

University of Oregon

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	19,008	20,044	20,034	20,339	20,394	20,388	20,376	21,507	22,386	23,389

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

New Undergraduate Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	4,488	4,641	4,292	4,532	4,569	4,659	4,748	5,418	5,184	5,475

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 showed a rapid increase of 2,200 students in the early 2000s, with the majority of the increase coming from undergraduate student enrollment. The UO implemented new undergraduate admissions standards for the fall of 2003, resulting in a drop in new undergraduate enrollment and a small decrease in undergraduate enrollment overall. 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. This was accounted for by a surge in undergraduate enrollment, driven almost exclusively by an increase of over 800 new freshmen, and an increase of approximately 300 additional returning students. With the required resources to support the fall 2008 increase in undergraduate enrollment clearly maximizing classroom space, instructor availability, and student support staff, the UO implemented an enrollment management strategy that was intended to slow its growth. New undergraduate enrollment was reduced by over 200 students for fall 2009, but the previous year's increased enrollment combined with an approximate 2% increase in undergraduate return rates resulted in an additional 1,000 undergraduate students returning to campus than did so in fall 2008, accounting for the overall increase of 879 in total credit enrollment for fall 2009.

Fall 2010 brought another increase of over 1,000 students, all a result of undergraduate enrollment. New undergraduate enrollment increased by almost 300 students, which was above the UO's enrollment expectation. The additional 700 undergraduate students resulted from another 2% increase in the retention rate for the fall 2009 incoming freshman class.

Until fall 2009, new undergraduate enrollment followed the same pattern seen for total undergraduate credit enrollment. New undergraduate enrollment increased by more than 450 students from the early 2000s, decreased by almost 350 students in fall 2003, and then showed 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, but new sophomore and junior enrollment decreased by about 150 students from fall 2007, resulting in a net overall increase of 660 new undergraduate students. To compensate for the dramatic overall increase in enrollment in 2008-09, the number of incoming freshmen for fall 2009 was intentionally reduced by 500 students over the previous year, while 220 new sophomore and junior and 60 new senior and postbac students enrolled. As stated above, this enrollment pattern and reduction of approximately 200 new undergraduate students was a planned response to the large increase in undergraduate enrollment experienced in fall 2008.

New undergraduate enrollment was intended to remain relatively flat for fall 2010. However, yield rates increased more than expected among new freshman and transfer students, especially among non-residents. The net increase of approximately 300 new undergraduate students was divided equally among the two groups, with almost 150 new freshmen and 150 new transfer students.

Campus Initiatives and Significant Accomplishments

In 2007, the University of Oregon reported that it anticipated that 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 within the next two to three years. In fall 2008, the somewhat unexpected surge in undergraduate enrollment took the UO to a total credit enrollment of over 21,500, with more than 5,400 new undergraduates accounted for by over 4,100 incoming freshmen. With the significant increase in enrollment in fall 2008 and improved retention of undergraduate students overall, fall 2009 took the UO above its stated goal of 22,000 total credit enrollment, but new undergraduate enrollment and the new freshmen in that enrollment remained within the stated goals of limiting new undergraduate enrollment to 5,500 and new freshmen enrollment to 3,900.

The surge in enrollment seen for fall 2010 was driven by increased yield rates from a record number of applications and increased retention at the freshman level, and the UO is planning for a similar increase for fall 2011. In spite of increased admissions standards, the number of undergraduate applications has again increased significantly, and yield rate predictors such as deposit activity are also up. Although these enrollment increases are currently helping to keep the UO in a reasonable fiscal position in spite of continued economic difficulties within the state and across the nation, the UO recognizes that it may be the poor economic status in neighboring states that is driving these record increases and that any number of variables could cause a turn-around in growth. In addition, the UO understands that there are physical limits to the number of students that can be accommodated while continuing to offer exceptional educational experiences and opportunities. Therefore, the UO continues to closely monitor enrollment and its impact on the student experience.

University of Oregon

Student Progress and Completion

Freshman Retention

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	83.0%	82.3%	84.8%	83.5%	82.9%	83.7%	82.3%	83.5%	85.9%		
Targets			84.0%	84.0%	84.0%	85.0%	85.0%	85.0%	85.0%	85.2%	85.4%
			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

Explanation of Performance Trend

The University of Oregon's freshman retention rate 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, 2007, and 2008 cohorts fell below the targets for each year, the UO remained committed to meeting and sustaining retention levels at or above the stated targets. The decrease in retention for the fall 2007 cohort was disappointing and unexpected, but students in the fall 2008 cohort returned at a more reasonable level, especially given the quick arrangements that had to be made to accommodate them.

The freshman retention rate for the fall 2009 cohort increased by 2.4 percentage points over the retention rate for the fall 2008 cohort, and is well above the target set for the cohort. Initial analyses of winter and spring retention for the fall 2010 cohort suggest that the retention rate will be close to that of the fall 2009 cohort, but it is too soon to be sure that this is a genuine upward trend.

Although the University of Oregon is strongly committed to maintaining and improving student persistence at all levels, there are a number of variables that could impact the UO's ability to dramatically increase freshman retention over the next several years. Included in these is the unknown impact of the anticipated slow economic recovery at both the state and national levels.

Campus Initiatives and Significant Accomplishments

The University of Oregon 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. 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 Pathway Oregon. In addition, new leadership in Enrollment Management is anticipated to bring more strategic initiatives in both programmatic and financial aid areas aimed at retaining students.

Freshman Retention within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	85.2%	84.9%	87.5%	86.0%	85.4%	85.5%	84.8%	85.9%	88.2%

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

Graduation Rate

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	58.1%	59.8%	62.2%	63.0%	63.4%	65.3%	65.9%	70.0%	67.8%

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

Graduation Rate within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	61.8%	63.8%	65.8%	66.6%	66.4%	68.7%	69.6%	73.8%	71.2%

Percentage of first-time, full-time freshmen entering this institution who graduate from any OUS institution within six years.

Explanation of Performance Trend

Freshman retention within the Oregon University System has followed the same pattern as institutional-specific freshman retention at the University of Oregon. The percentage of fall 2008 UO freshmen returning to a different OUS institution in fall 2009 was erroneously reported at 3.4% in the 2010 Board Performance Report's explanation of performance trend. The percent was actually 2.4%, a small decrease over 2007-08. The percentage of fall 2009 UO freshmen returning to a different OUS institution again dropped by 0.1 points to 2.3%. These changes are quite small, but indicate that most students are satisfied enough with their freshman experience to remain at the UO.

Graduation rates within OUS also continue to follow the same pattern as UO-specific graduation rates, both showing steady increases through 2008-09, including a 2% increase between 2005-06 and 2006-07 and a 4% increase from 2007-08 to 2008-09. Both rates dropped by approximately 2% from 2008-09 to 2009-10, but given that the trend has been moving upward for several years and retention at all undergraduate levels continues to hold steady or improve, this dip was likely a trend correction rather than an indication that graduation rates will start declining.

Campus Initiatives and Significant Accomplishments

The programs and initiatives that have been implemented by the University of Oregon are aimed at improving freshman retention as well as students' persistence to graduation. Freshman retention rates have not followed the same pattern of increase as graduation rates in previous years, suggesting 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. However, the large increase in freshman retention for the fall 2009 cohort could indicate that the large influx of freshmen over the last few years has forced some programs and initiatives to focus more specifically on freshmen. Institutional analyses show that retention at other levels has remained steady, suggesting that if a shift in emphasis did occur, it was appropriate to support the differing needs of undergraduates in different places in their academic careers.

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 have shown 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, and these increases have continued to the 6-year graduation rate. This increase in rates at all levels has remained relatively consistent through the fall 2006 cohort, although the fall 2005 cohort's rates are slightly lower than the 2003, 2004, and 2006 cohorts. Therefore, it is possible that graduation rates will drop slightly for 2010-11 before returning to an upward trend.

University of Oregon

Academic Quality and Student Success

The source survey for graduate satisfaction, graduate success, and internship data was indefinitely suspended in 2008 due to staff reductions within the Chancellor's Office. As a result, data for the Class of 2009, previously scheduled for release in fall 2010, was not produced. Historical data are drawn from surveys of recent bachelor's graduates (the *One Year Later* report series), conducted biennially by the Chancellor's Office on behalf of OUS institutions.

Graduate Satisfaction

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual		83.6%		87.4%		86.0%		N/A		N/A	
Targets				83.0%		89.0%		89.0%		90.0%	
				80.0%		87.0%		87.0%			

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

Explanation of Performance Trend

Although the source for graduate satisfaction data has been put on hold indefinitely by OUS, the UO believes that its graduate satisfaction continues to be high. Students continue to graduate at high rates, and application activity increases yearly. This would suggest that graduates are communicating positively about their experience at the institution and possibly encouraging younger siblings and friends to apply.

Campus Initiatives and Significant Accomplishments

The fact that retention at all student levels continues to improve or remain steady suggests that students are satisfied with their educational experience at the University of Oregon. This would suggest that the UO is meeting its expressed mission to provide students 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.

Graduate Success

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual		92.9%		98.0%		96.9%		N/A		N/A

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

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual				73.0%		77.5%		N/A		N/A

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

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	26.2	25.9	25.9	26.6	25.6	26.2	25.0	26.1	26.6	26.1

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

Explanation of Performance Trend

Student-to-Faculty Ratio: The increases in the student-to-faculty ratio in 2008-09 and 2009-10 reflected the UO's efforts to meet the course needs of the increased number of undergraduate students enrolling for those years. The student-to-faculty ratio showed a modest decrease for 2010-11 in spite of continued record levels of undergraduate enrollment. Three years ago, 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 over the last three years, the relatively modest increases in 2008-09 and 2009-10 and the decrease in 2010-11 seem to indicate that the UO planning efforts have been successful.

Campus Initiatives and Significant Accomplishments

Student-to-Faculty Ratio: The UO began implementation of new policies and procedures for non-tenure track faculty, or NTTF (mis-categorized in IPEDS as part-time faculty) in 2006-07. The UO intends to reduce the number of NTTF, which is about 30% of all faculty FTE, by using targeted funding for student-to-faculty ratios 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, and progress made has been somewhat obscured by the need to hire additional fixed-term faculty to accommodate the increases in undergraduate enrollment over the last three years. However, 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.

University of Oregon

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	4,010	4,534	4,593	4,839	5,036	4,999	4,825	4,693	5,036		
Targets			4,000	4,200	4,300	4,400	4,400	4,400	4,600	4,700	4,750
			3,800	3,900	3,950	4,000	4,000	4,000			

Total number of bachelor's, master's, doctoral, and first professional degrees awarded annually

Degrees in Designated Shortage Areas

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	79	73	96	76	82	79	70	64	62		
Targets			70	80	84	88	90	90	85	85	88
			64	72	74	78	80	80			

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

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. As expected, the number of degrees began to decline in 2007-08, and declined again in 2008-09. These declines were at the undergraduate level, with graduate degrees remaining relatively steady every year since 2002-03.

Total degrees awarded in 2009-10 increased by approximately 350, with about 300 more undergraduate and 50 more graduate degrees awarded than in 2008-09. These numbers closely correlate with the increase in undergraduate enrollment seen from fall 2003 to fall 2004 and the master's level enrollment increase from fall 2007 to fall 2008. Undergraduate enrollment increased slowly between fall 2004 and fall 2007 and graduate enrollment remained relatively steady, so it is expected that total degrees awarded by the UO over the next three to four years will likely be close to previously defined targets.

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 University of Oregon offers M.Ed. and Initial Administrator Licensure (IAL) programs in Bend. These programs alternate every other year. In 2009-10, the IAL program was offered in Central Oregon with enrollment of 26 students. The M.Ed. portion of the program was offered in 2010-11, and enrollment was reduced because approximately half of those students had already earned Master's degrees before pursuing an Initial Administrator Licensure. Although the College of Education has increased capacity that could allow the expansion of the on-campus IAL program, the College has opted to keep the size of incoming cohorts relatively steady because of economic uncertainty. Therefore, the number of students completing the IAL program at the UO campus has also remained relatively steady.

Campus Initiatives and Significant Accomplishments

Total Degrees Awarded: The UO continues to have large numbers of degrees awarded each year, and as predicted in previous narrative, the trend of record numbers of graduates slowed for two years and then showed a small increase in 2009-10. The large number of new students in 2008-09 and the increased numbers in 2009-10 and 2010-11 will likely result in another surge of large numbers of degrees awarded after a two- to three-year plateau. As discussed in the retention and graduation narrative, the UO remains strongly committed not only to improving first-year retention for freshmen, but also retention among other undergraduate populations to ensure that UO students have every opportunity to progress through their undergraduate career to the ultimate measure of success -- the receipt of a college degree.

Degrees in Designated Shortage Areas: The expanded technological capabilities that are 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. However, economic uncertainty has limited the number of new initiatives that the College can currently explore.

University of Oregon

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Actual	\$73.6	\$75.5	\$84.8	\$86.0	\$94.1	\$95.9	\$99.4	\$107.0	\$113.2	
Targets										

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. The Sponsored Research expenditures have been revised in the 2011 performance report to more accurately represent actual campus expenditures. Targets created under the previous calculation are no longer applicable.

Explanation of Performance Trend

The University of Oregon has continued to experience sustained growth in sponsored research expenditures, with approximately a two-fold increase over the past decade. The UO recently achieved the Top Tier of the Carnegie Classification in the Category of "Very High Research Activity" shared by only 108 research institutions nationally. The UO also attained the 11th highest percentage growth rate in research expenditures over the past decade among the 63 leading research universities that are members of the AAU. The primary source of funding is federal grants obtained through highly competitive national programs that involve extensive peer review processes.

Campus Initiatives and Significant Accomplishments

The University of Oregon's sponsored research portfolio emphasizes major strengths in the life and physical sciences, as well as education research. Current interdisciplinary science initiatives focus on aspects such as sustainability, molecular biology, neuroscience, learning and behavior, human physiology, materials science, and nanoscience. Sponsored funding per faculty member compares favorably with leading AAU institutions nationally, especially given the absence of medical and engineering schools. The UO achieved the third highest percentage growth rates in research expenditures per faculty member over a recent five-year period among all AAU institutions.

Philanthropy

Non-Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Actual	\$310.5	\$303.0	\$352.4	\$428.5	\$497.7	\$577.7	\$743.3	\$654.1	\$654.3

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

Faculty Compensation

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Individual	83.3%	86.2%	88.0%	86.1%	91.3%	88.4%	88.2%	90.0%	89.9%
Shared	88.0%	90.3%	92.6%	90.6%	96.1%	92.7%	93.1%	95.1%	95.5%

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

Explanation of Performance Trend

Philanthropy: Both the University and the Foundation experienced changes in presidential leadership which will support significant changes in the future: securing stewardship around the globe as the University relies more upon private philanthropy, creating a more stable source of state funding, and managing the endowment to continue to grow Foundation total assets. Fiscal year 2010 saw an increase of 36% in disbursements to the University primarily for capital projects including new science and sports complexes and an alumni center that will become the dynamic new point of entry to campus reflecting the pioneering spirit that defines the University of Oregon. During fiscal year 2009-10, the fundraising efforts of the University resulted in \$78.2M of private giving. Contributions included gifts and new pledges with a gross amount of \$94.3M.

Significant examples of how donors helped to improve the University include two \$5M pledge commitments from alumni: one to the School of Journalism and Communication toward funding a new Endowed Chair in Journalism Innovation and Civic Engagement; and the other to help fund the Gilbert Hall renovation in the Lundquist College of Business.

Faculty Compensation: The 2006-07 and 2007-08 data reflected 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 reflected the salaries and compensation for the stated academic year while the UO data primarily represented salaries from the previous academic year. The UO has not given across-the-board increases since November 2008, so its salary data for 2010 were very similar to 2008 and 2009. In different economic times, this would have ensured that the UO would fall even further behind its peers. However, most of the UO’s peers are experiencing similar difficulties related to finances, so the UO has remained relatively steady in comparison to its peers.

Campus Initiatives and Significant Accomplishments

Philanthropy: In the summer of 2009 the Big Ideas Selection Committee announced that it selected five ideas that will help shape the future of the University: Sustainable Cities; The Americas in a Globalized World; Global Oregon; Human Health and Performance; and Green Product Design. This will continue to play an important role in informing the University’s long term fundraising planning and priorities.

The University launched a new interdisciplinary major, Cinema Studies, combining disciplines in the College of Arts & Sciences, Architecture & Allied Arts, and the School of Journalism & Communication. The University continued its focus on raising funds to support scholarship initiatives, including ongoing efforts around Pathway Oregon Scholarships fundraising. The Ducks Football Team enjoyed a very successful season resulting in their fifth Rose Bowl appearance, playing against Ohio State University.

Research funding at the University during fiscal year 2009-10 was \$135.6 million, a UO record. There are 16 Oregon-based companies with formal ties to University research which employ 237 personnel in Oregon. Aggregate revenue reported by these companies in 2009 was \$26.2 million.

Progress on several capital projects moved ahead or were completed during Fiscal Year 2009-10. Projects included: the Ford Alumni Center (grand opening in May 2011); Fenton Hall Renovation (completion during FY 2010-11); Anstett Hall, formerly Gilbert Hall (completion during FY 2010-11); PK Park Baseball Field (completed in February 2010); and the John E. Jaqua Center for Student Athletes (completed in January 2010).

Average UO Faculty Compensation to Peer Average: When necessary, the UO continues to invest institutional revenue and resources 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

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	82.9%	86.0%	87.8%	85.8%	91.0%	95.5%	94.6%	92.1%	89.9%		
Targets			95.0%	85.0%	85.0%	91.0%	93.0%	95.0%	96.0%	97.0%	98.0%
			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

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	4.6	13.1	14.3	24.0	30.3	35.2	46.7	48.7	51.3		
Targets			3.2	5.7	16.0	16.8	17.6	18.5	19.4	20.4	21.4
			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

Explanation of Performance Trend

Average UO Faculty Compensation to Peer Average: When the governor's imposed salary freeze was lifted, the UO implemented higher salary increases and increased institutional contributions to cover benefit cost increases in an effort to continue the upward trend that started in the 2005-06 academic year. However, economic uncertainty led to smaller increases the following year, 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. The UO expected to remain close to its stated target range for 2008-09 because of the November 2008 increase, but there was a larger drop in 2008-09 than anticipated even when including the additional compensation. Given that the UO has not granted across-the-board increases since November 2008, the continuing downward trend for 2009-10 is not surprising. However, because most of the UO's peers are experiencing similar difficulties related to finances, the UO's status in comparison to its peers is not as dramatic as it might have been in earlier years. In spite of the dire economic situation in the state and the continued disinvestment in higher education at the state government level, the UO remains committed to finding ways to compensate its faculty at a level equitable to its peers.

Research and Economic Development Index: The University of Oregon has made extraordinary gains in the Research and Economic Development Index. The metric recognizes the economic impacts of research, including categories involving industry-sponsored research dollars, job creation or retention supported by research expenditures, and direct revenue produced through the 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 measures in one index. The index has continuously improved to a record 51.3 for FY10, representing an over 50-fold increase in the past 15 years.

Campus Initiatives and Significant Accomplishments

Average UO Faculty Compensation to Peer Average: When necessary, the UO continues to invest institutional revenue and resources 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 sustained and major increase in the index reflects the escalation of UO's research contributions to innovation and economic development in Oregon. Sixteen current companies with direct links to the UO now employ 237 personnel in Oregon. This is approximately a five-fold increase over just the past five years. The UO is especially successful in start-up company creation as a function of research expenditures and in annual licensing revenue derived from inventions.