

2022 UNIVERSITY EVALUATION: University of Oregon



Source: University of Oregon

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INTRODUCTION

This report is guided by Oregon Revised Statute 352.061, which requires that the Higher Education Coordinating Commission (HECC) submit to the Legislative Assembly an evaluation of public universities listed in ORS 352.002. Each public university must be evaluated in the manner required by this section once every two years. The purpose of this 2022 report is to evaluate the contributions of the University of Oregon (UO) to State objectives for higher education as articulated in statute and in the HECC's Strategic Plan (https://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC-StrategicPlan_2016.pdf) and Roadmap for Oregon Postsecondary Education and Training (<https://www.oregon.gov/highered/policy-collaboration/Documents/Featured/Strategic-Roadmap-2021.pdf>).

The report relies on a combination of accreditation reports, self-assessments conducted by the university on criteria jointly developed with the HECC, and state and federal data. This is UO's fifth evaluation, and as such, it builds on the descriptive benchmarks identified in the previous, and specifically, the 2020 report. It is a formative document that signals areas of key interest to the HECC that support the objectives of the State of Oregon: student success as measured by degree completion; access and affordability as measured by equity across socioeconomic, racial/ethnic and regional (urban/rural) groups; academic quality and research; financial sustainability; and continued collaboration across universities in support of the State's mission for higher education.

Additionally, the report describes how UO's Board of Trustees has operated since its inception. The form and content of subsequent annual evaluations will be guided by feedback from legislators, the public, and the universities about how to improve the usefulness of this process and product.

LEGISLATIVE MANDATE (SB 270)

Passed by the Oregon Legislature in 2013, [Senate Bill 270](#) established individual governing boards at the University of Oregon (UO) and Portland State University (PSU). It also established a time frame for Oregon State University (OSU) to establish an individual governing board, which it subsequently did. House Bill 4018 (2014) and Senate Bill 80 (2015) authorized the establishment of independent governing boards at Western Oregon University (WOU), Southern Oregon University (SOU), Oregon Institute of Technology (OIT) and Eastern Oregon University (EOU) and abolished the Oregon University System. SB 270 and subsequent legislation required the Higher Education Coordinating Commission (HECC) to conduct ongoing evaluations of the public universities. During the 2017 Legislative Session, the legislature amended ORS 352.061 requiring the HECC to evaluate each public university once every two years. The evaluation criteria are codified in Oregon Revised Statute ([ORS](#)) [352.061](#).

ORS 352.061(2) requires that the HECC's evaluations of universities include:

- a) A report on the university's achievement of outcomes, measures of progress, goals and targets;
- b) An assessment of the university's progress toward achieving the mission of all education beyond high school as described in ORS 350.014 (the "40-40-20" goal); and,

Finally, ORS 352.061(2)(c) also requires that the HECC assess university governing boards against the findings set forth in ORS 352.025, including the provision that governing boards:

- a) Provide transparency, public accountability and support for the university.
- b) Are close to, and closely focused on, the individual university.
- c) Do not negatively impact public universities that do not have governing boards.
- d) Lead to greater access and affordability for Oregon residents and do not disadvantage Oregon students, relative to out-of-state students.
- e) Act in the best interests of both the university and the State of Oregon, as a whole.

- f) Promote the academic success of students in support of the mission of all education beyond high school, as described in ORS 350.014 (the “40-40-20” goal).

For context, ORS 352.025 notes four additional Legislative findings:

- a) Even with universities with governing boards, there are economy-of-scale benefits to having a coordinated university system.
- b) Even with universities with governing boards, services may continue to be shared among universities.
- c) Legal title to all real property, whether acquired before or after the creation of a governing board, through state funding, revenue bonds, or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the governing board.
- d) The Legislative Assembly has a responsibility to monitor the success of governing boards at fulfilling their missions and compacts, and the principles stated in this section.

This year the HECC evaluated the University of Oregon (UO), Portland State University (PSU), and Oregon State University (OSU).

EVALUATION PROCESS

In an effort to approach the first evaluation cycle in a collaborative manner, the HECC formed a work group comprising university provosts, the Inter-Institutional Faculty Senate, Oregon Education Investment Board staff, HECC staff, and other university faculty and staff. The workgroup began meeting in February 2015, with a focus on understanding the purpose and scope of the evaluation as defined in statutes, the structure of the evaluation, and the process for the evaluation. As a result of these conversations, an evaluation framework was developed as a tool to assist in the process. After final review and consideration of stakeholder feedback, the HECC adopted the framework on September 10, 2015.

A balanced evaluation of whether Oregon’s public universities are meeting the goals described for them by State law does not lend itself to a formulaic or mechanical approach. The Commission draws from contextual elements such as the State’s fluctuating funding for higher education and changing student demographics to help explain data in the framework, and progress towards goals. The Commission also leverages other evaluations already undertaken by universities including self-studies, accreditation reports and the work of boards of trustees to provide a perspective that is uniquely focused on each institution’s contribution to serving the State’s higher education mission under the new governance model.

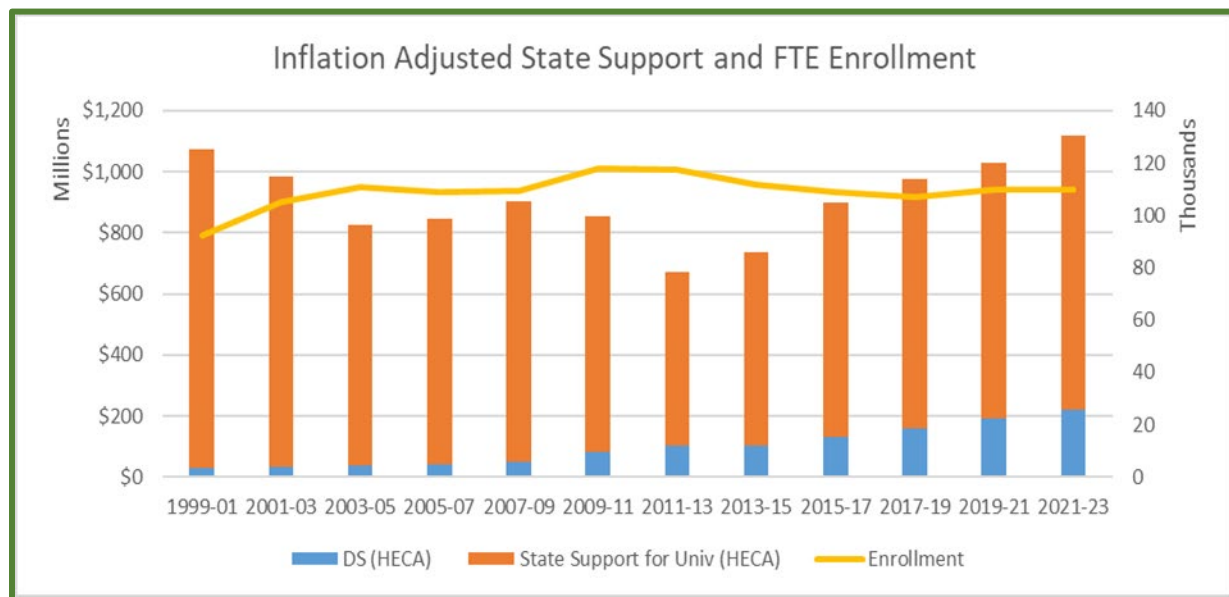
This report is focused on the legislative charge and the HECC’s primary areas of emphasis as indicated in its Strategic Plan. This report is not a comprehensive evaluation. It reflects the narrower scope of legislative issues of interest, incorporating findings from accreditation studies where there is overlap.

STATEWIDE CONTEXT

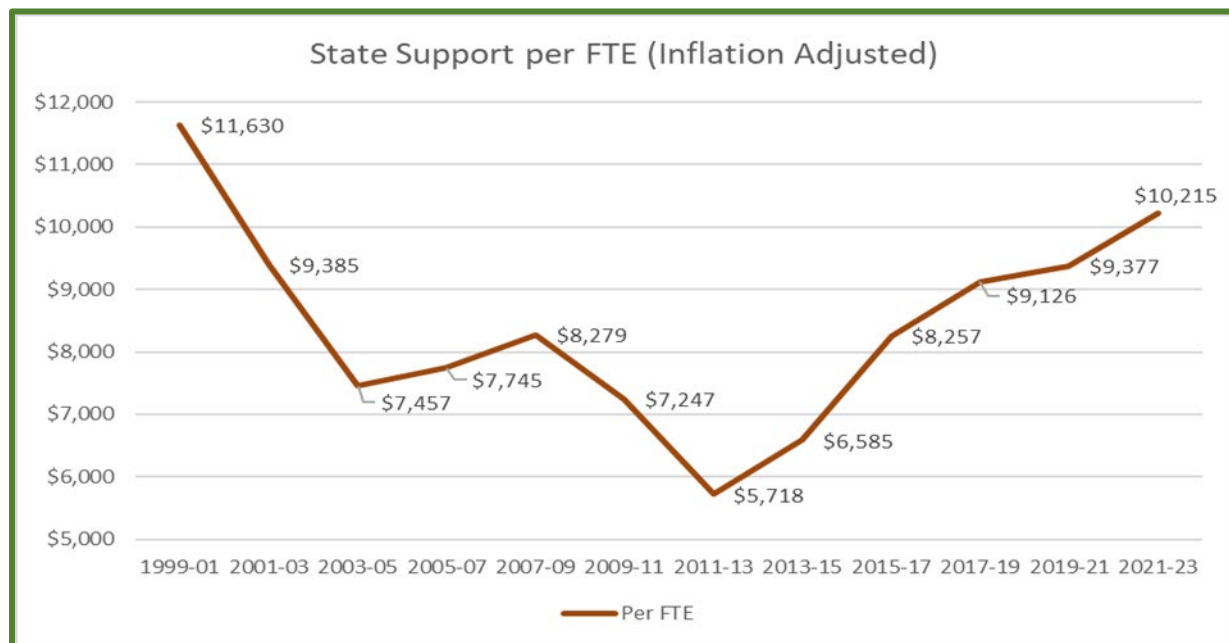
Funding History

Following the steep decline in state funding for public universities that took place during and immediately after the Great Recession (2008-2012), total state investment has recently returned to its pre-recession levels, taking into account the growing debt payments associated with state-funded capital projects (see chart below). Still, additional funding is necessary to support institutions as they work to increase the graduation and completion rates for an increasingly diverse population.

Figure 1: Public University Funding



Source: HECC (2023; *figures adjusted for inflation)



Source: HECC (2023; *figures adjusted for inflation)

Governance Changes

Senate Bill 270 (2013) outlines the benefits that are to be achieved from having public universities with governing boards that are transparent, closely aligned with the university's mission, and that "act in the best interest of both the university and state of Oregon as a whole." In addition, the Legislature found that there are benefits to having economies of scale and as such, universities were granted the ability to continue participation in shared service models. It is important to note that all public universities were required to participate in group health insurance, a select set of group retirement plans, and collective bargaining through July 1, 2019 per ORS 352.129. After July 1, 2019 the universities were no longer mandated to offer the same scope and value for each of the employee benefits referenced in the statute (ORS 352.129), but are still required to participate in a shared administrative arrangement for the provision of the benefits. Those benefits are outlined in a latter section of this report (Shared Administrative Services).

Local Conditions and Mission

MISSION:

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

PURPOSE:

We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to fostering the next generation of transformational leaders and informed participants in the global community. Through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.

VISION:

We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service.

VALUES:

We value the passions, aspirations, individuality, and success of the students, faculty, and staff who work and learn here. We value academic freedom, creative expression, and intellectual discourse. We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community. We value the unique geography, history and culture of Oregon that shapes our identity and spirit. We value our shared charge to steward resources sustainably and responsibly.

ACCREDITATION

A comprehensive assessment and review of academic and institutional quality of the University of Oregon is performed by the Northwest Commission on Colleges and Universities (NWCCU) which accredits UO and other universities in Oregon. Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Reviews are structured as a cyclical process of continuous improvement. NWCCU accreditation occurs on a seven-year cycle that consists of four parts: Annual Reports each year; self-study reports in years Three (Mid-Cycle Report), Six (Policies, Regulations, and Financial Resources Report), and Seven (Evaluation of Institutional Effectiveness Report) of the accreditation cycle. Additional ad hoc reports, as required by the Board of Commissioners, and Reports of any changes that fall under the Commission's Substantive Change Policy. This section draws on relevant parts of NWCCU reports that are identified as of interest to the Legislature and in alignment with the HECC Strategic Plan.

The University of Oregon was last reaffirmed for accreditation in July 2017 through 2024 following the completion of its Year Seven report and subsequent NWCCU evaluation. A copy of the reaffirmation letter with NWCCU recommendations is posted at

https://accreditation.uoregon.edu/files/nwccu_reaffirmation_2017.pdf

The UO accreditation status is unchanged since the 2020 HECC report. The UO initiated a seven-year accreditation cycle in spring 2018 with the submission of their Year One Report which was accepted by the Commission with “no further action required,” acknowledgement that the recommendations from the previous review have been satisfied. UO is currently in Year 6 of the accreditation process. The latest report accepted with no further action required by NWCCU was Year 3 Mid-Cycle Report. The Mid-Cycle Report can be accessed here: <https://provost.uoregon.edu/current-accreditation-cycle-2018-2024>. The UO has no outstanding recommendations. UO is submitted its Policies, Regulations, and Financial Resources Report on March 1, 2023.

Specialized Accredited Programs at UO include:

PROGRAM	DEGREE LEVEL(S)	ACCREDITING BODY
American English Institute	Intensive English Program	Commission on English Language Program Accreditation (CEA)
Department of Chemistry	BA, BS, MA, MS, PhD	American Chemical Society
Clinical Psychology	PhD	American Psychological Association

Lundquist College of Business

PROGRAM	DEGREE LEVEL(S)	ACCREDITING BODY
College of Business	BS, BA, PhD in Accounting	The Association to Advance Collegiate Schools of Business
College of Business	BS, BA, PhD in Business Administration	The Association to Advance Collegiate Schools of Business
College of Business	MBA, Oregon Executive MBA	The Association to Advance Collegiate Schools of Business

College of Design

PROGRAM	DEGREE LEVEL(S)	ACCREDITING BODY
Department of Architecture	BArch, MArch, PhD	National Architectural Accrediting Board
Department of Art	BA, BS, BFA, MFA	National Association of Schools of Art and Design
Department of the History of Art & Architecture	BA, MA, PhD	National Association of Schools of Art and Design
Department of Interior Architecture	BIArch, LIArch	National Association of Schools of Art and Design
Department of Interior Architecture	BIArch, LIArch	Council for Interior Design Accreditation
Department of Landscape Architecture	BLA, MLA, PhD	Landscape Architecture Accreditation Board
Department of Product Design	BA, BS, BFA	National Association of Schools of Art and Design
Master of Public Administration	MPA	National Association for Schools of Public Affairs and Administration
Planning, Public Policy and Management	BA, BS, MCRP	Planning Accreditation Board
Planning, Public Policy and Management	MA	Network of Schools of Public Policy, Affairs, and Administration (NASPAA)

College of Education

PROGRAM	DEGREE LEVEL(S)	ACCREDITING BODY
Communication Disorders & Sciences	MA, MS	Council on Academic Accreditation in Audiology and Speech-Language Pathology
Counseling Psychology	PhD	American Psychological Association
Couples and Family Therapy	MS	Commission on Accreditation for Marriage and Family Therapy Education
Initial teaching licensure programs: Sapsik'walá Teacher Education Program, Curriculum and Teaching (UOTeach), Special Education	MA, MEd, MS	Association for Advancing Quality in Educator Preparation
School Psychology	PhD	American Psychological Association
School Psychology	MS, PhD	National Association of School Psychologists

School of Journalism and Communication

PROGRAM	DEGREE LEVEL(S)	ACCREDITING BODY
School of Journalism and Communication	BA, BS, MA, MS, PhD	Accrediting Council on Education in Journalism and Mass Communication

School of Law

PROGRAM	DEGREE LEVEL(S)	ACCREDITING BODY
School of Law	JD, LL.M., MA, MS	American Bar Association

School of Music and Dance

PROGRAM	DEGREE LEVEL(S)	ACCREDITING BODY
School of Music and Dance	BA, BS, MA, MMus, DMA, PhD	National Association of Schools of Music

STUDENT ACCESS AND SUCCESS

Nationally, college and university enrollment fell by 1.1 percent between Fall 2021 and Fall 2022, according to research by the National Student Clearinghouse Research Center.¹ Oregon public universities bucked that trend, rising 0.5 percent statewide.

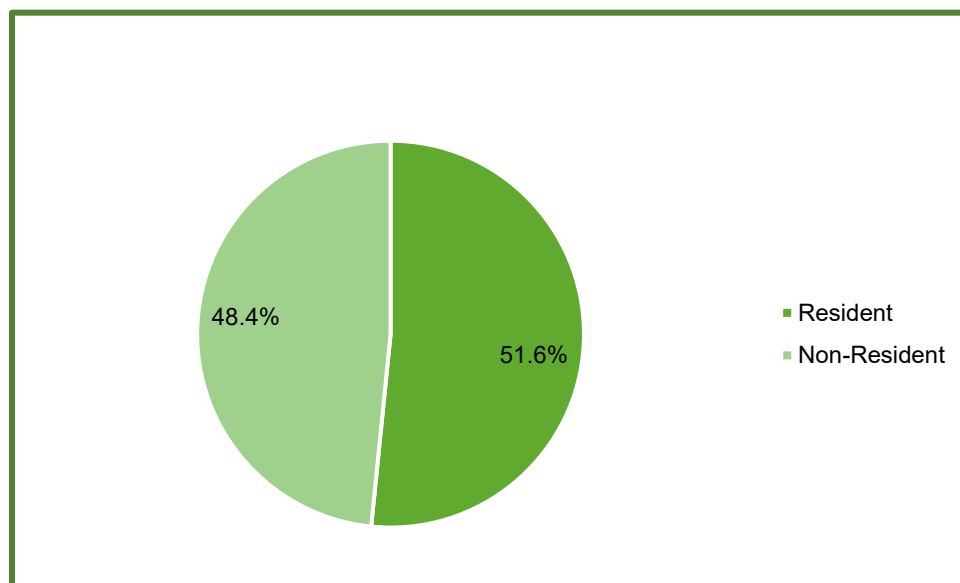
This section of the report is focused on tracking trends in enrollment, completion outcomes, and demographic changes.

As described by Figures 2 and 3, a small majority of UO students during fall 2021 (51.6% percent) are resident, and a large majority (92.2 percent) attend full-time.

UO enrollment has experienced continued enrollment increases (6.4 percent) since its last evaluation in 2020. In the most recent year (fall 2021 to fall 2022) headcount enrollment slightly increased from 22,298 to 23,202 students (2.3 percent). During this evaluation cycle, non-resident enrollment increased by 12.0 percent while resident enrollment increased by 1.4 percent. Overall, student FTE increased from fall 2020 to fall 2022 by 6.8 percent.

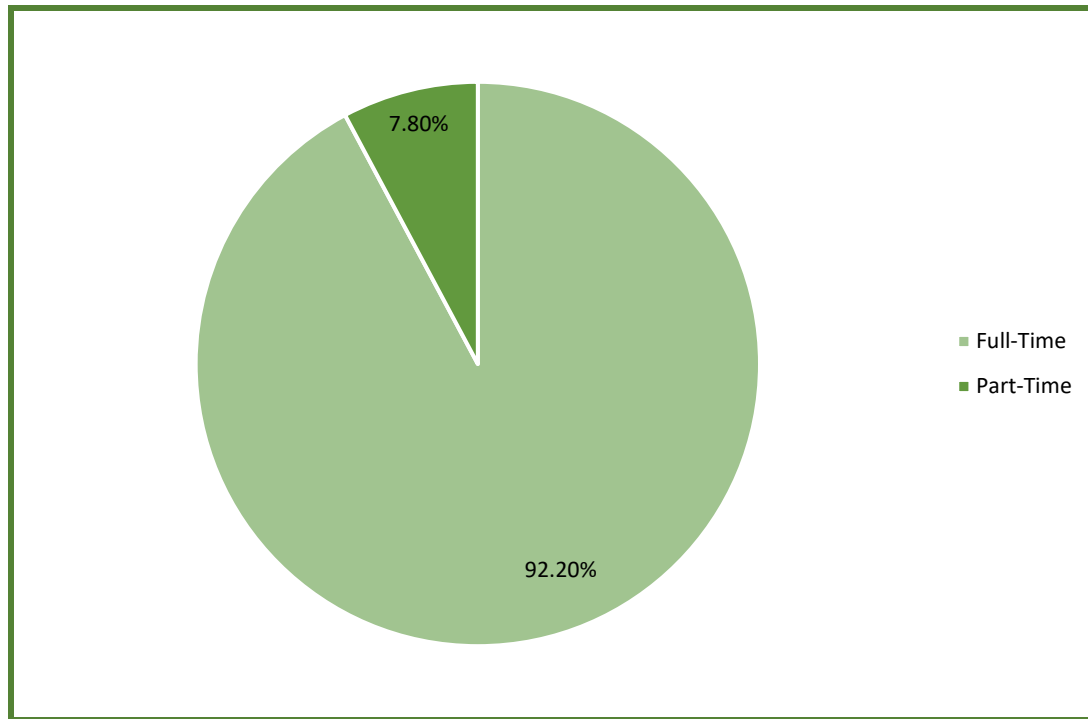
Figure 2: UO Student Enrollment by Residency, Fall 2021-22

Source: HECC (2023)



¹ <https://www.studentclearinghouse.org/nscblog/fall-undergraduate-enrollment-declines-at-a-slower-pace-but-nearing-pre-pandemic-rates/>

Figure 3: UO Student Enrollment by Full-Time/Part-Time Status, fall 2020-21



Source: HECC (2023)

**Table 1:
UO Headcount Enrollment, Historical**

Fall of	Resident	Non-Resident	Total
2022	11,574	11,628	23,202
2021	11,501	10,797	22,298
2020	11,418	10,382	21,800
2019	11,731	10,884	22,615
2018	11,826	10,934	22,760
2017	11,655	11,325	22,980
2016	12,029	11,605	23,634
2015	12,317	11,808	24,125
2014	12,568	11,613	24,181
2013	13,086	11,462	24,548
2012	13,431	11,160	24,591

The number of newly admitted undergraduate UO students increased significantly since the last evaluation, growing by 28.5 percent between 2020 and 2022. This increase shows growth in both resident and non-resident students, growing by 13.7 and 45.9 percent from fall 2020 to fall 2022. Since the 2020 evaluation, undergraduate resident student enrollment increased 2.1 percent, compared to the 16.0 percent increase for their non-resident counterparts. During the 2021-2022 academic year, just over half of UO undergraduate students (51.6 percent) were residents and the majority (92.2 percent) attended full-time.

UO students come from diverse backgrounds. In fall 2022, 21.8 percent of UO's total enrollment came from underrepresented student populations.

Table 2: UO 4th Week Headcount Enrollment by Race/Ethnicity

Race/ Ethnicity	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Change Fall 2021 to Fall 2022
Non-Resident Alien	1,882	1319	1097	1022	-75
American Indian/ Alaska Native	155	136	137	113	-24
Asian	1,442	1436	1471	1538	67
Black Non-Hispanic	548	544	571	612	41
Hispanic	2,851	2895	3101	3347	246
Pacific Islander	97	102	98	99	1
Two or more races, Underrepresented Minorities	923	877	867	881	14
Two or more races, not Underrepresented Minorities	713	766	885	1004	119
White Non-Hispanic	13,564	13,243	13,620	14,212	592
Unknown	440	482	451	374	-77

Source: HECC (2023)

Underrepresented minority students at the UO graduated at rates that are slightly lower than the rate for the overall student population. Pell Grant recipient students graduated at rates that are three to four percent lower than the rate for the overall student population.

The four and six-year graduation rate for UO first time freshmen who entered in the fall term of 2015 is as follows:

Table 3: Four-Year and Six-Year Graduation Rate, First Time, Full Time Freshmen Entering fall 2015

	Four-Year Graduation Rate	Six-Year Graduation Rate
All Students	59.70%	73.90%
Underrepresented Minorities	54.90%	68.60%
Pell Grant Recipients	55.30%	70.30%

Source: HECC (2023)

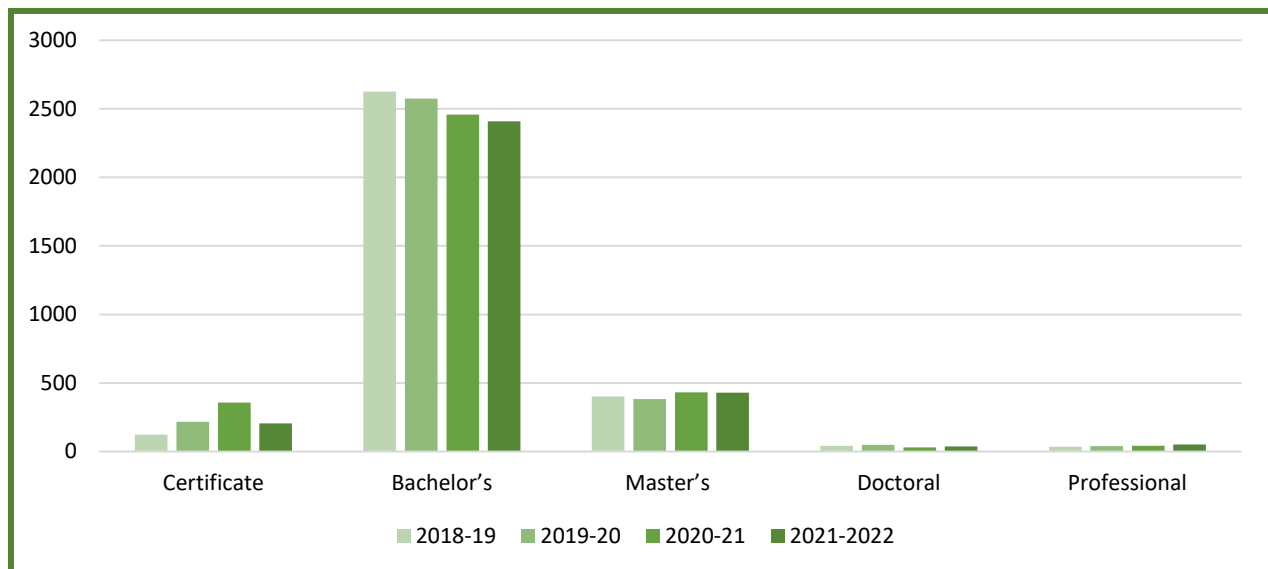
UO's number of resident completions by award type have fluctuated slightly over the last four years.

Table 4: UO Resident Student Completions by Award Type

	2018-19	2019-20	2020-21	2021-2022
Certificate	124	217	357	206
Associate's	0	0	0	0
Bachelor's	2625	2575	2458	2410
Master's	402	384	432	429
Doctoral	43	48	31	37
Professional	35	39	43	52

Source: HECC (2023)

Figure 4: UO Resident Student Completions by Award Type



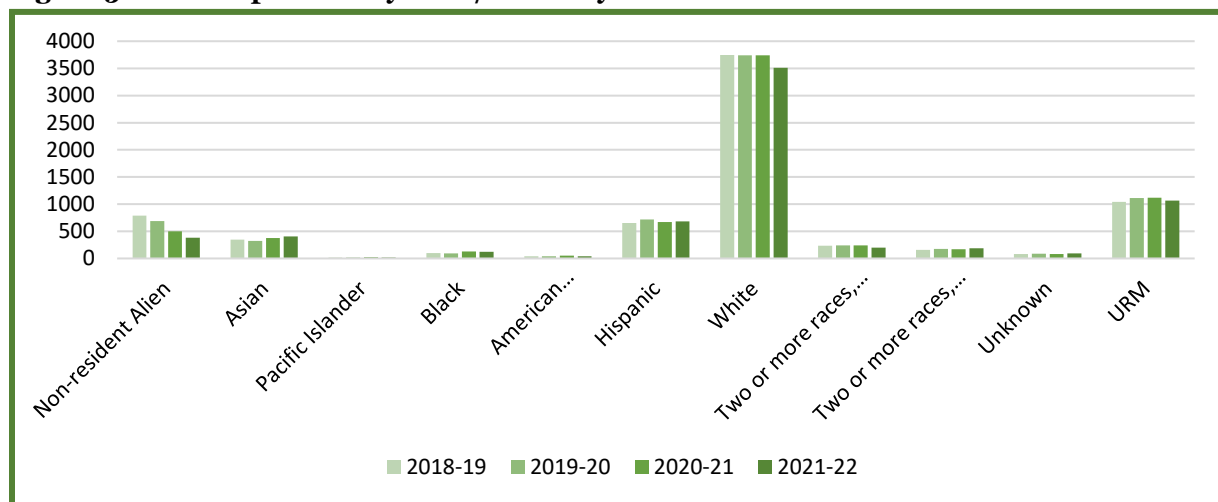
Source: HECC (2023)

Table 5: UO Completions by Race/Ethnicity

	2018-19	2019-20	2020-21	2021-22
Non-resident Alien	787	686	502	385
Asian	346	326	375	403
Pacific Islander	18	17	25	16
Black	97	94	128	123
American Indian/Alaska Native	42	42	51	43
Hispanic	652	719	671	682
White	3,744	3,741	3,739	3,513
Two or more races, Underrepresented Minorities	233	243	243	202
Two or more races, not Underrepresented Minorities	161	177	168	187
Unknown	82	88	79	93
²URM	1,042	1,115	1,118	1,066

Source: HECC (2023)

It is noteworthy that the share of degrees awarded to underrepresented minorities has been on the rise over the last several academic years and continues to highlight UO's commitment to its diverse student body.

Figure 5: UO Completions by Race/Ethnicity

² URM (Under-represented Minority Students: including Pacific Islander, Black, American Indian/Alaska Native, Hispanic, and students who identify as two or more under-represented minorities).

AFFORDABILITY

Among the factors that the HECC is required (under ORS 352.065 and 352.025(1d)) to evaluate is whether universities remain affordable for Oregon residents. The following constitutes our evaluation of the University of Oregon's affordability.

Many students and prospective students at the University of Oregon (UO), like their counterparts at other universities around the state and nationwide, continue to face significant challenges related to access and affordability. Public defunding of higher education is a national trend that is shifting a majority of the burden of paying for a college education to students and their families.

That shift has been particularly acute in Oregon in recent years. Net tuition and fee revenue represents two-thirds of total educational and general (E&G) revenue for the state's universities. At the University of Oregon, this shift is even more acute with close to 80% of E&G Funding coming from net tuition and fee revenue. This means students are paying the majority of the cost of their education while the state and institution funds the remaining twenty percent. This is almost the reverse of the student experience a generation ago. As a result of state funding cuts and mandatory benefit cost increases (e.g. PERS, PEBB), resident undergraduate tuition and fees at the University of Oregon increased 57.8% (based on the continuing student rate for students enrolled prior to the tuition guarantee program) in the last 10 years, including increases of 2.7% and 3.0% (for continuing students) and 4.4% and 4.1% (for new students in UO's tuition guarantee program) in 2021-22 and 2022-23 respectively.³ Beginning with the 2020-21 academic year, UO implemented a new tuition guarantee program (known as the Oregon Guarantee⁴) which will freeze tuition and mandatory fees (except for incidental fees) for up to five years for undergraduate students. In 2022-23 tuition for undergraduate students who started prior to the implementation of the guaranteed program by 3.0% and fees by 2.8%. The rate at which tuition and fees was set (and locked for five years) for new undergraduate students was 4.5% higher than the previous cohort for tuition and 3.9% higher for fees. Students in UO's two existing tuition guarantee cohorts saw no tuition or fee increases. This resulted in a weighted total increase (by the HECC's calculation, which excludes incidental fees) of 2.8%.⁵ Resident graduate students have faced similar increases.

Students, however, do have access to financial aid at University of Oregon. In addition to need-based federal and state financial aid programs (Pell and the Oregon Opportunity Grant), University of Oregon students benefit from UO's significant commitment of institutional resources to scholarships, remissions, and tuition discounts. In the 2021-22 academic year, UO recorded \$28,752,557 in resident tuition remissions (18.2% of resident gross tuition charges), which is a 0.4% increase over the prior year. The year prior, in the 2020-21 academic year, UO recorded \$28,659,747 in resident tuition remissions (18.9% of resident gross tuition charges).

University of Oregon also engages in a number of programs designed to increase access and completion among targeted populations.⁶ For example, UOs "Pathway Oregon" program pays all remaining tuition

³ Source: <https://registrar.uoregon.edu/costs> as well as historical OUS tuition data. Defined to include full-time resident base tuition and all mandatory fees (including incidental fees).

⁴ <https://financialaid.uoregon.edu/oregon-guarantee>

⁵ A continuing full-time resident undergraduate student who enrolled prior to the tuition guarantee program (taking 45 credits per year or 15 credits for each of three terms) at the University of Oregon will pay \$11,408 in tuition and \$2,465 in fees for a total of \$13,872 while a new student in will pay \$12,510 in tuition and \$2,542 in fees for a total of \$15,052.

⁶ <https://financialaid.uoregon.edu/scholarships>

and mandatory fees after all scholarships are applied for Oregon resident first-year undergraduate Pell eligible students with a high school GPA of 3.4 and above. In addition, these students receive counseling and assistance on seeking funding sources for housing and other costs.

Tuition, however, tells only a small part of the affordability story. The total cost of attendance for students includes significant expenses associated with housing, food, transportation, and textbooks. The University of Oregon estimates the average student budget for living expenses annually – \$18,587 for the 2022-23 academic year⁷ – exceeds resident tuition and fees of \$15,052 for new students. UO's total cost of attendance for a resident undergraduate is \$33,639.

While it is natural to view affordability primarily in terms of the student's direct cost associated with their enrollment, a larger perspective takes into account whether the student completes his or her degree, does so in a reasonable period of time, and has earning potential commensurate with the debts that might have been incurred. According to the HECC's UO scorecard for the 2020-21 academic year,⁸ 52% of UO's students who asked for financial aid were unable to meet expenses with expected resources, family contributions, student earnings and grant aid, compared to a statewide average of 55%.⁹ Average earnings among bachelor's degree recipients five years after graduation were \$47,936 compared to a statewide average of \$51,186. The average debt among graduates was \$20,500, compared to a statewide average of \$21,366 and 34% of UO students had federally supported loans, as compared to the statewide average of 42%. According to the College Scorecard, during the 2020-21 academic year, 26% of students received Pell Grants.¹⁰

⁷ Source: https://financialaid.uoregon.edu/cost_of_attendance

⁸ Source: <https://www.oregon.gov/highered/research/Documents/Snapshots/UO-Snapshot.pdf>

⁹ Statewide averages from: <https://www.oregon.gov/highered/research/Documents/Snapshots/Univ-Snapshot.pdf>

¹⁰ <https://collegescorecard.ed.gov/school/?209551-University-of-Oregon>

ACADEMIC QUALITY AND RESEARCH

The HECC relies on four key areas to track academic quality and research at each institution: regular external accreditation reviews to assess each institution's progress in meeting its stated mission, vision and goals; evidence of regular academic program review to improve quality; regular faculty evaluation and opportunities for professional development; and institutional reports of research activity evidenced by research expenditures. Research contributions are also reflected in economic impact and collaborations both discussed elsewhere in this report.

The University of Oregon has a long-established record of academic excellence. In 1969 it was admitted to the Association of American Universities (AAU), an organization of leading research universities devoted to maintaining a strong system of academic research and education. The University of Oregon is among 65 AAU universities, both public and private, and one of just two in the Pacific Northwest. The University of Oregon is among the 131 U.S. universities categorized in the top-tier designation of "Doctoral/Very High Research Activity" in the most recent Carnegie Classification of Institutions of Higher Education. For FY20 and FY21, UO reported total research expenditures of \$137.4 million and \$153 million respectively.

UO's Clark Honors College was the first four-year public honors college west of the Mississippi. The university's academic programs are organized into eight degree-granting schools and colleges: The College of Design, College of Arts and Sciences, College of Education, School of Law, Lundquist College of Business, School of Journalism and Communication, School of Music and Dance, and Graduate School. The University of Oregon is particularly strong in the sciences (biology, chemistry, math, physics and geoscience), along with the neurosciences, cognitive sciences, anthropology, geography, materials, education and education research, sustainable architecture, journalism, entrepreneurship and sports business, environmental law, and East Asian languages and literatures. The university is well known for interdisciplinary programs such as environmental studies and comparative literature.

Program review is essential to maintain and improve program quality. The University of Oregon's processes for academic program review and approval are clearly established. Any significant change in the University's academic programs as defined by the HECC is approved by the Board upon recommendation by the committee responsible for academic affairs prior to the submission to the Commission. Internal program approval processes are managed by the Office of the Provost and posted at: <https://provost.uoregon.edu/new-revised-programs>. The Office of the Provost manages program review processes. Information on program review is available online at: <https://provost.uoregon.edu/program-review>

Faculty evaluation and professional development are fundamental to sustaining academic quality. The University of Oregon has distinct processes for evaluation and promotion for "tenure-track faculty" (TTF) and "non-tenure track faculty" (NTTF) and has a Professional Development and Training Policy (<https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-8-admissions-oregon-residency/professional-development-and>) that recognizes the "importance of encouraging and supporting employees in professional development activities that are related to their employment." The University of Oregon, Office of Human Resources (<http://hr.uoregon.edu/professional-development/professional-development-services>) offers a central resource for coordinating training, assisting instructors, and providing an easy access portal for learners and the Teaching Engagement Program (TEP) provides faculty support for their teaching through workshops, seminars, and individual consultations on best practices.

COLLABORATION

The University of Oregon benefits from, and contributes to, a host of collaborative activities with other postsecondary institutions. Additionally, the UO participates in cooperative contracting with the other Oregon public universities and with national cooperative contracts. Various leadership councils provide a great opportunity for continued collaboration and information-sharing regarding current and anticipated issues and shared goals. Faculty at all public universities are represented at the Inter-Institutional Faculty Senate (IFS) that is made up of elected senate representatives from each institution. The IFS serves as a forum for all faculties of Oregon public universities in matters of shared concern. The University of Oregon engages in a number of collaborative initiatives with other universities and partners, as indicated below (P indicates participation):

Table 7: UO Collaborative Initiatives Participation

Public University Councils:	
Presidents Council	P
Provosts Council	P
Vice Presidents for Finance and Administration (VPFAs)	P
General Counsels (GCs)	P
Public Information Officers (PIOs)	P
Legislative Advisory Council (LAC)	P
Cooperative Contracting	P
Capital Construction Services	N/P
OWAN	N/P
NERO Network	P
RAIN	P
Orbis Cascade Alliance	P
ONAMI	P
Other	N/A

The UO has played a role in higher education emergency management since 2005 when it started the National Disaster Resilient Universities (DRU) Network. The DRU Network's goal is to facilitate open communication, discussion, and resource sharing among university and college practitioners responsible for making campuses more disaster resilient. As of January 2021, the DRU Network has more than 2,200 members.

The UO provides research equipment and services to faculty at UO, OSU, OHSU, PSU, and Oregon Tech at the same costs as we provide to our own faculty. In addition, the university uses equipment in the Center for Advance Material Characterization (CAMCOR) to support technology development by Oregon businesses (e.g., via product and materials testing). The institution also uses its research equipment for direct public benefit. For example, its world class genomic sequencing capabilities supports the state's effort to monitor COVID-19 by sequencing SARS-CoV-2 to identify variants in collaboration with the

Oregon Health Authority and supports salmon recovery efforts by sequencing of salmonid genomes for NOAA Fisheries and other agencies.

The UO also collaborates with other universities to support student education. The UO Knight Campus for Accelerating Scientific Impact and Oregon State University's College of Engineering have a joint doctoral program in bioengineering, that allows students at each university to complete an accredited engineering degree. The UO also runs the Inside Out Program, which brings college students together with incarcerated men and women to study as peers behind prison walls. It is an opportunity for students to reconsider what they have come to know about crime and justice, and an opportunity for those inside prison to place their life experiences in a larger framework.

The launch of the Ballmer Institute for Children's Behavioral Health at the University of Oregon is building on the university's long-standing faculty expertise in children's behavior health, psychology, prevention science, and related fields in the UO College of Education and Department of Psychology. Not only will the Ballmer institute provide new career pathways in behavioral health at the undergraduate level and graduate certificate program for current teachers, it will also enhance the provision of children's behavioral health services in schools, community, and health care settings. In addition, the university is working directly with OHSU, PSU, Mount Hood Community College, other higher education partners, school districts and nongovernmental organizations in the Portland metropolitan area to identify gaps in the behavioral health workforce and create more academic pathways for students seeking to become behavioral health services providers.

The University of Oregon's engagement with the other universities in Oregon is wide ranging and includes active participation on committees such as the Oregon Council of Presidents and related vice presidential-level groups including the provosts, chief financial officers, and senior research officers, which support collective problem solving and coordinated action. In addition, the UO participates in cross-university operational coordination networks such as in tech transfer, emergency management, and other areas. In addition to their regular work, these preexisting relationships were the foundation for robust networks for information sharing and coordination around COVID-19 response and recovery among all universities in Oregon, including four-year, community colleges, and private institutions.

PATHWAYS

Transfer student success is a key area of focus both in Oregon and nationally. The statutes outlining goals for transfer student success and cooperation between Oregon's higher education sectors (ORS 350.395, 350.400, 350.404, 350.412, and 348.470) are the framework for HECC's continued partnership with the seven public universities and seventeen community colleges. Recent policy discussions between institutions and HECC give this sustained work a renewed focus: more and better statewide data on transfer student outcomes and potential statewide solutions where persistent barriers exist. Although Oregon has state-level policies and processes to ensure that students may apply credits earned upon transfer from community college to university (e.g., the Associate of Science Oregon Transfer–Business, or ASOT Business) research that resulted from House Bill 2525 (2015) and the subsequent HB 2998 (2017) report revealed that community college transfer students on the whole often face challenges in completing an intended major, which result in excess accumulated credits, increased tuition costs, and debt. Statewide, community college transfer students graduate with more “excess” credits than their direct entry counterparts (aka “native students”). Public universities are working with community colleges to improve advising and information on career pathways to reduce the excess number of community college credits taken. Moreover, despite the best efforts of advisors, faculty, and administrators, some students who complete statewide degrees—such as the ASOT–Business are ill-served if they transfer into certain

majors. Excess credits may transfer as electives, but they sometimes fail to apply to a student's major. Because major requirements at the university level can change, community college students' and advisors' efforts at effective degree planning are negated by these excess credits.

The passage of HB 2998 in 2017 required the HECC to work closely with both public universities and community colleges to create a new framework for statewide transfer, a Core Transfer Map (CTM) of at least 30 credit hours of general education, and a process for the creation of Major Transfer Maps (MTMs) in major fields of study to aid transfer students in moving smoothly into university study, with fewer lost or excess credits. Public university and community college faculty, registrars, institutional researchers, and administrators have been advisors and participants to the HB 2998 implementation process, adding insight and value to the Major Transfer Maps. These partners continue to work closely with HECC staff and the institutions to move this work forward. One area that OSU, PSU, and the UO have participated in has been by nominating faculty to serve on MTM subcommittees (e.g., in Computer Science, Business, English Literature, Biology, and Elementary Education).

Related to transfer student success, programming to provide college credit in high school, or accelerated learning, has also benefited from enhanced statewide collaboration amongst Oregon's public universities and 17 community colleges in 2020-21 and 2021-22. The HECC convened an Oversight Committee for High School Based College Credit Partnerships and the Advanced Placement and International Baccalaureate Policy Workgroup both have support and representation from all seven public universities. Implementing 340.310, 350.075, and OAR 715-017-0005, the groups ensure that college credit earned in high school is transferrable and supports student pathways to postsecondary degrees and certificates. State approval of high school-based college credit partnership programs promotes transparency, educational equity, and comprehensive advising so that students may access, earn, and transfer these credits smoothly. State approval of programs, through peer review, confirms that a college course taught on campus and the college course taught in a high school are essentially the same, and treated the same when transferred. HECC staff continues to work with all institutions whenever concerns about high school-based college credit transfer come to light.

College credit articulations at Oregon's public universities are also on record for Advanced Placement (AP) and International Baccalaureate (IB) exams. Articulation tables are published by HECC with advice from the AP/IB Policy Workgroup. This process has led to more transparent and better aligned articulations list, with the expectation that over time articulations will become increasingly similar among community colleges, comprehensive regional universities, and larger research universities. In the online table, a student can find out how a particular AP exam subject and score articulates to all 24 public postsecondary institutions in Oregon as well as to which core transfer map content area that articulation applies.

In the 2021 legislative session, Oregon passed Senate Bill 233 that further supports the work of statewide transfer through the establishment of a Transfer Council to implement Common Course Numbering (CCN). The Commission submitted its first progress report to the legislature on SB 233 in March 2022. One notable change to the legislative requirements was a decrease in the number of MTMs to be approved from three per calendar year to one until calendar year 2026. The intent behind this temporary change is to allow faculty to spend time aligning learning outcomes, credits, and course numbers at the course level. Starting in spring 2022, four faculty subcommittees (Communication, Math, Statistics, and Writing) and one systems and operations subcommittee began meeting regularly to work on aligning 10 of the most transferred courses between public colleges and universities in Oregon. For seven months, these subcommittees—composed of 96 faculty and staff—logged over 100 hours in meetings to discuss, collaborate, and vote on aligning these courses. The result of these meetings is a guiding framework for common course numbering and the first round of statewide aligned courses in the history of higher

education in Oregon. This framework will also be useful for programs that offer college credit in the high school.

All seven public universities and 17 community colleges are in the process of adopting these courses for the 2023-24 catalog, as per the requirements of SB 233. Once again, OSU, PSU, and the UO have played an integral part in this process by nominating faculty and staff to serve on subcommittees.

COLLABORATIONS

The University of Oregon participates in and leads numerous collaborations with other universities in Oregon as well as with state agencies, local governments and communities that benefit both the university's mission and core operations as well as Oregon residents more broadly.

Importantly, the UO has a long-standing tradition of collaborating in urban and rural communities across the state. These include efforts that support the technological backbone of the state to economic development and providing technical expertise to rural communities. Examples include,

- UO is one of five founding members of Link Oregon, a consortium of the State of Oregon, and the state's four research universities – UO, OSU, OHSU, and PSU. Link Oregon supports research, education, and health care at these institutions by providing high speed (200+ Gbps) network connectivity, and connections to national US Research and Education networks including Internet2 (400 Gbps). In addition, Link Oregon supports K-12 education, public libraries, public health, state agencies, and tribal facilities statewide.
- The Women's Innovation Network, a partnership between UO and Onward Eugene helps faculty, graduate students, and community members to navigate the gender-based barriers to bringing ideas to market and launch and sustain their businesses through peer mentoring and training.
- The Tall Wood Design Institute is a collaborative project between OSU and UO to support applied research in collaboration with industry to develop mass timber building technologies by bringing together engineers, wood scientists, and architects. Tall Wood Design Institute, in collaboration with the Port of Portland, Hacienda Community Development Corporation, Oregon Department of Forestry, and others obtained a \$41.4 million Build Back Better grant earlier this year from the Economic Development Administration to build new research and job training facilities as a brown field redevelopment at Port of Portland's Terminal 2.
- For 28 years, the UO has run RARE – Resource Assistance for Rural Environments – a program which places participants in rural Oregon communities especially along the coast and in eastern Oregon to assist with key community and economic development projects. RARE participants in recent years have also assisted with wildfire recovery in communities with major losses.
- UO has been working with a group of Lane Council of Governments and other local agencies to improve local and regional network connectivity for over 25 years. These efforts have improved high speed network options for UO operations, UO students, local public agencies and statewide higher-ed network initiatives; and provided support for creation of a Regional Fiber Consortium which allocated public access fiber optic resources in exchange for expedited permitting for long haul fiber optic infrastructure.
- UO has an agreement with Oregon Department of Administrative Services to provide equipment space for the State of Oregon's network aggregation point in Lane County. This long-standing relationship provides a secure, reliable facility for the State of Oregon's operations locally.

The UO plays a leadership role in collaborative efforts to foster community safety and resilience. For example,

- UO leads the Oregon Campus Resilience Consortium, a network that links, leverages, and aligns the institution's limited resources and collective expertise to increase emergency preparedness, threat assessment capabilities, mitigation, response effectiveness, safety, institutional resilience across public and private universities and colleges in Oregon. This effort builds off the work of the National Disaster Resilient Universities (DRU) network, a group of higher education institutions and partners such as FEMA, US Dept. of Homeland Security, the Centers for Disease Control and Prevention, hosted by the University of Oregon.
- UO plays a leadership role in the development and management of the US Geological Survey's ShakeAlert, an earthquake early warning system in California, Oregon, and Washington, as well as AlertWildfire, a camera network that supports wildfire response that is being built out across multiple land ownerships in Oregon, California, and Nevada.
- The UO School of Law runs a Domestic Violence Clinic in partnership with local advocacy organizations Hope & Safety Alliance, for survivors of domestic violence, and Sexual Assault Support Services (SASS), for survivors of sexual assault. In a supervised environment, students assist low-income survivors of domestic violence, sexual assault, and stalking in civil legal matters, including protective order proceedings, family law matters, and employment and housing issues through hands on assistance.
- In 2022, UO launched the Center for Wildfire Smoke Research and Practice to increase community preparedness for wildfire smoke events. The Center convenes the Smoke Ready Community Network, which brings together UO, OSU, Oregon Tech, state agencies such as OHA and ODF, along with air quality agencies, and community organizations to share information, best practices and lessons learned to support smoke planning and response. A related UO entity, the Oregon Partnership for Disaster Resilience, is supporting communities to develop smoke response plans.

The University also houses programs in partnership with state agencies and communities across Oregon to provide a broad array of services that help support Oregonians across the state. Examples include:

- Sustainable City Year Program, where students and faculty provide support to one Oregon community each year to help address their sustainability challenges related to regional planning, building design, engagement of diverse communities, and municipal budgets. Past partner communities include Troutdale, Hood River, Lane Transit District, Silverton, Gresham and Eugene, Springfield and Dunes City, La Pine, TriMet, Albany, Redmond, Lane Transit District, METRO, Multnomah County, and Salem.
- Oregon Office for Community Dispute Resolution, which supports 15 community dispute resolution centers that provide mediation and conflict resolution services to 24 Oregon counties through grant making, consultation, training, research, technical assistance, network and collaborative activities and initiatives.
- Labor Education Research Center (LERC), which provides non-credit workshops, customized training, and consulting support to workers, labor unions, and worker-oriented organizations across the state in areas such as representation skills, effective communication, building inclusive organizations, labor history, and the law.
- Career Information Services (CIS), which provides a system of occupational and educational information to Oregonians to learn about the world of work. This effort includes collaboration with a broad range of partners such as Rogue Community College, Beaverton School District, and Oregon Commission for the Blind. CIS provides information such as employment, wages, job opening outlook, job requirements, hiring practices for occupations that over 95% of Oregon labor market as well as detailed information about training programs, scholarship, and financial aid opportunities available to Oregonians

to support career preparation. This information is used by schools, colleges, social agencies, and businesses who provide career guidance and employee development services to assist clients with the process of career planning or career transition.

SHARED ADMINISTRATIVE SERVICES

Pursuant to ORS 352.129 and following the convening of the Workgroup on University Shared Services established by the 2013 Legislature, the seven public universities created the University Shared Services Enterprise (USSE), a service center hosted by Oregon State University. USSE offers a fee for service model for many back-office functions previously offered by the OUS Chancellor's Office. ORS 352.129 mandated participation by the independent universities in certain services offered by USSE until July 1, 2019. These mandated services include group health insurance, group retirement plans, and collective bargaining. The UO serves as fiduciary for all of the former Oregon University System retirement plans, and hosts and manages the Oregon Public Universities Retirement Plans ("OPURP") shared-services organization. All seven public universities participate in OPURP via shared-services agreement.

The two largest plans managed by OPURP, the Optional Retirement 401(a) Plan ("ORP") and the Tax-Deferred Investment 403(b) Plan ("TDI"), hold \$2.31 billion in retirement assets of former and current public university employees (as of 01/31/2022) at three separate investment firms. OPURP coordinates with the investment firms, individual universities' benefits and payroll offices, the investment committee, and the University Shared Services Enterprise, to provide timely, accurate, and compliant retirement plan services to all eligible employees.

The UO has chosen not to participate in many of the services provided by the USSE, as the institution concluded it was able to provide the functions more cost effectively itself. Beginning several years prior to the dissolution of OUS, the UO undertook the process of hiring and building the financial management team it deemed necessary to support internal and external financial reporting and strong internal financial management for the institution without support of a centralized service center model. The UO reports that this intentional separation has allowed it to undertake nearly all services rendered by the USSE without attributing a direct cost increase from pre- to post-independence. Table 6 below summarizes shared services. (P indicates Participation)

Table 8: Shared Administrative Services

Provider	University Response (Participant/Non-Participant)
University Shared Services Enterprise (USSE, hosted by OSU)	
Financial Reporting	N/P
Capital Asset Accounting (currently only OIT)	N/P
Payroll & Tax Processing (includes relationship w PEBB, PERS/Federal retirement*)	N/P
Collective Bargaining *	P
Information Technology/5th Site ¹	N/P
Treasury Management Services:	
Legacy Debt Services-Post Issuance Tax Compliance	P
Legacy Debt Services-Debt Accounting	P

Non-Legacy Debt Services	N/P
Bank Reconciliations (and other ancillary banking services) ²	N/P
Endowment Services	N/P
Other Miscellaneous Statements of Work:	
Provosts Council Administrative Support	P
Legislative Fiscal Impact Statement Support	P
Risk Management Analyst (TRUs only)	N/P
Public University Fund Administration ³	N/P
Retirement Plans Management (hosted by UO)	
Retirement Plans *	
Legacy 401(a) Plan	P
Legacy 403(b) Plan	P
Optional Retirement Plan (ORP)	P
Tax-Deferred Investment (TDI) Plan	P
Public University Risk Management and Insurance Trust (Risk Management)	N/P

There has not been an assessment of the impact on other institutions due to non-participation of the UO in USSE services. All other institutions continue to purchase many if not most non-mandated services. By continuing to participate in shared services, it would be logical to assume that for other institutions either:

- USSE is rendering value added services given its current price point and service quality, or
- Institutions lack the capacity to manage other outsourced providers, or to insource services.

Questions remain as to whether the USSE could continue to operate at the level of service and cost competitiveness for other USSE participants if other institutions were to withdraw. Because of the insourcing of work formerly offered by the Chancellor's Office and currently offered by the USSE, the UO believes it has either increased the effectiveness or decreased the cost of services rendered or both. Specifically, the UO cites savings and increased risk coverage related to its now individual insurance purchase agreements. The UO has also chosen to provide its own payroll, treasury and cash management services. The latter two services provide greater levels of flexibility in asset and liability management and operational efficiencies for the UO. The effort was cited by Moody's as credit positive and is an important level of control for the UO's administration and Board of Trustees.

FINANCIAL HEALTH ASSESSMENT

This section of University of Oregon's evaluation includes an overview of key financial ratios commonly used to understand the strength of a public institution's financial position and its operating performance. This includes the composite financial index (CFI) which is a single number representing an overall assessment of the institution's financial health. These ratios should not be viewed in isolation and are best presented along with appropriate context.

Statewide Summary

Two perspectives are provided. The oversight perspective looks at all institutional funding, including foundation assets, and employs financial ratios to calculate a composite financial index (CFI) to provide an overall assessment of the institution's financial health. The governance perspective is limited to the education and general (E&G) fund, sometimes called the general fund, of the institution in which the financial activity related to instruction, research and public service is collected.

For the oversight perspective, the process starts with the identification of relevant financial indicators after which standards are then defined. The extent to which an institution meets all the standards will then provide insight as to whether or not the institution could potentially experience financial stress in the future. The best approach is to compare an institution to itself over time, rather than comparing peer to peer.

Two perspectives are provided. An oversight perspective, focused on all funds including foundation assets, and a governance perspective focused solely on the general fund.

As such, this analysis considers each institution across all funds (i.e. general fund, plant fund, auxiliary fund, etc.) and includes component units (i.e. a foundation) that are included in the university's annual financial report. The framework for this analysis is a book called *Strategic Financial Analysis for Higher Education* written by KPMG and Prager, Sealy & Co. It has been in use since its first publication in the 1980's and is widely used by trustees, senior managers, financial analysts, and credit analysts to properly assess institutions of higher education. A version of this framework is also used by the US Department of Education in their financial responsibility score currently used to assess private institutions.

The governance perspective is a bit narrower in scope in that it only considers the general fund of the institution which includes all educational and general (E&G) activity. Other funds, including auxiliary, are considered self-balancing, and although transfers between funds can occur, the general fund is often where governing board decision making is concentrated since it represents the majority of the institution's financial activity.

Information related to the governance perspective is presented for each institution alongside the calculations for the financial ratios and CFI. The remainder of this section discusses the calculation of the financial ratios and other qualitative metrics used to consider an institution's financial health.

FINANCIAL RATIOS SUMMARY

Ratio	FY18	FY19	FY20	FY21	FY22	Benchmark
Primary Reserve Ratio	0.69	0.72	0.33	0.61	0.77	>0.4
Viability Ratio	0.96	1.08	0.58	0.81	0.96	>1.0
Return on Net Assets	3.0%	9.1%	2.8%	7.9%	13.9%	>6%
Net Operating Revenues	(4.7%)	(2.0%)	(4.4%)	(5.4%)	3.1%	>4%
Composite Financial Index	2.58	3.55	1.29	2.67	4.47	N/A
Adjusted Composite Financial Index	3.74	4.58	2.41	4.26	3.91	>3.0

PRIMARY RESERVE RATIO

Are resources sufficient and flexible enough to support the mission?

Amounts in \$ Thousands	2018	2019	2020	2021	2022
Expendable Net Assets	\$764,401	\$831,506	\$518,515	\$752,186	\$984,893
University/Foundation	\$2,593/ \$761,808	(\$36,425)/ \$867,931	(\$68,995)/ \$587,510	(\$58,843)/ \$811,029	\$52,868/ \$932,025
Expenses	\$1,103,329	\$1,160,391	\$1,593,043	\$1,226,001	\$1,275,169
Calculated Ratio	0.69	0.72	0.33	0.61	0.77

UO's primary reserve ratio has been relatively steady since FY18, at a level well above the established benchmark. In FY22 expendable net assets for the university increased primarily due to a reduction in net pension and OPEB liabilities offset by other liabilities. While at the foundation, expendable net assets increased 15% year over year largely due to increases in the restricted net assets for student, academic, and operational support as well as facilities and equipment.

Overall, UO's primary reserve ratio equates to nine months' worth of expenses. However, this is due almost entirely to foundation assets, which are restricted but expendable. In years' past, without foundation assets, UO's expendable net position would have been negative. This has changed for FY22 due to the reduction in net pension and OPEB liabilities.

VIABILITY RATIO

Are debt resources managed strategically to advance the mission?

Amounts in \$ Thousands	2018	2019	2020	2021	2022
Expendable Net Assets	\$764,401	\$831,506	\$518,515	\$752,186	\$984,893
Total Long-Term Debt	\$793,529	\$769,112	\$888,624	\$932,545	\$1,021,907
Calculated Ratio	0.96	1.08	0.58	0.81	0.96

UO's viability ratio is stable at a level just below the benchmark due to strong growth in overall expendable net assets. As with the primary reserve ratio, the drop in FY20 is primarily due to an increase in capital investments, due to the transfer of foundation funds for the Hayward Field project. Long-term debt increased 9.6% year over year due to the issuance of just over \$100 million in general obligation bonds for capital construction. At this point, UO could cover 96 cents of every dollar in debt owed with currently available assets, largely due to the foundation's assets.

RETURN ON NET ASSETS RATIO

Does asset performance and management support the strategic direction?

Amounts in \$ Thousands	2018	2019	2020	2021	2022
Total Change in Net Position	\$72,183	\$224,878	\$75,840	\$219,712	\$416,776
Total Beginning Net Position	\$2,390,144	\$2,462,327	\$2,687,205	\$2,775,965	\$2,995,677
Calculated Ratio	3.0%	9.1%	2.8%	7.9%	13.9%

The return on net assets ratio demonstrates whether an institution is financially better off than in previous years. It shows an institution's total economic return. UO's performance on this ratio is well above the benchmark for FY22. Year over year, the increase in the total change in net position for the university is due to the 47% decline in the net pension and OPEB liabilities plus a \$65 million increase in capital gifts and grants. For the foundation, the year over year increase is largely due to \$476 million in donor contributions minus \$208 million in expenses much of which was for student, academic, and operational support (\$87 million) and facilities and equipment (\$106 million). A return on net assets ratio at this level indicates that UO has some financial flexibility going forward.

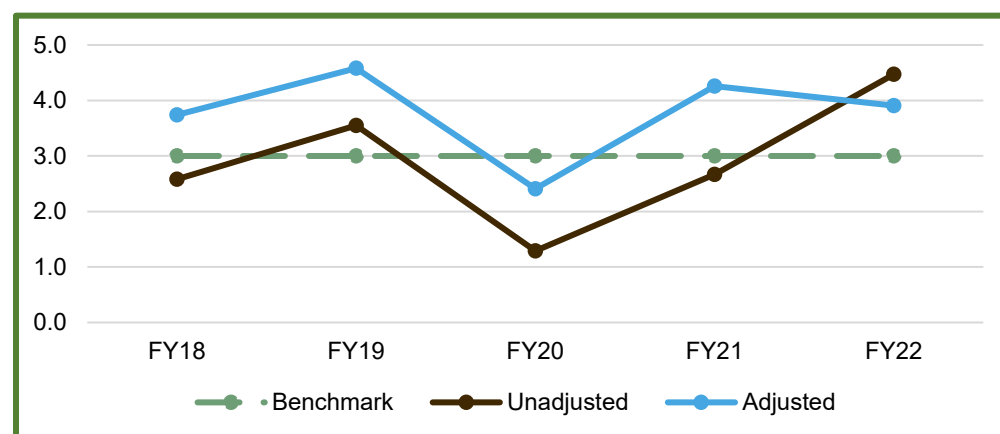
NET OPERATING REVENUES RATIO

Do operating results indicate the institution is living within available resources?

Amounts in \$ Thousands	2018	2019	2020	2021	2022
Net Operating Income	(\$49,050)	(\$23,296)	(\$67,796)	(\$63,156)	\$41,431
Total Operating Revenues	\$1,053,085	\$1,137,095	\$1,525,247	\$1,162,860	\$1,316,600
Calculated Ratio	(4.7%)	(2.0%)	(4.4%)	(5.4%)	3.1%

The net operating revenues ratio indicates whether total operating activities for the fiscal year generated a surplus or created a deficit. It attempts to demonstrate whether an institution is living within its available resources. For FY22, UO generated a positive net operating income. The increase in total operating revenues year to year is largely due to auxiliary revenue which is recovering after the pandemic. The year-to-year change in net operating income is largely due to an \$80 million swing in net pension and OPEB liabilities related expense. A continued positive net operating income will allow an institution to improve its fund balance or make strategic operating investments without the use of existing fund balance, expense reductions, or revenue enhancements.

COMPOSITE FINANCIAL INDEX



RATIO ANALYSIS SUMMARY

Overall, UO's financial position has improved over the past five years despite pandemic-related challenges. The CFI is above the benchmark for FY22. However, its robust CFI in the recent past is due to foundation assets rather than university operations. The compound annual growth rate in total revenue during the past four years is 3.3% while the same growth rate in total expenses excluding pension, OPEB, and special items is 3.7%. This mismatch is why the net operating revenues ratio has been negative in the recent past. Bringing expenses more in line with revenues over the long term will improve fiscal sustainability.

UO – GENERAL FUND FINANCIAL DATA

	FY2018	FY2019	FY2020	FY2021	FY2022
Revenues					
Gross tuition and fees	460,850,634	462,631,526	478,616,619	473,055,755	512,873,081
Less fee remissions	(45,617,725)	(44,177,455)	(53,611,282)	(60,399,952)	(68,529,896)
Net tuition	415,232,909	418,454,072	425,005,337	412,655,803	444,343,185
State operating appropriations	70,210,908	71,910,651	78,719,195	81,918,756	85,822,098
State debt service appropriations	801,356	801,359	801,356	801,356	798,460
Indirect cost recovery	22,610,802	24,619,477	25,087,226	25,952,583	28,676,144
All other	17,503,613	16,763,428	15,857,545	13,782,416	17,588,183
Total revenues	526,359,588	532,548,986	545,470,659	535,110,914	577,228,070
Expenses					
Salary & Wages	250,646,818	257,825,362	264,475,179	258,199,777	281,108,317
Benefits: Health	-	-	-	-	51,253,863
Benefits: Retirement	-	-	-	-	59,813,061
Benefits: Other	162,360,252	167,111,389	182,613,758	179,654,068	42,716,102
Supplies & Services	83,444,653	96,141,367	89,236,178	80,884,239	93,379,901
Capital Expenditures	5,011,157	5,215,820	3,721,532	3,791,094	5,101,140
Institutional Student Aid	5,430,091	5,882,527	5,515,265	4,709,505	3,826,346
Net Fund Transfers	13,045,334	11,829,666	7,007,520	3,348,942	8,554,440
Total expenses	519,938,305	544,006,131	552,569,432	530,587,625	545,753,170
Net Income (Loss)	6,421,283	(11,457,144)	(7,098,773)	4,523,289	31,474,899
As a % of Revenue	1%	-2%	-1%	1%	5%
Fund Balance Information					
Beginning Fund Balance	73,534,267	77,206,731	63,821,674	54,401,248	61,285,476
Accounting Adjustments	(2,748,818)	(1,927,913)	(2,321,653)	2,360,939	548,976
Ending Fund Balance	77,206,731	63,821,674	54,401,248	61,285,476	93,309,351
Balance as a % of Revenue	15%	12%	10%	11%	16%
Months of Operating Balance	1.8	1.4	1.2	1.4	1.9
Additional Information					
% of Revenue that is Tuition	79%	79%	78%	77%	77%
Remission Rate	10%	10%	11%	13%	13%
Wages and Benefits as % of Total:	79%	78%	81%	83%	80%

BOARD OF TRUSTEES

The Boards of Trustees at each public university and their respective university constituents are continuing the process of developing effective working relationships. The Commission continues to recommend that the areas that all Boards should be attentive to include timing and access, for example, not scheduling meetings during exams, or when classes are not in session; and encouraging feedback by making an effort to allow non-board members to weigh in early on in the meetings rather than having to sit through the whole meeting.

Transparency (ORS 352.025(1)(a))	Board meets at least quarterly. ORS 352.076(6).	<p>The Board of Trustees holds regular quarterly meetings of the full Board. During the 2021/22 academic year the Board's quarterly meetings were held on the following dates:</p> <ul style="list-style-type: none"> • September 20-21, 2021 • December 1-2, 2021 • March 14-15, 2022 • May 19-20, 2022 <p>In addition, the Board meets as necessary to address emerging issues. Such ad hoc meetings occurred on the following dates:</p> <ul style="list-style-type: none"> • September 14, 2021 • December 14, 2021 • January 5, 2022 • April 15, 2022 <p>1. August 16, 2022</p>	Board of Trustees
	Board provides public notice of agenda and meetings. ORS 352.025(1)(a).	Public notice as well as agendas and meeting materials were posted in advance of each meeting on the Board's website and sent directly to the media who so requested. The Board staff additionally sends an email notification to its list of subscribed university and community members. (https://trustees.uoregon.edu/past-meetings)	Board of Trustees
	The Board operates in a transparent manner and in	Board meetings are duly noticed and publicized; meetings are open to the public	Board of Trustees

	compliance with Public Meetings and Public Records laws. ORS 352.025(1)(a).	except executive sessions as allowed by law. Meeting documents are posted online; copies are available for the public for any materials distributed at the meeting. The Board complies with public records requests in coordination with the Public Records Office in compliance with public records laws. Board website includes contacts for the Board (https://trustees.uoregon.edu/contact-board) and for individual trustees (https://trustees.uoregon.edu/board-trustees-university-oregon https://trustees.uoregon.edu/board-member/ginevra-ralph)	
	The Board has adopted bylaws. ORS 352.076(5).	The Board adopted bylaws on January 23, 2014; they were last amended on September 11, 2015. Bylaws are available online. (http://trustees.uoregon.edu/governance	Board of Trustees
Accountability (ORS 352.025(1)(a))	The Board demonstrates its accountability on behalf of the university and awareness of its mission and fiduciary duties.	At each quarterly meeting the Board or its designated committee receives regular reports on finances, treasury activity, and internal audit. In addition, at each quarterly Board meeting the Board receives reports on items critical to the university's missions including student success initiatives, academic priorities, institutional activities around diversity, equity, and inclusion, and other standing topics. The Board adopted a policy outlining its delegated authorities, retaining authority for transactions of certain size, scope, length or obligation. In addition, the Board adopted policies or statements relating to treasury and investment management, committee functions, trustee responsibilities, a university mission statement, presidential assessment, and other governance matters. Governance documents are available online. (http://trustees.uoregon.edu/governance)	Board of Trustees

		<p>Trustees maintain a consistent focus on the long-term health of the institution. The Board of Trustees adopts the operating and capital expenditure budgets for the university, establishes tuition and fees, and authorizes the issuance of debt.</p> <p>Meeting agendas, minutes and materials articulating such discussions are available online as noted above. Audio recordings are available upon request.</p>	
	The Board has established a process for determining tuition and mandatory enrollment fees that provides for participation of enrolled students and the recognized student government of the university. ORS 352.102(2)	The Board adopted said process on December 11, 2014. Amendments were adopted on September 11, 2015. (See “Adopted Motions and Resolutions” at http://trustees.uoregon.edu/governance .)	Board of Trustees
	Board selects and regularly assess the university president. ORS 352.096.	The individual who was president during the 2021-22 academic year was hired by the Board on April 14, 2015. The Board annually conducts a thorough review of the President. The policy for the president’s annual review and assessment was set on September 11, 2015 and amendments were added on March 4, 2016. These can be found on the UO website. (https://trustees.uoregon.edu/adopted-motions-and-resolutions .) <u>In August of 2022 the University President resigned and an interim President was appointed by the Board. Currently, the Board is conducting a national search for a new President</u>	Board of Trustees
Engagement in the University’s Mission (ORS 352.025(1)(b))	The Board adopts the mission statement. ORS 352.089(2).	The Board adopted the mission statement on November 5, 2014.	Board of Trustees

Coordination across the State of Oregon (ORS 352.025(1)(e))	The Board forwards the university's mission statement to the HECC. ORS 352.089(1).	Following adoption on November 5, 2014, the mission statement was forwarded to the HECC, which approved it on June 11, 2015.	Board of Trustees
	The Board forwards any significant change in the university's academic programs to HECC. ORS 352.089(1).	<p>The UO forwarded changes in the university's academic programs (as defined by rule) to the HECC following Board approval. During the 2021-2022 academic year, the Board approved the following new academic programs.</p> <ul style="list-style-type: none"> • MS in Applied Behavior Analysis – December 2, 2021 • MS in Immersive Media Communication – May 19, 2022 • PhD in Data Driven Music – May 19, 2022 • (https://trustees.uoregon.edu/adopted-motions-and-resolutions) 	Board of Trustees
Real Property Holdings (ORS 352.025 (2)(c))	Legal title to all real property, whether acquired before or after the creation of a governing board, through state funding, revenue bonds or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the governing board.	The University of Oregon complies with ORS 352.025(2)(c). Individual items are not listed here given the volume of property associated with the university.	Board of Trustees

CONCLUSION

This report is guided by Oregon Revised Statute (ORS) 352.061 which requires that the HECC report on the university's achievement of outcomes, measures of progress, goals and targets; assess the university's progress toward achieving the mission of all education beyond high school described in the 40-40-20 goal; and assess how well the establishment of its governing board comports with the findings of ORS 352.025. This report relies heavily on regularly conducted academic accreditation reports and the self-assessments prepared for these accreditation reviews, as well as on state and federal data. The contents of this report signal areas of alignment with the HECC Strategic Plan, which in turn supports the objectives of higher education for the State of Oregon.

The University of Oregon (UO) was last reaffirmed for accreditation in July 2017 following the completion of its Year Seven report and subsequent NWCCU evaluation and is reaffirmed through 2024. The UO initiated a new seven-year accreditation cycle in spring 2018 with the submission of their Year One Report which was accepted by the Commission with "no further action required," acknowledgement that the recommendations from the previous review have been satisfied. In March 2020, UO submitted its Mid-Cycle Report. The UO is currently in year six of the accreditation process and has no outstanding recommendations. The University submitted its Year-Six Policies, Regulations, and Financial Review report on March 1, 2023.

In fall 2022, UO enrolled 23,202 students, a 4.1 percent increase from fall 2021 and a 6.4 percent increase since the university's last evaluation two-years ago. The number of newly admitted undergraduate UO students increased significantly since the last evaluation, growing by 29.9% percent between 2020 and 2022. This increase shows growth in both resident and non-resident students, growing by 15.2% and 47.1% percent respectively. Since the 2020 evaluation, resident student headcount increased 1.4 percent, compared to the 12.0 percent increase for their non-resident counterparts. During the 2021-22 academic year, just over half of UO undergraduate students (51.6 percent) were residents and the majority (92.2 percent) attended full-time.

UO's growth in enrollment of underrepresented minority students continues to be noteworthy. Underrepresented minority student enrollment has grown by 10.9 percent since the last evaluation cycle and by 69.8 percent since 2012. During the fall of 2022, underrepresented minority students constitute 21.8 percent of the entire student population—the highest in the university's history. Of note, degree completion rates have been lower for underrepresented minority students, than for students overall at the UO in 2020-21 and 2021-22.

Beginning with the 2020-21 academic year, UO implemented a new tuition guarantee program (known as the Oregon Guarantee) for undergraduate students which locks tuition and administratively controlled mandatory fees (excludes incidental fees) for up to five years. For those students who enrolled before the Oregon Guarantee program their tuition increased 2.7 percent and 3.0 percent and for new entering cohorts who are not a part of the Oregon Guarantee program their tuition increased 4.4 percent and 4.1 percent in 2021-22 and 2022-23 respectively. Oregon Guarantee students' tuition did not increase.

The University of Oregon estimates the average student budget for living expenses annually—\$18,585 for the 2022-23 academic year—and resident tuition and fees of \$15,054 for new students. UO's total cost of attendance for a resident undergraduate is \$33,639.

Overall, UO's financial position has improved over the past five years despite pandemic-related challenges. The CFI is above the benchmark for FY22. However, its robust CFI in the recent past is due to foundation assets rather than university operations. The compound annual growth rate in total revenue during the past four years is 3.3% while the same growth rate in total expenses excluding pension, OPEB, and special items is 3.7%. This mismatch is why the net operating revenues ratio has been negative in the recent past. Bringing expenses more in line with revenues over the long term will improve fiscal sustainability.

In 2021 and 2022, the UO Board of Trustees appears to have met its legal responsibilities for providing public notice, accessibility, and records. The Board exercised many of the powers reserved for it under law, including presidential oversight, budget adoption, tuition adoption, debt issuance, and program approval (for HECC consideration).

As noted at the outset, this report describes performance in several areas that are of particular importance to the HECC and to the State of Oregon. In partnership with institutional leadership, legislators, and other stakeholders, the HECC will continue to consider modifications to this annual process and product in order to improve its usefulness to our universities and to the people of Oregon.

