

NOTE: This packet was updated on December 10 with supplemental documents for Agenda Item #2. Those items begin on page 98 of this packet.

December 10, 2019

TO: The Board of Trustees of the University of Oregon

FR: Angela Wilhelms, Secretary of the University

RE: Notice of Board Meeting

The Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: standing reports, a preview of the tuition-setting process and related concepts, a report from the president regarding the last five years at the UO, a presentation from the Media Center for Science and Technology, consideration of seconded motions from December 9 committee meetings, and a resolution relating to the president's annual performance bonus and contract.

The meeting will occur as follows:

**Tuesday, December 10, 2019 at 9:30 a.m.**  
Ford Alumni Center | Giustina Ballroom

The meeting will be webcast, with a link available at <https://trustees.uoregon.edu/meetings>.

The Ford Alumni Center is located at 1720 East 13th Avenue, Eugene, Oregon. Sign language for the deaf or hard of hearing should be requested at least 48 hours in advance of the posted meeting time by contacting Jennifer LaBelle at (541) 346-3166 or emailing [trustees@uoregon.edu](mailto:trustees@uoregon.edu). Please specify the sign language preference.

**Board of Trustees  
Public Meeting | December 10, 2019 | 9:30 a.m.  
Ford Alumni Center Giustina Ballroom**

**Convene Public Meeting**

- Call to order, roll call, verification of quorum
- Approval of September 2019 minutes (two sets) (Action)
- Public comment

**1. ASUO and University Senate Reports**

- ASUO President Sabinna Pierre
- University Senate President Elizabeth Skowron

**2. President's Report & an Overview of the Last Five Years:** President Michael, Schill

**3. Tuition-Setting Process and Guaranteed Tuition Discussion:** Jamie Moffitt, Vice President for Finance and Administration; Kevin Marbury, Vice President for Student Life; Roger Thompson, Vice President for Student Services and Enrollment Management

***Meeting Recessed for Lunch with Students***

**4. Resolutions and Seconded Motions from Committee (Actions)**

**4.1 Seconded Motion from FFC – Bond Issuance Authorization:** Ross Kari, FFC Chair

**4.2 Seconded Motion from EAC – Board Officers:** Peter Bragdon, Trustee

**4.3 Resolution Re Presidential Bonus and Contract Amendment:** Chuck Lillis, Chair

**5. Academic Area in Focus – Media Center for Science and Technology:** Ellen Peters, Philip H. Knight Chair and Director of the SOJC's Media Center for Science and Technology

***Meeting Adjourned***



## Agenda Item #1

### ASUO and Senate President Reports

*At the time of this publication, no report had been received from ASUO.  
It will be added a supplement upon receipt.*

## UO Senate report to the UO Board of Trustees: December 2019

Thank you for inviting me to speak with you today in my role as 2019-20 University Senate President. Below are updates on senate business and progress on initiatives to date.

### Senate Business

- New undergraduate neuroscience program approved
- Review/Discussion in 12/11 Senate Meeting
  - Undergraduate Data Science
  - Undergraduate Bioengineering
  - Accelerated Masters Program Model (i.e., 4 + 1)
- Developing policy for hiring Academic Administrators
- Library Subcommittee on Open Access launched and at work

### Senate Communication

- Senator onboarding/orientation meeting for new & returning senators held
- Senate meeting agendas & supporting materials
- Feedback mechanisms
- Meeting Minutes
- Twitter
- Website (forthcoming)

### Senate, Administration, and Board Engagement

- Monthly meetings: President Mike Schill, Provost Patrick Phillips, Senate President Skowron, and Senate Vice President Berkman
- Quarterly Gatherings: President Schill, UO Senators, and University Academic Committee Chairs and Members
- Senate Leadership & Board Member meet-ups
- Board Member, Senators, & Academic Committee Member meetings



## Agenda Item #2

### President's Report & Five-Year Overview

*The materials for this section are being finalized and will be provided as a supplement to trustees prior to the board meeting.*

*UPDATE: These materials can be found on page 98 of this packet.*

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## **Agenda Item #3**

### **Tuition Setting Process Preview & Guaranteed Tuition Concept Overview**

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UNIVERSITY OF OREGON

# Tuition & Fee Process Update

## December 2019

Board of Trustees of the University of Oregon

# Agenda

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- Tuition and Fee Advisory Board
- FY21 Projected Cost Drivers

# Tuition and Fee Advisory Board (TFAB)

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- Advisory group to the President, charged with
  - developing undergraduate tuition recommendations
  - reviewing mandatory fees, major non-mandatory fees, and graduate tuition proposals each year
- Eighteen official members: students, faculty, and staff
  - Students: 2 ASUO officers, 2 undergrads, 1 grad
  - Two faculty: one drawn from Senate Budget Committee
  - Staff: VPs, AVPs, deans, and directors from budget office, Education, Graduate School, Financial Aid, Institutional Research, law school, Natural Sciences, Student Life, Undergraduate Education
- All TFAB meetings are open to the public

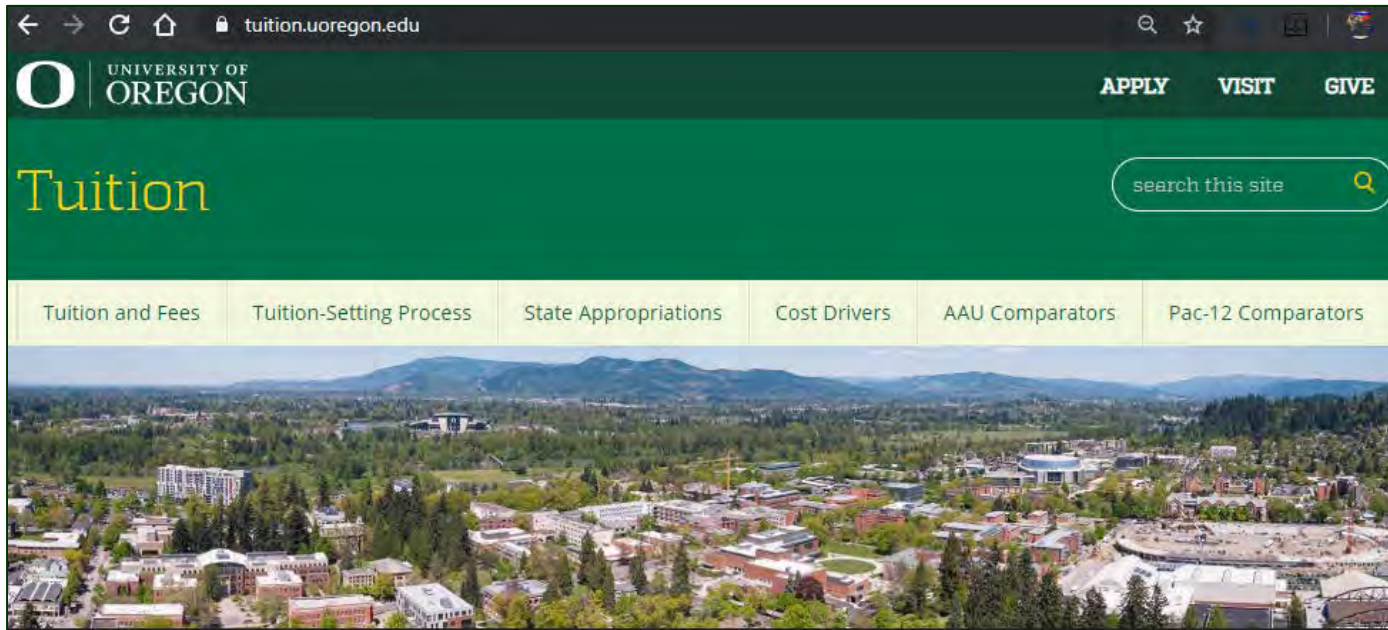
# Tuition and Fee Setting Process

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- Fall term: TFAB provided with training per HB4141
  - Historical and comparative data & UO budget information
  - Background on Public University Support Fund
  - Cost drivers, growth initiative & long-term financial projections
- Winter term:
  - TFAB reviews proposals: EMU, PE & Rec, graduate programs, Housing, Health and Counseling, course fees; discusses undergraduate tuition rates
  - Student Forum on tuition (generally cohosted with ASUO)
  - TFAB makes recommendations to the president
  - President's tuition recommendations posted for community comment and feedback (including forum on tuition)
  - President finalizes recommendations for the March Board meeting

# Tuition Website

All information posted to the new [tuition website](https://tuition.uoregon.edu)



The University of Oregon delivers a world-class education and exceptional experience to students from around the world. Tuition and state support are the two main sources of revenue that pay for the bulk of the university's operating costs, including faculty and staff salaries; classrooms and libraries; academic advising, information technology, facilities, fundraising, admissions, human resources, and over \$40 million in financial aid and scholarships that help ensure UO remains accessible to every qualified Oregonian who wants to attend.

# Tuition Website

## Tuition

### Tuition and Fee Advisory Board (TFAB) Schedule

#### General Meetings

10/11/19, 11am-12pm, EMU 230 Swindells Room

11/1/19, 3-4:30pm, EMU 107 Miller Room

11/15/19, 3-4:30pm, Johnson Hall Conference Room

11/22/19, 8:30-10am, Johnson Hall Conference Room

Tuition and Fees | **Tuition-Setting Process** | State Appropriations | Cost Drivers | AAU Comparators

Pac-12 Comparators

#### TUITION-SETTING PROCESS

TFAB Schedule

TFAB Meeting Notes and Updates

2018-19 News and Updates

2017-18 News and Updates

2016-17 News and Updates

### 2019-20 TFAB Meeting Notes and Updates

**November 22, 2019, 3:00pm-4:30pm, Johnson Hall Conference Room**

[Meeting Agenda](#)

**November 15, 2019, 3:00pm-4:30pm, Johnson Hall Conference Room**

[Meeting Agenda](#)

[Growth Initiative](#)

Tuition and Fees | Tuition-Setting Process | State Appropriations | Cost Drivers | AAU Comparators | **Pac-12 Comparators**

#### TUITION AND FEES

Undergraduate Enrollment History

Tuition Revenue

Fee Revenue

### Tuition and Fees

The University of Oregon strives to keep tuition increases as low as possible, but the costs of operating a world-class research institution continue to increase every year.

Tuition and fees are based on residency, student classification (undergraduate, graduate, law, etc.) and the number of credits enrolled. Course-specific fees may also apply.

Calculating Tuition and Fees

Tuition Cost Drivers

### Undergraduate Tuition and Mandatory Fee History 2006-07 to 2019-20



Tuition and Fees | Tuition-Setting Process | State Appropriations | Cost Drivers | AAU Comparators | **Pac-12 Comparators**

#### PAC-12 COMPARATORS

Resident Tuition Comparison

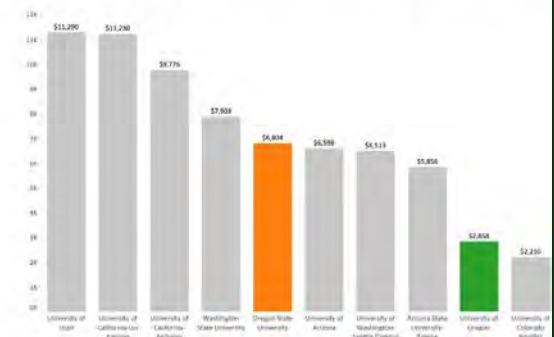
Nonresident Tuition Comparison

Cost of Attendance

### Pac-12 Comparators

The University of Oregon receives less state support per full-time equivalent student than most other public Pac-12 institutions.

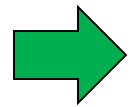
### State Appropriations per Student FTE among PAC-12 Public Universities (FY2017)



# Agenda

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- Tuition and Fee Setting Process



- FY21 Projected Cost Drivers

# Summary – Major FY2021 E&G Fund Cost Drivers

Cost Driver	FY21 Cost	Notes
Faculty, Staff and GE Salary and Wages	\$11.6 million	E&G employee increases based on existing collective bargaining agreement for approximately 1,435 faculty, 660 classified staff, and 1,281 graduate employees. Also includes estimate for approximately 1,055 unrepresented staff. Figures are for employees paid with E&G funds only.
Medical Costs	\$2.5 million	Actual December 2019 increase of 6.5% due to new tax, and estimated next December 2020 increase of 3.5%.
Retirement Costs	(\$500K)	Includes savings on composition of retirement tiers and from pension bond debt rate reduction. Includes cost of new legislation adding PERS rates charges for UO employed retirees.
Institutional Expenses	\$1.5 million	Increases related to utilities, insurance, debt for academic buildings, assessments, and leases.
Strategic Investments	\$2.0 million	Allocated via strategic investment process.
Minimum Wage Increase	\$1.9 million	Increases per State of Oregon minimum wage increase to \$12.75/hr including associated OPE.
<b>Total Projected Cost Increases</b>	<b>\$19.0 million</b>	



# Summary – Major FY2021 E&G Fund Cost Drivers

Cost Driver	FY20 Base	FY21 Cost Increase	FY21 % increase
Faculty, Staff and GE Salary and Wages	\$442.1 million	\$11.6 million	2.6%
Medical Costs	\$53.8 million	\$2.5 million	4.7%
Retirement Costs	\$59.5 million	(\$500K)	(0.8%)
Institutional Expenses	\$38.9 million	\$1.5 million	3.8%
Strategic Investments	\$564.1 million	\$2.0 million	0.3%
Minimum Wage Increase	\$442.1 million	\$1.9 million	0.4%
<b>Totals</b>	<b>\$564.1 million</b>	<b>\$19.0 million</b>	<b>3.4%</b>

# Summary – Major FY2021 E&G Fund Cost Drivers

Cost Driver	FY19 Cost Increase	FY20 Cost Increase	FY21 Cost Increase
Faculty, Staff and GE Salary and Wages	\$10.8 million	\$10.6 million	\$11.6 million
Medical Costs	\$1.8 million	\$1.9 million	\$2.5 million
Retirement Costs	n/a	\$7.1 million	(\$500K)
Institutional Expenses	\$600K	\$1.0 million	\$1.5 million
Strategic Investments	\$2.0 million	\$2.0 million	\$2.0 million
Investments in Tenure Track Faculty	\$1.5 million	n/a	n/a
Minimum Wage Increase	n/a	\$1.0 million	\$1.9 million
<b>Total Projected Cost Increases</b>	<b>\$16.7 million</b>	<b>\$23.6 million</b>	<b>\$19.0 million</b>



UNIVERSITY OF OREGON

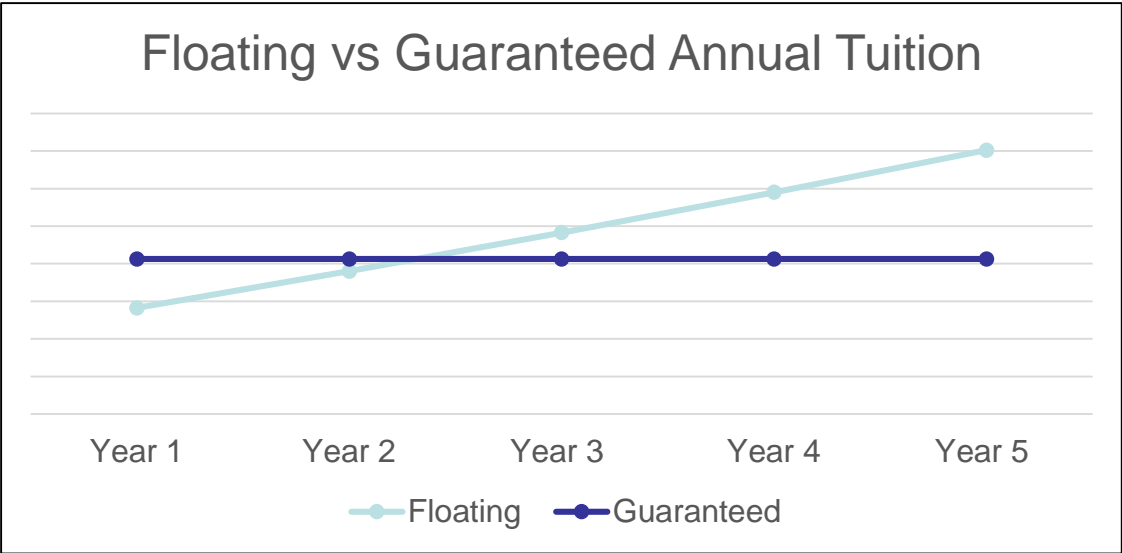
# **Guaranteed Tuition Program Conceptual Discussion**

**Board of Trustees  
December 10<sup>th</sup>, 2019**

# Discussion Topics

- Guaranteed tuition program framework
- Advantages for students
- Advantages for the institution
- Framework parameters
- Approaches to current students
- Risks to the institution
- Experiences of other universities
- Next steps

# Framework – Guaranteed Tuition Program



- ***Financial Predictability:*** Tuition rates are locked in for five years. Students and their families know ahead of time exactly what they are going to pay for their education.
- ***Peace of Mind:*** The guaranteed tuition program functions as an insurance policy for students. Regardless of what happens to state funding or other cost drivers, their tuition rates are guaranteed for five years.
- ***Protection of Scholarship Value:*** Many scholarships are currently fixed dollar amounts. With a guaranteed tuition program, the value of a scholarship remains the same over the student's college career.

- **Recruiting:** The value of a locked-in rate should be very attractive to new students. This should help support the institution's enrollment growth initiative.
- **Retention:** One of the main reasons students cite for dropping out of school is financial pressure. This is most likely linked to students not anticipating tuition increases throughout their college career. Having a stable, predictable tuition rate should help with this issue.
- **Campus Climate:** stress on current students related to rising cost of education is reduced, allowing more focus of student, faculty and staff time on other important educational issues. The institution will continue to focus on keeping ongoing tuition costs for future students as low as possible.

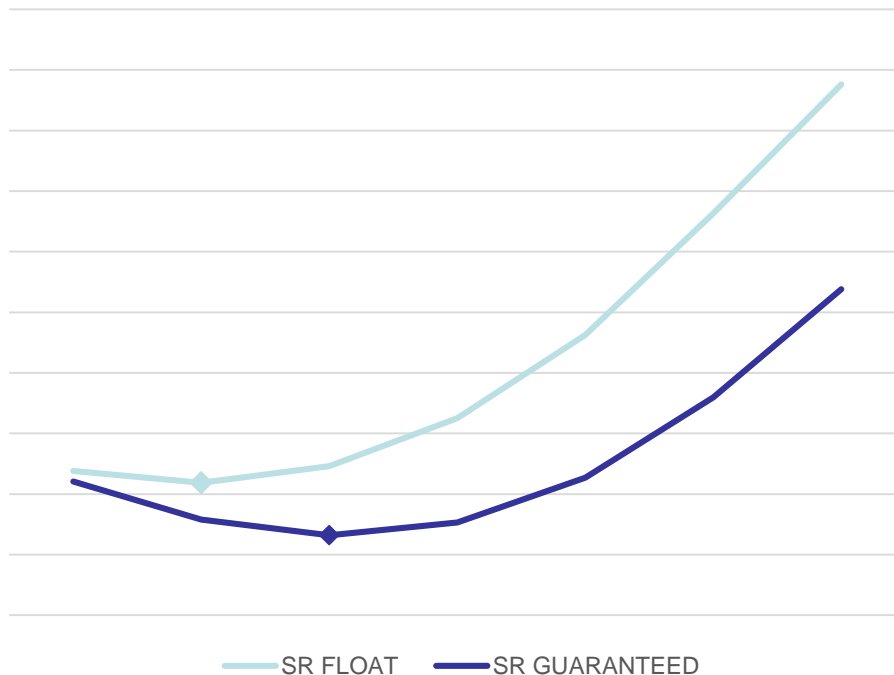
# Guaranteed Tuition Program – Current thoughts on Parameters

- Rates are locked in for five years for all students.
- All entering students in a given year – whether freshmen or transfers – pay the same guaranteed tuition rate.
- If a student takes longer than five years to graduate, in their sixth year they would pay the same tuition rate as students in the cohort behind them. If they stay a seventh year, they would be charged the rates of the cohort behind that. And so on.
- All administratively-controlled mandatory fees would also be locked, as would the Honor's College differential tuition.
- Fees charged on a course-by-course basis would not be part of the program.



- It would be ideal to provide a tuition guarantee for all existing students on campus.
- Implementing a multi-year differentiated program for existing students (i.e., existing students pay different rates based on when they started at the UO and also have different durations of guarantee) may be complicated and confusing.
- We could consider whether it is possible to implement one final tuition rate increase for all existing students and then provide them with a four year guarantee.
- This concept, along with specific figures, would need to be discussed by the Tuition and Fees Advisory Board (TFAB).

### ACCUMULATED GAIN / LOSS BY SCENARIO



- Significant risk to institution if state cuts funding in recession:
  - Tuition rates to students with guaranteed tuition are locked.
  - Only tuition rates for incoming students can be increased.
  - Recovering from a cut will take longer and use up more reserves.

- Establish reserve fund
  
- Possible sources of funding:
  - Increased revenue at start of program
  - Fundraising
  - Extra “insurance policy charge” added to rates

# Guaranteed Tuition at Other Universities

Institution	Length (years) <sup>2</sup>	Resident or Nonresidents	Mandatory or opt-in	Transfer student	Rate after four years <sup>3</sup>	Part-time	Summer
U of Arizona	4	both	mandatory	yes	next cohort <sup>1</sup>	yes	excluded
U of Colorado at Boulder	4	both	mandatory	yes	next cohort	yes	excluded
U of Illinois at Urbana-Champaign	4	both	mandatory	yes	next cohort <sup>1</sup>	yes	included
U of North Carolina - Chapel Hill	4	resident	mandatory	yes	50% upchrg.	yes	included
Ohio State U	4	resident	mandatory	resident	next cohort	yes	included
Oklahoma State U <sup>4</sup>	4	resident	opt-in	resident	variable	no	excluded
Texas A&M	4	resident	opt-in	resident	variable	no	included
U of Virginia	4	resident	opt-in	no	variable	no	excluded

<sup>1</sup> After sixth year the tuition rate becomes variable

<sup>2</sup> Five-year undergraduate programs extend guaranteed rate through the fifth year

<sup>3</sup> Military, medical and family hardship extensions available

<sup>4</sup> Not an AAU member institution

Action	Date
Feedback to president on program concept	December
Presidential direction to TFAB	Early January
TFAB discussion and recommendations	January and early February
Presidential review, including community input and feedback	Mid to late February
Presidential recommendation to board	Early March

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## **Agenda Item #4**

### **Seconded Motions & Resolutions**

- 4.1 Bond Issuance**
- 4.2 Board Officers**
- 4.3 Presidential Bonus and Contract**

*This resolution is before the full Board of Trustees pending action by the Finance and Facilities Committee on December 9.*

The Board of Trustees is asked to authorize the issuance of general obligation revenue bonds in an amount not to exceed a par amount of \$120,000,000. UO policy requires board approval for financing activity in excess of \$5,000,000.

Proceeds will be used to provide capital to UO's internal bank so that it has long-term funds to lend for authorized capital projects that benefit the university. The largest recipient of funding is expected to be University Housing for Phase 1 of the housing transformation project, which includes construction of a new residence hall on the "Humpy Lumpy Lawn" at the corner of 15<sup>th</sup> and Agate and planning and design for the reconstruction of Walton Hall. These phases of the overall project were authorized at the September Board of Trustees meeting with an anticipated budget not to exceed \$101,000,000. University Housing will repay the internal bank from student room and board revenues. The remainder of the bond proceeds will be used for various smaller projects and to cover costs related to the bond sale.

The bond issuance is expected to occur in early 2020, but not later than June 30, 2020, with a final maturity before calendar year-end 2050. Debt service on amortizing debt is estimated to be \$7.8-\$8.7 million per year or, if an interest-only structure is used, annual interest payments are likely to be approximately \$6.0 million using 5.00% coupons.

The resolution authorizes UO's treasurer, or designee, to issue the bonds, establish the structure and payment terms of the bonds, and issue additional bonds to defease or refund other outstanding long-term obligations for the purpose of reducing costs. As with prior bond issuance resolutions, it also includes a provision that the Board Chair and Chair of the Finance and Facilities Committee will review key details and approve the transaction prior to the treasurer giving final approval on the terms of the sale.

The Treasury Management Policy's guidelines for liability management state that the Board will consider three things, outlined below along with relevant information, before authorizing long-term debt.

#### **Impact of the New Bonds on UO's Ability to Achieve Its Mission**

- This sale is a part of UO's 10-year capital plan that encompasses all building types and all funding sources
- Improved student housing enhances the student experience and favorably impacts recruitment and enrollment
- Other renovations enhance the educational experience and are important to operate the university efficiently



### Cost of Capital

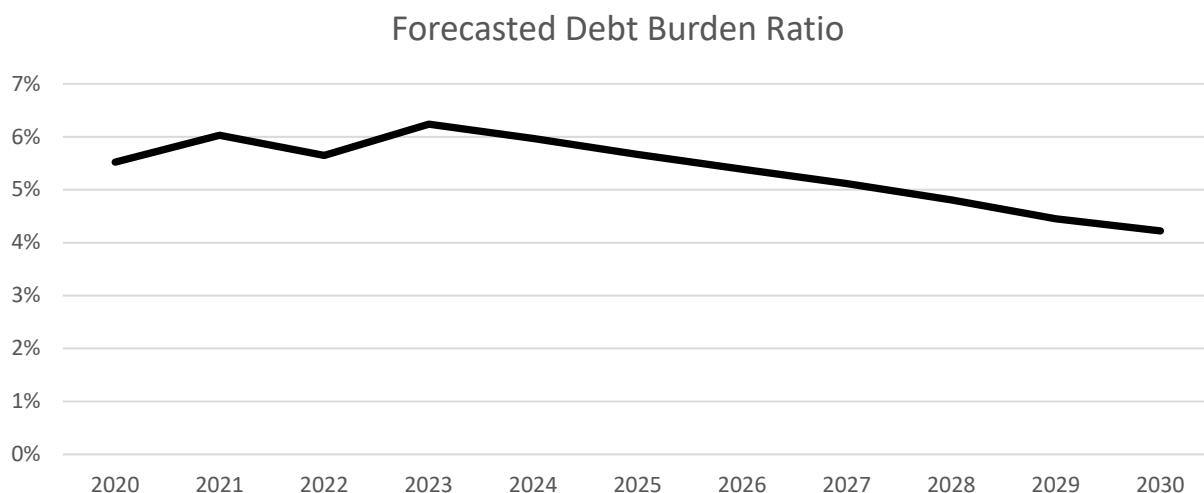
- The effective interest cost for the transaction will be based upon many factors that will be unknown until the time of the sale including: structure and maturity, use of taxable versus tax-exempt debt, credit rating, pricing and demand, and market conditions at time of sale.
- It is impossible to accurately predict the all-in true interest cost of a future-dated sale, but for comparison:

	30-Year AA MMD*	Yield-To- Call	All-In TIC
2015A	3.18%	3.18%	4.14%
2016A	2.62%	2.63%	3.88%
2018A	2.76%	2.96%	4.02%
10/18/19	2.25%	--	--

\*As of the Friday prior to pricing the bonds as published by Morgan Stanley

### How the Transaction Affects UO’s Ability to Meet Existing Obligations

- This chart shows UO’s estimated debt burden ratio. These forward-looking estimates incorporate the 10-year capital plan and expected future bond sales to support that plan.
- The debt burden ratio remains under 7%. The forecast includes this sale as well as a planned sale in FY22. Industry experts state that institutions with debt burden ratios under 7% find it easier to issue additional debt.
- UO policy states that we evaluate bonds using an amortizing structure as our base case to ensure sufficient cash flow to cover principal repayment. It should be noted that we may consider a bullet, barbell, or other custom structure if that better suits the university’s needs, and depending upon market conditions at the time of the sale.



## Board of Trustees of the University of Oregon

### Seconded Motion: Authorization of General Revenue Bonds

WHEREAS, ORS 352.087(1)(b) authorizes the University of Oregon (the “University”) to borrow money for the needs of the University in such amounts, at such times, and upon such terms as may be determined by the University acting through its Board of Trustees (the “Board”);

WHEREAS, ORS 352.408(1) authorizes the University to issue revenue bonds for any lawful purpose of the University in accordance with ORS chapter 287A, and to issue refunding bonds under ORS 287A of the same character and tenor as the revenue bonds replaced;

WHEREAS, Section III.A of the University Treasury Management Policy provides that the University may use debt or other financing agreements to meet its strategic objectives and, pursuant to Section III.B of the Treasury Management Policy, the Board, or its designated Committee, must authorize debt transactions, financing agreements, hedging instruments, and other derivatives when the par or notional amount is greater than \$5,000,000;

WHEREAS, Section III.D.ii of the University Treasury Management Policy authorizes the Treasurer to enter into financing transactions for the purpose of mitigating the risk of existing obligations and/or reducing the overall cost of debt;

WHEREAS, the University now desires to authorize the issuance of one or more series of general revenue bonds in an aggregate principal amount not to exceed \$120,000,000;

WHEREAS, ORS 352.087(1)(t) authorizes the University to delegate any and all powers and duties, subject to the limitations expressly set forth in law;

WHEREAS, the Board has considered the impact of the general revenue bonds authorized by this resolution on the University’s ability to achieve its mission and strategic objectives, the cost of issuing and paying the bonds, and how the bonds will affect the University’s ability to meet its existing obligations, and has determined that it is in the best interests of the University to approve the issuance of the bonds as set forth in this resolution, and to delegate the powers of the Board related to the bonds to the Treasurer of the University, and her designee, to approve the sale of the bonds and certain terms of the bonds; and,

WHEREAS, the Finance and Facilities Committee has referred this matter to the full Board of Trustees as a seconded motion recommending adoption.

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

**1. Appointment of Authorized Representative.** The Board hereby authorizes the Treasurer of the University, and her designee, each acting individually and on behalf of the University and not in his or her personal capacity (the “Authorized Representative”), to act as the authorized representative for and on behalf of the University in connection with the issuance and sale of general revenue bonds (the “New Money Revenue Bonds”) and general revenue refunding bonds (the “Refunding Revenue

Bonds” and, together with the New Money Revenue Bonds, the “Revenue Bonds”) to carry out the purposes and intent of this resolution. Subject to any limitations of this resolution, the signature of the Authorized Representative or his or her designee shall be sufficient to bind the University with respect to any Revenue Bonds, certificate, agreement or instrument related thereto, and shall be sufficient to evidence the Authorized Representative’s approval of the terms thereof.

**2. New Money Revenue Bonds Authorized.** The Board hereby authorizes the issuance of not more than One Hundred Twenty Million Dollars (\$120,000,000) in aggregate principal amount of New Money Revenue Bonds under ORS 352 for University purposes, to fund debt service reserves, if any, and to finance other costs related to issuing a series of New Money Revenue Bonds, including but not limited to capitalizing interest.

**3. Special Obligations of the University.** The Revenue Bonds shall be special obligations of the University that are payable solely from legally available revenues of the University that the University pledges to pay the Revenue Bonds.

**4. Bond Sale Authorized.** The Authorized Representative is hereby authorized, on behalf of the Board and without further action by the Board, to take any of the following actions that may be required if needed in connection with the issuance and sale of Revenue Bonds authorized herein:

**(a)** Issue the Revenue Bonds in one or more series and at different times; provided that any series of Revenue Bonds under this resolution shall be issued on or before June 30, 2020.

**(b)** Pledge all or any portion of the legally available revenues of the University to pay and secure the payment of the principal of and interest on each series of Revenue Bonds, and determine the lien status of each pledge.

**(c)** Apply the proceeds of any series of New Money Revenue Bonds to pay or reimburse costs of the University, to fund debt service reserves, if any, and to pay other costs related to issuing a series of Revenue Bonds, including but not limited to capitalizing interest.

**(d)** Determine whether to pay or refinance short-term or interim financing or to defease, refund or prepay University obligations including any or all of the payments to be made by the University in connection with bonds issued by the State of Oregon for the benefit of the University.

**(e)** Apply the proceeds of any series of Refunding Revenue Bonds to pay or refinance short-term or interim financing, to defease, refund or prepay University obligations including any or all of the payments to be made by the University in connection with bonds issued by the State of Oregon for the benefit of the University, to pay costs of issuance, and to pay defeasance, prepayment and refunding costs.

**(f)** Participate in the preparation of, authorize the distribution of, and deem final the preliminary and final official statements and any other disclosure documents for any series of Revenue Bonds.

**(g)** Establish the final principal amount, maturity schedule, interest payment dates, interest rates, denominations and all other terms for each series of Revenue Bonds; provided, that the true interest cost of any New Money Revenue Bonds shall not exceed eight percent per annum, and the final maturity date for any New Money Revenue Bond shall be on or before December 31, 2050.

**(h)** Select one or more underwriters or lenders and negotiate the sale of that series of Revenue Bonds to those underwriters or lenders, and execute and deliver one or more bond purchase agreements.

**(i)** Undertake to provide continuing disclosure for any series of Revenue Bonds in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission.

**(j)** Apply for rating(s) for any series of Revenue Bonds.

**(k)** Draft and approve the terms of, and execute and deliver, one or more bond declarations which pledge all or a portion of the legally available revenues of the University to particular series of Revenue Bonds, make covenants for the benefit of owners of the Revenue Bonds, describe the terms of the Revenue Bonds that are issued under that bond declaration, and describe the terms under which future obligations may be issued on a parity with those Revenue Bonds.

**(l)** Appoint and enter into agreements with paying agents, escrow agents, bond trustees, verification agents, and other professionals and service providers.

**(m)** Issue any series of Revenue Bonds as taxable bonds, including taxable bonds that are eligible for federal interest subsidies or tax credits.

**(n)** Issue any series of Revenue Bonds as governmental and/or 501(c)(3) tax-exempt bonds, hold public hearings, take actions and enter into covenants to maintain the tax status of that series of Revenue Bonds under the Internal Revenue Code of 1986, as amended (the "Code").

**(o)** Provide for the Revenue Bonds to be held in certificated or uncertificated form.

**(p)** Execute and deliver any agreements or certificates and take any other action in connection with the Revenue Bonds that an Authorized Representative finds will be advantageous to sell and issue the Revenue Bonds and carry out this resolution.

**5. Ratification and Approval of Actions.** The Board hereby ratifies and approves all prior actions taken on behalf of the Board or University related to such Revenue Bonds. The Board hereby authorizes, empowers, and directs the Authorized

Representative to take further actions as may be necessary or desirable related to such Revenue Bonds, including, without limitation, the execution and delivery of agreements necessary or desirable to carry out such actions or arrangements, and to take such other actions as are necessary or desirable for the purposes and intent of this resolution.

**6. Final Approval.** Notwithstanding the above, the Treasurer shall obtain approval from the chair of the Board and the chair of the Finance and Facilities Committee prior to executing final agreements necessary to issue such Revenue Bonds.

**7. Effective Date.** This resolution shall take effect immediately upon adoption by the Board.

Trustee	Vote	Trustee	Vote
Aaron		Kari	
Ballmer		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Wilcox	
Hornecker		Wishnia	

Date: \_\_\_\_\_

Recorded: \_\_\_\_\_

*This resolution is before the full Board of Trustees pending action by the Executive and Audit Committee on December 9.*

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 elected to their respective positions in December 2016 with terms effective January 2017. Thus, reelection or the selection of a new chair or vice chair is timely for the December 2019 meeting.

Chair Lillis and Vice Chair Ralph expressed interest in remaining in their respective positions. No other nominations were received for either position.

The Executive and Audit Committee will discuss this matter during its meeting on December 9 and will make a formal recommendation to the full Board for consideration during the full Board meeting on December 10.

**Board of Trustees of the University of Oregon**

**Seconded Motion: 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 term for board officers to be three years (or a close approximation thereof given board meeting schedules);

Whereas, the current chair, Charles M. Lillis, and vice chair, Ginevra Ralph, were elected to those positions in December 2016 with terms effective January 2017, thus rendering reappointment or the selection of new officers timely;

Whereas, Lillis and Ralph are willing to continue serving in their respective roles and trustees have expressed faith in and support for their work;

Whereas, the Executive and Audit Committee has referred this matter to the full Board as a seconded motion, recommending adoption.

Now, therefore, the Executive and Audit Committee hereby recommends that the Board of Trustees of the University of Oregon reelect Charles M. Lillis as chair of the Board and Ginevra Ralph as vice chair of the Board.

<b>Trustee</b>	<b>Vote</b>	<b>Trustee</b>	<b>Vote</b>
Aaron		Kari	
Ballmer		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Wilcox	
Hornecker		Wishnia	

Dated: \_\_\_\_\_

Recorded: \_\_\_\_\_

**ANNUAL PERFORMANCE BONUS**

President Schill's contract includes the following language:

- 5.3 *During his term of service as President, the Board may additionally elect to provide Schill with an annual performance bonus according to the following:*
  - 5.3.1 *The amount of the annual performance bonus will normally range from zero and \$200,000 and will be determined by the Board each year.*
  - 5.3.2 *The target goal will be \$100,000 which shall be awarded if Schill has, in the judgment of the Board, substantially met the performance goals set forth by Board leadership for the given year.*
  - 5.3.3 *The Board may award more than the target if, in its judgment, Schill has exceeded expectations relative to his annual goals or has made good progress toward achieving long-term objectives of the University as follows:*
    - 5.3.3.1 *building the University's endowment to \$4 billion,*
    - 5.3.3.2 *increasing the graduation rate of students at the institution and generally improving student success and experience,*
    - 5.3.3.3 *improving the quality of graduate programs and the institution's overall academic position,*
    - 5.3.3.4 *increasing and diversifying externally funded research, and*
    - 5.3.3.5 *advancing and promoting diversity, equity and inclusion.*
- 5.4 *Schill's progress toward achievement of the goals entitling him to payment of the bonuses described in section 5.3 shall be measured annually during the Presidential Evaluation process.*

In accordance with Section 5.3, above, Chair Lillis and Vice Chair Ralph recommend that the Board of Trustees authorize a \$100,000 annual performance bonus for President Schill. They came to this recommendation upon completion of Schill's annual performance evaluation including in large part, per section 5.3.2, a review against the goals established for FY19. Those goals—as well as his FY20 goals—are included as Exhibits C and D, respectively, to the resolution.

**AMENDMENT TO CONTRACT**

Chair Lillis, Vice Chair Ralph, and President Schill are proposing an addendum to amend the president's contract. Specifically, the addendum would amend Section 4.0 by adding two new subsections. Section 4.0 relates to Schill's academic rank, including terms of employment as a faculty member at the UO following service as president. This proposed change is solely about long-term planning. Schill nor the trustees have any intention of his leaving the presidency at this time or in the near future. The new language, provided below, would constitute new subsections 4.2 and 4.3; existing section 4.2 would become subsection 4.4. The entire employment agreement is attached to the resolution as Exhibit B.

- 4.2 Increases in Schill's compensation as a faculty member shall be determined by the provost, consistent with them extant policies governing faculty compensation as well as any applicable collective bargaining agreement.*



*4.3 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 and is competent to teach in. 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.*

Incorporating this language now provides all parties with a common understanding of Schill's employment arrangement and obligations should he wish to remain on the UO faculty following his service as president. Further, it prevents the need to negotiate such matters during a busy time of transition.

## Board of Trustees of the University of Oregon

### Resolution: Presidential Employment Agreement and Annual Performance Bonus

Whereas, Michael H. Schill continues to lead the University effectively and with distinction;

Whereas, following Schill's annual evaluation relative to his objectives for fiscal year 2018-2019 (FY19) (see Exhibit C), the Board finds that Schill accomplished or made substantial progress toward said objectives;

Whereas Schill has made particular progress in advancing goals of student success, implementation of the Phil and Penny Knight Campus for Accelerating Scientific Impact, partnerships with OHSU, fundraising, and work relating to data science, bioengineering, and legislative advocacy;

Whereas Section 5.0 of Schill's employment agreement (Exhibit B) allows for an annual performance bonus, with a target of \$100,000, if "in the judgment of the Board, [Schill has] substantially met the performance goals set forth by Board leadership for the given year;"

Whereas, given the positive evaluation noted above, the Board wishes to remunerate Schill for his excellent work during FY19 pursuant to Section 5.0 with a \$100,000 annual bonus;

Further, whereas a modification to Schill's current employment agreement pertaining to his work as faculty at the UO following service as president is prudent and a responsible step in planning for future options;

Whereas such a modification is not an indication of any imminent plans made by the Board or Schill, but is proactive long-term planning to ensure that terms of any such employment are known and agreed upon in advance;

Whereas, Schill's existing employment agreement stipulated certain key terms of faculty employment post-presidency, such as compensation, but did not contain details of expectations for work assignments or decision-making; and,

Whereas, the Board wishes to clarify further details of such possible employment.

NOW THEREFORE, the Board of Trustees of the University of Oregon hereby:

1. Authorizes a one-time performance bonus of \$100,000 to Schill for outstanding work performed during the 2018-2019 fiscal year; and,
2. Authorizes an addendum to Schill's employment agreement attached hereto as Exhibit A.

*Vote recorded on following page.*

Moved: \_\_\_\_\_ Seconded: \_\_\_\_\_

<b>Trustee</b>	<b>Vote</b>	<b>Trustee</b>	<b>Vote</b>
Aaron		Kari	
Ballmer		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Wilcox	
Hornecker		Wishnia	

Date: \_\_\_\_\_ Initials: \_\_\_\_\_

DECEMBER 2019 ADDENDUM  
PRESIDENTIAL EMPLOYMENT AGREEMENT

---

THIS ADDENDUM is entered into by the University of Oregon (“University”) and Michael H. Schill (“Schill”), each of whom is a party to this agreement. This addendum will be effective upon full execution by the University and Schill. This addendum modifies the Employment Agreement entered into by the University and Schill on September 22, 2018 (“Original Agreement”) by hereby replacing Section 4.0 of the Original Agreement with the following new Section 4.0.

**4.0 Academic Rank and Funding**

- 4.1 Upon the termination of employment as President, 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). 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. 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 Increases in Schill’s compensation as a faculty member shall be determined by the provost, consistent with them extant policies governing faculty compensation as well as any applicable collective bargaining agreement.
- 4.3 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 and is competent to teach in. 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.
- 4.4 During his full-time employment at the University, Schill shall be provided an annual sum of \$25,000 for purposes of academic research support. This allotment shall not be used as remuneration to Schill. This allotment shall be managed and accounted for in accordance with all applicable federal, state and University laws, policies and regulations related thereto.

IT IS SO AGREED:

---

Michael H. Schill

Date

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Charles M. Lillis, Chairman

Date

## EXHIBIT B

### PRESIDENTIAL EMPLOYMENT AGREEMENT

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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 on October 1, 2018.

#### **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 October 1, 2018 until September 30, 2023 ("Term"), unless earlier terminated or extended as provided in this Agreement.

#### **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, 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). 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. 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 During his full-time employment at the University, Schill shall be provided an annual sum of \$25,000 for purposes of academic research support. This allotment shall not be used as remuneration to Schill. This allotment shall be managed and accounted for in accordance with all applicable federal, state and University laws, policies and regulations related thereto.

#### **5.0 Salary and Benefits for Service as President**

- 5.1 For the period October 1, 2018 through June 30, 2020, Schill's monthly salary shall be \$60,000, based on an annual salary of \$720,000 at 1.0 FTE. Beginning July 1, 2020, his monthly salary shall increase to \$61,500 based on an annual salary of \$738,000 at 1.0 FTE. The Board of Trustees may elect to increase Schill's base monthly salary during the term of this agreement. In addition, Schill shall be entitled to an annual supplemental contribution to an approved retirement plan, in an amount of \$50,000 (pro-rated for any partial year of service as President).
- 5.2 If Schill remains President as of September 30, 2021, he shall be entitled to receive a retention bonus of \$200,000.

- 5.3 During his term of service as President, the Board may additionally elect to provide Schill with an annual performance bonus according to the following:
- 5.3.1 The amount of the annual performance bonus will normally range from zero and \$200,000 and will be determined by the Board each year.
  - 5.3.2 The target goal will be \$100,000 which shall be awarded if Schill has, in the judgment of the Board, substantially met the performance goals set forth by Board leadership for the given year.
  - 5.3.3 The Board may award more than the target if, in its judgment, Schill has exceeded expectations relative to his annual goals or has made good progress toward achieving long-term objectives of the University as follows:
    - 5.3.3.1 building the University's endowment to \$4 billion,
    - 5.3.3.2 increasing the graduation rate of students at the institution and generally improving student success and experience,
    - 5.3.3.3 improving the quality of graduate programs and the institution's overall academic position,
    - 5.3.3.4 increasing and diversifying externally funded research, and
    - 5.3.3.5 advancing and promoting diversity, equity and inclusion.
- 5.4 Schill's progress toward achievement of the goals entitling him to payment of the bonuses described in section 5.3 shall be measured annually during the Presidential Evaluation process.
- 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 she/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 accrue 2.0 months of sabbatical leave for each contract year of service he completes as President. For partial contract years of service, Schill will accrue sabbatical leave on a pro rata basis. All sabbatical leave will be forfeited in the event that Schill's appointment is terminated for cause or in the event Schill elects to leave the University of Oregon. The sabbatical leave will start no later than thirty (30) days after the conclusion of Schill's service as President, payable at 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 the 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. 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 her/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 just cause. Just cause termination eliminates any obligation of the Board to pay Schill beyond the effective date of termination of employment as President. A termination for just cause shall end all of the University's obligations to Schill for compensation as President including, without limitation, any obligations to pay 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.

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.

10.2 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 the 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 (including sabbatical accrual).

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 further compensation or benefits as president, 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 her/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 her/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 subject are 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 22 day of Sept, 2018:

  
\_\_\_\_\_  
Michael H. Schill

  
\_\_\_\_\_  
Charles M. Lillis, Chairman

*Customary for the BOT is articulating key goals for the university each year. These goals reflect priorities set by the BOT and refer to the current year as well as future years. They are meant to provide guidance to the President and others associated with the university.*

### **2018-19 Objectives**

- Operate within the finalized annual budget.
- Develop a plan for the major strategic initiative of “student success.” What do we mean by the terminology and how should we put it into action? How will we define “success”?
- Continue development of the Knight Campus. Manage the on-boarding of Bob Guldberg and the work of Andrew Nelson in particular. Continue pursuit of the remaining funding requirements.
- Continue development of our “brand” strategy. It would be highly desirable if the Board could review this in spring 2019.
- Complete the Data Science Initiative plan and budget.
- Complete the plan to develop a Biomedical Engineering (and/or similar) academic program(s).
- Continue development of the UO/OHSU research relationship.
- Examine the possibilities and wisdom of restructuring CAS into smaller schools or colleges. Complete the analysis, including financial impact by the end of March 2019.
- Continue development and implementation of the enhanced academic and career advising plan. How is this related to “student success” and what are the key metrics?
- Develop and execute a legislative strategy for the 2018-19 session.
- Effectively manage the tuition setting process, including an articulation of the UO’s underlying philosophy regarding tuition and its relationship to operating costs.
- Development targets for the year are not yet formalized but need to be in the \$130-200M range, excluding any major transformative gifts for the Knight Campus.

### **Longer Term Objectives**

- Successfully grow the endowment toward our \$4 billion target. As part of this effort, develop a plan of how to proceed toward the overarching goal and incorporate ideas for increasing flexibility in terms of use of yield.
- Continue development of the Portland programmatic offerings as well as the non-academic opportunities such as fundraising, recruitment, internships, and alumni engagement.
- Work to maximize the value of the relationship between the University and the UO Foundation.
- Continue the planned growth of tenure-track faculty and of sponsored research per tenure-track FTE, and establish some quantifiable metrics related thereto.
- Continue to build relationships with key government leaders.
- Support the work to review, update and implement new core education requirements.

*Customary for the BOT is articulating key goals for the university each year. These goals reflect priorities set by the BOT and refer to the current year as well as future years. They are meant to provide guidance to the President and others associated with the university. This list is by no means exhaustive of all that the President should or will focus on.*

- **Continue to improve the financial strength of the University of Oregon.** This includes, but is not limited to, areas such as ongoing cost saving measures, advocacy with the State of Oregon, efforts to grow the endowment, meeting or exceeding campus growth targets, and identifying ways to stabilize tuition increases.
- **Advance the institution's comprehensive approach to student success.** This includes, but is not limited to, areas such as a clear articulation of metrics and assessment, developing and adhering to implementation priorities and strategies, fostering ongoing coordination between the myriad UO departments which play a role in student success, and continued application of best practices into the UO's efforts.
- **Develop and execute a comprehensive communications plan for the university.** This includes, but is not limited to, communications strategies to support student recruitment efforts, strategies to improve the UO's standing and reputation within the State of Oregon, and holistic message development that leverages the UO's brand and other strengths.
- **Understand the UO's approach to continuous improvement and modernization.** This includes, but is not limited to, growing online offerings and opportunities, ongoing improvement the realization of operational efficiencies, efforts to continuously improve campus climate and community, continuing to build and nurture a culture of collaboration and innovation, and refining the UO's approach to data-driven decision making.
- **Complete the development phase of the Knight Campus for Accelerating Scientific Impact.** This includes, but is not limited, to the completion of the first building, successfully onboarding and integrating new faculty, and launching the bioengineering degree and the UO/OHSU biomedical data partnership.
- **Work with the new provost to advance his academic initiatives and priorities.** This includes, but is not limited to, efforts such as a cohesive environmental initiative, advancing the innovation initiative, building on efforts to assess quality, and identifying key areas of academic excellence that are (or will become) foundational to the UO's reputation.

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## Agenda Item #5

### Media Center for Science & Technology

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# Science Is Complex But Our Messages Don't Have to Be

**Ellen Peters, PhD**

Philip H. Knight Chair

Director, Media Center for Science and Technology

UO BOARD OF TRUSTEES | DECEMBER 10, 2019

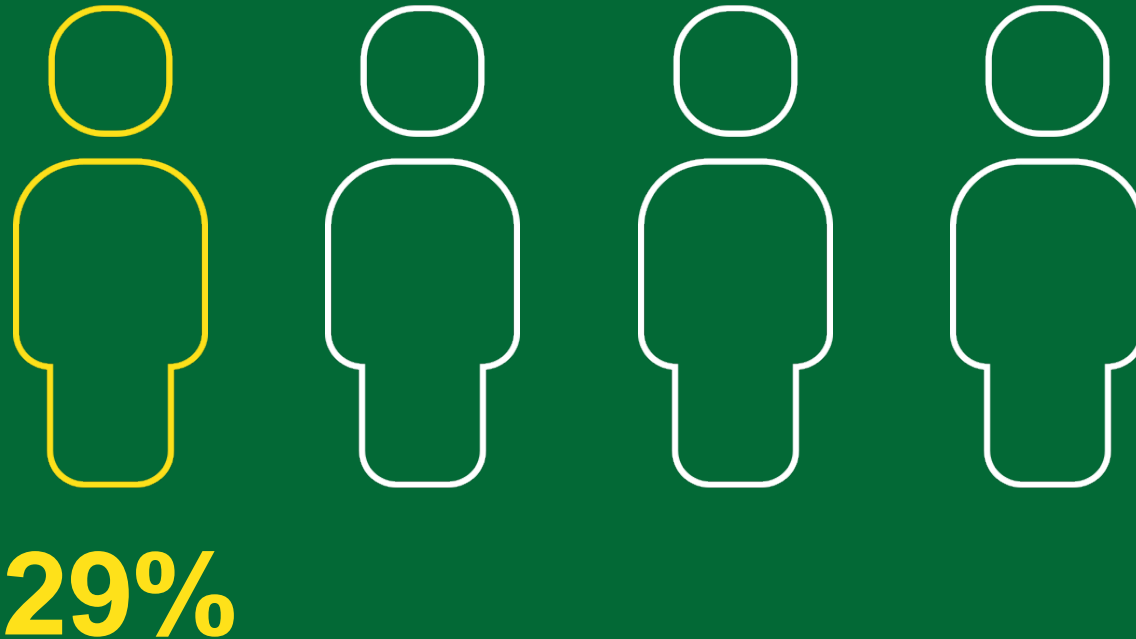


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# How Many People Are Innumerate?



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# Innumeracy Has Health Consequences



**40%** don't know when to take a missed dose

**70%** of Americans take at least one Rx

**50%** take 2+ drugs



# All Education Levels Are Affected

“I miscalculated how long a prescription medication would last. I ran out of pills and... ended up very ill.”



“I had been diagnosed with cancer... [The test result] numbers were very confusing... I felt scared.”



# Less Numerate = Worse Decisions

## Numerate:

think hard about numbers

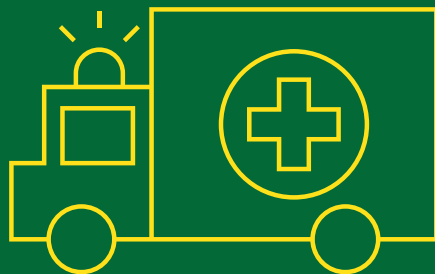
## Less numerate:

influenced by emotions  
and stories



# Less Numerate = Less Healthy

**40%** more likely to have at least one disease



**20%** more prescription drugs





## What We Have

- Innumeracy and scientific illiteracy
- Misinformation, truthiness, fake news
- Poor decision making and poor outcomes

## What We Need

- Stories about the numbers
- Information presented effectively
- Evidence-based decisions



# Media Center for Science and Technology

**Advance the scientific frontiers of making science matter to:**

- Improve individual and policy decisions
- Increase personal and societal welfare



# MCST Vision and Role

1. **Collaborative research**
2. **External funding** through federal grants, foundations, and other partners
3. **Experiential learning** for students
4. **Outreach and engagement** including science communication training



# MCST Research

- Interdisciplinary
- Connects with problems faced by Oregonians and the nation



# MCST Research

## “Message effects on diverse populations for early earthquake warning communication”

Hollie Smith with SOJC PhD student Meredith Morgoch



## “Healthy Oregon Project”

Autumn Shafer with OHSU



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# External Funding

- Grant infrastructure
- Mentor and support faculty

## Exemplars:



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# Experiential Learning

- Science & Memory
- Research collaborations with students
- Science communication curriculum
  - Undergraduate minor
  - Graduate certificate



# Public Engagement

**January 2020:** MCST Game Night

**February 2020:** Inaugural research forum

**March 2020:** Kathleen Hall Jamieson – Johnston  
Lecture and book talk

**April 2020:** Wildfire symposium





# Give Science Away

## Media

The Washington Post



THE CONVERSATION



THE WALL STREET JOURNAL.



The New York Times



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# Give Science Away

## Workshops and Trainings

**Knight Campus:** Faculty and graduate workshops to “tell stories of science”

### External Workshops:

- Thermo Fisher Scientific
- American College of Cardiology

**In Development:** Business model



# Conclusions

Modern science is amazing

But humans are the ultimate actors

**The key is using evidence-based communication to enhance public science literacy and interest**



**Science is complex,  
but our messages  
don't have to be.**

**Thank You!**  
Questions?



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# MEDIA CENTER FOR SCIENCE AND TECHNOLOGY

## PRINCIPALS

**DR. ELLEN PETERS** is the Philip H. Knight Chair and director of the Media Center for Science and Technology at the University of Oregon's School of Journalism and Communication (UO SOJC). Dr. Peters studies the basic building blocks of human judgment and decision-making and their links with effective communication techniques. She is particularly interested in how affective, intuitive, and deliberative processes help people make decisions in an increasingly complex world. She has published more than 140 peer-reviewed papers in outlets such as *Proceedings of the National Academies of Science (PNAS)*, *Psychological Science*, *Journal of the American Medical Association (JAMA)*, *Annual Review of Public Health*, and *Nature Climate Change*. She is former president of the Society for Judgment and Decision Making and is a fellow of the American Association for the Advancement of Science, Association for Psychological Science, American Psychological Association, and Society for Experimental Social Psychology. She has worked extensively with federal agencies to advance decision and communication sciences in health and health policy, including serving as chair of FDA's Risk Communication Advisory Committee, consultant to FDA's Tobacco Products Scientific Advisory Committee, and a member of the NAS committee on the Science of Science Communication. She was the first American to receive the Jane Beattie Scientific Recognition Award, and she has been awarded a National Institutes of Health Group Merit Award.

**MARK BLAINE** is associate director of the Media Center for Science and Technology at the UO SOJC. He is also a professor of practice at the SOJC with a focus on science communication and storytelling. His work explores complex issues of climate change and local communities, resilience, and the use of technology to engage publics in science and environmental issues. Professor Blaine has administered funding from a variety of sources, including the United States Department of Agriculture's Forest Service, where he was part of a team managing over \$80,000 in funds from the American Recovery and Reinvestment Act. Blaine has 20 years of experience as an executive producer, writer, editor, and consultant with partners and clients including the Corporation for Public Broadcasting, Vision Maker Media, the U.S. Department of Agriculture, the U.S. Forest Service, the Northwest Fire Science Consortium of the federal Joint Fire Science Program, Oregon Public Broadcasting, Prince William Sound Science Center, Alcoa, and the Materials Science Institute.

**DR. HOLLIE SMITH**'s research focuses on the intersections of science, policy, and media. She is particularly interested in the role of science communication and media in environmental decision-making. She received her PhD in communication and sustainability at the University of Maine, and then served for four years as an assistant professor of communication studies and marine affairs at the University of Rhode Island. She has served on the planning committee of both national and international symposia and serves as an associate editor of *Environmental Communication*, the flagship journal in the environmental communication field. She conducts the majority of her work within the context of research-practice partnerships, and her research has been funded by the Bureau of Ocean Energy Management, Maine Centers for Disease Control and Prevention, National Park Service, and the American Association for the Advancement of Science. Dr. Smith was one of 10 early-career scholars across the United States to receive the 2017 National Academy of Sciences Sackler Colloquium on Science Communication early-career research award. Dr. Smith has received and administered more than \$750,000 in externally funded projects for research and experiential education.



# DR. ELLEN PETERS RESEARCH OVERVIEW

Dr. Ellen Peters began her academic career as a research scientist at Decision Research in Eugene, Oregon, after receiving a 1998 University of Oregon (UO) PhD in psychology. She moved to Ohio State University (OSU) in 2010. OSU tenured and promoted her to full professor in 2012 and named her a College Distinguished Professor in 2017. In 2019, UO named her Philip H. Knight Chair, professor, and director of the Media Center for Science and Technology in the School of Journalism and Communication.

**RESEARCH CONTRIBUTIONS:** Dr. Peters's major research aims have been advancing understanding of cognitive and affective processes critical to risk perceptions and choice as well as understanding and developing their links with effective communication techniques. Her research has been instrumental in developing basic decision theory with respect to feelings (i.e., affect) and abilities to work with numbers (i.e., numeracy). Understanding this basic theory has been pivotal to her development of more effective methods of communicating topics such as the health risks of smoking, the risks and benefits of medical interventions, and the scientific consensus on climate change.



Dr. Peters's research has been influential across many academic and applied disciplines, including decision sciences, psychology, risk communication, medicine, marketing, law, and environmental science. She collaborates widely with individuals from different academic disciplines (psychologists, economists, decision scientists, communication scholars) and with professionals in applied fields (public health, medicine, and environment). With them, she has published 178 papers, which includes 144 peer-reviewed articles. These publications have advanced the field with new theoretical perspectives, new empirical contributions, and new research methods. Her articles are cited widely, with almost 25,000 Google Scholar citations. According to Google Scholar, her h-index is 67, with 52 of her papers cited more than 100 times. She also has a book forthcoming in April 2020 from Oxford University Press entitled *Innumeracy in the wild: Misunderstanding and misusing numbers*. Her research has been funded continuously since 1999 by the National Science Foundation and National Institutes of Health, with additional grants from other federal agencies and private companies. It has also been covered by national and international media outlets including the *Washington Post*, *Philadelphia Inquirer*, *Wall Street Journal*, *New York Times*, *London Times*, *U.S. News & World Report*, National Public Radio, and Freakonomics.

Find a full list of Dr. Peters's research publications at:

<https://scholar.google.com/citations?user=Y5HYFV8AAAAJ&hl=en&oi=ao>



# MEDIA CENTER FOR SCIENCE AND TECHNOLOGY

# COLLABORATIONS AND PARTNERSHIPS

## 22 EXTERNAL PARTNERS ENGAGED THROUGH RESEARCH EDUCATION AND OUTREACH PROJECTS

- American Association for the Advancement of Science
- Oregon Health and Sciences University
- Thermo Fisher Scientific
- American Association for the Advancement of Science
- Northwest Fire Science Consortium
- American College of Cardiology
- National Cancer Institute
- German National Academy of Sciences
- Stockholm University
- Goteborg University
- Laval University
- University of Klagenfurt
- University of Pennsylvania
- Yale University
- Ohio State University
- Ohio Department of Transportation
- Ohio Department of Public Safety
- Consumer Financial Protection Bureau
- Public Health Law Center
- Metcalf Institute for Marine and Environmental Reporting
- Decision Research
- International Patient Decision Aid Standards Collaboration

## 16 INTERNAL PARTNERS ENGAGED THROUGH RESEARCH, EDUCATION AND OUTREACH PROJECTS

- Phil and Penny Knight Campus for Accelerating Scientific Impact
- Oregon's Data Science Initiative
- Office of the Vice President for Research & Innovation
- Clark Honors College
- Morse Center for Law and Politics
- Office of Undergraduate Affairs
- Oregon Hazards Lab
- Institute for a Sustainable Environment
- Allen Price Science Library
- Sutherland Lab
- Jordan Schnitzer Art Museum
- Museum of Natural and Cultural History
- University of Oregon Social-Environmental Research Initiative
- Women in Graduate Sciences
- Center for Translational Neuroscience
- Psychology Department



## TIMELINE

### History: 2010-2017

- **2014:** School of Journalism and Communication (SOJC) Professor of Practice Mark Blaine and the school's Science & Memory program kick-started experiential learning programs with SOJC students exploring the effects of climate change.
- **2017:** The SOJC received \$5 million in seed funding from UO President Michael Schill to establish the Media Center for Science and Technology, as part of a \$50 million gift to the University of Oregon from an anonymous donor.

### Building Capacity: 2017-2019

- **APRIL 2017:** Professor of Practice Mark Blaine was appointed interim director of the center. Soon thereafter, he taught the center's first graduate student storytelling workshop in partnership with the Phil and Penny Knight Campus for Accelerating Scientific Impact.
- **SEPTEMBER 2018:** The SOJC hired Dr. Hollie Smith as assistant professor of science and environmental communication and the first full-time researcher in the center.
- **FEBRUARY 2019:** The center hosted Google's vice president of global communications and public affairs Corey duBrowa '88 and vice president of news Richard Gingras for the SOJC's annual Richard W. and Laurie Johnston Lecture.
- **AUGUST 2019:** Associate Director Mark Blaine launched the first in a series of science communication trainings with corporate partner Thermo Fisher Scientific. The trainings, conducted at Thermo Fisher Scientific's Eugene campus, are part of a series of modules the center is developing for internal and external audiences, including graduate students, faculty, and industry-based scientists and engineers

### Hiring a Director: 2019

- **SEPTEMBER 2019:** Dr. Ellen Peters was hired as director of the center. Dr. Peters began the process of setting up her laboratory and research activities with graduate and undergraduate students in the SOJC and Department of Psychology.
- **NOVEMBER 2019:** Associate program opened to all faculty members, including an emerging scholars program for graduate and undergraduate students. The program will also be open to industry-based scientists and engineers.





## TIMELINE continued

### Looking Forward: 2020

- **JANUARY 2020:** The center will host a Climate Change Game Night led by Media Studies Assistant Professor Maxwell Foxman, who researches immersive media with a focus on game studies. This event will give students from across campus access to the new student experience hub at Allen Hall.
- **FEBRUARY 2020:** The center will hold its inaugural Science Communication Spring Research Forum, highlighting interdisciplinary UO science communication research while providing a venue to foster future research collaborations across campus.
- **MARCH 2020:** The center will host internationally renowned science communication scholar Dr. Kathleen Hall Jamieson from the Annenberg Public Policy Center March 9-12, 2020. The Richard W. and Laurie Johnston Lecture, co-sponsored by the center and the Knight Campus for Accelerating Scientific Impact, will address the science of science communication. Jamieson will also deliver a second talk about her award-winning book, *Cyberwar: How Russian Hackers and Trolls Helped Elect a President: What We Don't, Can't, and Do Know*.
- **APRIL 2020:** Titled "Championing Resilience for Informed Decision-Making: University of Oregon Wildfire, Smoke, and Health Symposium," a one-day symposium will explore how the UO, policymakers, and the public can work together to foster decision-making focused on building resilience in the face of future wildfire and smoke events.



# MEDIA CENTER FOR SCIENCE AND TECHNOLOGY

## MCST ASSOCIATES PROGRAM

**MCST MISSION:** The center's mission is to further research and teaching in science communication to facilitate research-based decision-making while enhancing public understanding of scientific and technological advancements.

### PROGRAM GOALS

- Create deeper faculty engagement with the MCST
- Foster interdisciplinary collaborations in the research and teaching of the science of science communication
- Advance preeminent science communication research with networking and collaborative grant activity
- Connect faculty, postdocs, graduate students, and undergraduates across academic disciplines

Applications opened November 15, 2019, and we will review membership applications quarterly. Membership will last for three years and will be renewable.

### CURRENT MCST ASSOCIATES

1. **Mark Blaine**, Associate Director, Media Center for Science and Technology; Professor of Practice, Journalism, School of Journalism and Communication
2. **Amanda Cote**, Assistant Professor, Media Studies, School of Journalism and Communication
3. **Donna Davis**, Director, Strategic Communication Master's program, Oregon Reality Lab; Associate Professor, Public Relations, School of Journalism and Communication
4. **Troy Elias**, Assistant Professor, Advertising, School of Journalism and Communication
5. **Maxwell Foxman**, Assistant Professor, Media Studies, School of Journalism and Communication
6. **Torsten Kjellstrand**, Professor of Practice, Journalism, School of Journalism and Communication
7. **Peter Laufer**, James N. Wallace Chair, Professor, Journalism, School of Journalism and Communication
8. **Seth Lewis**, Shirley Papé Chair in Emerging Media, Associate Professor, Journalism, School of Journalism and Communication
9. **Ed Madison**, Associate Professor, Journalism, School of Journalism and Communication
10. **Dave Markowitz**, Assistant Professor, Advertising, School of Journalism and Communication
11. **Kelli Matthews**, Senior Instructor I, Public Relations, School of Journalism and Communication
12. **Juan-Carlos Molleda**, Edwin L. Artzt Dean, Professor, School of Journalism and Communication
13. **Dan Morrison**, Senior Instructor I, Journalism, School of Journalism and Communication
14. **Deborah Morrison**, Carolyn Silva Chambers Distinguished Professor of Advertising, Area Head, Advertising, School of Journalism and Communication
15. **S. Senyo Ofori-Parku**, Assistant Professor, Advertising, School of Journalism and Communication
16. **Ellen Peters**, Philip H. Knight Chair, Director, Media Center for Science and Technology, Professor, School of Journalism and Communication
17. **Wes Pope**, Co-Director, Multimedia Journalism Master's program; Associate Professor, Journalism, School of Journalism and Communication
18. **Autumn Shafer**, Assistant Professor, Public Relations, School of Journalism and Communication
19. **Kim Sheehan**, Director, Advertising and Brand Responsibility Master's program; Professor, Advertising, School of Journalism and Communication
20. **Hollie Smith**, Founding Faculty Member, MCST; Assistant Professor, Public Relations, School of Journalism and Communication



A microscopic view of cells, possibly yeast or bacteria, is shown in a glowing green color. A large, glowing green lightbulb is positioned on the right side of the image, with its filament visible. The background is dark, and the cells are illuminated from within, creating a vibrant green glow.

# MEDIA CENTER FOR SCIENCE AND TECHNOLOGY

## YEAR TWO PROGRESS REPORT



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## MISSION

*The Media Center for Science and Technology (MCST) strives to connect science and society through research that amplifies knowledge networks.*

## Strategic Priorities

The MCST's work focuses on achieving three mission-aligned strategic priorities through research, education, and outreach:

- 1. CONDUCTING INTERDISCIPLINARY COLLABORATIONS AND RESEARCH** to understand how a variety of audiences communicate about and understand scientific discoveries and technological solutions.
- 2. ATTRACTING AND TRAINING STUDENTS** for the high-tech communication careers of the future.
- 3. ENHANCING PUBLIC UNDERSTANDING OF SCIENCE AND TECHNOLOGY.**



Cheyenne Thorpe '19 uses a camera in an underwater housing to photograph sea stars on the Oregon Coast for the Science & Memory program.

# How the MCST Impacts Society

## RESEARCH

### PAPERS

The MCST publishes peer-reviewed articles in scientific journals on issues such as environmental and health communication. The MCST actively seeks out partner centers to conduct research and co-publish work.

### REPORTS

The MCST publishes technical reports on science communication models, symposia, and trainings that advance the field by providing non-peer-reviewed descriptions of processes, progress, or results of technical and scientific research.

### SYMPOSIA

The MCST participates in a variety of science communication research symposia to amplify science communication knowledge networks, present peer-reviewed works, and share technical reports with the scientific community.

## EDUCATION

### PROGRAMS

The MCST offers experiential learning programs for undergraduate and graduate students that facilitate research while pioneering emerging storytelling models for science communication.

### COURSES

The MCST offers undergraduate and graduate-level science communication coursework. In the future, it will offer an undergraduate minor and a graduate certificate focused on training students for the communication needs of the future.

### TRAININGS

The MCST offers science communication trainings to help UO researchers and partner companies to communicate findings to diverse stakeholder groups while improving the public's understanding of science and technology.

## OUTREACH

### LECTURES

The MCST, in partnership with other research centers, schools, and colleges across the University of Oregon, sponsors lectures that advance the discipline of science communication and develop interdisciplinary knowledge networks on campus.

### WORKSHOPS

The MCST hosts workshops for faculty members and graduate students on emerging technology and media topics designed to promote the capacity of UO stakeholder groups to more effectively communicate their science to the public.

### CONFERENCES

The MCST hosts conferences that bring together disciplines across the field of science communication to promote interdisciplinary collaboration at the UO, amplify knowledge networks, and improve the public's understanding of science and technology.

# Executive Summary

During FY19, the MCST has built internal capacity, fostered institutional relationships, and hired the leadership to develop it into a world-class research center.

Most notably, the MCST has secured internationally renowned decision scientist Dr. Ellen Peters to be its new director. Dr. Peters brings to the UO an extensive research background, with more than 130 publications in peer-reviewed journals, and leadership experience from her tenure as director of the Decision Science Collaborative at The Ohio State University. She is also a returning Duck, with both a master’s degree and a Ph.D. in decision sciences from the University of Oregon. Her extensive research, leadership, and fundraising experience will help to advance the MCST’s research portfolio and lead the next stages of the center’s growth.

During FY19, the MCST advanced its three strategic priorities through research, education, and outreach.

**WE HAVE PROGRESSED OUR RESEARCH AGENDA** by submitting interdisciplinary research to peer-reviewed journals, publishing technical reports, and writing the first round of federal grants.

**WE HAVE PREPARED STUDENTS FOR THE TECHNOLOGY-RICH CAREERS OF THE FUTURE** through courses, experiential learning programs, and trainings in collaboration with the Phil and Penny Knight Campus for Accelerating Scientific Impact and other campus partners.

**WE HAVE IMPROVED THE PUBLIC’S UNDERSTANDING OF SCIENCE AND TECHNOLOGY** through lectures, workshops for faculty and graduate students, and faculty research presentations at conferences.

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EXTERNAL PARTNERS ENGAGED

Oregon Health Science University

American Association for the Advancement of Science

Thermo Fisher Scientific

Northwest Fire Science Consortium

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INTERNAL PARTNERS ENGAGED

Phil and Penny Knight Campus for Accelerating Scientific Impact

Institute for a Sustainable Environment

Oregon Hazards Lab

Sutherland Lab

Allen Price Science Library

Jordan Schnitzer Museum

Museum of Natural and Cultural History

Vice President’s Office of Research and Innovation

University of Oregon Social-Environmental Research Initiative

Women in Graduate Sciences

# Welcome to Incoming MCST Director Dr. Ellen Peters

After an exhaustive search, the MCST has hired Dr. Ellen Peters as its new director.

Internationally recognized in the field of decision science, Dr. Peters studies the basic building blocks of human judgment and decision-making and their links with effective communication techniques. She is particularly interested in how affective, intuitive, and deliberative processes help people perceive risks and make decisions in an increasingly complex world.

Dr. Peters has an extensive history of publication, with more than 130 peer-reviewed papers in journals such as *Psychological Science*, *Perspectives on Psychological Science*, *Journal of the American Medication Association*, *Annual Review of Public Health*, and *Nature Climate Change*. She is former president of the Society for Judgment and Decision Making and a fellow of the American Association for the Advancement of Science, Association for Psychological Science, American Psychological Association, and Society for Experimental Social Psychology.

Throughout her career, Dr. Peters has worked with federal agencies to advance decision and communication sciences in health and health policy. She was chair of the U.S. Food and Drug Administration's Risk Communication Advisory Committee, consultant to FDA's Tobacco Products Scientific Advisory Committee, and a member of the National Academies of Sciences committee on the science of science communication. She was the first American to receive the Jane Beattie Scientific Recognition Award, and she has been awarded a National Institutes of Health (NIH) Group Merit Award. Her research has also been funded extensively by the U.S. National Science Foundation (NSF) and NIH.

As director of the MCST, Dr. Peters will lead the center's research activities, secure funding from philanthropic sources and federal grantors, as well as facilitate partnerships with researchers and faculty members on campus. She will enable partnerships inside and outside the university to identify the best short-term and long-term strategies to propel the MCST to leadership in the field of science communication.





## Our Work: FY19 and Ongoing

The MCST continues to develop several research projects, educational programs, and outreach projects to advance its strategic priorities. In FY19 the center prioritized interdisciplinary collaborations and research through relationships with other research centers on campus, including the Sutherland Lab, the Oregon Hazards Lab, and UO initiatives on resiliency and entrepreneurship.

In FY20, the center will build on its FY19 successes by:

- Continuing select outreach to external and internal partners in FY20 to advance its research portfolio
- Continuing to advance the research priorities of the office of the Vice President for Research and Innovation (VPRI) by bringing on additional research assistants and graduate employees (GEs)
- Using targeted resources to grow the SOJC's award-winning science communication experiential learning programs
- Strengthening its capacity to deliver high-quality, impactful education opportunities for undergraduate and graduate students
- Continuing to fundraise

In addition to writing the second round of MCST grants to national funders at the NSF, NIH, and National Endowment for the Humanities, the center will continue to pursue corporate and private philanthropy. MCST faculty and staff have built relationships with key philanthropic science communication funders in conjunction with the UO Foundation and the SOJC's development team to facilitate the first round of philanthropic proposals in FY20.



# Research

**FIRST ROUND OF GRANTS:** MCST staff and affiliated faculty have written the center’s first round of grants, totaling more than \$475,000. Funding proposal research topics include undergraduate STEM (science, technology, engineering, and math) education, wildfire hazard and risk management communication in rural Oregon communities, earthquake preparedness communication on the Oregon Coast, and evaluation of science communication symposia. We will receive funding notifications in August through November 2019.

**TECHNICAL REPORTS:** Founding researcher Dr. Hollie Smith published the MCST’s first two technical reports and was co-author of a third. The technical reports addressed the effectiveness of a science communication symposium, how National Park Service employees view their roles in improving public science literacy, and the effects of a wind farm on recreation and tourism.

**AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE (AAAS) CONTRACT:** Dr. Smith secured a \$15,000 contract with SciLine, housed in the AAAS, to assess the impact of science training for communication professionals in advance of the 2020 presidential election. Twenty-five journalists from across the United States will attend the three-day workshop in Des Moines, Iowa, to learn how to incorporate scientific evidence into the issues most likely to come up during the election.

**CIVIC SCIENCE GE POSITION:** The MCST will partner with the VPRI office to direct a GE focused on engaged science communication. The GE will take on a civic science project in the 2019–20 academic year to better connect the public to science and vice versa.

**SUPPORT FOR MARINE BIOLOGY RESEARCH:** The MCST has collaborated with Sutherland Lab on several science communication projects. In 2018–19, two journalism students participated in research cruises off the West Coast as part of communication internships at the lab. Sutherland received an NSF award with a broader impact component supported by the MCST that will develop a course in applied science communication.

**PARTNERSHIP WITH THE OREGON HAZARDS LAB ON U.S. GEOLOGICAL SURVEY (USGS) PROPOSAL:** Dr. Hollie Smith is partnering with the Oregon Hazards Lab for a joint USGS proposal to execute focus groups and field experiments to determine the messaging characteristics of earthquake early-alert communication campaigns that produce maximum protective behavior in communities of differing socioeconomic status.

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TECHNICAL  
REPORTS  
PUBLISHED

6

PEER-REVIEWED  
ARTICLES UNDER  
REVIEW IN MAJOR  
PUBLICATIONS

5

PRESENTATIONS  
AT INTERNATIONAL  
SCIENTIFIC  
SYMPOSIA

1

SCIENCE  
COMMUNICATION  
GE POSITION  
APPROVED

**750+**

STUDENTS ENGAGED  
THROUGH EVENTS AND  
ACTIVITIES

**30**

STUDENTS IN SCIENCE  
COMMUNICATION  
CLASS

**20**

UO GRAD STUDENTS  
TRAINED IN SCIENCE  
COMMUNICATION

**4**

MASTER'S THESES  
ON SCIENCE  
COMMUNICATION  
TOPICS

## Education

**KNIGHT CAMPUS STRATEGIC COMMUNICATION PLAN:** MCST Interim Director Mark Blaine contributed to the strategic communication plan for the Knight Campus with areas of focus for a new model incorporating communication into its ongoing functions. In addition to trainings, the MCST is helping to build a professional development curriculum for incoming graduate students and faculty that weaves together key ideas in communication, business development, and innovation.

**SCIENCE COMMUNICATION STRATEGIES CLASS:** Dr. Hollie Smith developed and taught 30 undergraduate and graduate students in J410: Science Communication Strategy. Designed to engage students from all disciplines, the course examines how science is communicated through popular media, outreach, and institutions of research. Students conducted hands-on science communication projects and learned how to communicate complex scientific topics in different formats to different groups.

**CLARK HONORS COLLEGE COURSE:** Dr. Smith designed and received approval for HC 431H: Environmental and Science Communication in the Age of Wildfires in the West for fall 2019. Students will combine storytelling techniques with scientific research to develop communication that informs the public about the growing problem of wildfire in the state and explores models for engaging the public in the storytelling and science of fire. The term project will focus on rural communities in Oregon facing a high risk of wildfire.

**THERMO FISHER SCIENTIFIC TRAININGS:** The MCST secured a \$10,000 contract with scientific instrumentation company Thermo Fisher Scientific to foster more effective scientist-to-scientist communication within the company. Interim Director Blaine provided science communication training for the company's Eugene facility featuring simple rubrics useful for shaping narratives for a variety of audiences across scientific disciplines. Sessions will be offered into August 2019.

**AWARD-WINNING EXPERIENTIAL LEARNING EXPERIENCES:** Contributions from MCST-affiliated faculty helped expand the SOJC's Science & Memory program to projects in Ghana and the Oregon Coast. As a result, an additional 33 undergraduates and two graduate students participated in experiential learning experiences on topics such as composting, amphibians as indicators of environmental change, and invasive species.



Marine biologist-turned-filmmaker Randy Olson discussed the role of communication in today's climate crisis for the 2018 Richard W. and Laurie Johnston Memorial Lecture.

## Outreach

**RICHARD W. AND LAURIE JOHNSTON MEMORIAL LECTURE:** The MCST brought internationally renowned documentary filmmaker Randy Olson to campus to give a public lecture on solutions for science communication. More than 150 students engaged with Olson during his visit by attending the lecture and participating in small-group sessions with graduate students, SOJC and science faculty, and Knight Campus faculty and staff.

**FACULTY/GRADUATE STUDENT WORKSHOP:** The MCST hosted its first workshop, in partnership with Allen Price Research Library, Jordan Schnitzer Museum of Art, and Museum of Natural and Cultural History, on immersive storytelling. The workshop focused on building virtual 3D objects with photogrammetry and using smartphone and drone photography.

**TRAINING FOR WOMEN IN GRADUATE SCIENCES:** Interim Director Mark Blaine conducted this March 2019 workshop on basic narrative and interviewing techniques that can be applied to a range of science communication needs. The focus was on simple rubrics that allow for flexibility in messaging, depending on the needs of the audience.

**RELATIONSHIPS WITH SCIENCE COMMUNICATION PHILANTHROPIC FUNDERS:** At the Arthur M. Sackler Colloquia on "Advancing the Science and Practice of Science Communication: Misinformation about Science in the Public Sphere," MCST staff engaged and followed up with six representatives from four private philanthropies with giving portfolios focused on science communication, including The Rita Allen Foundation, The Chan Zuckerberg Initiative, The Simons Foundation, and the Kavli Foundation.

## Presentations

During FY19, the MCST presented at several scientific symposia, showcasing affiliated faculty research to a variety of audiences, including those from disciplines outside science communication. Their presented research covered such topics as work on offshore wind production and its relationship to tourism, science communication research symposia evaluation, and climate change communication. MCST-affiliated faculty also presented non-research-related topics, including science communication training for journalists and the role of higher education in providing science communication training.

**PORTLAND STATE UNIVERSITY DEPARTMENT OF COMMUNICATION RESEARCH COLLOQUIA** (November 2018): Dr. Smith presented research findings from research projects on offshore wind production’s relationship to tourism and science communication training.

**NATIONAL COMMUNICATION ASSOCIATION ANNUAL CONVENTION** (November 2018): Dr. Smith presented on science communication as professional outreach in the National Park Service.

**AMERICAN GEOPHYSICAL UNION FALL MEETING** (December 2018): Dr. Smith presented on counteracting climate change polarization through partisan identity alignment.

**AMERICAN GEOPHYSICAL UNION FALL MEETING** (December 2018): Dr. Smith presented on how training journalists to cover scientific complexities yields positive changes in news coverage and multiplier effects.

**AMERICAN GEOPHYSICAL UNION FALL MEETING** (December 2018): Dr. Smith presented a session on opportunities for interdisciplinary science journalism training in higher education.



Dr. Hollie Smith joined the MCST in 2018, contributing research expertise focused on the intersection of science, policy, and media.

## Publications and Articles

During FY19, the MCST expanded its media presence by publishing technical reports and preparing research for publication in FY20. Smith published three technical reports, and several articles are scheduled for publication within the next two quarters. MCST-affiliated faculty also participated in a podcast and blog for the American Geophysical Union.

### PEER-REVIEWED PUBLICATIONS

Elias, T., Morrison, D., & **Blaine, M.** (2019, Forthcoming). Media Use, Cross-National Samples, and the Theory of Planned Behavior: Implications for Climate Change Advocacy Intentions. Accepted for publication *International Journal of Communication*.

**Smith, H.**, & Suldovsky, B. (2019, Forthcoming). The Science of Communication Training: An Experimental Framework to Evaluate Science Communication Training Programs. Under review at *JCOM: A Journal of Science Communication*.

Suldovsky, B., & **Smith, H.** (2019, Forthcoming). Don't shoot (your) messenger: Counteracting climate change polarization through partisan identity alignment. Under review at *Climatic Change*.

Gilbert, C., **Smith, H.**, Smythe, T., Bidwell, D., Moore, A., McCann, J., & Miller, E. (2019, Forthcoming). Gatekeeping and communities in energy transition: A study of the Block Island Wind Farm. *Environmental Communication*.

**Smith, H.**, Menezes, S., Austin, A., Dewsbury, B., Feliu-Mojer, M., Moore, K., Moore, A., Matsuda, S., Canfield, K., & Reich, C. (2019, Forthcoming). Opportunities and challenges for inclusive science communication in the United States. Under review at *Frontiers in Communication*.

Menezes, S., **Smith, H.**, Austin, A., Dewsbury, B., Feliu-Mojer, M., Moore, K., Moore, A., Matsuda, S., Canfield, K., & Reich, C. (2019, Forthcoming). Participant experiences and change from inclusion curriculum. Under review at *Frontiers in Communication*.

### TECHNICAL REPORTS

Smythe, T., **Smith, H.**, Moore, A., Bidwell, D., McCann, J., Poli, S., & Matherson, S. (2018, December). [Methodology for Analyzing the Effects of the Block Island Wind Farm on Rhode Island Recreation and Tourism Activities](#). Prepared for the Bureau of Ocean Energy.

**Smith, H.**, & Guldin, R. (2019, February). [Inclusive Science Communication Symposium Evaluation Technical Report](#). Prepared for the Metcalf Institute for Marine and Environmental Reporting.

**Smith, H.**, & Guldin, R. (2019, January). *Science communication as professional outreach in the National Park Service*. Prepared for the UO Media Center for Science and Technology.

### MEDIA IN NONSCIENTIFIC PUBLICATIONS

[How climate change can be part of any beat](#). Demystifying Media at the University of Oregon. Presented March 18, 2019.

[The Science of Our Stories: How Communication and Training Bridges the Gap Between Scientists and Journalists](#) by Hollie Smith in The Plainspoken Scientist, a blog of the American Geophysical Union. Published January 1, 2019.

# Budget and Fundraising

During FY19, MCST spending focused on infrastructure-building investments that will increase capacity to deliver on strategic priorities through research, education, and outreach. Most costs were related to programmatic investments in research and education activities.

The second-largest cost in FY19 was related to personnel for MCST leadership and support staff. During FY19, the center hired support staff to help the interim director and affiliated faculty solicit funding through grants and philanthropy, submit research proposals and contracts, and coordinate outreach. The rest of the FY19 budget was related to minor operations, travel costs, guest lecturer expenses, and student workers.

For FY20, the MCST will continue to build on previous infrastructure-building investments by creating a:

- Physical space to host offices for the new director, the assistant director, affiliated faculty, post-doctoral researchers, visiting scholars, and research assistants
- Laboratory space to conduct research in the SOJC

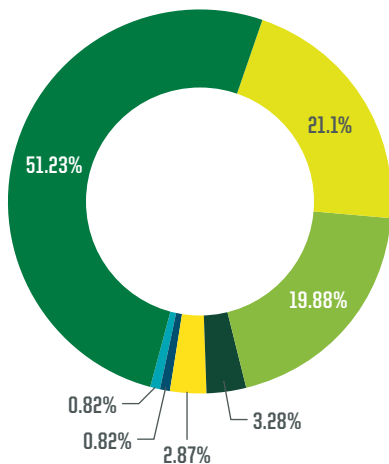
With a new full-time director, the percentage of the budget allocated to MCST leadership will increase, while the percentage dedicated to support staff will decrease. There will be a modest increase in travel budget allocation to support an increased number of presentations by the director and affiliated faculty at conferences and scientific symposia. The budget allocations for guest lecturers, student payroll, and operations will remain relatively unchanged.

**\$50K**  
IN GRANT FUNDING SECURED

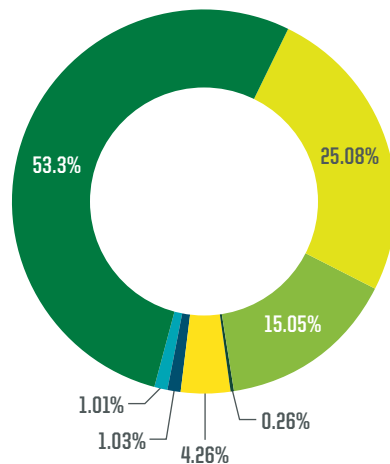
**\$475K+**  
SOLICITED IN FIRST ROUND OF GRANTS

**\$25K**  
IN REVENUE FROM TRAINING AND EVALUATION

**FY19 PERMANENT BUDGET**



**FY20 PERMANENT BUDGET**



- Programming
- MCST Leadership
- MCST Support Staff
- Operations
- Travel
- Guest Lectures
- Student Payroll

## A Look Ahead: FY20 and Beyond

The MCST will continue to advance its strategic priorities through research, education, and outreach during the first and second quarters of FY20. We will use funding secured during FY19 to advance pilot projects and develop new experiential learning opportunities for students through classes taught by MCST-affiliated faculty. Expansion of our current portfolio of research projects will depend on receiving additional funding from national organizations, such as NSF and USGS.

### FY20 Q1 (JULY-SEPTEMBER)

**Dr. Hollie Smith will receive notification of the NSF's decision to award the MCST a \$75,000 grant to study inclusive public engagement with STEM.**

Menezes, S., & Smith, H. (2019-20). *Inclusive SciComm Symposium 2019: Building Knowledge and Collaborations Among Science Communication Practitioners and Researchers to Foster Inclusive Public Engagement with STEM*. Submitted to the NSF, Advancing Informal STEM Learning (AISL) program. Expected decision: August 2019.

**Dr. Smith teaches HC 431H: Environmental and Science Communication in the Age of Wildfires in the West in fall 2019.** Clark Honors College students will combine storytelling techniques with scientific research to develop communication that informs the public about the growing problem of wildfire in the state and explores models for engaging the public in the storytelling and science of fire. The term project will focus on rural communities in Oregon facing a high risk of wildfire. Students will explore the issues and the way forward by engaging experts and community members in a public dialogue about fire and its place in the future of rural communities in Oregon and beyond.

**Dr. Peters' existing \$90,000 NSF grant will be transferred to the MCST.** Upon arriving at UO, Dr. Peters will continue to manage her NSF grant, *Multiple numeric competencies in judgments and decisions*. Dr. Peters is testing correlational and/or causal impacts of the numeric competencies on 10 decision processes identified as important to judgments and choices. Findings from this research will lead to better interventions to improve decision-making about health and wealth.



Slated for completion in fall 2019, the MCST office suite in Allen Hall will house collaboration spaces as well as offices for center director Dr. Ellen Peters, postdoctoral students, and visiting faculty.



## FY20 Q2 (OCTOBER–DECEMBER)

**Dr. Smith will receive notification of the USGS’s decision to award the MCST a \$85,704 grant to study earthquake preparedness communication with diverse populations.**

**Smith, H.** (2020-2021). *Message Effects on Diverse Socio-Economic Populations for Earthquake Preparedness Communication*. Submitted to the United States Geological Survey, Earthquake Hazards Program. Expected decision: November 2019.

**Dr. Smith and Interim Director Mark Blaine will submit a panel proposal on climate communication to Portland State University’s Northwest Climate Conference.**

At the 10th annual Northwest Climate Conference, Smith and Blaine will join other practitioners, scientists, tribal communities, and decision-makers to share knowledge, ideas, and best practices related to climate change science, impacts, and adaptation in the Pacific Northwest. Topics include drought, wildfire, extreme events, coastal flooding, human and ecosystem health, and resiliency planning.

**Dr. Peters will receive notification about a \$1 million NIH proposal on the role of emotions in contralateral prophylactic mastectomy (CPM).**

A growing number of women with breast cancer are choosing to undergo CPM, in which their nondiseased breast is removed. Dr. Peters has submitted a subcontract proposal in support of The Ohio State University’s NIH proposal examining how emotions influence this decision and how patients and surgeons communicate about the procedure. Findings from this study will inform the design of interventions to promote optimal decisions about the procedure.

## 2020 AND BEYOND

**Dr. Smith will continue to serve on the planning committee of an international symposium on natural resource management, leveraging her expertise in science communication.**

Hall, T., Nielsen-Pincus, M., Murray, S., D’Antonio, A., Needham, M., Lindberg, K., Davis, E. J., White, E. Biedenweg, K., **Smith, H.**, Margerum, R., Shinn, C., Allen, J., Haeffner, M., Charnley, S., & Roesch-McNally, G. (2021). International Symposium on Society and Resource Management (ISSRM). Anticipated 400+ Attendees, 5-day international symposium. Annual conference of the International Association for Society and Natural Resources. Proposal under review. Proposed to be held at Portland State University, Portland, Oregon.

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

***SUPPLEMENTAL DOCUMENTS***  
***Agenda Item #2***

# Five Years of Institutional Governance at the University of Oregon

**Report to the Board of Trustees**

December 10, 2019



# Report's Areas of Focus

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- Governance, Leadership and Finance
- Academic and Research Excellence
- Student Access and Success
- Diversity, Equity and Inclusion
- Student Experience
- Athletics



# Governance, Leadership and Finance



# Governance

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- Board of Trustees assumed authority in 2014
- Migrated, created policies and rules
- Wrote bylaws, mission statement
- Established shared services, treasury and internal audit
- Earned strong bond rating
- Hired new president



# Leadership and Governance

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- Hired new administrative and academic leadership team
- Enhanced administrative infrastructure
- Established and defined rules and policies
- Completed Excellence Strategic Framework
- Implemented CBA with United Academics
- Rebuilt relationship with University Senate
- Redesigned IT infrastructure and technology



# Finance

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- Created new academic funding system and budget model
- Advocated for and achieved growth in state funding
- Managed significant PERS and benefits increases not covered by state funding, but with impact on tuition, programming and staff
- Developed long-term financial plan
- Strategically grew enrollment without diminishing student quality





# Philanthropy

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- Raised \$2 billion
- Extended campaign to \$3 billion
- 67% academic – 33% athletics
- Includes \$373.8 million for student support
- Grew endowment by 27% to \$940+ million

**\$2.194B**

Raised since campaign began

**\$255M**

Raised in FY 2019

**104,975**

Donors to campaign





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

Report to the Board of Trustees  
December 5, 2019

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## Executive Summary

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

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

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

### Academic and Research Excellence

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

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

### **Student Access and Success**

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

### **Diversity, Equity, and Inclusion**

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

### **Student Experience**

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

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

### **Governance, Leadership, and Finance**

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

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

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

## Introduction

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

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

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

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

## Contextual Background

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

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



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

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

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

## Governance, Leadership, and Finances

### Fostering Independent and Sustainable Leadership

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

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

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

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

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

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

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

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

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

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

## **Finances and Management**

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

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

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

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

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

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

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

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

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

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

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

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

### **Relationship with the State of Oregon**

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

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

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

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

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

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

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

### **Strategic Enrollment Growth**

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

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

### **Private Philanthropy**

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

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

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

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

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

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



## Academic Excellence— Faculty and Research

### Strengthening the Research Profile

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

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

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

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

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

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

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

### **Recruitment and Retention of Faculty**

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

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

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

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

### **Institutional Hiring Plan**

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

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

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

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

### **Examples of Successful Faculty Hiring**

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

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

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

### **School and College Research Excellence**

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

and strategies, or launched new research programs.

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

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

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

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

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

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

### **The Phil and Penny Knight Campus for Accelerating Scientific Impact**

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

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

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

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

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

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

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

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

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

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

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

### **OHSU Collaboration and Partnerships**

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

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

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

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

### **Fostering Entrepreneurship**

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

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

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

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

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

as well as potentially in the new Knight Campus facilities.

#### New Data Science Research and Degree Programs

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

#### Research Metrics

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

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

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

### **Doctoral and Postdoctoral Training**

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

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

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

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

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

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



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

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

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

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

### **Research Infrastructure Investments**

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

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

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

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

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

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

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

## Academic Excellence— Teaching and Curriculum

### Defining, Developing, Evaluating, and Rewarding Teaching Excellence

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

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

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

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

### Teaching Evaluations

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

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

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

## Curriculum

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

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

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

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

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

## Clark Honors College

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

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

### **Online Education**

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

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

## Student Access And Success

### The Oregon Commitment

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

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

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

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

### Advising and Tykeson Hall

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

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

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

## **PathwayOregon and Scholarships**

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

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

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

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

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

## **Tuition and Financial Aid**

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

## **Academic Environments**

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

Completed and planned projects include:

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

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

### **Transfer Student Success**

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



## Diversity, Equity, and Inclusion

### Diversity of Campus

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

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

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

### IDEAL and Diversity Action Plans

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

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

### Black Student Task Force

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

Over the last four years the university has:

- Built the new Lyllye Reynolds-Parker Black Cultural Center

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

### **Climate Issues for Underrepresented Groups**

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

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

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

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

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

## Student Experience

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

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

### Housing, Recreation, and Facilities

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

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

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

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

### Student Life

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

## Sexual Violence Prevention and Protection

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

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

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

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

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

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

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

## Physical and Mental Health

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

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

## Athletics

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

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

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

equally weighs academic credentials and on-field performance.

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

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

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

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

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

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



## Conclusion

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

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

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

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

# Academic and Research Excellence



# Phil and Penny Knight Campus for Accelerating Scientific Impact

- Faculty generated concept
- \$500 million cornerstone gift
- \$70 million state of Oregon
- \$20 million additional philanthropy
- Created strategic plan
- Hired director, four faculty members, staff
- Collaborating with OSU and OHSU on degree programs and research



# Research Excellence

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- Increased tenure-related faculty by +72 net positions
- Completed cluster initiative hiring
- Launched new research initiatives in schools and colleges
- Boosted research and development expenditures by 20%
  - New awards for 2019 jumped 57%
- Renovated laboratory and research space:
  - \$60 million invested in renovating older laboratories
  - 200,000 sq. ft. of laboratory space built or renovated once Knight Campus is built



# Teaching and Curriculum

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- Improved focus on quality instruction
- Revised instructor evaluations
- Established new core learning outcomes for courses
- Added new degree programs and minors
- Reduced student-teacher ratios to 17:1
- Launched online education initiative



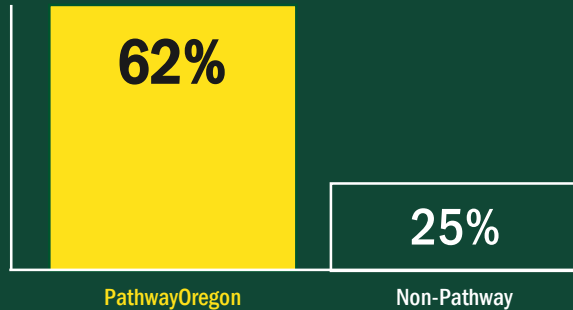
# Student Access and Success



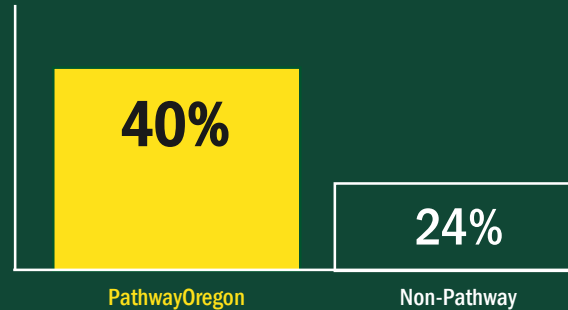
# Student Access

- Invested in recruitment programs for underrepresented and first-generation students
- Boosted scholarship assistance to Oregonians by 37%
- Doubled Stamps Scholarship program
- Expanded PathwayOregon by 40%, served 6,700+ students since inception

First-Generation Students



Students of Color



# Student Success

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- Invested in nearly 20 student success initiatives
- Enacted live-on requirement for first-year students
- Expanded first-year experience and undergraduate research opportunities
- Removed some curricular barriers to 4-year graduation
- Improved support for underrepresented students





# Student Success

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- Integrated advising, career counseling and tutoring in new Tykeson Hall
- Hired two dozen additional advisors
- Renovated academic space:
  - Chapman Hall
  - Price Science Commons and Research Library
  - 942 Olive Street art studio



# Student Success

Four-year graduation rate up 10+ points

**60.7%**

UP FROM 49.9%

4-YEAR RATE

**74.5%**

UP FROM 71.6%

6-YEAR RATE



# Diversity, Equity and Inclusion



# Diversity, Equity and Inclusion

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- Created IDEAL Framework and Diversity Action Plans
- Enacted Implicit Bias Training and active recruitment process
- Increased first-year underrepresented minority enrollment from 27% to 34%
- Modestly increased number of faculty of color from 18% to 19%
- Enacted new multi-cultural curriculum requirement



# Diversity, Equity and Inclusion

- Built new Lyllye Reynolds-Parker Black Cultural Center
- Created African American Workshop and Lecture Series
- New academic residential communities (Indigenous, Black, Latinx)
- Launched Black studies program
- Renamed Dunn Hall to Unthank Hall



# Student Experience



# Student Experience

- Built Kalapuya Ilihi Hall and renovated Bean Hall, planning new housing
- Renovated and expanded Student Rec Center, Erb Memorial Union, Health Center, Price Science Commons and Research Library, Tykeson Hall
- Revamped Fraternity and Sorority Life support
- Invested in Title IX services, revised policies to encourage reporting and increase support



# Athletics





# Athletics

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- Won 12 national and 24 Pacific-12 championships
- Increased graduation success rate to 86%
- Student-athletes earned 14 Academic All-American honors
- Financially self-sufficient, contributing \$15 million in tuition, assessments and other funds
- Rose Bowl!



# Challenges and Opportunities

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- Financial stability
- Strategic investments in a time of budgetary scarcity
- National skepticism about higher education



# Conclusion

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- Thank you
- Questions?

