



# Revised Proposals of the Academic Restructuring Working Group

November 2020



UNIVERSITY OF  
ALBERTA

**UofA** for  
TOMORROW

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

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## 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.

# Revised Faculty Proposals

## Overview

Throughout this phase of consultation, the ARWG has reviewed extensive consultation input, including the additional scenarios proposed by the community, and heard the key concerns and questions of the community. While differing opinions, perspectives, and analyses have been shared, 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.

As has been noted, there are competing needs and demands that need to be balanced as we make a collective choice about the future academic structure of the U of A. Below are three revised proposals for the community's consideration. The first proposal focuses on the consolidation of faculties, the second on a divisional or college model, and the third on a hybrid model.

Each takes the preliminary scenarios (A,B,C) as a starting point. Changes have been made in response to feedback and ideas on how each approach to restructuring could be strengthened and refined to more clearly achieve the stated objectives.

The original Scenario A has been expanded to include much more than the consolidation of the health sciences faculties in order to achieve cost savings and impacts commensurate with the other options. Faculty consolidation has been the preferred strategy of those opposed to expanding the academic hierarchy to include divisions. On the other hand, for those whose primary concern is retaining faculty identity and ensuring that academic direction rests with the faculty, the division model has been preferred.

Given consistent support for Scenario B, this model is the least changed, but concerns about terminology have been addressed with the change from "division" to "college." This suits both our culture and intention better with the emphasis on collegial collaboration and connection rather than division.

Scenario C has been revised significantly, trying to find a balance between the competing pressures of on one hand a simpler hierarchy in parts of campus, and on the other hand preserving faculty identity where that is the priority.

All three scenarios preserve the autonomy of community-focused CSJ, Augustana and Native Studies. For a concise comparison of organizational differences between the scenarios, see **Appendix 1**.

The presentation of the revised proposals includes information consistently requested by the community: academic and administrative rationale; cost savings and impact on budget model; clarity on leadership structure as well as academic autonomy and decision-making; impact on governance; and relation to administrative restructuring (SET).

It is clear that no one proposal will satisfy all. At the same time, the ARWG is confident that any one of the following three final proposals can achieve substantial financial efficiencies and enable us to support the academic goals of U of A for Tomorrow if the final structure is embraced by the community with a shared commitment to maximizing the benefits and mitigating the risks.

This next phase of consultation will occur quickly and the focus will be on discussion and deliberations of key governance bodies. The following are the key dates as we approach the final decision:

- On **November 16**, Academic Planning Committee will review the revised scenarios.
- On **November 23**, GFC will discuss the revised scenarios.
- On **November 25**, APC will be asked to make a recommendation on a final proposal for academic restructuring.
- On **December 7**, GFC will be asked to make a recommendation, by majority vote, to the Board of Governors.
- On **December 11**, the Board of Governors will make the final decision.

On November 19, there will be a [town hall](#) for all faculty, staff, and students to share opinions and support for their preferred model. Opportunities for input will be shared through the [UAT website](#). These can also be submitted online for the consideration of APC and GFC.

# Consolidation Model Proposal

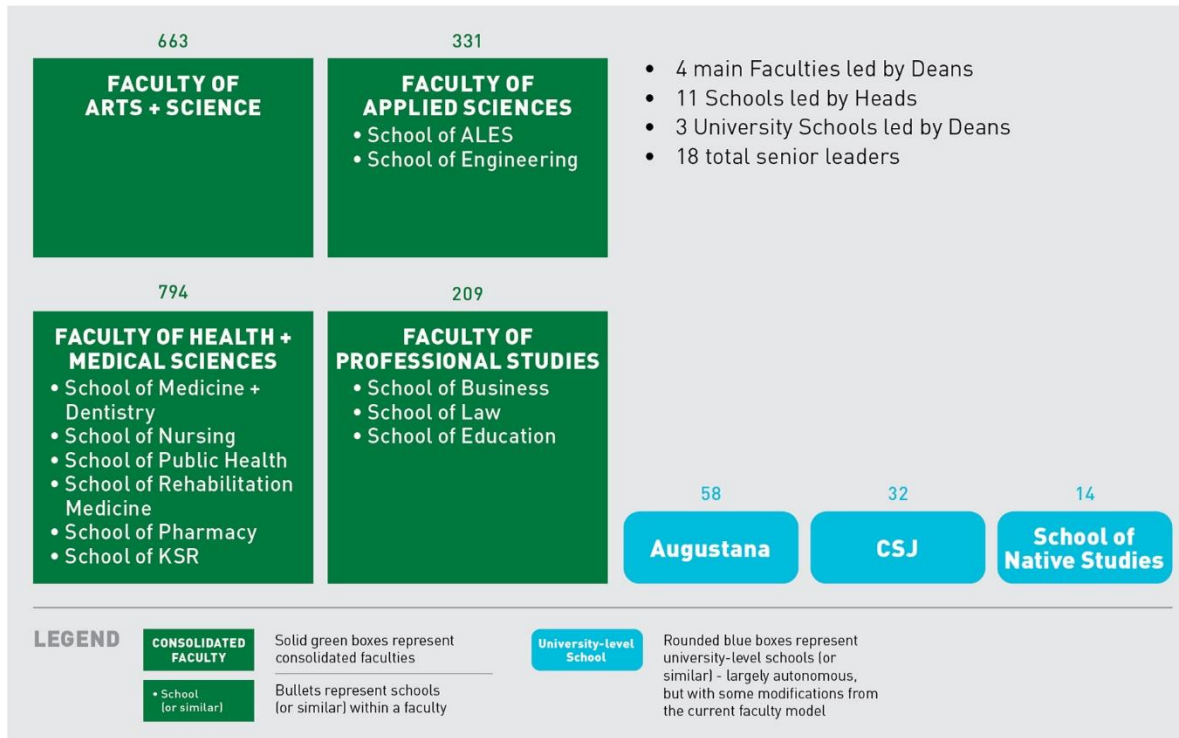
## Overview

In this proposal, the university's 16 current faculties (excluding FGSR and Extension) would be consolidated into four main faculties and three University Schools (autonomous academic units standing outside the main faculties). Several existing faculties would become schools within a larger faculty - these schools would retain full academic autonomy over curriculum and programs, and administrative and budgetary autonomy subject to certain parameters around administrative services (i.e., schools would not duplicate administrative services better delivered by the faculty). The faculty-level unit would provide most administrative functions, set overall strategic direction, recruit and supervise school leaders, set budgets for schools, and represent the constituent units on Deans' Council Executive.

The general philosophy in this scenario is that the faculty provides high level strategic direction and administrative services, and where schools exist within a faculty, these focus on academic programming and research with minimal administration (in faculties without schools, the faculty plays both roles). Some academic functions can also be aggregated upwards such as graduate student oversight, research administration, EDI development, and international initiatives.

Several faculties that would be consolidated are considered professional programs and have external accreditation requirements (e.g., Nursing, Pharmacy). To ensure the quality and integrity of these programs, these would need to retain a high level of academic ownership and autonomy, with academic leadership from within the profession.

## CONSOLIDATION MODEL



- **Faculty of Health and Medical Sciences** - consolidates the current Faculties of Medicine & Dentistry, Nursing, Public Health, Rehabilitation Medicine, Pharmacy and Pharmaceutical Sciences, and Kinesiology, Sport and Recreation, each of which would remain a School under the combined faculty.
- **Faculty of Arts and Science** - consolidates the current Faculty of Arts and Faculty of Science into a single, integrated faculty.
- **Faculty of Applied Sciences** - consolidates the current Faculties of Engineering and ALES, each of which would remain a School under the combined faculty.
- **Faculty of Professional Studies** - consolidates the current Faculties of Business, Law, and Education, each of which would remain a School under the combined faculty.
- **University Schools** - the current Faculty of Native Studies, Campus Saint-Jean, and Augustana would be retained as stand-alone units with academic autonomy. They would be distinguished from the faculties by their particular connections to communities. Opportunities for administrative efficiencies through shared services or centralization could be explored during implementation.

## Organizational model

### **Leadership**

Under this scenario, each of the four large faculties would be led by a dean, with the respective heads of schools as direct reports. The three university schools would be formally faculties (in the same way that the School of Public Health or the Alberta School of Business are formally faculties) and would be led by a dean. The four deans of the large faculties and the three deans of the university schools would all report to the provost. For a leadership organizational chart, refer to **Appendix 2**.

Some concern has been raised that it would be more difficult to recruit heads of schools than to recruit deans of stand-alone faculties. In some cases, the school model is already common (e.g., Public Health is not typically a stand-alone faculty), while in other cases (e.g. Law), this model is very uncommon in Canada but common elsewhere. The impact on leadership recruitment is ultimately uncertain.

### **Governance**

Under this proposal, each consolidated faculty would establish a Faculty Council. It would be up to each faculty school to determine the appropriate school-level governance body, but it is expected that a Council would be established for the constituent schools. Program approvals would route from School Council to Faculty Council to GFC. The university schools would have School Councils and program approvals would proceed directly from School Council to GFC.

The composition of GFC could be altered, as members are currently selected by faculty. There would be fewer, bigger faculties. Under the Post-Secondary Learning Act, the directors of schools are members of GFC, and it is likely that this would apply to heads of schools.

### **Leadership Council**

The four faculty deans and one of the university school deans (on a rotating basis) would be part of an Executive Committee of Deans' Council. All deans plus the heads of schools would be part of Deans' Council.

### **Faculty Evaluation**

The academic collective agreement specifies that faculty evaluations take place at the faculty level. Accordingly, each new faculty would need to establish a common set of faculty standards (subject to approval by Faculty Council) and establish an FEC. It would be important to include the corresponding Heads of Schools as part of each FEC, but this would require changes to the



AASUA collective agreement. Since they remain formally faculties, the three University Schools would each run their own FEC.

Consolidating faculties introduces some efficiencies because fewer distinct FEC processes are required. Some concern has been expressed that it would be difficult for a broad FEC to evaluate faculty members from very distinct disciplines. However, this already occurs on a large scale in multidisciplinary faculties like Arts or Science (e.g., the Arts FEC evaluates professors in fields as diverse as Music and Economics).

### **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 but would aggregate for the four large faculties into a budget under the control of each dean. For the university schools, there would be no change from the current budget model.

### **Faculty Administration**

For the large faculties, a faculty manager would oversee the administrative functions within the faculty. This would include the faculty-specific functions (eg. student advising, research facilities) as well as the embedded service partners (HR, finance, etc.). The faculty manager reports to the dean. For the university schools, the arrangement is the same as for the large faculties.

### **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. In this model, current associate deans would become associate heads as their units become schools.

Consolidation into larger faculties presents opportunities for some of these roles to be consolidated, as well. For example, instead of a faculty having associate heads (research) for each school, it could have a single associate 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 Consolidation Model, but it is an opportunity that it presents to approach how we perform these functions differently.

## Academic rationale

The consolidations proposed in this model are intended to support both new and existing areas of collaboration.

The proposal for a Faculty of Arts & Science reflects suggestions received during the consultation process, which point to opportunities for emerging areas of collaboration between the arts and sciences (examples of this kind of work include the U of A's newest Signature Area, AI4Society, which focuses on bridging technical, social, ethical, and other aspects of work in AI and machine learning). Arts and science comprise foundational fields, and consolidating the Faculties of Arts and Science would also provide an institutional signal towards the importance of education in the liberal arts and foundational sciences, as endorsed by some of our community in the consultation process and consistent with the university's founding. This is also an organizational model that is common among peer institutions nationally and internationally.

Within the health sciences, a combined faculty offers opportunities for more integrated undergraduate health sciences programming as well as for interprofessional education. Within the applied sciences, there is extensive existing collaboration between faculty members in ALES and Engineering (for example, through Future Energy Systems), which this structure would leverage and support. There are existing collaborations between Business and both Law and Education (e.g. the MBA/LLB, MBA/MLIS). There may be additional opportunities (e.g. related to entrepreneurship, Indigenous education, or pedagogy for professional education).

These opportunities for collaboration are intended to encompass both research and teaching, with students benefiting from more integrated programs (including more programs with a thematic focus that cuts across disciplinary lines), more multidisciplinary courses, greater flexibility within a faculty and smoother transitions between programs.

The development of faculty standards within the new consolidated faculties presents an opportunity to reinforce incentives to collaboration and interdisciplinarity, while also respecting the distinctiveness of the constituent disciplines or 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 \$26.5 million. The detailed calculation is shown below.

**Table: Summary of administrative savings from the Consolidation Model**

Faculty	Courses	Current		Consolidation Model	
		Ops Staff	Ops Cost	Ops Staff	Ops Cost
Sci	61,432	129.8	\$11,952,503	257.2	\$23,683,140
Arts	66,548	161.6	\$14,880,774		
ALES	12,523	95	\$8,747,980	132.8	\$12,228,632
Engg	31,067	162.2	\$14,936,025		
FoMD	6,588	437.2	\$40,259,125		
KSR excl ACR	7,472	45	\$4,142,995		
Nurse	5,855	44	\$4,051,696	534.2	\$49,194,381
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
Educ	14,486	74.6	\$6,869,466		
Law	5,330	24.6	\$2,265,266	124.0	\$11,420,585
Bus	19,179	78.9	\$7,265,428		
<b>Total</b>	<b>260,574</b>	<b>1,438</b>	<b>\$132,388,381</b>	<b>1,149.5</b>	<b>\$105,854,847</b>
<b>Savings</b>				<b>288.1</b>	<b>\$26,533,535</b>

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 previously noted, 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. Further detail on these hypothetical options is included in **Appendix 3**.

**Table: Released leadership capacity through various options of the Consolidation Model**

Consolidated Function	Consolidation	
	People	Capacity
Current	314	
Minimum	316	-\$0.6
EDI, Int'l	319	-\$1.0
EDI, Int'l, Research	299	\$1.4
EDI, Int'l, Research, Grad	238	\$8.7

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 Consolidation Model**

Administrative efficiencies	\$26.5M
Leadership capacity	-\$0.6M to +\$8.7M
Additional department consolidation	\$0.5M each
Total	\$25.9M to \$35.2M+

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 and school 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.

# College Model Proposal

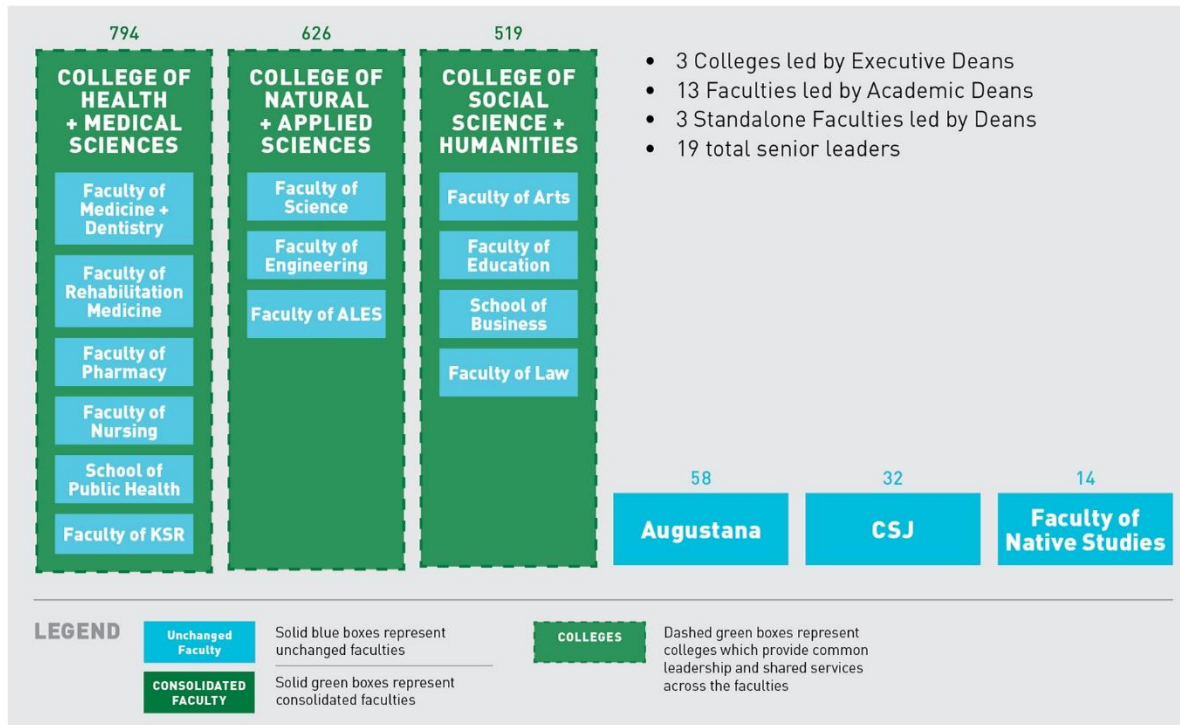
## Overview

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		
<b>Total</b>	<b>260,574</b>	<b>1,438</b>	<b>\$132,388,381</b>	<b>1,091.8</b>	<b>\$100,540,535</b>
<b>Savings</b>				<b>345.9</b>	<b>\$31,847,847</b>

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.

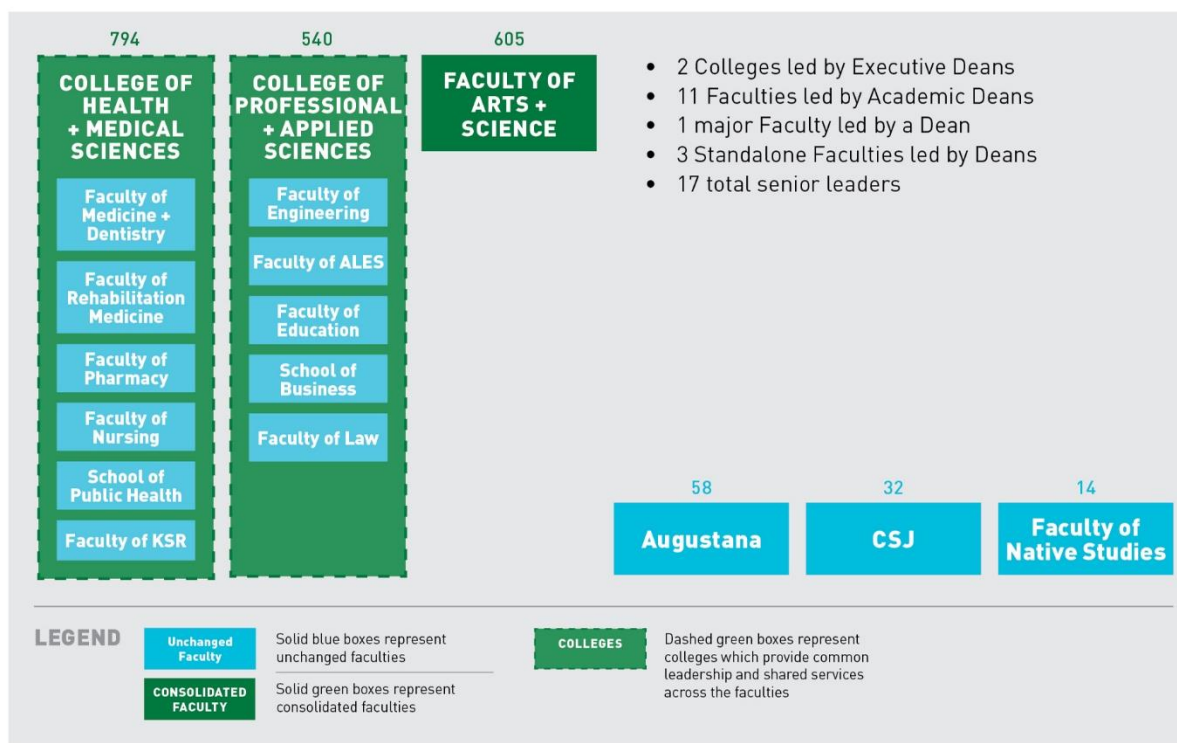
# Hybrid Model Proposal

## Overview

This proposal would see 11 current faculties consolidated into two colleges, with Arts and Science consolidated into a single major faculty and CSJ, Native Studies and Augustana remaining as stand-alone faculties. 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, and administrative and budgetary autonomy within certain parameters around providing administrative services better delivered by the college.

The general philosophy in this scenario is that within Arts and Science, opportunities for academic excellence and administrative efficiency are best achieved within a single integrated faculty, while in other disciplinary areas - particularly those with professional accreditation requirements - it is important for existing faculties to retain their current identities, autonomy, and distinction. The college model provides opportunities for those faculties to benefit from academic and administrative synergies.

## HYBRID 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 Professional and Applied Sciences** - brings together the current Faculties of Engineering, ALES, Education, Business and Law.
- **Faculty of Arts and Science** - consolidates the current Faculties of Arts and Science into a single, integrated faculty.
- **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 scenario, each of the two colleges would be led by an executive dean, with the respective academic deans of the faculties within the college as direct reports. The combined Faculty of Arts and Sciences would be led conventionally by a dean (although it might deploy separate Associate Deans of Arts and of Science, as needed). The three standalone faculties are largely unaffected in this model and would continue to be led by a dean.

The two executive deans, the Dean of Arts and Science 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 are essentially unchanged. The one exception is for Arts and Science for which there would now be a single Faculty Council. As currently, 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. GFC size and composition is slightly affected by the net reduction of one administrator resulting from combining Arts and Science.

### **Leadership Council**

The two executive deans, the Dean of Arts and Science, and one of the standalone faculty deans (on a rotating basis) would be part of an Executive Deans' Council. All of the deans (including academic and executive) 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, with the exception of Arts and Science, which would form a single FEC.

### **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.

For Arts and Science, those two revenue streams would be combined and administered by the 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 (including Arts and Science), 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 or into a larger faculty 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 Hybrid Model, but it is an opportunity that it presents to approach how we perform these functions differently.

### **Academic rationale**

Consolidating faculties within a small number of colleges presents opportunities for enhanced collaboration within each area.



The proposal for a Faculty of Arts & Science reflects suggestions received during the consultation process, which point to opportunities for emerging areas of collaboration between the arts and sciences (examples of this kind of work include the U of A's newest Signature Area, AI4Society, which focuses on bridging technical, social, ethical, and other aspects of work in AI and machine learning). Arts and science comprise foundational fields, and consolidating the Faculties of Arts and Science would also provide an institutional signal towards the importance of education in the liberal arts and foundational sciences, as endorsed by some of our community in the consultation process and consistent with the university's founding. This is also an organizational model that is common among peer institutions nationally and internationally.

Within the health sciences, a combined faculty offers opportunities for more integrated undergraduate health sciences programming as well as for interprofessional education. The grouping of the College of Applied and Professional Sciences responds to and supports existing areas of collaboration (e.g., between Engineering and ALES), but also reflects novel opportunities for collaboration between Business and the applied sciences, as identified during the consultation process.

These opportunities for collaboration are intended to encompass both research and teaching, with students benefiting from more integrated programs (including more programs with a thematic focus that cuts across disciplinary lines), more multidisciplinary courses, greater flexibility within a faculty and smoother transitions between programs.

Under the leadership of a shared executive dean, faculties within a college 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.

## 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 \$32.1 million. The detailed calculation is shown below.

**Table: Summary of administrative savings from the Hybrid Model**

Faculty	Courses	Current		Hybrid Model	
		Ops Staff	Ops Cost	Ops Staff	Ops Cost
Arts	66,548	161.6	\$14,880,774	257.2	\$23,683,140
Sci	61,432	129.8	\$11,952,503		
ALES	12,523	95	\$8,747,980	196.6	\$18,100,410
Engg	31,067	162.2	\$14,936,025		
Educ	14,486	74.6	\$6,869,466		
Law	5,330	24.6	\$2,265,266		
Bus	19,179	78.9	\$7,265,428		
FoMD	6,588	437.2	\$40,259,125		
KSR excl ACR	7,472	45	\$4,142,995	534.2	\$49,194,381
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		
CSJ	5,456	39	\$3,591,276	39.0	\$3,591,276
NS	1,224	9	\$828,756	9.0	\$828,756
<b>Total</b>	<b>260,574</b>	<b>1,438</b>	<b>\$132,388,381</b>	<b>1089.3</b>	<b>\$100,306,040</b>
<b>Savings</b>				<b>348.4</b>	<b>\$32,082,342</b>

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 Hybrid Model**

Consolidated Function	Hybrid	
	People	Capacity
Current	314	
Minimum	315	-\$0.3
EDI, Int'l	316	-\$0.4
EDI, Int'l, Research	295	\$2.1
EDI, Int'l, Research, Grad	241	\$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: Summary of savings for the Hybrid Model**

Administrative efficiencies	\$32.1M
Leadership capacity	-\$0.3M to +\$8.5M
Additional department consolidation	\$0.5M each
Total	\$31.8M to \$40.6M+

### 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.

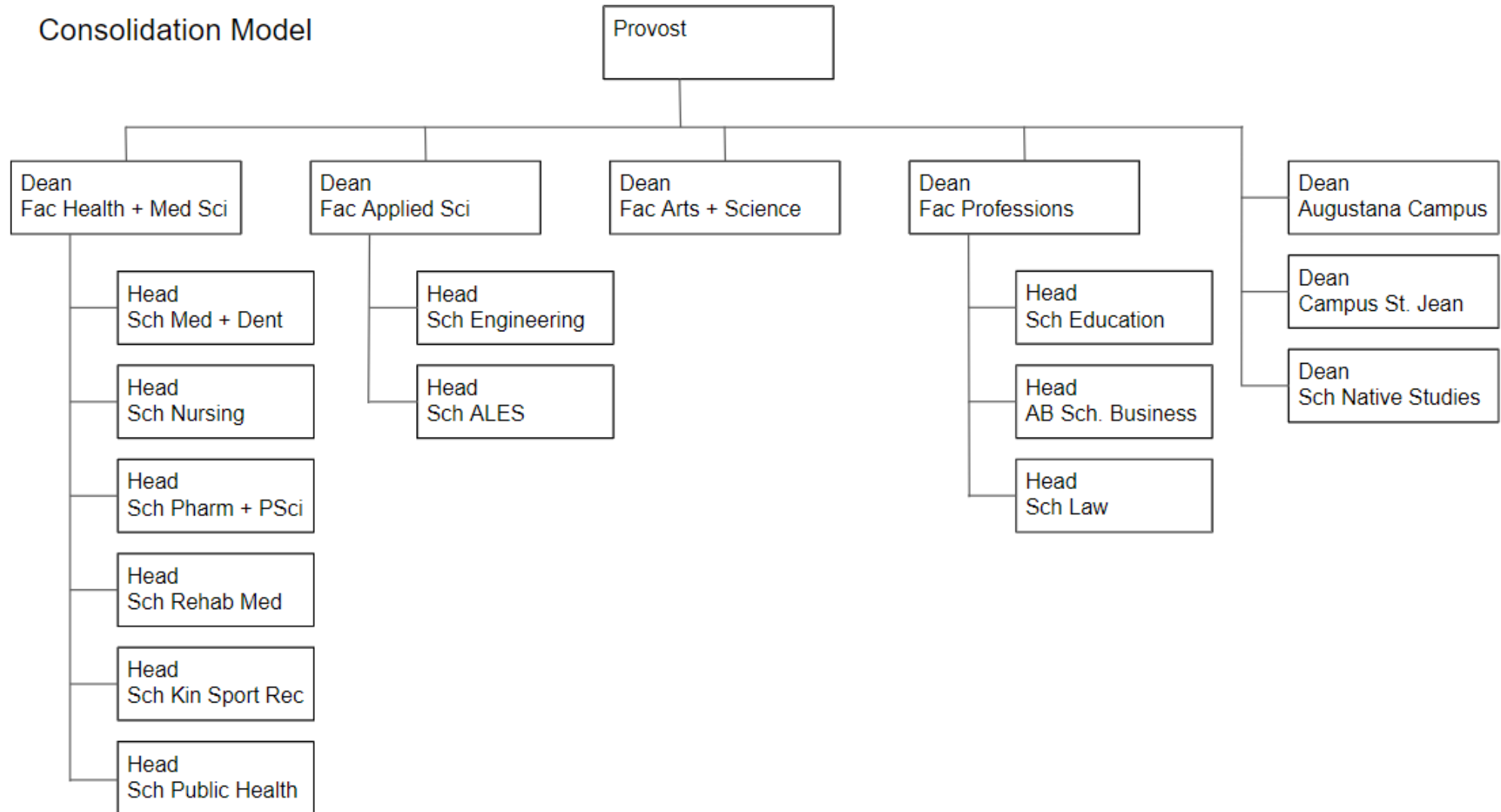
Under a consolidated faculty model, SET will require fewer service partners and managers than would be required under our current model. This will allow for a greater proportion of our administrative resources to be used for direct support functions. This in turn supports the effectiveness of the academic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

## Appendix 1: Organizational Comparison

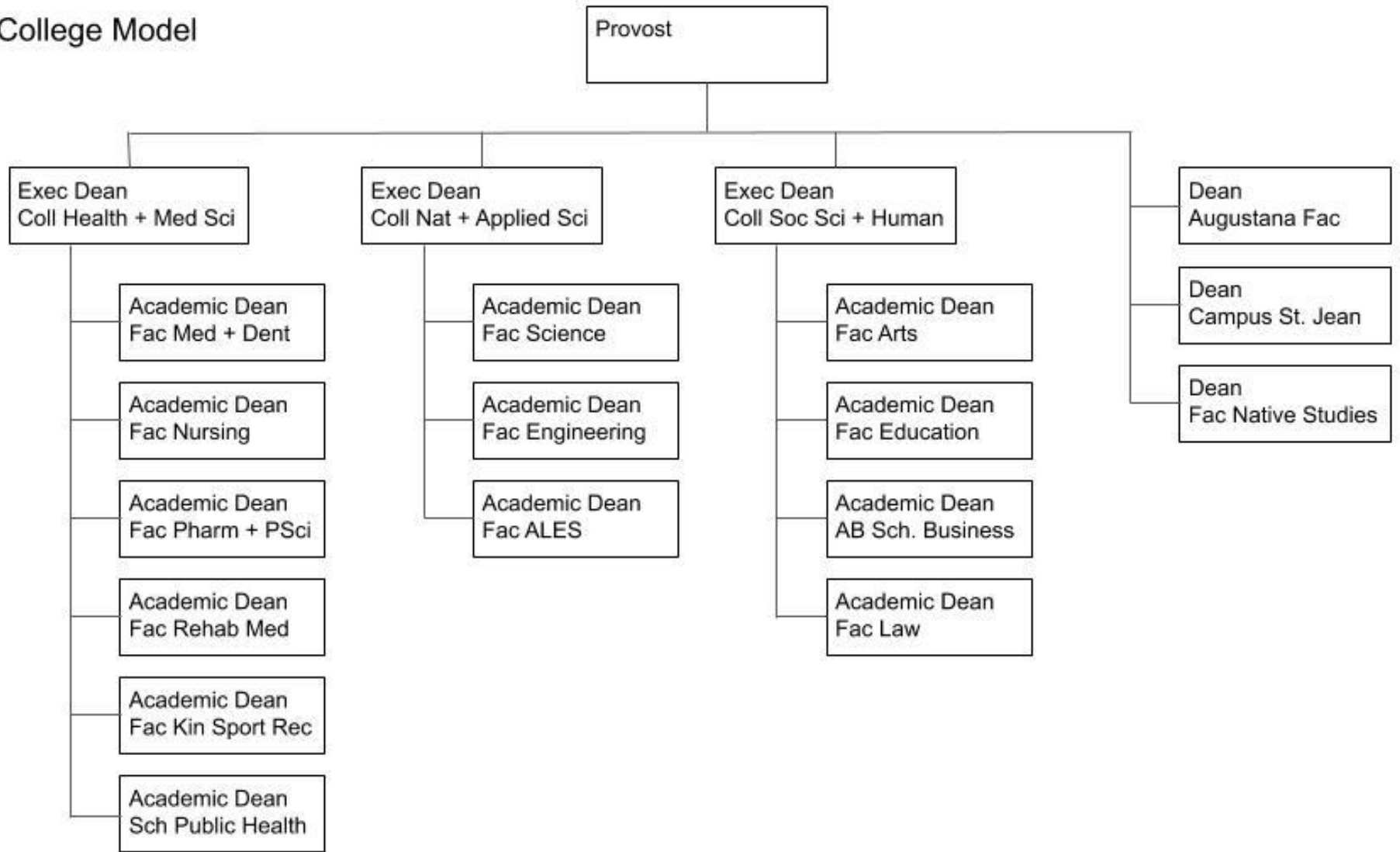
	Consolidation Model	College Model	Hybrid Model
Leadership	<ul style="list-style-type: none"> <li>• Four large faculties led by a dean</li> <li>• Schools within the faculties led by a head of school</li> <li>• University Schools led by a dean</li> <li>• 18 dean-like leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Three colleges led by an executive dean</li> <li>• Faculties within colleges led by academic dean, reporting to exec. dean</li> <li>• Stand-alone faculties led by a dean</li> <li>• 19 dean-like leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Two colleges led by an executive dean</li> <li>• Faculty of Arts &amp; Science led by a dean</li> <li>• Stand-alone faculties led by a dean</li> <li>• 17 dean-like leaders</li> </ul>
Governance	<ul style="list-style-type: none"> <li>• Four large faculties each have a Faculty Council</li> <li>• Schools could establish a Council</li> <li>• Heads of school likely on GFC</li> </ul>	<ul style="list-style-type: none"> <li>• Faculties retain existing Faculty Councils</li> <li>• No college-level Council established</li> <li>• For executive deans to be members of GFC, composition rules would have to be changed</li> </ul>	<ul style="list-style-type: none"> <li>• Each existing faculty retains its Faculty Council</li> <li>• Arts &amp; Science establishes a single Faculty Council</li> <li>• No college-level Council established</li> <li>• For executive deans to be members of GFC, composition rules would have to be changed</li> </ul>
Leadership Council	<ul style="list-style-type: none"> <li>• Executive Committee of Deans' Council - four faculty deans plus one University School dean</li> <li>• Deans' Council - all deans and heads of schools</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Deans' Council - three executive deans and one stand-alone faculty dean</li> <li>• Deans' Council - all deans (academic and executive)</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Deans' Council - two executive deans plus dean of consolidated faculty and one dean of a stand-alone faculty</li> <li>• Deans' Council - all deans (academic and executive)</li> </ul>
Faculty Evaluation	<ul style="list-style-type: none"> <li>• FEC run at the faculty level, per the collective agreement. Consolidated faculties each run one FEC</li> <li>• Change to collective agreement to add heads of schools</li> </ul>	<ul style="list-style-type: none"> <li>• FEC run at the faculty level, no change from current organization</li> </ul>	<ul style="list-style-type: none"> <li>• FEC run at the faculty level, no change from current organization except for Arts &amp; Science, which would run one FEC</li> </ul>

	<b>Consolidation Model</b>	<b>College Model</b>	<b>Hybrid Model</b>
Budget Management	<ul style="list-style-type: none"> <li>Budget model revenue allocations would be aggregated at the consolidated faculty level into a budget under control of each dean</li> </ul>	<ul style="list-style-type: none"> <li>Budget model revenue allocations assigned to faculties.</li> <li>Faculties within colleges “taxed” to fund college services and initiatives. Remaining budget controlled by academic deans.</li> </ul>	<p>For colleges:</p> <ul style="list-style-type: none"> <li>Budget model revenue allocations assigned to faculties.</li> <li>Faculties within colleges “taxed” to fund college services and initiatives. Remaining budget controlled by academic deans.</li> </ul> <p>For stand-alone:</p> <ul style="list-style-type: none"> <li>Budget model revenue allocations would be aggregated at the faculty level into a budget under control of each dean</li> </ul>
Faculty Administration	<ul style="list-style-type: none"> <li>Faculty manager oversees admin functions (faculty-specific as well as service partners); reports to dean</li> </ul>	<ul style="list-style-type: none"> <li>College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean.</li> </ul>	<p>For colleges:</p> <ul style="list-style-type: none"> <li>College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean.</li> </ul> <p>For stand-alone:</p> <ul style="list-style-type: none"> <li>Faculty manager oversees admin functions (faculty-specific as well as service partners); reports to dean</li> </ul>
Academic Leader Roles	<ul style="list-style-type: none"> <li>Consolidation of existing associate dean/chair, director roles within a faculty can be considered</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of existing associate dean/chair, director roles within a college can be considered</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of existing associate dean/chair, director roles within a faculty or college can be considered</li> </ul>
Projected admin cost savings	\$26.5 million	\$31.8 million	\$32.1 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

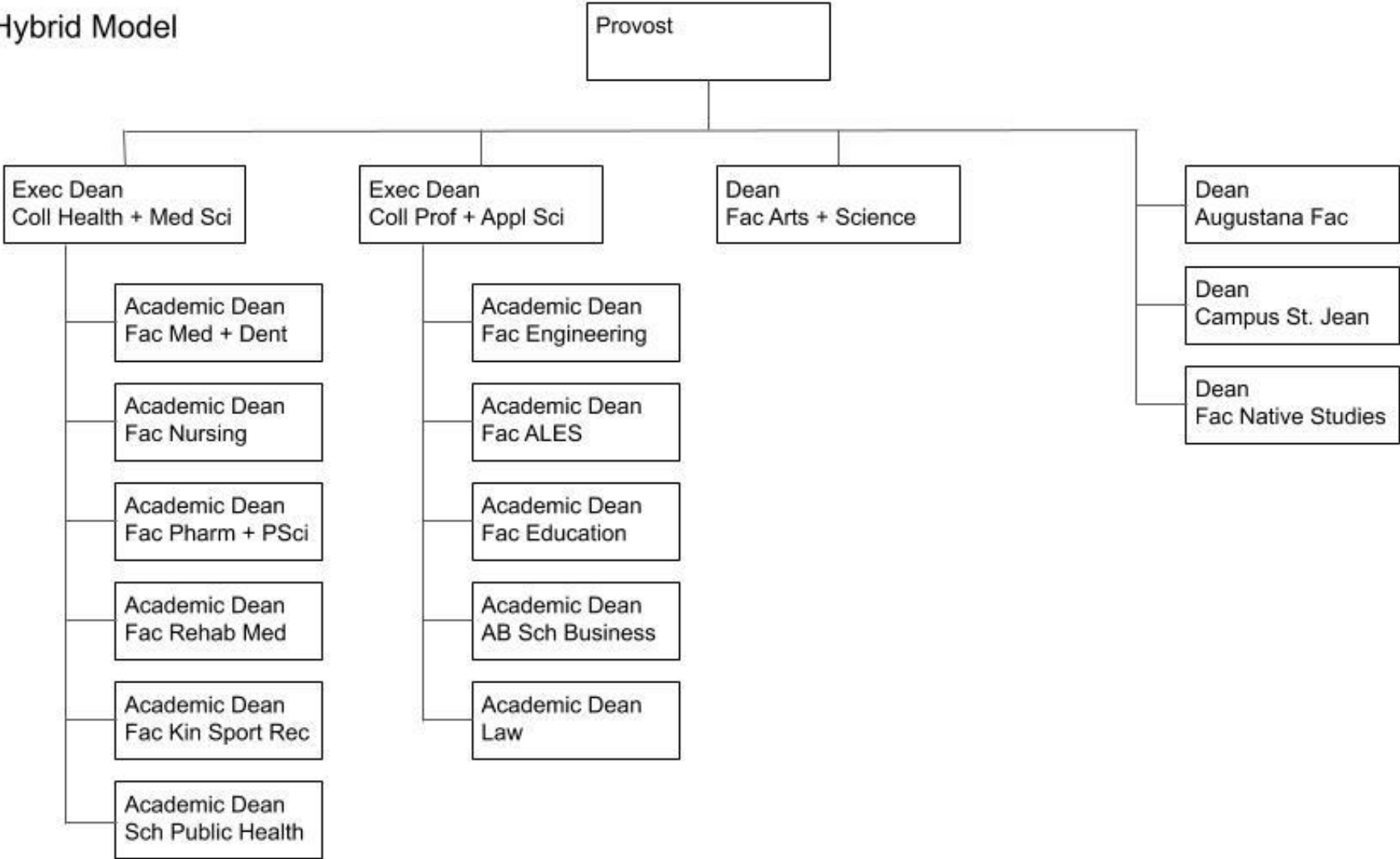
## Appendix 2: Leadership organization charts



# College Model



Hybrid Model





## 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

### Consolidation Model

#### Minimum version

Faculty	Dean	Head	Vice H	AH Res	AH Grad	AH Acad	AH Stud	AH Int'l	AH EDI	AH Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total	
FoMD	1	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	1												5
SPH		1	1	1	1	1													4
ALES	1	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	
Arts			1	1	1	2	1				15	15	15	1			4	56	
Education	1	1	1	1	1	1				1	5	4	4			2		22	
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	
<b>Grand Total</b>	<b>7</b>	<b>11</b>	<b>19</b>	<b>14</b>	<b>12</b>	<b>23</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>12</b>	<b>65</b>	<b>35</b>	<b>37</b>	<b>13</b>	<b>10</b>	<b>20</b>	<b>28</b>	<b>316</b>	

Consolidate EDI, International

Faculty	Dean	AD EDI	AD Int'l	Head	Vice H	AH Res	AH Grad	AH Acad	AH Stud	AH Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total
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	1	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
ALES	1	1	1	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	1	1		6	6	7	6			4	37
Arts					1	1	1	2	1		15	15	15	1			4	56
Education				1	1	1	1	1		1	5	4	4			2		24
Business	1	1	1	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
<b>Grand Total</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>11</b>	<b>19</b>	<b>14</b>	<b>12</b>	<b>23</b>	<b>5</b>	<b>12</b>	<b>65</b>	<b>35</b>	<b>37</b>	<b>13</b>	<b>10</b>	<b>20</b>	<b>28</b>	<b>319</b>

Consolidate EDI, International, Research

Faculty	Dean	ADR	AD EDI	AD Int'l	Head	Vice H	AH Grad	AH Acad	AH Stud	AH Other	Chair	AC Grad	AC Ugrad	AC Other	Grad Co	Director	Total
FoMD					1	6	1	4		9	21	4	3	7	15	7	82
Nursing					1	1	1	1		1							5
Pharmacy	1	1	1	1	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
ALES	1	1	1	1	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	1	1	1		6	6	7			4	31
Arts						1	1	2	1		15	15	15			4	54
Education					1	1	1	1		1	5	4	4		2		24
Business	1	1	1	1	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
<b>Grand Total</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>11</b>	<b>19</b>	<b>12</b>	<b>23</b>	<b>5</b>	<b>12</b>	<b>65</b>	<b>35</b>	<b>37</b>	<b>10</b>	<b>20</b>	<b>28</b>	<b>299</b>

Consolidate EDI, International, Research, Graduate

Faculty	Dean	AD Grad	AD R	AD EDI	AD Int'l	Head	Vice H	AH Acad	AH Stud	AH Other	Chair	AC Ugrad	AC Other	Director	Total				
FoMD	1	1	1	1	1	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				1			3		3		9
KSR						1						1							3
SPH						1						1							3
ALES	1	1	1	1	1	1	1	1			4	1		3	16				
Engineering						1	1		2	1	4	5		6		20			
Science	1	1	1	1	1		1	1	1		6	7		4	25				
Arts							1	2	1		15	15		4		38			
Education	1	1	1	1	1	1	1	1		1	5	4			18				
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				
Grand Total	7	6	7	4	4	11	19	23	5	12	65	37	10	28	238				

# College 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												
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		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												
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	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	1												
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				
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>		<b>16</b>	<b>19</b>	<b>3</b>	<b>12</b>	<b>23</b>	<b>5</b>	<b>12</b>	<b>65</b>	<b>35</b>	<b>37</b>	<b>10</b>	<b>20</b>	<b>28</b>	<b>297</b>			

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	1						3		3			9
						KSR	1	1		1	1											3
						SPH	1	1		1	1											
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					
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>16</b>	<b>19</b>	<b>3</b>	<b>2</b>	<b>23</b>	<b>5</b>	<b>12</b>	<b>65</b>	<b>37</b>	<b>10</b>	<b>28</b>	<b>235</b>					

# Hybrid Model

## Minimum version

Unit	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	1													4
PAS	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	
		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	
A&S		Science	1	1	1	1	1	1		1		6	6	7	6			4	36	
		Arts		1	1	1	2	1				15	15	15	1			4	56	
		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	2		15	19	14	12	23	5	2	3	12	65	35	37	13	10	20	28	315	

## Consolidate EDI, International

Unit	ExDean	AD Int'l	AD EDI	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	1	1	FoMD	1	6		1	4				9	21	4	3	1	7	15	7	82		
				Nursing	1	1	1	1	1					1							2	6	
				Pharmacy	1		1		4														8
				Rehab Med	1	1		1	1							3				3	1		11
				KSR	1	1	1	1	1														5
				SPH	1	1	1	1	1														4
PAS	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	
				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	
A&S				Science	1	1	1	1	1	1		1		6	6	7	6			4	37		
				Arts		1	1	1	2	1		1	1		15	15	15	1			4	56	
				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	2	2	2		15	19	14	12	23	5	1	1	12	65	35	37	13	10	20	28	316		

Consolidate EDI, International, Research

Unit	ExDean	AD Res	AD Int'l	AD EDI	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 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	1															3
PAS	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	
					Education	1	1		1	1						1		5	4	4		2		20	
					Business	1	1		2	1								4						9	
					Law	1	1		1	1															3
A&S					Science	1	1		1	1	1				6	6	7				4	31			
					Arts		1	1		1	2	1	1	1				15	15	15				4	54
					Augustana	1	1	1		1	1				3		2				2	12			
					CSJ	1	1	1	1	2												6			
					Native Studies	1		1	1	1												4			
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>15</b>	<b>19</b>	<b>4</b>	<b>12</b>	<b>23</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>65</b>	<b>35</b>	<b>37</b>	<b>10</b>	<b>20</b>	<b>28</b>	<b>295</b>				

Consolidate EDI, International, Research, Graduate

Unit	ExDean	AD Res	AD Res	AD Int'l	AD EDI	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Chair	AC Ugrad	AC Other	Director	Total					
HMS	1	1	1	1	1	FoMD	1	6		1	4				9	21	3	7		7	64				
						Nursing	1	1		1	1						1							5	
						Pharmacy	1				4													2	7
						Rehab Med	1	1		1	1										3		3		10
						KSR	1	1		1	1														4
						SPH	1	1		1	1														3
PAS	1	1	1	1	1	ALES	1	1		1	1					4	1			3	17				
						Engineering	1	1				2					1		4	5			6	20	
						Education	1	1		1	1						1		5	4				14	
						Business	1	1		2	1								4					9	
						Law	1	1		1	1														3
A&S						Science	1	1		1	1	1				6	7			4	25				
						Arts		1	1		1	2	1	1	1				15	15			4	38	
					Augustana	1	1	1		1	1					3	2			2	12				
					CSJ	1	1	1	1	2											6				
					Native Studies	1		1	1	1											4				
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>15</b>	<b>19</b>	<b>4</b>	<b>11</b>	<b>23</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>65</b>	<b>37</b>	<b>10</b>	<b>28</b>	<b>241</b>					