum aptitude (e.g., GRE) and language test (e.g., TOEFL) scores of applicants accepted and enrolled students;

10. c. mean undergraduate GPA of entering graduate students;

10. d. admissions procedures.

Admission procedures for UO graduate programs are described in the UO Graduate Admission Bulletin, pp 42-48, available in the resource room. Additional information is available in each school or college dean's office.

A. 11. Examine graduation requirements by describing:

11. a. policies relative to the standard including residency requirements and credit hours;

11. b. policies with regard to granting credit and accepting transfer credits.

The UO's graduate school policies on residency, degree credit hour requirements, granting of credit and accepting of transfer credits are described on pages 42-48 of the UO Graduate Admission Bulletin, available in the reosurce room.

A. 12. Summarize the strengths and weaknesses noted in any external or internal reviews conducted of any graduate degree programs during the past five years.

Individual summaries of academic program reviews conducted by the Graduate School are presented as memoranda of understanding. Samples of these memoranda are available in the resource room. In general, the program review process at the University of Oregon provides an effective way to assess the academic strengths and weaknesses of degree-granting units. In addition, and perhaps more importantly, it provides a way for the university, the college administration, and the department to set short-term and

long-term goals and to identify priorities in planning and staffing. The format of the review is especially useful in identifying the accomplishments of the faculty and students in teaching, research, and service.

A major limitation for all academic units at the University of Oregon is the fiscal environment in which the university has operated since 1991 when Measure 5 was enacted. Resource constraints prevent reinvestment in the university's infrastructure and impede the university's ability to take advantage of all opportunities in academic units. In many cases, relatively minor reinvestments in areas with academic potential could make major differences in advancing academic quality. Generally, such reinvestments fall into three categories: (1) investments in facilities and equipment; (2) funding for outstanding graduate students; and (3) funding for new faculty positions.

Because one purpose of the University of Oregon's academic program review process is to identify ways for academic units to advance in quality, resource limitations have been especially frustrating. Despite this fact, many of UO's academic units rank in the top one-half of departments nationally (NRC Study of the Research Doctorate) and several rank among the very highest.

General Discussion

The strength of the graduate program at the University of Oregon is directly linked to the strength of the research enterprise at the university. In the sciences and some of the social sciences, research is underwritten by federal support obtained through competitive research grants and contracts. In the humanities and fine arts and in the professional schools, federal support is generally not available to underwrite the costs of research. Consequently, the institution plays a much larger role in seeding and supporting research activities in these latter areas.

Federal support for research and graduate education is one of the principal reasons for the strength of Oregon's current graduate programs. At the same time, dwindling federal support for basic research because of budget pressure in Washington, D.C., coupled with an ambivalent attitude within the state toward graduate education and research suggests that challenges lie ahead in maintaining the current degree of quality in graduate programs.

Compared to the very best graduate programs in the country, the University of Oregon's graduate programs are small in size with fewer faculty members and fewer students, yet Oregon's faculty is extremely productive. On a per capita basis, Oregon's faculty ranks fourth nationally in grant-getting and total federal support for research. But as several studies have shown, the high ranking of graduate programs is directly related to the size of the faculty. Consequently, it is unlikely that Oregon's graduate programs will ever rank in the top 10 percent unless significant investments of new faculty members

are made. Having said this, however, it is worth noting that several of the University of Oregon's graduate programs are indeed highly ranked.

A strength of graduate education at the University of Oregon is the emphasis placed on interdisciplinary research. Interdisciplinary research reaches its highest expression in the centers and institutes. The UO has 22 centers and institutes devoted to interdisciplinary scholarly inquiry and research. Graduate students are encouraged to become involved in institute activities, and UO faculty members participate in one or more institutes. In the sciences, where the institute structure is most highly developed, significant federal support for graduate education is obtained by institute faculty. In the humanities, centers such as the Oregon Humanities Center provide opportunity and small amounts of funding to support and encourage outstanding graduate students. Activities in the institutes are complemented by the specialized research facilities, studios, laboratories, galleries, and museums that support research and scholarship at the University of Oregon.

Graduate students are recruited aggressively by the academic departments and come from throughout the nation and indeed from much of the developed and developing world. The quality of graduate students is high, with data from the AAU *Study on Doctoral Education* indicating that UO graduate students rank near the average of graduate students at other AAU institutions on the Graduate Record Exam.

Support for graduate students remains a problem. Stipends for teaching assistants remain low relative to the national average, although the full waiver of tuition and the provision of health insurance to GTFs make a positive difference in UO's ability to recruit students to campus. Dramatic increases in the level of stipend support are unlikely, given constraints of the university budget and the funding for higher education in Oregon. The Graduate School and the Graduate Council are working with the University of Oregon Foundation to attract private donations for graduate student support through the current capital campaign.

If there is reason for optimism about improving the quality of graduate education at UO, it resides in the commitment and productivity of faculty. Among the faculty, graduate education remains a high priority, and faculty dedication to graduate teaching and the supervision of graduate students reflects well on the institution. Graduate education helps to define the university as research-intensive, a designation that is extremely meaningful to the faculty.

B. Analysis and Appraisal

B. 1. To what extent can the objectives of the Graduate School be achieved under the present graduate program, facilities, organization and resources?

The objectives of the Graduate School are to ensure that research and teaching at the highest levels of knowledge and learning are part of each graduate program, and that the administration of graduate education provides for equitable and ethical treatment of students and faculty within the academic process. These ideals have guided graduate education for a long time at the UO and have been recently summarized in the publication *Guidelines for Good Practice in Graduate Education*, appended to this chapter, which was endorsed by the University Senate as a statement of the UO faculty on May 24, 1995. The Graduate School and the Graduate Council, the policy-making bodies governing graduate education, are charged with administrative oversight of UO's graduate programs. The Graduate School also exercises a quality-control function by monitoring compliance with university policies and through the petition and waiver process. Each field of study or disciplinary specialization also has its own policies and guidelines. All of these programs, however, share a common administrative structure administered through the Graduate School.

The individual programs are reviewed internally in their home departments or schools. University-wide review is conducted on a 10-year rolling basis. This assessment activity has been discussed in response to question A.5. Graduate School policies and procedures have evolved over time in response to the changing needs of programs, the faculty, and students. Since the Graduate School "umbrella" covers such a wide variety of individual programs, it is not surprising that there is occasional dissatisfaction with the application of a general rule to particular circumstances. In such instances, the Graduate School makes an effort to accommodate variation in practice while adhering to the standards of quality demanded by the faculty. The overall policies of the Graduate School serve the individual degree programs and the university as a whole well. Changes in policy follow a framework for consultation that begins with the elected Graduate Council, the heads of affected departments, deans, and central administrators.

Since the arrival of a new graduate dean in 1990, it has been possible for the Graduate School to implement a number of programs and services that enhance the intellectual offerings available to graduate students and support them financially and emotionally.

In addition to expanding the entries on graduate programs in the *UO Undergraduate and Graduate Bulletin*, an entirely new publication, the *Graduate Admission Bulletin*, has been created for use in recruiting and publicity. A graduate newsletter, *KIOSK*, is now produced at least twice per

year, each issue featuring the research of a recent UO graduate. It is distributed to all graduate students and includes information on fellowships, workshops, and other professional development opportunities.

Graduate School staff regularly provide or participate collaboratively in local workshops on topics related to the academic and professional life of graduate students. Such offerings include regular workshops dealing with graduate funding, strategies for getting to and surviving the oral dissertation defense, preparation of a curriculum vitae, job search strategies, and interviewing skills. Also, there have been one-time workshops on such topics as careers in science.

In recent years, the Graduate School leadership has played an active part in regional and national professional organizations. The dean served one term as president of the Western Association of Graduate Schools and is currently on the executive committee and board of directors of the Council of Graduate Schools, the Association of Graduate Schools, and the Council on Research Policy and Graduate Education. Graduate School senior staff members have participated actively in the development of workshop programs for the Western Association of Graduate Schools, in editing the proceedings, and in hosting the regional meeting.

In general, the quality of facilities and specialized resources that support research and graduate education depend on the availability, amount, and duration of financial support. During the last 10 years, significant increases in federal and foundation support have been made. Projections based on current research activity indicate that the UO will exceed $50 million in research grants and contracts for the first time in 1996-97. We believe this is a significant achievement given the current climate for federal research funding, the size of our faculty, and the fact that UO has neither a medical nor engineering school. This increase in funding has enabled continuous improvement in the quality of research and in the graduate program, albeit in areas in which research funding is most available.

In addition, two special facilities dedicated to graduate education have been created within the physical space occupied by the Graduate School. The Leona Tyler Conference Room was created as a location for oral defenses of theses and dissertations as well as other meetings (e.g., Graduate Council) that pertain to graduate issues. The adjacent Graduate Funding Library houses documents, publications, and a database of information on scholarships, fellowships, and research funding for graduate students and postdoctoral fellows. In addition to the documents themselves, assistance is made available to graduate students who are preparing applications and need advice or editing suggestions.

Finally, throughout this document, there have been many references to the effects of Measure 5 and the expected effects of Measure 47 on university affairs. The graduate program is no exception, despite the dramatic increases in funding for R&D. Specific examples of facilities and resources that would improve the various graduate programs are discussed under numbers 3, 4, and 5, below and will not be previewed here.

B. 2. What are considered to be the strengths and weaknesses of the graduate faculty?

As has been previously stated, the University of Oregon has no graduate faculty per se (See A.3.c., above). The faculty as a whole consists of just less than 800 individuals, exhibiting a wide variety of specializations, skills, talents, and accomplishments. UO faculty members are hard working and dedicated individuals. Most of them meet or exceed university expectations for teaching and research, and they help the University of Oregon maintain its excellent reputation as a major AAU research university.

The Ph.D. and many M.S. and M.A. degrees are research degrees. Thus, the research interests of the faculty influence directly the education of the graduate students who study with them. The research strengths of the university translate directly into strengths of the graduate programs. On the other hand, most professional graduate degrees (M.B.A., M.Arch., J.D., etc.) are practice-oriented but incorporate research and scholarship from the field. Consequently, both the preparation for practice and the research strengths of the faculty in professional programs are important.

The UO's reputation as a research university has been built on the accomplishments of senior faculty members who have established reputations for quality and excellence in their fields. These faculty are productive in grant-getting and have contributed to the high standing of many UO graduate programs. There is every reason to believe that junior faculty members, especially those hired during the last five years, will continue to add luster to UO's reputation as a research university. Outstanding additions to the faculty in the departments of psychology, chemistry, English, physics, anthropology, political science, economics, and in several of the professional schools provides the best evidence for continuous improvement of the faculty.

A continuing weakness of graduate programs at the University of Oregon is that many are relatively small relative to other major research universities. Some graduate programs do not cover specific subareas of the discipline. For example: the research program in the Department of Chemistry does not include a specialty in analytical chemistry; although analytical chemistry is taught at the undergraduate level, because the department does not support the specialization with faculty lines, one cannot earn a Ph.D. in analytical

chemistry at UO; anthropological linguistics is not represented among the specialties offered in the Department of Anthropology, rather, graduate students learn the necessary skills through coursework in the Department of Linguistics.

Some graduate programs have more graduate advisees than they can easily handle, and many graduate programs require additional financial support to attract and retain the best graduate students (see B. 4. below). Finally, funding for specialized equipment and facilities is almost entirely dependent on federal or foundation grant support, although UO contributes significant matching dollars from the indirect cost budget (generally 30 to 50 percent of total dollars) to underwrite the success of these proposals. Importantly, UO has enjoyed uncommon success in obtaining such funding for major facilities, renovations, and instrumentation.

Because of the relatively small size of the university's graduate programs, national rankings that draw heavily on size-related factors (e.g., number of faculty) result in an underestimation of the quality of some of our programs. When programs are evaluated using measures less sensitive to size (e.g., grant funding per capita), our programs receive higher rankings. Several UO graduate programs are, in fact, highly ranked. More detailed information on program rankings can be found in *the National Research Council's (NRC) Rankings of Graduate Programs*, and the OSSHE *Ranking of Graduate Programs* (both available in the resource room).

B. 3. What are considered to be the weaknesses of the library and information resources for graduate work in each of the graduate degree programs in terms of holdings and facilities?

Holdings that support graduate programs are adequate for all current degree offerings. As a matter of policy, each time a new graduate major, certificate, or degree is proposed, the library is charged with conducting a review of current holdings in the target area and reporting to the dean of the Graduate School (See A.5. above). If additional library resources are required to develop the program, a budget for such items must be included with the proposal for the new program.

Each decennial program review requires that the library survey the holdings and provide commentary on the coverage of disciplinary resources which support the instructional programs of the unit. Should *lacunae* be identified, they are addressed in the memorandum of understanding for that review. (See Standard IV for an analysis of library resources.)

B. 4. What major facilities and services are needed, if any, to provide a more effective graduate program? If there are any, what efforts are being made to provide these facilities and services?

Despite the significant improvements in the size and quality of UO's physical plant during the last 10 years, space remains a problem in some programs. Classroom space, office space for graduate students and teaching assistants, and laboratory space in selected departments are all in short supply. Several departments feel the lack of a common room where graduate students can meet informally among themselves and with faculty. This would both help increase the *esprit de corps* within the departments and improve the educational opportunities for the students.

As detailed in Standard III, a number of significant additions were made to the science complex. These additions dramatically improved laboratory, office, and classroom space. A unique feature of these improvements is the way they accomodate both departments and interdisciplinary institutes, thus facilitating research and graduate training.

In addition, since the time of the last accreditation report, the university has made a serious effort to increase its private fund-raising. As far as facilities are concerned, this effort has resulted in a significant library expansion and total library renovation (Knight Library), a new building for the Charles H. Lundquist College of Business, a center for child care and the study of child development, a new Museum of Natural History, and a new facility (the Bowerman Family Building) that houses the International Institute for Sport and Human Performance.

Additional opportunities to address some of the deficiencies in facilities will be presented to the university during the next two years, as new buildings are constructed and older ones are renovated. More space for academic programs will result from the aggressive building campaign the UO has undertaken, and a significant amount of new and remodeled space will be devoted to research and to graduate programs. The construction of a new law school is an example of a building project that will not only enhance the facilities for this graduate program but will free up classroom space in the former law school facility for other classes. The space needs of the campus are still large, but the university is working hard to meet them. (See Standard III, B.4.)

Graduate assistant stipends are not competitive with comparator institutions, although provision of a full tuition waiver, the graduate teaching fellow (GTF) health insurance plan, and a reduction in student fees have helped to make recruiting packages relatively attractive. Moreover, progress has been made during the last 10 years to improve the competitiveness of GTF salaries. But more funds for graduate teaching assistantships are needed if UO expects to recruit increased numbers of outstanding graduate students (see question 5,

below). Funding for more competitive stipends and for additional GTFs would also improve undergraduate education by enabling a reduction in the size of sections (or the offering of more sections) taught by GTFs.

It should be noted that because the graduate teaching fellows at the University of Oregon are unionized, there have been some unique challenges as well as opportunities to improve and structure the role of these student employees. Through the collective bargaining process of the most recent three contracts (two-years each), the university has been able to provide modest salary increases, a reduction in non-instructional fees, payment of the full premium for health insurance coverage, and substantial improvements in working conditions (e.g, provision of telephones, adequate office space, and special workshops). As mentioned above, salaries are not yet fully competitive with those in many of our peer institutions; however, the overall package (which has always included waiver of instructional fees) provides UO graduate students with substantially improved compensation.

The Graduate School maintains a fund to assist graduate students who need to travel to remote libraries or other locations in connection with research for their theses and dissertations. Efforts are underway through the capital campaign (a potential target for donors) to increase funding to support graduate students. Students leverage additional travel funds with granting agencies and foundations to enhance the quality of their research. The Graduate School also has encouraged and contributed financially to a number of presentations by invited speakers and conferences designed and coordinated primarily by graduate students. These include:

- An Evening with the Filmmaker Allie Light
- USSA Legislative Conference
- Fascism(s)
- The Politics of Sustainable Agriculture
- The 1996 Ethics After the Holocaust Conference

Fellowship programs created and/or maintained during the past seven years include:

- Sports Lottery fellowships
- University of Oregon Doctoral Research Awards
- Graduate Research Awards for travel or research
- Laurel Awards
- Fighting Fund Awards
- Target of Opportunity Laurel Awards
- OSSHE Diversity funds

- Women in Physical Sciences Scholarships

All of the awards listed above are based primarily on academic merit and the promise of future academic success. The funding mechanisms, however, have allowed the Graduate School the flexibility to target specific disciplines, academic levels, and activities for support. In some cases, especially in disciplines where there is lack of equitable representation of genders or individuals of color, it has been appropriate to offer financial support and mentoring programs to advanced undergraduate students to encourage them to continue on to graduate school. From 1991 to-date, more than 562 graduate students and 139 undergraduate students have benefited from these programs.

The university also is raising funds in the current capital campaign for graduate fellowships. Success here is incremental, and the university is currently behind its fund-raising schedule for this target. Meanwhile, the science departments and institutes have been quite successful in supporting graduate students as research assistants funded by research grants.

B. 5. How effective have the financial aid programs been in attracting good graduate students to each of the graduate degree programs? Please provide sufficient detailed information as a basis for your answer.

As noted earlier in this document, stipend levels for University of Oregon graduate assistants lag behind those paid by comparator institutions. One effect of these lower salaries is that the University of Oregon is at a disadvantage when competing for the very best students in some disciplinary areas. Data from the AAU/AGS Study of Doctoral Education indicate that in such departments, GRE scores are below the AAU average for entering graduate students (see Document 8 at the end of this chapter). Mitigating the effects of low GTF salaries, however, is the quality of the graduate program and the national ranking of the department. In two of UO's most highly ranked programs for example, psychology and molecular biology, the GRE scores of entering graduate students exceed the AAU average, indicating that the perceived reputation of the faculty and the department's program have positively influenced the highest quality graduate students to enroll at the University of Oregon. These data indicate that attention to issues of quality and faculty accomplishment can do as much to improve the quality of the graduate student population as increased financial aid and GTF support.

B. 6. What evidence is there to show the quality of graduate students in each of the graduate degree programs?

One measure of graduate student quality is the entrance credentials of the students who are accepted to the various graduate programs and matriculate.

Data pertaining to entrance requirements are discussed under question A.10 below.

Another measure of graduate student quality is found in the research accomplishments of the different departments that offer the doctoral degree, since graduate students are intimately involved in the university's research effort. Continued growth in research funding, students' involvement in publication and the development of intellectual property, and their participation in national and international scholarly meetings signal the level of quality and accomplishment of UO's graduate students.

Yet another measure of quality is revealed in the 1200 GTFs who teach or conduct research under federal grants each year at the UO. Teaching evaluations of GTFs routinely reveal them to be prepared, highly motivated, and enthusiastic practitioners of their discipline. Undergraduate students reap enormous benefits from their interaction with GTFs.

A recent telephone survey of 1,236 (412 from UO) graduate degree recipients five to 10 years out from their degrees (OSSHE Survey of Graduate Degree Recipients) reveals that among UO graduates:

- Ninety-three percent of the respondents are employed full-time, and 77 percent have jobs directly related to their degree.

- Ninety-six percent of the employed respondents, hold positions in high-prestige managerial and professional specialty occupations.

These data suggest that the quality of UO students is recognized in the workplace after graduation. Selected placement data from some academic departments (decennial review documents) also show a strong record of academic placements in colleges and universities for doctoral recipients.

Another method for assessing student quality is to examine the performance of UO graduate students in national competitions. In recent award competitions for example, UO students have won competitions (e.g., music: Metropolitan Opera District Competition, law: Louis M. Brown Award in the International Client Counseling Competition), had their work selected for performance (e.g., International Computer Music Conference), or received fellowships from the following agencies or foundations:

- National Science Foundation
- Fulbright (IIE)
- Ford Foundation
- Deutscher Akademischer Austausch Dienst (DAAD)

- Jacob Javits Fellowships
- Patricia Roberts Harris Fellowships
- Social Science Research Council Fellowships
- James Madison Fellowships
- WICHE Minority Doctoral Fellowships.
- International Trade and Development Graduate Fellowships Award (Nippon Foundation)
- University Club Foundation Awards

Graduate students from many programs also regularly participate in academic conferences. In many cases they present papers reflecting their scholarly work (e.g., in the history department students average about 10 scholarly papers per year). The competitive acceptance of those papers is a powerful recognition of the quality of the training they receive here.

B. 7. Is the enrollment in each graduate-degree program of sufficient size to offer an effective curriculum? In your response, please provide detailed analysis for low enrollment programs.

While some graduate programs have a relatively small number of graduate students, it is important to remember that the university took the opportunity in 1991 to assess critically its total degree portfolio in the wake of Measure 5. The current mix of programs represents what the faculty and administration believe to be the minimum set of graduate offerings required of an AAU research university. In addition, an ongoing assessment of the quality and viability of all graduate programs takes place on a regular (10-year) cycle.

In general, those graduate programs with a relatively small number of graduate students, compared to other UO programs, tend to fall into one of the following categories.

- Programs that have an interdisciplinary component (e.g., folklore, historic preservation, interdisciplinary studies: individualized program) and depend on course offerings in other units. Some lower demand language programs (e.g., Russian, East Asian languages and literatures), although not interdisciplinary themselves, play a critical role in support of other degree programs (e.g., comparative literature).

- Programs that are sub-specialties within a more general field (e.g., decision sciences in the Lundquist College of Business).

- Programs that are small by design due to the limited placement opportunities for graduates (Ph.D. program in art history).

It is also important to note that some new graduate programs (e.g., Ph.D. in journalism and mass communication, pending Ph.D. in environmental science, studies, and policy) may currently be small simply due to their recent adoption.

An external factor that could have an impact on small-enrollment graduate programs is the Oregon State System of Higher Education proposed *Review Criteria for Targeted Investment*, available in the resource room. Among the various "Standards of Viability" it suggests for evaluating graduate programs are four that relate to the issue of program size: 1) number of graduates in a five-year period; 2) number of currently active students; 3) number of faculty; and 4) provision of essential resources. The Graduate School and Graduate Council will be monitoring this OSSHE initiative and working actively with the directors of graduate programs so that the university can provide the appropriate data when issues of investment or disinvestment are raised.

B. 8. What are considered to be the especially noteworthy or deficient aspects of each graduate program? What improvements, if any, are underway or are being contemplated?

Previously discussed are general issues associated with funding and resources. In part, problems in funding and other resources are endemic to higher education. In Oregon, they also arise from revisions to tax laws that are peculiar to the state. Each graduate program also has its own sets of problems, challenges, and opportunities. Distinguished scholars leave or retire. Promising new faculty members are hired, and subject areas change in their emphasis and methods. But the most daunting challenges faced by graduate programs at the university have arisen because of Measure 5.

Elsewhere in this document there are descriptions of the processes the university used to address the budget shortfall caused by Measure 5. Actions taken by the university significantly affected graduate education. The College of Human Development and Performance was closed, eliminating graduate programs in physical education, community health, leisure studies and services, human services, gerontology, and corrections. The speech department was closed and the telecommunications faculty was transferred to the School of Journalism and Communication. Finally, teacher education programs were eliminated at the University of Oregon, including curriculum and instruction (the UO's largest graduate program). These closures resulted in a loss of more than 400 graduate students from the university. The university is still trying to build back this graduate enrollment by enhancing enrollments in other graduate programs.

This is an appropriate place to mention the School of Law. The School of Law differs from the other professional schools at the University of Oregon in that it has no undergraduate programs. It is solely a graduate, professional program; it awards the J.D. degree, a degree for legal practitioners. In addition the Graduate School has no oversight responsibilities for the School of Law. However, a representative from the School is an ex-officio member of the Graduate Council.

The School of Law is distinct from the rest of the university in some respects. It is on an early semester system, while the rest of the university is on the quarter system; thus its starting and ending dates differ. On the other hand, many law faculty take an active part in the governance of the university, and law students involve themselves in university wide student activities. In addition, the School of Law offers two "concurrent degree programs." The J.D./M.B.A. degree prepares students to use their legal skills in fields that require understanding of business principles, finance, accounting, and corporate management. The J.D./M.S. is a concurrent degree program with Interdisciplinary Studies: Individualized Program. This degree leads to a doctor of jurisprudence and a master of science with a specialty in environmental studies.

Because of the unique nature of the law school, a section on the School of Law has been included in Standard V, even though Standard V is concerned primarily with undergraduate programs. It is thought that the discussion of the law school belongs at the same place in this document as the discussions of the other professional schools and colleges. Furthermore, the tables included in this and other sections of the Accreditation Self Study include law school data as an integral part of their content.

The School of Law is accredited by the professional accrediting organization of the legal profession, The American Bar Association. The most recent accreditation site visit report, dated 1993, is available in the resource room.

The Measure 5 program closures necessitated extraordinary actions by the Graduate School to ensure that students enrolled in these subject areas were able to complete their degrees or leave the university in an orderly manner so they could transfer into programs at other universities. Program realignments and consolidations also required specific academic units to incorporate new faculty members and to revise their curriculum and degree offerings. In the wake of such extreme changes, the university's institutional integrity was demonstrated by the efforts it made to honor its commitments to both students and faculty.

For example, as mentioned earlier, the new Ph.D. program in journalism and communication has resulted from the fusion of the telecommunications faculty from the old speech department into the School of Journalism. This

program, although small, is flourishing and strong. Similarly, the university's old program in art education has become a more broadly based interdisciplinary program in arts and administration, which draws on the strength of faculty in the School of Architecture and Allied Arts, the Lundquist College of Business, and the School of Music. Finally, graduate programs in the College of Education have been rethought at the university and are now being reconstituted in a smaller and more focused format. Oregon's Teacher Standards and Practices Commission has recently approved the expansion of teacher education at the University of Oregon.

The greatest *lacunae* in graduate programs continue to result from the loss of programs in the College of Human Development and Performance. Large graduate service programs in school and community health, gerontology, corrections, leisure studies and services, and physical education have not been replaced. These programs connected the university to its many communities in the state and nation in important ways and provided opportunities for the training and education that no longer exist. Having said this, however, it is important to recognize that following the Measure 5 program closures, the university is more academically focused around the College of Arts and Sciences and the remaining six professional schools.

E. Supporting Documentation for Standard XI: Graduate Program

1. Guidelines for Good Practice in Graduate Education
2. Document XI-1: Full/Part-Time Faculty by College, Fiscal Year 1994-96
3. Document XI-2: Headcount of LWOP and Sabbatical Leaves, 1993-96
4. Document XI-3: Proportion of Graduate Course Offerings Taught by Regular Faculty, 1993-1996
5. Document XI-4: Graduate Student Enrollments 1990, 1993, 1996
6. Document XI-5: Degrees and Certificates Awarded 1985-1996
7. Document XI-6: Graduate Degree Process 1991-1996
8. Document XI-7: Graduate Student Support
9. Document XI-8: Mean and Minimum GRE Scores for Admitted and Enrolled Students 1993-1995
11. University Senate, February 28, 1994 motion re Graduate Council
12. UO Expert Resource Directory

13. Survey of Earned Doctorates and Survey Data
14. Summaries: Graduate Program Reviews (complete program reviews are on file in the Graduate School
15. NRC Rankings of Graduate Programs
16. OSSHE Ranking of Graduate Programs
17. OSSHE proposed "Review Criteria for Targeted Investment"
18. School of Law 1993 Accreditation Site Visit Report
19. Miscellaneous Graduate School publications
20. OSSHE Survey of Graduate Degree Recipients

Document XI-1 Full/Part Time Faculty by College Fiscal Year 1994-96

FY 1994

	FULL TIME	PART TIME	
	NUMBER	NUMBER	FTE
AAA tenure	71	9	5.09
AAA other	8	18	7.88
CAS tenure	345	36	22.06
CAS other	110	123	54.91
EDUC tenur	35	7	4.00
EDUC other	32	89	47.92
HDP tenure	1	0	0.00
HDP other	0	0	0.00
JOURN tenu	22	2	1.27
JOURN othe	0	1	0.33
LAW tenure	25	3	1.35
LAW other	2	3	2.05
LCB tenure	32	5	3.39
LCB other	4	3	0.48
MUSIC tenur	38	0	0.00
MUSIC other	7	5	1.91
RSH tenure	0	0	0.00
RSH other	64	46	24.14
TOTAL	795	421	196.74
TOTAL HEADCOUNT		1216	

FY 1995

	FULL TIME	PART TIME	
	NUMBER	NUMBER	FTE
AAA tenure	70	12	6.68
AAA other	9	18	8.25
CAS tenure	334	41	22.31
CAS other	84	143	59.65
EDUC tenur	30	5	2.13
EDUC other	35	106	60.62
HDP tenure	0	0	0.00
HDP other	0	0	0.00
JOURN tenu	24	0	0.00
JOURN othe	0	1	0.13
LAW tenure	25	2	1.25
LAW other	2	3	1.94
LCB tenure	32	4	2.19
LCB other	4	1	0.56
MUSIC tenur	36	3	1.56
MUSIC other	4	2	0.62
RSH tenure	0	0	0.00
RSH other	57	69	35.78
TOTAL	746	410	203.67
TOTAL HEADCOUNT		1156	

FY 1996

	FULL TIME	PART TIME	
	NUMBER	NUMBER	FTE
AAA tenure	70	12	5.41
AAA other	3	16	7.67
CAS tenure	361	43	21.09
CAS other	94	145	60.35
EDUC tenur	27	9	3.40
EDUC other	32	102	57.34
HDP tenure	0	0	0.00
HDP other	0	0	0.00
JOURN tenu	23	1	0.67
JOURN othe	0	1	0.13
LAW tenure	25	2	1.25
LAW other	5	2	1.19
LCB tenure	31	4	2.56
LCB other	8	4	1.03
MUSIC tenur	36	1	0.33
MUSIC other	7	7	1.62
RSH tenure	1	0	0.00
RSH other	72	72	32.70
TOTAL	795	421	196.74
TOTAL HEADCOUNT		1216	

Document XI-2 Headcount of LWOP and Sabbatical Leaves, 1993-96

These data include teaching faculty who have taken a leave without pay or a sabbatical in the following schools and colleges during FY 1993-94, 94-95, and 95-96.

FY 1993-94

	LWOP	SABBATICAL
AAA	8	5
Business	2	2
CAS-Humanities	6	10
CAS-Natural Sciences	7	18
CAS-Social Sciences	12	13
Education	0	5
Journalism	1	1
Law	1	4
Music	2	2
TOTAL	39	60

FY 1994-95

	LWOP	SABBATICAL
AAA	12	8
Business	1	3
CAS-Humanities	7	11
CAS-Natural Sciences	12	14
CAS-Social Sciences	12	11
Education	1	4
Journalism	1	1
Law	1	3
Music	2	2
TOTAL	49	57

FY 1995-96

	LWOP	SABBATICAL
AAA	10	6
Business	1	3
CAS-Humanities	7	12
CAS-Natural Sciences	8	11
CAS-Social Sciences	16	11
Education	1	2
Journalism	2	1
Law	0	2
Music	0	2
TOTAL	45	50

Document XI-3 Proportion of Graduate Course Offerings Taught by Regular Faculty, 1993-96

YEAR 93-94

DIV	# COURSES TAUGHT BY ADJUNCT FACULTY	# COURSES TAUGHT BY REGULAR* FACULTY	TOTAL COURSES	% COURSES TAUGHT BY REGULAR FACULTY
AAA	89	668	757	88%
CAS	38	2587	2625	99%
EDUC	20	584	604	97%
JOURN	4	324	328	99%
LAW	14	174	188	93%
LCB	17	150	167	90%
MUSIC	21	346	367	94%

YEAR 94-95

DIV	# COURSES TAUGHT BY ADJUNCT FACULTY	# COURSES TAUGHT BY REGULAR* FACULTY	TOTAL COURSES	% COURSES TAUGHT BY REGULAR FACULTY
AAA	116	687	803	86%
CAS	45	2676	2721	98%
EDUC	16	554	570	97%
JOURN	4	392	396	99%
LAW	13	211	224	94%
LCB	13	149	162	92%
MUSIC	31	388	419	93%

YEAR 95-96

DIV	# COURSES TAUGHT BY ADJUNCT FACULTY	# COURSES TAUGHT BY REGULAR* FACULTY	TOTAL COURSES	% COURSES TAUGHT BY REGULAR FACULTY
AAA	112	688	800	86%
CAS	31	2932	2963	99%
EDUC	14	635	649	98%
JOURN	16	296	312	95%
LAW	9	227	236	96%
LCB	11	132	143	92%
MUSIC	31	384	415	93%

* Regular faculty includes courtesy, visiting, and emeritus teaching faculty. Research (601), Dissertation (603), Reading and Conference (605), and Terminal Projects (609) courses were only taught by regular faculty for all divisions.

Document XI-4 Graduate Student Enrollments
1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
SCHOOL OF ARCHITECTURE & ALLIED ARTS										
Architecture										
1990	0	127	127	0	0	0	0	1	1	128
1993	15	135	150	0	0	0	0	2	2	152
1996	10	166	176	0	0	0	0	3	3	179
Arts and Administration Program										
1996	3	29	32	0	0	0	0	0	0	32
Art Education										
1990	0	41	41	0	16	16	0	1	1	58
Art History										
1990	0	28	28	0	4	4	0	1	1	33
1993	7	24	31	4	0	4	0	1	1	36
1996	6	19	25	3	0	3	0	0	0	28
Community & Regional Planning										
1996	11	45	56	0	0	0	1	0	1	57
Fine & Applied Arts										
1990	0	46	46	0	0	0	0	0	0	46
1993	4	41	45	0	0	0	0	0	0	45
1996	2	42	44	0	0	0	0	0	0	44
Historic Preservation										
1990	0	10	10	0	0	0	0	0	0	10
1993	4	9	13	0	0	0	0	0	0	13
1996	6	18	24	0	0	0	0	0	0	24
Landscape Architecture										
1990	0	32	32	0	0	0	0	0	0	32
1993	7	55	62	0	0	0	0	0	0	62
1996	11	41	52	0	0	0	0	0	0	52
Leisure Studies & Services										
1990	0	36	36	0	24	24	0	0	0	60
1993	1	2	3	3	4	7	0	0	0	10
Interior Architecture										
1990	0	19	19	0	0	0	0	0	0	19

Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
Public Affairs										
1990	0	45	45	0	0	0	0	0	0	45
1993	11	26	37	0	0	0	0	0	0	37
1996	12	29	41	0	0	0	0	0	0	41
PPPM: Undesignated										
1990	0	1	1	0	0	0	0	0	0	1
Urban & Regional Planning										
1990	0	49	49	0	0	0	0	1	1	50
1993	9	44	53	0	0	0	0	0	0	53

Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
COLLEGE OF ARTS & SCIENCES										
Anthropology										
1990	0	22	22	0	36	36	0	1	1	59
1993	5	24	29	16	17	33	0	0	0	62
1996	2	20	22	13	24	37	0	0	0	59
Asain Studies										
1990	0	18	18	0	1	1	0	0	0	19
1993	5	26	31	0	0	0	0	0	0	31
1996	2	17	19	0	0	0	0	0	0	19
Biology										
1990	0	21	21	0	65	65	0	2	2	88
1993	7	12	19	3	58	61	0	1	1	81
1996	4	12	16	5	60	65	0	2	2	83
Chemistry										
1990	0	1	1	0	71	71	0	2	2	74
1993	1	0	1	1	96	97	0	0	0	98
1996	0	4	4	2	77	79	0	0	0	83
Computer & Information Science										
1990	0	36	36	0	22	22	0	1	1	59
1993	9	30	39	3	26	29	0	2	2	70
1996	4	31	35	1	28	29	0	1	1	65
Classics										
1990	0	4	4	0	0	0		0	0	4
1993	0	2	2	0	1	1	0	0	0	3
1996	1	5	6	0	0	0	0	0	0	6
Comparative Literature										
1990	0	27	27	0	16	16	0	0	0	43
1993	4	21	25	1	23	24	0	0	0	49
1996	0	6	6	7	23	30	0	1	1	37
East Asian Languages										
1996	2	24	26	0	3	3	0	0	0	29

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Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
Economics										
1990	0	15	15	0	31	31	0	4	4	50
1993	3	21	24	4	29	33	0	2	2	59
1996	4	14	18	0	26	26	0	1	1	45
Exercise and Movement Science										
1993	9	44	53	3	19	22	0	2	2	77
1996	5	69	74	4	16	20	0	1	1	95
Creative Writing										
1996	0	21	21	0	0	0	0	0	0	21
English & Creative Writing										
1990	0	65	65	0	73	73	0	4	4	142
English										
1993	3	26	29	9	86	95	0	8	8	132
1996	0	5	5	12	79	91	0	0	0	96
Folklore										
1996	0	11	11	0	0	0	0	0	0	11
Folklore & Ethnic Studies										
1993	0	2	2	0	0	0	0	0	0	2
Geography										
1990	0	15	15	0	12	12	0	1	1	28
1993	3	14	17	3	11	14	0	0	0	31
1996	2	19	21	4	15	19	0	0	0	40
Geological Sciences										
1993	6	7	13	4	26	30	1	1	2	45
1996	3	9	12	4	23	27	0	1	1	40
Geology										
1990	0	15	15	0	24	24	0	0	0	39
Germanic Languages & Literatures										
1990	0	18	18	0	7	7	0	0	0	25
1993	0	11	11	1	9	10	0	0	0	21
1996	1	11	12	2	9	11	0	0	0	23

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Standard XI
Graduate Program

Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
History										
1990	0	28	28	0	20	20	0	5	5	53
1993	8	25	33	9	12	21	0	2	2	56
1996	2	26	28	9	15	24	1	0	1	53
International Studies										
1990	0	51	51	0	0	0	0	2	2	53
1993	13	32	45	0	0	0	1	0	1	46
1996	9	38	47	0	0	0	0	0	0	47
Linguistics										
1990	0	22	22	0	7	7	0	3	3	32
1993	5	26	31	2	13	15	0	0	0	46
1996	5	13	18	5	11	16	0	0	0	34
Mathematics										
1990	0	33	33	0	41	41	0	0	0	74
1993	4	27	31	2	30	32	1	0	1	64
1996	1	4	5	3	42	45	0	1	1	51
Philosophy										
1990	0	6	6	0	28	28	0	2	2	36
1993	2	3	5	7	21	28	0	0	0	33
1996	1	2	3	7	30	37	0	0	0	40
Physics										
1990	0	37	37	0	111	111	0	4	4	152
1993	1	13	14	9	100	109	0	3	3	126
1996	1	3	4	5	77	82	0	1	1	87
Political Science										
1990	0	13	13	0	23	23	0	0	0	36
1993	2	8	10	8	27	35	0	0	0	45
1996	1	4	5	5	26	31	0	0	0	36
Psychology										
1990	0	9	9	0	56	56	0	2	2	67
1993	3	8	11	7	52	59	0	1	1	71
1996	2	13	15	10	48	58	0	3	3	76

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Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
Romance Languages										
1990	0	29	29	0	23	23	0	0	0	52
1993	2	40	42	3	19	22	0	0	0	64
1996	1	40	41	1	10	11	0	0	0	52
Russian										
1990	0	16	16	0	0	0	0	0	0	16
1993	2	3	5	0	0	0	0	0	0	5
1996	1	5	6	0	0	0	0	0	0	6
Sociology										
1990	0	0	0	0	42	42	0	0	0	42
1993	0	0	0	12	30	42	0	0	0	42
1996	0	0	0	5	34	39	0	0	0	39
Speech: Theater Arts										
1990		24	24		52	52	0	2	2	78
1993	1	11	12	1	14	15	0	0	0	27
1996	0	6	6	1	9	10	0	0	0	16

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Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
LUNDQUIST COLLEGE OF BUSINESS										
Accounting										
1990	0	2	2	0	11	11	0	0	0	13
1993	0	0	0	2	6	8	0	0	0	8
1996	0	0	0	1	8	9	0	0	0	9
Decision Sciences										
1990	0	9	9	0	5	5	0	1	1	15
1993	0	1	1	0	7	7	0	0	0	8
1996	0	0	0	2	4	6	0	0	0	6
Finance										
1990	0	26	26	0	10	10	0	1	1	37
1993	0	0	0	1	7	8	0	0	0	8
1996	0	0	0	1	5	6	0	0	0	6
IS: Industry & Labor Relations (Human Resources & Industrial Relations)										
1990	0	28	28	0	0	0	0	1	1	29
1993	10	26	36	0	0	0	1	0	1	37
1996	2	25	27	0	0	0	0	0	0	27
Management										
1990	0	146	146	0	17	17	0	6	6	169
1993	23	134	157	1	10	11	0	0	0	168
1996	43	183	226	2	5	7	0	4	4	237
Marketing, Trans & Business Envir										
1990	0	18	18	0	9	9	0	0	0	27
1993	0	1	1	0	6	6	0	0	0	7
1996	0	2	2	1	5	6	0	0	0	8

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Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
COLLEGE OF EDUCATION										
Communication Disorders & Sciences										
1993	3	33	36	0	4	4	0	0	0	40
1996	6	28	34	2	3	5	0	3	3	42
IS: Teaching										
1990	0	23	23	0	0	0	0	0	0	23
1993	2	9	11	0	0	0	0	0	0	11
1996	3	16	19	0	0	0	0	0	0	19
Counseling Psychology										
1990	0	49	49	0	38	38	0	4	4	91
1993	0	25	25	8	11	19	1	0	1	45
1996	4	13	17	9	21	30	0	1	1	48
Curriculum & Instruction										
1993	1	0	1	0	1	1	2	0	2	4
Educational Policy & Management										
1990	0	51	51	0	103	103	0	4	4	158
1993	47	15	62	53	34	87	0	0	0	149
1996	59	18	77	40	39	79	0	0	0	156
Educational Psychology										
1990	0	2	2	0	16	16	0	1	1	19
School Psychology										
1990	0	6	6	0	30	30	0	0	0	36
1993	2	4	6	9	21	30	0	0	0	36
1996	0	6	6	6	29	35	0	0	0	41
Special Education										
1990	0	56	56	0	35	35	0	10	10	101
1993	50	52	102	11	48	59	5	2	7	168
1996	39	71	110	6	38	44	5	2	7	161
Special Education & Rehab										
1990	0	33	33	0	2	2	0	1	1	36

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Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
Speech Pathology & Audiology										
1990	0	23	23	0	4	4	0	4	4	31
1993			0			0			0	0
1996			0			0			0	0
Teacher Education										
1990	0	207	207	0	103	103	0	24	24	334

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Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
GRADUATE SCHOOL										
IS: Applied Information Mgmt										
1996	28	5	33	0	0	0	0	0	0	33
IS: Corrections										
1990	0	16	16	0	0	0	0	0	0	16
IS: Environmental Studies										
1993	7	22	29	0	0	0	0	0	0	29
1996	4	22	26	0	0	0	0	0	0	26
Health Education										
1993	1	0	1	0	0	0	0	0	0	1
IS: Individual Program										
1990	0	67	67	0	0	0		0	0	67
1993	4	11	15	0	0	0	0	0	0	15
1996	3	9	12	0	0	0	0	0	0	12
Professional Schools: Community Education										
1990	0	0	0	0	0	0	0	325	325	325
1993	287	0	287	0	0	0	2	0	2	289
1996	458	0	458	0	0	0	0	0	0	458
HUMAN DEV & PERFORMANCE										
PE & Human Mov. Studies										
1990	0	66	66	0	32	32	0	15	15	113
School & Community Health										
1990	0	42	42	0	21	21	0	0	0	63

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Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
SCHOOL OF JOURNALISM										
1990	0	31	31	0	0	0	0	1	1	32
1993	5	29	34	0	0	0	0	1	1	35
1996	8	29	37	0	1	1	0	0	0	38
Communication & Society										
1996	1	0	1	2	9	11	0	0	0	12
Telecommunication & Film										
1993	0	1	1	5	5	10	0	0	0	11
1996	2	0	2	0	0	0	0	0	0	2

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Graduate Student Enrollments
Fall: 1990, 1993, 1996

Major	Masters			Doctoral			Other			
	Part	Full	Total	Part	Full	Total	Part	Full	Total	Total All
SCHOOL OF MUSIC										
1990	0	44	44	0	42	42	0	5	5	91
1993	8	38	46	13	35	48	0	2	2	96
1996	12	48	60	10	45	55	2	4	6	121
Dance										
1990	0	13	13	0	0	0	0	0	0	13
1993	5	11	16	0	0	0	0	0	0	16
1996	0	8	8	0	0	0	0	0	0	8

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Graduate Student Enrollments
Fall: 1990, 1993, 1996

	Masters			Doctoral			Other			
Major	**Part**	**Full**	**Total**	**Part**	**Full**	**Total**	**Part**	**Full**	**Total**	**Total All**
SCHOOL OF LAW										
1990	0	0	0	0	497	497	0	0	0	497
1993	0	0	0	8	407	415	0	0	0	415
1996	0	0	0	4	502	506	0	0	0	506

Prepared by Office of Resource Management

Document XI-5 Degrees and Certificates Awarded 1985-1996

Degrees and Certificates Awarded

	1985-86	*1986-87*	*1987-88*	*1988-89*	*1989-90*	*1990-91*	*1991-92*	*1992-93*	*1993-94*	*1994-95*	*TEN-YEAR TOTAL*	*(1995-96) Fall 1995 + Winter 1996*
Baccalaureate Degrees												
B.A.	656	753	900	1081	1189	1278	1398	1420	1348	1352	11375	
B.S.	1394	1360	1388	1426	1410	1375	1385	1344	1364	1455	13901	
B.Arch.	75	82	74	59	70	67	62	68	75	56	688	
B.B.A.	14	13	0	0	0	0	0	0	0	0	27	
B.Ed.	4	8	9	13	8	7	2	3	0	1	55	
B.F.A.	25	32	28	27	31	34	29	20	29	40	295	
B.I.Arch.	20	16	11	12	16	18	14	19	11	13	150	
B.L.Arch.	31	29	26	22	18	17	23	30	20	23	239	
B.Mus.	26	27	29	26	23	21	18	29	28	26	253	
B.P.E.	0	1	1	2	0	0	0	1	0	0	5	
TOTAL	2245	2321	2466	2668	2765	2817	2931	2934	2875	2966	26988	
Advanced Degrees												
M.A.	131	141	153	123	128	168	185	152	170	143	1494	
M.S.	346	380	332	388	437	409	428	342	322	352	3736	
M.Arch.	28	29	30	40	31	37	36	42	37	50	360	
M.B.A.	84	88	104	122	125	111	117	133	118	110	1112	
M.C.R.P.	0	0	0	0	0	0	0	0	0	25	25	
M.Ed.	84	77	104	106	70	85	84	30	23	12	675	
M.F.A.	28	27	31	35	28	28	25	35	29	33	299	
M.I.Arch.	1	3	4	2	5	7	5	6	5	5	43	
M.L.Arch.	4	7	10	5	10	4	3	6	9	13	71	
M.Mus.	26	25	24	20	31	17	18	16	12	22	211	
M.U.P.	11	14	7	13	17	14	22	29	20	0	147	
Ph.D.	179	130	170	183	173	187	230	257	169	172	1850	
D.A.	0	1	0	0	0	0	0	0	0	0	1	
D.Ed.	4	17	12	4	5	7	1	2	0	0	52	
D.M.A.	2	2	5	3	7	3	3	6	5	10	46	
J.D.	145	144	139	164	155	155	156	165	115	133	1471	
TOTAL	1073	1085	1125	1208	1222	1232	1313	1221	1034	1080	11593	
TOTAL DEGREES	3318	3406	3591	3876	3987	4049	4244	4155	3909	4046	38581	
CERTIFICATES	33	22	15	9	6	12	14	28	14	9	162	

NOTE: Beginning 1990-91, fall became the first term in the academic year (prior to 1990-91, summer was the first term in the academic year). The values for each year in this table have been recalculated for the sake of consistency.

SOURCE: Winter 1996 Degrees Report and November 1995 Profile of Students

Document XI-6 Graduate Degree Process 1991-1996

Graduate Student Retention and Attrition

The attached tables summarize available data on retention and attrition of graduate students beginning with those admitted to university programs during the 1991-92 academic year. Data are summarized by college and for the university as a whole.

Definitions:

Admission year. Students are grouped according to year of admission. Year refers to beginning of academic year, so 1991 refers to academic year 1991-92 and 1995 represents most recent academic year (1995-96).

Type. Based on first type of graduate admission granted to students. The choice of codes at first admission depend on rules set within departments or colleges. M refers to students initially accepted as masters degree students, even if they subsequently are admitted to doctoral degree program. D refers to students initially accepted as doctoral students.

Outcome. "Cont" means student was actively enrolled spring term of academic year 1995-96.
"Grad" means student received a graduate degree. No distinction is made between masters degrees and doctoral degrees.
"Inact" means student has requested and received on-leave (inactive student) status.
"Left" means student was not enrolled or on inactive status in any term during the 1995-96 academic year (this is the attrition statistic requested in the standard.)

Numbers vs Percents. Top chart shows numbers of graduate students. Bottom chart shows percentages.

GRADUATE DEGREE PROGRESS

COLLEGE	(All)		University Totals			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	56	174	8	49	287
	M	17	440	6	77	540
1991 Total		73	614	14	126	827
1992	D	82	172	8	39	301
	M	67	354	21	87	529
1992 Total		149	526	29	126	830
1993	D	214	28	14	31	287
	M	122	257	52	50	481
1993 Total		336	285	66	81	768
1994	D	258	5	26	8	297
	M	431	66	76	18	591
1994 Total		689	71	102	26	888
1995	D	298	0	12	0	310
	M	372	0	27	0	399
1995 Total		670	0	39	0	709
Grand Total		1917	1496	250	359	4022

COLLEGE	(All)		University Total			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	20%	61%	3%	17%	100%
	M	3%	81%	1%	14%	100%
1991 Total		9%	74%	2%	15%	100%
1992	D	27%	57%	3%	13%	100%
	M	13%	67%	4%	16%	100%
1992 Total		18%	63%	3%	15%	100%
1993	D	75%	10%	5%	11%	100%
	M	25%	53%	11%	10%	100%
1993 Total		44%	37%	9%	11%	100%
1994	D	87%	2%	9%	3%	100%
	M	73%	11%	13%	3%	100%
1994 Total		78%	8%	11%	3%	100%
1995	D	96%	0%	4%	0%	100%
	M	93%	0%	7%	0%	100%
1995 Total		94%	0%	6%	0%	100%
Grand Total		48%	37%	6%	9%	100%

GRADUATE DEGREE PROGRESS

COLLEGE	(All)		University Totals			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	56	174	8	49	287
	M	17	440	6	77	540
1991 Total		73	614	14	126	827
1992	D	82	172	8	39	301
	M	67	354	21	87	529
1992 Total		149	526	29	126	830
1993	D	214	28	14	31	287
	M	122	257	52	50	481
1993 Total		336	285	66	81	768
1994	D	258	5	26	8	297
	M	431	66	76	18	591
1994 Total		689	71	102	26	888
1995	D	298	0	12	0	310
	M	372	0	27	0	399
1995 Total		670	0	39	0	709
Grand Total		1917	1496	250	359	4022

COLLEGE	(All)		University Total			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	20%	61%	3%	17%	100%
	M	3%	81%	1%	14%	100%
1991 Total		9%	74%	2%	15%	100%
1992	D	27%	57%	3%	13%	100%
	M	13%	67%	4%	16%	100%
1992 Total		18%	63%	3%	15%	100%
1993	D	75%	10%	5%	11%	100%
	M	25%	53%	11%	10%	100%
1993 Total		44%	37%	9%	11%	100%
1994	D	87%	2%	9%	3%	100%
	M	73%	11%	13%	3%	100%
1994 Total		78%	8%	11%	3%	100%
1995	D	96%	0%	4%	0%	100%
	M	93%	0%	7%	0%	100%
1995 Total		94%	0%	6%	0%	100%
Grand Total		48%	37%	6%	9%	100%

GRADUATE DEGREE PROGRESS

COLLEGE	BA		Lundquist College of Business			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	4	5	0	1	10
	M	2	117	0	9	128
1991 Total		6	122	0	10	138
1992	D	6	1	0	0	7
	M	1	91	0	11	103
1992 Total		7	92	0	11	110
1993	D	3	2	0	0	5
	M	6	94	1	4	105
1993 Total		9	96	1	4	110
1994	D	7	0	1	0	8
	M	85	21	5	2	113
1994 Total		92	21	6	2	121
1995	D	4	0	0	0	4
	M	74	0	0	0	74
1995 Total		78	0	0	0	78
Grand Total		192	331	7	27	557

COLLEGE	BA		Lundquist College of Business			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	40%	50%	0%	10%	100%
	M	2%	91%	0%	7%	100%
1991 Total		4%	88%	0%	7%	100%
1992	D	86%	14%	0%	0%	100%
	M	1%	88%	0%	11%	100%
1992 Total		6%	84%	0%	10%	100%
1993	D	60%	40%	0%	0%	100%
	M	6%	90%	1%	4%	100%
1993 Total		8%	87%	1%	4%	100%
1994	D	88%	0%	13%	0%	100%
	M	75%	19%	4%	2%	100%
1994 Total		76%	17%	5%	2%	100%
1995	D	100%	0%	0%	0%	100%
	M	100%	0%	0%	0%	100%
1995 Total		100%	0%	0%	0%	100%
Grand Total		34%	59%	1%	5%	100%

GRADUATE DEGREE PROGRESS

COLLEGE	AA		Architecture and Allied Arts			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	1	1	0	0	2
	M	6	82	1	14	103
1991 Total		7	83	1	14	105
1992	D	1	0	0	0	1
	M	30	78	10	20	138
1992 Total		31	78	10	20	139
1993	M	28	36	8	8	80
1993 Total		28	36	8	8	80
1994	D	1	0	0	0	1
	M	135	1	13	6	155
1994 Total		136	1	13	6	156
1995	M	80	0	3	0	83
1995 Total		80	0	3	0	83
Grand Total		282	198	35	48	563

COLLEGE	AA		Architecture and Allied Arts			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	50%	50%	0%	0%	100%
	M	6%	80%	1%	14%	100%
1991 Total		7%	79%	1%	13%	100%
1992	D	100%	0%	0%	0%	100%
	M	22%	57%	7%	14%	100%
1992 Total		22%	56%	7%	14%	100%
1993	M	35%	45%	10%	10%	100%
1993 Total		35%	45%	10%	10%	100%
1994	D	100%	0%	0%	0%	100%
	M	87%	1%	8%	4%	100%
1994 Total		87%	1%	8%	4%	100%
1995	M	96%	0%	4%	0%	100%
1995 Total		96%	0%	4%	0%	100%
Grand Total		50%	35%	6%	9%	100%

GRADUATE DEGREE PROGRESS

COLLEGE	AS		College of Arts and Sciences			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	46	56	7	24	133
	M	7	136	1	28	172
1991 Total		53	192	8	52	305
1992	D	60	25	5	21	111
	M	25	104	5	33	167
1992 Total		85	129	10	54	278
1993	D	71	19	6	16	112
	M	64	65	10	22	161
1993 Total		135	84	16	38	273
1994	D	79	5	14	3	101
	M	133	18	19	8	178
1994 Total		212	23	33	11	279
1995	D	102	0	5	0	107
	M	141	0	7	0	148
1995 Total		243	0	12	0	255
Grand Total		728	428	79	155	1390

COLLEGE	AS		College of Arts and Sciences			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	35%	42%	5%	18%	100%
	M	4%	79%	1%	16%	100%
1991 Total		17%	63%	3%	17%	100%
1992	D	54%	23%	5%	19%	100%
	M	15%	62%	3%	20%	100%
1992 Total		31%	46%	4%	19%	100%
1993	D	63%	17%	5%	14%	100%
	M	40%	40%	6%	14%	100%
1993 Total		49%	31%	6%	14%	100%
1994	D	78%	5%	14%	3%	100%
	M	75%	10%	11%	4%	100%
1994 Total		76%	8%	12%	4%	100%
1995	D	95%	0%	5%	0%	100%
	M	95%	0%	5%	0%	100%
1995 Total		95%	0%	5%	0%	100%
Grand Total		52%	31%	6%	11%	100%

GRADUATE DEGREE PROGRESS

COLLEGE	ED		College of Education			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	5	5	0	2	12
	M	2	68	4	18	92
1991 Total		7	73	4	20	104
1992	D	11	6	2	1	20
	M	6	43	3	12	64
1992 Total		17	49	5	13	84
1993	D	15	1	3	1	20
	M	10	40	22	10	82
1993 Total		25	41	25	11	102
1994	D	22	0	2	2	26
	M	37	18	29	1	85
1994 Total		59	18	31	3	111
1995	D	16	0	0	0	16
	M	44	0	12	0	56
1995 Total		60	0	12	0	72
Grand Total		168	181	77	47	473

COLLEGE	ED		College of Education			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	42%	42%	0%	17%	100%
	M	2%	74%	4%	20%	100%
1991 Total		7%	70%	4%	19%	100%
1992	D	55%	30%	10%	5%	100%
	M	9%	67%	5%	19%	100%
1992 Total		20%	58%	6%	15%	100%
1993	D	75%	5%	15%	5%	100%
	M	12%	49%	27%	12%	100%
1993 Total		25%	40%	25%	11%	100%
1994	D	85%	0%	8%	8%	100%
	M	44%	21%	34%	1%	100%
1994 Total		53%	16%	28%	3%	100%
1995	D	100%	0%	0%	0%	100%
	M	79%	0%	21%	0%	100%
1995 Total		83%	0%	17%	0%	100%
Grand Total		36%	38%	16%	10%	100%

GRADUATE DEGREE PROGRESS

COLLEGE	GR		Interdisciplinary Grad			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	M	0	32	0	3	35
1991 Total		0	32	0	3	35
1992	M	2	26	3	8	39
1992 Total		2	26	3	8	39
1993	M	8	17	9	5	39
1993 Total		8	17	9	5	39
1994	M	30	7	8	1	46
1994 Total		30	7	8	1	46
1995	M	20	0	5	0	25
1995 Total		20	0	5	0	25
Grand Total		60	82	25	17	184

COLLEGE	GR		Interdisciplianry Grad			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	M	0%	91%	0%	9%	100%
1991 Total		0%	91%	0%	9%	100%
1992	M	5%	67%	8%	21%	100%
1992 Total		5%	67%	8%	21%	100%
1993	M	21%	44%	23%	13%	100%
1993 Total		21%	44%	23%	13%	100%
1994	M	65%	15%	17%	2%	100%
1994 Total		65%	15%	17%	2%	100%
1995	M	80%	0%	20%	0%	100%
1995 Total		80%	0%	20%	0%	100%
Grand Total		33%	45%	14%	9%	100%

GRADUATE DEGREE PROGRESS

COLLEGE	HD		College of Human Development			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	GRAD	LEFT	Grand Total		
1991	M	1	1	2		
1991 Total		1	1	2		
1992	M	2	1	3		
1992 Total		2	1	3		
Grand Total		3	2	5		

COLLEGE	HD		College of Human Development			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	GRAD	LEFT	Grand Total		
1991	M	50%	50%	100%		
1991 Total		50%	50%	100%		
1992	M	67%	33%	100%		
1992 Total		67%	33%	100%		
Grand Total		60%	40%	100%		

GRADUATE DEGREE PROGRESS

COLLEGE	JO		School of Journalism			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	M	0	2	0	0	2
1991 Total		0	2	0	0	2
1992	M	0	6	0	2	8
1992 Total		0	6	0	2	8
1993	M	3	3	2	1	9
1993 Total		3	3	2	1	9
1994	D	3	0	0	0	3
	M	6	0	1	0	7
1994 Total		9	0	1	0	10
1995	D	4	0	1	0	5
	M	9	0	0	0	9
1995 Total		13	0	1	0	14
Grand Total		25	11	4	3	43

COLLEGE	JO		School of Journalism			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	M	0%	100%	0%	0%	100%
1991 Total		0%	100%	0%	0%	100%
1992	M	0%	75%	0%	25%	100%
1992 Total		0%	75%	0%	25%	100%
1993	M	33%	33%	22%	11%	100%
1993 Total		33%	33%	22%	11%	100%
1994	D	100%	0%	0%	0%	100%
	M	86%	0%	14%	0%	100%
1994 Total		90%	0%	10%	0%	100%
1995	D	80%	0%	20%	0%	100%
	M	100%	0%	0%	0%	100%
1995 Total		93%	0%	7%	0%	100%
Grand Total		58%	26%	9%	7%	100%

GRADUATE DEGREE PROGRESS

COLLEGE	LW		School of Law			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	0	107	1	22	130
1991 Total		0	107	1	22	130
1992	D	4	140	1	17	162
1992 Total		4	140	1	17	162
1993	D	125	6	5	14	150
1993 Total		125	6	5	14	150
1994	D	146	0	9	3	158
1994 Total		146	0	9	3	158
1995	D	172	0	6	0	178
1995 Total		172	0	6	0	178
Grand Total		447	253	22	56	778

COLLEGE	LW		School of Law			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	D	0%	82%	1%	17%	100%
1991 Total		0%	82%	1%	17%	100%
1992	D	2%	86%	1%	10%	100%
1992 Total		2%	86%	1%	10%	100%
1993	D	83%	4%	3%	9%	100%
1993 Total		83%	4%	3%	9%	100%
1994	D	92%	0%	6%	2%	100%
1994 Total		92%	0%	6%	2%	100%
1995	D	97%	0%	3%	0%	100%
1995 Total		97%	0%	3%	0%	100%
Grand Total		57%	33%	3%	7%	100%

GRADUATE DEGREE PROGRESS

COLLEGE	MU		School of Music			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	M	0	2	0	4	6
1991 Total		0	2	0	4	6
1992	M	3	4	0	0	7
1992 Total		3	4	0	0	7
1993	M	3	2	0	0	5
1993 Total		3	2	0	0	5
1994	M	5	1	1	0	7
1994 Total		5	1	1	0	7
1995	M	4	0	0	0	4
1995 Total		4	0	0	0	4
Grand Total		15	9	1	4	29

COLLEGE	MU		School of Music			
Sum of NUMBER		OUTCOME				
ADMISSIO	TYPE	CONT	GRAD	INACT	LEFT	Grand Total
1991	M	0%	33%	0%	67%	100%
1991 Total		0%	33%	0%	67%	100%
1992	M	43%	57%	0%	0%	100%
1992 Total		43%	57%	0%	0%	100%
1993	M	60%	40%	0%	0%	100%
1993 Total		60%	40%	0%	0%	100%
1994	M	71%	14%	14%	0%	100%
1994 Total		71%	14%	14%	0%	100%
1995	M	100%	0%	0%	0%	100%
1995 Total		100%	0%	0%	0%	100%
Grand Total		52%	31%	3%	14%	100%

Document XI-7 Graduate Student Support

	Department	GTF Count
Architecture		98
	AAA	5
	Architecture	37
	Art History	9
	Arts & Administration	5
	Fine Arts	20
	Historic Preservation	1
	Landscape Architecture	5
	Planning, Public Policy & Mgt.	16
Humanities		266
	Classics	6
	Comparative Literature	10
	Creative Writing	14
	East Asian Languages & Literatu	33
	English	86
	German	22
	Honors College	1
	Linguistics	7
	Philosophy	18
	Religious Studies	3
	Romance Languages	51
	Russian	2
	Theatre Arts	13
Natural Sciences		377
	Biology	20
	Chemistry	48
	Computer & Information Science:	40
	Ecology	11
	Exercise & Movement Science	32
	General Science	2
	Geology	25
	Marine Biology	3
	Mathematics	43
	Molecular Biology	35
	Neuroscience	5
	Physics	65
	Psychology	45
	Theoretical Science	3
Social Sciences		176
	Asian Studies	1
	Anthropology	16
	CAPS	7
	Economics	24
	Environmental Studies	13
	Ethnic Studies	2

	Department	GTF Count
	Geography	25
	History	21
	International Studies	8
	Political Science	25
	Sociology	26
	Southeast Asian Studies	3
	Women's Studies	5
Education		59
	Center on Human Devt.	2
	DABCs	24
	DELTA	21
	DSECR	12
Journalism		29
Law		16
Business		53
Music		68
	Dance	9
	Music	59
Administrative Offices		82
	Academic Advising	5
	Academic Learning Services	1
	American English Institute	5
	Career Center	3
	CIRL	3
	Communications	1
	Counseling Center	3
	EMU	1
	Graduate School	4
	Health Center	4
	LERC	2
	Library	3
	International Education	8
	Survey Research Lab	2
	PARS	20
	Social Science Data Lab	3
	Student Life	4
	Student Academic Progress	3
	Technology Transfer	1
	Computing Center	3
	Yamada Center	3
TOTAL		1224

Document XI-8 Mean and Minimum GRE Scores

1993-94

Code	Major	GRE Scores of Accepted Applicants						GRE Scores of Enrolled Applicants						Mean Undergrad GPA of		Minimum TOEFL Score of	
		Mean				Minimum		Mean				Minimum		Enrolled	Students	Enrolled	Students
		V	Q	A	T	V	Q	A	T	V	Q	A	T				
	College of Architecture and Allied Arts																
ARCH	Architecture				1850				1760				1100	na		550	
ARH	Art History																
AMGT	Arts Management													3.47			
CRP	Community & Regional Planning								1898				1410	3.08			
FAA	Fine & Applied Arts																
HP	Historic Preservation																
IARC	Interior Architecture																
LA	Landscape Architecture																
PUB	Public Affairs													2.95			
	College of Arts and Sciences													3.14			
ANTH	Anthropology													3.25			
AST	Asian Studies	617	604	621		510	420	450						3.78			
BI	Biology*	575	645	645												590	
CH	Chemistry*													3.45		590	
CLAS	Classics																
COLT	Comparative Literature																
CIS	Computer & Information Science																
CWR	Creative Writing																
EALL	East Asian Languages & Literatures																
	Economics* (Ph.D)	510	700	670													
EC	Economics* (Masters)	430	730	560													
ENG	English																
EMS	Exercise & Movement Science																
GEOG	Geography																
GEOL	Geological Sciences																
GER	German																
HIST	History																
INTL	International Studies																
LING	Linguistics																
MATH	Mathematics																
PHIL	Philosophy																
PHYS	Physics																
PS	Political Science				1328				1060				1060	3.27		617	
PSY	Psychology													3.55			
RL	Romance Languages																
RUSS	Russian													3.51		593	
														3.61		575 (req)	

Mean and Minimum GRE Scores for Admitted and Enrolled Students, 1993 - 95

Code	Major	1993-94 GRE Scores of Accepted Applicants: Mean V	Q	A	T	Minimum V	Q	A	T	GRE Scores of Enrolled Applicants: Mean V	Q	A	T	Minimum V	Q	A	T	Mean Undergrad GPA of Enrolled Students	Minimum TOEFL Score of Enrolled Students
SOC	Sociology									578	538	537		520	360	360		3.61	
TA	Theater Arts																		
	Charles H. Lundquist College of Business																		
ACTG	Accounting																		
DSC	Decision Sciences																		
DSCB	Decision Sciences: Business Statistics																		
DSCP	Decision Sciences: Production & Operations Mgmt.																		
FIN	Finance																		
HRIR	Human Resources & Industrial Relations																		
IIR	Industrial Relations																		
MGMT	Management																		
MGB	Management: General Business																		
MKTG	Marketing																		
	College of Education																		
CDS	Communication Disorders & Sciences (masters)																		
	Communication Disorders & Sciences (Ph.D.)																		
COUN	Counseling																		
CPSY	Counseling Psychology									603	594							3.34	
EDPM	Educational Policy & Management																		
SPSY	School Psychology									466	513	573						3.51	
SPED	Special Education																		
SPEI	Special Education: Early Intervention																		
SPDD	Special Education: Developmental Disabilities																		
SPEL	Special Education: Exceptional Learner																		
SPRH	Special Education: Rehabilitation																		
	Graduate School																		
IIP	Individualized Program																		
IAIM	IS: Applied Information Management																		
IENV	IS: Environmental Studies																		
IFLR	IS: Folklore																		
IT1	Teaching One Subject																		
	School of Journalism & Communication												1740				1360	3.43	607
JCS	Communication & Society																		
J	Journalism																		
JAD	Journalism: Advertising																		
JEM	Journalism: Electronic Media																		
JMAG	Journalism: Magazine																		

Mean and Minimum GRE Scores for Admitted and Enrolled Students, 1993 - 95

Graduate Program

Standard XI

Code	Major	1993-94 GRE Scores of Accepted Applicants: Mean V	Q	A	T	Minimum V	Q	A	T	GRE Scores of Enrolled Applicants: Mean V	Q	A	T	Minimum V	Q	A	T	Mean Undergrad GPA of Enrolled Students	Minimum TOEFL Score of Enrolled Students
JNE	Journalism: News - Editorial																		
JPR	Journalism: Public Relations																		
	School of Music																		
DANC	Dance																	3.79	
MCOM	Music Composition																		
ME	Music Education																		
MHIS	Music History																		
MUP	Music Performance																		
MTHE	Music Theory																		
MCND	Music: Conducting																		
MPP	Music: Piano Pedagogy																		
	Law									160 (LSAT)								3.51	

* These departments submitted percentile GRE scores instead of raw GRE scores. Using the table "General Test Interpretive Data Based on Seniors & Non-enrolled College Students, the raw scores for these departments were calculated.

Mean and Minimum GRE Scores for Admitted and Enrolled Students, 1993 - 95

Code	Major	1994-95																	
		GRE Scores of Accepted Applicants								GRE Scores of Enrolled Applicants								Mean Undergrad GPA	Minimum TOEFL Score
		Mean				Minimum				Mean				Minimum				Enrolled	Enrolled
		V	Q	A	T	V	Q	A	T	V	Q	A	T	V	Q	A	T	Students	Students
	College of Architecture and Allied Arts																		
ARCH	Architecture				1798				1130				1750				1130	3.19 (inc.)	575
ARH	Art History																		
AMGT	Arts Management																	3.27	
CRP	Community & Regional Planning																		
FAA	Fine & Applied Arts																	3.51	
HP	Historic Preservation												1755				1580	3.49	
IARC	Interior Architecture																		
LA	Landscape Architecture																		
PUB	Public Affairs																		
	College of Arts and Sciences																		
ANTH	Anthropology																		
AST	Asian Studies	613	595	588		480	400	410		547	483	507		480	400	410		3.39	570
BI	Biology*	570	655	670														3.33	
CH	Chemistry*									590	670	720						3	
CLAS	Classics									500	493	463						3.38	
COLT	Comparative Literature																		587
CIS	Computer & Information Science									547	710	632		210	570	420		3.45	550
CWR	Creative Writing																		
EALL	East Asian Languages & Literatures									not applicable				not applicable				3.6	601
	Economics* (Ph.D)	530	670	670						550	650	650							
EC	Economics* (Masters)	430	670	550						440	710	585							
ENG	English																		
EMS	Exercise & Movement Science									523	615	621		430	490	430		3.21	583
GEOG	Geography									560	603	612		410	420	390		3.65	none
GEOL	Geological Sciences																		
GER	German																		
HIST	History									641	581	646		550	360	450		3.71	
INTL	International Studies																	3.25	543
LING	Linguistics																		
MATH	Mathematics									625	650	590		410	650	590		3.49	543
PHIL	Philosophy																		
PHYS	Physics																		
PS	Political Science				1294				1110				1265				1110		597
PSY	Psychology									674	684	709						3.58	575 (req)
RL	Romance Languages																		
RUSS	Russian																		

Graduate Program

Mean and Minimum GRE Scores for Admitted and Enrolled Students, 1993 - 95

Code	Major	1994-95																	
		GRE Scores of Accepted Applicants								GRE Scores of Enrolled Applicants								Mean Undergrad GPA	Minimum TOEFL Score
		Mean				Minimum				Mean				Minimum				Enrolled	Enrolled
		V	Q	A	T	V	Q	A	T	V	Q	A	T	V	Q	A	T	Students	Students
SOC	Sociology									588	578	603		460	460	530		3.68	
TA	Theater Arts																		
	Charles H. Lundquist College of Business																		
ACTG	Accounting																		
DSC	Decision Sciences																		
DSCB	Decision Sciences: Business Statistics																		
DSCP	Decision Sciences: Production & Operations Mgmt.																		
FIN	Finance																		
HRIR	Human Resources & Industrial Relations																		
IIR	Industrial Relations																		
MGMT	Management																		
MGB	Management: General Business																		
MKTG	Marketing																		
	College of Education																		
CDS	Communication Disorders & Sciences (masters)									530	528	591						3.62	
	Communication Disorders & Sciences (Ph.D.)									530	550	580						4.5	
COUN	Counseling																		
CPSY	Counseling Psychology									511	569	543						3.44	
EDPM	Educational Policy & Management																		
SPSY	School Psychology									531	540	606						3.61	
SPED	Special Education																		
SPEI	Special Education: Early Intervention																		
SPDD	Special Education: Developmental Disabilities																		
SPEL	Special Education: Exceptional Learner																		
SPRH	Special Education: Rehabilitation																		
	Graduate School																		
IIP	Individualized Program																		
IAIM	IS: Applied Information Management																		
IENV	IS: Environmental Studies																		
IFLR	IS: Folklore																		
IT1	Teaching One Subject																		
	School of Journalism & Communication												1750				1440	3.6	613
JCS	Communication & Society																		
J	Journalism																		
JAD	Journalism: Advertising																		
JEM	Journalism: Electronic Media																		
JMAG	Journalism: Magazine																		

Standard XI

Mean and Minimum GRE Scores for Admitted and Enrolled Students, 1993 - 95

Code	Major	1994-95 GRE Scores of Accepted Applicants: Mean V	Q	A	T	Minimum V	Q	A	T	GRE Scores of Enrolled Applicants: Mean V	Q	A	T	Minimum V	Q	A	T	Mean Undergrad GPA of Enrolled Students	Minimum TOEFL Score of Enrolled Students
JNE	Journalism: News - Editorial																		
JPR	Journalism: Public Relations																		
	School of Music																		
DANC	Dance																	3.24	
MCOM	Music Composition																		
ME	Music Education																		
MHIS	Music History																		
MUP	Music Performance																		
MTHE	Music Theory																		
MCND	Music: Conducting																		
MPP	Music: Piano Pedagogy																		
	Law									161 (LSAT)								3.5	
* These departments submitted percentile GRE scores instead of r																			
the raw scores for these departments were calculated.																			

Mean and Minimum GRE Scores for Admitted and Enrolled Students, 1993 - 95

Code	Major	1995-96 GRE Scores of Accepted Applicants: Mean V	Q	A	T	Minimum V	Q	A	T	GRE Scores of Enrolled Applicants: Mean V	Q	A	T	Minimum V	Q	A	T	Mean Undergrad GPA of Enrolled Students	Minimum TOEFL Score of Enrolled Students
	College of Architecture and Allied Arts																		
ARCH	Architecture				1837				1230				1767				1410	3.42 (inc.)	575
ARH	Art History																		
AMGT	Arts Management																	3.19	
CRP	Community & Regional Planning																		
FAA	Fine & Applied Arts																	3.45	
HP	Historic Preservation												1634				1260	3.25	
IARC	Interior Architecture																		
LA	Landscape Architecture																		
PUB	Public Affairs																		
	College of Arts and Sciences																		
ANTH	Anthropology																		
AST	Asian Studies	591	618	629		480	430	420		500	580	550		490	550	520		3.49	577
BI	Biology*	610	660	675														3.47	
CH	Chemistry*									590	670	665						3.4	
CLAS	Classics									655	500	570		370	360	300		3.4	
COLT	Comparative Literature																		637
CIS	Computer & Information Science									520	712	661		280	520	320		3.45	553
CWR	Creative Writing																		
EALL	East Asian Languages & Literatures									not applicable				not applicable				3.5	632
	Economics* (Ph.D)	550	670	650						550	660	690							
EC	Economics* (Masters)	425	650	525						450	710	560							
ENG	English																		
EMS	Exercise & Movement Science									518	597	626		440	480	450		3.28	540
GEOG	Geography									539	624	564		410	380	420		3.43	647
GEOL	Geological Sciences																		
GER	German																		
HIST	History									645	606	589		340	450	430		3.56	
INTL	International Studies																	3.38	577
LING	Linguistics																		
MATH	Mathematics									609	752	664		330	600	340		3.6	577
PHIL	Philosophy																		
PHYS	Physics																		
PS	Political Science				1279				840				1322				1030		610
PSY	Psychology									590	637	650						3.6	575 (req)
RL	Romance Languages																		
RUSS	Russian																		

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DSCB	Decision Sciences: Business Statistics																		
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IT1	Teaching One Subject																		
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MPP	Music: Piano Pedagogy																		
	Law									159 (LSAT)								3.5	

* These departments submitted percentile GRE scores instead of r
the raw scores for these departments were calculated.

Document XI-

UNIVERSITY OF OREGON

GUIDELINES FOR GOOD PRACTICE IN GRADUATE EDUCATION*

FACULTY AND GRADUATE STUDENTS

A major purpose of graduate education at the University of Oregon is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships which encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

Graduate student progress toward educational goals at the University of Oregon is directed and evaluated by an advisor and a graduate committee. These individuals provide intellectual guidance in support of the scholarly and artistic activities of graduate students. The advisor and the graduate committee are also charged with the responsibility of evaluating a graduate student's performance in research and creative activities. The graduate student, the advisor, and the graduate committee, then, comprise a basic unit of graduate education. It is the quality, breadth, and depth of interaction in this unit that largely determines the outcome of the graduate experience.

High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

To this end, it is essential that graduate students:

- *conduct themselves in a mature, professional, and civil manner in all interactions with faculty and staff.*
- *recognize that the faculty advisor provides the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support.*
- *recognize that faculty have broad discretion to allocate their own time and other resources in ways which are academically productive.*
- *recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's research. Careful, well-conceived research reflects favorably on the student, the faculty advisor, and the University.*
- *exercise the highest integrity in taking examinations and in collecting, analyzing, and presenting research data.*
- *acknowledge the contributions of the faculty advisor and other members of the research team to the student's work in all publications and conference presentations.*
- *maintain the confidentiality of the faculty advisor's professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the discipline.*
- *take primary responsibility to inform themselves of regulations and policies governing their graduate studies.*

It is also imperative that faculty:

- •• *interact with students in a professional and civil manner in accordance with University policies governing nondiscrimination and sexual harassment.*
- •• *impartially evaluate student performance regardless of religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation.*
- •• *serve on graduate student committees without regard to the race, gender, sexual orientation, or national origin of the graduate student candidate.*
- •• *prevent personal rivalries with colleagues from interfering with their duties as graduate advisors, committee members, or colleagues.*
- •• *excuse themselves from serving on graduate committees when there is an amorous, familial, or other relationship between the faculty member and the student that could result in a conflict of interest.*
- •• *acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents.*
- •• *not impede a graduate student's progress toward the degree in order to benefit from the student's proficiency as a teaching or research assistant.*
- •• *create in the classroom, lab, or studio supervisory relations with students that stimulate and encourage students to learn creatively and independently.*
- •• *have a clear understanding with graduate students about their specific research responsibilities, including time lines for completion of research and the thesis or dissertation.*
- •• *provide verbal or written comments and evaluation of students' work in a timely manner.*
- •• *discuss laboratory, studio, or departmental authorship policy with graduate students in advance of entering into collaborative projects.*
- •• *refrain from requesting students to do personal work (mowing lawns, baby-sitting, typing papers, etc.) without appropriate compensation.*
- •• *familiarize themselves with policies that affect their graduate students.*

Graduate education is structured around the transmission of knowledge at the highest level. In many cases, graduate students depend on faculty advisors to assist them in identifying and gaining access to financial and/or intellectual resources which support their graduate programs.

In some academic units, the student's specific advisor may change during the course of the student's program. The role of advising may also change and become a mentoring relationship.

The reward of finding a faculty mentor implies that the student has achieved a level of excellence and sophistication in the field, or exhibits sufficient promise to merit the more intensive interest, instruction, and counsel of faculty.

To this end, it is important that graduate students:

- *devote an appropriate amount of time and energy toward achieving academic excellence and earning the advanced degree.*
- *be aware of time constraints and other demands imposed on faculty members and program staff.*

* These guidelines were written by the Graduate Council and were adopted as a statement of the faculty by the University of Oregon Senate on May 24, 1995.

• *take the initiative in asking questions that promote understanding of the academic subjects and advance the field.*

• *communicate regularly with faculty advisors, especially in matters related to research and progress within the graduate program.*

Faculty advisors, on the other hand, should:

•• *provide clear maps of the requirements each student must meet, including course work, languages, research tools, examinations, and thesis or dissertation, and delineating the amount of time expected to complete each step.*

•• *evaluate student progress and performance in regular and informative ways consistent with the practice of the field.*

•• *help students develop artistic, interpretive, writing, verbal, and quantitative skills, when appropriate, in accordance with the expectations of the discipline.*

•• *assist graduate students to develop grant writing skills, where appropriate.*

•• *take reasonable measures to ensure that each graduate student initiates thesis or dissertation research in a timely fashion.*

•• *when appropriate, encourage graduate students to participate in professional meetings or perform or display their work in public settings.*

•• *stimulate in each graduate student an appreciation of teaching.*

•• *create an ethos of collegiality so that learning takes place within a community of scholars.*

•• *prepare students to be competitive for employment which includes portraying a realistic view of the field and the market at any given time and making use of professional contacts for the benefit of their students, as appropriate.*

In academic units, faculty advisors support the academic promise of graduate students in their program. In some cases, academic advisors are assigned to entering graduate students to assist them in academic advising and other matters. In other cases, students select faculty advisors in accordance with disciplinary interest or research expertise. Advising is manifold in its scope and breadth and may be accomplished in many ways.

A student's academic performance and a faculty member's scholarly interests may coincide during the course of instruction and research. As the faculty-graduate student relationship matures and intensifies, direct collaborations may evolve which entail the sharing of authorship or rights to intellectual property developed in research or other creative or artistic activity. Such collaborations are encouraged and are a desired outcome of the mentoring process.

This document has benefited from the work of the Graduate School at the University of California - Davis; the Graduate College and Graduate Council at the University of Arizona (*Mentoring: The Faculty-Graduate Student Relationship*, Cusanovich and Gilliland, 1991); the Office of Graduate Studies at the University of Southern California; and the Graduate School at North Carolina State University. Materials are used by permission.

These guidelines are intended to be constructive and instructive to faculty and graduate students. They do not constitute a contract with current or prospective students.

CONCLUSION

This self-study report has charted the extraordinary journey of the University of Oregon during the past 10 years. In this journey, the campus community faced daunting and painful challenges that tested its spirit, resilience, and creativity. Now, as that decade closes and a new one emerges, this report presents a comprehensive picture of a university profoundly changed and prepared to face the challenges of the future.

Under two presidents and drawing on the tradition of faculty governance, the university managed its most significant event of the decade, the crisis of Measure 5. Throughout that process, the university's mission and its AAU status remained paramount. As earlier pages of this report have described, the loss of millions of dollars in state funding forced the university, while implementing state system policies, to eliminate or reduce academic programs, to streamline and restructure its administration, and to raise tuition drastically. Yet the university survived, even progressed, primarily through the commitment, creativity, and hard work of the university community; through the financial sacrifice of students and their families; and through the generosity of donors.

The university community has thought broadly and deeply about the institution's mission and has developed a clear sense of its fundamental guiding principles. To further that mission, the institution has developed diverse and new ways of assessing its quality; garnered new resources for academic, research, and outreach programs; created a state-of-the-art library; erected new buildings; improved existing classrooms and offices; greatly increased the number of endowed chairs and professorships for senior faculty members; and won national awards for its technological infrastructure. The university has worked hard to become a more caring community that is attentive to issues of diversity and inclusiveness, to the concerns of the faculty and staff, and to both the academic and personal needs of undergraduate and graduate students. Mindful of its unique role as *The University of Oregon*, the institution has reaffirmed and strengthened its commitment to serve the state even while the state has severely reduced its support of the university.

Yet, as the report also describes, there is room for improvement. Among the most strongly felt concerns are the continued need for salary increases; improvements and innovations in teaching, including ways of fostering a spirit of independence and inquiry among students; resources for expanding the use of technology in teaching and research; support for professional development; additional and improved classroom and office space; and, most

broadly, increased financial resources. The twin challenges of quality and access will continue to permeate the university's future.

Emerging from this self-study are three significant themes that suggest themselves as the focus of continued study and discussion in the decade to come: the university's sense of community, the role of the university as a public institution, and the continued striving for excellence in all of the university's endeavors. Cutting across these three themes are the unpredictable forces of technology and funding, with the fiscal implications of the recently passed Ballot Measure 47 looming large on the university's immediate horizon.

The University's Sense of Community

The mission statement describes the university as "a community of scholars dedicated to the highest standards of academic inquiry, learning, and service." Long associated with the University of Oregon is a noteworthy culture of collegial and interdisciplinary interaction. The size of the institution fosters these attributes and creates an atmosphere of a liberal-arts college within a major research university. The mission to provide a residentially based education lies at the heart of the university's sense of community.

Changes in the past decade, as well as others anticipated in the future, suggest that the sense of campus community will need careful nurturing and attention. The celebration of diversity and the maintenance of a welcoming atmosphere are central to the health of the community. So, too, are responsible citizenship and service, values that are held high on campus but require constant reaffirmation.

In the past decade the university has undergone a revolution in its use of communication technologies such as voice-mail, e-mail, listservs, electronic bulletin boards, and faxes. The university community has embraced their use to facilitate communication and to share information more broadly and more rapidly.

Faculty governance of the university, shared with the administration and in some cases with students, is a defining characteristic of the institution. Yet as the faculty attempts to respond to heightened expectations in teaching, research, service, and administration, there is concern that the faculty has reached its capacity to absorb more responsibility. Indeed, the strong tradition of faculty governance may be at risk, as suggested by the diminishing pool of faculty members willing or able to serve on university committees.

The institution's ability to maintain its sense of community also is vulnerable to the effects of resource limitations. As the university has experienced in the past decade, pressures created by limited resources can strain the bonds of

community. The university will continue to confront such challenges to community in difficult times. For example, as fundraising efforts increase, the university will need to manage resource disparities that may develop among units. As changing demographics alter the profile of the student population and as high tuition leads students to expect more services, the university will have to decide which services to provide with its limited resources.

The Public University

The University of Oregon is a public research university. It plays a central role in the state through creating and disseminating knowledge, providing lifelong education, and serving Oregon's people, economy, and culture. As an AAU institution, the university also is poised to take a central part in the current national debate over redefining the role of a public research university.

The university is committed to providing higher education for anyone who wants it and can meet its admission standards. In this context, the tuition increases of the past five years have been particularly troublesome. The drastic plunge in state support since Measure 5 has raised within the university serious questions concerning the public nature of its enterprise. The university will need, for example, to weigh market considerations in its ongoing efforts to improve the curriculum. It also will need continuously to assess its adherence to the institutional mission as private support increases and public funding decreases.

In the years since Measure 5, the university has made a deliberate choice to reassert the public nature of its mission. It is creating a greater presence throughout the state, particularly in the Portland metropolitan and Bend areas. It is committed to providing more, and more diverse, opportunities for lifelong education. The undergraduate core of the curriculum will remain residential and liberal-arts based, but through innovative uses of buildings and other campus resources, the university will serve the public in new ways. An increased variety and number of summer institutes and workshops are probable new areas of emphasis. The university also is committed to serving a broader population through distance education wherever possible and appropriate. Here the role of technology is essential though still experimental.

Excellence in All Endeavors

In teaching, research, and service, the hallmark of the University of Oregon is excellence. That hallmark will continue to guide the university in its daily striving for continuous improvement.

In teaching, the university challenges itself every day to become even better. It has, for example, established a variety of developmental opportunities and institutional awards to foster outstanding teaching. An excellent education equips students with the ability and the confidence to create knowledge for themselves and to improve the lives of others. The University of Oregon aims to instill in students a lifelong love of learning and, while doing so, to prepare them for productive careers and leadership in a democratic society.

In research, scholarship, and creative and artistic achievement, the university holds a national and international reputation. The enduring quest to discover and advance knowledge and to create new expressions of thought is essential to the intellectual life of the institution. The university's excellence in these areas shapes the excellence of its teaching, as faculty members infuse their new knowledge and insights into the classroom and draw graduate and undergraduate students into the processes, rigors, and joy of academic inquiry.

In service, the university also strives for excellence. The university works with businesses, public agencies, nonprofit and professional organizations, and others in the state, the region, the nation, and around the world. In doing so, the University of Oregon has made a positive, and in some cases profound, difference.

Continued excellence in teaching, research, and service will depend on the institution's ability to secure adequate funding in the future and to build upon its recognized accomplishments in the use of technology. If the record of the past decade holds any prophetic potential, the university will succeed.

The university has been tested during the past 10 years and has emerged from that crucible reaffirmed and strengthened. This is the heart of what the self-study has revealed: The University of Oregon has solidified the foundation upon which it stands. With a renewed sense of identity and of mission, it now embraces the future.

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