Preliminary Proposal of Academic Modifications

To: University Senate and the Academic Modifications Advisory Committee. c/o Professor Edward Davis, AMAC Chair and Senate President

From: Christopher P. Long, Senior Vice President and Provost

Date: October 28, 2026

In accordance with our agreed-upon schedule and section four of the AMAC policy, this initial report explains the need for academic modifications related to our $65M structural budget deficit, outlines the preliminary proposal to redress this deficit with a focus on academic modifications, articulates the principles that have shaped the process of consultation we have engaged in to arrive at this preliminary proposal, and presents the timeline on which we plan to implement the changes considered here.

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I. Background and Progress to Date

Background

On May 22, 2026, President Scholz notified the senate president of a projected $65 million structural deficit over the next several years in the University of Oregon's Education and General (E&G) fund. The projected structural deficit is due primarily to a significant drop in incoming out-of-state enrollment driven by demographic shifts; the political environment that affects international enrollments; increased competition from peer- and near-peer institutions; and the effects of economic uncertainty on families. These dynamics are not only affecting the University of Oregon: they represent a changing reality across higher education and are likely to be the new market environment to which we must adjust.

II. Guiding Principles

In his May 2026 message to the community, President Scholz identified the two guiding principles for this process:

- We will invest in the quality of the student experience and make the University of Oregon a destination of choice for more students.
- We will elevate and invest in research strengths that can meet the needs of our communities and industry, attract the best talent, and differentiate this university.

Academic Modifications

The process for evaluating proposed modifications to academic programs was developed in partnership with the Academic Modifications Advisory Committee and was designed to provide consultative input and feedback, and transparency in how recommendations were developed. Recommendations for academic modifications also followed the Provost's Council Budget Engagement Guidelines, which articulated a common framework to guide the work across schools and colleges.

III. Budget Modification Overview

This preliminary proposal is informed by the working vision document, Toward a Premier R1 University, which was drafted to shape our conversations and guide our budget decisions. Drawing on the second principle outlined above to invest in research strengths, the working vision document outlines seven research confluences that identify signature areas of research where we aim to focus our ambition. The research confluences help focus our strategic approach to graduate education, particularly at the doctoral level. Drawing on the first principle to invest in the undergraduate educational experience, the working vision document emphasizes our commitment to offering undergraduate students distinctive experiences that empower them to discern who they are and what difference they hope to make.

The potential budget reductions we present below are being considered within the context of this emerging vision for the University of Oregon, which draws on and extends the priorities established in the Oregon Rising strategic plan.

We continue to invite feedback on the working vision document by email to otp@uoregon.edu.

Reductions identified across the University

Over the Summer and Fall, the university has been exploring avenues to close this deficit. Leaders have been working creatively, using this opportunity to develop long-term strategic proposals designed to put the university on a sustainable financial path rather than simply making across-the-board reductions. The proposals have been developed in response to feedback received during the initial period of consultation. Proposals have been developed

in three broad categories: at the enterprise level, in administrative areas, and within the schools and colleges.

Summary of Current Proposed Budget Cut Preliminary Plan

Original estimate of budget cut target announced in May 2026	$65 million
Revised budget Deficit shared in June 2026 Projections analysis with Board	$63.3 million
Budget Cuts completed or planned to cover existing budget deficits in administrative units and schools and colleges	$3.9 million
Enterprise Level Actions	
• Cut $3M from the Budget Advisory Group (BAG) — Strategic Initiative Funding	$3 million
• Cut $3M from E&G Fund Transfer Budget	$3 million
• Commit $10M from Internal Bank—Strategic Investment Funds for E&G Fund Support	$10 million
Cuts in administrative services necessary to meet the university's mission (approximately net 7.25% of $242.1M budget)	$17.6 million
Schools and College Cuts (approximately net 7.25% of $355.6M budget)	$25.8 million

Enterprise solutions

Over the last several months, the President has tasked his leadership team to identify possible cost-saving opportunities at the enterprise level. Reductions at the enterprise level do not come without risks, but they have been proposed to minimize the impact of budget cuts on core academic programs and administrative services necessary to meet the university's mission. With that in mind, the following proposed cuts are being considered**:**

Cut $3 million recurring from Budget Advisory Group (BAG) Strategic Initiative funds.

Historically, the institution has reserved $2 million per year in recurring funding to invest in critical initiatives. An advisory group of approximately 18-20 students, faculty, and staff annually reviews proposals from across the organization and makes recommendations to the president for funding. In recent years, the funding for these investments was reduced to $1 million recurring per year due to budget pressures. Examples of past initiatives supported through this process include the cybersecurity program, academic and career

advisors, accommodations staff, environmental, health and safety staff, the Student Food Pantry and the Black Cultural Center.

The long-term projections assume that the UO will continue to invest $1 million of recurring funds per year in this process. This proposal would cut $3 million of this future assumed recurring funding and suspend the BAG process for three years. Previous investments will continue to be funded, but there will be no new funding during this time period. The main risk of this action is underinvestment in critical areas, as units that would historically have obtained Strategic Investment funds will have to either fund investments on their own (e.g., by cutting other programs or services to stay within their budget) or forgo the investment.

Cut $3 million recurring from E&G Fund Transfer Budget.

Funds are transferred out of the E&G fund budget for a variety of reasons, including to fund critical academic capital projects (e.g., faculty lab remodels), to provide the required match to qualify for state funding of capital projects (e.g., Lawrence, Friendly, Villard, and Huestis Halls); to make principal payments for debt on E&G-funded buildings; and to provide required matches for federal financial aid programs. The budget for E&G fund transfers in the current long-term projections is $13.2 million per year. The institution is considering reducing this budget by $3 million per year. While this will help balance the E&G fund budget, it risks leaving the institution without sufficient funds to invest in critical capital projects, including necessary match funding to receive state support for academic building projects.

Commit $10 million from Internal Bank—Strategic Investment Funds for E&G Fund Support

In recent years, with the implementation of new investment strategies and elevated market rates, the university has earned more on its cash and investment pool. Excess earnings beyond the standard rate distributed to campus (1.75% APR) are allocated to a one-time strategic investment fund. For many years, the cash and investment pool did not earn enough to allocate any funds to the strategic pool. Between FY18 and FY22, an average of $1.3 million was allocated each year. Because these returns are variable and not guaranteed, they have historically been used for one-time investments, with the majority being used for critical capital projects.

Starting in FY23, new investment strategies and a change in the rate environment have led to significant allocations to the fund (average of $23.25 million per year). The university is considering allocating $10 million recurring of this funding to E&G fund support, while reserving the balance to take care of two very large liabilities that will likely be occurring within the next four to six years: $33.2 million of debt on the White Stag Building in Portland and a necessary transition from Banner, the institution's current legacy Enterprise Resource Planning (ERP) system. The estimated cost of the ERP transition is $50 million to $90 million depending upon the platform and extent of transition support needed. OSU is currently transitioning away from Banner at an estimated cost of $81 million. The risk associated with this budget allocation is that the market rate environment may change and there might not be enough funds generated in the future each year to support E&G activities and/or to meet these two very large upcoming liabilities.

Accounting and Human Resources Business Practices Advisory Group

The president has charged a cross-functional team with representatives from across the university – schools and colleges, auxiliary units, research centers and institutes, business hubs, and central departments – to explore changes to administrative functions that might result in more standardized business processes, more efficient delivery of service, as well as cost savings. As work of this group is still ongoing, with recommendations expected in four to five weeks, no savings are assumed from the initiative yet.

Strategic Sourcing

Purchasing and Contracting Services has launched a project working with colleagues across campus to assess the savings that can be had by better leveraging the institution's scale to negotiate with vendors for improved product pricing. This project is still in the early stages and no savings are yet identified.

Administrative units

In July and August, the vice presidents were asked to model 5%, 10%, and 15% cuts to their respective areas. Those models have been submitted for consideration and are being refined as administrative units continue to identify potential budget cut opportunities. Based on that initial modeling, it appears that across administrative areas we are likely to see reductions in staffing that affect particular services, rather than the elimination of entire departments. Early estimates project more than 100 officer of administration and

classified positions will be affected, approximately 2/3 of which are occupied. Final decisions may vary area by area and will be made by President Scholz in early December.

Academic units

Over the last few months, Provost Long has been working with deans and academic leaders across campus to develop recommendations for academic modifications. Deans were also asked to model 5%, 10% and 15% cuts to their schools and colleges. In order to provide meaningful consultative input to proposed academic modifications, the University Senate voted on May 27 to create the Academic Modifications Advisory Committee (AMAC) to act as the Senate's designated body to provide feedback and input to the Provost and Provost's Council.

IV. Consultation Engagement Process

The Provost's Council Budget Engagement Guidelines outline the structured, collaborative process of consultation we have sought to pursue in addressing the structural budget deficit. The Provost's Office submitted engagement plans from each dean on August 27, 2026. AMAC provided written feedback to each dean and the Vice Provost of University Libraries on September 15, 2026.

See Appendix A: Consultation Engagement Report for a list of engagements the deans have undertaken since June 2026 and a summary of the feedback we have received.

V. Academic Modification Proposals Under Consideration

While this preliminary proposal provides context from the libraries and each school and college, it is important to note that it includes **proposed changes that fall outside the usual definition of a major academic modification**. While adjustments to graduate program size or faculty workload would not normally trigger this level of review, the scale of the current reductions warrants a broader and more transparent accounting, allowing for wider consultation.

This section reports the academic modifications under consideration. It does not give a complete account of potential spending reduction actions or of revenue enhancement actions, since not all actions are academic modifications. For example, due to the

sunsetting of the Tenure Reduction Program, the university has an unusually large number of tenured faculty (61) who have signed up for retirement over the next two years. This predictable set of retirements allows schools and colleges to use tenure-related faculty attrition as part of their budget reduction strategy. Simultaneously, schools and colleges will have to backfill some of these retirements through new faculty hires, so the savings are lower than one might estimate from 61 retirements.

The financial and academic rationale for modifications to academic units is that the academic footprint of the university accounts for more than half of E&G spending. Thus, the university-wide budget gap cannot be closed without impacting academic units.

Each dean has searched for ways to reduce spending without fundamentally damaging the academic and scholarly mission of their college. This resulted in proposals for program consolidations of smaller programs with commonality, doctoral program closures where this could be accomplished while preserving the scholarly mission, and other graduate program closures and reductions when the economics of managing those graduate programs are unfavorable.

Given the uncertainty about the magnitude of the reductions each college will ultimately need to make, we have taken an expansive approach, putting forward a broad range of potential actions for consideration by our community. The proposed academic modifications below, including program suspensions and departmental mergers, do not yet reflect all the feedback that has been received or will be received through the ongoing consultation processes. None of these actions have been finalized or approved, and not all will necessarily be implemented. The proposals may change based on further consultation and clarification of the required budget reductions. In particular, the academic modifications in this document were drawn from school/college preliminary plans for an average 10% reduction, but the reduction based on the table on p. 4 is expected to be approximately 7.25% on average. This lower budget reduction target means these plans will also require further review, but some of the difference between 10% and 7.25% has already been absorbed by excluding tenure-related faculty layoffs from consideration.

1. Potential closures and reductions of graduate programs

Most colleges have proposed reducing the number of GEs in their programs and/or reducing the number of graduate programs that are supported by GE positions (these programs are typically Ph.D. programs). This is motivated by two factors: (1) the increasing cost of GEs as instructors, and (2) the limited number of employment opportunities requiring a Ph.D. in some areas.

All existing formal commitments of GE support will be honored. Also, existing programs would be maintained as needed to allow for timely degree completions (teach-out programs).

In the table below, to "sunset" a program means to suspend new admissions and teach out the students currently in the program with the intention of closing the program once the last students have completed the program. To pause or suspend admission means to cease admitting students until a goal is reached, such as evaluating the strategic role of the program and the appropriate size for the program. In the case of paused or suspended admissions, existing students would continue to be served and continue to progress normally through the degree program.

Unit	**Considered Action and Rationale**
CAS	Sunset Ph.D. and MA in German and Scandinavian Studies[1] With reduced GE support, resources would be focused to sustain graduate programs with strong student demand that fulfill workforce needs and align with university research priorities.
CAS	Sunset Ph.D. programs and MA programs in Romance Languages[2] With reduced GE support, resources would be focused to sustain graduate programs with strong student demand that fulfill workforce needs and align with university research priorities.
CAS	Sunset Ph.D. in Theatre Arts[3]

[1] German and Scandinavian Studies has granted an average of 1.33 doctoral degrees per year and .67 master's degrees per year in the last three years.
[2] Romance Languages programs have granted an average of 4.67 doctoral degrees per year and 3.67 master's degrees per year in the last three years.
[3]Theatre Arts has granted an average of .67 doctoral degrees per year and .33 master's degree per year in the last three years.

	With reduced GE support, resources would be focused to sustain graduate programs with strong student demand that fulfill workforce needs and align with university research priorities.
CAS	Sunset Ph.D. and MA in Comparative Literature[4] With reduced GE support, resources would be focused to sustain graduate programs with strong student demand that fulfill workforce needs and align with university research priorities.
CAS	Sunset Ph.D. and MA in Folklore[5] With reduced GE support, resources would be focused to sustain graduate programs with strong student demand that fulfill workforce needs and align with university research priorities.
CAS	Sunset Ph.D. and MA in History[6] With reduced GE support, resources would be focused to sustain graduate programs with strong student demand that fulfill workforce needs and align with university research priorities.
CAS	Sunset MA in Classics[7] With reduced GE support, resources would be focused to sustain graduate programs with strong student demand that fulfill workforce needs and align with university research priorities.
CAS	Sunset MA in Asian Studies[8] With reduced GE support, resources would be focused to sustain graduate programs with strong student demand that fulfill workforce needs and align with university research priorities. Note that this does not affect graduate

[4] Comparative Literature has granted an average of 3 doctoral degrees per year and .33 master's degree per year in the last three years.
[5] Folklore has granted no doctoral degrees in the last three years and an average of 4.67 master's degrees per year.
[6] History has granted an average of 2 doctoral degrees per year in the last three years and 5.67 master's degrees per year.
[7] Classics has granted an average of 1.33 master's degrees per year in the last three years.
[8] Asian Studies has granted an average of 1.67 master's degrees per year in the last three years.

	programs (Ph.D. and MA) in East Asian Language and Literature.
CAS	Reductions in GE support to all other graduate programs GE appointments represent a substantial recurring expenditure. A phased, differentiated reduction would bring graduate funding into alignment with available resources and concentrate support on sustainable programs that meet student demand and workforce needs and where graduate students contribute most significantly to faculty research and scholarship. Limited GE funding would be focused on doctoral training and research, where multi-year support is central to the degree model. Between program closures and other reductions, the total reductions could be as much as 40% of GEs in CAS, with differentiated reductions across departments.
COE	Sunset the Quantitative Research Methods in Education (QRME) Ph.D. Program[9] This graduate program is not directly linked to any undergraduate programs, and the master's program it is linked to does not generate enough revenue to offset the costs of the GE funding. This program has the smallest amount of faculty research expenditures and research F&A returns of all Ph.D. programs in the college (even after adjusting for the number of faculty associated with each Ph.D. program).
COE	Sunset the Educational Policy and Leadership (EPOL, coded as EPLD in the core dataset) master's program.[10] The size of this program is decreasing, with no sign of recovery, and enrollment is insufficient to cover the costs of program. This program has been affected by declining international student enrollment.
DSGN	Limit admission in MFA program to 5 students per year This action will limit costs while the college does graduate program costing review to plan strategically so that GE supported admissions align with college priorities and budget.

[9] The Education Studies Department has granted an average of 2 Ph.D. in the QRME program over the last three years.

[10] The Education Studies Department has granted an average of 10.33 master's degree in the EPOL program over the last three years. Current enrollments will result in smaller numbers of degrees.

DSGN	Pause recruitment for Ph.D. programs in Architecture, Landscape Architecture, History of Art and Architecture, and Planning, Public Policy and Management. This pause will give time to evaluate costs and benefits of these programs and plan strategically so that GE supported admissions align with college priorities and budget.
LCB	Sunset Operations and Business Analytics Ph.D. program.[11] This is not a large program and is not critical to the college's research or teaching mission. Historically it has relied on international students, which has made it vulnerable as that market has diminished.
LCB	Sunset Management Ph.D. program.[12] This program is already on an admissions pause because the faculty do not feel it is serving students well.
SOJC	Pause recruitment for Advertising and Brand Responsibility Master's program. This is to temporarily free up teaching resources for the undergraduate advertising major. This will be coupled with a longer term evaluation of this Master's degree program and whether/how it can be run in a fiscally sustainable way.
SOJC	Limit GE supported Ph.D. program admits to five per year. This does not modify the program, but this program is expected to have fewer students, and it limits the cost of the program.
SOMD	Reduce number of GE supported graduate students. GE positions will be reduced to minimize the number of Career Faculty impacted by the budget cuts. Reductions will be targeted to positions that are less critical to meeting the school's instructional and teaching-capacity needs.
SOMD	Eliminate collaborative piano degree programs (master's and doctoral).[13]

[11] The Operations and Business Analytics program has granted no Ph.D.s in the last three years.
[12] The Management Ph.D. program has awarded an average of 1.33 Ph.D.s in the last three years.

	This is less strategically critical to SOMD than other programs. This will have no effect on (NASM) accreditation. The reduction would be achieved through attrition by not replacing a retiring faculty member, thereby reducing the impact on faculty morale and avoiding the elimination of an ongoing occupied position.

2. Academic unit consolidation or mergers

These are opportunities for administrative savings. In some cases, small departments with small academic programs can better maintain critical mass through a merger. In other cases, programs with overlapping interests can gain synergies through mergers.

CAS	Consolidate small undergraduate literature departments. German and Scandinavian Studies, Romance Languages, Russian East European and Eurasian Studies. Two configurations are under consideration: (a) a Modern Languages and Literatures department including East Asian Languages and Literatures (EALL), German and Scandinavian Studies, Romance Languages, and Russian, East European, and Eurasian Studies; or (b) a Euro-American Languages and Literatures department excluding EALL. Either could be a step toward a more unified Schnitzer School of Global Studies and Languages. Consolidation would reduce duplicate leadership and administrative processes, distribute faculty service more broadly, and support coordinated curricula while retaining instruction in individual languages and literatures.
CAS	Consolidate the two small and related departments: Classics and Religious Studies. A combined department would eliminate duplicate leadership responsibilities and reduce faculty service and administrative demands. The consolidation could create a more sustainable structure for two relatively small disciplines while preserving their distinct curricula and scholarly identities.
CAS	Consolidate Earth Sciences and Geography. These are relatively small undergraduate programs. The departments have meaningful connections in environmental change, Earth systems, and

	spatial analysis. Combining leadership and administrative functions could lower overhead, create additional opportunities for curricular and research collaboration, and strengthen the long-term sustainability of Geography.
COE	Consolidate Communication Disorders and Sciences (CDS), School Psychology (SPSY) and Special Education (SPED) Ph.D. programs into one program with three specialization tracks. These three Ph.D. programs are all in the same department, have overlap in coursework and in faculty. This consolidation reduces some administrative expenses, including GE costs, and would allow programs that might be below critical mass on their own to continue. These programs are all linked to, and share faculty and courses with, revenue-generating undergraduate and/or master's programs in the college. After adjusting for the number of faculty associated with each Ph.D. program, the SPSY program has the highest level of faculty research F&A returns of all Ph.D. programs in the college. The SPED and CDS programs are the third and fourth highest in faculty research expenditures (out of seven) in the college.
DSGN	Consolidate departments in School of Architecture and the Environment into school-based administrative structure with individual academic programs. This will streamline administrative structures so that the administration of three layers—College/School/Departments—becomes the administration of two layers—College/School. By doing this there could be some savings to help offset reductions in other areas.
DSGN	Consolidate departments in School of Art + Design into school-based administrative structure with individual academic programs. This will streamline administrative structures so that the administration of three layers—College/School/Departments—becomes the administration of two layers—College/School. By doing this there could be some savings to help offset reductions in other areas.
College Merger	Consolidate College of Design (DSGN) and School of Music and Dance (SOMD) into a college positioned to advance the arts, performing arts and architecture. A task force led by Executive Vice Provost for Academic Affairs is analyzing the risks and benefits of such a consolidation. Faculty and staff of both

	colleges have been introduced to the idea and have been part of initial conversations. In the context of academic modifications, there are two points worth emphasizing. i. This consolidation on its own would offer some administrative savings, but because the academic programs in the two colleges are distinct, it is unlikely to lead to consolidations or changes to individual academic programs. ii. If the university ultimately decides to merge these colleges, that merger may be more complex than simply joining the two colleges into one. There are programs in other colleges that could be considered for inclusion in a new college centered around arts, design, and performing arts. Also, there is at least one unit in one of the colleges (Planning, Public Policy, and Management in College of Design) that may be better placed in a different college.

3. Faculty workload changes

These are changes to course release policies or practices that can increase the impact of some of the university's tenure-related faculty in the classroom. This will be a small part of managing other reductions, including tenure-track faculty attrition. Where workload changes involve unit policy changes, they will have to be realized through the policy revision process described in the CBA.

CAS	Restore five class teaching load for TTF in units without continuing graduate programs. As graduate offerings are reduced or sunset, a larger share of instructional effort should support undergraduate education. This change would increase undergraduate teaching capacity without corresponding new faculty expenditures.
CAS	Align the annual teaching load in Biology, Chemistry and Biochemistry, and Human Physiology with the three-course standard in other laboratory-active Natural Sciences departments. A common standard would reduce disparities among comparable departments and increase instructional capacity while continuing to recognize research and laboratory responsibilities.

CAS	Adopt a consistent college-wide definition of a course for teaching-load purposes, eliminating the double-counting of large courses. Consistent workload accounting would make instructional expectations more equitable and transparent and improve the allocation of faculty teaching capacity across units.
COE	Eliminate research-related course release (the "5th course release") for tenure track faculty. To reduce the effect on research productivity, the college will also decrease the course buyout rate.
LAW	Work with faculty on utilization adjustments that may include changes to degree requirements, course staffing, and teaching loads.

4. Faculty reductions in an academic unit

As noted on page 8, the biggest faculty reduction is not an academic modification. Due to the sunsetting of the Tenure Reduction Program, the university has an unusually large number of tenured faculty (61) who have signed up for retirement over the next two years. This predictable set of retirements allows schools and colleges to use tenure-related faculty attrition as part of their budget reduction strategy. Simultaneously, schools and colleges will have to backfill some, but far from all, of these retirements through new faculty hires.

> SOMD: Reduce pro-tem FTE in the Theory and Keyboard Areas by 1.0. The critical instruction can then be accommodated through curriculum and scheduling adjustments. This would preserve instructional quality and avoid undercutting programs that are critical to accreditation.

VI. Potential libraries reductions

Libraries are not considered an academic unit, but one of the service and administrative units in the provost's portfolio. The potential actions are being included in this report at the request of the UO Senate and in the spirit of collaboration. Given the budget reduction to the libraries in the previous round of budget cuts, and the centrality of the library to both

the teaching and research mission of the university, this proposal has the cut to the library budget set at approximately 5%. Other administrative units within the office of the provost will have higher budget cuts to accomplish the average 7.25% referred to in the table on p. 4. Reductions being considered include:

- Library administrative and management reductions of up to 4 FTE. These reductions don't have an immediate impact on services but will reduce coordination and internal support for librarians and the ability to flexibly assign effort where most needed.
- Collection subscription reductions (Campus-wide Bloomberg subscription and print commercial law subscriptions).
- Library technical and accessioning personnel reductions of up to 2 FTE. These reductions will affect the volume of new material acquired, the accuracy of materials shown in the library catalog, and the speed with which new physical and electronic materials can be accessible to users. Library curation and accessioning staff reductions of up to 2 FTE. These reductions will affect both the speed and expertise of physical and virtual additions to the collection, and the speed with which they are available to users.

VII. Timeline

- Graduate program closures: admissions would be suspended for the cohort that would have begun Fall 2027. Existing students would be served by the appropriate colleges so they can finish their degrees, so the teach-out period will vary by program. The program will be closed after the teach-out period (the teach-out period will typically be through Spring 2028 for master's students who entered in Fall 2026, and through Spring 2032 for Ph.D. students who entered in Fall 2026).
- Potential department mergers within the College of Design would be expected to happen by Fall 2027. This does not assume mergers of degree programs; if pursued, they would follow a different timeline. Potential department mergers within CAS would be expected to take place by Fall 2028.
- Potential merger of College of Design with School of Music and Dance:
    - Task force will make a recommendation at the end of Fall 2026.
    - University leadership will review the recommendation and engage an operational workgroup to determine what steps would need to be taken.

    - Transition would begin in Spring 2027 and be completed by Spring 2028.
- Potential mergers of undergraduate degree programs would be expected to happen by Fall 2028. Teach-out plans would be established that allow five years from first enrollment for bachelor's students.
- Course release changes would be effective starting in 2027-28.

VIII. Next Steps

The reductions under consideration here have been informed by meaningful confidential consultation with the Academic Modifications Advisory Committee and by the feedback deans have received during the engagements they have had in their schools and colleges. We look forward to receiving broader community input through the AMAC's public phase of this process.

As we navigate the $65 million structural deficit and move toward a more focused and sustainable academic strategy, we have been oriented in our planning by the working vision document, Toward a Premier R1 University, and its commitment to preserve a broad liberal arts education at the undergraduate level even as we elevate signature research strengths at the graduate level. This vision does not come without difficult strategic trade-offs, but the possible budget reductions considered here are presented to safeguard the core purpose of the university and the many tangible ways the University of Oregon serves our state and the world.