The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, November 25, 2020 meeting:

Agenda Title: **Academic Restructuring Proposal**
CARRIED MOTION: THAT the GFC Academic Planning Committee endorse the concept of a college model by General Faculties Council and refers to GFC the specific question of the content of the college model and its administrative structure.
FINAL Item 4

Secretary's note: During the discussion of this item, members raised concerns regarding the clarity of what they were being asked to approve. An amendment to soften the language was proposed to ensure it was clear that APC was endorsing the concept of a college model, rather than the college model as set out in the ARWG Revised Report. Members asked the Provost and Vice-President (Academic) for a definition of "a college model". The definition provided by the Provost was that for the purposes of this endorsement, a "college model" was defined as a grouping of related Faculties within a new academic entity intended to promote coordination and collaboration between them. It was noted that at a minimum, a College would provide common administrative services for the Faculties in the College, with a view to providing a high level of service at a lower cost. Two members voted against the motion.

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

FINAL Item No. 4

Governance Executive Summary
Action Item

Agenda Title	Academic Restructuring Proposal

Motion

THAT the GFC Academic Planning Committee endorse the concept of a college model by General Faculties Council and refers to GFC the specific question of the content of the college model and its administrative structure.

Item

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

Details

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	To ask APC to endorse the College model to General Faculties Council, recognizing that discussion of variations of that model are active and should continue at GFC on December 7.
Executive Summary (*outline the specific item – and remember your audience*)	At the GFC meeting on November 23, there appeared to be a broad consensus developing in favour of a college model rather than a fully consolidated or hybrid model. There was also interest in exploring the idea of creating a College of Arts and Science as one option. There was less agreement about the proposed administrative model for a college, with some favouring a college led by an executive dean and others favouring a shared services model without an executive dean ("invisible college"). In order to ensure that GFC can have a full discussion of variations of a College Model, APC is asked to make a general recommendation of a College model to GFC, but without limiting GFC's ability to discuss and vote on variations of that model on December 7th.
Supplementary Notes and context	*During the debate*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance	● Deans' Council - May 20 ● Academic Planning Committee (APC) - May 20 ● General Faculties Council (GFC) - May 25 ● Town hall - June 2, (on UofA for Tomorrow) ● Deans' Council - June 3 ● APC - June 11 ● Board of Governors - June 19 ● GFC - June 22, 2020

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[Resources section Student Participation Protocol](#)>	- Town hall - July 8, (including Thoughtexchanges) - Board of Governors - July 24 - Deans' Council - July 29 - Board of Governors - August 14 - Graduate Students' Association - August 17 - Non-Academic Staff Association - August 19 - Association of Academic Staff - August 20 - APC - August 20 - Students' Union Council - August 25 - Senior Leadership Retreat - August 26 - Townhall with Equity-Seeking Groups - August 27 - Deans' Council - September 2nd - Meeting of ad hoc advisory group on input from equity-seeking groups - September 4 - Board of Governors Retreat - September 4 - Academic Planning Committee - September 9 - Council on Student Affairs - September 10 - Chairs' Council - September 15 - Vice-Provosts' Council - September 21 - APC - September 23 - GFC - September 28 - Townhall - September 30 - BLRSEC - October 2 - Deans' Council - October 7 - APC - October 7 - CoSA - October 8 - GFC - October 19 - Graduate Students' Association - October 19 - Chairs' Council - October 20 - Students' Council - October 20 - Alumni Townhall - October 20 - Deans' Council - October 21 - APC- October 21 - Faculty Roundtables - October 2020 - Administrative Unit Roundtables - November 2020 - APC - November 4 - Deans' Council - November 4 - Board of Governors - November 9 - APC - November 16 - Chairs' Council - November 17 - Deans' Council - November 18 - Townhall - November 19 - GFC - November 23 In addition to the many engagements listed above, the ARWG has also

FINAL Item No. 4

	received many written submissions from faculty, students, staff, leadership, alumni, and other members of the community.
Approval Route (Governance) (including meeting dates)	- **November 25th**, APC - **December 7th**, GFC - **December 11th**, Board of Governors

Strategic Alignment

Alignment with *For the Public Good*	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act:* (60(1)); (26(1)l); (19e); 26(1)(o) General Faculties Council Terms of Reference Academic Planning Committee Terms of Reference Board of Governors Mandate	

Prepared by: Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)
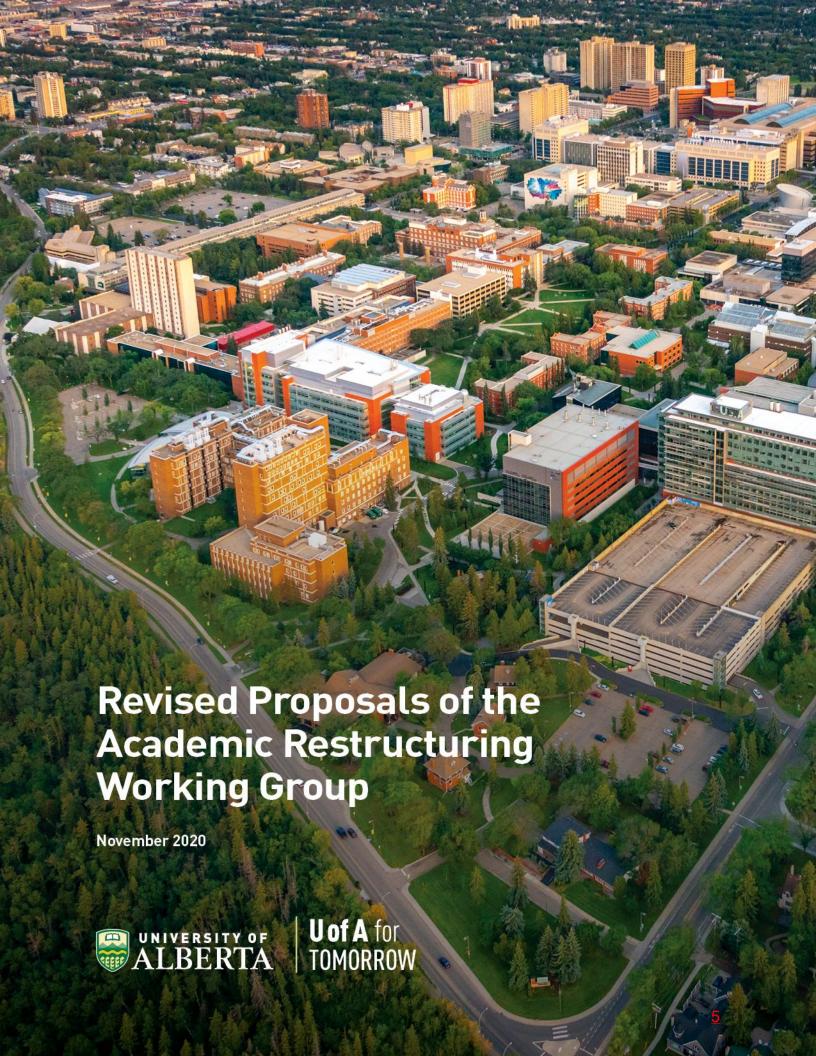
Revised Proposals of the Academic Restructuring Working Group

November 2020

UNIVERSITY OF ALBERTA | U of A for TOMORROW

Table of Contents

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

Introduction

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

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

To sustain this vision over the long term, the U of A has embarked on an intense new period of academic and administrative transformation, called U of A for Tomorrow (UAT). UAT has two pillars: Academic Restructuring (AR) and Service Excellence Transformation (SET). SET is focussed on the way we deliver core administrative functions across the vice-presidential portfolios and the faculties – in areas like finance, HR, and IT. The goal is to drive service improvements and greater efficiency, and ultimately, ensure we have the best end-to-end administrative systems and processes to effectively support our academic mission.

Academic restructuring, by contrast, is about reviewing the organization and roles of U of A's academic units including faculties and departments, and the roles of our academic leaders, and then reimagining the academic structure so that it will better support excellence in teaching, learning, and research over the coming decades.

While differing opinions, perspectives, and analyses have been shared throughout this process, there has been a constant: that is, a shared desire across the community to develop an academic organization supportive of academic excellence in the long term, particularly in the context of the current resource challenges.

Academic restructuring aims to support this shared desire by:

- Enabling us to focus more of our resources on the frontline delivery of our core mission of teaching and research, rather than unit-level administration;
- Creating a more strategic, nimble, collaborative, and accountable leadership forum;
- Re-setting our administrative structures (in conjunction with SET) to be more consistent and more student-focused;

- Improving the scope and structures to support overall research excellence, interdisciplinary programs and research, reducing course and program duplication, and creating more focused and accessible academic programming; and
- Supporting institutional objectives for equity, diversity, and inclusivity.

In the University of Alberta of tomorrow, researchers should benefit from removing structural impediments to interdisciplinary collaboration and providing a structure conducive to both large- and small-scale cooperation. Students should experience outstanding academic programs with greater scope for interdisciplinarity, ability to transfer into and between programs, more transparency of offerings, and greater consistency of services and support. At the institutional level, a leaner leadership structure should be more nimble, able to respond to strategic opportunities.

Academic restructuring will be an iterative process. We are currently focused on faculty organization, but departments and cross-disciplinary units will be considered in a future phase. Over the next five to ten years, there will be ongoing opportunities to refine our organization as we continue to evolve in response to changes in the post-secondary education landscape.

Preliminary Proposals

In September 2020, the Academic Restructuring Working Group (ARWG) released an Interim Report containing three preliminary restructuring scenarios, which were designed to reflect three distinct approaches to organizational design: **Scenario A** - consolidation of existing units into new faculties; **Scenario B** - consolidation of existing faculties into broader divisions (while leaving the faculties intact within divisions); and **Scenario C** - a hybrid approach combining the two. The report also summarized the ARWG's considerations of the issues, data on comparators from other jurisdictions, and input from initial consultations. The purpose of the Interim Report was to stimulate discussion amongst the university community and focus feedback on the approaches considered by the ARWG.

Consultation with Our Community

Since the release of the Interim Report, President Bill Flanagan and Provost Steven Dew have consulted widely with the faculty, staff, students, alumni, and the wider community on the preliminary scenarios. Feedback and input has been shared regularly with the ARWG for their consideration. The consultation has included:

- GFC (September 28, October 19)
- Academic Planning Committee (September 23, October 7, October 21, November 4)
- Online town halls (September 30, October 6, October 20)
- Online feedback submissions (these include multiple alternative restructuring scenarios, which have been shared publicly on the UAT website)
- 18 roundtable discussions with faculties
- Chairs' Council (September 15, October 20)
- Deans' Council (October 7, October 21, November 4)
- Graduate Students' Association (October 19)
- Students' Union (October 20)
- Council of Student Faculty Associations (October 27)
- Council of Students Affairs (September 10, October 8)
- Formation of an ad hoc advisory group on EDI considerations

Much of this input is reported on the UAT website, but key themes are summarized below.

What We Heard

Members of our community were encouraged to provide feedback on the three preliminary scenarios and invited to offer alternatives. In response, we heard from hundreds of faculty, staff, students, alumni and community members at roundtables and through email and online comments, in addition to discussion in governance bodies, including Academic Planning Committee (APC), General Faculties Council (GFC), and Board of Governors (BG). An extraordinary level of dedication to the U of A and its future was evident throughout these discussions. Over 30 alternative scenarios were submitted for consideration. From all of this input, trends developed which reflect the needs, preferences, and concerns of different faculties, disciplines, and groups across our campuses.

On the divisional model

In the feedback received, there is a large group that favours a divisional model such as represented by Scenario B because it allows faculties to retain their status as faculties, preserving academic autonomy, identity, and history, while also achieving the economies of scale needed to meet our financial challenges. This model tends to be preferred by faculties in which accreditation is critical and connections into professions and professional organizations are essential to their success. A number of variations on Scenario B have been proposed, in many cases suggesting innovative combinations of disciplines which proponents argue are more forward-looking than alignment with the tri-councils.

While there is support for the divisional model, there are also significant concerns about perceived risks involved in creating divisional level academic administrators, led by executive deans. Rather than achieving savings, the concern is that the divisional model will have greater-than-expected costs, increase bureaucracy and result in key leadership roles being too far removed from faculty members. There has also been some skepticism that much of the administrative work currently performed in departments and faculties can be effectively consolidated at the divisional level.

On the consolidation of faculties

There is also a strong contingent in the community that favours a move to greater faculty consolidation, rather than a divisional model, to achieve cost savings. An objective of this contingent is to avoid introducing executive deans. Scenario A as proposed in the Interim Report did follow a faculty consolidation approach, but is recognized by most as not going far enough. As was evident among the alternatives submitted by our community, there are

multiple visions for bringing together our current faculties into larger faculties where there are compatible disciplinary, community, or professional concerns and connections.

On the hybrid model

Not as much interest in Scenario C has been voiced; however, there have been a number of variants suggested by our community on the hybrid model. Support for this model largely stems from the prospect of preserving faculty autonomy and identity where that is critical, while still enabling economies of scale through faculty consolidation or through shared services which would not be led by an executive dean.

On the student experience

Our students were active participants in the consultation process, and expressed concern over what restructuring might mean for the continuity of their academic programs. The university has assured students that restructuring will not impact their ability to complete the programs in which they are currently enrolled.

Students in some areas also expressed strong attachments to the current identity and autonomy of their current faculties, and clearly valued the distinctive experiences offered by our multi-campus environment. Relatedly, students expressed the importance of preserving various faculty-specific student services (e.g., support for co-op or career placement).

Additionally, students expressed the importance of upholding the university's commitments to equity, diversity and inclusivity (EDI) throughout the UAT process.

On equity, diversity and inclusivity (EDI)

We heard from many that EDI should be prioritized in restructuring. Key EDI priorities include:

- Ensuring that units that uniquely serve under-represented communities - particularly the Faculty of Native Studies and Campus Saint-Jean - should retain autonomy and prominence in our organization;
- Ensuring that as we consolidate into fewer, larger academic units, responsibility for EDI is strongly reflected in the resulting leadership structure;
- Working to mitigate the impact of position losses on under-represented groups within the university (note: the university will be releasing its demographic census report in the coming weeks);
- Taking concrete steps to promote diversity within a smaller senior leadership group; and in the next phase, where departments and sub-faculty units are considered, putting

mechanisms in place to ensure that various existing disciplinary groupings are sustained and supported, even if not as stand-alone departments. Likewise, some have indicated that curricular/program simplification might support enhanced access to education for some under-represented groups.

On departments, institutes and other unit types

Although at this stage the ARWG is not yet considering the organization of departments, centres or institutes in this phase of the process, some input on these units has been received. In some cases, members of a particular unit have suggested they might best fit with a different faculty (for example, some members of the dietetic programs within Agriculture, Life & Environmental Sciences felt they might better fit within a new Health Sciences faculty). Likewise, existing faculties have expressed support for remaining together within their existing groupings (e.g., the Faculty of Kinesiology, Sport and Recreation).

Sub-faculty organization will be considered at a later stage of the academic restructuring process.

Three Key Questions Asked

1. How will the savings be achieved? Can you provide more detail?

In response to these questions, Provost Dew posted a more detailed financial analysis in the [October 29 UAT weekly update](), making it available [here](). To summarize that document, financial efficiencies from academic restructuring stem from a variety of sources, but the primary ones result from economies of scale for providing administrative services and the release of academic capacity from leadership roles. Faculties currently spend $285M on support functions ($145M on operations alone) and $75M on leadership roles. To achieve the UAT goal of reducing expenditures by $127M while maintaining our reducing capacity to teach, research or engage our communities, we must create economies of scale that reduce faculty expenditures in these areas.

Academic restructuring drives economies of scale that work synergistically with SET to achieve administrative efficiencies. The more we can consolidate how administrative services are provided, the more effectively those can be delivered to support the academic mission of the university through the development of specialized and coordinated teams that are able to streamline our processes and automate the transactional aspects. Hence the desire in the scenarios below to provide a structure that can concentrate much of the administrative services

in 3-4 major academic units. While it will be hard to separate the impacts of SET and academic restructuring on reducing our administrative costs, the contribution of economies of scale due to faculty restructuring can be estimated using a power law fit of UofA operations costs data (described in detail in the document linked above).

Academic restructuring also provides opportunities to reduce the more than 300 professors who are currently seconded into academic leadership roles, either through reducing the number of units that require academic leaders or by moving upwards in the organization the level at which the leadership functions are performed. Again, economies of scale and changing processes are essential to reducing the amount of total work required, rather than simply piling the same amount of work onto fewer people. Since the affected professors are not laid off, the savings here are primarily indirect. The university saves money through returning this capacity for teaching and research back to the professoriate but not hiring new professors that would otherwise be needed to sustain our academic outputs as existing professors retire or resign. Annual turnover is ~70 professors per year. Without freeing up this academic capacity, the university will either suffer the net productivity loss of over 100 professors in the next two years, or be forced to hire that many replacement professors at a cost of ~$15M per year.

It is important to note that academic restructuring requires the university to think differently about where in the organization certain academic functions are delivered such as EDI or research leadership or graduate student administration. This could move us from the 'many lone academic leaders' model to one of a smaller number of academic-led professional teams, resulting in reduced need for seconding professors into these roles while still maintaining the function effectiveness. The scenarios presented below do not require this approach, but do make it possible for the university to think differently about how (instead of how much) these functions can be performed in a time of significantly reduced resources.

To see the complete discussion and a full analysis of each of the preliminary scenarios, please review the document.

2. **How will the preliminary scenarios encourage interdisciplinarity and collaboration?**

Increasing interdisciplinary collaborations in both programming and research is a key goal of academic restructuring. By bringing together small units within a larger umbrella, the intent is to remove some current organizational barriers to collaboration, and make it easier to form other structures that bring together educators and researchers from across disciplines - such as cross-disciplinary teams, shared program groups, institutes, or other novel structures. Having individuals or bodies with a mandate to foster collaboration and access to resources to support it will help the university to work better together than it has in the past. While that is the aim,

the ARWG recognizes that reorganizing our faculties will not accomplish these goals on its own. Any new academic structure will also need to promote new, and sustain current, collaborations that do (or could) occur across any new divisions or faculties. In the next phase of the academic restructuring process, we will review opportunities to enhance the effectiveness of cross-disciplinary structures like centres and institutes.

3. **What is the impact on decision-making powers?**

The question of who retains control over key academic and resource decisions in the preliminary scenarios has been raised frequently in roundtables and other discussions. On the one hand, there is a need for an academic leadership structure that is nimble and strategic, more able to come to consensus and act quickly when opportunities arise than is currently the case. On the other hand, in some faculties, especially where accreditation is a factor, control over programs and budget are important. Whatever choice we make, there will be a change to current decision-making processes and structures, with both benefits and potential challenges. It is critical to be aware of these as we move towards a final decision. Each final proposal includes information on the potential impacts on leadership councils and institutional decision making, governance, budget management, and faculty evaluation.

College Model Proposal

Overview

In this proposal, 13 current faculties are organized into three colleges along on Tri-Agency lines, with three stand-alone faculties outside of the collegiate structure. Within each college, existing faculties would remain intact and would continue to be called faculties but most administrative functions would be transferred to the college level. Faculties would retain full academic autonomy over curriculum and programs. They would also retain budgetary autonomy, subject to certain parameters around administrative services (i.e., faculties would not duplicate administrative services better delivered by the college).

CSJ, Augustana, and Native Studies would remain outside this structure as stand-alone faculties, retaining academic and administrative autonomy and representation on university governance bodies including Deans' Council, but not necessarily on the Executive Deans' Council. Participation on Executive Deans' Council would be by rotation amongst the three stand-alone faculty deans.

The general philosophy in this scenario is that the college provides high level strategic direction and administrative services, the faculty focuses on academic programming and research with minimal administration, and departments support the faculty in delivering the academic functions where disciplinary specialization makes sense.

COLLEGE MODEL

COLLEGE MODEL

794	626	519
COLLEGE OF HEALTH + MEDICAL SCIENCES	**COLLEGE OF NATURAL + APPLIED SCIENCES**	**COLLEGE OF SOCIAL SCIENCE + HUMANITIES**
Faculty of Medicine + Dentistry	Faculty of Science	Faculty of Arts
Faculty of Rehabilitation Medicine	Faculty of Engineering	Faculty of Education
Faculty of Pharmacy	Faculty of ALES	School of Business
Faculty of Nursing		Faculty of Law
School of Public Health		
Faculty of KSR		

- 3 Colleges led by Executive Deans
- 13 Faculties led by Academic Deans
- 3 Standalone Faculties led by Deans
- 19 total senior leaders

58	32	14
Augustana	**CSJ**	**Faculty of Native Studies**

LEGEND

Unchanged Faculty — Solid blue boxes represent unchanged faculties

CONSOLIDATED FACULTY — Solid green boxes represent consolidated faculties

COLLEGES — Dashed green boxes represent colleges which provide common leadership and shared services across the faculties

- **College of Health and Medical Sciences** - brings together the current Faculties of Medicine & Dentistry, Rehabilitation Medicine, Pharmacy and Pharmaceutical Sciences, Public Health, Nursing, and Kinesiology, Sport & Recreation.
- **College of Natural and Applied Sciences** - brings together the current Faculties of Science, Engineering, and ALES.
- **College of Social Sciences and Humanities** - brings together the current Faculties of Arts, Education, Business, and Law.
- **Stand-alone Faculties** - the current Faculty of Native Studies, Campus Saint-Jean, and Augustana would be retained as stand-alone units. These would continue to enjoy academic autonomy. Opportunities for administrative efficiencies through shared services or centralization could be explored during implementation.

Organizational model

Leadership

Under this proposal, each of the three colleges would be led by an executive dean, with the respective academic deans of the faculties within the college as direct reports. The three standalone faculties are largely unaffected in this model and would still be led by a dean. The three executive deans and the three deans of the standalone faculties would all report to the provost. For a leadership organizational chart, refer to **Appendix 2**.

Governance

In this model, each of the existing faculties would retain their existing faculty councils and their roles and authorities would remain essentially unchanged. Authority flows directly from Faculty Council to GFC. There would likely not be a college-level body, as the college does not oversee the academic programs.

To bring the executive deans onto GFC, GFC would likely need to change its composition rules. Otherwise, GFC size and composition is unaffected.

Leadership Council

The three executive deans and one of the university school deans (on a rotating basis) would be part of an Executive Deans' Council. All of the deans plus the executive deans would be part of Deans' Council.

Faculty Evaluation

The academic collective agreement specifies that faculty evaluations take place at the faculty level. Since the faculties remain unchanged in this proposal, FEC remains unchanged.

Budget Management

Currently, the sixteen faculties governed by the budget model each generate a stream of revenue. Those streams would continue to be separately calculated and assigned to faculties. Those faculties within colleges would be "taxed" at a common rate to fund any college-level services and initiatives. The remaining net amount is administered by the academic dean. The tax rate would be determined in consultation between the provost, executive dean and academic deans. Once determined through this process, the college budget would be administered by the executive dean.

Faculty Administration

For the colleges, a college manager would oversee the administrative functions within the college. This would include the college-specific functions (eg. shared initiatives and research facilities) as well as the embedded service partners (HR, finance, etc.). The college manager reports to the executive dean. For faculties within colleges, a faculty manager would oversee administrative functions within the faculty. This would include faculty-specific functions such as student advising, timetabling, faculty performance review, etc. As needed, there may be embedded service partners reporting to the faculty manager, as well. The faculty manager reports to the academic dean.

For the standalone faculties, the faculty manager oversees all administrative functions including embedded service partners and reports to the dean.

Academic Leader Roles

Currently, faculties and departments provide a variety of functions (graduate student administration, undergraduate advising, research leadership, etc.) through professors seconded into roles as associate dean, associate chair, director, etc. Consolidation into colleges presents opportunities for some of these roles to be consolidated, as well. For example, instead of a college having associate deans (research) for each faculty, it could have a single associate executive dean (research) leading a small team to provide equivalent research support and leadership. Doing these types of service consolidations is not a requirement of the College Model, but it is an opportunity that it presents to approach how we perform these functions differently.

Academic rationale

A college model organized on Tri-Agency lines offers opportunities to amplify some of the university's world-leading programs within each college and to enhance collaboration within each Tri-Agency area. There is a significant level of existing research collaboration within each of those groups (e.g., between Arts and Education, between ALES and Engineering, or between Public Health and Medicine). A collegiate model provides opportunities to stimulate and enhance this kind of collaboration, in large part through strategic investments by the executive dean.

Under the leadership of a shared executive dean, faculties can be supported and encouraged to develop simplified undergraduate program offerings and facilitate smoother transition between programs, delivering a more accessible and better supported student experience. Consolidation also supports more strategic and flexible enrolment planning. Across the college structure,

consolidation may be supported by stronger institute-type structures to better support collaboration across different disciplinary fields.

Financial rationale

Using the **methodology described earlier in this document (pages 8-10)**, administrative savings enabled through economies of scale from this proposal are estimated at $31.8 million. The detailed calculation is shown below.

Table: Summary of administrative savings from the College Model

Faculty	Courses	Current		College Model	
		Ops Staff	Ops Cost	Ops Staff	Ops Cost
Sci	61,432	129.8	$11,952,503		
ALES	12,523	95	$8,747,980	227.8	$20,977,121
Engg	31,067	162.2	$14,936,025		
FoMD	6,588	437.2	$40,259,125		
KSR excl ACR	7,472	45	$4,142,995		
Nurse	5,855	44	$4,051,696		
Pharm	6,164	12.1	$1,114,216	534.2	$49,194,381
Rehab	5,748	50	$4,604,200		
SPH	903	21.4	$1,970,598		
Aug	10,599	53.3	$4,908,077	53.3	$4,908,077
CSJ	5,456	39	$3,591,276	39	$3,591,276
NS	1,224	9	$828,756	9	$828,756
Arts	66,548	161.6	$14,880,774		
Educ	14,486	74.6	$6,869,466		
Law	5,330	24.6	$2,265,266	228.5	$21,040,924
Bus	19,179	78.9	$7,265,428		
Total	260,574	1,438	$132,388,381	1,091.8	$100,540,535
Savings				345.9	$31,847,847

Academic leadership savings are estimated below. These estimates use the methodology described above and in this document, except the salaries of the newly introduced executive deans are presumed to be $300,000 instead of using the average cost of a full professor. As noted previously, the leadership savings are realized primarily indirectly through the released teaching and research capacity that offsets losses to the professoriate resulting from the hiring freeze. Assuming 50% average load, the direct and indirect savings are estimated at $118,950 per position. The number of positions affected depends on what assumptions are made about consolidating previously distributed functions at the faculty level. That these consolidations occur is not an essential part of the model, but are an opportunity that the model creates. The options considered below are a) no functional consolidation occurs, b) that consolidation of EDI

and international leadership occurs at the faculty level, c) that EDI, international and research are consolidated, and d) EDI, international, research and graduate student administration are consolidated. This provides the menu below. Further detail on these hypothetical options is included in **Appendix 3**.

Table: Released leadership capacity through various options of the College Model

Consolidated Function	College	
	People	Capacity
Current	314	
Minimum	317	-$0.9
EDI, Int'l	318	-$1.0
EDI, Int'l, Research	297	$1.5
EDI, Int'l, Research, Grad	235	$8.9

This scenario does not preclude departmental consolidation across the institution, and that may lead to additional leadership savings. If we assume each department has three academic leaders (two FTE), then each consolidation releases an additional $0.5M in professorial capacity. That is over and above the administrative savings that result from not supporting a distinct unit.

Table: Summary of savings for the College Model

Administrative efficiencies	$31.8M
Leadership capacity	-$0.9M to +$8.9M
Additional department consolidation	$0.5M each
Total	$30.9M to $40.7M+

Interaction with SET

Under the operating model approved by the Board of Governors, SET will establish an administrative transaction hub, administrative centres of excellence, and a student service centre. The transaction hub and centres of excellence will centralize various administrative tasks currently delivered at the faculty and departmental levels, and the student service centre will serve as a single point-of-access for a number of existing student services. Specialized or discipline-specific administrative services will remain at the faculty level. Each faculty will be supported by a general manager-type position, as well as a team of service partners who will act as links between the faculty and centralized services.

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

Appendix 1: Organizational Information

Leadership	• Three colleges led by an executive dean • Faculties within colleges led by academic dean, reporting to exec. dean • Stand-alone faculties led by a dean • 19 dean-like leaders
Governance	• Faculties retain existing Faculty Councils • No college-level Council established • For executive deans to be members of GFC, composition rules would have to be changed
Leadership Council	• Executive Deans' Council - three executive deans and one stand-alone faculty dean • Deans' Council - all deans (academic and executive)
Faculty Evaluation	• FEC run at the faculty level, no change from current organization
Budget Management	• Budget model revenue allocations assigned to faculties. • Faculties within colleges "taxed" to fund college services and initiatives. Remaining budget controlled by academic deans.
Faculty Administration	• College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean.
Academic Leader Roles	• Consolidation of existing associate dean/chair, director roles within a college can be considered.
Projected admin cost savings	• $31.8 million
Projected leadership savings (indirect)	• -$0.9 million to +$8.9 million

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Appendix 2: Leadership Organization Chart

College Model

Provost
- Exec Dean Coll Health + Med Sci
  - Academic Dean Fac Med + Dent
  - Academic Dean Fac Nursing
  - Academic Dean Fac Pharm + PSci
  - Academic Dean Fac Rehab Med
  - Academic Dean Fac Kin Sport Rec
  - Academic Dean Sch Public Health
- Exec Dean Coll Nat + Applied Sci
  - Academic Dean Fac Science
  - Academic Dean Fac Engineering
  - Academic Dean Fac ALES
- Exec Dean Coll Soc Sci + Human
  - Academic Dean Fac Arts
  - Academic Dean Fac Education
  - Academic Dean AB Sch. Business
  - Academic Dean Fac Law
- Dean Augustana Fac
- Dean Campus St. Jean
- Dean Fac Native Studies

Appendix 3: Hypothetical Options for Consolidating Leadership Roles

Note: these are not proposals, but simply examples used to estimate the range of potential leadership savings under each model

Minimum version

College	ExDean	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total
HMS	1	FoMD	1	6		1	4		1	1	9	21	4	3	1	7	15	7	82
		Nursing	1	1	1	1	1				1								6
		Pharmacy	1		1		4		1									2	9
		Rehab Med	1	1		1	1					3				3	1		11
		KSR	1	1	1	1	1												5
		SPH	1	1	1		1												4
NSE	1	ALES	1	1	1	1	1					4	2	1	2		2	3	20
		Engineering	1	1	1			2			1	4	4	5	3			6	28
		Science	1	1	1	1	1	1	1			6	6	7	6			4	36
SSH	1	Arts	1	1	1	1	2	1				15	15	15	1			4	58
		Education	1	1	1	1	1				1	5	4	4		2			21
		Business	1	1	1	2	1			1		4							11
		Law	1	1	1		1												4
		Augustana	1	1	1		1	1				3		2				2	12
		CSJ	1	1	1	1	2												6
		Native Studies	1		1	1	1												4
Total	3		16	19	14	12	23	5	2	3	12	65	35	37	13	10	20	28	317

Consolidate EDI, International

College	ExDean	AD Int'l	AD EDI	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total
HMS	1	1	1	FoMD	1	6		1	4		9	21	4	3	1	7	15	7	82
				Nursing	1	1	1	1	1		1								6
				Pharmacy	1		1		4									2	8
				Rehab Med	1	1		1	1			3				3	1		11
				KSR	1	1	1	1	1										5
				SPH	1	1	1		1										4
NSE	1	1	1	ALES	1	1	1	1	1			4	2	1	2		2	3	22
				Engineering	1	1	1			2	1	4	4	5	3			6	28
				Science	1	1	1	1	1	1		6	6	7	6			4	35
SSH	1	1	1	Arts	1	1	1	1	2	1		15	15	15	1			4	60
				Education	1	1	1	1	1		1	5	4	4		2			21
				Business	1	1	1	2	1			4							10
				Law	1	1	1		1										4
				Augustana	1	1	1		1	1		3		2				2	12
				CSJ	1	1	1	1	2										6
				Native Studies	1		1	1	1										4
Total	3	3	3		16	19	14	12	23	5	12	65	35	37	13	10	20	28	318

Consolidate EDI, International, Research

College	ExDean	AD Res	AD Int'l	AD EDI	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Other	Chair	AC Grad	AC Ugrad	AC Other	Grad Co	Director	Total
HMS	1	1	1	1	FoMD	1	6		1	4		9	21	4	3	7	15	7	82
					Nursing	1	1		1	1		1							5
					Pharmacy	1				4								2	7
					Rehab Med	1	1		1	1			3			3	1		11
					KSR	1	1		1	1									4
					SPH	1	1			1									3
NSE	1	1	1	1	ALES	1	1		1	1			4	2	1		2	3	20
					Engineering	1	1				2	1	4	4	5			6	24
					Science	1	1		1	1	1		6	6	7			4	28
SSH	1	1	1	1	Arts	1	1		1	2	1		15	15	15			4	59
					Education	1	1		1	1		1	5	4	4		2		20
					Business	1	1		2	1			4						9
					Law	1	1			1									3
					Augustana	1	1	1		1	1		3		2			2	12
					CSJ	1	1	1	1	2									6
					Native Studies	1		1	1	1									4
Total	3	3	3	3		16	19	3	12	23	5	12	65	35	37	10	20	28	297

Consolidate EDI, International, Research, Graduate

College	ExDean	AD Res	AD Grad	AD Int'l	AD EDI	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Other	Chair	AC Ugrad	AC Other	Director	Total
HMS	1	1	1	1	1	FoMD	1	6			4		9	21	3	7	7	63
						Nursing	1	1			1		1					4
						Pharmacy	1				4						2	7
						Rehab Med	1	1			1			3		3		9
						KSR	1	1			1							3
						SPH	1	1			1							3
NSE	1	1	1	1	1	ALES	1	1			1			4	1		3	16
						Engineering	1	1				2	1	4	5		6	20
						Science	1	1			1	1		6	7		4	21
SSH	1	1	1	1	1	Arts	1	1			2	1		15	15		4	44
						Education	1	1			1		1	5	4			13
						Business	1	1			1			4				7
						Law	1	1			1							3
						Augustana	1	1	1		1	1		3	2		2	12
						CSJ	1	1	1	1	2							6
						Native Studies	1		1	1	1							4
Total	3	3	3	3	3		16	19	3	2	23	5	12	65	37	10	28	235