

The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, December 11, 2020 meeting:

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

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee, approve the suspension of admissions to the Augustana Faculty Bachelor of Arts majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and the Augustana Faculty Bachelor of Science majors in Mathematics and Physics, and Psychology, as submitted by Augustana Faculty and as set forth in Attachments 1-7, to take effect July 1, 2021.

Final Item: 3b.

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

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee, approve the suspension of admissions to the Bachelor of Kinesiology Sport Coaching major, as submitted by the Faculty of Kinesiology, Sport, and Recreation and as set forth in Attachment 1, to take effect July 1, 2021.

Final Item: 3c.

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

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research, and Student Experience Committee, approve the termination of the Bachelor of Education, Adult Education route, as submitted by the Faculty of Education and as set forth in Attachment 1, to be effective upon final approval.

Final Item: 3d.

Agenda Title: **Academic Restructuring Proposal**

APPROVED MOTION 1: THAT the Board of Governors, on the recommendation of General Faculties Council, approve a college model as defined in the Executive Summary below.

APPROVED MOTION 2: THAT the Board of Governors, on the recommendation of General Faculties Council, approve, effective July 1, 2021, the establishment of a:

- College of Health Sciences, composed of the Faculty of Medicine and Dentistry, the Faculty of Rehabilitation Medicine, the Faculty of Pharmacy and Pharmaceutical Sciences, the Faculty of Nursing, the School of Public Health, and the Faculty of Kinesiology, Sport, and Recreation.
- College of Natural and Applied Science, composed of the Faculty of Science, the Faculty of Engineering, and the Faculty of Agricultural, Life and Environmental Sciences.

continued

- College of Social Sciences and Humanities, composed of the Faculty of Arts, Faculty of Education, Alberta School of Business, and Faculty of Law.

DEFEATED AMENDED MOTION 3: THAT the Board of Governors, on the recommendation of General Faculties Council, approve an administrative structure for the college model that requires that:

- the college be led by a collegial Council of Deans, in consultation with the Provost;
- each college be implemented by a college dean, seconded from and by the existing deans (Council of Deans) within the respective college, who is responsible for the administration of the college, and reports to the Provost;
- each Faculty be led by a Dean who reports to the College Dean, administers the Faculty budget, and is responsible for all matters relating to the academic program of the Faculty; and
- after 18 months, the President shall undertake a review of the college administrative and leadership structure and report to the Board of Governors and GFC;

With clear metrics, including financial and quality of shared services (including clinical, excellence in interdisciplinary research, and education), to be developed by the Board of Governors, with progress to be reported monthly to GFC, the Board of Governors, and administration over the next 12 months

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- each college be implemented by a college dean, seconded from and by the existing deans (Council of Deans) within the respective college, who is responsible for the administration of the college, and reports to the Council of Deans;
- each Faculty be led by a Dean who reports to the Provost, administers the Faculty budget, and is responsible for all matters relating to the academic program of the Faculty; and
- after 18 months, the President shall undertake a review of the college administrative and leadership structure and report to the Board of Governors and GFC;

With clear metrics, including financial and quality of shared services (including clinical, excellence in interdisciplinary research, and education), to be developed by the Board of Governors, with progress to be reported monthly to GFC, the Board of Governors, and administration over the next 12 months.

Final Amended Item: 5.

Item No. 3b

**Governance Executive Summary
Action Item**

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

THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee, approve the suspension of admissions to the Augustana Faculty Bachelor of Arts majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and the Augustana Faculty Bachelor of Science majors in Mathematics and Physics, and Psychology, as submitted by Augustana Faculty and as set forth in Attachments 1-7, to take effect July 1, 2021.

Item

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

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve the suspension of five current majors in the Bachelor of Arts program at Augustana Faculty (Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology) and two current majors in the Bachelor of Science program at Augustana Faculty (Mathematics and Physics, and Psychology).
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).</p> <p>Aided by the work of CICC, Augustana Faculty continues to develop new multi-disciplinary learning opportunities, complemented by the new liberal arts and sciences project-based learning core. As these new programs are implemented, the Faculty will continue to suspend admission into a number of current majors in order to fully facilitate the realization of a more dynamic and streamlined curriculum at Augustana Faculty.</p> <p><u>Suspensions - BA Majors</u> To facilitate the realization of ongoing curricular development at Augustana, the Faculty proposes to suspend admission into five current majors:</p> <ul style="list-style-type: none"> • Biology • Chemistry • Computing Science

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- Mathematics and Physics
- Sociology

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

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

Suspension - BSc Majors

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

- Mathematics and Physics
- Psychology

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

While Psychology is one of the more popular programs offered at Augustana, student preference strongly favours the Bachelor of Arts program. Available resourcing has made it continually difficult for students in the BSc Psychology program to achieve the minimum number of Science credits required for their degree, creating frustration for students seeking to complete their degree, and exerting pressure on other high-enrollment disciplines with Science-based courses (notably Biology and Physical Education) which have been forced to accommodate an influx of Psychology major registrations in their courses as students seek to find other avenues to meet their Science requirements. As a result of ongoing curricular discussions at Augustana, the decision has been made to focus on offering a robust Psychology program in the BA degree while discontinuing the BSc major in Psychology.

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

Engagement and Routing (Include meeting dates)

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

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>BUILD GOAL: Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world. EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. EXCEL GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. ENGAGE GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p>													
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input checked="" type="checkbox"/> Leadership and Change</td> <td><input checked="" type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input checked="" type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
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Item No. 3b

Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference Board Learning, Research and Student Experience Committee Terms of Reference
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Attachments:

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

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

Proposal Template: Program Suspension and Extension of Suspension

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

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

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

Basic Information (all proposals must complete this section)

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

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

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

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

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

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

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

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

Years indicate start of Academic Year.

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

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

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

July 1, 2021

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

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

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

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

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

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

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

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

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

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

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Basic Information (all proposals must complete this section)

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

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

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

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

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

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

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

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

Years indicate start of Academic Year.

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

• Full-Time Year 4	1	0	1	0	0
Total FLE	2	1	3	2	1
• FLE Year 1	1	0	1	1	0
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1.1.2 *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

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

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

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

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
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1.2 *Check the applicable box to specify the longer-term plan.*

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

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

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

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

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

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

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

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

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

Basic Information (all proposals must complete this section)

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

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

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

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

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

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

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

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

Years indicate start of Academic Year.

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

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

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

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

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

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

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

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

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

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

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

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

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

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

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

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

Basic Information (all proposals must complete this section)

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

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

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

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

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

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

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

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

Years indicate start of Academic Year.

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

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

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

July 1, 2021

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

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

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

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

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

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

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

in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

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

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

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

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

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

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

Basic Information (all proposals must complete this section)

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

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

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

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

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

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

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

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

Years indicate start of Academic Year.

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

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

July 1, 2021

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

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

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

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

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

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

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

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

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

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

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

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

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

Basic Information (all proposals must complete this section)

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

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

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

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

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

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

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

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

Years indicate start of Academic Year.

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

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

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

July 1, 2021

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

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

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

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

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

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

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

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

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

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

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

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

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

Basic Information (all proposals must complete this section)

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

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

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

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

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

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

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

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

Years indicate start of Academic Year.

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

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

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

July 1, 2021

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

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

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- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s) |
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3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

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

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SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

**Governance Executive Summary
Action Item**

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

<p>THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee, approve the suspension of admissions to the Bachelor of Kinesiology Sport Coaching major, as submitted by the Faculty of Kinesiology, Sport, and Recreation and as set forth in Attachment 1, to take effect July 1, 2021.</p>
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation
Presenter(s)	Steven Dew, Provost and Vice-President (Academic)

Details

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

Item No. 3c

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Angela Bayduza, Assoc Dean (Undergraduate Programs), KSR ● Nick Holt, Vice Dean (Academic Program), KSR <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● KSR Undergraduate Programs Committee ● Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) ● Current and enrolled KSR Students ● Jim Denison, BKin Sport Coaching Major Faculty Lead ● Ian Reade, Athletics Director ● Elisha Krochak, KSR Graduate Program Administrator ● Chris Nichol, Chairperson, Physical Education and Kinesiology, Grande Prairie Regional College ● Sharon Hobden, Associate Dean, Faculty of Health and Community Studies, MacEwan University ● Terri Granigan, Interim Associate Dean, School of Health Sciences, Red Deer College
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Undergraduate Programs Committee (March 4, 2020) KSR Executive Committee (March 11, 2020) KSR Faculty Council (April 1, 2020) GFC Academic Standards Cttee (for recommendation): May 21, 2020 GFC Academic Planning Cttee (for recommendation): June 24, 2020 General Faculties Council (recommendation): September 28, 2020 Board Learning, Research and Student Experience Committee (recommendation): November 20, 2020 Board of Governors (approval): December 11, 2020</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 7: Increase undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>SUSTAIN GOAL: Steward the resources we need to excel and deliver our core teaching and research mission at the highest standards by maintaining and enhancing the university's essential teaching, learning, and research infrastructure to deliver excellence for the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Strategy 4 Facilitate easy access to and use of university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration.</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" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			

Item No. 3c

Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> GFC Academic Planning Committee GFC Academic Standards Committee General Faculties Council Board Learning, Research and Student Experience Committee
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Attachments:

1. Proposal Template: Suspension of the Bachelor of Kinesiology with a Specialization in Sport Coaching (8 pages)

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

Proposal Template: Program Suspension and Extension of Suspension

Basic Information (all proposals must complete this section)

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

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.1 Identify which stakeholder groups were consulted:

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

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

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

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

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

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

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

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

	Recommendation(s)
	Rationale for Recommendation:

	Reviewer(s)
	Date Completed

**Governance Executive Summary
Action Item**

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

<p>THAT the Board of Governors, on the recommendation of the Board Learning, Research, and Student Experience Committee, approve the termination of the Bachelor of Education, Adult Education route, as submitted by the Faculty of Education and as set forth in Attachment 1, to be effective upon final approval.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Steven Dew, Provost and Vice-President (Academic)

Details

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

Item No. 3d

Supplementary Notes and context	<i>As of June, 2019, the Board of Governors approves program suspensions and has delegated authority to General Faculties Council to approve program terminations, but because this suspension/termination process started prior to June 2019 under the former approval process, the Board will need to approve this termination</i>
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Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Dr Bill Dunn, Associate Dean, Teacher Education, Faculty of Education • Dr Maryanne Doherty, Associate Dean, Undergraduate Programs and Services, Faculty of Education <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Students in the Department of Educational Policy Studies; • Chair of the Department of Educational Policy Studies (Dr. Larry Prochner and Dr Jorge Sousa, Acting Chair Jan 1– June 30, 2020); • Faculty of Education Undergraduate Student Services Office; • Faculty of Education Students' Association; • Dean of the Faculty of Education (Dr. Jennifer Tupper); • Office of the Registrar; • Dr. Tammy Hopper, Vice-Provost (Academic Programs). <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Department of Educational Policy Studies Council • Undergraduate Academic Affairs Council • Faculty of Education Council
Approval Route (Governance) (including meeting dates)	<p>Department of Educational Policy Studies Council – January 17th, 2020 (for recommendation) - Motion to terminate was defeated by the council); Faculty of Education Undergraduate Academic Affairs Council (UAAC) – February, 13, 2020 (for recommendation) – Motion to terminate was passed by UAAC with delegated authority from Education Faculty Council; Education Faculty Council – May 6, 2020 (for recommendation) – Minutes from February 13 UAAC meeting were received with no request to reconsider the UAAC decision.</p> <p>(Note: All of the above-noted committees include undergraduate student representation: 7 students on the Department of Educational Policy Studies Council; 3 students on the Faculty of Education Undergraduate Academic Affairs Council; 2 students on the Faculty of Education Council) GFC Academic Standards Committee - June 25, 2020 GFC Academic Planning Committee - September 9, 2020 General Faculties Council – October 19, 2020 Board Learning, Research, & Student Experience Cttee – Nov 20, 2020 Board of Governors – December 11, 2020</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</i></p> <p><i>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</i></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 checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise			

Item No. 3d

	<input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> Academic Standards Committee Academic Planning Committee General Faculties Council Board Learning, Research and Student Experience Committee	

Attachments:

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

Prepared by:

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

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

Proposal Template: Program Termination

SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

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

1.2 Confirm whether:

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

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

See Attached

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

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

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

SECTION 2: RATIONALE

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

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

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

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

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

See Attached

SECTION 3: ACCESS

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

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

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

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

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

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

SECTION 4: IMPACT

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

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

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

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

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

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

OTHER CONSIDERATIONS

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

None.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

Deputy Minister
 6th Floor, Commerce Place
 10155 - 102 Street
 Edmonton, Alberta T5J 4L5
 Canada
 Telephone 780-415-4744
 Fax 780-422-1801
 www.advancededucation.alberta.ca

AR 49688

June 28, 2016

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



Dear Dr. Turpin:

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

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

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

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

Sincerely,



For Rod Skura
 Deputy Minister

cc: Honourable Marlin Schmidt
 Minister of Advanced Education

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

Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Academic Restructuring Proposal
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Motions

Motion 1: THAT the Board of Governors, on the recommendation of General Faculties Council, approve a college model as defined in the Executive Summary below.

Motion 2: THAT the Board of Governors, on the recommendation of General Faculties Council, approve, effective July 1, 2021, the establishment of a:

- College of Health Sciences, composed of the Faculty of Medicine and Dentistry, the Faculty of Rehabilitation Medicine, the Faculty of Pharmacy and Pharmaceutical Sciences, the Faculty of Nursing, the School of Public Health, and the Faculty of Kinesiology, Sport, and Recreation.
- College of Natural and Applied Science, composed of the Faculty of Science, the Faculty of Engineering, and the Faculty of Agricultural, Life and Environmental Sciences.
- College of Social Sciences and Humanities, composed of the Faculty of Arts, Faculty of Education, Alberta School of Business, and Faculty of Law.

Motion 3: That the Board of Governors, on the recommendation of General Faculties Council, approve an administrative structure for the college model that requires that:

- each college be supported by a Service Manager who is responsible for the administration of the college, and reports collectively to the Deans;
- each Faculty be led by a Dean who reports to the Provost, administers the Faculty budget, and is responsible for all matters relating to the academic program of the Faculty;
- the college be led by a collegial Council of Deans, in consultation with the Provost; and
- after three years, the President shall undertake a review of the college administrative and leadership structure and report to the Board of Governors and GFC.

Item

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

Details

Office of Administrative Responsibility	Office of the President Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	To consider a series of Academic Restructuring motions that include the introduction of a college model, the component faculties within that model, and the administrative structure for that model.

Item No. 5

<p>Executive Summary <i>(outline the specific item – and remember your audience)</i></p>	<p>At its meeting on December 7th, General Faculties Council (GFC) recommended the three motions above for consideration by the Board of Governors. In summary, GFC recommended that the Board of Governors establish three new colleges, consisting of 16 faculties organized by disciplinary alignment with shared administrative services. Campus Saint-Jean, Augustana, and the Faculty of Native Studies would remain as stand-alone faculties.</p> <p>Significant discussion took place at the meeting about two particular components of the college model, those being:</p> <ul style="list-style-type: none"> • the specific configuration of the Faculties within the College, with GFC ultimately approving the disciplinary alignment proposed in the original motion, and • the leadership/administration structure for the Colleges, with GFC amending the original motion to recommend a leadership model comprising a Council of Deans for each College. <p>The Post-secondary Learning Act (PSLA) indicates that GFC has responsibility over academic affairs of the University, and provides specific authority to recommend on the establishment of faculties, subject to the authority of the Board. Subject to the approval of the Board, GFC may also recommend on matters of interest to the University including the administrative structure that will support the college model. The PSLA also states that any recommendations from GFC to the Board must be transmitted to the Board through the President (as GFC Chair).</p> <p><u><i>College Model:</i></u> For the purposes of this discussion, a “college model” is defined as a group of related faculties intended to promote coordination and collaboration between them. At a minimum, the college will provide common administrative services for the faculties in the college, with a view to providing a high level of service at a lower cost. Each faculty remains focused on its respective academic programming and research with minimal administration, and departments support the faculty in delivering the academic functions where disciplinary specialization makes sense. 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.</p>
<p>Supplementary Notes and context</p>	<p>At the December 7, 2020 special GFC meeting, Motions 1 and 2 were recommended to the Board of Governors. Motion 3 is an amendment to the original motion; a proposal in support of that amendment is included as Attachment 2.</p>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation
(parties who have seen the proposal and in what capacity)

<For information on the protocol see the [Governance Resources section Student Participation Protocol](#)>

- Deans' Council - May 20
- Academic Planning Committee (APC) - May 20
- General Faculties Council (GFC) - May 25
- Town hall - June 2, (on UofA for Tomorrow)
- Deans' Council - June 3
- APC - June 11
- Board of Governors - June 19
- GFC - June 22, 2020
- Town hall - July 8, (including Thoughtexchanges)
- Board of Governors - July 24
- Deans' Council - July 29
- Board of Governors - August 14
- Graduate Students' Association - August 17
- Non-Academic Staff Association - August 19
- Association of Academic Staff - August 20
- APC - August 20
- Students' Union Council - August 25
- Senior Leadership Retreat - August 26
- Townhall with Equity-Seeking Groups - August 27
- Deans' Council - September 2nd
- Meeting of ad hoc advisory group on input from equity-seeking groups - September 4
- Board of Governors Retreat - September 4
- Academic Planning Committee - September 9
- Council on Student Affairs - September 10
- Chairs' Council - September 15
- Vice-Provosts' Council - September 21
- APC - September 23
- GFC - September 28
- Townhall - September 30
- BLRSEC - October 2
- Deans' Council - October 7
- APC - October 7
- CoSA - October 8
- GFC - October 19
- Graduate Students' Association - October 19
- Chairs' Council - October 20
- Students' Council - October 20
- Alumni Townhall - October 20
- Deans' Council - October 21
- APC - October 21
- Faculty Roundtables - October 2020
- Administrative Unit Roundtables - November 2020
- APC - November 4
- Deans' Council - November 4
- Board of Governors - November 9
- APC - November 16
- Chairs' Council - November 17
- Deans' Council - November 18
- Townhall - November 19

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	<ul style="list-style-type: none"> • GFC - November 23 • APC - November 25 • Special Meeting of GFC – December 7 <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>
Approval Route (Governance) (including meeting dates)	<p>GFC Academic Planning Committee, November 25, 2020 (for recommendation)</p> <p>General Faculties Council, December 7, 2020 (for recommendation)</p> <p>Board of Governors, December 11, 2020 (for approval)</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<i>GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</i>	
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 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 checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<p>1) Post-Secondary Learning Act PSLA:</p> <ul style="list-style-type: none"> - Section 60(1) of the <i>PSLA</i> states that “The board of a public post-secondary institution shall (a) manage and operate the public post-secondary institution in accordance with its mandate” - Section 26(1) of the <i>PLSA</i> states that “Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to(...): <ul style="list-style-type: none"> - (l) recommend to the board the establishment of faculties, schools, departments, chairs and programs of study in the university in any subject that the general faculties council thinks fit; (...) - (o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university” - public post-secondary institution in accordance with its mandate” - Section 26(2) of the <i>PLSA</i> states that “Any recommendations from the general faculties council to the board must be transmitted to the board through the president” - Section 19(3) of the <i>PSLA</i> further states that “[a] board must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for (...) (e) the establishment of faculties, schools, departments, chairs, 	

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	<p>programs of study and any other activities the board considers necessary or advantageous.”</p> <p>2) Academic Planning Committee Terms of Reference</p> <p>3) General Faculties Council Terms of Reference</p> <p>4) Board of Governors Mandate</p>
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Attachments

1. Revised Scenarios of the Academic Restructuring Working Group- College Model Excerpt (21 pages)
2. Invisible College Model – as proposed by GFC Member Eleni Stroulia (9 pages)

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.

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 Agricultural, Life & Environmental Sciences felt they might better fit within a new Health Sciences faculty). Likewise, existing faculties have expressed support for remaining together within their existing groupings (e.g., the Faculty of Kinesiology, Sport and Recreation).

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

Three Key Questions Asked

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

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

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

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

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

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

To see the complete discussion and a full analysis of each of the preliminary scenarios, please review the [document](#).

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

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

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

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

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

College Model Proposal

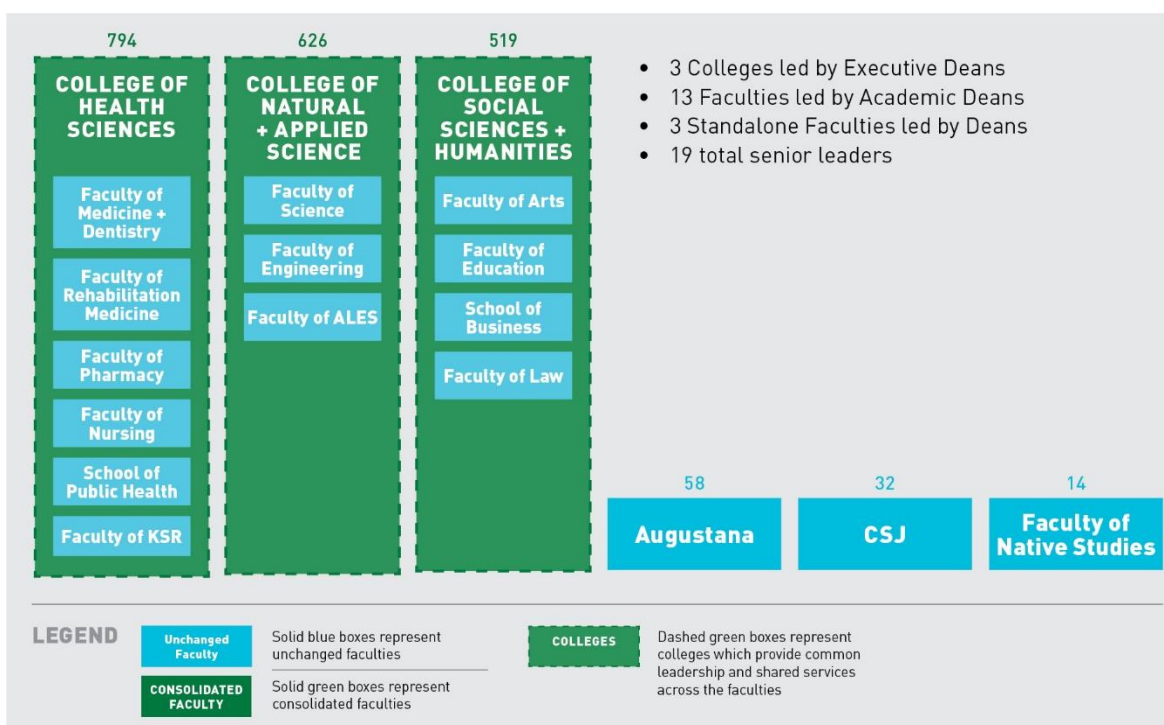
Overview

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

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

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

COLLEGE MODEL (VERSION 1)



- 3 Colleges led by Executive Deans
- 13 Faculties led by Academic Deans
- 3 Standalone Faculties led by Deans
- 19 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 Natural and Applied Science** - 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		
Total	260,574	1,438	\$132,388,381	1,091.8	\$100,540,535
Savings				345.9	\$31,847,847

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

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

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

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

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

Table: Summary of savings for the College Model

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

Interaction with SET

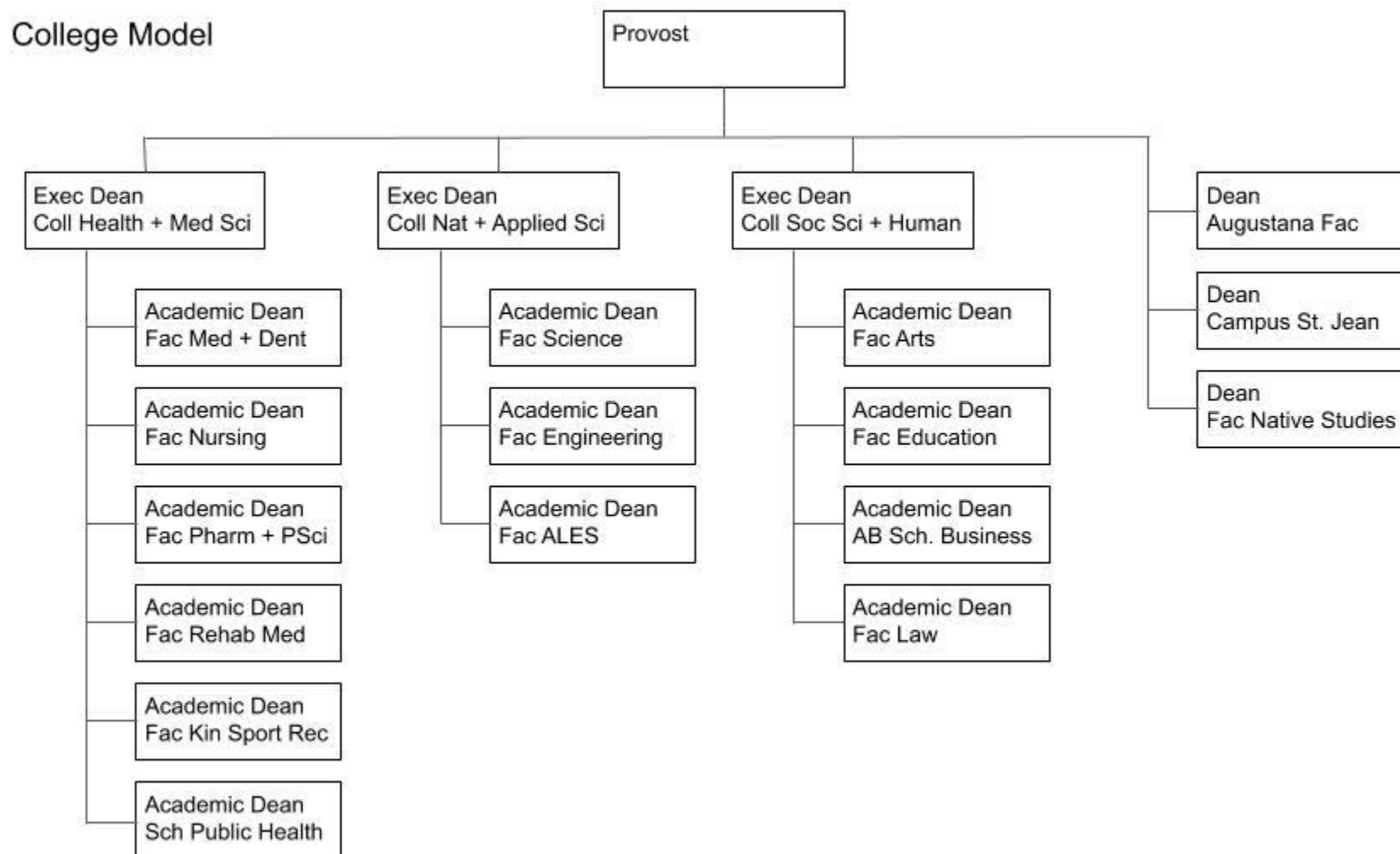
Under the operating [model](#) approved by the Board of Governors, SET will establish an administrative transaction hub, administrative centres of excellence, and a student service centre. The transaction hub and centres of excellence will centralize various administrative tasks currently delivered at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

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

Appendix 1: Organizational Information

Leadership	<ul style="list-style-type: none"> • Three colleges led by an executive dean • Faculties within colleges led by academic dean, reporting to exec. dean • Stand-alone faculties led by a dean • 19 dean-like leaders
Governance	<ul style="list-style-type: none"> • Faculties retain existing Faculty Councils • No college-level Council established • For executive deans to be members of GFC, composition rules would have to be changed
Leadership Council	<ul style="list-style-type: none"> • Executive Deans' Council - three executive deans and one stand-alone faculty dean • Deans' Council - all deans (academic and executive)
Faculty Evaluation	<ul style="list-style-type: none"> • FEC run at the faculty level, no change from current organization
Budget Management	<ul style="list-style-type: none"> • Budget model revenue allocations assigned to faculties. • Faculties within colleges "taxed" to fund college services and initiatives. Remaining budget controlled by academic deans.
Faculty Administration	<ul style="list-style-type: none"> • College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean.
Academic Leader Roles	<ul style="list-style-type: none"> • Consolidation of existing associate dean/chair, director roles within a college can be considered.
Projected admin cost savings	<ul style="list-style-type: none"> • \$31.8 million
Projected leadership savings (indirect)	<ul style="list-style-type: none"> • -\$0.9 million to +\$8.9 million

Appendix 2: Leadership Organization Chart



Appendix 3: Hypothetical Options for Consolidating Leadership Roles

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

Minimum version

College	ExDean	Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	ADEDI	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	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	ADEDI	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					3				3	1		11
					KSR	1	1		1	1												4
					SPH	1	1		1	1												
NSE	1	1	1	1	ALES	1	1		1	1			4	2	1		2	3	20			
					Engineering	1	1				2	1	4	4	5					6	24	
					Science	1	1		1	1	1		6	6	7					4	28	
SSH	1	1	1	1	Arts	1	1		1	2	1		15	15	15			4	59			
					Education	1	1		1	1		1	5	4	4			2		20		
					Business	1	1		2	1			4								9	
					Law	1	1			1											3	
					Augustana	1	1	1		1	1		3		2			2	12			
					CSJ	1	1	1	1	2									6			
					Native Studies	1		1	1	1									4			
Total	3	3	3	3		16	19	3	12	23	5	12	65	35	37	10	20	28	297			

Consolidate EDI, International, Research, Graduate

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

Alternative Restructuring Proposal: The Invisible College Model

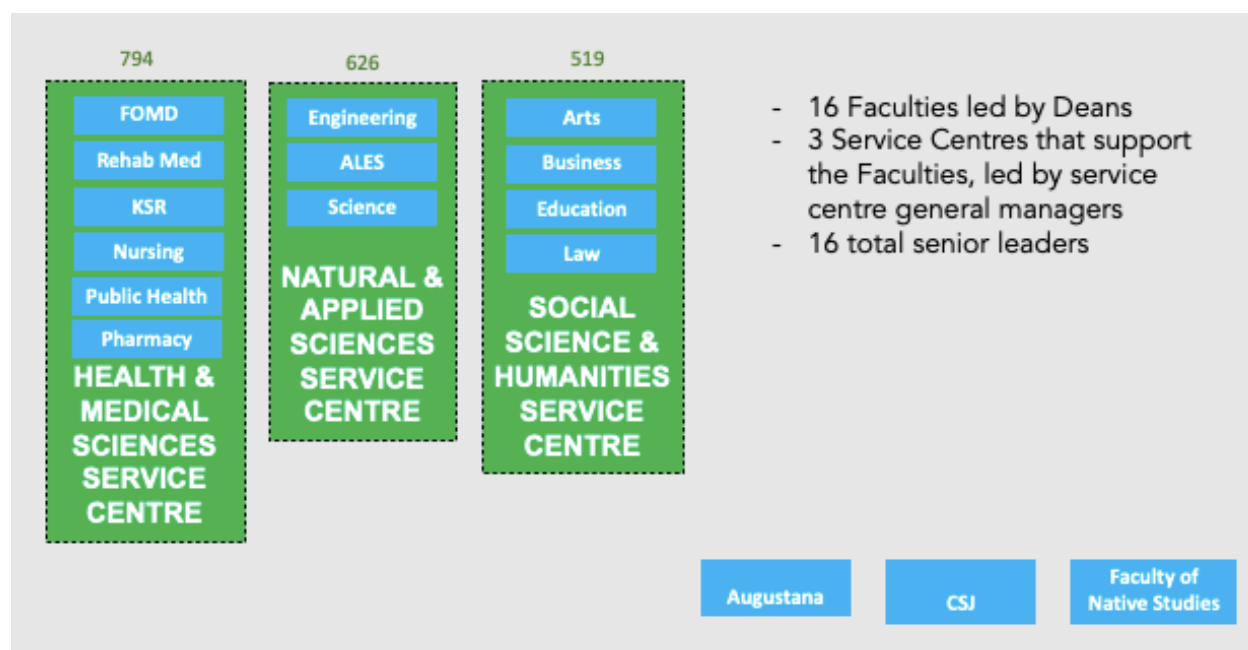
Overview

This proposal combines the governance structure proposed in the “Shared Division” model (“Scenario C,” *Interim Report of the Academic Restructuring Working Group*, p. 42) with the organization of units in the “College Model” as presented in the *Revised Proposals of the Academic Restructuring Working Group*, November 2020. In the model for academic restructuring set out here, the University’s 16 current faculties (excluding FGSR and Extension) are operationally structured into three shared services units and three stand-alone Faculties (Native Studies, Augustana, and Campus Saint-Jean).

Consistent with the “Service Excellence Transformation” (SET) initiative, these shared services units exist from a “back of the house” perspective, allowing for staff specialization and economies of scale in the delivery of services to faculty and students, while retaining faculty identities and autonomy from a “front of the house” perspective. As a result, there would continue to be 16 Faculties and 16 Deans reporting directly to the Provost.

Appendix 1 offers a summary comparison of the Invisible College Model to the Academic Restructuring Working Group’s most recent models.

INVISIBLE COLLEGE MODEL



Faculties are grouped into four invisible colleges for the purpose of organizing service centres that provide opportunities for administrative efficiencies through shared services:

- The **Health and Medical Sciences Service Centre** brings together the current Faculties of Medicine & Dentistry, Rehabilitation Medicine, Pharmacy and Pharmaceutical Sciences, Public Health, Nursing, and Kinesiology, Sport & Recreation.
- The **Natural and Applied Sciences Service Centre** brings together the current Faculties of Science, Engineering, and ALES.
- The **Social Sciences and Humanities Services Centre** brings together the current Faculties of Arts, Education, Business, and Law.

Three Faculties — the Faculty of Native Studies, Campus Saint-Jean, and Augustana — would be retained as stand-alone units. Opportunities for administrative efficiencies through shared services or centralization could be explored during implementation.

Organizational model

Leadership

Under this proposal, the three Service Centres of each of the invisible colleges would be led by a Service Centre General Manager who would report to the respective Deans of the Faculties within each invisible college. The three stand-alone Faculties are largely unaffected in this model. The Deans of the 16 Faculties would all report to the Provost.

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 each Faculty Council to the General Faculties Council. The size and composition of the General Faculties Council are unaffected, and no changes needed to the composition of GFC.

Leadership Council

There would be no changes to Leadership Councils. All of the Deans would remain part of Deans' Council.

Faculty Evaluation

The collective agreement with the Association of Academic Staff specifies that faculty evaluations take place at the Faculty level. Since the Faculties remain unchanged in this proposal, FECs remain unchanged.

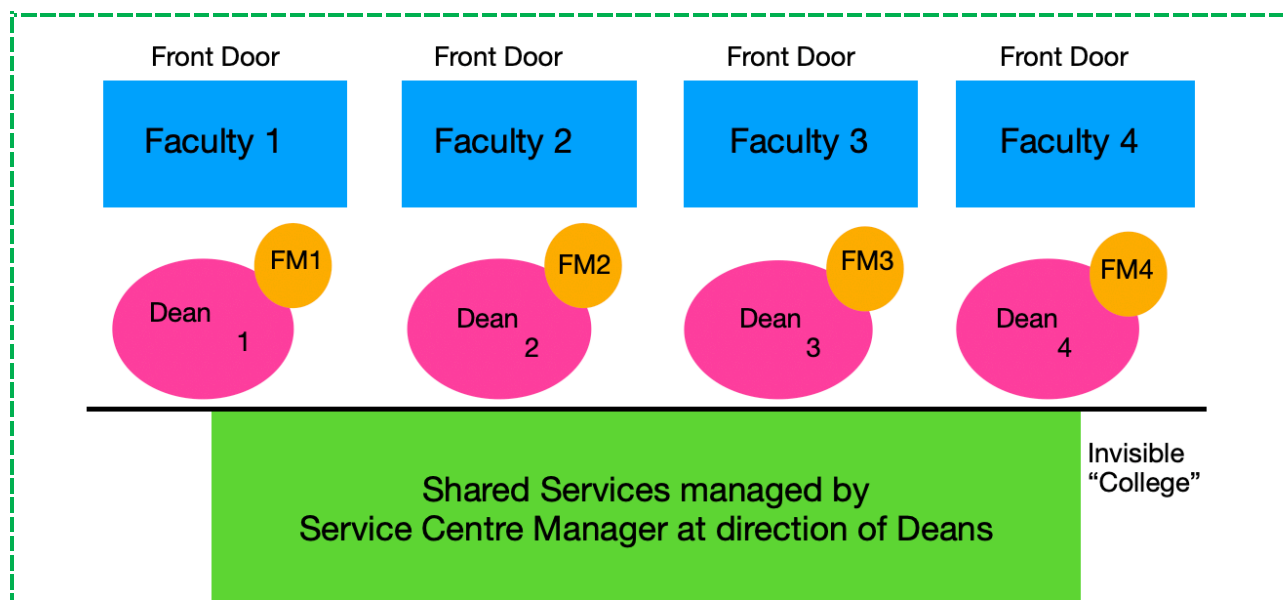
Budget Management

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 shared services. The tax rate would be determined in consultation between the provost and deans. Once determined through this process, the shared services budget would be administered by the Service Centre General Manager, with regular review by the deans within each shared services unit.

Faculty Administration

For the shared service units, a Service Centre General Manager would oversee the administrative functions within the shared services unit. This would include the shared service unit-specific functions (such as shared initiatives and research facilities) as well as the embedded service partners (HR, finance, etc.). The Service Centre General Manager reports to the Deans within the shared services unit. A Faculty Manager (FM) would oversee administrative functions within the faculty. This would include faculty-specific functions such as student advising, timetabling, faculty performance review, and so on. As needed, there may also be embedded service partners reporting to the Faculty Manager. The Faculty Manager reports to the Dean.

For the stand-alone 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. This model would allow each Faculty to determine what academic leadership roles are needed based on the nature of their undergraduate program needs, graduate program needs, research needs, and so on.

Financial rationale

Administrative savings enabled through economies of scale from this proposal are estimated at \$31.8 million. This is equivalent to the cost savings that are projected for the “College Model” proposed by the Academic Restructuring Working Group. The detailed calculation is shown below.

Table 1: Summary of administrative savings from the “Invisible College Model”

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	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		
Total	260,574	1,438	\$132,388,381		
Savings				345.9	\$31,847,847

Academic leadership savings are estimated below. These estimates use the methodology described in the document *Revised Proposals of the Academic Restructuring Working Group, November 2020*. The number of positions affected depends on what assumptions are made about consolidating academic leadership positions. The options considered below are: (a) that no functional consolidation occurs, or (b) that consolidation of associate chair positions occurs within faculties and departments. This provides the menu below. Further detail on these hypothetical options is included in Appendix 2.

Table 2: Released leadership capacity through various options of the Invisible College Model (or Shared Services Model)

	Shared Services	
Consolidated Function	People	Capacity
Current	314	
Minimum	314	\$0
Assoc Chair Consolidation	246	\$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 3: Summary of savings for the Invisible College Model

Administrative efficiencies	\$31.8M
Leadership capacity	\$0M to \$8.5M
Additional department consolidation	\$.5M each
Total	\$31.8M to \$40.3M+

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 the Invisible College Model, SET will require fewer service partners and managers than required under the University's current structure. 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	Invisible College (Shared Services) Model
Leadership	<ul style="list-style-type: none"> • Four large faculties led by a dean • Schools within the faculties led by a head of school • University Schools led by a dean • 18 dean-like leaders 	<ul style="list-style-type: none"> • Three colleges led by an executive dean • Faculties within colleges led by academic dean, reporting to exec. dean • Stand-alone faculties led by a dean • 19 dean-like leaders 	<ul style="list-style-type: none"> • Two colleges led by an executive dean • Faculty of Arts & Science led by a dean • Stand-alone faculties led by a dean • 17 dean-like leaders 	<ul style="list-style-type: none"> • 16 faculties each led by a dean • 16 dean-like leaders
Governance	<ul style="list-style-type: none"> • Four large faculties each have a Faculty Council • Schools could establish a Council • Heads of school likely on GFC 	<ul style="list-style-type: none"> • Faculties retain existing Faculty Councils • No college-level Council established • For executive deans to be members of GFC, composition rules would have to be changed 	<ul style="list-style-type: none"> • Each existing faculty retains its Faculty Council • Arts & Science establishes a single Faculty Council • No college-level Council established • For executive deans to be members of GFC, composition rules would have to be changed 	<ul style="list-style-type: none"> • Faculties retain existing Faculty Councils • No changes needed to GFC
Leadership Council	<ul style="list-style-type: none"> • Executive Committee of Deans' Council - four faculty deans plus one University School dean • Deans' Council: all deans and heads of schools 	<ul style="list-style-type: none"> • Executive Deans' Council - three executive deans and one stand-alone faculty dean • Deans' Council: all deans (academic and executive) 	<ul style="list-style-type: none"> • Executive Deans' Council - two executive deans plus dean of consolidated faculty and one dean of a stand-alone faculty • Deans' Council: all deans (academic and executive) 	<ul style="list-style-type: none"> • Deans' Council: all deans
Faculty Evaluation	<ul style="list-style-type: none"> • FEC run at the faculty level, per the collective agreement. Consolidated faculties each run one FEC • Change to collective agreement to add heads of schools 	<ul style="list-style-type: none"> • FEC run at the faculty level, no change from current organization 	<ul style="list-style-type: none"> • FEC run at the faculty level, no change from current organization except for Arts & Science, which would run one FEC 	<ul style="list-style-type: none"> • FEC run at the faculty level, no change from current organization

	Consolidation Model	College Model	Hybrid Model	Invisible College (Shared Services) Model
Budget Management	Budget model revenue allocations would be aggregated at consolidated faculty level into a budget under control of each dean	Budget model revenue allocations assigned to faculties. Faculties within colleges “taxed” to fund college services and initiatives. Remaining budget controlled by academic deans.	For colleges: Budget model revenue allocations assigned to faculties. Faculties within colleges “taxed” to fund college services and initiatives. Remaining budget controlled by academic deans. For stand-alone: Budget model revenue allocations would be aggregated at the faculty level into a budget under control of each dean	For shared services units: Budget model revenue allocations assigned to faculties. Faculties within shared services units “taxed” to fund shared services. Remaining budget controlled by deans. For stand-alone: Budget model revenue allocations would be aggregated at the faculty level into a budget under control of each dean
Faculty Administration	Faculty manager oversees admin functions (faculty-specific as well as service partners); reports to dean	College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean.	For colleges: College manager oversees college-level functions; reports to executive dean. Faculty manager oversees functions within the faculty; reports to academic dean. For stand-alone: Faculty manager oversees admin functions (faculty-specific as well as service partners); reports to dean	For shared services units: Service Centre General Manager oversees shared services; reports to the deans of faculties within shared services unit. Faculty manager oversees functions within the faculty; reports to academic deans. For stand-alone: Faculty manager oversees admin functions (faculty-specific as well as service partners); reports to dean
Academic Leader Roles	Consolidation of existing associate dean/chair, director roles within a faculty can be considered	Consolidation of existing associate dean/chair, director roles within a faculty can be considered	Consolidation of existing associate dean/chair, director roles within a faculty can be considered	Consolidation of existing associate dean/chair, director roles within a faculty can be considered
Projected admin cost savings	\$26.5 million	\$31.8 million	\$32.1 million	\$31.8 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	\$0 million to +\$8.5 million

Appendix 2: Hypothetical options for consolidating leadership roles

Invisible College Model

Minimum Version

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
FoMD	1	6		1	4		1	1	9	21	4	3	1	7	15	7	81
Nursing	1	1	1	1	1				1								6
Pharmacy	1		1		4		1									2	9
Rehab Med	1	1		1	1					3				3	1		11
KSR	1	1	1	1	1												5
SPH	1	1	1		1												4
ALES	1	1	1	1	1					4	2	1	2		2	3	19
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	57
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
Grand Total	16	19	14	12	23	5	2	3	12	65	35	37	13	10	20	28	314

Consolidate Associate Chairs

Faculty	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Chair	AC Prog	Ac Other	Director	Total
FoMD	1	6		1	4		1	1	9	21	3	7	7	61
Nursing	1	1	1	1	1				1					6
Pharmacy	1		1		4		1						2	9
Rehab Med	1	1		1	1					3		3		10
KSR	1	1	1	1	1									5
SPH	1	1	1		1									4
ALES	1	1	1	1	1					4	1		3	13
Engineering	1	1	1			2			1	4	5		6	21
Science	1	1	1	1	1	1		1		6	7		4	24
Arts	1	1	1	1	2	1				15	15		4	41
Education	1	1	1	1	1				1	5				15
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
Grand Total	16	19	14	12	23	5	2	3	12	65	37		28	246