

College of Arts and Sciences
Briefing for Incoming Deans
July 20, 2018

The College of Arts and Sciences (CAS) is the academic core of the University of Oregon, housing 60% of the university's tenure-track faculty (Table 1) and serving virtually all UO undergraduates through 47 undergraduate fields of study. CAS provides close to two-thirds of the student credit hours and undergraduate degrees for the university (Figure 1). The College also offers 30 graduate degree programs and awards about three-quarters of all UO doctoral degrees. Moreover, CAS faculty generate over half the sponsored research at UO (Figure 2, Table 2).

Three Things to Know about the College of Arts and Sciences:

1) CAS is leading the nation in preparing liberal arts students for lifelong success: Today's students feel intense pressure to make the best use of family resources, succeed in their studies, graduate on time, and prepare themselves for careers. With the construction of the Tykeson Hall College & Careers Building in the center of campus—and with [President Schill's investment in 23 new advising positions](#) that will be part of an integrated career/academic advising team in Tykeson Hall —CAS is taking a position of national leadership in addressing the needs and desires of modern students. By reimagining both advising and curriculum, we will create pathways that guide students toward meaningful and achievable goals in college while building foundational skills that graduates can use to thrive in a rapidly changing world. From the minute they set foot on campus, undergraduates will be able to envision how the core goals of a liberal arts education—critical reasoning, effective communication, collaborative problem solving, and a rich understanding of our complex world—will help them achieve their aspirations.

2) CAS is the research hub of the university. The academic accomplishments of CAS faculty provide the basis for our membership in the Association of American Universities, and the UO is committed to strengthening its AAU profile. The 2010 NRC review of Research Doctorate Programs showed that over a third of graduate programs in CAS are ranked in the top 25 percent of programs nationally. In the 5-year period from 2011 through end of spring 2016, CAS faculty garnered more than 236 professional society, national, and international awards, including 85 faculty being named fellows of professional organizations. In the past five years, faculty accolades have included: an elected President of the American Association for the Advancement of Science; four faculty elected to the National Academy of Sciences; six faculty elected to the American Academy of Arts and Sciences; and a fellow in the inaugural Carnegie Fellows program—to name just a few. The performance of CAS faculty far exceeds what one would expect given the resource base available to them.

3) CAS is undergoing a once-in-a-lifetime transformation. The University of Oregon aims to advance our AAU status by increasing our number of research faculty, many of whom will be in CAS. Concurrently, dozens of CAS faculty retirements are taking place, allowing us to realign our hiring priorities to emphasize major social and scientific issues. These retirements—combined with the university's investment in new TTF lines that help advance our research profile—place CAS in the midst of a once-in-a-lifetime transformation. In 2017 alone, there was a 9% turnover in CAS faculty; we will have a similar influx this year, and anticipate an ~40% turnover in research faculty from 2013 through 2019. In the 1960s and 70s, higher education was reimagined by a new wave of faculty and a profound critique and reinvention of curriculum; we are in the midst of a similar sea change—our current surge of faculty hiring will shape the future of the UO for decades to come. The imagination and leadership of this new generation of faculty will create the forward-thinking research and educational initiatives that define us as an institution.

CAS Organization, Personnel, and Trends

In the fall of 2018, CAS anticipates having ~1900 employees comprised of approximately: 500 Tenure Track Faculty (TTF), 200 Non-tenure Track Faculty (NTTF), 70 Officers of Administration (OAs), 110 classified staff, and 1,100 Graduate Employees (GEs). Approximately 43% percent of the personnel are in the Natural Sciences, 30% in the Humanities, and 23% in the Social Sciences, with the remaining 3% in central CAS administration and the CAS Information Technology department (CAS-IT).

To support and manage these personnel, CAS is split into three divisions: the Humanities (17 departments and programs), the Social Sciences (18 departments and programs), and the Natural Sciences (nine departments and programs) (<http://cas.uoregon.edu/departments-and-programs/>). A divisional dean oversees each division. In addition, CAS has a dean for faculty and operations (essentially a chief operating officer) who, along with the divisional deans, reports to the Tykeson Dean for Arts and Sciences. There is also an associate dean for strategic initiatives, an assistant dean for budget and finance, and an assistant dean for administration and operations, each of whom reports to the dean for faculty and operations. The central CAS dean's administrative office has 28 employees (including the deans and six development employees), as well as 19 more employees in CAS-IT (Figure 3).

From 2007-2013, the College experienced dramatic undergraduate enrollment growth, absorbing 2,400 new student majors and offering over 100,000 additional student credit hours for an increase of 20% during this period (Figure 4); this was the equivalent of adding two new colleges the size of UO's professional schools. This growth, which has since flattened, was uneven across divisions, with dramatic increases in the natural sciences; similar increases in the social sciences until 2012 at which point enrollments plateaued; and significant decreases in the humanities (Figure 5). Over that same period, Ph.D. and master's enrollments increased by 22% and 14%, respectively (Figure 6), and the granting of Ph.D. degrees (an important AAU metric) has continued on a steady upward trajectory.

In response to the abrupt need for additional instruction to support surging college enrollments, CAS grew its GE-supported graduate students by 29% and its NTTF FTE by almost 70% from 2007 through the fall of 2014 (Figures 6 and 7). TTF grew by only 13% during this period due to the slower pace of hiring and unanticipated university-wide budget constraints that surfaced in 2013. These shifts in staffing led to declines in delivery of lower-division courses by TTF from 38% to 29% and 52% to 50% for upper division courses. However, during this same period, undergraduate class sizes remained approximately constant—an accomplishment made possible by the hiring of NTTF. But the greater proportion of NTTF instruction eventually came into conflict with the university's renewed desire to grow its TTF and Ph.D. numbers. Combined with budgetary constraints, plateauing enrollments in the social and natural sciences, and decreasing enrollments in the humanities, CAS was forced to dramatically reduce NTTF and administrative staffing by approximately 100 FTE (about 200 individuals) from 2015 through 2018. Although a painful process, the net result is a college whose faculty numbers and makeup are more aligned with the university's research and education aspirations and its AAU stature. CAS now has a larger (and still increasing) number of Ph.D. students relative to previous years and a greater proportion of undergraduate instruction—and overall FTE—allocated to TTF.

In FY16, CAS faculty generated 50% of the sponsored grant awards at UO, with \$22M of the \$59M total in CAS coming from the Department of Biology alone (Figure 2 and Table 2). In addition, about \$4M of the \$8M routed through research centers derived from CAS faculty activity.

Initiatives and Opportunities

A vision that is student centered, faculty led: It is CAS's goal to be nationally prominent in targeted fields of research and in supporting student success; this goal will be realized through a focus on student-centered and faculty-led achievement—the title of [CAS's strategic vision](#). The college is and will be student-centered in its focus and commitment to student success, both academically and in careers after students graduate. This aspiration can only be achieved if the activities are faculty led, because faculty are the engines of both research and educational excellence. The College's goal of attaining national leadership therefore must focus on initiatives that engage, support, and build a cadre of forward-thinking faculty. CAS's commitment is to provide incentives for its faculty to propose bold new research agendas, reinvent the curriculum, and reimagine their deep involvement with students through their research, their classroom activities, and their roles as advisors and mentors.

Sustaining and enhancing faculty achievement: Multiple efforts are underway to sustain and enhance research productivity and undergraduate and graduate education relative to AAU benchmarks. Growing the number of research faculty is a central component of that campaign; CAS is approaching the tail end of the most aggressive tenure track faculty hiring program in its history, with 42 new tenure track faculty joining the college in the fall of 2018 alone. But growth in and of itself is not sufficient; research and teaching excellence will only be achieved if we hire new scholars who are top flight, support the faculty we have, and focus hiring and ongoing support on sustaining and expanding areas of excellence while maintaining the breadth of coverage necessary for a liberal arts college. To hire top flight faculty, the college has actively pursued “target of opportunity” hires, including recently hiring (among many other notables) a Nobel Laureate and a member of the National Academy of Sciences. CAS has also focused much of its hiring to achieve national stature in specific areas. To this end, CAS has been the primary unit involved in eight of the ten “Clusters of Excellence” hires that have occurred across the university, while also generating its own “internal clusters” in: Black Studies; Data Sciences for Social Equity; Gender and Sexual Violence; Global Health; Human Performance; and Machine Learning, as well as participating in the university-wide Data Sciences hiring initiative.

A student centered faculty must be diverse to address the many interests and needs of our students. To increase the diversity of its faculty, CAS has aggressively sought out new faculty who bring different backgrounds and perspectives to the college, funded post-doc program in English, and developed a college-wide Diversity Action Plan that puts in place training for faculty recruitment and hiring. To insure that our new faculty succeed, the college has put in place a mentoring programs for all new faculty. Finally, to support faculty innovation in research, approximately 60% of the college's \$173M development effort has been targeted to faculty support.

Student success: CAS has embarked on a comprehensive effort to support student success by radically revising advising to enhance student retention, graduation rates, time to degree, and job placement after graduation. The cornerstone of this effort will be [Tykeson Hall](#) and the operations within in. Tykeson Hall, a building designed for student success, is scheduled to open in Fall 2019. The integrated career/academic advising resources in this building will help students chart their academic path through general education classes and CAS majors, while also providing students a clear understanding of potential careers associated with all those paths. From a student perspective, this building will be a campus-wide advising hub for first-year students from all colleges, a classroom building with 350 seats, a social gathering area, and a place to receive tutoring in introductory composition and math classes. Tykeson will also be home to the CAS dean's office, the Career Center, and the Office of Equity and Inclusion.

But efforts to enhance student success extend well beyond the work in Tykeson Hall. Faculty-led efforts to support students include the development of new tracks and approaches within departments, such as the new Spatial Data Science and Technology major in Geography; interdisciplinary and even cross-college programs such as Cinema Studies, Environmental Studies, and General Social Sciences (which collectively have over 1,500 majors); and the emergence of cutting-edge undergraduate and graduate programs, such as Black Studies, Global Health, Disability Studies, and Food Studies. For the past two years, CAS has funded development of over 30 on-line classes that will remove degree and general education “bottle necks,” enhance access to classes for students, and provide alternatives for students who may drop classes in mid-quarter. These new programs, however, only make up a small portion of the educational opportunities offered to student across CAS. The single most important foundation for student success is the ongoing commitment of our 700 faculty to their students. Our faculty demonstrate this commitment through the quality of their teaching, curricular innovation, and informed and caring advising.

Resources and the campaign: CAS has targeted raising \$173M within the UO Campaign, as well as working with Central Development to generate funding that supports university-wide initiatives (e.g. undergraduate scholarships). Of this total, CAS is targeting \$43.5M to support tools for student success (scholarships, improved undergraduate experiences, next-generation curriculum); \$107.5M to support faculty and graduate students (chairs, fellowships, retention funds, research funds); and \$22M for Tykeson Hall and its programs. The Dean’s Office plays a major role in these development efforts; as of June 30, 2018, the college has raised \$124.6M of its \$173M goal.

Systems to support the college: Developing effective management tools is not glamorous, but is essential to creating a stable institution in which faculty and staff can make strategic decisions based on a common understanding of available resources and resource use. Over the past five years, the college has: (a) initiated a centralized budgeting process that provides stable department-level and college-level budgets for planning purposes; (b) developed data dashboards for all departments that document undergraduate, graduate, and personnel metrics; (c) moved the American English Institute (which provides ELL training to non-English speakers) under the direct supervision of the Dean’s Office; (d) centralized conference and IT services and developed shared service units for some co-located departments; (e) developed new calendaring tools and communications digests to insure that all departments remain informed of upcoming deadlines and important dates; and (f) worked extensively to develop TTF and NTTf personnel policies as mandated under the Collective Bargaining Agreement. In addition, business-as-usual (hiring, retentions, P&T, promotions of NTTf and staff, personnel management) has continued, even as we are seeking ways to be more consistent and efficient in how these practices are carried out across the college. Many of the management systems developed in CAS over this period have now been modified and adopted by the rest of the university.

Summary

The College of Arts and Sciences provides the foundation for the institution’s reputation as a Research 1 University that offers a superior educational experience to students. It is the college’s goal to improve on that foundation, take advantage of the transformation occurring among its faculty as senior colleagues retire, and become a national leader in select areas of scholarship and in student success.

Table 1. Tenure track faculty (TTF) at the University of Oregon, July 1, 2018.		
School/College	Number of TTF (headcount)	Percent of total TTF at UO
College of Art and Sciences	489	60%
College of Design	93	11%
College of Education	52	6%
Clark Honors College	15	2%
Knight Law School	29	4%
Lundquist College of Business	48	6%
School of Journalism and Communications	36	4%
School of Music and Dance	50	6%

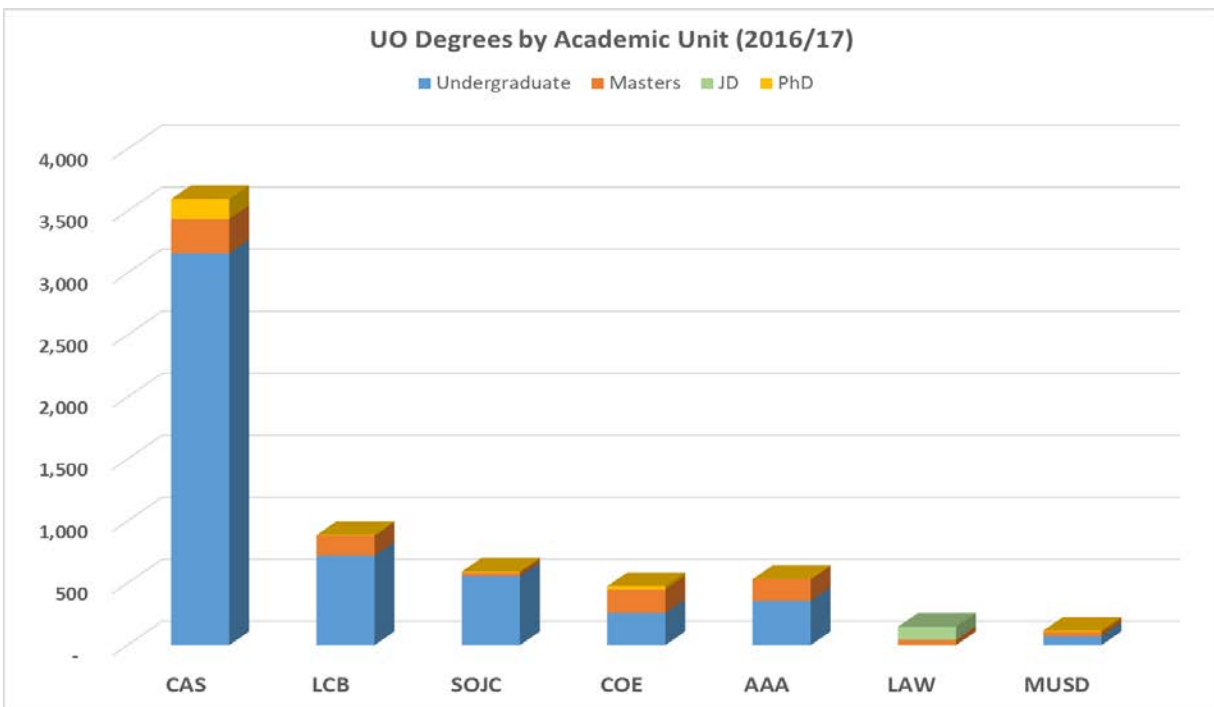
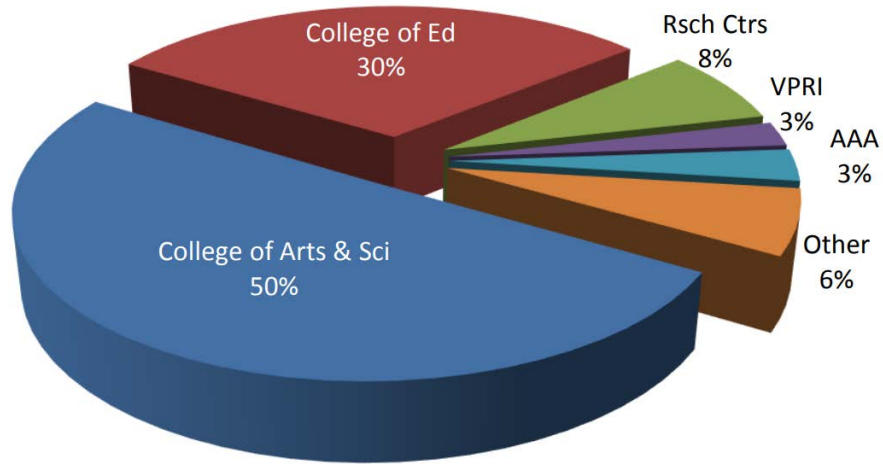


Figure 1. Degrees awarded in 2017 by the College of Arts and Sciences, the Lundquist College of Business, the School of Journalism and Communication, the College of Architecture and Allied Arts (now called the College of Design), the College of Education, the School of Law, and the School of Music and Dance.



Arts & Sciences, College of	
CAS AEI American English Institute	348,885.00
CAS Anthropology	418,948.17
CAS Biology	22,130,053.29
CAS Chemistry	7,653,561.00
CAS CIS Computer & Information Sci	2,446,337.00
CAS East Asian Language Literature	122,840.00
CAS Economics	40,175.50
CAS English	6,000.00
CAS Environmental Studies	331,130.00
CAS Geography	256,023.00
CAS Geological Science	2,782,617.00
CAS History	967,355.00
CAS Human Physiology HPHY	1,993,217.00
CAS International Studies	30,392.00
CAS IT	133,000.00
CAS Linguistics	324,522.00
CAS Mathematics	1,051,727.00
CAS Physics	10,405,513.33
CAS Political Science	194,100.00
CAS Psychology	7,143,814.02
CAS Religious Studies	75,000.00
CAS Women's Studies	39,244.00
Total	58,894,454.31

Figure 2. Proportion of total research awards by UO unit, FY2016

Table 2. CAS awards received, by P.I.'s home unit in FY2016.

Source: Figure 12 and Table 2 from University of Oregon Sponsored Projects Services, *Annual Report, Fiscal Year 2016*.

College of Arts and Sciences Dean's Office
Organizational Chart
As of 07/10/2018

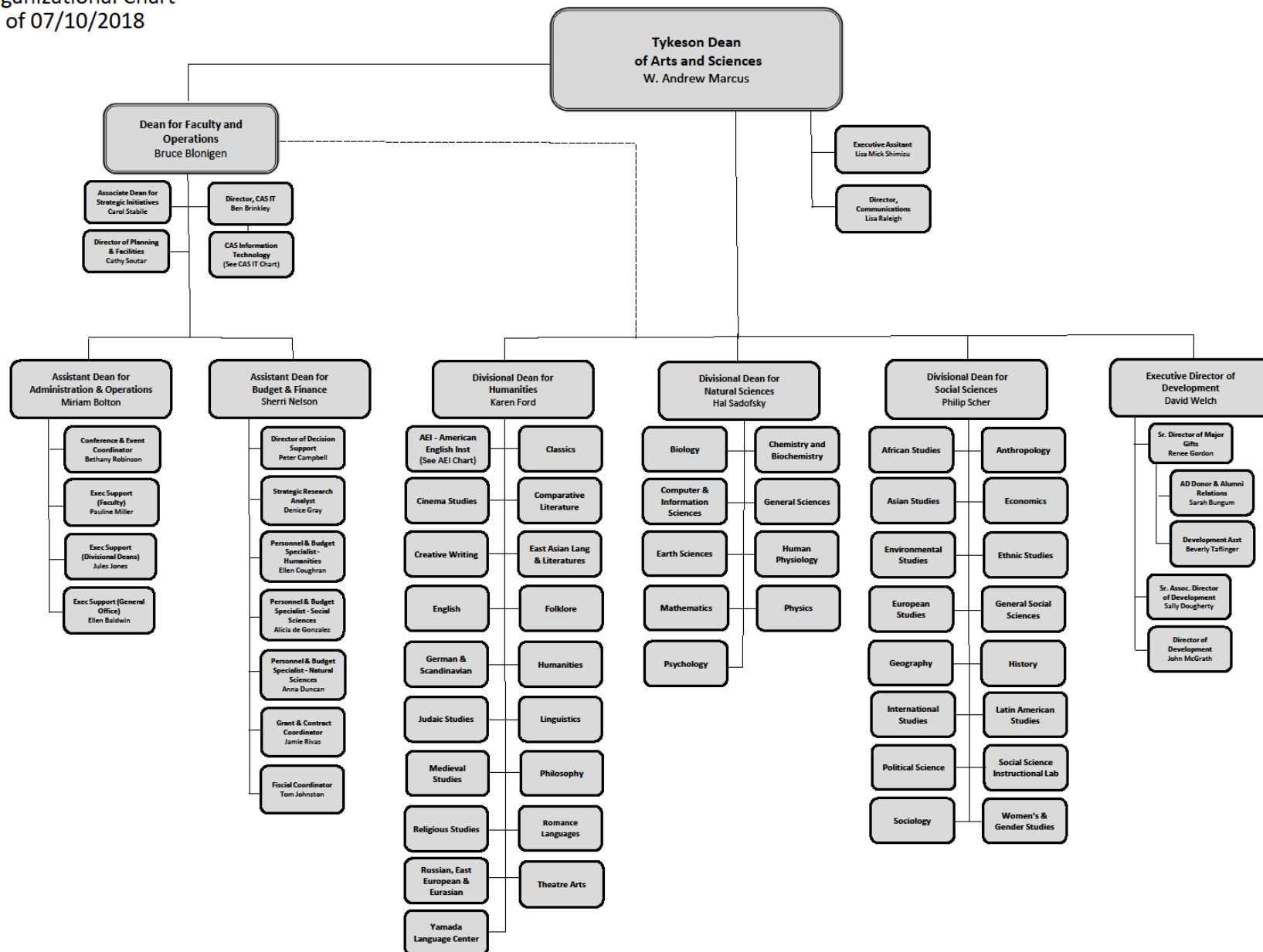


Figure 3. Organizational chart for the Dean's Office, College of Arts and Sciences.

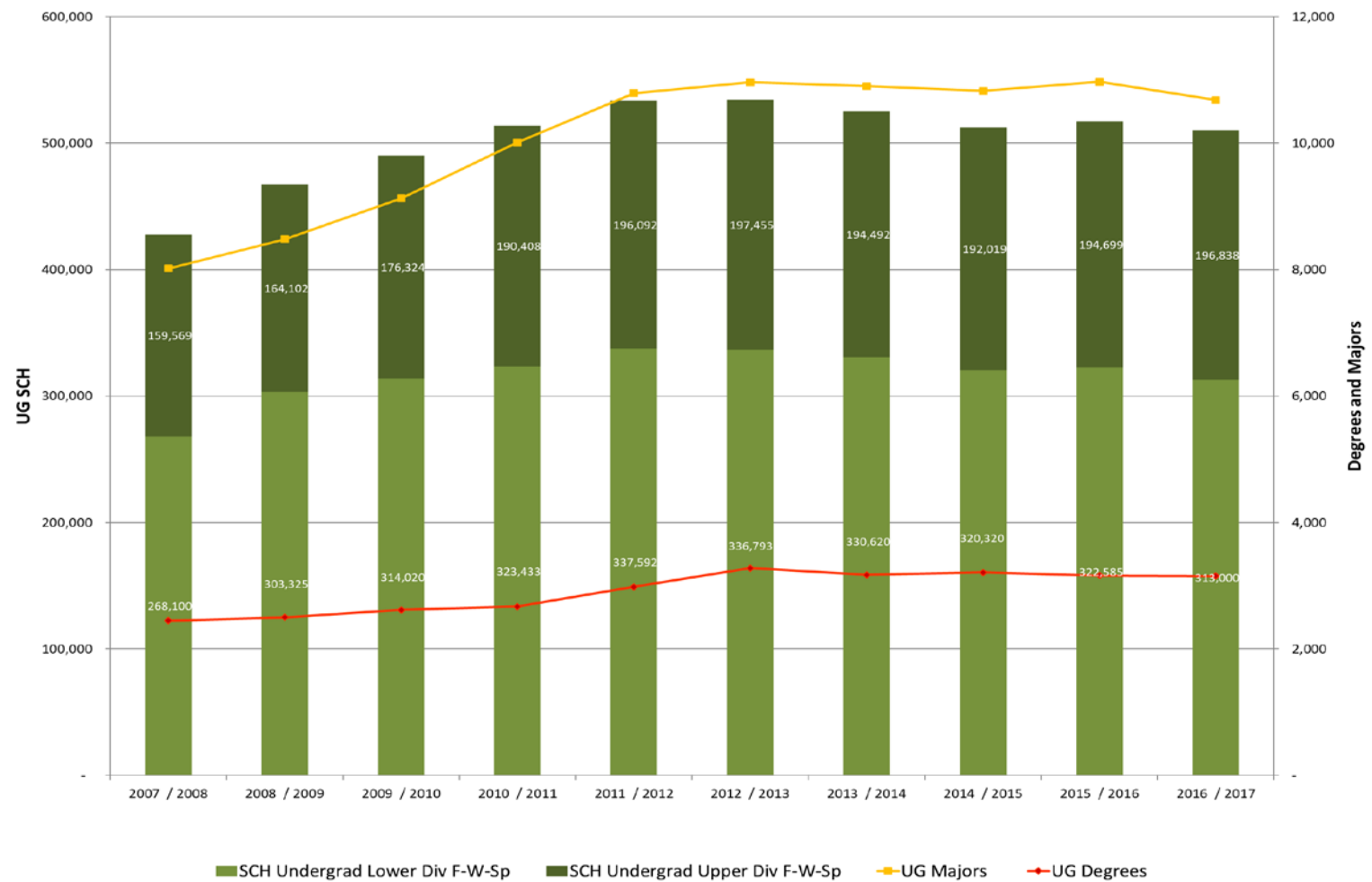


Figure 4. Changes in undergraduate enrollments since 2007 in the College of Arts and Sciences.

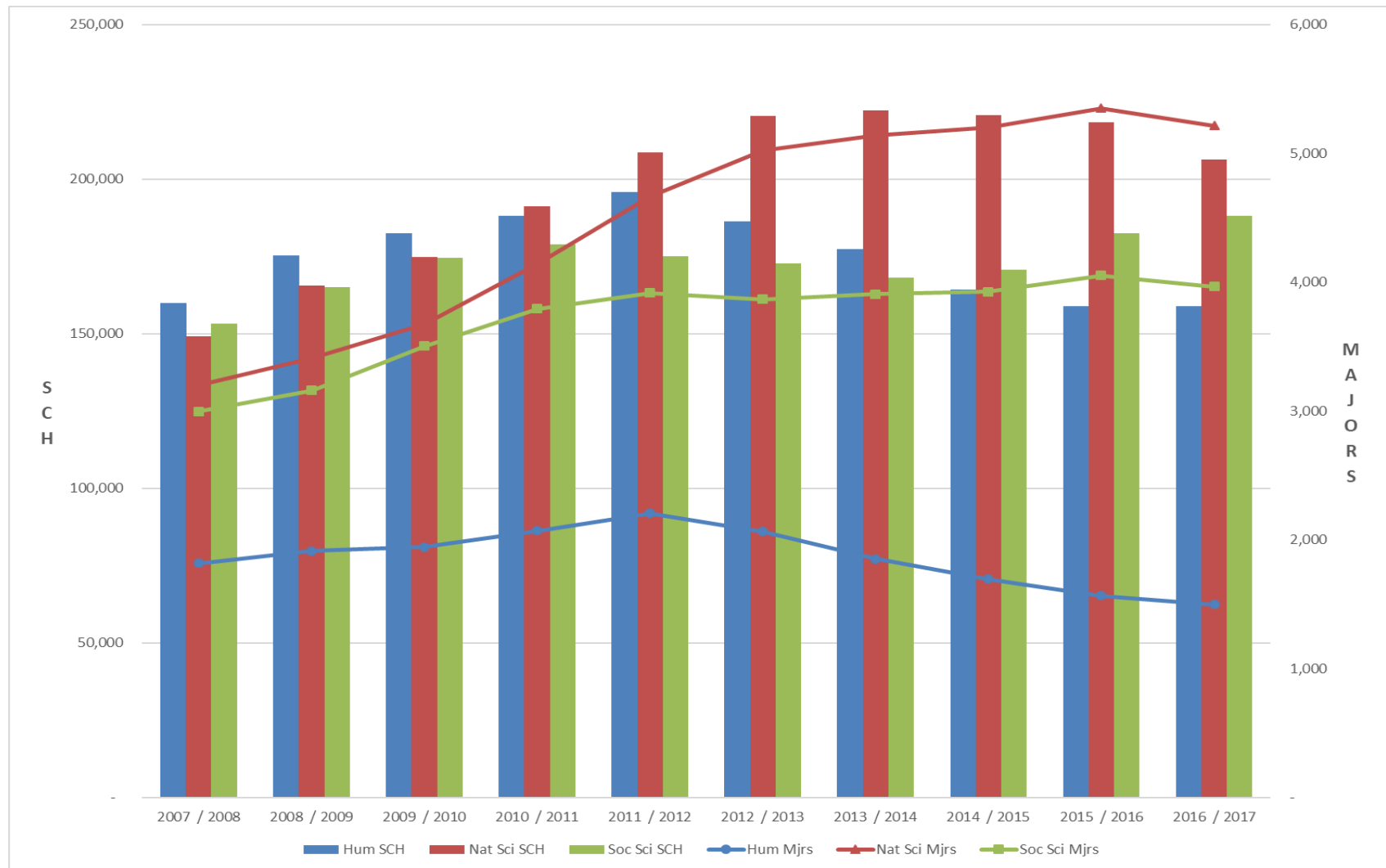


Figure 5. Changes in CAS undergraduate enrollments by division since 2007

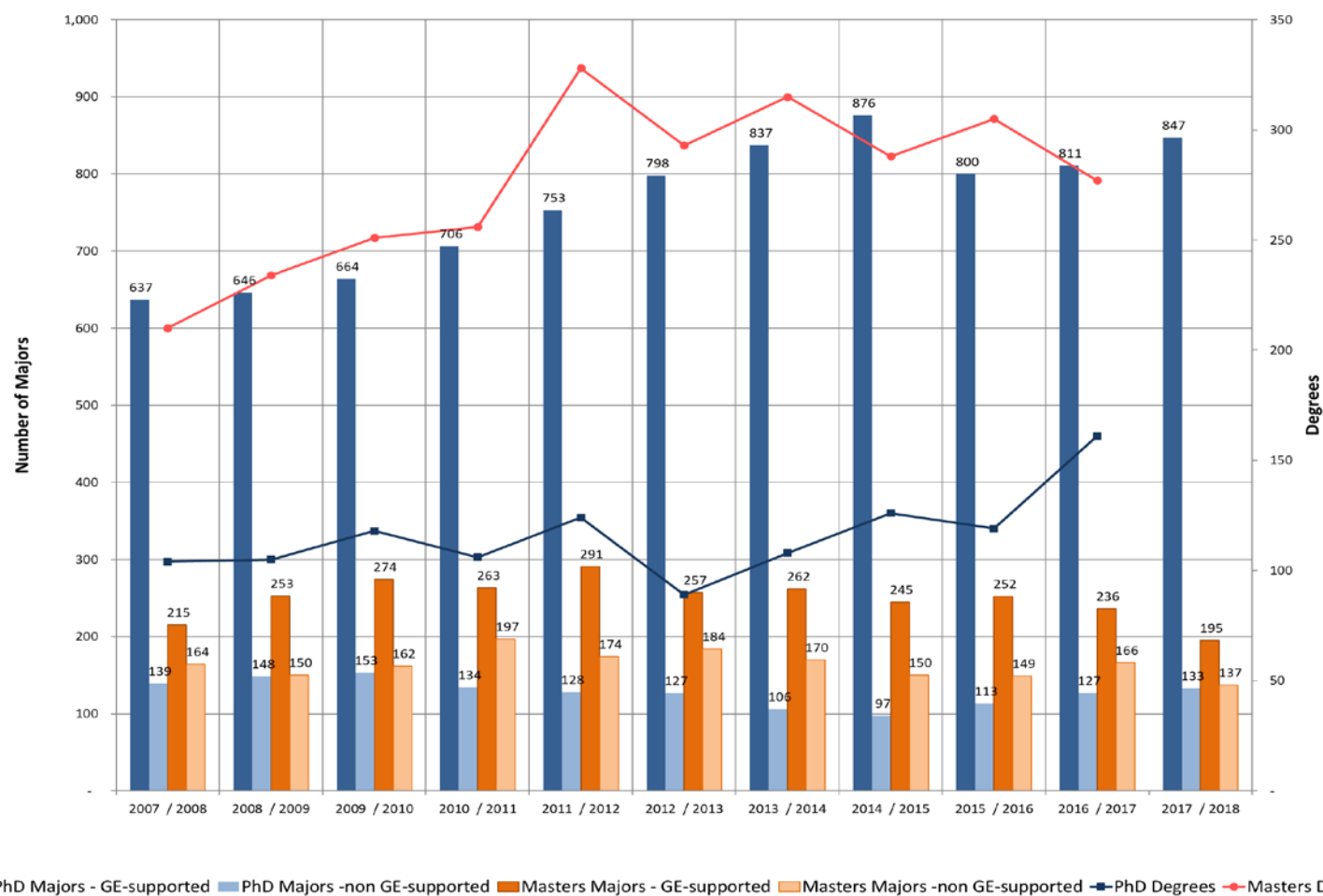


Figure 6. Changes in graduate enrollments and support in CAS since 2007

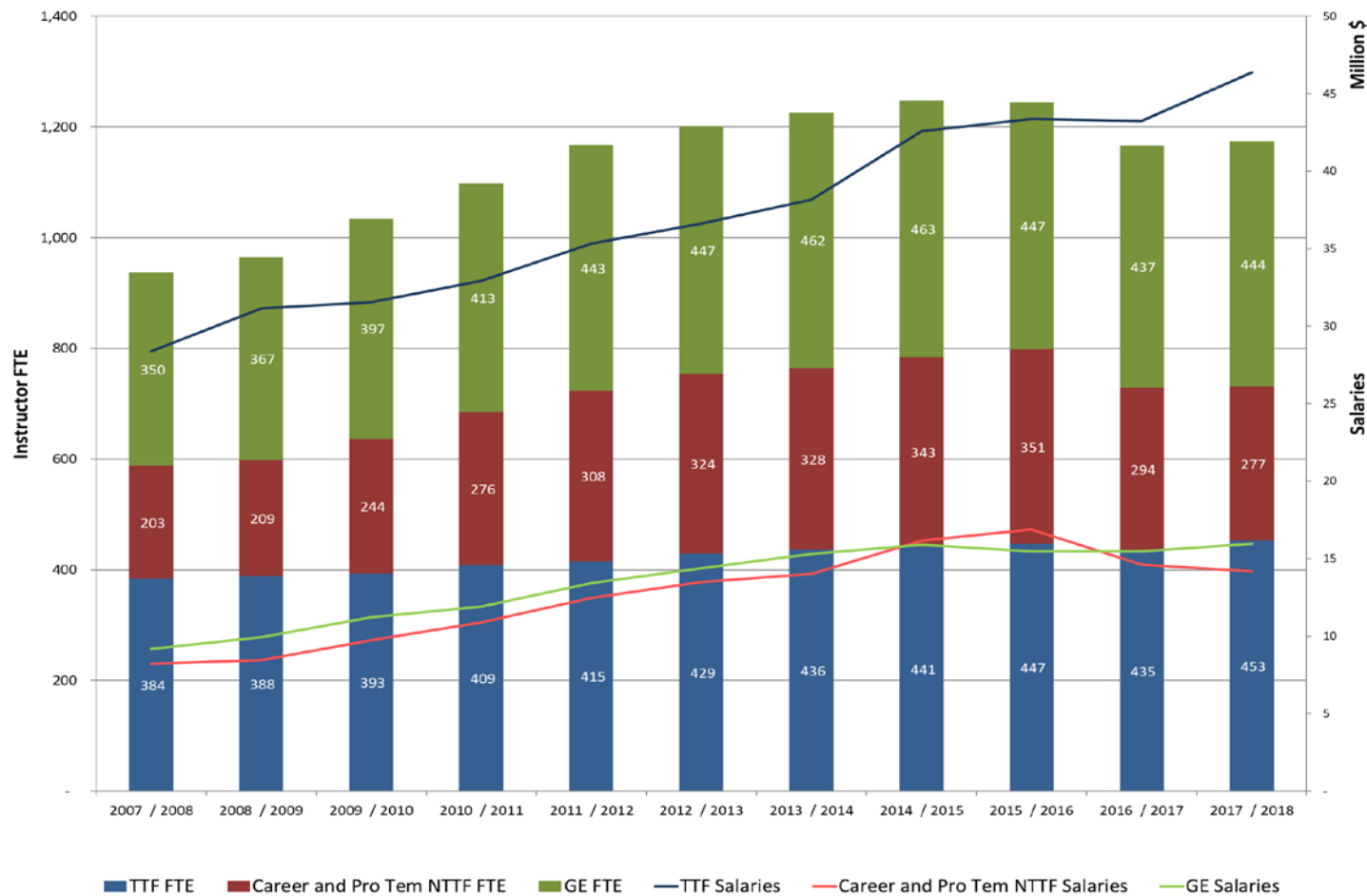


Figure 7. Changes in instructional faculty and total GEs (instructional plus research supported) since 2007. Numbers reflect FTE rather than head counts. In the case of TTF, the number of individuals is typically about 5% higher than the number of FTE. The headcount of individual NTTF is presently about 10% higher than the FTE value, although that has varied dramatically from year-to-year. The GE headcount is typically about 2.5 times the FTE count.