

Report of the Ad Hoc Joint Committee of the Board of Governors and the University Senate on Alignment and Restructuring

April 2009

Preamble

The Ad Hoc Joint Committee of the Board of Governors and the University Senate on Alignment and Restructuring ("Alignment Committee") wishes to acknowledge the extensive input and engagement from all parts of the university at every stage of the realignment process, from faculty, departments, staff, administrators, and from students through the TRUSU participation in the process and having a student on the Alignment Committee. Without such broad and earnest engagement, we could not have produced this result. Whether explicitly acknowledged or not in this report, the Committee commends the participants for their many excellent suggestions and recommends ongoing dialogue on these points. This is not the only opportunity for change.

We would be remiss if we did not refer to how long and consultative the reorganization process has been, going back to the spring of 2008, starting with the External Consultants' report and the attendant debate, followed by Senate's support for a broader, internally-developed solution, the day of consultation, and the many meetings small and large throughout this process. The Alignment Committee members (Diane Purvey, Bruno Cinel, Andrew McKay, Fiona Chan, Karl deBruijn, Heather Robinson, Cliff Neufeld, Mark Evered, Kathleen Scherf) wish to thank the TRU community for its engagement in this extensive consultation process. This document reflects the give-and-take of collegial university governance, and we are proud to have served TRU in its evolution.

In the implementation of the recommendations in this report, TRU should endeavour to proceed methodically to effect the changes, in consultation with stakeholders, while ensuring there is appropriate transfer of personnel, support, material and financial resources. This transition process will take 16 months, with a completion target of September 2010. Fiscal realignment should be in place by 1 April 2010.

This document is divided into three sections. Section 1 presents our proposed academic structure, on which Senate will vote at its 27 April meeting. The document will then be presented to the Board, which has authority on the establishment and dissolution of Faculties. Section 2 addresses academic issues to be referred to the appropriate bodies of Senate for further review. Section 3 lists administrative alignment issues and changes under the jurisdiction of the President. Proposed organizational charts are also included as Attachment One.

Section 1: ACADEMIC STRUCTURE (FOR FALL 2010):

The proposed Academic Structure is shown below. Note that, regarding the use of 'Faculty' or 'School' in the nomenclature for our largest academic groupings under the Provost, the Alignment Committee recognizes that there are valid reasons for both, and has decided that the units themselves should have the flexibility to determine which is appropriate, based on history, convention and disciplinary practice at TRU. There is no need to be excessively prescriptive in these naming conventions. We also do not preclude the possibility of a School existing within a Faculty.

Faculty of Arts

The Faculty of Arts undertook extensive discussions of the proposed realignments. This feedback resulted in significant changes to the Alignment Committee's initial recommendations. The proposed change to move technical, rhetorical and professional writing to merge with journalism received wide support within Arts, and specifically by the consensus view of both the School of Journalism and by the English faculty of the Department of English and Modern Languages. This pairing also creates more academic autonomy for the literature and communications pedagogies, while bringing together students and professors with related spheres of interest.

Based on feedback from stakeholders we will maintain the current structure in the balance of Arts, and we also note that department sizes in Arts will be better balanced as a result of the change in EML. The Alignment Committee encourages departments and faculty to continue to look for opportunities for collaboration, interdisciplinary programs, and structural changes likely to produce better outcomes and options for students.

Departments:

- Literature and Modern Languages (including Creative Writing)
- Geography
- Journalism, Communication, and Writing (Journalism plus Technical Writing and Rhetorical and Professional Writing from EML)
- Philosophy, History, and Politics
- Psychology
- Sociology and Anthropology
- Visual and Performing Arts

Faculty of Education and Human Development

The Alignment Committee was encouraged by the positive and welcoming comments of Education. Social Work and Human Service wished to remain together, so we have kept them together. Further, we accepted their proposal to join the faculty of Education. We also see tremendous opportunities for synergies with the incoming departments. It is also an appropriate home for the faculty of the Centre for Teaching and Learning (the establishment of which is before Senate), while giving them access to typical faculty governance structures. In addition the committee urges the Faculty of Education and Human Development to consider ways for closer alignment with the faculty members in the Career Education Department. Note that if the Dean is from Education, the Associate Dean should be from Social Work and Human Service, and vice-versa. The Faculty comprises the following Departments:

Departments:

- Centre for Teaching and Learning (with attendant faculty members)
- Early Childhood Education, Elementary Education, Physical Education
- English as a Second Language, American Sign Language (from FSD)
- University Preparation (plus COPE/MECA, ESTR from FSD)

As well, within the Faculty there is a School with two Departments:

School of Social Work and Human Service:

- Human Service
- Social Work

Faculty of Science

The realignment in the Faculty of Science recognizes the pre-existing overlap between the affected departments, including the Bachelor of Science majors in Computer Science and in Mathematics, as well as in student advising. Joining CIST and Computing will result in less committee fatigue and easier access for collaboration between degree and diploma programs. This re-alignment also recognizes that ARET and DAAD have both benefited from being associated, and that some of their historical organizational structures have been less successful for them. DAAD has evolved into an appropriately-funded and well-subscribed 2-year program, and ARET has also flourished with the association. ARET's design principles are grounded in math and physics. Science is the appropriate home for ARET and DAAD. In light of the growth and diversity of the Faculty of Science, the Alignment Committee also recommends that the Faculty establish an Associate Dean position.

Departments:

- Biological Sciences
- Natural Resource Sciences
- Physical Sciences
- Computer Science (with CIST from SATM)
- Math and Stats (from SATM)
- ARET/DAAD/Electronics and Engineering (from SATM)
- Respiratory Therapy
- Animal Health Technology

School of Business and Economics

The Alignment Committee recommends that the Department of Management consider separating into smaller, more thematic departments. The committee also acknowledges the sound advice from both Business and Tourism that the very slight overlap between tourism and management is outweighed by significant differences between the programmatic areas, so there is no compelling rationale for a merger.

Departments:

- Economics
- Management

School of Tourism

Tourism is encouraged to continue its outreach to other units in the university. One could imagine interesting interdisciplinary courses.

Departments:

- Adventure Tourism
- Culinary Arts and Retail Meat Processing
- Tourism Management

School of Nursing

The Alignment Committee recognizes and respects not only the significant issues raised by the Faculty of Nursing to the proposed Faculty of Health Sciences, but also their significant interdisciplinary work already underway. There was insufficient support among affected units for a Faculty of Health Studies at this point. However, relevant units may wish to reconsider this opportunity in the future.

School of Trades and Technology

The Alignment Committee believes that the School is an appropriate structure for applied and technical programs. This brings together most ITA funded programs in the same School.

- Construction Trades
- Mechanical Trades and Welding
- Horticulture (from Science)

Faculty of Law

The Faculty of Law must be a stand-alone faculty, at least initially, because we are offering the University of Calgary's degree. Law is a separate faculty at U of C, as it is at the overwhelming majority of universities offering law programs. Having a separate Faculty of Law has the additional advantage of adding two faculty senators.

Section 2: ACADEMIC ISSUES

There are five academic-related issues that received significant input and prompted extensive discussions. These are contemplated below.

1. Senate

With eight Faculties, and a Dean (as opposed to Director) of Students in the Vice-Provost Students portfolio, the number of faculty members on Senate is being reduced by only two. We have also taken steps to ensure that no faculty member currently represented on Senate will lose representation on Senate as a result of re-alignment, nor will anyone lose access to a faculty council or Dean. Please note that our ability to influence the composition of Senate is constrained by our legislation. The facts that the Dean of Students sits on Deans' Council, and that the Division of Student Support will have a Council that sends two members to Senate, considerably amplify the advancement of student-related files at TRU.

Consistent with practice in British Columbia, faculty members remain the single largest group on the TRU Senate. Nonetheless we acknowledge that there are concerns regarding faculty numbers on Senate. General Counsel will chair a committee comprising the Provost (or designate) and President of TRUFA (or designate) to address this issue and, if necessary, recommend changes. Both Dr. Scheck and Ms. Petri have agreed to sit on this committee. This is an issue with wider interest by faculty in B.C., so this committee may wish to stay current with that provincial discourse. The Provost and VP Open Learning are also exploring how we could extend Senate representation to the faculty members in the Instructional Design and Research Group.

Similarly, TRU has a lower number of student seats on Senate than is seen at many other universities. This committee should examine this issue as well, as increased student participation in Senate would advance our strategic goal to become the University of Choice for Student Engagement.

TRU will need to hold new elections for Senators representing constituencies that will experience changes as a result of this re-alignment. As well, re-aligned units may need to re-examine their Faculty Council Charters and officers as appropriate.

2. Curriculum Approval Process

Faculties, as well as a broad cross section of individual faculty and administrators, are very concerned that the process for developing and approving curriculum is not flexible or responsive enough; it is also too slow and cumbersome. The Senate Steering Committee will be tasked with charging the appropriate Senate Sub-Committee with studying the situation, consulting with stakeholders, and developing and proposing a new, expedited approval

process, that is responsive to curricular changes and student demand including interdisciplinary programming. This sub-committee may also wish to consult with the same internal process management expertise that is supporting administrative recommendation #4. They should prepare a report for Senate by December 2009 at the latest.

3. FTE Funding Model

Faculties report that the FTE model of allocating resources renders it very difficult to develop interdisciplinary courses between units. The Provost will convene a small group of Deans and Chairs to study the issue and suggest an appropriate model. The envelope model of funding going to Faculties for their operations will continue, but we should endeavour to emulate the best practices that exist now in some units.

4. Graduate Studies

Throughout the alignment process, there was interest expressed in creating a Faculty of Graduate Studies. The Committee wishes to acknowledge and respect this input. After careful reflection and debate, it is our considered opinion that due to our small number of graduate programs, the need is not compelling at this time. However, we see this as an issue that may well take on greater significance as our graduate programs grow and evolve.

5. Office of the Executive Director of Aboriginal Education

The Alignment Committee recommends that TRU seek to identify stable and ongoing funding for the Office of the Executive Director of Aboriginal Education, and for the Aboriginal Communication and Projects Coordinator. When stable funding is identified, these responsibilities should be aligned under the Provost to expedite service to students.

Section 3: ALIGNING ADMINISTRATION TO NEEDS AT TRU

1. Our Strategic Plan identifies Learner-Centeredness and Student Engagement as its top priorities; our administrative structure and operations must align to enable TRU to deliver and be accountable on that promise. We also wish to signify the importance of the student portfolio in our administrative mix of responsibilities. To that end, we will combine and revamp three current administrative positions (Associate Vice-President Students, Chief Enrolment Officer, and Dean, Faculty of Student Development) into two: the Vice-Provost Students, who will oversee the entire student portfolio, reporting directly to the Provost; and the Dean of Students, who will report to the Vice-Provost. As well, we will transfer three positions from the VP Advancement's office to the Vice-Provost Students in order to create a position titled Director of Recruitment, with appropriate support. In addition, one marketer in the VP Advancement portfolio will be 'first call' for the Director of Recruitment. All on-campus student support and service units will be incorporated into this new structure, some coming from different units. TRUFA members here will report to the Dean, and there will be the equivalent of a Faculty Council with Dean-plus-two representation. We encourage strong ties with the Faculty of Education and Human Development.

The entire administrative and academic structure is illustrated in organization charts in Attachment One. TRU will also endeavour wherever possible to use the resources freed up by attrition to visibly improve resources and outcomes for students.

2. The Vice-Provost Students will chair a Student Advisory Council (SAC), a majority of members of which should be students, representing the breadth of TRU's programming and student demographics. The SAC should also include proportionate representation from Open Learning students (study modality) as well as from students taking TRU courses at regional centres or the Williams Lake campus (study location). This will be a new voice for students at the highest levels of the university, in addition to other vehicles for student participation in university governance.

The Council should also include the Registrar, Director of Ancillary Services, Director of Athletics and Recreation, the Executive Director of Aboriginal Education, the Manager of Student Judicial Affairs, and the Chief Information Officer, so as to give students a conduit to these key managers. The Council would be advisory to the Vice-Provost Students, and meet at least monthly. The Council should receive monthly reports from each of the Directors.

In addition, TRU should establish a mechanism for granting educational credit to students serving on the Student Advisory Council and other University Committees and governance bodies. This should take the form of a course or course-equivalent that includes orientation and training in University governance and leadership, and a structure for evaluation and

accountability. All programs should be required to recognize these credits as contributions toward fulfilling elective requirements. No fees would be charged for this course. TRU might consider developing a Minor in Leadership and Governance, which could be a hallmark of a TRU undergraduate credential.

3. The Committee recommends a more pro-active and development-based approach from our Human Resources unit in order to continuously strive to enhance a caring workplace. This requires the HR Division to focus more fully and specifically on faculty, staff and administrative issues such as service improvement, dispute resolution, and faculty and staff development.

We will also charge Human Resources with specific responsibility for leadership and management development for faculty, Chairs, and Deans. To this end, we will move the Health and Safety operating unit to report directly to the AVP Human Resources and Planning. Further, the Director of HR will now have a dotted reporting line to the Provost for faculty and Chair development. We proactively want to grow talent to foster TRU's succession planning.

We will commence a review of this aligned HR portfolio, to be completed in 2010, to ensure its structure and procedures meet desired outcomes and needs.

4. The Alignment Committee acknowledges that there is a widely held perception that TRU has developed a surfeit of senior administrators, based on growth in the number of position titles at the AVP/VP level. While the substantive merits of this perception are debateable, there is no denying that the perception is widely held. The Alignment Committee did not want to simply defend the status quo, nor did we want to make arbitrary cuts that wouldn't improve anything for students, and will likely to do far more harm than good. Rather than choose either of these bad options, our goal should be to streamline and align processes based on best practices. The point is that if TRU can get its processes right – producing the student-centred / client-centred results we all want, then getting the positions right is inevitable. Form follows function. That is, changes in administration should, and will, be driven by the imperative to improve our student-centred and client-centred processes. We recognize that our success as a university is inextricably linked to student satisfaction, and that only comes with a systemic commitment to excellence.

Best practices in administration require a constant and consistent method of assessing and evolving our administrative systems. We will continue to assess our current state, and examine how well we deliver a high level of value to students and other stakeholders, both internal and external. We will study what is involved in designing, writing, and presenting a

measurable Process Improvement Proposal that will identify processes and sub-processes having direct impact on student and client needs, that will evaluate our processes, and gather measurable data for ongoing, continuous process improvement planning, performance measurement, and performance evaluation. A pan-TRU committee of faculty and administrators with process management expertise will be involved with this project.

5. **Internal communication has been a significant issue at TRU. No one in the current administrative structure is accountable for that file. The AVP Human Resources and Planning will develop a system of collegial communication to reflect a desire for transparency, a caring workplace, and collegial governance. TRU needs mechanisms to ensure effective communication at and between all levels. Staff and faculty should have real, tangible opportunities to communicate ideas and issues.**

This office will work closely with external relations in the VP Advancement office to ensure consistent messaging. It should be noted, however, that TRU community members have an obligation to read notices and participate in internal communication programming.

6. **Feedback documents and participants during the Consultation Day articulated interest in aligning OL with the traditional side of the university. It must be understood, however, that OL has been very recently designed within our university context, and is making great strides in rebuilding. These great strides have not yet taken OL to its target numbers, though, and in order for that unit to be fully up to speed; it must complete the rebuilding process. However, we will move immediately, in the spirit of developing further co-operation and collaboration, to task the Provost and VP OL to explore campus-wide ideas around initiatives (such as in the School of Business and Economics that includes a tutor as voting member of Faculty Council, and the strong support for cooperation with OL articulated by the department of Psychology). They will produce an alignment action plan within twelve months, addressing items such as these:**

- **Since new program and course development, and the revision of courses and changes to programs go through the same approval process, it would benefit both campus and OL to find ways to streamline the approval processes.**
- **Find ways to resolve issues regarding course and program approvals when Open Learning needs to develop a new program or course that may not be aligned with the directions of campus faculty, but may be needed in OL.**
- **Develop a closer relationship between OL's IDRG group, its tutors, and the Centre for Teaching and Learning and the Canada Research Chair in Open Learning. This closer alignment might be in the form of joint professional development projects,**

jointly created resource repositories, support for training and pro-d for Open Learning tutors, a stronger participation of Open Learning tutors and faculty in the Teaching Practices Colloquium, and a representative from Open Learning at the committee level of the Centre for Teaching and Learning.

- Provide more opportunities for campus faculty to participate in Open Learning course development and R&D initiatives through the establishment and operations of an Innovations Lab in BCCOL. This will also provide avenues for Open Learning to support the professional development of campus faculty, staff, and provide graduate students with a place to work with new and emerging technologies.
- Review the role and responsibilities of Academic Directors and Coordinators in Open Learning, particularly in relationship to the emerging alignment of campus Faculties and Schools. These are positions that currently bridge between campus faculty and Open Learning, and are thus very important to any alignment.
- Find some way to bridge the divide between Open Learning tutors and campus faculty, perhaps through more participation of OL tutors on campus faculty committees.

Note as well that the “back of house” operations are already largely integrated with TRU’s administrative structure, which accounts for much of the mid-level administrative growth here since 2004. By the time the new Banner system is implemented, we will have a single records system in the Office of the Registrar for both modes of delivery. This amalgamation will be predicated on an agreement between the Registrar and Open Learning that ensures that the high level and extent of service provided to OL students, including response times to student requests, does not go down.

7. Clear and efficient governance, as well as compliance with regulatory bodies and committee co-ordination in our complex comprehensive university, requires one unit with responsibility, accountability, and oversight. We will establish a University Secretariat, which handles all legal and student judicial affairs, Senate and Board governance, contracts, agreements, etc. This unit will gather together, streamline, and centralize our legal and regulatory files and gather together the staff working on them. The University Secretariat will also be the repository of all institutional partnership agreements, and maintain an open and accessible database to keep track of them.
8. With the creation of the University Secretariat, the current Board Specialist will become both Board and Senate Specialist. It does not make sense, in that office of regulatory and governance context, to have ceremonies such as Convocation in the Secretariat. Event

activities are far better aligned with the external components of the VP Advancement, in which External Relations is housed; as well, that office can leverage its wide variety of experience managing events such as the Gala. Therefore, all official university-wide ceremonies and events will be run through the Office of the VP Advancement, with the appropriate transfer of funds.

9. As a result of the growth in TRU's size and comprehensiveness, we feel that we must, as a basic operating principle, ensure that jobs at a similar level of responsibility share similar titles. We will immediately begin an administrative job evaluation process across campus, ensuring that jobs of similar scope, responsibility, and accountability are fairly evaluated and positioned within the institution. This process will be carried out by an external consultant to determine relative job weighting between administrative positions. We expect this process to finish by 1 July 2009.

10. Marketing and recruitment are currently handled by a number of units across campus: TRU Marketing and Communications, TRU World, Open Learning, Office of the Vice-Provost Students, and in many discrete units. To facilitate communication and co-operation, we will establish an external relations committee so that we deliver a consistent set of key messages. All marketers, recruiters, and external relations representatives across campus will meet in an information-sharing committee monthly, chaired by the Vice-President Advancement. We note the importance of having centralized standard-setting of the TRU brand, and the particular strength and focus of decentralized marketing operations.

11. TRU World continues to provide TRU with strong leadership in developing overseas markets including: international student recruitment, study abroad, faculty exchanges, contract activity, etc. Over the past thirty years TRU World has developed a solid international reputation and now, because of its stellar reputation, numerous contract and offshore delivery opportunities are available to TRU, opportunities that are capable of providing significant additional net revenues. The university is a diverse institution with flexible delivery and program models.

Currently, the AVP International reports through a solid line to the President for strategic direction and a dotted line to the VP Administration and Finance (VPAF) for business plans and day to day operations. The dotted relationship to the VPAF will continue as well as adding a dotted line to the Provost for academic direction and adding a dotted line to the VP OL for open learning direction. The most relevant VP portfolios are then properly aligned with activities at TRU World.

Representing TRU overseas requires that the senior TRU World position title is easily understood, translatable and denotes the appropriate authority of the position to the international contacts and senior officials overseas. While the title of Associate Vice President International is understood in the Canadian university context this title is not well understood overseas and many times the current title misrepresents the authority of the senior TRU World position. Therefore the title of the AVP International will be expanded to Associate Vice-President International and Chief Executive Officer, TRU World.

- 12. Because we are an “open” university, we have a more diverse set of student prospects. Many of our units use Prior Learning Assessment and Recognition in order to assign academic credit to informal and non-formal learning. OL has developed strong expertise in this process, and we will streamline the administration of PLAR by assigning OL campus-wide responsibility for this file, in a phased approach.**

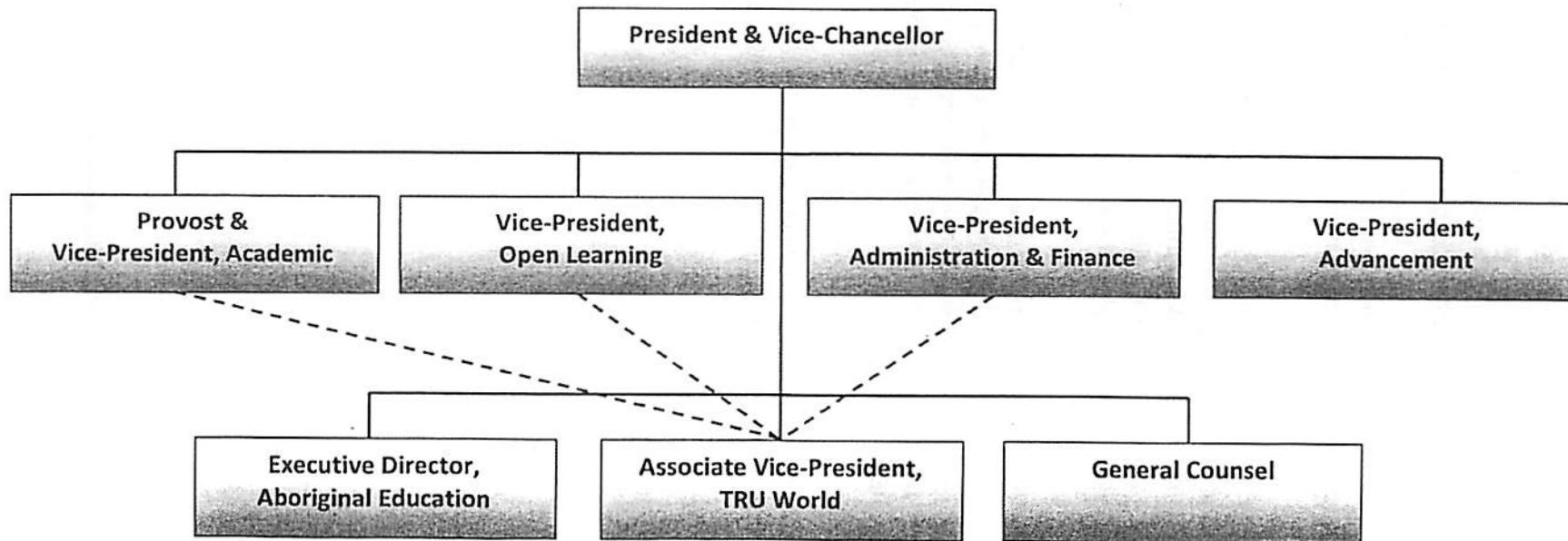
- 13. A small Ad Hoc Committee has been struck by the Interim Provost to develop an improved administrative structure for the leadership and management of Continuing Studies programs and courses. They will draft a concept piece for circulation to Deans, OL, and other stakeholders. Based in part on this feedback, they will draft a report for the President, due in the summer of 2009.**

- 14. The Alignment Committee will ensure that no CUEF funds will be moved into base, and recommends that Administration continue to strive to find base funding for student support.**

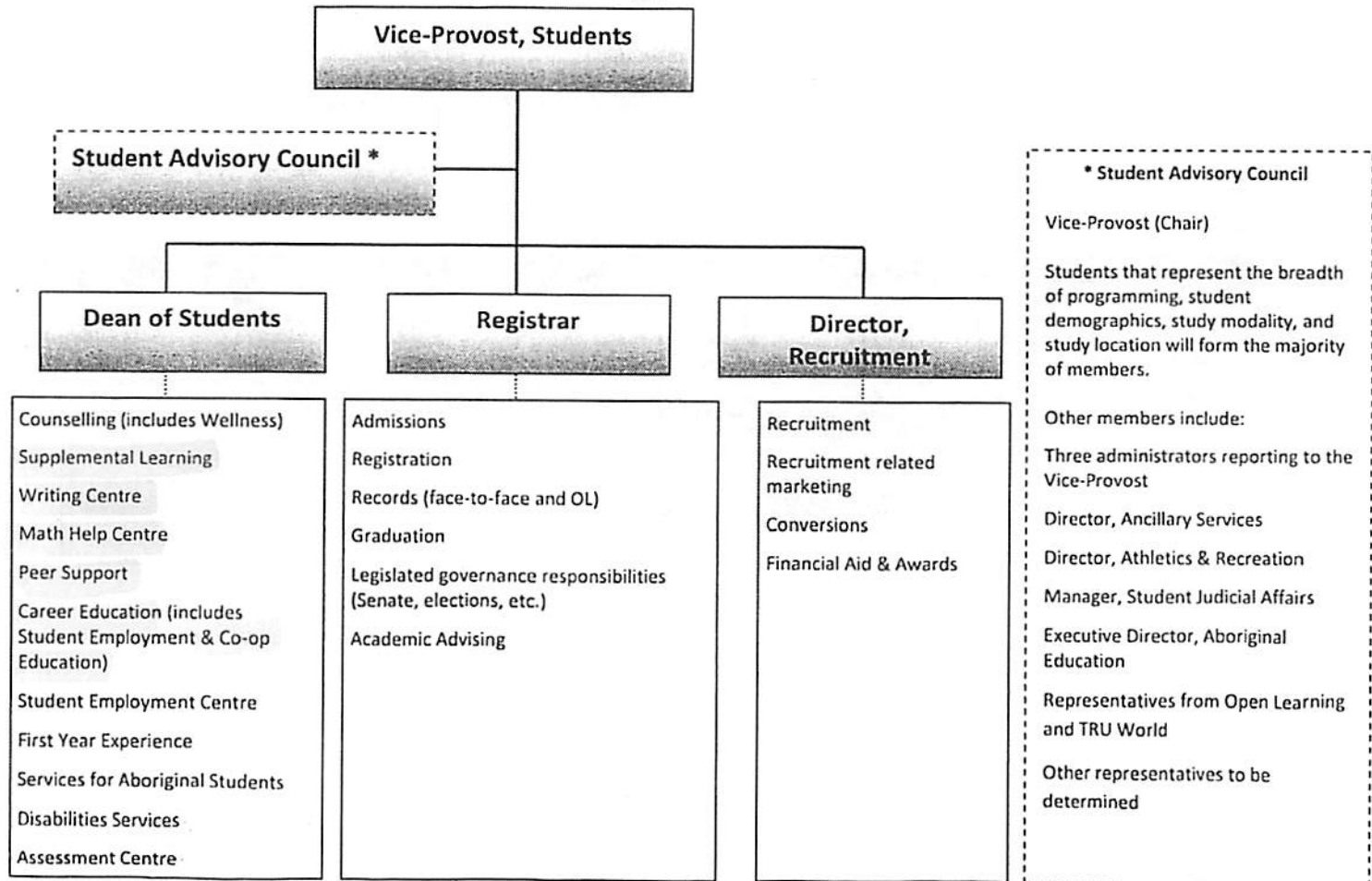
ATTACHMENT ONE
ORGANIZATION CHARTS



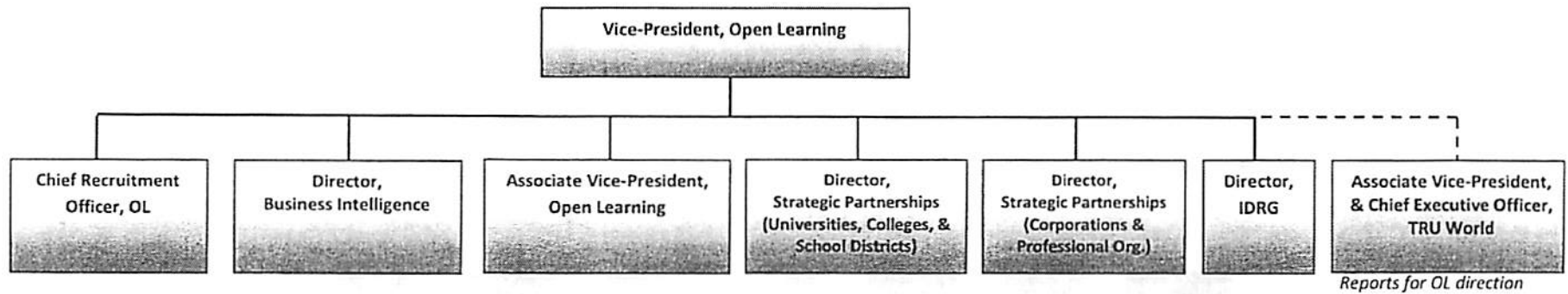
President & Vice-Chancellor



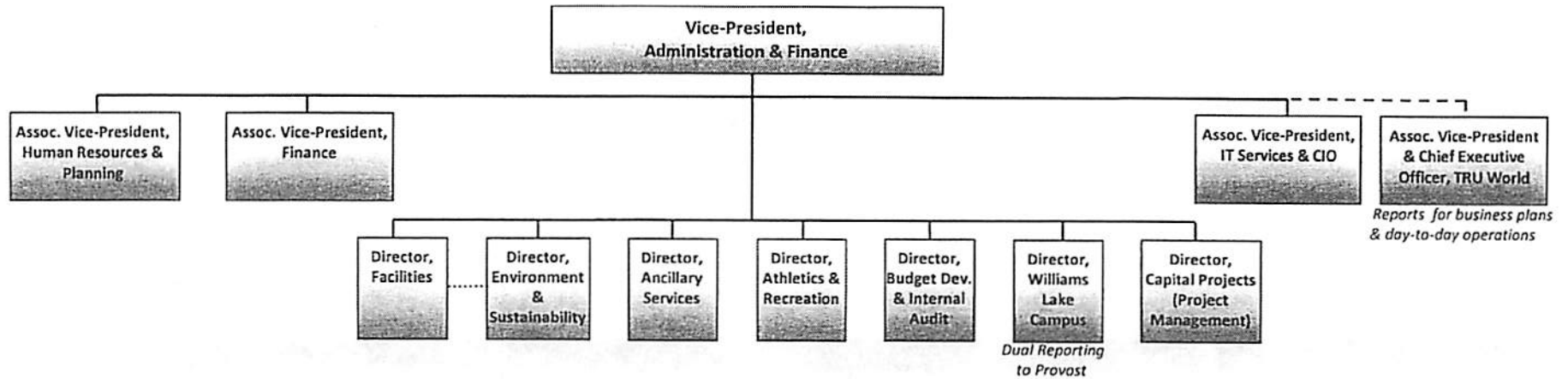
Division of Student Support



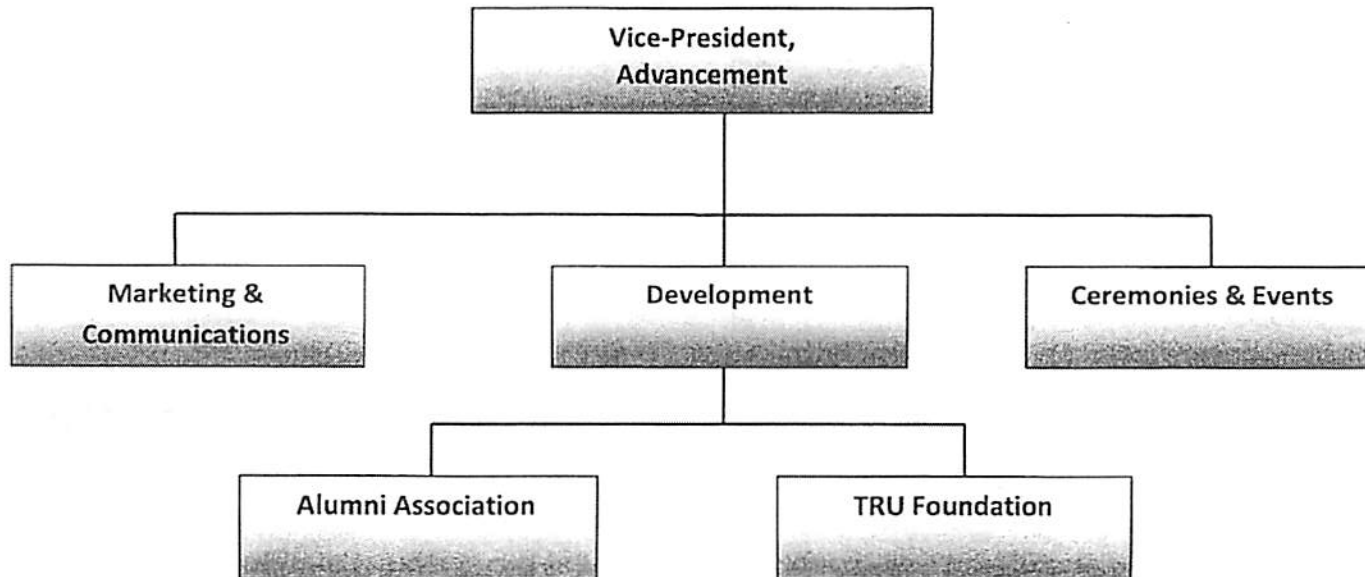
Vice-President, Open Learning



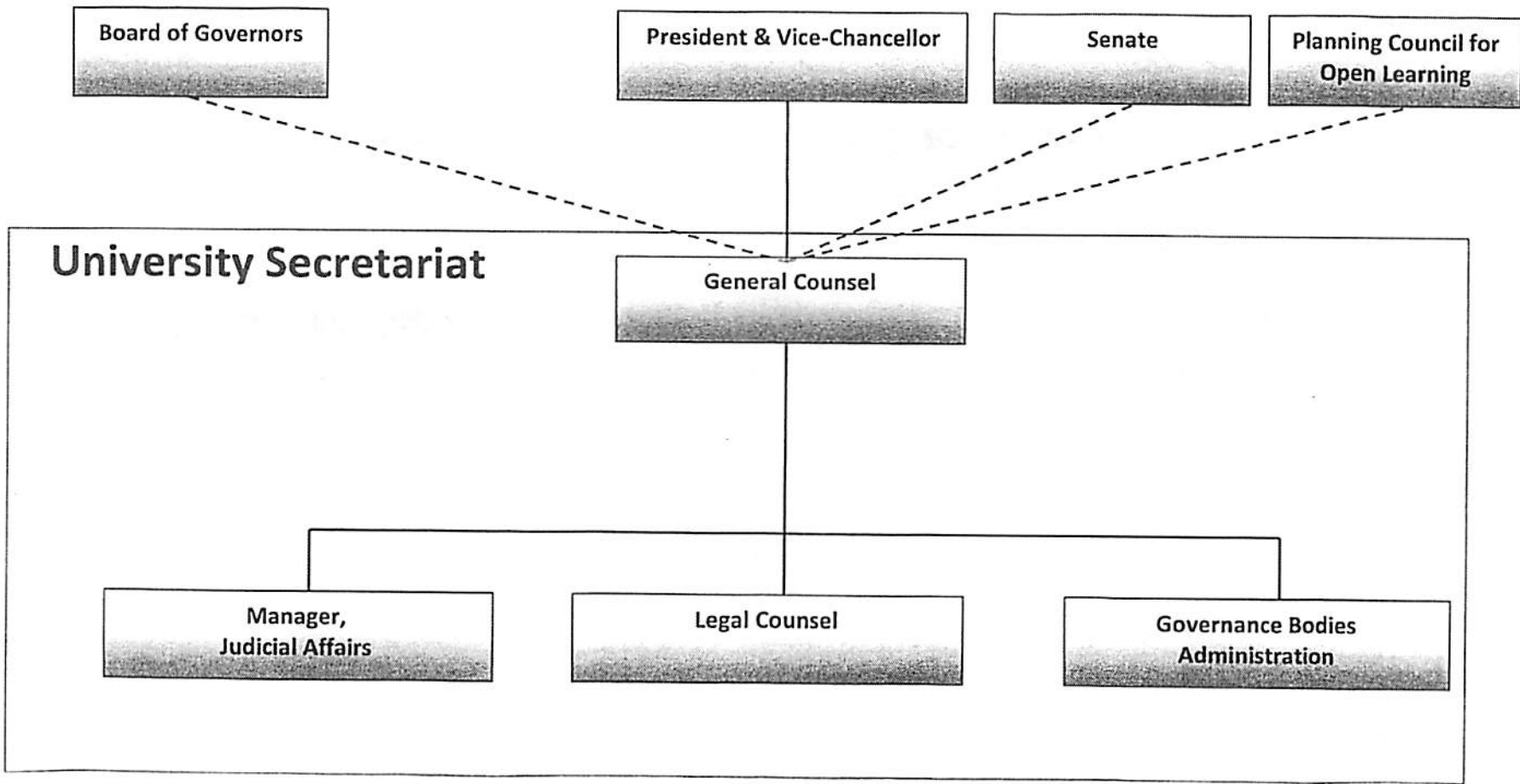
Vice-President, Administration and Finance



Vice-President, Advancement



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TRU Senate Composition

Category	10 Faculties	8 Faculties plus Division of Student Support and Dean
Administration	15	14
Faculty Members	20	18
OL Teaching Staff	4	4
Students	4	4
Alumni	1	1
OL Administrator	1	1
Staff	<u>2</u>	<u>2</u>
Total	47	44