

This packet was updated on May 13, 2022 to correct a formatting error in the tables provided in Section 2.3

NOTICE OF PUBLIC MEETING

The Board of Trustees of the University of Oregon will hold a public meeting in the Giustina Ballroom of the Ford Alumni Center on the Eugene campus at the following times.

Thursday, May 19th, 2022, at 9:00 a.m. Pacific Time

Friday, May 20th, 2022 at 9:30 a.m. Pacific Time

Subjects of the meeting will include standing reports; reports and discussions on finance and treasury matters including quarterly reports and long-term finance projections, UO Foundation investments, and budget authorization for FY23; institutional goals and objectives for academic and research priorities, student success, advancement, and communication; capital project updates and approvals; Presidential contract changes; reviews of institutional risk planning, and institutional educator equity in teaching preparation plan; overviews of academic engagement with the track and field world championships and UO athletics; Data Science Initiative; two academic program approvals; and Board Leadership action.

The meeting's agenda and materials are available at <https://trustees.uoregon.edu/upcoming-meetings>.

A livestream link will be available at: <https://trustees.uoregon.edu/meetings>. If telephone conference, sign language for the deaf or hard of hearing, or accessibility accommodations are required, contact trustees@uoregon.edu at least two business days in advance of the posted meeting time. Please specify the sign language preference if applicable.

Public Comment

To provide public comment during the meeting, or if you would like to provide remote public comment, please sign up by emailing trustees@uoregon.edu and include your name, affiliation with the university, and topic for discussion. Public comment guidelines are available [here](#).

Those wishing to provide comments in writing may do so via trustees@uoregon.edu. All written comments will be shared with members of the board, but to ensure comments are provided to trustees *in advance* of the meeting, they must be received by 5:00 p.m. Pacific Time on May 16, 2022.

**Board of Trustees
Public Meeting
May 19-20, 2022**

**May 19, 2022 | 9:00 AM PST
Ford Alumni Center Ballroom | Eugene Campus**

Convene Public Meeting

- Call to order and verification of a quorum
- Approval of minutes from the March 2022 full board meeting and April EAC meeting

1. Standing Reports and Public Comment.

1.1. Public Comment (if requested):

- Officers of Administration Council
- Campus Labor Organizations
- Other Public Comment

To provide comment at the board meeting, or if you would like to provide remote public comment, email trustees@uoregon.edu with your name, affiliation to the UO, topic of discussion.

1.2 ASUO. Isaiah Boyd, ASUO President; Luda Isakharov, ASUO President-Elect.

1.3 University Senate. President Spike Gildea.

1.4 1.4 President and Provost Reports. Michael Schill, President and Professor of Law; Patrick Phillips, Provost and Senior Vice President.

2. Finance and Treasury

2.1 Quarterly Financial and Treasury Reports. Jamie Moffitt, Vice President for Finance and Administration and CFO.

2.2 FY23 Budget and Expenditure Authority Authorization and FY22 Capital Expenditure Increase (Action). Jamie Moffitt, Vice President for Finance and Administration and CFO.

2.3 Long-Term Finance Projections. Jamie Moffitt, Vice President for Finance and Administration and CFO.

2.4 University of Oregon Foundation Funds Overview. Paul Weinhold, President and CEO, University of Oregon Foundation.

Meeting recessed until approximately 1:00 p.m.*

**Time subject to change and will be announced at the time of recess.*

3. Institutional Goals and Objectives Update. Michael Schill, President and Professor of Law

3.1 Academic and Research Priorities. Patrick Phillips, Provost and Senior Vice President; Cass Moseley, Interim Vice President for Research and Innovation.

3.2 Next Generation Student Success. Kimberly Johnson, Vice Provost for Undergraduate Studies and Student Success.

3.3 Advancement Update. Mike Andreasen, Vice President for University Advancement.

3.4 Comprehensive Communications Plan. Richie Hunter, Vice President for University Communications.

4. Program Approval (Action).

4.1 PhD. in Data Driven Music (Action). Sabrina Madison-Cannon, Dean, School of Music and Dance; Jeffrey Stolet, Professor of Music Technology, Director, Future Music Oregon.

4.2 Online MS in Immersive Media Communication (Action). Juan Carlos Molleda, Dean, School of Journalism and Communications; Donna Davis, Associate Professor and Director, Strategic Communication Master's Program and Director, Oregon Reality (OR) Lab.

5. Capital Project

5.1 Huestis Hall Cost Escalation (Action). Michael Harwood, Associate Vice President and University Architect.

Meeting recessed until 9:30 a.m. May 20, 2021.

6. Presidential Contract (Action). Board Chair, Chuck Lillis.

7. Enterprise Risk Management and Organizational Resilience. Andre Le Duc, Chief Resilience Officer and Associate Vice President for Safety and Risk Services; Leah Ladley, Chief Auditor.

8. World Athletic Championships Oregon22 Academic Engagement. Carlyn Schreck, Assistant Vice President for Presidential Initiatives.

9. Department of Intercollegiate Athletics Overview: Rob Mullens, Athletic Director; Eric Roedl, Deputy Athletic Director.

10. College of Education's Institutional Plan for Educator Equity in Teacher Preparation - Update: Laura Lee McIntyre, Interim Dean of the College of Education; Dianna Carrizales-Engelmann, Assistant Dean for Administration.

Meeting recessed until approximately 1:30 p.m.*

**Time subject to change and will be announced at the time of recess.*

11. Academic Area in Focus – Data Science Initiative. Bill Cresko, Professor of Biology and Director of the Data Science Initiative; Courosh Mehanian, Research Associate Professor, Knight Campus for Accelerated Scientific Impact; Lauren Ponisio, Assistant Professor of Biology; Lindsey Uribe, undergraduate student in data science.

12. Board Leadership (Action). Ross Kari, Finance and Facilities Committee Chair

Meeting Adjourned

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Agenda Item #1

Standing Reports

Public Comment
ASUO President
University Senate Update*
President's Report
Provost's Report

***Provided written materials**

To: UO Board of Trustees
From: Spike Gildea, Professor of Linguistics and President of the University Senate
Re: Remarks to the BoT regarding Senate actions this Spring

The University Senate has met three times since my last communication, all during Spring term (April 6, April 27, May 18). At the first two meetings, we passed six motions and we have quite a full agenda for the last two meetings (I write this on May 5).

The six passed motions consist of:

- Two rounds of long-overdue revisions to the Senate Bylaws ([US21/22-16](#), [US21/22-18](#)); one more round of revisions is still ahead.
- Two revisions to the charges of important Senate committees, the Undergraduate Council ([US21/22-15](#)) and the Committee on Courses ([US21/22-17](#)).
- Approval of two new graduate programs, a PhD in Data Driven Music ([US21/22-20](#)) and a Masters in Immersive Media Communication ([US21/22-19](#)).

For the last two meetings, we have three major items on the agenda, none of which will have received a vote prior to the BoT meeting. First are two important policy proposals that come to the Senate from the Undergraduate Council, which passed them both unanimously.

- The new Course Attendance and Engagement Policy ([US21/22-21](#)) proposes that faculty should establish equitable guidelines in their classes regarding attendance and engagement (participation), but should no longer judge which student absences are excused and which are not, a process that is more complex and fraught than has been widely recognized and that does not clearly have equitable outcomes. The new policy asks faculty not to act as judges of acceptable vs. unacceptable reasons for missing class.
- The Revised Incomplete Policy ([US21/22-22](#)) clarifies the situations in which instructors should issue the grade of Incomplete, requires that an Incomplete Contract be in place between the instructor and the student before an incomplete can be issued, and provides that the instructor record what grade the student would have earned at the conclusion of the course without the extra time provided by the Incomplete Contract — if the work is not completed as specified in the Incomplete Contract, then after one year this “shadow” grade will replace the grade of Incomplete (rather than the automatic F specified by current policy).

The third major item on the agenda is to present the initial report of the Senate Task Force on Service, which includes a motion sponsored by the members of that Task Force. This motion has not yet received a number and been placed on the Senate website, so I attach both the report and the most current version of the Senate motion. The Task force recommends three actions at this time, which will set processes into motion to repair some of the most severe problems with the recognition and evaluation of institutional service at the university. In brief, what the Task force requests is for the Senate to authorize

- Creation of a public dashboard to display institutional service done by all faculty, so that both the work and who is doing it will become transparent
- Creation of a requirement for minimal institutional service in order to “meet expectations” in the area of service

- Request all units to develop detailed policies regarding the assignment and evaluation of institutional service.

Additionally, the Task Force requests authorization to continue the Task Force for another year, with some crucial specific tasks to be accomplished early in the year — these are listed in the motion and discussed in more detail in the report.

Initial Report of the Senate Task Force on Service

18 April, 2022

Camisha Russell, Philosophy
Edward Davis, Earth Sciences
Gabe Paquette, Vice Provost for Academic Affairs
Gerard Sandoval, PPPM
H Leslie Steeves, Senior Assoc. Dean for Academic Affairs, SOJC
Gyoung-Ah Lee, Anthropology
Jack Boss, Academic Music, SOMD
Mike Urbancic, Economics
Spike Gildea, Professor of Linguistics, President of the UO Senate, Task Force Chair

Charge

The Task Force on Service was created pursuant to Motion [US21/22-01](#), which passed the Senate on October 6, 2021. The original charge asked the Task Force to collect data in fall 2021, to analyze the data and hold public listening sessions in Winter term, 2022, and to produce a public report with a legislative proposal in Spring term, 2022. The main focus of the Task Force was specified as faculty service. In addition to reporting on findings, the Task Force was directed to report on outstanding issues that they are not able to address in the initial proposals.

Timeline

The Task Force was not fully composed until the beginning of Winter term, 2022. It met five times in winter, 2022, during which time it did a brief literature review, considered and decided against conducting a service workload survey, and planned focus group meetings with Department Heads. During Spring Term the Task Force has met twice, identified the elements of a proposal that all members supported, and prepared for writing this report and proposing Senate legislation.

Literature Review

The Task Force reviewed a selection of literature on questions of Faculty Service, including both analyses of existing imbalances in distribution of service and proposals for best practices in addressing such asymmetries. For those who are interested in the empirical basis that informs our work, and also our recommendations, we offer this brief annotated bibliography.

- A 2021 [White Paper on Service](#), authored by Gabe Paquette (a member of the Task Force) gives a condensed overview of research about service inequities in academia in general, outlines the “state of play” at the UO, considers some potential interventions, and lists some next steps in preparation for the work of the Task Force.
- A 2021 report from the UO Center on Diversity and Community entitled [Transforming the University of Oregon’s Racialized Climate: Five Factors Shaping Faculty of Color Retention](#), authored by Kwadwo Assensoh, Gerard Sandoval (a member of the Task Force), Charlotte Moats-Gallagher and Hatsue Sato. In addition to a wealth of other thought-provoking information, this document specifically calls out the phenomenon of “Cultural Taxation”, a cover term for the earlier, heavier, and sometimes institutionally invisible service burden that faculty of color assume for the benefit of the institution.

- A 2021 report published by the American Council on Education entitled [*Equity-Minded Faculty Workloads: What We Can and Should Do Now*](#), authored by Kerryann O’Meara, Dawn Culpepper, Joya Misra, and Audrey Jaeger. This report presents the results of a National Science Foundation funded project at the University of Maryland, which studied workload distribution in the academy and then proposes a series of best practices for addressing systemic asymmetries in faculty workload and rewards for work. They identify six conditions that are linked to creating more equity in faculty workloads: **Transparency** of workload, **Clarity** of assessment for work, giving **Credit** to those who expend more effort, creating **Norms** that commit to seeking fair faculty workloads, accounting for the **Context** in which faculty strengths and faculty workloads should be aligned, and putting into place mechanisms to ensure **Accountability**.
- A 2020 article in *Change: The Magazine of Higher Learning* entitled [*“Faculty Work Activity Dashboards: A Strategy to Increase Transparency”*](#) (Kerry Ann O’Meara, Elizabeth Beise, Dawn Culpepper, Joya Misra and Audrey Jaeger (2020) *Change: The Magazine of Higher Learning*, 52:3, 34-42, DOI: 10.1080/00091383.2020.1745579). This article addresses how a specific tool, publicly accessible dashboards that report faculty service work, increases **Transparency** of faculty workload, thereby establishing a basis for more equitable distributions of that workload amongst all faculty.
- A 2017 article in the *American Economic Review* entitled [*“Gender Differences in Accepting and Receiving Requests for Tasks with Low Promotability”*](#) (Linda Babcock, Maria P. Recalde, Lise Vesterlund, and Laurie Weingart (2017) *American Economic Review* 107(3): 714-747, <https://doi.org/10.1257/aer.20141734>). This article speaks specifically to the gender asymmetry in service: “Gender differences in the frequency of requests and in the acceptance of requests for less-promotable tasks may help explain why women advance at a slower rate than men in the workplace.”
- Two 2017 reports on UO focus groups, one giving results of a [*UO Women of Color Faculty Focus Group*](#), the other results of a [*UO Women of Science Faculty Focus Group*](#). Both focus groups identified Service as an area where they experience asymmetries in their workload, with the perception that they are asked (and accept) to do more service work; for the women of color group, the perception is that some kinds of service work they do is not recognized and acknowledged.

Survey on Service

At the time the Task Force legislation was written, the sponsors of the motion were aware of the existence of a draft of proposed questions for a survey of faculty and department heads, developed in 2019 by a Service Advisory Committee here at the UO. This work was then put on hold by the advent of the pandemic. One charge to the Task Force was to finalize and distribute this survey, then analyze the results. The Task Force worked on revising these questions, but then decided not to distribute the survey. The primary reasons for this decision were:

- We did not begin our work until winter term, so it did not seem realistic to conduct a survey and process the results of that survey in time to have them inform our proposals for action.
- We learned that the UO Division of Equity and Inclusion, in partnership with Gallup, was in the final stages of preparing a Climate Survey to be sent out to all employees at the UO and the proximity of two surveys with some overlap in content could have the unintended effect of decreasing participation in either or both surveys.

- Our literature review indicates that asymmetries in service are ubiquitous in higher education, the data available to us from the UO indicates that the asymmetries are also found here, and anecdotal evidence known to individual members of the Task Force was also consistent with this conclusion. As such, we decided that an initial proposal for action did not require the data that would be provided by such a survey.

In lieu of a dedicated survey on service, we were able to place the following question on service into the UO Climate Survey:

Please provide your thoughts about service contributions at the department, university, professional or community levels. a.) My unit has clear processes for how service is assigned; b.) My unit level policies clearly define quality expectations for service; c.) My unit has clear processes for how service is assigned; d.) My unit differentiates between assigned and optional service; e.) I am doing diversity, equity and inclusion activities that my unit does not formally recognize as service; (drop box for comments) f.) Some of what is now considered as service should be reclassified as research or teaching. (drop box for comments).

Also, given that we are requesting that the Task Force continue its work for at least one more year, if in the future the costs of conducting such a survey might be justified by the importance of the knowledge we could gain, our revisions to the service survey questions can serve as a basis for that future work.

Major Findings and Concerns

These bullet points represent conclusions for which we have reached a consensus, followed by issues that we believe require more concentrated future work in the context of an institutional plan to begin to address imbalances in faculty workload.

The major surface issues we have identified

- Some faculty do relatively little institutional service
 - There is little accountability for those in this category, as there is little tracking of individual service activities, that tracking is not publicly available, and institutional policies provide few explicit incentives to engage in institutional service and even fewer consequences for failing to do so.
 - Published work, supplemented by anecdotes known to Task Force members, suggests that senior white male faculty can more easily evade institutional service
- Some faculty do excessive institutional service
 - There is substantial individual variation here, with high-service faculty coming from all ranks.
 - Published work, UO focus group results, and the CoDaC Study of Faculty of Color Active Retention demonstrate that women and faculty of color carry heavier service loads — particularly invisible DEI service — and that it has a significant negative effect on professional advancement.
 - Administrative response to faculty in this category largely consists of encouragement to refuse additional or excessive requests for service. This response places the onus on individual faculty to reduce their service commitments.

- For different reasons (e.g., power dynamics and professional vulnerability, a sense of duty, personal interest in specific service domains), not all feel equally able to refuse such requests. In particular, the Faculty of Color Active Retention report found that all faculty of color groups experienced pressure for participating in DEI work and that there are perceived risks to saying no. In addition to this example, other faculty members report seeing a great need for particular kinds of work to get done, but they either do not see others stepping up to do it or do not see who else is similarly *capable* of doing the work, and they then step up themselves.
- Some Career faculty in this category see service as one of the few avenues to gain workplace respect, connections outside their departments, and self-determination in their jobs.
- Some very important kinds of service that are associated with BIPOC faculty are “invisible” in assessments of faculty performance
 - Faculty of color feel pressure to participate in DEI work and feel that there are risks to saying no.
 - The “cultural tax” placed on faculty of color that come from having to operate in the very white social environment in Eugene.
 - Community engagement work (both internal and external to the UO) is undervalued
 - Faculty of color disproportionately feel the need to mentor students/junior faculty, and to do other emotional labor involved in building community.
 - These kinds of service cause resentment from burnout, which is implicated in cases of failure to retain outstanding faculty of color.
- Other kinds of “invisible” faculty service also exist, e.g. serving as liaison with outside accreditation bodies.

Some major definitional and policy issues we have identified, which require further work

- Beyond the language in the CBA, there is no universal standard for measuring the quantity and quality of service and few departments have explicit ways of quantifying and/or evaluating faculty service.
 - Note that some merit policies (e.g., in the History Department) can be more explicit and prescriptive than the policies for Promotion and Tenure.
- It is necessary to distinguish between **institutional service**, **service to the profession**, and **public service**. Roughly,
 - Institutional service is crucial to shared governance of the university, and takes place internal to a home department, elsewhere within a given school or college, or within committees that affect the institution as a whole.
 - Professional service is extramural service to one’s discipline or area of expertise and may involve leadership roles in associations and learned societies, the organization of conferences, and editorial responsibilities for journals, among countless other forms of non-institutional service.
 - Public service – part of the UO’s vision statement - refers to the application of professional skills and knowledge to benefit communities, non-profit organizations, and the government. Service in the public sphere ranges from

public-facing exposition of research to being appointed as a public official in the government.

- It is necessary to build consensus on a theoretical definition of what should count as **institutional service**.
 - Some kinds of institutional service clearly “count”:
 - Service on named institutional committees, including search committees, review committees, and *ad hoc* task forces
 - Filling departmental administrative positions (e.g., Department Head, Director of Graduate Studies, Director of Undergraduate Studies, Director of DEI committees, etc.).
 - Assessment of service also needs to factor in that some service comes with compensation (e.g., course releases, stipends, summer salary), even if that compensation does not account, in some cases, for the entirety of the effort expended to discharge the duties for which compensation was given
 - There is a need to explicitly define and recognize the “invisible” institutional service that some faculty members do. Service that does not involve named committees or service positions, and so is not always either accounted for or compensated, include:
 - Consultations with department heads and other administrators
 - Serving as liaisons with other entities, e.g. external accreditation bodies
 - Individual DEI work
 - Emotional labor for students and colleagues
 - This definition must interact with both
 - Formal mentoring, which, beyond service, can also arguably be part of a research and teaching profile
 - Advising of undergraduate honors theses and MA theses in professional degree programs. This is clearly a component of a faculty member’s teaching profile, but it is also like service in that it is work that must be done for a particular program to function, however (i) is not always symmetrically distributed, (ii) it typically is additive (i.e., it is added to a full teaching load), (iii) it rarely “counts” for much towards a positive review, and (iv) unlike advising successful PhD students, such advising rarely contributes to a faculty member’s reputation.
- There is a need to generate operational definitions, so that we can readily identify and assess those activities that we decide should count as institutional service.
 - It is necessary to establish a scale for workload level of all service activities, then to rank each service activity according to that scale. This should not be too fine-grained (e.g. no more than 3-4 standardized levels) and should minimally rank all committee service according to expected time commitment.
 - Such rankings should also be done within each unit so that departmental service and service to the school or college can be displayed via the same dashboard.
- How do we address external service (to the profession, community, public service etc.)
 - We propose to leave this to individual departments, so that our work is focused exclusively on institutional service.
 - One department head observed that departments would like to retain some flexibility to formally release an individual faculty member from institutional

- service to allow them to accept major service loads for, e.g., highly prestigious positions in professional societies or important editing positions.
 - Another suggested that entire departments might focus on productivity instead of service, and that this should remain possible under any new proposals
- We need to address the paucity of incentives and rewards (and compensation) for service. Explore creating new service awards, or dedicating funds to reward especially meritorious service.

The actions that we recommend to the Senate

- **Create a Service Dashboard** to track and display publicly the institutional service done by each faculty member
 - This allows transparency of service workloads, which is necessary for giving credit and achieving accountability for individual faculty.
 - Note that this commits the UO to establish a rubric that could be useful for evaluating quantity of institutional service, something which should be explicit in the continuing charge for this Task Force and in the work we ask departments to do.
- **Establish a central requirement/expectation for minimum institutional service** that each faculty member is responsible for doing (floor, not a ceiling)
 - Have graded and explicit expectations based on rank
 - Reduced expectations of service for pre-tenure faculty (possibly propose restrictions on type of service that can be performed by pre-tenure faculty?)
 - Have firm expectations for post-tenure faculty, which would be consequential for promotion to Full and for 6th year Post-Tenure Reviews
- **Call for individual units/departments to create policies** that explicitly define departmental service expectations and procedures by which service is distributed to individual faculty members.
 - The Task Force will create guidelines and an example rubric that might be useful to the various units who will need to formulate these more detailed policies. The guidelines should share our understanding of best practices/guidance in distribution and evaluation of service work.
 - In future, faculty should be reviewed on the basis of these expectations, providing both rewards for meeting expectations and consequences for not meeting expectations.
 - Note that these policies will constitute employment conditions as well as academic matters, so in addition to being passed as Senate legislation, they would likely need to be confirmed also in bargaining.
 - This is especially salient for Career Faculty, some of whom take on service well beyond the 10% that is compensated by their FTE
 - Goal: To help those who are motivated by self-interest see that it is in their self-interest to do their share of service

Proposed Next Steps for the Task Force on Service

- **Schedule other open house / focus group meetings for information gathering**

- Meet with Career Faculty and Classified Staff and OAs to learn more about their experiences with institutional service and to get their take on possible recommendations
- **Begin work on Definitions and Categorization of Service**
 - See details above
 - In collaboration with whoever will create the service dashboard
 - Also in collaboration with Department Heads and Associate Deans, individuals who have extensive knowledge of the service work in their units.
- **Explore how we might create more rewards (“carrots”) for service**
 - financial rewards for committee chairs
 - stipends for particularly high-workload committees, both centrally and at the unit level
 - more service awards, including one dedicated to service that is currently invisible]
 - Create a Senate service award that is dedicated to DEI service
 - University-level or college-level chairs for distinguished service?
 - summer funding for research
 - fractional course releases, etc.
- **Determine how (or if) to adequately assess quality of institutional service**
 - Concerns that no rapid assessment would be very reliable/valid
 - Minimally ask committee Chairs to take attendance?
 - Maintain awareness of the cost-benefit analysis in this endeavor
 - Especially avoid a situation in which doing the assessment might create an unnecessarily heavy workload of its own — we do not want to create problems larger than what we are trying to solve!
- **More deeply explore service-related institutional work activities**
 - How do we recognize and reward mentoring, which cuts across research, teaching, and service?
 - How do we assign, recognize, and reward advising of individual students writing these for a professional MA or BA honors?
- Time allowing, continue to explore other issues as outlined above

Creation of service dashboard, department policies, and requirement for minimum institutional service

Co-Sponsors: Camisha Russell, Philosophy; Edward Davis, Earth Sciences; Gabe Paquette, Vice-Provost for Academic Affairs; Gerard Sandoval, PPPM; H Leslie Steeves, Senior Assoc. Dean for Academic Affairs, SOJC; Gyoung-Ah Lee, Anthropology; Jack Boss, Academic Music, SOMD; Mike Urbancic, Economics; Spike Gildea, Professor of Linguistics, President of the UO Senate

- 1.1 WHEREAS the Senate passed Motion [US21/22-01](#) on October 6, 2021, authorizing the formation of a Task Force on Service and also charging that Task Force, in part, to “Produce a public report for the Senate that includes a proposal for how the UO might better assign as appropriate, define, evaluate, recognize and reward faculty service, as well as more clearly delineate expectations for faculty service at the unit level, across the university, and beyond;” and
- 1.2 WHEREAS the Task Force on Service has produced a first report (see related document), which affirms the original concerns that prompted formation of the Task Force, and which contains some results of our preliminary information gathering and some initial proposals that we ask the Senate to adopt;

Section II

2.1 THEREFORE BE IT MOVED that the University takes three initial steps towards improving how we assign and assess faculty service (further elaborated in the attached report):

- (i) Authorize and request creation of a Service Dashboard to track and display publicly institutional service done by each statutory faculty member. It is understood that the hard work of categorizing different types of institutional service remains before us, but the first steps towards creating the tool can happen alongside continuing work to operationalize the units to be displayed.
- (ii) Urge individual units/departments to, by the end of spring term 2023, elaborate policies that explicitly define the department’s service expectations, procedures by which service is distributed to individual faculty members, and means by which service work is to be evaluated. So that each department is not obliged to work entirely independently in this task, by the end of fall term 2022, the Task Force will produce a document proposing norms/best practices for service.
- (iii) Create a university-wide floor (or floors) for minimum institutional service expectations. This requirement/expectation for service should have graded expectations based on rank, with at least half of faculty service expected to be institutional service. This floor would mean that it will no longer be possible for Tenure-Track Faculty to meet expectations in the area of service without dedicating at least 10% of FTE (44 hours per term) and for Career instructional faculty at least 5% of FTE (22 hours per term) to institutional service, whether to the department, school/college, and/or university. The other component of the service expectation could be met via additional institutional service, service to the profession, and/or public/community service.

Assistant Professors may have reduced expectations for institutional service as specified by individual departments.

2.2 BE IT ALSO MOVED that the Senate Task Force on Service shall continue its work for the 2022-2023 Academic Year, with Senate Leadership authorized to make additions and replacements to membership as needed. In AY 22-23, the ongoing charge of the Task Force will include (but not be limited to):

- Categorize existing named service assignments into categories that roughly represent their hourly commitment per academic term and address complications that come up during this process.
- Develop strategies to make “invisible service” legible for the Service Dashboard. In particular, the Task Force should address issues of equity in who provides service and how that can have differential impacts on their research, teaching, and wellbeing.
- Create an outline/rubric document that exposit best practices in service, including differential service done by faculty at different ranks, which departments can refer to as they develop their individual policies on service.
- Consider ways to adequately assess quality of institutional service.
- Explore ways to create more rewards for those who do high-workload institutional service.
- Consider the role and evaluation of service performed by those who do not have service specified in their FTE, such as Career research faculty, OAs and Classified Staff.

Agenda Item #2

Finance & Treasury

Agenda Item #2.1

Quarterly Finance & Treasury Update

Finance Summary: Education and General Qtr3 FY2022

CFO's Key Takeaways

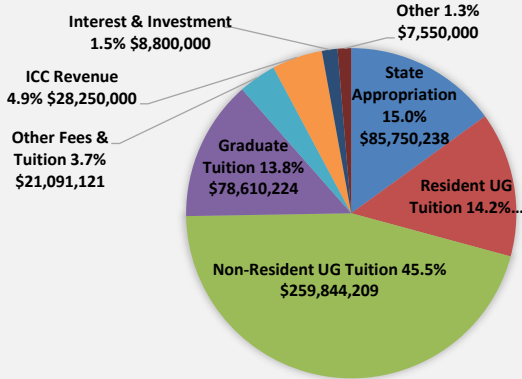
- Projected tuition and fee revenue up due to strong spring enrollment and study abroad rebound
- Small entering first-year class from Fall 2020 will continue to negatively impact E&G fund finances for the next three years
- Significant one-time compensation cost savings due to unprecedented level of vacant positions
- Transfers increased by \$17M primarily due to increased E&G building capital project costs
- Updated Q3 projection shows an estimated gain of \$2.4M, prior to HEERF lost tuition funding. This compares to Q2 projected gain of \$10.6M
- Projected year end fund balance for FY22 is \$63.7M without HEERF lost tuition funding (5.6 weeks of operating expenses) and \$82.4M with HEERF lost tuition funding (7.2 weeks of operating expenses)

Education and General Fund Qtr3 - Projection Status

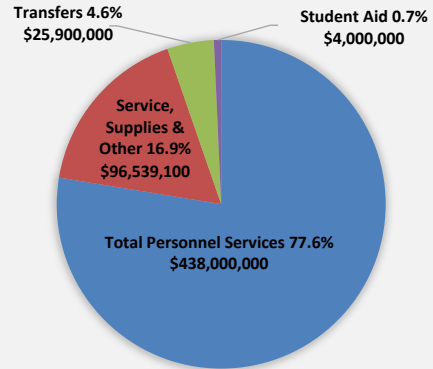
Category	FY22 Q2	FY22 Q3 Revised	FY22 Q2	FY22 Q3	Projection Adjustment	Revised Q3	Notes
	Projection	Projection	Projection vs FY21 Act	Actuals vs FY21 Q3		Proj vs FY21	
State Appropriation	\$85,750,238	\$85,750,238	3.7%	3.8%	Unchanged	3.7%	
Tuition and Fees	\$439,500,000	\$440,500,000	6.5%	7.4%	Slightly Up	6.7%	• Projected tuition and fee revenue up due to strong spring enrollment and study abroad rebound
ICC Revenue	\$28,250,000	\$28,250,000	8.9%	10.7%	Unchanged	8.9%	
Personnel Services	\$443,400,000	\$438,000,000	1.3%	-2.4%	Down	0.0%	• Significant one-time compensation cost savings due to unprecedented level of vacant positions
Service & Supplies	\$112,600,000	\$112,600,000	20.3%	17.8%	Unchanged	20.3%	
Student Aid	\$5,000,000	\$4,000,000	6.2%	-31.0%	Down	-15.1%	• \$1M in Student Aid charged to Foundation funds
Transfers	\$8,900,000	\$25,900,000	165.8%	36.4%	Up	673.4%	• Primarily due to increased E&G capital project costs

Education & General Funds - Total Dollars

FY22 E&G Q3 REVENUE PROJECTIONS

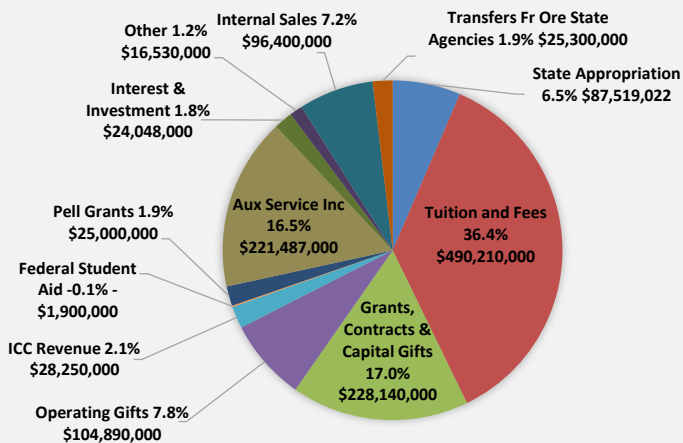


FY22 E&G Q3 EXPENSE PROJECTIONS

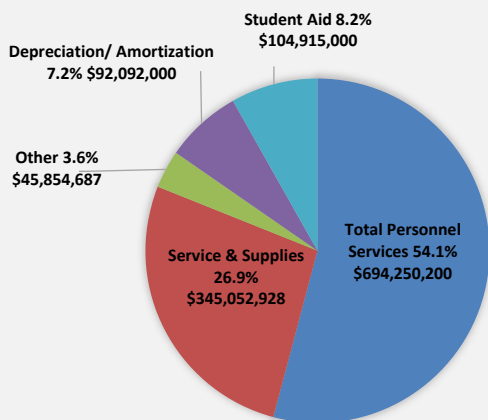


All Funds - Total Dollars

FY22 Q3 REVENUE PROJECTIONS



FY22 Q3 EXPENSE PROJECTIONS



Student Aid Expense does not include \$68.5M of fee remissions awarded to students. Remissions are booked as negative revenue.
Capital Expenditures not included

FY21 Actuals Quarter 4 Report All Funds except Agency and Clearing

Designated Ops

	Education and General	and Service Center	Auxiliaries	Grant Funds	Restricted Gift Funds	Other Funds	Plant Funds	Internal Bank	Total	Year-End Reporting Adj.	Total
State Appropriation	\$ 82,720,112	\$ 1,170,784	\$ 509,861	\$ 69,513	\$ -	\$ -	\$ -	\$ -	\$ 84,470,270		
Tuition and Fees	\$ 412,655,803	\$ 1,033,188	\$ 41,172,364	\$ -	\$ -	\$ -	\$ -	\$ 3,022,576	\$ 457,883,932		
Gifts Grants & Contracts	\$ 382,053	\$ 3,588,242	\$ 543,572	\$ 168,363,005	\$ 129,645,981	\$ -	\$ 24,913,327	\$ -	\$ 327,436,180		
ICC Revenue	\$ 25,952,583	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,952,583		
Federal Student Aid	\$ -	\$ -	\$ -	\$ 23,374,536	\$ -	\$ -	\$ -	\$ -	\$ 23,374,536		
Interest and Investment	\$ 7,814,418	\$ 11,495,665	\$ 404,400	\$ 10,410	\$ 2,463	\$ 98,045	\$ 716,810	\$ 20,135,621	\$ 40,677,832		
Internal Sales	\$ 695,105	\$ 52,839,550	\$ 19,642,431	\$ -	\$ -	\$ -	\$ -	\$ 37,746,798	\$ 110,923,883		
Sales & Services	\$ 2,839,650	\$ 6,489,874	\$ 89,720,394	\$ 4,386,207	\$ -	\$ -	\$ 27,598	\$ -	\$ 103,463,722		
Other Revenues	\$ 2,051,191	\$ 633,490	\$ 3,290,912	\$ -	\$ -	\$ -	\$ 6,986,422	\$ -	\$ 12,962,015		
Transfers From Ore State Agencies	\$ -	\$ -	\$ -	\$ 9,587,573	\$ -	\$ -	\$ 13,680,498	\$ -	\$ 23,268,071		
Total Revenue	\$ 535,110,914	\$ 77,250,793	\$ 155,283,934	\$ 205,791,244	\$ 129,648,444	\$ 98,045	\$ 46,324,655	\$ 60,904,995	\$ 1,210,413,024		
Total Personnel Services	\$ 437,853,844	\$ 36,254,010	\$ 63,933,713	\$ 75,893,110	\$ 53,236,226	\$ -	\$ 13,100	\$ 357,131	\$ 667,541,135		
Service & Supplies	\$ 93,626,145	\$ 14,656,601	\$ 70,389,188	\$ 31,791,431	\$ 31,335,654	\$ (64,910)	\$ 7,226,059	\$ 45,329,364	\$ 294,289,532		
Merchandise-Resale/Redistribution	\$ (1,258)	\$ 16,381,333	\$ 5,090,387	\$ -	\$ 94	\$ -	\$ -	\$ -	\$ 21,470,556		
Internal Sales Reimbursements	\$ (12,746,608)	\$ (162,500)	\$ (624,135)	\$ (29,400)	\$ (14,895)	\$ -	\$ (203,510)	\$ -	\$ (13,781,047)		
Indirect Costs	\$ 5,959	\$ 2,554,247	\$ 4,691,866	\$ 26,118,564	\$ -	\$ -	\$ -	\$ -	\$ 33,370,637		
Depreciation/Amortization Expense	\$ -	\$ 4,147,162	\$ 41,247,910	\$ -	\$ -	\$ -	\$ 38,036,959	\$ -	\$ 83,432,032		
Student Aid	\$ 4,709,505	\$ 1,482,163	\$ 1,716,181	\$ 50,847,289	\$ 34,119,363	\$ 72,157	\$ -	\$ -	\$ 92,946,658		
Total General Expense	\$ 85,593,744	\$ 39,059,006	\$ 122,511,398	\$ 108,727,884	\$ 65,440,215	\$ 7,247	\$ 45,059,508	\$ 45,329,364	\$ 511,728,367		
Net Transfers Out/(In)	\$ 3,348,942	\$ (780,253)	\$ (1,650,026)	\$ 3,820,305	\$ 3,244,491	\$ 125,116	\$ (11,248,076)	\$ 3,139,501	\$ -		
Total Expense	\$ 526,796,531	\$ 74,532,764	\$ 184,795,085	\$ 188,441,300	\$ 121,920,932	\$ 132,363	\$ 33,824,531	\$ 48,825,997	\$ 1,179,269,502		
Net before CapEx	\$ 8,314,383	\$ 2,718,029	\$ (29,511,150)	\$ 17,349,944	\$ 7,727,512	\$ (34,317)	\$ 12,500,124	\$ 12,078,998	\$ 31,143,522		
Beginning Fund Balance	\$ 54,401,248	\$ 56,442,780	\$ 593,302,661	\$ (1,136,654)	\$ 26,892,415	\$ 5,561,403	\$ 770,849,969	\$ 50,163,036	\$ 1,556,476,859		
Capital Expenditures	\$ (3,791,094)	\$ (196,299)	\$ (17,065)	\$ (4,840,426)	\$ (6,832,521)	\$ -	\$ (129,398,326)	\$ -	\$ (145,075,730)		
Net (from above)	\$ 8,314,383	\$ 2,718,029	\$ (29,511,150)	\$ 17,349,944	\$ 7,727,512	\$ (34,317)	\$ 12,500,124	\$ 12,078,998	\$ 31,143,522		
Fund Additions/Deductions*	\$ (118,991)	\$ (3,831,218)	\$ 41,152,706	\$ -	\$ -	\$ -	\$ 107,984,193	\$ -	\$ 145,186,689	\$ (317,106,539)	
Retirement Incentive Program One-time Expenses	\$ (6,139,934)	\$ -	\$ (460,418)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (6,600,352)		
Federal COVID-19 Relief One-Time Funds	\$ 6,458,995	\$ 980,000	\$ 4,970,543	\$ (12,409,538)	\$ -	\$ -	\$ -	\$ -	\$ -		
Ending Fund Balance	\$ 59,124,607	\$ 56,113,292	\$ 609,437,277	\$ (1,036,674)	\$ 27,787,406	\$ 5,527,086	\$ 761,935,960	\$ 62,242,034	\$ 1,581,130,989	\$ (317,106,539)	\$ 1,264,024,449
Year-End Accounting Entries	\$ 2,160,869	\$ 174,669	\$ 518,139	\$ 279,923	\$ 309,574	\$ -	\$ -	\$ 2,485	\$ 3,445,660		\$ 3,445,660
Adjusted Ending Fund Balance	\$ 61,285,474	\$ 56,287,961	\$ 609,955,416	\$ (756,751)	\$ 28,096,981	\$ 5,527,086	\$ 761,935,960	\$ 62,244,519	\$ 1,584,576,649	\$ (317,106,539)	\$ 1,267,470,108
Net Capital Assets	\$ -	\$ 25,013,022	\$ 573,645,015	\$ -	\$ -	\$ -	\$ 687,997,926	\$ (20,916,488)	\$ 1,265,739,475	\$ -	\$ 1,265,739,475
Other Restricted Net Assets	\$ -	\$ -	\$ -	\$ (756,751)	\$ 28,096,981	\$ 5,527,086	\$ 59,407,762	\$ -	\$ 92,275,079	\$ (2,221,997)	\$ 90,053,081
Unrestricted Net Assets	\$ 61,285,474	\$ 31,274,939	\$ 36,310,401	\$ -	\$ -	\$ -	\$ 14,530,272	\$ 83,161,007	\$ 226,562,093	\$ (314,884,542)	\$ (88,322,448)
Total Net Assets	\$ 61,285,474	\$ 56,287,961	\$ 609,955,416	\$ (756,751)	\$ 28,096,981	\$ 5,527,086	\$ 761,935,960	\$ 62,244,519	\$ 1,584,576,647	\$ (317,106,539)	\$ 1,267,470,108

* - Due to Capital Improvements and Debt Accounting entries

Notes:

- Unrestricted Net Assets in Plant Funds are Capital Renewal/Replacement monies.
- In the Internal Bank Funds, Unrestricted Net Assets include primarily unrealized and realized gains in the investment portfolio, unspent bond proceeds, and funds collected to meet obligations of the Student Building Fee debt pool and other long-term obligations. This number will grow increasingly positive as the principal payment dates on UO revenue bonds get closer.
- Year-End Reporting Adjustments column includes items such as Pension Liability (GASB68), OPEB Liability (GASB75), SLGRP Pool Liability, and Agency/Fiduciary Funds.

FY22 Updated Projection All Funds except Agency and Clearing

	Designated Ops			Restricted Gift					Total
	Education and General	Center and Service	Auxiliaries	Grant Funds	Funds	Other Funds	Plant Funds	Internal Bank	
State Appropriation	\$ 85,750,238	\$ 1,170,784	\$ 530,000	\$ 68,000	\$ -	\$ -	\$ -	\$ -	\$ 87,519,022
Tuition and Fees	\$ 440,500,000	\$ 1,770,000	\$ 44,940,000	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000	\$ 490,210,000
Gifts Grants & Contracts	\$ 400,000	\$ 3,400,000	\$ -	\$ 195,000,000	\$ 104,890,000	\$ -	\$ 29,340,000	\$ -	\$ 333,030,000
ICC Revenue	\$ 28,250,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,250,000
Federal Student Aid	\$ -	\$ -	\$ -	\$ 23,100,000	\$ -	\$ -	\$ -	\$ -	\$ 23,100,000
Interest and Investment	\$ 8,800,000	\$ 14,380,000	\$ 138,000	\$ -	\$ -	\$ 100,000	\$ 280,000	\$ 350,000	\$ 24,048,000
Internal Sales	\$ 900,000	\$ 56,000,000	\$ 18,200,000	\$ -	\$ -	\$ -	\$ -	\$ 39,500,000	\$ 114,600,000
Sales & Services	\$ 4,000,000	\$ 8,860,000	\$ 190,166,000	\$ 300,000	\$ -	\$ -	\$ 290,000	\$ -	\$ 203,616,000
Other Revenues	\$ 2,250,000	\$ 660,000	\$ 13,121,000	\$ -	\$ -	\$ -	\$ 170,000	\$ -	\$ 16,201,000
Transfers From Ore State Agencies	\$ -	\$ -	\$ -	\$ 11,300,000	\$ -	\$ -	\$ 14,000,000	\$ -	\$ 25,300,000
Total Revenue	\$ 570,850,238	\$ 86,240,784	\$ 267,095,000	\$ 229,768,000	\$ 104,890,000	\$ 100,000	\$ 44,080,000	\$ 42,850,000	\$ 1,345,874,022
Total Personnel Services	\$ 438,000,000	\$ 39,327,200	\$ 101,407,000	\$ 78,309,000	\$ 36,822,000	\$ -	\$ -	\$ 385,000	\$ 694,250,200
Service & Supplies	\$ 112,600,000	\$ 17,500,000	\$ 109,788,000	\$ 35,506,000	\$ 23,253,928	\$ 5,000	\$ 12,000,000	\$ 34,400,000	\$ 345,052,928
Merchandise-Resale/Redistribution	\$ 5,100	\$ 17,100,000	\$ 12,800,000	\$ 127,437	\$ -	\$ -	\$ -	\$ -	\$ 30,032,537
Internal Sales Reimbursements	\$ (16,100,000)	\$ (39,900)	\$ (1,297,000)	\$ (34,200)	\$ (12,750)	\$ -	\$ (5,900,000)	\$ -	\$ (23,383,850)
Indirect Costs	\$ 34,000	\$ 2,922,000	\$ 8,000,000	\$ 28,250,000	\$ -	\$ -	\$ -	\$ -	\$ 39,206,000
Depreciation/Amortization Expense	\$ -	\$ 4,036,000	\$ 45,014,000	\$ -	\$ -	\$ -	\$ 43,042,000	\$ -	\$ 92,092,000
Student Aid	\$ 4,000,000	\$ 1,700,000	\$ 5,100,000	\$ 59,700,000	\$ 34,400,000	\$ 15,000	\$ -	\$ -	\$ 104,915,000
Total General Expense	\$ 100,539,100	\$ 43,218,100	\$ 179,405,000	\$ 123,549,237	\$ 57,641,178	\$ 20,000	\$ 49,142,000	\$ 34,400,000	\$ 587,914,615
Net Transfers Out(In)	\$ 25,900,000	\$ 2,350,000	\$ (3,500,000)	\$ 4,500,000	\$ 10,385,000	\$ -	\$ (40,205,250)	\$ 570,250	\$ -
Total Expense	\$ 564,439,100	\$ 84,895,300	\$ 277,312,000	\$ 206,358,237	\$ 104,848,178	\$ 20,000	\$ 8,936,750	\$ 35,355,250	\$ 1,282,164,815
Net before CapEx	\$ 6,411,138	\$ 1,345,484	\$ (10,217,000)	\$ 23,409,763	\$ 41,822	\$ 80,000	\$ 35,143,250	\$ 7,494,750	\$ 63,709,207
Beginning Fund Balance	\$ 61,285,476	\$ 56,287,961	\$ 609,955,416	\$ (756,751)	\$ 28,096,981	\$ 5,527,086	\$ 761,935,960	\$ 62,244,519	\$ 1,584,576,649
Capital Expenditures	\$ (4,000,000)	\$ (400,000)	\$ (890,000)	\$ (1,200,000)	\$ (3,256,000)	\$ -	\$ (82,800,000)	\$ -	\$ (92,546,000)
Net (from above)	\$ 6,411,138	\$ 1,345,484	\$ (10,217,000)	\$ 23,409,763	\$ 41,822	\$ 80,000	\$ 35,143,250	\$ 7,494,750	\$ 63,709,207
Fund Additions/Deductions*	\$ -	\$ 700,000	\$ 3,490,000	\$ -	\$ -	\$ -	\$ 88,100,000	\$ -	\$ 92,290,000
Federal COVID-19 Relief One-Time Funds	\$ 18,700,000	\$ -	\$ 1,179,457	\$ (19,879,457)	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 82,396,614	\$ 57,933,445	\$ 603,517,873	\$ 1,573,555	\$ 24,882,803	\$ 5,607,086	\$ 802,379,210	\$ 69,739,269	\$ 1,648,029,856
Year-End Accounting Entries **	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Net Capital Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Other Restricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Unrestricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Total Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

* - Due to Capital Improvements and Debt Accounting entries

** - Year-End Accounting - e.g. Allocate Pension Liability, Reclass Cash to Investments, Allocate Debt

Notes:

- In the Internal Bank Funds, Unrestricted Net Assets include primarily unrealized and realized gains in the investment portfolio, unspent bond proceeds, an funds collected to meet obligations of the Student Building Fee debt pool and other long-term obligations. This number will grow increasingly positive a the principal payment dates on UO revenue bonds get closer

FY22 Actuals Q3 Report All Funds except Agency and Clearing

Designated Ops

	Education and		Designated Ops		Restricted Gift			Plant Funds	Internal Bank	Total
	General	Center	Auxiliaries	Grant Funds	Funds	Other Funds				
State Appropriation	\$ 71,994,148	\$ 868,723	\$ 398,112	\$ 54,288	\$ -	\$ -	\$ -	\$ -	\$ 73,315,271	
Tuition and Fees	\$ 438,419,314	\$ 1,453,165	\$ 44,882,507	\$ -	\$ -	\$ -	\$ -	\$ 3,068,174	\$ 487,823,160	
Gifts Grants & Contracts	\$ 159,843	\$ 1,734,933	\$ -	\$ 139,084,516	\$ 86,638,360	\$ -	\$ 7,330,852	\$ -	\$ 234,948,504	
ICC Revenue	\$ 21,290,685	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,290,685	
Federal Student Aid	\$ -	\$ -	\$ -	\$ 21,337,274	\$ -	\$ -	\$ -	\$ -	\$ 21,337,274	
Interest and Investment	\$ 6,860,884	\$ 11,589,614	\$ 112,547	\$ (12,062)	\$ -	\$ 75,231	\$ 278,312	\$ (4,732,686)	\$ 14,171,840	
Internal Sales	\$ 619,885	\$ 41,140,435	\$ 15,465,764	\$ (931)	\$ -	\$ -	\$ -	\$ 24,998,941	\$ 82,224,095	
Sales & Services	\$ 3,349,576	\$ 6,435,351	\$ 135,929,987	\$ 235,499	\$ -	\$ -	\$ 281,093	\$ -	\$ 146,231,506	
Other Revenues	\$ 1,337,754	\$ 451,896	\$ 12,953,186	\$ -	\$ -	\$ -	\$ 168,368	\$ -	\$ 14,911,204	
Transfers From Ore State Agencies	\$ -	\$ -	\$ -	\$ 11,210,967	\$ -	\$ -	\$ 8,884,705	\$ -	\$ 20,095,672	
Total Revenue	\$ 544,032,089	\$ 63,674,117	\$ 209,742,102	\$ 171,909,552	\$ 86,638,360	\$ 75,231	\$ 16,943,330	\$ 23,334,429	\$ 1,116,349,210	
Total Personnel Services	\$ 315,669,642	\$ 28,414,678	\$ 75,444,409	\$ 60,811,052	\$ 29,280,472	\$ -	\$ 9,981	\$ 274,388	\$ 509,904,622	
Service & Supplies	\$ 80,696,537	\$ 11,848,401	\$ 76,627,015	\$ 22,737,108	\$ 18,801,227	\$ 2,185	\$ 11,390,403	\$ 13,788,244	\$ 235,891,120	
Merchandise-Resale/Redistribution	\$ (62,334)	\$ 11,433,591	\$ 8,913,699	\$ 127,437	\$ -	\$ -	\$ -	\$ -	\$ 20,412,394	
Internal Sales Reimbursements	\$ (11,811,889)	\$ (41,603)	\$ (1,106,124)	\$ (33,999)	\$ (12,750)	\$ -	\$ (5,880,955)	\$ -	\$ (18,887,319)	
Indirect Costs	\$ 3,802	\$ 2,057,333	\$ 5,937,486	\$ 21,442,668	\$ -	\$ -	\$ -	\$ -	\$ 29,441,289	
Depreciation/Amortization Expense	\$ -	\$ 3,017,438	\$ 33,493,471	\$ -	\$ -	\$ -	\$ 31,747,342	\$ -	\$ 68,258,251	
Student Aid	\$ 2,729,001	\$ 231,652	\$ 4,685,271	\$ 53,523,057	\$ 29,696,510	\$ 6,273	\$ -	\$ -	\$ 90,871,763	
Total General Expense	\$ 71,555,118	\$ 28,546,813	\$ 128,550,817	\$ 97,796,271	\$ 48,484,987	\$ 8,458	\$ 37,256,791	\$ 13,788,244	\$ 425,987,498	
Net Transfers Out/(In)	\$ 5,871,757	\$ 92,025	\$ (3,376,631)	\$ 3,326,502	\$ 10,382,290	\$ -	\$ (16,866,188)	\$ 570,245	\$ 0	
Total Expense	\$ 393,096,516	\$ 57,053,516	\$ 200,618,595	\$ 161,933,825	\$ 88,147,749	\$ 8,458	\$ 20,400,583	\$ 14,632,877	\$ 935,892,120	
Net before CapEx	\$ 150,935,573	\$ 6,620,600	\$ 9,123,507	\$ 9,975,727	\$ (1,509,390)	\$ 66,773	\$ (3,457,254)	\$ 8,701,552	\$ 180,457,089	
Beginning Fund Balance	\$ 61,285,476	\$ 56,287,961	\$ 609,955,416	\$ (756,751)	\$ 28,096,981	\$ 5,527,086	\$ 761,935,960	\$ 62,244,519	\$ 1,584,576,649	
Capital Expenditures	\$ (2,997,325)	\$ (169,872)	\$ (701,731)	\$ (1,671,547)	\$ (3,007,407)	\$ -	\$ (41,284,922)	\$ -	\$ (49,832,803)	
Net (from above)	\$ 150,935,573	\$ 6,620,600	\$ 9,123,507	\$ 9,975,727	\$ (1,509,390)	\$ 66,773	\$ (3,457,254)	\$ 8,701,552	\$ 180,457,089	
Fund Additions/Deductions*	\$ (14,400)	\$ 1,460,164	\$ 4,723,770	\$ -	\$ (1,573,366)	\$ -	\$ 10,624,479	\$ -	\$ 15,220,647	
Federal COVID-19 Relief One-Time Funds	\$ 8,000,000	\$ -	\$ 1,179,457	\$ (9,179,457)	\$ -	\$ -	\$ -	\$ -	\$ -	
Ending Fund Balance	\$ 217,209,323	\$ 64,198,853	\$ 624,280,420	\$ (1,632,028)	\$ 22,006,819	\$ 5,593,860	\$ 727,818,264	\$ 70,946,071	\$ 1,730,421,582	
Year-End Accounting Entries **	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Net Capital Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Other Restricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Unrestricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Total Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	

* - Due to Capital Improvements and Debt Accounting entries, Includes Elimination of State Paid Debt from U

** - Year-End Accounting - e.q. Allocate Pension Liability, Reclass Cash to Investments, Allocate Debt

Notes:

- In the Internal Bank Funds, Unrestricted Net Assets include primarily unrealized and realized gains in the investment portfolio, unspent bond proceeds, an funds collected to meet obligations of the Student Building Fee debt pool and other long-term obligations. This number will grow increasingly positive a the principal payment dates on UO revenue bonds get closer

FY22 Actuals Q3 Report Education and General

	FY22 Updated Projection		FY22 Q3 Actual		FY22 Q3 inc/(dec) from		FY22 Initial	FY22 Updated	FY22 Updated
	Q2	FY22 Actual Q3	as % of Proj.	FY21 Actual Q3	FY21 Q3	FY21 Total Actual	Proj. vs FY21 Total as %	Proj. Q3	Proj. vs. FY21 Total as %
State Appropriation	\$ 85,750,238	\$ 71,994,148	84.0%	\$ 69,376,902	3.8%	\$ 82,720,112	3.7%	\$ 85,750,238	3.7%
Tuition and Fees	\$ 439,500,000	\$ 438,419,314	99.8%	\$ 408,212,923	7.4%	\$ 412,655,803	6.5%	\$ 440,500,000	6.7%
Gifts Grants & Contracts	\$ 400,000	\$ 159,843	40.0%	\$ 175,676	-9.0%	\$ 382,053	4.7%	\$ 400,000	4.7%
ICC Revenue	\$ 28,250,000	\$ 21,290,685	75.4%	\$ 19,237,738	10.7%	\$ 25,952,583	8.9%	\$ 28,250,000	8.9%
Federal Student Aid	\$ -	\$ -	-	\$ -	-	\$ -	-	\$ -	-
Interest and Investment	\$ 8,500,000	\$ 6,860,884	80.7%	\$ 5,345,036	28.4%	\$ 7,814,418	8.8%	\$ 8,800,000	12.6%
Internal Sales	\$ 900,000	\$ 619,885	68.9%	\$ 329,316	88.2%	\$ 695,105	29.5%	\$ 900,000	29.5%
Sales & Services	\$ 4,000,000	\$ 3,349,576	83.7%	\$ 2,365,817	41.6%	\$ 2,839,650	40.9%	\$ 4,000,000	40.9%
Other Revenues	\$ 2,250,000	\$ 1,337,754	59.5%	\$ 323,616	313.4%	\$ 2,051,191	9.7%	\$ 2,250,000	9.7%
Transfers From Ore State Agencies	\$ -	\$ -	-	\$ -	-	\$ -	-	\$ -	-
Total Revenue	\$ 569,550,238	\$ 544,032,089	95.5%	\$ 505,367,024	7.7%	\$ 535,110,914	6.4%	\$ 570,850,238	6.7%
Total Personnel Services	\$ 443,400,000	\$ 315,669,642	71.2%	\$ 323,323,647	-2.4%	\$ 437,853,844	1.3%	\$ 438,000,000	0.0%
Service & Supplies	\$ 112,600,000	\$ 80,696,537	71.7%	\$ 68,476,191	17.85%	\$ 93,626,145	20.3%	\$ 112,600,000	20.3%
Merchandise-Resale/Redistribution	\$ 5,100	\$ (62,334)	-1222.2%	\$ (39,461)	58.0%	\$ (1,258)	-505.4%	\$ 5,100	-505.4%
Internal Sales Reimbursements	\$ (16,100,000)	\$ (11,811,889)	73.4%	\$ (8,497,208)	39.0%	\$ (12,746,608)	26.3%	\$ (16,100,000)	26.3%
Indirect Costs	\$ 34,000	\$ 3,802	11.2%	\$ 4,488	-15.3%	\$ 5,959	470.5%	\$ 34,000	470.5%
Depreciation/Amortization Expense	\$ -	\$ -	-	\$ -	-	\$ -	-	\$ -	-
Student Aid	\$ 5,000,000	\$ 2,729,001	54.6%	\$ 3,956,984	-31.0%	\$ 4,709,505	6.2%	\$ 4,000,000	-15.1%
Total General Expense	\$ 101,539,100	\$ 71,555,118	70.5%	\$ 63,900,996	12.0%	\$ 85,593,744	18.6%	\$ 100,539,100	17.5%
Net Transfers Out(In)	\$ 8,900,000	\$ 5,871,757	66.0%	\$ 4,304,214	36.4%	\$ 3,348,942	165.8%	\$ 25,900,000	673.4%
Total Expense	\$ 553,839,100	\$ 393,096,516	71.0%	\$ 391,528,857	0.4%	\$ 526,796,531	5.1%	\$ 564,439,100	7.1%
Net before CapEx	\$ 15,711,138	\$ 150,935,573	960.7%	\$ 113,838,167	32.6%	\$ 8,314,383	89.0%	\$ 6,411,138	-22.9%
Beginning Fund Balance	\$ 61,285,476	\$ 61,285,476	100.0%	\$ 54,401,248	12.7%	\$ 54,401,248	12.7%	\$ 61,285,476	12.7%
Capital Expenditures	\$ (5,100,000)	\$ (2,997,325)	58.8%	\$ (2,958,782)	1.3%	\$ (3,791,094)	34.5%	\$ (4,000,000)	5.5%
Net (from above)	\$ 15,711,138	\$ 150,935,573	960.7%	\$ 113,838,167	32.6%	\$ 8,314,383	89.0%	\$ 6,411,138	-22.9%
Fund Additions/Deductions*	\$ -	\$ (14,400)	-	\$ (118,991)	-87.9%	\$ (118,991)	-100.0%	\$ -	-100.0%
Year-End Accounting Entries	\$ -	\$ -	-	\$ -	-	\$ 2,160,869	-100.0%	\$ -	-100.0%
Retirement Incentive Program One-time Expenses	\$ -	\$ -	-	\$ -	-	\$ (6,139,934)	-100.0%	\$ -	-100.0%
Federal COVID-19 Relief One-Time Funds	\$ 18,700,000	\$ 8,000,000	42.8%	\$ -	-	\$ 6,458,995	189.5%	\$ 18,700,000	189.5%
Ending Fund Balance	\$ 90,596,614	\$ 217,209,323	239.8%	\$ 165,161,642	31.5%	\$ 61,285,476	47.8%	\$ 82,396,614	34.4%
Year-End Accounting Entries **	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Net Capital Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Other Restricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Unrestricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Total Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

* - Due to Capital Improvements and Debt Accounting entries

** - Year-End Accounting - e.q. Allocate Pension Liability, Reclass Cash to Investments, Allocate Debt



FY2022 Q3 Financial Update

May 2022

Board of Trustees of the University of Oregon

1

E&G Fund FY2022 Q3 – Key Takeaways

- Projected tuition and fee revenue up due to strong spring enrollment and study abroad rebound.
- Small entering first-year class from Fall 2020 will continue to negatively impact E&G fund finances for the next three years.
- Significant one-time compensation cost savings due to unprecedented level of vacant positions.
- Transfers increased by \$17M due primarily to E&G capital project costs.
- Updated Q3 projection shows an estimated gain of \$2.4M, prior to HEERF lost tuition funding. This compares to Q2 projected gain of \$10.6M.
- Projected year end fund balance for FY22 is \$63.7M without HEERF lost tuition funding (5.6 weeks of operating expenses) and \$82.4M with HEERF lost tuition funding (7.2 weeks of operating expenses).

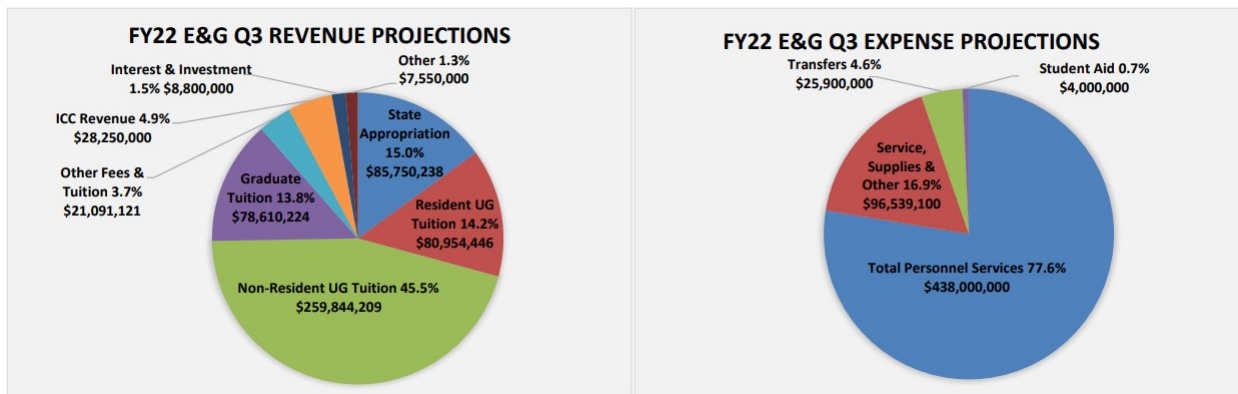
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E&G Fund FY2022 Q3 - Projection Updates

Category	FY22 Q2 Projection	FY22 Q3 Revised Projection	FY22 Q2 Projection vs FY21 Act	FY22 Q3 Actuals vs FY21 Q3	Projection Adjustment	Revised Q3 Proj vs FY21	Notes
State Appropriation	\$85,750,238	\$85,750,238	3.7%	3.8%	Unchanged	3.7%	
Tuition and Fees	\$439,500,000	\$440,500,000	6.5%	7.4%	Slightly Up	6.7%	Projected tuition and fee revenue up due to strong spring enrollment and study abroad rebound.
ICC Revenue	\$28,250,000	\$28,250,000	8.9%	10.7%	Unchanged	8.9%	
Personnel Services	\$443,400,000	\$438,000,000	1.3%	-2.4%	Down	0.0%	Significant one-time compensation cost savings due to unprecedented level of vacant positions.
Service & Supplies	\$112,600,000	\$112,600,000	20.3%	17.8%	Unchanged	20.3%	
Student Aid	\$5,000,000	\$4,000,000	6.2%	-31.0%	Down	-15.1%	\$1M in Student Aid charged to Foundation funds
Transfers	\$8,900,000	\$25,900,000	165.8%	36.4%	Up	673.4%	Transfers increased primarily due to increased E&G capital project costs

3

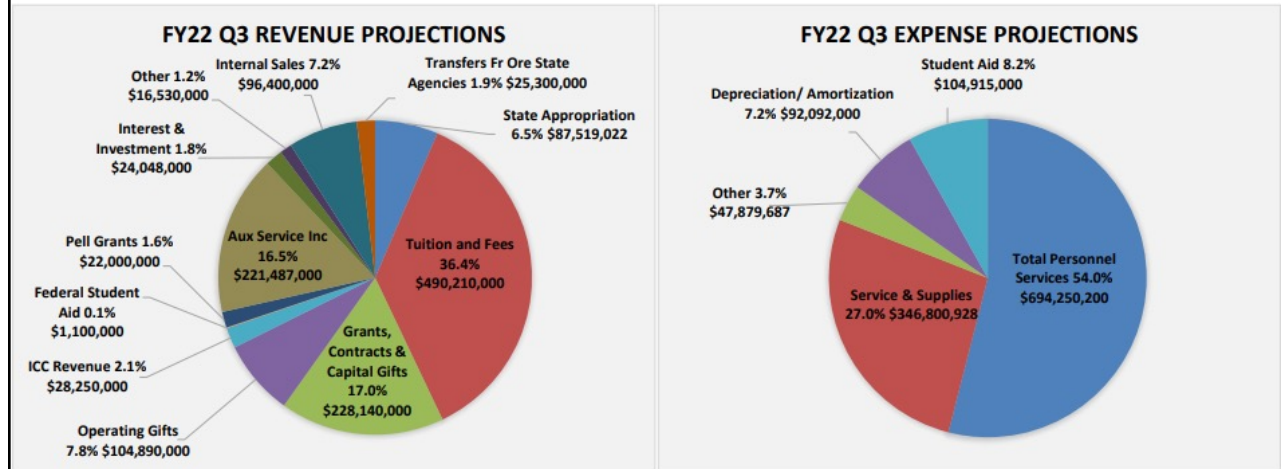
Education & General Funds



Student Aid Expense does not include \$60.3M of fee remissions awarded to students. Remissions are booked as negative revenue.
Capital Expenditures not included.

4

All Funds



Student Aid Expense does not include \$68.5M of fee remissions awarded to students. Remissions are booked as negative revenue. Capital Expenditures not included.

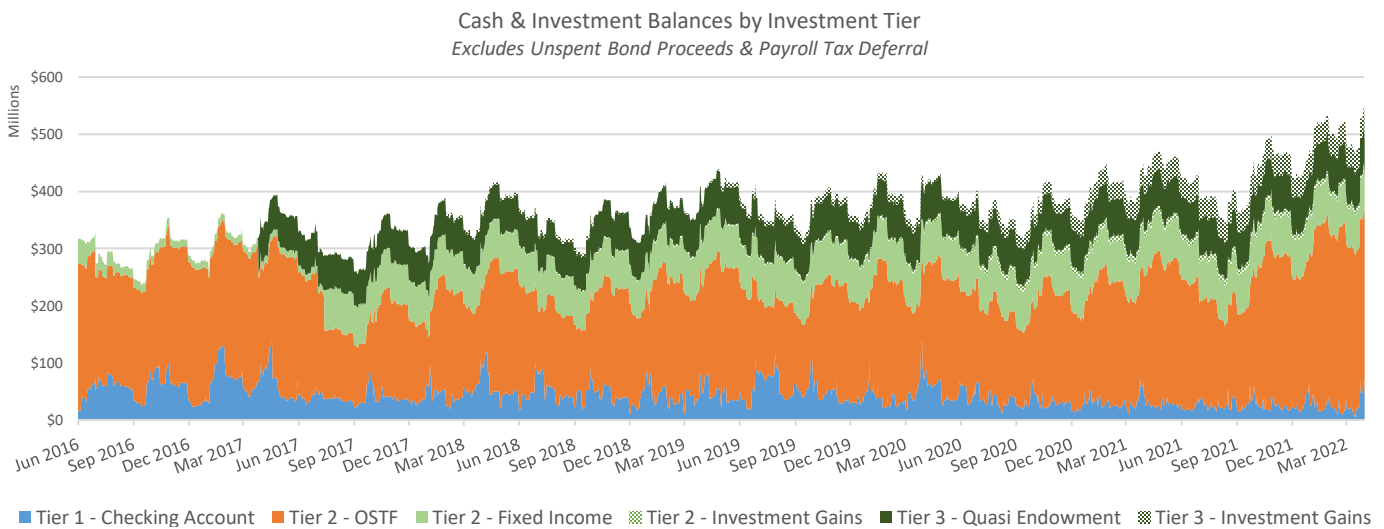
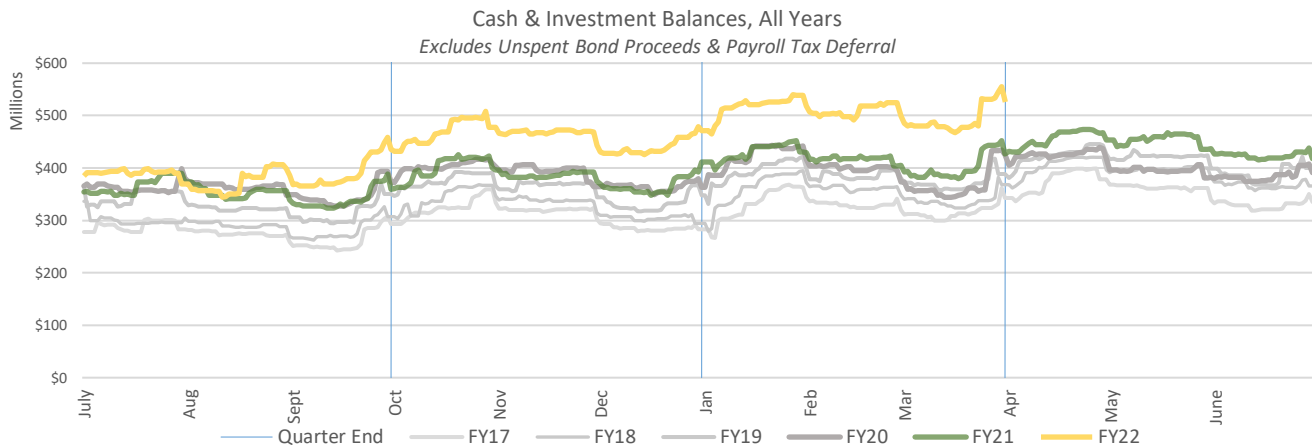
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UNIVERSITY OF OREGON									
FY22 Actuals Q3 Report Education and General									
	FY22 Updated Projection			FY22 Q3 Actual			FY22 Q3 Inc/(dec) from		
	Q2	FY22 Actual Q3	as % of Proj.	FY21 Actual Q3	FY21 Q3	FY21 Total Actual	FY21 Initial Proj. vs FY21 Total as %	FY22 Updated Proj. Q3	FY22 Updated Proj. vs. FY21 Total as %
State Appropriation	\$ 85,750,238	\$ 71,994,148	84.0%	\$ 69,376,902	\$ 3.8%	\$ 82,720,112	3.7%	\$ 85,750,238	3.7%
Tuition and Fees	\$ 439,500,000	\$ 438,419,314	99.8%	\$ 408,212,923	7.4%	\$ 412,655,803	6.5%	\$ 440,500,000	6.7%
Gifts Grants & Contracts	\$ 400,000	\$ 159,843	40.0%	\$ 175,676	-9.0%	\$ 382,053	4.7%	\$ 400,000	4.7%
ICC Revenue	\$ 28,250,000	\$ 21,290,685	75.4%	\$ 19,237,738	10.7%	\$ 25,952,583	8.9%	\$ 28,250,000	8.9%
Federal Student Aid	\$ -	\$ -	-	\$ -	\$ -	\$ -	-	\$ -	-
Interest and Investment	\$ 8,500,000	\$ 6,860,884	80.7%	\$ 5,345,036	28.4%	\$ 7,814,418	8.8%	\$ 8,800,000	12.6%
Internal Sales	\$ 900,000	\$ 619,885	68.9%	\$ 329,316	88.2%	\$ 695,105	29.5%	\$ 900,000	29.5%
Sales & Services	\$ 4,000,000	\$ 3,349,576	83.7%	\$ 2,365,817	41.6%	\$ 2,839,650	40.9%	\$ 4,000,000	40.9%
Other Revenues	\$ 2,250,000	\$ 1,337,754	59.5%	\$ 323,616	313.4%	\$ 2,051,191	9.7%	\$ 2,250,000	9.7%
Transfers From Ore State Agencies	\$ -	\$ -	-	\$ -	\$ -	\$ -	-	\$ -	-
Total Revenue	\$ 569,550,238	\$ 544,032,089	95.5%	\$ 505,367,024	7.7%	\$ 535,110,914	6.4%	\$ 570,850,238	6.7%
Total Personnel Services	\$ 443,400,000	\$ 315,669,642	71.2%	\$ 323,323,647	-2.4%	\$ 437,853,844	1.3%	\$ 438,000,000	0.0%
Service & Supplies	\$ 112,600,000	\$ 80,696,537	71.7%	\$ 68,476,191	17.85%	\$ 93,626,145	20.3%	\$ 112,600,000	20.3%
Merchandise-Resale/Redistribution	\$ 5,100	\$ (62,334)	-1222.2%	\$ (39,461)	58.0%	\$ (1,258)	-505.4%	\$ 5,100	-505.4%
Internal Sales Reimbursements	\$ (16,100,000)	\$ (11,811,889)	73.4%	\$ (8,497,208)	39.0%	\$ (12,746,608)	26.3%	\$ (16,100,000)	26.3%
Indirect Costs	\$ 34,000	\$ 3,802	11.2%	\$ 4,488	-15.3%	\$ 5,959	470.5%	\$ 34,000	470.5%
Depreciation/Amortization Expense	\$ -	\$ -	-	\$ -	\$ -	\$ -	-	\$ -	-
Student Aid	\$ 5,000,000	\$ 2,729,001	54.6%	\$ 3,956,984	-31.0%	\$ 4,709,505	6.2%	\$ 4,000,000	-15.1%
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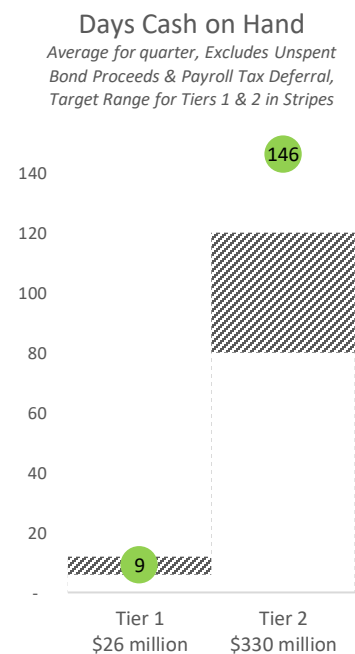
* - Due to Capital Improvements and Debt Accounting entries
 ** - Year-End Accounting - e.g. Allocate Pension Liability, Reclaim Cash to Investments, Allocate Debt

6

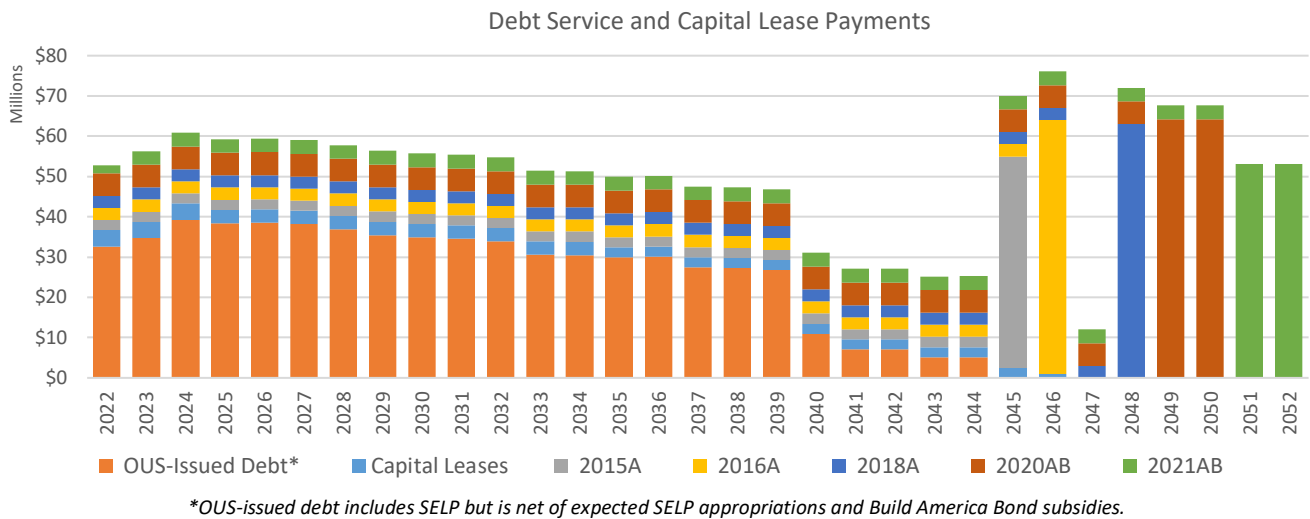
Cash & Investment Pool



- The cash & investment pool averaged \$509 million during Q3 FY22, excluding bond proceeds and the payroll tax deferral. Average balances for the quarter, excluding bond proceeds and the payroll tax deferral, were approximately \$93 million higher than the same quarter in FY21. Major factors contributing to the increased balance are: (1) increased E&G balances (\$53 million primarily due to reduced spending on compensation, changes in payables/receivables, transfers in of one-time HEERF funds, and timing of transfers out for capital projects), (2) increased balances across auxiliaries and designated operations (up \$22 million due to resumption of typical activities), and (3) increases in unrealized investment gains & refinancing of state-issued debt (approximately \$12 million).
- UO participated in the federal program to defer 2020 payroll tax deposits and had accumulated approximately \$13 million in cash balances (excluded from the charts above). \$5.5 million was paid on December 31, 2021, with the remainder due December 31, 2022.
- At March 31, 2022, there was approximately \$151 million of unspent bond proceeds (average of \$156 million for the quarter), excluded from the charts above. It is expected that all bond proceeds will be allocated to capital projects, with the Housing Transformation project being the primary recipient.
- Estimated average accounting yield for the cash & investment pool was 0.75% for Q3 FY22 compared to 1.36% for Q3 FY21. Fiscal YTD return for FY22 is 1.08%, compared to 1.48% in FY21. Reduced returns are a result of a lower short-term interest rate environment.



Debt Activities



Significant projects funded with debt and capital leases

UO 2021AB

- Housing Trans. Ph 2 & 3
- Thermal Storage

UO 2020AB

- Housing Trans. Ph 1 & 2
- Millrace Parking Garage

UO 2018A

- Bean Hall
- Oregon Hall
- Health Center

UO 2016A

- Kalapuya Ilihi Hall
- Pacific Hall
- Klamath Hall

UO 2015A

- Erb Memorial Union

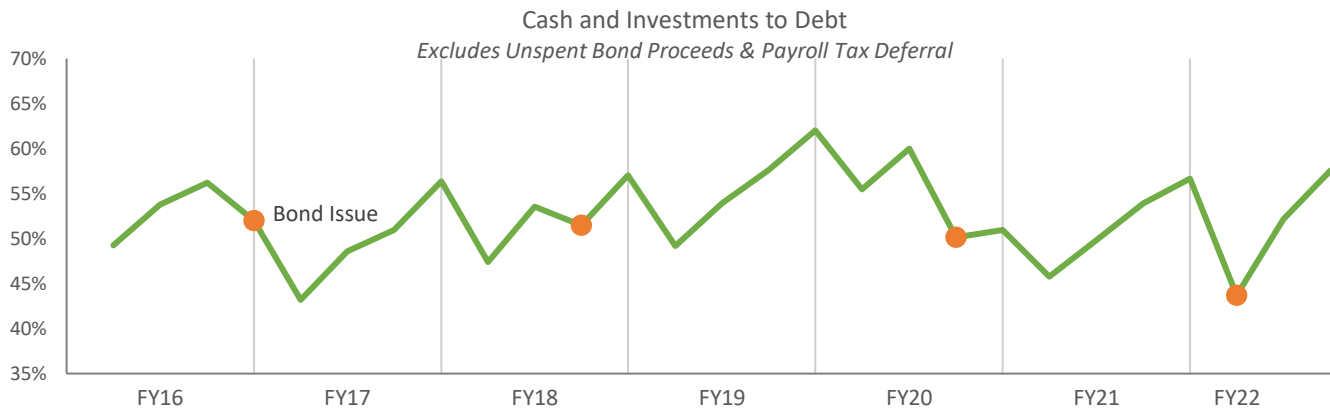
Capital Leases

- White Stag (Portland)
- 1600 Millrace

OUS-Issued Debt

- Autzen Stadium
- Central Power Station
- Erb Memorial Union
- Family Housing Projects
- Ford Alumni Center
- Global Scholars Hall
- Knight Law Center
- Living Learning Center
- Parking Projects
- Student Rec Center
- Matthew Knight Arena
- Williams Bakery Land

- The current principal balance of outstanding debt, including capital leases, is approximately \$897 million.
- Bond proceeds are loaned internally for capital projects. Borrowers are scheduled to repay their loans prior to the corresponding bullet payments due in 2045 and beyond to ensure the Internal Bank will have sufficient cash for the bullets.



- This ratio is a measure of the quarterly average cash and investments compared to total outstanding debt. A lower ratio indicates a higher debt load relative to cash and investments.
- Since the beginning of fiscal year 2016, the UO has added \$162 million of cash and investments and \$302 million of debt.
- Since FY16 the ratio has moved in a range between 43% and 62%.



Treasury Operations Quarterly Update

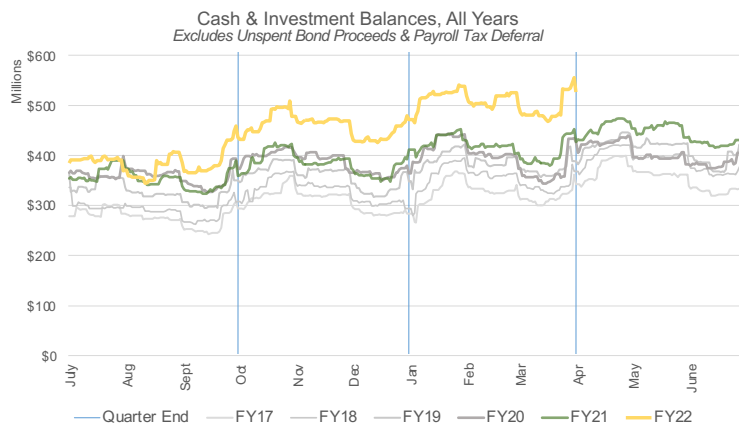
May 2022

Jamie Moffitt, VPFA/CFO/Treasurer

Board of Trustees of the University of Oregon

1

Cash & Investment Balances



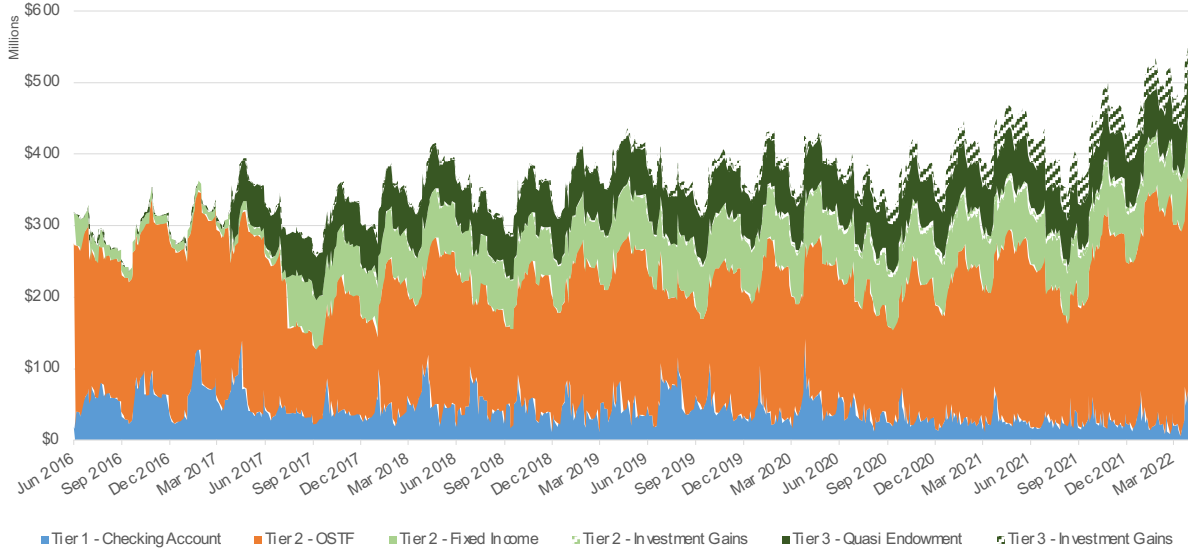
- Estimated average accounting yield for the cash & investment pool was 0.75% for Q3 FY22 compared to 1.36% for Q3 FY21. Fiscal YTD return for FY22 is 1.08%, compared to 1.48% in FY21. Reduced returns are a result of a lower short-term interest rate environment.

- Average balances for the third quarter, excluding bond proceeds and the payroll tax deferral, were \$509 million and approximately \$93 million more than the same quarter in FY21.
- Major factors contributing to the increased balance are:
 1. Increased E&G balances (\$53 million primarily due to reduced spending on compensation, changes in payables/receivables, transfers in of one-time HEERF funds, and timing of transfers out for capital projects)
 2. Increased balances across auxiliaries and designated operations (up \$22 million due to resumption of typical activities)
 3. Increases in unrealized investment gains & refinancing of state-issued debt (approximately \$12 million)

2

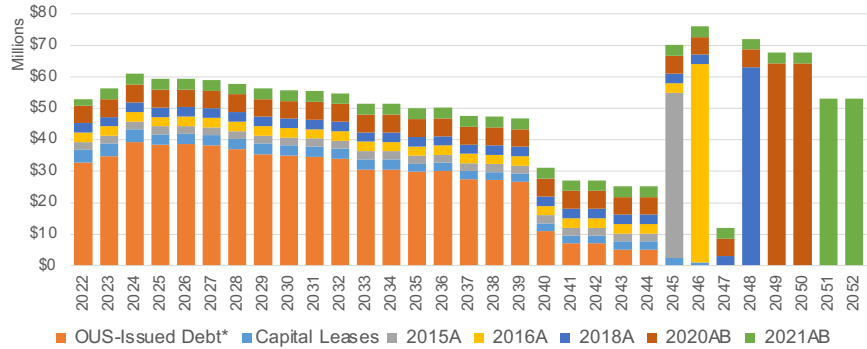
Cash & Investment Balances By Tier

Excludes Unspent Bond Proceeds & Payroll Tax Deferral



3

Debt Service and Capital Lease Payments



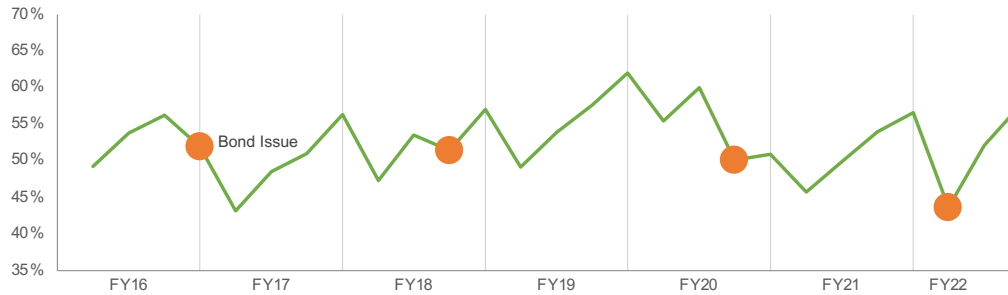
*OUS-issued debt includes SELP but is net of expected SELP appropriations and Build America Bond subsidies.

- The current principal balance of outstanding debt, including capital leases, is approximately \$897 million.
- Bond proceeds are loaned internally for capital projects. Borrowers are scheduled to repay their loans prior to the corresponding bullet payments due in 2045 and beyond to ensure the Internal Bank will have sufficient cash for the bullets.

4

Cash & Investments to Debt

Excludes Unspent Bond Proceeds & Payroll Tax Deferral



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- Since the beginning of fiscal year 2016, the UO has added \$162 million of cash and investments and \$302 million of debt.
- Since FY16 the ratio has moved in a range between 43% and 62%.

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Agenda Item #2.2

FY 23 Budget & Expenditure Authorization and FY22 Capital Expenditure Increase



The Board of Trustees has the responsibility of approving a budget expenditure authorization each fiscal year. The 2023 fiscal year (FY23) begins July 1, 2022 and runs through June 30, 2023. Following is a resolution proposed by President Schill and Vice President for Finance and Administration/CFO Moffitt for capital and operating expenditure limitations for FY23. Additionally, included in the resolution is a request to increase FY22 capital expenditure limitations to account for a recent real estate purchase anticipated to close before the end of the current fiscal year. Below is a summary of key points related to the proposal.

Overview:

- The University is requesting that the Board approve the following expenditure budgets for FY23:
 - Operating expenditure budget: \$1,245,712,000
 - Capital expenditure budget: \$224,700,000
- FY23 operating expenditures in the E&G fund are expected to increase 4.7%. Total institutional FY23 operating expenditures are projected to increase 3.9%.
- Expected operating revenue for the institution is projected to cover expected operating expenditures.
- As has been the case in previous cycles, this analysis and authorization excludes plant funds, internal bank funds and depreciation.
- The proposed resolution would allow the university to expend or authorize the expenditure of funds at these levels plus three percent. Any additional expenditures would require the University to seek further expenditure limitation authorization from the Executive and Audit Committee.
- The University is requesting that the Board approve the following increase to expenditure budgets for FY22:
 - Capital expenditure budget increase: \$61,000,000

Education & General:

Education & General expenses are projected to increase \$26.9 million (4.7%) on a year-over-year basis, while revenues are expected to increase by \$15.1 million (2.6%). Operating revenues are projected to cover operating expenses with a projected net surplus of approximately \$9.3 million.

Revenue growth is low due to the fact that significant one-time federal HEERF funds (\$18.7 million) were received in FY22. Excluding one-time FY22 HEERF funding, FY23 revenue growth is projected to be \$33.8 million (5.9%). It is important to note that it is still early in the recruiting cycle and given changing student behavior related to the pandemic it is challenging to accurately project fall enrollment, which is the major revenue driver in the E&G funds. However, given current advance-tuition deposit activity we are expecting enrollment growth. Revenue and net surplus could increase or decrease depending upon actual enrollment in the fall, as well as changes to other assumptions (e.g., expense levels). The projected surplus in FY23 is projected to decrease significantly in FY24. Please see long-term projection documents for details.

- In the E&G fund, major cost drivers, analyzed on a year-over-year basis for FY23 include:
 - Salary and OPE (benefits) up \$27.9 million (6.4%). This increase is due to labor/salary increases modeled from collective bargain agreements and approved increases for unrepresented staff, as well as increased employee FTE counts as the current extremely high level of employee vacancies are filled.
 - Supplies and services (S&S) up \$10.8 million (11.2%). This is based on an assumption that overall activity levels return to pre-pandemic levels, with costs adjusted for inflation. This includes significant increases to travel costs and also includes large projected increases in insurance costs for the institution.
 - Capitalized equipment and student aid up \$1 million (25%) and \$1.1 million (27.5%), respectively. Both increases reflect more regularized university operations post-pandemic.
 - Net transfer expenditures are projected to decrease by \$13.9 million (-53.7%). This assumes that transfers return to more normal levels after FY22. During FY22 significant transfers were needed to cover unprecedented levels of construction cost inflation for academic building projects.
- In the E&G fund, major FY23 incremental revenue includes:
 - State appropriation up \$3.5 million (4.0%). This is based on the normal increase expected in the second year of a biennium. State funds are generally distributed

49% in the first year and 51% in the second year.

- State appropriation for one-time funding will be received for several projects, including \$4.5 for Wildfire Camera Network, \$10.1 million for Knight Campus Building 2 Equipment, and \$0.7 million for Child Abuse Study. These one-time funds are anticipated to be spent over the course of many years and are not included in the recurring revenue projections.
- Tuition and fee revenue up \$29.3 million (6.7%). This is due to tuition rate increases as well as projected growth of the undergraduate student population by over 550 students.

Other Funds:

Other Funds expenses are projected to increase \$20.2 million (3.2%) on a year-over-year basis, while revenues are expected to decrease by \$1.9 million (-0.3%). Operating revenues are projected to cover operating expenses with a fund surplus of approximately \$17.1 million.

Revenue growth is low due to the fact that in FY22 the institution received significant one-time federal HEERF funds. Expenditures are expected to increase as staffing and activities return to more regular post-pandemic operations and the Knight Campus and Ballmer Institute ramp up operations.

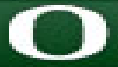
- In the Other Funds, major FY23 incremental expenditures changes include:
 - Salary and OPE (benefits) OPE (benefits) up \$33.1 million (12.9%). This increase is due to increasing employee FTE from low levels in FY22, labor/salary increase due to collective bargain agreements and approved increases for unrepresented staff, as well as planned hiring for Knight Campus and Ballmer Institute.
 - Supplies and services (S&S) are projected to increase \$14.7 million (5.8%). This increase assumes the resumption of more normal campus activity, particularly in housing, merchandise for resale and utilities. The increase is not as high as it would otherwise be due to an accounting change related to the restructure of EMU funding and the ASUO Incidental Fee.
 - Student aid is projected to be down \$21.3 million (-21.2%) due to the end of federal HEERF grant funding for students. One-time FY22 HEERF funding for students was \$23 million.
 - Net transfer expenditures are projected to decrease by \$6.0 million (-43.9%). This

decrease is due to the completion of current building projects.

- In the Other Funds, major FY23 incremental revenues changes include:
 - Gifts, grants and contracts revenue is projected to decrease \$28.5 million (-9.4%). This is due to a combination of factors including the end of Federal HEERF funding (\$45.2 million received in FY22), which is partially offset by the ramping up of Knight Campus, Ballmer Institute and various other activities. Note that significant one-time HEERF transfers to E&G also cease in FY23.
 - Internal sales revenue is projected to decrease \$5.1 million (-6.8%). This is primarily the result of an accounting change related to the restructure of EMU funding and the ASUO incidental fee.
 - Sales & services revenue up \$18.8 million (9.4%). Increases are due to higher revenues in housing, health center, EMU and other designated operations revenue from increased enrollment and regularized operations post-pandemic.
 - Other revenues projected to decrease by \$8.7 million (-63.0%). This decrease is primarily due to receipt of a one-time athletic coach buy-out payment in FY22.

Capital budget:

- Total FY23 capital expenditures are projected to be \$224.7 million. Please note that the figures on the report represent the expenditures expected during FY23, not the total budget for that project. Out of an abundance of caution this number includes \$61.0 million for the purchase of the Concordia campus, which is currently expected to close in FY22 but is still under negotiation.
- The University requests FY22 capital expenditures are increased by \$61.0 million to account for the purchase of the Concordia campus which is currently scheduled to close on June 8th.



FY23 Projected Expenditures	E&G Funds	Annual Growth	Other Funds*	Annual Growth	Total	Annual Growth
Salary and OPE (Benefits)	\$465,884,000	6.4%	\$288,929,000	12.9%	\$754,813,000	8.8%
Supplies and Services	\$107,361,000	11.2%	\$268,541,000	5.8%	\$375,902,000	7.3%
Capitalized Equipment	\$5,000,000	25.0%	\$5,626,000	-2.1%	\$10,626,000	9.0%
Student Aid	\$5,100,000	27.5%	\$79,570,000	-21.2%	\$84,670,000	-19.3%
Net Transfers	\$12,000,000	-53.7%	\$7,701,000	-43.9%	\$19,701,000	-50.3%
Total	\$595,345,000	4.7%	\$650,367,000	3.2%	\$1,245,712,000	3.9%

FY22 Projected Expenditures	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
Salary and OPE (Benefits)	\$438,000,000	0.0%	\$255,865,000	11.6%	\$693,865,000	4.0%
Supplies and Services	\$96,539,000	19.4%	\$253,869,000	25.6%	\$350,408,000	23.8%
Capitalized Equipment	\$4,000,000	5.5%	\$5,746,000	-51.7%	\$9,746,000	-37.8%
Student Aid	\$4,000,000	-15.1%	\$100,915,000	14.4%	\$104,915,000	12.9%
Net Transfers	\$25,900,000	673.4%	\$13,735,000	188.6%	\$39,635,000	388.8%
Total	\$568,439,000	5.9%	\$630,130,000	17.4%	\$1,198,569,000	11.7%

FY21 Actual Expenditures	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
Salary and OPE (Benefits)	\$437,854,000	-2.1%	\$229,317,000	-2.1%	\$667,171,000	-2.1%
Supplies and Services	\$80,884,000	-9.4%	\$202,114,000	-10.4%	\$282,998,000	-10.1%
Capitalized Equipment	\$3,791,000	1.9%	\$11,886,000	134.9%	\$15,677,000	78.5%
Student Aid	\$4,710,000	-14.6%	\$88,237,000	5.5%	\$92,947,000	4.2%
Net Transfers	\$3,349,000	-52.2%	\$4,760,000	39.0%	\$8,109,000	-22.3%
Retirement Incentive Prgrm One-time Exp	\$6,139,934		\$460,418		\$6,600,352	
Total	\$536,727,934	-2.9%	\$536,774,418	-2.8%	\$1,073,502,352	-2.8%

*- These figures do not include plant funds, internal bank funds, or depreciation.



FY23 Projected Revenue	E&G Funds	Annual Growth	Other Funds*	Annual Growth	Total	Annual Growth
State Appropriation**	\$89,200,000	4.0%	\$1,769,000	0.0%	\$90,969,000	3.9%
Tuition and Fees	\$469,808,000	6.7%	\$49,534,000	6.0%	\$519,342,000	6.6%
Gifts Grants & Contracts	\$400,000	0.0%	\$274,771,000	-9.4%	\$275,171,000	-9.4%
ICC Revenue	\$28,815,000	2.0%	\$0		\$28,815,000	2.0%
Federal Student Aid	\$0		\$25,000,000	8.2%	\$25,000,000	8.2%
Interest and Investment	\$9,100,000	3.4%	\$13,102,000	-10.4%	\$22,202,000	-5.2%
Internal Sales	\$960,000	6.7%	\$69,137,000	-6.8%	\$70,097,000	-6.7%
Sales & Services	\$4,000,000	0.0%	\$218,095,000	9.4%	\$222,095,000	9.2%
Other Revenues	\$2,322,000	3.2%	\$5,099,000	-63.0%	\$7,421,000	-53.7%
Transfers From Ore State Agencies	\$0		\$11,000,000	-3%	\$11,000,000	-3%
Total	\$604,605,000	2.6%	\$667,507,000	-0.3%	\$1,272,112,000	1.0%

FY22 Projected Revenue	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
State Appropriation	\$85,750,000	3.7%	\$1,769,000	1.1%	\$87,519,000	3.6%
Tuition and Fees	\$440,500,000	6.7%	\$46,710,000	10.7%	\$487,210,000	7.1%
Gifts Grants & Contracts	\$400,000	4.7%	\$303,290,000	0.4%	\$303,690,000	0.4%
ICC Revenue	\$28,250,000	8.9%	\$0		\$28,250,000	8.9%
Federal Student Aid	\$0		\$23,100,000	-1.2%	\$23,100,000	-1.2%
Interest and Investment	\$8,800,000	12.6%	\$14,618,000	21.7%	\$23,418,000	18.1%
Internal Sales	\$900,000	29.5%	\$74,200,000	2.4%	\$75,100,000	2.6%
Sales & Services	\$4,000,000	40.8%	\$199,326,000	98.1%	\$203,326,000	96.6%
Other Revenues	\$2,250,000	9.7%	\$13,781,000	251.2%	\$16,031,000	168.3%
Transfers From Ore State Agencies	\$0		\$11,300,000	17.9%	\$11,300,000	17.9%
HEERF Lost Revenue One-Time Transfers	\$18,700,000	189.5%	(\$18,700,000)	189.5%	\$0	
Total	\$589,550,000	8.9%	\$669,394,000	19.2%	\$1,258,944,000	14.1%

FY21 Actual Revenue	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
State Appropriation	\$82,720,000	4.0%	\$1,750,000	8.0%	\$84,470,000	4.1%
Tuition and Fees	\$412,656,000	-2.9%	\$42,206,000	-0.9%	\$454,862,000	-2.7%
Gifts Grants & Contracts	\$382,000	180.9%	\$302,141,000	25.5%	\$302,523,000	25.6%
ICC Revenue	\$25,953,000	3.5%	\$0		\$25,953,000	3.5%
Federal Student Aid	\$0		\$23,375,000	-5.0%	\$23,375,000	-5.0%
Interest and Investment	\$7,814,000	9.7%	\$12,011,000	-9.9%	\$19,825,000	-3.1%
Internal Sales	\$695,000	-66.7%	\$72,482,000	-3.7%	\$73,177,000	-5.4%
Sales & Services	\$2,840,000	-29.1%	\$100,596,000	-39.8%	\$103,436,000	-39.6%
Other Revenues	\$2,051,000	-18.2%	\$3,924,000	-13.8%	\$5,975,000	-15.3%
Transfers From Ore State Agencies	\$0		\$9,588,000	3.1%	\$9,588,000	3.1%
HEERF Lost Revenue One-Time Transfers	\$6,458,995		(\$6,458,995)		\$0	
Total	\$541,569,995	-0.7%	\$561,614,005	-3.0%	\$1,103,184,000	-1.9%

* Revenue Report does not include Plant Funds or Internal Bank Funds

**This does not include state one-time funding of \$15.2M

**FY23 Capital Project Expenditures**

The budgets represent the FY23 expenditure budget not the full budget for each project

Project	FY23 Budget	Expected Source of Project Funds
Housing Transformation Project	\$ 71,500,000	Department(\$1.5M)/UO Bonds (\$70M)
Concordia Campus	\$ 61,000,000	Gifts (\$61M)
Concordia Renovation Projects	\$ 10,000,000	Gifts (\$10M)
Huestis Deferred Maintenance	\$ 20,500,000	State Bonds(\$20.25M)/ Matching Funds(\$250K)
Knight Campus Ph2	\$ 31,700,000	Gifts (\$31.7M)
Heritage Project	\$ 10,000,000	State Bonds(\$8.5M)/ Matching Funds(\$1.5M)
Thermal Storage Tank	\$ 5,000,000	Departmental(\$5.0M)
ZIRC Expansion	\$ 1,000,000	Grant (\$1.0M)
State Funded - Capital Projects	\$ 8,000,000	State Bonds (\$8M)
Misc. Departmental Projects	\$ 6,000,000	TBD
	\$ 224,700,000	

Board of Trustees of the University of Oregon

**Resolution: FY2023 Budget and Expenditure
Authorizations and FY2022 Capital Expenditure Increase**

WHEREAS, ORS 352.087(1)(a) provides that the Board of Trustees may acquire, receive, hold, keep, pledge, control, convey, manage, use, lend, expend and invest all moneys, appropriations, gifts, bequests, stock and revenue from any source;

WHEREAS, ORS 352.087(1)(i) provides that the Board of Trustees may, subject to limitations set forth in that section, spend all available moneys without appropriation or expenditure limitation approval from the Legislative Assembly;

WHEREAS, ORS 352.102(1) provides that the Board of Trustees may authorize, establish, collect, manage, use in any manner and expend all revenue derived from tuition and mandatory enrollment fees;

WHEREAS, 352.087(3) provides that the Board of Trustees may perform any other acts that in the judgment of the Board of Trustees are required, necessary or appropriate to accomplish the rights and responsibilities granted to the Board and the University by law;

WHEREAS, ORS 352.087(2) requires, and the Board of Trustees finds, that the budget of the University of Oregon be prepared in accordance with generally accepted accounting principles;

WHEREAS, the Board of Trustees wishes to approve a budget and related expenditure authorizations for fiscal year 2023 and capital expenditure increase for fiscal year 2022; and,

NOW, THEREFORE, the Board of Trustees of the University of Oregon adopts the following:

1. RESOLVED, an operating budget in the sum of \$1,245,712,000 is adopted for fiscal year 2023 (FY23). During FY23, the Treasurer of the University may expend or authorize the expenditure of this sum plus three percent, subject to applicable law. In the event that such expenditure authority is insufficient, the Treasurer may seek additional expenditure authority from the Executive and Audit Committee of the Board of Trustees.
2. RESOLVED, a capital budget in the sum of \$224,700,000 is adopted for FY23. During FY23, the Treasurer of the University may expend or authorize the expenditure of this sum plus three percent, subject to applicable law. In the event that such expenditure authority is insufficient, the Treasurer may seek additional expenditure authority from the Executive and Audit Committee of the Board of Trustees.
3. RESOLVED, the Treasurer may provide for the further delegation of the authority set forth in paragraphs 1 and 2.

4. RESOLVED, the capital budget for FY22 is increased by \$61,000,000 for the purchase of the Concordia Campus.

Moved: _____ Seconded: _____

Record here if voice vote taken without calling roll: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Boyle		Lo	
Evans Jackman		Madison	
Fick		Murray	
Holwerda		Seeley	
Hornecker		Ralph	
Kari		Worden	

Dated: _____ Initials: _____



UNIVERSITY OF OREGON

FY2023 Expenditure Budget Authorization

May 2022

Board of Trustees of the University of Oregon

1

FY2023 Operating and Capital Budget Expenditure Authorization

Expenditure Authorization Request:

- Projected operating budget for FY2023 of \$1,245,712,000
- Projected capital budget for FY2023 of \$224,700,000
- Expected operating revenue for the institution is projected to cover expected operating expenditures.

2

FY2023 Expenditure Authorization

FY23 Projected Expenditures	E&G Funds	Annual Growth	Other Funds*	Annual Growth	Total	Annual Growth
Salary and OPE (Benefits)	\$465,884,000	6.4%	\$288,929,000	12.9%	\$754,813,000	8.8%
Supplies and Services	\$107,361,000	11.2%	\$268,541,000	5.8%	\$375,902,000	7.3%
Capitalized Equipment	\$5,000,000	25.0%	\$5,626,000	-2.1%	\$10,626,000	9.0%
Student Aid	\$5,100,000	27.5%	\$79,570,000	-21.2%	\$84,670,000	-19.3%
Net Transfers	\$12,000,000	-53.7%	\$7,701,000	-43.9%	\$19,701,000	-50.3%
Total	\$595,345,000	4.7%	\$650,367,000	3.2%	\$1,245,712,000	3.9%

*- These figures do not include plant funds, internal bank funds, or depreciation.

3

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Student Aid	\$4,000,000	-15.1%	\$100,915,000	14.4%	\$104,915,000	12.9%
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Salary and OPE (Benefits)	\$437,854,000	-2.1%	\$229,317,000	-2.1%	\$667,171,000	-2.1%
Supplies and Services	\$80,884,000	-9.4%	\$202,114,000	-10.4%	\$282,998,000	-10.1%
Capitalized Equipment	\$3,791,000	1.9%	\$11,886,000	134.9%	\$15,677,000	78.5%
Student Aid	\$4,710,000	-14.6%	\$88,237,000	5.5%	\$92,947,000	4.2%
Net Transfers	\$3,349,000	-52.2%	\$4,760,000	39.0%	\$8,109,000	-22.3%
Retirement Incentive Prgm One-time Exp	\$6,139,934		\$460,418		\$6,600,352	
Total	\$536,727,934	-2.9%	\$536,774,418	-2.8%	\$1,073,502,352	-2.8%

*- These figures do not include plant funds, internal bank funds, or depreciation.

4

FY2023 Projected Revenues

FY23 Projected Revenue	E&G Funds	Annual Growth	Other Funds*	Annual Growth	Total	Annual Growth
State Appropriation**	\$89,200,000	4.0%	\$1,769,000	0.0%	\$90,969,000	3.9%
Tuition and Fees	\$469,808,000	6.7%	\$49,534,000	6.0%	\$519,342,000	6.6%
Gifts Grants & Contracts	\$400,000	0.0%	\$274,771,000	-9.4%	\$275,171,000	-9.4%
ICC Revenue	\$28,815,000	2.0%	\$0		\$28,815,000	2.0%
Federal Student Aid	\$0		\$25,000,000	8.2%	\$25,000,000	8.2%
Interest and Investment	\$9,100,000	3.4%	\$13,102,000	-10.4%	\$22,202,000	-5.2%
Internal Sales	\$960,000	6.7%	\$69,137,000	-6.8%	\$70,097,000	-6.7%
Sales & Services	\$4,000,000	0.0%	\$218,095,000	9.4%	\$222,095,000	9.2%
Other Revenues	\$2,322,000	3.2%	\$5,099,000	-63.0%	\$7,421,000	-53.7%
Transfers From Ore State Agencies	\$0		\$11,000,000	-3%	\$11,000,000	-3%
Total	\$604,605,000	2.6%	\$667,507,000	-0.3%	\$1,272,112,000	1.0%

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**This does not include state one-time funding of \$15.2M

5

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FY22 Projected Revenue	E&G Funds	Annual Growth	Other Funds*	Annual Growth	Total	Annual Growth
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Tuition and Fees	\$440,500,000	6.7%	\$46,710,000	10.7%	\$487,210,000	7.1%
Gifts Grants & Contracts	\$400,000	4.7%	\$303,290,000	0.4%	\$303,690,000	0.4%
ICC Revenue	\$28,250,000	8.9%	\$0		\$28,250,000	8.9%
Federal Student Aid	\$0		\$23,100,000	-1.2%	\$23,100,000	-1.2%
Interest and Investment	\$8,800,000	12.6%	\$14,618,000	21.7%	\$23,418,000	18.1%
Internal Sales	\$900,000	29.5%	\$74,200,000	2.4%	\$75,100,000	2.6%
Sales & Services	\$4,000,000	40.8%	\$199,326,000	98.1%	\$203,326,000	96.6%
Other Revenues	\$2,250,000	9.7%	\$13,781,000	251.2%	\$16,031,000	168.3%
Transfers From Ore State Agencies	\$0		\$11,300,000	17.9%	\$11,300,000	17.9%
HEERF Lost Revenue One-Time Transfers	\$18,700,000	189.5%	(\$18,700,000)	189.5%	\$0	
Total	\$589,550,000	8.9%	\$669,394,000	19.2%	\$1,258,944,000	14.1%

FY21 Actual Revenue	E&G Funds	Annual Growth	Other Funds*	Annual Growth	Total	Annual Growth
State Appropriation	\$82,720,000	4.0%	\$1,750,000	8.0%	\$84,470,000	4.1%
Tuition and Fees	\$412,656,000	-2.9%	\$42,206,000	-0.9%	\$454,862,000	-2.7%
Gifts Grants & Contracts	\$382,000	180.9%	\$302,141,000	25.5%	\$302,523,000	25.6%
ICC Revenue	\$25,953,000	3.5%	\$0		\$25,953,000	3.5%
Federal Student Aid	\$0		\$23,375,000	-5.0%	\$23,375,000	-5.0%
Interest and Investment	\$7,814,000	9.7%	\$12,011,000	-9.9%	\$19,825,000	-3.1%
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Sales & Services	\$2,840,000	-29.1%	\$100,596,000	-39.8%	\$103,436,000	-39.6%
Other Revenues	\$2,051,000	-18.2%	\$3,924,000	-13.8%	\$5,975,000	-15.3%
Transfers From Ore State Agencies	\$0		\$9,588,000	3.1%	\$9,588,000	3.1%
HEERF Lost Revenue One-Time Transfers	\$6,458,995		(\$6,458,995)		\$0	
Total	\$541,569,995	-0.7%	\$661,614,005	-3.0%	\$1,103,184,000	-1.9%

* Revenue Report does not include Plant Funds or Internal Bank Funds

**This does not include state one-time funding of \$15.2M

6

FY2023 Capital Budget

Project	FY23 Budget	Expected Source of Project Funds
Housing Transformation Project	\$ 71,500,000	Department(\$1.5M)/UO Bonds (\$70M)
Concordia Campus	\$ 61,000,000	Gifts (\$61M)
Concordia Renovation Projects	\$ 10,000,000	Gifts (\$10M)
Huestis Deferred Maintenance	\$ 20,500,000	State Bonds(\$20.25M)/ Matching Funds(\$250K)
Knight Campus Ph2	\$ 31,700,000	Gifts (\$31.7M)
Heritage Project	\$ 10,000,000	State Bonds(\$8.5M)/ Matching Funds(\$1.5M)
Thermal Storage Tank	\$ 5,000,000	Departmental(\$5.0M)
ZIRC Expansion	\$ 1,000,000	Grant (\$1.0M)
State Funded - Capital Projects	\$ 8,000,000	State Bonds (\$8M)
Misc. Departmental Projects	\$ 6,000,000	TBD
	\$ 224,700,000	

The budgets represent the FY23 expenditure budget not the full budget for each project

Agenda Item #2.3

Long-Term Finance Projections

To: Board of Trustees
From: Jamie Moffitt, Vice President for Finance & Administration and CFO
Re: E&G Fund Long Term Projections
Date: May 10, 2022

Enclosed are the E&G Fund long-term projections that we will be discussing at the Board meeting next week. As we have done in the past, the packet contains a range of scenarios for your consideration.

There are three different sets of scenarios, each of which is based upon different assumptions about how much we increase the guaranteed tuition rate between incoming cohorts of first year undergraduate students. Following are the assumptions:

- Set A of Scenarios assumes increases for each incoming cohort of undergraduate students of 3.0% for non-residents and 4.5% for residents.
- Set B of Scenarios assumes increases for each incoming cohort of undergraduate students of 3.0% for non-residents and 3.0% for residents.
- Set C of Scenarios assumes increases for each incoming cohort of undergraduate students of 2.5% for non-residents and 4.5% for residents.

Each set of scenarios includes five standard cases: (1) base case, (2) below-target enrollment, (3) state funding reductions, (4) accelerating inflation, and (5) above-target enrollment. In each scenario staffing is assumed to be increasing over the forecast period as pandemic level attrition is reversed, supplies and services expenses are rebuilt to inflation-adjusted pre-pandemic levels, and, except where stated otherwise, state funding increases moderately (4% annually).

- **(1) Base Case**
Total Projected Fall 2022 First Year Students: 5,056 (100% of non-resident targets)
Description: Incoming resident student enrollment remains at fall 2021 levels. Incoming non-resident enrollment hits 100% of targets throughout the forecast period.
- **(2) Downside – Below-Target Enrollment**
Total Projected Fall 2022 First Year Students: 4,916 (95% of non-resident targets)
Description: Incoming resident student enrollment remains at fall 2021 levels. Incoming non-resident enrollment falls to 95% of target at fall 2022 and remains at 95% of target throughout the forecast period.
- **(3) Downside – State Funding Reductions**
Total Projected Fall 2022 First Year Students: 5,056 (100% of non-resident targets)
Description: State funding is reduced by 20% in FY2024 during the first year of the next biennium. State funding then increases at 4% annually from its re-set lower base.

- **(4) Downside – Extended Inflation**

Total Projected Fall 2022 First Year Students: 5,056 (100% of non-resident targets)

Description: Inflation accelerates across personnel and general expenses, requiring additional increases of 3% during FY2023. Inflation returns to normal levels during FY2024 and for the rest of the forecast period. Incoming guaranteed tuition rates do not adjust upward due to market pressure.

- **(5) Upside – Above-Target Enrollment**

Total Projected Fall 2022 First Year Students: 5,140 (103% of non-resident targets)

Description: Incoming resident student enrollment remains at fall 2021 levels. Incoming non-resident enrollment grows to 103% of target at fall 2022 and remains at 103% of target throughout the forecast period.

For each of the fifteen scenarios, five years of summary projections are provided for three key metrics:

- Annual E&G Run Rate, including Federal HEERF Funds
- End-of-Year E&G Fund Balance
- Number of weeks of E&G fund expenses covered by end-of-year fund balance

Please note that these scenarios do not include any new cost cutting measures. The purpose of these projections is to better understand the range of budget challenges that we may face in the coming years. If some of these scenarios were to materialize, we would need to take budget actions to balance our projected expenses with projected revenues.

Also included – for illustrative purposes - are more detailed assumptions and projections for Scenario A-1 – Base Case.

E&G Fund Projections: Base Case
Key Assumptions

Enrollment Targets

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Resident	2,010	1,880	1,880	1,880	1,880	1,880	1,880	1,880
Non-Resident	2,259	2,270	2,320	2,495	2,595	2,670	2,670	2,670
International	300	300	300	300	300	300	300	300
FTF Total	4,569	4,450	4,500	4,675	4,775	4,850	4,850	4,850

Enrollment % of Target

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Resident	110.8%	107.8%	116.4%	116.0%	116.0%	116.0%	116.0%	116.0%
Non-Resident	100.6%	85.9%	105.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Regular International	40.0%	0.7%	38.8%	100.0%	100.0%	100.0%	100.0%	100.0%

Enrollment

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Resident	2,227	2,027	2,188	2,181	2,181	2,181	2,181	2,181
Non-Resident	2,273	1,951	2,436	2,495	2,595	2,670	2,670	2,670
Regular International	120	2	116	300	300	300	300	300
Extra International (Exchange)	-	79	79	80	79	79	79	79
FTF Total	4,620	4,059	4,820	5,056	5,155	5,230	5,230	5,230
Resident Transfer	686	674	735	700	700	700	700	700
Non-Res Transfer	240	241	281	250	250	250	250	250
Transfer and Other Total	926	915	1,016	950	950	950	950	950
Total New Enrollment	5,546	4,974	5,836	6,006	6,105	6,180	6,180	6,180

UG STUDENT COUNTS (Fall Term)

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Resident	10,517	10,182	10,330	10,339	10,354	10,446	10,443	10,457
Non-Resident	7,112	7,065	7,641	8,120	8,406	8,878	9,073	9,205
International	1,361	827	674	758	864	1,005	1,097	1,128
Total UG Enrollment	18,990	18,074	18,645	19,217	19,624	20,329	20,613	20,791

Tuition

	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Resident	9.8%	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%
Non-Resident	7.5%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%

Remissions*

	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Total UG Remissions \$	\$ 52,357,113	\$ 60,221,001	\$ 70,380,212	\$ 75,556,206	\$ 80,587,755	\$ 84,677,606	\$ 87,452,850
Total UG Remissions %	15.8%	16.5%	18.0%	18.3%	18.2%	18.2%	17.9%

State Appropriations

+4% per year

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
\$	\$ 79,520,551	\$ 82,720,112	\$ 85,750,238	\$ 89,200,000	\$ 92,768,804	\$ 96,480,361	\$ 100,340,380	\$ 104,354,800

	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Beginning Fund Balance	\$ 77,206,732	\$ 63,821,674	\$ 54,401,248	\$ 61,285,476	\$ 82,669,608	\$ 91,929,608	\$ 91,659,101	\$ 97,862,393	\$ 92,217,059
One Time Federal Funds - Lost Revenue	\$ -	\$ -	\$ 6,458,995	\$ 18,700,000	\$ -	\$ -	\$ -	\$ -	\$ -
Net Run Rate w/ Federal Funds - Lost Revenue	\$ (13,385,058)	\$ (9,420,426)	\$ 6,884,676	\$ 21,111,139	\$ 9,260,000	\$ (270,507)	\$ 6,203,292	\$ (5,645,334)	\$ 2,762,574
Net Run Rate w/out Fed Funds - Lost Revenue	\$ (13,385,058)	\$ (9,420,426)	\$ 425,681	\$ 2,411,139	\$ 9,260,000	\$ (270,507)	\$ 6,203,292	\$ (5,645,334)	\$ 2,762,574
Ending Fund Balance	\$ 63,821,674	\$ 54,401,248	\$ 61,285,476	\$ 82,396,615	\$ 91,929,608	\$ 91,659,101	\$ 97,862,393	\$ 92,217,059	\$ 94,979,632
Weeks of Operating Expenses	6.1	5.1	5.8	7.2	7.7	7.2	7.3	6.4	6.4

E&G Fund Projections
FOR ILLUSTRATIVE PURPOSES ONLY

	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
REVENUE						
Undergraduate Tuition	\$ 383,576,524	\$ 414,056,604	\$ 441,319,859	\$ 478,337,638	\$ 504,306,618	\$ 529,507,949
Graduate Tuition	\$ 86,097,183	\$ 88,423,141	\$ 91,322,082	\$ 94,064,645	\$ 96,889,624	\$ 99,799,499
Summer Tuition	\$ 18,647,295	\$ 20,308,512	\$ 24,212,129	\$ 25,666,924	\$ 27,605,237	\$ 29,003,986
Student Fees, Remissions and Other	\$ (47,821,001)	\$ (52,980,258)	\$ (58,156,206)	\$ (63,187,755)	\$ (67,277,606)	\$ (72,317,872)
<i>Total Tuition and Fees</i>	\$ 440,500,000	\$ 469,808,000	\$ 498,697,864	\$ 534,881,452	\$ 561,523,872	\$ 585,993,561
State Appropriation	\$ 85,750,238	\$ 89,200,000	\$ 92,768,804	\$ 96,480,361	\$ 100,340,380	\$ 104,354,800
Gifts, Grants, and Contracts	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000
ICC Revenue	\$ 28,250,000	\$ 28,815,000	\$ 30,255,750	\$ 31,768,538	\$ 33,356,964	\$ 35,024,813
Interest & Investment	\$ 8,800,000	\$ 9,100,000	\$ 9,282,000	\$ 9,467,640	\$ 9,656,993	\$ 9,850,133
Other Revenues	\$ 7,150,000	\$ 7,282,000	\$ 7,282,000	\$ 7,282,000	\$ 7,282,000	\$ 7,282,000
Total Revenue	\$ 570,850,238	\$ 604,605,000	\$ 638,686,418	\$ 680,279,990	\$ 712,560,210	\$ 742,905,306
EXPENSES						
Personnel	\$ 438,000,000	\$ 465,874,126	\$ 502,413,923	\$ 530,181,526	\$ 568,682,082	\$ 584,839,349
S&S	\$ 96,539,100	\$ 105,371,144	\$ 109,720,281	\$ 114,267,771	\$ 117,124,465	\$ 120,052,577
Student Aid	\$ 4,000,000	\$ 5,100,000	\$ 5,253,000	\$ 5,410,590	\$ 5,545,855	\$ 5,684,501
Capital Outlay	\$ 4,000,000	\$ 5,000,000	\$ 5,150,000	\$ 5,304,500	\$ 5,437,113	\$ 5,573,040
Net Transfers	\$ 25,900,000	\$ 11,999,729	\$ 12,359,721	\$ 12,730,512	\$ 13,048,775	\$ 13,374,995
Cumulative Undistributed Strategic Inve	\$ -	\$ 2,000,000	\$ 4,060,000	\$ 6,181,800	\$ 8,367,254	\$ 10,618,271
Total Expenses	\$ 568,439,100	\$ 595,345,000	\$ 638,956,925	\$ 674,076,699	\$ 718,205,544	\$ 740,142,733
Accounting Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Early Retirement Program Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
One Time Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Run Rate Without Federal Funds - L	\$ 2,411,139	\$ 9,260,000	\$ (270,507)	\$ 6,203,292	\$ (5,645,334)	\$ 2,762,574
One Time Federal Funds - Lost Revenue	\$ 18,700,000	\$ -	\$ -	\$ -	\$ -	\$ -
Net Run Rate with Federal Funds - Lost I	\$ 21,111,139	\$ 9,260,000	\$ (270,507)	\$ 6,203,292	\$ (5,645,334)	\$ 2,762,574
Beginning Fund Balance	\$ 61,285,476	\$ 82,669,608	\$ 91,929,608	\$ 91,659,101	\$ 97,862,393	\$ 92,217,059
Ending Fund Balance	\$ 82,396,615	\$ 91,929,608	\$ 91,659,101	\$ 97,862,393	\$ 92,217,059	\$ 94,979,632
Weeks of Operating Expenses	7.2	7.7	7.2	7.3	6.4	6.4

**Long Term Scenarios
Set A of Scenarios**

Set A: Tuition increases for new cohorts of first year students: 3.0% for nonresidents and 4.5% for residents

Key Assumptions

1. Increasing staffing levels to build back from current pandemic lows
2. Supplies and Services resetting to inflation adjusted pre-pandemic levels, with increases for property/casualty insurance
3. Limited PERS increase in FY2024 and full PERS increase in FY2026
4. No additional cost cutting measures assumed (e.g. skipping strategic investment process, budget cuts, etc.)

Note: in some of these scenarios, as indicated by financial projections, further cost cutting measures will be necessary

Scenario A-1 (BASE CASE)						
Hit enrollment targets, state funding unchanged	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 9,260,000	\$ (270,507)	\$ 6,203,292	\$ (5,645,334)	\$ 2,762,574
Ending Fund Balance	\$ 82,396,615	\$ 91,929,608	\$ 91,659,101	\$ 97,862,393	\$ 92,217,059	\$ 94,979,632
Weeks of Operating Expenses	7.2	7.7	7.2	7.3	6.4	6.4
Scenario A-2 Downside						
Hit 95% of target for nonresident and international enrollment in FY2023-FY2027	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 4,019,881	\$ (10,193,326)	\$ (8,089,725)	\$ (23,649,232)	\$ (16,259,764)
Ending Fund Balance	\$ 82,396,615	\$ 86,689,689	\$ 75,996,363	\$ 67,406,638	\$ 43,257,405	\$ 26,497,641
Weeks of Operating Expenses	7.2	7.3	5.9	5.0	3.0	1.8
Scenario A-3 Downside						
State funding falls 20% in FY2024, +4% annual increase thereafter	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 9,260,000	\$ (21,699,559)	\$ (15,235,968)	\$ (27,095,004)	\$ (18,697,715)
Ending Fund Balance	\$ 82,396,615	\$ 91,929,608	\$ 69,730,010	\$ 53,994,043	\$ 26,399,039	\$ 7,201,324
Weeks of Operating Expenses	7.2	7.7	5.4	4.0	1.8	0.4
Scenario A-4 Downside						
Additional 3% increase to personnel and general expenditures in FY2023	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ (6,677,797)	\$ (17,353,869)	\$ (11,784,802)	\$ (24,797,478)	\$ (16,917,759)
Ending Fund Balance	\$ 82,396,615	\$ 75,992,011	\$ 58,138,142	\$ 45,853,340	\$ 20,555,862	\$ 3,138,104
Weeks of Operating Expenses	7.2	6.2	4.4	3.2	1.3	0.1
Scenario A-5 Upside						
Hit 103% of target for nonresident and international enrollment in FY2023-FY2027	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 12,403,689	\$ 5,666,789	\$ 14,746,374	\$ 5,107,620	\$ 14,109,603
Ending Fund Balance	\$ 82,396,615	\$ 95,073,497	\$ 100,240,286	\$ 114,486,660	\$ 119,094,280	\$ 132,703,883
Weeks of Operating Expenses	7.2	8.0	7.9	8.6	8.5	9.2

**Long Term Scenarios
Set B of Scenarios**

Set B: Tuition increases for new cohorts of first year students: 3.0% for nonresidents and 3% for residents

Key Assumptions

1. Increasing staffing levels to build back from current pandemic lows
2. Supplies and Services resetting to inflation adjusted pre-pandemic levels, with increases for property/casualty insurance
3. Limited PERS increase in FY2024 and full PERS increase in FY2026
4. No additional cost cutting measures assumed (e.g. skipping strategic investment process, budget cuts, etc.)

Note: in some of these scenarios, as indicated by financial projections, further cost cutting measures will be necessary

Scenario B-1 (BASE CASE)						
Hit enrollment targets, state funding unchanged	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 8,764,409	\$ (1,779,025)	\$ 3,201,560	\$ (10,570,385)	\$ (3,883,278)
Ending Fund Balance	\$ 82,396,615	\$ 91,434,217	\$ 89,155,191	\$ 91,856,751	\$ 80,786,366	\$ 76,403,088
Weeks of Operating Expenses	7.2	7.7	7.0	6.9	5.7	5.3
Scenario B-2 Downside						
Hit 95% of target for nonresident and international enrollment in FY2023-FY2027	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 3,524,529	\$ (11,691,597)	\$ (11,071,002)	\$ (28,543,418)	\$ (22,864,132)
Ending Fund Balance	\$ 82,396,615	\$ 86,194,337	\$ 74,002,740	\$ 62,431,738	\$ 33,388,319	\$ 10,024,187
Weeks of Operating Expenses	7.2	7.2	5.8	4.6	2.3	0.6
Scenario B-3 Downside						
State funding falls 20% in FY2024, +4% annual increase thereafter	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 8,764,409	\$ (23,197,830)	\$ (18,217,245)	\$ (31,989,190)	\$ (25,302,082)
Ending Fund Balance	\$ 82,396,615	\$ 91,434,217	\$ 67,736,387	\$ 49,019,142	\$ 16,529,953	\$ (9,272,130)
Weeks of Operating Expenses	7.2	7.7	5.3	3.6	1.1	(0.8)
Scenario B-4 Downside						
Additional 3% increase to personnel and general expenditures in FY2023	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ (7,173,149)	\$ (18,852,141)	\$ (14,766,079)	\$ (29,691,664)	\$ (23,522,126)
Ending Fund Balance	\$ 82,396,615	\$ 75,496,659	\$ 56,144,519	\$ 40,878,440	\$ 10,686,776	\$ (13,335,350)
Weeks of Operating Expenses	7.2	6.1	4.2	2.9	0.6	(1.0)
Scenario B-5 Upside						
Hit 103% of target for nonresident and international enrollment in FY2023-FY2027	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 11,908,337	\$ 4,168,518	\$ 11,765,097	\$ 213,434	\$ 7,505,235
Ending Fund Balance	\$ 82,396,615	\$ 94,578,145	\$ 98,246,662	\$ 109,511,760	\$ 109,225,194	\$ 116,230,429
Weeks of Operating Expenses	7.2	8.0	7.8	8.2	7.8	8.1

Long Term Scenarios
Set C of Scenarios

Set C: Tuition increases for new cohorts of first year students: 2.5% for nonresidents and 4.5% for residents

Key Assumptions

1. Increasing staffing levels to build back from current pandemic lows
2. Supplies and Services resetting to inflation adjusted pre-pandemic levels, with increases for property/casualty insurance
3. Limited PERS increase in FY2024 and full PERS increase in FY2026
4. No additional cost cutting measures assumed (e.g. skipping strategic investment process, budget cuts, etc.)

Note: in some of these scenarios, as indicated by financial projections, further cost cutting measures will be necessary

Scenario C-1 (BASE CASE)						
Hit enrollment targets, state funding unchanged	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 8,697,198	\$ (1,940,679)	\$ 2,916,603	\$ (10,959,082)	\$ (4,331,943)
Ending Fund Balance	\$ 82,396,615	\$ 91,367,007	\$ 88,926,328	\$ 91,342,931	\$ 79,883,849	\$ 75,051,906
Weeks of Operating Expenses	7.2	7.7	7.0	6.8	5.6	5.2
Scenario C-2 Downside						
Hit 95% of target for nonresident and international enrollment in FY2023-FY2027	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 3,482,755	\$ (11,778,056)	\$ (11,207,285)	\$ (28,690,594)	\$ (22,989,793)
Ending Fund Balance	\$ 82,396,615	\$ 86,152,563	\$ 73,874,507	\$ 62,167,221	\$ 32,976,627	\$ 9,486,834
Weeks of Operating Expenses	7.2	7.2	5.8	4.6	2.2	0.6
Scenario C-3 Downside						
State funding falls 20% in FY2024, +4% annual increase thereafter	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 8,697,198	\$ (23,359,483)	\$ (18,502,201)	\$ (32,377,887)	\$ (25,750,748)
Ending Fund Balance	\$ 82,396,615	\$ 91,367,007	\$ 67,507,523	\$ 48,505,322	\$ 15,627,435	\$ (10,623,312)
Weeks of Operating Expenses	7.2	7.7	5.2	3.5	1.0	(0.9)
Scenario C-4 Downside						
Additional 3% increase to personnel and general expenditures in FY2023	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ (7,240,359)	\$ (19,013,794)	\$ (15,051,036)	\$ (30,080,361)	\$ (23,970,792)
Ending Fund Balance	\$ 82,396,615	\$ 75,429,449	\$ 55,915,655	\$ 40,364,619	\$ 9,784,259	\$ (14,686,533)
Weeks of Operating Expenses	7.2	6.1	4.2	2.8	0.5	(1.1)
Scenario C-5 Upside						
Hit 103% of target for nonresident and international enrollment in FY2023-FY2027	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 11,825,865	\$ 3,961,748	\$ 11,390,936	\$ (320,175)	\$ 6,862,767
Ending Fund Balance	\$ 82,396,615	\$ 94,495,673	\$ 97,957,421	\$ 108,848,357	\$ 108,028,182	\$ 114,390,949
Weeks of Operating Expenses	7.2	7.9	7.7	8.2	7.7	7.9



Long-Term Projections Education & General Fund

May 2022

Board of Trustees of the University of Oregon

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Long-Term Projection Model Scenarios

- The purpose of this analysis is to show the range of E&G fund budget scenarios that the University could be facing over the next five years, given different assumptions about tuition rates for entering cohorts of undergraduate students, state appropriation levels, enrollment levels and inflation.
- We are not forecasting any one specific scenario, but instead are trying to illustrate the projected impact of various potential assumptions
- If some of these adverse scenarios were to materialize, the institution would need to take budget actions to balance projected revenue and expenses. The projected financials do not include these cost cutting actions, as we wanted the board to have information about the magnitude of the budget challenge we would face in each scenario

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Long-Term Projection Model Scenarios

- The analysis includes three sets of scenarios based on different assumptions about how much the guaranteed tuition rate for incoming first year undergraduate cohorts increases each year:
 - Set A: 3.0% increase for non-residents / 4.5% increase for residents
 - Set B: 3.0% increase for non-residents / 3.0% increase for residents
 - Set C: 2.5% increase for non-residents / 4.5% increase for residents
- Within each set of scenarios, there are five different cases:
 - (1) Base Case – 100% of non-resident enrollment targets
 - (2) Downside Case – Below-Target Enrollment
 - (3) Downside Case – Significant Reduction in State Funding
 - (4) Downside Case – Extended Inflation
 - (5) Upside Case – Above-Target Enrollment

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Long-Term Projection Model Scenarios

- Basic Assumptions included in all scenarios:
 - Increased staffing over several years to build back from current pandemic low level of employees
 - Supplies and Services assumed to return to pre-pandemic levels of activity, with increases for inflation, as well as specific increases for property/liability insurance
 - Small PERS increase in FY2024 and full PERS increase in FY2026
 - Unless otherwise indicated, state appropriation assumed to grow modestly (e.g., 4%) per year
 - No additional cost cutting measures assumed (e.g. skipping strategic investment process, budget cuts, etc.)

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Illustrative Assumptions Scenario A-1 Base Case

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Enrollment Targets								
Resident	1,880	1,880	1,880	1,880	1,880	1,880	1,880	1,880
Non-Resident	2,259	2,270	2,320	2,495	2,595	2,670	2,670	2,670
International	300	300	300	300	300	300	300	300
FTF Total	4,439	4,450	4,500	4,675	4,775	4,850	4,850	4,850
Enrollment % of Target								
Resident	118.5%	107.8%	116.4%	116.0%	116.0%	116.0%	116.0%	116.0%
Non-Resident	100.6%	85.9%	105.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Regular International	40.0%	0.7%	38.8%	100.0%	100.0%	100.0%	100.0%	100.0%
Enrollment								
Resident	2,227	2,027	2,188	2,181	2,181	2,181	2,181	2,181
Non-Resident	2,273	1,951	2,436	2,495	2,595	2,670	2,670	2,670
Regular International	120	2	116	300	300	300	300	300
Extra International (Exchange)	-	79	79	80	79	79	79	79
FTF Total	4,620	4,059	4,820	5,056	5,155	5,230	5,230	5,230
Resident Transfer	686	674	735	700	700	700	700	700
Non-Res Transfer	240	241	281	250	250	250	250	250
Transfer and Other Total	926	915	1,016	950	950	950	950	950
Total New Enrollment	5,546	4,974	5,836	6,006	6,105	6,180	6,180	6,180
UG STUDENT COUNTS (Fall Term)								
Resident	10,600	10,517	10,182	10,330	10,339	10,354	10,446	10,457
Non-Resident	6,703	7,112	7,065	7,641	8,120	8,406	8,878	9,205
International	1,859	1,361	827	674	758	864	1,005	1,128
Total UG Enrollment	18,990	18,074	18,645	19,217	19,624	20,329	20,613	20,791

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Illustrative Assumptions Scenario A-1 Base Case

Tuition									
Resident									
Non-Resident									
	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027		
	9.8%	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	4.5%	
	7.5%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	
Remissions*									
Total UG Remissions \$	\$ 52,357,113	\$ 60,221,001	\$ 70,380,212	\$ 75,556,206	\$ 80,587,755	\$ 84,677,606	\$ 87,452,850		
Total UG Remissions %	15.8%	16.5%	18.0%	18.3%	18.2%	18.2%	17.9%		
State Appropriations									
	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027	
	\$ 79,520,551	\$ 82,720,112	\$ 85,750,238	\$ 89,200,000	\$ 92,768,804	\$ 96,480,361	\$ 100,340,380	\$ 104,354,800	
	+4% per year								
Beginning Fund Balance	\$ 77,206,732	\$ 63,821,674	\$ 54,401,248	\$ 61,285,476	\$ 82,669,608	\$ 91,929,608	\$ 91,659,101	\$ 97,862,393	\$ 92,217,059
One Time Federal Funds - Lost Revenue	\$ -	\$ -	\$ 6,458,995	\$ 18,700,000	\$ -	\$ -	\$ -	\$ -	\$ -
Net Run Rate w/ Federal Funds - Lost Revenue	\$ (13,385,058)	\$ (9,420,426)	\$ 6,884,676	\$ 21,111,139	\$ 9,260,000	\$ (270,507)	\$ 6,203,292	\$ (5,645,334)	\$ 2,762,574
Net Run Rate w/out Fed Funds - Lost Revenue	\$ (13,385,058)	\$ (9,420,426)	\$ 425,681	\$ 2,411,139	\$ 9,260,000	\$ (270,507)	\$ 6,203,292	\$ (5,645,334)	\$ 2,762,574
Ending Fund Balance	\$ 63,821,674	\$ 54,401,248	\$ 61,285,476	\$ 82,396,615	\$ 91,929,608	\$ 91,659,101	\$ 97,862,393	\$ 92,217,059	\$ 94,979,632
Weeks of Operating Expenses	6.1	5.1	5.8	7.2	7.7	7.2	7.3	6.4	6.4

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Illustrative Financials Scenario A-1 Base Case

	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
REVENUE						
Undergraduate Tuition	\$ 383,576,524	\$ 414,056,604	\$ 441,319,859	\$ 478,337,638	\$ 504,306,618	\$ 529,507,949
Graduate Tuition	\$ 86,097,183	\$ 88,423,141	\$ 91,322,082	\$ 94,064,645	\$ 96,889,624	\$ 99,799,499
Summer Tuition	\$ 18,647,295	\$ 20,308,512	\$ 24,212,129	\$ 25,666,924	\$ 27,605,237	\$ 29,003,986
Student Fees, Remissions and Other	\$ (47,821,001)	\$ (52,980,258)	\$ (58,156,206)	\$ (63,187,755)	\$ (67,277,606)	\$ (72,317,872)
Total Tuition and Fees	\$ 440,500,000	\$ 469,808,000	\$ 498,697,864	\$ 534,881,452	\$ 561,523,872	\$ 585,993,561
State Appropriation	\$ 85,750,238	\$ 89,200,000	\$ 92,768,804	\$ 96,480,361	\$ 100,340,380	\$ 104,354,800
Gifts, Grants, and Contracts	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000
ICC Revenue	\$ 28,250,000	\$ 28,815,000	\$ 30,255,750	\$ 31,768,538	\$ 33,356,964	\$ 35,024,813
Interest & Investment	\$ 8,800,000	\$ 9,100,000	\$ 9,282,000	\$ 9,467,640	\$ 9,656,993	\$ 9,850,133
Other Revenues	\$ 7,150,000	\$ 7,282,000	\$ 7,282,000	\$ 7,282,000	\$ 7,282,000	\$ 7,282,000
Total Revenue	\$ 570,850,238	\$ 604,605,000	\$ 638,686,418	\$ 680,279,990	\$ 712,560,210	\$ 742,905,306
EXPENSES						
Personnel	\$ 438,000,000	\$ 465,874,126	\$ 502,413,923	\$ 530,181,526	\$ 568,682,082	\$ 584,839,349
S&S	\$ 96,539,100	\$ 105,371,144	\$ 109,720,281	\$ 114,267,771	\$ 117,124,465	\$ 120,052,577
Student Aid	\$ 4,000,000	\$ 5,100,000	\$ 5,253,000	\$ 5,410,590	\$ 5,545,855	\$ 5,684,501
Capital Outlay	\$ 4,000,000	\$ 5,000,000	\$ 5,150,000	\$ 5,304,500	\$ 5,437,113	\$ 5,573,040
Net Transfers	\$ 25,900,000	\$ 11,999,729	\$ 12,359,721	\$ 12,730,512	\$ 13,048,775	\$ 13,374,995
Cumulative Undistributed Strategic Inve	\$ -	\$ 2,000,000	\$ 4,060,000	\$ 6,181,800	\$ 8,367,254	\$ 10,618,271
Total Expenses	\$ 568,439,100	\$ 595,345,000	\$ 638,956,925	\$ 674,076,699	\$ 718,205,544	\$ 740,142,733
Accounting Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Early Retirement Program Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
One Time Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Run Rate Without Federal Funds - L	\$ 2,411,139	\$ 9,260,000	\$ (270,507)	\$ 6,203,292	\$ (5,645,334)	\$ 2,762,574
One Time Federal Funds - Lost Revenue	\$ 18,700,000	\$ -	\$ -	\$ -	\$ -	\$ -
Net Run Rate with Federal Funds - Lost I	\$ 21,111,139	\$ 9,260,000	\$ (270,507)	\$ 6,203,292	\$ (5,645,334)	\$ 2,762,574
Beginning Fund Balance	\$ 61,285,476	\$ 82,669,608	\$ 91,929,608	\$ 91,659,101	\$ 97,862,393	\$ 92,217,059
Ending Fund Balance	\$ 82,396,615	\$ 91,929,608	\$ 91,659,101	\$ 97,862,393	\$ 92,217,059	\$ 94,979,632
Weeks of Operating Expenses	7.2	7.7	7.2	7.3	6.4	6.4

7

Set A of Scenarios: 3.0% Non-resident tuition rate increase & 4.5% resident tuition rate increase (entering cohorts)

Scenario A-1 (BASE CASE)						
Hit enrollment targets, state appropriation grows at 4% YoY						
Net Run Rate w/ Federal Funds - Lost Revenue	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
	\$ 21,111,139	\$ 9,260,000	\$ (270,507)	\$ 6,203,292	\$ (5,645,334)	\$ 2,762,574
Ending Fund Balance	\$ 82,396,615	\$ 91,929,608	\$ 91,659,101	\$ 97,862,393	\$ 92,217,059	\$ 94,979,632
Weeks of Operating Expenses	7.2	7.7	7.2	7.3	6.4	6.4
Scenario A-2 Downside (BELOW TARGET ENROLLMENT)						
Enrollment at 95% of target for NR and Int'l in FY23-FY27						
Net Run Rate w/ Federal Funds - Lost Revenue	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
	\$ 21,111,139	\$ 4,019,881	\$ (10,193,326)	\$ (8,089,725)	\$ (23,649,232)	\$ (16,259,764)
Ending Fund Balance	\$ 82,396,615	\$ 86,689,689	\$ 75,996,363	\$ 67,406,638	\$ 43,257,405	\$ 26,497,641
Weeks of Operating Expenses	7.2	7.3	5.9	5.0	3.0	1.8
Scenario A-3 Downside (SIGNIFICANT REDUCTION IN STATE FUNDING)						
State funding falls 20% in FY24, +4% annually thereafter						
Net Run Rate w/ Federal Funds - Lost Revenue	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
	\$ 21,111,139	\$ 9,260,000	\$ (21,699,559)	\$ (15,235,968)	\$ (27,095,004)	\$ (18,697,715)
Ending Fund Balance	\$ 82,396,615	\$ 91,929,608	\$ 69,730,010	\$ 53,994,043	\$ 26,399,039	\$ 7,201,324
Weeks of Operating Expenses	7.2	7.7	5.4	4.0	1.8	0.4
Scenario A-4 Downside (EXTENDED INFLATION)						
Additional 3% personnel and general expenditures in FY2023						
Net Run Rate w/ Federal Funds - Lost Revenue	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
	\$ 21,111,139	\$ (6,677,797)	\$ (17,353,869)	\$ (11,784,802)	\$ (24,797,478)	\$ (16,917,759)
Ending Fund Balance	\$ 82,396,615	\$ 75,992,011	\$ 58,138,142	\$ 45,853,340	\$ 20,555,862	\$ 3,138,104
Weeks of Operating Expenses	7.2	6.2	4.4	3.2	1.3	0.1
Scenario A-5 Upside (ABOVE TARGET ENROLLMENT)						
Hit 103% of target for NR and Int'l enrollment in FY23-FY27						
Net Run Rate w/ Federal Funds - Lost Revenue	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
	\$ 21,111,139	\$ 12,403,689	\$ 5,666,789	\$ 14,746,374	\$ 5,107,620	\$ 14,109,603
Ending Fund Balance	\$ 82,396,615	\$ 95,073,497	\$ 100,240,286	\$ 114,486,660	\$ 119,094,280	\$ 132,703,883
Weeks of Operating Expenses	7.2	8.0	7.9	8.6	8.5	9.2

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Set B of Scenarios: 3.0% Non-resident tuition rate increase & 3.0% resident tuition rate increase (entering cohorts)

Scenario B-1 (BASE CASE)						
Hit enrollment targets, state appropriation grows at 4% YoY	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 8,764,409	\$ (1,779,025)	\$ 3,201,560	\$ (10,570,385)	\$ (3,883,278)
Ending Fund Balance	\$ 82,396,615	\$ 91,434,217	\$ 89,155,191	\$ 91,856,751	\$ 80,786,366	\$ 76,403,088
Weeks of Operating Expenses	7.2	7.7	7.0	6.9	5.7	5.3
Scenario B-2 Downside (BELOW TARGET ENROLLMENT)						
Enrollment at 95% of target for NR and Int'l in FY23-FY27	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 3,524,529	\$ (11,691,597)	\$ (11,071,002)	\$ (28,543,418)	\$ (22,864,132)
Ending Fund Balance	\$ 82,396,615	\$ 86,194,337	\$ 74,002,740	\$ 62,431,738	\$ 33,388,319	\$ 10,024,187
Weeks of Operating Expenses	7.2	7.2	5.8	4.6	2.3	0.6
Scenario B-3 Downside (SIGNIFICANT REDUCTION IN STATE FUNDING)						
State funding falls 20% in FY24, +4% annually thereafter	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 8,764,409	\$ (23,197,830)	\$ (18,217,245)	\$ (31,989,190)	\$ (25,302,082)
Ending Fund Balance	\$ 82,396,615	\$ 91,434,217	\$ 67,736,387	\$ 49,019,142	\$ 16,529,953	\$ (9,272,130)
Weeks of Operating Expenses	7.2	7.7	5.3	3.6	1.1	(0.8)
Scenario B-4 Downside (EXTENDED INFLATION)						
Additional 3% personnel and general expenditures in FY2023	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ (7,173,149)	\$ (18,852,141)	\$ (14,766,079)	\$ (29,691,664)	\$ (23,522,126)
Ending Fund Balance	\$ 82,396,615	\$ 75,496,659	\$ 56,144,519	\$ 40,878,440	\$ 10,686,776	\$ (13,335,350)
Weeks of Operating Expenses	7.2	6.1	4.2	2.9	0.6	(1.0)
Scenario B-5 Upside (ABOVE TARGET ENROLLMENT)						
Hit 103% of target for NR and Int'l enrollment in FY23-FY27	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 11,908,337	\$ 4,168,518	\$ 11,765,097	\$ 213,434	\$ 7,505,235
Ending Fund Balance	\$ 82,396,615	\$ 94,578,145	\$ 98,246,662	\$ 109,511,760	\$ 109,225,194	\$ 116,230,429
Weeks of Operating Expenses	7.2	8.0	7.8	8.2	7.8	8.1

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Set C of Scenarios: 2.5% Non-resident tuition rate increase & 4.5% resident tuition rate increase (entering cohorts)

Scenario C-1 (BASE CASE)						
Hit enrollment targets, state appropriation grows at 4% YoY	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 8,697,198	\$ (1,940,679)	\$ 2,916,603	\$ (10,959,082)	\$ (4,331,943)
Ending Fund Balance	\$ 82,396,615	\$ 91,367,007	\$ 88,926,328	\$ 91,342,931	\$ 79,883,849	\$ 75,051,906
Weeks of Operating Expenses	7.2	7.7	7.0	6.8	5.6	5.2
Scenario C-2 Downside (BELOW TARGET ENROLLMENT)						
Enrollment at 95% of target for NR and Int'l in FY23-FY27	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 3,482,755	\$ (11,778,056)	\$ (11,207,285)	\$ (28,690,594)	\$ (22,989,793)
Ending Fund Balance	\$ 82,396,615	\$ 86,152,563	\$ 73,874,507	\$ 62,167,221	\$ 32,976,627	\$ 9,486,834
Weeks of Operating Expenses	7.2	7.2	5.8	4.6	2.2	0.6
Scenario C-3 Downside (SIGNIFICANT REDUCTION IN STATE FUNDING)						
State funding falls 20% in FY24, +4% annually thereafter	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 8,697,198	\$ (23,359,483)	\$ (18,502,201)	\$ (32,377,887)	\$ (25,750,748)
Ending Fund Balance	\$ 82,396,615	\$ 91,367,007	\$ 67,507,523	\$ 48,505,322	\$ 15,627,435	\$ (10,623,312)
Weeks of Operating Expenses	7.2	7.7	5.2	3.5	1.0	(0.9)
Scenario C-4 Downside (EXTENDED INFLATION)						
Additional 3% personnel and general expenditures in FY2023	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ (7,240,359)	\$ (19,013,794)	\$ (15,051,036)	\$ (30,080,361)	\$ (23,970,792)
Ending Fund Balance	\$ 82,396,615	\$ 75,429,449	\$ 55,915,655	\$ 40,364,619	\$ 9,784,259	\$ (14,686,533)
Weeks of Operating Expenses	7.2	6.1	4.2	2.8	0.5	(1.1)
Scenario C-5 Upside (ABOVE TARGET ENROLLMENT)						
Hit 103% of target for NR and Int'l enrollment in FY23-FY27	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
Net Run Rate w/ Federal Funds - Lost Revenue	\$ 21,111,139	\$ 11,825,865	\$ 3,961,748	\$ 11,390,936	\$ (320,175)	\$ 6,862,767
Ending Fund Balance	\$ 82,396,615	\$ 94,495,673	\$ 97,957,421	\$ 108,848,357	\$ 108,028,182	\$ 114,390,949
Weeks of Operating Expenses	7.2	7.9	7.7	8.2	7.7	7.9

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Agenda Item #2.4

University of Oregon Foundation – Funds Overview



UNIVERSITY OF OREGON FOUNDATION (UOF) PORTFOLIO UPDATE

May 2022

1

UOF PORTFOLIO ASSET ALLOCATION

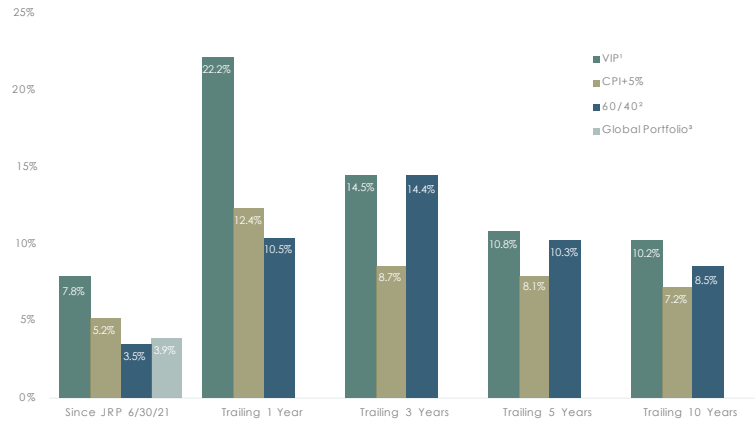


ASSET CLASS	NAV ON 12/31/2021	% NAV ON 12/31/2021
Public Equity	299,296,875	21.7%
Fixed Income	115,675,698	8.4%
Hedge Funds	297,313,511	21.5%
Cash & Other	130,070,750	9.4%
Marketable Securities	842,356,834	61.0%
Private Equity/Venture Capital	416,778,944	30.2%
Real Assets	121,106,796	8.8%
Private Assets	537,885,740	39.0%
TOTAL	1,380,242,574	100.0%

Excludes notional amounts of futures.
Cash & Other includes \$94 million due from investment partnerships primarily related to redemptions.
Numbers may not sum visually due to rounding.

2

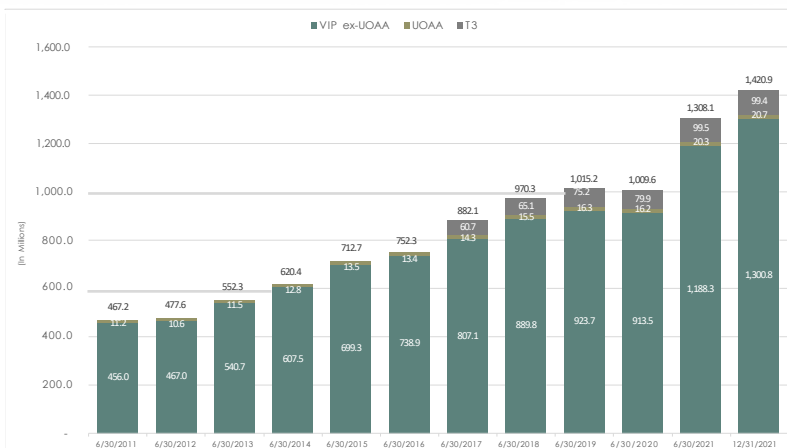
UOF PERFORMANCE VS. BENCHMARKS AS OF 12/31/2021



1 VIP represents the endowment portfolio, formerly known as Willamette Investment Pool "WIP" through 6/30/21 until investment management outsourced and is now called the Willard Investment Pool "VIP".
 2 60/40 benchmarks consists of the weighted average of MSCI ACWI (MXWD) at 60% and Barclays US Agg (LBUSTRUU) at 40%, geometrically linked monthly.
 3 The Global Portfolio initially consisted of 70% equity (iShares MSCI ACWI ETF), 25% fixed income (iShares Core U.S. Aggregate Bond ETF) and 5% cash, geometrically linked monthly and with portfolio weights set as of June 30, 2021 (the inception date). The Global Portfolio is a floating allocation structure and consequently the weights do not rebalance but instead change with the market prices of the underlying securities. As of December 31, 2021, the weights of the Global Portfolio were: 71.2% equities, 24.0% fixed income and 4.8% cash.

3

BALANCE COMPOSITION EVOLUTION DECEMBER 31, 2021



From UOF and includes assets that are not managed by Jasper Ridge Partners.

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Agenda Item #3

Institutional Goals and Objectives

May 9, 2022

We are pleased to share our strategic priorities for 2021-26. This document updates and extends the university's strategic framework, a set of goals and aspirations adopted in 2016 in support of the UO's mission, vision and values. While the university has achieved many of the priorities identified in the initial strategic framework, the vision of excellence in research and educational impact, student success, inclusion and diversity, and service to society is as relevant today as it was six years ago.

The priorities set forth in this document are typically ones that cross academic disciplines and our schools and colleges. They will provide us with a set of objectives by which to focus our energy and judge our work for the next five years. These priorities have taken shape over the last two years, with input from the school and college deans, the vice presidents, senate leadership, hundreds of faculty members, and other administrative and academic leaders. We thank the many stakeholders for their insights and commitment to developing strategies that will continue our ascent as one of the nation's preeminent public research universities.

Like the initial strategic framework, this set of priorities is not designed as a plan with metrics and prescribed tactics. And importantly, it is not an exhaustive list of what the university will achieve in each school, college, or unit. We invite each and every school and academic or administrative unit to develop their own priorities and to suggest ways they can participate in these central ones. The attached priorities are meant to guide us, as president and provost, as we focus the institution's efforts to create knowledge in service of the public good; educate the next generation of students so they can achieve and contribute; and drive meaningful impact for our state, nation and world.

Michael H. Schill
President and Professor of Law

Patrick Phillips
Provost and Senior Vice President

Introduction

Seven years ago, the University of Oregon community set out on an ambitious journey to realize our mission in new and tangible ways. Over 60 faculty members, administrators, and staff brought bold vision, collective intellect, and focused energy to the process which resulted in the development of a mission-aligned “Strategic Framework.”

Mission

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

On February 29, 2016, the President and Provost formally adopted the Strategic Framework that would guide the university from 2016 to 2021. In the six years since the Strategic Framework was adopted, together we have achieved many of its objectives. Highlighted accomplishments include:

1. Adopted a new budget model
2. Increased annual research expenditures by 28 percent
3. Completed an unprecedented \$3.24 billion campaign
4. Increased the size of the faculty
5. Renovated or built three residence halls
6. Completed over \$200 million of classroom and laboratory renovations
7. Acquired a building in downtown Eugene for art and design studios
8. Built the Lyllye Reynolds-Parker Black Cultural Center and made a series of investments in diversity, equity, and inclusion
9. Named a new residence hall in honor of the Kalapuya tribe and another in honor of a distinguished black alumnus
10. Opened Tykeson Hall, hired over 23 new academic and career advisors, and increased our four-year graduation rate by ten percentage points
11. Improved our IT infrastructure and services
12. Created new academic graduate and undergraduate programs in areas as diverse as Black studies, LatinX studies, data science, bio-engineering, and ethnic studies
13. Established the Knight Campus for Accelerating Scientific Impact dedicated to scientific discovery and impact

Despite our progress we still have much work to do to realize our substantial aspirations of excellence and equitable outcomes for all. For example, no matter how successful we have been in increasing retention and graduation rates, increasing student diversity, revising our curriculum, increasing our sponsored research, and renewing our physical plant, continuous improvement is required to allow us to achieve our vision of becoming one of the preeminent public research universities in the nation. Indeed, in some critical areas, we have not made nearly enough progress, such as improving career readiness among our students, adopting a data-driven approach to all aspects of our operation, and reducing disparities in achievement among our students.

Over the last several years, we, along with other universities throughout the nation, have wrestled with budget constraints, learned as we gained new insights through our nation's reckoning in the aftermath of the George Floyd murder, and developed deeper levels of resilience as we journeyed through the many twists and turns of the COVID-19 pandemic. Our community has pulled together remarkably to ensure that our mission—teaching, research, and service—has not lagged. In many ways, our experience through the pandemic has reinforced certain elements of our mission such as the importance of in-person residential education, and our use of scientific research to benefit the community and the State of Oregon.

The Next Five Years

The University of Oregon is a comprehensive university rooted in the liberal arts and sciences. We are dedicated to the production of knowledge, the creation of art, music, and culture, and the transmission of these advances to future generations. Our journey of excellence continues, and our vision is as clear today as it was when we initially launched the Strategic Framework. Our progress has reaffirmed the importance of the UO as the flagship public research university within Oregon, building upon our traditional strength in research and education to play a critical role in serving the public good.

As we look to the future, we remain committed to our mission and the vitality of our Strategic Framework, a set of goals and aspirations that are as relevant today as they were six years ago. Therefore, we will continue to operate under the existing framework for the next five years.

Vision

We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service. We are committed to the principles of equity, inclusion, and diversity in everything we do.

As we adapt the Strategic Framework to its next stage of development, we will continue to build our strengths and our outcomes. We will deepen our resolve of being a world-renowned research institution devoted to student care and success, furthering knowledge, and striving to make positive societal impact. We will expand and nurture initiatives which directly address local, regional, and global challenges. We will pursue diversity, equity, and inclusion in each of our many departments, offices, and academic programs. We will achieve our goals by leveraging strengths and talent *across* disciplines, schools, colleges, centers, and institutes as a platform for furthering community impact, educational access, research advancement, and faculty development.

In this update to the Strategic Framework, we identify a set of university objectives that the President and Provost will focus their attention on over the next five years. Each of these objectives will require the effort and creativity of faculty and staff in more than one school or college. A healthy university committed to continuous improvement relies upon *both* the central university *and* its schools, colleges, and other academic units to take the lead on furthering academic progress. The central university—typically through the President and Provost—facilitates and/or leads efforts that span more than one unit. These typically include interdisciplinary academic initiatives that require the coordination and cooperation of more than one school or college as well as those student- or service- oriented activities that involve the whole campus. This document will focus on these objectives.

Importantly, this is not an exhaustive list of what the University of Oregon will seek to accomplish over the next five years. Indeed, university-wide or central administration-led initiatives are only one part of our strategy for the future. Each of the schools and colleges, and each of the departments within schools and colleges, need to identify strategic objectives of their own and work toward their fulfillment. These will largely be led by the deans, department heads, and museum directors. Support for these unit-based strategies may include seed grants from the central university, unit fundraising from alumni and friends, and faculty allocated through the annual institutional hiring plan process led by the Provost similar to what we have done with the new School of Global Studies in the College of Arts and Sciences, the Center for Science Communication Research in the School of Journalism and Communication, the Business Law Program in the Law School, and Urbanism Next in the College of Design.

University-wide Research and Curricular Initiatives

The University of Oregon will focus on a set of research and curricular initiatives that bring together strengths from multiple parts of the university. By bringing together faculty from different disciplines, we will generate new knowledge and prepare our students for careers that require training in multiple knowledge domains. A common thread that informs all of our initiatives is a focus on *impact* and *excellence* as well as a commitment to equity and inclusion. As a leading public research university, we are committed to doing research that benefits our state, the nation, and the world. We will have the most impact if we engage those parts of the university with the greatest potential for achieving this impact.

1. Environment

We are in the midst of unprecedented and transformative environmental change. We face a set of related and integrated challenges – the effects of global climate change, the impacts of structural racism, increased economic insecurity, and the public health fallout from a global pandemic. The University of Oregon has long been associated with environmental research, pedagogy, and activism. We have distinctive strengths in the study of environmental protection, clean energy, global warming, and environmental equity. Today, perhaps more than at any time in our history, our work in this area is vital. Climate change is one of the greatest challenges our nation and the world must confront in the coming years.

In 2020, the Provost brought together a faculty steering committee to focus on how our teaching and research program could address current environmental issues facing our nation, provide curricular and experiential opportunities for our students, all the while keeping a focus on equity. The steering committee has identified several areas of particular strength and impact within the university including energy and decarbonization, natural hazards and resilience, natural climate solutions, and sustainability and the designed environment. Sufused throughout these topics are concerns for environmental equity. We are poised to implement new degree programs and research support systems that will address student interest and have impacts on environmental policy and mitigation strategies in Oregon and beyond.

2. Faculty Diversity

The aftermath of the George Floyd killing re-focused the nation and the University of Oregon on the gaping inequality among different racial groups in the United States and the need to ensure that our educational programs are diverse and inclusive. The university has established initiatives to increase faculty diversity and expertise in racial disparities and social justice, new academic programs in LatinX studies, Indigenous Studies, and Black Studies, and renewed focus on distinguished research activities in this area. In the next five years of the Strategic Framework, we commit ourselves to redoubling our efforts to hire diverse faculty throughout the institution—particularly in areas where they are most conspicuously absent like business and the sciences—and to faculty retention.

3. Data Science

The sophisticated analysis of large and varied data sets is transforming society and scholarship within universities leading to breakthroughs in understanding and the ability to improve our citizen's health and wellbeing. Today, facility with data is a prerequisite to many, if not most, jobs and necessary for our students to actively participate in our democracy. The Data Science Initiative will hire faculty in disciplines throughout the university who employ sophisticated methods to analyze data. The domains of focus thus far include accounting, biology, earth sciences, economics, education, English, geography, linguistics, marketing analytics, physics, and sociology.

An undergraduate program which began in fall term 2020 has 85 students in its first two cohorts and has served 271 students in DSCI 101, an introductory gen ed course required for entry into the major. In addition, a new joint research center on biomedical data science has been formed with Oregon Health Sciences University (OHSU), with a focus on cancer prevention and cures.

4. Knight Campus for Advancing Scientific Impact

In 2020, the Knight Campus opened with a new state-of-the-art scientific research building. The Knight Campus has already hired 13 tenure-related faculty members. An additional 78 faculty members from departments as diverse as biology, chemistry, and philosophy have joined as associate or affiliated faculty.

The mission of the Knight Campus is to fast-track scientific discoveries into innovations that improve the quality of life for people in Oregon, the nation, and the world. Thus far the Knight Campus has established research priorities in the following areas: bioengineering, materials for biological applications, precision medical technologies, complex biological systems, and synthetic biology/molecular engineering.

The Knight Campus recently received a second \$500 million gift from Phil and Penny Knight which will allow it to add a second research building and at least 17 additional tenure-related faculty members. It has also been the recipient of a \$35 million grant from the Wu-Tsai Foundation that will link the Knight Campus, the Human Physiology Department, and Athletics in a research project on human performance.

The Knight Campus has also begun a joint bioengineering PhD program with Oregon State University. This is the first engineering degree at the University of Oregon and will be expanded over the next five years. In addition, the University Senate, Board of Trustees, and the Higher Education Coordinating Commission (HECC) have approved a new undergraduate degree in bioengineering which will be implemented as the Knight Campus builds its faculty.

5. Sport and Wellness

The Sport and Wellness Initiative will extend the University of Oregon's already strong reputation and leadership in the field. Through this initiative, we will establish ourselves as global leaders in the sport business, marketing, communication, human performance and wellness industry and set the global research agenda in this set of fields. We will pursue the discovery of valuable research outcomes that will translate into meaningful and positive health impacts for the state of Oregon and the world. We will also contribute insights into the economics, business, law, and culture of the global sports industry.

The University of Oregon will also deliver a new model of transdisciplinary education and research that recognizes the integrated nature of sport and wellness fields and innovate

academic experiences for the next generation of leaders. Our programs, courses, research, and partnerships will be structured to address complex sport and wellness problems, examine issues of race in both intercollegiate and professional sports, and attract students from every corner of the globe.

6. The Ballmer Institute for Children’s Behavioral Health

The pandemic has accentuated the already severe mental health crisis facing young people in the United States—a crisis that disproportionately affects persistently underserved children and has led to growing levels of depression, anxiety, and, in some cases, suicide. We recently announced The Ballmer Institute for Children’s Behavioral Health at the University of Oregon, supported by a \$425 million philanthropic contribution from Steve and Connie Ballmer.

The Ballmer Institute will help countless youth in the state and ultimately the nation by addressing the shortfall of trained behavioral health professionals. Led by two of the highest ranked units in our university—the Psychology Department and the College of Education—we will hire 25 new faculty members, begin a certificate program in behavioral health for teachers in the Portland area, and launch a four-year bachelor’s degree program to train University of Oregon students to provide mental health services in K-12 schools. We will promote diversity both in our hiring of faculty and in our selection of students so that these future school-based professionals will look like the populations they serve.

The Ballmer Institute will also engage in clinically based research on what interventions are most effective in promoting good behavioral health among our young people.

7. Innovation and Entrepreneurship

One of the ways the University of Oregon can serve the State of Oregon is to create new businesses to bring innovations to market and to generate economic activity and jobs for Oregonians. We have a rich legacy of innovation, stretching back to the university’s founding in 1876 and the emergence of Nike in the 1960s, and extending to contemporary research-based spinouts in fields ranging from education to materials science.

Knight Campus faculty, working with our basic scientists, the vice president for research and innovation, and others will increasingly develop and monetize intellectual property created by faculty and researchers at the university. These efforts will include joint ventures with private companies and the creation of investment funds (both philanthropic and equity) to enable faculty and graduate students to bring their ideas to market, form companies, and thereby impact society. In addition to directly adding to the economic output of the state through company formation, one of the most important things we will do is to educate a new generation of entrepreneurs.

8. Global Studies and Languages

As the world struggles with a health pandemic, racial reckoning, climate change, and the rise of authoritarianism, the need for people who can think, communicate, and collaborate across cultures and nations has never been greater. These major societal issues inherently transcend borders and are global. They also require individuals who are adept in approaching problems and solutions from multiple and interdisciplinary perspectives and who can communicate and collaborate across diverse cultures and peoples.

The new School of Global Studies and Languages within the College of Arts and Sciences provides an opportunity to draw on diverse strengths in languages and social sciences at the UO to provide new training and career opportunities for students and support for innovative research among faculty. To date, the faculty have articulated a clear vision of what the school can become and the central administration have committed substantial resources curricular innovation, international engagement, and new facilities that will allow the school to create a clear identity and base of operations within Friendly Hall. Next steps involve hiring a new director for the school, implementation of new curriculum and hiring of new faculty.

Student Success

There is no goal more important to our university and the State of Oregon than educating our students and launching them into productive lives. The university has defined student success as follows: “Our students will graduate from the University of Oregon having had a positive experience, and will be well educated, socially responsible and career ready.” Over the next five years, we commit ourselves to make further progress on timely graduation for all students and on career readiness. In furtherance of student success we will also pay attention to and continue to enhance services for students whose performance is threatened by mental health issues.

1. Timely graduation

One of the principal objectives of the 2016 Strategic Framework was an expansion of advising and the removal of barriers to timely graduation. The value of a college degree has increased dramatically in recent years. Failure of students to graduate on time, or sometimes at all, is extraordinarily costly to our students and their families and represents a waste of public resources.

The opening of Tykeson Hall, and the investment by the university in 23 new academic advisors, contributed to an 11.4 percentage point increase in the four-year graduation rate to 61.3% in 2019. The pandemic, the economic distress accompanying the pandemic, and the university’s adoption of remote education for much of the 2020-21 school year has taken its toll on timely graduation. According to the most recent data, the graduation rate

has fallen to 59.3% (for the class that matriculated in 2017). The retention rate for first time, first year students, however, has increased from 84.2% to 87.2%.

Disparities in graduation rates exist between the university's white student population and its under-represented students. Among whites, the four-year graduation rate is 61.5%. The corresponding rates for Black, Latino, and Native American/American Eskimo students are 51.4%, 50.4%, and 50%, respectively. Socioeconomic disparities in timely graduation also exist: Among Pell Eligible students, the four-year graduation rate is 51.7%; among non-Pell Eligible students it is 61.7%.

The university will focus on two objectives with respect to timely graduation. First, we will recover the two percentage point pandemic-related loss in four-year graduation rates and push the rate even higher than our record of 61.3%. Second, we will work to reduce the disparities between under-represented student graduation rates and white graduation rates. We will also reduce or eliminate disparities between lower income and first-generation students, and the rest of our students. It is simply unacceptable for these disparities to continue, and their elimination is the top priority of our student success and equity efforts. To make this happen, we will focus on intensive advising, efforts to achieve inclusion, financial aid, and the hiring and retention of historically under-represented faculty and staff.

2. Career Readiness

One of the primary outcomes students and parents, alike, seek from a college degree is a career, preferably one that is fulfilling to them and allows them to live comfortably. Indeed, the building of Tykeson Hall was informed by the belief that academic advising should be paired to career advising and experiential activities like internships and research assistantships. Despite some improvements in focus and impressive projects like the Portland Internship Experience and several internal internship opportunities, we need to do more to successfully launch our students and ensure opportunities are available to all students regardless of their race, income, or other characteristics. This effort will require the cooperation of the Career Center, Undergraduate Education and Student Success, Residential Life, and the University of Oregon Alumni Association. It will also require the investment of resources for career advisors, paid internships, and staff to connect students to internship opportunities and other forms of experiential learning. We anticipate our efforts to promote career readiness will make good use of our new Portland campus.

Diversity, Equity, and Inclusion

Built into virtually all of these initiatives is a concern for diversity, equity, and inclusion. While our Class of 2025 is more diverse than any class before it, we have not made significant progress in recruiting Black and Native-American students. With our existing and projected growth of LatinX students, we will examine how we can achieve "Hispanic Serving Institution" status in the next five

to ten years. We also need to strengthen our efforts to recruit and retain first-generation students. And, with the recent decline of international students at the university, we need to broaden our outreach to international students throughout the world.

We also need to increase our faculty and staff of color. It is not enough to simply hire diverse faculty and staff and think the job is over. Instead, we need to focus simultaneously on retention. Creating community and improving the campus climate to ensure everyone feels welcome at the University of Oregon is essential to this effort. The 2022 Climate Survey for UO Employees is a step toward achieving this goal. The results of the survey will inform future efforts.

Over the past seven years, we have experienced a rapid decline in our international student population. These students—from all over the world—contribute to diversity and globalism on campus. We will be stepping up efforts to recruit international students—undergraduate and graduate—and supporting them during their time at the University of Oregon.

Portland

The purchase of the campus in Northeast Portland formerly used by Concordia University presents extraordinary opportunities for the University of Oregon. The highest priority is to establish the campus as the home of the Ballmer Institute. Second, the university will transition programs currently operated out of the White Stag Building in Old Town to the new campus. The university will also engage in a planning effort with deans, administrators, and faculty to determine what other programs could be located on the campus. The opportunities are endless and include new degree programs proposed by our schools and colleges, internship programs, continuing education, and pipeline initiatives.

Scholarships and Financial Aid

Scholarships and financial aid are essential for the university to achieve many of the priorities set forth in this document. Some academic programs such as those within the Ballmer Institute will not achieve their goals if we do not provide a significant proportion of the enrolled students with scholarships. In addition, the university's objective to enroll and graduate more under-represented students and students from families with modest incomes will only succeed if we can offer appropriate financial aid. While the Pathway Oregon scholarship model is sufficient to enable most lower income Oregon residents to attend the university tuition-free, it does not cover housing and food expenses, which are increasingly becoming barriers to attendance. Thus, in the next five years we will seek to expand our financial aid and scholarship programs to help more students afford the full cost of attending the University of Oregon.

Fundraising

Each of the priorities set forth in this document will require the commitment of financial resources. In most cases, given the exceptionally low subsidy provided by the state to the university and the need to keep tuition increases as low as possible, philanthropy is essential. In June 2021, the university completed a \$3.24 million fundraising campaign which exceeded its original goal by \$1.24 million. Over the next five years the President, Provost, Vice President for Advancement, and the Deans will plan and execute a new fundraising campaign to increase the endowment of the university and to fund its initiatives. It is expected that our deans will also pursue fundraising for unit-specific goals.

Agenda Item #3.1

Academic and Research Priorities

Academic and Research Priorities

Patrick Phillips, Provost and Senior Vice President
Cassandra Moseley, Interim Vice President for Research and Innovation
May 2022

2

Faculty Recruitment and Retention

Tenured and Tenure-Track Faculty, Last Five Years

Fall Census Year	Headcount
Fall 2017	757
Fall 2018	795
Fall 2019	800
Fall 2020	789
Fall 2021	752

3

Faculty Recruitment and Retention



Goals

1. To align faculty resources with growth in student enrollment
2. To enhance sponsored research and promote newly identified strengths (i.e., initiatives)
3. To increase diversity

Strategies and Mechanisms

1. Institutional Hiring Plan (IHP)
2. Active recruitment and retention
3. Target of opportunity hiring
4. Early Retirement Incentive Program (FY 2021)

4

Faculty Recruitment and Retention



Institutional Hiring Plan Before, During, and Post COVID-19

Search Year (approved previous spring)	Approved IHP Searches	TTF Hires Made
2018-19	56	47
2019-20	38	18
2020-21	0	6
2021-22	34	18 (to-date)
2022-23	57	Forthcoming

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A few highlights from the 2022 IHP

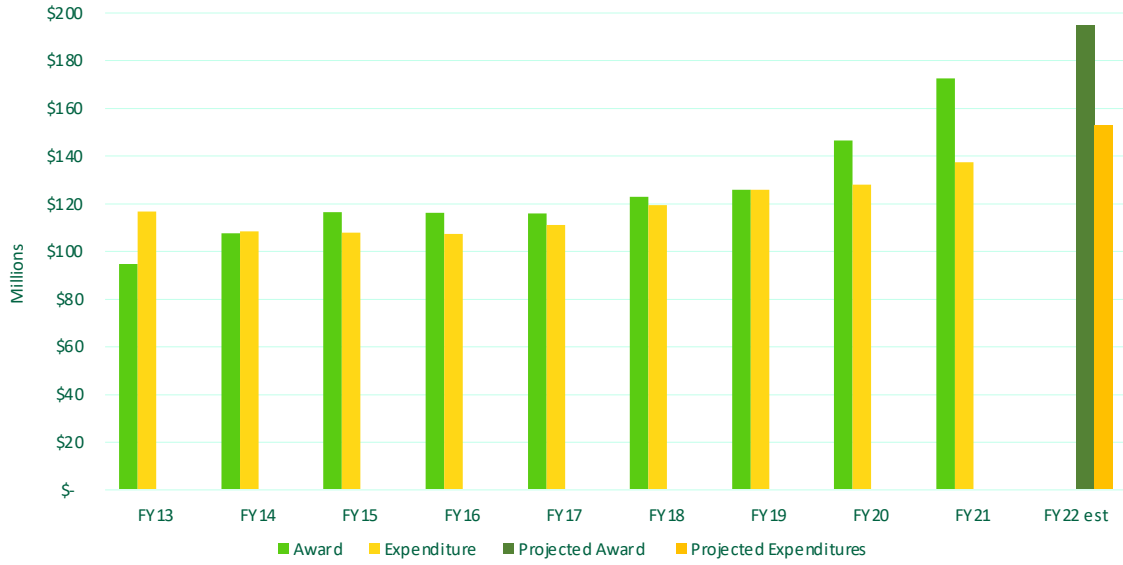
- Kicking off the Sport and Wellness Initiative with an investment in human physiology
- Building out the Environment Initiative with seven searches across the natural and social sciences
- Multi-year commitment to hiring four new faculty in Indigenous, Race and Ethnic Studies (IRES)
- Launching clusters in entrepreneurship and marketing
- Diversity-focused cluster in psychology approved last year and being hired now

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Research Priorities

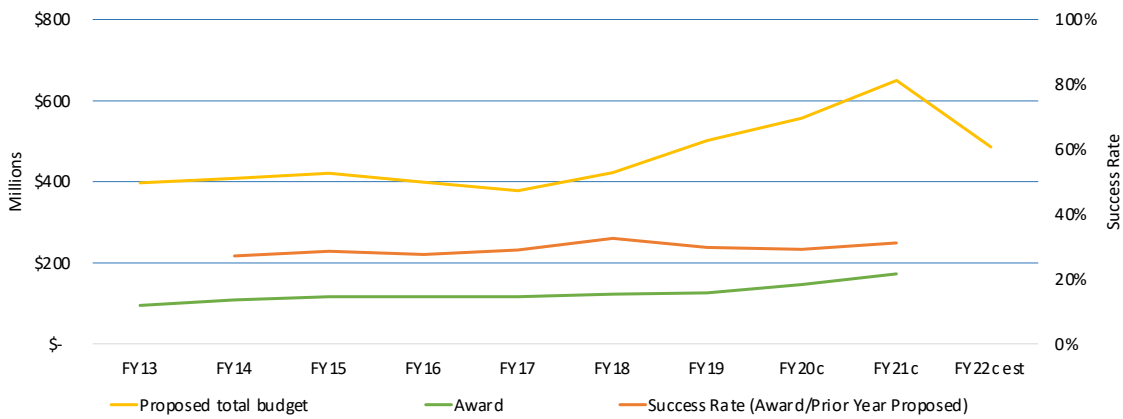
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Awards and Expenditures, All Sponsored Projects



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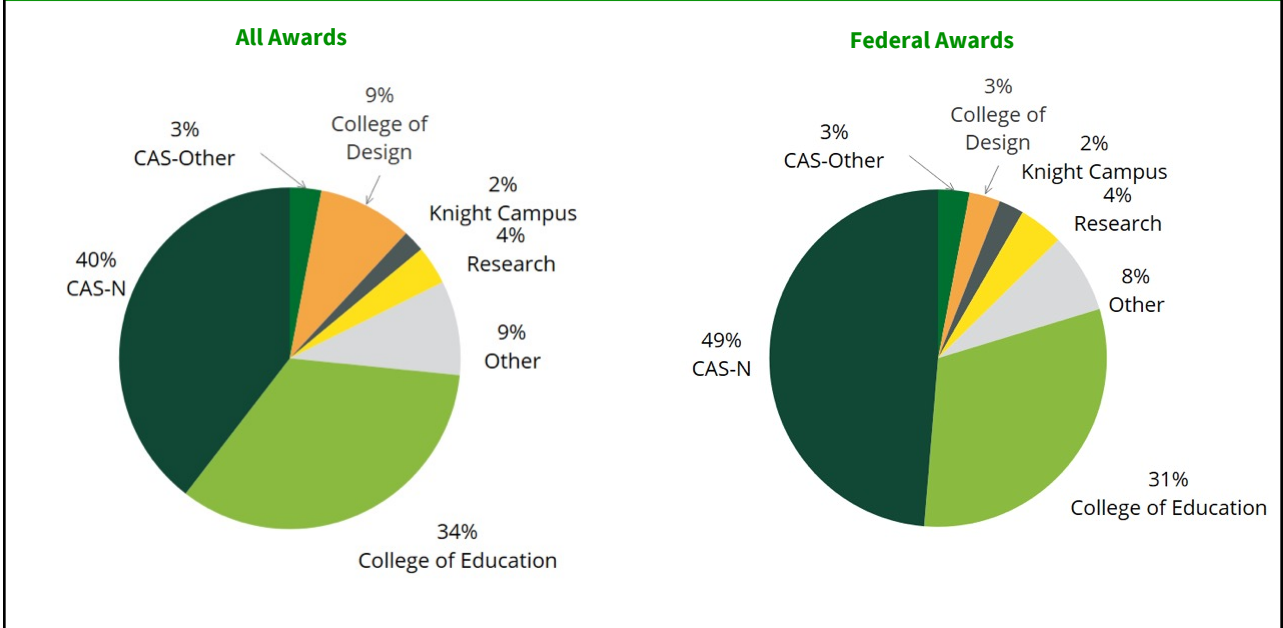
Proposal and Awards Success Rates, All Sponsored Projects



FY with "c" denotes impact from COVID-19

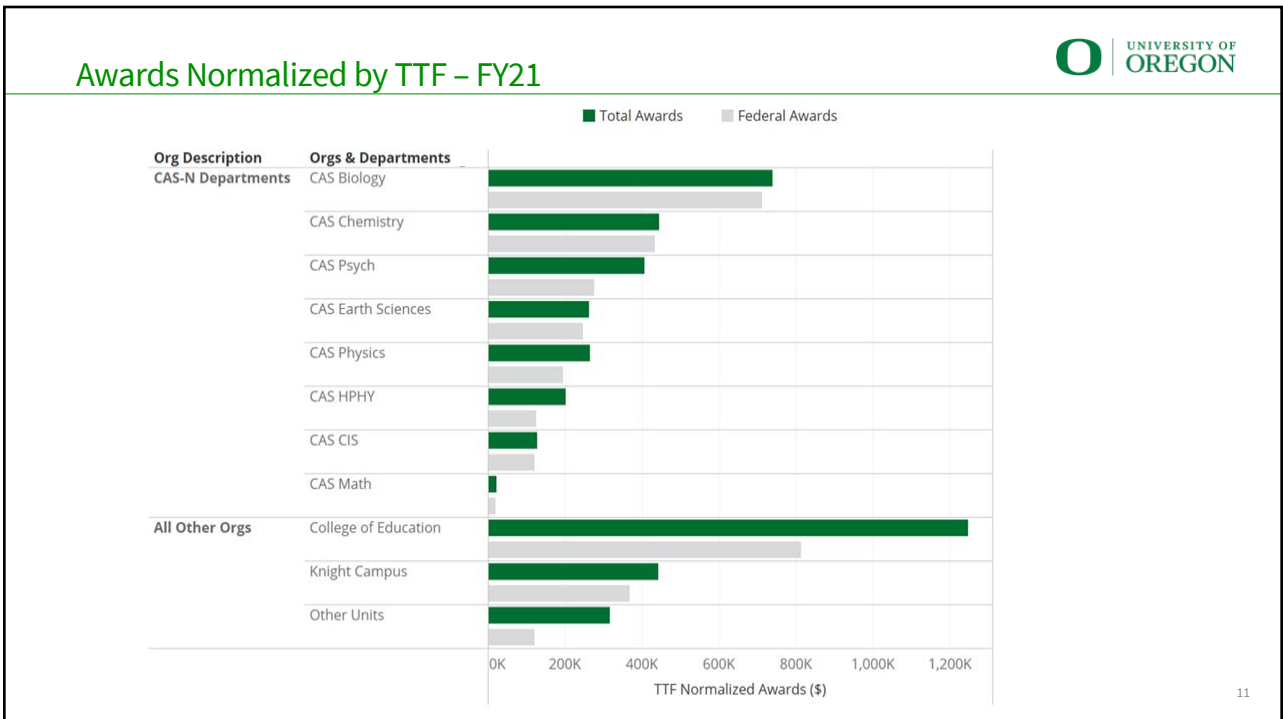
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Awards by PI Home Unit - FY21



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Awards Normalized by TTF - FY21



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Increasing Sponsored Awards through Faculty Hiring

	Expenditures – FY 21	Increase above BAU - FY 27	Expenditures – FY27 est.
Business as usual (BAU) model – anticipated growth	\$137,400,000	-	\$172,000,000
Focused hiring model -- anticipated growth	\$137,400,000	\$10,500,000	\$182,500,000

Projected increases in faculty above AY 21-22 levels to needed meet faculty-hiring based growth model above	FY 26*
E&G funded faculty	26
Ballmer Institute faculty	9
Knight Campus faculty	6
Total	41

* Assumes 1 year lag between faculty hiring and grant expenditures

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Other Strategies for Increasing Sponsored Awards

- Train and mentor junior faculty to ensure early proposal success
- Support faculty to seek and manage multiple awards
- Expand major center-type, multi-PI, multi-institutional proposals

13

Thank You

Patrick Phillips, Provost and Senior Vice President
Cassandra Moseley, Interim Vice President for Research and Innovation

Agenda Item #3.2

Next Generation Student Success

Next Generation of Student Success

STUDENT SUCCESS COUNCIL

With continued institutional commitment to student success, the Next Generation of Student Success Initiatives will focus on preparing the institution to serve increasingly diverse student populations and to achieve equitable outcomes and success for all students. We will identify opportunities and innovation, eliminate barriers, and ensure alignment of strategy implementation particularly with an eye toward institutional and cross-divisional opportunities. An integrated governance structure will engage partners and stakeholder leaderships from across campus guiding evidence-based and data-informed practices.

PRIORITIES

1. Improve student retention and success

Remove institutional barriers to students' access, persistence, and graduation. Invest in wrap-around and inclusive practices that are proven to work and can be applied to all students, at scale.

2. Strengthen transformative student experiences that enhance academic and career success

Integrate high-impact practices and experiential learning opportunities that inspire students to succeed and launch their careers post-graduation.

3. Achieve equitable outcomes

Prepare the university for an increasingly diverse student population where all UO students can succeed. Develop and invest in strategies that address disparities.

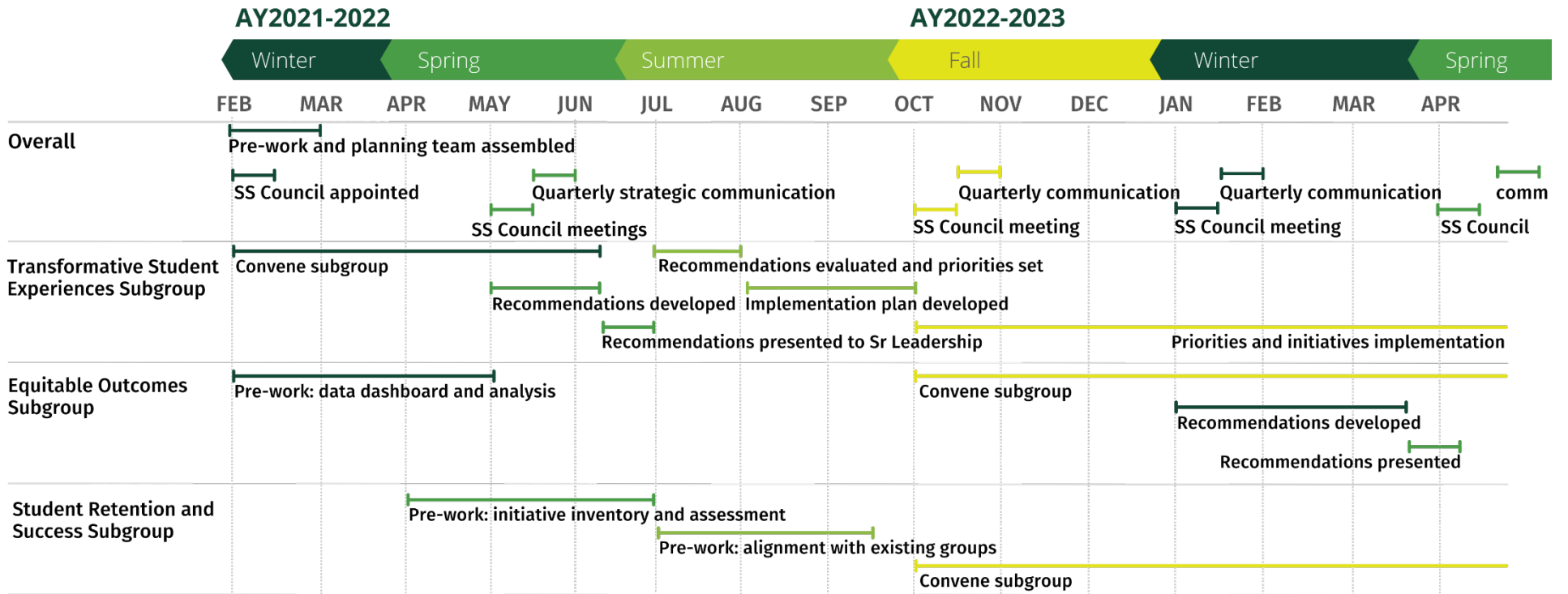
4. Institutionalize student success

Develop the infrastructure, systems, and shared governance practices to increase accountability and progress of aligning institutional priorities throughout the university. Surface institutional and cross-divisional opportunities and challenges.

GOVERNANCE AND STAKEHOLDER ENGAGEMENT



ANTICIPATED TIMELINE



STUDENT SUCCESS COUNCIL

Priority 2: Transformative Student Experiences Subgroup (Launched Spring 2022)

Student Success Council: Transformative Student Experiences Subgroup will examine the current systems, infrastructure and practices influencing transformative student experiences at UO campus, identify national best practices, and identify opportunities and recommendations with a particular goal to improve success outcomes for UO students. The subgroup will initially focus on [high impact practices](#) and experiential learning opportunities at UO campus to influence equitable post-graduation career outcomes.

CHARGE

1. Assess the inventory of high impact practices at UO with an eye toward career development and success by reviewing data and outreaching to the campus community.
2. Evaluate infrastructure, offerings and delivery of high impact opportunities and career outcomes based on best practices.
3. Identify opportunities and barriers in the current systems and structures to achieve equitable career exploration, development, and success for all UO students.
4. Investigate national best practices that can enhance the UO student experience and infrastructure.
5. Develop recommendations to the President for priorities setting, institutional investment, infrastructure improvements to enhance student success and post-graduation outcome.

SCOPE AND DELIVERABLES

The Subgroup will produce a report summarizing the findings and recommendation. Sample questions the group may explore may include:

Understanding the Current State:

- What high impact practices that enhance career exploration and development are available to UO students?
- How do students navigate identifying and participating in high impact and experiential learning opportunities?
- Which unit offers or liaise with high impact practices and experiential learning opportunities?
- How do high impact practices and experiential learning facilitate student success, future opportunities, and UO students' career development?
- How are alumni and community networks leveraged to support UO student career readiness?
- How are students navigating the new Tykeson model and is the structure effectively meeting the needs of early career to post-graduation outcomes?

Evaluating the Findings:

- What high impact practices and experiential learning are working well for our students contributing to their career readiness and success?
- What are the barriers to our student career development journey and experience at UO?
- How do UO's offerings guided and align with best practices?
- Do students have adequate access to high impact practices and experiential learning opportunities?

- What gaps in participation of experiences exist?
- What are the barriers and limitations? What are the opportunities?

Recommendations:

- What are areas of strategic investments and priorities that improve post-graduation/career outcomes of UO students?
- What are the strategic partnerships and structural realignment needed to support student experiences and career success of future generations?
- What are the successful practices and programs that can be developed or scaled up to reach more students?
- What are the implementation steps?
- What is the plan to measure progress, success, and impact?

MEMBERSHIP

- Cece Anderson, Coordinator for Student and Alumni Relations, College of Design
- Isaiah Boyd, ASUO Executive President, Student Rep
- Bruce Blonigen, Dean, College of Arts and Sciences
- Krista Chronister, Vice Provost of Graduate Studies, Graduate School
- Kristyn Elton, Project Manager for New Initiatives and Campus Relations, Advancement
- Keith Frazee, Asst Vice President/Chief of Staff, Student Services and Enrollment Management
- Dennis Galvan, Vice Provost, Division of Global Education
- Kevin Hatfield, Assistant Vice Provost for Undergraduate Research and Distinguished Scholarships, Division of Undergraduate Education and Student Success and University Housing
- Kathie Hsieh, Interim Academic Advisor, School of Music and Dance
- Will Johnson, Assistant Vice Provost, Division of Global Education
- Sara Kutten, Assistant Vice Provost of Students and Belonging, UO Portland
- Irisa Mehta, ASUO Senator, Student Rep
- Leslie McLees, Senior Instructor and Undergraduate Coordinator, Geography
- Megan McKinney, Associate Director Duck Career Network, University Advancement
- Jesse Nelson, Assistant Vice Provost for Advising and Accessibility, Undergraduate Education and Student Success
- Elizabeth Raisanen, Assistant Dean for Advising and Strategic Partnership, Clark Honors College
- Gene Rhee, Executive Director of Career Services, Lundquist College of Business,
- Lee Rumbarger, Associate Vice Provost, Director of Teaching Engagement program, Office of the Provost
- H. Leslie Steeves, Senior Associate Dean Academic Affairs and Professor, Journalism and Communication
- Paul Timmons, Executive Director, University Career Center
- Kris Winter, Associate Vice President, Division of Student Life
- Kimberly Johnson, Vice Provost, Undergraduate Education and Student Success (chair)
- Hiroe Sorter, Assistant Vice Provost Strategic Initiatives and Admin, Undergraduate Education and Student Success
- Judy Kanavle, Project Manager, Office of the Provost

Next Generation of Student Success

Kimberly Johnson
Vice Provost for Undergraduate Education and Student Success

2

Definition

Our students will **graduate** from the University of Oregon having had **a positive experience** and will be **well educated, socially responsible, and career ready**.

Guiding Principles

1. Our students are our students regardless of college, major, program or class participation.
2. Any student admitted to the UO can successfully leave this institution with a degree in hand, in a timely fashion, most in four years.
3. We do not subscribe to the notion of a student deficiency model to account discrepancies in student success, but rather we approach it from an institutional barrier model.
4. Student success is everyone's everyday work.
5. Equity at the center of all our work

3

Priority
1

Student retention and
success.

Remove institutional barriers to students' access, persistence, and graduation. Invest in wrap-around and inclusive practices that are proven to work and can be applied to all students, at scale.

O

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Priority
2

Transformative student
experiences.

Integrate high-impact practices and experiential learning opportunities that inspire students to succeed and launch their careers post-graduation.

O

5

Priority
3

Achieve equitable
outcomes.

Prepare the university for an increasingly diverse student population where all UO students can succeed. Develop and invest in strategies that address disparities.



6

Priority
4

Institutionalize student
success.

Develop the infrastructure, systems, and shared governance practices to increase accountability and progress of aligning institutional priorities throughout the university. Surface institutional and cross-divisional opportunities and challenges.



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Priority 2

Spring 2022 Subgroup:
Transformative student experiences

Examine the current systems, infrastructure and practices influencing transformative student experiences at UO campus, identify national best practices, and identify opportunities and recommendations with a particular goal to improve career outcomes for UO students.



9

	Research	Subgroup Work	Report
Deliverables	Inventory Survey Data National Best Practices UO Practices	Brainstorm Evaluate Recommend • Institutional Priorities • Investments • Infrastructure	President Provost Board of Trustees Campus Community
Support	Survey Data Compilation Data Presentation Best Practice Invites	Meeting Outcomes Meeting Logistics Facilitation Deliverable Compilation	Report Draft Presentation Creation

10

Highlights of Discussions

- Career readiness culture
- Integrate career as part of UO academic experience
- Universal career exploration and development expectations
- Infrastructure and staffing for expanded career coaching and employer engagement
- Coordination and development of experiential learning opportunities
- Curriculum, Core Education, and academic programs
- Resources and opportunities for disadvantaged students
- Ensure equitable outcomes
- Translate student skills and professional competencies (e.g. research, service learning, student leadership, workstudy, etc)
- Track and assess student/alumni participation
- Optional versus required experiences

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Timeline



AY2022-23	AY2022-23	AY2023-26
<ul style="list-style-type: none">• Launch Next Generation of Student Success• Establish Student Success governance structure• Convene Transformative Student Experience subgroup• Identify Transformative Student Experience strategic priorities and investments	<ul style="list-style-type: none">• Convene Student Success Council• Launch Strategic Communication Plan• Develop and launch Transformative Student Experiences priorities implementation plan• Convene Equitable Outcomes Subgroup and identify strategic priorities	<ul style="list-style-type: none">• Continue implementation of strategic priorities• Assess impacts of initiatives and interventions

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Thank you

Kimberly Johnson | vpuess@uoregon.edu

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Agenda Item #3.3

Advancement Update

Advancement and Fundraising Update

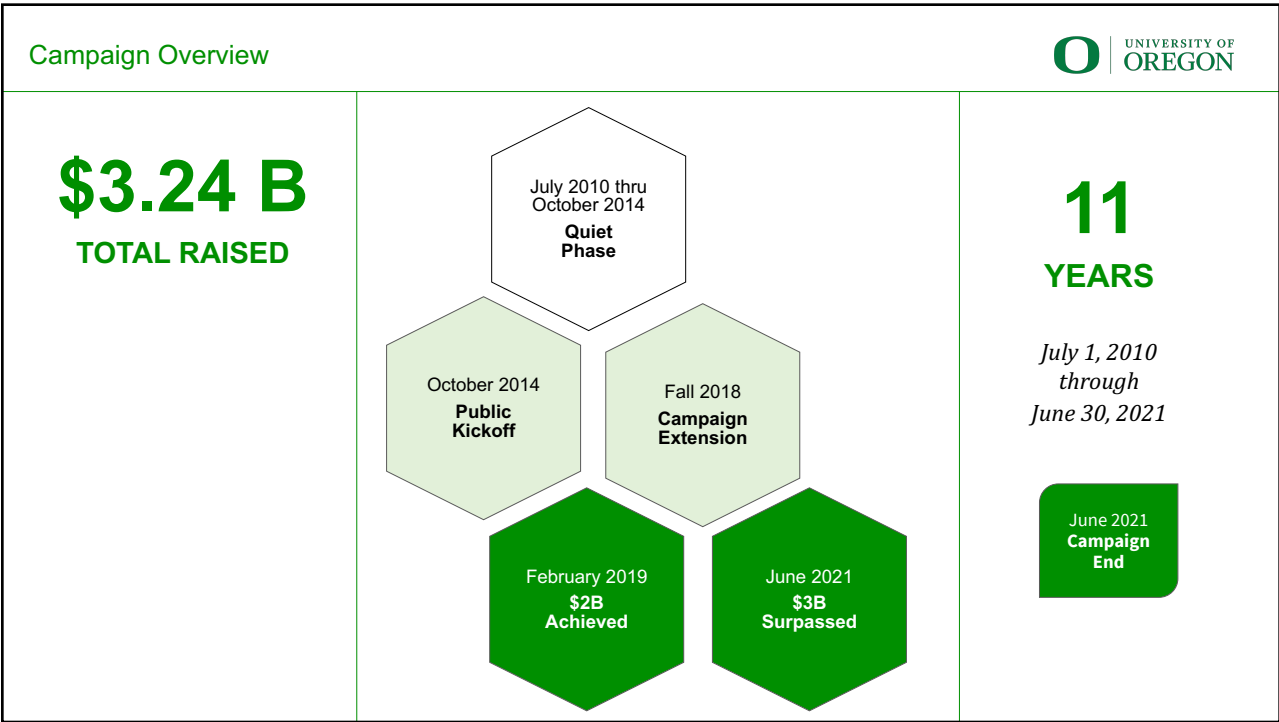
Mike Andreasen
Vice President, Advancement
May 2022

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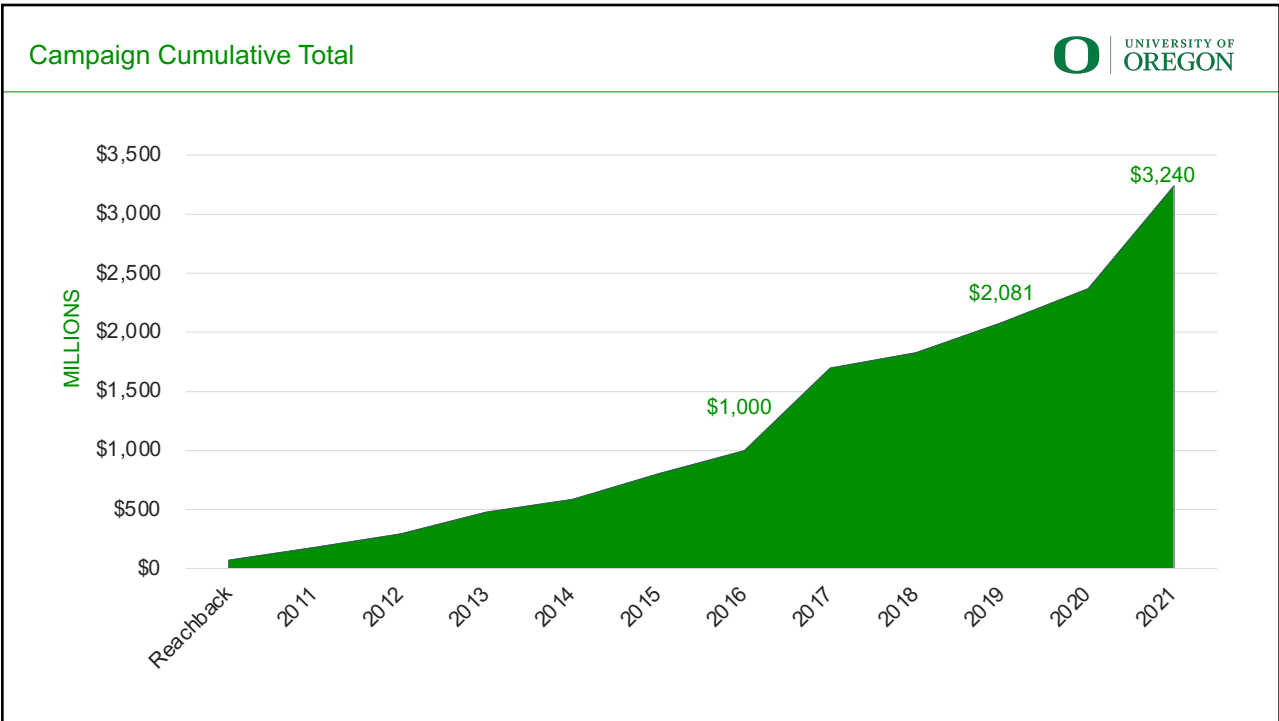
Agenda

1. Campaign Performance Overview
2. Industry Trends
3. What Comes Next

3

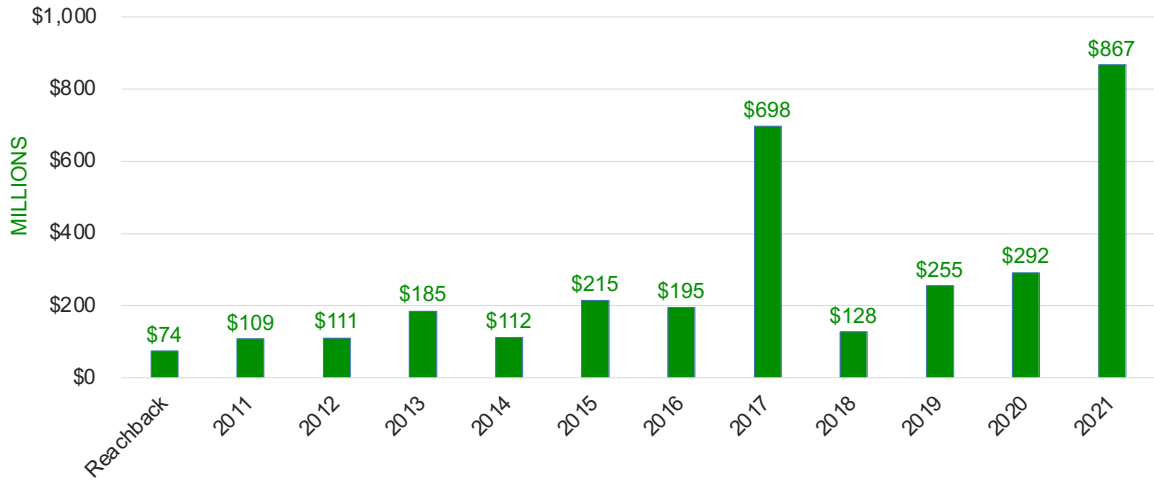


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Campaign Total by Fiscal Year



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Campaign Outcomes



Donors

147K

Donors

+86K

First-time UO Donors

1,234

Donors gave their first \$100K+ gift during the campaign

Gifts

\$2.8B

Outright Gifts and Pledge Commitments

\$417M

Deferred Gifts

552K

Gifts

7

Gift Breakdown



99.6% of gifts under \$100K represented 12% of the total dollars

0.38% of gifts between \$100K and \$5M represented 88% of total dollars

350 gifts were received at the \$1M+ level, including 70 gifts of \$5M+

Transaction Amount	% of Dollars	% of Gifts
<\$100K	11.99%	99.62%
\$100K - \$999K	13.97%	0.32%
\$1M - \$4.9M	14.09%	0.05%
\$5M+	59.95%	0.01%

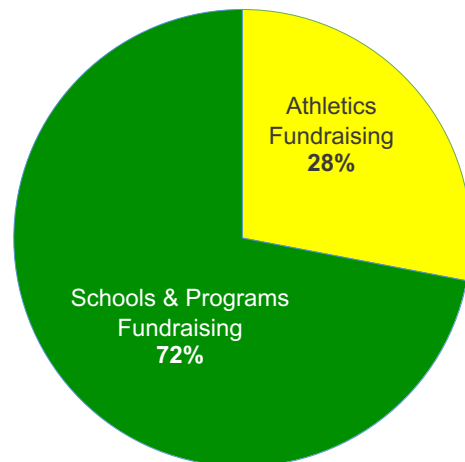
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Academics and Athletics



\$2.32B
Schools and Programs Fundraising

\$920.3M
Athletics Fundraising



9

\$1.2B

End market value
as of 6/30/21

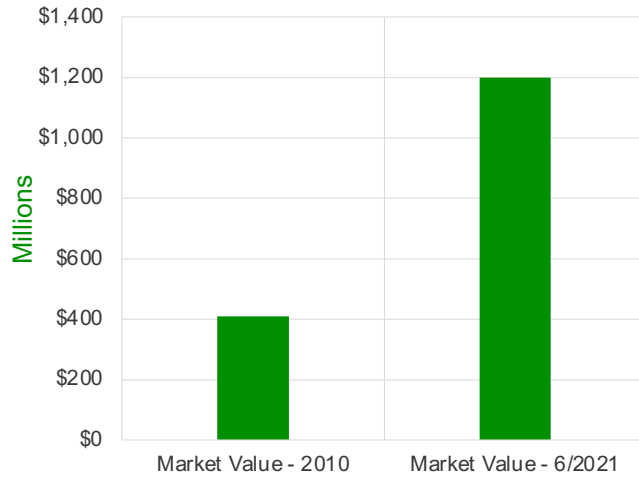
193%

End market value
growth since 2010

\$990M

Total dollars raised toward end
purposes; 72% as gifts and pledges

Growth in Endowment Market Value



Industry Trends and Next Steps

Industry Trends



Opportunities

- Digital Transformation
- Donor Centered Approach
- Cause/Grand Challenges
- Investor Philanthropy vs. Loyalty Philanthropy
- Integrated Communication Partnership
- Wealth Transfer

Challenges

- Crowded Landscape
- Talent Arms Race
- Steep Giving Pyramid/Donor Pipeline
- Data Quality, Integrity and Security
- Possible Recession

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What Comes Next



Immediate Term

- Maintain fundraising momentum fueled by last campaign
- Continued commitment to DEI work (internal & external)
- Accelerate campaign feasibility assessment, planning, and quiet phase launch

Mid to Longer Term and Ongoing

- Begin digital first transformation across Advancement
- Determine fundraising priorities, goal setting, timeline
- Renewed collaboration with University Communications for integrated communications effort in support of the campaign

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Thank you!

Agenda Item #3.4

Communications Planning

University Communications

Richie C. Hunter
Vice President, University Communications
May 2022

2

Discussion Guide

1. Brand - *Why is this important?*
2. Vision - *Where are we going?*
3. Communication Strategy - *How will we get there?*
4. First Six Months - *What have we learned? What are we doing?*
5. High Level Timeline - *What's next? How fast will we move?*

3



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Fast



Easy



Value



Accepted Everywhere



Winners
Awesome
Everyone is an athlete

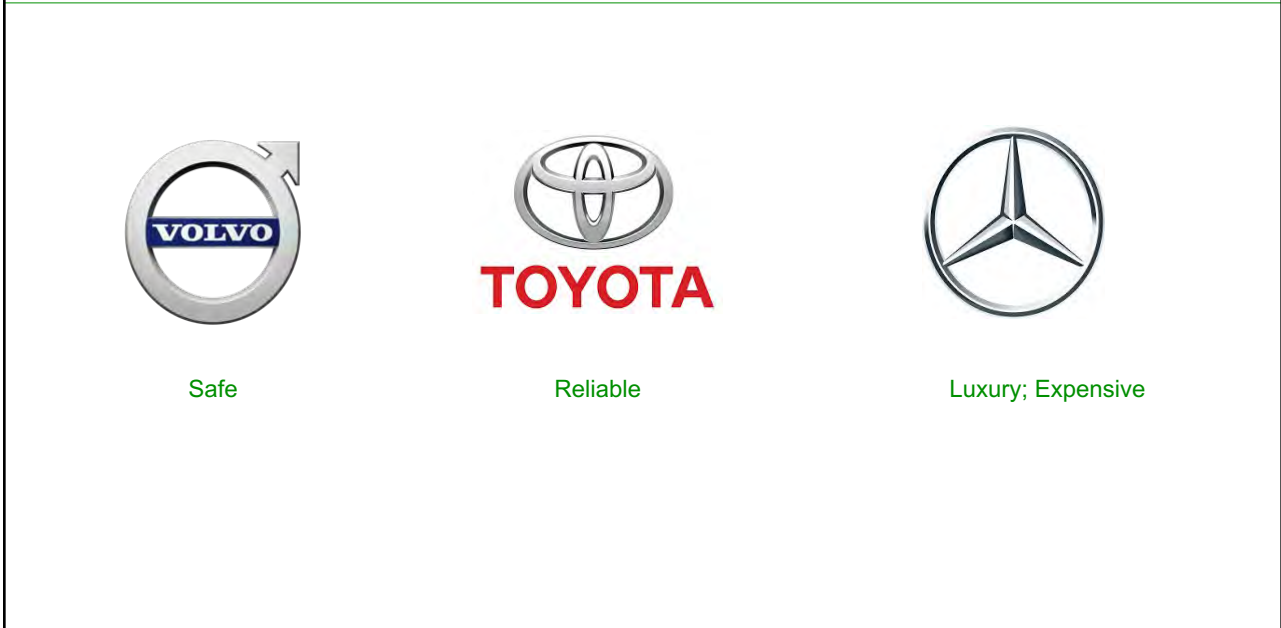


Sporty
Ultimate Driving Machine

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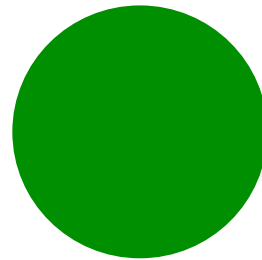
Brand

Perceived emotional image as a whole



Identity

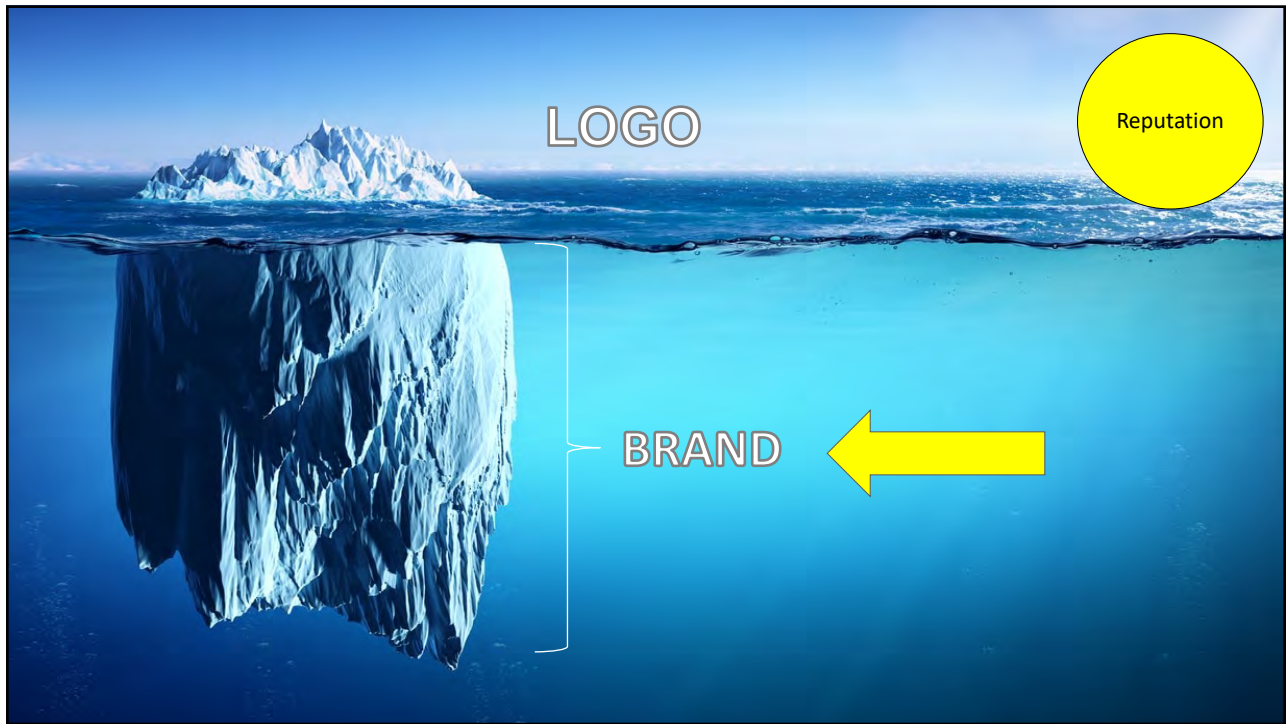
Visual aspects that form and inform part of the overall brand



Logo

Identifies the entity in its simplest form via the use of a mark or icon

9

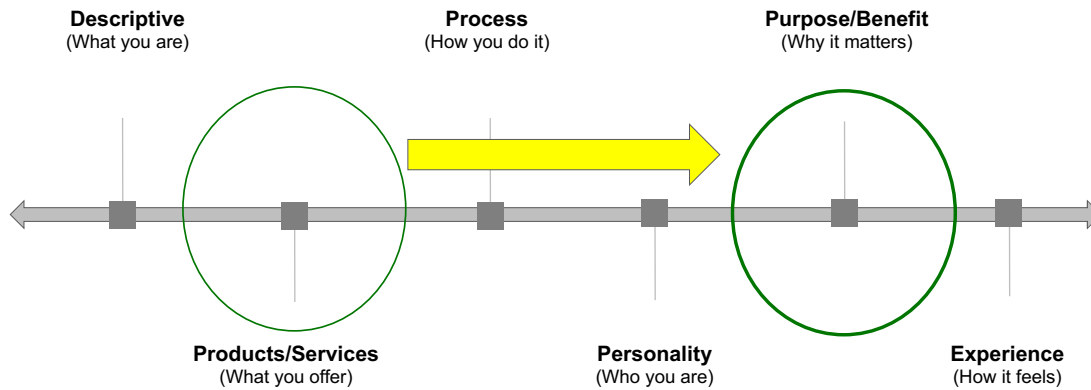


10



11

To realize our vision, we must shift our mindset from **“what we offer”** to **“why it matters”**



12

Imagine ...

a preeminent **research university** rooted in a **liberal arts and sciences education**.

an institution that teaches people to **think deeply, critically, and creatively**.

a university that **comprehensively supports students** from matriculation to graduation to career through a commitment to **excellent teaching** and **student success**.

an incubator where inquiry leads to **real impact**.

a place where **innovation** occurs at the **intersection of disciplines**.

a **close-knit**, human scale **academic community** with **global reach**.

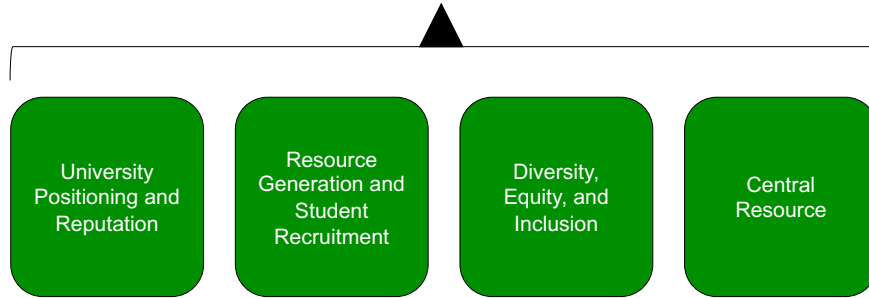
a setting where **mountains, forests, rivers, and beaches** are part of the everyday learning environment.

a home for students, researchers, teachers, and employees **consistently focused on the greater good**.

Welcome to the University of Oregon

13

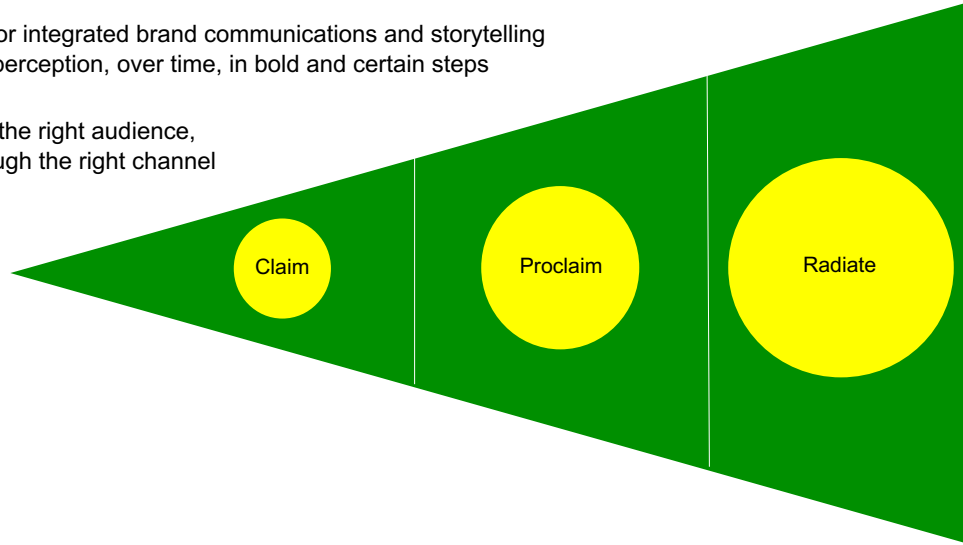
Elevate the University of Oregon's local relevance, national competitiveness, and global recognition by creating and implementing cohesive, integrated, targeted, and proactive branding, marketing, communications, and media relations



GOALS	STRATEGY	TACTICS
Differentiate Brand	Brand Development	Targeted Placement
Elevate Reputation	Brand Infusion	Traditional Media (Tip Sheets, Pitch Experts)
Educate Public	Brand Management	Relevant Content
Engage Alumni	Integrated Approach	Proof Point Copy
Motivate Donors	Multi-Channel	Iconic and Epic Photography
Attract and Retain Top Students	Digital Communications	Social Media
Attract and Retain Top Faculty	Media Engagement	Dynamic Web and Multimedia
Attract and Retain Top Staff	Aligned Storytelling	Leverage Technology
Engage Internal Stakeholders	Stakeholder Engagement	Data Analytics
Engage External Stakeholders	Crisis Communications	Brand Management
Increase Funding	Central Resource	

Develop a roadmap for integrated brand communications and storytelling that moves people's perception, over time, in bold and certain steps

Tell the right story, to the right audience, at the right time, through the right channel



16

- 1 Organize to be **responsive** to the needs of internal clients and enable them to meet external expectations
- 2 Build **expertise** around new and classic marketing and communication **core competencies**
- 3 Advance a **portfolio view** of schools, colleges, and research enterprise coupled with a marketing and communications strategy, which optimizes the university's **reputation and image**
- 4 Develop a **well-defined, compelling, and differentiated** University of Oregon brand
- 5 Upgrade all marketing, communication, creative services, and media relations functions to deliver **consistent, effective, and integrated messaging and storytelling**
- 6 **Collaborate across the university** to foster delivery of the brand experience to all key stakeholders
- 7 Establish **streamlined processes and procedures** that support the overall success of University Communications and the university at large

Core Competencies

- Brand Development and Management
- Trademark and Licensing
- Digital Communications
- Website Development
- Website Design
- Website Management
- User Experience
- Data Analytics
- Content Strategy
- Executive Communications
- External Communications
- Internal Communications
- Crisis Communications
- Media Relations
- Social Media
- Marketing Strategy
- Marketing Communication
- Marketing and Advertising Campaigns
- Creative Services
- Institutional Publications and Collateral

17

Relationship Building

Real-time Crisis and Issues Management

Organizational Assessment

Brand and Communications Assessment

- Collaboration
- Scope
- Priorities
- Structure
- Functional Capabilities
- Strategy
- Standardization
- Implementation
- Integration
- Optimization

What we learned (know)



We need to align on an overarching narrative to tell the University of Oregon story

We need a solid branding, communications, messaging, and channel strategy

We need to expedite our storytelling— Shifting toward thought leadership rather than waiting until research is fully-baked to discuss

We need to create a steady drumbeat of media coverage that advances our university priorities

How we're addressing it



Developing a detailed narrative message map, including positioning that ties together university priorities and school and college proof points

Distilling narrative message map into a brief elevator speech on university priorities

Kicking off a robust editorial news engine, focused on trends inspiring research and heightened visibility for the university faculty, researchers, and leadership

Creating a strategy to proactively reach out to media to highlight the big thinking happening every day at the University of Oregon

- Thought Leadership
- Research Visibility
- University Priorities

What we learned (know)



We need to build a strong academic brand that is well defined, well articulated, and widely embraced; one that is as powerful as our athletics brand

We need consistent communications within a decentralized environment, including a common look, feel, and voice

We need to provide the entire university community with a unified platform from which to promote the university and leverage overall brand equity

We need to educate the public and key stakeholders on the brand, while inspiring and instilling deep pride in, and support of, the university

How we're addressing it



We will engage faculty, staff, students, and alumni in interactive discussions to clarify the UO brand in a collaborative manner

We rolled out comprehensive style guidelines in February 2022

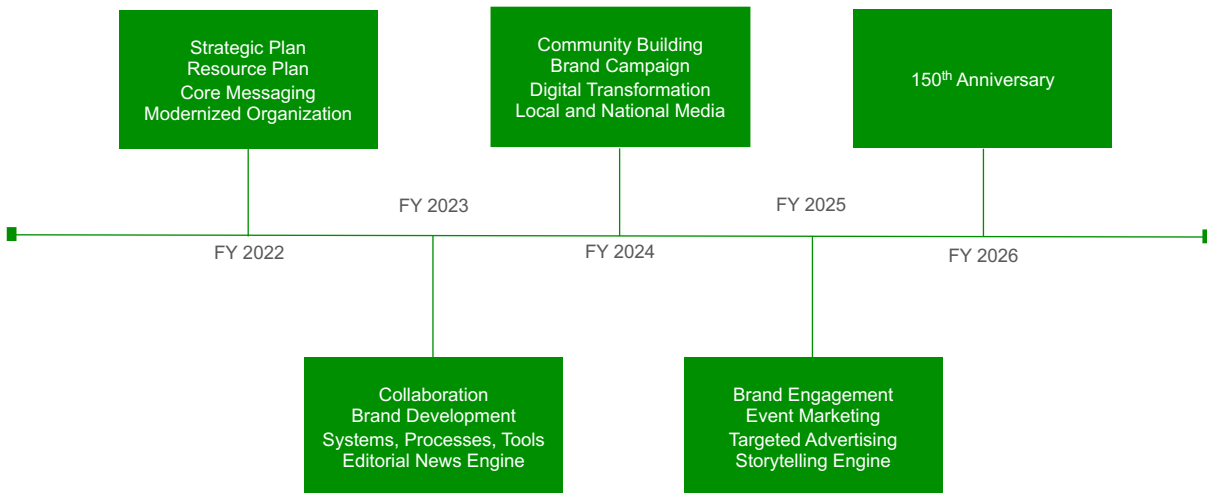
We will establish a Communications Network in FY 2023

We will perform a robust brand review in summer 2022

We will develop brand guidelines, including definition of brand pillars, ethos, character, voice, and creative visuals in fall 2022

Will launch national brand advertising campaigns, focused on digital – including search engine optimization - and targeted print

20



21

Thank you!

Agenda Item #4

Program Approval

Agenda Item #4.1

Program Approval

PhD in Data-Driven Music Performance and Composition

The UO seeks approval from the Board of Trustees' for a PhD in Data-Driven Music Performance and Composition, offered through the School of Music and Dance. The new program would take effect Fall 2023.

Board approval is required before this new program is submitted to the Higher Education Coordinating Commission (HECC), and the Executive and Audit Committee may act on behalf of the Board when appropriate.

The information below is provided by the program and the Office of the Provost. All appropriate University committees, the University Senate, and the Provost have approved the proposed program. Detailed information (e.g., associated coursework, exam schedules and degree obtainment progression timelines) as provided to these bodies, and which will be provided to the HECC, is available upon request.

Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

As a response to the undeniable rise in the importance of data, we have proposed an advanced degree in music that in no way recedes from music and music-making, but centrally relates to data-driven musical performance and composition as well as to data sonification. In data-driven music, data is created through performative actions and then mapped to sonic parameters with the objective of creating music that is experientially meaningful and beautiful. In data sonification, data is mapped to sonic parameters with the objective of articulating features in the data. Science and research are both served through data sonification. These technical skills and knowledge are amplified by the degree's cultivation of creative thinking in all aspects of its work. The ability to creatively apply skills and knowledge is a vital attribute in virtually every professional field.

The motivation for advancing this proposal relates to our concern for evolving our curricular studies to best address the rapidly expanding discipline of music technology. The degree program described in this proposal represents an evolution from a currently operational DMA degree that concentrates on the performance of data-driven musical instruments to a degree program that balances performance with research. The diversification of scholarly and creative work resulting from an increase of FTE in the music technology area offers the opportunity to broaden its curricular studies. The breadth of study rebalances the degree program by enhancing profiles in data-driven composition, data sonification, artist/brand development, aesthetics and design, and cultural discourse. These changes shift the degree program from being less about musical performance to being more about academic inquiry and discourse and reflect the difference in the degree name – DMA to PhD.

Finally, it is the aspiration of the degree to cultivate and train creative thinking that will produce music that is truly of our times. Because the university aspires to foster "the next generation of transformational leaders," and "to enrich the human condition" through "creative inquiry" and "scientific discovery," the proposed degree program is positioned magnificently well in relationship to the university's mission.

What evidence of need does the institution have for the program?

In essence, the proposed Ph.D. degree currently exists in the form of a Doctor of Musical Arts degree in the Performance of Data-driven Instruments. In this precursor to the proposed Ph.D., where students have been awarded international prizes and national accolades and where students have landed high-profile tenure-track academic positions, the University of Oregon has benefitted mightily. Thus, we have effectively *prototyped* the Ph.D. degree and proven its worth and value. The new degree will enhance the university's educational capabilities by targeting particular knowledge and skill sets related to more research-focused areas currently in demand and will extend into the future the university's benefits of increased profile and elevated image.

The knowledge cultivated in this proposed course of study will position those who complete the degree well for successfully competing for both professional, research and academic positions. This proposed degree also relates to the proposed Master's degree in Data Science Specialization and functions as a counterpoint to it by offering coursework, not in data visualization, but in data sonification and auditory display. Because data sonification and its auditory display relates to the mapping of data produced through research, experiment, or observation, to parameters contained in sound-producing algorithms for the purpose of articulating features in the data, we imagine a degree recipient could find their ways into both academic and industry research positions.

In a discipline that is substantially dominated by Caucasian males, we have cultivated a nurturing creative and educational environment that has dramatically shifted our student and faculty demographics to produce equality of opportunity for students who are traditionally underrepresented within the discipline of music technology. We will continue to work to enhance this environment that will produce additional opportunities for our students to develop and reach their full potential including special educational efforts involving travel support and guest artist visitations.

Broadly speaking, the most widely used methods to produce music and sound are through the application of recent, computer-centric technologies. The truth of this statement extends to the radio, television, music recording, film, and video game industries. The extensiveness of technology into virtually every aspect of music and sound production makes the degree exceptionally well situated to produce graduates who will be able to contribute effectively to the social and economic challenges and opportunities of the region and the State of Oregon. Because there are few applications of technology that are more humane than to create beautiful music that reflects the world in which we live, we anticipate students of the program will develop into wonderful, contributing citizens.

Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

There are no programs in the state that are similar to the proposed degree.

What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

No additional resources are requested for this proposal. Currently 2.67 FTE are committed towards exclusively instructing music technology courses. Additionally, other School of Music and Dance faculty lines support the teaching of non-music technology course required by the degree. There are also currently existing student fees associated with courses in the music technology curricula that support the needs of these programs. Advising will be handled by existing music technology faculty in association with the School of Music Graduate Office.

We hope to intelligently expand our faculty in the future, but as our faculty currently exists we can fully serve the proposed curriculum. Additionally, the music technology area at the SOMD has excellent facilities to support computer music and data-driven musical research and is adequately supported financially through student course fees.

Board of Trustees of the University of Oregon

**Resolution: Program Approval –
PhD in Data-Driven Music Performance and Composition**

Whereas, the University of Oregon (University) benefits from a cross-section of high quality, well-designed academic degree programs;

Whereas, the School of Music and Dance wishes to offer a PhD in Data-Driven Music Performance and Composition.

Whereas, the proposed program seeks to transform an existing degree program to align with the rapidly expanding discipline of music technology, and in a manner that trains students on the most current methods;

Whereas, the program has been approved by relevant departments, the School of Journalism and Communication and relevant academic committees, and the University Senate; and,

Whereas, the Board of Trustees’ approval is required before the program can be considered by the Higher Education Coordinating Commission.

Now, therefore, the Board of Trustees of the University of Oregon hereby approves the PhD in Data-Driven Music Performance and Composition as proposed in the provided documentation.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Boyle		Lo	
Evans Jackman		Madison	
Fick		Murray	
Holwerda		Seeley	
Hornecker		Ralph	
Kari		Worden	

Record here if approved by voice vote without dissent: _____

Dated: _____ Recorded: _____

Ph.D. in Data-Driven Music Performance and Composition

New Program Proposal

from the

School of Music and Dance

Jeffrey Stolet

Professor of Music Technology

1

Data-Driven Music Performance and Composition

“Whereas traditional instruments are driven by force exerted into their physical systems, new instruments—data-driven instruments—replace force’s function with data streams. And the way we play these instruments is by generating data through performative actions involving interfaces.”

2

I. General Overview of Course of Study

Centrally relates to
data-driven musical performance,
musical composition, and data sonification

Coursework includes data-driven instrumental performance,
musical performance networks, data-based instrument
design and fabrication, and data sonification

Knowledge cultivated will position individuals to
successfully compete for professional, research, and
academic positions

3

II. Additional Resources Required

Expect to expand the faculty in the future

The Music Technology area has excellent facilities including
a computer lab, five computer music studios, and remote
access music-focused “super computers”

The Music Technology area is financially well supported,
support predicated on a consistent flow of students course fees

4

III. Demand for Program

The Music Technology program that has created this degree is recognized as a world leader in the performance and composition of data-driven music

This leadership position has led to all of our graduates from our current D.M.A. in the Performance of Data-driven Instruments to find excellent career options including three individuals that hold tenure-track positions on the music faculties of top universities

5

IV. Job Prospects for Graduates

The skill and knowledge developed within the degree may be applied to professional work in a broad range of fields

Because musical performance involves physical movement, a direct connection exists between skills and knowledge developed within the degree and biomedical fields, neuroscience, robotics, and human-computer interaction

6

V. Interdisciplinary Work on Campus

Knowledge and skills developed within the program and related to data sonification can serve research all over campus

An example of such collaboration is a current NSF grant titled "Accessible Oceans: Exploring Ocean Data through Sound." The project uses sonification "to convey meaningful aspects of ocean science" and "to advance knowledge on the design of auditory displays for all learners, with and without disabilities."

Co-Principal Investigator, Dr. Jon Bellona, SOMD

Agenda Item #4.2

Program Approval

Online MS in Immersive Media Communication

The UO seeks approval from the Board of Trustees' for a Master of Science in Immersive Media Communication, offered through the School of Journalism and Communication. The new program would take effect Fall 2023.

Board approval is required before this new program is submitted to the Higher Education Coordinating Commission (HECC), and the Executive and Audit Committee may act on behalf of the Board when appropriate.

The information below is provided by the program and the Office of the Provost. All appropriate University committees, the University Senate, and the Provost have approved the proposed program. Detailed information (e.g., associated coursework, exam schedules and degree attainment progression timelines) as provided to these bodies, and which will be provided to the HECC, is available upon request.

Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

The anticipated program would be a new one-year 46-credit online applied professional master's program in Immersive Media Communication (IMC) that strengthens the future of the School of Journalism and Communication and its program offerings. The program would be an excellent complement to the existing Strategic Communication and Multimedia Journalism master's programs and would also build on the work of the Oregon Reality Lab. Such a program will set us apart as innovators and leaders in the emergent communication technology landscape. We propose to create an entirely online program that will give students the skills they need to become *communication strategists* in the steadily evolving field of immersive media.

In a commissioned market analysis by Hanover Research for the School of Journalism and Communication concluded, "Student and labor demand indicators for strategic communications are strong, particularly in the online space. Though immersive media is a new field for which data is limited, the industry is expected to grow, and UO has the opportunity to be one of the first movers in the region." Since this analysis, the field has experienced enormous growth. According to *Insider Intelligence*, augmented and virtual reality (just two examples of immersive media) have "entered the mainstream" with more than a quarter of the US population using AR and a fifth using VR. Similarly, another study found more than half of Gen Z gamers (our future students) reported a desire to earn money in the "metaverse" with a third of them hoping to build a career there. However, to our knowledge, there is still no graduate degree in communication with a focus on the strategic and responsible use of immersive technologies. The IMC program could thus truly be the first of its kind. Additionally, this program builds on the research and creativity of our current faculty, building our profile as thought leaders. As such, it will allow the SOJC to continue to grow demonstrated prospective/future student recruitment. It should also strengthen our bridges with the tech industry of this region that will help us build a state, national, and international reputation as a center of excellence in immersive media communication – an area that many argue is the future of mass communication.

What evidence of need does the institution have for the program?

The 2019 market analysis by Hanover Research, also identified only one school/university across the U.S. (University of Florida) with an online master's program that offers a concentration in "digital strategy" that also claims to be the "first of its kind." The UF program's course offerings focus on marketing, advertising, and social media ROI, copywriting, and lead generation, yet offers no mention of immersive or emergent communication technologies. Additionally, Hanover concluded "Student and labor demand indicators for strategic communications are strong, particularly in the online space. Though immersive media is a new field for which data is limited, the industry is expected to grow, and UO has the opportunity to be one of the first movers in the region." Since this analysis, use of immersive technologies, including the so-called "metaverse" have exploded. According to Fortune Business Insights, projected growth of the global metaverse market will go from \$100.27 billion in 2022 to \$1,527.55 billion by 2029. Although there are programs that have virtual reality labs and teach courses on the use of these tools in engineering, healthcare, manufacturing, gaming, entertainment, and Arizona State's new program in journalistic storytelling in Los Angeles, there is still no evidence of a graduate degree program in communication with the focus of immersive technologies as communication strategy.

We expect this new degree has the potential to attract new students to the UO as opposed to students who might switch from other UO programs. We would be recruiting students from undergraduate game studies/game design and augmented and virtual reality (AR/VR) programs across the world as well as people from the game industry who may want to work in the game development field but would like to take the skills they have and pivot into strategy and management of these skills in the communications field--positions such as "Chief Metaverse Officer" at companies like Nike, which has just created NIKELAND in a game platform called Roblox. On Nike's website for NIKELAND, they posture the platform as an experiential communications strategy. The website claims, "There's a new place on Roblox for Nike fans to connect, create, share experiences and compete: NIKELAND. Nike created this bespoke world with the backdrop of its world headquarters and inside Roblox's immersive 3D space, building on its goal [to turn sport and play into a lifestyle](#)." This is just one example of a brand jumping into these immersive media technologies to reach audiences and position the company as inclusive, playful, and of course, they're selling product there as well. It's the growth of brands in these platforms that is also demanding advertising, marketing, and public relations professionals also better understand how to engage in these platforms that set the foundation of Web3.

Current strategic communications professionals will also be an active target of recruitment for this program. SOJC Portland faculty recently trained a global communications team at a Fortune 100 company who recognized the need to identify the gaps in what they're doing and how to harness the power of immersive media in their work. More than 200 employees attended the four-part training. We are already scheduled to speak with a number of agencies also interested in learning more. Each of their employees are potential students for this program.

The potential post-graduation career opportunities for graduates are among the teams at corporations currently working in communications, at agencies representing those brands, and at the technology companies themselves. These will be immersive media strategists, content creators, and chief metaverse officers – job titles that are just emerging as social media strategists did just over a decade ago. The Oregon Reality Lab director also met recently with the North America Community Partnerships Lead at Meta (formerly Facebook) who is attempting to better understand how communities form in immersive media environments. Increasingly organizations will also be seeking the future community

managers who can engage their audiences in these immersive environments. These are the people who will be our graduates.

Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

In a search of similar programs in community colleges and universities throughout the state, numerous institutions offer degrees in affiliated professions to the proposed program. Because digital communication and game environments have been established industries with outstanding career paths for many years, there are a number of BFA programs in Design and/or Digital Arts and/or Communications at several of Oregon's institutions of higher education. Likewise, there are BFA programs in Game Design and BS and AS degrees in Computer Science at both the university and community college level. The Portland State University Art Department offers an MS and Ph.D. program in game design in addition to several A.A. and A.S. programs across the state in computer science that include game development and design. The two most closely aligned programs identified included the Digital Communication Arts program at Oregon State University and the independent Creative and Emergent Technology Institute (CETI) non-profit program housed at Portland State. In communication with Colin Hesse, Director of the OSU College of Liberal Arts, Dr. Hesse wrote, "it is possible that a few elements of those topics will bleed into the new MA/MS program that our School is starting next year. That would be more along the lines of a class here and there, but the MA/MS is set up in more of an academic graduate program, so I still don't imagine we would really be talking about a lot of overlap there at all." Similarly, in correspondence with Nandini Ranganathan, Founder and President of CETI, she confirmed their program could "serve as a resource for your program and community" but is not in competition as they do not offer a degree program. Both respondents expressed an interest in future collaboration.

We have identified the proposed program as an excellent path for undergraduates in the above mentioned programs who find a crowded field in the games industry or a void in the agency business. Immersive media communication is creating a new path for professionals in the fields of gaming and creative agencies who have the technical understanding of content and platform programming and creation and want to transition into the strategist role for industry and agencies increasingly facing the evolution of immersive environments and technologies for enterprise application. Graduates from game studies/design, advertising, public relations, marketing, and the arts would be excellent potential recruitment sources for the future students for this program. As an example, the Vancouver Film School in British Columbia has expressed an interest in developing a pathway from their undergraduate program to our potential graduate program. They currently have such an arrangement with the London College of Communication (LCC), part of University of the Arts London (UAL) and ranked 2nd in the world for Art and Design, according to the 2021 QS World University Rankings.

We have also already experienced outstanding collaborative opportunities within the University of Oregon with our interdisciplinary experimental course offerings in the Oregon Reality Lab. These courses have filled with students from the Oregon Executive MBA, Architecture, Historic Preservation, Sports Product Management, Sports Product Design, Cinema Studies, Planning, Public Policy and Management, and across the SOJC programs.

What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

We have the complete support of the SOJC leadership for the development and implementation of this program. As a professional master's program, this program is expected to serve as a revenue generator for the SOJC. Initially, existing administrative, recruiting, and marketing staff would add this program to their existing work portfolios. The additional resources that will be needed to successfully support this degree will be a program director along with pro tem and/or existing SOJC faculty to teach a few key courses. The SOJC now has a number of outstanding faculty in game studies, public relations, and media psychology who are eager to teach classes in this program. In fact, the external review team addressed this as a resource for retention of outstanding junior faculty with strong interest in this field in their teaching and research. As the program grows, this will also likely result in the need of at least one additional full-time faculty position to allow for appropriate course loads, assuming we need to replace instruction for courses taught by existing faculty. Because this is an applied professional graduate program, we also anticipate the creation of an industry advisor network who can work with faculty as advisors on students' capstone projects and provide internship opportunities. Additionally, because this is a professional program, we would not utilize GEs.

No additional facilities, equipment, or other resources are anticipated at this time. However, we are currently in communication with Carol Gering and the UO Online program team with the possibility of developing an agreement that would assist in instructional design, instructor training, and potential recruitment support.

Board of Trustees of the University of Oregon

**Resolution: Program Approval –
Master of Science in Immersive Media Communication**

Whereas, the University of Oregon (University) benefits from a cross-section of high quality, well-designed academic degree programs;

Whereas, the School of Journalism and Communication wishes to offer a Master of Science in Immersive Media Communication;

Whereas, the proposed program seeks to attract new students to the university and give students they skills they need to become communication strategists in an emerging field;

Whereas, the program has been approved by relevant departments, the School of Journalism and Communication and, relevant academic committees, and the University Senate; and,

Whereas, the Board of Trustees’ approval is required before the program can be considered by the Higher Education Coordinating Commission.

Now, therefore, the Board of Trustees of the University of Oregon hereby approves the Master of Science in Immersive Media Communication as proposed in the provided documentation.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Boyle		Lo	
Evans Jackman		Madison	
Fick		Murray	
Holwerda		Seeley	
Hornecker		Ralph	
Kari		Worden	

Record here if approved by voice vote without dissent: _____

Dated: _____ Recorded: _____



Immersive Media Communication

Online Professional Master's Program

SCHOOL OF JOURNALISM & COMMUNICATION

1

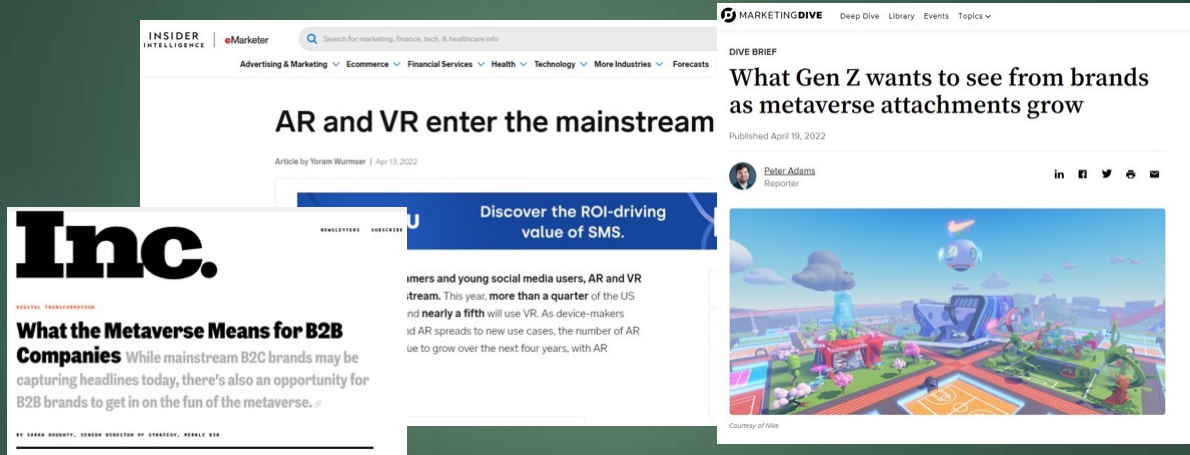


Fulfilling the mission of the UO

- ▶ As what we believe to be **the first of its kind**, this program will:
 - ▶ Continue to grow demonstrated prospective/future **student recruitment**
 - ▶ Build on faculty expertise and strengthen our bridges in the “Silicon Forest” to firmly establish our local and global reputation as **a center of excellence** in immersive media communication – an area that many argue is the future of mass communication.

2

Demand for this program



3

Job prospects for graduates

▶ The top six industries for metaverse jobs include:

- ▶ Information Technology
- ▶ Creative & Design
- ▶ Public Relations
- ▶ Advertising & Marketing
- ▶ Engineering
- ▶ Sales

Metaverse job listings have grown by 379% since October 2021, according to recent research from Adzuna, a job search engine.

4

Job prospects for graduates

- ▶ Metaverse recruits (Wunderman Thompson – Future 100)
 - ▶ Immersive Media Strategists
 - ▶ Content Creators
 - ▶ Chief Metaverse Officers
 - ▶ Community Managers
 - ▶ Head Of Product Marketing & Community
 - ▶ Director/Manager of Community & Impact Partnerships
 - ▶ Community and Marketing Growth Manager

5

How the program will supplement Oregon's current programs

- ▶ B.F.A. programs in Design and/or Digital Arts and/or Communications
- ▶ B.F.A. programs in Game Design and B.S. and A.S. degrees in Computer Science
- ▶ M.S. and Ph.D. programs in game design in PSU Art Department
- ▶ Multiple A.A. or A.S. programs in Computer Science

THIS is a graduate program focused on communication strategy

6

Resources needed

- ▶ We have the commitment from SOJC leaders for administrative support
- ▶ Currently have faculty in SOJC who WANT to teach these classes
- ▶ We are working with Carol Gering regarding resources needed for quality online delivery
- ▶ As a professional master's program, it is expected to become a revenue generator.

Immersive Media Communication

Online Professional Master's Program Proposal
UO Board of Trustees Pre-reading for May 2022 Meeting

Links and helpful definitions and background:

- Defining the Metaverse: <https://www.matthewball.vc/all/themetaverse>

Business news reflecting the growth of immersive media in communication:

- Hiring in the metaverse: <https://www.cnbc.com/2021/11/30/looking-for-a-job-you-might-get-hired-via-the-metaverse-experts-say.html>
- Forbes – [Five Industries That Will be Transformed by the Metaverse](#)

Examples of immersive media currently being used for strategic communication:

- Events: Ariana Grande in Fortnite: <https://youtu.be/gGYElBtjytU>
- Nikeland in Roblox: <https://news.nike.com/news/five-things-to-know-roblox>
- Disney partners with Meta: <https://thedisneyblog.com/2022/05/01/meta-quest-and-ilmxlab-partner-with-disney-parks-for-star-wars-ales-from-the-galaxy-edge-vr-preview-at-disney-springs/>
- South by Southwest preview of the [branded metaverse](#)
- Ad agency growth predictions for immersive media: <https://www.agencyreporter.com/growth-prediction-for-immersive-media-in-advertising-and-other-sectors-in-upcoming-years/>
- The power of headsets and immersive VR:
 - The Plank: <https://youtu.be/ArLavrOFpkl>
 - Microsoft Ignite Conference in VR with speakers in HoloLens headsets: <https://thumbs.gfycat.com/TeemingDimpledBoar-mobile.mp4>
 - Meta's current library of experiences in Oculus: <https://www.oculus.com/experiences/quest/section/549022969355907/#/?k=uxwsvo>
- Augmented Reality:
 - Carolina Panthers: <https://youtu.be/XhgfnwVTts>
 - AR glasses? (Remember Google Glass?) What's already available: <https://www.lifewire.com/best-smart-glasses-4172796> and <https://www.wareable.com/ar/the-best-smartglasses-google-glass-and-the-rest>
 - HBR Augmented Reality and Brands: <https://hbr.org/2022/03/how-augmented-reality-can-and-cant-help-your-brand>

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Agenda Item #5

Huestis Hall Deferred Maintenance Project Cost Escalation Approval

The Board of Trustees (Board) must approve any increase to a board approved capital project budget that exceeds \$2 million or fifteen percent of the approved budget, whichever is greater. In September of 2021 the Board approved the Huestis Hall Deferred Maintenance project. Since approval project related costs have escalated above the threshold requiring board approval. As a result, the University requests Board approval of the projects revised budget.

Project Summary:

The Huestis Hall Deferred Maintenance project initially came before the Board of Trustees in December of 2021. This project, originally budgeted at \$63.6M, is intended to comprehensively rehabilitate Huestis Hall in terms of replacing all building systems, bringing the building up to current life/safety codes, and incorporating modern research and learning environments.

Development History:

- The original \$63.6M budget was developed in 2018 with an anticipated state approval date of March 2019.
- State approval was delayed more than one year and occurred in September 2020.
- The project is funded by state G (\$6.36M) and Q (\$50.8M) bonds as well as a UO G-bond match (\$6.36M). The Q bonds were sold in March 2021 and have a reimbursement expiration date of March 2024.

Since budget development and approval, we have had unprecedented events, both nationally and globally (COVID, supply chain issues, escalation pressures, labor shortages, war), which have significantly impacted market conditions, leading to tremendous cost escalation for current construction projects. These primary drivers have impacted the Huestis budget by \$16.3M, resulting in a current value of \$79.9M.

Other factors that have impacted the budget include:

- The incorporation of an additional freight elevator for improved research material transport and circulation.
- Improving critical electrical service infrastructure to Huestis.
- Additional seismic upgrade costs to address zebrafish occupancy in the building
- Complexities in research-based surge

The additional \$16.3M funding required to complete the project is anticipated to come from the following sources:

- Allocation of \$4.82M in Capital Improvement Q bond funds for the added electrical infrastructure improvements.

- \$7.9 million of E&G funds to address market cost escalation.
- State funds of \$3.58 million. The State Legislature recently approved increased funding of \$30 million to the CI&R budget for all public institutions to help address cost increases in the construction market for current state-funded projects. \$7.6 million is anticipated to be allocated to UO for the Huestis and Heritage projects. Based on a pro-rata allocation, \$3.58 million will be applied to the Huestis project budget.

As for the project status, the complex surge effort is largely complete, the building is almost completely vacant (except for the basement) and construction within Huestis began in April 2022. The current budget of \$79.9 million is \$6.76 million over the threshold for a project cost increase of 15% or \$2 million (whichever is greater) for Board-approved capital projects. The university requests the Board of Trustees approve a revised budget of \$79.9 million.



Huestis Hall Deferred Maintenance

PROJECT DESCRIPTION

Huestis Hall was constructed in the early 1970s. The raw concrete façade and repetitive windows are features typical of the Brutalist architecture style popular during the time. The four-story building is part of the science complex and is connected to Streisinger Hall. The Lokey Laboratories expansion is beneath Huestis Hall.

Objectives

- Replace the original building mechanical, electrical, and plumbing systems and equipment to achieve modern building and research standards.
- Retrofit the seismic lateral-force-resisting system to achieve current life safety seismic design standards. This will be achieved by a dual-purpose seismic shaft on the west side of the building, which also includes a new freight elevator for lab equipment transport.
- Address the building envelope leaks that have plagued the facility.
- Reduce the energy, maintenance, and operational costs.
- Update all life/safety systems such as fire alarm notification and sprinkler systems.
- Renew the network infrastructure and pathways.

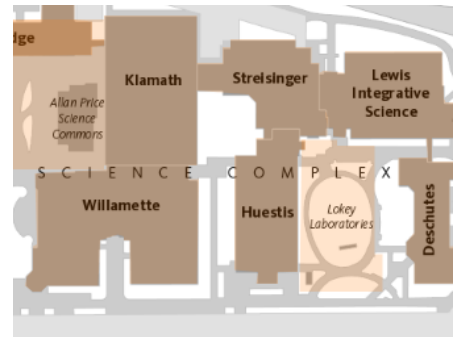
CURRENT PROJECT (BOT MEETING #2)

- Modernize the circulation corridors and shared public areas.
- Create flexible modular lab spaces by revising layouts and equipping them with casework systems designed to adapt to a changing environment.
- Increase the program square footage in the basement by relocating mechanical equipment from the basement to a new 6,745SF penthouse on the roof.

Project Status

In Construction

PROJECT STATS



Project Type: Building Renovation

Space Type: Research and Laboratory
Classroom Teaching Labs

Project Square Footage: 57,501

Original Budget: \$63.6M

Current Budget: \$79.9M

Original Budget Funding Sources:

Q Bonds: \$50.8M

G Bonds: \$6.36M

UO Match: \$6.36M

Additional Anticipated Funding Sources:

Q Bonds: \$3.58M

E&G Funds: \$7.9M

Capital Improvement (Q bonds): \$4.82M

Project Completion: May 2024

Board of Trustees of the University of Oregon

Resolution: Authorization for Certain Capital Expenditures (Huestis Hall – Cost Escalation)

WHEREAS, Huestis Hall is a critical piece of the University of Oregon’s Lokey Science Complex and supports the educational and research mission of the institution;

WHEREAS, Huestis Hall is in need of significant deferred maintenance and building upgrades that will improve the safety, efficiency, capacity, and usability of the facility;

WHEREAS, the board has already approved construction of the project, at a total projected project cost of \$63.6 million, of which \$57.24 million would be funded by state-paid bonds as authorized by the State Legislature; and,

WHEREAS, unprecedented events, both nationally and globally, including COVID, supply chain issues, escalation pressures, labor shortages, and war, have significantly impacted market conditions, leading to tremendous cost escalation for current construction projects; these market challenges, combined with necessary project modifications, have increased the Huestis budget by \$16.3M, resulting in a current value of \$79.9M;

WHEREAS, the increased costs will be covered by state funding and university resources;

WHEREAS, Board of Trustees’ approval is required for any increase to a board approved capital project budget to exceed \$2 million or fifteen percent of the approved budget, whichever is greater;

NOW, THEREFORE, the Board of Trustees of the University of Oregon hereby authorizes the president or his designee(s) to execute contracts, expend resources, and engage in work necessary for completion of the Huestis Hall deferred maintenance project as outlined in the enclosed materials. The amount authorized for this project is increased to \$79.9 million.

Moved: _____ Seconded: _____

Record here if voice vote taken without calling roll: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Boyle		Lo	
Evans Jackman		Madison	
Fick		Murray	
Holwerda		Seeley	
Hornecker		Ralph	
Kari		Worden	

Dated: _____ Initials: _____



Huestis Hall Deferred Maintenance Project

BOT Review #2

May 19, 2022

Mike Harwood

AVP Campus Planning Facilities Management
University of Oregon



1

Project Timeline

- **2018:** Huestis Hall DM Assessment and Budget Development
 - Budget assumed market escalation at 4% per year to the mid-point of construction (early 2022)
- **2020:** State Legislature Approval (\$63.6M)
 - 1-year approval delay
 - **Funding:** Q Bonds: \$50.8M, G Bonds: \$6.36, UO Match: \$6.36M
 - Design Launch - November
- **2021:** Bonds Sold - March
 - Construction Start (**Surge**) - September
 - BOT Approval - December
- **2022:** Construction Start (**Main**) - April
 - **Current Budget - \$79.9M**
- **2024:** Bond Expiration (Q Bonds) – March
 - Project Completion - May



2

Budget Impacts & Results

Primary Contributors

- Unprecedented Events
 - COVID, Supply Chain Issues, Labor Shortages, WarResult is Significant Annual Escalation (5-year compounded avg. of 6.7% vs. assumed 4%)
Result: \$11.4M

Secondary Contributors

- Scope adjustments
 - Incorporation of Freight Elevator for research material transport and circulation
 - Critical Electrical Service upgrades to building
 - Additional Seismic cost to address Z-fish occupancy in building
 - Complexities in research-based surge**Result: \$4.9M**

Budget Overage: \$16.3M



3

Additional Funding Strategies

- Capital Improvement Funds (Elevator/Electrical/Misc.): **\$4.82M**
- Additional State Approved Q Bonds: **\$3.58M** (estimated allocation through HECC CI&R funding)
- E&G Funds: **\$7.9M**



4

Relocating Huestis Occupants (Surge)

- Complex research-based relocation
 - 16 Laboratories
 - 1 Fish Quarantine (permanent within Huestis)
 - 10 Faculty Offices
 - 4 Classroom Teaching Labs
 - 2 Teaching Lab Preparation Spaces (1 permanent)
 - Multiple Storage/Support (Short, Medium, Long-term)
- Duration: 10 Months
- Status: Complete

LABS	SURGE LOCATION
David McCormick	Knight Campus
Mazzucato & Murray	Knight Campus
Matt Simey	Streis 275, 275B, 276C
Emily Sylvestrak	Streis 275, 275A, 283A, 283B, 283C
Eric Johnson	Streis 315 & 333
Tory Herman	Streis 292B, 262 & 265
Diane Hawley	Onyx 369
Judith Iken	Onyx / Pac 21
Adam Miller	Kia 249, 249A, 249c, 245
John Postlewait	Onyx 465-471
Monte Westerfield	Onyx 465-471
Chuck Kimmel	Onyx 465-471
Freezer Overflow	Pacific 16
Shared Rig Room	Pacific 21
Shared Scope Rooms	Onyx 476, 487
Terry Takahashi	Eslinger 132A, 138, 138A
Shawn Lockery	Pacific 5/6, 16, 21
Histology	1900 Millrace 109, 114, 116
Neil	LSB
Bio Bill	Millrace 113S, 120
Michelle Wood	Onyx 269
Fish Quarantine	Huestis Basement
Autoclave	Pacific 17
Frogs	add to LSB Animal Facility
Moose House	LSB 206
Washburne	NA
Kentros	NA
Weeks	NA

CLASSROOMS	SURGE LOCATION
Bio Classroom 1	Klamath CRs
Bio Classroom 2	Klamath CRs
Bio Classroom 3	Eslinger
Bio Classroom 4	Eslinger
Biology Prep Room (satellite)	Eslinger
Biology Prep Room (permanent)	Klamath
Cold Rooms	Klamath

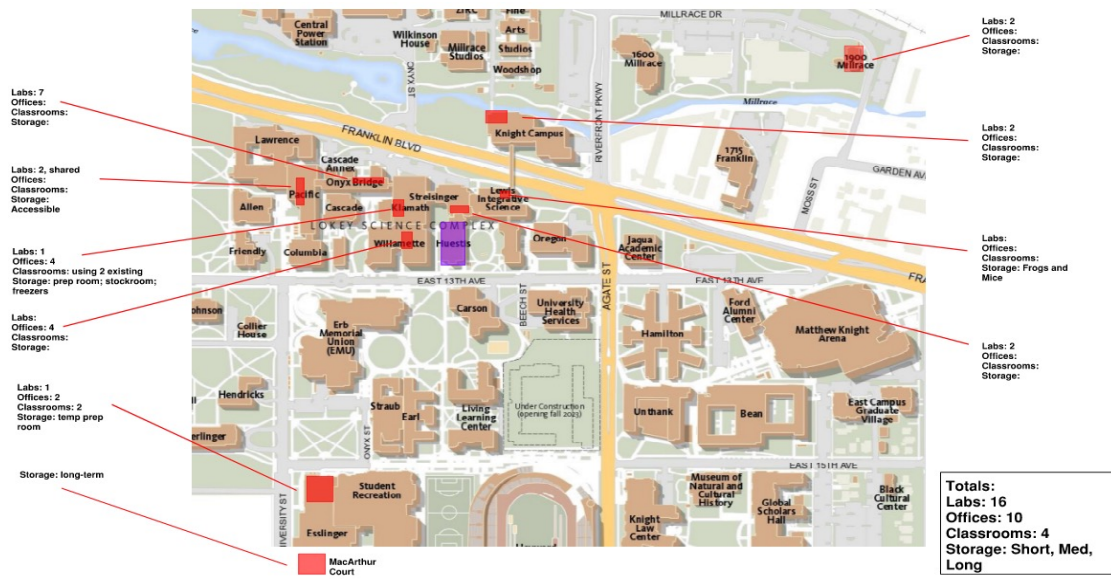
STORAGE	SURGE LOCATION
Immediate Storage (stockroom)	Klamath
Accessible Storage	Pacific Sub-Basement
Long Term Storage	MacArthur Court

OFFICES	SURGE LOCATION
ION Offices	Willamette 141, 146 (temp)
Office	Ess 160
Office	Ess 160
Office - Hulslander	Kia 73A (shared)
Office - Carrier	Will 160 (shared)
Office - Barber	Kia 73 (shared)
Office - Lombardi	Kia 32
Office - Pfeifer-Meister	Kia 73 (shared)
Office - Tublitz	Will 160 (shared)
Office - Stevens	Will 442
Office - Schienhoff	N/A (returning)
Office - Kelly	N/A (returning)



5

Surge Locations



Totals:
 Labs: 16
 Offices: 10
 Classrooms: 4
 Storage: Short, Med, Long



6

Surge Status



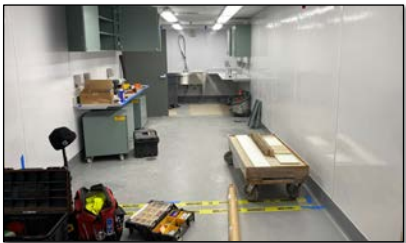
Biology Teaching Labs - Esslinger



ION Lab - Streisinger



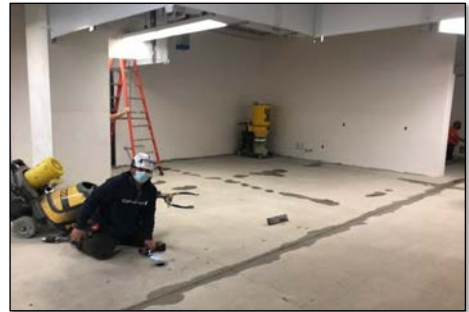
Zebrafish Research – Onyx Bridge



Zebrafish Quarantine - Huestis



Class Lab Prep - Klamath



Class Lab Prep - Klamath



7

Huestis Hall Deferred Maintenance Update

- Construction started in April 2022
- Completing Zebrafish Quarantine Relocation from 2nd Floor to Basement
- Major material packages procured by contractor
- Starting Abatement on 3rd Floor and working down
- Excavation for elevator tower underway
- Major Demo starting mid-June



8

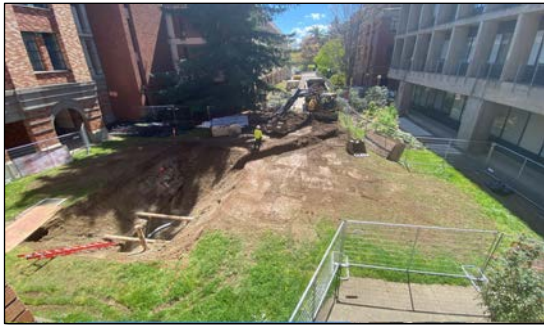
Huestis Hall Deferred Maintenance Status



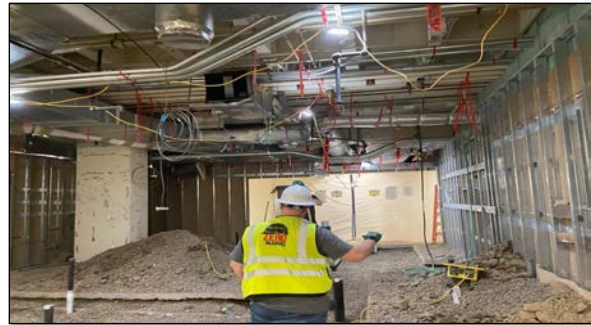
Zebrafish Quarantine - Huestis



Access Preparation - Huestis



Electrical Feeder Work - Huestis



Zebrafish Quarantine - Huestis

Agenda Item #6

Presidential Contract

Below is a summary of key terms in the proposed presidential employment agreement, noting where applicable any notable changes to the prior contract. Not all edits are reflected in this summary; those which were highly technical or more self-explanatory were omitted from this summary.

Term

The proposed agreement covers a five-year period, retroactive to January 1, 2022, through December 31, 2026. This agreement would supersede the prior agreement, which was five years beginning October 1, 2018 and ending September 30, 2023.

Compensation

Schill's current compensation (existing agreement) is \$738,000 per year in base salary. The new agreement proposes an increase to \$780,000 for calendar year 2022, with increases in each of the following years of the contract as described below.

For January 1, 2023 to December 31 2023: \$798,000

For January 1, 2024 to December 31 2024: \$822,000

For January 1, 2025 to December 31 2025: \$847,000

For January 1, 2026 to December 31 2026: \$872,000

The proposed agreement increases the contribution to his supplemental retirement account to \$200,000 per year for the first four years of the contract and \$300,000 in the fifth year of the contract.

Bonuses

The proposed agreement provides for a retention bonus of \$250,000 if Schill remains President as of December 31, 2023. An additional retention bonus is provided if Schill remains President as of December 31, 2025.

In addition, the new agreement removes the previous structure of performance bonuses in his current contract.

Completion of Contract and Sabbatical

Under the new agreement Schill's sabbatical will be capped at the time earned prior to January 1, 2022, with no option to earn further time. As of December 31, 2021, Schill has earned 12 months of sabbatical from prior contracts. In lieu of future sabbatical credits and should Schill remain President for the full term of his contract, the university will provide an amount not to exceed \$1,000,000 for research. The

financial support shall not be used for personal payment and will conform university policy governing research support.

Misc. Additions/Subtractions

The section relating to termination for cause was updated to better clarify for cause actions by which the President can be terminated and to better clarify Schill's role in the case of termination without cause.

Board of Trustees of the University of Oregon

Resolution: Presidential Employment Agreement and Extension

WHEREAS, Michael H. Schill has led the University effectively, providing a sense of stability and a focused vision, since joining the institution in 2015;

WHEREAS, Schill has exceeded expectations on an annual basis, maintaining the institution’s status as a premier research university, made critical gains in student success and graduation rates, and secured critical advancements that support the university mission with the creation of the Knight Campus for Accelerating Scientific Impact and the Ballmer Institute for Children’s Behavioral Health;

WHEREAS, it is in the best interests of the University to establish a new employment agreement with Schill that provides for a new five year term and maintains competitive compensation rates with comparative institutions;

WHEREAS, ORS 352.096(1)(b) authorizes the Board to prescribe the compensation and terms and conditions of employment of the president of the University of Oregon (“University”);

NOW THEREFORE, the Board of Trustees of the University of Oregon hereby authorizes the Chair of the Board to enter into a new presidential employment agreement with Schill, attached hereto as Exhibit A.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Boyle		Lo	
Evans Jackman		Madison	
Fick		Murray	
Holwerda		Seeley	
Hornecker		Ralph	
Kari		Worden	

Date: _____ Initials: _____

PRESIDENTIAL EMPLOYMENT AGREEMENT

THIS AGREEMENT is entered into by the University of Oregon (“University”) and Michael H. Schill (“Schill”), each of whom is a party to this agreement (“Agreement”). The term “parties” hereafter refers to “University” and “Schill.” Upon full execution by the parties, the Agreement will be effective as of January 1, 2022.

1.0 Appointment of President; Term of Agreement

The term of Schill’s employment as President of the University commenced July 1, 2015. The term of this Agreement is five (5) years, from January 1, 2022 until December 31, 2026 (“Term”), unless earlier terminated or extended as provided in this Agreement. During the Term, Schill shall also hold the position of Professor of Law.

2.0 Duties and Responsibilities

Schill is supervised by and is responsible to the Board of Trustees of the University of Oregon (“Board”) for all matters concerning the University and is an advisor to the Board in matters of policy and administration. Schill shall exercise all powers and duties delegated to the President by the Board’s “Policy on Retention and Delegation of Authority,” and shall also exercise all other powers and duties delegated by the Board to the President. Duties include, but are not limited to:

- (a) Administration of the affairs of the University as best serves the institution consistent with Board rules, policies, and directives;
- (b) Development and implementation of the University’s academic, student service, athletic and overall institutional strategies and related plans;
- (c) Service as an ex officio member of the Board of Trustees as required by ORS 352.076, and service as a Board officer pursuant to Article VI of the Bylaws of the University of Oregon;
- (d) Reporting to the Board all significant matters within the President’s knowledge related to the University;
- (e) Institutional, faculty, and educational leadership, and the fostering of productive faculty and administration relationships;
- (f) Long-range planning and budget formulation;
- (g) Management of institution buildings, grounds and equipment controlled by the University;
- (h) Student recruitment, success and services;
- (i) Senior administration and faculty recruitment;
- (j) Appointing, supervising, promoting, and dismissing employees;
- (k) Enforcing expectations concerning compliance with NCAA rules;
- (l) Preparing rules, policies, regulations, and procedures useful to the University’s welfare;
- (m) Fundraising, development, and public and alumni relations; and,
- (n) Addressing and documenting compliance with Board-identified outcomes for each year.

3.0 Devote Best Efforts to the Work as President

3.1 Schill agrees to faithfully, industriously, and with maximum application of experience, ability, and talent devote his full business-time, attention and energies to the duties as President of the University.

- 3.2 Such duties will be rendered at the University's campus in Eugene, Oregon and at such other place or places as the Board and Schill deem appropriate for the interest, needs, business or opportunity of the University.
- 3.3 The expenditure of reasonable amounts of time for personal or outside business, as well as charitable and professional development activities, will not be deemed a breach of this Agreement, provided such activities do not interfere with the services required to be rendered to the University and Board under this Agreement. Upon written approval by the Board, Schill may serve on boards for nonprofit and for-profit corporations or other entities, to the extent permitted by law, rule and University policy. The Board will not consider any income in connection with outside activities in setting compensation under this Agreement.
- 3.4 Other than activities or services permitted by the Board or other University policies, and under Section 3.3 of this Agreement, Schill will not render services of any professional nature to or for any person, firm, or entity for remuneration other than to the University, and will not engage in any activity that would cause a conflict of interest with his duties to the University. The making of passive or personal investments and the conduct of private business affairs is not prohibited by this section.

4.0 Academic Rank and Funding

- 4.1 Upon the termination of employment as President, except for termination with cause as defined in paragraph 4.2, Schill may elect to remain a member of the University's faculty. If Schill remains a member of the University's faculty under such terms, his salary will be \$450,000 per year (9-mo), as adjusted to reflect any COLA, across-the-board, or merit increases available to faculty as well as any pay reduction programs impacting faculty subsequent to Schill's initial appointment to the faculty in 2015. Schill will be subject to the current Board and University rules and policies governing faculty employment, including award of indefinite tenure and other conditions of employment, including but not limited to those conditions of employment which are customarily set forth in a letter of appointment. Schill's appointment to a college, school, division or unit of the University shall be subject to the approval of the University Provost. For so long as Schill remains a full time member of the University's faculty post-presidency, the University will provide him with 0.5 FTE in administrative support.
- 4.2 Schill shall not be eligible to return to a position on the faculty should his employment as President be terminated "for cause" as a result of a finding by the Board of Trustees of the University, in its sole discretion, that Schill engaged in misconduct that could reasonably be deemed a felony or a crime of moral turpitude.
- 4.3 Increases in Schill's compensation as a faculty member shall be determined by the provost, consistent with then extant policies governing faculty compensation as well as any applicable collective bargaining agreement.
- 4.4 Notwithstanding anything to the contrary in this paragraph 4, upon his return to the active faculty and following any accrued leaves or sabbaticals, Schill's teaching load will be no more than two courses per year. Subject to the approval of the provost, in

consultation with the relevant dean, these courses may be taught in any academic unit that Schill chooses for which he is competent. The nature and schedule of the courses will be determined based on the university's academic calendar as well as upon the mutual agreement of the provost, the relevant dean or department head, and Schill. Schill will be expected to conduct research during the term(s) he is not teaching, which research may be conducted in Eugene or elsewhere. Schill also agrees to make himself available for consultation with his successor(s) for fundraising, and for administrative assignments that take advantage of his experience as a former president. These assignments will be made through joint agreement by the president and Schill and will not entitle Schill to additional compensation.

4.5 In lieu of future sabbatical credits that could have been earned by Schill pursuant to prior iterations of this Agreement, the parties agree as follows: Should Schill remain President during the full term of this Contract, upon the termination of Schill's service as President and assumption of his duties as a faculty member (unless such termination is "for cause" as defined by paragraph 4.2), Schill will be entitled to institutional support for research in an aggregate amount not to exceed \$1,000,000. This institutional support is to be expended within 5 years of Schill's return to the faculty and shall be accessed pursuant to a spending plan to be drafted in consultation with the dean of that school, college or unit in which your faculty position resides. Such institutional support shall conform to then-extant University policy governing research support and, unless required by law, will not be deemed taxable compensation to Schill. Schill may seek from these funds payment for the costs of engaging in research and programs related to that research but is not entitled to support that would be deemed compensation to him personally.

5.0 Salary and Benefits for Service as President

5.1 Schill's base salary will be paid in equal installments on the University's regular pay days at annual amounts as follows:

For January 1, 2022 to December 31 2022: \$780,000
For January 1, 2023 to December 31 2023: \$798,000
For January 1, 2024 to December 31 2024: \$822,000
For January 1, 2025 to December 31 2025: \$847,000
For January 1, 2026 to December 31 2026: \$872,000

5.2 In addition, Schill shall be entitled to an annual supplemental contribution to an approved retirement plan, in the following amounts, which will vest on December 31 of each year and be payable within 30 days thereof:

For 2022: \$200,000
For 2023: \$200,000
For 2024: \$200,000
For 2025: \$200,000

For 2026: \$300,000

- 5.3 If Schill remains President as of December 31, 2023, he shall be entitled to receive a retention bonus of \$250,000.
- 5.4 If Schill remains President as of December 31, 2025, he shall be entitled to receive a retention bonus of \$250,000.
- 5.5 In lieu of a University-provided vehicle, Schill will receive a monthly vehicle stipend of \$1,200 funded by the University's Foundation. By accepting the monthly vehicle stipend, Schill agrees that he is not entitled to any vehicle-related expense reimbursement when on University business or to a University owned vehicle for the discharge of his duties as President. Subject to University rules, policies, and procedures, this section does not apply when Schill requires the use of a rental vehicle for out-of-state or air-related travel.
- 5.6 Unless otherwise provided for in this Agreement, Schill will receive the same benefits as other University employees, subject to applicable changes, currently including, but not limited to, medical, dental, disability, and life insurance; retirement benefits; accrual of vacation and sick leave; and staff fee privileges.
- 5.7 The University will provide to Schill memberships as the Board deems useful to the performance of his duties as President. The University will pay monthly dues and approved business-related expenses. Schill will be responsible for any personal charges including, but not limited to, rentals, lockers, personal dining, and lesson fees incurred.
- 5.8 The University shall pay for a comprehensive annual executive physical examination by a physician of Schill's choosing. Schill shall report that this requirement has been met, but is under no requirement to disclose any results of such examination to the University. The University's commitment shall be limited to \$5,000 per year, after whatever costs are covered by Schill's University-provided health insurance.
- 5.9 Schill will be entitled to 12 months of sabbatical leave in recognition for his six and one half years of service as President as of the date of this Agreement, and shall accrue no more entitlement for sabbatical during his service as President. All sabbatical leave will be forfeited in the event that Schill's appointment is terminated for cause, as defined in paragraph 4.2, or in the event Schill elects to leave the University of Oregon prior to the completion of this contract's term. If Schill elects to take accrued sabbatical time as leave, such leave will start no later than one hundred twenty (120) days after the conclusion of his service as President and shall be payable at 100-percent of his base salary for the last month of service as President. This sabbatical leave is separately negotiated, in recognition of the Schill's inability to take a sabbatical leave during service as President, and is not subject to University rules or policies governing sabbatical leaves. A sabbatical plan is not required, nor is the approval of any University official.

6.0 Official Residence

- 6.1 As a term and condition of employment for Schill and for the benefit and convenience of the University, the University will provide Schill an official residence in which he is required to reside during his service as President. The residence will be used by Schill to conduct University meetings and events on a regular and continuing basis. The residence is located in Eugene, Oregon at 2315 McMorrان Street ("the McMorrان House").
- 6.2 Subject to the exceptions noted below, the University will maintain the official residence in good repair and pay for utilities, telephone service, cable, Internet access, and similar expenses. The University will not be obligated to pay for any damage or expense caused by the willful misconduct or negligence of Schill, his family or personal guests (normal wear and tear excepted) for which Schill is responsible. For purposes of this section, "personal guests" means those persons not invited to the residence as part of Schill's duties to host official and other University functions, whom Schill invites in an exclusively personal capacity. The University will maintain the grounds of the official residence and will, consistent with longstanding University practice, provide other staffing appropriate to the reasonable and efficient operation of the household, including de minimus support in running occasional personal errands as is reasonably necessary to allow Schill to meet the demands of his official duties. University will keep the official residence insured for fire and extended coverage and will pay for liability insurance on the property.
- 6.3 With the exception of furnishings already in the official residence or purchased for use in University related events or business, the residence will be furnished with furniture and furnishings at the cost of Schill. The cost of any insurance on the Schill's personal furnishings and contents in the official residence will be borne by Schill.
- 6.4 Schill's family will be permitted to occupy the residence under the same terms and conditions for up to ninety (90) days following (i) Schill's death or (ii) Schill's permanent disability under the terms of this Agreement. Schill and his family will vacate the residence by no later than thirty (30) days following the termination of his employment as President for any reason other than death or permanent disability.

7.0 Travel Expenses

Except as stated at Section 5.5 of this Agreement, University will reimburse Schill, and, if applicable, Schill's spouse or companion for reasonable travel expenses, hotel bills, and other necessary and proper expenses, consistent with University's rules and policies governing travel reimbursements, when Schill is travelling on University business, except that such payment will be made on behalf of a spouse or companion only when the presence of the spouse or companion is of benefit to the interests of the University. Such expenses shall be approved by the Chief Financial Officer or appropriate designee.

8.0 Expense Receipts and Documentation

Schill agrees to maintain detailed accounting records, including original documentation of all expenses provided for in this Agreement in accordance with federal and state laws and regulations and University policies and procedures. Upon appointment, Schill may request the University's Office of Internal Audit to include a review of the President's expenditures in its audit plan for the purpose of providing stakeholders assurance that expenditures are allocated

appropriately and reporting is accurate and complete. Notwithstanding the foregoing, nothing in this clause is intended to diminish the authority of the Office of Internal Audit to conduct other audits at the request of the Board, routine or otherwise, in accordance with its audit Charter.

9.0 Evaluation

Schill will be evaluated annually by the Board for performance pursuant to the Board's "Presidential Review & Evaluation Policy," which is incorporated into this Agreement by this reference.

10.0 Termination

10.1 The Board reserves the right to terminate Schill's employment for cause. For cause termination eliminates any obligation of the Board to pay Schill beyond the effective date of termination of employment as President other than such salary and deferred compensation as has vested as of that effective date. A termination for just cause shall end all of the University's obligations to Schill for future compensation as President including, without limitation, any obligations to pay deferred compensation, stipends or bonuses under section 5 of this Agreement. Schill shall retain all rights as a member of the University faculty, but shall be subject to any and all processes then available for responding to allegations of misconduct by members of the faculty. Schill's entitlement to continued employment as a member of the faculty shall be governed by paragraph 4.2 of this Agreement.

Just cause means:

10.1.1 Gross negligence or willful misconduct including, but not limited to, acts of fraud, misappropriation of funds or University assets, or gross negligence.

10.1.2 Commission of a felony or a misdemeanor involving moral turpitude;

10.1.3 Material violation of this Agreement which causes substantial harm to the University and which is not remedied after thirty (30) calendar days' written notice thereof to Schill; and

10.1.4 Prolonged absence from duty for a period of thirty calendar days or longer without Board or University consent and which absence is not due to illness or disability.

10.1.5 Knowingly engaging in conduct that conceals from the University or protects the conduct of other university personnel where such conduct would itself fit the definition of "just cause" as set forth above.

10.2 The Board reserves the right to terminate Schill's employment and this Agreement prior to its expiration, without cause, upon thirty (30) calendar days' of prior written notice to Schill. In the event the Board terminates this Agreement and Schill's employment as President without cause, the University will pay Schill his then-current, annual base salary plus associated benefits for one year from the effective date of the termination, together with all bonuses and benefits accrued under this Agreement up until the termination. During this one year post termination, Schill shall be assigned projects and duties by the

Provost and the Chair of the Board of Trustees or his or her designee, appropriate to support the university and a transition of leadership. At the conclusion of this one year, Schill may exercise those sabbatical rights he accumulated during the first six years of his tenure as president or return to the faculty pursuant to the terms of Section 4.1.

10.2.1 If in the interest of the University, Schill may be reassigned to other duties until the effective date of the termination of this Agreement without cause. Under no circumstance will the University be liable for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of the University's termination of this Agreement without cause. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that termination of this Agreement by the Board without cause prior to its expiration may cause loss to Schill which is extremely difficult to determine with certainty. The parties further agree that payments made based on the foregoing by the University and acceptance thereof by Schill will constitute adequate and reasonable compensation to Schill for any loss and injury suffered and are not intended to be a penalty. Any amounts payable to Schill under this section will be reduced by the amount of Schill's earnings from other employment during the period which payments under this section are paid, if applicable.

10.2.2 Should the University terminate Schill as President without cause, Schill shall retain all rights and privileges he then enjoys as a member of the faculty, including those set forth in section 4 of this Agreement.

10.3 This Agreement and Schill's appointment as President may be terminated by Schill's resignation, upon Schill providing the Board Chair with thirty (30) calendar days' advance written notice of such resignation. Upon the effective date of Schill's resignation, Schill will not be entitled to any future compensation or benefits as president other than such salary earned and deferred compensation that has vested as of that date and except as set forth in the University's various benefit plans with respect to vesting and rights after termination of employment.

10.4 In the event of Schill's death during the term of this Agreement, his employment and this Agreement will immediately terminate on the date of his death. Schill's estate will receive all benefits to which it is entitled pursuant to the University's insurance plans in which Schill enrolled.

10.5 If Schill becomes permanently disabled during his employment as President, this Agreement and his employment will terminate effective on the date of his permanent disability and Schill will receive all benefits to which he is entitled pursuant to the University's insurance plans in which Schill enrolled. For purposes of this Agreement, "permanent disability" will mean that in the opinion of a qualified medical professional jointly selected by the University and Schill (or in the event of Schill's incapacity, the person designated in his power of attorney or other duly authorized representative) that Schill is unable to perform the essential functions of the job for a period of six continuous months, with reasonable accommodation (as such term is defined in 42 U.S.C. § 12111(9), as amended, and in the common law interpreting the same).

11.0 NCAA Compliance Expectations

As President, Schill has an affirmative obligation to cooperate fully in any NCAA infractions process, including the investigation and adjudication of a case. Should Schill be found in violation of NCAA regulations he is subject to disciplinary or corrective action as set forth in the provision of the NCAA infractions process.

12.0 Severability

If any provision of this Agreement is determined to be void, invalid, unenforceable or illegal for any reason, it will be ineffective only to the extent of such prohibition and the validity and enforceability of all the remaining provisions will not be affected thereby.

13.0 Modification

This Agreement may not be modified or extended except by written instrument signed by Schill and authorized by the Board.

14.0 Entire Agreement

This Agreement contains the entire understanding of the parties, and there are no representations, warranties, covenants, or undertakings other than those expressly set forth herein.

15.0 Prior Agreements

This Agreement cancels and supersedes any and all prior agreements entered into between the parties.

16.0 Indemnification

To the extent permitted by Article XI, Section 7 of the Oregon Constitution, the provisions of the Oregon Tort Claims Act, and the University's Bylaws, the Board will indemnify Schill and hold him harmless against legal fees, expenses, judgments and other financial amounts incurred while serving in his capacity as President of the University. Schill will continue to be indemnified subsequent to the termination of his employment as President with respect to acts or omissions occurring while he served as President.

17.0 Waiver

No delay or failure to enforce any provisions of his Agreement will constitute a waiver or limitation of rights enforceable under this Agreement.

18.0 Governing Law; Forum

This Agreement will be interpreted and construed in accord with the laws of the State of Oregon, without regard to the principles of conflicts of laws. Any lawsuit or claim arising from this Agreement will be brought and conducted solely and exclusively within the Circuit Court of

Lane County for the State of Oregon; provided, however, if a lawsuit or claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon.

19.0 Counterparts

This Agreement may be executed in one or more counterparts, each of which will be deemed an original but all of which will constitute but one of the same instrument. Signatures delivered by facsimile and by email will be deemed to be an original signature for all purposes, including for purposes of any applicable Rules of Evidence.

20.0 Applicable Laws and Regulations

All provisions of this Agreement are subject to the laws of the State of Oregon and, unless otherwise stated, the rules, policies, and internal management directives of the University.

IT IS SO AGREED:

DATED this _____ day of _____, 2022:

Michael H. Schill

Charles M. Lillis, Chairman

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Agenda Item #7

Enterprise Risk Management and Organizational Resilience

Enterprise Risk Management and Organizational Resilience

Board of Trustees, University of Oregon

May 20, 2022

Presented by:
André Le Duc, Chief Resilience Officer and
Associate Vice President, Safety and Risk Services



1

Presentation Overview

- Global Risks and Impacts on Education Sector
- 2022 Risk Exposure Matrix, Quadrant Map and Definitions, Heat Map
- Risk Assessment Coordination with Internal Audit



2

2022 Education Industry Opportunity for Resilience

April 2022
Marsh USA, Inc.

Provided by:
D Jean Demchak
US Education Leader
Marsh USA, Inc.

A business of Marsh McLennan

3

Global Risks Overview

Global risk categories and surveyed risks

Economic	Environmental	Geopolitical	Societal	Technological
<ul style="list-style-type: none"> Asset bubble burst in large economies Collapse of a systematically important industry Debt crises in large economies Failure to stabilize price trajectories Proliferation of illicit economic activity Prolonged economic stagnation Severe commodity shocks 	<ul style="list-style-type: none"> Pollution-driven harms to human health Biodiversity loss and ecosystem collapse Climate action failure Extreme weather events Human-made environmental damage Major geophysical disasters Natural resource crises 	<ul style="list-style-type: none"> Collapse of a multilateral institution Fracture of interstate relations Geopolitization of strategic resources Interstate conflict Geoeconomic confrontation State collapse Terrorist attacks Weapons of mass destruction 	<ul style="list-style-type: none"> Collapse or lack of social security systems Employment and livelihood crises Erosion of social cohesion Failure of public infrastructure Infectious diseases Large-scale involuntary migration Pervasive backlash against science Severe mental health deterioration Widespread youth disillusionment 	<ul style="list-style-type: none"> Adverse outcomes of technological advances Breakdown of critical information infrastructure Digital inequality Digital power concentration Failure of cybersecurity measures Failure of technology governance





Definition: "Uncertain events or conditions that could cause significant negative impact for several countries or industries within the next ten years"

Source: World Economic Forum, Global Risks Report 2022

4

4

What risks have emerged in the Education space?

 Erosion of Social Social dynamics and media: Higher education is at the forefront of social awareness and change, with DEI and ESG strategies in place	 Reshaping Workforce Economic distress linked to demographic shifts will disrupt student enrollments as well as the faculty and staff workforce. Furloughs, reduction in force, shift in role expectations created new anxiety with mental health concerns.	 Digitization of Operations Immediacy of change to remote workforce and delivery of education brought unprecedented challenges for higher education. Demands on untested IT infrastructure opened up academia to ransomware and hacking, political attacks via digital platform with new consideration of safety	 Campus Safety Redefined Traditional safety programs on campus were sorely tested during the pandemic with new expectations of health care for traditional academic environment. Clinics, covid testing sites, vaccinations, cleaning of facilities – all joined together for a new safety support.
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5

Strategic Enterprise Risk Management and Compliance Committee (SERMC)

The committee is advisory to the President and has the following charge:

1. Develop tools and processes to actively identify, evaluate, and manage university risks
2. Ensure that systems and processes are in place to provide accountability for compliance with the University's legal and policy obligations
3. Encourage communication, problem-solving, and collaboration across divisions, units, and departments



6

SERMC Members

- Vice President, Finance and Administration and Chief Financial Officer
- Vice President for Research and Innovation
- Vice President for Student Life
- Vice President for Student Services and Enrollment Management
- Vice President for University Communications
- Vice President for University Advancement
- Vice President and General Counsel to the University
- Vice President for Equity and Inclusion
- Director of Intercollegiate Athletics
- Executive Vice Provost for Operations
- Chief Resilience Officer and Associate Vice President for Safety and Risk Services
- Chief Human Resources Officer and Associate Vice President for Human Resources
- Chief Information Officer
- Chief Internal Auditor
- Associate Vice President for Business Affairs and University Controller
- Associate Vice President, Director of Financial Aid, Enrollment Management
- Assistant Vice President, Chief of Staff, Enrollment Management



7

Risk Exposure Matrix (REM) Overview and Definitions



UNIVERSITY OF
OREGON

Safety and Risk Services

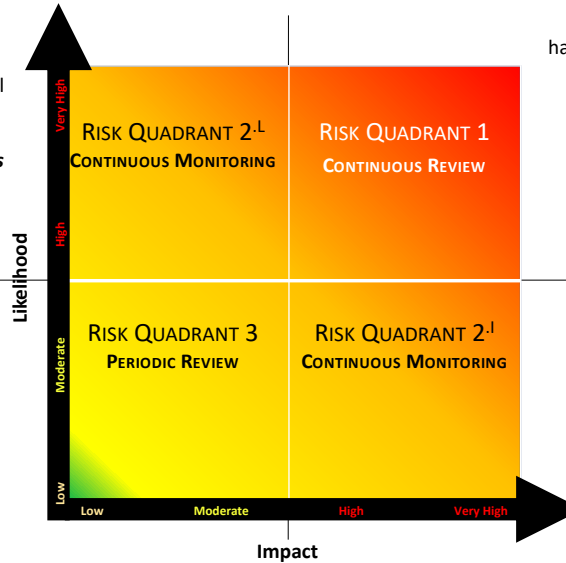


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Risk Exposure Matrix: Quadrant Definitions

Conditions or risk exposures that have a **Very High / High** likelihood of occurring but have the potential for a **Moderate / Low** impact on the University's ability to achieve its mission and require **Continuous Monitoring** and actions to reduce exposures.

Conditions or risk exposures that have the a **Low / Moderate** likelihood and potential to have a **Low / Moderate** impact on the University's ability to achieve its mission and require **Periodic Review** and actions to reduce exposures.



Conditions or risk exposures that have a **High / Very High** likelihood of occurring and also have potential **High / Very High** impact on the University's ability to achieve its mission and require **Continuous Review** and actions in reduce exposures.

Conditions or risk exposures that have a **Low / Moderate** likelihood of occurring but the potential for a **High / Very High** impact on the University's ability to achieve its mission and require **Continuous Monitoring** and actions to reduce exposures.



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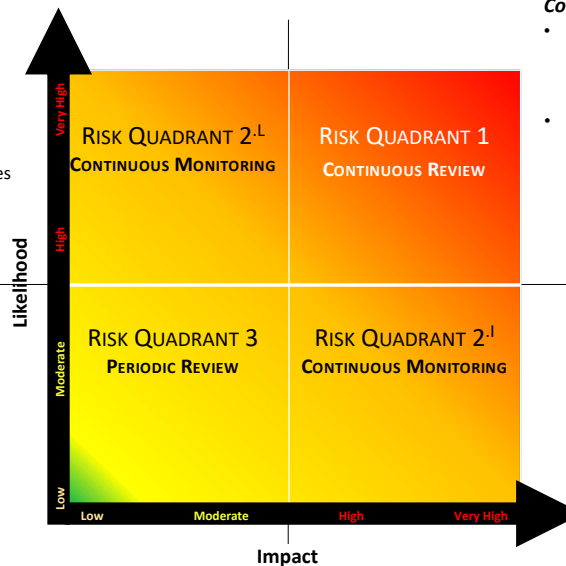
Risk Exposure Matrix: Quadrant Actions

Continuous Monitoring

- Risks are mitigated by a position(s) responsible for monitoring risk exposure.
- Annual risk review and recommendations, including industry trends and proven practices for mitigation.
- Subject to in-depth review by Internal Audit

Periodic Review

- Annual risk review and recommendations, including industry trends and proven practices for mitigation.
- Risks are monitored periodically by management and Internal Audit based on implemented controls, ability to control or mitigate the risk, and changes in exposure regulatory requirements.



Continuous Review

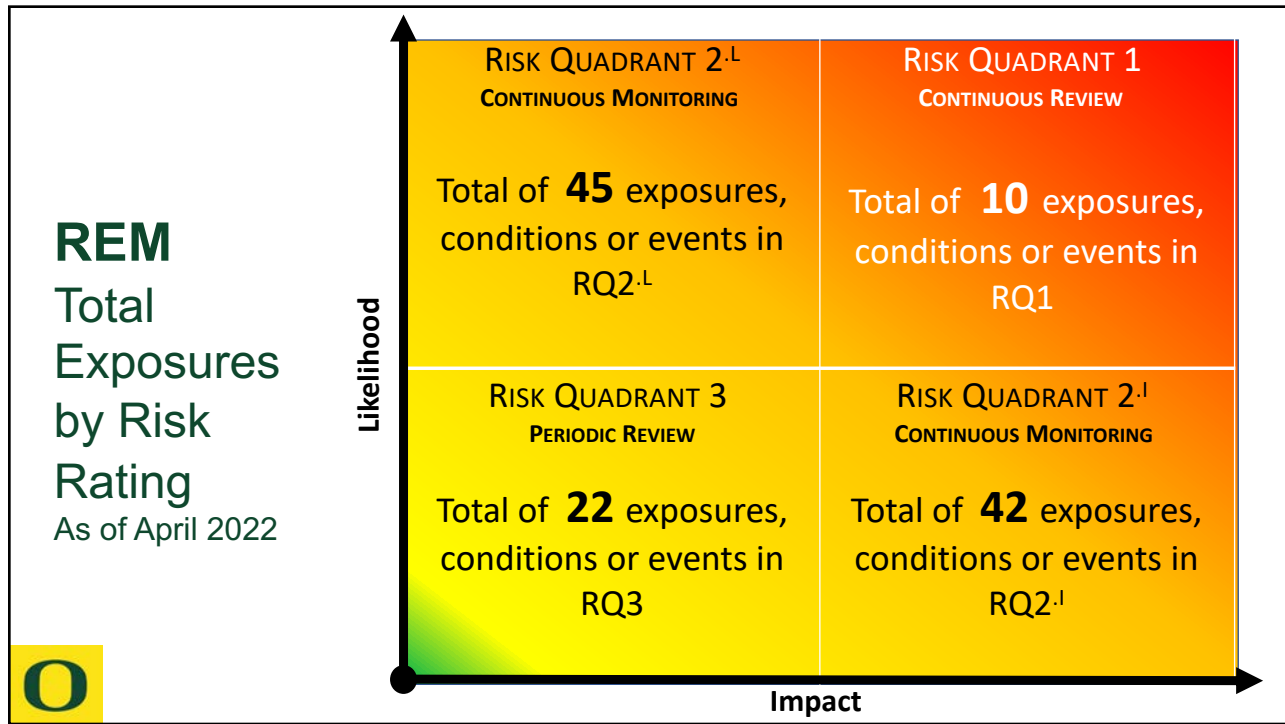
- Risks are considered in all strategic institutional decision-making including risk tolerance to balance risk with opportunities.
- Annual risk review of current operational mitigation efforts and landscape of risk. Changes in the exposure are documented and strategies documented to mitigate or control changes.

Continuous Monitoring

- Risks are mitigated by a position(s) responsible for monitoring risk exposure.
- Annual risk review and recommendations, including industry trends and proven practices for mitigation.
- Subject to in-depth review by Internal Audit



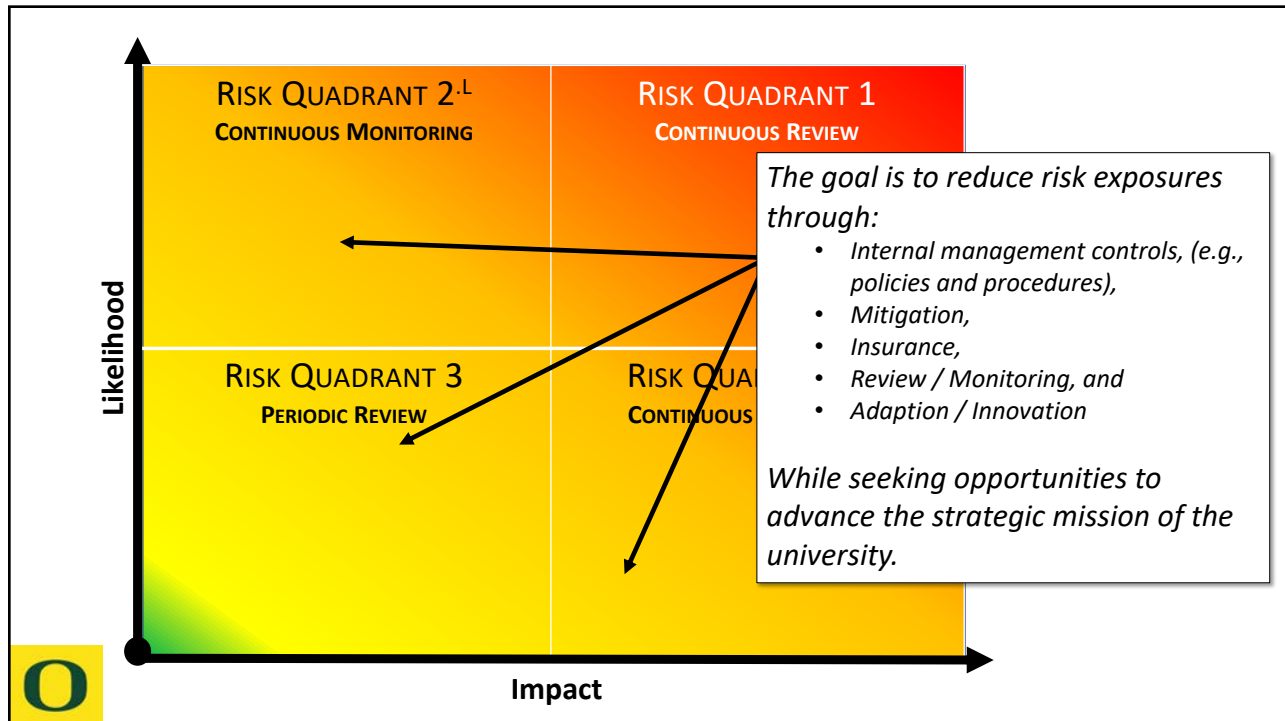
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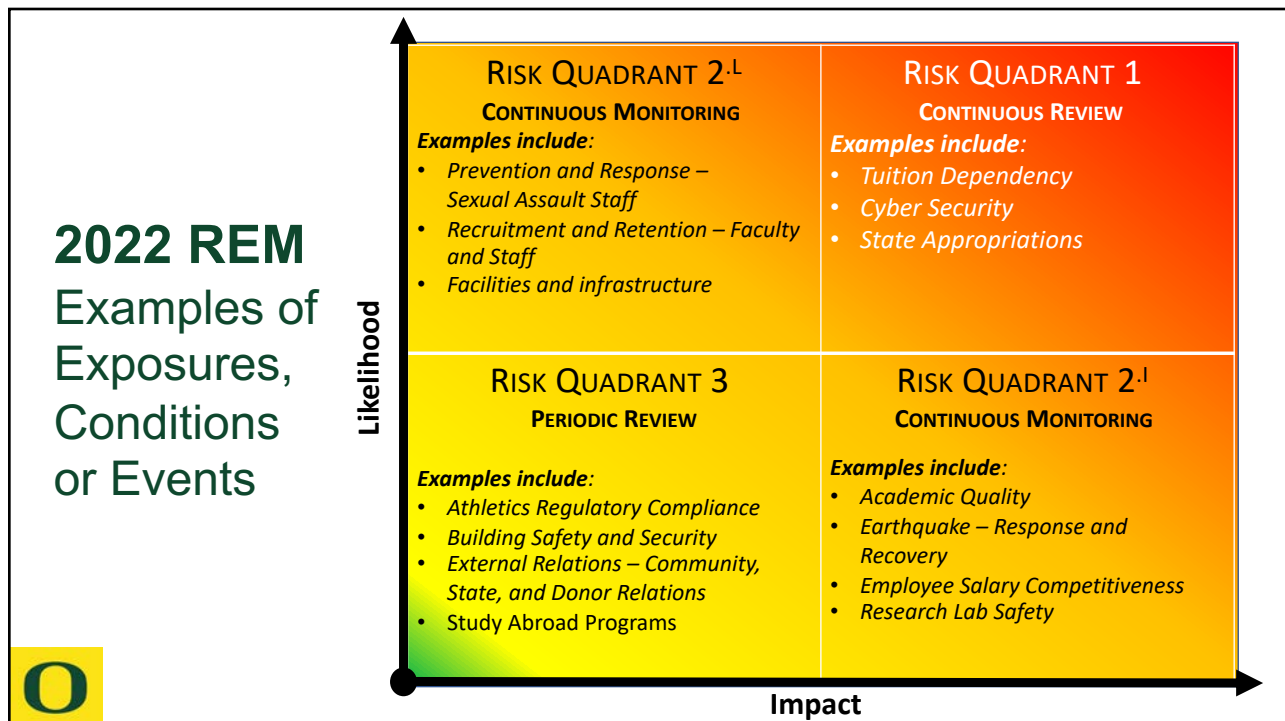
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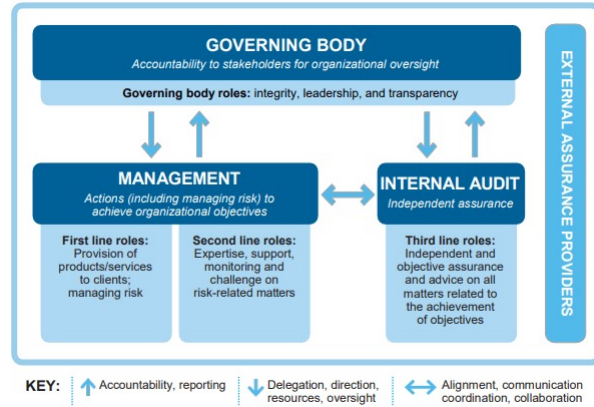


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UO Risk Review Process Three Standards of Review

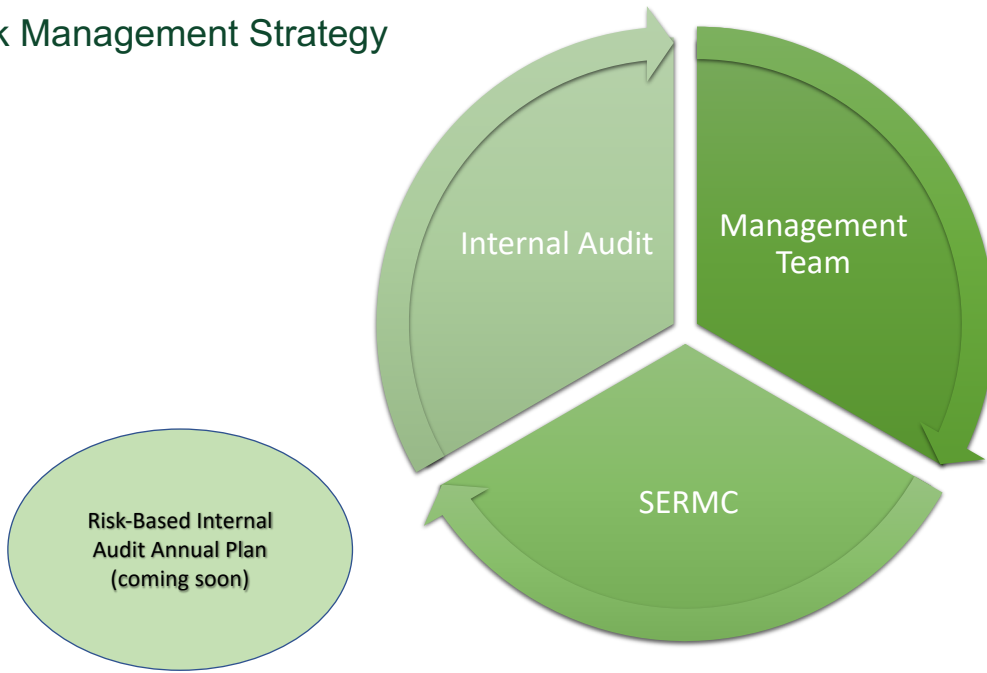
- **First:** Annual review by senior leadership, or management review
- **Second:** SERMC review, including updates to the risk register
- **Third:** Independent and objective review by the Office of Internal Audit.

The IIA's Three Lines Model



15

Risk Management Strategy



16

Questions



Agenda Item #8

World Athletic Championships Oregon 22 Academic Engagement



World Athletics Championships Oregon22

In hosting the World Athletics Championships Oregon22 at Hayward Field, the University of Oregon will have an unprecedented opportunity to showcase a flagship, public university that continues to evolve and innovate in an unwavering pursuit of excellence. In all that we do to host the world championships, the institution's top priority will remain serving students and fulfilling the core mission of teaching, discovery and service. We will seek to leverage the event to enhance the physical campus and reputation of our world-class institution. The university looks forward to welcoming the world to campus, the Willamette Valley and Oregon as the championships are held in the United States for the first time.

Objectives

- Use significant moments as catalyst to improve the university's reputation, boost enrollment among key targets, increase alumni participation and philanthropic support
- Provide meaningful research, scholarship and experiential education opportunities for faculty and students
- Show stakeholders throughout the state how investment leads to world class experiences that can only happen because of the University of Oregon
- Leverage the championships to improve university infrastructure
- Demonstrate that Hayward Field is the finest track and field venue in the world and should serve as the venue for major future events
- Demonstrate how the university can be engaged in international events and leverage them for sustained university programs and lasting benefit

Audiences

- Internal
 - Faculty
 - Staff
 - Students
- External
 - Prospective Students and Parents
 - Alumni and Donors
 - Aspirational Peers and Prospective Faculty
 - State of Oregon: Citizens and Legislators

Goals

- Enhance and support the operations of the championships
- Leverage the championships to meet the university's goals and emerge with tangible benefits

Faculty and Research

Improving Wildfire Smoke Planning

A broad network of researchers are using the world championships as a catalyzing event to advance research and practice around wildfire smoke. The work will enable better detection, prediction, planning and response to smoke and support efforts by track and field event organizers provide a safer experience for fans and athletes.

The air quality initiative will further the capacity for longer-term response planning and resilience by improving researchers' understanding of how individuals respond to local smoke events, leveraging ongoing related work at the UO, and forming new partnerships.

Researchers and agency officials involved in wildfire research, incident management, public health and other overlapping areas are increasing efforts toward sharing data, exchanging best practices and creating new partnerships. The result will be better, more localized information about smoke and improved preparedness when the next wildfire or smoke event occurs.

In addition to the PurpleAir device installed in Hayward Field by the UO, World Athletics installed a rapidly deployable wireless device known as a Kunak system that allows monitoring of different air pollutants. Designed specifically to monitor the impact of air quality during sports events and to help evaluate improvement actions, it helps organizers design appropriate policies to protect the health of athletes. The organization has made air quality one of six focus areas of its sustainability strategy. World Athletics has committed to installing 1,000 sensors at athletic tracks throughout the world to help maintain healthy standards for athletes and fans. Just like the wildfire smoke project, their aim is to better plan for events and provide a safer experience for fans and athletes. World Athletics has partnered with the University of Oregon, to expand their air quality research focus to include examining the effect of large-scale events on the community. The goal is to use the environmentally-focused way the university puts on events as a model for event planning around the world. Sport have regularly been used to move sustainability initiatives forward and air quality is the latest in that trend.

Women in Sport

The Sport and Wellness Initiative is capitalizing on the world's media attention and legacy projects of USATF and World Athletics to demonstrate thought leadership by leveraging existing opportunities at national and international forums like the Collective Think Tank as well as developing new channels for programming and working with media partners to elevate exposure. A variety of research projects and student opportunities are being developed and enhanced including brand development for female student athletes. A first of its kind program for female student athletes features a series of faculty-led engagements to help women harness their voice, build their brand, take advantage of NIL opportunities and work toward effectively using their platform for causes they believe in.

In partnership with World Athletics and USA Track and Field, a Women's Sports Summit will be held on the UO campus during the world championships. The event will include several facilitated panels on topics like economic empowerment, the importance of women in leadership roles in sport, coaching, business, journalism; health, wellness, injury prevention and recovery. Additionally, World Athletics and member federations will discuss and make commitments to address gender equity issues within the sport including coaching, officials and administrative leadership.

Human Performance

Human Physiology is working with World Athletics Health and Science on a conference on endurance medicine will take place during the World Championships. The Wu Tsai Human Performance Alliance will hold their leadership meeting on the UO campus during the World Championships.

College of Design

Institute for Policy Research and Engagement has been employed by Travel Oregon, Travel Lane County and ODOT to develop strategies to promote alternative modes of transportation for visitors to access recreational destinations throughout the state – reducing the likelihood of traffic, overcrowding and a poor visitor experience. The Institute was also employed by City of Eugene to conduct a project consisting of primary research on different sectors of businesses within Oregon to understand their perceptions, awareness, and actions towards the World Athletics Championships Oregon22. The project explores primary research into businesses of different sectors, primarily in Eugene, but not limited to neighboring regions, to understand businesses' awareness and perceptions of the event, plans for action to maximize the exposure Eugene will receive from the event, and strategies businesses could use to leave a lasting impact and legacy for Eugene and the region after the event is over.

Michael Geffel, Landscape Architecture, has collaborated with UO Campus Planning and Facilities Management on an adaptive management experiment for a portion of the North Campus Riverfront. This field experiment researches how “drift mowing” can allow for meadow succession to occur while still controlling Himalayan Blackberry. During the pandemic, the FCPL established a lab in Lawrence Hall and purchased a drone to monitor the riverfront field experiment. Drones are used extensively in agribusiness as well as in landscape architecture. This investment in technology allows the FCPL to develop aerial photos, create 3d site models, and visualize plant communities by their infrared reflectance. In 2020, the riverfront was used for a summer studio led by Michael Geffel and David Buckley Borden. As part of that course, the site was surveyed. While many of the meadow species are “non-native,” the presence of pheasant and red fox indicate that structural diversity is catalyzing ecological regeneration. The Land Lab is adjacent to the city of Eugene's new River Front Park which will be home to a public fan festival during the World Athletics Championships Oregon22. The team is planning to install Land Lab 22, an exhibition to showcase mowing, meadow, drift and wildflower installations in conjunction with the festival and Travel Oregon's Pavilion location.

Student Experiential Learning Opportunities

Envoy program

Building off successful similar programs at US hosted Olympics, international conferences hosted at UO and a similar program during the 2014 IAAF World Junior Championships, the Envoy program, working with Global Engagement has more than 200 students including first year students who are in the GE ARC. Students serving as World Championships Envoys are matched with each World Championship delegation (205 federations from every country in the world). Envoys have been selected based on language proficiency and/or connection to the country of the delegation. Envoys will provide daily support throughout the championships, acting as guides and cross-cultural interpreters. In addition to arrival welcome and check in assistance the envoys will facilitate tours of campus and the region, logistical aid, cross-cultural support and showcase the hospitable and welcoming nature of the University of Oregon and broader community as well as showcasing the global nature of the university. Participants will be on the ground with the delegations for the duration of their time in Oregon, serving as an auxiliary member of their team. As part of their training, envoys are enrolled in a 2-term (3 for first year students) course focused on language, cross-cultural engagement, group management, event coordination, service-oriented hospitality, troubleshooting and priority triage during the 2021/2022 Academic Year. They will also participate in specialized training through World Athletics.

Internships

Graduate interns from PPPM are working on projects connected to the Envoy Program and directly with WCH Oregon22 on community and fan engagement.

Student Athlete interns are plugged into summer projects with WCH Oregon22, are supporting the Envoy program and are actively engaged with Women in Sport events and programming.

Interns are working with the city of Eugene on the Riverfront Festival.

A donor-funded program in the Warsaw Sports Marketing Center has placed graduate interns in a variety of roles within WCH Oregon22, providing them with hands-on experiential opportunities. 15 students are getting hands-on experience planning, organizing, and marketing major sporting events—experience that will enable them to pursue their dream careers and not available just anywhere.

School of Journalism and Communication

In a unique partnership with World Athletics Productions (the international broadcaster which will be seen by more than 1 billion people around the world), leadership and faculty are providing a series of opportunities for students in class, through student agencies, internships and more.

- Opening credits completion: UO students are currently producing the opening to the World Athletics Productions broadcast. Students will receive cash awards and the winner will have his/her production aired around the world.
- Track Media Bureau: under the leadership of Lori Shontz, students will provide research support, write, photograph, film packages covering elements of the world championships; develop social media content, serve as interns with international broadcasters and more.
- Documentary production: the spring documentary course is focused on producing several documentaries related to track and field.
- Media content development: In partnership with World Athletics Productions, students, faculty and young alumni will be developing content to be used by the 3000 members of the world's media for use during the thousands of hours of international broadcast. This is the first time student-produced content will be used for this international event and the first time the university has a direct portal to provide content for air during a high-profile event.

Arts, Culture and Community


School of Music and Dance

Students and faculty from the School of Music and Dance have been engaged to perform at many events connected to the World Championships.

Faculty are providing leadership in the community River Front Festival serving as a hub to connect community arts and music groups, breaking down long held town and gown barriers.

Museum of Natural and Cultural History

The Museum of Natural and Cultural History will be featuring a special exhibit *Natural Athletes: Track & Field Champs of the Animal Kingdom* and will be hosting a booth inside the secure perimeter to raise awareness among fans. The MNCH is also engaged with Travel Lane County's Champion World Hosts program which aims to inspire community members to become excellent hosts and deliver positive, meaningful visitor experiences.



WORLD ATHLETICS
CHAMPIONSHIPS
OREGON 22

July 15-24, 2022

1

**University of Oregon
Opportunities**



O UNIVERSITY OF
OREGON

2

Objectives

- Use significant moments as catalyst to improve the university's reputation, boost enrollment among key targets, increase alumni participation and philanthropic support
- Provide meaningful research, scholarship and experiential education opportunities for faculty and students
- Show stakeholders throughout the state how investment leads to world class experiences that can only happen because of the University of Oregon
- Leverage the championships to improve university infrastructure
- Demonstrate that Hayward Field is the finest track and field venue in the world and should serve as the venue for major future events
- Demonstrate how the university can be engaged in international events and leverage them for sustained university programs and lasting benefit



3

Goals

- Enhance and support the operations of championships
- Leverage the championships to meet the university's goals and emerge with tangible benefits



4

Select Research Projects

- Improving Wildfire Smoke Planning
- World Athletics Air Quality Initiatives
- Women in Sport
- Sport and Wellness Initiative
- Landscape Architecture: Land Lab



5

Select Student Experiential Learning Opportunities

- Envoy Program
- Warsaw Sports Marketing/WCH Oregon22 Internship Program
- Student Consulting Groups and Internship Programs
- SOJC
 - World Athletics Productions Opening Credits Competition
 - Track Bureau
 - Allen Hall Media Experience
 - Content Development



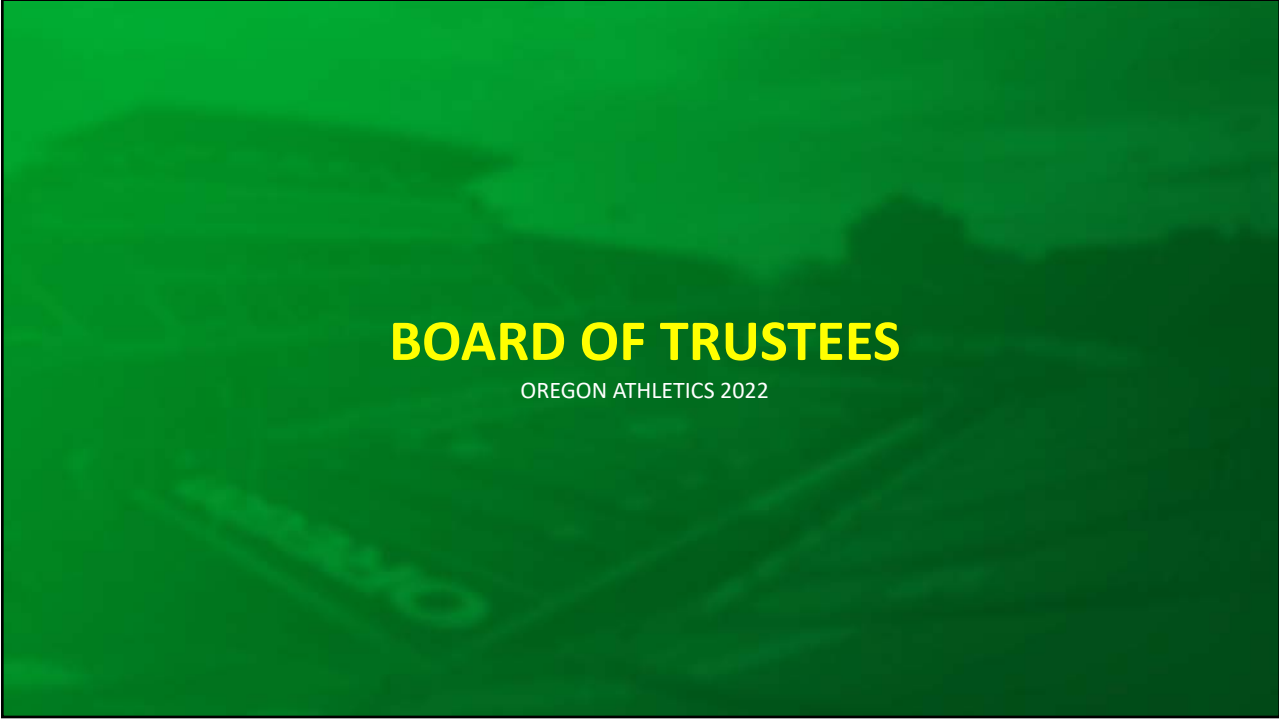
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Questions

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Agenda Item #9


Intercollegiate Athletics Overview



1

CURRENT LANDSCAPE

Transfer Portal
 Name, Image, Likeness (NIL)
 NCAA Transformation



2

TRANSFER PORTAL – THE HISTORY

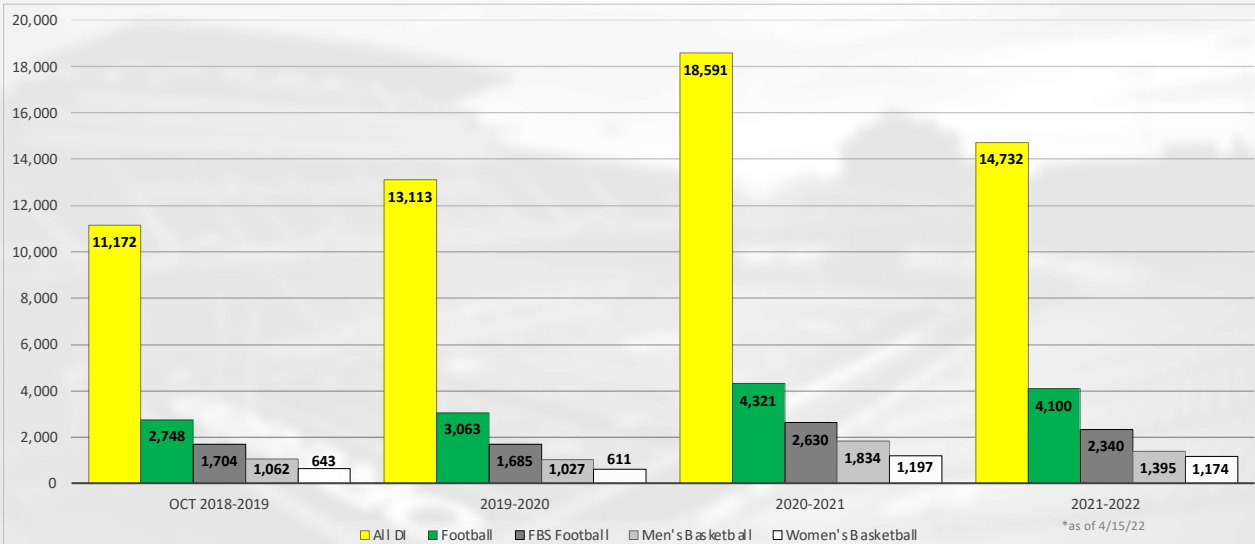
OCTOBER 2018 - Transfer portal was established.

APRIL 28, 2021 - One-time transfer exception became what it is today.

- All sports now have access to this exception.
- Deadline was established for written notification of transfer for all sports.
 - For fall and winter sports – May 1; for spring sports – July 1.

3

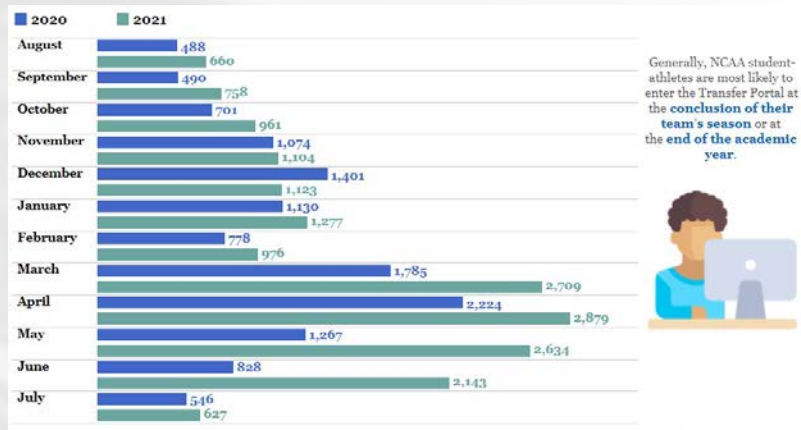
TRANSFER PORTAL – THE NUMBERS



4

TRANSFER PORTAL – THE NUMBERS

Entries into transfer portal by month



Note: The Transfer Portal launched Oct. 15, 2018. Because the transfer portal was not active for a full year in 2018-2019 only 2020 & 2021 are depicted above.

TRANSFER PORTAL – THE NUMBERS

SportSource Analytics
@SportSourceApp

In the last 365 days, 8,273 players have entered the [#TransferPortal](#) across FBS/FCS/DII/DIII.

✔ This is a 61.7% increase over the previous 365 day period (5,117 players).

To put this in context, there were 3,921 first-year freshman on FBS college rosters in 2021.

[#CFB](#)
4/15/22, 6:03AM

NAME, IMAGE, LIKENESS

NCAA: No pay for play

NCAA: No recruiting inducements

Follow States NIL laws (Oregon Senate Bill 5)

Permits use of a professional services provider for NIL activities

NIL earnings must be for work actually performed

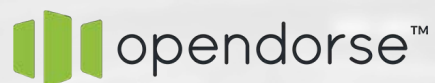


7

NAME, IMAGE, LIKENESS – DISCLOSURES

OREGON STUDENT-ATHLETE DISCLOSURES

*July 1, 2021 to April 28, 2022



719 total disclosures
total \$2,066,000+
avg. per disclosure \$2,873



8

NIL – THE REPORTED DEALS



©iStockphoto.com

PLAYERS & TEAM EARNINGS
Stay At Noah's: Oregon Athletes Get New Airbnb Property

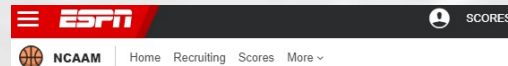
FEB 16
Division Street To Launch Exclusive, Tinker Hatfield-Created NFT Collection To Benefit Oregon Student-Athletes

Division Street's NFT platform 'Ducks of a Feather' will launch with 120 unique, one-of-one NFTs accompanied by a physical pair of special edition Nike Air Max 1

CBS | NCAA FB HOME SCORES SCHEDULE STANDINGS RANKINGS

Coaches worry tampering, inducements, 24/7 free agency have turned transfer portal into Wild West

The portal is a massive benefit to college athletes, but coaches believe some adjustments must be made



NIL agent says Miami hoops star Isaiah Wong will enter transfer portal if NIL compensation isn't increased

COLLEGE

Big Money Donors Have Stepped Out of the Shadows to Create 'Chaotic' NIL Market

Less than a year into the NIL Era, officials say the college sports landscape is dramatically shifting back into the booster-driven world that plagued it decades ago.



NCAA TRANSFORMATION – THE TIMELINE

Nov. 8-Dec. 15, 2021

The Constitution Committee completes first draft, reviews feedback, works on updated drafts and finalizes its recommendations to the NCAA Board of Governors.

Jan. 20, 2022

Association-wide vote on the new NCAA constitution at the 2022 NCAA Convention.

Summer 2021

The Constitution Committee is formed.

Jan. 7, 2022

Revised NCAA Constitution draft shared with members.

Jan. 20-Aug. 1, 2022

NCAA Transformation Committee formed and charged with developing recommendations consistent with the new constitution.

NCAA TRANSFORMATION – THE CHARGE

“The Transformation Committee is charged with developing a set of Division I Commitments, Regulations and Obligations that **directly address key issues impacting the experience for member institutions and student-athletes.**”

1. Student-athlete experience
2. Regulatory structure
3. Impact of direct financial support to student-athletes
4. Membership
5. Governance

THANK YOU

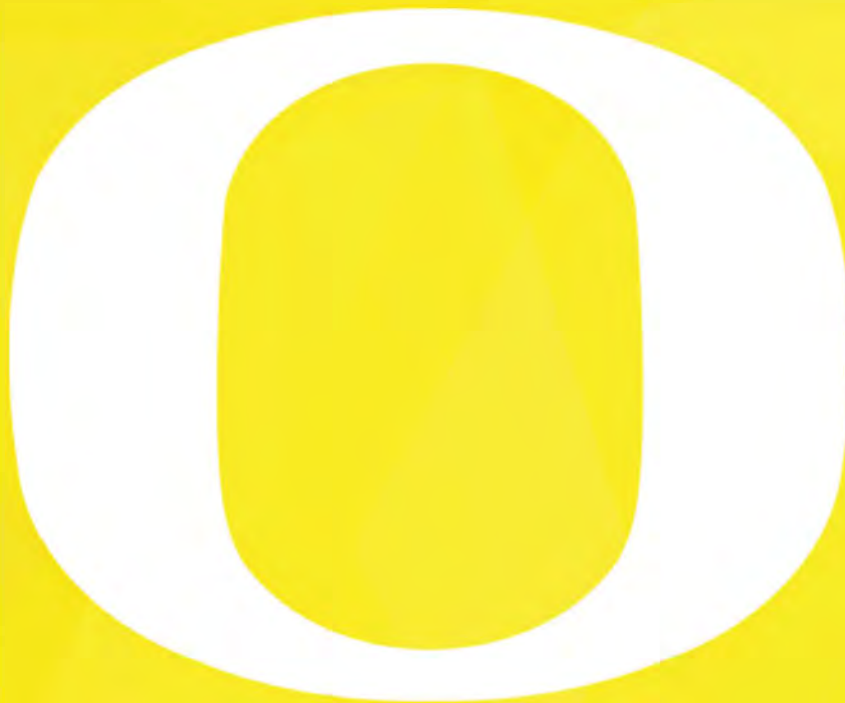
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Agenda Item #10

College of Education's Institutional Plan for Educator Equity in Teacher Preparation

EDUCATOR EQUITY IN EDUCATOR PREPARATION INSTITUTIONAL REPORT

SPRING 2022



UNIVERSITY OF
OREGON

College of
Education

Prepared by the Office of the Dean, College of Education, University of Oregon
Submitted to the Higher Education Coordinating Commission

Board of Trustees Meeting Material
May 2022 | Page 192 of 271

Supporting the Educator Pathway in the University of Oregon College of Education

Educator Equity Report (Submitted May 2022)

Background

The College of Education at the University of Oregon (UO COE) has a long history of considering concepts related to diversity, equity inclusion and social justice in the work that we do. These considerations are present in our instructional curriculum, our research, our partnerships, and are reflected in our national rankings. Over the course of our six-year journey into translating our research and our instructional knowledge-base into institutional and organizational action around diversifying the teacher workforce, we have explored a number of strategies that continue to drive our forward momentum.

Because of our history and body of work in this area, our first efforts were related to amassing and consolidating that work into a cohesive repository that lists the strategies that are currently in place in our faculty's pedagogy, curricular content, practices, and research. By our third submission we were able to begin including active strategies that we, as a college, intentionally are now in the process of implementing and or expanding across programs (in particular teacher preparation programs) in our college.

In 2020, along with the rest of the world, we recognized that in spite of our best intentions, our high rankings, positive graduation rates, and our resulting successes in passive recruitment, we had not yet created an environment that recognized and truly supported inclusivity or fostered a sense of belonging for all students. While our survey data remains predominantly positive, beyond systematic survey data, our students spoke up, through faculty confidants, anecdotal feedback, and through contributions on our advisory boards to let us know that in spite of our academic successes, students from historically marginalized and/or underrepresented populations still experience feelings of isolation, of being unheard,

isolated, hyper-visible, invisible, ignored or undervalued. It was important for us to acknowledge as an institution that regardless of the number of experiences, the accumulation of these experiences in our students of color marks the need for our continued, accelerated, and focused efforts towards retention in our college.

Shift to Retention Focus

While we continue to engage in ongoing recruitment improvements (in our admissions processes, our registration practices, marketing and communications practices, along with the development of high-quality content within our individual programs, and, in the last year, the hire of a part-time recruiter dedicated to supporting and developing a recruitment plan specific to focusing on the unique needs of a highly diverse incoming cohort), in recent iterations, we have turned our attention squarely to retention.

Unlike recruitment, which can exist unsupported for a period of time by relying on long-standing metrics like reputation, location, or alumni success, retention is highly correlated in real-time with the quality of our students' experience. In particular, for colleges of education, retention is frequently based on the quality of a student's clinical experience, their academic mentoring, their perception of the quality of their faculty's training and curricular content, and their sense of belonging and connection in their academic experience. While recruitment activities allow us to communicate our strengths aspirationally to students who may not yet have spent time in the setting, retention brings a certain urgency as it requires us to actively demonstrate our strengths to students who interact with us regularly over the duration of their program and who evaluate us according to the truth of their own experience.

For the purposes of this report, we refer to retention broadly as the net quality of a student's experiences in their teacher preparation program regardless of whether they complete the program or not. In other

words, the presence of opportunities to thrive. The majority of candidates who begin in educator licensure programs in the UOCOE, do go on to complete the licensure program as illustrated in Table 1 below. And although some candidates may choose to exit the licensure pathway and complete the degree only option, very few students opt to exit the program. Nevertheless, as stated in previous reports, we strive to continuously do better in our work across the multiple areas that impact student experience to ensure that our growth in creating a positive and welcoming experience into the field of education remains dynamic and responsive and has a tangible and positive impact on our students, our graduates, our junior professionals in the field, and their K12 charges. We and our students are holding us to an ever-higher standard of excellence to prepare them for an increasingly complex and intersecting educational landscape.

Table 1: Retention Data as Defined by Program Exit Trends

Program	Metrics	2017-18 Cohort		2018-19 Cohort		2019-20 Cohort*	
UOTeach Elementary	Candidates	40	100.0%	40	100.0%	40	100.0%
	Licensed	36	90.0%	36	90.0%	37	92.5%
	Degree only	3	7.5%	2	5.0%	0	0.0%
	Currently Enrolled	1	2.5%	1	2.5%	3	7.5%
	Exited Program	0	0.0%	1	2.5%	0	0.0%
UOTeach Mid-High	Candidates	61	100.0%	51	100.0%	52	100.0%
	Licensed	56	91.8%	43	84.3%	47	90.4%
	Degree only	1	1.6%	1	2.0%	0	0.0%
	Currently Enrolled	0	0.0%	3	5.9%	5	9.6%
	Exited Program	4	6.6%	4	7.8%	0	0.0%
Special Education K-12	Candidates	19	100.0%	12	100.0%	12	100.0%
	Licensed	18	94.7%	11	91.7%	2	16.7%
	Degree only	0	0.0%	0	0.0%	0	0.0%
	Currently Enrolled	1	5.3%	1	8.3%	10	83.3%
	Exited Program	0	0.0%	0	0.0%	0	0.0%
Early Intervention/Early Childhood Special Education**	Candidates	13	100.0%	15	100.0%	15	100.0%
	Licensed	11	84.6%	10	66.7%	7	46.7%
	Degree only	1	7.7%	1	6.7%	0	0.0%
	Currently Enrolled	0	0.0%	2	13.3%	8	53.3%
	Exited Program	1	7.7%	2	13.3%	0	0.0%

*Data are not yet complete for the 2019-20 cohort; the special education programs are completed over two years.

**The Early Intervention/Early Childhood Special Education program recently increased access to its program through virtual delivery to working professionals; these candidates complete the program over a longer timeframe.

University of Oregon, College of Education Educator Equity Planning

This UOCOE Educator Equity Plan describes the work that is completed, underway, and planned towards ensuring the successful retention of our teacher candidates of color and towards Oregon’s shared goal of diversifying and thereby further strengthening Oregon’s educator workforce through recruitment, retention, and graduation of candidates who identify as Hispanic or Latino, Black or African American, American Indian or Alaska Native, Asian, or Hawaiian or Other Pacific Islander.

Funding timeline for UOCOE Activities

The HECC Guidance on Plans that was provided to Oregon’s public Educator Preparation Programs (EPPs) in March 2022, accurately differentiates the years the EPPs have been actively engaged and reporting on their activities from the years of funding associated with this initiative in Oregon. (A visual summary of the funding as distributed to individual EPPs to date is provided in Figure 1.) It is true that while planning and discourse around the need to diversify Oregon’s educator pathway has been underway for many years, state funding to support this complex problem is recent and is being shaped in part by the activities of Oregon’s EPPs in both their research-driven contributions, their practical application, and their instructional contributions driven by local need and context.

Figure 1: ODE Funding Timeline for EPPs

2019		2020	2021	2022	2023	2024
\$0	\$83k		\$150k (150)		TBA (150k or more)	
Plan2		Plan3		Plan4		Plan5

History of Activities

Between 2018 and 2020 the UOCOE submitted [two comprehensive plans](#) that focused on both recruitment and retention goals and that were designed to develop a consolidated awareness of current activities in

our college while identifying resources, strengths, and goals that maintained our momentum. In 2022, this ongoing inventory/stock-taking continues to accompany the evolution of our identity as we ourselves grow via our personal and professional development, the recruitment of students who lead us in serving them, and through the hire of faculty and staff from diverse backgrounds who change the face and climate of our institution with their own research, social and intellectual contributions, and lived experiences. The 21 strategies identified in those early reports and that are ongoing currently are also included in Appendix A of this report.

Between 2020 – 2021 the UOCOE was grateful to receive \$83,000 in funding from the state of Oregon (via the HECC and EAC) to begin to intentionally drive some of the promising strategies that had been identified via our internal inventory. The strategies targeted for funding are summarized in [the 2021 Educator Equity report](#). Until receipt of state funds in this area, our activities were funded by either general fund, donor funding, and/or other sponsored opportunities. In spite of the two predominant areas of need¹ identified in our prior reports related to student accessibility, in 2020 we elected to focus on student access as it related to cost of attendance. As a result, the bulk of the 2020 – 2021 funds were used to support student scholarships for students in the program(s) who identified as BIPOC, had experienced financial hardship, or who were identified as not having their financial needs met by funding provided by the university. Additionally, a smaller portion of the funds were used to support the cost of a part-time recruiter dedicated to creating an authentic line of communication between prospective students from historically marginalized or underrepresented populations and our college's programs. This liaison/recruiter role was intended to ensure successful connections at the time of application and to

1. ¹ The need for increased **educational access** and opportunities for students from culturally and linguistically diverse backgrounds who are underrepresented in the teaching workforce. And
2. The need to provide a **welcome, equitable, and inclusive learning environment** for all students who choose the UOCOE as their educational home.

facilitate students' positive transitions into the care and support of the faculty and staff in their program of study. Finally, some of the funds were used to provide remuneration for recent graduates to serve on an advisory panel to provide feedback to the college's teacher preparation programs based on their own experience as junior professionals in an educator profession.

Table 2 shows the summary of expenditures of the 2020-2021 funding.

Table 2: Summary of Expenditures for 2020 - 2021

College of Education Expenditures	Budget
Student Scholarships	\$66,357.02
Recruiter / Mentor	\$8,403.61
BISOC committee annual support	\$780.00

Impact

A snapshot of enrollment trends for all students and for educators of color in teacher programs in light of these activities over the past 5 years and ongoing is shown in Appendix B. A review of trends across that appendix show the following main findings:

Enrollments: Teacher training programs have shown a demonstrated increase in the racial and ethnic diversity of enrolled students. In fall 2015, 16% of students identified as Hispanic or Latino, Black or African American, American Indian or Alaska Native, Asian, or Hawaiian or Other Pacific Islander. While this percentage peaked at 32% in fall 2018, it was 28% in fall 2021.

Comparison to Oregon Educators and High School Student Graduating rates: During 2019-2020, only 10.8% of teachers in Oregon identified as Hispanic or Latino, Black or African American, American Indian or Alaska Native, Asian, or Hawaiian or Other Pacific Islander in comparison to 38.5% of Oregon's students

[see Oregon's Educator Equity Report, pg.13]. Although the percentage of educators who identify as Hispanic or Latino, Black or African American, American Indian or Alaska Native, Asian, or Hawaiian or Other Pacific Islander at the University of Oregon is over double that of the current workforce, more work needs to be done to mirror Oregon's student population and to ensure that the rates continue to remain strong and the experience of these educators continues to be one of value and growth.

Practices and Strategies: Work Ahead and Underway

For 2021 – 2023 the UOCOE is grateful to have recently received \$150,000 in funding from the state of Oregon (via the HECC and EAC) to continue focusing our goals and identifying consistent ways to meet both the goals and the spirit of this work. The 2021-2023 EPP Educator Equity Plan Grant Planning Template is included as an addendum at the end of this plan, and describes the activities we have proposed for the remainder of the funding period. These activities are in process now and are discussed further in the sections that follow.

Overview

In the 2021-2022 academic year, the UOCOE formed its first intentional Community of Practice (CoP) workgroup dedicated to bringing together voices from each of the UOCOE's educator preparation programs with the intent of discussing and supporting shared initiatives for college teacher preparation with facilitation from local partner Education Northwest. This small move in the college marked an important turning point in the UOCOE's progress as we strive to bring together the many multifaceted areas of equity and social-justice-focused discourse in the UOCOE educator preparation programs for the benefit of all.

The decision of the CoP over the course of the initial meetings in Winter and Spring of 2022 was to continue the focus on educator/teacher candidate retention by investing in our college's educator preparation community in two strategic ways: (1) the development of a cohesive learning community across: faculty / staff, students, cooperating professionals, and vested community members around our collective stance in support of antiracism, equity, and inclusion that would inform our students' clinical experience, academic mentoring, faculty training and curriculum; and (2) the development of a cohesive community of support and networking solely for student educators from historically marginalized backgrounds in the form of affinity groups supported by experienced educator mentors.

Strategy 1: Cohesive Learning Institutes

In 2022, the UOCOE teacher preparation programs will be using HECC funding to engage in a coordinated effort to realize our shared values in equity and inclusion. UOCOE faculty and staff, teacher candidates, cooperating professionals, and community mentors will be invited to participate in discourse around equity, inclusion, anti-racism, and social justice in higher education training as well as in their K-12 teaching and learning, that will be provided by national trainers who are versed in supporting educator communities like ours in developing learned skills into practical and practiced application.

Status: UOCOE procurement process for consultants is underway. UOCOE is reviewing proposals from consultants across the nation who will work in concert with the expertise and skill already present in our program's faculty and staff, many of whom themselves are national experts² in these areas and who will also be critical in shaping our shared efforts.

² <https://education.uoregon.edu/faculty-books>

The requests for proposals that describes the nature of our collective request, is included in Appendix C and includes a description of our intent to engage in discourse around and the practical application of:

- Recognition of personal implicit / explicit bias.
- Restorative justice, conflict mediation, and resolution.
- Critical understanding of both uses and misuses of data as a tool for assessing equity and outcomes.
- Cultural humility.
- Anti-racism.
- Engaging in difficult conversations.
- Conscientious use of inclusive terminology.
- Culturally responsive curriculum development, pedagogy.
- Recognition, elimination, and prevention of micro/macro aggressions in and out of educational spaces.
- Climate survey construction and analysis.

Who is leading implementation: The implementation of Strategy 1 (Cohesive Learning Institutes) is being led by our Community of Practice (which consists of faculty from three UOCOE educator programs and college equity and inclusion director and leadership). The Cohesive Learning Institutes in our college will be implemented by national consultants agreed on by the Community of Practice. Because the focus of this work is on our educator community there is no specific activity assigned to other University offices, however, we may identify items in our focused discussions that would be ideal to incorporate into more universal graduate school or undergraduate surveys.

What connections exist with other regional or statewide initiatives: Consultants that will be invited were solicited from Oregon community partners such as Region 16 and the Western Regional Educator Network, who have shared goals and activities in these areas and who have also contracted for similar experiences within their networks. The alignment of our work and learning to other ongoing and similar work among Oregon educators serves to further contribute to cohesiveness among our shared goals in achieving educator equity in the state of Oregon.

Strategy 2: Affinity Spaces with UOCOE mentor supports

One of the concerns shared by many of our students from historically marginalized groups at the UOCOE is the feeling of being the “only one”, the only student of color in their group or class. This hypervisibility can stifle a student’s willingness to participate fully in the academic and social experiences provided at the institution. Providing opportunities for students to participate in academic and social activities without the burden of representing an entire population has proven helpful at the UOCOE in beginning to address an issue that is gaining national and research attention and which is ideally addressed by increasing institutional diversity. To address this issue, since 2018 the UOCOE UOTeach program has been hosting affinity spaces dedicated to supporting students from historically marginalized groups and providing them with a community space to both communicate freely within “safer” spaces, and to provide students with opportunities to seek out and identify the specific resources that could support their successful navigation of their educational environment. These spaces have flourished in the UOTeach program which is the largest of our college’s teacher preparation programs. Students participating in affinity-based activities in the UOCOE have indicated feelings of safety, the ability to “be themselves”, the ability to discuss issues that are unique to their lived-experience, and to trouble-shoot specific experiences among a group of similarly-minded peers.

Who is leading implementation: Strategy 2 (Affinity Groups) will be led by the CoP with guidance from a cadre of community mentors consisting of invited faculty (TTF and Career), staff (OAs and classified), cooperating professionals (pro-tems, supervisors, cooperating teachers in partner districts, alumni nationwide) representing the diversity of the COE student population and who are invited and incentivized to support the groups. Mentors will be provided with resources to assist students in (a) understanding and navigating the experience for personal and professional growth, (b) connecting them with other college (or training site) resources, (c) adjusting elements of the experience to effect change – if that is needed, and (d) supporting them as they learn to support K12 students and other colleagues navigating similar experiences. This will occur via discourse and engagement that is authentic and accessible for the population. To achieve this, the UOCOE will utilize the content taken from the 2022 Modules / Institutes (developed with these funds) and other relevant content to enhance and expand the design of our current UOTeach-specific affinity groups to include students from across all of our educator preparation programs to best support the racial and ethnic diversity across our programs. At present four groups are proposed: All Educators of Color, Educators identifying as Black, Educators identifying as Latinx, and one other to be determined by the needs of the college. During the implementation of this strategy we will look for opportunities to link to other similar regional entities that can support our candidates. Proposed expenditures for these activities are listed in Table 3.

Table 3: Proposed Expenditures for 2021-2023

Category	Item	Schedule	Amount
Educator Preparation Community Institutes			
Consultant	Coordinated training across ~4 topic modules	10/1/2022 – 12/15/2022	\$53,000
Materials (Broad)	Subscription / book (~300)	10/1/2022 – 12/15/2022	\$15,000
Supports (Broad)	Lunch or other (~300)	10/1/2022 – 12/15/2022	\$15,000
		Total	\$83,000

Educator Preparation Student Affinity Groups			
Support Personnel for 3 – 4 groups	Support for 12 – 15 mentor / facilitators	10/1/2022 – 6/15/2023	\$28,800
Supports (Broad)	Lunch or other (~100)	10/1/2022 – 6/15/2023	\$15,000
Consultant / Facilitator	Stipend for a facilitator to support development of UOCOE mentorship guidance	10/1/2022 – 12/15/2022	\$4,000
Additional Mentor activities	Budget for mentor support (e.g., coffees)		\$5,200
		Total	\$53,000

UOCOE Community of Practice			
Personnel	5 UOCOE participants in HECC provided training	10/1/2022 – 6/15/2023	\$5,000
		Total	\$5,000

Specific Measurable Goals

Student Survey Data: To engage in this work, the community of practice has agreed to focus on actively responding to student perception data that is collected as part of a student's typical experience by the UO, by the UOCOE, and as an educator candidate in Oregon.

Student Focus Group Data: In addition to existing data from formalized surveys, we hope to actively respond to student feedback that is provided by alumni newly operating as educators in the field as well as current students experiencing the program.

Survey Data. Because our goal is to improve the students' clinical experiences, academic mentoring experiences, faculty training in culturally responsive pedagogy (as well as student perceptions of faculty training), we will focus on the elements of existing student surveys that most closely capture actionable concepts of climate and satisfaction. For those not captured by survey or not sufficiently actionable, we will utilize qualitative data as derived from the student experience. See Appendix D for a selection of questions taken from the GradSERU student survey administered to all graduate students exiting the UO after a program of study. This survey captures several critical climate and experiential questions that relate directly to a student's experience and an early review of these data from other programs in our college reveal tangible feedback from our students.

Additionally, we hope to use results of the Oregon Association of Colleges for Teacher Education (OACTE) to measure our progress. The OACTE survey is given to all teachers in their first year in the field. The survey is completed by district personnel. While the survey is not disaggregated for EPPs by racial or ethnic data, general and actionable concepts emerge in the qualitative responses provided by our cooperating partners.

Focus Group Data. In 2020 the university of Oregon instituted a BIPOC Student Alumni committee to allow recently graduated students from teacher preparation programs in the UO to share freely about their experiences while they were students in UOCOE programs and to provide insight, input, and recommendations for future students based on those experiences. The committee consisted of 6 alumni representing 3 programs. Three to four members attended regularly. Committee members identified as Latinx, Asian, and multi-racial and linked their experiences to their race when relevant. All committee members were employed in educational institutions. All were offered compensation for their participation on the committee. Over the course of 2020 – 2021, three meetings were held. During discussion, committee members shared actionable details about their program experiences. A summary is provided here.

Recent graduates suggested that there is a need for:

- More guidance around navigating a new job and negotiating benefits as well as the nuances of entering the field as “change agents” who must interact with senior decision-makers who already have alternate perspectives. Students felt that their onboarding trainings into their professional settings was comprehensive and valuable and covered contemporary expectations that were missing from UO programming.
- More comprehensive training and support around diversity, equity and inclusion. Our focus group spoke of coming face to face with hunger, poverty, and lack of resources and not feeling equipped to respond. While there was significant programming on and around these topics, students felt that much of their training over-emphasized certain populations and suggested the need for more guidance around general diversity, with a focus on the self-awareness and pedagogical approaches that incorporate inclusivity through humility for serving all students.

- Additionally, students were concerned that while overly competent in some areas, they were less competitive in others and cited deficits in certain academic models and a lack of a basic frame of services and more autism-specific interventions.

In addition to providing useful and actionable information for the UOCOE, this functional focus group reported feeling valued and heard by having the opportunity to reflect on their experiences in a small group and conduct a retrospective evaluation of their programming from within the context of their professional settings. Additionally, committee members appreciated the compensation for their time and found it to be an important indicator of their authentic participation. They reasoned that unpaid negative responses could be construed as bitterness, but they pointed to the “brutal honesty” of their responses as evidence that the payment had not skewed their interest in providing constructive feedback. The ongoing replication of a group like this will be critical to our ongoing self-evaluation.

Reference timeline for implementation of strategies

Table 4 is included to show the timeline and plan for progress over the course of the implementation of the two focus strategies. The UOCOE will remain in contact with state partners as planning evolves.

Table 4: Reference Timeline for Implementation

Strategy	Primary* Participating Programs	Participating Group	Supporting Group	Activity Plan	Evaluation plan	Sustained Improvement plan	Activity Start Date	Activity End Date
Cohesive Learning Community (Institutes)	UOTeach, Special Education, Music	UO students, UO faculty, Cooperating Professionals, Community partners (alumni)	Hired consultants	4 trainer-led PD sessions, Interactive materials, Reflection	As advised by the Institute	Reading groups to inform ongoing application and learning	Early September 2022	Mid-December 2022
Cohesive Support Community (Affinity Groups)	UOTeach, Special Education, Music	Students	Mentors: UO faculty, Cooperating Professionals, Community partners (alumni)	Facilitated bi-weekly sessions, Meals, Discussion Topics	Survey data	Reading groups to inform ongoing application and learning	Early January 2023	Ongoing

Note: The School Psychology Program, and current students in the Administrator Program will also be invited

Other work

In addition to the two strategies and the collection and use of actionable data that will be the primary focus for the 2021 – 2023 HECC funding, we point out that there are many ongoing activities that are also worthy of recognition and attention as we expand our efforts towards these goals. Among them, (1) Sapsik'watá's ongoing cohort-based support program which embeds affinity philosophy into its academic structure (described here below); (2) and the UOCOE's ongoing support of the Lane County arm of the Pathways program.

Sapsik'wałá The Sapsik'wałá program is in its 20th year of operation. Our success to date, including a 98% completion rate since 2002, can be attributed to offering program participants three types of Indigenous community: Consortium, Cohort, and Communities of Practice.

The consortium of the nine federally-recognized Tribal Nations and the UO is an Indigenous-based cultural partnership that respects and supports Indigenous self-determination in education. This consortium meets quarterly to review progress of our current cohort and recently graduated cohorts, to advise program personnel on how best to serve students and Oregon Tribal communities, and to assist in educating state agencies about the way policies affect the AI/AN teacher pathway. Program staff worked in collaboration through the admission process with our Tribal Advisory Council members as well and we are pleased with the high quality and quantity of applications we received. We also took the initiative to compete for and win external funding to support a long-term recruitment plan. Our Grow Your Own (GYO) project encourages AI/AN high school and undergraduate students to consider an educator pathway. This project also engages our alumni, who serve as mentors in the GYO project

The UO COE educates pre-service teachers in cohorts so that they can learn together, share problems that arise in classroom teaching, and solve those problems together in a supportive, collegial environment.

Sapsik'wałá students form a cohort within the more general teacher education program cohort in order to provide more focused support on becoming strong Indigenous teachers of AI/AN students.

The heart of the Sapsik'wałá program is the development and maintenance of an Indigenous community of practice. AI/AN tenure-track professors of Indigenous Education, Dr. Michelle Jacob and Dr. Leilani Sabzalian, create a community of practice for students through Indigenous language education, seminars, guest speakers, events, and advisement that address the unique issues that arise for Indigenous students

and teachers in the workplace. In these communities, students learn from each other, build a professional identity, and find moral support, inspiration, and opportunities for career growth.

Additional programmatic information about Sapsik'wałá and the UOCOE's other educator preparation programs is included in Appendix E.

Closing and Moving Forward

Across all educator preparation programs in the UOCOE increases in the number of individuals identifying as being from a racial, ethnic, or linguistic group that has been historically marginalized or underrepresented continues to move incrementally with some backward change as well as some upticks. It is our hope that in spite of the many factors that influence an individual's decision to attend college, invest in graduate study, and enter the field of education in Oregon, our concerted efforts in self-examination and the creation of truly inclusive spaces will serve as a catalyst to raise awareness, interest, and appeal to potential educators to join this community. We remain optimistic that these efforts will have an immediate impact on the cohorts in 2022 and 2023 as well as a lasting impact to educator cohorts well into the future.

APPENDIX A: COE Enduring Strategies

Strategy 1: Procure funding designated for educator preparation, with funds earmarked for students from underrepresented groups or matriculating from programs like the minority teacher Pathways in Education Lane County

Strategy 2: Facilitate Alaska Native / American Indian COE students' participation in the Future Stewards Program; a joint effort between the UO and federally recognized Oregon tribes to fund NA/AI students' education.

Strategy 3: Offer multiple admissions program deadlines to increase applicant pools and expand enrollment capacity

Strategy 4: Offer more courses that use different modalities (e.g., on-line, hybrid) to meet the needs of an increasingly diverse student body

Strategy 5: Deliver programs and courses in targeted geographic regions to increase educational access to underrepresented groups.

Strategy 6: Develop new courses and degree programs with other UO academic units.

Strategy 7: Provide opportunities for faculty to feature their disciplinary expertise in areas of diversity, equity, and inclusion.

Strategy 8: Expand program and curricular offerings that prepare graduates to serve culturally and linguistically diverse communities

Strategy 9: Create partnerships with Oregon high schools to offer college preparatory classes that serve our communities and strengthen our post-secondary pipeline

Strategy 10: Create best practice toolkits for faculty and staff hiring and advancement to guide inclusive and equitable practices

Strategy 11: Facilitate COE faculty and staff participation in professional development and advancement programming (e.g., UO Faculty Fellows retention and advancement program; employee resource group programs)

Strategy 12: Expand recruitment/advertisement efforts of faculty and staff positions

Strategy 13: Implement a review of core curricula for pedagogical practices and curricular content that promote culturally responsive instruction and inclusive learning environments.

Strategy 14: Facilitate faculty and Graduate Employees (GE) use of the UO Teaching Engagement Program (TEP) to develop their pedagogy and course content.

Strategy 15: Create Graduate Employees (GE) orientation, training, and supervision efforts with relevant campus units to advance GE instructor competencies

Strategy 16: Implement a review of key student learning and performance assessments for bias

Strategy 17: Coordinate with other UO units to improve the accessibility, quality, and centralization of student academic advising, tutoring, and career development services.

Strategy 18: Insure accessibility and availability of academic resources (i.e., program information, funding opportunities)

Strategy 19: Provide learning environments that are inclusive and connect students with peers and faculty.

Strategy 20: Develop global partnerships that allow students to study in different languages and cultures.

Strategy 21: Encourage, support and facilitate the instructional, research, outreach, and service excellence in all of our faculty.

APPENDIX B: Students in the UOCOE Change over Time

Note: The UOCOE adheres to the University of Oregon standard of data practice that suppresses sensitive data (such as demographic data for race, nationality, language status, and other identifying information) that could render an individual or group identifiable. As a result, some of the data are rolled up for the purposes of this report.

Table 1: 2018-2019 Oregon High School Graduating Class Ethnic Diversity / Goal for Oregon Teacher Enrollees to Mirror HS Graduating Class Ethnic Diversity (2020 Oregon Educator Equity Report)

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latinx	Native Hawaiian or Pacific Islander	White	Multi-Racial
2018-2019 Graduating HS 5-year Cohort	1.4%	4.8%	2.30%	20.8%	.7%	64.4%	5.75%

Table 2 shows that compared to 2017, applications, admissions, and enrollments for both Masters and Doctoral programs have had a net increase. However, a closer inspection of the trends from year to year over the past year shows an unsteady trend with greater increases in the percentage of doctoral students of color admissions than in Masters. And with general decreases from Fall 2020 to Fall 2021. By degree, more growth in percentages of SOC occurred in the college in our Doctoral programs than in our Masters.

Table 2. UOCoe Admission and Incoming Enrollment Trends for Students of Color by Degree Type 2017 – 2021

Degree		Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021			5 year change
		N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	
Masters	Applied	748	166	22%	626	175	28%	554	145	26%	569	152	27%	752	187	25%	3%
	Admitted	371	93	25%	352	103	29%	364	97	27%	391	114	29%	373	107	29%	4%
	Enrolled	213	51	24%	221	73	33%	207	52	25%	232	71	31%	218	64	29%	5%
Doctoral	Applied	389	115	30%	346	97	28%	321	87	27%	258	82	32%	409	137	33%	4%
	Admitted	80	19	24%	76	20	26%	62	18	29%	44	14	32%	49	18	37%	13%
	Enrolled	57	15	26%	45	16	36%	37	11	30%	34	12	35%	37	12	32%	6%

Note: Percentages are based on the number of students that applied.

Table 3 shows that between 2018 and 2021, the UOCoe began to see a plateau in the enrollment of graduate students of color overall.

Table 3. Percent Graduate Students of Color Enrolled in UOCoe from Fall 2017 to Fall 2021(ir.uoregon.edu)

Academic Year	N	n of SOC	% of SOC
2017	504	132	26%
2018	522	158	30%
2019	525	160	30%
2020	525	165	31%
2021	499	151	30%

Table 4 shows the graduation rates by program of all students in three Teacher Preparation programs within 4 years. Some drops between the 2013 and 2015 cohort trends began to return to 2013 rates in 2017. Our special education program has seen some steady growth in cohort graduation trends between 2013 and 2017 cohorts with a peak in 2015. As with any graduate program, not all students who enter the program will decide to continue through to graduation.

Table 4. UOCoe Teacher and Leadership Master’s Student 4-year Graduation Rates by Program

Master’s Program	% 2013-14 cohort	% 2014-15 cohort	% 2015-16 cohort	% 2016-17 cohort	% 2017-18 cohort
Curriculum Teaching	95.00%	94.20%	88.30%	97.50%	95.00%
Curriculum Teacher Ed	100.00%	88.90%	100.00%	100.00%	100.00%
Special Education	84.40%	86.20%	100.00%	91.30%	94.60%

Note: Rates reflect graduation rates within 4 years of matriculation.

Table 5 shows aggregated data across all programs. For the UOCoe graduate degrees awarded for students of color. In general increases in both number and percentage of students graduating from graduate programs since 2017. Though these numbers encompass all COE programs they are reflective of our teacher preparation trends as well as shown in table 6.

Table 5. Students of Color as Percent of UOCoe Graduate student graduates from 2017 to 2020

Academic Year	N	n of SOC	% of SOC
2016	217	51	24%
2017	230	56	24%
2018	252	67	27%
2019	254	74	29%
2020	278	88	32%

Table 6 shows the percent of students of color who applied, percent of those students of color who were admitted, and the percent of those students of color who ultimately enrolled in one of the three UOCoe teacher preparation programs. Over the past five years, these three programs have received anywhere from 22 - 29% SOC in their applications and anywhere from 23 – 32% SOC in their ultimate enrollments. While we saw modest gains between 2018 and 2020, there were reductions in Fall 2021. However, a 5% change between Fall 2017 and Fall 2021 is noted. In order to achieve 38.5% overall in the next four years, to match the ethnic diversity of Oregon students, our programs will need to increase by a minimum of 10.5% (or 2.625% per year over the next four years). Because increases at this rate would not ultimately account for any projected growth in the state populations between now and 2026, our annual recruitment and enrollment targets for SOC will have to exceed that minimum.

Table 6. Percent Students of Color Applied, Admitted, or Enrolled in UOCoe Teacher Preparation Programs from fall 2017 to fall 2021

Program	Degree	Student Status	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021			5 year change
			N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	
Teacher Training	Masters	Applied	268	59	22%	212	59	28%	206	59	29%	220	63	29%	226	59	26%	4%
		Admitted	210	51	24%	183	52	28%	184	53	29%	201	60	30%	200	52	26%	2%
		Enrolled	141	32	23%	127	41	32%	121	31	26%	137	44	32%	142	40	28%	5%

Note. Percentages are based on all students that applied, were admitted, or enrolled. Teacher Training includes the Curriculum and Teaching, Curriculum and Teacher Education, and Special Education master’s students. Not all Special Education master’s students pursue licensure. Doctoral counts are not included here as not all doctoral students pursue licensure.

APPENDIX C: Professional Development Needs Summary

Educator Professional Development Needs in Equity and Inclusion, University of Oregon, College of Education

Request for Proposals, March
2022

Background

The University of Oregon's College of Education (UOCOE) educator community engages in continuous growth and improvement in our research, our academic content, our pedagogy, our service to community, and social justice causes to contribute to global scholarship as well as to support the recruitment of diverse faculty and student members and perspectives to our community. As we engage in this work, we also recognize the need for continuous development in our personal and professional journeys in equity and inclusion. To move this portion of our growth forward, we seek partners with lived experience, learned experience, and research experience to join us in support of our continued learning.

Need

The UOCOE, is seeking a professional development contractor or consultant to serve as a partner to provide professional development training to members of the UOCOE educator preparation community.

Members of the UOCOE educator preparation community include:

- **Students** who are training to become educators
- **Faculty and critical staff** who train and support students academically and in their field experiences
- **Cooperating professionals** who open their classrooms and professional spaces to our students in order for them to expand their learning
- **Alumni and members of the local educational community** who serve as formal and informal mentors to our current and newly graduated students

The Professional Development partner will assist us in creating a positive educational “climate of learning and being” that anticipates and outpaces the needs of our educational community. The ideal Professional Development partner will be skilled in supporting institutions in retention, radical inclusion, belonging, and encouraging open-minded communication.

The UOCOE would like to further our joint community learning in any or all of the following and related areas:

- Recognition of personal implicit / explicit bias.
- Restorative justice, conflict mediation, and resolution.
- Critical understanding of both uses and misuses of data as a tool for assessing equity and

outcomes.

- Cultural humility.
- Anti-racism.
- Engaging in difficult conversations.
- Conscientious use of inclusive terminology.
- Culturally responsive curriculum development, pedagogy.
- Recognition, elimination, and prevention of micro/macro aggressions in and out of educational spaces.
- Climate survey construction and analysis.

We aspire to creating educators whose professional principles align with the COE's [position on inclusivity](#).

Partners are invited to participate with us over 3 – 6 sessions either virtual or in person in any of the following formats:

- Trainings and other professional development.
- Workshop, retreat, listening session facilitation.
- Team building; team coaching.
- Community/Constituent/Donor engagement.

In addition to providing training in these specific topics and formats, professional development training opportunities would ideally be tailored to meet a wide array of learning needs, ensuring in particular that individuals from typically underrepresented racial, ethnic, and/or cultural groups are provided with options that support their particular experience as well as their learning needs -- especially when topics are focused on sensitive issues that are critical for the majority population.

It is our hope that through this Professional Development partnership, all participants will experience growth in equity and inclusive practices and perspectives. Additionally, this partnership would also provide specific training a subset of participants who will serve as mentors who are able to support educator preparation students in affinity spaces.

Summary:

Participant audience: PD would be designed to support four groups of participants:

- Students 60%
- Faculty and staff 10%
- Cooperating professionals 20%
- Alumni and community members 10%

Content: Training content derived from topics provided above

Outcomes:

- Actionable content for participants.

- Coaching and/or follow-up resources (e.g., books, websites, subscriptions) for mentors.
- Positive evaluation based on survey/other data.

Time frame: PD would be divided to occur over a 10-week period in either Spring, Summer or Fall 2022.

Modality: Virtual and / or in-person

Total Budget: ~\$60,000

Interested partners are asked to provide a brief proposal including:

- A summary of the programming goals and intended outcomes.
- Suggested format for the professional development
- Suggested number of sessions and modality
- Budget and costing structure
- Timeline (with the intent of completion between now and January

2023) We look forward to our partnership.

For questions about the partnership please contact:

APPENDIX D: GradSERU Satisfaction and Climate Questions

Sample items

Satisfaction: To what extent are you satisfied or dissatisfied with the following aspects of your graduate/professional program? -
Financial support/funding
Quality of university library resources and support
Departmental climate (atmosphere, policies, practices)
Overall graduate/professional program quality

Climate: To what extent do you agree or disagree with the following statements about your current graduate/professional program?
Faculty respect students regardless of their background.
Students respect other students regardless of their background.
Rules and regulations are equitably applied.
There are open lines of communication between students and faculty regarding student needs, concerns, and suggestions.
I have friends in my graduate/professional program.
I belong in my graduate/professional program.
Faculty members in my graduate/professional program treat me fairly.
The climate for transgender/ genderqueer/ gender nonconforming students in my program/department is at least as good as it is for cisgender students
The climate for LGB+ students in my program/department is at least as good as it is for heterosexual students.
The climate for racial/ethnic minority students in my program/department is at least as good as it is for nonminority students.
The climate for international students in my program/department is at least as good as it is for domestic students.
The climate for students with disabilities in my program/department is at least as good as it is for students without disabilities.
My program creates a climate that is tolerant of various religious beliefs.
My program creates a climate that is tolerant of various political beliefs.
Overall, the environment or climate in my program is positive and welcoming.

APPENDIX E: UOCOE Educator Licensure Program summary

The Sapsik'wáá teacher education program began in 2002 to address the dire need for American Indian/Alaska Native (AI/AN) teachers. The Sapsik'wáá program provides a cohort-within-a-cohort model for teacher candidates to learn Indigenous methodologies for teaching and obtaining Oregon teacher licensure. The program collaborates with all [Nine Federally Recognized Sovereign Indian Nations of Oregon](#) and the UOTeach (Curriculum & Teaching) master's program to deliver a pathway for Indigenous people to become teachers within their communities. Teacher candidates are co-enrolled in the Sapsik'wáá teacher education program and one of the teacher licensure programs, most commonly UOTeach. This program is based on the belief that Education Strengthens our People. In fact, Sapsik'wáá, is an Ichishkíin/Sahaptin word which translates to "teacher" in English. This name represents the program's cultural values for self-determination of education for Tribal people. Under the guidance of a Tribal Advisory Council consisting of education representatives from the Nine Federally Recognized Tribes of Oregon, the program aims to provide a culturally sustaining model to support Tribal Nations' Indigenous and Treaty rights with an emphasis on growing their own Native educators.

The heart of the Sapsik'wáá program is the building of communities of practice that foster a seamless path from pre-service teacher to induction as a new teacher through becoming a teacher leader.

The recruitment, support, preservice training, and in-service mentorship of American Indian/Alaska Native teachers is developed in collaboration with the Tribal Advisory Council.

The Curriculum and Teaching (UOTeach) program is a highly focused one-year master's degree program that offers two licensure programs: elementary multiple subjects and middle-high school education subject areas. Each primary track (elementary and mid-high) provides preparation for the English for Speakers of Other Languages (ESOL) licensure endorsement embedded within the program.

The UOTeach philosophy for teacher education is that every child deserves an excellent teacher; excellent teachers need extensive subject area preparation, extensive sociocultural knowledge, and an equity framework for curriculum and instruction. Teachers must be prepared for their role in creating welcoming, inclusive, and safe schools and communities in order to develop the critical thinking skills of children. To achieve this, teacher candidates spend one-year on campus with faculty, career teaching professionals, mentors, and peers developing teaching pedagogy skills and subject area instructional methods expertise in local K-12 classrooms. The curriculum focuses on anti-oppressive pedagogies including anticolonial, anti-oppressive, and abolitionist pedagogies in subject area instruction and creating supportive classroom communities.

The Special Education graduate program is the third ranked program in the nation (US News Best Graduate Schools of Education, 2020). The program offers two distinct licensure paths, Special Education K-12 with an embedded reading intervention endorsement and Early Intervention/Early Childhood Special Education.

Special Education K-12 with embedded Reading Intervention The Special Education K-12 (SPED) with embedded Reading Intervention endorsement licensure program is designed to provide pre-service training and to support the development of special education professionals who are prepared to design, deliver, and continuously improve effective educational, employment, and community experiences for persons with disabilities. This program responds to the many changes in education for students with and without disabilities. It affords the opportunity to align efforts with general education and its curriculum, licensure structure, reform efforts including those for reading and dyslexia assessment and instruction, and goals for students in the 21st century.

The program ensures that future special education teachers are prepared to work collaboratively with general educators to assist students in making progress toward meeting state benchmark standards. The program also addresses how to meet the needs of students with more severe disabilities both developmentally and in terms of community-referenced functional skills.

The faculty and curriculum provide the foundation for K–12 special education teacher preparation that is anchored to nationally recognized empirical and best practices research. Teacher candidates spend two years on campus with faculty, career teaching professionals, mentors, and peers developing teaching pedagogy skills and subject area instructional methods expertise in local K-12 classrooms.

The Special Education: Early Intervention and Early Childhood (EI/ECSE) master’s and licensure program is designed to prepare professionals to:

- Provide quality early intervention services to infants, toddlers, and preschoolers with diverse backgrounds who experience disability and those who are at risk for delay or disability.
- Facilitate the inclusion of children in community programs and provide family-guided support and intervention.

- Assess and evaluate child/family progress and program effectiveness within a variety of service delivery models with an emphasis on inclusive settings.
- Operate effectively within an interagency, interdisciplinary team approach.
- Understand and use research outcomes to enhance educational services delivered to children who are at risk and disabled, and their families.

The faculty and curriculum provide the foundation for EI/ECSE teacher preparation that is anchored to nationally recognized empirical and best practices research. Teacher candidates are able to spend one-year on campus with faculty, career teaching professionals, mentors, and peers or complete the program via distance delivery. Candidates who choose to complete the program via distance delivery are often already engaged in this work and are able to complete their clinical practice at their current place of employment. Teacher candidates completing the program on campus are able to complete their entire clinical practice at Early Childhood CARES (EC CARES), an outreach unit within the college and a subcontractor of Lane Education Service District.

The School Psychology program holds national accreditation from the American Psychological Association at the doctoral level. In the program students are provided with an intervention-focused, training to conduct and evaluate research and to then deliver evidence-based interventions to children and youth in schools and related settings within a behaviorally-oriented perspective and at a variety of levels.

The program's theoretical orientations range from behavior-analytic to social-interactional theory. From these perspectives, students are trained to be scientist-practitioners, with a data-oriented, problem-solving emphasis. Service delivery levels include:

- with individuals
- within small groups and classrooms

- across entire schools and systems

This emphasis supports an outcomes-driven model of service delivery, which is focused on health rather than pathology, and is focused on desired outcomes rather than on problems.

Works Consulted

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2022, from <https://www.insidehighered.com/blogs/higher-ed-gamma/truth-about-learning-communities#:~:text=Learning%20communities%20seek%20to%20improve,to%20students'%20interests%20and%20aspirations.>

ADDENDUM: 2021-2023 EPP Educator Equity Plan Grant Planning Template

Instructions: Complete this grant planning form and submit to the EAC/Emily and HECC/Erin no later than February 1, 2022. Completed forms should be emailed as a PDF or Word document to: Emily McCaffrey (emily.mccaffrey@state.or.us) and Erin Weeks-Earp (erin.weeks-earp@state.or.us).

You may choose to focus your funding on a number of strategies. Please limit your written responses to each question to 300 words.

This template has four sections:

- A. [Community of Practice team](#)
- B. [Strategies to be funded](#)
 - a. Strategy 1
 - b. Strategy 2 (if applicable) Copy and paste the table for each additional strategy you plan to fund
 - c. Strategy 3 (if applicable) Copy and paste the table for each additional strategy you plan to fund
- C. [Preliminary budget plan](#)
- D. [Additional funding needs](#)

A. Community of Practice Team

Name of University:	
Community of Practice team members: <i>Identify approximately 3-5 individuals in roles that impact EPP quality and relevance and are involved in or inform the development and implementation of the EPP's Educator Equity Plan</i>	<i>Name, Position, Email address</i> <ul style="list-style-type: none"> • Julie Heffernan, Master's Program and Licensure Director, jheffern@uoregon.edu • Lillian Durán, Associate Dean Academic Affairs, lduran@uoregon.edu • Sylvia Thompson, Special Education Program Director, sthomps5@uoregon.edu • Sheree Jederberg, sjederbe@uoregon.edu • Dianna Carrizales-Engelmann, Assistant Dean for Administration, Equity, and Inclusion, dcarriza@uoregon.edu
Primary Contact for coordinating grant and Community of Practice:	<i>Name, Position, Email address, Phone number</i> Dianna Carrizales-Engelmann, Assistant Dean for Administration, Equity, and Inclusion, dcarriza@uoregon.edu , 541-346-5407

B. Strategies

STRATEGY 1: _____

Question	Response
<p>Area of Focus</p>	<p><i>Select the area(s) of focus that this strategy addresses.</i></p> <p><input checked="" type="checkbox"/> Retention – Quality Learning Experience</p> <p><input type="checkbox"/> Recruitment – Program Quality & Relevance</p>
<p>Equity Problem of Practice:</p> <p>Where do educator candidates, in particular students of color, struggle the most? Identify program practice standards aligned to the equity problem of practice.</p> <p>Which of the six conditions of systems change do you see impacting your problem of practice?</p>	<p><i>Reflect with the team. Define problems at the practice and systems level. Describe the relationship between the problems and conditions you will be addressing to improve outcomes and reach recruitment/retention goals. (300 words max)</i></p> <p>The UOCOE will continue our focus on retention this year. While our attrition rates are low, we define retention as the development and support of quality learning experiences that enhance our students' time in programs and contribute to their success in the field. In our educator preparation programs, the student experience comprises not only their academic experiences in the classroom (with content, faculty, and students), but also relates to their placement experiences in the field (with cooperating professionals), the support they receive from the institution, and the interplay among all of these critical variables.</p> <p>Similar to institutions across the nation, as we continue to recruit, retain, and graduate educators of color, we become increasingly aware of the limits within our geographic location. Lane county is 89% White which means that students of color are embedded in white culture and encounter challenges related to their personal experiences and interactions, and to the general supports that are either lacking or are poorly resourced in our college's infrastructure. As a result, we recognize that our own behaviors, choices, decisions, and activities as professionals can permit us to train strong teachers but contribute to their decision to ultimately change career paths. To help ensure that our edprep candidates have spaces that are culturally sustaining, we want to both enhance the cultural fluency across our largely White spaces like our campus and district partners and expand access to culturally-relevant spaces.</p> <p>To create an environment that supports the success of our historically marginalized populations we recognize that all 6 conditions of systems change must be addressed, however, our current efforts and plans will focus on addressing structural change in our practices, relational change in both our relationships, connections, and power dynamics, and transformative change, by beginning to shift some of our mental models. Details follow.</p> <p><input type="checkbox"/> Policies – <input checked="" type="checkbox"/> Practices – <input type="checkbox"/> Resources – (STRUCTURAL, explicit) <input checked="" type="checkbox"/> Relationships/Connections – <input checked="" type="checkbox"/> Power dynamics – (RELATIONAL, semi-explicit) <input checked="" type="checkbox"/> Mental models – (TRANSFORMATIVE, implicit)</p>

<p>Data Sources</p> <p>Please describe three different sources of data used to determine your equity problem of practice.</p> <p>What trends do you notice?</p>	<p>Qualitative survey data, Student report, Faculty report</p>
<p>Research-based Strategy/ Solution for Culturally Sustaining Practice:</p> <p>What strategy/solution are you using to address the equity problem of practice?</p> <p>Who will be your critical partners in addressing this problem of practice? How will you engage them?</p>	<p>What strategy/solution are you using to address the equity problem of practice?</p> <p>We plan to develop and create (a) a cohesive learning community for our UOCOE educator preparation programs and (b) a cohesive support community for educator preparation candidates from typically underrepresented groups in the UOCOE.</p> <p>Strategy 1: Cohesive learning community (Institutes): Hire a consultant (either internally or externally) to provide professional development opportunities for faculty, staff, students, and cooperating professionals, who have responsibilities in or towards one of the college’s educator preparation programs (UOTeach, SPED, SPSY, or Music). Professional development would be both live (interactive) and recorded as modules to be made available for ongoing access. Modules/Institutes would be designed to support different layers of the equity and inclusive experience for different professional educator groups in the college and the community.</p> <p>While there will be significant similarity across the modules, each would be designed to speak to equity and equitable and inclusive practices in the educational settings that each of the professional groups find themselves in (or will find themselves in).</p> <p>AND</p> <p>Strategy 2: Cohesive Support community (Affinity groups): The UOCOE will utilize the content taken from the 2022 Modules / Institutes (developed with these funds) and other relevant content to enhance and expand the design of our program-specific affinity groups to include students from across all of our educator preparation programs to best support the racial and ethnic diversity across our programs.</p> <p>Groups will be facilitated by trained mentors consisting of invited faculty (TTF and Career), staff (OAs and classified), cooperating professionals (pro-tems, supervisors, cooperating teachers in partner districts, alumni nationwide) representing the diversity of the COE student population who are invited and incentivized to support the groups.</p> <p>Groups will be structured to support academic needs, professional needs, and personal / group healing needs via discourse and engagement that is authentic and accessible for the population.</p>

<p>Strategy Rationale:</p> <p>How do you know this is the right strategy? Describe if this strategy is new, adapted or adopted from previous efforts.</p> <p>How closely related is this practice to current district needs and expectations for meaningful employment?</p>	<p>How do you know this is the right strategy?</p> <p>In the spirit of cultural humility, there is no single specific “right strategy” that will support the diverse needs of our college’s students. The right strategy that applies across populations will be general and that is “to create and provide an environment of support and opportunity that allows each student to tap into their own authentic experiences while learning and growing in their professional roles”. However, the specific activities to achieve our stated goal will vary and be guided by group needs and best practice.</p> <p>Describe if this strategy is new, adapted or adopted from previous efforts.</p> <p>This strategy of creating an environment of support is not new but allows us to pursue a more coordinated, and cohesive scaling up of existing efforts that have proved successful in our college.</p> <p>How closely related is this practice to current district needs and expectations for meaningful employment?</p> <p>By inviting district and community partners to participate in this work, we hope to ensure alignment to district needs and expectations. In addition, these practices (creating a supportive environment that expands beyond the transactional to include the whole student candidate) are practices that are transferrable and expected of our student candidates in their professional roles in districts and within the community.</p>
<p>How will impact be measured?</p> <p>What will you learn?</p> <p>Describe what results you expect to see after implementing your strategy. Include approximate timeline.</p> <p>How will you identify and disaggregate candidate data for groups you will track.</p>	<p>How will impact be measured?</p> <p>Impact will be measured by student experience data designed for this experience. Over the course of the implementation and integration of this system we will course correct and measure based on student experience data (qualitative data surveys, student feedback, faculty and professional mentor feedback). In addition, in the near future the UO DEI office will be implementing a system of climate surveys that can be adapted by colleges for ongoing use in their own needs. Until these are available we will continue to utilize our (previously mentioned) internal mechanisms for soliciting and responding to student and faculty feedback.</p> <p>What will you learn?</p> <p>We hope to learn the relational activities and practices that can be incorporated seamlessly into our existing systems, many of which are by necessity transactional and standards based. We hope to learn more systematic ways to support and enhance equity and inclusive practices in student learning, the student experience, and our program pedagogy in our Educator preparation programming in the college.</p> <p>Describe what results you expect to see after implementing your strategy. Include approximate timeline.</p> <p>Over the course of a year of integrated modeling, experiences, and supports, our students will report more positive experiences in their interactions in COE and K-12 classrooms and in interactions with professionals, and will report greater confidence in their own skillsets for infusing equity and inclusion as well as greater confidence in their own coping and self-management when personally faced with challenges to equity and inclusion.</p>

	<p>How will you identify and disaggregate candidate data for groups you will track.</p> <p>By the affinity group or other identifying mechanism used in our modules and support systems (e.g., if race, gender orientation, non-traditional status).</p>
<p>Stage of Implementation:</p> <p>Self-assessment based on Quality Implementation Framework.</p> <p>What evidence did you use to reach this conclusion?</p> <p>How are you building capacity for effective implementation of this strategy?</p>	<p><input checked="" type="checkbox"/> Connect & Commit – <input type="checkbox"/> Inquire & Investigate – <input checked="" type="checkbox"/> Design & Develop – <input type="checkbox"/> Implement & Iterate – <input type="checkbox"/> Sustain & Scale</p> <p>What evidence did you use to reach this conclusion?</p> <p>The implementation of these strategies within educator preparation programs in the college has been under inquiry and investigation for some time. Over the course of our implementation we plan to implement and iterate to ensure that we are evolving and creating programs that work for the needs of our community. However, our current model will require us to connect and commit around these ideas as we engage across units to bring this to fruition in the college and will require us to engage in the design and development of a model that works across multiple units, individuals, and philosophies. This conclusion was based on a review of work that has already been accomplished and of work that will have to occur in the future as our plans mature. The remaining activities speak to where we are now.</p> <p>How are you building capacity for effective implementation of this strategy?</p> <p>The UOCOE is dedicated to continuously engaging a cross educator-preparation group committed to considering ways towards our college's continuous improvements in these areas. The team consists of central educator preparation programs (UOTeach, Sapsik'wala, SPED, Leadership training), and is open to our college's extended educator preparation network (SPSY, CDS).</p>

C. Preliminary Budget Plan

Please provide your best estimate of how funds will be distributed across the strategies and the cost of participation in the Community of Practice. We understand this budget is subject to change.

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
Educator Preparation Equity Institutes					
Consultant	Comprehensive training across ~4 topic modules and to address 4 professional populations.	4 - Live institutes that are developed and archived as reusable modules	10/1/2022 – 12/15/2022	\$53,000	
Materials (Broad)	Subscription / book (~300)	1 – \$50 1-year subscription to relevant journal OR other relevant resource	10/1/2022 – 12/15/2022	\$15,000	
Supports (Broad)	Lunch or other (~300)	One \$50 lunch or other incentive/ perk per	10/1/2022 – 12/15/2022	\$15,000	

		attendee (one-time)			
Strategy 1 Total				\$83,000	
Affinity Groups					
Support Personnel for 3 – 4 groups	Support for 12 – 15 mentor / facilitators	<ul style="list-style-type: none"> • \$200 per person • 2-support-individuals per group = \$400 • 6-meetings per affinity group per quarter = \$2400 per affinity group • 4-affinity groups = \$9,600 • 3-quarter = \$9,600 	10/1/2022 – 6/15/2023	\$28,800	
Supports (Broad)	Lunch or other (~100)	3 \$50 lunch or other incentive / perk per attendee over the year	10/1/2022 – 6/15/2023	\$15,000	
Consultant / Facilitator	<i>Stipend, honorarium, or contract for a facilitator to support leadership and/or DEI committee in the design of equitable and inclusive mentorship guidance for the COE</i>	<i>Consultant fees Resource fees Release fees for participants</i>	10/1/2022 – 12/15/2022	\$4000	
Additional Mentor activities	Budget for mentor support (coffees)			\$5,200	
Strategy 2 Total				\$53,000	
Community of Practice Participation					
Personnel	5 UOCOE participants in HECC provided training	Travel Release Stipend	10/1/2022 – 6/15/2023	\$5000	

				CoP Total	\$5000
				Total Direct Costs	\$136,000
Administrative Costs					
Facilities and Administrative Costs					\$14,000
				Total Administrative Costs	\$14,000
				Total	\$150,000.00
					100%

D. Additional Funding Needs

If applicable, please describe any additional funding needs you have identified for the remainder of the 2021-2023 biennium within the scope of your Educator Equity Plan.

Over the coming year, the UOCOE would like to contract with either internal or external expertise to develop a set of guidelines for a community of mentors who can/will serve as ongoing professional and accessible one-on-one supports for our Educator Preparation students. Faculty (TTF and Career), staff (OAs and classified), cooperating professionals (pro-tems, supervisors, cooperating teachers in partner districts, alumni nationwide) representing the diversity of the COE student population, would be invited to serve as responsible and accountable mentors. Mentors would be supported in terms of specific roles, guidance, and expectations that support students by providing time, listening, and professional guidance that supports student success in their programming as well as in their early career. COE mentors will work in tandem with other college and university systems to provide unique population-specific supports while still ensuring that students are networked and integrated into larger systems of support and opportunity.

Expanding this goal would require a system of training and content expertise ~\$12,000 and budget for mentor activities \$12,000-\$20,000. Totaling approximately \$24,000.



College of Education

**Prepared by the Office of the Dean,
University of Oregon College of Education**

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University of Oregon
College of Education
Presentation to the Oregon Department of Education
Higher Education Coordination Council

Laura Lee McIntyre, PhD, Dean,
Dianna Carrizales-Engelmann, PhD, Assistant Dean,
UO College of Education
Presented June 2022



1

Background

- 2018 - 2019 Identification of UOCOE goals and work underway
- 2019 - 2020 Taking stock of work underway
- 2020 - 2021 Identification of driving values and areas for immediate funding
 - Retention – scholarships
 - Recruitment – recruiter liaison
- 2021 -2022 Refinement of driving values and areas for intentional funding
 - Retention – Community Institutes of Learning
 - Retention – Identity-based affinity groups for students

2

2020 – 2021 Activities and Budget

College of Education Expenditures	Budget
<ul style="list-style-type: none"> • Student Scholarships (tuition, books, materials offered to 34 eligible students): <ul style="list-style-type: none"> ○ UOTeach x 20 ○ SPED x 2 ○ SPSY x 4 ○ Sapsik'wala' x 2 	\$66,357.02
<ul style="list-style-type: none"> • Part-time Recruiter / Mentor 	\$8,403.61
<ul style="list-style-type: none"> • Alumni Advisory Committee Stipends 	\$780.00

3

Ongoing Impact

Program	Degree	Student Status	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021			5 year change
			N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	N	n of SOC	% of SOC	
Teacher Training	Masters	Applied	268	59	22%	212	59	28%	206	59	29%	220	63	29%	226	59	26%	4%
		Admitted	210	51	24%	183	52	28%	184	53	29%	201	60	30%	200	52	26%	2%
		Enrolled	141	32	23%	127	41	32%	121	31	26%	137	44	32%	142	40	28%	5%

4

2021-2023 Focus Strategies

Strategy 1: Cohesive Learning Community (Institutes)

- Coordinated professional development sessions for: UOCOE Teacher Prep Faculty and staff, UO Educator Candidates [UOTeach, Sapsik'walá, SPED, SPSY, Music] Cooperating Professionals, Community mentors
- Hosted by local or national consultants
- Interactive sessions over the course of 10 weeks (e.g.):
 - Recognition of personal implicit / explicit bias.
 - Restorative justice, conflict mediation, and resolution.
 - Critical understanding of uses and misuses of data in equity
 - Cultural humility.
 - Anti-racism.
 - Engaging in difficult conversations.
 - Conscientious use of inclusive terminology.
 - Culturally responsive curriculum development, pedagogy.
 - Elimination, and prevention of micro/macro aggressions

Strategy 2: Cohesive Support community (Affinity groups)

- Coordinated affinity sessions for UO Educator Candidates [UOTeach, Sapsik'walá, SPED, SPSY, Music]
- Hosted by trained community and UOCOE mentors
- Recurring group affinity sessions for educator preparation candidates
 - Multicultural
 - Black
 - Latinx
 - Other

5

Proposed Budget 2021 - 2023

Category	Item	Schedule	Amount
Educator Preparation Community Institutes			
Consultant	Coordinated training across ~4 topic modules	10/1/2022 – 12/15/2022	\$53,000
Materials (Broad)	Subscription / book (~300)	10/1/2022 – 12/15/2022	\$15,000
Supports (Broad)	Lunch or other (~300)	10/1/2022 – 12/15/2022	\$15,000
		Total	\$83,000

Category	Item	Schedule	Amount
Educator Preparation Student Affinity Groups			
Support Personnel / Mentors	Stipend for 12 – 15 mentor / facilitators	10/1/2022 – 6/15/2023	\$28,800
Supports (Broad)	Lunches or other (~100)	10/1/2022 – 6/15/2023	\$15,000
Consultant / Facilitator	Stipend for a facilitator to support development of UOCOE mentorship program	10/1/2022 – 12/15/2022	\$4,000
Additional Mentor activities	Budget for mentor support (coffee)		\$5,200
		Total:	\$53,000

Category	Item	Schedule	Amount
UOCOE Community of Practice			
Personnel	5 UOCOE participants in HECC communities of practice	10/1/2022 – 6/15/2023	\$5,000
		Total	\$5,000

6

Conclusion: Our Work is Ongoing

- We acknowledge that higher education is built upon pre-existing systems and structures (policies, procedures, practices, and principles) that for many years were not regularly or critically examined.
- It is our work to examine, challenge, and, where necessary, dismantle these systems and structures now and moving forward.
- Our work is ongoing
- Research
- Evidence-base
- Practice
- Reflection and Feedback
- Humility

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Agenda Item #11

Academic Area in Focus

Data Science Initiative

Presidential Initiative *in* Data Science

University of Oregon
Board of Trustees Meeting
20 May 2022



1



Lauren Ponisio



Lindsey Uribe



Courosh Mehanian



2

What is Data Science?

- Interdisciplinary field focused on **extracting knowledge from data**
- **Big Data**
 - There is a great deal of it (**volume**)
 - Generated rapidly and continuously (**velocity**)
 - Taking many different forms and types (**variety**)
 - Originating from trustworthy sources (**veracity**)
- **Data Analytics**
 - Novel ways of extracting useful information from data
 - Modern statistics and computation are crucial
- **Data Interpretation**
 - Making decisions based upon data analyses
 - Communicating findings for maximal impact
 - Ethical, legal and societal contexts

3

Guiding Vision AY2017/2018

- **Goals**
 - Build upon history of **interdisciplinary research** and **liberal arts** at UO
 - **Integrate application of data science** across schools and colleges
 - Advance **new** research and educational opportunities
 - Mitigate **historical weaknesses** in methodologies of data science
- **Principles**
 - Data science covers all areas of the university and society
 - Our initiative should therefore be large enough to grow
 - Interdisciplinary research efforts
 - Educational opportunities for existing and new students
 - Collaborative efforts with academic institutions and industry
 - Positive impacts on society

4

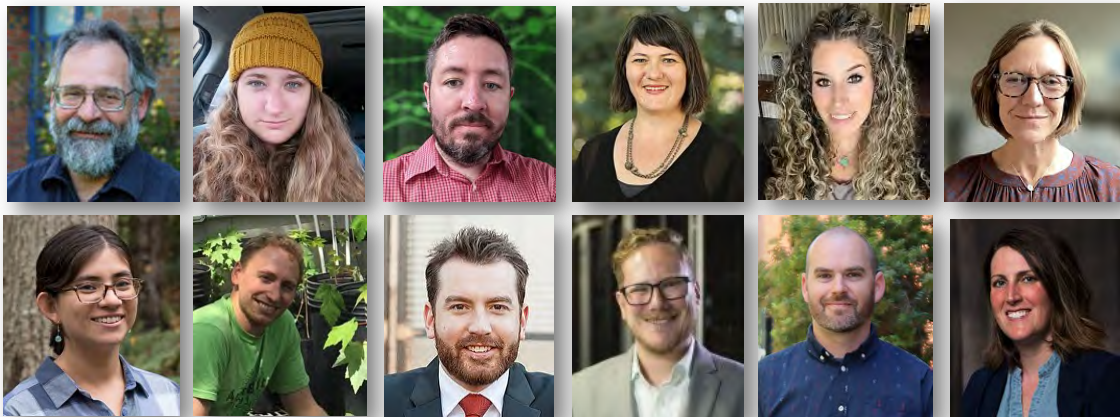
Update on Major Implementation Components

- Building the Team and Faculty Hiring Across UO
- Undergraduate Program and Major in Data Science
- Masters Programs in Data Science
- Catalytic Data Science Research Hub
- Contributions to weathering the SARS-CoV-2 Pandemic
- UO-OHSU Center for Biomedical Data Science
- Strategic Planning for School of Computer and Data Science (SCDS)



5

The Growth in Data Science is a Team Effort



6

Data Science Has a Home at UO



- 2456 sq ft space
- 1020 sq ft training area

Faculty Hiring in Data Science Across UO

Faculty Hiring Directly Related to DSI

- **Ramon Alvarado**, Philosophy
- **Sarah Cooley**, Geography
- **Brittany Erickson**, Computer & Information Science
- **Carolyn Fish**, Geography
- **Stilianos Louca**, Biology
- **Henry Luan**, Geography
- **David Markowitz**, SOJC
- **Pradeep Pendem**, Business
- **Saeed Piri**, Business Analytics
- **Lauren Ponisio**, Biology
- **Ed Rubin**, Economics
- **Humphrey Shi**, Computer & Information Science
- **Cengiz Zupluoglu**, Educational Methodology, Policy, & Leadership (COE)
- **Four additional hires in Math and Computer Science**



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A Sample of Other Data Scientists Across UO

- **Jon Bellona**, School of Music and Dance
- **Hank Childs**, Computer & Information Science
- **Andy Kern**, Biology
- **Coroush Mehanian**, Knight Campus
- **Heidi Kaufman**, English
- **Luca Mazzucato**, Biology
- **Dave DeGarmo**, Prevention Science Institute
- **Tim Gardner**, Knight Campus
- **Lauren Hallett**, Biology
- **Mike Harms**, Chemistry & Biochemistry
- **Marian Hettiaratchi**, Knight Campus
- **Parisa Hosseinzadah**, Knight Campus
- **Colin Ives**, College of Design
- **Jeremy Piger**, Economics
- **Siobhan Rockcastle**, College of Design
- **Calin Plesa**, Knight Campus



10



Dr. Lauren Ponisio

O UNIVERSITY OF OREGON | Data Science

11

Ponisio – Academic Journey Before UO

Argentina

Wild bee ecology and conservation

Stanford
B.S. Biology,
honors in Ecology and Evolution
M.S. Ecology

Ponisio lab

UC Berkeley
PhD Environmental
Science Policy and
Management

UC Riverside =>

BERKELEY
Institute for
Data Science
Postdoctoral Fellow

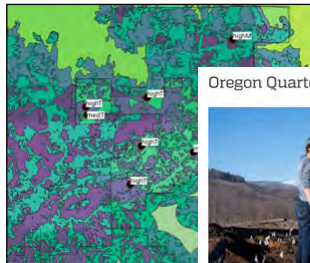
O UNIVERSITY OF OREGON | Data Science

12

Poniso – Work at UO so far



- Access to interdisciplinary colleagues to solve problems in environmental science
- Opportunity to teach data science



Oregon Quarterly



Threatened bee surveys across PNW, combining museum collections (Collaboration with NCASI, USFWS)

DSCI 101: Foundations of Data Science I



Image recognition & cameras for bee monitoring (Collaboration with OSU)



Pollen forensics (led by PhD student Rebecca Hayes)



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Poniso – Plans for the Future



- Train the next generation of interdisciplinary thinkers to solve problems in environmental sciences
- Undergraduate-level course designed around working with conservation/restoration partners to solve their data science challenges

Build fluency in the use of

Spatial data	Biodiversity records	Climate data	Machine learning



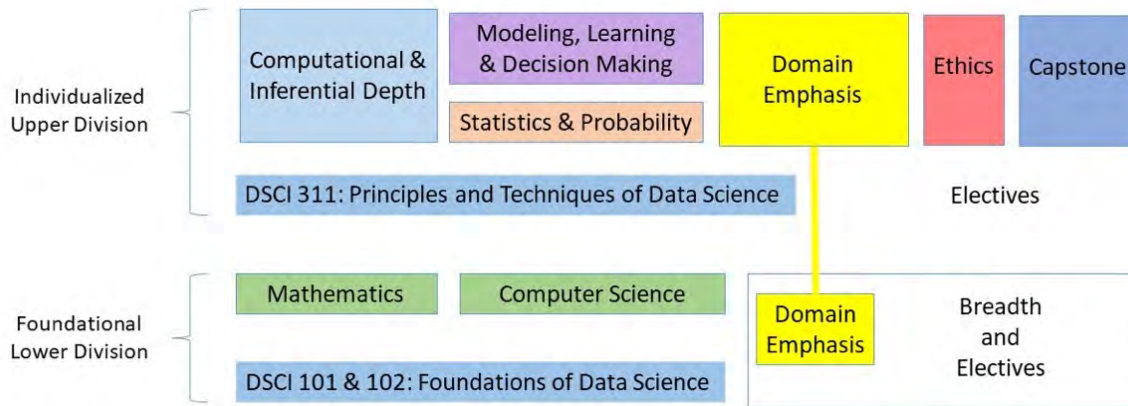
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Undergraduate Program and Major in Data Science

AAU Comparator Review

Institution	Degrees offered	# of Domains involved	Other comments
Berkeley	BA in data science	25	Very well thought out structure Science, social science & humanities domains
Iowa State	BS/BA, minor, and certificate in data science	4	Senior project All science domains
UCSD	BA and minor in data science	3	Senior project All science domains
Rochester	BS/BA in data science	8	Senior project All science and engineering domains

Flight Path



Domains

Current

- Accounting Analytics
- Biology
- Earth Sciences
- Economics
- Geography
- Linguistics
- Marketing Analytics
- Physics
- Sociology

Submitted for Approval

- Music Technology

Under Development

- Journalism
- Architecture
- Psychology

Students in Each Domain Emphasis Area

<i>Domain Area in DSCI</i>		<i>Dual Major</i>	
Undecided	22	Computer Science	6
Marketing Analytics	27	Economics	3
Biology	10	Math	2
Economics	8	Biochemistry	1
Physics	5	Biology	1
Sociology	4	Earth Science	1
Geography	3	Japanese	1
Accounting Analytics	3	Journalism	1
Linguistics	2	Psychology	1
Earth Sciences	1	Physics	1
		Political Science	1
		Math & Computer Science	1

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Enrollment Projections

	20/21*	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30
Incoming Cohort	13	32	50	100	160	260	350	400	450	500
Total enrolled at start of AY	0	77	225	384	559	835	1140	1446	1740	2011
Total enrolled at end of AY	51	125	284	399	575	790	1046	1290	1511	1707
DSCI 101 Enrollment (Gen Ed Course)	97	174	200	300	550	625	700	800	900	1000
DSCI 102 Enrollment (Gen Ed Course)	65	56	100	150	275	313	350	400	450	500

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Enrollment Projections

	20/21*	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30
Incoming Cohort	13	32	50	100	160	260	350	400	450	500
Total enrolled at start of AY	0	77	225	384	559	835	1140	1446	1740	2011
Total enrolled at end of AY	51	125	284	399	575	790	1046	1290	1511	1707
DSCI 101 Enrollment (Gen Ed Course)	97	174	200	300	550	625	700	800	900	1000
DSCI 102 Enrollment (Gen Ed Course)	65	56	100	150	275	313	350	400	450	500

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Growth of Student Interest – Applications for AY 22/23

	Applicants				Admits (Offers)			
	Res	Nonres	Intl	Total	Res	Nonres	Intl	Total
2022	33	189	25	247	27	176	8	211
2021	21	112	14	147	14	80	1	95
Increase	12 (57%)	77 (69%)	11 (79%)	100 (68%)	13 (93%)	96 (102%)	7 (700%)	116 (122%)

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Career Prospects for our DSCI Students is Bright

- Across the United States
 - 51,074 jobs with a starting salary of \$70,000 to \$180,000
 - 6,442 of the jobs in the USA are classified as entry level
 - **30,856** of the jobs in the USA require a bachelor's degree
 - 55 of the jobs in the USA are classified as an internship
- Data obtained on 21 April 2022

Career Prospects for our DSCI Students is Bright

Oregon

- 689 jobs with starting salaries \$75,000 to \$150,000

Washington

- 3565 jobs - \$80,000 to \$160,000

California

- 8579 jobs - \$95,000 to \$180,000



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Lindsey Uribe – Journey to UO



- Waycross, Georgia → Grants Pass, Oregon
- “Algebra” was my first word
- Studied biology at Rogue Community College
- Looking for data science – not math, or computer science
- Discovered UO’s Data Science program in 2020
- Ethics + Domain: Biology

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Lindsey Uribe – Undergraduate DSCI Major



Everything is coming together

- Placing the last pieces of the puzzle
- Enjoying studying the ethics of data science
- Deepened appreciation for math and programming
- Job prospects are lining up
- Graduation at end of fall term!



Summer internship at Dexcom

- One-on-one mentorship
- Advanced SQL
- Working as a team with “Big Data”

Lindsey Uribe – What Does the Future Hold?



I'd like to find meaningful, fulfilling, value-driven work

- Real-world problems that contribute to the scientific community
- Interpretable machine learning methods applied to image-processing
- A nexus of machine learning-mediated work on biomedical data science
- Application of data science methods towards conservation biology

More school

- After working in the field, I would love to return to pursue a Master's in Data Science
- Perhaps even at the University of Oregon?



Master's Programs in Data Science

Outline of Master's Program(s)

"Staggered Start" Tracks for the Data Science Master's Degree

	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall
				"Core Start" Track	12 cr.	12 cr.	15 cr.	(additional cr. as needed)	
			"Foundations Start" Track	(4 - 12 cr.)	12 cr.	12 cr.	15 cr.	(additional cr. as needed)	
"4+1" Track		(Senior Year UG) (4 - 16 cr.)			12 cr.	12 cr.	15 cr.	(additional cr. as needed)	
		Foundational Coursework in CIS, Math, and Statistics			- Required Core (Cours 1-3)	- Required Core (Cours 4-6) - A/D/E*	- A/D/E* - Capstone	A/D/E*	

Catalytic Data Science Research Hub

Catalytic Data Science Research Hub

Dr. Lillian Aoki



Dr. Emily Beck



Dr. Jake Searcy



- Development of strategic plan for data science research home
- Support for many collaborative grant proposals
 - > \$70,000,000 submitted
 - > \$13,000,000 funded
 - > \$ 5,000,000 pending
- Funded project with OSU & PSU to hire data science analysts and educators
- Funded project with OHSU and OSU for Oregon-wide hybrid cloud computing
- Significant support for SARS-CoV-2 testing and response effort at UO
- Development of short courses and targeted training

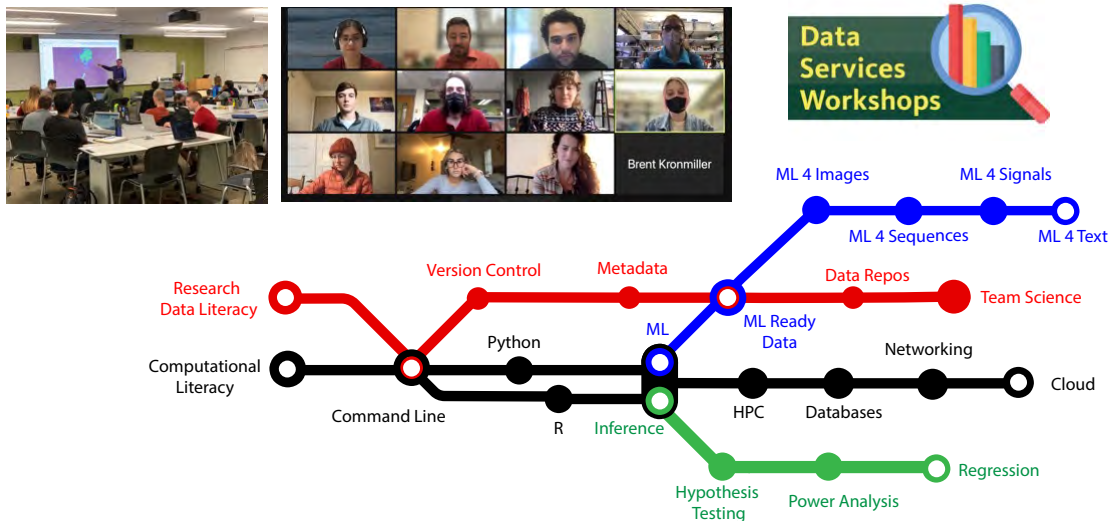
Catalytic Data Science Research Hub - Grants

- Immunoengineering Strategies for Musculoskeletal Trauma
- Scaling up SARS-CoV2 Testing in LatinX Communities
- Applying Machine Learning and Artificial Intelligence to Genetics
- Neuroscience Development for Advancing the Careers of Diverse Researchers
- 3D Anthropometric Scanning and Machine Learning to Reduce Student Athlete Injury
- Impact of Maternal-Fetal Inflammation on Metabolic Programming of Childhood Obesity
- Projecting Socioecological Futures for Negative Carbon Emissions in the PNW
- Building Multi-Hazards Monitoring and Alerting Networks and Resilient Communications to Mitigate Natural Hazards and Enhances Economic Recovery



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Catalytic Data Science Research Hub - Workshops



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Helping UO Respond to the COVID-19 Pandemic

SARS-CoV-2 Testing at UO

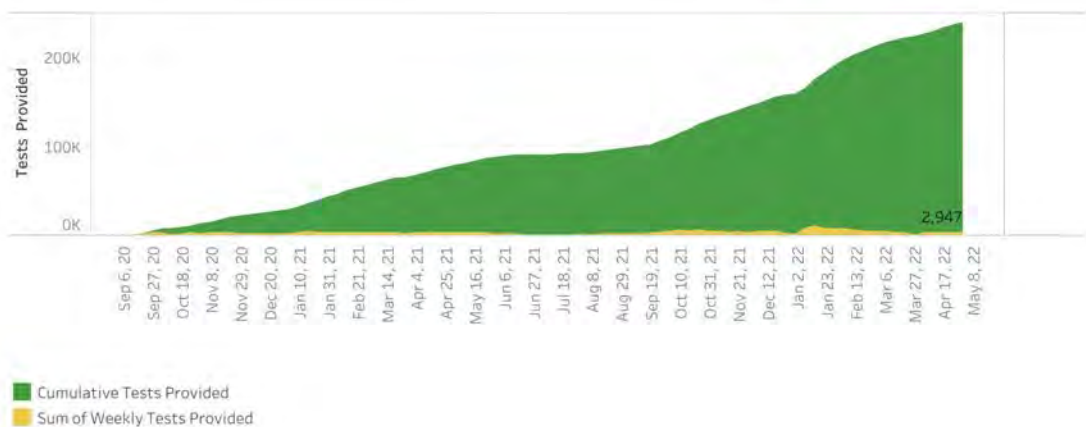


- DSI provided significant administrative support and scientific leadership
- ~ \$1.0 M initial funding from PacificSource
- > \$5.0M in NIH funding from RADx-UP to increase Latinx testing in Oregon
- > \$4.0M from OHA to purchase equipment to increase testing capacity across Oregon

SARS-CoV-2 Testing at UO



SARS-CoV-2 Testing at UO – nearly 250,000 tests



UO-OHSU Center for Biomedical Data Science (CBDS)

UO-OHSU CBDS

- Listen in on cells to detect disease earlier
- Focus on cancer and other deadly diseases
- Goal is to treat faster and targeted therapeutics
- Integrate UO & OHSU's complementary strengths
- Engage in applied, translational, and clinical research
- Increase student opportunities in data science



Phil and Penny Knight
Campus for Accelerating Scientific Impact

We are creating this unique inter-institutional center recognizing that conquering complex diseases like cancer requires a team effort and effective integration of laboratory science with big data analytics.

— Robert Guldberg

UO-OHSU CBDS

- Generous lead donation by Mary and Tim Boyle
- Accelerate the center launch with high performance computational tools
- ~3000 ft. of cutting edge collaborative space in KCASI Building 2
- Co-directors at each institution
- Several new faculty lines at each institution
- Endowed Professorships to attract top talent
- Hildegard Lamfrom Undergraduate and Graduate Fellowships

Mary and I are thrilled to help create an environment that allows researchers to tap the power of big data and prepares students for careers in the rapidly changing field of data science.

— Tim Boyle, AtO

Lamfrom Graduate BGMP Scholars

• **Demi Glidden and Megan Criss**

- Completed their 9-month internship at the University of Oregon Genomics and Cell Characterization facility
- They worked together to create a production-scale bioinformatic pipeline to analyze SARS-CoV-2 genomes to track viral lineages
- The pipeline has processed billions of viral sequences from thousands of samples, producing results that continue to be distributed to state and local health authorities, and the global SARS-CoV-2 variant sequence community

• **Angela Crabtree**

- Internship at the Earle A. Chiles Research Institute of the Providence Cancer Center in Portland
- Is working with researchers to combine cancer genomics and immunotherapy

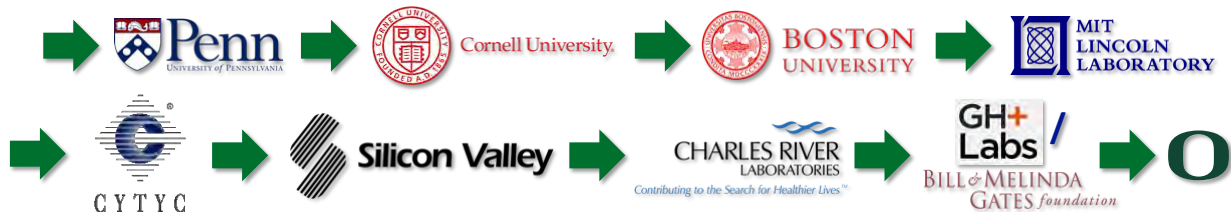


Dr. Courosh Mehanian

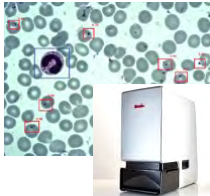



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Mehanian - Ph.D. in Physics



Projects with IMPACT at GH Labs:

AI-powered Malaria microscope 

Automated Visual Evaluation for cervical precancer screening 

AI-powered ultrasound for pneumonia detection 

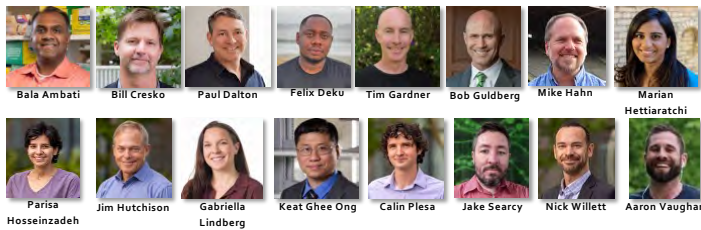


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Mehanian



- Knight Campus emphasis on IMPACT
- Intellectual excitement of university environment
- Interaction with and mentoring of trainees
- Opportunities to collaborate with:
 - Faculty with diverse research backgrounds
 - Frontline clinicians at OHSU

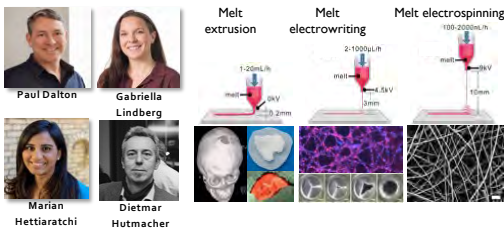


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Mehanian – UO goals for the next few years



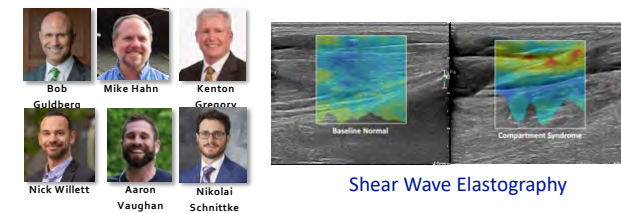
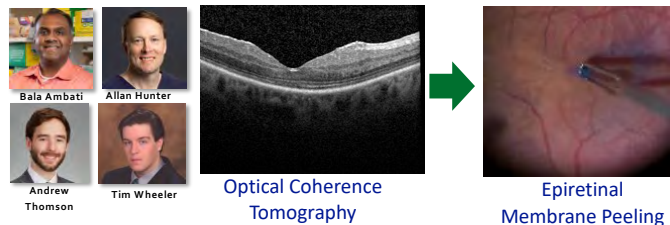
- Help establish CBDS
- Collaborate with OHSU MDs to apply AI to healthcare



Use AI to empower multi-scale 3D printer for biomedical applications



Use AI to predict Epiretinal Membrane Surgery Outcome for patient triage



Agility Project—Wu-Tsai Human Performance Alliance

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Strategic Planning for School of Computer and Data Science

Overall Goals and Principles for SCDS

- **Overall objective**

- **Top 5 school in Computer and Data Science in the United States within 10 years**

- **Goals**

- Become a world recognized home for innovative transdisciplinary education and research
- Create a global identity that will be a beacon for new students from around the world
- Attract the world's best faculty from diverse backgrounds to make UO and Oregon their home
- Accelerate data science grant funding and industry partnerships across all scales
- Make student experiential learning foundational through industry engagement
- Provide the ability for positive societal benefit through the use of data science tools

- **The Strategic Plan will Include**

- A broad intellectual home in the context of a university-wide mission
- Pathways for expanded and new degree programs and disciplinary data science research
- Realistic implementation goals that are tiered in order of importance
- Description of how a School of Computer and Data Science will function

Thank you

Agenda Item #12

Board Leadership

The bylaws of the University of Oregon (UO) establish officers for the Board of Trustees (Board), including a chair and vice chair. The bylaws further stipulate that terms for the chair and vice chair shall be three years (approximated based on the Board's meeting schedule). (See Section 5.a)

Current officers are Charles M. Lillis, chair, and Ginevra Ralph, vice chair. Both were re-elected to their respective positions in December 2019.

With Chair Lillis stepping down from the board at the end of June, trustees were asked to submit nominations for board chair, and vice-chair in the event vice chair Ralph was nominated for chair, by May 1st.

Trustees submitted nominations for Vice Chair Ralph to assume the role of chair and Trustee Steve Holwerda to assume the role of vice chair. Vice Chair Ralph and Trustee Holwerda expressed interest in stepping into the roles for which they were nominated. No other nominations were received for either position.

The full Board will discuss this matter during its meeting on May 20th and will take action to approve new board leadership.

**Board of Trustees of the University of Oregon
Resolution: Selection of Board Officers**

WHEREAS, the bylaws of the University of Oregon (University) establish a chair and a vice chair of the board to serve as officers for the Board of Trustees (Board);

WHEREAS, the bylaws establish the board must select one of its members as Chair and another as Vice Chair;

WHEREAS, the current chair, Charles M. Lillis, is departing the board thus precipitating the the selection of new officers timely;

WHEREAS, trustees have nominated Vice Chair Ginevra Ralph to serve as chair and Trustee Steve Holwerda to serve as vice chair, and both are willing to serve in their respective roles;

Now, THEREFORE, the Board of Trustees of the University of Oregon elect Ginevra Ralph as Board Chair and Steve Holwerda as Board Vice Chair.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Boyle		Lo	
Evans Jackman		Madison	
Fick		Murray	
Holwerda		Seeley	
Hornecker		Ralph	
Kari		Worden	

Record here if approved by voice vote without dissent: _____

Dated: _____ Recorded: _____