

February 17, 2008

James C. Bean
 Senior Vice President and Provost
 202 Johnson Hall
 1258 University of Oregon
 Eugene, OR 97403-1258

Dear Provost Bean:

It is with great pleasure that I write to you today as Academic Chairwoman for the ASUO Senate to share the body's thoughts with regard to the second draft of the Academic Plan, dated January 12, 2009. The ASUO Senate commends the hard work and vision that has gone into formulating this iteration of the Academic Plan.

The ASUO Senate values goals and objectives that correspond to the "SMART" model:

- Specific
- Measurable
- Achievable
- Results oriented
- Time bounded

As a body, we feel such goals are evidenced (in whole or part) throughout the plan, particularly in the following examples:

- Page 9 – Institution size, increase from 20,300 students to 24,000 students
- Page 9 – Graduate students, increase from 15 percent to 19 percent (excluding law)
- Page 9 – Faculty size, increase tenure-track faculty from 100 to 125
- Page 11 – Internationalization, increase the number of students who participate in study abroad from 25 percent to 33 percent

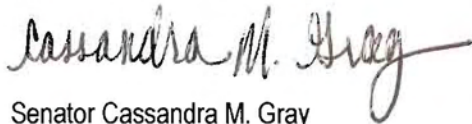
The ASUO Senate looks forward to the inclusion of "SMART" goals in the following areas of the final Academic Plan:

- Page 8 – Selective flagship institution, integration of current or planned recruitment initiatives to increase the applicant pool from "Oregon's diverse communities, other states, and the world."
- Page 8 – Access, the ASUO Senate recognizes that specific financial aid models vary from year to year, especially in today's economic conditions, but the body requests that additional detail be included on reducing financial barriers to higher education, particularly for middle class and minority students.
- Page 8 – Access, development of the concept of reducing non-financial barriers to education for "first generation and English as a second language" students.
- Page 9 – Faculty size and quality, establishment of specific goals for increasing the number of women and minority tenure-track faculty (both recruitment and retention).
- Page 9 – Out-of-State and International Undergraduate Students, quantifiable goals regarding, "We also intend to increase the number of domestic students from under-represented ethnic and racial groups."
- Page 11 – Leadership in Diversity, quantifiable goals regarding, "...we intend to lead the state and region in the recruitment and retention of students, staff and faculty from diverse backgrounds."

- Page 11 – Undergraduate Retention, additional breakdown of retention goals as they specifically relate to minority students across campus and female students in areas of study such as business, mathematics, and the sciences. The ASUO Senate envisions an opportunity for the development of a comprehensive retention program utilizing elements of the Freshman Interest Group (FIG) as well as models from other institutions with successful retention initiatives such as Purdue University's Minority and Women in Engineering Programs:
<https://engineering.purdue.edu/MEP/>
<https://engineering.purdue.edu/WIEP>
- Page 12 – Graduate Student Recruitment, Retention and Success, development of objectives related to minority and women graduate students.

On behalf of the ASUO Senate I would like to thank you for your time and consideration of these comments. Please do not hesitate to contact me at cgray3@uoregon.edu regarding any of the elements presented in this letter.

Best regards –



Senator Cassandra M. Gray
ASUO Senate Academic Chairwoman
Senate Seat 17, Graduate/Law