Monday, September 28, 2020
Zoom Virtual Meeting
2:00 PM - 4:00 PM

## OPENING SESSION

1.    Approval of the Agenda                                                 Bill Flanagan

2.    Report from the President                                              Bill Flanagan

## CONSENT AGENDA

*[If a member has a question or feels that an item should be discussed,*      Bill Flanagan
*they should notify the Secretary to GFC, in writing, two business days*
*or more in advance of the meeting so that the relevant expert can be*
*invited to attend.]*

3.    Approval of the Open Session Minutes of June 25, 2020

4.    New Members of GFC

## ACTION ITEMS

5.    Duolingo English Test: Extension of Short-term Use                     Melissa Padfield

      *Motion: To Approve*

## DISCUSSION ITEMS

6.    University of Alberta for Tomorrow (UAT)                               Bill Flanagan
                                                                            Steven Dew
                                                                            Gitta Kulczycki

## ACTION ITEMS

7.    Motion from GFC Member Andrei Tabirca                                  Andrei Tabirca

      *Motion: To Recommend to the Board of Governors*

## DISCUSSION ITEMS

8.    Academic Governance Emergency Protocols (Standing Item)

      A. Report of the GFC Executive Committee

      B. COVID-19 Governance Decision Tracker

9.    Question Period                                                        Bill Flanagan

## INFORMATION REPORTS

*[If a member has a question about a report, or feels that a report*
*should be discussed by GFC, they should notify the Secretary to GFC,*
*in writing, two business days or more in advance of the meeting so that*
*the Committee Chair (or relevant expert) can be invited to attend.]*

10.     Report of the GFC Academic Planning Committee

11.     Report of the GFC Academic Standards Committee

12.     Report of the GFC Programs Committee

13.     GFC Nominations and Elections

14.     Report of the Board of Governors

15.     Information Forwarded to GFC Members Between Meetings
        A. [FOLLOW-UP] General Faculties Council - June 22, 2020
        B. 2020JUL02 Board and GFC Announcement
        C. University of Alberta Mail - Welcome to General Faculties Council!

## CLOSING SESSION

16.     Adjournment                                                                                          Bill Flanagan
        - Next Meeting of General Faculties Council: October 19, 2020

Presenter(s):

| | |
|---|---|
| Bill Flanagan | President and Vice-Chancellor, and Chair of GFC |
| Melissa Padfield | Vice-Provost and Registrar |
| Steven Dew | Provost and Vice-President (Academic) |
| Gitta Kulczycki | Vice-President (Finance and Administration) |
| Andrei Tabirca | Elected GFC Member |

Documentation was before members unless otherwise noted.

Meeting REGRETS to:      Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:             Kate Peters, GFC Secretary
University Governance     www.governance.ualberta.ca

# PRESIDENT'S REPORT

As the new academic year begins to unfold, I have had many occasions to reflect on the honour and privilege of taking on the role of president of this great university. Thank you to everyone who was able to remotely attend my installation on September 16, a ceremony that captured so many of the U of A's signature values—a commitment to Truth and Reconciliation, a celebration of creativity, a gathering of voices from communities across the province and Canada, and a commitment to enhancing the U of A's impact on and engagement in the world. I look forward to working with you all in the years ahead.

The Fall 2020 semester is underway and most of our students, faculty, and staff continue to work and study remotely. Our faculty and staff have put in a tremendous amount of time and effort into preparing online courses and setting up remote support services. From supports for remote teaching to online student resources, I am so impressed with everyone's collaboration and commitment to providing a successful university experience despite the numerous challenges that we are all facing. The U of A community continues to demonstrate its resilience.

As we continue the work towards a strategic transformation with University of Alberta for Tomorrow (UAT), *For the Public Good* will remain the U of A's strategic plan. I will continue to use my reports to you to share good news and updates that align with the goals and objectives of *For the Public Good*. Over the next year I know that the progress of UAT will be a significant part of our regular meetings and ongoing discourse, so I will provide specific updates in a new section of the report. Regular updates are also shared on uab.ca/uat. Thank you for all of your engagement over the summer at special meetings as we work to plan and deliver a significant transformation for the university in a very short timeline.

The Interim Report of the Academic Restructuring Working Group has been shared with you and all members of our community. As outlined in the report, the three scenarios for academic restructuring have been evaluated in terms of their capacity to build on existing research and teaching connections, create new synergies between and across disciplines, enhance student experience and access to programs and support, facilitate future reductions in duplication, and ensure essential cost savings now so that we can increase investment in our core mission into the future.

It is important to stress that no decisions have been made about academic restructuring. It is essential now to hear from GFC and I look forward to our discussion on Sept 28 and at other GFC meetings throughout the fall. On September 30 from 1:00 pm – 2:00 pm, Provost Steven Dew and I are hosting an online town hall about UAT at ualberta.ca. This town hall is one of several opportunities the will be held through the next few weeks for all members of the community to provide advice and feedback on both academic and administrative restructuring.

As you know, we are taking on the challenge of major academic and administrative restructuring because we face financial pressures that are greater than any we have faced in recent history. As we've dealt with COVID-19, I have also been reminded that universities like ours need to be in a continual state of evolution as we strive to work with the broader community to solve problems and seed new ways of thinking. Our challenges right now are indeed unprecedented but I am convinced we can use the changes they will drive to make us a more dynamic, innovative organization that is able to be the university of the future.

With smaller, more agile, coordinated and strategic academic and administrative organizational structures, we will be able to focus more resources on student experience and services as well as on frontline teaching and research. We can increase collaboration and interdisciplinarity in both research and programming while also respecting the history and integrity of disciplines and continuing to build on our commitment to equity, diversity, and inclusion. Engaging all kinds of communities and fuelling economic and social development in Alberta and beyond has been our mission since the beginning—and this role is more important today than ever. With change, we can set a bold new direction for the university of tomorrow, making even greater contributions to advancing the public good.

## Academic Restructuring Working Group (ARWG) Update

Over the last several weeks, the Academic Restructuring Working Group (ARWG) has been developing and evaluating a range of options for restructuring faculties with a tight focus on the principles and objectives endorsed by GFC last spring. To create both economies of scale and academic opportunities for the development of innovative, interdisciplinary programming, the ARWG has been reviewing research and data, comparing models at several other global institutions which have undergone similar restructuring efforts, and examining a variety of options.

As I mentioned earlier in this report, no decisions have been made about academic restructuring. Research on models used by other institutions, such as Monash University, King's College London, and the University of Sydney, has been useful in exploring options but we are looking for a model that meets our particular needs. There is no one-size fits all and we are in the process of developing academic and administrative structures that will be specific to the University of Alberta and to our institutional vision and mission.

## Service Excellence Transformation (SET) Update

While ARWG has been focused on this work, the Service Excellence Steering Committee (SESC) and the SET Program Office have been exploring various frameworks for a new administrative operating model.

The SESC has reviewed multiple frameworks, ranging from centralization of all administrative services at one end of the spectrum to full decentralization on the other end. While there are merits to frameworks at both ends of the spectrum, there are also drawbacks. For example, on the one

hand, a highly centralized framework is not feasible given our financially driven time constraints and is also a huge shift away from our current mode of operation. On the other end, a decentralized, devolved framework, which is closer to our current model, will not achieve the savings required.

The SESC has endorsed a blended, hybrid framework as best fitting the university's needs. This framework has the following components:

- two universal front end contact centres--one for staff and one for students;
- expert teams within each functional area managing non-transactional activity;
- function-specific business partners working directly with their relevant functional areas, embedded in faculties where necessary and appropriate;
- a universal processing hub managing simple and moderately complex transactions across all administrative functions; certain staff/roles remain in the faculties.

This model has received positive support from deans and other senior leaders over the summer, and the Board of Governors will formally consider this option at their October meeting. More information about this blended framework will be posted on the UAT website next week.

## Consultations to Date

Throughout the summer, Provost Steven Dew, Vice-President (Finance and Administration) Gitta Kulczycki, the members of the ARWG and SESC, and I have sought input and feedback from the community through town halls which drew very high level of interest and engagement, with over 20,000 views to date. Consultations have been held in several committee meetings, including Deans' Council, Academic Planning Committee, Board of Governors, and the Council of Student Affairs. In addition, we have appreciated the opportunity for discussions with NASA and AASUA executives, Students' Union, Graduate Students' Association, and equity-seeking groups for their advice and input.

The response to the Call for Expressions of Interest for the Staff Advisory Team was incredible; we received 166 Expressions of Interest from staff in 18 faculties and 12 support units from the across the university. From these applications, deans and support unit leaders nominated staff from their respective area, paying particular attention to equity, diversity and inclusion.

This 40-member team was created in response to the important feedback we heard that the university's staff must have a strong voice throughout this transformation. The Service Excellence Steering Committee (SESC) and the SET Program Office made sure to include staff representatives from all faculties and major academic support units, as well as a broad representation across job levels, employee categories, and equity seeking groups.

The full list of Staff Advisory Team members can be found on the UAT website along with an overview of the selection process and Terms of Reference. The first meeting of the Staff Advisory Team will be held on Monday, September 21.

## Immediate Next Steps

Academic restructuring: The ARWG is now in the process of drafting a report on their work and refining suggested options for reorganization. The report and options will be presented to the Academic Planning Committee on September 23 and General Faculties Council on Sept 28. The

purpose of this is not to settle on a particular direction but to seek feedback and guidance for the next stage of the ARWG's work. Documents will be made publicly available in advance of those meetings.

Administrative restructuring: With a framework identified (understanding the Board of Governors will officially consider it at their October meeting), the SET team will now be meeting with leaders in faculties and units to begin more detailed analysis and planning about how and where services and processes are best delivered. They will be developing a service catalogue and formalizing how the hybrid operating model will function. This work will continue over the fall months and there will be many more opportunities for consultation and feedback.

## Upcoming Town Hall

As I mentioned earlier in this report, please plan to join us at ualberta.ca for a livestream town hall on September 30 from 1 pm – 2 pm. We look forward to hearing your questions and feedback on the options for academic restructuring and other progress to date.

Your continued engagement in UAT will be critical to our success. Thank you for your participation thus far and I look forward to many more productive discussions throughout the fall.

INSTITUTIONAL STRATEGIC PLAN

**BUILD**EXPERIENCE
**EXCEL**ENGAGESUSTAIN

# BUILD

## Indigenous Canada MOOC Surges in Popularity

Since its launch in 2017, the free massive open online course Indigenous Canada has been among the U of A's most popular MOOCs. The course teaches Indigenous histories and contemporary issues from an Indigenous perspective, and since spring, has seen even greater popularity with more than 5,000 new students enrolling every week. The course is open to anyone from around the world, and people are turning to the course in light of the Black Lives Matter movement and a desire to understand the structural racism that marginalizes Black, Indigenous, and people of colour (BIPOC). The course also received a boost when celebrity Dan Levy promoted the program on social media and subsequently hosted livestream interviews with U of A instructors Dr. Tracy Bear and Dr. Paul Gareau, Dr. Sean Robertson, and Matthew Wildcat. As a result of current events and Dan Levy's influence, more than 100,000 people from around the world have enrolled in the course since June.

## Ongoing Equity Conversations

The U of A's commitment to an open society, one that values equity, diversity, and inclusion, is one of the key things that attracted me to this community. For me, a commitment to EDI is a commitment to self-reflection and evaluation, to acknowledging that we can and must do better, and to working continuously to address overt and covert exclusionary acts, symbols, practices, and behaviours. I am fully committed to continuing regular community discussions about equity, diversity, and inclusivity over the coming months and years. Recently, I've been honoured to meet with a variety of equity-seeking groups—including the Black Faculty Collective and Collective of Black Students' Association—to explore how the U of A can do better.

# EXPERIENCE

## Canadian Psychological Association Internships

The Dean of Students' Clinical and Counselling Services internship program has been accredited by the Canadian Psychological Association for a period of six years. The U of A is the only accredited counselling psychology internship program in Alberta, and one of only five in Canada.

## Three Minute Thesis

U of A will virtually host the Western Regional finals of the <u>Three Minute Thesis</u> competition on Wednesday, September 23 starting at 1:00 pm. In this internationally-recognized competition, graduate students are challenged with explaining the breadth and significance of their research projects in just three minutes.

## Canada-India Academic Collaboration

The U of A signed new agreements for <u>Joint Doctoral degree programs</u> with three of India's premier post-secondary institutions: IIT Bombay, IIT Kharagpur, and IIT Roorkee. The program gives students the chance to undertake research at the partner institution (when COVID permits) and provides them with international experience and special certification upon graduation.

## Project-Based Core

As of Fall 2020, every student at Augustana will begin to fill a core set of courses designed to help them cultivate the skills necessary for excelling in future career markets. The Project-Based Core gives students the opportunity to tackle real-world issues in partnership with community organizations. Students not only develop as scholars but as valuable employees and citizens.

# EXCEL

## Awards of Excellence

- This spring the <u>2020 Alumni Awards</u> were awarded to 25 remarkable alumni for their professional achievements, community service, and innovation.
- In May, Professor Sarah Carter was awarded the 2020 Killam Prize in the Humanities by the Canada Council for the Arts. This is the first time the U of A has received this prestigious award. Professor Carter is a Henry Marshall Tory Chair in the Department of History and Classics and the Faculty of Native Studies and her research explores racial, class, and gender divides in Canadian history.
- Jessica Hammal, Grafton Hopkins, Shubhkarman Jaura, Rajan Maghera, Jeffrey Sinclair, and Benjamin Sharp began STEM studies in September with support from one of Canada's most prestigious undergraduate scholarships, the Schulich Leader Scholarship.
- U of A press received four awards, including Publisher of the Year, at the 2020 <u>Alberta Book Publishing Awards</u>.
- Six doctoral students working in the Faculties of Medicine & Dentistry, Engineering, Nursing, and Agricultural Life and Environmental Sciences, were awarded prestigious <u>Vanier Canada Graduate Scholarships</u>.

## Research Excellence

- This spring, the Government of Canada named seven U of A researchers in its most recent cycle of <u>Canada Research Chairs</u>: Catherine Field (ALES), Cindy Gaudet (CSJ), Stephanie Green (Science), Danielle Peers (KSR), Edith Pituskin (Nursing), John Ussher (Pharmacy and Pharmaceutical Science), and Lingyun Chen (ALES).
- In September five U of A researchers who are leading experts in chemistry, elder care, space

physics, behavioural epidemiology, and visual culture joined the [Royal Society of Canada](#), Canada's most prestigious scholarly institute. Todd Lowary, Carole Estabrooks and Ian Mann were named fellows of the Royal Society of Canada, and Valerie Carson and Natalie Loveless were named to the society's College of New Scholars, Artists and Scientists.

- 78 faculty and students received funding from SSHRC's 2020 [Insight, Insight Development, and Connection Grant](#) competitions. SSHRC is the federal research funding agency that promotes and supports postsecondary-based research and training in the humanities and social sciences.
- Three projects received $50,000 each in funding from Alberta Innovates as part of the first phase of its [Carbon Fibre Grand Challenge](#). These projects will accelerate the development of advanced manufacturing products from Alberta's bitumen.
- The [Department of Electrical & Computer Engineering](#) received $162,233 from Alberta Innovates for the project "Blockchain-Based Smart Contracts in the Future Smart Grid" as part of a funding competition to bring digital technology to the energy industry.
- The pan-Canadian research initiative and National Centre of Excellence [GlycoNet](#), which is housed at the U of A, received $16.3 million three-year investment in funding. The investment will support the research of glycomics for the benefit of human health around the world.

## Subject Ranking Excellence
The updated [QS subject rankings](#) place the U of A in the top 10 universities in the world in petroleum engineering and among the top 50 in geophysics and geology.

## Henry Marshall Tory Chair
George Pavlich, a cross-appointee in the Department of Sociology and the Faculty of Law, was named the [Henry Marshall Tory Chair](#) in recognition of his extraordinary record of scholarly research, teaching and educational leadership.  Through his research George Pavlich brings an innovative and ethical perspective to the crisis in the Canadian and international criminal justice system.

# ENGAGE

## Supporting the Community During COVID-19
The U of A community continues to be instrumental in helping the greater community with COVID-19 relief efforts. To date, more than 70 research teams have received funding. Here are just some of the most recent achievements:
- Two projects received more than $1.2 million in funding from Canada's COVID-19 Immunity Task Force and the Canadian Institutes of Health Research (CIHR). Occupational epidemiologist [Cherry Nicola](#) is examining how the pandemic is affecting the physical and mental health of Canada's health-care workforce.

- 24 U of A researchers have received more than $17.2 million in grants from the federal government's Rapid Research funding program in order to research vaccines, anti-virals, and other responses COVID-19.
- Medical students created the Bag-Half-Full program to help vulnerable populations with grocery shopping and delivery during the pandemic.
- The U of A COVID-19 Database lists all funded research activities undertaken by U of A researchers, spinoff companies, and student startups.

## Centre for Criminological Research

The U of A's Centre for Criminological Research opened in July and will bring together scholars and community partners to examine some of the most pressing issues facing the criminal justice system. As the only centre of its kind in Western Canada, the centre will complement the Department of Sociology's existing bachelor's degree program and provide graduate students with the opportunity for community-engaged work and experiential research. It will also help to fast-track research findings and serve as a hub for visiting speakers, post-doctoral fellows, public reports and conferences.

## Canadian Wildfire Strategic Network

The U of A is home to a new national network that will foster collaborative research aimed at making Canada more resilient to wildfires. A $5-million federal investment will bring together top wildfire scientists to help improve understanding of wildfires, manage ecosystems and protect communities. U of A wildfire scientist Mike Flannigan is the principal investigator on the project.

# SUSTAIN

## Canada's Greenest Employers

U of A was named one of Canada's greenest employers for 12th year in a row\ and was recognized for its sustainable operations and culture of environmental awareness.

## Support for Transition Year Program

The First Peoples' House's Transition Year Program (TYP) helps prepare First Nations, Métis, and Inuit high school students for admission into U of A. This spring EPCOR donated $130,000 to TYP for programming over the next three years to help support students who are interested in pursuing degrees in STEM.

## David Turpin and Suromitra Sanatani Award for Refugees and Displaced Persons

While serving as president and vice-chancellor of the U of A, David H. Turpin and his wife Suromitra Sanatani were dedicated to building a better province, a better Canada and a better world. To thank

them for sharing their commitment, purpose, time and energy for the public good, the university has renamed a significant student award in their honour. The award will continue to help refugee students attend the U of A.

## Leadership Transitions

- As you know, Vice-President (Finance and Administration) Gitta Kulczycki has accepted a new role at Dalhousie University. Her last day in the office at the U of A will be on September 24. Gitta has been a remarkable leader and her departure is a significant loss for our community. I thank her for her dedication to the U of A and her leadership in tackling the university's financial challenges.
- After an extensive search, it is my pleasure to announce that Todd Gilchrist has been appointed Vice-President (Finance and Administration) for a five-year term beginning October 26, 2020. Mr. Gilchrist comes to the university from Alberta Health Services, where he currently serves as Vice-President of People. As we collectively undertake an unprecedented institutional transformation over the year ahead, Todd's leadership and experience will be vital assets. He will lead the Service Excellence Transformation team to increase efficiencies across the university's administrative services, ensuring the long-term effectiveness and sustainability of the institution, and helping to grow the U of A's global leadership in higher education, research, and service.
- In July I announced that the current offices of University Relations and Advancement will be merged into one office of External Relations under the leadership of one vice-president. The search for a VP (External Relations) is underway. Once the new VP (External Relations) is in place, Interim VP (Advancement) Kelly Spencer will continue to lead Advancement as Chief Advancement Officer. Catherine Swindlehurst, current Interim VP (University Relations) and Chief of Staff, will return to her strategic role in the President's Office under a new title as Chief Strategy Officer.

Thank you for your continued dedication to the University of Alberta community. I look forward to working with you this year.

Yours sincerely,



Bill Flanagan
President and Vice-Chancellor

New Members of GFC

**MOTION I: TO APPOINT/REAPPOINT***:*

The following academic staff member to represent University Library Academic Staff, for a term beginning July 1, 2020 and ending June 30, 2023:

| Angie Mandeville | University Library Academic Staff Representative |
|---|---|

The following Postdoctoral Fellows Association Representative, to serve on GFC for a term of office beginning September 2, 2020 and ending June 30, 2023:

| Gaser Nagah | PDFA Representative |
|---|---|

The following Management and Professional Staff Representative, to serve on GFC for a term of office beginning September 16, 2020 and ending June 30, 2023:

| Susan Babcock | Management and Professional Staff (MaPS) representative |
|---|---|

The following President of the Association of Academic Staff of the University of Alberta (AASUA), for a term beginning July 1, 2020 and ending June 30, 2022:

| Ricardo Acuna | President, AASUA |
|---|---|

The following academic staff member nominated by GFC to the Board of Governors and appointed to GFC for a term that is concurrent with the term on the Board (July 13, 2020 to July 12, 2023):

| Dilini Vethanayagam | Faculty of Medicine and Dentistry |
|---|---|

The following undergraduate student representatives to serve on GFC for terms commencing August 27, 2020 and ending April 30, 2021:

| David Ren | Faculty of Engineering |
|---|---|
| Adrian Wattamaniuk | Faculty of Engineering |

**MOTION II: TO RECEIVE*:***

The following statutory faculty members who have been elected/re-elected by their Faculty, to serve on GFC for term of office beginning July 1, 2020 and ending June 30, 2023:

| | |
|---|---|
| Michael Dyck | Faculty of Agricultural, Life and Environmental Sciences |
| Derek MacKenzie | Faculty of Agricultural, Life and Environmental Sciences |
| Cheryl Poth | Faculty of Education |
| Robert Burrell | Faculty of Engineering |
| Mani Vaidyanathan | Faculty of Engineering |
| Marianne Jacquet | Faculté Saint-Jean |

Item No. 7

**Governance Executive Summary**
**Action Item**

*Amended Item 5*

| Agenda Title | Duolingo English Test: Extension of Short-term Use |
|---|---|

## Motion

THAT the General Faculties Council approve the proposed temporary change to Undergraduate and Graduate English Language Proficiency requirements, as submitted by the Office of the Registrar and as set forth in attachment 1, to take effect for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admissions.

## Item

| Action Requested | ☒ Approval    ☐ Recommendation |
|---|---|
| Proposed by | Melissa Padfield, Vice-Provost and University Registrar |
| Presenter(s) | Melissa Padfield |

## Details

| Office of Administrative Responsibility | Provost and Vice-President (Academic) |
|---|---|
| The Purpose of the Proposal is (*please be specific*) | To extend the acceptance of the Duolingo English Test (DET) for all applicants to undergraduate and graduate programs as an additional option to demonstrate English Language Proficiency for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admission.<br><br>To adopt a subscore requirement, in addition to an overall score, to achieve a more nuanced assessment of an applicant's English Language Proficiency. |
| Executive Summary (*outline the specific item – and remember your audience*) | In response to the COVID disruptions to international testing centres, the Duolingo English Test (DET) was adopted as an additional option to demonstrate English Language Proficiency (ELP) for Spring 2020, Summer 2020, Fall 2020, and Winter 2021 admission to undergraduate and graduate programs.<br><br>The DET was not accepted by the university prior to March 2020 and was put in place as an urgent measure in order to support applicants during COVID-related test centre closures. The circumstances driving the initial decision have not materially changed, and we now recommend extending the approval for one additional admissions cycle.<br><br>Since the test was adopted, 418 undergraduate applicants and 103 graduate applicants have submitted DET scores to meet ELP requirements. Approximately 14% of admitted undergraduate applicants who submitted test scores to fulfill ELP in the current admissions cycle (214/~1500) used DET scores to meet the requirement.<br><br>**This proposal addresses:**<br><br>**Accessibility**: IELTS and TOEFL test centres remain closed in many parts of the world, and access to other at-home testing options is limited in regions including mainland China and Iran. |

| | |
|---|---|
| | In addition, the DET is a lower-cost option for many applicants, available from anywhere in the world with an internet connection, with no need to access an in-person test centre, and results are available within 48 hours of completing the test.<br><br>**Full-cycle Consistency**: The COVID pandemic remains unresolved. Through extending the existing emergency measure, we propose to make the option available for all applicants for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admission. The next admissions cycle for undergraduates will open on October 1.<br><br>**This proposal does not address**:<br><br>**Long-term adoption of the DET:** this would remain a short-term measure in response to COVID, but analysis of student performance data would provide information for future decisions. For example, first-term results for students accepted based on this test will be available for evaluation in late February 2021. |
| Supplementary Notes and context | *This proposal was discussed by the GFC Programs Committee at their meeting of September 17, 2020.* |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Consultation and Stakeholder Participation<br>(parties who have seen the proposal and in what capacity)<br><br><For information on the protocol see the Governance Resources section Student Participation Protocol> | *Those who are actively **participating***:<br>• Brooke Milne (Vice-Provost and Dean, Faculty of Graduate Studies and Research)<br>• Office of the Registrar |
| | *Those who have been **consulted***:<br>• Subcommittee on International Enrolment Management [SCIEM] (August 4, 2020)<br>• Program Support Team (August 27, 2020)<br>• Graduate Enrolment and Funding Advisory Committee [GEFAC; Associate Deans, Graduate from across the faculties] (August 26, 2019)<br>• David Draper, Vice President Academic (University of Alberta Students' Union)<br>• Administrative Committee on Enrolment Management [ACEM] (September 4, 2020)<br>• GFC Programs Committee (September 17, 2020) |
| | *Those who have been **informed***:<br>• Deans' Council (TBC, Week of September 8) |
| Approval Route (Governance) (including meeting dates) | GFC Executive Committee (September 14, 2020); for Recommendation General Faculties Council (September 28, 2020); for Approval |

**Strategic Alignment**

| | |
|---|---|
| Alignment with *For the Public Good* | Alignment with the Institutional Strategic Plan – For the Public Good OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, |

| | |
|---|---|
| | and the world.<br><br>Strategy: Optimize our international recruiting strategies to attract well qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university. |
| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing. |
| | ☒ Enrolment Management  ☐ Relationship with Stakeholders<br>☐ Faculty and Staff  ☒ Reputation<br>☐ Funding and Resource Management  ☐ Research Enterprise<br>☐ IT Services, Software and Hardware  ☐ Safety<br>☐ Leadership and Change  ☒ Student Success<br>☐ Physical Infrastructure |
| Legislative Compliance and jurisdiction | Cite reference to relevant legislation, policy, and governance committee(s) [title only is required]. |

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 3) Duolingo English Test (DET):  Case for Action to Extend Short-term Use
2. Attachment 2 (page(s) 1 - 2) Duolingo English Test (DET) Subscore Recommendation

*Prepared by:* <Amy Dambrowitz, Associate Registrar, amy.dambrowitz@ualberta.ca>

# Duolingo English Test (DET):
## Case for Action to Extend Short-term Use

**Context:**
In response to the COVID disruptions to international testing centres, the Duolingo English Test (DET) is currently being accepted for all applicants to undergraduate and graduate programs as an additional option to demonstrate English Language Proficiency (ELP) for Spring 2020, Summer 2020, Fall 2020, and Winter 2021 admission. The DET was not accepted by the university until March 2020, but was put in place as an urgent measure through executive authority[1] in order to support applicants during test centre closures.

The DET has been adopted temporarily by several U15 institutions in response to COVID, including McGill, McMaster, Queen's and the University of Calgary. One motivator for these decisions is that more traditional tests have not been consistently available (in person or online) to applicants from key regions including China and Iran.

418 undergraduate applicants submitted DET scores to meet ELP requirements between March 20 and August 11, 2020. Approximately 14% of admitted undergraduate applicants who submitted test scores to fulfill ELP in the current admissions cycle (214/~1500) used DET scores to meet the requirement. 103 graduate applicants submitted DET scores to meet ELP requirements up to August 24, 2020; 38 have been admitted. Most applicants who submitted the DET were applying from countries/regions where the IELTS and/or TOEFL remain inaccessible (in person or online), including mainland China, Iran, India, and Nigeria.

Minimum DET scores currently required by the University of Alberta are as follows:
- 115 for English Language Proficiency
- 125 for Spoken English Proficiency

Unlike the IELTS and TOEFL exams, the DET did not initially include subscores when it was adopted for use at the university. Duolingo has recently announced that they will provide subscores for the DET, in addition to an overall score, as of early July 2020. If the university were to continue to accept the DET going forward, we recommend accepting no subscore less than 95, which is functionally equivalent to an IELTS band score of 6.0.

International applicants continue to have limited access to ELP testing: IELTS and TOEFL test centres remain closed in many parts of the world, and at-home testing options (e.g., TOEFL iBT online) are inaccessible from regions including mainland China and Iran. It is unclear when

---

[1] The decision to allow the use of the DET to meet ELP for admission to all graduate and undergraduate programs was made by GFC Exec on April 6, 2020 and recorded in the Covid-19 Governance Decision Tracker. Endorsement by full GFC followed. The initial decision to accept DET to meet ELP for admission for all undergraduate programs was endorsed by Dean's Council on March 8, 2020 through an electronic vote.

these issues will be resolved. Because the circumstances driving the initial decision have not materially changed, we recommend extending the approval for an additional cycle.

The largest risk the continued use of the test presents is not knowing how applicants presenting the test for ELP will perform in their academic programs. First-term results for students admitted to Fall 2020 will not be available for analysis until February 2021, too late to support a timely decision.

**Proposal:**

1. Extend the acceptance of the Duolingo English Test (DET) for all applicants to undergraduate and graduate programs as an additional option to demonstrate ELP for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admission, reflecting that the situation driving the initial decision has not materially changed.

2. Adopt a subscore requirement, in addition to an overall score, to achieve a more nuanced assessment of an applicant's English Language Proficiency.

   > Based on our analysis of the subscoring system and a comparison to our other standard ELP tests, we recommend accepting an overall score of 115 for ELP with no subscore below 95 for applicants to undergraduate programs. Duolingo has indicated that a score of 95 is functionally equivalent to an IELTS 6.0, which is the current minimum band score for our ELP requirements.

**This proposal addresses:**

- **Continued Accessibility**: IELTS and TOEFL test centres remain closed in many parts of the world, and at-home testing options (e.g., TOEFL iBT online) are inaccessible from some regions, including mainland China and Iran.

  In addition, the DET is a lower-cost option for many applicants, available from anywhere in the world with an internet connection, with no need to access an in-person test centre, and results are available within 48 hours of completing the test.

- **Full-cycle Consistency**: The COVID pandemic remains unresolved, and circumstances will continue to change as we proceed through the next admissions cycle. Through extending the existing emergency measure, we propose to make the option available for all applicants for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admission.

- **Opportunity to assess long-term viability**: The urgent, short-term adoption of the DET has created an opportunity to assess the long-term value of adopting the test as part of our permanent suite of ELP testing options. One approach for evaluating the value of the test will be to track the academic performance of applicants admitted based on DET

results. First-term results for undergraduate students admitted to Fall 2020 should be available for analysis in February 2021.

NOTE: If we chose to extend the use of the DET to meet ELP, we would have the opportunity to evaluate a larger pool of students in the long term.

**This proposal does not address**:

- **Long-term adoption of the DET:** this would remain a short-term measure in response to COVID, but analysis of student performance data would provide a basis for future decisions.

**Attachment**
- **DET Subscore Recommendation**

**Duolingo English Test (DET) Subscore Recommendation**

**Background**

There are 4 subscores in addition to a Duolingo English Test (DET) overall score:
- Literacy (Reading and Writing)
- Comprehension (Listening and Reading)
- Conversation (Speaking and Listening)
- Production (Writing and Speaking)

Any test taken on or after July 7, 2020 and shared by applicants with postsecondary institutions will have subscores. Test subscores are scored with the max of 160 in a 5-point increment (same scoring method as the overall score). The overall score is not an average of subscores; each subscore and the overall score are calculated individually.

**Recommendation**

Based on our analysis of the subscoring system and a comparison to our other standard ELP tests, we recommend accepting an overall score of 115 for ELP with no subscore below 95 for applicants to undergraduate programs to achieve a more nuanced assessment of an applicant's English Language Proficiency.

Duolingo has determined that a score of 95 is functionally equivalent to an IELTS 6.0, which is the current minimum band score for our ELP requirements

| U of A Undergraduate Requirement for: | Overall Score | All subscores |
|---|---|---|
| ELP | 115 | 95 |
| SEP | 125 | 105 |
| BP1 | 80 | 65 |
| BP2 | 90 | 75 |

To benchmark DET with TOEFL and IELTS, we would require DET subscores that are above 50th percentile within a group of those who achieve the overall scores we require. Based on research from Duolingo, a subscore of 90 indicates a 50th percentile performance on the Production subscore (the most challenging: LaFlair, 2020) for those with an overall score of 115.

There have been 104 DET results for undergraduate applicants with subscores sent to the U of A. If this subscore requirement is adopted, 37% of this sample would meet ELP and 17% would meet SEP.

**Appendix: Median Subscores Based on Current Overall DET Score Requirement**

A DET overall score is associated with a set of median subscore values. Below is a summary of median subscores based on the current overall score requirements at the University of Alberta for ELP, SEP, BP1 and BP2.

| UofA Requirement for | Overall Score | Common Literacy Score | Common Comprehension Score | Common Production Score | Common Conversation Score |
|---|---|---|---|---|---|
| ELP | 115 | 115 | 125 | 90 | 105 |
| SEP | 125 | 125 | 135 | 105 | 120 |
| BP1 | 80 | 80 | 90 | 60 | 70 |
| BP2 | 90 | 90 | 100 | 70 | 80 |

According to IELTS (2018), the 2018 IELTS Academic median scores among all test takers are 6.25 for Listening, 6.15 for Reading, 5.55 for Writing, 5.95 for Speaking, and 6.05 overall.
U of A currently requires a score of at least 6.5 on the IELTS with no band less than 6.0.

According to ETS (2017), an overall TOEFL iBT score of 88 with each band score of 22 represents the 55th percentile, based on Percentile Ranks for TOEFL iBT Scores for all groups of test takers. U of A currently requires a score of 90 with no less than 21 on each band.

***The recommended approach for U of A's DET thresholds reflects our current practice with IELTS and TOEFL requirements.***

**References**

- Duolingo English Test. (2020). *Score Interpretation.* Retrieved from https://englishtest.duolingo.com/scores

- Duolingo English Test. (2020). *How can subscores be used?* Retrieved from https://testcenter.zendesk.com/hc/en-us/articles/360044217752-How-can-subscores-be-used-

- ETS. (2017). *Test and Score Data Summary for TOEFL iBT Tests.* Retrieved from https://www.ets.org/s/toefl/pdf/94227_unlweb.pdf

- IELTS. (2020). *Test taker performance 2018*. Retrieved from https://www.ielts.org/research/test-taker-performance

- LaFlair, T. G. (2020). *Duolingo English Test: Subscores*. Duolingo Research Report DRR-20-03. Retrieved from https://duolingo-papers.s3.amazonaws.com/reports/subscore-whitepaper.pd

Item No. 5

*Amended Item 6*

**Governance Executive Summary**
**Advice, Discussion, Information Item**

| Agenda Title | University of Alberta for Tomorrow (UAT) |
|---|---|

**Item**

| Proposed by | Bill Flanagan, President and Vice-Chancellor |
|---|---|
| Presenter | Bill Flanagan, President and Vice-Chancellor
Steve Dew, Provost and Vice-President (Academic)
Gitta Kulczycki, Vice-President (Finance and Administration) |

**Details**

| Office of Administrative Responsibility | Office of the President and Vice-Chancellor |
|---|---|
| The Purpose of the Proposal is (please be specific) | To discuss and receive feedback on the contents of the Interim Report of the Academic Restructuring Working Group. |
| Executive Summary (*outline the specific item – and remember your audience*) | The Academic Restructuring Working Group (ARWG) is pleased to provide its interim report for discussion and input. The full report, including its executive summary and appendices, is attached.

The release of this interim report represents the beginning of the second phase of consultation on academic restructuring at the University of Alberta. We ask members of the University community to provide input, comments, and reaction to the scenarios presented here. Throughout this second phase of consultation, we will report back to the community what we are hearing about the scenarios, how they have been received and reacted to internally and externally, and how we are responding to that input.

An updated proposal will be presented to the university community in November for the third phase of consultation, and the ARWG intends to bring a final proposal before GFC for recommendation and the Board for approval in December. This will allow us to begin implementation of our new structure in time for the 2021/22 academic year. |
| Supplementary Notes and context | *General Faculties Council endorsed the principles and objectives for academic restructuring at their June 22, 2020 meeting.* |

**Engagement and Routing** (Include proposed plan)

| Consultation and Stakeholder Participation | • Deans' Council - May 20
• Academic Planning Committee (APC) - May 20
• General Faculties Council (GFC) - May 25
• Town hall - June 2, (on UofA for Tomorrow)
• Deans' Council - June 3
• APC - June 11 |
|---|---|

Item No. 5

|  | |
|---|---|
| | • Board of Governors - June 19 |
| | • GFC - June 22, 2020 |
| | • Town hall - July 8, (including Thoughtexchanges) |
| | • Board of Governors - July 24 |
| | • Deans' Council - July 29 |
| | • Board of Governors - August 14 |
| | • Graduate Students' Association - August 17 |
| | • Non-Academic Staff Association - August 19 |
| | • Association of Academic Staff - August 20 |
| | • APC - August 20 |
| | • Students' Union Council - August 25 |
| | • Senior Leadership Retreat - August 26 |
| | • Townhall with Equity-Seeking Groups - August 27 |
| | • Deans' Council - September 2nd |
| | • Meeting of ad hoc advisory group on input from equity-seeking groups - September 4 |
| | • Board of Governors Retreat - September 4 |
| | • Academic Planning Committee - September 9 |
| | • Council on Student Affairs - September 10 |
| | • Chairs' Council - September 15 |
| | • Vice-Provosts' Council - September 21 |
| | • APC - September 23 |
| | • GFC - September 28 |
| | • Townhall - September 30 |
| | Broad consultation on the Interim Report will follow, including with Faculties, students, Deans' Council, Chairs' Council, the Board of Governors, the Council on Student Affairs, the Academic Staff Association, the Non-Academic Staff Association, and others. |

**Strategic Alignment**

| Alignment with *For the Public Good* | GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. | |
|---|---|---|
| Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing. | |
| | ☐ Enrolment Management <br> ☐ Faculty and Staff | ☐ Relationship with Stakeholders <br> ☒ Reputation |

Item No. 5

| | ☒ Funding and Resource Management <br> ☐ IT Services, Software and Hardware <br> ☒ Leadership and Change <br> ☐ Physical Infrastructure | ☐ Research Enterprise <br> ☐ Safety <br> ☐ Student Success |
|---|---|---|
| Legislative Compliance and jurisdiction | *Post-Secondary Learning Act* <br> General Faculties Council <br> Board of Governors Mandate | |

Attachments:

1. Interim Report of the Academic Restructuring Working Group pages 1-131

*Prepared by:* Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic)

# Interim Report of the Academic Restructuring Working Group

**September 2020**

UNIVERSITY OF ALBERTA | **U of A** for TOMORROW

# TABLE OF CONTENTS

UNIVERSITY OF
ALBERTA

*The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.*

## EXECUTIVE SUMMARY

### University of Alberta for Tomorrow

The University of Alberta is at a crossroads and faces the need for profound change. The post-secondary sector is evolving quickly and the budgetary pressures facing the U of A today are significant. We must take action urgently, and we must be driven by our vision: "to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good."

To achieve this vision over the long term, the U of A is embarking on an intense new period of academic and administrative transformation – U of A for Tomorrow.

In May 2020, Provost Steven Dew established the Academic Restructuring Working Group (ARWG), an advisory committee of faculty, students, and academic leaders, to guide the development of recommendations for structural changes to faculties and departments at the U of A, and to identify processes and strategies for achieving these recommendations. The role of the ARWG is to develop proposals for the university to consider - ultimately, decisions about academic restructuring will be made through our normal governance processes involving General Faculties Council (GFC) and the Board of Governors.

### The case for change

The university recognizes that society's grand challenges require new forms of collaboration, and that the trend in research funding, in Canada and globally, is to promote collaboration across disciplines. Emerging areas of student demand are also interdisciplinary in nature. As we educate future citizens, workers, entrepreneurs, and leaders, we are increasingly asked to help our students work and think across traditional boundaries.

The university's current academic structure makes it difficult to respond to these demands. Our faculty-based structures do not encourage cross-faculty research collaboration as strongly as they could, and current reporting lines do not facilitate cross-disciplinary innovation in programs and teaching as smoothly as they might. Moreover, our current structure results in course and program offerings that are both complex and sometimes duplicative.

In addition to our academic imperatives, reductions in our provincial operating grant, combined with other provincial directives, mean that we have to reduce our overall expenses by more than $120 million over the next three years, net of tuition growth. It is important that we achieve this in a way that preserves the quality of our teaching and research mission. This means that we need to become more efficient, particularly in how we deliver administrative supports.

*Comparator analysis*

The ARWG examined academic structures at other peer institutions in Canada and other parts of the world to gather a cross section of structural models and to learn from others' restructuring efforts. These examinations revealed the following key insights:

- The U of A has an unusually high number of stand-alone faculties (18, compared to a U15 average of 12);
- At all institutions, the number of faculties is not correlated with institutional reputation, resources, or number of students;
- Institutions that have significantly reduced the number of faculties have not suffered in terms of quality, breadth of programming, rankings, or research performance; and
- There is no single "best practice" in organizational design. A university's faculty structure must reflect and respond to its unique character, mission, history, and goals.

*Developing an organizational model for the U of A*

Based on an extensive review of possible options, the ARWG has developed three scenarios for consideration by the university community. Each of these represents a distinct philosophical approach, and each can still be refined and modified through community consultation.

## Scenario A – Health Sciences Consolidation

In this scenario, most current faculties would remain unchanged, while the Health Sciences faculties, with exception of Medicine and Dentistry would be consolidated into schools within a single faculty.

**FIGURE 18** HEALTH SCIENCES SCENARIO

| 620 | 310 | 295 | 219 | 112 | 174 |
|-----|-----|-----|-----|-----|-----|
| **FoMD** | **ARTS** | **SCIENCE** | **ENGG** | **ALES** | **HEALTH SCI**<br>• NURSING<br>• SPH<br>• REHAB<br>• PHARM<br>• KSR |
| 108 | 69 | 32 | 58 | 32 | 14 |
| **EDUCATION** | **BUSINESS** | **LAW** | **AUGUSTANA** | **CSJ** | **NATIVE ST** |
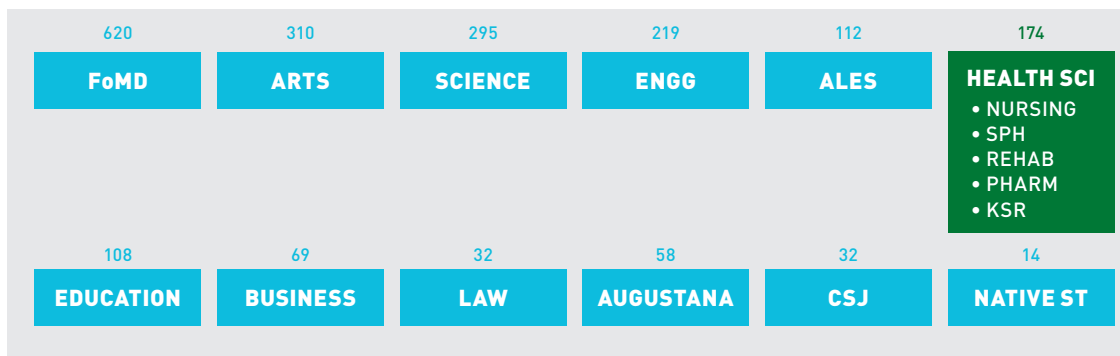
Within the consolidated Health Sciences faculty, each of the constituent units– Public Health, Rehabilitation Medicine, Pharmacy, Kinesiology, Sport and Recreation, and Nursing – would retain significant academic autonomy, control over academic programs, and management of research not crossing disciplinary boundaries. The faculty-level unit would provide all administrative functions, set overall strategic direction, and recruit and oversee school leaders. On the whole, this scenario does not represent a significant departure from the university's current operating model or organizational structure and offers relatively lower cost savings. Any substantial academic or financial benefits would be realized through the subsequent review of department structures and programs.

## Scenario B – Tri-Agency Alignment

In this scenario, most current faculties would be consolidated into three divisions, broadly along tri-agency lines. Current faculties would continue to be called faculties and would retain ownership of programs, teaching, and research, while the divisions would provide overall strategic direction and administrative services, recruit and supervise faculty leaders, and set faculty budgets. Campus Saint-Jean, Augustana, and Native Studies would remain outside this structure as stand-alone faculties, retaining academic and administrative autonomy.

**FIGURE 19** TRI-AGENCY ALIGNMENT SCENARIO
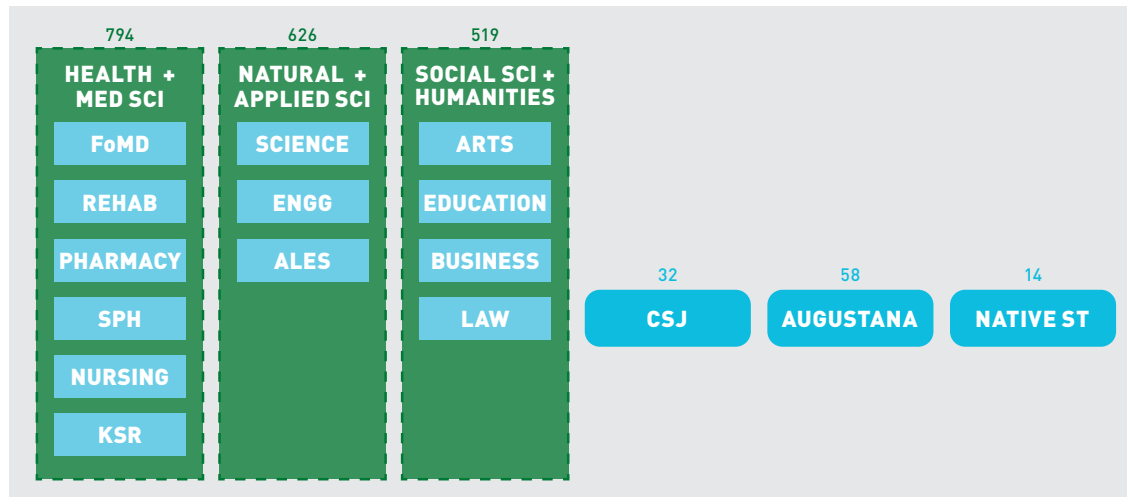


The division structure is intended to enable new forms of academic integration and collaboration, realize administrative economies of scale, and reduce the need for academic leadership positions at the faculty and department levels by shifting where in the organization certain academic responsibilities are undertaken.

## Scenario C – Consolidation and Shared Division

This scenario presents a hybrid division model. Faculties are consolidated with discipline-specific schools where there is academic synergy for doing so (Arts and Science, Applied Science, Health Sciences) and a shared division brings administrative economies of scale to the remaining smaller faculties. Medicine and Dentistry remains intact, given its significant size as is.

**FIGURE 21** CONSOLIDATION PLUS SHARED DIVISION SCENARIO
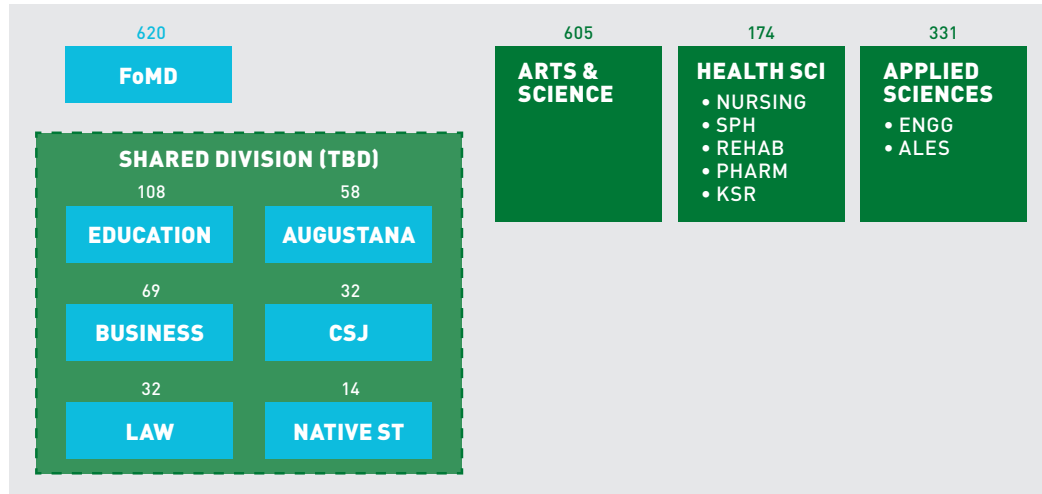


*Next steps*

The release of this interim report represents the beginning of the second phase of consultation on academic restructuring at the U of A. We ask members of the university community to provide input, comments, and reaction to the scenarios presented here. Throughout this second phase of consultation, we will report back to the community what we are hearing about the scenarios, how they have been received and reacted to internally and externally, and how we are responding to that input.

An updated proposal will be presented to the university community in November for the third phase of consultation, and the ARWG expects to bring a final proposal before GFC and the Board in December for approval. This will allow us to begin implementation of our new structure in time for the 2021/22 academic year. Once a faculty structure has been settled, the ARWG will shift to considering departments.

## INTRODUCTION

### University of Alberta for Tomorrow

All universities must periodically evolve. In 2020, the University of Alberta is at a crossroads and faces the need for profound change. Through this period of change, we must be driven by our vision, affirmed in *For the Public Good*:

> To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.

To sustain this vision over the long term, the U of A is embarking on an intense new period of academic and administrative transformation. The post-secondary sector is evolving quickly and the budgetary pressures facing the U of A today are significant. We must take action urgently.

This transformation process – U of A for Tomorrow – will reform our structure and administration, but throughout we will remain guided by our vision with enduring commitment to excellence in research, teaching, and learning.

U of A for Tomorrow is underpinned by a view of the university that five years from now:

- **New levels of impact and engagement:** U of A's research and teaching impact and community engagement has never been greater, advancing economic growth and the public good in Alberta and beyond.
- **Expanded enrolment:** Making the most of positive demographic trends and leading Alberta's growing participation rate, U of A has expanded enrolment to over 50,000, including cutting edge online programs reaching students around the world.
- **Financial sustainability:** The U of A has dramatically reduced its dependence on government operating grants – and is less vulnerable to fluctuations in government funding.
- **Enhanced student experience:** Student experience is enhanced through coordination, rationalization, and centralization of student services.
- **Enhanced staff engagement:** Staff are highly engaged and more equipped than ever to advance the university's mission due to streamlined, more efficient delivery of services.
- **Increased innovation and entrepreneurship:** With this transformation, the U of A is in position to become a global leader in innovation and entrepreneurship in higher education, delivering an unprecedented level of interdisciplinary teaching and research programs. An ambitious program of new revenue generation has been launched to expand existing programs and develop new ones that are highly responsive to student and employer demand.

Facing unprecedented hardships that will be difficult to work through, our university must change. This is, however, our moment to build our place as leaders in higher education and research. The U of A must seize the opportunity to evolve. With fundamental systemic reform, we can set a bold new direction for the university of tomorrow.

### Why now?

U of A for Tomorrow is fundamentally about excellence. It is about ensuring that our academic and administrative structures enable us to thrive in today's environment, and to adapt in the future.

This transformation is motivated by major shifts in the academic environment – in research, teaching, programs, and student experience – and these factors will be the primary drivers for our decisions.

But we have to acknowledge that we also face a fiscal crisis, and that is driving the pace of our transformation. Between 2019 and 2022, our operating grant from the Government of Alberta will fall by an estimated 33%. Over the last decade, the U of A has been among the highest-funded universities in the U15, based on combined per student revenue from our provincial grant and tuition. Even after the projected reductions, we will remain competitively funded within the U15. However, the pace at which we need to adjust is unprecedented.

Our commitment to excellence will not allow us to simply absorb these reductions without changing the way we work. With fewer financial resources, it is imperative that we rethink our organization to become leaner, more nimble, and more effective, and that we do it now. A common theme in our consultations is that status quo is not an option for us.

We can continue to excel – but only if we transform.

### Pillars of U of A for Tomorrow

U of A for Tomorrow has two pillars: Academic Restructuring (AR) andService Excellence Transformation (SET).

SET is focussed on the way we deliver core administrative functions across the vice-presidential portfolios and the faculties – in areas like finance, HR, and IT – to drive service improvements and greater efficiency, and ultimately better support for our academic mission.

Academic restructuring, by contrast, is about reviewing the organization and roles of our faculties and departments, and the roles of our leaders, to ensure that our structure evolves to support, rather than constrain, excellence in teaching, learning, and research over the coming decades.

Academic restructuring is fundamentally an academically driven process. To help guide the process, we have formed the Academic Restructuring Working Group (ARWG), an advisory committee of faculty, students, and academic leaders chaired by the provost. The role of the ARWG is to develop a proposal for the university to consider - ultimately, decisions about academic restructuring will be made through our normal governance processes with the Board of Governors having the authority to make final approval with due consideration of the recommendation of General Faculties Council.

# WHAT IS ACADEMIC RESTRUCTURING?

## Overview

Academic restructuring refers to redrawing our academic organization chart, changing the size and nature of our faculties, departments, institutes and centres, including the roles each of these academic units performs within the university.

Academic restructuring critically supports the vision of U of A for Tomorrow by:

- Enabling us to focus more of our resources on the frontline delivery of our mission, rather than unit-level administration;
- Creating a more strategic, nimble, collaborative, and accountable leadership forum;
- Re-setting our administrative structures (in conjunction with SET) to be more consistent and more student-focused;
- Improving the scope and structures to support overall research excellence, interdisciplinary programs and research, reducing course and program duplication, and creating more focused and accessible academic programming; and
- Supporting institutional objectives for equity, diversity, and inclusivity.

Transformation is disruptive – but academic restructuring will lead to long-term benefits across our academic community.

In the University of Alberta of tomorrow, researchers should benefit from removing structural impediments to interdisciplinary collaboration and providing a structure conducive to both large- and small-scale cooperation. Students should experience a simplified array of outstanding academic programs with greater scope for interdisciplinarity, more transparency of offerings, and greater consistency of supports. And at the institutional level, a leaner leadership structure means we will be more organizationally nimble and able to respond to strategic opportunities. Reducing our total number of leadership positions – in conjunction with realizing economies of scale – will allow us to maximize resources devoted to our core research and teaching mission.

To realize these benefits and achieve its vision, the U of A of tomorrow must be:

- Strategic
- Nimble
- Collaborative
- Bold
- Sustainable
- Student-focused
- Interdisciplinary
- Innovative
- EDI-focused

These organizational characteristics are not an end in themselves, but are important enablers of excellence for an outstanding research university.

*Focus*

At this stage of the process, the Academic Restructuring Working Group (ARWG) is focused on faculty-level reorganization. To realize the full benefits of a reorganization, we will also need to review department structure (both the number and organization of departments) and over time this will influence the organization of academic programs. These reviews will follow and be guided by the reorganization of faculties.

It is important to note that this round of academic restructuring is NOT addressing the elimination of areas of study, reducing (or increasing) the budget for particular units, or reducing the number of faculty members or faculty service officers. We may have to undertake difficult discussions about academic priorities over the coming years – and a new structure will help drive that conversation – but that is not the intent of this process.

*Principles for academic restructuring*

U of A for Tomorrow as a whole is meant to embody the university's core values, as affirmed in *For the Public Good*. The university community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the university was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally.

- Above all, we value intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons as the foundation of ethical conduct in research, teaching, learning, and service.
- We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.
- We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all.
- We value academic freedom and institutional autonomy as fundamental to open inquiry and the pursuit of truth.
- We value diversity, inclusivity, and equity across and among our people, campuses, and disciplines.
- We value creativity and innovation from the genesis of ideas through to the dissemination of knowledge.
- We value the history and traditions of our university, celebrating with pride our people, achievements, and contributions to society

In addition, the ARWG has adopted a set of principles – endorsed through the academic governance process – to guide the development of recommendations for our academic structure. The ARWG will:

- be consultative and transparent in its work, engaging the university
- act in the best interests of the entire institution
- make recommendations that are data-informed and future focused
- assess impacts of proposals on equity, diversity, and inclusion, to ensure that proposals do not negatively impact institutional efforts towards equity, diversity, and inclusivity
- move very quickly in pursuing its objectives, given the University's current situation

*Commitments to equity, diversity, and inclusivity*

The U of A has a strong commitment to EDI, and the academic restructuring process must support and reflect our Strategic Plan for Equity, Diversity, and Inclusivity. This commitment is embedded within our process in various ways. The ARWG has received training on applying an EDI lens and evaluating EDI impacts. We conducted a set of dedicated Thought Exchanges to invite input from members of equity-seeking groups, followed by a town hall focused on discussing these perspectives and considerations. We established an ad hoc advisory group made up of members of equity-seeking groups to help senior leaders to reflect on the input received from marginalized and under-represented members of our community.

We will continue to invite input and engagement throughout our process, including through focused roundtable discussions. We need to understand the potential impacts of restructuring on different groups, and to identify strategies to mitigate negative impacts. In short, we recognize that for U of A for Tomorrow to be successful, we need wide-ranging engagement and participation – including and especially from those who have been historically excluded.

## The academic restructuring process

*Consultation*

The ARWG was formed in spring 2020 with a mandate to develop recommendations for structural changes to academic units at the U of A, and to identify processes and strategies for achieving these recommendations. Membership and details on the ARWG are provided in an appendix. This group is working in parallel with institutional efforts for administrative restructuring (SET initiative) and initiatives related to administrative efficiency and effectiveness.

The academic restructuring process is fundamentally consultative. Beginning in spring 2020, consultations have focused on principles, objectives, rationale, and benefits of restructuring. The working group has also explored our current state and that of comparator institutions. General Faculties Council (GFC) has been engaged continually, both as a whole and through the Academic Planning Committee (APC), the subcommittee of GFC charged with overseeing academic structure. The ARWG, the president, and the provost have also engaged the broader community extensively:

- Online input through Thought Exchange, email and the U of A for Tomorrow web site
- Three town halls, including a town hall with members of equity-seeking groups
- Four discussions with Deans' Council
- Dedicated consultations with the Students Union Council and the Graduate Students' Association Council
- Meetings with the Non-Academic Staff Association (NASA) and the Association of Academic Staff (AASUA)
- Dedicated opportunities for input for members of equity-seeking groups, including:
  · group-specific Thought Exchanges;
  · a town hall devoted to hearing perspectives of members of historically underrepresented groups, attended by close to 100 people ; and
  · a representative ad hoc advisory group subsequently brought together to reflect on and respond to the feedback heard in that town hall.
- Dedicated discussion at the Senior Leadership Retreat (includes president, vice-presidents, associate vice-presidents, vice-provosts, deans, vice-deans, and other senior leaders)

- Discussion at Chairs' Council
- Discussion at the GFC Council on Student Affairs (CoSA)
- Discussion at three special meetings of the Board of Governors
- Numerous one-on-one discussions with individuals both within and outside of the U of A
- More than thirty written submissions and letters providing input

Approximately 2,500 individuals watched President Flanagan's initial town hall on University of Alberta for Tomorrow on June 2, and a further 2,100 individuals watched a town hall specifically on academic restructuring on July 8. At the town hall on July 8, we ran two Thought Exchanges which each garnered 1,200 participants.

The first Thought Exchange asked participants for their thoughts on academic restructuring. Among the Top Thoughts were questions about the criteria for determining faculty mergers, job losses, and staff representation on the ARWG.

The second Thought Exchange ran for the week that followed and asked participants to identify the most important opportunities and challenges of restructuring. Among the Top Thoughts were recommendations to reduce the number of senior leaders at the University, the importance of balancing academic restructuring with administrative restructuring, the need for sufficient detail to foster genuine consultation, and potential impacts of restructuring on the workforce.

The Top Thoughts from these exchanges reflected themes that have emerged throughout this first phase of consultation.

- Members of the community have been keen to ensure that a broad range of groups are represented in the academic restructuring process. We have worked to ensure that broad representation by expanding the membership of the working group to include student leadership and faculty members, and by working together with the SET initiative to establish the Staff Advisory Team, through which important consultation will occur going forward.
- Members of the community are understandably concerned about the impact of academic restructuring on job loss and on the workloads of those who remain. While we know that the university's current financial situation makes job losses inevitable, our work on academic restructuring, along with SET, is intended to ensure that our employees are engaged in meaningful, effective, and efficient work, and that maximal resources are dedicated towards our core missions of teaching and research.
- As described above, our community has made clear that restructuring cannot come at the expense of progress towards the goals expressed in the U of A's Equity, Diversity, and Inclusivity Strategic Plan so the structures previously described have been put in place to monitor that impact.
- We have heard from students that we will need to be diligent to ensure that the student experience is at the forefront of our objectives in restructuring the academy. Enhanced opportunities for collaboration and interdisciplinary will benefit students, and future work on program rationalization and design will further assist us in ensuring that a high-quality student experience remains a core element of the U of A.
- Faculties and departments with accredited programs remain concerned about the possible impact of academic restructuring on the U of A's very strong record of successful accreditation. This is a critical area, and ongoing impact assessment of our proposals on accreditation is necessary, with the help of those affected programs and faculties.

- Many members of the community have articulated the strong connection between structure and reputation, as well as affinity with our traditional faculty model. We have tried to balance these connections with boldness in the scenarios presented. While our traditional models have, in some ways, served us well, we should not be afraid to explore new and innovative models that will help the university meet its goals.
- We have heard some concern that the working group has been overly reliant on comparator institutions in the United Kingdom and Australia, and not exploratory enough of comparators in other jurisdictions, including the United States. The Nous Group, who do have experience predominantly in the UK and Australia, did explore some American models on behalf of the ARWG and do have growing clientele within the US. There are, however, many significant differences in the overall structure, regulation and funding at institutions in the United States that make comparisons less helpful than those that come from similar post-secondary systems, like those in the UK and Australia. It is also noteworthy that evidence is emerging of a general trend of Canadian universities to be less administratively efficient than their peers in the UK and Australia, yielding few aspirational models.
- On the whole, members of the community have generally supported the view that maintaining the status quo is not an option, that change is necessary, and that we should strive to create a stronger university even in the face of resource challenges.

This rich input has been very valuable in helping the ARWG to craft this report and the scenarios that are included.

Consultation will continue throughout the next phase of the process. Additional town halls will be held approximately monthly, and we will follow the recommendations of the ad hoc advisory group on creating further avenues for engagement with our most marginalized community members.

### Governance and authorities

Under the Post-Secondary Learning Act of Alberta, the Board of Governors has broad authority over the management and operation of the university, with due consideration of the recommendations of GFC. Any proposals will be brought to both bodies, including the Academic Planning Committee.

### Timeline

Consultation on the scenarios presented in this report will take place throughout the rest of September and October through a combination of town halls, online input, faculty-specific meetings, and discussions with GFC and the Board of Governors.

The tentative goal is to present an updated proposal to the university community in November, and the ARWG intends to bring a final proposal before GFC and the Board in December for approval. This will allow us to begin implementation of our new structure in time for the 2021/22 academic year.

## CURRENT STATE – THE CASE FOR CHANGE

In *For the Public Good*, th University of Alberta has identified excellence in research and teaching as core priorities, and interdisciplinary research and teaching as a strategic goal. We recognize that society's grand challenges require new forms of collaboration, and that the trend in research funding, in Canada and globally, is to promote collaboration across disciplines on a large and small scale.

Emerging areas of student demand are also interdisciplinary in nature. As we educate future citizens, workers, entrepreneurs, and leaders, we are increasingly asked to help our students work and think across traditional boundaries.

It is not clear that the university's current structure responds to these demands, especially in a consistent manner. Our faculty-based funding and evaluation structures do not encourage cross-faculty research collaboration as strongly as they could, and current reporting lines do not facilitate cross-disciplinary innovation in programs and teaching as smoothly as they might.

Moreover, our current structure results in course and program offerings that are both complex and sometimes potentially duplicative. At the course level, for example, versions of basic anatomy are taught in six different units, and introductory or second-level statistics are taught in six units. Some of this apparent duplication may be justified, but our current structures make this difficult to assess or mitigate.

### Faculty-level organizational structure

The U of A's current organizational structure features faculties which are highly disparate in size, budget, and operational scope.

| FACULTY | NUMBER OF PROFESSORS (FTE) | OPERATING EXPENSE ($ MILLION) | ACADEMIC SALARIES ($ MILLION) | NUMBER OF ACADEMIC ADMIN POSITIONS | STUDENT FULL-LOAD EQUIVALENTS (FLE) |
|---|---|---|---|---|---|
| ALES | 114 | 51.1 | 18.1 | 20 | 1875 |
| Arts | 312.4 | 98.7 | 63.4 | 58 | 5760 |
| Augustana | 57 | 19.8 | 9.0 | 14 | 904 |
| Business | 64 | 40.4 | 20.4 | 8 | 2503 |
| CSJ | 31 | 15.4 | 7.2 | 8 | 751 |
| Education | 103 | 32.7 | 20.0 | 21 | 3382 |
| Engineering | 221 | 86.8 | 38.0 | 28 | 6092 |
| KSR (excl. Athletics and CCR) | 37 | 14.6 | 7.2 | 5 | 981 |
| Law | 30.5 | 12.1 | 6.5 | 5 | 575 |
| Medicine | 619.6 | 191.2 | 82.1 | 74 | 2668 |
| Native Studies | 14 | 4.3 | 2.2 | 4 | 168 |
| Nursing | 41 | 26.7 | 14.9 | 9 | 1541 |
| Pharmacy | 19 | 9.8 | 5.7 | 9 | 622 |
| Public Health | 29 | 9.6 | 5.4 | 5 | 215 |
| Rehab Med | 35 | 24.2 | 10.2 | 10 | 898 |
| Science | 294 | 117.1 | 61.2 | 38 | 7051 |

**\*Note:** professoriate figures in this table may not match other figures in this document. This table is presented on an FTE basis and for 2019-20 to allow for comparison with most recent validated financial and student numbers; other figures present current-year headcounts for a point-in-time snapshot.

## Fiscal context

Reductions in our provincial operating grant, combined with other provincial directives, mean that we have to reduce our overall expenses by more than $120 million over the next three years, net of tuition growth (which is subject to some uncertainty in the current environment). It is important that we achieve this in a way that preserves the quality of our teaching and research environment, in order to deliver on our mission. This means that we need to become more efficient, particularly in how we deliver administrative supports, both centrally and within the faculties and departments. We also need to evolve to a more efficient and effective leadership model. The more academic units and leadership roles we have, the more professors are pulled away from teaching and research to fulfil those roles. With fewer units, we can support individuals in leadership roles better and increase the number of professors devoted to teaching and research.

U of A for Tomorrow is driven partly by the urgency of financial challenges, but it is also noteworthy that the Government of Alberta has launched a province-wide post-secondary system review to be completed this year. The results of this review are unknown, but the U of A will be best positioned to influence and respond to changes in provincial direction if its own strategic reorganization is already well advanced and clearly distinguishes the U of A through the process. As well, an organizational design that is resilient in the face of a changing provincial system will be desirable.

As noted above, the financial benefits of academic restructuring stem primarily from improved economies of scale at delivering administrative services, and the ability to reduce our embedded leadership costs. These opportunities will be explored further below. In future, a new academic structure will enable and support an exploration of course and program duplication.

### Operating expenses

Over the last two years, the U of A has embarked on a multi-year exercise to better understand our current distribution of administrative services and activities, in support of the university's mission and goals. Through an international benchmarking initiative called UniForum, we are gathering and analyzing data in a way that allows comparisons of our results with those of other participating universities from Australia, New Zealand, the United Kingdom, and Canada.

The results of our first year indicate that the U of A has higher administrative costs than peer institutions, especially those in Australia and the UK.

Most of our upcoming administrative reform is in the purview of SET, which will consider the overall delivery of support functions across the institution. However, there is an element of our administrative spend that is driven by faculty organization.

In our current model, there is a high degree of variability in the size of both faculties and departments. Our faculties range from 14 to 620 faculty members. Our departments range from 5 to 200 faculty members.

This current state produces a significant cost differential between our large and small faculties. It is certainly true that some faculties have specialized requirements that must be preserved in any restructuring. However, more generally, these cost differentials are driven by economies of scale.

According to UniForum data, faculties currently spend about $285 million on support functions, of which $145 million are on operational functions such as finance, HR, IT, facilities management, and teaching and research administration (see figure below). On an intensity basis, large faculties are simply more administratively efficient. For example, Science does 23% of all teaching, holds 21% of all research grants, yet accounts for only 8% of operations (admin) spending in the faculties.

**FIGURE 1**  FACULTY ADMINISTRATIVE EXPENSE BY FUNCTION



| | |
|---|---|
| **CA** | Complementary Activities |
| **EE** | External Engagement |
| **FI** | Finance |
| **FM** | Facilities Management |
| **GA** | General Administration |
| **GO** | Governance |
| **HR** | Human Resources |
| **IT** | Information Technology |
| **LI** | Library |
| **RA** | Research Administration |
| **RF** | Research Facilities |
| **SS** | Student Services |
| **TA** | Teaching Administration |
| **TD** | Teaching Delivery |
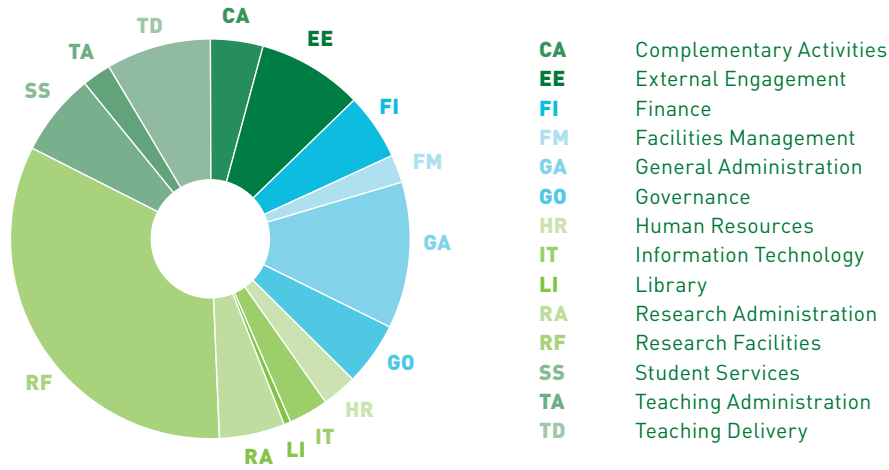
Source: UniForum project data

This trend can be seen in Figure 2 which plots operations staffing (and by extension spending) by faculty against the total course registrations (as an indicator of teaching intensity). Also shown is a power law fit which captures that it is not a linear trend - the larger faculties spend proportionately less on administration due to economies of scale. This power law relationship is used later on in this report when estimating the financial benefits of various possible faculty configurations.

**FIGURE 2**  FACULTY ADMINISTRATIVE EXPENSE BY FUNCTION
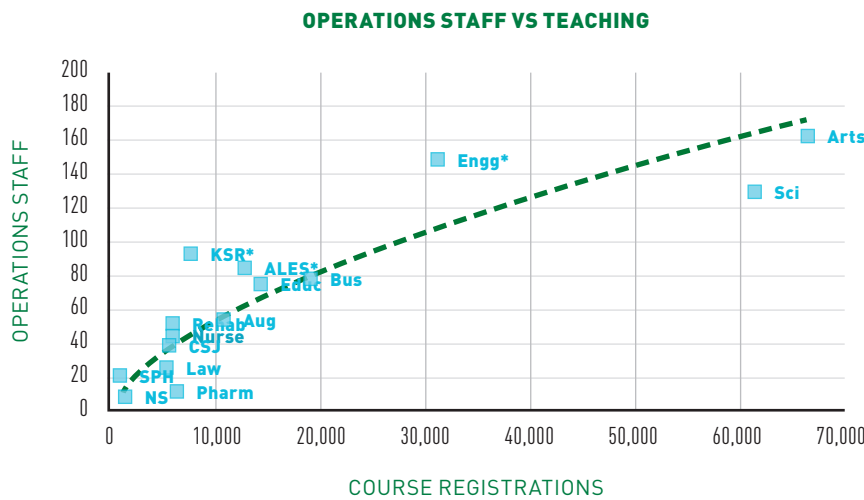


Source: UniForum project data

UniForum data also help to explain why larger faculties tend to be more efficient. Figure 2 shows that U of A's smaller faculties tend to rely heavily on generalists who must perform multiple administrative roles (e.g. finance, HR, and general admin). A small faculty will employ about 60% generalists (vs. 40% for a large faculty). This is not surprising because a small faculty has fewer staff to stretch across the full range of administrative functions. However, as can be seen in Figure 4, generalists tend to be more expensive and difficult to recruit because they must provide a unique combination of skills. This can result in a 25% average salary difference between a small and large faculty for the same amount of labour.

**FIGURE 3** PERCENTAGE OF GENERALIST FOCUS BY TOTAL OF ADMINISTRATIVE EXPENDITURE

GENERALIST FOCUS VS SPEND
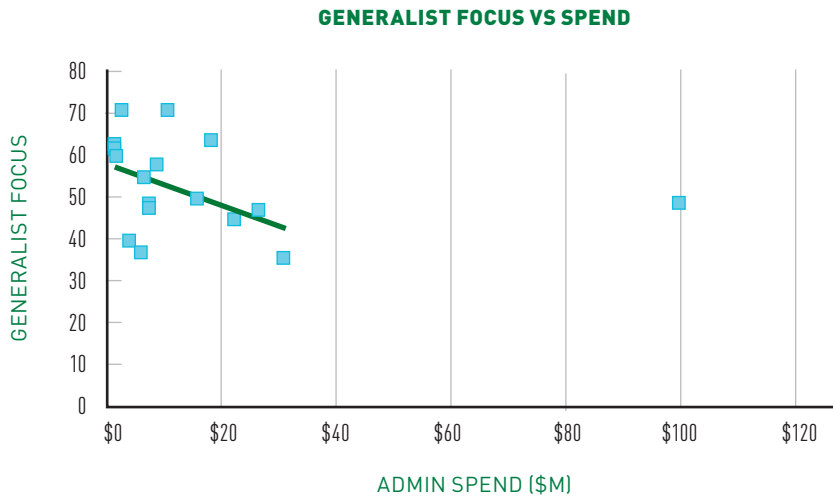


**FIGURE 4** PERCENTAGE OF GENERALIST FOCUS BY COST PER FTE

GENERALIST FOCUS VS COST/FTE
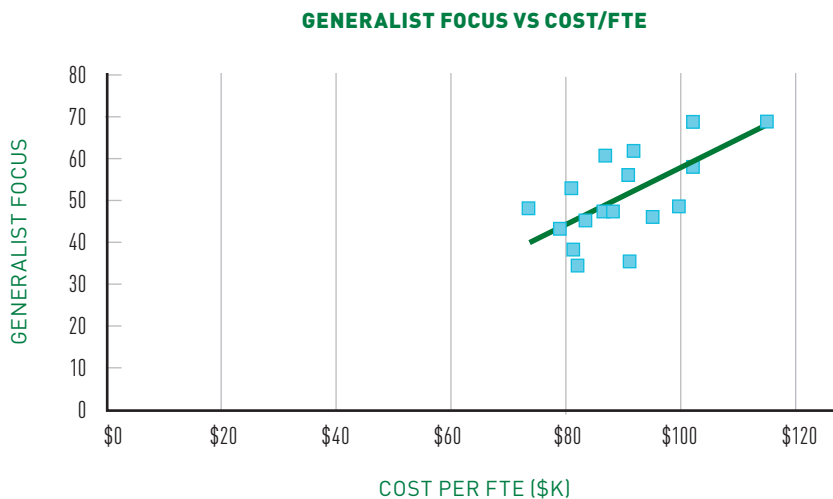
Generalists can be very valuable for problem solving and for dealing with strategic issues. However, they are less efficient when deployed in routine transactional roles where they do no one function often enough to be as efficient and effective as a specialist. Unfortunately, we can see from Figure 5 that that is exactly what happens in small faculties which spend a high fraction of their administrative activities in relatively simpler transactional functions. Hence, the small faculties end up using the more expensive people in less valuable tasks and for activities at which they are less efficient. Larger faculties have the critical mass to deploy more efficient specialists and to find ways to reduce the transactional work.

**FIGURE 5** PERCENTAGE OF ADMINISTRATION THAT IS TRANSACTIONAL BY TOTAL ADMIN EXPENSE; TRANSACTIONAL VS. GENERALIST FOCUS
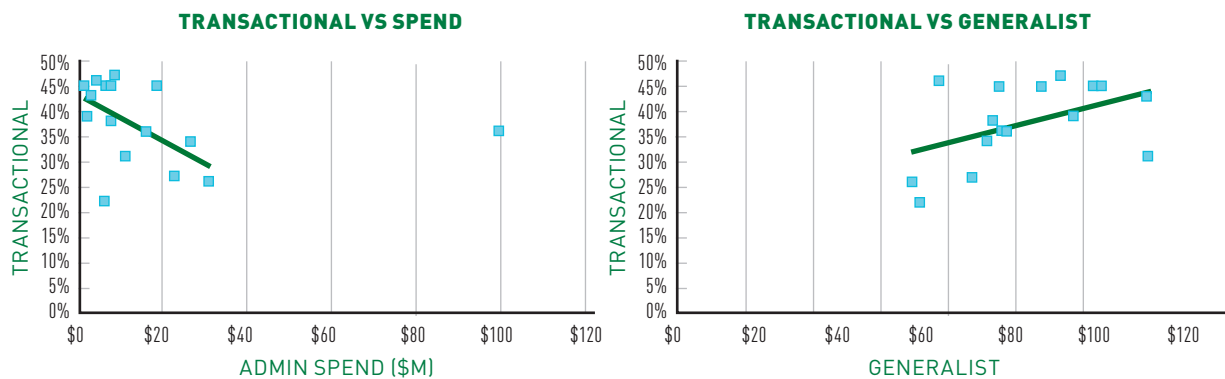


Hence, consolidating our organization into fewer, larger academic units will support our administrative transformation and realize economies of scale that will ensure a greater proportion of our resources are devoted to frontline academic activities.

It is also clear that the U of A's complex organizational model carries relatively higher leadership costs. Because we have a large number of academic units, a relatively high proportion of salary expenditure is devoted to compensation and inducements for leadership roles, at both a faculty and departmental level.

### Leadership costs

Across U of A's 18 faculties and 66 departments, there are 302 academics serving in leadership roles such as dean, associate dean, chair, associate chair, director, etc. This number is divided fairly evenly between the faculty and department levels.

The annual cost of compensating individuals in leadership roles under the current model is $75 million, not including costs for recruitment and training. This is an overstatement of the effective cost since many of these individuals continue to devote at least some time to teaching and research.

Reducing the number of units, and/or consolidating these roles into fewer units, would allow us to have fewer leadership positions, and allow us to focus our limited resources to better support the leaders we have. Moreover, it would allow us to release faculty members back into teaching and research. This allows us to temporarily suspend the replacement of retiring faculty, without reducing the size of our current active complement. Releasing 75 faculty members from their administrative roles could ultimately save about $18 million annually.

In addition to the benefits of reducing the number of faculties, there are equally large opportunities at the department level. Currently, the size of departments varies widely (see Figure 6), and there is no clear correlation between small department size and high academic quality or research success. Half of the departments have fewer than 20 faculty members and so these departments struggle to find people for leadership roles and end up tying up many senior professors who might otherwise be leading large research initiatives or mentoring junior colleagues.

**FIGURE 6**  DISTRIBUTION OF DEPARTMENT SIZE

### DISTRIBUTION OF DEPARTMENTS BY NUMBER OF ACADEMIC FACULTY
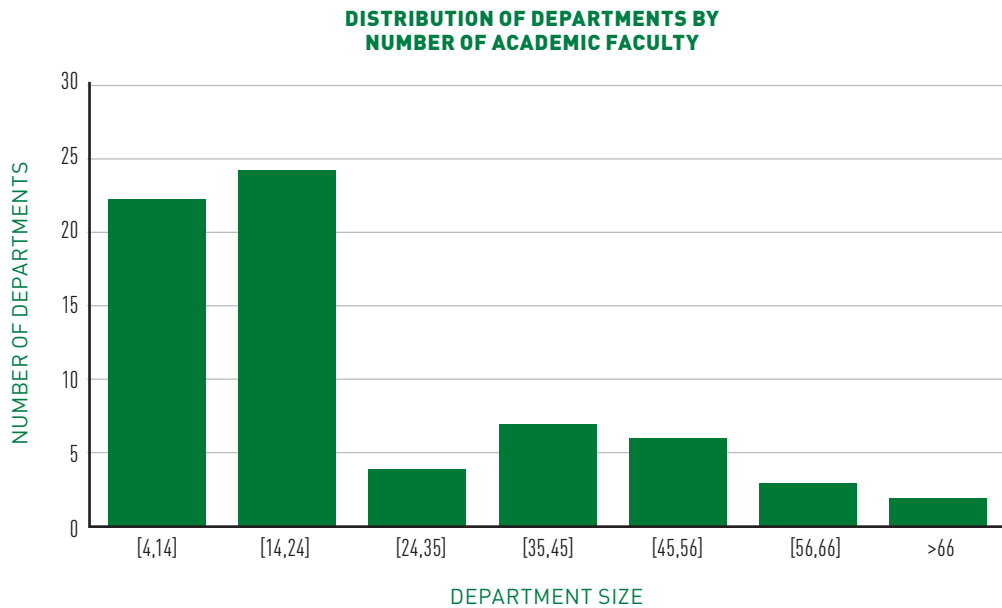


To successfully reduce leadership costs, we also need to reduce the amount of leadership work that needs to be done. Much leadership time is taken up by committees that need a representative from each unit. Reducing the number of units directly reduces the size of the committee without creating a workload gap. Economies of scale will also help as our larger faculties already devote leadership positions per faculty member than do our small faculties. Elevating academic functions higher into the organizational structure will assist this scaling. Finally, some careful reexamination and standardization of our processes should be able to reduce total workload and reduce the bureaucracy of the organization with little negative impact.

## COMPARATOR ANALYSIS

### Global comparisons

The University of Alberta retained an international consultancy, the Nous Group, to conduct an examination of structures at other institutions around the world, and gather a cross section of structural models and lessons learned from restructuring exercises. A reference set of 17 institutions were chosen including some we would consider close peers, and some that Nous had deep familiarity with including some that have undergone similar transformations.

Based on its global experience, Nous identified three basic archetypes of university academic structures:

**FIGURE 7** ARCHETYPES OF UNIVERSITY ACADEMIC STRUCTURES

**A** **LARGE, DIVERSIFIED STRUCTURE**
Beteen 14-19 faculties, supported by >50 departments/schools. More common in North America

UNI

**EXAMPLES INCLUDED:**
University of Alberta
University of Toronto
University of Washington
University of Michigan

**B** **DIVERSE STRUCTURE**
Faculties rand between 8-13, supported by 30-40 departments.

UNI

**EXAMPLES INCLUDED:**

| | |
|---|---|
| University of British Columbia | University of Melbourne |
| University of Calgary | University of New South Wales |
| King's College London | Monash University |

**C** **CONSOLIDATED STRUCTURE**
Between 3-7 faculties, supported by 22-38 departments. This model is adopted by a mix of Austrailian and UK universities.

UNI

**EXAMPLES INCLUDED:**

| | |
|---|---|
| Queen Mary University of London | University of Queensland |
| University College London | University of Western Australia |
| University of Exeter | University of South Australia |

Based on the data set of 17 comparator institutions, Nous made the following key observations:

- The U of A has an unusually high number of stand-alone faculties (see figure below);
- The number of faculties is not correlated with institutional reputation, resources, or number of students;
- Institutions that have significantly reduced the number of faculties have not suffered in terms of quality, breadth of programming, rankings, or research performance; and
- There is no single "best practice" in organizational design. A university's faculty structure must reflect and respond to its unique character, mission, history, and goals.

**FIGURE 8** NUMBER OF FACULTIES BY UNIVERSITY
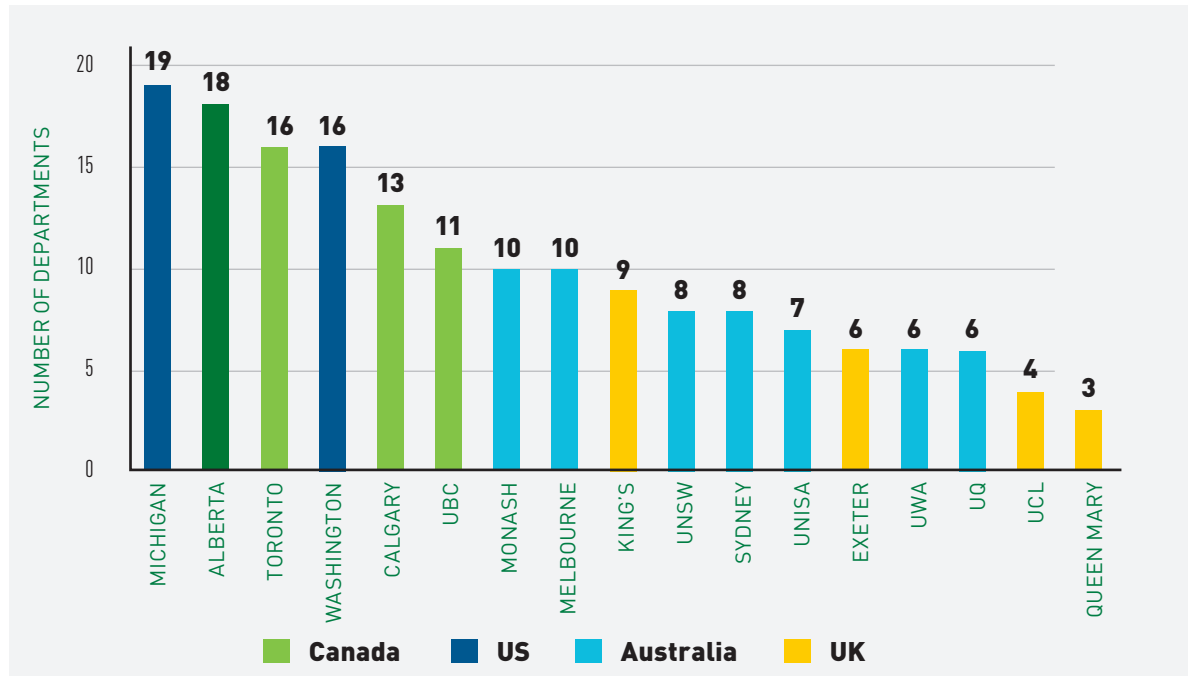


The ARWG explored several of these comparators in greater depth, as representatives of alternative philosophical approaches to reorganization. The full Nous report is appended, but several examples are presented below.

## Queen Mary University of London

Queen Mary University is a research-intensive university and a member of the Russell Group of Universities. The university ranks among the top universities in the UK according to the quality of research outputs across its three faculties. In the early 2010s, the university shifted from a college structure to a faculty structure following a series of historical mergers. The discipline domains remained the same but the intent of the structure changed. The purpose of the change was to create administrative efficiencies to allow greater focus on academic mission.

**FIGURE 9**  ORG CHART FOR QUEEN MARY UNIVERSITY OF LONDON



**Queen Mary University of London**

**Humanities and Social Sciences**

- Business and Management
- Economics and Finance
- English and Drama
- Languages, Linguistics and Film
- Geography
- History
- Law
- Politics and International Relations

**Science and Engineering**

- Bioengineering
- Biological and Chemical Sciences
- Electronic Engineering and Computer Science
- Engineering and Materials Science
- Mathematical Sciences
- Physics and Astronomy
- Materials Research Institute

**Medicine and Dentistry**

- Barts Cancer Institute
- Blizard Institute of Cell and Molecular Science
- Institute of Health Sciences Education
- Institute of Dentistry
- William Harvey Research Institute
- Wolfson Institute of Preventative Medicine

## University of Sydney

University of Sydney is a high-performing, comprehensive research-intensive university. Previously operating a large number of faculties supported by a complex professional services model, the university reorganized its academic structure from 16 into five faculties plus three university schools. It particularly sought to achieve equity within the governance structure and to reduce overlap and duplication in programs.

**FIGURE 10** ORG CHART FOR UNIVERSITY OF SYDNEY
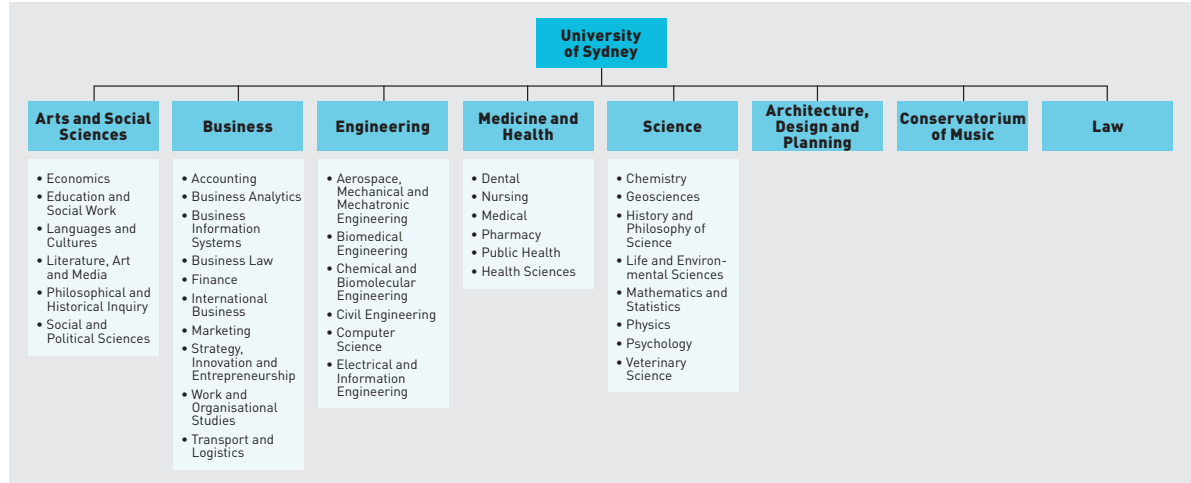


## University of Western Australia

The University of Western Australia underwent consolidation from nine faculties to six. It is noteworthy in that it preserved a stand-alone faculty-equivalent unit in Indigenous Studies.

**FIGURE 11** ORG CHART FOR UNIVERSITY OF WESTERN AUSTRALIA
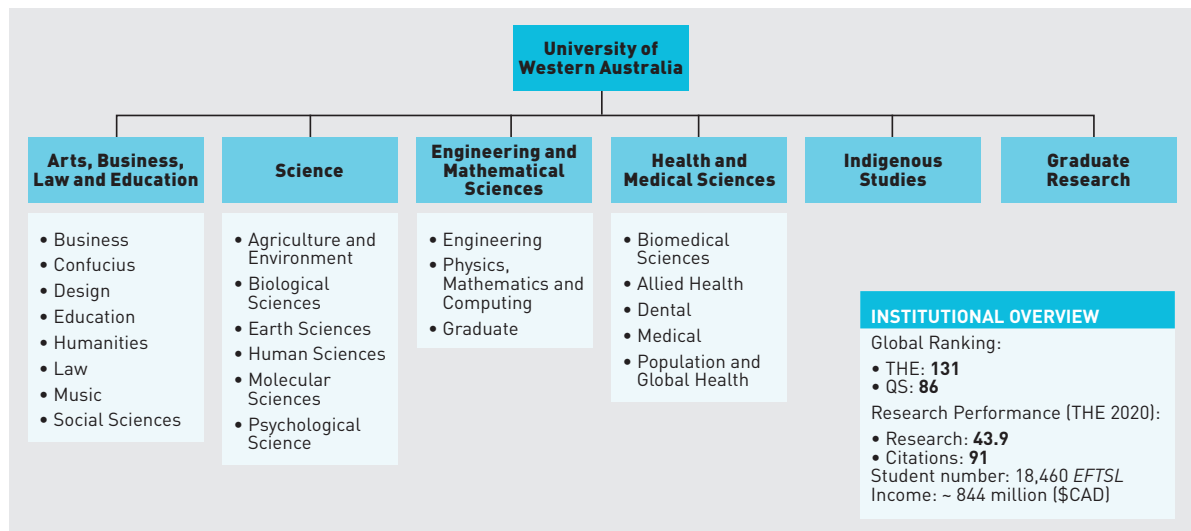
## Faculty organization in Canada

The U of A is an outlier in Canada within the U15. The average number of faculties for a U15 university, excluding the U of A, is 12. The U of A has the highest number of faculties (tied with Laval); the fewest is six (Waterloo, McMaster, Queen's). Again, there is little correlation between structural complexity and institutional reputation and ranking.

**TABLE 2**  U OF A FACULTIES AND U15 EQUIVALENTS

| U15 (EXCL. U OF A) | TOTAL FACULTIES | ALES* | ARTS | BUSINESS | EDUCATION | ENGINEERING | EXTENSION | FGSR | KSR* | LAW | FOMD | NURSING | PHARMACY | PUBLIC HEALTH | REHAB MED* | SCIENCE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UBC | 16 | 3 | 1 | 1 | 1 | 1 | 6 | 1 | 4 | 1 | 3 | 4 | 1 | 4 | 4 | 1 |
| Calgary | 14 | 5 | 1 | 1 | 1 | 1 | 6 | 1 | 1 | 1 | 1 | 1 | 5 | 4 | 5 | 1 |
| Saskatchewan | 13 | 1 | 2 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 4 | 2 |
| Manitoba | 15 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 4 | 4 | 4 | 4 | 1 |
| Western | 11 | 5 | 3 | 1 | 1 | 1 | 6 | 6 | 4 | 1 | 1 | 4 | 5 | 4 | 5 | 1 |
| Waterloo | 6 | 1 | 1 | 4 | 5 | 1 | 6 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 1 |
| McMaster | 6 | 4 | 3 | 1 | 5 | 1 | 6 | 1 | 4 | 5 | 2 | 4 | 5 | 4 | 4 | 1 |
| Queen's | 6 | 4 | 2 | 1 | 1 | 1 | 4 | 6 | 4 | 1 | 2 | 4 | 5 | 4 | 4 | 2 |
| Toronto | 17 | 4 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 2 |
| Ottawa | 9 | 5 | 1 | 1 | 1 | 1 | 6 | 6 | 4 | 1 | 1 | 4 | 5 | 4 | 4 | 1 |
| McGill | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 4 | 5 | 4 | 4 | 1 |
| Montreal | 13 | 5 | 2 | 1 | 1 | 5 | 1 | 6 | 4 | 1 | 3 | 1 | 1 | 1 | 4 | 2 |
| Laval | 18 | 3 | 3 | 1 | 1 | 2 | 4 | 1 | 5 | 1 | 1 | 1 | 4 | 5 | 2 |
| Dalhousie | 13 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 5 | 1 | 1 | 4 | 4 | 4 | 4 | 1 |

**LEGEND:** 1=stand-alone faculty; 2=consolidated with another faculty; 3=disaggregated into. multiple faculties; 4=sub-faculty department/school; 5=N/A or no information; 6=non-faculty central unit
*Comparators not directly equivalent and/or do not include major components of the U of A unit

Key summary findings within Canada include:

- Relative to comparators, the U of A is particularly disaggregated in the Health Sciences (most notably, Public Health, Rehabilitation Medicine, and Kinesiology, Sport, and Recreation).

  - Medicine is most often a stand-alone faculty, but in several cases is consolidated as part of a larger health sciences faculty.
  - Nursing is most commonly a subdivision within a broader faculty of health or applied sciences.
  - Public Health is typically a subdivision within Medicine (eight) or Health Sciences (four); is a stand-alone faculty at only two U15s.
  - Rehabilitation Medicine is not a stand-alone faculty at any other U15, and is typically a subdivision (at varying levels) within Medicine or Health Sciences.

- The U of A's faculty-level organization of Arts, Science, Engineering, Business, Law, and Education is generally typical within Canada.

    · In several cases, Arts and Science are combined into a single faculty.
    · In most institutions, Engineering is a stand-alone faculty or is the largest unit in a combined faculty of applied sciences.
    · Equivalencies for the U of A's faculty of ALES are less direct. Three institutions have disaggregated equivalent areas into two faculties; four have single faculties roughly (but not directly) equivalent to ALES; and seven do not have equivalent faculty-level units.

- The U of A does have three unique faculties as compared to U15 – Native Studies, Campus Saint-Jean, and Augustana. However, this does not account for our high number of faculties overall, as many other institutions have unique faculties not present at the U of A (e.g., Veterinary Medicine, Social Work, Optometry, other remote campuses).

The Australian G8 is substantially more consolidated than Canada's U15. The average number of faculties for a G8 university is 7.6 (range is 5 to 10). Within the G8, it is typical for Medicine to be consolidated into a larger health sciences faculty, and common for Business, Law, and Education to exist as sub-divisions within a broader faculty (either a faculty of professions or a social science-oriented faculty).

## ORGANIZATIONAL MODELS AND APPROACHES

### Approaches to organizational design

In this phase of academic reorganization, the Academic Restructuring Working Group has focused on faculty structure first, with departments to be considered in a later phase. While the working groups recognizes that some very interesting avenues are possible at the department level, it is necessary to get the 'big buckets' figured out first. This report is primarily dealing with faculty structures.

The ARWG considered three approaches to academic structure:

1. **De novo** - start from scratch and organize around application or topic (Mental Health, Environment, Artificial Intelligence, etc.)

   This approach presents a chance to be truly innovative and forward looking. We could be seen to be clearly aligning to societal needs rather than traditional disciplines. However, it would be extremely hard to map existing programs and professors to completely new types of structures. It would also be very hard for the external community, students, and partners to understand our organization. Given our very tight time frames and budget constraints, this approach is very high risk and should be deferred to a later time.

2. **Consolidation** - combine existing units around aligned disciplines

   This approach is relatively straightforward to implement as it only consolidates existing units together. Programs and people follow where their units go. It is also easier for stakeholders to relate to the change. It does limit opportunities for innovation, however.

3. **Hybrid** - mostly combine existing units but allow for some reconfiguration

   This approach is similar to consolidation but with some novel arrangements or shuffling of sub-units.

The ARWG recommends either a consolidation or hybrid approach at this time. The difference between these approaches will become most apparent when the ARWG looks at departmental structures at a later phase.

## Basic types of organizational models

The ARWG initially considered five basic organizational models. A major component of this work was to consider how administrative functions could be delivered within faculties. This is an important part of the academic restructuring work because approximately half of all administrative work at the university occurs at the faculty or department level.

1. **Central support model** – Administrative supports are consolidated within a central support unit, while academic faculties focus solely on teaching and research. This model potentially maximizes administrative economies of scale.

**FIGURE 12**  CENTRAL SUPPORT MODEL

| FACULTY A | FACULTY B | FACULTY C | FACULTY D |
|---|---|---|---|
| ↕ | ↕ | ↕ | ↕ |
| CENTRAL SUPPORT SPINE | | | |
| ↓ | ↓ | ↓ | ↓ |
| FACULTY E | FACULTY F | FACULTY G | FACULTY H |
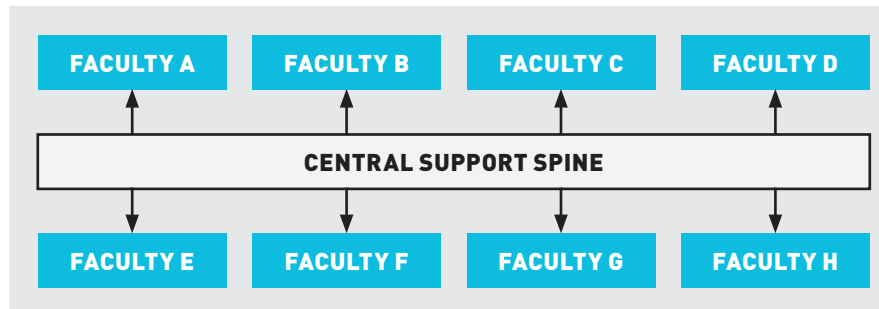
2. **Cluster model** – Existing faculties are retained, with administration clustered into several support hubs; academic faculties focus solely on teaching and research. This model is minimally disruptive, but does not clearly enhance cross-disciplinary collaboration.

**FIGURE 13**  CLUSTER MODEL

| BIG FACULTY — SUPPORT HUB | MEDIUM FACULTY | SMALL FACULTY | SMALL FACULTY |
|---|---|---|---|
| | SUPPORT HUB | SUPPORT HUB | |
| BIG FACULTY — SUPPORT HUB | MEDIUM FACULTY | SMALL FACULTY | SMALL FACULTY |

UNIVERSITY OF ALBERTA
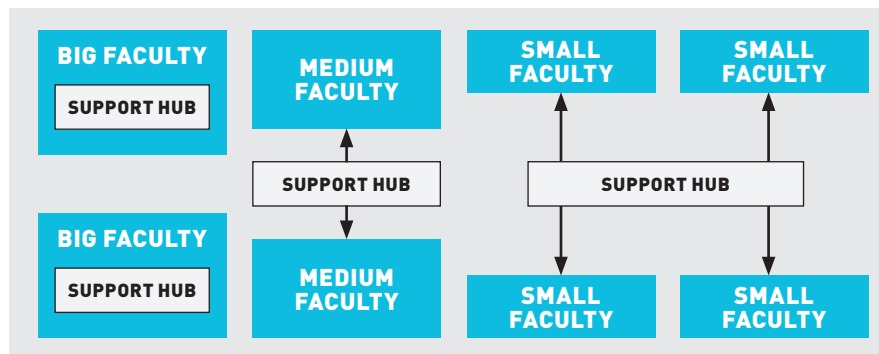
3. **Faculty/School mode**l – Smaller faculties are consolidated to create comparably sized units; each faculty has an administrative hub accountable to a senior academic leader. Program delivery is driven by schools within the larger faculty (e.g. School of Law, School of Nursing). The schools focus solely on academic delivery, and all administrative services are provided by the faculty. This model potentially supports greater interdisciplinarity, but is disruptive to faculty-based relationships and identities.

**FIGURE 14**  FACULTY/SCHOOL MODEL

| FACULTY A | FACULTY B | FACULTY C |
|-----------|-----------|-----------|
| SCHOOL 1 | SCHOOL 1 | SCHOOL 1 |
| SCHOOL 2 | SCHOOL 2 | SCHOOL 2 |
| SCHOOL 3 | | DEPT A |
| | | DEPT B |
| SUPPORT HUB | SUPPORT HUB | SUPPORT HUB |
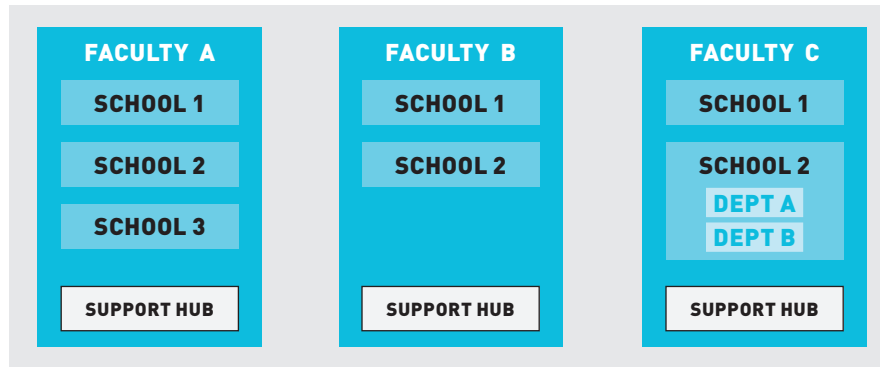
4. **Division/Faculty model** – Faculties are linked together as part of a small number of larger divisions, led by an executive dean responsible for overseeing administration, setting faculty budgets, and driving high-level strategy; faculties continue to lead and control academic programs and research but no longer provide administrative functions. This model potentially realizes the benefits of the faculty/school model while preserving faculty identities and relationships. Faculty roles, however, are significantly changed. Terms other than division are possible (eg. school, college, cluster), but the ARWG felt division would be more familiar and less confusing

**FIGURE 15**  DIVISION/FACULTY MODEL

| DIVISION A | DIVISION B | DIVISION C |
|-----------|-----------|-----------|
| FACULTY 1 | FACULTY 1 | FACULTY 1 |
| FACULTY 2 | FACULTY 2 | FACULTY 2 |
| FACULTY 3 | | DEPT A |
| | | DEPT B |
| SUPPORT HUB | SUPPORT HUB | SUPPORT HUB |
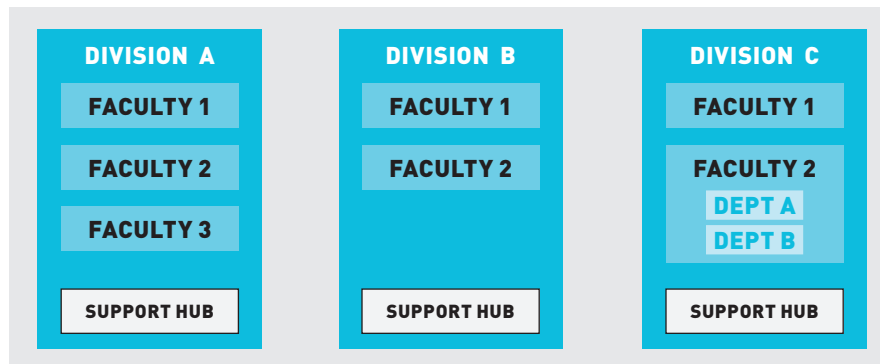
5. **Interdisciplinary Matrix model** – This model is concerned not with administration but rather with fostering interdisciplinarity. It contemplates a combination of vertical oversight structures grounded in disciplines (eg. faculties or departments), and horizontal structures that cut across disciplines and drive collaboration. Each professor would be appointed in one vertical and potentially multiple horizontals. The horizontals could be dynamic and exploit opportunities while the verticals provide stability of appointments and continuity of core programming. Signature Areas were seen as prime examples of horizontal initiatives.

**FIGURE 16** MATRIX MODEL
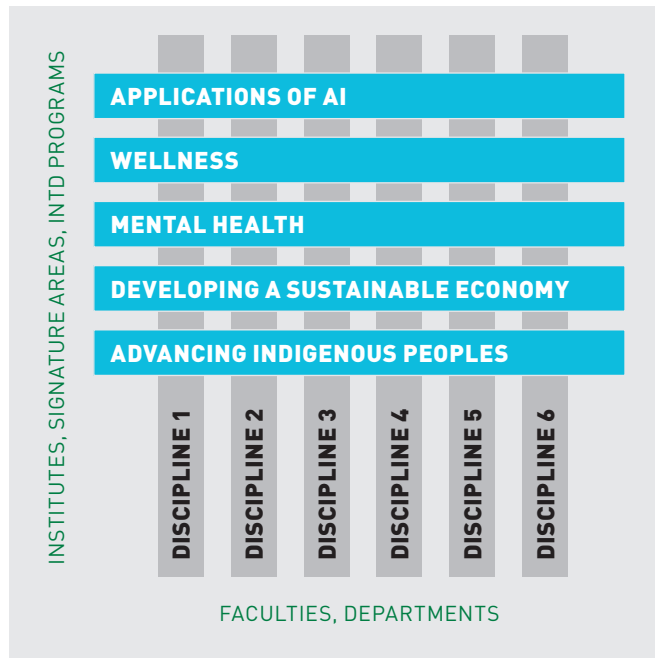


Based on the objectives and principles outlined above and on input from the community, the ARWG has made the following general recommendations to guide the selection of a model for the U of A:

- Decouple academic functions from administrative ones, with administration concentrated into a very small number of high-level units. It is absolutely critical that our academic activities are driven by academics, who decide over research agendas, program development, teaching and learning, but it is equally important that functions not vital to the academic mission are appropriately placed for effectiveness and efficiency.
- Aim to group similar or complementary disciplines to promote program alignment, reduce duplication, and better support research.
- Reduce the number of leadership roles developing and executing institution-wide strategy. A smaller senior leadership group will be more adaptive, more effective, and more accountable.
- Reduce the number of leadership roles with oversight on day-to-day operations.

# RESTRUCTURING SCENARIOS FOR THE UNIVERSITY OF ALBERTA

The Academic Restructuring Working Group considered a range of scenarios representing different degrees of faculty consolidation, different configurations, and different organizational design approaches. Given the magnitude of our financial pressures, the philosophy was taken that everything was 'on the table' and all options must be considered.

## Faculty-specific considerations

The ARWG undertook a faculty-by-faculty analysis to determine which model(s) could best apply to the U of A context. It identified a set of potential high-level faculty groupings (see figure below), and for each, worked through an analysis of opportunities and constraints.

**FIGURE 17** POSSIBLE FACULTY GROUPINGS
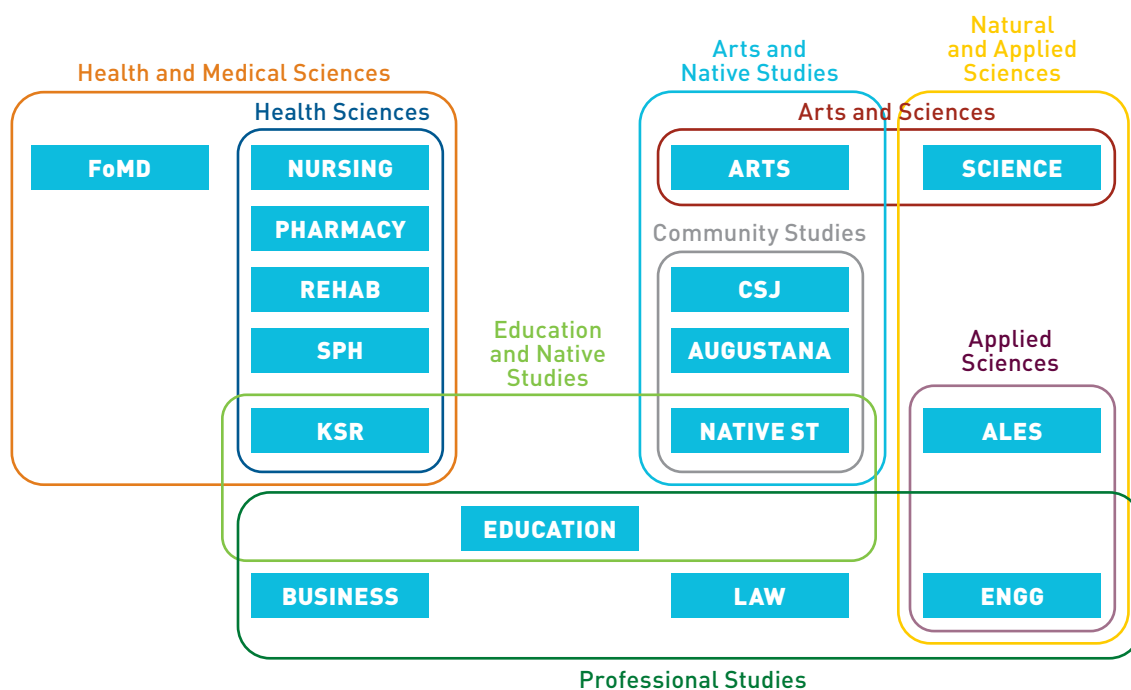


*Exploring faculty-specific consolidation considerations:*

- **Health science faculties:** Nursing, Rehabilitation Medicine, Pharmacy and Pharmaceutical Sciences, School of Public Health, and Kinesiology, Sport and Recreation have been considered in the past for possible amalgamation. This is a common U15 grouping and provides opportunities for shared program content and greater interprofessional education. Together, a health sciences faculty could launch new undergrad programming that does not currently exist

  Medicine and Dentistry could also be added to this mix for an even more integrated approach to health disciplines. However, FoMD is already a very large faculty, which could present problems of balance for the rest. It is also critical for accreditation purposes that professional programs remain academically controlled by appropriate personnel (e.g., Nursing's academic programs must be led by a nurse).

- **Community campuses:** Campus St. Jean and Augustana have missions that focus on specific communities. It might be possible to integrate them into a larger faculty, although they would each need a high degree of distinctiveness to maintain focus on their respective communities.

  A further challenge for consolidation is that both CSJ and Augustana have broad programming (eg. science, arts, education) that may be hard to fit into a single larger faculty. An alternative consolidation strategy could be to have other faculties offer the programming and have the campus be a location that focuses on experience, rather than have its own academic programs (which often duplicate other faculties' programs). As noted above in the summary of consultation input (see section II), students and community members have expressed a very high level of concern about any loss of autonomy or distinctiveness for these campuses.

  Some of the communities are proposing an affiliated, more autonomous model. This might aid the ability to serve that particular community's needs, but would increase overall cost (some admin functions and governance would need to be duplicated) and decrease linkages to the rest of the institution.

  Likely the best approach for CSJ and Augustana would be to remain as autonomous units but possibly with a modified status, similar but not identical to larger consolidated faculties. This avoids the problem of balancing them against faculties 5-10 times their size.

- **Native Studies:** This is another community-focused faculty, and is a cornerstone of the institution's commitment to Indigeneity and Reconciliation. As a discipline, in other universities, it is often found within an arts faculty but could also fit within education. However, preserving the autonomy of Native Studies is important to our university community, and a modified status similar to that discussed for CSJ and Augustana might be the best approach. There are also opportunities to develop new approaches to supporting the interface between Native Studies and other units to enhance its role of Indigenous leadership for the institution.

- **Law:** In North America, law is generally a distinct faculty. In other jurisdictions, however, it is often linked with business and other professions or is rolled up into a larger social sciences and humanities faculty.

- **Business:** In North America, business is generally a distinct faculty. In other jurisdictions, however, it is often linked with law and other professions or is rolled up into a larger social sciences and humanities faculty.

- **Education:** In North America, education is generally a distinct faculty. In other jurisdictions, however, it is often rolled up into a larger social sciences and humanities faculty.

- **Agricultural, Life and Environmental Sciences:** This is a rather unique combination of disciplines. In North America, agriculture and forestry generally have their own or a combined faculty to deliver these programs. However, there are synergies between ALES and science and some similarity of approach with engineering. The environmental aspects of ALES particularly link to science. Some of the economic components link to economics activities in arts or business. Nutrition and other elements may link into health sciences. Outside of North America, agriculture is often linked with science.

- **Engineering:** In general, engineering is usually its own faculty, although it can be linked with science or agriculture.

- **Arts:** In North America, arts is usually its own faculty or is broken into constituents such as social sciences, fine arts, music and humanities. A common consolidation is with science. Outside of North America, arts is often part of a larger social sciences and humanities faculty.

- **Science:** The most common consolidation of science is with arts. In some cases, it is linked with engineering or medicine.

Both Extension and the Faculty of Graduate Studies and Research (FGSR) were considered out of scope for this exercise, as they have a minimal number of faculty members, and FGSR is primarily a service-oriented faculty. Restructuring may have implications for the way that FGSR interfaces with the other faculties, but the reorganization of FGSR itself is not considered here. Likewise, any changes to the operating model for Extension will be addressed through a separate process.

### Developing a faculty consolidation model for the U of A

The ARWG took a systematic approach to considering consolidation strategies starting with the smallest faculties and working through six stages involving progressively larger units. Variations at each stage were considered and evaluated against the objectives and factors considered important during consultations. The entire set of scenarios is presented as an appendix. These are summarized below. The journey through these stages stimulated a great deal of discussion by the ARWG and ultimately informed the three recommendations being brought forward at this time.

1. Consolidation of health and medical sciences
   a. Health Sciences faculty comprising Nursing, Public Health, Rehab Medicine, Pharmacy, and KSR
   b. Health and Medical Sciences faculty, including the above plus Medicine and Dentistry

   Strong arguments could be made for 1a. There were sound academic synergies for the health sciences consolidation. They represented a good start but did not go far enough on their own. Adding FoMD in 1b created a health powerhouse, but also some balance problems given how much larger FoMD is than the other constituent units.

2. Consolidation of the community-oriented faculties (Native Studies, CSJ, Augustana) – together or within other, larger faculties
   a. Community Studies faculty combining CSJ, Augustana, and Native Studies
   b. Academic programs of CSJ and Augustana are integrated into Arts, Science, and Education; and CSJ and Augustana are retained as distinct campuses but not faculties; Native Studies is incorporated into Arts
   c. Same as b, but Native Studies remains autonomous as a university school (academic ownership, but not formally a faculty)
   d. Same as c, but CSJ and Augustana are designated affiliated colleges and retain ownership over academic programs

   These scenarios created problems for the ARWG. Despite being small units, configurations that consolidated them created functional challenges given their distinct missions and communities. The most successful scenarios simply kept them as distinct and autonomous units in some form.

3. Consolidation of Business and Law – together or within a larger, social sciences and human-ities-focused faculty
    a. Business and Law are joined together as a Faculty of Business and Law
    b. Business and Law remain autonomous as university schools
    c. SSHRC faculties (Business, Law, Education, Arts) combined into a Faculty of Social Sciences and Humanities

These scenarios could work but were not elegant. They offered economies of scale and financial savings but little academic synergy. The most effective scenario was actually 3c which started to provide some higher level alignment.

4. Consolidation of larger and applied science faculties (Engineering, ALES)
    a. Engineering and ALES joined into a Faculty of Applied Sciences
    b. Arts and Science consolidated

These scenarios also could work but with some awkwardness. They seemed to represent waypoints but not the final destination.

5. Broader consolidation into three large faculties, broadly on tri-agency disciplinary lines
    a. All current faculties consolidated into one of three large tri-agency faculties (Health and Medical Sciences, Natural and Applied Sciences, Arts and Professional Studies)
    b. Same as a, but CSJ, Augustana, and Native Studies remain autonomous university schools outside of the faculty structure
    c. Same as a, but each current faculty is designated as a school within the larger faculties, and retains a significant measure of academic autonomy
    d. Same as a, but using a tri-agency division instead of a faculty
    (based on the models used in 6).

At first, this seemed a step too far. While the tri-agency categories were familiar, the breadth of disciplines spanned seemed beyond what could be effectively managed by a single faculty. However, as the implications of the division approach (step 6) were considered, it became apparent that the division philosophy (5d) could make this approach work.

6. Combination of multiple faculties into large administrative divisions (representing hubs for admin and support functions, but not academic consolidation)
    a. Three-division approach - Applied Science (Engg and ALES), Community (Augustana, CSJ, Native Studies), Professions (Education, Business, Law), with large faculties (Arts, Science, FoMD) not consolidated into divisions
    b. Common division approach - six community and professional faculties are joined into a division, other faculties (Arts, Science, Health Sciences, Applied Sciences) not consolidated into divisions
    c. Common division plus consolidation - same as b, but Arts and Science are consolidated

This approach involved consolidating faculties where synergies could be achieved and grouping everything else into an administrative division. It required reimagining what it meant to be a faculty and what the separation of administration and academics could lead to. It was a compromise approach and impacted different parts of the institution in quite different ways.

A more detailed overview of these scenarios, and each variant considered, is appended.

**UNIVERSITY OF ALBERTA**

*Evaluation approach*

For these options, the ARWG considered alignment with the high level vision, preliminary cost saving estimates, academic benefits, implementation difficulty, internal and external perception, and stakeholder impacts.

Operating cost savings are estimated under the assumption that consolidating units results in administrative economies of scale. The model uses a power law scaling (see Figure 2) to estimate savings from the combination of roughly equal-sized faculties; for combinations of faculties of disparate size, the model uses a linear extrapolation of the operating costs of the larger faculty. It is understood that these are high level estimates only, intended to provide an indication of the size of the financial opportunity. More detailed estimates will be possible once greater clarity on the scenarios (including department structure and definition of academic roles) has been achieved.

Leadership cost savings are estimated based on the projected reduction in the number of leadership roles based on unit consolidation. These are necessarily preliminary since the detailed impacts at the department level have not yet been considered. They also assume some degree of academic function rationalization at higher levels in the organizational structure.

To assess qualitative dimensions particularly related to alignment to the overriding vision of *For the Public Good* and U of A for Tomorrow, the ARWG developed an evaluation matrix, based on defining the organizational characteristics consistent with realizing the objectives of UAT. Alignment could be assessed as low, medium or high.

**TABLE 3** ARWG MATRIX

|  | SCENARIO | SCENARIO | SCENARIO | SCENARIO |
|---|---|---|---|---|
| Strategic |  |  |  |  |
| Nimble |  |  |  |  |
| Collaborative |  |  |  |  |
| Bold |  |  |  |  |
| Sustainable |  |  |  |  |
| Student-focused |  |  |  |  |
| Interdisciplinary |  |  |  |  |
| Innovative |  |  |  |  |
| EDI-focused |  |  |  |  |

The ARWG adjusted its evaluations over the course of its work, based on consultation input and more detailed evaluation. In particular:

- The ARWG heard from external and internal stakeholders that faculty identity is highly important, that professional identity is linked to unit affiliation, and that the name and organizational level of a given unit is an important element of disciplinary affiliation.
  - Accordingly, in revising the scenarios under consideration, the ARWG sought to preserve existing names and unit identities, while recognizing that the operating model for these units does need to change.
- The ARWG heard strongly that CSJ, Augustana, and Native Studies should remain independent faculties. The integration of their programs into larger faculties was perceived as the elimination of these units, which was not the intent of any of the scenarios considered. Moreover, students in particular expressed that they highly value the distinct educational experience and faculty identity associated with these units.
- Key stakeholders expressed that in order to support institution-wide culture change to promote collaboration, and to support the scale of administrative change required, the ARWG should favour models where all faculties are affected by academic reorganization.
- As the ARWG fleshed out the tri-agency consolidation models, it became apparent that a modified version could respect valuable dimensions of the current organization, while driving maximum cost savings and enabling a higher level of strategic organization and academic integration. Accordingly, the ARWG developed a more positive evaluation of this option.

# RECOMMENDED SCENARIOS FOR CONSIDERATION

Through these considerations, the Academic Restructuring Working Group has developed three scenarios for discussion and consideration by the university community. Each of these represents a distinct philosophical approach, and each can still be further refined and modified:

- **Scenario A** – Health Sciences Consolidation: limited to minor faculty-level changes (only consolidating the health sciences other than Medicine and Dentistry), focusing primarily on department consolidation.
  - This option is the least disruptive to most of the existing faculties, but realizes the smallest savings.

- **Scenario B** – Tri-Agency Alignment: major consolidation of faculties into three large divisions, broadly organized by tri-agency area; the three small community-oriented faculties sit outside this structure as stand-alone faculties.
  - This option is the most disruptive to the current organization and how it operates, but offers the greatest potential savings and greatest academic opportunities.

- **Scenario C** – Consolidation Plus Shared Division: six professional and community-based faculties (Education, Business, Law, CSJ, Augustana, Native Studies) are consolidated into a shared division; the remaining current faculties are consolidated into four divisions organized on disciplinary lines (Applied Sciences, Arts and Sciences, Health Sciences, and Medicine and Dentistry).
  - This option requires significant changes to our operating model; realization of academic benefits is not clear.

The three scenarios are described in further detail below.

## Scenario A – Health Sciences Consolidation

### Description

This scenario contemplates that most current faculties would remain unchanged, while the Health Sciences faculties other than Medicine and Dentistry would be consolidated into schools within a single faculty:

**FIGURE 18**  HEALTH SCIENCES SCENARIO



| 620 | 310 | 295 | 219 | 112 | 174 |
|-----|-----|-----|-----|-----|-----|
| **FoMD** | **ARTS** | **SCIENCE** | **ENGG** | **ALES** | **HEALTH SCI**<br>• NURSING<br>• SPH<br>• REHAB<br>• PHARM<br>• KSR |

| 108 | 69 | 32 | 58 | 32 | 14 |
|-----|-----|-----|-----|-----|-----|
| **EDUCATION** | **BUSINESS** | **LAW** | **AUGUSTANA** | **CSJ** | **NATIVE ST** |
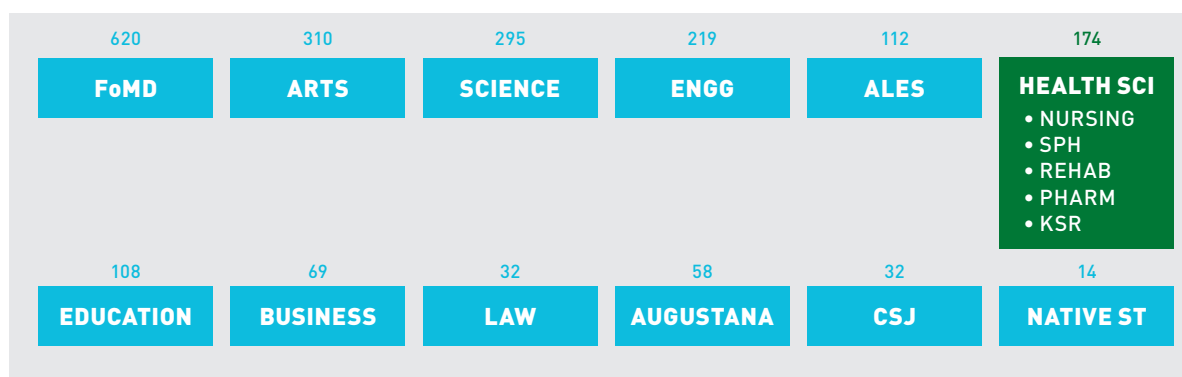
Within the consolidated Health Sciences faculty, each of the constituent units would retain significant academic autonomy, including control over the allocation of assigned budgets (within constraints around providing administrative services better delivered by the faculty), control over academic programs, and management of research not crossing disciplinary boundaries. The faculty-level unit would provide all administrative functions, set overall strategic direction, recruit and supervise school leaders, set budgets for schools, and represent the constituent units on Deans' Council.

On the whole, this scenario does not represent a significant departure from the university's current operating model or organizational structure except in a single area. Any substantial academic or financial benefits would be realized through the subsequent steps in the academic restructuring process: review of department structures and a review of academic operating procedures.

However, this scenario does potentially support the U of A for Tomorrow's overall objectives in several ways: providing scope for greater interdisciplinarity and economies of scale in the health sciences, preserving the profile of current faculties to external stakeholders, and supporting EDI goals by preserving units with close relationships with historically underrepresented groups.

### *Preliminary cost saving estimate*

Projections for Scenario A:

| Operating cost savings | $6.9 million |
|---|---|
| Leadership cost savings | $3.7 million |
| Total cost savings | $10.6 million |

### *Potential advantages:*

- Provides opportunities for more integrated undergraduate health sciences programming
- Provides opportunities for interprofessional education within the health sciences
- Model is familiar within the U15
- Implementation is relatively simpler than the other scenarios and builds on the existing Health Sciences Council collaborative structure.

### *Potential disadvantages:*

- Does nothing to facilitate interdisciplinary collaboration in either research or teaching outside of the health sciences
- Does relatively little to simplify program offerings and streamline supports for students
- Achieves relatively limited financial savings
- Resulting senior leadership body remains large and disparate, limiting opportunities for strategic adaptation and flexibility.

*Faculty-specific considerations:*

- Several faculties that would be consolidated are considered professional programs and have external accreditation requirements (e.g., Nursing, Pharmacy). To ensure the quality and integrity of these programs, these would need to retain a high level of academic ownership and autonomy, with academic leadership from within the profession.
- Some units to be consolidated (e.g. KSR) may not fit naturally within a Health Sciences unit. Alternatives for some sub-units or individual faculty members could be considered at a future stage.

## Scenario B – Tri-Agency alignment

*Description*

Originally, this scenario called for most current faculties to be consolidated into three faculties, broadly along tri-agency lines. The revised plan brings them into divisions, instead of faculties. Current faculties would continue to be called faculties and would retain ownership over programs, teaching, and research, while the divisions would provide overall strategic direction, administrative services, recruit and supervise faculty leaders, set faculty budgets, and represent the constituent units on Executive Deans' Council, the highest-level academic leadership body.

CSJ, Augustana, and Native Studies would remain outside this structure as stand-alone faculties, retaining academic and administrative autonomy and representation on university governance bodies, but not on the Executive Deans' Council.

This structure is summarized as follows (dashed boxes indicate a division containing multiple faculties, a rounded box represents an autonomous faculty or school).

**FIGURE 19** TRI-AGENCY ALIGNMENT SCENARIO
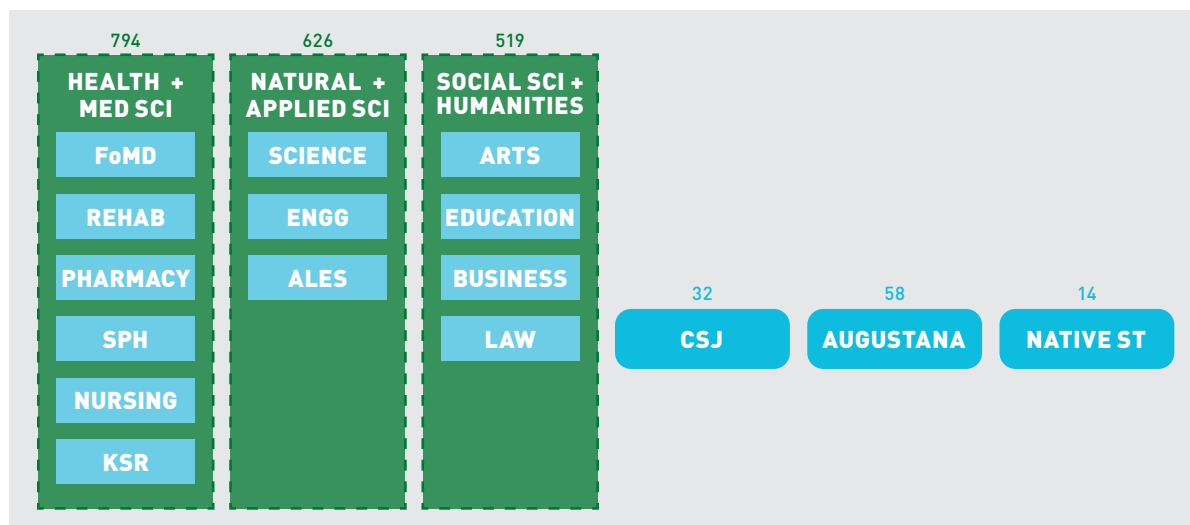


This scenario is significantly aligned with the U of A for Tomorrow's overall objectives. It aims to aggregate administrative functions in order to focus more of our resources on the frontline delivery of our mission, establishes a smaller and nimbler senior leadership body, and creates scope for stronger interdisciplinary programs and research.

### Roles of divisions, faculties, and departments

The general philosophy in this scenario is that the division provides high level strategic direction and administrative services, the faculty focuses on academic programming and research with minimal administration, and departments support the faculty in delivering the academic functions where disciplinary specialization makes sense. Some academic functions can also be aggregated upwards such as graduate student oversight, research administration, EDI development, and international initiatives.

Although consolidated units will retain the title of faculty, it is critical to recognize that the university's operating model would substantially change under this model.

### Division

- Led by an executive dean who reports to the provost, sits on Executive Deans' Council
- Responsible for high level strategy for the division, builds interdisciplinary bridges and major research initiatives
  - This role includes leading and resourcing strategic divisional initiatives, determining cross-faculty priorities, and ensuring alignment between Faculty goals and strategic divisional objectives
- Executive dean sets faculty budgets in conjunction with the provost and in consultation with faculty deans
- Executive dean hires, supervises and evaluates academic deans in the faculties in consultation with the provost
- Responsible for all academically-delivered administration functions (HR, finance, facilities, IT, student supports, recruitment, external relations, advancement)
- Likely provides shared academic functions such as graduate student administration, research administration and international initiatives (eg. one associate dean (research) serving the entire division).

### Faculty

- Led by an academic dean who reports to the executive dean, sits on Deans' Council
- Delivers all academic functions (sets program curricula, delivers teaching, supports localized/individual research initiatives)
- Responsible for program quality, accreditation
- Academic dean controls faculty budget, subject to limits on creating any administrative functions that belong at a different organizational level
- Academic dean oversees appointment of instructors, TAs (non-departmentalized)
- Academic dean hires academic faculty and makes increment recommendations to FEC (in non-departmentalized faculties)
- Academic dean chairs Faculty Council
- Faculty supports division in external relations, advancement, student services, student recruitment
- Faculty supports student activities (projects, student councils, volunteerism). Responsible for discipline, academic services, student activities
- Likely provides shared academic functions currently delivered at department level.

*Department*

- Led by chair who reports to academic dean, sits on Chairs' Council and faculty executive
- Supports delivery of disciplinary academic functions (delivers teaching)
- Chair oversees appointment of instructors, TAs
- Chair hires academic faculty to department and makes increment recommendations to FEC
- Chair leads Department Council

*Standalone Faculty*

- Led by an academic dean and has all the functions of an integrated faculty, but would also have a budget set by and report to provost and deliver some administrative functions similar to a division.

This model enables a significant reduction in academic leadership positions at the faculty and department levels:

**FIGURE 20** CURRENT AND PROPOSED ACADEMIC LEADERSHIP POSITIONS (SAMPLE)
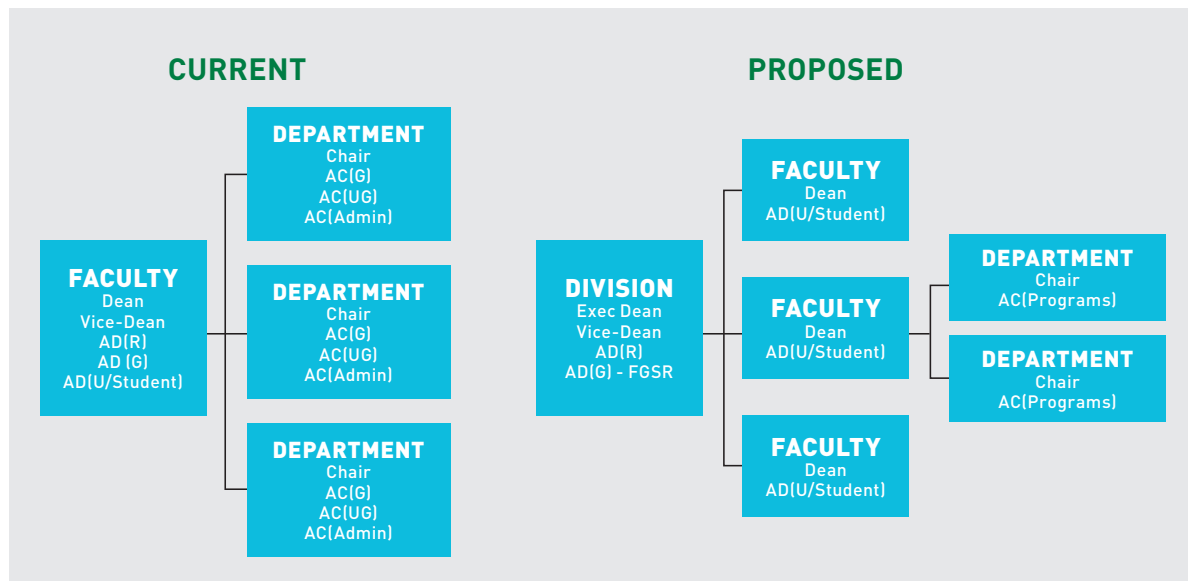


If we pursue this direction, a number of issues still require further discussion. For example:

- How should budgets at the faculty level relate to the university's current budget model?
- Admissions - it is likely that admission standards would be set by the faculty, while enrollment targets would be agreed between the provost and executive dean at the division level.
- External relations - strategic coordination at a divisional level is desirable, but faculty input is essential. Operational model is not yet clear (potentially a Business Partner model).
- Would there be a Division Council in addition to Faculty Council and Department Council? This would create additional administration and bureaucracy.
- Should graduate functions currently occupied by associate chairs and associate deans (graduate) centralize to FGSR? This would affect approximately 50 academic leadership roles.
- Should research administration aggregate to the divisional level? This would affect more than 25 academic leadership roles.
- Are there special cases where certain administrative functions need to remain at the faculty level - e.g., co-op/internship/community learning administration, clinical services management, medical residency training administration, specialized facilities?

*Preliminary cost saving estimate*

Projections for Scenario B:

| | |
|---|---|
| Operating cost savings | $31.8 million |
| Leadership cost savings | $11.2 million |
| Total cost savings | $43.0 million |

*Potential advantages:*

- Maximizes opportunities to substantially simplify undergraduate program offerings and facilitate smoother transition between programs, delivering a more accessible and better supported student experience;
- Maximizes opportunities to enhance research collaboration within each tri-agency area (consolidation may be supported by stronger institute-type structures to better support collaboration across different tri-agency areas);
- Results in a smaller senior leadership body, with more commensurate with unit size and more invested in institutional strategic priorities;
- Allows for more agile and strategic decision making and planning;
- Allows for more strategic and flexible enrolment planning;
- Preserves distinct commitments to under-represented communities served by Native Studies, Campus Saint-Jean, and Augustana, and retains prominence of these units in institutional governance;
- Maximizes cost savings.

*Potential disadvantages:*

- Implementation affects all current faculties and is likely to be complex;
- Scale of changes may have negative impacts on alumni and stakeholder relations, which have been historically faculty-based;
- Establishment of an additional layer of institutional leadership (divisional), although this is mitigated by reducing required leadership positions at other organizational levels;
- Specific impact of representation on institutional governance bodies (e.g. General Faculties Council) still needs to be worked out.

## Scenario C – Consolidation Plus Shared Division

### Description

This scenario presents a hybrid division model. Faculties are consolidated with discipline-specific schools where there is academic synergy for doing so (Arts and Science, Applied Science, Health Sciences) and a shared administrative division brings economies of scale to the remaining smaller faculties. Medicine and Dentistry remains intact, given its significant size as is. See below (bullets indicate a school within a faculty; dashed box indicates a divisional unit which provides common leadership and shared services across the faculties):

**FIGURE 21** CONSOLIDATION PLUS SHARED DIVISION SCENARIO
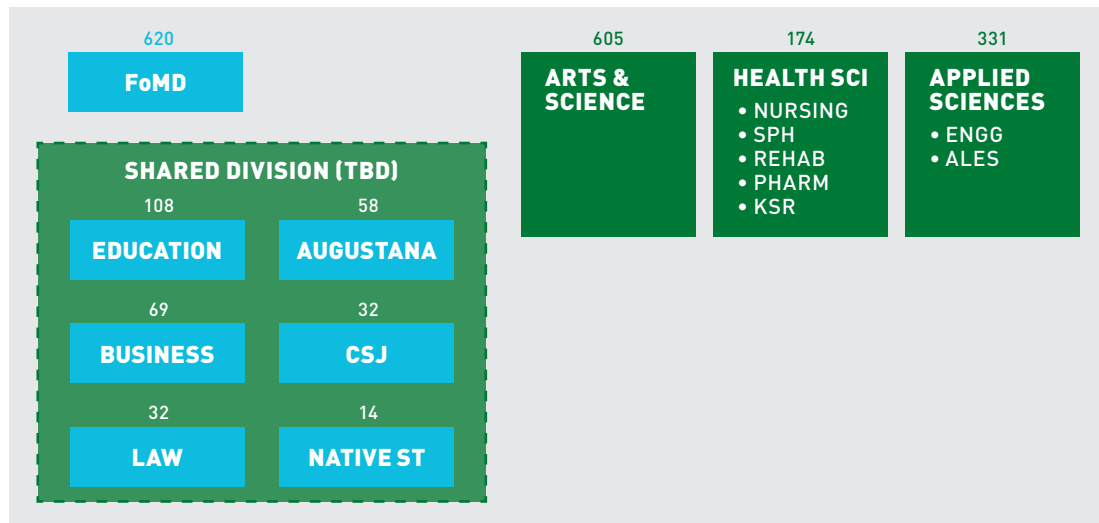


This scenario supports the U of A for Tomorrow's overall objectives by bringing together units with disciplinary synergy to support stronger interdisciplinary programs and research where feasible, while consolidating administrative functions in order to focus more of our resources on the frontline delivery of our mission.

### Roles of divisions, faculties, and departments

For faculties integrated into a division, roles and authorities would be distributed as described under Scenario B (above).

Roles and authorities for the Faculty of Medicine and Dentistry would not be significantly altered from the current state, combining roles associated with division and faculty.

### Preliminary cost saving estimate

Projections for Scenario C:

| | |
|---|---|
| Operating cost savings | $27.1 million |
| Leadership cost savings | $8.0 million |
| Total cost savings | $35.1 million |

*Potential advantages:*

- Achieves significant operating cost savings while preserving the identity of the current faculties;
- Consolidated faculties are broadly familiar groupings within the U15;
- Implementation is highly complex on the administrative side, but relatively less complex in terms of frontline academic delivery;
- Preserves distinct commitments to under-represented communities served by Faculty of Native Studies, Campus Saint-Jean, and Augustana, albeit with reduced institutional prominence of these areas.

*Potential disadvantages:*

- Administrative implementation is likely to be complex;
- Establishes an additional layer of institutional leadership (divisional), although this is mitigated by reducing required leadership positions at other organizational levels;
- Does relatively little to facilitate interdisciplinary collaboration in either research or teaching outside of health sciences and applied sciences – links between the faculties that make up larger divisions are unclear;
- Does relatively little to simplify program offerings and streamline supports for students outside of health sciences and applied sciences;
- Does not maximize financial savings;
- Resulting senior leadership body remains large and disparate, limiting opportunities for strategic adaptation and flexibility.
- Specific nature of representation of divisions and of their constituent faculties on institutional governance bodies (e.g. General Faculties Council) still needs to be worked out.

*Faculty-specific considerations:*

- Disparate size of the faculties making up the shared division may disadvantage smaller constituents (e.g. Native Studies, CSJ) in division-level decision making.

## Evaluation matrix

The ARWG has evaluated the three scenarios based on alignment to institutional vision and key characteristics that support that vision.

**TABLE 4** EVALUATION MATRIX FOR RECOMMENDED SCENARIOS

|  | SCENARIO A – HEALTH SCIENCES | SCENARIO B – TRI-AGENCY | SCENARIO C – DIVISIONAL |
|---|---|---|---|
| Strategic | Low | High | High |
| Nimble | Low | High | Medium |
| Collaborative | Medium | High | Medium |
| Bold | Low | High | Medium |
| Sustainable | Low | High | High |
| Student-focused | Low | High | Medium |
| Interdisciplinary | Medium | High | Medium |
| Innovative | Low | High | High |
| EDI-focused | Low | High | Medium |

## Recommendation

The ARWG recommends that the university community consider and provide feedback on the Scenarios A, B, and C. The ARWG prefers Scenario B on the basis of the analysis presented above and of maximizing cost savings, but feedback is needed and none of these scenarios is considered a finished product.

- What does our community agree/disagree with in each of these scenarios?
- What aspects need further clarification?
- What opportunities and challenges do you foresee in these scenarios?

Over the next phase of consultations this fall, the ARWG will continue to develop and refine the options under consideration. Further work will include refining the models, addressing further details, and beginning to consider departmental structures (including possibilities to restructure departments to achieve new synergies). The ARWG expects to be able to present a detailed proposal for consideration and approval by university governance bodies before the end of 2020.

## NEXT STEPS

The release of this interim report represents the beginning of the second phase of consultation on academic restructuring at the University of Alberta. The first phase of consultation focused on rationale and stage-setting, principles and objectives, the current state at the university, and comparators explored by the working group.

In this second phase of consultation, we ask members of the university community to provide input, comments, and reaction to the scenarios presented here. In order to refine our work and develop a final proposal, thoughtful and constructive input from the community on how these potential scenarios will impact the U of A's ongoing pursuit of our mission will be imperative.

Consultation on the scenarios presented in this report will take place throughout the rest of September and October. Highlights include:

- Academic Planning Committee meeting - Sept. 23
- GFC meeting - Sept. 28
- Public town hall - Sept. 30
- Faculty-specific meetings - October (multiple)
- Public town hall - October TBC
- Academic Planning Committee meeting - Oct. 21
- GFC meeting - Oct. 26

We also encourage discussions at local levels - within faculties, departments, and other units - about what the scenarios proposed here will mean at those levels. Enhanced interdisciplinarity and collaboration is a critical objective of academic restructuring. To be successful, we will need not only an overall structure that supports interdisciplinarity and collaboration, but also structure and processes at local levels that facilitate them.

Throughout this second phase of consultation, we will report back to the community what we are hearing about the scenarios, how they have been received and reacted to internally and externally, and how we are responding to that input.

An updated proposal will be presented to the university community in November for the third phase of consultation. The ARWG intends to bring a final proposal before GFC and the Board in December for approval. This will allow us to begin implementation of our new structure in time for the 2021/22 academic year.

The ARWG's work on academic restructuring will not be complete upon implementation of a new faculty structure. Following a decision on the faculty-level structure, the university will pursue a review of department-level structures and of centres and institutes, and a review and rationalization of academic programs.

Thank you for your critical and constructive engagement in the academic restructuring process at the University of Alberta. We look forward to the important discussions to come.

# NOUS GROUP REPORT ON COMPARATOR ORGANIZATIONS

UNIVERSITY OF
ALBERTA

# Academic restructuring: International case studies

Nous Group | July 2020

nous

# Executive Summary

In response to the recent Albertan Government's funding cuts, The University of Alberta (UofA) is considering revisions to its academic structure to drive improved efficiency in its operations. An Academic Restructuring Working Group (ARWG) has been established to consider possible models and make recommendations to the General Faculties Council and the Board of Governors.

To support this work, UofA has engaged Nous Group, to collect evidence and share insights on selected comparator universities academic structures. The objective is to document a suite of detailed case studies and provide the ARWG with the stimulus and evidence (data and insights) to make informed decisions about the structural options that would best enable UofA to deliver its strategic objectives.

CONTENTS:

1. REGIONAL ANALYSIS

2. DETAILED CASE STUDIES

3. FURTHER COMPARATOR STRUCTURES

COMPARATORS FROM:

CANADA

UNITED STATES

UNITED KINGDOM

AUSTRALIA

# 1. REGIONAL ANALYSIS

# Our analysis focused on selected comparators.

**Universities have increasingly considered different academic and professional delivery structures and models. This has often been in response to jurisdiction-specific funding and revenue challenges over the past two decades. As a result, different models have emerged across Canada, the United States, the United Kingdom and Australia in particular.**

Nous took a sample of 17 institutions, many of whom Nous has had a relationship with during or following a major transformation, to explore regional and institutional differences. These institutions (listed below) were selected if they met one or more of the following characteristics:

- comprehensive and high-performing, research-intensive, publicly funded institutions

- similar student numbers and/or financial profile to UofA

- implemented a new academic structure.

| CANADA | UNITED STATES | UNITED KINGDOM | AUSTRALIA |
|---|---|---|---|
| 1. University of British Columbia<br>2. University of Toronto<br>3. University of Calgary<br>4. University of Alberta | 1. University of Michigan<br>2. University of Washington | 1. King's College London<br>2. Queen Mary University of London<br>3. University College London<br>4. University of Exeter | 1. University of Melbourne<br>2. Monash University<br>3. University of Sydney<br>4. University of New South Wales<br>5. University of Western Australia<br>6. University of South Australia<br>7. University of Queensland |

To identify possible trends across regions, we compared these institutions across a number of characteristics, including the number of faculties, financial position, student numbers, global ranking (THE) and research performance. Our case studies focused on the first two hierarchical layers within any given academic structure.

*Please note that nomenclature and the application of layers within academic structures varies across regions and institutions, and therefore at the department and school level there may be occasional discrepancies.*

# Three main archetypes of university academic structures.

**A** **Large, diversified structure**
Between 14 -19 faculties, supported by >50 departments/schools. More common in Northern America.

UNI

**EXAMPLES INCLUDED:**

| | |
|---|---|
| UNIVERSITY OF ALBERTA | UNIVERSITY OF WASHINGTON |
| UNIVERSITY OF TORONTO | UNIVERSITY OF MICHIGAN |

**B** **Diverse structure**
Faculties range between 8-13, supported by 30-40 departments.
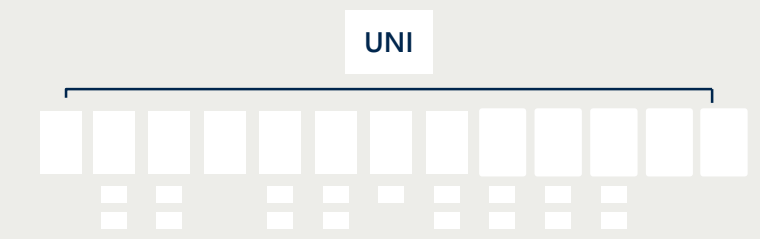
UNI

**EXAMPLES INCLUDED:**

| | |
|---|---|
| UNIVERSITY OF BRITISH COLUMBIA | UNIVERSITY OF MELBOURNE |
| UNIVERSITY OF CALGARY | UNIVERSITY OF NEW SOUTH WALES |
| KING'S COLLEGE LONDON | MONASH UNIVERSITY |

**C** **Consolidated structure**
Between 3-7 faculties, supported by 22-38 departments. This model is adopted by a mix of Australian and UK universities
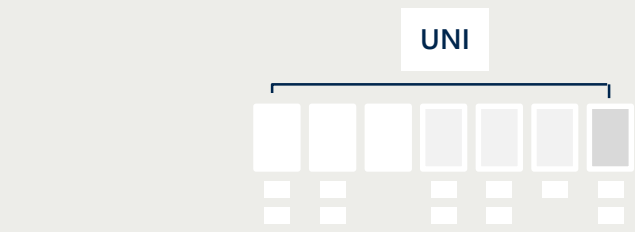
UNI

**EXAMPLES INCLUDED:**

| | |
|---|---|
| QUEEN MARY UNIVERSITY OF LONDON | UNIVERSITY OF QUEENSLAND |
| UNIVERSITY COLLEGE LONDON | UNIVERSITY OF WESTERN AUSTRALIA |
| UNIVERSITY OF EXETER | UNIVERSITY OF SOUTH AUSTRALIA |

# There were common drivers behind the various academic restructures.

In our experience, there are four broad drivers for academic model restructures.

**BETTER DELIVER ON UNIVERSITY MISSION**
- Reinforce new strategic initiatives
- Support better external engagement with a clearer narrative about the institution's value proposition and/or specialization.

**IMPROVE RESEARCH PERFORMANCE**
- Strengthen interdisciplinary collaboration
- Streamline and reduce overlap in research (e.g. a large amount of Education research taking place outside the Faculty of Education).

**IMPROVE GOVERNANCE AND DECISION-MAKING**
- Streamline university decision-making
- Ensure equity of voice in governance (e.g. remedy disproportional 'voice' for small faculties having the same weighting as larger faculties when they may be smaller than some large departments).

**REDUCE COSTS AND IMPROVE EFFICIENCY**
- Streamline and reduce overlap / duplication of curriculum
- Support professional services realignment or new model.

# The North American universities selected have the highest number of faculties.

**North American universities in our sample tend to have a higher number of faculties.**

UofA, University of Michigan, University of Washington and the University of Toronto all have a total of 16 faculties or more. UK and Australian universities in this sample range from three to ten faculties.

In our sample, all but the University of Calgary have more than 58 departments. Some North American universities had over 90 departments, compared to other institutions that range from 10-39. Further details can be found in the detailed case studies.

While in part this trend may be due to what is considered conventional in North American publicly funded institutions, Australian and UK universities tend to operate more streamlined governance and management structures.

**Number of faculties for sample of universities**



7
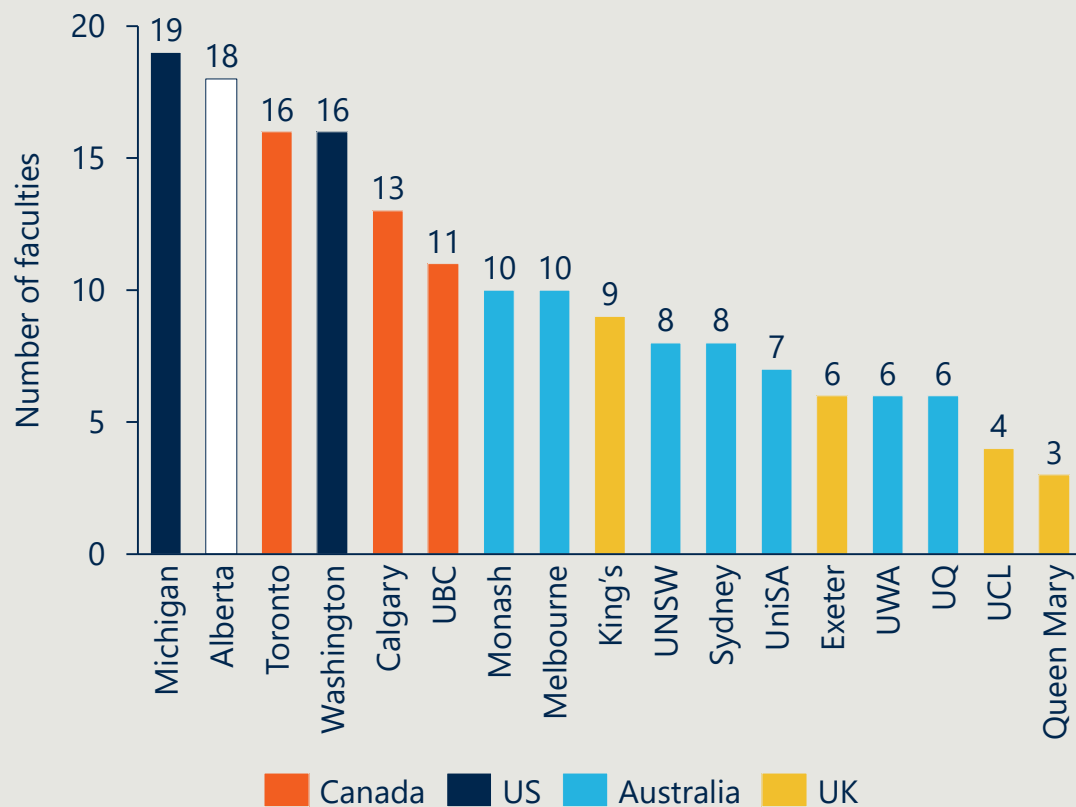
# Some disciplines more commonly stand-alone as faculties.

**Faculty composition varies considerably amongst sample universities.**

When considering whether universities have a stand-alone faculty for a specific discipline or not, certain disciplines are more likely to stand-alone than others. Business, Law, Science and Education were most commonly stand-alone among this sample.

Notable combinations include:

- Medicine, nursing and health sciences including allied and public health, psychiatry and biomedical (Monash).

- Law, Arts, Humanities and Social and Historical Sciences (King's College London).

- Engineering and Mathematical Sciences (University of Western Australia).

- Health and Behavioural Sciences including dentistry, pharmacy and nursing (University of Queensland).

**Number of universities with stand-alone faculties for specific disciplines***
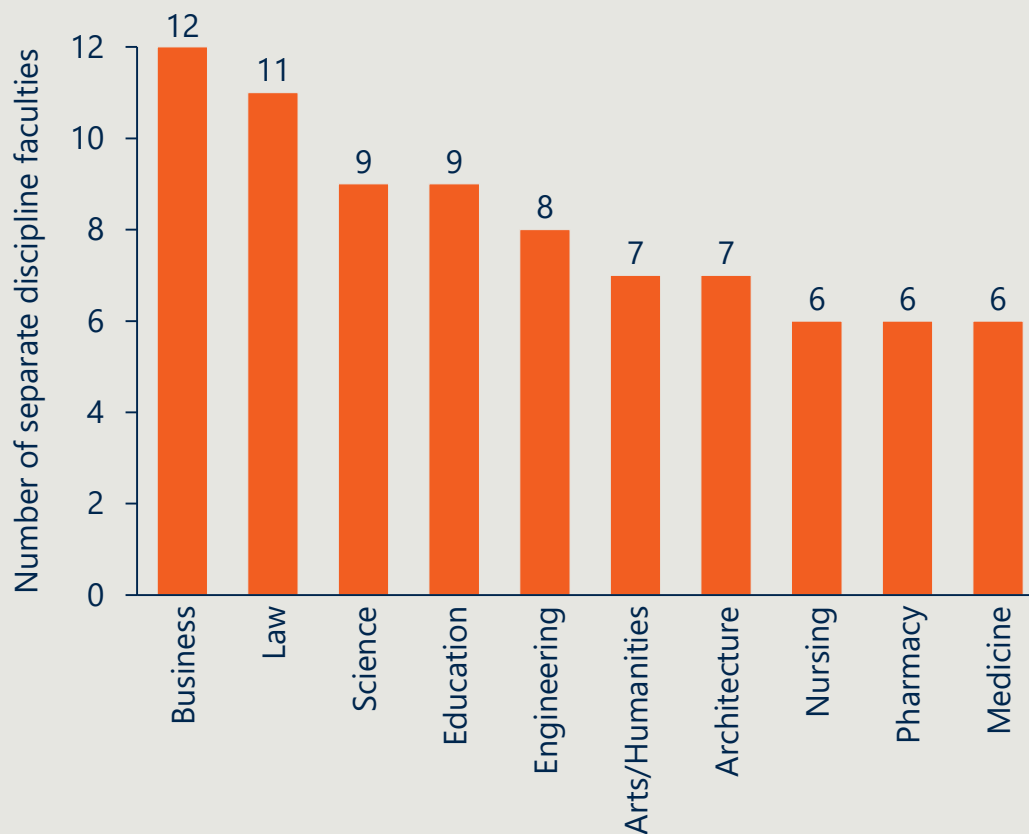


*Out of 17 sample universities.

# UofA has more faculties than many peers in this sample.

UofA has many more faculties than peers when considering both revenue and student enrolments. While there is some correlation between university enrolments and the number of faculties in the universities within this sample group, the institutions in our sample tend to cluster in regional groups. Institutions that have similar annual revenue to Alberta (e.g. UNSW, Monash, UQ) having substantially less faculties, as do many universities with similar student numbers (e.g. King's College London, UQ and UCL).

*Note that we have removed the University of Michigan as annual revenue figures were significantly higher than other institutions (but also had the largest number of faculties with a total of 19).*

**Annual revenue ($CAD), 2017-18) vs. number of faculties[1]**
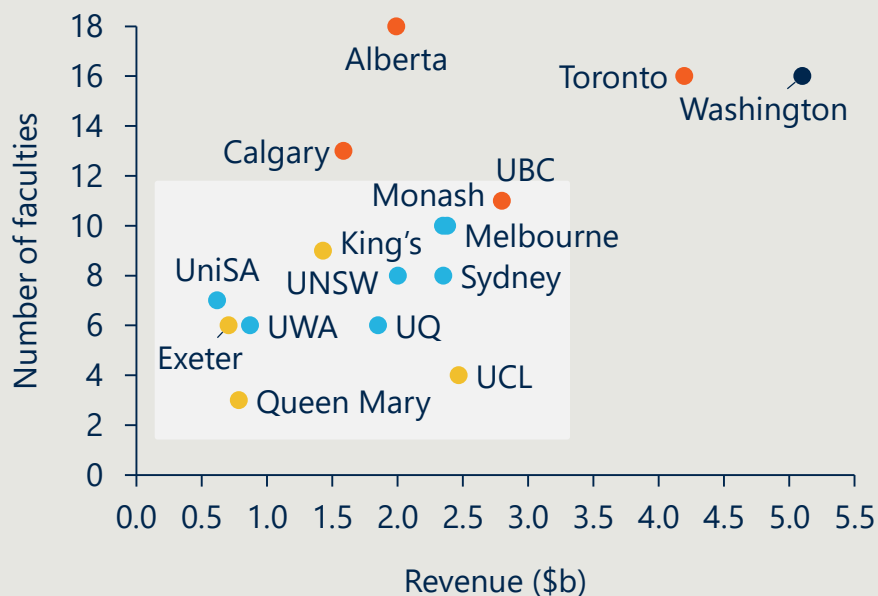


**Student enrolment ('000, 2020) vs. number of faculties[2]**
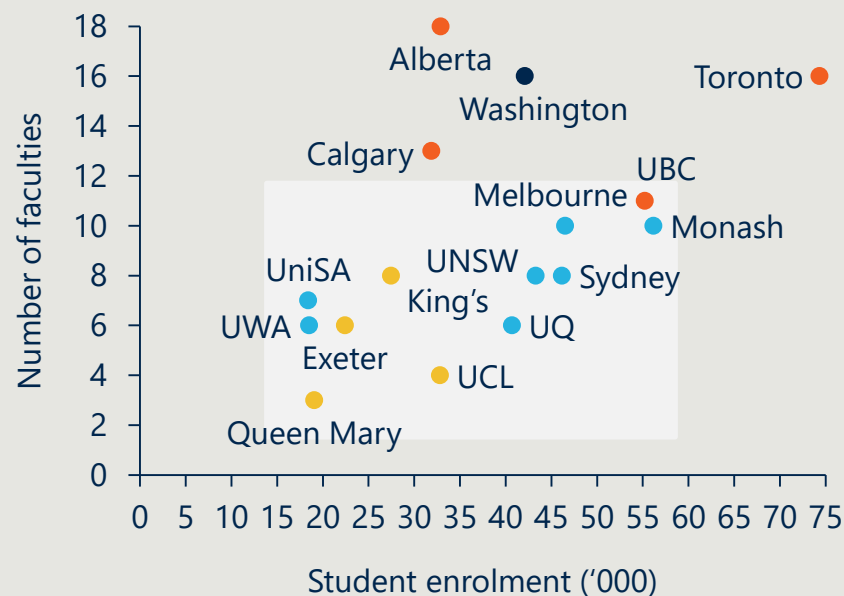


● Canada  ● USA  ● Australia  ● UK

[1] Revenue based on 2018 Annual Report data.
[2] Student numbers based on 2020 full-time equivalent students enrolled at the University.

9

# Moving to fewer faculties did not compromise research in Australian universities.

In Australia, high-performing, research-intensive institutions with a smaller number of faculties frequently still perform well across a broad range of disciplines.

Excellence in Research for Australia (ERA) evaluates institutions' performance across the full spectrum of research activities. ERA compares Australian institutions research effort across 22 disciplines against international benchmarks and awards - receiving a rating out of 5. This rating ranges from 'well above world standard' (5) to 'well below world standard' (1). Since 2012, all of the universities listed below have increased the number of disciplines they have performed well above, or above, world standard.

| | Number of faculties | Number of disciplines rated "Above average" | Increase in # disciplines rated "Above average" 2012-2018 |
|---|---|---|---|
| University of NSW | 8 | 21 | +3 |
| Monash University | 10 | 20 | +7 |
| University of Melbourne | 10 | 22 | +3 |
| University of Sydney | 8 | 22 | +8 |
| University of Queensland | 6 | 22 | +3 |
| University of WA | 6 | 17 | +8 |

# UK universities have maintained discipline breadth while consolidating their faculties.

In the UK, performance in the Research Excellence Framework (REF) also indicates that faculty size does not limit academic diversity.

The most recent Research Excellence Framework (2015) results indicate that some institutions with a very small number of faculties, for example Queen Mary and UCL, still produce a large amount of research across a wide range of disciplines.

| | Number of faculties | Disciplines report against | Disciplines with the highest reports |
|---|---|---|---|
| King's College London | 9 | 38 | Clinical Medicine, Public Health, Psychology , Computer Science, Philosophy, English |
| University of Exeter | 6 | 25 | Clinical Medicine, History, Area Studies, Education |
| UCL | 4 | 27 | Clinical Medicine, Dentistry, Education, Medicine, Film, Communication and English |
| Queen Mary University of London | 3 | 21 | Clinical Medicine, Allied Health, Public Health, Engineering Linguistics, History, English, Music |

# 2. DETAILED CASE STUDIES

# Selected case studies

The following case studies serve as examples of similar universities to UofA that have undergone transformations – both academic and professional – from Canada, the United States, the United Kingdom and Australia.

**CONTENTS:**

| | |
|---|---|
| 1. UNIVERSITY OF MICHIGAN | 5. UNIVERSITY OF SYDNEY |
| 2. UNIVERSITY COLLEGE LONDON | 6. UNIVERSITY OF MELBOURNE |
| 3. QUEEN MARY UNIVERSITY OF LONDON | 7. MONASH UNIVERSITY |
| 4. UNIVERSITY OF EXETER | 8. UNIVERSITY OF QUEENSLAND |

# CASE STUDY 1: University of Michigan

A shared services model to support professional services across three campuses helps the University of Michigan be one of the foremost research institutions in the United States.

The University of Michigan is a publicly funded university primarily based in Ann-Arbor, Michigan. The University is considered one of the foremost research universities in the United States. Michigan has utilized a shared services model to support two additional campuses (Dearborn and Flint) from their primary campus (Ann Arbor).

These three campuses function independently with distinct missions and strategic priorities, separate budgets and individual institutional accreditation.

- **Ann Arbor** functions as the primary, research-intensive institution. This campus is much larger in terms of student number and research volume.

- **Dearborn** is a teaching-focused regional school with limited research functions (in Arts, Sciences and Engineering and Computer Science).

- **Flint** is a teaching-focused regional school with an even more narrow-scope research function (in Arts, Sciences, Nursing and Management).

These campuses have different entry requirements (14.5% (Dearborn) and 20.3% (Flint) less than Ann Arbor) with transfer pathways between institutions and a 50% acceptance rate into Ann Arbor from Dearborn and Flint.

Dearborn and Flint are supported by a shared services operating model, with a reduced fee for services including financial services (payroll, procurement), research office support and library services. Ann Arbor also provides funding support for strategic initiatives at Dearborn and Flint as required.

## Revenue and research expenditure 2008-2018 ($CAD)



Revenue (left axis, $b): $12b, $10b, $8b, $6b, $4b, $2b, 0
Research expenditure (right axis, $b): $2.5b, $2.0b, $1.5b, $1.0b, $0.5b, $0.0b
Years: 2015, 2016, 2017, 2018, 2019

Legend: Revenue — Research Income

## Research performance



Number of publications (Science and Scientific Impact)

18,203
2,829 (15.5%)
15,374 (84.5%)

**15.5%** of publications are in the Top 10%

2019
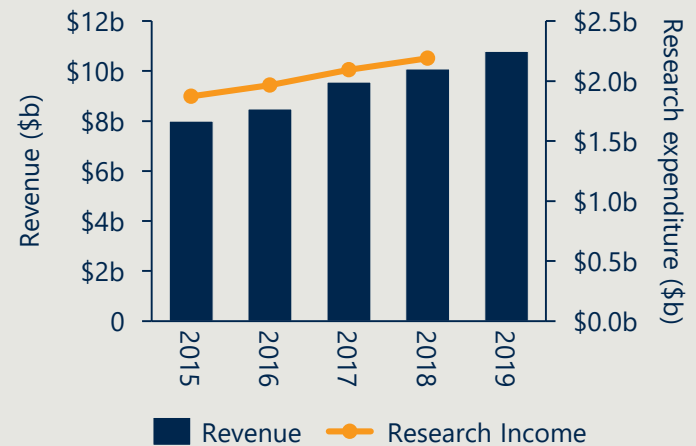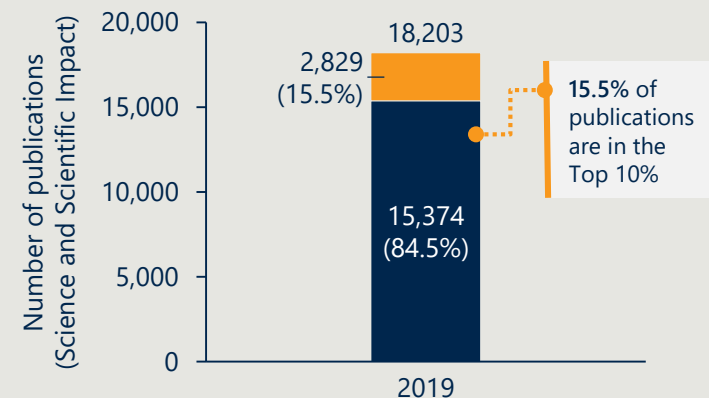
# NINETEEN SCHOOLS AND COLLEGES

University of Michigan

| Architec-ture & Urban Planning | Art & Design | Business | Dentistry | Educat-ion | Engineering | Environ ment & Sustain ability | Infor-mation | Kinesiology | Law | Literature, Science & Arts | Medicine | Music, Theatre & Dance | Nursing | Pharmacy | Public Health | Public Policy | Grad-uate Studies | Social Work |

**Dentistry**
- BMSP
- CRSE
- OMSHD
- OPD
- POM

**Engineering**
- Aerospace Engineering
- Biomedical Engineering
- Chemical Engineering
- Civil and Environmental Engineering
- Climate ae Sciences and Engineering
- Electrical Engineering and Computer Science
- Industrial Operations
- Integrative Systems and Design
- Materials Science
- Mechanical
- Naval Architecture and Martine
- Nuclear and Radiological Science
- Transportation Research

**Medicine**
- Biological Chemistry
- Biomedical Engineering
- Cell and Development Biology
- Computational Medicine and Bioinformatics
- Human Genetics
- Learning Health Sciences
- Microbiology and Immunology
- Pharmacology
- Molecular and Integrative Physiology
- Anesthesiology
- Cardiac Surgery
- Dermatology
- Emergency Medicine
- Internal Medicine
- Neurology
- Neurosurgery
- Obstetrics and Gynaecology
- Ophthalmology and Visual Sciences
- Orthopaedic Surgery
- Otolaryngology
- Pathology
- Paediatrics
- Physical Medicine and Rehabilitation
- Psychiatry
- Radiation oncology
- Radiology
- Surgery
- Urology

**Music, Theatre & Dance**
- Chamber Music
- Composition
- Conducting
- Dance
- Leadership
- Jazz
- Music Education
- Music Theory
- Musical Theatre
- Musicology
- Organ
- Performing Arts Technology
- Piano
- Strings
- Theatre and Drama
- Voice
- Winds and Percussion

**Pharmacy**
- Clinical Pharmacy
- Medicinal Chemistry
- Pharmaceutical Sciences

# CASE STUDY 2: University College London

University College London (UCL) is in the middle of a substantial professional services transformation, having doubled in size over the past decade. The 'Transforming Our Professional Services' (TOPS) is viewed as currently one of the most comprehensive and ambitious UK university transformation programs.

**University College London has doubled in size over the last decade and maintains substantial administrative and structural complexity that is not suited to high performance at this size and scale.**

The TOPS program commenced in 2016 and aims to provide more effective professional services, increased staff and student satisfaction, more fulfilling careers for professional staff and greater investment in the University's academic mission by improving the value for money and efficiency of professional services. Transactional processes should be simple and efficient and more specialist support should be focused on the staff and student experience. UCL have used the UniForum benchmarking as an input into this process.

The TOPS program is co-chaired by the Vice-Provost Education and Chief Operating Officer and is currently supporting cross-campus professional services reform. This program is centrally managed through a small Program Office and expanded 'Transformer' teams. These streams are tackling key elements of the University experience and seeks to make processes and policies, and the UCL experience, more efficient and consistent.

These Transformer teams include:

- **Student Experience Transformer**, seeking to ensure a consistently high-quality experience for all UCL students.

- **Research and Innovation Support Transformer**, seeking to change the way that research support and administration are delivered.

- **Faculty Futures**, seeking to reform Faculty-based professional services.

### Revenue and research income 2016-2019 ($CAD)



### Research performance
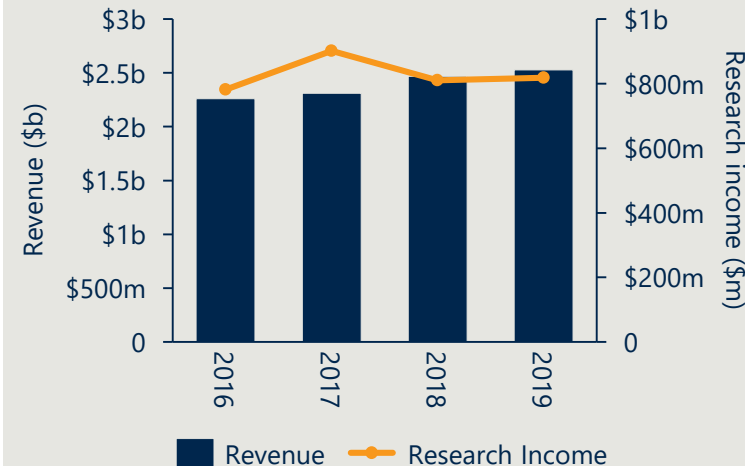
UNIVERSITY COLLEGE LONDON
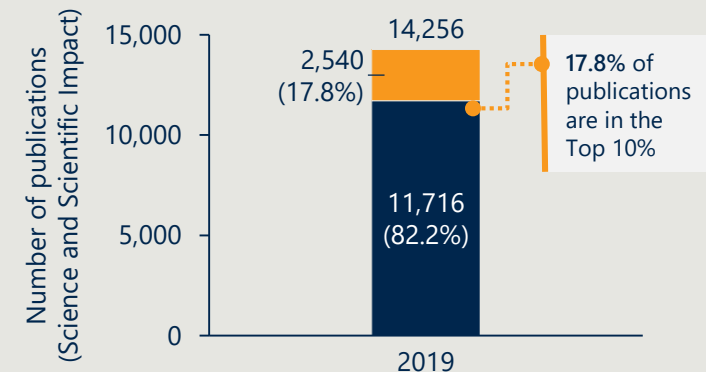
# THREE SCHOOLS AND ONE INSTITUTE

**University College London**

**Life and Medical Sciences**

**Built Environment, Engineering and Mathematical and Physical Science**

**Law, Arts, Humanities, and Social and Historical Sciences**

**UCL Institute of Education**
*(through merger in 2014)*

- Brain Sciences
- Medical Sciences
- Life Sciences
- Population Health Sciences

- Built Environment
- Engineering Sciences
- Mathematics and Physical Sciences

- Arts and Humanities
- Social and Historical Sciences
- Laws

17

# CASE STUDY 3: Queen Mary University of London

**Queen Mary University of London (QMUL) have shifted from Colleges to fewer Faculties to allow increased focus on the university's academic mission, though power and resource allocation has not followed structural change.**

**Queen Mary University is a research-intensive university and a member of the Russell Group of Universities. The University ranks among the top universities in the UK according to the quality of research outputs across its three faculties.**

In the early 2010s, the university shifted from a College structure to a Faculty structure following a series of historical mergers. The discipline domains remained the same but the intent of the structure changed. The purpose of the change was to create administrative efficiencies to allow greater focus on academic mission. In the decade since, the structural modification has been in name only. The power and resource allocation continues to sit in the schools.

Queen Mary is part of the Uniform data set and their results showed that whilst they operated one of the more devolved administrative structures, they were also low cost. University management are very aware that this low cost/low quality dynamic has evolved across their three faculties.

QMUL's rankings performance has oscillated throughout the past ten years, between 145 (2013) and 98 (2015), the University is currently ranked 110 in the THE World Rankings (2020). Research income has remained consistent over the past four years, while revenue has increased (19% 2016-2019).

QMUL's latest strategic vision (out to 2030) includes deliberate prioritization of administrative transformation to ensure that Faculties are better resourced to support schools, and that career pathways are developed for administrative staff. These changes are to ensure that QMUL can move into the top 100 research intensive universities globally. Work is currently underway to properly structure the faculty model. They have also standardised the names of the faculties, including the Barts Medical School.

## Revenue and research income 2016-2019 ($CAD)



Legend: ■ Revenue — Research Income

## Research performance



3,481

555 (15.9%)

2,926 (84.1%)

**15.9%** of publications are in the Top 10%

2019

# THREE FACULTIES

**Queen Mary University of London**

**Humanities and Social Sciences**

- Business and Management
- Economics and Finance
- English and Drama
- Languages, Linguistics and Film
- Geography
- History
- Law
- Politics and International Relations

**Science and Engineering**

- Bioengineering
- Biological and Chemical Sciences
- Electronic Engineering and Computer Science
- Engineering and Materials Science
- Mathematical Sciences
- Physics and Astronomy
- Materials Research Institute

**Medicine and Dentistry**

- Barts Cancer Institute
- Blizard Institute of Cell and Molecular Science
- Institute of Health Sciences Education
- Institute of Dentistry
- William Harvey Research Institute
- Wolfson Institute of Preventative Medicine
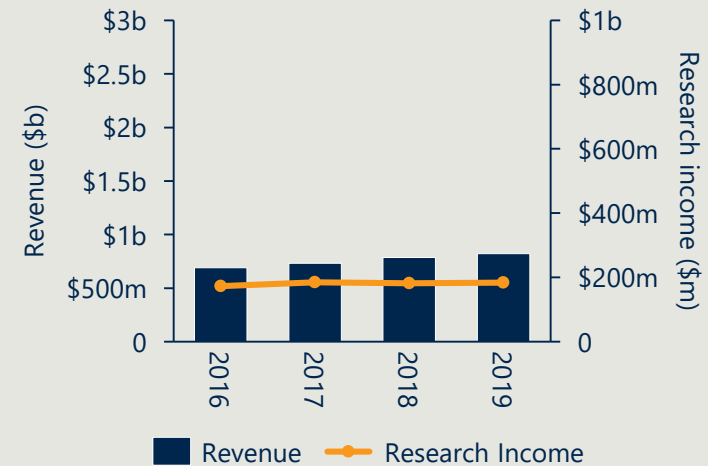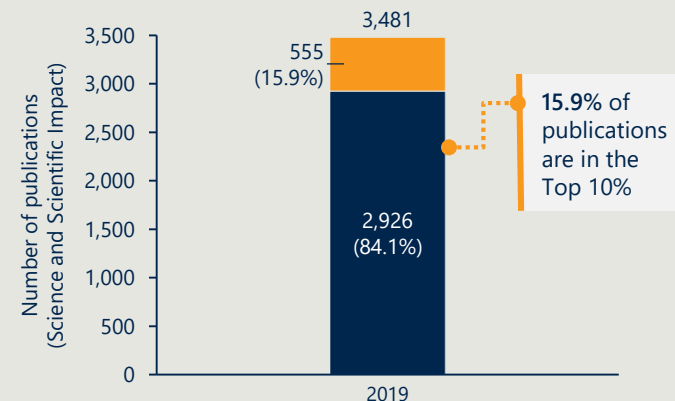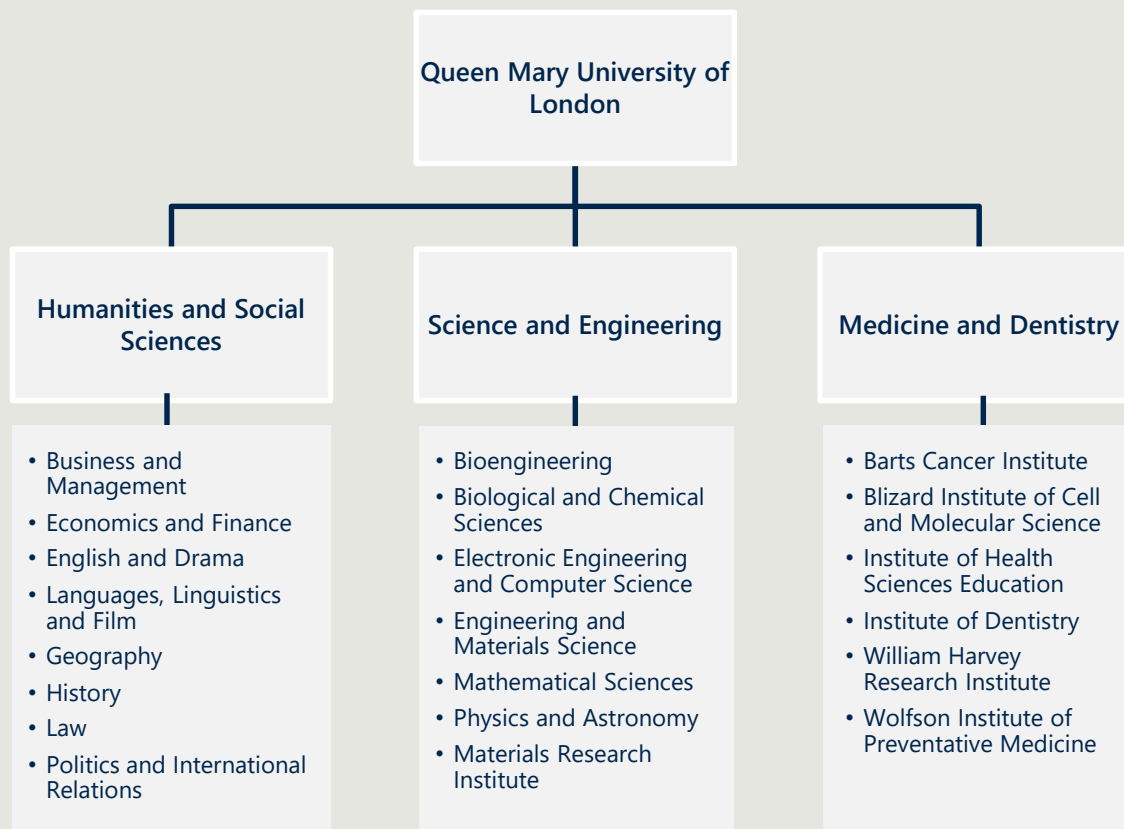
# CASE STUDY 4: University of Exeter

The University of Exeter has implemented a College Operations Directorate to support a unified service of administrative staff to faculty across all colleges/faculties, disciplines and research groups.

**The University of Exeter is a research-intensive university in South West England, with four campuses – two in Exeter (primary location) and two in Cornwall. The University is the principal institution in Exeter.**

The University supports its six Colleges (faculties) and Cornwall campuses through embedded Directors of College Operations who report to the Chief College Operations Officer, but also sit on College Executive Teams.

The broader Executive team is made up of 18 members including six PVC / Executive Deans for Colleges, and the PVC Cornwall. Each College has a PVC / Executive Dean, reporting to the Provost, with a consistent College Executive Team structure.

The College Operations Directorate combines a unified service of administrative staff providing direct support across the University. Directors of College/Campus Operations are members of College Executive Teams.

### Revenue and research income 2016-2019 ($CAD)



Legend: Revenue — Research Income

### Research performance



3,207

551 (17.2%)

2,656 (82.8%)

**17.2%** of publications are in the Top 10%

2019

Number of publications (Science and Scientific Impact)



Organizational chart:
- Provost
- Chief College Operations Officer
- College Executive Teams (x6)
- Pro-Vice-Chancellor and Executive Dean
- Associate Dean (Research)
- Associate Dean (Education)
- Associate Dean (International & Development)
- Director of College Operations
- Director of Cornwall Operations

# SIX COLLEGES (FACULTIES)

**University of Exeter**

## Business
- Economics
- Finance and Accounting
- Management
- SITE (Science, Innovation, Technology and Entrepreneurship

## Engineering, Mathematics and Physical Sciences
- Computer Science
- Engineering
- Geology
- Mathematics
- Mining and Minerals Engineering
- Physics and Astronomy
- Renewable Energy

## Humanities
- Archaeology
- Art History and Visual Culture
- Classics and Ancient History
- Drama
- English
- Film Studies
- History
- Liberal Arts
- Modern Languages and Cultures
- Theology and Religion

## Life and Environmental Sciences
- Biosciences
- Geography
- Psychology
- Sport and Health Sciences

## Medicine and Health
- Medical
- Nursing
- Allied Health Professions

## Social Sciences and International Studies
- Arab and Islamic Studies
- Education
- Law
- Politics
- Sociology
- Philosophy
- Anthropology
- Strategy and Security

# CASE STUDY 5: University of Sydney

In 2016, the University of Sydney restructured its academic faculties from 16 faculties to 5 (plus 3 University schools) whilst also undergoing a restructure of their professional services operating model.

**University of Sydney is a high-performing, comprehensive research-intensive university. Previously operating a large number of faculties supported by a complex professional services model, the University reorganized it's academic structure into five faculties and three University Schools.**

The University of Sydney did not set a target per se, but targeted a range of six to ten faculties. The key arguments for the restructure being:

- Equity of voice in governance fora, given that some faculties were smaller than some large schools, but had the same vote as larger faculties.

- Overlap and duplication of curriculum (e.g. 9 basic cell biology modules).

- Substantial overlap in research (e.g. 55% of Education research was done outside the Faculty of Education, and 29% of Nursing research was done outside the Faculty of Nursing).

- Only three faculties emerged as not overlapping: law, architecture and music, and so they became "University schools" – i.e. not a faculty and hence not a vote in governance fora, but not part of another faculty. That they did not merge these faculties but made them schools demonstrated the integrity of the process.

- Administrative duplication and inefficiency was a key driver.

- The most compelling arguments were academically based (research and teaching) supported by the administrative efficiency arguments.

Since then, the university has continued to experience success in maintaining its international research reputation, growing student numbers and improving research and financial performance.

## Revenue and research income 2008-2018 ($CAD)



## Research performance



**12.9%** of publications are in the Top 10%
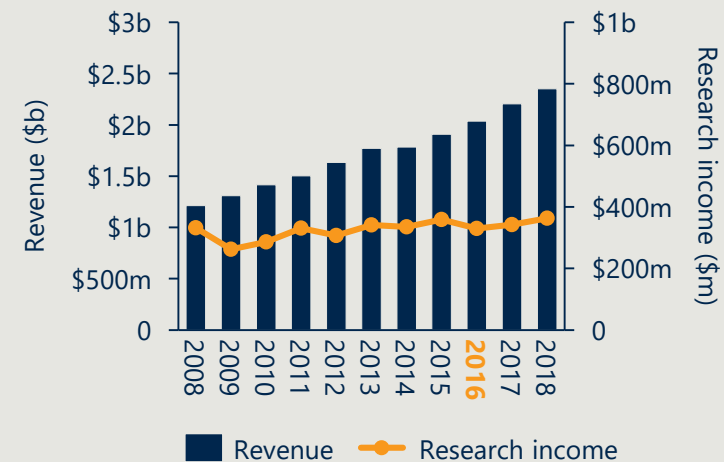
**UNIVERSITY OF SYDNEY**
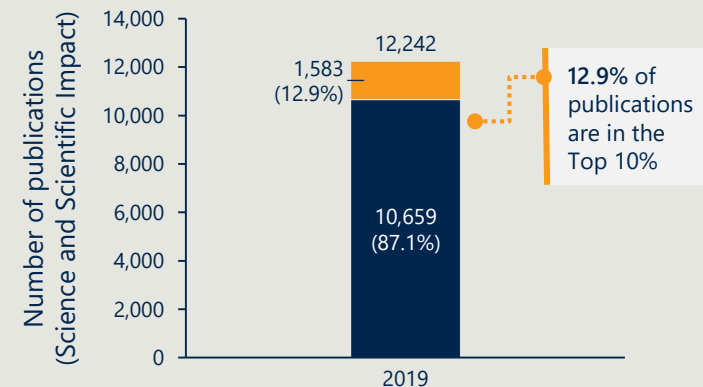
## PREVIOUS: SIXTEEN FACULTIES OR EQUIVALENT

**University of Sydney**

- Faculty of Agriculture and Environment
- Faculty of Architecture, Design and Planning
- Faculty of Arts and Social Sciences
- Business School
- Faculty of Dentistry
- Faculty of Education and Social Work
- Faculty of Engineering and Information Technologies
- Faculty of Health Sciences
- Sydney Law School
- Sydney Medical School
- Faculty of Nursing and Midwifery
- Faculty of Pharmacy
- Faculty of Science
- Sydney College of Arts
- Sydney Conservatorium of Music
- Faculty of Veterinary Science

## CURRENT: FIVE FACULTIES AND THREE SCHOOLS

**University of Sydney**

**Arts and Social Sciences**
- Economics
- Education and Social Work
- Languages and Cultures
- Literature, Art and Media
- Philosophical and Historical Inquiry
- Social and Political Sciences

**Business**
- Accounting
- Business Analytics
- Business Information Systems
- Business Law
- Finance
- International Business
- Marketing
- Strategy, Innovation and Entrepreneurship
- Work and Organisational Studies
- Transport and Logistics

**Engineering**
- Aerospace, Mechanical and Mechatronic Engineering
- Biomedical Engineering
- Chemical and Biomolecular Engineering
- Civil Engineering
- Computer Science
- Electrical and Information Engineering

**Medicine and Health**
- Dental
- Nursing
- Medical
- Pharmacy
- Public Health
- Health Sciences

**Science**
- Chemistry
- Geosciences
- History and Philosophy of Science
- Life and Environmental Sciences
- Mathematics and Statistics
- Physics
- Psychology
- Veterinary Science

**Architecture, Design and Planning**

**Conservatorium of Music**

**Law**

# University of Sydney has maintained discipline diversity despite reducing its number of faculties.

In 2016-17, the University of Sydney went through a significant transformation program to reduce its number of faculties. Since then, it has continued to offer programs across the same number of fields and increased student numbers.

University of Sydney student enrolments by discipline ('000) from 2005-2018



DISCIPLINES (order maintained in chart)

- Architecture, Environmental and Related Studies
- Architecture and Building
- Creative Arts
- Education
- Engineering and Related Technologies
- Health
- Information Technology
- Management and Commerce
- Natural and Physical Sciences
- Non-Award
- Society and Culture
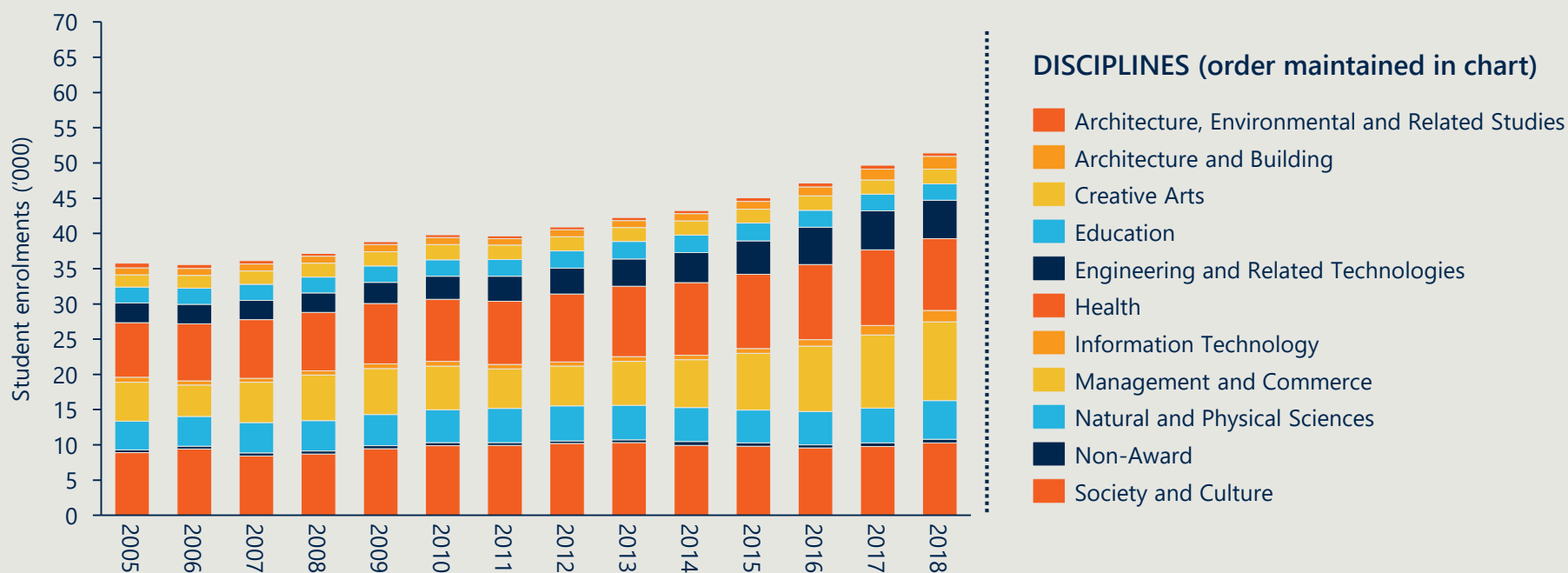
# CASE STUDY 6: University of Melbourne

In 2008, the University of Melbourne adopted a new model for degree programs with a shift away from traditional, specialized undergraduate degrees to generalized three-year undergraduate degrees and specialized postgraduate programs.

In 2008, the University of Melbourne moved to the 'Melbourne Model', which saw it adopt a curriculum (based on the Bologna model) of a three-year generalised undergraduate program followed by a two-year specialised postgraduate program that was unique in Australia.

The change saw it move from offering 96 undergraduate programs to only 6 generalist undergraduate degrees (Arts, Science, Environment, Biomedicine, Engineering, and Commerce, plus a Bachelor of Music). Many previously offered undergraduate professional programs such as Law, Medicine, Education and Engineering became post-graduate only. This change was not static, with further programs added subsequently including Agriculture, Design and Fine Arts.

The accompanying faculty restructure saw the university move to ten faculties, with some small changes since. This also aimed to encourage increased research collaboration and the capacity to attract larger research grants. The University experienced substantial improvement in research performance in the subsequent years, moving, for example, from 90 to 40 in the Academic Ranking of World Universities (Shanghai Ranking) to become the No.1 ranked university in Australia.

Significant investment was needed for the shift: including drawing down ~$80M (in 2008 dollars) to fund curriculum writing, transition work, an advertising campaign, new student services and student advice centres.

In 2015, it also undertook a major administrative restructure – moving to a shared service model and reducing administrative staff by 500 FTE. The intended savings were to be fully redistributed into research – achieving its target of an additional ~$180M directly reinvested into research by 2017 through the restructure.

### Revenue and research income 2008-2018 ($CAD)



Legend: Revenue, Research Income

### Research performance



1,595 (13.0%)
12,307
10,712 (87.0%)

**13%** of publications are in the Top 10%

2019
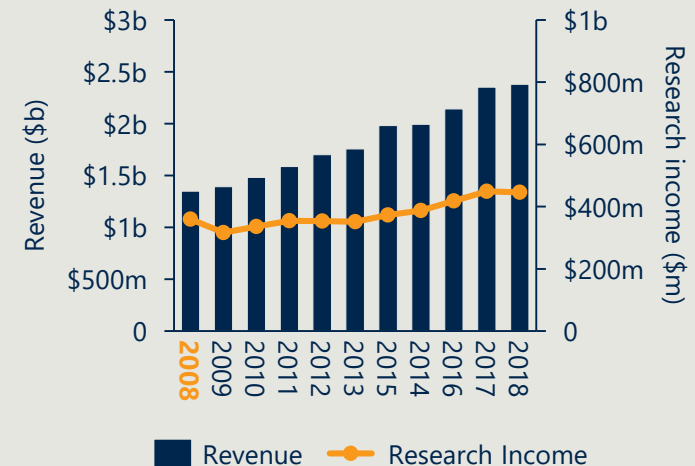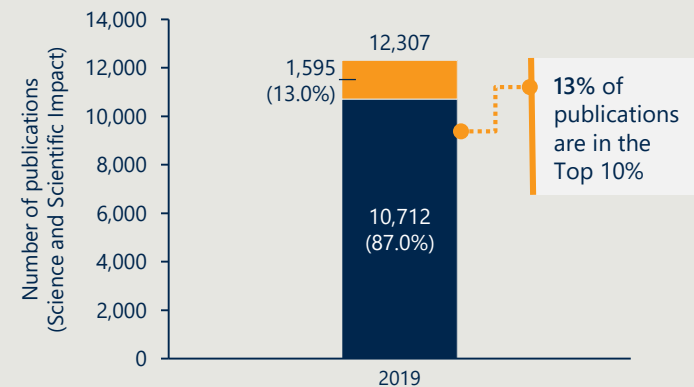
# PREVIOUS: 15 FACULTIES OR EQUIVALENT

University of Melbourne

- Faculty of Architecture, Building and Planning
- Faculty of Arts
- Faculty of Economics and Commerce
- Faculty of Education
- Faculty of Engineering
- Institute of Land and Food Resources
- Faculty of Law
- Faculty of Medicine, Dentistry and Health Science
- Faculty of Music
- Faculty of Science
- Faculty of Veterinary Science
- School of Graduate Studies
- Molecular Science and Biotechnology Institute
- School of Victorian College of the Arts
- Melbourne Business School

# CURRENT: SIX FACULTIES AND FOUR GRADUATE SCHOOLS

University of Melbourne

**Architecture, Building and Planning**
- Design

**Arts**
- Graduate Humanities and Social Sciences

**Business and Economics**
- Business School
- Professional and Continuing Education

**Education**
- Graduate Education

**Engineering**
- Engineering
- Computing and Information Systems

**Fine Arts and Music**
- Arts
- Music

**Law**
- Law
- Government

**Medicine, Dentistry and Health Sciences**

**Science**
- Dental
- Medical
- Health Sciences
- Population and Global Health
- Psychological Science
- Biomedical Sciences

**Veterinary and Agricultural Sciences**
- BioSciences
- Chemistry
- Earth Sciences
- Ecosystem and Forest Sciences
- Geography
- Mathematics and Statistics
- Physics

# CASE STUDY 7: Monash University

Monash University has transformed faculty strength, curriculum and professional services, while maintaining the same overall faculty structure. These transformations over the past 8 years have resulted in significantly improved performance.

**Monash University is the largest university in Australia and a member of the Group of Eight (Australia's eight leading research universities). Monash has maintained a consistent academic structure of 10 faculties in recent years, with minor changes at a department level.**

Monash led a major faculty strengthening effort over several years: developing sharp performance metrics, investing in early and mid-career researchers and exiting under-performing faculty.

Program architecture transformation reduced 140 undergraduate programs to 40, and reduced modules by 400. This simplified program portfolio reduced costs by $25m CAD, with two-third of savings coming from program architecture changes and efficiencies with the remaining third coming from module rationalization. Following these changes, Monash enjoyed student growth of 15,000 students, student revenue growth of >$350m CAD p.a. and a rankings increase of 60 places in the THE rankings.

Monash simplified, centralized and streamlined its professional services over a 5-year period, realizing savings of around 25% of its professional services. It has moved from middle-of-the-pack performance in the UniForum to world-leading in efficiency and satisfaction.

### Revenue and research income 2008-2018 ($CAD)



### Research performance



**12.4%** of publications are in the Top 10%
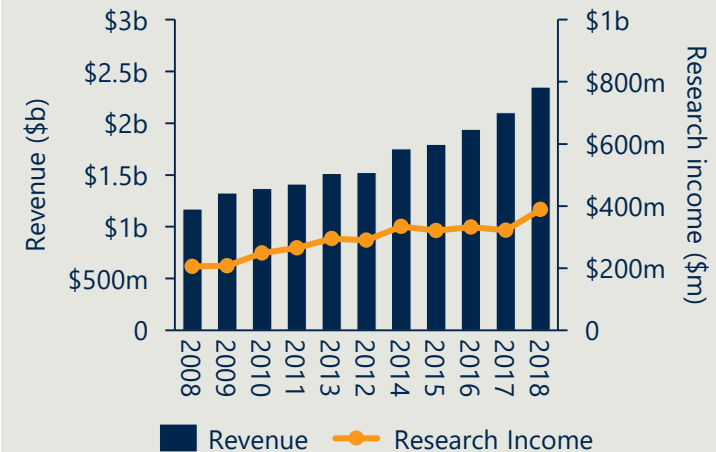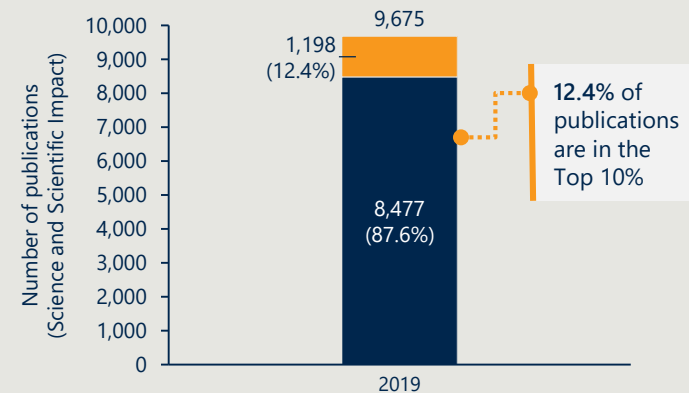
# TEN FACULTIES MAINTAINED THROUGH TRANSFORMATION

MONASH UNIVERSITY

**Monash University**

| Art, Design and Architecture | Arts | Business and Economics | Education | Engineering | Information Technology | Law | Medicine, Nursing and Health Sciences | Pharmacy and Pharmaceutical Sciences | Science |
|---|---|---|---|---|---|---|---|---|---|

**Art, Design and Architecture**
- Fine Art
- Design
- Architecture

**Arts**
- Languages, Literatures, Cultures and Linguistics
- Media, Film and Journalism
- Philosophical, Historical and International Studies
- Social Sciences
- Music
- Arts and Social Sciences
- Theatre and Performance
- Indigenous Studies

**Business and Economics**
- Accounting
- Banking and Finance
- Business Law and Taxation
- Econometrics and Business Statistics
- Economics
- Management
- Marketing
- Leadership and Executive Leadership

**Engineering**
- Chemical Engineering
- Civil Engineering
- Electrical and Computer Systems Engineering
- Materials Science and Engineering
- Mechanical and Aerospace Engineering

**Medicine, Nursing and Health Sciences**
- Biomedical Sciences
- Clinical Sciences
- Medicine
- Nursing and Midwifery
- Primary and Allied Health Care
- Psychological Sciences
- Public Health and Preventative Medicine
- Rural Health
- Central Clinical School
- Eastern Health Clinical School

**Science**
- Biological Sciences
- Chemistry
- Earth, Atmosphere and Environment
- Mathematics
- Physics and Astronomy
- Malaysia School of Science

# CASE STUDY 8: University of Queensland

The University of Queensland has six faculties to support both research and teaching activities, specializing in business administration, veterinary medicine and life sciences.

The University of Queensland (UQ) is a member of Australia's Group of Eight research-intensive universities and is ranked third in Australia based on the average of major global league tables. UQ has had a strong, positive trajectory over the last ten years – with steady increases in global rankings, student numbers and revenue.

In 2013, the UQ undertook a major faculty restructure, establishing three new faculties that aimed to strengthen research and teaching quality and create an effective structure for external partners to work with the University.

The larger scale of the new faculties intended to open up opportunities for staff, research and engagement and increase collaboration. Key benefits included:

- Realizing sufficient 'scale' in its faculties, including capacity and headroom to build academic critical mass and leverage new opportunities;

- Establishing a Faculty of Humanities and Social Sciences to enable benefits of disciplinary coherence, underpinned by strong teaching and research programs and collaborations;

- Establishing a Faculty of Health and Behavioural Sciences to promote a coherent focus on health and well-being, underpinned by a clear integrative theme related to preventative health and behaviour change;

- Establishing the Faculty of Medicine and Biomedical Sciences to position the University to compete effectively in the emerging 'translational environment' by co-locating schools and institutes from the pre-clinical sciences through to hospital-based research institutes and population and global health programs.

## Revenue and research income 2008-2018 ($CAD)



Legend: Revenue | Research Income

## Research performance



11,997
1,586 (13.2%)
10,411 (86.8%)

**13.2%** of publications are in the Top 10%

Number of publications (Science and Scientific Impact)

2019

# SIX FACULTIES

**University of Queensland**

**Business, Economics and Law**
- Business
- Economics
- Law

**Engineering, Architecture and Information Technology**
- Architecture
- Chemical Engineering
- Civil Engineering
- Information Technology and Electrical Engineering
- Mechanical and Mining Engineering

**Health and Behavioural Sciences**
- Dentistry
- Health and Rehabilitation Sciences
- Human Movement and Nutrition Sciences
- Nursing, Midwifery and Social Work
- Pharmacy
- Psychology

**Humanities and Social Sciences**
- Communication and Arts
- Education
- Historical and Philosophical Inquiry
- Languages and Cultures
- Music
- Political Science and International Studies
- Social Science

**Medicine and Biomedical Sciences**
- Biomedical Sciences
- Public Health
- Medicine Program

**Science**
- Agriculture and Food Sciences
- Biological Sciences
- Chemistry and Molecular Biosciences
- Earth and Environmental Sciences
- Mathematics and Physics
- Veterinary Science

UNIVERSITY OF QUEENSLAND

30

# 3. FURTHER COMPARATOR STRUCTURES

# Further comparator structures

This section outlines the faculty structures for the following universities:

**CANADA:**

- UNIVERSITY OF BRITISH COLUMBIA – VANCOUVER CAMPUS

- UNIVERSITY OF TORONTO

- UNIVERSITY OF CALGARY

- UNIVERISTY OF ALBERTA

**UNITED STATES:**

- UNIVERSITY OF WASHINGTON

**UK:**

- KING'S COLLEGE LONDON

**AUSTRALIA:**

- UNIVERSITY OF SOUTH AUSTRALIA

- UNIVERSITY OF WESTERN AUSTRALIA

- UNIVERSITY OF NEW SOUTH WALES

# UNIVERSITY OF BRITISH COLUMBIA – VANCOUVER CAMPUS

**University of British Columbia – Vancouver Campus**

## Applied Science

- Architecture and Landscape Architecture
- Community and Regional Planning
- Engineering
- Engineering Leadership
- Health Leadership and Policy
- Media and Graphics
- Nursing
- Planning

## Faculty of Arts

- Anthropology
- Art History, Visual Art and Theory
- Asian Studies
- Central Eastern Northern European Studies
- Classical, Near Eastern and Religious Studies
- Creative Writing
- Economics
- English Language and Literatures
- French, Hispanic and Italian Studies
- First Nations
- Gender, Race, Sexuality and Social Justice
- Geography
- History
- International Relations
- Journalism
- Library
- , Archival and Information
- Music

## Business

- Accounting
- Finance
- Law
- Management Information Systems
- Marketing
- Operations and Logistics
- Organisational Behaviour and Human Resources
- Real Estate
- Strategy and Business Economics

- Linguistics
- Philosophy
- Political Science
- Psychology
- Public Policy
- Social Work
- Sociology
- Theatre and Film

## Dentistry

## Education

- Biological and Medical Sciences
- Health Sciences

## Forestry

- Educational and Counselling Psychology and Special Education
- Cross-Faculty Inquiry in Education
- Curriculum and Pedagogy
- Educational Studies
- Kinesiology
- Language and Literacy Education
- Teacher Education

- Forest Resources Management
- Forest Sciences
- Wood Sciences

## Land and Food Systems

- Global Resource Systems
- Applied Biology
- Food Nutrition and Health

## Law

## Medicine

- Anaesthesiology, Pharmacology and Therapeutics
- Audiology and Speech Sciences
- Biochemistry and Molecular Biology
- Cellular and Physiological Sciences
- Dermatology and Skin Science
- Family Practice
- Genetics
- ICORD
- Medical Genetics
- Medicine
- Neuroscience
- Obstetrics and Gynaecology
- Occupation Science and Occupational Therapy
- Ophthalmology and Visual Sciences
- Orthopaedic Surgery
- Pathology and Laboratory Medicine
- Paediatrics

- Physical Therapy
- Population and Public Health
- Psychiatry
- Radiology
- Surgery
- Urologic Sciences

## Pharmaceutical Sciences

## Science

- Applied Maths
- Bioinformatics
- Botany
- Chemistry
- Computer Science
- Earth and Ocean Sciences
- Fisheries
- Mathematics
- Microbiology and Immunology
- Physics and Astronomy
- Resources, Environment and Sustainability
- Resources, Management and Environmental Studies
- Statistics
- Zoology

---

**INSTITUTIONAL OVERVIEW**

Global Ranking:
- THE: **34**
- QS: **51**

Research Performance (THE 2020):
- Research: 73.2
- Citations: 92.5

Student number: 55,184 *EFTSL*
Income: ~ 2.8 billon ($CAD)

# UNIVERSITY OF TORONTO

University of Toronto

| Applied Science and Engineering | Architecture, Landscape and Design | Arts and Science | Continuing Studies | Dentistry | Education | Information | Kinesiology and Physical Education | Law | Management | Medicine | Music | Nursing | Pharmacy | Public Health | Social Work |

**Applied Science and Engineering**
- Chemical Engineering and Applied Chemistry
- Civil and Mineral Engineering
- Materials Science and Engineering
- Mechanical and Industrial Engineering
- Engineering Science
- Electrical and Computer Engineering

**Arts and Science**
- Anthropology
- Art History
- Astronomy and Astrophysics
- Cell and Systems Biology
- Chemistry
- Classics
- Computer Science
- Earth Science
- East Asian Studies
- Ecology and Evolutionary Biology
- Economics
- English
- French
- Geography and Planning
- Germanic Languages and Literature
- History
- Italian Studies
- Linguistics
- Maths
- Middle Eastern
- Philosophy
- Physics
- Political Sciences
- Psychology
- Religion
- Slavic Language
- Sociology
- Spanish and Portuguese
- Statistical Sciences

**Medicine**
- Anesthesiology and Pain Medicine
- Biochemistry
- Family and Community Medicine
- Immunology
- Laboratory Medicine and Pathobiology
- Medical Biophysics
- Medical imaging
- Medicine
- Molecular Genetics
- Nutritional Sciences
- Obstetrics and Gynaecology
- Occupational Science and Occupational Therapy
- Ophthalmology and Vision Sciences
- Otolaryngology, Head and Neck Surgery
- Paediatrics
- Pharmacology and Toxicology
- Physical Therapy
- Physiology
- Psychiatry
- Radiation Oncology
- Speech Language Pathology
- Surgery

**Public Health**
- Biostatistics
- Epidemiology
- Clinical Public Health
- Occupational and Environmental Health
- Social and Behavioural Sciences

**INSTITUTIONAL OVERVIEW**

Global Ranking:
- THE: **18**
- QS: **29**

Research Performance (THE 2020):
- Research: 73.2
- Citations: 92.5

Student number: 74,299 *EFTSL*
Income: ~ 4.2 billon ($CAD)

# UNIVERSITY OF CALGARY

**University of Calgary**

**Arts**

**Architecture, Planning and Landscape**

**Business**

**Law**

**Nursing**

**Science**

**Veterinary Medicine**

**Medicine**

**Graduate Studies**

**Kinesiology**

**Engineering**

**Social Work**

**Education**

**Arts**
- Anthropology and Archaeology
- Classics and Religion
- Creative and Performing Arts
- English
- History
- Philosophy
- Psychology
- Arts
- Communication, Media and Film
- Economics
- Geography
- Languages, Linguistics, Literatures and Cultures
- Political Science
- Sociology

**Science**
- Biological Sciences
- Chemistry
- Computer Science
- Geoscience
- Mathematics and Statistics
- Physics and Astronomy

**Veterinary Medicine**
- Comparative Biology and Experimental Medicine
- Ecosystem and Public Health
- Production Animal Health
- Veterinary Clinical and Diagnostic Sciences

**Medicine**
- Anaesthesiology, Perioperative and Pain Medicine
- Cardiac Sciences
- Clinical Neurosciences
- Community Health Sciences
- Critical Care
- Emergency Medicine
- Family Medicine
- Medical Genetics
- Medicine
- Obstetrics and Gynaecology
- Oncology
- Paediatrics
- Pathology and Laboratory Medicine
- Psychiatry
- Radiology
- Surgery

**Engineering**
- Chemical and Petroleum Engineering
- Civil Engineering
- Electrical and Computer Engineering
- Geomatics Engineering
- Mechanical and Manufacturing Engineering

**INSTITUTIONAL OVERVIEW**

Global Rank:
- THE: **201-250**
- QS: **233**

Research Performance (THE):
- Research: 34.2
- Citations: 118.9

Student number: 31,863 *EFTSL*

Income: ~ 1.6 billion ($CAD)

# UNIVERSITY OF ALBERTA

**University of Alberta**

### Agricultural Life and Environmental Sciences
- Agricultural Food and Nutritional Science
- Forest Science and Management
- Human Ecology
- Renewable Resources

### Arts
- Anthropology
- Art and Design
  - Drama
  - East Asian Studies
- Economics
- English and Film Studies
  - History and Classics
- Linguistics
- Modern Languages and Cultural Studies
  - Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Women's and Gender Studies

### Augustana Campus
- Humanities
- Science
- Social Sciences

### Alberta School of Business
- Accounting, Operations and Information Systems
- Financial and Statistical Analysis
- Marketing, Business, Economics and Law
- Strategic Management and Organisation

### Campus Saint-Jean

### Education
- Educational Policy Studies
- Educational Psychology
- Elementary Education
- Library and Information Studies
- Secondary Education

### Engineering
- Biomedical Engineering
- Chemicals and Materials Engineering
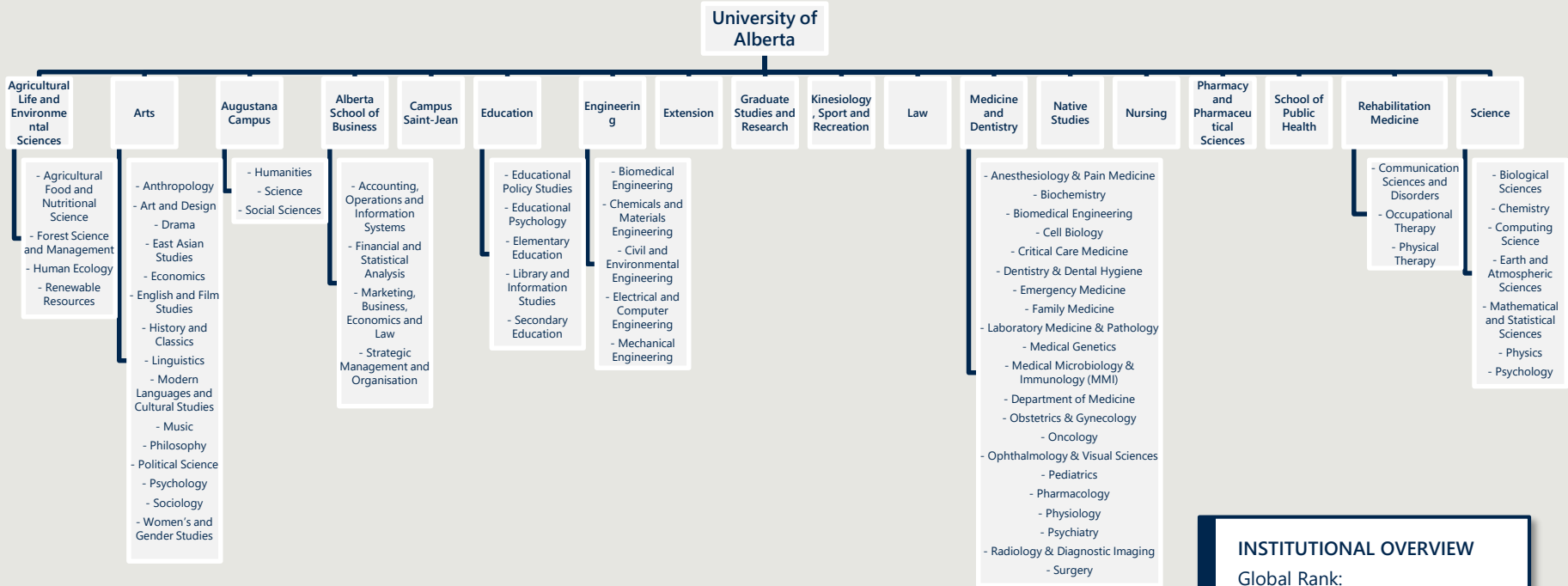- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Mechanical Engineering

### Extension

### Graduate Studies and Research

### Kinesiology, Sport and Recreation

### Law

### Medicine and Dentistry
- Anesthesiology & Pain Medicine
  - Biochemistry
- Biomedical Engineering
  - Cell Biology
- Critical Care Medicine
- Dentistry & Dental Hygiene
  - Emergency Medicine
  - Family Medicine
- Laboratory Medicine & Pathology
  - Medical Genetics
- Medical Microbiology & Immunology (MMI)
- Department of Medicine
- Obstetrics & Gynecology
  - Oncology
- Ophthalmology & Visual Sciences
  - Pediatrics
  - Pharmacology
  - Physiology
  - Psychiatry
- Radiology & Diagnostic Imaging
  - Surgery

### Native Studies

### Nursing

### Pharmacy and Pharmaceutical Sciences

### School of Public Health

### Rehabilitation Medicine
- Communication Sciences and Disorders
- Occupational Therapy
- Physical Therapy

### Science
- Biological Sciences
- Chemistry
- Computing Science
- Earth and Atmospheric Sciences
- Mathematical and Statistical Sciences
- Physics
- Psychology

**INSTITUTIONAL OVERVIEW**

Global Rank:
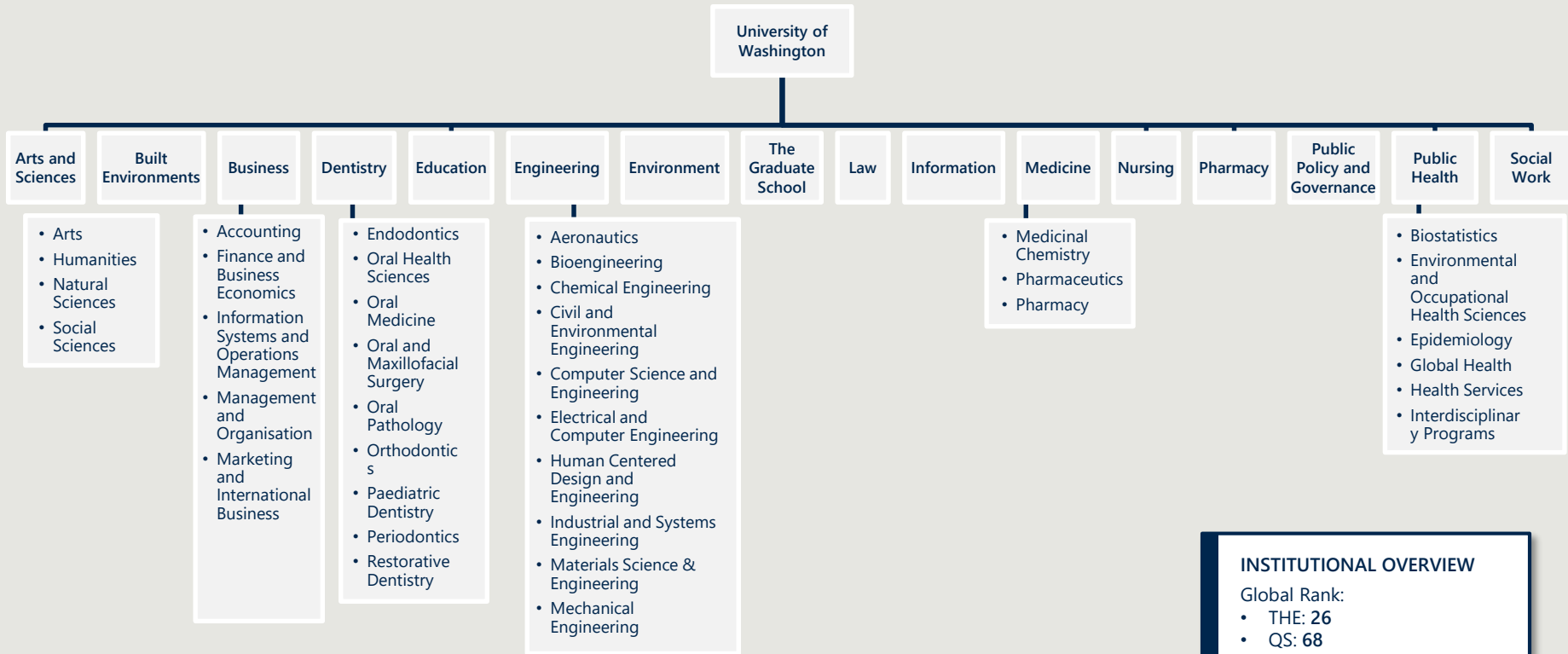- THE: **136**
- QS: **113**

Research Performance (THE):
- Research: 48.8
- Citations: 70.3

Student number: 32,863 *EFTSL*
Income: ~ 2 billion ($CAD)

# UNIVERSITY OF WASHINGTON

University of Washington

| Arts and Sciences | Built Environments | Business | Dentistry | Education | Engineering | Environment | The Graduate School | Law | Information | Medicine | Nursing | Pharmacy | Public Policy and Governance | Public Health | Social Work |

**Arts and Sciences**
- Arts
- Humanities
- Natural Sciences
- Social Sciences

**Business**
- Accounting
- Finance and Business Economics
- Information Systems and Operations Management
- Management and Organisation
- Marketing and International Business

**Dentistry**
- Endodontics
- Oral Health Sciences
- Oral Medicine
- Oral and Maxillofacial Surgery
- Oral Pathology
- Orthodontics
- Paediatric Dentistry
- Periodontics
- Restorative Dentistry

**Engineering**
- Aeronautics
- Bioengineering
- Chemical Engineering
- Civil and Environmental Engineering
- Computer Science and Engineering
- Electrical and Computer Engineering
- Human Centered Design and Engineering
- Industrial and Systems Engineering
- Materials Science & Engineering
- Mechanical Engineering

**Medicine**
- Medicinal Chemistry
- Pharmaceutics
- Pharmacy

**Public Health**
- Biostatistics
- Environmental and Occupational Health Sciences
- Epidemiology
- Global Health
- Health Services
- Interdisciplinary Programs

**INSTITUTIONAL OVERVIEW**

Global Rank:
- THE: **26**
- QS: **68**

Research Performance (THE):
- Research: 82.2
- Citations: 98.6

Student number: 42,062 *EFTSL*
Income: ~ 6.7 billion ($CAD)

# KING'S COLLEGE LONDON

**King's College London**

## Faculty of Arts and Humanities
- Classics
- Digital Humanities
- Music
- Theology & Religious studies
- Comparative Literature
- English
- German
- Liberal Arts
- Philosophy
- Culture, Media & Creative industries
- Film Studies
- French
- History
- Modern language centre
- Spanish's, Portuguese & Latin American Studies
- King's Digital Lab
- Modern Language Centre

## King's Business School

## Faculty of Dentistry, Oral and Craniofacial Sciences

## Faculty of Life Sciences and Medicine
- Basic and Medical Biosciences
- Cardiovascular Medicine and Sciences
- Population Health and Environmental Sciences
- Biomedical Engineering and Imaging Sciences
- Immunology and Microbial Science
- Cancer and Pharmaceutical Sciences
- Life Course Sciences

## Institute of Psychiatry, Psychology & Neuroscience
- Academic psychiatry
- Neuroscience
- Psychology & Systems Sciences

## School of Law

## Faculty of Natural & Mathematical Sciences
- Chemistry
- Mathematics
- Engineering
- Physics
- Informatics

## Faculty of Nursing, Midwifery & Palliative Care
- Adult Nursing
- Child & Family Health
- Cicely Sunders Institute
- Mental Health Nursing
- Midwifery

## Faculty of Social Science and Public Policy
- Education, Communication & Society
- International School for Government
- Policy Institute
- Global Affairs
- Politics & Economics
- Security Studies

**INSTITUTIONAL OVERVIEW**

Global Ranking:
- THE: **36**
- QS: **33**

Research Performance (THE 2020):
- Research: 68.5
- Citations: 94.8

Student number: 27,427 *EFTSL*

Income: ~ 1.5 billion ($CAD)

# PREVIOUS STRUCTURE: UNIVERSITY OF SOUTH AUSTRALIA

University of South Australia

- Pharmacy and Medical Sciences
- Nursing and Midwifery
- Health Sciences
- Engineering
- Natural and Built Environments
- Information Technology and Mathematical Sciences
- Architecture and Design
- Creative Industries
- Education
- Law
- Psychology, Social Work and Social Policy
- Creative Industries
- Marketing, Commerce and Management
- UniSA College

# CURRENT STRUCTURE: UNIVERSITY OF SOUTH AUSTRALIA



**University of South Australia**
- Allied Health and Human Performance
- Business
- Clinical and Health Sciences
- Creative
- Education Futures
- Justice and Society
- STEM

**INSTITUTIONAL OVERVIEW**

Global Ranking:
- THE: **251-300**
- QS: **274**

Research Performance (THE 2020):
- Research: 39.4
- Citations: 65.8

Student number: 18,386 *EFTSL*
Income: ~ 592 million ($CAD)

# PREVIOUS STRUCTURE: UNIVERSITY OF WESTERN AUSTRALIA

# CURRENT STRUCTURE: UNIVERSITY OF WESTERN AUSTRALIA

**University of Western Australia**

**Arts, Business, Law and Education**

- Business
- Confucius
- Design
- Education
- Humanities
- Law
- Music
- Social Sciences

**Science**

- Agriculture and Environment
- Biological Sciences
- Earth Sciences
- Human Sciences
- Molecular Sciences
- Psychological Science

**Engineering and Mathematical Sciences**

- Engineering
- Physics, Mathematics and Computing
- Graduate

**Health and Medical Sciences**

- Biomedical Sciences
- Allied Health
- Dental
- Medical
- Population and Global Health

**Indigenous Studies**

**Graduate Research**

**INSTITUTIONAL OVERVIEW**

Global Ranking:
- THE: **131**
- QS: **86**

Research Performance (THE 2020):
- Research: 43.9
- Citations: 91

Student number: 18,460 *EFTSL*
Income: ~ 844 million ($CAD)

# UNIVERSITY OF NEW SOUTH WALES

University of New South Wales

## Art and Design

- Art
- Design

## Arts and Social Sciences

- The Arts and Media
- Education
- Humanities and Languages
- Social Sciences

## Built Environment

## Business School

- Accounting
- AGSM
- Banking and Finance
- Economics
- Information Systems and Technology
- Management
- Marketing
- Risk and Actuarial Studies
- Taxation and Business Law

## Engineering

- Biomedical Engineering
- Chemical Engineering
- Civil and Environmental Engineering
- Computer Science and Engineering
- Electrical Engineering and Telecommunications
- Mechanical and Manufacturing Engineering
- Minerals and Energy Resources
- Photovoltaic and Renewable Energy

## Law

## Medicine

- Medical Sciences
- Psychiatry
- Public Health and Community Medicine
- Women's and Children's Health

## Science

- Aviation
- Biological, Earth and Environmental Sciences
- Biotechnology and Biomolecular Sciences
- Chemistry
- Materials Science and Engineering
- Mathematics and Statistics
- Optometry and Vision Science
- Physics
- Psychology

## UNSW Canberra at ADFA

- Business
- Engineering and Information Technology
- Humanities and Social Sciences
- Physical, Environmental and Mathematical Sciences

**INSTITUTIONAL OVERVIEW**

Global Ranking:
- THE: **71**
- QS: **43**

Research Performance (THE 2020):
- Research: 58.2
- Citations: 82.9

Student number: 43,275 *EFTSL*
Income: ~ 2 billion ($CAD)

# ADDENDUM: Response to Academic Working Group Questions

# Responses to questions following report submission

**1. How have research institutes been considered or leveraged in the restructuring examples that Nous has provided?**

Research institutes have generally been included in the examples provided. Indeed, as universities have reviewed their research performance (typically led by the Provost's office), research institutes and research centres are regularly the first structures examined. Typically, the universities' intent has been to better align institutes and centres with:

- major cross-cutting themes (e.g. climate change, pandemics etc.)

- unique world leading capability within the university; and

- strategic direction.

Witjh Australian universities examining how they respond to substantial reductions in funding due to international student reductions, a major focus is again on intensely reviewing institutes and centres.

**2. Metrics on student experience - how the educational experience improved.**

In general, metrics relating to the student experience are not particularly compelling when trying to measure the effectiveness of academic restructure. They do not consider the effect of faculty restructure alone – at least in our case studies. These metrics are often conflated with other associated changes, for example when universities have embarked on curriculum restructuring / redesign (or any number of other initiatives) at the same time.

In our experience, changes in student and educational experiences are more commonly linked to program portfolio redesign, and not specifically faculty restructuring. We can say that we've been told by university leaders that fewer programs improved cohort experiences, because students are more likely to spend far more time with a group of peers with whom they develop deeper relationships and therefore become co-operative learners. Associated administrative improvements, in particular consistency of policy and service between different academic divisions of the university, likely also improve the student experience. Equally, for universities we have worked with, fewer programs led to improved margins, which were invested in better education materials, although typically savings in teaching were reinvested in research.

The impact of academic restructure on the student experience, if any, is likely to be temporary. Students may not be as attached to the academic structures as expected. It is worth keeping a close eye on recruitment and perceptions of prospective students, and the University should be cautious of making changes that may result in prospective students perceiving a UofA degree as less valuable – but this is worth testing with prospective students and other stakeholders (e.g. industry) rather than making assumptions on this. It is likely to be more controversial to cut specific programs with strong attachments, or certain disciplines with particularly strong ties and sense of identity within the unit (e.g. music or drama schools with long histories).

# Responses to questions following report submission

**3. Cautionary tales and the big picture truths, general lessons, success factors.**

*Major restructures require watertight strategic logic, facts and clear intention*

In our experience, any successful new faculty structure must be based on a compelling strategic logic. This logic must be tested and refined such that it is watertight. This is particularly important to get past the incredible inertia of the status quo in many universities. Typically, there is little logic for the existing organization of the university. It is generally historic. In this case, facts – linked to the current state, university vision and desired outcomes – are invaluable. Universities should be cautious to restructure without this logic.

*There will likely be substantial opposition, which is not always a strong argument to stop*

Major faculty restructures are not common because they typically provoke substantial resistance, independent of whether they have a good strategic and organizational logic. Universities are typically very cautious throughout the process and some have initiated the process then not proceeded, while those who have completed the process have been successful. For those who have had success, this has come through wide consultation, watertight logic and a very clear message (and understanding) on the intention of the restructure.

*Universities can successfully transform, even with opposition*

The University of Sydney had a compelling logic for their restructure, with researchers working substantially across existing faculty disciplines in the previous structure. The new faculty structure ensured much greater alignment between researchers within faculties. As our case studies showed however, University of Sydney had three schools that did not fit into any faculty (Law, Architecture and Conservatory of Music) and thus became "University Schools" – essentially exceptions that proved the rule.

In our experience, those universities that undertook academic restructure subsequently experienced rapid growth in students and improvements in research as measured by rankings (pre-COVID), although causation is very difficult to establish. Typically, there are numerous initiatives and factors at play that might have influenced this. Faculty restructures have often facilitated and led to program portfolio restructures, and vice versa.

# Responses to questions following report submission

**4. Faculty evaluation structures - how did these change in case studies?**

The need to change faculty evaluation structures in the case studies we provided is not something that was raised. This is in part because most universities we have worked with undertake a standardized approach across all faculties to evaluation.

**6. What were the impacts of these restructuring examples on teaching?**

The impact of academic restructuring on teaching has, in our experience, tended to depend on the institutions in question and whether the restructure also included a restructure of the program portfolio. Restructure often made it possible to review programs, the quality of teaching and the level of investment allocated to this.

**7. On the program restructuring, do we have data on how those program changes affected applications and enrolment?**

The impact of program restructuring on applications and enrolment is difficult to analyze with confidence to link cause and effect, due to many other causes at play (as mentioned in response to question two). We have seen changes in application rates and enrolments increase, and while cannot precisely draw causation, we have not seen program restructuring hurt applications / enrolment. Qualitative feedback in our experience indicates that there has been a positive influence in recruitment figures and student enquiries, which suggests changes are positive, not just neutral.
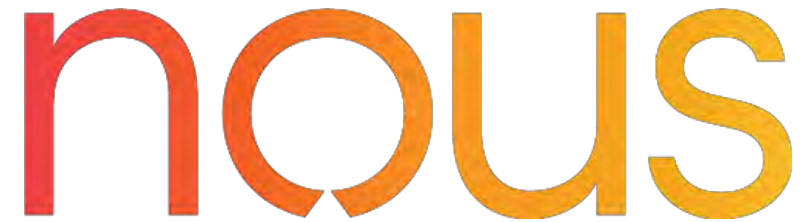
## About Nous

Nous is the largest Australian-founded management consulting firm with over 400 staff across Australia, the UK and Canada.

We partner with leaders to shape world-class businesses, effective government and empowered communities.

**400** PEOPLE

**20** YEARS

**10** LOCATIONS

# OVERVIEW OF PRELIMINARY SCENARIOS CONSIDERED BY THE ARWG

# Scenarios of Faculty Consolidation

These next slides contain possible scenarios of faculty consolidation to stimulate discussion and surface challenges. A spectrum of consolidation is presented.

Each series is exploring options for a group of Faculties
1. Pharmacy, Rehab Med, Public Health, Nursing, KSR, FoMD
2. Native Studies, Campus St. Jean, Augustana
3. Business, Law
4. Engineering, ALES, Education, Arts, Science
5. All Faculties

FGSR and Extension are excluded from the analysis because they have essentially no faculty members.

# Possible Faculty Groupings
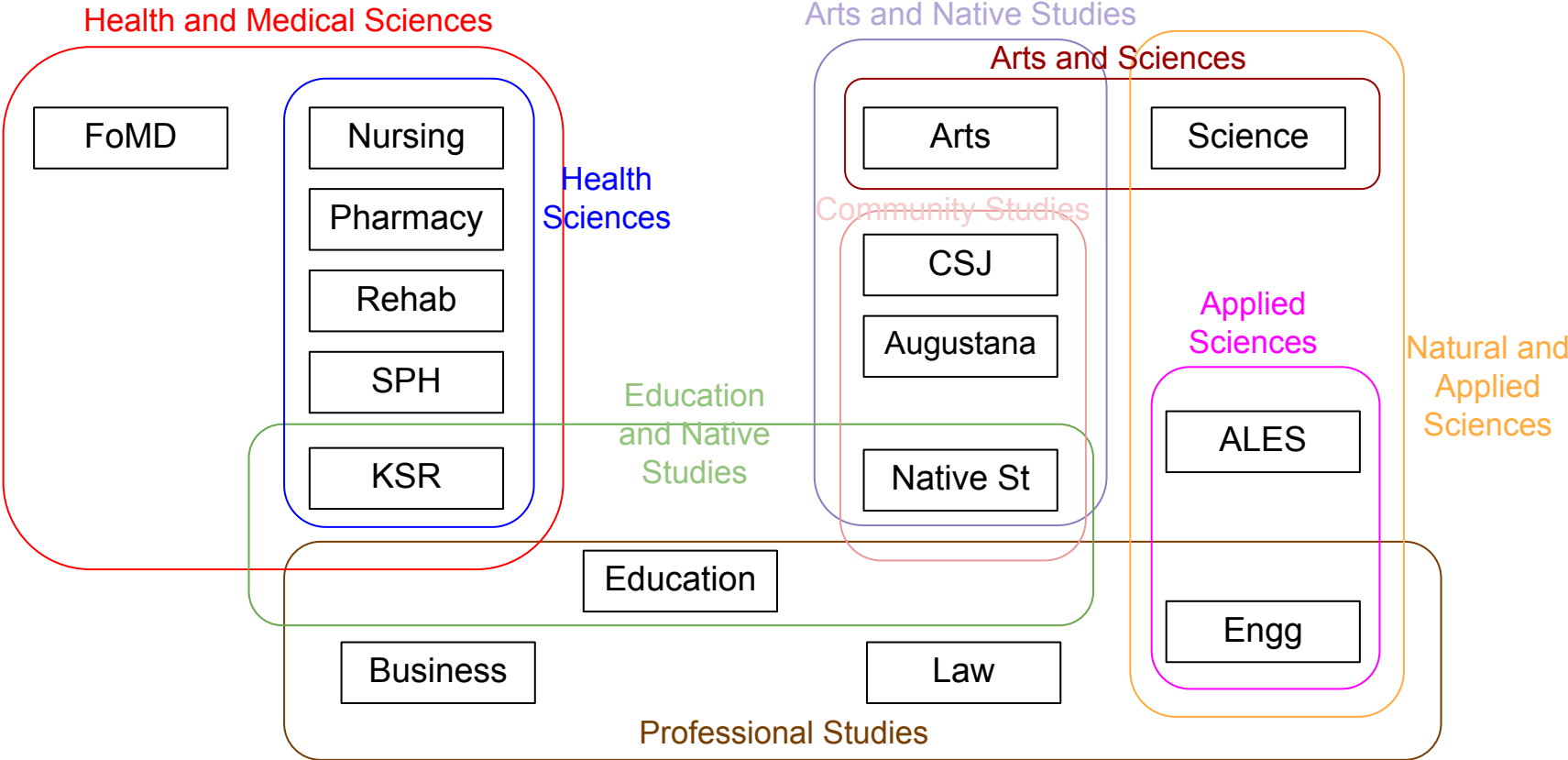
# Current State: 16 Faculties (excl. FGSR, Extension)

| 620 | 310 | 295 | 219 | 112 |
|-----|-----|-----|-----|-----|
| FoMD | Arts | Science | Engg | ALES |

| 41 | 19 | 38 | 31 | 45 |
|----|----|----|----|----|
| Rehab | Pharmacy | KSR | SPH | Nursing |

| 108 | 69 | 32 | 58 | 32 | 14 |
|-----|----|----|----|----|----|
| Education | Business | Law | Augustana | CSJ | Native St |

Values indicated are number of faculty members

# Scenario 1a: Health Sciences

| 620 | 310 | 295 | 219 | 112 | 174 |
|-----|-----|-----|-----|-----|-----|
| FoMD | Arts | Science | Engg | ALES | Health Sci<br>●Nursing<br>●SPH<br>●Rehab<br>●Pharm<br>●KSR |

| 108 | 69 | 32 | 58 | 32 | 14 |
|-----|-----|-----|-----|-----|-----|
| Education | Business | Law | Augustana | CSJ | Native St |
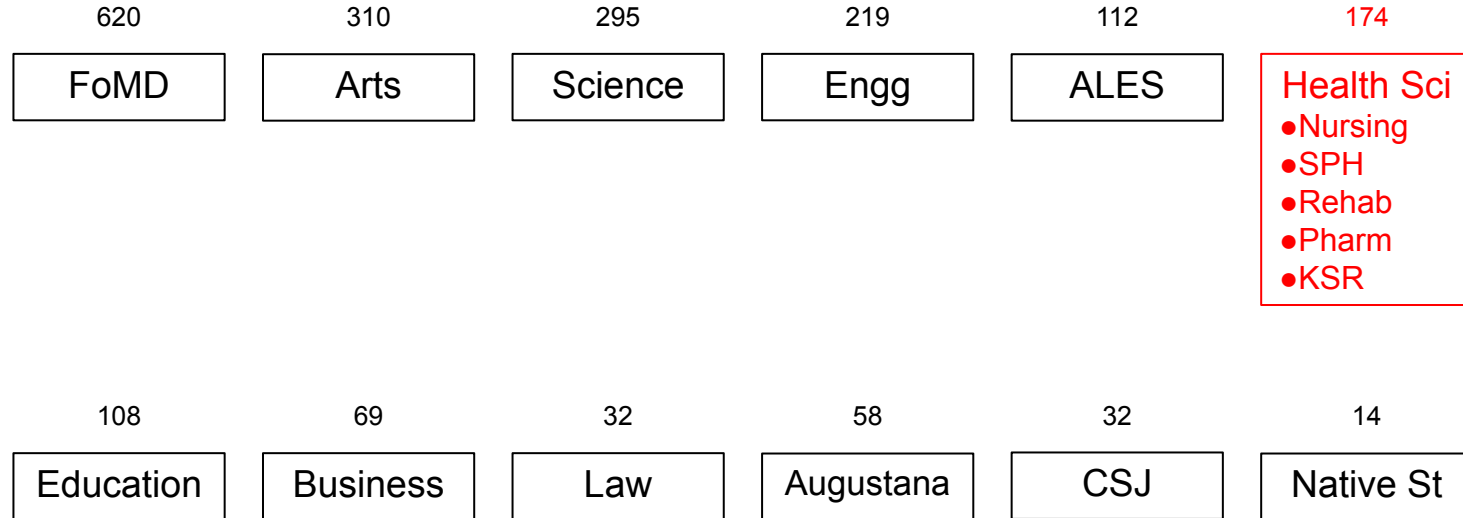
Bullets indicate a School embedded in the Faculty

# Scenario 1b: Health and Medical Sciences

794

**Med + Health Sci**
- Nursing
- SPH
- Rehab
- Pharm
- KSR
- FoMD

310
Arts

295
Science

219
Engg

112
ALES

108
Education

69
Business

32
Law

58
Augustana

32
CSJ

14
Native St
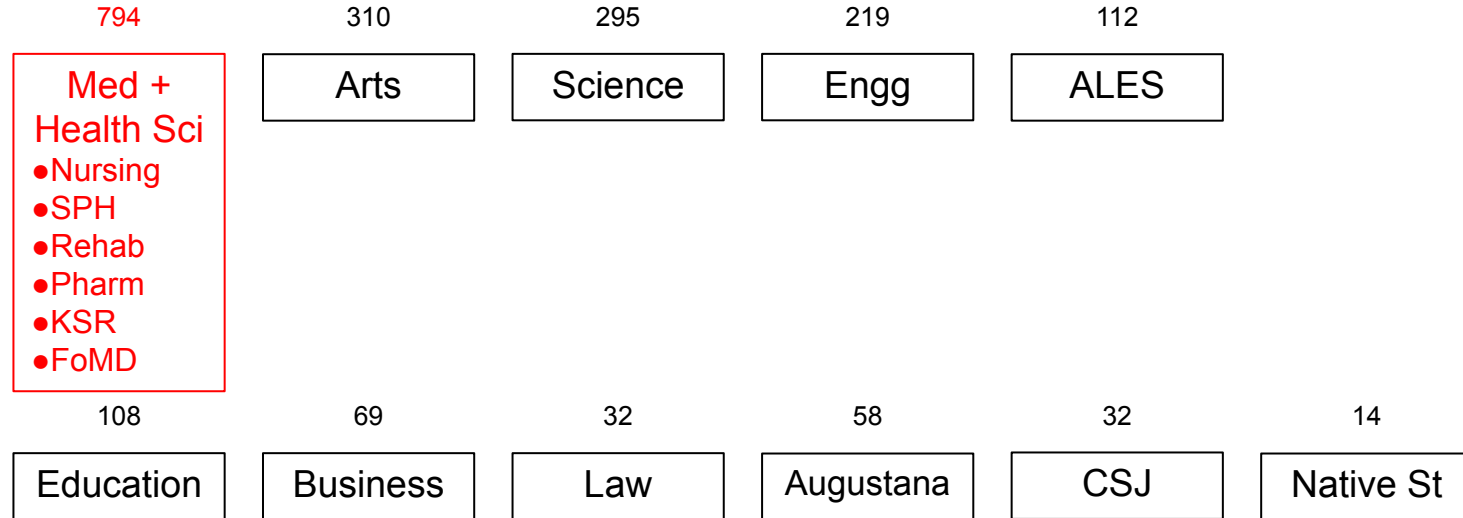
Bullets indicate a School embedded in the Faculty

# Scenario 2a: CSJ, Augustana, FNS Combined

620
FoMD

310
Arts

295
Science

219
Engg

112
ALES

174
Health Sci
- Nursing
- SPH
- Rehab
- Pharm
- KSR

108
Education

69
Business

32
Law

104
Community Studies
- Native St
- Aug
- CSJ
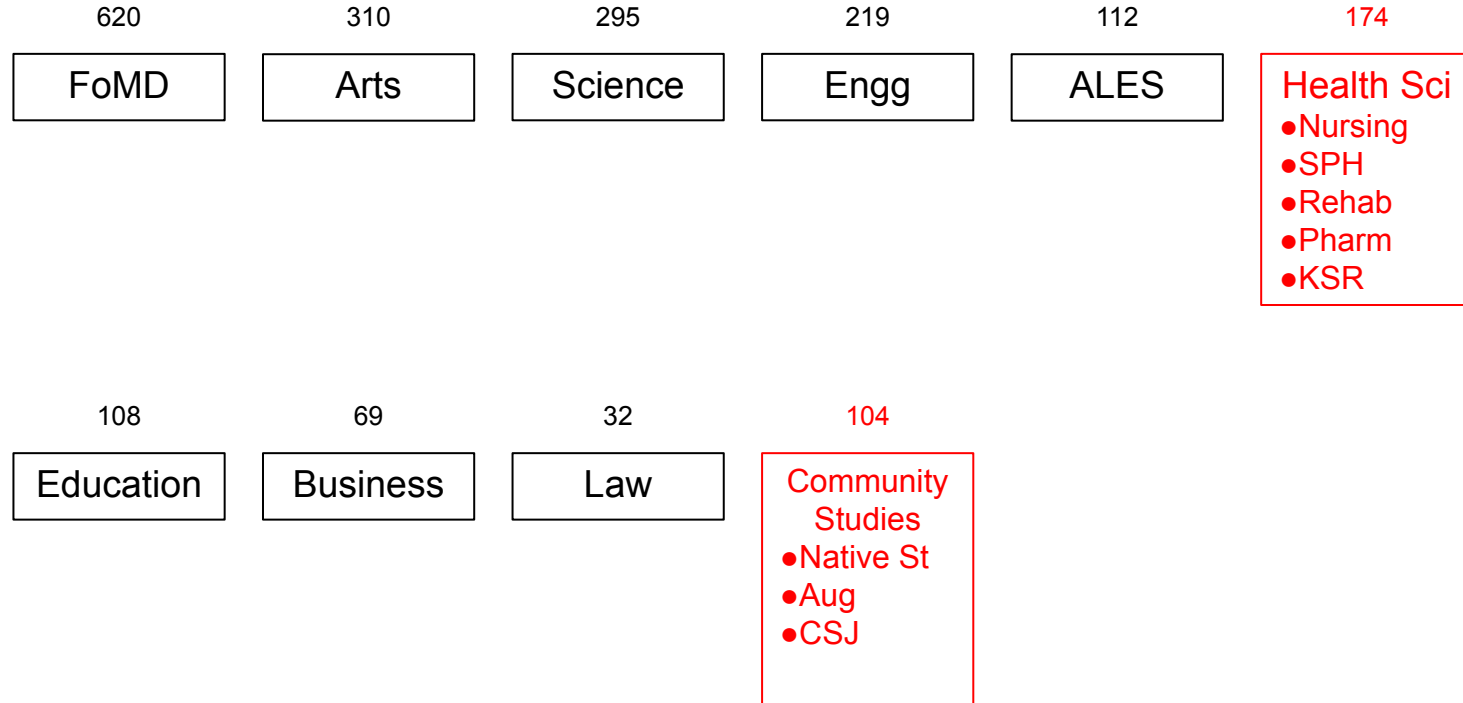
# Scenario 2b: CSJ, Augustana as Campuses only

620
| FoMD |

364
| Arts + NS<br>●Arts<br>●Native St<br><br>(CSJ)<br>(Aug) |

334
| Science<br><br><br>(CSJ)<br>(Aug) |

219
| Engg |

112
| ALES |

174
| Health Sci<br>●Nursing<br>●SPH<br>●Rehab<br>●Pharm<br>●KSR<br>(CSJ-Nur) |

119
| Education<br><br><br>(CSJ) |

69
| Business |

32
| Law |
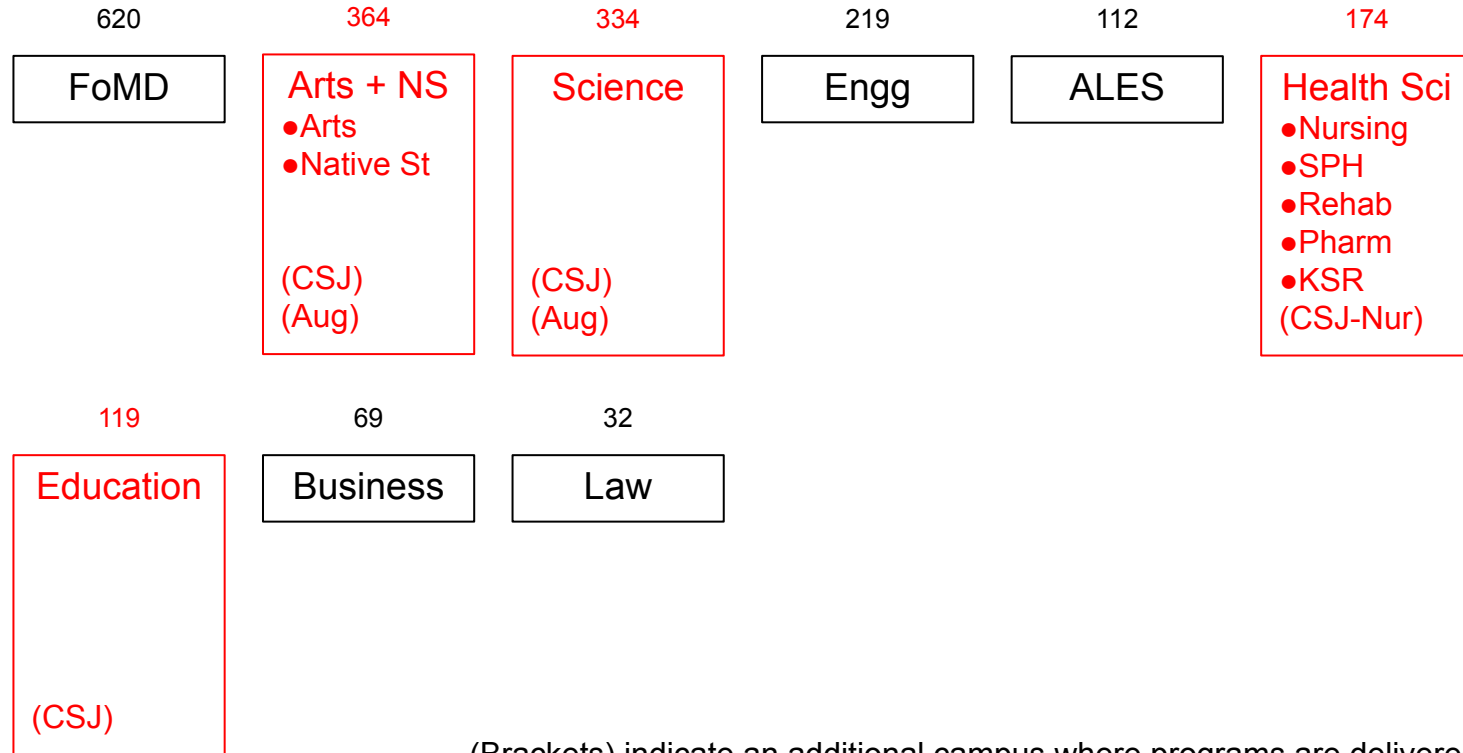
(Brackets) indicate an additional campus where programs are delivered

# Scenario 2c: FNS as USchool

620

FoMD

350

Arts

(CSJ)
(Aug)

334

Science

(CSJ)
(Aug)

219

Engg

112

ALES

174

Health Sci
●Nursing
●SPH
●Rehab
●Pharm
●KSR
(CSJ-Nur)

119

Education

(CSJ)

69

Business

32

Law

14

Sch of NS
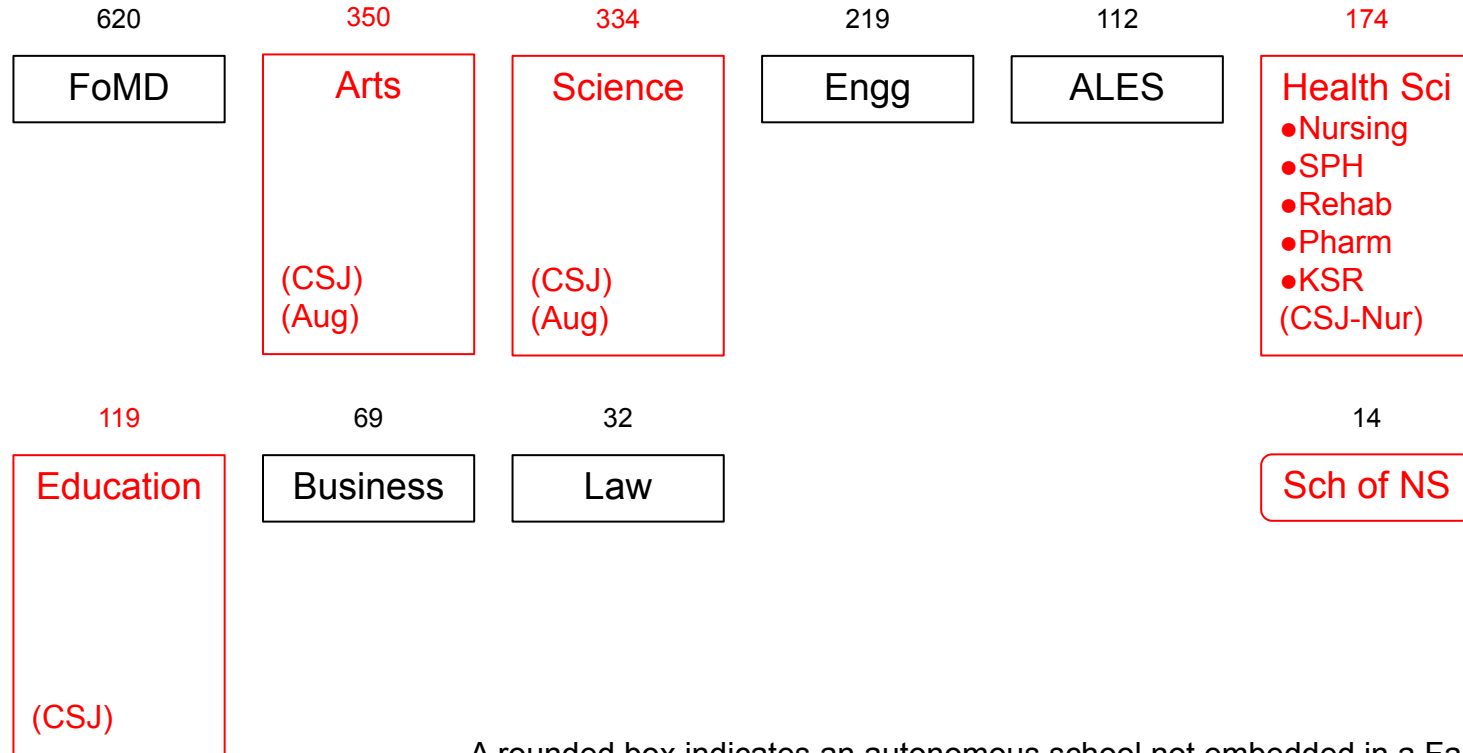
A rounded box indicates an autonomous school not embedded in a Faculty

# Scenario 2d: CSJ, Augustana as Affiliated Colleges

| 620 | 310 | 295 | 219 | 112 | 174 |
|---|---|---|---|---|---|
| FoMD | Arts | Science | Engg | ALES | Health Sci<br>●Nursing<br>●SPH<br>●Rehab<br>●Pharm<br>●KSR |

| 108 | 69 | 32 | 58 | 32 | 14 |
|---|---|---|---|---|---|
| Education | Business | Law | Augustana | CSJ | Sch of NS |
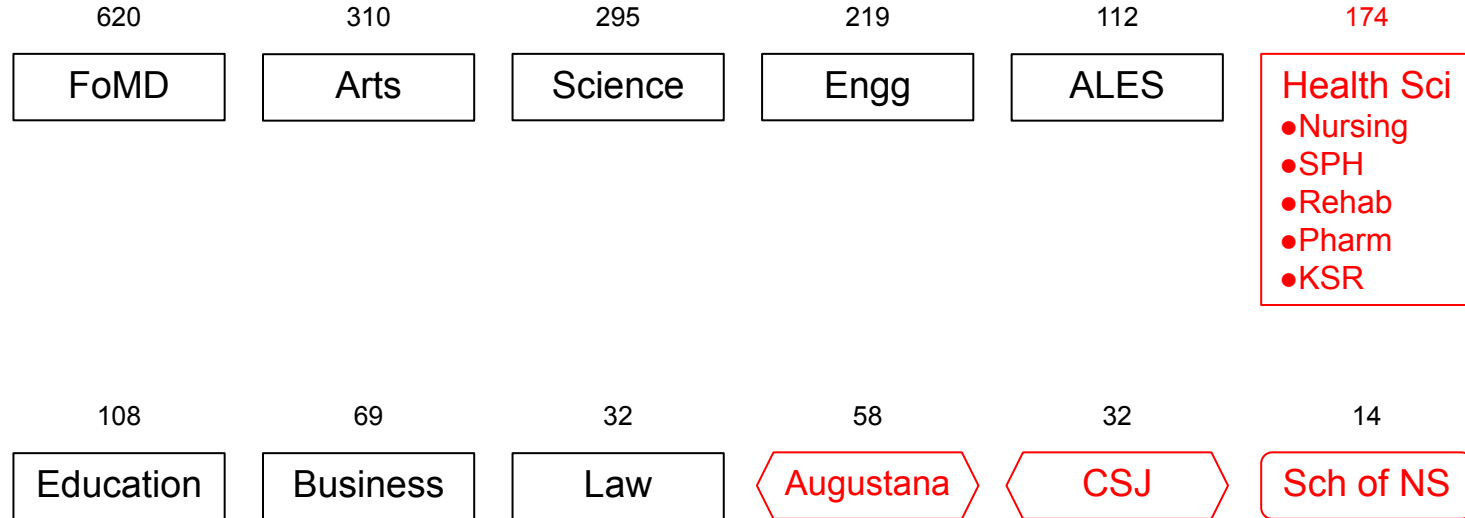
A hexagonal box indicates an affiliated college

# Scenario 3a: Business, Law Combined

| 620 | 350 | 334 | 219 | 112 | 174 |
|---|---|---|---|---|---|
| FoMD | Arts (CSJ) (Aug) | Science (CSJ) (Aug) | Engg | ALES | Health Sci ●Nursing ●SPH ●Rehab ●Pharm ●KSR (CSJ-Nur) |

| 119 | 101 | | | | 14 |
|---|---|---|---|---|---|
| Education (CSJ) | Bus + Law ●Business ●Law | | | | Sch of NS |
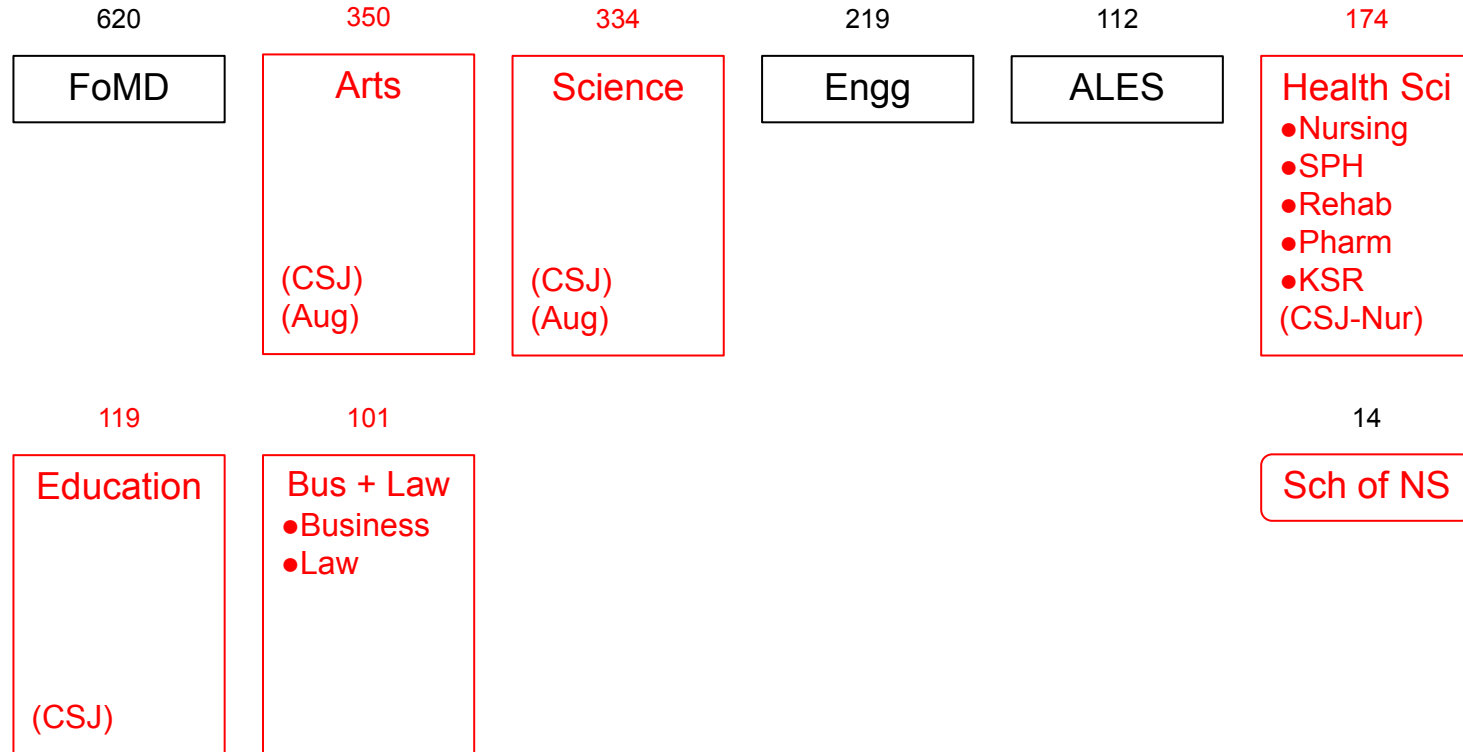
# Scenario 3b: Business, Law as USchools

620
FoMD

350
Arts

(CSJ)
(Aug)

334
Science

(CSJ)
(Aug)

219
Engg

112
ALES

174
Health Sci
●Nursing
●SPH
●Rehab
●Pharm
●KSR
(CSJ-Nur)

119
Education

(CSJ)

69
Sch Bus

32
Sch Law

14
Sch of NS
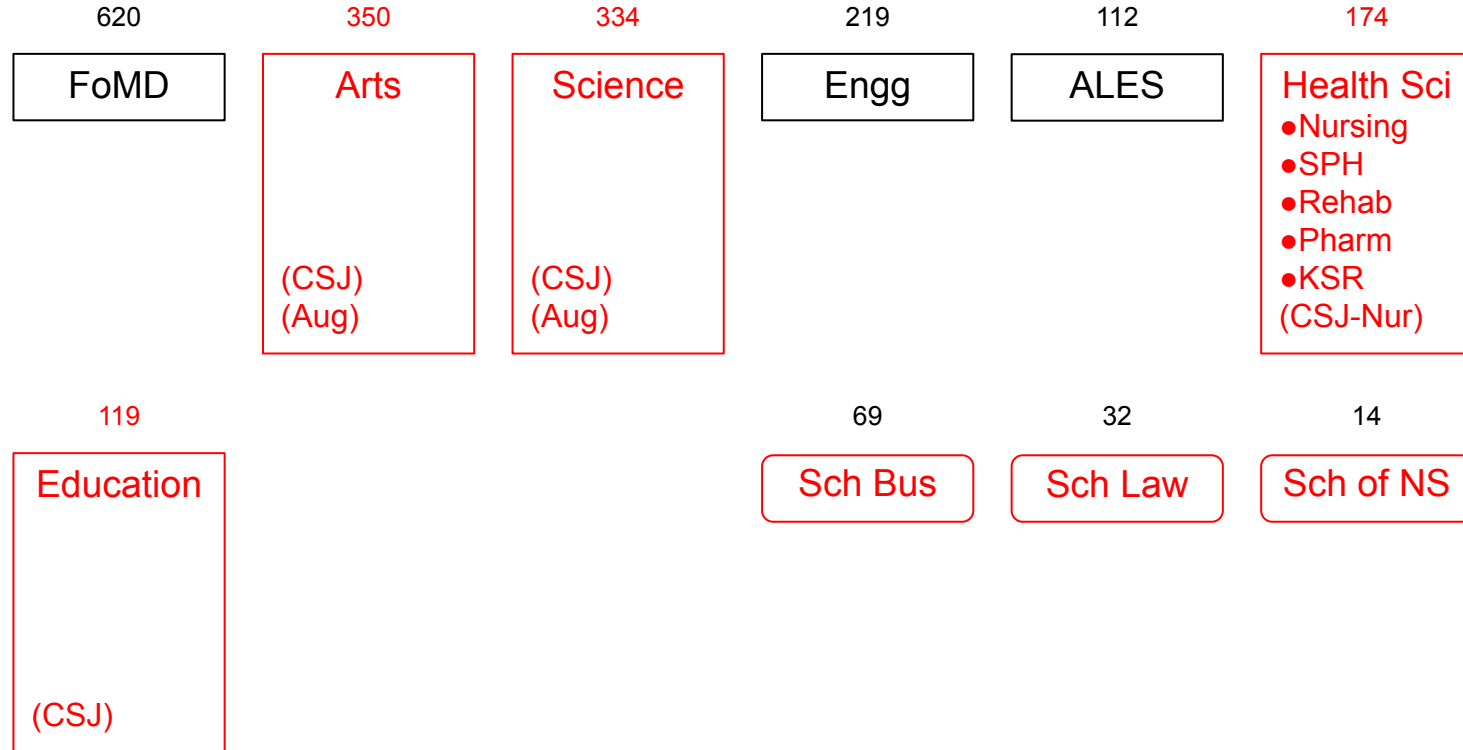
# Scenario 3c: SSHRC Alignment

| 620 | 570 | 334 | 219 | 112 | 174 |
|---|---|---|---|---|---|

**FoMD**

**Social Sci + Human**
- Arts
- Education
- Business
- Law
(CSJ)
(Aug)

**Science**

(CSJ)
(Aug)

**Engg**

**ALES**

**Health Sci**
- Nursing
- SPH
- Rehab
- Pharm
- KSR
(CSJ-Nur)

14

**Sch of NS**
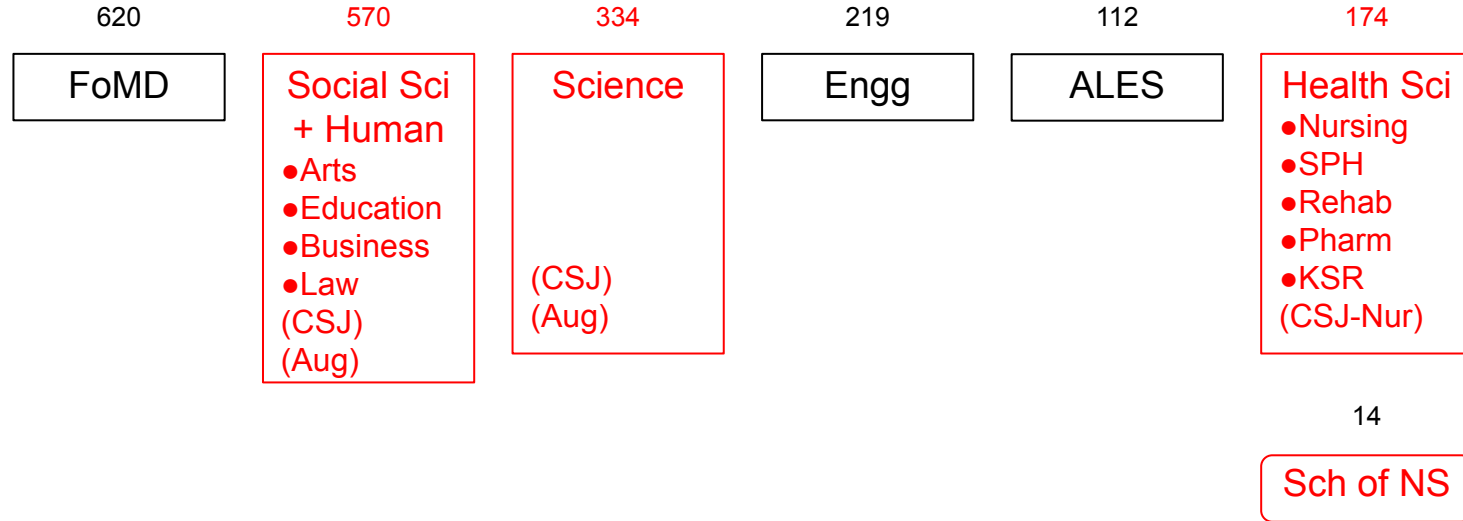
# Scenario 4a: Applied Sciences, Professional Studies

620

174      334      331      220      364

**FoMD**

**Health Sci**
- Nursing
- SPH
- Rehab
- Pharm
- KSR

(CSJ-Nur)

**Science**

(CSJ)
(Aug)

**Applied Sciences**
- Engg
- ALES

**Profess'al Studies**
- Education
- Business
- Law

(CSJ-Edu)

**Arts + NS**
- Arts
- Native St

(CSJ)
(Aug)
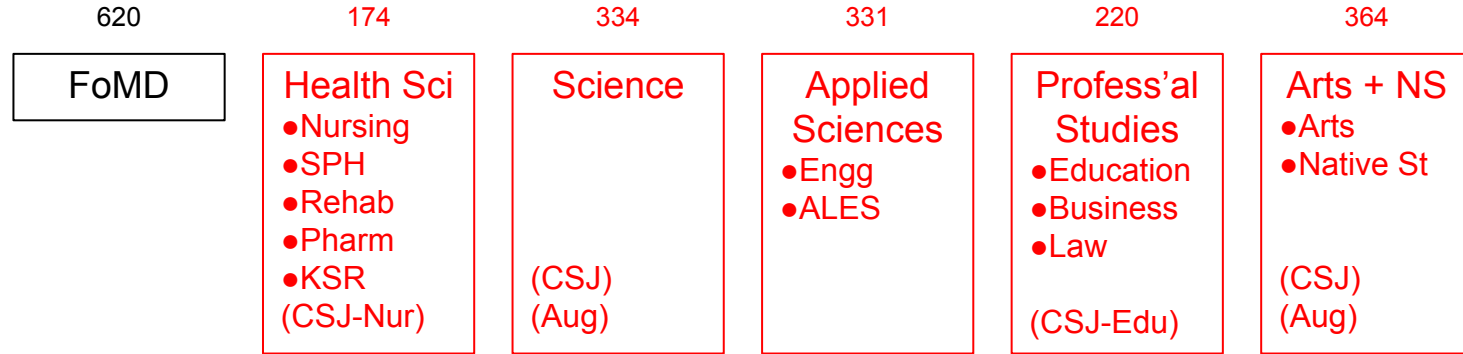
# Scenario 4b: Arts and Sciences

620
**FoMD**

684
**Arts + Science**

(CSJ)
(Aug)

219
**Engg**

112
**ALES**

174
**Health Sci**
- Nursing
- SPH
- Rehab
- Pharm
- KSR
(CSJ-Nur)

119
**Education**

(CSJ)

69
**Business**

32
**Law**

14
**Sch of NS**

A rounded box indicates an autonomous school not embedded in a Faculty

# Scenario 5a: Tri Agency Faculties

794

**Health + Med Sci**
- Medicine
- Nursing
- SPH
- Rehab
- Pharm
- KSR

(CSJ-Nur)

671

**Natural + Applied Science**
- Science
- Engg
- ALES

(CSJ)
(Aug)

578

**Social Sci + Human**
- Arts
- Education
- Business
- Law
- Native St

(CSJ)
(Aug)

# Scenario 5b: Tri Agency Faculties with USchools

794

**Health + Med Sci**
- Medicine
- Nursing
- SPH
- Rehab
- Pharm
- KSR

626

**Natural + Applied Science**
- Science
- Engg
- ALES

519

**Social Sci + Human.**
- Arts
- Education
- Business
- Law

32

CSJ

58

Augustana

14
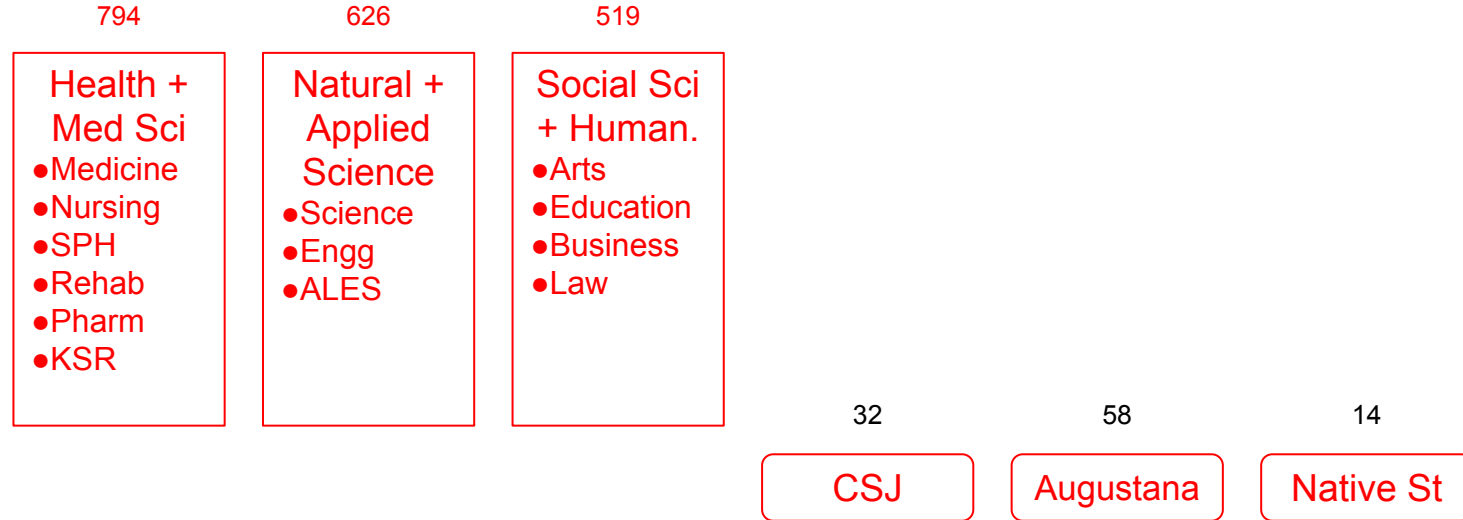
Native St

# Scenario 5c: Tri Agency Alignment with FSchools

| 794 | 626 | 623 |
|---|---|---|
| **Health + Med Sci**<br>●Medicine<br>●Nursing<br>●SPH<br>●Rehab<br>●Pharm<br>●KSR | **Natural + Applied Science**<br>●Science<br>●Engg<br>●ALES | **Social Sci + Human.**<br>●Arts<br>●Education<br>●Business<br>●Law<br>●Native St<br>●CSJ<br>●Augustana |

# Scenario 5d: Tri Agency Divisions with USchools

**794**

**Health + Med Sci**

FoMD

Rehab

Pharmacy

SPH

Nursing

KSR

**626**

**Natural + Applied Sci**

Science

Engg

ALES

**519**

**Social Sci + Humanities**

Arts

Education

Business

Law

**32**

CSJ

**58**

Augustana

**14**

Native St
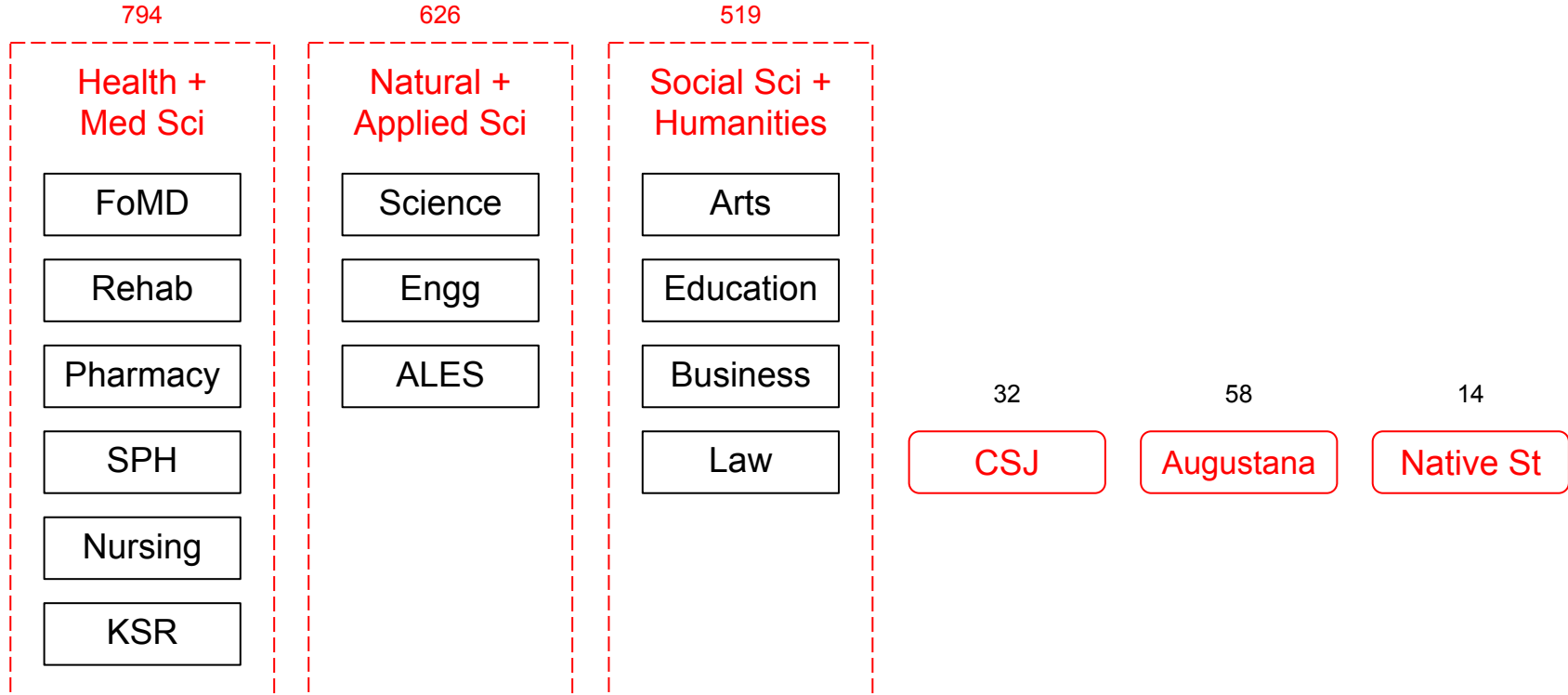
# Scenario 6a: 3 Division approach
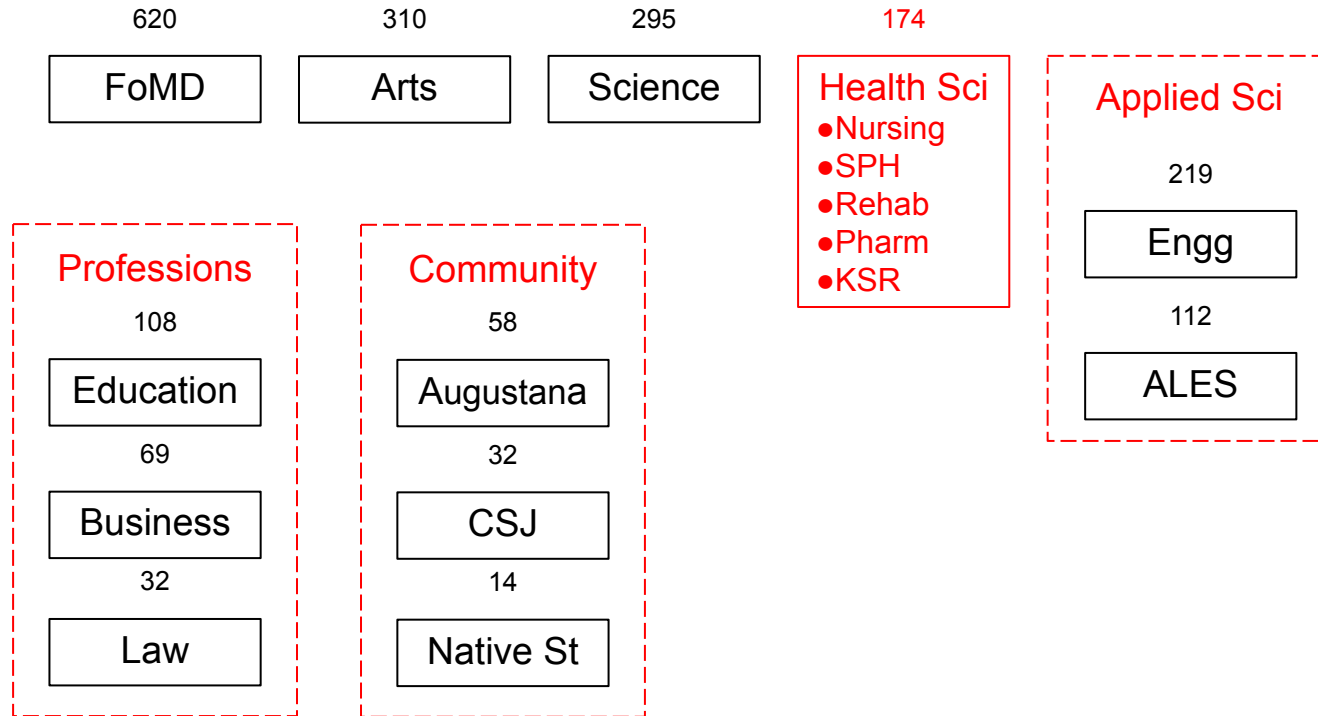
620

FoMD

310

Arts

295

Science

174

Health Sci
- Nursing
- SPH
- Rehab
- Pharm
- KSR

Applied Sci

219

Engg

112

ALES

Professions

108

Education

69

Business

32

Law

Community

58

Augustana

32

CSJ

14

Native St

Dashed box indicates a Division which provides shared services across the included Faculties

# Scenario 6b: Common Division approach
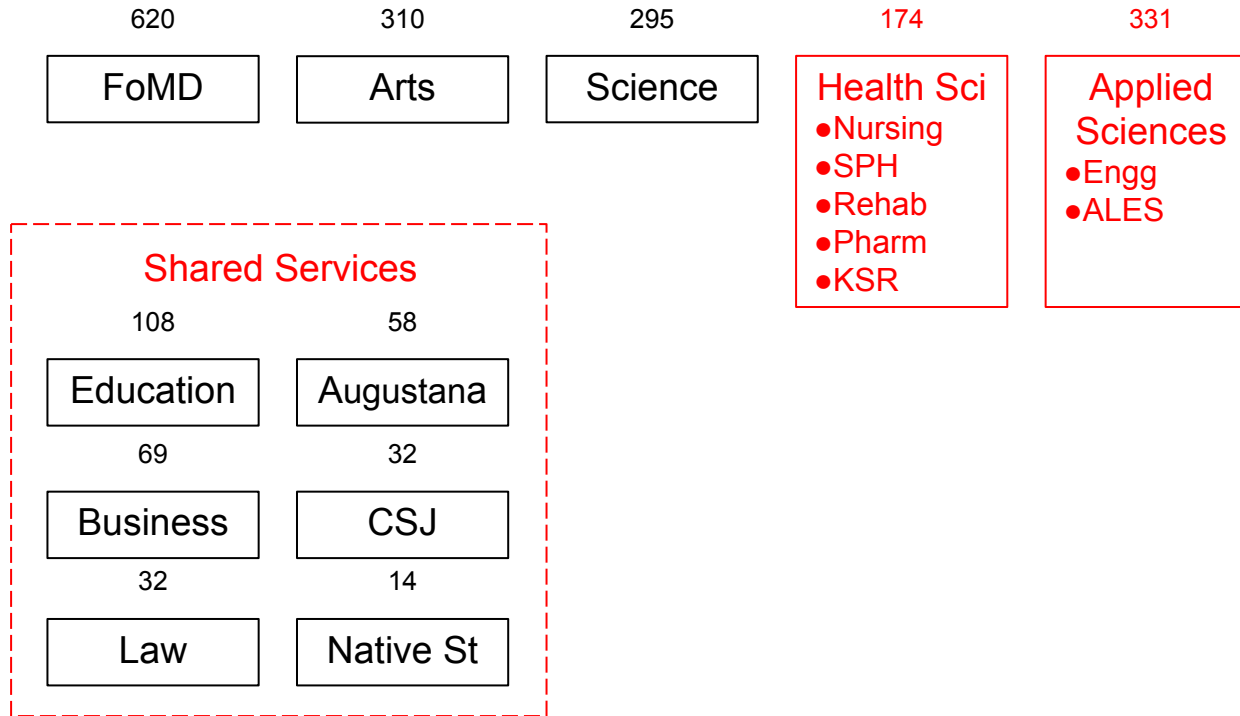
620

**FoMD**

310

**Arts**

295

**Science**

174

**Health Sci**
- Nursing
- SPH
- Rehab
- Pharm
- KSR

331

**Applied Sciences**
- Engg
- ALES

**Shared Services**

108

**Education**

58

**Augustana**

69

**Business**

32

**CSJ**

32

**Law**

14

**Native St**

Dashed box indicates a Division which provides shared services across the included Faculties

# Scenario 6c: Common Division Plus Consolidation

620

FoMD

605

Arts & Science

174

Health Sci
- Nursing
- SPH
- Rehab
- Pharm
- KSR

331

Applied Sciences
- Engg
- ALES

Shared Services

108

Education

58

Augustana

69

Business

32

CSJ

32

Law

14

Native St
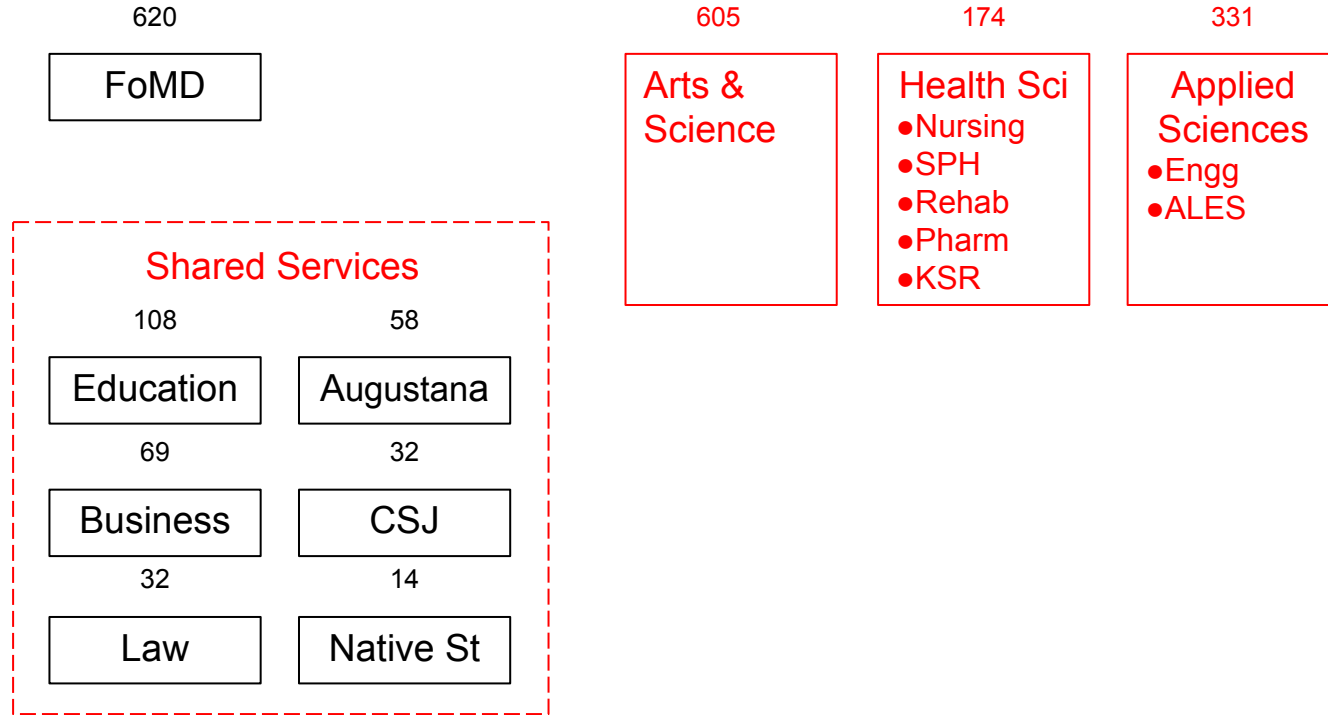
Dashed box indicates a Division which provides common leadership and shared services across the Faculties

# Qualitative Evaluation

| Scenario | Focus | Cost savings | | Analysis | |
|---|---|---|---|---|---|
| | | Operations | Leadership | Pros | Cons |
| 1a | Health Science faculties | $6,948,449 | $3,660,000 | Opps for interprofessional education; significant undergrad health sciences programming; familiar model in U15 | Must ensure strong professional program control for accreditation |
| 1b | Med + Health Sciences | $6,948,449 | $4,392,000 | Even greater opps for interprofessional education; significant undergrad health sciences programming; familiar model in U15 | Smaller health sciences units will struggle for attention given size of Medicine |
| 2a | CSJ, Augustana, FNS | $9,346,269 | $5,856,000 | Opp to enhance program integration and provide more pathways for students; can retain unique student experience | Potential loss of distinct unit identity; may be perceived negatively by communities |
| 2b | CSJ, Augustana, FNS | $12,165,410 | $7,380,000 | Simpler for students to transition between programs; may provide greater ability to offer all students opps for experiences at CSJ/AUG | Potential loss of distinct unit identity; may be perceived negatively by communities |
| 2c | CSJ, Augustana, FNS | $11,610,352 | $9,112,000 | Preserves high institutional profile for Native Studies | Potential loss of distinct unit identity for CSJ/AUG; resulting org structure is slightly more complex |
| 2d | CSJ, Augustana, FNS | $5,248,578 | $3,172,000 | Preserves distinct institutional identity for CSJ, AUG, FNS | Results in a relatively more complex organization with more units and senior leaders; college structure not as familiar a model in U15 |

# Qualitative Evaluation

| Scenario | Focus | Cost savings | | Analysis | |
| --- | --- | --- | --- | --- | --- |
| | | **Operations** | **Leadership** | **Pros** | **Cons** |
| 3a | Business, Law | $12,552,587 | $8,356,000 | Resulting faculties more commensurate in size; opps for some integration of UG and professional education; familiar model in Australia | Must ensure strong professional program control for accreditation; potential negative impact on competitive market position (most U15s are stand-alone) |
| 3b | Business, Law | $11,610,352 | $7,136,000 | Preserves distinct professional autonomy for BUS and LAW while reducing number of faculties | Results in a relatively more complex organization with more units and senior leaders |
| 3c | SSHRC Faculties | $23,012,075 | $11,252,000 | Opps for greater program integration; opp to simplfiy program access and transitions for students; opp to enhance research collaboration | Potential loss of distinct unit identity and professional control; more units directly impacted by reorg |
| 4a | ALES, Engg, Bus, Law, Ed | $29,461,933 | $13,876,000 | Opps for program integration; recognizes some areas of existing research collaboration | Content links between professional faculties may not be obvious; must ensure continued professional autonomy |
| 4b | Arts, Science | $16,150,662 | $13,260,000 | Greater opp to substantially simplify UG program offerings and transitions; opp to enhance research collaboration | Potential perception of decreased commitment to SSHRC disciplines; fewer disciplinary areas represented in senior leadership (e.g. Deans) may mean loss of voice |

# Qualitative Evaluation

| | | Cost savings | | Analysis | |
|---|---|---|---|---|---|
| Scenario | Focus | Operations | Leadership | Pros | Cons |
| 5a | Tri-Agency Faculties | $39,097,431 | $14,700,000 | Greater opp to substantially simplify UG program offerings and transitions; opp to enhance research collaboration | Fewer disciplinary areas represented among senior leadership; potential competitive disadvantage in marketing professional programs; possible impact on alumni/stakeholder relations |
| 5b | Tri-Agency Faculties with USchools | $31,847,847 | $11,192,000 | Greater opp to substantially simplify UG program offerings and transitions; preserves institutional profile and role of community-oriented faculties | Does not fully maximize operational savings; resulting organization is more complex than under 5a. |
| 5c | Tri-Agency Faculties with FSchools | $39,097,431 | $14,700,000 | Greater opp to substantially simplify UG program offerings and transitions; opp to enhance research collaboration; community-oriented faculties retain profile within larger consolidated units | Fewer disciplinary areas represented among senior leadership; potential competitive disadvantage in marketing professional programs; possible impact on alumni/stakeholder relations |
| 5d | Tri-Agency Divisions with USchools | $31,847,847 | $11,192,000 | Greater opp to substantially simplify UG program offerings and transitions; opp to enhance research collaboration; preserves faculty-level identities and academic ownership | Leadership savings are smaller than in 5a/5c; retention of existing faculty names and identities could be perceived as less bold |

# Qualitative Evaluation

| Scenario | Focus | Cost savings | | Analysis | |
| --- | --- | --- | --- | --- | --- |
| | | Operations | Leadership | Pros | Cons |
| 6a | 3 Division model | $25,781,217 | $3,660,000 | Achieves operations savings of consolidating faculties without losing the identity of the faculties. Creates more operational overlaps between similar faculties. | Does not achieve leadership savings or greater scope for program efficiency/coordination. Details on reporting and accounting relationships need to be worked out. |
| 6b | 1 Division model | $29,828,336 | $3,660,000 | Achieves operations savings of consolidating faculties without losing the identity of the faculties. | Does not achieve leadership savings or greater scope for program efficiency/coordination. Details on reporting and accounting relationships need to be worked out. |
| 6c | 1 Division, Consolidated | $32,978,474 | $12,016,000 | Achieves operations savings of consolidating several faculties without losing the identity of the faculties. | Details on reporting and accounting relationships need to be worked out. |

# HISTORY OF THE ESTABLISHMENT OF FACULTIES AT THE UNIVERSITY OF ALBERTA

**Academic Structural Evolution of the University of Alberta: A Historical Timeline of the Establishment of Faculties**

On November 9, 1905, Alexander Cameron Rutherford, a McGill-educated lawyer and businessman living in Strathcona, was elected as Alberta's first Premier. In the landslide victory, members of his Liberal Party won 23 of 25 seats in Alberta's inaugural government. Capitalizing on the political momentum following the win, in addition to setting up the fledgling new government in a scatted, agricultural society that required all major services, Rutherford set his sights on the immediate establishment of the first great public university in western Canada.

Evidence of that commitment was exercised at the first session of the Legislative Assembly of Alberta in the spring of 1906 when the University of Alberta in Edmonton was formally established.

1908 was a pivotal year for the University of Alberta's structural evolution, beginning with the installation of the institution's influential founding President, the hardworking and energetic mathematician, Dr. Henry Marshall Tory. By sheer luck in the spring of 1905, Rutherford and Tory had been introduced to one another at a McGill alumni event in Strathcona, after Tory decided to make a side-trip to Edmonton on a journey from Vancouver to Montreal. Tory was enthralled with Rutherford's ambitious plans, and in turn, Rutherford was immediately drawn to Tory's enthusiastic vision for the University. The two men left their first meeting obsessed with moving forward, and became immediate, prolific pen pals. From all accounts, Tory had the job at hello.

It is impossible to determine whether it was Tory's passionate vision for the institution or innate administrative skillset that led to the successful establishment of the University in the face of almost insurmountable obstacles. Either way, Tory never stopped working towards the realization of his vision; the new President personally travelled to poach the University's founding faculty members from places such as Harvard, as well as to acquire equipment and supplies for the new institution. As a President who served another 20 years, his influence on how the University developed cannot be underestimated.

The other important event that occurred in 1908 was the establishment of the University's first Faculty, the Faculty of Arts and Science, on March 30, 1908 at the University Senate's first meeting. This is notable not only because it was the birthdate of the institution's founding Faculty, but also because it was the only instance in U of A history where a Faculty was created without existing first as a department, school, or other entity. In terms of the Faculty structure of the University, the chicken came first in the form of the Faculty of Arts and Science, with all other Faculties originating as eggs.

1910 brought more changes that would impact the University's academic structure. In 1910, the new Universities Act was implemented, which included the establishment of a Board of Governors at the University of Alberta (delegating 'academic matters' to the Senate). More importantly, the new Act, with plenty of input from President Tory, authorized the University of Alberta to negotiate with professional associations to provide licensure examinations. Professional associations began lining up in rapid succession to partner with the University of Alberta. The Alberta Land Surveyors' Association was the first to do so in 1911, followed by doctors, veterinarians, pharmacists, lawyers, nurses, architects, teachers, and engineers.

From this point, it was a natural next step for the University to begin teaching the required content. This is significant when considering that at the turn of the century, even medical schools were still privatized, and legal education was provided by community practice.

This early development in the young institution's history would shape organizational and programmatic structure at the University of Alberta for decades, especially for the professional disciplines, even in the face of changing governments, wild variations in economic conditions, the First World War, and the Spanish Flu pandemic (which killed more people than WWI and WWII).

In terms of the Act, it is important to note that it would not undergo substantial changes for another 55 years.

President Tory's report to the Board of Governors in 1911 outlines the structure of the University in its infancy - the end of the third year of operations:

- A library of 7000 volumes
- One Faculty – The Faculty of Arts and Science
- Departments of English, Classics, Modern Languages, History, Philosophy, Mathematics, Physics, Chemistry, Civil and Municipal Engineering

The **Faculty of Extension** was established in 1912 as the Department of Extension as a pet project of President Tory, whose upbringing in Nova Scotia left him with a desire to share knowledge and educational opportunities as widely as possible. (All early faculty members were mandated to teach at least one Extension course per year across the vast rural towns and villages of Alberta at the time, but they pocketed any tuition collected on such trips). It was also a political move to appease those who opposed centralization of Alberta's primary public university in Edmonton. Extension became a Faculty on November 1, 1975.

While courses in law had been provided at the University since 1912 through the volunteerism of members of the Edmonton and Calgary legal community, the **Faculty of Law** was not established until 1921. At the time, a war was being waged to control the future of legal education between two camps – those who believed in a professional, practice-based approach, and those (including Harvard) who were actively pushing a university model. Early on, the prairies embraced the university model, and by the 1920's, Alberta and Saskatchewan had established full-time university-based law schools. (In the east, Dalhousie was the only institution offering a university-based law program.)

The Faculty of Applied Science, including some of the original departments within the Faculty of Arts and Science, was formally established in 1913 (Electrical Engineering was a division in the Department of Physics until 1925). It was renamed the **Faculty of Engineering** in 1947.

The Department of Pharmacy was established in 1914 within the School of Medicine. In 1916, it became the School of Pharmacy. It was granted Faculty status in 1955, and in 1968 it was renamed the **Faculty of Pharmacy and Pharmaceutical Sciences**.

The Faculty of Agriculture was formally established in 1915, after years of tireless lobbying on the part of President Tory, who had the daunting task of convincing the UFA government and rural Albertans that the Faculty should be in Edmonton at the University of Alberta, and not in Calgary. It was renamed the **Faculty of Agricultural, Life and Environmental Sciences** in 2007.

The **Faculty of Graduate Studies and Research** was created in 1915 as the Committee of Graduate Studies.  In 1957, the Graduate School became the Faculty of Graduate Studies.

The **Alberta School of Business** was initially established the School of Accountancy in 1916. In 1928, the name was changed to the School of Commerce. In 1960, in the face of dropping demand, it was formally established as a Faculty and renamed the Faculty of Business Administration and Commerce. At this time, its programs also underwent significant revision, resulting in a dramatic recovery of enrolments.  In 1984, the name was changed to the Faculty of Business.  In 2010, the name was changed to the Alberta School of Business.

Although the University of Alberta began offering courses in medicine in 1913 and dentistry in 1917, the Faculty of Medicine was not established until 1920, its development delayed by the First World War and only made possible by a capital grant bestowed by the Rockefeller Foundation to construct the Medical Building (currently known as the Dentistry/Pharmacy Building).  The School of Dentistry was established within the Faculty of Medicine in 1917 and became the Faculty of Dentistry in 1944.  The amalgamated **Faculty of Medicine and Dentistry** was established in 1996, after a GFC-recommended proposal to close the Faculty of Dentistry to save $2.5 million following the Klein cuts failed at the Board of Governors.

The University of Alberta began teaching nursing courses in 1918.  In 1923, following the University's procurement of the University of Alberta Hospital (known then as the Strathcona Hospital), which had been loaned to the Canadian military after WWI, the School of Nursing was created within the Faculty of Medicine.  In 1966, following the implementation of the new Universities Act, the School was recognized as an autonomous unit within the University.  In 1976, the **Faculty of Nursing** became an official Faculty at the University of Alberta.

From 1906 to 1945, training of Albertan elementary and secondary teachers was provided by the provincial Department of Education at three Normal Schools located in Calgary, Camrose, and Edmonton.  After first being established as the College of Education in 1939, the **Faculty of Education** was established in 1942.  In 1945, the Normal Schools in Alberta were merged into the Faculty of Education at the University of Alberta.  In 1991, due to budget-related restructuring, the School of Library and Information Studies, an independent Faculty from 1975-1991, joined the Faculty of Education as a department.

The **Faculty of Rehabilitation Medicine** was created in 1954 in response to the horrific polio epidemic, training in-demand physical therapists.  Occupational therapy, speech pathology, physical therapy, and audiology comprised the three original departments of the School of Rehabilitation Medicine, established in 1964. The Faculty of Rehabilitation Medicine achieved Faculty status in 1969.

The **Faculty of Science** was officially established in 1963 when Humanities and Social Sciences were moved into the Faculty of Arts from what was formerly known as the Faculty of Arts and Science, the University's first Faculty.  In 1994, the Klein cuts resulted in a major reorganization of several of Science's departments, and Botany, Entomology, Genetics, Microbiology, and Zoology were merged to create the current Department of Biological Sciences.

The **Faculty of Arts** became an independent Faculty in 1963.  It retained all programs within Humanities and Social Sciences from the former Faculty of Arts and Science.

Although sports and physical education have been part of the U of A experience since its inception in 1908, the **Faculty of Kinesiology, Sport, and Recreation** started out as the Department of Physical Education within the Faculty of Education in 1945. In 1954, it became the School of Physical Education. In 1964, it was established as a Faculty, the first in the Commonwealth. In 2018, the Faculty changed its name the Faculty of Kinesiology, Sport, and Recreation.

In 1970 the Collège Saint-Jean became part of the University as the Collège Universitaire Saint-Jean, and in December of 1977 it became the University's newest Faculty as **Faculté Saint-Jean**.

In 1978 GFC established a Standing Committee on Native Studies to begin discussing foundational plans for a multidisciplinary Native Studies program at the University of Alberta. The School of Native Studies was founded in 1984, becoming the **Faculty of Native Studies** in June of 2006, the only free-standing Faculty of its kind in north America and only one of two in the world.

The University's reach into rural Alberta was extended in 2004 when the former Augustana University College (founded in 1910 as Camrose Lutheran College) was incorporated into the University as **Augustana Faculty**.

In March 2006, the **School of Public Health** was established as Canada's first stand-alone Faculty dedicated solely to public health, the amalgamation of the Department of Public Health Sciences in the Faculty of Medicine and Dentistry (1960), and the Centre for Health Promotions Studies (1996). In 2013, the School became non-departmentalized.

# ARWG MEMBERSHIP, MEETING DATES, PRINCIPLES AND OBJECTIVES

**Academic Restructuring Working Group**
**Appendix 4**
**Membership, Meeting Schedule, Principles and Objectives**

**Membership**

       Steve Dew, Provost and Vice-President (Academic), Chair
       Walter Dixon, Interim Vice-President (Research and Innovation)
       Wendy Rodgers, Deputy Provost
       Joseph Doucet, Dean of Business
       Bob Haennel, Dean of Rehabilitation Medicine
       Matina Kalcounis-Rueppell, Dean of Science
       Brooke Milne, Dean of Graduate Studies and Research
       Ken Cadien, Chair of Chemical and Materials Engineering
       David Eisenstat, Chair of Oncology *(to September 30, 2020)*
       Sarah Forgie, Chair of Pediatrics *(effective September 11, 2020)*
       Geoffrey Rockwell, Director of the Kule Institute for Advanced Study
       Nadir Erbilgin, Professor, Department of Renewable Resources (ALES)
       Shalene Jobin, Associate Professor, Faculty of Native Studies
       Christina Rinaldi, Professor, Department of Educational Psychology (Education)
       Joel Agarwal, President, Students' Union
       Marc Waddingham, President, Graduate Students' Associate
       Catherine Swindlehurst, Interim Vice-President (University Relations)
       Tammy Hopper, Vice-Provost (Programs)
       Michelle Strong, Director, Faculty Relations
       Edith Finczak, Director, Academic Budget and Planning

**Meeting Dates** (to September 30, 2020)

       April 22, 2020
       May 12, 2020
       May 27, 2020
       June 10, 2020
       June 25, 2020
       July 7, 2020
       July 15, 2020
       July 29, 2020
       August 7, 2020
       August 12, 2020
       August 27, 2020
       September 11, 2020
       September 25, 2020
       *Meetings are scheduled for every two weeks going forward.*

# Academic Restructuring - Principles and Objectives

FINAL

The Academic Restructuring Working Group will work in parallel with the Service Excellence Transformation (SET) initiative. While ARWG's work will focus on our academic structures, SET will focus on transformation of institutional business processes and tasks, including such things as procurement, payroll etc.

In guiding the work of the Academic Restructuring Working Group (ARWG), we start with the Mission, Vision and Values as laid out in *For the Public Good*:

## Vision

To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.

## Mission

Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

## Values

The University of Alberta community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the University of Alberta was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally.

- Above all, we value intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons as the foundation of ethical conduct in research, teaching, learning, and service.
- We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.
- We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all.
- We value academic freedom and institutional autonomy as fundamental to open inquiry and the pursuit of truth.
- We value diversity, inclusivity, and equity across and among our people, campuses, and disciplines.
- We value creativity and innovation from the genesis of ideas through to the dissemination of knowledge.
- We value the history and traditions of our university, celebrating with pride our people, achievements, and contributions to society

Beyond these, the ARWG will be guided by the following additional **principles**

- The ARWG will be consultative and transparent in its work, engaging the university community as well as the General Faculties Council and the Board of Governors.
- The ARWG will act in the best interests of the entire institution.
- The ARWG will make recommendations that are data-informed and future focused.
- The ARWG will assess impacts of proposals on equity, diversity, and inclusion, to ensure that proposals do not negatively impact institutional efforts towards EDI.
- The ARWG will move very quickly in pursuing its objectives, given the University's current situation.

**Scope**

The ARWG will develop recommendations for structural changes to faculties and departments at the University of Alberta, and will identify processes and strategies for achieving these recommendations. Recommendations may include proposals to create, merge, close, or re-profile Faculties, Departments, Divisions, Centres or Institutes.

**Objectives**

- Position the University for future success by:
  - Prioritizing resources for front line teaching and research
  - Supporting more collaboration and interdisciplinarity in research and teaching by broadening disciplinary spans of academic units
  - Creating a leaner, more agile, more coordinated and more strategic organizational structure including its senior academic leadership body, Deans' Council
  - Making faculties and departments more consistent in size so each has a more balanced voice, stake, and responsibility in institutional strategy and operations
  - Aligning faculty and department support structures to be more efficient, effective, consistent, and student facing
  - Aligning structures of faculties and departments to better support our community, Alberta's economy and society, and the pursuit of learning and scholarship with global reach.
  - Reinforcing its role and academic focus within the differentiated roles and mandates of institutions in Campus Alberta in anticipation of and conjunction with the postsecondary system review
  - Ensuring clear identity, responsibility, and leadership of academic programs to support innovation, relevance, and accreditation requirements
- Significantly reduce the costs to support the academic mission of the university by:
  - Reducing the number of faculties and departments through consolidation to create economies of scale and reduce duplication of similar programs, courses and services
  - Consolidating functions that support teaching and research in academic units from the department to faculty or central levels, where appropriate

- Reducing duplication of business functions and creating standardization of roles (in conjunction with the SET initiative)
- Reducing the number of academics in leadership roles to recruit and support, thereby allowing better training and support for those that remain in those roles and keeping more faculty members engaged in core research and teaching activities

Whereas under 26(1) of the Postsecondary Learning Act (PSLA), the General Faculties Council is, "Subject to the authority of the board, . . . responsible for the academic affairs of the university";

Whereas under 26(1)(o) of the PSLA, the General Faculties Council has the authority to make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university;

Whereas under 19 of the PSLA, the Board "must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for (a) the support and maintenance of the university, (b) the betterment of existing buildings, (c) the construction of any new buildings the board considers necessary for the purposes of the university, (d) the furnishing and equipping of the existing and newly erected buildings, or (e) the establishment of faculties, schools, departments, chairs, programs of study and any other activities the board considers necessary or advantageous";

Whereas the Provost's Academic Restructuring Working Group has prepared for the consideration and approval of the General Faculties Council scenarios for the restructuring of the University;

Whereas these scenarios will change the current structuring of faculties and departments;

Whereas at the same time the Provost and VP Finance are engaged in the "parallel" and "complementary" process of "Service Excellence Transformation" which aims to redesign the administrative processes of the University including academic support functions;

Whereas this "parallel" and "complementary" process will impact the University's teaching and research mission, including student services and student, instructor and staff experience;

Whereas "coordination between the two initiatives" of academic restructuring and "service excellence transformation "will be essential";

Whereas the General Faculties Council has a responsibility to bring its expertise and institutional knowledge to bear upon all aspects of the "restructuring" of the University;

The General Faculties Council recommends that the SET process will follow the ARWG process, with the effect that SET will come to General Faculties Council for discussion and a vote on its recommendation to the Board of Governors; and

That to support this process, the General Faculties Council shall receive the data, consultant recommendations, and proposed scenarios or models for the "Service Excellence Transformation", with supporting rationale, so that its recommendation to the Board of Governors is informed and responsible and to ensure that proposed changes to the administrative structure and operations of the University will support the University's academic mission.

**UNIVERSITY OF ALBERTA**
UNIVERSITY GOVERNANCE

**GENERAL FACULTIES COUNCIL**
For the Meeting of September 28, 2020

Item No. 10A
*Amended Item 8A*

General Faculties Council Standing Committee Report

**GFC Executive Committee**

1.  Since last reporting to GFC, the Executive Committee met on September 14, 2020.

2.  Items Approved With Delegated Authority

    - Draft Agenda for the September 28, 2020 meeting of General Faculties Council

3.  Items Recommended to GFC

    - Proposed Rescission of GFC Policy 37
    - Duolingo English Test: Extension of Short-term Use

4.  Items Discussed

    - GFC Executive Committee Orientation
    - Academic Governance Emergency Protocols
    - University of Alberta for Tomorrow (UAT)
    - Consultation on Use of Thoughtexchange

Terms of reference and records of meetings for this committee can be found at:
*https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC*

Submitted by:
W Flanagan, Chair
GFC Executive Committee

| I.D | Date of Decision | Body | Authority | Delegated (Yes/No) Method | Orders/Motions | Date of Communication | Stakeholders Communicated To | Notes |
|---|---|---|---|---|---|---|---|---|
| 1. | March 13, 2020 | President and Vice Chancellor | S. 62 - Post-Secondary Learning Act (PSLA) | • Yes<br>• Executive Position Description (Approved by the Board) | • As of March 13, through the weekend of March 14 to March 15, all in-person classes and in-person midterm exams are suspended.<br>• On Monday, March 16, all in-person, online and alternate delivery classes and exams are suspended to allow time for preparation for all in-person instruction to move on-line.<br>• All in-person instruction will move online for the remainder of the winter 2020 term beginning Tuesday, March 17.<br>• No final exams for winter 2020 will be conducted in-person. Exams will instead be delivered in alternate formats. | March 13, 2020 | • Faculty<br>• Staff<br>• Employees<br>• Students | • Specific Delegation:<br><br>Exercises, under delegated authority from the Board of Governors, the authority to act in extraordinary and/or emergency circumstances. : |
| 2. | March 16, 2020 | General Faculties Council Executive Committee | S. 26 - PSLA | • Yes<br>• 4.1 of Terms of Reference | • See Agenda Item 5 Motions | | • Faculty<br>• Students<br>• Staff | Discussed with General Faculties Council on March 30. |
| 3. | March 19, 2020 | General Faculties Council Executive Committee | S. 26 - PSLA | • Yes<br>• 4.1 of Terms of Reference | • See Agenda Item 3 Motions | March 20, 2020 | • Faculty<br>• Students<br>• Staff | Discussed with General Faculties Council on March 30. |
| 4. | April 2, 2020 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • For the Spring/Summer 2020 Term - Mandatory Non-Instructional Fees will only be charged for those items the University is able to provide | April 6, 2020 | • Faculty<br>• Students<br>• Employees | • By Email - Discussed by email with Chair of BFPC and Board Chair on April 2 |
| 5. | April 6, 2020 | General Faculties Council Executive Committee | S. 26 - PSLA | • Yes<br>• 4.1 of Terms of Reference | • See Agenda Item 4 Motions | April 6, 2020 | • Faculty<br>• Staff<br>• Employees | • Communication occurred following the passing of the relevant motion during the open session meeting of the General Faculties Council Executive Committee |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6. | April 20, 2020 | General Faculties Council | S. 26 - PSLA | • No | • See Agenda Item 6 C **Motions from the Floor** | April 22, 2020 | • GFC Members/ GFC Members' Assistants. | |
| 7. | May 14, 2020 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • Presidential Announcement on the Fall 2020 Term | May 14, 2020 | • University Community through The Quad on the U of A's initial plans for welcoming incoming and current students to the new academic year in September. | • Discussed with General Faculties Council [Special Executive Committee Meeting, May 4, and GFC Town Hall, May 6 (also posted to the Covid-19 Fall 2020 Planning Website)]. |
| 8. | May 25, 2020 | General Faculties Council | S. 26 - PSLA | • No | • See Agenda Item 11 C **Motions from the Floor** | May 26, 2020 | • GFC Members/GFC Members' Assistants | |
| 9. | July 23, 2020 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term. | | • Faculty<br>• Students<br>• Employees | Consultations:<br>• Joint University Student MNIF Oversight Committee<br>• Representatives of Athletics and Recreation |
| 10. | July 30, 2020 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • Mandatory use of masks on University Campuses. | July 30 and 31, 2020 | • University Community through The Quad.<br>• COVID-19 Information | Alignment with City of Edmonton bylaw |
| 11. | September 24, 2020 | President and Vice Chancellor | S. 62 - PSLA | • Yes<br>• Executive Position Description (Approved by the Board) | • The winter 2021 semester will be a combination of in-person, remote and online instruction. | September 24, 2020 | • University Community through The Quad.<br>• Email FYI: Announcement on the Winter 2021 Semester | Subject to evolving public health guidelines |
| 12. | | | | | | | | |

**Question from GFC Elected Faculty Member Anastasia Elias on exam accommodation**

With the switch to online delivery, new methods of assessment are being widely adopted (e.g. online exams vs. in person). How is Accessibility Resources adapting to support students and instructors in this change?

**Response from the Office of the Dean of Students**

Thank you for your question. Students, faculty and staff are adapting to the new reality of online learning and assessment. Accessibility Resources (AR) in the Academic Success Centre and the Centre for Teaching and Learning (CTL) are working closely together to help identify new challenges and support the development of solutions. AR and CTL work to understand changing student needs in the new environment and the changing ways in which instructors assess students online. New methods of assessment in a new environment require new kinds of formal accommodations and other adaptations, and traditional methods of assessment may also require new kinds of accommodations.

We are working to develop and support approaches to accommodations that are pedagogically sound, that meet the assessment needs of instructors, meet the learning needs of students, respect our legal obligations under Duty to Accommodate and Human Rights Act, and our institutional commitments under the University's Duty to Accommodate Procedure.

We have updated our websites and FAQs with material for students and instructors, to help them navigate learning and assessment in the new environment. Please see below for links to the new materials.

We have purchased new software to support students' accommodations needs (Verbit, Glean, SensusAccess), and they will be available soon. These will make course materials, lectures, and assessment tools more accessible. They reduce the need to provide specific accommodations.

We are continually developing and deploying messaging for students and instructors so they can proactively plan and request accommodations in a timely way. We have assigned additional Dean of Students' staff to support accommodation needs and to liaise with instructors and Faculties when they encounter challenges or have questions about providing accommodation. Any instructor who has questions about accommodation or adaptations can always contact either the Dean of Students Office or CTL. We work together to help you, and to bridge the learning needs of students and the assessment needs of instructors.

As part of our longer term efforts, Associate Dean Helen Vallianatos is leading a redesign of our intake system and processes for assessment accommodation. We are actively seeking an alternative for our current scheduling software, and we continue to work with partners such as

CTL, the Registrar's Office, and Faculty Associate Deans to re-imagine how we assess students in the new learning environment. We are developing a long-term strategic plan to address systemic, institutional, and procedural barriers to learning that are not related to a student's core competencies, or to their academic ability to complete their programs.

The learning environment has changed, and the way we assess students must change to adapt, which means that the accommodation needs of students are also changing. We are all learning about this together. As instructors or students, please be in touch with us (Dean of Students or CTL) if you encounter accommodation issues, or if you have any questions at all about accommodation or assessment in general in the new environment. We are eager to work with you to ensure that the needs of students and instructors are met so that we can have the best and most productive learning environment possible.

**Supporting materials**
Learning Remotely eClass course
https://www.ualberta.ca/current-students/academic-success-centre/resources/index.html

Remote delivery and accommodations information for students
https://www.ualberta.ca/current-students/accessibility-resources/exam/updated-accommodations-students.html

Remote delivery and accommodations information for instructors
https://www.ualberta.ca/current-students/accessibility-resources/exam/updated-accommodations-instructors.html

FAQs for students regarding accommodated exams
https://www.ualberta.ca/current-students/academic-success-centre/student-faq.html

Workshops specific to academic skills and on-line learning
https://www.ualberta.ca/current-students/academic-success-centre/workshops/index.html

Discrimination, Harassment and Duty to Accommodate Policy
https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Discrimination-Harassment-and-Duty-to-Accommodate-Policy.pdf

Question from GFC member Andrei Tabirca:


Over the last weeks there have been repeated messages from the UofA community asking for more consultation on SET and ARWG (for example the Town Hall Thoughtexchange submissions). In addition to requests for NASA and AASUA direct representation on both SET and ARWG, there are numerous calls for SET plans and models to be examined and approved by GFC, before they are brought to the BoG.


The Provost and VP Finance are shepherding the SET process, described as "parallel" and "complementary" to the work undertaken by the ARWG. SET aims to redesign the administrative processes of the University, including academic support functions. It is increasingly clear that the SET process will directly impact student services and student, instructor and staff experience:

- The current SET model aims to consolidate student advising within a 'universal service centre' and away from Faculties and Departments – this approach was adopted at the University of Sydney, where student academic advising at Faculty level is now delegated to professors (UAT update, September 10th 2020);
- SET is considering rationalizations of research facilities use (SET workshop, September 15th 2020);
- The University of Sydney, our main model for the SET and ARWG process, is now ranked 40th out of 41 institutions included in the Australian Student Experience Survey, a government-funded comprehensive survey of higher education students.

On October 16<sup>th</sup> the BoG is scheduled to approve a SET model developed with no meaningful, campus-wide consultation. This means that the SET model will be approved months before the GFC will make a recommendation on the ARWG proposals. As our Provost has stated recently, BoG decisions are final, and there is not internal process to challenge these decisions.

Based on the shared information, the current SET model will negatively impact our core mission of teaching and research; it will adversely affect our professors' focus on teaching and research. This model will lead to a diminished student experience, as seen at other universities who undertook a similar (and slower) transformation.

Why is there continued reluctance to allow the GFC to use its collective nous, knowledge and expertise to ensure that SET is on the right track, one leading to a successful and sustainable model, one that fits the realities of the UofA, a profoundly, uniquely Albertan institution, dedicated to serving and improving our community, at local and global levels? Why is SET still considered to be outside of GFC's mandate?

Many thanks,

Andrei Tabirca

September 17<sup>th</sup> 2020

**GENERAL FACULTIES COUNCIL**
For the Meeting of September 28, 2020

Item No. 11.1

**Question from GFC Elected Faculty Member Anastasia Elias on exam accommodation**

With the switch to online delivery, new methods of assessment are being widely adopted (e.g. online exams vs. in person). How is Accessibility Resources adapting to support students and instructors in this change?

**Response from the Office of the Dean of Students**

Thank you for your question. Students, faculty and staff are adapting to the new reality of online learning and assessment. Accessibility Resources (AR) in the Academic Success Centre and the Centre for Teaching and Learning (CTL) are working closely together to help identify new challenges and support the development of solutions. AR and CTL work to understand changing student needs in the new environment and the changing ways in which instructors assess students online. New methods of assessment in a new environment require new kinds of formal accommodations and other adaptations, and traditional methods of assessment may also require new kinds of accommodations.

We are working to develop and support approaches to accommodations that are pedagogically sound, that meet the assessment needs of instructors, meet the learning needs of students, respect our legal obligations under Duty to Accommodate and Human Rights Act, and our institutional commitments under the University's Duty to Accommodate Procedure.

We have updated our websites and FAQs with material for students and instructors, to help them navigate learning and assessment in the new environment. Please see below for links to the new materials.

We have purchased new software to support students' accommodations needs (Verbit, Glean, SensusAccess), and they will be available soon. These will make course materials, lectures, and assessment tools more accessible. They reduce the need to provide specific accommodations.

We are continually developing and deploying messaging for students and instructors so they can proactively plan and request accommodations in a timely way. We have assigned additional Dean of Students' staff to support accommodation needs and to liaise with instructors and Faculties when they encounter challenges or have questions about providing accommodation. Any instructor who has questions about accommodation or adaptations can always contact either the Dean of Students Office or CTL. We work together to help you, and to bridge the learning needs of students and the assessment needs of instructors.

As part of our longer term efforts, Associate Dean Helen Vallianatos is leading a redesign of our intake system and processes for assessment accommodation. We are actively seeking an alternative for our current scheduling software, and we continue to work with partners such as CTL, the Registrar's Office, and Faculty Associate Deans to re-imagine how we assess students

in the new learning environment. We are developing a long-term strategic plan to address systemic, institutional, and procedural barriers to learning that are not related to a student's core competencies, or to their academic ability to complete their programs.

The learning environment has changed, and the way we assess students must change to adapt, which means that the accommodation needs of students are also changing. We are all learning about this together. As instructors or students, please be in touch with us (Dean of Students or CTL) if you encounter accommodation issues, or if you have any questions at all about accommodation or assessment in general in the new environment. We are eager to work with you to ensure that the needs of students and instructors are met so that we can have the best and most productive learning environment possible.

**Supporting materials**
Learning Remotely eClass course
https://www.ualberta.ca/current-students/academic-success-centre/resources/index.html

Remote delivery and accommodations information for students
https://www.ualberta.ca/current-students/accessibility-resources/exam/updated-accommodations-students.html

Remote delivery and accommodations information for instructors
https://www.ualberta.ca/current-students/accessibility-resources/exam/updated-accommodations-instructors.html

FAQs for students regarding accommodated exams
https://www.ualberta.ca/current-students/academic-success-centre/student-faq.html

Workshops specific to academic skills and on-line learning
https://www.ualberta.ca/current-students/academic-success-centre/workshops/index.html

Discrimination, Harassment and Duty to Accommodate Policy
https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Discrimination-Harassment-and-Duty-to-Accommodate-Policy.pdf

**Question from GFC Elected Non-Academic Staff Member Andrei Tabirca on the Service Excellence Transformation (SET) and GFC's Mandate**

Over the last weeks there have been repeated messages from the UofA community asking for more consultation on SET and ARWG (for example the Town Hall Thoughtexchange submissions). In addition to requests for NASA and AASUA direct representation on both SET and ARWG, there are numerous calls for SET plans and models to be examined and approved by GFC, before they are brought to the BoG.

The Provost and VP Finance are shepherding the SET process, described as "parallel" and "complementary" to the work undertaken by the ARWG. SET aims to redesign the administrative processes of the University, including academic support functions. It is increasingly clear that the SET process will directly impact student services and student, instructor and staff experience:

- The current SET model aims to consolidate student advising within a 'universal service centre' and away from Faculties and Departments – this approach was adopted at the University of Sydney, where student academic advising at Faculty level is now delegated to professors (UAT update, September 10th 2020);
- SET is considering rationalizations of research facilities use (SET workshop, September 15th 2020);
- The University of Sydney, our main model for the SET and ARWG process, is now ranked 40th out of 41 institutions included in the Australian Student Experience Survey, a government-funded comprehensive survey of higher education students.

On October 16th the BoG is scheduled to approve a SET model developed with no meaningful, campus-wide consultation. This means that the SET model will be approved months before the GFC will make a recommendation on the ARWG proposals. As our Provost has stated recently, BoG decisions are final, and there is not internal process to challenge these decisions.

Based on the shared information, the current SET model will negatively impact our core mission of teaching and research; it will adversely affect our professors' focus on teaching and research. This model will lead to a diminished student experience, as seen at other universities who undertook a similar (and slower) transformation.

Why is there continued reluctance to allow the GFC to use its collective nous, knowledge and expertise to ensure that SET is on the right track, one leading to a successful and sustainable model, one that fits the realities of the UofA, a profoundly, uniquely Albertan institution, dedicated to serving and improving our community, at local and global levels? Why is SET still considered to be outside of GFC's mandate?

**Response from President and Vice-Chancellor, Bill Flanagan, Provost and Vice-President (Academic), Steve Dew, and Vice-President (Finance and Administration) Gitta Kulczycki**

Thank you for your questions. We have embarked on the U of A for Tomorrow initiative in order to position the university for success into the future, understanding that we must act urgently to address our significant financial challenges. Over the summer, planning on both academic and administrative restructuring continued to move forward.

The overall goal of SET is to organize the non-academic functions and processes of the university to provide both efficient and effective service delivery to our faculty, our staff, and our students, with an imperative that we must do so at a far lower cost.

At the first meeting of GFC on Sept 28, the proposed framework on administrative restructuring is on the agenda for discussion. We welcome thoughts and questions from GFC members as we continue our work on this model.

We also agree that we must find a model that fits the realities--as well as the vision and mission--of the U of A. Neither the Academic Restructuring Working Group nor the Service Excellence Steering Committee is using any one institution (e.g. University of Sydney) as a model--rather research on many institutions has informed thinking to date.

The work of SET, in particular, is informed by the ability to compare ourselves to other universities through the UniForum benchmarking initiative. There are 40 universities in the UK, Australia, New Zealand, and Canada who participate in this benchmarking. Of the 40 participants, 27 institutions including the U of A, rank amongst the top 200 universities in the world according to the Times Higher Education ranking. We have set a target to achieve an average normalized cost for our non-academic activities, from across the participant group. Based on this target, we are able to design the model for non-academic services distinct from the academic restructuring, although these efforts are certainly closely linked.

While ARWG and SET initiatives are closely linked, they are distinctly focused on different things – SET is focused on how we perform administrative services and how they can be delivered more efficiently and effectively; ARWG is focused on academic structure and academic services. GFC has authority over the academic affairs of the university subject to the authority of the Board and will have a large role in academic restructure; however, SET is dealing with the university administrative structure and institutional business processes and functions which reside solely in the Board's domain. We welcome GFC's discussion, input and advice--and will continue to bring SET before GFC--but approval of administrative structure and business processes is the purview of the Board of Governors.

**Question from GFC Elected Faculty Member Carolyn Sale on cost savings in the Academic Restructuring Working Group (ARWG) scenarios**

In communications with the University community and the media, President Flanagan has made it appear that the financial goal of the "restructuring" is a savings of $120 million annually.

The three scenarios that have now been presented to the University community have cost savings of $10.6 million (scenario A), $43 million (scenario B), and $35.1 (scenario C) respectively.

Question 1(a):

Ballpark figures for cost savings are provided in the "interim report" of the Academic Restructuring Working Group, but the precise sources of the savings are not presented. The report simply indicates "operational cost savings" and "leadership cost savings." Where exactly for each scenario will the savings come from? What are the precise details?

Question 1(b):

If only a proportion of the desired annual cost savings of $120 million is coming from the academic restructuring, how is that we reach a $120 million in annual savings with any of the scenarios that the AWRG is presenting for consideration?

**Response from Provost and Vice-President (Academic), Steve Dew, and Vice-President (Finance and Administration) Gitta Kulczycki**

1a)
As was mentioned, the cost savings provided in the Interim Report of the Academic Restructuring Working Group are estimates to guide comparisons between different scenarios and approaches. The data and analysis underpinning these estimates are outlined on pages 15-19 of the report. Some elaboration of this will be provided to GFC. After we have heard feedback from the community on the scenarios, more precise cost analyses will be done and these will be shared with the community as the process continues and proposals are refined.

1b)
The approximately $120M savings objective stems from the anticipated $216M cuts to our government grant by 2022 offset by an estimated $90M in increased revenue from tuition and enrollment increases. Our plan is to achieve these savings through both academic and administrative restructuring. If we are not successful in this, then frontline teaching, research and student supports will be impacted. Academic restructuring and SET take different approaches to reducing our costs but because both in part seek to reduce our administrative spending, there is some overlap in the anticipated benefits. It won't be as simple as adding the numbers from the two strategies because of that overlap. One way to look at it is that academic restructuring provides a springboard for SET. The farther we can go with the former, the easier

it will be to achieve our goals through the latter and the better we can ultimately serve our internal stakeholders.

**Question from GFC Elected Faculty Member Carolyn Sale on communications with the Provincial Government regarding the effects of funding cuts**

In 2019, in the face of the in-year budget cuts for 2019-20, then President Turpin and Provost Dew informed the General Faculties Council that we were not to be concerned as other universities do fine with less. Could President Flanagan and Provost Dew please describe the position(s) taken by the senior administration with the Kenney government on the University's financial situation since the government was elected?

Specifically, has any member of the senior administration indicated at any time that the government's cuts to funding to the University will have a serious negative impact on the ability of the university to fulfill its mission of educating students and advancing knowledge? If so, was this in correspondence or expressed verbally?

And what if anything has been said to the provincial government subsequently in response to indications that there may be further cuts?

**Question from GFC Graduate Student Member Adekunle Mofolasayo on internet access for instructors**

Given the present circumstances in which many instructions have been transferred to online (to improve students experience), what are the plans that the university have in place to ensure that instructors have reliable high-speed internet to ensure smooth delivery of lecture?

Are we considering getting a high-speed internet for instructors? or
Are we considering the provision of high-speed internet allowance for instructors?

**Response from Wayne Patterson, Vice-Provost and Associate Vice-President (Human Resources)**

COVID-19 has resulted in extraordinary impact on our institution, including our instructors. We acknowledge that impact and are deeply appreciative for the efforts of all of our faculty and staff to make the necessary transitions to ensure that we continue to provide a high-quality learning environment.

Funding reimbursement for common household expenses (ie telephone, internet, furniture, etc) is not available except in special circumstances (ie required for accommodation), though the Professional Expense Reimbursement benefit available to academic staff may be used for some expenses, including internet services. While there are no plans underway to provide high-speed internet service or a high-speed internet allowance to instructors, employees can access a number of resources to ensure that they can work productively in a remote environment. For example, a number of touch-down spaces have been established on our campuses that allow for physical distancing and access to suitable equipment and resources. We encourage instructors to work with their Chairs and Deans on the resources that are available to assist them.

**Question from GFC Elected Faculty Member Carolyn Sale on closed sessions for GFC Committees**

It appears from the agenda for the last meeting of the Academic Planning Committee that at least one of the committees that acts under delegated authority from the General Faculties Council employs "closed sessions" when conducting its business. Where is the governance document that shows the General Faculties Council giving its committees the authority to conduct any of their business in "closed session"?

**Response from University Governance**

GFC's Meeting Procedural Rules were approved by GFC on April 21, 2017 to govern the meetings of GFC and its standing committees. Section 4.1 of this document reads as follows:

> From time to time, GFC or its committees may hold meetings or portions of meetings as closed meetings; at that point, proceedings will be confidential and all nonmembers, except those specifically invited, will be asked to withdraw.

The GFC Academic Planning Committee has occasionally used closed sessions to discuss sensitive and confidential material related to its mandate. No decisions have been made with delegated authority in APC's closed sessions.

**Question from GFC Elected Faculty Member Carolyn Sale on Global TV Story**

The President's Report in the meeting materials for GFC's meeting on Monday, 28 September 2020 declares that no decisions have yet been taken in regard to the academic restructuring models. On 19 September 2020, however, Global TV reported that the "UofA for Tomorrow" plan "includes an administrative and academic restructuring, with a proposal to reduce the number of faculties from 18 to nine." There are currently three models before the University community for its consideration, none of which reduces the number of faculties from 18 to nine. Could the President please clarify what Global TV was referring to?

Link for Global TV story:
https://globalnews.ca/news/7342288/new-u-of-a-president-restructure-plan-bill-flanagan/

**Response from President and Vice-Chancellor, Bill Flanagan**

We do not know how Global TV came to that conclusion. As you noted, the reporter's conclusion is an inaccurate assessment of the interim report scenarios.

**Question from GFC Elected Faculty Member Carolyn Sale on Contract with Hathi Trust**

In the spring, President Turpin informed the General Faculties Council that there was no major decision or policy for GFC to set in regard to COVID-19 decisions about academic affairs that might be taken over the course of the summer. There were instead, he said, ten thousand little decisions to be taken by Deans and others.

A very significant decision was taken in the summer when the University signed a contract with the Hathi Trust for temporary, emergency access to its digital collection.

Under this contract, members of the University of Alberta community are not permitted to have access to books on our library shelves if the book is available in digitized form on the Hathi Trust database. The fact that some members of the University community might need access to the actual books appears not to have been taken into consideration in the signing of this contract. This is a particular issue for those members who may need books on our shelves on an Accommodation basis.

1.
Is the contract that the University has signed with the Hathi Trust publicly available? If the contract is not publicly available, could the contract please be made available to the General Faculties Council as soon as possible? Under section 26(1)(k) of the *Postsecondary Learning Act*, the General Faculties Council has the authority to "make rules and regulations for the management and operation of libraries."

2.
How much is this access to the Hathi Trust database costing the Library, if anything?

3.
What is the Library doing to end our dependence on this contract, which affects our scholars' access to University of Alberta books?

Item No. 12

General Faculties Council Standing Committee Report

*Amended Item 10*

**GFC Academic Planning Committee**

1. Since last reporting to GFC, the Academic Planning Committee met on June 24, September 9, and September 23, 2020. The September 23 meeting will be included in the next report to GFC.

2. <u>Items Approved with Delegated Authority from GFC</u>
***June 24***
- Proposed Centre for Criminological Research (CCR)
- Proposed Substantives Changes to the Préposé aux soins de santé (Heath Care Aide - HCA) Certificate Program offered by the Centre collegial de l'Alberta, Faculté Saint-Jean

3. <u>Items Recommended to the Board of Governors</u>
***June 24***
- Proposed Suspension of the Sport Coaching Major in the Bachelor of Kinesiology Program, Faculty of Kinesiology, Sport, and Recreation
***September 9***
- Proposed Suspension of Bachelor of Arts Majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and Bachelor of Science Majors in Mathematics and Physics, and Psychology, Augustana Faculty
- Proposal for the Termination of the Bachelor of Education, Adult Education Route

4. <u>Items Discussed</u>
***June 24***
- University of Alberta Tomorrow (UAT)
- Budget Update (Standing Item)
- Alberta Post-Secondary System Review - Closed Session
***September 9***
- GFC Committee Orientation
- Academic Restructuring and Service Excellence Transformation Update
- Academic Restructuring - Closed Session
- Budget Update (Standing Item)

Terms of reference and records of meetings for this committee can be found at:
*https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC*

Submitted by:
Steven Dew, Chair
GFC Academic Planning Committee

Item No. 13

General Faculties Council Standing Committee Report        *Amended Item 11*

**GFC Academic Standards Committee**

1. Since last reporting to GFC, the Academic Standards Committee met for its final meeting on June 25, 2020. The committee was disbanded effective September 1, 2020.

2. Items Approved with Delegated Authority from GFC

   - Transfer Credit Approvals for June 2020, Office of the Registrar
   - Transfer Credit Agreement for Vancouver Island University, Faculty of Engineering and Office of the Registrar
   - Proposed Changes to Admission Requirements for the BA in Environmental Studies, Faculty of Agricultural, Life and Environmental Sciences
   - Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Philosophy, Faculty of Arts, and Faculty of Graduate Studies and Research
   - Proposed Changes to Admission Requirements for the BA in Environmental Studies, Faculty of Arts
   - Proposed Changes to Admission Requirements for the Faculty of Law
   - Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Faculty of Business, Faculty of Business and Faculty of Graduate Studies and Research
   - Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Linguistics, Faculty of Arts and Faculty of Graduate Studies and Research
   - Proposed Changes to the University of Alberta Policies and Procedures Online (UAPPOL) Transfer Credit Articulation Procedure
   - Proposed Graduate Certificate in Adapted Physical Activity, Faculty of Graduate Studies and Research, and Faculty of Kinesiology, Sport, and Recreation
   - Proposals for a Non-Credit Diploma in Professional Leadership and Management, and Non-Credit Certificates in Professional Leadership, Safety and Risk Management, and Technical Management

3. Items Recommended to the Academic Planning Committee

   - Proposed Suspension of Bachelor of Arts Majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and Bachelor of Science Majors in Mathematics and Physics, and Psychology, Augustana Faculty
   - Proposal for the Termination of the Bachelor of Education, Adult Education Route

4. Items Discussed

   - External Programs for Review and Programs in Progress on Campus (Standing Item)

Item No. 13

Terms of reference and records of meetings for this committee can be found at:
*https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_ASC*

Submitted by:
Tammy Hopper, Chair
GFC Academic Standards Committee

Item No. 14

General Faculties Council Standing Committee Report          *Amended Item 12*

### GFC Programs Committee

1. The GFC Programs Committee met for the first time on September 17, 2020. The committee was established effective September 1, 2020.

2. Items Approved with Delegated Authority from GFC

   - Block Transfer Credit Updates for SAIT Programs, Office of the Registrar
   - Block Transfer Credit Updates for Northern Lights College Arts and Sciences Program, Office of the Registrar
   - Application Deadlines for Graduate Programs in the Department of Paediatrics, Faculty of Medicine and Dentistry and Faculty of Graduate Studies and Research
   - Proposed Direct Entry from High School to the Bachelor of Commerce (BCom) Degree Program, Faculty of Business (Entrance Requirements and Academic Standing Regulations)
   - Proposed New Course Designator, BIOPH (Biophysics), Faculty of Science

3. Items Recommended to the Academic Planning Committee

   - Proposed Direct Entry from High School to the Bachelor of Commerce (BCom) Degree Program, Faculty of Business (Program Changes)

4. Items Discussed

   - GFC Committee Orientation
   - Duolingo English Test: Extension of Short-term Use
   - External Programs for Review and Programs in Progress on Campus (Standing Item)

Terms of reference and records of meetings for this committee can be found at:
https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC

Submitted by:
Tammy Hopper, Chair
GFC Programs Committee

**UNIVERSITY OF ALBERTA**
UNIVERSITY GOVERNANCE

July 23, 2020

[CIRCULATION BY EMAIL]

### Report of the GFC Nominating Committee (NC)

By means of the *"GFC NC Report to GFC"*, the NC brings forward the name of a candidate recommended to fill a committee/panel membership position <u>for acceptance by GFC</u>, as final approver of all appointments to its Committees/university-level Appeal Bodies.

Upon receipt and consideration of an NC Report *(sent electronically)*, a GFC member has the opportunity to submit an additional nomination. For more details, please view [here].

Related Links:

Membership Replenishment Procedures

Current NC Reports to GFC

Previous NC Reports to GFC

For details associated with GFC and GFC Standing Committees Terms of References, please visit the University Governance "Member Zone". For judiciary governance details, please visit: University-level Appeal Bodies.

---

**The current nomination period ends at 12:00 pm (Noon) on Friday, July 31, 2020.**

Upon conclusion, with no additional names received, the "NC Report of July 23 2020" is considered <u>as approved</u>. The recommended candidates (put forward by the NC) <u>are declared as elected</u>.

*PLEASE REFER TO THE ATTACHED RECOMMENDATIONS THAT SUPPORT THE*
<u>*ANNUAL MEMBERSHIP REPLENISHMENT*</u> *PROCESS HELD BY THE NC.*

---

**REPLENISHMENT OF GFC STANDING COMMITTEES AND OTHER BODIES REQUIRING REPRESENTATION FROM THE UNIVERSITY COMMUNITY**

**Committee Mandate and Role:** The Nominating Committee (NC) is a standing committee of GFC responsible for recommending individuals to serve on GFC standing committees and other bodies requiring representation from GFC or the University community. In putting forward its recommendations, the Committee will ensure the best possible match between prospective members and the committees to which they are nominated, and ensure the broadest possible base of representation and diversity.

- *Student Terms may run annually (May through April) / Staff Terms may run up to a maximum of 3 years (July through June).*
- *New terms become effectively immediately upon approval by GFC.*

| COMMITTEE MEMBERSHIP REPRESENTATION (in accordance with the Terms Of Reference) | | | RECOMMENDATION BY GFC NC | | MEMBERSHIP TERM OF OFFICE | |
|---|---|---|---|---|---|---|
| **Vacancy** | **Selection Criteria** | **Category** | **Name of Candidate** | **Faculty/Office** | **Start** | **End** |
| **GFC Academic Planning Committee** (TofR) – NC Recommends To Fill the Following (3) Vacancies: | | | | | | |
| One (1) | Non-Academic Staff (S1.0) | from at-Large | Shannon Erichsen | Medicine and Dentistry | upon approval | 30-June-2023 |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | GFC Member | Kisha Supernant | Arts | upon approval | 30-June-2022 |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | from at-Large | Sheena Wilson | Campus Saint-Jean | upon approval | 30-June-2023 |
| **GFC Committee on the Learning Environment** (TofR) – NC Recommends to fill the following (4) vacancies: | | | | | | |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | GFC Member | Cheryl Poth | Education | upon approval | 30-June-2023 |
| One (1) | Librarian | GFC Member | Janice Kung | Libraries and Museums | upon approval | 30-June-2021 |
| One (1) | Academic Teaching Staff (A2.1, A2.2) | from at-Large | Benjamin Cheung | Engineering | upon approval | 30-June-2023 |
| One (1) | Graduate Student | GFC Member | Simran Ghoman | Graduate Studies and Research | upon approval | 30-April-2021 |
| **Council on Student Affairs** (TofR) **– NC Recommends to fill the following (5) vacancies:** | | | | | | |
| Four (4) | Undergraduate Students | GFC Member | Chris Beasley | Arts | upon approval | 30-April-2021 |
| | | | Katie Kidd | Education | upon approval | 30-April-2021 |
| | | | Simran Dhillon | Science | upon approval | 30-April-2021 |
| | | | Karl Buchanon | Law | upon approval | 30-April-2021 |
| One (1) | Graduate Student | GFC Member | Paramita Basu | Graduate Studies and Research | upon approval | 30-April-2021 |

| COMMITTEE MEMBERSHIP REPRESENTATION (in accordance with the Terms Of Reference) | | | RECOMMENDATION BY GFC NC | | MEMBERSHIP TERM OF OFFICE | |
|---|---|---|---|---|---|---|
| Vacancy | Selection Criteria | Category | Name of Candidate | Faculty/Office | Start | End |
| **GFC Executive Committee** (TofR) – NC Recommends To Fill the Following (1) Vacancy: | | | | | | |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | GFC Member | Anastasia Elias | Engineering | upon approval | 30-June-2022 |
| **GFC Facilities Development Committee** (TofR) – **NC Recommends To Fill the Following (2) Vacancies** | | | | | | |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | from at-Large | John Seubert | Pharmacy/Pharmaceutical Sciences | upon approval | 30-June-2023 |
| One (1) | Undergraduate Student | GFC Member | Chris Beasley | Arts | upon approval | 30-April-2021 |
| **GFC Nominating Committee** (TofR) – NC Recommends To Fill the Following (3) Vacancies: | | | | | | |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | GFC Member | Bill Foster | Augustana | upon approval | 30-June-2023 |
| One (1) | Non-Academic Staff (S1.0) | GFC Member | Andrei Tabirca | Arts | upon approval | 30-June-2021 |
| One (1) | Undergraduate Student | GFC Member | Talia Dixon | Arts | upon approval | 30-April-2021 |
| **GFC Programs Committee** (TofR – newly approved by GFC May 25,2020) – NC Recommends to fill the following (3) vacancies: | | | | | | |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | from at-Large | Christopher Sturdy | Science | 01-Sept-2020 | 30-June-2023 |
| Two (2) | Staff (A1.0, A2.0/ S1.0, S2.0) | from at-Large | Heather Seyl Miyashita | U of A International | 01-Sept-2020 | 30-June-2023 |
| | | | Hanne Pearce | Libraries and Museums | 01-Sept-2020 | 30-June-2023 |
| **Student Conduct Policy Committee** (TofR) – NC Recommends to fill the following (2) vacancies: | | | | | | |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | from at-Large | Judith (Jude) Spiers | Nursing | upon approval | 30-June-2023 |
| One (1) | Undergraduate Student | GFC Member | Karl Buchanon | Law | upon approval | 30-April-2021 |
| **University Teaching Awards Committee** (TofR) – NC Recommends to fill the following (4) vacancies: | | | | | | |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | From GFC | Jason Acker | Medicine and Dentistry | upon approval | 30-June-2022 |
| Two (2) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | from at-Large | Zengtao Chen | Engineering | upon approval | 30-June-2023 |
| | | | Sandeep Mohapatra | Agricultural, Life and Environmental Sciences | upon approval | 30-June-2023 |
| One (1) | Academic Teaching Staff (ATS A2.0) | from at-Large | Benjamin Cheung | Engineering | upon approval | 30-June-2023 |

| COMMITTEE MEMBERSHIP REPRESENTATION (in accordance with the Terms Of Reference) | | | RECOMMENDATION BY GFC NC | | MEMBERSHIP TERM OF OFFICE | |
|---|---|---|---|---|---|---|
| Vacancy(s) | Selection Criteria | Category | Name of Candidate | Faculty/Office | Start | End |
| **UNIVERSITY-LEVEL APPEAL BODIES (Policies, Codes):** | | | | | | |
| **Academic Appeals Committee (Panel of Faculty)** – NC Recommends to fill the following (2) vacancies: | | | | | | |
| Two (2) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | from at-Large | Vera Mazurak | Agricultural, Life and Environmental Sciences | upon approval | 30-June-2023 |
| | | | John-Paul Zonneveld | Science | upon approval | 30-June-2023 |
| **Academic Appeals Committee (Panel of Chairs)** – NC Recommends to fill the following (4) vacancies | | | | | | |
| Four (4) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | from at-Large | Marc de Montigny | Campus Saint-Jean | upon approval | 30-June-2023 |
| | | | Gabriel Hanna | Science | upon approval | 30-June-2023 |
| | | | Lakshmi Puttagunta | Medicine and Dentistry | upon approval | 30-June-2023 |
| | | | Donna Vine | Agricultural, Life and Environmental Sciences | upon approval | 30-June-2023 |
| **University Appeal Board ( Panel of Chairs)** - NC Recommends to fill the following (1) vacancy: | | | | | | |
| One (1) | Academic Staff (A1.0) | from at-Large | Marie-Eve Morin | Arts | upon approval | 30-June-2023 |

| COMMITTEE MEMBERSHIP REPRESENTATION (in accordance with the Terms Of Reference) | | | RECOMMENDATION BY GFC NC | | MEMBERSHIP TERM OF OFFICE | |
|---|---|---|---|---|---|---|
| Vacancy(s) | Selection Criteria | Category | Name of Candidate | Faculty/Office | Start | End |
| **OTHER UNIVERSITY COMMITTEES:** | | | | | | |
| **Department Chair Selection Committees (Panel of Faculty) in UAPPOL** – NC Recommends to fill the following (5) vacancies: | | | | | | |
| Five (5) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | from at-Large | Lawrence Cheung | Medicine and Dentistry | upon approval | 30-June-2023 |
| | | | Odile Cisneros | Arts | upon approval | 30-June-2023 |
| | | | Hossein Rouhani | Engineering | upon approval | 30-June-2023 |
| | | | Christopher Sturdy | Science | upon approval | 30-June-2023 |
| | | | Micah True | Arts | upon approval | 30-June-2023 |

| COMMITTEE MEMBERSHIP REPRESENTATION (in accordance with the Terms Of Reference) | | | RECOMMENDATION BY GFC NC | | MEMBERSHIP TERM OF OFFICE | |
|---|---|---|---|---|---|---|
| Vacancy(s) | Selection Criteria | Category | Name of Candidate | Faculty/Office | Start | End |
| **Faculty of Extension: Faculty Council (External Member)** – NC Recommends to fill the following (2) vacancies: | | | | | | |
| Two (2) | Academic (A1.0) exclusive of Extension | from at-Large | Daniel Alessi | Science | upon approval | 30-June-2023 |
| | | | Odile Cisneros | Arts | upon approval | 30-June-2023 |
| **University of Alberta Senate** (TofR) – NC Recommends to fill the following (1) vacancy: | | | | | | |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | GFC Member | Bill Foster | Augustana | upon approval | 30-June-2023 |


| COMMITTEE MEMBERSHIP REPRESENTATION (in accordance with the Terms Of Reference) | | | RECOMMENDATION BY GFC NC | | MEMBERSHIP TERM OF OFFICE | |
|---|---|---|---|---|---|---|
| Vacancy(s) | Selection Criteria | Category | Name of Candidate | Faculty/Office | Start | End |
| **Centre for Teaching and Learning / Advisory Committees** (Awards for Faculty/Teaching Excellence): | | | | | | |
| • **Henry Marshall Tory Chair** – NC Recommends to fill the following (1) vacancy: | | | | | | |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | from at-Large | Sheena Wilson | Campus Saint-Jean | upon approval | 30-June-2022 |
| • **U of A Distinguished Professor** – NC Recommends to fill the following (1) vacancy: | | | | | | |
| One (1) | Academic Staff (A1.1, A1.5/A1.6, A1.7) | from at-Large | Micah True | Arts | upon approval | 30-June-2022 |

**UNIVERSITY OF ALBERTA**
**UNIVERSITY GOVERNANCE**

*Amended Item 14*    **Item No. 16**

**BOARD OF GOVERNORS**
REPORT TO THE GENERAL FACULTIES COUNCIL

FOR THE GFC MEETING OF SEPTEMBER 28, 2020

The Board of Governors held a special meeting on May 25, 2020 dedicated to the annual financial statements. At the meeting, as recommended by the Board Audit Committee, the Board approved the Audited Financial Statements for the year ended March 31, 2020.

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on June 19, 2020:

## REPORT OF THE CHAIR

The Board Chair acknowledged President Turpin and his spouse, Suromitra Sanatani, for their commitment to the university over the past five years, especially with regard to equity, diversity, and inclusivity; recruitment; donor and community support; student financial aid; research funding; governance transformation; and government and system relations. She presented President Turpin with a brick from the Dentistry and Pharmacy building, as a reminder of his contributions to the future of the university.

## REPORT OF THE PRESIDENT

President Turpin provided a written report on his activities since May 8, 2020, including updates on the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, Dr Turpin provided verbal remarks on the university's first virtual convocation and Chancellor installation; National Aboriginal Day and the success of the Faculty of Native Studies' massive open online course (MOOC) *Indigenous Canada*. At his request, Andrew Sharman, Vice-President (Facilities and Operations) briefed the Board on fall planning with regard to COVID-19, including an update on proposals to hold in-person classes; the launch of the *Campus Life* web hub with information for students and instructors; and the Environment, Health and Safety e-safety course for staff returning to campus.

President Turpin also provided his final annual written report on *For the Public Good*; an update on the University of Alberta's progress towards its strategic plan.

## DISCUSSION ITEMS

The Board received a brief update on the 2020-2021 budget from Gitta Kulczycki, Vice-President (Finance and Administration).

The Board received an Academic Restructuring update, including the Objectives and Principles of the Academic Restructuring Working Group. President-Elect Flanagan provided an update on the University of Alberta for Tomorrow transformation initiative, including consultations and why change is needed. The Board discussed the risks of a comprehensive transformation and a communications strategy, including position disruptions and the non-financial benefits of change.

The Board discussed the Board Investment Committee Annual Report with David Lawson, Chair of the Board Investment Committee. Board members received an overview of the endowment's performance over the past year and discussed the recovery of the markets since March 31, 2020.

## BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of the Finance and Property Committee and the General Faculties Council Academic Planning Committee, the Board of Governors approved tuition fees to take effect for the Fall 2021 intake of new international students.

On the recommendation of the Finance and Property Committee and General Faculties Council Facilities Development Committee, the Board of Governors approved the removal of Michener Park (Section 6.3) from the Long Range Development Plan 2002.

On the recommendation of the Finance and Property Committee, the Board of Governors approved the proposed changes to the Committee's Terms of Reference.

On the recommendation of the Finance and Property Committee, the Board of Governors approved, on terms and conditions acceptable to the Vice-President (Facilities and Operations), the disposition of:

- real property known as Lot 84, located at 8327 112 Street, Edmonton, Alberta, and make an application to the Minister of Infrastructure for the required approval in the form of a Ministerial Order for the granting of the disposition;

- real property known as Ronning House, located at 4606 49 Street, Camrose, Alberta, and make an application to the Minister of Infrastructure for the required approval in the form of a Ministerial Order for the granting of the disposition; and

- real property located at 407, 5419 49 Avenue, Camrose, Alberta.

On the recommendation of the Human Resources and Compensation Committee, the Board approved the amended Recruitment and Selection of Employees Policy Suite.

## INFORMATION REPORTS

- Report of the Audit and Risk Committee
  - o Annual Review: Board Audit and Risk Committee Terms of Reference
  - o University of Alberta Annual Report 2019-2020 (without financials)

- Report of the Finance and Property Committee
  - o Appointment of Vice-Chair of the Board Finance and Property Committee
  - o Project Management Office - Quarterly Status Report (Fourth Quarter 2019-2020 – 01 January to 31 March, 2020)
  - o Budget Briefing
  - o COVID-19 Update

- Report of the Governance Committee
  - o Ongoing Opportunities for Board Member Development
  - o Draft Guidelines: In Camera Sessions
  - o Annual Review: Board committee mandates and delegations
    - • Committee Composition Frameworks Development of Board By-Laws – Initial Discussions
  - o Annual Review: Board Governance Committee Terms of Reference
  - o Report on *For the Public Good*

- Report of the Human Resources and Compensation Committee
  - o Employee/Labour Relations Formal Dispute Summary
  - o Annual Review: Board Human Resources and Compensation Committee Terms of Reference

- Report of the Investment Committee
  - o Portfolio Compliance – March 31, 2020
  - o University 2020/21 Institutional Risks – Update
  - o Portfolio Performance & Risk – March 31, 2020
  - o Unitized Endowment Pool (UEP) Asset Allocation Study
  - o Unitized Endowment Pool (UEP) Strategy Progress Report
  - o Non-Endowed Investment Pool (NEIP) Strategy Progress Report
  - o New Committee Member Short List
  - o Investment and Treasury Team's Compensation Structure

- Report of the Learning Research, and Student Experience Committee
  - o Equity, Diversity, Inclusion (EDI) Progress Report
  - o Graduate Enrolment Report
  - o International Strategy Implementation Plan
  - o Canadian Graduate and Professional Student Survey Results
  - o Non-Credit Credential Framework
  - o Board Learning, Research and Student Experience Committee Terms of Reference

- o COVID-19 (Looking Back)
  - • Roundtable: Academic Response to COVID-19 Debrief
- o COVID-19 (The Way Forward)
  - • Research
  - • Academic Planning
  - • Student Impacts
- o Report from the Vice-President (Research and Innovation)
- o Report from the Provost and Vice-President (Academic)
- o Report from the Vice-Provost and Dean of Students

- • Report of the Reputation and Public Affairs Committee
  - o Portfolio Highlights
  - o Presidential Transition Update
  - o Senate Update
    - • COVID-19 impacts on convocation
  - o Board Reputation and Public Affairs Committee Terms of Reference

The Board also received reports from the Chancellor, Alumni Association, Students' Union, Graduate Students' Association, Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

---

Prepared for: Dilini Vethanayagam
GFC Representative on the Board of Governors; and

Katherine Binhammer
Past GFC Representative on the Board of Governors

By: Erin Plume
Assistant Board Secretary

*Please note: official minutes from the open session of the June 19, 2020 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its October 16, 2020 meeting: https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes.*

*Amended Item 17*
**Heather Richholt <richholt@ualberta.ca>**

# [FOLLOW-UP] General Faculties Council - June 22, 2020

**Yimmie Sonuga** <yimmie.sonuga@ualberta.ca>                    24 June 2020 at 09:18
Cc: Heather Richholt <richholt@ualberta.ca>

Dear General Faculties Council (GFC) Members,

I trust this note finds you safe and well.

*GFC Posting Notifications*

Please be aware that:

- The June 22, 2020 Motions and Final Document Summary has been publicly posted here;
  - The document includes reference to Item 10 - Document Submitted by GFC Member.
- The U of A for Tomorrow presentation has been publicly posted here.

*Additional Information from Vice-Provost (Library and Museums) and Chief Librarian Dr. Dale Askey*

- An FAQ on the closure of the Coutts Library can be found here;
- A public document that both the Planning Oversight Committee and the senior administration have reviewed can be found here;
- The announcement of the curbside service for collections and general instructions for using it can be found here;
- An infographic underscoring the breath of the online presence before and during the pandemic can be found here.

As always, please do not hesitate to reach out should you have any questions.

With thanks and kind regards,

Yimmie


--
**Yimmie Sonuga B.Com., LL.B.** | Pronouns: She/Her
**General Faculties Council (GFC) Secretary and Manager of GFC Services**
*Working Remotely*
University of Alberta | University Governance
3-04 South Academic Building (SAB) Edmonton, AB
| Canada | T6G 2G7
Tel: 780.492.4733 | yimmie.sonuga@ualberta.ca
**University Governance** | www.governance.ualberta.ca

*The University of Alberta respectfully acknowledges we are situated on ⊲ᒉᐏᑲᒉᐣᐸ·ᐣᑲᐦᐃᑲᐤ (Amiskwacîwâskahikan) Treaty 6 territory, traditional lands of First Nations and Métis people.*

Dear Members of the Board of Governors and General Faculties Council,

I write today to inform you of recent changes to the leadership structure of University Governance. To streamline functions and achieve cost-savings, the role of University Secretary and General Counsel will be merged into one. Brad Hamdon will step into this new joint role effective immediately. Brad came to the University of Alberta in 2004 as the university's first general counsel and has since then developed an office that addresses the unique legal needs of a university. In addition to managing all of the legal affairs of the university and overseeing the privacy and records management functions, Brad has provided frequent advice on governance issues. In 2017, he obtained his director designation (ICD.D) from the Institute of Corporate Directors, Canada's leading national education program on governance effectiveness.

With this change, the current role of University Secretary has been eliminated, and with regret, I announce that Marion Haggarty-France is no longer with the U of A. I know that Marion will be missed by many, most especially members of the Board of Governors and General Faculties Council. Marion has served the U of A in various roles since 1996. As University Secretary, she has worked with five Board Chairs and two presidents, playing an important role on recent reviews of GFC and Board committees and sub-committees and building more effective operation and administration of the university's collegial, bicameral system of governance. A passionate advocate for the United Way, she also served as co-chair of the university's campaign from 2016 to 2018.

I want to thank Marion for her dedication and service to the university. We will continue to build on her many contributions. Strong, effective and collegial governance at the U of A will be essential as we make decisions on academic and administrative restructuring in the months ahead.

Bill Flanagan
President and Vice-Chancellor

**UNIVERSITY OF ALBERTA**

**Kate Peters <peters3@ualberta.ca>**

# Welcome to General Faculties Council!
1 message

**Heather Richholt** <ugovgfc@ualberta.ca>                                        4 September 2020 at 11:00

**To New and Returning Members of General Faculties Council (GFC):**

We are pleased to welcome you to GFC for the 2020-2021 academic year. This message includes some key upcoming dates, resources for members, and important information about service on committees.

If you have any questions, please do not hesitate to contact us.

Sincerely,

**Kate Peters**, GFC Secretary and Manager of GFC Services
kate.peters@ualberta.ca

**Heather Richholt**, Assistant Secretary to GFC
heather.richholt@ualberta.ca

**Important Dates:**

**GFC MEMBER ORIENTATION**
- Chair of GFC, President and Vice Chancellor, Bill Flanagan is pleased to invite you to a **formal orientation session** for new and returning members of GFC at 2:00 p.m. on **Monday, September 21, 2020** via Zoom. A calendar invitation with connection details will be sent to all members.

**UPCOMING GFC MEETING**
- The **first GFC meeting** of this academic year is scheduled for **Monday, September 28, 2020** at 2:00 p.m. via Zoom. You will receive a calendar invitation with connection instructions and an email notification once meeting materials are available. GFC dates for 2020-2021 can be found here.

**GOVERNANCE TECHNOLOGY "LUNCH & LEARN"**
- A University **Governance Technology Lunch and Learn** will be held for members of GFC on **Tuesday, September 23, 2020** from 12:00 to 12:50. Test your Zoom platform and connectivity, try remote voting, raising your hand and taking the floor.
- **RSVP:** Fill out the **Google Form** to indicate your interest in participating.

**Key Resources:**
- A **GFC and Committee Member Guidebook** has been developed to give you a general overview of how academic governance works and what you need to know to be a valuable participant in the governance system.
- The Guidebook gives an overview of the work of the committees, and further details including agendas and meeting materials can be found here in the GFC member zone.

**Current Vacancies on 2020-21 GFC Committees**
**Student and Staff Opportunities to Serve:** There are still opportunities available for membership on GFC Committees. Please consult the list of current vacancies.
MORE DETAILS/Contact **Ann Hodgson**, Coordinator to the GFC Nominating Committee at ann.hodgson@ualberta.ca

**University Governance** | www.governance.ualberta.ca