



PPPM 410 | 510

TRANSPORTATION POLICY

WINTER 2021

CRN 24635 | 24658

Instructor: Anne Brown, PhD
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541-346-2112

Class: Monday/Wednesday 2:15-3:45pm
<https://uoregon.zoom.us/j/95462348578>
canvas.uoregon.edu

Office Hours: Monday 12:00pm-2:00pm, Wednesday 9:00-10:00am and by appointment
Sign up at <https://annebrown.youcanbook.me>
247C Hendricks Hall

COURSE OVERVIEW

Transportation policies shape urban spatial structure and impact outcomes ranging from environmental justice to travel behavior to public health. This course provides a foundation in transportation policy and covers topics related local, state, and federal transportation policy. The course presents a brief history of U.S. transportation policy and introduces an array of transportation policy issues, including: the connections between transportation and land use; transportation, the environment, and public health; transportation finance; goods movement policy; and autonomous vehicle and shared mobility policy. Course assignments use Oregon as a transportation laboratory and challenge students to synthesize knowledge and original data collection into policy recommendations.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Describe how transportation policies have shaped our cities
2. Discuss primary issues in transportation policy
3. Collect and present data to inform transportation policy decision-making
4. Issue recommendations for transportation policy

Assessment of these objectives will be accomplished by:

- Class attendance/participation: Links with objectives 1, 2, 4
- Discussion questions: Links with objectives 1, 2, 4
- Analytic Memo / Policy Brief: Links with objectives 2, 3, 4
- Final Oral Exam: Links with objectives 1, 2, 3, 4

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

No textbook is required for this course; all reading materials are posted on Canvas or online and linked below. All below readings are required and should be read prior to the start of class on the day for which they are assigned. Additional optional readings, which can be used as resources in course assignments, are posted on Canvas.

All assignments are due at 2:15pm on the assigned due date unless otherwise noted.

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignments Due
M 1/4	Course Overview		
Setting the Stage			
W 1/6	Structural racism in transportation / travel behavior trends	<p>Bullard, Robert. (2004) "Anatomy of transportation racism" in <i>Highway Robbery: transportation racism & new routes to equity</i>, p. 15-33.</p> <p>(Webinar) Butler, Tamika. (2020). "At the Intersection: Racism and Transportation." <i>Live Move</i>. (1:00 – 41:00 minutes)</p> <p>Pucher & Renne (2003). Socioeconomics of Urban Travel: Evidence from the 2001 NHTS. <i>Transportation Quarterly</i>, 57(3), 49-77.</p>	
Transportation & Land Use			
M 1/11	Co-Evolution of Transportation & Land Use	<p>Brown, J. R., Morris, E. A., & Taylor, B. D. (2009). Planning for cars in cities: Planners, engineers, and freeways in the 20th century. <i>Journal of the American Planning Association</i>, 75(2), 161-177.</p> <p>Morris. 2007. "From Horse to Horsepower." <i>ACCESS Magazine</i>, p. 2-9.</p> <p>Muller. "Transportation and Urban Form," in <i>The Geography of Urban Transportation</i>, p.57-85</p>	
W 1/13	Sprawl & Suburbanization	<p>Glaeser, E.L., M.E. Kahn and J. Rappaport (2008). "Why do the poor live in cities?" <i>Journal of Urban Economics</i>, 63: 1-24.</p> <p>Allen, Jeff, & Farber, Steven. (2020). "Suburbanization of transport poverty." <i>Annals of the Association of American Geographers</i>, p. 1-24.</p>	
M 1/18	No Class: Dr. Martin Luther King Jr. Day		
W 1/20	Spatial Mismatch Hypothesis and Jobs-Housing Balance	<p>Cervero, R., & Duncan, M. (2006). 'Which Reduces Vehicle Travel More: Jobs-Housing Balance or Retail-Housing Mixing? <i>Journal of the American planning association</i>, 72(4), 475-490.</p>	

		Fan, Y. (2012). The Planners' War against Spatial Mismatch: Lessons Learned and Ways Forward. <i>Journal of Planning Literature</i> 27, no. 2 (2012): 153-169.	
M 1/25	Transportation & economic outcomes Guest Discussant: Nick Klein, Assistant Professor, Cornell University	Smart, Michael J. and Nicholas J. Klein (2019). "Car today, gone tomorrow: The ephemeral car in low-income, immigrant and minority families," <i>Transportation</i> 44(3), 495-510. Blumenberg, Evelyn and Asha Weinstein Agrawal (2014). "Getting around when you're just getting by: Transportation survival strategies of the poor," <i>Journal of Poverty</i> , 18(4): 355-378. Bastiaanssen, J., Johnson, D., & Lucas, K. (2020). Does transport help people to gain employment? A systematic review and meta-analysis of the empirical evidence. <i>Transport Reviews</i> , 1–22 King, D. A., Smart, M. J., & Manville, M. (2019). The Poverty of the Carless: Toward Universal Auto Access. <i>Journal of Planning Education and Research</i> , 0739456X18823252. Recorded Lecture Klein, Nicholas J. "Subsidizing Car Ownership for Low-Income Individuals and Households." (28 minutes)	
W 1/27	Parking Policy	Gabbe, CJ, Gregory Pierce, and Gordon Clowers. (2020). "How Developers Respond to Parking Reform." <i>Transfers</i> . Kirkpatrick, E., Davis, A., & Pijanowski, B. (2018). The Environmental Impacts of Parking Lots. In <i>Parking and the City</i> , p. 133-140. Routledge. Zimmerman, Mariia. (2020). "Parking: A major barrier to equitably oriented transit." SPARCC, p. 1-18.	
Transportation Finance			
M 2/1	Transportation Finance Overview	Taylor. 2017. "The Geography of Urban Transportation Finance," in <i>The Geography of Urban Transportation</i> , p.247-259. Brown, J. R., Morris, E. A., & Taylor, B. D. (2009). Paved with Good Intentions: Fiscal Politics, Freeways and the 20th Century American City. <i>ACCESS Magazine</i> , 1(35).	Policy Brief Option 1 due
W 2/3	The Future of Finance? User fees, sales taxes, and tolls Guest Speaker: Jenna Adams-Kalloch, Policy Lead, Office of Innovation, Oregon Department of Transportation	Taylor. 2017. "The Geography of Urban Transportation Finance," in <i>The Geography of Urban Transportation</i> , p.260-272. Wachs, M. (2003). Local Option Transportation Taxes: Devolution as Revolution. <i>ACCESS Magazine</i> , 1(22), p. 9-15. Manville, M. (2019). Longer View: The Fairness of Congestion Pricing. <i>Transfers Magazine</i> , (3). Agrawal, A. and H. Nixon. (2018). "What do Americans Think About Federal Tax Options to Support Transportation? Results from Year Nine of a National	

		Survey: Conclusions.” Mineta Transportation Institute, p. 29-31.	
M 2/8	Transit Finance	Iseki, Hiro. (2016). Equity in regional public transit finance: Tradeoffs between social and geographic equity. <i>Journal of Urban Planning and Development</i> , 142(4), 04016010. Voulgaris, Carole T. (2019). Scaling the Summit: How De-emphasizing Transit Ridership Forecasts Inadvertently Improved Ridership Forecast Accuracy. <i>Transfers Magazine</i> , (3).	
W 2/10	Transit Fare Policy	Kębłowski, Wojciech. (2019). Why (not) abolish fares? Exploring the global geography of fare-free public transport. <i>Transportation</i> 47, p.2807-2835. Farber, S., Bartholomew, K., Li, X., Páez, A., & Habib, K. M. N. (2014). Assessing social equity in distance based transit fares using a model of travel behavior. <i>Transportation Research Part A: Policy and Practice</i> , 67, 291-303. Nuworsoo, C., Golub, A., & Deakin, E. (2009). Analyzing equity impacts of transit fare changes: Case study of Alameda–Contra Costa Transit, California. <i>Evaluation and Program Planning</i> , 32(4), 360-368.	Policy Brief Option 2 due
Transportation, the Environment, and Public Health			
M 2/15	NEPA & the Clean Air Act; The Environmental Review Process	Le Vine & Gosselin. 2017. “Transportation and Environmental Impacts and Policy,” in <i>The Geography of Urban Transportation</i> , p.273-301.	
W 2/17	Environmental Justice in Transportation	Karner, A., Golub, A., Martens, K., & Robinson, G. (2018). Transportation and environmental justice: History and emerging practice. <i>The Routledge handbook of environmental justice</i> , p. 400-411. Schweitzer, L. and A. Valenzuela (2004). “Environmental injustice and transportation: The claims and the evidence,” <i>Journal of Planning Literature</i> , 18(4): p.383-398.	
M 2/22	Transportation & Public Health	Frank, L. D., Sallis, J. F., Conway, T. L., Chapman, J. E., Saelens, B. E., & Bachman, W. (2007). Many pathways from land use to health: associations between neighborhood walkability and active transportation, body mass index, and air quality. <i>Journal of the American planning Association</i> , 72(1), 75-87. Coveney, J., & O’dwyer, L. A. (2009). Effects of mobility and location on food access. <i>Health & place</i> , 15(1), p. 45-55.	Environmental Justice Activity Oral exam questions posted (see Canvas)
W 2/24	It’s Electric: Electrifying Transportation	Greene, D. (2017). “Transportation and Energy” in <i>The Geography of Urban Transportation</i> , p.302-329. Oregon Department of Transportation. (2019). “Transit Fleet Electrification.” Roberts, D. “Electric buses are coming, and they’re going to help fix 4 big urban problems.” Vox.	Analytic Memo Option 1 due

		Sperling, D. "Electric Vehicles: Approaching the Tipping Point," in <i>Three Revolutions</i> , D. Sperling (Ed.). p.21-54.	
Goods Movement			
M 3/1	Goods movement & the rise of e-commerce Guest Speaker: Amanda Howell, Urbanism Next Project Manager, Sustainable Cities Institute	Dablanc & Rodrigue. (2017). "The Geography of Urban Freight," in <i>The Geography of Urban Transportation</i> , p.34-56. Carlson, G. and N. Larco. (2017). Re-Imagining Retail." <i>Urbanism Next</i> , p. 3-12.	Deadline for submitting preference for oral exam time slots (see Canvas) Analytic Memo Option 2 due
New Mobility & Autonomous Vehicle Policy			
W 3/3	Ride-hailing, sharing, and pooling	Kim, S.J. and R. Puentes. (2018). "Taxing New Mobility Services: What's Next?" Eno Center for Transportation Policy Brief, p.1-5. Bliss, Laura. (2018). "Lyft is Reaching L.A. Neighborhoods Where Taxis Wouldn't." <i>CityLab</i> . Sheffield, C. (2018). "Here's who will be hurt by New York's cap on Uber and Lyft." CNN.	
M 3/8	An Autonomous Future?	NACTO. (2017). "Blueprint for Autonomous Urbanism", p.1-24. Clark, B., N. Larco, and R. Mann. (2017). "The Impact of Autonomous Vehicles and E-Commerce on Local Government Budgeting and Finance." <i>Urbanism Next</i> , p. 4-13. Bayless, S. H., & Davidson, S. (2019). Driverless Cars and Accessibility: Designing the Future of Transportation for People with Disabilities. <i>ITS America</i> , p. 1-34.	
W 3/10	Micromobility Policy Guest Speaker: Calvin Thigpen, Director of Policy Research, Lime	Cabansagan, C. (2018) "Focusing on Equity as Shared Mobility Evolves." TransForm. NACTO. (2018). "Guidelines for the Regulation and Management of Shared Active Transportation." p.1-40. Remix. (2018). "Micromobility Policy Survey." p. 1-13. Thigpen, C., Klein, N., & Brown, A. (2020). Parking Problems: Motor Vehicle Parking Violations Vastly Surpass Scooters and Bikes. Institute of Transportation Engineers. <i>ITE Journal</i> , 90(6), 45-49.	Policy Brief Option 3 due
Finals Week: Final oral examination; scheduled between March 15-18			

GRADING COMPONENTS AND CRITERIA

All assignments should be submitted online via Canvas or via email to the instructor as described below. 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.

ASSIGNMENTS

	PPPM 410	PPPM 510	WORK	DUE DATE
Class attendance	5%	5%	Individual	
Environmental Justice Activity	5%	5%	Individual	2/22
Discussion questions	10%	10%	Individual	Varies
Analytic Memo	30%	30%	Teams of 2	Varies
SCYP Policy Brief	30%	30%	Teams of 2	Varies
Final Oral Examination	20%	20%	Individual; may prepare together	3/15-18
	100%	100%		

CLASS ATTENDANCE (5%)

In the classroom: Regular class attendance and informed participation in class-wide discussions are essential. I will take attendance via Zoom. There are 18 in-class sessions (following the introductory day) this quarter. You are permitted two unexcused absences before your grade will be docked. Please let me know prior to class if you will need to miss class; absences due to religious or cultural celebrations or holidays, or extenuating circumstances such as family, medical, or personal emergencies, will be excused and your grade will not be penalized.

Attendance	Points	Attendance	Points
16+	5	10-11	2
14-15	4	8-9	1
12-13	3	0-7	0

DISCUSSION QUESTIONS (10%)

PPPM410 students must submit 10 discussion questions, PPPM510 students must submit 15 discussion questions over the course of the quarter. Discussion questions should reflect on one or more the readings assigned for that day and be submitted via Canvas by the due date and time, one hour prior to class beginning.

Discussion questions must be submitted by 12:00pm on the day of class. Discussion questions may not be submitted late. Discussion questions are graded for completion.

ANALYTICAL MEMO (30%)

The analytic memos provide an opportunity to use Eugene as a transportation laboratory (either remotely or in person). Work in **groups of two** to prepare an analytical memo from the list of topics provided on Canvas. Each memo will require 1) presenting the issue clearly and succinctly, 2) collecting original data, and 3) articulating planning recommendations. Additional guidelines for the analytical memo are posted on Canvas.

SCYP POLICY BRIEF (30%)

This course is part of the Sustainable Cities Year Program (SCYP). SCYP, a program through the University of Oregon Sustainable Cities Institute (SCI) links University of Oregon students with an Oregon city, county, special district, or partnership of governments for an entire academic year. For the 2019-2020 academic year, the University of Oregon is partnering with the City of Troutdale. The SCYP policy brief requires you to conduct a focused evaluation of a current transportation policy issue identified by City of Troutdale staff. Work in **groups of two** to prepare a policy memo from the list of topics provided on Canvas. Each memo will require 1) presenting the issue clearly and succinctly, 2) collecting original data, and 3) articulating planning recommendations.

See Canvas for additional details on the SCYP project for this class. For more information on SCYP, visit: <https://sci.uoregon.edu/how-it-works>).

ORAL FINAL EXAMINATION (20%)

Transportation professionals must regularly present their work—including analysis, conclusions, and proposals—in public settings. The oral examination will require you to synthesize both the required reading and the material presented in this class and to present your results orally. On February 22, I will distribute six exam questions. Graduate students must prepare for all six questions; undergraduate students must prepare for any four of the questions. Exams will be held in groups of three during a 60-minute block between March 15-18. You will present on one of the exam topics, drawn at random, and respond to questions from both the instructor and two other classmates. The exam will be evaluated on the content and effectiveness of your presentations, questions, and responses. Additional information on the final oral examination can be found on Canvas.

GRADUATE/UNDERGRADUATE DIFFERENTIATION

Students enrolled in PPPM510 (graduate) are expected to complete 5 additional Discussion Questions and must prepare for two additional questions (6 instead of 4) for the final oral examination.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS

All written assignments are expected to be presented in professional formats and free of grammatical or spelling errors. Writing concisely is a skill; points will be deducted from any assignment that exceeds the word or page limit. The rubric that will be used to grade all written assignments can be found at the end of this syllabus.

A few general guidelines for written 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 for and choose both your wording and content appropriately.
- **Structure your work.** All work should begin with a brief introduction (background and context) and end with a conclusion (findings, recommendations, etc.). You may include conclusions on the first page, but ensure that it synthesizes information. Distinguish between information, findings, conclusions, and recommendations. Information relays facts or other details useful to the reader. Findings summarize important facts. Conclusions interpret facts. Recommendations suggest actions that should be taken in light of findings. Recommendations should be specific, implementable, and should describe actors, timeline and the results sought. Avoid expressing personal opinions not based on factual analysis.
- **Reference Sources.** All ideas or words that are either paraphrased or used directly must be cited, with credit given to the original author. Paraphrased ideas may be cited, while 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.
- **Avoid passive voice.** Passive voice is often overly-wordy and imprecise. Instead of saying, for example, “the data were analyzed,” tell us who analyzed the data: “we analyzed the data.” Writing in first or third person is often a personal or professional choice; I generally encourage writing in the first-person.
- **Put your writing on a diet.** Being concise is a skill and you should hone this skill by simplifying word choices and sentence structures. Try putting your work through the [Writer’s Diet](#) to see if your writing is “flabby or fit”.
- **Always Proofread.**

GRADING

OVERALL AND ASSIGNMENT GRADES:

94-100	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 (94-100) 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.

Rubrics for each assignment will be posted on Canvas along with full assignment descriptions.

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-.

LATE OR MISSED WORK POLICY

Late assignments will immediately be docked 10%, even if they are one minute late. Assignments will 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. Computer problems, other coursework, and job requirements do not qualify for extensions. You must request an extension before the assignment is due. Note that discussion questions will not be accepted late.

COURSE INCOMPLETE POLICY

Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. Per university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

WRITTEN ASSIGNMENTS: OPPORTUNITIES FOR EXTRA CREDIT

Writing is a critical skill, no matter what job or field you enter. The surest way to be a good writer to practice, practice, practice, and edit, edit, edit. To encourage you to thoughtfully engage with your writing, utilize writing resources on campus, and incorporate feedback from the instructor, I offer two opportunities for extra credit. Both of these reward efforts to improve your writing.

These opportunities are available for the Analytic Memo and the Policy Brief.

1. WRITING FEEDBACK FROM THE TEACHING AND LEARNING CENTER

Free writing help and paper feedback can be found at the Teaching and Learning Center (TLC) at the Knight Library (<https://tlc.uoregon.edu/services/>). If you bring your paper to the TLC for feedback, and have the tutor fill out a form to confirm your appointment, you will receive a one-third letter grade increase on your assignment. For example, an assignment that would have received a B would instead receive a B+. A paper that would have received a B+ would instead receive an A-, and so on. You must have a completed form from the TLC confirming that you brought this particular assignment to them in order to receive this additional credit. The form should be submitted in person to the instructor no later than the start of class the day the assignment is due.

2. REVISIONS

The Policy Brief and Analytic memo may be revised for up to one letter grade higher. For example, a paper that received a B- may be revised to receive an A-. Revisions are due one week (7 calendar days, including weekends) from the date that comments and grades are returned to you. For example, if comments are returned on February 2, then revisions are due February 9th by 11:59pm.

Re-submitted work must include two things:

1. A brief revision memo (less than half a page) that outlines the changes you made to the revised document and 2) a revised assignment.
2. Resubmissions should be submitted via Canvas (upload to the original assignment page) no later than 11:59pm on the due date.

In order to receive a higher grade for the revised work, you must review and address all annotated comments received on the original submission.

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. Course slides will generally be made available after class, but the slides will not provide the depth of information provided by in-class lecture and activities and are not sufficient to prepare for assignments.

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, of course, computer-centered by nature of being online. I strongly encourage you to sign on to each class using your video in order to foster course engagement and to build community. While you will spend all class on your computer, please limit your computer use to the tasks at hand. Checking email, surfing the internet, or using your computer for non-class related activities is not permitted. These other activities serve as a distraction and could both undermine your understanding of the material, and distract other students in the class.

TROUBLE WITH TECHNOLOGY?

Log into 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

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page](#) on going remote.

RECORDED LECTURES

All lectures will be recorded and posted to Canvas after class by the end of the day.

INSTRUCTOR AVAILABILITY

I am available during office hours at the times and location listed above. I recommend signing up for 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.

WHY SHOULD YOU REACH OUT TO ME?

Talking with students about our course material 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.

ACCESSIBILITY

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the [Accessible Education Center](#) at 541-346-1155 or uoaec@uoregon.edu. Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services.

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.

PROHIBITED DISCRIMINATION AND HARASSMENT REPORTING

The instructor of this class, as a Student Directed-Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment

unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the [Employee Responsibilities section](#) of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at 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](#).

ADDITIONAL STUDENT RESOURCES

Academic Learning Services	541-346-3226
Accessible Education Center	541-346-1155
International Students and Scholars	541-346-3206
LGBT Education & Support Services Program	http://lgbt.uoregon.edu/
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	https://dos.uoregon.edu/veterans