



UNIVERSITY
OF ALBERTA



Catalyzing Impact and Integration:

The Colleges and Faculties within One University

SEPTEMBER 2025

Introduction

The summer of 2025 marks four years since the official launch of the three colleges as an integral part of the university's operating model, now known as **One University and characterized by the college academic structure and the universitywide services that support our mission.**

It has also been a little more than two years since the interim Marshall review of the academic structure. The review contained deep discussion and 21 recommendations, which have been synthesized into four key focus areas for the colleges: communication, consolidation of services, interdisciplinary education and research, and culture. These focus areas have guided the work of the colleges since.

It is now timely to highlight to the university community the role and achievements of the colleges – how they are catalyzing interdisciplinarity, developing leading-edge programming, helping drive greater research success, and creating efficiencies that enable reinvestment back into academic priorities. Implementing One University is a long-term process, and it is important to acknowledge that work remains to fully realize its intended benefits. Nevertheless, there has been substantial progress to date that is already delivering important results.

Purpose of this document

The purpose of this document is to describe and highlight achievements realized through the college structure as a key component of One University.

Any highlights of achievements are a testament to the constituent faculties, and their departments in departmentalized faculties, who cooperate and collaborate with the colleges for our collective success. The colleges are not distinct from their constituent faculties; they are part of an integrated model, that includes University Wide Services, in which the colleges are intended to support and succeed through the work of their constituent faculties. Celebrating achievements is not about attributing successes to either the colleges or the faculties, but is about shared achievements by the University of Alberta under the One University structure.

This does not mean that all of these achievements would have been impossible under a different organizational model, but highlights what has been achieved. Four years in, the college structure is integral to the university, enabling us to adapt to emerging opportunities and risks into the future.

While we highlight achievements, we also work to continually improve the performance and responsiveness of the operating model remains a priority.

Four years in, the college structure is integral to the university, enabling us to adapt to emerging opportunities and risks into the future.

What is the role of the college structure within One University?

The colleges are the core feature of One University, implemented by the U of A beginning in July 2021.

The academic structure of One University consists of three colleges – the College of Health Sciences, the College of Natural and Applied Sciences, and the College of Social Sciences and Humanities – which group together related faculties, plus three stand-alone faculties – Native Studies, Augustana, and Campus Saint-Jean. The mandate of the colleges is to support their constituent faculties and increase impact by:

1. serving as integrators;
2. increasing interdisciplinary education and research programming across faculty boundaries; and
3. finding economies of scale in delivery of core academic and administrative services.

This structure also enables the colleges to work with the stand-alone faculties to promote these benefits, while preserving the distinctiveness and autonomy of the stand-alone faculties.

Under the One University **operating model**, the colleges are fully integrated into the functioning of the university. From the outset, the implementation of the college structure has been interconnected with the university's administrative transformation, previously known as the Service Excellence Transformation (SET). Today, the colleges are a key interface for university-wide services supporting the academic mission, working with embedded service partners to coordinate and support core administrative services such as HR, IT, finance, research administration, student services, and external relations. They are embedded into institutional-level planning and decision making.



The university's previous academic structure presented distinct challenges for our success. The university had 18 distinct faculties, which were often relatively siloed, with limited incentives or structures to facilitate collaboration across faculties and disciplines. While interdisciplinary collaboration did occur, it was often constrained by organizational barriers, and the U of A lacked the capacity to develop interdisciplinary programs or support large-scale research collaborations at a level commensurate with our stature – and as a result, we were beginning to fall behind peer institutions in our ability to attract major research funding. Moreover, there were significant inequities in the previous structure: larger faculties with more resources could invest in new initiatives and provide a higher level of support to faculty, staff, and students (including resources to advance access, community, and belonging), while smaller faculties were less able to take advantage of opportunities.

Responding to these challenges, the college structure was adopted in parallel with a broad administrative transformation at the university (Service Excellence Transformation, or SET) as part of One University. While these processes were distinct, they are fully interdependent. This report is focused on the colleges within the new operating environment, but this necessarily reflects the integrated work of both academic and universitywide services.¹ Under the One University model, the U of A is transforming into an integrated, collaborative, and innovative organization that is poised to lead into the future.



¹ A fuller description of the colleges' implementation journey, including how elements of the model have evolved since it was initially approved in 2020, is available in the [Marshall review](#).

The colleges: accomplishments and highlights

The following section is focused on key college activities and initiatives across the university's educational and research mission, and in terms of organizational effectiveness – while recognizing that all of these areas are interconnected.

Each section provides examples of college-led activity, including how the colleges facilitate collaboration across faculties, as well as how the college academic structure is integral to university-wide planning and initiatives.

Teaching and learning

Each college has established an Office of Education, tasked with fostering interdisciplinary teaching and learning and supporting the faculties to deliver outstanding education and student experience. The colleges work closely alongside universitywide services (UWS) – including the Vice-Provost (Programs), the Office of Registrar, the Faculty of Graduate and Postdoctoral Studies, and others – to provide fully integrated supports for the university's academic mission. Major areas of work include:



Program development

The colleges are facilitating the development of new interdisciplinary programs that will place the U of A at the intersections of multiple disciplines and sectors to ensure we are meeting Alberta's future workforce needs, while responding to student priorities. The colleges particularly play a critical role in facilitating programs that are cross-faculty and interdisciplinary. The colleges coordinate and facilitate the work of the participating faculties, who are able to leverage deep disciplinary expertise and connections." These programs facilitated by the colleges can be offered at scale, supporting the university's revenue growth and long-term sustainability:

- Two new course-based Master's programs, one in sustainability (with leading participation from Science and ALES) and one in data science and AI (with broad, pan-faculty participation), within the College of Natural and Applied Sciences (CNAS) – these programs will also offer ladder entry pathways via graduate certificates, which can also be taken on their own. The Master's in sustainability is ultimately projected to enrol 300 students and generate \$6 million in revenue annually. The Master's and graduate certificate in sustainability have already been approved by the Government of Alberta.

"CNAS excelled at convening a truly interdisciplinary team, bringing together experts with diverse backgrounds and complementary strengths. The college's well-facilitated, regular meetings ensured every voice was heard and feedback was quickly integrated, which meaningfully strengthened the proposal."

Karim Fouad,

Professor and Canada Research Chair, Faculty of Rehabilitation Medicine – Physical Therapy and Neuroscience and Mental Health Institute, and member of the Graduate Certificate in Data Science and Artificial Intelligence Advisory Committee

- New Bachelor of Health Sciences – responding to high student demand, this program within the College of Health Sciences (CHS) will equip graduates to work across the health sector or to progress to professional or graduate-level studies. Government approval is expected shortly, and pending government investment, we aim to launch the program in 2027. Once fully established, this program is expected to serve over 900 students and generate revenue of more than \$22 million per year.

“A College-led Bachelor of Health Sciences (BHSc) program invites students to explore and find their path in health, while learning from instructors across the 6 health sciences faculties. It exposes students to different disciplines and professions and helps them to learn skills to integrate various perspectives in their study of big challenges in health, such as climate change and health inequities. The college structure made this program possible: we were able to leverage a cross-faculty Education committee, and with timetabling located at the College, we had one-stop access to scheduling and space expertise and information needed for program planning and documentation in the program proposal.”

Trish Manns,

Professor, Faculty of Rehabilitation Medicine and Associate Dean (Education), CHS



Setting the stage for enrolment growth:

The cornerstone of the university's strategic plan, Shape, is our ambition to grow to 60,000 students within the next decade. The college structure within our One University model has been a critical success factor in creating the **Integrated Enrolment Growth Plan** (IEGP) – a first-in-Canada, university-wide approach to planning for increased enrolment while ensuring we are able to make timely and purposeful investments in program development, instructional capacity, infrastructure and technology, student services, and more, to support growth while delivering an exceptional experience for students, faculty, and staff.

Going forward, the colleges are central to delivering on our vision for growth. They help lead the Integrated Enrolment Management Committee, a university-wide body that provides strategic guidance and coordination to enrolment planning across the institution.



One of the most critical enablers in developing the IEGP was the ability of colleges to facilitate strategic discussions across faculties and bring their diverse perspectives to the table at a university-wide scale – so that academic visions of the faculties can be integrated into an institutional whole.

This approach has already enabled us to garner \$48 million in targeted provincial funding to support an additional 2,000 seats in high-demand programs funded through Targeted Enrolment Expansion grants. A subsequent proposal was most recently submitted to government with additional requests for high demand programs. If successful, this will generate new government investment of \$24 million for up to 1400 new seats by 2030/31.

Interdisciplinary learning

The colleges have created fora for interaction and collaboration across faculties and departments.

The College of Social Sciences and Humanities (CSSH) administers interdisciplinary programming through the Peter Lougheed School for Leadership, which offers students the opportunity to develop leadership skills while connecting with colleagues and coursework from across the university. CSSH is also participating in the establishment of the Peter Lougheed School for Politics and Democracy (PLSPD), a major interdisciplinary initiative that is committed to a pluralistic approach to confronting and addressing key political and social challenges. Through leadership training, thought leadership, and forums for open debate, the PLSPD will build civic literacy on foundational concerns facing society and train the leaders of today and tomorrow to address these issues. Its inaugural programming will focus on a new Undergraduate Certificate in Politics and Democracy, which is planned to launch in January 2026.

“I worked as a Teaching Assistant for the first terms INT D 207 and INT D 407 were offered respectively. Having seen two of the courses making up the Certificate in Interdisciplinary Leadership Studies, I have had the unique opportunity to see students’ growth in leadership as they brought together expertise from across the university. As a former science student who is invested in leadership, the interdisciplinary focus offered by the Peter Lougheed School of Leadership is something that I think is key for students with multiple passions who are looking to succeed across multiple fields.”

Pedro Almeida

President, University of Alberta Students’ Union

In the College of Health Sciences, the college supports the health sciences programs to integrate interprofessional education – i.e., students from different professions learning about and from each other – into curriculum across faculties, teaching the skills students need to work in multidisciplinary healthcare teams. The college also hosts the Health Sciences Interprofessional Launch, a collaborative in-person event that brings together more than 1,000 undergraduate health sciences students to foster a shared understanding and build relationships between disciplines.

In its recent accreditation status review, the Faculty of Pharmacy and Pharmaceutical Sciences received a very positive result, addressing all standards and extending its accreditation for two years following its annual report update in 2024. The accreditation board’s response specifically highlighted the positive impact of “the commitment to IPE by the College and the inclusion of the Faculties of Nursing and Medicine” and “the support realized by Pharmacy through the Office of the College Dean, the Office of Education and the Office of Research.”

K. Wayne Hindmarsh

CEO, The Canadian Council for Accreditation of Pharmacy Programs

Research and innovation

Through each college's Office of Research, the colleges have worked closely with the Vice-President (Research) portfolio to establish the Research Partner Network and to understand faculty needs and coordinate supports. The guiding vision is that supports should be seamless: an individual researcher may not know whether they are receiving support from the college or the Partner Network, but they should receive the support they need to enable their success. The colleges' ability to broker cross-faculty engagement, understand common needs, and pool resources and efforts has made a demonstrable impact on the quality of research supports available to faculty members.

Supporting Tri-Council funding success

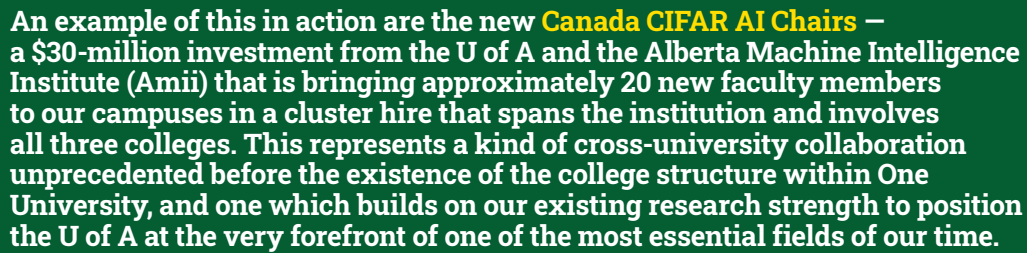
The colleges are working closely alongside the VP (Research) portfolio to improve the U of A's performance in Tri-Council funding, aiming to match or exceed our peers. Each college has done careful analysis to better understand researcher needs, and has implemented tailored supports. Key examples include:

- Grant preparation workshops, writing support, and mentorship – supported where relevant by direct outreach to unsuccessful applicants to participate and increase chances of future success.
- Grant registry – researchers can indicate their intention to apply for a grant and identify their support requirements, which allows the Office of Research to target resources where they are most needed.
- Internal peer review – connecting grant applicants with peer reviewers within the college prior to submission, which helps strengthen submissions and improve success rates.
- Grant administrative review – specialized resources available to support the administrative components of grant applications, such as budget justification, allowing applicants to focus more of their efforts on the academic components.
- Online resources - multiple support tools, including a library of successful proposals.

Early results are very promising, with increased application rates and success rates in areas where supports were first implemented. In the College of Natural and Applied Sciences, the Grant Registry has been rolled out in time for the 2026 NSERC Discovery Grant competition, and researcher engagement is already very strong (165+ participants as of August 2025). The College of Health Sciences saw an 8% increase in applications to the 2024 CIHR project grant competition, realizing higher success rates and an increase in awarded funding, from \$12 million to \$20 million. Meanwhile, the U of A received a record number of SSHRC awards in 2025, with most researchers housed in the College of Social Sciences and Humanities. U of A researchers were awarded \$9 million, with success rates above the national average in all award categories, and the Faculty of Arts saw an outstanding 100% success rate on its SSHRC Partnership Development Grant proposals.

Fostering collaboration

The colleges have also been focused on supporting previous and future opportunities for cross-faculty and cross-disciplinary collaboration, and particularly on facilitating collaboration on large-scale funding opportunities.



An example of this in action are the new **Canada CIFAR AI Chairs** – a \$30-million investment from the U of A and the Alberta Machine Intelligence Institute (Amii) that is bringing approximately 20 new faculty members to our campuses in a cluster hire that spans the institution and involves all three colleges. This represents a kind of cross-university collaboration unprecedented before the existence of the college structure within One University, and one which builds on our existing research strength to position the U of A at the very forefront of one of the most essential fields of our time.

Across the university, our participation in major competitions has increased. Seventeen Notices of Intent (NOIs) were sent to the most recent New Frontiers in Research Fund - Transformation (NFRF-T) competition, compared to just five NOIs submitted in 2022. The recent New Frontiers in Research Fund - Exploration (NFRF-E) call saw 55 NOI submissions from U of A, up from fifteen in 2022.

There are numerous positive examples of work catalyzed through the colleges. “**Co-designing a smartwear revolution**” is a \$24 million, cross-college project recently funded through NFRF with a principal investigator in medicine, participating researchers from eight U of A faculties – including disciplines in the social sciences, humanities and fine arts – as well as researchers and collaborators from across Canada, the United States and Europe.

In CNAS, connecting researchers is resulting in innovative interdisciplinary initiatives like the **Institute for Space Science, Exploration, and Technology**, as well as enhanced connections between faculty-based research centres and researchers across the university. In CHS, the newly announced Dianne and Irving Kipnes Health Research Institute is an example of cross-faculty collaboration to catalyze community investment and bridge the gap between scientific discoveries and health outcomes. Research hubs are also being established in priority areas, such as the newly launched **Climate Change and Health Hub**, to promote idea generation for large or strategic funding opportunities.

An innovative initiative supported by the College of Social Sciences and Humanities, the Transforming Research for Social Impact (TRSRI) Hub will be the first pan-university initiative in Alberta offering comprehensive social research methods training and advancement. The Hub will bring together researchers from across disciplines to develop training and advance and innovate social research methods to address complex social challenges.

“Hosted within the College of Social Sciences & Humanities (CSSH), the Transforming Research for Social Impact (TRSRI) aims to build methodological capacity and knowledge in interdisciplinary, community-engaged, and socially responsive research. Interdisciplinarity is core to the values and mission of the TRSRI Hub. It shapes our larger network and how we approach central activities in research, teaching, and engagement. CSSH has played an important role in helping us create a space for teams to come together across disciplines and sectors to develop research projects and methods training around shared goals of social impact.”

Michelle Maroto

Professor and Graduate Program Director, Department of Sociology



Organizational effectiveness

The colleges are playing an important role in enhancing the efficiency, effectiveness, and consistency of academic administration, with the aim of improving faculty, staff, and student experience and freeing up resources for reinvestment into teaching and research.

The consolidation of administrative services in the colleges has enabled more efficient integration with university-wide services, and is a critical factor in the university's increased efficiency as a whole. Compared to baseline functioning under our previous structure, the university's administrative expenses have been reduced by 14% (adjusted for inflation) - even as enrolment has grown. Administrative expense has also decreased relative to teaching and research, meaning that our new model is allowing us to devote a greater share of our resources to the academic mission, enabling the university to weather ongoing resource constraints. This does not reflect the impact of the colleges alone, but rather the efficiency of the One University model as a whole, inclusive of the work of colleges, faculties, and university-wide services – supported by a shared commitment to integrated supports and process improvement.

Efficiency and effectiveness

The colleges are intended to consolidate academic administrative functions where faculties share similar needs and where there are opportunities to create economies of scale and communities of practice. Major areas of progress to date include:

- Timetabling (course scheduling) - prior to the creation of colleges, approximately 80 staff members from across our campuses supported course scheduling and acted as points of contact for the Registrar's Office in addition to their regular duties. Now, we have small specialized teams within the colleges that focus on course scheduling, shifting from 80 generalized points of contact to 17 specialized points of contact coordinated at the colleges. These specialized staff have established a community of practice across the institution, streamlining services and providing a superior level of service, while simultaneously allowing staff members in faculties to refocus on their core duties.
- Academic integrity - administration of academic integrity has been consolidated to the college in order to support a greater consistency of student experience, reduced demands on individual faculty members, and improved efficiency overall. Administrative staff in the college provide shared administrative support and processes, significantly reducing the administrative burden for faculty decision makers. This work is coordinated with the university-wide implementation of the Code of Student Behaviour.
- Student systems - teams within the colleges are supporting student services by leveraging university systems to create more efficient and consistent processes and automate functions, such as enhanced academic advisement reporting that better allows over 29,500 undergraduate students to track their progress in their program.
- Graduate administration - all three colleges have actively partnered with the Faculty of Graduate and Postdoctoral Studies (FGPS) to develop the new model for graduate administration support, and to support revising administrative processes to take advantage of the efficiencies that the new admissions system (Slate) allows.

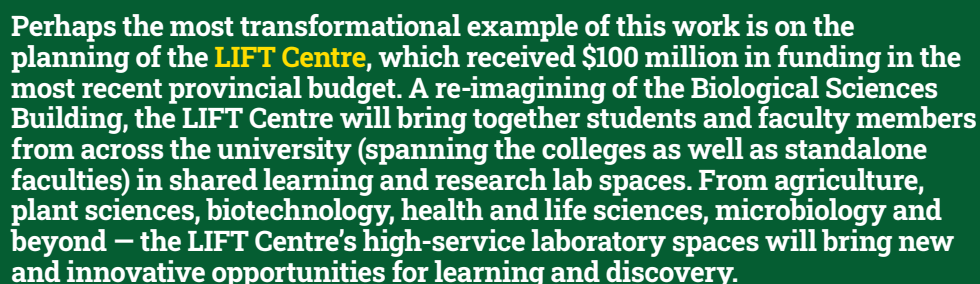
- Administrative services are being consolidated at the college. For instance, the CNAS Office of Education has been providing graduate administrative support to several departments over the past 18 months, and beginning in September, will provide comprehensive support for graduate admissions and awards to all faculties and departments. A small team of specialists in the college will ensure that processes function well to support the academic decisions made in the department and that any delays in admissions or awards processing that currently exist are mitigated. The consolidation will enable sending admissions offers to qualified applicants more quickly than current practice, allowing the U of A to better match competitor institutions and to improve applicant experience.
- Work-integrated learning - CHS has consolidated and streamlined some of the clinical placement administrative work for health science programs, such as collecting student pre-requisite documents and processing placement agreements on behalf of faculties. This allows for more efficient administration, a more user-friendly experience for students, and better practices for records tracking and retention. Since July 2023, the college has processed more than 40,000 documents and 400 agreements.

Institutional alignment and integration

The colleges have been highly impactful as a mechanism for cross-faculty and cross-institutional integration. In particular, the colleges are at the heart of infrastructure planning to ensure our campuses meet the needs of tomorrow's faculty, staff, and students.

This year, the university launched *Built for Purpose*, a strategic infrastructure plan that will guide our investment decisions for the coming decades. This work was co-sponsored by the Vice-Provost and College Dean for CSSH, and involved active participation by all three colleges. The colleges were instrumental in bringing together perspectives from multiple faculties to help create a single, integrated vision for our campus infrastructure into the future.

When a fire closed the Humanities Centre in winter 2024, the university faced an extraordinary task in rescheduling learning spaces and minimizing disruption for students and faculties to the greatest degree possible. This required close collaboration between the Faculty of Arts, the Office of the Registrar, Facilities and Operations, and the course scheduling team in the College of Social Sciences and Humanities, and represents a major success story for the college. Without collaboration between the Faculty and the consolidated team at the college, the response effort would have been far more difficult to coordinate and would inevitably have led to greater disruption of class and research activities.



Perhaps the most transformational example of this work is on the planning of the **LIFT Centre**, which received \$100 million in funding in the most recent provincial budget. A re-imagining of the Biological Sciences Building, the LIFT Centre will bring together students and faculty members from across the university (spanning the colleges as well as standalone faculties) in shared learning and research lab spaces. From agriculture, plant sciences, biotechnology, health and life sciences, microbiology and beyond – the LIFT Centre's high-service laboratory spaces will bring new and innovative opportunities for learning and discovery.

Indigenous initiatives and advancing access, community, and belonging

The colleges play an important role in integrating and facilitating cross-faculty work to advance Indigenous initiatives as guided by *Braiding Past, Present and Future*, and to enhance access, community, and belonging in alignment with *Changing the Story: An Integrated Action Plan*.

The work of the colleges is intertwined with complementary activity across the university through collaboration with the Office of the Vice-Provost (Indigenous Programming and Research) and participation in institution-wide forums like the advisory Integrating Equity Group and the working access, community and belonging Leads Network convened by the Vice-Provost (Access, Community, and Belonging). Locally, each college leads in this sector by encouraging inter-departmental and inter-faculty collaboration and enhancing the interdisciplinarity of initiatives, thereby maximizing their impact for equity-denied communities. This approach allows each college to develop areas of particular emphasis – for example, hiring, social impact, or community engagement and research – while also integrating this work into the institutional ecosystem.

Through dedicated leadership and strategic supports, the colleges connect with student and faculty initiatives, and share information and resources. Strategic officers distributed across the colleges, with the Offices of the Vice-Provost (Indigenous Programming and Research), Vice-Provost (Access, Community, and Belonging), and Vice-President (Research) have established an integrated network of research support to facilitate inclusive, accessible, and diverse research teams and spaces. These networks enhance the research ecosystem to better support researchers from equity-denied groups, including Indigenous Peoples, and support the research community in implementing principles of equity and the practices of inclusion and decolonization. They support initiatives to build capacity more broadly, for example in areas such as the use of assistive technology or addressing equity, diversity, and inclusion requirements in research applications. The colleges also support and facilitate networks, such as the Black-led Research Network Initiative (BRNI), which aims to build capacity for Black researchers and enhance Black research excellence at the University of Alberta.

Collaboration across disciplines is also integral to advancing Indigenization in education. The university has more students taking Indigenous content courses than ever before, building on cross-faculty partnerships like between the Faculties of Science and Native Studies. The College of Social Sciences and Humanities and the College of Natural and Applied Sciences jointly support I-STEAM Pathways, an environmental education and research program for Indigenous students. I-STEAM Pathways enables First Nations, Métis and Inuit students to gain research experience in a variety of environmental-related fields including science, engineering, climate change and environmental law and policy.

The stand-alone faculties within One University

The three stand-alone faculties have a distinct role within the One University model, and are integrated with the broader organization to support their specific needs.

The stand-alone faculties work across the university, and contribute essential expertise and perspectives to institution-wide activity. Within this collaborative framework, the autonomy and distinctiveness of the stand-alone faculties is also preserved. The stand-alones are represented on major institutional initiatives and decision-making bodies – such as the Integrated Enrolment Growth Plan – and remain an essential connection point for communities outside the university.

Campus Saint-Jean is undergoing an unprecedented period of transformation, marked by major infrastructure renovations, the development of innovative programmes and a renewed commitment to its student and faculty body, and to the broader Francophone community. These changes are breathing new life into Alberta's only French-language university campus, positioning it as a centre of excellence and innovation for decades to come. They are also enabling Alberta's only French-language university campus to increase its capacity, aligned with the university's strategic priorities and responding to the substantial growth of its student population. The campus now has a record number of nearly 1,240 students and aims to reach 2,000 students across its two campuses in Edmonton and Calgary in the near future.

As our rural campus, Augustana continues to offer outstanding, broad-based academic programs in the arts and sciences that are designed to support foundational training and transferable skills that will prepare students for diverse careers and professional programs – while also delivering world-class research and research experiences for students that are embedded in community contexts. Augustana is collaborating to connect other faculties to our rural campus – for example, supporting the offering of Rehabilitation Medicine programs and collaborative programs with the Faculty of Education – and is actively developing innovative programming to leverage disciplinary expertise across the university.



The Faculty of Native Studies delivers unique degree programs at the undergraduate and graduate levels and is a significant contributor to the university's research funding success with its commitment to community-engaged research. Examples include the Critical Approaches to Indigenous Relationality (CAIR) project, a \$2.5 million partnership grant that brings together researchers from multiple faculties and across North America. The faculty is a leader in collaboration for interdisciplinary education, and its courses – particularly its highly successful online course offerings – are embedded in curricula across the university and are taken by learners across the country. Native Studies provides service teaching that is essential to the university's broader goals, for example supporting Indigenous course requirements in the Faculty of Science. A new Indigenous Partnerships and Engagement course (to be available online and for-credit) has been co-developed by FNS with the Vice-Provost (Indigenous Programming and Research), and engaged more than a dozen faculty and staff from across the university in creating and presenting material.

The colleges also provide a platform for engaging the stand-alone faculties in expanded interdisciplinary collaboration. The College of Health Sciences has worked with Augustana to begin to develop proposals for enhanced rural pathways in the health professions, while the Black-led Research Network Initiative of the College of Social Sciences and Humanities is working with Campus Saint-Jean faculty on several research and engagement projects.

The colleges and stand-alone faculties also work closely together to realize the administrative benefits of the operating model. For example, the College of Social Sciences and Humanities supports timetabling and course scheduling for the Faculty of Native Studies, and the seamless research support system in place between the colleges and the Research Partner Network regularly works with faculty members from the stand-alones.



Looking ahead

As the university's operating model continues to mature, the colleges will continue to explore opportunities to enhance integration and effectiveness. Some of the areas currently under exploration or development include:

- Consolidation of research IT supports for CNAS faculties within the Office of Research, intended to support delivery of best practices, extend of new support to areas currently under-resourced, reduce duplication, create capacity, and provide efficiency and savings.
- Support the ongoing development of an institutional approach to supporting graduate recruitment and enrolment management to take advantage of synergies across similar disciplines and supporting faculties to improve service and realize new opportunities.
- Supporting faculties to realize efficiencies in course delivery where consistent with their academic goals (e.g., reviewing areas where similar courses are offered in multiple faculties).
- Continuing to enhance research supports, in collaboration with the Research Partner Network, based on evaluation of the services introduced to date and on needs identified by researchers.
- Working closely with faculties to support strategic enrolment planning, including facilitating collaborative initiatives to support enrolment growth and revenue sustainability where consistent with faculties' academic vision.
- Over the coming years, the university intends to continue reducing its relative administrative costs, despite anticipated growth in enrolment and research. This is enabled by the efficiencies realized through the One University model, and supported by ongoing consolidation initiatives by the colleges.

Going forward, the university will continue to evaluate the effectiveness of all aspects of the university's operating model. This report is an important point-in-time milestone, and communication about the activities of the colleges will remain a priority. As fully integrated units, their impact over time – and the impact of the operating model as a whole – will be best reflected in the performance of the university as a whole.



**UNIVERSITY
OF ALBERTA**

116 St and 85 Ave
Edmonton, AB
Canada T6G 2R3

ualberta.ca