



The following Motions and Documents were considered by the Board Learning and Discovery Committee at its January 28, 2013 meeting:

Agenda Title: **Proposed Revisions to the UAPPOL Centres and Institutes Policy**

APPROVED MOTION: THAT the Board Learning and Discovery Committee, on the recommendation of the GFC Executive Committee, recommend that the Board of Governors approve the proposed changes to the UAPPOL Centres and Institutes Policy, as submitted by the Office of the Provost and Vice-President (Academic), and as set forth in Attachment 1, with proposed changes to take effect upon final approval.

Final Recommended Item: 7

Agenda Title: **Proposal for Non-Departmentalized Status for the University of Alberta's School of Public Health**

APPROVED MOTION: THAT the Board Learning and Discovery Committee, on the recommendation of General Faculties Council, recommend that the Board of Governors approve the proposal for a non-departmentalized structure for the University of Alberta's School of Public Health, as submitted by the Interim Dean of the School of Public Health (on behalf of the School), and as set forth in Attachment 1, to take effect upon final approval.

Final Recommended Item: 8

OUTLINE OF ISSUE

Agenda Title: **Proposed Revisions to the UAPPOL Centres and Institutes Policy**

Motion: THAT the Board Learning and Discovery Committee, on the recommendation of the GFC Executive Committee, recommend that the Board of Governors approve the proposed changes to the UAPPOL Centres and Institutes Policy, as submitted by the Office of the Provost and Vice-President (Academic), and as set forth in Attachment 1, with proposed changes to take effect upon final approval.

Note: The changes to the Academic Centres and Institutes Establishment Procedure were approved by the General Faculties Council (GFC) Executive Committee, under delegated authority of GFC, at its meeting on December 3, 2012. The procedure is included for information only.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Provost and Vice-President (Academic)
Presenters	Martin Ferguson-Pell, Acting Provost and Vice-President (Academic); Murray Gray, Vice-Provost and Associate Vice-President (Research) and Chair, Centres and Institutes Committee (CIC)
Subject	Revisions to the Centres and Institutes Policy (as set out in the University of Alberta Policies and Procedures On Line (UAPPOL))

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve changes to the UAPPOL Centres and Institutes Policy. Some changes are editorial. More substantial changes include revisions related to alignment with the University of Alberta vision and mandate, Faculty and University priorities, demonstration of excellence and sustainability, and reserved use of the words “Centre” and “Institute” by GFC.
The Impact of the Proposal is	See ‘Purpose’.
Replaces/Revises (eg, policies, resolutions)	UAPPOL Centres and Institutes Policy
Timeline/Implementation Date	Upon final approval
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover</i> (Learning, Discovery and Citizenship; Transformative Organization and Support) and <i>Dare to Deliver</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. Post-Secondary Learning Act (PSLA): The PSLA gives the Board of Governors the authority to “develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta” (Section 60(1)). Subject to the authority of the Board of Governors, the General Faculties Council has responsibility over “academic affairs” (Section 26(1)) and can “make recommendations to the board with 1. respect to affiliation with other institutions” (Section 26(1)(o)). [...]” 2.

2. GFC Executive Committee Terms of Reference (Section 3 (Mandate of the Committee)):

“5. Agendas of General Faculties Council

GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. [...]

With respect to recommendations from other bodies and other GFC committees, [...] the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested amendments; not endorse; or forward the proposal with no comment.

[...]

3. GFC Policy: Section 3, GFC Executive Committee Terms of Reference (Mandate of the Committee), states: “To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties Council.

1. Urgent Matters: The power to deal with any matters that cannot be deferred is delegated to the Executive Committee which shall determine which matters are to be considered urgent.

3. Routine Matters: Matters which are routine in carrying out the policies approved by General Faculties Council are delegated to the Executive Committee.

[...]

4. Board Learning and Discovery Committee (BLDC) Terms of Reference (3. Mandate of the Committee): “Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:

[...]

b. review, provide feedback and approve teaching and research policies;

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	<p>c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters; [...]</p> <p>f. review and provide recommendations on the University’s enterprise-wide risks and risk measures related to the Committee mandate; [...]</p> <p>j. ensure that the academic teaching and research activities at the University are administered and undertaken in a manner consistent with the vision and mission of the University; [...].</p> <p>The Committee shall review, evaluate, and provide information and recommendations to the Board where the Board is making decisions in areas generally related to areas of responsibility of the Committee.”</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Murray Gray, Vice-Provost (Academic) and Associate Vice-President (Research); Vice-Provosts’ Meeting; Centres and Institutes Committee; President’s Executive Committee – Operations
Approval Route (Governance) (including meeting dates)	GFC Executive Committee (December 3, 2012) – for recommendation to the Board of Governors (Centres and Institutes Policy revisions) and for final approval (associated Academic Centres and Institutes Procedure); Board Learning and Discovery Committee (January 28, 2013) – for recommendation to the Board of Governors (Centres and Institutes Policy revisions only); Board of Governors (February 8, 2013) – for final approval (Centres and Institutes Policy revisions only)
Final Approver	See ‘Approval Route’.

Attachments:

1. Centres and Institutes Policy (Proposed) Changes (3 pages) – **for recommendation**
2. Academic Centres and Institutes Establishment Procedure (4 pages) – **for information** (the Procedure was approved by the General Faculties’ Council (GFC) Executive Committee with delegated authority from GFC on December 3, 2012)

Prepared by: Cindy Watt, Committees Manager, Office of the Provost and Vice-President (Academic)
cindy.watt@ualberta.ca

Go to:	[Overview]	[Purpose]	[POLICY]	[DEFINITIONS]	[RELATED LINKS]
This document is the parent policy for any associated procedures or appendices. Questions regarding this policy should be addressed to the Office of Administrative Responsibility.					

Centres and Institutes Policy

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	Board of Governors and General Faculties Council
Scope:	Compliance with University policy extends to all members of the University community.

Overview

There are two types of **centres** and **institutes** governed by this policy: **academic centres and institutes** and **affiliated centres and institutes**.

The Government of Alberta's *Post-Secondary Learning Act* gives the Board of Governors the authority to "develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta" (section 60(1)). Subject to the authority of the Board of Governors, the General Faculties Council has responsibility over "academic affairs" (section 26(1)) and can "make recommendations to the board with respect to affiliation with other institutions" (section 26(1)(o)).

Purpose

This policy addresses academic and affiliated centres and institutes at the University of Alberta, in accordance with the University's mission.

POLICY

1. ACADEMIC CENTRES AND INSTITUTES

The University of Alberta may create academic centres and institutes which shall engage in scholarship and carry forward the mission of the University through specific attention to an area of study or research.

Each academic centre or institute will report to a Dean, except in exceptional circumstances and at the discretion of the Provost when an academic centre or institute may report directly to a Vice-President.

The Provost and Vice-President (Academic) shall have final authority in determining whether an academic centre or institute falls under this policy.

Academic centres and institutes shall highlight a department's, a Faculty's, and/or the University's ~~expertise~~ **research and scholarly excellence** in an area.

AFFILIATED CENTRES AND INSTITUTES

The University of Alberta shall enter into affiliation agreements with third parties to create affiliated centres or institutes that engage in scholarship and carry forward the mission of the University through specific attention to an area of study or research.

~~All affiliation agreements for centres and institutes will be entered into in the name of the Governors of the University of Alberta and the Governors delegate final approval for all such affiliation agreements to the President's Executive Planning Committee — Operations (PEC-O). All affiliation agreements for centres and institutes will be entered into in the name of the Governors of the University of Alberta and will be executed in accordance with the Contract Review and Signing Authority Policy. The Governors delegate final approval for all affiliation proposals to the President's Executive Committee -Operations (PEC-O)."~~

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2.

Prior to entering into an affiliation agreement, appropriate advice will be sought from the Office of General Counsel and Risk Management Services.

The formal affiliation agreement must include the critical elements outlined in the *Affiliated Centres and Institutes (Appendix A) Agreement Requirements* and will ensure the risk to the University has been minimized.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲ Top](#)

<p>Centres</p>	<p>A centre normally engages in study, research or other academic focus on a specific area of interest that is defined closely at its creation and would normally incorporate a commitment to conduct its activities beyond the scope of a single discipline.</p> <p>Centres are units or bodies not normally founded solely to conduct a research project before disbanding. They are to be distinguished from units called “centres” that do not have a mandate to engage in scholarship, for example units such as the Sexual Assault Centre or buildings such as the Van Vliet Physical Education and Recreation Centre.</p> <p>Centres often exist within the mandate of a single Faculty.</p>
<p>Institutes</p>	<p>An institute normally is broader in scope than a centre and engages in interdisciplinary and multidisciplinary research into a major area of interest to one or multiple Faculties.</p> <p>Institutes are entities not normally founded solely to conduct a research project before disbanding.</p> <p>Normally, an institute shall engage in multiple initiatives simultaneously and engage the talents of several different experts.</p>
<p>Academic Centre or Institute</p>	<p>An academic centre or institute exists at the University of Alberta and is controlled by the University of Alberta. An academic centre or institute may exist solely within the University of Alberta or may be created through a partnership between the university and other entities. Such other entities may include other universities, governments, public authorities (such as health authorities), and non-profit organizations. If an external corporate entity is involved in the centre or institute, the</p>

	<p>process for managing conflict of interest and conflict of commitment must be reviewed. The University attaches the utmost value to academic freedom and scholarly integrity. Accordingly, academic centres and institutes shall not place any limits on these accepted principles of academic freedom and scholarly integrity.</p> <p>Centres or institutes are not subsidiary companies, spin-off companies, societies created through non-university policies, or groups or corporations that lease University of Alberta space to achieve their own ends.</p> <p>Additionally, if the academic centre or institute has a governing board, membership of the board is constituted such that the University of Alberta has control.</p>
Affiliated Centre or Institute	<p>An affiliated centre or institute is created through a contractual or other legal arrangement with one or more third parties such as a joint venture, a corporation, a society, a partnership or other affiliation type arrangement by which a centre or institute is created which is not under the control of the University.</p> <p>The centre or institute reports to a governing board that is external to the University of Alberta and for which the University does not have control. This definition would include centres and institutes located on or off the University's campuses, including national centres of excellence.</p> <p>In all cases, the required governance reviews and approvals must be obtained prior to contract execution.</p>
Research Project	<p>A research project exists to fulfill the obligations of the funding grant, and as such, has a beginning and end date. The Principal Investigators within the research project are University of Alberta researchers.</p>
Control	<p>Majority of voting shares and/or ability to appoint the majority of directors.</p>

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [[▲Top](#)]

[Academic Centres and Institutes](#) (University of Alberta)

[Naming Policy](#) (University of Alberta)

[Contract Review and Signing Authority Policy](#) (University of Alberta)

[Post-Secondary Learning Act](#) (Government of Alberta)

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Go to:	[Purpose]	[PROCEDURE]	[DEFINITIONS]	[FORMS]	[RELATED LINKS]
This procedure is governed by its parent policy. Questions regarding this procedure should be addressed to the Office of Administrative Responsibility.					

Academic Centres and Institutes Establishment Procedure

Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	GFC Executive Committee
Scope:	Compliance with University procedure extends to all members of the University community.

Overview

This procedure applies to all **academic centres and institutes**. It does not apply to **affiliated centres and institutes**, nor shall it apply to research consortia that are created to fulfill the mandate of a research grant.

Purpose

To outline the University's requirements for establishing academic centres and institutes.

PROCEDURE

1. PROPOSAL

~~The proposal to establish an academic centre or institute must define its vision and purpose, explain the need for the unit within the priorities of the Faculty and/or University, and demonstrate that the proposed Centre/Institute does not duplicate other efforts at the University. Centres and Institutes are expected to position the University of Alberta as a national and international leader, therefore, the proposal must demonstrate the established or emerging excellence of the group of faculty involved, and the qualifications of the proposed director, must be demonstrated, because Centres and Institutes are expected to position the University of Alberta as a national and international leader. The benefits and risks to the University must be presented, and support from partners within and outside the University must be documented.~~

~~4.—A University of Alberta Template for Proposals to Establish New Academic Centres and Institutes can be accessed from Forms (below). Proposals will be written using the template provided which will be and be submitted to the Office of the Provost and Vice-President (Academic) for assessment. Proposers are encouraged to consult the Office of the Provost and Vice-President (Academic) in advance of drafting a proposal. All proposals for the establishment of academic centres and institutes should normally contain the following:~~

- ~~a) The name and detailed purpose of the unit and the name and signature of the Reporting Dean;~~
- ~~b) A statement of the priority of the unit within the overall priorities of the Faculty and/or University, and a statement of the benefits the University of Alberta could expect to receive through the creation of the academic centre or institute;~~

~~A description of governance structure and reporting lines (including a diagram of organizational structure).~~

- ~~c) A statement of the role and qualifications of the **centre/institute lead** and/or the chief administrative officer, if applicable, of the proposed academic centre or institute;~~
- ~~d) A statement of the employment status of those working for the proposed academic centre or institute (i.e., are they University of Alberta employees?);~~
- ~~e) A detailed budget with projections over three to five years;~~
- ~~f) Physical space requirements;~~
- ~~g) Letters of support from relevant on- and off-campus sources, including from each of the Deans of all Faculties affiliated with and affected by the proposed academic centre or institute;~~
- ~~h) An exigency plan for termination of the academic centre or institute: if physical and/or financial resources will remain upon termination, a plan for consultation with donors or agencies associated with the centre or institute must be included in the termination plan.~~
- ~~i) A clear definition of the status of the academic centre or institute as a University unit or body or a University/partner unit or body;~~
- ~~j) If applicable, any agreements and/or memoranda of understanding between the University of Alberta and its partner(s) to establish, fund, and operate the academic centre or institute;~~
- ~~k) A provision for annual reporting to the Reporting Dean or Vice-President and a provision for an annual declaration to the Office of the Provost and Vice-President (Academic);~~
- ~~l) A provision for strategic and operational review, to occur no less frequently than every five years, and a clear statement of who shall perform such reviews;~~
- ~~m) A statement of potential risks inherent in the activities of the proposed academic centre or institute and what steps would be taken to address them;~~
- ~~n) A statement of provision for dealing with intellectual property;~~
- ~~o) An outline of the centre or institute's academic contributions to the University.~~

Questions to CIC:

2. ESTABLISHMENT

All proposals for establishment of academic centres and institutes shall be submitted initially to the Provost and Vice-President (Academic) for assessment. Proposals deemed to be in good order will be forwarded by the proposer(s) to the GFC Academic Planning Committee (APC) for final approval.

When the University of Alberta forms a partnership with another entity in creating an academic centre or institute, full approval processes must be followed with all partner entities prior to operation.

The use of the words "Centre" and "Institute" are reserved by GFC, therefore, initiatives shall not use these words in public documentation prior to Proposed academic centres and institutes shall not operate prior to receipt of notice of approval.

All academic centres and institutes operating but not approved by APC shall come into compliance immediately or be considered for closure cease to use the reserved titles of ~~titles~~ "Centre" or "Institute".

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top](#)

Academic Centre or Institute	<p>An academic centre or institute exists at the University of Alberta and is controlled by the University of Alberta . An academic centre or institute may exist solely within the University of Alberta or may be created through a partnership between the university and other entities. Such other entities may include other universities, governments, public authorities (such as health authorities), and non-profit organizations. If an external corporate entity is involved in the centre or institute, the process for managing conflict of interest and conflict of commitment must be reviewed. The University attaches the utmost value to academic freedom and scholarly integrity. Accordingly, academic centres and institutes shall not place any limits on these accepted principles of academic freedom and scholarly integrity.</p> <p>Centres or Institutes are not subsidiary companies, spin-off companies, societies created through non-university policies, or groups or corporations that lease University of Alberta space to achieve their own ends.</p> <p>Additionally, if the academic centre or institute has a governing board, membership of the board is constituted such that the University of Alberta has control.</p>
Affiliated Centre or Institute	<p>An affiliated centre or institute is created through a contractual or other legal arrangement with one or more third parties such as a joint venture, a corporation, a society, a partnership or other affiliation type arrangement by which a centre or institute is created which is not under the control of the University.</p> <p>The centre or institute reports to a governing board that is external to the University of Alberta and for which the University does not have control. This definition would include centres and institutes located on or off the University's campuses, including national centres of excellence.</p> <p>In all cases, the required governance reviews and approvals must be obtained prior to contract execution.</p>
Reporting Dean	<p>The Dean of the Faculty to which a centre or institute reports. In the case where multiple Deans are associated with a centre or institute, one Dean will be deemed to be the reporting Dean.</p>
Centre/Institute Lead	<p>The individual responsible for overall reporting for a centre or institute.</p>
Control	<p>Majority of voting shares and/or ability to appoint the majority of directors.</p>

FORMS

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RELATED LINKS

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[UAPPOL Naming Policy](#) (University of Alberta)

[UAPPOL Contract Review and Signing Authority Policy](#)

[Post-Secondary Learning Act \(Government of Alberta\)](#)

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OUTLINE OF ISSUE

Agenda Title: **Proposal for Non-Departmentalized Status for the University of Alberta’s School of Public Health**

Motion: THAT the Board Learning and Discovery Committee, on the recommendation of General Faculties Council, recommend that the Board of Governors approve the proposal for a non-departmentalized structure for the University of Alberta’s School of Public Health, as submitted by the Interim Dean of the School of Public Health (on behalf of the School), and as set forth in Attachment 1, to take effect upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	The School of Public Health Faculty Council
Presenter	Dr Lory Laing, Interim Dean, School of Public Health
Subject	Non-departmentalized structure for the School (Faculty) of Public Health

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To change the School (Faculty) of Public Health from a Faculty organized around two academic units (the Department of Public Health Sciences and the Centre for Health Promotion Studies) to a non-departmentalized structure.
The Impact of the Proposal is	To promote a culture of a collaborative Faculty from a variety of academic disciplines with a common focus on graduate education and research in public health.
Replaces/Revises (eg, policies, resolutions)	This change would eliminate the Department of Public Health Sciences (PHS) and the position of Chair of PHS. It would change the focus of the Centre for Health Promotion Studies (CHPS) and the role of the Director of CHPS to that of a research and engaged scholarship unit within the Faculty (School of Public Health).
Timeline/Implementation Date	Immediately upon final approval.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover</i> and <i>Dare to Deliver</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)).</p> <p>2. GFC Academic Planning Committee (APC) Terms of Reference/3. Mandate of the Committee:</p> <p>“1. Planning and Priorities To recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University's longer term academic, financial, and facilities development. (GFC 29 SEP 2003)</p>

2. Units

a. Subject to Article 32 of the Faculty Agreement, to recommend to GFC on the establishment and termination of Faculties, Departments, Schools and divisions, and on mergers involving Faculties, Departments or Schools. (Divisions are defined as academic units with authority over student programs. They may be budgetary units and may or may not be part of an existing Department.)

[...]

14. Other

a. To recommend to the Board of Governors and/or GFC on any other matter deemed by APC to be within the purview of its general responsibility.”

3. General Faculties Council (GFC) Terms of Reference/3. Mandate of the Committee;

“Powers Retained by General Faculties Council

All powers and responsibilities under Section 26 of the PSLA not expressly delegated now or in the future shall be retained by General Faculties Council. (GFC 02 DEC 1966)

The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following: [...] those things which a Standing Committee considers to be of major strategic significance to or long-term impact on the University[.] [...]”

4. Board Learning and Discovery Committee (BLDC) Terms of Reference:

“3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

[...]

4. LIMITATIONS ON DELEGATION BY THE BOARD

This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to:

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	a. the establishment, continuation, reorganization or abolition of faculties, schools and departments[.] [...]”
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	<p>An Interim Dean’s task force was formed in July, 2012 and asked to consult with faculty, staff, and students in the School of Public Health and come back to Faculty Council with a recommendation for the best organizational structure fro fulfilling the School’s mission, functions, and responsibilities, taking into account all input received from the School’s community.</p> <p>The Task Force consulted through an on-line communication forum, in-person consultation, meetings, and forums. At the November 23, 2012 Faculty Council meeting, the Interim Dean’s Task Force on the Administrative Structure for the School of Public Health presented the results of their consultation and put forward a recommendation that the School (Faculty) become non-departmentalized. Subsequently, an electronic vote was conducted which concluded at 4:30 pm on November 30, 2012. Thirty-nine people were eligible to vote. The results of the vote were: in favour – 24; opposed - 6, abstaining - 0.</p>
Approval Route (Governance) (including meeting dates)	<p>GFC Academic Planning Committee (January 16, 2013) – for recommendation; General Faculties Council (January 21, 2013) – for recommendation; Board Learning and Discovery Committee (January 28, 2013) – for recommendation; Board of Governors (February 8, 2013) – for final approval</p>
Final Approver	Board of Governors

Attachment:

1. Proposal for the University of Alberta’s School of Public Health to Become a Non-departmentalized Faculty (6 pages)

Prepared by: Lory Laing, Interim Dean, School of Public Health, lory.laing@ualberta.ca

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lory.laing@ualberta.ca
www.publichealth.ualberta.ca

November 30, 2012

To: Dr. Martin Ferguson-Pell, Acting Provost

From: Dr. Lory Laing, Interim Dean

Re: Request for approval for the School of Public Health to become a non-departmentalized Faculty

As a result of a recommendation made by the Academic Unit Review in its report on the School of Public Health in June 2012, that the School of Public Health consider becoming a non-departmentalized faculty, the SPH has been examining this suggestion through a thorough and inclusive consultation beginning in August 2012. The culmination of the consultation process was a vote on November 30, 2012 that overwhelmingly supported a motion that: The School of Public Health become a non-departmentalized faculty. I am now seeking your approval for this change. If you provide your approval, I understand that the proposed change to our structure will then need to be approved by University of Alberta governance.

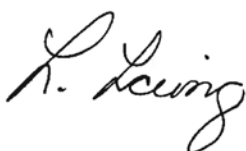
As background information to the final motion approval, I have attached a summary of the process. This began with me forming an interim dean's task force to lead the discussions. The task force was composed of the following people:

Dr. Yutaka Yasui, Professor, Department of Public Health Sciences, chair of the task force
Dr. Dev Menon, Professor, Department of Public Health Sciences
Dr. Kim Raine, Professor, Centre for Health Promotion Studies
Mr. Bob Sadler, Assistant dean (administration)
Ms. Karyn Gibbons, School administrator
Ms. Krystina Kongats, SPH student
Professor John Law, Vice-dean, Faculty of Law

The task force held extensive discussions with faculty, staff and students. They presented their recommendation and rationale at the Nov. 23, 2012 SPH Town Hall. After the Town Hall discussion, a motion was proposed and seconded. Rather than vote at the Faculty Council on Nov. 23, we chose to conduct an electronic vote so that all members of faculty council would be able to vote (even those unable to attend the Nov.23 meeting).

Attachments

Cc School of Public Health Executive Management Committee





Office of the Dean

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

Date: December 20, 2012

To: Mr. Garry Bodnar

From: Lory Laing, Interim Dean

Cc: Ms. Marion Haggarty-France
Von Whiting

Re: Request for University of Alberta governance approval to change the School of Public Health to a nondepartmentalized faculty

AS a result of a recommendation from the School of Public Health Academic Unit Review, and a subsequent Interim Dean's task force consultation, the Faculty Council of the School of Public Health approved the following motion on November 30, 2012:

That the School of Public Health become a nondepartmentalized faculty:

We are now seeking GFC APC approval for this change.

Attachments:

Memo to the Provost from the interim dean
Background to the request

Background to the Request for the School of Public Health to Become a Non-departmentalized Faculty

The School of Public Health is the newest faculty at the University of Alberta, established in 2006. It has spent the past 6 years working to develop as a cohesive academic unit dedicated to promoting and protecting health, preventing disease and injury across Alberta, Canada and around the world. Between 2009 and 2012 the faculty worked hard to document how we meet or exceed the requirements for accreditation by the Council on Education for Public Health (CEPH- the only accrediting body for schools and programs of public health in the world). The faculty has recently achieved the distinction of becoming the first accredited School of Public Health in Canada, the second outside of the US and the 50th in the world.

The School of Public Health, as faculty solely devoted to public health, is now poised to take a leadership role in public health education, research and engaged scholarship in Alberta and Canada.

Context:

- The SPH is a relatively small faculty, with about 40 faculty members (although there are numerous adjunct faculty). The faculty members have a wide variety of disciplinary backgrounds (including social scientists, natural scientists, and statisticians) The faculty complement includes people engaged in community participatory research as well as laboratory scientists. Despite the diversity of backgrounds, all are committed to improving and protecting the health of the population.
- The SPH has one department (Public Health Sciences with 35 faculty members) and two centres (Centre for Health Promotion Studies with 5 faculty members and Alberta Centre for Injury Control and Research with a single faculty director). The two centres are treated quite differently. The ACICR is part of the SPH and reports operationally to the dean of the SPH, but is funded by public funds through a grant from Alberta Health and Wellness and is accountable to the injury stakeholders and the citizens of Alberta.
- The CHPS has been considered as an 'academic unit' similar to the department of PHS, based on the history of having two masters degrees in health promotion. The CHPS was formed in 1996 and prior to being brought under the administrative structure of the SPH was accountable to the Health Sciences Council (HSC).
- The two academic units are imbalanced in size (one has 35 members the other 5). Both units have numerous adjunct faculty members who make important contributions to the SPH, but who do not have the same investment in SPH governance.
- When the SPH was formed in 2006 the department of PHS offered two masters degrees (MPH and MSc) as well as a PhD. The CHPS offered two masters degrees (MPH and MSC).
- Since 2006 the SPH has chosen to offer the degrees, MPH, MSC, and PhD (not the departments)
- The SPH has a single budget that resources all of the activities of the faculty. When the SPH was formed budget allocations were made initially to 'offset' some of the costs of doing business by the CHPS¹.

¹ Initially, the CHPS was permitted to charge higher fees on both campus and distance courses as either an alternative delivery fee or a "new program fee"? (*not sure of the wording here*) Once all students in the

- The SPH was formed by bringing together two 'academic units' that both had a focus on public health. One of these units was a department, as recognized by the University governance with a chair who conducted faculty evaluations of faculty members for the FEC process mandated by the faculty agreement. The other was a 'centre' that had reported to the health sciences council. While the CHPS was under the jurisdiction of the HSC, the director did not conduct FEC evaluations. Faculty members in the CHPS were evaluated by a 'home' faculty FEC processes.
- The decision to function with administrative heads of the two units as part of the School management team initially served to recognize the teaching, research and engaged scholarship approaches historically taken by each unit. This approach preserved the historical practices of each unit; including how applicants were reviewed, how students were mentored, how teaching was assigned, how research was supported, and partnerships with key external partners were maintained.
- As the SPH evolved new procedures and policies (student services were centralized), education committees were established, research services and oversight were centralized) there was some progress made towards the SPH as a faculty focus on teaching, research and engaged scholarship.
- Each academic unit has been responsible for determining student enrollment each year. There has been no faculty wide principles or procedures for determining student enrollment that is tied to teaching capacity.
- As the SPH has evolved and matured, maintaining separate administrative roles that essentially duplicate each other, in relation to curriculum review, admission decisions, student services, and faculty development has become problematic. For example, finding faculty from the smaller CHPS to sit on faculty committees is difficult/impossible. It has become increasingly clear that the CHPS faculty and students represent one area of substantive specialization amongst 6 within the SPH.
- While the common culture and organization of the SPH has developed, the maintenance of two unbalanced academic units becomes less supportable.
- The Academic Unit Review report submitted in June, 2012 recommended that the School of Public Health consider:
 - "Alternatives to revise the current organizational structure should be considered to promote a culture of a collaborative UASPH including the possibility of having non-departmentalized faculty.
 - The UASPH should eliminate the departmental structure (CHPS and PHS) to unify faculty, increase opportunities for teaching and research collaboration, and align degree requirements across specializations."

The decision to become non-departmentalized:

In July, 2012 the interim dean formed a task force to consult with faculty, staff and students in the SPH, and come back to faculty council with a recommendation for the best organizational structure for fulfilling our mission, functions, and responsibilities, taking into account all input received from the SPH community.

The task force included the following people:

SPH were taking the same courses no differential fee was charged based on what program the students were enrolled in. This led to a shortfall in how the CHPS was supporting itself.

- Yutaka Yasui, professor, Department of Public Health Sciences (task force chair)
- Karyn Gibbons, school administrator, Office of the Dean
- John Law, vice-dean, Faculty of Law
- Dev Menon, professor, Department of Public Health Sciences
- Kim Raine, professor, Centre for Health Promotion Studies
- Bob Sadler, assistant dean (administration), Office of the Dean
- Natalie Zacchia, president, School of Public Health Students' Association

The task force sought input through town hall meetings, survey monkeys (followed by an expert content analysis of the responses), many emails including some detailed thoughtful notes as many in-person meetings, and some phone calls. The task force also collected information from other faculties with a non-departmental structure (Physical Education and recreation and Law). The task force then held numerous meetings and communication back to the SPH community (through town halls, emails, and taped recordings of meetings and discussions).

On the basis of this extensive consultation, the task force came back with a recommendation that the SPH become non-departmentalized. The rationale for this recommendation was that the SPH could better work together for common public health goals including public health education/training and engaged research and practice. They determined that the SPH could build synergy on the strengths of the two current departments (members and procedures), and unify to improve education and student experiences (evaluating and adopting best practices across the School).

At the November 23 Faculty Council meeting, the interim dean's task force on the administrative structure for the SPH presented the results of their consultation and put forward a recommendation that the School become non-departmentalized. This motion was put forward by Dr. Y. Yasui and seconded by Dr. D. Menon. Subsequently, an electronic vote was conducted, which concluded at 4:30 on November 30, 2012. Thirty-nine people were eligible to vote. The results of the vote were:

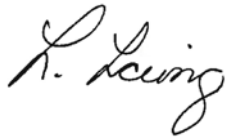
Motion: That the School of Public Health become a non-departmentalized faculty:

- In Favour: 24
- Opposed: 6
- Abstaining: 0

The task force also recommended that the interim dean create a Transition Logistics Committee (TLC) to evaluate specific functions of the SPH and clarify mandates of the existing and new positions/offices/committees, which may need to be formed to carry out key functions within the SPH. They recommended that existing centres (CHPS and ACICR) remain as centres. These would include a group of faculty members, staff, and trainees with similar interest (research and other activities). As a new structure of vice/associate deans is developed it will be important to ensure the effectiveness, consistency, and efficiency of SPH functions, including SPH-wide Curriculum review Committee, MPH admissions and advising issues (currently handled by several faculty wide committees), and continual accreditation functions.

As the SPH moves forward to improve its administrative structure, we are committed to

- Ensuring fair treatment of everyone in the SPH, especially those who are greatly affected by the structure change such as the current chair of PHS and the director of the CHPS.
- Further discussions of issues and addressing them with common Public Health goals and collegiality: some key issues identified include:
 - Student/Education Functions, specifically where procedures currently differ between the two departments, such as student care/support, MPH admission & advising, student progress/monitoring (includes data collection/management): need to discuss and develop/adopt most effective/efficient procedures
 - Curriculum Review: an exciting opportunity for creating innovative curriculums for training the next generation of PH researchers/practitioners (includes methodological training issues)
 - Promoting collegiality, sense of community, trust, open communications and discussion.



Lory Laing, PhD
Interim Dean, School of Public Health