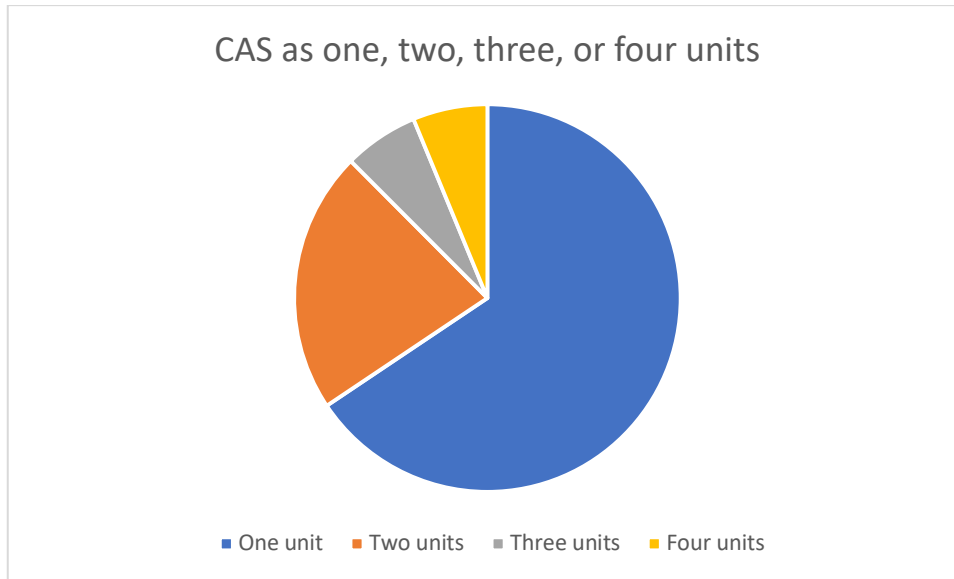


Part 1: An analysis of structures found at the other AAU Public Universities

There are 32 AAU public universities. Of these

- 21 (66%) have their equivalents of our CAS departments in one unit,
- 7 (22%) in two units,
- 2 (6%) in three units, and
- 2 (6%) in four units.



What do the 1-College universities look like?

- 10 have a College of Arts & Sciences
 - UO (1 Dean, 5 Assoc Deans)
 - Buffalo (1 Dean, 9 Assoc Deans, 8 Asst Deans)
 - CU Boulder (1 Dean, 3 Div Deans, 4 Assoc Deans, 1 Asst Dean)
 - Indiana (1 Dean, 4 Assoc Deans)
 - Ohio State (1 Exec. Dean, 5 Assoc Deans, 6 Asst Deans))
 - Rutgers (1 Exec Dean, 1 Exec Vice Dean, 4 Deans, 1 Assoc Dean, 3 Asst Deans)
 - Stony Brook (1 Deans, 4 Assoc Deans)
 - UNC Chapel Hill (1 Dean 4 Sr Assoc Deans))
 - Virginia (1 Dean, 6 Assoc Deans)
 - Washington (2 Dean, 4 Div Deans, 3 Assoc Deans)
- 6 have a College of Liberal Arts & Sciences
 - Florida (1 Dean, 6 Assoc Deans)
 - Iowa State (2 Deans, 7 Assoc Deans, 4 Asst Deans)
 - Ecology, Economics, Biology, Sociology, Statistics are double-listed in College of Agriculture & Life Sciences)
 - Missouri (1 Dean, 4 Assoc Deans, 1 Asst Dean)
 - Illinois (1 Dean, 6 Assoc Deans)
 - Iowa (1 Dean, 5 Assoc Deans)
 - Kansas (1 Dean, 5 Assoc Deans)

- 3 have a *College of Letters and Science*
 - UCLA (4 Deans, 13 Assoc Deans, 4 Asst Deans)
 - Wisconsin (1 Deans, 7 Assoc Deans, 7 Asst Deans)
 - UC Santa Barbara (3 Deans (1 Exec), 1 Assoc Dean, 1 Asst Dean)
- 1 has a *College of Literature, Science and the Arts*
 - Michigan (1 Dean, 4 Assoc Deans, 2 Asst Deans)
- 1 has a *College of Letters, Arts, and Sciences*
 - Arizona (3 Deans (1 Exec), 13 Assoc Deans)

When the CAS departments are divided into two colleges, how are these organized?

- 4 of the 7 two-college structures seem to represent peeling out one of our current divisions in opposition to the others
 - 4 have Liberal Arts (Humanities + Social Sciences) vs. (Natural) Sciences
 - Georgia Tech (2 Deans, 7 Assoc. Deans)
 - Purdue (2 Deans, 7 Assoc Deans)
 - UT Austin (2 Deans, 7 Assoc Deans, 4 Asst Deans)
 - Texas A&M (2 Deans, 7 Assoc Deans, 4 Asst Deans)
 - note: Some CAS departments spun out to 4 other colleges
- The other 3 two-college structures seem to have Peeled out idiosyncratic smaller units from a single CAS-like college
 - Letters & Science vs. Chemistry (2 depts)
 - UC Berkeley (2 Deans, 6 Assoc Deans)
 - Arts & Sciences vs. Computing & Information (CIS still listed as CAS dept)
 - Pittsburgh (2 Deans, 7 Assoc Deans)
 - Letters & Science vs. Biological Sciences (5 depts)
 - UC Davis (2 Deans, 7 Assoc Deans)

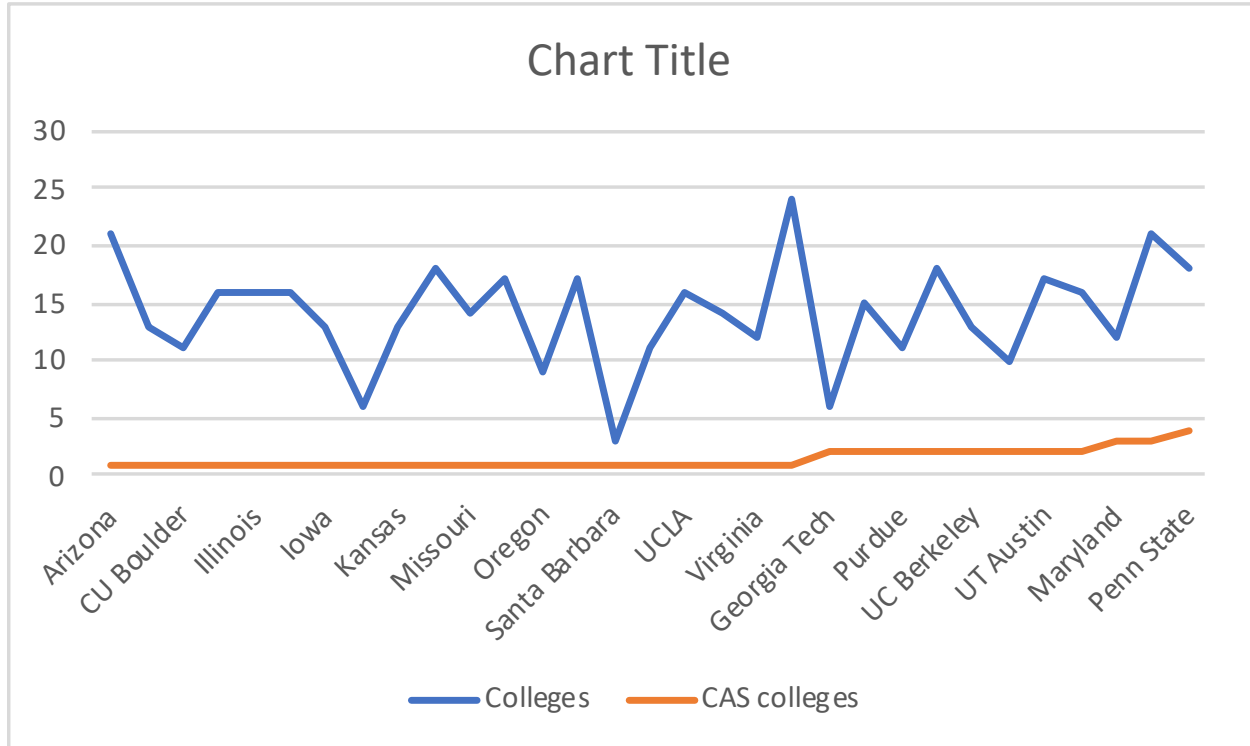
When CAS departments are divided between three or more colleges, how does this look?

- 2 have three colleges, in which our divisions become separate colleges (in both, Arts are added to Humanities)
 - Michigan St (3 Deans, 9 Assoc Deans)
 - Maryland (3 Deans, 9 Assoc Deans, 11 Asst Deans)
- 2 have four colleges
 - A big "Liberal Arts" college vs. three different flavors of science
 - Penn St. (4 Deans, 11 Assoc Deans)
 - Liberal Arts vs. Earth & Mineral Sciences, Information Sciences & Technology, and "Eberly" College of Science
 - Humanities vs. Social Sciences vs. two flavors of science (Physical vs. Biological)
 - UC Irvine (4 Deans, 10 Assoc Deans, 3 Asst Deans)

Reflections on the UO relative to other public AAU universities

- A single large CAS-like college is the norm — 2/3 of our peers have their CAS departments in the same basic structure (often adding Fine Arts). In this sense, we look pretty "normal".
- Possible correlation: Our CAS is more of the overall UO because most comparators have other large colleges, especially Engineering (17 of 20) and/or Medicine (11 of 20) to provide balance. Of universities with a single large CAS-like college, the average number of colleges is 14:
 - Fellow Exception: UC Santa Barbara has only 3 colleges, with no engineering and no medicine, and 72% of their faculty are in their *College of Letters and Science*

- Lack of correlation: total number of colleges and number of CAS colleges appear unrelated



A hybrid structure: Divisions are Colleges, Executive/Senior Dean oversees unified College

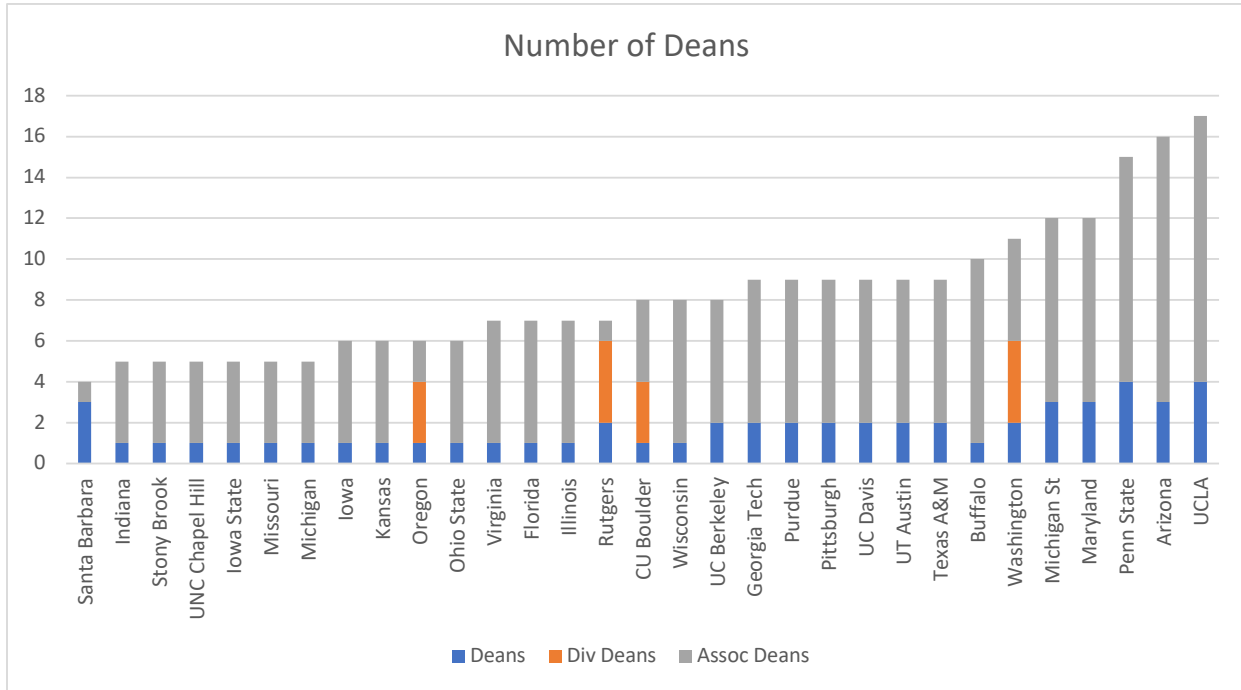
- UCLA: Humanities (+ Arts), Social Sciences, Physical Sciences, Life Sciences
 - Senior Dean/Vice Provost of Undergraduate Education
- UC Santa Barbara: Humanities & Fine Arts, Social Sciences, Science
 - Dean of Science is also Executive Dean
- Arizona: Fine Arts, Humanities, Social & Behavioral Sciences, Science
 - Dean of Science is also Executive Dean
 - Fine Arts has a Director instead of a Dean

In all three, the “Unified” College has its own interdisciplinary faculty and interdisciplinary mission

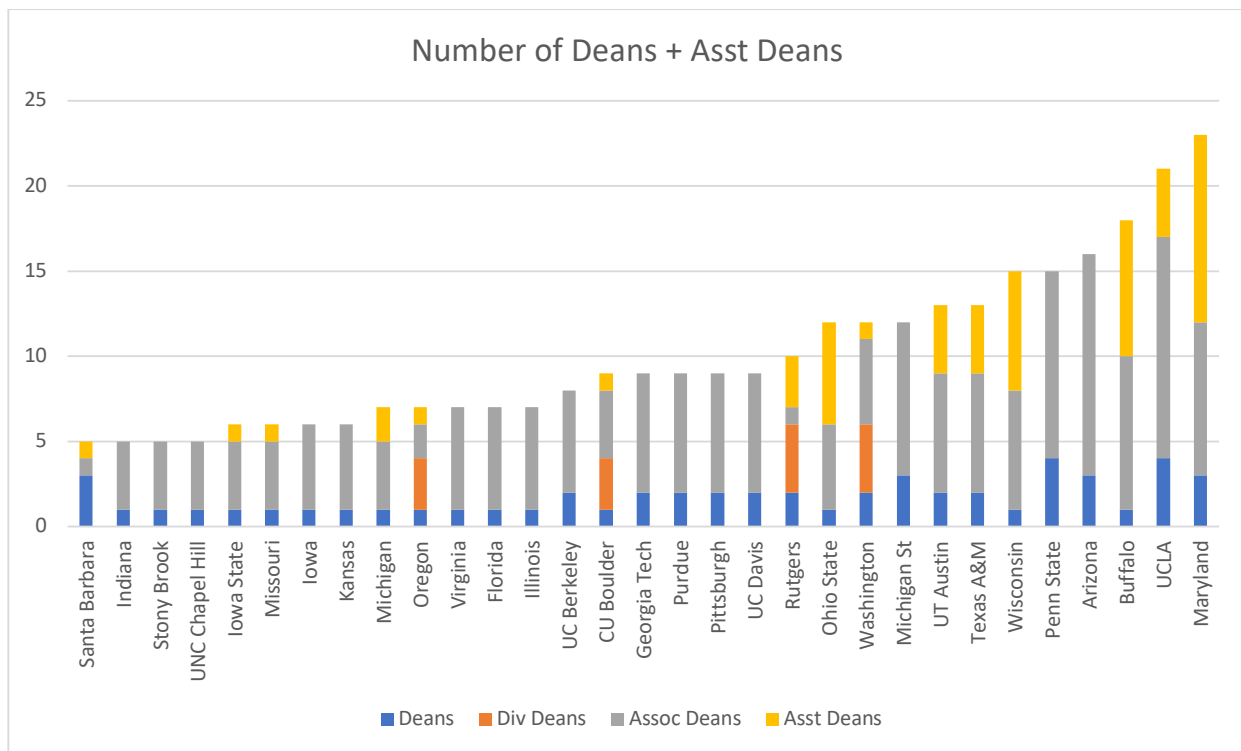
- “Students seeking to explore multidisciplinary, global, and pre-professional educational opportunities at the University of Arizona will find the perfect home in CLAS, which provides cutting-edge undergraduate degrees as well as a range of advising services.”
- “CLAS is training the next generation of undergraduate students by drawing on the strengths of each of the four colleges and the multidisciplinary ethos of our larger collaborative effort.”

Quick measurements of administrative effort

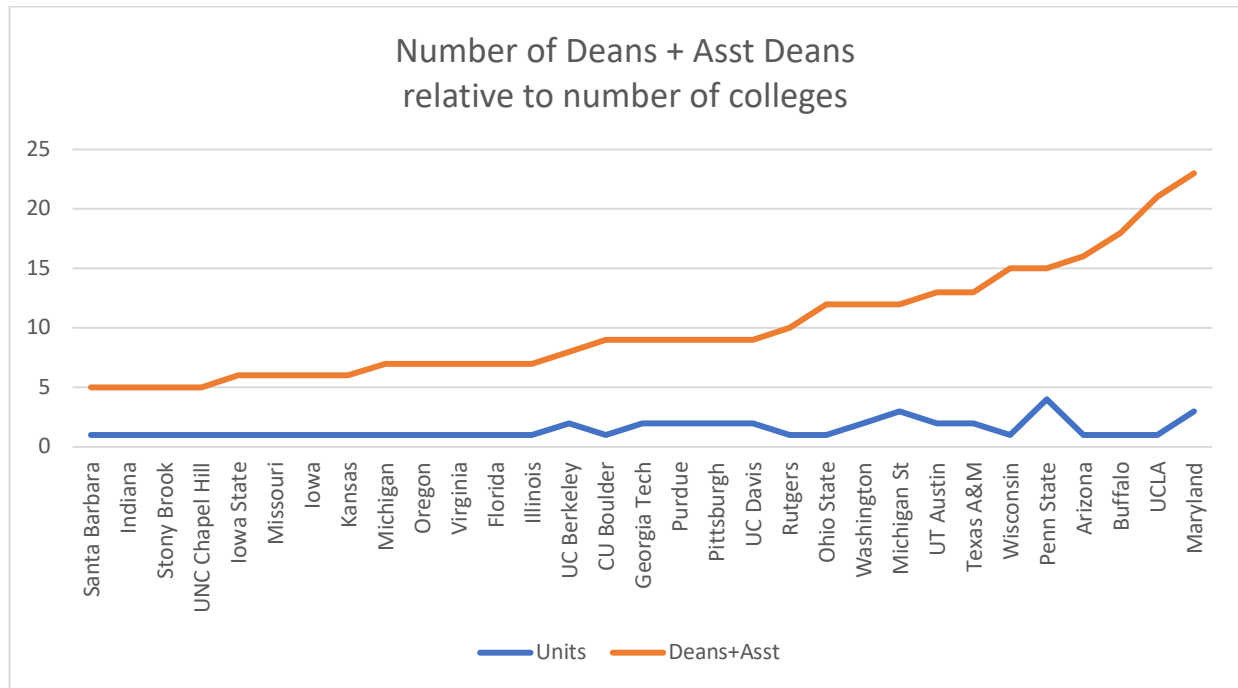
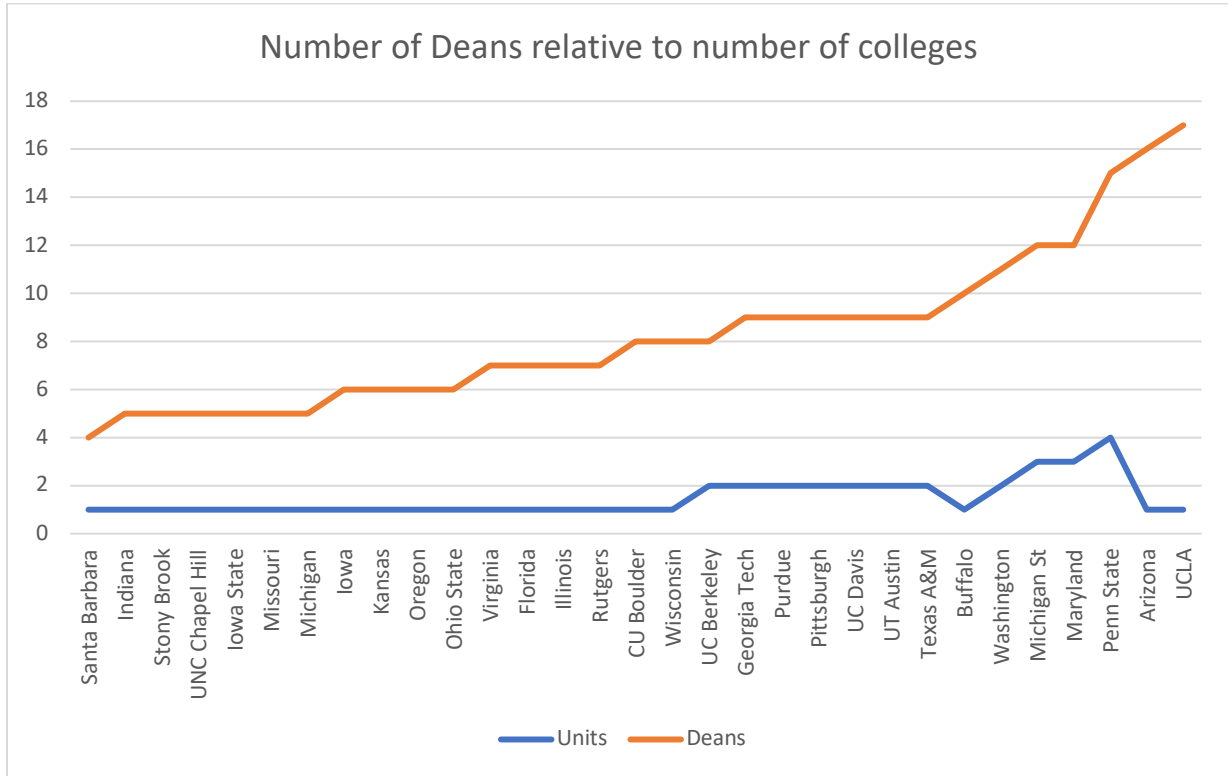
- Deans, Divisional Deans, and Associate Deans



- The category of Assistant Dean is mixed: some are academic, some not



- On average, more colleges means more Deans



Part 2: What role do we see for structure in other universities?

How does structure appear to relate to mission?

- It seems clear that universities can function well with a range of different structures; there is no obvious correlation between excellence and specific structures.

○ Exhibit 1: Clemson pre-2017 — CAS Departments (yellow) in 4 Colleges

Agriculture, Forestry and Life Sciences	Architecture, Arts and Humanities	Business and Behavioral Science	Engineering and Science..	Health, Ed and Human Devlpmt
Agribusiness	School of Design and Building and School of the Arts	Business and Professional Programs	Engineering Programs	Eugene T. Moore School of Education
Agricultural Education	School of Humanities	Behavioral and Social Science Programs	Bioengineering	Athletic Leadership Certificate
Agricultural Mechanization and Business	Architecture	ROTC Programs	Biosystems Engineering	Agricultural Education
Animal and Veterinary Sciences	Communication Studies	Accounting	Chemical Engineering	Early Childhood Education
Biochemistry	Construction Science and Management	Anthropology	Civil Engineering	Elementary Education
Biological Sciences	English	Economics	Computer Engineering	Mathematics Teaching
Environmental and Natural Resources	History	Financial Management	Electrical Engineering	Science Teaching
Food Science	Landscape Architecture	Graphic Communications	Environmental Engineering	Secondary Education
Forest Resource Management	Language and International Health	Management	Industrial Engineering	Special Education
Genetics	Language and International Trade	Marketing	Materials Science and Engineering	Health Science
Horticulture	Modern Languages	Political Science	Mechanical Engineering	Language and International Health Nursing
Microbiology	Pan African Studies	Psychology	Science Programs	Parks, Recreation and Tourism Management
Packaging Science	Philosophy	Sociology	Chemistry	
Plant and Environmental Sciences	Production Studies in Performing Arts		Computer Information Systems	
Preprofessional Health Studies	Religious Studies		Computer Science	
Turfgrass	Sports Communication		Geology	
Wildlife and Fisheries Biology	Visual Arts		Mathematical Sciences	
	Women's Leadership		Physics	

○ Exhibit 2: Clemson post-2017 — CAS Departments (yellow) in 5 Colleges

Agriculture, Forestry and Life Sciences	Architecture, Arts and Humanities	Behavioral, Social and Health Sciences	Business	Education	Science	Engineering, Computing and Applied Sciences
Animal & Vet. Sciences	School of Architecture	Public Health Sciences	School of Accountancy	Eugene T. Moore School of Education	Chemistry	Automotive Engineering
Agriculture & Environ. Sciences	Landscape Architecture	School of Nursing	Department of Finance	Educational & Org. Leadership Dev.	Mathematical Sciences	Bioengineering
Food, Nutrition & Packaging Sciences	Construction Science Management	Parks, Rec. & Tourism Management	Department of Economics	Teaching & Learning	Physics & Astronomy	Chemical & Biomolecular Engineering
Forestry & Environmental Conservation	Art	Psychology	Management	Education & Human Development	Biological Sciences	Glenm Department of Civil Engineering
	Performing Arts	Sociology & Anthropology	Marketing		Genetics & Biochemistry	Helcombe Dept. Elect. & Comp. Eng.
	English	Political Science	Graphic Communications			Engineering & Science Education
	Languages	Communication Studies	Army ROTC			Environ. Eng. & Earth Sciences
	History	Youth, Family and Comm Studies	Air Force ROTC			General Engineering
	Philosophy & Religion					Industrial Engineering
	Planning, Dvlp & Preservation					Mechanical Engineering
						Materials Science & Engineering
						School of Computing

- Research is largely independent of these structures — some universities provide research support in the context of their colleges, but this is orthogonal to the actual structure
- Teaching (or at least rhetoric around teaching) seems to be largely oriented towards the structures the universities have — it is difficult to assess what difference the structures make in practice, but they certainly provide the main opportunities for “branding”
- Conclusion: It is not clear that there is any one “optimal structure”:

How does structure interact with administrative control of resource flow?

- Divided structure = Fewer intermediate nodes, which implies
 - More local control over decision-making — shorter chain of decision-makers
 - More Provost-level decision-making regarding resource distribution — loss of intermediate node that can adjust higher-level decisions
 - More administrators overall (see earlier charts), which means more resources dedicated to administration as opposed to research or teaching
- Unified structure = one more intermediate node, which implies:
 - More Dean of CAS-level decision-making regarding resource distribution
 - Adds a layer of autonomy *vis-a-vis* central administration
 - Reduces Division-level control over decision-making
 - Reduces total number of academic administrators (economies of scale?)

How important is structure, really?

- Effects of structure are confounded with effectiveness of individual leaders — some administrators are more successful and others less successful, regardless of structure.
- More individuals in a single chain of authority translates to more opportunities to slow down change — you have to convince more decision-makers to say yes.
- Individuals with wider scope of responsibilities have less bandwidth to attend to specific lower-level requests for change

What would motivate us to make changes in structure?

- Change of structure is costly, and so must be really well motivated
 - Ben's comments from a couple of months ago, echoed in reports from other Sub-Groups since
 - Change should be accompanied by new investment, publicity
 - Example of Clemson: Increased from 5 to 7 colleges, invested \$35 million in 2 years for new buildings, new centers, and copious publicity
- What would finance changes in structure?
 - Assertion: We need to “grow the pie” rather than simply shuffle current resources away from existing programs in order to feed new ones
 - Opportunity: New structures that are attractive to donors (e.g. naming opportunities) could provide the start-up funds, as it were
 - Opportunity: New structures that increase our capacity (and competitiveness) for undergraduate enrollment could provide recurring resources to self-finance a change

This is an opportunity to imagine new structures that

- Retain the benefits of the current structure
- Avoid the costs of wholesale change
- Give us greater flexibility to nurture innovation

Reflections on what makes Oregon unique

- We have been operating with reduced resources for much longer than the other public AAU universities, which has led to some distinctive innovations in our structures
- Change has come slowly, in part due to lack of resources, in part due to the inherent conservatism in a model with a single chain of command.
- After decades of “radical decentralization”, both in administrative services and in leadership vision, our existing patterns of program growth have been more “organic”, that is, they
 - are driven by the interests and needs of our student populations
 - have arisen from research goals determined in individual departments.
 - Successful innovation has been bottom-up
- Organic innovation of new departments or programs within departments
 - For example, Cinema Studies from within English
 - For example, Comic Studies within English
 - For example, the Center for Environmental Futures, nurtured within English and now administered by Environmental Studies
 - **Could we envision a structure that is conducive to innovation when it emerges?**
 - **Could the same structure help us to take advantage of external opportunities as they arise?**
- Some departments within CAS have faculty members identify with all three divisions, e.g. Anthropology and Linguistics; others identify with two of the three divisions (e.g. International

Studies, Psychology). This could help to effect interdisciplinary and trans-disciplinary collaborations.

- Could we be thinking about nurturing “nodes of excellence”?

What about adding Schools inside CAS?

- Seize on critical issues of the day, like the environment and the need to think globally
- Create a second chain of communication/authority over resources with Directors that
 - Have narrower responsibilities, and thus can give more focused attention to the strategic opportunities across their units
 - Have naming opportunities, so as to attract attention of additional funding streams
 - Are relevant to today’s world, and so could attract additional students to Oregon
- Minimize the need for additional administrators, as these Schools would not have to handle College-level administrative tasks (hiring, tenure files, curriculum, travel, etc.), but could focus instead on strategic thinking.

Looking at AAU Comparators-Innovation within CAS Structure and Strategic Process/Outcomes

- Administrative structure within CAS to support innovation & Interdisciplinarity
 - [Institutes, Centers and Labs](#); UO
 - [Centers, Institutes](#), Cultural Institutions, Special Resources; Buffalo
 - [Research Centers and Institutes](#); Indiana
 - [Research Program, Centers, and Institutes](#); Rutgers
 - [Institutes and Centers](#); Stony Brook
 - [Institutes, Centers and Interdisciplinary Programs](#); UNC Chapel Hill
 - [Centers and Institutes](#); Virginia
 - [Centers and Programs](#); Washington
- Strategic Planning Process within CAS to support excellence
 - [Strategic Planning Task Force to articulate the CAS Vision](#); CU Boulder
 - [CAS Strategic Planning Process](#)-Focus Groups/Stakeholders; Ohio State
 - [Strategic Planning Process - Excellence, Opportunity, Leadership](#); Rutgers
 - [Intellectual Opportunities & Shared Vision for CAS](#)-Global Process, Digital Revolution & Beyond, Scholarly Creativity & Exploration; Stony Brook
 - [Strategic Planning Process](#), Committee on Academic Priorities; Virginia
 - [Strategic Case Statement, Impact Map, Impact Book](#); Washington

Could we be thinking about a collaborative strategic planning process that supports excellence, interdisciplinarity, and innovation within CAS?