



**FIVE YEARS OF
INSTITUTIONAL GOVERNANCE
AT THE UNIVERSITY OF OREGON**

Report to the Board of Trustees
December 5, 2019

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Executive Summary

This report chronicles the successes and challenges of the University of Oregon during its first five years of governance under the UO Board of Trustees. In this new era of independent governance, the university has made extraordinary improvements in its academic profile by many measures of educational and research quality. The UO remains on an upward trajectory in supporting its ambitions of enhancing academic and research excellence, student access and success, student experience, and equity and inclusion, even as it grapples with constrained finances and increasing expenses.

Under the leadership of a new board dedicated to and focused on the UO, the president, administrators, faculty, and staff recommitted to the institution's academic and research mission by investing in initiatives to improve student success and the UO's profile and impact as a premier national research university. The UO's secure membership in the Association of American Universities (AAU), its standing in the Association of Public and Land-grant Universities (APLU) and the Association of Pacific Rim Universities (APRU), and its designation as a Carnegie R1 Research Intensive Doctoral Institution are quintessential expressions of its value as one of this nation's premier national research universities.

While more work yet remains, improvements that have taken place in the last five years in collaboration with the faculty, staff, University Senate, multiple employee groups, including the UO's unions, and students include:

Academic and Research Excellence

- Established the \$1 billion Phil and Penny Knight Campus for Accelerating Scientific Impact (Knight Campus) in 2016 through the generous cornerstone gift of \$500 million from Penny and Phil Knight. Received support from the state of Oregon in the amount of \$70 million toward construction of the first building. To date, the Knight Campus has hired leadership, four faculty members, and staff; is nearing completion of the first new building; initiated planning for coordinated graduate programs with Oregon State University and Oregon Health & Science University; and received more than \$20 million in additional philanthropic gifts for research and educational programs.
- Completed cluster initiative hiring, building upon existing strengths in areas such as volcanology and energy and sustainable materials, and adding new areas such as obesity prevention and health promotion.
- Launched new research initiatives within the schools and colleges in cutting edge areas such as new media and culture, health and the built environment, and the media center for science and technology.
- Increased the size of the tenure-related faculty by 72 net new positions. As faculty are hired into the Knight Campus over the next few years, the UO will exceed goals to increase by at least 80 the size of the tenure-related faculty.
- Boosted total research and development expenditures almost 20 percent since 2015 as reported in the National Science Foundation Higher Education Research and Development Survey for FY17. In the first quarter of FY19, the UO booked \$106 million in total sponsored awards, the best single quarter ever.
- Improved focus on quality of instruction in the classroom and made efforts to ensure clearer criteria for instructors and new, more inclusive review processes for the faculty. Established new core education learning outcomes for courses.

- Invested in and improved operational support for graduate education, including enhancing awards to doctoral students and creating greater emphasis on metrics to drive financial support. Approximately 200 additional graduate research lines will become available once the Presidential Initiative in Data Science and the Knight Campus get underway.
- Invested more than \$60 million renovating approximately 75,000 square feet of laboratory and related research space. Planning, design, or construction is underway for an additional 200,000 square feet of laboratory and related research space.

Student Access and Success

- Increased institutional and philanthropic support for the PathwayOregon scholarship and advising program, increasing by 43 percent in 2018 the number of Federal Pell Grant–eligible Oregon residents who pay no tuition or fees.
- Improved four-year graduation rates by more than 10 points to 60.7 percent and six-year rates to 74.5 percent.
- Launched an online education initiative focusing on student success and timely graduation.
- Opened Willie and Donald Tykeson Hall staffed by 23 new advisors and six career coaches, and revamped the approach to student success career and academic advising.
- Invested in additional pipeline programs to recruit underrepresented and first-generation students.

Diversity, Equity, and Inclusion

- Created Diversity Action Plans (DAP) for each unit, and implemented implicit bias training and active recruitment search processes to achieve diversity, equity, and inclusion goals and priorities.
- Realized an increase in the racial and ethnic diversity of the incoming domestic freshman class, improving from 27 percent in 2014 to 34 percent in 2019.
- Increased the percentage of faculty of color, and launched process for conducting a climate survey.
- Established a new multicultural requirement for the undergraduate core curriculum
- Built and staffed the new Lyllye Reynolds-Parker Black Cultural Center, a hub for social, academic, and cultural engagement.
- Launched an African American Workshop and Lecture Series (in third year), held a yearlong Freedom of Expression series, and created additional programming and communication to highlight the contributions and experiences of underrepresented communities.
- Created new academic residential communities (ARC) with focuses on indigenous, Black, and Latinx studies.

Student Experience

- Reduced student-teacher ratios to 17:1 with a median class size of 20.
- Enriched student-experience opportunities with the opening of the renovated student union, new recreation center, expanded health center, and new and renovated residence halls.
- Expanded University of Oregon Portland offerings, added space, invested in student services and enhanced safety.

- Reorganized the Title IX, Affirmative Action and Equal Opportunity offices into an integrated Office of Investigations and Civil Rights Compliance; appointed Title IX coordinators; hired additional Title IX investigators; improved sexual violence and harassment employee reporting responsibilities and policies; and according to the AAU Campus Climate survey, students reported fewer incidents of student sexual violence and increased confidence in response.

Governance, Leadership, and Finance

- Successfully implemented new governance system by migrating and creating new policies and administrative rules, establishing a treasury function and internal audit office. Set up shared services and took over responsibilities of retirement plan for all seven state public universities.
- Hired a new leadership team, including President Michael H. Schill, Provost Patrick Phillips, four new vice presidents, and eight new deans.
- Enhanced the university's administrative and financial infrastructure by investing in automated platforms for transactional and analytic purposes, improving standardized public financial reports, implementing an institutional hiring process for all tenure-related hires, and refining the institutional budget process to better align resources with the university's strategic vision.
- Completed the Excellence Strategic Framework, the culmination of a 15 month process involving more than fifty members of faculty, staff and students, focused on key institutional priorities, and the initiatives and strategies to reach those aspirations.
- Increased efforts to define and clarify rules and policies for academic departments and faculty (e.g., clarifying professional responsibilities, tenure criteria, and internal governance), developed university policies to replace Oregon University System (OUS) policies and modernized the employment relationship with officers of administration (OA).
- Successfully implemented first collective bargaining agreement with United Academics, the union representing faculty.
- Grew the endowment 27 percent in four years, closing in on a \$1 billion milestone.
- Launched the public phase of a \$2 billion dollar capital campaign and met the goal. Increased the goal to \$3 billion with the vast majority of funds to be utilized for faculty research and student success. As of November 1, the UO has raised \$2.19 billion towards the new campaign goal.

The UO has made extraordinary progress over the first five years of independent board governance. The university's academic and research program has grown and flourished, its mission to educate the next generation and launch them onto careers is more focused and successful, and it is increasingly committed itself to a community that is diverse and inclusive.

One thing hasn't changed over the past five years—the persistent and complex budget challenges facing the UO. The university's state support places it next to last among AAU public universities, which means the institution is more dependent on tuition revenue than many peer institutions. While its domestic enrollment growth is robust, that growth has not completely offset substantial international enrollment declines. Finally, mandated cost increases, particularly for health care and unfunded pension liabilities, have been rapid and steep. To sustain the university's transformation and its affordable tuition, it will need to constrain costs and work hard to increase its support from the Oregon Legislature and other sources.

Introduction

After leading the effort to fundamentally change higher education governance in Oregon, the University of Oregon became an independently governed institution under authority granted by state law in Senate Bill 270 on July 1, 2014. The new law authorized each of Oregon’s seven public universities to establish their own governing boards. No longer would the UO be under the authority of the Oregon State Board of Higher Education; a 15-member Board of Trustees became its governing body.

The boards of trustees inherited many of the powers of the former system, including the power to hire and fire university presidents, set tuition rates and control revenue, property, and other investments. The legislation also granted new authorities to the institution formerly held by the state, including the ability to issue revenue bonds and to invest in equities.

The trustees, volunteers nominated by the governor and confirmed by the Oregon State Senate, represent diverse backgrounds and experiences. Members of the Board of Trustees come from throughout the state and the nation—some are alumni of the university’s undergraduate and graduate programs, some are parents of UO students and graduates, and some are non-profit founders and leaders, corporate executives, and CEOs. Their professional backgrounds include law, management, finance, public relations, marketing, construction, planning, labor relations, government service, teaching, and development.

Just over five years have elapsed since the Board of Trustees took over the leadership of the state’s flagship university. On October 1, 2019 the board requested that the president of the university compile a retrospective report on the progress of the UO over the five-year period.

Contextual Background

Higher education in Oregon has contended with a number of challenges over the past several decades. One of the most significant is insufficient state funding, exacerbated by substantial budget cuts following the passage of Measure 5 in 1990 and the Great Recession of 2008. That historic disinvestment remains the largest single challenge confronting higher education in Oregon today.

Looking back, however, a second challenge related to governance. Prior to 2014, the State Board of Higher Education exercised authority over many critical aspects of university affairs, employing a one-size-fits-all approach to seven universities of vastly different sizes, populations, and missions. The state instituted salary freezes, limited access to capital, and constrained new degree programs or new areas of specialization. Even when the university secured new resources to bolster its mission objectives, the regulations enforced by the state board hampered optimal deployment of those resources. Under the long and stable leadership of President Dave Frohnmayer, the UO had spent a decade working toward a model that would better allow the UO to achieve its mission of teaching, research, and service. But Frohnmayer, and others, recognized that this alone would not help improve the quality of higher education in Oregon. In 2009, after retiring, Frohnmayer wrote in a report commissioned by the Oregon University System in which he stated: the independent structure of OHSU “deserves deference, improvement and emulation as a possibility for our other distinguished higher education institutions as well. Without some type of governance and structural changes, the alternative is the threat of mediocrity, contrary to Oregon’s historically honored expectations for higher education.”

The year 2011 was a watershed moment for the UO. President Frohnmayer had retired in 2009 and the university's 16th president, Richard Lariviere, had forcefully taken up the cause of independent institutional governance for the UO. The steady decline in funding from the legislature for the UO and other public universities intensified and bottomed out during the recession. This disinvestment resulted in significant challenges for student access and affordability, research, and the preparedness of Oregon's workforce. In November 2011, the governor and the State Board removed President Lariviere, which frustrated faculty, staff, and alumni and energized efforts to gain independence from the Oregon University System (OUS). UO was fortunate to have former long-time UO professor and dean, and UC Berkeley chancellor, Robert Berdahl accept the challenge of serving as interim president. Over the next two years, the legislative movement underlying SB 270 and the ultimate dissolution of the OUS system gained steam. Ultimately, a bill establishing a new institutional Board of Trustees for the UO passed during the 2013 legislative session.

Meanwhile, back on campus, frustration over years of budget and governance challenges led to changes of a different sort. The campaign to unionize faculty was based on several underlying issues but it centered on increasing protections and job stability for non-tenured faculty. In April 2012 members of the faculty gained enough signatures to form a collective bargaining unit that includes both tenured and non-tenured faculty. Today, collective bargaining agreements with organized labor, including the faculty union, are key factors in managing the institution's finances.

A few months after the unionization vote by faculty, the state board appointed Michael Gottfredson as the UO's new president. He led the university from August 2012 to August 2014. Trustees were nominated by Governor John Kitzhaber, confirmed by the state senate in November 2013, and went right to work. While the university made many positive gains under the new governance structure and went about the business of establishing new policy and function, the university continued to experience growing pains that garnered both local and national attention. This transition period was made more difficult by a widely-publicized case of sexual violence involving a complainant, referred to as Jane Doe, and three male basketball players. Shortly after the new board assumed governance, President Gottfredson resigned and Provost Scott Coltrane took over as interim president. In the space of five years, there had been five separate individuals who held the office of president, each of whom played an essential role in the pursuit of a more autonomous and well-functioning University of Oregon.

Governance, Leadership, and Finances

Fostering Independent and Sustainable Leadership

As the new Board of Trustees assumed authority in 2014, the trustees and Board Chair Chuck Lillis launched the search for a new president and completed a tremendous amount of work to implement the new governance system. In the first year, the university began the enormous task of migrating policies and administrative rules from the OUS to the UO. In many cases these policies were outdated or inapplicable. This policy work was and is still the result of collaborative efforts involving the administration, the University Senate, students and student leadership groups, the OA Council, and campus unions. The university also hammered out an important new policy allocating authority between the board and university leadership. The board approved a new mission statement, went through the rigorous process that resulted in it obtaining a strong bond rating, wrote university bylaws, and established a treasury function and Office of Internal Audit. Under the leadership of the new board, the UO also participated in establishing shared services arrangements with the other Oregon universities and took over responsibility for all of the retirement plans for all institutions that had been previously managed by OUS.

After having five presidents in five years—including interims—the UO board's top priority was to establish stable leadership. On June 30, 2015, Michael H. Schill became the 18th president of the University of Oregon. At the time, a leadership vacuum went beyond the top executive role, with vacancies and interim appointments existing in several key academic and administrative leadership roles. In his first two years, President Schill, working with Provost Coltrane, appointed five deans, three vice presidents, and a new provost to follow

Coltrane's retirement. Eight out of nine of these senior appointees were external to the university. This new administrative leadership team has proved to be collaborative and cohesive. As with any university, deans have since stepped down and been replaced with some regularity.

The administration and the Board of Trustees have worked together closely since President Schill assumed office. The board's membership has been stable and led with extraordinary commitment by Board Chair Lillis and Board Vice Chair Ginevra Ralph. With its fundamental structure, governing documents, and a new president in place, the board has been able to act with increased focus and flexibility to support and advocate for the UO's most pressing and strategic issues.

The board was clear from the very beginning about its overriding goal—academic excellence. It has been an active participant in supporting the president's successful efforts to recommit to the values associated with being a member of the AAU and a Carnegie R1 institution: building and supporting the faculty, renovating scientific facilities, increasing federal research funding, promoting student success and diversity, investing in online education, and improving information technology. Building the Knight Campus has been a key signifier of that recommitment.

Shared governance, as embodied by the University Senate, has long played an important role at the UO. At times, the senate and administration have been at odds. Relations have improved substantially over the last four years, aided by greater stability in Johnson Hall and a willingness from both administration and the senate to improve communication and collaboration. Disagreements still occur from time to time, but they are rarely over academic matters, the prime area entrusted

to the University Senate. Indeed, there have been notable examples of successful collaboration, including work on curricula, teaching evaluations, sexual violence reporting requirements, and academic continuity.

The UO also works collaboratively with its faculty union on matters related to employment. The UO is unusual among nationally prominent universities in having a unionized faculty. Among the UO's AAU peers, only Rutgers University, the State University of New York, and the University of Florida have tenure-related faculty in a bargaining unit. A faculty bargaining unit was also certified at OSU in 2018. The leadership of United Academics has been stable and they have collaborated with the UO administration to solve such challenges as the new teaching evaluation process, benefits for postdoctoral fellows, and mandatory discrimination training for faculty. There have also been periodic instances of friction over a variety of issues, for example, funding allocations.

University leadership also worked to improve other workplace policies and practices for employees, which included implementing a talent management system to advance recruitment and retention of top talent, creating a system to encourage and track professional development and learning opportunities, and strengthening employment policies for officers of administration in collaboration with the OA Council.

The important work of the university would not be possible without the dedication and alignment of staff to support the numerous initiatives required to move the UO forward and prepare for its future. The leadership team approaches its work knowing that all employees, unionized and non-unionized, have a role in great teaching, outstanding research, transformative student experiences, and sustained student success.

Finances and Management

One of the first and most significant challenges faced by the board and president, a challenge that continues to this day, is the financial condition of the university. The state of Oregon is ranked 32nd among the 50 states in its financial support of public higher education per capita. Among the seven public universities in Oregon, the UO receives the least amount of funding per full-time resident student, something that university leadership is actively seeking to change. And, among its 38 public AAU peers, the UO ranks second from the last in state funding per student.

At the same time, costs associated with state-mandated programs such as Public Employees' Benefit Board (PEBB) and the Public Employees Retirement System (PERS) have grown considerably over the last five years. PERS is managed at the state level and does not currently have enough assets to pay for all of the retirement obligations promised to existing and former employees. The PERS Board significantly raised the PERS rates charged to the UO in FY18 and FY20. The university expects similar increases in FY22 and FY24, although it is still unclear whether recent legislative actions will help alleviate some of these increased costs in FY22. After that, PERS rates are likely to remain at higher levels for decades to come.

Another cost consideration is faculty and staff salaries and benefits, which account for close to 80 percent of expenditures in the UO Education and General (E&G) fund. This is true despite that fact that staffing levels at the UO still remain significantly behind peer institutions. In a tight labor market, like the current market, offering salaries and benefits packages that are in line with the market and that keep pace with the cost of living is critical for recruitment and retention of quality faculty, staff, and graduate employees. Once established, faculty and staff salary rates are essentially fixed by collective bargaining

agreements, making them hard to change in response to financial shifts, such as reductions in state funding or decreases in international student enrollment. The five labor unions on campus each have separately negotiated labor contracts that stipulate annual salary increases that the university is legally obligated to honor for each group. These contracts are generally on two- or three-year cycles, so the university has an opportunity to negotiate these increases every few years and, in some instances, in between cycles through memoranda of understanding approved by both parties.

Like many large institutions of higher education, the UO has historically had a very decentralized structure that vested academic units with significant management and budgetary independence. Shortly after President Schill took office, however, it became apparent that the decentralized model was a contributor to the UO's financial challenges, specifically a lack of budgetary oversight of schools and colleges. Many of the schools and colleges were spending more than their allocated recurring revenues. Faculty hiring, particularly non-tenure-track faculty hiring, was not taking place in a coordinated fashion, resulting, for instance, in new positions being added in departments with rapidly declining enrollments.

The administration, in collaboration with the schools and colleges, has taken a number of steps to ensure financial responsibility and security moving forward:

- Creating a new academic funding system and budget model that relies on allocations from the provost that are informed by school and college operational and mission metrics. This model includes:
 - Careful monitoring of academic unit expenditures
 - Financial and operational coordination across the academic unit operations officers

- A new model for tenure-related hiring that vests final allocation authority in the provost after consultation with the deans and a faculty committee
- Incentives for appropriate growth and development of graduate programs
- Financial plans for each academic unit with the goal of balanced budgets for most units in FY20, and all units soon after
- Three rounds of central budget reductions and concomitant layoffs in the last four years
- Expense reductions through efficiencies such as strategic purchasing and better management of the power plant, utilities, insurance, administrative processes, and treasury operations
- Development of long-term E&G financial projections, along with scenario analysis
- Investments in the growth of the undergraduate student body
- Ever-increasing use of successful integration of financial, human resource, and student data to inform and track operational and financial decisions across the institution
- Tuition increases

Despite taking these steps, the UO continues to experience pressure on its budget. Like many American universities, over the past two years, the UO experienced a significant decline in international enrollment and this trend is expected to continue for at least two more years. This loss of approximately 1,500 students, most of whom paid full non-resident tuition, played a significant role in creating a deficit in FY20. This deficit was not able to be fully offset by the gains the UO experienced from the successful domestic enrollment initiative. Additional budget reductions implemented last year and phased in over FY20 and FY21, careful management of negotiated pay increases this year,

and further adjustments to revenue and costs should allow the UO to manage this deficit and to get back on its long-term financial plan.

The board was an active participant in the managerial and financial reforms implemented by the UO over the past five years. Through its oversight role, it questioned the administration and demanded accountability. When the administration fell short in delivering the type of information the board needed to fulfill its responsibilities, the board chair let the president know and additional information was provided.

Another area of particular concern to the board was the university's information technology infrastructure and technology strategy. The UO had, over a number of years, failed to invest in many critical services, including its network infrastructure, off-campus connectivity, and high-speed computing, all of which are critical to delivering a quality 21st century education to students and conducting impactful scholarship and research. It had also neglected the important areas of cybersecurity and data management. Under the board's close eye, the administration hired Vice Provost for Information Services and Chief Information Officer Jessie Minton to create a plan to reenvision UO's technology environment, organizational structure, and services; lead the execution of critical infrastructure investments; and fund it with the addition of a new technology fee to support ongoing investment. The university is nearly three years into a planned five-year effort to redefine how technology resources are managed and allocated in order to support its mission of teaching, discovery and service. Among the achievements are a redesigned high-capacity network backbone, a high-performance research computer system, and the formation of Link Oregon, a non-profit, high-speed research and education network, a collaboration with the state of Oregon, OSU, OHSU, and Portland State

University. In addition, key servers have been relocated from distributed campus locations to the university's data center, while 90 percent of data center hardware has been virtualized to optimize utilization of resources. This work, in addition to an investment in cybersecurity, has dramatically improved the UO's ability to store and protect data.

Relationship with the State of Oregon

The past five years have seen steady growth in the Public University Support Fund (PUSF), the state's primary funding mechanism for public universities. In 2014, the PUSF amounted to \$374.3 million; the UO's share of the PUSF was \$49.1 million. By 2019, the PUSF had grown to \$478.7 million and the UO received \$72.4. Although this 47.5 percent increase in state funding to the UO is very much appreciated, it has not yet reached the nominal funding level of \$80.1 million set in FY08. In real terms, state funding for the UO has fallen by 26.3 percent since 2008.

In addition, these recent increases in state funding have not covered the increase in educational expenses at the UO. A combination of factors including salary and benefit increases for employees and the need to hire personnel to staff expanded Title IX requirements, public safety efforts, and student advising operations were among the drivers of costs at the UO, just as they are at all American universities. But Oregon universities also face legacy costs attributable to PERS and face significant health care benefit costs as a result of mandated participation in the state's health insurance program. Since 2015, the UO's PERS payments have increased due to increased employer contribution rates and changes to salaries and staffing, outstripping the rate of increase in the UO's PUSF.

In 2019, leadership at the UO and its six sister universities sensed an opportunity to increase state funding substantially. The state's revenues were

at an all-time high and the governor's budget had proposed that the UO be part of a revenue package funded by a tax on businesses. Over the course of several months, however, it became apparent that higher education would not be included in the revenue package, which instead would be focused on K-12 education. During discussions with state legislators it became clear that some were skeptical about their decision years earlier to allow independent institutional governance at the seven universities. A contributing factor behind the skepticism was attributable to the generalized unease with higher education nationally fueled by rising tuition and student debt, which certainly are important issues facing students. Conversations also suggested a concern about a lack of transparency with respect to how universities were spending their money.

The experience of the seven public universities in Salem this year points to the need to increase efforts to articulate to state legislators and Oregon residents the value of higher education. The UO needs to do more outreach—hearing from citizens in the state about their concerns and helping get the message out about how it can help (e.g., access to better jobs, economic development, research in areas that benefit others, such as ShakeAlert). This includes working collaboratively with the university's faculty, students, staff, and other campus community members to discuss the value of higher education with legislators. In addition, while detailed budgetary data for the UO is available on the [Budget and Resources Planning website](#), [Institutional Research website](#), and other webpages, the UO has learned it needs to communicate this information much more effectively. Toward that end, leadership is in the process of establishing a transparency website where a wide variety of financial and institutional data is collected along with a detailed set of FAQs about the revenue and spending of the UO. In addition, the president, provost, communications

team, and others are committed to continuous improvement in how we share information and resources.

The university has successfully partnered with elected officials in advancing legislation that benefited the university mission. Forward steps include expanding tuition equity to DACA students, allowing universities to offer post-doctoral students portable retirement benefits (reducing other payroll expense costs and making UO faculty more competitive in research grant applications), and, recently, establishing the University Research Innovation Fund (URIF) —a matching program that received \$10 million from the legislature in 2019. The UO is the first institution to receive funding from this source.

Strategic Enrollment Growth

One way the UO is addressing some of its current and long-term budget challenges is by strategically increasing enrollment of the student body. The university has grown the size of its incoming classes over the last few years. These classes have been among the most diverse in history for the UO and among the most academically qualified that the institution has ever seen. For example, this fall's entering class grew to 4,560 students, the largest in UO history, and a more than 8 percent increase over the previous year. This class boasts the highest average high school grade point average (3.65 GPA), highest SAT scores (1200), and the highest recorded number of college credits earned from Advanced Placement, Baccalaureate, or other dual credit programs. It is also among the most diverse with 34 percent domestic minorities. While the incoming class size has increased, overall campus enrollment declined over the last few years due to a steep decline in international enrollment, resulting in a loss of at least \$45 million in recurring tuition revenue. While strategically increasing enrollment is one avenue for increasing revenue, it is important to understand that it also results in the need for

increased costs associated with hiring instructional faculty and the staff necessary to provide adequate support and resources to a larger and more diverse student body.

Private Philanthropy

One of the arguments proponents of independent governance made was that institutional boards would lead to more private investment in the state's public universities. This greater philanthropy would be necessary to launch important new investments in excellence and make necessary improvements in infrastructure. Happily, this promise has been fulfilled at the UO. Amid the tumult from the change in university governance and the rapid transitions of presidents, the UO in 2014 publicly launched a \$2 billion fundraising campaign. The campaign goal was ambitious, double the record for fundraising by any organization in Oregon history and more than triple the UO's previous campaign goal of \$600,000. The goals of the campaign were largely focused on academic excellence and student success.

On September 26, 2018, the UO announced that it was on the cusp of hitting the \$2 billion goal and would increase the fundraising objective to an unprecedented \$3 billion. As of October 31, 2019, the university had raised \$2.19 billion from more than 104,305 separate donors. At the start of fiscal year, the UO's endowment value was \$940 million, an increase of \$228 million since the public launch of the campaign. The portion of giving to academic purposes to date is 67 percent, with 33 percent given to athletics.

Every gift to the UO matters, but set forth below are some of the most noteworthy:

- \$500 million to build and endow the first phase of the Knight Campus, the largest gift ever to a flagship public university and one of the highest ever made to any university, public or private.
- \$50 million to fund the President's Fund for Excellence for investments in academic programs and initiatives; allocations from the fund have gone to support:
 - A matching program to create nine new faculty chairs and professorships
 - Presidential Initiative in Data Science
 - Media Center for Science and Technology in the School of Journalism and Communication
 - Oregon Research Schools Network in the College of Education
 - The Lyllye Reynolds-Parker Black Cultural Center
 - Twenty-three academic and career advisors for Tykeson Hall for two years
 - Expansion of two pipeline programs for low income and underrepresented minority students
 - Research in early childhood undertaken by the Center for Translational Neuroscience and the Prevention Science Institute
- \$25 million to partially endow the PathwayOregon scholarship and advising program
- \$20 million to endow the Health Promotion and Obesity Prevention Cluster of Excellence
- \$10 million to endow a portion of the Volcanology Cluster of Excellence

- \$10 million to endow genomic and developmental biology using the zebrafish model
- \$10 million to launch the UO/OHSU Center for Biomedical Data Science
- \$10 million to support five Knight Campus chairs
- \$10 million for the construction of Tykeson Hall
- \$10 million to endow support of the Knight Campus directorship and a professorship in neuroengineering—the bridging of bioengineering and neuroscience
- Funding for construction of Hayward Field
- \$7 million for the renovation of Pacific Hall

The unprecedented success of the UO in fundraising has been essential to its ability to transform many of its academic programs. It has also sometimes created a bit of dissonance with students, faculty, and others. The university regularly receives questions about why restricted gifts cannot be utilized for operating costs or to keep tuition increases low. The administration will need to do a better job in explaining to the community that restricted gifts can legally only be used for the purposes specified by donors.

Academic Excellence— Faculty and Research

Strengthening the Research Profile

By definition, membership in the AAU identifies the UO as one of the nation's leading research universities. UO's Carnegie classification of R1, Research Intensive, traditionally also signifies Tier 1 status. Throughout the 1990s and early 2000s, the UO made significant strides in raising its level of external research funding, as exemplified by the rise of the College of Education as one of the most successful research grant-getting programs in the country. However, outside of temporary increases due to substantial federal investments in research in response to the recession of 2008, funding for extramural research plateaued across the campus. By 2014, the UO's research profile had fallen significantly below its peer universities.

Under the direction of the Board of Trustees, the university recommitted with full force to improving its educational and research capacity to pursue excellence in support of its academic mission. Those plans, developed by the UO administration and faculty, are now propelling the university forward. Five years later, the UO is on a sustainable upward trajectory and has strengthened its overall standing as a comprehensive university distinguished by the disciplinary breadth and depth of our programs in education and research. The progress has been noted by external reviewers, who use words such as “transformational” to describe the progress of the past five years.

This achievement resulted from a combination of factors: new governance by a dedicated board of trustees, renewed commitment to excellence by faculty and staff, the steady growth of funding by the state of Oregon, and transformative philanthropic investments by alumni and friends. Most recently, this has been reflected in a steady increase in grant funding, even as levels of federal funding for research nationwide still remain relatively flat.

The strategies designed to change the university's trajectory included adding more than 70 tenure-track positions to the faculty through strategic hiring, such as the Clusters of Excellence program, making historic investments in research facilities, modernizing the IT backbone, developing systems and controls to measure and maximize effectiveness in research and teaching, and creating innovative programs to support student success. In addition, the UO has invested in new internal research funding programs and staffing to support proposal development that serves all disciplines across campus. In addition to the long-standing Faculty Research Awards and interdisciplinary seed grants, there have been more focused calls related to environmental humanities, resilience, data science, and UO-OHSU collaborations. Additional staffing in research development has led to new training and support for early career faculty, increased support for large proposals, and more program officer visits to campus such as the National Endowment for the Arts, National Science Foundation, and US Department of Defense.

Research shapes society in a multitude of ways. It is fundamental to the mission of the UO and essential to Oregon's economic and civic vitality. Through partnerships with federal agencies, private foundations, and industry sponsors, the UO is helping to advance the national research agenda in everything from theoretical physics to neuroscience and microbiology. Over the last five years, there has been a palpable shift in both the capacity and desire of faculty and students to focus on work that directly impacts society. Basic science will always remain a core strength of the UO; the addition of translational science will both amplify scientific discoveries and open up new areas of inquiry.

For undergraduates, the opportunity to learn from and even work alongside leading scholars takes their university experience to a higher level by fostering inquiry and experimentation, rewarding

curiosity, and developing intellectual rigor. As a result, UO students are better prepared to navigate a changing world. The number of undergraduates participating in research has grown to about 25 percent over the last five years. The increasing focus on student success, especially in career readiness, has led to increased attention on experiential learning as a central component of UO's educational programs.

Recruitment and Retention of Faculty

The heart of a great research university is its tenure-related faculty. Through years of budget cuts and constraints, the UO, like many other universities, slowed growth in the size of its research faculty and instead increased the career instructional faculty. While career instructional faculty are enormously important to the university, over time, this approach had the effect of weakening UO's research profile. The concerted effort to reverse this situation required deliberate central management, marshaling of resources, increased state funding, realignment of career faculty and administrative lines, and philanthropy. These efforts have also included recruiting and retaining research-focused career faculty members, who have been and are an integral part of UO's success in research.

As a result of these measures, UO has shifted the composition of the faculty within four years' time by increasing the number of tenure-track positions 10 percent, shifting resources to tenure-track faculty, and reducing some of the resources spent on pro tem and other non-tenure-track faculty. The university also worked with its faculty union to stabilize and increase job security and satisfaction for career instructional and research faculty. At this writing, the UO gained a net addition of 72 tenure-track faculty and expects to exceed the goal of 80 additional lines by the time the Knight Campus hiring is complete.

The cluster-hiring initiative is an example of faculty-driven, strategically focused decision-making that benefited the UO in the last five years. Institutional and philanthropic funds support 16 new tenure-related lines affiliated with five interdisciplinary clusters: health promotion and obesity prevention; volcanology, volcanic hazards, and geothermal energy; genome function; energy and sustainable materials; and neuroscience. The initiative started in earnest in 2015, and as of FY19 every position of these five clusters is filled.

Despite this progress, maintaining these gains is a major challenge. Continued growth in tenure-track faculty has plateaued, and last year's financial shortfall will lead to a net loss of 10 tenure-track faculty lines (via attrition) as part of the institution's budget-management efforts. In addition, the level of funds budgeted for science start-ups has remained constant over the last three or four years even as the actual cost to stay competitive within this arena continues to rise. Fortunately, the Knight Campus gift includes allocations for hiring and setting up a dozen new faculty lines, five of whom have already been hired (including the executive director). As the student population increases, the university intends to grow the faculty further (both tenure- and non-tenure related) as it expands student enrollment.

Institutional Hiring Plan

Prior to 2015, each tenure-related faculty position was effectively controlled by the academic unit in which the faculty member taught. As faculty members retired or left the university, the academic unit would normally have the opportunity to refill the position regardless of broader institutional needs or the number of students taking classes in the unit. In 2017, after consultation with faculty, the provost changed this practice. Now, the provost holds all tenure-related faculty positions and assigns them to schools and colleges based on a

number of factors through the Institutional Hiring Plan (IHP). The IHP provides a holistic focus on the university's most strategic and important goals, within a comprehensive vision of the UO's research and teaching mission. Proposals for faculty hiring usually originate from the faculty and are vetted by their deans. The provost makes final allocation decisions based upon campus priorities, input from the deans and a faculty committee. The new IHP process represented a significant cultural change for the university. While some criticized the process for removing authority from departments, others welcomed the university's simultaneous decision to take over all financial responsibility for the cost of tenure-related hiring.

Because each new tenure-related faculty hire is essentially a 30-year commitment within a particular area, integrating current needs with future opportunities remains a constant challenge in this decision-making process. As might be expected, from time to time, faculty, deans, and the provost disagree over the ultimate priorities and allocation decisions.

While hiring is a critical area of building a successful and powerful faculty, this success also makes us a target for poaching by other schools. Faculty retention remains a major challenge and can be an important cost driver in faculty salaries and additional research investments. UO has been successful in recent years in retaining many of the top faculty members, especially in the sciences. UO had less success in retaining faculty from underrepresented groups. Oregon's new Pay Equity legislation makes retention particularly complicated. Nevertheless, UO is committed to maintaining a diverse and excellent faculty.

Examples of Successful Faculty Hiring

As one tactic to fulfill the goal of improving the university's research profile, the UO has sought

out exceptionally talented junior faculty members, often from peer AAU institutions, with strong records of early research productivity. These new hires have quickly made good on their promise by competing successfully for research funding. Since 2015, 15 junior faculty members have garnered prestigious Faculty Early Career Development Program awards from the National Science Foundation—five of them in 2019 alone.

The university has also been successful in hiring senior faculty members, sometimes to anchor research programs and in other cases, to launch new areas of inquiry. An example of the former is David McCormick, a distinguished professor of biology and director of the Institute of Neuroscience. He codirects the UO's neuroscience cluster and is charged with developing a strategic vision for the Institute of Neuroscience as it prepares for its fifth decade. An example of the latter is the 2018 hire of Joe Dufek, an international expert in developing computational models of volcanoes. An early part of the Presidential Initiative in Data Science, he is adding a new dimension to the UO's prominence in volcanology. Nobel Prize winner David Wineland adds to UO's already strong group in quantum physics, opening up research efforts to exciting new areas such as quantum computing. These hires serve as prime and highly visible examples of the UO's focus on targeting resources and garnering philanthropic gifts specifically to accomplish the strategic goal of enhancing the institution's research profile.

School and College Research Excellence

The university's investment in and cultivation of research productivity has paid dividends across the entire university in faculty hiring, creation of new programs, increased grants, awards, and honors, and in elevated reputational prominence. Over the last five years, the UO's nine schools and colleges have expanded or developed new research agendas

and strategies, or launched new research programs.

Some examples in the College of Arts and Sciences include strategic hiring in volcanology and geophysics, which is adding to an already strong Earth Sciences department. Earth Sciences faculty have led Oregon's incorporation into ShakeAlert (which detects significant earthquakes so quickly that alerts can reach many people before shaking arrives). This is building important infrastructure for the state that is simultaneously available for academic research. This infrastructure is also being purposed for wildfire detection, and spending through UO is on the order of \$1 million per year. The creation of and investment in the Center for Translational Neuroscience with the Department of Psychology is attracting approximately \$4 million per year in external funding to improve health in Oregon and the nation. Integrative strength across the life sciences in the area of microbiome research led first to the UO being named and funded as an NIH Center of Excellence in this area, followed by substantial additional external funding, including a recent \$7.6 million grant for "engineering transmissible health."

It is also notable that research and outreach productivity within the College of Education reached record levels in 2019, nearly doubling research awards over the five-year period. The college initiated new and expanded existing research programs in areas such as obesity prevention and health promotion, adolescent risk taking and risk prevention, computer science education, indigenous studies, bilingual education, brief interventions for substance abuse, and other societally impactful areas. COE faculty have over 40 curricular and assessment products on the market being used in classroom and clinical settings with many more under development.

Other notable innovations in research and scholarship drawn from across the campus include

broad activity in "new media" including cinema and comic studies in CAS and the transdisciplinary New Media and Culture Certificate in partnership with the College of Design, CAS, and the School of Journalism and Communication. The SOJC also recently launched the Media Center for Science and Technology, which uses research and teaching in science communication to facilitate research-based decision-making and enhance public understanding of scientific and technological advancements. In this vein, faculty in the School of Music and Dance have helped to create the Harmonic Laboratory, which is an interdisciplinary arts collective that integrates art, science, and the humanities to create new cultural works, and Future Music Oregon, which is dedicated to the exploration of sound and its creation and to the innovative use of computers and other recent technologies to create expressive music and new media compositions.

Within the Lundquist College of Business accounting, faculty research on tax policy published in top-tier journals has helped the department achieve a number one ranking in accounting over the last five years. LCB has also expanded its management and entrepreneurship focus which will be covered in more depth in another section of this report.

And nearly every unit on campus has contributed to broad excellence in environmentally-themed research, from Environmental Humanities, to research on glaciers and climate change, to environmental law, to sustainable business practices, to the Energy and Sustainable Materials cluster hire program. Items of particular note from the last five years are the creation of the Institute for Health and the Built Environment and Urbanism Next research centers within the College of Design. The opportunity to capitalize upon these strengths in a more intentional way is ripe.

The Phil and Penny Knight Campus for Accelerating Scientific Impact

Historically, the absence of traditional schools of engineering and medicine has inhibited UO's ability to expand in the sciences, particularly in areas that needed applied-science partners. While the university has demonstrated it can "punch above its weight" because of the depth and quality of its basic research in the life sciences, in 2015 it was clear to the board and President Schill that the institution would have to significantly advance applied science outside of traditional structures in order to reach its academic and research aspirations. The university had some success fostering innovation through the Clusters of Excellence hiring initiative. However, in order to significantly move the needle, President Schill turned to the faculty.

The impetus for the Knight Campus started with a series of conversations between President Schill and several of UO's leading scientists. Their vision for integrating innovation and engagement into all stages of research captured the imagination of Penny and Phil Knight and led to a \$500 million gift, the largest ever made to a flagship public research university.

Given the UO's location between Silicon Valley and Seattle on the Interstate 5 corridor and the area's reasonable cost of living, the three-acre Knight Campus is expected to substantially enhance the UO's research profile and foster the growth of startup companies and partnerships with private business entities.

At full capacity, the Knight Campus is expected to employ some 30 faculty members, each with teams of eight to 10 people. An estimated 400 students will be involved in research activity including 250 graduate students and 150 undergraduates. It is anticipated that more than 100 postdoctoral fellows will be engaged in training when the vision is fully

implemented. Hundreds of additional staff will be either directly or indirectly employed in connection with the Knight Campus. The overarching goal is to create a hub where innovative research and discovery will thrive and help drive Oregon's economy.

Approximately 6,000 square feet in the first building will be devoted to an innovation center, with wet labs available for rent by the lab bench and larger enclosed lab spaces for budding entrepreneurs from within or outside the university. The center will also include a program for established businesses to lease wet lab space and co-working desk space with access to meeting rooms and collaboration hubs.

To date, the Knight Campus has recruited a leading bioengineer to head the initiative, completed a strategic planning process, hired the first four tenure-related faculty positions, nearly completed construction of the first new building, planned a joint graduate program in bioengineering with OHSU and OSU, and received \$70 million capital funding from the state of Oregon and more than \$15 million in additional philanthropic support for faculty research and educational programs.

The Knight Campus is led by Professor Robert Guldberg, vice president and Robert and Leona DeArmond Executive Director. The hiring of Guldberg, formerly a professor of mechanical and biomedical engineering and the director of the Parker H. Petit Institute for Bioengineering and Bioscience at Georgia Institute of Technology (one of the top public engineering schools in the country), is a clear signal that UO is moving intentionally into the bioengineering space. The scientific direction of the Knight Campus is by definition broad and interdisciplinary; however, engineering-enabled approaches that capitalize on the interface between the life, physical, and computational sciences will anchor the effort. Guldberg and the Knight Campus are also integral

to the team establishing deeper academic research and academic ties with OHSU, where he holds adjunct appointments in two separate academic units.

The Knight Campus has begun to attract substantial philanthropy beyond the founding gift. In addition to the Knight's extraordinary gift of \$500 million, Mary and Tim Boyle have contributed \$10 million to fund the UO-OHSU Biomedical Data Science Center and the DeArmond Trust contributed \$10 million to fund the director's chair and a chair in neuroengineering. Lorry Lokey has also committed to fund five faculty chairs.

Given the UO's extremely tight budget situation, the Knight Campus's financial model was designed to be entirely funded from philanthropy, federal research grants, industry partnerships, and state investment. The Knight Campus will only receive funding from the E&G budget as it generates revenue through teaching for example, as it does with its Knight Campus Internship Program.

OHSU Collaboration and Partnerships

One of the most exciting developments over the past five years is the increasingly deep and varied research relationship between the UO and OHSU. As many will remember, OHSU was formerly the University of Oregon Medical Department but in 1974 became an independent self-governed institution, and by 2014 had become quite distant from the UO. Shortly after taking office, President Schill and then-OHSU President Joseph Robertson began plans to link faculty members between the two schools in research collaborations that might not have otherwise taken place. One of the first developments was the creation of a seed grant program. In spring of 2018, OHSU and UO awarded \$352,326 in seed grants to 10 teams composed of at least one UO faculty member and one from OHSU. The demand was so great and the collaborations so inspiring that both universities identified resources

for a second round of funding this past year, and with enthusiastic support of new OHSU President Danny Jacobs, nine new seed grants were recently awarded. Many of these teams are expected to apply for National Institutes of Health and NSF funding using their work on the seed grant initiative as a foundation.

A second outgrowth of this partnership is the new UO-OHSU Biomedical Data Science Center. This center, a joint effort of UO's Knight Campus and OHSU's Knight Cancer Institute, is dedicated to creating a world-class innovative joint research center dedicated to exploring normal and abnormal biological states to prevent and cure disease earlier, faster, and better by developing and applying complex data science tools to finding cures for cancers and other deadly diseases using the UO's sophisticated data analytical methods. It is supported in part by a \$10 million gift from Mary and Tim Boyle, and is seen as model for future UO-OHSU large-scale collaborations. A search for a center director is currently underway, and the university expects the center will become an important, internationally prominent institution.

The UO is working with OHSU and OSU to coordinate graduate education in bioengineering and biomedical engineering. In addition to combining strengths and using resources efficiently, these unprecedented partnerships will enhance the institutions' collective national reputation in the highly competitive biomedical engineering field and consequently, all three universities' ability to recruit outstanding students and faculty members to the state of Oregon.

Fostering Entrepreneurship

To date, the UO's level of tech transfer and entrepreneurial activity has been exceedingly modest, as might be expected for a university without engineering or medical schools. Now, the Knight Campus and the hiring of faculty who

specialize in translational research has spurred the need and the opportunity to involve the university with business creation.

Growing an entrepreneurial culture requires that the university embed in its teaching program instruction on business creation and start-ups. To foster entrepreneurship, Andrew Nelson, an associate professor of management in the College of Business and associate vice president for entrepreneurship and innovation, has begun work within the provost's office to implement an innovation plan in the coming year.

In addition, Nelson created a new innovation council at the UO consisting of the provost, the vice president for research and innovation, the dean of the Lundquist College of Business, and the executive director of the Knight Campus. The council is generating a coordinated path forward. All involved recognize, however, that the UO has a long way to go to build the infrastructure needed to fully support entrepreneurial activity.

Although the UO continues to receive little research funding from private industry sources, in 2018-19, expenditures from such sources increased from \$814,599 to \$934,543. The relatively poor performance on this metric is at least partly attributable to the fact that, up until the creation of the Knight Campus, the university had not emphasized applied science and entrepreneurial activities, and partly attributable to the lack of dedicated corporate partnership staff. The university expects to begin seeing substantial growth in industry support as the Knight Campus comes online. In addition, the UO has brought on two professionals to reach out to private industry and develop linkages. One of the most notable successes thus far is a partnership with Thermo-Fisher Scientific that will enable the university to lease cutting-edge technology on preferential terms to be used in the Center for Advanced Materials Characterization in Oregon (CAMCOR) facility,

as well as potentially in the new Knight Campus facilities.

New Data Science Research and Degree Programs

In 2017, the UO launched the Presidential Initiative in Data Science, directed by biology professor Bill Cresko. Nationwide, data science has become increasingly important to research and teaching in many academic fields. To develop expertise and capacity, the provost has authorized eight tenure-related faculty searches for data scientists in six separate departments, ranging from psychology and geography to biology and computer science. Similarly, two senior hires were authorized for a planned initiative in environmental studies and resiliency—one in social sciences and one in natural sciences. Beyond research, the goal of the data science initiative is to provide students with a broad range of ways to add data studies and analytics to their area of focus. The data science team is also working with areas such as business, journalism and media, humanities, and other sciences to develop emphases, certifications, or degrees—all areas that are increasingly sought-after by prospective college students, especially those from abroad.

Research Metrics

The UO has made significant progress in increasing its research metrics. The university's total research and development expenditures have increased by almost 20 percent since 2015, as reported in the NSF Higher Education Research and Development Survey for FY17. The university continues to gain steam in this area. For FY19 alone, the dollar value of new sponsored research awards shot up 57 percent and federal research expenditures increased 9.6 percent. In the humanities, faculty have successfully competed for peer-reviewed grants as evidenced by the FY17 NSF Higher Education Research and Development rank of 18 out of 453 institutions for federal expenditures in the humanities.

Indeed, in 2019 the Educational and Community Supports research unit in the College of Education was awarded a five-year, \$32.5 million grant from the US Department of Education to provide technical assistance to schools across the nation for the implementation of the UO-developed Positive Behavioral Interventions and Supports tool (which is already in 22,000 schools). This is just the latest federal grant that the exceptionally productive COE faculty has successfully garnered in recent years.

The UO, like most universities, lacks the data on research activity that would allow it to measure productivity and quality in many fields outside the natural sciences. In addition, there is quite a bit of resistance, some justified, to the use of metrics in fields in which productivity cannot be measured by grant dollars. Nevertheless, the provost's office has made significant progress over the past five years in working with academic departments to establish unit-specific metrics for research quality and productivity. They remain to be implemented systematically throughout the university.

Doctoral and Postdoctoral Training

While the faculty is the heart of a research institution, graduate students are most surely the nervous system that activates the research cycle. To be successful, the university must bring on more doctoral students for each faculty member it hires. The UO has modestly increased the number of doctoral students over the past five years and created plans for substantial growth when the Knight Campus opens its doors.

A strong PhD program is one of the key components to being a prominent research university. Twenty-two PhD and professional programs at the University of Oregon rank in the top 20 or in the top 20 percent of programs nationally, according to commonly accepted metrics. The UO has increased investments and improved operational support for graduate

education, including enhancing awards to doctoral students, and placed greater emphasis on metrics to drive financial support.

Significant new opportunities for growth in this area are catalyzed by recent gifts such as the Raymund Fellows Program, endowed by a \$5 million donation, which enrolled its first doctoral fellows in fall 2016 and the Lokey Doctoral Science Fellowships, endowed by a \$10 million gift, which was awarded for the first time this fall. New Knight Campus faculty should also lead to greater success in graduate student recruiting, although growth in that area is likely to be dependent upon establishing new doctoral programs in bioengineering, which are currently in the discussion phase with both OHSU and OSU.

Despite these plans and investments, the UO has not yet seen a growth in the number of PhD students. This is undoubtedly caused in part by the national narrative regarding the dim career prospects of PhD students. A critical element for the UO is to continue to develop programs that support the future success of PhD students that do not assume, or rely on, an assumption that PhD students need to go on to faculty positions in order to be successful or have a positive impact on the world. The university must continue to ensure that PhD stipends, which are approximately 94 percent, based on 2018 data, of its AAU peers, remain competitive. In the most current round of contract negotiations with the graduate employee union, the university negotiated increases to graduate student stipends and put in place cost containment measures for graduate employees' health insurance costs moving forward. In the coming years, the university will continue to work with the graduate union to increase stipends while offering competitive health insurance benefits.

Within many areas of research, postdoctoral fellows play as important a role as PhD students in supporting high levels of research activity. They are

also an important and unique population of trainees that, for the most part, exist only within highly active research universities. Beginning in 2015, the UO worked to identify and address barriers to hiring the best postdoctoral trainees for research programs. It developed a clear and rigorous policy on the employment expectations of both postdocs and mentors that conforms to national best practices. Further, the UO led a partnership with Oregon's other research universities to change state law to provide alternative retirement benefits to postdoctoral scholars, thereby lowering the cost of funding postdocs. Changing state law related to retirement benefits was no small feat; this was accomplished in large part because the new governance structure and stable leadership allowed the UO to advocate more effectively at the state level in collaboration with the other Oregon universities, United Academics, and other partners.

While the total number of postdocs remains modest compared to other AAU institutions, it has grown 16 percent to 111 in FY18, up from 96 in FY15. That number is anticipated to grow further as the impact of the change in law takes root, and an estimated 150 new postdoctoral positions come on line in the Knight Campus. Of course, the major draw for recruiting top-flight graduate students and postdocs is overall institutional reputation as well as the reputation of individual faculty under whom they train. As in many things, continuing to improve the UO's reputation should lead to a virtuous cycle in which the quality of graduate students and postdocs also increases.

While changing the retirement status of postdocs has had some impact on overall expenses, the UO charges extremely uncompetitive OPE costs, which are in many cases two or more times higher than peer institutions. For units such as the College of Education, high OPE rates mean that research professors struggle to identify sufficient funding to pay their own salaries on research grants and still

have enough funds left over for research activities. This situation makes the UO less competitive for research grants because principal investigators (PIs) cannot commit to accomplishing as much research in their grant proposals as their peers at other institutions. UO is currently exploring options for addressing this issue, although at its heart, high OPE rates are due to high health and retirement program costs mandated by the state.

Research Infrastructure Investments

For any university to substantially expand its scientific research enterprise and attract prominent scientists to campus, the institution must build new laboratories, renovate existing ones, equip them with the most sophisticated instruments possible, and add to the high-speed and high-performance computing infrastructure. In 2014, the UO had already begun to plan for renovations of several of its aging laboratory structures. Over the subsequent five years, these plans have become a reality and the university has made tremendous progress in refurbishing its research infrastructure.

Since 2015, the UO has invested more than \$60 million renovating laboratory and research-related space. The university will also add about 100,000 square feet of laboratory and research space—valued at \$225 million—during the first phase of the Knight Campus. In addition, the UO is in the planning, design, and construction phases for both state-of-the-art synthetic chemistry laboratories and full renovation of a building to meet the needs of the UO's growing Institute of Neuroscience. All told, the UO expects to construct new or substantially renovate an additional 200,000 square feet of laboratory and related research space over the next five years.

Much of the expenditures over the last four years centered on four interrelated renovation projects dedicated to laboratory space. The capital projects included:

- Renovating older chemistry labs to support cutting-edge translational research
- Reclaiming 16 life science laboratory spaces from several decades of alternative uses
- Completing construction of a biological imaging core facility adjacent to the recently enhanced genomics and cell characterization facility
- Completing a new science library at the center of the science complex

The university has directed significant institutional dollars to enhance and develop IT structure to support the increased hiring in the sciences and created new revenue streams to enhance the overall IT infrastructure. The university has also hired trained professionals to operate the equipment and systems related to these improvements.

Overall, solid and consistent progress has been made both in constructing new research facilities and in the renovation of existing spaces. Funds have been requested from the state to renovate Huestis Hall, which is the university's highest priority for deferred maintenance. However, a number of other spaces still need attention, including several floors of Klamath Hall. Onyx Bridge remains a building that will likely need to be completely replaced at some point, although there are no immediate plans to do so. Overall, UO is near capacity in non-Knight Campus science facilities, and some units, such as Human Physiology, remain spread widely across campus, often in subpar facilities.

Space is also a limitation in non-science facilities. For example, research activities for new faculty in the SOJC, including their offices and student spaces, are in rented facilities on the north side of Franklin Boulevard. Space is also limited to support research and educational activity in new programs, such as Cinema Studies.

Academic Excellence— Teaching and Curriculum

Defining, Developing, Evaluating, and Rewarding Teaching Excellence

Teaching excellence is a cornerstone of the UO's mission. The university has sought over the last five years to better define, evaluate, and reward teaching excellence as part of its commitment to exceptional undergraduate and graduate education. By defining teaching quality and aligning teaching development, evaluation, and reward systems with this definition, the university is creating an inclusive, engaged, and research-led teaching culture that has the power to shape the experience of all UO students.

This strategic emphasis on teaching as key to student success and experience is a significant change for the UO. For many years, the university's efforts to support teaching quality were neither coordinated nor strategic. Schools, colleges, and departments took highly variable approaches to developing faculty and graduate students as teachers, with many faculty and graduate students receiving mixed messages about the importance of teaching quality. In 2016, leaders from the Office of the Provost, Undergraduate Education and Student Success, UO Libraries, and the UO Science Literacy Program formed a Teaching Academy. The academy includes UO's Distinguished Teaching Award recipients and faculty who had participated in significant teaching development. In 2018 it was named the Provost's Teaching Academy, with active participation from the provost and executive vice provost, who bring questions and priorities to the group to consider through the lens of teaching and students.

Also in 2018, the Office of the Provost moved the Teaching Engagement Program (TEP) from the Teaching and Learning Center into the Office of the Provost, elevating a focus on teaching engagement and effective teaching practices to better connect

frontline teaching support with policymaking. TEP holds a workshop series to support faculty and graduate students in inclusive, engaged, and research-led teaching. These workshops are offered throughout the academic year and during the UO Summer Teaching Institute, which brings faculty from all parts of the university together for four days of intensive focus on teaching. The university has also committed to increasing instruction training opportunities for graduate students.

Teaching Evaluations

The Office of the Provost and the University Senate have worked together since spring 2017 to revise the UO's teaching evaluation system. As explained below, the faculty union has also been a supportive partner related to these efforts, approving necessary contract changes. Recent research indicates that student ratings may not accurately reflect teaching quality and may be infected by bias.

As a result, the UO has developed a new holistic teaching evaluation system that does more than simply replace problematic evaluation instruments. The goals are to ensure evaluations are fair and transparent, conducted against criteria aligned with the unit's definition of teaching excellence, and include input from students, peers, and the faculty themselves. The new system is now in place with a campus-wide rollout this fall.

Revising UO's evaluation tools is only one step of the process. In order for evaluations to matter, there needs to be a set of standards against which teaching practices can be measured. In August 2019, a memorandum of understanding between the faculty union and the provost enshrined the minimum definition of teaching quality to be used for evaluation of teaching, beginning in fall 2020. Units will be able to modify this standard with their own unit-specific criteria.

Curriculum

The University Senate is charged with oversight of university curriculum. The senate has made progress over the past few years in rethinking the UO's core curriculum. As part of this project, the senate created a Core Education Council to oversee and propose changes. The senate took several actions including passing new core education learning outcomes and establishing a new multicultural literacy requirement. It also established learning goals (known as methods of inquiry) that were derived from the UO mission statement: critical thinking, creative thinking, written communication, and ethical inquiry. Every core education course must now address at least two methods of inquiry. These methods of inquiry are also critical to accreditation requirements. Hundreds of core courses will need to be reapproved over the next three years to ensure their compatibility with both sets of standards.

Students and their parents increasingly desire degrees that will prepare them for rapidly changing careers after college. To meet this need, the university has added several degree programs in recent years, including master's degrees in sports product management, sports product design, prevention science, language teaching studies, and finance. In the last year, significant progress was also made in planning new undergraduate degrees in bioengineering, data science, and neuroscience, and numerous other programs. It is expected that all three degrees, and potentially up to five more, will move through senate, board, and the state of Oregon's Higher Education Coordinating Commission (HECC) approval process over the next year, and the university hopes to be able to offer these programs to students in the coming academic years. These degrees will be extraordinarily important to the future of the university. Adding the first engineering degree and opportunities for students to learn about big data are important

steps toward achieving the goal of meeting student and employer demand, not to mention preparing students for modern jobs in any field. In addition, the UO approved its first-ever fully online degree, taking the master's in sports product management into the virtual environment. Several other fully online degrees are in the works based on market demand, including a master's degree in applied psychology.

The UO has also added 13 new minors spanning a broad range of disciplines, including entrepreneurship, sustainable business, digital humanities, ethics, international studies, global health, and sociology. The UO added 10 graduate specializations and seven certificates. These additions are extremely valuable in augmenting current degree offerings and appealing to student interest and demand.

The UO has led substantial work in the state over the past year to resolve the challenges of HECC's program approval process, which is outdated and needs modernization to align with new demands by students, employers, and the modern economy. However, more needs to be done around the state to further ensure that the HECC approval process takes a long-term view of the economic impact on individual students and the state as a whole to ensure there are strong, innovative programs available to students.

Clark Honors College

The Robert D. Clark Honors College is one of the top honors colleges in the nation. In recent years, however, admissions, particularly of nonresident students, lagged, and retention of students suffered due to an outmoded curriculum. In an effort to grow and further improve the college, Interim Dean Karen Ford worked with faculty to clarify learning objectives, reorganize the faculty, revamp admissions, and bring affiliated faculty members from across the university into the honors college during the 2017-18 academic year. In addition, the

university cut the differential tuition fee, helping to make the honors college more accessible and diverse, a move which has already contributed to increased enrollment. Gabe Paquette, a highly-respected historian from Johns Hopkins University, began leading the Honors College in 2018. A strategic framework has been prepared and a new and more flexible honors college curriculum plan will take effect in fall 2020, providing increased flexibility for students, better integration of the natural sciences into the college's strong liberal arts programming, and improved connection between honors college courses and a student's selected major, regardless of what that major is.

Online Education

The UO has lagged in its adoption of online education. As a remedy, in October 2018, the university hired Carol Gering as associate vice provost for UO Online and distance education. In her short time, she has begun developing a strategic plan which identifies two areas of focus: (1) development of online courses for UO's existing undergraduate students, with a goal of supporting student success by providing flexible options for timely degree completion, and (2) development of graduate online programs that attract new graduate students by providing career advancement through flexible master's programs for working professionals. Twenty-four faculty members were selected to develop high-priority online undergraduate courses this year and three proposals for graduate programs underwent market analysis as a precursor to development.

Starting this fall, all online courses have a \$25 per credit fee, which gives students access to a suite of new services, including a call center for expedited assistance, extended help desk hours for technical support, and exam proctoring services. This fee also provides resources to enrich UO Online's course content by helping faculty create accessible and engaging instruction.

Student Access And Success

The Oregon Commitment

One of President Schill's first acts as president was to challenge the university to improve student access and success. On November 10, 2015, he announced a series of investments and initiatives designed to increase access to the UO and improve the four-year graduation rate by 10 percentage points over the most recently computed rate—49.9%—by 2020. Increasing the graduation rate would reduce the cost of higher education and enable students to begin earning higher incomes sooner. Among the initiatives announced in 2015 were a commitment to enhanced and coordinated advising, the use of predictive analytics software, expanded scholarship and advising programs such as PathwayOregon, and additional student engagement programs such as academic residential communities.

On November 12, 2019, the president announced that the UO had exceeded its four-year graduation goal one year early. The four-year graduation rate for the cohort that matriculated in 2015 was 60.7%. The university achieved the goal through the implementation of nearly 20 student success initiatives specifically aimed at reducing institutional barriers to timely graduation and ensuring all students are well-supported. Some of these—the first-year live-on requirement, revised curricular policies, expanded undergraduate research opportunities and first-year experiences, and support for underrepresented students—are detailed in the other sections within this report.

The UO is determined not to rest on its laurels. Led by Vice Provost for Undergraduate Education and Student Success Doneka Scott, student success initiatives are accelerating and it is hoped that, over the next five years, additional improvements in graduation rates will be achieved. The hiring of 30 new advisors in Tykeson Hall and across campus, the deployment of predictive analytics, a focus on supporting the university's diverse populations,

and efforts to remove curricular barriers are each expected to contribute to even better performance in the future.

Advising and Tykeson Hall

The most dramatic and challenging student success initiative the university has ever undertaken was implemented in 2019 with the opening of Tykeson Hall. The college and careers building was made possible by state bonds and gifts from donors who understood the vision of integrating academic and career advising under one roof. The \$42 million facility is now home for all first-year students exploring majors and careers, and for undergraduate students in the College of Arts and Sciences who seek academic advice. It also is home to the University Career Center, which provides career advising, planning, coaching, and career development services to all students.

One of the core concepts behind Tykeson Hall is the integration of academic and career advising. The 23 new academic advisors and six career coaches are cross trained in both academic and career counseling. Math and composition tutors also provide support. In addition, the career center has been reconceptualized in Tykeson Hall and a new executive director has been hired. Surprisingly, the core concept of Tykeson Hall—integration of career and academic counseling—has not been widely adopted by other universities nationally. Much remains to be worked through, but the innovative approach is off to a fast start, with more than 1,500 students seeking assistance in the first few weeks following its opening.

There are still many challenges to overcome in order to continue to improve student success, such as getting full coordination of all advisor and academic programs on campus, refining flight paths and four-year degree plans, and ensuring permanent funding for the additional advisors hired with the Presidential Fund for Excellence.

PathwayOregon and Scholarships

The UO has redoubled its commitment to making higher education accessible to motivated, talented students regardless of their financial means through numerous efforts including advocating for federal and state student aid, fundraising for scholarships and other student financial support, and seeking opportunities or partnerships to provide other kinds of financial support to students.

PathwayOregon speaks to the heart of UO's mission, which is to provide access to a world-class education to the citizens of Oregon. PathwayOregon covers all tuition and fees for academically qualified first-year Oregonians whose family income meets Federal Pell Grant requirements. Students meet periodically with a team of advisors invested in their success, through graduation. The UO provided PathwayOregon tuition and fee remission and mandatory counseling to a record 2,566 students in 2018-19, roughly 24 percent of all students from Oregon. Approximately 50 percent of PathwayOregon students are underrepresented minorities; 58 percent are first-generation students.

PathwayOregon has been very successful. It is credited with helping to improve success outcomes such as graduation and retention rates for students. For example, the graduation rate for first-generation students on PathwayOregon was twice as high as Pell Grant-eligible peers prior to PathwayOregon's inception.

Another example of increased aid is the Stamps Scholarship, funded through a partnership between the University of Oregon and the Stamps Family Charitable Foundation. UO is one of just 28 Stamps partners, a reflection of success in earning a strong national reputation. Stamps partner institutions receive more than 250,000 applications from the nation's best students for one of 218 Stamps Scholarships awarded nationally. Stamps Scholars

are known for their significant contributions to their universities and communities around the world. The Stamps Scholarship program doubled at the UO, adding six additional scholarships in 2018.

Tuition and Financial Aid

From 2014 to 2019, the amount of scholarship assistance provided to Oregonian residents increased 37 percent. Overall the university's scholarship budget increased 34 percent over the last five-year period. Despite this growth, rising tuition at the UO remains a concern for students who do not qualify for need- or merit-based scholarships. Tuition and mandatory fees during that period went up 17 percent. This increase in tuition was necessitated by state funding, which lagged behind rising costs attributable to employment contracts and health and pension benefits. While low-income students who come to the UO as first-year students are largely protected from this increase in tuition, transfer students and middle-income students are not. More work needs to be done to encourage the state of Oregon to support higher education and state-backed student aid in general, and the UO in particular. In addition, scholarships and financial assistance are top priorities for the ongoing \$3 billion capital campaign.

Academic Environments

Student success is also linked to the environments in which students learn. Since 2015, in addition to Tykeson Hall, the UO has also constructed or plans to build more than 125,000 square feet devoted to instructional and academic programming space—a total of \$100 million of institutional, state, and philanthropic investment.

Completed and planned projects include:

- A newly renovated, 23,000-square-foot home for the Clark Honors College consolidating teaching, faculty, and student spaces for the first time in its history

- A 44,000-square-foot science library
- New studio space for product design, architecture, and art students in downtown Eugene
- Planned new 60,000-square-foot multidisciplinary classroom and faculty office building

Transfer Student Success

The UO is committed to serving students transferring from other institutions, particularly from the state's community colleges. As part of the student success efforts, a new position has been created with an expanded scope focused on academic support for transfer students. According to a recent report produced by Education Northwest with respect to UO, "the bachelor's degree completion rate for community college transfer students (who were recent public high school graduates) is 15.6 percentage points higher than expected based on statistical analysis." In 2017, the state legislature passed HB 2998, which required that the state develop "foundational curriculum" for any student at a four-year public or community college. UO's Frances White, a professor of anthropology, was responsible for ensuring this curriculum was successfully developed on the extremely tight timeline that the state mandated. White is now the lead for the UO on the creation of the major transfer maps, another requirement of HB 2998. The university expects that there will likely be more legislation from the state in the coming session around these matters. The UO has proven to be a strong partner in ensuring that the state's public higher education institutions are all working in the best interest of students, while also balancing the requirement that faculty, not administrators, should control the curriculum.

Diversity, Equity, and Inclusion

Diversity of Campus

The UO continues to make steady progress in improving campus diversity. The university has invested in several dozen initiatives and programs over the last five years designed to recruit, hire, retain, support, promote, and engage historically underrepresented groups, including women, minorities, veterans, and individuals with disabilities. Strategies include improving outreach and service centers, creating activities and events, focusing diversity recruitment efforts, and creating policies and procedures to support this work, such as requiring training, implementing new discrimination/harassment policies, and encouraging exit interviews.

The number of incoming students who identify as members of underrepresented minority groups has grown each of the last nine years. For the last three years, more than a third of each incoming class has been comprised of domestic minorities. Similarly, the university continues to make gradual progress in growing the diversity of faculty and staff. The percentage of employees of color increased from 12.7 percent in 2014 to 15.7 in 2018-19. In 2018-19, 18 percent of faculty were identified as faculty of color; this compares to 14 percent 10 years ago. Even with this progress, much more needs to be done.

One particular area that needs improvement is in the retention of African American and Native American faculty. For example, in that same 10 years, the proportion of African American and Black faculty went from 0.8 percent to 2.1 percent—growth, but still incredibly low figures. To better understand what may be contributing to retention and climate issues, the UO is working on a request for proposal to conduct a climate survey of faculty and staff to examine this question in more detail.

IDEAL and Diversity Action Plans

Starting in 2014, Vice President for Equity and Inclusion Yvette M. Alex-Assensoh began a process to create a diversity, equity, and inclusion strategic plan for the entire university. In 2016, the university approved the IDEAL Framework, made up of the pillars of inclusion, diversity, evaluation, achievement, and leadership. To implement the framework, the Division of Equity and Inclusion (DEI) has worked with 34 academic and administrative units to implement unit-level Diversity Action Plans.

Some of the outcomes include onboarding programs that incorporate equity and inclusion; internship programs that target underrepresented and first-generation students; performance review processes that incentivize growth and development around equity and inclusion; incorporating exit surveys as part of organizational learning, and much more. The division has also worked with the provost in implementing implicit bias trainings and active recruitment search processes to support diverse hiring practices.

Black Student Task Force

The UO, like most universities in the United States, experienced an increase in student activism regarding issues of race and inclusion over the last several years. This activism peaked at the university in November 2015, when a group called the Black Student Task Force and their allies demonstrated on the UO campus and then presented the institution with a set of 13 demands. In the years that followed, the university has worked with students, faculty, staff, and alumni to implement the majority of the demands.

Over the last four years the university has:

- Built the new Lyllie Reynolds-Parker Black Cultural Center

- Denamed Dunn Hall and renamed the residence hall for a prominent Black alumnus, architect DeNorval Unthank Jr.
- Created a well-attended and heavily subscribed African American Workshop and Lecture Series, now in its third year of programming
- Invested in pipeline programs to attract underrepresented students to the UO
- Invited six historically Black Greek-letter organizations to become part of Fraternity and Sorority Life, two of which have established chapters at the UO to date
- Launched the Umoja Black Scholars Academic Residential Community for Black-identifying students
- Begun a process for adding an African American advisory group to the existing multicultural Student Leadership Team in DEI
- Hired additional Black advisors and other advisors on campus
- Improved frequency of the publishing of campus diversity data
- Revised the multicultural requirement through the work of the University Senate
- Launched a Black studies program, expected to result in a minor in 2020

Climate Issues for Underrepresented Groups

The university has continued to make progress in addressing the needs of other underrepresented groups. Latina and Latino (Latinx) students make up the second-largest racial group at the UO at 12 percent of the population. In fall 2019, the university added a Latinx Academic Residential Community (Comunidad de Latinx Scholars) to its housing options.

Many students have been concerned about the Trump Administration’s actions related to immigration. Some students—particularly those born outside the US or of Latino and Middle Eastern descent—were fearful that their immigration status or the immigration status of their loved ones would be challenged. To address some of these concerns, the UO appointed an administrator to be the point person for immigration related concerns. The university also identified services for students who needed counseling. President Schill has taken a strong public stance in support of the Deferred Action for Childhood Arrivals (DACA) program, advocating for legislation in support of Dreamers students at the state level and signing on through the AAU and APLU to a brief in support of the University of California’s lawsuit before the Supreme Court of the United States arguing that the Trump Administration’s effort to end DACA is illegal. In 2018, the university also formed a Dreamers work group in support of undocumented, DACA, and mixed-status students.

The UO is located on the traditional indigenous homeland of the Kalapuya people. With respect to the UO’s Native American constituents, the university has fostered an excellent relationship with Oregon’s nine federally recognized tribes. For example, the university is working with several rural tribes to extend the internet to their communities. On campus, the university hired a new steward of the Many Nations Longhouse, created the Native American and Indigenous Studies ARC at the Kalapuya Ilihi residence hall, and continues to support the Northwest Indian Language Institute.

The UO is seeking to strengthen its focus on the Asian Desi and Pacific Islander population. This is the second year of supporting the PI Male Retention Initiative, now called “Brother to Brother, Sister to Sister” — an ongoing study hall intended to drive graduation, cultural connection, and high-caliber co-curricular experiences.

In January, 2019 the university established an advisory group, the Committee on Recognizing our Diverse History (CRDH). The group was created in response to the University Senate's resolution the prior year that denounced white supremacy and hate speech. The charge is to examine how best to ensure that everyone feels welcome on campus by advancing the understanding of and ability to engage in respectful conversation around history, culture, and race through the creation of new artwork or by adding plaques to explain historical context of buildings, statues, or artwork. CRDH is also working to build these efforts into the curriculum, student research, and other student projects/activities around campus. This committee began its work in earnest the winter of 2019 and, at the time of this report, is working to finalize its initial set of recommendations.

Student Experience

Nearly everything that happens at the UO's campus has the potential to impact student experience and the university's ability to prepare students to be productive citizens of the world. This section of the report, however, will focus on student experiences outside of the classroom or laboratory, including housing, recreation, campus life, leadership opportunities, study abroad, student support, wellness, and safety. Equity, diversity, and inclusion is also critically important to student success and experience but is addressed in a separate section.

During the last five years, there have been significant changes and improvements in the services and facilities designed to enhance student experience. These include a reorganization of the divisions focused on student life, student services, enrollment management, and global education; major renovations to or construction of new student facilities, including residence halls, the student health center, the student union, and the student recreation center; improvement of academic residential offerings; changes to student-related policies; investments in Title IX services, changes to employee reporting responsibilities around sexual assault and harassment; and addressing other student health and welfare needs. Indeed, the changes and improvements have been so numerous that this section of the report will only provide some highlights.

Housing, Recreation, and Facilities

The UO has added to and improved residential housing options for students since 2015. For example, the university opened Kalapuya Ilihi residence hall in 2017, completed two phases of renovations of Justice Robert Sharp Bean Hall in 2018 and 2019, and has begun plans to redevelop and expand residential and dining offerings for Hamilton and Walton halls. The university expanded its in-residence support and guidance to include two faculty-in-residence, six faculty fellows, and six academic and PathwayOregon advisor fellows in the

residence halls. The number of academic residential communities and residential communities was also expanded, with new offerings including Health Sciences, Media and Social Action, Umoja Black Scholars, Latinx Scholars, and Carnegie Global Ethics.

The UO instituted a mandatory live-on requirement for all incoming freshmen in 2017 as part of an effort to support student experience and success. Studies, both at the UO and nationally, have shown that first-year, full-time students living on campus have higher GPAs and better retention, and faster graduation rates. The university grants exceptions for certain circumstances such as financial exigency and participation in certain extracurricular activities.

The university also renovated and expanded the Student Recreation Center, Erb Memorial Union, and Allan Price Science Commons and Research Library. The EMU expansion and renovation increased space for student groups, programming, and food venues. Each of these newly renovated spaces has become a magnet for students along with the newly constructed Tykeson Hall.

Student Life

Under the leadership of Vice President R. Kevin Marbury, the Division of Student Life has been reorganized to better serve the university's student body. For example, the Holden Leadership Center has been reorganized under the Office of the Dean of Students with a better focus on programming designed to serve a broader range of students. Staffing was increased for Fraternity and Sorority Life to provide more guidance and training in leadership and risk management to this population. Student Life has also increased use of data collection and analytics to guide programming, services, and space to address student needs (e.g. sense of belonging, impact of living in residence halls on retention, enhancing student employment experiences as a part of career prep, etc.).

Sexual Violence Prevention and Protection

Beginning with new guidance issued by the Obama Administration in 2011 and continuing with the creation of a White House Task Force to Protect Students from Sexual Assault in 2014 and the launch of the It's On Us campaign, awareness of sexual violence and misconduct on college campuses increased dramatically, just as the UO's new board assumed leadership. In recent years, the university has made significant investments to prevent sexual violence from occurring in the first place, and, when it does, to support students and hold those who perpetuated the wrongdoing accountable.

Perhaps the biggest changes have been the investments the UO has made in its Title IX and civil rights operations including hiring a dedicated Title IX coordinator and several professionals to provide services to students who have experienced unwanted sexual contact. The university has also strengthened and professionalized its investigations and student conduct staff to align with national best practices. The institution also thoroughly revamped a number of policies and procedures to ensure effective, compassionate, and trauma-informed responses to survivors and fair procedures for the accused.

In 2017 the University Senate and the UO administration worked in partnership to develop a new and innovative policy on reporting sexual violence, which spells out the obligations for faculty, staff, and administrators. This policy has garnered national attention and is used as a model for other universities.

It is difficult to gauge success when it comes to sexual violence prevention and protection. The number of reported incidents has grown through the five-year period as have the number of students seeking help. This growth could

either mean greater incidents or enhanced faith in university procedures and willingness to come forward, or both. A recent AAU survey, which asked students about sexual violence, suggests the university has made significant progress over the past five years. The proportion of undergraduate women students who said that they had experienced "non-consensual sexual contact by physical force or inability to consent" declined 3.4 percentage points from 2015 to 2019. Similarly, trust in the institutional response to sexual violence increased. The percent of students who believe that campus officials are very or extremely likely to take reports of sexual assault or misconduct seriously increased to 65.1 percent.

The Office of the Dean of Students has also increased its capacity to respond to students in crisis or need of extra support, helping them connect to services or navigate university processes. The protocols for these responses are now more consistent and documented to better serve students.

The university is closely tracking, along with the national associations of higher education, possible changes to federal policy in the wake of the Trump Administration's rescission of the 2011 guidance. The leadership remains committed to a zero tolerance policy for sexual violence.

Physical and Mental Health

Universities throughout the nation are experiencing significantly greater demand for health services, particularly those related to mental health. The UO is no different. In 2016, responsibility for the Health Center and Counseling Center were transferred from the Division of Student Life to an expanded portfolio of Vice President for Student Services and Enrollment Management Roger J. Thompson. A plan to expand the health center was approved by the Board of Trustees, and construction on the first phase is nearing completion. In addition,

new leadership was brought in to run the center, a reorganization was implemented, and additional resources were allocated to mental health. According to recent data, waiting times for non-emergency mental health services have declined, and the waitlist at the counseling center for students to see a therapist has decreased from a high of around 100 students to a current waitlist today of 15 students. Nevertheless, the UO continues to experience increasing caseloads, so continued attention will need to be paid to this important area.

Athletics

The Department of Intercollegiate Athletics has achieved tremendous success in recent years academically and in competition. That success continues to deliver significant benefit to the institution by serving as a driver of reputational awareness and supporting the university's broader enrollment goals. Over the past five years, the UO has won 12 national championships and 23 Pacific-12 Conference championships. As this report is being written, the men's football team has clinched the Pac-12 North Championship; women's basketball is ranked No. 1, and the men's basketball team is currently No. 11. While football and basketball attract the lion's share of publicity, they are just the tip of the iceberg. The athletics department sponsors 20 Division 1 sports involving 475 student-athletes. Student Life oversees an additional 40 club sports that engage more than 1,300 students.

In addition to its success on the field the athletics program has experienced success in the classroom. This past year the graduation success rate (GSR) was 86 percent, the highest rate UO student-athletes have achieved in a single year, eclipsing the previous rate of 83 percent a year ago. For all athletes who exhausted their eligibility, the graduation rate jumps to 92 percent. The cumulative academic progress rate (APR) was 975, and every sport was above the minimum NCAA requirement of 930, including five programs that posted a perfect single-year score of 1,000. The UO student-athlete GPA, single year and cumulative, was over 3.0.

Additionally, in the last five years, Oregon student-athletes have been named Academic All-Americans on 13 occasions, including Justin Herbert, named to the Academic All-America team for two consecutive seasons and the Team Member of the Year for football in 2018. Herbert is also a finalist for the William V. Campbell Trophy, an award that honors the top football scholar-athlete in the nation and

equally weighs academic credentials and on-field performance.

By almost any set of metrics, the athletics department performed very well during the five-year period from 2014-19. Its leadership has been stable, enlightened, and professional. The program is a model for diversity and inclusion. Indeed, its BEOREGON initiative just received the NCAA Diversity and Inclusion Award, which honors only one university in the nation every year.

While every university can have differences of opinion regarding the role of athletics, upon taking office President Schill sought to emphasize to the entire community—alumni, faculty, students, and staff—how athletics and academics could co-exist and indeed thrive together. Athletics are a vital part of the student experience for many students, and many prospective students, particularly from outside of Oregon, first hear about the UO through its athletic program. Similarly, the vast majority of alumni who support athletics also support the academic enterprise of the UO.

With some exceptions, divisions over athletics and academics have been reduced on campus. Most faculty and students recognize that an excellent athletic program can reinforce and strengthen a great academic program and vice versa. The Department of Intercollegiate Athletics is currently one of only about 23 Division 1 programs to be self-sufficient; most other universities in the Pac-12 provide millions of dollars of subsidies each year. Yet, the finances of athletics are precarious. Through the extraordinary generosity of passionate donors, athletics is able to balance its budget and maintain self-sufficiency annually. If these donors were to suspect that their gifts were being siphoned off to benefit other parts of the university, as some members of the UO community have suggested, donors would likely reduce their support resulting in insolvency for the program.

Additionally, athletics pays approximately \$15 million to campus every year in scholarship costs, assessments, and other expenses.

The Department of Intercollegiate Athletics is likely to face major challenges over the next decade similar to those of many other university athletics programs. The arms race among top university athletics programs to recruit and retain top coaches is leading to unsustainable increases in cost, and no one is sure of what the exact impact will be from the recent discussions regarding the ability of student-athletes to potentially capitalize on their name, image, and likeness.

In summary, under the leadership of athletic director Rob Mullens, the past five years have been arguably the best in the history of the UO sports. During that time, Oregon became the only school to appear in the College Football Playoff, the men's basketball Final Four, and the women's basketball Final Four (first-ever Women's Final Four in UO history in 2019), and the Ducks set a school record with a ninth-place finish in 2016-17 in the Director's Cup, a ranking measuring overall success of athletic teams in a single year. The Ducks had set the previous school Director's Cup record with a 10th-place finish the year before, and in addition to Oregon student-athletes claiming a Heisman Trophy, Bowerman Award, Wade Trophy, and Naismith Award as the top individual players in their respective sports, the 2017 Oregon's women's track and field team achieved the unprecedented task of winning the "Triple Crown," claiming national titles in cross country, indoor track and field, and outdoor track and field.

Conclusion

From the perspective of the University of Oregon, the first five years of institutional governing boards has been a period of extraordinary progress. The university has made major strides in building the faculty, enhancing research, increasing student success, promoting diversity and inclusion, growing external resources, and reorganizing administrative structures.

A central aspiration of the move to a more autonomous board was that it would bring the stability and confidence needed to reach for and achieve historic levels of philanthropy. And it has. This, together with a new capacity for independent bonding authority, have created new financial opportunities that have rapidly translated into specific initiatives and improvements across the whole university. At the same time, factors largely external to the university have generated unyielding pressures on UO's financial model, especially as manifested in increasing student tuition. These factors include pressures from the PERS retirement system and other benefit programs, a rapidly changing national landscape of opportunity and interest among international students, and a level of state support that has yet to return to pre-recession levels—much less account for steadily increasing base-level costs.

The UO is fortunate to have a board that is deeply and actively engaged in helping the university address these challenges. Indeed, none of the transformational outcomes experienced over the last five years would have occurred under the old OUS governance structure. University leadership is grateful for the wisdom of the governor and the legislature in setting the universities in the state free to serve the different needs of the citizens and regions of the state.

The University of Oregon remains deeply committed to its public purpose—giving a world-class education to the next generation of Oregonians and contributing to the economic growth of the state through workforce development and research innovation. For the UO to succeed, however, it needs the state and its citizens to keep their part of the bargain and provide greater support to the university. It is understood that this will only happen if the university can clearly and effectively articulate the types of accomplishments set forth in this report and the many ways they benefit current and future Oregonians living and working in every corner of the state. The UO's president, provost, and entire leadership team is committed to doing that and continuing a legacy of creating meaningful impact to the state and society.