Rationale for UWO Academic Restructuring

UWO is a Problem-Solving University

The UWO Academy provides diverse learners opportunities to solve problems by working alongside experts—in the classroom, field, laboratory, clinic, community—gaining transferable skills, creating knowledge, and solving complex issues that are critical to the future of our region, state, and world.

Primary Design Considerations for New Models (based on original design criteria)
- Increase administrative efficiency and reduce administrative costs
- Attract, retain, and prepare diverse students for 21st century success
- Highlight and enhance UWO points of distinction
- Preserve disciplinary identities while stimulating interdisciplinary curriculum and research

Distinctive Academic Units: Career Clusters
- Nationally recognized career clusters align UWO with career planning processes used in K-12 setting
- Clusters highlight connections among academic programs, transferrable skills, & career opportunities
- Clusters are externally focused to assist marketing and recruitment
- Increase student success and retention by supporting learners to
  - Discover programs and complementary opportunities
  - Connect and transition between disciplinary areas
  - Build supportive relationships and social networks

Preserve Disciplinary Integrity while Supporting Interdisciplinarity
- Disciplinary strengths, identities, and relationships maintained
  - Curricular control and tenure review remains with disciplinary experts
  - Input from multiple forums incorporated into models wherever possible
- Potential for greater interdisciplinary collaborations in teaching and research
  - Opportunities to move tenure homes, split positions, share programs and leverage resources

Features of Both Models
- 3 colleges, 1 dean per college, 1 associate dean / director per school, and multiple area coordinators
  - Schools based upon current structure, campus input, and career clusters
  - Models differ in number of schools and distribution of schools into colleges
- Both models cost less than current structure due to 1 less college and less administration overlap

Strengths of Model A (Projected savings: $1.75 million)
- Prioritizes student success
  - Fewer schools better align with career clusters and pathways (e.g. Culture & Society)
  - Colleges simplify student transitions between related disciplines
  - Colleges enable curricular coordination among related programs (e.g. Nursing and STEM)
- Allows growth and synergies in emerging interdisciplinary markets
  - Examples: Environmental Studies with STEM; Media, Communication & Art with Business

Strengths of Model B (Projected savings: $1.5 million)
- More like current structure, and colleges organized to balance student headcount
- School names highlight areas of distinction (Nursing; Public Administration & Sustainability)

Model Comparision

Model A: 3 Colleges + 6 Schools   FTE   Students

	FTE	Students
Model A: 3 Colleges + 6 Schools		
College of Business, Media & Communication	125.1	2513
College of Culture, Society & Education *	112.3	2057
College of Nursing, Health Professions and STEM *	154.7	3186
Cost Savings: $1.75 Million		
Model B: 3 Colleges + 8 Schools	FTE	Students
College of Business, Science & Technology *	129.6	2988
College of Culture, Society & Education *	194.3	2837
College of Nursing & Health Professions	68.2	2004
Cost Savings: $1.5 Million		

* Locations of School of STEM and School of Media, Communication & Arts differ between Model A and B. FTE includes both faculty and IAS. See models and FAQ for details.

Definitions of Administrative Roles and other Terms

See models and FAQ for more information about proposed administrative roles and responsibilities.

- **Dean:** Provides leadership over one college with two schools
    - Limited term, 12 mo administrative appointment
    - Oversees and administers high-level institutional strategies and initiatives
    - Recruits talent to university, and participates in external and internal ceremonies
- **School**
    - Collection of academic programs grouped by career clusters and unique UWO aspects
    - Schools will replace departments as administrative and service homes for faculty
- **School Associate Dean / Director:** Provides leadership for one school
    - Limited term, 12 mo administrative appointment
    - Organize class scheduling, budgets, student concerns, space/facilities, etc.
    - Area coordinators (see below) report directly to school directors
- **Areas:** Groups that share students, curricula, and interests
    - Areas will replace departments as curricular homes for programs and faculty
    - Includes, but not limited to, a department's current major(s), minor(s), and certificate programs
    - First level of Tenure and Promotion Review
- **Area Coordinator:** Provides leadership for programs within a discipline specific area
    - Manage discipline specific aspects for that area (e.g. accreditation requirements, convene faculty review, curriculum revisions/additions, graduate programs, marketing, program and community building, and student recruitment)
    - There will be multiple area coordinators per school. Release time for area and coordinators depends upon area size, scope and complexity.
- **Faculty:** Teaching, research, and service to area, school, and university
    - Service: "Departmental" service will become "School and Area" service
    - Currently, each department has multiple committees. In the future, those committees will be housed in schools and reconfigured to meet schools' needs.