Tuesday, September 22, 2020
6:00PM
Zoom

We would like to respectfully acknowledge that our University and our Students' Union are located on Treaty 6 Territory. We are grateful to be on Cree, Dene, Saulteaux, Métis, Blackfoot, and Nakota Sioux territory; specifically the ancestral space of the Papaschase Cree. These Nations are our family, friends, faculty, staff, students, and peers. As members of the University of Alberta Students' Union we honour the nation-to-nation treaty relationship. We aspire for our learning, research, teaching, and governance to acknowledge and work towards the decolonization of Indigenous knowledges and traditions.

LATE ADDITIONS (SC-2020-11)

2020-11/1   SPEAKERS BUSINESS

Join Zoom Meeting
https://us02web.zoom.us/j/83357188150

Meeting ID: 833 5718 8150

2020-11/2   PRESENTATIONS

2020-11/3   EXECUTIVE COMMITTEE REPORT

2020-11/4   BOARD AND COMMITTEE REPORT

2020-11/5   OPEN FORUM

2020-11/6   QUESTION PERIOD

2020-11/7   BOARD AND COMMITTEE BUSINESS

2020-11/7a   **BID MOVES TO** call for nominations and appoint a councillor to become a permanent member of the Council Administration Committee (CAC).

See SC-2020-11.13

2020-11/7b   **AGARWAL MOVES TO** appoint two (2) representatives to sit on the PAW Strategic Operating Committee.

See SC-2020-11.14

2020-11/8	GENERAL ORDERS

2020-11/9	INFORMATION ITEMS
2020-11/9a	Council Submissions.

See SC-2020-11.06.13-14

2020-11/9b	Board of Governors Report

See SC-2020-11.15

2020-11/9c	Academic Restructuring Presentation to Council

See SC-2020-11.16

2020-11/9d	Interim Report of the Academic Restructuring Working Group (ARWG)

2020-21 - Council Submissions

UASU Students' Council Agenda Submission

Council Meeting Date   Tuesday, September 22, 2020

Mover   Bid

Email   bid@ualberta.ca

Action Requested   Approval

Approval

Motion   BID MOVES TO call for nominations and appoint a councillor to become a permanent member of the Council Administration Committee (CAC)

Abstract

This is in order to fill the recent vacancy on CAC.

Next Steps

The appointed councillor will be a permanent member of CAC and will assume the role of the vacant position.

2020-21 - Council Submissions

UASU Students' Council Agenda Submission

Council Meeting Date   Tuesday, September 22, 2020

Mover   AGARWAL

Email   president@uasu.ca

Action Requested   Approval

Approval

Motion   AGARWAL MOVES to appoint two (2) representatives to sit on the PAW Strategic Operating Committee.

Abstract

Appointment of two (2) representatives to sit on the PAW Strategic Operating Committee to advise and provide input on operational policies for consideration, receive regular reports from University staff who manage the PAW Centre and any Other Renovated Areas in which student programming is taking place regarding programming, activities, and general operating budgets and costs within the Student Focused Areas, other than the Association Leased Areas; review all collection and disbursement information about the Fee, and the PAW Centre Account etc.

Date: 09/22/2020
To: Students' Union Council
Re: BoG Rep 2020/2021 Report #9 - **Reputation, Representation and Miscommunication**

Dear Council,

Meetings

1. **BRPAC:** last Friday some open session items were Indigenous students receiving funding for their education, the need to improve our relationship with Albertan Government by marketing UAlberta's achievements more effectively (reports, awards, etc.) and Bill's transition into presidency; he's meeting internal and external stakeholders to secure funding and hear concerned voices. Regarding students, he spent time meeting new residents and their parents with cookies, has been meeting with GSA and UASU executives and the Black Students' Association.
   a. I would appreciate hearing your concerns about the university as students so that I can bring your concerns to the committee and work with them to advise administration on their direction in university branding and action. Student feedback helps UAlberta improve.
2. **AUFSJ:** this meeting gave me clarity on where CSJ student representatives stand. We discussed pros and cons of being on or off North Campus, acknowledging potentially improved facilities at North Campus but significantly less cultural preservation.
3. **ASA:** looking to meet with them about restructuring as well.
4. **STRIDE Launch Party:** among other well spoken, well experienced panelists, I enjoyed hearing Akanksha Bhatnagar and Alana Krahn speak to their experiences in and journeys to leadership.

Projects

1. **ISA/ASC representation on BLRSEC:** having approval from the board chair and committee chair, ISA can present about representation, advocating on behalf of ASC as well. The next step will be a meeting between ASC, ISA and ARRC reps and I to craft content that addresses everyone's concerns. A complication here is that the PSLA can afford structural change but this structural change must happen at all three Albertan universities because the Act covers them all. We could see even larger conversations with international and Aboriginal students across Alberta, which is exciting!
2. **Livestreaming Follow-up:** I've asked administration about recording board/committee Zoom open sessions to post online like meeting minutes are. I will publicize this if it does happen.
3. **BoG Rep Handbook:** preliminary conversation happening here.

UNIVERSITY OF ALBERTA
STUDENTS' COUNCIL

University of Ottawa Supporting CSJ

1. I have seen news suggesting University of Ottawa is considering financially supporting CSJ, which is false. The article in the Edmonton Journal is an opinion piece, not supported by the University of Ottawa; I asked university administration about this and they said they have been in contact with the University of Ottawa who explicitly told them they have no intention of supporting CSJ financially.

Thanks for reading!

University of Alberta Undergraduate Board of Governors Representative
Dave Konrad

2020-21 - Council Submissions

UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

Council Meeting Date   Tuesday, September 22, 2020

Mover   AGARWAL

Email   president@uasu.ca

Action Requested   Information Items

Information Items

Abstract

President Agarwal to provide an update on the work which began on academic restructuring in spring with the establishment of the ARWG. Through the summer, the working group has focused on rationale and stage-setting, principles and objectives, the current state at the university, and lessons we can learn from around the world.

Attachments

pdf   Academic Restructuring Presentation to Co...

Overview

- Academic Restructuring Overview

- The Process

- Where Are we now? (Scenarios)

- What can you do as a Councillor?
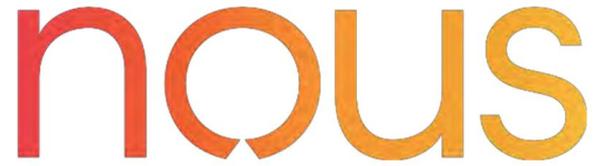
Figures and data taken from the full report of the Academic Restructuring Working Group (ARWG) & can be found here: https://www.ualberta.ca/uofa-tomorrow/media-library/interim-report-of-arwg-sept-2020.pdf

nous

About Nous

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

UniForum

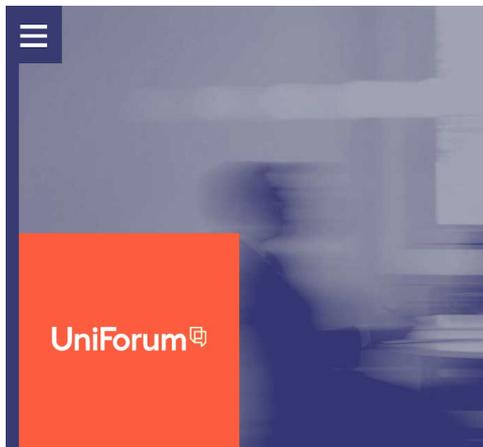**Driving improvement in university administration worldwide, Cubane's UniForum is a unique consultancy program for exchanging data, insights and best practices in a moderated forum setting.**

Faculty organization in Canada

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

TABLE 2 U OF A FACULTIES AND U15 EQUIVALENTS

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

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

Approaches

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

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

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

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

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

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

The Process

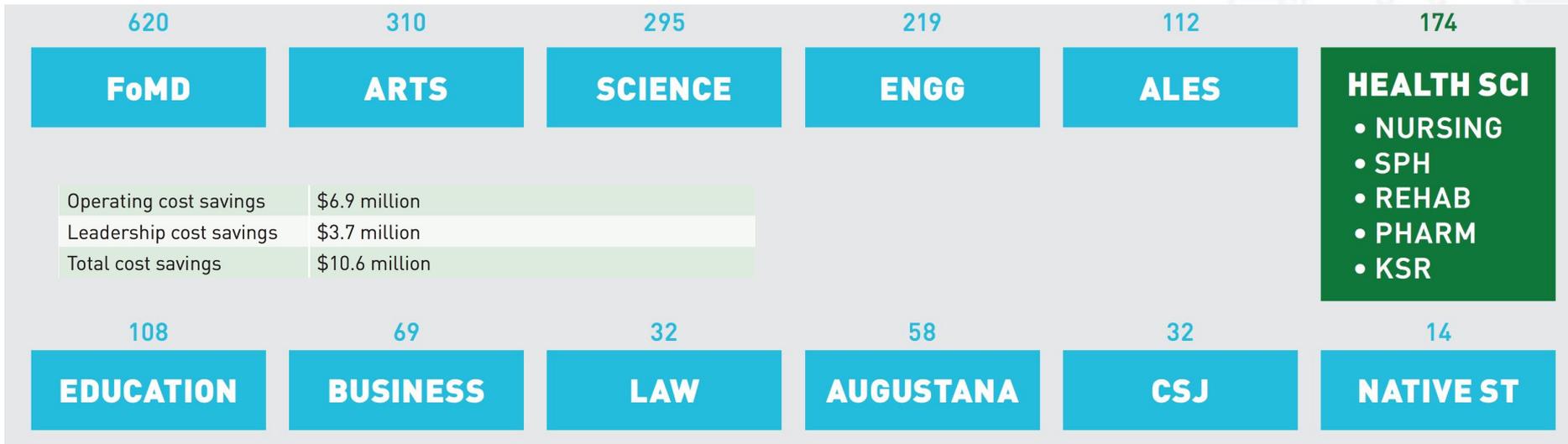# Academic Restructuring Consultations (to Sept 4, 2020)

- Deans' Council - May 20
- Academic Planning Committee (APC) - May 20
- General Faculties Council (GFC) - May 25
- Townhall - June 2, (on UofA for Tomorrow)
- Deans' Council - June 3
- APC - June 11
- Board of Governors - June 19
- GFC - June 22, 2020
- Townhall - 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
- Board of Governors Retreat - September 4th

Key Concerns from Students' Council

- CSJ
- Augustana
- Faculty of Native Studies
- Front line services
- Student Representation

- Faculty Autonomy
- Faculty Identity
- EDI
- Looking at other universities

Three Scenarios (A, B, C)

Scenario A – Health Sciences Consolidation

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

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

108	69	32	58	32	14
EDUCATION	**BUSINESS**	**LAW**	**AUGUSTANA**	**CSJ**	**NATIVE ST**

- With a Health Sciences faculty, Public Health, Rehabilitation Medicine, Pharmacy, Kinesiology, Sport and Recreation, and Nursing would retain significant academic autonomy, control over academic programs, and management of research
- Least disruption from the university's current operating model
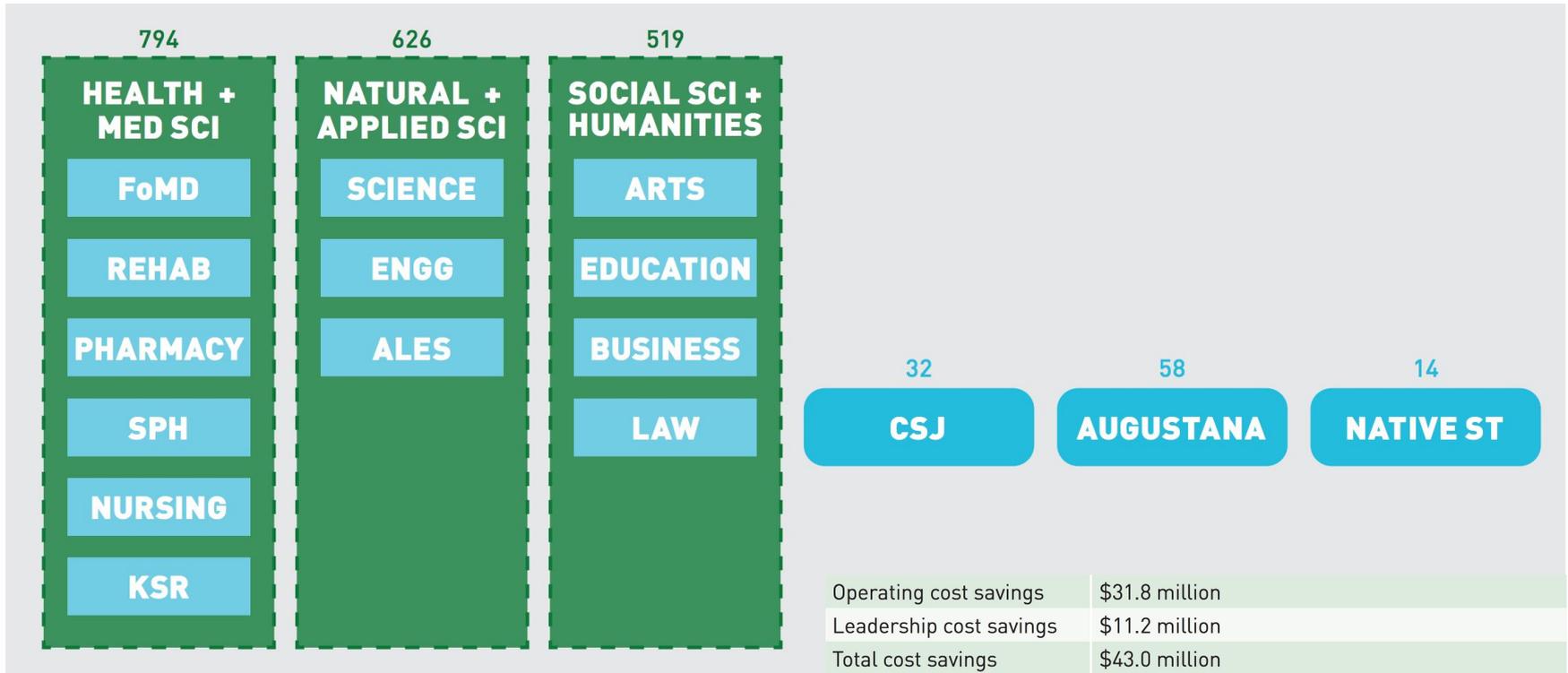- Lower cost savings

10

Potential advantages:

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

Potential disadvantages:

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

Scenario B – Tri-Agency Alignment

	794	626	519			
	HEALTH + MED SCI	NATURAL + APPLIED SCI	SOCIAL SCI + HUMANITIES			
	FoMD	SCIENCE	ARTS			
	REHAB	ENGG	EDUCATION			
	PHARMACY	ALES	BUSINESS	32	58	14
	SPH		LAW	CSJ	AUGUSTANA	NATIVE ST
	NURSING					
	KSR					

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

- Originally wanted to merge all faculties into 3 Faculties (then separated CSJ, Augustana, Faculty of Native Studies)
- Increased interdisciplinary
- Set up around tri-council agencies (federal research funding)
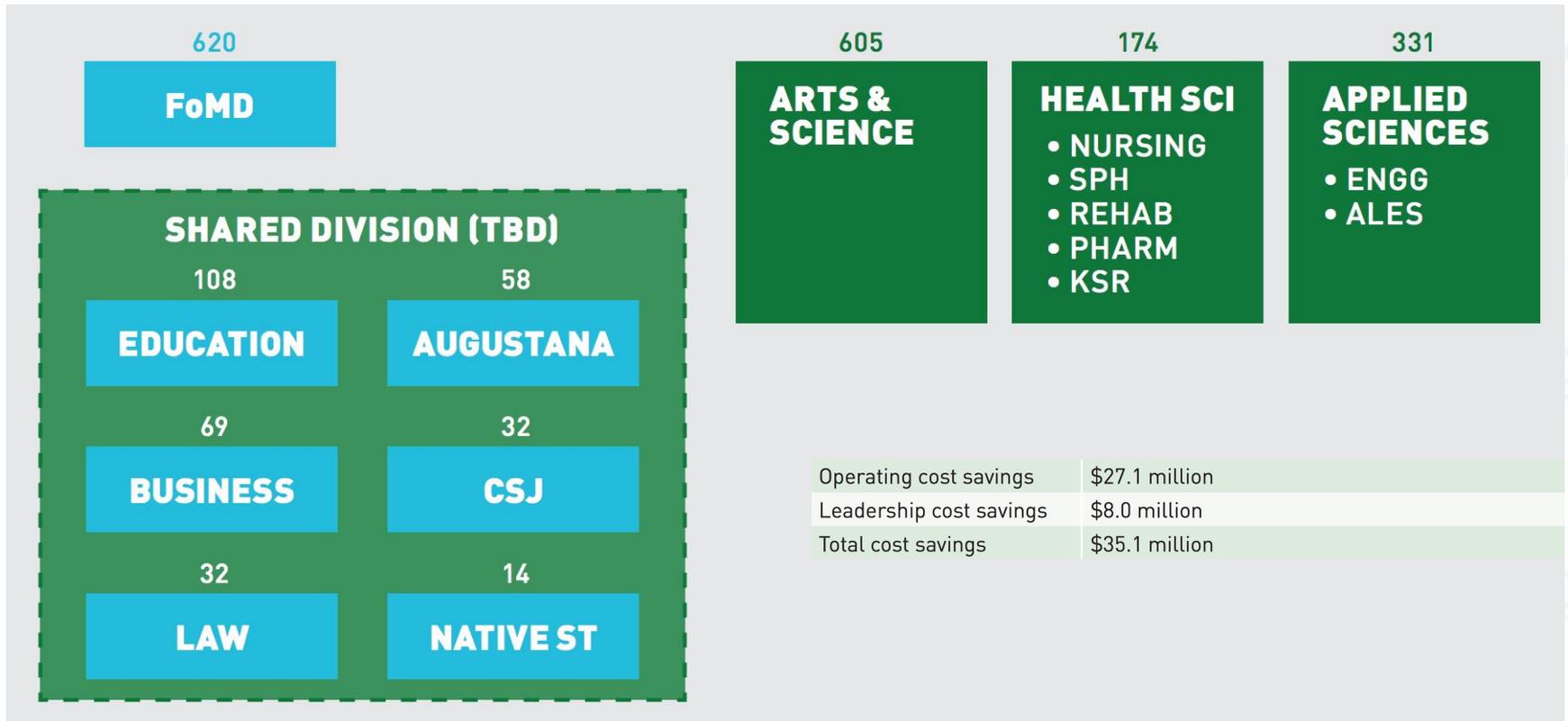- Best cost savings

12

Potential advantages:

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

Potential disadvantages:

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

Scenario C – Consolidation Plus Shared Division

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

- Hybrid division model
- Dashed box is a divisional unit which provides common leadership and shared services across the faculties
- Brings together units / interdisciplinary with cost savings

Potential advantages:

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

Potential disadvantages:

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

What's Next?

- Presenting model recommendations at **APC** tomorrow (September 23, 2020)
- Presenting model recommendations at **GFC** on September 28th, 2020
- Townhall for more feedback
- Board of Governors approval later in semester

What can you do?

Questions?

Email: president@uasu.ca
Twitter: @uasupresident

2020-21 - Council Submissions

UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

Council Meeting Date   Tuesday, September 22, 2020

Mover   AGARWAL

Email   president@uasu.ca

Action Requested   Information Items

Information Items

### Abstract

The Academic Restructuring Working Group (ARWG) has released this interim report to the University of Alberta community. Work began on academic restructuring in spring with the establishment of the ARWG. Through the summer, the working group has focused on rationale and stage-setting, principles and objectives, the current state at the university, and lessons we can learn from around the world. As outlined in the report, we have a vision for change. We have heard what matters to our community and reviewed a number of approaches to and philosophies behind various models for faculty organization.

Attachments

pdf   interim-report-of-arwg-sept-2020.pdf
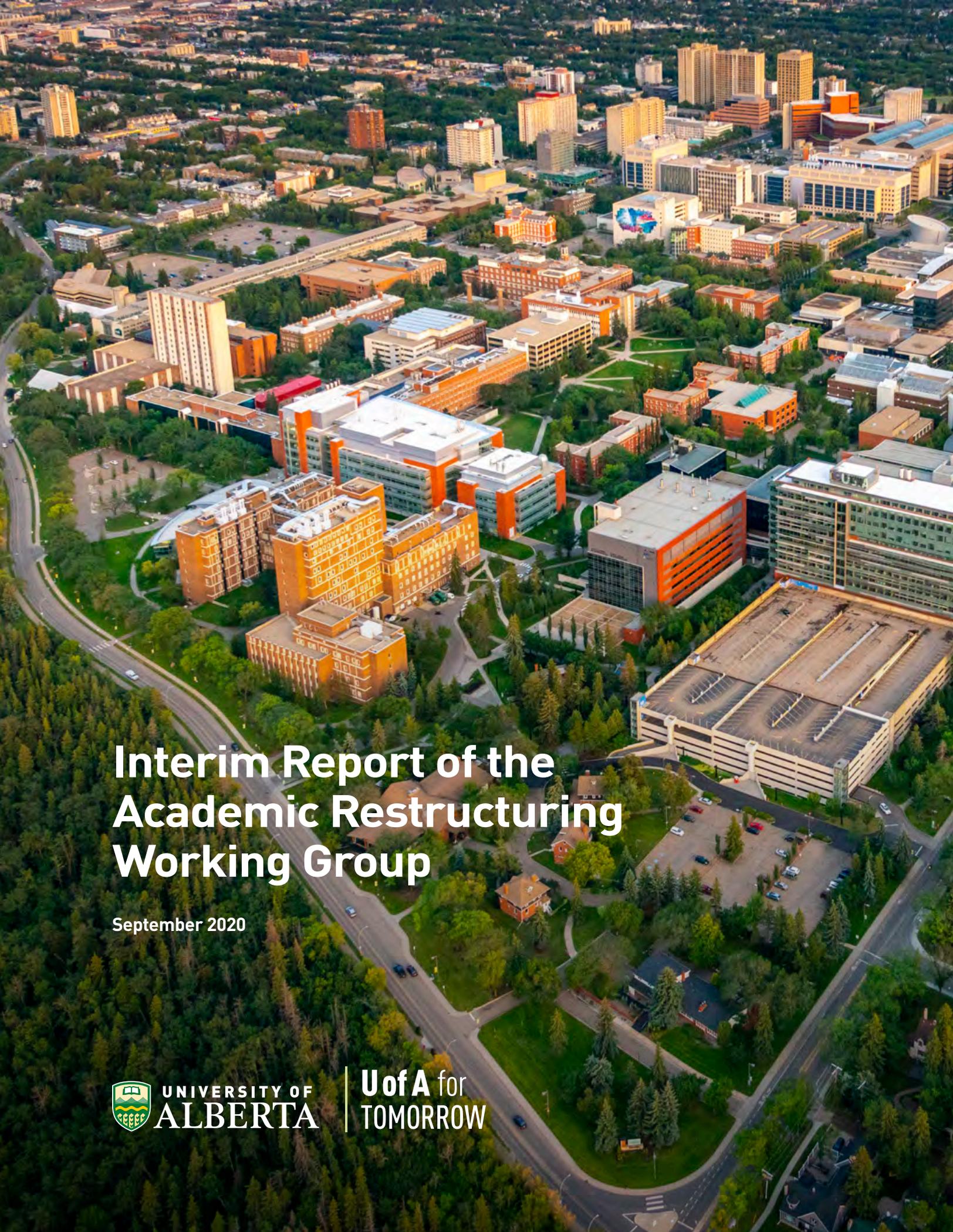
Interim Report of the Academic Restructuring Working Group

September 2020

UNIVERSITY OF ALBERTA | U of A for TOMORROW

TABLE OF CONTENTS

EXECUTIVE SUMMARY

University of Alberta for Tomorrow

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

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

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

The case for change

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

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

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

Comparator analysis

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

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

Developing an organizational model for the U of A

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

Scenario A – Health Sciences Consolidation

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

FIGURE 18 HEALTH SCIENCES SCENARIO

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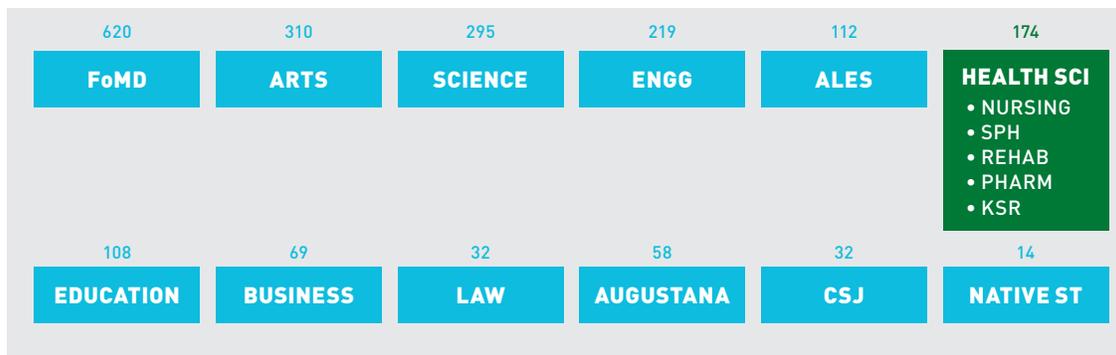
Within the consolidated Health Sciences faculty, each of the constituent units– Public Health, Rehabilitation Medicine, Pharmacy, Kinesiology, Sport and Recreation, and Nursing – would retain significant academic autonomy, control over academic programs, and management of research not crossing disciplinary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

Scenario B – Tri-Agency Alignment

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

FIGURE 19 TRI-AGENCY ALIGNMENT SCENARIO
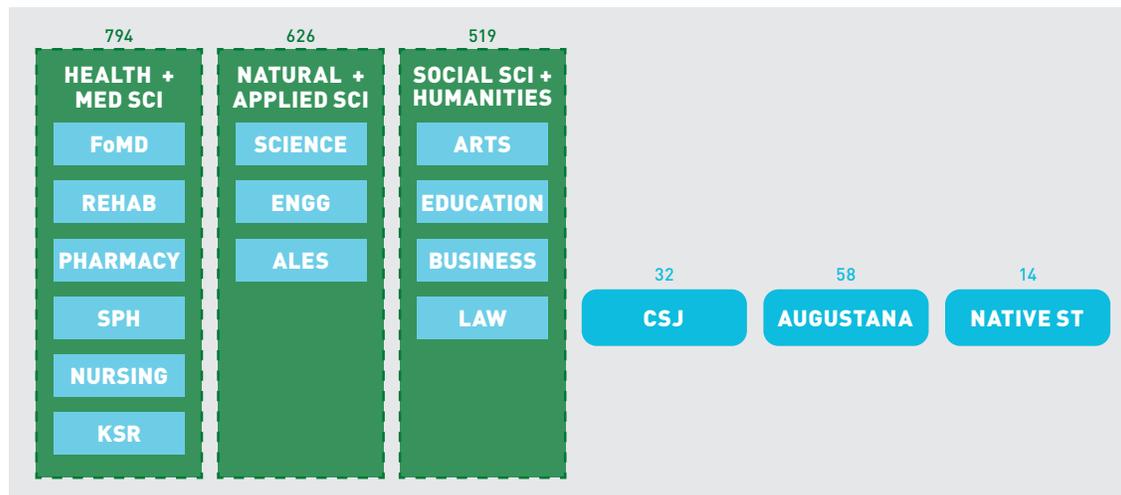
The division structure is intended to enable new forms of academic integration and collaboration, realize administrative economies of scale, and reduce the need for academic leadership positions at the faculty and department levels by shifting where in the organization certain academic responsibilities are undertaken.

Scenario C – Consolidation and Shared Division

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

FIGURE 21 CONSOLIDATION PLUS SHARED DIVISION SCENARIO
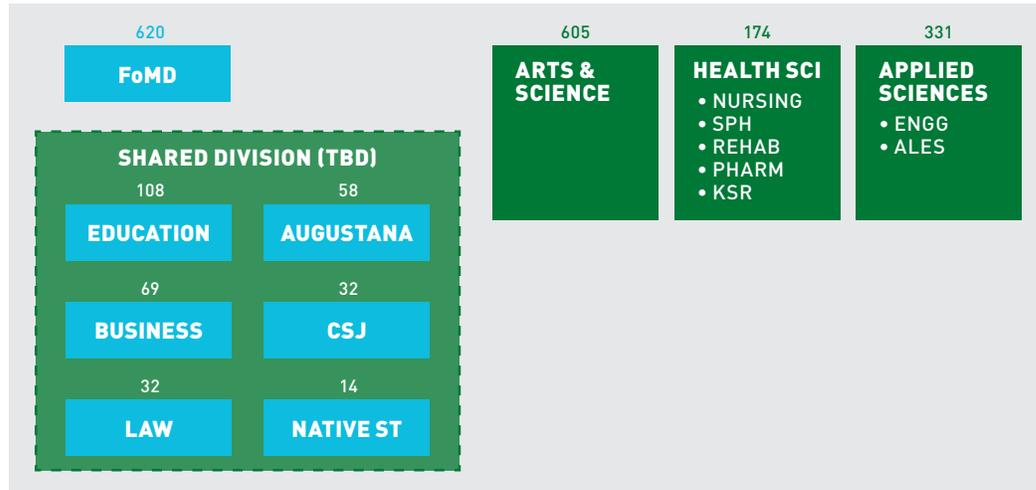
Next steps

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

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

INTRODUCTION

University of Alberta for Tomorrow

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

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

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

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

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

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

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

Why now?

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

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

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

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

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

Pillars of U of A for Tomorrow

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

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

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

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

WHAT IS ACADEMIC RESTRUCTURING?

Overview

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

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

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

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

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

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

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

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

Focus

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

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

Principles for academic restructuring

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

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

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

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

Commitments to equity, diversity, and inclusivity

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

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

The academic restructuring process

Consultation

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

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

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

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

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

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

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

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

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

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

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

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

Governance and authorities

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

Timeline

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

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

CURRENT STATE – THE CASE FOR CHANGE

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

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

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

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

Faculty-level organizational structure

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

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

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

Fiscal context

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

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

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

Operating expenses

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

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

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

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

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

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

FIGURE 1 FACULTY ADMINISTRATIVE EXPENSE BY FUNCTION

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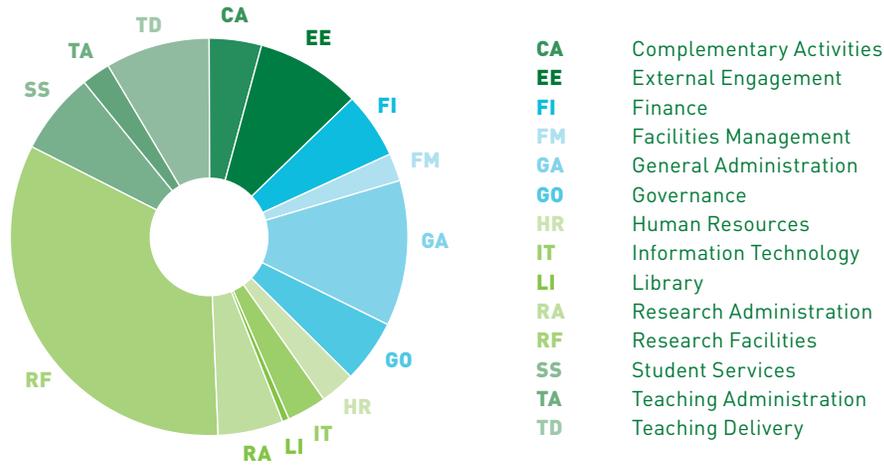
Source: UniForum project data

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

FIGURE 2 FACULTY ADMINISTRATIVE EXPENSE BY FUNCTION

OPERATIONS STAFF VS TEACHING
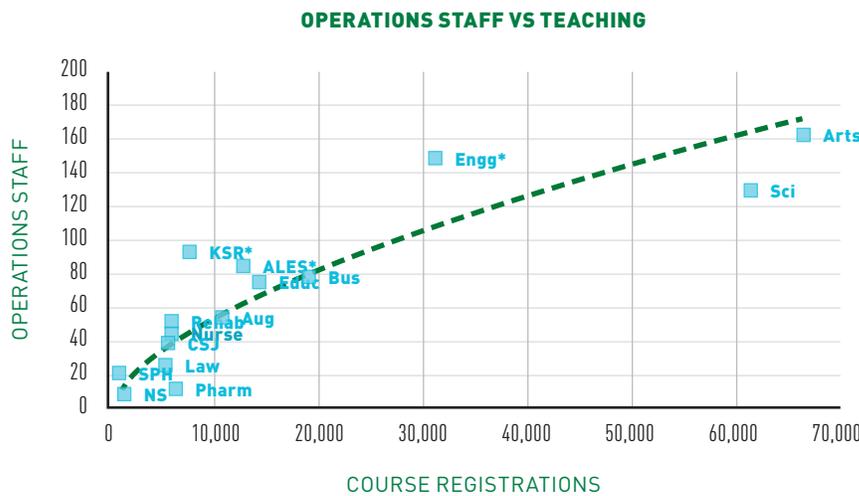
Source: UniForum project data

UNIVERSITY OF ALBERTA

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

FIGURE 3 PERCENTAGE OF GENERALIST FOCUS BY TOTAL OF ADMINISTRATIVE EXPENDITURE

GENERALIST FOCUS VS SPEND
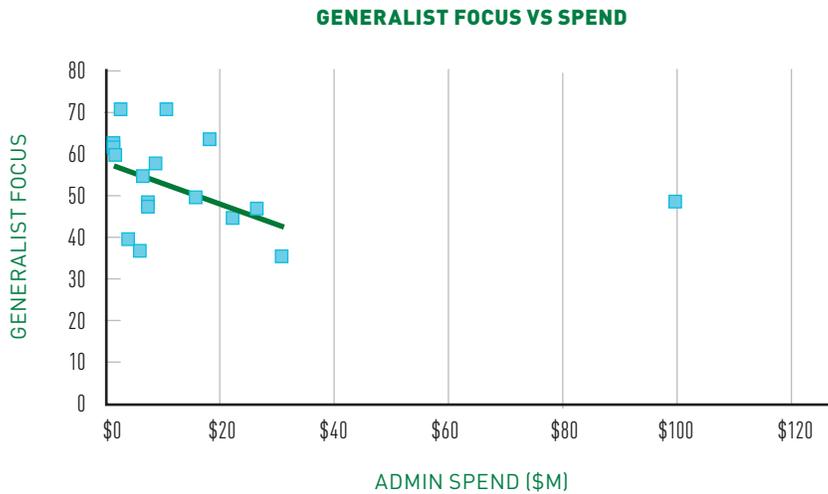
FIGURE 4 PERCENTAGE OF GENERALIST FOCUS BY COST PER FTE

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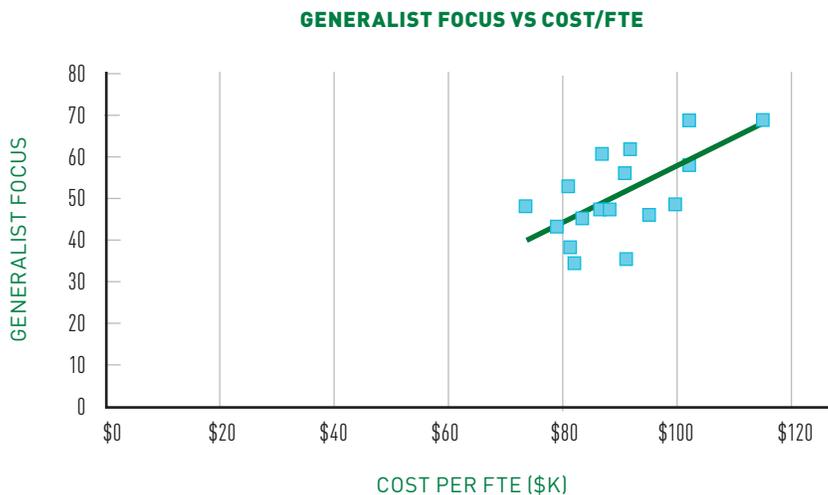
Generalists can be very valuable for problem solving and for dealing with strategic issues. However, they are less efficient when deployed in routine transactional roles where they do no one function often enough to be as efficient and effective as a specialist. Unfortunately, we can see from Figure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

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

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

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

Leadership costs

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

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

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

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

FIGURE 6 DISTRIBUTION OF DEPARTMENT SIZE

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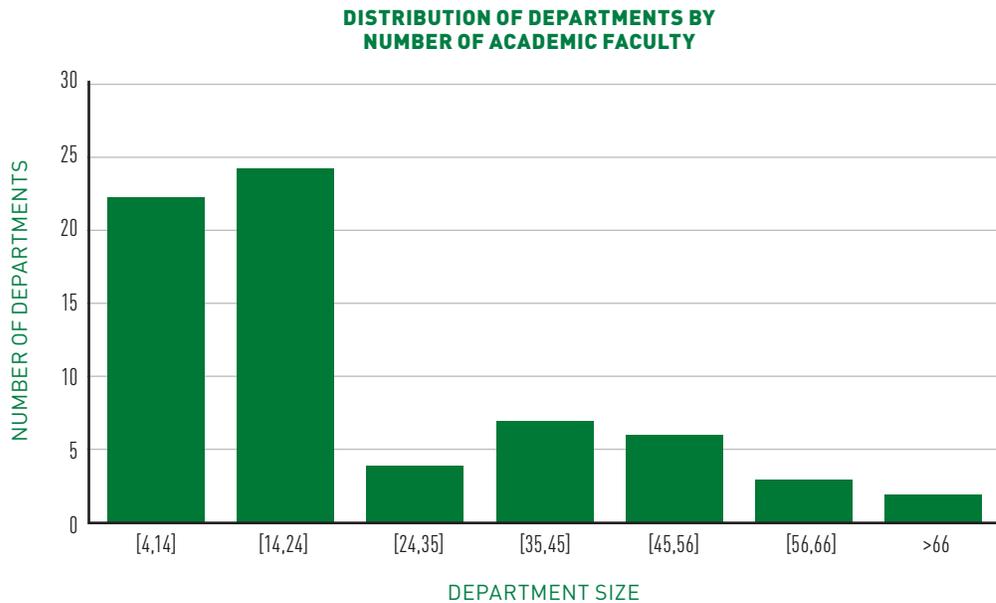
To successfully reduce leadership costs, we also need to reduce the amount of leadership work that needs to be done. Much leadership time is taken up by committees that need a representative from each unit. Reducing the number of units directly reduces the size of the committee without creating a workload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

COMPARATOR ANALYSIS

Global comparisons

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

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

FIGURE 7 ARCHETYPES OF UNIVERSITY ACADEMIC STRUCTURES

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

UNI

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

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

UNI

EXAMPLES INCLUDED:
University of British Columbia
University of Calgary
King's College London

University of Melbourne
University of
New South Wales
Monash University

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

UNI

EXAMPLES INCLUDED:
Queen Mary University of London
University College London
University of Exeter

University of Queensland
University of Western Australia
University of South Australia

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

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

FIGURE 8 NUMBER OF FACULTIES BY UNIVERSITY
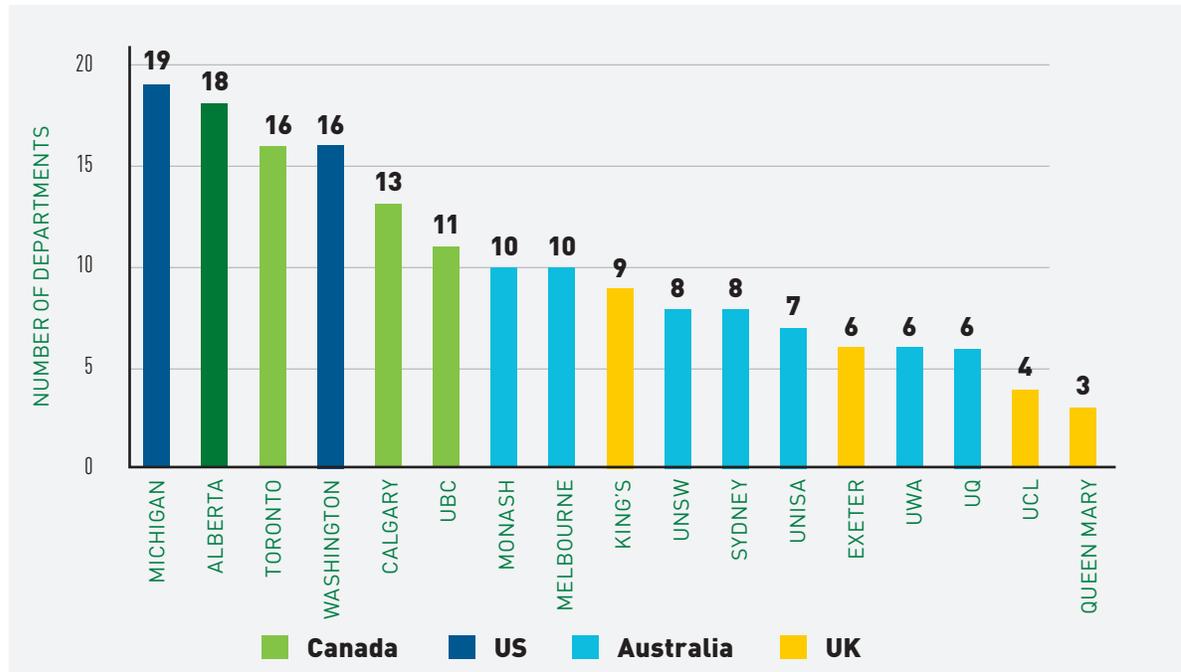
The ARWG explored several of these comparators in greater depth, as representatives of alternative philosophical approaches to reorganization. The full Nous report is appended, but several examples are presented below.

Queen Mary University of London

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

FIGURE 9 ORG CHART FOR QUEEN MARY UNIVERSITY OF LONDON

Queen Mary University of London

Humanities and Social Sciences	Science and Engineering	Medicine and Dentistry
• Business and Management • Economics and Finance • English and Drama • Languages, Linguistics and Film • Geography • History • Law • Politics and International Relations	• Bioengineering • Biological and Chemical Sciences • Electronic Engineering and Computer Science • Engineering and Materials Science • Mathematical Sciences • Physics and Astronomy • Materials Research Institute	• Barts Cancer Institute • Blizard Institute of Cell and Molecular Science • Institute of Health Sciences Education • Institute of Dentistry • William Harvey Research Institute • Wolfson Institute of Preventative Medicine

University of Sydney

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

FIGURE 10 ORG CHART FOR UNIVERSITY OF SYDNEY
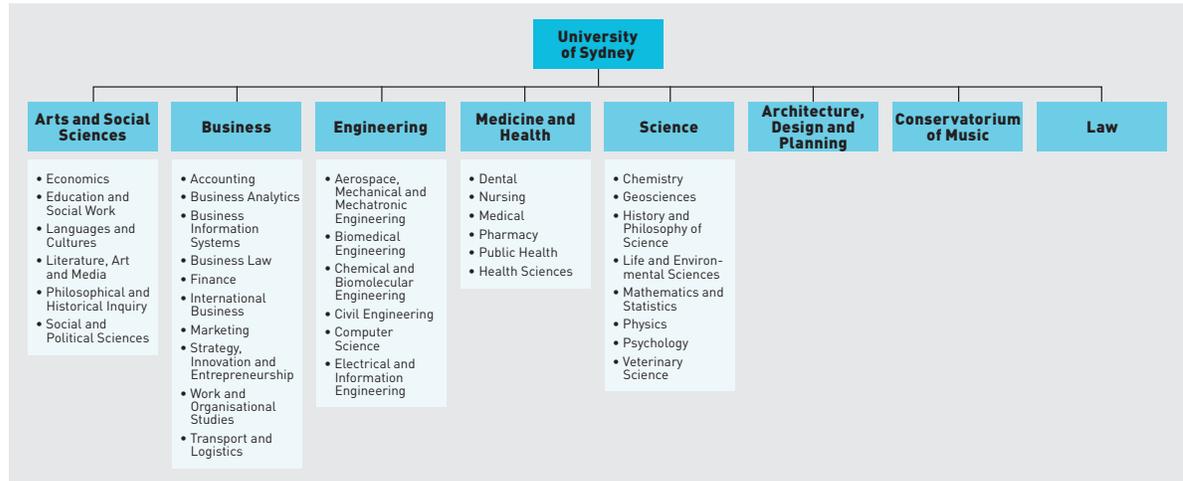
University of Western Australia

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

FIGURE 11 ORG CHART FOR UNIVERSITY OF WESTERN AUSTRALIA

Faculty organization in Canada

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

TABLE 2 U OF A FACULTIES AND U15 EQUIVALENTS

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

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

Key summary findings within Canada include:

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

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

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

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

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

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

ORGANIZATIONAL MODELS AND APPROACHES

Approaches to organizational design

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

The ARWG considered three approaches to academic structure:

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

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

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

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

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

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

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

Basic types of organizational models

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

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

FIGURE 12 CENTRAL SUPPORT MODEL
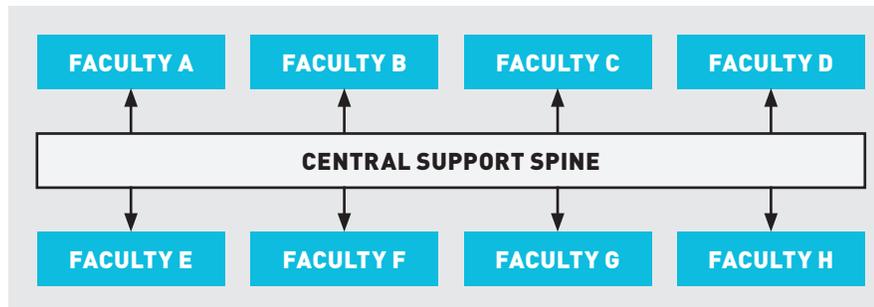
2. **Cluster model** – Existing faculties are retained, with administration clustered into several support hubs; academic faculties focus solely on teaching and research. This model is minimally disruptive, but does not clearly enhance cross-disciplinary collaboration.

FIGURE 13 CLUSTER MODEL
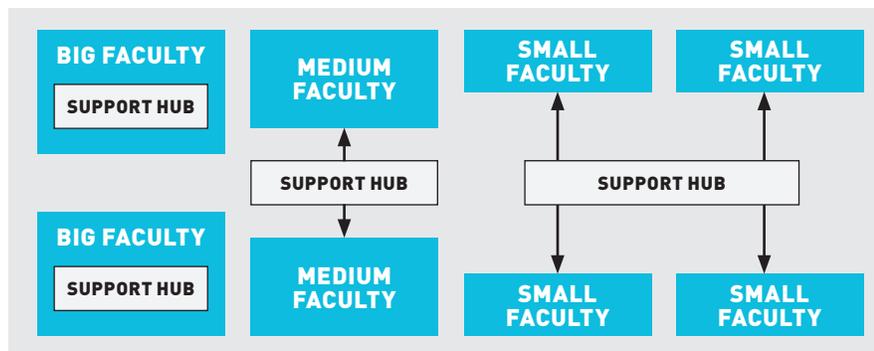
3. **Faculty/School model** – Smaller faculties are consolidated to create comparably sized units; each faculty has an administrative hub accountable to a senior academic leader. Program delivery is driven by schools within the larger faculty (e.g. School of Law, School of Nursing). The schools focus solely on academic delivery, and all administrative services are provided by the faculty. This model potentially supports greater interdisciplinarity, but is disruptive to faculty-based relationships and identities.

FIGURE 14 FACULTY/SCHOOL MODEL
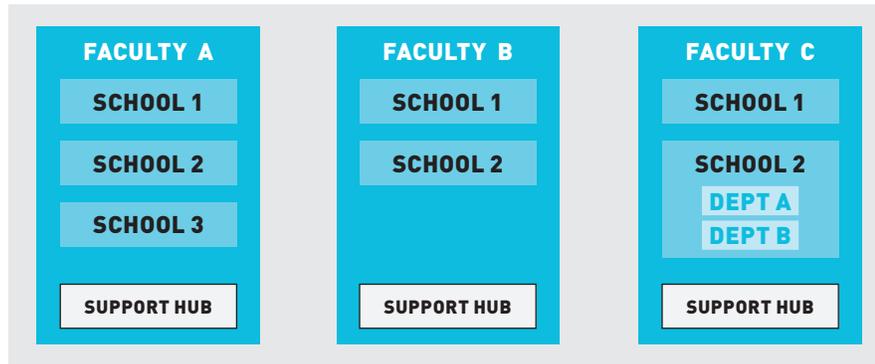
4. **Division/Faculty model** – Faculties are linked together as part of a small number of larger divisions, led by an executive dean responsible for overseeing administration, setting faculty budgets, and driving high-level strategy; faculties continue to lead and control academic programs and research but no longer provide administrative functions. This model potentially realizes the benefits of the faculty/school model while preserving faculty identities and relationships. Faculty roles, however, are significantly changed. Terms other than division are possible (eg. school, college, cluster), but the ARWG felt division would be more familiar and less confusing

FIGURE 15 DIVISION/FACULTY MODEL
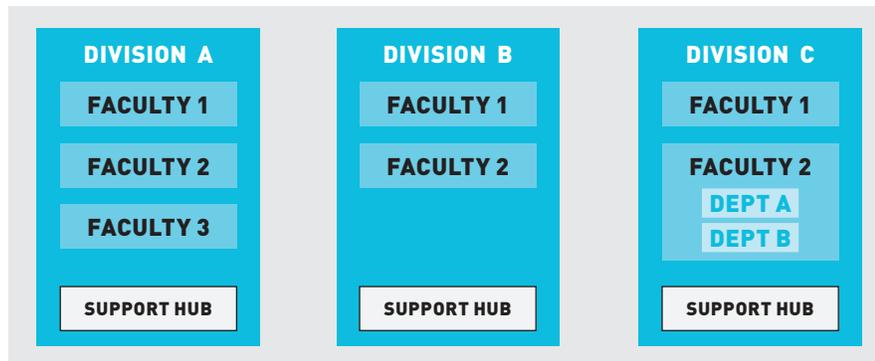
5. **Interdisciplinary Matrix model** – This model is concerned not with administration but rather with fostering interdisciplinarity. It contemplates a combination of vertical oversight structures grounded in disciplines (eg. faculties or departments), and horizontal structures that cut across disciplines and drive collaboration. Each professor would be appointed in one vertical and potentially multiple horizontals. The horizontals could be dynamic and exploit opportunities while the verticals provide stability of appointments and continuity of core programming. Signature Areas were seen as prime examples of horizontal initiatives.

FIGURE 16 MATRIX MODEL
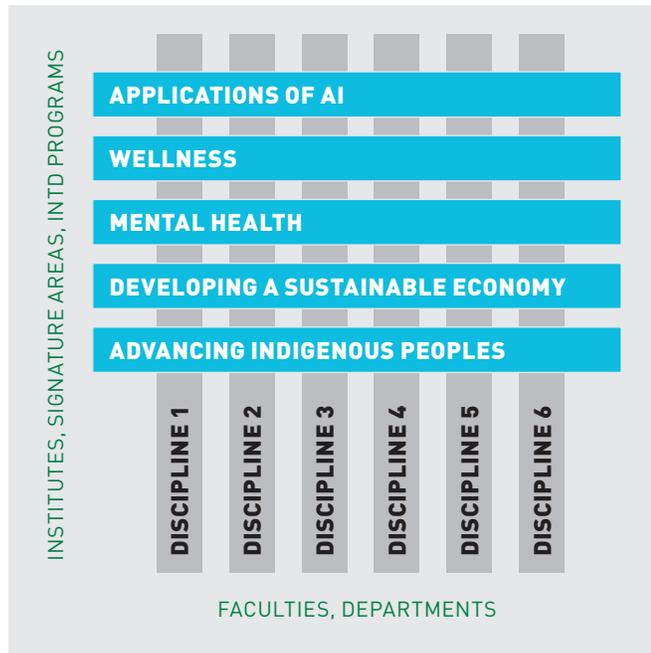
Based on the objectives and principles outlined above and on input from the community, the ARWG has made the following general recommendations to guide the selection of a model for the U of A:

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

RESTRUCTURING SCENARIOS FOR THE UNIVERSITY OF ALBERTA

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

Faculty-specific considerations

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

FIGURE 17 POSSIBLE FACULTY GROUPINGS
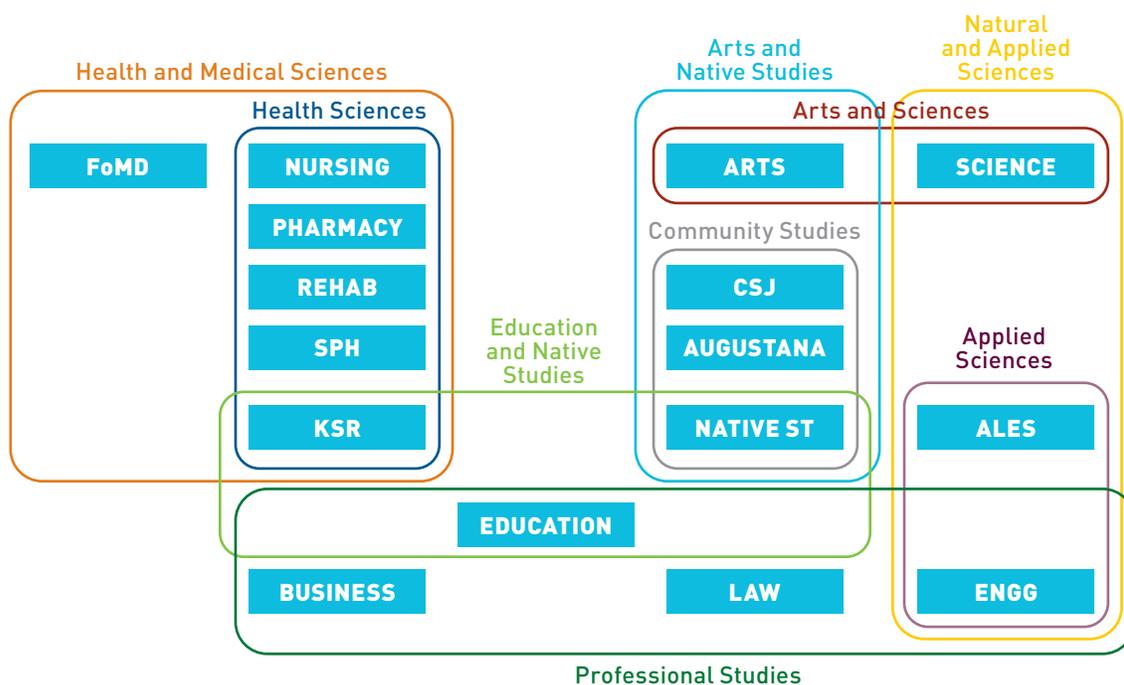
Exploring faculty-specific consolidation considerations:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Developing a faculty consolidation model for the U of A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evaluation approach

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

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

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

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

TABLE 3 ARWG MATRIX

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

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

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

RECOMMENDED SCENARIOS FOR CONSIDERATION

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

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

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

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

The three scenarios are described in further detail below.

Scenario A – Health Sciences Consolidation

Description

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

FIGURE 18 HEALTH SCIENCES SCENARIO

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

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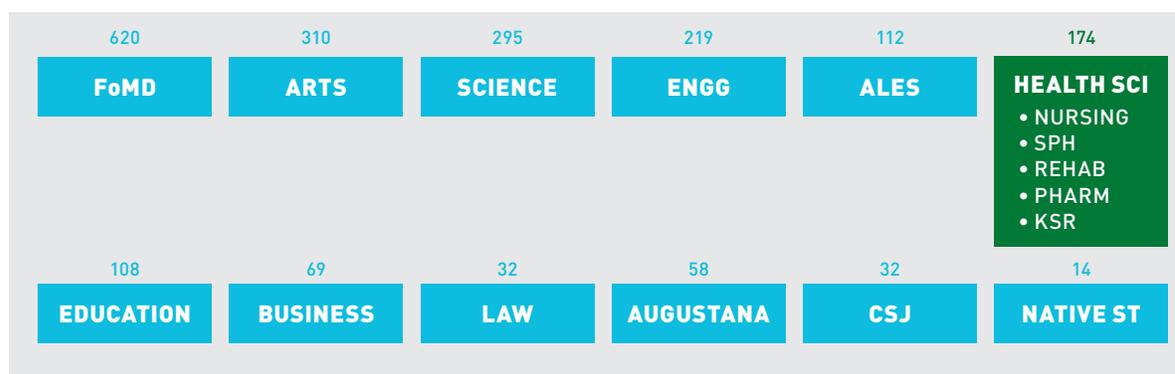
Within the consolidated Health Sciences faculty, each of the constituent units would retain significant academic autonomy, including control over the allocation of assigned budgets (within constraints around providing administrative services better delivered by the faculty), control over academic programs,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

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

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

Preliminary cost saving estimate

Projections for Scenario A:

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

Potential advantages:

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

Potential disadvantages:

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

Faculty-specific considerations:

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

Scenario B – Tri-Agency alignment

Description

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

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

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

FIGURE 19 TRI-AGENCY ALIGNMENT SCENARIO
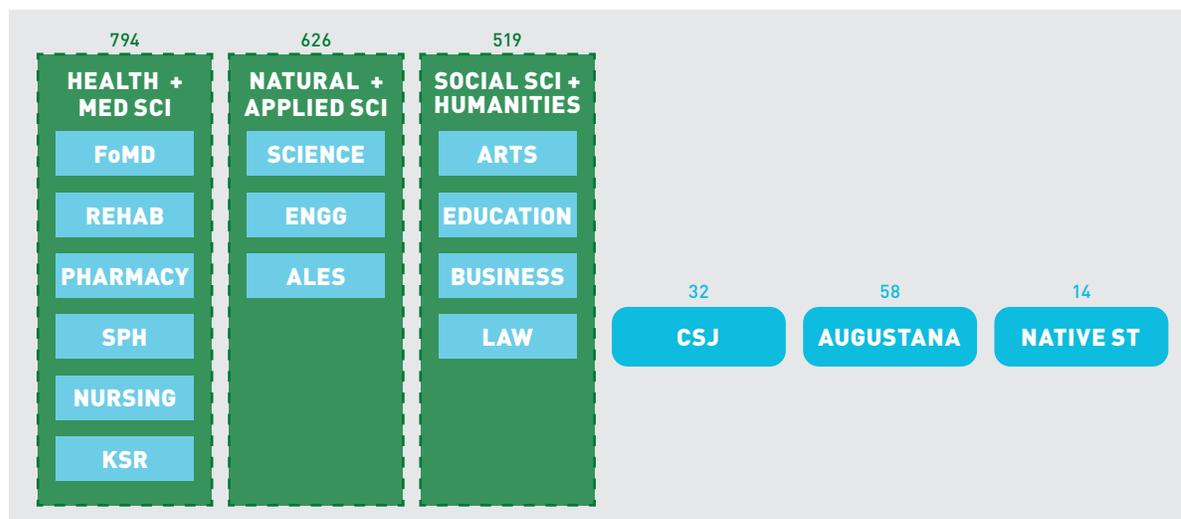
This scenario is significantly aligned with the U of A for Tomorrow's overall objectives. It aims to aggregate administrative functions in order to focus more of our resources on the frontline delivery of our mission, establishes a smaller and nimbler senior leadership body, and creates scope for stronger interdisciplinary programs and research.

Roles of divisions, faculties, and departments

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

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

Division

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

Faculty

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

Department

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

Standalone Faculty

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

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

FIGURE 20 CURRENT AND PROPOSED ACADEMIC LEADERSHIP POSITIONS (SAMPLE)
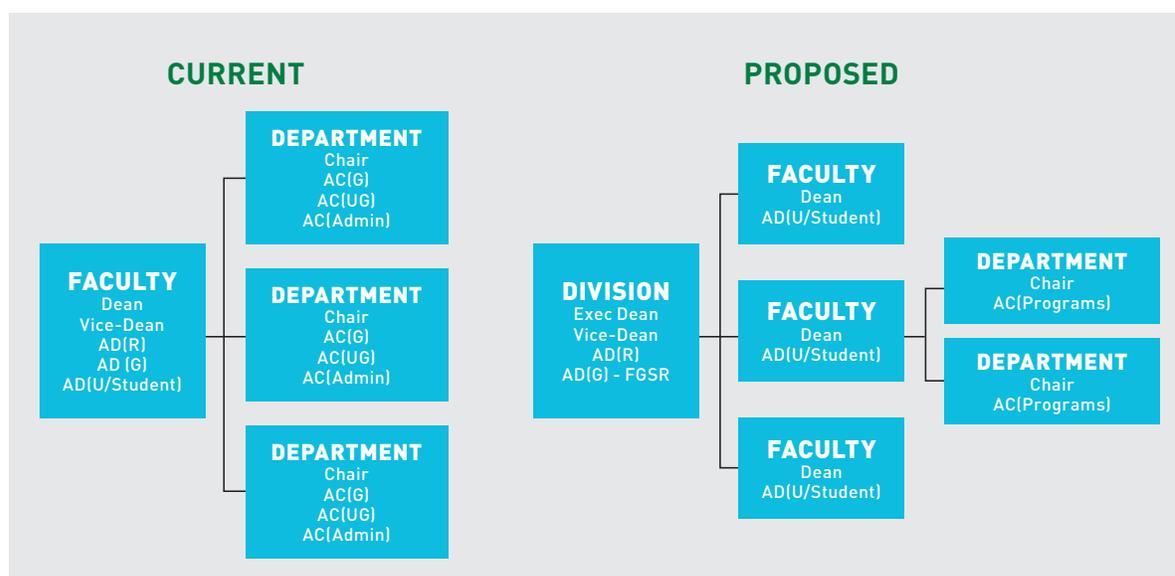
If we pursue this direction, a number of issues still require further discussion. For example:

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

Preliminary cost saving estimate

Projections for Scenario B:

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

Potential advantages:

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

Potential disadvantages:

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

Scenario C – Consolidation Plus Shared Division

Description

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

FIGURE 21 CONSOLIDATION PLUS SHARED DIVISION SCENARIO
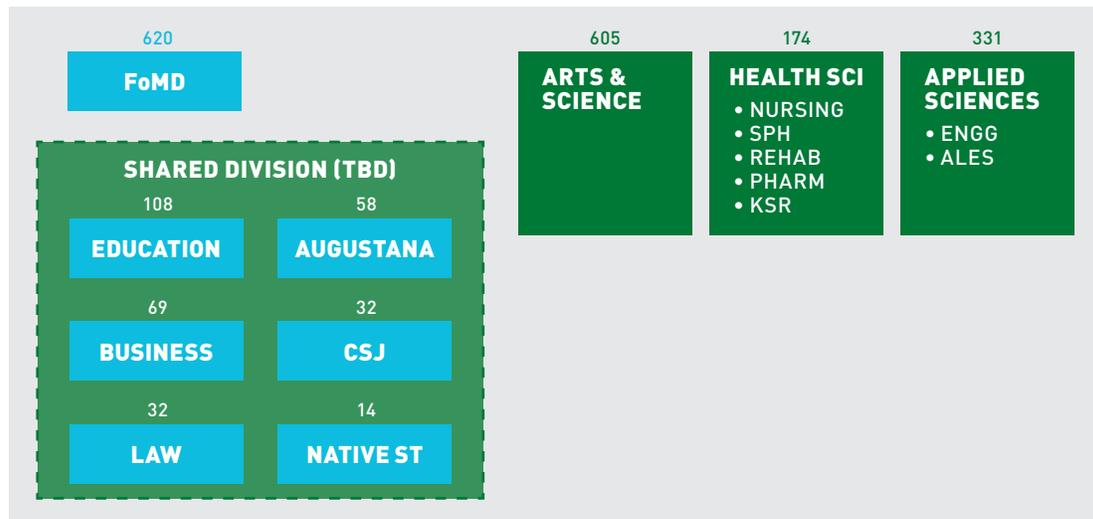
This scenario supports the U of A for Tomorrow's overall objectives by bringing together units with disciplinary synergy to support stronger interdisciplinary programs and research where feasible, while consolidating administrative functions in order to focus more of our resources on the frontline delivery of our mission.

Roles of divisions, faculties, and departments

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

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

Preliminary cost saving estimate

Projections for Scenario C:

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

Potential advantages:

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

Potential disadvantages:

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

Faculty-specific considerations:

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

Evaluation matrix

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

TABLE 4 EVALUATION MATRIX FOR RECOMMENDED SCENARIOS

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

Recommendation

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

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

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

NEXT STEPS

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

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

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

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

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

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

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

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

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

NOUS GROUP REPORT ON COMPARATOR ORGANIZATIONS

UNIVERSITY OF ALBERTA
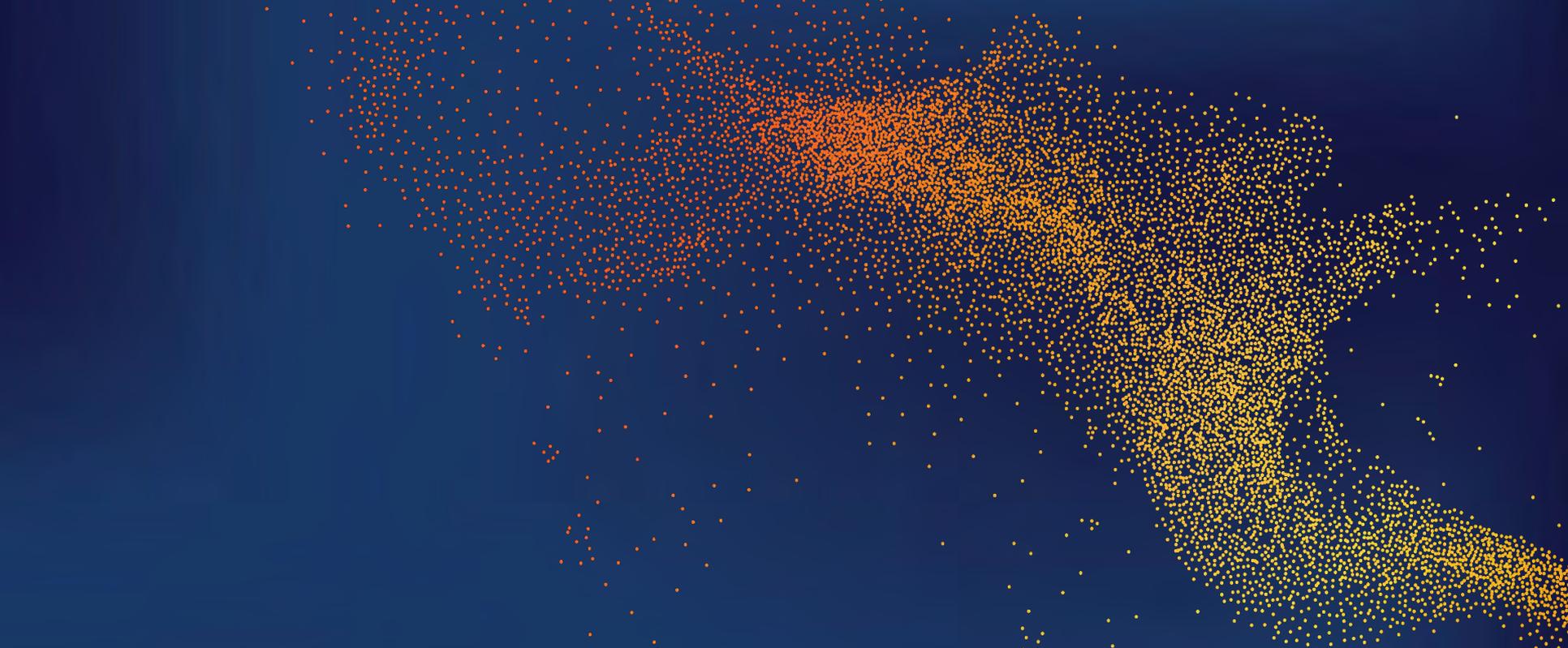
Academic restructuring: International case studies

Nous Group | July 2020

Executive Summary

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

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

CONTENTS:

1. REGIONAL ANALYSIS

2. DETAILED CASE STUDIES

3. FURTHER COMPARATOR STRUCTURES

COMPARATORS FROM:

CANADA

UNITED STATES

UNITED KINGDOM

AUSTRALIA

1. REGIONAL ANALYSIS

Our analysis focused on selected comparators.

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

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

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

- similar student numbers and/or financial profile to UofA

- implemented a new academic structure.

CANADA

1. University of British Columbia
2. University of Toronto
3. University of Calgary
4. University of Alberta

UNITED STATES

1. University of Michigan
2. University of Washington

UNITED KINGDOM

1. King's College London
2. Queen Mary University of London
3. University College London
4. University of Exeter

AUSTRALIA

1. University of Melbourne
2. Monash University
3. University of Sydney
4. University of New South Wales
5. University of Western Australia
6. University of South Australia
7. University of Queensland

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

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

Three main archetypes of university academic structures.

A

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

UNI

EXAMPLES INCLUDED:

UNIVERSITY OF ALBERTA   UNIVERSITY OF WASHINGTON

UNIVERSITY OF TORONTO   UNIVERSITY OF MICHIGAN

B

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

UNI

EXAMPLES INCLUDED:

UNIVERSITY OF BRITISH COLUMBIA

UNIVERSITY OF CALGARY

KING'S COLLEGE LONDON

UNIVERSITY OF MELBOURNE

UNIVERSITY OF NEW SOUTH WALES

MONASH UNIVERSITY

C

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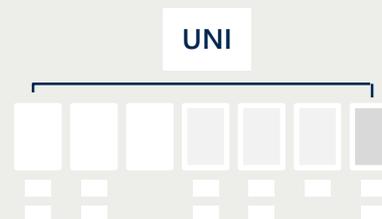
UNI

EXAMPLES INCLUDED:

QUEEN MARY UNIVERSITY OF LONDON

UNIVERSITY COLLEGE LONDON

UNIVERSITY OF EXETER

UNIVERSITY OF QUEENSLAND

UNIVERSITY OF WESTERN AUSTRALIA

UNIVERSITY OF SOUTH AUSTRALIA

There were common drivers behind the various academic restructures.

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

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

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

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

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

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

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

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

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

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

Number of faculties for sample of universities

Bar chart — Number of faculties:
- Michigan: 19 (US)
- Alberta: 18 (Canada)
- Toronto: 16 (Canada)
- Washington: 16 (US)
- Calgary: 13 (Canada)
- UBC: 11 (Canada)
- Monash: 10 (Australia)
- Melbourne: 10 (Australia)
- King's: 9 (UK)
- UNSW: 8 (Australia)
- Sydney: 8 (Australia)
- UniSA: 7 (Australia)
- Exeter: 6 (UK)
- UWA: 6 (Australia)
- UQ: 6 (Australia)
- UCL: 4 (UK)
- Queen Mary: 3 (UK)

Legend: Canada, US, Australia, UK
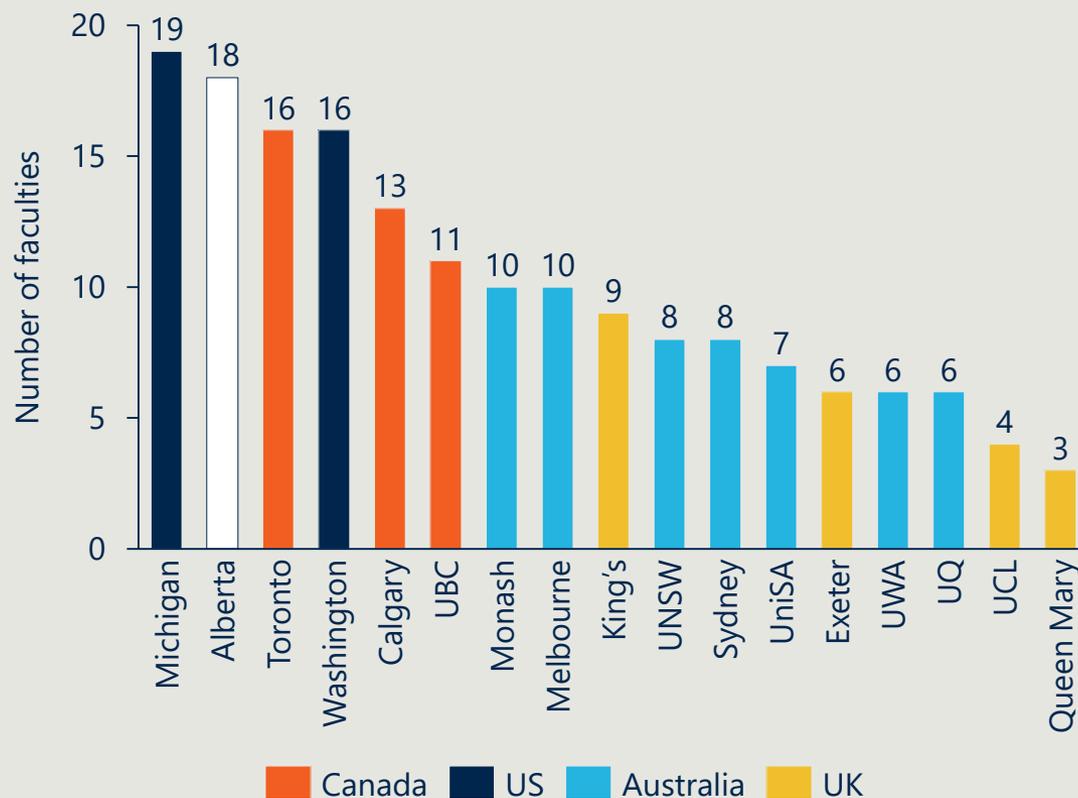
Some disciplines more commonly stand-alone as faculties.

Faculty composition varies considerably amongst sample universities.

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

Notable combinations include:

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

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

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

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

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

Bar chart — Number of separate discipline faculties:
Business 12, Law 11, Science 9, Education 9, Engineering 8, Arts/Humanities 7, Architecture 7, Nursing 6, Pharmacy 6, Medicine 6
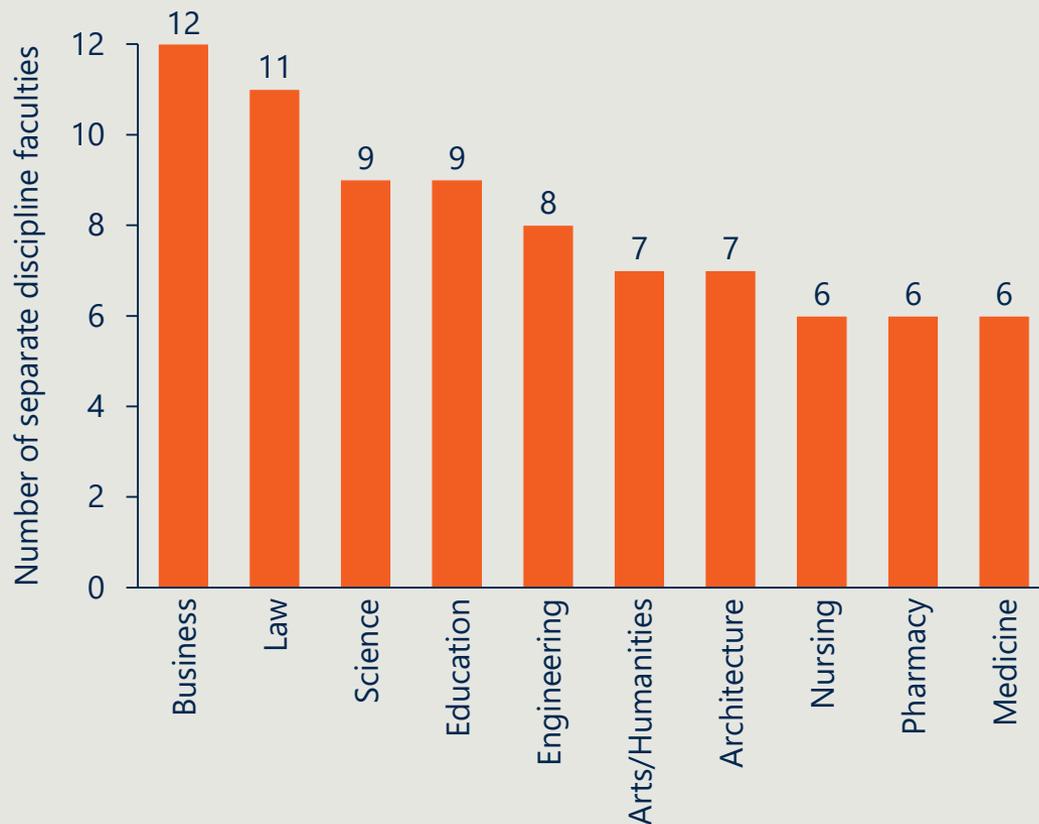
*Out of 17 sample universities.

UofA has more faculties than many peers in this sample.

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

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

Annual revenue ($CAD), 2017-18) vs. number of faculties[1]
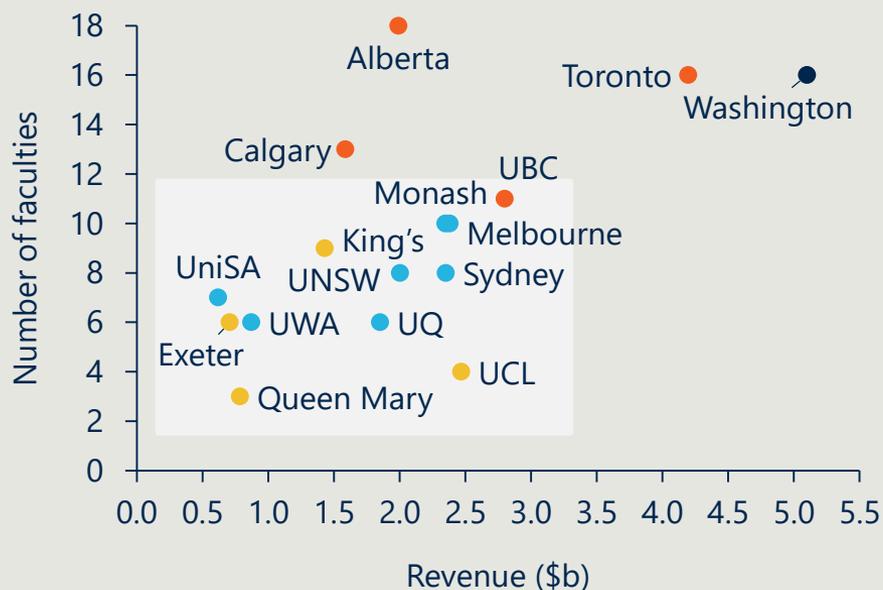
Student enrolment ('000, 2020) vs. number of faculties[2]
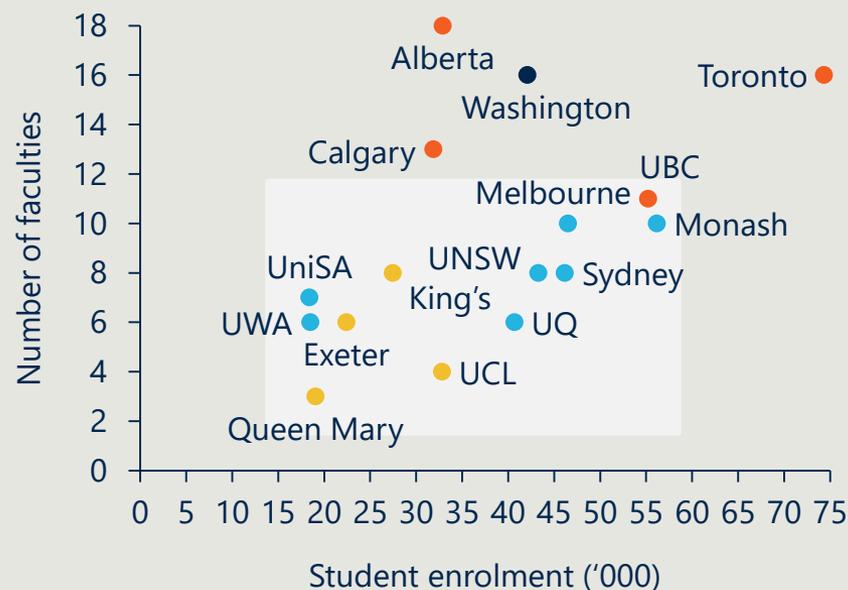
● Canada　● USA　● Australia　● UK

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

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

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

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

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

UK universities have maintained discipline breadth while consolidating their faculties.

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

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

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

2. DETAILED CASE STUDIES

Selected case studies

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

CONTENTS:

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

CASE STUDY 1: University of Michigan

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

INSTITUTIONAL OVERVIEW

Jurisdiction: United States
Student number: 45,102 *EFTSL*
Income: ~ $10 billion ($CAD)
THE World University Ranking: 21
QS Ranking: 21
THE Research (2020):
- Research: 86.1
- Citations: 94.9

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

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

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

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

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

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

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

Revenue and research expenditure 2008-2018 ($CAD)
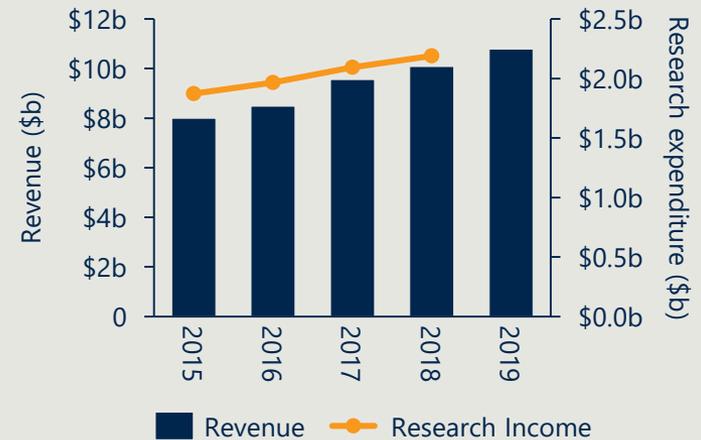
Research performance
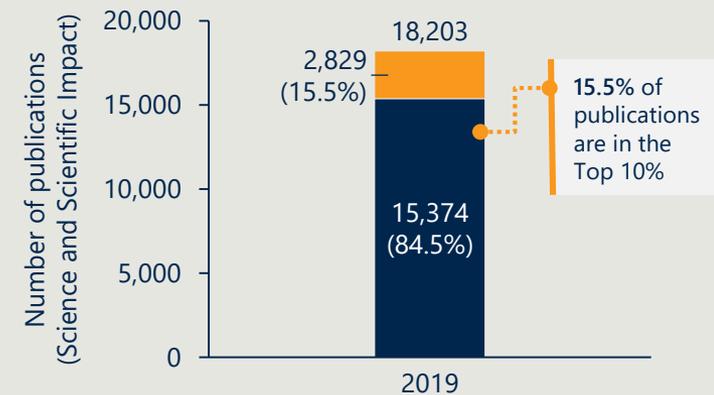
NINETEEN SCHOOLS AND COLLEGES

University of Michigan

| Architecture & Urban Planning | Art & Design | Business | Dentistry | Education | Engineering | Environment & Sustainability | Information | Kinesiology | Law | Literature, Science & Arts | Medicine | Music, Theatre & Dance | Nursing | Pharmacy | Public Health | Public Policy | Graduate Studies | Social Work |

Dentistry
- BMSP
- CRSE
- OMSHD
- OPD
- POM

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

Information / Kinesiology
- Biological Chemistry
- Biomedical Engineering
- Cell and Development Biology
- Computational Medicine and Bioinformatics
- Human Genetics
- Learning Health Sciences
- Microbiology and Immunology
- Pharmacology
- Molecular and Integrative Physiology

Medicine
- Anesthesiology
- Cardiac Surgery
- Dermatology
- Emergency Medicine
- Internal Medicine
- Neurology
- Neurosurgery
- Obstetrics and Gynaecology
- Ophthalmology and Visual Sciences
- Orthopaedic Surgery
- Otolaryngology
- Pathology
- Paediatrics
- Physical Medicine and Rehabilitation
- Psychiatry
- Radiation oncology
- Radiology
- Surgery
- Urology

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

Pharmacy
- Clinical Pharmacy
- Medicinal Chemistry
- Pharmaceutical Sciences

15

CASE STUDY 2: University College London

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

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

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

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

These Transformer teams include:

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

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

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

Revenue and research income 2016-2019 ($CAD)

Research performance

17.8% of publications are in the Top 10%
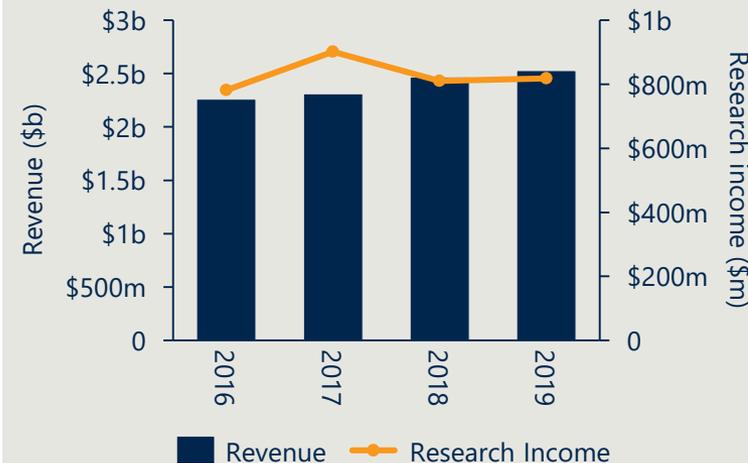
THREE SCHOOLS AND ONE INSTITUTE

University College London

Life and Medical Sciences

Built Environment, Engineering and Mathematical and Physical Science

Law, Arts, Humanities, and Social and Historical Sciences

UCL Institute of Education
(through merger in 2014)

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

- Built Environment
- Engineering Sciences
- Mathematics and Physical Sciences

- Arts and Humanities
- Social and Historical Sciences
- Laws

CASE STUDY 3: Queen Mary University of London

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

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

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

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

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

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

Revenue and research income 2016-2019 ($CAD)

Revenue ($b) / Research income ($m)

■ Revenue — Research Income

Research performance

3,481

555 (15.9%)

2,926 (84.1%)

Number of publications (Science and Scientific Impact)

2019

15.9% of publications are in the Top 10%

THREE FACULTIES

Queen Mary University of London

Humanities and Social Sciences

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

Science and Engineering

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

Medicine and Dentistry

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

CASE STUDY 4: University of Exeter

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

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

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

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

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

Revenue and research income 2016-2019 ($CAD)

Research performance

17.2% of publications are in the Top 10%

SIX COLLEGES (FACULTIES)

University of Exeter

Business

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

Engineering, Mathematics and Physical Sciences

- Computer Science
- Engineering
- Geology
- Mathematics
- Mining and Minerals Engineering
- Physics and Astronomy
- Renewable Energy

Humanities

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

Life and Environmental Sciences

- Biosciences
- Geography
- Psychology
- Sport and Health Sciences

Medicine and Health

- Medical
- Nursing
- Allied Health Professions

Social Sciences and International Studies

- Arab and Islamic Studies
- Education
- Law
- Politics
- Sociology
- Philosophy
- Anthropology
- Strategy and Security

CASE STUDY 5: University of Sydney

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

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

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

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

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

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

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

- Administrative duplication and inefficiency was a key driver.

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

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

Revenue and research income 2008-2018 ($CAD)

Research performance

12,242

1,583 (12.9%)

10,659 (87.1%)

12.9% of publications are in the Top 10%

2019
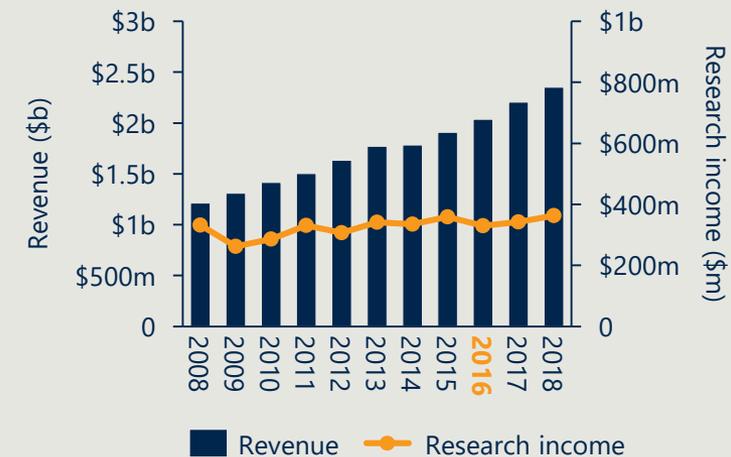
UNIVERSITY OF SYDNEY
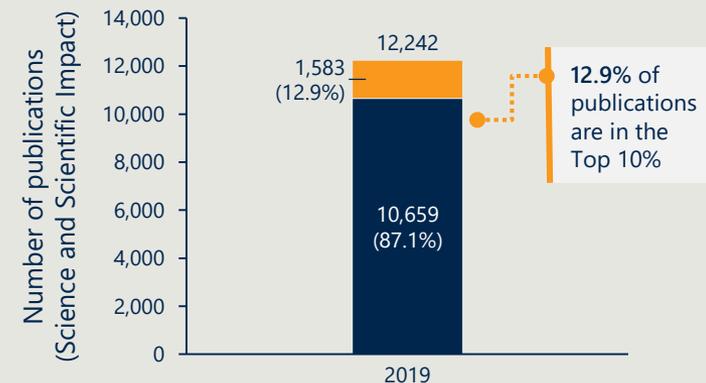
PREVIOUS: SIXTEEN FACULTIES OR EQUIVALENT

University of Sydney

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

CURRENT: FIVE FACULTIES AND THREE SCHOOLS

University of Sydney

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

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

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

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

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

Architecture, Design and Planning

Conservatorium of Music

Law

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

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

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

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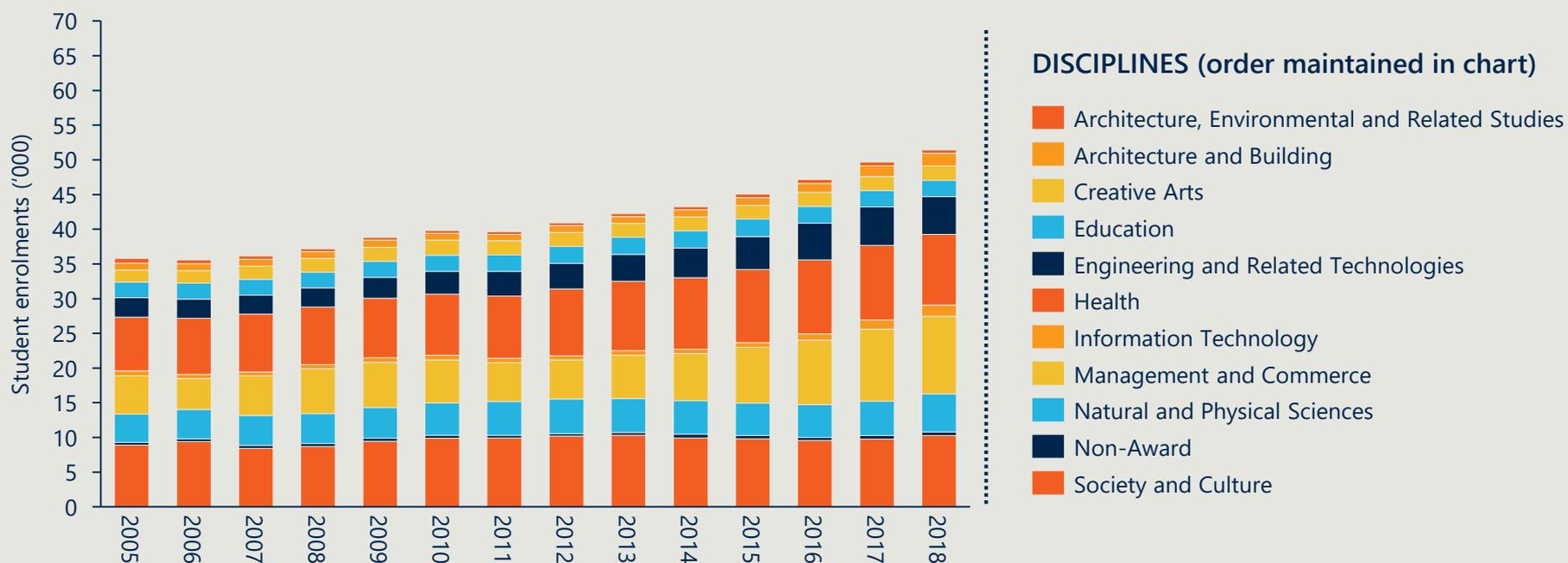
CASE STUDY 6: University of Melbourne

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

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

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

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

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

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

Revenue and research income 2008-2018 ($CAD)

Legend: ■ Revenue — ● Research Income

Research performance

12,307

1,595 (13.0%)

13% of publications are in the Top 10%

10,712 (87.0%)

2019
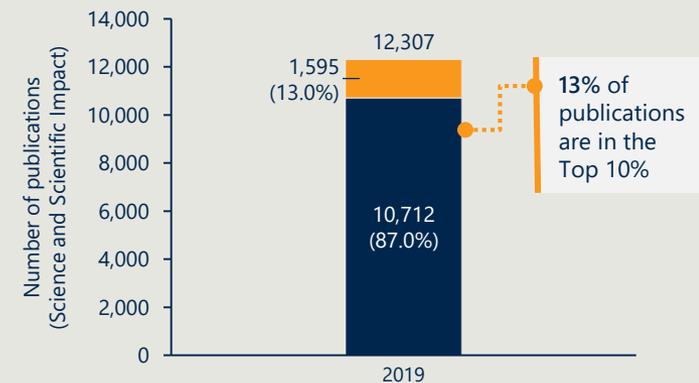
PREVIOUS: 15 FACULTIES OR EQUIVALENT

University of Melbourne

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

CURRENT: SIX FACULTIES AND FOUR GRADUATE SCHOOLS

University of Melbourne

Architecture, Building and Planning
- Design

Arts
- Graduate Humanities and Social Sciences

Business and Economics
- Business School
- Professional and Continuing Education

Education
- Graduate Education

Engineering
- Engineering
- Computing and Information Systems

Fine Arts and Music
- Arts
- Music

Law
- Law
- Government

Medicine, Dentistry and Health Sciences

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

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

CASE STUDY 7: Monash University

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

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

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

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

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

Revenue and research income 2008-2018 ($CAD)

Research performance

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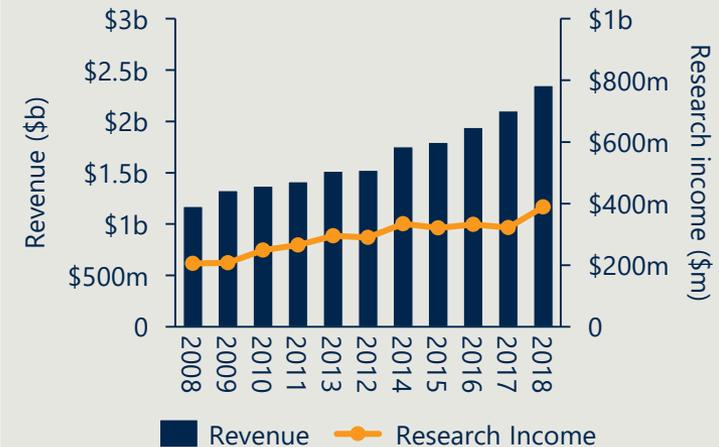
TEN FACULTIES MAINTAINED THROUGH TRANSFORMATION

MONASH UNIVERSITY

Monash University

Art, Design and Architecture	Arts	Business and Economics	Education	Engineering	Information Technology	Law	Medicine, Nursing and Health Sciences	Pharmacy and Pharmaceutical Sciences	Science
• Fine Art • Design • Architecture	• Languages, Literatures, Cultures and Linguistics • Media, Film and Journalism • Philosophical, Historical and International Studies • Social Sciences • Music • Arts and Social Sciences • Theatre and Performance • Indigenous Studies	• Accounting • Banking and Finance • Business Law and Taxation • Econometrics and Business Statistics • Economics • Management • Marketing • Leadership and Executive Leadership		• Chemical Engineering • Civil Engineering • Electrical and Computer Systems Engineering • Materials Science and Engineering • Mechanical and Aerospace Engineering			• Biomedical Sciences • Clinical Sciences • Medicine • Nursing and Midwifery • Primary and Allied Health Care • Psychological Sciences • Public Health and Preventative Medicine • Rural Health • Central Clinical School • Eastern Health Clinical School		• Biological Sciences • Chemistry • Earth, Atmosphere and Environment • Mathematics • Physics and Astronomy • Malaysia School of Science

CASE STUDY 8: University of Queensland

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

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

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

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

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

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

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

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

Revenue and research income 2008-2018 ($CAD)

Research performance

13.2% of publications are in the Top 10%

SIX FACULTIES

University of Queensland

Business, Economics and Law

- Business
- Economics
- Law

Engineering, Architecture and Information Technology

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

Health and Behavioural Sciences

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

Humanities and Social Sciences

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

Medicine and Biomedical Sciences

- Biomedical Sciences
- Public Health
- Medicine Program

Science

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

3. FURTHER COMPARATOR STRUCTURES

Further comparator structures

This section outlines the faculty structures for the following universities:

CANADA:

- UNIVERSITY OF BRITISH COLUMBIA – VANCOUVER CAMPUS

- UNIVERSITY OF TORONTO

- UNIVERSITY OF CALGARY

- UNIVERISTY OF ALBERTA

UNITED STATES:

- UNIVERSITY OF WASHINGTON

UK:

- KING'S COLLEGE LONDON

AUSTRALIA:

- UNIVERSITY OF SOUTH AUSTRALIA

- UNIVERSITY OF WESTERN AUSTRALIA

- UNIVERSITY OF NEW SOUTH WALES

UNIVERSITY OF BRITISH COLUMBIA – VANCOUVER CAMPUS

University of British Columbia – Vancouver Campus

Applied Science

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

Faculty of Arts

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

Business

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

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

Dentistry

- Biological and Medical Sciences
- Health Sciences

Education

Forestry

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

- Forest Resources Management
- Forest Sciences
- Wood Sciences

Land and Food Systems

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

Law

Medicine

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

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

Pharmaceutical Sciences

Science

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

INSTITUTIONAL OVERVIEW

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

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

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

UNIVERSITY OF TORONTO

University of Toronto

| | | | | | | | | | | | | | | | | |

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

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

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

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

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

INSTITUTIONAL OVERVIEW

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

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

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

34

UNIVERSITY OF CALGARY

University of Calgary

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

Architecture, Planning and Landscape

Business

Law

Nursing

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

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

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

Graduate Studies

Kinesiology

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

Social Work

Education

INSTITUTIONAL OVERVIEW

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

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

Student number: 31,863 *EFTSL*

Income: ~ 1.6 billion ($CAD)

UNIVERSITY OF ALBERTA

University of Alberta

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

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

Augustana Campus
- Humanities
- Science
- Social Sciences

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

Campus Saint-Jean

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

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

Extension

Graduate Studies and Research

Kinesiology, Sport and Recreation

Law

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

Native Studies

Nursing

Pharmacy and Pharmaceutical Sciences

School of Public Health

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

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

INSTITUTIONAL OVERVIEW

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

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

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

UNIVERSITY OF WASHINGTON

University of Washington

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

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

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

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

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

Medicine
- Medicinal Chemistry
- Pharmaceutics
- Pharmacy

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

INSTITUTIONAL OVERVIEW

Global Rank:
- THE: **26**
- QS: **68**
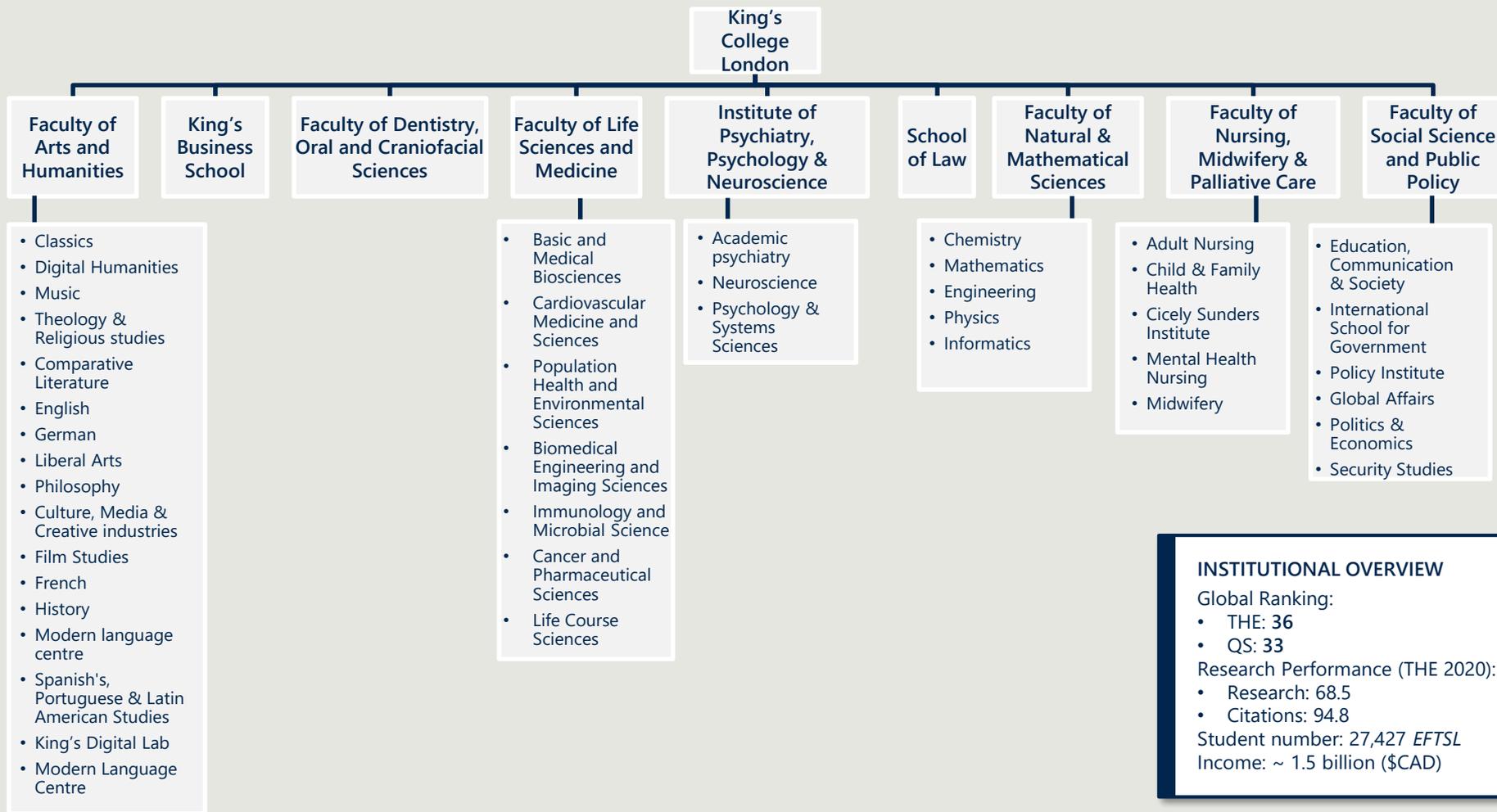
Research Performance (THE):
- Research: 82.2
- Citations: 98.6

Student number: 42,062 *EFTSL*

Income: ~ 6.7 billion ($CAD)

KING'S COLLEGE LONDON

King's College London

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

King's Business School

Faculty of Dentistry, Oral and Craniofacial Sciences

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

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

School of Law

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

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

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

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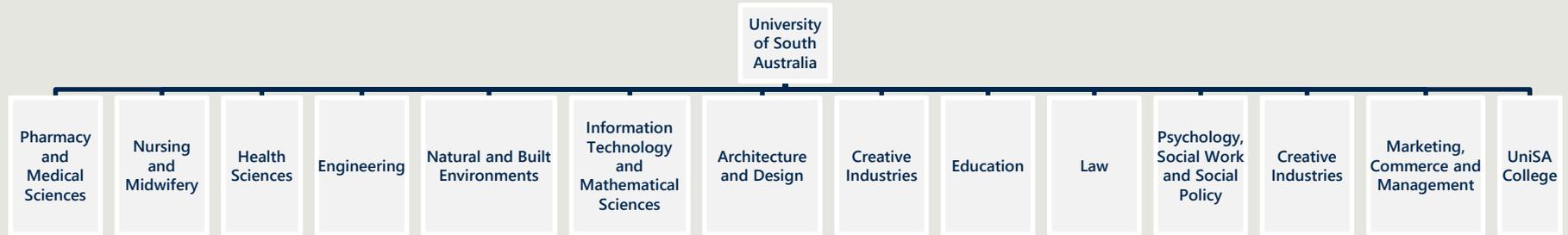
Global Ranking:
- THE: **36**
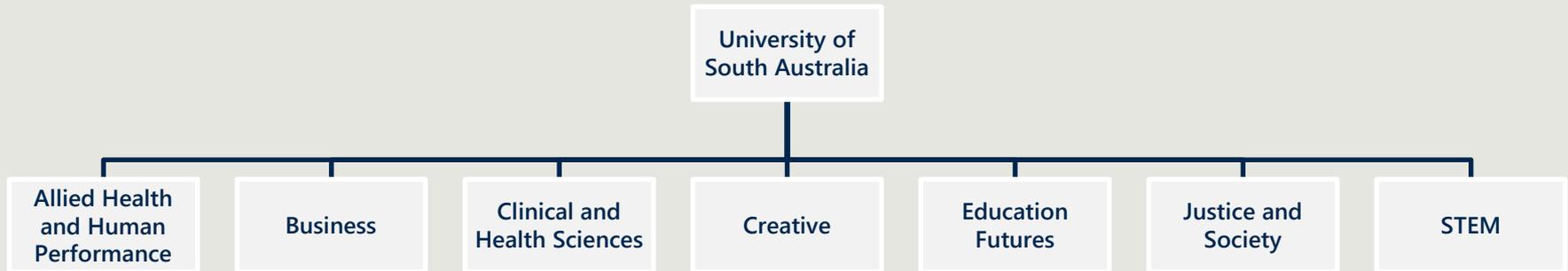- QS: **33**

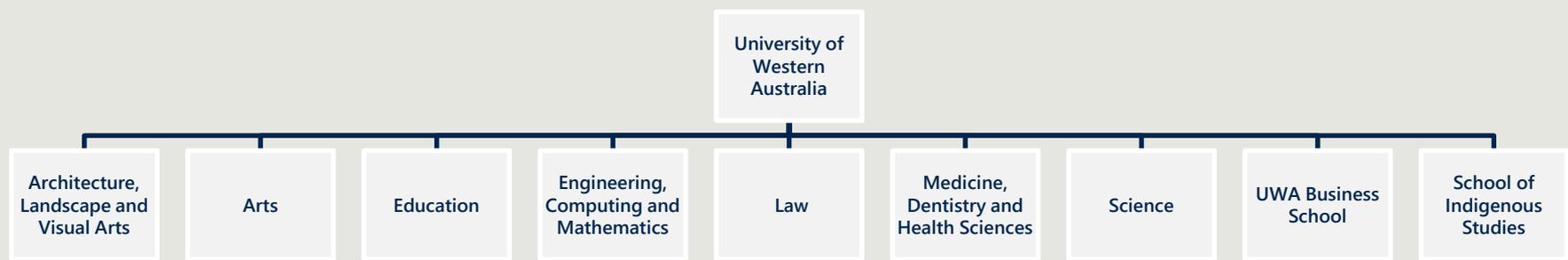Research Performance (THE 2020):
- Research: 68.5
- Citations: 94.8

Student number: 27,427 *EFTSL*
Income: ~ 1.5 billion ($CAD)

PREVIOUS STRUCTURE: UNIVERSITY OF SOUTH AUSTRALIA

University of South Australia

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

CURRENT STRUCTURE: UNIVERSITY OF SOUTH AUSTRALIA

University of South Australia

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

INSTITUTIONAL OVERVIEW

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

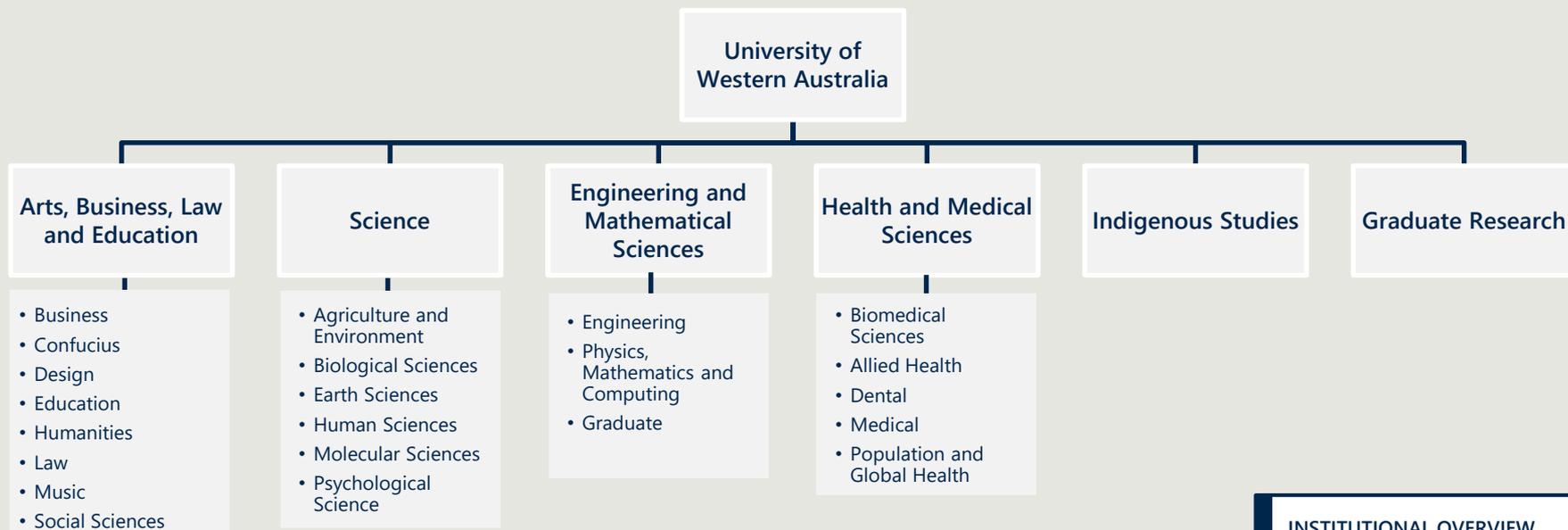Research Performance (THE 2020):
- Research: 39.4
- Citations: 65.8

Student number: 18,386 *EFTSL*

Income: ~ 592 million ($CAD)

PREVIOUS STRUCTURE: UNIVERSITY OF WESTERN AUSTRALIA

CURRENT STRUCTURE: UNIVERSITY OF WESTERN AUSTRALIA

University of Western Australia

Arts, Business, Law and Education

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

Science

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

Engineering and Mathematical Sciences

- Engineering
- Physics, Mathematics and Computing
- Graduate

Health and Medical Sciences

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

Indigenous Studies

Graduate Research

INSTITUTIONAL OVERVIEW

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

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

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

UNIVERSITY OF NEW SOUTH WALES

University of New South Wales

Art and Design

- Art
- Design

Arts and Social Sciences

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

Built Environment

Business School

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

Engineering

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

Law

Medicine

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

Science

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

UNSW Canberra at ADFA

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

INSTITUTIONAL OVERVIEW

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

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

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

ADDENDUM: Response to Academic Working Group Questions

Responses to questions following report submission

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

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

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

- unique world leading capability within the university; and

- strategic direction.

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

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

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

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

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

Responses to questions following report submission

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

Major restructures require watertight strategic logic, facts and clear intention

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

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

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

Universities can successfully transform, even with opposition

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

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

Responses to questions following report submission

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

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

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

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

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

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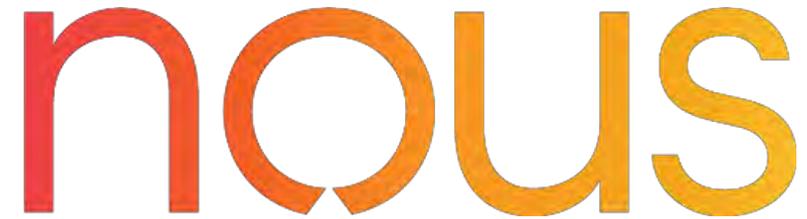
nous

--- **About Nous** ---

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

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

400
PEOPLE

20
YEARS

10
LOCATIONS

OVERVIEW OF PRELIMINARY SCENARIOS CONSIDERED BY THE ARWG

UNIVERSITY OF ALBERTA

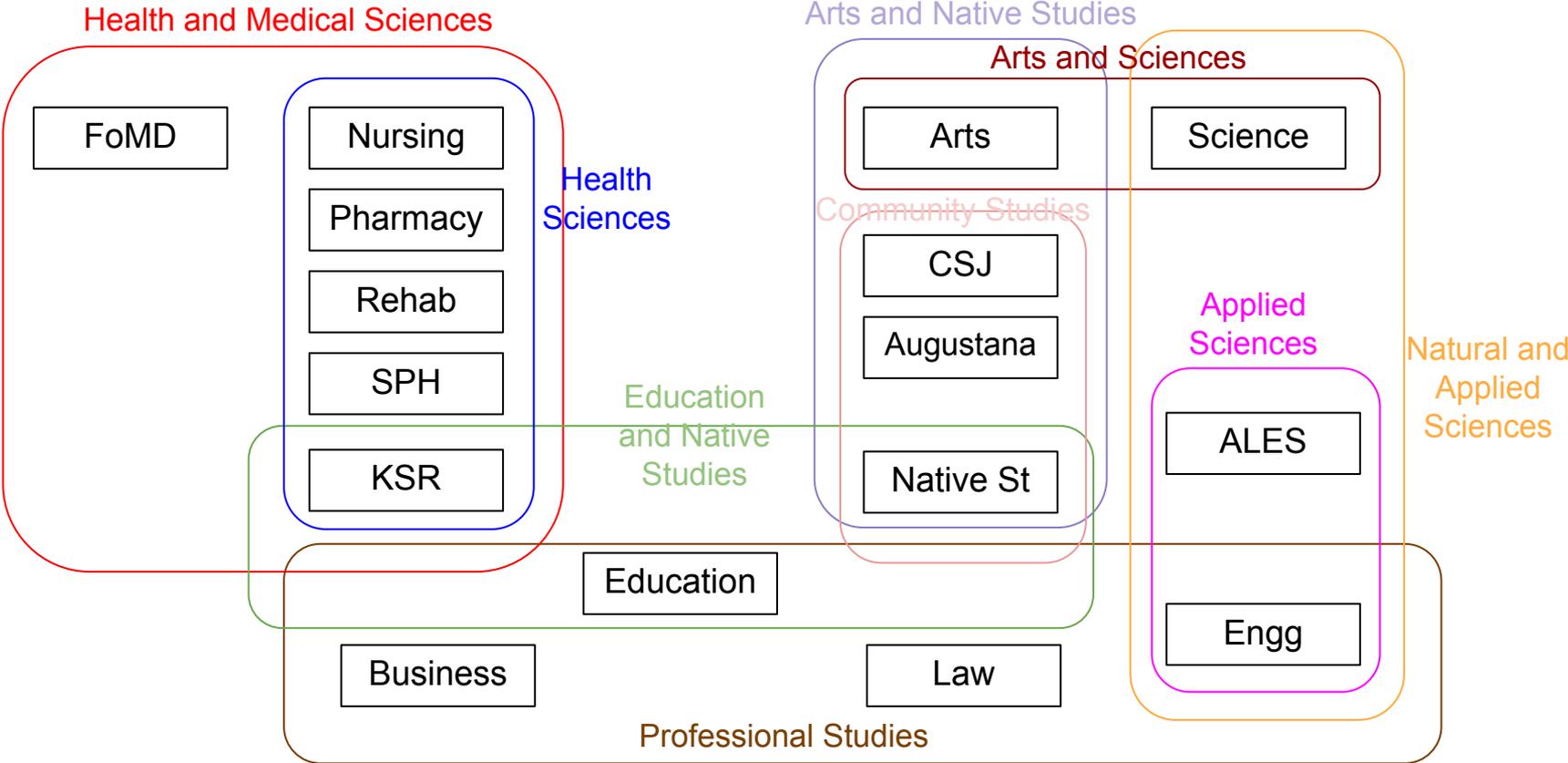# Faculty Consolidation Scenarios

ARWG Sept. 15, 2020

Scenarios of Faculty Consolidation

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

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

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

Possible Faculty Groupings

Health and Medical Sciences

FoMD

Health Sciences

Nursing

Pharmacy

Rehab

SPH

KSR

Education and Native Studies

Arts and Native Studies

Arts and Sciences

Arts

Science

Community Studies

CSJ

Augustana

Native St

Applied Sciences

ALES

Natural and Applied Sciences

Engg

Education

Business

Law

Professional Studies

Current State: 16 Faculties (excl. FGSR, Extension)

620	310	295	219	112	
FoMD	Arts	Science	Engg	ALES	

41	19	38	31	45	
Rehab	Pharmacy	KSR	SPH	Nursing	

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

Values indicated are number of faculty members

Scenario 1a: Health Sciences

620

FoMD

310

Arts

295

Science

219

Engg

112

ALES

174

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

108

Education

69

Business

32

Law

58

Augustana

32

CSJ

14

Native St
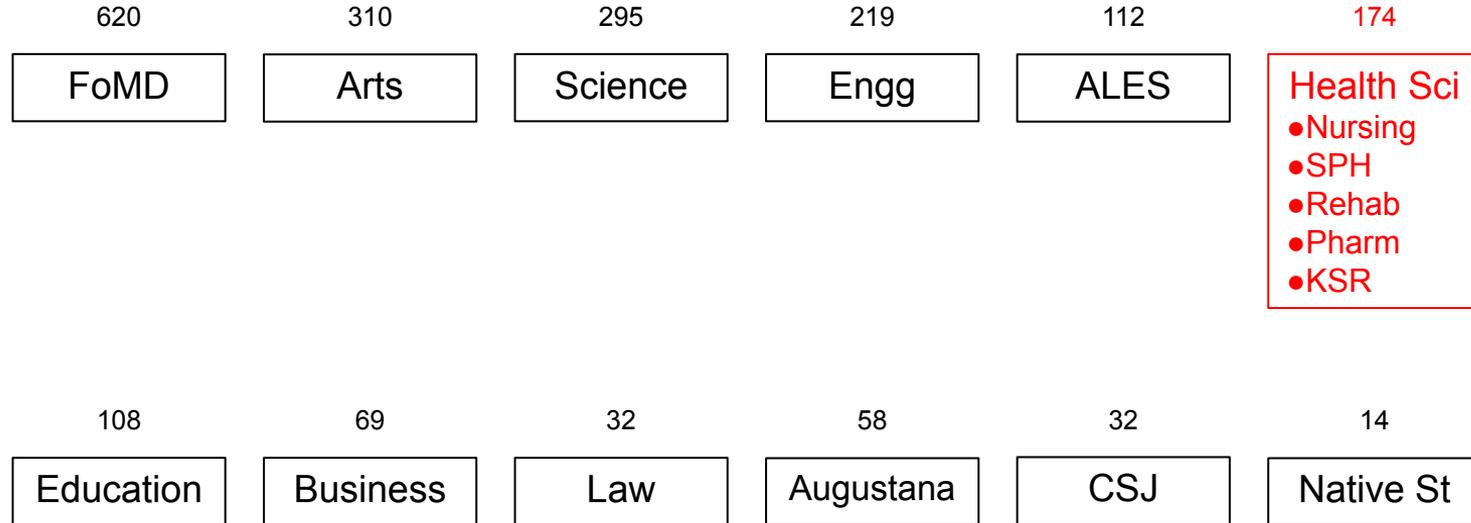
Bullets indicate a School embedded in the Faculty

Scenario 1b: Health and Medical Sciences

794

Med + Health Sci ●Nursing ●SPH ●Rehab ●Pharm ●KSR ●FoMD	Arts	Science	Engg	ALES

310   295   219   112

Education	Business	Law	Augustana	CSJ	Native St

108   69   32   58   32   14
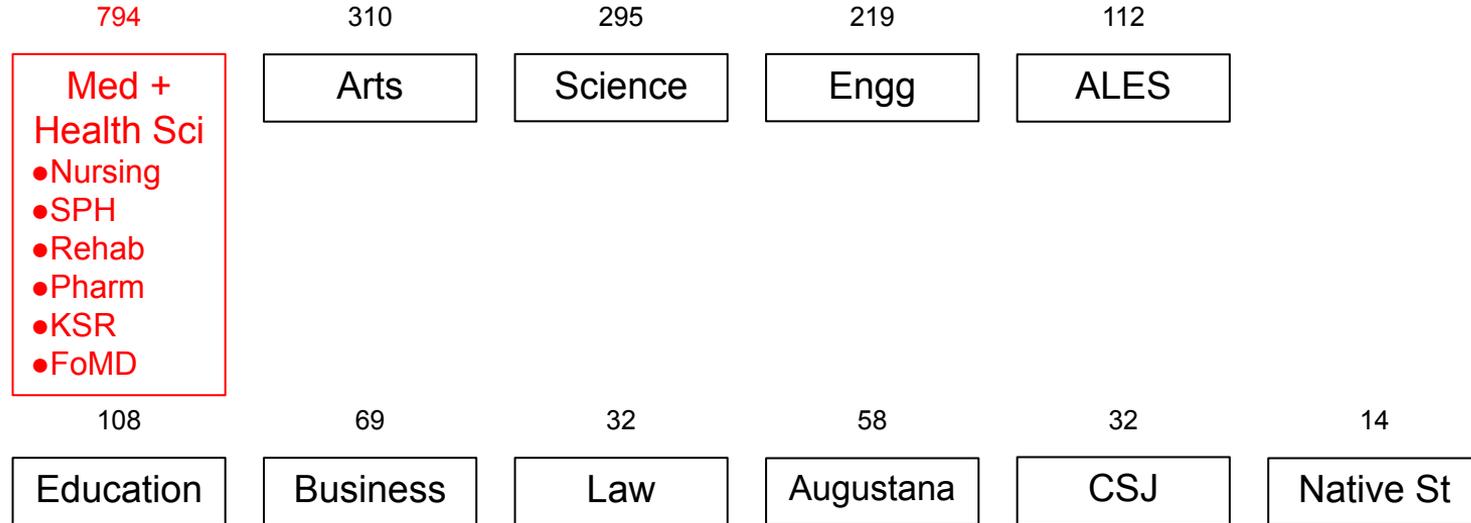
Bullets indicate a School embedded in the Faculty

Scenario 2a: CSJ, Augustana, FNS Combined

620
FoMD

310
Arts

295
Science

219
Engg

112
ALES

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

108
Education

69
Business

32
Law

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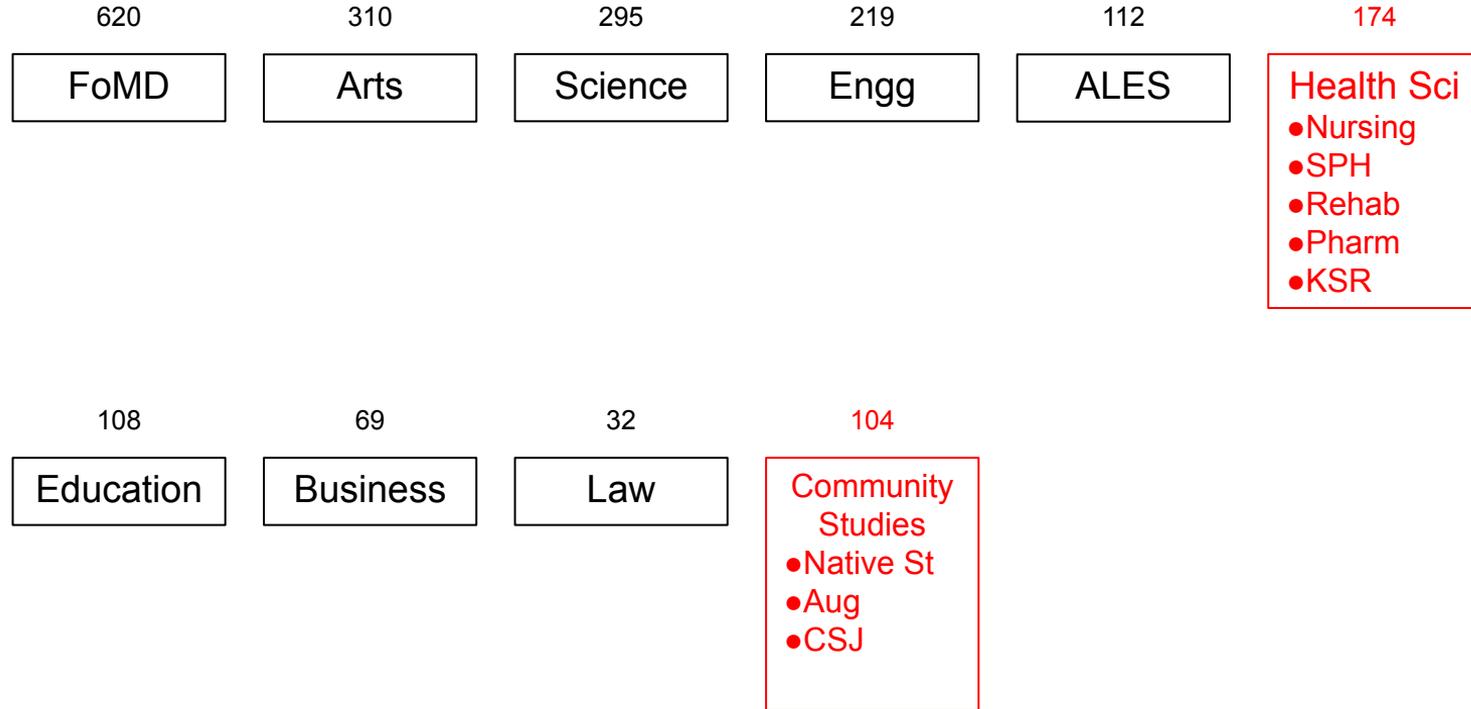
Scenario 2b: CSJ, Augustana as Campuses only

620

FoMD

364

Arts + NS
- Arts
- Native St

(CSJ)
(Aug)

334

Science

(CSJ)
(Aug)

219

Engg

112

ALES

174

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

119

Education

(CSJ)

69

Business

32

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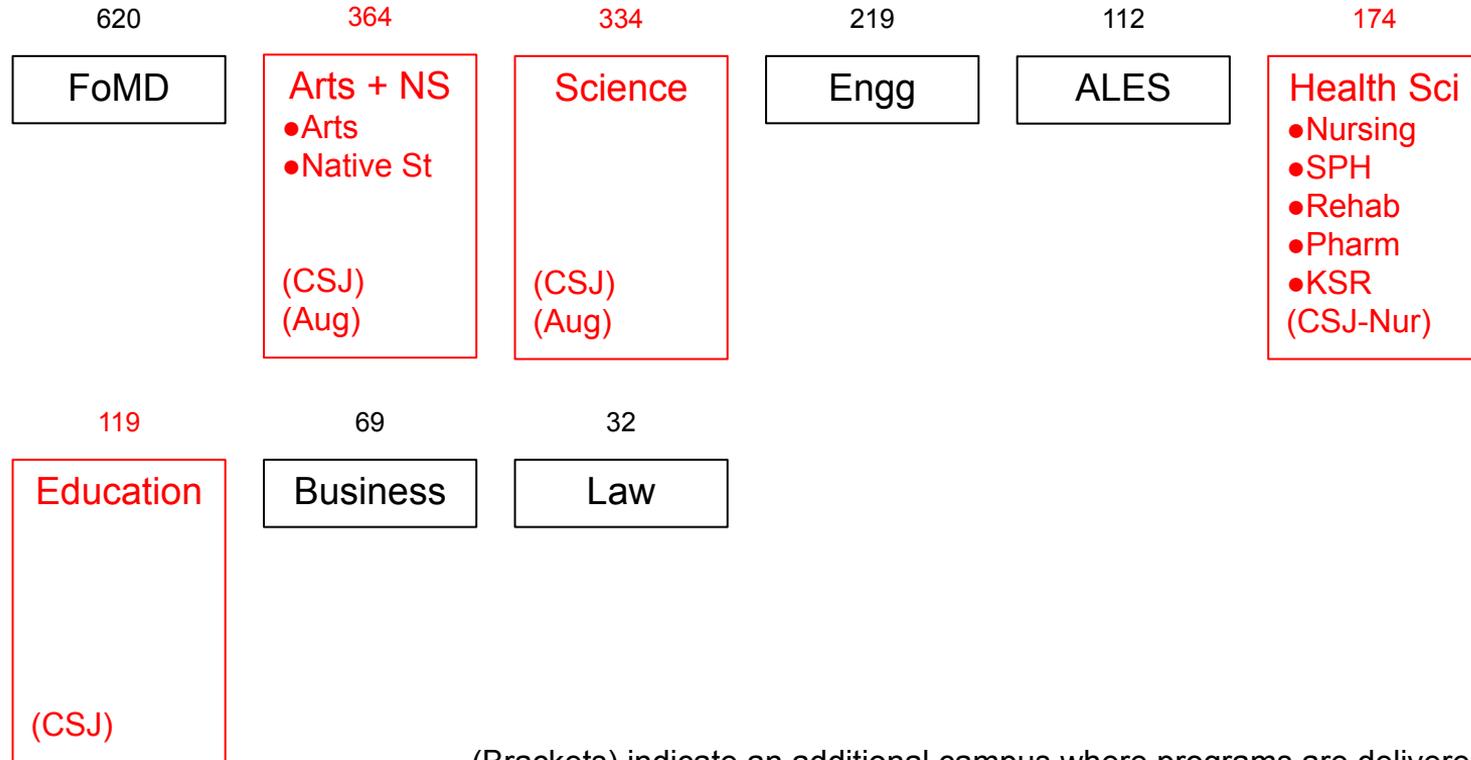
(Brackets) indicate an additional campus where programs are delivered

Scenario 2c: FNS as USchool

620
FoMD

350
Arts

(CSJ)
(Aug)

334
Science

(CSJ)
(Aug)

219
Engg

112
ALES

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

119
Education

(CSJ)

69
Business

32
Law

14
Sch of NS
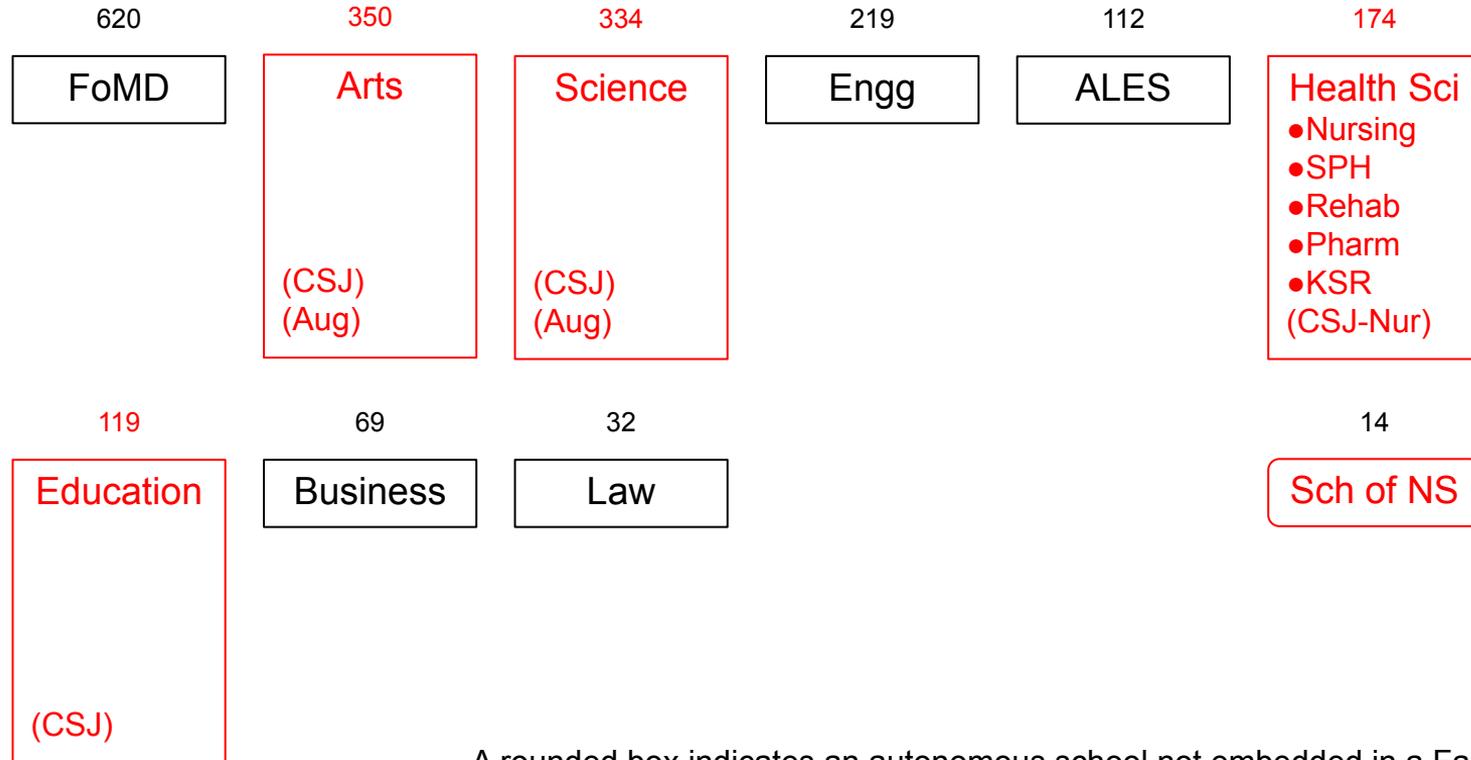
A rounded box indicates an autonomous school not embedded in a Faculty

Scenario 2d: CSJ, Augustana as Affiliated Colleges

620

FoMD

310

Arts

295

Science

219

Engg

112

ALES

174

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

108

Education

69

Business

32

Law

58

Augustana

32

CSJ

14

Sch of NS
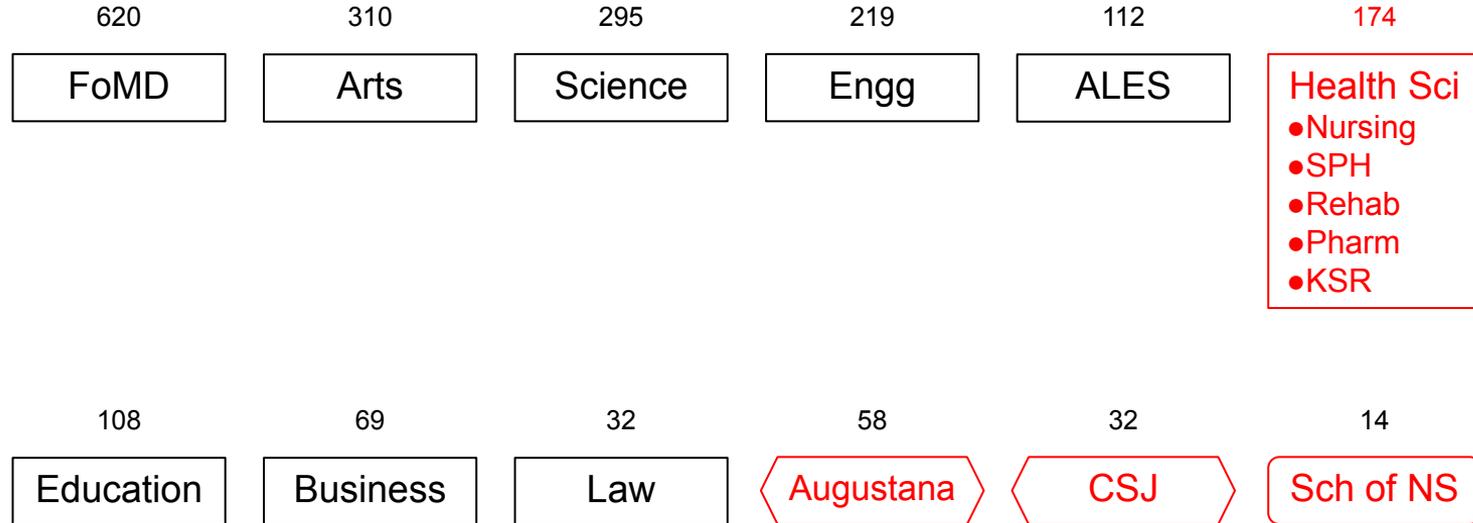
A hexagonal box indicates an affiliated college

Scenario 3a: Business, Law Combined

620
FoMD

350
Arts

(CSJ)
(Aug)

334
Science

(CSJ)
(Aug)

219
Engg

112
ALES

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

119
Education

(CSJ)

101
Bus + Law
- Business
- Law

14
Sch of NS
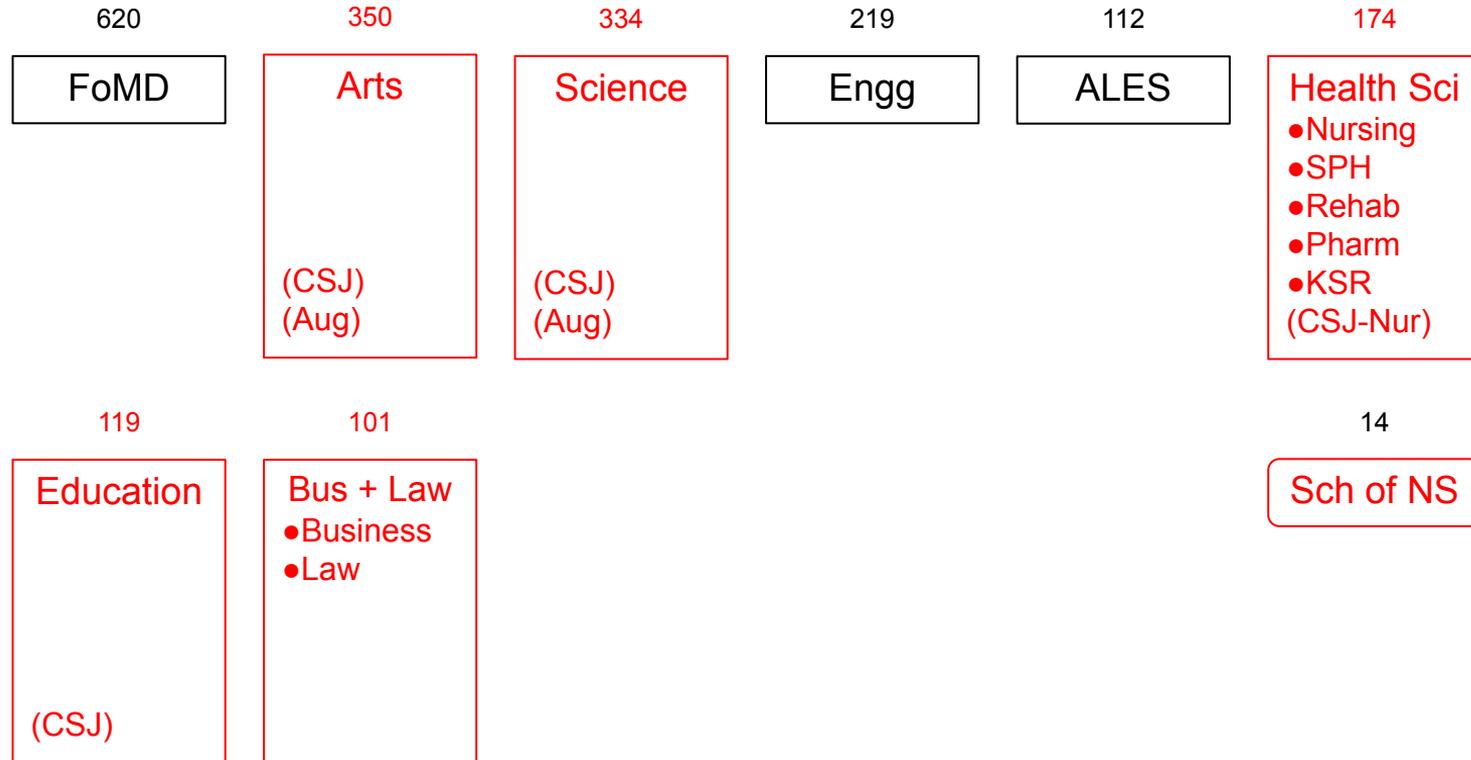
Scenario 3b: Business, Law as USchools

620
FoMD

350
Arts

(CSJ)
(Aug)

334
Science

(CSJ)
(Aug)

219
Engg

112
ALES

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

119
Education

(CSJ)

69
Sch Bus

32
Sch Law

14
Sch of NS
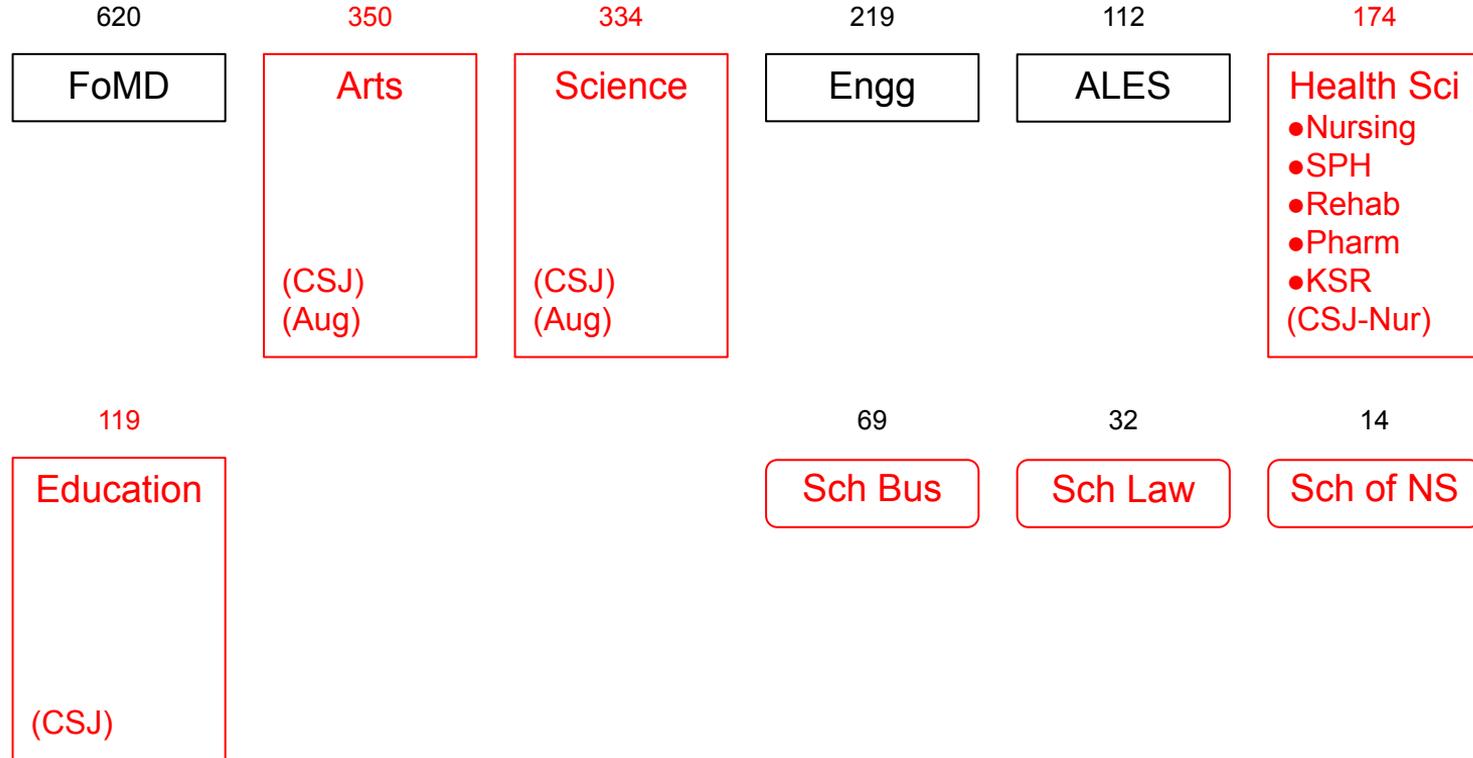
Scenario 3c: SSHRC Alignment

620

FoMD

570

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

334

Science

(CSJ)
(Aug)

219

Engg

112

ALES

174

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

14

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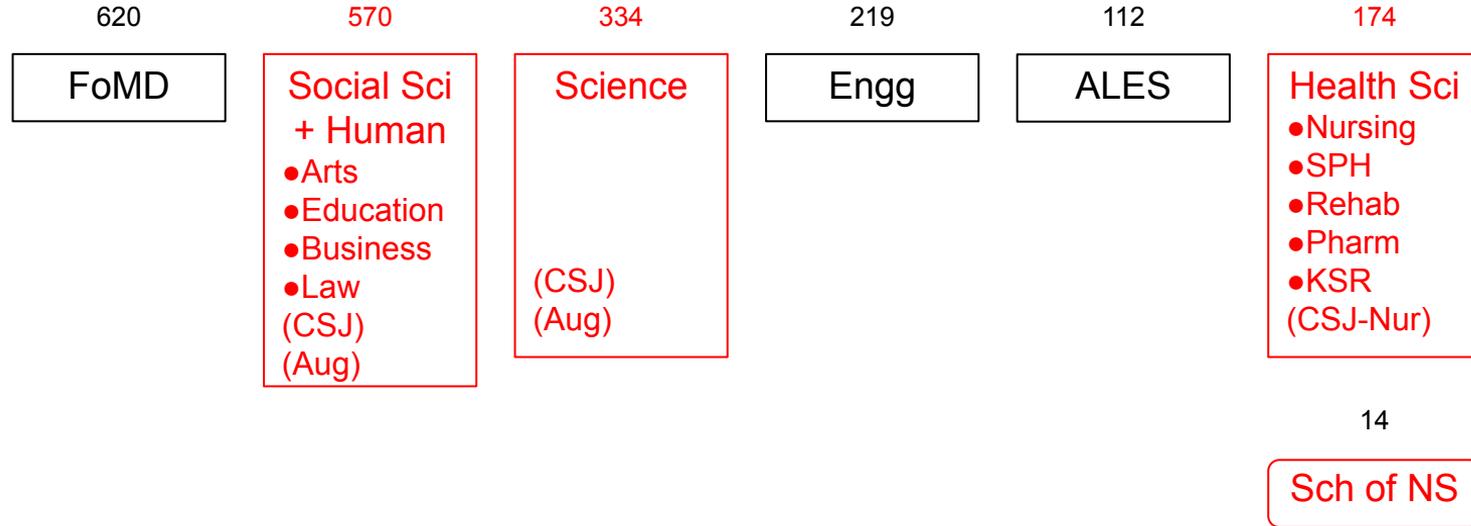
Scenario 4a: Applied Sciences, Professional Studies

620

174

334

331

220

364

FoMD

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

Science

(CSJ)
(Aug)

Applied Sciences
- Engg
- ALES

Profess'al Studies
- Education
- Business
- Law

(CSJ-Edu)

Arts + NS
- Arts
- Native St

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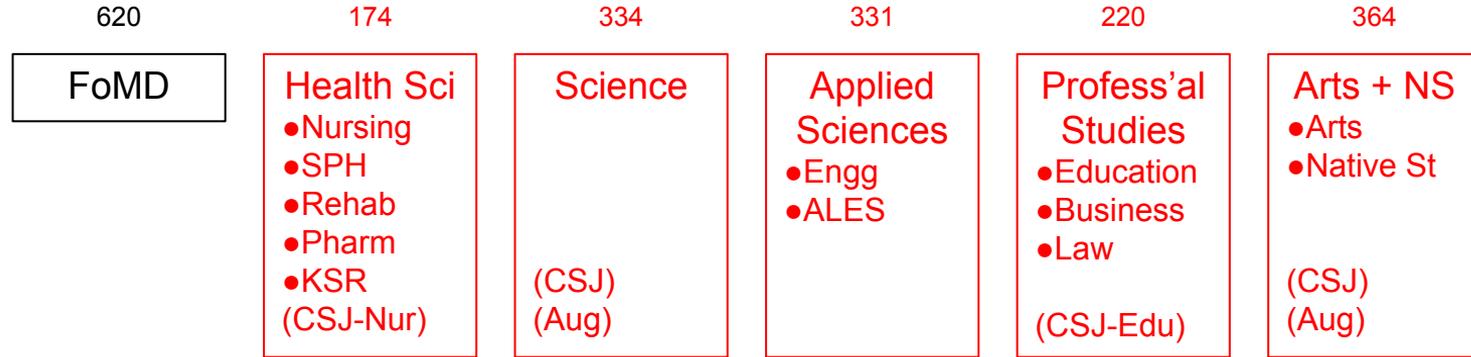
Scenario 4b: Arts and Sciences

620

FoMD

684

Arts +
Science

(CSJ)
(Aug)

219

Engg

112

ALES

174

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

119

Education

(CSJ)

69

Business

32

Law

14

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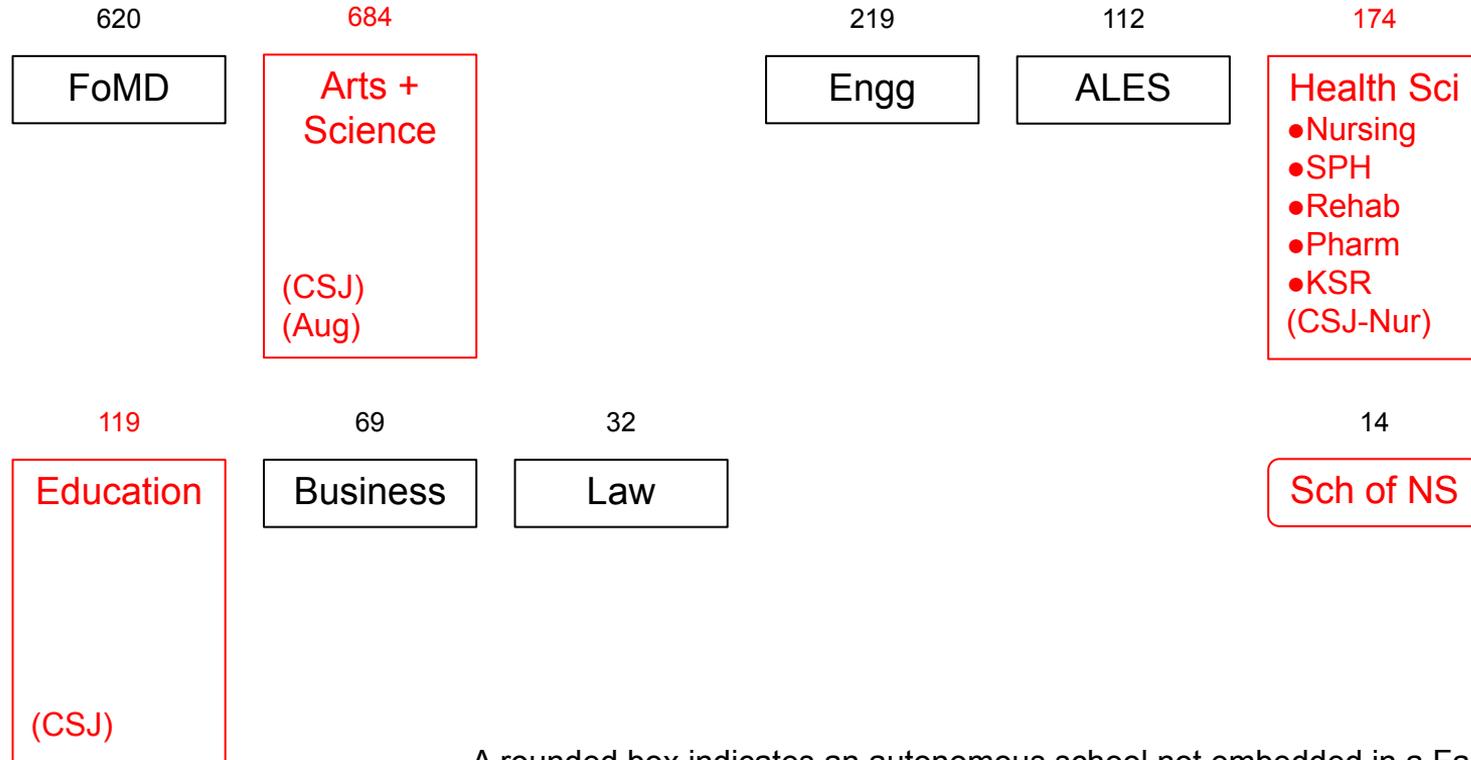
A rounded box indicates an autonomous school not embedded in a Faculty

Scenario 5a: Tri Agency Faculties

794

Health + Med Sci
- Medicine
- Nursing
- SPH
- Rehab
- Pharm
- KSR
(CSJ-Nur)

671

Natural + Applied Science
- Science
- Engg
- ALES

(CSJ)
(Aug)

578

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

Scenario 5b: Tri Agency Faculties with USchools

794

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

626

Natural + Applied Science
- Science
- Engg
- ALES

519

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

32

CSJ

58

Augustana

14
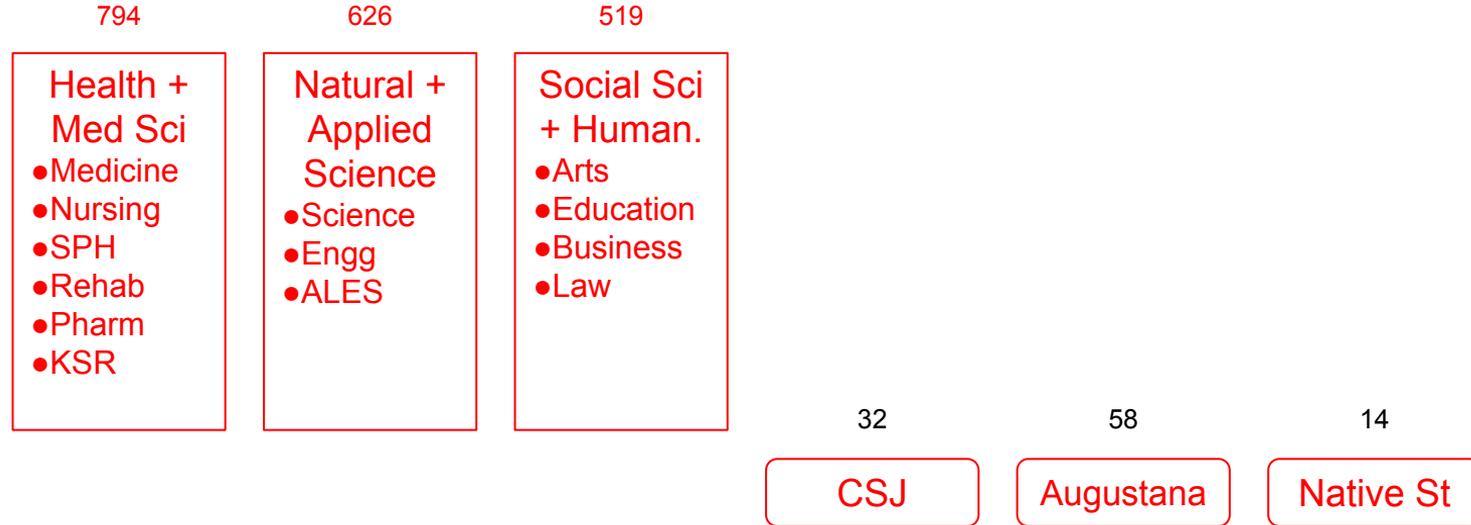
Native St

Scenario 5c: Tri Agency Alignment with FSchools

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

Scenario 5d: Tri Agency Divisions with USchools

794	626	519
Health + Med Sci	**Natural + Applied Sci**	**Social Sci + Humanities**
FoMD	Science	Arts
Rehab	Engg	Education
Pharmacy	ALES	Business
SPH		Law
Nursing		
KSR		

32	58	14
CSJ	Augustana	Native St
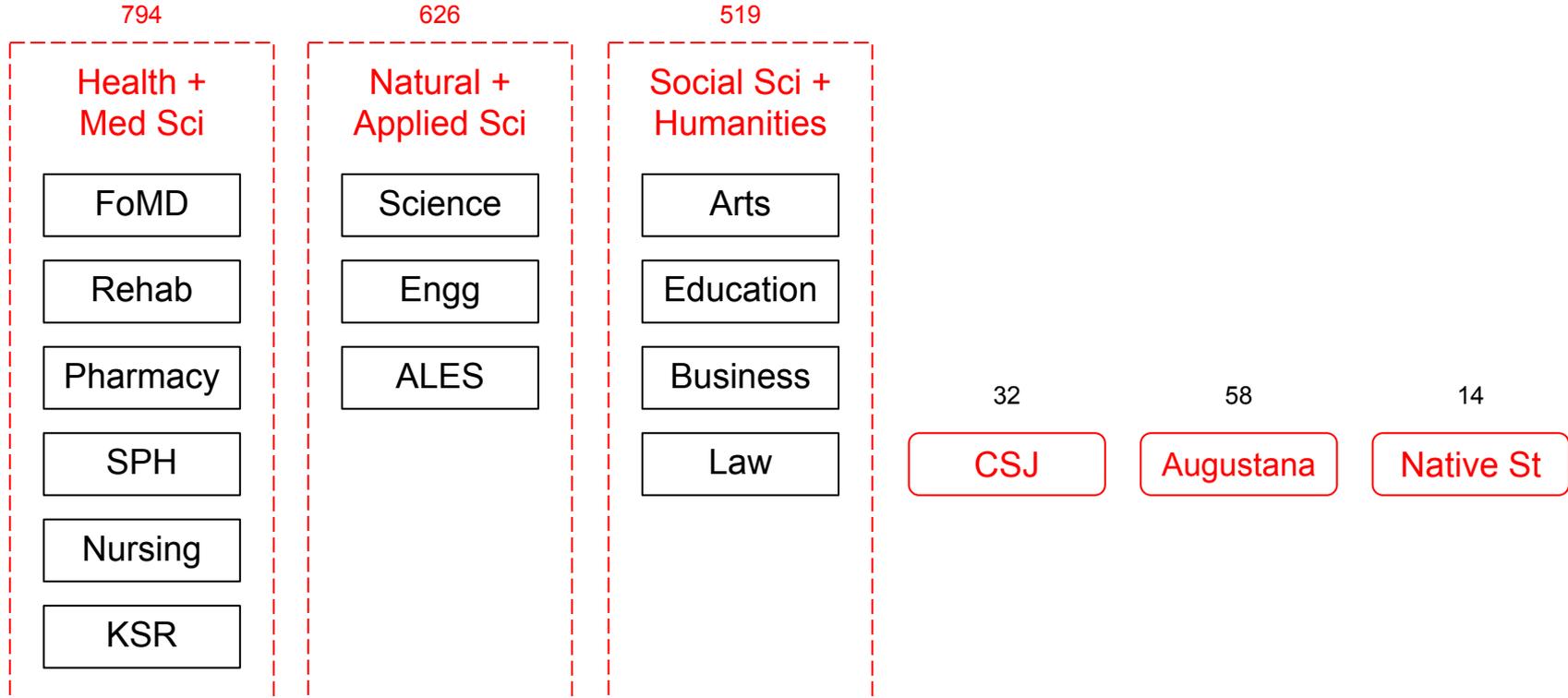
Scenario 6a: 3 Division approach
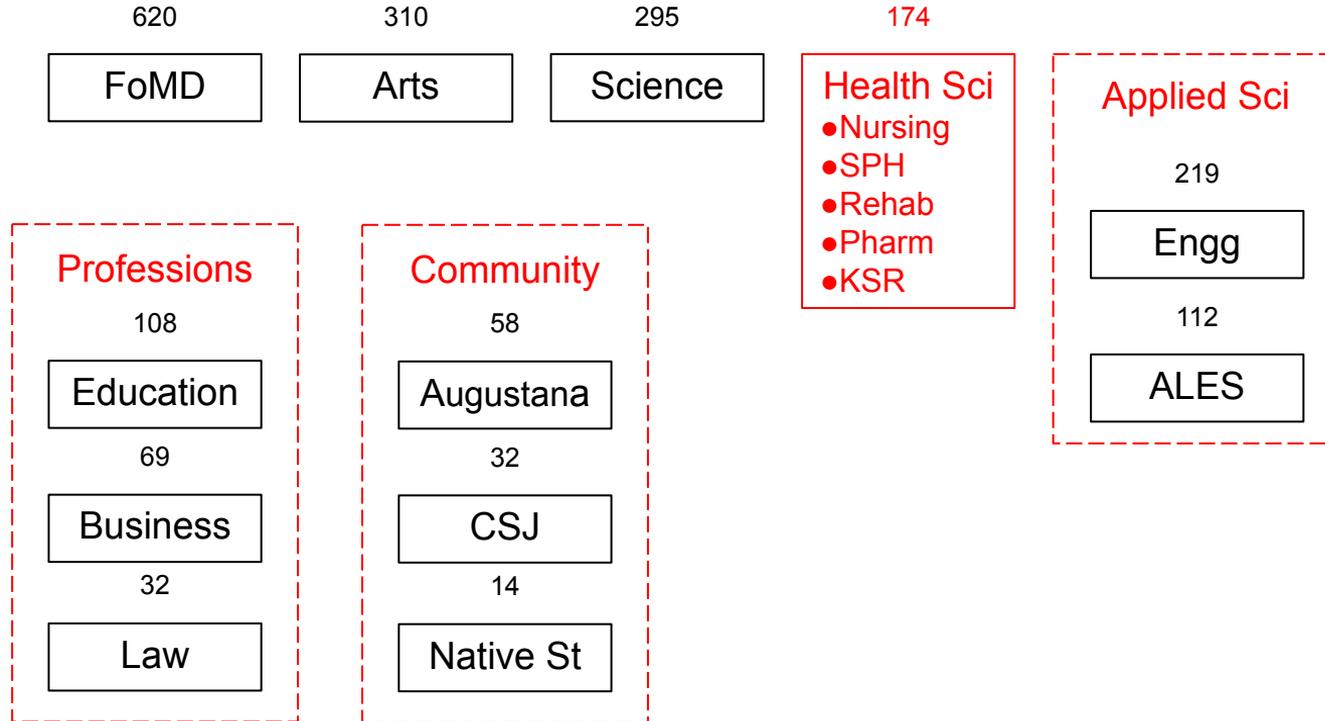
620	310	295	174
FoMD	Arts	Science	Health Sci ●Nursing ●SPH ●Rehab ●Pharm ●KSR

Applied Sci

219

Engg

112

ALES

Professions

108

Education

69

Business

32

Law

Community

58

Augustana

32

CSJ

14

Native St

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

Scenario 6b: Common Division approach
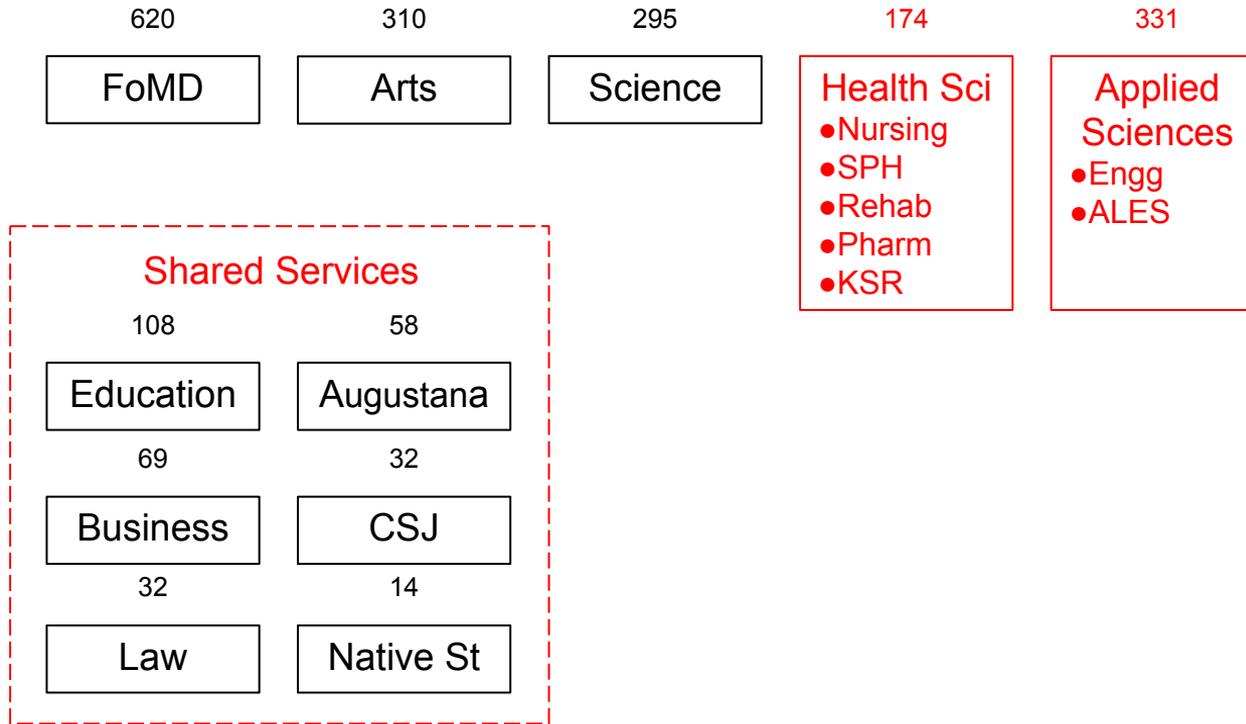
620

FoMD

310

Arts

295

Science

174

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

331

Applied Sciences
- Engg
- ALES

Shared Services

108

Education

58

Augustana

69

Business

32

CSJ

32

Law

14

Native St

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

Scenario 6c: Common Division Plus Consolidation

620

FoMD

605

Arts & Science

174

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

331

Applied Sciences
- Engg
- ALES

Shared Services

108

Education

58

Augustana

69

Business

32

CSJ

32

Law

14

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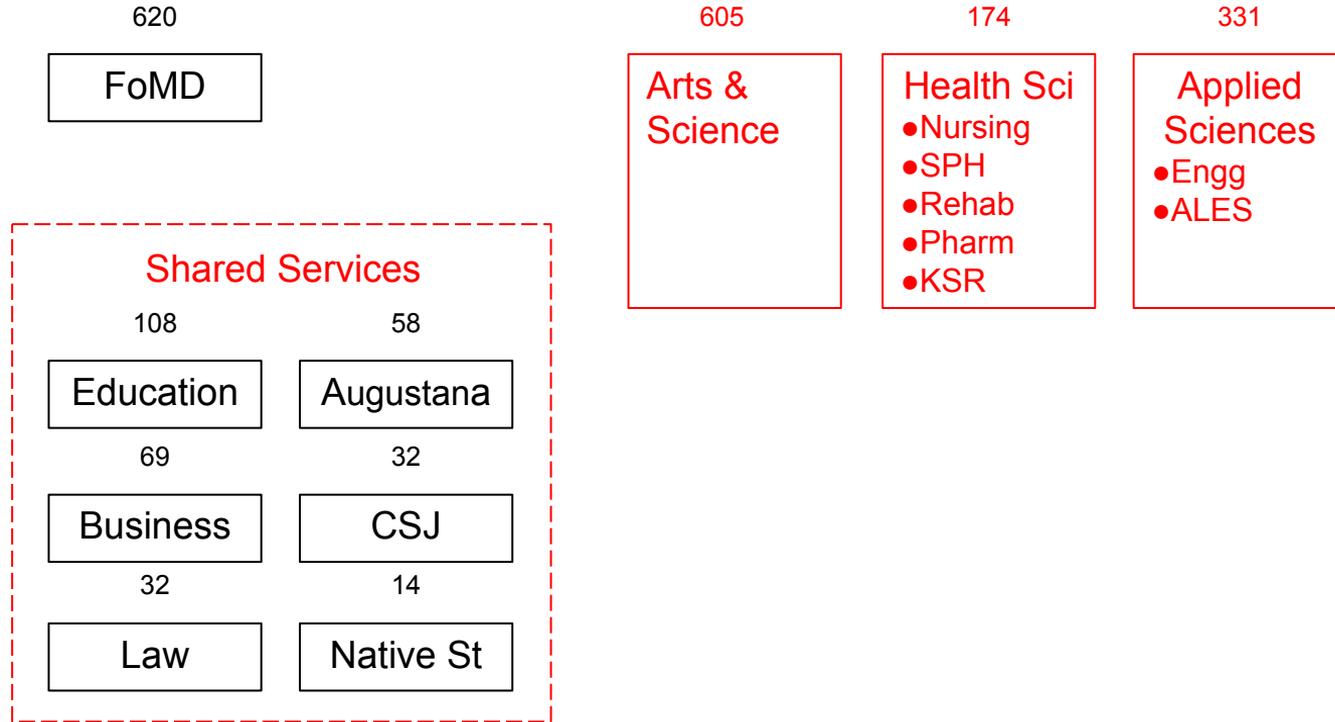
Dashed box indicates a Division which provides common leadership and shared services across the Faculties

Qualitative Evaluation

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

Qualitative Evaluation

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

Qualitative Evaluation

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

Qualitative Evaluation

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

HISTORY OF THE ESTABLISHMENT OF FACULTIES AT THE UNIVERSITY OF ALBERTA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARWG MEMBERSHIP, MEETING DATES, PRINCIPLES AND OBJECTIVES

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

Membership

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

Meeting Dates (to September 30, 2020)

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

Academic Restructuring - Principles and Objectives
FINAL

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

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

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

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

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

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

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

Scope

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

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

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