

Administrative Structures in MAC: Drafts for Discussion and Feedback

We will soon all be members of the School of Media, Arts, and Communication (MAC). Those of us who are currently chairs in the departments that will combine to form MAC are working to bring what are currently departments into a more collective organization. In the process, we are working to build shared vision, common goals, and a culture of trust.

To that end, we need your feedback! It was our intention to provide two well-reasoned and workable structures that are ready to be workshopped and later voted on, plus example vision statements—not yet for voting, but to guide our work.

The School of Media, Arts and Communication Vision Statements

- The School of Media, Arts, and Communication (MAC) is a dynamic catalyst for creativity and innovation, transforming students into visionary leaders and bold problem solvers who will shape the future.
- The School of Media, Arts, and Communication (MAC) is the nexus for creative and critical thinkers in our region—where students grow and transform into leaders and problem solvers.

Currently, these statements are in draft form—and need elaboration but they do provide a basic framework. We would love to have your input!

Introduction to Draft Models

To reduce administrative overhead, we need to optimize our labor and energy toward common goals and interdisciplinary innovation, while we continue to value the disciplinary expertise each of us brings. Our group is currently tasked with envisioning how the current work of departments and department chairs gets done within a more collective school model, and we have identified multiple possibilities. The two draft models we're sharing here don't encompass every possibility we've discussed, but they do showcase some key options that are before us.

- Model A (for Areas) has areas, or disciplinary clusters within the broader school, with their own leadership. This model empowers one leader from each area to complete leadership tasks for their area, in concert with the committees doing leadership for all areas.

- Model T (for Tasks) has all leadership work done collectively. This model empowers committees, comprised of faculty from multiple disciplines, to complete tasks that were previously done by department chairs. Advisory council members provide overall leadership and are charged to handle emergent daily issues.

Both models here hold the following assumptions:

- Administrative structure is separate from curriculum; in other words, while much administration is collective, faculty continue to teach and advise majors in their discipline.
- Model structures account for the work currently done by departments and chairs. Other administrative work currently happening (e.g., directing writing programs or TV and radio stations) will continue to happen and is not absorbed into these models; any adjustments to how such work is distributed would be a separate discussion.
- Our new administrative structure should reduce administrative overhead and eliminate redundant policies, reviews, and approvals.
- Our interdisciplinary collaboration should aim for the good of the school as a whole and center faculty governance.
- Faculty service needs to be valued, held to clear expectations, and distributed equitably.
- Our work must be learner-centered, maximizing student access to high-quality instruction in MAC disciplines.
- We must retain the ability to effectively identify, communicate, and market our disciplines to potential degree-seeking students and community members.
- We must continue to nurture scholarly and creative endeavors and professional development among MAC members.

A note on committee assignments: To ensure equitable distribution of service labor, we would propose that committee membership be appointed, possibly by having all school members who have service expectations submit their preferences to the Leadership Council for appointment. The “How are committees staffed?” question does not have to be definitively answered right now in order to establish a structure, and the vote we take will not include a vote for elected vs. appointed, but ***we would welcome your feedback on the idea of appointed committees, as well as on the size of committees and the length of committee service terms***, at this time.



“Model A”: Areas Model

This model maintains three Areas within the broader school. Each area has an area coordinator, and some committee membership is allocated by area.

The Areas

We have not decided what exactly these areas would be, and we would like your feedback on what makes sense to you. Here are some possibilities to consider:

MAC conceptual areas:

- **Media:** Current departments of AMP and RTF
- **Arts:** Current departments of Art, Music, and Theatre
- **Communication:** Current departments of English and Communication

MAC conceptual areas by curricular affinity:

- **Media:** Radio TV Film, Multimedia Journalism, Public Relations, Advertising, Graphic Design, Recording Industry
- **Arts:** Art, Music, Theatre, Literature, Creative Writing
- **Communication:** Communication Studies, Rhetoric, Professional Writing, Linguistics, Public Speaking, University Writing (gen-ed WRT and Writing Center)

Areas by equal FTE:

- **Communications and Media:** Current departments of AMP, RTF, and Communication
- **Fine and Performing Arts:** Current departments of Art, Music, and Theatre
- **English and Writing:** Current department of English, including developmental, first-year, and advanced WRT

Area Coordinators

Area coordinators are the front-line contacts and representatives for the programs, staff, and students in their area. Some key duties of Area Coordinators include:

- Serve on the MAC Leadership Council

- Serve on or provide input to the Tenure and Renewal and/or Curriculum and Scheduling committees as needed
- Lead or coordinate discussion/information meetings of instructors and programs within their area (to allow a forum similar to current department meetings to continue)
- Appoint ad hoc committees as needed to address specific needs of programs within their area (e.g., reaccreditation of an accredited program, revision of a major)
- Serve as a visible point of contact for students and instructors in programs and courses in their area, to resolve issues or direct to appropriate staff or committee
- Act as day-to-day curriculum/enrollment decision-maker for programs in their area, in consultation with program faculty as needed--generate/approve student curricular modifications, evaluate appeals to repeat a course or bypass prerequisites, (re)evaluate transfer equivalencies, etc.
- Ensure sufficient staffing for all courses in their area, including performing search, selection, and onboarding of new IAS, appointing program faculty to assist where needed
- Oversee inventory and maintenance of facilities and property within area
- Oversee/assign program-specific student service like scholarships, festival submissions, and student employment

The above is not an exhaustive list; the intention is that Area Coordinators manage the portion of the work currently done by chairs that most requires disciplinary expertise, detailed familiarity with programs and personnel, and/or in-the-moment decision making—the portions that could be less practical to move upward to the school level for oversight by committee.

School Committees

Leadership Council

Membership: School Director, 3 Area Coordinators, 3 Members-At-Large (one from each area)

Work: Meets bi-weekly to discuss strategic and tactical issues of the school. Works to ensure all other committees are meeting student needs and school goals. Engages in long-term planning and vision.

Tenure and Renewal

Membership: 3 Area Coordinators, 6 school members (2 from each area)

Work: Serves as first level of review for tenure, renewal, and promotion, meeting in accordance with timeline for applicable personnel. (Additional members may be appointed to add relevant disciplinary expertise.) Conducts annual review of personnel.

Curriculum and Scheduling

Membership: 6 or 9 school members (2 or 3 per area), 1 DA

Work: Meets regularly to review and vote on curriculum proposals (first level of review). For each semester, creates proposed course array to reflect needed program and general education curriculum and creates schedule of course sections and staff, in collaboration with faculty and staff. Final schedule goes to school director and dean for approval.

Review, Assessment, and Research

Membership: 6 school members (2 from each area)

Work: Conducts review of programs and curriculum within school on regular rotating cycle to ensure that courses and programs are meeting student, university, and community needs and functioning effectively. Networks with alumni and employers to collect information about post-graduation outcomes and develops strategies for program innovation.

Community Engagement and Facilities

Membership: 6 school members (2 from each area); possibly students and/or community partners

Work: Serves as a central hub for enabling and promoting student work and school events and nurturing community partnerships. This includes coordinating and promoting live events, developing relationships with local organizations, addressing equipment and space needs, and securing funding for events, facilities, and equipment. Coordinates with alumni relations and foundation office to nurture community fundraising connections.

Recruitment and Outreach

Membership: 6 school members (2 from each area)

Work: Promotes the programs of our school to current and future UWO students. Develops and updates promotional materials and oversees the school's website and digital marketing. Works with Admissions to plan and staff campus tours, recruitment events, and student visits. Promotes dual enrollment (CAPP) programs with local high schools and organizes opportunities for prospective students.

Student Success and Professional Development

Membership: 6 school members (2 from each area)

Work: Develops plans and provides oversight to ensure all students are receiving prompt and accurate faculty advising. Provides faculty oversight and coordination of student internships. Collects and disseminates internship and job information. Holds professionalization workshops/provides resources for students.



“Model T”: Tasks Model

The tasks model distributes all the work of running the school to committees and their leaders and does not maintain any areas as administrative subcategories within the school.

School Committees

Leadership Council

Membership: School Director, 4 or 6 Council Members (no more than one from each discipline). Leadership Council membership could be sourced from current department chairs to start, then rotate to people with experience leading other school committees.

Work: Council meets bi-weekly to discuss strategic and tactical issues for school. Council members work, individually or collectively, as school leaders advising and extending the office of the School Director:

- Act as representatives of the school where needed, both externally (e.g., university working groups, public events) and internally (e.g., attending school and ad hoc committee meetings, attending student/faculty/candidate research presentations)
- Act as clearinghouse for school issues and information by being a primary point of contact and elevating issues to School Director or referring them to committees
- Conduct meetings with faculty in individual programs to facilitate information exchange and identify need for ad-hoc committees and projects (replacement for department meetings)
- Communicate with chairs of other school committees
- Review and update school bylaws

- Advise School Director on recurring administrative matters such as budgets and school committee membership

Rationale: People in this position have committee level knowledge and are doing the strategy work to guide the school. They are public facing in representing the school internally at meetings and externally across campus and to the community. They assist the school director in facilitating conversations between faculty and administration and in steering people or issues to the appropriate committees. They advocate for faculty and solve the everyday problems current department chairs face.

Tenure and Renewal

Membership: 3 school members (limit 1 per discipline), 2 ad hoc members from departments with tenure candidates, join for department candidate meetings only

Work:

- Committee reviews T&R candidates (level 1) and writes recommendation to Dean (level 2)
- Committee meets as needed for defined T&R cycles and reviews portfolios
- Committee conducts annual review of personnel as stated in goals set and outcomes achieved by faculty during annual review period to upload in HRS; reviews Merit if/when Merit cycle is required

Rationale: There will be one TRP standards document that will be applied across all disciplines within the school, limiting the repetition of similar documents. Three standing members lend consistency to interpretation of TRP standards across departments. Two departmental representatives are voting members of the committee. They add discipline specific expertise to the Tenure, Retention, or Promotion decision.

Curriculum and Scheduling

Membership: 6 school members (limit 2 per discipline), 1 Department Associate who builds curriculum in Titan Web

Work:

- Committee reviews curriculum (level 1) and writes recommendation for approval to Dean (level 2)
- Committee creates course schedules to send for director/dean approval
- Committee coordinates staffing and staffing changes
- Leader and co-leader adjust schedule at key points in enrollment cycle

- Committee meets as needed for defined course building cycles

Rationale: The individuals on this committee will be charged with assignment of faculty to specific courses. Each member will be charged to represent one or more disciplines/majors within the school and advocate for those disciplines/majors. Members will facilitate communication among Registrar, School Director, Dean, and faculty about scheduling needs and details.

Compliance and Review

Membership: 6 school members (limit 2 per discipline)

Work:

- Facilitate assessment for school curriculum and individual programs
- Oversee program review with discipline instructors
- Collaborate with designated individuals to manage program accreditation, including documentation, visits, and related tasks.
- Serve as a part of the student appeal process when needed

Rationale: The individuals on this committee will be charged with coordination and/or initiating compliance issues for the school. They could charge discipline specific committees or facilitate the assessment, program review, and accreditation process for all disciplines within the school.

Student Success, Retention and Engagement

Membership: 6 school members (limit 2 per discipline)

Work:

- Assist with/oversee program-specific support like scholarship judging, student organization advising
- Attend campus events and recruitment events; meet with prospective students
- Oversee program advising and advising-related communication to students
- Oversee CAPP liaisons and training and coordinate with CAPP office
- Liaise with programs involved in student success: Writing Center, USP, UARC, Career and Professional Development
- Advocate for diversity and retention efforts
- Coordinate capstone courses

Rationale: Combining student success and retention with engagement creates a cohesive force for student support from first-year to graduation. This committee would cover advising, retention programs, career opportunities, and student employment.

Community Engagement

Membership: 6 school members (limit 2 per discipline)

Work:

- Collaborate on live events such as concerts, plays, and film screenings, collaborating with the community to secure venues
- Build community relationships, facilitate opportunities for students in the community
- Act as a clearing house for requests – filming/photography/logos/etc.
- Develop advertising and external communications for the school
- Promote and advocate for Titan TV/WRST/Galleries/Advanced Titan/Theater
- Coordinate with Alumni relations and foundation office, assist in fundraising, and maintain Alumni relationships

Rationale: Merging festival coordination and live event planning creates a central hub for promoting student work and school events. It ensures consistent communication between the school, students, and the community. This structure integrates areas of student-centered support while ensuring alumni, employer, and community partnerships are fostered effectively. It also consolidates some overlapping duties for efficiency.

Facilities and Technology

Membership: 6 school members (limit 2 per discipline)

Work:

- Committee ensures that spaces and infrastructure of the school supports educational mission including equipment/space needs, faculty computer rotation and software and hardware updates; complete appropriate funding proposals
- Works collaboratively with DAs on things like maintaining professional memberships, rights on productions and screenings, oversight of student workers,
- Function as a clearinghouse for S&E spending and administer the budget and prioritizes funding requests

Rationale: Members of this committee are charged with maintaining the teaching spaces, labs, equipment, and software needed to facilitate student learning. Maintaining the facilities and equipment will require coordination with individuals or groups of instructors in various disciplines. While budget planning will happen within the Advisory Council, this committee administers the budget and helps to ensure that learner needs are balanced and prioritized across the school.

Instructor Support and Programming

Membership: 6 school members (limit 2 per discipline)

Work:

- Belonging/DEI advocacy and compliance for instructors
- Provides professional development and coordinates new instructor mentoring
- Research support – for example: college wide colloquium, undergrad research events/support, writing group coordination
- Coordinates events for instructors within disciplines and across the school, college
- Recruits and nominates instructors and staff for awards

Rationale: Members of this committee are charged with supporting faculty across all their responsibilities and making MAC a great place to work. Committee members will help with onboarding new faculty and IAS, ensuring MAC instructors and staff are regularly nominated for awards and recognized for their achievements.