



Monday, October 19, 2020
Zoom Virtual Meeting
meeting extended 2:00 PM - 4:00 **5:00 PM**

OPENING SESSION 2:00 – 2:05 p.m.

1. Approval of the Agenda Bill Flanagan
2. Comments from the Chair (no documents) Bill Flanagan

CONSENT AGENDA 2:05 – 2:10 p.m.

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

3. ~~Approval of the Open Session Minutes of September 28, 2020~~ *item deferred*
4. New Members of GFC
5. ~~Proposed Rescission of GFC Policy 37~~ *item deferred*
Motion: To Approve
6. Proposed Suspension of Bachelor of Arts Majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and Bachelor of Science Majors in Mathematics and Physics, and Psychology, Augustana Faculty
Motion: To Recommend Board of Governors Approval
7. Proposed Suspension of the Sport Coaching Major in the Bachelor of Kinesiology Program, Faculty of Kinesiology, Sport, and Recreation
Motion: To Recommend Board of Governors Approval
8. Proposal for the Termination of the Bachelor of Education, Adult Education Route
Motion: To Recommend Board of Governors Approval

DISCUSSION ITEMS 2:10 – 4:00 p.m.

12. Question Period *moved to precede item 9* Bill Flanagan
 - 12.1 GFC Question and Response on exam accommodation
 - 12.2 GFC Question and Response on SET and GFC's mandate
 - 12.3 GFC Question and Response on ARWG cost savings
 - 12.4 GFC Question and Response on communications to government
 - 12.5 GFC Question and Response on Internet for Instructors

- 12.6 GFC Question and Response on committee closed sessions
 - 12.7 GFC Question and Response on Global TV story
 - 12.8 GFC Question and Response on Contract with Hathi Trust
 - 12.9 GFC Question on Hathi Trust and Accommodation
 - 12.10 GFC Question on Global TV story
 - 12.11 GFC Question on ARWG Written Submissions
 - 12.12 GFC Question on Library Collection Policy
 - 12.13 GFC Question on Funding Baseline
 - 12.14 GFC Question on Audio transcripts for GFC
 - 12.15 GFC Question on Motion concerning SET
 - 12.16 GFC Question on Membership of the GFC Programs Committee
 - 12.17 GFC Questions on UAT
9. University of Alberta for Tomorrow (UAT) Bill Flanagan
Steven Dew
10. A. University of Alberta Students' Union (SU) Executive Goals 2020-2021
B. Graduate Students' Association (GSA) Board Strategic Work Plan 2020-2021 Joel Agarwal
Marc Waddingham
11. Academic Governance Emergency Protocols (Standing Item)
A. [COVID-19 Governance Decision Tracker](#) Bill Flanagan
- ~~12.~~ Question Period *moved to precede item 9* Bill Flanagan

INFORMATION REPORTS

13. [If a member has a question about a report, or feels that a report should be discussed by GFC, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the Committee Chair (or relevant expert) can be invited to attend.]
14. Report of the GFC Executive Committee
15. Report of the GFC Academic Planning Committee
16. Report of the GFC Programs Committee
17. [GFC Nominations and Elections](#)
18. Information Items
A. 2021-2022 Academic Schedule
B. Waiver of Advertising Requirements
19. Information Forwarded to GFC Members Between Meetings
A. Information Regarding Application for In-Person Delivery - Winter 2021
B. Materials from September 28 GFC Now available
C. Special Meeting of GFC - December 7, 2-4PM

D. Please Apply for a 2020-21 GFC Standing Committee

CLOSING SESSION

20. Adjournment
- Next Meeting of General Faculties Council: November 23, 2020

Bill Flanagan

Presenter(s):

Melissa Padfield	Vice-Provost and Registrar
Bill Flanagan	President and Vice-Chancellor, University of Alberta
Joel Agarwal	President, UA Students' Union, University of Alberta
Marc Waddingham	President, University of Alberta
Steven Dew	Provost and Vice-President (Academic)

Documentation was before members unless otherwise noted.

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

New Members of GFC

MOTION I: TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing upon approval and ending April 30, 2021:

Mansimran Virk	Faculty of Nursing
Jennifer Fang	Faculty of Nursing
Aadhavya Sivakumaran	Faculty of Science
Yusuf Oliya	School of Business
Emily Motoska	Faculty of Education

Governance Executive Summary
Action Item

Agenda Title	Proposed Suspension of Bachelor of Arts Majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and Bachelor of Science Majors in Mathematics and Physics, and Psychology, Augustana Faculty
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Motion:

THAT the General Faculties Council recommend that the Board of Governors approve the suspension of admissions to the Augustana Faculty Bachelor of Arts majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and the Augustana Faculty Bachelor of Science majors in Mathematics and Physics, and Psychology, as submitted by Augustana Faculty and as set forth in Attachments 1-7, to take effect July 1, 2021.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Demetres Tryphonopoulos, Dean, Augustana Faculty Karsten Mündel, Associate Dean – Academic, Augustana Faculty

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to recommend the suspension of five current majors in the Bachelor of Arts program at Augustana Faculty (Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology) and two current majors in the Bachelor of Science program at Augustana Faculty (Mathematics and Physics, and Psychology).
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).</p> <p>Aided by the work of CICC, Augustana Faculty continues to develop new multi-disciplinary learning opportunities, complemented by the new liberal arts and sciences project-based learning core. As these new programs are implemented, the Faculty will continue to suspend admission into a number of current majors in order to fully facilitate the realization of a more dynamic and streamlined curriculum at Augustana Faculty.</p> <p><u>Suspensions - BA Majors</u> To facilitate the realization of ongoing curricular development at</p>

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Augustana, the Faculty proposes to suspend admission into five current majors:

- Biology
- Chemistry
- Computing Science
- Mathematics and Physics
- Sociology

The suspensions in Biology, Chemistry, Computing Science, and Mathematics and Physics anticipate curricular renewal that is well underway in the Bachelor of Science programs at Augustana. These Bachelor of Arts programs, established prior to the Augustana merger with the University of Alberta, have very low enrollments while creating significant complexity in recruitment, academic regulations, and student advisement. The suspension to the major in Sociology continues the work initiated over the previous year in the development of new programs in the BA Interdisciplinary Studies program at Augustana, with Sociology playing a significant role in two of the new majors being introduced by the Faculty.

Current students will be able to finish their studies and receive a Bachelor of Arts degree in the major that they were admitted into or have the option of switching into a different new or revised program. Assuming these programs are approved in time to accept applications for the 2021/2022 academic year, students enrolled in the suspended majors would be asked to complete all program requirements by April 30, 2026.

Suspension - BSc Majors

To facilitate the realization of ongoing curricular development at Augustana, the Faculty proposes to suspend admission into two current majors:

- Mathematics and Physics
- Psychology

Enrollment in the Mathematics and Physics program has historically been significantly lower than the other BSc programs at Augustana, making it difficult to justify its continuation. Proposals are currently in development in the Augustana Department of Science for new multi-disciplinary programs, which will allow for the preservation of both the Mathematics and Physics disciplines as part of Augustana's degree offerings, thus allowing for this suspension to occur.

While Psychology is one of the more popular programs offered at Augustana, student preference strongly favours the Bachelor of Arts program. Available resourcing has made it continually difficult for students in the BSc Psychology program to achieve the minimum number of Science credits required for their degree, creating frustration for students seeking to complete their degree, and exerting pressure on other high-enrollment disciplines with Science-based courses (notably

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	<p>Biology and Physical Education) which have been forced to accommodate an influx of Psychology major registrations in their courses as students seek to find other avenues to meet their Science requirements. As a result of ongoing curricular discussions at Augustana, the decision has been made to focus on offering a robust Psychology program in the BA degree while discontinuing the BSc major in Psychology.</p> <p>Current students will be able to finish their studies and receive a Bachelor of Science degree in the major that they were admitted into or have the option of switching into a different new or revised program. Assuming these programs are approved in time to accept applications for the 2021/2022 academic year, students enrolled in the suspended majors would be asked to complete all program requirements by April 30, 2026.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol ></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Augustana faculty members and Department Councils in Fine Arts and Humanities, Science, and Social Sciences (Department Council all include undergraduate student representatives). • Augustana Academic Council <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) (Tammy Hopper, Kate Peters) • Office of the Registrar (Melissa Padfield, Kely Heck) • Augustana Faculty Curriculum Committee (which includes voting undergraduate student representatives) • Augustana Faculty Council (which includes voting undergraduate student representatives) <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Academic Standards Committee – Subcommittee on Standards for consultation (June 4, 2020)
Approval Route (Governance) (including meeting dates)	<p>Augustana Faculty Council (May 20, 2020) GFC ASC Subcommittee on Standards (discussion): June 4, 2020 GFC Academic Standards Committee (recommendation): June 25, 2020 GFC Academic Planning Committee (recommendation): September 9, 2020 General Faculties Council (recommendation): October 19, 2020 Board Learning, Research and Student Experience Committee (recommendation): November 20, 2020 Board of Governors (approval): December 11, 2020</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good</i> BUILD GOAL: Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world. Objective 4:</p>
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	<p>Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.</p> <ul style="list-style-type: none">• Strategy1 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation. <p>EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <ul style="list-style-type: none">• Strategy 1 Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally <p>Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <ul style="list-style-type: none">• Strategy 1 Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. <p>EXCEL GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>ENGAGE GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <ul style="list-style-type: none">• Strategy 2 Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates
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Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference Board Learning, Research and Student Experience Committee Terms of Reference	

Attachments:

1. BA Biology Program Suspension Template (7 pages)
2. BA Chemistry Program Suspension Template (7 pages)
3. BA Computing Science Program Suspension Template (7 pages)
4. BA Mathematics and Physics Program Suspension Template (7 pages)
5. BA Sociology Program Suspension Template (7 pages)
6. BSc Mathematics and Physics Program Suspension Template (7 pages)
7. BSc Psychology Program Suspension Template (7 pages)

Prepared by: Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Biology	
Credential awarded	Bachelor of Arts	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Biology, currently offered as a first-level specialization. This program is a historical anomaly, initially created at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as part of the programs carried forward to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Biology counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, with only 0.2% of Augustana Faculty graduating students from 2015-2020 obtaining a BA in Biology. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BSc in Biology, with a broadly redesigned program being one of those approved by the Faculty in May 2020. This redesign offers greater variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Biology, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the field of Biology at Augustana, with the resources previously expended on the BA in Biology further enabling this strengthening of a vital program within the Faculty.

1.1.1 *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	5	4	7	6	13
• Full-Time Year 1	2	3	1	1	6
• Full-Time Year 2	3	1	2	1	3
• Full-Time Year 3	0	0	1	3	2

• Full-Time Year 4	0	0	3	1	2
Total FLE	4	4	7	6	8
• FLE Year 1	2	3	1	0	3
• FLE Year 2	3	1	2	1	3
• FLE Year 3	0	0	1	3	2
• FLE Year 4	0	0	3	2	0

1.1.2 *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

1.1.3 *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

1.2 *Check the applicable box to specify the longer-term plan.*

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, transition into the redesigned BSc in Biology program, or explore other program choices. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA in Biology of the cancellation of the program and of the continued commitment to providing assistance with degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

2.1.1 *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BA Biology program would be able to find several Biology programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specializations offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

3.2 *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

1.1.1 *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

1.2 *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

1.3 *Explain how the duration of the suspension extension was determined.*

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

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- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Chemistry	
Credential awarded	Bachelor of Arts	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Chemistry, currently offered as a first-level specialization. This program is a historical anomaly, initially created at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as part of the programs carried forward to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Chemistry counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, and from 2015-2020 no student has graduated from Augustana Faculty with a BA in Chemistry. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BSc in Chemistry, with a broadly redesigned program being one of those approved by the Faculty in May 2020. This redesign offers continued access to a variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Chemistry, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the field of Chemistry at Augustana, with the resources previously expended on the BA in Chemistry further enabling this strengthening of a vital program within the Faculty.

1.1.1 *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	4	2	3	2	2
• Full-Time Year 1	2	1	2	1	0
• Full-Time Year 2	1	1	0	0	2
• Full-Time Year 3	0	0	0	1	0

• Full-Time Year 4	1	0	1	0	0
Total FLE	2	1	3	2	1
• FLE Year 1	1	0	1	1	0
• FLE Year 2	1	1	1	0	1
• FLE Year 3	0	0	0	1	0
• FLE Year 4	0	0	1	0	0

1.1.2 *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

1.1.3 *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
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- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

1.2 *Check the applicable box to specify the longer-term plan.*

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, transition into the redesigned BSc in Chemistry program, or explore other program choices. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA Chemistry major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

2.1.1 *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BA Chemistry program would be able to find several Chemistry programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

2.4 Describe your institution’s plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana’s approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana’s first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

3.2 *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

1.1.1 *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

1.2 *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

1.3 *Explain how the duration of the suspension extension was determined.*

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Computing Science	
Credential awarded	Bachelor of Arts	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Computing Science, currently offered as a first-level specialization. This program is a historical anomaly, initially created at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as part of the programs carried forward to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Computing Science counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, with only 0.2% of Augustana Faculty graduating students from 2015-2020 obtaining a BA in Computing Science. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BSc in Computing Science, with a broadly redesigned program being one of those approved by the Faculty in May 2020. This redesign offers continued access to a variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Computing Science, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the field of Computing Science at Augustana, with the resources previously expended on the BA in Computing Science further enabling this strengthening of a vital program within the Faculty.

1.1.1 *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	9	9	7	1	2
• Full-Time Year 1	2	3	5	1	2
• Full-Time Year 2	3	5	2	0	0

• Full-Time Year 3	3	1	0	0	0
• Full-Time Year 4	1	0	0	0	0
Total FLE	9	6	5	1	1
• FLE Year 1	2	2	4	1	1
• FLE Year 2	3	3	1	0	0
• FLE Year 3	2	1	0	0	0
• FLE Year 4	2	0	0	0	0

1.1.2 *Indicate when admissions into program/specialization will be or were closed.*
July 1, 2021

1.1.3 *Explain how the proposed end date of the suspension was determined.*
The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

1.2 *Check the applicable box to specify the longer-term plan.*

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, transition into the redesigned BSc in Computing Science program, or explore other program choices. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA Computing Science major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

2.1.1 *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BA Computing Science program would be able to find numerous Computing Science programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being

offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other

redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

3.2 *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

1.1.1 *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

1.2 *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

1.3 *Explain how the duration of the suspension extension was determined.*

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Mathematics and Physics	
Credential awarded	Bachelor of Arts	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Mathematics and Physics, currently offered as a first-level specialization. This program is a historical anomaly, initially created as 3-year separate degrees in Mathematics and Physics at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as a combined 4-year program moving to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Mathematics and Physics counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, with only 0.1% of Augustana Faculty graduating students from 2015-2020 obtaining a BA in Mathematics and Physics. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of strong BSc programs incorporating the disciplines of Mathematics and Physics, with both retaining places in two of the broadly redesigned Science programs approved by the Faculty in May 2020. These redesigns offer continued access to a variety of offerings within the disciplines and broader accessibility to students with a wide range of interests in Mathematics and Physics, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the fields of Mathematics and Physics at Augustana, with the resources previously expended on the BA in Mathematics and Physics further enabling this strengthening of vital programs within the Faculty.

1.1.1 *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	2	0	1	1	2

• Full-Time Year 1	1	0	0	0	2
• Full-Time Year 2	1	0	0	1	0
• Full-Time Year 3	0	0	1	0	0
• Full-Time Year 4	0	0	0	0	0
Total FLE	3	0	2	2	2
• FLE Year 1	2	0	0	0	1
• FLE Year 2	1	0	0	1	1
• FLE Year 3	0	0	1	1	0
• FLE Year 4	0	0	1	0	0

1.1.2 *Indicate when admissions into program/specialization will be or were closed.*
July 1, 2021

1.1.3 *Explain how the proposed end date of the suspension was determined.*
The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

1.2 *Check the applicable box to specify the longer-term plan.*

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into one of the redesigned BSc programs with significant Mathematics or Physics components. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA Mathematics and Physics major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

2.1.1 *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BA Mathematics and Physics program would be able to find numerous programs in both Mathematics and Physics at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana’s SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

2.4 Describe your institution’s plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana’s approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved

to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

3.2 *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

1.1.1 *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

1.2 *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

1.3 *Explain how the duration of the suspension extension was determined.*

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Sociology	
Credential awarded	Bachelor of Arts	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Sociology, currently offered as a first-level specialization. While the program has produced a number of excellent graduates, the Sociology program requires intensive teaching demands, over a wide range of disciplinary requirements, and the continuing enrollments make it difficult to justify the resources dedicated in this area.

One of the new second-level BA-IDS specializations (Law, Crime, and Justice Studies) offers broad-ranging multi-disciplinary learning opportunities in Social Sciences, which will enable students interested in Sociology the ability to still pursue and develop the core skills of the current Sociology major, while enhancing these with a greater range of knowledge within a wider Social Sciences context. Furthermore, a proposal for a redesigned program in Sustainability also includes significant sociological elements, offering another significant opportunity for continued studies in this area within Augustana Faculty.

1.1.1 *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	21	18	21	17	18
• Full-Time Year 1	4	6	5	4	0
• Full-Time Year 2	7	4	8	2	6
• Full-Time Year 3	4	8	2	6	6
• Full-Time Year 4	6	0	6	5	6
Total FLE	19	16	19	17	17
• FLE Year 1	5	3	3	6	1
• FLE Year 2	5	3	9	2	6
• FLE Year 3	3	8	2	5	4

• FLE Year 4	6	2	5	4	6
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1.1.2 *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

1.1.3 *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

1.2 *Check the applicable box to specify the longer-term plan.*

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into one of the new BA IDS, second-level specializations, or the redesigned Sustainability program. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify each of the students enrolled in the BA Sociology major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

2.1.1 *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BA Sociology program would be able to find comparable programs at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

Current students registered in Sociology programs at Augustana have been regularly included in the discussions regarding the proposed changes, with responses generally being understanding of the need for change and excited about the new possibilities. The proposals went through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Social Sciences will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Social Sciences Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

2.4 *Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.*

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

1.1.1 *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

1.2 *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

1.3 *Explain how the duration of the suspension extension was determined.*

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Mathematics and Physics	
Credential awarded	Bachelor of Science	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Science in Mathematics and Physics, currently offered as a first-level specialization. This program was initially created as a combined 4-year program moving to the University of Alberta in the 2004 institutional merger. While the program has produced a number of excellent graduates, the Mathematics and Physics program requires intensive teaching demands over a wide range of disciplinary requirements, and continuing enrollments make it difficult to justify the resources dedicated in this area.

Augustana is committed to the continuation of a strong BSc program incorporating the disciplines of Mathematics and Physics, with both retaining places in two of the broadly redesigned Science programs approved by the Faculty in May 2020. These redesigns offer continued access to variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Mathematics and Physics, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the fields of Mathematics and Physics at Augustana, with the resources previously expended on the BSc in Mathematics and Physics further enabling this strengthening of vital programs within the Faculty.

1.1.1 *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	27	25	29	22	19
• Full-Time Year 1	7	11	12	10	3
• Full-Time Year 2	8	6	8	5	7
• Full-Time Year 3	6	6	2	5	6
• Full-Time Year 4	6	2	7	2	3
Total FLE	24	22	22	18	17

• FLE Year 1	6	9	8	8	4
• FLE Year 2	6	5	8	4	5
• FLE Year 3	6	6	2	3	5
• FLE Year 4	6	2	4	3	3

1.1.2 *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

1.1.3 *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

1.2 *Check the applicable box to specify the longer-term plan.*

To terminate the program.

To reactivate the program.

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into one of the redesigned BSc programs with significant Mathematics or Physics components. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BSc Mathematics and Physics major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

2.1.1 *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BSc Mathematics and Physics program would be able to find numerous programs in both Mathematics and Physics at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

At any given time, there are few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

3.2 *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

1.1.1 *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

1.2 *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

1.3 *Explain how the duration of the suspension extension was determined.*

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty	
Program/specialization name	Psychology	
Credential awarded	Bachelor of Science	
Proposed start date of suspension	July 1, 2021	
Proposed end date of suspension	July 1, 2026	

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Science in Psychology, currently offered as a first-level specialization. While the program has produced a number of excellent graduates over the years, the BSc in Psychology program requires intensive teaching demands over a wide range of subjects in order to fulfill the necessary requirements for a rigorous science-based degree in the discipline, and continuing enrollments compared to the BA in Psychology along with a shortage of tenured staff in this area make it difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BA in the discipline of Psychology, with a broadly redesigned, multi-disciplinary BA program approved by the Faculty in May 2020. This redesign offers continued access to variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Psychology, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the fields of Psychology at Augustana, with the resources previously expended on the BSc in Psychology further enabling this strengthening of this vital program within the Faculty.

1.1.1 *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

Enrolment	2019	2018	2017	2016	2015
Total head count	37	33	31	26	31
• Full-Time Year 1	7	8	10	5	8
• Full-Time Year 2	11	11	7	6	8
• Full-Time Year 3	13	6	7	9	10
• Full-Time Year 4	6	8	7	6	5
Total FLE	34	30	28	26	28

• FLE Year 1	7	8	8	5	6
• FLE Year 2	10	10	6	6	8
• FLE Year 3	11	6	7	8	8
• FLE Year 4	6	6	7	7	6

1.1.2 *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

1.1.3 *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

1.2 *Check the applicable box to specify the longer-term plan.*

To terminate the program.

To reactivate the program.

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into the redesigned BA program in Psychology. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BSc Psychology major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

2.1.1 *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BSc Psychology program would be able to find numerous programs in Psychology at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

Current students registered in Psychology programs at Augustana have been made aware of the discussions regarding the proposed changes. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Social Sciences will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Social Sciences Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

3.2 *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

1.1.1 *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

1.2 *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

1.3 *Explain how the duration of the suspension extension was determined.*

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Governance Executive Summary
Action Item

Agenda Title	Proposed Suspension of the Sport Coaching Major in the Bachelor of Kinesiology Program, Faculty of Kinesiology, Sport, and Recreation
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Motion

<p>THAT the GFC Academic Planning Committee recommend that the Board of Governors approve the suspension of admissions to the Bachelor of Kinesiology Sport Coaching major, as submitted by the Faculty of Kinesiology, Sport, and Recreation and as set forth in Attachment 1, to take effect July 1, 2021.</p>
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation (KSR)
Presenter(s)	Angela Bayduza, Associate Dean (Undergraduate Programs), KSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee for the approval to suspend the Bachelor of Kinesiology Sport Coaching major in the Faculty of Kinesiology, Sport, and Recreation.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	A review of the Faculty of KSR BKin majors within the undergraduate program identified considerably lower enrolment and student demand for the Sport Coaching major, in comparison to the other four majors. Consultations regarding the lower demand and enrollment in the BKin Sport Coaching major took place with current students, faculty leads of the major, instructional staff, athletics, and graduate studies in KSR. This consultation revealed low satisfaction with core courses and the need for a large commitment for undergraduate students who might not necessarily be ready to make the commitment to the significant requirements of the Major. Consultations also revealed a large majority of students seeking training in Coaching desired a more interdisciplinary and multicontextual approach to the content which could be received through enrolment in the Sports Performance major. As well, consultations revealed the Sport Coaching major is a resource-intensive major relative to the number of students it serves, and presents areas of redundancy that have resulted in significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) BKin undergraduate program to continue to deliver this undersubscribed major. The impact of the BKin Sport Coaching major suspension on students is expected to be minimal as all students in the major area of specialization proposed for suspension will be given the opportunity to complete their program. As well, students will continue to have significant opportunity through BKin programming to complete training and content specific to the coaching specialization area.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> ● Angela Bayduza, Associate Dean (Undergraduate Programs), KSR ● Nick Holt, Vice Dean (Academic Program), KSR <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> ● KSR Undergraduate Programs Committee ● Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) ● Current and enrolled KSR Students ● Jim Denison, BKin Sport Coaching Major Faculty Lead ● Ian Reade, Athletics Director ● Elisha Krochak, KSR Graduate Program Administrator ● Chris Nichol, Chairperson, Physical Education and Kinesiology, Grande Prairie Regional College ● Sharon Hobden, Associate Dean, Faculty of Health and Community Studies, MacEwan University ● Terri Granigan, Interim Associate Dean, School of Health Sciences, Red Deer College
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Undergraduate Programs Committee (March 4, 2020) KSR Executive Committee (March 11, 2020) KSR Faculty Council (April 1, 2020) GFC Academic Standards Committee (for recommendation): May 21, 2020 GFC Academic Planning Committee (for recommendation): June 24, 2020 General Faculties Council (recommendation): October 19, 2020 Board Learning, Research and Student Experience Committee (recommendation): November 20, 2020 Board of Governors (approval): December 11, 2020</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 7: Increase undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>SUSTAIN GOAL: Steward the resources we need to excel and deliver our core teaching and research mission at the highest standards by maintaining and enhancing the university's essential teaching, learning, and research infrastructure to deliver excellence for the benefit of all. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole</p>
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Item No. 7

	to achieve shared strategic goals. Strategy 4 Facilitate easy access to and use of university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> GFC Academic Planning Committee GFC Academic Standards Committee General Faculties Council Board Learning, Research and Student Experience Committee	

Attachments:

1. Proposal Template: Suspension of the Bachelor of Kinesiology with a Specialization in Sport Coaching (8 pages)
2. Proposed University Calendar Changes (Addenda 2020-2021) (5 pages)
3. Proposed University Calendar Changes (2021-2022) (6 pages)

Prepared by: Angela Bayduza, Associate Dean (Undergraduate Programs), Faculty of Kinesiology, Sport, and Recreation; email - ksradu@ualberta.ca

Proposal Template: Program Suspension and Extension of Suspension

Basic Information (all proposals must complete this section)

Institution	Faculty of Kinesiology, Sport, and Recreation University of Alberta
Program/specialization name	Sport Coaching Major
Credential awarded	Bachelor of Kinesiology Degree
Proposed start date of suspension	July 1, 2021
Proposed end date of suspension	June 30, 2026

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

Currently within the Bachelor of Kinesiology (BKin) degree program, there are five majors (first level specializations) from which students select by the end of the completion of their second year. The selected Major guides students’ course selections for the third and fourth year of degree program completion, including practicum placement.

In December, 2019 the Faculty of KSR held a retreat of the Academic Programs Committee (the KSR Academic Programs Leadership Group which includes Associate Deans Undergraduate, Graduate, and Research, Assistant Deans Community, and chaired by the Faculty Vice Dean). In accordance with the Faculty’s strategic plan and with the objective to provide the most exemplary student experience, the need for a review and revitalization of the undergraduate curriculum and programming was deemed necessary at this retreat of APC. This committee decided that an in-depth review of the undergraduate program and curriculum was required, including a review of majors, core content and structure. The undergraduate program review was deemed necessary to address a variety of overlapping issues including the disproportionate number of course offerings with overly small enrollments and the need for increased engagement of tenure-track and career teaching staff to meet current curriculum requirements was identified. The undergraduate program review and revitalization in KSR began as a result of these identified needs. Specific goals of this review were established as well to ensure the undergraduate degree content is revitalized with new developments in knowledge, new career opportunities for graduates, development of foundational and employable skill sets, to further clarify and enhance learner experiences and program objectives, and to streamline the degree programs with an eye

towards the needs of future students who will be expected to be adaptable, creative and entrepreneurial, and able to communicate across disciplines.

A review of the majors within the BKin undergraduate program identified lower enrolment in and low student demand for the Sport Coaching major. Consultations with students enrolled and faculty teaching courses within the Sport Coaching major also identified low satisfaction with core courses and content requirements of this Major. In contrast with the other specified major concentration areas of the Bachelor of Kinesiology (BKin) degree program, the Sport Coaching major is comparatively of low demand. Further to this, the Sport Coaching major is a resource-intensive major relative to the number of students it serves, which presents areas of redundancy and significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) to deliver this major.

1.2 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

BKIN Enrolment	2019-20	2018-19	2017-18	2016-17	2015-16
Total head count of the BKin	484	470	455	438	375
Sport Coaching Major	14	8	12	13	10
Adapted Physical Activity Major	116	114	87	70	47
Sport Performance Major	169	166	176	177	161
Physical Activity & Health Major	176	175	160	121	69
Individualized Major	6	5	10	17	13
Undeclared	3	2	10	40	75
Total FLE of the BKin	430	422	400	378	296
Sport Coaching Major	10.8	7.7	11.6	11.7	8.3
Adapted Physical Activity Major	103.1	106.1	81.5	61.7	38.7
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Physical Activity & Health Major	160.1	155.4	135.4	106.4	55.7
Individualized Major	4.4	3.5	8.2	14.7	8.2
Undeclared	2.6	1	7.8	28.9	59.6

1.2.1 Indicate when admissions into program/specialization will be or were closed.

Admissions into the Sport Coaching major will be suspended effective July 1, 2021.

1.2.2 Explain how the proposed end date of the suspension was determined.

A five-year suspension will allow sufficient time for currently enrolled students to complete their program prior to termination of the specialization.

1.2.3 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Final recommendations and motion for the suspension of the Sport Coaching major in the BKin degree program were presented to and approved by

- KSR Faculty Undergraduate Programs Committee (March 4, 2020)(includes an undergraduate student voting representative),
- KSR Faculty Executive Committee (March 11, 2020)(includes an undergraduate student voting representative),
- KSR Virtual Faculty Council (April 1, 2020)(includes four undergraduate student voting representatives),
- GFC ASC Subcommittee on Standards (for discussion): TBD
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into another major of specialization in the BKin program. Academic Advisors in the KSR Student Support Services Office will assist students with course selection and planning. KSR will notify each of the students enrolled in the Sport Coaching major of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees.

Information will also be disseminated via KSR websites, social media, recruitment initiatives, and other relevant forums about the suspension, as well as the opportunities to access the other major areas of specialization of the BKin program.

The proposed suspension of the Sport Coaching Major will not affect program content for students currently in the BKin program as all students will be allowed to continue their degree programs (including the completion of the major areas of specialization currently selected) to completion. Moreover, because the course offerings will remain during this the process of suspension, the courses will remain available for future BKin students to select as concentration options or open options.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

There are no anticipated impacts of the proposed Major suspension on employers. The Faculty will continue to provide course work to prepare students in this area of content concentration and specialization.

There are no anticipated impacts on professional or regulatory organizations because there are no accreditations or certifications contingent upon the major area of specialization to be suspended. The BKin Majors provide structure and direction for BKin students interested in particular topic areas or areas of specialization, but are not formally recognized by any of the relevant accreditation bodies.

Because students are asked to select their Major or area of concentration at the time of application to the BKin program, the proposed suspension may impact slightly other post secondary institutions whose students typically transfer into our BKin program at the end of their first or second years. However, the first two years of coursework within the BKin is focused on foundational course completion and not coursework related to major concentration areas. Due to the structure of the BKin program and the associated degree transfer agreements, where transfer institutions attempt to mirror in delivery the first two years of the BKin program, students from these institutions would not normally have begun taking courses toward completion of major course requirements yet.

Nevertheless, the information regarding the proposed suspension was provided to the post secondary institutions with which KSR has formal collaborative transfer agreements (Sharon Hobden at MacEwan University, Chris Nichol at Grande Prairie College, and Terri Granigan at Red Deer College) in January 2020. At the time of notification of the suspension of this major, clarification and assurances were provided to the individual at each collaborative institution, that students currently attending those institutions and transferring into the second and third years of the BKin program will be treated as if they were direct entry students into the program. In other words, students who enter the BKin transfer program at any of KSR's collaborative institution transfer partners prior to the year the suspensions take effect will be permitted to complete their degree program as planned, which includes their Major area of concentration. Following these assurances, no concerns were expressed by our collaborative transfer partners with the proposed suspension. Although KSR will not accept any enrolments and/or admissions into the suspended major after the proposed suspension date, the coursework associated with the major will remain active for a period of five years to provide students ample time to complete the major, including those students who transfer to KSR, who may take a 12

month leave of absence, or who may attend part-time. Once the five year period has elapsed the suspended major will no longer be active.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

As part of the consultative and suspension proposal process, discussions with Student Academic Representatives with Kinesiology, Sport and Recreation Student Society (KSRSS) and students enrolled in the BKin program took place. Students enrolled specifically within the Sport Coaching major were also asked to complete anonymous surveys from which results were collected from students. Responses to the proposal to suspend the Sport Coaching major have generally been of understanding the need for change.

The governance process within the Faculty also includes undergraduate student representation, engagement, and input at every level of the Faculty internal governance structure. At each governance level internally within the Faculty of KSR there is student representation, and engagement with students on the proposal and motion to suspend the BKin Sport Coaching major has occurred with student representatives having both voice and vote at multiple points in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

All active students in the BKin Sport Coaching major will be allowed to continue in their chosen degree program major area of concentration to completion. The course offerings and practicum placements required for completion of the Sport Coaching major, as of July 1, 2021 will remain active until such time that all students in the declared major have completed their program. These major course offerings and practicum placements will also remain available for all other BKin students to select as major options or open options, until such time that all students in the declared major have completed their program and the five year teach out period has elapsed.

2.4 *Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.*

The approach by the Faculty of has always been to readily accommodate formal student requests in circumstances such as these and there is no anticipation of that changing.

Because the BKin program is structured in such a way that the degree core is the same regardless of major and because major core course requirements often apply to and across multiple majors, KSR anticipates that these students will not face significant challenges in doing so. Options and supports will be communicated through announcements regarding the suspension of the major that will be communicated through the KSRSS student group, placed in the Faculty bi-weekly Undergraduate Newsletter to all undergraduate students, in direct communications to students enrolled in the Sport Coaching major, as well as in postings within the Student Service Office and advisement sessions.

3.1 Identify which stakeholder groups were consulted:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Employers and Professional Associations |
| <input checked="" type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Advisory Committee(s) |
| | <input checked="" type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Early consultations and proposal for the suspension of the BKin Sport Coaching Major were presented to and discussed at the Faculty held retreat of the Academic Programs Committee in December of 2019 as well as at meetings in January 2020 with Faculty leads within the Sport Coaching Major, which included primary Faculty members and the Director of Athletics in KSR. Early consultations also took place with the Undergraduate Programs Committee and Academic Student representatives from the Kinesiology, Sport, and Recreation Student Society (KSRSS) in January of 2020.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Because all core and option courses required for completion of the BKin Sport Coaching major are delivered within the Faculty and will continue to be offered, there will be no immediate associated resource savings of this suspension. Class or section sizes are not anticipated to be significantly affected by the proposed suspensions, due to the low enrolments in this major and the fact that the vast majority of both core and option courses of the major can still be taken by interested students as options within other majors or as open options within the Faculty.

The Faculty will revise records, documents, and promotional materials under its control (e.g., Faculty website, Faculty forms and publications), as well as within recruitment initiatives, to incorporate the announcement of the suspension of this major. The University will revise records and documents under its control (e.g., University website, University publications) to incorporate the suspensions. Formal procedures (i.e., calendar language changes through internal and external governance processes for program changes) will also be taken to revise references to the suspension of the major in the University Calendar, and in any University policy or procedure descriptions that include mention of the BKin or majors. The costs associated with these tasks would be considered part of normal operations of updating and absorbed into existing budgets, meaning no new expenses for the Faculty or the University would be incurred.

The proposed major suspension will affect the Office of the Registrar related to necessary changes to the first level specialization codes. The cost of these tasks would be absorbed into existing budgets such that no new expenses for the University would be incurred.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

	Recommendation(s)
	Rationale for Recommendation:

	Reviewer(s)
	Date Completed

CALENDAR CHANGE PROPOSAL FORM
Faculty of Kinesiology, Sport, and Recreation
For 2020-2021 Calendar (as addenda)

The following is a proposal for a change in:

	Course Prefix or Number
	Course Title
	Hours (weight, term, or hours of instruction)
	Course Description
	Prerequisite(s)
X	Other Information or Notes

Full Course Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

**BKin Degree Program
Program Structure**

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

1) Degree Core: ★69. These courses provide the foundation of knowledge in professional and discipline areas of the field.

2) Activity Core: ★12. 100-level Physical Activity Courses (PAC) and Dance Activity Courses (DAC) focus on the ability to demonstrate the basic skills of activity, the development of theoretical knowledge fundamental to the activity, and to gain an understanding of error detection and correction. The 300-level PAC courses are advanced level courses designed to offer theory and skills required for coaching activity including experience with advanced error detection and correction. The focus is on the development of coaching skills in both practice and competitive arenas.

Notes

1. A minimum of ★3 in PAC/DAC must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

Proposed Course Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

**BKin Degree Program
Program Structure**

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

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Notes

1. A minimum of ★3 in PAC/DAC must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree

program.

3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

3. Major: ★30. Five majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9. Students normally select their major during the second year of their program.
Note: Students in Sport Coaching will do KIN 246 (★3), KIN 347(★3), KIN 346 (★3), and KIN 446 (★6), to fulfill their practicum requirements.

4. Option Component: A group of courses totalling ★9 of which at least ★3 must be taken from outside the Faculty.

Course Sequence

[...]

Notes

Students must choose one of following practicum options:
★9: Part-time practicum (must register in KIN 492 only), or
★15: Full-time practicum (must register in KIN 493 only)
Practicum opportunities may be limited for those students wishing to do a part-time practicum. Students interested in the major in Sport Coaching should see Sport Coaching. A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program.

Majors

Students normally select from one of five majors at the end of Year 2 of the program. Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Approval

KSR Undergraduate Programs Committee: March 4, 2020
KSR Faculty Council: April 1, 2020

program.

3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

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Majors

Students normally select from one of five majors at the end of Year 2 of the program. Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

[Effective July 1, 2021, there will be no further admissions to the Bachelor of Kinesiology, Sport Coaching major. Students who entered the Bachelor of Kinesiology, Sport Coaching major program prior to July 1, 2021 must complete all program requirements by June 30, 2026. The last degree with this specific major will be granted at Convocation 2026. Continuing students must refer to the Calendar under which they were admitted for program completion, promotion and graduation requirements.]

Adapted Physical Activity (★30):

[...]

Physical Activity and Health (★30):

[...]

Sport Coaching:

This major provides students with a range of knowledge and experiences to become a competent practicing sport coach. Theories and areas of practice covered include the scientific, social scientific and pedagogical aspects of coaching. Clear links will be made to real-life coaching scenarios with a focus on understanding the integrated and complex nature of coaching and all that underlies the practice of quality sport coaching.

Required Courses for Major (★24)

Year 2 (★6):

KIN 245 - Introduction to the Profession of Coaching

KIN 246 - Coaching Practicum I

Year 3 (★6):

KIN 346 - Coaching Practicum II

KIN 347 - Applied Coaching Practice

Year 4 (★12):

KIN 403 - The Application of Psychological Skills to Sport and Physical Activity

KIN 446 - Coaching Practicum III

KIN 447 - Advanced Topics in Coaching

Option Courses for Major (★6)

Students should contact the Student Services

Office for a current list of approved options for this

Adapted Physical Activity (★30):

[...]

Physical Activity and Health (★30):

[...]

Sport Coaching:

[Effective July 1, 2021, there will be no further admissions to the Bachelor of Kinesiology, Sport Coaching major. Students who entered the Bachelor of Kinesiology, Sport Coaching major program prior to July 1, 2021 must complete all program requirements by June 30, 2026. The last degree with this specific major will be granted at Convocation 2026. Continuing students must refer to the Calendar under which they were admitted for program completion, promotion and graduation requirements.]

This major provides students with a range of knowledge and experiences to become a competent practicing sport coach. Theories and areas of practice covered include the scientific, social scientific and pedagogical aspects of coaching. Clear links will be made to real-life coaching scenarios with a focus on understanding the integrated and complex nature of coaching and all that underlies the practice of quality sport coaching.

Required Courses for Major (★24)

Year 2 (★6):

KIN 245 - Introduction to the Profession of Coaching

KIN 246 - Coaching Practicum I

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

major.

Sport Performance (★30):

[...]

Individualized Major (★30):

[...]

Highlight and strikethrough removed text on this side

Year 3 (★6):

KIN 346 - Coaching Practicum II

KIN 347 - Applied Coaching Practice

Year 4 (★12):

KIN 403 - The Application of Psychological Skills to Sport and Physical Activity

KIN 446 - Coaching Practicum III

KIN 447 - Advanced Topics in Coaching

Option Courses for Major (★6)

Students should contact the Student Services Office for a current list of approved options for this major.

Sport Performance (★30):

[...]

Individualized Major (★30):

[...]

Highlight and underline new text on this side

Rationale for the proposed change:

Rationale for the proposed change:

A review of the majors within the BKin undergraduate program identified lower enrolment in and low student demand for the Sport Coaching major. Consultations with enrolled students and faculty teaching courses within the Sport Coaching major also identified low satisfaction with core courses and content requirements of this Major. In contrast with the other specified major concentration areas of the Bachelor of Kinesiology (BKin) degree program, the Sport Coaching major is comparatively of low demand. Further to this, the Sport Coaching major is a resource-intensive major relative to the number of students it serves, which presents areas of redundancy and significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) to deliver this major.

This proposal for calendar change is an attempt to communicate that there will be no further admissions to this major for the 2021-2022 academic year (for which applications open October 1, 2020). No further admissions to this major will occur after July 1, 2021. At that point there will also no longer be program requirements for this major as of the start of the Fall 2021-2022 academic year. Current, returning, and admitted students (in Fall 2020) must refer to the year they were admitted for program information. This addenda is intended to communicate to and provide direction for students about the suspension and timelines for program completion. Students currently enrolled in the program as of July 1, 2021 will be allowed to and supported in completing program requirements until June 20, 2026.

Enrolments (by FLE and headcounts) for the most recent 5-year period, of the BKin majors, including the current academic year.

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

BKIN Enrolment	2019-20	2018-19	2017-18	2016-17	2015-16
Total head count of the BKin	484	470	455	438	375
Sport Coaching Major	14	8	12	13	10
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Individualized Major	4.4	3.5	8.2	14.7	8.2
Undeclared	2.6	1	7.8	28.9	59.6

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

CALENDAR CHANGE PROPOSAL FORM

Faculty of Kinesiology, Sport, and Recreation

For implementation in 2021-2022

The following is a proposal for a change in:

	Course Prefix or Number
	Course Title
	Hours (weight, term, or hours of instruction)
	Course Description
	Prerequisite(s)
X	Other Information or Notes

Full Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

BKin Degree Program Program Structure

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

1) Degree Core: ★69. These courses provide the foundation of knowledge in professional and discipline areas of the field.

2) Activity Core: ★12. 100-level Physical Activity Courses (PAC) and Dance Activity Courses (DAC) focus on the ability to demonstrate the basic skills of activity, the development of theoretical knowledge fundamental to the activity, and to gain an understanding of error detection and correction. The 300-level PAC courses are advanced level courses designed to offer theory and skills required for coaching activity including experience with advanced error detection and correction. The focus is on the development of coaching skills in both practice and competitive arenas.

Notes

1. A minimum of ★3 in PAC/DAC must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree program.

Proposed Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

BKin Degree Program Program Structure

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

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Notes

1. A minimum of ★3 in PAC/DAC must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree program.

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

3. Major: ★30. Five majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9. Students normally select their major during the second year of their program.

Note: Students in Sport Coaching will do KIN 246 (★3), KIN 347 (★3), KIN 346 (★3), and KIN 446 (★6), to fulfill their practicum requirements.

4. Option Component: A group of courses totalling ★9 of which at least ★3 must be taken from outside the Faculty.

Course Sequence

[...]

Notes

Students must choose one of following practicum options:

- ★9: Part-time practicum (must register in KIN 492 only), or
- ★15: Full-time practicum (must register in KIN 493 only)

Practicum opportunities may be limited for those students wishing to do a part-time practicum.

Students interested in the major in Sport Coaching should see Sport Coaching.

A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program.

Majors

Students normally select from one of five majors

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

3. Major: ★30. Four majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9.

Note: Effective July 1, 2021, there will be no further admissions into the Sport Coaching major. Students who entered the Bachelor of Kinesiology program Sport Coaching major, prior to July 1 2021, will have until June 30, 2026 to complete all program requirements. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last degree with the Sport Coaching specific major will be granted at Convocation 2026.

4. Option Component: A group of courses totalling ★9 of which at least ★3 must be taken from outside the Faculty.

Course Sequence

[...]

Notes

Students must choose one of following practicum options:

- ★9: Part-time practicum (must register in KIN 492 only), or
- ★15: Full-time practicum (must register in KIN 493 only)

Practicum opportunities may be limited for those students wishing to do a part-time practicum.

A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program.

Majors

Students should contact the Student Services

at the end of Year 2 of the program. Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Adapted Physical Activity (★30):

[...]

Adapted Physical Activity (★30):

[...]

Physical Activity and Health (★30):

[...]

Physical Activity and Health (★30):

[...]

Sport Coaching:

This major provides students with a range of knowledge and experiences to become a competent practicing sport coach. Theories and areas of practice covered include the scientific, social scientific and pedagogical aspects of coaching. Clear links will be made to real-life coaching scenarios with a focus on understanding the integrated and complex nature of coaching and all that underlies the practice of quality sport coaching.

Required Courses for Major (★24)

Year 2 (★6):

KIN 245 – Introduction to the Profession of Coaching

KIN 246 – Coaching Practicum I

Year 3 (★6):

KIN 346 – Coaching Practicum II

KIN 347 – Applied Coaching Practice

Year 4 (★12):

KIN 403 – The Application of Psychological Skills to Sport and Physical Activity

KIN 446 – Coaching Practicum III

KIN 447 – Advanced Topics in Coaching

Option Courses for Major (★6)

Students should contact the Student Services Office for a current list of approved options for this major.

Sport Performance (★30):

[...]

Sport Performance (★30):

[...]

Individualized Major (★30):

Individualized Major (★30):

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other ~~four~~ majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with ~~an Undergraduate Programs Advisor~~ and requires approval of the Associate Dean (Undergraduate Programs).

General Requirements

Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:

A clear description of the focus and the objectives of the major.

A detailed list of courses to be taken and indication of how they relate to the stated objectives.

Specific Requirements

Choose one of:

★9 Professional Practicum (KIN 492) and ★21 additional course work related to the major
★15 Professional Practicum (KIN 493) and additional ★15 of course work related to the major

Additional Information

The additional coursework related to the major normally consists of:

★15 taken at the 300- or 400-level
Minimum ★9 taken from DANCE, HE ED, KERLS, KIN, and/or RLS courses.

~~Highlight and strikethrough~~ removed text on this side

This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other three majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with the student's assigned KSR Academic Advisor and requires approval of the Associate Dean (Undergraduate Programs).

General Requirements

Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:

A clear description of the focus and the objectives of the major.

A detailed list of courses to be taken and indication of how they relate to the stated objectives.

Specific Requirements

Choose one of:

★9 Professional Practicum (KIN 492) and ★21 additional course work related to the major
★15 Professional Practicum (KIN 493) and additional ★15 of course work related to the major

Additional Information

The additional coursework related to the major normally consists of:

★15 taken at the 300- or 400-level
Minimum ★9 taken from DANCE, HE ED, KERLS, KIN, and/or RLS courses.

Highlight and underline new text on this side

Rationale for the proposed change:

A review of the majors within the BKin undergraduate program identified lower enrolment in and low student demand for the Sport Coaching major. Consultations with enrolled students and faculty teaching courses within the Sport Coaching major also identified low satisfaction with

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

core courses and content requirements of this Major. In contrast with the other specified major concentration areas of the Bachelor of Kinesiology (BKin) degree program, the Sport Coaching major is comparatively of low demand. Further to this, the Sport Coaching major is a resource-intensive major relative to the number of students it serves, which presents areas of redundancy and significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) to deliver this major.

This proposal for calendar change is an attempt to communicate the close of admissions to this major for the 2021-2022 academic year (for which applications will have opened October 1, 2020). No further admissions to this major will occur after July 1, 2021. At this point there will also no longer be program requirements for this major as of the start of the Fall 2021-2022 academic year and must be reflected within this academic calendar for this academic year. Current, returning, and admitted students (in Fall 2020) must refer to the year they were admitted for program information. This proposed change is intended to reflect program and major requirements for the 2021-2022 calendar year for which Fall 2021 admissions to KSR will refer to for program completion requirements. Students currently enrolled in the program as of July 1, 2021 will be allowed to and supported in completing program requirements until June 20, 2026.

Enrolments (by FLE and headcounts) for the most recent 5-year period, of the BKin majors, including the current academic year.

BKIN Enrolment	2019-20	2018-19	2017-18	2016-17	2015-16
Total head count of the BKin	484	470	455	438	375
Sport Coaching Major	14	8	12	13	10
Adapted Physical Activity Major	116	114	87	70	47
Sport Performance Major	169	166	176	177	161
Physical Activity & Health Major	176	175	160	121	69
Individualized Major	6	5	10	17	13
Undeclared	3	2	10	40	75
Total FLE of the BKin	430	422	400	378	296
Sport Coaching Major	10.8	7.7	11.6	11.7	8.3
Adapted Physical Activity Major	103.1	106.1	81.5	61.7	38.7
Sport Performance Major	148.9	148.2	155.4	154.7	125.8
Physical Activity & Health Major	160.1	155.4	135.4	106.4	55.7
Individualized Major	4.4	3.5	8.2	14.7	8.2
Undeclared	2.6	1	7.8	28.9	59.6

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

Governance Executive Summary
Action Item

Agenda Title	Proposal for the Termination of the Bachelor of Education, Adult Education Route
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Motion

THAT the GFC Academic Planning Committee recommend that the Board of Governors approve the termination of the Bachelor of Education, Adult Education route, as submitted by the Faculty of Education and as set forth in Attachment 1, to be effective upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Jennifer Tupper, Dean, Faculty of Education Bill Dunn, Associate Dean, Teacher Education, Faculty of Education

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To seek recommendation of the termination of the Bachelor of Education, Adult Education route.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Bachelor of Education (B.Ed.) program offered by the Faculty of Education has three routes: Elementary Education, Secondary Education, and Adult Education. The Elementary Education and Secondary Education routes lead to K-12 teacher certification. The Adult Education route does not lead to teacher certification since it is geared toward educating adults in colleges and other settings.</p> <p>Students were last admitted to the Adult Education route in 2002, and only four students were admitted in that year. Applications and enrolment had decreased in the years leading up to 2002. The reasons for the decline are not entirely clear but may be related to changing needs in colleges and other adult education settings. Without enough students to run a viable program, the Faculty of Education placed a moratorium on new admissions after the 2002 intake. The last students completed the program in approximately 2006.</p> <p>In 2015, the Faculty of Education was advised that it was necessary to seek government approval for an official suspension, termination, or reactivation. The Faculty of Education requested a suspension, which was approved for two years, beginning on July 1, 2016. The approval letter indicated that the program should be either terminated or reactivated at the end of the two-year suspension period.</p> <p>Now that the two-year suspension period has ended, there is still a lack of evidence that the viability of the program has improved since the original moratorium. Furthermore, given that the program has not been offered in many years, program review and renewal would need to occur prior to reactivation. In other words, regardless of whether the program is reactivated now or terminated now and possibly reactivated at some point in the future, it will still be necessary to submit an updated</p>

Item No. 8

	program proposal for government approval. Therefore, it seems appropriate to terminate the program at this time. If viability questions are resolved and program renewal carried out, a new program could be proposed at that time.
Supplementary Notes and context	<i>As of June, 2019, the Board of Governors approves program suspensions and has delegated authority to General Faculties Council to approve program terminations, but because this suspension/termination process started prior to June 2019 under the former approval process, the Board will need to approve this termination</i>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Dr. Bill Dunn, Associate Dean, Teacher Education, Faculty of Education • Dr. Maryanne Doherty, Associate Dean, Undergraduate Programs and Services, Faculty of Education
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Students in the Department of Educational Policy Studies; • Chair of the Department of Educational Policy Studies (Dr. Larry Prochner and Dr. Jorge Sousa, Acting Chair January 1 – June 30, 2020); • Faculty of Education Undergraduate Student Services Office; • Faculty of Education Students' Association; • Dean of the Faculty of Education (Dr. Jennifer Tupper); • Office of the Registrar; • Dr. Tammy Hopper, Vice-Provost (Academic Programs).
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Department of Educational Policy Studies Council • Undergraduate Academic Affairs Council • Faculty of Education Council
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Department of Educational Policy Studies Council – January 17th, 2020 (for recommendation) - Motion to terminate was defeated by the council);</p> <p>Faculty of Education Undergraduate Academic Affairs Council (UAAC) – February, 13, 2020 (for recommendation) – Motion to terminate was passed by UAAC with delegated authority from the Education Faculty Council;</p> <p>Education Faculty Council – May 6, 2020 (for recommendation) – Minutes from February 13 UAAC meeting were received with no request to reconsider the UAAC decision.</p> <p>(Note: All of the above-noted committees include undergraduate student representation: 7 students on the Department of Educational Policy Studies Council; 3 students on the Faculty of Education Undergraduate Academic Affairs Council; 2 students on the Faculty of Education Council)</p> <p>GFC Academic Standards Committee - June 25, 2020 GFC Academic Planning Committee - September 9, 2020 General Faculties Council - October 19, 2020 Board Learning, Research, and Student Experience Committee – November 20, 2020 Board of Governors – December 10, 2020</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 625 1541 835"> <tr> <td data-bbox="570 625 1084 835"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1084 625 1541 835"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p><i>Post-Secondary Learning Act (PSLA)</i> Academic Standards Committee Academic Planning Committee General Faculties Council Board Learning, Research and Student Experience Committee</p>			

Attachments (each to be numbered 1 - <>)

1. Proposal Template: Termination of the Bachelor of Education, Adult Education route (4 pages)
2. Approval Letter - 2016 BEd Adult Rout Suspensions' (1 page)

Prepared by:

Dr. Bill Dunn, Associate Dean, Teacher Education, Undergraduate Student Services, Faculty of Education, wdunn@ualberta.ca.

Dr. Maryanne Doherty, Associate Dean, Undergraduate Programs and Services, Undergraduate Student Services, Faculty of Education, mdoherty@ualberta.ca.

Proposal Template: Program Termination

SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

Institution	University of Alberta
Program/specialization name	Adult Education Route, Faculty of Education
Credential awarded	Bachelor of Education, Adult Education Route
Proposed effective date of termination	Immediate

1.2 Confirm whether:

- 1.2.1 This termination proposal was preceded by a ministry-approved suspension period.
- This termination proposal was not preceded by a ministry-approved suspension period.

1.2.1a If this proposal was preceded by a suspension, attach approval letter.

See Attached

1.2.1b If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

1.2.1c If not preceded by suspension, indicate when students were last admitted into the program/specialization.

- 1.2.2 No active students remain in the program .
- Active program students remain in the program .

SECTION 2: RATIONALE

- 2.1** Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

Students were last admitted to this program in 2002, and only four students were admitted in that year. Applications and enrolment had decreased in the years leading up to 2002. Without enough students to run a viable program, the Faculty of Education placed a moratorium on new admissions. The last students completed the program in approximately 2006.

In 2015, the Faculty of Education was advised that it was necessary to seek government approval for an official suspension, termination, or reactivation. The Faculty of Education requested a suspension, which was approved for two years, beginning on July 1, 2016. The approval letter indicated that the program should be either terminated or reactivated at the end of the two-year suspension period.

Now that the two-year suspension period has ended, there is still a lack of evidence that the viability of the program has improved since the original moratorium. Furthermore, given that the program has not been offered in many years, program review and renewal would need to occur prior to reactivation. In other words, regardless of whether the program is reactivated now or terminated now and possibly reactivated at some point in the future, it will still be necessary to submit an updated program proposal for government approval. Therefore, it seems appropriate to terminate the program at this time. If viability questions are resolved and program renewal carried out, a new program could be proposed at that time.

- 2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)

See Attached

SECTION 3: ACCESS

- 3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

Since no student has been admitted into the Adult Education route since 2002, there are no adverse impacts on current students or for Campus Alberta.

- 3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

This was a unique program in Alberta, but consultation with various stakeholders during the suspension phase clearly identified that the current route and requirements were both cumbersome and no longer in demand. The Faculty of Education may consider developing a new version of the program that is more responsive to the current context.

3.3 Describe the consultation process that occurred with students at your institution regarding this programming change.

We contacted the Education Students' Association to seek input and were advised that there were no concerns. Since the program has not been active since 2002, this programming change is not likely to impact students negatively.

SECTION 4: IMPACT

4.1 Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

Since the program has not been offered for over 10 years, no impact on external stakeholders is anticipated by this programming change.

4.2 Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

Since the program has not been offered for over 10 years, and there will be no anticipated impact on external stakeholders by this programming change there are no plans to communicate the termination decision. Any pertinent audiences are, therefore, already aware that this program will be terminated.

4.3 Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

Due to the fact that this route has not been offered for over 10 years, reallocation of resources will not be necessary. Faculty members in this area will continue to contribute their expertise toward other programming in the Faculty of Education. Consequently, classroom space, human resources and budget support are not affected.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

None.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

AR 49688

June 28, 2016

Dr. David Turpin
President and Vice-Chancellor
University of Alberta
2-24 South Academic Building
Edmonton AB T6G 2G7



Dear Dr. Turpin:

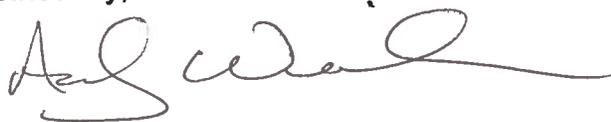
Advanced Education has completed its review of University of Alberta's proposal to suspend the Bachelor of Education Adult program. The department approves the suspension for the term of July 1, 2016 to June 30, 2018.

The department approves the suspension on the understanding that The Board of Governors or delegated institutional authority proposes suspension due to no enrolment in the program. I request that, six months prior to the suspension end date, the university either reactivate or terminate the program through a submission to the Provider and Program Registry System.

Under the Programs of Study Regulation, proposed changes to this program require ministry approval. This includes changes to the program of studies, name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

I appreciate the University of Alberta's commitment to high-quality programming and your ongoing process of program review and renewal.

Sincerely,

A handwritten signature in black ink, appearing to read "Rod Skura".

For Rod Skura
Deputy Minister

cc: Honourable Marlin Schmidt
Minister of Advanced Education

Michael Phair, Chair, Board of Governors, University of Alberta

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Academic Restructuring
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Item

Proposed by	Steve Dew, Provost and Vice-President (Academic)
Presenter	Steve Dew, Provost and Vice-President (Academic)

Details

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To discuss and receive feedback on the contents of the Interim Report of the Academic Restructuring Working Group and to update GFC on consultation thus far.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Academic Restructuring Working Group (ARWG) is pleased to provide its interim report for discussion and input. The full report, including its executive summary and appendices, is attached.</p> <p>The release of this interim report represents the beginning of the second phase of consultation on academic restructuring at the University of Alberta. We ask members of the University community to provide input, comments, and reaction to the scenarios presented here. Throughout this second phase of consultation, we will report back to the community what we are hearing about the scenarios, how they have been received and reacted to internally and externally, and how we are responding to that input.</p> <p>An updated proposal will be presented to the university community in November for the third phase of consultation, and the ARWG intends to bring a final proposal before GFC for recommendation and the Board for approval in December. This will allow us to begin implementation of our new structure in time for the 2021/22 academic year.</p>
Supplementary Notes and context	<i>General Faculties Council endorsed the principles and objectives for academic restructuring at their June 22, 2020 meeting.</i>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> ● Deans' Council - May 20 ● Academic Planning Committee (APC) - May 20 ● General Faculties Council (GFC) - May 25 ● Town hall - June 2, (on UofA for Tomorrow) ● Deans' Council - June 3
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Item No. 9

- APC - June 11
- Board of Governors - June 19
- GFC - June 22, 2020
- Town hall - July 8, (including Thoughtexchanges)
- Board of Governors - July 24
- Deans' Council - July 29
- Board of Governors - August 14
- Graduate Students' Association - August 17
- Non-Academic Staff Association - August 19
- Association of Academic Staff - August 20
- APC - August 20
- Students' Union Council - August 25
- Senior Leadership Retreat - August 26
- Townhall with Equity-Seeking Groups - August 27
- Deans' Council - September 2nd
- Meeting of ad hoc advisory group on input from equity-seeking groups - September 4
- Board of Governors Retreat - September 4
- Academic Planning Committee - September 9
- Council on Student Affairs - September 10
- Chairs' Council - September 15
- Vice-Provosts' Council - September 21
- APC - September 23
- GFC - September 28
- Townhall - September 30
- BLRSEC - October 2
- Deans' Council - October 7
- APC - October 7
- CoSA - October 8

Broad consultation on the Interim Report are underway, including through Faculty roundtables, students, Deans' Council, Chairs' Council, the Board of Governors, the Council on Student Affairs, the Academic Staff Association, the Non-Academic Staff Association, and others.

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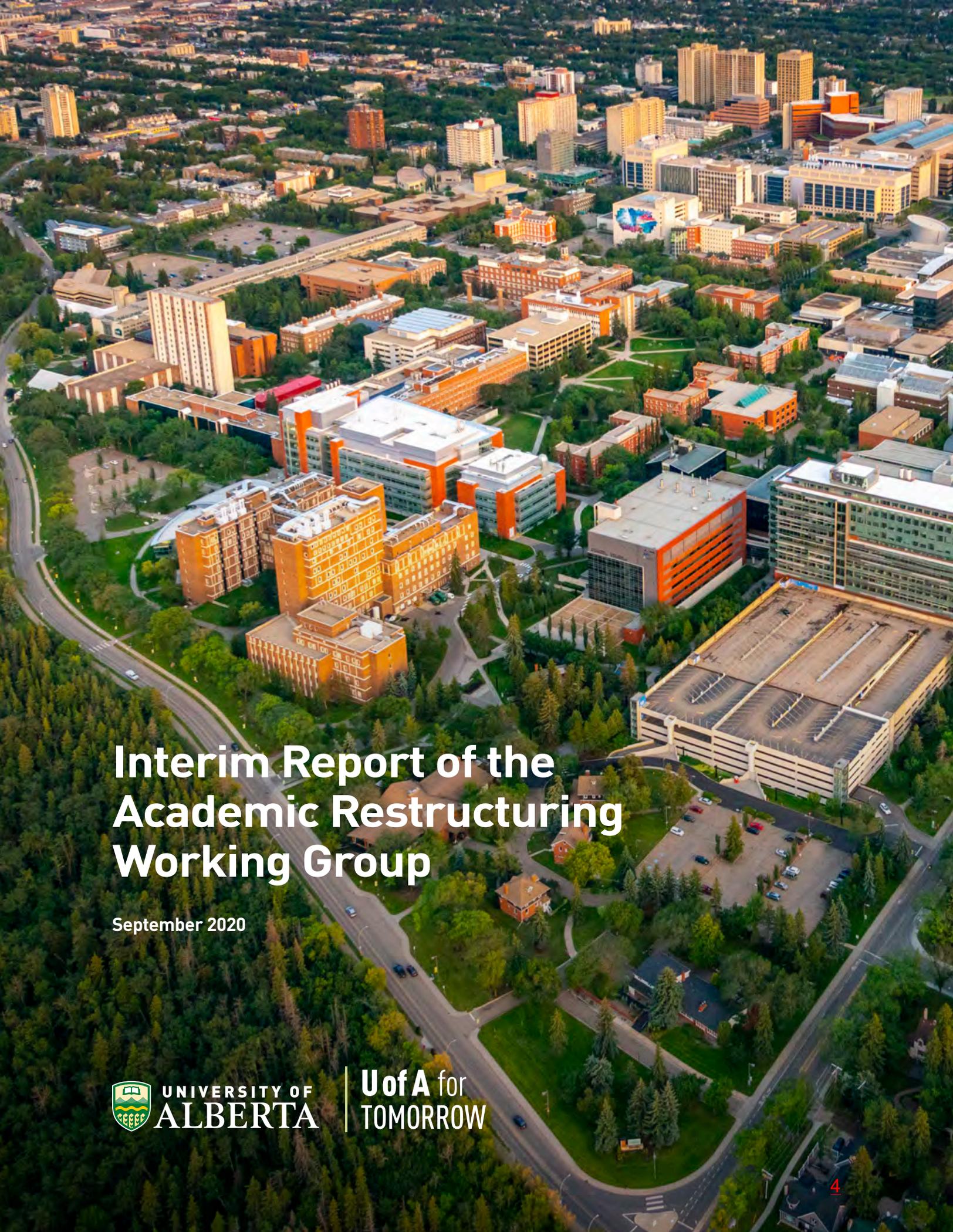
Strategic Alignment

Alignment with <i>For the Public Good</i>	GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> General Faculties Council Board of Governors Mandate	

Attachments:

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

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



Interim Report of the Academic Restructuring Working Group

September 2020



UNIVERSITY OF
ALBERTA

UofA for
TOMORROW

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

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.

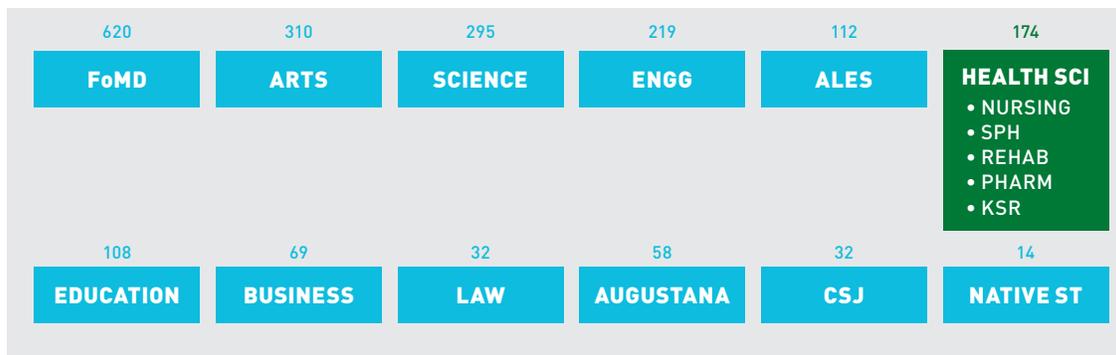
Developing an organizational model for the U of A

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

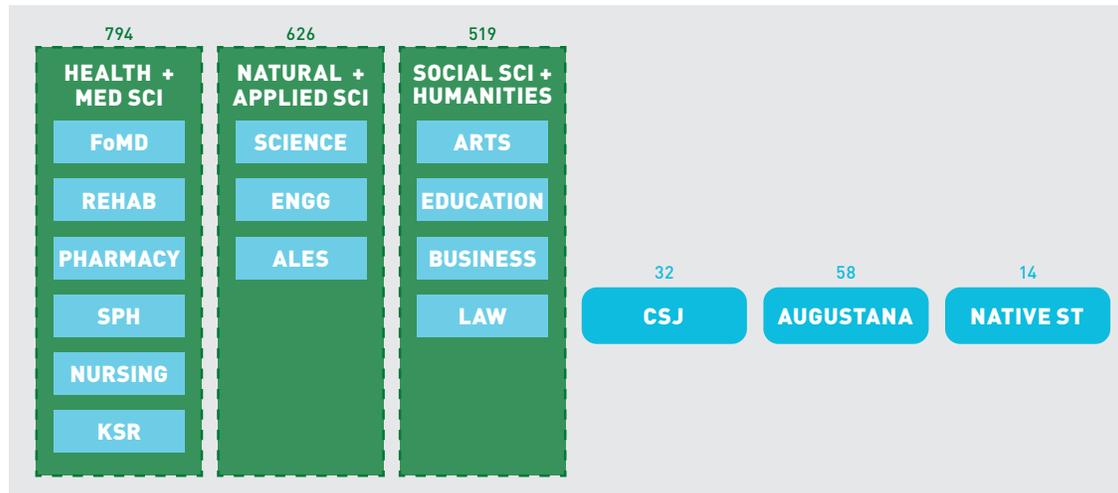


Within the consolidated Health Sciences faculty, each of the constituent units– Public Health, Rehabilitation Medicine, Pharmacy, Kinesiology, Sport and Recreation, and Nursing – would retain significant academic autonomy, control over academic programs, and management of research not crossing disciplinary 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

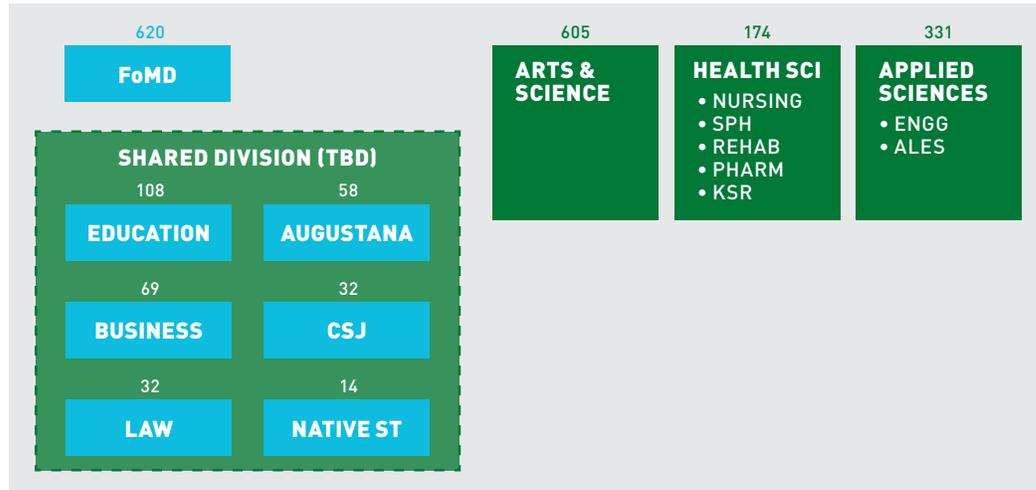


The division structure is intended to enable new forms of academic integration and collaboration, realize administrative economies of scale, and reduce the need for academic leadership positions at the faculty and department levels by shifting where in the organization certain academic responsibilities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

SET is focussed on the way we deliver core administrative functions across the vice-presidential portfolios and the faculties – in areas like finance, HR, and IT – 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*, the 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.

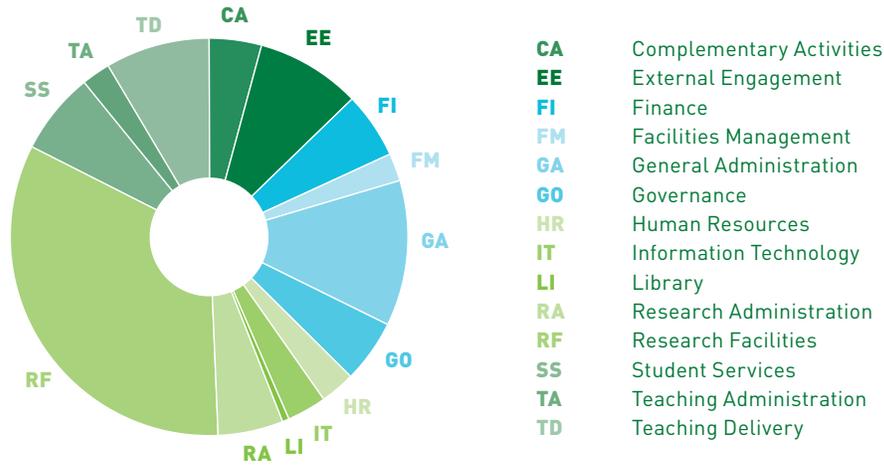
Most of our upcoming administrative reform is in the purview of SET, which will consider the overall delivery of support functions across the institution. However, there is an element of our administrative spend that is driven by faculty organization.

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.

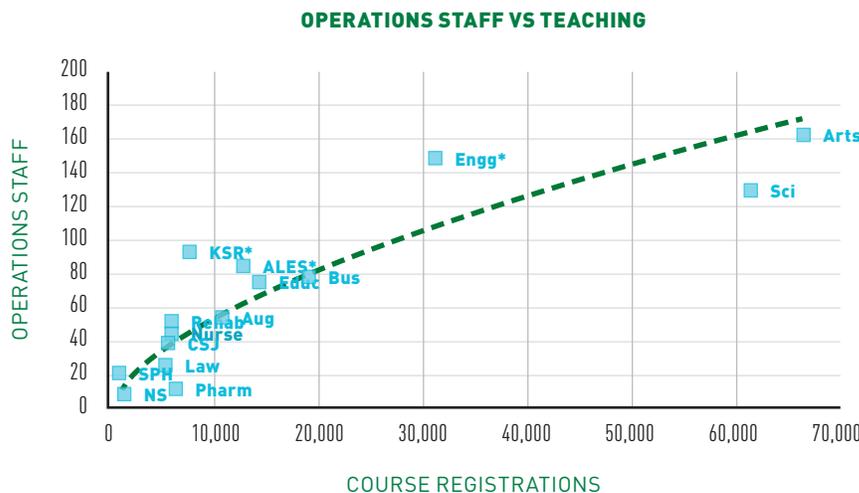
FIGURE 1 FACULTY ADMINISTRATIVE EXPENSE BY FUNCTION



Source: UniForum project data

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

FIGURE 2 FACULTY ADMINISTRATIVE EXPENSE BY FUNCTION



Source: UniForum project data

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

FIGURE 3 PERCENTAGE OF GENERALIST FOCUS BY TOTAL OF ADMINISTRATIVE EXPENDITURE

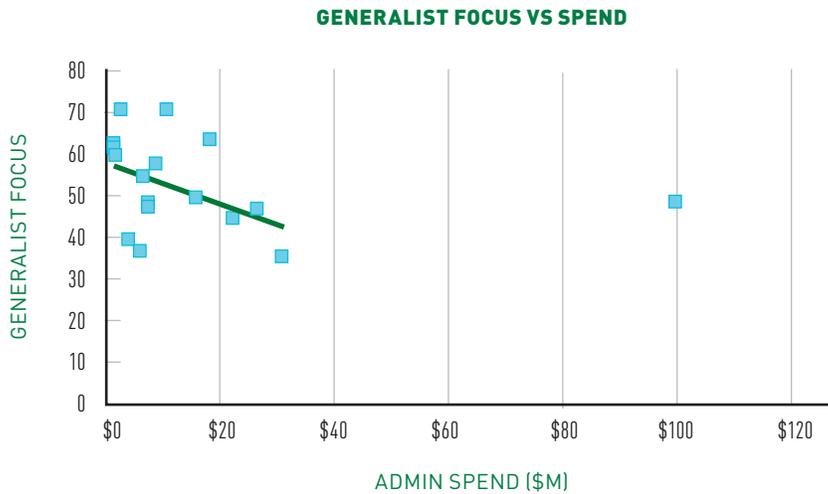
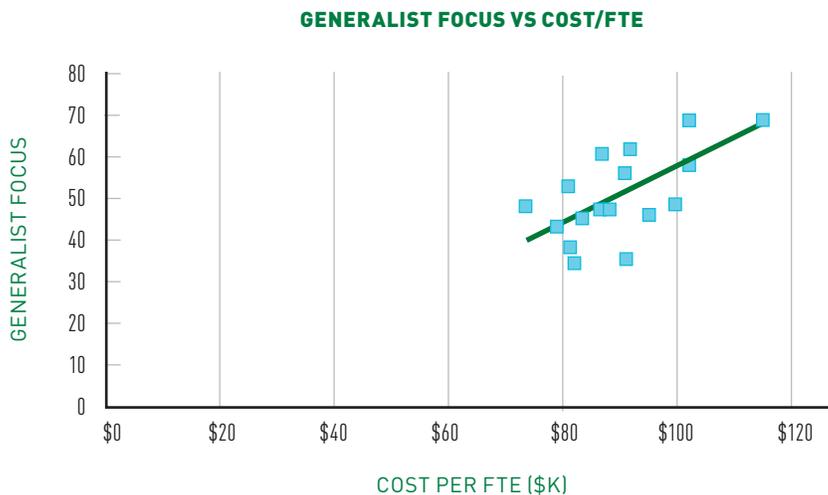
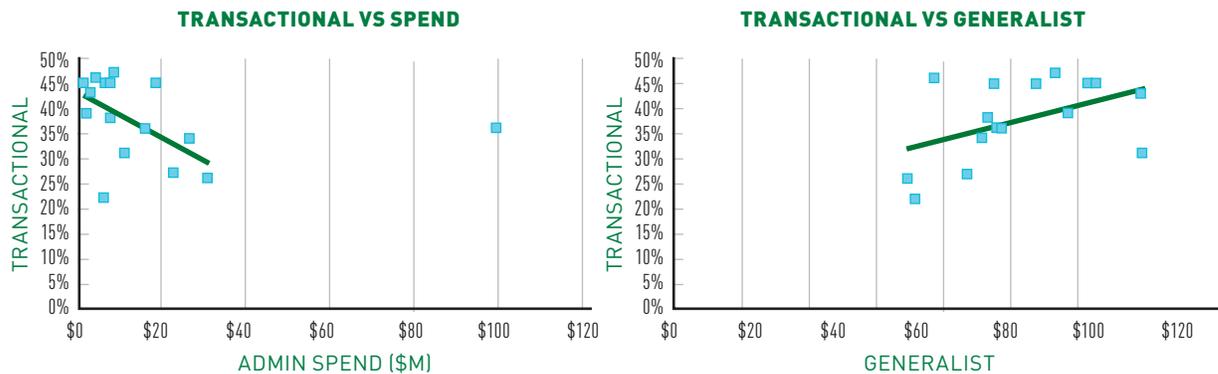


FIGURE 4 PERCENTAGE OF GENERALIST FOCUS BY COST PER FTE



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

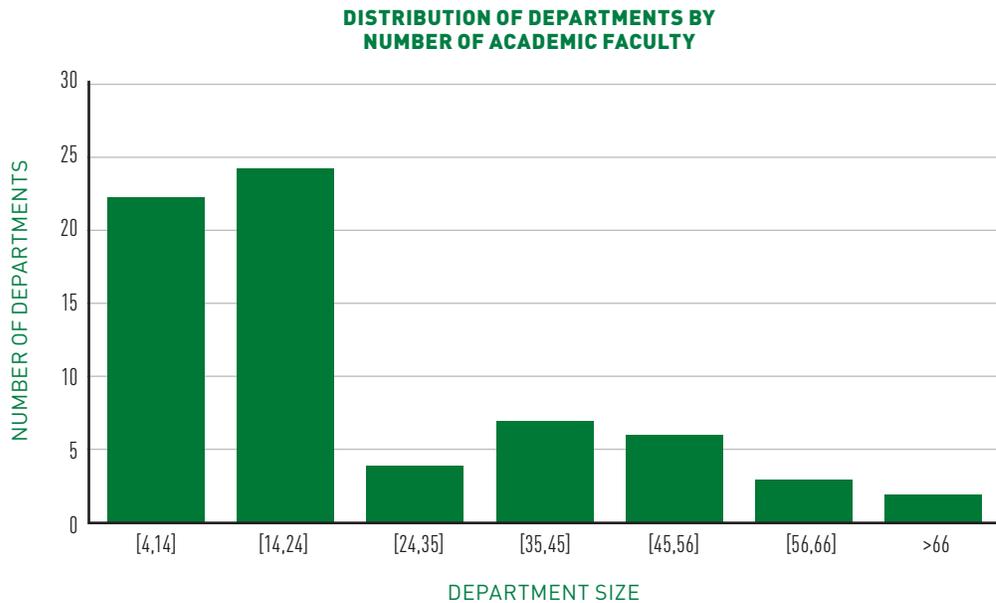
Across U of A's 18 faculties and 66 departments, there are 302 academics serving in leadership roles such as dean, associate dean, chair, associate chair, director, etc. This number is divided fairly evenly between the faculty and department levels.

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



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.

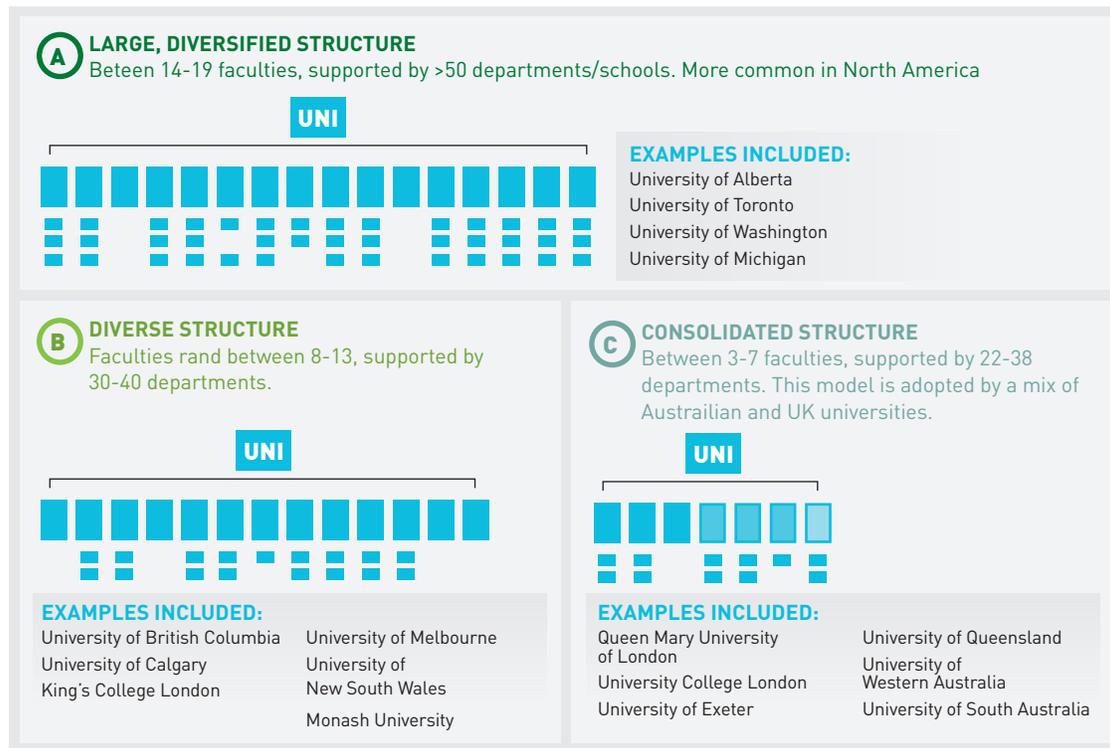
COMPARATOR ANALYSIS

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:

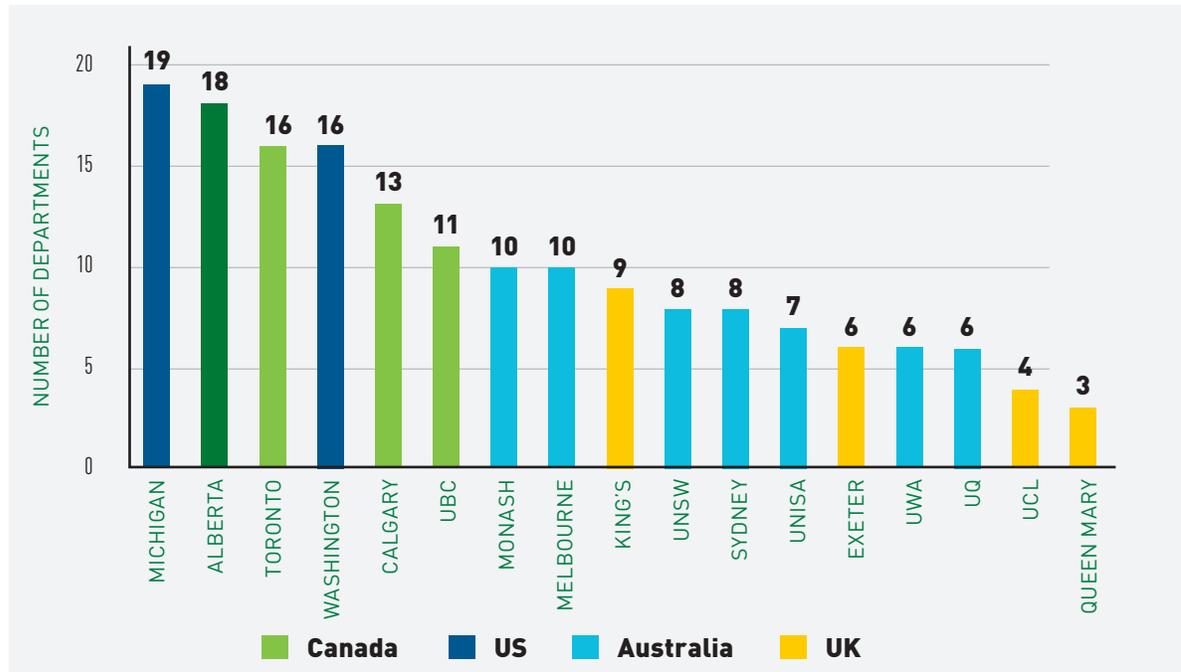
FIGURE 7 ARCHETYPES OF UNIVERSITY ACADEMIC STRUCTURES



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

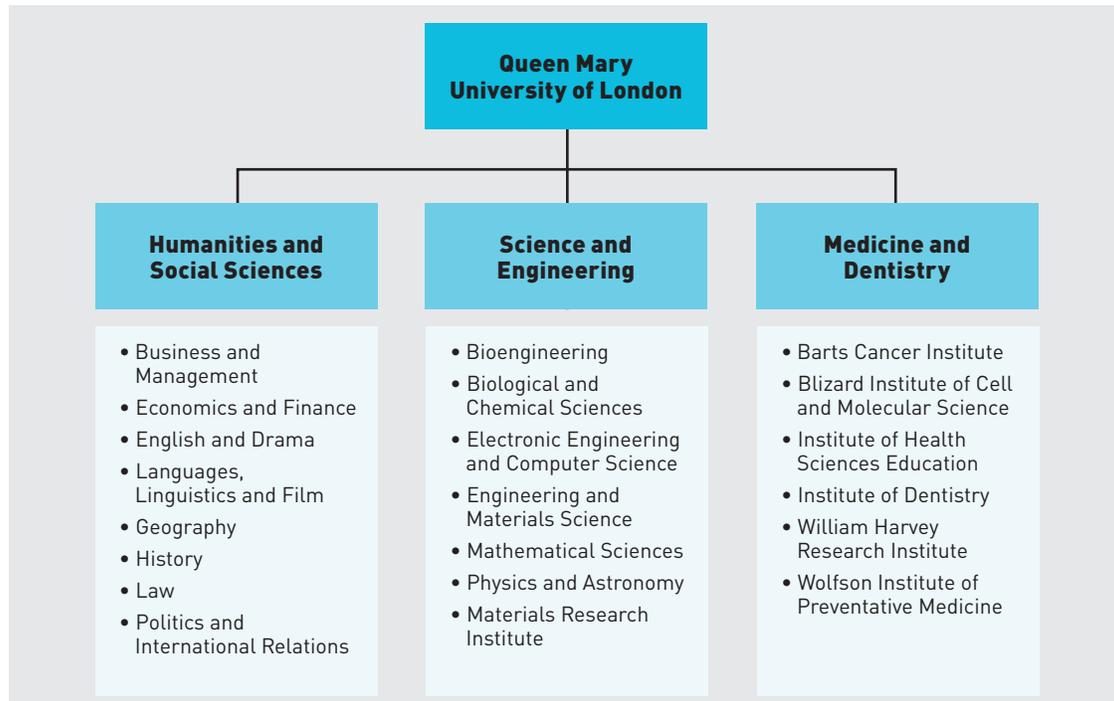


The ARWG explored several of these comparators in greater depth, as representatives of alternative philosophical approaches to reorganization. The full Nous report is appended, but several examples are presented below.

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.

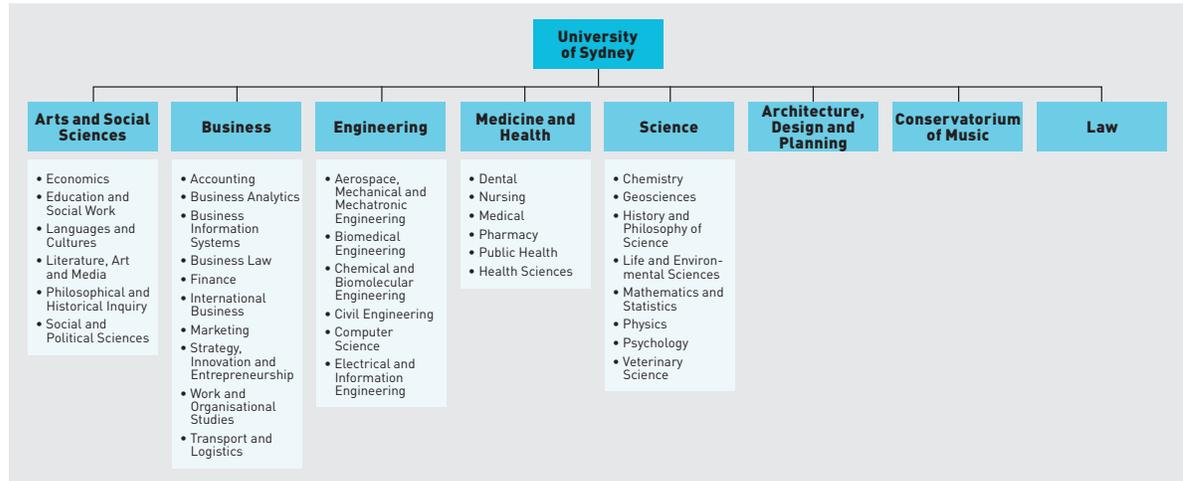
FIGURE 9 ORG CHART FOR QUEEN MARY UNIVERSITY OF LONDON



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.

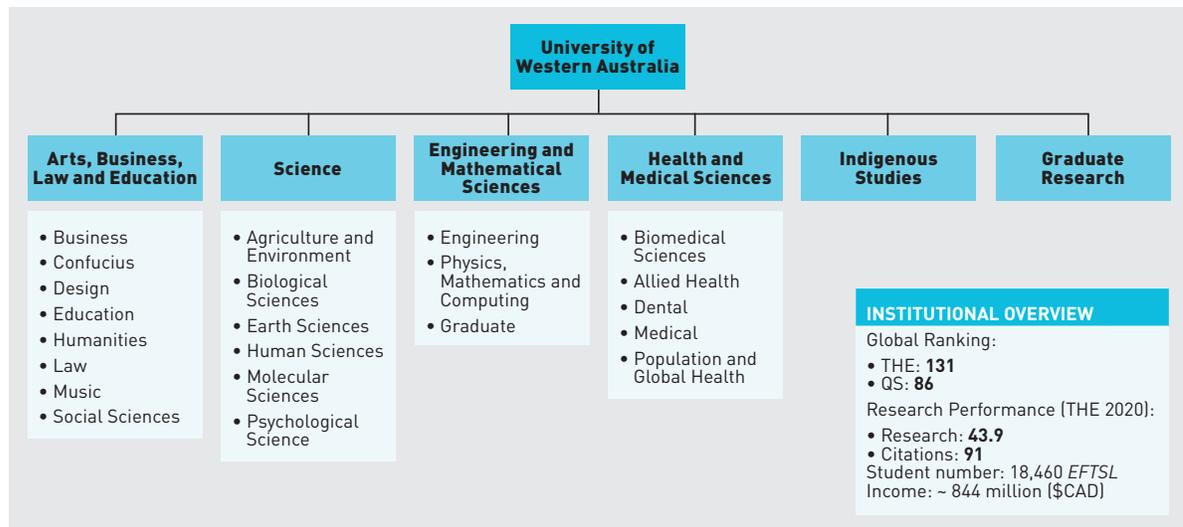
FIGURE 10 ORG CHART FOR UNIVERSITY OF SYDNEY



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 recognize 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.

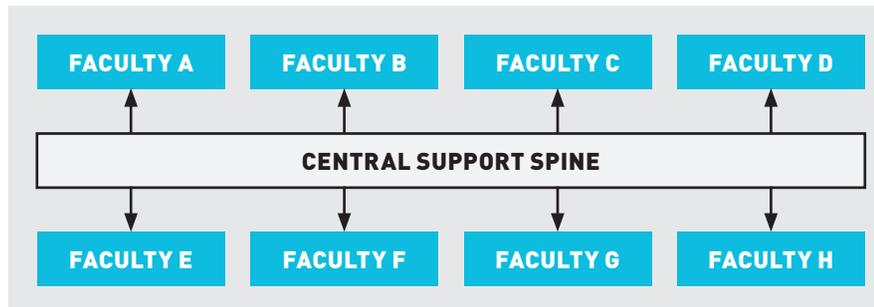
The ARWG recommends either a consolidation or hybrid approach at this time. The difference between these approaches will become most apparent when the ARWG looks at departmental structures at a later phase.

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.

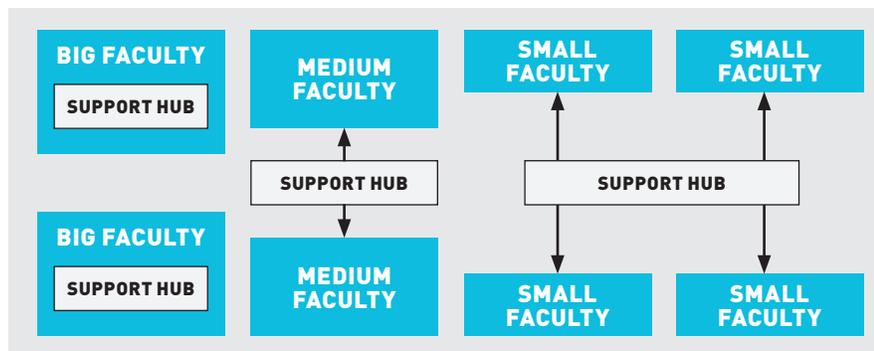
1. **Central support model** – Administrative supports are consolidated within a central support unit, while academic faculties focus solely on teaching and research. This model potentially maximizes administrative economies of scale.

FIGURE 12 CENTRAL SUPPORT MODEL



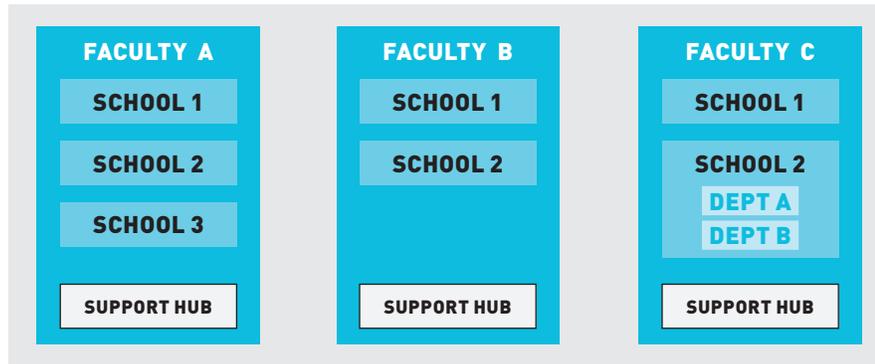
2. **Cluster model** – Existing faculties are retained, with administration clustered into several support hubs; academic faculties focus solely on teaching and research. This model is minimally disruptive, but does not clearly enhance cross-disciplinary collaboration.

FIGURE 13 CLUSTER MODEL



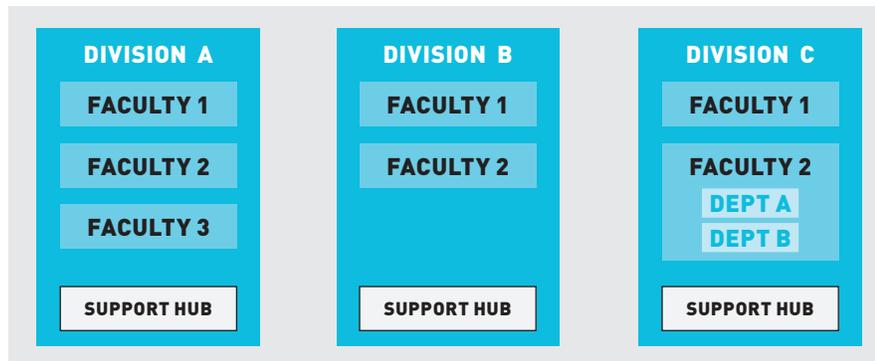
3. **Faculty/School model** – Smaller faculties are consolidated to create comparably sized units; each faculty has an administrative hub accountable to a senior academic leader. Program delivery is driven by schools within the larger faculty (e.g. School of Law, School of Nursing). The schools focus 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



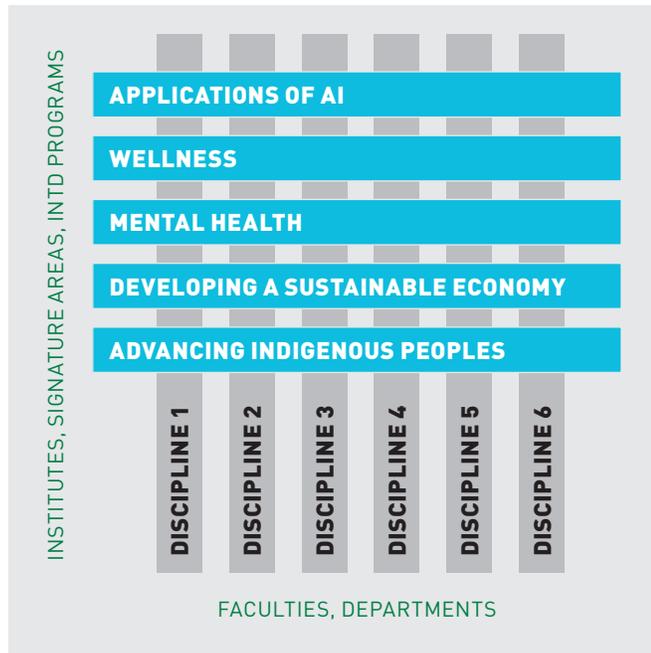
4. **Division/Faculty model** – Faculties are linked together as part of a small number of larger divisions, led by an executive dean responsible for overseeing administration, setting faculty budgets, and driving high-level strategy; faculties continue to lead and control academic programs and research 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.

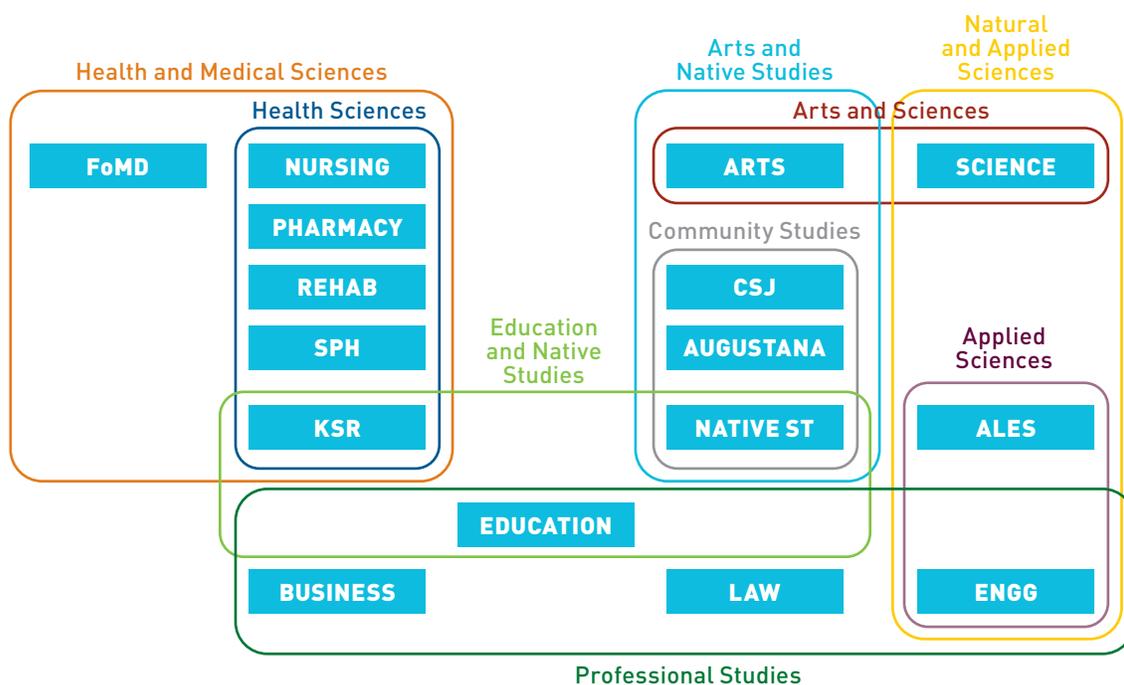
RESTRUCTURING SCENARIOS FOR THE UNIVERSITY OF ALBERTA

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 humanities-focused faculty
 - a. Business and Law are joined together as a Faculty of Business and Law
 - b. Business and Law remain autonomous as university schools
 - c. SSHRC faculties (Business, Law, Education, Arts) combined into a Faculty of Social Sciences and Humanities

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

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

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

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

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

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

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

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

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.

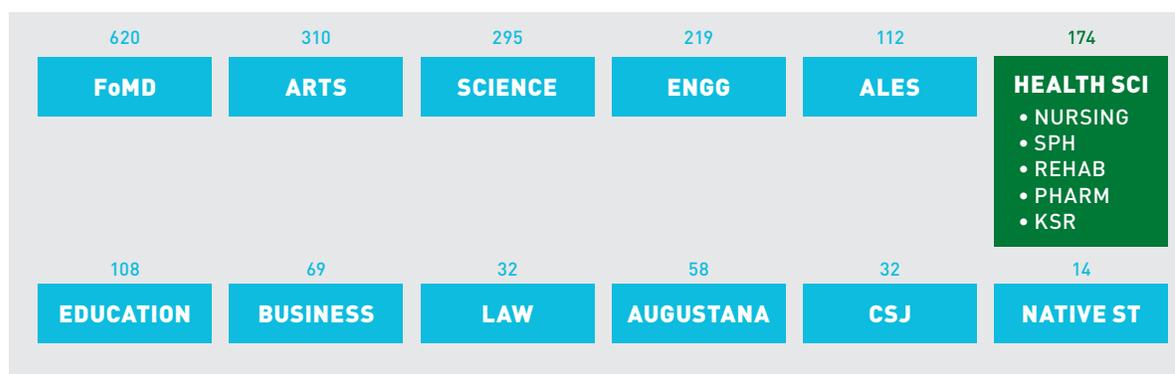
The three scenarios are described in further detail below.

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



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

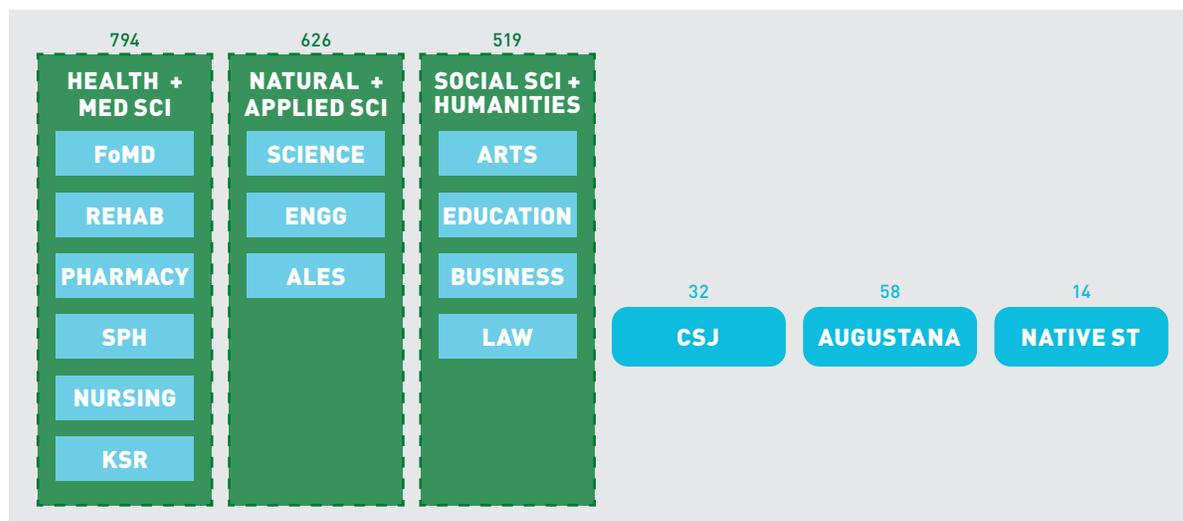
Description

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

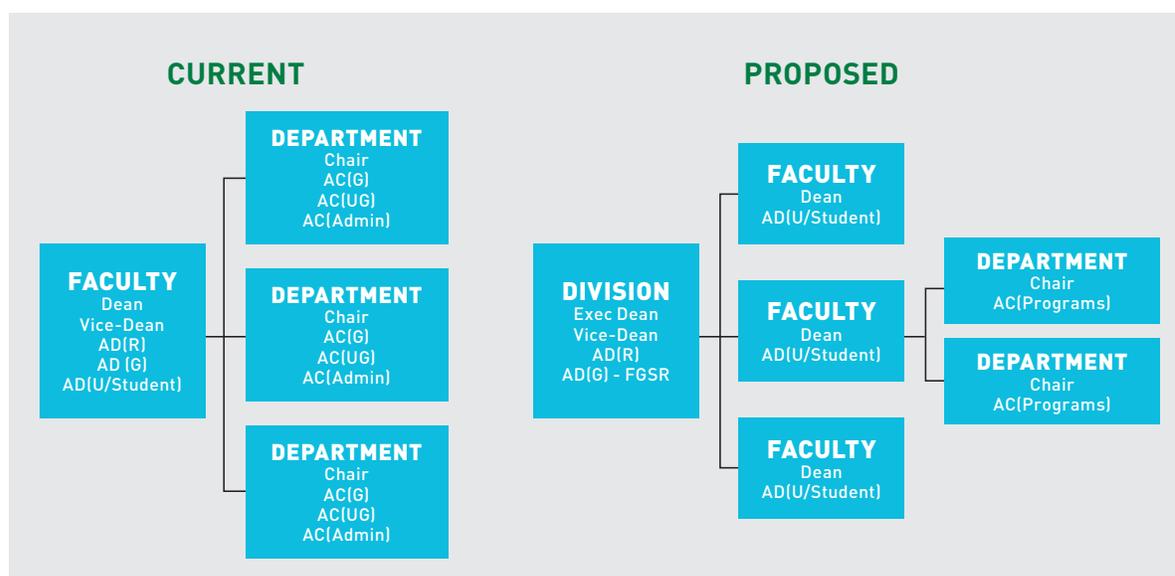
- Led by chair who reports to academic dean, sits on Chairs' Council and faculty executive
- Supports delivery of disciplinary academic functions (delivers teaching)
- Chair oversees appointment of instructors, TAs
- Chair hires academic faculty to department and makes increment recommendations to FEC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

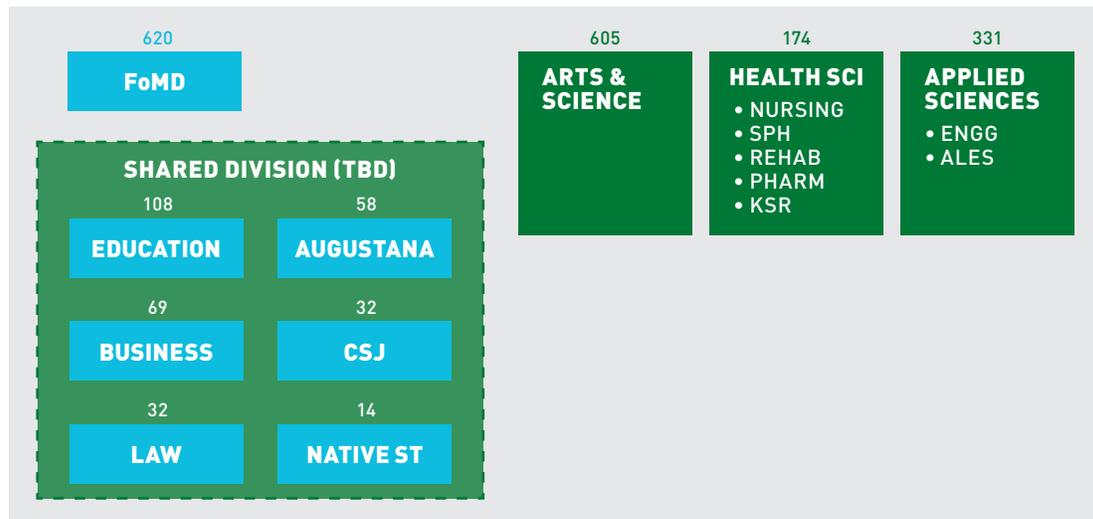
- Implementation affects all current faculties and is likely to be complex;
- Scale of changes may have negative impacts on alumni and stakeholder relations, which have been historically faculty-based;
- Establishment of an additional layer of institutional leadership (divisional), although this is mitigated 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.

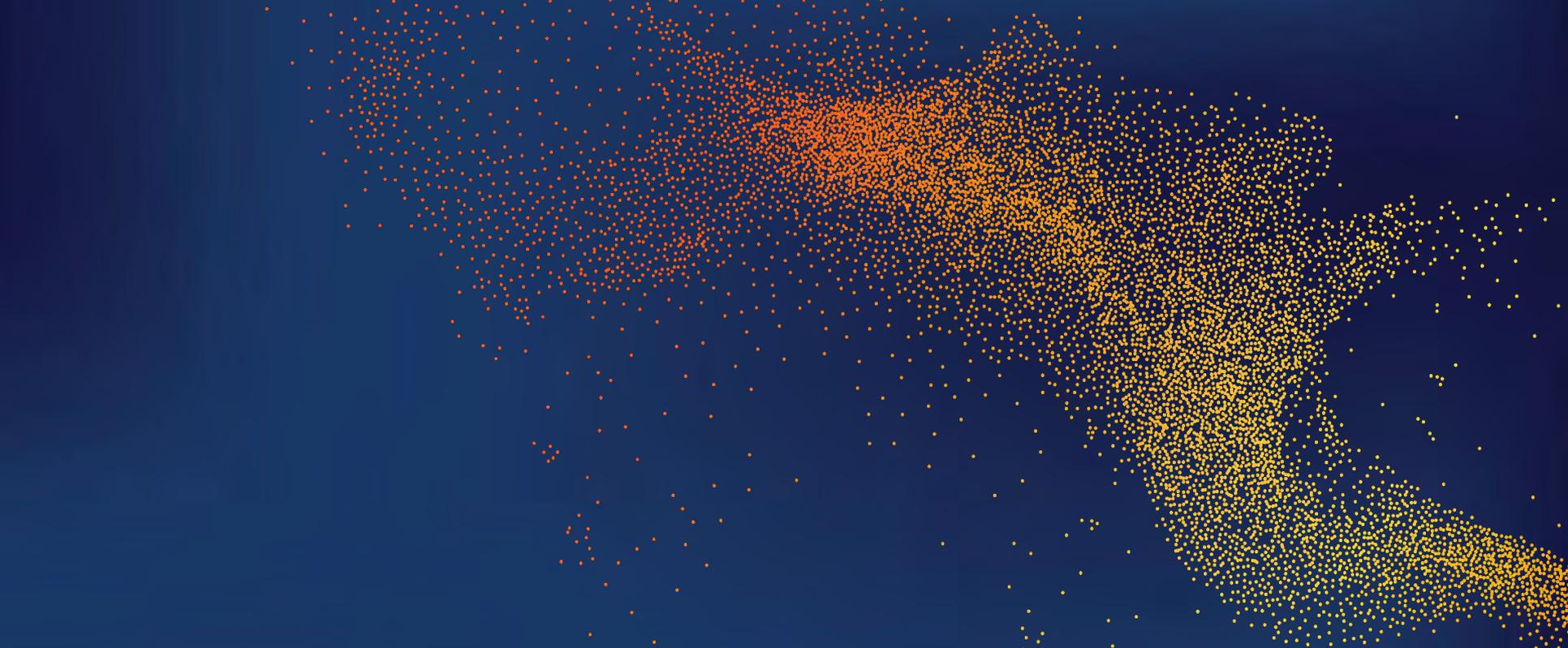
Throughout this second phase of consultation, we will report back to the community what we are hearing about the scenarios, how they have been received and reacted to internally and externally, and how we are responding to that input.

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



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.

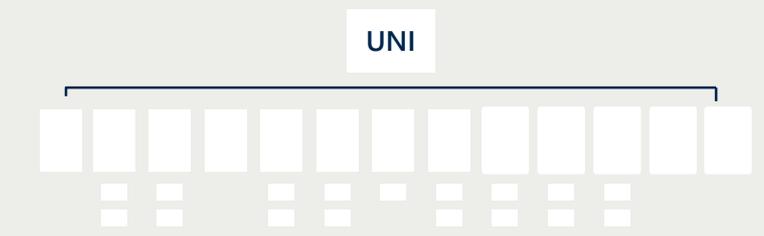
Three main archetypes of university academic structures.

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



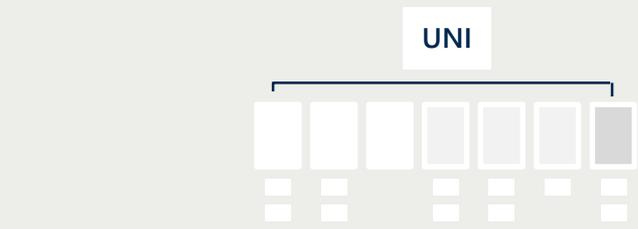
EXAMPLES INCLUDED:
 UNIVERSITY OF ALBERTA UNIVERSITY OF WASHINGTON
 UNIVERSITY OF TORONTO UNIVERSITY OF MICHIGAN

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



EXAMPLES INCLUDED:
 UNIVERSITY OF BRITISH COLUMBIA UNIVERSITY OF MELBOURNE
 UNIVERSITY OF CALGARY UNIVERSITY OF NEW SOUTH WALES
 KING'S COLLEGE LONDON MONASH UNIVERSITY

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



EXAMPLES INCLUDED:
 QUEEN MARY UNIVERSITY OF LONDON UNIVERSITY OF QUEENSLAND
 UNIVERSITY COLLEGE LONDON UNIVERSITY OF WESTERN AUSTRALIA
 UNIVERSITY OF EXETER UNIVERSITY OF SOUTH AUSTRALIA

There were common drivers behind the various academic restructures.

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



BETTER DELIVER ON UNIVERSITY MISSION

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



IMPROVE RESEARCH PERFORMANCE

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



IMPROVE GOVERNANCE AND DECISION-MAKING

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



REDUCE COSTS AND IMPROVE EFFICIENCY

- Streamline and reduce overlap / duplication of curriculum
- Support professional services realignment or new model.

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

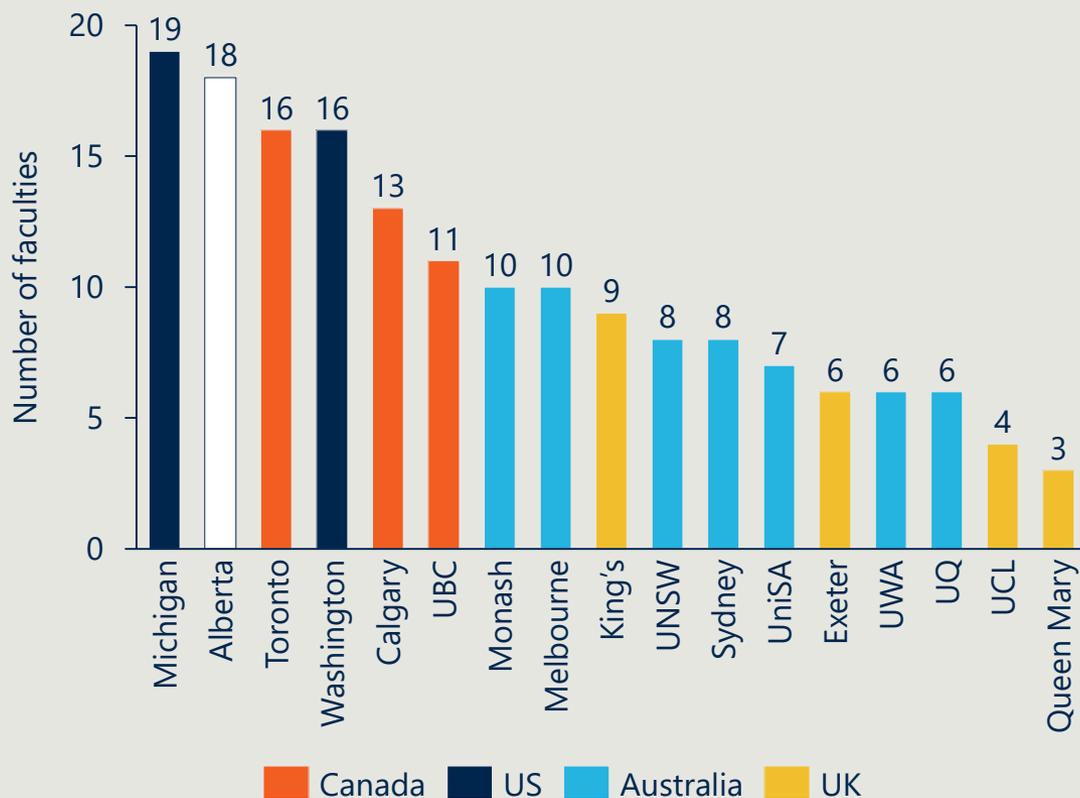
North American universities in our sample tend to have a higher number of faculties.

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

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

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

Number of faculties for sample of universities



Some disciplines more commonly stand-alone as faculties.

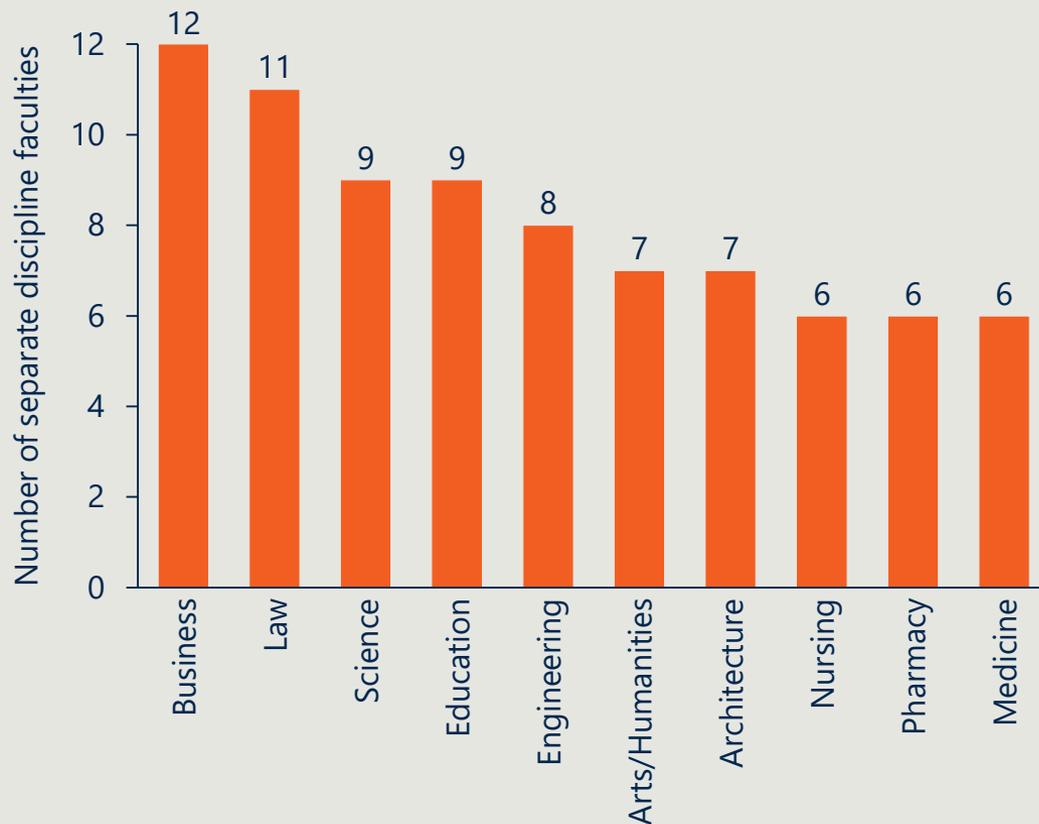
Faculty composition varies considerably amongst sample universities.

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

Notable combinations include:

- **Medicine, nursing and health sciences** including allied and public health, psychiatry and biomedical (Monash).
- **Law, Arts, Humanities and Social and Historical Sciences** (King's College London).
- **Engineering and Mathematical Sciences** (University of Western Australia).
- **Health and Behavioural Sciences** including dentistry, pharmacy and nursing (University of Queensland).

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



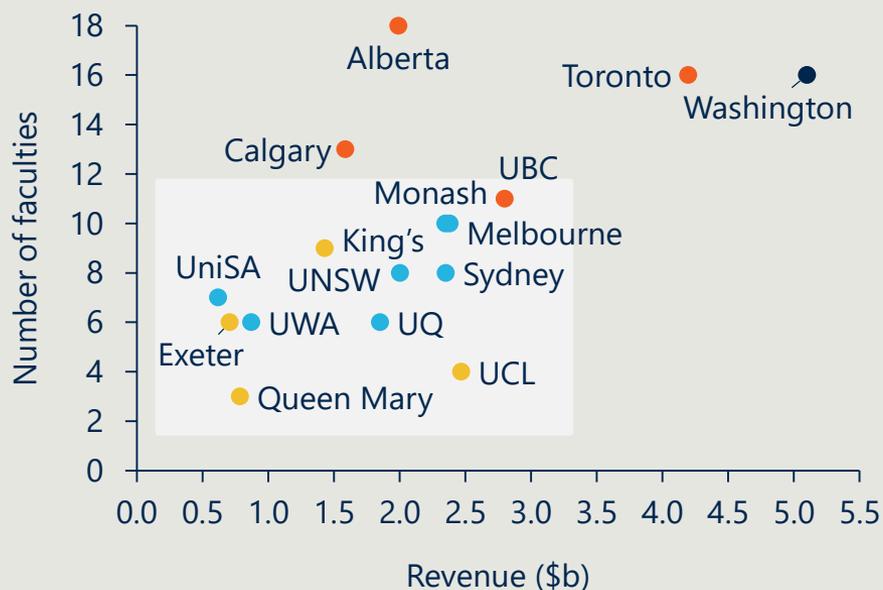
*Out of 17 sample universities.

UofA has more faculties than many peers in this sample.

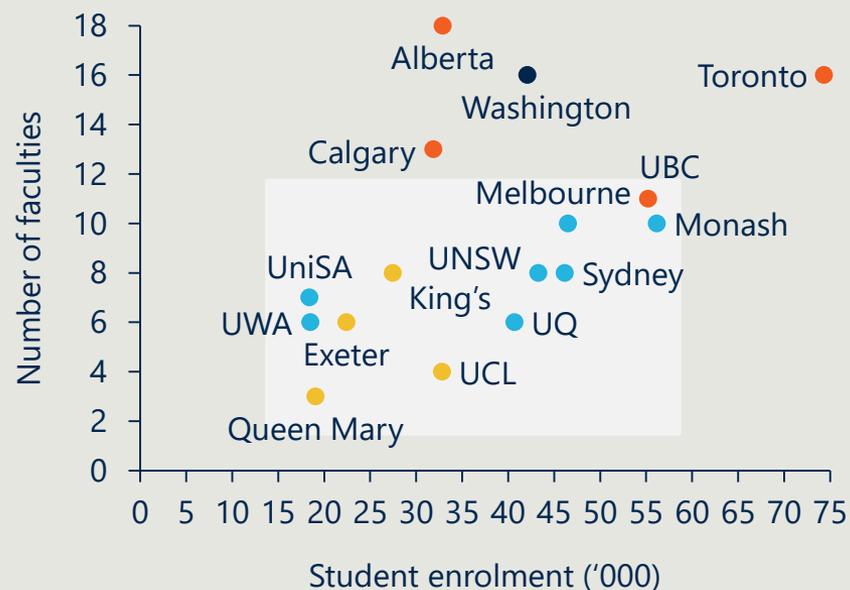
UofA has many more faculties than peers when considering both revenue and student enrolments. While there is some correlation between university enrolments and the number of faculties in the universities within this sample group, the institutions in our sample tend to cluster in regional groups. Institutions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

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

Annual revenue (\$CAD), 2017-18) vs. number of faculties¹



Student enrolment ('000, 2020) vs. number of faculties²



● 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

2. UNIVERSITY COLLEGE LONDON

3. QUEEN MARY UNIVERSITY OF LONDON

4. UNIVERSITY OF EXETER

5. UNIVERSITY OF SYDNEY

6. UNIVERSITY OF MELBOURNE

7. MONASH UNIVERSITY

8. UNIVERSITY OF QUEENSLAND

CASE STUDY 1: University of Michigan

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

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

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

- **Ann Arbor** functions as the primary, research-intensive institution. This campus is much larger in terms of student number and research volume.
- **Dearborn** is a teaching-focused regional school with limited research functions (in Arts, Sciences and Engineering and Computer Science).
- **Flint** is a teaching-focused regional school with an even more narrow-scope research function (in Arts, Sciences, Nursing and Management).

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

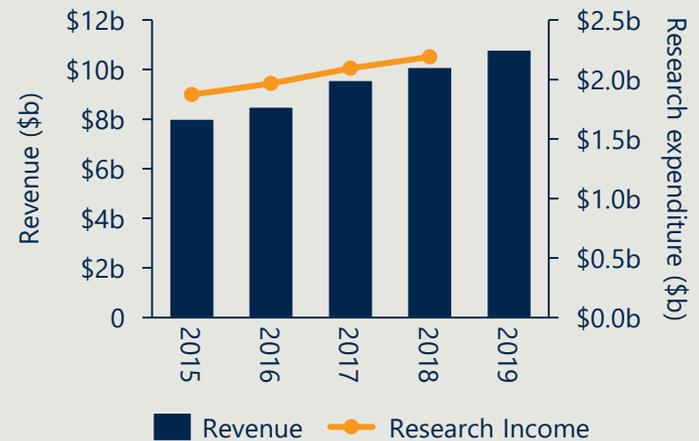
Dearborn and Flint are supported by a shared services operating model, with a reduced fee for services including financial services (payroll, procurement), research office support and library services. Ann Arbor also provides funding support for strategic initiatives at Dearborn and Flint as required.

INSTITUTIONAL OVERVIEW

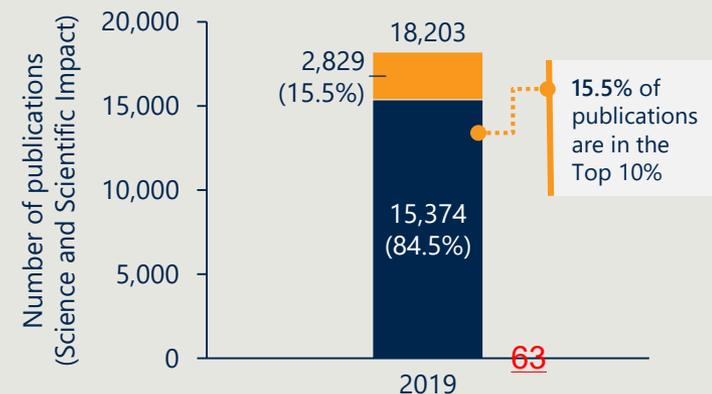
Jurisdiction: United States
Student number: 45,102 EFTSL
Income: ~ \$10 billion (\$CAD)
THE World University Ranking: 21
QS Ranking: 21
THE Research (2020):

- Research: 86.1
- Citations: 94.9

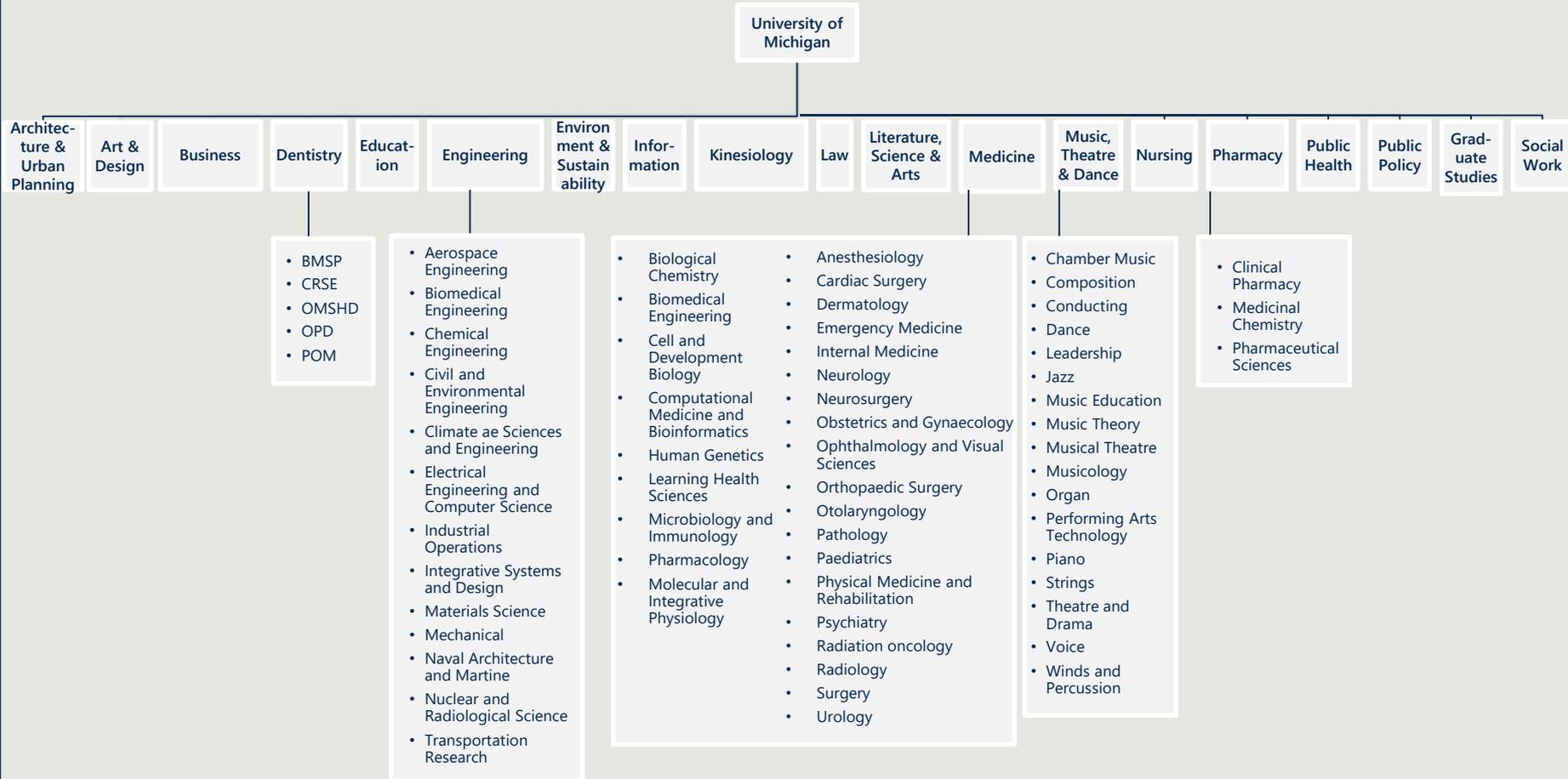
Revenue and research expenditure 2008-2018 (\$CAD)



Research performance



NINETEEN SCHOOLS AND COLLEGES



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:

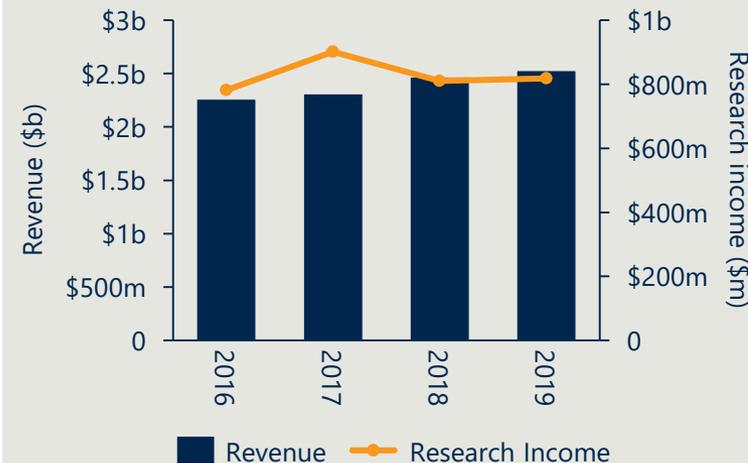
- **Student Experience Transformer**, seeking to ensure a consistently high-quality experience for all UCL students.
- **Research and Innovation Support Transformer**, seeking to change the way that research support and administration are delivered.
- **Faculty Futures**, seeking to reform Faculty-based professional services.

INSTITUTIONAL OVERVIEW

Jurisdiction: United Kingdom
Student number: 32,795 EFTSL
Income: ~ \$2.5 billion (\$CAD)
THE World University Ranking: 15
QS Ranking: 8
Research Performance (THE 2020):

- Research: 88.7
- Citations: 96.1

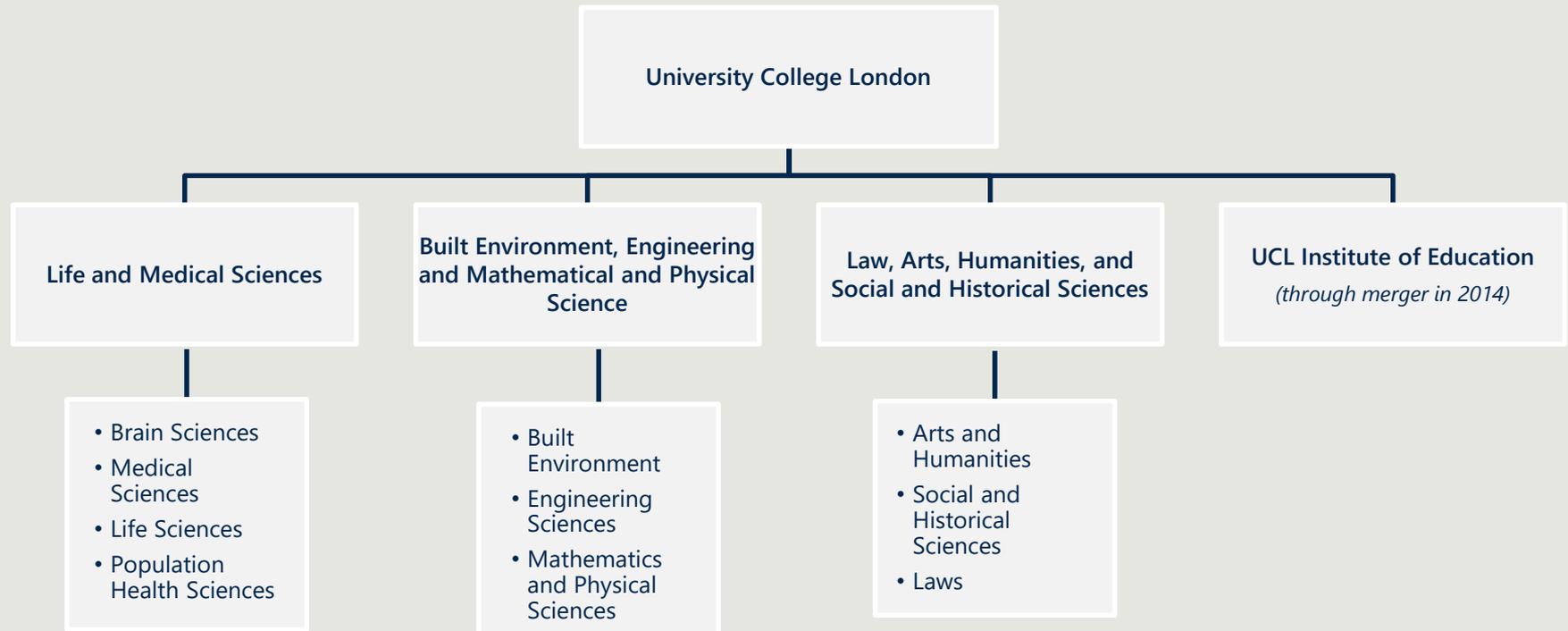
Revenue and research income 2016-2019 (\$CAD)



Research performance



THREE SCHOOLS AND ONE INSTITUTE



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).

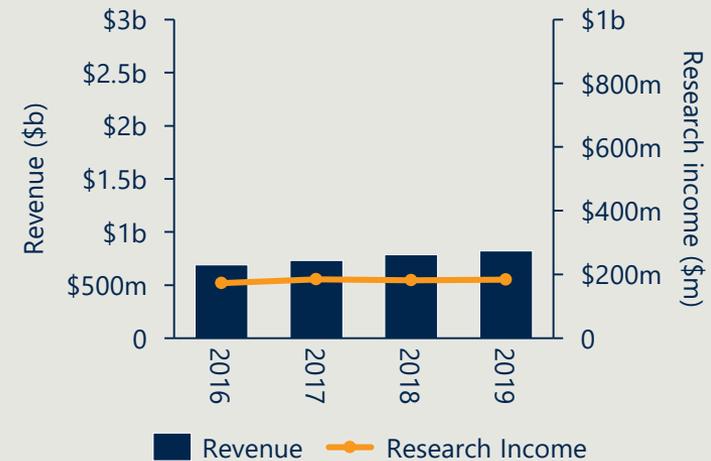
QMUL's latest strategic vision (out to 2030) includes deliberate prioritization of administrative transformation to ensure that Faculties are better resourced to support schools, and that career pathways are developed for administrative staff. These changes are to ensure that QMUL can move into the top 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.

INSTITUTIONAL OVERVIEW

Jurisdiction: United Kingdom
Student number: 19,040 EFTSL
Income: ~ 822 million (\$CAD)
THE World University Ranking: 110
QS Ranking: 126
Research Performance (THE 2020):

- Research: 43.1
- Citations: 98

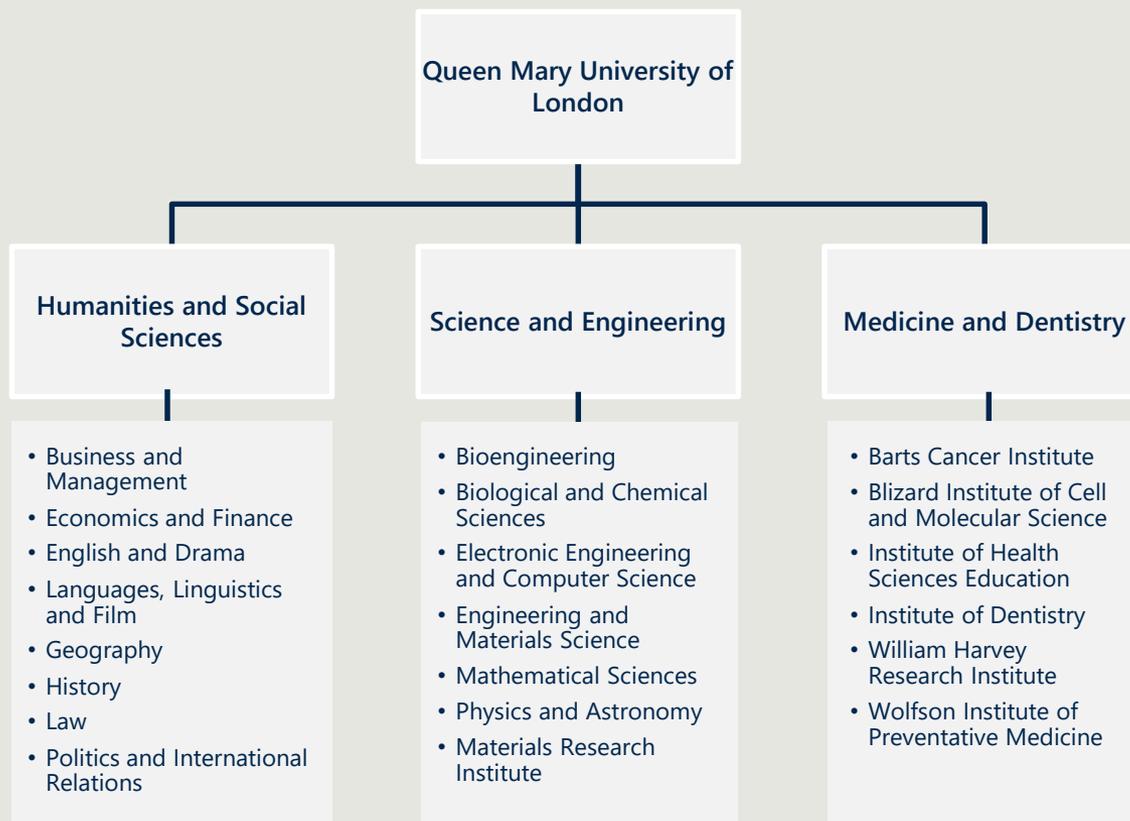
Revenue and research income 2016-2019 (\$CAD)



Research performance



THREE FACULTIES



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.

INSTITUTIONAL OVERVIEW

Jurisdiction: United Kingdom
Student number: 22,391 EFTSL
Income: ~ 763 million (\$CAD)
THE World University Ranking: 146
QS Ranking: 162
Research Performance (THE 2020):

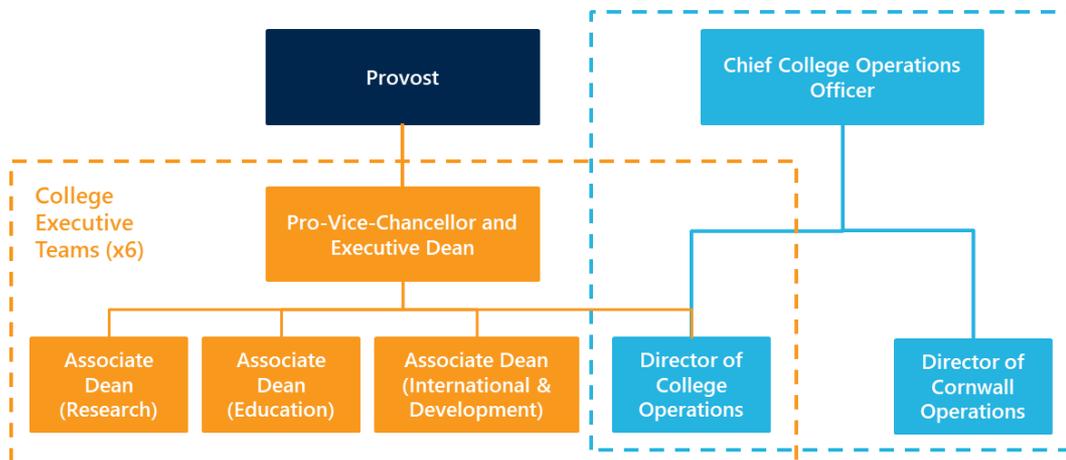
- Research: 38.9
- Citations: 92.4

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.

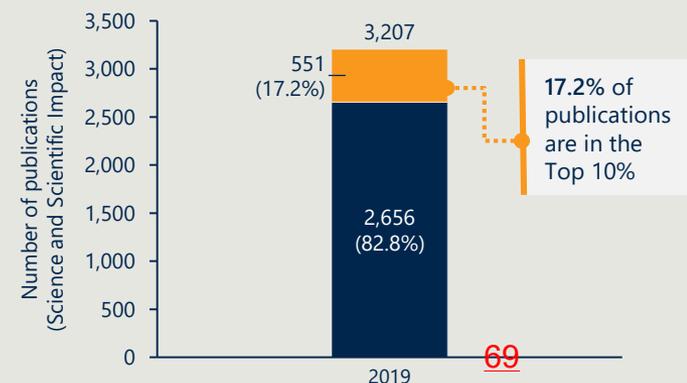
The **College Operations Directorate** combines a unified service of administrative staff providing direct support across the University. Directors of College/Campus Operations are members of College Executive Teams.



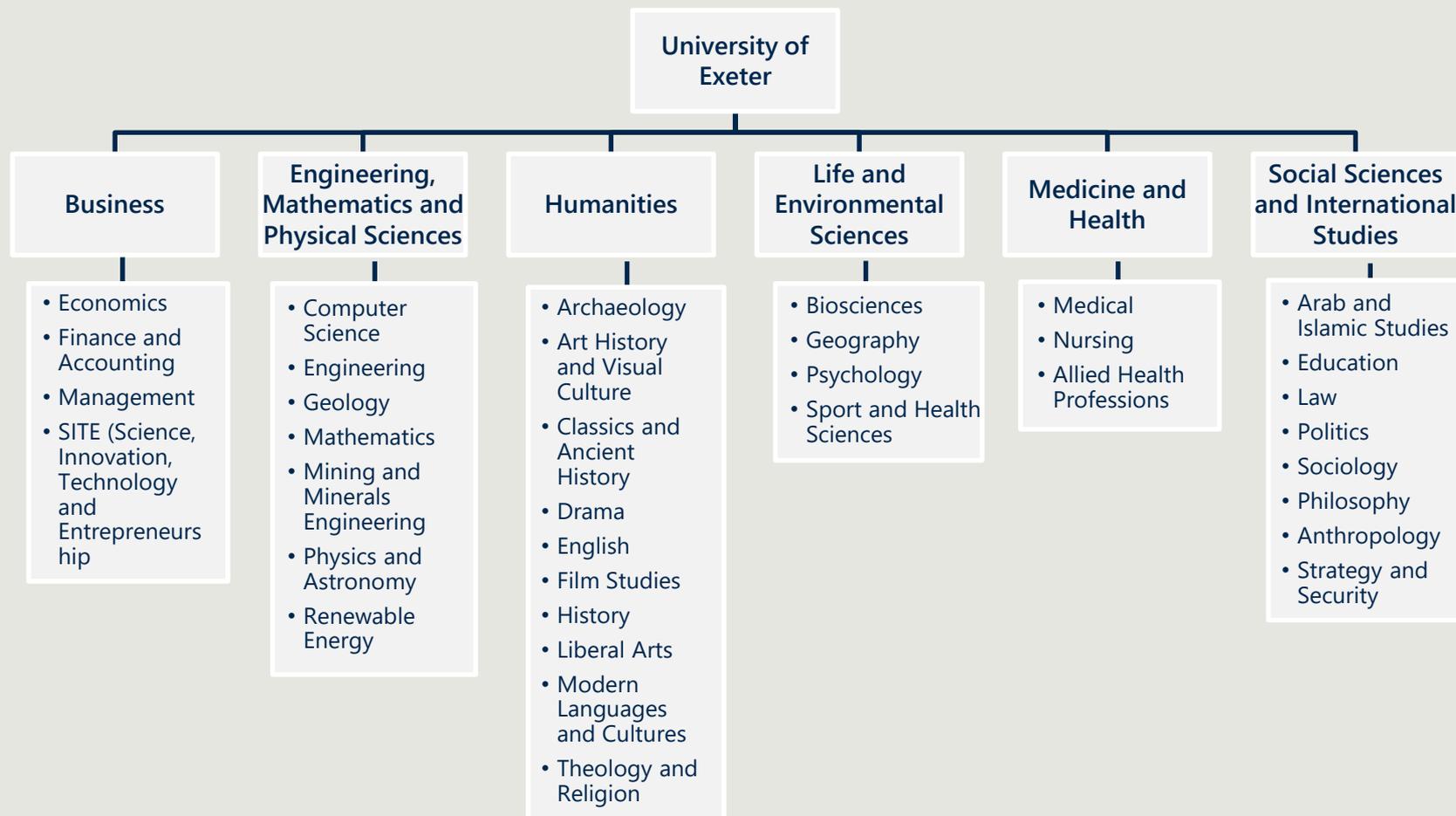
Revenue and research income 2016-2019 (\$CAD)



Research performance



SIX COLLEGES (FACULTIES)



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 its 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.

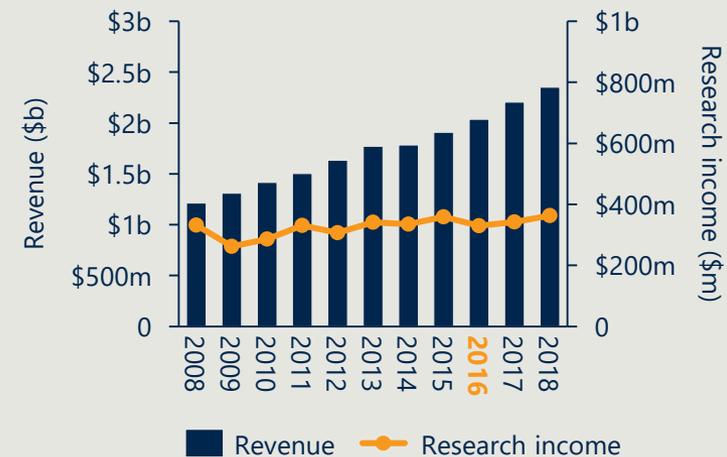
Since then, the university has continued to experience success in maintaining its international research reputation, growing student numbers and improving research and financial performance.

INSTITUTIONAL OVERVIEW

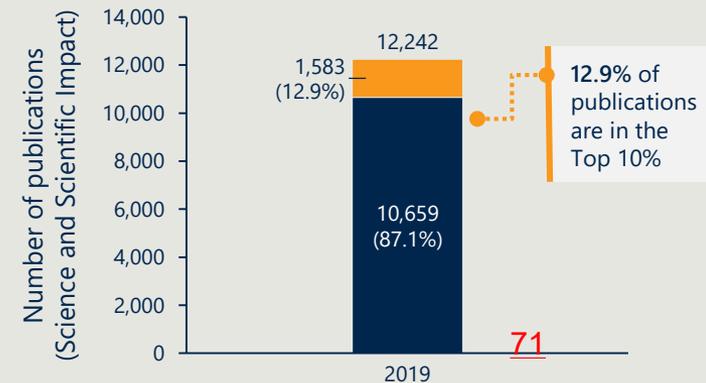
Jurisdiction: Australia
Student number: 46,145 EFTSL
Income: ~ \$2.3 billion (\$CAD)
THE World University Ranking: 60
QS Ranking: 42
THE Research (2020):

- Research: 61.5
- Citations: 90.7

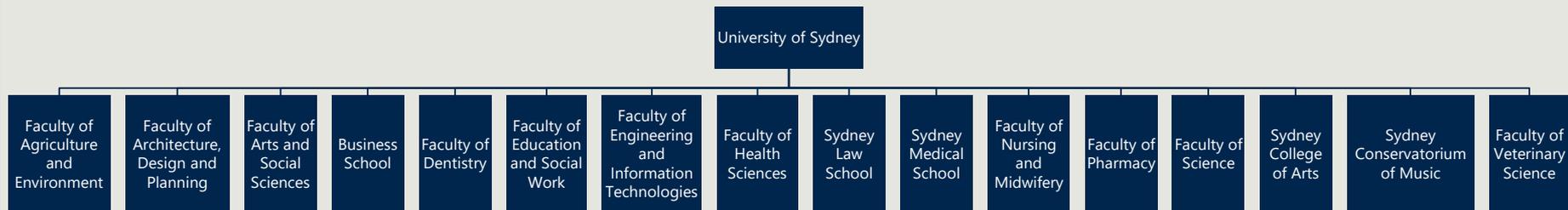
Revenue and research income 2008-2018 (\$CAD)



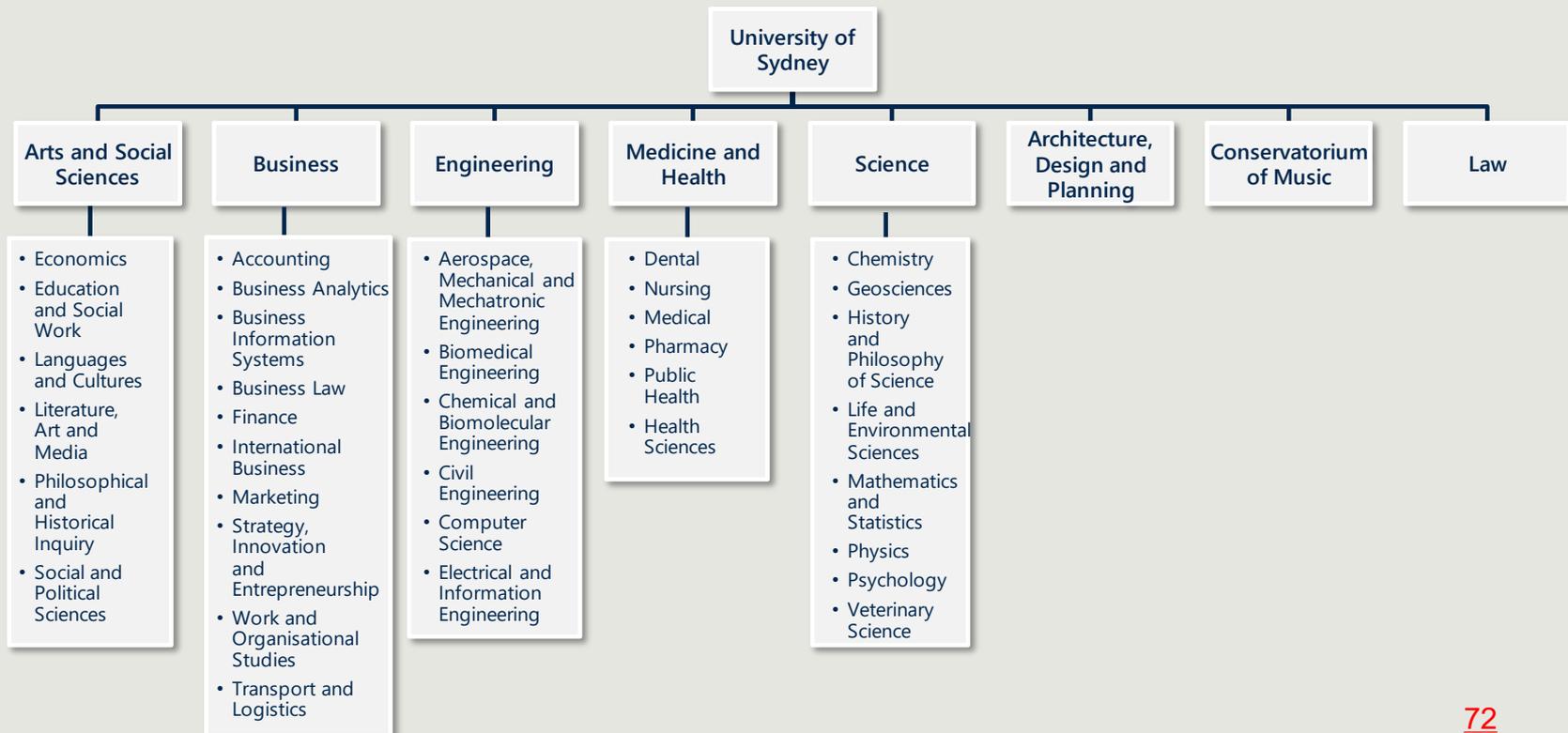
Research performance



PREVIOUS: SIXTEEN FACULTIES OR EQUIVALENT



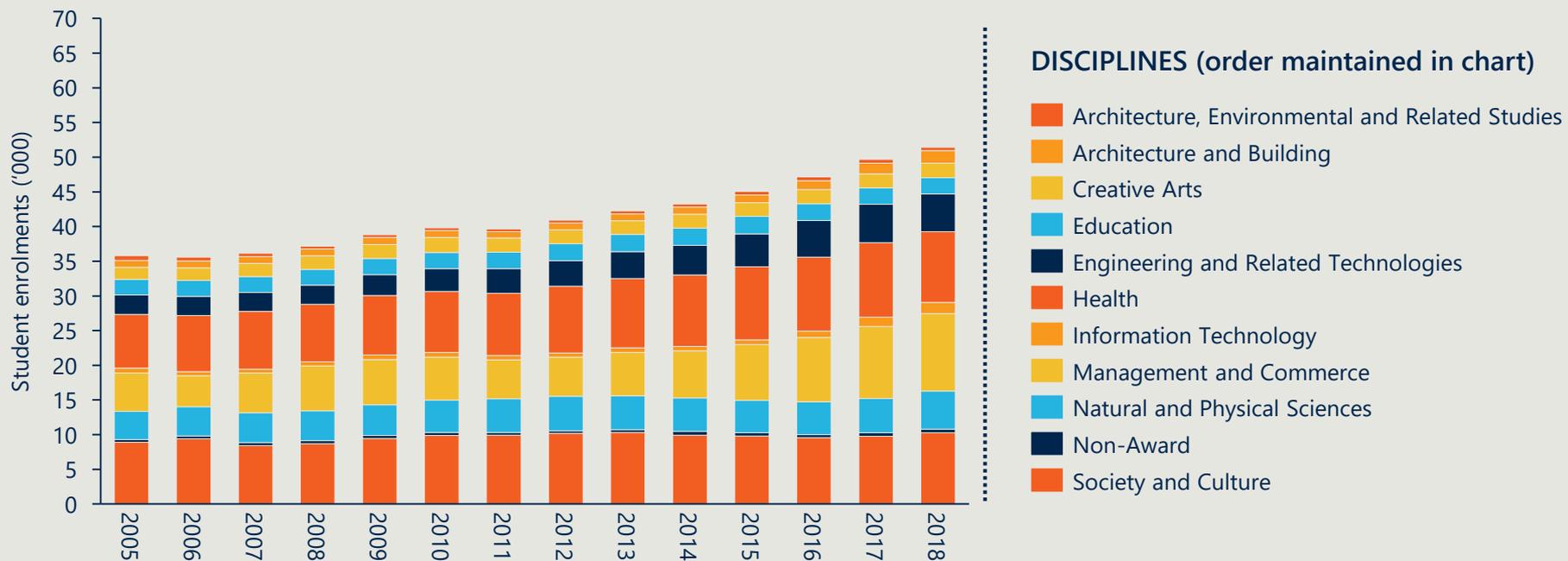
CURRENT: FIVE FACULTIES AND THREE SCHOOLS



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



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.

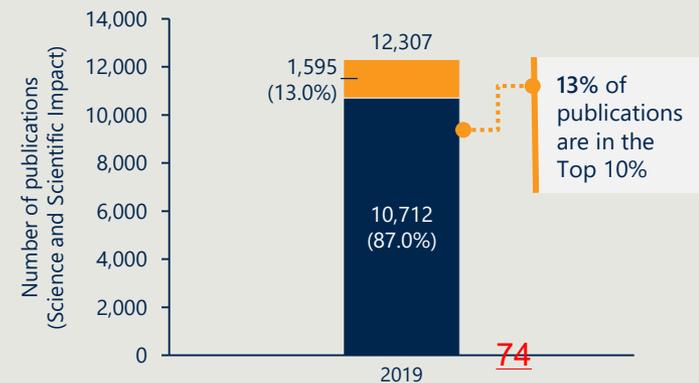
INSTITUTIONAL OVERVIEW

- Jurisdiction:** Australia
- Student number:** 46,647 EFTSL
- Income:** ~ \$2.4 billion (\$CAD)
- THE World University Ranking:** 32
- QS Ranking:** 38
- Research Performance (THE 2020):**
 - Research: 74.1
 - Citations: 89.8

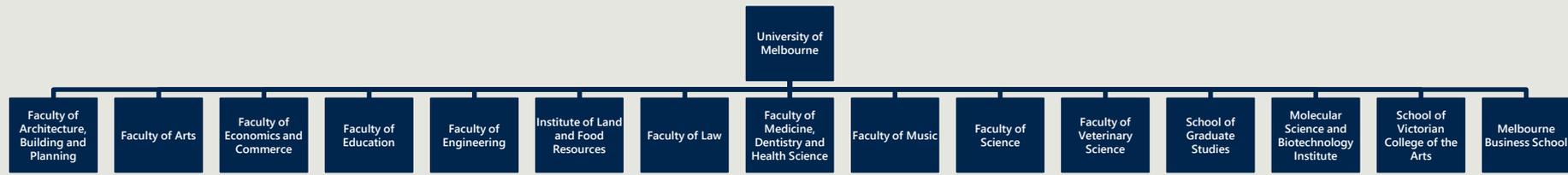
Revenue and research income 2008-2018 (\$CAD)



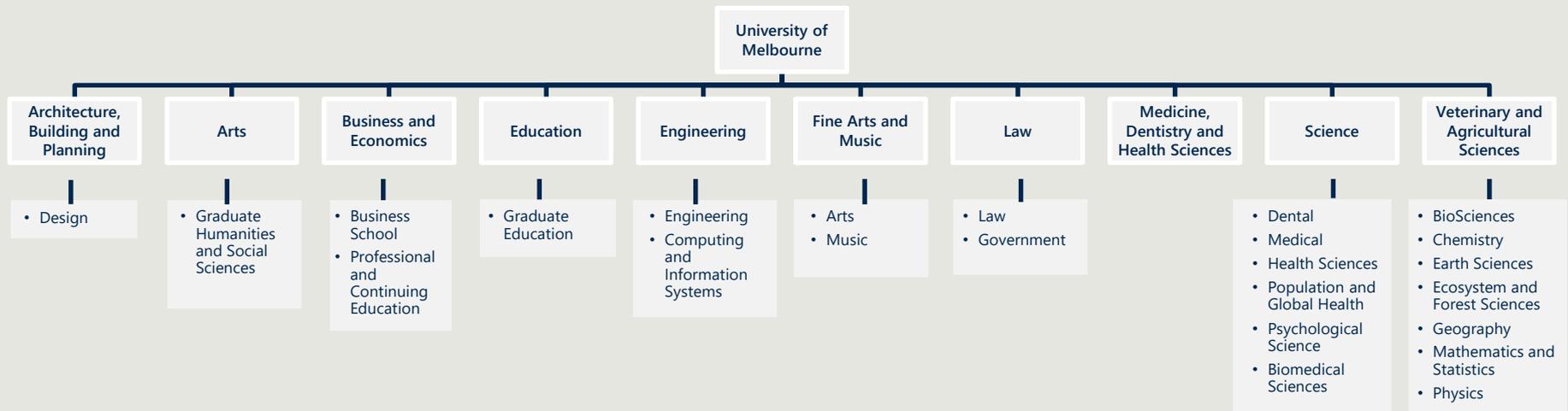
Research performance



PREVIOUS: 15 FACULTIES OR EQUIVALENT



CURRENT: SIX FACULTIES AND FOUR GRADUATE SCHOOLS



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.

INSTITUTIONAL OVERVIEW

Jurisdiction: Australia

Student number: 56,144 EFTSL

Income: ~ \$2.3 billion (\$CAD)

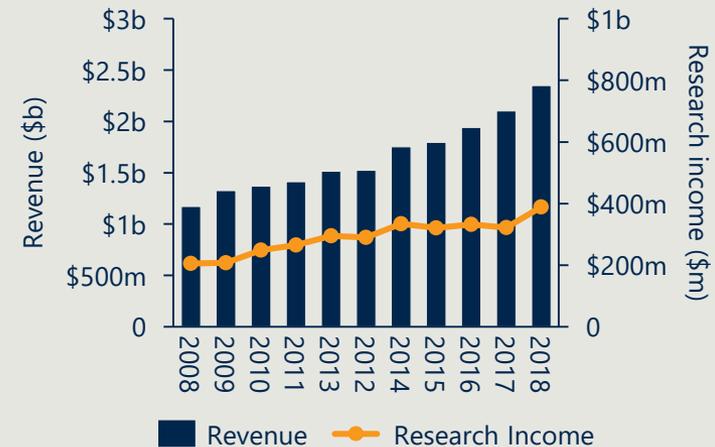
THE World University Ranking: 75

QS Ranking: 58

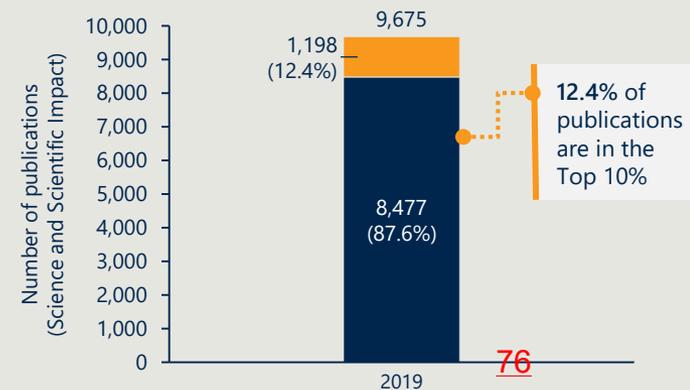
Research Performance (THE 2020):

- Research: 56.6
- Citations: 83.8

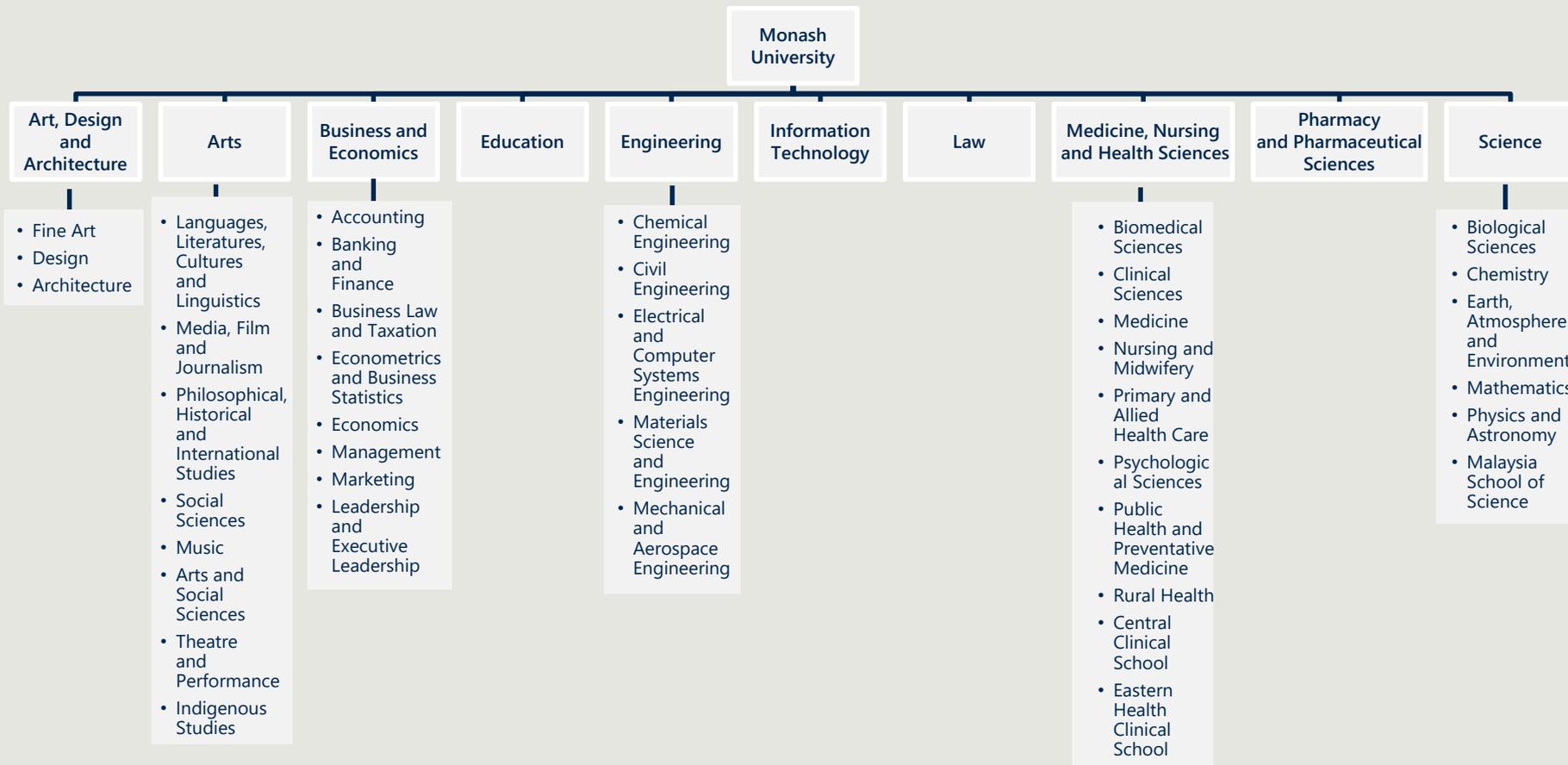
Revenue and research income 2008-2018 (\$CAD)



Research performance



TEN FACULTIES MAINTAINED THROUGH TRANSFORMATION



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.

INSTITUTIONAL OVERVIEW

Jurisdiction: Australia

Student number: 40,658 EFTSL

Income: ~ \$1.8 billion (\$CAD)

THE World University Ranking: 66

QS Ranking: 47

Research Performance (THE 2020):

- Research: 58.7
- Citations: 86.8

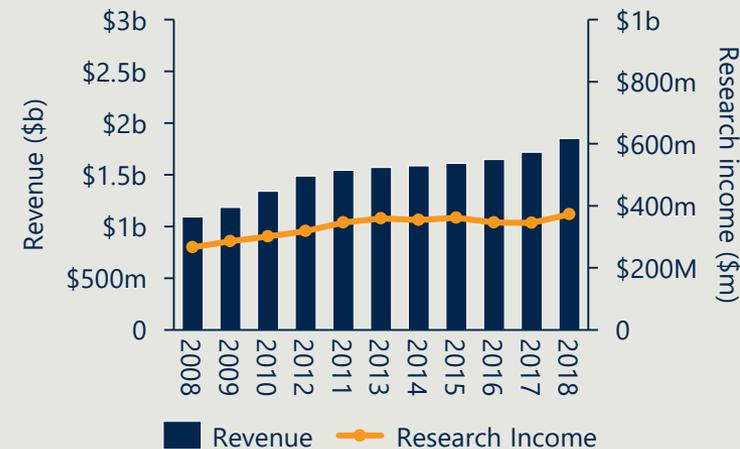
The University of Queensland (UQ) is a member of Australia's Group of Eight research-intensive universities and is ranked third in Australia based on the average of major global league tables. UQ has had a strong, positive trajectory over the last ten years – with steady increases in global rankings,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

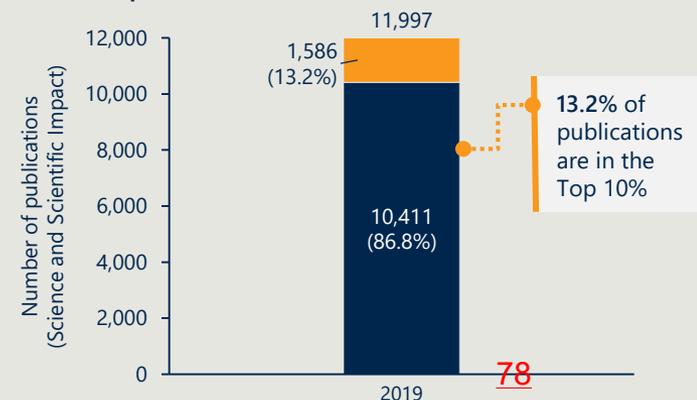
The larger scale of the new faculties intended to open up opportunities for staff, research and engagement and increase collaboration. Key benefits included:

- 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.

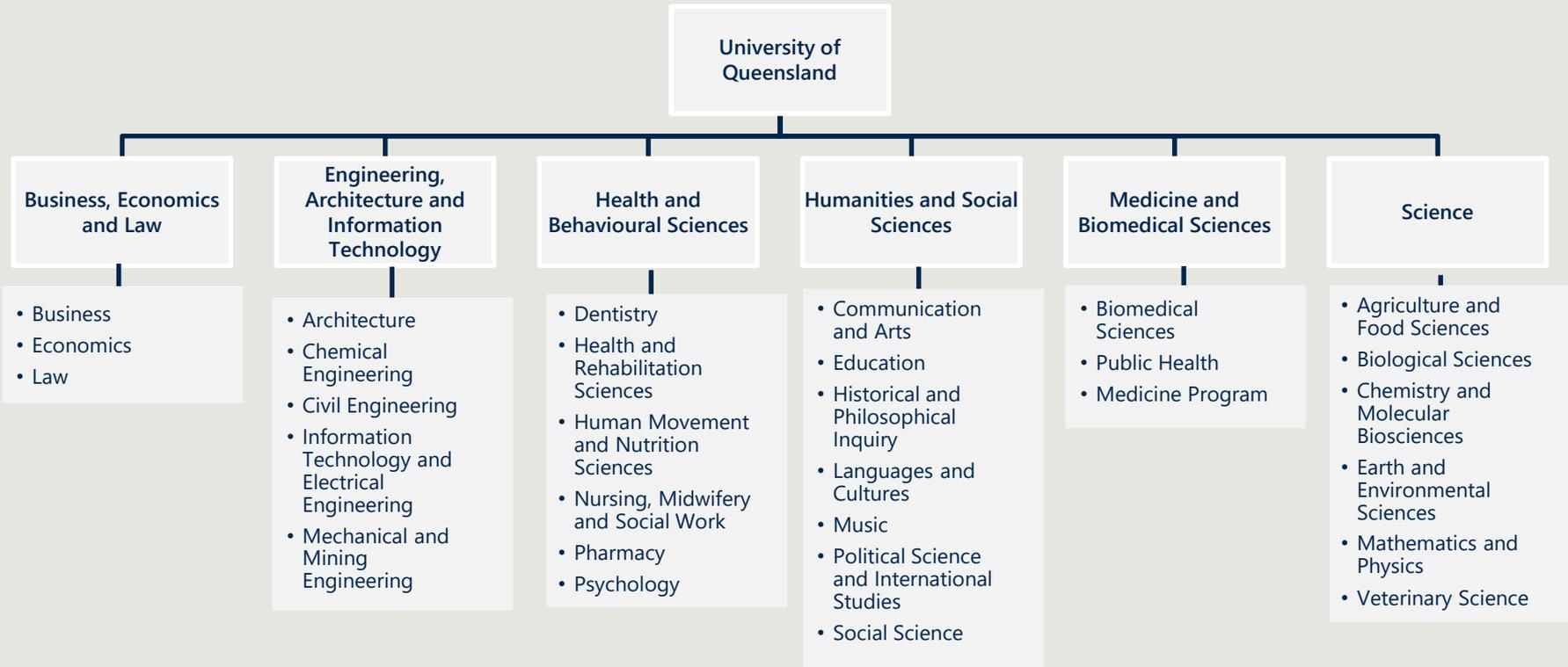
Revenue and research income 2008-2018 (\$CAD)



Research performance



SIX FACULTIES



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

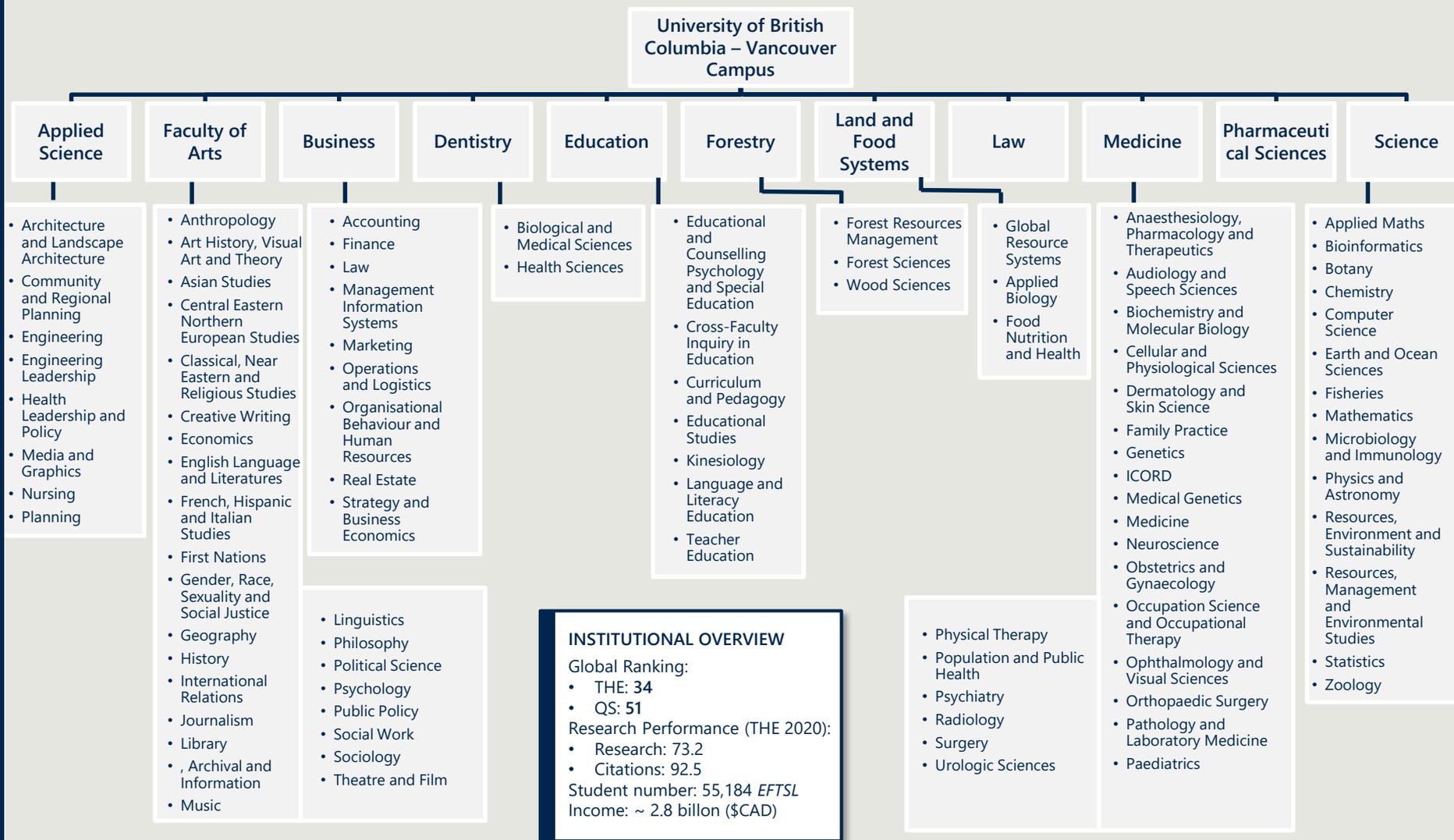
UK:

- KING'S COLLEGE LONDON

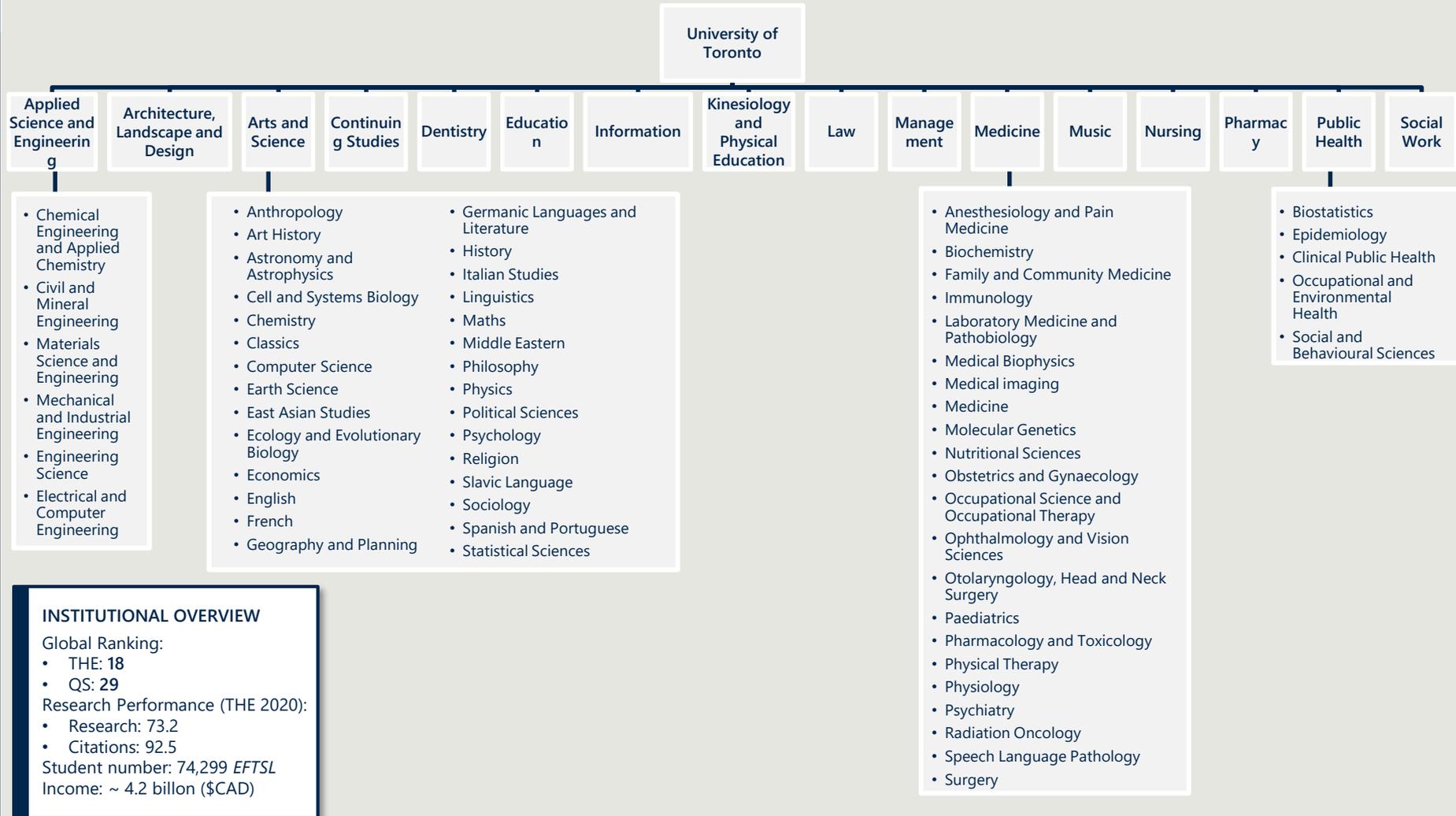
AUSTRALIA:

- UNIVERSITY OF SOUTH AUSTRALIA
- UNIVERSITY OF WESTERN AUSTRALIA
- UNIVERSITY OF NEW SOUTH WALES

UNIVERSITY OF BRITISH COLUMBIA – VANCOUVER CAMPUS



UNIVERSITY OF TORONTO



INSTITUTIONAL OVERVIEW

Global Ranking:

- THE: 18
- QS: 29

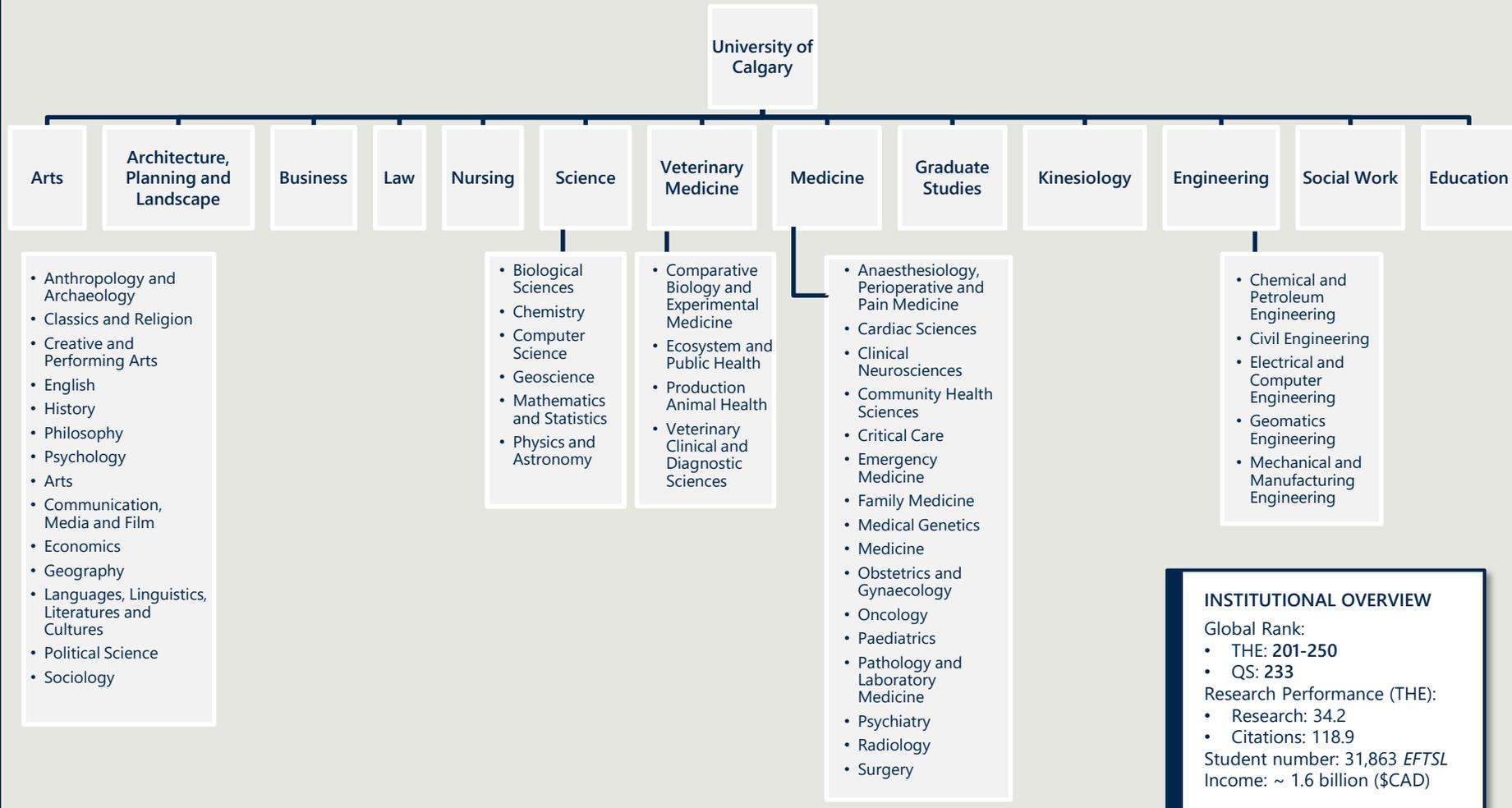
Research Performance (THE 2020):

- Research: 73.2
- Citations: 92.5

Student number: 74,299 *EFTSL*

Income: ~ 4.2 billion (\$CAD)

UNIVERSITY OF CALGARY



INSTITUTIONAL OVERVIEW

Global Rank:

- THE: 201-250
- QS: 233

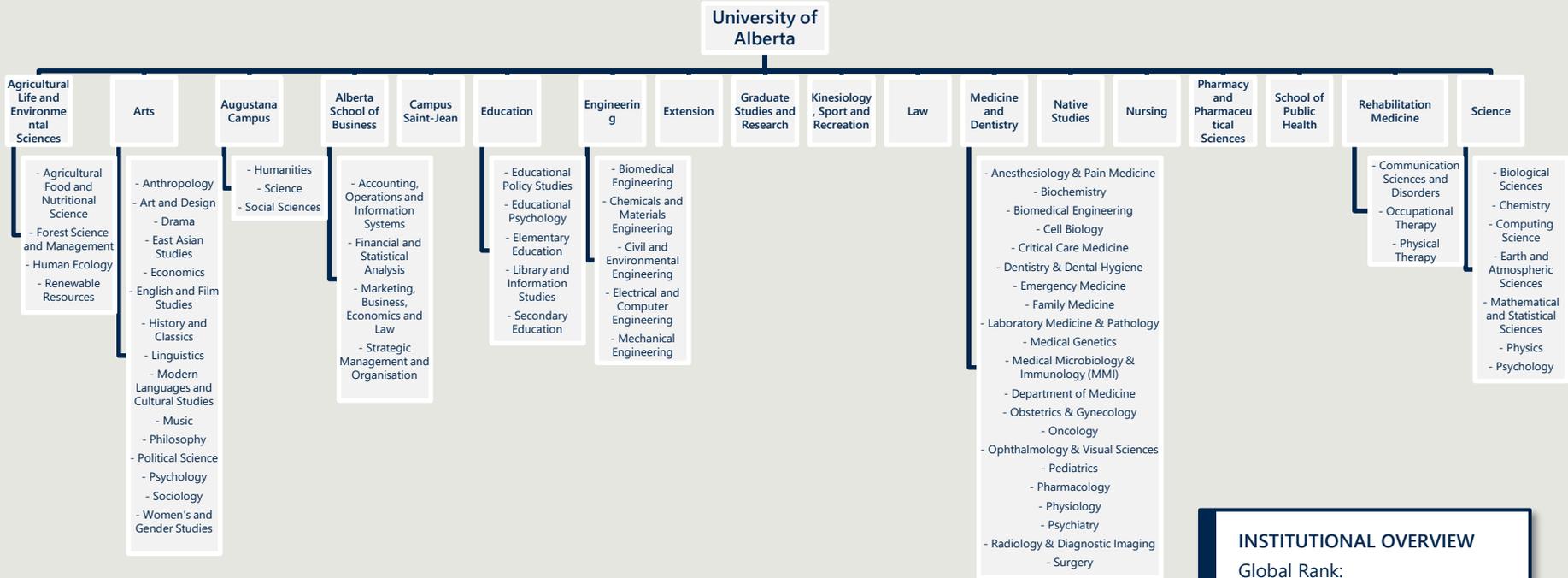
Research Performance (THE):

- Research: 34.2
- Citations: 118.9

Student number: 31,863 *EFTSL*

Income: ~ 1.6 billion (\$CAD)

UNIVERSITY OF ALBERTA



INSTITUTIONAL OVERVIEW

Global Rank:

- THE: 136
- QS: 113

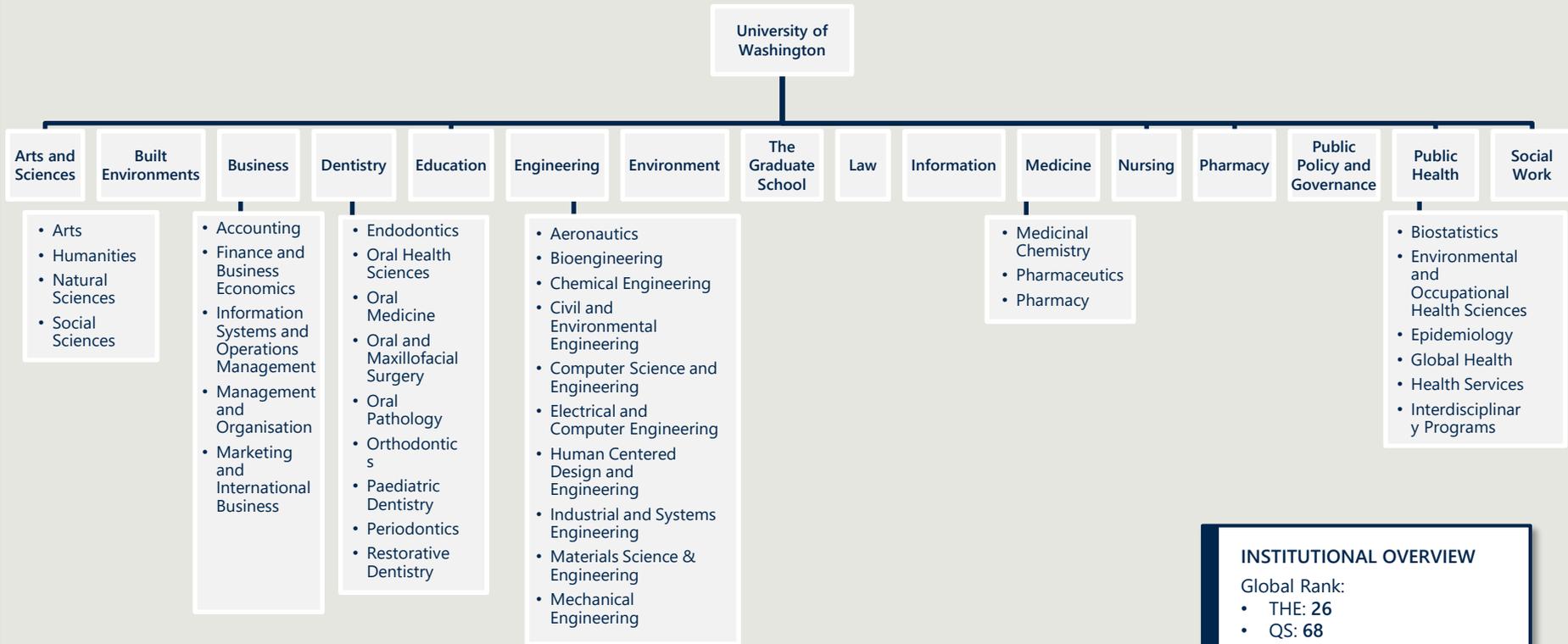
Research Performance (THE):

- Research: 48.8
- Citations: 70.3

Student number: 32,863 *EFTSL*

Income: ~ 2 billion (\$CAD)

UNIVERSITY OF WASHINGTON



INSTITUTIONAL OVERVIEW

Global Rank:

- THE: 26
- QS: 68

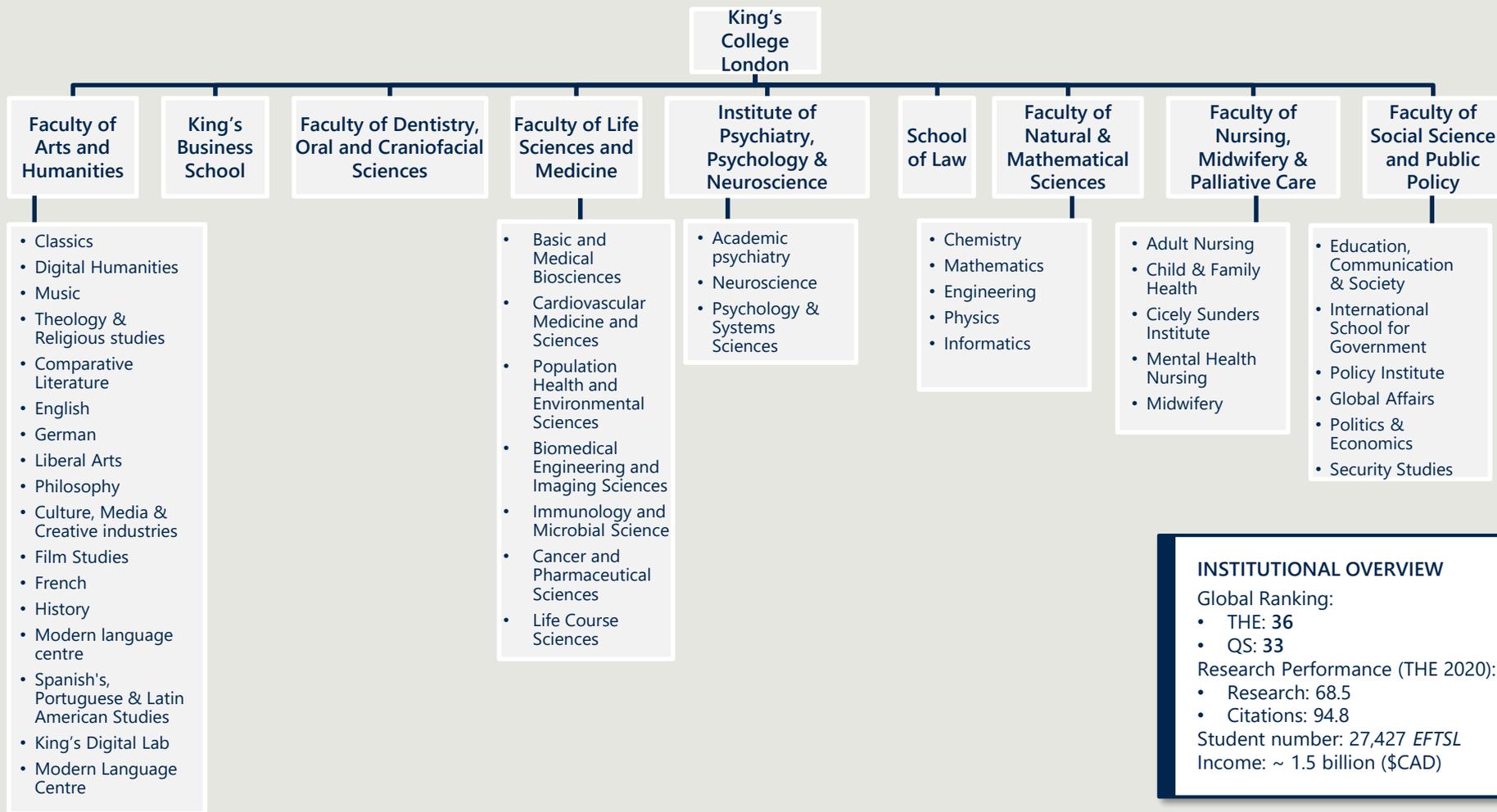
Research Performance (THE):

- Research: 82.2
- Citations: 98.6

Student number: 42,062 *EFTSL*

Income: ~ 6.7 billion (\$CAD)

KING'S COLLEGE LONDON



INSTITUTIONAL OVERVIEW

Global Ranking:

- THE: 36
- QS: 33

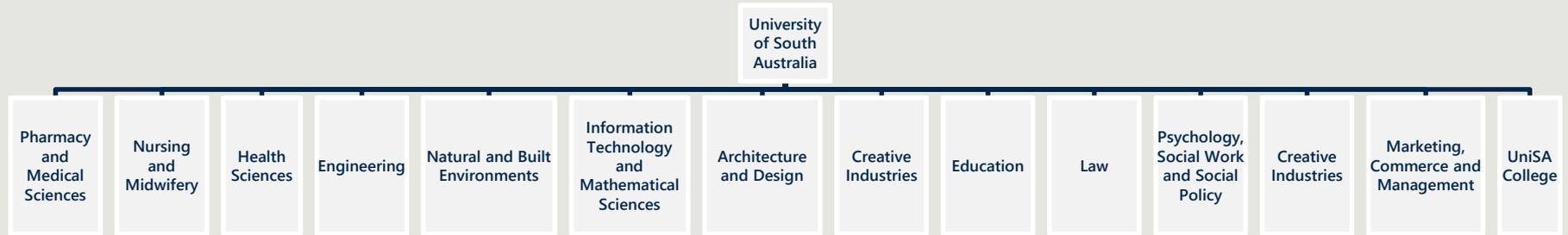
Research Performance (THE 2020):

- Research: 68.5
- Citations: 94.8

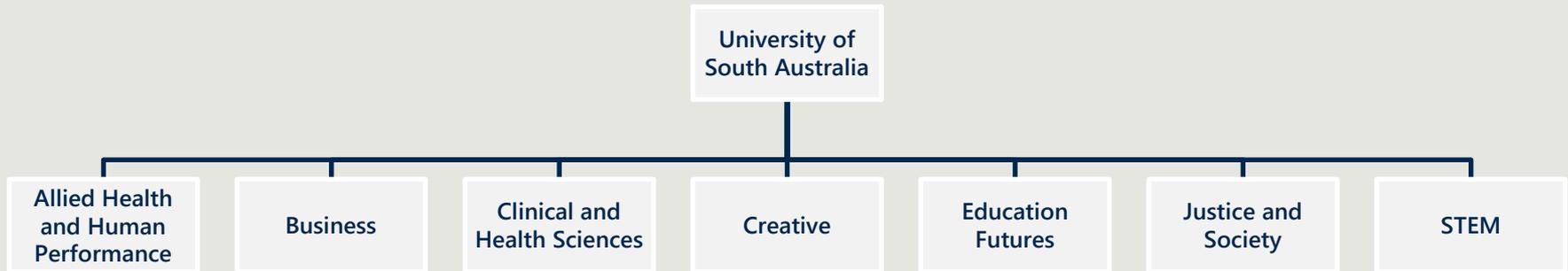
Student number: 27,427 *EFTSL*

Income: ~ 1.5 billion (\$CAD)

PREVIOUS STRUCTURE: UNIVERSITY OF SOUTH AUSTRALIA



CURRENT STRUCTURE: UNIVERSITY OF SOUTH AUSTRALIA



INSTITUTIONAL OVERVIEW

Global Ranking:

- THE: 251-300
- QS: 274

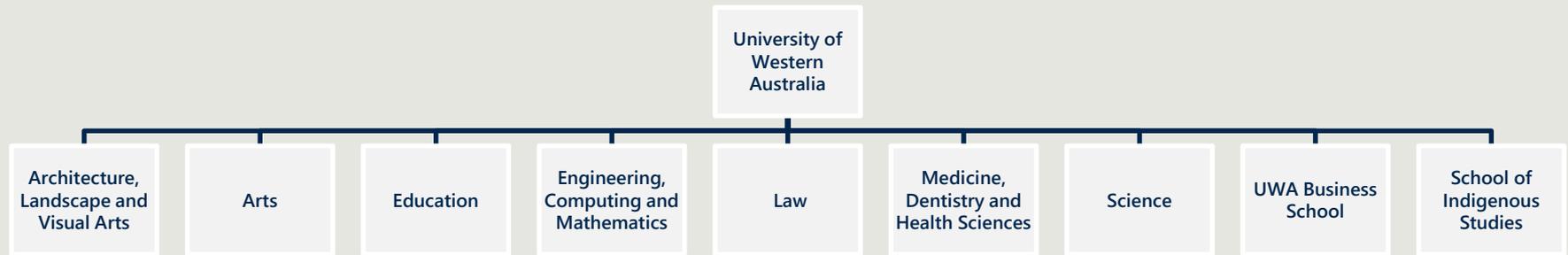
Research Performance (THE 2020):

- Research: 39.4
- Citations: 65.8

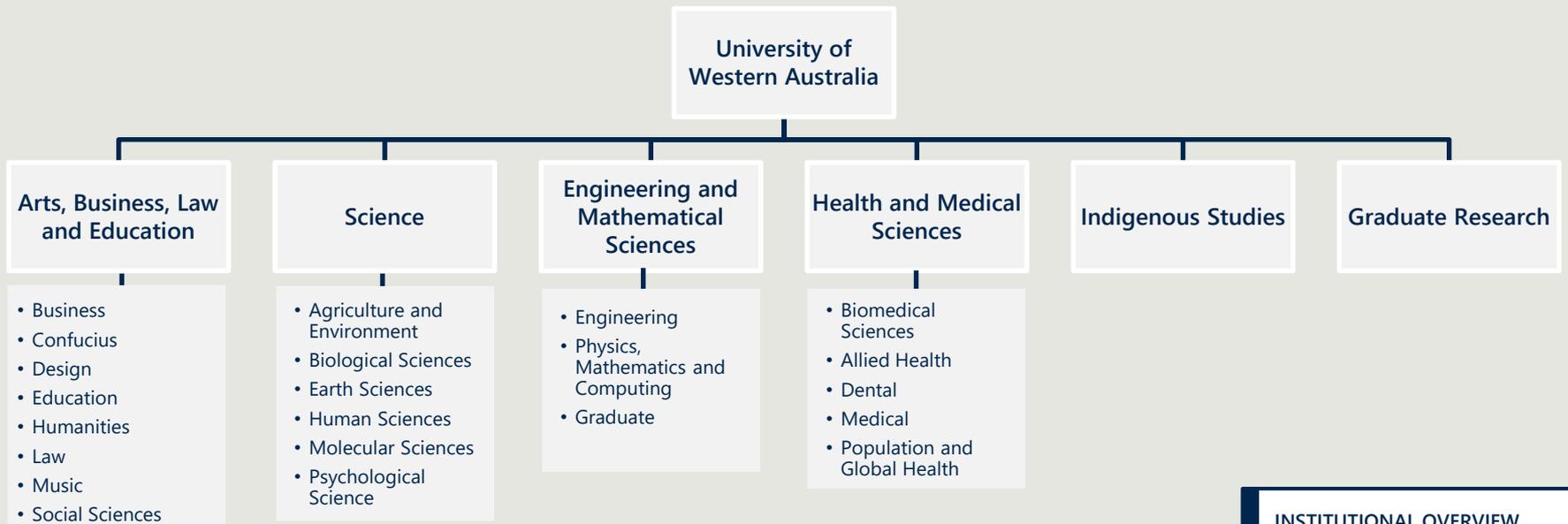
Student number: 18,386 *EFTSL*

Income: ~ 592 million (\$CAD)

PREVIOUS STRUCTURE: UNIVERSITY OF WESTERN AUSTRALIA



CURRENT STRUCTURE: UNIVERSITY OF WESTERN AUSTRALIA



INSTITUTIONAL OVERVIEW

Global Ranking:

- THE: 131
- QS: 86

Research Performance (THE 2020):

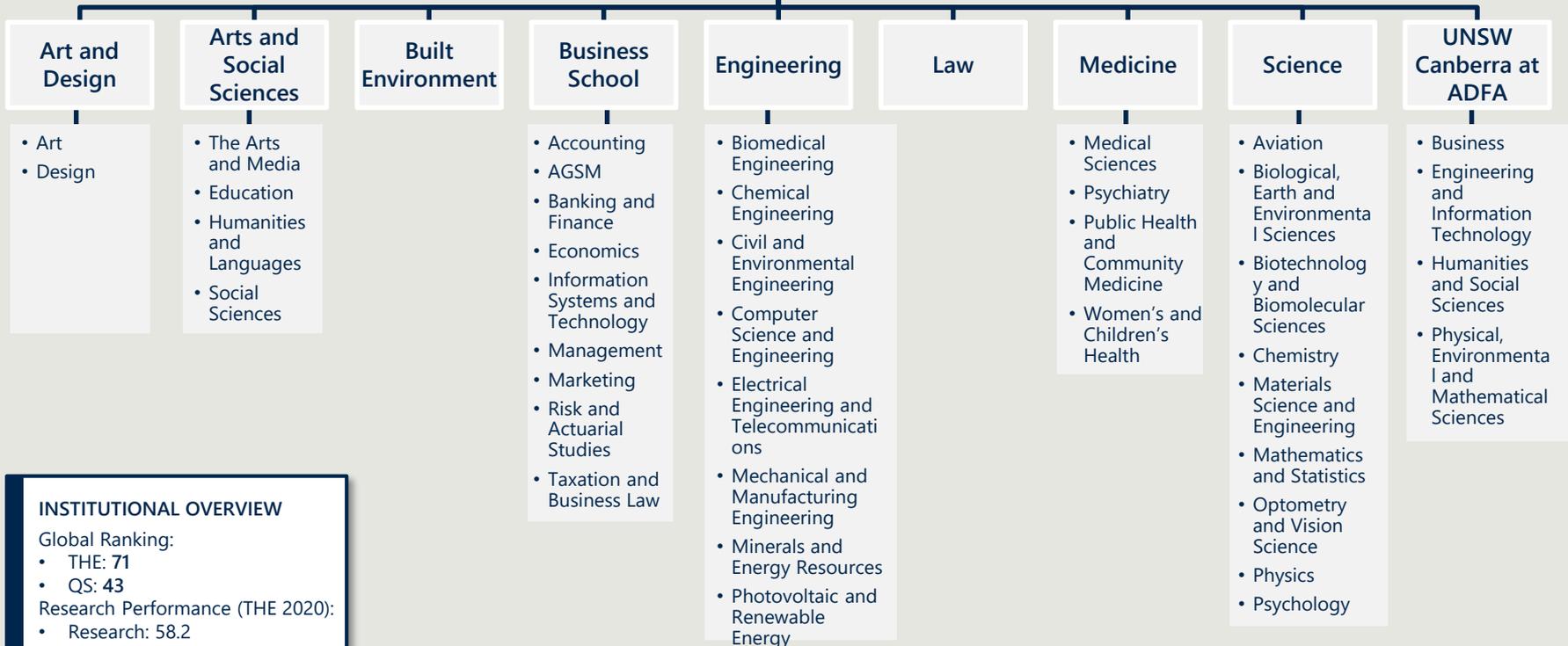
- Research: 43.9
- Citations: 91

Student number: 18,460 *EFTSL*

Income: ~ 844 million (\$CAD)

UNIVERSITY OF NEW SOUTH WALES

University of New South Wales



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.

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

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

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

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

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

Responses to questions following report submission

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

Major restructures require watertight strategic logic, facts and clear intention

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

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

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

Universities can successfully transform, even with opposition

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

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

Responses to questions following report submission

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

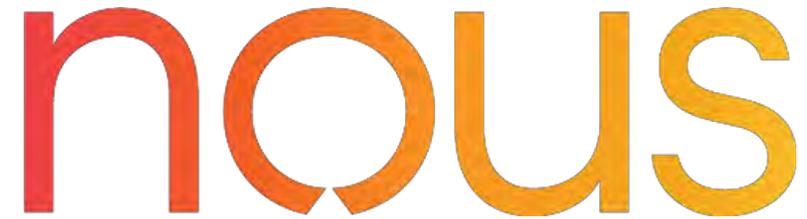
The need to change faculty evaluation structures in the case studies we provided is not something that was raised. This is in part because most universities we have worked with undertake a standardized approach across all faculties to evaluation.

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

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

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

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



About Nous

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

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

400

PEOPLE

20

YEARS

10

LOCATIONS

OVERVIEW OF PRELIMINARY SCENARIOS CONSIDERED BY THE ARWG



Faculty Consolidation Scenarios

ARWG Sept. 15, 2020

Scenarios of Faculty Consolidation

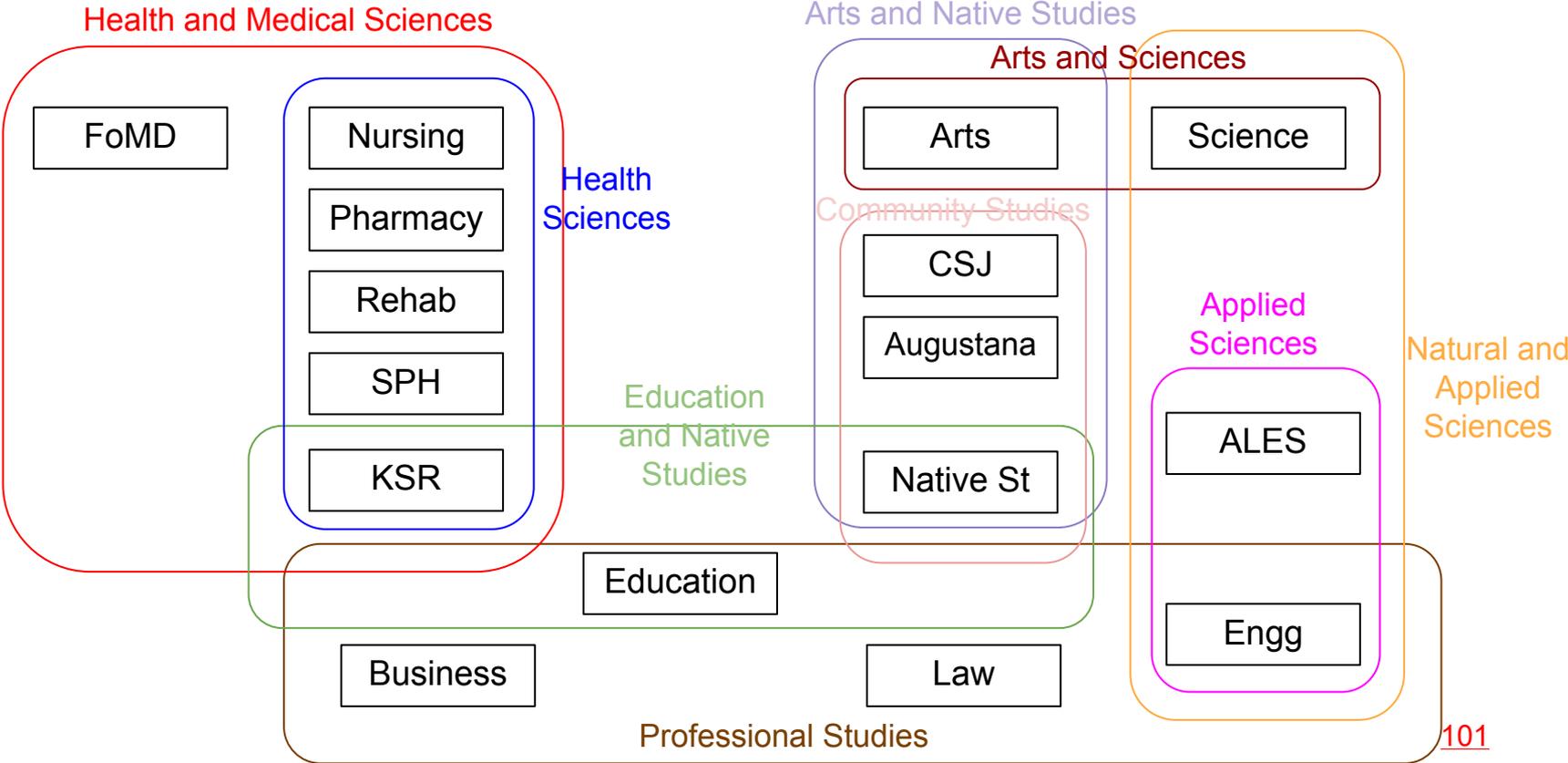
These next slides contain possible scenarios of faculty consolidation to stimulate discussion and surface challenges. A spectrum of consolidation is presented.

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

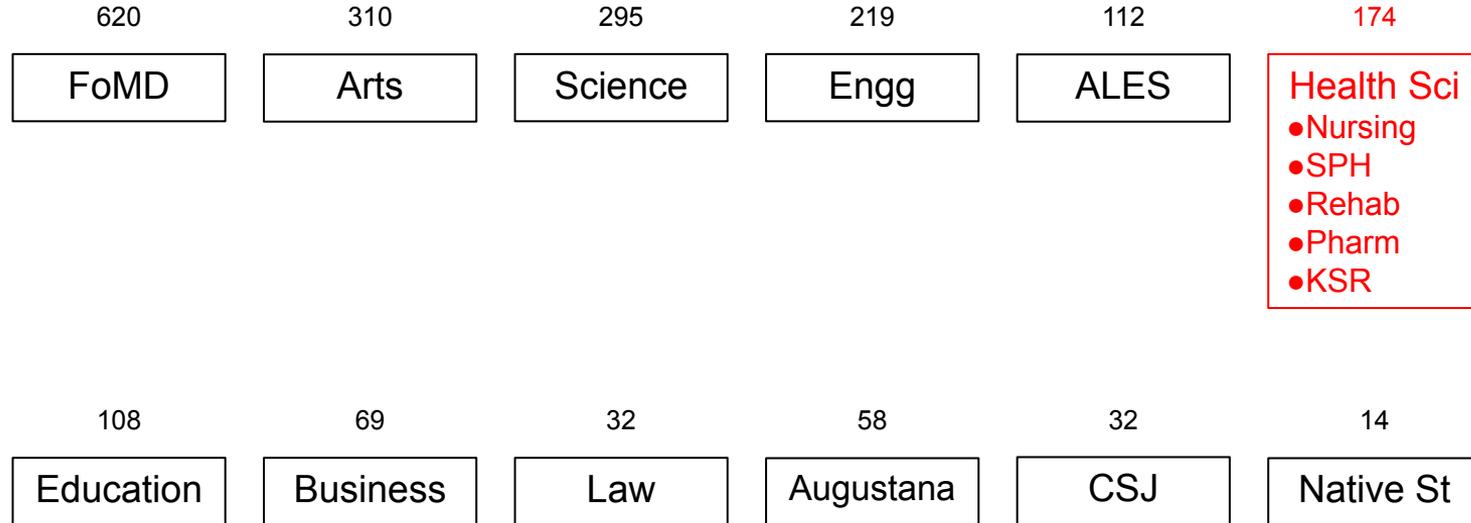


Current State: 16 Faculties (excl. FGSR, Extension)

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

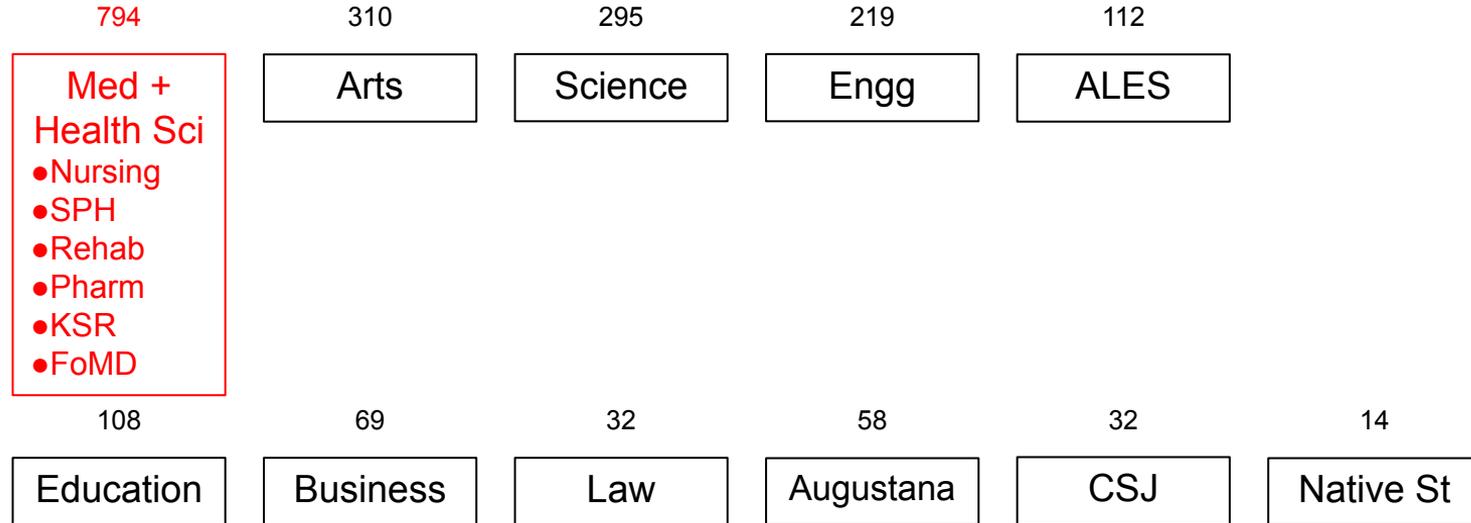
Values indicated are number of faculty members

Scenario 1a: Health Sciences



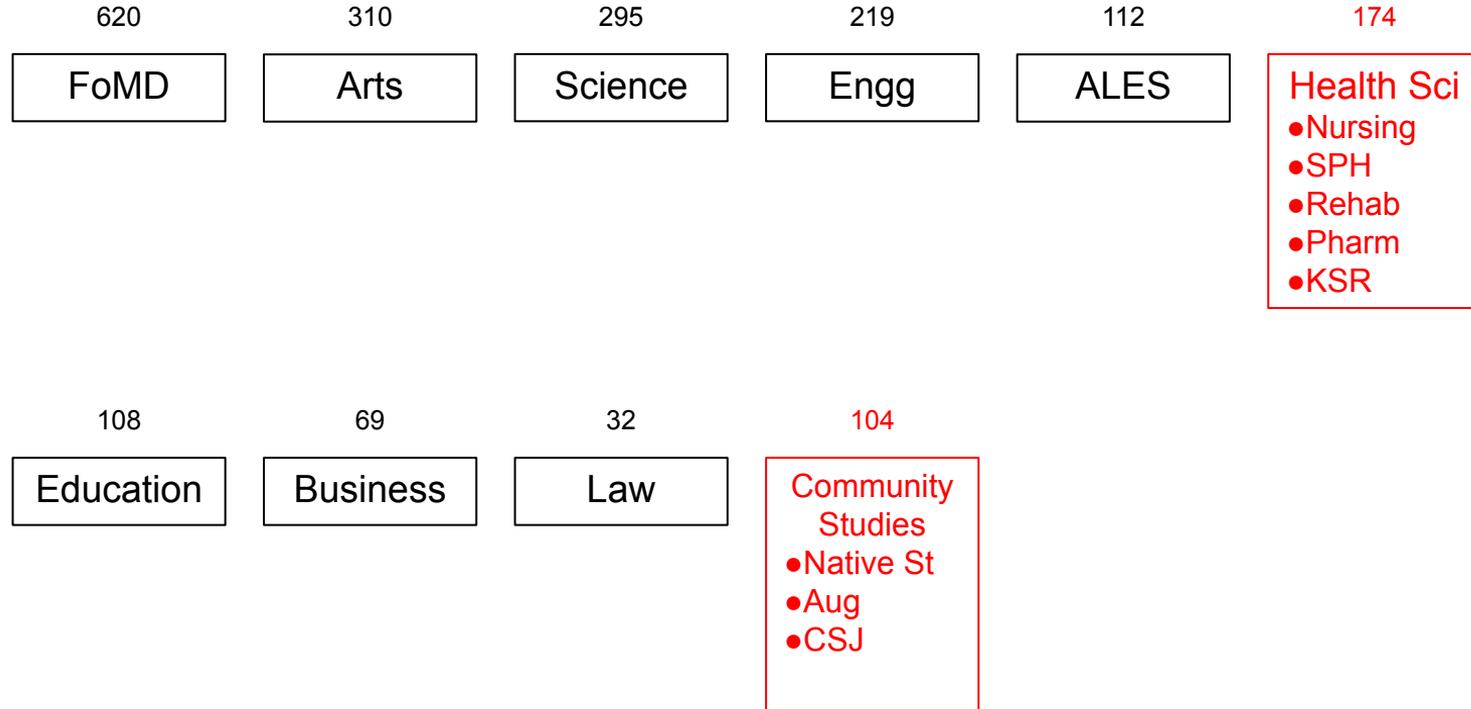
Bullets indicate a School embedded in the Faculty

Scenario 1b: Health and Medical Sciences

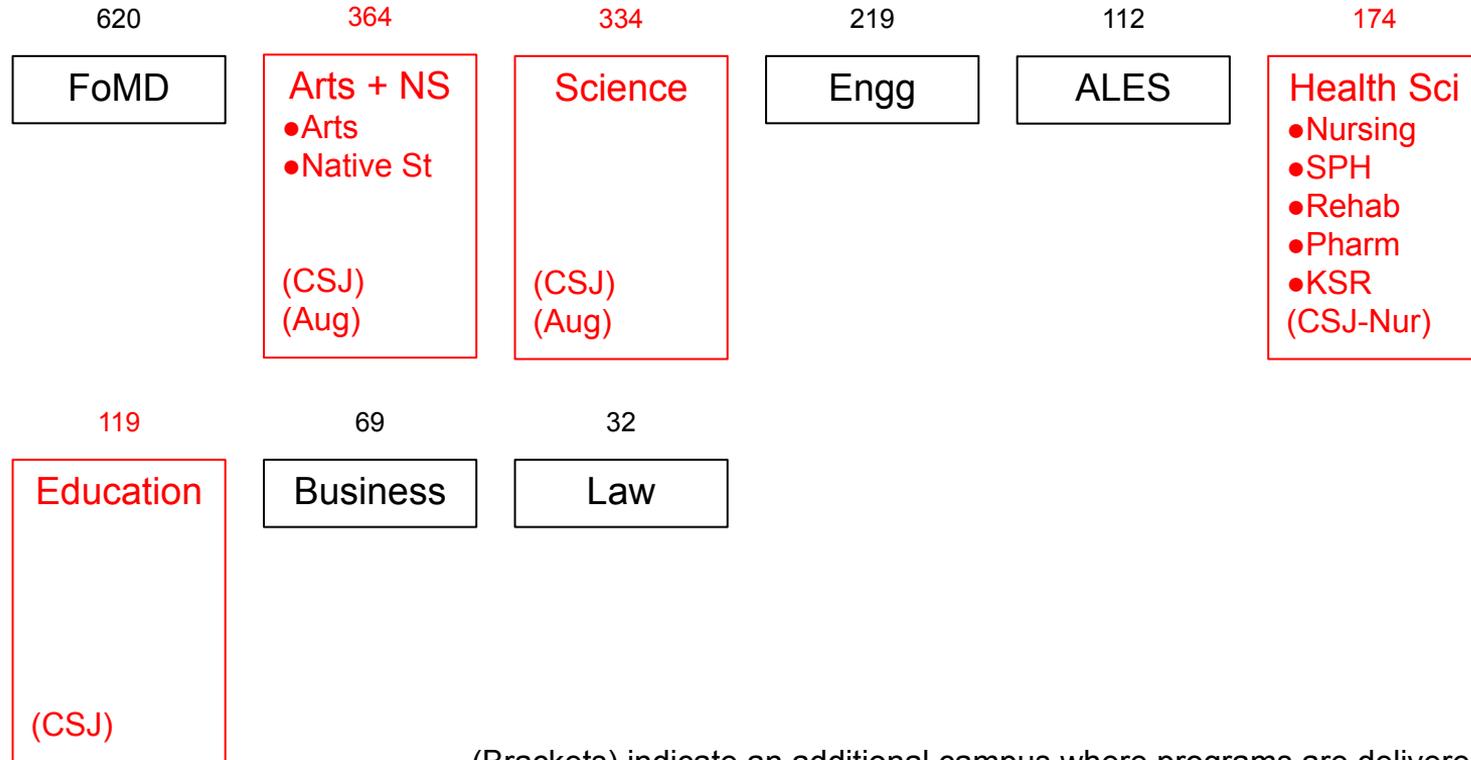


Bullets indicate a School embedded in the Faculty

Scenario 2a: CSJ, Augustana, FNS Combined

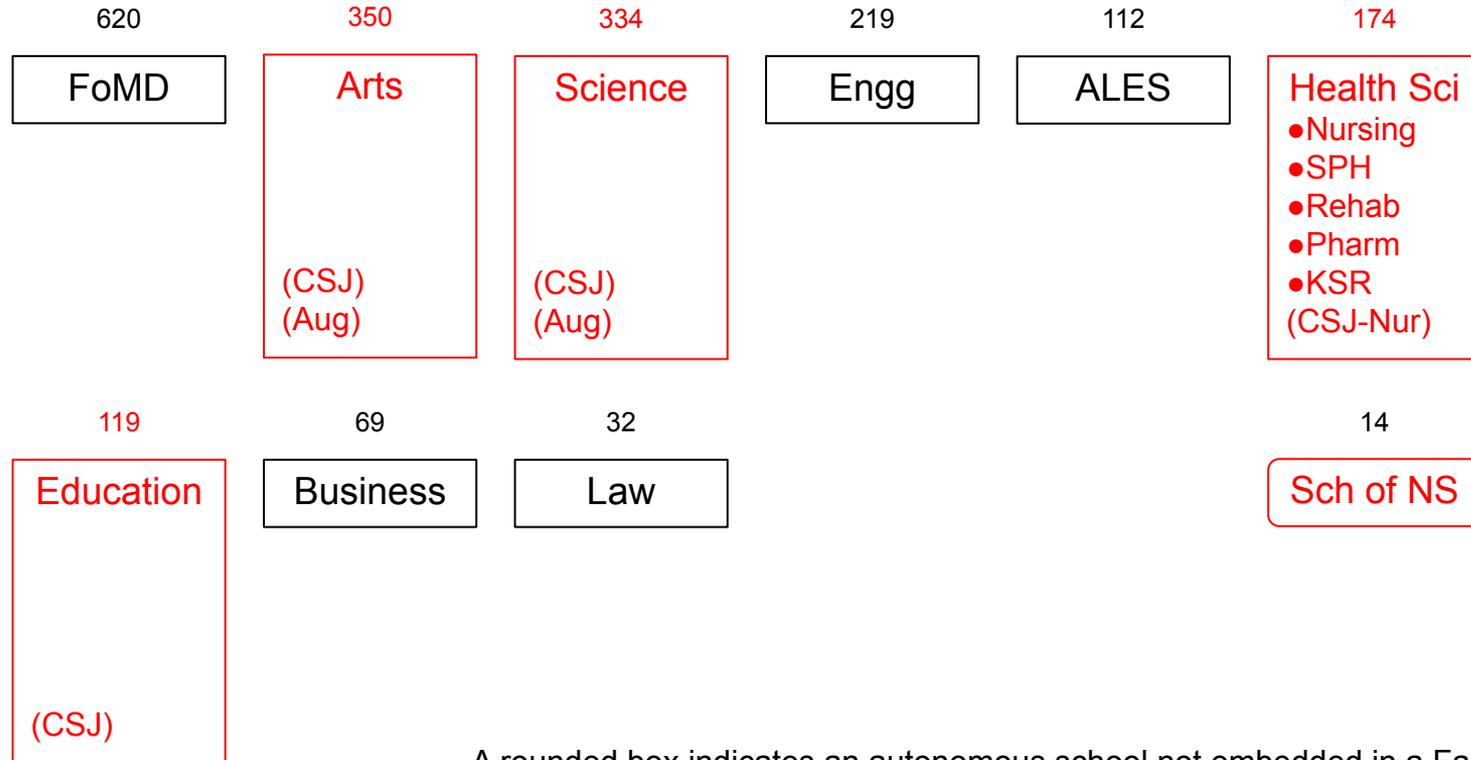


Scenario 2b: CSJ, Augustana as Campuses only



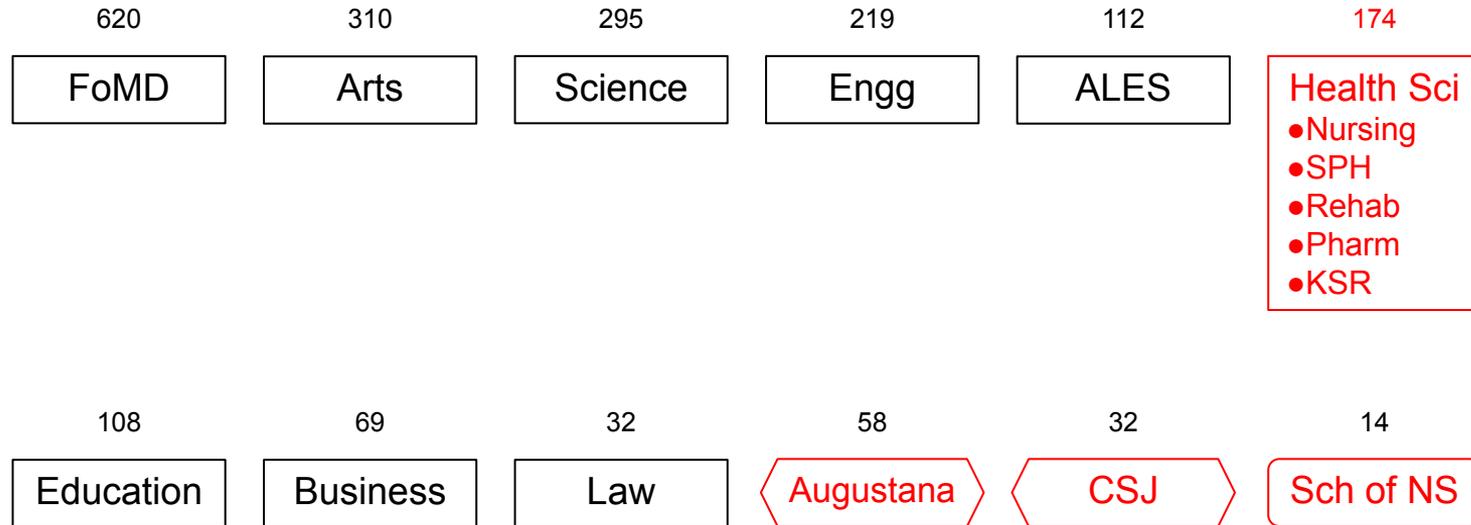
(Brackets) indicate an additional campus where programs are delivered 106

Scenario 2c: FNS as USchool



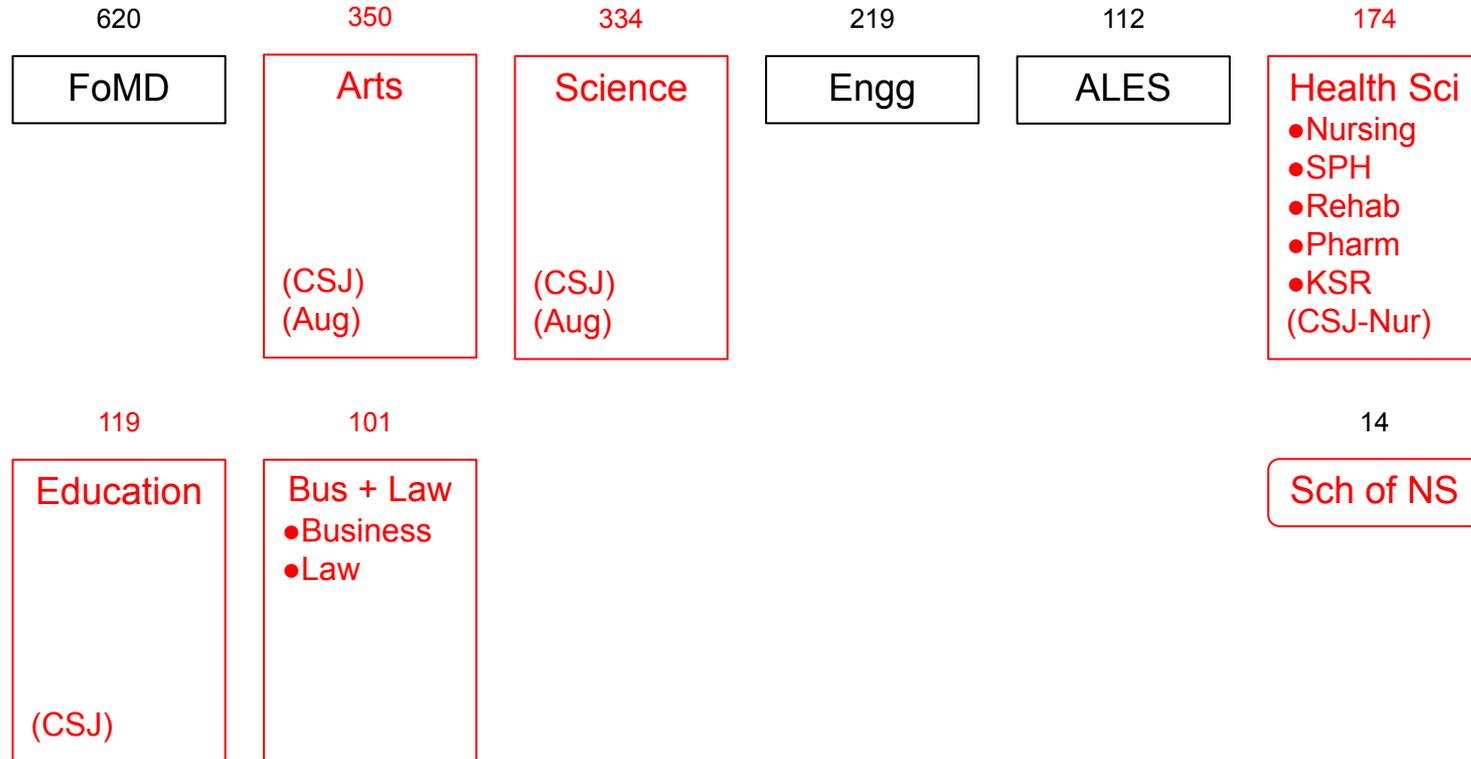
A rounded box indicates an autonomous school not embedded in a Faculty

Scenario 2d: CSJ, Augustana as Affiliated Colleges

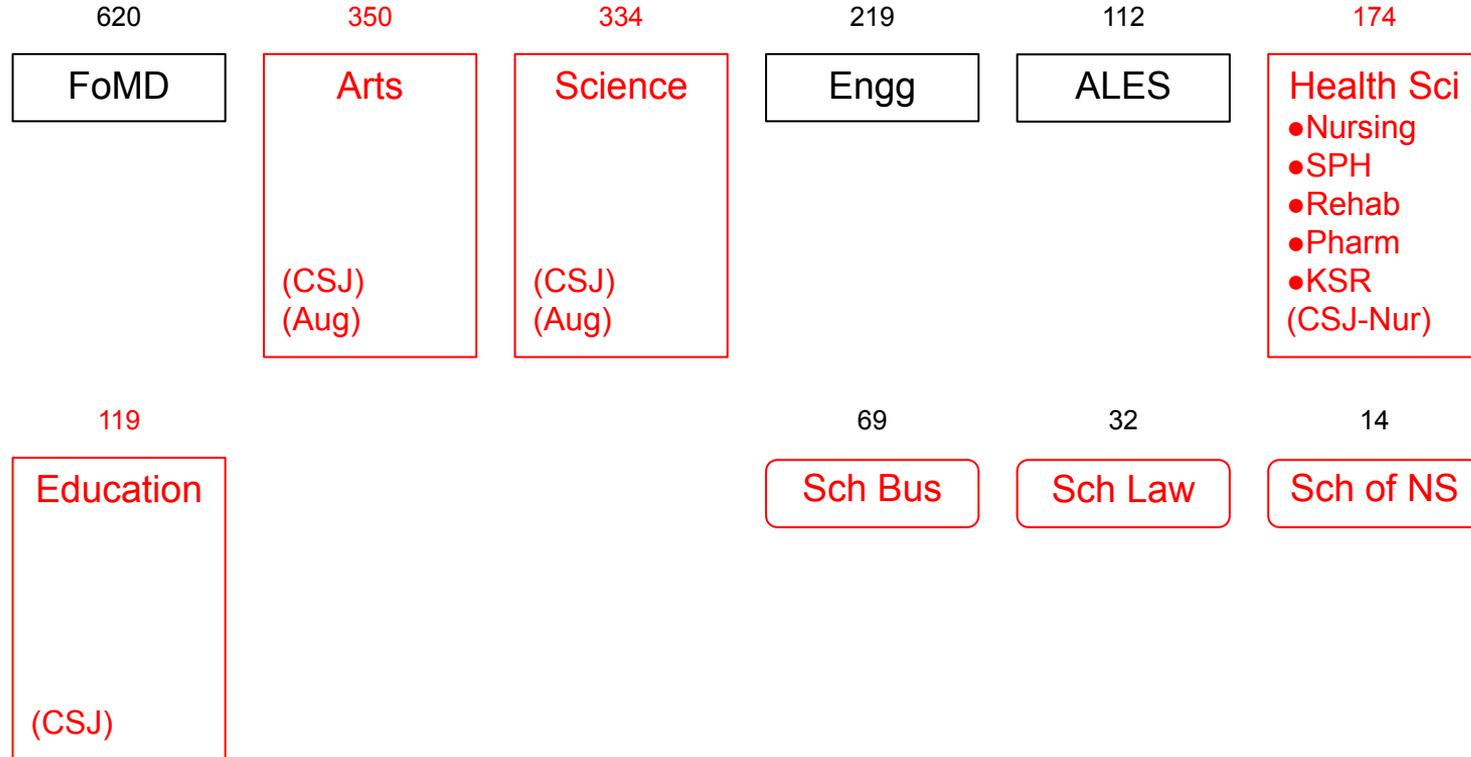


A hexagonal box indicates an affiliated college

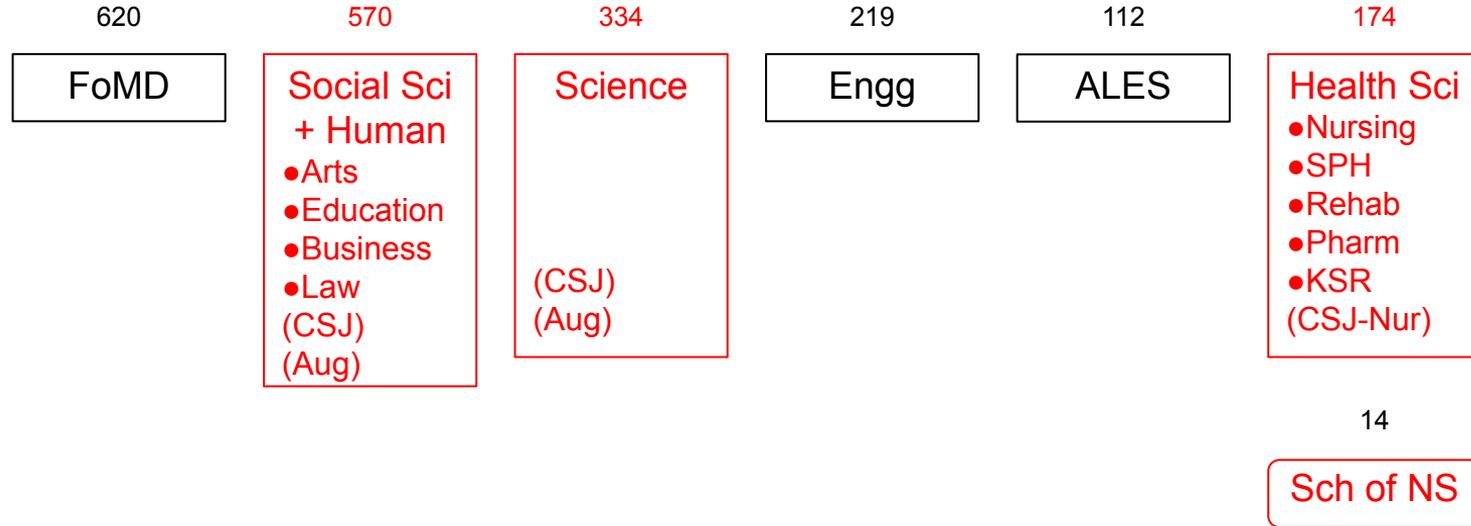
Scenario 3a: Business, Law Combined



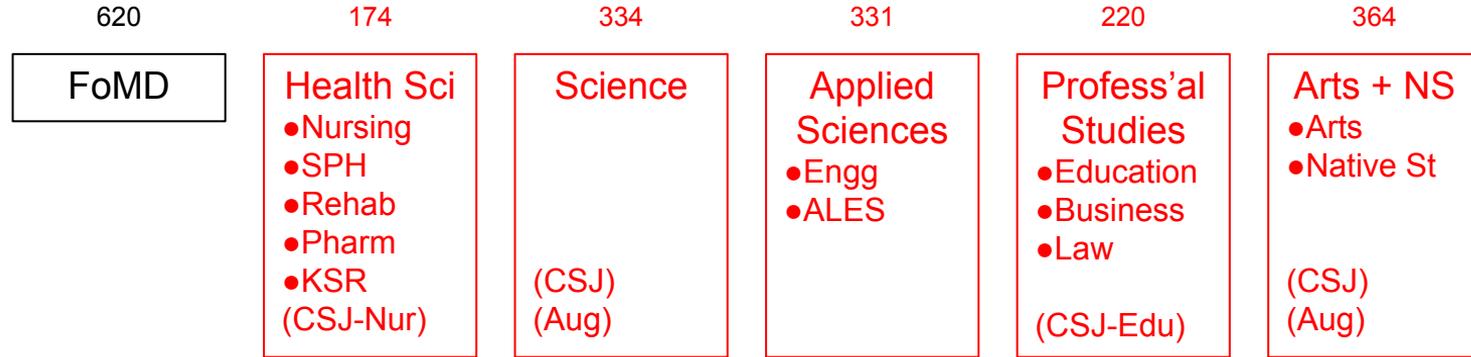
Scenario 3b: Business, Law as USchools



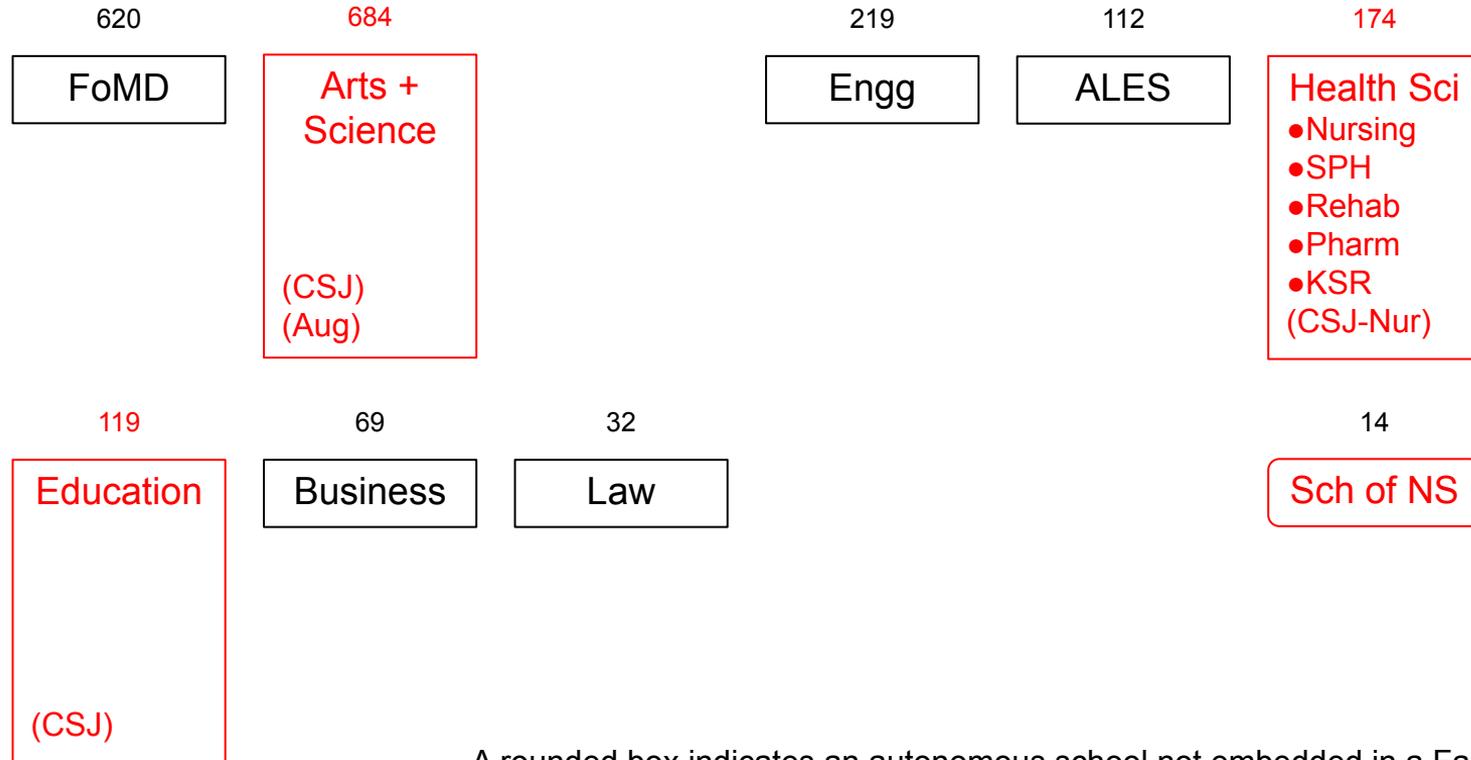
Scenario 3c: SSHRC Alignment



Scenario 4a: Applied Sciences, Professional Studies



Scenario 4b: Arts and Sciences



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

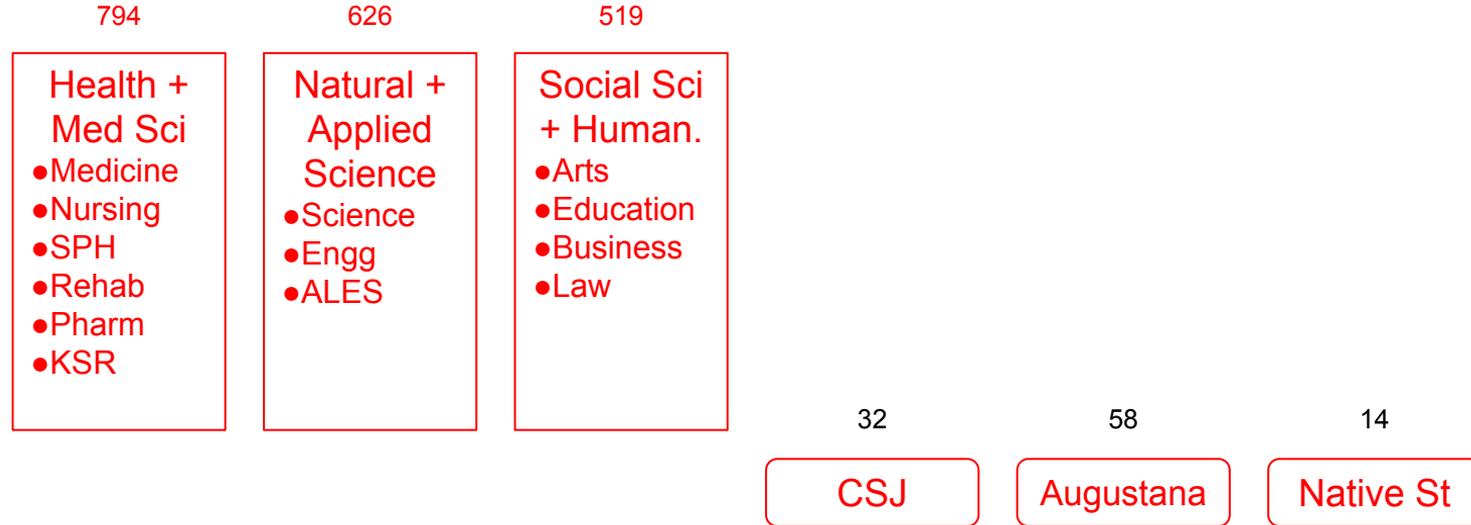
- Science
 - Engg
 - ALES
- (CSJ)
(Aug)

578

Social Sci + Human

- Arts
 - Education
 - Business
 - Law
 - Native St
- (CSJ)
(Aug)

Scenario 5b: Tri Agency Faculties with USchools



Scenario 5c: Tri Agency Alignment with FSchools

794

Health +
Med Sci

- Medicine
- Nursing
- SPH
- Rehab
- Pharm
- KSR

626

Natural +
Applied
Science

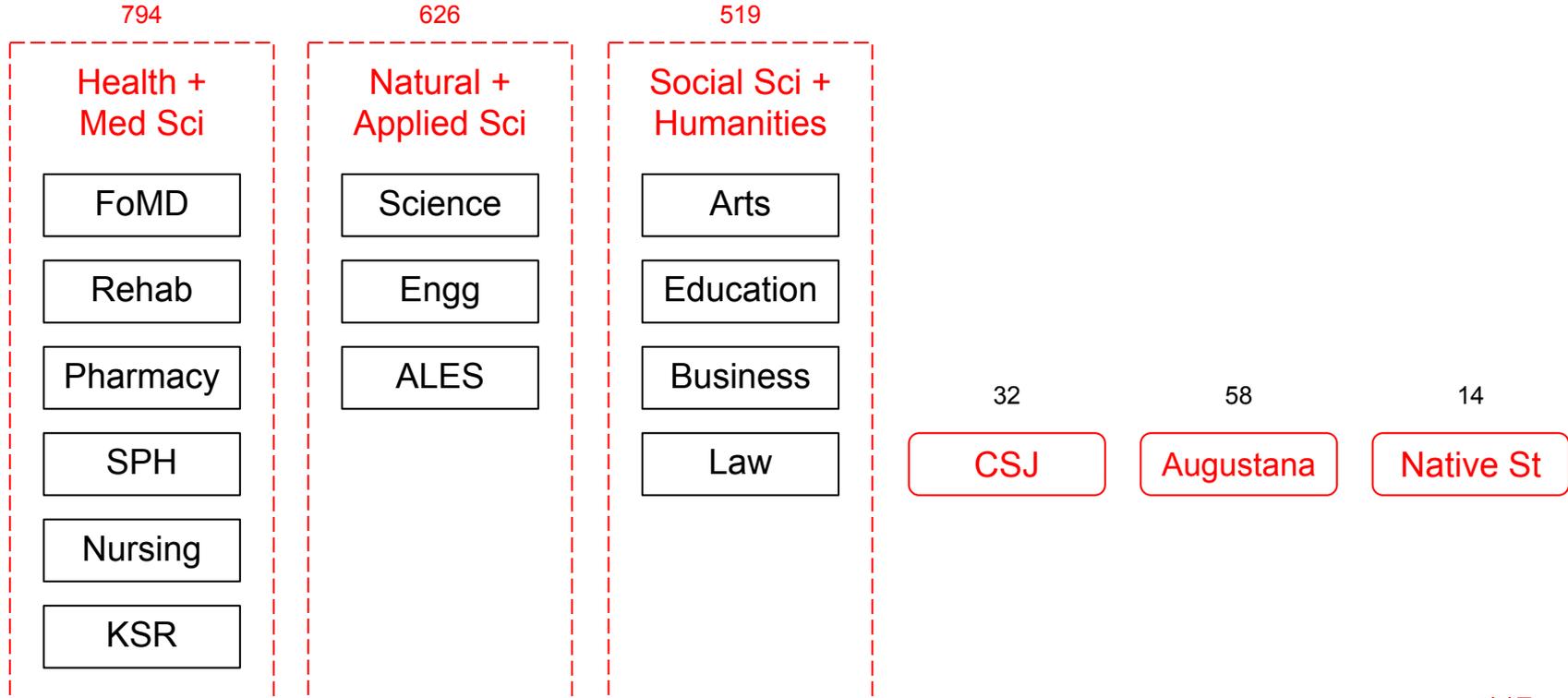
- Science
- Engg
- ALES

623

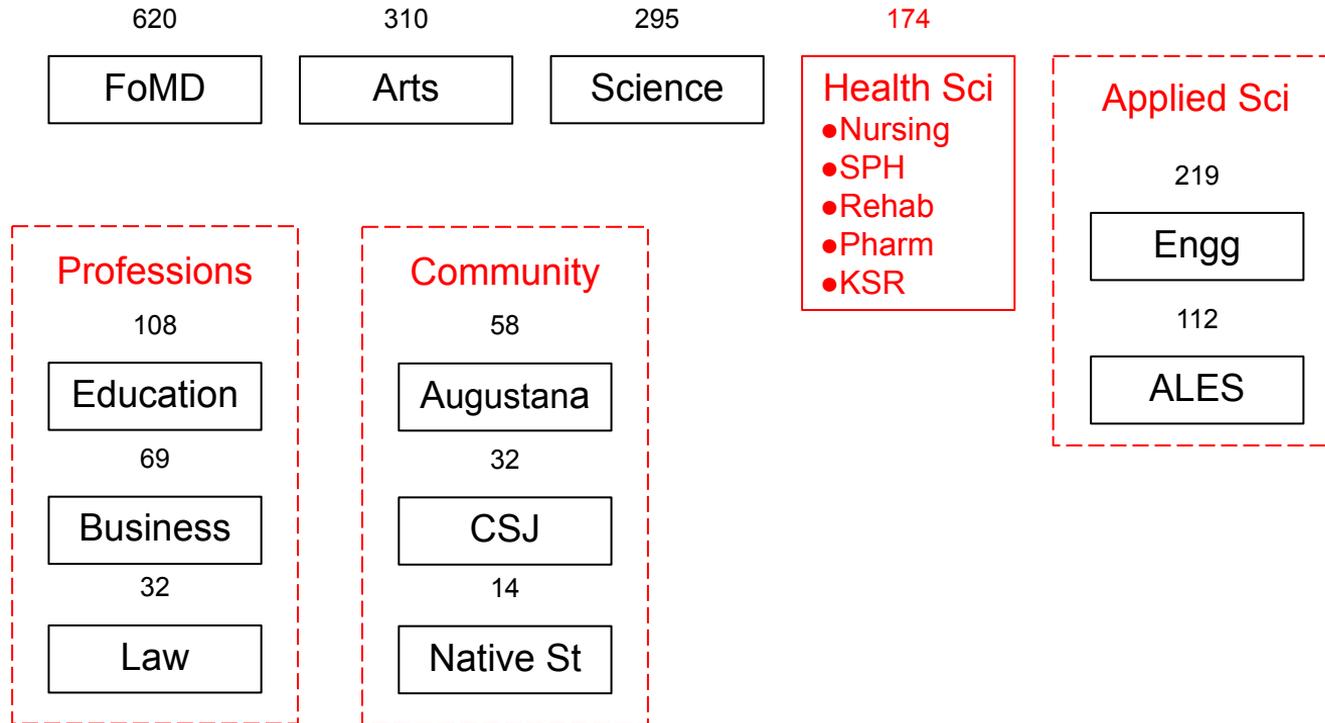
Social Sci
+ Human.

- Arts
- Education
- Business
- Law
- Native St
- CSJ
- Augustana

Scenario 5d: Tri Agency Divisions with USchools

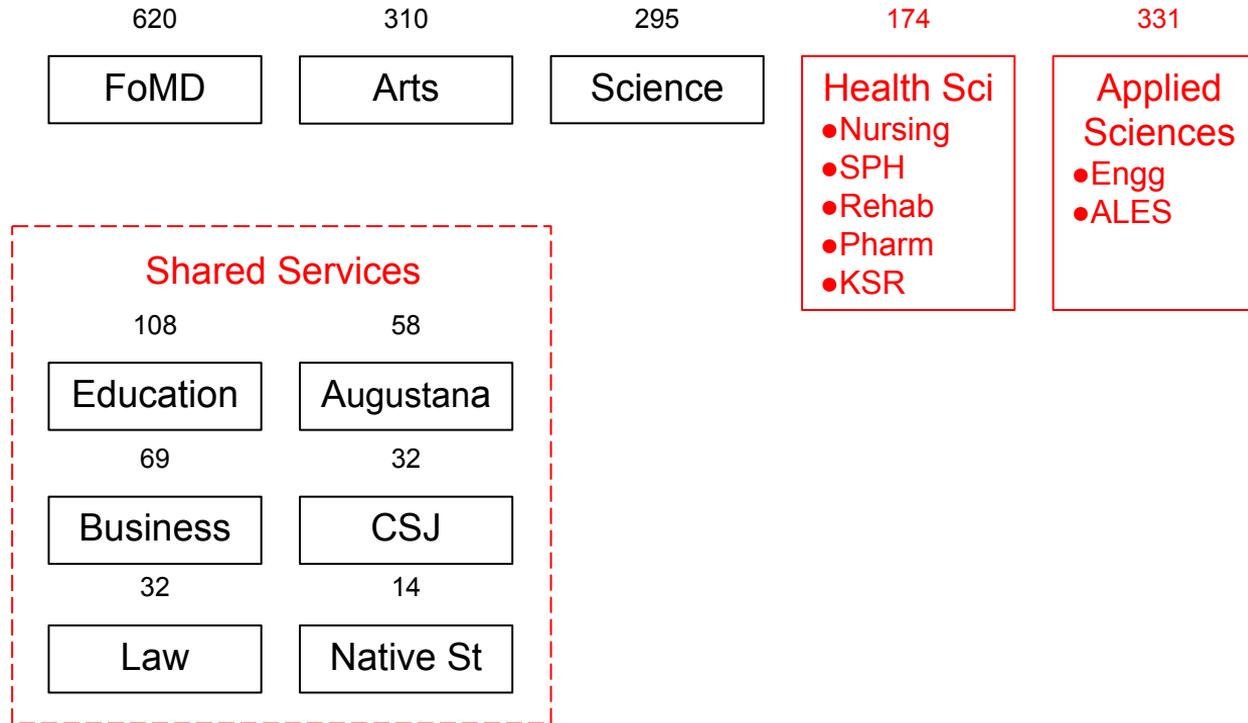


Scenario 6a: 3 Division approach



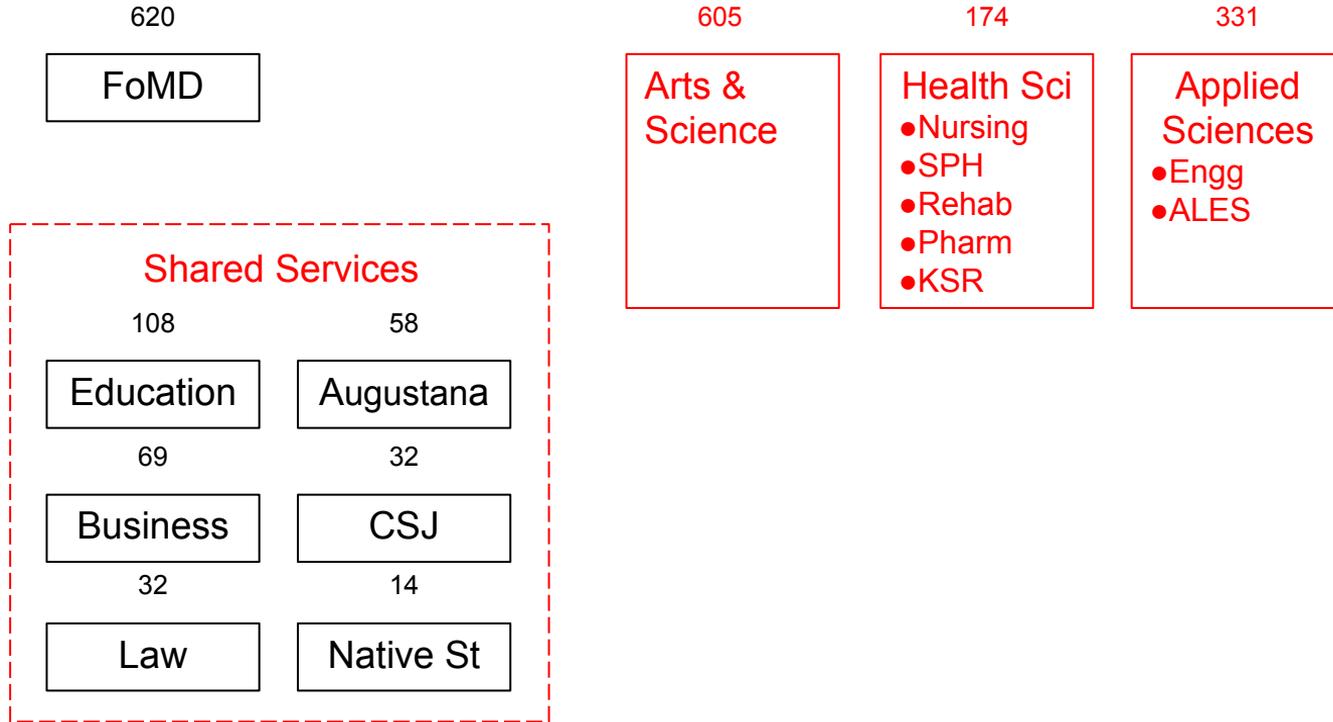
Dashed box indicates a Division which provides shared services across the included Faculties

Scenario 6b: Common Division approach



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

Scenario 6c: Common Division Plus Consolidation



Dashed box indicates a Division which provides common leadership and shared services across the Faculties 120

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 simplify 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

Scenario	Focus	Cost savings		Analysis	
		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 123

Qualitative Evaluation

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

HISTORY OF THE ESTABLISHMENT OF FACULTIES AT THE UNIVERSITY OF ALBERTA

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

On November 9, 1905, Alexander Cameron Rutherford, a McGill-educated lawyer and businessman living in Strathcona, was elected as Alberta's first Premier. In the landslide victory, members of his Liberal Party won 23 of 25 seats in Alberta's inaugural government. Capitalizing on the political momentum following the win, in addition to setting up the fledgling new government in a scattered, 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

Item No. 10A

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	University of Alberta Students' Union (SU) Executive Goals 2020-2021
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Item

Proposed by	Joel Agarwal, President, University of Alberta Students' Union (UASU)
Presenter	Joel Agarwal, President, University of Alberta Students' Union (UASU)

Details

Responsibility	University of Alberta Students' Union (UASU)
The Purpose of the Item is	The UASU is presenting this information item by invitation, to brief General Faculties Council, GFC Executive Committee, and the Board Learning, Research and Student Experience Committee on its priorities for 2020-2021.
Executive Summary	<p>The presentation outlines the SU's executive goals and priorities within the following themes:</p> <p>1. Empower students to lead. <i>During substantial changes at the University of Alberta, it is crucial that administrators and the government hear students' voices. Governance must be accessible to ensure it is representative of the student population. To best represent the student heartbeat, we must strengthen the student movement.</i></p> <p>2. Secure a strong future for students. <i>Our operations and advocacy need to prioritize long-term student issues. The supports and rights which students today enjoy were passed on from previous generations, and we have a responsibility to leave them better than we found them for the students of tomorrow.</i></p> <p>3. Break down barriers. <i>Universities are for everyone, and all students deserve to access post-secondary education without barriers to accessibility or affordability. Too many obstacles still prevent students from engaging equitably in campus life and academics. Students deserve supports that help overcome those obstacles.</i></p> <p>4. Ensure a high-quality university experience. <i>Students come to the University of Alberta expecting a world-class institution with cutting-edge education. The quality of the experience encompasses academic, vocational, and student life experiences. In the face of unprecedented institutional threats, students still deserve a high-quality experience built for the 21st century.</i></p> <p>5. Build a better campus community. <i>Students need a thriving intellectual campus community that is also safe and diverse. COVID-19 has disrupted the lives of many students and we must be resilient in adapting to the challenges we face, while rebuilding and strengthening the Students' Union.</i></p> <p>Some questions that the committee may consider:</p> <ul style="list-style-type: none"> • <i>In what ways do these goals align with the priorities of the University of Alberta?</i>

Item No. 10A

	<ul style="list-style-type: none"> • <i>How can the UASU stay pragmatic and forward-thinking in the midst of a sector wide review, large scale academic and administrative restructuring?</i> • <i>In what ways can the UASU collaborate with ongoing priorities of the University of Alberta to help uplift the whole people?</i> • <i>How does the UASU continue these executive goals from year to year, given single year mandates?</i>
Supplementary Notes and Context	

Engagement and Routing (include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> • UASU Council • GFC Executive Committee • General Faculties Council • Board Learning, Research and Student Experience Committee
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Institutional Strategic Plan - <i>For the Public Good</i></p> <ul style="list-style-type: none"> • “Support the roles of the Graduate Students’ Association and Students’ Union... in the promotion of extracurricular programs that create a sense of community and support in the learning environment” (Goal: Experience, Objective 8, Strategy iii). 		
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 1224 1541 1434"> <tr> <td data-bbox="570 1224 1089 1434"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1224 1541 1434"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
Legislative Compliance and Jurisdiction (please <u>quote</u> legislation and include identifying section numbers)	<p>Alberta Post-Secondary Learning Act</p> <ul style="list-style-type: none"> • “The students association...shall provide for the administration of student affairs at the public post-secondary institution, including ... the promotion of the general welfare of the students” (PSLA s. 93 (3)). • “The council of a student organization is the official channel of communication between the students of a public post-secondary institution... and the board” (PSLA s. 95 (4)). <p>Board Learning, Research and Student Experience Committee Terms of Reference</p> <p>GFC Executive Committee Terms of Reference</p>		

Attachments:



Item No. 10A

1. Students' Union Executive Goals short (1 page)
2. Students' Union Executive Goals full (3 pages)

Prepared by: J. Agarwal, UASU President, president@uasu.ca

Do what's right, not what's easy. Inspire change for the world.
Act with unbridled compassion. Always keep moving. Plan for tomorrow.

2020/2021 Executive Goals

The University of Alberta Students' Union (UASU) is a student-directed non-profit organization that represents the 32,000 undergraduate students at the University of Alberta. Each year, the Executive team sets the goals that direct the operations of this \$14 million organization.

The COVID-19 environment has challenged the student body on all fronts. In these uncertain and unprecedented times of change, the UASU strives to be a predictable and dependable institution, but one that is flexible to the ever-changing world. The UASU will work to ensure that student leadership reflects the diversity and needs of the student body, and that our values keep students at the core of what we do.

This document outlines our goals for 2020/21 as the UASU Executive team.

1. Empower Students to Lead

- Continue to make governance accessible
- Inform, expand, and support students' rights
- Stand up for residents' rights

2. Secure a Strong Future for Students

- Enhance UASU's environmental and financial responsibility
- Advocate for a future that puts students at the forefront of university and government decisions
- Create a new culture to end campus sexual violence

3. Break Down Barriers

- Affordable and stable student financial support
- Ensuring accessibility for everyone

4. Ensure A High-Quality University Experience

- Facilitating 21st century educational practices and materials
- Building a University of Alberta that centres around student needs
- Indigenize campus and fight against the historical suppression of traditional learning and knowledge

5. Build a Better Campus Community

- Ensure that student health and wellness are prioritized
- Support the diversity of students on campus
- Strengthen the campus community

Joel Agarwal
PRESIDENT

David Draper
VP ACADEMIC

Rowan Ley
VP EXTERNAL

Alana Krahn
VP OPERATIONS
& FINANCE

Katie Kidd
VP STUDENT LIFE

2020/2021 Executive Goals

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This document outlines our goals for 2020/21 as the UASU Executive team.

1. Empower Students to Lead

During substantial changes at the University of Alberta, it is crucial that administrators and the government hear students' voices. Governance must be accessible to ensure it is representative of the student population. To best represent the student heartbeat, we must strengthen the student movement.

Continue to make governance accessible

- Ensure students consistently fill seats on GFC by building awareness and changing students' perceptions of governance roles
- Engage students in all levels of university and student governance by empowering student advocates
- Create an Equity, Diversity, and Inclusion Task Force to identify structural barriers preventing students from participating fully in governance, and take steps to reduce them

Inform, expand, and support students' rights

- Leverage the Charter of Students Rights to initiate a comprehensive review of university policy with an eye to procedural fairness and natural justice
- Create a student advocate position to support students in navigating complex university structures

Stand up for residents' rights

- Push for the residence experience to become affordable and accessible
- Advocate for affordable and quality meal plans through student feedback
- Work with the Council of Residence Associations (CoRA) to create an advocacy plan

2. Secure a Strong Future for Students

Our operations and advocacy need to prioritize long-term student issues. The supports and rights which students today enjoy were passed on from previous generations, and we have a responsibility to leave them better than we found them for the students of tomorrow.

Enhance UASU's environmental and financial responsibility

- Reduce and divert waste in SUB and set the groundwork for our goal of carbon neutrality by 2050
- Empower students to create a more sustainable campus
- Diversify UASU revenue through strategic business initiatives and fundraising

Advocate for a future that puts students at the forefront of university and government decisions

- Advocate for a fair, transparent, and predictable model for institutional funding
- Address the infrastructure debt left to students in our advocacy

Create a new culture to end campus sexual violence

- Hold the provincial government accountable for implementing the recommendations from the CAUS *White Paper on Campus Sexual Violence*
- Update the University's experiential learning and campus sexual violence policy suites to add robust protections for students
- Advocate that the University hire a dedicated Sexual Violence Prevention Coordinator
- Educate the campus community on consent, including intimate partner violence

3. Break Down Barriers

Universities are for everyone, and all students deserve to access post-secondary education without barriers to accessibility or affordability. Too many obstacles still prevent students from engaging equitably in campus life and academics. Students deserve supports that help overcome those obstacles.

Affordable and stable student financial support

- Continue advocacy for needs-based, up-front provincial grants
- Support more needs-based scholarships and bursaries from the University
- Call on the provincial government to lower tuition increases
- Advocate for sustained student employment funding
- Push for fair and flexible student loan repayment terms

Ensuring accessibility for everyone

- Lobby the government and the University for better supports for students who parent, such as improved child care
- Address period poverty by acquiring sustainable funding for free menstrual products
- Advocate for a ban on weekend midterms
- Add information on academic accommodations to orientation

4. Ensure A High-Quality University Experience

Students come to the University of Alberta expecting a world-class institution with cutting-edge education. The quality of the experience encompasses academic, vocational, and student life experiences. In the face of unprecedented institutional threats, students still deserve a high-quality experience built for the 21st century.

Facilitating 21st century educational practices and materials

- Advocate for the expansion of work integrated learning (WIL) and experiential learning opportunities.
- Support the implementation of Open Educational Resources (OERs) both at a provincial government and institutional level
- Push for more user-friendly online resources for an improved student experience
- Advocate for student-friendly pedagogy for an online environment
- Call for a total cap on the cost of academic materials

Building a University of Alberta that centres around student needs

- Work to achieve an outcome for the Alberta 2030 Post-Secondary Education review that ensures the University of Alberta can continue to deliver research-intensive, world-class academic programming.
- Ensure the University recognizes and hears student voices during academic and administrative restructuring programs

Indigenize campus and fight against the historical suppression of traditional learning and knowledge

- Push for the incorporation of Indigenous content in class materials
- Prioritize Indigenous advocacy as part of the Council of Alberta University Students (CAUS)
- Ensure the completion and analysis of the Aboriginal Academic Success survey
- Advocate for dedicated Indigenous academic advisors to bolster Indigenous student academic success
- Continue progress on the ARRC recommendations
- Incorporate Aboriginal programming into Week of Welcome

5. Build a Better Campus Community

Students need a thriving intellectual campus community that is also safe and diverse. COVID-19 has disrupted the lives of many students and we must be resilient in adapting to the challenges we face, while rebuilding and strengthening the Students' Union.

Ensure that student health and wellness are prioritized

- Offer additional mental health supports online and reduce barriers to access for counselling through EmpowerMe
- Advocate to the provincial government for predictable multi-year funding for mental health
- Work in accordance with the provincial health guidelines and University safety measures to ensure safe operation of the Students' Union Building
- Push the University to expand online mental health supports
- Shift the UASU's existing wellness supports to an accessible online format
- Plan for the creation of new mental wellness spaces in SUB
- Push for the creation of a UAlberta 101 course encompassing mental wellness, academic supports, and personal finance help

Support the diversity of students on campus

- Support the Equity, Diversity, and Inclusion Task Force in identifying and addressing barriers to students' involvement with the UASU
- Collaborate with international students to identify the challenges which they face
- Ensure UASU mental health supports reflect the diversity of campus

Strengthen the campus community

- Continue to build strong connections between all University of Alberta campuses
- Provide institutional support for student groups

The University of Alberta Students' Union (UASU) is the official body that represents all undergraduates, and advocates on their behalf at the university and all levels of government. The UASU is a proactive organization that is run by students for students: we operate a variety of businesses designed to appeal to students, and provide access to a wide range of student-centric services. We also operate - and own - the Students' Union Building, and manage a budget of more than \$14 million, with more than 200 staff.

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

Agenda Title	Graduate Students' Association (GSA) Board Strategic Work Plan 2020-2021
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Item

Proposed by	Marc Waddingham, President, Graduate Students' Association (GSA)
Presenter	Marc Waddingham, President, Graduate Students' Association (GSA)

Details

Office of Administrative Responsibility	Graduate Students' Association (GSA)
The Purpose of the Proposal is (please be specific)	The information item is before the committee because the GSA has been invited to brief General Faculties Council on its key priorities for 2020-2021 as identified by the GSA in its Board Strategic Work Plan (SWP).
Executive Summary (outline the specific item – and remember your audience)	<p>This item provides the opportunity for communication and discussion between the GSA and University governing bodies such as GFC EXEC regarding the GSA's strategic planning process and goals for 2020-2021, in order to identify potential areas of collaboration.</p> <p>The GSA will continue to meet with senior members of University Administration and other stakeholders to pursue these goals. Updates on the GSA Board's progress will be reported to GSA Council and posted on the GSA website.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> <input type="checkbox"/> Survey (sent to all graduate students) (May 14-29, 2020) <input type="checkbox"/> Graduate Student Engagement Session (open to all graduate students) (May 22, 2020) <input type="checkbox"/> GSA Council (May 25, 2020 and June 15, 2020) <input type="checkbox"/> GSA Board (June 3, 2020) <input type="checkbox"/> Faculty of Graduate Studies and Research Council (September 16, 2020) <input type="checkbox"/> Board Learning, Research and Student Experience Committee (October 2, 2020) <input type="checkbox"/> General Faculties Council Executive Committee (October 7, 2020)
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good</i></p> <p>GOAL: EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 8: Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that</p>
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Item No. <>

	<p>enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders.</p> <p>Strategy iii: Support the roles of the Graduate Students' Association and Students' Union, along with other student groups, in the promotion of extracurricular programs that create a sense of community and support the learning environment.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="557 562 1531 768"> <tr> <td data-bbox="557 562 1076 768"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1076 562 1531 768"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The PSLA gives the Board of Governors the authority to “develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta” (Section 60(1)). Subject to the authority of the Board of Governors, the General Faculties Council has responsibility over “academic affairs” (Section 26(1)) and “student affairs” (Section 31(1)). 2. PSLA Section 94(3): “The graduate students association of a university shall provide for the administration of graduate student affairs at the university, including the development and management of graduate student committees, the development and enforcement of rules relating to the graduate student affairs and the promotion of the general welfare of the graduate students consistent with the purposes of the university.” 			

Attachments (each to be numbered 1 - <>)

1. The Graduate Students' Association Board Strategic Work Plan 2020-2021 (pages 1 - 7)

Prepared by: Marc Waddingham, GSA President 2020-2021, gsa.president@ualberta.ca



The Graduate Students' Association Board Strategic Work Plan 2020-2021

Connect Support Advocate



Our Vision and Mission

To advocate for all graduate students to the University of Alberta and all levels of government in pursuit of a safe, supportive, respectful, accessible, and inclusive community that fosters the multi-faceted roles played by graduate students.

The GSA respectfully acknowledges that it is located on Treaty 6 territory and Métis homelands.

What is a Graduate Student?

A graduate student is a junior colleague who contributes to their field of study in pursuit of an advanced degree through collaborative work with the professoriate in research, teaching, and the development of University learning environments. These contributions may be accomplished through: extensive coursework and the development of capstone projects, theses, or dissertations (in pursuit of which graduate students are charged tuition and fees); academic employment (for which graduate students are paid); the co-creation and writing of scholarly work; contribution to the securing of academic funding; and participation in the community via presentations, conferences, and community engagement. The multi-faceted role of the graduate student takes place in an environment of mutual respect and fairness aimed at developing skills and knowledge for future careers, and is one that merits appropriate remuneration for labour in service of the enhancement of the institution.

What is the GSA Board's Strategic Work Plan?

The GSA Board's Strategic Work Plan is the document that steers and prioritizes the work and initiatives of the GSA. The GSA sees this as a living document, shifting directions as needed as the provincial, federal, and University landscapes change. It is developed annually with reference to the Strategic Work Plans of previous GSA Boards, and provides a planning document for this and future years.

It is with special regard for the incalculable impact of the COVID-19 pandemic that the GSA executive team has developed the 2020-2021 Strategic Work Plan. The GSA is committed to continuing the work of supporting graduate students whose academic progress, financial situation, or physical and mental health were and continue to be affected by this pandemic.





Graduate students elect GSA leaders each February. Here are the 2020-2021 GSA Directly-Elected Officers (from left to right): Vice-President Academic, Sachiketha Reddy; Vice-President Student Services, Sridhar Kasharamatham; President, Marc Wadoodram; Vice-President External, Anas Fasih; and Vice-President Labour, Umesh Nimmathi.

The Graduate Students' Association

The GSA, as established by the *Post-Secondary Learning Act*, represents graduate students at the University of Alberta and provides a wealth of services to its members to enrich the graduate student experience. As a separate corporation, it is both *a part* of the University of Alberta and *apart* from the institution. The GSA Board believes that a healthy organization is nurtured through effective relationships with all stakeholders. To sustain the organization's long-term health and protect its excellent reputation, the GSA fosters a culture of respect and professionalism among staff and graduate student leaders, engages in regular review of governance processes, is committed to transparency and accountability, and ensures an annual transition process that facilitates the ongoing training of elected graduate student leaders.



The GSA provides a wealth of benefits and services to its members that both enrich the graduate student experience and forge connections between graduate students.

The GSA will:

- w Continue to foster a culture of equity, diversity, and inclusion among its members
- w Provide guidance to graduate students and aid them in navigating University processes and structures, while advocating for greater transparency around expectations and outcomes for graduate students
- w Maintain engagement in discussions about space on campus

The GSA will create opportunities for graduate student awareness of and engagement with the GSA by:

- w Ensuring the GSA remains responsive, effective, and efficient by regularly reviewing services and seeking feedback from members
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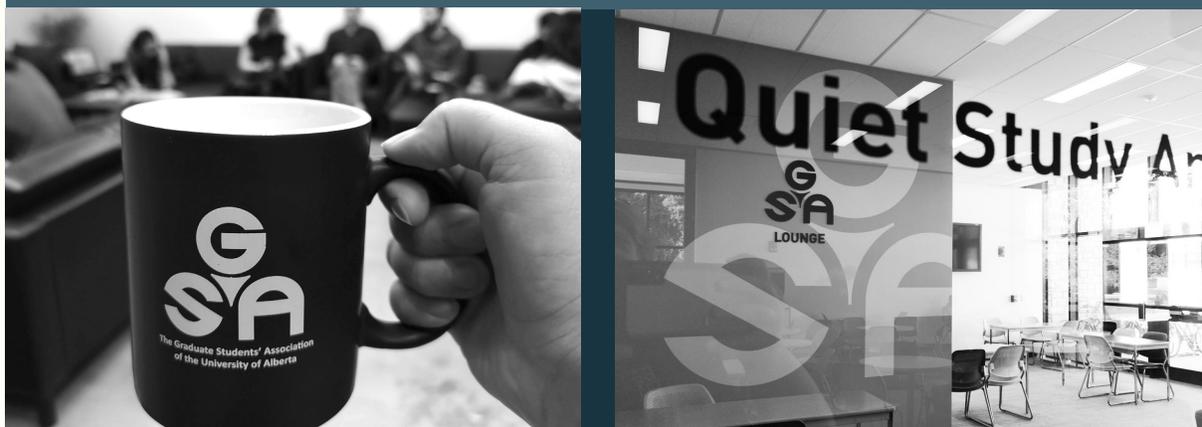
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I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
1.	March 13, 2020	President and Vice Chancellor	S. 62 - Post-Secondary Learning Act (PSLA)	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • As of March 13, through the weekend of March 14 to March 15, all in-person classes and in-person midterm exams are suspended. • On Monday, March 16, all in-person, online and alternate delivery classes and exams are suspended to allow time for preparation for all in-person instruction to move on-line. • All in-person instruction will move online for the remainder of the winter 2020 term beginning Tuesday, March 17. • No final exams for winter 2020 will be conducted in-person. Exams will instead be delivered in alternate formats. 	March 13, 2020	<ul style="list-style-type: none"> • Faculty • Staff • Employees • Students 	<ul style="list-style-type: none"> • Specific Delegation: Exercises, under delegated authority from the Board of Governors, the authority to act in extraordinary and/or emergency circumstances. :
2.	March 16, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> • Yes • 4.1 of Terms of Reference 	<ul style="list-style-type: none"> • See Agenda Item 5 Motions 		<ul style="list-style-type: none"> • Faculty • Students • Staff 	Discussed with General Faculties Council on March 30.
3.	March 19, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> • Yes • 4.1 of Terms of Reference 	<ul style="list-style-type: none"> • See Agenda Item 3 Motions 	March 20, 2020	<ul style="list-style-type: none"> • Faculty • Students • Staff 	Discussed with General Faculties Council on March 30.
4.	April 2, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • For the Spring/Summer 2020 Term - Mandatory Non-Instructional Fees will only be charged for those items the University is able to provide 	April 6, 2020	<ul style="list-style-type: none"> • Faculty • Students • Employees 	<ul style="list-style-type: none"> • By Email - Discussed by email with Chair of BFPC and Board Chair on April 2
5.	April 6, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> • Yes • 4.1 of Terms of Reference 	<ul style="list-style-type: none"> • See Agenda Item 4 Motions 	April 6, 2020	<ul style="list-style-type: none"> • Faculty • Staff • Employees 	<ul style="list-style-type: none"> • Communication occurred following the passing of the relevant motion during the open session meeting of the General Faculties Council Executive Committee
6.	April 20, 2020	General Faculties Council	S. 26 - PSLA	<ul style="list-style-type: none"> • No 	<ul style="list-style-type: none"> • See Agenda Item 6 C Motions from the Floor 	April 22, 2020	<ul style="list-style-type: none"> • GFC Members/ GFC Members' Assistants. 	

7.	May 14, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Presidential Announcement on the Fall 2020 Term 	May 14, 2020	<ul style="list-style-type: none"> • University Community through The Quad on the U of A's initial plans for welcoming incoming and current students to the new academic year in September. 	<ul style="list-style-type: none"> • Discussed with General Faculties Council [Special Executive Committee Meeting, May 4, and GFC Town Hall, May 6 (also posted to the Covid-19 Fall 2020 Planning Website)].
8.	May 25, 2020	General Faculties Council	S. 26 - PSLA	<ul style="list-style-type: none"> • No 	<ul style="list-style-type: none"> • See Agenda Item 11 C Motions from the Floor 	May 26, 2020	<ul style="list-style-type: none"> • GFC Members/GFC Members' Assistants 	
9.	July 23, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term. 		<ul style="list-style-type: none"> • Faculty • Students • Employees 	Consultations: <ul style="list-style-type: none"> • Joint University Student MNIF Oversight Committee • Representatives of Athletics and Recreation
10.	July 30, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Mandatory use of masks on University Campuses. 	July 30 and 31, 2020	<ul style="list-style-type: none"> • University Community through The Quad. • COVID-19 Information 	Alignment with City of Edmonton bylaw
11.	September 24, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • The winter 2021 semester will be a combination of in-person, remote and online instruction. 	September 24, 2020	<ul style="list-style-type: none"> • University Community through The Quad. • Email FYI: Announcement on the Winter 2021 Semester 	Subject to evolving public health guidelines
12.								

Question from GFC Elected Faculty Member Anastasia Elias on exam accommodation

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

Response from the Office of the Dean of Students

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

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

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

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

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

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

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

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

Supporting materials

Learning Remotely eClass course

<https://www.ualberta.ca/current-students/academic-success-centre/resources/index.html>

Remote delivery and accommodations information for students

<https://www.ualberta.ca/current-students/accessibility-resources/exam/updated-accommodations-students.html>

Remote delivery and accommodations information for instructors

<https://www.ualberta.ca/current-students/accessibility-resources/exam/updated-accommodations-instructors.html>

FAQs for students regarding accommodated exams

<https://www.ualberta.ca/current-students/academic-success-centre/student-faq.html>

Workshops specific to academic skills and on-line learning

<https://www.ualberta.ca/current-students/academic-success-centre/workshops/index.html>

Discrimination, Harassment and Duty to Accommodate Policy

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

Question from GFC Elected Non-Academic Staff Member Andrei Tabirca on the Service Excellence Transformation (SET) and GFC's Mandate

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

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

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

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

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

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

Response from President and Vice-Chancellor, Bill Flanagan, Provost and Vice-President (Academic), Steve Dew, and Vice-President (Finance and Administration) Gitta Kulczycki

Thank you for your questions. We have embarked on the U of A for Tomorrow initiative in order to position the university for success into the future, understanding that we must act urgently to address our significant financial challenges. Over the summer, planning on both academic and administrative restructuring continued to move forward.

The overall goal of SET is to organize the non-academic functions and processes of the university to provide both efficient and effective service delivery to our faculty, our staff, and our students, with an imperative that we must do so at a far lower cost.

At the first meeting of GFC on Sept 28, the proposed framework on administrative restructuring is on the agenda for discussion. We welcome thoughts and questions from GFC members as we continue our work on this model.

We also agree that we must find a model that fits the realities--as well as the vision and mission--of the U of A. Neither the Academic Restructuring Working Group nor the Service Excellence Steering Committee is using any one institution (e.g. University of Sydney) as a model--rather research on many institutions has informed thinking to date.

The work of SET, in particular, is informed by the ability to compare ourselves to other universities through the UniForum benchmarking initiative. There are 40 universities in the UK, Australia, New Zealand, and Canada who participate in this benchmarking. Of the 40 participants, 27 institutions including the U of A, rank amongst the top 200 universities in the world according to the Times Higher Education ranking. We have set a target to achieve an average normalized cost for our non-academic activities, from across the participant group. Based on this target, we are able to design the model for non-academic services distinct from the academic restructuring, although these efforts are certainly closely linked.

While ARWG and SET initiatives are closely linked, they are distinctly focused on different things – SET is focused on how we perform administrative services and how they can be delivered more efficiently and effectively; ARWG is focused on academic structure and academic services. GFC has authority over the academic affairs of the university subject to the authority of the Board and will have a large role in academic restructure; however, SET is dealing with the university administrative structure and institutional business processes and functions which reside solely in the Board's domain. We welcome GFC's discussion, input and advice--and will continue to bring SET before GFC--but approval of administrative structure and business processes is the purview of the Board of Governors.

Question from GFC Elected Faculty Member Carolyn Sale on cost savings in the Academic Restructuring Working Group (ARWG) scenarios

In communications with the University community and the media, President Flanagan has made it appear that the financial goal of the “restructuring” is a savings of \$120 million annually.

The three scenarios that have now been presented to the University community have cost savings of \$10.6 million (scenario A), \$43 million (scenario B), and \$35.1 (scenario C) respectively.

Question 1(a):

Ballpark figures for cost savings are provided in the “interim report” of the Academic Restructuring Working Group, but the precise sources of the savings are not presented. The report simply indicates “operational cost savings” and “leadership cost savings.” Where exactly for each scenario will the savings come from? What are the precise details?

Question 1(b):

If only a proportion of the desired annual cost savings of \$120 million is coming from the academic restructuring, how is that we reach a \$120 million in annual savings with any of the scenarios that the AWRG is presenting for consideration?

Response from Provost and Vice-President (Academic), Steve Dew, and Vice-President (Finance and Administration) Gitta Kulczycki

1a)

As was mentioned, the cost savings provided in the Interim Report of the Academic Restructuring Working Group are estimates to guide comparisons between different scenarios and approaches. The data and analysis underpinning these estimates are outlined on pages 15-19 of the report. Some elaboration of this will be provided to GFC. After we have heard feedback from the community on the scenarios, more precise cost analyses will be done and these will be shared with the community as the process continues and proposals are refined.

1b)

The approximately \$120M savings objective stems from the anticipated \$216M cuts to our government grant by 2022 offset by an estimated \$90M in increased revenue from tuition and enrollment increases. Our plan is to achieve these savings through both academic and administrative restructuring. If we are not successful in this, then frontline teaching, research and student supports will be impacted. Academic restructuring and SET take different approaches to reducing our costs but because both in part seek to reduce our administrative spending, there is some overlap in the anticipated benefits. It won't be as simple as adding the numbers from the two strategies because of that overlap. One way to look at it is that academic restructuring provides a springboard for SET. The farther we can go with the former, the easier

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it will be to achieve our goals through the latter and the better we can ultimately serve our internal stakeholders.

Question from GFC Elected Faculty Member Carolyn Sale on communications with the Provincial Government regarding the effects of funding cuts

In 2019, in the face of the in-year budget cuts for 2019-20, then President Turpin and Provost Dew informed the General Faculties Council that we were not to be concerned as other universities do fine with less. Could President Flanagan and Provost Dew please describe the position(s) taken by the senior administration with the Kenney government on the University's financial situation since the government was elected?

Specifically, has any member of the senior administration indicated at any time that the government's cuts to funding to the University will have a serious negative impact on the ability of the university to fulfill its mission of educating students and advancing knowledge? If so, was this in correspondence or expressed verbally?

And what if anything has been said to the provincial government subsequently in response to indications that there may be further cuts?

Response from the President and Vice-Chancellor and Provost and Vice-President (Academic)

One of our key responsibilities as president and provost of the U of A is to advocate on behalf of our university--a responsibility that we take seriously. The U of A's government relations strategy has been, and continues to be, focused on: a) demonstrating the value and return on investment of a comprehensive academic research institution and highlighting the important work all our researchers, faculty, and staff do in service to the people of Alberta; b) demonstrating the U of A's proven track record of, and continued desire to, be a partner in the economic, social and cultural growth of the province; and c) working as partners to overcome issues and challenges, and maximize opportunities, that impact the university and/or province.

Yes, we (and others in senior administration) have communicated to the Government of Alberta that reductions to our operational funding grant from the province will have an impact on the ongoing operations of the university. This has been done through private conversations as well as verbal and written public communications, not only to the Government of Alberta but also to the larger university community and stakeholders.

We continue to advocate strongly on behalf of the university, stressing the role this university plays in driving economic growth, social change, innovation, and creativity in the province and beyond.

Question from GFC Graduate Student Member Adekunle Mofolasayo on internet access for instructors

Given the present circumstances in which many instructions have been transferred to online (to improve students experience), what are the plans that the university have in place to ensure that instructors have reliable high-speed internet to ensure smooth delivery of lecture?

Are we considering getting a high-speed internet for instructors? or
Are we considering the provision of high-speed internet allowance for instructors?

Response from Wayne Patterson, Vice-Provost and Associate Vice-President (Human Resources)

COVID-19 has resulted in extraordinary impact on our institution, including our instructors. We acknowledge that impact and are deeply appreciative for the efforts of all of our faculty and staff to make the necessary transitions to ensure that we continue to provide a high-quality learning environment.

Funding reimbursement for common household expenses (ie telephone, internet, furniture, etc) is not available except in special circumstances (ie required for accommodation), though the Professional Expense Reimbursement benefit available to academic staff may be used for some expenses, including internet services. While there are no plans underway to provide high-speed internet service or a high-speed internet allowance to instructors, employees can access a number of resources to ensure that they can work productively in a remote environment. For example, a number of touch-down spaces have been established on our campuses that allow for physical distancing and access to suitable equipment and resources. We encourage instructors to work with their Chairs and Deans on the resources that are available to assist them.

Question from GFC Elected Faculty Member Carolyn Sale on closed sessions for GFC Committees

It appears from the agenda for the last meeting of the Academic Planning Committee that at least one of the committees that acts under delegated authority from the General Faculties Council employs “closed sessions” when conducting its business. Where is the governance document that shows the General Faculties Council giving its committees the authority to conduct any of their business in “closed session”?

Response from University Governance

GFC's [Meeting Procedural Rules](#) were approved by GFC on April 21, 2017 to govern the meetings of GFC and its standing committees. Section 4.1 of this document reads as follows:

From time to time, GFC or its committees may hold meetings or portions of meetings as closed meetings; at that point, proceedings will be confidential and all nonmembers, except those specifically invited, will be asked to withdraw.

The GFC Academic Planning Committee has occasionally used closed sessions to discuss sensitive and confidential material related to its mandate. No decisions have been made with delegated authority in APC's closed sessions.

Question from GFC Elected Faculty Member Carolyn Sale on Global TV Story

The President's Report in the meeting materials for GFC's meeting on Monday, 28 September 2020 declares that no decisions have yet been taken in regard to the academic restructuring models. On 19 September 2020, however, Global TV reported that the "UofA for Tomorrow" plan "includes an administrative and academic restructuring, with a proposal to reduce the number of faculties from 18 to nine." There are currently three models before the University community for its consideration, none of which reduces the number of faculties from 18 to nine. Could the President please clarify what Global TV was referring to?

Link for Global TV story:

<https://globalnews.ca/news/7342288/new-u-of-a-president-restructure-plan-bill-flanagan/>

Response from President and Vice-Chancellor, Bill Flanagan

We do not know how Global TV came to that conclusion. As you noted, the reporter's conclusion is an inaccurate assessment of the interim report scenarios.

Question from GFC Elected Faculty Member Carolyn Sale on Contract with Hathi Trust

In the spring, President Turpin informed the General Faculties Council that there was no major decision or policy for GFC to set in regard to COVID-19 decisions about academic affairs that might be taken over the course of the summer. There were instead, he said, ten thousand little decisions to be taken by Deans and others.

A very significant decision was taken in the summer when the University signed a contract with the Hathi Trust for temporary, emergency access to its digital collection.

Under this contract, members of the University of Alberta community are not permitted to have access to books on our library shelves if the book is available in digitized form on the Hathi Trust database. The fact that some members of the University community might need access to the actual books appears not to have been taken into consideration in the signing of this contract. This is a particular issue for those members who may need books on our shelves on an Accommodation basis.

1.

Is the contract that the University has signed with the Hathi Trust publicly available? If the contract is not publicly available, could the contract please be made available to the General Faculties Council as soon as possible? Under section 26(1)(k) of the *Postsecondary Learning Act*, the General Faculties Council has the authority to “make rules and regulations for the management and operation of libraries.”

2.

How much is this access to the Hathi Trust database costing the Library, if anything?

3.

What is the Library doing to end our dependence on this contract, which affects our scholars' access to University of Alberta books?

Response from Vice-Provost and Chief Librarian, Dale Askey

5.1 Is the contract that the University has signed with the Hathi Trust publicly available?

- Yes, the Terms of Service for HathiTrust's Emergency Temporary Access Service (ETAS) are online: <https://www.hathitrust.org/etas-terms-of-service>

5.2 How much is this access to the Hathi Trust database costing the Library, if anything?

- HathiTrust ETAS is available at no charge to us.

5.3 What is the Library doing to end our dependence on this contract, which affects our scholars' access to University of Alberta books?

- Our dependence on this has little to do with any decision we might make, but rather with the public health situation as dictated by the pandemic. HathiTrust ETAS is a mechanism that allows us to make as much of our collection as possible available online as a direct response to the unique challenges imposed on libraries and universities by a global pandemic. We consider this a critical service in particular for those who reside away from Edmonton (or even outside Canada) or who have risk factors that make it unwise for them to have contact with a broad public. When conditions allow, we will reopen collections and deactivate ETAS, but as we are currently seeing, infection rates are trending upward. A majority of U15 institutions--including U of T, McGill, and UBC--are also currently using ETAS.

Question from GFC Elected Faculty Member Carolyn Sale on Hathi Trust and Accommodation

The University's contract with the Hathi Trust prevents academic staff and students at the University from having access to books on our library's shelves. The University has, however, a duty to accommodate academic staff and students who may need to work the actual books on our shelves. This duty to accommodate is a legal obligation.

1. What steps were taken when first agreeing on the contract with the Hathi Trust to anticipate and address accommodation needs for books on our shelves?
2. What efforts are currently being taken to revise the contract with the Hathi Trust so that academic staff and students may have swift access to books on our shelves if they have a need to work with an actual book whether or not the request is made on a duty to accommodate basis?

Response from Vice-Provost and Chief Librarian Dale Askey and the Office of the General Counsel

The pandemic is what restricts academic staff and student access to the University's physical library holdings, not the arrangement with HathiTrust. The Library has implemented HathiTrust's Emergency Temporary Access Service as described in [this previous response](#). It provides our academic staff and students with equitable access to texts they would not otherwise have during the pandemic.

With that clarification, the request of any academic staff or student for access to a physical book as a form of reasonable accommodation for a disability (or other protected ground), would be addressed in accordance with the University's well-established duty to accommodate policies, procedures and processes.

Given the above clarifications and response to question 1, this second question is moot in that there is no need to revise the arrangement between HathiTrust and the University.

Question from GFC Elected Faculty Member Carolyn Sale on Global TV

Did the University ask Global TV to correct its error?

Response from Catherine Swindlehurst, Interim Vice-President (University Relations)

No, we did not. We can speculate that the information included in the Sept. 19 Global story may have been based on comments that were shared during town halls earlier in the summer, when the University of Alberta for Tomorrow was launched and discussed. At these earlier points in time, ideas about what the U of A might look like after restructuring were broad; at one point, the example of 9 versus 18 faculties was mentioned - not as a scenario, but as a high level example of what academic restructuring could entail. The Global story was not completely accurate, but at the time of its publication on Sept 19, the three proposed scenarios were not yet public. The Interim Report, with the three scenarios, was released on Sept 21.

Question from GFC Elected Faculty Member Carolyn Sale on ARWG Written Submissions

The fifth bullet-point at the top of page 12 in the Academic Restructuring Working Group's "Interim Report" (released 21 September 2020) indicates, under the list of consultations during phase 1, that the ARWG received "more than thirty written submissions and letters providing input." Could GFC please be provided the names of the authors of these submissions (whether individuals or groups)?

Response from the Provost and Vice-President (Academic)

We received a tremendous amount of input that helped guide the work of the ARWG. This included several thousands of thoughts captured within ThoughtExchange, hundreds of comments through various standing committee meetings, alongside the written submissions and letters referred to in this question. At the time we solicited this input, we didn't indicate that submitters' names could be shared, so we are going back to them so seek their permission to do so.

In general terms, we can report that the senders were diverse, and included faculty members, members of the community, alumni, and one student association. There were also a number of written submissions sent on behalf of the Faculties themselves by Faculty leadership. The submissions served a number of purposes - some made suggestions or advocated for particular outcomes for the process, some asked questions about the process, and some identified opportunities and/or challenges to be found in a new academic structure.

Unless the written submissions were explicitly identified as confidential to the Provost, they were shared in their entirety with the Academic Restructuring Working Group.

Since the Interim Report of the ARWG was released, we have continued to receive many written submissions from across our internal and external communities. Like the submissions received in the first phase of this initiative, these submissions cover a range of purposes, including asking questions about the content of the report and the scenarios, making suggestions about alternative scenarios that should be explored, and advocating for particular outcomes.

Question from GFC Elected Faculty Member Carolyn Sale on the Library Collection Policy

The University's Library collection policy (June 2020) states that the Library "acquires materials appropriate for both current and future research or teaching needs at the University of Alberta" across the "wide range of subject areas taught and researched at the University of Alberta." It also states "We will consider acquiring information in any format needed to support the University's academic programs, with preference for electronic forms." The policy further includes the statement "We also endeavour to preserve the materials we acquire, in order to meet the needs of future researchers."

In practice, the Library is not purchasing books requested by members of the academic staff in relation to a policy (dated November 2019) that declares "electronic format is the default preference for all monographs whenever possible."

1. Under the *Postsecondary Learning Act*, the General Faculties Council has the authority to set rules for the management of the Library. Why was the policy making "electronic format . . . the default preference" not brought to the General Faculties Council for its consideration and approval?
2. Why is this policy being applied in ways that keep the Library from acquiring books requested by members of the academic staff?
3. How much does it cost the Library to buy "access" to books? How do these costs compare to the costs of purchasing actual books? Are the costs of buying "access" to books stable, or do they increase over time?
4. Could we please receive a summary account of how much the library has spent on both e-access monographs and actual books for each year over the last decade?

Response from Vice-Provost and Chief Librarian, Dale Askey

1. Academic Librarians make scores of critical decisions on our collection practices and policies every year. These have never been brought to GFC. The e-preferred practice for book acquisitions has been in place since 2014.
2. We continue to buy books--both ebooks and print books--upon request. Due to budget cuts we must reduce duplication of content, and where an ebook is available we will purchase that format so the greatest number of people can have access.
3. Costs of ebooks versus print books vary from publisher to publisher. Overall, we are able to purchase more ebooks than print for the same dollar value. The Library generally purchases ebooks with perpetual access so we do not continue to pay for access year over year.

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4. We do not have the entire decade's data immediately at hand, but the Library has for a number of years released this data in the spirit of transparency and to support other libraries in their negotiations with publishers. The dataset "One-time Payments for Books, by Vendor" can be downloaded here <https://dx.doi.org/doi:10.7939/DVN/10979> and the dataset "Subscription Expenditures" here <https://doi.org/10.7939/DVN/10844> - ebooks with multi-year contracts for frontlist titles are noted as PubIType = EBOOK. These files cover the years 2014-2020.

Question from GFC Elected Faculty Member Carolyn Sale on the Funding Baseline

The "Funding Crisis" slide that has been shown in presentations in regard to the "UofA for Tomorrow" restructuring of the University graphically presents the funding cuts from 2020/21 through to 2022/23. This slide presents the government's cuts against a "baseline."

1. What is the dollar amount of this baseline?
2. Does the baseline amount include the "in-year" cuts received in 2019?

Response from the Vice-President (Finance & Administration)

1. The dollar amount of the baseline for the Campus Alberta Grant is \$675 million.
2. No, the baseline amount does not include the in-year cuts received in 2019. Those in-year cuts were rolled into the total base cut as of April 1, 2020 so they effectively became the base cut for fiscal 2019-20.

For additional context:

Total base cuts to date are \$44.4 million for 2019-20 and \$65.9 million for 2020-21, for a total of \$110.3 million. This represents 16.3% of the baseline amount. We are projecting further base cuts of \$53 million in each of the next two fiscal years, which would bring the total base cut to \$216.4 million, or 32.1% of the baseline amount.

Question from GFC Elected Faculty Member Kathleen Lowry on Audio Transcription of GFC

GFC meetings have never been minuted in detail. Now that all of the meetings are held via Zoom, we could begin recording the meetings and producing a record of them using the "audio transcript" function in Zoom. The transcripts thus produced are imperfect, but they would create an important (and essentially effortless) reference resource as we move through this historically significant restructuring.

In addition, since other relevant meetings are also held via Zoom (ARWG, GFC sub-committees, and so on), we could be producing a very rich, deep, and yet simultaneously transparent record of all of the most important deliberations underway at this time.

Are there objections *in principle* to producing and filing audio transcripts for GFC and other restructuring-relevant meetings?

Question from GFC Appointed Member Nicole Patrie on Motion Concerning SET

Given that at the GFC meeting, September 28, 2020, GFC carried the following motion:

THAT the General Faculties Council recommend that the SET process will follow the ARWG process, with the effect that SET will come to General Faculties Council for discussion and a vote on its recommendation to the Board of Governors; and that to support this process, the General Faculties Council shall receive the data, consultant recommendations, and proposed scenarios or models for the “Service Excellence Transformation”, with supporting rationale, so that its recommendation to the Board of Governors is informed and responsible and to ensure that proposed changes to the administrative structure and operations of the University will support the University’s academic mission.

How did it happen that the Board of Governors approved (we assume) the SET plan on October 16, without consultation with GFC? Will GFC receive the information that was requested? How was it decided that the recommendation of the GFC to have SET follow the ARWG process was not, in fact, followed?

Question from GFC Elected Faculty Member Carolyn Sale on Membership of the GFC Programs Committee

GFC Programs Committee

At its 25 May 2020 meeting, GFC voted to disband the Academic Standards Committee.

At that meeting it created the GFC Programs Committee.

The new committee has 9 elected positions.

In its 23 July 2020 report the Nominating Committee presented three names to GFC for election to the new GFC Programs Committee, effective 1 September 2020.

On 2 October 2020, the Nominating Committee called for members to express interest in two other "vacancies" on the committee.

When are the four other elected positions to be filled by election?

Questions from GFC Elected Faculty Member Carolyn Sale on University of Alberta for Tomorrow

1. At its meeting on October 16th, the Board of Governors approved a new operational model ("Service Excellence Transformation") for the University. How much money is that model expected to save the University's annual budget?
2. The General Faculties Council has been presented with three possible scenarios to consider for additional restructuring of the University beyond the Board's approval of SET — namely, "Academic Restructuring." With the SET model now approved, how much money is needed from this additional restructuring to meet the annual "reductions in our Campus Alberta Grant"?
3. Are there any other problems with the current structure of the University that the senior administration seeks to address through the proposed "Academic Restructuring" beyond those caused by the budget cuts of the Kenney government?

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the Executive Committee met on October 5, 2020.

2. Items Approved With Delegated Authority
 - 2021-2022 Academic Schedule
 - Changes to Extension Faculty Council Composition and Quorum
 - Draft Agenda for the October 19th, 2020 meeting of General Faculties Council

3. Items Discussed
 - University of Alberta Students' Union (SU) Executive Goals 2020- 2021
 - Graduate Students' Association (GSA) Board Strategic Work Plan 2020-2021
 - Waiver of Advertising Requirements: Report to General Faculties Council
 - Academic Governance Emergency Protocols
 - Debrief on GFC Discussion on University of Alberta for Tomorrow

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

Submitted by:
W Flanagan, Chair
GFC Executive Committee

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the Academic Planning Committee met on September 23, and October 7, 2020.

2. Items Approved with Delegated Authority from GFC

October 7

- Proposed Direct Entry from High School to the Bachelor of Commerce (BCom) Degree Program at Faculty of Business

3. Items Discussed

September 23

- Academic Restructuring
- Budget Update (Standing Item)

October 7

- Academic Restructuring
- Budget Update (Standing Item)

Terms of reference and records of meetings for this committee can be found at:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC

Submitted by:
Steven Dew, Chair
GFC Academic Planning Committee



General Faculties Council Standing Committee Report

GFC Programs Committee

Since last reporting to GFC, the GFC Programs Committee met on October 15, 2020. The committee will report further at the November 23, 2020 GFC meeting.

Terms of reference and records of meetings for this committee can be found at:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC

Submitted by:

Tammy Hopper, Chair

GFC Programs Committee

GFC Nominations and Elections

Recent Elections by GFC

2020 Review Committee for the Vice-President (Facilities and Operations)

October 16, 2020 - The following two individuals from staff categories (A1.2/D1.2) have been declared as elected by acclamation in accordance with the Vice-Presidential Review Procedure (in UAPPOL):

- Carla Prado (Faculty of Agricultural, Life and Environmental Sciences)
- Chis Reynolds-Chikuma (Faculty of Arts)

2020 Review Committee for the Vice-Provost and Dean of Students

September 18, 2020 - The following three individuals from staff categories (A1.2/A2.0) *'who are not affiliated with a unit that reports to the Dean of Students'* have been declared elected in accordance with the Faculty Deans Review Procedure (in UAPPOL):

- Katalin Bimbo (Faculty of Arts)
- Rhonda Breitkreuz (Faculty of Agricultural, Life and Environmental Sciences)
- Bukola Salami (Faculty of Nursing)

2020 MAPS Representative to General Faculties Council

September 15, 2020 - An election (**conducted by University Governance**) to select one representative from the Management and Professional Staff (Excluded/D1.2) *"from and by MAPS"* to General Faculties Council (GFC) concluded with the following individual declared elected to a three year term ending June 30, 2023:

- Susan Babcock, Director (Research Ethics Office)

2020 Advisory Search Committee for the Vice-President (External Relations)

August 10, 2020 - The following individual from Categories (A1.0/D1.2) has been declared elected in accordance with the Vice-Presidential Search Procedure (in UAPPOL):

- Cynthia Strawson (Faculty of Agricultural, Life and Environmental Sciences)
-



Item No. 17

2020 Advisory Search Committee for the Vice-President (Finance and Administration)

July 17, 2020 - The following two individuals from Categories (A1.1, A1.6/A1.5, A1.7) have been declared elected in accordance with the Vice-Presidential Search Procedure (in UAPPOL):

- Lise Gotell (Faculty of Arts)
- Vikas Mehrotra (Alberta School of Business)

**Governance Executive Summary
Action Item**

Agenda Title: 2021-2022 Academic Schedule

Motion: THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the Academic Schedule for 2021-2022 (submitted by the Vice-Provost and University Registrar and as set forth in Attachment 5) and, in doing so, empower the Registrar to make any editorial changes as needed as long as the changed do not have the force of policy, to be effective upon final approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Vice-Provost and University Registrar
Presenter(s)	Melissa Padfield, Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	To provide term and deadline dates for the 2021-2022 Academic Year.
Executive Summary (<i>outline the specific item– and remember your audience</i>)	<ul style="list-style-type: none"> • This proposal provides term and deadline dates for the 2021-2022 Academic Year. • The impact of the proposal is the establishment of deadline dates for the 2021-2022 Academic Year. • The Academic Schedule will be published in the 2021-2022 <i>University Calendar</i>. (The dates of the Academic Schedule run from July 1, 2021 – June 30, 2022).
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Toolkit section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Office of the Registrar
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Office of the Provost • Deans, Associate, and Assistant Deans of all faculties • Students' Union • Graduate Students' Association • Office of the Registrar • GFC Executive Members • First draft review August 10, 2020 • Final version review September 15, 2020
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • The Academic Schedule will be published in the 2021-2022 <i>University Calendar</i>. (The dates of the Academic Schedule run from July 1, 2021– June 30, 2022).
Approval Route (Governance) (including meeting dates)	GFC Executive Committee October 5, 2020 – for final approval GFC October 19, 2020 – for information

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Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>The creation of the academic schedule is annual process led by the Office of the Registrar and created collaboratively with many partners on campus. We continually strive to ensure that it is accurate and clear and can support student success. This work touches on many elements within For the Public Good, but most specifically fits under "Excel" and "Sustain".</p> <p>Excel: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Sustain: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p>
<p>Alignment with Institutional Risk Indicator</p>	<p>Risk: Student Success Risk statement: If students do not have the opportunity to develop to their full academic and personal potential, the university will fail to achieve its mission and academic goals.</p>
<p>Legislative Compliance and jurisdiction</p>	<p>1. Post-Secondary Learning Act (PSLA): GFC is responsible, generally, for the academic affairs of the University and specifically, for the Academic Schedule of the University (Sections 26(1), 26(1)(d)(e)(g) and (j) (<i>Powers of General Faculties Council</i>)).</p> <p>2. GFC Executive Committee Terms of Reference (Section 3. (Mandate of the Committee)) states: "4. Academic Schedule a. Delegation <i>Post-Secondary Learning Act (PSLA)</i> Section 26(l)(j) follows: 26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to... (2) (j) determine the date for the beginning and end of lectures in the university and also the beginning and end of each university term.... b. Academic Schedule Changes The GFC Executive Committee has delegated authority from General Faculties Council to approve the Academic Schedule. Any changes to the Academic Schedule proposed after the Schedule has been approved must be submitted to the Executive Committee. That committee will determine which changes are sufficiently substantial and require, therefore, GFC approval and which ones are routine in nature and could be dealt with by the Executive Committee."</p> <p>3. GFC Policy: Section 25 (<i>Calendar Changes</i>) of the GFC Policy Manual states final editorial authority for minor procedural directions was delegated to the Registrar, who will be responsible for the conformance of these directions to the general University policy. (GFC 29 JUN 1981)"</p> <p>4. UAPPOL Academic Schedule Policy states: "[...]"</p> <p>2. ACADEMIC SCHEDULE DELEGATION OF AUTHORITY</p>

Item No. 18A

	<p>The authority to determine the Academic Schedule is the responsibility of the GFC Executive Committee, as delegated to that body by General Faculties Council.</p> <p>The Registrar recommends on the Academic Schedule to the GFC Executive Committee.”</p> <p>5. UAPPOL Academic Schedule Procedure states: “Each spring, the Exams and Timetabling Division in the Office of the Registrar will begin drafting the Academic Schedule for the following year[...].</p> <p>Two drafts will be sent out to a distribution list that includes the President, Vice-Presidents and senior administrators, Deans, Assistant and Associate Deans, Directors and other stakeholders for feedback and suggested changes.</p> <p>The final draft of the Academic Schedule will be sent to the GFC Executive Committee no later than mid-October for approval. After the Academic Schedule has been approved, it will be published in the <i>University Calendar</i>.”</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page 1): 2021-2022 month calendar with important dates
2. Attachment 2 (pages 2-3): Major Dates and Deadlines from the 2021-2022 Academic Schedule
3. Attachment 3 (page 4): 2021-2022 Academic Schedule Hours of Instruction Summary
4. Attachment 4 (page 5): Academic Schedule notes for 2021-2022
5. Attachment 5 (pages 6-13): Proposed Academic Schedule for 2021-2022

Prepared by: Anna Vocioni, Assistant Registrar, Office of the Registrar, Examinations and Timetabling

July 2021 - June 2022 month calendar

July 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

term start/end dates
exam dates
stat holidays
Fall/Winter break

September 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2021 Spring-Summer dates and deadlines					
IMPORTANT Not all classes follow the dates listed below; check www.registrarsoffice.ualberta.ca for Spring/Summer nonstandard deadline dates and detailed information.					
Classes begin					
Spring Term		May 3, 2021	Summer Term		July 5, 2021
	First half	May 3, 2021		First half	July 5, 2021
	Second half	May 25, 2021		Second half	July 26, 2021
Spring/Summer terms (13 week A/B, part classes)	Classes begin date exceptions may apply, refer Bear Tracks class schedule for individual class start date.				
Registration Add/Delete (no academic record)					
Spring Term		May 6, 2021	Summer Term		July 8, 2021
	First half	May 6, 2021		First half	July 8, 2021
	Second half	May 28, 2021		Second half	July 29, 2021
Spring/Summer terms (13 week A/B, part classes)	Deadline dates will be available on website.				
Audit and Credit to Audit					
Spring Term		May 3-6, 2021	Summer Term		July 5-8, 2021
Spring/Summer terms (13 week A/B, part classes)	May 3-6, 2021				
Fee Payment (see Note 1)					
Spring Term		May 6, 2021	Summer Term		July 8, 2021
Spring/Summer terms (13 week A/B, part classes)	May 6, 2021				
Fee Refund – 50% (see Note 2)					
Spring Term		May 18, 2021	Summer Term		July 19, 2021
	First half	May 10, 2021		First half	July 12, 2021
	Second half	May 31, 2021		Second half	August 3, 2021
Spring/Summer terms (13 week A/B, part classes)	Deadline dates will be available on website.				
Withdrawal (Grade of W)					
Spring Term		June 2, 2021	Summer Term		August 4, 2021
	First half	May 18, 2021		First half	July 19, 2021
	Second half	June 4, 2021		Second half	August 3, 2021
Spring/Summer terms (13 week A/B, part classes)	Deadline dates will be available on website.				
Classes end					
Spring Term		June 16, 2021	Summer Term		August 11, 2021
	First half	May 21, 2021		First half	July 23, 2021
	Second half	June 16, 2021		Second half	August 11, 2021
Spring/Summer terms (13 week A/B, part classes)	Classes end date exceptions may apply, refer Bear Tracks class schedule for individual class end date.				
Examinations					
Spring Term		June 17-18, 2021	Summer Term		August 12-13, 2021
Refer to "University Regulations; Academic Regulations; Examinations (Exams)" in the University Calendar for reappraisals and reexaminaitons procedures and application deadline dates.					

Notes:

1. Students who have not paid their fees in full by this date, or made satisfactory alternate arrangements, will be assessed late payment penalty charges. To avoid installment charges, all Fall/Winter fees must be paid by the Fall Term Fee Payment Deadline and Spring/Summer fees must be paid by the Spring Term Fee Payment Deadline. Refer to "Deadline for Fee Payments" in the University Calendar for details.
2. Students withdrawing after this date will be assessed full fees.

Fall 2021-Winter 2022 dates and deadlines					
Application to Convocate					
	Undergraduate	Graduate		Undergraduate	Graduate
Fall Term	September 1, 2021	September 30, 2021	Winter term	February 1, 2022	April 1, 2022
Classes begin					
Fall Term		September 1, 2021	Winter Term		January 5, 2022
	First half	September 1, 2021		First half	January 5, 2022
	Second half	October 18, 2021		Second half	February 28, 2022
Fall/Winter Terms (A/B part classes)	September 1, 2021				
<i>Classes begin date exceptions may apply, students must contact their Faculty.</i>					
Augustana					
Fall Term	3 week classes	August 26, 2021	Winter Term	3 week classes	January 4, 2022
	11 week classes	September 20, 2021		11 week classes	January 24, 2022
Law					
Fall Term		September 8, 2021			
Registration Add/Delete (no academic record)					
Fall Term		September 15, 2021	Winter Term		January 18, 2022
	First half	September 15, 2021		First half	January 18, 2022
	Second half	October 30, 2021		Second half	March 11, 2022
Fall/Winter Terms (A/B part classes)	September 15, 2021				
Audit and Credit to Audit					
Fall Term	September 16-22, 2021		Winter Term	January 19-25, 2022	
Fall/Winter Terms (A/B part classes)	September 16-22, 2021				
Fee Payment (see Note 1)					
Fall Term		September 30, 2021	Winter Term		January 31, 2022
Fall/Winter Terms (A/B part classes)	September 30, 2021				
Fee Refund – 50% (see Note 2)					
Fall Term		October 4, 2021	Winter Term		February 4, 2022
	First half	September 27, 2021		First half	January 25, 2022
	Second half	November 22, 2021		Second half	March 18, 2022
Fall/Winter Terms (A/B part classes)	See Note 3				
Withdrawal (Grade of W)					
Fall Term		November 30, 2021	Winter Term		April 1, 2022
	First half	October 1, 2021		First half	February 4, 2022
	Second half	November 30, 2021		Second half	April 1, 2022
Fall/Winter Terms (A/B part classes)	January 15, 2022				
Classes end					
Fall Term		December 7, 2021	Winter Term		April 8, 2022
	First half	October 8, 2021		First half	February 11, 2022
	Second half	December 7, 2021		Second half	April 8, 2022
Fall/Winter Terms (A/B part classes)	April 8, 2022				
<i>Classes end date exceptions may apply, students must contact their Faculty.</i>					
Augustana					
Fall Term	3 week classes	September 14, 2021	Winter Term	3 week classes	January 21, 2022
	11 week classes	December 8, 2021		11 week classes	April 14, 2022
Law					
Fall Term		December 7, 2021			
Examinations					
Refer to the Academic Schedule for Fall and Winter final examination dates					
Refer to "University Regulations; Academic Regulations; Examinations (Exams)" in the University Calendar for reappraisals and reexaminations procedures and application deadline dates.					

Notes:

1. Students who have not paid their fees in full by this date, or made satisfactory alternate arrangements, will be assessed late payment penalty charges. To avoid installment charges, all Fall/Winter fees must be paid by the Fall Term Fee Payment Deadline and Spring/Summer fees must be paid by the Spring Term Fee Payment Deadline. Refer to "Deadline for Fee Payments" in the University Calendar for details.
2. Students withdrawing after this date will be assessed full fees.
3. If you withdraw from a two-term (A/B part) course from October 4, 2021 to January 18, 2022, you will be assessed full fees for Fall Term. If your Faculty determines that you may have special permission to withdraw from January 19 to February 4, 2022, you will be assessed Fall Term fees and 50% of Winter Term fees. After February 4, 2022, you will be assessed full fees for both terms.

2021-2022 TEACHING DAYS AND INSTRUCTION HOURS

Fall and Winter term consist of 63 teaching days; faculties not following the Fall or Winter term breaks may have more teaching

Following is a sample breakdown for an approved 3hour lecture per week course offered over 3days/week or 2days/week. (Note: courses approved for higher/lower 3hour lecture must have teaching days/instruction hours adjusted accordingly)

Fall term	Days		Minutes	Total
MWF	37	X	50	1850
TR	26	X	80	2080
Term total	63			3930
Winter term	Days		Minutes	Total
MWF	38	X	50	1900
TR	25	X	80	2000
Term total	63			3900
Fall/Winter total	126 days			7860 minutes
Number of Evening teaching				
Monday	11			
Tuesday	13			
Wednesday	13			
Thursday	13			
Friday	13			
Total	63			
Number of Evening teaching				
Monday	12			
Tuesday	12			
Wednesday	13			
Thursday	13			
Friday	13			
Total	63			

	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
FALL TERM	days	mins	Sub Total												
MWF	37	50	1850	37	50	1850	37	50	1850	37	50	1850	37	50	1850
TR	26	80	2080	26	80	2080	26	80	2080	26	80	2080	26	80	2080
Fall Term Total	63		3930												
Number of Fall term evening classes															
Monday	11			11			11			11			11		
Tuesday	13			13			13			13			13		
Wednesday	13			13			13			13			13		
Thursday	13			13			13			13			13		
Friday	13			13			13			13			13		
WINTER TERM															
MWF	37	50	1850	38	50	1900	38	50	1900	37	50	1850	37	50	1850
TR	26	80	2080	25	80	2000	25	80	2000	26	80	2080	26	80	2080
Winter Term Total	63		3930	63		3900	63		3900	63		3930	63		3930
Fall/Winter Total	126		7860	126		7830	126		7830	126		7860	126		7860
Number of Winter term evening classes															
Monday	12			13			13			12			12		
Tuesday	13			13			13			13			13		
Wednesday	13			13			13			13			13		
Thursday	13			12			12			13			13		
Friday	12			12			12			12			13		

2021-2022 Academic Schedule notes

Fall 2020 - term begins September 1, 2020, before Labor Day.

New student orientation to be held August 31, 2021.

Winter 2022 - term begins January 5, 2022, Wednesday following New Years.

2021-2022 Academic Schedule

Deadline dates in the schedule are marked with a ■ symbol.

July 2021	
1	One hundred and fifteenth University year begins.
1	Canada Day; University buildings closed.
3	Students in Phase II of the BSc in Medical Laboratory Science program begin year of practical training.
<u>5</u>	Summer Term classes begin.
<u>5-8</u>	Auditor registrations for Summer Term courses will be accepted only on these days.
<u>8</u>	<ul style="list-style-type: none"> Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Services Centre.
<u>8</u>	<ul style="list-style-type: none"> Summer Term Registration Deadline. Last day to add or drop six-week courses and courses offered in the first three weeks of Summer Term (Bear Tracks web registration available until midnight). Students wishing to add or drop three-week courses offered during the last three weeks of the term should seek assistance at department offices.
<u>8</u>	<ul style="list-style-type: none"> Payment Deadline: Last day for payment of Summer Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.
<u>9</u>	Summer program ends for students in years one, two and three of the DDS programs.
<u>12</u>	<ul style="list-style-type: none"> Summer Term Refund Deadline for three-week courses: Students withdrawing from courses taught in the first three weeks of Summer Term will be assessed full fees after this date.
<u>19</u>	<ul style="list-style-type: none"> Summer Term Refund Deadline for six-week courses: Students withdrawing from courses taught for six weeks will be assessed full fees after this date.
<u>19</u>	<ul style="list-style-type: none"> Last day for withdrawal from courses taught in the first three weeks of Summer Term.
<u>23</u>	<ul style="list-style-type: none"> Last day of classes taught in the first three weeks of Summer Term.
<u>26</u>	Classes begin for courses taught in the last three weeks of Summer Term.
<u>29</u>	<ul style="list-style-type: none"> Second half Summer Term Registration Deadline for three-week courses: Last day to add or drop courses offered in the last three weeks of Summer Term. Students can contact department for assistance.
31	<ul style="list-style-type: none"> Deadline to write a special deferred examination for students who have missed a deferred examination for cause. Please refer to University Calendar; University Regulations and Information for Students; Academic Regulations; Attendance; Absence from Final Exams section.
August 2021	
<u>2</u>	Heritage Day; University buildings closed.

<u>3</u>	<ul style="list-style-type: none"> Summer Term Refund Deadline for three-week courses: Students withdrawing from courses taught in the last three weeks of Summer Term will be assessed full fees after this date.
<u>4</u>	<ul style="list-style-type: none"> Last day for withdrawal from six-week courses in Summer Term.
<u>5</u>	<ul style="list-style-type: none"> Last day for withdrawal from courses taught in the last three-weeks of Summer Term.
<u>9</u>	Classes begin for years three and four of the MD program.
<u>11</u>	Summer Term classes end.
<u>12-13</u>	Final examinations for Summer Term classes, exceptions may apply.
<u>16</u>	Registration opens for Open Studies students in courses designated for delayed registration.
<u>23</u>	Classes begin for students in the Dentistry program and the Dental Hygiene program, years one and two of the MD program, year two of the Radiation Therapy program, and phase I Medical Laboratory Science program.
<u>26</u>	Augustana Faculty Fall Term 3-week classes begin.
<u>27</u>	<ul style="list-style-type: none"> Augustana Faculty Fall Term 3-week classes' registration deadline; students withdrawing after this date through September <u>1</u> will be assessed 50% fees.
<u>31</u>	Orientation for new undergraduate students.
September 2021	
1	Fall Term and Fall/Winter two-term classes begin. Exceptions may apply; students must consult with their Faculty office
1	<ul style="list-style-type: none"> Last day for undergraduate students to apply through Bear Tracks for permission to graduate at Fall Convocation.
<u>1</u>	<ul style="list-style-type: none"> Augustana Faculty Fall Term 3-week classes Refund Deadline; students withdrawing after this date will be assessed full fees.
<u>6</u>	Labour Day; University buildings closed.
<u>8</u>	Fall Term classes begin for students in the Faculty of Law.
<u>9</u>	<ul style="list-style-type: none"> Augustana Faculty last day to withdraw from Fall Term 3-week classes.
<u>14</u>	<ul style="list-style-type: none"> Last day of Fall Term 3-week classes for Augustana Faculty students.
15	<ul style="list-style-type: none"> Fall Term Registration Deadline. Last day to add or drop Fall Term and Fall/Winter two-term courses (Bear Tracks web registration system available until midnight): Students withdrawing after this date through October <u>4</u> will be assessed 50% fees for withdrawn courses. Exceptions may apply; students must consult with their Faculty office.
16-22	Registration by undergraduate and graduate students to change to audit or change from 'credit' to 'audit' in Fall Term and Fall/Winter Term courses will be accepted only during this period.
<u>20</u>	Augustana Faculty Fall Term 11-week and Fall/Winter two-term 11-week classes begin.

21	SU Health and Dental Plan Change of Coverage Deadline. Students wishing to opt-out of this service or change their coverage must do so through www.ihaveaplan.ca .
<u>27</u>	<ul style="list-style-type: none"> ▪ Fall Term Refund Deadline for six-week courses: Students withdrawing from courses offered in the first six weeks of Fall Term will be assessed full fees after this date.
<u>27</u>	<ul style="list-style-type: none"> ▪ Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Services Centre.
<u>29</u>	<ul style="list-style-type: none"> ▪ Augustana Faculty Fall Term 11-week classes drop deadline; students withdrawing after this date through October 15 will be assessed 50% fees. Students must contact a Faculty advisor for assistance.
30	<ul style="list-style-type: none"> ▪ Last day for graduate students in thesis-based programs to submit theses to and be approved by the Faculty of Graduate Studies to ensure graduation at Fall Convocation.
30	<ul style="list-style-type: none"> ▪ Last day for Departments to submit Report of Completion of course-based masters, postgraduate diploma, or graduate certificate programs to the Faculty of Graduate Studies and Research to ensure graduation at Fall Convocation.
30	<ul style="list-style-type: none"> ▪ Last day for graduate students to apply through Bear Tracks to ensure graduation at Fall Convocation.
30	<ul style="list-style-type: none"> ▪ Payment Deadline: Last day for payment of Fall Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late penalty charges. To avoid instalment charges, all Fall/Winter fees must be paid by the Fall Term Fee Deadline.
October 2021	
<u>4</u>	<ul style="list-style-type: none"> ▪ Fall Term Refund Deadline: Students withdrawing after this date will be assessed full fees. Exceptions may apply; students must consult with their Faculty office.
<u>4</u>	<ul style="list-style-type: none"> ▪ Last day for withdrawal from six-week courses offered in the first half of the Fall Term.
<u>8</u>	<ul style="list-style-type: none"> ▪ Last day of classes for six-week courses offered in the first half of Fall Term.
<u>11</u>	Thanksgiving Day; University buildings closed.
<u>12</u>	No classes for first, second and third year PharmD students.
<u>15</u>	<ul style="list-style-type: none"> ▪ Augustana Faculty Fall Term 11-week classes refund deadline; students withdrawing after this date will be assessed full fees.
<u>18</u>	Classes begin for six-week courses offered in the second half of the Fall Term.
<u>29</u>	<ul style="list-style-type: none"> ▪ Last day to drop six-week courses offered in the second half of the Fall Term. Students can contact the teaching department for assistance.
November 2021	
11	Remembrance Day; University buildings closed.

<u>8-12</u>	Fall Term Reading week. Classes withdrawn for a full week, except for students in Faculty of Law; Faculty of Medicine and Dentistry (excluding the BSc Dental Hygiene program); Faculty of Rehabilitation Medicine; students in the PharmD program and students in Cooperative Education, Experiential Learning Placement, Clinical Placement and Work Placement terms.
<u>12</u>	No classes for first, second and <u>third</u> year PharmD students.
<u>22</u>	<ul style="list-style-type: none"> ▪ Fall Term Refund Deadline for six-week courses: After this date students withdrawing from courses offered in the last six weeks of Fall Term will be assessed full fees.
30	<ul style="list-style-type: none"> ▪ Last day for withdrawal from six-week courses offered in the second half of Fall Term.
30	<ul style="list-style-type: none"> ▪ Last day for withdrawal from Fall Term courses. Exceptions may apply; students must consult with their Faculty office.
December 2021	
<u>1</u>	<ul style="list-style-type: none"> ▪ Augustana Faculty last day to withdraw from Fall Term 11-week classes.
<u>7</u>	Last day of Fall Term classes for students in the Faculty of Law.
7	Last day of Fall Term classes. Exceptions may apply; students must consult with their Faculty office.
<u>8</u>	Last day of Fall Term 11-week classes for Augustana Faculty students.
<u>10</u>	Last day of classes for students in year three and four of the BSc Dental Hygiene program.
<u>10-17</u>	Final exam period for years three and four of the BSc Dental Hygiene program.
10-22	Fall Term examinations (including consolidated examinations). Exceptions may apply; students must consult with their Faculty office. Examinations other than consolidated examinations are held within the period December <u>13-22</u> (inclusive). University-organized extracurricular activities will normally not be allowed during this period.
<u>13-18</u>	Augustana Faculty final examinations in Fall Term courses and mid-year examinations in two-term courses. Extracurricular activities sponsored by Augustana Faculty will normally not be allowed during this period.
<u>13-21</u>	Final exam period for students in the Faculty of Law.
<u>17</u>	Last day of Fall Term classes for students in the DDS program.
25-31	Christmas holiday period; University buildings closed.
<u>28</u>	Winter term classes begin for students in year three <u>and four</u> of the MD program.
January 2022	
1	New Year's Day; University buildings closed.
4	Winter Term classes begin for the BSc Dental Hygiene program.
4	Winter Term classes begin for students in year one <u>and</u> two of the MD program
<u>4</u>	Augustana Faculty Winter Term 3-week classes begin.

<u>5</u>	Winter Term classes begin. Exceptions may apply; students must consult with their Faculty office.
<u>5</u>	Augustana Faculty Winter Term 3-week classes' registration deadline; students withdrawing after this date through January <u>11</u> will be assessed 50% fees.
<u>11</u>	<ul style="list-style-type: none"> Augustana Faculty Winter Term 3-week classes refund deadline; students withdrawing after this date will be assessed full fees.
<u>17</u>	<ul style="list-style-type: none"> Augustana Faculty last day to withdraw from Winter Term 3-week classes.
<u>18</u>	<ul style="list-style-type: none"> Last day to withdraw from Fall/Winter two-term courses.
<u>18</u>	<ul style="list-style-type: none"> Winter Term Registration Deadline. Last day to add or drop Winter Term courses (Bear Tracks web registration system available until midnight): Students withdrawing after this date through February <u>4</u> will be assessed 50% fees for withdrawn courses. Exceptions may apply; students can consult with their Faculty office.
<u>19-25</u>	Registration by undergraduate and graduate students to change to audit or change from 'credit' to 'audit' in Fall Term and Fall/Winter Term courses will be accepted only during this period.
<u>21</u>	Last day of Winter Term 3-week classes for Augustana Faculty students.
<u>24</u>	Augustana Faculty Winter Term 11-week classes begin.
<u>25</u>	<ul style="list-style-type: none"> Winter Term Refund Deadline for six-week courses: After this date students withdrawing from courses offered in the first six weeks of Winter Term will be assessed full fees.
<u>28</u>	<ul style="list-style-type: none"> Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Service Centre.
<u>31</u>	<ul style="list-style-type: none"> Payment Deadline: Last day for payment of Winter Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.
February 2022	
<u>1</u>	<ul style="list-style-type: none"> Last day for undergraduate students to apply through Bear Tracks for permission to graduate at Spring Convocation.
<u>1</u>	<ul style="list-style-type: none"> Last day for application for reappraisal of final examinations for Fall Term courses.
<u>2</u>	<ul style="list-style-type: none"> Last day to withdraw from Fall/Winter two-term 11-week classes for Augustana Faculty.
<u>4</u>	<ul style="list-style-type: none"> Augustana Faculty Winter Term 11-week classes drop deadline; students withdrawing after this date through March 1 will be assessed 50% fees. Students must contact a faculty advisor for assistance.
<u>4</u>	<ul style="list-style-type: none"> Winter Term Refund Deadline: Students withdrawing from courses after this date will be assessed full fees. Exceptions may apply; students must consult with their Faculty office.
<u>7</u>	<ul style="list-style-type: none"> Last day for withdrawal from six-week courses offered in the first half of Winter Term.
<u>11</u>	Last day of classes for six-week courses offered in the first half of Winter Term

<u>14</u>	Registration system opens for Spring/Summer <u>2022</u> .
<u>21</u>	Statutory Provincial holiday; University buildings closed.
<u>22-25</u>	Winter Term Reading Week. Classes withdrawn for a full week, except for students in Nursing undergraduate focused practicum courses, Experiential Learning placement, years three and four of the MD program, year four Pharmacy, and students in the clinical component of the Radiation Therapy program. Exceptions may apply; students must consult with their Faculty office.
<u>28</u>	Classes begin for six-week courses offered in the second half of Winter Term.
March 2022	
<u>1</u>	<ul style="list-style-type: none"> ▪ Augustana Faculty Winter Term 11-week classes refund deadline; students withdrawing after this date will be assessed full fees.
<u>7</u>	12:00 to 1:00 pm Students' Union Election Forum in the Myer Horowitz Theatre (SUB). Classes withdrawn for this time period.
<u>11</u>	Last day to drop from six-week courses offered in the second half of Winter Term. Students can contact Department for assistance.
<u>18</u>	Winter Term Refund Deadline for six-week courses: After this date students withdrawing from courses offered in the last six weeks of Winter Term will be assessed full fees.
April 2022	
<u>1</u>	<ul style="list-style-type: none"> ▪ Last day for withdrawal from six-week courses offered in the second half of Winter Term.
<u>1</u>	<ul style="list-style-type: none"> ▪ Last day for withdrawal from Winter Term courses. Exceptions may apply; students must consult with their Faculty office.
<u>1</u>	Last day for students in thesis-based programs to submit theses for approval by the Faculty of Graduate Studies and Research to ensure graduation at Spring Convocation.
<u>1</u>	Last day for departments to submit Report of Completion of course-based master's, postgraduate diploma or graduate certificate programs to the Faculty of Graduate Studies and Research to ensure graduation at Spring Convocation.
<u>1</u>	Last day for graduate students to apply through Bear Tracks to ensure graduation at Spring Convocation.
<u>6</u>	<ul style="list-style-type: none"> ▪ Augustana Faculty last day to withdraw from Winter Term 11-week classes.
<u>11</u>	Last day of classes for students in year two of the BSc Dental Hygiene program.
<u>11-26</u>	Winter Term examinations (including consolidated examinations). Exceptions may apply; students must consult with their Faculty office. Examinations other than consolidated examinations are held within the period April <u>13-26</u> (inclusive). University-organized extracurricular activities will normally not be allowed during this period.
<u>13</u>	Last day of Winter Term classes for students in year three and four of the BSc Dental Hygiene program.
<u>14</u>	Last day of Winter Term 11-week classes for Augustana Faculty students.

<u>14-22</u>	Final exam period for students in the Faculty of Law.
<u>15</u>	Good Friday; University buildings closed.
<u>18</u>	Easter Monday; University buildings closed.
<u>19-22</u>	Winter Term examinations for students in year three and four of the BSc Dental Hygiene program.
<u>19-25</u>	Augustana Faculty final examinations period. Extracurricular activities sponsored by the Augustana Faculty will normally not be allowed during this period.
<u>29</u>	Last day of Winter Term classes for students in the DDS program.
<u>29</u>	Last day of Winter term classes and examinations for students in year one of the MD program.
May 2022	
<u>9</u>	Spring Term classes begin.
<u>9</u>	Charter Day.
<u>9</u>	Summer program begins for students in years one, two and three of the DDS program.
<u>9</u>	<ul style="list-style-type: none"> Last day for withdrawal from courses taught in the last three weeks of Spring Term.
<u>9-12</u>	Auditor registrations for Spring Term courses will be accepted only on these days.
<u>12</u>	<ul style="list-style-type: none"> Payment Deadline: Last day for payment of Spring Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.
<u>12</u>	<ul style="list-style-type: none"> Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Centre.
<u>12</u>	<ul style="list-style-type: none"> Spring Term Registration Deadline. Last day to add or drop six-week courses and courses offered in the first three weeks of the term: (Bear Tracks web registration available until midnight.) Students wishing to add or drop three-week courses offered during the last three weeks of the term should seek assistance at department offices.
<u>16</u>	<ul style="list-style-type: none"> Spring Term Refund Deadline for three-week courses: Students withdrawing from courses taught in the first three weeks of Spring Term will be assessed full fees after this date.
<u>20</u>	<ul style="list-style-type: none"> Last day for withdrawal from courses taught in the first three weeks of Spring Term.
<u>20</u>	Last day of classes and examinations for students in the second year of the MD program.
<u>23</u>	Victoria Day; University buildings closed.
<u>24</u>	<ul style="list-style-type: none"> Spring Term Refund Deadline for six-week courses: Students withdrawing after this date will be assessed full fees.
<u>27</u>	Last day for classes taught in the first three weeks of Spring Term.

<u>27</u>	<ul style="list-style-type: none"> Last day of classes for students in year four of the MD program.
<u>30</u>	Classes begin for courses taught in the last three weeks of Spring Term.
June 2022	
<u>1</u>	<ul style="list-style-type: none"> Last day to add or drop courses taught in the last three weeks of Spring Term. Students can contact Department for assistance.
<u>6</u>	<ul style="list-style-type: none"> Students withdrawing from courses taught in the last three weeks of Spring Term will be assessed full fees after this date.
<u>8</u>	<ul style="list-style-type: none"> Last day for withdrawal from six-week courses in Spring Term.
<u>15</u>	Last day of Spring Term classes, exceptions may apply.
<u>16-17</u>	Final examinations for Spring Term classes, exceptions may apply.
30	One hundred and fifteenth University year ends.

Item No. 18B

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Waiver of Advertising Requirements: Report to General Faculties Council
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Item

Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter	Steven Dew, Provost and Vice-President (Academic)

Details

Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To provide GFC with summary information regarding the number of waivers of advertising for full-time academic staff vacancies as required through UAPPOL policy.
Executive Summary (outline the specific item – and remember your audience)	
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Provost and Vice-President (Academic)
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>GOAL: SUSTAIN</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Strategy i. Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.</p>													
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input checked="" type="checkbox"/> Faculty and Staff</td> <td><input checked="" type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>		<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input checked="" type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders													
<input checked="" type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation													
<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise													
<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety													
<input type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success													
<input type="checkbox"/> Physical Infrastructure														
Legislative Compliance and jurisdiction	<p>1. The <i>Post-Secondary Learning Act (PSLA)</i> governs the appointment, promotion and dismissal of academic staff: "A person shall not be appointed to, promoted to or dismissed from any position on the academic staff at a university except on the recommendation of the president made in accordance with procedures approved by the general faculties council." (Section 22(2) of the PSLA)</p>													

Item No. 18B

	<p>2. Academic Staff Posting and Advertising Procedure “Waivers and Exceptions to Posting</p> <p>7. In exceptional circumstances, the posting requirements for continuing academic positions may be waived with the prior approval of the Provost and Vice-President (Academic). The Provost and Vice-President (Academic) will advise the AASUA of the decision and report all waivers to the General Faculties Council annually. Requests for waiver of posting should be submitted to Human Resource Consulting Services.”</p>
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Attachments (each to be numbered 1 - <>)

1. Interdepartmental Correspondence to Kate Peters from Steven Dew (page 1)

Prepared by: Lise Warick Faculty Relations Officer, lise.warick@ualberta.ca

Office of the Provost and Vice-President (Academic)
2-40 South Academic Building (SAB)
Edmonton, Alberta, Canada T6G 2G7

Tel: 780.492.3443
Fax: 780.492.1438
www.provost.ualberta.ca

Date: September 30, 2020

To: Kate Peters
General Faculties Council Secretary and Manager of GFC Services

From: Steven Dew
Provost and Vice-President (Academic)

Re: Waiver of Posting Requirements: Report to GFC Executive Committee

Under the UAPPOL *Academic Staff Posting and Advertising Procedure*, in exceptional circumstances, the Provost and Vice-President (Academic) has the authority to waive the requirement that vacant continuing academic positions must be posted and advertised on the University of Alberta Careers website for a minimum of five business days. The Provost and Vice-President (Academic) is required to report all waivers to the General Faculties Council annually.

For the period July 1, 2019 to June 30, 2020, there were nine (9) waivers of posting and advertising for continuing academic positions. Of these nine positions, two (2) were Associate Professors, one (1) was a Faculty Service Officer, and six (6) were Administrative Professional Officers.

The main factors that contributed to the number of positions waived were:

- 1) Both Associate Professors were selected by Faculty Selection Committees.
- 2) Individual had held the position as a temporary academic and the position was moved to a continuing academic position
- 3) Individual held the position in an acting role

I would be pleased to answer any questions.



Steven Dew

SD/slc

c Michelle Strong, Director, Faculty and Staff Relations

G:\HR12\WAI-RE\GFC Reports\



Kate Peters <peters3@ualberta.ca>

Information Regarding Application for In-Person Delivery - Winter 2021

1 message

Heather Richholt <richholt@ualberta.ca>

1 October 2020 at 12:09

To Members of GFC:

See attached communication from the U of A's Public Health Response Team.

Please provide feedback by noon, Friday October 2, 2020 to phrtinfo@ualberta.ca.

Heather Richholt**Assistant Secretary to General Faculties Council**

University of Alberta | University Governance

3-04 South Academic Building (SAB) | Edmonton, AB | Canada | T6G 2G7

Tel: [780.492.1937](tel:780.492.1937) | heather.richholt@ualberta.ca**University Governance** | www.governance.ualberta.ca

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**GFC Information - Application for In-Person Delivery (Winter 2021).pdf**

169K

September 30, 2020

**Application for In-Person Delivery - Winter 2021
For GFC Information**

We are about to embark on our second iteration of an application process to provide in-person learning opportunities. We have endeavored to learn from our experiences and the feedback we received during the Fall 2020 process, and to update our approach in relation to evolving health and safety guidelines. To that end we have reduced the length of the application for in-person delivery, and we have also changed the delivery format of the application to ensure it is easier to use. Additionally, we are working with faculties that had in-person course offerings for the Fall 2020 term to confirm whether or not they would like to continue these courses and course components in-person during the Winter 2021 term, rather than requiring an additional application.

Unfortunately we were unable to consult GFC and obtain input at this week's GFC meeting due to the agenda changes. We need to provide certainty for instructors and students as a matter of priority but we would still welcome any feedback despite the very tight timelines.

We believe it is important that GFC have clarity on the approach we are taking for this process, the changes we have made, and be given the opportunity to provide any feedback members feel is useful for our planning. If you have feedback on the process we undertook for Fall 2020 or with respect to the plans for the Winter 2021. Please provide that feedback by noon Friday October 2, 2020 to phrtinfo@ualberta.ca.

September 30, 2020

Goal of the Winter 2021 process:

Ensure compliance with Public Health restrictions while maximizing learning and research outcomes

The University of Alberta is committed to providing a high quality learning environment for our students and our faculty members. It is important that we offer equitable learning experiences that support program progression and completion and address necessary learning outcomes. All of this must be done within our current and future health and safety context. Achieving the best in teaching and learning while remaining compliant with public health guidelines is a complicated undertaking in an already complex organization. The following process endeavors to be as simple as possible while taking necessary steps to manage our multifaceted reality.

Principles:

Protect the health and safety of students, faculty and staff.

Support continuity in the delivery method of classes throughout the term: we will end the term how we begin it as much as possible.

Support choices which will support program completion and program progression, increasing the range of offerings in this area where possible

Support equity of access for students, regardless of where they are located or the resources they possess.

Make sustainable choices for our resources: human, supplies (PPE, cleaning agents, etc) and financial.

Allow for in-person offerings to occur where necessary

Who is responsible for deciding on exceptions to remote delivery?

In order to be granted an exception to remote delivery a proposal must receive final sign off from:

- Dean of the Faculty
- Steve Dew, Provost and Vice-President (Academic)
- Andrew Sharman, Executive Lead U of A COVID-19 Response, Vice-President (Facilities and Operations)

These decisions will be supported by a review of proposals and recommendations provided by an Institutional Review Committee drawn from members of the Crisis Management Team Planning Oversight Committee and the PHRT-Academic Impacts team (TBC).

Should I consider an exception to remote delivery?

September 30, 2020

The following decision chart can help you decide whether or not it makes sense to develop a more fulsome proposal.

****Please note that no proposal is guaranteed approval regardless of rating in the chart below****

A. Possible Exceptions decision tree

	Will not be considered- no approval possible
	Will be considered- approval is possible but several complex issues to resolve
	Will be considered- approval is likely but not guaranteed

	Will be considered and likelihood of approval- subject to public health directives	Minimal conditions and considerations for approval
Course with section or component enrolment 100+	X	<ul style="list-style-type: none"> • Cannot currently comply with public health directives
Course with section or component enrolment 50-99	✓	<ul style="list-style-type: none"> • May be able to comply with public health directives • There are accommodation plans for students who cannot attend in person • Space can be secured to manage physical distancing.
Course with section or component enrolment 1-49	✓	<ul style="list-style-type: none"> • The course or component is required for program progression or completion • There are accommodation plans for students who cannot attend in person • The program/course can comply with public health directives • Space can be secured to manage physical distancing.
Contained programs- no courses taught outside offering faculty	✓	<ul style="list-style-type: none"> • The program/course can comply with public health directives • There are accommodation plans for students who cannot attend in person

		<ul style="list-style-type: none"> • The program can mitigate impacts from intermittent disruption to in-person • The program is contained to one building/area of campus
Clinical or simulation based program or courses	✓	<ul style="list-style-type: none"> • The course or component is required for program progression or completion • There are accommodation plans for students who cannot attend in person • The program/course can comply with public health directives • Space can be secured to manage physical distancing.
Laboratory or studio courses or course components- where remote instruction is not possible	✓	<ul style="list-style-type: none"> • The course or component is required for program progression or completion • There are accommodation plans for students who cannot attend in person • The program/course can comply with public health directives • Space can be secured to manage physical distancing.
Practicum courses and practicum course components that occur on the University of Alberta campus	✓	<ul style="list-style-type: none"> • The course or component is required for program progression or completion • There are accommodation plans for students who cannot attend in person • The program/course can comply with public health directives • Space can be secured to manage physical distancing.

NOTE: *this process is not applicable to practicum placements (would be relevant to practicum courses), co-ops, and other placements that are conducted as part of programs and not on UofA campuses. These elements of a program may have differing guidelines to proceed. Questions about these offerings should be directed to the co-chairs: Steve Dew Provost and Vice-President (Academic) and Andrew Sharman, Executive Lead, U of A COVID-19 Response.*

September 30, 2020

What steps are involved to get approval for an exception and how long will it take?

The following timeline is provided to allow for decisions to be made in a manner that supports the maximum possible time for planning, implementation, and communications with students/instructors who will be impacted by in-person delivery.

STEP 1: If you believe you may be eligible, **Complete Proposal for Exception to Remote Delivery - Proposals may only be completed/submitted by departments or faculty-** application available October 5, 2020

STEP 2: Submit proposal to Dean for review- Dean will determine if the proposal is academically necessary and viable and decide if it can be endorsed and submitted for institutional review

Due Date: October 14, 2020

STEP 3: If Dean supports proposal based on its academic merits, general compliance with health and safety guidelines, and requirement for the progression and/or completion of a program, **Proposal submitted to Institutional Review Committee**

Due Date: October 21, 2020

Step 4: Recommendation by Institutional Review Committee and final sign off from Dean, Provost, and Executive Lead of U of A COVID-19 Response- Deans (this sign off is additional and subsequent to Step 1 sign off and results from further consultation with applicable Dean), Provost and Executive Lead will all be required to deliver final approval that ensures the academic and implementation requirements associated with delivering the course, course component or program can be managed.

Due Date: November 3, 2020

If applicable **STEP 5: Proposal needs additional information for final decision and sign off from Dean, Provost, and Executive Lead of U of A COVID-19 response.**

Due date for additional information: November 5, 2020

Final Decision: November 10, 2020

STEP 6: Ongoing monitoring of exception implementation

Conducted by Environmental Health and Safety to ensure compliance with public health restrictions



Kate Peters <peters3@ualberta.ca>

[On Behalf of the Chair, GFC Nominating Committee] - Please Apply for a 2020-21 GFC Standing Committee

1 message

Ann Hodgson <Ann.Hodgson@ualberta.ca>

2 October 2020 at 13:04

Dear Members of General Faculties Council (GFC):

I am writing to encourage you to put your name forward for one of the vacancies on the standing committees of GFC.

There are currently a small number of spots open on the following committees:

- GFC Executive Committee
- Council on Student Affairs (COSA)
- GFC Committee on the Learning Environment (CLE)
- GFC Facilities Development Committee (FDC)
- GFC Programs Committee (PC)
- GFC Student Conduct Policy Committee (SCPC)
- GFC Undergraduate Awards & Bursaries Committee (UABC)
- GFC University Teaching Awards Committee (UTAC)

A full list of vacancies is [here](#) and the application process is almost painless.

The GFC Nominating Committee (NC) would like to be able to fill all of the remaining vacancies at our next NC meeting on Wednesday October 21.

If you would like to submit an application or just want more information, please email Ann.Hodgson@ualberta.ca or myself at jwhite1@ualberta.ca

Best wishes,

Jon

Dr Jonathan White
Chair, GFC Nominating Committee
Professor of Surgery, University of Alberta

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