

May 25, 2016

TO: The Board of Trustees of the University of Oregon

FR: Angela Wilhelms, Secretary

RE: Notice of Academic and Student Affairs Committee Meeting

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: the UO Ombuds Program, the UO Graduate School, and a discussion on initiatives relating to diversity, equity, and inclusion.

The meeting will occur as follows:

Thursday, June 2, 2016 at 10:30 am
Ford Alumni Center, Giustina Ballroom

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

The Ford Alumni Center is located at 1720 East 13th Avenue, Eugene, Oregon. If special accommodations are required, please contact Amanda Hatch at (541) 346-3013 at least 72 hours in advance.

BOARD OF TRUSTEES

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

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee
Public Meeting
10:30 am – June 2, 2016
Ford Alumni Center, Giustina Ballroom**

Convene

- Call to order and roll call
- Introductory comments and agenda review
- Approval of March and April 2016 ASAC minutes (Action)
- Public comment

- 1. Update on University Ombuds Program and Initiatives**, *Interim Ombudsperson Jennifer Reynolds*
- 2. Overview of Graduate Education at the UO**, *Graduate School Dean Scott Pratt*
- 3. University Diversity, Equity and Inclusion Initiatives Update**, *President Michael Schill and Vice President for Equity and Inclusion Yvette Alex-Assensoh*

Meeting Adjourns

BOARD OF TRUSTEES

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

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act



Agenda Item #1

Update on University Ombuds Program and Initiatives

Presentation Agenda (6/2/16)

1. What is an ombudsperson (quick reminder)?
2. What has the interim ombudsperson been doing?
3. What should the next ombudsperson focus on?

Background

The current UO Ombuds Program started in Spring 2014, with Bruce MacAllister serving as the university's first ombudsperson. In November 2015, Bruce left the university.

- During Bruce's tenure, the Ombuds Program processed (that is, opened and closed) 227 cases involving individual visitors and groups.
- Additionally, Bruce conducted departmental assessments, provided trainings, attended meetings, connected with constituents and common points of referral, and researched and wrote memoranda on various policy issues related to the office.

In January 2016, UO Professor of Law Jennifer Reynolds started as the interim ombudsperson.

- Since January 2016, the Ombuds Program has processed 71 cases (41 of which were opened in 2015) and currently has 31 open cases.*
- In addition, the interim ombudsperson has reached out to constituents, both inside UO as well as in the academic ombuds community in Oregon and beyond; delivered informational sessions and workshops to campus groups; worked on the website (content, organization) and evaluated tracking system; identified policy and process needs for office, including shepherding the office charter through the final approval process; assessed marketing and communication needs; formalized an internship program for graduate students to work with office; overseen the move to a new office space; supported the search for the new permanent ombudsperson; and started coordinating projects with campus units that have complementary functions (e.g., Internal Audit and Title IX Coordinator).

Pre-reading Packet Contents

- Short bio of Jen Reynolds
- Charter (Note: The attached version is unsigned, but the charter was executed by President Schill on 2/24/16)
- Brochure (electronic version of a printed tri-fold)
- Selected screen shots of the Ombuds Program website
- Pictures of the new Ombuds Program office space

* Cases counted on May 9, 2016.



Associate Professor of Law Jennifer Reynolds has been serving as the interim ombudsperson for the University of Oregon since January 15, 2016.

Professor Reynolds teaches civil procedure, conflicts of law, negotiation, and mediation. Her research interests include dispute systems design, multi-party problem-solving, and cultural influences and implications of alternative processes. At present, she is researching activism and its relation to law and alternative dispute resolution.

Professor Reynolds has received the University of Oregon's Ersted Award for Distinguished Teaching and the law school's Orlando J. Hollis Teaching Award. She is the Faculty Director of the nationally ranked Oregon ADR Center, which in 2015 received the Ninth Circuit Award for Excellence in ADR Teaching. She is active in the national ADR academic community and has served as the chair of the Section on Dispute Resolution of the Association of American Law Schools.

Professor Reynolds received her law degree cum laude from Harvard Law School, her master's degree from the University of Texas at Austin, and her bachelor's degree from the University of Chicago. While at Harvard, Professor Reynolds served as an editor of the *Harvard Law Review*; as a research assistant for Professor Arthur Miller on his treatise, *Federal Practice and Procedure*; and as a teaching assistant, researcher, and Harvard Negotiation Research Project Fellow for the Program on Negotiation.

University of Oregon Ombuds Program Charter

I. Introduction

The University of Oregon Ombuds Program provides confidential, impartial, independent, and informal dispute resolution assistance to the University of Oregon community. The Ombuds Program was created in December 2013 by the University President with the [endorsement of the University Senate](#) and follows the [Code of Ethics](#) and the [Standards of Practice](#) of the International Ombudsman¹ Association (IOA). Throughout this document, the term Ombuds refers to the Ombudsperson and any Associate or Assistant Ombudsperson.

II. Purposes of the Program

The purposes of the Ombuds Program are to **promote** the highest standards of university governance; **further** the University's commitment to the principles of equality of opportunity; **complement** existing University conflict resolution resources and compliance activities; **provide** a confidential and anonymous mechanism for people to seek guidance on how to report violations of the law; and **encourage** the community to use alternative dispute resolution methods to deal with disputes, improve work life, and foster a supportive atmosphere and healthy organizational culture.

III. Scope of Services

The Ombuds does the following:

- Provides confidential, non-escalating, impartial, off-the-record dispute resolution assistance to visitors² at no cost. This assistance includes listening to concerns; brainstorming and assessing options; providing coaching; helping gather information about resources and referrals; facilitating dialogue; and conducting informal conflict resolution, as appropriate. The Ombuds does not provide legal advice, psychological counseling, or advocacy, but instead seeks to inform visitors and empower them to handle their own concerns.
- Provides regular feedback on trends and potential issues, based on non-identifying aggregate data, to the University President, the entities of University governance, the University of Oregon Board of Trustees, and, as deemed appropriate by the Ombuds or the President, to other programs and offices.
- Gives input on policy and practices to reduce confusion; to address gaps or chronic misinterpretation; and to promote equity, inclusion, and institutional fairness.

¹ The men and women of the International Ombudsman Association choose to use the term "ombudsman" to refer to both the men and women who perform the role because the term is of Scandinavian origin and refers to an office and function rather than an individual of a particular gender. Nonetheless, the University of Oregon along with many other organizations chooses to shorten the term to "ombuds" when referring to the program and "ombudsperson" when referring to the position, to avoid any implication of sexism in the use of the term.

² Those using the Ombuds Program are referred to as "visitors."



- Coordinates with other campus resources to provide a matrix of support for all individuals and constituencies on campus.
- Serves as an information and communication resource for campus.
- Works with managers and teams—in a voluntary, informal, and impartial capacity—on conflict management within the organization.

Regarding union employees. Visitors who are members of a union that has a collective bargaining agreement with the University of Oregon may use the Ombuds Program, but, subject to the terms of the applicable collective bargaining agreements, the Ombuds will refer visitors who are union employees to their respective union resources for matters that are subject to resolution under the scope of the visitor's collective bargaining agreement. The Ombuds may work with individual union members to help them answer questions or resolve issues outside of the scope of the collective bargaining agreement or, at the request of the union, assist with informal resolution of other issues. The Ombuds shall not participate in collective bargaining discussions or related activities of any sort.

IV. Program Standards, Design Principles, and Reporting Structure

The Ombuds follows the standards established by the Code of Ethics and the Standards of Practice of the International Ombudsman Association (IOA), as they may be amended or updated from time to time. Accordingly, the Ombuds will establish consistent policies and practices upholding confidentiality, impartiality, informality, and independence, and will explain these ethical standards to each visitor.

- A. **Confidentiality.** The Ombuds and all staff of the Ombuds Program will treat all communications with the Ombuds as strictly confidential to the maximum extent permitted by law. To preserve confidentiality, the Ombuds does not keep individually identifiable case notes or records, except for basic working notes in active cases as necessary to help the Ombuds follow up on commitments to visitors. The Ombuds does keep anonymous statistical data to identify usage patterns and trends, but will not share this data if doing so might compromise a visitor's identity. The Ombuds shall not be required to participate in formal administrative processes inside or outside the University, even if given permission by the visitor, unless expressly ordered by an appropriate administrative or judicial authority.

The Ombuds may disclose confidential information with a visitor's express permission as part of a plan to help informally resolve that visitor's concern, although the visitor cannot compel the Ombuds to participate in any process, informal or formal. Additionally, the Ombuds may disclose confidential information if, in the sole discretion of the Ombuds, there is an imminent risk of serious harm to the visitor or another person. In these rare situations, the Ombuds will use existing risk management resources to assess "imminent risk" to protect individuals and significant resources of the University.



- B. **Impartiality and neutrality.** The Ombuds is a designated neutral who works impartially with visitors and groups to help resolve concerns. The Ombuds does not impose any particular solution or assume responsibility for resolving concerns directly. The Ombuds does not advocate for any particular group, specific policy approach, or individual position.
- C. **Informality.** The Ombuds is a completely voluntary, off-the-record resource that uses informal, non-escalating approaches to help individuals develop approaches to resolve their concern or conflict. It is designed to complement other formal and informal services, but not to duplicate them or their processes. The Ombuds cannot intervene formally in any situation, impose a specific outcome or approach, or create or implement any policies or procedures for the University.
- D. **Independence (including Reporting Structure).** The Ombuds shall be, in appearance and in actuality, free from interference and undue influence from anyone in the University. Although the Ombuds is an employee of the University, the Ombuds reports directly to the University President and is not aligned with any particular department or unit. The Ombuds has a limited management function in overseeing the staff of the Ombuds Program but is not considered to be part of University management or administration. Further, the University President and Board of Trustees will not retaliate against the Ombuds for performing the duties of the Ombuds Program within the accepted parameters of the International Ombudsman Association Code of Ethics, Standards of Practice, and generally other accepted business practices that are consistent with University policies and the Ombuds' position description.

Qualifications. The Ombuds shall be selected on the basis of training, experience, and credentials. The Ombuds shall be a member of the International Ombudsman Association during his or her employment with the Ombuds Program and thoroughly familiar with the IOA Code of Ethics and Standards of Practice, as well as sound principles of visitor advisement and individual and organizational conflict resolution.

V. Authority and Limitations of the Ombuds

The authority of the Ombuds derives from the University administration and is endorsed by the University President.

A. Authority of the Ombuds

1. *Initiating informal inquiries.* The Ombuds is authorized to contact senior officials in the University and make informal inquiries to help resolve concerns that may affect any member of the University community.



2. *Access to information.* The Ombuds may request access to information related to visitors' concerns, from files and offices of the University, and will respect the confidentiality of the information. Requests by the Ombuds for information should be handled with reasonable promptness by members of University departments.
3. *Ending involvement in matters.* The Ombuds may withdraw from or decline to look into a matter if the Ombuds believes involvement would be inappropriate for any reason.
4. *Discussions with visitors and others.* The Ombuds has the authority to discuss a range of options available to visitors, including both formal and informal processes. The Ombuds may make any suggestions the Ombuds deems appropriate with regard to resolving problems or improving policies, rules, or procedures. However, the Ombuds will have no actual authority to impose remedies or sanctions, or to enforce or change any policy, rule, or procedure.
5. *Access to legal counsel.* On occasion, the Ombuds may require legal advice or representation in order to fulfill certain required functions (such as third party requests for documents or testimony in situations in which the Ombuds has been involved). In such cases, the Ombuds will consult with the Office of the General Counsel, and if the Ombuds and the General Counsel agree that the interests of the Ombuds diverge from and/or cannot be protected by University internal or external counsel, the Ombuds will be provided with legal counsel separate and independent from the University.

B. Limitations on the Authority of the Ombuds

1. *Receiving notice for the University.* Communication to the Ombuds does not constitute notice to the University. The Ombuds and the Ombuds Program staff are not authorized to accept notice of discrimination or reports of crimes, including allegations that may be perceived to be violations of laws, regulations or policies, including but not limited to sexual harassment, discrimination, issues covered by whistleblower policies or laws, or incidents subject to reporting under the Clery Act. The Ombuds and the Ombuds Program staff have no authority to take action to redress prohibited discrimination, nor the duty to report it or any other misconduct pursuant to the University's reporting policy. Per University policy, the Ombuds and the Ombuds Program staff may, however, serve as confidential resources to provide information, advice, and assistance regarding the University's nondiscrimination grievance and complaint procedures and reporting policies.



2. *Putting the University on notice.* The Ombuds will assist visitors who would like to report concerns to offices of notice by providing them with information about reporting channels. With the express permission of the visitor, the Ombuds may convey notice to the appropriate authority on behalf of a visitor in appropriate situations. Additionally, and as appropriate, the Ombuds will encourage formal reporting and help refer individuals to the appropriate offices or the appropriate resources. In this way, the Ombuds can abide by the standards of ombuds practice while supporting the overall reporting structure of the University.
3. *Formal processes and investigations.* The Ombuds will not conduct formal investigations of any kind. The Ombuds also will not participate willingly in the substance of any formal dispute processes, outside agency complaints, or lawsuits, either on behalf of a visitor or on behalf of the University. The Ombuds will not reach formal conclusions about the merits of a concern or endorse specific approaches or policy changes.
4. *Record keeping.* The Ombuds will not keep records for the University and will not create or maintain documents or records for the University about individual matters.
5. *Advocacy for parties.* The Ombuds will not act as a representative of or advocate for any party in a dispute; will not assume any partisan position; and will not take sides or share opinions as to the merits of decisions by University authorities, the outcomes of grievances, or the arbitration of claims.
6. *Adjudication.* The Ombuds will not have the authority to adjudicate, impose remedies or sanctions, or to enforce or change University policies or rules.

VI. Non-Retaliation

Faculty, staff, and students have the right to visit the Ombuds without reprisal. Employees shall be granted reasonable time away from their work location to use the Ombuds Program. No one shall be compelled to seek permission to use the Ombuds Program; disclose that they wish to visit the Ombuds; or be forced to disclose the contents of their conversations with the Ombuds by any other University employee.

VII. Approval and Effective Date

This Charter is approved by Michael Schill, President of the University of Oregon, this ____ day of _____, 2016, and becomes effective as of this date.

Michael Schill, President, University of Oregon



OMBUDS GUIDING PRINCIPLES

Confidentiality

The ombudsperson treats all communication as confidential to the maximum extent permitted by law unless there is an imminent risk of serious harm to the visitor or others, as determined by the ombudsperson, who will then act at his or her discretion.

Independence

The ombudsperson reports directly to the university president and is not aligned with any particular department.

Impartiality

The ombudsperson is neutral and does not serve as an advocate for any members or offices of the UO community, including the university itself.

Informality

The Ombuds Program is a completely voluntary and off-the-record resource that uses informal, nonescalating approaches to help individuals develop strategies to resolve conflicts or concerns.

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request. Accommodations for people with disabilities will be provided if requested in advance by calling 541-346-6400. © 2016 University of Oregon MC0416-068bh-A53985.



TERMS OF USE

The Ombuds Program is a completely voluntary and free service provided as an optional benefit to the university community.

By electing to use the Ombuds Program, the visitor agrees to never seek to compel the ombudsperson to disclose any information received as part of providing such services in any other forum, including a formal grievance or lawsuit. The visitor agrees to honor the terms of use of the Ombuds Program as a contract between the visitor and the university, and understands that it is the ombudsperson who retains the right to maintain confidentiality, a right that the visitor cannot waive.

No student or employee shall be required to seek permission to use the Ombuds Program, retaliated against for using the Ombuds Program, or forced to disclose the contents of his or her conversations with the ombudsperson by any other university employee.

INFORMATION

For more information or to arrange a visit, please contact us.

541-346-6400

ombuds@uoregon.edu

ombuds.uoregon.edu



UNIVERSITY OF
OREGON



OMBUDS *Program*



A CONFIDENTIAL, INDEPENDENT, IMPARTIAL, AND
INFORMAL CONFLICT MANAGEMENT RESOURCE FOR
ALL MEMBERS OF THE UNIVERSITY



WHAT IS AN OMBUDSPERSON?

An ombudsperson is a designated neutral agent who can assist in resolving concerns in an informal, confidential, nonescalating, and impartial manner.

The university Ombuds Program provides a safe and confidential place for you to seek information, discuss concerns and conflicts, explore options, and identify possible resources.

Our goal is to help you develop constructive strategies for dealing with challenging situations and find answers to questions about available programs and resources.

DO YOU NEED AN OMBUDSPERSON?

- Would you like a confidential sounding board to discuss an issue that is making your school or work life difficult?
- Is there someone with whom you would like to communicate more effectively?
- Do you want to explore ways to manage changes at work or school constructively?
- Are you seeking to manage (or perhaps prevent) conflict?
- Do you wish to maintain flexibility and options in addressing a concern?
- Are you interested in finding out more about resources that might be helpful for a particular situation?

These are just some of the reasons visitors come to the Ombuds Program. Please do not hesitate to contact us with any concern. If we can't help, we'll work with you to find someone who can.

Visits are free and confidential.

The ombudsperson will

- listen to concerns
- value diversity
- coach individuals and groups through conflict
- help explore options
- assist in researching resources
- facilitate conversations and lead workshops
- recommend institutional action to university leadership without breaching confidentiality

The ombudsperson will not

- advocate for anyone, including the university
- participate in formal processes, such as grievances or investigations
- make decisions or impose solutions
- breach confidentiality or keep identifying records
- provide legal advice or psychological counseling
- violate university policy as part of a solution

NOTICE AND REPORTING

The Ombuds Program receives information in confidence and is not obligated to report what is disclosed, with the exception of child abuse and/or imminent risk of serious harm to the visitor or others. Communication with staff members of the Ombuds Program therefore does not constitute notice to the university. Visitors who wish to obligate the university to respond in any way must pursue alternative avenues. The Ombuds Program can provide information about these alternatives.

Website: Home Page

Ombuds Program

Home

[About the Ombuds Program](#)

[Our Staff](#)

[Campus Resources](#)

[Self-Help](#)

[FAQs](#)



The Ombuds Program

The Ombuds Program offers all members of the campus community a central, safe, and easy place to gain access to support and problem-solving resources. The Ombuds Program promotes a visitor-driven process that honors the guiding principles of independence, neutrality, confidentiality, and informality.

Website: Campus Resources

ABOUT THE OMBUDS PROGRAM

[Guiding Principles](#)

[Program Charter](#)

[Notice and Terms of Use](#)

Campus Resources

General Resources

- [Acceptable Use of Computing Resources Policy](#)
- [Affirmative Action and Equal Opportunity](#)
- [Equity and Inclusion](#)
- [Human Resources](#)
- [Internal Audit](#)
 - [Confidential Reporting Site](#)
- [Policy Library](#)
- [Safety and Risk Services](#) (formerly Enterprise Risk Services)
 - [Environmental Health and Safety](#)
- [University Police Department](#)
 - Emergency: 911
 - Non-emergency: 541-346-2919

For Faculty and Staff

- [Bargaining Units and Collective Bargaining Agreements \(CBAs\)](#)
- [Disabilities - Information for Employees](#)
- [Employee Assistance Program](#)
- [Faculty Handbook](#)
- [FMLA](#) (Family and Medical Leave Act)
- [Grievance Procedures](#) (union and non-union)
- [GTF Information](#)
- [New Employee Information](#)
- [Office of the Dean of Students](#)
- [Professional Development Course Offerings](#)
- **Reporting**
 - ["Campus Security Authority"](#) -- are you one and what does it mean if you are?
 - [Confidential Reporting Site](#) (for making reports to Internal Audit)

Website: Self-Help Resources

ABOUT THE OMBUDS PROGRAM

[Guiding Principles](#)

[Program Charter](#)

[Notice and Terms of Use](#)

Self-Help

We offer the resources below to help you think through issues you might be facing in your work or school life. We are happy to talk more about any of these problems or strategies. Just call 6-6400 or email ombuds@uoregon.edu to set up a confidential meeting.

Dealing with Supervisors

Build a more productive relationship with your manager! Follow the link to review materials on "managing up" and on dealing with abrasive bosses.

Roommate Conflicts

UO graduate student Nolan Kane (M.S., Conflict and Dispute Resolution, expected June 2016) researched and wrote his terminal project on how roommates can resolve disputes and make decisions effectively. His project contains a useful overview of conflict theory as well as practical tips and techniques.

Coming soon, resources around:

- Effective email
- What is mediation?
- Restorative justice
- Resilience
- Apologies and forgiveness

Ombuds Office: Before & After

1685 E. 17th Street | (A little ways off Agate on 17th)





Agenda Item #2

Overview of Graduate Education at the UO



Dean Scott Pratt, professor of philosophy began his tenure as Dean of the Graduate School on March 30, 2015. Dean Pratt was been the director of graduate studies in the philosophy department from 2012 and served as department head, director of undergraduate studies for the philosophy department and associate dean of the humanities during his 20-year career at the UO. Pratt's research and teaching interests are in American philosophy (including pragmatism, American feminism, philosophies of race, and Native American philosophy), philosophy of education, and the history of logic. He has published seven books and dozens of articles and received a Williams Fellowship for Outstanding University Teaching.



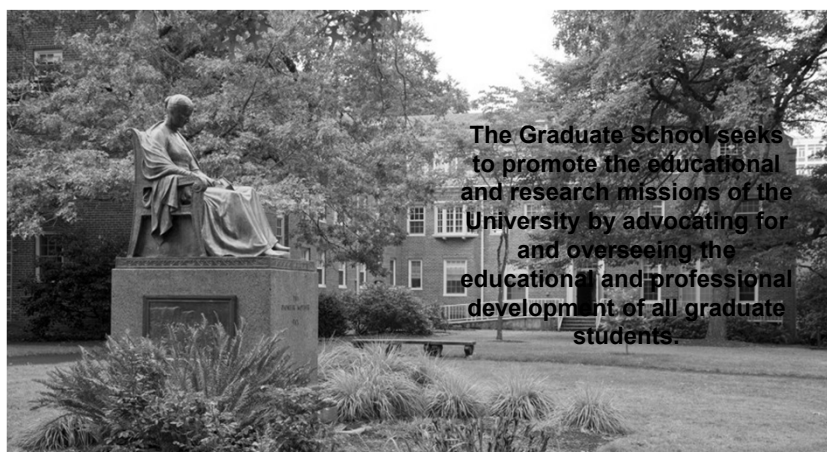
The Graduate School

June 2, 2016

Presenter: Scott L. Pratt, Dean of the Graduate School

Board of Trustees of the University of Oregon

The Graduate School



The Graduate School seeks to promote the educational and research missions of the University by advocating for and overseeing the educational and professional development of all graduate students.



Graduate Education

- Graduate Education at UO includes four kinds of degrees:
 - PhD (“Doctor of Philosophy”) (4 to 7 years)
 - Professional Doctorates: 3 to 7 years depending on the field.
 - DEd (“Doctor of Education”)
 - DMA (“Doctor of Musical Arts”)
 - JD (“Juris Doctor”)
 - Applied/Professional Masters Degrees (12 months to 3 years)
 - Research Masters (2-3 years)
- UO awards degrees in 44 doctoral (PhD and professional) and 77 master’s programs.
- The Graduate Faculty includes all research-active faculty, about 760 tenured and tenure-related faculty.
- Other members of the Graduate Faculty include Emeritus and Research Professors, Lecturers, and some Professors of Practice.



Graduate Education

- The University of Oregon enrolls about 3,200 graduate students; 2,800 enrolled through the Graduate School.
 - 1,200 students pursuing Doctoral Degrees
 - 1,600 students pursuing Master’s Degrees
 - 400 students pursuing Juris Doctor degrees.
- 32% of graduate students from Oregon, 55% from the US outside Oregon, and 13% are International.
- 51% are female; 10% from underrepresented racial/ethnic groups.
- About 1,600 graduate students receive Graduate Teaching and Research Fellowships.
 - 1,100 Doctoral students (about 170 of these supported by external grants)
 - 10 Law students
 - 520 Master’s students
- The Fellowship investment: \$56.2 million in 2014-15.



The Graduate School

Oversight

- Graduate Academic Experience
- Graduate Admissions
- Academic Policies and Procedures
- Membership in the Graduate Faculty

Administration

- \$3.5 million in direct funding to Graduate Students
- First Year Fellowships for new PhD students
- Promising Scholar Awards
- University Dissertation Fellowships
- Research support for individual graduate students.

Planning

- Annual Program Reports and Performance Metrics
- New program development

Support

- Professional development workshops
- GTF Training
- Career Planning and Placement
- Post-Doctoral Fellows

Fund Raising



Research and Graduate Education

- **The key to research success is the presence of talented, well-prepared, and creative doctoral students.**
- PhD degree production is an AAU Phase II indicator for membership.
- In 2014, UO awarded 145 PhDs.
 - Nearest AAU comparator, Stony Brook, awarded 270 PhDs.
- UO above AAU average specific quality metrics.
 - Average time to degree is 6.16 years, 4% better than AAU average.
 - Average completion rate is 66%; AAU average is 62%.
- In order to address the size and profile of our PhD programs, the Graduate School implemented a six part PhD plan.



Six Part Plan for Doctoral Education in 2015-16

1. **First Year PhD Fellowships.** Recurring \$800,000 for five years.
2. **Promising Scholar Awards** supporting incoming students from underrepresented groups. Recurring investment of \$100,000 and a one-time investment of \$100,00.
3. **PhD Recruitment.** One-time investment of \$100,000.
4. **PhD Dissertation Fellowships.** Funded in partnership other deans.
5. Establish **program success metrics.**
6. **Career Planning and Placement.** Recurring investment of \$90,000.



2016 Results

- Established **data collection** and annual program reports
- Implemented the first draft of program **success metrics** for distribution of First Year Fellowships.
- Awarded 13 **dissertation fellowships**, two funded by gifts.
- Fall 2016 first year PhD class will be 248, **up 60 students** (a 32% increase over 2015 and the largest class in five years)
- Promising Scholar **recipients increased** from 20 to 44.
- Established the **Future Stewards Program** in collaboration with Oregon's Nine Federally Recognized Tribes.
- Ran successful **student engagement programs** including the Graduate Research Forum; workshops on career planning, thesis writing, and GTF training; and the Three-Minute Thesis Competition.



Next Year

- Develop a vision for **Master's degree programs** in Eugene, Portland, and hybrid/online.
- Implement **new support programming** for Promising Scholars and PhD students interested in non-academic careers.
- Establish an **alumni task force** to advise the Graduate School.
- Design and implement a new **fundraising outreach strategy** for Graduate Education.





Agenda Item #3

University Diversity, Equity and Inclusion Initiatives Update

As you know, much activity has taken and continues to take place on campus with respect to diversity, equity and inclusion initiatives. President Schill and Vice President Alex-Assensoh will provide a brief update on those endeavors and, more importantly, have a discussion with the committee about next steps and institutional priorities.

As pre-reading, please find enclosed:

- Draft IDEAL Framework (open for public comment at the time of this distribution, and set to be final before the June 2 meeting).
- Letter from President Schill and VP Alex-Assensoh regarding progress toward requests made by the Black Student Task Force last fall.
- Communication from President Schill to the campus regarding his criteria for de-naming buildings and relevant process points/next steps.



IDEAL FRAMEWORK

A Commitment to Equity, Inclusion, and Diversity

May 12, 2016

Dear colleagues,

We are pleased to share with you the attached draft of the IDEAL Framework: A Commitment to Diversity, Equity, and Inclusion. This document represents more than two years of work by the university, and encompasses efforts of the University-wide Diversity Committee and the Division of Equity, Inclusion.

This framework is designed to help guide the University of Oregon as it works to make diversity, equity and inclusion a reality for all students, faculty, staff, alumni and community members. In order for this important work to be successful, the IDEAL Framework must be integrated into both the Strategic Framework and the presidential priorities of excellence, access and experience.

The IDEAL Framework directly complements our other strategic efforts in that it builds upon previous diversity plans. The current goals and objectives incorporated into the IDEAL Framework are aspirational and vital to enhance the diversity excellence of the university.

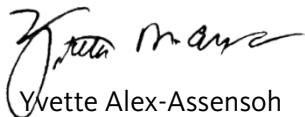
We have posted this draft for your review and comment. Please send any comments to feedback@uoregon.edu through Thursday, May 26. We will consider all feedback provided and then share with you a finalized version that will help carry us until the 2016-17 academic year and beyond.

Additionally, we wish to say a heartfelt “Thank you!” to all of the members of our campus and community who contributed to the IDEAL Framework process, especially those who served on the University-wide Diversity Committee.

Sincerely,



Michael H. Schill
President



Yvette Alex-Assensoh
Vice President for Equity and Inclusion

An Introduction to IDEAL

***“It is our responsibly as a public university
to create a learning and research
environment that seeks diverse perspectives,
demands equity and fosters inclusion.
-President Michael H. Schill***

The University of Oregon has three primary priorities – building its academic and research profile; ensuring student access and success; and offering a rich, diverse, and high-caliber educational experience. Diversity and inclusion are integral parts of each of these objectives.

In addition, the UO has three specific priorities within the area of diversity and inclusion, goals which both support and enhance the above priorities. Those include (i) creating a more robust pipeline for diverse students to enter the UO; (ii) increasing diversity among the faculty, staff, administrators, and students; and (iii) creating a more inclusive and welcoming campus environment for all faculty, staff, and students.

The Vice President for Equity and Inclusion, in collaboration with the University-Wide Diversity Committee (UWDC), has established an overarching framework through which the UO community can pursue diversity and inclusion. This “IDEAL Framework” contains five key desired outcomes: *Inclusion, Diversity, Evaluation, Achievement, and Leadership*. Each of these outcomes require various strategies and goals to begin, enhance, and sustain the work of diversity, equity and inclusion. Taken as a whole, IDEAL seeks to meet all three diversity and inclusion goals.

Each of the IDEAL outcomes is discussed here in turn, along with relevant strategies and initiatives to effectuate them. This framework is meant to guide decisions, debates, and actions across the entire university. Issues relating to equity and inclusion are not isolated to one or two departments; they permeate throughout the UO’s units, programs, and offices. Through the leadership of the Division of Equity, Inclusion and Diversity, the UO intends to have a coordinated approach to executing these strategies. The Division will work with various campus departments and units to develop individualized goals and appropriate metrics, as well as to analyze resources, assess timelines, and advise localized leadership.

As with many important endeavors, some of the strategies and initiatives suggested to meet diversity, equity and inclusion goals are resource-intensive. While not every initiative can be funded immediately, the underlying premise of each listed strategy is important and worthy of consideration in planning and decision making. Additionally, there must be thoughtful prioritization among strategies and initiatives which takes into account historical issues and inequities, relative impact, and available resources.

IDEAL → INCLUSION, Diversity, Evaluation, Achievement, Leadership

Students, faculty, staff, and administrators deserve a positive, equitable, and inclusive environment in which they can live, work, learn, and teach. The University of Oregon needs to be a welcoming, supportive and respectful community for people diverse in culture, identity, thought, perspective, and interests.

STRATEGIES AND INITIATIVES

- ✓ Develop and engage university departments and communities in opportunities that enhance campus climate and interpersonal communication.
- ✓ Develop and/or enhance statements about diversity, equity, and inclusion in university and departmental communications.
- ✓ Work to ensure accessibility for all students as it relates to classrooms, technology, and various other university services.
- ✓ Incentivize university actors to make diversity and inclusion a priority.
- ✓ Examine the utility of exchange and visitation programs which would enhance institutional priorities and the university's goals relative to diversity, equity, and inclusion.
- ✓ Better incorporate issues of equity, implicit bias, and cultural understanding in centralized and departmental human resources initiatives such as searches, onboarding, training, and exit interviews.
- ✓ Provide more educational opportunities for students, faculty, administrators, and staff across campus to learn more about inclusive behaviors and cultural competency.
- ✓ Enhance existing and, where appropriate, create new physical spaces for cultural and educational activities that promote inclusion.

The term “diversity” can be defined in a number of different ways. The UO looks at it broadly and inclusively, encompassing race, disability, thought, culture, religion, sexual orientation, gender, and economics. The UO seeks to promote further diversity among its faculty, staff, and student body through active recruitment and intentional retention.

STRATEGIES AND INITIATIVES

- ✓ Put in place national best practices for the recruitment and retention of graduate and undergraduate students with an overall aim of increasing the population of diverse students at the university.
- ✓ Increase and improve pathway and bridge programs for diverse students to ensure greater awareness of the UO and its opportunities as well as engagement with the UO.
- ✓ Examine and implement strategies to retain faculty and staff from typically underrepresented and underserved populations.
- ✓ Develop a network of UO employees, students, alumni, and friends to strengthen community connectivity and support diverse students, faculty, and staff as they work toward reaching personal and professional goals.
- ✓ Develop and implement formal and experiential learning opportunities for students and employees to acquire knowledge and skills with respect to issues of diversity.
- ✓ Support academic projects (e.g. research, curriculum development) on topics that lend themselves to diverse perspectives.
- ✓ Bring to campus scholars from diverse backgrounds to enrich academic discourse and education.
- ✓ Establish and support employee resource groups to enhance professional development opportunities for faculty and staff.

Research universities produce and preserve knowledge, often relying on evidence, data, and robust analyses. The UO seeks to incorporate unbiased evaluations of the implementation of strategies and initiatives employed to meet institutional goals relating to diversity, equity and inclusion. The UO seeks to establish key metrics and reporting structures necessary to ensure accountability and an inclusive process of review.

STRATEGIES AND INITIATIVES

- ✓ Require each academic and administrative unit to set goals periodically for diversity, equity, and inclusion that align with the goals of the IDEAL Framework and fit their unique circumstances.
- ✓ Develop a standard biennial assessment both centrally and the unit level through which leadership can assess successes, challenges, and opportunities in effectuating their diversity, equity, and inclusion goals.
- ✓ Engage campus departments and programs in evaluating existing diversity, equity, and inclusion initiatives and efforts, and—through collaboration with the Division of Equity, Inclusion and Diversity—establish appropriate and measurable opportunities for improvement.
- ✓ Assess the use of communications tools to educate the community on issues of diversity, equity, and inclusion; and then develop targets and tactics to improve overall outreach.
- ✓ Establish intra-university and university-community partnerships based on proven best practices, and identify measurable goals and outcomes for such partnerships.
- ✓ Create articulable goals for the Division of Equity, Inclusion and Diversity, review and assess the Division's programmatic activities, and provide a report stressing measurable outcomes.
- ✓ Align existing university resources expended on diversity, equity, and inclusion initiatives with programs and initiatives that have a proven track record of success and impact.

The UO is committed to achievement and success for all of its students, faculty, staff, and alumni. All students—no matter what their background—deserve to succeed and graduate in a timely manner from the institution. All faculty—regardless of race, religion, ethnicity, sexual preference, or physical ability—deserve the resources and encouragement to flourish. All staff similarly must be given tools to succeed at their jobs and advance their careers. The UO is also committed to the ongoing success of all of its alumni.

STRATEGIES AND INITIATIVES

- ✓ Increase the number of awards for diversity-related scholarship, research, teaching, community engagement, and/or exemplary work.
- ✓ Increase undergraduate and graduate student participation in cultural and international experiences.
- ✓ Provide additional avenues for graduate and undergraduate students to participate in scholarship and fellowship programs or other avenues of recognition, especially those who are traditionally underrepresented in such areas.
- ✓ Expand opportunities for students, faculty and staff to participate in professional development.
- ✓ Create a competitive grant program to provide opportunities for units and programs to receive funding to advance impactful work on diversity and inclusion, especially where such work can be sustainable and scalable.
- ✓ Provide enrolled undergraduate and graduate students with the social, academic, and/or financial support that will enable them to succeed at the university.
- ✓ Enhance existing pathway programs and create bridge programs to strengthen the academic preparation of high school, community college, and enrolled undergraduate students for success at the UO.
- ✓ Recognize work and achievement by UO alumni in the area of diversity, equity, and inclusion.

IDEAL → Inclusion, Diversity, Evaluation, Achievement, LEADERSHIP

Diversity, equity, and inclusion must be part of the agenda of all leaders of the University of Oregon. From the president to department chairs, from the ASUO president to the president of the University Senate, all leaders need to promote the university's values in both plans and action. The Division of Equity and Inclusion will play the central role on campus in promoting equity and inclusion; in supporting the efforts of leaders to achieve diversity, equity, and inclusion; and in tracking progress toward meeting those objectives.

STRATEGIES AND INITIATIVES

- ✓ Include evaluations of commitment to diversity, equity, and inclusion as part of the hiring process for leadership.
- ✓ Articulate statements and goals regarding diversity, equity, and inclusion.
- ✓ Include as part of performance reviews the records of leaders in promoting diversity, equity, and inclusion.
- ✓ Establish conscious recruitment strategies and hiring objectives tailored to the needs of particular units with respect to under-represented faculty, staff, and administrators.
- ✓ Engage development officers throughout the university with leadership in the Division of Equity and Inclusion to identify, pursue and realize opportunities for philanthropic support for diversity, equity, and inclusion priorities.
- ✓ Develop and promote programs that mentor and prepare members of under-represented groups for leadership opportunities at the UO.
- ✓ Share best practices for achieving diversity, equity, and inclusion throughout the university.
- ✓ Ensure that the Division of Equity, Inclusion, and Diversity deploys its resources to achieve maximum effectiveness in its mission of leading efforts on campus.

APPENDIX I

IDEAL Framework Development History

In 2013, President Michael Gottfredson affirmed the centrality of diversity, equity and inclusion to the UO's academic mission. He charged the campus—as well as friends of the university and community partners—to work together to assemble an overarching strategic framework for diversity, equity and inclusion. His charge included the need to develop metrics and evaluative tools to measure performance and drive accountability.

The Vice President for Equity and Inclusion (VPEI), in collaboration with the University-Wide Diversity Committee (UWDC), presented a report to then-Interim President Scott Coltrane and then-Acting Provost Frances Bronet in 2014. Coltrane and Bronet commended the UWDC's work and encouraged it to prioritize strategies for finalization.

After President Michael Schill's appointment in July 2015, the Division of Equity, Inclusion and Diversity—and the UWDC—worked to ensure the IDEAL Framework 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 developing IDEAL, the planning team, led by the Division of Equity, Inclusion and Diversity, consulted with several universities, hosted a Diversity Expert in Residence Program, engaged in a listening tour, hosted a day-long symposium on best practices, facilitated focus groups, and held a campus town hall meeting to receive feedback. Additionally, an independent firm conducted an environmental scan of the UO's diversity and inclusion climate as well as a review of previous campus-wide and unit-wide climate data.

A heartfelt “thank you” is due to all members of the UWDC, Division staff, and members of the broader campus community who participated in the development of IDEAL.

APPENDIX II

University-Wide Diversity Committee Members (*Also Served As a Chair during a Portion of Their Tenure)

Three Years of Service

Yvette Alex-Assensoh
Sara Clark
Katie Harbert

Sari Pascoe*
Daniel Pascoe Aguilar*
Margaret Savoian

Paul Shang

Two Years of Service

Kit Alderdice
Jaye Barlous
Doug Blandy
Bruce Blonigen
Laura Bovilsky
Tayah Butler*
Beth Campbell
James Chang*
Scott Coltrane
Nicole Commissiorig
Kathy Cooks
Ken Doxsee

Stephen Dueppen
Johnny Earl
Pam Farmer
Karen Ford
Jennifer Geller
Suzanne Hanlon*
Jane Irungu*
Shasta Jennings
Holly Johnson
Teri Jones
Carrie Leonetti
Scott Morrell

Amy Neutzman
Melissa Pena
Maureen Procopio*
Jim Rawlins*
Phil Romero
Greg Rikhoff
Diana Sobczynski
Kirstin Sterner
Shane Turner

One Year of Service

Nick Allen
Amber Andri*
Allison Apana
Mary Ann Ayson
Randy Babbitt
Jill Baxter
Andy Berglund
Jim Blick
Jim Bouse
Jim Brooks
L. Jane Brubaker
Jennifer Burton
Bob Bussel
Analinda Camacho
Brooke Carroll
Matt Chambers

Hana Chan
Bill Chandos
Steven Chatfield
Rosa Chavez-Jacuinde*
Charise Cheney
Mike Cowles
Carolyn Craig
Audrey Cramer
Jane Cramer
Cristine Cullinan
Guyna Daniels
Edward Davis
Lorraine Davis
Kassia Dellabough
Louis DeMartino
Suzan Dennisa

Joseph DeWitz
Andre Djiffack
Rodney Dorsey
Mike Duncan
Stan Dura
Becky Dusseau
Edward Earl
Lynn Egli
Cheryl Ernst
Karen Esquivel
Kassy Fisher
Linda Forrest
Lisa Freinkel
Dennis Galvan
Michelle Garibay
Susan Gary

Hilary Gerdes
Miriam Gershow*
Jonathan Graham
Jenna Greenwood*
Michael Griffel
Gordon Hall*
Beth Harn
DeAnna Heying
Dawn Helwig
Carolina Hernandez
David Ho-Sang*
Dan HoSang
Jill Howe
Dave Hubin
Antonio Huerta
Karen Hyatt
Christina Jackson*
Jonathan Jacobs
Lisa James
Keisha Janney
Barbara Jenkins
Claire Johnson
Kimberly Johnson
Lacey Johnson
Christy Jones
Jeff Jones
Daphne Joubran
Angela Joya
Loren Kajikawa
Shelly Kerr
Moiria Kiltie
Kati Kronholm
Christian Larson*
Jennie Leander
Mariko Lin
John Lockhart
Christine Lonigan
Resa Lovelace
Kathryn Lucktenberg
Katie Lynch

Betina Lynn
Margaret Mahoney
Mohsen Manesh
Bonnie Mann
Kevin Marbury
Chicora Martin
Chelsea Mattson
John McCole
Cortney McIntyre*
Erin McKenna
Pravy Melata
Starr Miller
Laurie Mills
Lauren Moe
Patrick Moore
Brooks Morse
Melanie Muenzer
Brooke Muller
Chris Murray
Jorge Navarro
Nancy Nieraeth
Jeff Nunes
T. Anil Oomen
Erycka Organ
Eugene Organ
Pam Palanuk
Melina Pastos
Angie Peatow*
Lisa Peterson
Shari Powell
Rita Radostitz*
Wedell Raiford
Jenna Rakes
Horace Raymond
Nancy Resnick
Eric Richardson
Shannon Rose
Mark Ruckwardt
Sonja Runberg
Sue Russell

Heidi Sann
Thana Schafer
Ann Schaffer
Grant Schoonover
Ellen Scott
Larry Seno
Azim Shariff
Tim Shearer
Sara Sheikh
Andrew Shiotani
Abigail Silva
Holly Simons
Craig Smith
Michael Smith
Terry Smith
Priscilla Southwell
Carol Stabile
Lynn Stephen
Karen Stokes
Surendra Subramani
Krystal Sundstrom
Jody Sykes
Vanessa Teck*
Roger Thompson
Courtney Thorsson
David To*
Ana Vaquer-Flynn
Hannah Vasey-Vehrs
Anselmo Villanueva
Jane Waite
Bruce Waltz
Faith Wellman
Chance White Eyes*
L. Fountain Williams
Mary Wood
Stephen Wooten
Ed Wolf*
Stacy York
Naomi Zack*

April 26, 2016

Dear campus community,

One of the hallmarks of a great university is that it does not shy away from tough questions or difficult topics, be they cultural, theoretical or scientific. Rather, a great university embraces challenges and applies intellectual, academic, and research rigor to delivering solutions that move the community, the nation, and the world forward to make it better.

In this case, the challenging issue for the University of Oregon is one of enhancing our commitment to diversity and inclusion. Ensuring that all UO students have a world-class campus experience is one of this administration's top priorities. We are dedicated to doing all we can to foster a campus climate that embraces diversity, encourages equity and values inclusion. In particular, we recognize that we can and must do more as an institution to meet the needs of black students. We cannot and will not shy away from this conversation, and today we are pleased to share some of the progress we've made to address this important issue.

In December, following a rally on campus, the Black Student Task Force released a list of demands, highlighting specific action steps the university can take to enhance diversity and inclusion on campus. This list prompted more dialogue, and 13 working groups were created to address concerns raised by members of the BSTF. Those groups – led by university senior leaders and comprised of faculty, staff and students – have been meeting through the winter and spring to review promising practices in each of these areas, analyze the opportunities as well as the challenges and to develop meaningful action steps for moving forward. In collaboration with UO faculty, staff, and administration, members of the BSTF have been an integral part of developing these recommendations, and we want to recognize and thank our students for their input and partnership. We will continue to work with BSTF, and other stakeholders within the UO community, as we endeavor to strengthen services and resources that support equity and inclusion.

Recommendations that are moving ahead include:

- **African American Opportunities Program** – Beginning in fall 2016, the university's Enrollment Management team will significantly expand its efforts to attract and recruit African American students, including programs and activities that enhance the UO's outreach to and partnership with African American students, their families and community partners. This will also include additional staff who are experienced in working with the African-American community.
- **Fraternity and Sorority Life** – Beginning in fall 2016, the university will invite six historically black Greek letter organizations to the UO to become part of Fraternity and Sorority Life, including:
 - Alpha Phi Alpha Fraternity
 - Alpha Kappa Alpha Sorority
 - Delta Sigma Theta Sorority

- Omega Psi Phi Fraternity
- Phi Beta Sigma Fraternity
- Zeta Phi Beta Sorority

Exploratory information sessions will begin this spring term. The UO will work with civic organizations from Eugene as well as black faculty and staff who are members of these Greek organizations to promote and encourage the success of this initiative.

- **Academic Residential Community** – The Ujoma Pan-African Scholars Academic Residential Community will be launched in fall 2016. It will accommodate 25 students and will be housed in the Living-Learning Center.
- **Student Advisory Boards** – Beginning in fall 2016, an African American advisory group will be added to the existing multicultural Student Leadership Team in the Division of Equity and Inclusion to assist with the development of strategies related to African American student retention and advising. This group will be comprised of faculty, staff and students.
- **Speakers Series, Seminars and Workshops** – The African American Presidential Lecture Series will bring a range of African American scholars and practitioners to campus – authors, scientists and innovators, world leaders, game-changing policy makers, authors and artists – to share concepts, information and perspectives for the intellectual enrichment and development of the UO community. Speakers next year will include Ta-Nehisi Coates, author of *Between the World and Me*, and Dr. Kelly Mack, vice president for undergraduate STEM education at American Association of College and Universities. These events are being scheduled and more details will be provided as soon as they become available. We also will seek input from across campus as we create a list of additional prospective lecturers.
- **Diversity Data** – Beginning immediately, the university will publish campus diversity data at <https://inclusion.uoregon.edu/content/facts-and-figures>. This includes a link to published safety data from the Annual Campus Security and Fire Safety Report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The university will annually review the data that is provided on this site and add or change data as new information becomes available.

These six initial investments reflect a commitment to enhancing the recruitment and retention of black students on our campus, but they are only the beginning. We are analyzing recommendations recently received on the remaining issues, including building de-naming, advising and retention, faculty hiring, scholarships, and more. We will make decisions on these outstanding recommendations or refer them to the appropriate university body in a timely manner, and our sincere expectation and hope is that we will be able to make progress on each proposal. We are committed to completely analyzing the issues, examining their feasibility, assessing available resources, studying alternatives, sharing progress and moving forward in a thoughtful and reasoned way.

We want to again thank members of the Black Student Task Force for raising these important issues about race, diversity and inclusion on the UO campus. We have much work to do, and will continue to engage the campus in this important dialogue.

Michael H. Schill
President, University of Oregon

Yvette M. Alex-Assensoh
UO Vice President for Equity and Inclusion

May 6, 2016

To: Members of the University of Oregon Community
From: President Michael H. Schill
Re: Process for considering the denaming of Deady and Dunn Halls

Debates concerning university building and statuary naming and denaming decisions have placed several important issues front and center across the nation. One particular issue is the challenge many prestigious universities face as they grapple with how to recognize historic figures whose opinions and views have proved to be abhorrent by today's moral standards. It's a challenge, too, for the University of Oregon as well as a leadership opportunity. As an institution that embraces diversity and understands the critical importance of inclusion in preserving the university's status as a flagship public research institution, the UO stands on the shoulders of prior generations of Oregonians. These architects and builders of its excellence and its legacy included people who, like many of their generation, fostered—and sometimes championed—supremacist ideologies and exclusionary practices that are anathema to the values of the university today. Thus, the university struggles, like many of its peers, with the challenge of how to honor the legacy of those who created the strong institution we value today, while acknowledging and grappling with their often deeply flawed personal views and hateful actions.

Our goal must be vigilance in celebrating the diversity of races, ethnicities, religious perspectives, genders, sexualities, and ideologies that empower our intellectually vibrant community, while acknowledging the flaws and the strengths of those who contributed to the university's legacy, some of whose flaws have been too long ignored. Just as this nation wrestles with the need to acknowledge the deep personal flaws of many of its Founding Fathers, while still appreciating the sacrifice and foresight they brought to the creation of our republic, the University of Oregon must examine the entire legacy of those whose efforts created our institution. We must acknowledge that an uncritical celebration of those whose thoughts and actions contributed to historic oppression adds to an environment that is perceived as hostile and unwelcoming to many people whose contributions are today so critical to the success of the university and society at large.

It is within this context that the University of Oregon, as a leading research institution that encourages lifelong learning as well as academic excellence, will take on the question of whether the names of Dunn and Deady Halls should be changed, using the process and the criteria set forth below.

In February, I charged a working group of faculty and staff members, students, and community members to suggest to me a set of criteria for denaming buildings on campus. I received that report and a separate report written by one member of the working group. Over the ensuing weeks I have consulted with a variety of faculty members and representatives of various campus constituencies, including some deans, members of the Black Student Task Force, and senior administrators. I would very much like to thank the working group for its careful analysis of the

problem. Similarly, I would like to thank the Black Student Task Force for bringing the matter to my attention and for providing me with valuable insight and advice.

After these consultations and a good deal of reflection, I have decided to implement the following criteria and process to address the question of whether the names of Dunn Hall and Deady Hall should be changed. The criteria, while informed by the efforts of the working group on denaming buildings, are my work product and not theirs. Building on their recommendations, and after deliberation and consultation, I have determined to follow this process for an examination of whether to rename Dunn Hall, Deady Hall, or both.

Criteria for Denaming Dunn and/or Deady Halls

A building shall be considered for denaming if the person for whom a building is named acted in one of the following ways:

1. Actively sponsored legislation or lobbied on behalf of laws and policies that perpetuated historic and contemporary acts of genocide and indigenous dispossession, slavery or internment, and/or promoted exclusionary migration or immigration laws, restrictive naturalization and voting laws, antisecession laws, alien land laws, and laws or practices promoting racial segregation in housing and public accommodations.
2. Promoted violence against an individual or group based on race, gender, religion, immigration status, sexual identity, or political affiliation.
3. Was a member of a nongovernmental organization or society that promoted or engaged in acts of violence or intimidation targeting individuals or groups based on race, gender, religion, immigration status, sexual identity, or political affiliation?
4. Engaged in practices, behaviors, or other actions that contravene the values articulated in the university's mission statement and bring infamy or dishonor to the university.
5. Demonstrated discriminatory, racist, homophobic, or misogynist views that actively promoted systemic oppression, taking into consideration the mores of the era in which he or she lived.
6. Failed to take redemptive action, particularly in the context of the specific actions and behaviors set forth above.

Procedures

I will appoint a panel of three historians with demonstrated knowledge of the history of the state of Oregon and charge that panel with the task of examining the commemoration of Dunn and Deady Halls in light of the criteria set forth above. Specifically, the panel will be asked to evaluate whether Matthew Deady or Frederic Dunn engaged in the actions or behaviors set forth in the first five enumerated criteria above and, if so, whether their lives showed evidence of redemption (criterion number 6).

The panel will be asked to seek input from a broad array of sources, focused on information from the historical record. To the extent relevant information is available from persons outside the group, they should feel free to contact those individuals.

Once the panel of history experts reports back to me, a moderated webpage will be established by the university on which the report will be published and where individuals will be able to register their own views on whether the halls should be renamed. To the extent practical, information on the historical records of Dunn and Deady will also be published on the website.

I will take under consideration the reports of the panel of history experts, the material posted on the website, and any other relevant information, and decide whether to recommend the denaming of Deady and/or Dunn Halls to the Board of Trustees of the University of Oregon. If I decide to recommend a denaming of one or both buildings, I will forward that recommendation to the board for final decision. If I decide not to recommend such a denaming, the matter will be deemed closed.

Regardless of whether I recommend denaming the halls to the board, I will entertain appropriate steps by which the university may acknowledge the full and accurate record of Dunn and Deady's impact on the history of the university and the state of Oregon—and commit to the following:

1. The creation of interpretive displays to be erected in a prominent place in Dunn and Deady Halls explaining each building's history, the history of those with whom the buildings were affiliated, and how those histories might be viewed in their own times and in contemporary Oregon.
2. A program for the installation of interpretive apparatuses, as appropriate, in selected campus buildings, statuary, and other permanent commemorative installations that outline their respective histories, the histories of those after whom they've been named, inclusive of all historical information.
3. Genuine efforts to erect other representative icons on campus that speak to the contributions of underrepresented peoples at the university, in the region, across the state, and throughout the United States at large.

-end-