

# University of Oregon

## Access and Participation

### Total Credit Enrollment

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	17,843	19,008	20,044	20,034	20,339	20,394	20,388	20,376	21,507

Headcount of all students enrolled during fall term, regardless of course load

### New Undergraduate Enrollment

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	4,172	4,488	4,641	4,292	4,532	4,569	4,659	4,748	5,418

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment

### Explanation of Performance Trend

Total credit enrollment at the University of Oregon (UO) showed a rapid increase of 2,200 students from Fall 2000 to Fall 2002. The majority of the increase was from undergraduate student enrollment, although graduate enrollment also increased by more than 200 students. The UO implemented new undergraduate admissions standards for the Fall of 2003, resulting in a small decrease in undergraduate enrollment. Conversely, graduate enrollment increased slightly, resulting in a relative decrease of only 10 students from Fall 2002 to Fall 2003. Between Fall 2003 and Fall 2007, undergraduate enrollment increased from approximately 16,000 to 16,700 students while graduate enrollment decreased from just over 4,000 students to 3,700, resulting in an overall gain of approximately 350 students in the total credit enrollment count over those 5 years.

In Fall 2008, the total credit enrollment at the UO increased by over 1,100 students. A surge in undergraduate enrollment, driven almost exclusively by an increase of over 800 new freshmen, resulted in a net increase of 660 (new sophomores and juniors decreased by almost 150) new undergraduate students. New graduate student enrollment also increased by approximately 5% (about 40 students) from Fall 2007. With an additional increase of 78 non-matriculated students, the overall increase in new student enrollment accounted for almost 800 students. An increase of approximately 260 returning and continuing undergraduates and 50 graduates accounted for the additional increase of 300 students.

# University of Oregon

## Access and Participation

### Explanation of Performance Trend (continued)

New undergraduate enrollment has followed the same pattern seen for total undergraduate credit enrollment. New undergraduate enrollment increased by more than 450 students from Fall 2000 to Fall 2002, decreased by almost 350 students in Fall 2003, and then has shown steady growth from approximately 4,300 to 4,750 undergraduate students in the period from Fall 2003 to Fall 2007. Incoming freshman classes accounted for the majority of this growth, increasing by approximately 500 students in the same period. In Fall 2008, the UO enrolled over 810 more new freshmen than in Fall 2007. New sophomore and junior enrollment decreased by about 150 students from Fall 2007, resulting in a net overall increase of 660 new undergraduate students.

### Campus Initiatives & Significant Accomplishments

In last year's report, the UO reported that it was anticipated that within the next two to three years, total credit enrollment would reach 21,000 and that new undergraduate enrollment would increase to approximately 5,000 with new freshmen accounting for 3,400 of new undergraduate enrollment. It was expected that both total credit enrollment and new freshman enrollment would stabilize, which would allow the UO to increase its focus on graduate student recruitment and enrollment. Because the number of high school graduates will begin to steadily decrease at approximately the same time, it is recognized that there will be increased challenges in maintaining a total credit enrollment of 21,000 and a continued new undergraduate enrollment of 5,000.

The surge in enrollment in Fall 2008 was not expected, and forced the UO to address the needs of such a large incoming undergraduate class in a shorter period of time than would have been desired. Internal comparisons of term-to-term retention rates for first-time freshmen show very little difference between 2007-08 and 2008-09. This would suggest that the first-year undergraduate experience at the UO was not undermined by the fast planning needed for their arrival. Application activity has increased even more for the 2009-10 academic year, but the UO has implemented strategies and imposed stricter adherence to admission policies to limit the increase in total credit enrollment to approximately 22,000, with a new undergraduate enrollment limit of 5,500, including 3,900 new freshmen. It is anticipated that graduate enrollment will also increase to assist the UO in meeting the academic needs of the increased number of undergraduate students, but the rate of increase will be significantly smaller than has been seen for undergraduate enrollment.

## Campus Initiatives & Significant Accomplishments (continued)

Although the UO is doing all that it can to accommodate the increased demand for new undergraduate enrollment, the unprecedented state of the economy makes it difficult to predict whether demand will remain at these high levels. The forces of increases in tuition; continued state funding shortfalls; and job losses at the state, national, and international level could come together to create an environment where families no longer believe that they can find a way for their students to acquire a college degree. Or, the same forces could combine to make families feel that a college degree is essential and because costs are likely to continue to increase there is no reason to delay pursuit of that degree. The UO continues to be mindful that the number of high school graduates will begin to steadily decrease in the next few years and recognizes that this, as well as difficult economic times, could result in very real challenges in maintaining a total credit enrollment of 22,000 and a continued new undergraduate enrollment of 5,500.

# University of Oregon

## Student Progress & Completion

### Freshman Retention

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	81.5%	83.0%	82.3%	84.8%	83.5%	82.9%	83.7%	82.3%					
Targets				84.0%	84.0%	84.0%	85.0%	85.0%	85.0%	85.0%	85.2%	85.4%	85.6%
				83.2%	83.0%	83.0%	84.0%	84.0%	84.0%				

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

### Explanation of Performance Trend

The University of Oregon’s freshman retention rate has varied somewhat over the last seven years, but has remained generally steady beginning with the Fall 2001 cohort. The increase seen for the Fall 2003 cohort is somewhat anomalous, but the year-to-year variations are otherwise small, representing fewer than 25 students in most cases. In Fall 2006, the UO opted to adjust its retention targets upward for the 2006, 2007, and 2008 freshman cohorts. Although the retention rates for the 2006 and 2007 cohorts have fallen below the targets for each year, the UO remains committed to meeting and sustaining retention levels at or above the stated targets. The decrease in retention for the Fall 2007 cohort is disappointing and somewhat unexpected, but it is likely contributed to by the changes in the economy. It is also possible that some young students were negatively impacted by what they heard about how the Fall 2008 enrollment surge would impact the availability of classes, services, or housing opportunities. It is especially likely that students who were already unsure about returning to the UO could have decided not to return based on the negative implications.

### Campus Initiatives & Significant Accomplishments

The UO recognized the importance of improving retention and graduation rates more than a decade ago, and has implemented several initiatives aimed at maintaining and improving persistence. These initiatives have been successful in improving freshman retention as well as the number of students who persist to graduation (see graduation rate narrative). The UO remains committed to continued development of programs and initiatives that will help students succeed in their first year and continue on to receive a Bachelor’s degree. The number of programs and initiatives that have been implemented is impressive, including programs for students wanting academic challenge through the Clark Honors College, the Society of College Scholars within the College of Arts and Sciences, and Undergraduate Research and Honors programs in individual academic departments; increased opportunities for Participatory Learning Experiences and internship programs; Freshman Interest Groups (FIGs); student-centered programs and activities in the residence halls; and financial programs such as the Dean’s Scholarships, Dean’s Access Awards, and PathwayOregon.

## Rationale for Targets to 2013

The UO is proud of the progress that has been made in improving the undergraduate experience, thereby increasing freshman retention as well as retention to graduation, and remains committed to exploring and implementing new ways to engage and connect with students. However, the UO's most broad and pervasive efforts to retain students through graduation have been in place for over a decade, and large overall improvements in retention have already occurred. Moreover, changes in the demographic profile of upcoming high school classes present the possibility that retention rates could flatten or decrease because the number of students in groups that have historically shown low retention and graduation rates will be growing. Additionally, it is difficult to know how the unprecedented economic situation within Oregon, the United States, and the world will impact students' willingness and/or ability to continue pursuit of a college degree. Retention targets through 2012-13 reflect the UO's commitment to improving retention while allowing for circumstances that have the potential to limit increases in freshman retention.

# University of Oregon

## Student Progress & Completion

### Freshman Retention within OUS

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	83.7%	85.2%	84.9%	87.5%	86.0%	85.4%	85.5%	84.8%

Percentage of first-time, full-time freshmen who return to any OUS institution for a second year

### Graduation Rate

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	58.8%	58.1%	59.8%	62.2%	63.0%	63.4%	65.3%	65.9%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years

### Graduation Rate within OUS

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	62.2%	61.8%	63.8%	65.8%	66.6%	66.4%	68.7%	69.6%

Percentage of first-time, full-time freshmen entering and graduating from any OUS institution within six years

### Explanation of Performance Trend

Freshman retention within the Oregon University System (OUS) has followed the same pattern as institutional-specific freshman retention at the University of Oregon, with approximately 2.5% of UO freshmen returning to a different OUS institution. The pattern differs slightly for the 2006-07 freshman cohort, with 1.8% of UO freshmen returning to another OUS institution, and the UO's retention rate rising 0.8% and the OUS retention rate increasing by only 0.1%. The 2007-08 freshman cohort returned to the UO at a rate of 1.4% lower than the previous year's cohort, but the decrease for UO freshman retention within OUS was only 0.7%, indicating that approximately half of those students not returning to the UO did continue within the OUS.

Graduation rates within OUS also follow the same pattern as UO-specific graduation rates, both showing steady increases through 2006-07 and increasing by 2% between 2006-07 and 2005-06. The large increase in graduation rates in 2006-07 was consistent with the increase in freshman retention between 2000-01 and 2001-02, when retention rates moved to a level more consistent with the current trend. The continued gradual increases in graduation rates in spite of relatively flat retention suggest that first-year retention might be close to maximized, but that the UO is succeeding in improving student persistence in subsequent years. Although students in the UO Fall 2002 freshman cohort retained at slightly lower rates at the UO and within OUS than did the Fall 2001 freshman cohort, there was an increase in 6-year graduation rates between the two cohorts, suggesting that retention efforts at the UO are positively impacting student return rates beyond the first year and contributing to the ultimate goal of persistence to graduation.

## Campus Initiatives & Significant Accomplishments

The programs and initiatives that have been implemented by the UO are aimed at improving freshman retention as well as students' persistence to graduation. Because freshman retention rates do not follow the same pattern of increase as graduation rates, it appears that the initiatives described in the institution-specific freshman retention narrative may have resulted in higher retention at the sophomore, junior, and senior levels while maintaining freshman retention at their current levels. Institutional analyses of later cohorts also support this hypothesis.

Analyses also suggest that the change in admission requirements implemented with the Fall 2003 freshman cohort resulted in more academically prepared freshman classes with increased numbers of individuals able to complete their degree programs in four years. Institutional analyses show approximate increases of 4% in four-year graduation rates and 5% in five-year graduation rates between the Fall 2002 and Fall 2003 freshman cohorts. If the relationships seen between four-, five-, and six-year graduation rates over the previous several years continue, graduation rates are expected to improve steadily over the next several years.

# University of Oregon

## Academic Quality and Student Success

### Graduate Satisfaction

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	74.8%		83.6%		87.4%		86.0%						
Targets					83.0%		89.0%		89.0%		90.0%		92.0%
					80.0%		87.0%		87.0%				

Percentage of recent bachelor's degree recipients rating the quality of their overall experiences as "very good" or "excellent" on a 5-point scale.

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

### Explanation of Performance Trend

Graduate satisfaction reported by 2004-05 UO Bachelor's degree recipients increased by four percentage points from the survey of 2002-03 Bachelor's degree recipients. The University of Oregon was particularly pleased with this result because the process for surveying the 2004-05 bachelor's degree recipients (conducted in 2005-06) included extensive recommendations from the institutions for improving survey items and the services of a new contractor. These changes to the survey instrument and survey contractor, coupled with an oversample that doubled the number of responses from UO graduates, contributed greatly to the overall validity and the level of confidence that the UO had in the results. The survey of 2006-07 bachelor's degree recipients was conducted by a different contractor in 2007-08, but the instrument and process remained very similar to the previous survey cycle.

Results of the 2006-07 bachelor's degree recipient survey indicate that graduate satisfaction reported by UO graduates decreased by just over 1% from 2004-05. Although it could be argued that this change is too small to be concerned about, the UO has noted the difference and will continue the practice of using additional data sources such as the National Study of Student Engagement (NSSE) to monitor areas where undergraduate students might be having experiences that negatively impact their levels of satisfaction or where opportunities might not be adequately developed to fully satisfy their academic and/or professional development.

In previous years' commentary, the UO suggested that future levels of graduate satisfaction would meet or exceed the level of satisfaction reported by 2004-05 bachelor's degree recipients. Again, the small change is difficult to categorize as more than a minor blip in the data trend, but the resulting satisfaction rate does not live up to this expectation and falls slightly below the targeted range set by the UO. Given the high level of satisfaction reported by 2004-05 survey respondents, the targeted range set for graduate satisfaction among 2006-07 respondents seemed reasonable when it was set and the UO continues to believe that the targeted range was reasonable and that the UO will attain satisfaction levels that fall within the stated target range for 2008-09 Bachelor's degree recipients. However, the impact of the extreme economic downturn and the resulting loss of state support and large tuition increases is difficult to estimate, and could result in lower satisfaction among students graduating in later years.

## Campus Initiatives & Significant Accomplishments

The fact that student satisfaction at the UO remains high suggests that students are graduating with the knowledge, skills, and experiences that allow them to take advantage of opportunities and to generally succeed in their post-graduation lives. The UO continues to support the need to provide opportunities for students to learn to question critically, think logically, communicate clearly, act creatively, and live ethically.

The Clark Honors College and the Society of College Scholars within the College of Arts and Sciences allow highly motivated students to challenge themselves while interacting with outstanding faculty, both in the classroom and through research opportunities. Living and learning situations such as residential Freshman Interest Groups (FIGs) and special-interest residence halls continue to expand, as do opportunities for traditional FIGs and a wide variety of programs within the residential halls. The Living Learning Center, opened in Fall 2006, is also expected to have a positive impact on students' satisfaction with their UO experience, but its influence might not be seen until the Fall 2006 freshman and sophomore classes begin to graduate and have the opportunity to participate in the OUS survey of bachelor's degree recipients.

## Rationale for Targets to 2013

There are more than 50 programs and initiatives in place to address the needs and interests of undergraduate students, and the UO continues to explore additional ways to enhance the undergraduate experience while continuing to provide opportunities and experiences that prepare graduates for success in both their professional and personal lives. The UO also remains committed to finding ways to minimize the impact of current financial challenges by keeping class sizes for key courses close to current levels and maintaining the quality and academic challenge in courses that do have enrollment increases. The UO continues to believe that students must have opportunities to interact with faculty in one-on-one situations and remains committed to providing course offerings that allow students to have small, interactive learning experiences in a wide range of disciplines.

Decision makers at the UO continue to make every effort to spare significant financial cuts to areas and functions that are important to student success, and to keep students and other constituents informed about the reasons for and the expected ramifications of each of the choices they are being forced to make. A possible result of this student success orientation is that graduate satisfaction will remain steady in spite of the many unknowns currently facing the UO, OUS, the state, the nation, and the world. However, during this trying time and in future years when the effects of these decisions continue to be manifested, there is a strong likelihood that meeting and sustaining the ambitious targets set by the UO will be more of a challenge than initially expected.

# Academic Quality and Student Success

## Graduate Success

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	95.1%		92.9%		98.0%		96.9%	

Percentage of bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home

## Internships

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual					73.0%		77.5%	

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity

## Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	23.9	26.2	25.9	25.9	26.6	25.6	26.2	25.0	26.1

The ratio of fall FTE student enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount

## Explanation of Performance Trend

**Graduate Success:** The level of success reported by University of Oregon bachelor's degree recipients decreased by just over 1%, mirroring the results for graduate satisfaction. In spite of this, the level continues to be quite high, and the UO is proud of the large percentage of its graduates reporting success one year after graduating. Given the high graduate success rates, it seems clear that UO bachelor's degree recipients graduate with the skills, knowledge, and experiences needed to succeed. The UO's curricular requirements, as well as opportunities outside the classroom to participate in cutting-edge research, experiential learning programs and internships, and intellectual dialog with faculty in less formal settings provide graduates with the research, writing, and critical thinking skills that are the hallmark of a liberal arts education and the foundation for continued success in an increasingly diverse global marketplace.

**Internships:** The percent of 2006-07 UO bachelor's degree recipients reporting participation in an internship or experiential learning opportunity increased by 4.5% from 2004-05, suggesting that students were able to take advantage of the increased number of opportunities being offered by the UO.

## Explanation of Performance Trend (continued)

**Student-to-Faculty Ratio:** The modest increase in the student-to-faculty ratio in 2008-09 reflects the UO's efforts to meet the course needs of the increased number of undergraduate students enrolling for 2008-09. In last year's report, the UO indicated that the ratio was expected to improve more visibly over the next two or three years, notwithstanding any growth in total students served. Given the large increase in students served, the modest change seems to indicate that the UO planning efforts were successful.

## Campus Initiatives & Significant Accomplishments

**Graduate Success:** The UO recognizes that a key aspect for the continued success of its graduates is to prepare them to live and work in an increasingly global and diverse environment. To that end, the UO has increased emphasis on programs that encourage global engagement and international focus, working to widen its already substantial array of opportunities for students to study and work abroad, and striving to further expand the presence of international students and faculty. This increased international emphasis, combined with the UO's continued efforts to keep the student-to-faculty ratio low, maintain current class sizes, and increase the number and variety of internship and experiential learning options available to undergraduate students, is expected to result in continued reports of high levels of success by bachelor's degree recipients.

**Internships:** The UO remains committed to making internships and experiential learning experiences available as part of students' preparation for success. The self-reported participation in internships by bachelor's degree recipients provides evidence that students are taking advantage of the UO's increased opportunities for participatory learning experiences and internship programs that allow them to earn academic credit while exploring career options. Examples include the Career Development Internship Program (CDIP), offering students academic credit for engaging in supervised, pre-professional, career-related learning experiences; OUS IE3 Global Internships, offering more than 120 regular internships in at least 40 countries; and the Service Learning Program, connecting students with the greater Eugene community, including public schools, non-profit organizations, and many more. Students gain real-world experience through the combination of traditional classroom work and structured community service.

**Student-to-Faculty Ratio:** The UO began implementation of new policies and procedures for non-tenure track faculty (NTTF) in 2006-07. In last year's report, the UO indicated that the number of NTTF at the UO, which was about 30% of all faculty FTE, would be reduced as targeted funding for student-to-faculty ratios was invested to augment positions currently held by NTTF to levels necessary to recruit and retain additional tenure-related faculty. The economic downturn and resulting cuts needed for the current and upcoming fiscal years has delayed this process, but the UO remains committed to doing all that it can to ensure that the student-to-faculty ratio remains as low as is fiscally possible.

Total Degrees Awarded

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	3,985	4,010	4,534	4,593	4,839	5,036	4,999	4,825					
Targets				4,000	4,200	4,300	4,400	4,400	4,400	4,600	4,700	4,750	4,750
				3,800	3,900	3,950	4,000	4,000	4,000				

The number of bachelor’s, master’s, doctoral, and first professional degrees awarded annually

Degrees in Designated Shortage Areas

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	84	79	73	96	76	82	79	70					
Targets				70	80	84	88	90	90	85	85	88	90
				64	72	74	78	80	80				

Total number of individuals endorsed for licensure in K-12 principal/superintendent administration

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

**Total Degrees Awarded:** In the period between Fall 1999 and Fall 2002, the University of Oregon expanded undergraduate enrollment by more than 2,600 students, accounting for the high number of degrees awarded in the 2004-05, 2005-06, 2006-07, and 2007-08 academic years. Graduate degrees increased by 150 between 2001-02 and 2002-03, but the number of graduate degrees has remained relatively steady every year since 2002-03.

**Degrees in Designated Shortage Areas:** Several factors continue to contribute to an irregular pattern of completions in the Principal/Superintendent Administrator programs. Programs offered on the UO campus are typically completed in one or two years, whereas those in other areas of Oregon are offered as two-year programs. In partnership with the Bend La Pine School District, the UO offers M.Ed. and Initial Administrator Licensure (IAL) programs in Bend. These programs alternate every other year. In 2007-08, the IAL program was offered in Central Oregon with enrollment of 30 students. The M.Ed. portion of the program will be offered in 2008-09, and enrollment will be reduced because some students had already earned Master’s degrees before pursuing initial administrator licensure.

## Campus Initiatives & Significant Accomplishments

**Total Degrees Awarded:** The UO continues to have large numbers of degrees awarded each year, but as predicted, the trend of record numbers of graduates appears to be slowing. However, the large number of new students in 2008-09 and the increased numbers expected in 2009-10 will likely result in another surge of large numbers of degrees awarded after a brief, 2- to 3-year plateau.

**Degrees in Designated Shortage Areas:** Applications for the on-campus IAL program continue to increase, with over 40 new applicants currently being screened for 2009-10. The expanded technological capabilities that will be available in the new and remodeled College of Education buildings have allowed the college to begin developing new collaborative distance education programs to better serve central and rural Oregon.

## Rationale for Targets to 2013

**Total Degrees Awarded:** In an effort to meet the UO's enrollment management goals, new undergraduate admission standards were implemented for Fall 2003. Undergraduate enrollment dropped slightly in that year, particularly for freshmen. The size of the undergraduate population has grown slowly since then, from approximately 16,000 in Fall 2003 to 16,700 in Fall 2007. Incoming freshman classes account for the majority of this growth, increasing by approximately 500 students in the same period. Consequently, undergraduate degree production is expected to show a small decrease in 2008-09 because of the smaller incoming class in 2003-04, then slowly increase over the next two to three years, and then mirror the surge in undergraduate enrollment seen in 2008-09 beginning with the 2011-12 academic year. Graduate degrees are anticipated to decrease over the next 3 to 4 years because of flat or declining graduate enrollment, but the UO's renewed commitment to graduate education is expected to reverse this trend.

**Degrees in Designated Shortage Areas:** Increased enrollment could result if the College of Education opts to expand the on-campus IAL program, but economic uncertainty has delayed implementation. The development of distance education programs to better serve central and rural Oregon could lead to small increases in enrollment and initial administrator licensure. Additionally, the possibility of changes in national leadership makes it difficult to anticipate if there will be changes to the No Child Left Behind Act and what impact any changes could have on the demand for educational leadership programs. Therefore, the number of IAL endorsements are expected to remain at the current level through 2010-11 and increase only slightly in 2011-12 and 2012-13.

# University of Oregon

## Knowledge Creation and Resources

### Sponsored Research Expenditures

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	\$59.4	\$67.4	\$68.2	\$78.0	\$80.9	\$98.0	\$101.0	\$105.0					
Targets				\$58.3	\$82.0	\$83.6	\$85.3	\$87.0	\$88.7	\$93.1	\$97.8	\$102.7	\$107.8
				\$56.1	\$80.0	\$81.6	\$83.2	\$84.9	\$86.6				

Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

### Explanation of Performance Trend

The University of Oregon continues to experience sustained growth in sponsored research expenditures, up over 70% from FY 2001, attaining a record level of \$105.0 million in FY 2008.

### Campus Initiatives & Significant Accomplishments

The University’s sponsored research portfolio continues to emphasize major strengths in the life sciences, physical sciences, and education. Current interdisciplinary science initiatives focus on aspects such as sustainability, molecular biology, neuroscience, learning and behavior, human physiology and performance, materials science, nanoscience and nanotechnology. Sponsored funding per faculty member compares favorably with leading Association of American Universities (AAU) research universities nationally, especially when the absence of engineering and medical schools at the UO is taken into account.

### Rationale for Targets to 2013

A wide variety of concerns (e.g. record federal budget deficits, limitations on discretionary federal spending, shifts in federal funding priorities, constraints on federal support of academic R&D in inflation-adjusted dollars, recently declining success rates nationally for research proposal submissions to federal agencies, and recurring concerns about Oregon’s investment in higher education and the associated research infrastructure) could adversely impact the growth of UO’s sponsored research in the coming years. There are some encouraging signs, despite the current economic crisis, in substantially elevating short-term investments in scientific research in the federal agencies through the 2009 American Recovery and Reinvestment Act (ARRA) and the initial budget proposals for FY10 funding issued by the Obama administration. Thus, it is predicted that UO’s growth in R&D expenditures can be maintained at 5% per year through FY13. The UO continues to place emphasis on enhancing grant proposal development, sustaining its competitiveness for federal funding, and elevating non-governmental support for research programs. Targeted state and federal investments in UO’s research strengths continue in support of neuroscience, nanoscience, alternative energy, and transportation programs. Private support for interdisciplinary research initiatives and facilities such as “Integrative Science” remains a priority for fund raising efforts.

## Philanthropy

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	\$335.6	\$310.5	\$303.0	\$352.4	\$428.5	\$497.7	\$577.7	\$743.3

Net assets of campus affiliated foundation as reported in the OUS audited financial statement (\$ in millions)

### Explanation of Performance Trend

Campaign Oregon: Transforming Lives ended on December 31, 2008 and surpassed its \$600 million goal by more than \$260 million. That total includes over \$95 million for student support, \$100 million for faculty support, \$180 million for new equipment and facilities, and \$200 million for academic and cultural programs. Over \$220 million of this support is endowed, more than doubling the UO's endowment since the beginning of the campaign. The campaign was the most successful private fundraising campaign in state history.

### Campus Initiatives & Significant Accomplishments

The university continues to leverage record federal and private support from its modest state appropriation. Private gifts raised during Campaign Oregon, combined with federal and state support, have allowed the university to implement the PathwayOregon program to allow academically qualified Oregonians from needy families the opportunity to attend the UO. Private gifts have also helped the university complete or begin nearly a half billion dollars worth of capital projects in the last decade, over three-quarters of which were for facilities that support the university's academic mission and students. The UO Foundation closed the 2007-08 fiscal year having achieved a record level of funds under management, but unprecedented declines in both national and international markets are expected to have a negative impact on returns from investments.

# University of Oregon

## Knowledge Creation and Resources

### Faculty Compensation

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Individual	85.9%	83.3%	86.2%	88.0%	86.1%	91.3%	88.4%	88.2%
Shared	91.0%	88.0%	90.3%	92.6%	90.6%	96.1%	92.7%	93.1%

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions

### Explanation of Performance Trend

The data reflect in part the impact of the earlier Governor's freeze on salaries as well as a delay caused by the UO's general policy of giving academic year increases in January rather than at the beginning of the academic year. Because the data for these comparisons are collected in November each year, the peer data reflect the salaries and compensation for the stated academic year while the UO data primarily represent salaries from the previous academic year. The UO mission-specific indicator corrects for this by using UO salary averages calculated after the January increase so that the same academic years are compared.

The Governor's two-year salary freeze and the UO's subsequent implementation of salary increases in July and September of 2005 led to similar averages on both measures through the 2005-06 academic year, but the 6.41% difference seen between the OUS and UO mission-specific measures for the 2007-08 academic year demonstrates the size of the differences that can be caused by the timing of data submission and implementation of salary increases at a different time than one's peers.

## Campus Initiatives & Significant Accomplishments

The UO continues to invest institutional revenue and resources beyond state appropriated levels in faculty salaries, but imposed financial cuts for the current and upcoming fiscal years are expected to result in minimal expenditures for salary increases.

# University of Oregon

## Mission-Specific Indicators

### Average UO Faculty Compensation to Peer Average

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	85.6%	82.9%	86.0%	87.8%	85.8%	91.0%	95.5%	94.6%					
Targets				95.0%	85.0%	85.0%	91.0%	93.0%	95.0%	96.0%	97.0%	98.0%	99.0%
				93.0%	83.8%	83.8%	87.0%	91.0%	93.0%				

Average compensation of UO faculty as a percent of the average faculty compensation at institutions in the UO peer group; excludes instructors

### Research and Economic Development Index

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	4.4	4.6	13.1	14.3	24.0	30.3	35.2	46.7					
Targets				3.2	5.7	16.0	16.8	17.6	18.5	19.4	20.4	21.4	22.5
				3.1	5.5	15.0	15.8	16.5	17.3				

The UO ratio of industrial support for R&D, income generated from technology transfer and jobs supported by R&D, compared to the base year 1995

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

### Explanation of Performance Trend

**Average UO Faculty Compensation to Peer Average:** The data reflect in part the impact of the earlier Governor's freeze on salaries. Higher salary increases and increased institutional contributions to cover benefit cost increases in January of 2007 continued the upward trend from the 2005-06 academic year. However, economic uncertainty led to smaller increases in January 2008, resulting in a small decrease for the 2007-08 academic year. As economic uncertainty became extreme reality, the UO opted to implement FY09 increases in November 2008, with the clear communication that the next few years were likely to hold no additional increases. This is likely to result in the UO being close to its stated target range for 2008-09, but there is little likelihood that the later targets will be met.

**Research and Economic Development Index:** The University of Oregon has made extraordinary advances in the metric that recognizes the economic impacts of research, including categories involving industry-sponsored research dollars, job creation supported by UO's research expenditures, and direct revenue produced through out-licensing of UO innovations. The resultant index is normalized to a value of 1.0 for the base year of FY95 and combines all of the above metrics. The index has progressively improved to a record value of 46.7 for FY08.

## Campus Initiatives & Significant Accomplishments

**Average UO Faculty Compensation to Peer Average:** The UO continues to invest institutional revenue and resources beyond state appropriated levels in faculty salaries, but imposed financial cuts for the current and upcoming fiscal years are expected to result in minimal expenditures for salary increases.

**Research and Economic Development Index:** The 46-fold increase in the index since 1995 reflects the remarkable growth in UO's research contributions to economic development in Oregon. The UO has become the leader among all Oregon research universities in start-up company creation as a function of research expenditures (three-year moving average) as reported to the Association of University Technology Managers (AUTM), and currently leads all Oregon institutions in annual licensing revenue derived from inventions.

### Rationale for Targets to 2013

**Average UO Faculty Compensation to Peer Average:** The UO has made a long-term commitment to improve both faculty salaries and overall compensation. This commitment, reflected through a 2000 Senate white paper, requires continued and aggressive efforts by the University. However, as economic uncertainty has become extreme reality with large financial cuts required for the current and upcoming fiscal years, it is clear that there will be very few funds available for any salary increases over the next few years. This is likely to result in the UO not meeting its somewhat ambitious targets for upcoming years.

**Research and Economic Development Index:** The dramatic rise in the Research and Economic Development Index has been most heavily influenced by increases in licensing revenues associated with technology transfer. Because continued strength in gross licensing revenues was anticipated, the UO revised its targets upward to a new baseline for FY06 that was approximately a three-fold increase compared to FY05. Although licensing revenues can be very volatile from year to year and thus could have a major negative impact on the index, it is presumed that the index will continue to grow at a rate, on average, of about 5% per year. Results since FY06 dramatically exceeded even the rescaled targets, again reflecting major growth in licensing revenues. Because of the potential variability in licensing revenues, the UO does not suggest further rescaling of targets for FY09 and beyond to even higher performance goals. The on-going targets still indicate an approximately 20-fold improvement in the index over the period since FY95.