

STRATEGIC VISION COLLEGE OF ARTS AND SCIENCES

By the year 2020, the College of Arts and Sciences will be a national leader among public research universities by virtue of its innovation in research and undergraduate education. The College will be nationally renowned for research and education achievement in two realms:

- Interdisciplinary nodes of research excellence that address major social needs of our time, and
- Groundbreaking programs that guide students to academic and career success through the liberal arts.

Because faculty are the engines of both research and educational excellence, our vision for attaining national leadership must focus on initiatives that engage, support, and build our faculty. We will call upon faculty to propose bold new research agendas, reinvent the curriculum, and reimagine their deep involvement with our students through their research, their classroom activities, and their role as advisors and mentors. Our success will depend on our faculty joining together in an energized intellectual community that embodies the Oregon sense of community and our long-term commitment to the ideals of public education.

We are confident that we will achieve this goal of being a national leader primarily because of the quality of our faculty, their commitment to excellence, and their longtime track record of collaborative endeavor. Beyond this essential foundation for excellence, our confidence also owes to the fact that the College has launched major initiatives over the past four years that are already bearing fruit. These include the largest development campaign in the College's history, radical reinvention of programs for student advising in the liberal arts, completion by 2019 of a five-story building dedicated to lifelong student success, major science lab improvements, and efforts to revitalize our languages and humanities—all while pursuing the most aggressive research faculty hiring program in the history of the College. On top of this, the College will benefit immensely from the largest philanthropic gift in history to a public university, the \$500 million gift that will create the Knight Campus to Accelerate Scientific Impact.

The pieces are all in place for the College of Arts and Sciences at Oregon to become extraordinary.

Becoming Extraordinary

To achieve its vision, the College will pursue three general strategies: 1) targeted faculty hiring, 2) increasing incentives and support for interdisciplinary faculty creativity, and 3) reinventing curriculum and advising to dramatically improve the academic and career success of our students.

Strategy 1—Targeted Faculty Hiring

Targeted replacement and focused hiring of new tenure-track faculty is the most powerful mechanism for: a) fostering the growth and creation of interdisciplinary nodes of research excellence and b) generating new liberal arts curricular opportunities that advance student success. In addition to the general goals of the university (excellence, diversity, and meeting student need), the College of Arts and Sciences will mandate that all new faculty lines: a) first and foremost, enhance or create focused areas of collaborative research excellence within and across the university, b) explicitly address major social issues of our time; and c) have potential connections to the Knight Campus. The College has already launched a number of faculty-led hiring initiatives aligned with these criteria (see Addendum

1). Moreover, because Baby Boomers, who make up the majority of our faculty, are aging year-by-year and because the university is adding additional lines to the College, we anticipate replacing 20 to 40 lines per year out of 500 total tenure-track faculty. This rate of change enables the College to pivot to new directions across the entire school over a period of several years.

Strategy 2—Enhanced Support for Faculty

Promoting research and curricular innovation that has immediate social impact is essential to lifting the national profile of our departments and programs. Key to fostering innovation will be a long-term commitment to dramatically grow existing faculty support funds and establishing new funding programs to support high-impact, interdisciplinary research and curricular change.

Growing faculty support through *existing programs* will focus on:

- Additional Chairs, Professorships, and Faculty Fellowships. CAS has a relatively small number of endowed positions that it can use to recruit, reward, and retain top faculty. Increasing the number of these positions, especially at the level of professorships and fellowships, is a top priority.
- Growth in faculty research funds. CAS offers a number of competitive faculty grants that support research collaborations, lectures, symposia, travel, library acquisitions, and diversity training; all of these funds need to be expanded.
- Graduate Fellowships. Recruiting top Ph.D. students is key to the recruitment/retention of top faculty. Along with the Graduate School, CAS will continue to reallocate existing graduate support funds to increase the number and size of Ph.D. research fellowships over the next three years.

New programs that promote and support educational and research innovation/excellence will include:

- Accelerated-Impact Research Grants. CAS will seek major donor funding to create research grants targeted at promoting high-risk/high-gain research and rapid application of scholarship.
- Cultivating Faculty Leadership: Building future faculty leaders is essential to the long-term health of the College and the university. This year the College is initiating a Dean's Fellows Program that will invite faculty recently promoted to associate professor to participate in the CAS Leadership Team by co-leading (with a dean) a major College-wide initiative (e.g. advising reform).
- Intellectual Hubs of Research and Teaching Innovation: Several cutting-edge interdisciplinary units are forming—ranging from the Humanities Alliance to the Center for Environmental Futures to a Data Science graduate and undergraduate program—that will bring together faculty in new and unprecedented ways, to push the boundaries of teaching and research in ways relevant and meaningful to today's students (see Addendum 2).

Strategy 3—Reinventing Student Advising and Curriculum

With its world-class faculty, the College of Arts and Sciences will be a leader and model for liberal arts education in public research universities. Too often and to their own detriment, today's students seek specialized career training rather than a liberal arts education. Our goal is to impress upon them that a liberal arts education will offer them the tools necessary to cope with a rapidly changing world: critical reasoning, effective communication skills, a rich understanding of our complex and diverse world, and the critical and imaginative capacity to improve that world.

How do we make learning a value and a pleasure in its own right while also assuring that it will support success in college, career, and life? Our main initiatives in this area include:

- **Tykeson Hall and associated advising programs.** Tykeson Hall—The College and Careers Building—and the associated reimagining of student advising are designed from the ground up to support student academic and career success through the liberal arts. The building will be completed in 2019, at which time CAS will launch one-stop, integrated advising for students that guides them to align their academic programs with career paths from the second they set foot on campus. This is a first-of-its-kind building and set of programs that will capture national attention.
- **Rethinking curriculum requirements and pathways.** The modern student wants training in developing solutions to global challenges and across multiple fields that reflect the modern and rapidly changing workplace. The College will collaborate with faculty and departments to develop new pathways and new majors for students that better train them for this modern world.
- **Language learning.** Language departments are among the hardest hit by the student shift from humanities to professional and STEM fields, despite the fact that language skills are increasingly important in a global world. The College is developing a strategic plan for the languages that includes a professional promotion plan, course development grants for revising and revitalizing the curriculum, increased collaboration with Oregon high schools, enhanced study abroad options, on-line courses, and new partnerships with the schools of business and journalism.
- **Expanded venues for learning.** The College has already launched an ambitious initiative to increase *on-line options* for students—especially in classes that create potential bottlenecks to graduate—and provide alternative learning environments for students with schedule constraints or disabilities, while creating sequences of classes that support an entire degree. In addition, the College is investigating *professional master's degrees* that develop professional credentials in areas such as applied digital and data studies, museum studies, public sector folklore, cultural resource management, and geospatial data analytics and management. Finally, we recently initiated conversations regarding offering *Portland-based classes, degree programs, and executive training*.

ADDENDUM 1 — TARGETED FACULTY HIRING

The following interdisciplinary nodes of excellence have already been launched and, in many cases, faculty have been hired to support these programs.

- **The Data Science Program.** Big social and scientific questions depend on refining our ability to extract knowledge from an exponentially growing reservoir of data. At the same time, our students need training in this area to be competitive for careers involving data analysis. This area of excellence builds on existing faculty strengths, ongoing approved searches across the sciences and social sciences, and future hiring of new faculty as part of a Presidential Initiative.
- **The Environmental Humanities.** An area of great strength at UO in terms of individual faculty, the environmental humanities have never gained the prominence they deserve because of fragmentation across units without a clear focus. The creation of the Center for Environmental Futures coupled with targeted hiring initiatives will establish UO as the national leader in this field.
- **The Digital Humanities.** In a moment when college students are the most digitally literate students in history; when literature, media, music, and the arts are being transformed through the application of digital technologies; and when academic research is being comparably reshaped, the DH minor and eventually a graduate certificate will help us respond to these social and technological changes and better meet the students where they are.
- **Human Performance.** The UO has a unique opportunity to capitalize on a long history of collaborations between its athletic and academic departments as well as ongoing human performance research in the Departments of Human Physiology, Biology and Psychology; strong donor support; and extraordinary student interest in these topics. A series of hires across these departments in collaboration with UO Athletics will establish CAS as a world leader in this domain.
- **Ongoing Clusters of Excellence.** Ten clusters, approved through a competitive university-wide process, included eight that add tenure-track faculty to the CAS science division. Cluster hires that are underway and will continue are: **Energy and Sustainable Materials, Genome Function, Neurons to Minds** (translational neuroscience), and **Volcanology**. Hires associated with the university-wide **Obesity Prevention Cluster** were completed this past year, and CAS is nearing completion of a highly successful **Black Studies** initiative that recruited six faculty to five departments. Another search in the African American cluster is underway for next year.

In addition, based on faculty proposals received in recent months, CAS will be advocating for future hires to achieve excellence in **Global Health, Gender-Based Violence, Cinema Studies, and Latinx Studies**. As CAS experiences a wave of retirements over the next few years, there will be many more opportunities for new cross-disciplinary hiring initiatives. Further, CAS will continue to focus on a) hiring exceptional faculty when targets of opportunity arise, b) replacing faculty to support areas of interdisciplinary strength such as environmental studies/sustainability, or race, ethnicity, and gender; and c) supporting research and curricular needs in vibrant disciplines such as computer science.

Cumulatively, these hires will strengthen existing programs and create more than 20 of nodes of collaborative research and teaching innovation across the College over the six-year period, 2015-21, while also establishing the university as a national leader in research and teaching that addresses major societal needs of our time.

ADDENDUM 2 — Supporting Faculty Achievement

Promoting research and curricular innovation with immediate social relevance will be essential to advancing our national profile. The following initiatives are all in the early stages of development, with the promise to deliver high-impact results in just a few years.

- The Humanities Alliance for Interdisciplinary Learning and Public Engagement: The Alliance draws together popular, cutting-edge interdisciplinary humanities programs from across the College. These programs are already captivating to students because they are rooted in the concerns, experiences, and expertise of today's young people: popular culture, the digital world, public culture, visual images, music, and timely social issues like racial difference, environmental threat, disability rights, and global health. Interdisciplinary curricula will offer students flexible, wide-ranging studies in subjects of direct interest to them and methodologies that enable them to think critically across boundaries and to understand their own concerns in larger historical and cultural contexts.
- The Global Studies Program (GSP): In this time of ever accelerating globalization, it is essential that Oregon establish more targeted, coordinated global initiatives in support of students and faculty. The GSI will pursue interdisciplinary research and educational opportunities around three themes: global change and the environment; human development, health, and the global economy; and global flows of people, ideas, and technology. The GSI will leverage the experience of faculty across our many area studies programs, each of which makes valuable contributions, yet these programs have never collaborated in ways that create a broader international research/educational focus.
- The Center for Environmental Futures (CEF): The CEF builds on an already vibrant environmentally engaged community at the UO to promote research, enrich student training and education, enhance collaboration across disciplines, and initiate transformative community/university partnerships. The Center will foster cutting-edge, impact-oriented humanities practice, cultivating a broader understanding of the humanities in an interdisciplinary context. By aligning the university's work with our region's longtime leadership in environmental thinking and innovation, the CEF can offer students a vision of humanities at the center of their own career "futures" in law, activism, NGOs, non-profit organizations, politics, media, teaching, and countless other careers focused on urgent environmental issues.
- Data Science Program: This effort, as described above in Addendum 1, will create a multi-department, multi-college program similar to our highly successful Environmental Studies Program, cutting across all divisions of CAS from the Digital Humanities to Data Science for Social Equity Studies in the Social Sciences to the Data Analytics cluster in the Natural Sciences. The program will offer both undergraduate and graduate degrees.

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LINKS TO DEVELOPMENT GOALS

Table 1. The proportion of funding for CAS initiatives targeted to come from different sources.

Likely Sources of Funds

Initiative	Internal to UO		Development		Comments
	Replacement lines	General Funds not tied to replacements	Endowment	Spendable (facilities, startup, etc.)	
1. Targeted Faculty Hiring					
Internal CAS initiatives	High	Medium	Low	Low	Development funds primarily for support of facilities associated with hires
Clusters of Excellence	High	High	Variable	Low	Some clusters (e.g. Obesity) will have strong donor support, others will be largely internally funded (e.g. Genome Function)
2. Supporting Faculty Achievement					
Endowed chairs, professorships	Zero	Zero	High	Low	Will require major donor support
Accelerated-Impact Research Grants	Zero	Zero	High	High	Will require major donor support
Faculty research fund	Zero	Zero	Medium	High	
Graduate fellowships	Zero	High	Medium	Low	
Fostering creative centers	Zero	Low	Low	Medium	We already are aware of potential donor support for some efforts
Knight Campus Fellowships	Zero	Zero	High	Medium	
Dean's Fellows	Zero	High	Low	High	Hope to transition funding of this to donors excited about diversity in faculty ranks
3. Student Success					
Tykeson Hall construction	Zero	Zero	Zero	High	Requires major donor support
Tykeson Hall programs	High	Low	Low	Medium	Replacement lines are for replacing vacated OA/NTTF advising positions
Rethinking curriculum	Zero	Low	Zero	Low	Some donor-funded programs already exist
Language initiatives	Zero	High	Low	Medium	
On-line curriculum	???	High	Zero	Low	Should eventually be self-funding

Professional master's degrees	Zero	High	Zero	Low	Should eventually be self-funding
Portland programs	???	Low	???	Low	Should eventually be self-funding

MAJOR CHALLENGES

The College faces a number of challenges as it embarks on its vision, including:

- Culture – the biggest lift:
 - Building a collective sense of mission around the College vision
 - Moving beyond disciplinary and departmental insularity
 - Recruiting, retaining, and supporting a more diverse faculty

- Communications:
 - Internal: Reaching the 800 faculty—communicating information and priorities, assuring transparency, improving morale
 - External: Presenting CAS as a national leader
 - Internal/External: Keeping donors and alumni informed, engaged, and committed to our plans

- Practicalities
 - Financial capacity, funding
 - Administrative support
 - Space – for faculty and teaching, especially for science facilities

Areas of Focus for Development

Execution of the CAS vision will require significant donor support over the next few years, but many of the priorities can go forward without external funding. Below is a list of the priorities and the level of assistance needed from development in order to implement them:

Priorities	Endowment/Spendable
#1 Tykeson Hall Construction	Zero/High
Accelerated-Impact Research Grants	High/High
#2 Endowed Chairs and Professorships	High/Low
Tykeson Hall Programs	Low/Medium
Faculty Research Fund	Medium/High
#3 Graduate Fellowships	Medium/Low
Fostering Creative Centers	Low/Medium
Dean's Fellows	Low/High
Language Initiatives	Low/Medium
#4 Internal CAS Initiatives	Low/Low
Clusters of Excellence	Variable/Low
#5 Rethinking Curriculum	Zero/Low
On-line Curriculum	Zero/Low
Professional master's degrees	Zero/Low
Portland Programs	??/Low