Monday, December 07, 2020
Zoom Virtual Meeting
2:00 PM - 5:00 PM

OPENING SESSION 2:00 – 2:10 p.m.

1.   Approval of the Agenda   Bill Flanagan

2.   Comments from the Chair (no documents)   Bill Flanagan

ACTION ITEMS 2:10 – 5:00 p.m.

3.   Academic Restructuring Proposal   Steven Dew

       Motion 1: To Recommend Board of Governors Approval
       Motion 2: To Recommend Board of Governors Approval
       Motion 3: To Recommend Board of Governors Approval

INFORMATION REPORTS

4.   COVID-19 Governance Decision Tracker

5.   Information Forwarded to GFC Members Between Meetings
              A. For distribution on behalf of APC - Invisible College Model
              B. Communication on Academic Restructuring

CLOSING SESSION

6.   Adjournment   Bill Flanagan
       - Next Meeting of General Faculties Council: January 25, 2021

Presenter(s):

Bill Flanagan   President and Vice-Chancellor, University of Alberta

Steven Dew   Provost and Vice-President (Academic)

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

Revised-Item No. 3

Governance Executive Summary
Action Item

Agenda Title	Academic Restructuring Proposal

Motions

Motion 1: THAT General Faculties Council recommend that the Board of Governors approve a college model as defined in the Executive Summary below.

Revised Motion 2: THAT General Faculties Council recommend that the Board of Governors approve an administrative structure for the college model that requires:
- each College be led by a Dean, an academic administrator reporting to the Provost, who is responsible for the administration of the College and fostering interdisciplinary teaching and research within the College; for the first two years one of the Academic Deans from the Faculties within the College will be seconded to serve as the Dean of the College with their Academic Dean role filled on an acting basis;
- each Faculty be led by an Academic Dean, an academic administrator reporting to the Dean of the College, responsible for all matters relating to the academic programming of the Faculty including control of the Faculty budget; and that
- after two years, the President shall undertake a review of the Dean role and report to the Board of Governors and GFC on the question of how future Deans should be selected and whether this leadership role is serving the purpose of maintaining a high level of service with the College, fostering administrative efficiencies and interdisciplinary research and teaching, advancing the university's commitment to equity, diversity and inclusion, and reducing overall costs.

Original Motion 2 with tracked changes: THAT General Faculties Council recommend that the Board of Governors approve an administrative structure for the college model that requires:

- each College be led by a~~n Executive~~ Dean, an academic administrator reporting to the Provost, who is responsible for the administration of the College and fostering interdisciplinary teaching and research within the College; for the first two years one of the Academic Deans from the Faculties within the College will be seconded to serve as the Dean of the College with their Academic Dean role filled on an acting basis;
- each Faculty be led by an Academic Dean, an academic administrator reporting to the ~~Executive~~ Dean of the College, responsible for all matters relating to the academic programming of the Faculty; and that
- after ~~three~~ two years, the President shall undertake a review of the ~~Executive~~ Dean role and report to the Board of Governors and GFC on the question of how future Deans should be selected and whether this leadership role is serving the purpose of maintaining a high level of service with the College, fostering administrative efficiencies and interdisciplinary research and teaching, advancing the university's commitment to equity, diversity and inclusion, and reducing overall costs.

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<u>Unchanged</u> Alternative proposal to motion 2: Shared Services Model. If moved and seconded by a GFC member, this amendment to motion 2 would then be debated by GFC:

Possible Motion 2b: That General Faculties Council recommend that the Board of Governors approve an administrative structure for the college model that requires:
- each College be supported by ~~an Executive Dean~~ *a College Manager* who ~~reports to the Provost and~~ is responsible for the administration of the College and *reports collectively to the Deans of the College* ~~and fostering interdisciplinary teaching and research within the College~~; and
- each Faculty be led by ~~an Academic~~ Dean who reports to the ~~Executive Dean of the College~~ *Provost* and is responsible for all matters relating to the academic program of the Faculty; and that
- after three years, the President shall undertake a review of the ~~Executive Dean~~ *College Manager* role and report to the Board of Governors and GFC on the question of whether this leadership role is serving the purpose of maintaining a high level of service with the College, fostering administrative efficiencies ~~and interdisciplinary research and teaching~~, advancing the university's commitment to equity, diversity and inclusion, and reducing overall costs.

Motion 3: THAT General Faculties Council recommend that the Board of Governors approve, effective July 1, 2021, the establishment of a:

- College of Health Sciences, composed of the Faculty of Medicine and Dentistry, the Faculty of Rehabilitation Medicine, the Faculty of Pharmacy and Pharmaceutical Sciences, the Faculty of Nursing, the School of Public Health, and the Faculty of Kinesiology, Sport, and Recreation.
- College of Natural and Applied Sciences, composed of the Faculty of Science, the Faculty of Engineering, and the Faculty of Agriculture, Life and Environmental Sciences.
- College of Social Science and Humanities, composed of the Faculty of Arts, Faculty of Education, Alberta School of Business, and Faculty of Law.

Alternative proposed amendment to motion 3: Establishment of a College of Arts and Science - If moved and seconded by a GFC member, this amendment to motion 1 would then be debated by GFC:

Possible Motion 3b: THAT General Faculties Council recommend that the Board of Governors approve, effective July 1, 2021, the establishment of a:

- College of Health Sciences, composed of the Faculty of Medicine and Dentistry, the Faculty of Rehabilitation Medicine, the Faculty of Pharmacy and Pharmaceutical Sciences, the Faculty of Nursing, the School of Public Health, and the Faculty of Kinesiology, Sport, and Recreation.
- *College of Professional and Applied Science, composed of the Faculty of Engineering, the Faculty of Agriculture, Life and Environmental Sciences, Faculty of Education, Alberta School of Business, and Faculty of Law.*
- *College of Arts and Science, composed of the Faculty of Arts, and the Faculty of Science.*

Item

Action	☐Approval ☒Recommendation
Proposed by	Steve Dew, Provost and Vice-President (Academic)
Presenter(s)	Steve Dew, Provost and Vice-President (Academic)

Details

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The Academic Planning Committee has endorsed consideration of a college model by General Faculties Council (GFC) with administrative structure and configuration of the colleges to be discussed by GFC. GFC will now consider a series of motions that include consideration of a college model, the administrative structure of that model, and the component faculties within that model.
Executive Summary (*outline the specific item – and remember your audience*)	At the GFC meeting on November 23, more people spoke in favour of a college model than for a hybrid model or fully consolidated model. There was also interest in exploring the idea of creating a College of Arts and Science as one option. There was less agreement about the proposed administrative model for a college, with some favouring a college led by an executive dean and others favouring a shared services model without an executive dean ("invisible college"). At their November 25 meeting, APC agreed to refer to GFC the question of the preferred administrative structure and the details of the academic restructuring model. The committee endorsed the concept of a college model. For the purposes of this discussion, a "college model" is defined as a group of related faculties intended to promote coordination and collaboration between them. At a minimum, the college will provide common administrative services for the faculties in the college, with a view to providing a high level of service at a lower cost. Each faculty remains focused on its respective academic programming and research with minimal administration, and departments support the faculty in delivering the academic functions where disciplinary specialization makes sense. Currently, the sixteen faculties governed by the budget model each generate a stream of revenue. Those streams would continue to be separately calculated and assigned to faculties. Those faculties within colleges would be "taxed" at a common rate to fund any college-level services and initiatives. The remaining net amount is administered by the academic dean. The *Post Secondary Learning Act* indicates that GFC has responsibility over academic affairs of the University, and provides specific authority to recommend on the establishment of faculties, subject to the authority of the Board. Subject to the approval of the Board, GFC may also recommend on matters of interest to the University including the administrative structure that will support the college model.

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	Note that the possible motions for amendments are provided as suggestions only to assist discussion of various options. Any member of GFC may move an amendment to a motion, in accordance with the information provided below in the supplementary notes and context section.
Supplementary Notes and context	*At the November 25, 2020 meeting of APC, the following motion was adopted:* *THAT the GFC Academic Planning Committee endorse the concept of a college model by General Faculties Council (GFC) and refers to GFC the specific question of the content of the college model and its administrative structure.* *The GFC Procedural Rule 8.5 states: Amendments to Motions - A member may make a motion to amend the wording – and within certain limits the meaning – of a pending motion before the pending motion itself is voted upon. The amendment must be germane and cannot be used to introduce a new subject. An amendment is debatable.*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	● 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 ● 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 ● BLRSEC - October 2 ● Deans' Council - October 7 ● APC - October 7 ● CoSA - October 8 ● GFC - October 19 ● Graduate Students' Association - October 19 ● Chairs' Council - October 20 ● Students' Council - October 20 ● Alumni Townhall - October 20 ● Deans' Council - October 21 ● APC- October 21 ● Faculty Roundtables - October 2020 ● Administrative Unit Roundtables - November 2020 ● APC - November 4 ● Deans' Council - November 4 ● Board of Governors - November 9 ● APC - November 16 ● Chairs' Council - November 17 ● Deans' Council - November 18 ● Townhall - November 19 ● GFC - November 23 ● APC - November 25 In addition to the many engagements listed above, the ARWG has also received many written submissions from faculty, students, staff, leadership, alumni, and other members of the community.
Approval Route (Governance) (including meeting dates)	General Faculties Council, December 7th, (for recommendation to the Board of Governors) Board of Governors, December 11th, (for approval)

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 ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety

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	☒ Leadership and Change ☐ Physical Infrastructure	☐ Student Success

Legislative Compliance and jurisdiction	**1) Post-Secondary Learning Act PSLA:**
	- **Section 60(1)** of the *PSLA* states that "The board of a public post-secondary institution shall (a) manage and operate the public post-secondary institution in accordance with its mandate"
	- **Section 26(1)** of the *PLSA* states that "Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to(...):
	  - (l) recommend to the board the establishment of faculties, schools, departments, chairs and programs of study in the university in any subject that the general faculties council thinks fit; (...)
	  - (o) 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"
	- **Section 19(3)** of the *PSLA* further states that "[a] board must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for (...) (e) the establishment of faculties, schools, departments, chairs, programs of study and any other activities the board considers necessary or advantageous."
	2) Academic Planning Committee Terms of Reference
	3) General Faculties Council Terms of Reference
	4) Board of Governors Mandate

Attachments

1. Revised Scenarios of the Academic Restructuring Working Group- College Model Excerpt

Prepared by: Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)

Revised Proposals of the Academic Restructuring Working Group

November 2020

UNIVERSITY OF ALBERTA | U of A for TOMORROW

Table of Contents

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

Introduction

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 has embarked on an intense new period of academic and administrative transformation, called U of A for Tomorrow (UAT). UAT has two pillars: Academic Restructuring (AR) and Service 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. The goal is to drive service improvements and greater efficiency, and ultimately, ensure we have the best end-to-end administrative systems and processes to effectively support our academic mission.

Academic restructuring, by contrast, is about reviewing the organization and roles of U of A's academic units including faculties and departments, and the roles of our academic leaders, and then reimagining the academic structure so that it will better support excellence in teaching, learning, and research over the coming decades.

While differing opinions, perspectives, and analyses have been shared throughout this process, there has been a constant: that is, a shared desire across the community to develop an academic organization supportive of academic excellence in the long term, particularly in the context of the current resource challenges.

Academic restructuring aims to support this shared desire by:

- Enabling us to focus more of our resources on the frontline delivery of our core mission of teaching and research, 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.

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 outstanding academic programs with greater scope for interdisciplinarity, ability to transfer into and between programs, more transparency of offerings, and greater consistency of services and support. At the institutional level, a leaner leadership structure should be more nimble, able to respond to strategic opportunities.

Academic restructuring will be an iterative process. We are currently focused on faculty organization, but departments and cross-disciplinary units will be considered in a future phase. Over the next five to ten years, there will be ongoing opportunities to refine our organization as we continue to evolve in response to changes in the post-secondary education landscape.

Preliminary Proposals

In September 2020, the [Academic Restructuring Working Group (ARWG](#)) released an [Interim Report](#) containing three preliminary restructuring scenarios, which were designed to reflect three distinct approaches to organizational design: **Scenario A** - consolidation of existing units into new faculties; **Scenario B** - consolidation of existing faculties into broader divisions (while leaving the faculties intact within divisions); and **Scenario C** - a hybrid approach combining the two. The report also summarized the ARWG's considerations of the issues, data on comparators from other jurisdictions, and input from initial consultations. The purpose of the Interim Report was to stimulate discussion amongst the university community and focus feedback on the approaches considered by the ARWG.

Consultation with Our Community

Since the release of the Interim Report, President Bill Flanagan and Provost Steven Dew have consulted widely with the faculty, staff, students, alumni, and the wider community on the preliminary scenarios. Feedback and input has been shared regularly with the ARWG for their consideration. The consultation has included:

- GFC (September 28, October 19)
- Academic Planning Committee (September 23, October 7, October 21, November 4)
- Online town halls (September 30, October 6, October 20)
- Online feedback submissions (these include multiple alternative restructuring scenarios, which have been shared publicly on the UAT website)
- 18 roundtable discussions with faculties
- Chairs' Council (September 15, October 20)
- Deans' Council (October 7, October 21, November 4)
- Graduate Students' Association (October 19)
- Students' Union (October 20)
- Council of Student Faculty Associations (October 27)
- Council of Students Affairs (September 10, October 8)
- Formation of an ad hoc advisory group on EDI considerations

Much of this input is reported on the [UAT website](#), but key themes are summarized below.

What We Heard

Members of our community were encouraged to provide feedback on the three preliminary scenarios and invited to offer alternatives. In response, we heard from hundreds of faculty, staff, students, alumni and community members at roundtables and through email and online comments, in addition to discussion in governance bodies, including Academic Planning Committee (APC), General Faculties Council (GFC), and Board of Governors (BG). An extraordinary level of dedication to the U of A and its future was evident throughout these discussions. Over [30 alternative scenarios](#) were submitted for consideration. From all of this input, trends developed which reflect the needs, preferences, and concerns of different faculties, disciplines, and groups across our campuses.

On the divisional model

In the feedback received, there is a large group that favours a divisional model such as represented by Scenario B because it allows faculties to retain their status as faculties, preserving academic autonomy, identity, and history, while also achieving the economies of scale needed to meet our financial challenges. This model tends to be preferred by faculties in which accreditation is critical and connections into professions and professional organizations are essential to their success. A number of variations on Scenario B have been proposed, in many cases suggesting innovative combinations of disciplines which proponents argue are more forward-looking than alignment with the tri-councils.

While there is support for the divisional model, there are also significant concerns about perceived risks involved in creating divisional level academic administrators, led by executive deans. Rather than achieving savings, the concern is that the divisional model will have greater-than-expected costs, increase bureaucracy and result in key leadership roles being too far removed from faculty members. There has also been some skepticism that much of the administrative work currently performed in departments and faculties can be effectively consolidated at the divisional level.

On the consolidation of faculties

There is also a strong contingent in the community that favours a move to greater faculty consolidation, rather than a divisional model, to achieve cost savings. An objective of this contingent is to avoid introducing executive deans. Scenario A as proposed in the Interim Report did follow a faculty consolidation approach, but is recognized by most as not going far enough. As was evident among the alternatives submitted by our community, there are

multiple visions for bringing together our current faculties into larger faculties where there are compatible disciplinary, community, or professional concerns and connections.

On the hybrid model

Not as much interest in Scenario C has been voiced; however, there have been a number of variants suggested by our community on the hybrid model. Support for this model largely stems from the prospect of preserving faculty autonomy and identity where that is critical, while still enabling economies of scale through faculty consolidation or through shared services which would not be led by an executive dean.

On the student experience

Our students were active participants in the consultation process, and expressed concern over what restructuring might mean for the continuity of their academic programs. The university has assured students that restructuring will not impact their ability to complete the programs in which they are currently enrolled.

Students in some areas also expressed strong attachments to the current identity and autonomy of their current faculties, and clearly valued the distinctive experiences offered by our multi-campus environment. Relatedly, students expressed the importance of preserving various faculty-specific student services (e.g., support for co-op or career placement).

Additionally, students expressed the importance of upholding the university's commitments to equity, diversity and inclusivity (EDI) throughout the UAT process.

On equity, diversity and inclusivity (EDI)

We heard from many that EDI should be prioritized in restructuring. Key EDI priorities include:

- Ensuring that units that uniquely serve under-represented communities - particularly the Faculty of Native Studies and Campus Saint-Jean - should retain autonomy and prominence in our organization;
- Ensuring that as we consolidate into fewer, larger academic units, responsibility for EDI is strongly reflected in the resulting leadership structure;
- Working to mitigate the impact of position losses on under-represented groups within the university (note: the university will be releasing its demographic census report in the coming weeks);
- Taking concrete steps to promote diversity within a smaller senior leadership group; and in the next phase, where departments and sub-faculty units are considered, putting

mechanisms in place to ensure that various existing disciplinary groupings are sustained and supported, even if not as stand-alone departments. Likewise, some have indicated that curricular/program simplification might support enhanced access to education for some under-represented groups.

On departments, institutes and other unit types

Although at this stage the ARWG is not yet considering the organization of departments, centres or institutes in this phase of the process, some input on these units has been received. In some cases, members of a particular unit have suggested they might best fit with a different faculty (for example, some members of the dietetic programs within Agriculture, Life & Environmental Sciences felt they might better fit within a new Health Sciences faculty). Likewise, existing faculties have expressed support for remaining together within their existing groupings (e.g., the Faculty of Kinesiology, Sport and Recreation).

Sub-faculty organization will be considered at a later stage of the academic restructuring process.

Three Key Questions Asked

1. **How will the savings be achieved? Can you provide more detail?**

In response to these questions, Provost Dew posted a more detailed financial analysis in the [October 29 UAT weekly update](#), making it available [here](#). To summarize that document, financial efficiencies from academic restructuring stem from a variety of sources, but the primary ones result from economies of scale for providing administrative services and the release of academic capacity from leadership roles. Faculties currently spend $285M on support functions ($145M on operations alone) and $75M on leadership roles. To achieve the UAT goal of reducing expenditures by $127M while maintaining our reducing capacity to teach, research or engage our communities, we must create economies of scale that reduce faculty expenditures in these areas.

Academic restructuring drives economies of scale that work synergistically with SET to achieve administrative efficiencies. The more we can consolidate how administrative services are provided, the more effectively those can be delivered to support the academic mission of the university through the development of specialized and coordinated teams that are able to streamline our processes and automate the transactional aspects. Hence the desire in the scenarios below to provide a structure that can concentrate much of the administrative services

in 3-4 major academic units. While it will be hard to separate the impacts of SET and academic restructuring on reducing our administrative costs, the contribution of economies of scale due to faculty restructuring can be estimated using a power law fit of UofA operations costs data (described in detail in the document linked above).

Academic restructuring also provides opportunities to reduce the more than 300 professors who are currently seconded into academic leadership roles, either through reducing the number of units that require academic leaders or by moving upwards in the organization the level at which the leadership functions are performed. Again, economies of scale and changing processes are essential to reducing the amount of total work required, rather than simply piling the same amount of work onto fewer people. Since the affected professors are not laid off, the savings here are primarily indirect. The university saves money through returning this capacity for teaching and research back to the professoriate but not hiring new professors that would otherwise be needed to sustain our academic outputs as existing professors retire or resign. Annual turnover is ~70 professors per year. Without freeing up this academic capacity, the university will either suffer the net productivity loss of over 100 professors in the next two years, or be forced to hire that many replacement professors at a cost of ~$15M per year.

It is important to note that academic restructuring requires the university to think differently about where in the organization certain academic functions are delivered such as EDI or research leadership or graduate student administration. This could move us from the 'many lone academic leaders' model to one of a smaller number of academic-led professional teams, resulting in reduced need for seconding professors into these roles while still maintaining the function effectiveness. The scenarios presented below do not require this approach, but do make it possible for the university to think differently about how (instead of how much) these functions can be performed in a time of significantly reduced resources.

To see the complete discussion and a full analysis of each of the preliminary scenarios, please review the [document](#).

2. **How will the preliminary scenarios encourage interdisciplinarity and collaboration?**

Increasing interdisciplinary collaborations in both programming and research is a key goal of academic restructuring. By bringing together small units within a larger umbrella, the intent is to remove some current organizational barriers to collaboration, and make it easier to form other structures that bring together educators and researchers from across disciplines - such as cross-disciplinary teams, shared program groups, institutes, or other novel structures. Having individuals or bodies with a mandate to foster collaboration and access to resources to support it will help the university to work better together than it has in the past. While that is the aim,

the ARWG recognizes that reorganizing our faculties will not accomplish these goals on its own. Any new academic structure will also need to promote new, and sustain current, collaborations that do (or could) occur across any new divisions or faculties. In the next phase of the academic restructuring process, we will review opportunities to enhance the effectiveness of cross-disciplinary structures like centres and institutes.

3. **What is the impact on decision-making powers?**

The question of who retains control over key academic and resource decisions in the preliminary scenarios has been raised frequently in roundtables and other discussions. On the one hand, there is a need for an academic leadership structure that is nimble and strategic, more able to come to consensus and act quickly when opportunities arise than is currently the case. On the other hand, in some faculties, especially where accreditation is a factor, control over programs and budget are important. Whatever choice we make, there will be a change to current decision-making processes and structures, with both benefits and potential challenges. It is critical to be aware of these as we move towards a final decision. Each final proposal includes information on the potential impacts on leadership councils and institutional decision making, governance, budget management, and faculty evaluation.

College Model Proposal

Overview

In this proposal, 13 current faculties are organized into three colleges along on Tri-Agency lines, with three stand-alone faculties outside of the collegiate structure. Within each college, existing faculties would remain intact and would continue to be called faculties but most administrative functions would be transferred to the college level. Faculties would retain full academic autonomy over curriculum and programs. They would also retain budgetary autonomy, subject to certain parameters around administrative services (i.e., faculties would not duplicate administrative services better delivered by the college).

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 including Deans' Council, but not necessarily on the Executive Deans' Council. Participation on Executive Deans' Council would be by rotation amongst the three stand-alone faculty deans.

The general philosophy in this scenario is that the college 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.

COLLEGE MODEL

- **College of Health and Medical Sciences** - brings together the current Faculties of Medicine & Dentistry, Rehabilitation Medicine, Pharmacy and Pharmaceutical Sciences, Public Health, Nursing, and Kinesiology, Sport & Recreation.
- **College of Natural and Applied Sciences** - brings together the current Faculties of Science, Engineering, and ALES.
- **College of Social Sciences and Humanities** - brings together the current Faculties of Arts, Education, Business, and Law.
- **Stand-alone Faculties** - the current Faculty of Native Studies, Campus Saint-Jean, and Augustana would be retained as stand-alone units. These would continue to enjoy academic autonomy. Opportunities for administrative efficiencies through shared services or centralization could be explored during implementation.

Organizational model

Leadership

Under this proposal, each of the three colleges would be led by an executive dean, with the respective academic deans of the faculties within the college as direct reports. The three standalone faculties are largely unaffected in this model and would still be led by a dean. The three executive deans and the three deans of the standalone faculties would all report to the provost. For a leadership organizational chart, refer to **Appendix 2**.

Governance

In this model, each of the existing faculties would retain their existing faculty councils and their roles and authorities would remain essentially unchanged. Authority flows directly from Faculty Council to GFC. There would likely not be a college-level body, as the college does not oversee the academic programs.

To bring the executive deans onto GFC, GFC would likely need to change its composition rules. Otherwise, GFC size and composition is unaffected.

Leadership Council

The three executive deans and one of the university school deans (on a rotating basis) would be part of an Executive Deans' Council. All of the deans plus the executive deans would be part of Deans' Council.

Faculty Evaluation

The academic collective agreement specifies that faculty evaluations take place at the faculty level. Since the faculties remain unchanged in this proposal, FEC remains unchanged.

Budget Management

Currently, the sixteen faculties governed by the budget model each generate a stream of revenue. Those streams would continue to be separately calculated and assigned to faculties. Those faculties within colleges would be "taxed" at a common rate to fund any college-level services and initiatives. The remaining net amount is administered by the academic dean. The tax rate would be determined in consultation between the provost, executive dean and academic deans. Once determined through this process, the college budget would be administered by the executive dean.

Faculty Administration

For the colleges, a college manager would oversee the administrative functions within the college. This would include the college-specific functions (eg. shared initiatives and research facilities) as well as the embedded service partners (HR, finance, etc.). The college manager reports to the executive dean. For faculties within colleges, a faculty manager would oversee administrative functions within the faculty. This would include faculty-specific functions such as student advising, timetabling, faculty performance review, etc. As needed, there may be embedded service partners reporting to the faculty manager, as well. The faculty manager reports to the academic dean.

For the standalone faculties, the faculty manager oversees all administrative functions including embedded service partners and reports to the dean.

Academic Leader Roles

Currently, faculties and departments provide a variety of functions (graduate student administration, undergraduate advising, research leadership, etc.) through professors seconded into roles as associate dean, associate chair, director, etc. Consolidation into colleges presents opportunities for some of these roles to be consolidated, as well. For example, instead of a college having associate deans (research) for each faculty, it could have a single associate executive dean (research) leading a small team to provide equivalent research support and leadership. Doing these types of service consolidations is not a requirement of the College Model, but it is an opportunity that it presents to approach how we perform these functions differently.

Academic rationale

A college model organized on Tri-Agency lines offers opportunities to amplify some of the university's world-leading programs within each college and to enhance collaboration within each Tri-Agency area. There is a significant level of existing research collaboration within each of those groups (e.g., between Arts and Education, between ALES and Engineering, or between Public Health and Medicine). A collegiate model provides opportunities to stimulate and enhance this kind of collaboration, in large part through strategic investments by the executive dean.

Under the leadership of a shared executive dean, faculties can be supported and encouraged to develop simplified undergraduate program offerings and facilitate smoother transition between programs, delivering a more accessible and better supported student experience. Consolidation also supports more strategic and flexible enrolment planning. Across the college structure,

consolidation may be supported by stronger institute-type structures to better support collaboration across different disciplinary fields.

Financial rationale

Using the **methodology described earlier in this document (pages 8-10)**, administrative savings enabled through economies of scale from this proposal are estimated at $31.8 million. The detailed calculation is shown below.

Table: Summary of administrative savings from the College Model

Faculty	Courses	Current		College Model	
		Ops Staff	Ops Cost	Ops Staff	Ops Cost
Sci	61,432	129.8	$11,952,503	227.8	$20,977,121
ALES	12,523	95	$8,747,980		
Engg	31,067	162.2	$14,936,025		
FoMD	6,588	437.2	$40,259,125	534.2	$49,194,381
KSR excl ACR	7,472	45	$4,142,995		
Nurse	5,855	44	$4,051,696		
Pharm	6,164	12.1	$1,114,216		
Rehab	5,748	50	$4,604,200		
SPH	903	21.4	$1,970,598		
Aug	10,599	53.3	$4,908,077	53.3	$4,908,077
CSJ	5,456	39	$3,591,276	39	$3,591,276
NS	1,224	9	$828,756	9	$828,756
Arts	66,548	161.6	$14,880,774	228.5	$21,040,924
Educ	14,486	74.6	$6,869,466		
Law	5,330	24.6	$2,265,266		
Bus	19,179	78.9	$7,265,428		
Total	260,574	1,438	$132,388,381	1,091.8	$100,540,535
Savings				345.9	$31,847,847

Academic leadership savings are estimated below. These estimates use the methodology described above and in this document, except the salaries of the newly introduced executive deans are presumed to be $300,000 instead of using the average cost of a full professor. As noted previously, the leadership savings are realized primarily indirectly through the released teaching and research capacity that offsets losses to the professoriate resulting from the hiring freeze. Assuming 50% average load, the direct and indirect savings are estimated at $118,950 per position. The number of positions affected depends on what assumptions are made about consolidating previously distributed functions at the faculty level. That these consolidations occur is not an essential part of the model, but are an opportunity that the model creates. The options considered below are a) no functional consolidation occurs, b) that consolidation of EDI

and international leadership occurs at the faculty level, c) that EDI, international and research are consolidated, and d) EDI, international, research and graduate student administration are consolidated. This provides the menu below. Further detail on these hypothetical options is included in **Appendix 3**.

Table: Released leadership capacity through various options of the College Model

Consolidated Function	College	
	People	Capacity
Current	314	
Minimum	317	-$0.9
EDI, Int'l	318	-$1.0
EDI, Int'l, Research	297	$1.5
EDI, Int'l, Research, Grad	235	$8.9

This scenario does not preclude departmental consolidation across the institution, and that may lead to additional leadership savings. If we assume each department has three academic leaders (two FTE), then each consolidation releases an additional $0.5M in professorial capacity. That is over and above the administrative savings that result from not supporting a distinct unit.

Table: Summary of savings for the College Model

Administrative efficiencies	$31.8M
Leadership capacity	-$0.9M to +$8.9M
Additional department consolidation	$0.5M each
Total	$30.9M to $40.7M+

Interaction with SET

Under the operating model approved by the Board of Governors, SET will establish an administrative transaction hub, administrative centres of excellence, and a student service centre. The transaction hub and centres of excellence will centralize various administrative tasks currently delivered at the faculty and departmental levels, and the student service centre will serve as a single point-of-access for a number of existing student services. Specialized or discipline-specific administrative services will remain at the faculty level. Each faculty will be supported by a general manager-type position, as well as a team of service partners who will act as links between the faculty and centralized services.

Under a consolidated faculty model, SET will require fewer service partners and managers than would be required under our current model. This will allow for a greater proportion of our administrative resources to be used for direct support functions. This in turn supports the effectiveness of the academic enterprise and helps to mitigate the impact of our overall budget reductions on our ability to support faculty, staff and students.

Appendix 1: Organizational Information

Leadership	• Three colleges led by an executive dean • Faculties within colleges led by academic dean, reporting to exec. dean • Stand-alone faculties led by a dean • 19 dean-like leaders
Governance	• Faculties retain existing Faculty Councils • No college-level Council established • For executive deans to be members of GFC, composition rules would have to be changed
Leadership Council	• Executive Deans' Council - three executive deans and one stand-alone faculty dean • Deans' Council - all deans (academic and executive)
Faculty Evaluation	• FEC run at the faculty level, no change from current organization
Budget Management	• Budget model revenue allocations assigned to faculties. • Faculties within colleges "taxed" to fund college services and initiatives. Remaining budget controlled by academic deans.
Faculty Administration	• College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean.
Academic Leader Roles	• Consolidation of existing associate dean/chair, director roles within a college can be considered.
Projected admin cost savings	• $31.8 million
Projected leadership savings (indirect)	• -$0.9 million to +$8.9 million

Appendix 2: Leadership Organization Chart

College Model

Provost

- **Exec Dean** Coll Health + Med Sci
  - Academic Dean Fac Med + Dent
  - Academic Dean Fac Nursing
  - Academic Dean Fac Pharm + PSci
  - Academic Dean Fac Rehab Med
  - Academic Dean Fac Kin Sport Rec
  - Academic Dean Sch Public Health

- **Exec Dean** Coll Nat + Applied Sci
  - Academic Dean Fac Science
  - Academic Dean Fac Engineering
  - Academic Dean Fac ALES

- **Exec Dean** Coll Soc Sci + Human
  - Academic Dean Fac Arts
  - Academic Dean Fac Education
  - Academic Dean AB Sch. Business
  - Academic Dean Fac Law

- **Dean** Augustana Fac
- **Dean** Campus St. Jean
- **Dean** Fac Native Studies

Appendix 3: Hypothetical Options for Consolidating Leadership Roles

Note: these are not proposals, but simply examples used to estimate the range of potential leadership savings under each model

Minimum version

College	ExDean	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total
HMS	1	FoMD	1	6		1	4		1	1	9	21	4	3	1	7	15	7	82
		Nursing	1	1	1	1	1				1								6
		Pharmacy	1		1		4		1									2	9
		Rehab Med	1	1		1	1					3				3	1		11
		KSR	1	1	1	1	1												5
		SPH	1	1	1		1												4
NSE	1	ALES	1	1	1	1	1					4	2	1	2		2	3	20
		Engineering	1	1	1			2			1	4	4	5	3			6	28
		Science	1	1	1	1	1	1		1		6	6	7	6			4	36
SSH	1	Arts	1	1	1	1	2	1				15	15	15	1			4	58
		Education	1	1	1	1	1				1	5	4	4		2			21
		Business	1	1	1	2	1			1		4							11
		Law	1	1	1		1												4
		Augustana	1	1	1		1	1				3		2				2	12
		CSJ	1	1	1	1	2												6
		Native Studies	1		1	1	1												4
Total	3		16	19	14	12	23	5	2	3	12	65	35	37	13	10	20	28	317

Consolidate EDI, International

College	ExDean	AD Int'l	AD EDI	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total
HMS	1	1	1	FoMD	1	6		1	4		9	21	4	3	1	7	15	7	82
				Nursing	1	1	1	1	1		1								6
				Pharmacy	1		1		4									2	8
				Rehab Med	1	1		1	1			3				3	1		11
				KSR	1	1	1	1	1										5
				SPH	1	1	1		1										4
NSE	1	1	1	ALES	1	1	1	1	1			4	2	1	2		2	3	22
				Engineering	1	1	1			2	1	4	4	5	3			6	28
				Science	1	1	1	1	1	1		6	6	7	6			4	35
SSH	1	1	1	Arts	1	1	1	1	2	1		15	15	15	1			4	60
				Education	1	1	1	1	1		1	5	4	4		2			21
				Business	1	1	1	2	1			4							10
				Law	1	1	1		1										4
				Augustana	1	1	1		1	1		3		2				2	12
				CSJ	1	1	1	1	2										6
				Native Studies	1		1	1	1										4
Total	3	3	3		16	19	14	12	23	5	12	65	35	37	13	10	20	28	318

Consolidate EDI, International, Research

College	ExDean	AD Res	AD Int'l	AD EDI	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Other	Chair	AC Grad	AC Ugrad	AC Other	Grad Co	Director	Total
HMS	1	1	1	1	FoMD	1	6		1	4		9	21	4	3	7	15	7	82
					Nursing	1	1		1	1		1							5
					Pharmacy	1				4								2	7
					Rehab Med	1	1		1	1			3			3	1		11
					KSR	1	1		1	1									4
					SPH	1	1			1									3
NSE	1	1	1	1	ALES	1	1		1	1			4	2	1		2	3	20
					Engineering	1	1				2	1	4	4	5			6	24
					Science	1	1		1	1	1		6	6	7			4	28
SSH	1	1	1	1	Arts	1	1		1	2	1		15	15	15			4	59
					Education	1	1		1	1		1	5	4	4		2		20
					Business	1	1		2	1			4						9
					Law	1	1			1									3
					Augustana	1	1	1		1	1		3		2			2	12
					CSJ	1	1	1	1	2									6
					Native Studies	1		1	1	1									4
Total	3	3	3	3		16	19	3	12	23	5	12	65	35	37	10	20	28	297

Consolidate EDI, International, Research, Graduate

College	ExDean	AD Res	AD Grad	AD Int'l	AD EDI	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Other	Chair	AC Ugrad	AC Other	Director	Total
HMS	1	1	1	1	1	FoMD	1	6			4		9	21	3	7	7	63
						Nursing	1	1			1		1					4
						Pharmacy	1				4						2	7
						Rehab Med	1	1			1			3		3		9
						KSR	1	1			1							3
						SPH	1	1			1							3
NSE	1	1	1	1	1	ALES	1	1			1			4	1		3	16
						Engineering	1	1				2	1	4	5		6	20
						Science	1	1			1	1		6	7		4	21
SSH	1	1	1	1	1	Arts	1	1			2	1		15	15		4	44
						Education	1	1			1		1	5	4			13
						Business	1	1			1			4				7
						Law	1	1			1							3
						Augustana	1	1	1		1	1		3	2		2	12
						CSJ	1	1	1	1	2							6
						Native Studies	1		1	1	1							4
Total	3	3	3	3	3		16	19	3	2	23	5	12	65	37	10	28	235

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 • 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. • 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. • All in-person instruction will move online for the remainder of the winter 2020 term beginning Tuesday, March 17. • No final exams for winter 2020 will be conducted in-person. Exams will instead be delivered in alternate formats.	March 13, 2020	• Faculty • Staff • Employees • Students	Specific Delegation: 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 • 4.1 of Terms of Reference	• See Agenda Item 5 Motions		• Faculty • Students • Staff	Discussed with General Faculties Council on March 30.
3.	March 19, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	• Yes • 4.1 of Terms of Reference	• See Agenda Item 3 Motions	March 20, 2020	• Faculty • Students • Staff	Discussed with General Faculties Council on March 30.
4.	April 2, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • 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 • Students • 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 • 4.1 of Terms of Reference	• See Agenda Item 4 Motions	April 6, 2020	• Faculty • Staff • 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.	

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
7.	May 14, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • 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 • Executive Position Description (Approved by the Board)	• Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term.		• Faculty • Students • Employees	Consultations: • Joint University Student MNIF Oversight Committee • Representatives of Athletics and Recreation
10.	July 30, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Mandatory use of masks on University Campuses.	July 30 and 31, 2020	● University Community through The Quad. • COVID-19 Information	Alignment with City of Edmonton bylaw
11.	September 24, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • 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. • Email FYI: Announcement on the Winter 2021 Semester	Subject to evolving public health guidelines
12.	November 19, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description	• The President delegated authority to the Executive Lead of the COVID-19 Public Health Response Team to make changes to UofA COVID-19 related policies, directives, orders and	December 7, 2020	• General Faculties Council, link to Tracker	Subject to evolving public health guidelines

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
				(Approved by the Board)	guidelines which are required to comply with the Government of Alberta Public Health Orders, Directives or Guidelines as well municipal bylaws or Alberta Health Services directives or orders.		document on Agenda	
13.	November 26, 2020	President and Vice Chancellor	S. 62 - PSLA	• Yes • Executive Position Description (Approved by the Board)	• Delayed start of Winter 2021 term.	November 26 and 27, 2020	• University Community through The Quad • COVID-19 Information	
14.	November 26, 2020	Public Health Response Team	S. 62 - PSLA	• Yes • Delegated per I.D. 12	• Safety Measures General Directives Enforcement Procedure	November 27, 2020	• COVID-19 Information	
15.				•	•			
16.				•	•			
17.				•	•			

UNIVERSITY OF ALBERTA

Heather Richholt <richholt@ualberta.ca>

For distribution on behalf of APC - Invisible College Model

1 message

Kate Peters <peters3@ualberta.ca>   27 November 2020 at 15:22
Cc: Heather Richholt <richholt@ualberta.ca>, Brad Hamdon <bhamdon@ualberta.ca>

Dear Members of GFC,
Please see the attached "Invisible College Model" as discussed by some members at the November 23rd meeting of
GFC.
The Academic Planning Committee has asked this be distributed to all members for information.
Thank you,
Kate

Kate Peters

General Faculties Council (GFC) Secretary
and Manager of GFC Services
University of Alberta | University Governance
3-04 South Academic Building (SAB) Edmonton, AB | Canada | T6G 2G7 Tel: 780.492.4733
University Governance | www.governance.ualberta.ca

The University of Alberta respectfully acknowledges we are situated on ᐊᒥᐢᑲᐧᒋᐋᐧᐢᑲᐦᐃᑲᐣ (Amiskwacîwâskahikan) Treaty
6 territory, traditional lands of First Nations and Métis people.

📄 **Invisible College Model FINAL PORT.pdf**
    548K

Alternative Restructuring Proposal:
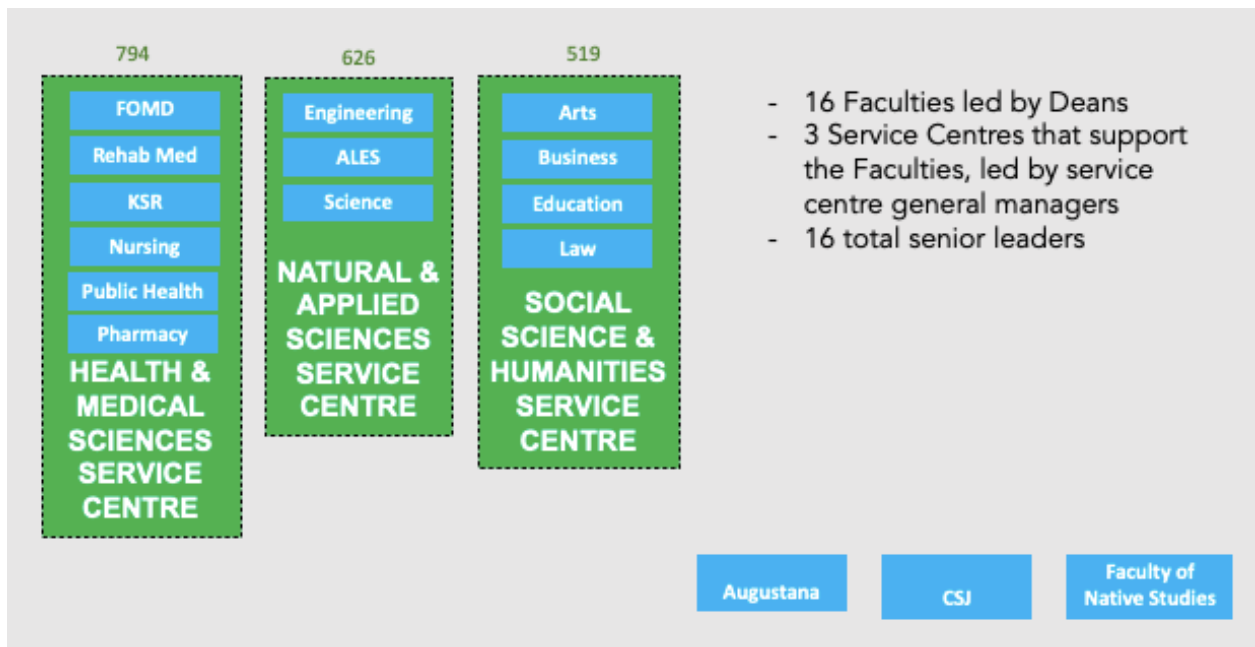
The Invisible College Model

Overview

This proposal combines the governance structure proposed in the "Shared Division" model ("Scenario C," *Interim Report of the Academic Restructuring Working Group*, p. 42) with the organization of units in the "College Model" as presented in the *Revised Proposals of the Academic Restructuring Working Group, November 2020*. In the model for academic restructuring set out here, the University's 16 current faculties (excluding FGSR and Extension) are operationally structured into three shared services units and three stand-alone Faculties (Native Studies, Augustana, and Campus Saint-Jean).

Consistent with the "Service Excellence Transformation" (SET) initiative, these shared services units exist from a "back of the house" perspective, allowing for staff specialization and economies of scale in the delivery of services to faculty and students, while retaining faculty identities and autonomy from a "front of the house" perspective. As a result, there would continue to be 16 Faculties and 16 Deans reporting directly to the Provost.

Appendix 1 offers a summary comparison of the Invisible College Model to the Academic Restructuring Working Group's most recent models.

INVISIBLE COLLEGE MODEL

Faculties are grouped into four invisible colleges for the purpose of organizing service centres that provide opportunities for administrative efficiencies through shared services:

- The **Health and Medical Sciences Service Centre** brings together the current Faculties of Medicine & Dentistry, Rehabilitation Medicine, Pharmacy and Pharmaceutical Sciences, Public Health, Nursing, and Kinesiology, Sport & Recreation.

- The **Natural and Applied Sciences Service Centre** brings together the current Faculties of Science, Engineering, and ALES.

- The **Social Sciences and Humanities Services Centre** brings together the current Faculties of Arts, Education, Business, and Law.

Three Faculties — the Faculty of Native Studies, Campus Saint-Jean, and Augustana — would be retained as stand-alone units. Opportunities for administrative efficiencies through shared services or centralization could be explored during implementation.

Organizational model

Leadership

Under this proposal, the three Service Centres of each of the invisible colleges would be led by a Service Centre General Manager who would report to the respective Deans of the Faculties within each invisible college. The three stand-alone Faculties are largely unaffected in this model. The Deans of the 16 Faculties would all report to the Provost.

Governance

In this model, each of the existing Faculties would retain their existing Faculty Councils and their roles and authorities would remain essentially unchanged. Authority flows directly from each Faculty Council to the General Faculties Council. The size and composition of the General Faculties Council are unaffected, and no changes needed to the composition of GFC.

Leadership Council

There would be no changes to Leadership Councils. All of the Deans would remain part of Deans' Council.

Faculty Evaluation

The collective agreement with the Association of Academic Staff specifies that faculty evaluations take place at the Faculty level. Since the Faculties remain unchanged in this proposal, FECs remain unchanged.
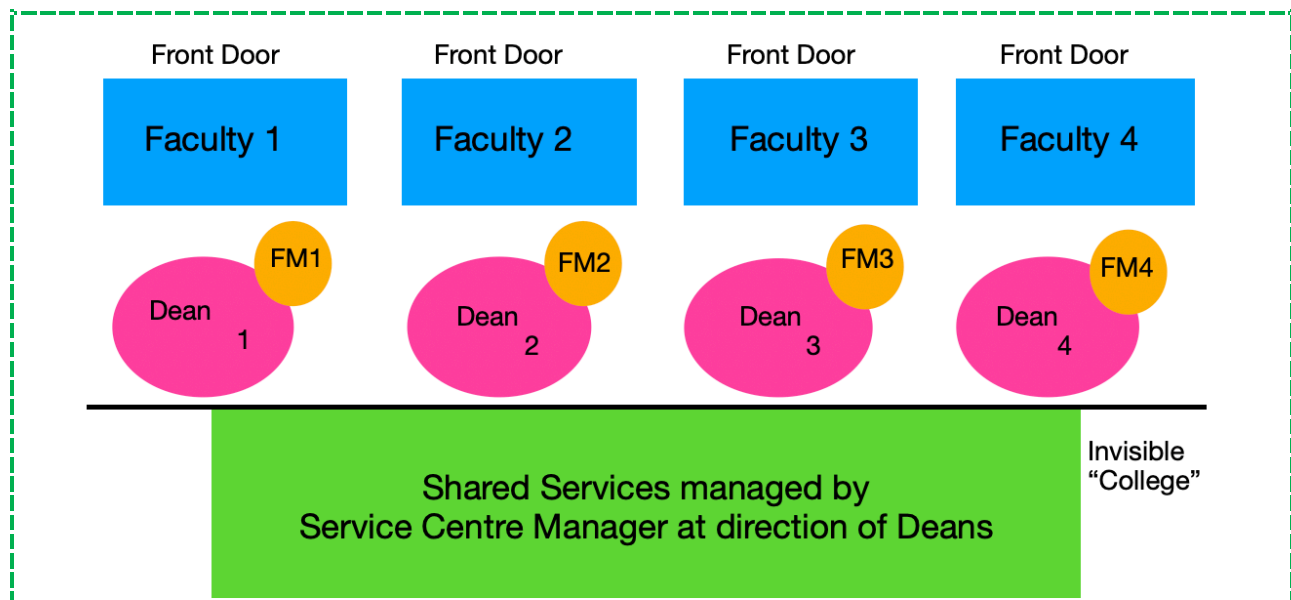
Budget Management

Currently, the sixteen faculties governed by the budget model each generate a stream of revenue. Those streams would continue to be separately calculated and assigned to faculties. Those faculties within colleges would be "taxed" at a common rate to fund any shared services. The tax rate would be determined in consultation between the provost and deans. Once determined through this process, the shared services budget would be administered by the Service Centre General Manager, with regular review by the deans within each shared services unit.

Faculty Administration

For the shared service units, a Service Centre General Manager would oversee the administrative functions within the shared services unit. This would include the shared service unit-specific functions (such as shared initiatives and research facilities) as well as the embedded service partners (HR, finance, etc.). The Service Centre General Manager reports to the Deans within the shared services unit. A Faculty Manager (FM) would oversee administrative functions within the faculty. This would include faculty-specific functions such as student advising, timetabling, faculty performance review, and so on. As needed, there may also be embedded service partners reporting to the Faculty Manager. The Faculty Manager reports to the Dean.

For the stand-alone faculties, the Faculty Manager oversees all administrative functions including embedded service partners and reports to the Dean.

Academic Leader Roles

Currently, faculties and departments provide a variety of functions (graduate student administration, undergraduate advising, research leadership, etc.) through professors seconded into roles as associate dean, associate chair, director, etc. This model would allow each Faculty to determine what academic leadership roles are needed based on the nature of their undergraduate program needs, graduate program needs, research needs, and so on.

Financial rationale

Administrative savings enabled through economies of scale from this proposal are estimated at $31.8 million. This is equivalent to the cost savings that are projected for the "College Model" proposed by the Academic Restructuring Working Group. The detailed calculation is shown below.

Table 1: Summary of administrative savings from the "Invisible College Model"

Table: Summary of administrative savings from the College Model

Faculty	Courses	Current Ops Staff	Current Ops Cost	College Model Ops Staff	College Model Ops Cost
Sci	61,432	129.8	$11,952,503	227.8	$20,977,121
ALES	12,523	95	$8,747,980		
Engg	31,067	162.2	$14,936,025		
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Aug	10,599	53.3	$4,908,077	53.3	$4,908,077
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Arts	66,548	161.6	$14,880,774	228.5	$21,040,924
Educ	14,486	74.6	$6,869,466		
Law	5,330	24.6	$2,265,266		
Bus	19,179	78.9	$7,265,428		
Total	260,574	1,438	$132,388,381	1,091.8	$100,540,535
Savings				345.9	$31,847,847

Academic leadership savings are estimated below. These estimates use the methodology described in the document *Revised Proposals of the Academic Restructuring Working Group, November 2020*. The number of positions affected depends on what assumptions are made about consolidating academic leadership positions. The options considered below are: (a) that no functional consolidation occurs, or (b) that consolidation of associate chair positions occurs within faculties and departments. This provides the menu below. Further detail on these hypothetical options is included in Appendix 2.

Table 2: Released leadership capacity through various options of the Invisible College Model *(or Shared Services Model)*

Consolidated Function	People	Shared Services Capacity
Current	314	
Minimum	314	$0
Assoc Chair Consolidation	246	$8.5

This scenario does not preclude departmental consolidation across the institution, and that may lead to additional leadership savings. If we assume each department has three academic leaders (two FTE), then each consolidation releases an additional $0.5M in professorial capacity. That is over and above the administrative savings that result from not supporting a distinct unit.

Table 3: Summary of savings for the Invisible College Model

Administrative efficiencies	$31.8M
Leadership capacity	$0M to $8.5M
Additional department consolidation	$.5M each
Total	$31.8M to $40.3M+

Interaction with SET

Under the operating model approved by the Board of Governors, SET will establish an administrative transaction hub, administrative centres of excellence, and a student service centre. The transaction hub and centres of excellence will centralize various administrative tasks currently delivered at the faculty and departmental levels, and the student service centre will serve as a single point-of-access for a number of existing student services. Specialized or discipline-specific administrative services will remain at the Faculty level. Each Faculty will be supported by a general manager-type position, as well as a team of service partners who will act as links between the Faculty and centralized services.

Under the Invisible College Model, SET will require fewer service partners and managers than required under the University's current structure. This will allow for a greater proportion of our administrative resources to be used for direct support functions. This in turn supports the effectiveness of the academic enterprise and helps to mitigate the impact of our overall budget reductions on our ability to support faculty, staff and students.

Appendix 1: Organizational Comparison

	Consolidation Model	College Model	Hybrid Model	Invisible College (Shared Services) Model
Leadership	• Four large faculties led by a dean • Schools within the faculties led by a head of school • University Schools led by a dean • 18 dean-like leaders	• Three colleges led by an executive dean • Faculties within colleges led by academic dean, reporting to exec. dean • Stand-alone faculties led by a dean • 19 dean-like leaders	• Two colleges led by an executive dean • Faculty of Arts & Science led by a dean • Stand-alone faculties led by a dean • 17 dean-like leaders	• 16 faculties each led by a dean • 16 dean-like leaders
Governance	• Four large faculties each have a Faculty Council • Schools could establish a Council • Heads of school likely on GFC	• Faculties retain existing Faculty Councils • No college-level Council established • For executive deans to be members of GFC, composition rules would have to be changed	• Each existing faculty retains its Faculty Council • Arts & Science establishes a single Faculty Council • No college-level Council established • For executive deans to be members of GFC, composition rules would have to be changed	• Faculties retain existing Faculty Councils • No changes needed to GFC
Leadership Council	• Executive Committee of Deans' Council - four faculty deans plus one University School dean • Deans' Council: all deans and heads of schools	• Executive Deans' Council - three executive deans and one stand-alone faculty dean • Deans' Council: all deans (academic and executive)	• Executive Deans' Council - two executive deans plus dean of consolidated faculty and one dean of a stand-alone faculty • Deans' Council: all deans (academic and executive)	• Deans' Council: all deans
Faculty Evaluation	• FEC run at the faculty level, per the collective agreement. Consolidated faculties each run one FEC • Change to collective agreement to add heads of schools	• FEC run at the faculty level, no change from current organization	• FEC run at the faculty level, no change from current organization except for Arts & Science, which would run one FEC	• FEC run at the faculty level, no change from current organization

	Consolidation Model	College Model	Hybrid Model	Invisible College (Shared Services) Model
Budget Management	Budget model revenue allocations would be aggregated at consolidated faculty level into a budget under control of each dean	Budget model revenue allocations assigned to faculties. Faculties within colleges "taxed" to fund college services and initiatives. Remaining budget controlled by academic deans.	**For colleges:** Budget model revenue allocations assigned to faculties. Faculties within colleges "taxed" to fund college services and initiatives. Remaining budget controlled by academic deans. **For stand-alone:** Budget model revenue allocations would be aggregated at the faculty level into a budget under control of each dean	**For shared services units:** Budget model revenue allocations assigned to faculties. Faculties within shared services units "taxed" to fund shared services. Remaining budget controlled by deans. **For stand-alone:** Budget model revenue allocations would be aggregated at the faculty level into a budget under control of each dean
Faculty Administration	Faculty manager oversees admin functions (faculty-specific as well as service partners); reports to dean	College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean.	**For colleges:** College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean. **For stand-alone:** Faculty manager oversees admin functions (faculty-specific as well as service partners); reports to dean	**For shared services units:** Service Centre General Manager oversees shared services; reports to the deans of faculties within shared services unit. Faculty manager oversees functions within the faculty; reports to academic deans. **For stand-alone:** Faculty manager oversees admin functions (faculty-specific as well as service partners); reports to dean
Academic Leader Roles	Consolidation of existing associate dean/chair, director roles within a faculty can be considered	Consolidation of existing associate dean/chair, director roles within a faculty can be considered	Consolidation of existing associate dean/chair, director roles within a faculty can be considered	Consolidation of existing associate dean/chair, director roles within a faculty can be considered
Projected admin cost savings	$26.5 million	$31.8 million	$32.1 million	$31.8 million
Projected leadership savings (indirect)	-$0.6 million to +$8.7 million	-$0.9 million to +$8.9 million	-$0.3 million to +$8.5 million	$0 million to +$8.5 million

Appendix 2: Hypothetical options for consolidating leadership roles

Invisible College Model

Minimum Version

Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total
FoMD	1	6		1	4		1	1	9	21	4	3	1	7	15	7	81
Nursing	1	1	1	1	1				1								6
Pharmacy	1		1		4		1									2	9
Rehab Med	1	1		1	1					3				3	1		11
KSR	1	1	1	1	1												5
SPH	1	1	1		1												4
ALES	1	1	1	1	1					4	2	1	2		2	3	19
Engineering	1	1	1			2			1	4	4	5	3			6	28
Science	1	1	1	1	1	1		1		6	6	7	6			4	36
Arts	1	1	1	1	2	1				15	15	15	1			4	57
Education	1	1	1	1	1				1	5	4	4			2		21
Business	1	1	1	2	1			1		4							11
Law	1	1	1		1												4
Augustana	1	1	1		1	1				3		2				2	12
CSJ	1	1	1	1	2												6
Native Studies	1		1	1	1												4
Grand Total	**16**	**19**	**14**	**12**	**23**	**5**	**2**	**3**	**12**	**65**	**35**	**37**	**13**	**10**	**20**	**28**	**314**

Consolidate Associate Chairs

Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Chair	AC Prog	Ac Other	Director	Total
FoMD	1	6		1	4		1	1	9	21	3	7	7	61
Nursing	1	1	1	1	1				1					6
Pharmacy	1		1		4		1						2	9
Rehab Med	1	1		1	1					3		3		10
KSR	1	1	1	1	1									5
SPH	1	1	1		1									4
ALES	1	1	1	1	1					4	1		3	13
Engineering	1	1	1			2			1	4	5		6	21
Science	1	1	1	1	1	1		1		6	7		4	24
Arts	1	1	1	1	2	1				15	15		4	41
Education	1	1	1	1	1				1	5				15
Business	1	1	1	2	1			1		4				11
Law	1	1	1		1									4
Augustana	1	1	1		1	1				3	2		2	12
CSJ	1	1	1	1	2									6
Native Studies	1		1	1	1									4
Grand Total	**16**	**19**	**14**	**12**	**23**	**5**	**2**	**3**	**12**	**65**	**37**		**28**	**246**

UNIVERSITY OF ALBERTA

Heather Richholt <richholt@ualberta.ca>

Communication on Academic Restructuring
1 message

Kate Peters <peters3@ualberta.ca>   1 December 2020 at 08:00
Cc: Brad Hamdon <bhamdon@ualberta.ca>, Heather Richholt <richholt@ualberta.ca>

Dear members of General Faculties Council (GFC),
Please see the attached communication from the Provost and Vice-President (Academic) concerning the Academic
Restructuring proposals.
Thank you,
Kate

Kate Peters

**General Faculties Council (GFC) Secretary
and Manager of GFC Services**
University of Alberta | University Governance
3-04 South Academic Building (SAB) Edmonton, AB | Canada | T6G 2G7 Tel: 780.492.4733
University Governance | www.governance.ualberta.ca

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

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U of A for
TOMORROW

Academic Restructuring -- Some Thoughts at the Crossroads
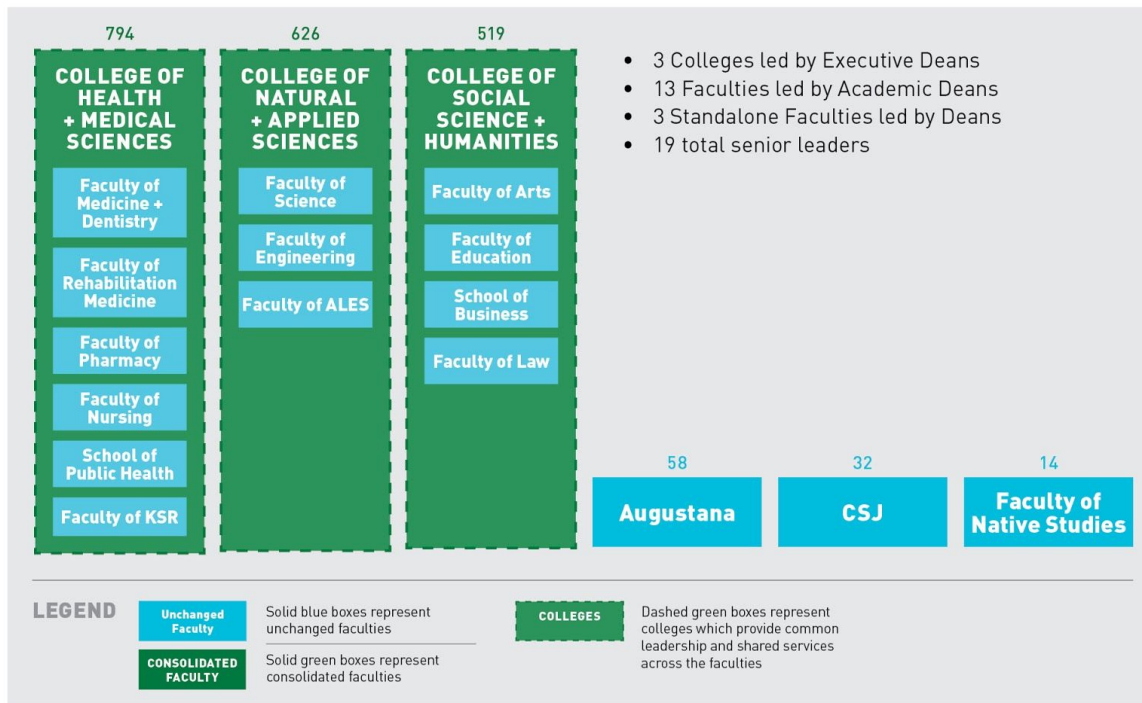**Posted on UAT website: November 30, 2020**

On December 7, GFC will face a critical decision regarding academic restructuring. We have been on this journey since this spring when the Government of Alberta announced major cuts to our Campus Alberta Grant that necessitate a fundamental rethink of how the university is organized and operates. Guided by the University of Alberta for Tomorrow vision and initiative, this restructuring seeks to sustain and grow the university's delivery of its core mission of teaching, research and community engagement even in the face of significantly reduced resources. Unfortunately, the magnitude and pace of the cuts require us to move much faster on this transformation than anyone would prefer.

The university community has been very engaged in this discussion since the university announced the academic restructuring initiative on June 2, 2020. While there has been a wide diversity of views and proposals, we started to hear a consensus emerging from the GFC discussion on November 23. While there is still a significant debate over the management structure and the faculty configuration, there seemed to be movement toward some kind of college model where related faculties are grouped together to share administrative services. Following the approach developed at APC on November 25, GFC will consider three motions on December 7: 1) endorsement of a general college model approach, 2) recommended management structure for the college, and 3) recommended faculty configuration for the colleges.

Faculty Configuration: The Case for Disciplinary Alignment

On the question of faculty configuration within the colleges, the two most favoured options seem to be to group them around disciplinary alignment or around methods (fundamental versus applied). A disciplinary alignment includes (1) health, (2) natural and applied science, and (3) humanities and social sciences.
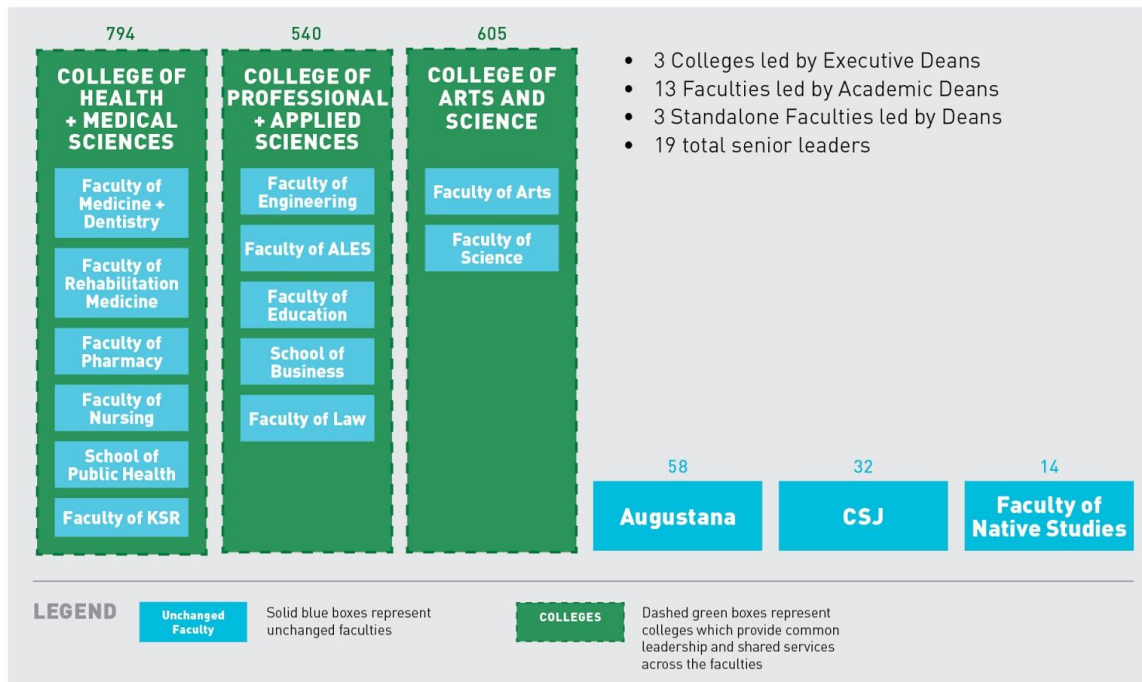
COLLEGE MODEL (VERSION 1)

794	626	519
COLLEGE OF HEALTH + MEDICAL SCIENCES	**COLLEGE OF NATURAL + APPLIED SCIENCES**	**COLLEGE OF SOCIAL SCIENCE + HUMANITIES**

College of Health + Medical Sciences:
- Faculty of Medicine + Dentistry
- Faculty of Rehabilitation Medicine
- Faculty of Pharmacy
- Faculty of Nursing
- School of Public Health
- Faculty of KSR

College of Natural + Applied Sciences:
- Faculty of Science
- Faculty of Engineering
- Faculty of ALES

College of Social Science + Humanities:
- Faculty of Arts
- Faculty of Education
- School of Business
- Faculty of Law

- 3 Colleges led by Executive Deans
- 13 Faculties led by Academic Deans
- 3 Standalone Faculties led by Deans
- 19 total senior leaders

58	32	14
Augustana	**CSJ**	**Faculty of Native Studies**

LEGEND
- Unchanged Faculty — Solid blue boxes represent unchanged faculties
- CONSOLIDATED FACULTY — Solid green boxes represent consolidated faculties
- COLLEGES — Dashed green boxes represent colleges which provide common leadership and shared services across the faculties

A methods alignment includes (1) health, (2) professional and applied science, and (3) arts and science.

COLLEGE MODEL (VERSION 2)

794	540	605
COLLEGE OF HEALTH + MEDICAL SCIENCES	**COLLEGE OF PROFESSIONAL + APPLIED SCIENCES**	**COLLEGE OF ARTS AND SCIENCE**

College of Health + Medical Sciences:
- Faculty of Medicine + Dentistry
- Faculty of Rehabilitation Medicine
- Faculty of Pharmacy
- Faculty of Nursing
- School of Public Health
- Faculty of KSR

College of Professional + Applied Sciences:
- Faculty of Engineering
- Faculty of ALES
- Faculty of Education
- School of Business
- Faculty of Law

College of Arts and Science:
- Faculty of Arts
- Faculty of Science

- 3 Colleges led by Executive Deans
- 13 Faculties led by Academic Deans
- 3 Standalone Faculties led by Deans
- 19 total senior leaders

58	32	14
Augustana	**CSJ**	**Faculty of Native Studies**

LEGEND
- Unchanged Faculty — Solid blue boxes represent unchanged faculties
- COLLEGES — Dashed green boxes represent colleges which provide common leadership and shared services across the faculties

2

While the final decision will rest with GFC, I would recommend close consideration of the first option. In my view, a disciplinary alignment better reflects existing research collaboration patterns and opportunities for joint programming. For example, 41% of the interfaculty research grant applications involving Science are with ALES and Engineering, while only 4% are with Arts. Similarly, programs in Law, Business and Education draw heavily from courses in Arts but less so with ALES and Engineering.

A disciplinary alignment also better bridges fundamental and applied research and thereby increases the likelihood and speed of our scholarly work impacting and advancing society. For example, one could imagine that bringing ALES, Engineering and Science more closely together could mutually stimulate each discipline to accelerate work on nanotechnology, quantum computing, biotechnology, environmental remediation, green energy, biomedical engineering, bioinformatics, etc., both as technologies to serve society as well as tools to push forward the frontiers of our understanding of the universe. Likewise, a grouping of the social sciences and humanities could advance research on some of the most challenging issues facing society, including advancing equality, equity, justice and social well-being; building sustainable and thriving economies with opportunity for all; and enriching society with the creative arts.

Management Structure: The Case for an Executive Dean

The other central question facing GFC is the management structure for the colleges. The goal of the college model is to consolidate administrative services (e.g. HR, finance, IT) in order to maintain a high level of service while achieving economies of scale and administrative cost efficiencies. The coordination of those services will be supported by a College Manager who is an administrative professional with a strong understanding of the university's business practices. As that person is not an academic, an additional role above the College Manager is needed to ensure that administrative services are accountable to academic priorities and needs.

The ARWG revised report proposes the introduction of an Executive Dean to fill this role. This person would be an experienced academic who provides leadership at the college level to ensure that administrative services are accountable to the academic mission. An Executive Dean can also drive a higher-level strategy and coordination of activities across the faculties of the college.

There have been concerns raised that the Executive Dean role may be a costly addition, a new administrative role that is one further step removed from the "front lines" of the academy. For this reason, some have proposed alternative management structures such as the "invisible college" that does not include an Executive Dean and instead proposes a management model where the College Manager would report to a council of the faculty deans.

In my view, creating the Executive Dean role is an essential step toward making the college an effective academic unit where administrative services are fully responsive and accountable to our academic mission. Without having a single person with the dedicated time and focused accountability for delivering on the college's purpose, this model risks gridlock and failure.

It is unlikely a group of faculty deans can do this effectively off the sides of their desks and deal with the conflicts of interest that will no doubt sometimes arise between what is in the best interests of their faculty instead of that of the college. A collective management model also risks diluting clear accountability to the Provost and the university.

Identifying one dean to serve on a rotating basis on behalf of this group might help with accountability, but it still raises similar challenges. This person will still be doing this job off the side of their desk with the potential for ongoing conflicts of interests.

One of the concerns about Executive Deans is cost, particularly when we have to cut so much of our spending. While these would be senior academic leaders who would have to be compensated appropriately for their significant responsibilities, it is also important to recognize that their role is critical to ensuring the success of the University of Alberta for Tomorrow strategy, including reducing our administrative expenses by $127M. Failure to have an effective structure would be far more costly than adding three positions critical to ensuring its success.

Some have also expressed a concern that Executive Deans could undermine faculty autonomy. As I have said from the outset, I agree that the autonomy and control of academic programming must reside solely with the faculty and its dean. Where the Executive Dean can have influence is to convene the conversation about collaborative and interdisciplinary programming and to provide resources and oversight to ensure that more things can happen between faculties than occurs currently. It is an opportunity to encourage and provide incentives, not to dictate.

Setting a New Direction

We are at a crossroads. As a university, we cannot sit still. GFC's direction on December 7 will set the trajectory for the university for some time to come.

I look forward to an engaged discussion of all options at GFC. I remain encouraged and inspired by the collective will of all members of the university community to pull together at this challenging time and develop a strategic direction for the university that will enable us to continue to thrive and grow, making an even greater contribution to our collective goal to advance the public good in all that we do.

Steven Dew
Provost and Vice-President (Academic)

Feedback (November 20-December 1): Revised Proposals of the Academic Restructuring Working Group

Submitted through [this form](#) between November 20-26, 2020 and [this form](#) between November 26-December 1, 2020.

College Model

In Favour - College Model

I do think Executive Deans are needed to take over some of the decisions the Dean's make and to actually tie the various faculties in a college together. Otherwise we don't need academic restructuring, we just needed SET.

I like the current composition of the college model; it is fine and will work. We do not need an executive dean however because we already have a provost, who is to serve as the executive dean. What I do recommend is that only one dean preside over the faculties within each college, with each faculty within the college being run by a vice-dean. This would actually remove expense rather than take it away, as two or more deans would either serve as vice-deans (their contracts re-negotiated) or new vice-deans chosen. This will serve the intent of the current proposed college structure without adding an executive dean for each college. This is possible (considering labour law) during a re-structure. Finances and administration actually cannot effectively be administrated separately, although we would very much like that, and so an academic dean should still be running the administration. I would recommend that the Provost make the most of this opportunity and seriously consider this suggestion. It would be welcomed by many I suspect and solve some now very apparent human resource issues that the Provost appears to be facing with his deans.

I believe the college model is best.

I prefer it over the hybrid model for two main reasons: 1) it appears to provide substantial savings compared to the hybrid model, and 2) it keeps Arts and Science separate (combining them into one faculty seems very strange to me).

The main reason I support the college model over the consolidation model is that it retains several important faculties. The most important, to me, is the Faculty of Kinesiology, Sport, and Recreation, which is unique in its combination of disciplines and strong collegiality, not to mention its world-class reputation. I am very proud to have received my BPE, MA, and PhD from this faculty and for it to be downgraded to a school would be a real shame.

I would be happy to move forward with the college model as proposed.

If I had to choose, I would go with the College model. It still gives Faculties the ability to revel in their own prestige and remain proud of their area of work/study all while propping the University (as a whole) higher. The other models are exclusionary and reduce the university to appear as a degree mill on paper (and therefore eventually in practice). I just don't under the use of the word "college"? It appears many colleges are seeking university status but we're presenting ourselves as an established university with mini-colleges within.

College Model, Scenarion B, #2. CSJ is well placed based on language and location. As well, Camrose location as a separate Unit makes sense, manage their own affairs out in Rural Alberta. The 3 colleges appear to be aligned strategically. Would be great to see further integration of Indigenous units on campus.

While a sacred cow for the U of A and all other Canadian Post-Secondary Institutions, I believe that limiting the Executive Dean Roles to Academic Faculty members is not actually in the best interests of the U of A. This was the standing mindset for the VP portfolios until the mid 90's when the first non-academic VP (F&A) was appointed and I believe there has been highly successful non-academic VP (F&A)s and VP (F&O)s since then. As these roles will be administration/operations focused, allowing true professionals in these areas to take on these roles would be beneficial. And, there are certainly administrative experts who have spent their careers at the U of A or with other institutions that completely understand the vision, mission and detailed inner workings of academic institutions, leaving behind the 18 months to two years it often takes academics to fully comprehend these roles. Perhaps to calm the concerns of academics, the title of these roles could be changed to College COOs to align more appropriately with the non-academic activity/responsibilities of the roles.

Academic Restructuring and SET are opportunities to be truly transformative with significant outside the box thinking. If there was ever a time to opening the Executive Dean/COO positions to non- academics, this would be the time. This will be a defining moment - whether the U of A holds onto the archaic thinking of the past or whether it will truly move into the next stages of the evolution of post-secondary institutions - it just depends on how genuinely transformative the U of A leadership is willing to be.

Faculties retaining their "faculty" status and power over internal management is crucial to academic and teaching success. Organization around Tri-Agency lines will assure that common functions are administered by a body with some minimal shared assumptions respecting research priorities and demands.

College Model Proposal. I am in Faculty of Education, and my work is much more humanities focused than it is connected to business and law. Whatever decision is made, please consider that many of us in Faculty of Education align ourselves more fully with arts and humanities.

College or Hybrid - I think it is essential for smaller faculties to retain their identity as faculties and the control that that entails. Although the proposal for the Consolidation model states that professional programs would maintain academic autonomy for the purposes of accreditation, I'm hesitant to believe it.

Of the choices available, I favour the college model because it retains the entity of the faculty of science. For me, this is a more natural grouping for the FoS than with arts. If either of the consolidation or hybrid models are adopted, I don't see why Art and Sciences can't remain as faculties within them as other faculties do within their blocks. I don't think there's been adequate explanation as to why large faculties (like science) have to be combined at all.

The College Model Proposal because I believe the groupings make the most sense in that they combine faculties with similar academic goals and outlooks. I strongly believe that combined the Faculty of Arts and the Faculty of Science without any level of control underneath is risky and could easily lead to conflicts between the best interests of different programs. If the two faculties

are to be combined, greater power must be given to the departments (possible consolidated) to ensure the interests of all programs are still met.

Of the three models, I believe the college model is most likely to serve the university well - hopefully permitting consolidation and savings, while also retaining faculty identities, reputations, and independence/responsiveness to local needs. The college model may also offer benefits in terms of interdisciplinarity. I am concerned that the consolidation model would be substantially more disruptive to the faculties, while ironically achieving lower cost savings. Given its disruptiveness, I also see definite potential for demoralization and confusion.

My personal preference, however - having listened to the GFC meeting yesterday - would be for the so-called invisible college model. While I certainly appreciate the need for consolidation underpinning the college model, I believe all the gains - including enhanced interdisciplinarity - can be achieved without the addition of a new layer of governance, and while also reducing front-facing disruption and confusion.

College Model because administrative fees are not duplicated and administrative services would be minimal, allowing the The 3 stand-alone faculties would also remain autonomous.

I like the college model as it is described here (Nov 30): https://www.ualberta.ca/uofa-tomorrow/academic-restructuring/revised-proposals.html I think it's important to keep humanities/social sciences together as we have different philosophies for teaching courses than sciences.

Concerns - College Model

No to executive deans - too expensive. Rethink FEC - this is a costly process when you consider how much human power and time are expended.

The faculty of arts should share a college with like-minded faculties such as law and education. Science is too different in scope and funding requirements.

An executive dean's council and a dean's council feel redundant. The executive dean's council seems elitist and a bit exclusionary. How are three-to-four people supposed to adequately represent an entire campus of students, staff, and faculty? Have a large council with all represented. Especially given the brief conversation brought up when questioned about an interim-dean while vetting for executive deans - what prevents the alternating dean's unconscious bias in the executive dean's council?

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there was a connection made between accreditation of professional faculties and the college model yesterday this connection is not clear, accreditation for professional programs can occur within any framework - it just needs to be explained - if this is the rationale for choosing the college framework this is not correct

College Model Composition

I feel the proposed College of Arts and Science with their retaining their faculties as a revision to what was the hybrid model is the way to go. I feel there are strong synergies that can be had between Arts and Science and there are strong synergies with Education, Law, and Business being with ALES and Engineering and this will set up the university for more success than the current proposed Tri-Council aligned college model.

I feel that there would be great synergies for a college that included Arts, Science and Augustana. I don't feel keeping the Augustana Faculty separate is inline with the Universities vision. As an Arts and Sciences Faculty there are many reasons this is a good fit. Among others it would allow for the potential to offer more opportunities to those students that want to study on a smaller campus. You could expand this more and in addition to grouping the faculties you could position the Campus separate. Having a Camrose Campus that is available to all facilities, colleges, schools, etc has the potential to be even more successful in attracting students.

Faculty of Arts and Science, but do not merge FEC; Arts makes more sense with science than with business, law, or Education

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modified college--grouping the faculties in the college model for the purpose of delivery of services makes sense, but absolutely no need for the executive level of administration academically -- a board of deans for each would be best, or a rotating "lead" dean.

I would propose consideration of the invisible college or shared services model (ICM). Having listened to the GFC meeting, I heard the following:

- The ICM retains all or almost all the savings from the college model
- It permits maintenance of our current 'front-stage' organization - with faculties remaining officially independent - thus helping minimize risks to accreditation, identity, and reputation, while also leaving student-faculty relations unchanged.
- It avoids the introduction of a new governance layer of executive deans

I heard four objections:

- Executive deans are required for college/service manager accountability
- Executive deans will enhance interdisciplinarity
- Executive deans will help enhance EDI
- Executive deans are required for nimble decision-making

I think all of these objections can be met (please note: I completely recognize that I don't have access to all the relevant information, and that the working group has surely considered some of the solutions below; I want only to highlight possibilities for tinkering with the ICM to effectively address these concerns, and the limitations of the executive dean approach):

- In my understanding of the ICM, service provision would still be consolidated under a service manager responsible for coordinating services to several faculties. Would it not be possible to make the manager accountable to a mini-council formed of the relevant faculties' deans? This could create an accountability structure that wouldn't require new hires, would actively help ensure that faculty concerns were not lost in the hierarchical pipeline (as could easily happen with only an indirect line of communication), and should not add excessively to decanal responsibility given it would effectively add one regular meeting to their workload.

- It is my sense that interdisciplinarity is more effectively pursued as a bottom-up and cultural question than a structural one. The main barriers to collaboration seem to be a lack of mutual knowledge (e.g. not realizing others have related interests) and a lack of common language and research practices (e.g. struggling to understand one another's theories and methods, and having to invest time and effort into mutual translation). It's not immediately obvious to me that the introduction of executive deans would address these barriers more effectively than, say: encouraging graduate students to take courses across disciplines (building organic connections

amongst themselves, and encouraging them to inform faculty members of opportunities opened up by overlapping theories or methods); arranging informal faculty liaisons or even simple meet-and-greets; or emphasizing and investing in the cross-disciplinary initiatives that we already have, such as AI4 Society or the Intersections of Gender. All these options seem to allow more organic discovery of shared interests and topics, and development of shared language; and I'm sure faculties would be happy to brainstorm others!

- I recognize the massive importance of EDI. However, it seems - as an outsider - that we could potentially pursue EDI goals more effectively with some kind of matrix structure: a single dedicated Head of EDI, who could provide support for locally responsive faculty initiatives and help to cross-fertilize ideas across the full range of faculties would seem to offer more promise for effective and wide-reaching change than three executive deans with a wide range of other responsibilities that have been lifted upward from the deans.

- Aside from the question of whether nimble decision-making is an unalloyed good (I agree with one GFC member that deliberative decision-making can be a positive for university governance; especially under non-crisis conditions), I would imagine nimbleness could be achieved without a new governance layer and additional hiring. For example, would it not be possible to organize rotating mini-councils of deans to which the deans delegate specific authorities? Or to adopt a working group structure to address clusters of key decisions, with the decanal council then working only on full-group approval? Though this layered approach has been contentious for restructuring, it seems to me that many 'work-groupable' issues might be less contentious and more easily worked through with a group of 16.

Again, I don't claim all the above is uncontestable or fully informed! It just seems to me that the addition of executive deans does not add any obvious value beyond the shared services or invisible college model - which has definite advantages in terms of retaining faculty independence and closer-to-the-ground decision-making - while costing the new hires would cost additional money at a time of great scarcity. And on that basis, I would hugely appreciate dedicated / more public consideration of this option by the working group.

Thank you for this opportunity to share my feedback and suggestions! I would like to close by saying that I genuinely appreciate the ongoing effort to be consultative during a process that is inevitably very time-constrained. I realize this has not been easy, by any stretch of the imagination, and am grateful for the efforts everyone in the working group has made to generate and evaluate options in good faith. I hope that some of the comments above are of use as things progress.

Hybrid Model

In Favour - Hybrid Model

Hybrid Model. This seems to make the most sense from an academic point of view and provides the most in savings. I do not like the Executive Dean model because it appears to be another level of bureaucracy, so my concerns about a merger between Arts & Science are lessened since these will not have such a position.

The Hybrid Model, largely because it establishes a Faculty of Arts & Science which is not lead by an Executive Dean and because it achieves substantial cost savings.

Hybrid. (Option C), the structure has the best chance to realize actual savings.

Concerns - Hybrid Model

The School of Public Health should go in the Professional and Applied Sciences it does not fit well with the other Health Sciences at all and fits much better with the ones under there. There appears to be a reluctance of the Central team to recognise that Public Health is an applied area that is not about Health Care or doing things to people but about society. Why are you so intent on putting public health in with the so called Health and Medical sciences. What have we got to do to make you listen as it is clear you have not! We do not fit with them at all!!!!!!!!!!!!!!! This is so frustrating.

Consolidation Model

In Favour - Consolidation Model

The Consolidation Model Proposal will best serve the UofA long term because a) it creates Faculties that most faculty members and students can identify with, b) it strikes the right balance

in terms of administrative structure and staffing, and c) it provides an academic structure that is intuitive to members of the public and that will make sense to members of the public.

I think the consolidation model is likely the best approach for the U of A moving forward. I think it strikes the balance of leaving the administration of particular autonomous groups to themselves, while grouping departments in a way that makes sense. I would hope that particularly in the Faculty of Arts & Science this would help reduce redundant courses offered between different current faculties/departments.

Concerns - Consolidation Model

Restructure the health and medicine faculties and force them to get on the regression curve. if these 6 faculties were fitted to the curve it would be: $y = 0.1888*(32,730^{0.6137}) = 111$ FTEs. If you followed your own model, these six faculties need to cut 499 staff. Since this number is greater than the total cuts required, fixing this one set of faculties would solve all the problems. Instead you are allowing them to be overstaffed by 423 positions (they should have total staff of 111 FTEs vs scenarios which show 534 FTEs).

I think the consolidation model might be acceptable except for the illogical consolidation of "Arts and Sciences." I know this is a historical combination in academia, but has no place in modern understandings of these disciplines. There is very little overlap professionally, pedagogically, or practically between these two very different areas, and as a member of the Faculty of Science, I fear the Arts would suffer with this relationship, as I think Science would be more likely to be prioritized due to its size and power. Not only that, but these two faculties have the largest course loads of any faculty, with the worst operational staff/course ratio, which I have personally observed is a major problem already in Biology for example, where full time staff support is very strained and a lot of burden is placed on graduate student teachers for undergraduate labs. Also the separation of ALES and Sci has always seemed idiotic to me (I know there is a lot of competition between the two, as well as feelings), their goals, research, professional skills, and even sometimes students are the same (many grad students for example I know try to take classes in ALES because they provide courses Bio does not, but this is hard as ALES students are prioritized, so they are not guaranteed access). I do not think we should be perpetuating this separation without taking this opportunity to help both ALES students and Sci students have more opportunities with each other that would benefit both departments. For that reason alone I think the college model is the best.

General Questions and Comments

GFC should not use the invisible model - it will paralyze the university financially and academically. Let's make the most of this crisis while still hearing the voices of the academy, but I do not favour the [invisible college] model. I agree with the provost, it will not work.

In all three proposals it's also very apparent that any amalgamation with Engineering and ALES results in huge staff and operational budget cuts. What is the reasoning behind that? Are they that bloated?

My only concern with all of the models is the potential level of disconnect. This seems to be a hurdle already with higher positions unaware of the full extent of a staff member's plate. Moving roles around under different umbrellas (ie: under faculty, under centres of excellence, etc.) means that staff are further disconnected, especially if displaced but still representing a faculty or department. ie: a staff member moving to a student services centre of excellence and having a "manager-type position" to bridge the gap from the centre to the faculty/department is just adding distance, not ease-of-access.

Native Studies stays autonomous, it would be great to see more integration between with other Indigenous units on campus, to better serve unique student needs, visitors, and Indigenous communities. Synergies and economies of scale will fall into place naturally. Indigenous enrolment could possibly double with integration, whether it's part of this process or the next phase as mentioned in the revised plan. Despite the differences in disciplines (it's primarily Social Science and Humanities), which can be accommodated in time, making this a reality would make the UofA a destination university across Canada and possibly North America, as opposed to only a local University for Indigenous Peoples. Possible integration of units would be CILLDI for language, Law for Aboriginal legal studies, Business for professional studies, Education for Indigenous Education and ALES Northern programs. Restructure physically, one building for Indigenous Studies/Programs, versus, a multitude of locations, a floor or a wing on campus. Pembina Hall is the perfect location for an all Indigenous building. "Come to the Center" would be theme in this restructuring, "Merge" as opposed to divide.

Appears that Native Studies, FSJ and Augustana are not impacted by the changes with respect to staff #s, resources, etc. Would suggest that Native Studies is young and small and needs to be allowed to flourish but FSJ and Augustana should be a part of shouldering the financial burden facing the University as with all other Faculties.

I would like to see the issue of the perceived dominance of medicine - for example the name change to add medicine and the requirement of medicine accreditation to be addressed if the college model goes ahead as this will be an issue for all health faculties/disciplines

1)All models are similar with regards to the addition of administrative oversight: oversight of the largest unit (Consolidated calls this "Dean", College and Hybrid calls this "Executive Dean"), mid-sized unit (Consolidated calls this "Head", College and Hybrid calls this "Academic Dean", and smallest unit (unclear across the models whether "chairs" would be maintained). 2) The Consolidation model would trigger an immediate need to review the faculty evaluation process as FEC as it sits at the level of the largest unit. While I have heard that holding FEC process at the largest unit level is an ultimate goal (although not announced), the College and Hybrid options allow for this change to be considered outside of the academic restructuring and give the mid-sized units (called "Faculties") a chance to explore how they function within the new structures. 3) While the Hybrid approach may be beneficial for administrative and fundraising opportunities for Applied Sciences and Professional programs, there seems to be a misalignment of knowledge and expertise. Specifically, Education, Law and Business overlap with knowledge (theory, research methodology, etc) from the Arts to a much greater extent than Engineering or ALES. (N.B.: A coma would be helpful as I hope we are not calling Law, Business and Education "Professional Sciences").

First, when we saw the 20+ proposals put forth, it was clear that certain voices on campus cary further, cary more weight, and are taken more seriously. A process that highlights inequities on campus and who has a voice that is "important" and "valuable". Second, the three options are versions of a single choice. Rather than presenting radically different choices to truly get a sense of our University's appetite for change, the ARWG has presented three sides to the same pyramid - and done this twice. There is an illusion of choice by the manipulation of language (calling units "faculties/colleges/schools/divisions"). Third, The three options still create an additional level of administration and administrative oversight. Despite statements that "academic deans" would oversee programs and curriculum - these need resources which would

flow from the "executive dean". Thus the program and curriculum decisions rest ultimately with the executive dean. Fourth, we see limited opportunities for interdisciplinary work outside, and no structure to support interdisciplinary work woven in.

It reflects very poorly on this institution that none of these proposals have a decline in the number of leadership positions. Not shockingly, you've protected your own jobs (or jobs you eventually want) and instead have eliminated front line admin positions. As someone who completed their undergraduate program at the U of A and is now completing their PhD, I can confidently say my experience has been dramatically shaped by the support offered by admin staff. I have had no interaction with my deans. All of these proposals will dramatically affect the student experience because you're eliminating all the positions that deal day to day with students.

The fact that the projected ""estimated savings"" for leadership positions is NEGATIVE tells me all I need to know. I have defended the University so many times in the last year, but that ends now. You were handed an extremely unfair task by our government, but you have handled it very poorly. You need to do better.

FGSR needs to be on the table. The fact that it's not on the table means it should be included in SET. It is a disgrace as an administrative unit and, I fear, may be being used as a "model" for centralized "services." Anyone who has been a grad chair or grad dean or grad administrator knows that the system can't work without all of us acting as a shield and interpreters between the students and FGSR with its rigid, arbitrary, ever-changing, and often perplexing "administration" of our programs.

There are so many small, inconsequential, low hanging fruits, that the committee could make to be seen to ""hear"" from the concerned voices by adopting them. 1)College of Arts and Science for Option C would take care of concerns of lost identity. 2)Invisible college is simply a plea to limit the scope of governance and budget for the superdeans. 3)Moving Dentistry as its own faculty is of no consequence to others in health sciences. 4)Removing ""School"" or Option A approach retains the perception of autonomy.

Academics yearn autonomy, so as long as options can assure how autonomy is not changed, and that suggestions are seen to be adopted, there will be buy-in.

I think option B/C currently splits your vote. I think you have three groups of voters, Option A/B/C believers, Option B/C either-or voters, and Obstructionists.
I think how you get people to vote will be consequential, preference votes will likely result in a different outcome than first past the post.

I recommend outlining more specific considerations for students. What benefits are we getting out of these models? How does this affect how much we pay for administrative fees hidden within our tuition costs? We don't know how much was being saved prior to this consolidation plan, so the numbers seem pretty meaningless. How does it affect program accreditation and other technical aspects? Where do our known support systems go or will be now need to start all over with administrative personnel for our concerns? How would convocation work?

I'm wondering how funding will be allocated within conjoined faculties with regard to student tuition and administrative fees. It seems like a lot more deans and associate deans will be incorporated into any of these models. As well, in professional programs I have concerns about how we will be appropriately accredited. Additionally, I was wondering how our current student councils (i.e. Alberta Pharmacy Students' Association) would be affected by a conjoined faculty. Furthermore, my concern is as a student in her final year, how will a conjoined faculty look after alumni who graduated from a different faculty than the one that will be conjoined after the Class of 2021 has left.

Carolyn Sale
Questions for meeting of General Faculties Council
23 November 2020

1. The 2020-21 budget that was approved by the Board of Governors lists cuts of $44.4M (2019-20), $65.9M (2020-21), $43.9M (2021-22), and $25.3M (2022-23) — a total of $179.5 million. By comparison, the Academic Restructuring Working Group indicates that it seeks to address cuts of $53 million in 21-22 and 22-23. This is a difference of $36.8 million. What is the basis for these higher numbers?

    The budget was built on the assumption that the grant would be cut by 8% on 2021-22 and 5% in 2022-23. Subsequent to the approval of the budget, the Government of Alberta communicated that these reductions would be 9.7% ($53M) in 2021-22 and 10.7% in 2022-23 ($53M). This has therefore increased in the expected cut over the 2 years by approximately $36.8M over and above what was approved during the governance cycle.

2. Page 7 of the 2020-21 budget explicitly identifies how the 2019-20 cuts were managed and how the Board authorized the 2020-21 cuts to be managed. Namely, it says $65.6 million will be cut from Faculties "based upon the new budget model results." What would the Faculty-by-Faculty cuts be if the budget model were followed as stipulated by the approved budget? Why are we not following this process?

    The cuts for the 2020-21 fiscal year were allocated and dealt with as noted in the budget document. The cuts being contemplated at this time through the UAT Academic and Administrative Restructuring are in anticipation of the cuts for the 2021-22 and 2022-23 fiscal year. Budget allocations using the budget model for these two fiscal years have not been calculated at this time. The budget model will continue to be used however some adjustments will be required due to the extreme nature of the cuts proposed. The University of Alberta cannot simply continue to do the exact same activities in the exact same fashion using way fewer resources.

3. The University's admissions rate in 2013-2014 was 70%. This rate has been trending downwards since then, and in 2019–20 reached 59.3%, our lowest point ever. If we were to increase the admissions rate by 10 percentage points (from an average of 59% to an average of 69%), this would generate on the order of $15 million in additional tuition for 2021-22. Why is the action to grow our revenue not being taken?

    Enrolment is managed in partnership between the Provost, the Registrar, and the Faculties, in accordance with targets and institutional policy. Enrolment growth is an

active strategic discussion at the University, with due consideration of resources, supports, demand and capacity. While we are very interested in exploring the potential for expanded enrolment as a means by which to increase our reach and provide increased access, it is a multifaceted issue that goes well beyond the admission rate alone.

Note that if we admit more students, we only receive tuition and no additional government funding. On average, domestic tuition only covers about 25% of our costs, although this ratio is shifting under government policy. At this point, there will be programs where marginal costs are less than tuition, but not many. Otherwise, additional students only add to our financial challenges.

4.   All of the scenarios from the Academic Restructuring Working Group assume scale economies between heterogeneous academic units. Not a single piece of evidence has, however, been provided to substantiate these hypothetical anticipated savings.

(a)   What is the factual basis for the claims that putting unlike academic units together yields savings of the magnitudes promised?

Most of the savings proposed result from administrative restructuring and follow the approach taken by dozens of other institutions that have had to find similar amounts of savings. Benefits of economies of scale, standardization of process, workflow optimization, automation of transaction processing and specialization of roles have been demonstrated consistently by other universities. The major consolidations involve corporate functions such as HR, finance, IT, etc., which are similar functions regardless of the academic discipline they support. The financial analysis that was undertaken in the course of academic restructuring was described in detail in this report, published on the UAT website on October 18, 2020.

(b)   What will be the process for unwinding these changes if the promised savings do not materialize?

We are prepared to evaluate and review the structure on an ongoing basis to ensure that the structure enhances, and does not impede, progress towards the University's goals. Changes to the structure will be proposed as necessary. The college model approach makes no changes to our faculty structure, so undoing these changes would be straightforward.

Questions from GFC Elected Faculty Member Anastasia Elias with Responses from the Provost and Vice-President (Academic)

1. *Will the creation of Colleges result in differential cuts to Faculties that are merged into Colleges, deviating from the current budget model? And if so, how will these differential cuts be determined (i.e. what methodology will be used)? Will these differential cuts be based on the "economies of scale" achieved through these mergers?*

   The economies of scale calculations in the ARWG reports are being used solely to provide guidance on the effectiveness of different approaches to organizational design. They will not be used to apply differential cuts to faculty budgets. Faculty budgets will continue to be driven by the current budget model (but with impacts of position transfer/elimination arising out of the SET initiative that are independent of academic structure).

2. *Concerns have been expressed about the methodology that was used to estimate the projected cost savings of the proposed restructuring models (e.g. in the letter that the ARWG received from Chairs' Council Executive). For example, current cost savings estimates are based on normalizing faculty operating costs in relation to course registrations (e.g. bringing all faculties undergoing reorganization into a college 'onto the curve' shown in Figure 2 of the September 2020 Interim Report of the ARWG). However, not all operating costs are related to course delivery; this comparison of total operating costs does not capture the diverse services and programs offered by different faculties, nor does it capture differences in revenue streams. If differential cuts will be applied to the Faculties or Colleges as a result of the restructuring, how will these concerns be addressed?*

   Agreed that different faculties have different cost drivers and revenue sources and that costs to deliver programs are not uniform across the institution. That is why the budget model continues to be the mechanism for resource allocation. It is based on multiple drivers and has a variable BRU to reflect differing program delivery costs.

3. *What will the one-time and ongoing costs be to implement a College Model with Executive Deans (e.g. search costs, college branding, salaries and benefits, administrative team, space)?*

   One-time and ongoing costs will depend on the model chosen. The College model would be the least expensive to set up since all faculties remain intact with no need for consequent physical relocation, rebranding or integration. Some space repurposing would be needed to establish the College leadership offices which will depend on which, if any, academic leadership roles are consolidated at the College level. This is likely nominal on top of the setup costs to establish the common embedded service provision needs arising out of SET.

   With respect to physical space, as a result of freeing up space through consolidation of functions under Academic Restructuring and SET, as well as optimizing space to

reduce overall costs and deferred maintenance, we expect to be able to re-allocate suitable spaces on North Campus for these offices. For 2020, the average cost of operating space on North Campus is currently $88.15 per square metre.

At a minimum, a College office would consist of
- Executive Dean
- College Manager
- Administrative support (1-2)
- Embedded service partners (multiple, but needed regardless of structure)

It could grow beyond this as more functions are consolidated at the College level, but each of these would more than offset by cost reductions occurring at the faculty level or would be supported by a business case for new functions that do not currently exist.

Initial recruitment costs for the Executive Dean, College Manager and admin support would be minimal because they are likely to be internal hires. In the longer term, the Executive Dean would likely be recruited from an open search which typically costs $50-75K per search. Ongoing salary costs for the Executive Dean and College Manager positions will be determined through the recruitment and negotiation processes.

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