



# PPPM 610

## VISUAL COMMUNICATIONS

WINTER 2023

CRN 24307, 4 CREDITS

Instructor: Anne Brown, PhD

[abrown33@uoregon.edu](mailto:abrown33@uoregon.edu)

541-346-2112

Class: Monday & Wednesday / 12:00-1:20pm / McKenzie 445

[canvas.uoregon.edu](https://canvas.uoregon.edu)

Office Hours: Wednesday 9:30-11:30am and by appointment

Sign up at <https://annebrown.youcanbook.me>

### COURSE OVERVIEW

As planners, policy makers, administrators, and managers, communicating ideas and visions effectively to a wide variety of audiences is a key part of practice. In both the public and private sector, graphic presentation and visual communication products have become increasingly important to engage stakeholders, advocate for positions, and encourage participation. Clear writing, effective presentations, and exchanging constructive feedback are likewise critical in the professional world. This course aims to develop skills including: graphic representation of ideas, written and verbal presentation, design software knowledge, and supportive critique of others' work. This course provides a strong foundation in Adobe Illustrator and InDesign.

### LEARNING OUTCOMES

At the end of the course, students will be able to employ design principles to communicate ideas in a clear, succinct, and engaging manner. Specifically, students will be able to:

1. Select font and color schemes to effectively convey tone and meaning for a project
2. Communicate ideas through original infographics
3. Present spatial information tailored to appropriate contexts
4. Develop layouts for effective documents and presentations
5. Supportively critique others' work to enhance collaboration
6. Create tables, graphs, and figures that clearly communicate ideas and findings
7. Communicate effectively about both qualitative and quantitative data through a combination of written and visual media

### INCLUSION STATEMENT

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

The College of Design promotes the strengths of our multicultural community through the Equity and Inclusion Committee. For more information about the Equity and Inclusion Committee and other student resources, please see

<https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/>

## COURSE MATERIALS

You do not need to purchase any textbooks for this course; all reading materials are posted on Canvas, available at the Design Library located in Lawrence Hall, or available free as an e-book through the UO Library. You should read or watch all required materials prior to the start of class.

The primary book referenced throughout this course is: Schwabish, Jonathan. 2017. *Better presentations: a guide for scholars, researchers, and wonks*. Columbia University Press. This book is available as an e-book for free through the UO Library website.

## WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

Assignments are due at 12:00pm unless otherwise noted. Outside images are due at 10:00am. Asterisks (\*) denote days that Outside Images may be submitted; see below for full assignment descriptions.

Date	Topic	Readings	Assignments Due
Typography, Color, and Meaning			
M 1/9 (Week 1)	Course Overview, Giving constructive feedback, Basic InDesign & Illustrator tools	<b>Video</b> The Best Graphic Design in the World 2017  Schwabish, J. (2017). "Better Presentations." <i>Introduction</i> . p.1-6.  Urban Institute. (2020) "Applying Racial Equity Awareness in Data Visualization."	
W 1/11 (Week 1)	Font, scales, images	<b>Video</b> The History of Typography <b>Video</b> 10 rules to help you rule type  Canva. 2020. "How to Use Fonts Effectively."  Schwabish, J. (2017). "Better Presentations." <i>Type</i> . p.51-61.	*
M 1/16			

(Week 2) <b>NO CLASS</b>  Dr. Martin Luther King Jr. Day			
W 1/18 (Week 2)	Conveying meaning through color, Illustrator skill-building	<b>Video</b> Beginning Graphic Design: Color  Schwabish, J. (2017). "Better Presentations." <i>Color</i> . p.30-50.	* Design proposal
Layouts, Visual Hierarchy, the Grid			
M 1/23 (Week 3)	Composition	Kliever. 2018. The Design School guide to visual hierarchy.	* Illustrator skill-builder
Maps, Symbology, and Communicating Spatial Data			
W 1/25 (Week 3)	Communicating spatial information	Tyner, J. A. 2010. "Principles of Map Design."  <ul style="list-style-type: none"> <li>• Ch. 1 Introduction. p.7-12.</li> <li>• Ch. 2 Planning and Composition. p.18-41</li> <li>• Ch. 3 Text Material and Typography. p.43-48</li> <li>• Ch. 5 Scale. p.73-78</li> <li>• Ch. 8 Basics of Symbolization. p.131-144</li> </ul>	* Style Guide
M 1/30 (Week 4)	In-class Maps workshop: layers, pen tool, image trace		(Lab) Layers
Infographics & Icons			
W 2/1 (Week 4)	Types of data, data selection, using data to tell a story	<i>Medium</i> . 2017. "How to properly tell a story with data—and common pitfalls to avoid."  <i>Shoup</i> . 1997. "The Pedigree of a Statistic." <i>The ACCESS Almanac</i> .  <i>Stikeleather</i> , J. 2013. "How to Tell a Story with Data." <i>Harvard Business Review</i> .	(Lab) Maps Workshop  Maps due Fri 2/3 at 12:00pm
M 2/6 (Week 5)	Infographics & Icons	<i>Medium</i> . 2015. Infographics 101.	*
Charts, Graphs, Figures, and Tables			
W 2/8 (Week 5)	Charts, graphs, and tables	Schwabish, J. 2017. "Better Presentations." <i>The Data Visualization Slide</i> . p.93-107.  Bales. 2017. "Designing Charts—Principles Every Designer Should Know." <i>Medium</i> .	* (Lab) Infographic due at 12:00pm  Infographic Assignment – due Fri 2/10 at 12:00pm

		Shoup, D. 2002. "Roughly Right or Precisely Wrong." <i>ACCESS Magazine</i> 5(2), p.20-25.	
<b>Communicating Qualitative and Quantitative Data</b>			
M 2/13 (Week 6)	Quantitative data: how to write about numbers	Pen & the Pad. 2018. "How to Write a Quantitative Analysis Report."	(Lab) Table/graph/chart
W 2/15 (Week 6)	Qualitative data: writing about and visualizing qualitative data	<b>Video</b> Educational Foundations and Research, University of North Dakota. 2014. "Writing Tip #3: Writing Qualitative Findings Paragraphs."	Oregon by the Numbers (Quantitative write up)
<b>Designing Online</b>			
M 2/20 (Week 7)	Dashboards	Bakusevych. 2018. "10 rules for better dashboard design." <i>Medium</i> .	* Qualitative write up
W 2/22 (Week 7)	Websites & Data Visualization Online	Abrosimova, Nadiya. (2020). Accessibility checklist to design products that people will love...and use. UX COLLECTIVE.	(Lab) Dashboard
<b>Photoshop 101</b>			
M 2/27 (Week 8)	Photoshop 101		(Lab) Designing online
<b>Posters</b>			
W 3/1 (Week 8)	Posters	(Optional) <b>Video</b> American Journal Experts. "Making a better research poster."	* (Lab) Photoshop 101
<b>Putting it All Together</b>			
M 3/6 (Week 9)	In-class workshop (attendance optional)		
W 3/8 (Week 9)	In-class workshop (attendance optional)		
M 3/13 (Week 10)	In-class poster presentations (1)		Poster presentation (or 3/15)
M 3/15 (Week 10)	In-class poster presentations (2)		Poster presentation (or 3/13)
M 3/20 10:15am- 12:00pm	Final poster fair, Hayden Gallery, Lawrence Hall		Final poster due to Canvas *and printed* by 10:15

## GRADING COMPONENTS AND CRITERIA

All assignments should be submitted online via Canvas as a pdf. If you have technical issues submitting your assignment, take a screen-shot of your computer screen showing the error and email me immediately with both the screenshot and assignment attached. Submitting times and formats are described in detail in each assignment description.

## ASSIGNMENTS

This course is broken down into weekly labs and assignments to build your design and technical skills throughout the quarter and provide you with frequent feedback from both your peers and the instructor. Weekly assignments build into a final product (poster) at the end of the quarter. You are expected to revise your weekly assignments based on peer and instructor feedback in

order to create a professional final product. You will receive instructor feedback on weekly assignments within 72 hours after its due date.

Assignment due submission times vary:

- **Outside images:** due 10:00am on the due date.
- **Assignments and labs:** due 12:00pm on the due date.

Full assignment descriptions are posted on Canvas and will also be discussed in class.

	PPPM610	Due Date	Link with Learning Objective
<b>Attendance</b>	<b>5%</b>		1, 2, 3, 4, 5, 6, 7
<b>Outside image presentations</b>	<b>5%</b>	Varies (*)	5
<b>Labs / Skill Building</b>	<b>35%</b>		
Layers	5%	1/30	3, 4, 5
Maps Workshop	5%	2/1	3, 4, 5
Infographic	5%	2/10	2, 4, 5
Table/Graph/Chart	5%	2/13	5, 6
Dashboards	5%	2/22	4
Designing Online	5%	2/27	1, 4, 7
Photoshop 101	5%	3/1	1, 4, 6
<b>Assignments</b>	<b>55%</b>		
Design Proposal	5%	1/18	
Illustrator Skill Builder	5%	1/23	
Style Guide	5%	1/25	1, 5
Map	5%	2/3	
Infographic	5%	2/10	2, 4, 5
Oregon by the Numbers	5%	2/15	1, 2, 4, 6, 7
Qualitative write up	5%	2/20	1, 4, 6, 7
Poster pin-up	5%	3/13 or 3/15	1, 2, 3, 4, 5, 6, 7
Final poster	15%	3/20	1, 2, 3, 4, 6, 7
	<b>100%</b>		

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## CLASS PARTICIPATION

**Attendance:** You are expected to attend every class, and 5 percentage points of your overall grade reflect class attendance. You are permitted three unexcused absences. Beyond that, you will lose one participation point for every unexcused absence. For example, if you miss four classes, you will earn four attendance participation points; if you miss five classes, you will earn three points. Please communicate with me if issues arise that will mean a prolonged absence from class.

This is an in-person course: that means that, unlike asynchronous online/ASYNCR WEB courses, we will meet during scheduled class meeting times in (class location). I will accommodate absences as described in the Absences policy. If you need additional flexibility, UO encourages you to consider ASYNCR WEB courses. If you need accommodation related to disability, you can request those by working with the Accessible Education Center. (<https://aec.uoregon.edu>)

Class consists of many group discussions and activities, including constructively critiquing others' work and reflecting on your own. Being a strong group member requires 1) preparing for class by completing assignments, 2) contributing actively in the discussion, 3) listening and providing courteous and constructive feedback to other group members' work, and 4) reflecting on your ideas work and the ideas of others. As you work in groups, I will circulate between breakout rooms to observe your contributions. Your contribution to group work in class will make up the remaining five points for class participation.

## EXPECTATIONS FOR ASSIGNMENTS

All assignments are expected to be presented in professional formats and free of grammatical or spelling errors.

A few general guidelines for assignments:

- **Consider your audience.** Audiences in planning range from field experts (the head of a Department of Planning) to the general public, with little background knowledge of the issue at hand. Keep in mind who you are writing or designing for and choose both your wording and content appropriately.
- **Reference Sources.** Any quote or data you use (for tables, charts, graphs, etc.) must be attributed to the original source. Quotes (two or more consecutive words) should be in quotation marks and cited with the author and page number (where applicable). Either footnotes or in-text citations are acceptable. You may use any form of citation style (MLA, Chicago, APA, etc.) so long as you are consistent. Data citations should be provided under tables, graphs, or figures.
- **Always Proofread.**

## GRADING

### OVERALL AND ASSIGNMENT GRADES:

94+	A	65-69	C
90-93	A-	60-64	C-
85-89	B+	55-59	D+
80-84	B	50-54	D
75-79	B-	45-49	D-
70-74	C+	0-44	F

Assignments and overall grades correspond to the following standard of professional work: an A (94+) represent the highest quality professional work; an A- (90-93) constitutes very good professional work; B+ (85-89) good professional work; B (80-84) adequate professional work that generally meets professional standards; B- (75-79) minimally acceptable quality work that generally falls below standards set for professionals; C+ and lower (0-74) represents work generally unacceptable for professionals.

Assignment details and rubrics are posted on Canvas.

Note that I do not round assignment grades. A grade of 87.5 remains a B. However, I do round final grades at 0.5. For example, a final grade of 89.5 would be rounded to an A-.

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### LATE OR MISSED WORK POLICY

Late assignments will immediately be docked 10% and be docked an additional 10% for each calendar day that they are late. In exceptional cases, such as medical or personal emergencies, please contact me about an extension. Extensions should be requested prior to the due date. Outside image assignments cannot be submitted late for credit.

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### COURSE INCOMPLETE POLICY

A grade of **"I" (Incomplete)** represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- has been active in the course;
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline

An Incomplete shall not be recorded by the instructor unless a contract between the instructor and student has been completed and filed appropriately.

General Process for Incompletes (operational details to be determined in coordination between the Office of the Provost and the University Registrar)

- Incompletes are initiated by the student (initiate an incomplete request [here](#))
- Student contacts instructor and requests Incomplete by 5pm on the last day of finals week.
- If the instructor agrees that the student meets the criteria, the instructor and the student complete a contract outlining how the Incomplete can be resolved, the deadline for resolving the incomplete, and the default grade should the student not complete the agreed upon work. The default grade is the grade the student would receive according to the syllabus grade guidelines with no credit for the missing work.
- This form is filed.
- The missing work indicated on the form must be completed by the earlier of:
  - Grading deadline of the term the student applied to graduate, or
  - Deadline stated on the Incomplete Request Form *\*can be extended at the discretion of the instructor, or*
- The day grades are due one academic year later

Request an incomplete or read the full UO Incomplete Policy [here](#).

## COURSE POLICIES

## ATTENDANCE AND ABSENCE

Students are expected to attend all classes and attendance and participation are reflected in your course grade. If you miss a class, please arrange to get notes from a classmate. Classes will not be recorded. All lecture slides, however, will be posted on Canvas before class. If you miss a class, please read the readings assigned for the day, review course slides, and make up any assigned lab or other work per the course schedule.

In-class work is central to meeting our learning objectives. Students may miss three classes this term, regardless of the reason, not including exam days. This means we do not have “excused” or “unexcused” absences except—as is the case for all UO classes—in the cases of religious observances, AEC accommodations, and University-sponsored events with signed documentation presented as early in the term as possible but at least a week ahead of the planned absence or need for accommodation. The course absence policy is designed to reflect the possible to need to miss class due to illness; please use your absences with care so they're there for you if you need them.

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the Student Religious Accommodation Request fillable PDF form and send it to me within the first weeks of the course so we can make arrangements in advance.

Your success important to me. If challenges come up for you this term around attendance, please contact me as soon as you can so we can work to identify resources or strategies to support you and your learning.

## CLASS CONDUCT

In order to create a classroom in which all students are comfortable expressing their perspectives and opinions, I ask that students approach the readings and others' contributions with an open mind and a willingness to question one's own assumptions and biases. It is important that we create an atmosphere of debate and discussion, but you should be respectful of others at all times. When disagreeing with someone or something that has been said, it is important to focus on the content and not the person delivering that content. As both a student and a professional you should recognize that your language and actions should be inclusive of all people regardless of their country of origin, religion, race, ethnicity, gender, sexual orientation, and political views. Language or action that is abusive or discriminatory will not be tolerated and is against the University Student Code of Conduct policies.

## USE OF COMPUTERS AND CELLPHONES IN CLASS

This course is, by design, computer-centered. Computer use should be limited to the programs (InDesign, Illustrator, Microsoft Office) and tasks at hand. Please avoid checking email, surfing the internet, or using your computer for non-class related activities. These other activities serve as a distraction and could both undermine your understanding of the material, and distract other students in the class.

## COURSE COMMUNICATION



While our classes will be in person, Canvas will still be an important part of our course, and the place to go for course information and engagement outside of class time.

I will use Canvas announcements frequently to communicate with the entire class; when I need to get in touch with individual students, I do so via email. Please ensure that you are signed up to receive course announcements via email or text so that you do not miss important course-related communication. Check and adjust your settings under Account > Notifications.

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat:

541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

## INSTRUCTOR AVAILABILITY

I am available during student office hours at the times and locations listed above. I recommend signing up for student office hours at <https://annebrown.youcanbook.me> in advance so that you do not have to wait. I do my best to be responsive to email, but I encourage you to rely on your colleagues first for questions about course assignments and administrative details rather than waiting for an email response. I generally try to respond to emails within 48 hours of receipt. If you have not heard from me within 48 hours, please email me again.

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## WHY SHOULD YOU REACH OUT TO ME?

Talking with students is always a pleasure—confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Having troubling with some aspect of the course? I would like to strategize with you and will do everything I can to help you succeed.

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## STUDENT OFFICE HOURS

I will host student office hours via either Zoom or in person in Hendricks 247C. My student office hours this quarter are listed at the top of this syllabus. Please email me if you would like to set up a time to meet outside of my regularly scheduled student office hours; alternatively, you may call my office phone at 541-346-2112.

During student office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a student's post-graduation goals, might identify more supportive methods for assignments or strategies for group projects, or any number of other topics. Feel free to come with another peer or project group member as well if that is useful for you.

## ACADEMIC DISRUPTION DUE TO CAMPUS EMERGENCY

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to

meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, the course may be taught online during that time.

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.

## STAYING SAFE IN CLASS

As the University of Oregon continues in-person instruction, instructors and students play a key role in keeping our community healthy and safe.

**Prevention:** To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees must:

- Comply with [vaccination policy](#)
- [Wash hands](#) frequently
- Complete daily [self-checks](#)
- Say home/do not come to campus if feeling [symptomatic](#)
- Individuals with no symptoms or mild symptoms can get tested at McArthur Court through UO's Monitoring and Assessment Program. Masks are required at COVID-19 testing sites including in line outside.
- Visit the [Exposure Scenario page](#) for information on reporting cases.

**Support:** The following resources are available to you as a student.

- [University Health Services](#) or call (541) 346-2770
- [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- [MAP Covid-19 Testing](#)
- [Corona Corps](#) or call (541) 346-2292
- [Academic Advising](#) or call (541) 346-3211
- [Dean of Students](#) or call (541)-346-3216

## ACCESSIBILITY

The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success and the success of your peers matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu). The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology

## ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

## PLAGARISM

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](http://researchguides.uoregon.edu/citing-plagiarism).

Students who plagiarize will fail the assignment and be reported to the central University. If in doubt, cite the work. If you have additional questions about citations and/or plagiarism, you can seek additional help from the instructor or UO librarians.

## DISCRIMINATION AND HARASSMENT REPORTING

I am an Assisting Employee under the University's Prohibited Discrimination and Retaliation Policy. As an Assisting Employee, I will direct students who disclose prohibited discrimination and harassment, including sexual harassment or violence, to resources that can help and will only report the information shared to the university administration if the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor).

Students who have experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, students may also call either the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office 24-hour hotline at 541-346-SAFE [7244]. Students experiencing all forms of prohibited discrimination or harassment may find information and resources at [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](http://investigations.uoregon.edu/employee-responsibilities).

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated

authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

## STUDENT WELL-BEING AND RESOURCES

[University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Your safety and well being impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.

Academic Learning Services	541-346-3226
Accessible Education Center	541-346-1155
International Students and Scholars	541-346-3206
LGBT Education & Support Services Program	<a href="http://lgbt.uoregon.edu/">http://lgbt.uoregon.edu/</a>
Office of Multicultural Affairs	541-346-3479
Office of Student Life	541-346-3216
SAFE Hotline for Survivor and Victim Support	541-346-SAFE
Veteran Support	<a href="https://dos.uoregon.edu/veterans">https://dos.uoregon.edu/veterans</a>