

Delivered via email: provost@ualberta.ca

August 21, 2020

Dr. Steven Dew, Provost and VP (Academic)
and the Academic Restructuring Working Group
2-40 South Academic Building
University of Alberta

Dear Dr. Dew:

Re: The Faculty of Law & Academic Restructuring

We are aware that the University of Alberta is confronting some difficult financial challenges and is considering academic restructuring. This currently includes a restructuring of the Faculty of Law.

As managing partners of our respective law firms and with the support of our partners, we are writing to you to express our strong opposition to any restructuring that would affect the Faculty of Law's designation as a distinct and independent faculty within the University academic structure.

To be clear, for all of the reasons set out in Dean Billingsley's letters to you dated July 15, and August 10, 2020, we vehemently oppose any diminishment or denigration of the stature of the Faculty of Law as an independent professional faculty.

As members of the Alberta Bar, alumni and supporters, we ask that the University avoid any restructuring that would alter the independent faculty status of the Faculty of Law.

Yours truly,

MILLER THOMSON LLP

Per: 
Sandra L Hawes, Q.C.
Edmonton Managing Partner

And managing partners of other Alberta law firms

August 28, 2020

Anthony Kapelke, President
Alberta Pharmacy Students' Association

Dear Mr. Agarwal,

I hope you are keeping well. I would like to follow up with you on a matter that we spoke about back in June - the University's 'U of A for Tomorrow' initiative and the academic restructuring that comes with it.

When we spoke back in June, I expressed a major concern that could result from the reorganization of the University's academic structure. If the Faculty of Pharmacy and Pharmaceutical Sciences gets demoted, I fear our autonomy is at risk. Since day one of entering pharmacy school, we learn about the value of autonomy. Our ability to self-govern, and work independently within the health care system, is something our profession prides itself on. It is my belief that the loss of Faculty-status would not only have severe implications on the Alberta Pharmacy Students' Association and its members, but it would also affect our profession.

I worry that the proposed demotion of our Faculty would hinder APSA's ability to negotiate funding for our students. As a professional program that pays extra tuition into a Market Modifier Fund (MMF), I want to ensure that our student leaders have the independence to negotiate how and where that MMF money is spent. If we were to merge into a larger, "catch-all" Faculty, I am concerned APSA would lose its bargaining power and our pharmacy student experience would be negatively impacted. Furthermore, the proposed demotion, and consequential loss of autonomy, could extend into our profession and remarkably impact our ability to promote ourselves to the public, to advocate for ourselves within the healthcare system, and to negotiate with the government. This may influence public perception and present pharmacy as a secondary profession, which we obviously are not. I fret that parity within the health sciences is at risk.

How the University's academic landscape gets restructured is important to us as future pharmacists as this is a pivotal time for the pharmacy profession. The Faculty of Pharmacy and Pharmaceutical Sciences is implementing their new Doctor of Pharmacy program. In order to ensure our Doctor of Pharmacy program maintains accreditation and produces successful graduates, it is crucial we have the funding and support necessary to maintain this new degree. Not only that, pharmacists in Alberta have the largest scope of practice across Canada and are leaders of the pharmacy profession across North America. Thus, it is important that students in our program are equipped with the resources and skills they need to become strong clinicians that can support our healthcare system.

I understand that no decisions have been made about what the academic restructuring will look like, and therefore I do not want to criticize the restructuring initiative. I recognize the University is facing significant cuts, and many positives will come out of this organizational shift. And although I express concerns, I also see that this may be a good thing for our Faculty and our profession. Based on the organizational tools and metrics used for the restructuring proposal, pharmacy may benefit through an increased, more equitable distribution of resources.

Ultimately, I just wanted to let you know that this decision is of tremendous importance to our student body and we have contemplated the possible impacts it could have for our profession going forward. I acknowledge no decisions have been made about what our academic structure will look like come next year but would appreciate transparency from the SU and University on this matter. Any comments, guidance, insight, and support you can provide is greatly appreciated. Thanks for your time.

Sincerely,

Anthony Kapelke, President
Alberta Pharmacy Students' Association
(780) 405-9885 | kapelke@ualberta.ca

4-40J Business Building
Edmonton, Alberta
Canada T6G 2R6
Tel: 780.492.4083
Email: kbmurray@ualberta.ca
www.business.ualberta.ca

August 5, 2020

Dr. Steven Dew, Provost and VP (Academic)
and the Academic Restructuring Working Group
2-40 South Academic Building
University of Alberta
Sent electronically to: provost@ualberta.ca

Dear Dr. Dew:

RE: The Alberta School of Business and Academic Restructuring at the University of Alberta

The Alberta School of Business fully supports the vision of the *University of Alberta for Tomorrow: Academic Restructuring*. We agree that given the rapid change in funding that the university is experiencing, it is critically important that we rethink our institution to enhance our financial stability and ensure our continued ability to compete with the world's best. We appreciate the consultative and data-driven process that recognizes the importance of equity, diversity and inclusion, as well as the need for expediency. I write, on behalf of the School of Business, to convey our strong belief that **the university is best served by a stand-alone faculty of business that drives forward the mission of the institution and participates fully in its governance**.

For more than 100 years, the School of Business has been a strong contributor to the University of Alberta and a critical bridge to Alberta's economic decision makers. The opportunities our faculty and students have to learn from and collaborate with others across campus is important to the school's success. Our integration with the larger institution has been a competitive advantage and, we believe, led to more well-rounded graduates. Over the past century, our school has developed strong and deep roots in the local business community and with our 30,000 alumni around the world. The makeup of the School's Business Advisory Council (BAC), prominent leaders from Alberta, Canada and internationally, is but one example of the relationships and reputation that the School has earned and continues to cultivate. Our graduates are in high demand as they have been across economic cycles. In 2018-19, 85% of our approximately 650 graduating students, and 90% of our co-op graduates, found employment within 3 months.

Modern business schools operate in a fiercely competitive global marketplace for talented students and faculty. Today we rank as the #3 business school in Canada (Maclean's and THE). Globally, we are ranked #38 in research productivity (Shanghai) and among the top 100 MBA programs (THE). We have multiple scholars ranked in the top 1% of citations in business and management, the #1 marketing research group in the world (per

capita) over the past 10 years (American Marketing Association), and a SSHRC grant success rate that is higher than the U of A average (57% compared to institutional average of 27%). Even through these tumultuous times, we are confident that we can grow and enhance our teaching and research activities, as we continue to compete with the best business programs in the world.

To remain competitive, however, it is *essential* that we continue as a fully autonomous faculty responsible for our own operations and participating fully in university governance. *All of our peer institutions nationally and internationally* have stand-alone business schools. Our accreditation as a business school under AACSB requires us to operate independently and losing our accreditation would be catastrophic, putting us at a serious disadvantage to other schools in Canada, especially when it comes to recruiting international students. Beyond accreditation, our brand—as a world-class research-intensive school with a long history of educating global business leaders—is at risk if we are amalgamated into another faculty or diminished in standing within the university. Doing so would cripple our ability to continue to hire outstanding faculty, compete for the best students, build relationships with the business community and place our students upon graduation.

We have worked very hard in recent years to position our school for efficiency, growth and improvement. Financially, we have substantially restructured our operations to ensure that we are able to run surpluses into the foreseeable future, even after accounting for budget cuts and the impact of the pandemic on our operations. Our reliance on the grants portion of government funding continues to decrease and currently makes up less than 25% of our budget. We have made difficult but necessary decisions in the past three years, eliminating 25 support positions, closing our executive education program, tightening up our budget processes and setting a tone of fiscal responsibility that now permeates the faculty. We have restructured our undergraduate program—for example, completing a school-wide curriculum review that eliminated unpopular majors and added new majors, as well as renovating classrooms and enhancing our capability in blended and online learning. We have also continued to grow and diversify our Master's programs, which today have the second highest course-based student enrollment at the U of A. As a result, we are well positioned to further enhance our financial strength, as an independent faculty, through direct entry and the growth of our undergraduate program, new Master's programs, more blended and online learning, as well as the introduction of certificates, micro-credentials and other pedagogical innovations. We see additional opportunities in the SET administrative transformation and we support the quest for greater administrative efficiencies—we do not see this as an impediment to a strong, stand-alone business school.

We believe that restructuring of the U of A, both administrative and academic, presents an opportunity to further strengthen the faculty of Business, and we embrace the responsibility of continuing to be a leading unit within the university. We aim to substantially grow our program enrolments (now a legitimate strategy under the new budget model) to be a source of financial strength and a driver of revenue and student demand for the entire university. Not only is the demand for business graduates high, there is a growing need for graduates from a

diverse array of programs to have exposure to business knowledge and skills. We can meet this need through the minors we offer to other faculties, as well as service teaching, certificates and micro-credentials. Leaders in industry and government across Canada have repeatedly called for this type of integrated cross-functional management education, which the School of Business can lead within the University of Alberta.

We are currently one of the smaller business schools of our calibre in Canada, and we are substantially smaller than the majority of our peer business schools in Australia and the U.K. (We note that many of these schools are 3 to 5 times our size and have been critically important to the academic transformations in those countries). Our move towards direct entry in the BCom program, combined with program restructuring, as well as new efforts in blended and online learning, have set the stage for an enhanced student experience that supports our future growth. In addition, we are excited to be collaborating with Arts, Science, Engineering and other faculties to offer minors, combined programs and improved business service teaching across campus. At the graduate level, we have a diverse set of Master's programs that have been successful in Edmonton, Fort McMurray and China, with plans to add new programs to fill market needs over the next 3 to 5 years (e.g., Master's in Management Analytics and Master's in Real Estate). Our PhD program is small and focused, drawing top students from around the world and playing a central role in the productivity of our faculty. All of this is put at risk if we lose our position as a distinct and independent faculty. Our unique brand, cultivated over 100 years, is the driving force in our historic and future success. We believe we are well positioned and have capacity to be the focal point that draws together academics from closely related disciplines who may currently be scattered across other faculties (e.g., economics, financial mathematics, marketing, communications, organizational structure, strategic management, etc.).

To conclude, I believe that it is essential to the success of the University of Alberta to have a strong, vibrant, distinct and independent School of Business. As we look to tomorrow, we see a bright future that builds on more than 100 years of success to enhance our global reputation and local operations in a way that contributes to the financial strength of the U of A and increases student demand across the entire university.

Thank you for taking the time to consider our thoughts on the *University of Alberta for Tomorrow* and I hope you share our enthusiasm for the future of the School of Business. I am more than happy to discuss these ideas further, elaborate on the details or answer any questions you might have.

Sincerely,



Kyle B. Murray
Vice Dean and Professor of Marketing
University of Alberta, School of Business

A Preliminary Response to SET and Academic Restructuring Models

Augustana

What follows is an initial response on the part of Augustana to the SET proposals and Academic Restructuring Models. Augustana is fully engaged with the desire to manage significant and institutional-altering budget cuts by the Government of Alberta and to realize a stronger University--even in the face of these unprecedented reductions to operational budgets. We fully recognize that the status quo is not an option.

Our response is premised on three “value” propositions. First, that Augustana is fulfilling its mandate to be a “living laboratory” for teaching and learning to the benefit of the University as a whole. Second, that the curricular and calendar changes that Augustana has implemented benefit undergraduate students but are also producing important insights into best practices and alternative types of undergraduate education which are key to furthering the Scholarship of Teaching and Learning. Finally, Augustana is in an excellent position to realize the goals of work-learning, experiential and place-based education through a faculty cohort that is interdisciplinary, collaborative and innovative. All of these “values” benefit our students and, we argue, can be of even greater service to the University in the future.

In Part II of this document, we sketch out what a new “school” might look like for Augustana. We took the opportunity to think creatively and strategically. Part III takes the new school option and in broad strokes maps out both the savings and efficiencies that could be realized with restructuring and projects enrolment growth scenarios for increased revenues.

Document Overview

- I. Our Criteria for Assessing new Models
 - i. Augustana’s Innovative Calendar and Curriculum
 - ii. Place Matters
 - iii. Faculty Development
 - iv. Fiscal Realities
 - v. Governance
- II. What a “new” Augustana might look like
- III. Summary of Changes/Savings & Scenarios for Revenue Growth

I. Our Criteria for Assessing New Models

Criteria 1: Augustana's Innovative Calendar and Curriculum

Since the Unit Review completed in 2011, Augustana has been working toward carving out a necessary and distinct place within the University of Alberta. This has been largely facilitated in three ways: 1) creation of a new calendar (the 3-11 format); 2) the development of a project-based core and First Year Seminar; and, 3) the move to interdisciplinary, liberal arts and sciences degrees, which has been facilitated by a nearly 30% faculty refresh since 2011. From our perspective (endorsed by the University as a whole in governance approvals and inclusion in *For the Public Good*) any restructuring that makes it impossible to deliver this undergraduate programming would be unlikely to receive support from Augustana but would also be damaging to the overall undergraduate offerings of the University as a whole.

Criteria 2: Place Matters

The question is often posed: Could the Augustana curriculum be delivered in Edmonton? Our answer is no--or at least not as it is currently envisioned. Much of the curriculum is premised on place-based and experiential learning; additionally, the overall "Augustana" experience includes opportunities for meaningful community service-learning, work-learning, and undergraduate research. Moreover, Augustana is the only University campus located outside Edmonton, allowing undergraduate students from both urban and rural communities to meet, and work collaboratively on projects that, in larger Centres, would mostly likely only be accessible to graduate students. In this regard, Camrose has the amenities necessary for a campus to succeed while also offering unique opportunities, such as working on GOA/Municipal projects, creating meaningful relationships with non-profits, school boards, and local government. In evaluating restructuring models, we are looking to see that "place" matters and the value of a smaller, outside of Edmonton campus can be realized.¹

Criteria 3: Faculty Development

As mentioned above, Augustana has refreshed its Faculty complement by nearly 30% since 2011 and from 2004, the size of the Faculty professoriate has grown modestly from about 47 FTE to about 54 FTE today. This "growth and refresh" was necessary to move forward from traditional disciplinary degrees into place-based and interdisciplinary programs. While our faculty members are distinguished holders of Tri-Council Funding, Fulbright Awards, 3Ms and other teaching recognitions, Editors of Scholarly Journals, PIs on major international research networks, the undergraduate nature of the campus also means that our students have unique opportunities to work with these Professors on projects that would normally be limited to senior graduate students. Moreover, our Professors are contributors to the Scholarship of Teaching and Learning and pursue the study and assessment of our pedagogical and curricular changes to benefit the University as a whole. In assessing any future Model, we will be looking to see that the opportunities for the development of our faculty is possible and that there is a future for

¹ While not a central element in our evaluation of the various models, we have included an Economic Impact Assessment in *Appendix II* recently completed by the Director of the Alberta Centre for Sustainable Rural Communities, Dr. Lars Hallstrom. Augustana has a significant economic (and other "capitals") impact in Camrose on surrounding areas that we cannot overlook entirely in our assessment of future models.

further changes in the complement to enhance new innovations, recognize our commitments to equity, diversity, inclusion and Reconciliation.

Criteria 4: Fiscal Realities

The question of a “sustainable” Augustana is not new to us. In part, the drive to curricular reform, right-sizing the faculty complement, and looking for administrative efficiencies have been key goals in the face of previous budgetary cuts and the new budget model that is premised on a calculation of cost-per-student (BRU) and responsibility-based budgets. In order for Augustana to focus on its core mission, that is providing a unique and distinct undergraduate, University of Alberta degree to its students, we are evaluating SET proposals and Academic restructuring as a hand-in-glove relationship. Models that centralize and make more efficient core services such as Finance, Human Resources, Recruitment/Registrar, and Advancement are very welcome. Hub and Spoke structures should only be used in instances when “locality” is more efficient and cost-effective, such as previous experiments with technical services have revealed. Overall, our criteria would suggest that all fiscal realities should be focused on efficiency and meeting our mandate as university teachers and researchers.

Criteria 5: Governance

It has probably never been truer to say that the “devil is in the details.” When assessing these models, we asked ourselves if the Governance structures are in place (or could easily be in place) to manage such significant changes; how those processes would “look” from an Augustana and wider University perspective and how we could ensure that collegial governance is not lost in the process of significant change. We seek processes that are transparent and easy to implement, that do not increase complexity. To reach our conclusions we reviewed the *Post-Secondary Learning Act*, key elements of General Faculties Council and concomitant policies currently in-place at the University of Alberta. Further, we assess the ability of the model to ensure a “local” identity and some autonomous decision-making so that Augustana can continue to build on its close and highly successful local relationships which are key to our curriculum and realizing a distinct undergraduate experience for students. But, let us reinforce here, we are not advocating for the status quo but rather suggesting that “locality” is important and relates to curriculum, place, and how we govern the new structure from the perspective of the University as a whole.

II. What a “New” Augustana Might Look Like

In light of the preamble discussion of the types of models one could consider for the University of Alberta and when considered against the criteria outlined earlier, we would see versions of 3b, 4 or 5 as the most intriguing, though we are not married to any particular one but rather favour elements of each. In this context, we have taken the liberty of sketching out how Augustana might be envisioned as a School. In the past, School has been largely synonymous with Faculty at the University of Alberta, however, the PSLA notes a difference in Faculty and School Councils and further empowers GFC to set further limitations and boundaries around a School. A School (or perhaps Division--however, the nomenclature of Division is less familiar to the public and may be better suited in other contexts, we did not draw a strong conclusion in this regard) could be either stand alone (that is, report directly to the Provost or embedded in a Faculty--while keeping the multi-disciplinary cohort of Augustana intact). Moreover, this would allow Augustana to move to a de-departmentalized status, creating administrative savings and streamlining curriculum development, FEC, teaching assignments, and other functions currently distributed among three Departments.

Understanding that the initial models we have been asked to review are very preliminary and intended to invite discussion, after reviewing the proposals against our criteria, we could clearly see that the “affiliates” model (2d) is not suitable for Augustana in particular and the University as a whole. Such a model, as we understand it from the document, effectively signals the end/closure of Augustana for all intents and purposes. This model loses the ability to support the educational mission of the University of Alberta, an identity and reputation that is key to student recruitment, faculty recruitment and retention, and the realization of excellent undergraduate degrees. Perhaps less dramatic, we also found that models 2b and 2c, by splitting our faculty members among Arts and Science (we note, we have members that also fall into Business, KSR, and potentially Public Health faculties, so really a split between four or five Faculties) would render the unique and distinct programming of Augustana nearly impossible to deliver, would introduce complexity in Governance and FEC coordination that is not desirable for Augustana but would also not serve the University as a whole well.

For Organizational Chart, please see attachment: **Augustana School of Liberal Undergraduate Education**

[new org chart here]

III. Summary of Savings (Tentative and open to Further Discussion)

If some version of the Augustana School of Liberal Undergraduate Education were to be implemented, we envision key savings. These would be further combined with the operational savings realized through centralized services contemplated by SET.

Current	Replaced by	Rough Estimate in Savings
Dean	Principal/50k stipend on academic salary	
4 appointed "Deans"	3 Vice Principals (18,000 Stipend/position)	8,000
3 Departmental Chairs	None	18,000
HR Manager	Central Services	120,000
Senior Finance Officer	APO Campus	Salary would be same as senior finance officer
HR Office Staff	Central Services	70,000
Significant Reliance on ATS	Regular faculty	1,300,000
Full-time admin staff	Consolidation of several positions	500,000

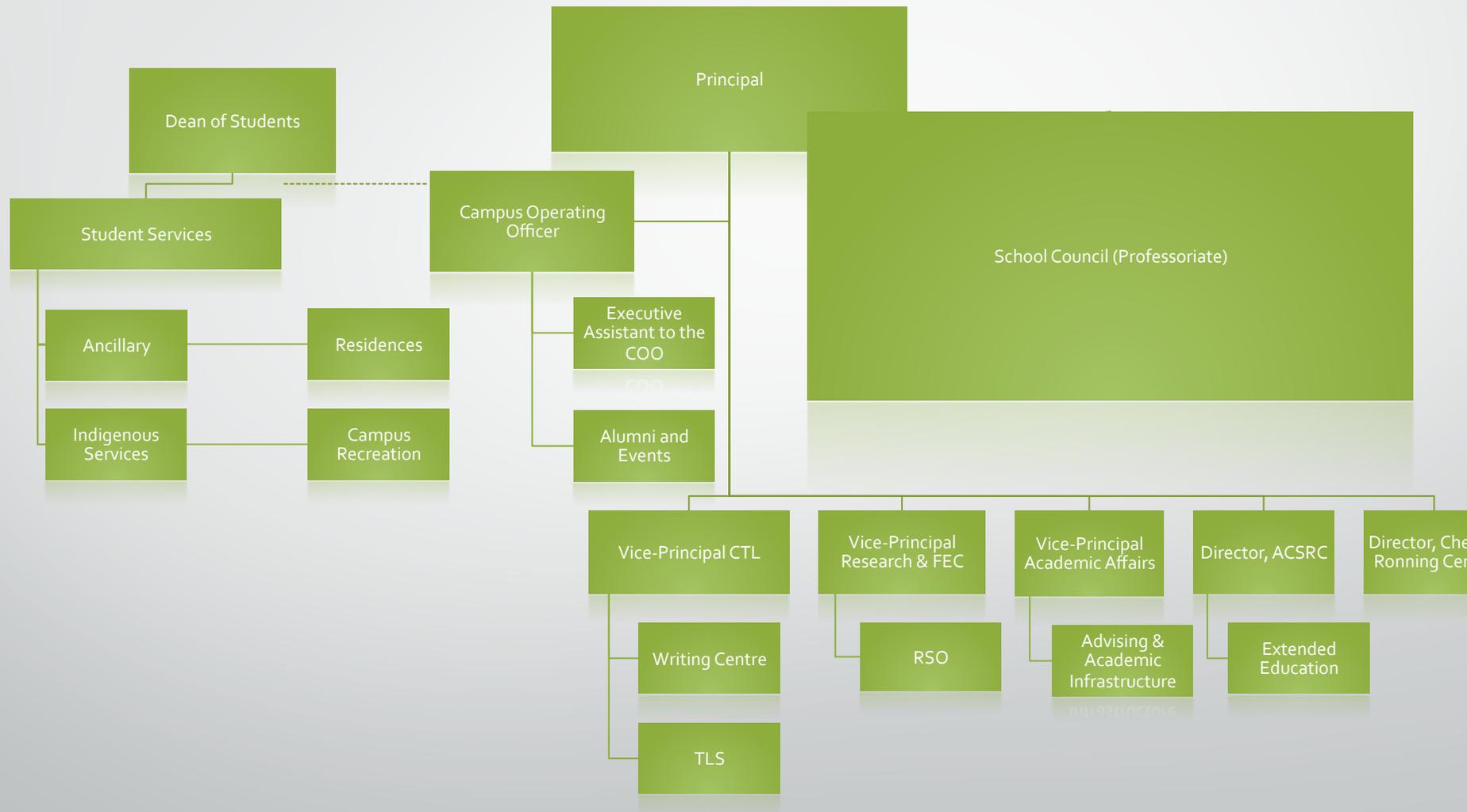
Growth scenarios that enhance revenue

In addition to "cuts," we also see the potential for revenue increases tied to increased enrolment in the future. This would not entail the need to increase the faculty complement and would realize further efficiencies by taking advantage of economies of scale. With the current complement and assuming an administrative structure such as outlined above, Augustana could accommodate an enrolment of between 1300-1500 students. This would represent increased revenues of between \$1 and \$2 millions.

Conclusion

The direction forward presented here envisions maintaining and building upon the work of the current Faculty in terms of curriculum, identity, project-based core, and New Academic Calendar. We note that the combination of faculty, core, curriculum (Majors or Concentrations) and structure (NAC) are indispensable to the Augustana “unit,” and are the key elements of its identity--regardless of the name or organizational placement of the faculty members. Whatever its new name and place, Augustana is poised to meet reductions of administrative/redundant costs. The factors considered here meet the budgetary and structural challenges outlined by the President and Provost, but also speak to the reality that for a Campus to operate effectively, a structure must be developed that is clearly tied to institutional governance, with local decisions being possible in terms of curricular revision, workload, and the educational functionality of campus facilities. As the site of curricular and pedagogic experimentation--indeed, as “a leading liberal arts [and sciences institution], and as a living laboratory for teaching and learning innovation, to the benefit of the entire university” (*For the Public Good*, p. 15), and as the University’s only Campus outside Edmonton, it is imperative that any future version of the campus take into account five criteria outlined in this document: (1) curricular innovation, development, implementation and evaluation; (2) the place of Augustana and the Camrose area as a place/Campus in rural Alberta; (3) faculty development; (4) fiscal realities; and (5) governance.

Augustana School of Liberal Undergraduate Education





August 10, 2020

Dr. Steven Dew, Provost and VP (Academic)
and the Academic Restructuring Working Group (ARWG)
2-40 South Academic Building
University of Alberta

Sent electronically to: provost@ualberta.ca

Dear Dr. Dew:

Re: The Faculty of Law & Academic Restructuring

I write in follow-up to my letter of July 15, 2020. Since sending that letter, I have reviewed the academic restructuring information provided at the July 29 Deans' Council meeting and consulted with several legal academics who are familiar with the university academic restructuring initiatives undertaken in Australia. These steps compel me to reiterate the Faculty of Law's position that the only option for academic restructuring which we can support is one in which the Faculty of Law remains a distinct and fully independent faculty within the university academic structure. I refer you to the arguments set out in my July letter and offer the following additional comments.

It is apparent that the University is seriously considering restructuring models which would result in the Faculty of Law losing its faculty status, its independence as an academic unit, and/or its existing role in university governance. These include:

(i) options that follow the University of Sydney model. In Sydney, the Faculty of Law was downgraded to one of three "schools" alongside Architecture and Music, while Business, Engineering and Medicine remained full-fledged, independent faculties, and the "school of law" was excluded from university governance; and

(ii) options that combine the existing Faculty of Law with other faculties into a larger academic unit. Under these proposals, it seems that Law would assume a role akin to a department within a faculty and would be excluded from having a direct role in university governance.

Academic restructuring decisions demand a fundamental analysis of what the law program is, and should be, at this University. The crucial question is: *what kind of law program does the University of Alberta want?*

With respect, we suggest that the University is best served by a law program which:

- reflects the unique academic mission and community served by the Faculty of Law;
- directly contributes to university governance; and
- is not needlessly beset by the many difficulties that have plagued restructured law programs in Australia.

A. The Unique Academic Mission & Community Served by the Faculty of Law

When I applied for the position of Dean of Law in the fall of 2019, I was advised that the University was looking for someone to “promote excellence in [legal] research and scholarly activity,” to champion “curricular initiatives, research and scholarship, professional training, global outreach, and recruitment of high quality faculty and students,” and to “cultivate an environment in which students, faculty, and staff thrive.” If the University remains interested in having a law program focused on these objectives, then it is imperative that the Faculty of Law remains an independent faculty with full autonomy over its own budget, curriculum, student admissions, faculty recruitment and promotion. Any form of restructuring which reduces the independence and/or faculty status of the Faculty of Law would point our program in the polar opposite direction from that suggested by the aspirations expressed above.

The Faculty of Law’s JD program, in which the vast majority of our students are enrolled, is like no other at the University. It is a professional degree which fulfills the requirements of a law-specific national accreditation agency, and its success is measured in large part by the placement of our graduates in jobs with the courts, government and private law firms. Alumni support is engaged by these metrics, as is community and student support for differential fees. Our program is strongly integrated with the larger legal community, which includes everyone from first year law students to Supreme Court of Canada justices. Together, we are a cohesive and distinctive community which logically stands independently in any organizational structure. The importance of administrative structures in preserving—or destroying—our place in this community cannot be overstated.

The distinctive identity of Canadian Faculties of Law, and our specific Faculty of Law, applies not just in terms of the legal community, but also in the context of Canadian society at large. The Rule of Law--the idea that governing principles should be applied without prejudice or passion--is a central pillar of legal education and the Canadian legal system. The independence of the Faculty of Law is critical to this principle. This is because our program produces future judges, lawyers who are officers of the court, and chairpersons of heads of boards and tribunals of every description. Such individuals serve Canadian society and require fierce independence of mind and opinion. The cultivation of these essential qualities starts on the first day of law school. If the Faculty of Law is not independent and is not permitted to stand on its own, our contribution to the project of the Canadian justice system will be seriously and needlessly damaged.

It is incomprehensible that someone from another Faculty might assume governance authority over the law program. To have someone external holding a governance position--with responsibility for directly communicating with, evaluating, and otherwise directing any aspect of our program--would be awkward and would foreseeably become divisive and unworkable. There is a reason why no other Canadian university has taken the approach of combining other departments or faculties with a professional law program. In short, the suggestion that Law should be grouped together with other professional faculties (such as Business or Education) or merged with social science disciplines (such as Economics) betrays a basic lack of understanding of our identity. These proposals would result in a largely random and arbitrary amalgamation.

Further, combining the Faculty of Law with other academic units cannot be credibly defended as a means of promoting interdisciplinary or collaborative research. The Faculty of Law already engages in

that work across a wide variety of Faculties and departments, including Arts, Native Studies, Business, ALES, Computer Science, and the health-related faculties. Being an independent Faculty facilitates, rather than limits, our ability to freely engage in these collaborations.

B. The Faculty of Law's Role in University Governance

Historically, being legally trained, the Dean of Law has often been well positioned to provide direct assistance to Dean's council. For example, former Dean Tim Christian played a crucial role in developing strategies when the University was sued over mandatory retirement and former Dean David Percy offered ready guidance during the mandatory retirement abolition debate. The advantage of having the Law Dean as an immediate resource will be lost if the Faculty of Law is not directly involved in university governance.

When I applied to be the Dean of Law, the position was described as that of a senior administrator of the University, who offers "the highest level of strategic advice" in regards to "student-related and academic issues affecting the University." I was told that diversity, equity and inclusion were key areas of interest for the decanal selection committee.

So, when I was appointed as Dean of the Faculty of Law, in the happy context of being the first female Dean of the Faculty, it was with the expectation that I would be bringing healthy new perspectives to the office and to university governance. Now, I cannot help but notice the unfortunate irony that in the first month of my tenure as Dean I am reviewing restructuring proposals which would eliminate my voice as Dean in university governance and which would subordinate my Faculty to an extent that would literally be unprecedented in North America.

It is also unclear to me how the elimination of the marginal cost of my attendance at Dean's Council meetings will achieve significant cost savings for the University, especially when weighed against the value of the Faculty of Law's contributions to governance matters. If the Faculty of Law does not have its own voice on Dean's Council, then decisions about issues affecting Law's unique interests will either be delayed while Law is consulted or made without Law's input. The former situation is not efficient and the latter defies collegial governance, inevitably leading to disputes down the road. In short, changes in form do not necessarily produce substantive benefits and fewer players do not necessarily make decision making more nimble or cost-effective.

C. The Australian Experience

For the reasons stated in my July letter, the Faculty of Law rejects the comparison of our Faculty with law programs in Australia. However, since Australian universities are being referenced as examples of academic restructuring, the ARWG should know that the impact of academic restructuring on Australian law programs has been overwhelmingly negative. In fact, the Australian experience bears out all of the concerns outlined above and in my July 15 letter.

Michael Crommelin served 18 years as Dean of the Melbourne Law School and as Zelman Cowen Professor of Law and is probably the most respected voice in Australian legal education. He has told us that Australian law programs have universally struggled under merger and reorganization efforts and that these initiatives have not been well accepted internally or by the external legal community. He has been

asked to investigate the law programs at the University of Tasmania and at Queensland University, where he concluded that, at both universities, the merger of law with other disciplines is directly linked to a drop in their competitive performance. Professor Crommelin reports that merged faculties have resulted in high turnover rates among faculty members and ongoing dissension among the merged disciplines. Indeed, in his role as an independent reviewer of Queensland University's law program, Professor Crommelin's major recommendation to enable the law school to regain its formerly high rating was to restore the program to full independent faculty status.

We have also been advised that the diminution of the law program from a faculty to a "school" at the University of Sydney offended the legal community—so much so that the Chief Justice of the Supreme Court of New South Wales called upon the dean to demand an explanation as to how the Law Faculty allowed this to happen. The diminished reputation experienced by the Sydney School of Law was real and widespread through the legal community. Since being relegated to a "school", the Sydney law program has not received any external donations. Finally, because the Sydney law school does not have a space at the university council, the law school is informed or consulted on decisions only after the fact and through intermediaries, resulting in inefficiencies and dissension.

Conclusion

The Faculty of Law does not dispute the need for the University of Alberta to rationalize operations. We fully understand our responsibility to constructively participate in efforts to achieve efficiencies and monetary savings. However, that process is not facilitated by the diminishment of our status as a full-fledged, independent Faculty or by the elimination of our role in university governance.

When it comes to academic restructuring choices, the desire to be "bold" or "non-traditional" (concepts which are identified as positive objectives in the ARWG materials) is not a principled reason to sacrifice the Faculty of Law's academic mission, its place in Canada's legal community, or its contributions to university governance. To be the only Canadian Faculty of Law to be diminished under any of these scenarios would be a crippling indignity to our institution. The reputational damage to the Faculty of Law would be immediate and lasting among current and future faculty members, students and alumni. Our Faculty leadership would not be credible in attempting to portray any such reform in a positive light and it would not be reasonable for the University to ask us to do so.

Thank you for your consideration.

Sincerely,



Barbara Billingsley
Dean of Law
Wilbur Fee Bowker Professor of Law

July 29, 2020

To the members of the Academic Restructuring Working Group and the Service Excellence Transformation Group:

The University of Alberta (UofA) is at the precipice of radical transformation due to the Alberta government's unprecedented 33% reduction to the annual government grant to the University. While this is an unsettling change for our University community, it is also an opportunity to not only restructure within the limits of the new budget, but to center the restructuring on policies and processes grounded in Equity, Diversity, and Inclusion (EDI). The restructuring needs to be based on a clear, specific and actionable set of commitments addressing systemic Anti- Indigenous and anti-Black racism, highlighted in the recent events surrounding the killing of George Floyd and the Black Lives Matter movement. The UofA has taken a clear stance [in solidarity against racism](#) and commitment to EDI expressed by former President Dr. David Turpin, [reaffirmed](#) by the current president, Dr. Bill Flanagan.

Across Canada, commitments to EDI exist at the very highest levels. The Canadian Center for Diversity and Inclusion defines diversity and inclusion as capturing the uniqueness of the individual in an environment that values and respects them for their talents, skills, and ability to benefit society (or "the collective"). In order for diversity and inclusion to be successful, equity or fairness needs to be present. The Canadian Tri-Agencies (SSHRC, NSERC, CIHR) are committed "to achieving a more equitable, diverse and inclusive Canadian research enterprise"[\[1\]](#). Likewise, the Canada Research Chair program is committed "to achieving a more equitable, diverse and inclusive Canadian research enterprise"[\[2\]](#). EDI is thus central to our work environment and to ensure the continued excellence of our research.

The practice of EDI is not new to the UofA. In 2018/2019, the UofA released an [EDI Strategic Plan](#)[\[3\]](#) that outlines the principles, goals, and outcomes in the areas of Leadership, Research, Teaching, Workforce (Faculty and Staff), Students (including research trainees), and the UofA environment. The purpose of this *Plan* is to empower Faculties, departments, and administrative offices to adopt EDI into their practices to achieve the University's goals. Senior leadership will implement the Plan with accountabilities included in their yearly review, which in turn would make their units accountable for implementing the EDI strategies as laid out in the Plan. The UofA defines EDI in its three distinct parts ([EDI Strategic Plan](#) page 6): *Equity* is about fairness in access to education and employment and in the opportunity to succeed in these domains. *Diversity* refers to difference or variety. In a broad societal EDI context, diversity refers to demographic or identity diversity, including that based on the protected grounds. *Inclusion* means that we value and cultivate full and meaningful engagement of historically and structurally excluded individuals and groups. We will use the term equity-seeking groups to refer to groups who represent individuals who are under-represented in our University community, including but not limited to women, Indigenous, Black, racialized People of Colour, People with disabilities, LGBTQ2S+.

The UofA is in an excellent position to center these EDI goals in our vision, “UofA for Tomorrow.” In preparing this letter, we were guided by the following principle: To follow up on the existing commitments of the institution with concrete actions to build EDI into all aspects of the restructuring plans and prepare a publicly available report on actions taken. Our interdisciplinary, ad-hoc EDI Working Group recommends that the following actions be incorporated into the work of the Academic Restructuring Working Group (ARWG) and the Service Excellence Transformation (SET).

The restructuring process

1. Immediately initiate an exit survey for staff who are being laid off that includes an (optional) self-identification for equity-seeking groups as defined above to produce and make public disaggregated data on who is being affected by the layoffs.
2. Commit to conducting a complete system-wide EDI audit that gathers demographic data of all members of the UofA community (faculty, students, postdoctoral fellows, staff, and people in leadership positions from the Associate Chairs level upward). This audit aims to create reliable data regarding the representation of equity-seeking groups and maintain a balance of equity-seeking groups across all employment categories on campus.
3. Increase the representation of members of equity-seeking groups on the restructuring committee, or alternatively, invite input from these groups. Currently, the composition of the ARWG is overwhelmingly White (16 members) with only 1 Indigenous person, and 2 People of Colour.
4. Use a GBA+ and EDI lens for every decision made by the restructuring group, document its use, and share that documentation with members of the university community.
5. Have restructuring proposals explicitly vetted by members of underrepresented equity-seeking groups on campus.
6. Ensure that town halls and other consultation events are accessible (ex., is the *thought exchange* accessible to those using screen readers?) and find ways for those without access to technology to engage in and provide feedback at all stages of the restructuring consultation process.

The future of the University of Alberta

1. Give EDI a prominent place in community engagement initiatives at all levels, from departments to central admin, highlights UofA’s commitments in this area and ensure input from diverse communities.
2. Create a senior leadership position (Provost or Vice-President level) dedicated to Equity, Diversity, and Inclusion with the person in this position being from an equity-seeking group historically and currently underrepresented at the University of Alberta.
3. Identify benchmarks, and implement the strategies to achieve these benchmarks for increasing diversity among faculty, staff, and senior leadership to reflect the demographic diversity of Edmonton and of our student body. In the last five years, 60% of the student population has consistently been made up of People of Colour. These students are a major revenue source and deserve to see themselves represented in those who teach, administer, and shape their careers. Make setting, reaching, and exceeding EDI benchmarks for the University as a whole (and disaggregated by status groups - tenure-track faculty, lecturers, staff, students) part of the annual report of all reporting units and people in leadership positions at all levels (i.e. Chairs, Deans, Directors, Vice Presidents, etc.).
4. Commit to multi-year cluster hiring programs to increase the proportion of members of equity-seeking groups. Engage in a culture change to create an environment in which equity-seeking

groups can thrive; develop concrete plans and strategies to retain members of these groups in all areas of the University, including the student body.

5. Develop standards for maintaining and expanding diversity and inclusion in course and program offerings.
6. Develop K-12 outreach programs (including teachers' resources) for recruiting BIPOC and other equity-seeking groups to the UofA and support their and success. U School might provide an initial model for one kind of outreach. Such initiatives could also link to Community Service Learning courses, thereby involving community organizations as well as UofA students, in the quest for greater diversity. Similar programs have been launched in UK universities^[4] and could be adapted for the Alberta context.

Like universal design in architecture, by building the practice of EDI into our system and everything we do, we can bring about powerful and exciting change that will truly begin to meet the UofA promise to “uplift the whole people.”

Respectfully submitted on behalf of an interdisciplinary, ad-hoc EDI working group.

Susan Amer, Accessibility Advisor, Academic Success Centre Accessibility Resources

Susan Beaufoy, Learning Specialist, Academic Success Centre, Learning Resources

Michael Frishkopf, Department of Music

Terra Garneau, Equity Officer, ASSUA

Dina Hendzel, Accessibility Advisor, Academic Success Centre Accessibility Resources

Susanne Luhmann, Women's and Gender Studies

Andrea MacLeod, Dept. Communication Sciences & Disorders

Ubaka Ogbogu, Faculty of Law

Lahoucine Ouzgane, English and Film Studies

Teresa Zackodnik, English and Film Studies

[1] https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/index_eng.asp

[2] <https://www.chairs-chaires.gc.ca/program-programme/equity-equite/index-eng.aspx>

[3] <https://www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-for-edi/index.html>

[4] <https://russellgroup.ac.uk/policy/publications/pathways-for-potential-how-universities-regulators-and-government-can-tackle-educational-inequality/>

Hon J.E. Côté

17 August 2020

Dr. Steven Dew, Provost and VP (Academic)
and the Academic Structuring Working Group
2-40 South Academic Building
University of Alberta

Dear Dr. Dew:

Re: Faculty of Law and Academic Restructuring

I entirely agree with Dean Billingsley's letters dated July 15 and August 10. Had I been writing those letters, I would have used stronger less diplomatic language. The "merger" proposal will reduce the Faculty of Law to a small lower-level branch of a new large non-professional Faculty unacquainted with practising law. This ignores all the conditions, facts, and history. It will violate vital agreements, solemn promises, and fiduciary relationships. This experiment would not save money; it would throw all the money out the window.

I have taught in this Law Faculty and worked there in residence. I learned the pertinent history from Dean Bowker, and from William Hurlburt, who headed both the Law Society of Alberta and the (national) Federation of Law Societies. For almost 28 years I was on the Courts of Appeal of Alberta, and two territories. I have been heavily involved in professional education of lawyers and judges. I can compare legal education in Edmonton and Oxford; they are similar in quality. For about 40 years, I supervised and taught hundreds of new law graduates.

If implemented, the new proposal will quickly end what is now the Law Faculty. If Calgary keeps its Law Faculty, it will become the sole law faculty in the province, as the government suggested some years ago.

The University of Alberta's school will then die from more than inevitable internal injuries. A huge external danger will remove its students. Universities are "accredited" by academic groups who rate universities. But that is not the vital rating for a law faculty. Other bodies can speedily and more easily remove much or all of its ability to train lawyers.

In Canada a law degree is always an expensive second degree. Actual contact over the years shows that over 90% of the students in the University of Alberta Law Faculty hope to get called to the Bar. Almost all the students at least pay for that option. Students who go to law school purely to improve their minds are almost as rare as unicorns. And probably wealthy.

It is the various Law Societies (and their Federation) who decide what significance (if any) a law degree from a Canadian university has. At the time I graduated from the Law Faculty

in Edmonton, a university law degree had absolutely no use whatever in Ontario. The only law training which gave its graduates any credit, was the Law Society of Upper Canada's own school. For 30 or so years, the only Law Faculty in Ontario was the University of Toronto's, giving degrees worthless in Ontario and most provinces. In the 1940s, British Columbia and Manitoba also had no law faculties; their Law Societies ran their own exclusive law schools. Other Ontario universities did not open law faculties until in the late 1960s Ontario's Law Society finally relented and gave credit for university law degrees.

Common-law Canada's universities got the power to train lawyers only by making an agreement with various Law Societies. (Alberta and Saskatchewan were far ahead of most.) What is the agreement? Law societies will not teach or examine on substantive law, and university law faculties will teach practical substantive law for practising lawyers. At the moment, the Law Societies all rubber-stamp Alberta law degrees. The Law Societies gave that power to law faculties, not to departments or other faculties. I doubt they have any duty to recognize Alberta degrees without a law faculty. If precise wording of a statute or regulation covers up that difference, it can be speedily altered.

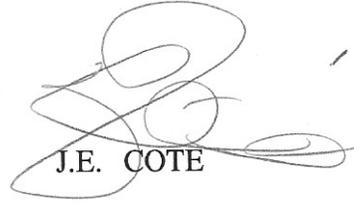
Law Societies are very sensitive about protecting the public by high standards, and rightly fearful of losing their powers to some government regulator. Governments do not wish to pay huge sums to subsidize any university program on law which does not deliver professional training actually to practise law. That can come only from a body of legally-trained people knowledgeable about the actual practice of law, free to set their own priorities and methods.

A law faculty must constantly maintain a very fine balance. Students must learn and practise legal reasoning, legal concepts, legal terminology, and legal philosophy. But just as necessary is knowledge of topics less glamorous or academically popular, but vital to practising law. For example, the ins and outs and practical applications of contracts law, constitutional law, and family law. Academics tend to emphasize the former, but Law Societies emphasize the latter. It takes a very experienced Dean and Faculty to maintain that balance. Lawyers constantly complain to law societies that new law graduates do not know various practicalities and details of the law of their province. No law school governed from above and outside by people unfamiliar with those things, can hold that balance for even a year. Under such a regime, students now enrolled will graduate in two or three years with a defective professional education.

Even that is not the big danger. It is trust. No Law Society even suspecting any of that, or unable to tell how adequate is some law school's practical professional teaching, will recognize its degrees. At best, the Society will force graduates to take extra courses before writing the Bar exam. Law Societies set Bar exams, not universities. They already require more courses for some other provinces' or other countries' graduates. No Law Society is interested in university governance. None will be keen to discard their rubber stamp, and instead have to inspect and rate all the law schools in Canada. Canada will not accommodate one university's experiment.

If potential students hear that University of Alberta law school degrees are not unconditionally credited everywhere, few will enrol in law here, and none with ability. Even those dregs will dry up when the Law Society of Alberta withholds full credit for our degrees. With enrolment largely gone, there will be no law school, whatever its merits ever were.

Yours truly,

A handwritten signature in black ink, consisting of several overlapping loops and flourishes, positioned above the printed name.

J.E. COTE

Faculty of Native Studies as a “hub and spoke” (or “home and hub”) model

A “hub and spoke” (or “home and hub”) model of the Faculty of Native Studies would see us retain our current intellectual and governance autonomy, but add the ability to offer cross-appointments and other forms of affiliation to faculty and staff from across the University of Alberta’s campuses. At one level, the idea of a “hub and spoke” or “home and hub” model is actually how most American Indian studies (and some Canadian Native Studies) units work. They are based in the idea of “core” and “affiliated” faculty members. Two of numerous examples (one American, one Canadian) include:

- a. American Indian Studies at UCLA (which has just applied to move from program to departmental status) - <https://amindian.ucla.edu/people/faculty/>
- b. University of Toronto (<https://indigenoustudies.utoronto.ca/about/what-is-indigenous-studies/>)

The potential **advantages** of the hub and spoke structure are two-fold:

- 1) It increases the cross-campus potential for **interdisciplinarity** (by contributing labour from affiliated faculty members from other disciplines to support Indigenous studies perspectives);
- 2) it supports **Indigenous faculty retention** insofar as it offers Indigenous faculty a centre of support on campus, especially in situations where they are the sole Indigenous faculty member in another administrative unit (and their FEC home).

The hub and spoke model has primarily been used to offer Indigenous studies programs without providing greater funding and administrative stability and as such, suffers from two major **disadvantages**:

- 1) it severely limits an ability to foster community building among Indigenous scholars and allies across our campus(es) (i.e. it decreases opportunities for dialogue, interaction, and networking with other Indigenous faculty, staff and students on campus);
- 2) it offers radically reduced intellectual or governance autonomy for the Indigenous studies unit.

With an eye for maintaining heightened intellectual or governance autonomy, a more useful model can be found in the UofT college system, which possesses seven colleges “in” the Faculty of Arts and Science. To be clear, FNS has **no** interest in being located administratively in the Faculty of Arts at the UofA, but the UofT college model otherwise possesses several features of interest, particularly its **fellows/associates** structure. Choosing Victoria College as an example (<https://www.vic.utoronto.ca/>), more than one hundred and fifty college “fellows” and “associates” comprise its scholarly and teaching complement:

- *fellows* “...participate in Victoria College governance, work in its research centres, and contribute to the life of the College by teaching, mentoring, or supervising students in academic and co-curricular activities” (roughly twenty post-doctoral junior fellows contribute additionally to the college’s academic and social life);
- *associates* “...contribute to the teaching and research mission of Victoria College and participate in its academic and social community”.

We believe that dozens of scholars from across UofA’s campuses would be eager to affiliate themselves with the Faculty of Native Studies if provided the opportunity. This would not only increase the number of faculty, staff and postdoctoral fellows who would see the Faculty of Native Studies as a locus of support on UofA’s campuses – especially given that most of them would otherwise be the sole Indigenous faculty member in their home department – it would allow us to collaboratively learn from one another in building and maintaining ethical teaching and research relationships with Indigenous communities, while additionally offering exciting possibilities for populating the governance committees that would allow the UofA to structurally ‘Indigenize’ in strategic, sustainable ways.



July 15, 2020

Dr. Steven Dew, Provost and VP (Academic)
and the Academic Restructuring Working Group
2-40 South Academic Building
University of Alberta

Sent electronically to: provost@ualberta.ca

Dear Dr. Dew:

Re: The Faculty of Law & Academic Restructuring

I write to express the Faculty of Law's position on academic restructuring. In short, **it is critical that the Faculty of Law retain its designation as a distinct and independent faculty within the university academic structure.** I am particularly concerned about two matters: first, the University of Sydney structural model referenced in last week's Town Hall; and second, the proposal from the Department of Economics suggesting an amalgamated Faculty of Business, Economics and Law ("BEL"). I understand that the academic restructuring working group (ARWG) has not yet put forward any specific proposals for consultation, but I thought it would be helpful for all to make our position clear on these two options as early as possible.

I understand that the university is currently confronting difficult choices. The Faculty of Law takes seriously our obligation to work collegially within the larger university to achieve the intended objectives of the *U of A for Tomorrow* initiatives, including streamlining or sharing services where appropriate. However, when it comes to academic restructuring, the Faculty of Law is a unique case: remaining an independent Faculty of Law is essential to our continued viability.

As explained in detail below, we are opposed to any diminishment of our faculty designation or any form of merger. Either of these changes would denigrate the stature of our Faculty, threaten our existence as a professional degree-granting program, and undermine our academic mission. Individually and collectively, these factors would place our Faculty at a significant competitive disadvantage vis a vis every other North American professional law program and among Canadian law faculties in particular. They would impair our ability to hire and attract top legal scholars; to attract and retain the best students; to justify charging our students differential (professional) fees; to secure jobs for our graduates; and to successfully seek financial support from our alumni, law firms and the larger legal community.

The Sydney Model

The structure of the University of Sydney, referenced by the ARWG, consists of 5 faculties and 3 schools. Under that model, medicine and engineering retain their status as professional faculties, while law is relegated to the status of a “school”, along with music and architecture. Reorganizing the University of Alberta’s academic structure in a similar fashion would devalue our professional program relative to others within this university and imperil the ability of our law program to compete in the North American market.

An academic structure in which the Faculty of Law becomes a “school”, while other academic units retain their designation as a “faculty”, suggests that one of two things is happening. One possibility is that the “school of law” does not share the same level of independence and governance authority as that enjoyed by the “faculty” units. Alternately, the change from “faculty” to “school” is one in name only. As explained below, either of these options would threaten the success of our program.

1. Our Faculty’s Competitive Position in the North American Market

At present, the University of Alberta Faculty of Law is one of 18 professionally accredited English-speaking law programs in Canada. Each of these competitor programs is on equal footing with the other professional faculties within their respective universities, both in stature and in their role in university governance. Stated another way, none of the other English-speaking law faculties in Canada are subordinated, in function or in title, to other faculties in their institutions. Indeed, the presence of a law faculty is often promoted as a matter of pride and is highlighted in the promotional publications of our competitor universities. The top 30 ranked American law schools follow a similar approach. Each of these schools operates as a distinct and independent administrative and academic unit, on par with other academic units within the larger institutional entity. Without exception, these 30 American law schools stand at an equal level with Medicine, Engineering and other professional programs.

In short, among the 47 North American law schools addressed above (not including ourselves), there is not a single apparent example of a professional law program being, in form or in substance, at a second tier, or even in a distinct administrative category, within their respective universities. The University of Sydney model is not found in any of these examples. The experience and expectation of nearly every lawyer in North America, past and present, is in accord with the universal approach outlined above. Professional law programs are expected to have a strong profile within their respective universities.

The reputational harm that our Faculty would experience by being the only major North American program to operate under the Sydney model would be catastrophic to our ability to attract and retain the best professors and students, to obtain placements for our graduates, and to successfully seek financial support from our alumni and law firms at a time when we need it most. This is because any suggestion that our Faculty’s status within the university has diminished would reduce the prestige of the Faculty in the eyes of legal academics, existing and future law students, and law firms, all of whom are well aware that every other Canadian law program operates as an independent faculty providing dedicated professionally accredited programs. Moreover, diminishment of our status as an independent and full-fledged faculty within the University of Alberta would make us different in the eyes of accreditation agencies and therefore pose an unnecessary risk to our existing accreditation.

Just changing the name of the Faculty of Law to the School of Law, while other academic units retain their faculty title, would be perceived by our constituents as a demotion of our program. When the University of British Columbia and Dalhousie University formally designated their law programs as “schools”, they did so in order to apply naming rights associated with multi-million dollar donations. Their programs retained full faculty status. By comparison, stripping our program of its faculty designation for purely administrative or cosmetic purposes would tarnish our reputation. The presumption would be that there is disorder within our Faculty, or that the law program is a reduced priority for the university, or both. Such assumptions would be difficult to rebut. If we were to explain that the change isn’t substantive and that we are actually still a full-fledged and equal partner within the university, the obvious response would be to ask why the change was made at all. In short, a cosmetic name change would reap no substantive gain for the university and sow only negative consequences for our program over both the short and long term.

The intention of the Government of Alberta to “rationalize” post-secondary education in the province also has implications for our role in the University. In the 1990’s, a similar project implemented by the provincial government resulted in a debate as to whether it was necessary to have two law schools in the province and, if one was enough, which one should survive. Our Faculty would be at a distinct disadvantage in such a contest if the competitors were a demoted “School of Law” at the University of Alberta and a full-fledged Faculty of Law at the University of Calgary. Cosmetic changes to the name of the Faculty of Law could carry devastating consequences.

2. Our Faculty’s History at the University of Alberta

In order to be successful in the long term, the university’s plan for academic restructuring must take history into account. Indeed, the ARWG has stated that its work is governed by the values set out in the university’s strategic plan, which expressly include the history and traditions of our university. Our Faculty’s history is long and revered.

The Faculty of Law has just completed its 108th year as a Faculty at this university. It is the oldest Law Faculty in Western Canada, the first professional faculty established at this institution, and one of the oldest faculties in this University. 2021 will mark 100 years since the Faculty of Law was reorganized to provide full-time legal education on the University of Alberta campus and 2022 will mark 50 years since the opening of the Law Centre as a dedicated building for the law program. The longest serving Chief Justice in the history of the Supreme Court of Canada is a proud graduate of our Faculty. In appreciation of this rich history and our Faculty’s reputation as one of Canada’s leading law programs, our alumni and local and national law firms have consistently donated significant funds to support Faculty operations, endowed chairs and student programming.

Throughout its long history as a Faculty, the Dean of the Faculty of Law has served an important senior role in University governance and administration, adding a critical legal perspective to university decision-making processes. It is important to have that voice and perspective continue at Dean’s Council. In particular, in a moment when the justice system is under scrutiny in relation to critical issues such as access to justice, anti-Black racism and reconciliation with Indigenous people, the University of Alberta must send a strong signal to the community that research and teaching at the Faculty of Law remains a foundational feature of fulfilling its mission to uplift the whole people.

3. Comparisons with Australian Law Programs

Any comparison of our Faculty with law programs in Australia or in the United Kingdom are based on a false premise. In Australia, law students typically enter the program straight from high school and take a five-year course in which general undergraduate classes are intermingled with undergraduate law classes. They are thus much more like ordinary undergraduates and suffer less dislocation by being part of the general undergraduate Faculty. In contrast, our students all have degrees, quite often graduate degrees, and have an average age of 24.7 when they enter law school. Further, less than 20% of Australian students ever enter the legal profession. Unlike most of their Australian counterparts, our students pay professional fees and expect a properly funded professional program. More than 95% of University of Alberta law graduates enter the legal profession as practicing lawyers.

If the Australian model is to be considered, we are fortified in our position by the experience of the University of Melbourne. The University of Melbourne adopted a North American style JD program, very similar to ours, and remained an independent Faculty in order to maintain the international acceptability of its degree. Its standing and reputation have flourished. Unlike Melbourne, the University of Sydney School of Law is not an appropriate comparator. Its offerings include both a regular undergraduate degree (LLB) and a professional degree (JD). Sydney's JD Program is designed only to provide a pathway into the law profession for graduates from non-law degrees or for those with foreign law degrees. In short, its overall academic program is not reflective of ours.

Finally, we question the Sydney model as a basis for achieving the goals of the ARWG. As one of the professors at the Sydney School of Law commented to us, "it boggles the mind that the Sydney restructuring is being held up as an example to emulate." With the loss of faculty status, the Sydney School of Law has retained a degree of independence, but has suffered from its absence at the Committee of Deans and from operational inefficiencies, tensions and acrimony associated with the loss of its independence over matters of evaluation and promotion. Commenting on the restructuring projects that have been undertaken by several Australian universities, including Sydney, another Australian law professor has told us that "there is not a shred of evidence that such structures have provided any benefit to law schools in major Australian universities, and plenty of evidence to show significant damage."

Merger

All of the above concerns apply equally to any plan to merge the Faculty of Law with another academic unit. Additionally, a merger would fundamentally threaten our accreditation as a professional degree-granting program and imperil our academic mission.

1. Accreditation

The accreditation criteria for Canadian law programs and the American Bar Association criteria for approval of foreign law schools require every law school to have the power to formulate and maintain its own academic program, to control its own facilities and to allocate its own budget. There is good reason that no other law school offering the JD degree in Canada or the United States exists as one segment in a larger Faculty. The loss or diminishment of curricular, administrative, or budgetary independence could well mean that our Faculty could no longer qualify graduates for legal practice. That would effectively end the Faculty's more than one-hundred-year history as one of the nation's leading law programs.

As explained above, each of the other 18 professionally accredited English-speaking law programs in Canada operate as independent faculties within their respective universities. The few Canadian programs which are commonly named as “schools”¹ or “colleges”² operate as full-fledged faculties within their home institutions. Accreditation agencies understand this structure. The same can be said for the top 30 American law schools. The departments of law that do exist in Canada, for example the Department of Law and Legal Studies at Carleton University, are unaccredited undergraduate first-degree programs.

Even the suggestion that our accreditation might be in peril would negatively impact our competitive position among Canadian law schools when it comes to attracting and maintaining the best faculty and students. Faculty members and students (who are paying differential fees) want assurance that they are signing on with an institution with unquestioned ability to grant professional degrees. In a competitive employment market, students will be less inclined to select a law degree that offers risks to professional accreditation, less prestige, and could be confused with an undergraduate non-professional degree by prospective employers or graduate programs.

Additionally, the traditional model of legal apprenticeship--which requires students to engage in one year of “articling” at a law firm after obtaining their law degree--is currently being scrutinized by law societies in Canada. This scrutiny may result in urgent changes to the accreditation criteria for law programs, including the requirement that faculties of law offer specific types of skills training to replace the articling experience. Our Faculty needs to be sufficiently nimble to respond rapidly to any such changes. That means being in full control of our programming, budget and building.

2. Academic Mission

The Faculty of Law has a long-standing and well-earned reputation for offering a robust, foundational education in law, preparing students to enter legal practice, to enter academia, or to pursue other law-related careers. To this end, our curriculum and the collective scholarly focus of our professors cover broad and diverse areas of law. For example, our required courses currently include criminal law, constitutional law, tort law, contract law, property law, evidence, administrative law, corporate law, civil procedure, legal research and writing, legal history / jurisprudence, and professional responsibility. We anticipate that our mandatory curriculum will soon include training in Indigenous law (which is the primary focus of approximately 10% of our faculty) as part of our response to the TRC’s Calls to Action. Additionally, we offer courses in a wide range of other areas of legal study, including international law, family law, environmental law, taxation law, advocacy, insurance and oil and gas. The education we provide is unique because it covers such a wide range of legal topics which are at once distinct and inter-related. Our courses are not duplicated elsewhere in the university academic offerings. It is therefore imperative that we retain independent control of our curriculum.

The diversity of our course offerings is reflected in the range of scholarship of our Faculty members. In addition to publishing in traditional law journals and disseminating their work at academic conferences, our Faculty members are regularly called upon to contribute their expertise to legal textbooks and monographs, legislative and Parliamentary committee reports, and continuing legal education seminars for lawyers and judges, among others. These contributions to the scholarly endeavor are unique

¹ The Allard School of Law at the University of British Columbia, Ogoode Hall Law School at York University, and the Schulich School of Law at Dalhousie University.

² The College of Law at the University of Saskatchewan.

to legal academics. Accordingly, it is vital that we maintain independence in our faculty evaluations processes and criteria for promotion and merit.

3. Merged Law Programs in Australia

We have first-hand knowledge of developments at the University of Queensland law school, which became part of a merged Faculty of BEL some years ago. The former Dean at UQ law school reports that one of the major problems of the merged BEL faculty arises out of a total dislocation between the assessment of research in Business and Economics on the one hand and in Law on the other. Since the merger, the assessment of research in Law within the Faculty of BEL has been a source of frequent complaint and friction. In essence, the Law School feels that the new system of assessment does not grapple well with issues of journal quality and reputation in Law. The experience of the Law School since the merger is that Law is overwhelmed in the Faculty of BEL by the sheer size of its two partners. The merger is widely regarded as detrimental to the academic mission of law school. This is reflected in the attitude of other Australian law schools. The perception, shared by the most recent former Dean at UQ, is that the BEL Faculty is dominated by Business to the detriment of Economics and Law. A Professor of Law at Melbourne confirms that the integration of the law program with other disciplines at UQ and Adelaide University has been a “significant factor” in the declining performance of those law schools over the past few decades.

Summary

Compared to other faculties at this university, the Faculty of Law is small. Nonetheless, it is a marquee professional faculty at this institution, and is deservedly so. This is because of our rich history as the university’s inaugural professional faculty and because of the nationally and internationally recognized work our faculty members and students are doing today. We operate a professional program which charges differential fees, our programming is not duplicated by any other faculties or departments, and we make full use of our classrooms and our building. Upwards of 95% of our students typically obtain job placements immediately after graduating from our JD program. We are a financially viable component of the university. Any change to our status as an independent faculty will not result in any significant savings to the university, but, for the reasons outlined above, would significantly threaten our future success. As stated at the outset, the Faculty of Law is a unique case and should be treated as such within the ARWG’s planning.

Thank you for considering these initial comments regarding our Faculty’s position on academic restructuring in the context of the Faculty of Law. I am happy to discuss this at any time.

Sincerely,



Barbara Billingsley
Dean of Law
Wilbur Fee Bowker Professor of Law



Alumni and Friends of the U of A Faculty of Law Association
c/o University of Alberta Alumni Association
Office of Alumni Relations
Main Floor, Enterprise Square
10230 Jasper Avenue
Edmonton, AB T5J 4P6

August 13, 2020

Dr. Steven Dew, Provost and VP (Academic)
and the Academic Restructuring Working Group
2-40 South Academic Building
University of Alberta

Sent electronically to: provost@ualberta.ca

Dear Dr. Dew:

Re: The Faculty of Law & Academic Restructuring

The writers of this letter are the current and most recent Past Presidents of the Alumni and Friends of the U of A Faculty of Law Association. We are writing in support of Dean Barbara Billingsley's letters of July 15, 2020 and August 10, 2020 with respect to the Faculty of Law and Academic Restructuring.

Our Association represents the thousands of Faculty of Law graduates. Our alumni are likely well known to the University, but the context of this letter warrants reminder of the prominent role played by U of A Faculty of Law graduates. Our graduates include provincial Premiers including Peter Lougheed (Class of '52) and Edmonton mayors including Lawrence Decore (Class of '64) and other prominent citizens such as Jack Agrios (Class of '60) and Daryl Katz (Class of '85).

U of A's Faculty of Law, as pointed out by Dean Billingsley, is the alma mater of Beverly McLachlin, the first female Chief Justice of the Supreme Court of Canada (and the longest serving justice in that role). Current SCC Justice Russell Brown was a Faculty member before his appointment, and Justice Sheilah Martin received her LL.M. from the Faculty. No other university west of Ontario can make the same boast of such representation on our highest court. Further, Alberta's courts are presided over largely by U of A Law grads. The current Chief Justice of the Alberta Court of

Appeal is a U of A Law grad (Chief Justice Catherine Fraser, Class of '70), as is the current Chief Justice of the Court of Queen's Bench (Chief Justice Mary Moreau, Class of '69).

As all of these notable persons could advise, the Faculty of Law prepares students for the unique and specific profession of law. The profession has a centuries old tradition of independence. The current global environment demonstrates that threats to the "Rule of Law" are significant and ongoing, and we all depend heavily on the legal profession to respond. Where regimes around the world seek to subordinate the law in terms of process and outcome, human rights, commercial certainty, and the overall framework of society are under threat. The independence of the Faculty of Law is an integral part of this tradition.

In the course of considering options for cost containment (and we acknowledge the U of A's challenges in this regard), the reputational effect of decisions amongst the University's graduates and potential incoming students is amorphous enough that it is easy to discount. We are writing as graduates with collectively decades of law practice to advise that it is critically important to the reputation of the U of A Faculty of Law that it remains an independent Faculty. An administrative demotion will be taken as a signal of lower value of the Faculty by the University administration, and we can say with confidence that it will at minimum be confusing to potential students and cause reassessment of their many options for their legal education.

We find it incomprehensible that the University would knowingly take a step that will be seen by alumni and prospective students as devaluing the status of the Faculty of Law in relation to its competitors. U of A's Faculty of Law has consistently been ranked as the best law school on the prairies and in the top ten in Canada. There is no doubt that if the Faculty of Law is downgraded to part of an amalgamated Faculty the prestige of the Faculty will be significantly diminished to the detriment of the overall University as well as alumni and students.

We are proud U of A alumni and we write with the best intentions and in consideration of all of the circumstances to support our alma mater. We hope our input into this issue has shown our firm conviction that an administrative option that will have the effect of demoting the Faculty of Law is fraught with negative consequence for the reputation and independence of the Faculty of Law.

Sincerely,



Randal S. Carlson
President



Leslie C. Paetz, QC
Co-President (2017-2019)

A handwritten signature in blue ink, appearing to read 'M. Blimke', written in a cursive style.

Matthew Blimke
Co-President (2017-2019)

cc: William F. Flanagan, President, University of Alberta
by Email: uofapres@ualberta.ca

August 10, 2020

Dr. Steven Dew, Provost and VP (Academic)
and the Academic Restructuring Working Group
2-40 South Academic Building
University of Alberta
(Forwarded electronically to: provost@ualberta.ca)
cc. Dean Billingsley, Faculty of Law

Re: Faculty of Law and Restructuring

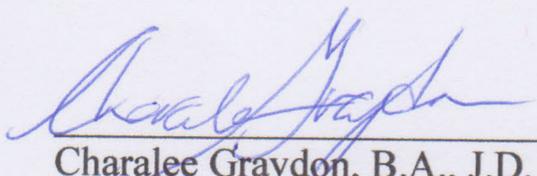
Dear Dr. Dew,

I write to provide support to the position of Dean Billingsley regarding the restructuring proposals presently being discussed by the University of Alberta Academic Restructuring Working Group. I am an alumnus of the University of Law, Arts department and Faculty of Law. I graduated from the Faculty of Law in 1982 having obtained a Juris Doctorate. Before my graduation, I had been awarded a Rhodes Scholarship and, followed graduate studies at Oxford University.

I held academic positions at the Faculty of Law, University College, Cardiff, Wales, the Faculty of Law at the University of Alberta, and the School of Law at Waikato University in New Zealand. From these experiences, Dean Billingsley's comments on the importance of maintaining an independent Faculty of law are acknowledged as the legal degree is a professional degree, and the Faculty of Law at the University of Alberta is one of eighteen English speaking law programs. To change that status of the Faculty would have, as the Dean has indicated, significant effects. As well, financial contributions to be made to advance legal studies require there to be a Faculty of Law.

Work with law firms in Alberta and British Columbia and my present work with Euclid University, an International and United Nations treaty institution, has shown the strength of the Juris doctorate I was awarded by the Faculty of Law. Now living in Europe, it is clear that my degree has been beneficial. As we live in a global world, the importance of strong legal principles to address issues such as climate change and medical pandemics of the 21st century, is mandatory. The legal principles of indigenous law, common law, civil law, and dispute resolution tools will be paramount in building a better world. It is these principles and tools that a Juris Doctorate from the Faculty of Law provides to its recipients.

Yours truly,



Charalee Graydon, B.A., J.D, PhD, Email address: cfgraydon@gmail.com

August 21, 2020

Sent by Electronic Mail (provost@ualberta.ca)

Dr. Steven Dew
Provost and VP (Academic) and the
Academic Restructuring Working Group
2-40 South Academic Building
University of Alberta

Dear Dr. Dew:

Re: The Faculty of Law & Academic Restructuring

We are aware that the University of Alberta is confronting some difficult financial challenges and is considering academic restructuring. This currently includes a restructuring of the Faculty of Law.

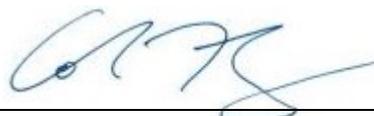
As managing partners of our respective law firms and with the support of our partners, we are writing to you to express our strong opposition to any restructuring that would affect the Faculty of Law's designation as a distinct and independent faculty within the University academic structure.

To be clear, for all of the reasons set out in Dean Billingsley's letters to you dated July 15, and August 10, 2020, we vehemently oppose any diminishment or denigration of the stature of the Faculty of Law as an independent professional faculty.

As members of the Alberta Bar, alumni and supporters, we ask that the University avoid any restructuring that would alter the independent faculty status of the Faculty of Law.

Yours truly,

Osler Hoskin & Harcourt LLP

Per: 

Colin Feasby, QC
Calgary Managing Partner

████████████████████

████████████████████
████████████████████
████████████████████
████████████████████

Norton Rose Fulbright Canada LLP

Per: 

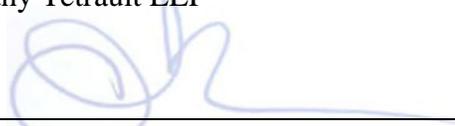
Roger Smith
Calgary Managing Partner

Bennett Jones LLP

Per: 

Patrick Maguire
Vice Chair and Calgary Managing
Partner

McCarthy Tetrault LLP

Per: 

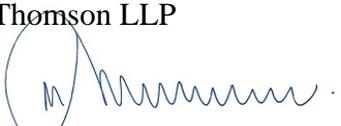
Olivia Colic
Calgary Managing Partner

Stikeman Elliott LLP

Per: 

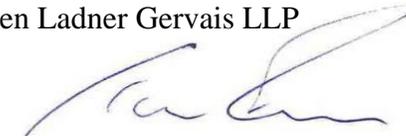
Chrysten Perry, QC
Calgary Managing Partner

Miller Thomson LLP

Per: 

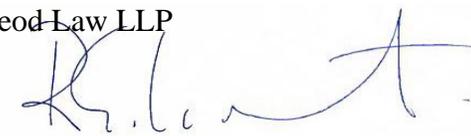
Michael Morcom
Calgary Managing Partner

Borden Ladner Gervais LLP

Per: 

Alan Ross, QC
Regional Managing Partner, Calgary

McLeod Law LLP

Per: 

Robin Lokhorst
Managing Partner

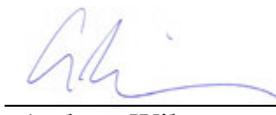


Gowlings WLG

Per: 

Regina Corrigan
Calgary Managing Partner

Jensen Shawa Solomon Duguid Hawkes LLP

Per: 

Andrew Wilson
Managing Partner

McMillan LLP

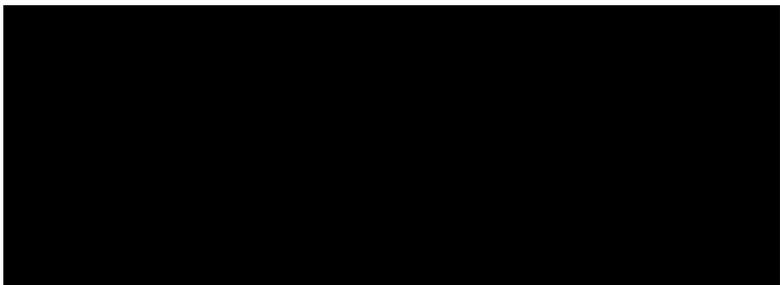
Per: 
Adam Maerov
Office Management Partner

Rose LLP

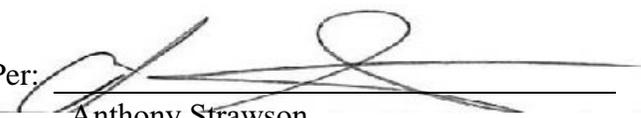
Per: 
D. Brian Foster, QC
Managing Partner

Lawson Lundell LLP

Per: 
Crispin Arthur
Administrative Partner



Felesky Flynn LLP

Per: 
Anthony Strawson
Co-Managing
Partner

June 25, 2020

Dr. Steven Dew, Provost and VP (Academic)
and the Academic Restructuring Working Group
University of Alberta
2-40 South Academic Building

Dear Dr. Dew:

A Faculty of Business, Economics, and Law (BEL), such as that at the University of Queensland and the University of Gothenburg (among others; Law is often associated with Business and Economics in Europe), could achieve each of the goals outlined in the President-Elect's presentation to GFC on May 25, 2020. This Faculty would share financial, HR, and communications administrative support, but the three units would retain academic control.

1) The University hopes to have 6-10 Faculties, each large enough to reap economies of scale. The University will likely combine existing health science Faculties. It may also fold some/all of ALES, St Jean, Augustana, and Native Studies into Arts and Science.

That would leave Business and Law but these would still be small if combined, and there might be a culture clash between the two. It is easier to merge three than two distinct programs, and BEL would then have a similar size to other Faculties. One easy way to compare Faculty size is to look at the number of graduates at <https://www.ualberta.ca/about/facts.html>. The existing Faculties of Arts, Science, and Engineering are each in the 1285-1428 range. [Education has 1176 but could gain some from Kinesiology.] Business plus Law would be 1100. Economics would add hundreds more. The combined BEL would thus have a similar number of students to these other Faculties (and the student numbers lost by Arts would be replenished from ALES, St Jean, Augustana, and Native Studies).

Business has about 100 faculty; Law has 38 and might feel swamped if it alone joined Business. Economics could have about 50, almost 30 from Arts and several each from Business and REES in ALES (There is also an economist Assistant Professor with a very strong publication record at St. Jean). [Note that Arts and Engineering each have well over 300 faculty members, and so the new Faculty should have room to grow.]

2) The University hopes to achieve interdisciplinary synergies by merging Faculties. There are synergies among these three programs, evidenced by the Department of MBEL in business, courses in Law and Economics in Econ, and three faculty specializing in Law and Econ in Law. REES and Business already share a BA in Agribusiness Management. There is scope for joint courses among the three areas and shared research: one Economics faculty

member often co-authors with a law professor at Harvard, and several other economists do research on legal matters. We note that there are well-known "Centers for Law, Business, and Economics" at both Northwestern and Harvard.

3) The University hopes to emphasize work-integrated learning opportunities. All three of these programs train students for clear job opportunities. Business and Law have well-established internship programs. Economics has been by far the largest user of the Faculty of Arts' Work Experience program (AWE), and would like to extend internship opportunities.

4) The University hopes to reduce the number of unsustainable courses. The Faculty of Arts has far more of these than any other Faculty. This has only been possible because funds generated by Economics have been used to subsidize such courses in other Departments. Moving Economics out of Arts should encourage Arts to reduce the number of unsustainable courses. Average class sizes in Economics itself are well above the sustainability threshold.

5) The University hopes to maintain its status as a Global 100 University. Such a University should aspire to having an Economics program in the top 100. According to RePEc, the most-consulted ranking in Economics, the Department of Economics ranks 182nd in the world among departments (<https://ideas.repec.org/top/top.econdept.html>), but the University as a whole ranks 131st among institutions (including some central banks; <https://ideas.repec.org/top/top.toplevel.html>). We clearly suffer reputationally by having our economists dispersed across multiple units. We might well come close to the top 100 departments through merging, and could certainly get there with the strategic investment that would follow if economists had more budgetary authority over the revenues they raise.

Note that economists on campus have long been linked through the University of Alberta Economists group at <https://sites.ualberta.ca/~uae/UAWeb/index.html>

6) The University wants to continue attracting the best students and faculty. We envision a BEL in which the three units contribute proportionately (by income) to a shared central administration. This central administration would have dedicated financial, HR, and communications staff. Law and Business would each retain budgetary flexibility to ensure the strength of their programs. Economics would gain new flexibility. We note in this regard that the Vancouver School of Economics has, in the few years since gaining institutional autonomy at UBC, risen to the top of rankings of Canadian Economics programs and developed new programs that have proven very profitable.

The massive cross-subsidies from Economics to other Departments in Arts means that funds are not allocated where the students are, and thus decreases the University's overall ability to attract the best students. The new budget model is meant to incentivize units to seek to attract students, but these cross-subsidies mean that no Departments in Arts face

appropriate incentives. There is also a huge ethical problem with taking vast sums from international students (85% of international students in Arts major in Economics) to spend on domestic students in other programs. Last but not least, these cross-subsidies offend the spirit if not the letter of the market modifier funds from international students in Economics courses: These students are supposed to receive a better quality education but Economics has virtually the lowest expenditures per student in Arts. The present budget cuts should be driving a move toward sustainability in Arts (but the Faculty instead proposed across-the-board cuts rather than focusing on Departments with small courses). Resources should be reallocated so that we can expand the programs that students actually want in order to meet the predicted increase in enrollments over the next years.

Note that moving Economics out of Arts need have no impact on a Liberal Arts education. Economics students would still take Arts courses (though they would also wish to take courses in Business and Law if possible) and Arts students could still take Economics courses. An independent (of Arts) School of Economics would likely drop the (expensive) Language other than English requirement, and seek to develop a more suitable required writing course (as Engineering recently has negotiated with the English Department). We could thus enhance the BA (Econ) degree outside Arts in ways that are impossible within Arts. We know that we lose good students because of the LOE requirement.

Students would be attracted also by the wider range of course offerings. Students in Arts at present often wish to take courses in Business (and vice versa). Economists from REES offer courses in agriculture, resource, experimental, and consumer economics that are of interest to many students in Arts or Business.

International students might find a BSc in Economics (or a BEcon) more attractive, since that is the common degree in many other countries. REES already offers a thesis-based MSc degree, which might be expanded.

The Business School has many programs and connections in China. Many of these connections are also interested in Economics. Economics would be able to attract more and better international students by collaborating with Business. We have begun very tentatively to do this already, but it would be much easier if we were in the same Faculty.

7) The University hopes to launch new revenue generation programs after the reorganization. A merged and autonomous School of Economics would be well situated to follow the lead of the Vancouver School of Economics in this regard. A joint degree in Economics and Law (and Business and Law) might be an attractive option. Note that there are joint MA (Econ)/JD degrees at UToronto and Queen's in Canada and at several top universities such as Stanford and Columbia in the United States.

8) The University wishes to reduce the number of Departments as well as the number of Faculties. There are almost 30 economists in Arts, several each in Business and ALES, and

several more in other Faculties. There are potential synergies in course offerings. Economics in Arts has had to cancel courses in resource economics when its own resource economists were on sabbatical, despite the existence of many resource economists in Business and ALES. Broadly similar courses in microeconomic theory are taught in all three Faculties. Economists in Arts, Business, and ALES are quite interested in merging, *but economists in Business and ALES do not wish to move to Arts*. They worry in particular about Arts FEC, which cannot grapple with the sort of journal hierarchy that characterizes Economics. They also disdain the financial arrangements within Arts, and would much prefer a setting in which economists can manage the revenues they raise. Economists within Arts are frustrated for the same reasons, and feel that they could thrive outside of Arts.

On the research side, a larger program should be better able to support the several scholars now in different Departments that do experimental economics.

We should say more about FEC. There is a well-recognized ranking of journals in Economics. Economists work hard to publish in the best journals. Arts FEC does not grapple well with issues of journal quality and reputation: most scholars in Arts (especially in the Humanities) and their Chairs claim that each publishes in a top journal in some narrowly defined field. Business FEC does recognize the business journal hierarchy identified by the Financial Times, and has recognized the need to recognize good economics journals not on that list. ALES FEC is dominated by natural scientists, and economists need to explain the quite different publication expectations in their field. Economists deserve an FEC that can appreciate how the economics profession ranks journals.

Special attention needs to be paid to the several untenured faculty members in the existing Economics programs. *These cannot (by contract) experience tougher tenure standards than they were hired under*. The potential advantage for untenured faculty is that the judgment of economists will have a greater weight in the imagined FEC than it does within the existing FECs in Arts, Business, or ALES. The new FEC will need to be acquainted with the tenure standards under which people were hired. The same considerations apply to Associate Professors seeking promotion.

Other Considerations:

We would anticipate that the new School of Economics would continue to teach courses for programs in Business and Agriculture, as well as in Arts. Thus, most professors in the new unit could anticipate continuing to teach the same courses. Yet over time the new unit would be able to combine courses that cover similar material, and better allocate teaching expertise to address student needs.

There is empty space in the Tory Building that might house economists from REES and Business. Ideally, the Sociology Department -- which will also grow if ALES is redistributed - - might be tempted to expand into available space on the (much bigger) 3rd floor of Tory, giving the 6th floor to Economics. (Sociology is on 4 through 6 and Econ on 7 through 9 at present).

There are differences in teaching load, salary, and culture across the three main groups of economists on campus. We need to discuss how these might be addressed in a merged unit.

Consultation:

My Department supports this proposal enthusiastically. I did not think it appropriate to approach every other economist on campus but have had very positive responses from several in both Business and REES (those close to retirement may be less enthused about change). I have shared the proposal with the Dean of Law. Law would prefer to remain independent, but I think this is a good option for them if that is not possible. The Dean of Business is aware of the proposal. He is a member of your reorganization committee. The Dean of Arts knows that I am submitting a proposal.

Sincere regards,

A handwritten signature in black ink that reads "Rick Szostak". The signature is written in a cursive, slightly slanted style.

Rick Szostak
Professor and Chair

August 9, 2020

Dear Steve and Members of the Academic Restructuring Working Group,

We appreciate the invitation to share thoughts regarding the academic restructuring options presented at Deans Council, and look forward to additional opportunities to contribute. We are excited about the opportunities for innovation and increased interdisciplinarity. The following are our considerations on combining current faculties/departments at the University of Alberta.

Metrics of faculty size and complexity need to go beyond Tenure Track numbers. The number of tenure-track professors is not the optimum measure of faculty size and complexity. For example, Nursing is listed as having 45 Tenure Track professors and FOMD is reported to have 630. What is not noted is that Nursing has 15 vacant Tenure Track positions of the over 350 vacancies for qualified doctoral-prepared nursing professors in Canada. This deficit requires us to employ an additional 50+ Teaching Professors and 100+ Sessional Lecturers to attain our 1354 FLE enrolments (the largest FLE count of any of the health science faculties, including FOMD). Consideration of teaching professors and lecturers (similar to clinical professors in other faculties), FLE counts and/or other metrics such as regulatory and accreditation requirements is critical to accurately describe Faculty size, complexity and combinations.

Regulated Professional Disciplines and Other Disciplines. Faculties comprised of regulated professional disciplines should not be deemed the same as other faculties in terms of numbers, complexity, and oversight. Professional disciplines have multiple external national and provincial accreditations and regulatory processes to meet, evaluate and report on that other faculties do not. Accreditation of our undergraduate and graduate programs, and regulation of the numerous licensing streams of individuals graduating into their profession, adds significantly to our faculty workloads and requires continuous negotiations and formal reporting with accreditation and regulatory agencies. Within Nursing, we have the After Degree and Collaborative Programs, which includes Keyano, Grand Prairie and Red Deer Colleges, our Bilingual Program, the Camrose program (in the process of closure), and three graduate Nurse Practitioner Programs (Family All Ages, Adult/Older Adult and Neonatal) to report on for differing accreditation and regulatory requirements. Some of the health science faculties offer only graduate programs, which reduces their accreditation and regulatory burdens. Further, negotiating clinical placements with healthcare agencies, primary care sites, physician offices and non-traditional agencies, including meeting their constantly changing requirements, and developing and nurturing relationships with clinicians for student supervision/mentoring requires substantive attention.

Existing interdisciplinary relationships. While the “Health Sciences” faculties are deemed to have the most in common, and therefore are listed as a combined faculty in all of the proposed scenarios, we note that this falls far short of enhancing existing professional and research

collaborations and scholarly inquiry, and developing newer, less traditional synergies.

We currently and historically have led interdisciplinary research, scholarship, teaching and research in the university and with other universities. The phenomena of interest to nursing scholars and the practice of a broad proportion of the nursing profession is on the health of populations, underserved and vulnerable communities, interventions that include health promotion and disease prevention, and understanding health in the context of families across the lifespan. Nursing began by leading and managing the first hospitals and community health districts, and continues to be the profession that leads most healthcare organizations and supervises the largest number of hospital, community, and public health personnel. Our research targets many domains in health promotion, healthcare leadership, management, organization of care delivery services, and the practice of public health and ethics in healthcare.

Comments re Specific Faculty Scenarios

Scenario #1 is absolutely a non-starter. Combining only the health sciences faculties without affecting any other faculties is not only inequitable, it will not save money for the reasons provided above. Health sciences as a faculty itself should not be considered without fulsome thought, planning and feedback from stakeholders and consideration of the phenomenon each faculty studies and the goals each strives to achieve.

It is also not appropriate to combine the Faculties of Medicine & Dentistry and Nursing or any of the health science faculties because of the historical and current power differentials among the professions, including gender imbalances. Further, according to medical accreditation standards, the Dean of a medical faculty must always be a physician. In the era when Equity, Diversity and Inclusion principles are considered for all organizational and human resource decisions, the decision on who can fulfill a Dean or Executive Dean role in a multidisciplinary faculty cannot be limited to a specific discipline to the exclusion of all other qualified candidates.

International Reputation and Scope. Our Faculty of Nursing is the largest nursing faculty in student numbers and research in Canada, #2 overall, and tied for #1 in Research ranking with the University of Toronto Bloomberg Faculty of Nursing. We are also 18th in the 2020 global QS rankings - up 5 spots from last year. It is inconceivable that we would be compared as a School of Nursing to MacEwan University Faculty of Nursing (unranked), the University of Calgary Faculty of Nursing which is in the 51-100 place category in the world, or to the University of Manitoba School of Nursing (previously a Faculty) which is currently not ranked at all internationally and is 14th out of 19 in Canadian Nursing rankings. As the Faculty of Nursing in Canada that developed the first PhD program in Nursing (1991) and the first western Master of Nursing Program, graduating more undergraduate and graduate students than any other program, we must maintain our decisional autonomy for hiring the best tenure track faculty, producing the strongest research, leading our advancement relationships, etc. Becoming a school within a larger faculty will sabotage these efforts.

Challenges to Advancement Efforts. As alumni, donors and members of the public have already

heard about the academic restructuring initiative, we have received expressions of anxiety and concern about whether funds designated for a specific initiative or discipline will/could be diverted to other interests within a newly combined faculty. While this specific concern can be addressed, it will be more difficult to assure donors that priorities for funding needs will not be realigned in a new faculty structure, and we must ensure not to destabilize our donor base through this work. Restructuring could result in a threat to planned giving and bequests that are common for nurses.

Thoughts regarding Key Questions.

1. These considerations suggest that UA should take more of a *de novo approach to faculty restructuring* rather than primarily focusing on reordering the organizational chart. We have one shot to do this right, and rushing academic restructuring could be disastrous in the longer term. Consideration of the nuances of existing relationships and synergies in research interests could lead to much more innovation than what “most universities do”, such as assuming that creating a health sciences faculty is an easy win. Creativity will advance the progress of the UA through opening exciting, new opportunities whereas reversion to traditional structures will homogenize our contributions while reducing ingenuity. Further, structure does not necessarily foster interdisciplinarity. Rather, a genuine commitment to work toward common goals is likely to be more successful.
2. *Managing the trade-off between efficiency and proximity.* Organizational research is clear that layers of administration and management should be kept small, with 5 at most being the optimum number from President through front-line employee (generically: President, VP, Dean, Associate Dean/Director/Coordinator, Faculty member, or President, VP, Dean, Assistant Dean/Director/Manager, support staff). This will be a struggle for all areas of the UA to achieve but needs to be considered for academic areas, not only through the administrative restructuring. Adding in layers of leadership/management would be an added expense and is not best practice for developing and maintaining relationships and communication with front line employees.
3. *Balancing our institutional commitment to indigeneity and the AWRG objectives.* We do not see these two commitments as necessarily conflicting. Each faculty, regardless of configuration, is expected to commit to indigeneity and requires access to knowledge and resources to do so. It either is a commitment or not, regardless of Faculty structures. We have had positive working relationships with the Faculty of Native Studies and recognize the value of their contributions to the University as well as their field of study. In collaboration with the Health Sciences Council and Native Studies, the Faculty of Nursing led the development of the *Indigenous Health in Canada* course, a required course for all of our undergraduate students.
4. *Community-focused campuses: CSJ and Augustana.* Our relationships with both campuses have historically been very strong and enriched our program offerings for students and their relationships with communities and other disciplines. We are closing our nursing program in Augustana due to unsustainable costs. Further, the majority of our Bilingual Nursing program

is already delivered on our main campus.

5. *Structures that support interdisciplinarity in research and teaching.* Interdisciplinarity in teaching arises from intentional planning and delivery, and reduced attention to boutique courses geared for only a few students. Research efforts are already highly interdisciplinary, with non-traditional relationships, largely because of the requirements for it by Tri-Council funding agencies.
6. *Faculty status and value.* This one is much harder to address because the world and our societies, alumni, donors and academics have set the value of a 'Faculty'. This is because Faculty status usually comes with autonomy over: recruitment, hiring and evaluation of professors; management of advancement funds and priority setting; and, opportunities to profile faculty achievements without competition or negotiation. These values and how they will be upheld in any academic restructuring effort need to be discussed openly. The nomenclature will have to be chosen carefully particularly with consideration given to public and donors' perceptions, and national and international comparators. It is particularly difficult for the Faculty of Nursing to lose the designation of being a Faculty given how challenging it was for our female-dominated discipline to obtain this designation and how this would be interpreted in comparison with the other Faculties of Nursing in Alberta (MacEwan and Calgary).
7. *Separating one's sense of academic identity from the administrative unit.* Individuals and collaborative teams generally get their pride and identity from where they accomplish their best work, seeing that they have impact and are achieving their goals. Hence many interdisciplinary teams actually obtain greater identity and satisfaction from their joint program of work than they do with their disciplines. However, scholars must have strong disciplinary identities and contribute as strong interdisciplinary team players. It is critical to understand their own strengths and team-mates' strengths to build and maintain strong productive interdisciplinary relationships. This supports the discipline-based faculty structure and suggests that any change to academic structure would need to be innovative and requires a matrix of academic disciplines and interdisciplinary scholarship opportunities (closely but not exactly as depicted in the document).

Recommendations for the future of the Faculty of Nursing.

We believe that the majority of the government-mandated financial savings will be found by streamlining the administrative processes and structures and resulting bureaucracy across the university.

1. Our preferred future for the Faculty of Nursing is to remain as a Faculty while sharing support services as a Medium Faculty through one of the cluster model designs. We are one of the top ranked Faculties bringing recognition to UA according to all rankings, and this would recognize the national and international place that our Faculty holds, its professional responsibilities and contributions to UA. The optics of demoting the status of an outstanding world class academic unit that is predominantly female is

concerning particularly with the UA's commitment to EDI.

2. Any academic restructuring of Faculties must be done thoughtfully and not necessarily quickly, using a de novo approach to ensure capitalizing on true synergies, interdisciplinarity, and collaborations. We are certainly willing to work collaboratively on budget, human resources and other administrative matters to achieve common goals. We are also committed to optimizing the contributions of our leadership teams and professoriate toward the teaching and research agenda. For example, all of our academic leadership team members continue to have active research programs and are teaching this year as well as myself as Dean.
3. If a health sciences configuration is to be implemented, it should be called the *Faculties of Nursing and Health Sciences* with each current Faculty continuing to be a Faculty. It cannot include FOMD for the reason noted.

Sincerely,



Greta G. Cummings, RN, PhD, FAAN, FCAHS
Dean and Professor, Faculty of Nursing
Principal Investigator, CLEAR Outcomes Research Program

NEIL WITTMANN, QC
Arbitrator, Mediator, Counsel
Jamieson Place
Suite 707, 308 4 Avenue SW
Calgary, AB T2P 0H7
Email: neilwittmann360@gmail.com
Cell: (403) 554-2319

August 16, 2020

Dr. Steven Dew, Provost and VP (Academic)
and the Academic Restructuring Working Group
2-40 South Academic Building
University of Alberta

Sent electronically to: provost@ualberta.ca

Dear Dr. Dew:

Re: The Faculty of Law & Academic Restructuring

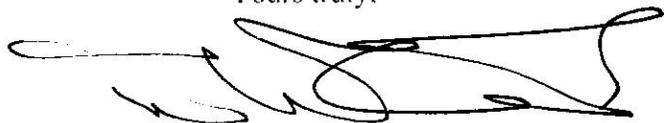
Recently, I had the opportunity to review the correspondence sent by Dean Billingsley to you of July 15, 2020 and August 10, 2020. As a former Justice of Appeal of the Court of Appeal of Alberta, and a former Chief Justice of the Court of Queen's Bench of Alberta, I am astonished that there is any consideration of deconstructing the Faculty of Law at the University of Alberta. I am a proud law graduate of the University of Alberta. I have read and reread Dean Billingsley's correspondence to you and agree with her well articulated, persuasive, concerns.

I submit that this is a time for institutional respect, not a time to diminish, degrade, demean or denigrate the Faculty of Law at the University of Alberta. The Australian model, which according to Dean Billingsley's identified sources, is at the very least controversial, if not a failure. Adopting the Australian model here would be a mistake. I am unaware from the information provided to me as to what cost savings might be achieved; but those savings, if any, must be weighed against the value of an independent Faculty of Law and the clear risk of degraded quality of a deconstructed law program, no longer attracting the best students, best legal scholars; and risking accreditation.

Like Dean Billingsley, awareness of fiscal responsibility and financial pressure is something that all should work together to set goals to reduce costs and increase efficiency. But not at any expense or threat to fundamental values and the destruction of a revered institution. I urge you and your working group to stand firm against any abolishment of the Faculty of Law at the University of Alberta.

I wish to remain a proud graduate of the University of Alberta, not an embarrassed graduate.

Yours truly,



Neil Wittmann, Q.C.

3-300 Edmonton Clinic Health Academy
11405 - 87 Ave
Edmonton, Alberta
Canada T6G 1C9
Tel: 780.492.9954
Fax: 780.492.0364
www.publichealth.ualberta.ca

Prof. Bill Flanagan, President
Prof. Steven Dew, Vice-President (Academic) and Provost
Members of the Academic Restructuring Working Group

July 10, 2020

Re: Academic restructuring and the School of Public Health

Dear colleagues:

As individuals deeply concerned about public health in Canada, we are distressed by the severe budget cuts imposed by the Alberta government on postsecondary educational institutions and their impact on the quality and sustainability of public health education in the province. We are encouraged that senior leadership of the University of Alberta has initiated steps to address the challenges, including plans for a major restructuring of the university. We the undersigned have been intimately involved in a variety of capacities with the School of Public Health (SPH) over the years and would like to take this opportunity to offer some suggestions for your consideration.

The creation of the School of Public Health at the University of Alberta was a milestone in the history of public health in Canada. Until the 1970s the University of Toronto and Université de Montréal were the only two schools of public health in Canada. Both schools were closed and absorbed into faculties of medicine, symptomatic of the neglect of public health of the era. The SARS pandemic of 2003 exposed the deficiencies in public health in Canada. At U of A, forward-thinking academic leaders seized the opportunity to establish a school of public health, creating its newest faculty in 2006 to prepare practitioners, researchers and teachers in public health. This bold move was followed by the re-establishment of schools of public health at Toronto and Montréal in 2013. We have attached a letter from the Dean of the Dalla Lana School of Public Health indicating how the University of Toronto followed the lead of U of A.

SPH achieved continuous institutional accreditation by the U.S. based Council on Education in Public Health [CEPH] since 2012. To date, U of A and Université de Montréal remain the only accredited Canadian schools. This accreditation process ensures that the teaching, research and service offered by the school is at the highest international level. In the United States, 67 schools of public health in private and public universities are accredited by CEPH.

Among the criteria for institutional accreditation is the independent status of the school in terms of budget and resource allocation, personnel recruitment and advancement, and establishment of academic standards and policies, and that it should have the same degree of autonomy accorded to other professional schools. *This criterion was met because SPH was created as a freestanding faculty.* We have appended the relevant sections of the CEPH accreditation criteria.

We propose that SPH remain a freestanding entity within the university. The benefits were clearly stated in the 2005 Task Force report to the Provost [attached] that recommended the creation of SPH. They are still valid today and even more so, as we witness the critical role played by public health workers in

combating the COVID-19 pandemic, many of whom, such as the Chief Medical Officer of Health of Alberta, are graduates of SPH.

In its short history, SPH has demonstrated its academic excellence, productivity and innovation despite its small size. It generated research revenue that is exceeded only by the much larger faculties of Engineering, Science, FOMD and ALES and is even larger than that of Arts. Its online MPH in health promotion program is well established and attracts students from across Canada. Recently established programs in communicable disease control and in food safety are prescient, and are particularly relevant to Albertans today. Its Centre for Healthy Communities has a specific focus on the built environment in urban areas. The Fellowship Program in Health System Improvement has instilled a population and systems perspective in several cohorts of health care leaders from across the country. SPH faculty is now expanding its undergraduate teaching, supporting faculties with overlapping interests and further encouraging the interdisciplinary experience of our students. Unique within the university, SPH has appointed northern and Indigenous scholars and leaders as elders-in-residence and adjunct faculty who actively participate in teaching and orienting students to Indigenous values.

One argument proposed for merging faculties is to promote cross-disciplinary collaboration. Interdisciplinary research and teaching are already hallmarks of SPH. Its core faculty includes biomedical and social scientists, its methods both quantitative and qualitative, and its research takes place from wet-bench labs to entire populations, in Canada and globally. There is active and extensive collaboration with other faculties and departments across the university and also with external agencies in governments and the private sector. These collaborations and outreach help permeate the principles and philosophy of public health into other sectors of the academy and society.

SPH differs fundamentally from other health sciences faculties in that it focuses on populations rather than individuals. Its students and practitioners are not involved in one-to-one clinical care and interactions. There is thus a limited scope to sharing courses or student services in the training of health care professionals, although issues such as Indigenous history and culture, community engagement, social and environmental justice, and research ethics can be, and should be, common across health sciences faculties. We see more synergy with programs in nutrition and physical activity in other faculties with their health promotion focus. We also welcome the recent addition of highly qualified community-oriented faculty members from Extension who will strengthen SPH's ability to provide advanced training to a wide range of students across campus.

In tandem with retaining a free standing SPH other changes can also be considered. In a recent presentation by the Provost, reference was made to the University of Sydney, which has restructured by merging existing faculties into several large ones. Interestingly, it also created three small "University Schools" for Architecture, Music and Law. The small University School is a viable model for SPH. The head of SPH should still report directly to the provost and not to the dean of a "super-faculty". Most importantly, SPH will continue to have its budget allocated by the provost, ensuring its ability to retain institutional accreditation. As SPH is primarily an outward looking professional and graduate school, its head does not necessarily need to be a member of Deans Council.

SPH may not need its own administrative and financial infrastructure, which could be subsumed by a larger conglomerate of faculties or by Central Administration, either entirely or partially. In fact, previous budget cuts have already pared SPH to the bones and we do not see room for further substantial cost savings regardless of what model is finally decided.

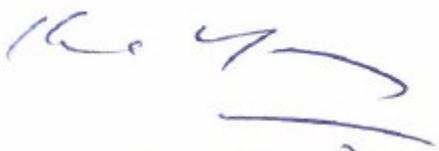
For the long term, we believe the time for a province-wide "Alberta School of Public Health" has come. Once the current crisis is over, we would like to see discussions begin on closer collaboration and

integration among public health departments and institutes in other Alberta universities. It is likely that such a proposal would be favoured by the provincial government. Further into the future, we envision an even broader Western Canada alliance of academe, governments and NGOs in training and research in public health to better prepare for the coming global challenges. The many complex organizational, governance, and resource issues may require some time to resolve. However, to achieve that goal requires a strong and freestanding SPH to emerge from the current restructuring process at U of A.

The COVID-19 pandemic brings the importance of public health to the forefront. It demonstrates vividly how public health affects all facets of our lives. The stark disparities in the distribution of cases, the chances of survival, and economic impacts point to fundamental inequities in our society. By focusing on addressing social and environmental determinants of health through evidence based policies and programs, SPH can help U of A realize its motto of “uplifting [the health of] all the people”. As an internationally accredited school of public health, SPH has seen an influx of applications which is expected to increase as a result of renewed public awareness, accompanied by increased revenue for the university. Preserving the freestanding status of SPH and consolidation of existing resources will produce a leaner but stronger SPH to face the coming challenges of public health.

We thank you for considering our submission.

Sincerely,



Kue Young, Professor emeritus and former Dean, School of Public Health



Faith Davis, Professor emerita and former Vice-Dean, School of Public Health

Co-signatories:

Aslam Bhatti, former Assistant Deputy Minister of Health, Alberta

Martin Garber-Conrad, CEO, Edmonton Community Foundation

Janet Davidson, former Deputy Minister of Health, Alberta

Fred Horne, former Minister of Health, Alberta

Lory Laing, former interim Dean, School of Public Health, University of Alberta

Jacqueline Noga, former President, School of Public Health Students Association

Denise Perret, former Deputy Minister of Health, Nova Scotia, and Assistant Deputy Minister of Health, Alberta

Don Phillipon, former Deputy Minister of Health, Alberta, and Executive Director, Health Sciences Council, University of Alberta

Gregory Taylor, former Chief Public Health Officer of Canada

Douglas Wilson, former Dean, Faculty of Medicine and Dentistry, University of Alberta and Chair, Provost’s Task Force on the Development of a School of Public Health

Attachments:

1. Letter of from Dean Adalsteinn Brown, Dalla Lana School of Public Health, University of Toronto
2. Report of the Provost’s Task Force on the Development of a School of Public Health at the University of Alberta, 2005
3. Excerpts from the Council on Education for Public Health accreditation criteria

From Bob Haennel (on behalf of Health Sciences Deans) (June 24, 2020)

Over the last three weeks I met with the Deans of Public Health, Pharmacy & Pharmacological Sciences, and Nursing - both individually and as a group. Here are the thoughts from the group regarding restructuring.

Should you wish to discuss these thoughts further the group would be pleased to meet with you.

1. Concerns

i. Reputation: a merger into a larger faculty may adversely affect the reputation and branding of the various faculties. For example if a current faculty becomes a school while their counterpart (e.g., at U of C remains a faculty) how will that be perceived by prospective students and faculty members? Also how will it be perceived nationally/internationally?

ii. Autonomy. In a new structure the various professions/units may have difficulty maintaining/renewing their accreditation especially if the "School" does not retain control of the resources and autonomy that it had when it was a Faculty. It is important that we have a discussion on the many differences between Health Professions Faculties vs Arts/Science faculties.

iii. Visibility – mixing clinical professions with other non-regulated professions may create a double standard that could adversely impact the non-clinical professions.

iv. Operations. There is a concern that the provost's office does not fully understand how the current Health faculties function (i.e. they operate similar to Medicine in teaching and drivers yet they are compared to liberal arts programs). Not recognizing the different approaches to education could damage our reputation within these professions.

v. Equity. The Restructuring committee needs to look at the entire campus structure. Relegating a few Faculties to subunits sends the wrong message as to their value to the university.

2. Recommendations

i. As a group our 1st choice would be to stay the way we are. If this is an option each of the faculties would be committed to sharing of HR/ Finances/ Development/ Communications and create strategic alliances in current/future program growth/redesign. We have unanimous support for centralizing and/or sharing admin. Functions which is where the financial savings will be realized.

ii. If the U of A chooses to move to a "Health" Faculty, steps need to be taken to ensure parity across units as well as preserving our individual reputations/disciplinary brand.

iii. If our comparators have faculties and we have schools, it could impact these professions. Consider calling the subunits – U Alberta Nursing, U Alberta

Pharmacy etc

iv. The new units (formally Faculties) need to retain budgets/resources, Councils, functional autonomy.

v. In a new structure the unit leads should be allowed to retain the professional and ceremonial title of Dean, but these “Deans” will not attend Provostial lead Councils and senior university leadership meetings. This reassures these professional communities that their occupation remains important to the University.

vi. The subunits should report to an Executive Dean/Vice Provost and represent the Faculty at upper level administrative meetings/councils. This Executive Dean will be one of 6-8 Executive Deans to attend Deans’ Council.

vii. Whomever becomes the “Executive Dean” must have a clear understanding of their role and that position must be open to an academic from any discipline.

viii. The new unit could include, Public Health, Rehabilitation Medicine; Pharmacy, Nursing, KSR and elements from ALES (e.g., Nutrition / Environmental Health), Medicine (Pharmacology) Arts and Science (Psychology) and other units/programs where appropriate.

ix. As the ARWG will be looking at the entire university, we suggest that the titles we assign to the new Faculties be unique and different from existing Faculty titles, reflecting an entirely new structure within the U of A.

Submission to the University of Alberta Academic Restructuring Working Group July 6, 2020

Faculty of Agricultural, Life and Environmental Sciences

The Faculty of Agricultural, Life and Environmental Sciences (ALES) supports the “University of Alberta For Tomorrow” vision and the values described within the Terms of Reference of the Academic Restructuring Working Group (ARWG). We believe that the following elements/considerations should be used by University leadership and the ARWG to make decisions as part of the evaluation and recommendation process to ensure the long-term success of the University of Alberta:

- **maintain and grow unique programs of high quality that are not available at other Alberta post-secondary institutions.**
- **enhance capacity to train students and conduct research in sectors that are aligned with the Alberta vision to expand and diversify the provincial economy.**
- **preserve and expand programs that have a track record of delivering on PSE performance measures identified by the Government of Alberta.**
- **encourage programs with demonstrated success in cross-disciplinary, interdisciplinary and transdisciplinary research within the Faculty and across Faculties and institutions.**
- **ensure that we sustain and grow our strong relationships with commodity groups, the private sector, NGOs, alumni, government (including the broader health sector) and other partners, supporters and communities who have contributed hundreds of millions of dollars to Faculties such as ALES over the past ten years."**

Our approach is to highlight the excellence and unique interdisciplinary nature of teaching and research within ALES. We believe it will be advantageous to the University and for Alberta to have these defining ALES qualities flourish regardless of alternate models of academic structure. We wish to communicate the strengths of ALES using a positive, constructive approach to our place in the future academic design of the University of Alberta.

Overview

The Faculty of Agricultural, Life and Environmental Science (ALES) is characterized by outstanding scientific research, excellent teaching and impressive service to the community. We are focused on three outcomes: enhancing the student experience; turning science into solutions for the public good; and increasing connections to our communities.

ALES has approximately 1550 undergraduate students and 600+ graduate students. In addition to our annual base budget ALES averages \$40+ million in annual external research support. Over the past ten years ALES has attracted cumulative sponsored research funding of more than \$450 million. We view this significant amount of sponsored research as an indication of the importance of our work and the impact it has on the three pillars of sustainability (economic, environmental, social) for Alberta, Canada and the world. We are tightly linked with influencers in industry, government, partner academic institutions and non-governmental organizations which share interest in the disciplines, industries and issues addressed by ALES. We are in strong alignment with the Government of Alberta commitment to economic growth and diversification due to our direct connections to agriculture, food, forestry, energy,

health and the environment. The recently released Government of Alberta *Alberta Recovery Plan* stated, “Alberta has a hard-earned reputation for high-quality agricultural and forestry products and a growing capacity to help meet the global demand for food. Our province’s agri-food sector is an important part of the Alberta economy, contributing \$8.5 billion in Gross Domestic Product (GDP) and employing close to 73,000 Albertans. There is tremendous opportunity to keep growing, even in a post-COVID world. We are developing an ambitious sector plan that combines existing strengths in agriculture with emerging growth opportunities.” We expect ALES to play a key role in this effort.

In the past five years the Faculty has recorded \$105+ million in advancement fundraising. We are proud of the relationships that we have built with our donors who are making investments in scholarships, programs, infrastructure and experiential learning. We believe that the strong support of our donor community is a further indication of their excitement for our Faculty vision and the excellence of our programs.

ALES faculty members have research partnerships with industry, government and non-governmental organizations. These connections are critical to ensuring the relevance of ALES research and creating a pipeline for implementation of new technologies and practices. These linkages provide professional development for graduate students, as does the interdisciplinary, problem-oriented research in which many of them are involved. This research is conducted by faculty members and their students whose programs and projects often inform policy, influence industry practice or result in new products. ALES has embarked on a pathway to enhanced efficiency within our Faculty. Over the past six months we have restructured our Faculty with facilities management, research support and undergraduate/graduate student services being brought into the Dean’s Office in addition to our previous centralization of Human Resources, Finance and Information Technology. We have eliminated 18 positions and continue to seek additional efficiencies in both Faculty structure and operations.

ALES demonstrates strong linkages across the University of Alberta. The President’s Visiting Committee reviewed ALES and complimented the Faculty on “the interdisciplinary nature of ALES research” and recommended “that ALES can take on a leadership role in the development of interdisciplinary research across the University of Alberta”. Our collaboration with other Faculties includes joint programs (agricultural, forest and fashion management with the Alberta School of Business), cross-appointed faculty, service teaching agreements and innovative student service collaborations (a shared recruitment position with the Faculty of Science). In the past two years we have welcomed the Sustainability Council (as they continue their campus-wide focus) and the Alberta Land Institute (focused on engagement with partners across the province) into ALES.

We have observed that in other universities where academic restructuring has taken place (in both North America and Australia) that Faculties and Colleges such as ALES have retained their identity due to:

- 1) the importance of their unique programs which graduate superb students with excellent technical knowledge, and strengths in critical thinking, problem-solving, team work, communication and value-based decision making.
- 2) direct impact on economic growth and diversification in key sectors and
- 3) their strong relationships with external partners who depend upon their work.

ALES Undergraduate Programs

ALES offers eight undergraduate programs within the areas of environment, food and agriculture, community and human well-being. Note that all programs are Faculty programs meaning that they are administered and managed at the Faculty level and not by individual departments. **Programs are purposefully constructed to be interdisciplinary, encompassing natural and social sciences courses, incorporating a heavy emphasis on experiential learning, offered by instructors across the Faculty as well as courses from a variety of other faculties (e.g., Arts, Science, Business).**

BSc in Agriculture

The program provides students with an understanding of the scientific principles underlying agriculture together with their application in agricultural systems and related industries. Graduates will have a background in basic social, natural, and agricultural sciences as applied to agricultural practices, with an emphasis on sustainable production, renewable agricultural resource management, and economic analysis.

BSc in Agricultural/Food Business Management, Fashion Business Management, and Forest Business Management

These three programs are for students interested in applying business skills and tools to management of organizations in the agriculture/food/fashion/forestry industries. The programs are offered jointly by ALES and the School of Business. Graduates develop a strong understanding of key economics and business concepts together with other skills that enable them to identify and analyze business problems and to develop appropriate responses; They develop a fundamental understanding of core scientific concepts of their respective sectors to enable them to function in managerial positions.

BSc in Animal Health

The BSc in Animal Health program provides a strong background in basic life sciences with application in animal immunology and infection, animal physiology, nutrition, behavior and welfare, animal production and food processing. It is of value to students with an interest in the food animal production industry or in the field of companion animals. Students with the first two years (or more) of the Animal Health program are also eligible to apply for admission to University of Calgary Faculty of Veterinary Medicine. The Animal Health program also maintains key linkages to research and industry.

BSc in Environmental and Conservation Sciences

The BSc in Environmental and Conservation Sciences program emphasizes integration of natural science, management, and social science as related to environmental issues. It offers a program of study emphasizing applied problem solving relevant to environmental management such as land reclamation, conservation biology and environmental policy. The courses are rich in fundamental scientific principles and are well supplemented with the findings of our current research and that of our international peers. Courses are augmented with the experience brought by guest speakers from industry and government. Graduates understand the role that social, economic, and political forces play in natural resource management. They integrate knowledge from various disciplines and are cognizant of the various philosophies about the role of humans in the environment. This program includes a unique, multi-disciplinary field school that provides experiences that enhance learning and career outcomes.

BSc in Forestry

The BSc in Forestry program prepares students for careers as Registered Professional Foresters (RPF) working in government or industry, or as consultants. Our Forestry program was ranked 5th in the world (Center for World University Rankings, 2017). The program develops graduates who have the capability

and knowledge to manage forested areas as integrated ecological entities. It focuses primarily on forest management, the protection, manipulation, and use of the forest resource while ensuring that ecological sustainability and other social and cultural needs are met. The program also includes a unique and highly valued multi-disciplinary field school. It is the only accredited forestry program in the prairie provinces, allowing our graduates to become Registered Professional Foresters; this is a designated registered profession in Alberta and graduates are in very high demand. In the 50 years since this program began, we have graduated many students who have gone on to prominent positions in industry (e.g., CEOs, Vice-Presidents, Head of Woodlands) and government (e.g., Provincial Chief Forester; Executive Directors, federal Research Scientists).

[BSc in Human Ecology](#)

Human Ecology is a multidisciplinary field that uses a holistic approach to solve human problems and to enhance human potential in all environments where people live and work: the social, natural, cultural, political, and material. Graduates of the BSc in Human Ecology have competencies associated with the philosophy, content, and practice of both human ecology and their specific area of study. The philosophy sphere refers to the mission and philosophical orientation of human ecology. The content sphere includes the body of knowledge that comprises human ecology, including both theory and understanding of discipline-specific fields of study. The practice sphere involves core competencies required by all professionals including leadership, communication, and team-building skills, as well as specific technical skills required by practitioners in either clothing, textiles and material culture or family science.

[Nutrition and Food Science](#)

Programs in Nutrition and Food Science include Honors programs in both Food Science and Nutrition, A specialization in Dietetics, a specialization in Food Science and Technology, and a general program in nutrition and food science. These programs incorporate foundational knowledge and experiential learning into all coursework to enable students to develop broad skills in the nutrition and food science fields. The broad and collective competencies that are met by these programs include foundational knowledge and content, and the cognitive level of complexity varies depending on the program. For example, the showcase Dietetics Specialization is the largest of its kind in Canada and exemplifies the unique role ALES plays into Alberta Health Services.

[BA in Environmental Studies](#)

This program, offered jointly by the Faculty of ALES and the Faculty of Arts, introduces students to a broad range of perspectives within which to examine environmental issues. Students receive exposure to natural sciences through courses in biology, earth and atmospheric science, etc. However, this is combined with environmentally-related courses in social sciences and humanities including economics, history, sociology, philosophy and political science. Graduates will have a broad educational foundation in environmental studies, social studies and the humanities, and will be prepared for careers in law, business, economics, resource management, journalism as well as graduate education in either the professions or in research.

[ALES Research Impact](#)

ALES researchers have had a significant impact on agriculture, food, forests, health, and the environment and strive to improve economic, social and environmental outcomes. ALES research is based on strong connections with government, industry and community partners as well as linkages across disciplines. Listed below are a few highlights of the research outcomes that have arisen from the

innovative researchers, and interdisciplinary research environment, within ALES.

- Professor Brenda Parlee, Involving local partners across the Canadian north and internationally, works directly with more than 40 Indigenous communities, governments and institutional partners, using local and traditional knowledge (LTK) for tracking change in rivers and watersheds. This work is interdisciplinary across the ALES faculty, partnering with biologists and social scientists to understand and enhance Indigenous contributions to learning and the co-management of lands and resources. Recent partnerships include SSHRC (Partnership Grant), Alberta Environment, Genome Canada and Environment Canada. These initiatives are large scale, highly innovative and rooted in long-term partnerships with Indigenous communities. Community-based research approaches place Indigenous knowledge systems, ecosystem monitoring, and co-management at the forefront of this academic work.
- Dr. Leluo Guan, ALES ruminant biologist and microbiologist, and her research team uncovered a newly discovered series of genes related to feed efficiency that could pave the way to making cattle farming cheaper and more sustainable. They demonstrated that of the 20,000 genes expressed in bovine rumen, liver, muscle and back fat—key tissues involved in energy metabolism—19 were associated with feed efficiency. These pioneering approaches are laying critical groundwork to utilize genes to vastly improve genomic selection for feed-efficient animals in cattle breeding programs in Alberta.
- Dr. Dean Spaner and his wheat breeding group recently made history in the Faculty of Agricultural, Life & Environmental Sciences (ALES) by having five hard-red-spring wheat (Canadian western red spring, CWRS) cultivars accepted for registration in a single year. These CWRS wheat lines are adapted to Alberta's climate, providing improvement in yield (>10%), some maturing early, a significant characteristic for growth in Alberta, where the season is shorter.
- Dr. Barb Thomas leads a Genome Canada funded 2015 LSARP project titled '*Resilient Forests (RES-FOR): Climate, Pests and Policy – genomic applications*' is a multi-disciplinary project with 20 researchers and collaborators across four universities, the Alberta forest sector and provincial government. The goal of the RES-FOR project is to integrate genomic, metabolomic and phenotypic data into parent tree selection models and provide new multi-trait selection information for tree improvement programs in lodgepole pine and white spruce. A rapidly changing climate in Alberta is having a devastating impact on our forests and forest industry; ALES researchers have worked together to inform policy, determine the economic value of genomics tools and identify social/political factors that influence the use of these cutting-edge selection strategies.
- Dr. David Bressler, a professor in ALES has been the science-mid behind the advanced biofuel company, Forge Hydrocarbons Corporation. They are set to build a \$25-million demonstration manufacturing plant in Sombra, Ont. The facility is set to produce 30 million litres of renewable biofuel annually. The world's economy will use any and all energy that is made, and that includes renewable sources such as biofuel, hydro and geothermal. Bressler previously invented a process to convert lipids into hydrocarbons that are then used as fuel: lipid-to-hydrocarbon (LTH) technology. This process leaves less of a carbon footprint because it does not require hydrogen, often generated from natural gas.

- Dr. Diana Mager RD, an associate professor in both the Department of Agricultural, Food and Nutritional Science and Pediatrics, conducted a study that examined the dietary intake of children with celiac disease, an autoimmune disease that results in an immune response to eating gluten. Dr. Mager discovered that a gluten-free diet was also significantly low in folate, a B vitamin that's key to making DNA and red and white blood cells- suggesting that there was actually no evidence to the current nutrition guidelines for children with celiac disease. Dr. Mager is now working on a gluten-free food guide for children and has analyzed the diets of more than 300 kids to date. Due to the unique inter-disciplinary nature of the Nutrition and Dietetic field, Dr. Mager has been gathering input from dietitians, gastroenterologists such as her co-investigator Dr. Justine Turner, doctors and nurses as well as members of the community with children who have celiac disease to order to improve their health and well-being.
- Dr. Patricia Dolez, an assistant professor in the Department of Human Ecology, is a lead collaborator on a project that brings together defense and security firms and 13 Western Canadian researchers from three universities to develop high-tech protective gear for Canadian troops. As a textile scientist with unique and specialized expertise in protective textiles and clothing, Dr. Dolez is playing an integral role in the partnership's work to create and test new textile technologies and body armour solutions for the Canadian Armed Forces. The group is collaborating on a project called COMFORTS, short for Comfort-Optimized Materials for Operational Resilience, Thermal-transport and Survivability.
- Dr. Mike Flannigan leads the *Canada Wildfire Network* a cross-Canada collaboration between universities, provincial governments, and the federal government that is addressing these and other pressing questions related to living with and managing wildland fire. Recent research demonstrated how artificial intelligence can be used to better predict wildfires, allowing communities time to prepare and providing the basis for more efficient, pro-active, deployment of fire suppression personnel and equipment. As another wildfire season is well underway in Alberta, we are faced again with how to live with the increased frequency, extent, and severity of wildfire we are now experiencing due to climate change. How do we protect communities and natural resources while allowing fire to serve its natural ecological function? How do we best approach fire management and suppression efforts? How do we mitigate the feedback loop from increased fire to increased greenhouse gas emissions to further climate change?
- Dr. Jianping Wu, a Professor in ALES is working to unlock the 'protein-peptide' potential within eggs, an economical, readily available source protein. Wu and his team are known for demonstrating the effectiveness of peptides in lowering blood pressure in pre-clinical models. Hypertension (high blood pressure) is a chronic condition that afflicts millions of people worldwide. Peptides derived from Agri-foods have major advantages over conventional pharmaceuticals. Their team approach is boosting Alberta's agriculture sector and striving for opportunities to develop unique natural health products.
- Dr. Marleny Saldana, a researcher in food and bioengineering processing in ALES created a new use for the leftover fibrous stalk from Canola— cling wrap! (more popularly known in the kitchen by the brand name Saran wrap). For canola oil producers, the straw is the most useless part, often left behind when harvesting and represents 100 of tons of a waste by-product. Intriguingly her creation came at an opportune time: in March of 2019, China started banning shipment from canola companies in Canada. Saldana was able to provide options for a diverse local industry for canola in Alberta, potentially adding more jobs, and sending high-value

product to other countries.

July 8, 2020

Hi Steven,

When I interviewed for my current position in 1999 I asked why the Univ Alberta has 2 programs in ecology/conservation. During my interview, Dick Peter, Dean of Science, indicated clearly that he was annoyed that ALES had developed a program that overlapped with our ecology program. Indeed, this remained highly contentious because of personalities involved at the time. More recently we have strong collaborations between ALES and Science, but only at the graduate level. I still maintain that we could have a much stronger program in ecology and conservation if we were merged somehow. Courses are offered in both Biological Sciences and ENCS with the same title, e.g., Conservation Biology. Students could get a degree in ecology from our department taking almost the same slate of courses as is required for an ENCS major in ALES. I offer this information in context of your current effort to merge departments and faculties.

I suspect that there are similar redundancies between Biological Sciences and Medicine--certainly we have academic staff who do research in basic sciences with application in medicine. I know that Medicine had proposed last year to increase their offerings at lower levels and that these would reduce demand for our biology course offerings.

Albeit painful, I believe that we will emerge stronger with the reorganization that you are leading. Thank you for your leadership.

Best wishes,

Mark

--

Mark S. Boyce, Ph.D., FRSC

Professor of Ecology, and

Alberta Conservation Association Chair in Fisheries & Wildlife

Department of Biological Sciences, CCIS 1-271, University of Alberta

From Donald Cranston
August 18, 2020

Dear Dr. Dew:

It has been brought to my attention that the University of Alberta through its ARWG is considering the possibility of restructuring which would have the effect of terminating the existence of the Faculty of Law as a separate faculty. I am writing to express strong opposition to any such decision.

I have been a senior member of the legal profession for many years, as a partner at Bennett Jones LLP, now retired. I am a past president of the Law Society of Alberta, past Chair of the Faculty of Law's Alumni and Friends Association, past Chair of the University Hospital Foundation, and past Chair of the Legal Education Society of Alberta, among many other community services in Alberta and Canada. I had the privilege of serving with you on the University's Dean Selection Committee concerning the new Dean position at the Faculty of Law.

Our Canadian legal system is an important foundation to our democracy. That has never been more important in our lifetimes than now, given the challenges to due process and access to justice we are witnessing worldwide.

The elimination of this Faculty and relegating it to something like a department status in another faculty will profoundly harm the reputation of the University of Alberta within the legal community internationally. It will harm the value of a degree in law, and harm the reputational value of that degree to students who on graduation will be seeking careers in law practice, public service or academia.

I respectfully urge you and your colleagues to consider that any possible short term cost savings are far outweighed by the importance in the long term of the maintenance of a Faculty of Law at our University.
