

**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee
Public Meeting
1:00 pm – March 3, 2016
Ford Alumni Center, Giustina Ballroom**

Convene

- Call to order and roll call
- Introductory comments and agenda review
- Approval of December 2015 ASAC minutes (Action)
- Public comment

- 1. Update on Vice President for Research and Dean Searches**, *Provost and Senior Vice President Scott Coltrane*
- 2. Program Development and Approval (Action)**, *Provost and Senior Vice President Scott Coltrane and Assistant Vice Provost Ron Bramhall*
 - Approval for New Master's Degree in Sports Product Design
 - Approval for New Bachelor of Arts and Bachelor of Science in Arts Management
- 3. Resource Alignment Initiative**, *President Michael Schill, Provost and Senior Vice President Scott Coltrane, and Interim Dean of the College of Arts and Sciences Andrew Marcus*
- 4. University Libraries**, *Dean of Libraries Adriene Lim*

Meeting Adjourns

Following adjournment, trustees will do a site visit of the Knight Library with Dean of Libraries Adriene Lim.



Agenda Item #1

Update on Vice President for Research and Dean Searches

There are no materials for this agenda item.



Agenda Item #2

Program Development and Approval

Authority

Before the Board are three new degree approvals for consideration. Board approval is necessary before these items move forward to the Higher Education Coordinating Commission (HECC) for that body's approval (an authority granted to the HECC by statute). As a reminder, the HECC has authority to for ultimate approval of significant changes to academic programs, which it has defined – through rulemaking – as a new degree offering, or a location change for an existing degree offering. Pursuant to the UO's Policy on the Retention and Delegation of Authority, the Academic and Student Affairs Committee (ASAC) has authority to approve new programs and program location changes on behalf of the full Board.

Programs

The three degree approvals before you are:

1. A new Master of Science in Sports Product Design through the School of Architecture and Allied Arts (AAA)
2. A new Bachelor of Science in Arts Management through AAA
3. A new Bachelor of Arts in Arts Management through AAA

Related Materials

Enclosed for each degree is an executive summary document. The full proposal for each is available upon request (they are large files).

REQUEST

The Board of Trustees of the University of Oregon (Board) is asked to authorize the UO to seek approval from the Oregon Higher Education Coordinating Commission (HECC) to offer a **Master of Science in Sports Product Design (within the School of Architecture and Allied Arts) effective fall 2016.**

All appropriate University committees have approved the proposed program. This request is submitted to the Board pending approval by the University Senate on March 2, 2015. The questions below reflect information requested by the HECC and reviewed by various university committees, staff and academic leadership. A full report and all related appendices is available upon request.

PROPOSAL INFORMATION

1. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

The primary focus of the Sports Product Design (SPD) master's degree will be to give students the necessary education to generate innovative and cutting-edge research in the field, and to become leaders in the practice of sports product design. The SPD program is structured to give students a thorough theoretical understanding of sports product design methodologies and research in order to generate the future of sports products for all types of athletes.

Currently there are no universities/colleges in the state of Oregon that offer a Graduate degree in sports product design. The Master's of SPD degree is a natural progression for the growing Product Design (PD) Program at the University of Oregon (UO). The UO has a BA/BS degree in Materials and Product Studies in Eugene and a BFA Degree in Product Design offered in Portland. The SPD Master's Degree is a way for the UO to pair its growing design expertise and the ever-growing sports industry in Oregon. The state of Oregon has been recognized worldwide as a hotbed of sports product design activity. Many global brands have moved their headquarters to the Portland Oregon area over the last 30 years. With this industry concentration, which is arguably the global center for sports product development, the proposed SPD graduate program would help to support the global aims of the UO and provide a connection between industry and academia as well as Oregon and the world. The development of this program is also coordinated with the new Sports Product Management (SPM) Master's Degree in the College of Business, which began in fall 2015.

To further illustrate the significance of this program and alignment to UO's goals, PD was granted \$140,000 in Strategic Initiative funding to support a tenure-related faculty position dedicated to sports product design. This fully covers the salary and OPE for an Associate Professor in the department.

2. *What evidence of need does the institution have for the program?*

Portland, Oregon is the center for global sports product design. The state of Oregon is home to more than 700 sports product companies. This growing market demands highly skilled and talented designers. A series of intensive market research and focus group work sessions involving senior executives and senior designers from 18 different sports product companies along with UO faculty from the Product Design program and the Business School were held to determine the needs of academia and the industry. The support for the development of a new sports products masters program from industry was very strong, as a degree program like SPD does not exist. The content of the program and curriculum were developed based on the information gathered from these sessions and tools.

3. *Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?*

The proposed SPD program is unique in that it combines specialized courses from different areas of study including Human Physiology, Journalism and Communication, Business and Management, along with PD to educate designers with expansive but specific skills in the area of Sports Products. The proposed SPD program will collaborate closely with the Lundquist College of Business Master's Program in SPM, at the UO. The SPM program began in the fall of 2015 and is an 18-month business degree focused on the education of managers for marketing, ideation and implementation for performance sports products such as footwear, apparel and equipment. The Human Physiology department and the School of Journalism and Communication are providing courses specifically for students in the SPD and SPM programs. The SPD program will round out the UO's PD offerings, by complementing the existing undergraduate product design program, and the BFA program in Portland.

Oregon State University (OSU) has an undergraduate degree (BS) in Apparel Design, housed in the School of Design & Human Environment, within the College of Business. While this program includes specializations in active, protective, and functional apparel, it is a bachelor's degree only. The proposed SPD program offers a Master's degree (MS) and focuses on sports products that includes apparel but also non-apparel areas of design such as footwear and equipment. The SPD program is interested in pursuing future collaborations between these programs as students entering the program from an engineering background (who do not have a soft goods background) may find value in the undergraduate courses at OSU.

Portland State University (PSU) offers a BA/BS in Graphic Design, in the School of Art and Design within College of the Arts. This program is not sports product-specific. PSU offers several complementary programs, and we are pursuing collaborations with PSU ranging from shared programming, to course reciprocity, to advanced standing for some of their undergraduate students. The three closest potential partners at PSU are the School of Art + Design, the School of Community Health, and the School of Business Administration. The School of Art + Design does not offer product design, and some of their students may be interested in that profession. SPD could be an attractive graduate specialization for these students. The School of Community Health offers a BA / BS in Health studies: physical activity / exercise. Some of these students may be interested in a graduate degree in product design, and could have advanced standing with their coursework in human physiology already completed. The SPD masters program could have course reciprocity in human physiology courses, including PHE 573 Physiology of Exercise, PHE 575 Exercise Testing Techniques and PHE 577 Exercise, Nutrition & Performance. The School of Business Administration offers an undergraduate certificate in Athletic and Outdoor Industry, and a professional certificate in Athletic and Outdoor Product Management. These certificates could have complementary programming, or instructional or research collaborations with the SPD degree, which will focus on product design. Students who complete one of the Business Administration certificates may be interested in pursuing the graduate degree in SPD, and could have advanced standing in the degree program. Conversations are ongoing between the three schools and A&AA, with meetings planned in January 2016 to discuss the best partnership.

Pacific Northwest College of Art (PNCA) offers a Master of Art in Applied Craft and Design. Their MFA program focuses on issues of craft and hands-on making, and is not related to sports product design.

4. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

There are 3 key sources of funding for the SPD Master's program including: the 2013-14 UO strategic initiatives funding, Oregon Budget Model (OBM) revenue generated from student tuition, and foundation funding collaboratively raised between SPD and SPM (through a collaborative entity, the Sports Product Institute).

2013-14 Strategic Initiatives Funding (shown in Column B of the Budget Outline): Product Design was granted \$140,000 in permanent funding to support a tenure related faculty position dedicated to SPD. This funding fully covers the salary and OPE for an Associate Professor in the department.

PD was also granted one-time funding of \$150,000 to support the launch of this program. The program intends to use those funds to support the first two years of operations of the program. That includes purchasing of required equipment, studio space renovation in the White Stag Building, and launch costs related to marketing, communication and student tuition remissions to ensure the success of the initial two cohorts.

OBM Revenue (Shown in Column A of the Budget Outline): The department will receive sufficient funding allocation from the Oregon Budget Model to pay for an additional tenure related faculty line and support normal operational expenses of the program for all future years.

Sports Product Institute Foundation Support: SPD and SPM have already received significant foundation funding which will help support the SPD Master's program. As the Strategic Initiatives and OBM revenues will provide sufficient funding to run a world-class program on their own, the program is not reliant on philanthropic sources of funding to maintain a quality masters program. Nevertheless, it is likely that a growing group of alumni from this degree and awareness of the program will help to generate a strong support for the program from the local sports industry at large. Funding received through this source will be used for a variety of purposes including: additional space, equipment, student support and immersive student experiences.

REQUEST

The Board of Trustees of the University of Oregon (Board) is asked to authorize the UO to seek approval from the Oregon Higher Education Coordinating Commission (HECC) to offer a **Bachelor of Science and a Bachelor of Arts in Arts Management (within the School of Architecture and Allied Arts) effective fall 2016.**

All appropriate University committees, the University Senate and the Provost have approved the proposed program. The questions below reflect information requested by the HECC and reviewed by various university committees, staff and academic leadership. A full report and all related appendices is available upon request.

PROPOSAL INFORMATION

1. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

The University of Oregon's Arts and Administration Program proposes to launch a new Bachelor of Arts and Bachelor of Science degree program in Arts Management, effective fall 2016. This program builds on the existing undergraduate minor program and master's degree program to offer a new undergraduate major educating cultural sector leaders and participants for the growing creative sector of the economy.

The proposed undergraduate major is designed to educate students interested in running non-profit, professional arts organizations such as theatre and dance companies, museums, and symphony orchestras. The major also features a cluster of arts entrepreneurship elective courses, designed for students interested in career development as emerging arts practitioners in their creative field, and in establishing their own entrepreneurial creative businesses. Additional clusters of elective coursework are available in the academic fields of arts education, museum studies, performing arts management, community arts management, and arts in healthcare management.

We expect this program to appeal to prospective students and their parents as a stand-alone major, as a double or concurrent major, and as a major combined with other UO undergraduate minor or certificate programs. Indeed, all students enrolling in this degree program will be strongly encouraged to complete the program as a double/concurrent major in one of many major/minor configurations with arts and humanities programs across campus. The proposed

program, then, both reinforces the University's commitment to providing a strong liberal arts education and provides a solid pre-professional credential to students to help prepare them for the workforce.

The proposed undergraduate Arts Management major is fully aligned with the University of Oregon's mission to enrich the public through the integration of teaching, research, and service as mutually enriching enterprises. The UO Arts and Administration program is committed to helping students to meet the economic, cultural, technological and environmental challenges of the twenty-first century. Faculty and students embrace the value of a liberal arts education that includes competencies and skills that will enable students to adjust and thrive in an increasingly pluralistic society and a context of constant change. The Arts and Administration Program faculty and students live the spirit of resourceful creativity and are actively engaged in public scholarship and community engagement locally, regionally, nationally, and internationally.

The new B.A./B.S. in Arts Management will offer students the opportunity to pursue in-depth studies in the arts and humanities, in the framework of a liberal arts education, and to develop the skills required for creating professional development opportunities that address the needs of current and future leaders in a broadly defined creative sector. Courses will engage all art disciplines as a means of establishing an interdisciplinary general guide to building a career in the arts.

2. What evidence of need does the institution have for the program?

The Arts Management major will attract a full range of students already at the University of Oregon. It will be possible for students to declare the Arts Management major program of study at the freshman/sophomore level upon beginning studies at the University of Oregon. It will also be possible to enter the major program as a junior or senior, making this an especially attractive concurrent degree or double-major option for students initially majoring in music, theatre, dance, art, art history, anthropology, folklore, creative writing, and education. The Arts Management major may also be an excellent option for students who begin studies in the creative, visual, or performing arts but are advised by their faculty to pursue alternate academic and career paths. We also anticipate that, in partnership with our partner UO programs, the double-major option will enhance recruitment of undergraduate students (and greatly appeal to parents). As the only undergraduate program of its kind in the Pacific Northwest region, we anticipate that we will attract students from a variety of cultural backgrounds, both domestic and international.

Detailed evidence of market demand for educational programs of this kind was provided in the full program proposal (see section 4a-Evidence of market demand). In addition to macroeconomic indicators of need, we know from anecdotal evidence provided by our partners across the University of Oregon as well as from our colleagues running similar undergraduate programs of study in institutions similar to our own in other regions of the United States that

student demand for the Arts Management educational offering is very strong. Students and their parents greatly value a strong liberal arts education and expertise developed in diverse arts and humanities programs. However, students and parents also have legitimate concerns about the limitations of many of these programs for students' career preparation and gainful employment upon graduation. We anticipate that our close collaboration with arts, humanities, and education degree programs across campus will help the University of Oregon to better meet students' and parents' expressed needs and expectations. By matching pre-professional education tailored to the demands of the growing creative sector of the economy with the strengths of the University of Oregon's excellent arts, humanities, and education programs, we expect to offer unique educational opportunities that will greatly appeal to current and future students.

3. *Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?*

In examining all other Oregon universities, we have identified the following list of most closely related undergraduate programs:

- B.A. in Applied Theatre (Pacific University)
- B.A. in Arts, Technology, and Multimedia (Willamette University)
- B.A. in Business Administration: Hospitality and Tourism Management (SOU)
- B.A. in Business Administration: Tourism Concentration (EOU)
- B.A. in Community Development (PSU)
- B.A. in General Studies (Oregon College of Art and Craft)
- B.A. in Music Business (SOU)
- B.A. in Music Business (Warner Pacific College)
- B.A. in Nonprofit Management Certificate (SOU)

The proposed B.A./B.S. in Arts Management at the University of Oregon is clearly distinct in its academic orientation and intellectual foundations. The B.A./B.S. in Arts Management has been developed as a collaborative, interdisciplinary format that seeks to serve the needs of students with a wide range of academic interests and professional goals. Its greatest strength is perhaps in the program's design to ideally complement other existing academic programs across the arts and humanities by providing a specific set of curricular expertise to enable undergraduate students to more successfully transition to their career pathways and plans for graduate study.

4. *What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?*

Because this new undergraduate B.A./B.S. program will be launched with a strong academic unit infrastructure, the overwhelming majority of the resources required to ensure this new undergraduate program meets the University's high academic standards are already in place. All courses required for the major are already fully-approved courses in the curriculum that are being taught regularly to meet the needs of our many undergraduate minors and graduate students. Undergraduate students will have access to a robust advising and instructional team of more than 20 TTF and NTTF faculty and a full array of required and elective courses. Additionally, the undergraduate majors can draw upon our existing print and electronic library resources.

It is anticipated that the program will need to incrementally fund four additional course sections per academic year in order to appropriately accommodate the new student majors. The program currently has several Career NTTF engaged at less than 1.0 FTE who can easily absorb the increase in classes. The additional FTE and income stability will be openly welcomed by our faculty.

**Academic and Student Affairs Committee
Board of Trustees of the University of Oregon**

Resolution: Approval of New Degree Offerings

Whereas, the University of Oregon (UO) benefits from a cross-section of high quality, well-designed academic degree programs;

Whereas, the School of Architecture and Allied Arts (AAA) seeks to offer three new degrees to students effective fall 2016: a Master of Science in Sports Product Design, a Bachelor of Arts in Arts Management, and a Bachelor of Science in Arts Management;

Whereas, AAA is uniquely and strongly situated to offer these degrees based on expertise, history, demand, and industry connections;

Whereas, these degree programs build on and enhance existing programs, faculty work, and competencies;

Whereas, these proposed graduate degrees have received thoughtful and deliberate evaluation to ensure that they are well-vetted and in alignment with the University's goals and priorities and have been approved by all necessary and appropriate committees; and,

Whereas, the section 4.3 of the Policy on Retention and Delegation of Authority authorizes the Academic and Student Affairs Committee to approve a new degrees and authorize the submission of such degrees to the Higher Education Coordinating Commission on behalf of the Board of Trustees;

NOW, THEREFORE, the Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon hereby authorizes a **Master of Science in Sports Product Design**, a **Bachelor of Arts in Arts Management**, and a **Bachelor of Science in Arts Management** as degree offerings effective fall term 2016.

Moved by _____

Seconded by _____

| Trustee | Yes | No |
|----------|-----|----|
| Ballmer | | |
| Chapa | | |
| Curry | | |
| Ford | | |
| Paustian | | |
| Schill | | |
| Wilcox | | |
| Willcox | | |

Date: _____ Recorded by: _____



Agenda Item #3

Resource Alignment Initiative

As you know, President Schill and university leadership are engaged in serious discussions about aligning university resources with institutional priorities and areas of student demand. The president has announced an across-the-board reduction in administrative budgets. In addition, the provost is engaging with each school and college to evaluate resource distribution. The College of Arts and Sciences is the first to dive deeply into this endeavor due both to its size and scope within the university, but also because of recurring deficit issues faced by the College.

The goal of this agenda item is to provide trustees with a more detailed look at the data and analyses underpinning decisions. Information about student credit hours, demand for courses, faculty numbers, and relative resources all factor into resource alignment.

At the meeting, the president will provide an overview of the overarching resource alignment initiative and its correlation to institutional goals. The provost will discuss with trustees the underlying factors and data being used in school and college analyses. The interim dean for CAS will talk more specifically about the steps taken within that college.

Attached are two items you previously received, but which are included as a reminder: the president's memo from January 2016 regarding the overarching initiative, and a memo from Andrew Marcus to his CAS colleagues. Of particular relevance to the discussion are the graphs at the end of the CAS memo.

Aligning our resources for academic excellence

Dear Campus Community,

Since I assumed the presidency of the university last July, I have met with countless members of our community. Whether those meetings were with faculty, students, staff, or alumni, there was virtual unanimity with respect to one proposition: our top priority needs to be academic and research excellence. With this message, I invite you to join me in what I hope will be a transformational process of aligning our resources and our efforts to achieve our aspirations as a preeminent public research institution.

The University of Oregon, as the flagship research university in the state, is committed to furthering knowledge through teaching and research. We are the school with international reputations in molecular biology, neuroscience, green chemistry, special education and other programs. We are the school whose faculty achieves path-breaking research in such varied fields as prevention science, comparative literature, geography, environmentalism and ecology, and evolution.

Today, our university's research profile is not as strong as it should be. While there are many programs and pockets of excellence throughout the university, the overall landscape is very uneven. As the last National Research Council ranking shows, we have relatively few departments that are listed among the best. The productivity of some of our faculties lag their peers and our program of graduate education is impoverished in its numbers of students. We must do better, and we will do better.

The root causes of our current situation are many. Certainly, part of the problem lies with resource constraints. From 2001 to 2015, the percentage of the UO's budget funded by the state of Oregon dropped by more than 50 percent. As the institution became more tuition dependent, we increased our undergraduate enrollment and increasingly relied upon non-research faculty to do more of the teaching. Today, our faculty is out of balance; only 47 percent are on the tenure track, 11 percentage points less than our AAU and public research institution peers. Additionally a lack of tight budget controls and monitoring systems created a situation where course loads for tenure-track faculty in some departments fell significantly below the stated institutional standards. We need to rebalance our faculty.

We are experiencing a number of other significant cost drivers, many of which are critical to improving our university. Labor costs, which account for more than 80 percent of our expenditures, have increased significantly in recent years in our effort to bring salaries in line with our peers and through collective bargaining. The serious problem of campus sexual violence has required significant investments in our Title IX staff and programing. To improve student success and completion we are hiring additional advisors. Federal mandates have required us to hire more compliance administrators. And the state's lack of appropriately mandated pension

contributions in the past will require us to substantially increase the proportion of our budget that goes to PERS beginning in FY18.

In the face of these budget constraints and pressures, our current academic budget model—which depends primarily upon student credit hours—does not provide departments with stable sources of revenue to plan year to year, much less for the long run. Some schools and colleges have gone from surplus to deficit in a matter of a few years as students' curricular preferences have shifted and workforce demands have changed. Furthermore, our culture of decentralization has further weakened our ability to achieve administrative coordination and economies of scale.

The financial stresses on the university have undermined our mission. It is now time to change the status quo. I have already announced my intention to invest in our academic future by increasing our number of research-active, tenure-track faculty by 80 to 100 over the next five years. We will also need to build the research infrastructure necessary to allow us to produce more knowledge, make more of an impact, and rise in national preeminence. This, in turn, will allow us to attract and retain world-class faculty throughout the university. This cycle of excellence is key to our success.

How will we pay for the investments necessary to reach these goals? While we will continue to work hard to persuade our legislators to increase our state support, I do not expect that the taxpayers of Oregon will ever be able or willing to provide us with enough resources to allow us to accomplish our mission. We will work hard with our alumni and supporters, as part of our \$2 billion campaign, to raise funds for our faculty and our research infrastructure. Already many have heard the message and we expect to cross the halfway mark by mid-2016. But we owe it to our donors, our students, and the taxpayers to steward our resources responsibly. We must also change how we internally do business.

I have asked Provost Coltrane to lead an effort over the next 18 months to re-engineer our academic budget model with an eye to achieving stable and predictable sources of revenue for our academic units. He will work with our academic leadership (e.g. our deans, University Senate, vice presidents) in this endeavor. In addition to examining revenues, I have also asked him to look at the expense side of the equation. Resources are too scarce and our mission too important for us to waste money in redundant administration, poorly performing programs, and lax accountability.

This work will be in tandem with our strategic planning process. As you may know, before I arrived, the campus engaged in a year-long process of drafting a strategic framework for the university. The goal of this process was to identify how to operationalize our goals for competitive excellence. The provost has been working with deans, department heads, and faculty to refine the work of campus. I have also asked him to ensure the strategic framework is aligned with our academic goals and focused on how to achieve the greatest impact. Next week Provost Coltrane will share a draft of the strategic framework document with campus to receive input. The document, which will eventually go to the Board of Trustees for review and approval, will help guide us as we seek to achieve our goals and stay strategic in our focus and investments.

We will also be looking very carefully at expenditures in central administration. As part of this year's budget review for FY17, I will ask each of our central units to suggest ways in which they can streamline services and achieve significant cost savings. For the longer run, I will appoint a task force of administrators and academic leaders to examine the efficiency of our central administration as well as to propose cost-saving steps. I expect that this group will provide me with some interim recommendations by the end of the current academic year. University Communications will be the first unit to begin integrations to better tell our story, look for operational efficiencies, and create more collaborations.

In the spirit of transparency, I will not sugar coat this message. This is not business as usual. Not all departments or schools will be net winners. Some members of our campus community may encounter hardship as we become better stewards of our resources. As we move forward, we will do everything within our power to make the transition as humane and smooth as possible. But we must move forward. To do anything less would consign our great university to mediocrity. That is unacceptable to me. I am sure it is equally unacceptable to you.

We have a historic opportunity to elevate this university in ways that serve students, the state, our nation, and that will further the production of knowledge. We must change, adapt, and align our operations and resources with our goals if we are to achieve our lofty aspiration and continue to meet our mission as a preeminent public research university.

Sincerely,

Michael H. Schill
President and Professor of Law



University of Oregon
College of Arts and Sciences

January 13, 2016

W. Andrew Marcus
Interim Tykeson Dean &
Professor of Geography
office: (541) 346-3902
fax: (541) 346-1150
email: marcus@uoregon.edu
<http://cas.uoregon.edu>

To: CAS Department Heads and Budget Managers

From: W. Andrew Marcus

Re: CAS Budget

Following the update I provided at our December heads meeting and today's heads and managers meetings I have heard from several of you regarding concerns about the CAS budget deficit. I appreciate how disconcerting it is for us to be making budget reductions right now, and this prompts me to reiterate the reasons behind this and clarify the process ahead.

As President Schill stated in his message to campus last week; it is imperative that we move the institution forward by aligning our resources to our greatest priorities

(<https://president.uoregon.edu/content/aligning-our-resources-support-academic-excellence>).

For CAS, this means we must make difficult but necessary budget cuts that allow us to align instructional resources with instructional needs while creating the opportunity to grow our tenure-track faculty. Although it will force us to make difficult decisions, I strongly endorse President Schill's message—that attaining a higher level of research excellence as an institution requires us to realign our resources to better support our goals.

Achieving our research and instructional goals has been complicated by the significant budget shortfall that CAS has carried for the last two years, something we have discussed many times in meetings with heads, faculty, and staff. At one point, our projected annual operating deficit exceeded \$12 million. Thus far, we have been able to avoid major reductions by using carry forward funds. In addition, central administration has worked with the college to shift funds to CAS. In the past year alone, our central administration has authorized a permanent, recurring budget augmentation of \$7 million per year, provided a one time transfer of \$4M to our budget, altered the budget model to add SCH-based funds to all school and colleges, and helped CAS remove major costs centers (startups and high performance computing) from our budget. Even with these measures, however, we face a projected deficit of about \$4 million in the 2015-16 fiscal year. We therefore need to implement cost-savings measures in order to balance the budget in future years.

At our September heads retreat, Provost Scott Coltrane outlined the many steps taken by central administration to help CAS balance its budget—and also made clear the expectation that CAS must bring costs in line with expenses within the next year and a half. Now that we know the level of support that will be provided by central administration, it is time to move forward with a plan.

Because 96% of the college budget supports personnel, reducing costs means we have to reduce overall personnel numbers. At the same time, per the President's mandate, we need to align resources to support growth of tenure-track faculty and position ourselves to attain the highest

COLLEGE OF ARTS AND SCIENCES

5228 University of Oregon, Eugene OR 97403-5228 T (541) 346-3902 F (541) 346-1150 <http://cas.uoregon.edu>

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levels of research excellence. Reductions in personnel will primarily involve NTTFs and a smaller number of staff.

Our decision-making will be aimed at addressing imbalances in enrollment and the number instructional personnel in departments that have experienced dramatic increases or decreases. Student credit hours in the humanities, for instance, are down 8% overall since 2007-08 while our humanities tenure-track lines have grown by 19%, GTFs by 4%, and instructional NTTF FTE by 80%. There are many reasons for these disparate growth rates, including some that reflect good pedagogical practice (e.g. decreasing composition section sizes), but the overall picture indicates a need to bring our instructional resources in line with our instructional needs and research aspirations. I have attached four graphs which illustrate the large shift in student credit hours over the last eight years — a shift that has created significant imbalances between instructional need and non-tenured personnel. The preponderance of cuts will be in those departments where enrollment is down and instructional staffing is up.

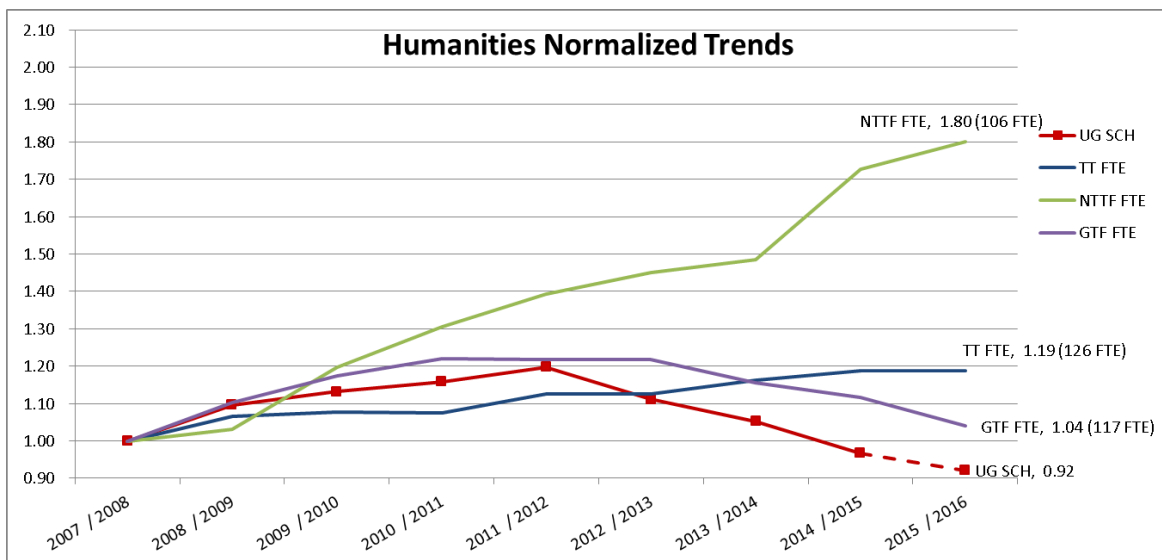
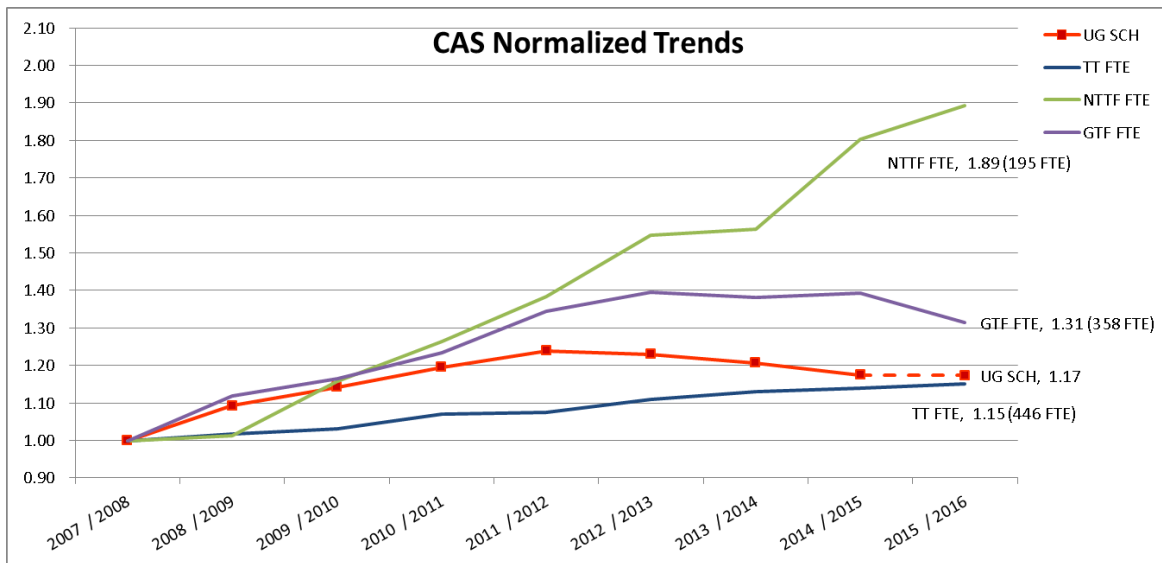
As I have said for many months, this will require hard decisions — decisions we will make in close collaboration with you. In this month and next, the dean's office will be meeting with individual departments to discuss personnel needs for 2016-17. We will also be working closely with central administration and United Academics.

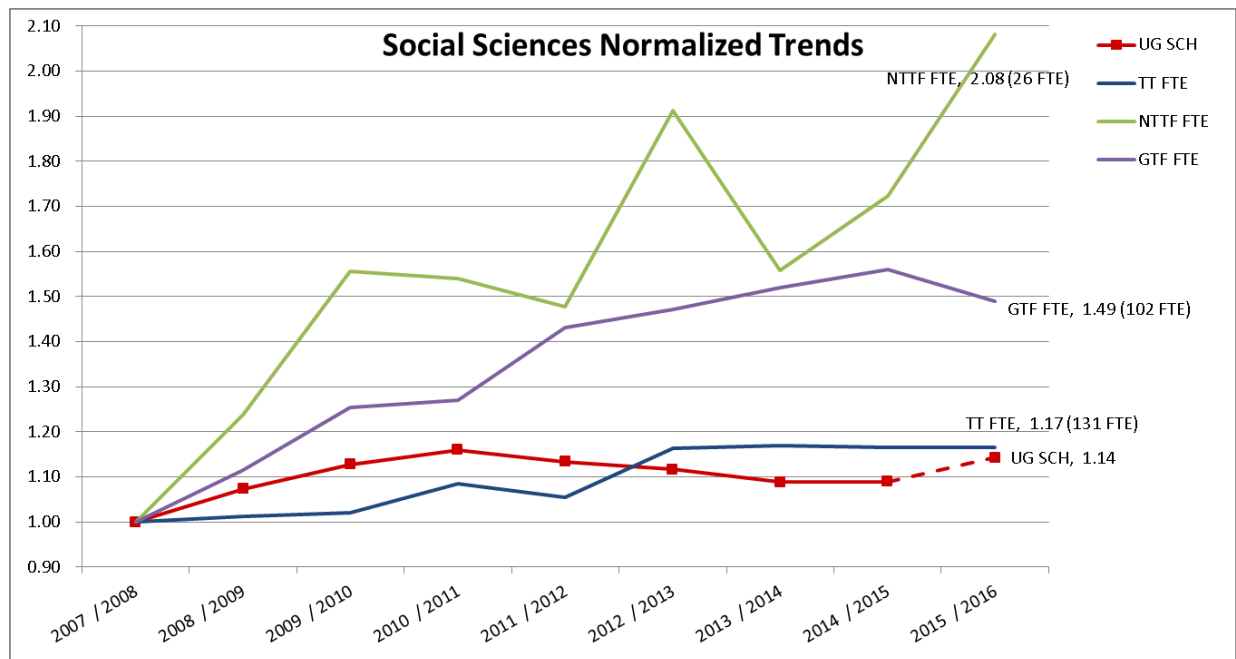
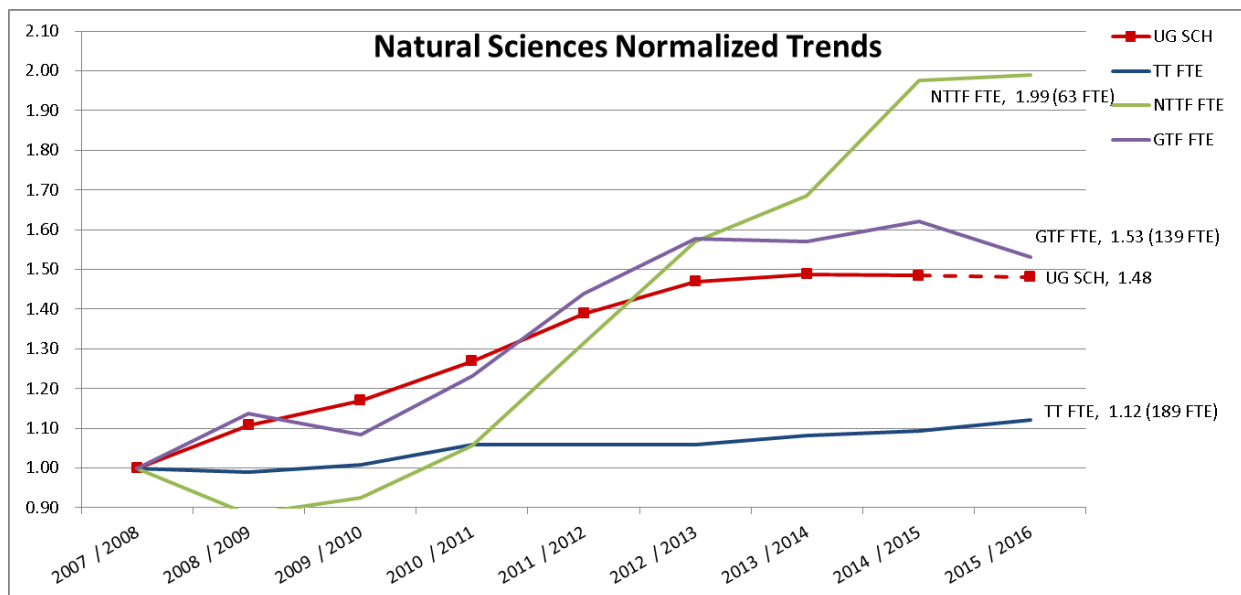
I know these decisions will have a direct impact on you and your colleagues. I also realize that budget reductions have an impact on morale and, in particular, contract non-renewals will affect people who are important to us. Therefore, I want to share our guiding principles going forward. We will work to be respectful and sensitive to the needs of those affected. In order to be transparent and consistent, we will use metrics to guide our decision-making; however, we will not be subservient to the metrics—department heads will have the opportunity to discuss budget reductions and offer alternative mechanisms to try to achieve the same recurring cost reductions within their department. We will work to provide as much advance notice as possible to those whose contracts will not be renewed.

I do not take any of this work lightly; in fact, I have thought often over the past two years about the best path forward through these challenging times. During that period, I have reached out to many of you and sought your input. While the decisions regarding how to balance our budget are mine, I want to emphasize that my thinking has been profoundly influenced by the feedback I have received from many within our campus community.

This will be challenging. Thank you in advance for the thought, care, and passion I know you will bring to these conversations as we work through this time of transition.

Normalized ratio figures: The four graphs below display the growth in various instructional personnel FTE (TTF, NTTF, and GTF) and student credit hours (SCH) since AY2007-08. That year is used to normalize each series because it came at the end of a period of stable enrollments and state funding when instructional resources and needs were in relative alignment before major enrollment swings. The relative change since that date is used to calculate the ratio; for example, if there were 100 TTF in 2007-08 and 150 TTF in 2014-15, then the ratio in AY2014-15 relative to 2007-08 is $150/100=1.5$. Another way of thinking of this is that the ratios indicate the percent change since 2007-08. For example, the graph below for all of CAS shows that 2015-2016 NTTF FTE have grown by 89% (ratio = 1.89) relative to 2007-08.







Agenda Item #4

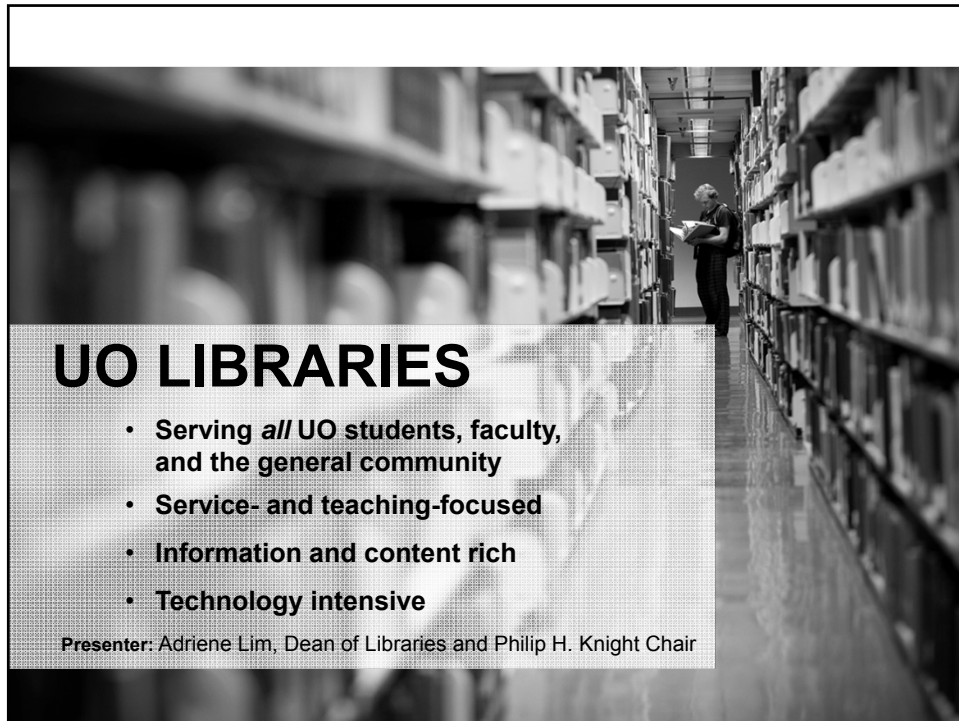
University Libraries



Adriene Lim joined the University of Oregon as the Dean of Libraries and Philip H. Knight Chair on July 28, 2014. Before joining UO, Lim was Dean of Libraries at Oakland University in Rochester, Michigan, and served in a variety of leadership roles at Portland State University, including Interim University Librarian, Associate University Librarian, and Head of Library Technologies. A native of Detroit, Lim served as Head of Digital Library Services at Wayne State University, and the Systems Librarian/ Head of Database Management for the Detroit Area Library Network (DALNET) 1997 to 2005.

Lim earned her Ph.D. in library and information science at Simmons College in Boston. She holds a master's degree in Library and Information Science and a bachelor's degree in Fine Arts, both *summa cum laude*, from Wayne State University. She has published articles and given presentations about managerial leadership, technology, diversity, and other topics at the national, state, and local levels, and has been active in the American Library Association (ALA), the Library and Information Technology Association (LITA), and the Association of College and Research Libraries (ACRL).

In addition to being awarded several community and collaborative awards over the years, Lim received the Loleta D. Fyan Award for creative library service from the Michigan Library Association in 2004, the Butler Award for excellence in faculty service at Portland State in 2007, a full scholarship for the doctoral program at Simmons College in 2007, and a scholarship to participate as a fellow in the Frye Leadership Institute in 2008. She served on the national LITA Board and ALA Council from 2010-2013. Among her scholarly articles, Lim was the author of a 2010 paper on readability that was published in the *Journal of Academic Librarianship* that was named among the "Top 20 Articles in 2010" by the Library Instruction Round Table of the American Library Association.



UO LIBRARIES

- Serving *all* UO students, faculty, and the general community
- Service- and teaching-focused
- Information and content rich
- Technology intensive

Presenter: Adriene Lim, Dean of Libraries and Philip H. Knight Chair



Mission

The University of Oregon Libraries enriches the student learning experience, encourages exploration and research at all levels, and contributes to advancements in access to scholarly resources.



Vision

The UO Libraries serves as a powerful catalyst for learning and knowledge creation.

Values

User-centered and evidence-based approaches, creativity, flexibility, transparency, responsiveness, teamwork, diversity, and integrity

Strategic Plan 2015-2017

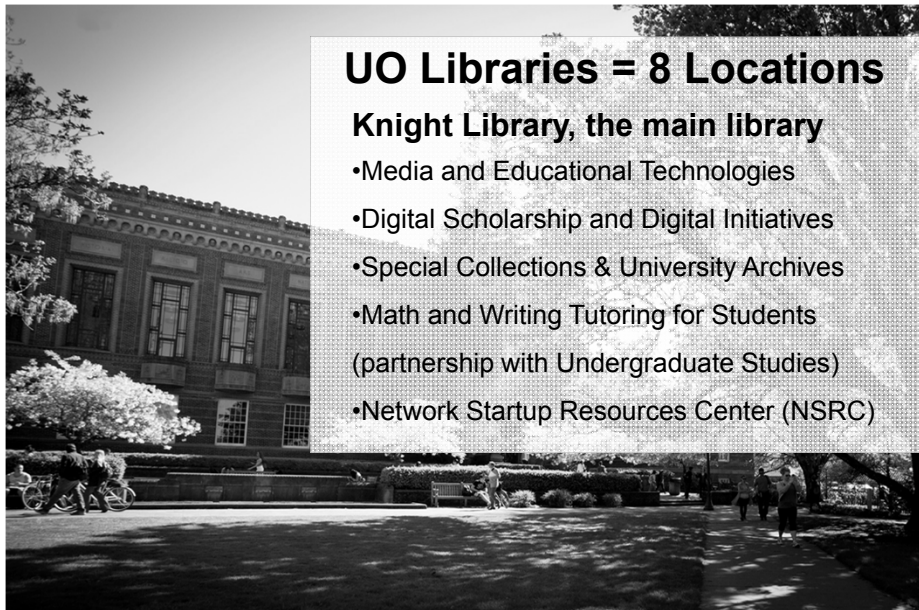
Major goals and objectives

- ***Enhance teaching, learning, and research*** – Build highly relevant content/collections that reflect UO's research themes and programmatic strengths; increase users' awareness and discovery of existing collections to maximize their value; focus on unique primary sources
- ***Engage with diverse partners to fuel discovery and enrich people's lives*** – Explore new ways to provide outstanding library instruction and support diverse groups of users; work with UO faculty to develop students as creators of new knowledge
- ***Provide outstanding learning environments*** – Build new tools and systems to enhance learning experiences; engage users in more non-traditional environments to increase the libraries' value for all users
- ***Improved infrastructure*** – Strengthen the Libraries as a sustainable, effective, user-focused organization



Libraries' Alignment with UO Priorities

- Student success
- Faculty research and expanded research profile
- Engagement, public service
- Example: GLAM (galleries, libraries, archives, museums) - shared art, collections, cultural heritage programs, events, exhibits



UO Libraries = 8 Locations

Knight Library, the main library

- Media and Educational Technologies
- Digital Scholarship and Digital Initiatives
- Special Collections & University Archives
- Math and Writing Tutoring for Students (partnership with Undergraduate Studies)
- Network Startup Resources Center (NSRC)







Experiential Technologies

e.g., 3D printing by the Science Library of objects in JSMA collection for visitors with visual disabilities (enabling visitors to touch “art”)

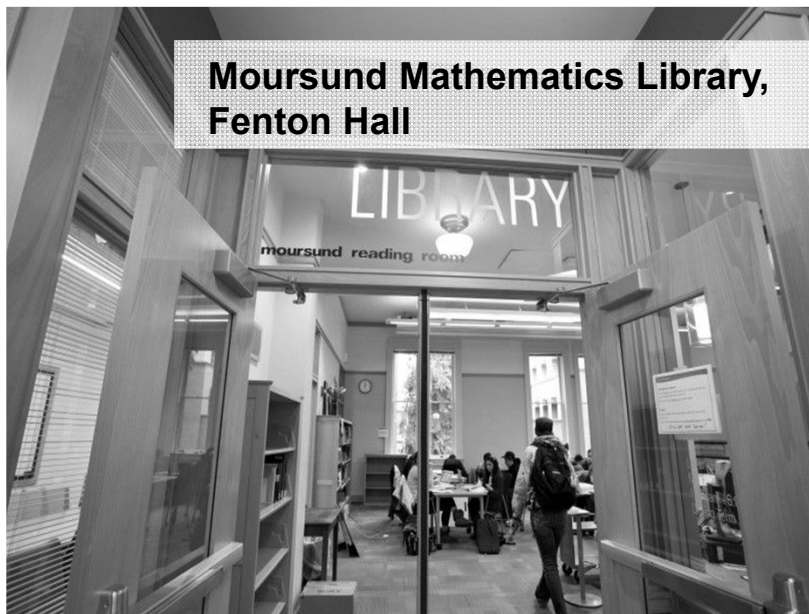
John E. Jaqua Law Library



Global Scholars Hall and Library Commons



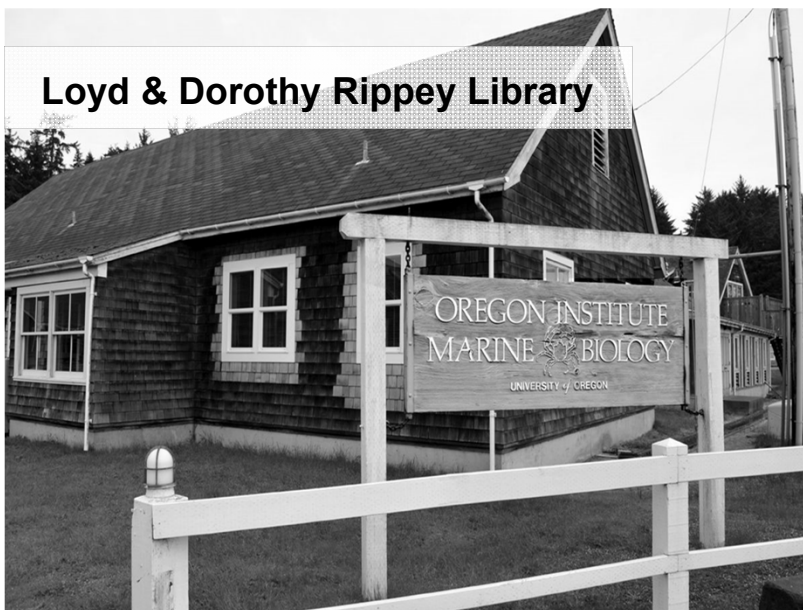
**Moursund Mathematics Library,
Fenton Hall**



UO Portland Library & Learning Commons



Lloyd & Dorothy Rippey Library





Libraries = Successful Fundraising

First Academic Unit to Reach Overall Campaign
Goal, \$36 million

Student Success Goal

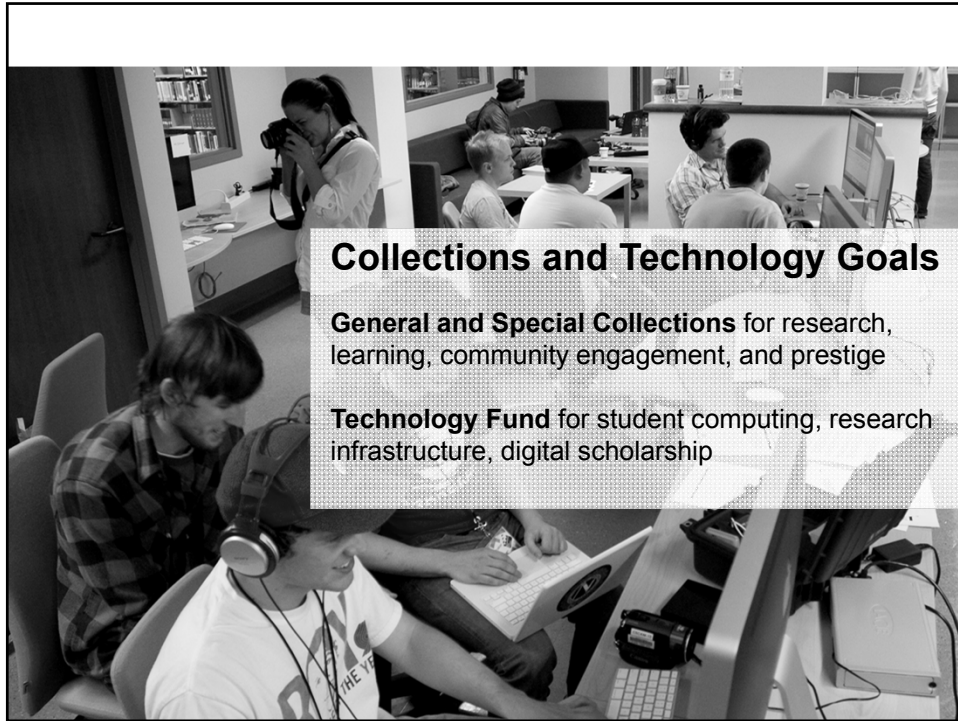
Student Employment Endowment Fund - Largest
student employer on the academic side of UO



Academic Success Goal

Allan Price Science Commons and Research Library

Transformed library spaces, makerspace, and
visualization lab



Collections and Technology Goals

General and Special Collections for research, learning, community engagement, and prestige

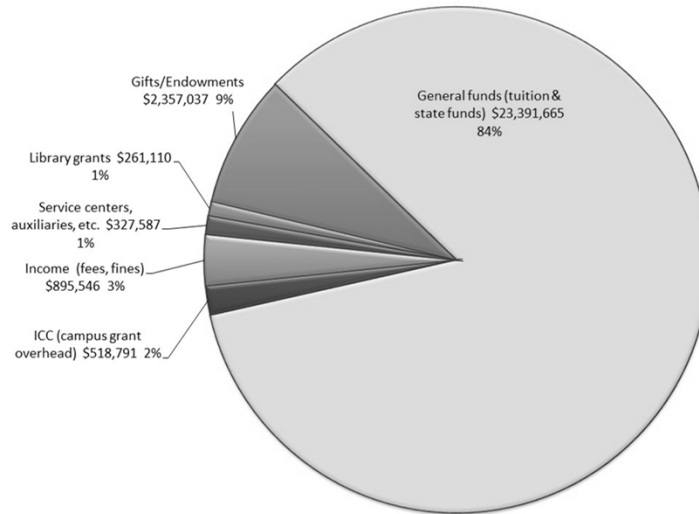
Technology Fund for student computing, research infrastructure, digital scholarship



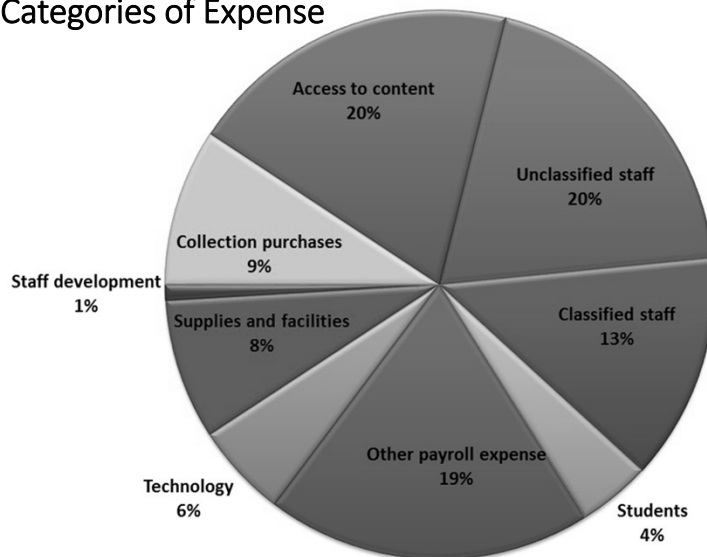
Academic Technologies Leader

- Major Library Systems and Interfaces
- Learning Management System and Services
- Classroom Technologies and Media Services
- Digital Scholarship Services / Digital Collections
- Research Data Management Services
- Public Computing and Technology Assistance
- Campus Pay-for-Printing Systems
- Hands-on Computing Labs

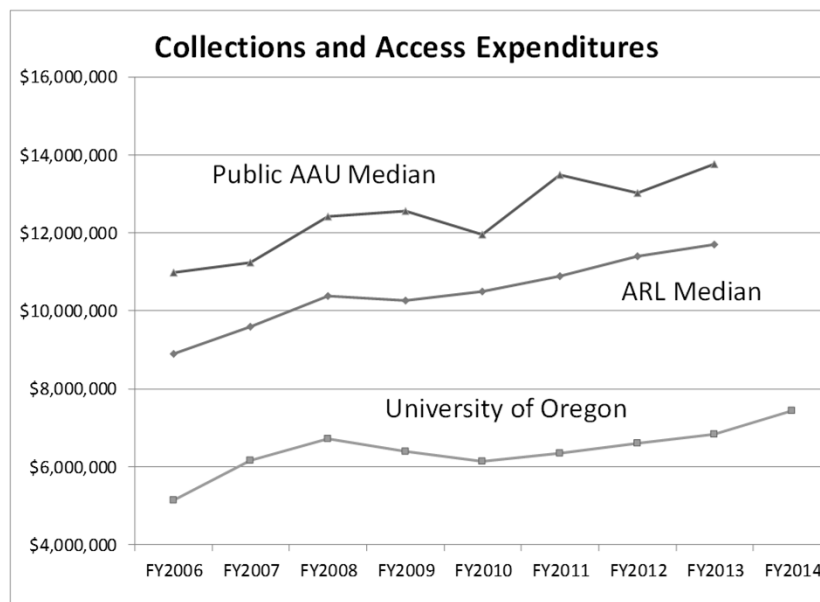
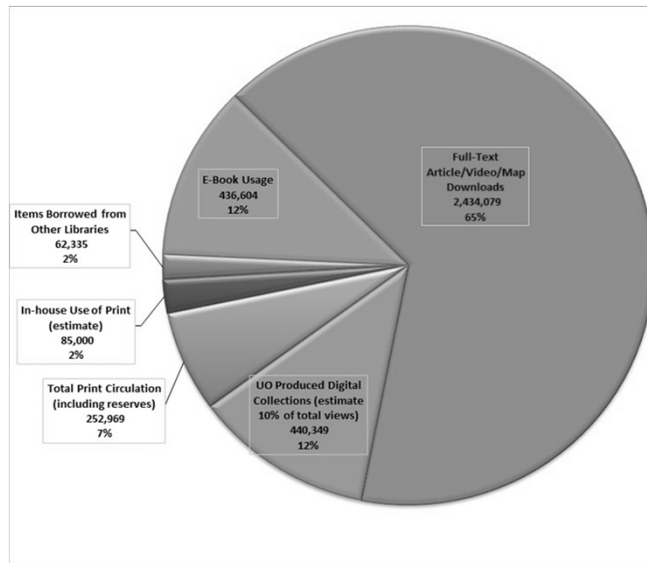
Sources of Expendable Funds



Categories of Expense



Use of library
information
resources:
89% of use is
electronic, 11%
is of physical
items



Libraries in Heavy Demand, 2015 Highlights

- Full text articles retrieved by users: 3.2 million
- E-books retrieved: 360,000 last year
- Library website unique visits: 1.5 million
- Door counts: 50,000 *per week* in Fall/Winter; 1.3 million last year
- Circulation of physical items: 223,000 transactions
- Reference / research consultations: 30,000 last year
- Library instruction sessions: 840; participants: 15,500
- Online courses in Canvas: 2,700; login sessions: 2.8 million
- 24/5 operations: high-priority demand from students

April 2014 LibQual+ Survey

Strengths

- Improved user-satisfaction rates from 2010 to 2014
- Affect of service (how users are treated and served)
 - Consistently helpful
 - Understanding users' needs
 - Dependability in handling users' requests
- Information Control (library collections, website, discovery tools)
 - Making e-resources accessible off-campus
 - Aiding users in advancement of academic work
 - Teaching how to locate, evaluate, use information

April 2014 LibQual+ Survey

Room for Improvement

- Information Control (library collections, website, tools)
 - Improved online guides and tutorials
 - More help in staying abreast of developments in various disciplines, fields of interest
 - Ability to navigate library website easily
 - Ease and timeliness in getting materials from other libraries
- Library as Place (physical facilities, equipment)
 - More comfortable, inviting spaces
 - More study spaces, quiet spaces

Challenges

- Costs for collections and content - inflationary pressures not sustainable, losing ground in maintaining robust collections?
- Lack of storage facility for print collections, special collections, opportunity loss?
- Physical plant issues - lack of staff spaces, need to refurbish and redesign space, improved security, lighting, adequate wireless network, etc.
- Need more technological staffing/systems for teaching and learning, digital initiatives, adequate wired/wireless network, media asset management system, etc.
- Future directions for research data management, online learning, Portland satellite?

Our Future

Premier academic library:

- Center of inspiration and knowledge for every member of the community
- Essential partner in developing UO students for 21st century leadership/citizenship
- UO's showcase for optimal physical and virtual learning environments
- Leader in academic technologies for research, scholarship, teaching, and learning



University of Oregon Libraries



Adriene Lim
alim@uoregon.edu

