

NOTICE OF PUBLIC MEETING

The Board of Trustees of the University of Oregon will hold the following public meeting:

Thursday, December 3, 2020, at 8:30 a.m.

Friday, December 4, 2020, at 8:30 a.m.

Due to current orders regarding campus operations and social distancing, the meeting will be held via video conference with a telephone conference option available for members of the media and the public.

Subjects of the meeting will include COVID-19 impacts and operations; standing reports; university finance, treasury, and audit reports; a preview of the FY21 tuition-setting process; a new Bachelor of Fine Arts in Dance; capital planning and a capital project approval (ZIRC); institutional diversity, equity and inclusion initiatives; and an overview of the Department of Human Physiology.

The livestream link and the teleconference information are available day of (if not sooner) at:
<https://trustees.uoregon.edu/meetings>. Meeting materials are available online at:
<https://trustees.uoregon.edu/upcoming-meetings>.

Public Comment

Individuals wishing to provide public comment to the Board of Trustees may do so in writing via trustees@uoregon.edu. All comments will be shared with members of the board, but to ensure comments are provided to trustees in advance of the meeting, they must be received by 5:00 p.m. Pacific Time on December 2, 2020.

Board of Trustees
December 3, 2020 | 8:30 a.m. PT
December 4, 2020 | 8:30 a.m. PT

Due to current orders regarding campus operations and social distancing, the meeting will be held remotely with a livestream broadcast and telephone conference options available for members of the public. That information is available at: <https://trustees.uoregon.edu/meetings>.

Convene Public Meeting

- Call to order and verification of a quorum
- Approval of minutes from September 10, October 29, and November 13 full board meetings

1. Standing Reports

- ASUO President Isaiah Boyd
- University Senate President Elliot Berkman
- Provost Patrick Phillips
- President Michael Schill

2. COVID-19 Impacts, Planning and Operations. Andre Le Duc, Associate Vice President and Chief Resilience Officer

3. University Finance and Treasury Reports. Jamie Moffitt, Vice President for Finance and Administration and CFO

4. Audit Reports:

- 4.1 FY20 Audited Financial Statements.** Jamie Moffitt, Vice President for Finance and Administration and CFO; Kelly Wolf, Associate Vice President and Controller
- 4.2 FY20 External Auditor's Report.** Scott Simpson, Partner, Moss Adams
- 4.3 Quarterly Audit Report.** Leah Ladley, Chief Auditor

5. Tuition-Setting Preview. Kevin Marbury, Vice President for Student Life and TFAB Co-Chair; Jamie Moffitt, Vice President for Finance and Administration and CFO and TFAB Co-Chair

Meeting recessed until December 4 at 8:30 a.m.

6. Program Approval: Bachelor of Fine Arts in Dance (Action). Brad Garner, Associate Professor and Department Head of Dance

7. Capital Planning and Sustainability Annual Report; Capital Project Approval – ZIRC (Action). Mike Harwood, Associate Vice President and University Architect

8. Institutional Diversity, Equity and Inclusion Initiatives. Yvette Alex-Assensoh, Vice President for Equity and Inclusion; Patrick Phillips, Provost and Sr. Vice President; Mark Schmelz, Chief Human Resources Officer

9. Academic Area in Focus: Human Physiology. John Halliwill, Professor and Department Head of Human Physiology

Meeting Adjourned

BOARD OF TRUSTEES

6227 University of Oregon, Eugene OR 97403-1266 | (541) 346-3166 | trustees.uoregon.edu | trustees@uoregon.edu

Agenda Item #6

**Program Authorization:
BFA in Dance**

A new Bachelor of Fine Arts in Dance is before the Board of Trustees, assuming passage by the University Senate (see below). Board approval is required before new programs are submitted to the Higher Education Coordinating Commission (HECC).

The School of Music and Dance, the provost, and all appropriate University committees have approved the proposed program. University Senate consideration is scheduled for December 2; if the Senate does not act affirmatively, this item will not be considered at the Board's meeting.

The below information for the degree proposal is taken from the department's submission for new program approval. More detailed information (e.g., associated coursework, exam schedules and degree obtainment progression timelines) is available upon request.

How is the program connected with the UO's mission, signature strengths and strategic priorities?

The proposed BFA in Dance is connected with the UO's mission, signature strengths and strategic priorities in a number of ways. For example, it fosters equity and inclusion by requiring the study of dances of the African diaspora, such as African and Jazz, with equal credit value to Western dance forms, such as Contemporary dance and Ballet.

The proposed BFA in Dance degree will help individuals question critically through theory courses in History and Culture (e.g. DAN 454 Contemporary Issues in Dance), which offer students insight into body-politics intrinsic to the art of dance, specifically; race, gender, age, ability and power. This degree will help students think logically through courses in Movement Science (e.g. DAN 260 Anatomy of Human Movement), which instill a deep understanding of the body's form and function in order to empower optimal performance while preventing injuries. The BFA in Dance will help individuals reason effectively through courses in Technology and Music (e.g. DAN 255 Dance Production and DAN 458 Music for Dancers), which prepare students to use lighting and sound design equipment and software for live performances and electronic presentations.

The proposed BFA in Dance will help individuals communicate clearly and act creatively through courses in Movement Technique (e.g. DANC 285 African 2), Improvisation (e.g. DANC 271 Contact Improvisation), Composition (e.g. DAN 352 Dance Composition 2), Performance (DAN 408 Work, Rehearsal & Performance), and Teaching (e.g. DAN 491 Teaching Dance), which require multiple modes of communication, adaptability, complex problem solving, collaboration, and creativity.

The proposed BFA in Dance helps individuals live ethically through Performance Ensemble requirements such as DAN 436 Dema African Performance and DAN 482 Repertory Company that provide opportunities to engage in community service and outreach to inner-city youth in public schools, after school programs, and private studios across Oregon.

How will the proposal meet regional or statewide needs and enhance the state' capacity to improve educational attainment in the region; respond effectively to social, economic and environmental challenges and opportunities; and address civic and cultural demands of citizenship?

The proposed BFA in Dance will meet statewide goals of educational attainment, responsibility to environmental challenges, and the civic demands of citizenship by providing the only such degree in the state of Oregon and one of only a limited few BFA degrees in the U.S. that offers an inclusive curriculum. This affords equal access to lower-income and non-white students, which inherently expands the diversity of the program to include other marginalized groups.

With the proposed BFA in Dance it will be possible for students to enter the program with creativity and a talent for movement, but as beginners in formal dance training and successfully graduate in four years with marketable professional dance skills such as Teaching, Performing, and Choreographing, as well as corollary fields such as Technical Production and Arts Administration.

Are there closely-related programs in other Oregon public or private universities?

No

What financial resources are needed to support this proposal? Identify the resources currently available as part of existing UO programs or reallocations within existing budgets. Are additional resources needed?

The current UO Dance budget is based on 5.5 TTF FTE and 1.6 NTTF FTE (NTTF FTE uses combination of general funds and course fees). These faculty-related amounts are adjusted annually for changes to salaries and OPE. We are allocated an annual amount of \$20,000 for live musical accompaniment and \$10,000 for services and supplies. We support our concerts, e.g. contracting a Technical Director, from ticket sales.

What other additional staff are needed to support this program? Are special facilities, equipment, or other resources required because of the change (e.g., unusual library resources, digital media support)?

No additional staff are needed to offer the proposed BFA in Dance. No additional facilities, equipment or other resources are required to offer the proposed BFA in Dance.

Board of Trustees of the University of Oregon

Resolution: Program Approval – Bachelor of Fine Arts in Dance

Whereas, the University of Oregon (University) benefits from a cross-section of high quality, well-designed academic degree programs;

Whereas, the School of Music and Dance wishes to offer a Bachelor of Fine Arts (BFA) in Dance;

Whereas, the proposed program should significantly increase the number of Dance students at and increase the diversity of Dance faculty and students at the UO while offering greater flexibility for students seeking Dance majors, whether individually or coupled with another major;

Whereas, the program has been approved by relevant departments, the School of Music and Dance, relevant academic committees, and the University Senate; and,

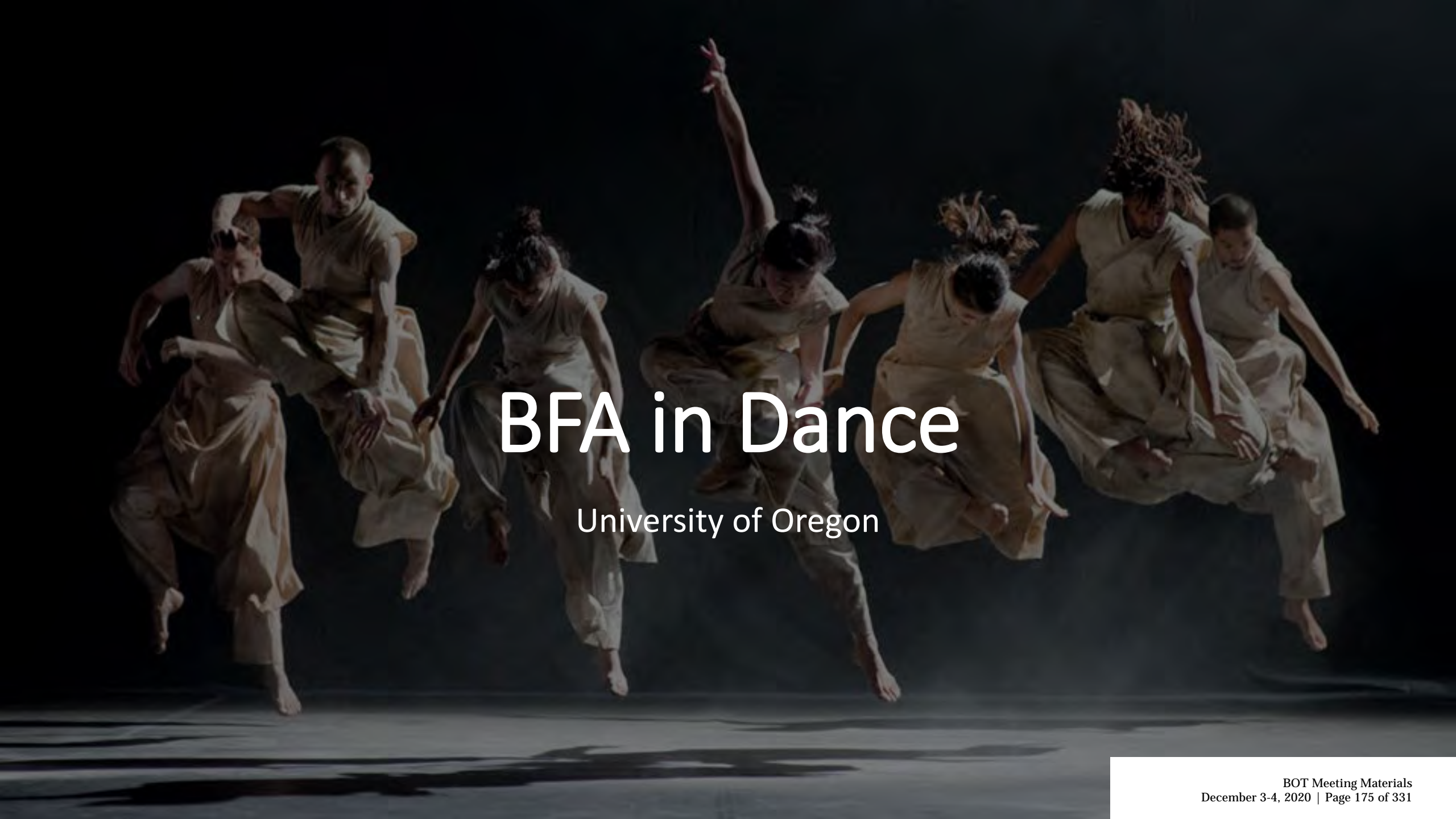
Whereas, Board of Trustees’ approval is required before the program can be reviewed by the Higher Education Coordinating Commission.

Now, therefore, the Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon hereby approves the new **Bachelor of Fine Arts Degree in Dance** as proposed in the provided documentation.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Seeley	
Hornecker		Wilcox	
Kari		Wishnia	

Dated: _____ Recorded: _____



BFA in Dance

University of Oregon

Legacy: Martha Hill and Bessie Schonberg

- Dance courses have been offered at the UO for over a century, and predate the first academic dance major programs in the country by more than a decade.
- **Martha Hill** was hired as a Professor of Dance at UO in 1927, and later went on to co-found the Bennington College Dance Program, in 1934, which established “Modern” Dance as an academic field in higher education.
- **Martha Hill** also directed the Dance programs at Juilliard, NYU, Mills.
- Hill’s summer dance program at Bennington College later went on to become the American Dance Festival at Duke University in Durham, NC.
- One of Hill’s students at UO was Bessie Schonberg, the namesake of the highest honor one can receive in dance, the “Bessie Award.”





Purpose

- To provide the first and only BFA in Dance degree in the state of Oregon.
- To offer the only BFA in Dance degree in the U.S. with equal emphasis on dances of the African diaspora and those of European roots.
- To recruit and retain more diverse students and faculty.
- To double the numbers of Dance majors at UO by AY 2024.
- To attract new donors to the UO Dance department.
- NASD Accreditation.

Design

Proposed 4-Year BFA in Dance curriculum

121 Major credits + 48 Gen Ed credits + 14 Elective credits = 183 Total credits

BFA 1st Year					
Fall	Cr	Winter	Cr	Spring	Cr
DANC 175 Jazz 1	1	DANC 175 Jazz 1	1	DANC 175 Jazz 1	1
DANC 185 African 1	1	DANC 185 African 1	1	DANC 185 African 1	1
DANC 170 Modern 1	1	DANC 170 Modern 1	1	DANC 170 Modern 1	1
DANC 172 Ballet 1	1	DANC 172 Ballet 1	1	DANC 172 Ballet 1	1
DAN 408 Performance: Loft	2	DAN 125 First Year Seminar	1	DAN 171 Improvisation	1
DAN 125 First Year Seminar	1	WR 122/3 College Comp 2	4	DAN 125 First Year Seminar	1
WR 121 College Comp 1	4	Gen Ed	4	DAN 251* Looking at Dance (AI)	4
Gen Ed	4	Elective	2	Gen Ed Area/Cultural Literacy	4
Major Credits	7		5		6
Gen Ed Credits	8		8		8
Elective Credits	0		2		0
Total Credits	15		15		14

BFA 2nd Year					
Fall	Cr	Winter	Cr	Spring	Cr
DANC 275 Jazz 2	1	DANC 275 Jazz 2	1	DANC 275 Jazz 2	1
DANC 285 African 2	1	DANC 285 African 2	1	DANC 285 African 2	1
DANC 270 Modern 2	1	DANC 270 Modern 2	1	DANC 270 Modern 2	1
DANC 272 Ballet 2	1	DANC 272 Ballet 2	1	DANC 272 Ballet 2	1
DAN 271 Contact Improvisation	1	DAN 408 Performance: Faculty/Guest	2	DAN 252 Fundamentals of Rhythm	3
DAN 255 Production 1	3	DAN 256 Somatics	3	DAN 355 Production 2	1
DAN 260* Anatomy of Human Mot (5)	4	DAN 241* Screendance (AI)	4	Gen Ed Area/Cultural Literacy	4
Gen Ed	4	Elective	2	Elective	2
Major Credits	8		9		8
Gen Ed Credits	8		4		4
Elective Credits	0		2		2
Total Credits	16		15		14

BFA 3rd Year					
Fall	Cr	Winter	Cr	Spring	Cr
DANC 375 Jazz 3	1	DANC 375 Jazz 3	1	DANC 375 Jazz 3	1
DAN 394 Contemporary 3	3	DAN 394 Contemporary 3	3	DAN 394 Contemporary 3	3
DANC 372 Ballet 3	1	DANC 372 Ballet 3	1	DANC 372 Ballet 3	1
DAN 436 Demo African Performance	3	DAN 436 Demo African Performance	3	DAN 436 Demo African Performance	3
DAN 408 Performance: Loft	2	DAN 360 Kinesiology	4	DAN 352 Composition 2	3
DAN 351 Composition 1	3	Gen Ed	4	Gen Ed	4
DAN 301 African Aesthetics	4			Elective	2
Major Credits	17		12		11
Gen Ed Credits	0		4		4
Elective Credits	0		0		2
Total Credits	17		16		17

BFA 4th Year					
Fall	Cr	Winter	Cr	Spring	Cr
DAN 494 Contemporary 4	3	DAN 494 Contemporary 4	3	DAN 494 Contemporary 4	3
DAN 480 Dance Repertory	2	DAN 481 Repertory Company-Rel	2	DAN 482 Repertory Company-Perf	2
DAN 452 Composition 3	3	DAN 491 Teaching Dance	3	DAN 412 Student Concert	3
DAN 458 Music for Dancers	3	DAN 425 Senior Seminar	1	DAN 404 Internship	2
DAN 425 Senior Seminar	1	DAN 443 Dance and Power	3	DAN 425 Senior Seminar	1
Elective	4	Elective	2	DAN 444 Contemp Issues in Dance	3
Major Credits	12		12		14
Gen Ed Credits	0		0		0
Elective Credits	4		2		0
Total Credits	16		14		14

183 Total Credits (180 Minimum)

121 Total Major Credits (117 Minimum NASD)

48 Total Gen Ed Credits (45-54 Minimum NASD)

36 Area Satisfying Credits

8 Written English Credits

83 Upper Division Credits (62 Minimum)

14 Elective Credits (9-18 Minimum NASD)

Technique/Gen Ed

Theory/Creative Practice/Performance



Goals

- Hire a new Tenure-Track faculty specializing in Jazz and Hip-hop Fall 2021.
- Welcome 1st Year BFA class Fall 2021.
- Apply for NASD accreditation Winter 2023.
- Have full BFA cohort and 1st graduating class AY 2024-2025.

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Agenda Item #7

Capital Planning

- ZIRC Renovation Project Authorization
- Annual Capital Planning and Sustainability Report and Dashboards

The Board of Trustees is asked to authorize a capital project involving renovations of the UO's Zebrafish International Resource Center (ZIRC) facility. The project is estimated to cost approximately \$8.8 million, thus requiring board approval.

The project is supported by ZIRC, the Institute of Neuroscience, the College of Arts and Sciences, the Vice President for Research and Innovation, and the Provost.

The below information is provided by Monte Westerfield, Professor of Biology and a member of the UO's Institute of Neuroscience.

ZIRC History

Biomedical research using zebrafish began at the University of Oregon in the 1970's with the pioneering work of George Streisinger. Today, more than 1,000 laboratories in 41 countries use zebrafish to model human biology and disease, as well as to study basic principles of biology. The UO is known worldwide as the birthplace of zebrafish research. Today, in addition to eight zebrafish research laboratories, UO is home to ZIRC and the Zebrafish Information Network (ZFIN), two unique resources that serve vital functions for the international research community.

With the growth of zebrafish research and, particularly, the invention of powerful genetic techniques for studying gene function, it became apparent by the mid-1990's that the research community needed a centralized resource for storing genetic stocks of zebrafish. In response to this need, we established ZIRC on the University of Oregon campus in 1998 as the resource to maintain and distribute genetic lines of zebrafish and other research materials to the international biomedical research community. ZIRC also conducts husbandry research and provides diagnostic health, veterinary, and husbandry services. We currently have more than 40,000 genetic lines of zebrafish. Scientists visit ZIRC to be trained in sperm freezing, husbandry, and health program development. ZIRC has distributed more than a million animals to laboratories in the USA and more than 25 other countries. ZIRC has been granted the status of National Biomedical Models Research Center by the National Institutes of Health (NIH).

Core funding for ZIRC comes from an NIH grant with an annual budget of \$2 million, generating more than \$500,000 in F&A for the UO every year. It also typically has 1-2 research grants at ~\$100,000 each per year. Sales and services generate about \$500,000 in additional annual income. ZIRC employs 19 full-time employees and many undergraduate student workers who often go on to successful careers in biology or medicine.

The ZIRC building was constructed in 1999. The bulk of the funds were provided by State of Oregon bonds. An NIH infrastructure construction grant provided additional money. Funding was sufficient to construct a 10,000 square foot building with an aquarium room for fish, a small laboratory, a quarantine room, and offices for up to 9 employees. As our needs have grown, we have moved some of our staff into a nearby World War II era Quonset hut. Current operations and animal support are limited by space constraints.

Project Overview

The UO has secured a second NIH infrastructure construction grant that will support renovation and expansion of the ZIRC building. The grant will also provide funds to replace and upgrade much of our 20-year-old aquaculture equipment, research space, and biosafety. We have enlisted a local architecture firm that has extensive experience with zebrafish facility design and construction, including recent renovation of the Huestis Hall zebrafish research facility on the UO campus that was also funded by an NIH infrastructure construction grant. We have a solid construction plan and quotes for equipment.

Goal 1: We will modernize zebrafish life support systems. We will replace the 4 inefficient, below-capacity water systems with modern, high-efficiency systems on a smaller footprint. The new systems will hold more water and will have higher flow-rates with automated water speed and flow control. A bridge crane and increased aquaculture space will also generate better access to water conditioning equipment and enable optimal maintenance and repair. The addition of aquaculture support/auxiliary spaces and remodeling of the main fish room with four new isolated fish racks will enhance personnel safety, operational flexibility, and genotyping capacity.

Goal 2: We will improve equipment sanitation. We will triple equipment cleaning throughput by expanding the washer room and adding a walk-in washer. This will allow parallel processing of more equipment per day. To quadruple the throughput and for better biosecurity considerations, we will add four under-counter washers in the main fish room and in spaces outlined in Goal 3. This will help separate more effectively animal operations with varying health status levels and will isolate the new quarantine space from the rest of the facility.

Goal 3: We will increase quarantine space and throughput of fish imports. We will construct an additional quarantine space with combined flow-through and recirculating water capability. This will enable simultaneous processing of fish imports from outside facilities with various biosecurity levels with individualized quarantine strategies and prevent backlogs for the importation pipeline.

Goal 4: We will modernize the building infrastructure to address current operational bottlenecks. We will expand laboratory space to isolate the bench space for fish diagnostic

services and to double the number of PCR thermal cyclers used for line genotyping. We will expand the cryogenic freezer space to hold up to 15 freezers (currently seven). We will add a new IT office to improve staff interaction and efficiency of database development.

Disruption to Services

The bulk of the renovation will be an addition on the outside of the current building. The impact of this construction on the inside of the building will require some reduction of the colony, and moving tanks and other equipment temporarily to currently unoccupied space. There should not be significant disruptions of general operations, but sales may be reduced due to limitations of tank availability during the aquaculture equipment upgrades. Equipment sanitization will be impacted during short periods when tank washers are temporarily relocated and then later moved to their final locations.

Estimated Costs and Source(s) of Funds

The total cost estimate for this project is \$8.8. Two NIH grants will cover \$8.3 million of this and the Office of the Vice President for Research and Innovation has pledged \$550,000. No other institutional dollars would be used. If there are any small additional costs, those would be funded by additional grants or other external funding.

Anticipated Timeline Pending Board Approval

- December 2020 – Board of Trustees consideration
- March 2020 – Construction begins
- February 2022 – Anticipated completion



Zebrafish International Resource Center (ZIRC)

Research Restoration and Expansion

PROJECT DESCRIPTION

CURRENT PROJECT (PENDING BOT APPROVAL)

PROJECT STATS

Biomedical research using zebrafish began at the University of Oregon in the 1970's. Today, more than 1000 laboratories in 41 countries use zebrafish to model human biology and disease, as well as to study basic principles of biology. UO is known worldwide as the birthplace of zebrafish research.

In addition to 8 zebrafish research laboratories, UO is home to the Zebrafish International Resource Center (ZIRC) and the Zebrafish Information Network (ZFIN), two unique resources that serve vital functions for the international research community.

The National Institute of Health (NIH) has awarded a construction grant of up to \$8M to support the modernization of existing or new infrastructure for biomedical research facilities. This opportunity would allow for the modernization of the existing 10,000 square foot ZIRC building that was constructed in 1999. Grant funding would also allow for the replacement of the 20-year-old aquaculture equipment systems

Objectives

- Replace existing aquaculture filtration equipment that supports the main fish room.
- Expand the existing ZIRC building to create more efficient support spaces and increase their operational capacity. Building expansion will be up to approximately 5,000 sf.
- Incorporate a second quarantine room that will double current capacity.
- Improve equipment cleaning throughput and efficiency with new equipment and improvements to the circulation of dirty and clean equipment.
- Add space for cryogenic freezers to increase long-term resource storage.
- Upgrade building mechanical, plumbing, and electrical systems to support new equipment and spaces, as required.

Current Project Status

Construction Documents are being prepared for a final NIH review in early 2021.



Project Type: Equipment and Building Renovation and Expansion

Space Type: Research

Project Square Footage: 9,742

Addition 4,875 sf, Renovation 4,867 sf

Anticipated Budget: \$8.8M

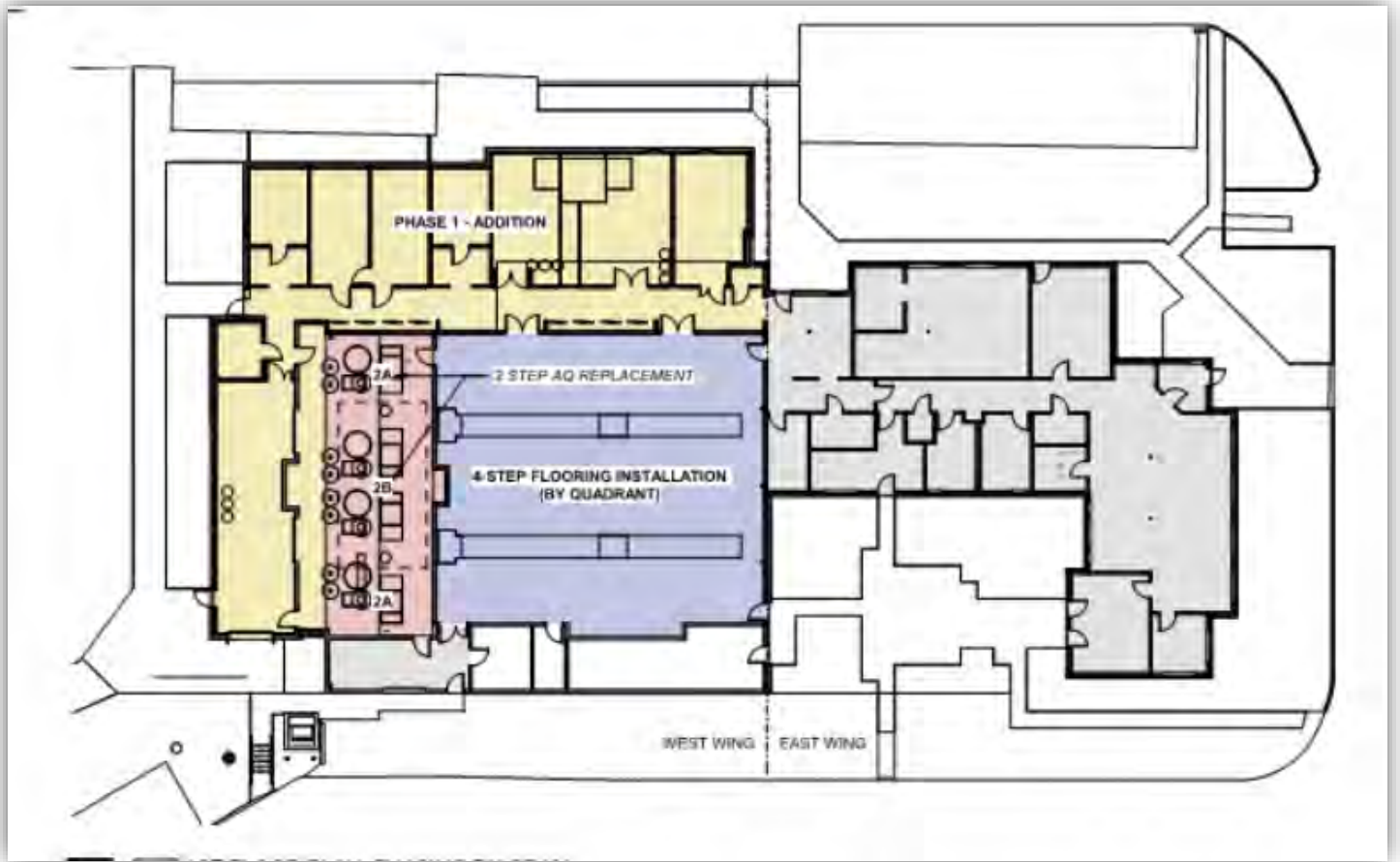
Funding Source(s):

\$8M - CO6 Grant (Grant allowable)

\$.55M – VPRI (Non-grant allowable)

\$.25M – Supplemental Grant

Expected Completion: Summer 2022



RENDERINGS



Southwest Corner



Northwest Corner

Board of Trustees of the University of Oregon

Resolution: Authorization for ZIRC Renovation Project

Whereas, the University of Oregon is committed to providing faculty with physical space necessary to conduct scholarship and research;

Whereas, The UO is home to the Zebrafish International Resource Center (ZIRC), constructed in 1999, which helps solidify the UO’s ongoing reputation as the global pioneer and leader in zebrafish-based research;

Whereas, the UO has been awarded a total of \$8.3 million in grants from the National Institutes of Health (NIH) to substantially fund much-needed renovations to the ZIRC facility, the Office of the Vice President for Research and Innovation has committed \$550,000, and any remaining costs, should there be any, would be covered by additional grants or other external funds;

Whereas, University of Oregon policies require approval by the Board of Trustees for a capital project that is anticipated to exceed \$5 million; and,

Whereas, the FY21 capital expenditure authorization previously approved by the Board of Trustees in June 2020 must be amended to include this project and associated expenditures.

Now, therefore, the Board of Trustees hereby authorizes the capital project to renovate the ZIRC facilitate as articulated in the summary materials accompanying this resolution and correspondingly increases the FY21 capital expenditure authorization limit by \$8.8 million for a new total of \$169.2 million (plus or minus three percent as noted in the June authorization).

--Vote Recorded on the Following Page--

Moved: _____

Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Seeley	
Hornecker		Wilcox	
Kari		Wishnia	

Record here if voice vote without dissent: _____

Dated: _____

Recorded: _____



UNIVERSITY OF OREGON

University of Oregon Ten-Year Capital Plan

December 4, 2020

Presentation to the UO Board of Trustees

Michael Harwood, FAIA
AVP for Campus Planning and Facilities Management



Agenda

- Project Dashboard
- Project Escalation
- Capital Plan Criteria and Overview
- Capital Plan Category Description
- Additional Considerations
 - Sustainability
 - Deferred Maintenance
 - Funding Sources
 - University Debt

Project Dashboard

	Project Name	Substantial Completion Date	BOT Approval/Signature Approved Budget	Current Project Budget	Project Square Footage	Cost per Square Foot	Budget Comparison to BOT/ Legislature Budget Status	Schedule performance	Meets Program Needs	Unanticipated/Deferred Maintenance Issues	LEED Certification	Comments
HISTORICAL	Graduate Hall Deferred Maintenance	Mar 2016	\$ 20,760,000	\$ 21,319,000	44,894	\$ 476.19	●	●	●	●	Gold	17.7% less cost not forecasted.
	Graduate Hall Addition	Mar 2016	\$ 22,000,000	\$ 22,979,965	560,300	\$ 409.98	●	●	●	●	Gold	Added design scope (loggia, etc)
	Central Kitchen / Foodservice	Mar 2016	\$ 8,500,000	\$ 8,990,210	215,500	\$ 41.71	●	●	●	●	Targeting Gold	Cost control and added removal of emergency grease trap. Schedule delay impacted by failed initial design/build pre process. Final LEED certification status pending due to completion.
	Central Kitchen Addition	Mar 2016	\$ 16,500,000	\$ 17,200,000	272,800	\$ 62.71	●	●	●	●	Gold	Square Footage Calculation does not include field area. impacts cost/CF
	EMU Renovations, Addition	Jan 2016	\$ 9,000,000	\$ 9,362,265	279,900	\$ 33.47	●	●	●	●	Platinum	Added specific artwork at the 4th floor and other rooms on the 4th floor.
	Physics Center Corridor	Jan 2016	\$ 16,700,000	\$ 19,700,000	45,000	\$ 437.55	●	●	●	●	Gold	Added work associated with the visualization lab and maintain. Significant amounts of deferred maintenance and major HVAC, electrical and structural systems impacted the project.
	Research Hall	Jul 2017	\$ 8,725,000	\$ 8,367,000	94,700	\$ 88.25	●	●	●	●	N/A	
	Cellular Micro Research Hall	Jul 2017	\$ 45,000,000	\$ 44,265,329	1,169,500	\$ 37.85	●	●	●	●	Gold	
	Engineering Hall	Jan 2018	\$ 30,700,000	\$ 30,560,000	243,900	\$ 125.31	●	●	●	●	Gold	
	Physics Hall (Phase 1)	Feb 2018	\$ 36,900,000	\$ 33,370,000	83,300	\$ 399.15	●	●	●	●	N/A - Partial Reno	
RECENTLY COMPLETED	Engineering Renovations	Jan 2019	\$ 9,500,000	\$ 11,300,000	56,000	\$ 201.61	●	●	●	●	N/A - Partial Reno	Added computing center help desk to original project. 4 months to original program cost adjustments which add scope
	Trabon Hall	Jan 2019	\$ 46,000,000	\$ 45,580,000	64,000	\$ 712.19	●	●	●	●	Gold	Additional scope was added on January 2019, which included base work and 4th floor build out, since the scope addition, both schedule and budget were exceeded in the project came to a close.
	Research Hall Renovation and Addition	Aug 2019	\$ 49,000,000	\$ 49,000,000	174,500	\$ 279.61	●	●	●	●	Gold	Additional funds were for Administrative Addition added to the original renovation scope.
	University Health and Counseling	Aug 2020	\$ 19,000,000	\$ 20,300,000	49,700	\$ 408.45	●	●	●	●	N/A	Additional administration occupied.
	Research Hall 3rd Floor	Sept 2020	\$ 18,700,000	\$ 22,900,000	25,000	\$ 916.00	●	●	●	●	N/A - Partial Reno	Delayed start and significant unanticipated infrastructure / deferred maintenance issues. Budget adjustments provided at a general on December 2019. Since approval, project was completed on schedule and within the approved budget.
	Light Campus Bldg. & Bridge	Oct 2020	\$ 226,000,000	\$ 214,500,000	1,749,800	\$ 122.61	●	●	●	●	Targeting Gold	Total cost includes 2.7% for design. Cost/CF includes 5.5% for build plus late delays from the original schedule and cost of work.
	Midsize Drive Parking Structure for the Light Campus project	Nov 2020	\$ 4,000,000	\$ 22,300,000	11,890	\$ 1876.11	●	●	●	●	N/A	This is part of the overall Light Campus project. Delays from the original schedule due to COVID. Added 2 floors to the garage to build since the development of initial scope and budget.
	Auditorium and Video Board	Nov 2020	\$ 12,000,000	\$ 12,000,000	N/A	N/A	●	●	●	●	N/A	Project in the construction phase for phases
	Housing Transformation Project #1a	Jan 2021	\$ 103,000,000	\$ 99,400,000	279,000	\$ 356.27	●	●	●	●	Targeting Gold	Along with #1a, funding for Phase 2 Design (\$1.4M) also approved by BOT
	Biogenetic Research Laboratory	Dec 2021	\$ 6,700,000	\$ 6,700,000	140	\$ 47.86	●	●	●	●	N/A	idbrags
Central Health Services	Sept 2022	PHSD 796	\$ 8,900,000	101,800	\$ 87,430.00	●	●	●	●	N/A - Partial Reno	idbrags, #10 Review 12/2020	
NEW	Physics Hall Deferred Maintenance Project	Jan 2024	\$ 64,800,000	\$ 64,800,000	64,000	\$ 1,012.50	●	●	●	●	Targeting Gold	Legal start's approval - BOT Review/Approval has not yet occurred. Starting program and concept design. Budget includes an increase not completed.
	Physics Hall Development	Dec 2024	●	●	●	●	●	●	●	●	●	BOT Review/Approval has not yet occurred
	Physics Infrastructure Phase 1	●	●	\$ 14,000,000	140	●	●	●	●	●	●	idbrags, #10 Review/Approval has not yet occurred
	Housing Transformation Project #1b	Nov 2024	●	\$ 127,400,000	405,000	\$ 314.57	●	●	●	●	●	idbrags, #10 Review/Approval has not yet occurred
	Housing Transformation Project #1c	Jul 2024	●	\$ 9,900,000	N/A	N/A	●	●	●	●	●	idbrags on program cost. BOT Review/Approval has not yet occurred
Projections	●	N/A	N/A	N/A			Budget forecasts of BOT / LEED or other approved upon program development and BOT approval	●	●	●	●	on schedule
●	N/A	N/A	N/A				Additional funds above 5% (not for Program Enhancements) but not to BOT approval	●	●	●	●	1-3 month delay
●	N/A	N/A	N/A				Additional funding requiring BOT Approval	●	●	●	●	6 months greater delay

Project Escalation Tracking

Years 2010 - 2020

Project	Final Budget	Project Area (\$/F)	Bid Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Escalation to 2020	NOTES
ANNUAL REGIONAL INFLATION RATES (Rates provided by Rider Levett Bucknall)				0.32%	2.05%	0.87%	1.74%	6.02%	4.61%	4.58%	6.05%	6.50%	5.67%	1.75%	
ACADEMICS															
\$/SF Project Cost															
FENTON HALL* Deferred Maintenance	\$7,405,190	27,978	2010	\$ 265	\$ 270	\$ 272	\$ 277	\$ 294	\$ 307	\$ 322	\$ 341	\$ 363	\$ 384	\$ 390	Significant seismic upgrades
STRAUB HALL* Deferred Maintenance	\$21,519,000	43,361	2013				\$ 496	\$ 526	\$ 550	\$ 576	\$ 610	\$ 650	\$ 687	\$ 699	Includes seismic upgrades
STRAUB & EARL Classroom Expansion	\$22,974,665	59,570	2014					\$ 386	\$ 403	\$ 422	\$ 447	\$ 477	\$ 504	\$ 512	Very constrained site conditions
PRICE SCIENCE COMMONS Addition and Renovation	\$19,733,490	44,300	2015						\$ 445	\$ 466	\$ 494	\$ 526	\$ 556	\$ 566	Underground and difficult access; deferred maintenance upgrades, unique plaza/roof
OBF (OREGON BACH FESTIVAL) BERWICK HALL New Performing Arts Building	\$8,787,000	9,419	2015						\$ 933	\$ 976	\$ 1,035	\$ 1,102	\$ 1,164	\$ 1,185	Specialized rehearsal sound space
OREGON HALL RENOVATIONS Renovation	\$11,870,000	56,400	2017								\$ 210	\$ 224	\$ 237	\$ 241	Significant surging of staff
CHAPMAN HALL Renovation	\$10,850,000	23,388	2017								\$ 464	\$ 494	\$ 522	\$ 531	
TYKESON HALL New Building	\$42,548,000	64,000	2017								\$ 665	\$ 708	\$ 748	\$ 761	Added basement mid-way through design
RESEARCH and SCIENCES															
PACIFIC HALL B-2 FLOOR LABS* Renovation/Deferred Maintenance - South Wing	\$22,120,000	31,365	2016							\$ 705	\$ 748	\$ 797	\$ 842	\$ 856	Significant deferred maintenance to MEP systems
KNIGHT CAMPUS Building and Bridge	\$214,500,000	173,630	2018									\$ 1,192	\$ 1,260	\$ 1,282	Cost/sf excludes \$7.5M for property acquisition.
MILLRACE DRIVE - PARKING GARAGE (part of Knight Campus project)	\$22,500,000	118,980	2019									\$ 189	\$ 200	\$ 203	
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HOUSING TRANSFORMATION PROJECT Replacement Buildings (Hamilton and Walton)	\$219,500,000	515,000	2019										\$ 426	\$ 434	Started Ph1 construction and design of Ph2 (\$101M BOT Approved)
ATHLETICS															
JANE SANDERS STADIUM New Stadium	\$17,200,000	27,336	2015						\$ 629	\$ 658	\$ 698	\$ 743	\$ 785	\$ 799	Square foot numbers represent the building, not the field

* Deferred Maintenance

Capital Plan Decision Criteria

- Supports
 - University Mission
 - Institutional Priorities
 - Research Areas of Focus
- Informed by
 - Building Condition Assessments
 - Infrastructure Assessment
 - Space Needs Analysis

Some Recently Completed Projects

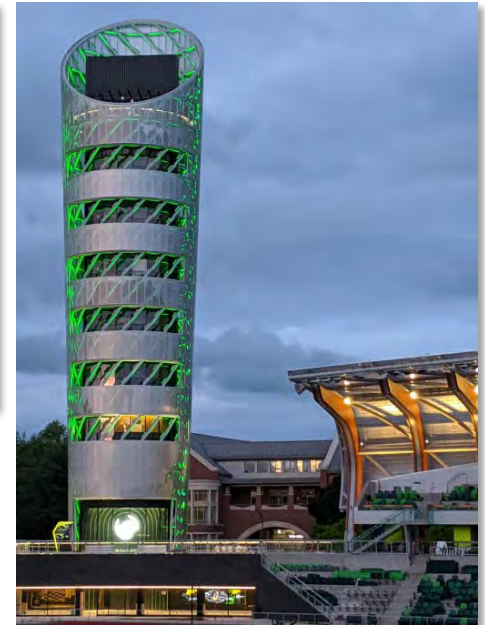


Knight Campus Phase 1



Lyllie Reynolds-Parker Black Cultural Center

Hayward Field



Tykeson Hall

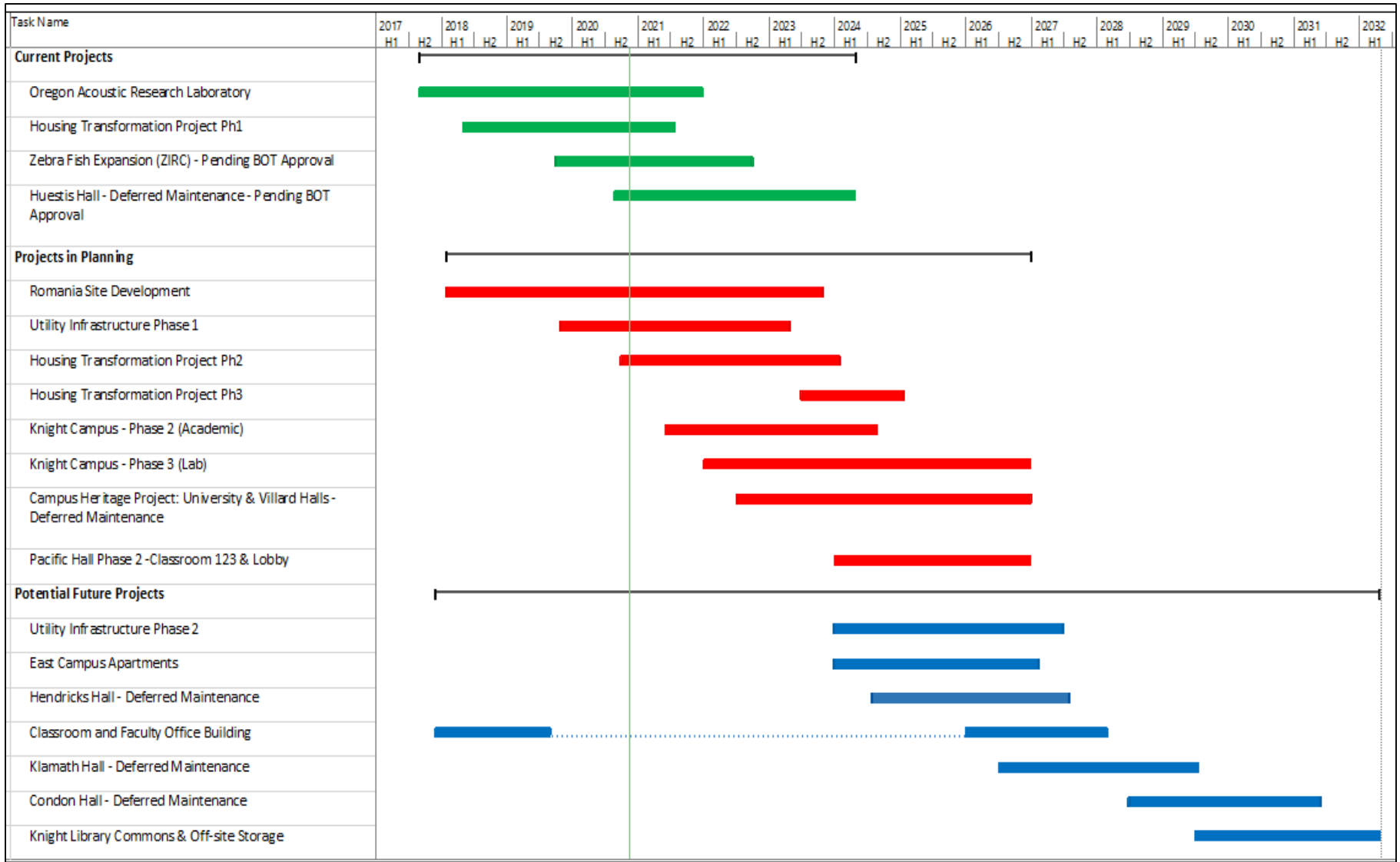


Klamath 3rd Floor Labs



University Health Services

Overview of Capital Development Plan



Overview of Capital Development Plan



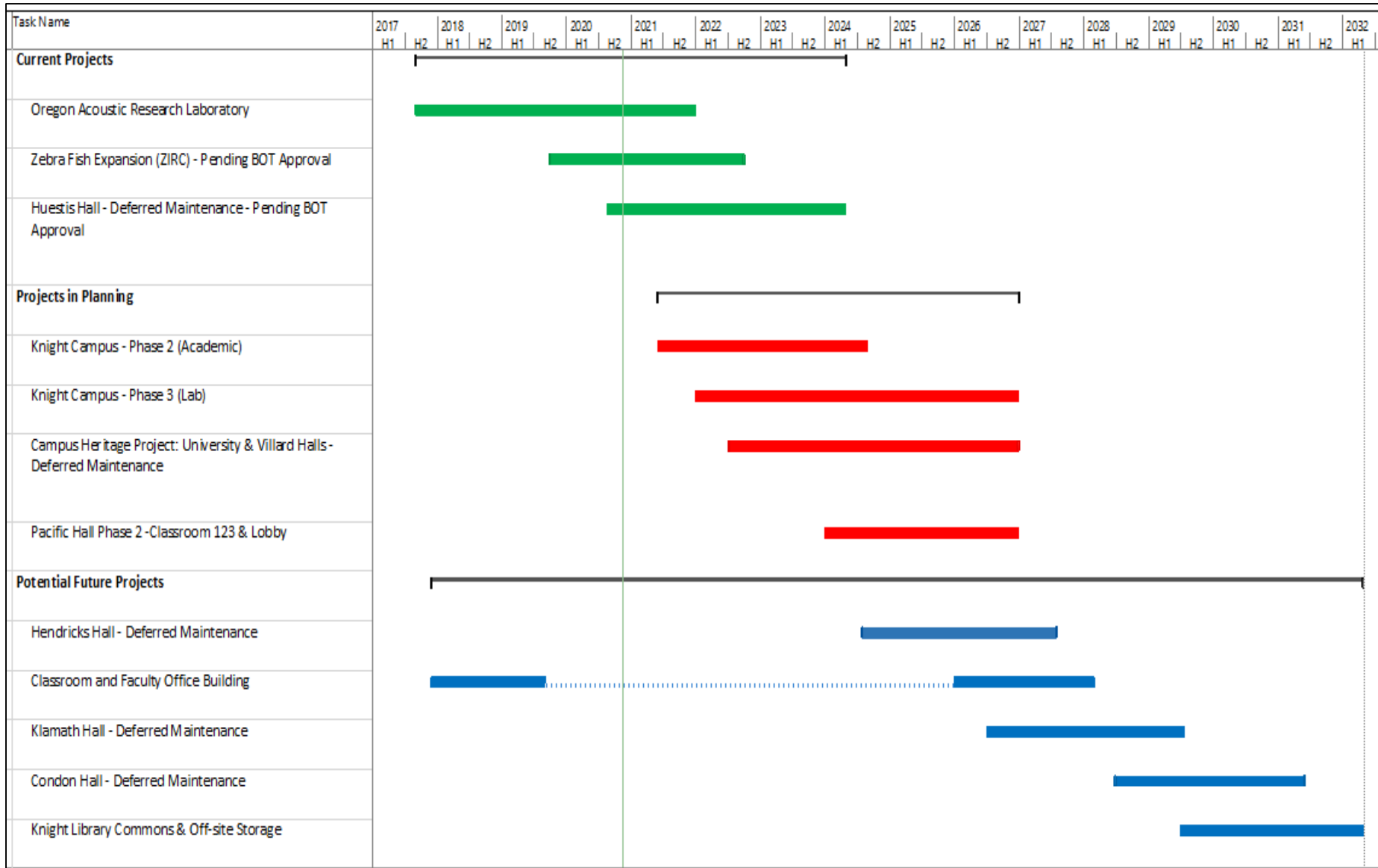
■ Current Projects ■ Planned Projects ■ Potential Future Projects

Breakdown of Project Types

Project Types

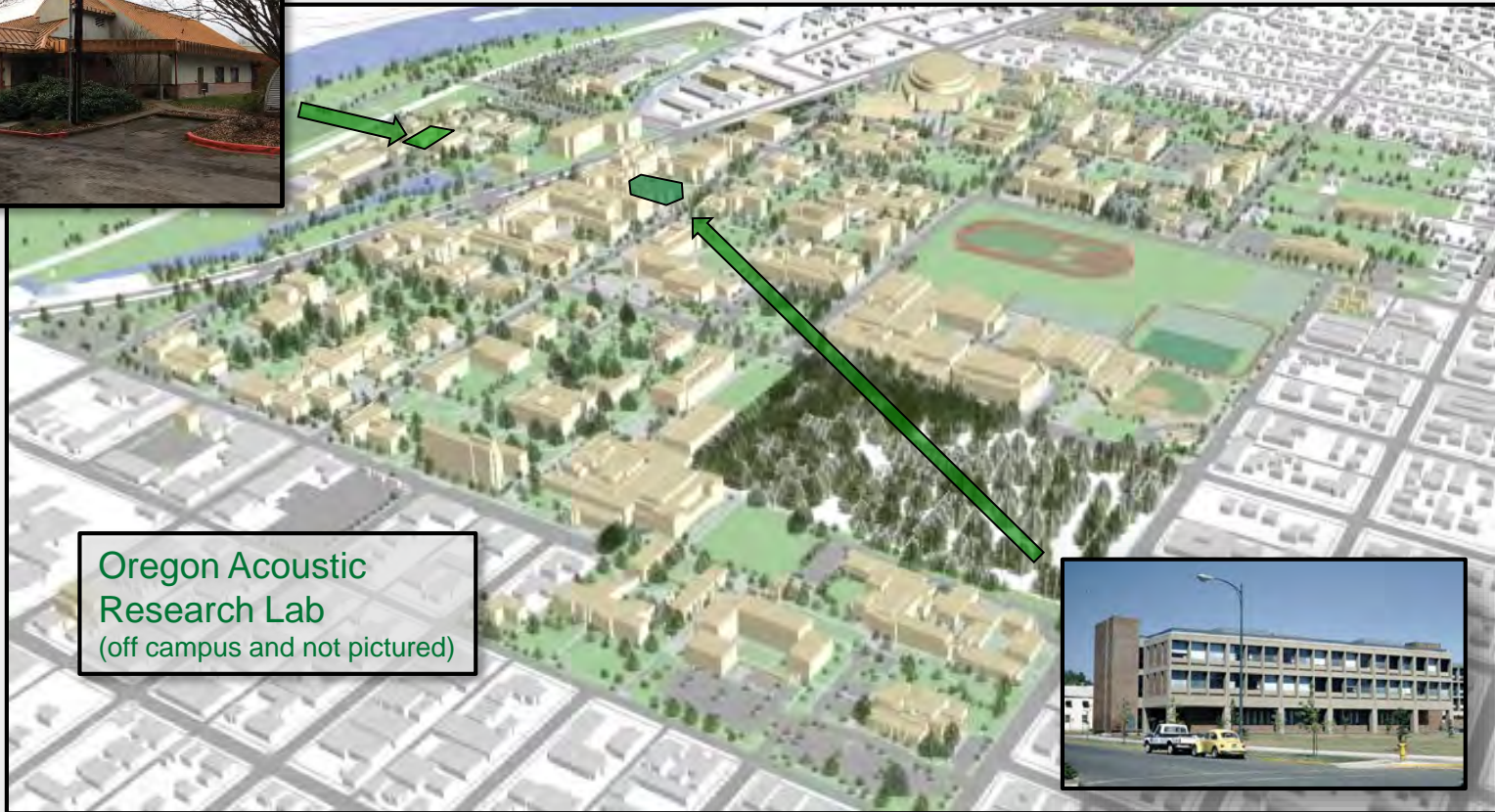
- Academic Projects
- Student Services and Enrollment Management
- Other Projects

Academic Project Breakdown



Current Academic Project Breakdown

ZIRC Expansion



Oregon Acoustic
Research Lab
(off campus and not pictured)

Huestis Hall Deferred Maintenance

Projects in Planning: Academic Project Breakdown



**Knight Campus Phase 3
Research Building**



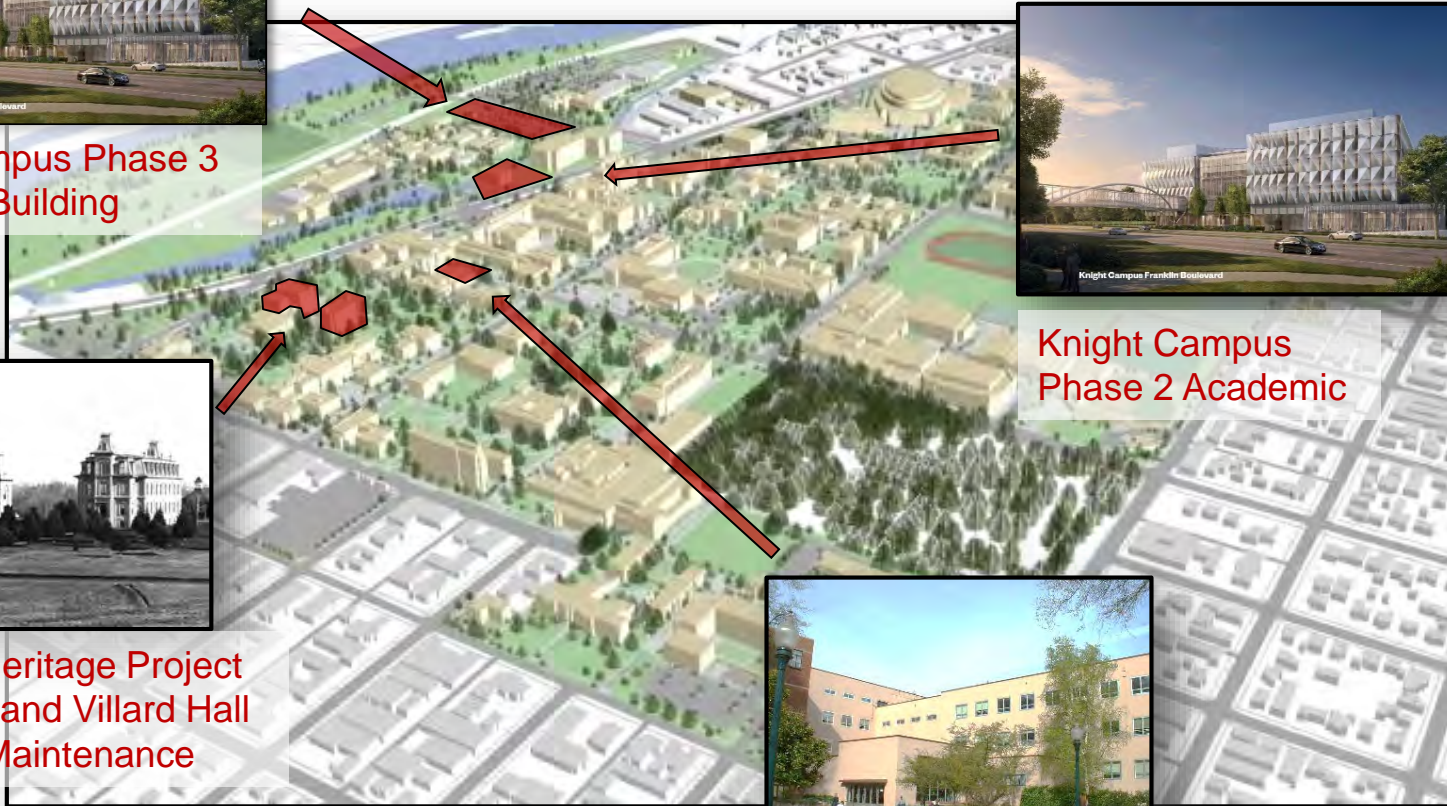
**Knight Campus
Phase 2 Academic**



**Campus Heritage Project
University and Villard Hall
Deferred Maintenance**



**Pacific Hall Phase 2
Classroom 123 & Lobby**



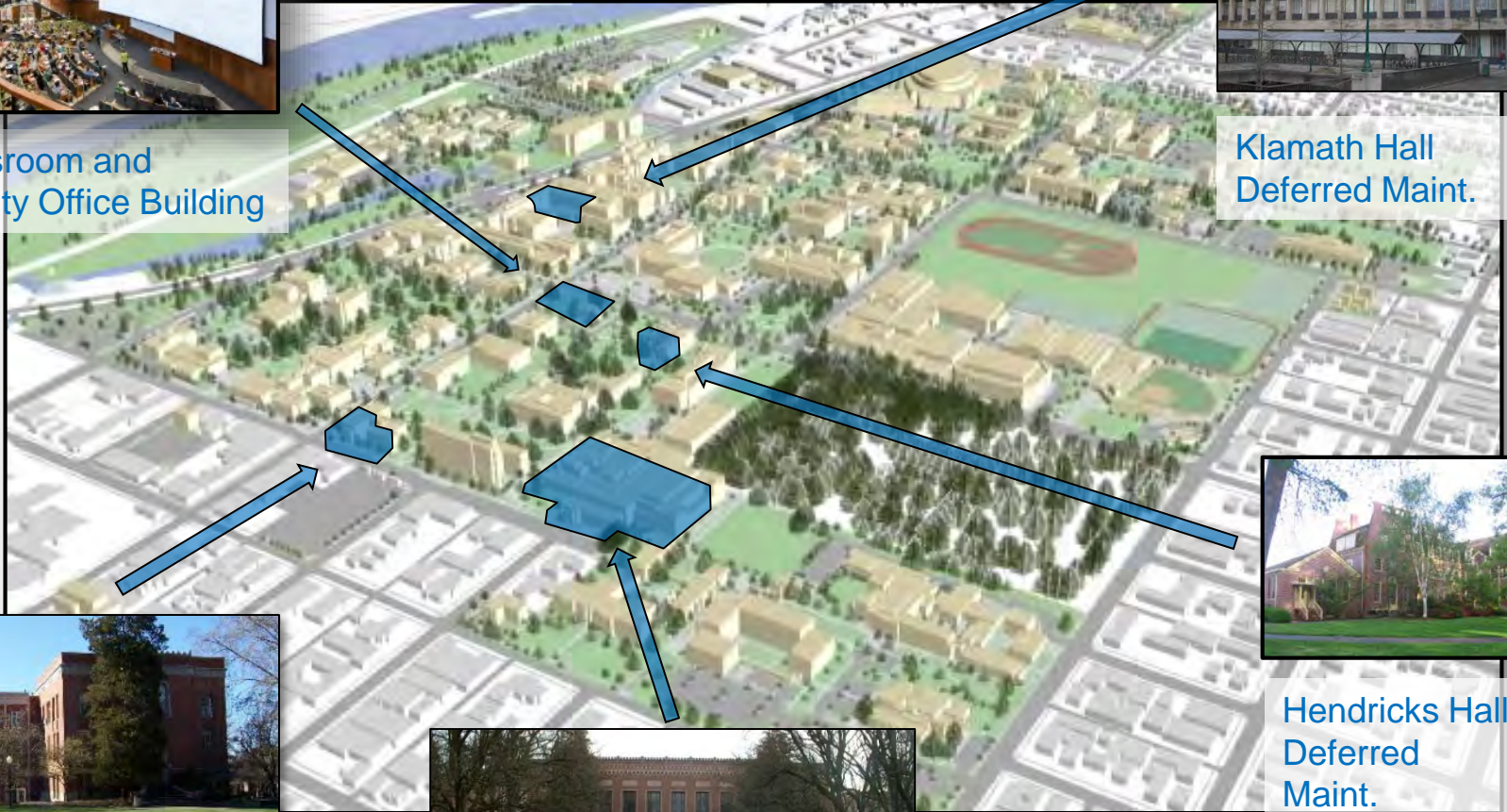
Potential Future Academic Project Breakdown



Classroom and Faculty Office Building



Klamath Hall Deferred Maint.



Hendricks Hall Deferred Maint.



Condon Hall Deferred Maint.



Knight Library Commons & Off-site Storage

Student Services and Enrollment Management Project Breakdown

Task Name	2017		2018		2019		2020		2021		2022		2023		2024		2025		2026		2027		2028	
	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2
Current Projects			[Timeline bar from H1 2018 to H2 2021]																					
Housing Transformation Project Ph1			[Green bar from H1 2018 to H2 2021]																					
Planned and Likely Projects			[Timeline bar from H1 2020 to H2 2025]																					
Housing Transformation Project Ph2			[Red bar from H1 2020 to H2 2023]																					
Housing Transformation Project Ph3			[Red bar from H1 2023 to H2 2024]																					
Potential Future Projects			[Timeline bar from H1 2024 to H2 2027]																					
East Campus Apartments			[Blue bar from H1 2024 to H2 2028]																					

Student Services and Enrollment Management Project Breakdown

Housing Transformation Project – Ph3



East Campus
Apartments

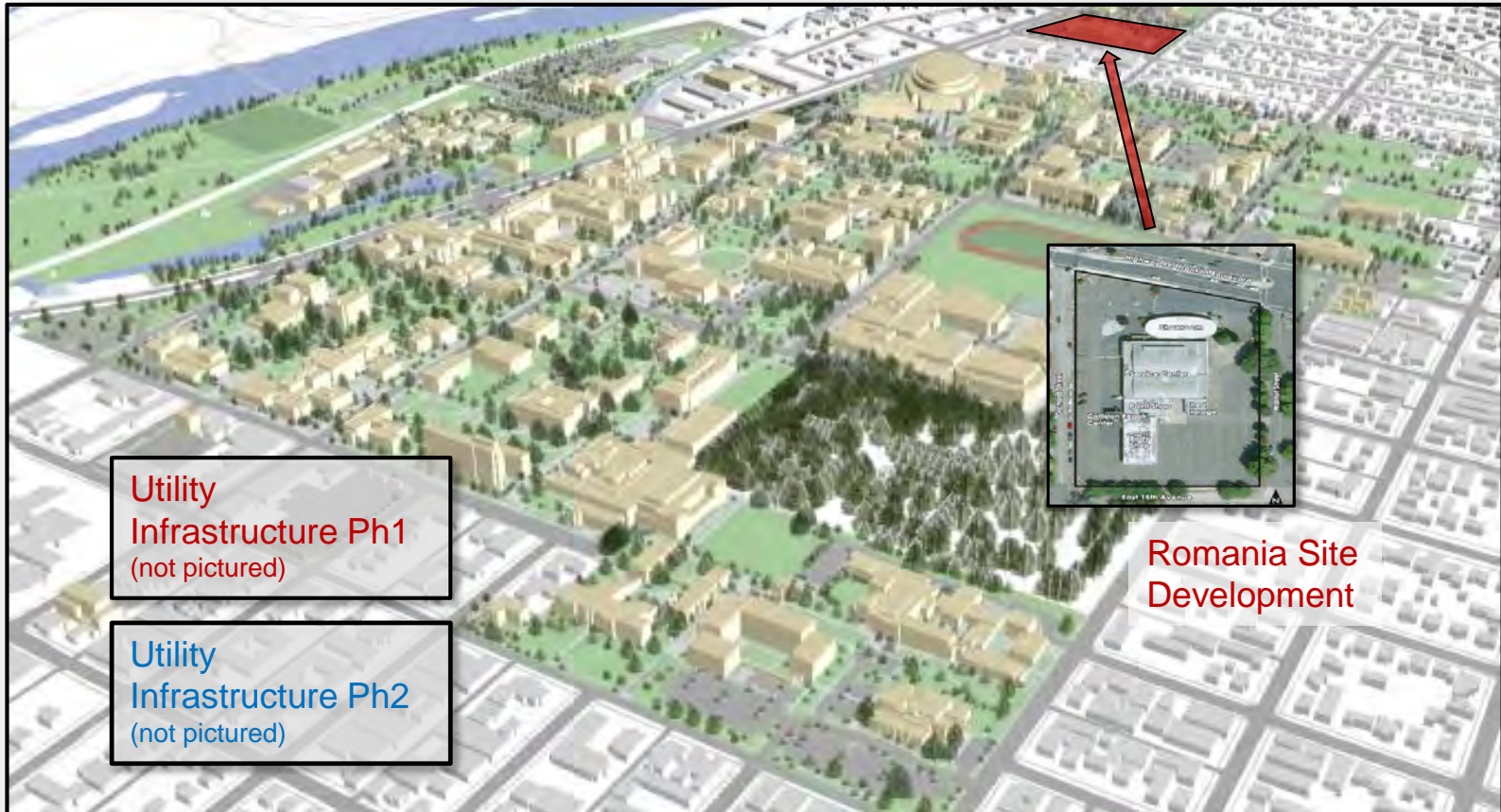


Housing Transformation
Project - Ph2



Housing Transformation
Project – Ph1

Other Projects Breakdown



Additional Considerations

- Sustainability
- Deferred Maintenance
- Infrastructure Requirements
- Funding Sources
 - Current Projects
 - Planned/Likely Projects
- University Debt



UNIVERSITY OF OREGON

Sustainability at the University of Oregon

December 4, 2020

Presentation to the UO Board of Trustees

Steve Mital

Director of Office of Sustainability



New interactive web-based dashboard will track performance across nearly 20 metrics.

Institutional sustainability data can be used by faculty and students to support teaching and research.

Climate Action Plan (CAP) 2019-2024

ACTION	STATUS
GOVERNANCE: Establish CAP Advisory Group	COMPLETE
GOVERNANCE: Update Board Of Trustees Annually	ON-GOING
MONITORING: Conduct Annual Emissions Inventory	ON-GOING
REVIEW & UPDATE: Oregon Model For Sustainable Development	COMPLETE
CONSERVATION & EFFICIENCY: Replace Tunnel Steam Pipe Insulation	IN PROGRESS
CONSERVATION & EFFICIENCY: Establish Energy Management Program	IN PROGRESS
CONSERVATION & EFFICIENCY: Re-launch Energy Revolving Fund	COMPLETE
CONSERVATION & EFFICIENCY: Launch Building Optimization Program	COMPLETE
STUDY: Internal Carbon Pricing	COMPLETE
STUDY: Thermal Systems Transition	IN PROGRESS
STUDY: Temperature Set Points	IN PROGRESS
STUDY: Winter Break Turn-Down Program	NOT STARTED
STUDY: LED Retrofit	NOT STARTED
STUDY: Sustainability Transportation Options	IN PROGRESS
STUDY: District Heating And Cooling Efficiency Improvements	IN PROGRESS
STUDY: Integration with State and/or Regional Carbon Policy	NOT STARTED

Thermal Systems Transition Study Process and Timeline



Deferred Maintenance Definitions

- FCA - Facility Condition Assessment
 - Baseline process
- FCI - Facility Condition Index
 - Catch up costs
- FCNI – Facility Conditions Needs Index
 - Catch up costs (FCI) plus 10-year needs projections

Deferred Maintenance Updates

- Deferred maintenance consultant (ISES) was hired this year to assess 66 mission critical facilities and develop a database for long-term capital planning.
- The assessment and database will allow the University to continually track, prioritize, and manage deferred maintenance in consort with institutional instructional and research objectives.
- The assessment was recently completed and identified approximately \$401M in Deferred Maintenance backlog (compared to \$350M identified by Sitelines 2019).
 - Neither this assessment nor Sitelines included seismic and major site and utility infrastructure deficiencies in these numbers.
- Resulting from the assessment, CPFM is starting the detailed data analysis and prioritization process that will more fully inform future Capital Plans

Major Funding Sources – Current Projects

<u>CURRENT PROJECTS</u>	Board Approval	Gifts & Grants	State-Paid Bonds	Revenue Bonds	Cash
Oregon Acoustic Research Lab	Approved	✓		✓	✓
Housing Transformation Project PH1	Approved	✓		✓	✓
ZIRC Expansion	Pending	✓			✓
Huestis Hall	Pending		✓	✓	✓

Major Funding Sources – Projects in Planning

	Gifts & Grants	State-Paid Bonds	Revenue Bonds	Cash
<u>Projects in Planning</u>				
Romania Site Development				TBD
Utility Infrastructure Phase 1			✓	✓
Housing Transformation Project Ph2			✓	
Housing Transformation Project Ph3			✓	
Knight Campus Ph2 (Academic)	✓			
Knight Campus Ph3 (Lab)	✓			
Campus Heritage Project		✓	✓	✓
Pacific Hall Ph2 Classroom 123 & Lobby	✓		✓	

Impacts on UO's Debt Profile

- Portions of the plan rely on state-paid bonds for funding but funding may also come from philanthropy, creative partnerships, or UO-paid debt.
- To ensure the plan remains affordable, UO-paid debt is expected to be issued at a pace that keeps the debt burden ratio between 5.5% to 6.1%.
- FY20 Debt Burden Ratio is 5.7%; below the industry's commonly accepted limit of 7.0%.

Summary of Projects

CURRENT PROJECTS

<u>Project Name</u>	<u>New (sf)</u>	<u>Renovated (sf)</u>	<u>Project Budget</u>
• Oregon Acoustic Research Facility	10,000		\$ 8.75M
• Housing Transformation Proj. Ph1	209,500		\$ 86.4M
• Zebra Fish Facility Expansion	4,875	4,867	\$ 8.8M
• <u>Huestis Hall Deferred Maintenance</u>		<u>53,850</u>	<u>\$ 63.6M</u>
Totals	224,375	58,717	\$ 167.6M

Summary of Projects

Projects in Planning

<u>Project Name</u>	<u>New (sf)</u>	<u>Renovated (sf)</u>	<u>Anticipated Budget</u>
• Romania Site Development			TBD
• Utility Infrastructure Ph1	N/A		\$ 13.0M
• Housing Transformation Project Ph2	305,000		\$121.3M
• Housing Transformation Project Ph3	N/A		\$ 9.83M
• Knight Campus Phase 2 (Acad.)	50,000		TBD
• Knight Camus Phase 3 (Lab)	150,000		TBD
• Campus Heritage Project	79,074		\$ 64.4M
• <u>Pacific Hall Phase 2 – 123 & Lobby</u>	<u>2,500</u>	<u>4,500</u>	<u>\$ 6.0M</u>
• Totals	586,574	4,500	\$ 214.53M

Summary of Projects > \$5 Million

	Project Name	Substantial Completion Date	BOT /Legislature Approved Budget	Current Project Budget	Project Square Footage	Cost per Square Foot	Budget Comparison to BOT/Legislature Budget Status	Schedule performance	Meets Program Needs	Unanticipated Deferred Maintenance Issues	LEED Certification	Comments
HISTORICAL	Straub Hall Deferred Maintenance	Mar 2015	\$ 20,790,300	\$ 21,519,000	43,361	\$ 496.28	●	●	●	●	Gold	1715 Lease Costs not forecasted.
	Straub Hall Addition	Mar 2015	\$ 22,000,000	\$ 22,974,665	59,570	\$ 385.68	●	●	●	●	Gold	Added classroom scope (skylights, etc.)
	Central Kitchen / Woodshop	Mar 2016	\$ 8,500,000	\$ 8,890,240	21,592	\$ 411.74	●	●	●	●	Targeting Gold	Cost Control included removal of emergency generator. Schedule delay impacted by failed initial Design/Build RFP process. Final LEED certification still in process but close to completion.
	Jane Sanders Stadium	Mar 2016	\$ 16,590,000	\$ 17,200,000	27,336	\$ 629.21	●	●	●	●	Gold	Square Footage Calculation does not include Field Area. Impacts cost/sf.
	EMU Renovation & Addition	Jun 2016	\$ 95,000,000	\$ 98,762,185	209,943	\$ 470.42	●	●	●	●	Platinum	Added significant work at the Ballroom and other rooms on the third floor.
	Price Science Commons	Jun 2016	\$ 16,750,000	\$ 19,733,490	44,300	\$ 445.45	●	●	●	●	Gold	Added work associated with the Visualization Lab and Furniture. Significant amounts of deferred maintenance to major HVAC, Electrical and Structural systems impacted this project.
	Berwick Hall	Jul 2017	\$ 8,725,000	\$ 8,787,000	9,419	\$ 932.90	●	●	●	●	N/A	
	Kalapuya Ilihi Residence Hall	Jul 2017	\$ 45,000,000	\$ 44,855,123	136,653	\$ 328.24	●	●	●	●	Gold	
	Chapman Hall	Jan 2018	\$ 10,700,000	\$ 10,850,000	23,388	\$ 463.91	●	●	●	●	Gold	
	Pacific Hall (Phase I)	Feb 2018	\$ 16,900,000	\$ 22,120,000	31,365	\$ 705.24	●	●	●	●	N/A - Partial Reno	
	Oregon Hall Renovations	Jan 2019	\$ 9,500,000	\$ 11,870,000	56,400	\$ 210.46	●	●	●	●	N/A - Partial Reno	Added Computing Center Help Desk to original project. Enrollment Management reorganizational adjustments which added scope
RECENTLY COMPLETED	Tykeson Hall	Jun 2019	\$ 34,300,000	\$ 45,580,000	64,000	\$ 712.19	●	●	●	●	Gold	Additional scope was added on January 2017, which included basement and 4th floor build out. Since the scope addition, both schedule and budget were achieved as the project came to a close.
	Bean Hall Renovation and Addition	Aug 2019	\$ 44,000,000	\$ 48,000,000	174,540	\$ 275.01	●	●	●	●	Gold	Additional funds were for Administrative Addition added to the original renovation scope.
	University Health and Counseling	Aug 2020	\$ 18,800,000	\$ 20,100,000	39,700	\$ 506.30	●	●	●	●	N/A	Addition and renovation occupied.
	Klamath Hall - 3rd Floor	Sep 2020	\$ 18,700,000	\$ 22,900,000	25,000	\$ 916.00	●	●	●	●	N/A - Partial Reno	Delayed start and significant unanticipated infrastructure / deferred maintenance issues. Budget adjusted with Presidential approval in December 2017. Since approval, project was completed on schedule and within the approved budget.
	Knight Campus Bldg & Bridge	Oct 2020	\$ 225,000,000	\$ 214,500,000	173,630	\$ 1,192.19	●	●	●	●	Targeting Gold	Total GSF includes 2,719 SF for Bridge. Cost/sf excludes \$7.5M for land purchase. Delays from the original schedule due to COVID.
	Millrace Drive Parking Structure (part of Knight Campus project)	Nov 2020	Included in Knight campus above	\$ 22,500,000	118,980	\$ 189.11	●	●	●	●	N/A	This is part of the overall Knight Campus project. Delays from the original schedule due to COVID. Added 2 floors to the garage (\$7.6M) since the development of initial scope and budget.
	Autzen Sound and Video Board	Nov 2020	\$ 12,000,000	\$ 12,000,000	N/A	N/A	●	●	●	●	N/A	Project is in the construction punch list process
ON-GOING	Housing Transformation Project Ph1	Jun 2021	\$ 101,000,000	\$ 86,400,000	209,500	\$ 412.41	●	●	●	●	Targeting Gold	Along with Ph1, funding for Phase 2 Design (\$14.6M) also approved by BOT
	Oregon Acoustic Research Laboratory	Dec 2021	\$ 8,750,000	\$ 8,750,000	TBD	TBD	●	●	●	●	N/A	In Design
	Zebra Fish Expansion	Sep 2023	PENDING	\$ 8,800,000	10,470	\$ 840.50	TBD	●	●	●	N/A - Partial Reno	In Design. BOT Review 12/2020
	Huestis Hall Deferred Maintenance Project	Jan 2024	\$ 63,600,000	\$ 63,600,000	60,000	\$ 1,060.00	TBD	●	●	●	Targeting Gold	Legislatively approved. BOT Review/Approval has not yet occurred. Starting program and concept design. Budget includes an extensive surge component.
NEW	Romania Site Development	Dec 2023	TBD				TBD	TBD	TBD	TBD		BOT Review/Approval has not yet occurred
	Utility Infrastructure Phase 1	TBD	TBD	\$ 13,000,000	TBD	TBD	TBD	TBD	TBD	TBD		In Design. BOT Review/Approval has not yet occurred
	Housing Transformation Project Ph 2	May 2023	TBD	\$ 121,300,000	305,000	\$ 397.70	TBD	TBD	TBD	TBD		In Design. BOT Review/Approval has not yet occurred
	Housing Transformation Project Ph 3	Jul 2024	TBD	\$ 9,800,000	N/A	N/A	TBD	TBD	TBD	TBD		Open Space Improvements. BOT Review/Approval has not yet occurred

Key to colors												
●	N/A	N/A	N/A				Budget within 3% of BOT / LEG or above 3% based upon program driven increases AND are under BOT approval levels	On Schedule	Program Maintained	All DM Issues Anticipated		
●	N/A	N/A	N/A				Additional funds above 3% (Not for Program Enhancements) but not to BOT approval level	1-3 month delay	Minor loss of Program	Less than 5% Scope Increase due to unanticipated DM issues		
●	N/A	N/A	N/A				Additional funding requiring BOT Approval	3 month or greater delay	Major loss of Program	More than 5% Scope Increase due to unanticipated DM issues		

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Years 2010 - 2020

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* Deferred Maintenance



University Health & Counseling Center

Ten-Year Capital Plan

December 2020

Prepared by:
Campus Planning and Facilities Management



Table of Contents

Capital Plan Master Schedule

Academic Projects

Current Projects

- Oregon Acoustic Research Laboratory
- Zebra Fish Expansion (pending BOT approval)
- Huestis Hall – Deferred Maintenance (pending BOT approval)

Projects in Planning

- Knight Campus – Phase 2 (Academic)
- Knight Campus – Phase 3 (Lab)
- Campus Heritage Project: University Hall and Villard Hall Deferred Maintenance
- Pacific Hall Phase 2 – Classroom 123 & Lobby

Potential Projects

- Classroom and Faculty Office Building
- Hendricks Hall – Deferred Maintenance
- Klamath Hall – Deferred Maintenance
- Condon Hall – Deferred Maintenance
- Knight Library Commons and Off-site Storage

Student Services and Enrollment Management

Current Projects

- Housing Transformation Project Phase 1

Projects in Planning

- Housing Transformation Project Phase 2
- Housing Transformation Project Phase 3

Potential Projects

- East Campus Apartments

Other Projects

Projects in Planning

- Romania Site Development
- Utility Infrastructure Phase 1

Potential Projects

- Utility Infrastructure Phase 2

University of Oregon Capital Plan Master Schedule

ID	Task Mode	Task Name	2017		2018		2019		2020		2021		2022		2023		2024		2025		2026		2027		2028		2029		2030		2031		2032
			H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	
1		Current Projects																															
2		Oregon Acoustic Research Laboratory																															
3		Housing Transformation Project Ph1																															
4		Zebra Fish Expansion (ZIRC) - Pending BOT Approval																															
5		Huestis Hall - Deferred Maintenance - Pending BOT Approval																															
6		Projects in Planning																															
7		Romania Site Development																															
8		Utility Infrastructure Phase 1																															
9		Housing Transformation Project Ph2																															
10		Housing Transformation Project Ph3																															
11		Knight Campus - Phase 2 (Academic)																															
12		Knight Campus - Phase 3 (Lab)																															
13		Campus Heritage Project: University & Villard Halls - Deferred Maintenance																															
14		Pacific Hall Phase 2 -Classroom 123 & Lobby																															
15		Potential Future Projects																															
16		Utility Infrastructure Phase 2																															
17		East Campus Apartments																															
18		Hendricks Hall - Deferred Maintenance																															
19		Classroom and Faculty Office Building																															
20		Klamath Hall - Deferred Maintenance																															
21		Condon Hall - Deferred Maintenance																															
22		Knight Library Commons & Off-site Storage																															

Project: 2020 Capital Plan
Date: December 2020

Task		Project Summary		Manual Task		Start-only		Deadline	
Split		Inactive Task		Duration-only		Finish-only		Progress	
Milestone		Inactive Milestone		Manual Summary Rollup		External Tasks		Manual Progress	
Summary		Inactive Summary		Manual Summary		External Milestone			



Academic Projects



Oregon Acoustics Research Laboratory

PROJECT DESCRIPTION CURRENT PROJECT

The Oregon Acoustics Research Laboratory will be used to do acoustic testing of floor-ceiling construction assemblies, develop innovative mass timber assemblies, develop acoustical isolation technologies, and conduct human factors comfort and physiology research.

Objectives

- The proposed facility will attract industry engagement and co-development of intellectual property because of its high acoustical performance and high throughput testing capabilities.
- UO will be the only institution of higher education in North America with such a facility and it will support advancement of mass timber technologies, building acoustic material designs, and acoustics education and research programs.

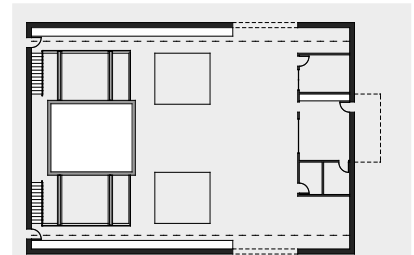
Design and Construction Scope

Build-to-suit a 7,000-10,000 square foot acoustic facility off campus to conduct research of mass timber and other construction assemblies, development of acoustical isolation technologies, building acoustics education, and industry contracted testing of floor-ceiling assemblies. The facility will split time between research, education, and industry contracted acoustical testing.

Current Project Status

The project Design for the Acoustic Chamber has been completed through the design development phase. The process of selecting a partner to complete the design, and then construct & operate the facility is underway. A site in Springfield has been selected that is suitable for this specialized facility.

PROJECT STATS



Project Type: New Building

Space Type: Design and research

Square Footage: 7,000-10,000

Current Projected Budget: \$8.75 M

Funding Source(s): Awarded grant from Business Oregon (\$702K), TallWood Design Institute State Allocation (\$150K), other Grants, Gifts, and the UO Internal Bank.

Project Completion: Winter 2021



Zebrafish International Resource Center (ZIRC)

Research Restoration and Expansion

PROJECT DESCRIPTION

Biomedical research using zebrafish began at the University of Oregon in the 1970's. Today, more than 1000 laboratories in 41 countries use zebrafish to model human biology and disease, as well as to study basic principles of biology. UO is known worldwide as the birthplace of zebrafish research.

In addition to 8 zebrafish research laboratories, UO is home to the Zebrafish International Resource Center (ZIRC) and the Zebrafish Information Network (ZFIN), two unique resources that serve vital functions for the international research community.

The National Institute of Health (NIH) has awarded an up to \$8M CO6 construction grant to support the modernization of existing or new infrastructure for biomedical research facilities. This opportunity would allow for the modernization of the existing 10,000 square foot ZIRC building that was constructed in 1999. Grant funding would also allow for the replacement of the 20-year-old aquaculture equipment systems

Objectives

- Replace existing aquaculture filtration equipment that supports the main fish room.

CURRENT PROJECT (PENDING BOT APPROVAL)

- Expand the existing ZIRC building to create more efficient support spaces and increase their operational capacity. Building expansion will be up to approximately 5,000 sf.
- Incorporate a second quarantine room that will double current capacity.
- Improve equipment cleaning throughput and efficiency with new equipment and improvements to the circulation of dirty and clean equipment.
- Add space for cryogenic freezers to increase long-term resource storage.
- Upgrade building mechanical, plumbing, and electrical systems to support new equipment and spaces, as required.

Current Project Status

Construction Documents are being prepared for a final NIH review in early 2021. NIH approved drawing set will be used for single phase permitting through the City of Eugene. Bidding is projected to occur in spring of 2021. Construction is forecasted for 10 months for a spring 2022 complete.

PROJECT STATS



Project Type: Equipment and Building Renovation and Expansion

Space Type: Research

Project Square Footage: 9,742

Addition 4,875 sf, Renovation 4,867 sf

Anticipated Budget: \$8.8M

Funding Source(s):

\$8M - CO6 Grant (Grant allowable)

\$.55M - VPRI (Non-grant allowable)

\$.25 - Supplemental Grant

Expected Completion : Spring 2022



Huestis Hall Deferred Maintenance

PROJECT DESCRIPTION **CURRENT PROJECT** (LEGISLATIVELY APPROVED, PENDING BOT APPROVAL)

PROJECT STATS

Huestis Hall was constructed in the early 1970s. The raw concrete façade and repetitive windows are features typical of the Brutalist architecture style popular during the time. The four-story building is part of the science complex and is connected to Streisinger Hall. The Lokey Laboratories expansion is beneath Huestis Hall.

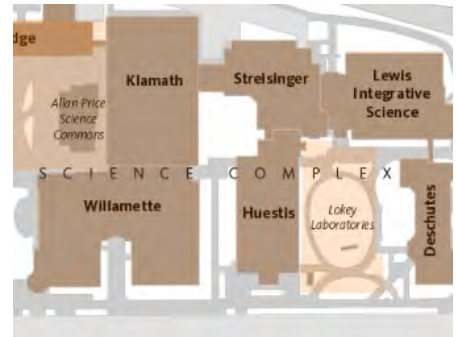
Objectives

- Replace the original building mechanical, electrical, and plumbing systems and equipment
- Create modular lab spaces by revising layouts and equipping them with casework systems designed to adapt to a changing environment
- Modernize the circulation corridors and shared public areas.
- Reduce the energy and maintenance costs
- Update the fire alarm, notification, and sprinkler system

- Renew the network infrastructure and pathways
- Increase the program square footage in the basement by relocating mechanical equipment from the basement to the roof (750 SF gain)
- Address the building envelope leaks that have plagued the facility
- Retrofit the seismic lateral-force-resisting system to achieve current life safety performance levels

Project Status

In Programming/Concept design



Project Type: Building Renovation

Space Type: Laboratory and Classroom Teaching Labs

Project Square Footage: 53,850

Anticipated Budget: \$63.6M

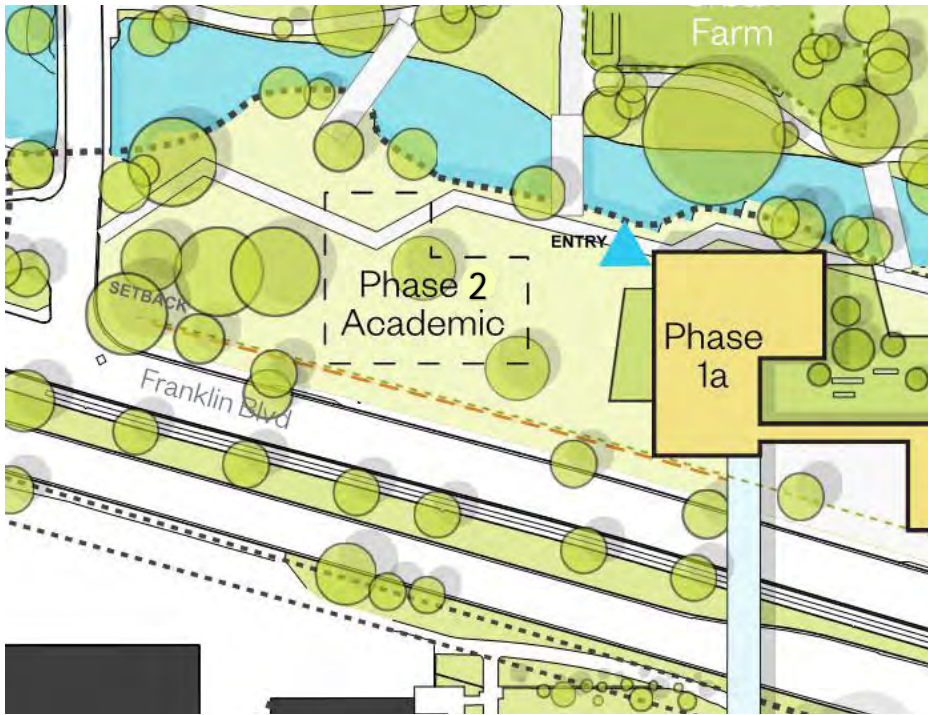
Funding Source(s):

Q Bonds: \$50.8M

G Bonds: \$6.36M

UO Match: \$6.36M

Project Completion: January 2024



Knight Campus Phase 2 - Academic Building

PROJECT DESCRIPTION **PLANNED PROJECT**

Knight Campus Phase 2 provides for an expansion of academic endeavors associated with the mission of the Knight Campus initiative. Located on the northern edge of the campus seven-minute walking circle, this site provides the best opportunity to integrate undergraduate and graduate education into the programs being developed within the Knight Campus.

Objectives

- Enhance the mission of the Knight Campus through the development of undergraduate and graduate academic programs.

Design and Construction Scope

- Complete the development of the Franklin Blvd site, with a third phase planned on Riverfront Research Parkway.
- Improve access across Franklin Blvd at Onyx Street.

Project Status

Project is in pre-planning

PROJECT STATS

Project Type: New Construction

Space Type:

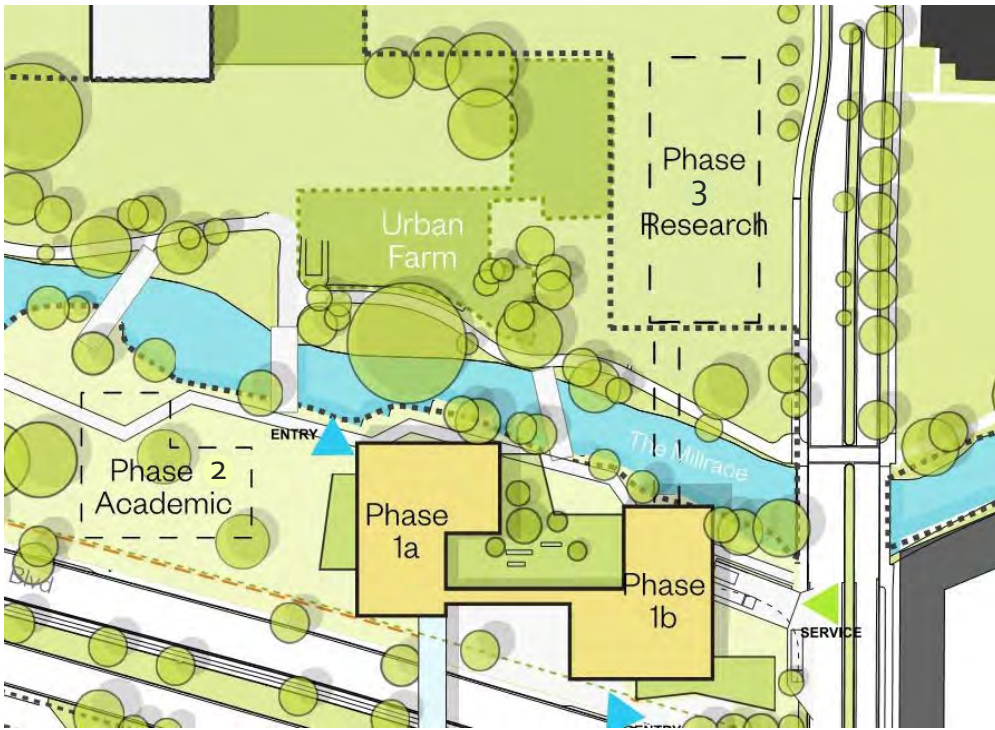
Academic classroom space, scientific and engineering teaching labs.

Net Square Footage: Approx. 50,000-55,000

Anticipated Budget: TBD

Funding Source(s): Gift Funds

Expected Project Duration: 3-4 years



Knight Campus Phase 3 - Laboratory Building

PROJECT DESCRIPTION

The Knight Campus for Accelerating Scientific Impact has planned for a Phase 3 facility that will provide an opportunity to expand the breadth of research potential through the development of additional laboratories and associated support spaces.

Objectives

- Expand the range of research activities available within Knight Campus.
- Build a bridged connection to the first Knight Campus research building to continue the interconnectivity of the research community.

PLANNED PROJECT

Design and Construction Scope

Development of this facility will further define an open space framework and enhance the campus presence north of Franklin Boulevard.

Project Status

The project is in pre-planning

PROJECT STATS

Project Type: New Construction

Space Type: Research

Net Square Footage: 120,000 -150,000

Anticipated Budget: TBD

Funding Source(s): Gift Funds

Expected Project Duration: 3-4 Years



Campus Heritage Project: University and Villard- Deferred Maintenance

PROJECT DESCRIPTION

University and Villard Halls are the two founding buildings of the University of Oregon. In 1876 University Hall was the first building constructed. Villard Hall followed in 1885. Both are listed on the National Register for Historic Places. Both buildings are designated National Historic Landmarks.

University Hall encompasses multiple math classrooms supporting approximately 17,000 students annually. The building also contains faculty and staff offices. Villard Hall is currently the home of the Theater Arts Department and the Comparative Literature Program supporting approximately 5,000 students in a typical academic year.

Objectives

- Replace all building systems (mechanical, electrical, plumbing, fire protection, computer network, access controls, and security). These new systems will meet energy performance requirements of the Oregon Model for Sustainable Development and LEED Gold certification.
- Improve building exterior envelope conditions, including historic preservation treatments as well as energy efficiency improvements.
- Provide corrective life/safety and accessibility measures to the building.
- Upgrade the building structural systems to comply with current building code to

PLANNED PROJECT

ensure a structurally sound building in a seismic event.

- Provide corrective improvements to building utility systems (storm water, sanitary sewer, domestic water, fire protection water, and natural gas), and capitalize on the connection to the Central Power Station.
- Revitalize building spaces to meet current campus standards and improve the student experience. Improvements to the building interior environment will include finishes, lighting, and quality of space to meet campus standards.
- Improve the south entrance to Villard Hall as it has become the primary entrance to the building. This in turn will improve accessibility both entering and navigating the building.
- Improve the south parking lot to provide a link between University and Villard Halls and to enrich the pedestrian experience.

Project Status

Building assessments have been completed

PROJECT STATS

Project Type: Renovation, Restoration and Deferred Maintenance

Space Type: Classrooms, Offices, Theater and Theater Support Functions

Square Footage:

University Hall: 26,616
Villard Hall: 32,000
Robinson Theater: 19,153

Anticipated Budget: \$64.35M

Funding Source(s):

Q Bonds: \$52.65M
G Bonds: \$5.85M
UO Match: \$5.85M

Project Duration: 3-4 years



Pacific Hall Classroom 123 and Lobby Addition & Renovation

PROJECT DESCRIPTION

Pacific Hall is one of our core science and research buildings. It is located at the far edge of the science complex, immediately to the west of Onyx Bridge. Built in 1950, it recently underwent a major renovation to the south wing. In addition to housing major research laboratory facilities, this building also contains a 200-seat classroom which supports the academic mission of the science programs. This classroom is in need of significant renovation. Additionally, the lobby entrance to the building, which is adjacent to this classroom lacks ADA-compliant access for the building, appropriate staging for the classroom, and does not support the function of the building.

Objectives

- Upgrade classroom 123 to meet current academic standards for classroom use, including ADA compliance, improved audiovisual technology, new seating, energy efficient lighting and improved acoustics.
- Renovate and expand the west lobby in order to provide an ADA compliant entrance and improve functions of the space to support the building needs.

PLANNED PROJECT

Design and Construction Scope

The proposed project consists of renovating a 200-seat classroom and expanding/improving the lobby on the West side of the building.

Project Status

The project is in pre-planning

PROJECT STATS

Project Type: Addition and Renovation

Space Type: Classroom and Public

Square Footage:

Addition: 1500

Renovation: 3800

Anticipated Budget: \$6M

Funding Source(s):

Revenue bonds

Gift Funds

Project Duration: 3-4 Years



Classroom and Faculty Office Building New Building

PROJECT DESCRIPTION

POTENTIAL PROJECT

PROJECT STATS

This project will provide necessary classroom seats (approximately 750 new seats) and faculty offices to address capacity challenges as the university increases student enrollment in the coming years.

Objectives

- Add classroom seats to facilitate more robust scheduling options for students.
- Incorporate faculty offices to better house existing faculty throughout campus and accommodate new faculty growth as enrollment grows.

This project is to design and construct a 60,000 SF classroom building that supports the teaching initiatives of the university.

Project Status

At end of schematic design phase and on hold.

Space Type: Classroom and Office

Square Footage: Approx. 60,000

Anticipated Budget: \$56.7M

Funding Source(s):

Revenue Bonds
Gifts

Project Duration: 3-5 years

Design and Construction Scope

Project Type: New Building



Hendricks Hall Deferred Maintenance

PROJECT DESCRIPTION

Hendricks Hall was built in 1918 and serves the College of Arts and Sciences, Career Services, and the College of Design. Hendricks is an unreinforced masonry building which frames the Women's Memorial Quad.

Objectives

- Replace building systems that are at the end of their useful life.
- Bring building up to current seismic standards.
- Bring building into ADA compliance.
- Reduce energy and maintenance costs.
- Improve functional efficiency for occupying departments.

POTENTIAL PROJECT

Design and Construction Scope

This project will replace the building infrastructure including HVAC, plumbing, and electrical systems. This project will also provide improvements to the building envelope to increase building performance, increase energy efficiency, and improve thermal comfort.

Project Status

Project is in pre-planning

PROJECT STATS

Project Type: Building Renovation and Systems Replacement

Space Type:
Existing: Offices

Square Footage: 28,568

Anticipated Budget: TBD

Funding Source(s): TBD

Expected Project Duration: 3-4 years



Klamath Hall Deferred Maintenance

PROJECT DESCRIPTION POTENTIAL PROJECT

PROJECT STATS

Klamath Hall was built in 1967 and is a poured concrete building in the Brutalist architecture style. This building is core to the science complex and is also attached to Onyx Bridge, Willamette Hall, Streisinger Hall, the Lewis Integrative Science Building, and the Price Science Commons and Research Library at the basement level.

Objectives

- Replace building systems that are at the end of their useful life and put research at risk due to leaks and loss of power.
- Create safe laboratories that meet current safety standards and building codes.
- Remove office functions and maximize square footage of research laboratories to help support faculty recruitment and retention.
- Replace building systems to provide capacity in the facility for research to grow. Current systems have no additional capacity.
- Reduce energy and maintenance costs.

Design and Construction Scope

This project will replace the 1960’s building infrastructure including HVAC, plumbing, and electrical systems. This project will also provide a new exterior building envelope to increase building performance, increase energy efficiency, and improve thermal comfort. As the current configuration relies on a neighboring building for vertical transportation, a new elevator supporting Klamath will be included. This project will complement the 3rd Floor renovation project that is currently underway.

Project Status

Building assessment completed



Existing Lab Conditions

Project Type: Building Renovation and Systems Replacement

Space Type:

Existing: Laboratory, Instruction and Office
New: Laboratory and Instruction

Square Footage: 80,000

Anticipated Budget:

Phase 1: \$50M
Future Phases: \$47.4M

Funding Source(s): Q-Bonds

Expected Project Duration: 4-5 years



Condon Hall Deferred Maintenance

PROJECT DESCRIPTION POTENTIAL PROJECT

PROJECT STATS

The original portion of Condon Hall was built in 1925 and is an unreinforced masonry building. In 1966 a major addition was added to the south. This building is a concrete structure with a brick clad exterior. It currently houses the Geography and Anthropology departments. It also contains eight classrooms.

Objectives

- Replace building systems that are at the end of their useful life.
- Bring building up to current seismic standards.
- Bring building into ADA compliance.
- Reduce energy and maintenance costs.
- Improve functional efficiency for occupying departments.

Design and Construction Scope

This project will replace the aged building infrastructure including HVAC, plumbing, and electrical systems. This project will also upgrade exterior building envelope to increase building performance, increase energy efficiency, improve thermal comfort.

Project Status

Long-term exploration



1966 Addition

Project Type: Building Renovation and Systems Replacement

Space Type: Research Laboratories, Faculty Offices, Classrooms and Administrative Offices

Square Footage: 42,325

Anticipated Budget: TBD

Funding Source(s): TBD

Expected Project Duration: 3-4 years



Knight Library Commons & Off-Site Storage

PROJECT DESCRIPTION

Knight Library, originally constructed in 1937 has had a number of major renovations and additions, the last occurring in 1994. Through the decades of change, the function of the building has continually transformed. With the influx of technological resources available to students, faculty and staff the building is in need of another transformation to build more collaborative learning environments that support current and future educational trends. This renovation also involves a need to develop off-site storage for the volumes of books and reference materials that are still used today, just not at the frequency that they have historically. An off-site storage facility that maintains access to this material will free up much needed space within the current building, located in the core of campus, for the development of commons learning spaces that will support the future trends of higher education learning environments.

Objectives

- Free up and renovate precious space within the core of campus to support future learning spaces.
- Relocate book stacks to an off-site storage facility in order to maintain availability.

POTENTIAL PROJECT

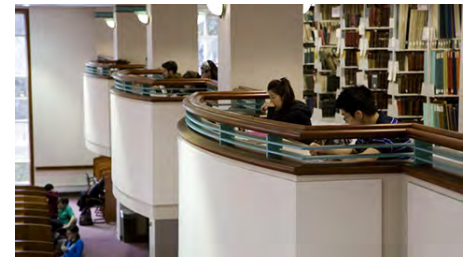
Design and Construction Scope

This project may construct a new off-site storage facility with appropriate environmental controls for the storage of the materials being relocated (leasing space is also an option). Renovations to the existing library will be made to develop commons learning spaces that provide environments that are appropriate for current collaborative and interactive learning techniques.

Project Status

Project in pre-planning

PROJECT STATS



Study space in 1994 Addition

Project Type: New Storage Structure and Existing Building Renovation

Space Type:
Library and Materials Storage

Square Footage: TBD

Anticipated Budget: TBD

Funding Source(s): TBD

Expected Project Duration: 4-5 years



Student Services and Enrollment Management Projects



Hamilton and Walton Residence Halls Transformation Project Ph1

PROJECT DESCRIPTION

Dynamic and attractive communities are needed now to help drive and support student recruitment and retention in a very competitive environment. Walton Hall and Hamilton Hall are in need of mechanical, electrical, plumbing, roofing, and other major systems replacement, as well as significant contemporary improvements.

Objectives

- Drive and support enrollment growth.
- Grow from 1,400 to 1,800 beds, including 400 upper-division student focused beds.
- Enhance Academic Residential Community offerings.
- Provide a variety of room types.
- Explore adding retail space to the ground floor.
- Add Prospective Student Recruitment and Visitors Center.
- New and enhanced dining options.

CURRENT PROJECT

Design and Construction Scope

Design and construct new facilities in three phases between 2019 and 2024.

- Phase I: Building A
- Phase II: Buildings B & C
- Phase III: Hamilton demolition and open space restoration.

Phase I Construction Scope

Complete the design and construct a 700-bed residential facility, including Academic Residential Communities and associated learning spaces, a Faculty in Residence Apartment, new dining venues, and a prospective students recruitment and visitors center. Building A will have 7 floors, including a mezzanine, for a total of 209,500 GSF.

Project Status

Phase I is 50% through construction. Completion early summer 2020.

PROJECT STATS



Project Type: Building(s) Replacement

Space Type: Housing, Dining, Academic Residential Community Space, Prospective Student Recruitment and Visitors Center.

Square Footage: Phase I 209,500 GSF

Anticipated Total Project Budget: \$86.4M

Funding Source(s): Revenue Bonds/Internal Bank; University Housing Carry Forward; Funding Raising/Sponsorships

Target Completion Date: Phase I: Spring 2021; Phase II: Spring 2023, and Phase III: Fall 2024



Hamilton and Walton Residence Halls Transformation Project: Ph 2

PROJECT DESCRIPTION

Dynamic and attractive communities are needed now to help drive and support student recruitment and retention in a very competitive environment. Walton Hall and Hamilton Hall are in need of mechanical, electrical, plumbing, roofing, and other major systems replacement, as well as significant contemporary improvements.

Objectives

- Drive and support enrollment growth.
- Grow from 1,400 to 1,800 beds, including 400 upper-division student focused beds.
- Enhance Academic Residential Community offerings.
- Provide a variety of room types.
- Explore adding retail space to the ground floor.
- Add Prospective Student Recruitment and Visitors Center.
- New and enhanced dining options.

PLANNED PROJECT

Design and Construction Scope

Design and construct new facilities in three phases between 2019 and 2024.

- Phase I: Building A
- Phase II: Buildings B & C
- Phase III: Hamilton demolition and open space restoration.

Phase II Scope

Complete the design and construct two residential facilities: building B, 700-beds, building C, 400-beds. Facilities will include Academic Residential Communities and associated learning spaces, a Faculty in Residence Apartment.

Project Status

Phase II is currently at 50% Construction Document design.

PROJECT STATS



Project Type: Building(s) Replacement

Space Type: Housing, Dining, Academic Residential Community Space, Prospective Student Recruitment and Visitors Center.

Square Footage: Phase II 305,000 GSF.

Anticipated Total Ph2 Budget: 121.3M

Funding Source(s): Revenue Bonds/Internal Bank; University Housing Carry Forward

Target Completion Date: Phase II: Summer 2023



Hamilton and Walton Residence Halls Transformation Project Ph3

PROJECT DESCRIPTION

Dynamic and attractive communities are needed now to help drive and support student recruitment and retention in a very competitive environment. Walton Hall and Hamilton Hall are in need of mechanical, electrical, plumbing, roofing, and other major systems replacement, as well as significant contemporary improvements.

Objectives

- Drive and support enrollment growth.
- Grow from 1,400 to 1,800 beds, including 400 upper-division student focused beds.
- Enhance Academic Residential Community offerings.
- Provide a variety of room types.
- Explore adding retail space to the ground floor.
- Add Prospective Student Recruitment and Visitors Center.
- New and enhanced dining options.

PLANNED PROJECT

Design and Construction Scope

Design and construct new facilities in three phases between 2019 and 2024.

- Phase I: Building A
- Phase II: Buildings B & C
- Phase III: Hamilton demolition and open space restoration.

Phase III Construction Scope

Complete the design and construct an open space replacement for the displaced Humpy Lumpy open space. Demolition of the existing Hamilton Hall will begin in the summer of 2023, with site restoration and buildout of the new open space to follow.

Project Status

Phase III is currently at the end of Schematic Design, and the design will be taken through Construction Documents beginning in March of 2020. Phase III will begin in the summer of 2023 with the demolition of Hamilton Hall, and will finish in the fall of 2024.

PROJECT STATS



Project Type: Building(s) Replacement

Space Type: Housing, Dining, Academic Residential Community Space, Prospective Student Recruitment and Visitors Center.

Square Footage: Phase III 154,595 GSF

Anticipated Total Ph3 Budget: \$9.9M

Funding Source(s): Revenue Bonds/Internal Bank; University Housing Carry Forward; Funding Raising/Sponsorships

Target Completion Date: Phase III: Fall 2024



East Campus Apartments New Buildings

PROJECT DESCRIPTION

The University of Oregon's on-campus housing space options are limited to traditional residence halls, graduate student apartments and primarily family apartments and houses. Dynamic and attractive housing facilities and communities for upper-division students are needed to help drive retention.

Objectives

- Explore the development of apartments and townhouses of a 500-bed capacity in this area for graduate students.

POTENTIAL PROJECT

Design and Construction Scope

Design and construct up to a 500-bed residential complex.

Project Status

Pre-planning

PROJECT STATS

Project Type: New Building; P3 delivery

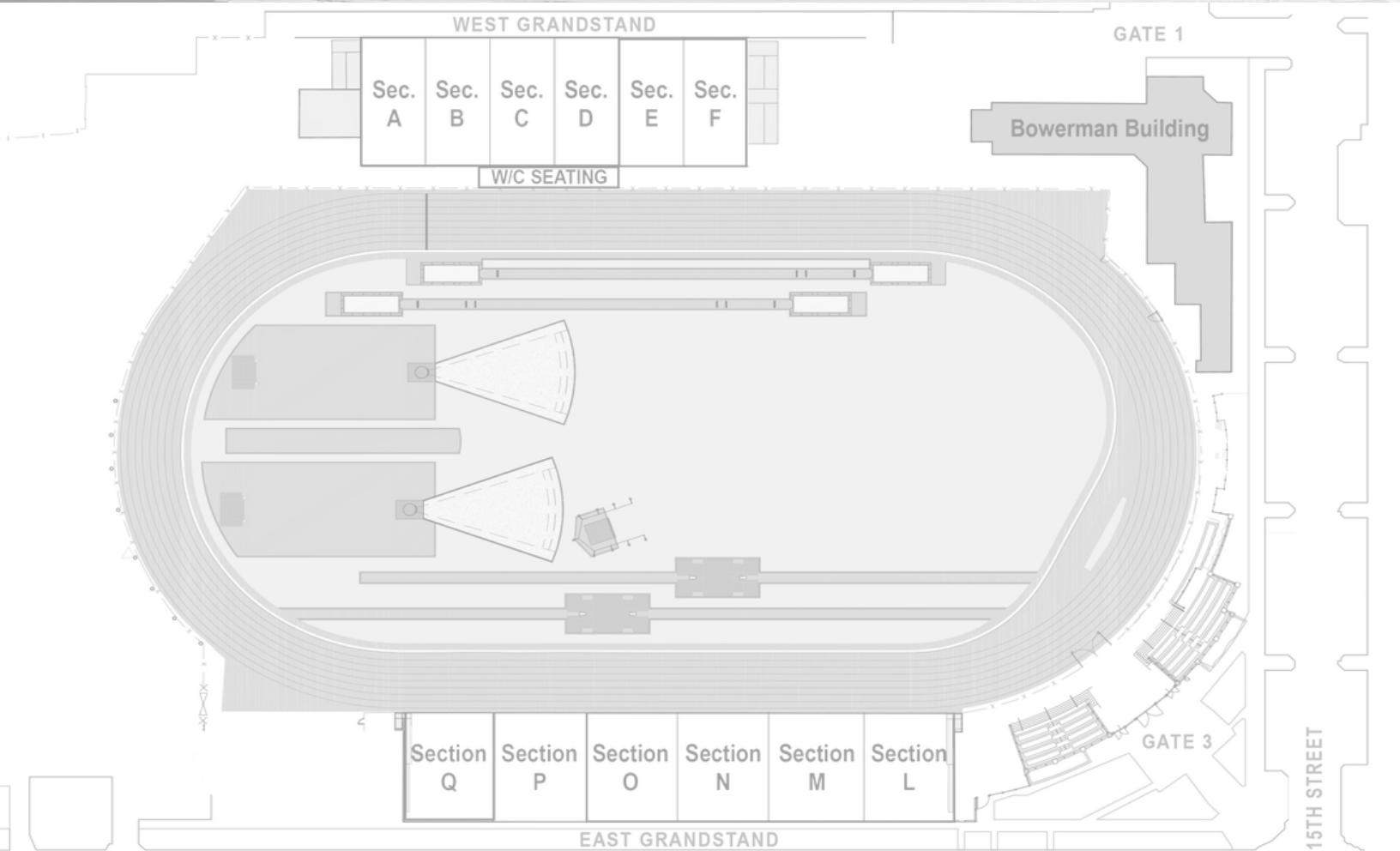
Space Type: Housing

Square Footage: TBD

Anticipated Budget: TBD

Funding Source(s): TBD

Expected Project Duration: 3-4 Years



Other Projects



Romania Site Development

PROJECT DESCRIPTION PLANNED PROJECT

The Romania site is located on the eastern edge of the university campus on the south side of Oregon Highway 126/Franklin Boulevard. The tract is approximately 4 acres which includes a 46,000 SF building. The use prior to university acquisition was as a car dealership and warehouse. The 1960 showroom, with its unique and concave roofline, is listed in the National Register of Historic Places.

Objectives

- Enter into a public-private partnership with a developer to design, finance, build, and operate a modern, university-centric entity/facility.
- Upgrade the use of the real estate to provide revenue to the University from a long-term ground lease.

Design and Construction Scope

A University-selected developer will design, finance, build, and operate a modern, revenue-producing enterprise on the site. The University will retain an appropriate level of control of each phase to protect and preserve campus culture and university needs. The university will also retain long-term ownership rights to the property.

Project Status

The Request for Qualifications (RFQ) process to select the developer were completed in November 2018. Project^ was the selected developer. Negotiations of the terms of the public-private partnership have been concluded A Nonbinding Ground Lease Term Sheet was executed in June 2020.

PROJECT STATS



Project Type: Public-Private Partnership

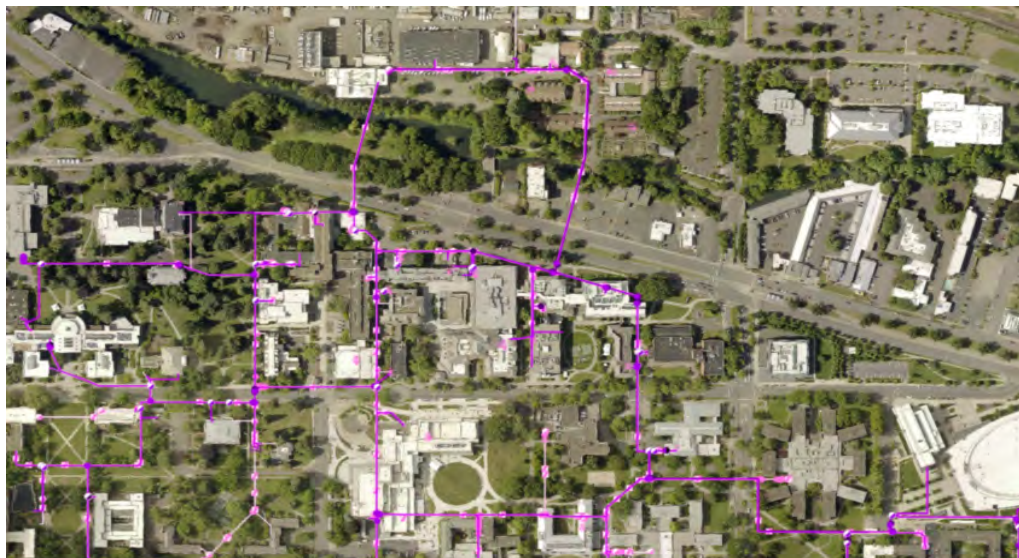
Space Type: Mixed-use development with office, retail, hotel and residential uses. Adequate parking to support all uses is included.

Square Footage: 180,338 (4.14 acre)

Anticipated Budget: TBD

Funding Source(s): TBD

Expected Project Duration: 3+/- Years



Utility Infrastructure Upgrades Phase 1

PROJECT DESCRIPTION

The University utility system includes an electrical distribution system comprised of 16 miles of high voltage electrical cables, switches, and other equipment that deliver electrical power to campus buildings through a series of underground vaults and 4.5 miles of tunnels. Significant upgrades are required to improve safety, increase reliability of electrical power to campus, reduce disruptions during maintenance and testing, and continue meeting the 24/7 requirements of the institution’s critical science and research efforts.

The University utility system also includes a campus chilled water plant and 12 miles of chilled water supply and return piping. System cooling capacity must be increased to meet demand generated from campus growth and to maintain existing resiliency. The chilled water production and distribution systems must be upgraded in order to maintain continuity of campus business operations requiring campus chilled water.

Objectives

- Increase chilled water production capacity by installing a 3 to 4M gallon thermal energy storage system (TES) including tank and associated piping.
- Update the Chilled Water Plant controls to incorporate the TES, improve system efficiency and reduce operational costs.
- Install additional cooling towers and increase low load (free cooling) heat exchanger capacity.

PLANNED PROJECT

- Upgrade the electrical distribution system to provide redundancy to critical research buildings and improve safety.
- Increase the capacity and efficiency of the campus chilled water distribution system to support increased cooling demand and campus growth.
- Upgrade building control systems, improve heating and cooling performance and decrease building energy consumption, thereby reducing future costly utility system expansion.

Design and Construction Scope

Phase 1A

- Design and construct a thermal energy storage system (TES)
- Update Chilled Water Plant controls and production efficiency
- Install additional cooling towers and heat exchanger capacity

Phase 1B

- Upgrades to electrical distribution system

Phase 1C

- Increase chilled water distribution system capacity

Phase 1D

- Upgrade building control and energy performance

Project Status:

Phase 1A: Starting schematic design
 Phase 1B: Assessing scope and budget
 Phase 1C/D: TBD

PROJECT STATS



Project Type: Utility Infrastructure

Space Type: N/A

Square Footage: N/A

Anticipated Budget:

Phase 1A: \$7.5M - \$8.5M
 Phase 1B/C/D: TBD

Funding Source(s):

Phase 1A: \$6M Utility Service Center Infrastructure Renewal Reserves
 \$2.5M System Development Funds
 Phase 1B/C/D: Up to \$12M Revenue Bonds

Project Duration:

Phase 1A: 18 months
 Phase 1B-1D: 2-5 years



Utility Infrastructure Upgrades Phase 2

PROJECT DESCRIPTION

The University utility system consists of electrical, steam, and chilled water components of various ages and life expectancies, which use an underground tunnel system to distribute campus utilities.

Current chilled water production is by electric based chillers, which supply chilled water for space and process cooling. Campus uses natural gas fired boilers to produce steam, which is distributed to campus buildings and is used for heating, hot water and process needs.

As the utility infrastructure and equipment continues to age, investments will be needed to maintain operability of current systems in support of the business operations and resiliency of the campus.

A long term strategy is needed to continue utilizing existing forms of energy production and distribution or as an alternative, move to non-fossil fuel based production systems. The University is currently conducting a Thermal Systems Transition Study, which is required as part of the Climate Action Plan (CAP).

This Study will develop options for the use of non-fossil fuels on campus. System types, campus impacts, resiliency, timeline and cost will all be considered as part of the Study.

Objectives

- Establish redundant electrical supply feeders to campus buildings.
- Repair or replace the east utility tunnel running under Franklin Blvd.
- Replace tunnel sections that do not have sufficient space to

POTENTIAL PROJECT

accommodate additional piping or electrical cables.

- Steam piping phased replacement.
- Evaluate transitioning from steam to a water based distribution system, utilizing heat recovery chillers and electric hot water boilers.

Project Status

Dependent upon the completion of Phase 1

PROJECT STATS

Project Type: Utility

Space Type: N/A

Square Footage: N/A

Anticipated Budget: TBD

Funding Source(s): TBD

Project Duration: TBD

Agenda Item #8

Diversity, Equity & Inclusion



November 20, 2020

TO: University of Oregon Board of Trustees
FR: Yvette Alex-Assensoh, Vice President for Equity and Inclusion
RE: Presentation Materials – 12.4.20 Board of Trustees Meeting

I am collaborating with Provost Patrick Phillips and CHRO Mark Schmelz on a set of accountabilities for equity, inclusion and diversity. We are looking forward to sharing our work with you, and benefitting from your insight and wisdom.

Attached are the following documents for your review in advance of the meeting:

- I. PowerPoint presentation: *Defining, Measuring and Achieving Our IDEAL Campus*. Kindly note that Diversity at the University of Oregon is more than numbers and percentages. It's about communities and individuals: students, professors, and staff members, with unique and multiple identities, experiences, and perspectives working to participate effectively and in solidarity with equity and all forms of anti-oppression in a global society. For the sake of time, our presentation will focus primarily on racial and ethnic diversity because these are areas where the UO has made the least progress. However, our institutional metrics aim to reflect and measure the breadth of diversity across race, ethnicity, gender, ability, sexuality, nationality, language, religion, ideology, age, etc.
- II. Proposed *Data Dashboard – Defining, Measuring and Achieving Our Ideal Campus*, identifying measurable objectives for the university in the areas of Diversity, Achievement, Inclusion & Engagement, and Transformational Leadership.
- III. Report: *IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus*, which provides a summary and analysis of the evaluation of the initial implementation of 35 Diversity Action Plans (DAPs) across campus.
- IV. *Summary Findings, Consultation with Dr. Daryl Smith*. During Summer 2020, Deans and Vice Presidents met individually with Dr. Daryl Smith, Senior Research Fellow and Professor Emerita of Claremont Graduate University, to discuss their unit's DAP outcomes to date and plans for forward-facing goals and initiatives.
- V. HB2864 Implementation Committee Charge

Defining, Measuring and Achieving Our IDEAL Campus

Presentation to the UO Board of Trustees

December 4, 2020

Patrick Phillips, Provost and Senior Vice President,
Professor, Department of Biology

Yvette M. Alex-Assensoh, VP, Equity and Inclusion,
Professor, Department of Political Science

Mark Schmelz, Chief Human Resources Officer

Agenda

- The Urgency of Now
- Defining and Operationalizing Accountability Areas
 - Diversity
 - Achievement
 - Inclusion
 - Transformational Leadership
- Next Steps
- Discussion

Current UO Contexts

- Opportunities
 - Burgeoning Infrastructure
 - Building Muscle for Inclusion
- Challenges
 - Incrementalism
 - Monoculturalism

Accountability Framework

Metrics

- Predictive:
 - Stewarded by Department Heads, Deans, Senior Level Administrators and monitored by Provost & Senior VP, CHRO and VPEI
- Outcome:
 - Institutional Metrics for Campus-Wide Dashboard that report up to the President

Schema

- Equity-Lens
 - Focuses on Individual and Institutional Performance
 - Color Conscious
 - Anti-racist as well as Anti-Oppressive
 - Disaggregation: race, gender, SES, job category, rank, discipline and seniority, where appropriate

Institutional Metrics for Measuring and Defining Success

The University's demographics more closely mirror that of our national communities and aspirant peer institutions.

Faculty, staff and students believe that the institution values their contributions and is vested in their success, and that they belong at the UO.



Graduation, tenure and promotion, and awards are not predicted by one's race, ethnicity, gender, sexual orientation, or disability status.

Inspired and collaborative leadership that engages all levels of the campus community in creating curriculum, policies, processes that are anti-oppressive and raise the standard of inclusive excellence for all.

Current Data Categories

Tier 1: Already collected and already is or could easily be published

Tier 2: Data are already collected and additional work must be done to make it publishable

Tier 3: Data are not yet collected

Defining Representation



Diversity Metrics for Faculty, Staff and Students

Predictive Metrics

- Demographic make-up of applicant pools
- Availability Data
- Anti-bias education and processes for search committee members and search committee policies

Outcome Metrics

- Faculty: Tenure Status (NTTF, TTF) and Rank
- Staff: Job Family, Location across hierarchies
- Students: Undergraduate and Graduate Students

Availability Data: CAS Humanities

Job Group	Category	Employees	Availability	Plan
TTF	Gender	50.4%	55.8%	No
TTF	Minority	23.9%	19.8%	No

Data Source: Affirmative Action Report

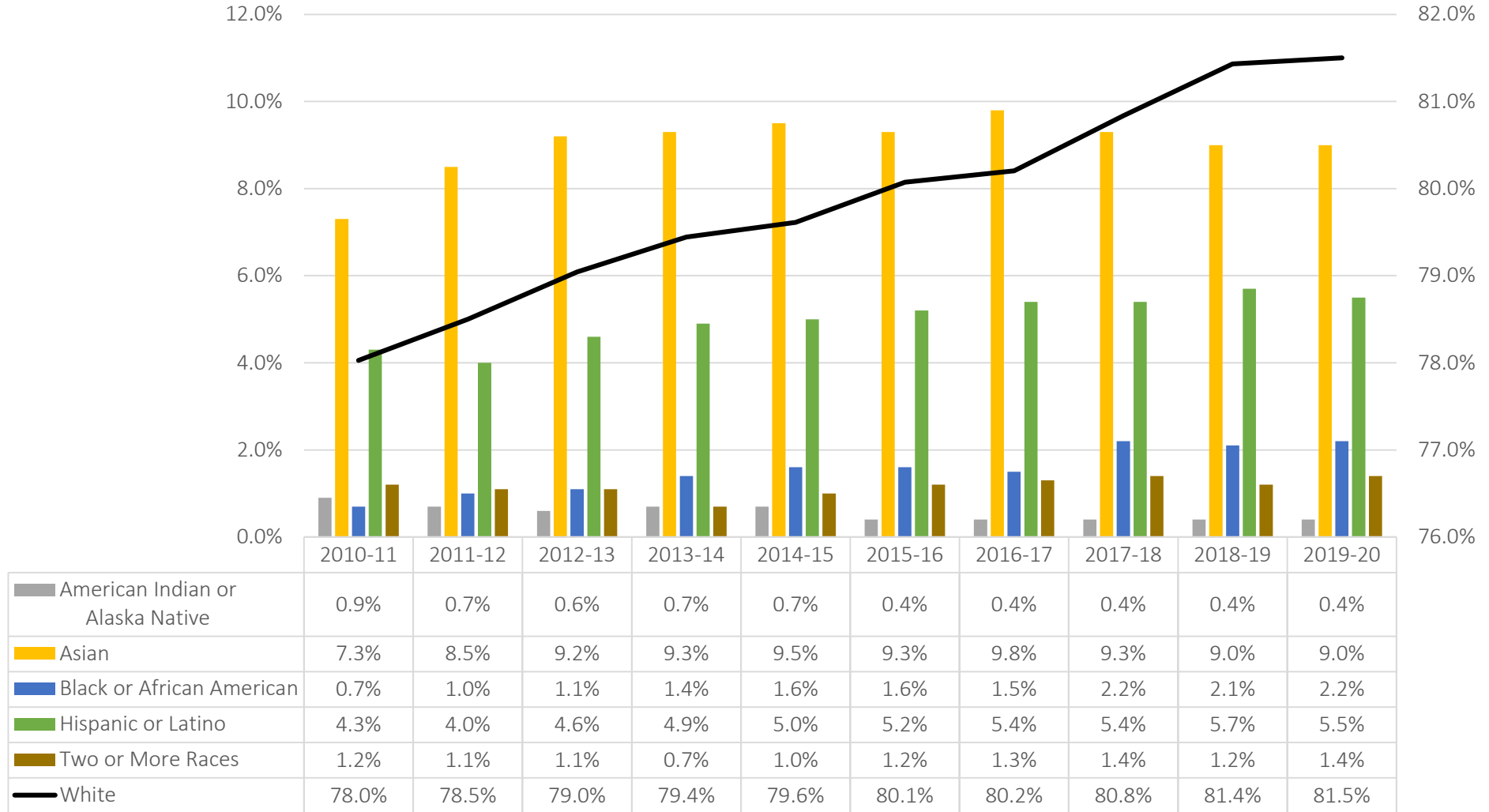
Example of Diversity Metrics: Faculty

0.5% increase in
Black/African
American NTTF
2010 v 2019

1.5% increase in
Black/African
American TTF
2010 v 2019

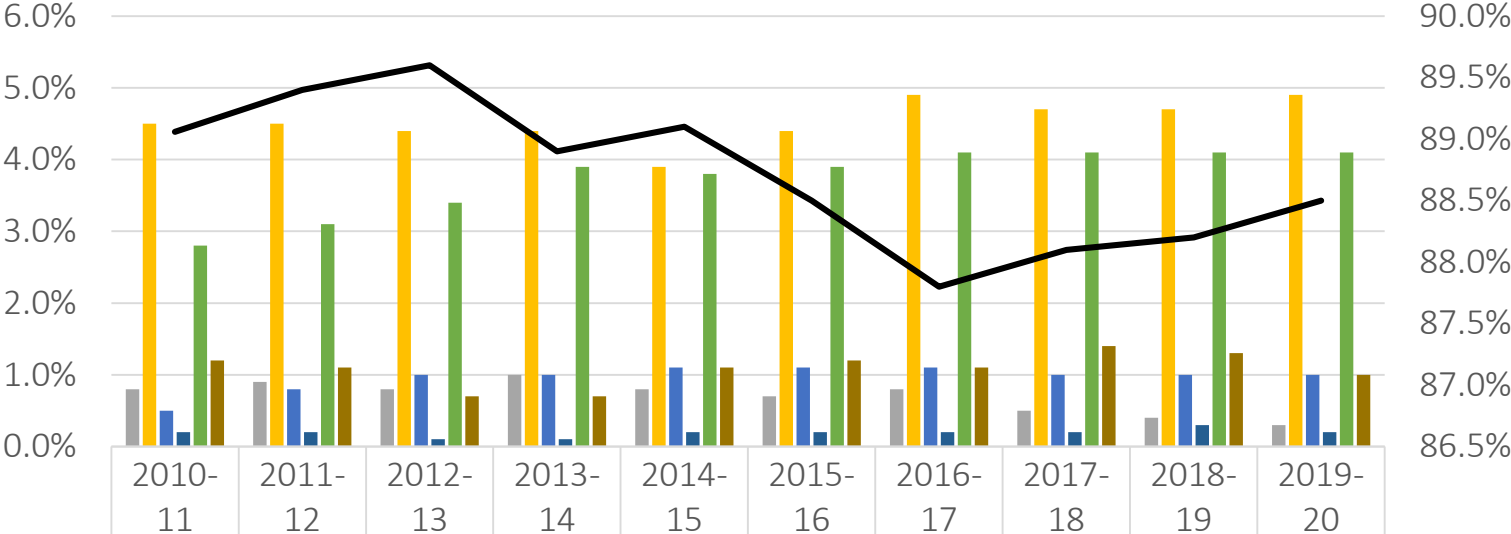
Data Source: Office of Institutional Research

Tenure-Related Faculty



Data Source: Office of Institutional Research

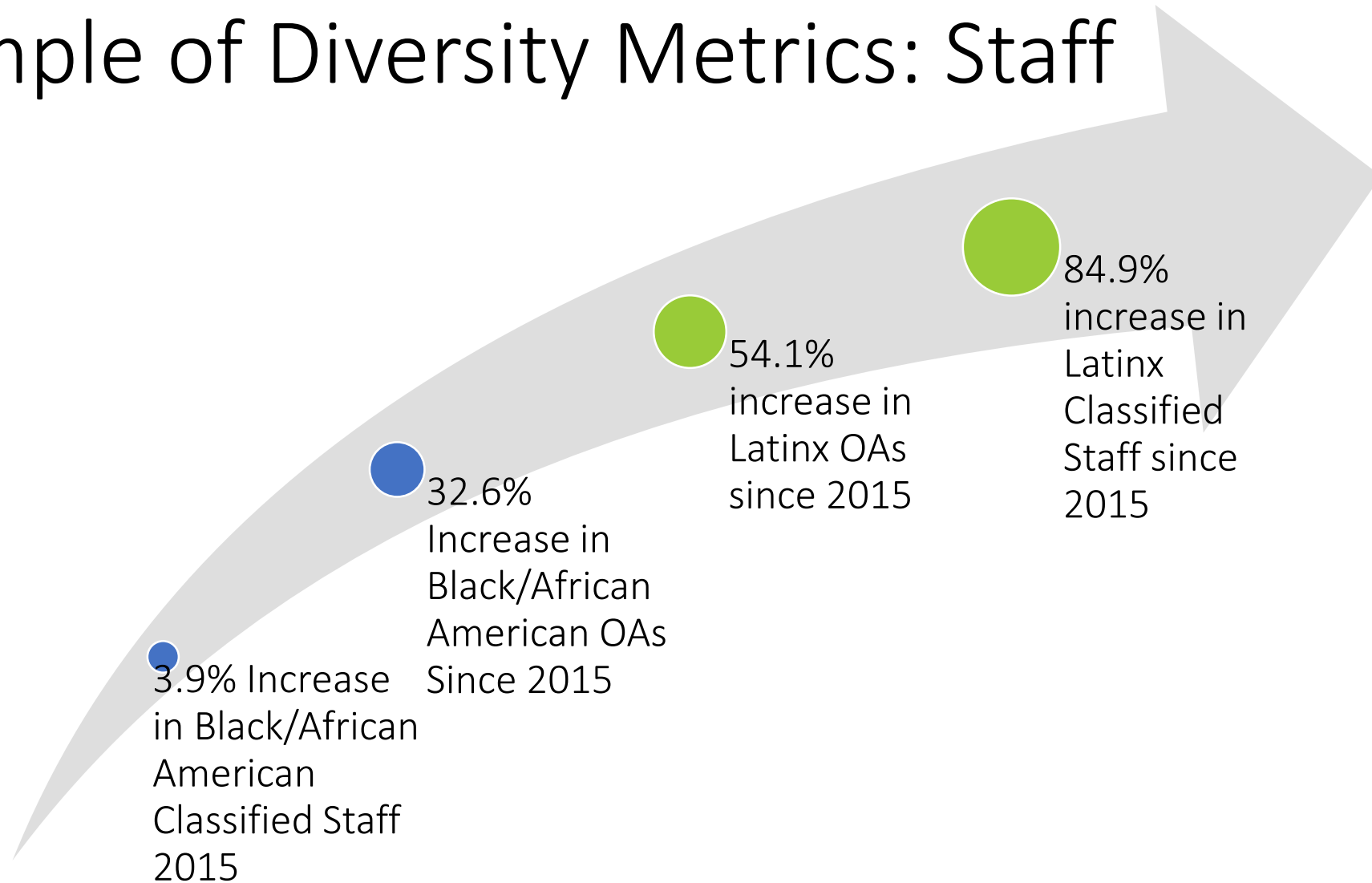
Non Tenure-Related Faculty



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian or Alaska Native	0.8%	0.9%	0.8%	1.0%	0.8%	0.7%	0.8%	0.5%	0.4%	0.3%
Asian	4.5%	4.5%	4.4%	4.4%	3.9%	4.4%	4.9%	4.7%	4.7%	4.9%
Black or African American	0.5%	0.8%	1.0%	1.0%	1.1%	1.1%	1.1%	1.0%	1.0%	1.0%
Native Hawaiian or Other Pacific Islander	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%
Hispanic or Latino	2.8%	3.1%	3.4%	3.9%	3.8%	3.9%	4.1%	4.1%	4.1%	4.1%
Two or More Races	1.2%	1.1%	0.7%	0.7%	1.1%	1.2%	1.1%	1.4%	1.3%	1.0%
White	89.1%	89.4%	89.6%	88.9%	89.1%	88.5%	87.8%	88.1%	88.2%	88.5%

Data Source: Office of Institutional Research

Example of Diversity Metrics: Staff



Data Source: Office of Institutional Research

Example of Diversity Metrics: Students



3.2% increase in Latinx students since 2015



5.5% decrease in International students since 2015

Data Source: Office of Institutional Research

Metric Comparisons with UC-Berkeley and University of Michigan:

Indicator	University of Michigan	UC Berkeley
Faculty Diversity	race/ethnicity, sex, tenure status or job family	count ladder ranked, % women, % from underrepresented groups, % tenured
Undergraduate Student Diversity	race/ethnicity, sex, enrollment status (class level, entry status)	count, % women, % from underrepresented groups, % first generation, % international
Graduate Student Diversity	race/ ethnicity, sex, degree level (masters, doctoral, professional)	count, % women, % from underrepresented groups, % doctoral, % international

Data Sources:

<https://diversity.umich.edu/data-reports/>

<https://diversity.berkeley.edu/reports-data/diversity-data-dashboard>

Diversity Interventions

- Active Recruitment
- Implicit Bias Training
- Implementation of Diversity Action Plans
- Strategy Groups
- President's Diversity Advisory Community Council
- Active Retention
- IHP
- Trauma-Informed Coaching

Defining Achievement

ACHIEVEMENT

Graduation, tenure and promotion, and awards are not predicted by one's race, ethnicity, gender, sexual orientation, or disability status

Achievement Metrics for Staff

Predictive Metrics

- Promotion
- Awards

Outcome Metric

- Achievement rates at par across demographic groups

Achievement Metrics for Undergraduate Students

Predictive Metrics

- Second-Year Retention Rates
- Award Applications

Outcome Metric

- Achievement rates at par across demographic groups

Achievement Metrics for Graduate Students

Predictive Metrics

- Exam Passage Rates for MA and Ph.D. Students
- Average Time to Degree
- Financial Awards
- Academic Awards
- Job Placement

Outcome Metric

- Graduation rates at par across demographic groups

Achievement Metrics for Faculty

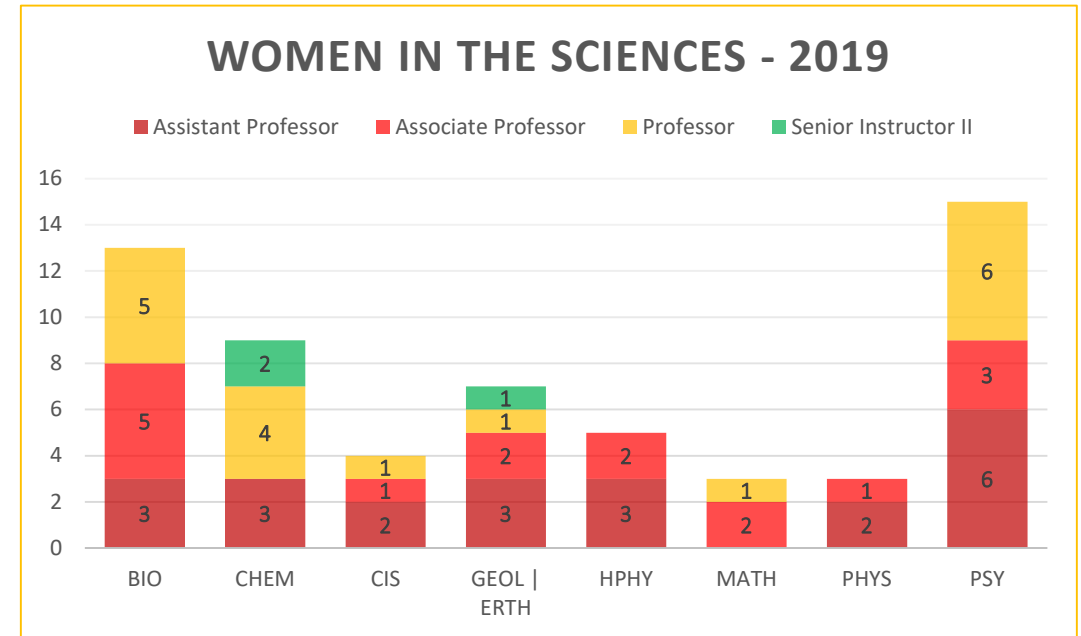
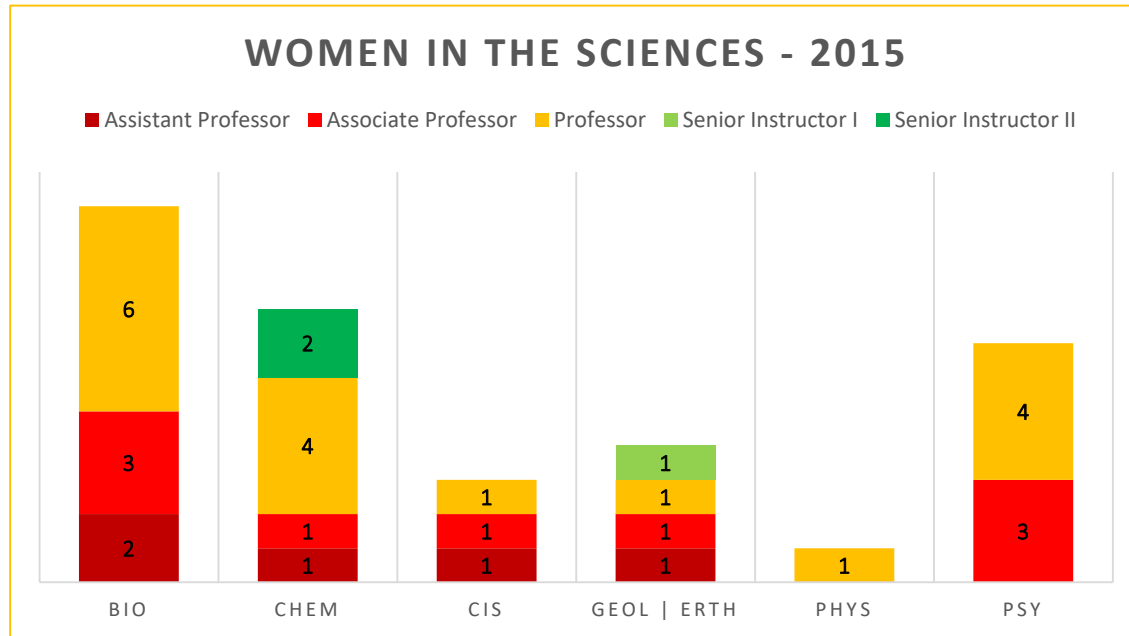
Predictive Metrics

- Third-Year Review Process
- Research and Teaching Awards
- Quality and Quantity of Service

Outcome Metric

- Achievement rates at par across demographic groups

Example of Faculty Achievement Metric



Defining Inclusion/Engagement



Inclusion / Engagement

Faculty, staff and
students believe that the
institution values their
contributions and is
vested in their success,
and that they belong at
the UO

Inclusion/Engagement Metrics for Faculty, Staff and Students

Predictive Metrics

- Strength and Viability of Affinity Groups; ASUO Groups; Mentoring Programs
- % of Bias, Discrimination, and Title IX complaints and adjudication resolved
- % of Campus-wide engagement in Professional Development around Equity and Anti-bias
- % of unit-based, divisional and campus-wide opportunities for engagement across demographic groups

Outcome Metrics

- Perceptions of belonging are at par across demographic groups
- Attrition rate is similar across demographic groups

Inclusiveness of Campus Places by Race/Ethnicity:

Note: Generally,
 Inclusiveness = $n \text{ "belong" clicks} / (n \text{ "belong" clicks} + n \text{ "don't belong" clicks}) \times 100$.
 For University Housing,
 Inclusiveness = $(n \text{ "belong" clicks} + n \text{ "both" clicks}) / (n \text{ "belong" clicks} + n \text{ "don't belong" clicks} + n \text{ "both" clicks}) \times 100$.
 Multiracial/ethnic = "Two or more races." Underserved = "American Indian or Alaska Native," "Black or African American," "Hispanic or Latino," or "Native Hawaiian or Other Pacific Islander."
 85.6% of Underserved are "Hispanic or Latino."
 "Nonresident alien" was excluded from analysis

Place	Category	Inclusiveness	<i>n</i>
Erb Memorial Union	Asian	88	50
	Multiracial/ethnic	91.5	47
	Underserved	82.9	82
	White	85.7	308
Knight Library	Asian	66.7	21
	Multiracial/ethnic	74.1	27
	Underserved	86.7	45
	White	70.4	189
University Housing	Asian	80.6	31
	Multiracial/ethnic	67.5	40
	Underserved	73.3	60
	White	68.8	256
Lokey Science Complex	Asian	59.3	27
	Multiracial/ethnic	51.9	27
	Underserved	43.8	32
	White	53.8	145
Student Recreation Center	Asian	42.9	35
	Multiracial/ethnic	57.6	33
	Underserved	52.8	53
	White	54.7	258
Lillis Business Complex	Asian	23.8	21
	Multiracial/ethnic	40	20
	Underserved	31.1	45
	White	46.3	164
Matthew Knight Arena	Asian	30	10
	Multiracial/ethnic	50	10
	Underserved	44.4	18
	White	25	64

Data Source: Undergraduate Education & Student Success

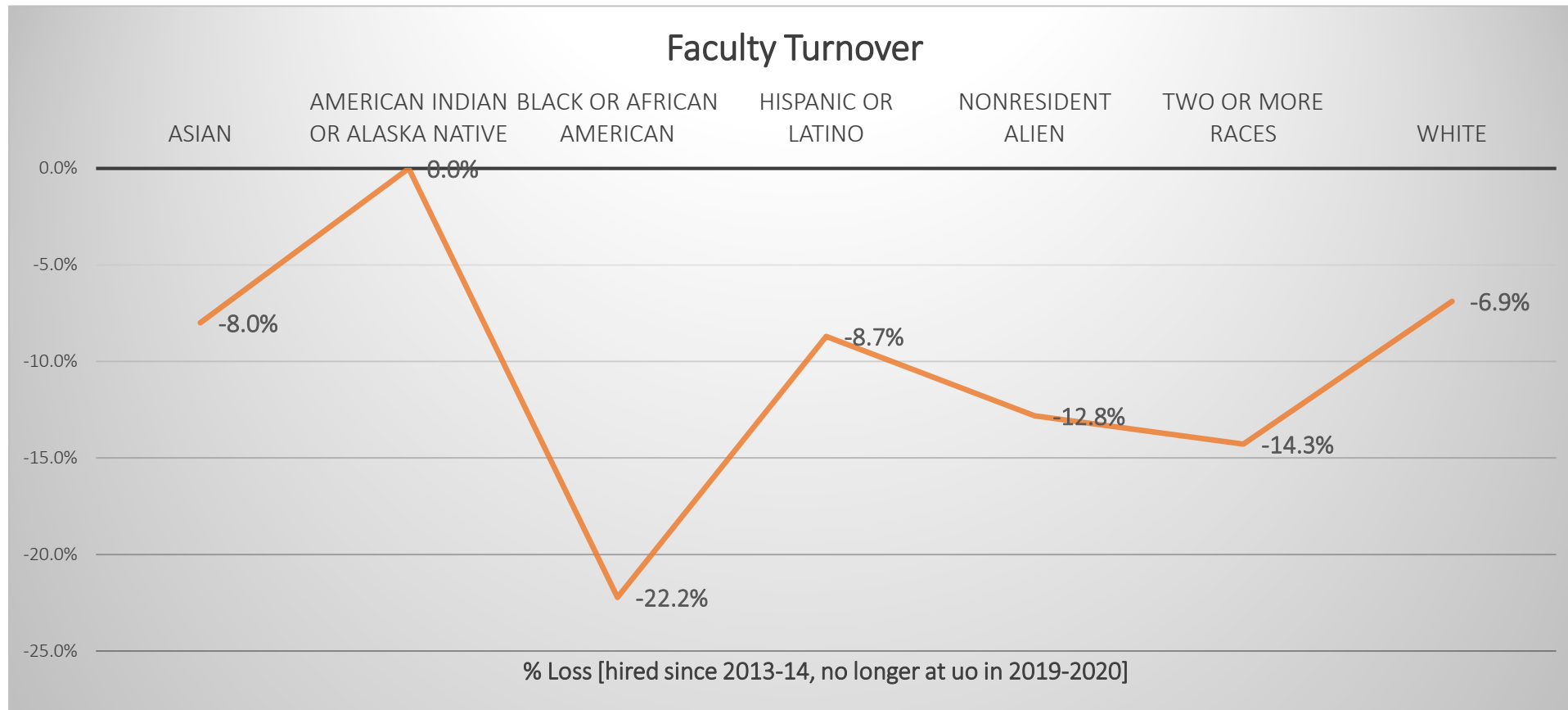


Inclusiveness of Campus Places by Gender:

Place	Category	Inclusiveness	<i>n</i>
Erb Memorial Union	Man	82.8	128
	Woman	86.8	370
Knight Library	Man	73.7	99
	Woman	73.1	193
University Housing	Man	75.4	134
	Woman	68.4	266
Lokey Science Complex	Man	50.7	77
	Woman	52.4	168
Student Recreation Center	Man	57.5	120
	Woman	51.3	271
Lillis Business Complex	Man	52.6	78
	Woman	36.1	180
Matthew Knight Arena	Man	28.1	32
	Woman	32.4	71

Note: Generally, Inclusiveness = $n \text{ "belong" clicks} / (n \text{ "belong" clicks} + n \text{ "don't belong" clicks}) \times 100$. For University Housing, Inclusiveness = $(n \text{ "belong" clicks} + n \text{ "both" clicks}) / (n \text{ "belong" clicks} + n \text{ "don't belong" clicks} + n \text{ "both" clicks}) \times 100$.

Example of Inclusion Metric for Faculty



Data Source: Office of Institutional Research

Defining Transformational Leadership

Transformational Leadership

Inspired and collaborative leadership that engages all levels of the campus community in creating curriculum, policies and processes that are anti-oppressive, raising the standard of access and excellence for everyone on campus

Transformational Leadership Metrics

Predictive Metric

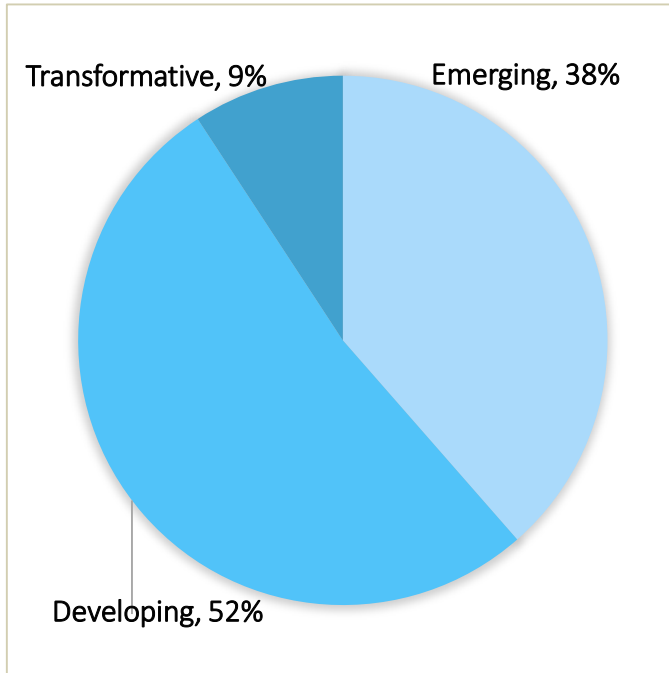
- Quantity and Quality of Institutional Processes, Policies, Curriculum and infrastructure intentionally focused on transformation aimed at making the campus anti-oppressive inclusively excellent

Outcome Metrics

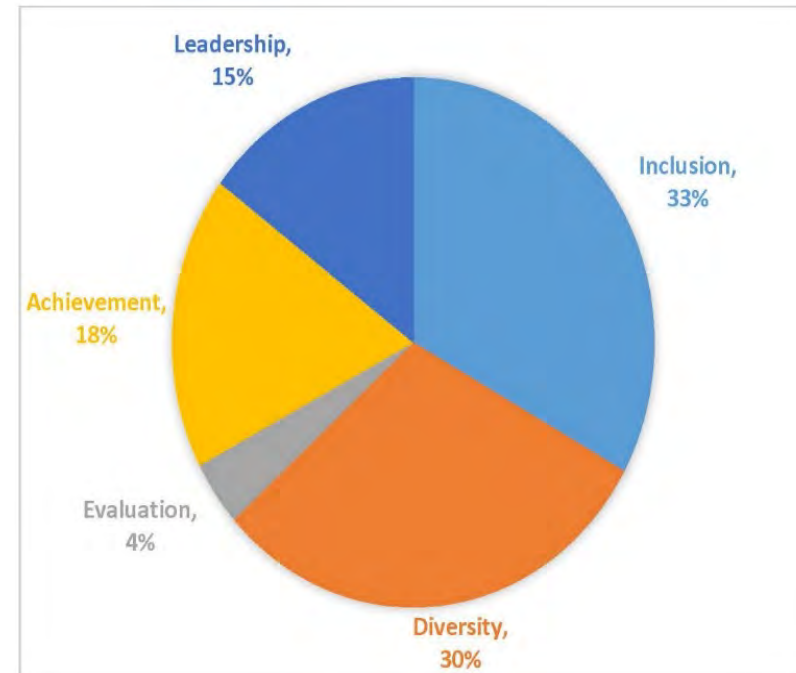
- % and number of classes that focus on power, race and/or difference
- Conduct and disciplinary processes that are free of implicit and explicit bias

Examples of Transformational Leadership Metrics

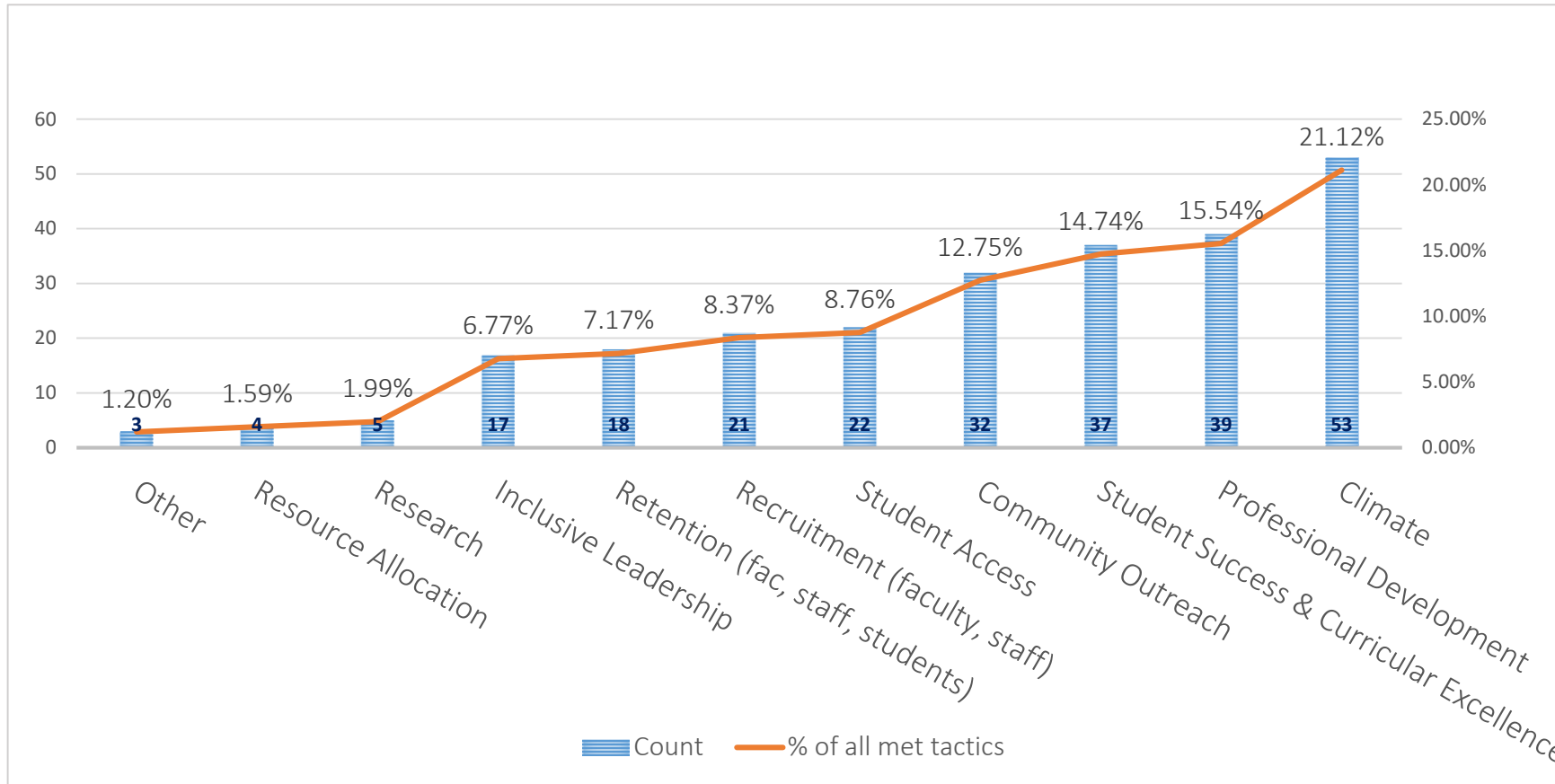
- % Functioning Diversity Committees and % of transformational DAP work
- Number and % of curriculum focused on power, race and difference



Impact that units' met tactics have in affecting change across campus



Distribution of met tactics from unit DAPs to the five pillars of the IDEAL Framework



Categories of tactics; number of units engaged in work in that category and percentage of tactics that the work represents

Next Steps

- Gather and refresh data to establish metrics
- Share and educate to facilitate a common understanding
- Use metrics to affirm promising practices, drive change and improve performance

Discussion



Thank you!

Special thanks to Tracy Bars, JP Monroe, Melanie Muenzer, Kelly Pembleton, Lesley-Anne Pittard and Charlotte Moats-Gallagher for their assistance and support.

IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campusⁱ

Division of Equity and Inclusion
November 20, 2020

Yvette M. Alex-Assensoh
Professor of Political Science &
Vice President, Equity and Inclusion

IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

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IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

Executive Summary:

In Spring term of 2017, the UO launched the IDEALⁱⁱ framework, activating Diversity Action Plans (DAPs) in 35 units, with the audacious goal of implementing 657 tactics.

Just 2.5 years later:

- 58% of DAP tactics were met or in progress.
- Our top DAP focus areas: improving departmental climate, student success, professional development and community outreach.
- Our top three focal groups: undergraduate or graduate students, campus at large, and staff. Very few protected classes received targeted focus.
- Promising practices emerged from our DAP work in the following areas: student internships, implicit bias, active recruitment, institutionalizing diversity committees and professional development. This work will be shared through the communities of practice framework, and as part of the UO implementation of HB2864.
- IDEAL and the DAP work that it generated received the following state-wide, national and professional recognitions: (i) Oregon Department of Education used aspects of IDEAL to build its own internal diversity plan; (ii) the UO Department of Intercollegiate Athletics identified IDEAL as a major partner in BEOREGON, which received the National 2020 NCAA/MOAA Diversity and Inclusion Award; (iii) Communications received 2020 Best of CASE (Council for Advancement and Support of Education) for PATOS: a multimedia approach to supporting the UO Latinx community; and (iv) the UO received its first Insight into Diversity Higher Education Excellence in Diversity (HEED) recognition for excellence in diversity and equity on their campus.

The aforementioned successes provide a firm foundation for the UO to be bolder and more focused in tackling the stubborn, but surmountable inequities that remain:

Retention: Black faculty are almost three times more likely to leave the UO than any other under-represented faculty group.

Representation:

Native and Pacific Islander faculty continue to comprise the smallest group of UO faculty.

While representation of women in science is increasing and promotions among women of color through the ranks is improving, the movement is much too small and too slow.

Leadership Ranks: While the university has made some progress in diversifying its administrative ranks, Native, Pacific Islander and Asian leaders are largely invisible among senior UO leadership ranks. Ongoing attention and support are needed to protect recent gains in gender and racial diversity.

Awards: In 2020, campus awards for teaching and research are still disproportionately awarded to faculty who are white and male, leaving much of the expertise that Black, Indigenous, Native, Asian, Desi, Pacific Islander and women bring to our campus under-recognized and under-valued.

IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

Student Success: Student achievement is improving among most students, with the exception of Black students, who are lagging behind every other group.

Data Deserts: There are members of our UO community, for whom we do not collect data in ways that can be shared, including but not limited to our LGBTQIA and disabled students, staff and faculty as well as data faith communities, etc.

To that end, DEI's future work focuses intentionally on (i) leveraging research to better identify and institutionalize accountabilities around retention, achievement, inclusion-cum-engagement, and transformational leadership; (ii) building additional capacity for faculty, staff, students and leadership to unlearn behavior that rationalizes institutional underperformance; (iii) institutionalizing ethics of care and (iv) leveraging the requirements of HB2864 to work more consistently and intentionally against all forms of exclusion, including, but not limited to anti-Black and other forms of racism, sexism, anti-immigrant bigotry, settler colonialism, violence against sexual minorities, indifference toward the disabled, economic as well as geographical inequality, intolerance of ideological and religious beliefs, implicit as well as explicit bias and prejudice.

IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

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IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

Introduction:

Nationwide, higher education leaders are working with uncommon speed; some might even say scrambling, to address the inequities and institutional racism clearly exposed by COVID-19 and the murders of George Floyd, Breonna Taylor and many others. During this time, it is impossible to turn away from the inculcating evidence of racial, gender, class, ableist, religious, immigrant and sexual oppression that undergirds American life.

Yet, the onset of this Report began almost 5 years ago, when our campus embarked on the work of incorporating IDEAL (Inclusion, Diversity, Evaluation, Achievement and Leadership) into the fabric of campus life. IDEAL represents an important milestone in the UO's overall journey to build capacity for equity and inclusion. Indeed, it is foundational to the more targeted, generative and creative work that lies ahead. The goal of the report is to provide an overview of what we, as a campus, accomplished together. This report provides:

- an introduction to newcomers,
- a high-level analysis for those who were deeply involved in the work, and
- an invitation to the courageous and intentional work that lies ahead.

From the onset of IDEAL in 2016, our goal was to encourage 100% participation. We strove to inspire our UO community members to lean in and dream big as they engaged in the deep, uncomfortable and systemic work that is necessary to achieve transformative change. And dream big they did. At the end of the Diversity Action planning phase, our 35 units had proposed 657 tactics. We encouraged units to design living documents to guide the work moving forward, with the goal of checking in on our status in about three years. Fall 2019 marked the end of the approximately three-year implementation period. We spent the Winter and Spring terms meeting with colleagues, then used the summer to analyze the findings. This report describes what we accomplished together, but more importantly, it sets the stage for more transformative anti-racism, broader anti-oppression and equity work that lies ahead.

Historical Context of IDEAL:

At the core of the IDEAL framework is a deep love for the people and the State of Oregon. We hope to encourage Oregon to create a better version of itself, one that mirrors the breathtaking beauty of its environment. While Oregon is known for its abundance of trees, lush landscapes, and progressive reputation, much of its history is built on an ugly foundation of racial exclusion and oppression. For example, the University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, descendants are citizens of the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon. They continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon. Additionally, Oregon also distinguished itself as the only State in the union to ban Black people from settling within its borders with a series of Black exclusion laws starting in 1844. Other major historical atrocities include, but are not limited to, the exploitation of Chinese and Latinx labor and the use of Japanese internment camps. Yet, Black, ADPI, Latinx, Native

IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

and Whites contributed to the building of the place that is now known as Oregon. As a leading institution of higher learning, it is important to acknowledge the ways in which racism, oppression and exclusion live on in institutions, policies and processes across our State.

With Oregon's history as an important context, the IDEAL framework is one mechanism for re-fashioning the State and the UO into the better versions of themselves. At the UO, we feel that acknowledging this history is deeply American, patriotic and an essential entry point for creating the type of systemic change that benefits all in our campus community, and ultimately the entire State. Comprising two levels of interlocking engagement at the campus and unit levels, respectively, IDEAL is designed to engage these complexities. The framework relies on five pillars:

Inclusion: Cultivating a welcoming environment for all.

Diversity: Developing and implementing equitable strategies for recruiting, retaining and advancing students, faculty and staff from all backgrounds and experiences.

Evaluation: Using assessment and measurement to evaluate our progress in meeting the university's goals for equity and inclusion.

Achievement: Ensuring that our policies, processes and practices provide access for all in reaching their personal best.

Leadership: Developing, nurturing and coaching leadership to facilitate inclusive environments as well as the resources for success.

At the unit level, individual academic and administrative units employ IDEAL to embed promising practices, improvements and change. Building on the work of the UO's first strategic plan, the coordinating piece of IDEAL was birthed amid rapid campus change and transition. With the support of the University Wide Diversity Committee (UWDC), the initial scope of the plan was formulated in 2013, with the initial rollout in 2014. Before it could be implemented, two new presidents and the UO Board of Trustees came on the scene. In the midst of previous ongoing change, the UWDC and the President's Diversity Advisory Committee (PDACC) served as steadying bulwarks consistently working with the Division of Equity and Inclusion (DEI) to remind our campus that broad participation and a plan for embedding equity and inclusion were critical to successfully realizing the UO's mission.

After President Michael Schill's appointment in July 2015, the Division of Equity, Inclusion and Diversity— and the UWDC—worked to ensure IDEAL aligned with and supported his three university priorities. An updated committee report was presented to President Schill in early 2016, and a final framework was prepared by the president in spring 2016 in consultation with the VPEI and UWDC. In fall 2016, President Schill announced the implementation of IDEAL as a campus-wide initiative in which every unit was required to engage and develop Diversity Action Plans (DAPs). As part of the charge, President Schill stipulated that each unit should have local control over what it decided to undertake (within the context of best practices and legal guidelines), rather than adhering to university-wide objectives. DEI and a small team of leaders from across campus led the way in providing direction and consultation to help design and review plans for each of the 35 units, and evaluate the extent to which proposals were consistent with best practices. We also convened several working groupsⁱⁱⁱ to examine areas of common concern across campus. Faculty, staff and students lent their time and talent to help address a variety of issues with varying levels of completion, including climate surveys, staff onboarding, leadership development and implicit bias.

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Our team of three DEI colleagues^{iv}, with support from our broader DEI team, worked to provide the units with professional development opportunities, individual consultations and support for implementation questions and challenges, all while championing the learning challenges and successes that occurred along the way. In the section below, we outline the overall outcomes of the Diversity Action Planning process.

Outcomes for campus

Goals Met

Through the DAP development process, faculty, staff and students across 35 academic and administrative units proposed 657 tactics. Two and one-half years later, our colleagues made progress on almost 60% of those goals, while fully meeting about a third of all the goals that were set.



Figure 1 Geography of DAP Tactics

We defined “met” as reaching a stage of completion for each of the specified tactics. As part of the reporting process, each unit specified their progress with tactics, and we used language from their reports to categorize whether tactics were met. We simply trusted each unit to describe what tactics were met, ongoing, or had yet to be started. Since work that is ongoing is not included in the “met” category, there is a much higher percentage of continuing movement taking place than what is represented in Figure 1.

Consistent with our goals to encourage ongoing engagement with the diversity action planning/implementation process, we encouraged units to see their DAPs as living and ongoing work that is not only responsive but anticipatory. In that vein, units

engaged 20 new tactics along the way because of changing contexts, new leadership, or improved ideas about what should be done.

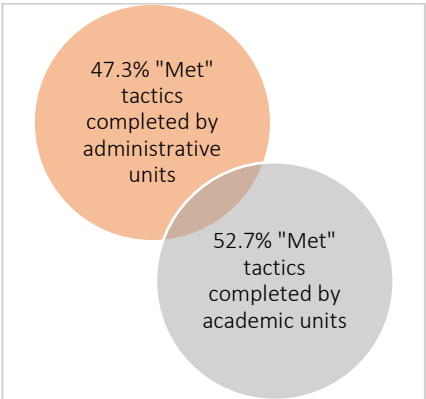


Figure 2 Percentage of tactics met by administrative units and academic units

While administrative and academic units used the same IDEAL framework to plan and execute their tactics, our analysis showed differences in the way that the tactics were accomplished. For example, Figure 2 shows that academic units completed a little more than half of the overall campus DAP work, likely because academic units have more bodies to contribute to the work.

Categories of Tactics

The initial implementation of IDEAL was all about providing a framework for choice to allow units to “get in

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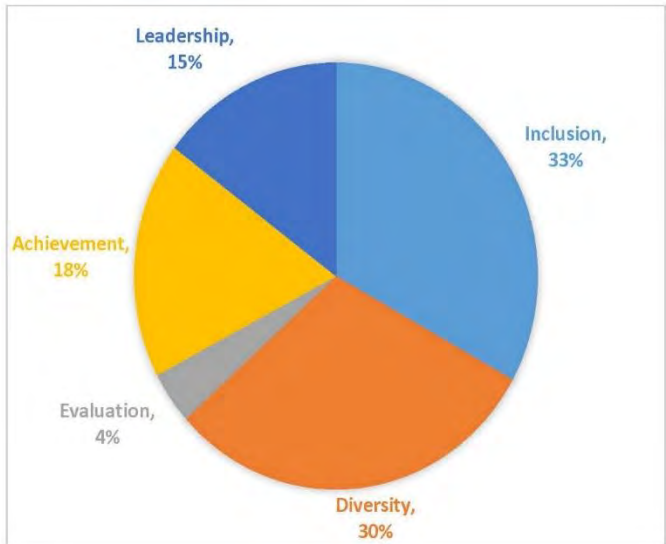


Figure 3 Distribution of met tactics from unit DAPs to the five pillars of the IDEAL Framework

where they fit in”. In the section below, we examine how the tactics aligned with the different pillars of IDEAL.

Figure 3 illustrates that work in the areas of inclusion (cultivating a welcoming environment for all) and diversity (developing and implementing equitable strategies for recruiting, retaining and advancing students, faculty and staff from all backgrounds and experiences) together represented 60% of DAP implementation tactics. This was followed by a focus on achievement. Less than 15% of the units focused on leadership, and only a small segment of our campus targeted evaluation, which was required during the design phase,

but not during the implementation phase.

Within each of the IDEAL pillars, units had an opportunity to design their own programs, policies and processes. Figure 4 provides an overview of the major categories of tactical areas, including three types of information: categories of tactics, the number of units engaged, and the percentage of met tactics represented in this tactical area.

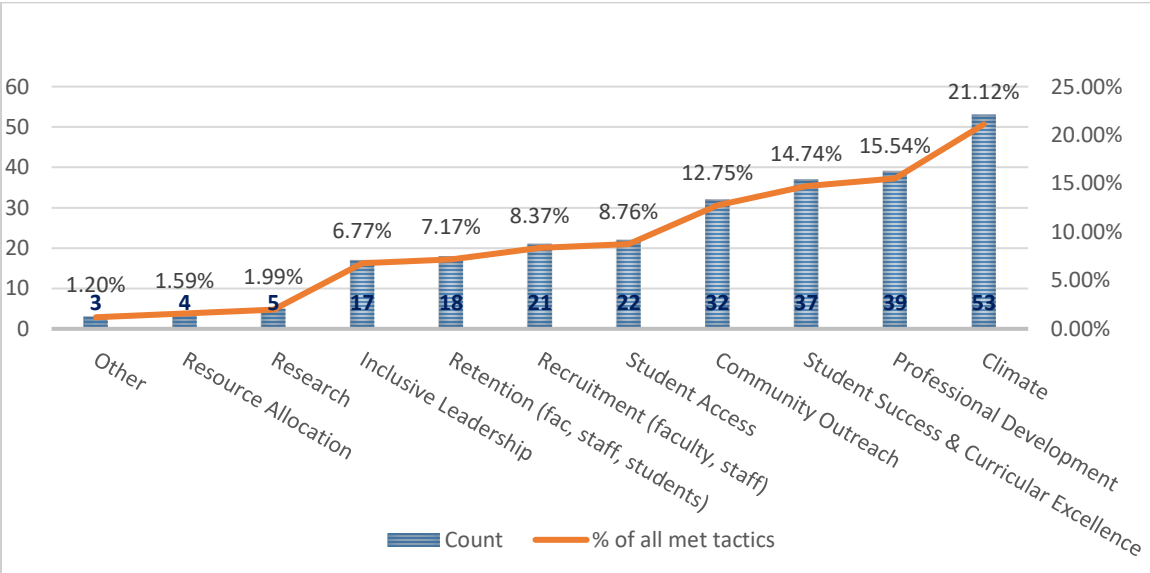


Figure 4 Categories of tactics; number of units engaged in work in that category, and percentage of tactics that the work represents.

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Highlights from Figure 4:

- Over 50 tactics across academic and administrative units focused on efforts to enhance our campus climate, which represented about one-fifth of all tactics that were met.
- At the lower end of the DAP tactics are research programs, which represent 5 tactics and just under 2% of all met tactics overall.
- Community outreach covered a range of areas that engaged students, suppliers, alumni and friends of UO in efforts to build capacity for equity, inclusion and diversity. It also highlights efforts to nurture development among our community members through professional development opportunities, build a more inclusive leadership culture at the UO and allocate our resources in ways that are more equitable.
- While 8% of all tactics focused on better faculty, staff and student recruitment, another 7% focused on implementing processes to nurture retention across faculty, staff and student populations. These efforts, along with a wide swath of programming focused on student success, are examples of promising work as we focus more intentionally as a campus on ensuring that our students are thriving and prepared for leadership on a global stage.

Communities of Practice

The decision to allow each unit to select its own focus led to many different types of work. Figure 5, shows the tactics that units approached in common, along with the units engaged in this work. Moving forward, there is an opportunity to bring these units together to create communities of practice--groups that work collaboratively to address issues across our campus. In a forthcoming companion “Happy Talk” report, we highlight contributions from each of our units, providing an opportunity for campus to learn more about what other units worked on as part of the DAP implementation process. Communities of practice also provide the opportunity to scale up best practices for campus-wide use.

TACTIC	UNITS EMPLOYING TACTIC
Implicit Bias and other trainings	ADV, KC, OGC, OtP, SSEM, VPFA, VPRI, VPSL, CAS, CHC, DGE, GRAD, IS, LAW, LERC, LIBR,
Active recruitment strategies for hiring, recruitment and retention	KC, OGC, OtP, CAS, COE, IS, LAW, LCB, LIBR UESS
Active and engaged diversity committee	ADV, KC, VPFA, CAS, LCB, LIBR
Performance evaluations include diversity/inclusion component	ADV, OtP, VPFA, VPSL, ATH
Increase services and impact related to student achievement and success	ADV, OGC, OMB, VPFA
Policies and procedures reflect an inclusive and welcoming environment	KC, OGC, OMB
Provide professional development and service opportunities to staff	SSEM, VPFA, UESS
Integrate education on a culture of diversity, equity, and inclusion into divisional employee orientation	SSEM, VPSL, IS

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TACTIC	UNITS EMPLOYING TACTIC
Develop programs that support, mentor, and prepare members of underrepresented groups for leadership opportunities, including internship programs	OGC, LAW, UOPDX, VPSL, VPFA, ADV, DEI
Exit/Stay Surveys	VPFA, OtP, DEI

KEY: ADV = Advancement | ATH = Athletics | CAS = College of Arts & Sciences | CHC = Clark Honors College | COE = College of Education | COMM = University Communications | DEI = Equity & Inclusion | GRAD = Graduate School | IS = Information Services | KC = Knight Campus | LAW = School of Law | LCB = Lundquist College of Business | LERC = Labor Education & Research Center | LIBR = Libraries | OGC = Office of the General Counsel | OMB = Ombuds Office | OtP = Office of the Provost | SOJC = School of Journalism & Communication | SOMD = School of Music & Dance | SSEM = Student Services & Enrollment Management | VPFA = Finance & Administration | VPRI = Research & Innovation | VPSL = Student Life | UESS = Undergraduate Education & Student Success | UOPDX = UO Portland

Figure 5 Units across campus employing similar DAP tactics

Climate

Over 70% of the unit plans included a desire to implement a unit-level climate survey. This is understandable because campus climate is linked to retention.

Based on that feedback, we convened a team of colleagues from academic and administrative units to assess the viability of a campus-wide climate survey focused on inclusion and a respectful workplace. This group made recommendations to the President that we commission a climate survey for our entire campus.

Figure 6 outlines the process that was established, including proposal review and the selection of a firm to do the work. However, the contracting process ended during the onset of COVID-19. For understandable reasons, we decided to postpone the campus survey until AY21/22. In the meantime, we are advising units to move forward in rectifying known climate issues in their units and departments, including, but not limited to disrespectful colleagues, unhealthy communication patterns, and micro-aggressions.

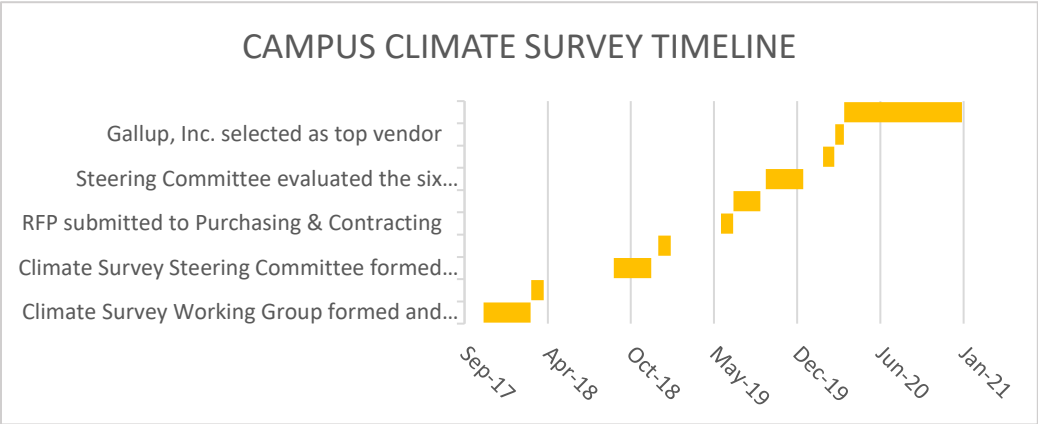


Figure 6 Update on Climate Survey Work

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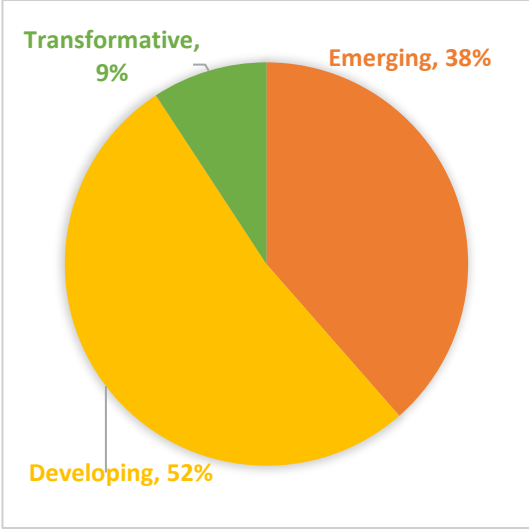


Figure 7 Impact that units' met tactics have in affecting change across campus

In keeping with IDEAL’s goal of making equity and inclusion commonplace, the next section of our report examines the depth of engagement that each of the tactics catalyzed.

Developmental Impact of the DAP work

Equity and Inclusion work is categorized into three different types of impact. We painstakingly categorized each met tactic into one of the following categories based on typologies from research on equity and inclusion in higher education:^v

Emerging: Work that focuses on raising awareness about equity, inclusion and diversity. It is often symbolic, occurring at the surface of the organization. Typically, it is transactional in nature and not directly

linked to levers of institutional change. Although this work is usually driven by leadership, some emerging efforts may build upon local grassroots ideas and initiatives.

Developing: Efforts focused on putting infrastructure, policies and processes into place. Developing efforts usually build on either pilot efforts or previous “emerging work.” Developing work often focuses on building relationships and making connections between awareness and practice.

Transformative: Efforts focused on the bones and sinew of the organization, with intentionality about shifting the culture, norms, policies and process toward significantly increased inclusion, equity and diversity. Program design at this stage is highly participative, including actors at different levels of the organization, while focusing on developing high-impact processes within units and across campus. While emerging and developing work are important in building muscle for change, it is transformative work that actually shifts the climate and culture of institutions, often in inclusive and anti-oppressive ways.

Thirty-eight percent of the met tactics fall into the emerging category (Figure 7). These included one-time programs, beginning efforts or transactional events. It is work aimed at getting faculty, staff and students who are either new to the work or resistant to the work, involved. Efforts include inviting URM researchers to give talks on campus (LCB), convening events that celebrate different cultures and experiences (PDX), community collaborations on immigration issues (LERC); highlighting URM populations in newsletters (VPRI); embedding diversity in website design (DGE); encouraging professional development for women and minorities (GC); increasing awareness of implicit bias (SOMD) and promoting inclusion in the work environment (OMBUDS).

Just over 50% of the met tactics fall into the developing category: developing and empowering diversity committees (CAS), establishing equity research groups (COD), prioritizing hiring in programmatic areas that enhance diversity (COE), developing an engagement plan focused on staff retention (IS), developing internship programs that bring Black, Indigenous, Latinx, Asian, Desi, Pacific Islanders and women into careers where they are previously underrepresented (VPFA, SSEM, DEI,

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ADV,VPSL), embedding equity and inclusion into annual performance reviews (SSEM, VPSL), collaborating with Latinx community partners to create a more welcoming environment (JSMA), incorporating accessibility as a criteria for library collections (LIBR); embedding diversity into curriculum (CHC); leadership development and consulting with unions on Labor issues (LERC); Everyday Inclusion, a robust professional development series (VPFA); and incorporating implicit bias into hiring procedures (UESS).

The smallest percentage of met tactics is in the transformative category: employing universal design for building (Knight Campus), or sharing authority with the diversity committee to evaluate a VP's performance in ways that generate meaningful accountability around equity and inclusion (Advancement); conducting exit interviews to ensure that departing employees have opportunities to express concerns and incorporate relevant feedback into policies and processes (LAW); Revising RFP and RFQ documentation to make processes more accessible to small, minority and women-owned businesses (PCS); changing performance evaluation processes to include diversity/inclusion components (ATH); institutionalizing the work of diversity committees in college-level decision-making (CAS) and reforming the multicultural requirement in ways that focus on power, agency and difference (TEP and OtP). In the section below, we examine how IDEAL impacted our staff, students, faculty, community partners and alumni, as it was being implemented.

DAP Constituencies

Each unit had the opportunity to choose constituency groups. Figure 8 shows that nearly a quarter of all of our DAPs focused on either undergraduate or graduate students, followed by a general focus on all campus constituents. Staff were the third most popular focus of the DAPs, with other foci including community, faculty, and mixed-constituency. In keeping with our goal to become an IDEAL campus, community and State, DAP work also extended to community partners, with a sliver of the work impacting our alumni as well.

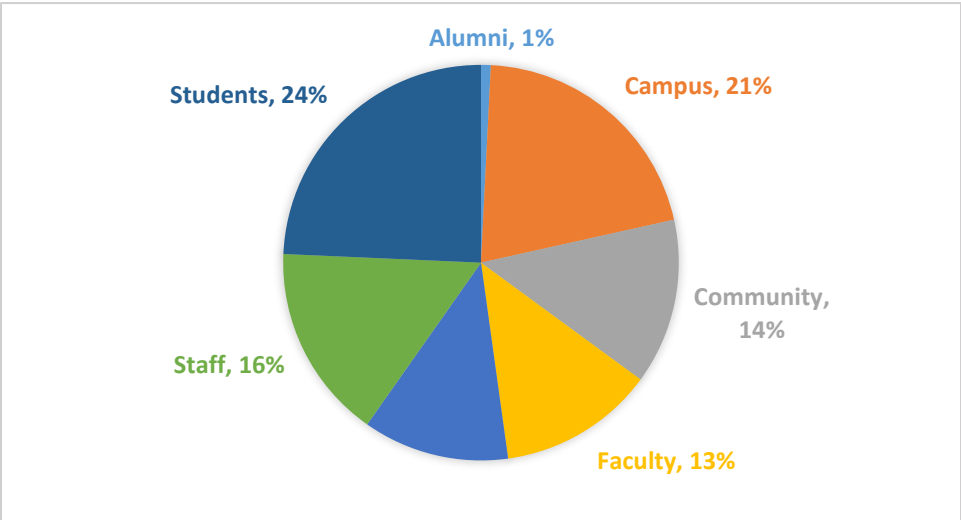


Figure 8 Constituencies served through units' met DAP tactics

Another important over-arching goal of IDEAL is to create a campus where underrepresented groups can grow and thrive. Figure 9 explores how DAP implementation was distributed among underrepresented constituencies on our campus. Of the DAPs that focused on underrepresented

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populations, 15% focused on all underrepresented communities. Underrepresented groups most likely to be named are Indigenous, disabled, women, Latinx and international communities. Blacks received very little targeted focus and Asians were not singled out as an area of focus.

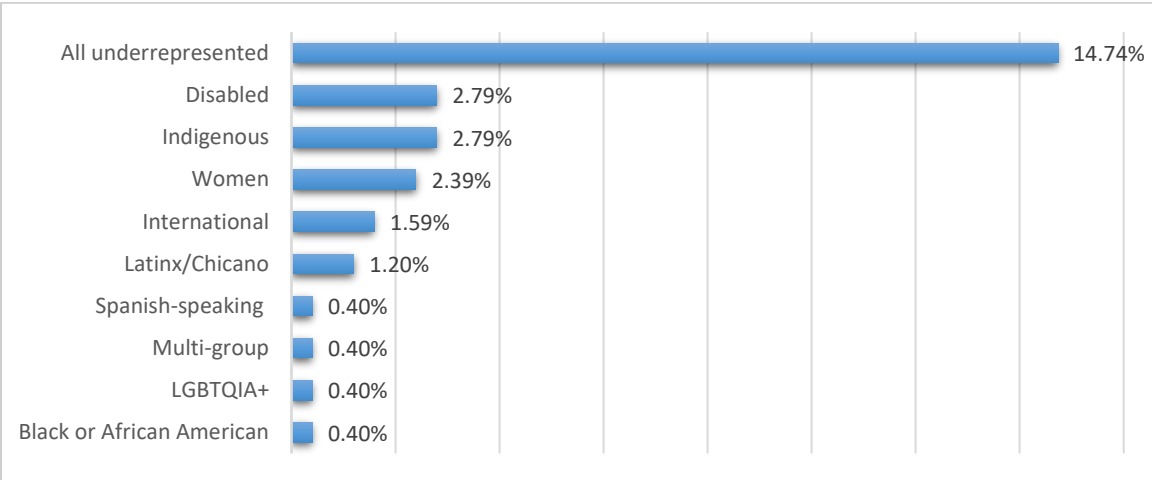


Figure 9 Underrepresented groups specifically served through units' met DAP tactics

Thus far, our analyses have helped us to understand what we have accomplished across campus. At this juncture, we explore how the DAP work was received and evaluated by external audiences.

Catalyzing Change

The diligent work developed under the auspices of IDEAL by staff, faculty, students and leadership, catalyzed change in ways that were recognized and applauded by groups and organizations beyond our campus. A few of the highlights are outlined below:

- Two years into the work of IDEAL, the Oregon Department of Education informed us that they were using IDEAL as a basis for establishing their own internal plan.
- The UO Department of Intercollegiate Athletics identified IDEAL as a major partner driver in their success of BEOREGON, which received the National 2020 NCAA/MOAA Diversity and Inclusion Award.
- Communications received 2020 Best of CASE (Council for Advancement and Support of Education) for PATOS: a multimedia approach to supporting the UO Latinx community
- In September 2020, UO received its first Insight into Diversity Higher Education Excellence in Diversity (HEED) recognition, which is given to schools for excellence in diversity and equity on their campus.

From Mono-culturalism to Resiliently Inclusive: Data Highlights on the Journey Forward

Our DAP implementation process is designed to develop muscle memory and capacity to move the UO from being a mono-cultural institution, where racial exclusion was the norm, to a resiliently inclusive multicultural institution. Inclusive multiculturalism exists when traditionally marginalized individuals and groups feel a sense of belonging and are empowered to participate and lead in majority culture as full and valued members of the community, shaping and redefining that culture in

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equitable and anti-oppressive ways. The data below provides a snapshot of representation among senior leadership, officers of administration, faculty, women in science, classified staff, graduate employees and female faculty of color.

University Leadership and Officers of Administration

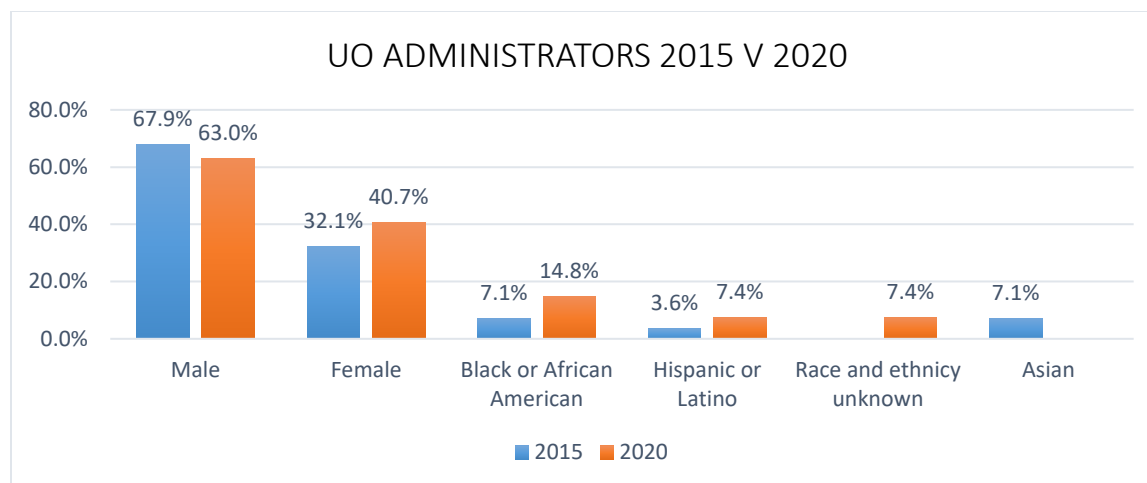


Figure 10 Compares UO Administrators' gender and ethnicity in 2015 to 2020. Source: UO Institutional Research

Diversity among campus leadership is a crucial indicator of inclusion. After all, leaders play an important role in designing policies that shape climate, resource mobilization and success. Figure 10 illustrates growth in the representation of women, Black and Latinx administrators,¹ as well as an increasing percentage of administrators whose race and ethnicity are unknown. Men still predominate the ranks of UO leadership. Asians are currently invisible at the highest ranks of UO leadership, a problematic and all too common situation in higher education considering the overrepresentation of Asian faculty and students. The changes in UO senior leadership are a result of a number of intersecting factors: intentionality of active recruitment practices, protests by the BSTF, and a clarion call by women in all aspects of campus life demanding that the UO hire more female leaders. The achievements made, however, are fragile. Underrepresented leaders must be nurtured, respected and provided with opportunities to advance if they are to remain in leadership positions on our campus.

¹ Since 2014-15, "Administrators" is defined as the President, Senior Vice President & Provost, all Deans, Vice Presidents, Vice Provosts, the General Counsel, and the Athletic Director. Source: Office of Institutional Research.

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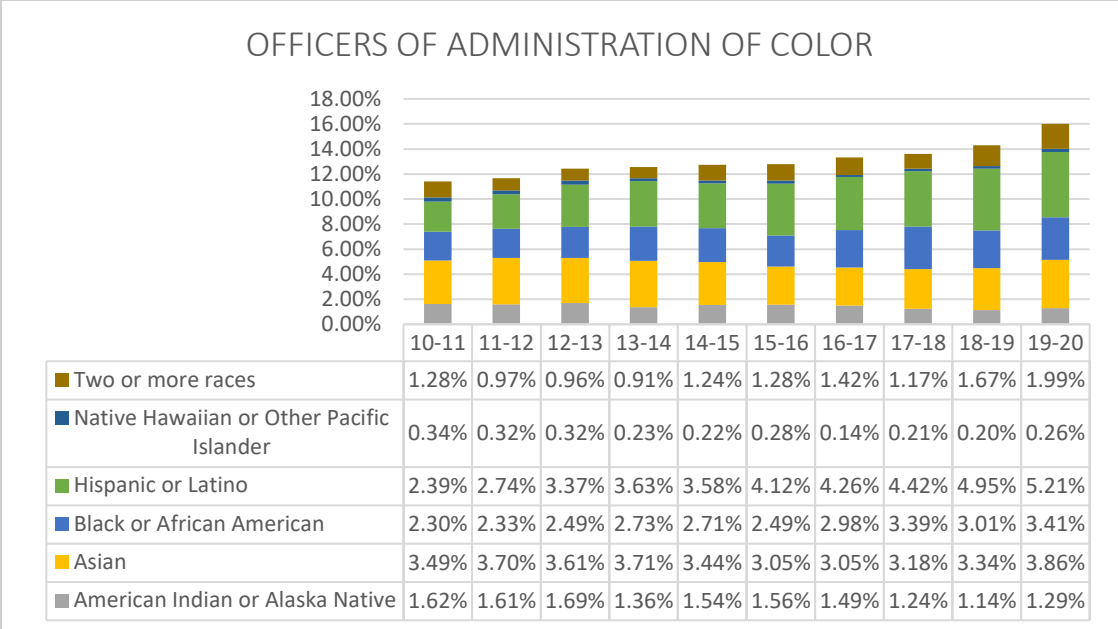


Figure 11 Officers of administration of color as a percentage of all OAs from AY 2010 to AY 2019. Source: UO Institutional Research

Diversity in the ranks of Officers of Administration (OAs) is essential to an inclusive and multicultural institution, but Figure 11 shows only incremental progress. Since 2015, Latinx OAs have increased by a little over a percentage point, while OAs who are Black and Asian have each increased by a little under a percentage point. Pacific Islander or Native OAs were already a tiny proportion of the OA population, and since 2015, these groups have declined.

Faculty, Classified Staff, and Graduate Employees

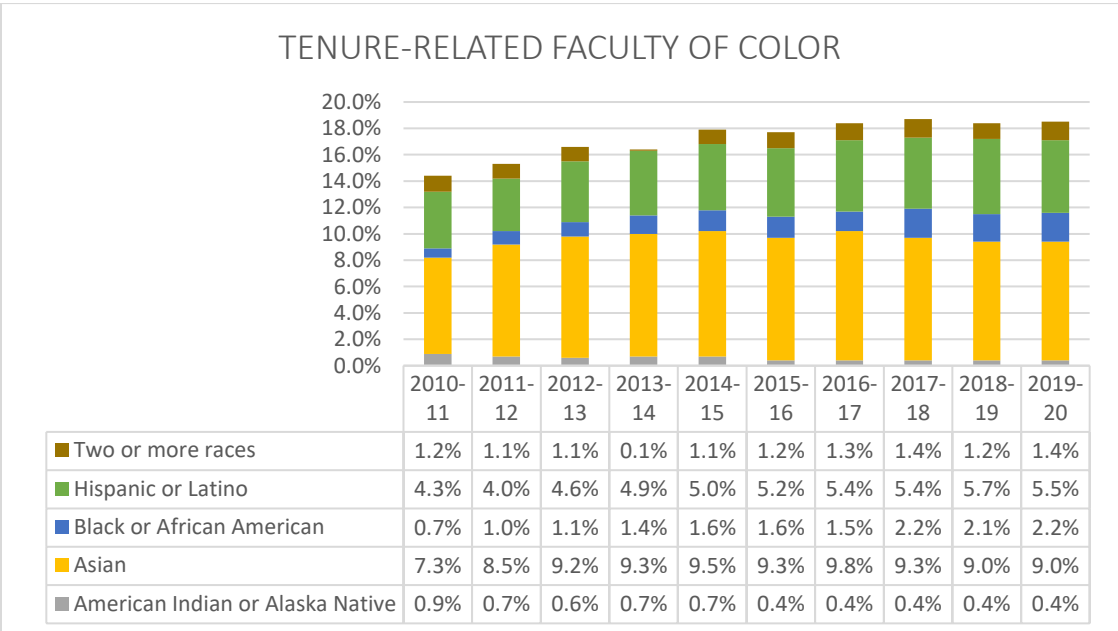


Figure 12 Tenure track faculty of color as a percentage of all TTF from AY 2010 to AY 2019. Source: UO Institutional Research.

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Since 2015, the UO has made some progress in faculty diversity but the larger landscape of faculty diversity remains unchanged, with increases of less than 1% change over the last five years. Modest increase have occurred with Latinx and Black faculty. The percentage of Native faculty remained unchanged, while the percentage of Asian faculty slightly decreased.

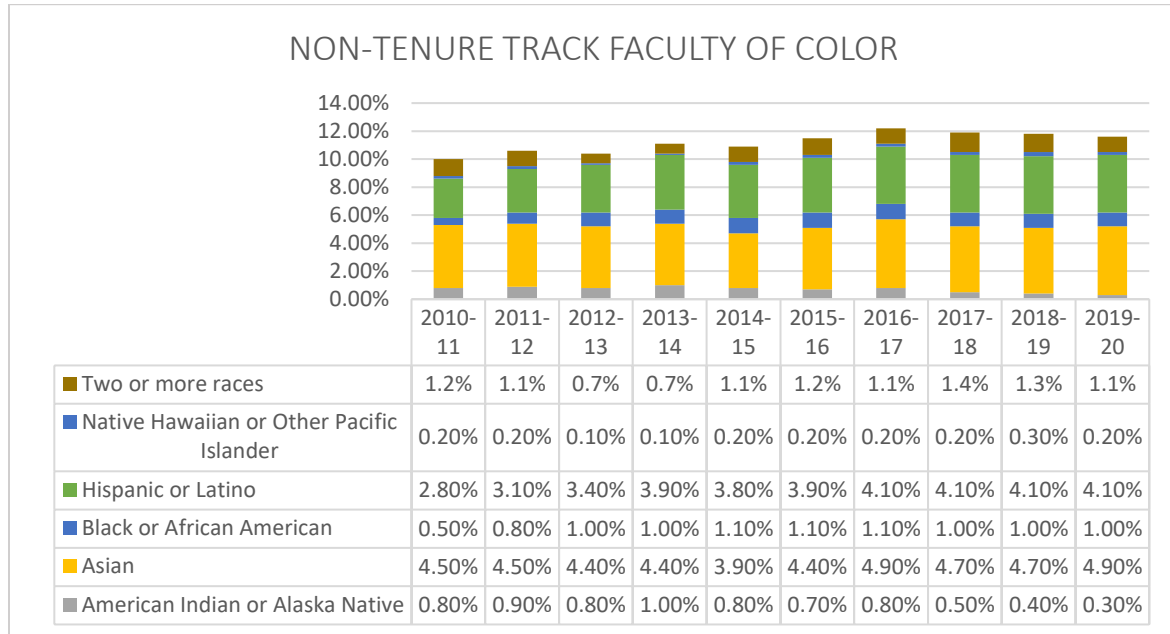


Figure 13 Non-tenure track faculty of color as a percentage of all NTTF from AY 2010 to AY 2019. Source: UO Institutional Research

Racial diversity among our non-tenure related faculty remains largely unchanged with tiny shifts in the representation of Latinx faculty and minor gains of less than one percent among Asian and Native Hawaiian faculty. The ranks of Black and Native NTTF decreased.

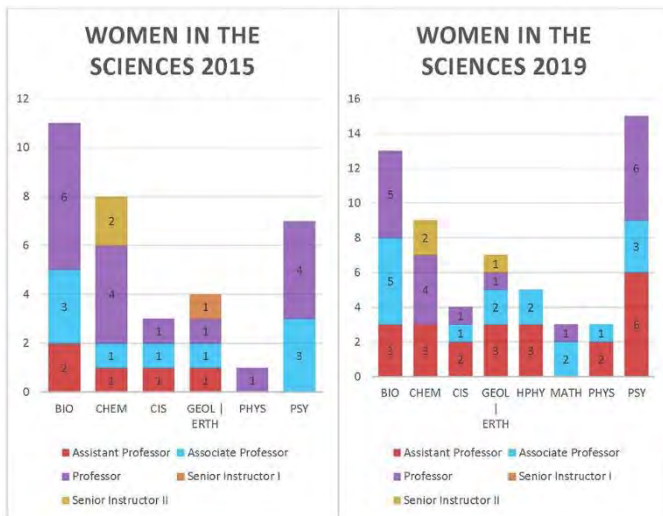


Figure 14 Women in the Sciences 2015 V 2020

Figure 14 shows changes in the placement of women in STEM. Advocacy among women scientists as well as active recruitment strategies were important in breaking through stagnation. While modest hiring and/or promotions have taken place across the sciences, the largest increases have occurred in biology and psychology.

Except for moderate increases in classified staff (Figure 15) who identify as Latinx or biracial, classified staff also remain mostly white.

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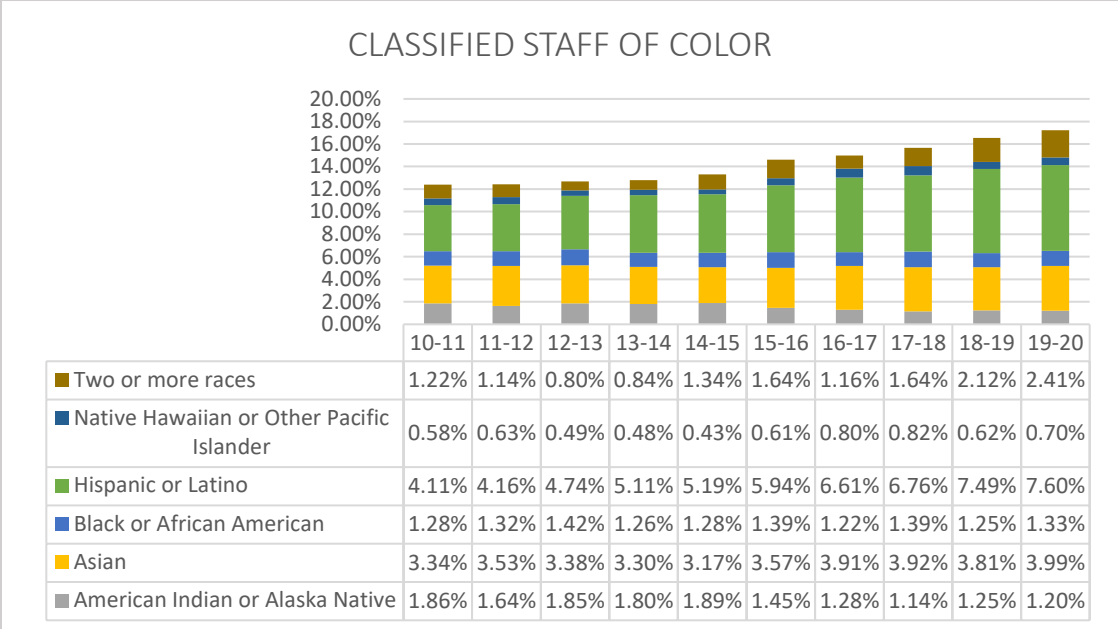


Figure 15 Classified staff of color as a percentage of all classified staff from AY 2010 to AY 2020. Source: UO Institutional Research

Staff who identified as Pacific Islander or Native American decreased since 2015. With only a slight uptick of less than 1%, the representation of Black and Asian classified staff remained largely the same.

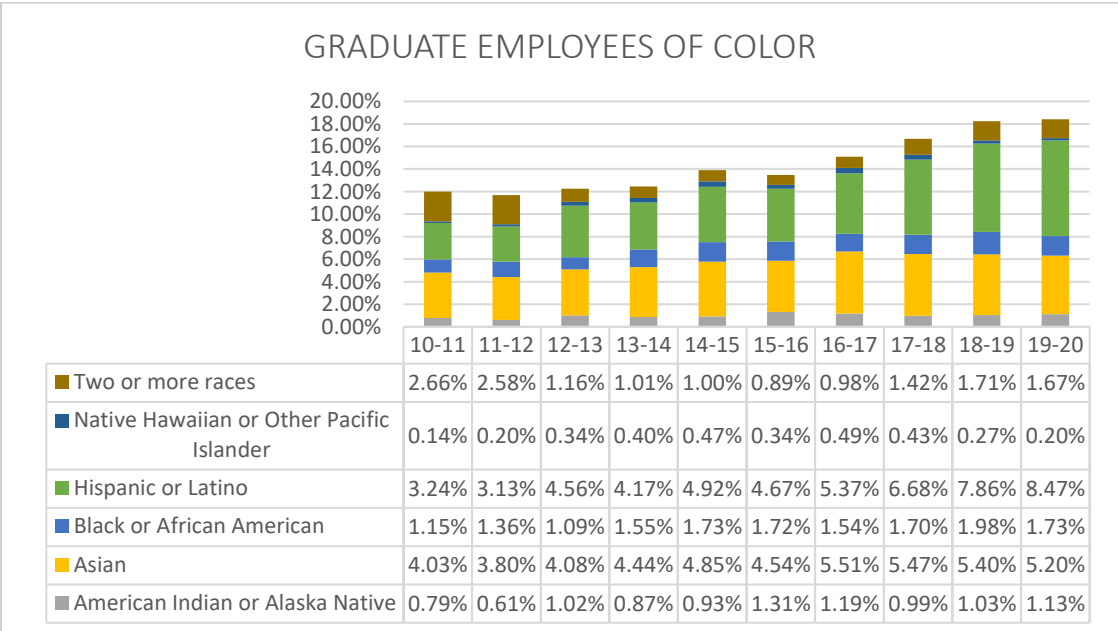


Figure 16 Graduate employees of color as a percentage of all GEs from AY 2010 to AY 2019. Source: UO Institutional Research

Racial diversity among our graduate students has changed little since 2015. Apart from Latinx and/or multiracial students, change among Pacific Islander, Asian, Black and Native America students has either remained basically flat or declined.

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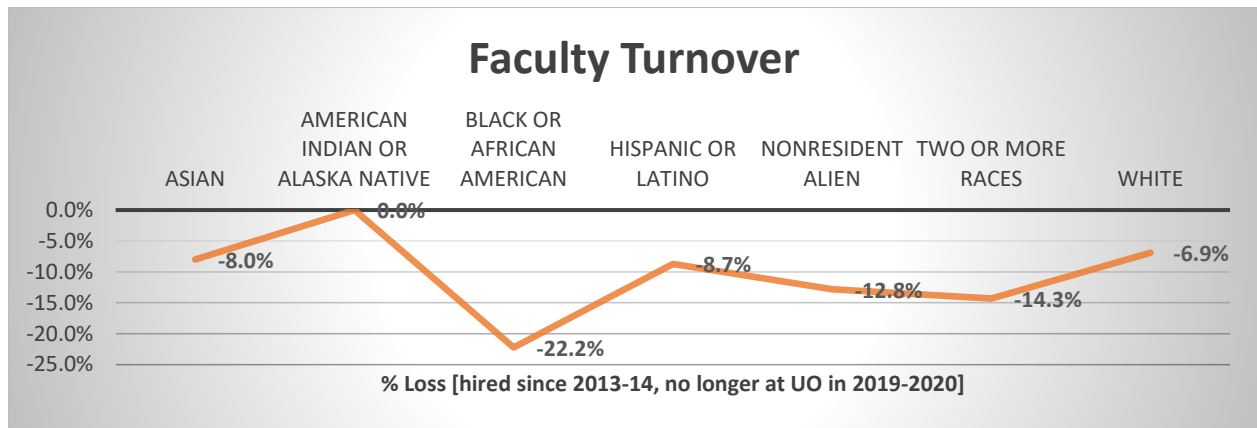


Figure 17 Percent of faculty hired since AY 2013-14 who are no longer at the UO in AY 2019-20. Source: UO Institutional Research

Figure 17 captures the turnover rates for tenure-related faculty—which reflect the percentage of faculty who are no longer at the UO. This percentage is important because it helps us to understand whether or not the UO is a destination spot or a revolving door. White faculty and Asian faculty, respectively, have the lowest turnover rates, followed by Latinx faculty. The next layer of turnover is for non-resident Alien and multiracial faculty. Black faculty comprise the third level, leaving the university at almost 3 times the rate of similarly situated white faculty.

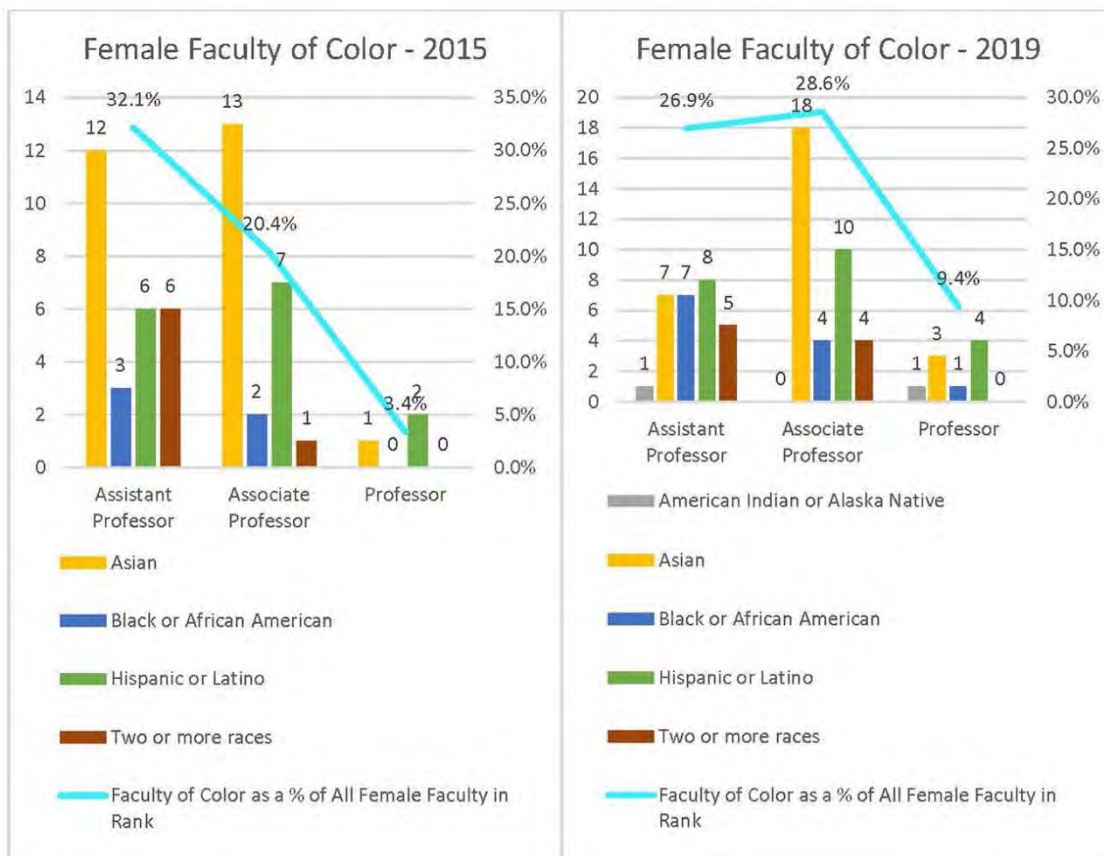


Figure 18 Female tenure related faculty of color in 2015 and in 2019. Source: UO Institutional Research.

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For women of color who stay at the UO, there is increased progress in movement through the ranks. Women of color faculty comprise almost 29% of the associate professor ranks compared to 20% three years ago. Additionally, as compared with 2015, when there were no Black or Native women^{vi} who were full professors, 2019 saw the promotion/hiring of Native and Black faculty in each of these categories. Asian, Latina and biracial/multicultural women faculty continue to be promoted. As we will see below, faculty turnover and advancement have implications for student belonging and success. In the next section, we examine student success for all our under-represented students.

Student Success

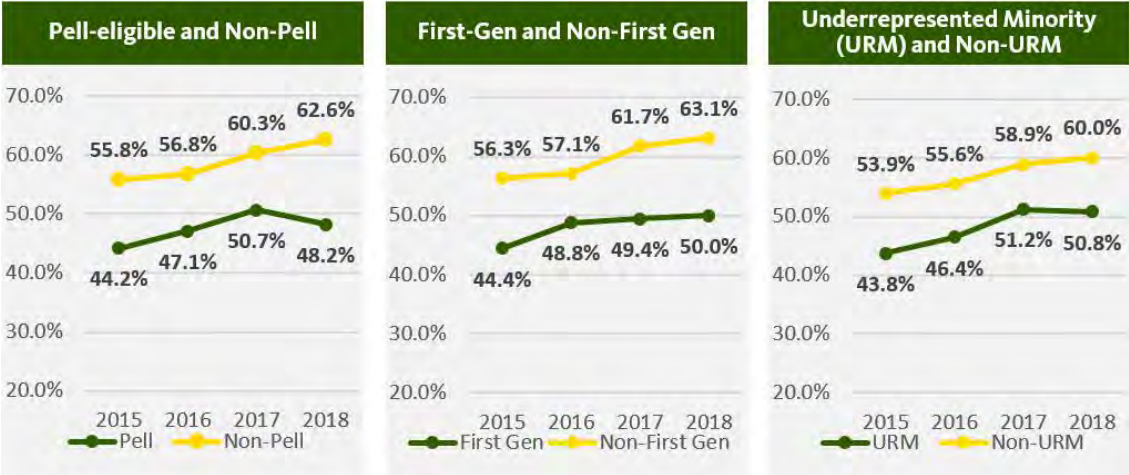


Figure 19 Other graduation rate trends. Source: Undergraduate Education & Student Success

Figure 19 shows that although the overall achievement gap continues to widen, the UO witnessed marked improvement for Pell eligible, first generation and underrepresented students since the beginning of the DAP work in 2015 until 2018, the last year for which we have graduation data. Underrepresented students made the largest progress.

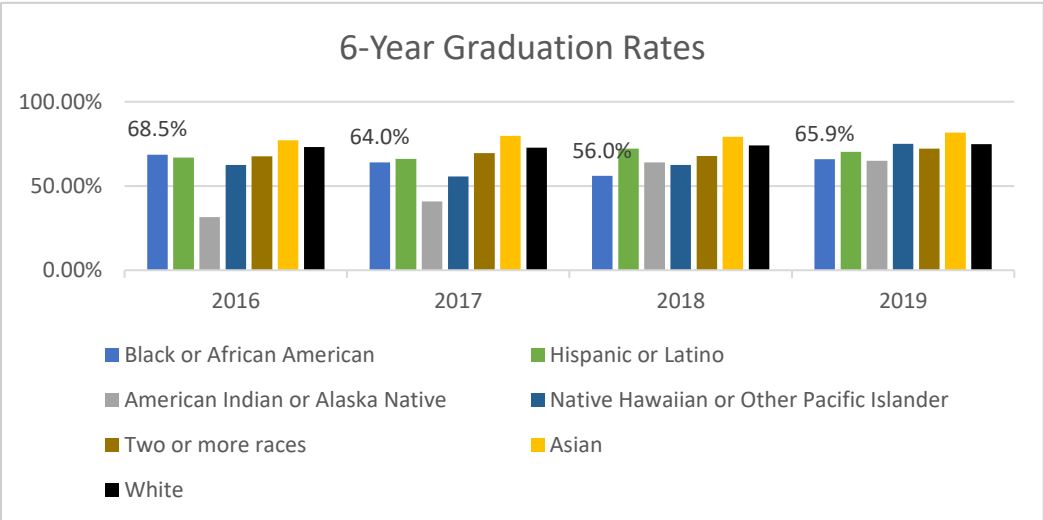


Figure 20 Six-year graduation rates based on beginning cohort years 2010-2014. Source: UO Institutional Research

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When we review disaggregated data, however, we see improvements across each of these groups, with the stark exception of Black students. Black students’ 6-year graduation rate was just shy of 69% in 2016, and worsened to 66% in 2019. Perhaps, there is a link between the high turnover rate for black faculty and lower patterns of success for black students. Research shows that black faculty historically play a crucial role in the success of black students. Thus, the final aspect of building a multicultural institution is to ensure equity in what we value and how we recognize success.

Faculty Achievement

In this section, we focus on faculty achievement as measured by tenure, promotion and faculty awards. In addition to being shaped by race, the UO institutions are also gendered. Little changed since 2015, with women predominating among the non-tenure ranks and men predominating among the tenured ranks. This is not just a matter of semantics, but equity too. Tenure provides access to life-long job security and higher pay, while non-tenure positions constantly search for stability.

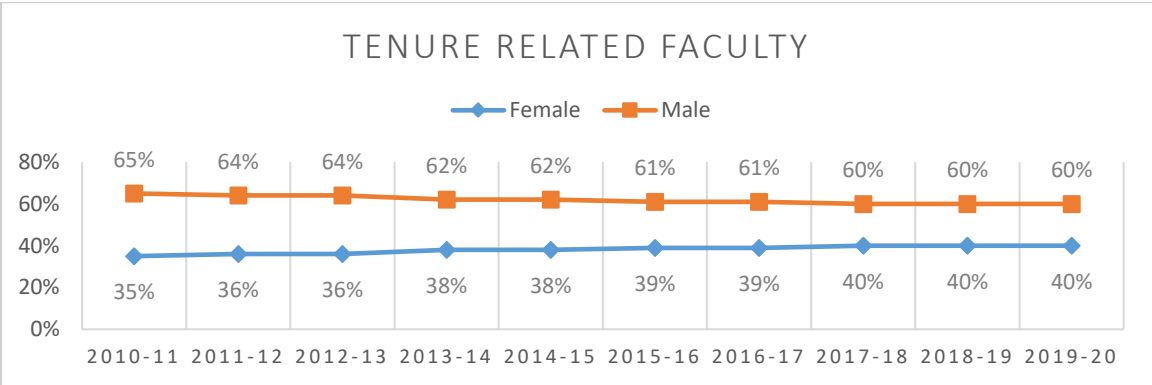


Figure 21 Gender distribution of tenure-related faculty from AY 2010 to AY 2019. Source: UO Institutional Research

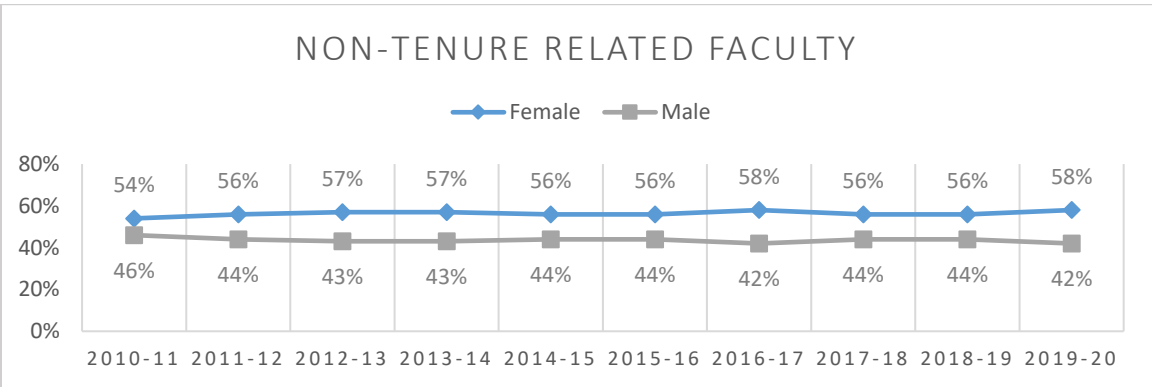


Figure 22 Gender distribution of non-tenure related faculty from AY 2010 to AY 2019. Source: UO Institutional Research

Between 70 and 80% of all UO research awards are awarded to White faculty, with Asian and Latinx faculty, garnering few of these awards. In terms of gender, there is almost parity between men and women.

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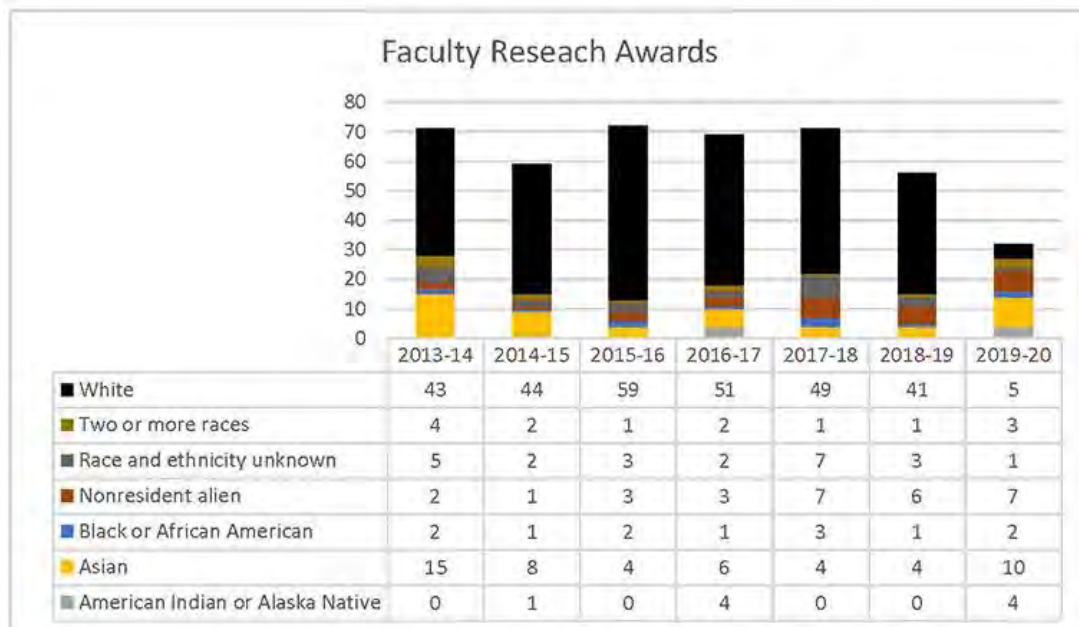


Figure 23 Race/ethnicity distribution of faculty research awards 2013-14 through 2019-20. Source: UO Institutional Research.

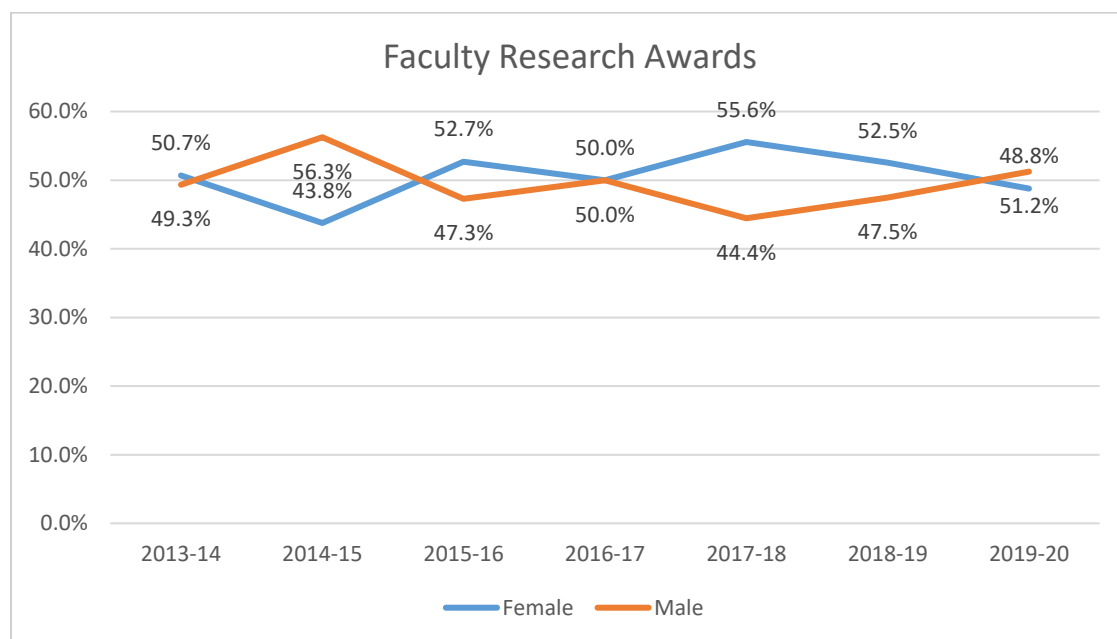


Figure 24 Gender distribution of Faculty Research Awards from 2013-14 through 2019-20. Source: UO Institutional Research

When it comes to teaching awards (Figure 25), almost 80% of awards consistently go to white faculty. Only recently have Black faculty and Native faculty received these awards. In terms of gender, men have received almost 2 of every 3 awards.

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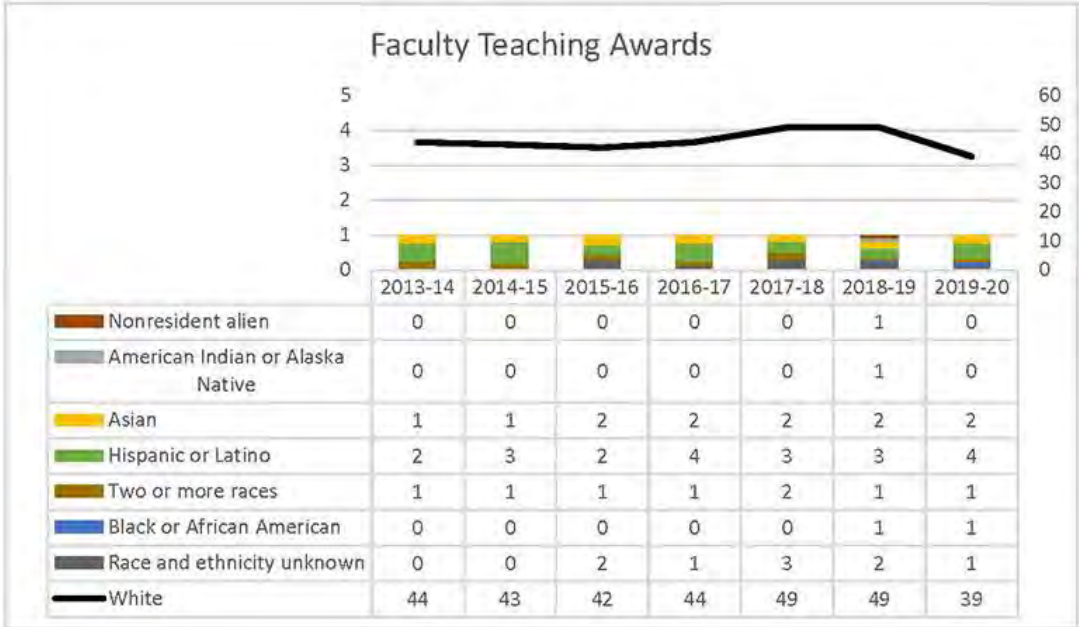


Figure 25 Race/ethnicity distribution of faculty teaching awards 2013-14 through 2019-20. Source: UO Institutional Research.

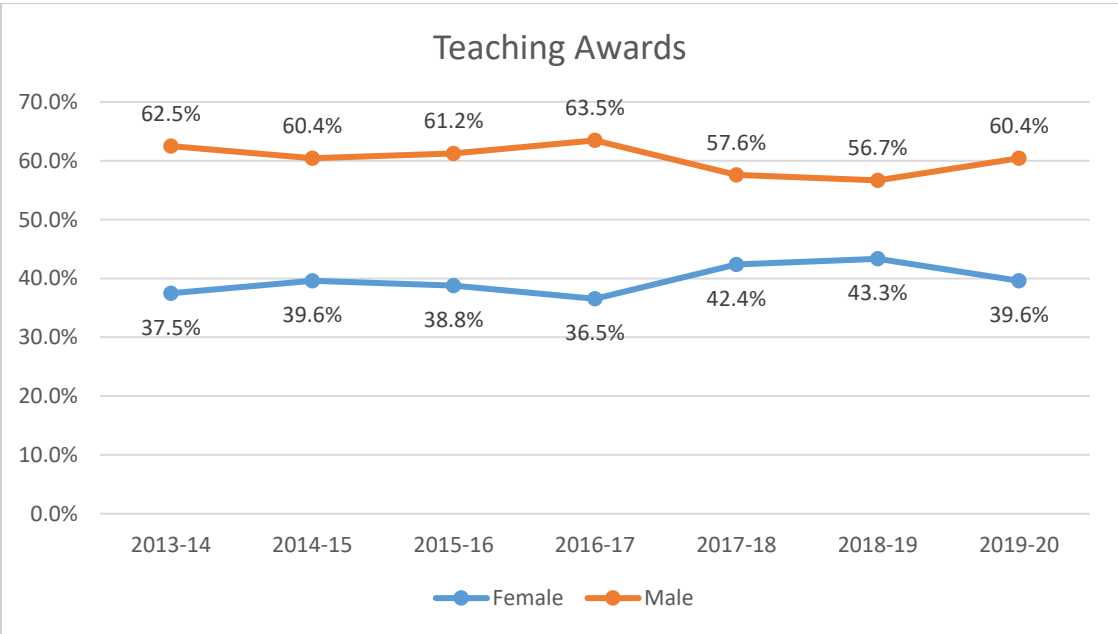


Figure 26 Gender distribution of faculty teaching awards 2013-14 through 2019-20. Source: UO Institutional Research.

The racialized and gendered patterns observed in the awards process demonstrate the need to examine and redesign these processes to ensure the talents and contributions made by women and people of color are recognized and valued. Without such recognition, their work and contributions are often appropriated without adequate compensation.

In some ways, the data raise additional and important questions about intersectionality, as well as how our disabled and LGBTQ students and colleagues are faring. The lack of data transparency,

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especially around issues of race, limits our ability to intentionally track progress on these important issues.

Failing Forward and Recommended Next Steps

In many respects, the DAP implementation process is reminiscent of Dickens' Tale of Two Cities, largely because of the specter of dualism. On one hand, the DAP implementation showcased the UO's innovative, scrappy, can-do attitude. Our work helped our campus develop a common language, collaborate in building the UO's muscles in these areas and focus campus efforts on issues that have, for too long, lacked consistent focus. In less than 3 years, campus units contributed over 250 programs, events, processes and policies. Considering Oregon's history of exclusion and colonization, this progress is significant. However, the DAP implementation process tells only part of our story.

The other side, told by the data about representation, student success and faculty achievement, presents a less flattering story—one of a campus that is mired in incrementalism—as it relates to diversity, equity and inclusion. This incrementalism chains the UO to its racially segregated past on a campus where colorblind ideology^{vii} and whiteness prevail.^{viii} To the extent that change has occurred in diversifying the ranks of women in science, UO senior administration and in the promotion of women faculty of color to associate and full professor ranks, they have been the exception to the rule. Specifically, these gains have occurred as a result of intentional outreach, targeted recruitment, student protests and organized faculty mobilization. Yet, absent from this progress are any Vice Presidents or Deans who identify as Native, Asian or Pacific Islander as well as the precarious representation of women in senior leadership ranks. This means that if the UO really intends to be a resilient, fully-inclusive institution, it must embed a culture of intentionality throughout its systems and processes. It must stridently and consistently choose a path of anti-oppression in word and as well as deed. Since a climate of belonging for all is important for faculty, staff and student retention, and since climate lives in structures, future work must focus on dismantling the behaviors and processes that make the UO a largely unwelcoming place for underrepresented faculty, staff and students across all identity lines, while embedding our practices, processes and systems with love, authenticity, courage and empathy.

Future work must also gauge our performance on key indicators of success, with consistent work in dismantling the systems and processes that uphold implicit as well as explicit bias and discrimination. The journey ahead is too important, and the work too consequential to leave it undone. We invite your renewed commitment to and participation in the next leg of our journey.

Endnotes

ⁱ It takes a team to complete any worthwhile project. Such is the case with this Report. I am grateful to each colleague in the Division of Equity and Inclusion for their commitment and support. I am also grateful to the President's Diversity Advisory Community Council (PDACC), for their consistent support and untiring commitment to helping shape our campus into a more just and hospitable place. Tracy Bars served as the project manager for DAP implementation, and I am grateful for her data management skills and creativity. JP Monroe provided data access along the way. Members of the DEI Executive Team—including Vickie (2017-2019), Charlotte, Lesley-Anne and Kelly, were invaluable thought partners in helping to execute the DAPs across campus. Many thanks as well to President Schill, Senior Staff, Deans and Directors who provided support along the way. Above all, I am grateful to everyone who helped to design IDEAL, and who worked hard to implement DAPs across our campus. This report celebrates our collaborative work and invites everyone's leadership for the next leg of our journey.

ⁱⁱ For a timeline of IDEAL, please see the following: <https://inclusion.uoregon.edu/framework-development-history>

ⁱⁱⁱ Climate Survey Development and Analytics; Evaluate Existing Workshops, Professional Development Programs / Gap Analysis; Implicit Bias Professional Development; Leadership Succession Planning; Onboarding and Training for New Employees & New Supervisors; Professional Development Pilot Projects; Recruiting Processes, Outlets & Retention Tools

^{iv} Our initial team of three include Vickie DeRose, Lesley-Anne Pittard and myself (Yvette Alex-Assensoh). When Vickie completed her term as CoDaC Director, Charlotte Moats-Gallagher, the new CoDaC Director joined the team and helped to complete the review process.

^v Damon Williams. 2013. Strategic Diversity Leadership: Activating Change and Transformation in Higher Education. New York Stylus.

^{vi} There has been at least one black female faculty member at full professor rank, but she is counted in the administrative rather than the faculty ranks.

^{vii} Color blindness is the idea that race-based differences don't matter. It ignores the realities of systemic racism.

^{viii} For example, in 2020, there are entire departments that have never hired a Black or Indigenous faculty member or postdoc.

UO DAP Consultative Engagement with Dr. Daryl Smith
Summary Findings
Summer 2020

I. High-level Recommendations

The University of Oregon should focus its diversity, equity, and inclusion efforts and resources on these four key priorities, identifying key indicators for success and measuring them regularly:

- Student success for undergraduate and graduate students
- Campus climate for faculty, staff, and students
- Faculty recruitment and retention
- Transformation of curriculum and scholarly research

For assessment in all areas, disaggregate data by school/college/unit and identities (racial/ethnic background, gender, first-generation and non-traditional student, etc.) in order to understand where challenges are and where interventions have been successful (or not).

II. Key Themes:

Leadership: The importance of leadership and alignment of the President and Provost, communicating clearly that diversity, equity, and inclusion work is imperative to the core of the scholarly integrity of the university, and to our future as a public institution. Seize the current momentum and urgency towards action and real change.

Culture: In order to build a thriving culture, people need to feel that the institution is invested in their success. Call out unacceptable behaviors and hold people accountable. Foundational work on climate must be done or recruitment efforts will be put at risk, with ripple effects.

Student Success: Importance of a curriculum which is helping create leaders for a pluralistic society. Embodying a culture of student success means that everyone on campus understands it to be part of their work and mission, and is laser focused on collaborating to interrupt failure at every step along the way – particularly for underrepresented students for whom the institution has not historically served well.

Institutional Research: Identify key indicators and ensure that those data points are being captured and measured consistently and in a timely manner. Empower IR to build capacity and collaborations across campus, see themselves as critical partners in the work, and help make meaning of the data.

Challenges: Decentralized culture possibly means there is some duplication of effort, and learnings are not coordinated or communicated across campus. Need to support capacity-building around data collection and assessment. Concerns about the climate for Black, Indigenous, and communities of color across campus, and some cynicism about the possibility for transformative change.

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Agenda Item #9

**Academic Area in Focus:
Human Physiology**



Human Physiology Department Profile

"The physiology of today is the medicine of tomorrow." – Ernest Henry Starling, Physiologist (1926)

Overview

The Department of Human Physiology is a community committed to exceptional teaching and research. We endeavor to improve our community locally and globally through enhanced understanding of physiological mechanisms relevant to human health. We value inclusivity, sustainability, collaboration, engagement, mentorship, and service with an underlying commitment to the responsible communication of science.

At the undergraduate level, future researchers, educators, physicians, physical therapists and other health care providers receive comprehensive, multidisciplinary training in the physical, biological, and chemical sciences preparing them for entrance into most professional health care-related programs. In addition to completing core science courses, students are challenged to question critically, think logically, and communicate clearly. Human Physiology students also examine the health sciences from a perspective that explores the functional and structural mechanisms underlying human movement across health and disease, using physiological methods, ranging from biochemical and systems techniques through whole body analysis.

The graduate program develops researchers and health professionals who are creative innovators generating new knowledge in the physiological sciences. The department's outstanding, funded laboratories use physiological and engineering methods to evaluate human subjects or animal models related to human physiology under a broad spectrum of experimental conditions.

Department faculty recognize that cutting-edge translational research, from basic physiological mechanisms through integrative systems physiology related to health, human movement, and physical activity, has a major influence on disease treatment and prevention. Consequently, in the performance of their research, they routinely work closely with physicians and other clinical personnel.

Some of the **current areas of excellence** in the department include: 1) Developmental origins of disease related to the impact of maternal diet and health status on the well-being of their offspring; 2) Human adaptation to environmental extremes such as high altitude, hot or cold temperatures; 3) Use of environmental stressors such as heat stress to induce therapeutic benefits in patient populations; 4) Nutritional interventions to preserve muscle function in patients undergoing orthopedic surgeries; 5) Prediction and prevention of overuse injuries arising from participation in sport; 6) Neuromotor strategies for movement and assessment of movement disorders; 7) The effect of age-associated changes in blood vessels on risk of atherosclerosis.

At this time, 83% of current tenure track faculty have nationally recognized research awards. Many faculty are involved in multi-institution research collaborations, including grants shared with USC, OHSU, UC Boulder, among others, and with national research resource centers such as the Oregon National Primate Research Center. One unique set of studies, funded by several federal agencies over the years, has used our campus as the sea-level base for testing cohorts of subjects before they travel to high altitude for acclimation studies.

By the numbers

Degrees granted: BS, MS, and PhD in Human Physiology

Undergraduate majors: **1071** (10-year average) or >5% of the UO student body

66% female/34% male (54%/46% for UO)

19% underrepresented minority students (15%)

25% Pell eligible (25%)

30% First generation status (24%)

56% In-state/43% Out-of-state/1% International (54%/34%/12%)

84% from high school (79% for UO)

Graduate students: **49**

Postdoctoral scholars: **2**

Administrative staff: **4**

Research staff: **6**

Career instructors: **4**

Tenure-related faculty: **13**

History - A century of stress and adaptation

The Department of Human Physiology at the University of Oregon traces its roots back a century to the founding of the School of Physical Education in 1920. The discipline of physical education evolved in many directions, giving rise to exercise science, human development, health studies, sports psychology, biomechanics, kinesiology, and exercise physiology, which at University of Oregon, were housed in the College of Human Development and Performance in the 1980's. Restructuring in response to financial challenges in the 1980s led to a transfer of the science core of the program to the College of Arts and Sciences as the Department of Exercise and Movement Science, charged with the mission of creating a pre-health science major highlighting human organ/systems physiology. Thus, a small core of faculty with experience in human-focused education in anatomy and physiology, and research expertise in integrative and translational studies related to the human condition began to grow into the current Department of Human Physiology (renamed from Exercise and Movement Science in 2005).

In many ways, the history of the program at University of Oregon has been mirrored at other institutions, but Oregon in particular is recognized for innovation in the creation of what may be considered a "hybrid" department. We differ from our colleagues in traditional physiology departments at academic medical centers, where the mission is to educate medical students and often the research focus is on more reductionistic animal models. We also differ from programs that have stayed closer to their roots in physical education (i.e., Exercise Science, Kinesiology, and Exercise Physiology programs) as we don't focus exclusively on human performance or physical activity. Due to our unique history, we thrive in the middle ground of advancing the science related to the human condition, which sometime involves physical activity as a lifestyle intervention or an experimental stressor, but just as often explores the physiological adaptation to aging, developmental origins of disease, and the link between obesity and disease. This domain has proven highly fertile for launching the careers of PhDs who pursue novel career paths and areas of research that don't readily arise in the traditional medical school environment. Our alumni, with their translational backgrounds, lead research teams at NASA that work directly with astronauts to improve their health and in-flight performance, direct innovation in training at professional sports franchises, push boundaries in sport product development, as well as perform cutting-edge research, from basic to translational, and support educational mission at universities of all sizes. We believe we fill a critically important niche, and see our model growing at peer institutions across the country.

Future - A strategic target for further expansion

The College of Arts and Sciences sees this department as a strategic target for further expansion because of synergies with other campus units (the Knight Campus, Athletics, and the interdisciplinary Institute of Neuroscience), with OHSU, and in part because of the sustained interest in the undergraduate major. Expanding on these points:

- 1) The reconstruction of **Hayward Field** in anticipation of the World Athletics Championships has provided an opportunity to house and expand that segment of the department focused on human performance. Three existing faculty will have labs inside of the new Hayward Field and we anticipate hiring two additional faculty in that area, building high visibility bridges between academics and athletics.
- 2) The bioengineering emphasis of the **Knight Campus for Accelerating Scientific Impact** (made possible by Phil and Penny Knight's \$500M gift to the university) will result in more faculty in that unit who are Human Physiology affiliates (both because of research interest and because it is a potentially productive avenue from which to recruit graduate students). The Knight Campus Director and two recent hires are already affiliated faculty members of Human Physiology, and Human Physiology is working directly with the Knight Campus to develop curricula and graduate training opportunities that bridge the units. In addition to this growing critical mass of physiologists, Knight Campus core facilities will provide access to state-of-the-art technology for analyzing physiological systems as well as fabrication of tools and resources that aid research in human physiology.
- 3) The department already has several faculty affiliated with the university's **Institute of Neuroscience** (an interdisciplinary strength at UO composed of faculty from Biology, Psychology, and Human Physiology). Expanding and supporting our footprint in neuroscience is a presidential priority. In addition, the University has enrolled its first class of undergraduate neuroscience majors in Fall 2020. These factors make hires in this area of physiology a medium-term priority.
- 4) Many of our new faculty are building research bridges with faculty at **OHSU**. This is part of a broader emphasis (at both institutions) in increasing inter-university collaboration. A measure of the joint presidential commitment to increasing collaboration has been the UO-OHSU seed grant program which funds joint projects that can be expected to result in major federal grant funding. Human Physiology faculty have been among the recipients both years of this program.

Representative grants to faculty

- NIH. Heat Therapy versus Exercise Training in Hypertension. \$2,544,138. Minson and Halliwill (Co-PIs). 2018-2022.
- NIH. Mechanistic approach to preventing atrophy and restoring function in older adults. \$2,325,281. Dreyer (PI). 2014-2019.
- NIH. Regulation of Obesity-Induced Adipose Tissue Inflammation by PI 3-kinase. \$1,830,541. McCurdy (PI). 2014-2019.
- NIH. Neonatal inflammation impairs control of breathing. \$1,812,170. Huxtable (PI). 2018-2023.
- NIH. Large artery stiffness and cerebrovascular dysfunction: Implications for cognitive impairment and neuropathology. \$1,690,953. Walker (PI). 2020-2025.
- NIH. Neurophysiology of Weakness and Exercise in Rotator Cuff Tendinopathy. \$1,500,000. Karduna (PI). 2014-2020.

NIH. Interrupting the Vicious Cycle of Obesity and Metabolic Syndrome. \$911,395 subcontract to McCurdy (Co-PI). 2015-2020.

NIH. Novel mechanisms for cerebral artery dysfunction with aging. \$613,750. Walker (PI). 2013-2019.

NIH. Heat Therapy versus Exercise Training in Hypertension-Impact on Alzheimer's Disease Risk. \$201,002. Minson (PI). 2019-2021.

PAC-12. Overuse Injuries / Injury Prevention: Integration of Biomechanics-based Informatics for Prevention of Stress Fractures. \$1,223,197. Hahn (PI). 2017-2020.

PAC-12. Biomechanical metrics to improve performance and reduce elbow injuries in baseball. \$350,000. Karduna (Co-PI). 2019-2022.

AHA. Targeting Insulin Resistance with Heat Therapy. \$300,000. Minson (PI). 2019-2022.

AHA. Exercise, Inflammation, and Histamine. \$140,000. Halliwill (PI). 2017-2020.

Partnership for Clean Competition. DopingOmics-Omics analyses to identify doping biomarkers at low or high altitudes. \$200,000 subcontract to Lovering (Co-PI). 2019-2021.

DOD. Is prolyl hydroxylase inhibition sufficient to induce acclimatization to high altitude? \$150,000 subcontract to Lovering (Co-PI). 2019-2021.

National awards and elected memberships received by current faculty in the past 5 years

Adrienne Huxtable	American Physiological Society Giles F. Filley Memorial Award
Andrew Lovering	Fulbright Scholar Award
Christopher Minson	Faculty of Science 1000
Christopher Minson	Fellow, American College of Sports Medicine
John Halliwill	Fellow, American College of Sports Medicine
John Halliwill	Fellow, American Physiological Society

National offices held by faculty in the past five years

Andrew Karduna	American Society for Biomechanics, Secretary/Membership Chair
Andrew Karduna	Journal of Biomechanics, Associate Editor
Andrew Karduna	Journal of Applied Biomechanics, Associate Editor
Carrie McCurdy	American Physiological Society, Translational Physiology Steering Group
Carrie McCurdy	Frontiers in Endocrinology, Reviewing Editor
Christopher Minson	Temperature, Associate Editor
Nicole Swann	eLife, Reviewing Editor

Representative faculty publications

Faculty published 64 articles over the last five years, with 21 appearing in journals that are top-three in our field (e.g., J Physiol, J Appl Physiol, Am J Physiol) or equivalent multidisciplinary journals (e.g. eLife, Sci Rep). Ten examples:

Ely BR, Francisco MA, Halliwill JR, Bryan SD, Comrada LN, Larson EA, Brunt VE, Minson CT. Heat therapy reduces sympathetic activity and improves cardiovascular risk profile in obese women

- with polycystic ovary syndrome. *Am J Physiol Regul Integr Comp Physiol*. 2019 Sep 4. doi: 10.1152/ajpregu.00078.2019. [Epub ahead of print] PubMed PMID: 31483156.
- Muyskens JB, Foote DM, Bigot NJ, Strycker LA, Smolkowski K, Kirkpatrick TK, Lantz BA, Shah SN, Mohler CG, Jewett BA, Owen EC, Dreyer HC. Cellular and morphological changes with EAA supplementation before and after total knee arthroplasty. *J Appl Physiol (1985)*. 2019 Aug 1;127(2):531-545. doi: 10.1152/jappphysiol.00869.2018. Epub 2019 Jul 25. PubMed PMID: 31343947; PubMed Central PMCID: PMC6732445.
- Jin L, Hahn ME. Comparison of lower extremity joint mechanics between healthy active young and middle age people in walking and running gait. *Sci Rep*. 2019 Apr 3;9(1):5568. doi: 10.1038/s41598-019-41750-9. PubMed PMID: 30944360; PubMed Central PMCID: PMC6447628.
- Hocker AD, Beyeler SA, Gardner AN, Johnson SM, Watters JJ, Huxtable AG. One bout of neonatal inflammation impairs adult respiratory motor plasticity in male and female rats. *Elife*. 2019 Mar 22;8. pii: e45399. doi: 10.7554/eLife.45399. PubMed PMID: 30900989; PubMed Central PMCID: PMC6464604.
- Spitzley KA, Karduna AR. Feasibility of using a fully immersive virtual reality system for kinematic data collection. *J Biomech*. 2019 Apr 18;87:172-176. doi: 10.1016/j.jbiomech.2019.02.015. Epub 2019 Feb 26. PubMed PMID: 30853091.
- Walker AE, Breevoort SR, Durrant JR, Liu Y, Machin DR, Dobson PS, Nielson EI, Meza AJ, Islam MT, Donato AJ, Lesniewski LA. The pro-atherogenic response to disturbed blood flow is increased by a western diet, but not by old age. *Sci Rep*. 2019 Feb 27;9(1):2925. doi: 10.1038/s41598-019-39466-x. PubMed PMID: 30814657; PubMed Central PMCID: PMC6393500.
- Day EM, Hahn ME. A comparison of metatarsophalangeal joint center locations on estimated joint moments during running. *J Biomech*. 2019 Mar 27;86:64-70. doi: 10.1016/j.jbiomech.2019.01.044. Epub 2019 Jan 30. PubMed PMID: 30738588.
- Brunt VE, Wiedenfled-Needham K, Comrada LN, Minson CT. Passive heat therapy protects against endothelial cell hypoxia-reoxygenation via effects of elevations in temperature and circulating factors. *J Physiol*. 2018 Oct;596(20):4831-4845. doi: 10.1113/JP276559. Epub 2018 Sep 12. PubMed PMID: 30118148; PubMed Central PMCID: PMC6187037.
- Clayton ZS, McCurdy CE. Short-term thermoneutral housing alters glucose metabolism and markers of adipose tissue browning in response to a high-fat diet in lean mice. *Am J Physiol Regul Integr Comp Physiol*. 2018 Oct 1;315(4):R627-R637. doi: 10.1152/ajpregu.00364.2017. Epub 2018 May 23. PubMed PMID: 29791203; PubMed Central PMCID: PMC6230889.
- Hocker AD, Huxtable AG. IL-1 receptor activation undermines respiratory motor plasticity after systemic inflammation. *J Appl Physiol (1985)*. 2018 Aug 1;125(2):504-512. doi: 10.1152/jappphysiol.01051.2017. Epub 2018 Mar 22. PubMed PMID: 29565772.

Tenure-related faculty areas of expertise

Damien Callahan, PhD Assistant Professor	Skeletal muscle physiology - Identify mechanisms explaining age-related contractile dysfunction with a focus on coordination between intracellular metabolism and protein modifications affecting contractile performance. We use this knowledge to test novel interventions that improve rehabilitation outcomes in older adults.
Hans Dreyer, PhD Associate Professor	Skeletal muscle physiology – Improve surgical outcomes in patients undergoing orthopedic surgeries by performing randomized controlled clinical trials that explore the impact of novel interventions on cellular, morphological, and transcriptional changes associated with functional performance outcomes in older adults.
Ian Greenhouse, PhD Assistant Professor	Neurophysiology of movement control - Examine how humans initiate and cancel movement, using a combination of behavioral testing with electrophysiology, neuroimaging, and brain stimulation in healthy and clinical populations.
Mike Hahn, PhD Associate Professor	Biomechanics of human locomotion - Utilize multiscale modeling and machine learning to solve complex modeling and optimization tasks related to prosthetic engineering, co-adaptive control of assistive devices, and injury risk reduction and performance enhancement in running athletes.
John Halliwill, PhD Professor and Head	Exercise and environmental physiology - Identify the hormonal, neural, or metabolic factors that are responsible for changes in the cardiovascular system during exposure to environmental and physical stresses.
Adrienne Huxtable, PhD Associate Professor	Neurophysiology of breathing - Investigating how early life stressors (e.g., inflammation and drugs of abuse, such as opioids) impair the development, maturation, and control of central (brainstem and spinal cord) networks necessary for breathing.
Andy Karduna, PhD Professor and Associate Dean of the Graduate School	Biomechanics of the shoulder and arm - Understanding the biomechanical and neural mechanisms associated with the structure and function of the upper extremity, with an emphasis on workplace and athletic domains, to help increase performance, reduce injury and treat pathologies.
Andrew Lovering, PhD Professor	Cardiopulmonary and respiratory physiology - Understanding how the heart, lungs, and breathing accommodate the demands of exercise in various environmental extremes, with a focus on how blood flow through shunt pathways in the heart and lungs affects human physiology and pathophysiology in health and disease.
Michelle Marnebeck, PhD Assistant Professor	Neurophysiology of movement control - Investigating control processes that allow humans to skillfully and dexterously interact with their environment (as well as effects of damage to or aging of such processes) using multimodal perspectives that bridge biomechanics, neurophysiology, and neuroimaging.
Carrie McCurdy, PhD Associate Professor	Endocrinology and Metabolism – Investigating the molecular and cellular causes of insulin resistance and type 2 diabetes in adults and in children born to women with obesity or diabetes during pregnancy.
Christopher Minson, PhD Kenneth M. and Kenda H. Singer Endowed Professor	Cardiovascular and environmental physiology - Understanding cardiovascular function in health and disease in humans and exploring novel ways to improve cardiovascular and metabolic health through adaptation to environmental stressors and exercise. Further interests in the physiology of elite-athlete performance and health.
Nicki Swann, PhD Assistant Professor	Neurophysiology of movement control – Use non-invasive and invasive electrophysiological methods in humans to characterize how different parts of the brain interact to produce and control movements both in healthy individuals and in patients with movement disorders such as Parkinson’s disease.
Ashley Walker, PhD Assistant Professor	Aging and vascular physiology – Identifying the causes of age-related vascular dysfunction and exploring interventions to prevent or reverse this dysfunction, with a specific focus on understanding the role of the brain vasculature in cognitive aging and Alzheimer’s disease.

Human Physiology (HPHY)



Human Physiology is home to undergraduate and graduate students who desire strong training in human physiology and anatomy that will prepare them for careers in medicine, allied health professions, and biomedical research.

At the undergraduate level, future researchers, educators, physicians, physical therapists and other health care providers receive comprehensive, multidisciplinary training in the physical, biological, and chemical sciences that prepares them well for entrance into most professional health care-related programs. In addition to requiring completion of the core science courses, students are challenged to question critically, think logically, and communicate clearly. Human Physiology students also examine the health sciences from a perspective that explores the functional and structural mechanisms underlying human movement across health and disease, using a variety of physiological methods.

Top 5 reasons to study Human Physiology

- 1 Learn about the fundamental functions of the human body.
- 2 Gain a broad base of training across the physical and life sciences.
- 3 Prepare to make a difference in people's health and wellbeing.
- 4 Equip yourself for a variety of career possibilities in health and medicine.
- 5 Lay the groundwork for in-depth research and further study.

Where can I go?

A degree in Human Physiology can take you in multiple directions. Students in Human Physiology may choose to pursue a Bachelor of Arts (BA) or Bachelor of Science (BS), a Master of Science (MS), or a Doctor of Philosophy (PhD).

Human Physiology provides students with a foundation for employment in:

- Hospitals
- Outpatient clinics/private practice
- Nursing and residential care facilities
- Sports and fitness facilities
- Rehabilitation centers
- Physician offices
- Hospices
- Schools, universities and colleges
- Federal and state government health services agencies
- Research and biotechnology industry

Alumni jobs

- Physician
- Physician assistant
- Physical therapist
- Occupational therapist
- Nurse
- Dentist
- Medical scribe
- Medical technician
- Researcher

Courses you may need

1ST YEAR

MATH 112, MATH 246 or 251,
CH 221, CH 222, CH 223,
CH 227, CH 228, CH 229

2ND YEAR

BI 211, BI 212, BI 213 or 214,
HPHY 211, HPHY 212

3RD YEAR

HPHY 321, HPHY 322,
HPHY 323, HPHY 324,
HPHY 325, HPHY 371

4TH YEAR

Upper-Division HPHY Elective
Credits (16 total),
PHY 201, PHY 202, PHY 203

Major credits

Required	82 credits
Electives	16 credits
<hr/>	
Total	98 credits

Core Education Requirement

BS or BA Degree

Minimum = 180 credits

Core Education is approximately
71-83 credits depending on
transfer credits and placement
scores and requires courses in:

Writing

Math and/or CIS (BS) or
Language (BA)

US: Difference, Inequality, Agency

GP: Global Perspectives

Areas of Inquiry in:

Arts and Letters

Social Science

Science

What will I learn?

A degree in Human Physiology can give you skills in:

- Anatomical and physiological terminology
- Critical thinking and synthesis of ideas
- Critical evaluation of scientific information
- Medical research and analysis
- Clinical decision-making and application
- Ethics and professional behavior
- Life-long learning
- Effective communication

Specialized courses

In addition to the overall skills you will gain from the major in Physiology, at the Department of Human Physiology at the University of Oregon you can take specialized courses in areas such as the following:

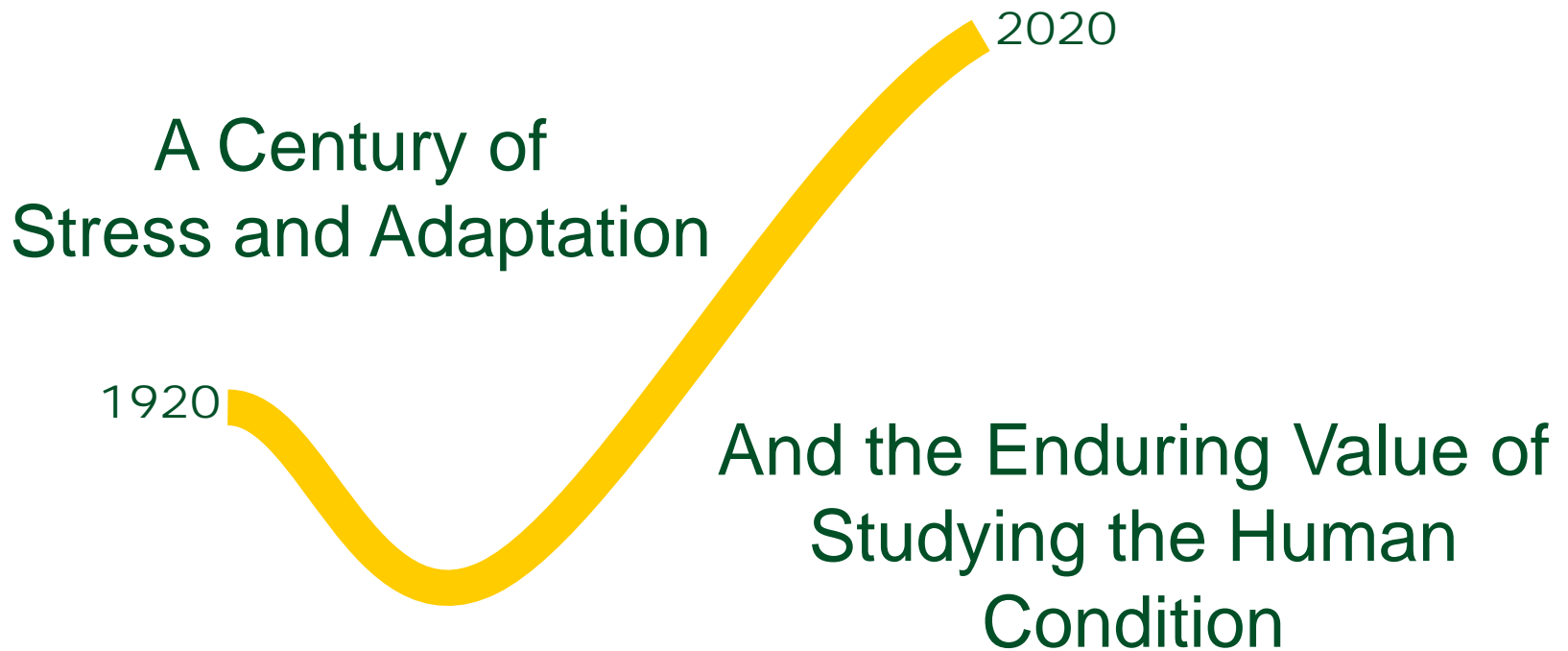
- Biomechanics
- Metabolism and Nutrition
- Motor Control
- Sleep Physiology
- Physiology of Aging
- Physiology of Obesity
- Neurophysiology of Concussion
- Therapeutic Techniques

Add a minor or certificate

Minors: Anthropology, Biology, Biochemistry, Chemistry, Global Health, Psychology, Spanish



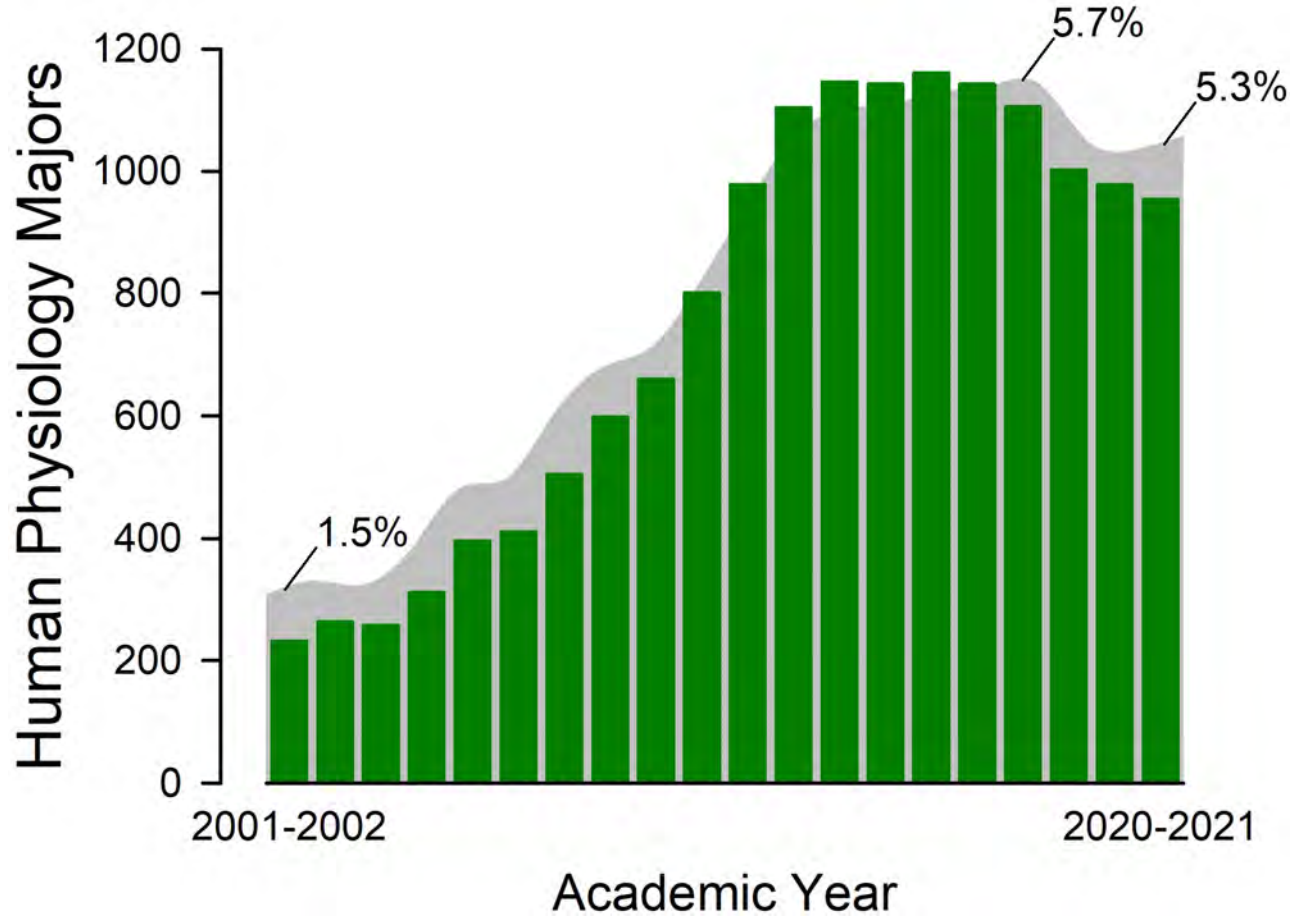
Department of Human Physiology





Human Physiology Captivates Students

Growth of the Major





Human Physiology Captivates Students

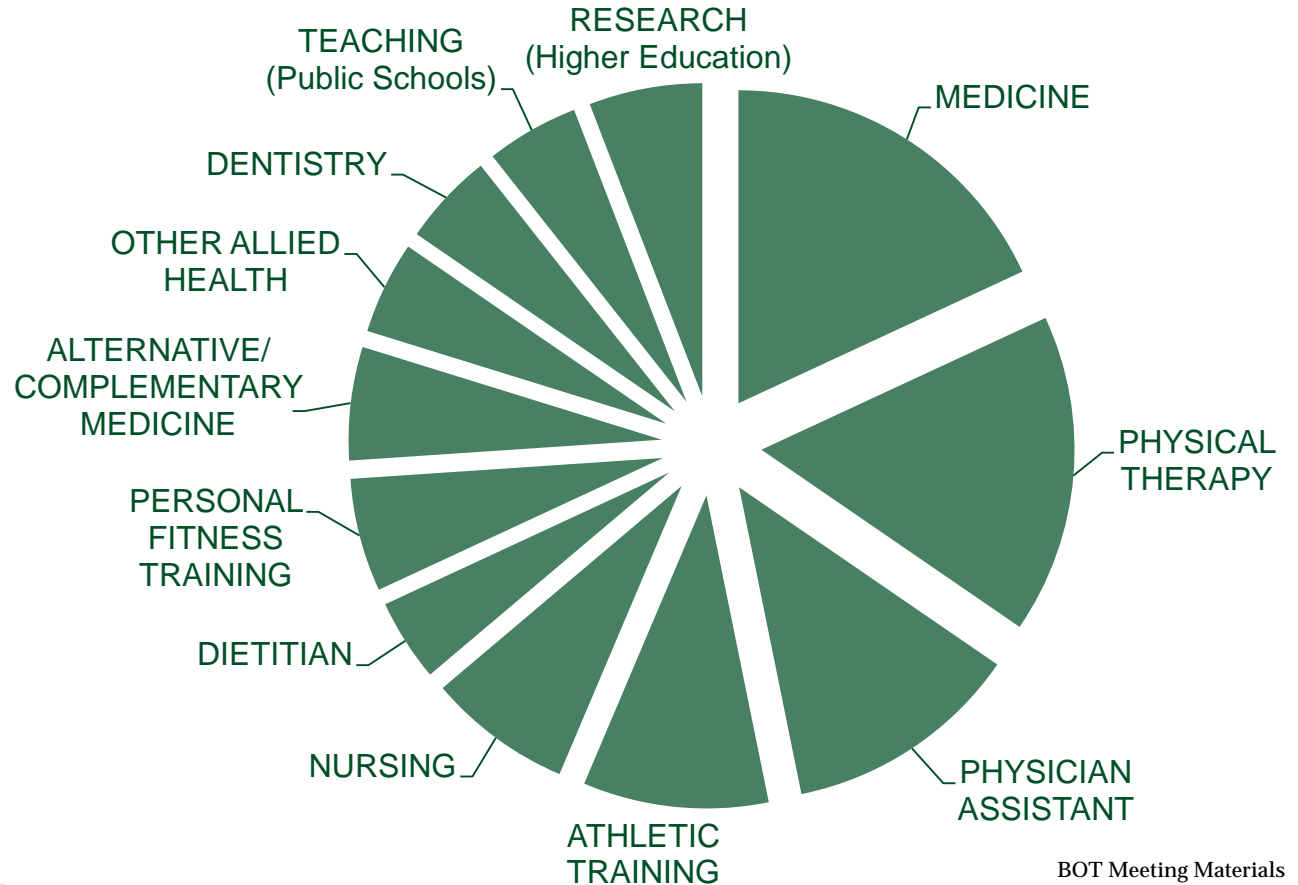
Third Largest Undergraduate Program





Human Physiology Captivates Students

Career Goals of Majors



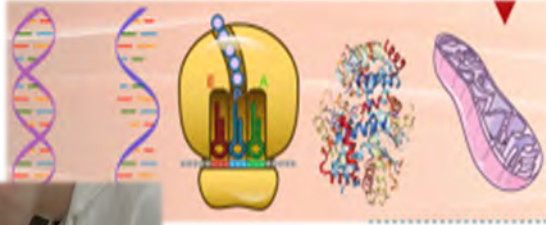


Publicly available video: Undergraduate student profile

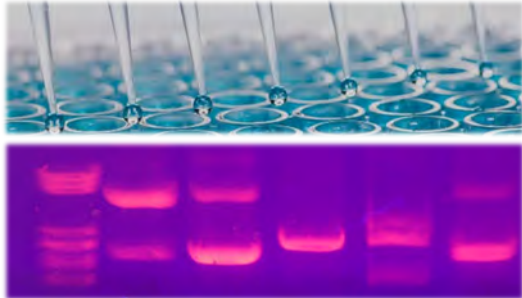


Continuum of Human Physiology Research From Benchtop to Bedside

Genomic



Molecular



Organ Systems



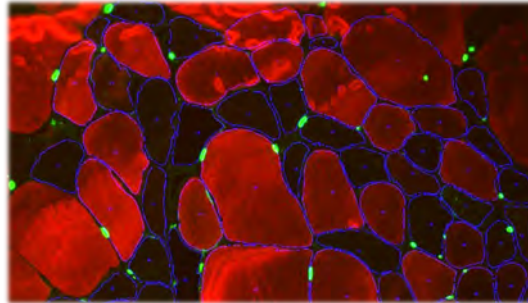
Performance



Health/Medical



Cellular





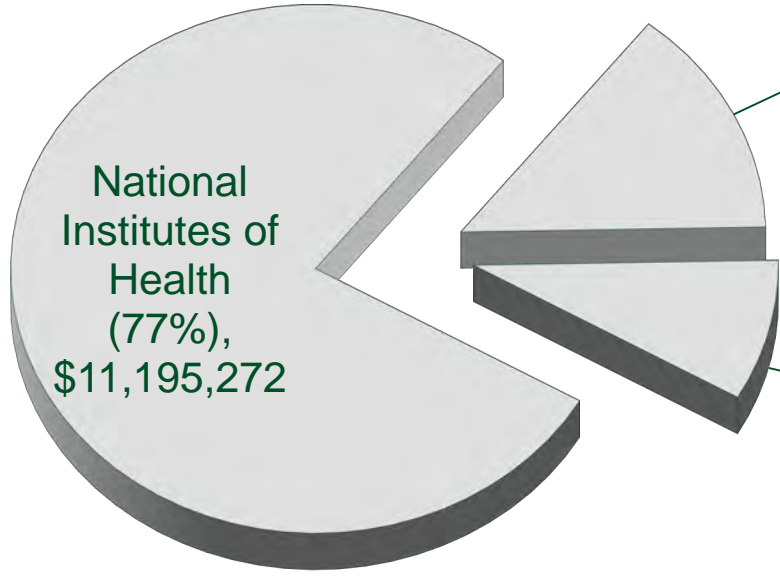
Funding for Research in Human Physiology



National Institute on Aging



National Heart Lung and Blood Institute



Five-year window



Department of Defense (14%), \$2,048,484



Corporations & Foundations (8%), \$1,251,709



American Heart Association



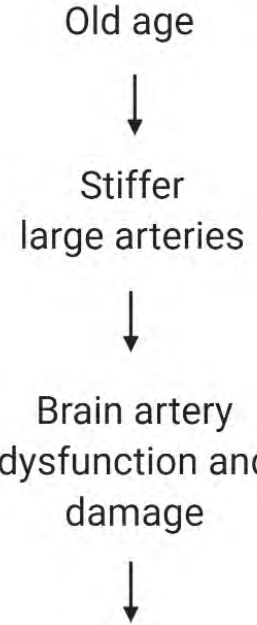
UNIVERSITY OF OREGON

College of Arts and Sciences



Faculty Profile: Ashley Walker, PhD

Aging and Vascular Physiology



NIH National Institute on Aging

alzheimer's association

John L Luvaas Family Fund

Amyloid plaques
Neuroinflammation
Cognitive impairment



UNIVERSITY OF OREGON

College of Arts and Sciences

Faculty Profile: Andrew Lovering, PhD

Cardiopulmonary and respiratory physiology

Altitude (\downarrow pressure, \downarrow O₂)



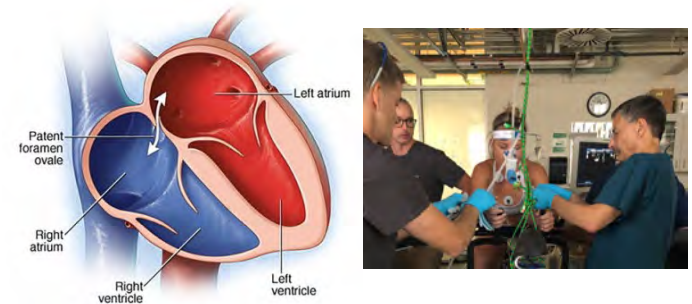
Space (\downarrow pressure, \downarrow O₂, \uparrow CO₂)



Apnea & SCUBA Diving (\uparrow pressure, \downarrow O₂)



Heart & Lung Diseases (\downarrow O₂)





Faculty Profile: Christopher Minson, PhD

Publicly available video:
Environmental physiology research and application

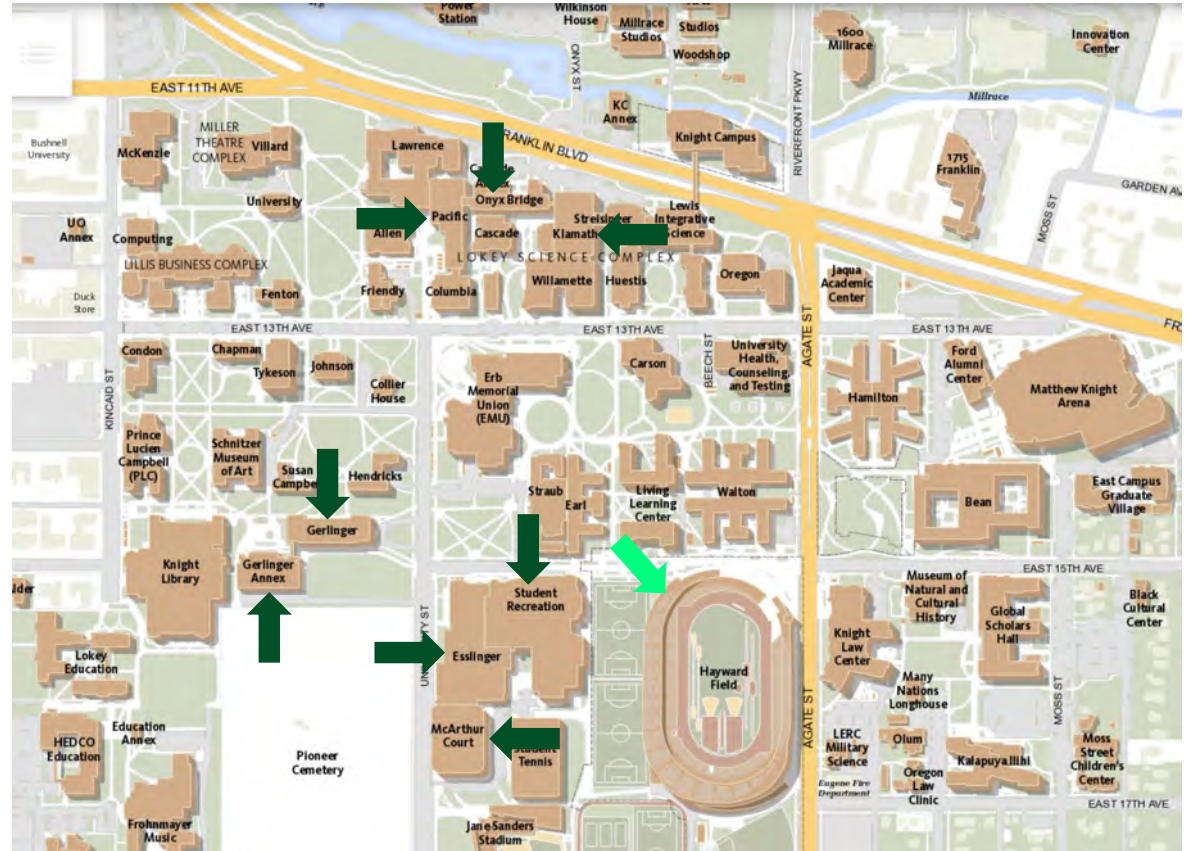


Mapping out Human Physiology

Where is all this happening?

14 research and 4 teaching labs in 8 buildings dispersed across campus.

Exciting new facility for Hayward Field.



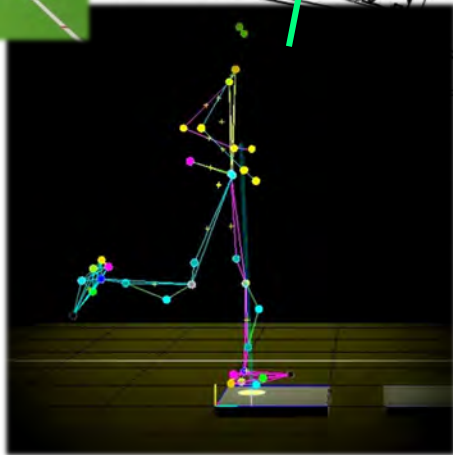
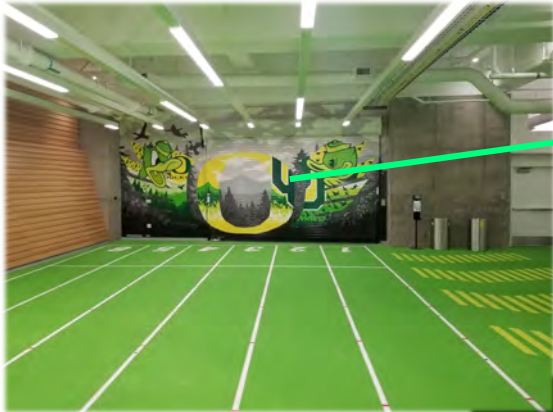


Publicly available video: Biomechanics research and application



New Labs Housed in Hayward Field

Building on our Partnerships with Athletics





A Collaborate Department

Partners in education, research, and application

- PeaceHealth
- Slocum
- OHSU
- Knight Campus
- Institute of Neuroscience
- Price Science Commons
- Sports Product Management
- Sports Product Design
- Intercollegiate Athletics

