



Monday, November 23, 2020  
Virtual Meeting  
2:00 PM - 5:00 PM

**OPENING SESSION** 2:00 – 2:10 p.m.

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

**CONSENT AGENDA** 2:10 – 2:15 p.m.

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

3. A. Approval of the Open Session Minutes of September 28, 2020  
B. Approval of the Open Session Minutes of October 19, 2020
4. New Members

**DISCUSSION ITEMS** 2:15 – 4:40 p.m.

5. Academic Restructuring: Revised Proposals Bill Flanagan  
Steven Dew

**ACTION ITEMS** 4:40 – 5:00 p.m.

6. Exercise to gather information from members on Academic Restructuring Proposals at General Faculties Council (GFC) Steven Dew

*Motion: To Approve*

**INFORMATION REPORTS**

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

7. Report of the GFC Executive Committee
8. [COVID-19 Governance Decision Tracker](#)
9. Report of the GFC Academic Planning Committee

10. Report of the GFC Programs Committee
11. [GFC Nominations and Elections](#)
12. Report from the Board of Governors
13. Information Items
  - A. 2019/20 Student Financial Support Annual Report
  - B. 2019/20 Annual Report of the Student Conduct Responses, Dean of Students' Portfolio
  - C. Annual Report of Appeals and Compliance Officer (2019-2020)
  - D. General Appeals Committee (GAC) Annual Report to General Faculties Council (July 1, 2019 - June 30, 2020)
14. Information Forwarded to GFC Members Between Meetings
  - [Deadline Attached] GFC Nominating Committee Report to GFC re: 20/21 Membership Replenishment (October 27, 2020)
  - October 27, 2020 Nominating Committee Report
  - Information on Financial Estimates - Available for review
  - Correspondence from Chair of GFC

### **CLOSING SESSION**

15. Adjournment
  - Next Meeting of General Faculties Council: December 7, 2020

Bill Flanagan

#### **Presenter(s):**

Bill Flanagan  
Steven Dew

President and Vice-Chancellor, University of Alberta  
Provost and Vice-President (Academic)

Documentation was before members unless otherwise noted.

Meeting REGRETS to:  
Prepared by:  
University Governance

Heather Richholt, 780-492-1937, richholt@ualberta.ca  
Kate Peters, GFC Secretary  
[www.governance.ualberta.ca](http://www.governance.ualberta.ca)

# PRESIDENT'S REPORT

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TO THE GENERAL FACULTIES COUNCIL | November 23, 2020

Our first full term under public health restrictions related to the novel coronavirus is nearing completion. I cannot thank the university community enough for the exceptional work done to keep the organization going during these exceptional conditions. Students are largely taking classes from the safety of their own homes and faculty are delivering high-quality programming that maintains our standards for excellence in teaching and learning.

We have confirmed that the directive to [work remotely](#) will not see changes before April 30, 2021 which is in line with the existing reality of public health guidelines in Alberta. I thank all faculty and staff for making these modifications to the way they work to support the university and its students, who are mostly continuing the [Winter 2021 term with alternative delivery](#), as well. As communities around Edmonton and Alberta are experiencing large increases of cases of COVID-19, thank you all for doing your part in keeping our community as safe and healthy as possible.

Along with the ongoing shifts to a physically distanced work and study, many more changes continue to roll out at the University of Alberta. University of Alberta for Tomorrow (UAT) continues with consultations and refining of plans. A full update on UAT can be found below in this report, and I wanted to reinforce how impressed I am with the level of engagement within our internal and external communities throughout the consultations.

Within the executive team, we have recently welcomed Todd Gilchrist as Vice-President (Finance & Administration) and announced that Elan McDonald will join us in early January as Vice-President (External Relations). With these additions we are well placed with a senior leadership team to lead this institution through the academic restructuring and Service Excellence Transformation (SET) changes we expect to roll out between March and September of 2021.

Some [reorganization](#) has already taken place within each vice-presidential portfolio, laying the groundwork for many of the changes to occur across our campuses as they are finalized in the coming months. The new changes already in effect range from updated titles that better reflect some positions' roles, to having some units or activities reporting to a different vice-president. All of these changes will require some adjustment, and I appreciate everyone's patience with these shifts.

While the changes and discussions related to UAT have infused all levels and facets of the university, regular work does continue. Researchers in all disciplines continue to produce work that impacts many fields, and ultimately impacts people. I continue to be impressed with the work of our university and look forward to learning more about initiatives around our campuses in the months to come.

I have spoken several times about the 'university community', and above all, our community will be critical to our continued success as an institution. Together we can work through the changes that are coming our way, and supporting one another through this transition will be critical.

Since the release of the [Interim Report of the Academic Restructuring Group](#) on September 21, we have engaged in an [extensive and constructive phase of consultation](#), including governance and committee meetings, roundtables, and town halls. More than 6,200 people have attended these discussions; we have heard questions and received valuable feedback from a wide diversity of faculty, staff, students, and alumni and shared our learnings with the other members of the ARWG and with the broader community through regular posts and reports on the UAT website. We are truly appreciative to the entire community for their deep engagement in this very important discussion.

Throughout consultation on the preliminary scenarios in the Interim Report, the ARWG has reviewed extensive input, including many additional scenarios proposed by the community, and heard the key concerns and questions of the community. While differing opinions, perspectives, and analyses have been shared, 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 our significant financial challenges.

## Revised Proposals

The [Revised Proposals](#) of the Academic Restructuring Working Group based on that consultation were released on November 13 and are available on the [UAT website](#). The report includes three revised proposals for faculty structures that reflect the advice and feedback received throughout our consultations. Your contributions to this process have been instrumental to the revision of the preliminary three scenarios.

In coming to a final decision, there are competing needs and demands that need to be balanced in our collective choice about the future academic structure of the U of A. The three revised proposals capture and reflect much of the thinking heard and received from the community. The first proposal focuses on the consolidation of faculties, the second on a divisional or college model, and the third on a hybrid model.

Each takes the preliminary scenarios (A,B,C) as a starting point. Changes have been made in response to feedback and ideas on how each approach to restructuring could be strengthened and refined to more clearly achieve the stated objectives.

The original Scenario A has been expanded to include much more than the consolidation of the health sciences faculties in order to achieve cost savings and impacts commensurate with the other options. Faculty consolidation has been the preferred strategy of those opposed to expanding the academic hierarchy to include divisions. On the other hand, for those whose primary concern is retaining faculty identity and ensuring that academic direction rests with the faculty, the division model has been preferred.

Given consistent support for Scenario B, this model is the least changed, but concerns about terminology have been addressed with the change from “division” to “college”. This suits both our culture and intention better with the emphasis on collegial collaboration and connection rather than division.

Scenario C has been revised significantly, trying to find a balance between the competing pressures of on one hand a simpler hierarchy in parts of campus, and on the other hand preserving faculty identity where that is the priority.

All three scenarios preserve the autonomy of community-focussed CSJ, Augustana and Native Studies.

The final report includes information on each proposal that has been requested by the community: academic and administrative rationale; cost savings and impact on budget model; clarity on leadership structure as well as academic autonomy and decision-making; impact on governance; and relation to administrative restructuring (SET).

## Final Phase of Planning

It is critical to acknowledge that no one proposal will satisfy all. We are going to have to make some hard choices. At the same time, the ARWG is confident that any one of the three final proposals can achieve substantial financial efficiencies and enable us to support the academic goals of U of A for Tomorrow.

With the release of these three proposals, we launched the final phase of governance consultation and decision-making which included the following key dates as we approach the final decision:

- November 16: APC—review and discussion of revised proposals
- November 19: UAT Town Hall on revised proposals
- November 23: GFC—review and discussion of revised proposals
- November 25: APC—motion for recommendation to GFC of final proposal
- December 7: GFC—motion for recommendation to BOG of final proposal
- December 11: Board of Governors—motion for approval of final proposal

This phase of consultation is moving quickly and focuses on discussions and deliberations of the [key decision-making governance bodies](#).

It is important for the APC, GFC, and Board to hear feedback from the community on the three revised proposals. Given the short timelines and our desire to engage as many members as possible of the university community, we have used digital tools, such as Thought Exchange and online surveys, as well as a town hall to gather input from the broader community.

We have frequently noted how quickly we must act to make major changes. The time frame—driven by major reductions to our public funding—is unprecedented for U of A, indeed for any post-secondary institution in Canada. However, we must seize this opportunity to transform our current challenges into an opportunity to reimagine our academic and administrative structures, otherwise the U of A risks becoming a diminished university. Let us come together and act now.

Thank you in advance for your continued engagement in this critical process.

## BUILD

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### Partnership helps build Indigenous Community Industry Relations Certificate (ICIR) program

Yellowhead Tribal College and University of Alberta are collaborating to co-deliver the [Indigenous Community Industry Relations Certificate](#). This jointly delivered continuing education program is important to building relationships between Indigenous and non-Indigenous peoples in Canada, and a deeper understanding of worldviews of the Indigenous peoples of these shared lands.

### U of A strengthens agricultural expertise

A three-year, \$3.7-million [grant agreement](#) with the Government of Alberta will strengthen the U of A's research capacity in a variety of agricultural sciences. Through Alberta Agriculture and Forestry, this financial support will increase capacity for scientists who have been actively engaged in several aspects of agriculture, including beef genomics, livestock feed, dairy production, poultry innovation and cereal agronomy, to join the university.

### Provincial funding boosts U of A AI research

A University of Alberta-led initiative drawing together cutting-edge research projects from across the province into one co-ordinated effort focusing on AI technologies to automate transportation, surgery, manufacturing and industry recently [received substantial provincial funding support](#). This funding will bolster the university's Autonomous Systems Initiative which was created in 2019 and has a mandate to collaborate with post-secondary institutions across Alberta—including the universities of Calgary and Lethbridge, SAIT, NAIT, and colleges in every corner of the province.

## EXPERIENCE

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### Congress 2021 goes virtual, poised to make academic history

The University of Alberta is hosting [Congress 2021 \(C21\)](#) May 27 - June 4, 2021. Traditionally, Congress unites more than 8,000 academics, representing over 70 scholarly associations, and while C21 will look different than its predecessors, it will none-the-less, provide a breadth of opportunities for learning and collaboration. Organizers have pivoted with the rest of the world since March and look forward to highlighting the U of A as host organization within the theme - Northern Relations - in an online delivery of academic exchange, featured scholarly and creative programming, training and professional development, mentorship opportunities, executive and membership meetings, awards ceremonies, trade and publisher activities, book launches, informal discussion spaces, and social gatherings. Watch for opportunities to get involved.

## Festival of Teaching and Learning goes virtual

Professional development opportunities have been hard to come by and harder to prioritize since the pandemic hit in March. It goes without saying that our May 2020 festival was put on hold, and we are pleased to [introduce a new format](#) that fits our remote teaching reality. This year's festival is taking place between October 2020 and April 2021 as a series of virtual webinars, podcasts, and online resources and posters. Be sure to visit the [festival web page](#) to watch recordings of sessions that have already taken place and keep up to date with new opportunities as they are scheduled.

## EXCEL

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### University of Alberta virologist awarded Nobel Prize in Physiology or Medicine

Michael Houghton was awarded the [2020 Nobel Prize in Physiology or Medicine](#) in recognition of his discovery of the hepatitis C (HCV) virus. His discovery with colleagues Qui-Lim Choo and George Kuo in 1989 opened a new field of viral hepatitis research that led to improved blood safety, and hepatitis C treatment to the point where the viral infection can now be cured in virtually all patients. His work continues at The Li Ka Shing Institute of Virology with ongoing discoveries and collaborations. The [Nobel Prize Award Ceremony](#) will be virtual this year and take place on December 10.

### Research Excellence

- The [Canadian Academy of Health Sciences](#) (CAHS) unveiled the [list of individuals](#) selected to join as Fellows for 2020. CAHS recognizes excellence in health sciences and Fellows have demonstrated, through their careers and lives, that they are committed to their field of expertise in many ways. Three fellows from the U of A are: Justin Ezekowitz (FoMD), Colleen Norris (Nursing), and Arya Sharma (FoMD).
- The Natural Sciences and Engineering Research Council of Canada ([NSERC](#)) [Synergy Award](#) recognize partnerships in natural sciences and engineering research and development (R&D) between universities and Canadian industry. U of A researcher [Mirko van der Baan received the NSERC Synergy Award](#) for his work on the Microseismic Industry Consortium.

## ENGAGE

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### U of A grad students give elementary students a head start in learning to code

Edmonton elementary students [are learning how to write computer code](#) for simple games and apps with the help of U of A graduate students. Jennifer Lam, U of A computing science and education graduate, created [Discover Coding](#), a local startup that since 2017 had introduced coding instruction in more than 30 Edmonton-area schools. She has now hired three U of A Graduate Students to help build this foundational understanding in school children.

### Diabetes research closer than ever to a possible cure

A project team led by James Shapiro aims to [transform blood cells from Type 1 diabetes patients into insulin-producing cells](#), which can then be transplanted back into the patient. If successful, the technique would bypass the need for anti-rejection drugs and possibly keep patients from needing lifelong insulin injections to survive.

## SUSTAIN

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### U of A Libraries receives gift of health sciences library

We recently celebrated a [historic philanthropic gift](#) to U of A Libraries from Professor Emeritus Geoffrey Sperber and his wife Robyn. Sperber hopes his investment will accelerate research and spur innovation by bringing health sciences faculty members and students into one space. The new library set to open in 2024 will bridge the history of dentistry, with a rotating a rotating display from the [U of A's Dentistry Museum Collection](#) (once curated by Sperber himself), with the future of dentistry by featuring the latest technology, including 3-D printers, virtual reality and data visualization.

### Matching gift supports Faculty of Native Studies

As reported in the last report, the [Indigenous Canada](#) MOOC saw a boost earlier this fall when Canadian actor Dan Levy registered for the course and promoted it through social media. Mr. Levy may also feed an increase in financial support to the Faculty of Native Studies as he recently [announced](#) that he has completed the course and has decided to match donations to the Faculty to support their efforts.

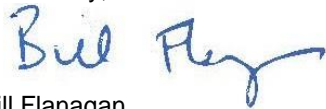


## Leadership Transitions

- [Restructuring](#) within the vice-presidential portfolios has already begun as early steps in the SET initiative. Some changes include re-naming the Senior Administrative Officer positions in these offices to Chiefs of Staff, and moving some units and activities between Facilities and Operations and the newly retitled University Services and Finance (formerly, Finance and Administration). These changes will allow for further adjustments as we move further into the SET, such as setting up service centers and the transaction hub.
- We have successfully completed the search for a Vice-President (External Relations). [Elan MacDonald](#) will begin this new role on January 1, merging the units of University Relations and Advancement into one portfolio, with responsibility for advancing and enhancing the relationships, reputation, and story of the University of Alberta through communications, marketing, digital strategies, government and community relations, development, and alumni relations. At that time, Interim Vice-President (Advancement) Kelly Spencer will continue to provide leadership over the university's advancement activities as Associate Vice-President (Development and Alumni Relations) in External Relations. Interim Vice-President (University Relations) and Chief of Staff Catherine Swindlehurst will return to her strategic role in the President's Office as Chief Strategy Officer. I want to thank both for their exceptional service and leadership during an extensive period of transition, and I look forward to continuing our work together along with Ms. MacDonald.
- Todd Gilchrist recently joined the executive team and Vice-President and will be leading the University Services and Finance portfolio.

Thank you for your continued dedication to the University of Alberta community. I look forward to working with you this year.

Yours truly,



Bill Flanagan  
President and Vice-Chancellor

New Members of GFC

**MOTION I: TO RECEIVE:**

The following statutory faculty member who has been elected by their Faculty to serve on GFC for a term of office beginning November 1, 2020 and ending June 30, 2021:

Pamela Brett-MacLean                      Faculty of Medicine and Dentistry

The following statutory faculty member who has been elected by their Faculty to serve on GFC for a term of office beginning November 10, 2020 and ending June 30, 2023:

Jessica Kolopenuk                      Faculty of Native Studies

The following statutory ex-officio member, to serve on GFC for a term of office beginning October 26, 2020 and extending for the duration of the appointment:

Todd Gilchrist                      Vice-President University Services & Finance

**MOTION II: TO APPOINT:**

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

Edward Tiet                      Faculty of Education  
Catrina Shellenberg              Faculty of Education  
Francine (Yuheng) Zhou              Faculty of Education

*re-numbered* - Item No. 5

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

<b>Agenda Title</b>	<b>Academic Restructuring: Revised Proposals</b>
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**Item**

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

**Details**

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To review and discuss the final proposals from the Academic Restructuring Working Group.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>The Academic Restructuring Working Group (ARWG) has received a significant amount of feedback and input on the scenarios released through the Interim Report. Included in that input were many thoughtful suggestions for alternative structures. The ARWG has reviewed those scenarios, considering the principles and objectives of the initiative, including academic merit and cost savings. Based on that review, three revised proposals for faculty structures - one each of a consolidation model, a division (now college) model, and a hybrid model, are presented for consideration.</p> <p>The presentation of the final proposals includes information consistently requested by the community: academic and administrative rationale; cost savings and impact on budget model; clarity on leadership structure as well as academic autonomy and decision-making; impact on governance; and relation to administrative restructuring (SET).</p> <p>It is clear that no one proposal will satisfy all. At the same time, the ARWG is confident that any one of the following three final proposals can address the financial challenges we face and achieve the academic goals of U of A for Tomorrow if the final structure is embraced by the community with a shared commitment to maximizing the benefits and mitigating the risks.</p> <p>This final phase of consultation will occur quickly and the focus will be on discussion and deliberations of key governance bodies. The following are the key dates as we approach the final decision:</p> <ul style="list-style-type: none"> <li>- On <b>November 16th</b>, from 10:00 to noon, the Academic Planning Committee will review the revised scenarios. Please note that the meeting is public and that members of GFC are welcome to observe.</li> <li>- On <b>November 19th</b>, there will be a townhall for faculty, staff, and students.</li> </ul>

Item No. 6

	<ul style="list-style-type: none"> <li>- On <b>November 23rd</b>, GFC will discuss the revised scenarios.</li> <li>- On <b>November 25th</b>, APC will be asked to make a recommendation on the final proposal for faculty structure. .</li> <li>- On <b>December 7th</b>, GFC will be asked to make a recommendation, by majority vote, to the Board of Governors.</li> <li>- On <b>December 11th</b>, the Board of Governors will make the final decision.</li> </ul>
Supplementary Notes and context	<i>General Faculties Council endorsed the principles and objectives for academic restructuring at their June 22, 2020 meeting.</i>

**Engagement and Routing** (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> <li>● Deans' Council - May 20</li> <li>● Academic Planning Committee (APC) - May 20</li> <li>● General Faculties Council (GFC) - May 25</li> <li>● Town hall - June 2, (on UofA for Tomorrow)</li> <li>● Deans' Council - June 3</li> <li>● APC - June 11</li> <li>● Board of Governors - June 19</li> <li>● GFC - June 22, 2020</li> <li>● Town hall - July 8, (including Thoughtexchanges)</li> <li>● Board of Governors - July 24</li> <li>● Deans' Council - July 29</li> <li>● Board of Governors - August 14</li> <li>● Graduate Students' Association - August 17</li> <li>● Non-Academic Staff Association - August 19</li> <li>● Association of Academic Staff - August 20</li> <li>● APC - August 20</li> <li>● Students' Union Council - August 25</li> <li>● Senior Leadership Retreat - August 26</li> <li>● Townhall with Equity-Seeking Groups - August 27</li> <li>● Deans' Council - September 2nd</li> <li>● Meeting of ad hoc advisory group on input from equity-seeking groups - September 4</li> <li>● Board of Governors Retreat - September 4</li> <li>● Academic Planning Committee - September 9</li> <li>● Council on Student Affairs - September 10</li> <li>● Chairs' Council - September 15</li> <li>● Vice-Provosts' Council - September 21</li> <li>● APC - September 23</li> <li>● GFC - September 28</li> <li>● Townhall - September 30</li> <li>● BLRSEC - October 2</li> <li>● Deans' Council - October 7</li> <li>● APC - October 7</li> <li>● CoSA - October 8</li> <li>● GFC - October 19</li> </ul>
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Item No. 6

	<ul style="list-style-type: none"> <li>● Graduate Students' Association - October 19</li> <li>● Chairs' Council - October 20</li> <li>● Students' Council - October 20</li> <li>● Alumni Townhall - October 20</li> <li>● Deans' Council - October 21</li> <li>● APC- October 21</li> <li>● Faculty Roundtables - October 2020</li> <li>● Administrative Unit Roundtables - November 2020</li> <li>● APC - November 4</li> <li>● Deans' Council - November 4</li> <li>● Board of Governors - November 9</li> <li>● APC – November 16</li> <li>● Chairs' Council - November 17</li> <li>● Deans' Council - November 18</li> <li>● Townhalls - November 19 and November 25</li> </ul> <p>In addition to the many engagements listed above, the ARWG has also received many written submissions from faculty, students, staff, leadership, alumni, and other members of the community.</p>
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**Strategic Alignment**

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

Attachments: Revised Proposals of the Academic Restructuring Working Group

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

UofA for  
TOMORROW

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

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## 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.



# Revised Faculty Proposals

## Overview

Throughout this phase of consultation, the ARWG has reviewed extensive consultation input, including the additional scenarios proposed by the community, and heard the key concerns and questions of the community. While differing opinions, perspectives, and analyses have been shared, 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.

As has been noted, there are competing needs and demands that need to be balanced as we make a collective choice about the future academic structure of the U of A. Below are three revised proposals for the community's consideration. The first proposal focuses on the consolidation of faculties, the second on a divisional or college model, and the third on a hybrid model.

Each takes the preliminary scenarios (A,B,C) as a starting point. Changes have been made in response to feedback and ideas on how each approach to restructuring could be strengthened and refined to more clearly achieve the stated objectives.

The original Scenario A has been expanded to include much more than the consolidation of the health sciences faculties in order to achieve cost savings and impacts commensurate with the other options. Faculty consolidation has been the preferred strategy of those opposed to expanding the academic hierarchy to include divisions. On the other hand, for those whose primary concern is retaining faculty identity and ensuring that academic direction rests with the faculty, the division model has been preferred.

Given consistent support for Scenario B, this model is the least changed, but concerns about terminology have been addressed with the change from "division" to "college." This suits both our culture and intention better with the emphasis on collegial collaboration and connection rather than division.

Scenario C has been revised significantly, trying to find a balance between the competing pressures of on one hand a simpler hierarchy in parts of campus, and on the other hand preserving faculty identity where that is the priority.

All three scenarios preserve the autonomy of community-focused CSJ, Augustana and Native Studies. For a concise comparison of organizational differences between the scenarios, see **Appendix 1**.

The presentation of the revised proposals includes information consistently requested by the community: academic and administrative rationale; cost savings and impact on budget model; clarity on leadership structure as well as academic autonomy and decision-making; impact on governance; and relation to administrative restructuring (SET).

It is clear that no one proposal will satisfy all. At the same time, the ARWG is confident that any one of the following three final proposals can achieve substantial financial efficiencies and enable us to support the academic goals of U of A for Tomorrow if the final structure is embraced by the community with a shared commitment to maximizing the benefits and mitigating the risks.

This next phase of consultation will occur quickly and the focus will be on discussion and deliberations of key governance bodies. The following are the key dates as we approach the final decision:

- On **November 16**, Academic Planning Committee will review the revised scenarios.
- On **November 23**, GFC will discuss the revised scenarios.
- On **November 25**, APC will be asked to make a recommendation on a final proposal for academic restructuring.
- On **December 7**, GFC will be asked to make a recommendation, by majority vote, to the Board of Governors.
- On **December 11**, the Board of Governors will make the final decision.

On November 19, there will be a [town hall](#) for all faculty, staff, and students to share opinions and support for their preferred model. Opportunities for input will be shared through the [UAT website](#). These can also be submitted online for the consideration of APC and GFC.

# Consolidation Model Proposal

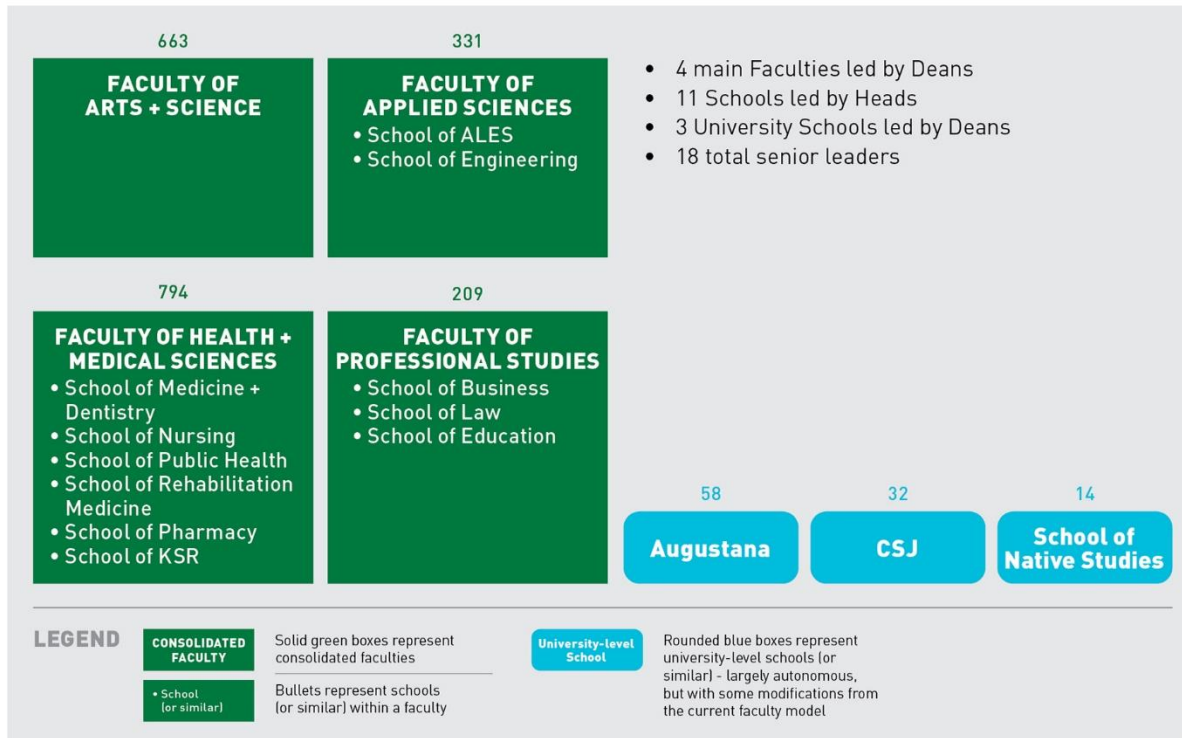
## Overview

In this proposal, the university's 16 current faculties (excluding FGSR and Extension) would be consolidated into four main faculties and three University Schools (autonomous academic units standing outside the main faculties). Several existing faculties would become schools within a larger faculty - these schools would retain full academic autonomy over curriculum and programs, and administrative and budgetary autonomy subject to certain parameters around administrative services (i.e., schools would not duplicate administrative services better delivered by the faculty). The faculty-level unit would provide most administrative functions, set overall strategic direction, recruit and supervise school leaders, set budgets for schools, and represent the constituent units on Deans' Council Executive.

The general philosophy in this scenario is that the faculty provides high level strategic direction and administrative services, and where schools exist within a faculty, these focus on academic programming and research with minimal administration (in faculties without schools, the faculty plays both roles). Some academic functions can also be aggregated upwards such as graduate student oversight, research administration, EDI development, and international initiatives.

Several faculties that would be consolidated are considered professional programs and have external accreditation requirements (e.g., Nursing, Pharmacy). To ensure the quality and integrity of these programs, these would need to retain a high level of academic ownership and autonomy, with academic leadership from within the profession.

## CONSOLIDATION MODEL



- **Faculty of Health and Medical Sciences** - consolidates the current Faculties of Medicine & Dentistry, Nursing, Public Health, Rehabilitation Medicine, Pharmacy and Pharmaceutical Sciences, and Kinesiology, Sport and Recreation, each of which would remain a School under the combined faculty.
- **Faculty of Arts and Science** - consolidates the current Faculty of Arts and Faculty of Science into a single, integrated faculty.
- **Faculty of Applied Sciences** - consolidates the current Faculties of Engineering and ALES, each of which would remain a School under the combined faculty.
- **Faculty of Professional Studies** - consolidates the current Faculties of Business, Law, and Education, each of which would remain a School under the combined faculty.
- **University Schools** - the current Faculty of Native Studies, Campus Saint-Jean, and Augustana would be retained as stand-alone units with academic autonomy. They would be distinguished from the faculties by their particular connections to communities. Opportunities for administrative efficiencies through shared services or centralization could be explored during implementation.

## Organizational model

### **Leadership**

Under this scenario, each of the four large faculties would be led by a dean, with the respective heads of schools as direct reports. The three university schools would be formally faculties (in the same way that the School of Public Health or the Alberta School of Business are formally faculties) and would be led by a dean. The four deans of the large faculties and the three deans of the university schools would all report to the provost. For a leadership organizational chart, refer to **Appendix 2**.

Some concern has been raised that it would be more difficult to recruit heads of schools than to recruit deans of stand-alone faculties. In some cases, the school model is already common (e.g., Public Health is not typically a stand-alone faculty), while in other cases (e.g. Law), this model is very uncommon in Canada but common elsewhere. The impact on leadership recruitment is ultimately uncertain.

### **Governance**

Under this proposal, each consolidated faculty would establish a Faculty Council. It would be up to each faculty school to determine the appropriate school-level governance body, but it is expected that a Council would be established for the constituent schools. Program approvals would route from School Council to Faculty Council to GFC. The university schools would have School Councils and program approvals would proceed directly from School Council to GFC.

The composition of GFC could be altered, as members are currently selected by faculty. There would be fewer, bigger faculties. Under the Post-Secondary Learning Act, the directors of schools are members of GFC, and it is likely that this would apply to heads of schools.

### **Leadership Council**

The four faculty deans and one of the university school deans (on a rotating basis) would be part of an Executive Committee of Deans' Council. All deans plus the heads of schools would be part of Deans' Council.

### **Faculty Evaluation**

The academic collective agreement specifies that faculty evaluations take place at the faculty level. Accordingly, each new faculty would need to establish a common set of faculty standards (subject to approval by Faculty Council) and establish an FEC. It would be important to include the corresponding Heads of Schools as part of each FEC, but this would require changes to the

AASUA collective agreement. Since they remain formally faculties, the three University Schools would each run their own FEC.

Consolidating faculties introduces some efficiencies because fewer distinct FEC processes are required. Some concern has been expressed that it would be difficult for a broad FEC to evaluate faculty members from very distinct disciplines. However, this already occurs on a large scale in multidisciplinary faculties like Arts or Science (e.g., the Arts FEC evaluates professors in fields as diverse as Music and Economics).

### **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 but would aggregate for the four large faculties into a budget under the control of each dean. For the university schools, there would be no change from the current budget model.

### **Faculty Administration**

For the large faculties, a faculty manager would oversee the administrative functions within the faculty. This would include the faculty-specific functions (eg. student advising, research facilities) as well as the embedded service partners (HR, finance, etc.). The faculty manager reports to the dean. For the university schools, the arrangement is the same as for the large faculties.

### **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. In this model, current associate deans would become associate heads as their units become schools.

Consolidation into larger faculties presents opportunities for some of these roles to be consolidated, as well. For example, instead of a faculty having associate heads (research) for each school, it could have a single associate 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 Consolidation Model, but it is an opportunity that it presents to approach how we perform these functions differently.

## Academic rationale

The consolidations proposed in this model are intended to support both new and existing areas of collaboration.

The proposal for a Faculty of Arts & Science reflects suggestions received during the consultation process, which point to opportunities for emerging areas of collaboration between the arts and sciences (examples of this kind of work include the U of A's newest Signature Area, AI4Society, which focuses on bridging technical, social, ethical, and other aspects of work in AI and machine learning). Arts and science comprise foundational fields, and consolidating the Faculties of Arts and Science would also provide an institutional signal towards the importance of education in the liberal arts and foundational sciences, as endorsed by some of our community in the consultation process and consistent with the university's founding. This is also an organizational model that is common among peer institutions nationally and internationally.

Within the health sciences, a combined faculty offers opportunities for more integrated undergraduate health sciences programming as well as for interprofessional education. Within the applied sciences, there is extensive existing collaboration between faculty members in ALES and Engineering (for example, through Future Energy Systems), which this structure would leverage and support. There are existing collaborations between Business and both Law and Education (e.g. the MBA/LLB, MBA/MLIS). There may be additional opportunities (e.g. related to entrepreneurship, Indigenous education, or pedagogy for professional education).

These opportunities for collaboration are intended to encompass both research and teaching, with students benefiting from more integrated programs (including more programs with a thematic focus that cuts across disciplinary lines), more multidisciplinary courses, greater flexibility within a faculty and smoother transitions between programs.

The development of faculty standards within the new consolidated faculties presents an opportunity to reinforce incentives to collaboration and interdisciplinarity, while also respecting the distinctiveness of the constituent disciplines or 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 \$26.5 million. The detailed calculation is shown below.

**Table: Summary of administrative savings from the Consolidation Model**

Faculty	Courses	Current		Consolidation Model	
		Ops Staff	Ops Cost	Ops Staff	Ops Cost
Sci	61,432	129.8	\$11,952,503	257.2	\$23,683,140
Arts	66,548	161.6	\$14,880,774		
ALES	12,523	95	\$8,747,980	132.8	\$12,228,632
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	534.2	\$49,194,381
Pharm	6,164	12.1	\$1,114,216		
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
Educ	14,486	74.6	\$6,869,466		
Law	5,330	24.6	\$2,265,266	124.0	\$11,420,585
Bus	19,179	78.9	\$7,265,428		
<b>Total</b>	<b>260,574</b>	<b>1,438</b>	<b>\$132,388,381</b>	<b>1,149.5</b>	<b>\$105,854,847</b>
<b>Savings</b>				<b>288.1</b>	<b>\$26,533,535</b>

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 previously noted, 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. Further detail on these hypothetical options is included in **Appendix 3**.

**Table: Released leadership capacity through various options of the Consolidation Model**

Consolidated Function	Consolidation	
	People	Capacity
Current	314	
Minimum	316	-\$0.6
EDI, Int'l	319	-\$1.0
EDI, Int'l, Research	299	\$1.4
EDI, Int'l, Research, Grad	238	\$8.7

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 Consolidation Model**

Administrative efficiencies	\$26.5M
Leadership capacity	-\$0.6M to +\$8.7M
Additional department consolidation	\$0.5M each
Total	\$25.9M to \$35.2M+

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 and school 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.

# College Model Proposal

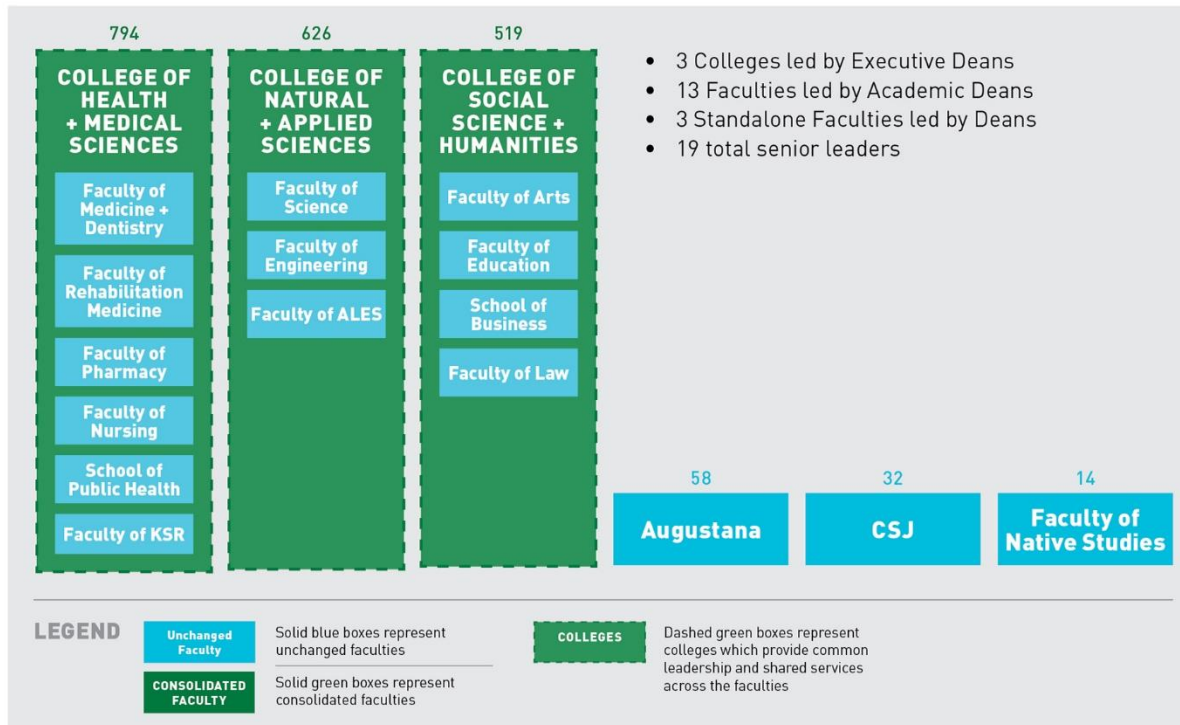
## Overview

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 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	227.8	\$20,977,121
ALES	12,523	95	\$8,747,980		
Engg	31,067	162.2	\$14,936,025		
FoMD	6,588	437.2	\$40,259,125	534.2	\$49,194,381
KSR excl ACR	7,472	45	\$4,142,995		
Nurse	5,855	44	\$4,051,696		
Pharm	6,164	12.1	\$1,114,216		
Rehab	5,748	50	\$4,604,200		
SPH	903	21.4	\$1,970,598		
Aug	10,599	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	228.5	\$21,040,924
Educ	14,486	74.6	\$6,869,466		
Law	5,330	24.6	\$2,265,266		
Bus	19,179	78.9	\$7,265,428		
<b>Total</b>	<b>260,574</b>	<b>1,438</b>	<b>\$132,388,381</b>	<b>1,091.8</b>	<b>\$100,540,535</b>
<b>Savings</b>				<b>345.9</b>	<b>\$31,847,847</b>

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.

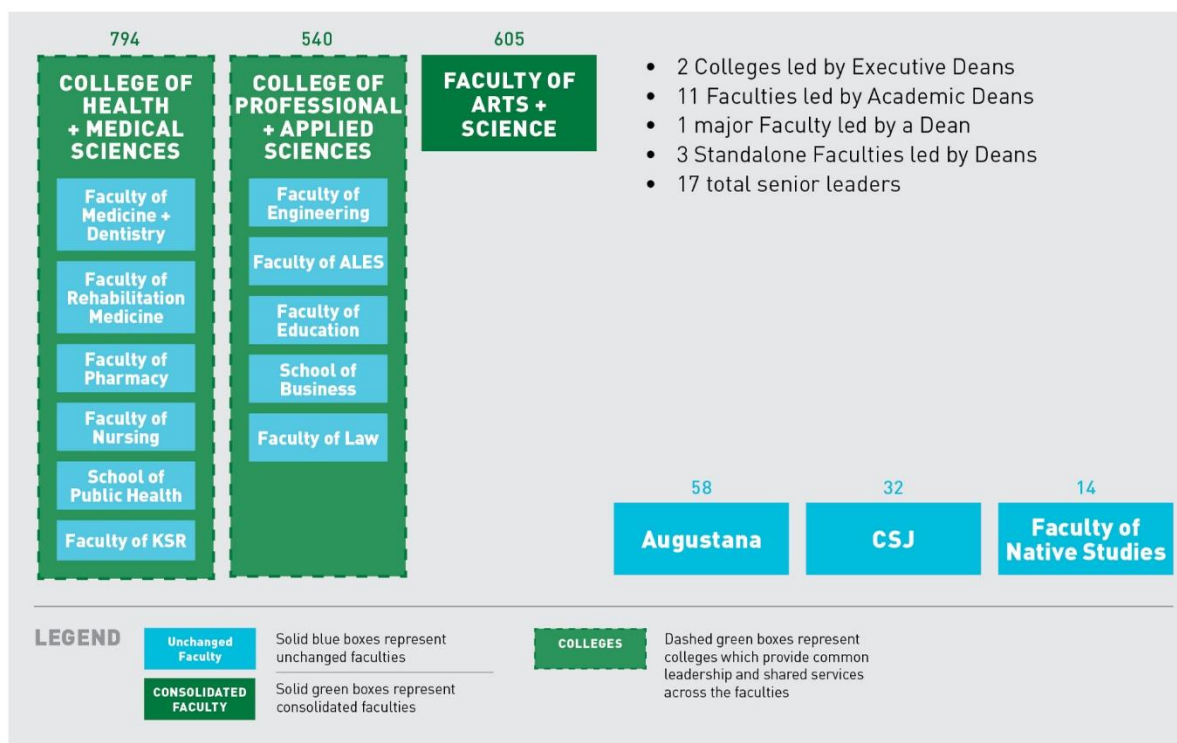
# Hybrid Model Proposal

## Overview

This proposal would see 11 current faculties consolidated into two colleges, with Arts and Science consolidated into a single major faculty and CSJ, Native Studies and Augustana remaining as stand-alone faculties. 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, and administrative and budgetary autonomy within certain parameters around providing administrative services better delivered by the college.

The general philosophy in this scenario is that within Arts and Science, opportunities for academic excellence and administrative efficiency are best achieved within a single integrated faculty, while in other disciplinary areas - particularly those with professional accreditation requirements - it is important for existing faculties to retain their current identities, autonomy, and distinction. The college model provides opportunities for those faculties to benefit from academic and administrative synergies.

## HYBRID MODEL



- 2 Colleges led by Executive Deans
- 11 Faculties led by Academic Deans
- 1 major Faculty led by a Dean
- 3 Standalone Faculties led by Deans
- 17 total senior leaders

- **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 Professional and Applied Sciences** - brings together the current Faculties of Engineering, ALES, Education, Business and Law.
- **Faculty of Arts and Science** - consolidates the current Faculties of Arts and Science into a single, integrated faculty.
- **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 scenario, each of the two colleges would be led by an executive dean, with the respective academic deans of the faculties within the college as direct reports. The combined Faculty of Arts and Sciences would be led conventionally by a dean (although it might deploy separate Associate Deans of Arts and of Science, as needed). The three standalone faculties are largely unaffected in this model and would continue to be led by a dean.

The two executive deans, the Dean of Arts and Science 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 are essentially unchanged. The one exception is for Arts and Science for which there would now be a single Faculty Council. As currently, 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. GFC size and composition is slightly affected by the net reduction of one administrator resulting from combining Arts and Science.

### **Leadership Council**

The two executive deans, the Dean of Arts and Science, and one of the standalone faculty deans (on a rotating basis) would be part of an Executive Deans' Council. All of the deans (including academic and executive) 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, with the exception of Arts and Science, which would form a single FEC.

### **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.

For Arts and Science, those two revenue streams would be combined and administered by the 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 (including Arts and Science), 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 or into a larger faculty 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 Hybrid Model, but it is an opportunity that it presents to approach how we perform these functions differently.

### **Academic rationale**

Consolidating faculties within a small number of colleges presents opportunities for enhanced collaboration within each area.

The proposal for a Faculty of Arts & Science reflects suggestions received during the consultation process, which point to opportunities for emerging areas of collaboration between the arts and sciences (examples of this kind of work include the U of A's newest Signature Area, AI4Society, which focuses on bridging technical, social, ethical, and other aspects of work in AI and machine learning). Arts and science comprise foundational fields, and consolidating the Faculties of Arts and Science would also provide an institutional signal towards the importance of education in the liberal arts and foundational sciences, as endorsed by some of our community in the consultation process and consistent with the university's founding. This is also an organizational model that is common among peer institutions nationally and internationally.

Within the health sciences, a combined faculty offers opportunities for more integrated undergraduate health sciences programming as well as for interprofessional education. The grouping of the College of Applied and Professional Sciences responds to and supports existing areas of collaboration (e.g., between Engineering and ALES), but also reflects novel opportunities for collaboration between Business and the applied sciences, as identified during the consultation process.

These opportunities for collaboration are intended to encompass both research and teaching, with students benefiting from more integrated programs (including more programs with a thematic focus that cuts across disciplinary lines), more multidisciplinary courses, greater flexibility within a faculty and smoother transitions between programs.

Under the leadership of a shared executive dean, faculties within a college 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.

## 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 \$32.1 million. The detailed calculation is shown below.

**Table: Summary of administrative savings from the Hybrid Model**

Faculty	Courses	Current		Hybrid Model	
		Ops Staff	Ops Cost	Ops Staff	Ops Cost
Arts	66,548	161.6	\$14,880,774	257.2	\$23,683,140
Sci	61,432	129.8	\$11,952,503		
ALES	12,523	95	\$8,747,980	196.6	\$18,100,410
Engg	31,067	162.2	\$14,936,025		
Educ	14,486	74.6	\$6,869,466		
Law	5,330	24.6	\$2,265,266		
Bus	19,179	78.9	\$7,265,428		
FoMD	6,588	437.2	\$40,259,125		
KSR excl ACR	7,472	45	\$4,142,995	534.2	\$49,194,381
Nurse	5,855	44	\$4,051,696		
Pharm	6,164	12.1	\$1,114,216		
Rehab	5,748	50	\$4,604,200		
SPH	903	21.4	\$1,970,598		
Aug	10,599	53.3	\$4,908,077		
CSJ	5,456	39	\$3,591,276	39.0	\$3,591,276
NS	1,224	9	\$828,756	9.0	\$828,756
<b>Total</b>	<b>260,574</b>	<b>1,438</b>	<b>\$132,388,381</b>	<b>1089.3</b>	<b>\$100,306,040</b>
<b>Savings</b>				<b>348.4</b>	<b>\$32,082,342</b>

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 Hybrid Model**

Consolidated Function	Hybrid	
	People	Capacity
Current	314	
Minimum	315	-\$0.3
EDI, Int'l	316	-\$0.4
EDI, Int'l, Research	295	\$2.1
EDI, Int'l, Research, Grad	241	\$8.5

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 Hybrid Model**

Administrative efficiencies	\$32.1M
Leadership capacity	-\$0.3M to +\$8.5M
Additional department consolidation	\$0.5M each
Total	\$31.8M to \$40.6M+

### 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.

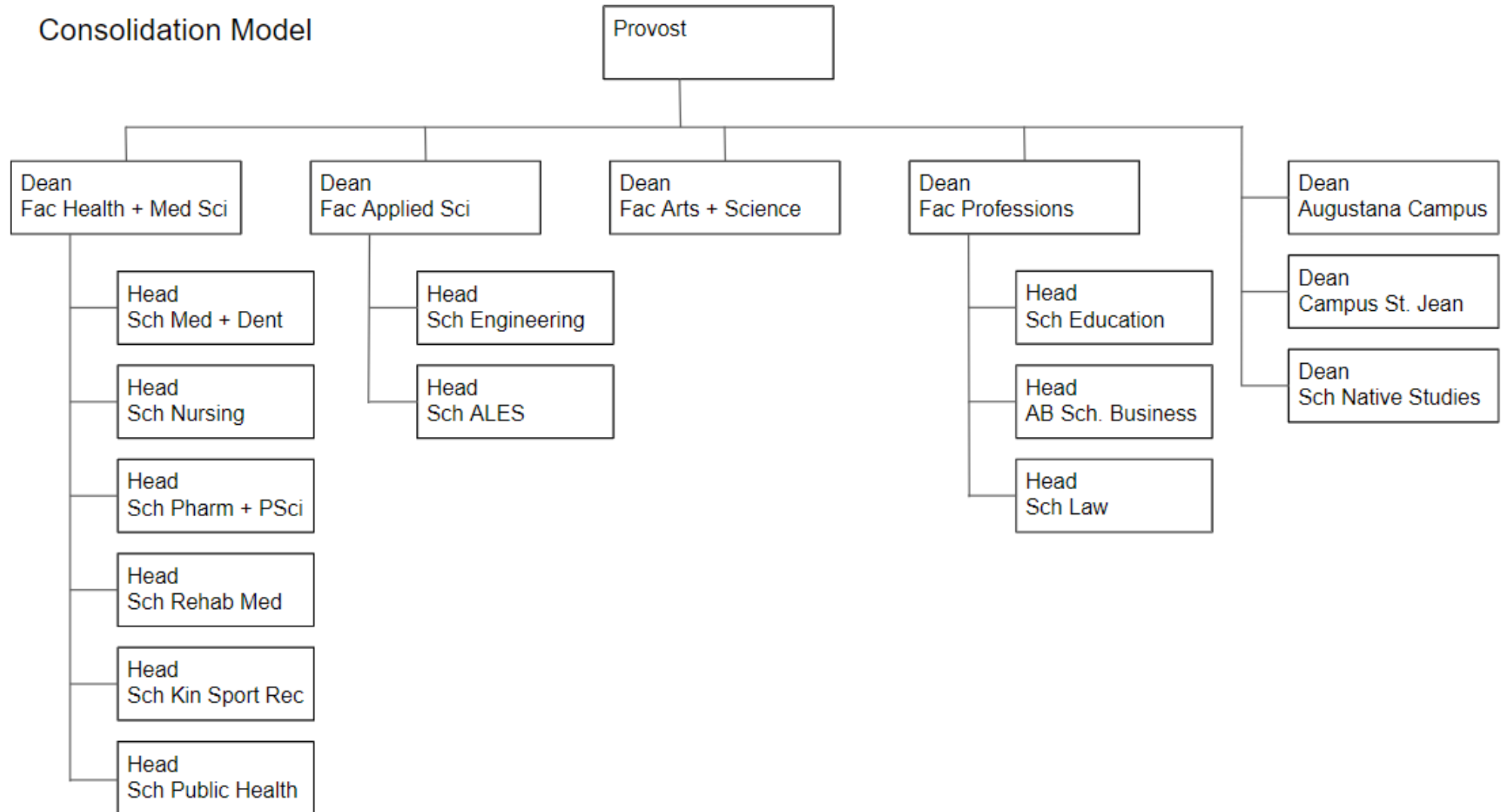


# Appendix 1: Organizational Comparison

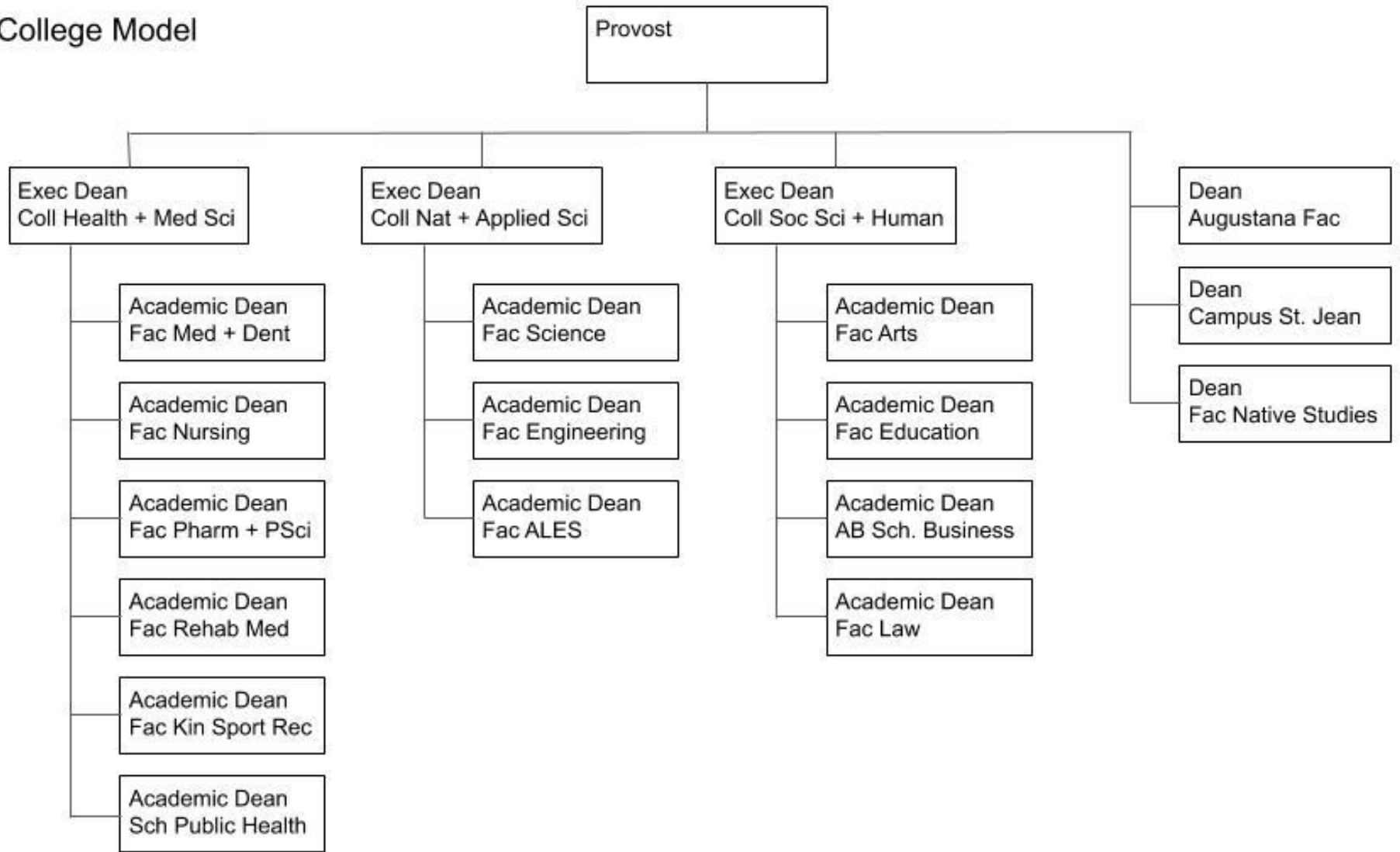
	Consolidation Model	College Model	Hybrid Model
Leadership	<ul style="list-style-type: none"> <li>• Four large faculties led by a dean</li> <li>• Schools within the faculties led by a head of school</li> <li>• University Schools led by a dean</li> <li>• 18 dean-like leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Three colleges led by an executive dean</li> <li>• Faculties within colleges led by academic dean, reporting to exec. dean</li> <li>• Stand-alone faculties led by a dean</li> <li>• 19 dean-like leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Two colleges led by an executive dean</li> <li>• Faculty of Arts &amp; Science led by a dean</li> <li>• Stand-alone faculties led by a dean</li> <li>• 17 dean-like leaders</li> </ul>
Governance	<ul style="list-style-type: none"> <li>• Four large faculties each have a Faculty Council</li> <li>• Schools could establish a Council</li> <li>• Heads of school likely on GFC</li> </ul>	<ul style="list-style-type: none"> <li>• Faculties retain existing Faculty Councils</li> <li>• No college-level Council established</li> <li>• For executive deans to be members of GFC, composition rules would have to be changed</li> </ul>	<ul style="list-style-type: none"> <li>• Each existing faculty retains its Faculty Council</li> <li>• Arts &amp; Science establishes a single Faculty Council</li> <li>• No college-level Council established</li> <li>• For executive deans to be members of GFC, composition rules would have to be changed</li> </ul>
Leadership Council	<ul style="list-style-type: none"> <li>• Executive Committee of Deans' Council - four faculty deans plus one University School dean</li> <li>• Deans' Council - all deans and heads of schools</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Deans' Council - three executive deans and one stand-alone faculty dean</li> <li>• Deans' Council - all deans (academic and executive)</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Deans' Council - two executive deans plus dean of consolidated faculty and one dean of a stand-alone faculty</li> <li>• Deans' Council - all deans (academic and executive)</li> </ul>
Faculty Evaluation	<ul style="list-style-type: none"> <li>• FEC run at the faculty level, per the collective agreement. Consolidated faculties each run one FEC</li> <li>• Change to collective agreement to add heads of schools</li> </ul>	<ul style="list-style-type: none"> <li>• FEC run at the faculty level, no change from current organization</li> </ul>	<ul style="list-style-type: none"> <li>• FEC run at the faculty level, no change from current organization except for Arts &amp; Science, which would run one FEC</li> </ul>

	<b>Consolidation Model</b>	<b>College Model</b>	<b>Hybrid Model</b>
Budget Management	<ul style="list-style-type: none"> <li>Budget model revenue allocations would be aggregated at the consolidated faculty level into a budget under control of each dean</li> </ul>	<ul style="list-style-type: none"> <li>Budget model revenue allocations assigned to faculties.</li> <li>Faculties within colleges “taxed” to fund college services and initiatives. Remaining budget controlled by academic deans.</li> </ul>	<p>For colleges:</p> <ul style="list-style-type: none"> <li>Budget model revenue allocations assigned to faculties.</li> <li>Faculties within colleges “taxed” to fund college services and initiatives. Remaining budget controlled by academic deans.</li> </ul> <p>For stand-alone:</p> <ul style="list-style-type: none"> <li>Budget model revenue allocations would be aggregated at the faculty level into a budget under control of each dean</li> </ul>
Faculty Administration	<ul style="list-style-type: none"> <li>Faculty manager oversees admin functions (faculty-specific as well as service partners); reports to dean</li> </ul>	<ul style="list-style-type: none"> <li>College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean.</li> </ul>	<p>For colleges:</p> <ul style="list-style-type: none"> <li>College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean.</li> </ul> <p>For stand-alone:</p> <ul style="list-style-type: none"> <li>Faculty manager oversees admin functions (faculty-specific as well as service partners); reports to dean</li> </ul>
Academic Leader Roles	<ul style="list-style-type: none"> <li>Consolidation of existing associate dean/chair, director roles within a faculty can be considered</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of existing associate dean/chair, director roles within a college can be considered</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of existing associate dean/chair, director roles within a faculty or college can be considered</li> </ul>
Projected admin cost savings	\$26.5 million	\$31.8 million	\$32.1 million
Projected leadership savings (indirect)	-\$0.6 million to +\$8.7 million	-\$0.9 million to +\$8.9 million	-\$0.3 million to +\$8.5 million

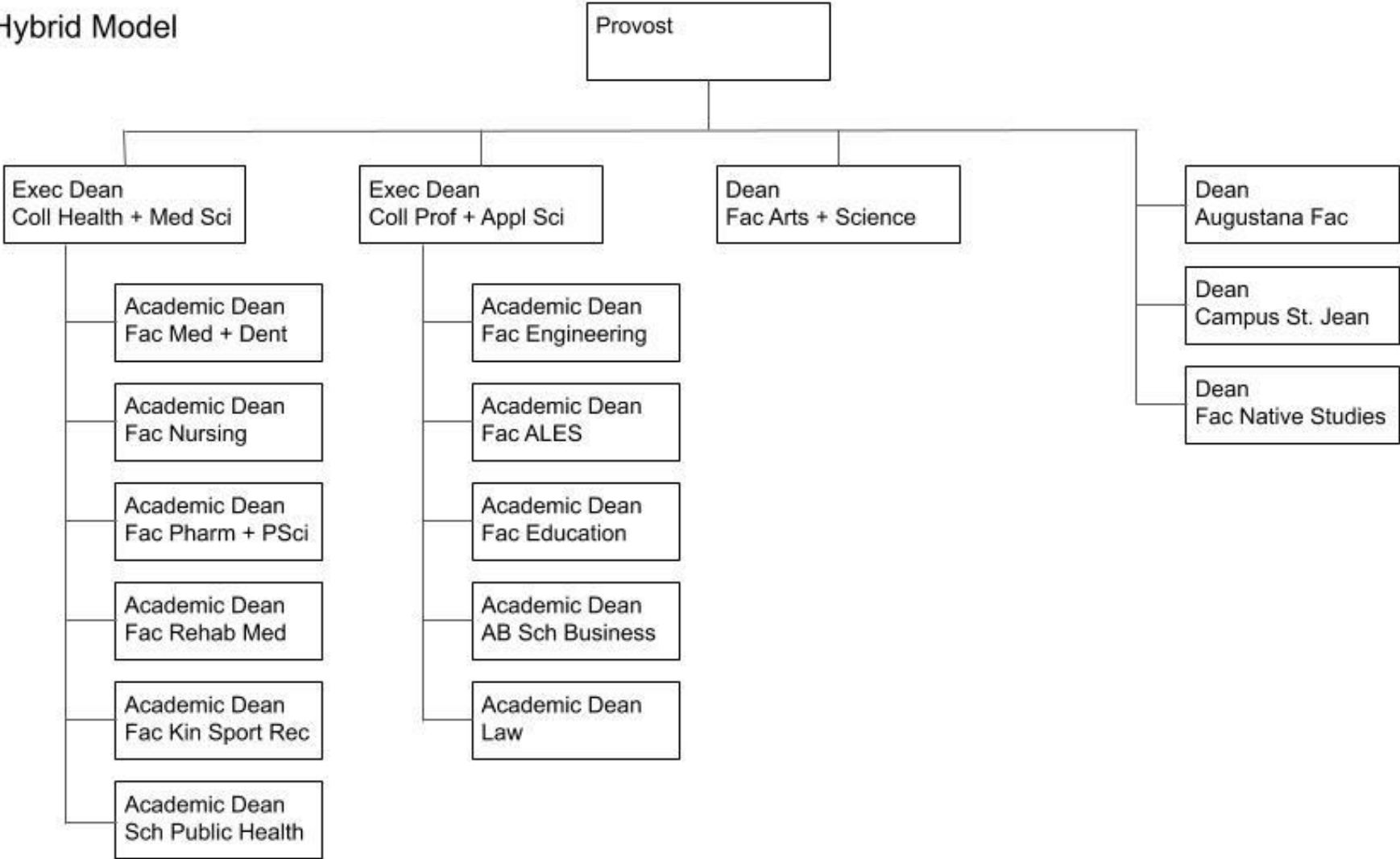
## Appendix 2: Leadership organization charts



# College Model



Hybrid Model



## 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

### Consolidation Model

#### Minimum version

Faculty	Dean	Head	Vice H	AH Res	AH Grad	AH Acad	AH Stud	AH Int'l	AH EDI	AH Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total	
FoMD	1	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	1												5
SPH		1	1	1	1	1													4
ALES	1	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	
Arts		1	1	1	1	2	1				15	15	15	1			4	56	
Education	1	1	1	1	1	1				1	5	4	4			2		22	
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	
<b>Grand Total</b>	<b>7</b>	<b>11</b>	<b>19</b>	<b>14</b>	<b>12</b>	<b>23</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>12</b>	<b>65</b>	<b>35</b>	<b>37</b>	<b>13</b>	<b>10</b>	<b>20</b>	<b>28</b>	<b>316</b>	

Consolidate EDI, International

Faculty	Dean	AD EDI	AD Int'l	Head	Vice H	AH Res	AH Grad	AH Acad	AH Stud	AH Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total
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	1	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
ALES	1	1	1	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	1	1		6	6	7	6			4	37
Arts					1	1	1	2	1		15	15	15	1			4	56
Education				1	1	1	1	1		1	5	4	4			2		24
Business	1	1	1	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
<b>Grand Total</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>11</b>	<b>19</b>	<b>14</b>	<b>12</b>	<b>23</b>	<b>5</b>	<b>12</b>	<b>65</b>	<b>35</b>	<b>37</b>	<b>13</b>	<b>10</b>	<b>20</b>	<b>28</b>	<b>319</b>

Consolidate EDI, International, Research

Faculty	Dean	ADR	AD EDI	AD Int'l	Head	Vice H	AH Grad	AH Acad	AH Stud	AH Other	Chair	AC Grad	AC Ugrad	AC Other	Grad Co	Director	Total
FoMD					1	6	1	4		9	21	4	3	7	15	7	82
Nursing					1	1	1	1		1							5
Pharmacy	1	1	1	1	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
ALES	1	1	1	1	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	1	1	1		6	6	7			4	31
Arts						1	1	2	1		15	15	15			4	54
Education					1	1	1	1		1	5	4	4		2		24
Business	1	1	1	1	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
<b>Grand Total</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>11</b>	<b>19</b>	<b>12</b>	<b>23</b>	<b>5</b>	<b>12</b>	<b>65</b>	<b>35</b>	<b>37</b>	<b>10</b>	<b>20</b>	<b>28</b>	<b>299</b>

Consolidate EDI, International, Research, Graduate

Faculty	Dean	AD Grad	AD R	AD EDI	AD Int'l	Head	Vice H	AH Acad	AH Stud	AH Other	Chair	AC Ugrad	AC Other	Director	Total				
FoMD	1	1	1	1	1	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	1						3
ALES	1	1	1	1	1	1	1	1			4	1		3	16				
Engineering						1	1		2	1	4	5		6	20				
Science	1	1	1	1	1		1	1	1		6	7		4	25				
Arts							1	2	1		15	15		4	38				
Education	1	1	1	1	1	1	1	1		1	5	4			18				
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				
Grand Total	7	6	7	4	4	11	19	23	5	12	65	37	10	28	238				



# College 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													
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													
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		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		1	1				3			3	1		11
					KSR	1	1		1	1		1	1										4
					SPH	1	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	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		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	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				

# Hybrid Model

## Minimum version

Unit	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	1													4
PAS	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	
		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	1												4	
A&S		Science	1	1	1	1	1	1		1		6	6	7	6			4	36	
		Arts		1	1	1	2	1				15	15	15	1			4	56	
		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	2		15	19	14	12	23	5	2	3	12	65	35	37	13	10	20	28	315	

## Consolidate EDI, International

Unit	ExDean	AD Int'l	AD EDI	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	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	1														4
PAS	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	
				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	1													4	
A&S				Science	1	1	1	1	1	1		1		6	6	7	6			4	37		
				Arts		1	1	1	2	1		1	1		15	15	15	1			4	56	
				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	2	2	2		15	19	14	12	23	5	1	1	12	65	35	37	13	10	20	28	316		

Consolidate EDI, International, Research

Unit	ExDean	AD Res	AD Int'l	AD EDI	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 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	1																3
PAS	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		
					Education	1	1		1	1							1	5	4	4		2			20	
					Business	1	1		2	1								4							9	
					Law	1	1		1	1																3
A&S					Science	1	1		1	1	1				6	6	7				4	31				
					Arts		1	1		1	2	1	1	1				15	15	15				4	54	
					Augustana	1	1	1		1	1				3		2				2	12				
					CSJ	1	1	1	1	2												6				
					Native Studies	1		1	1	1												4				
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>15</b>	<b>19</b>	<b>4</b>	<b>12</b>	<b>23</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>65</b>	<b>35</b>	<b>37</b>	<b>10</b>	<b>20</b>	<b>28</b>	<b>295</b>					

Consolidate EDI, International, Research, Graduate

Unit	ExDean	AD Res	AD Res	AD Int'l	AD EDI	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Chair	AC Ugrad	AC Other	Director	Total						
HMS	1	1	1	1	1	FoMD	1	6		1	4				9	21	3	7		7	64					
						Nursing	1	1		1	1				1										5	
						Pharmacy	1				4														2	7
						Rehab Med	1	1		1	1										3		3			10
						KSR	1	1		1	1															4
						SPH	1	1		1	1															
PAS	1	1	1	1	1	ALES	1	1		1	1					4	1			3	17					
						Engineering	1	1					2					1	4	5			6	20		
						Education	1	1		1	1							1	5	4					14	
						Business	1	1		2	1								4							9
						Law	1	1		1	1															3
A&S						Science	1	1		1	1	1				6	7			4	25					
						Arts		1	1		1	2	1	1	1			15	15				4	38		
					Augustana	1	1	1		1	1					3	2			2	12					
					CSJ	1	1	1	1	2											6					
					Native Studies	1		1	1	1											4					
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>15</b>	<b>19</b>	<b>4</b>	<b>11</b>	<b>23</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>65</b>	<b>37</b>	<b>10</b>	<b>28</b>	<b>241</b>						

*re-numbered* - Item No. 6

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Exercise to gather information from members on Academic Restructuring Proposals at General Faculties Council (GFC)</b>
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**Motion**

<p>THAT General Faculties Council approve the use of a non-binding exercise, as recommended by the GFC Executive Committee, to allow members to engage by ranking preferences for faculty structure at the November 23, 2020 meeting of GFC.</p>
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic) Steven Dew
Presenter(s)	Steven Dew

**Details**

Office of Administrative Responsibility	University Governance
The Purpose of the Proposal is <i>(please be specific)</i>	GFC is being asked to approve a motion to allow for a ranking exercise to anonymously express their preferences on faculty structure to encourage engagement from all members of GFC.
Executive Summary	<p>The Provost and Vice-President (Academic) is seeking approval to gather information from GFC members regarding the proposed scenarios for faculty structure. If approved, this motion would allow for the use of Zoom polling for anonymous ranking of faculty structures at the end of the meeting after fulsome discussion and debate on proposals. This information will be used by the Provost and the Academic Restructuring Working Group (ARWG) to clarify GFC's preferences before finalizing the final faculty structure proposal.</p> <p>Zoom polling will allow only GFC members in the meeting to participate in the exercise and the information would be shared in real time with members. The results would be reflected in the minutes of the meeting and shared with members of the ARWG the Academic Planning Committee on November 25, 2020.</p>
Supplementary Notes and context	<p>GFC Executive Committee, who holds the responsibility to prepare the agenda for all regular and special meetings of General Faculties Council, and for oversight of academic governance procedural matters, recommended the motion be included on the GFC agenda.</p> <p>The GFC Procedural rules state under 1.1:          “GFC and its standing committees are governed by the procedural rules set out below. For matters not covered by these rules, or by the Post Secondary Learning Act (PSLA) reference shall be made to the current edition of Robert’s Rules of Order. If this does not provide clear direction regarding a point in question, then the Chair shall decide how to proceed. However, such rulings by the Chair may be overruled via a motion supported by a vote of the majority of those present.”</p>

Item No. 5

**Engagement and Routing** (Include meeting dates)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> <li>• Academic Restructuring Working Group</li> <li>• GFC Executive Committee</li> </ul>
Approval Route (Governance) (including meeting dates)	GFC Executive, November 2, 2020 for proposal of GFC agenda GFC, November 23, 2020 for approval

**Strategic Alignment**

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

Prepared by: Kate Peters, Secretary to GFC, [peters3@ualberta.ca](mailto:peters3@ualberta.ca)

General Faculties Council Standing Committee Report

**GFC Executive Committee**

1. Since last reporting to GFC, the Executive Committee met on November 2, 2020.
  
2. Items Approved With Delegated Authority
  - Ranking Scenarios for Academic Restructuring at General Faculties Council (GFC)
  - Draft Agenda for the October 19th, 2020 meeting of General Faculties Council
  
3. Items Discussed
  - Annual Report of Appeals and Compliance Officer (2019-2020)
  - General Appeals Committee (GAC) Annual Report to General Faculties Council (July 1, 2019 - June 30, 2020)
  - 2019/20 Annual Report of the Student Conduct Responses, Dean of Students' Portfolio
  - Debrief on GFC Discussion on University of Alberta for Tomorrow (UAT) (no documents)

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

Submitted by:  
W Flanagan, Chair  
GFC Executive Committee

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



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

General Faculties Council Standing Committee Report

**GFC Academic Planning Committee**

1. Since last reporting to GFC, the Academic Planning Committee met on November 4, and November 16, 2020.
  
2. Items Approved with Delegated Authority from GFC
  - No items approved.
  
3. Items Discussed

**November 4**

  - Academic Restructuring
  - Budget Update (Standing Item)

**November 16**

  - Academic Restructuring
  - Budget Update (Standing Item)

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

[https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC\\_APC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC)

Submitted by:  
Steven Dew, Chair  
GFC Academic Planning Committee

General Faculties Council Standing Committee Report

**GFC Programs Committee**

1. Since last reporting to GFC, the GFC Programs Committee met on October 15, and November 19, 2020. Items from the November 19 meeting will be reported at the January GFC meeting.
  
2. Items Approved with Delegated Authority from GFC
  - Course and Minor Program Changes
    - Faculty of Business
  - Proposed New Course Designator, SUST (Sustainability), Faculty of Agricultural, Life & Environmental Sciences (ALES)
  - Proposed Temporary Changes to the Doctor of Medicine Program Course Structure, Move to Omnibus Schedule
  - Proposed Changes to the Bachelor of Education (BEd), the BEd After Degree and the Combined BEd/Bachelor of Science Programs in Faculté Saint-Jean
  - Proposed Name Changes and Associated Substantive Program Changes to the Bachelor of Arts Majors in Psychology and Mental Health, and Sustainability Studies, and the Bachelor of Science Majors in Chemical and Physical Sciences, Computing Science and Mathematics, and Integrative Biology, Augustana Faculty
  - Proposed Substantive Program Changes to the Bachelor of Science and the Bachelor of Arts Majors in Physical Education, and the Bachelor of Science Major in Environmental Science, Augustana Faculty
  - Proposed Adoption of SAT/ACT Test-Optional Approach for Applicants with US-Patterned Curriculum in Response to the COVID-19 Pandemic
  
3. Items Discussed
  - GFC Programs Committee Terms of Reference
  - External Programs for Review and Programs in Progress on Campus: Standing Item

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

[https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC\\_PC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC)

Submitted by:  
Tammy Hopper, Chair  
GFC Programs Committee

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FOR THE GFC MEETING OF NOVEMBER 23, 2020

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I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on October 16, 2020:

### **COMMENTS FROM THE CHAIR**

At the request of Board Chair Kate Chisholm, President Flanagan read a statement written by Florence Glanfield, Vice-Provost (Indigenous Programs and Research), acknowledging that the University of Alberta resides on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway, Saulteaux, Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

The Chair welcomed Sett Policicchio, appointed as a public member to the Board of Governors on September 28, and Todd Gilchrist, incoming Vice-President (Finance and Administration).

### **REPORT OF THE PRESIDENT**

The President provided a written report on his activities since July 1, 2020, including updates on the University of Alberta for Tomorrow initiative and the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, President Flanagan updated the Board on the University of Alberta's first Nobel Prize recipient, Dr Michael Houghton, in recognition of his discovery of the hepatitis C (HCV) virus. President Flanagan noted that this is Canada's second-ever Nobel Prize in Physiology or Medicine and that the HCV vaccine developed by Dr Houghton and his team is currently in the late pre-clinical stage of testing.

At President Flanagan's request, Andrew Sharman, Vice-President (Facilities and Operations), briefed the Board on COVID-19 activities, including a recent campus outbreak, contact tracing, and Winter and Fall 2021 planning.

### **DISCUSSION ITEMS**

The Board discussed the University of Alberta for Tomorrow initiative, including:

- an overview of internal and external consultations from President Flanagan;
- a presentation from Steven Dew, Provost and Vice-President (Academic), on three faculty restructuring scenarios (including a number of variations) and a detailed financial analysis of academic restructuring;
- a presentation on the Service Excellence Transformation (SET) proposed operating model, including two other options; potential savings, advantages, and disadvantages for each; features of the preferred model; and a timeline for implementing the model; and
- a recommendation from General Faculties Council (GFC) that GFC be given the opportunity to discuss and make recommendations related to the SET initiative. After careful consideration, and with assurance from the President that university administration would continue to seek feedback from GFC on matters relating to the SET initiative, the Board approved the proposed SET operating model with the understanding that delaying the decision would delay the development of a plan to address budget cuts, and with acknowledgement of GFC's vital role in recommending the future academic restructuring proposal.

### **BOARD OF GOVERNORS' MOTION SUMMARY**

On the recommendation of the President and the Provost, the Board of Governors approved proceeding with the Service Excellence Transformation initiative utilizing the Administrative Operating Model as set forth in the original agenda documentation.

On the recommendation of the Board Human Resources and Compensation Committee, the Board of Governors approved:

- the appointment of Todd Gilchrist, incoming Vice-President (Finance and Administration), to the PSPP (Public Service Pension Plan) Sponsor Board, pursuant to Schedule 2, Part 1, Section 4 of the Joint Governance of Public Sector Pension Plans Act, to complete the three-year term of Gitta Kulczycki, effective October 26, 2020 to February 28, 2022; and

- the appointment of Todd Gilchrist, incoming Vice-President (Finance and Administration), to the Board of Trustees of the Universities Academic Pension Plan (UAPP), pursuant to Sections 3.6 and 3.8 of the Universities Academic Pension Plan Sponsorship and Trust Agreement, to complete the four-year term of Gitta Kulczycki, effective October 26, 2020 through December 31, 2022.

## **INFORMATION REPORTS**

- Report of the Audit and Risk Committee
  - 2020-21 Committee Workplan (with Terms of Reference)
  - Safety Moment
  - An Ethics Framework for Student Learning Analytics
  - Current Accounting and Financial Reporting Issues
  - Dashboard Review: Initiatives to support Occupational Health, Safety, Environmental Stewardship and Security
  - Health and Safety Indicator Report (Second Quarter)
- Report of the Finance and Property Committee
  - 2020-21 Committee Workplan (with Terms of Reference)
  - Annual Review of Key Budget Drivers
  - Budget Update
  - Integrated Asset Management Strategy Dashboard
  - Information Services & Technology (IST) Annual Report
  - Notice of Functional Naming - University of Alberta Botanical Garden
- Report of the Governance Committee
  - 2020-21 Committee Workplan (with Terms of Reference)
  - Update on planning: Board-GFC-Senate Summit
  - Draft Guidelines: *In Camera* Sessions
  - Ongoing Opportunities for Board Member Development
  - Annual review of Board events and engagement calendar
- Report of the Human Resources and Compensation Committee
  - 2020-21 Committee Workplan (with Terms of Reference)
  - Presentation by and Discussion with President of Association of Academic Staff: University of Alberta (AASUA)
  - Presentation by and Discussion with President of Non-Academic Staff Association (NASA)
  - Material distributed between meetings: Changes to Requirements for Presidents as Designated Senior Officials under the *Conflicts of Interest Act*
  - Trends in Benefits
- Report of the Investment Committee
  - Portfolio Compliance – June 30, 2020
  - Board Investment Committee Composition – Annual Review
  - Staff Compliance with Terms of Reference and Conflict of Interest Policy
  - Board Investment Committee Terms of Reference – Annual Review
  - Appointment of Vice-Chair of the Board Investment Committee
  - Unitized Endowment Pool (UEP) Asset Allocation Study
  - Non-endowed Investment Pool (NEIP) Stress Test – Update
  - Portfolio Performance and Risk – June 30, 2020
  - Unitized Endowment Pool (UEP) Strategy Progress Report
  - Non-endowed Investment Pool (NEIP) Strategy Progress Report
- Report of the Learning, Research and Student Experience Committee
  - 2020-21 Committee Workplan (with Terms of Reference)
  - COVID-19 Roundtable - Academics, Research, Student Impacts Debrief
  - Report from the Provost and Vice-President (Academic)
  - Academic Restructuring

- Report from the Vice-President (Research and Innovation)
- Report from the Vice-Provost and Dean of Students
- Students' Union Executive Goals 2020-2021
- Graduate Students' Association (GSA) Board Strategic Work Plan 2020-2021
  
- Report of the Reputation and Public Affairs Committee
  - 2020-21 Committee Workplan (with Terms of Reference)
  - Portfolio Highlights
  - Presidential Transition Update
  - Senate Update

The Board also received reports from the Chancellor, Alumni Association, Students' Union, Graduate Students' Association, Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

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Prepared for: Dilini Vethanayagam  
GFC Representative on the Board of Governors

By: Erin Plume  
Assistant Board Secretary

*Please note: official minutes from the open session of the October 16, 2020 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its December 11, 2020 meeting: <https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes>.*

Item No. 13A

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

<b>Agenda Title</b>	<b>Annual Report on Student Financial Support and Accompanying Overview</b>
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**Item**

Proposed by	Melissa Padfield, Vice Provost and University Registrar
Presenter	Melissa Padfield, Vice Provost and University Registrar Amy Dambrowitz, Associate Registrar Fiona Halbert, Assistant Registrar Student Financial Support

**Details**

Office of Administrative Responsibility	Office of the Registrar
The Purpose of the Proposal is	To provide the Annual Report on Student Financial Support and Accompanying Overview for information. In the attached report, the RO provides a snapshot of the current state of undergraduate and graduate financial supports issued by the Office of the Registrar (RO) in the 2019/20 fiscal year.  Annual reporting to administrative and governance committees on student financial support is part of the Office of the Registrar's commitment to providing reporting and information on matters affecting student success on campus.
Executive Summary	The report provides details on the undergraduate financial support spending for fiscal year 2019/20, giving details on spending for domestic, Indigenous, international, and graduate financial support expenditures. The associated overview gives a quick reference of statistics and figures.
Supplementary Notes and context	

**Engagement and Routing** (Include proposed plan)

Consultation and Stakeholder Participation	<p><u><b>Those who have been informed:</b></u> The following stakeholders have seen the report for discussion and feedback:</p> <ul style="list-style-type: none"> <li>• Wendy Rodgers, Deputy Provost: September 3, 2020</li> <li>• Tammy Hopper, Vice Provost Programs: September 3, 2020</li> <li>• Kelly Spencer, Interim Vice-President Advancement: September 3, 2020</li> <li>• Edith Finczak, Office of the Provost and Vice-President (Academic): September 3, 2020</li> <li>• Kate Peters, GFC Secretary and Manager of GFC Services: September 3, 2020</li> <li>• Kathleen Brough, Senior Administrative Officer: September 3, 2020</li> <li>• Florence Glanfield, Vice-Provost Indigenous Programming &amp; Research: September 3, 2020</li> <li>• Evelyn Hamdon, Advisor Safe Disclosure &amp; Human Rights: September 3, 2020</li> <li>• André Costopoulos, Dean of Students: September 3, 2020</li> <li>• Shana Dion, Assistant Dean FNMI Student Services: September 3, 2020</li> <li>• Alexis Ksiazkiewicz, Government &amp; Stakeholder Relations: September 3, 2020</li> <li>• Brooke Milne, Dean, Faculty of Graduate Studies and Research: September 3, 2020</li> <li>• Cen Huang, Vice Provost and AVP International: September 3, 2020</li> </ul>
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Item No. 13A

	<ul style="list-style-type: none"> <li>• Doug Weir, Executive Director, Student Programs &amp; Services, University of Alberta International: September 3, 2020</li> <li>• John Gregory, Director, International Recruitment &amp; Transnational Program University of Alberta International: September 3, 2020</li> <li>• Joel Agarwal, Students' Union President: September 3, 2020</li> <li>• Mark Waddingham, Graduate Students' Association President: September 3, 2020</li> </ul>
	<p><u><i>Those who have been/will be consulted:</i></u>  VPC: Sept 21, 2020  PEC-O: Sept 24, 2020  Dean's Council: Oct 7, 2020  Advisory Committee on Undergraduate Financial Support (ACUS): Oct 23, 2020  Advisory Committee on Enrolment Management (ACEM): Oct 23, 2020  UABC: Oct 6, 2020  APC: Oct 21, 2020  COSA: Nov 5, 2020  GFC: Nov 23, 2020  BLRSEC: Nov 20, 2020</p>
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>• Melissa Padfield, Vice Provost and University Registrar</li> <li>• Amy Dambrowitz, Associate Registrar</li> <li>• Fiona Halbert, Assistant Registrar Student Financial Support</li> <li>• Douglas Akhimienmhonan, Assistant Registrar Enrolment Management and Reporting</li> </ul>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p><b>1. OBJECTIVE:</b> Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>i. <b>Strategy:</b> Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.</p> <p>ii. <b>Strategy:</b> Develop and implement an undergraduate and graduate recruitment and retention strategy to attract top Indigenous students.</p> <p>iii. <b>Strategy:</b> Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.</p> <p>iv. <b>Strategy:</b> Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 1759 1541 1955"> <tr> <td data-bbox="570 1759 1089 1955"> <input checked="" type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input checked="" type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1759 1541 1955"> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			



Item No. 13A

Legislative Compliance and jurisdiction	<ol style="list-style-type: none"><li>1. <i>Post-Secondary Learning Act (PSLA)</i>: The <i>PSLA</i> (Section 26(1)(o))</li><li>2. <i>PSLA</i> Section 60(1)(b)</li><li>3. GFC Undergraduate Awards and Bursaries Committee (UABC) Terms of Reference (1. Mandate)</li><li>4. GFC Academic Planning Committee Terms of Reference Mandate of the Committee</li><li>5. General Faculties Council Terms of Reference (1. Mandate of the Committee)</li><li>6. GFC Executive Committee Terms of Reference (1. Mandate of the Committee)</li><li>7. Board Learning, Research and Student Experience Committee (BLRSEC) Terms of Reference/Mandate of the Committee (1. Mandate and Role of the Committee)</li></ol>
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Attachments (each to be numbered 1 - <>)

1. Annual Report on Student Financial Support (pages 1 - 4)
2. Overview – Annual Report on Undergraduate Student Financial Support (pages 5 – 6)

Prepared by: Fiona Halbert, Assistant Registrar Student Financial Support, [Fiona.halbert@ualberta.ca](mailto:Fiona.halbert@ualberta.ca)

The background of the page features a large, light green watermark of the University of Alberta crest. The crest is a shield-shaped emblem containing a stylized open book at the top, a wavy banner in the middle, and a series of vertical bars with downward-pointing chevrons at the bottom.

# ANNUAL REPORT ON STUDENT FINANCIAL SUPPORT

2019 / 20

*September 2020*

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## MESSAGE FROM THE VICE-PROVOST AND UNIVERSITY REGISTRAR

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The 2019/20 Annual Report on Student Financial Support provides a focused view of the financial support programs administered by the Registrar's Office (RO) and how these supports are accessed by domestic, international, and Indigenous students. The fifth year of this report includes even more robust data and, where comparison is possible, trends over time. Notable improvements include complete information about the total amounts of government loans and grants for Alberta students and the addition of a summary of graduate student financial supports administered by the RO. These additions further extend the picture of financial support that this report provides.

Recognizing the importance of student financial support to student well-being and our ability to build a diverse and qualified class, the University of Alberta continues to prioritize the provision of funding to students on the basis of both merit and need. Data continues to show that merit-based support is essential in student recruitment and need-based support aids in retention and completion for continuing students. In order to continue acting as effective stewards of institutional financial support funding, we rely on this kind of data to help us better understand student need and optimize programs to best support our students.

Postsecondary access and affordability for Albertan, Canadian, Indigenous, and international students is critical in ensuring the university attracts and retains outstanding students from diverse regions and backgrounds. It is particularly critical as we implement Fall 2020 tuition increases for domestic students, following a 5-year tuition freeze. Recognizing this, the Board of Governors approved a tuition offset that will see funding set aside from these tuition increases for student financial supports. At the same time, international students will be adapting to a new tuition model that has the benefit of a tuition guarantee but also has an increase in overall cost, once again requiring thoughtful and targeted financial support. The impacts of these changes will be reflected in the 2020/2021 reporting.

Student financial supports are made in alignment with our institutional financial support policy commitment and in support of overall institutional strategies. Our work is reflected in the university's shared strategic goals, including encouraging continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies.

Overall, 2019/20 has been a positive and productive year. RO administered spending on undergraduate support increased 6.6% from 2018/19, primarily driven by an increase in need-based support spending and an increase in international recruitment funds. As a result of the global pandemic the year ahead will continue to have many uncertainties with respect to our enrolment. Student financial support strategies will play a key role in supporting our enrolment objectives and overarching student success.

As always, we will assess and improve our programs to ensure student access to financial support is simple and efficient, and benefits students and the university for years to come.

Sincerely,



Melissa Padfield  
Vice-Provost and University Registrar

# EXECUTIVE SUMMARY

The 2019/20 Annual Report on Student Financial Support provides a summary of the financial supports, including government loan data, administered by the Office of the Registrar (RO), through its Student Financial Support (SFS) unit, for undergraduate (need- and merit-based) and graduate students.

The monetary figures in this report are as of March 31, 2020, reflecting the 2019/20 fiscal year.

Where possible, this report also includes multi-year trend data, as well as an overall summary of the financial supports provided across the university (beyond the scope of the RO).

## UNDERGRADUATE FINANCIAL SUPPORTS – RO ADMINISTERED

In 2019/20 the RO administered \$32.2M in funding, a 6.6 per cent increase year-over-year.

- University operating spending increased by 13.8 per cent (\$1,684,452).
- Government merit-based spending increased by 6.3 per cent (\$440,500).
- Spending of annual and endowed donor funds decreased by 1.2 per cent (\$139,081) and is attributed to a decrease in funding from annual donations.

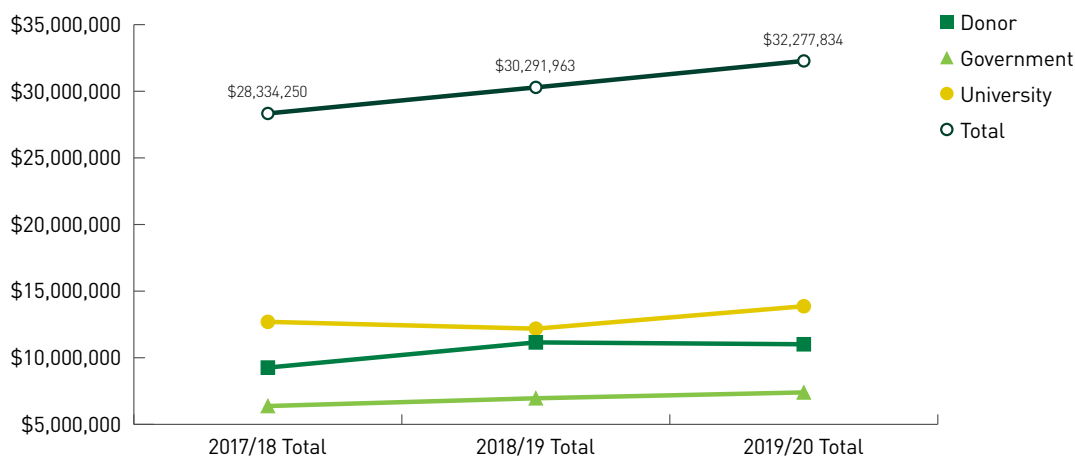
**TABLE 1: TOTAL RO ADMINISTERED UNDERGRADUATE FINANCIAL SUPPORT 2019/20**

Funding Source	2017/18 Total	2018/19 Total	2019/20 Total	% Change 2019/20 from 2018/19
Donor	\$9,262,100	\$11,151,767	\$11,012,686	-1.2%
Government	\$6,376,400	\$6,958,100	\$7,398,600	6.3%
University	\$12,695,750	\$12,182,096	\$13,866,548	13.8%
<b>Total</b>	<b>\$28,334,250</b>	<b>\$30,291,963</b>	<b>\$32,277,834</b>	<b>6.6%</b>

Source: Office of the Registrar

Note: Government loans not included in this table.

**FIGURE 1: TOTAL RO ADMINISTERED UNDERGRADUATE FINANCIAL SUPPORT**



Source: Office of the Registrar

For the first time, complete information about the total amounts of government loans for Alberta students was available and included in the report. This includes the total loan amount issued to the student as opposed to previous years, where the amount reflected only what was remitted to the student accounts.

## UNDERGRADUATE FINANCIAL SUPPORTS – UNIVERSITY OF ALBERTA

When looking across the university, a total of \$164.6M in financial support was provided to 18,055 undergraduate students with funding coming from donors, government, university operating funds, and external sources.

**TABLE 2: TOTAL UNDERGRADUATE FINANCIAL SUPPORT, 2019/20**

Funding Source	Need-based	Merit-based	Total Amount
Donor	\$2,689,671	\$8,323,015	\$11,012,686
Government	\$131,420,631	\$7,398,600	\$138,819,231
University	\$3,958,028	\$9,908,521	\$13,866,548
External			\$904,387
<b>Total</b>	<b>\$138,068,330</b>	<b>\$25,630,135</b>	<b>\$164,602,853</b>

Source: Office of the Registrar

Note: External funding cannot be parsed into the categories of need-based or merit-based.

## GRADUATE FINANCIAL SUPPORTS – RO ADMINISTERED

In 2019/20 the RO supported \$17.4M in graduate financial support, including \$15.3M in government loans. This is the first year we have included graduate specific information in this report to more accurately reflect all programs supported by the RO.

**TABLE 3: TOTAL RO SUPPORTED GRADUATE FINANCIAL SUPPORT, 2019/20**

Funding Source	Need-based	Merit-based	Total Amount
Donor	\$139,041	\$297,125	\$436,166
Government	\$15,312,169	\$22,400	\$15,334,569
University	\$1,357,665	\$144,649	\$1,502,314
External			\$132,133
<b>Total</b>	<b>\$16,808,875</b>	<b>\$464,174</b>	<b>\$17,405,182</b>

**Receiving a scholarship that helped cover my tuition made it possible for me to enter a first-year residence (Lister). Having the opportunity to live on campus with other first years made me feel like the U of A was truly my campus and that I belonged.**

Hayle, Faculty of Arts | Czar, Alberta

<sup>1</sup> Data source used for government loan information reported includes the remitted government loans to student accounts and the cost of living values provided directly to students for those students receiving Alberta government loans. This is new for the 2019/20 report.

Loan amounts refunded back to loan providers resulting from student withdrawals is not captured and is anticipated to account for less than 0.5% of total loans issued.

For the 2019/20 fiscal year, the university reported a total of \$135M on its consolidated financial statements for scholarships and bursaries (undergraduate and graduate). \$32.5M of the reported total is for undergraduate awards and bursaries. The RO holds administrative responsibility for 81.9 per cent (\$28.8M<sup>2</sup>) of the \$32.5M, while \$6.06M is processed by the university's central payroll<sup>3</sup>. While these payment types are broadly categorized as an award, bursary/fellowship, or scholarship, those specific distinctions are not currently recorded and therefore cannot be aligned with the amounts defined as merit- or need-based financial supports as administered by the RO and incorporated into this report.

In addition to overall financial supports, data is provided as it relates specific student groups highlighting:

- Domestic
- Indigenous
- International
- Graduate

### **Domestic students**

\$157M was issued to 16,681 domestic students, \$131M of which is government need-based funding.

Government need-based funding was accessed by nearly 44 per cent (12,169) of all domestic undergraduate students. 85 per cent of domestic RO administered funding went to Alberta students, which closely mirrors their enrolment (87 per cent). Spending on domestic bursaries increased by 12 per cent (\$573,105), the second consecutive double digit annual increase. \$27.3M in government grants was issued to 8,342 students. 34 per cent of domestic students from Alberta students received an income-based grant.

### **Indigenous students**

Of the 1,293<sup>4</sup> self-identified undergraduate Indigenous students at the university, 67 per cent (867 students) are currently receiving merit- and need-based financial support (not including third-party/First Nations, Métis, or Inuit sponsorship). The distribution of Indigenous financial support as a percentage of total undergraduate financial support decreased moderately across all financial support types in 2019/20 with the most significant decrease, 9 per cent, within scholarships as a result of a decrease in available funding for the Indigenous Careers Award (a Government merit-based award).

### **International students**

Overall spending on international students increased by 33 per cent (\$1,552,497) in 2019/20. This increase in spending was distributed across all program types (scholarships, bursaries and repayable emergency loans) with the most notable increase in entrance scholarships that support international yield. 1,227 international students received financial supports (a 22 per cent increase compared to 2018/19). The RO and University of Alberta International (UAI) will continue to ensure international financial supports further international recruitment and retention.

### **Graduate students**

\$17M was issued to 1,545 Graduate students in 2019/20, \$15M of which came from government need-based funding. For RO administered programs (excluding government loans), University operating funds accounted for 77 per cent (\$1,502,314) of total financial support.

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2 The \$32.2M reported in this report as RO administered includes funding that is not recorded in the university's accounting system and therefore is not reflected in the overall consolidated financial statements.

3 Requests for central payroll payments are initiated by individual faculties, departments, and other offices on campus: 56 per cent (\$3.4M) of these funds comes from restricted funds for research projects and 37 per cent (\$2.2M) come from university operating sources.

4 2019/20 Annual Report on Undergraduate Enrolment.



# 1. UNDERGRADUATE STUDENT FINANCIAL SUPPORT

## 1.1 SUPPORT BY FUNDING SOURCE, UNDERGRADUATE

In 2019/20 the RO administered \$32,227,834 in funding to 9,403 undergraduate students. Year-over-year this represents an increase in both funding (6.6 per cent) as well as students (6.9 per cent).

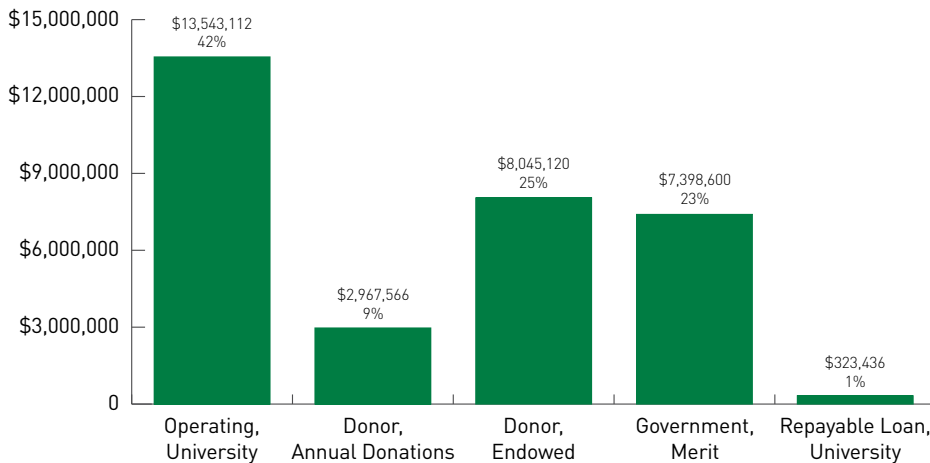
Funding sources include:

- Donor \$11,012,686 (34 per cent)
- University \$13,866,548 (43 per cent)
- Government \$7,398,600 (23 per cent)<sup>5</sup>.

University operating fund spending and government funding increased year-over-year at 13.8 per cent and 6.3 per cent respectively while donor funds saw a decrease of 1.2 per cent.

The government merit-based funding reported here does not reflect the total value of GOA scholarships issued to University of Alberta students. This \$7.4M includes the GOA scholarships for continuing students that require RO support in administration (either application collection and / or fund disbursement). For example, the \$7.4M does not include the Alexander Rutherford Scholarship, which is a significant program for new students from high school.

**FIGURE 2: SUPPORT BY FUNDING SOURCE, UNDERGRADUATES, 2019/20**



Source: Office of the Registrar

Note: Repayable emergency loans include repayable emergency loans issued by both the RO and University of Alberta International. Donor, Annual Donations includes The Access Fund Bursary (supported by Students' Union student levy) and is included in the total for Donor, Annual Donation

**As an international student a major concern of mine when applying to university was the tuition. Receiving an International Country Scholarship, Student Scholarship, and an Entrance Leadership Scholarship helped put my mind at relative ease when thinking about continuing my studies.**

Ejofon, Faculty of Arts | Lagos, Nigeria

<sup>5</sup> Government of Alberta merit-based funding reflects provincially funded merit-based awards (including the [Jason Lang Scholarship](#), the [Louise McKinney Post-Secondary Scholarship](#), the [Alberta Athletic Awards](#), and the [Indigenous Careers Award](#)), but does not include government student loans. The recipient information for the [Alexander Rutherford Scholarship](#) is not captured by the University of Alberta and therefore is not included in this summary.

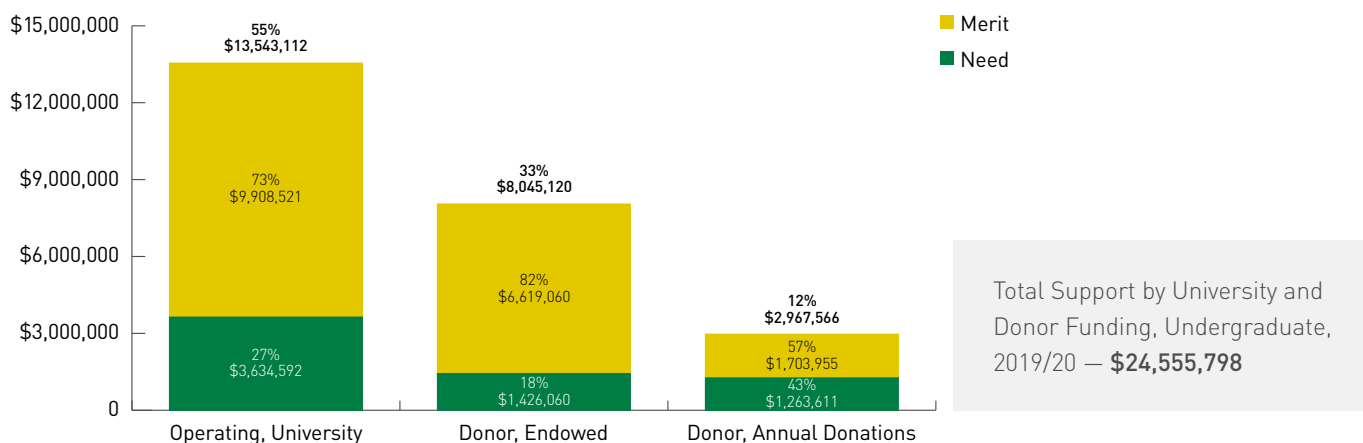


## 1.2 SUPPORT BY FUNDING SOURCE AND FUNDING TYPE, UNDERGRADUATE

University and donor sources account for \$24.5M of undergraduate funding distributed across merit-based and need-based programs.

The proportion of spending on need-based and merit-based varies by funding source, but all sources fund merit-based supports at a higher rate which is a consistent trend from year to year. The proportion of merit-based as compared to need-based is 76 per cent/24 per cent for the current cycle and 75 per cent/25 per cent for the previous year.

**FIGURE 3: SUPPORT BY UNIVERSITY AND DONOR FUNDING, UNDERGRADUATE, 2019/20**



Source: Office of the Registrar

Note: The Access Fund Bursary (supported by SU student levy) is included in the total for Donor, Annual and accounts for 77.1 per cent (\$973,850) of the total Need-Based Donor, Annual Donations.

The graph does not include Government of Alberta need- or merit-based funding or repayable emergency loans.

Need-based and merit-based supports often work together to support a single student:

- 36 per cent of students who received support from need-based programs also received support from merit-based programs which is an increase of 4 per cent from the previous cycle. This indicates merit-based programs contribute to the funding package for students in financial need.
- 47 per cent of students receiving financial supports only received government loan funding in the 2019/20 fiscal year which is a 1 per cent decrease year over year.

Financial supports from university operating and donor-funded sources are largely provided to students with full-time enrolment. This reflects longstanding practice and is reflected in the UAPPOL Procedure on Undergraduate Student Financial Supports.

It is important to note that students who have an approved reduced course load are considered full-time for the purposes of financial support (this distinction is not captured in the reporting for full-time and part-time enrolment and, therefore, we under-report full-time enrolment and funding to full-time students).

**TABLE 4: MERIT-BASED AND NEED-BASED SUPPORT BY REGISTRATION STATUS AND TYPE OF SUPPORT, AMOUNT 2019/20**

Registration Status	Merit- Based Total Expense	Need-Based Total Expense	Total Expense	% of Total	% of Total Enrolment
Full-time	18,022,736	6,012,554	24,035,290	97.9%	92.7%
Part-time	208,799	311,709	520,508	2.1%	7.3%
<b>Total</b>	<b>18,231,535</b>	<b>6,324,263</b>	<b>24,555,798</b>	<b>100.0%</b>	<b>100.0%</b>

Source: Office of the Registrar

Note: The graph does not include Government of Alberta need- or merit-based funding or repayable emergency loans.

Bursaries and e-loans (repayable loans) are need-based programs that often work together to provide students with financial support. In the last three years there has been an increase in the number and amount of bursaries administered and a decrease in the number and amount of e-loans.

Trends indicate that students experiencing a financial emergency are also commonly in an overall financial shortfall position with 63 per cent (116) of students who received e-loans also received bursaries.

E-loans continue to be a low risk program for the university with only 4.2 per cent of the total amount issued<sup>6</sup> being written off in the 2019/20 year.

**TABLE 5: NUMBER AND AMOUNT OF NEED-BASED FINANCIAL SUPPORTS, UNDERGRADUATES**

Fiscal Year	Number of Bursary Recipients	Total Bursary Amount	Number of Repayable Loan Recipients	Total Repayable Loan Amount
2017/18	1,243	4,222,062	223	408,948
2018/19	1,526	5,666,738	184	377,522
2019/20	1,789	6,324,263	183	323,436

Source: Office of the Registrar

### 1.3 FUNDING BY YEAR OF PROGRAM AND TYPE OF SUPPORT, UNDERGRADUATE

As students progress through their studies, funding from merit-based supports tends to decline while need-based supports increase and is a trend that is consistent over time.

'Front-loading' funding for first-year students with merit-based support remains standard practice for the majority of U15 institutions in the recruitment of prospective students. When looking at the distribution of type of funding for University of Alberta we are very much consistent with the U15 pattern.

Year one: Merit-based 91.5 per cent; need-based 8.5 per cent

Year two to five: Merit-based 64.9 per cent; need-based 35.1 per cent

**TABLE 6: MERIT-BASED AND NEED-BASED FUNDING BY YEAR OF PROGRAM AND TYPE OF SUPPORT, AMOUNT 2019/20**

Year of Study	Merit-Based Total Expense	Need-Based Total Expense	Total Expense	Distribution Merit-Based / Need-Based	% of Total	% of Total Enrolment
Year 1	\$8,006,061	\$741,510	\$8,747,571	91.5% / 8.5%	35.6%	24.8%
Year 2 to 5	\$10,137,932	\$5,477,577	\$15,615,508	64.9% / 35.1%	63.6%	66.7%
Special/Visiting Students	\$87,543	\$105,176	\$192,719	45.4% / 54.6%	0.8%	8.6%
<b>Total</b>	<b>\$18,231,535</b>	<b>\$6,324,263</b>	<b>\$24,555,798</b>	<b>74.2% / 25.8%</b>	<b>100.0%</b>	<b>100.0%</b>

Source: Office of the Registrar

Note: The graph does not include Government of Alberta need- or merit-based funding or repayable emergency loans.

<sup>6</sup> \$25,000 was written off at fiscal year end. This represents 4.2 per cent of \$588,280, which was the total amount of emergency loans issued in fiscal 2019/20 to both undergraduate and graduate students as the data cannot be disaggregated.

## 2. DOMESTIC UNDERGRADUATE STUDENT FINANCIAL SUPPORT

### 2.1 OVERALL DOMESTIC UNDERGRADUATE FINANCIAL SUPPORT

In 2019/20, domestic<sup>7</sup> students made up 85 per cent of our undergraduate student population<sup>8</sup> and, 61 per cent (16,681) of domestic students received financial support. 81 per cent of overall available undergraduate financial support (exclusive of government loans) went to domestic students.

For funds administered by the RO, there was a modest year-over-year increase in overall spending of 1.2 per cent (\$433,374). There was a 5.6 per cent increase in the number of students receiving funding, primarily based on an increase in bursaries and a decrease in emergency loans. This shift is a positive trend because it indicates we are able to better support student need through non-repayable supports and this has a positive impact on supporting retention, a key piece of effective enrolment management.

- Bursaries saw an 11.5 per cent increase (\$573,105)
- Emergency loans were down 22.5 per cent (\$78,457).

**TABLE 7: ALLOCATION OF RO ADMINISTERED FUNDS AMONG DOMESTIC UNDERGRADUATES BY TYPE OF FINANCIAL SUPPORT**

Funding Source	Number of Students				Total Amount			
	2017/18	2018/19	2019/20	Trend	2017/18	2018/19	2019/20	Trend
Scholarship	7,274	7,266	7,580	↑	\$18,977,864	\$20,330,013	\$20,268,739	→
Bursary	563	698	886	↑	\$3,637,087	\$4,967,514	\$5,540,619	↑
Repayable Emergency Loan	195	173	160	↓	\$367,513	\$348,592	\$270,135	↓
<b>RO Administered Total</b>	<b>8,032</b>	<b>8,137</b>	<b>8,626</b>	<b>↑</b>	<b>\$22,982,464</b>	<b>\$25,646,119</b>	<b>\$26,079,493</b>	<b>↑</b>

Source: Office of the Registrar

- Government of Alberta merit-based funding<sup>9</sup> (captured as part of scholarships) made up 37 per cent (\$7.4M) of total domestic undergraduate scholarships.
  - Government merit-based is not the total amount of GOA scholarships issued to University of Alberta students. This \$7.4M includes the GOA scholarships for continuing students that require RO support in administration (either application collection and / or fund disbursement). This \$7.4M does not include the Alexander Rutherford Scholarship, which is a significant program for new students from high school.

**Receiving the awards that I did (fly home award/leadership award) helped make my transition to a new province much easier. As someone who has never moved away from home, it allowed me to focus much more on getting settled and making new friends rather than the cost involved with my education.**

Melanie, Faculty of Agricultural, Life & Environmental Sciences | Victoria, British Columbia

<sup>7</sup> Domestic status means Canadian Citizen or Permanent Resident.

<sup>8</sup> 2019/20 Annual Report on Undergraduate Enrolment.

<sup>9</sup> Government of Alberta merit-based funding reflects provincially funded merit-based awards (including the [Jason Lang Scholarship](#), the [Louise McKinney Post-Secondary Scholarship](#), the [Alberta Athletic Awards](#), and the [Indigenous Careers Award](#)), but does not include government student loans. The recipient information for the [Alexander Rutherford Scholarship](#) is not captured by the University of Alberta and therefore is not included in this summary.



In terms of government loans, 73 per cent (12,169) of domestic students who access funding did so through government loans. This represents 44 per cent of all domestic undergraduate students.

The increase in government loan funding noted below is the result of improved reporting on government loan totals for Alberta students. We are no longer limited to reporting what is remitted to the student account. We are now able to report the full amount of the loans provided to students.

**TABLE 8: ALLOCATION OF GOVERNMENT LOAN FUNDS AMONG DOMESTIC UNDERGRADUATES**

Funding Source	Number of Students				Total Amount		
	2017/18	2018/19	2019/20	Trend	2017/18	2018/19	2019/20
Government Loan	10,997	11,501	12,169	↑	\$57,979,773	\$60,466,059	\$131,412,171

Source: Office of the Registrar

## 2.2 ORIGIN AT THE TIME OF APPLICATION, DOMESTIC UNDERGRADUATE

In 2019/20, 87 per cent of all domestic undergraduate students listed a home address in Alberta in the student information system at the time of application. Alberta students received 85 per cent of financial supports provided to domestic undergraduate students which was a 2.4 per cent increase from the last cycle. Alberta students remain a priority for the university, and financial support programs will continue to be reviewed to ensure the resources available meet the needs of this vital demographic.

For the past four years there has also been a focus on ensuring availability of scholarships for out-of-province (OOP) students as part of the National Recruitment Strategy. Out-of-province (OOP) students (Canada excluding Alberta) received 12.4 per cent of the overall funding.

**TABLE 9: DISTRIBUTION OF FINANCIAL SUPPORT TO DOMESTIC UNDERGRADUATE STUDENTS BY ORIGIN ADDRESS AT TIME OF APPLICATION, 2019/20**

Origin	% of Total Enrolment	Scholarship	Bursary	Repayable Emergency Loan	% of Total Funds
Alberta Area	87%	86.3%	80.2%	81.6%	85.0%
Canada excluding Alberta	10%	11.5%	15.4%	14.7%	12.4%
Outside Canada	3%	2.2%	4.3%	3.7%	2.7%
<b>Total Dollar Amount</b>		<b>\$20,268,739</b>	<b>\$5,540,619</b>	<b>\$270,135</b>	<b>\$26,079,493</b>

Source: Office of the Registrar

Note: Government merit-based funding is captured here as part of scholarships.

## 2.3 ALLOCATION OF ENTRANCE SCHOLARSHIPS, DOMESTIC UNDERGRADUATE

Entrance scholarships are defined as awards given to a university student entering an undergraduate degree program directly from high school. As work continues to ensure the university has a diverse class of students, financial support programs such as Entrance Scholarships continue to be an important tool to support our student recruitment strategies with increased attention to priority groups of prospective students, including out-of-province students and top academic achievers.

Overall, spending on domestic entrance scholarships decreased by 7.0 per cent (\$258,878) year-over-year. This decrease is the result of changes in the admission-based scholarship program in 2019/20. In the new model spending is planned based on the profile of the previous year's top 5 per cent of students. In brief, we predetermine the average required for top (high-value) admission-based awards based on last year's admission averages. This change allows for better prediction of expenses but will also result in spending variations year over year as the applicant pool changes.

- 78 per cent of entrance scholarships were for students with admission averages above 90 per cent
  - This is intentional as larger scholarships ensure we are competitive with other institutions.
- 22 per cent of entrance scholarships were for students with admission averages below 90 per cent

**TABLE 10: ALLOCATION OF ENTRANCE SCHOLARSHIP BY MERIT AMONG REGISTERED HIGH SCHOOL APPLICANTS, 2019/20**

Admission Average	Number of Recipients	Total Amount	% of Total Amount	Average Amount
Less than 80	17	\$26,015	0.76%	\$1,530
80 - 84.99	99	\$251,329	7.35%	\$2,539
85 - 89.99	187	\$475,585	13.92%	\$2,543
90 - 94.99	298	\$1,281,463	37.50%	\$4,300
95 - 100	194	\$1,383,199	40.47%	\$7,130
<b>Total</b>	<b>795</b>	<b>\$3,417,592</b>	<b>100.00%</b>	<b>\$4,299</b>

Source: Office of the Registrar

**Living in a middle class family, financial aid and scholarships are hard to find as I did not qualify for many of them. Fortunately, the scholarship I received from the U of A allowed me to focus on my academics rather than worrying if I had enough to finish the year and would need to work a part-time job.**

Alysha, Faculty of Engineering | Edmonton, Alberta

## 2.4 ALLOCATION BY PROGRAM YEAR, DOMESTIC UNDERGRADUATE

The distribution of financial support remains consistent and continues to see students in the upper years of their program use need-based financial supports at a greater rate than students in the earlier years of their programs.

In 2019/20 there was a decrease of 2.4 per cent (\$144,138) of total spending on Year 1 students, and an increase of 3.2 per cent (\$620,061) in total spending on continuing (Year 2 – 5) students.

Bursaries accounted for the most significant changes with a 25.4 per cent (\$149,910) increase in bursary spending on Year 1 students, and a 10.3 per cent (\$439,819) increase in bursary spending for Year 2 – 5 students.

**TABLE 11: RATIO OF ALLOCATION OF RESOURCES BY YEAR OF PROGRAM**

Year of Study	2019/20						2018/19	
	Scholarship	Bursary	Repayable Emergency Loan	Total	% of Total	Number of Students	Total	% of Total
Year 1	\$4,986,693	\$739,710	\$35,350	\$5,761,753	22.10%	1,396	\$5,905,891	23.03%
Year 2-5	\$15,110,761	\$4,696,333	\$211,821	\$20,018,915	76.75%	6,706	\$19,398,854	75.64%
Special/Visiting Students	\$171,285	\$104,576	\$22,964	\$298,825	1.15%	74	\$341,374	1.33%
<b>Total</b>	<b>\$20,268,739</b>	<b>\$5,540,619</b>	<b>\$270,135</b>	<b>\$26,079,493</b>	<b>100.0%</b>	<b>8,176</b>	<b>\$25,646,119</b>	<b>100.0%</b>

Source: Office of the Registrar

Note: Percentages shown will not add up to 100 per cent due to rounding

Note: Government merit-based funding is captured here as part of scholarships.

## 2.5 GOVERNMENT STUDENT LOANS, DOMESTIC UNDERGRADUATE

12,169 domestic students received financial support through the provision of Canadian government loans (both federal and provincial) for a total of \$131,420,631. Loans continue to be important supports that are fundamental to increasing access to education. In 2019/20 44 per cent of all domestic undergraduate students accessed government loans with relatively even distribution across years of study.

The 2019/20 Student Financial Support Annual Report marks the first time that complete information about the total amounts of government loans for Alberta students is available. In previous years, we were only able to report the amounts remitted to student accounts, which excluded the amounts students received in living allowances.

**TABLE 12: FUNDING BY YEAR OF PROGRAM AND TYPE OF SUPPORT, AMOUNT, 2019/20**

Year of Study	Number of Students	Total Amount	% of Total Amount
Year 1	2,753	\$28,945,209	22.0%
Year 2 - 5	9,136	\$100,225,814	76.3%
Special/Visiting Students	361	\$2,249,608	1.7%
<b>Total</b>	<b>12,250</b>	<b>\$131,420,631</b>	<b>100.00%</b>

Source: Office of the Registrar



## 2.6 GOVERNMENT GRANTS, DOMESTIC UNDERGRADUATE

Government grant funding is non-repayable funding issued by the Provincial and Federal Granting agencies. Government grants support students from diverse backgrounds (students from low-income families, students with dependents, and students with disabilities) to encourage participation in post-secondary education.

The grant funding information available below is reflective of the grants issued to students receiving loans through Alberta Student Aid. It does not capture all government grants issued to all undergraduate students as information for out-of-province students is not available.

- 8,342 students received \$27.4M in government grant funding, from a total of 9,280 grants (some students are eligible for multiple grant types)
  - 11 per cent (892) received either a disability grant or dependent grant
- 8,236 domestic undergraduate students received an income-based grant<sup>10</sup> which is primarily comprised of federal funding. This represents 34 per cent of Alberta students.
- Distribution of grants across years of study demonstrate a similar pattern to overall need-based spending, with students in upper years of study accounting for the majority of the grants

**TABLE 13: FUNDING BY GRANT CATEGORY, AMOUNT, 2019/20**

Grant Category	Number of Students	Total Amount	Average Amount	% of Total
Income Grant	8,236	\$23,773,715	\$2,887	86.8%
Disability Grant	410	\$866,135	\$2,113	3.2%
Dependent Grant	634	\$2,742,890	\$4,326	10.0%
<b>Total</b>	<b>9,280</b>	<b>\$27,382,740</b>	<b>\$2,951</b>	<b>100.0%</b>

Source: Office of the Registrar

**TABLE 14: FUNDING BY GRANT CATEGORY BY YEAR OF STUDY, AMOUNT, 2019/20**

Year of Study	Income Grant	Disability Grant	Dependent Grant	Total	% of Total	% of Enrolment
Year 1	\$4,381,455	\$124,015	\$458,140	\$4,963,610	18.1%	24.8%
Year 2 – 5	\$19,326,045	\$701,560	\$2,185,260	\$22,212,865	81.1%	66.7%
Special/Visiting Students	\$66,215	\$40,560	\$99,490	\$206,265	0.8%	8.6%
<b>Total</b>	<b>\$23,773,715</b>	<b>\$866,135</b>	<b>\$2,742,890</b>	<b>\$27,382,740</b>	<b>100.0%</b>	<b>100.0%</b>

Source: Office of the Registrar

**As a dental student, the tuition is a hefty price and I was unsure if I would be able to afford it. With the awards I received, I was less stressed with the finances associated with my education, which allowed me to focus more on my studies.**

Tasha, Faculty of Medicine & Dentistry | Calgary, Alberta

<sup>10</sup> View additional information about [federal](#) and [provincial](#) grants. This information has been updated for 2020/21, which is different than the values and levels of funding that were issued in 2019/20.



Funding sources often work together to support the financial needs of students. In addition to income grants, in 2019/20 many of those students also received RO Administered funding through the following sources:

- 26 per cent (2,152) of income grant recipients also received RO administered scholarships.
- 7 per cent (617) income grant recipients also received bursary funding. These 617 students accounts for 70 per cent of the total number of domestic students receiving bursaries. This demonstrates that our bursary program is supporting students with increase financial barriers not covered by the government grants alone.

**TABLE 15: STUDENTS RECEIVING BOTH INCOME GRANT AND OTHER RO ADMINISTERED FINANCIAL SUPPORT, NUMBER AND AMOUNT, 2019/20**

Financial Aid Source	Number of Students	% of Number of Students Receiving Income Grants and Other Financial Aid Source
Scholarship Total	2,152	26%
Bursary Total	617	7%
Repayable Loan, University	104	1%

Source: Office of the Registrar



## 3. INDIGENOUS UNDERGRADUATE STUDENT FINANCIAL SUPPORT

### 3.1 INDIGENOUS UNDERGRADUATE

Indigenous students make up approximately 4.0 per cent<sup>11</sup> of the domestic undergraduate population

The success of this group of students is a priority for the university. Indigenous learners face unique financial challenges and barriers, so dedicated and robust financial support programs have been established to support the For the Public Good commitment to recruiting and supporting Alberta and Canada's Indigenous population.

According to the 2019/20 Annual Report on Undergraduate Enrolment, the university has 1,293 self-declared Indigenous students. Of these 1,293 students, 67 per cent (867 students) are currently receiving financial support (not including third-party/First Nations, Métis, or Inuit sponsorship).

In 2019/20, overall spending on Indigenous students from RO administered funding sources decreased by 9.1 per cent, which is largely attributed to a decrease in Government Alberta merit-based funding:

- Government of Alberta merit-based funding<sup>12</sup> (captured as part of scholarships) made up 54 per cent (\$1.05M) of total Indigenous undergraduate scholarships in 2019/20.
- RO administered scholarship funding was reduced by \$454,981 largely as the result of cuts in funding to the Government of Alberta Indigenous Careers Award (a decrease of \$612,000).

Bursary funding increased by 57 per cent (\$264,454). Through increased advising and working with First Peoples House, the RO was able to offset some of the shortfall students were experiencing based on the change to government programs and funding.

More Indigenous students received some type of financial support than in previous years but this was not proportional to the increase in Indigenous enrolment. Indigenous enrolment increased by 10 per cent while the number of Indigenous students receiving financial supports only increased by 4.2 per cent.

**TABLE 16: ALLOCATION OF RO ADMINISTERED FUNDS TO INDIGENOUS STUDENTS BY TYPE OF SUPPORT**

Funding Source	Number of Students				Total Amount			
	2017/18	2018/19	2019/20	Trend	2017/18	2018/19	2019/20	Trend
Scholarship	423	556	522	↓	\$1,593,697	\$2,417,320	\$1,962,639	↓
Bursary	40	55	118	↑	\$211,905	\$369,086	\$579,679	↑
Repayable Emergency Loan	62	52	61	↑	\$97,568	\$111,227	\$90,861	↓
<b>RO Administered Total</b>	<b>525</b>	<b>663</b>	<b>701</b>	<b>↑</b>	<b>1,903,170</b>	<b>2,897,633</b>	<b>2,633,179</b>	<b>↓</b>

Source: Office of the Registrar

Note: Government merit-based funding is captured here as part of scholarships.

There is an upward trend in both the number of Indigenous students accessing funding and the total amount received with 532 Indigenous students accessing \$5.8 M in government loans in 19/20. This accounts for 41 per cent of total Indigenous undergraduate enrolment.

<sup>11</sup> 2019/20 Annual Report on Undergraduate Enrolment.

<sup>12</sup> Government of Alberta merit-based funding reflects provincially funded merit-based awards (including the [Jason Lang Scholarship](#), the [Louise McKinney Post-Secondary Scholarship](#), the [Alberta Athletic Awards](#), and the [Indigenous Careers Award](#)), but does not include government student loans. The recipient information for the [Alexander Rutherford Scholarship](#) is not captured by the University of Alberta and therefore is not included in this summary.

**TABLE 17: ALLOCATION OF GOVERNMENT LOAN FUNDS AMONG INDIGENOUS STUDENTS**

Funding Source	Number of Students				Total Amount		
	2017/18	2018/19	2019/20	Trend	2017/18	2018/19	2019/20
Government Loan	393	443	532	↑	\$1,728,134	\$1,905,454	\$5,791,374

Source: Office of the Registrar

Generally the percentage of Indigenous students accessing scholarships and bursaries is a higher rate than their enrolment of 4 per cent. The distribution of Indigenous financial support as a percentage of total undergraduate financial support was consistent with the overall distribution in 18/19.

**TABLE 18: RO ADMINISTERED SUPPORT TO INDIGENOUS STUDENTS, 2019/20**

Funding Source	Number of students	Total Indigenous Financial Support	Total Undergraduate Financial Support	% of Total
Scholarship	522	\$1,962,639	\$25,630,135	7.66%
Bursary	118	\$579,679	\$6,324,263	9.17%
Repayable Emergency Loan	61	\$90,861	\$323,436	28.09%
<b>Total</b>	<b>701</b>	<b>\$2,633,179</b>	<b>\$32,277,834</b>	<b>8.16%</b>

Source: Office of the Registrar

Note: Total recipients includes double counting.

Note: Government merit-based funding is captured here as part of scholarships.

SFS continues to work collaboratively with First Peoples' House (FPH) to increase Indigenous student participation in financial literacy programs. In addition, a Financial Support Advisor provided in-person to support Indigenous students at FPH two days per week.

**I had high hopes of pursuing my post-secondary education in French, but was not sure that I would be able to afford it. If it were not for this scholarship, I likely would have never have been able to give the U of A a real chance. Campus Saint Jean offers such a unique opportunity that cannot be found anywhere else in Western Canada.**

Julia, Faculté Saint Jean | Kamloops, British Columbia

## 4. INTERNATIONAL UNDERGRADUATE STUDENT FINANCIAL SUPPORT

### 4.1 OVERALL INTERNATIONAL UNDERGRADUATE FINANCIAL SUPPORT

Both international students recruited abroad and international students whose last school attended was in Canada may receive financial supports which are primarily merit-based, funded by international differential fees paid by international students, and used as a recruitment tool. The expectation from both the Government of Alberta and the university is that international students will fund the full cost of their education; as such, less emphasis is placed on need-based funding for this group. The RO and UAI collaborate to administer the merit-based program and need-based programs, to support international yield and retention.

When examining need-based programs for international students, it should be noted the criteria for bursary eligibility for this group differs from those used to assess need for their domestic counterparts. International students must demonstrate a change in financial situation due to exceptional circumstances after their initial study permit application.

In 2019/20, 1,227 or 25 per cent of international students (7 per cent of total undergraduate recipients) received financial supports.

Overall spending on international students in 2019/20 increased by \$1,552,497 (33 per cent). This can be attributed to a:

- 37 per cent increase in international entrance scholarships spending (\$1,443,736)
- 12 per cent increase in bursary program spending (\$84,420) as a result of more funding made available for international need-based financial support.

1.9 per cent of international undergraduate students received need-based financial supports which is consistent with proportion from the previous year.

Bursary funding is issued through both the Office of the Registrar's bursary program and the UAI International Undergraduate Student Bursary (IUSB) program<sup>13</sup>.

**TABLE 19: ALLOCATION OF FUNDS TO INTERNATIONAL STUDENTS**

Funding Source	Number of Students				Total Amount			
	2017/18	2018/19	2019/20	Trend	2017/18	2018/19	2019/20	Trend
Scholarship	1,146	940	1,164	↑	\$4,714,036	\$3,917,660	\$5,361,396	↑
Bursary	71	81	70	↓	\$584,975	\$699,224	\$783,644	↑
Repayable Emergency Loan	27	11	23	↑	\$50,575	\$28,960	\$53,301	↑
<b>Total</b>	<b>1,244</b>	<b>1,032</b>	<b>1,257</b>	<b>↑</b>	<b>\$5,349,586</b>	<b>\$4,645,844</b>	<b>\$6,198,341</b>	<b>↑</b>

Source: Office of the Registrar

Note: Figure represents funding from University Operating, Donor Endowed, Donor Annual, and Repayable Emergency Loans administered by both the RO and UAI. Total recipients includes double counting.

<sup>13</sup> The International Undergraduate Student Bursary program is administered by UAI (application, assessment and selection facilitated by UAI); however, payments disbursed to students are facilitated by SFS. This bursary program is funded by differential fees.

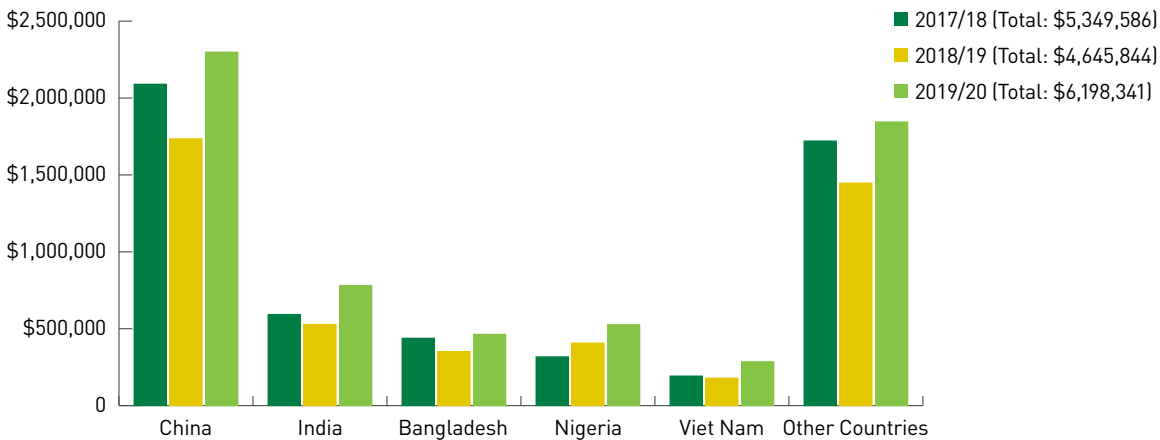
## 4.2 ORIGIN AT THE TIME OF APPLICATION, INTERNATIONAL UNDERGRADUATE

International students currently account for 15.3 per cent of university undergraduate enrolment. While geographic diversity in international recruitment is a strategic goal for the university to ensure we are building a diverse class, the university also continues to make strategic choices to maintain access for domestic students.

The diversity of countries represented by students who received financial supports is consistent with previous years. China remains the most represented country of citizenship among international students (63.3 per cent)<sup>14</sup>, and the country whose students received the most financial support (37 per cent of international supports). In 2019/20 funding to students from China increased by \$563,522 while funding to students from regions other than China increase by \$988,976.

This trend reflects successful recruitment efforts to diversify the international population on campus, while maintaining support for international students from all regions.

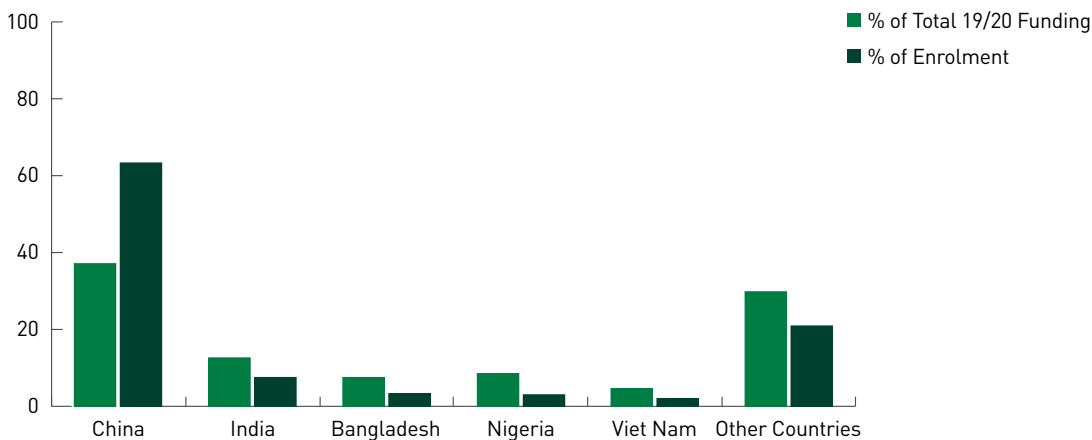
**FIGURE 4: TOP SOURCE COUNTRIES BY STUDENT CITIZENSHIP RECEIVING FINANCIAL SUPPORT**



Source: Office of the Registrar

Note: The proportion of international enrolment in 2019/20 for these countries was China 63.3 per cent, India 7.5 per cent, Bangladesh 3.3 per cent, Nigeria 3 per cent, Vietnam 2 per cent, Other 20.9 per cent.

**FIGURE 5: DISTRIBUTION OF FINANCIAL SUPPORT AND ENROLMENT OF TOP SOURCE COUNTRIES**



Source: Office of the Registrar

<sup>14</sup> 2019/20 Annual Report on Undergraduate Enrolment.

## 4.3 ALLOCATION OF ENTRANCE SCHOLARSHIPS, INTERNATIONAL UNDERGRADUATE

As with domestic students, entrance scholarships will continue to be an important part of international student recruitment strategies focused on attracting top academic achievers to the university.

Overall, spending on international entrance scholarships increased by 46 per cent (\$958,077) year-over-year.

- 70.7 per cent of entrance scholarships were for students with admission averages above 90 per cent
  - This is intentional as larger scholarships ensure we are competitive with other institutions
- 29.3 per cent of entrance scholarships were for students with admission averages below 90 per cent

The majority of international entrance scholarship are admission-based, which allows for scholarship offers to be made shortly after offers of admission, a strategy known to improve yield. Rolling admissions and scholarship offers occur throughout most of the recruitment cycle based on the availability of funds.

**TABLE 20: ALLOCATION OF ENTRANCE SCHOLARSHIP BY MERIT AMONG REGISTERED HIGH SCHOOL INTERNATIONAL APPLICANTS, 2019/20**

Admission Average	Number of Recipients	Total Amount	% of Total Amount	Average Amount
Less than 80	0	\$0	0.0%	\$0
80 - 84.99	40	\$72,500	2.4%	\$1,813
85 - 89.99	204	\$732,577	24.1%	\$3,591
90 - 94.99	298	\$1,529,293	50.3%	\$5,132
95 - 100	82	\$706,000	23.2%	\$8,610
<b>Total</b>	<b>624</b>	<b>\$3,040,370</b>	<b>100.0%</b>	<b>\$4,872</b>

Source: Office of the Registrar

## 4.4 ALLOCATION BY PROGRAM YEAR, INTERNATIONAL UNDERGRADUATE

The overall increase in funding shows a 43.1 per cent increase (\$1,064,798) in spending on Year 1 students, and an increase of 21.8 per cent (472,342) in spending on continuing (Year) students. The distribution of financial supports by year of study changed slightly with more funding issued for recruitment initiatives.

**TABLE 21: ALLOCATION AMOUNTS BY YEAR OF PROGRAM**

Year of Study	2019/20						2018/19	
	Scholarship	Bursary	Repayable Emergency Loan	Total	% of Total	Number of Recipients	Total	% of Total
Year 1	\$3,519,368	\$1,800	\$13,590	\$3,534,758	57.0%	717	\$2,469,960	53.2%
Year 2 to 5	\$1,820,770	\$781,244	\$39,711	\$2,641,725	42.6%	509	\$2,169,384	46.7%
Special/Visiting Students	\$21,257	\$600		\$21,857	0.4%	2	\$6,500	0.1%
<b>Total</b>	<b>\$5,361,396</b>	<b>\$783,644</b>	<b>\$53,301</b>	<b>\$6,198,341</b>	<b>100.0%</b>	<b>1,228</b>	<b>\$4,645,844</b>	<b>100.0%</b>

Source: Office of the Registrar

Note: Percentages shown will not add up to 100 per cent due to rounding.

## 5. GRADUATE STUDENT FINANCIAL SUPPORT

### 5.1 OVERALL GRADUATE FINANCIAL SUPPORT

In 2019/20 the RO supported \$17.4M in graduate financial support to 1,545 graduate students which is 19.2 per cent of total graduate enrolment. This amount only captures a summary of the funding the amounts supported by the RO which is primarily focused on need-based financial support.

The majority of graduate student funding (including merit-based funding) is administered by other units and faculties.

- \$17.4M in Graduate financial support was issued by the RO to 1,545 graduate students. \$15.3M (88 per cent) were from Government loans.
- \$1.96M in RO administered graduate financial support was issued to 399 graduate students.

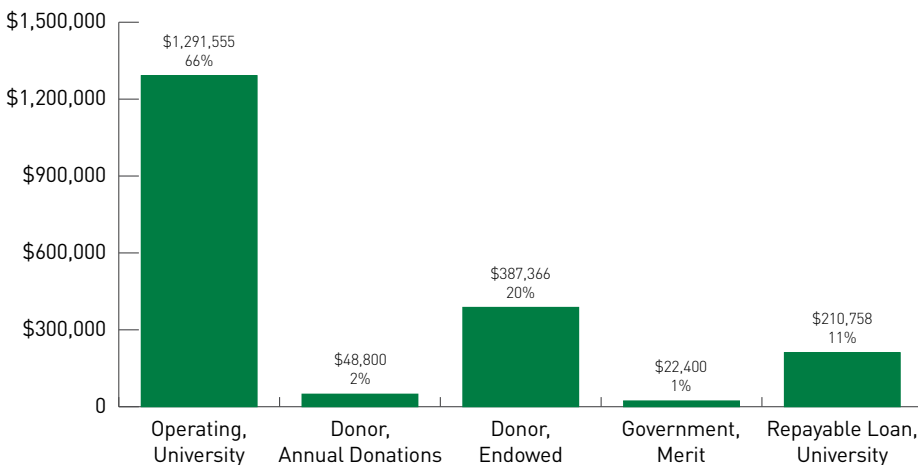
**TABLE 22: TOTAL RO SUPPORTED GRADUATE FINANCIAL SUPPORT, 2019/20**

Funding Source	Need-based	Merit-based	Total Amount
Donor	\$139,041	\$297,125	\$436,166
Government	\$15,312,169	\$22,400	\$15,334,569
University	\$1,357,665	\$144,649	\$1,502,313
External			\$132,133
<b>Total</b>	<b>\$16,808,875</b>	<b>\$464,174</b>	<b>\$17,405,182</b>

When looking at funding sources (excluding government loans), RO administered funding sources include:

- 77 per cent (\$1,502,313) University Operating Funds (including repayable loan funds)
  - \$210,758 in repayable loans was issued to 93 students in 2019/20. This accounts for 40 per cent of all repayable loans (undergraduate and graduate) administered by the RO and UAI
- 22 per cent (\$436,166) Donor funding
- 1 per cent<sup>15</sup> government merit accounts funding

**FIGURE 6: SUPPORT BY FUNDING SOURCE, GRADUATES, 2019/20**



Source: Office of the Registrar

Note: Repayable emergency loans include repayable emergency loans issued by both the RO and University of Alberta International.

<sup>15</sup> Government Merit are funds issued to students who hold enrolment in both UG and Grad Careers (e.g. combined programs).



## 5.2 ALLOCATION BY PROGRAM TYPE

Overall, graduate students accessed RO administered financial supports as follows:

- 42.7 per cent PhD
- 29.0 per cent Master's (Thesis-based)
- 28.3 per cent Master's (Course-based)

**TABLE 23: ALLOCATION BY PROGRAM TYPE, GRADUATES, 2019/20**

Program	Scholarship	Bursary	Repayable Emergency Loan	Total	% of Total	% of Enrolment <sup>16</sup>
PhD	120,409	601,133	116,262	837,803	42.70%	35.00%
Master's (Thesis-based)	194,712	303,315	69,675	567,702	29.00%	27.60%
Master's (Course-based)	149,052	381,000	24,822	554,874	28.30%	37.50%
Other	-	500	-	500	0.00%	0.00%
<b>Total</b>	<b>464,174</b>	<b>1,285,948</b>	<b>210,758</b>	<b>1,960,879</b>	<b>100.00%</b>	<b>100.00%</b>

Source: Office of the Registrar

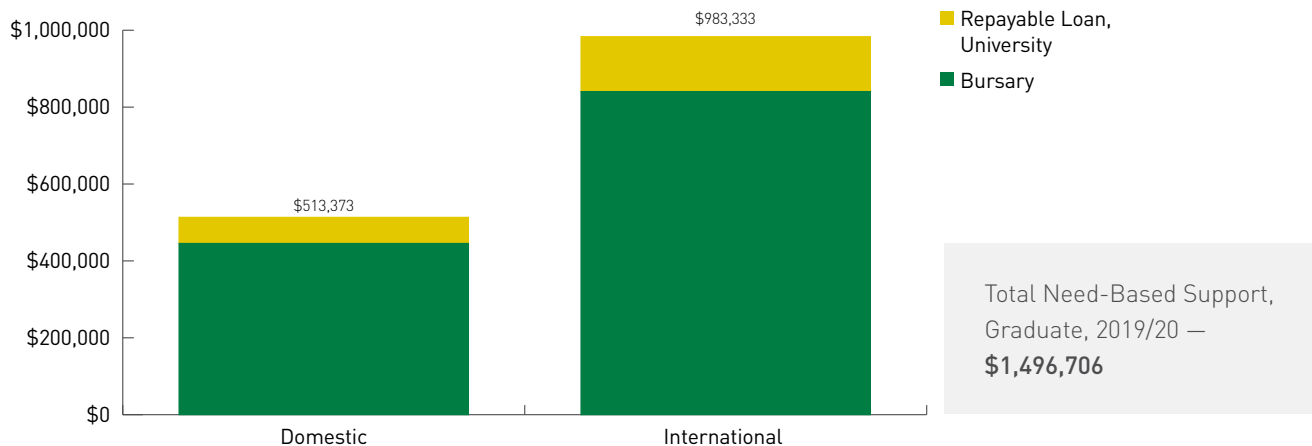
Note: Program category "Other" is made up of Graduate Certificate, Special Student, Qualifying Graduate Student, and Visiting Graduate Student

## 5.3 ALLOCATION OF NEED-BASED FINANCIAL SUPPORT BY CITIZENSHIP STATUS, GRADUATE

Domestic graduate students account for 60.2 per cent of the graduate student body<sup>17</sup> and received \$513,373 in need-based financial supports. This accounts for 34 per cent of total graduate need-based supports. This proportion is the same across need-based programs (repayable loans and bursary).

International graduate students currently account for 39.8<sup>18</sup> per cent of graduate enrolment and received \$983,333 in need-based financial supports. International need-based supports are primarily funded by international differential fees paid by international students. These supports help international graduate students manage the unique financial challenges that often emerge as a student progresses through their academic journey.

**FIGURE 7: ALLOCATION OF NEED-BASED SUPPORT BY CITIZENSHIP STATUS, GRADUATES, 2019/20**



Source: Office of the Registrar

<sup>16</sup> Graduate Student Enrolment Report 2019/20

<sup>17</sup> Graduate Student Enrolment Report 2019/20

<sup>18</sup> Graduate Student Enrolment Report 2019/20

## CLOSING REMARKS

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The University of Alberta is committed to ensuring that qualified students can attend the university through the provision of robust student financial supports. We recognize that access to affordable education is a shared responsibility between the university, the student, and government<sup>19</sup>, and we will continue to work with all of our stakeholders to support our community of diverse and exceptional students from Alberta and around the world. We also know that student financial support will continue to be an important factor impacting both yield and retention. Reports like these help us continue to monitor the efficacy of our programs against enrolment goals and respond as needed.

Looking forward, we anticipate there may be need to adjust our approaches to allocating and stewarding financial supports as we navigate increases to both domestic and international tuition and the impacts of COVID-19. This year brings an unpredictable level of need, and while the tuition offset will be implemented this year and bring welcome funding to support our students, we will need to monitor the effectiveness of our funding approaches to ensure the financial support programs are adequate. This must also be done within the context of managing within the budget pressures facing the university.

The needs of students will continue to evolve in reaction to university changes and the impact of COVID-19. The move to a Credit/No-Credit grading scheme for our Winter 2020 semester was a major decision for the university and was made with the best interest of our students' top of mind. Following this change, the RO made adjustments to our approach to merit-based funding to minimize potential negative outcomes for students receiving these supports. The RO was also able to provide emergency funding and additional support to students who were experiencing unforeseen financial challenges as a result of the pandemic. We will continue to track this trend throughout the new academic year.

Another area where we are evolving and showcasing our commitment to continuous improvement has been through the initiation of The Student Financial Support Discovery Project in summer of 2019. This project is focused on the review and adjustment of our business practices and technologies to achieve a sustainable business model over the long term. To date the team has completed an environmental scan and developed a map of the current state of our processes. We have launched a request for proposals to identify a technology solution to support improved efficiency and efficacy. A final recommendation report is due in Fall 2020.

As well, the UAPPOL (University of Alberta Policies and Procedures Online) Policy Suite on Student Financial Support (SFS) was approved in fall of 2019. The policy contains language reflective of the university's commitment to provide and optimize student financial supports to ensure academically qualified students can attend the university. This will help support fundraising, clarify roles and establish authorities on student financial support with the flexibility needed to be responsive.

Within the RO we believe student financial support must be a student-centered enterprise and we will continue to make decisions that are well aligned with policy while we address student demand within a reduced capacity. As the university is embarking on a new period of transformation, the Service Excellence Transformation initiative provides the opportunity to find more efficient and effective ways to manage the administration of financial support. We look forward to capitalizing on this opportunity.

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<sup>19</sup> [UAPPOL policy](#)





# UNDERGRADUATE STUDENT FINANCIAL SUPPORT

## 2019/20 OVERVIEW

### SUPPORTING OUR STUDENTS

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The Office of the Registrar is committed to the provision of robust student financial support programs to benefit Albertan, out-of-province, Indigenous, and international undergraduate students.

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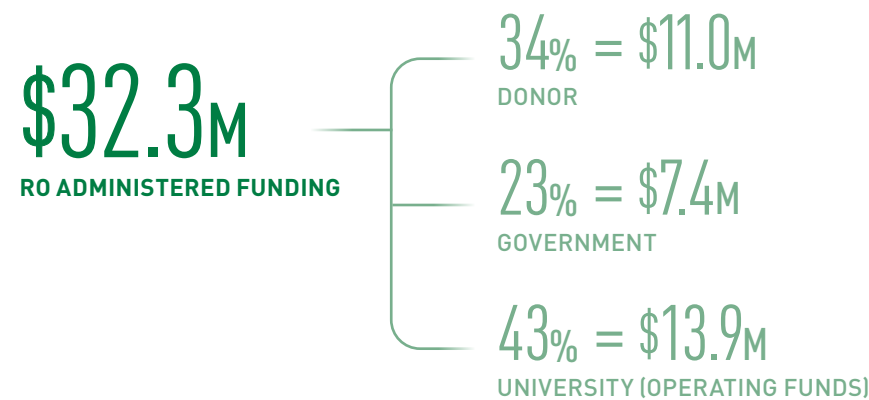
# OUR FUNDING, OUR UNDERGRADUATE STUDENTS

The Undergraduate Student Financial Support Overview provides a snapshot of student funding for the 2019/20 fiscal year. A supplement to the full Annual Report on Student Financial Support, this provides a high-level view of our financial support programs and the students who access them.

## UNDERGRADUATE FINANCIAL SUPPORTS — UNIVERSITY OF ALBERTA

FUNDING SOURCE	NEED-BASED	MERIT-BASED	TOTAL AMOUNT
DONOR	\$2,689,671	\$8,323,015	\$11,012,686
GOVERNMENT	\$131,420,631 <sup>1</sup>	\$7,398,600	\$138,819,231
UNIVERSITY	\$3,958,028	\$9,908,521	\$13,866,548
EXTERNAL FUNDING			\$904,387 <sup>2</sup>
<b>TOTAL</b>	<b>\$138,068,330</b>	<b>\$25,630,135</b>	<b>\$164,602,853<sup>3</sup></b>

## UNDERGRADUATE FINANCIAL SUPPORTS — RO ADMINISTERED



<sup>1</sup>Data source used for government loan information reported includes the remitted government loans to student accounts and the cost of living values provided directly to students for those students receiving Alberta government loans. This is new for the 2019/20 report.

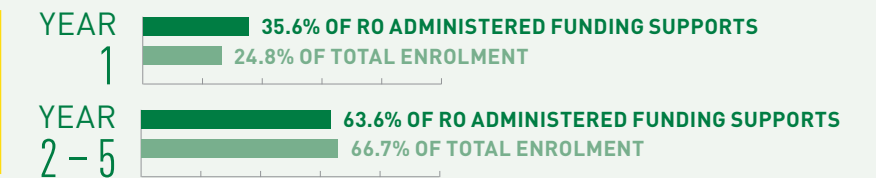
<sup>2</sup>External funding cannot be parsed into the categories of need-based or merit-based.

<sup>3</sup>Of the \$164.6M, the RO administered \$32.3M in financial supports. The additional amount (\$132.3M) includes government need-based funding and externally selected financial supports.

# ABOUT OUR UNDERGRADUATE FINANCIAL SUPPORT RECIPIENTS

**18,055** = **55.7%**  
TOTAL RECIPIENTS OF TOTAL UNDERGRADUATE ENROLMENT

**36%**  
OF UNDERGRADUATE STUDENTS WHO RECEIVED NEED-BASED SUPPORT ALSO RECEIVED MERIT-BASED SUPPORT



With the awards I received, I was less stressed with the finances associated with my education, which allowed me to focus more on my studies.

Tasha, Dentistry Student

The awards I received helped make my transition to a new province much easier. It allowed me to focus much more on getting settled and making new friends rather than the cost involved with my education.

Melanie, ALES Student

**DOMESTIC**

16,681 TOTAL RECIPIENTS

61% OF TOTAL DOMESTIC UNDERGRADUATE ENROLMENT

\$157M RECEIVED IN FUNDING

85% OF DOMESTIC FUNDING WENT TO ALBERTA STUDENTS

**INDIGENOUS**

867 TOTAL RECIPIENTS

67% OF TOTAL INDIGENOUS UNDERGRADUATE ENROLMENT

\$8.4M RECEIVED IN FUNDING

THE REGISTRAR'S OFFICE CONTINUES TO WORK COLLABORATIVELY WITH FIRST PEOPLES' HOUSE TO INCREASE INDIGENOUS STUDENT PARTICIPATION IN FINANCIAL LITERACY PROGRAMS.

**INTERNATIONAL**

1,227 TOTAL RECIPIENTS

21% OF TOTAL INTERNATIONAL UNDERGRADUATE ENROLMENT

\$6.2M RECEIVED IN FUNDING

65 COUNTRIES REPRESENTED BY STUDENTS RECEIVING FUNDING



**UNIVERSITY OF ALBERTA**  
**OFFICE OF THE REGISTRAR**

For more information, contact:

**Office of the Registrar**

**780.492.3113 | [ualberta.ca/registrar](http://ualberta.ca/registrar)**

Item No. 13B

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

<b>Agenda Title</b>	2019/20 Annual Report of Student Conduct Responses, Dean of Students' Portfolio
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**Item**

Proposed by	André Costopoulos, Vice-Provost and Dean of Students
Presenter	André Costopoulos, Vice-Provost and Dean of Students

**Details**

Office of Administrative Responsibility	Provost and Vice-President Academic
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to provide the GFC Student Conduct Policy Committee (SCPC) with the annual report on student conduct across the Dean of Students' portfolio for the 2018/19 academic year.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	This report, required by the SCPC Terms of Reference, pulls together seven University policies/procedures related to conduct of students and provides information about how they are applied, as well as statistical information. The policies/procedures include: the <i>Residence Community Standards</i> , the <i>Breach of Residence Agreement</i> , <i>Augustana Community Standards</i> , the <i>Code of Student Behaviour</i> , the <i>Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (Protocol 91)</i> , the <i>Sexual Violence Policy</i> , and the <i>Student Groups Procedure</i> .
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> <li>• GFC SCPC, October 22, 2020 (for discussion)</li> <li>• GFC Executive Committee, November 2, 2020 (for discussion)</li> <li>• Board Learning, Research &amp; Student Experience Committee, November 20, 2020 (for information)</li> <li>• General Faculties Council, November 23, 2020 (for information)</li> </ul>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>19. OBJECTIVE Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</p> <p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>		
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input checked="" type="checkbox"/> Safety         </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety
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Item No. 13B

	<input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-secondary Learning Act (PSLA)</i> GFC Student Conduct Policy Committee Terms of Reference GFC Executive Committee Terms of Reference GFC Terms of Reference Board Learning, Research & Student Experience Committee (BLRSEC) Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. 2019/20 Annual Report of Student Conduct Responses, Dean of Students' portfolio (pages 1 - 10)

*Prepared by:* <Deborah Eerkes, Director, Student Conduct & Accountability, deerkes@ualberta.ca>

# 2019/20 Annual Report of Student Conduct Responses

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Dean of Students' Portfolio  
July 1, 2019 - June 30, 2020

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# Introduction

This report covers responses to student conduct across the Dean of Students' portfolio for the 2019/20 academic year. It is organized by relevant policy, including the *Residence Community Standards*, *Residence Agreement* (i.e. rental contract), *Code of Student Behaviour*, *Sexual Violence Policy*, and the *GFC Protocol for Urgent Cases of Disruptive, Threatening or Violent Behaviour*.

Units within the Dean of Students' portfolio also work closely with Helping Individuals At Risk (HIAR) to provide the necessary supports to students whose behaviour causes concern but may not constitute misconduct. This report details only those incidents addressed within the Dean of Students' portfolio.

2019/20 marks the first year that the portfolio has recorded incidents in Symplicity Advocate. Implementation and training were undertaken in stages over summer and fall 2019. As a result of the new data management system recording data differently, this report will not include a year over year comparison. For data from previous years, the 2018/19 Dean of Students portfolio Student Conduct Report is available from University Governance.

## Residence Community Standards Policy

[Policy Link](#)

**Focus:** Restorative Justice

**Administered by:** Residence Life

The *Residence Community Standards Policy* addresses both resident misconduct and resident conflict restoratively. Only students in residence are subject to this policy, which provides a framework to recognize and prevent unacceptable behaviour in the Residence community and resolve the issues in a positive and constructive way. Rather than defining offences, the framework focuses on the effects of misconduct on the community. In doing so, allows residents to identify and repair harms, and build trust in the community.

Restorative responses include Community Resolutions (a restorative conversation between staff and responsible student), Restorative Meetings (facilitated discussion between a harmed person and a responsible student), and Restorative Conferences (facilitated discussion with multiple parties, including those harmed, responsible student(s) and relevant community members). The desired outcome, a Restorative Agreement, is highly personalized and specific to the needs of those directly involved.

Engaging with the Restorative Justice (RJ) program is voluntary. If for any reason RJ is not available or appropriate, the University will use one of the other available processes to resolve the issue (*Code of Student Behaviour* and/or *Breach of Residence Agreement*) without prejudice. When a Restorative Agreement is reached and fulfilled, the matter is considered to be closed and no other University process is applied. If a student fails to meet the agreed repairs, they are considered in breach of their Residence Agreement.

### **Potential outcomes:**

Restorative Agreement or no Restorative Agreement

For the 2019/2020 academic year:	
Students Involved in a Community Resolution	1628
Apology Letter	2
Behavioural Agreement	0
Restitution	0

*Note: No Restorative Meetings or Restorative Conferences were held in 2019/20*



# Breach of Residence Agreement

[Policy Link](#)

**Focus:** Breach of contract

**Administered by:** Residence Services

The Residence Agreement is the rental contract between the student (as tenant) and the University (as landlord). It lays out the terms of the rental, including rent, payment, maintenance, and behaviour. Evictions under the Breach of Residence Agreement can be behaviourally-based, or can be a result of other factors.

A behaviour that leads to a Breach of Residence Agreement may also be addressed under the *Code of Student Behaviour* and/or the *Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct*.

**Potential outcomes:**

Letter of expectations, letter of conditions, revoked visiting privileges, relocation, temporary restrictions, probationary status or eviction

**Notable Trends in Residence:**

1. Substance use resulted in a number of incidents in 2019/20: 303 incidents were identified as being related to alcohol consumption and 108 records related to cannabis.
2. Residence Life staff recorded 39 cases of interpersonal violence and 26 cases involving sexual violence.
3. Due to the COVID-19 pandemic, Residence Services requested that students move home before March 24 if they were able. The sudden shutdown resulted in a number of incidents being closed without outcomes for the students involved.
4. Due to the smaller resident population and restrictions on gatherings and guests at the end of the year, incident numbers dropped significantly in late-March and April.

For the 2019/2020 academic year:	
Letter of Expectations	30
Letter of Conditions	8
Revoked Visiting Privileges	10
Unit Relocation	1
Temporary Restriction	1
Probationary Status	5
Eviction	4

# Augustana Community Standards

[Policy Link](#)

**Focus:** Student Non-academic misconduct in residence at Augustana Campus  
**Administered by:** Augustana Residence Life

**Preamble:**

“The purpose of the Residence Community Standards (Community Standards) is to supplement the *Code [of Student Behaviour]* and Guidelines with specific reference to the rights and responsibilities to be shared by all residents in order to maintain a high standard of cooperative living, tolerance and compromise.”

**Potential outcomes:**

Fine, suspension of computer account, disconnection of network services, restitution, emergency suspension from residence, exclusion, disciplinary probation, or eviction

For the 2019/2020 academic year:	
File notation	5
Restorative outcome	17
Official warning	2

**Notes:**

1. There were a total of 7 unique incidents in Augustana Residence in the reporting period, involving 22 students.
2. Augustana Residence fully implemented Restorative Justice in 2019/20. Training for the 20/21 year has been adjusted to address issues that arose with implementation this year.
3. Students were very stressed when asked to leave residence due to COVID-19. Camrose appeared to students to be a safe space and their resistance was significant. In particular, international students claimed the eviction orders were contrary to positive EDI support. Ultimately, approximately 70 students remained on Campus for the balance of the year. No community standards violations were reported, however, Residence staff received anecdotal reports of students not abiding by Alberta Health guidelines.

# Code of Student Behaviour

**Focus:** Student academic and non-academic misconduct  
**Administered by:** Student Conduct & Accountability (SCA)

**Preamble:**

The *Code of Student Behaviour* addresses misconduct as defined under the *Code*. It applies to all Students (also as defined under the *Code*). In order for a Student to be sanctioned under the *Code*, a number of conditions must be met:

1. The University must have jurisdiction to act (i.e. there is a “real and substantial link” between the misconduct and “the University, University Activities, the University Community, or University-related Functions.”)
2. It must be established, on a balance of probabilities, that the Student under allegation committed the misconduct at issue; and
3. The misconduct must meet the definition of at least one offence under the *Code*.

The offences are broadly defined to encompass a variety of behaviours. Because the differences can be significant, the *Code* also defines available sanctions, ranging from a written Reprimand through Expulsion. The Discipline Officers, located in SCA, are responsible to ensure that the severity of the sanction(s) is proportionate and commensurate with the misconduct, taking into account any aggravating or mitigating factors in each case.

Behaviours that lead to *Code of Student Behaviour* charges can also lead to Breach of Residence Agreement and/or *Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct*.

Complaints of non-academic misconduct are investigated by UAPS and referred to SCA with recommendations for charges and sanctions.

Academic misconduct complaints start with a report from a course instructor to the Dean (or delegate) of the Faculty in which the course is offered. The Dean makes the initial finding and imposes Minor and/or Intermediate Sanctions. They may recommend Severe Sanctions to the Discipline Officer when warranted.

Any single case can involve multiple offences and/or multiple sanctions.

**Potential outcomes:**

Sanctions as defined in the *Code*, including Conduct Probation, Exclusion (partial or total; time-limited or indefinite) Expulsion, Fine, Reprimand, Restitution, Suspension for up to three years and Suspension of specified University Services and Resources (essential or non-essential; time-limited or indefinite).

**Total cases in 2019/20:**

19 Academic  
 14 Non-academic

Offences <sup>1</sup> considered:		
Plagiarism		9
Cheating <i>11 total</i>	Unauthorized Source	8
	Misrepresentation	1
	Editorial Assistance	1
	Resubmission	0
	Fabrication	1
Misuse of Confidential Materials		1
Misrepresentation of Facts for academic advantage		3
Violations of Safety or Dignity <i>16 total</i>	Physical/sexual contact	2
	Physical abuse/threats	4
	Creating a condition	8
	Harassment/Sexual harassment	2
	Verbal/written threats	0
Damage to Property		7
Unauthorized use		2
Breach of Rules External to the <i>Code</i>		2

<sup>1</sup> See the *Code of Student Behaviour* for complete definitions of Offences.

Academic Misconduct Faculty Referrals for Severe Sanctions:	
Faculty of Agriculture, Life and Environmental Sciences	2
Faculty of Arts	8
Alberta School of Business	1
Faculty of Engineering	3
Faculty of Pharmacy and Pharmaceutical Sciences	2
Faculty of Science	1
Faculty of Graduate Studies and Research	2

**Notable trends:**

1. Case numbers rose by 18% over 2018/19.
2. Academic misconduct was up from 13 cases in 2018/19, while non-academic misconduct remained stable (14 this year as compared to 13 in 2018/19).
3. Two of the 14 non-academic cases constituted sexual violence, as defined in the *Sexual Violence Policy*.
4. Nine of the students found to have committed an academic offence had a prior academic misconduct finding under the *Code*. None of the students with non-academic misconduct cases had a previous offence.
5. Three of the non-academic cases were related to alcohol, with the student reporting that the offence occurred while they were intoxicated.

Sanctions:	
Intermediate sanctions:	
Conduct Probation Conditions <sup>2</sup>	28
Grade Reduction, Grade of F or NC in a course	2
Transcript Notation 8 or 9	2
Restitution	2
Severe Sanctions:	
Expulsion	1
Suspension	13
Exclusion	2
Rescission of Degree	1

<sup>2</sup> A single order of Conduct Probation can include one or more conditions.

# Protocol for Urgent Cases of Disruptive, Threatening, or Violent Conduct (Protocol 91)

[Policy Link](#)

**Focus:** Safety of the University Community  
**Administered by:** Office of the Dean of Students

## **Preamble:**

The primary purpose of *Protocol 91* is to protect and ensure the safety of the University community. It provides a means by which the University can respond to serious incidents and imminent threats in a timely manner. While it applies to all members of the University Community, a team led by the Vice-Provost and Dean of Students addresses cases in which the *Protocol 91* is invoked for students.

It primarily considers the safety of individuals and/or the community and is not disciplinary. It does not result in findings of responsibility or sanctions. UAPS performs threat or risk assessments which form the basis for decisions and measures taken. When a *Protocol* stems from behaviour that could also be considered misconduct, UAPS may investigate and proceed with charges under the *Code*.

## **Potential outcomes:**

Highly personalized responses, including exclusion from University facilities and activities (full or partial), other conditions as necessary to address safety concerns.

## **Notes:**

1. Responses to imminent threats, disruptions or violence must be timely, preferably coming within a day or two of the University becoming aware of an incident or any other concern. Each response is tailored to ensure that it is appropriate and proportionate to the incident at hand, given the information available at the time.
2. Of the 7 *Protocols* this academic year, all involved either threats or harm to others, including physical assault, harassment/stalking and other threatening behaviour (to persons or buildings).
3. The Dean of Students may impose multiple conditions, all of which are tailored to the specific situation at hand, including measures to ensure safety, change of behaviour and/or realignment with educational goals.
4. Five of the *Protocols* began with exclusions from Residences or campus. However, the conditions were reconsidered as each situation evolved. In addition, 2 cases with exclusions from campus from the 2017/18 academic year were amended and the students were allowed to return to campus, with conditions.
5. The number of *Protocols* was down 50% this year from a total of 14 in the 2018/19 academic year.

### For the 2019/2020 academic year:

Total number of <i>Protocol 91</i>	7
Restrictions from campus	2
Other conditions	5

# Sexual Violence Policy

[Policy Link](#)

**Focus:** Support for those who have experienced sexual violence  
**Administered (for students) by:** Office of the Dean of Students

The *Sexual Violence Policy* was approved by GFC on June 23, 2017. It complements the existing disciplinary processes (the *Code* for students) by committing to support those who have experienced sexual violence. It distinguishes between a Disclosure (that is, disclosing and incident of sexual violence) and a Complaint (a disclosure for the purpose of initiating an investigation for charges/sanctions under University policy or collective agreements). It recognizes that making a Complaint is one of many options for those who have experienced sexual violence, and provides a range of other options, supports and resources.

Should a Complaint be made, it is routed through the relevant disciplinary process/policy. Under the *Sexual Violence Policy*, the Office of the Dean of Students can support those who have experienced sexual violence by offering Modifications (for those who have experienced sexual violence) or Interim Measures (non-disciplinary measures for the student under allegation). In addition, the Office of the Dean of Students provides support to the student named as having committed sexual violence, and works with them to identify potential voluntary measures they may be willing to undertake.

### **Potential outcomes:**

Modifications for those who have disclosed experiences of sexual violence, voluntary or interim measures for person named as having committed the sexual violence.

*Modifications* can be provided by any University unit (e.g. Residence Services, Faculties, individual professors, etc.). This report refers only to those modifications provided by the Office of the Dean of Students. Examples include: assistance with deferring exams or assignments, assistance changing classes or residence rooms.

*Interim measures* are non-disciplinary measures applied by the Dean of Students. Where the measures affect a student's program, every effort is made to accommodate the academic needs of those under conditions. Examples include: non-contact orders, or instructions on where or when to move through certain areas of campus.

Examples of *Voluntary measures*: agreement not to contact the person who disclosed, or agreement to avoid certain areas.

For the 2019/2020 academic year:	
Disclosures	49
Modifications	13
Interim Measures	15
Voluntary Measures	4
Safe House usage	33 unique users, ranging in 1-102 nights

### **Notes:**

1. The *Sexual Violence Policy* explicitly states that students can receive support and resources without making a Complaint under one of the University's disciplinary processes.
2. The numbers above reflect only Disclosures to the Office of the Dean of Students in which additional supports or modifications were sought. They are not indicative of the overall incidence of sexual violence in our community.
3. Disclosures to the DoS have risen by 26% over 2018/19.
4. Safe House is the university's emergency housing program that is jointly operated by the Dean of Students Office and Residence Services. Students are eligible for Safe House if they meet any of the following criteria: 1) are experiencing an immediate personal safety risk (i.e. emotional, physical, and/or sexual harm), 2) facing intolerable living conditions, or 3) are financially destitute. Safe House usage continues to increase year over year and demand slightly decreased after the transition to remote learning in March but has returned to steady use by August.

# Student Groups Procedure

**Focus:** Relationship between Student Groups and the University  
**Administered by:** Office of the Dean of Students

Student Groups that are recognized by the Dean of Students enjoy a number of benefits, including the ability to use University facilities, use of the institutional liquor license and permission for gaming events, use of the University's name and insignia, exclusive use of the Group's name on campus, ability to rent University space and equipment, and ability to solicit membership on campus. This is not a disciplinary procedure; student groups not recognized by the Dean of Students are free to exist and associate, however, they do not have access to the same benefits.

In exchange for these benefits, a Student Group is expected to live up to the responsibilities outlined in the Procedure. In terms of the conduct of the Group, the Dean of Students has the authority to deny, revoke, or temporarily suspend a Student Group's recognition when:

- Their stated objectives or activities or the manner of carrying out their activities expose the University to unacceptable risk, or warrant justifiable complaints under University policy or municipal, provincial, or federal law;
- They engage in hazing, create an unacceptable risk to persons, property or reputation; or
- The group tolerates, allows or encourages members or its executive to violate the *Code* when acting on behalf of or representing the Student Group.

***For the 2019/2020 academic year:***

No Student Group had its recognition revoked.

One group continues to serve a 3-year revocation period of their recognition

Item No. 13C

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

<b>Agenda Title</b>	<b>Annual Report of Appeals and Compliance Officer (2019 – 2020)</b>
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**Item**

Proposed by	Michael Peterson, Appeals and Compliance Officer, University Governance
Presenter	Michael Peterson, Appeals and Compliance Officer, University Governance

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To provide committee members with an annual report of statistical information on discipline cases, as required by GFC policy.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>The Annual Report provides information about discipline decisions and the appeal processes under the <i>Code of Student Behaviour</i>, <i>Code of Applicant Behaviour</i>, <i>Academic Appeals Policy</i> and <i>Practicum Intervention Policy</i>. This information is provided to GFC (through SCPC/Executive/GFC) and the Board of Governors (through BLRSEC) as discipline decisions and appeal decisions fall under the authority of the GFC and the Board, and have been delegated by those governing bodies to the appropriate decision makers (Deans, Discipline Officers, UAB and GFC AAC) within the university. The information provided informs the GFC and the Board, in their oversight role, as to how their delegated authority has been carried out.</p> <p>The 2019-2020 statistics show an increase in the number of appeals compared to the previous year. There was an overall decrease in the number of discipline decision cases decided by Deans and Discipline Officers across the university, with the majority of those decisions involving the academic offences of plagiarism and cheating. The statistics also include appeal outcomes, but caution should be used before extrapolating any trends. The sample size is very small and each case was decided on its own unique merits, so that the statistics provide a snapshot of outcomes for these particular cases heard and decided.</p>
Supplementary Notes and context	<i>&lt;This section is for use by University Governance only to outline governance process.&gt;</i>

**Engagement and Routing** (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> <li>• GFC Student Conduct Policy Committee, October 22, 2020 (for discussion);</li> <li>• GFC Executive Committee, November 2, 2020 (for discussion);</li> <li>• General Faculties Council, November 23, 2020 (for information);</li> <li>• Board Learning, Research &amp; Student Experience Committee, November 20, 2020 (for information)</li> </ul>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable</p>
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Item No. 13C

	<p>students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Strategy i: Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.</p> <p>Strategy ii: Ensure that individual and institutional annual review processes align with and support key institutional strategic goals.</p>		
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 630 1544 840"> <tr> <td data-bbox="570 630 1088 840"> <input type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure                 </td> <td data-bbox="1088 630 1544 840"> <input type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success                 </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
<p>Legislative Compliance and jurisdiction</p>	<p><i>Post Secondary Learning Act (PSLA)</i>                  GFC SCPC Terms of Reference                  GFC Executive Terms of Reference                  GFC Terms of Reference                  Board Learning, Research &amp; Student Experience Committee (BLRSEC) Terms of Reference</p>		

Attachments

1. Annual Report of the Appeals and Compliance Officer (2019 – 2020) (pages 1 - 4)
2. Statistical Attachments (pages 1 - 10)

*Prepared by:* Michael Peterson, Appeals and Compliance Officer, University Governance

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**ANNUAL REPORT OF APPEALS AND COMPLIANCE OFFICER**  
**(INCLUDING UNIVERSITY DISCIPLINE STATISTICS)**  
**2019 – 2020**

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### Scope

This report covers the period of July 1, 2019 to June 30, 2020. Some statistics for previous years are also included for comparison.

This report provides information about discipline decisions and the appeal process under the Code of Student Behaviour (COSB) and the Code of Applicant Behaviour (COAB), with a focus on the university appeal level of the University Appeal Board (UAB). This report also provides information for two other university-level appeal bodies, the General Faculties Council Academic Appeals Committee (GFC AAC) and the General Faculties Council Practice Review Board (GFC PRB).

### Role of the Appeals Coordinator

Working as the Appeals and Compliance Officer in University Governance, I carry out the role of the Appeals Coordinator under the COSB, COAB, University of Alberta Academic Appeals Policy and University of Alberta Practicum Intervention Policy for the UAB, GFC AAC and GFC PRB. In this role I am neutral and do not advocate for either party in an appeal. I facilitate or administer the appeal process steps from the time an appeal is received, through the hearing and decision made by an appeal panel, to distribution of the written decision. I also provide procedural information to the parties to an appeal and to the appeal panel throughout the appeal process.

Apart from individual appeals, I oversee the administration of the university-level student appeal system to ensure that the university continues to implement a fair process by which to address appeals. This includes helping to educate panel members as to the framework within which they work when hearing appeals and helping the university community understand that framework.

### University-Level Student Appeal Process

The university-level student appeal system is made up of three appeal bodies – the UAB, the GFC AAC and the GFC PRB.

Discipline decisions arise as a result of a student being charged with an offence (academic and/or non-academic) under the COSB or COAB. When the appropriate decision-maker has made a final decision finding an offence and imposing a sanction, the parties to that decision have a final appeal to the UAB.

The UAB generally hears appeals from students charged under the COSB or COAB who disagree with the discipline decisions. UAB decisions are final and binding, within the university, subject to application for judicial review. Under the COSB (and the COAB) the UAB has the broad authority to determine whether an offence was committed and to confirm, vary or quash sanctions imposed.

Under the Academic Appeals Policy, academic standing issues are heard by the GFC AAC. The GFC AAC hears appeals from students wishing to appeal faculty decisions on matters of academic standing, including matters such as a requirement to withdraw, denial of graduation or promotion. The GFC AAC hears appeals from students after they have exhausted all other avenues of appeal within a faculty. GFC AAC decisions are final and binding, within the university, subject to application for judicial review. The authority of the GFC AAC is to uphold (and award any remedy not contrary to faculty rules) or deny an appeal depending upon whether it finds a miscarriage of justice, as defined by the Academic Appeals Policy, occurred within the faculty process.

Under the Practicum Intervention Policy, appeals concerning practicum interventions are heard by the GFC PRB. The GFC PRB's decisions are final and binding, within the university, subject to application for judicial review.

### Principles of the Appeal Process

Appeals at the university level deal with complex issues affecting students, faculties and the university as a whole. Given this impact, and the fact that this final level of appeal is the last opportunity for issues to be heard within the university, it is very important that the appeal process is fair and perceived to be fair. Coming to decisions through a fair process promotes confidence in those decisions by the parties and the appeal panels themselves. Being the final level of appeal, the decisions or process may also be subject to judicial scrutiny.

The authority of the appeal bodies (UAB/GFC AAC/GFC PRB) flows from the powers delegated under the *Post-Secondary Learning Act*. The appeal bodies carry out their authority as outlined in the applicable university appeal policy, in keeping with the principles of administrative fairness. The principles of administrative fairness are the basis for our appeals policies, help us to interpret those policies and provide the framework within which our appeal panels make decisions.

The structured steps of our appeals processes recognize the impact and finality of these decisions and ensure the opportunity for parties to an appeal to make their best cases and be fully heard. The appeals process has been designed to enable students and university decision-makers to be heard through presenting their arguments and evidence to an objective panel coming from the university community. At its core, our appeals system involves the parties fully making their cases in writing and knowing the case of the other side before an appeal hearing takes place, then appearing at a hearing where they are able to present their information, subject to questioning, before an objective appeal panel. (The UAB process also allows for the option of a paper-only or documentary review hearing, rather than an in-person hearing, when only the severity of sanction, and not the offence, is being appealed.) The appeal panel then considers and weighs all of the evidence and comes to a decision, which it fully explains to the parties in writing. If any process issues or requests arise before or during a hearing, the appeal panel chair

(sometimes with the full appeal panel) decides how to fairly address the issues, keeping in mind the relevant appeals policy and the principles of administrative fairness, including the goal to provide for a full and fair hearing.

### Appeal Panel Membership

The university-level student appeal panels are made up of volunteer panel members from the university community. While the exact makeup of a panel depends on the applicable appeal policy, generally the panels are a combination of undergraduate/graduate students and academic staff selected from the university's appeal panel membership lists. (Membership is determined by an application process and ultimately by approval of applicants by GFC.) Appeal panel members come from the greatest possible variety of faculties and the broadest possible representation of the university community. For objectivity, no appeal panel member may sit on an appeal involving a party from their faculty. Appeal hearings are scheduled throughout the academic year, including summer, mostly in evenings around academic schedules. Student panel members usually serve for terms of two years, while academic staff panel members usually serve for terms of three years (with the possibility of serving additional terms). The number of appeals heard by individual panel members depends on the number of appeals received and the faculties involved.

In addition to their understanding of the university environment through their experience as students (both undergraduate and graduate) and academic staff, our panel members are provided ongoing training, including understanding the principles of administrative fairness within which their tribunals operate. This helps to ensure that, as discussed above, the appeal process is a fair one.

The service of appeal panel members is a significant commitment, including considering and addressing procedural issues arising before and during hearings, conducting hearings, deliberating and drafting written reasons for decisions. All of our panel members recognize the need to objectively hear cases, analyze and weigh evidence, then come to reasonable decisions based on that evidence. Part of my role is to ensure that appeal panels have all the needed resources to perform their role. I thank all of our appeal panel members for their commitment and service to our university community. Their work is a very important contribution to fostering and maintaining the values of the university, for all members of our community.

### Appeal / Discipline Decision Statistics

In conjunction with administering appeals, my office collects and maintains the statistics from every discipline decision made at the university under the COSB and COAB.

Looking at the attached statistics, this year saw an increase in the number of appeals compared to the previous year. Compared to the previous year, 2019-2020 saw an overall decrease in the number of discipline decision cases decided by Deans and Discipline Officers across the university, with the majority of those decisions involving the academic offences of plagiarism and cheating. Although not statistically tracked, a significant number of appeals are received from international students.

While the provided statistics include general outcomes of the appeals heard, caution should be used before considering any trends from these outcomes. The sample size is very small and each case was decided on its own

unique merits, with the resulting statistics providing simply a snapshot of the outcomes for those particular cases heard and decided.

Lastly, I note that 2019-2020 saw the beginning of the COVID-19 pandemic and the university's move to a remote environment starting in late March. While the pandemic impacted the ability to hold in-person (physical) appeal hearings, we were able to quickly transition to continue to hold appeal hearings through remote means such as video conference.

Attachment 2.0: Statistics for University-Level Student Appeal Processes and University-Wide Discipline Decisions

**[Statistics based upon year of appeal deadline.]**



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Michael Peterson

Appeals and Compliance Officer

University Governance, University of Alberta

October 14, 2020

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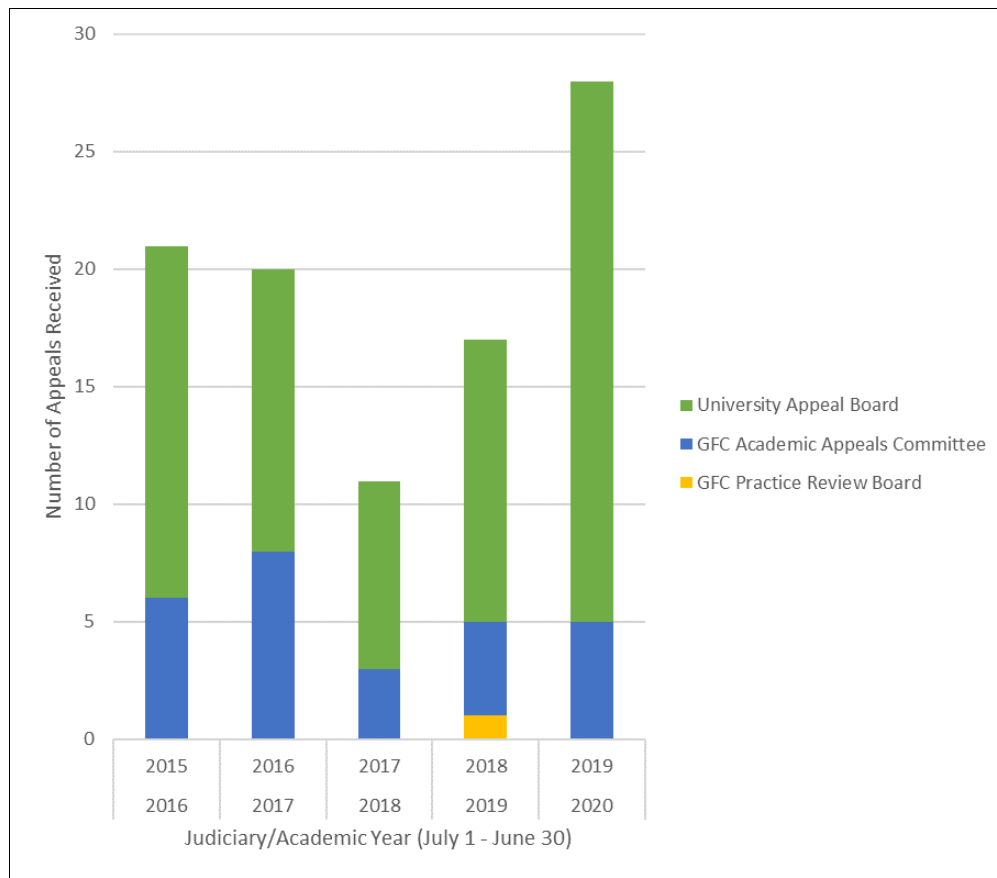
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**Figure 1**

**Number of Appeals Received by University Governance**

Judiciary/Academic Year (July 1 - June 30)	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020
University Appeal Board	15	12	8	12	23
GFC Academic Appeals Committee	6	8	3	4	5
GFC Practice Review Board	0	0	0	1	0
<b>TOTAL NUMBER OF APPEALS</b>	<b>21</b>	<b>20</b>	<b>11</b>	<b>17</b>	<b>28</b>



**Notes:**

- These numbers reflect the number of appeal cases.
- An appeal case can include more than one offence and a student can appeal the offence(s), severity of sanction(s), or both the offence(s) and severity of sanction(s).

**Figure 2**

**UAB Disposition of Appeals  
July 1, 2019 to June 30, 2020**

Appeal Upheld	8
Appeal Denied	13
Appeal in Progress (Undetermined)	2
Appeal Withdrawn	0
<b>Total Appeal Cases</b>	<b>23</b>

Sanction Increased	2
Sanction Decreased	6
Sanction Timing Varied	1

- As students can be charged with and appeal more than one offence, and because appeals may concern the offence(s), severity of sanction(s), or both, the total number of appeal cases and how sanctions were addressed will not necessarily match.
- If sanctions were not increased/decreased/timing varied, the sanctions were confirmed and stayed the same; if the offence appeal was upheld, there were no sanctions.
- The Governance discipline database does not track the disposition of appeals by issue i.e. it cannot track disposition by the multiple issues of offence(s) and/or severity of sanction(s). If an appeal is upheld on any one issue, it is categorized as “Appeal Upheld”. To provide the most accurate picture, I have calculated the disposition of appeals by issue as follows:

Issues of Appeal	Appeal Upheld	Appeal Denied
Offence(s)	2	9
Severity of Sanction(s)	8	13



**Figure 3**

**GFC AAC Disposition of Appeals  
July 1, 2019 to June 30, 2020**

Appeal Upheld	1
Appeal Denied	1
Returned to Faculty	1
Taken Back by Faculty	1
Appeal Withdrawn	1
Appeal in Progress	0
Total Appeals	5

- “Returned to Faculty” means the GFC AAC decided at the appeal hearing to return the matter to the Faculty Academic Appeals Committee for re-hearing, based upon new evidence being introduced at the appeal hearing.
- “Taken Back by Faculty” means the student provided new information as part of the appeal and, before the GFC AAC hearing, the Faculty chose to reconsider the matter at the Faculty level.

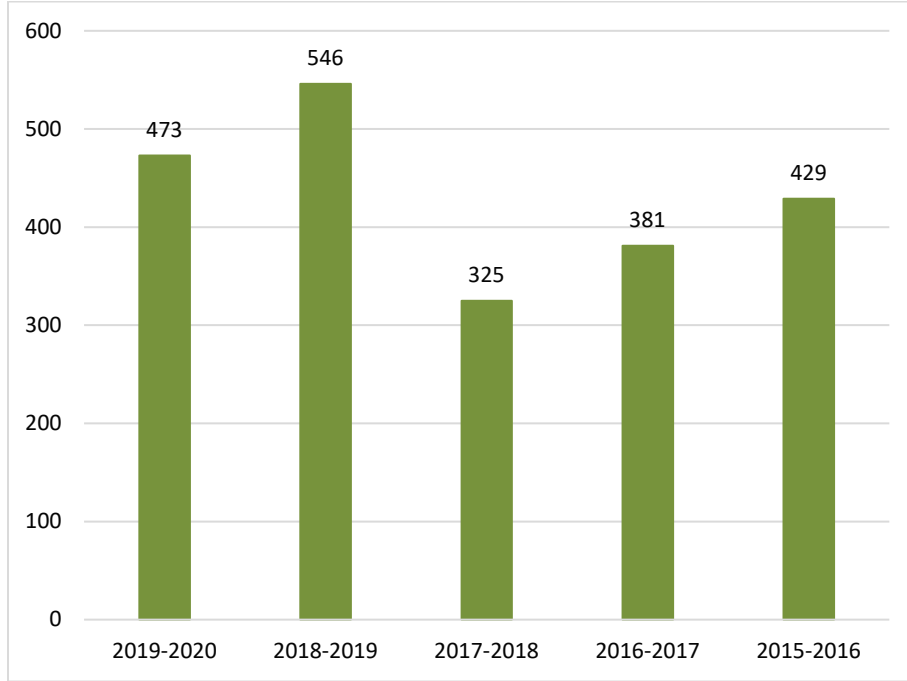
**Figure 4**

**GFC PRB Disposition of Appeals  
July 1, 2019 to June 30, 2020**

Appeal Upheld	0
Appeal Denied	0
Total Appeals	0

**Figure 5**

**Total Discipline Decision Cases under COSB Decided by Deans and Discipline Officers**



**Figure 6**

**Category of Sanction by Decision Maker under COSB  
July 1, 2019 to June 30, 2020**

Sanction Type Description	Count	Final Decision By
Less Than Suspension or Expulsion	448	Dean
Less Than Suspension or Expulsion	12	Discipline Officer
Less Than Suspension or Expulsion	17	UAB
No Sanction Imposed by Dean	1	Dean
Permanent Refusal to Consider Application	1	Dean
Rescission of Degree	1	Discipline Officer
Suspension or Expulsion	10	Discipline Officer
Suspension or Expulsion	3	UAB

**Figure 7**

**COSB Discipline Decisions  
July 1, 2019 to June 30, 2020**

<b>Charge/Offence Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>GS N/A</b>	<b>N/A</b>	<b>N/A Applicant</b>
Cheating	105	50	15	14		9	3	
Misrepresentation of Facts	6	3	2	2		3		
Participation in an Offence	38	15	4	2		1	1	
Plagiarism	140	53	30	25	12	26	12	
Misuse of Confidential Materials		1		11		1		
Breach of Rules External to the Code	1		1	10				
Damage to Property	2	3				1		
Disruption	2							
Unauthorized Use of Facilities, Equipment, Materials, Services or Resources	3	2	1			3		
Violations of Safety or Dignity	4	2		1		1	1	

- Columns 1 through 5 refer to year of program of student when offence occurred.
- GS N/A refers to graduate student not applicable (i.e. no program year).
- N/A students are students in Open Studies, Faculty of Extension, Visiting Students, Previous Students and Special Students.
- N/A applicant refers to students reapplying who have been charged with offence re application; do not have a year of program.
- A student can be charged with more than one offence, so charges and case numbers will differ.

**Figure 8**

**COAB Discipline Decisions  
July 1, 2019 to June 30, 2020**

<b>Charge Description</b>	<b>COAB Applicants</b>
Misrepresentation of Facts	7

**Figure 9**

**Cases Reviewed by Deans, University of Alberta Protective Services,  
Discipline Officers, Registrar, and the UAB under COSB  
July 1, 2019 – June 30, 2020**

Decision Maker	Forwarded By	Count
Dean	Not Applicable	450
Discipline Officer	Dean	13
	UAPS	10
UAB	Not Applicable	20

- In all cases where a sanction of suspension or expulsion has been recommended by a Dean the case goes to the Discipline Officer for review and adjudication.

**Figure 10**

**Cases Reviewed under COAB  
July 1, 2019 – June 30, 2020**

Decision Maker	Forwarded By	Count
Dean	Not Applicable	1
Registrar	Not Applicable	5
UAB		1

**Figure 11**

**Charge Count by Category of Sanction and Decision Maker under COSB  
July 1, 2019 – June 30, 2020**

<b>Decision Maker</b>	<b>Less Than Suspension or Expulsion</b>	<b>Suspension or Expulsion</b>	<b>No Sanction</b>	<b>Permanent Refusal to Consider Application</b>	<b>Rescission of a Degree</b>	<b>UAB dismissed charge</b>
Agricultural, Life and Environmental Sciences	14	2				
Arts	84	5				
Augustana	9					
Business	4					
Education	5					
Engineering	88	3	1			
Extension	20					
Faculte Saint-Jean	6					
Graduate Studies and Research	1	1		1	1	
Kinesiology, Sport, and Recreation	10					
Medicine and Dentistry	3					
Nursing	37					
Pharmacy and Pharmaceutical Sciences	2	1				
Rehabilitation Medicine	2					
Science	296	2				1
UAPS	16	1				

**Figure 12**

**Case Count by Category of Sanction and Decision Maker under COSB  
July 1, 2019 – June 30, 2020**

<b>Decision Maker</b>	<b>Less Than Suspension or Expulsion</b>	<b>Suspension or Expulsion</b>	<b>No Sanction</b>	<b>Permanent Refusal to Consider Application</b>	<b>Rescission of a Degree</b>	<b>UAB dismissed charge</b>
Agricultural, Life and Environmental Sciences	12	2				
Arts	83	4				
Augustana	9					
Business	4					
Education	4					
Engineering	81	3	1			
Extension	18					
Faculte Saint-Jean	6					
Graduate Studies and Research	1	1		1	1	
Kinesiology, Sport, and Recreation	9					
Medicine and Dentistry	3					
Nursing	27					
Pharmacy and Pharmaceutical Sciences	2	1				
Rehabilitation Medicine	2					
Science	205	1				1
UAPS	10	1				

**Figure 13**

**Charge Count by Category of Sanction and Decision Maker under COAB  
July 1, 2019 – June 30, 2020**

<b>Decision Maker</b>	<b>COAB - Refuse Application up to 5 years</b>	<b>COAB Reprimand</b>	<b>UAB Dismissed Charge</b>
Graduate Studies and Research	1	1	1
Registrar's Office	4	1	

**Figure 14**

**Case Count by Category of Sanction and Decision Maker under COAB  
July 1, 2019 – June 30, 2020**

<b>Decision Maker</b>	<b>COAB - Refuse Application up to 5 years</b>	<b>COAB Reprimand</b>	<b>UAB Dismissed Charge</b>
Graduate Studies and Research	1	1	1
Registrar's Office	4	1	

Item No. 13D

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

<b>Agenda Title</b>	<b>General Appeals Committee (GAC) Annual Report to General Faculties Council (July 1, 2019 to June 30, 2020)</b>
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**Item**

Proposed by	John Law, Special Advisor, Faculty Relations
Presenter	John Law, Special Advisor, Faculty Relations

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal (annual report) is before the committee because it is a requirement of GFC.
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	GAC Annual Report
Supplementary Notes and context	This item will be included as an Information Report on the November 23, 2020 agenda for General Faculties Council.

**Engagement and Routing** (Include proposed plan)

Consultation and Stakeholder Participation	
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	Institutional Strategic Plan - <i>For the Public Good</i> - Goal of Excel: “Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.”	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>Post-Secondary Learning Act (PSLA)</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p>2. <b>GFC Policy Manual:</b> GFC requests that the GAC report annually to Council (Section 56.2 (<i>General Appeals Committee</i>) of the GFC Policy Manual). The GAC is a committee established under Section 15 of the Board/AASUA Agreement (Faculty) and, until 1977, was a GFC committee. Currently, it is one of several non-GFC committees requested to provide an annual report to GFC. GFC requests that the report include a statistical summary of cases and their dispositions and protect the confidentiality of individual cases.</p>	



Item No. 13D

	<p><b>3. GFC Terms of Reference (GFC Procedures (GFC Agendas) (Reports)):</b> “Reports not requiring action by GFC will be discussed by the Executive Committee (with committee chairs in attendance) and placed on the GFC agenda for information. If a GFC member has a question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the committee chair can be invited to attend. Such reports will be discussed as the last of the standing items.” (Section 4.a.)</p>
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Attachments

1. General Appeals Committee Annual Report to General Faculties Council (July 1, 2019 – June 30, 2020) (pages 1 - 4)

*Prepared by:* John Law, Special Advisor, Faculty Relations, johnlaw@ualberta.ca

## GENERAL APPEALS COMMITTEE

Annual Report to General Faculties Council  
July 1, 2019 – June 30, 2020

The General Appeals panel members for the year were:

Dr. N. Amaral	Faculty of Science
Dr. G. Anderson	Faculty of Arts
Dr. J. Considine	Faculty of Arts
Dr. C. Deutsch	Faculty of Engineering
Dr. M. Gingras	Faculty of Science
Dr. J. Harrington	Faculty of Law
Dr. D. Mason	Faculty of Kinesiology, Sport & Recreation
Dr. P. Melançon	Faculty of Medicine & Dentistry
Dr. M. Michalak	Faculty of Medicine & Dentistry
Dr. S. Scott	Faculty of Nursing
Dr. L. Steier	Alberta School of Business

Panel of Chairs as Provost and Vice-President (Academic) designates:

Dr. J. Considine	Faculty of Arts
Dr. R. Epp	Provost & VP (Academic) – University of Alberta North
Dr. K. Hegadoren	Faculty of Nursing
Dr. R. Luth	Faculty of Science
Dr. D. McConnell	Faculty of Rehabilitation Medicine

One appeal was made under the provisions of Article A8 of the Collective Agreement (Schedule A – Academic Faculty). This Article provides for appeals of Faculty Evaluation Committee decisions to be heard by the General Appeals Committee (GAC), the membership of which shall be the Provost and Vice-President (Academic) or a designate as Chair; three members from the above Panel, none of whom shall be from the same Faculty as the appellant; and two tenured staff members selected jointly by the President of the University and the President of the AASUA, who shall be from the same Faculty as the appellant.

The results of the appeal can be categorized as follows:

- One appeal from an FEC denial of promotion to professor which GAC granted with promotion to the rank of professor.

During the last ten years, the GAC has changed FEC decisions in 35% of the cases.

Two 10-year summaries are attached for information (one by decision, and one by Faculty).

Ten -Year Summary by Faculty of Cases Heard

2009-10 to 2019-20

<b>Faculty</b>	<b>Number of Appeals</b>
ALES	4
Arts	7
Augustana	4
Business	2
Education	1
Engineering	4
Extension	2
Kinesiology, Sport and Recreation	2
Medicine and Dentistry	4
Native Studies	1
Nursing	2
Pharmacy	2
Public Health	5
Rehabilitation Medicine	2
Science	13
<b>TOTAL:</b>	<b>55</b>

Ten Year Summary  
2009-10 to 2019-20

Year	Faculty	Tenure	Promotion	Increment				Faculty Total	Year Total
				0d	0b	0.5	0.75		
2009-10	Public Health					1 U		1	2
	Science				1 U			1	
2010-11	Arts			1 G <sub>1</sub>				1	5
	Science					1 U		1	
	Pharmacy		1 G			1 UW		2	
	Native Studies			1 G <sub>1</sub>				1	
2011-12	Nursing				1 U			1	8
	ALES	1 U 1 UW				1 U		3	
	Arts	1 UW	1 G			1 U		3	
	Engineering	1 (FSO) UW						1	
2012-13	Arts	1 U 1 UW						2	7
	Public Health				1 G <sub>3</sub> 1 U	1 G <sub>2</sub>		3	
	Medicine & Dentistry	1 G	1 U					2	
2013-14	Business		1 U					1	7
	Engineering		1 U				1 U	2	
	Science	1 UW		1 U	1 G <sub>3</sub> (0.25)			3	
	Medicine & Dentistry	1 G						1	
2014-15	Arts	1 G						1	6
	Science	1 G <sub>4</sub>						1	
	Education						1 U	1	
	Phys. Ed and Rec					1 G <sub>3</sub> (0.75)		1	
	Business	1 G <sub>4</sub>						1	
	Rehab Medicine	1 U						1	
2015-16	Public Health			1 U				1	6
	Science	1 G		1 U			1 U	3	
	Rehab Medicine			1 G <sub>1</sub>				1	
	Medicine & Dentistry		1 G					1	
2016-17	Science			1 UW			1 UW	2	2

Year	Faculty	Tenure	Promotion	Increment				Faculty Total	Year Total
				0d	0b	0.5	0.75		
2017-18	Science				1 UW			1	8
	Augustana			1 G <sub>1</sub>	1 U 1 G <sub>3</sub> (0.5)			3	
	Engineering					1 U		1	
	Faculty*			1 U	1 U			2	
	Nursing					1 G <sub>3</sub> (0.75)		1	
2018-19	ALES						1 U	1	3
	Augustana			1UW				1	
	Science				1UW			1	
2019-20	KSR		1 G					1	1
<b>TOTALS</b>		<b>14</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>55</b>	<b>55</b>

LEGEND:

G	FEC decision overturned (Appeal granted)
G <sub>1</sub>	FEC decision overturned. Replaced with 0(b)
G <sub>2</sub>	FEC decision overturned. Replaced with single increment.
G <sub>3</sub>	FEC decision overturned. Replaced with partial increment (0.25, 0.5, 0.75)
G <sub>4</sub>	Extension granted
U	FEC decision upheld – FEC decision stands (Appeal dismissed)
UW	Withdrawn

\*Faculty withheld as information may identify individual



Kate Peters &lt;peters3@ualberta.ca&gt;

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**[Deadline Attached] GFC Nominating Committee Report to GFC re: 20/21 Membership Replenishment (October 27, 2020)**

1 message

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**Ann Hodgson** <Ann.Hodgson@ualberta.ca>

27 October 2020 at 13:29

**Dear Members of General Faculties Council,**

The GFC Nominating Committee Report of October 27, 2020 is available online for consideration. Please note the deadline of 12:00 pm (Noon) on November 2, 2020. If you have any questions, please contact me at your convenience.

For Nomination & Election Details / **To View the Current NC Report**, please click to: [GFC NC Report of October 27, 2020](#)

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Thanks for your attention.

Ann

**Ann Hodgson**  
**Manager, Governance Operations**  
**GFC Nominations and Elections (NC Coordinator)**

University of Alberta | University Governance  
3-04 South Academic Building (SAB) | Edmonton, AB | Canada | T6G 2G7

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[University Governance](#) | [www.governance.ualberta.ca](http://www.governance.ualberta.ca)

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October 27, 2020

[Distributed Electronically]

**Report of the GFC Nominating Committee (NC)**

By means of the “*GFC NC Report to GFC*”, the NC brings forward the name of a candidate recommended to fill a committee/panel membership position for acceptance by GFC, as final approver of all appointments to its Committees/university-level Appeal Bodies.

Upon receipt and consideration of an NC Report (*sent electronically*), a GFC member has the opportunity to submit an additional nomination. To view detailed procedures, please click [\[here\]](#).

**Related GFC/GFC Committee Information:**

For online documents including Terms of References and current Membership Listings, please visit the University Governance “[Member Zone](#)”. For judiciary governance details, please visit: [University-level Appeal Bodies](#).

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**The current nomination period ends at 12:00 pm (Noon) on Monday, November 2, 2020.**

- Upon conclusion, with no additional names received, the “*NC Report of October 27, 2020*” is considered as approved. Recommended candidates (as put forward by the NC) are declared as elected.

**Please refer to the attached list of Membership Recommendations (by the NC).**

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**Contact regarding GFC Nominations and Elections**

Ann Hodgson (Coordinator, GFC Nominating Committee/Manager, Governance Operations)

Email: [ann.hodgson@ualberta.ca](mailto:ann.hodgson@ualberta.ca) | Tel: 780-492-1938

**REPLENISHMENT OF GFC STANDING COMMITTEES AND OTHER BODIES REQUIRING REPRESENTATION FROM THE UNIVERSITY COMMUNITY**

**Committee Mandate and Role:** The Nominating Committee (NC) is a standing committee of GFC responsible for recommending individuals to serve on GFC standing committees and other bodies requiring representation from GFC or the University community. In putting forward its recommendations, the Committee will ensure the best possible match between prospective members and the committees to which they are nominated, and ensure the broadest possible base of representation and diversity.

- *Student Terms may run annually (May through April) / Staff Terms may run up to a maximum of 3 years (July through June). To meet membership criteria calling for GFC representation, a committee term of office will run concurrent to the incumbent's GFC membership term.*
- *New terms become effectively immediately upon approval by GFC.*
- *To view individual Standing Committee Membership Listings, visit the [Member Zone](#) under GFC Standing Committees.*

COMMITTEE MEMBERSHIP REPRESENTATION (in accordance with the Terms Of Reference)			RECOMMENDATION BY GFC NC		MEMBERSHIP TERM OF OFFICE	
Vacancy	Selection Criteria	Category	Name of Candidate	Faculty/Office	Start	End
<b>GFC Committee on the Learning Environment (<a href="#">TofR</a>) – NC Recommends to fill the following (3) vacancies:</b>						
One (1)	Academic Staff (A1.0)	GFC Member	Hollis Lai	Medicine and Dentistry	upon approval	30-June-2023
One (1)	Faculty Dean Representative (D1.1)	GFC Member	Kerry Mummery	Kinesiology, Sport, and Recreation	upon approval	30-June-2021
One (1)	Associate Dean or Associate Chair, Teaching and Learning (or equivalent)	from at-Large	Karsten Mundel	Augustana	upon approval	30-June-2023
<b>Council on Student Affairs (<a href="#">TofR</a>) – NC Recommends to fill the following (1) vacancy:</b>						
One (1)	Undergraduate Student	GFC Member	Jennifer Fang	Nursing	upon approval	30-April-2021
<b>GFC Executive Committee (<a href="#">TofR</a>) – NC Recommends To Fill the Following (1) Vacancy:</b>						
One (1)	Academic Staff (A1.1, A1.5/A1.6, A1.7)	GFC Member	Nat Kav	Agricultural, Life and Environmental Sciences	upon approval	30-June-2022
<b>GFC Programs Committee (<a href="#">TofR</a>) – NC Recommends to fill the following (2) vacancies:</b>						
One (1)	Academic Staff (A1.1, A1.5/A1.6, A1.7)	GFC Member	Minn-Nyoung Yoon	Medicine and Dentistry	upon approval	30-June-2022
One (1)	Academic Staff (A1.1, A1.5/A1.6, A1.7)	from at-Large	Joel Gehman	Business	upon approval	30-June-2023
<b>University Teaching Awards Committee (<a href="#">TofR</a>) – NC Recommends to fill the following (1) vacancy:</b>						
One (1)	Academic Staff (A1.1, A1.5/A1.6, A1.7)	From GFC	Christine Hughes	Pharmacy/Pharmaceutical Sciences	upon approval	30-June-2023



COMMITTEE MEMBERSHIP REPRESENTATION (in accordance with the Terms Of Reference)			RECOMMENDATION BY GFC NC		MEMBERSHIP TERM OF OFFICE	
<u>Vacancy(s)</u>	<u>Selection Criteria</u>	<u>Category</u>	<u>Name of Candidate</u>	<u>Faculty/Office</u>	<u>Start</u>	<u>End</u>
<b>UNIVERSITY-LEVEL APPEAL BODIES</b> ( <a href="#">Policies, Codes</a> ):						
<b>Academic Appeals Committee (Panel of Faculty)</b> – NC Recommends to fill the following (1) vacancy:						
One (1)	Academic Staff (A1.1, A1.5/A1.6, A1.7)	from at-Large	Judith Garber	Arts	upon approval	30-June-2023



## Efficiency Estimates for Academic Restructuring Scenarios

Oct. 18, 2020

The objective of UofA for Tomorrow (UAT) is to transform our organization so that we can meet and sustain funding cuts without reducing our capacity for research and community engagement or diminishing our learning environment and student experience. To achieve that, we must find financial efficiencies through academic restructuring and SET. 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.

Administrative economies of scale can be seen in our UniForum data which generally shows that larger academic units are able to deliver operations (administrative) services at a lower cost intensity than do smaller ones. For example, the Faculty of Science delivers 23.4% of all teaching (by course registration) and holds 21.2% of all faculty-held research grants yet spends only 8.1% of all operations amongst the faculties. These improved efficiencies for larger units stem from having greater ability to specialize, capacity to reduce transactional processes, and relatively less spent on supervision, reception, general administration, communications and identity.

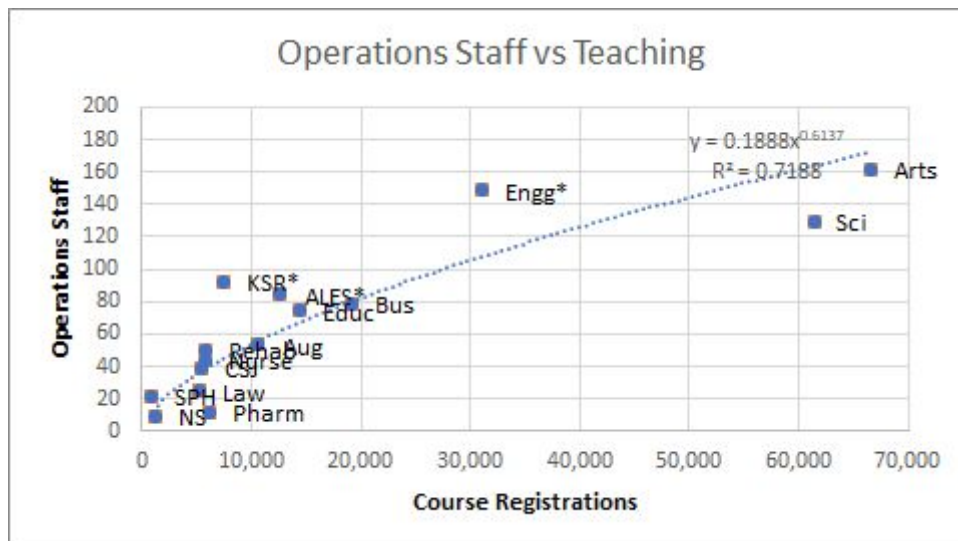


Figure 1: UniForum data showing operations (HR, finance, IT, general administration, teaching and research administration, facilities management, etc.) staffing vs teaching for all faculties except FOMD. The power law fit shown is generally used for predicting operations costs for hypothetical faculty configurations.

Leadership efficiencies result from having fewer professors seconded into roles as Chairs, Associate Deans, Associate Chairs, etc. This can result from combining academic units. For example, the vast majority of our 66 departments have one Chair and 2 or 3 Associate Chairs regardless of whether there are 6 or 60 professors in the unit. Arguably, combining

two departments should result in about half as many leaders needed. Similar arguments can be made for combining faculties. Another way to reduce the number of academic leaders is to shift the function they support to a higher level in the organization where there are fewer units involved. For example, shifting the front line responsibility for elements of graduate student administration from the department to faculty level could reduce the number of academic leaders serving as Associate Chair (Graduate) or Graduate Coordinator from 55 to 15. Obviously, a concurrent shift in how we would provide those services would be required to maintain a reasonable workload. This would be achieved by supporting the leader with a larger service team that could be largely funded through the administrative economies of scale that result. Adopting a Division model could allow this reduction to scale even further.

Administrative efficiencies from economies of scale result in direct savings. After restructuring, the positions eliminated and the associated resulting cost reductions are clear. Savings from reducing academic leadership roles are primarily indirect. The people no longer performing those roles would return to being full time professors focused on teaching, research and community engagement. While some direct savings result from reduced stipends or reduced research allowances and recruitment costs, most of the savings here result because we are able to continue to deliver current levels of programming in the face of professor retirements without needing to hire new faculty members. The savings result from a reduced cost to maintain existing academic capacity (indirect).

In a typical year, almost 70 tenure-track professors (out of an average of 2050) resign, retire or otherwise leave the university. Since most of these are retirements, this is a fairly senior group. To maintain capacity for teaching, research and service, we typically hire an equivalent number of professors, albeit generally at junior levels. While the new hires are generally not as productive as the senior colleagues they replace, the difference is made up by the progression of everyone else through the ranks, over time establishing their research programs and community connections and building their portfolios of courses and honing teaching abilities.

Due to our severe financial crisis, for the next two years, we will be forced to severely curtail the hiring of new faculty. Failure to do so would require even more reduction of support staff and critically undermine the ability of the university to function. Extended over two years, the hiring freeze will result in a reduction of over 100 in our professor complement. The only way the university can sustain its capacity in teaching, research and service in the face of this reduction is to rededicate some of its existing academic leaders back into these roles. In effect, the cost savings of reducing academic leadership is achieved through the reduction of hiring new professors for a period of time. Given that we are replacing new faculty with seasoned, more productive veterans, it is not necessarily a one-to-one offset.

Table 1: Total count of professors (including leadership roles) projected to 2023 based on a presumed net loss of 50 in each of the next two years. Academic restructuring assumes some of these losses will be mitigated by academic leaders returning to professor roles.

	2019-20	2020-21	2021-22	2022-23
Professors	2046	2011	1961	1911
Loss	-	35	85	135

As examples of how this might work, two approaches to estimating leadership savings are provided below. The first looks at capacity released (plus direct savings). The second looks at new hire costs avoided (plus direct savings). The former assumes 80 leadership positions released, the latter assumes 100 new hires avoided over two years. The implication is that the 80 released leaders allows us to sustain the capacity lost by not hiring the 100 new faculty members.

#### Released capacity argument

- Salary of leader, assumed Full Professor, 0.5 FTE	\$81,000
- Benefits, assumed 22%	\$17,820
- Leadership stipend (direct saving)	\$5,130
- <u>Research allowance (direct saving)</u>	<u>\$15,000</u>
- Total released capacity plus savings	\$118,950

The example above assumes each leader devotes 50% of their time to that role and is based on an average Full Professor salary. Multiplied by 80 positions, this results in total efficiencies of \$9.5M (\$1.6M of direct savings and \$7.9M of released capacity). This excludes recruitment and relocation costs as most of these leaders are likely internally recruited.

#### Hiring offset argument

- Salary of new hire, assumed to be Assist Prof	\$90,000
- Benefits, assumed 22%	\$19,800
- Startup allowance (one time, each year)	\$57,140
- Lab renovations (one time, each year)	\$20,000
- <u>Recruit and relocation costs (one time, each year)</u>	<u>\$5,000</u>
- Total hire cost (each year for two years)	\$191,940

Multiplied by 50 positions in each of two years, this gives a year one savings of \$11.2M and year two savings of \$16.2M (includes the \$1.6M direct savings noted above which are ongoing). After year two, it is assumed that hiring resumes and the one time savings (\$4.1M) are no longer realized. However, the University will have bought two years of much needed time to restructure and start to grow revenues which should help cover those costs.

The hiring offset argument is easier to see where the cost savings will actually occur (reduced spending on new hires). However, the degree to which the various scenarios offset this reduced academic capacity is less clear from this approach. Hence, the released capacity argument is used in the analysis below, recognizing that the capacity savings cannot exceed the total hiring offset.

### Specific Scenario Costing

#### Scenario A

In Scenario A, five health sciences faculties are consolidated into a single faculty. Department consolidation across the institution is anticipated but not enumerated. The administrative savings are computed by using the power law relationship noted in Figure 1

and using an average staff compensation cost of \$92,084. The table below shows the administrative savings as \$6.9M.

Table A1: Administrative cost calculation for Scenario A based on power law scaling.

Faculty	Courses	Current		Scenario A	
		Ops Staff	Ops Cost	Ops Staff	Ops Cost
KSR excl ACR	7,472	45	\$4,142,995	97	\$8,935,256
Nurse	5,855	44	\$4,051,696		
Pharm	6,164	12.1	\$1,114,216		
Rehab	5,748	50	\$4,604,200		
SPH	903	21.4	\$1,970,598		
<b>Total</b>	<b>26,142</b>	<b>172</b>	<b>\$15,883,705</b>	<b>97</b>	<b>\$8,935,256</b>
<b>Savings</b>				<b>75</b>	<b>\$6,948,449</b>

In order to estimate leadership savings, some assumptions about the resulting leadership structure must be made. Table A2 summarizes the current leadership structure and A3 suggests a possible configuration post-reorganization. This shows the release of 13 academic leaders within the health sciences area. Using the released capacity argument presented above (with 2/3 loading), this results in leadership savings of \$2.1M.

Table A2: Current leadership configuration of health sciences faculties

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
KSR	1	1	1	1	1												5
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
SPH	1	1	1		1												4
<b>Grand Total</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>35</b>

Table A3: Possible leadership configuration of a consolidated Health Sciences Faculty

School/Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Head	AH Prog	AH Stud	AH Res	AH Other	Grad Co	Director	Total
Health Sci	1	1	1	1		1	1	1									7
KSR										1	1						2
Nursing										1	1			1			3
Pharmacy										1	1					2	4
Rehab Med										1	3						4
SPH										1	1						2
<b>Grand Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>22</b>

This scenario does not preclude departmental consolidation across the institution, and that may lead to additional leadership savings. If we assume each department has 3 academic leaders (2 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 A4: Summary of efficiencies resulting from Scenario A

Administrative efficiencies	\$6.9M
Leadership capacity	\$1.5M
Additional department consolidation	\$0.5M each
<b>Total</b>	<b>\$8.4M +</b>

## Scenario B

In scenario B, the existing faculties are retained but most are incorporated into three divisions which provide the majority of administrative services, allowing significant economies of scale. However, this creates new academic leadership roles at the division level, so the only way that professor capacity can be released is through department consolidation and the realignment of leadership roles to a higher level in the hierarchy.

Table B1 summarizes the calculation of administrative savings through economies of scale. Values for consolidated units are computed using the power law relationship shown in Figure 1 except those involving FOMD. That faculty did not fit the power law relationship as course registrations is not a key driver of scale. Hence, the contributions due to FOMD are retained unscaled, even though significant economies of scale should nonetheless be realized. Hence the \$31.8M savings would be an underestimate based on the methodology.

Table B1: Administrative cost savings calculation for Scenario B

Faculty	Courses	Current		Scenario A	
		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	534.2	\$49,194,381
Pharm	6,164	12.1	\$1,114,216		
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	228.5	\$21,040,924
Law	5,330	24.6	\$2,265,266		
Bus	19,179	78.9	\$7,265,428		
<b>Total</b>	<b>260,574</b>	<b>1,438</b>	<b>\$132,388,381</b>	<b>1,091.8</b>	<b>\$100,540,535</b>
<b>Savings</b>				<b>345.9</b>	<b>\$31,847,847</b>

To estimate academic leadership savings under Scenario B, again some assumptions have to be made about what roles could be consolidated at a faculty or division level. Table B2 describes the current leadership role configuration. Table B3 provides a scenario in which leadership in research, graduate administration, EDI and international initiatives are all delivered at the Division level. This frees up 83 academic leaders (excluding FGSR) for a net professorial capacity growth of \$9.9M. Alternatively, if graduate administration were done at the faculty level, the released capacity would be \$8.7M. Of course, any of these scenarios would require that the academic leaders for these functions would be fully supported by a professional team which would have some offsetting costs associated with it. (Given

economies of scale, these net costs would likely be minor but would be factored into the SET initiative. This model presumes that the academic leader is setting strategy and policy and not delivering on most day-to-day services as is often currently done.)

Table B2: Current leadership configuration of all faculties

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
ALES	1	1	1	1	1					4	2	1	2		2	3	19
Business	1	1	1	2	1			1		4							11
Arts	1	1	1	1	2	1				15	15	15	1			4	57
Augustana	1	1	1		1	1				4		2				2	13
CSJ	1	1	1	1	2												6
Education	1	1	1	1	1				1	5	4	4			2		21
Engineering	1	1	1			2			1	4	4	5	3			6	28
FGSR	1	1		4													6
KSR	1	1	1	1	1												5
Law	1	1	1		1												4
FoMD	1	6		1	4		1	1	9	21	4	3	1	7	15	7	81
Native Studies	1		1	1	1												4
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
SPH	1	1	1		1												4
Science	1	1	1	1	1	1		1		6	6	7	6			4	36
Grand Total	17	20	14	16	23	5	2	3	12	66	35	37	13	10	20	28	321

Table B3: Possible leadership configuration under Scenario B. Assumes research, graduate, international and EDI leadership are delivered at the Division level.

Division	ExDean	AD Res	AD Grad	AD Int'l	AD EDI	Faculty	Dean	Vice D	AD Prog	AD Stud	AD Other	Chair	AC Prog	Director	Total
NSE	1	1	1	1	1	Science	1	1	1	1		6	6	4	25
						Engg	1	1	1	1	1	4	4	6	19
						ALES	1	1	1	1		4	4	3	15
HMS	1	1	1	1	1	FoMD	1	4	1	1	6	21	11	7	57
						Nursing	1	1	1	1				4	
						SPH	1	1	1	1				4	
						Rehab	1	1	1	1		3		7	
						Pharmacy	1		1	1				2	5
						KSR	1	1	1	1				4	
SSH	1	1	1	1	1	Arts	1	1	1	1		15	15	4	43
						Education	1	1	1	1	1	5	4		14
						Law	1	1	1	1				4	
						Business	1	1	1	1	1	4	4		13
						CSJ	1	1	1	1				4	
						Augustana	1	1	1	1		3	2	2	11
Total	3	3	3	3	3		16	17	16	16	9	65	50	28	232

Table B4: Summary of efficiencies resulting from Scenario B

Administrative efficiencies	\$31.8M
Leadership capacity	\$9.9M
Additional department consolidation	\$0.5M each
Total	\$41.7M +

### Scenario C

In Scenario C, there is a combination of consolidating faculties as schools in larger faculties where academic synergies exist, and consolidating unrelated faculties together within a shared division so administrative efficiencies at least can be achieved. It is harder to achieve



academic leadership efficiencies in the shared division because there is less academic alignment between the units.

The administrative efficiencies through economies of scale are shown in Table C1. As above, estimates are generated using the power law relationship shown in Figure 1. The one exception is for the shared division where Augustana and CSJ are not included in any scaling (eg. they bring their existing costs into the shared division). This is because the economies of scale will be more difficult to extend to these campuses since they are physically (and linguistically for CSJ) removed from the rest of the division. Some economies will occur, but they are harder to estimate, so a conservative approach is used here of not including them.

Table C1: Administrative cost savings calculation for Scenario C

Faculty	Courses	Current		Scenario A	
		Ops Staff	Ops Cost	Ops Staff	Ops Cost
Arts	66,548	161.6	\$14,880,774	257.2	\$23,683,140
Sci	61,432	129.8	\$11,952,503		
ALES	12,523	95	\$8,747,980	132.8	\$12,228,632
Engg	31,067	162.2	\$14,936,025		
FoMD	6,588	437.2	\$40,259,125	437.2	\$40,259,125
KSR excl ACR	7,472	45	\$4,142,995	97.0	\$8,935,256
Nurse	5,855	44	\$4,051,696		
Pharm	6,164	12.1	\$1,114,216		
Rehab	5,748	50	\$4,604,200		
SPH	903	21.4	\$1,970,598		
Aug	10,599	53.3	\$4,908,077	218.7	\$20,138,620
CSJ	5,456	39	\$3,591,276		
NS	1,224	9	\$828,756		
Educ	14,486	74.6	\$6,869,466		
Law	5,330	24.6	\$2,265,266		
Bus	19,179	78.9	\$7,265,428		
<b>Total</b>	<b>260,574</b>	<b>1,438</b>	<b>\$132,388,381</b>	<b>1142.9</b>	<b>\$105,244,773</b>
<b>Savings</b>				<b>294.8</b>	<b>\$27,143,608</b>

A possible configuration of leadership roles is presented in Table C2. Where possible, this assumes the same degree of consolidation of roles at the highest level (consolidated faculty). This is not, however, assumed of the faculties in the shared division as their academic alignment is probably not sufficient to share these academic roles. In this scenario, the released professor capacity is \$9.0M (76 leaders).

Table C2: Possible leadership configuration under Scenario C. Assumes research, graduate, international and EDI leadership are delivered at the consolidated faculty level, but are not consolidated in the shared division.

School/Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Head	AH Prog	AH Stud	Chair	AC Ugrad	AC Grad	AC Res	AC Other	Grad Co	Director	Total
Arts & Science	1	2	1	1	1	1	1	1					21	21					8	59
Health Sci	1	1	1	1		1	1	1												7
KSR										1	1									2
Nursing										1	1					1				3
Pharmacy										1	1								2	4
Rehab Med										1	3									4
SPH										1	1									2
Applied Sci	1	1	1	1			1	1												6
Engineering										1	1	1	4	4						6
ALES										1	1	1	4	4						3
FoMD	1	6		1	4		1	1	9				21	4			7		7	62
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							4		2				2	13
CSJ	1	1	1	1	2															6
Native Studies	1		1	1	1															4
Total	10	15	9	9	12	3	4	5	10	7	9	2	63	37	6	0	8	2	28	239

Table C3: Summary of efficiencies resulting from Scenario C

Administrative efficiencies	\$27.1M
Leadership capacity	\$9.0M
Additional department consolidation	\$0.5M each
Total	\$36.1M +

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Dear Members of General Faculties Council (GFC),

As we enter the final phase of consultation and decision-making, I am writing to outline once again the path for the final consultations and deliberations of GFC before the Board of Governors makes their decision on December 11, 2020.

Tomorrow, members of GFC and the Academic Planning Committee (APC) will receive a final report on faculty structures from the Academic Restructuring Working Group that includes three revised scenarios which reflect the feedback received from the community. The following are the key dates as we approach the final decision:

- On **November 16**, from 10:00 to noon, the Academic Planning Committee will review the revised scenarios. Please note that the meeting is public and that members of GFC are welcome to observe.
- On **November 23rd**, GFC will discuss the revised scenarios.
- On **November 25th**, APC will be asked to make a recommendation on the final proposal for faculty structure.
- On **December 7th**, GFC will be asked to make a recommendation, by majority vote, to the Board of Governors.
- On **December 11th**, the Board of Governors will make the final decision.

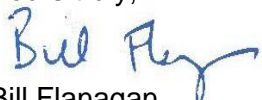
At our November 23 meeting, Provost Steven Dew will be bringing forward a motion endorsed by the GFC Executive committee for consideration by GFC. The motion, if passed by majority vote, would allow for a non-binding exercise to collect information from all members on their preferences for the revised scenarios. This information will be used by the Provost and ARWG to clarify GFC's preferences before finalizing the final faculty structure proposal.

GFC's recommendation to the Board of Governors is critically important, and the feedback provided over the past five months has strengthened the proposals. As we have discussed at GFC, the reductions in our provincial operating grant, mean that we need to make \$127 million reductions to our budget this fiscal year. We have also discussed the academic imperatives for restructuring, including the need to ensure a more nimble, innovative and interdisciplinary university. The Board is eager to hear the feedback of GFC and their final recommendation to be made on the proposal on December 7th, before making their decision on December 11th.

If you have any questions on this process or procedural matters, please reach out to the GFC Secretary, Kate Peters, to discuss them.

Thank you for your service to the University and your consideration of these matters.

Yours truly,



Bill Flanagan  
President and Vice-Chancellor

# Feedback (November 13-19): Revised Proposals of the Academic Restructuring Working Group

Submitted through [this form](#) between November 13-19, 2020.

## Consolidation Model

### In Favour

The Consolidation Model Proposal will best serve the UofA long term because a) it creates Faculties that most faculty members and students can identify with, b) it strikes the right balance in terms of administrative structure and staffing, and c) it provides an academic structure that is intuitive to members of the public and that will make sense to members of the public.

---

At the beginning of this process, I was very much in favour of the Division/College model. But, as I have continued to see things play out in real time (from within the trenches), I believe strongly now that the Consolidation model is the only approach that can truly achieve both the required cost savings and the future increased collaboration between units that is intended.

Although well intended for historical and cultural reasons, maintaining both Deans and Executive Deans will not create synergies or provide savings. Current leadership is already focused on trying to maintain the status quo versus truly opening themselves up to the spirit of what we need to achieve. Tighter structures will lead to real collaboration. Looser structures (like the Colleges) will leave too many opportunities on the table.

Having worked in different health sciences Faculties, I am acutely aware of the concerns about power imbalances, particularly with Medicine. However, that cannot be a reason not to pursue consolidation. These disciplines must find a way to work together as professionals in the healthcare system. I actually find it insulting to think that with decent Faculty governance, we somehow could not find a way to harmonize and co-exist within the same Faculty.

# UofA for TOMORROW

I know that consolidation marks the most significant change. However, it is much better that we go all-in now versus dabbling with the College or Hybrid models before finding out that they cannot achieve the intended objectives.

---

This is ideal for myself and many other students because it allows the two faculties I am apart of (Native Studies- minor, Campus Saint-Jean- major) to remain autonomous. As autonomy and sovereignty has been stripped from the French, but far more from Indigenous peoples, I recommend allowing these two faculties to continue to exist as autonomous and independent campuses. By taking away an autonomous french campus, you are effectively removing the ability for students to have a francophone education. This removal of a safe, french space targets a large Black student, faculty and administrative diaspora. It also removes the ability for all students to access francophone higher education in Western Canada. The next place one could attend a francophone institution is in Manitoba. Removing this faculty as autonomous will be detrimental to french language education in Western Canada. In addition, by removing the autonomy of the Native Studies faculty, UAlberta would effectively be participating in the removal of Indigenous autonomy in Canada, therefore present as an active participant in fascial and political racism in Canada. Budgets can be reduced in ways that DO NOT impact Black, Indigenous and POC students, faculty members and administrative staff. I recommend that UAlberta makes a smart decision in restructuring the university that does not disproportionality impact Black, Indigenous and POC peoples, as well as the french language.

---

The consolidation model. It groups faculties most naturally with regard to the types of research, teaching, and learning that go on in each of the current faculties and with regard to the types of degrees they offer. For example, Arts and Science have faculty members and students who are primarily dedicated to pure research and to teaching and learning that give students broad-based foundations for future study and work via bachelors and graduate degrees. These types of teaching, research, and learning are generally quite different from those in the faculties that have strong ties to industry and various professions and that are primarily oriented toward training students for direct entry into specific, more technically oriented careers (including ones in education and law). Faculty and students in Arts and Science tend to have career trajectories that have much in common but differ substantially from those of faculty and students in the professional schools. The consolidation model also appears to be closest to the organizational models of the majority of institutions with public missions similar to ours against which we should be measuring ourselves and competing for students, i.e. the best of the public, land-grant universities in the United States. Adopting such a recognized and more standard administrative structure should better position us to recruit faculty, stay competitive in relation to international trends, and benefit from future research on how to improve administrative structures, as more research is likely to be done on the prevailing model.

Looking at the budget estimates, there's no difference in the savings between the College of Health + Medical Sciences and a consolidated Faculty of Health + Medical Sciences. This suggests that there's no real difference between consolidation into colleges or faculties, other than in name.

So to me, looking at the proposals, the real question is whether to put:

- a) Arts together with Science, or
- b) Science in with ALES and Engineering, and Arts in with Business, Education and Law.

From a student perspective, I think that a consolidated Faculty of Arts and Science makes sense. I think many students would benefit from enhanced access to learning across the liberal arts and foundational sciences.

From a research perspective, though, it seems like the Faculty of Arts has many more existing connections to Education, Business and Law, than with Science. And ALES and Engineering seem like a lean faculty without Science in the mix. So from a research perspective, the college model seems more robust.

I personally would put student learning first and go with the Consolidated Faculties model, but I can see the benefits of the College too.

---

Consolidation model, but I don't believe that CSJ, AUG & Native Studies' identities are any more, or less, important than other faculty identities. As such they should be consolidated into one faculty, or absorbed into one of the others as Schools or Campuses.

## Concerns

Restructure the health and medicine faculties and force them to get on the regression curve. if these 6 faculties were fitted to the curve it would be:  $y = 0.1888 * (32,730^{0.6137}) = 111$  FTEs. If you followed your own model, these six faculties need to cut 499 staff. Since this number is greater than the total cuts required, fixing this one set of faculties would solve all the problems. Instead you are allowing them to be overstaffed by 423 positions (they should have total staff of 111 FTEs vs scenarios which show 534 FTEs).

---

Augustana may be better served if it became a member of a larger Faculty on the North Campus. The reasons are two-fold:

- 1) Academic benefits
- 2) Cost savings

As it stands, Augustana is unable to fully benefit from the resources, collaborations and infrastructure that the University of Alberta potentially offers. This holds true for all departments at Augustana, i.e. Social Science, Science, and Fine Arts & Humanities. Our resources are extremely stretched due to the scale of our operation and the distance from Edmonton. Only coordinated partnerships with all parts of the UofA can address the issues we face in Camrose.

At the same time, it is very difficult to imagine how Augustana could balance its budget over the next 2-5 years without drastically impacting the academic operation, if we remain a Faculty. The administrative costs are simply too large.

In contrast, running Augustana with two departments (Arts and Science) would not only be feasible, it would make us more nimble. The two department chairs could report directly to the North Campus, while a figurehead, such as a Rector or Principal, could ensure that we maintain Augustana's distinct position within the Camrose region. At the same time, Augustana could maintain its suite of redesigned degree programs that we are currently launching (Fall 2020 and Fall 2021). This does not require an independent Faculty. Most members of the community do not know, or care, that Augustana is a Faculty but they do care about Augustana being its own campus, and this would not change.

If there is now a push towards a Faculty of Arts & Science, why would the UofA's liberal arts & science campus, i.e. Augustana, not fall under this Faculty? It would generate an abundance of new academic opportunities for both parties that does not exist currently. It could also place Augustana finally on a sustainable financial footing.

This is a decision that will have lasting implications for Augustana on a 20-30 year time horizon, and the UofA needs to get this right.

---

(1) Move School of Education into its own Faculty. The historical significance of a Faculty of Education is important since this evolved from Normal schools or schools of teaching/education to be more curriculum and theoretical groundings in the foundations of education. (2) Maintain the name "Faculty of Native Studies" the renaming to this as a "School of Native Studies" is not clear - if it is separate from all the other faculties, shouldn't it be a faculty?

Faculty evaluation should take place at the school level. Putting this at a Faculty level with such diverse faculty members could disadvantage many. For example, those from the School of Education (particularly elementary and secondary education) would have an unfair advantage

# U of A for TOMORROW

when it comes to teaching reviews and community involvement but their research production tends to be less than those in some areas of the school of business. How do you propose to have a consistent evaluation with these differences?

---

The Dietetics Specialization belongs in the Health Sciences faculty. As the practice of dietetics encompasses a well-rounded clinical education complete with a year round practicum in which clinical placement is a key component, it is no question that dietetics is a health science. Registered Dietitians are part of the interdisciplinary health care team, and work in-conjunction with physicians, nurses, pharmacists and beyond to perform optimal patient care on a day to day basis. Clinical Dietitians work in hospital and long term care settings to provide vital components of care such as physical assessments, drug therapy, and tube feeding therapy to patients in need. All of this work is done as part of a health care team that includes all other health care professionals found within the Health Sciences faculty.

Interdisciplinary communication and teamwork are 2 values that are highly stressed within the Dietetics Specialization, but how can these values be implemented if the dietetic practice is segmented away from the Health Science faculty?

Overall, placing the Dietetics Specialization within the Health Sciences faculty will only allow health care professionals of the future to prosper as part of a team.

---

Science works as a faculty - you cannot seriously consider merging it (and killing it in the process) with Arts.

---

I think Dietetics should be part of the Faculty of Health Sciences. Dietitians mainly work in healthcare settings in Alberta and collaborate very closely with all of the other professions that are being proposed as part of this new faculty.

---

Moving all health sciences together and in unity with each other. ie. Dietetics program is not in the Health and Medical Sciences division when it should be but in there. If you are to move Faculty of KSR into Health and Medical Sciences then why cannot the Dietetics program be moved in conjunction as well to the Health and Medical Sciences? If you are consolidating similar fields then why not put Dietetics into the Health and Medical Sciences? If this is the time to correctly place some programs in the correct spot then the time is now, so when you consolidate all health and medical sciences together but exclude one program, the dietetics program, then how is this fair to the program that is clearly in the health and medical field to not



# UofA for TOMORROW

be with all the other health and medical professions in the Health and Medical Sciences division?

---

In any scenario, I feel that Dentistry deserves to become its own Faculty or School again. I understand why Medicine and Dentistry wound up in the same Faculty in the first place. But, Dentistry deserves its own voice going forward within a larger Health Sciences unit. No less or no more than Nursing, or Pharmacy, or Medicine, etc.

The Medicine / Dentistry model does provide some valuable lessons, though. There is a tremendous amount of collaboration between those two programs from being part of the same Faculty. This is proof that working within a consolidated Faculty does meet the objective of greater alignment.

Also, it would make sense to move Dietetics into a School that is part of a consolidated Health Sciences Faculty. This is long overdue and would be more difficult/impossible to achieve in the College model.

---

Stop trying to force arts and science faculties together, this is completely short sighted and based purely off the perceived financial benefits. This is so incredibly stupid, and makes absolutely no sense. This will be a disservice to the students of both faculties, and honestly feels like you are trying to remove the Faculty of Arts (coming from a Science student). This will ruin how U of A science programs are viewed in a public and international scope.

---

As an uninformed outsider, it seems more sensible to have a School of Education under the Faculty of Arts and Science, than to put education under Professional Studies.

---

The Consolidation model downgrades existing Faculties to Schools and would have significant negative repercussions to the reputation of these Faculties and their departments across Canada, alongside significant disruption to existing Faculty and departmental governance (FEC, Councils and Committees, etc.) I believe it would be a significant negative step towards the U of A and its constituent parts further losing its existing strengths and reputation, and am surprised the ARWG even made this proposal given feedback from the previous town halls and roundtables.

# UofA for TOMORROW

The College and Hybrid models appear to avoid the most significant negative repercussions and disruptions, at least, and allow Faculties to maintain greater control over their academics. As a social science researcher and educator I personally prefer the “College” groupings under the College model (aligning with the Tri-Council) to those under the “Hybrid” model, but both would work OK. The use of the term “College” could be confusing to some externally given its use in the US as equivalent to a Canadian Faculty, but I appreciate there was dislike of the “division” label used in the prior scenarios (and don’t find either term objectionable myself). I also understand there is dislike of the “executive deans” by some, and while the idea and term isn’t exactly a positive for me, I appreciate and understand the need for this sort of structure to help reduce costs, and would certainly prefer this to the downgrading of Faculties to Schools under the Consolidation model.

The revised models do not seem to have taken into significant account feedback provided at my Faculty’s roundtable, however, nor do I feel the ThoughtExchange is sufficient to capture further feedback from the university community in such a short time span, especially with a closing time 23 hours before the “town hall” itself and only a couple of weekdays since the revised models were released, during what is for most a very busy time of the fall term.

## College Model

### In Favour

I agree that nutrition should go under health sciences. I do like the College approach to the professions. As for other suggestions, they are difficult to make without being completely immersed in the process and/or digesting the document completely.

---

As a student in a health science faculty, the college or hybrid model is best. Allowing faculties to retain their status will ensure that programs such as pharmacy and nursing can continue to have enough autonomy to meet accreditation requirements. Grouping the other faculties is more difficult but I believe either the college or hybrid model could work. The combination of the faculties of arts and science can work well as demonstrated by other universities that use this combination such as the University of Saskatchewan. However, grouping the rest of the faculties into the "College of Professional and Applied Sciences" seems like somewhat of an odd combination.

---

Plan B as it allows for cost savings without taking away too much autonomy. Professional programs deserve faculty status as decisions need to be based by someone who knows the field. We are training professionals who will have lives in their hands. We cannot lower the quality of education which would happen if you take away decision making power of a faculty

---

I favour the 'college' model as it seems to provide the most intuitive and logical groupings of faculties. For example, the grouping of science, engineering and ALES seems to me a better alignment than arts and science. Besides, the consolidation model which puts engineering and ALES together might suffer from the long standing rivalry between engineers and aggies. It is mostly a fun rivalry but I wonder if the history would still cause some divisiveness. The college model also seems to preserve much of what faculty members likely treasure; the separateness of faculties within a college grouping. Since things like FEC don't need to change, it likely has the best chance of success as the university navigates a way forward.

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College Model: makes most sense field-wise, easy for collaboration, least disruptive

---

Thank you for providing these detailed scenarios. I am strongly supportive of the College model. I have major issues with the amalgamation of Arts and Science in the other two models for many reasons, not limited to the loss of culture and identity in the Faculty of Science (and likely in Arts but I cannot speak for them), the challenges associated with equitable distribution of the budget, and the substantial issues that will arise with a combined FEC. The fact that Arts FEC is already challenged to evaluate such disparate programs as Music and Economics is not a logical rationale for saying a combined Arts and Science FEC will function properly and fairly for all parties. There is a profound culture difference in both teaching and research activities between these two faculties and amalgamating them would be detrimental to both. Having come from the UofT, I have seen first-hand the substantial negative impact that having a combined Arts and Science faculty brings. Faculty members feel isolated, powerless, and unable to innovate. Personally, I strongly identify with Science and not with Arts. I am also very cognizant of perceptions of a combined Arts and Science faculty to other researchers across Canada who will be evaluating my applications for funding. There is a perception that I will not have access to the resources and support I need to perform translational research (using human samples as well as animal models) if I am part of a combined Arts and Science faculty. That amalgamation would have a negative impact on my ability to obtain grant funding, which would be a disaster for my research program. I like the College model for reasons outside of maintaining a Science faculty (though that is clearly at the forefront of my mind). The movement of administrative functions into a College, while allowing Faculties to retain budgetary and program autonomy makes a good deal of sense. The closer association between the Natural and Applied Sciences is an attractive one as much of the work being done in FoS could be considered both Natural and Applied so we are a good fit with Engineering and ALES. Indeed, this closer association between FoS, Engineering and ALES is far more likely to produce innovations in teaching and research than an amalgamation with Arts.

---

Of the 3 proposed models, the "College Model" makes the most sense. It does not make sense to merge FoS and Arts for a number of reasons.

1) None of the other models keep FoS and Arts as separate 'schools'. Which suggests in these scenarios, that there would be a redistribution of wealth, FEC evaluations, TAs and the like. Similar disputes regarding GTAs came up at Queen's University in the early 2000's; a smaller institution whose research landscape is not what it is here at UofA. This makes it a likely scenario here.

# UofA for TOMORROW

2) FEC evaluations and metrics for success between FoS and Art's are completely different. One could envision a weakening of incentives for success in these models.

3) Science teaching is inherently more laborious and requires more time, money (e.g. GTAs) and resources (e.g. lab funding). Merging Arts and Science will result in this last point likely being a major point of contention and could foreseeably result in a reduction of research excellence at UofA.

---

College Model- Arts and Science should NEVER be combined. There are vastly different leadership and support needs, and I do not believe the university will find a dean that is adept at managing both science and art disciplines. This will NEGATIVELY effect how the U of A is viewed internationally, as Arts and Science degrees do not carry the same clout as strictly science or art degrees. Forcing science and arts faculties together will destroy the prestige of getting a degree here. I would NOT attend the U of A for a science degree if you combine these faculties, and would consider transferring to another institution so my degree did not have 'Arts and Science' on it.

---

None are particularly great, but the College and Hybrid models are much better than the Consolidation model, with a slight preference for the College model (aligning with the Tri-Council).

## Concerns

We should have a 4 college model. College of Health and Medical Sciences (FoMD and others already present); College of Applied Science (Engineering - revised Faculty to become a college), College of Fundamental and Natural Sciences (FoS and ALES) and College of Art's and Education (Arts, Education, business, law, etc). This makes more sense than the two options with FoS and Arts merged together without either even maintaining 'school' status (unlike all other faculties in all other merger models)

---

I do not get the idea of several Executive Deans - why would you want to select one person to represent each services/graduate/EDI/research of the whole college? Not only you will pay/spend more money on these specific positions but they will not even "get work done". It will take a lot of time to understand how all the faculties function and what's best for their interests, especially those research intensive and external funded. Except that you will offer an Exec

# UofA for TOMORROW

Dean for the college you will still plan to keep the Associate Deans in the faculty, except that of AD Research in some faculties - why is that? This brings more losses for you UofA. Just invest more money where it is needed. You do not need to have a specific ED for EDI and one for Intl and one for Graduate, you can combine two of them together, EDI and Intl for example.

---

I like the College model but the additional level of management for 4 colleges seems a waste. Since it appears to be a way to handle administrative functions and high level strategic direction surely you could have a single central team that falls into the SET structure under the Provost. You could have ""College Operations Managers"" that each earn half the salary.

I've also seen a lot of feedback regarding splitting of Dentistry and Medicine, but that doesn't appear to have been acknowledged anywhere.

## Hybrid Model

### In Favour

Hybrid Model. This seems to make the most sense from an academic point of view and provides the most in savings. I do not like the Executive Dean model because it appears to be another level of bureaucracy, so my concerns about a merger between Arts & Science are lessened since these will not have such a position.

---

B and C from my perspective would work best with the philanthropic community as it maintains identity with faculty and the passions of donor interest.

---

I believe Scenario C will best serve the long-term, well-being of the UofA. This would avoid each Faculty only focusing on their own concerns which will enhance communications between all services for the "big picture" approach.

---

Hybrid model. Most faculties remain as they are and offer more possibility for collaboration with programs that have the same scope of study. Also, looks like it offers the best option for savings.

### Concerns

These combinations are extremely problematic - particularly the college of professional and applied sciences. The culture surrounding teaching, research, and service is so vastly different in engineering, ALES, Business, Law, and Education, I struggle to see how ONE administrator could be knowledgeable enough in ALL of these areas to effectively lead this college.

---

I am concerned that now with two models combining Arts and FoS and only one that is not, that the decision is made. Although I know there is a need amongst the leadership to move this forward, the models put forth are not as well constructed as they could be.

---

# UofA for TOMORROW

The constant drive to combine arts and science is a severely flawed outlook in my opinion. The science faculty would totally swamp out multiple arts options in weight, and lead to arts seeing ever diminishing returns. The college model prevserves existing cultural linkages between faculties, ensures that faculties aren't stuck with far larger or far smaller faculties, and seems more grounded.



## None of the Models

None of the plans should be implemented. They primarily punish the high performing faculties and primarily reward the worst performing faculties. Specifically, of the 16 faculties, 9 do not fit the regression line. The worst performing faculty is FOMD and it is required to make \$0 in cuts. Meanwhile the two best performing faculties (A&S) are expected to reach a level of performance no other faculties on campus will reach.

At the end of the restructuring, the H&M faculties will have average costs per course registration of \$1,503. The three University Schools (CSJ, Augusta, NS) will have average costs per course registration of \$540 per course. The remaining 7 faculties will have average costs per course registration ranging from \$198 (Hybrid) to \$225 (Consolidated). There is simply no justification for this differential treatment. If the cost per course registration is the key metric, all faculties should be required to reach the same target.

All the plans as presented punish the 7 faculties responsible for 210,000 out of the 260,000 university registrations while allowing 4 faculties to make \$0 in cuts (FoMD, CSJ, NS, Augustana) and 5 health faculties are somewhere in the middle. The plan is entirely misguided. You are taking the best performing parts of the university and killing them and you are taking the worst performing parts of the university and subsidizing them.

---

None. They all seem to inflate the senior bureaucracy to unbearable proportions, adding extra layers of executives and managers and "Dean-like leaders". Some actually anticipate a potential INCREASE in costs, which is quite an unbelievable failure of imagination and goal achievement. Actually reduce the bureaucracy and number of executive managers in each faculty and area.

---

I believe there should still be consideration in keeping the faculties as is. Currently it allows for better more specified allotment of money and ensures the needs of the University of Alberta students are met.

---

NONE, they completely ignore the fact that Registered Dietitians are health professionals. Move the Dietetics Specialization (and other nutrition programs) into the health sciences faculty.

## General Questions and Comments

Why are you not following the budget approved by the BOG? Why are you not following the new budget model? If you would simply follow the approved budget model all the cuts to the Campus Alberta grant would flow through to the faculties and the faculties could deal with them as they saw fit. It seems to me that you are clearly circumventing the approved governance processes.

According to the 2020-2021 budget which was approved by the Board of Governors, you are supposed to do the following:

"The base reductions from 2019-20 are being addressed in the 2020-21 budget. In addition, the budget for the 2020-21 fiscal year reflects that the university's Campus Alberta Grant has been cut by a further 10.7% (\$65.9M). There were two components to the 10.7% reduction: the Campus Alberta Grant was cut by 8.9% (\$53.3M); in addition, the Government eliminated the funding for Targeted Enrolment Expansion (\$12.6M) while maintaining the university's requirement to keep those enrolments.

This brings the total ongoing cut to the Campus Alberta Grant to \$110.3M (\$44.4M + \$65.9M) to be addressed in the 2020-21 budget. The approach is as follows:

- \$65.6M is applied differentially to the faculties (based upon the new budget model results) offset by additional tuition revenues of \$21.1M that now flow directly to faculties. This brings the net reduction to the faculties to \$44.5M or 8.3%
- The academic support unit budgets are being cut on a differential basis by a total of \$34.2M, or 12.8%.
- The remaining \$10.5M will be addressed by an adjustment to investment income supporting the operating budget (discussed in the Investment Income section 2.1.1.4) and the use of other internal one-time sources."

You are not following any of the processes stipulated by the budget. In my understanding you lack the authority to contravene the approved budget in this way.

---

In all of the scenarios, how does the university intend to ensure that leadership of massive colleges or faculties will avoid bias to certain programs? For example, if a dean of professional studies comes from Law, how can we be sure they understand the unique challenges faced by the schools of Business AND education as well? This is particularly problematic given the lack of professionalization of teachers for years. While one could argue this brings ""professional"" status to teaching, it may also see what is referred to as "The school of education" becoming the

# UofA for TOMORROW

neglected school in this faculty. (A similar argument could be made for KSR in health & medical sciences).

In all of the scenarios, How does the committee intend to deal with differences in the cultures of each of the schools? For example: pay; Professors in Business and Law tend to be much higher paid than those in Education, similar to ALES and Engineering. Other examples include teaching loads, graduate student expectations, etc. This is particularly problematic when combining Faculties of incredibly different cultures such as has been done in Scenario C.

---

The proposal that creates the most opportunities for interdisciplinary studies will be the most effective, since interdisciplinary thinking and research is the way of the future in education in a knowledge-technology society for collective creativity, economic reformation, inclusion (EDI). Interdisciplinarity allows for an agile modular-based program of learning along with microcredentials to support essential lifelong learning in a new economy. Also, an interdisciplinary approach aligns most closely with the UA's mission statement.

---

As a student and student advocate, I do wonder how each plan might impact student experience, engagement, and academic and career success (career development and transition to work), and how experiential learning opportunities might improve under each scenario ie. collaboration with the community, industry, etc., and how community-based research will be enhanced under each scenario.

---

I will comment briefly on a crucial component that has so far been missed in all the restructuring discussions: In addition to teaching and research the university must play a far greater role in the translation of research to commerce. This will enrich society and pay the university's bills.

I was recruited as an icore chair and principal research officer at NINT with a very focused goal: to transform the highest of tech - atom scale manufacturing - into real tangible commerce. We have adhered remarkably well to the plan I submitted at the outset and have several products emerging at this time - as predicted. We truly lead the world in this enormously important area.

Even with the many extraordinary advantages i have been granted it has been a long and hard battle to maintain my course. For every supporter there have been 10 who would stop me. But my work speaks for itself, I am very stubborn, and I have managed to prevail.

# UofA for TOMORROW

We need to explicitly build in a capacity to enable lucrative science to commerce developments. Otherwise we are missing the only real opportunity to generate revenue. The UAT plan says that in just a few years we must transition from 60% public funded to just 40%. Wow. How are we planning to do that if not by supporting, then being supported in turn by new business?

There needs to be a small number of "moonshot" grade developments underway. These won't be substantially funded by the university. We only need to house and nurture. There is a very innovative natural way to blend such positions into the larger university fabric such that both students and regular professors greatly benefit from new research opportunities. I have more to say about that.

We don't want to retrofit these essential functions later on when all the other issues are sorted. No, this needs to be an integral part of being self-sustaining. We have to plan for it, not just hope for it as ever before.

---

Bring School of Native Studies and CJS into a faculty so they can have the benefits of collaboration and partnership. This also further reduces duplicate and redundant administrative functions that they would each have to carry on independently.

---

Nothing specific, but it will be important to consider the student experience as we go forward. I'm thinking of things like student services and facilities and research support that should remain in the faculties. Faculties such as science, eng, and ALES have very specialized facilities that need support expertise, and the student service teams are much more consultative than transactional in nature.

On that note, and perhaps more specific to the SET initiative, it will make sense to have a common set of tools and functions available to students and administrators, especially those that are grouped together in the college or consolidated model. For this reason, it becomes even more important to support enterprise solutions and platforms such as Academic Advisement and EDRMS. There has been little central support for such initiatives, and this has hindered the adoption of technologies that have proven to make a positive difference.

---

I have a question about the projected savings due to cuts in Ops Staff. On page 18 and 25 of the latest report, there is a projected reduction of ops staff from 257 to 133, and from 387 to 228 for the consolidation model and the college model respectively. Where do you anticipate these

# UofA for TOMORROW

cuts to occur? I assume that ops staff covers broad areas such as HR, IT, accounting, student services and research support.

As noted above, specialized support for students and instructors is needed in many faculties, and student services is an important function that requires detailed discipline specific knowledge. I think it would be a mistake to assume that savings/reductions can be made in those areas (as opposed to HR, IT and accounting/procurement where likely there is duplication of effort).

---

I have had the pleasure of being a student or staff/faculty member of 4 different Faculties on campus. I am very familiar with the strengths and drawbacks of larger Faculties versus smaller Faculties, general studies versus professional programs, undergraduate versus graduate, etc. So, I do not make the case for consolidation lightly. I am very proud and committed to the tradition and identity that different units have built up over our joint histories. However, we are obviously at a critical juncture. One in which I don't think we can afford to not go big. Because, of course, no one wants to go home!

---

I believe it is important that the faculty of Dentistry and Dental Hygiene be separated out from the current FOMD. We are both professional programs that have been pointed out in previous letters from faculty and staff in our programs. To lump Dentistry and Dental Hygiene with Medicine is doing everyone a dis service by creating FOMD as much larger than all the other health departments under each of the larger umbrella faculties. You were concerned with the size of FOMD in your original scenarios when putting it in with the other health sciences. Separating Dentistry and Dental Hygiene out from FOMD will help solve a problem that you had noted and benefit all the faculties involved.

---

Do better. Have faculties propose budget cuts within the faculty and departments rather than trying to force faculties with different pedagogies together.

---

This process should have been made way more transparent for students, staff, and faculty on the ground. It feels as though the proposals were made behind closed doors, and now individuals who have no intimate knowledge of the proposals are being asked to rate and review the proposals. Many will not feel knowledgeable enough to voice opinions on the proposals

# UofA for TOMORROW

because the proposals are not easily understood to people who did not participate in constructing them.

---

What will happen to independent departments? The proposal is very high-level and it is unclear how the different scenarios will affect department-level affairs.

---

Treat Dentistry the same as all other health disciplines regardless of the proposal chosen now. It makes no sense to leave it embedded with Medicine when they have separate and different accreditation requirements. Why isn't Dentistry being treated equitably with other health disciplines within either the larger Health Science Faculty or College?

---

I worry that the small faculties/units are going to be at a disadvantage with the creation of new, larger groupings of faculties. Attention needs to be paid to ensure these small faculties/units remain relevant and appealing for students, faculty, and staff to be a part of.

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# TOP THOUGHTS - REPORT: NOVEMBER 19 UAT UPDATE

## RESULTS

University of Alberta



Search

Which of the revised proposals do you prefer and why?

1 of 7 >

**Academics refer to the changes as "exciting." while support staff are under immense stress & don't know if they will have a job next month. We are in the weeds on how ARWG will work—academics' core roles of research & teaching won't change. SET needs to be the priority, not an afterthought**

4.0 (22 )  
Ranked #1 of 299

- 5
- 4
- 3
- 2
- 1

**How can you add over a million of dollars of senior staff while laying off over 1100 support staff?**

3.8 (11 )  
Ranked #2 of 299

- 5
- 4
- 3
- 2
- 1

**If the models are not reducing costs, that means that all the cost reduction falls to NASA. How is that fair?**

3.7 (25 )  
Ranked #3 of 299

- 5
- 4
- 3
- 2
- 1

**You still have about the same number of senior admin in all of them as we have right now. Where is the savings?**

3.6 (25 )  
Ranked #4 of 299

- 5
- 4
- 3
- 2
- 1

**Why did you say the models all have ADDITIONAL senior leaders? I thought the point was to reduce?**

3.6 (24 )  
Ranked #5 of 299

- 5
- 4
- 3
- 2
- 1



**Staffing reductions** Are the 400 layoffs that have already been completed not part of the 1 000: you keep referring to 1 000

3.6 (22 )

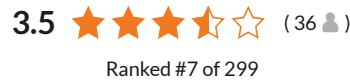
- 5
- 4
- 3

Completed not part of the 2,000, you keep referring to 2,000 layoffs and as of now we're working with less

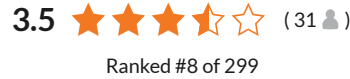
Ranked #6 of 299



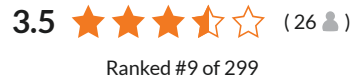
**Where is the information on what administrative jobs will be easily centralized?** If it's easy and has been done lots before, there should be list of jobs, tasks, functions and their costs. There is not one and that makes me nervous



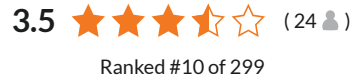
**If you want to save money reduce some of the absurd salaries like deans being paid \$300000 a year** Even reducing that to \$200000 which is still an amazing salary, we would save at least \$1.9 million under the college model



**The College Model is the clear winner here—Arts and Science have consistently been held up as examples of high efficiency and economy of scale.** Combining these two is likely to disrupt this efficiency and deliver less returns, whereas the College Model allows both of these strengths to be used



**The College Model will encourage the same processes and behaviours currently being practiced.** Encourage a protection of what currently exists.



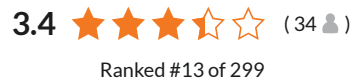
**I prefer the college model proposal.** This proposal has a large amount of savings for the school and groups together faculties in a way that makes sense to me.



**The college groupings bring faculties that are already very similar together in a common sense way that will help collaboration** It also doesn't appear to have any significant conflicting interests in the faculties grouped together.



**I am extremely worried about any scenario involving Executive Deans. This is an OUTRAGE to create an extra layer of administration right now.** It is crucial that Executive Deans are selected from current academic members instead of creating new position of power to people NOT representing us.



**the college model** but why do we need to have executive deans can't it function with the 13 school heads

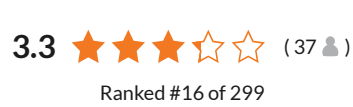


**How have you quantified feedback in a meaningful way?** How can you say, with certainty, that you received support for Scenario B when downhill feedback is limited by characters?

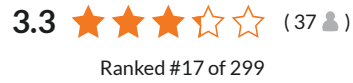




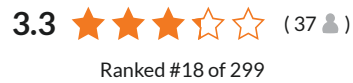
**Colleges will help students move between similar faculties - whether by graduation, transfer, etc - while remaining within the college** That encourages students to stay at U of A upon graduation, reduces administrative costs, and improves the student experience



**I prefer the college model** Seems like it'll be a good way to consolidate resources for closer related fields and provide greater academic support



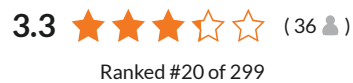
**The College Model** I hate the idea of Arts and Sciences being in a single faculty. We have distinct identities.



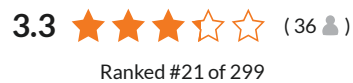
**College Model** ALES, Egg, and Sci are the appropriate combination here. Combining Health and Medical Sciences and Social/Humanities makes more sense than Art+Sci



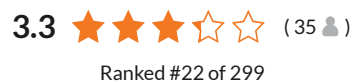
**I prefer the College Model** It preserves amny interfaculty connections better than the compeating offerings, and would likely lead to greater inter faculty co-operativity



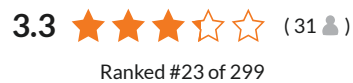
**I prefer the College Model** I'm in the Faculty of Engineering and we often collaborate with the Faculty of Science. The College Model would help in this regard.



**I prefer the college model - it makes sense to me to have arts / business/ law / education together, as well as health and medical sciences in another**



**Preference to the College Model - I think both the consolidation model and the hybrid model pair two major disciplines that are fundamentally at odds** Science and arts/humanities have fundamentally different resource needs, application, and ties to industry. It would be a disservice to both.



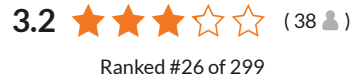
**I prefer the College Model** It provides cost savings, maintains a level of autonomy for our existing faculties, and is an intuitive / straight-forward structure.



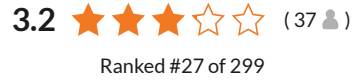
**College Proposal** The consolidation of arts and science in the other two models doesn't make sense to me. It seems that they wouldn't be given the best opportunities.



**Executive deans are a terrible idea** This puts even more power in the hands of even less academically responsible people.



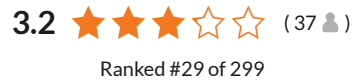
**College model** More streamlined, easy to follow/understand, equitable distribution of staff



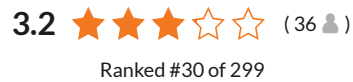
**I prefer the college model because of its high savings, reduction of inefficiencies (duplicate services), and common sense college groupings** Currently, a lot of services are doubled in ways that are confusing to navigate as a student and inefficient



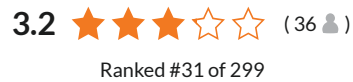
**The College Model** Better alignment of academic methodologies. Especially for the Social Sciences and Humanities. Greater potential for synergies.



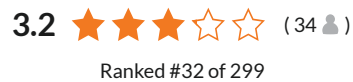
**I prefer the College Model** Although I think it is nice to have more collaboration between the faculty of science and arts, it is still important that they have some separation



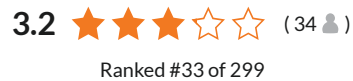
**The College Model** Offers better \$ savings than consolidated and appears to be the 'cleanest' organizational structure of the 3.



**College Model** It limits the impacts to faculties who can maintain there structures and governance. Also creates equity with one common structure.



**Why isn't UofA more transparent about its expenditures?** Based on earlier reports, the UofA only pays about 20% of its expenditures towards faculty members' salaries. Where is the rest of the money going?



**College Model** Least disruptive



**College Model** It seems more balanced



**What makes the change from "division" to "college" more than a cosmetic change?**



1 ★

**College Model** It's the least harmful for Faculty reputation and less disruptive to serving the university body as a whole.

3.2 ★★★★★ (24 👤)  
Ranked #37 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**College option** It appears to keep a number of the actual faculties in tact. While streamlining, it doesn't appear to be as disruptful.

3.2 ★★★★★ (24 👤)  
Ranked #38 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Has a 2-5% salary roll back been considered, If it would save my job and hundreds of other support staff I think agree to it in a heart beat**

3.2 ★★★★★ (24 👤)  
Ranked #39 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**can you please explain the "Savings" of ops Staff in each model? that is ft positions removed in each area?? is that support or academic or both??**

3.2 ★★★★★ (23 👤)  
Ranked #40 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**How is revenue generation being accounted for within each model?**

3.2 ★★★★★ (19 👤)  
Ranked #41 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**If you remove Graduate Coordinators from all of the departments you will cripple the graduate programs All of the models include an optional leadership plan that includes stripping away the Grad Coordinators. That should not even be an option.**

3.2 ★★★★★ (13 👤)  
Ranked #42 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Why isn't the FGSR on any of these models or plans!? We keep being told that FGSR won't be affected, but why is it not included in the budgeting portions of the models? You can't just ignore it.**

3.2 ★★★★★ (13 👤)  
Ranked #43 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Please answer Winston's question about the vision apart from the financial aspect.**

3.2 ★★★★★ (6 👤)  
Ranked #44 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**College Model** the faculties chosen to be in each college are more aligned. Having health and medical, engineering and the sciences and then professional faculties!

3.1 ★★★★★ (37 👤)  
Ranked #45 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**I prefer the college model.** I think the groupings make most sense and I like that it provides similar savings to the hybrid model.

3.1 ★★★★★ (37 👤)  
Ranked #46 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★



**Administrative efficiencies need to be made more clear** There

**Administrative efficiencies need to be made more clear** There is a difference between firing everyone and hiring them back at lower pay and centralizing certain functions. Centralizing functions==good.

3.1 (36 )  
Ranked #47 of 299

- 5
- 4
- 3
- 2
- 1

**College Model seems better** Having sci + eng together might make it less complicated for students to transfer from science to engineering and vice versa, which many students do

3.1 (36 )  
Ranked #48 of 299

- 5
- 4
- 3
- 2
- 1

**College model: maintains the titles of faculty while organizing them in a meaningful way.** We get to maintain the prestige built by certain faculties (like CSJ or Engineering) while also being able to associate similar faculties.

3.1 (36 )  
Ranked #49 of 299

- 5
- 4
- 3
- 2
- 1

**Hybrid model - ales and engg** potential for collaboration between engineering and ALES makes sense in a number of ways.

3.1 (36 )  
Ranked #50 of 299

- 5
- 4
- 3
- 2
- 1



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# TOP THOUGHTS - REPORT: NOVEMBER 19 UAT UPDATE

## RESULTS

University of Alberta



Search

Which of the revised proposals do you prefer and why?

< 2 of 7 >

**The fact that the university is trying to push this to be completed in such a short timeline is reckless** Changes like these can't be expedited. There are more discussion that need to be had and more concerns that need to be addressed

3.1 (36) Ranked #51 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**College Model** Keeping Faculty status will ensure more buy-in among staff--this seems like less of a disruption but still benefits from consolidated agencies.

3.1 (35) Ranked #52 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**I don't like ThoughtExchange.** If we are asked to read reports that are 50-100 pages long, we should be allowed to write longer sentences in reply to the report!

3.1 (35) Ranked #53 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Comment

Hello, you are welcome to provide anonymous comments through this form as well: <https://docs.google.com/forms/d/e/1FAIpQLSeEZFPq3CnXOFmmjFQbXtfjSlo8-QaKQIx-DT11Zfy0eyM8g/viewform>

**Having services that are universal to students consolidated in one place makes sense and is a great way to save costs.** The college model does this in a way that I think best preserves the identity of the different faculties (ieArts, law, and education mesh very well)

3.1 (34) Ranked #54 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**I don't support any of these proposals as they do not account for any student/faculty concerns** Sitting in during various town halls I heard multiple perspectives and issues around restructuring. It is clear none of the issues have been resolved.

**3.1** (34 )  
Ranked #55 of 299

5   
4   
3   
2   
1

**The "Professional Programs" box is absurd** University hosts a melee of professional programs. Choosing three and putting them in a box is silly, especially including education in that box.

**3.1** (33 )  
Ranked #56 of 299

5   
4   
3   
2   
1

**Reduce the executive head count, whatever the model** Isn't that the point of this?

**3.1** (27 )  
Ranked #57 of 299

5   
4   
3   
2   
1

**Why was I not allowed to join a Zoom? how did you choose the Zoom participants?**

**3.1** (27 )  
Ranked #58 of 299

5   
4   
3   
2   
1

**College Model** I do not like seeing the sciences and arts grouped into one as the are so diverse and are highly respected because of their specialization aspect.

**3.1** (26 )  
Ranked #59 of 299

5   
4   
3   
2   
1

**College Model**

**3.1** (25 )  
Ranked #60 of 299

5   
4   
3   
2   
1

**College Model** Less disruptive

**3.1** (25 )  
Ranked #61 of 299

5   
4   
3   
2   
1

**College model** It makes the most sense (savings, alignment of disciplines, interD opportunities)

**3.1** (25 )  
Ranked #62 of 299

5   
4   
3   
2   
1

**How many senior leaders are there currently? Are we really reducing leadership positions**

**3.1** (25 )  
Ranked #63 of 299

5   
4   
3   
2   
1

**College model** Science has a lot to lose by joining arts.

**3.1** (21 )  
Ranked #64 of 299

5   
4   
3   
2   
1

**Based on the fact it's missing from all of these projections, the plan seems to eliminate the FGSR, no matter which model is chosen. Why is it not mentioned anywhere officially!? It should**

**3.1** (12 )  
Ranked #65 of 299

5   
4   
3   
2

be in the projected budgets! If it's not changing, then show that!

| 1 ★

**Calculate a reasonable target for each academic unit and have them return with a proposed budget and centralizable functions** This top-down model of cost-savings through restructuring is not effective.

3.0 ★★★★★ (37)   
 Ranked #66 of 299

5 ★   
 4 ★   
 3 ★   
 2 ★   
 1 ★

**College Model** Defend the autonomy of Arts and Sciences! We are separate and students do not want to share a faculty.

3.0 ★★★★★ (37)   
 Ranked #67 of 299

5 ★   
 4 ★   
 3 ★   
 2 ★   
 1 ★

**College Model** This is the only option that keeps Faculties of Science and Arts separate. This is very important to maintaining program integrity and reputation.

3.0 ★★★★★ (37)   
 Ranked #68 of 299

5 ★   
 4 ★   
 3 ★   
 2 ★   
 1 ★

**College model** realizes the most savings, keeps faculty autonomy, allows for centralized admin services, and has great alignment for students, external partners.

3.0 ★★★★★ (37)   
 Ranked #69 of 299

5 ★   
 4 ★   
 3 ★   
 2 ★   
 1 ★

**I do not support any of these models. The worst model is the College Model - Creating 3 Executive Dean Roles with a \$300K salary each is bad optics in the current economy.** Those funds could be used to hire several front line staff for improved, personalized student services. Shame on the UofA.

3.0 ★★★★★ (37)   
 Ranked #70 of 299

5 ★   
 4 ★   
 3 ★   
 2 ★   
 1 ★

**Among the 3 models in Revised Proposals, I prefer College Model. This model is not good but better than the other two. The other two put science with**

3.0 ★★★★★ (36)   
 Ranked #71 of 299

5 ★   
 4 ★   
 3 ★   
 2 ★   
 1 ★

**College Model** Academic deans' who have run administrative services have historically been worrying about academics, leaving admin services to do poorly.

3.0 ★★★★★ (36)   
 Ranked #72 of 299

5 ★   
 4 ★   
 3 ★   
 2 ★   
 1 ★

**Cost projections are made based on ratio of ops costs to course registrations** a) It costs WAY more to teach dentistry than English. b) This just encourages bigger classes, which hurts us all in the long term.

3.0 ★★★★★ (36)   
 Ranked #73 of 299

5 ★   
 4 ★   
 3 ★   
 2 ★   
 1 ★

**I do not support any of the models** The largesse on display in the sunshine list will remain, and that is what public opinion is fixated on. Public opinion drives AB government policy.

3.0 ★★★★★ (36)   
 Ranked #74 of 299

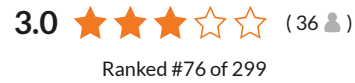
5 ★   
 4 ★   
 3 ★   
 2 ★   
 1 ★

**I do not support any of the proposals.** Restructuring was 'pitched' as a cost-savings measure, but the focus of the proposals seems to be to make use easier to manage by creating

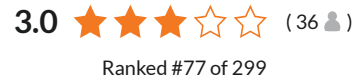
3.0 ★★★★★ (36)   
 Ranked #75 of 299

5 ★   
 4 ★   
 3 ★   
 2 ★   
 1 ★

**I do not support any of the proposals.** The cost saving calculations have a lot of holes, and are not adequate to justify the large scale disruptions that they will cause.

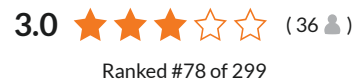


**I prefer whichever proposal that doesn't decrease the quality of UofA's education and legitimacy as a top 5 Canadian university.** Does increasing tuition / MNIFs has to be the only

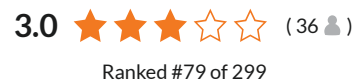


way to generate revenue? Are we transforming into an institution that's all about profit?

**None of them** Each model is severely flawed and does not have the aim of providing quality education to students, only saving the uni a little bit of money.



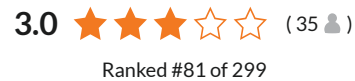
**The College Model** makes the most sense to align all the faculties by their tri-agency lines



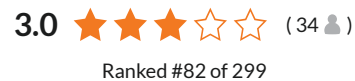
**College model** Faculties maintain autonomy while having centralized admin supports and leadership.



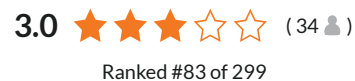
**I'm hugely in favour of downsizing the number of Faculties/Departments as much as possible.** It's senseless to have 18 Faculties and too many Departments, because it's obviously very expensive to provide salary for Deans, Associate Deans, etc.



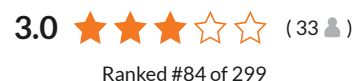
If the faculties remain as is, they can continue to serve the students in the best way possible, without having to focus on many student groups.



**hybrid model** lowest number ofsenior admin (17) - best optics



**If I have to choose between the 3, the College model** Ultimately I support none of the models as thoughts presented at round tables were not implemented in the new scenarios. We weren't listened to.



**Scenario B: College model** Small arts programs would get





completely swamped in an arts+sciences faculty as suggested in scenario A and C, so scenario B is better for us.

3.0 (33 ) Ranked #85 of 299

4 ★  
3 ★  
2 ★  
1 ★

The college model I feel it gives my faculty the best representation and combines it with the most similarly related faculties.

3.0 (33 ) Ranked #86 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

All models place the health sciences under an overarching umbrella and this makes strategic and interdisciplinary sense But don't see economies of scale for FOMD reflected here

3.0 (32 ) Ranked #87 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

The college model is the best; the Faculty of Arts courses are more pertinent to those taught in Education, Business and Law faculties. The proposed consolidation of Science and Arts faculties is arbitrary. Plus, Arts has many aspiring law students; perfect fit, consolidating those.

3.0 (31 ) Ranked #88 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

The college model is best allows for more consideration of the admin structures

3.0 (29 ) Ranked #89 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

I prefer the college model gives most flexibility and most savings

3.0 (28 ) Ranked #90 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

College

3.0 (26 ) Ranked #91 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

College Model without Executive Deans - i.e. shared services model (scenario C, Interim Report) The groupings of Faculties in the College Model makes sense, but Executive Deans aren't needed to gain economies of scale by grouping services.

3.0 (26 ) Ranked #92 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

If the models are all projected to generate monetary savings, why is the U of A trying to suppress wages in bargaining? Are the \$ projections for real?

3.0 (26 ) Ranked #93 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

Scenario 2 Faculty identity is very important for students

3.0 (26 ) Ranked #94 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

College model seems to have the least disruption to faculty identity while allowing for cost savings. It is concerning though that none of the proposals outline where ΔPOs as academic staff

3.0 (18 ) Ranked #95 of 299

5 ★  
4 ★  
3 ★  
2 ★

that none of the proposals outline where AT CS as academic staff and SMEs within the departments/faculties would fit

Ranked #95 of 299

4 ★  
1 ★

**How can we ensure collaboration amongst the University, especially with competing needs and siloed categories?**

3.0 ★★☆☆☆ (18 👤)  
Ranked #96 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**The College Model** This will provide the greatest support for the things that are not broken, including several strong and efficient faculties.

3.0 ★★☆☆☆ (12 👤)  
Ranked #97 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Please also answer the question about whether positions within faculties will get downgraded.**

3.0 ★★☆☆☆ (8 👤)  
Ranked #98 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**college model preferred** Why is native studies a stand-alone? Surely it would fit under social sciences and humanities. Are they that more unique than other faculties???

3.0 ★★☆☆☆ (6 👤)  
Ranked #99 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**College Model has best balance** Faculty numbers as well as research alignment best in the College Model. Too many senior leaders though

2.9 ★★☆☆☆ (37 👤)  
Ranked #100 of 299

5 ★  
4 ★  
3 ★  
2 ★

< Back

# TOP THOUGHTS - REPORT: NOVEMBER 19 UAT UPDATE

## RESULTS

University of Alberta



Search

Which of the revised proposals do you prefer and why?

< 3 of 7 >

**Consolidation of Arts and Science** Arts and Science have similar pedagogical goals; they also both have a commitment to undergraduate and graduate teaching.

2.9 (37) Ranked #101 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**Hybrid model is the worst - arts and sciences should not be paired solely together** College model has much better distribution for interdisciplinary collaboration.

2.9 (37) Ranked #102 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**I do not support any of the proposals.** The proposals focus heavily on creating a top-heavy structure.

2.9 (37) Ranked #103 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**I prefer the college model** It has a lot of positives specifically aligning to external funding and engagement (from alumni, granting organizations and so on)

2.9 (37) Ranked #104 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**College model** specific proposed areas such as governance, FEC and budget make sense.

2.9 (36) Ranked #105 of 299

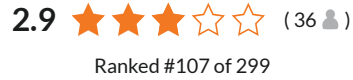
- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**I think the College Model makes the most sense** Makes more sense to group the arts with the law + business + ed, because many arts students end up transitioning into law, education, or business

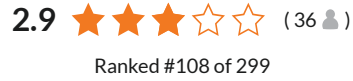
2.9 (36) Ranked #106 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

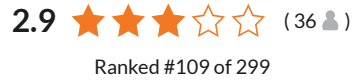
**NONE - Nutrition (NUFS and Dietetics needs to be in the Health Profession Faculty)** Dietetics creates Registered Dietitians - People who are accredited health professionals! If you don't include them you are going ostracizing them



**Native studies should be combines with arts** To leave the lease efficient faculty running on its own is clearly political and not about saving money, please refer to Dr. Duncan Elliott's email.



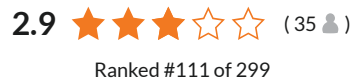
**The College Model** Because it offers the most academic advantages



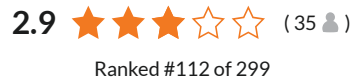
**College Model**



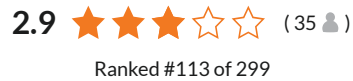
**College Model** Arts and Science are not the appropriate amalgamation. The college model is the only model that succintly preserves the root of study within each.



**College Model** More balanced and streamlined



**College Model** I would like my faculty to remain independent and show that I graduated from this award winning faculty.



**College Model: Facultyes still have identity but there's room for collaboration.**The facultyes that are grouped together can actually work together. The other models group facultyes together that are not similar (Science and Arts, Education and law). College model organizes best for collaboration.



**College model is the best - albeit none of the options are very good at all** It has the best distribution of facultyes, but too many senior leaders - if we are saving money, why so many executive positions that cost lots?

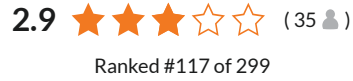


**Dietetics program is in Faculty of ALES is the only health science program NOT in the Health and Medical Sciences Division.** Dietetics is a health science and work in healthcare. It would make sense for the program to be moved to the Health



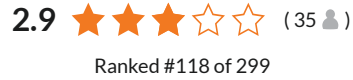
and Medical Sciences division.

**More on why the College model seems best to me:** The structure also appears to make the most sense of the 3 for interdisciplinary opportunities.



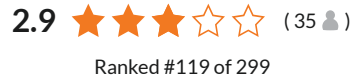
- 5
- 4
- 3
- 2
- 1

**Scenario B (College) is best** It preserves Faculties (for identity) and gives us the most savings



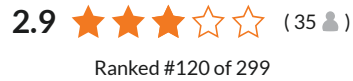
- 5
- 4
- 3
- 2
- 1

**The College Model Proposal** As much as Arts and Science need to work together, I don't think they belong together as a singular faculty.



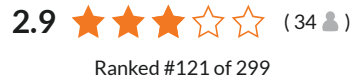
- 5
- 4
- 3
- 2
- 1

**The College model** largely retains academic autonomy while permitting administrative and executive consolidation



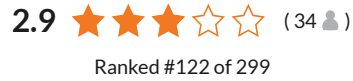
- 5
- 4
- 3
- 2
- 1

**College Model**



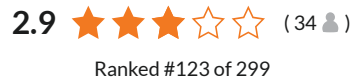
- 5
- 4
- 3
- 2
- 1

**College Model** It allows all faculties to to remain as faculties and serve the students well.



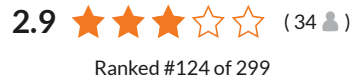
- 5
- 4
- 3
- 2
- 1

**Hybrid Model flawed** Science, ALES, and Engineering have more in common than Engineering & Education.



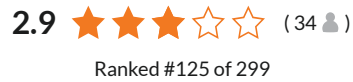
- 5
- 4
- 3
- 2
- 1

**Professional programs already get more resources than arts/sci students. I hope making an independent art/sci faculty won't make that worse?** As a student who has seen the insides of engineering, medicine, and general science - in my experience there were fewer student supports in science.



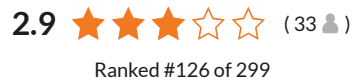
- 5
- 4
- 3
- 2
- 1

**The college model** It makes the most sense to organize similar faculties together. Most efficient model



- 5
- 4
- 3
- 2
- 1

**I prefer the College model and Hybrid model** I think it's important for professional health science colleges to maintain their faculty status in order to meet accreditation requirements.



- 5
- 4
- 3
- 2
- 1

**The College Model Proposal** I like the idea that each of the faculties still retains much of their autonomy.

2.9  (33 👤)

Ranked #127 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**There aren't many thoughts, because Thought Exchange was closed all day today up until the Town Hall.** The results of this are therefore invalid.

2.9  (28 👤)

Ranked #128 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**the college model**

2.9  (27 👤)

Ranked #129 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**College model**

2.9  (26 👤)

Ranked #130 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**College Model** It's the most consistent and equitable.

2.9  (25 👤)

Ranked #131 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Is there a reason why we cannot ask other questions?**

2.9  (25 👤)

Ranked #132 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**College**

2.9  (24 👤)

Ranked #133 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**College Model** for sure. We have no choice but to change given the fiscal position and for us to remain relevant to students for the long-term. Better integration and synergies.

2.9  (23 👤)

Ranked #134 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Programs will gain efficiencies if Science joins the other Scientific based faculties.**

2.9  (23 👤)

Ranked #135 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**The college model** but, it mustn't lead to administrative bloat

2.9  (12 👤)

Ranked #136 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★



**The college model** important faculty identities are retained

2.9  (11 👤)

Ranked #137 of 299



5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**A plan should be implemented to longitudinally evaluate how the changes that have been made affect student outcomes, university outcomes and cost.** Is there a plan related to investigating the effect of these changes? How will we know we are meeting our goals?

2.9  (8 )  
Ranked #138 of 299



5   
4   
3   
2   
1 

**Where does the work go?** The work to research/educate is not going away. We can pay people less or we can do a worse job at research/education (including charging more tuition)

2.8  (38 )  
Ranked #139 of 299


5   
4   
3   
2   
1 

**College Model** Do not combine Arts and Sciences in 1 faculty. If we were splitting a budget, ALL the resources would go to Sciences; they basically already do.

2.8  (37 )  
Ranked #140 of 299

5   
4   
3   
2   
1 

**College name "Social Sciences and Humanities"** There has to be a better name. It's not clear from that title that business, law, arts and education are included.

2.8  (37 )  
Ranked #141 of 299

5   
4   
3   
2   
1 

**Faculté Saint Jean and Faculty of Native Studies should not be consolidated.** Those two faculties make Alberta very unique and attract students like me.

2.8  (37 )  
Ranked #142 of 299

5   
4   
3   
2   
1 

**The Class Offerings Must be Maintained** Consolidation will provide an opportunity for departments and classes to be cut completely, like UofA's African Studies program. This cannot happen.

2.8  (37 )  
Ranked #143 of 299

5   
4   
3   
2   
1 

**Why on earth does native studies get to stay individual in all three models** That is ridiculous to have such a small and (being honest) useless faculty get to stay by itself when all it brings is student athletes.

2.8  (37 )  
Ranked #144 of 299

5   
4   
3   
2   
1 

**Engineering and FoMD have the greatest potential for cost savings** No matter what model you choose, the fatter faculties need more cutting.

2.8  (36 )  
Ranked #145 of 299

5   
4   
3   
2   
1 


**Hybrid model - buisness and engg** New collaberations between buisness and engg: expansion of buisness minot program. Promot start up culture on campus. inovation needs to be marketed

2.8  (36 )  
Ranked #146 of 299

5   
4   
3   
2   
1 

**College Model** Faculty insular attitudes have been a cause of significant amounts of issues.

2.8  (35 )  
Ranked #147 of 299

5   
4   
3   
2   
1 

**College model** Realizes the most savings

2.8  (35 )

Ranked #148 of 299

- 5 
- 4 
- 3 
- 2 
- 1 

---

**Consolidated Model flawed** Faculty of "Profesional" [sic] Studies and the 3 U-schools will be overrun by three larger faculties.

2.8  (35 )

Ranked #149 of 299

- 5 
- 4 
- 3 
- 2 
- 1 

---

**Hybrid** Cost savings; maintain faculty reputation

2.8  (35 )

Ranked #150 of 299

- 5 
- 4 
- 3 
- 2 
- 1 



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# TOP THOUGHTS - REPORT: NOVEMBER 19 UAT UPDATE

## RESULTS

University of Alberta



Search

Which of the revised proposals do you prefer and why?

< 4 of 7 >

**Hybrid model** It delivers the most savings, thus minimizing staff layoffs

2.8 (35 )  
Ranked #151 of 299

- 5
- 4
- 3
- 2
- 1

**I agree that CSJ, A, and FNS should stand alone** These programs are the unique pull that makes UofA attractive/unique. Combining them into other boxes makes them invisible and compromises autonomy

2.8 (35 )  
Ranked #152 of 299

- 5
- 4
- 3
- 2
- 1

**I prefer the College Model proposal** This model could reduce programmatic barriers to students in my current faculty (Science) and enhance collaboration with Fac. Engineering

2.8 (35 )  
Ranked #153 of 299

- 5
- 4
- 3
- 2
- 1

**In the College model, I think the budgeting model as well as it remains mostly unchanged.** Budgetary controls remain within the faculties and this makes sense.

2.8 (35 )  
Ranked #154 of 299

- 5
- 4
- 3
- 2
- 1

**My preference is for solutions that are interprofessional, encouraging delivery of health care through teams that include providers and recipients.** Health care is too complex to be monoprofessional.

2.8 (35 )  
Ranked #155 of 299












- 5
- 4
- 3
- 2
- 1

**add School of Native Studies into the Faculty of Arts & Science** the School of Native Studies should get the same benefits that



2.8 (35 )

- 5
- 4
-

<p>come from collaboration and partnership that the other schools will get</p>	<p>Ranked #156 of 299</p>	<p>3 ★ 2 ★ 1 ★</p>
<p><b>None of the models are great. But 2 or 3 is best</b> More consolidation can be done - CSJ, Augustana, Native studies should be rolled in not stand alone.</p>	<p>2.8 ★★★★★ (34) Ranked #157 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p><b>Structuring in reference to Tri-Agency funding means that admin work within an area is related</b> Ex: procurement for labs vs. dispersal of SSHRC resources, meaning admin is specialized to a focus area rather than generalized to many</p>	<p>2.8 ★★★★★ (34) Ranked #158 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p><b>College model</b> As a business student, combination makes more sense</p>	<p>2.8 ★★★★★ (33) Ranked #159 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p><b>NONE</b> Dietetics Specialization creates HEALTH PROFESSIONALS, they need to be in that faculty, otherwise you are going against ALL INT D movements on campus</p>	<p>2.8 ★★★★★ (33) Ranked #160 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p><b>There are TWO decisions to make (as was voiced in GFC yesterday). 1. The MODEL itself and 2. Where faculties will "fit" in the decided best model</b> We are giving input based on the alignment of faculties that we prefer (which vary from model to model), not what we feel is the best model!</p>	<p>2.8 ★★★★★ (33) Ranked #161 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p><b>College Model</b> There should NOT be a consolidation of arts and sciences faculties. Each has very different needs and requires different leadership and supports.</p>	<p>2.8 ★★★★★ (32) Ranked #162 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p><b>College Model is my preferred structure</b> The integration of the faculties makes sense whilst the Faculty of Native Studies retains it's Faculty status</p>	<p>2.8 ★★★★★ (29) Ranked #163 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p><b>With the new models why is there a need for the V-P's still? The new Executive Dean's would replace that layer.</b></p>	<p>2.8 ★★★★★ (25) Ranked #164 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p><b>Administrative systems need to change</b> Every system seems to be independent and operate unilaterally. Can't these be integrated alongside this restructuring?</p>	<p>2.8 ★★★★★ (24) Ranked #165 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p><b>I believe that Dietetics and Nutrition should be in the health sciences school based on the knowledge learned throughout</b></p>	<p>2.8 ★★★★★ (22) Ranked #166 of 299</p>	<p>5 ★ 4 ★</p>



<p>sciences school based on the knowledge learned throughout the degree and the direct connections to the health care system that it has</p>	<p>2.6  (23)</p> <p>Ranked #166 of 299</p>	<p>5 ★ 3 ★ 2 ★ 1 ★</p>
<p>Do not prefer the College model. Will maintain silos within three larger silos. Will not promote reduced administration and can see further expansion by keeping faculties intact.</p>	<p>2.8  (22)</p> <p>Ranked #167 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p>Do not like the name College Colleges are defined in Alberta and are not CARI like - may cause confusion to name the divisions as colleges</p>	<p>2.8  (21)</p> <p>Ranked #168 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p>Scientists that do applied work has a lot to lose by joining arts. We collaborate with people in ALES and Engineering.</p>	<p>2.8  (20)</p> <p>Ranked #169 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p>The College model The academic groupings are most intuitive to me</p>	<p>2.8  (13)</p> <p>Ranked #170 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p>College Model Essential that we retain our "Faculty" title as a professional faculty: effects our reputation, our relationships in our community.</p>	<p>2.8  (10)</p> <p>Ranked #171 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p>How do we ensure we are not rearranging deck chairs on the titanic? The goal of academic restructuring has been stated throughout this process. I am skeptical to how will we know if we are meeting this goal. In keeping</p>	<p>2.8  (8)</p> <p>Ranked #172 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p>How can I pick a model when out outdated systems and applications are not addressed by any option?</p>	<p>2.8  (7)</p> <p>Ranked #173 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p>If you support a model because it reduces leadership costs Vote for "no model" because leadership costs can be reduced without changing anything. Where does the work go? Is the key question no matter what.</p>	<p>2.7  (37)</p> <p>Ranked #174 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p>College Model Faculties can stay the same but are just grouped together. More collaboration between faculties.</p>	<p>2.7  (36)</p> <p>Ranked #175 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>
<p>Hybrid combined faculty of arts and science makes sense. foundation knowlwedge fields</p>	<p>2.7  (36)</p> <p>Ranked #176 of 299</p>	<p>5 ★ 4 ★ 3 ★ 2 ★ 1 ★</p>

**Hybrid Academic leadership roles make more sense.**

2.7  (36 )  
Ranked #177 of 299


5   
4   
3   
2   
1 

**Hybrid model's Arts & Science combination is concerning** Why not make them separate and divide any overlap to avoid the friction of a complete merger? These different schools of thought are very valuable.

2.7  (36 )  
Ranked #178 of 299


5   
4   
3   
2   
1 

**I think the hybrid model out of the 3 options is preferred because the divisions created and the faculties put in each makes more sense than the other** It is important for cost savings, but also how each faculty might feel being put into the divisions. I think this will give a good opportunity to them

2.7  (36 )  
Ranked #179 of 299


5   
4   
3   
2   
1 

**Clustering under streamlined leadership may allow greater inter-disciplinarity.** Should result in easier decisions for big issues for moving to appropriate digitization of academic life.

2.7  (35 )  
Ranked #180 of 299



5   
4   
3   
2   
1 

**Fewer senior leaders offer potentially closer relationships with key leaders and philanthropists in our broader community**

2.7  (35 )  
Ranked #181 of 299



5   
4   
3   
2   
1 

**College model** Faculties of Arts and Science remain as independent faculties. This provides more autonomy and separate FEC processes.

2.7  (34 )  
Ranked #182 of 299



5   
4   
3   
2   
1 

**Hybrid Model** It highlights Arts and Science as a key part of the academic mission of the university and the colleges as described make good sense.

2.7  (34 )  
Ranked #183 of 299

5   
4   
3   
2   
1 

**The changes being made are as a result of decrease funding from the AB government correct?** What happens if in the future UofA receives funding to maintain the structure it has now - would the changes be reversed?

2.7  (34 )  
Ranked #184 of 299

5   
4   
3   
2   
1 

**Add CSJ to Faculty of Professional Studies** CJS should get the same benefits that come from collaboration and partnership that the other schools will get

2.7  (33 )  
Ranked #185 of 299



5   
4   
3   
2   
1 

**College Model flawed** Best of the three, but too much emphasis on Faculty independence. Too many senior leaders; not enough change from present.

2.7  (33 )  
Ranked #186 of 299



5   
4   
3   
2   
1 

**Arts and Science, which are administratively lean, remain separate from the current Faculties that are administratively fat.** Arts and Science do not want to lose more of our staff than necessary -- where nearly 100% of the cuts are coming from.

2.7  (32 )  
Ranked #187 of 299



5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Hybrid Model** Seems to satisfy the interests of the majority of campus stakeholders while creating meaningful efficiencies.

2.7  (25 )  
Ranked #188 of 299



5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**College Model** Better division of subjects

2.7  (24 )  
Ranked #189 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**I agree with the consolidation of arts and science- it is common among many post-secondary's across Canada**

2.7  (24 )  
Ranked #190 of 299


5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Hybrid model, though I fail to understand why Arts & Science remain a Faculty rather than forming a 3rd College** It's the only one that accommodates my expertise and provides any of the desired additional collaboration opportunities for me & my colleagues.

2.7  (8 )  
Ranked #191 of 299


5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Leave the academic structures as they are and just reduce leadership/admin costs** Putting groups in new boxes doesn't change the costs. Cutting leadership roles does. Centralizing some admin functions does. Make changes in place.

2.6  (38 )  
Ranked #192 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Please be kind to International students. They are paying a lot more tuition than domestic students.** The "AthLeTiCs and ReCreAtioNal" fee doesn't make no sense lol. Why do we have to pay for that when we are not even going on campus? Is VVC even open?

2.6  (38 )  
Ranked #193 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Hybrid model** most cost savings. if you are going to make changes go for the most cost effective option.

2.6  (37 )  
Ranked #194 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**College Model watered down Tri-Council model** Still saves money, but waters down previous version. Too much budgetary autonomy at faculty rather than college level.

2.6  (36 )  
Ranked #195 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

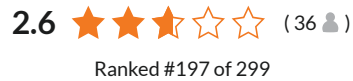
**Consolidation model proposal** seems to be most concise in terms of fitting faculties/departments into a more refined model

2.6  (36 )  
Ranked #196 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

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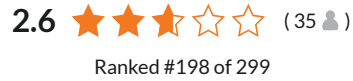
**Faculté Saint Jean and Faculty of Native Studies should be consolidated. More efficiency**



- 5 
- 4 
- 3 
- 2 
- 1 

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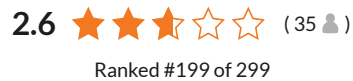
**Consolidation. This is the only model that can truly embrace the spirit of this process and achieve the fundamental change required.** Current Faculty leadership already has a disproportionate voice in this process and is obstructive in trying to maintain the status quo.



- 5 
- 4 
- 3 
- 2 
- 1 

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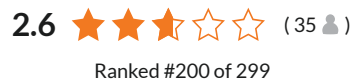
**I don't support anything that puts the very large FoMD in the same grouping as health sciences** Other faculties will be affected by the large imbalance



- 5 
- 4 
- 3 
- 2 
- 1 

---

**The consolidation model does not sit favourably with me because of the loss of faculty status!**



- 5 
- 4 
- 3 
- 2 
- 1 

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# TOP THOUGHTS - REPORT: NOVEMBER 19 UAT UPDATE

## RESULTS

University of Alberta



Search

Which of the revised proposals do you prefer and why?

< 5 of 7 >

**Campus Saint Jean gets to stay its own faculty.** I realise that this is the case for all three models, but I just wanted to reiterate the importance.

2.6 (34 👤)  
Ranked #201 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**I prefer the consolidation model** it is important to students to keep the value of their chosen degrees

2.6 (34 👤)  
Ranked #202 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**NONE** Nutrition needs to be in the health care faculty, ITS A BIG PART OF HEALTHCARE NOW. Nutrition mj is like kines mj, and Dietetics is a HCP...

2.6 (34 👤)  
Ranked #203 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**Consolidation** I like that this model keeps the overall descriptions of each of the faculties within the 4. As a student it's more about the identity of the faculty.

2.6 (33 👤)  
Ranked #204 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

**I would prefer either the College model** This model allows faculties to be seen as faculties still which will continue to allow autonomy to members of the faculty .

2.6 (33 👤)  
Ranked #205 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★



**Schools in Consolidation model still have autonomy over curriculum and programs** Important because decisions on curriculum need to be made close enough to where the academic expertise is and knowledge of the students needs

2.6 (33 👤)  
Ranked #206 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★



expertise is and knowledge of the students needs.

**The hybrid model - it ensures sufficient scale for shared administrative services and keeps Faculty identity and recognition by our many partners.** We need Faculties to maintain their status to ensure we can be recognized as valuable partners in teaching, research investment and collaboration.

2.6  (32 )  
Ranked #207 of 299


5   
4   
3   
2   
1 

**Consolidation Model** Faculties like Law, Business and Education need to maintain accreditations which have very specific requirements.

2.6  (27 )  
Ranked #208 of 299

5   
4   
3   
2   
1 

**FOMD is massive and unique in its partnerships within the health industry, how do you make sure they do not completely take over the smaller faculties**

2.6  (27 )  
Ranked #209 of 299



5   
4   
3   
2   
1 

**College Model** The nomenclature aligns with what I see at many institutions across North America, particularly the US.

2.6  (26 )  
Ranked #210 of 299

5   
4   
3   
2   
1 

**Consolidation Model** Provides the most meaningful categorization of the existing Faculties with a clear identity/mandate for each of the 4 Faculties that would be created.

2.6  (25 )  
Ranked #211 of 299


5   
4   
3   
2   
1 

**Hybrid model** Arts and Sciences together is a well established model

2.6  (23 )  
Ranked #212 of 299

5   
4   
3   
2   
1 

**why is it that health sciences are brought together in all options? FoMD is a very large faculty and can easily absorb the rest.** This leaves all of the students in those faculties with little input, supporting no option fully.

2.6  (17 )  
Ranked #213 of 299

5   
4   
3   
2   
1 

**I am leaning towards the Hybrid model.** It seems to reflect the students and staff moreso

2.6  (14 )  
Ranked #214 of 299

5   
4   
3   
2   
1 

**Students actually identify with their programs, not their Faculties.** Consolidation will retain and enhance this.

2.6  (11 )  
Ranked #215 of 299







































































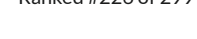


5   
4   
3   
2   
1 























**Hybrid** This model delivers on both professional unit concerns as well as those of arts and sciences.

2.6  (10 )  
Ranked #216 of 299

5   
4   
3   
2   
1 



<p><b>College Maintains enough identity of individual faculties while consolidating.</b></p>	<p>2.6  (9 ) Ranked #217 of 299</p>	<p>5  4  3  2  1 </p>
<p><b>Hybrid</b> It seems that has best case scenario for actually recovering savings compared to the other two.</p>	<p>2.6  (9 ) Ranked #218 of 299</p>	<p>5  4  3  2  1 </p>
<p><b>Hybrid model</b> We need change and Science is no where near as efficient as has been reported. Everyone can learn from each other.</p>	<p>2.6  (6 ) Ranked #219 of 299</p>	<p>5  4  3  2  1 </p>
<p><b>Hybrid model</b> Arts and Science have indicated willingness to being integrated - fewer executive deans might be better</p>	<p>2.5  (36 ) Ranked #220 of 299</p>	<p>5  4  3  2  1 </p>
<p><b>I like the hybrid proposal</b> It makes the most sense to me and saves the most money</p>	<p>2.5  (36 ) Ranked #221 of 299</p>	<p>5  4  3  2  1 </p>
<p><b>If you support a model because of budget:</b> Vote for "no model" because none of the models guarantee savings. Savings can be done with no changes to the structure</p>	<p>2.5  (36 ) Ranked #222 of 299</p>	<p>5  4  3  2  1 </p>
<p><b>Regardless of which proposal is chosen, I believe Dentistry needs to be separated from Medicine and should be its own school or faculty.</b> Dentistry has unique accreditation &amp; governance needs that are very different from Medicine's. Only one other dental school in CA is combined w/ Med.</p>	<p>2.5  (36 ) Ranked #223 of 299</p>	<p>5  4  3  2  1 </p>
<p><b>The consolidation model</b> It preserves faculties, which are an understood organizational structure</p>	<p>2.5  (36 ) Ranked #224 of 299</p>	<p>5  4  3  2  1 </p>
<p><b>This model keeps Arts and Science as intact as possible.</b> Arts and Science can work together, as in so many other top universities, but there is more here for each to retain its integrity.</p>	<p>2.5  (36 ) Ranked #225 of 299</p>	<p>5  4  3  2  1 </p>
<p><b>Unclear as to ADRs, other ADs</b> ADRs play important role in research admin (ranking CFI proposals, signing grant docum.). A Research University needs to ensure research support.</p>	<p>2.5  (36 ) Ranked #226 of 299</p>	<p>5  4  3  2  1 </p>
<p><b>Hvbrid is best as it provides the most savings. Roll in Augustana</b></p>	<p>2.5  (36 ) Ranked #226 of 299</p>	<p>5 </p>

<b>Native Studies &amp; CSJ for more cohesion and savings</b>	2.5  (35  Ranked #227 of 299	4 ★ 3 ★ 2 ★ 1 ★
<b>I don't want any changes to the faculty of arts</b> Because I'm afraid that'll change the program course requirements and I'm already in my 2nd year so these changes will impact me negatively	2.5  (35  Ranked #228 of 299	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Consolidation Model flawed</b> Consol'n (rather than fuzzy colleges) good, but alignment flawed. (Arts & Sci), (ALES & Eng)? Health & Med Sci aligned, but oversized. Sci/ALES/Eng.	2.5  (34  Ranked #229 of 299	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Hybrid</b> keeps the structure of the faculty and makes everyone happy; provides best option for savings	2.5  (34  Ranked #230 of 299	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>None but 3 - hybrid is best</b> more consolidation needed	2.5  (34  Ranked #231 of 299	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Since we a limited now to the 3 revised models, keeping within that frame, the College proposal seems best, it is not absolutely the best solution.</b> OK: joining all Health Sciences. OK: joining Humanities/Social Sciences . OK that Augustana/CSJ/NS keep their roles. Not OK that Science is not alone.	2.5  (31  Ranked #232 of 299	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Why are the smaller health science Faculties together with Medicine? They will get buried in there...</b>	2.5  (28  Ranked #233 of 299	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Could Education be with combined arts and science?</b> Teachers are science and arts students first	2.5  (25  Ranked #234 of 299	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Hybrid</b> Makes more sense to keep the interdisciplinary and professional units like ALES, Education, and Law together	2.5  (24  Ranked #235 of 299	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Hybrid</b>	2.5  (24  Ranked #236 of 299	5 ★ 4 ★ 3 ★ 2 ★ 1 ★
<b>Regardless of the structure, I feel strongly that the names of the faculty/ college (etc..) need to be updated to be inclusive of the new space</b>	2.5  (20  Ranked #237 of 299	5 ★ 4 ★ 3 ★ 2 ★

**The Consolidation or College models will be more likely to succeed**

2.5 ★★☆☆☆ (12 👤)  
Ranked #238 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**I think its important that the College model (academic) and the Hybrid models (staff/students) be looked at - anc come together with a single model**

2.5 ★★☆☆☆ (11 👤)  
Ranked #239 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Hybrid Model** Units of arts and science are the norm in many places. Concerns over this joining miss the advantages.

2.5 ★★☆☆☆ (8 👤)  
Ranked #240 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Consolidation, even if it's the smallest savings** Reduces the hierarchy levels and distributes power farther

2.4 ★★☆☆☆ (37 👤)  
Ranked #241 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Restructuring the faculties when students have already dedicated themselves to their current faculty is heartbreaking for the student.** We decided to come to UAlberta because of the specific program and faculty we're in. Changing that is like forcefully changing someone's name.

2.4 ★★☆☆☆ (37 👤)  
Ranked #242 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**The College model is not a good choice** Law, Business, and Education are focused on professional programs whereas Arts is not. The pedagogical goals are different.

2.4 ★★☆☆☆ (36 👤)  
Ranked #243 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**The creation of familiar cohorts and relations between faculties.** Lots of the time, faculties are seen as lone-standing islands. I believe that the university would become a friendlier place because of this.

2.4 ★★☆☆☆ (36 👤)  
Ranked #244 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**The other proposals represent a total restructuring that is just unnecessary. A simple change is all that's needed, a consolidation.**

2.4 ★★☆☆☆ (36 👤)  
Ranked #245 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Leadership concerns and vision likely to be broader - better serving out combined academic communities.** Appointment of fewer deans will likely increase standards of expected leadership excellence and allow for targeted succession planning.

2.4 ★★☆☆☆ (35 👤)  
Ranked #246 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

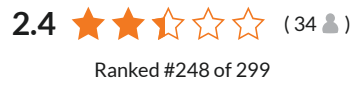
**Model 1: Consolidation!**

2.4 ★★☆☆☆ (35 👤)  
Ranked #247 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

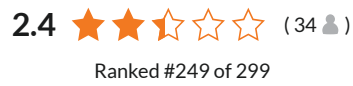
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**Changing the Faculty of Education to a "School" under Professional studies devalues our critical work as graduate students.**



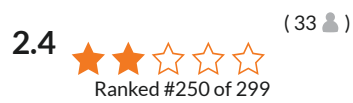
- 5 ★
  - 4 ★
  - 3 ★
  - 2 ★
  - 1 ★
- 

**NONE** If the general degree of kinesiology is in health sciences, why isn't Dietetics, a degree with an accredited health profession title at the end?



- 5 ★
  - 4 ★
  - 3 ★
  - 2 ★
  - 1 ★
- 

**Consolidation is the best option** Options B & C with high salaries for Executive Deans are absurd.



- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

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# TOP THOUGHTS - REPORT: NOVEMBER 19 UAT UPDATE

## RESULTS

University of Alberta



Search

Which of the revised proposals do you prefer and why?

< 6 of 7 >

**Consolidation Model Proposal** The consolidation model seems to be a good marriage between the UofA's current model and the cost savings the gov't and UofA are after.

2.4 (32 )  
Ranked #251 of 299

- 5
- 4
- 3
- 2
- 1

**The consolidation or hybrid models are acceptable; the college model is not, and could result in a crisis for Arts/Ed/Bus/Law.** Total SSHRC funding is less than half of either NSERC or CIHR, guaranteeing unequal funding for admin through reduced indirect cost supplements.

2.4 (28 )  
Ranked #252 of 299

- 5
- 4
- 3
- 2
- 1

**Consolidation Model** The consolidation model combines the existing faculties in logical groups, allowing for interdisciplinary collaboration and study.

2.4 (24 )  
Ranked #253 of 299

- 5
- 4
- 3
- 2
- 1

**I prefer the Hybrid model** It strikes a good balance between maintaining Faculty identity and academic autonomy while creating meaningful economies of scale.

2.4 (24 )  
Ranked #254 of 299

- 5
- 4
- 3
- 2
- 1

**I have more interest in model D though** It's very unfortunate to disrupt and unravel so many effective faculties to fix those causing the problems of administrative efficiency.

2.4 (11 )  
Ranked #255 of 299

- 5
- 4
- 3
- 2
- 1

**Hybrid model** My dept already is transdisciplinary, with historians, social scientists and natural scientists. The other

2.4 (10 )

- 5
- 4
- 3

models do not accommodate this diversity.

Ranked #256 of 299

5 ★  
2 ★  
1 ★

**College Model Proposal** Structurally makes the most sense, and that's why it's proposed, to make the other two options look bad.

2.3 ★★☆☆☆ (35) Ranked #257 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**If you support a model because of "academic opportunities" or "synergies"** Vote for "no model" because none of the models guarantee any of this. Synergize with whomever you want to as you can do right no, with no changes.

2.3 ★★☆☆☆ (35) Ranked #258 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**I prefer the consolidation model** as it has the smallest affect on engineering, Combining Engineering with sciences is terrible for engineering students.

2.3 ★★☆☆☆ (34) Ranked #259 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

none

2.3 ★★☆☆☆ (34) Ranked #260 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**the College model would be my second choice** Faculties would still get some degree of autonomy which is good, but I don't love having some decisions being made by the College, not the Faculty

2.3 ★★☆☆☆ (34) Ranked #261 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**It is important to maintain the value of the business school** business students need to graduate with a BCom to be recognized in their field, if you take this away, it's discrediting their degrees.

2.3 ★★☆☆☆ (33) Ranked #262 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Option C** Models somewhat similar set ups across other Universities

2.3 ★★☆☆☆ (33) Ranked #263 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Hybrid followed by College. No to Consolidation** Hybrid and College are both fine. If it is true that Science and Arts want to be together, then Hybrid makes sense.

2.3 ★★☆☆☆ (31) Ranked #264 of 299

5 ★  
4 ★  
3 ★  
2 ★  
1 ★

**Report is oddly worded.** p. 9. Annual turnover is ~70 professors per year. Without freeing up this academic capacity, the university will either suffer the net productivity...

2.3 ★★☆☆☆ (31) Ranked #265 of 299

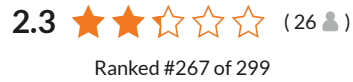
5 ★  
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**Hybrid Model** This model combines faculties into logical groups, allowing interdisciplinarity while maintaining autonomy where important, and is most cost effective

2.3 ★★☆☆☆ (27) Ranked #266 of 299

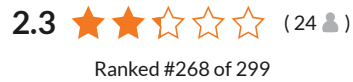
5 ★  
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2 ★  
1 ★

**Hybrid model** Combining Arts & Science



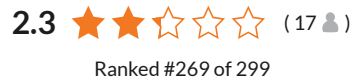
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**The Hybrid Model based on professional/nonprofessional programs feels like an artificial distinction, and one inconsistently applied.** For example, the Faculty of Science maintains several professional programs, including those under APEGA just as Engineering (geoscience, geophysics).



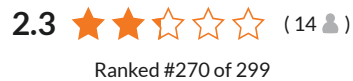
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**Consolidation. I am from a health sciences Faculty.** People advocating for the College model (on the basis of history) are actually just opposing change.



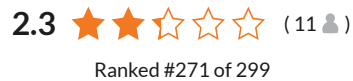
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**If the large faculties are efficient leave them alone and teach the smaller ones how to be efficient.**



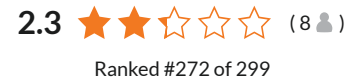
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**The concept of "Faculty identity" is outdated, useless and counterproductive. No one says " I went to the faculty of ALES" Get rid of this concept And get rid of the faculties**



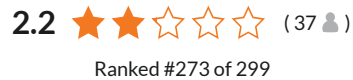
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**Hybrid** If you are preferring college, please consider hybrid, it delivers the same as college but won't damage the FoA



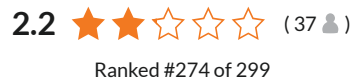
- 5
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**The College model (but with business in the college of science instead)**



- 5
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**the Consolidation Model would be my first choice** This model seems like it would allow my faculty (KSR) to still provide the same degree of academic class that I came to UofA for.



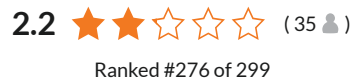
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**Consolidation model is best as it maintains key identities and preserves distinct value of Augustana CSJ and School of Native Studies.** The large consolidated groups with likely facilitate richer collaborative environment for teaching research and community engaplanni.



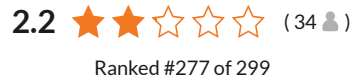
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**I don't like the term College** It detracts from the prestige of going to a University

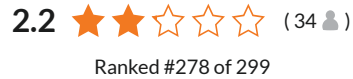


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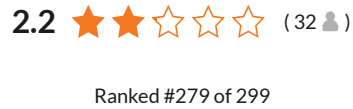
**I prefer Model A for the structure but not the names.** Don't like the idea of changing the names of the academic units to Colleges in either the College or Hybrid Models. That's just too confusing.



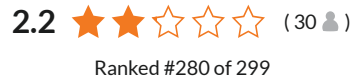
**While the Consolidation Model won't save the most money of the revised proposal, it looks more logical**



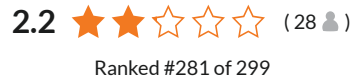
**Consolidation Model**



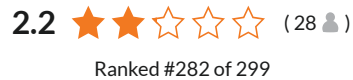
**I think all three models are viable - we need to move ahead with imagining possibilities** The divisional model is good



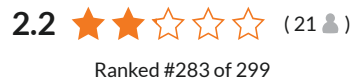
**Consolidation**



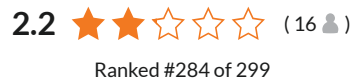
**Consolidation Model** The divisions make the most sense



**Consolidation model** The model that will best promote collaboration in research and academics. Having a single faculty council for each will enforce collaboration.



**Hybrid Model** Will encourage interdisciplinary connections that seem to elude us



**Hybrid Model** The college model, appearing to be favored, will decimate the faculty of arts which will lose psychology and econ. The hybrid model fixes that.



**Consolidation model** Retains academic leadership -- Executive Deans -- rather than making deans subservient to College administrative leadership.





**Consolidation model.** The combinations of faculties make sense, faculties are still led by Deans (no executive deans are required),







**Finishing the previous idea, Science and Applied Sciences would best be separated. Even if related, the thinking process is different, so is the role.**

2.1  (36 )  
Ranked #288 of 299



5   
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**This model keeps the professional faculties -- especially Law and Business -- in their own bubble. Arts and Science will be expected to teach the professional faculty students, they still won't have to teach our students, so that's a terrible merger**

2.1  (35 )  
Ranked #289 of 299



5   
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1 

**Consolidation model**

2.1  (27 )  
Ranked #290 of 299

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1 

**Support the Consolidation Model** I think it represents a more fulsome change.

2.1  (26 )  
Ranked #291 of 299



5   
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**Consolidation Model** it optimizes the economic aspect and the identity factor of each faculty.

2.1  (14 )  
Ranked #292 of 299



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1 

**I like the consolidation model the best.** I don't like the college approach so it only leave one other option. It creates groups that somewhat coincide.

2.0  (36 )  
Ranked #293 of 299

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2   
1 

**None of them, because of multiple reasons raised during Engineering round tables.**

2.0  (36 )  
Ranked #294 of 299

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1 

**Budget friendly, and doesn't make any unnecessary drastic changes to existing faculties** (e) Doesn't forget about the faculty of native studies

1.9  (36 )  
Ranked #295 of 299

5   
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2   
1 

**it gives a good level of cost savings** good cost savings but with the least disruption

1.9  (33 )  
Ranked #296 of 299

5   
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2   
1 

**I prefer the Consolidation Model** It is more streamlined. Much simpler.

1.8  (37 )  
Ranked #297 of 299

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2   
1 

**It is a bit hard to ev**

1.6  (26 )  
Ranked #298 of 299

5   
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1 

**We**

**1.3** ★☆☆☆☆ (27 👤)

Ranked #299 of 299

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

---

**College** Less disruptive and Arts & Science reside in a college.

**3.3** ★★★☆☆ (1 👤)

Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

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# TOP THOUGHTS - REPORT: NOVEMBER 19 UAT UPDATE

## RESULTS

University of Alberta



Which of the revised proposals do you prefer and why?

< 7 of 7

college model

