

# Why Arts Reorganization and Renewal?

There are three related and important reasons to move forward with the Faculty of Arts reorganization:

- [Building a Resilient Future](#)
- [The Real Risks of Inertia](#)
- [Positioning for New Opportunities](#)

## Building a Resilient Future

First, the proposed reorganization builds resilience in the Faculty that will let us support our valuable activities, scholarship, and colleagues. Building resilience is particularly important given the very challenging political and fiscal climate we face for the foreseeable future. But the reorganization is important not just so that we can survive the current storm, but also so that we are able to thrive and even do new things again once the storm has passed.

Re-organization may make our **programming** more resilient and so make it possible for us to *prioritize and protect things we are currently doing that are important to us*. Faculty members can be deployed more easily across related units and programs to capitalize on their gifts and the contributions they can make, even where changing program numbers make the status quo arrangements untenable. Larger Schools can make cross-program collaboration on common courses or requirements much easier, and they can help insulate and protect smaller and more vulnerable units so that important scholarly and educational activities can continue where they might otherwise be under threat. Larger Schools can also enable creative program design and more fluid participation of individual faculty members in program delivery across historical unit boundaries.

It is very hard to imagine a future at this moment with anything but fewer faculty members to deliver on our programming and mission. We face an indefinite hiring freeze, and 20% of faculty members in Arts will be at retirement age in the next five years. In some units, including some larger units, that number is between 30% and 45%. Making collaboration as easy as possible will be the only way for all areas to thrive.

Re-organization will also make **staff operations** more resilient in the face of staff losses and staff turnover. Again, as the President has said, the future at UW will have fewer employees in all categories. Larger Schools can lead to more efficient staffing roles by eliminating some unnecessary duplication of tasks and by creating more flexibility in roles. Larger teams can also allow for both cross-training and specialization, which creates more resiliency through staffing changes and turnover. In small Departments, a single staff

person sometimes handles *all* of the administrative functions, and even in mid-sized Departments a single person occupies a number of roles. In our current system, we have staff who worry about taking vacation because there is no backup while they are gone. It is possible that reorganization will lead to better jobs for staff, increasing their satisfaction and professional development and career advancement opportunities.

## The Real Risks of Inertia

Second, the risks of doing nothing are significant; we don't face a choice between re-organization and the status quo, but rather between re-organization and significant disruption. In the absence of the proposed reorganization, the Dean will be forced to weather necessary cuts and changes with our current, unduly complicated and rigid structures.

Nobody who has been paying attention can believe that a future like the present is in the cards. Arts had a significant financial deficit *before* our current crisis which we had failed to resolve. Our current situation is therefore worse than it was, and the rest of the university is facing similar challenges and will be less able to support us financially in the future than they have in the past. This is not fearmongering; it is a statement of fact. Public information about the university's finances have laid out a 3-year plan to return to a balanced budget. That plan will necessitate substantial reductions in the number of employees over that period, so we will almost certainly have to function in the future with fewer faculty and fewer staff.

Further, many of our core disciplines have been struggling to attract students and resources globally. This is not just a Waterloo problem. We need only look at examples like York and University of Edinburgh to see that we should prefer to take initiative rather than await the inevitable. Alex Usher recently presented an overview of the sector with the summary line: "nobody is coming to save us." President Vivek Goel has endorsed and repeated that line in public several times since.

Smaller Departments (in terms of one or more of student enrolments, majors, and faculty members) and all their associated programs and activities will become increasingly vulnerable. That vulnerability leaves them open to the possibility of suspended program admissions and an increasingly bleak future. Embedding related faculty members, programs and classes within larger Schools reduces many operational risks because we can be nimble in how people and their talents are deployed – giving us more agency as authors of our own future, in the context of our own collegial governance approaches and processes.

If we do nothing, ongoing staffing challenges will get worse, *particularly but not exclusively* in smaller departments. Smaller departments don't all currently have full-time staff, and all departments struggle to handle high rates of staff turnover, which leads to a loss of institutional memory and places additional burdens on Chairs, Associate Chairs and remaining staff. This has been an ongoing issue but is exacerbated by a hiring freeze and

further threatened by the risk of job cuts (at minimum through attrition). In short, doing nothing means Departments are going to be *even more* understaffed, and the gaps in coverage will be unevenly and haphazardly distributed. The status quo does not protect the staff supports faculty members currently enjoy; it almost certainly dooms us to less effective support in the future. The reorganization proposed gives us the potential to be more fluid and adaptable as our future unfolds.

A new interim Provost took office on July 1. A new President takes office in July 2026. Our current senior leadership has been content to let us find our path and have been supportive without ever being directive. A major transition in senior leadership introduces new uncertainties.

In sum: we should be clear that rejecting the proposed re-organization does not mean that we will continue to operate in the way that we did in 2018 or even 2022 or 2025. It means that things will continue to get worse, we will be less resilient and adaptable, and our Dean will be forced to try to manage what predictably difficult circumstances will demand with rigid, inflexible and over-complicated structures.

## Positioning for New Opportunities

Our own faculty's history should teach us that successful programs can be responses to student interests, manifestations of applied interdisciplinarity, and even the result of circumstances forced upon us. Think Arts and Business, Arts Co-op, Stratford, and Legal Studies, just to name four. Leaning into those opportunities has left us in a better position than many similar faculties in other institutions.

Re-organization isn't only about avoiding pain; the idea was born in our own strategic planning work in every iteration for two decades ***because we saw it as an opportunity to be better and even to lead.***

When the storm passes, re-organization provides greater opportunity and capacity to develop new and exciting programming, and particularly interdisciplinary programming, at both the undergraduate and graduate levels.

One important reason to build resilience is that it increases our capacity to do **new** things without needing much in the way of new resources. In the medium term, any new initiatives within the Faculty of Arts will need to proceed without new people. If the political situation changes and we someday are able to admit more domestic students, we will be in a better position to develop new programs that can attract those students.

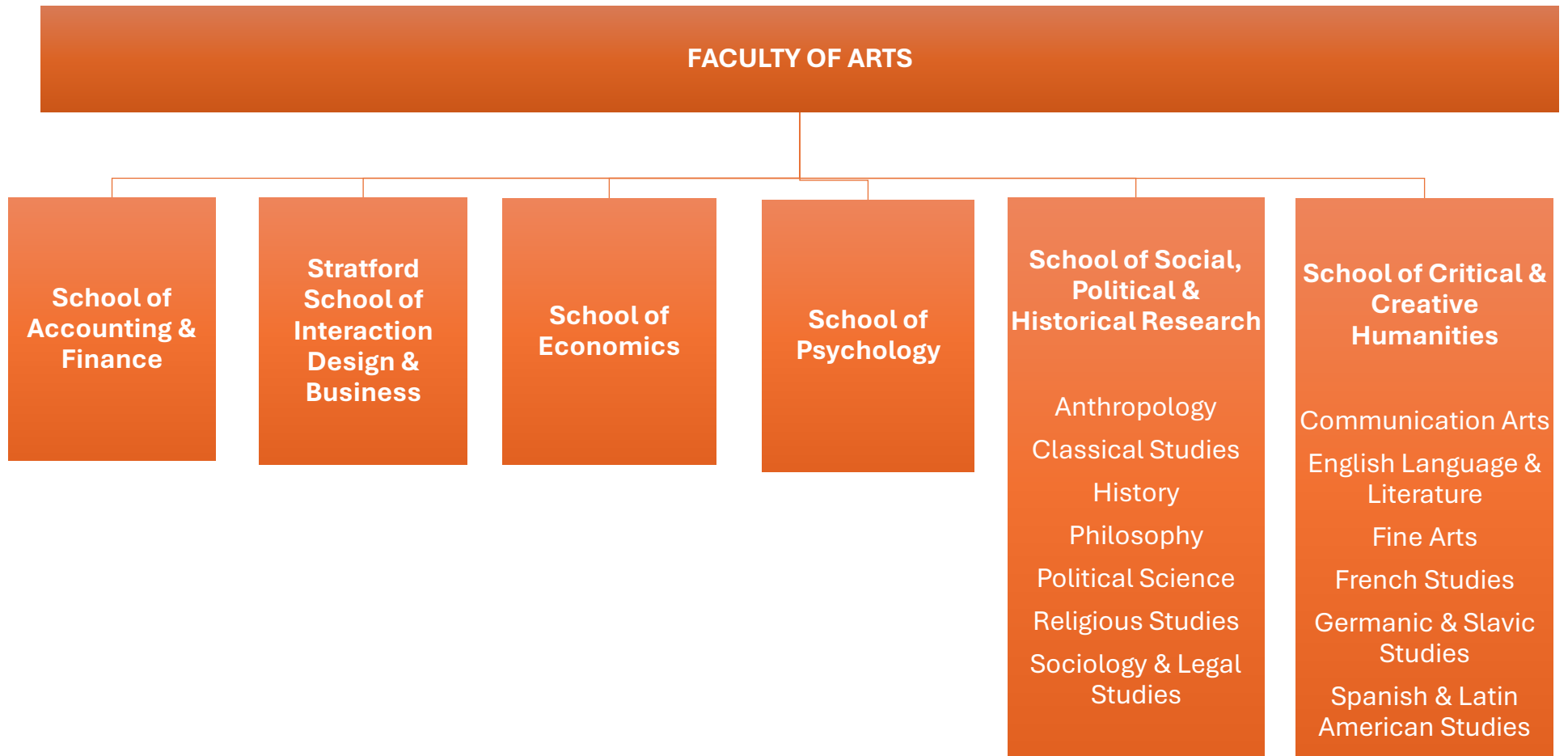
Larger Schools with dedicated leadership creates the administrative structures to develop and run new and exciting faculty-led interdisciplinary programs at both the graduate and undergraduate levels. Faculty members working within a single School can more easily collaborate on developing and administering new programs. School Directors will have mandates to find synergies, eliminate inefficiencies, and do things better. In our current model, nobody has that time or that mandate.

Even without any new programming, larger Schools create the administrative structures that make it much easier for faculty members to systematically contribute their expertise to teaching in programs outside their existing disciplinary Department.

Larger Schools do not *require* that all faculty or disciplinary Departments look to develop or participate in new interdisciplinary programs. Again, among the most important aims of re-organization is preserving the ability to keep doing what we value most. But larger Schools would make it easier for those faculty members who *do* want to collaborate on the development of new programs to do so.

Finally, our research and scholarship activities may be enhanced with the new structure. Grant funding is often available for unique, multi-disciplinary projects. The new, Larger Schools offer opportunities to enhance and build new relationships, in part because the Directors of those schools will have an enhanced understanding of possible synergies within their schools and will experience greater ease in connecting people with one another and with resources.

## Proposed reorganization into six schools



# School governance and administration

Updated since April 29, 2025

This is a provisional framework for administrative leadership roles within a new school.

Since the postponement of the AFC Special Meeting in April, the additional meetings and consultations with members of the proposed School of Social, Political, and Historical Research, as well as with chairs of the proposed School of Critical and Creative Humanities, have resulted in the Dean's decision to allow more flexibility on the number of Associate/Academic Director roles to ensure sufficient representation of larger programs (e.g. Legal Studies, Master of Public Service, University Communication Requirement). The number of Associate/Academic Directors per school will be collaboratively agreed upon with the Dean's office during the transition period.

## Governance structure

- **Director**
- **Associate/Academic Directors**  
[Associate or Academic Directors represent a single larger program or groups of smaller programs.]
- **School Leadership Team**  
[May include Disciplinary/Area Leads and/or others as determined by each school. The team might have members representing specific programs or groups of programs, or specific faculty groups, school staff, or other constituencies that the school feels needs representation.]
- **School standing committees**  
[established as needed]

## School Director

Reports to: Dean, Faculty of Arts

The primary role of the Director is to provide overall leadership and strategic planning for all programs in the School and represent each one externally while directing the day-to-day operations. Policy 40 outlines the qualifications, duties and responsibilities of the Director at the University of Waterloo.

The Director will meet regularly with the Associate/Academic Directors and will chair regular School committees such as STPC, SACA, FPR, and will represent the School at Arts Academic Leadership and CAL meetings.

## Associate/Academic Directors

Per the terms of Policy 40, Associate/Academic Directors may be appointed to manage larger programs or groups of smaller programs and to assist the Director with oversight of the daily operations of the School. Associate/Academic Directors are normally faculty members who have been granted tenure or permanence. Associate/Academic Directors are compensated with teaching release and a stipend, with the number of Associate/Academic Directors in each school will be subject to negotiation with the Dean's Office. Associate/Academic Directors will meet regularly with the School Director, and will liaise as needed with other Associate/Academic Directors, Associate Deans, Arts Undergraduate Office, Arts Graduate Studies, the Dean's Office, and others.

## Disciplinary/Area Leads

In creating larger interdisciplinary schools, it is understood that academic areas and disciplines require leadership structures that support their interests and aspirations, and guarantee them a voice in school strategy and governance. To that end, some kind of "Disciplinary/Area Lead" role will be established. The title, resources and supports for this important role will be finalized as we work together in the coming months of transition. These "Leads" will serve as members of the School Leadership Team and will support the school Director in curriculum, program, and administrative processes.

## School Leadership Team

The school leadership team typically assists and advises the Director in strategic decision-making, ensuring that disciplinary and programmatic concerns, are represented in those decisions.

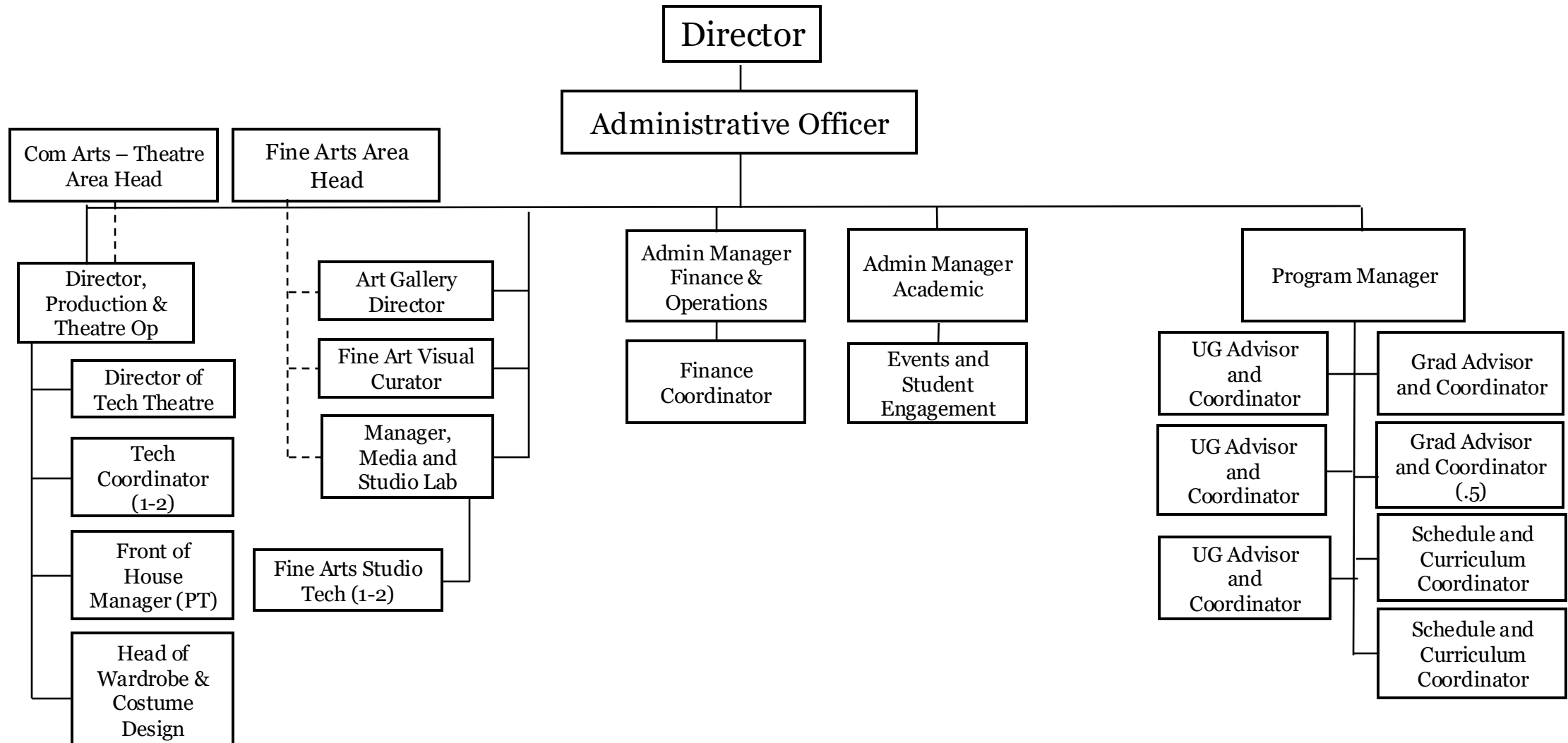
Proposed members:

- Associate/Academic Directors
- Disciplinary/Area Leads
- Administrative Officer
- Others as needed

# SCHOOL OF CRITICAL AND CREATIVE HUMANITIES

(COMARTS, ENGL, FINE, FRE, GSS, SPAN)

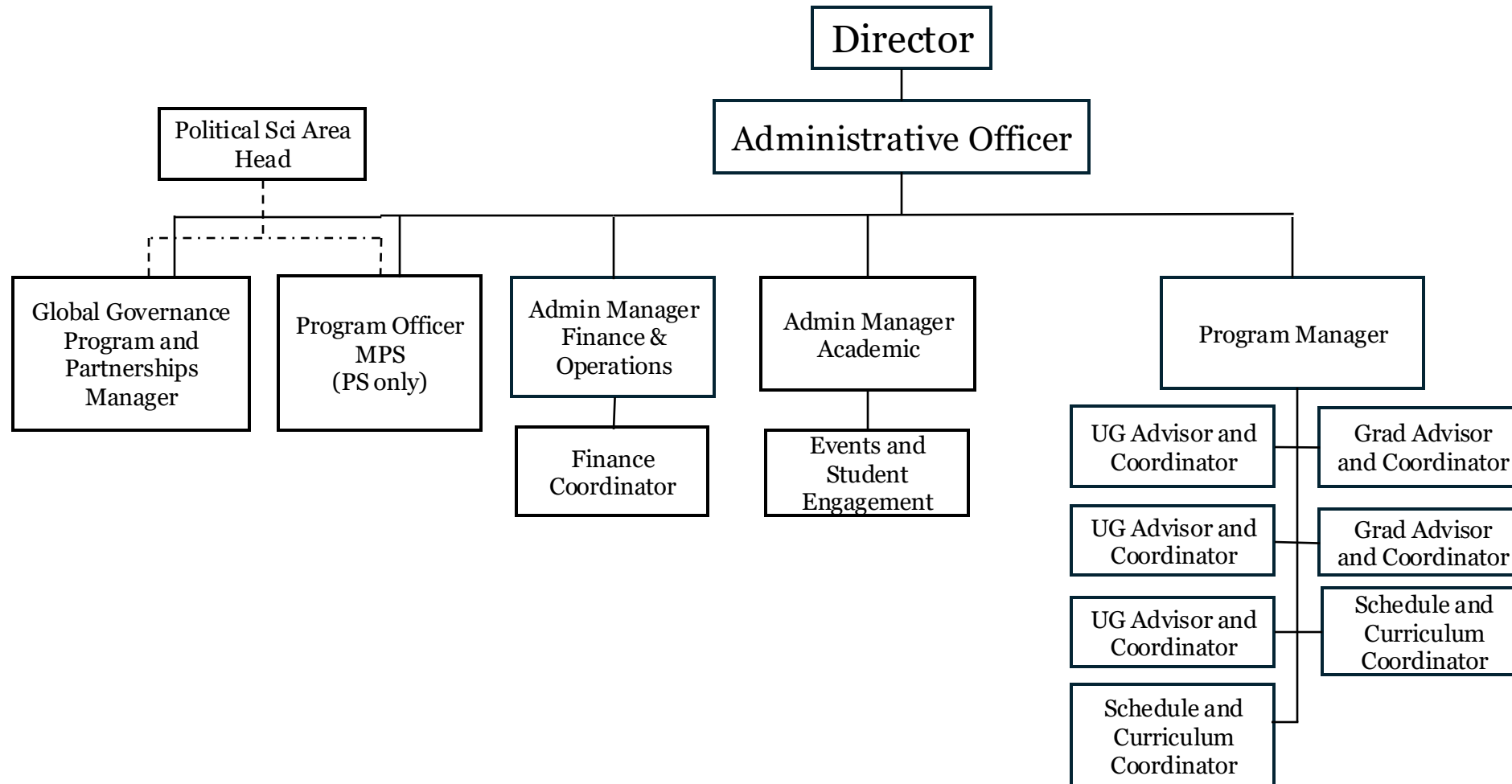
## Staff Organizational Structure



# SCHOOL OF SOCIAL, POLITICAL, AND HISTORICAL RESEARCH

(ANTH, CLAS, HIST, PHIL, PSCI, RS, SLS)

## Staff Organizational Structure



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# General

## Introduction

This document addresses many of the most frequently asked questions that have arisen during the Faculty of Arts Re-organization process, but it cannot answer them all. As is clear from the document, many of the details of how a reorganized Faculty of Arts will work will be in the hands of the faculty and staff in the newly constituted Schools.

This document proposes some plausible approaches to those details and sets out some of the guiding principles and relevant Faculty of Arts and University of Waterloo policies that will inform those decisions. But it cannot be the final word on how reorganization will work, since building new and effective structures will require collaboration by staff and faculty within the new Schools with ongoing support from the Dean's office, and will no doubt require finding answers to questions not answered here.

## Why are we doing this?

- First, re-organization will increase the resilience of the Faculty of Arts to better support our ongoing and valuable programs, scholarship, and colleagues. Larger Schools enable greater collaboration on existing programs and can better protect otherwise vulnerable academic units and programs. Larger Schools also make staff operations more flexible and resilient in the face of staff loss and staff turnover.
- Second, re-organization avoids the very significant risks of inertia. The Faculty of Arts will have fewer employees—both faculty and staff—in five years than it does today. The existing structure risks being unsustainable for both staff and faculty. As the number of faculty and staff decreases through hiring freezes and retirements, some Departments will not be able to offer their program, and many units will face staff shortages that will affect their programs and the day to day lives of their faculty and students.
- Finally, re-organization better positions the Faculty of Arts to develop new opportunities, including new interdisciplinary programs, research opportunities, and engagement initiatives. Collaboration between existing units is important not only for increasing the resilience of existing programs, but also for making it possible to do new and exciting things with the people we have.

## Where did the idea to reorganize the Faculty of Arts come from?

- Administrative reorganization was identified as a goal for change in the previous and current Faculty of Arts strategic plans.
- **2014-2019 Arts Strategic Plan**, Priority 6 Objective 2: “Review and where appropriate revise administrative structures for a more sustainable and efficient Faculty organization.”
- **2023-2030 Arts Strategic Plan: Stakeholder Consultation Report**
  - **Page 2, Priorities Identified in the Community Feedback: “Faculty organizational structure:** The Faculty of Arts’ large number of individual departments and schools makes it an outlier within the university and creates certain administrative and financial challenges. We have not historically communicated well across departments. Arts should commit to rethinking its organizational structure and governance.”
  - **Page 4, Governance and Organizational Change:** “Revision of the administrative structures of the Faculty of Arts, with the aim of ensuring sustainability and enhancing integration of units across Arts [...] remains a pressing need, which was raised repeatedly in the current consultation process. [...] The large number of individual departments and schools within Arts [...] creates administrative inefficiencies and has negative impacts on financial sustainability.”
- **2023-2030 Arts Strategic Plan**, A Future for Humanity: Accomplishing the goals for governance and organizational change was identified as a “means of achieving the goals identified under the other priority areas.”

## The Re-Organization Process

### How did we decide which Departments should be grouped together?

- We considered the similarities between programs, aiming to place Departments with at least one other Department (and ideally more than one) with which they share teaching in interdisciplinary programs, cross-listed classes, methodologies, learning outcomes, or subject matter.

- We considered existing areas of collaboration, such as History and Political Science's joint participation in the Global Governance graduate program and English Language and Literature and Communication Arts' shared teaching of Undergraduate Communication Requirement courses.
- We aimed to create new Schools of roughly similar sizes and administrative complexity and so looked at data such as the number of faculty members in each department, the number of majors in different plans, the total undergraduate enrolments in each department, and the number of graduate students. We also looked at data concerning things that staff manage such as finance transactions, sections scheduled, graduate applications and scholarships to process.
- We determined that existing units with differential fees for direct-entry programs at the undergraduate level (SAF, Stratford) should not be combined with units with regular fees.

## Are we voting on these groupings?

- There will be a vote in a special meeting of Arts Faculty Council in September, 2025. All faculty members with regular appointments in the Faculty of Arts are eligible to vote.
- Following the Constitution of Arts Faculty Council, Members of the Affiliated and Federated Institutions of Waterloo (AFIW) will not vote on this operational matter.
- While the most significant impact of the groupings will be to the staff, staff members are not required to vote according to the AFC constitution. However, following the AFC Special Meeting, staff will be asked to vote on whether they support these organizational changes.
- All changes to staff roles and responsibilities have been developed in collaboration with staff and Human Resources. Plans have also been discussed with the Staff Association, and will be brought forward to the Staff Relations Committee.

## When will the change take place?

- The effective date for the new Schools will be July 1, 2026. Between now and then, current department Chairs will remain in place while Directors are nominated, Associate/Academic Directors are appointed, staffing changes are implemented, and the Schools work collaboratively to establish their own internal governance processes and to identify potential areas of programming coordination. The stand-alone Schools (SAF, Stratford, Psychology, and Economics) will also review their internal governance structures during this transitional year.

## Are we dissolving Departments?

- The thirteen affected Departments will become areas inside the two new Schools. The two new Schools will, however, include administrative roles and committees that will carry on much of the discipline-specific work that is currently done in existing Departments.
- The details of those processes will be worked out consultatively during the transition year. For instance, there will be an Area Lead for French Studies who will carry out some of the work currently done by the Chair of French Studies, and curricular proposals and changes for the French Studies major and minor will continue to be initiated by faculty members who were previously in the Department of French Studies. Area Leads will co-ordinate their work with School-level committees and with Associate Directors and Directors.

## Why are some larger Departments/Schools remaining independent and others are being put into new Schools?

- Four existing units will become or remain as Schools: the School of Accounting and Finance, the Stratford School of Interaction Design and Business, the School of Economics, and the School of Psychology. There are reasons why each of these units makes sense as a school, while others make sense combined into larger schools.
- SAF and Stratford both run direct-entry undergraduate programs that charge differential fees (i.e. much higher tuition than other Arts students). In addition, the Stratford School of Interaction Design and Business is located 40 km from main campus.
- Psychology and Economics are much larger than any of the thirteen Departments joining the new Schools. Both teach significantly more undergraduate students than any of the Departments being combined into the two larger Schools. Psychology teaches twice as many undergraduate students, and Economics 60% more undergraduate students, than the largest Departments in each of the two new Schools (English and Sociology & Legal Studies). Both also have either significantly more faculty members, students enrolled in Majors, or both, when compared to the largest Department in each of the two new Schools.
- In contrast, all thirteen other units are smaller than SAF, Economics, and Psychology, can benefit from the staffing and administrative efficiencies of larger Schools, and have more obvious potential synergies to capture in merged units.

## Why was the previous eight School proposal abandoned?

- The updated model responds to extensive feedback on the previous model, including concerns that not all departments had found a suitable home; these consultations continued over spring/summer 2025 (and are documented) after the original AFC Special Meeting, scheduled for April 29, 2025, was postponed to September 2025.
- The previous model was an effective starting point, but the process that led to it did not adequately consider possible programmatic collaborations and could not take into account Faculty-level interests or the benefits of structural changes to staff and administrative roles.

## How does re-organization save Arts money?

- Re-organization will not save the Faculty of Arts money in the short term. There will be some savings from a reduction in the number of Chairs and Associate Chairs receiving stipends and sessional-filled course releases.
- Re-organization does help to address the budget crisis, but not by reducing expenses. Instead, it is intended to help preserve our ability to keep offering our programs with reductions in funding—and people—that we expect to have, and to better position us to seize new opportunities once the current fiscal crisis has passed.
- Since the re-organization began, the University's budget situation has become more challenging. At present, staff roles made vacant (by retirement or by change in employment) are not being filled. Any efficiencies and improvements in job satisfaction we can produce through structural changes will benefit Arts by preventing burnout, attrition and 'losing' valuable staff members to other faculties.

## What decisions will be left to the new Schools to make on their own?

- The new Schools will be able to determine many of the details of their governance structures, so long as they remain compatible with existing University policy and the Dean's office agrees to stipend-eligible roles. This can include policies, decision-making procedures, the membership and roles of standing and *ad hoc* committees, and a broad range of service roles.

- The new Schools will be able to collaborate with the Dean’s office to develop processes for staff supervision and support, including training and adaptation of job descriptions to new responsibilities.
- The new Schools will be able to decide collectively on both procedures for increasing collaboration between existing units, and on ways of preserving the autonomy of existing programs.
- The new Schools will be able to propose new academic programs and initiatives.

## What will the Schools be named?

- The provisional names of the two new Schools, developed by the current Chairs of the relevant Departments, are the **‘School of Social, Political, and Historical Research’** (Anthropology, Classical Studies, History, Philosophy, Political Science, Sociology and Legal Studies, and Religious Studies) and the **‘The School of Critical and Creative Humanities’** (Communication Arts, English Language and Literature, Fine Arts, French Studies, Germanic and Slavic Studies, Spanish and Latin American Studies).
- During the transition period, Schools will be able to update their names if they choose to do so.

## How and where might new School names impact identity?

- We expect that most faculty members will continue to identify themselves as “Professor of [discipline] at the University of Waterloo.” Communication staff and external media are likely to do the same in stories/news.
- Undergraduate recruitment is unlikely to use school names in marketing. In keeping with current practice, only major disciplines (e.g. Fine Arts, History), degree program (e.g. Honours Arts) and Faculty names would be used.
- Graduate recruitment may draw attention to school names selectively/strategically but we can expect marketing will continue to use current program names (e.g. PhD in Sociology).
- For some audiences (e.g. UW leadership, donors, prospective scholars, peer institutions, granting bodies, media), the school’s name may help build brand/identity and associated opportunities over time.
- For students/faculty whose work is interdisciplinary, a school name may support their work/identity. For instance, as disciplines within a school collaborate, it may be expedient and/or strategic to identify a group of researchers/students by their school names (e.g. “The project is co-led by Drs. X, Y, and Z from the School of...”)

## What will happen to our current department websites?

- Existing websites will remain in place, and will see only minimal branding changes, such as: removal of references to “Department of...”; replacement of department logo in the site footer with the new school logo; wording in the ‘About’ section that positions the discipline/programs within the larger school.

## If the challenge is in the administration of the Faculty of Arts, will the Dean of Arts office also be re-organizing?

- The Dean’s office will also be reviewing its structure and functioning during the coming transition year to ensure efficiency and effectiveness.
- The Dean’s office currently oversees seventeen discrete units. By contrast, Engineering has eight, Mathematics has seven, Science has six, Environment has four, and Health has three. By reducing the number of administrative units within the Faculty of Arts, re-organization will enable the Dean of Arts office to better lead the Faculty and accomplish the strategic objectives of both Arts and the University of Waterloo, and to engage more efficiently, meaningfully, and regularly with the leadership of each of these units. An Arts Academic Leadership (AAL) committee of six Directors and an AFIW representative will be a more practical forum for the Dean’s office to engage in substantive consultation and deliberation. AAL will thus function more effectively as a two-way communication forum between the Dean’s office and the schools, with more opportunities for substantive involvement of the schools in the direction of the Arts Faculty.

## Staff

### How will re-organization benefit staffing in the Faculty of Arts?

- Larger staff teams in a School will help ensure adequate coverage while staff members are away or tasked with a specific project at busy times. It will also help ensure stability and institutional memory through staff turnover.

- The new staffing structure will help ensure that there is adequate staff coverage for all programs, something that has been an increasing challenge and is currently at risk.
- The new staffing structure will help ensure a more equitable distribution of workload across units and so between staff members.
- Some individual staff members—particularly those currently in small Departments—may benefit from not being responsible for as many different tasks and mastering as many different systems as they currently are.
- The new structure will increase mentorship pathways and advancement opportunities for staff members.
- We are currently focusing on the administrative staff roles in these organizational charts. Other staff positions may be reviewed after the school structure is established.

### Will the reorganization lead to staff cuts?

- No. While our current budget plan means we will have fewer faculty and staff positions in the future, this employee reduction is not due to the reorganization. The planned staffing model assumes that all permanent staff will have a position.

### What does this mean for staff workload?

- Currently, because of large differences in program size and enrollments, there are inequities and imbalances in the workloads of staff members in similar positions across departments in. By combining departments into schools that are more even in size, the reorganization will help to reduce these inequities and balance workloads.
- Cross-training and possibilities for specialization should help sustain better use of staff time and, crucially, make better allowance for vacation and professional development.

### Will staff need to apply for new positions? Will there be new job descriptions?

- There will be open competition within Arts for the two new Administrative Officer Positions
- Once the Administrative Officer roles have been filled, the Manager positions will be open to competition from within those particular schools. Remaining staff from the Departments moving into the two new Schools will be assigned to positions within those Schools based on incumbency (they own at least 60% of the new role)

- During the AFC postponement period (spring/summer 2025) we worked with HR and consulted with staff to develop the draft job descriptions, which have not yet been USG graded. The draft job descriptions have been shared with Arts staff members via the Teams Reorg site.

## What USG ratings will the new positions have? Is there a chance staff might see their pay go down if their USG rating goes down?

- Each new position will be reviewed for USG ratings to ensure equity across UW.
- No staff person will experience a decrease in pay as a result of being assigned a new position through reorganization.

## School Governance Process

### How will disciplinary identity be preserved in the new Schools?

- Faculty members will retain their disciplinary identity in their titles (e.g. “Dr. X, Professor of History, University of Waterloo”).
- Disciplinary academic plans and programs remain in place. For example, students will still declare a Major or a Minor in French, Political Science, Psychology etc. Similarly, graduate students will still be admitted to the MA in History or the PhD in English Language and Literature. The re-organization does not create—and is not intended to create—School-level Majors, Minors, MAs, or PhDs, and it certainly is not intended to do away with existing disciplinary plans and programs.
- Within the Schools, curricular decisions about existing disciplinary Majors, Minors, and graduate programs and admissions decisions for graduate programs will continue to be led by faculty members who work in that discipline. Precise mechanisms and structures will be determined by faculty in each School.
- Faculty Performance Review committees will continue to apply discipline-specific criteria for the assessment of research and teaching. Nothing about reorganization alters the protections in policy or the MOA.
- Re-organization is not intended to influence or direct individual faculty research. Faculty members who work within a single discipline can continue to do research in the ways that best fit with their discipline. Re-organization will facilitate more opportunities for collaborative and potentially interdisciplinary research, *but only to the extent that individual faculty members choose to engage those opportunities.*

## How will current disciplinary plans and programs (Majors, Minors, and graduate programs) be governed? Who makes decisions about curricular changes?

- The details of School governance, including committees and procedures, will be determined by faculty members in each School in consultation with the Dean of Arts office. What is articulated in this section is one plausible, and perhaps likely, approach.
- Within the Faculty, curricular processes will begin in disciplinary areas and end with UGAG and GAG.
- Within the new Schools, curriculum can be initiated at the level of the area or at the level of the School, or both. Associate/Academic Directors or Area Leads can lead standing or ad hoc curricular committees. These committees can represent existing disciplinary areas, or they can be new interdisciplinary committees.
- The School Leadership Team will have a formal governance role, and will approve curricular proposals before submission to UGAG and GAG. Schools may also choose to form School-level curricular committees to support the work of the Leadership Team.
- The Associate/Academic Directors of undergraduate and graduate programming will present curricular proposals to UGAG and GAG.
- The Chairs of UGAG and GAG and the curricular staff in the Arts Undergraduate and Graduate Offices will compose the agenda of the meetings and move approved curriculum to the next level of governance.
- Programs shared with the AFIW will continue to have AFIW involvement in curricular development and governance.

## How will the Faculty Performance Review (FPR) process work? It's important for faculty members to be evaluated by their disciplinary peers.

- The [MOA](#) requires that FPR be carried out by an elected committee chaired by the School Director. So long as the committees are elected, Schools will be able to design their own processes for ensure that faculty members are evaluated by disciplinary peers.
- For instance, Schools could choose to structure their elections so that the top vote-getter from each disciplinary area is elected to the committee, which is the process already in place in Psychology. They could also choose to appoint a non-

- voting member (either the elected Area Lead or another faculty member) from each disciplinary area to consult with the committee on the assessment of faculty members from that discipline.
- Directors and FPR committees should adopt a norm of default deference to the assessment of disciplinary experts, particularly with respect to the assessment of research. But Directors and FPR committees will also need to aim for intra-School consistency in ratings, in part for reasons of equity. Indeed, one benefit of larger Schools is that it will lend greater consistency—and so equity—to the FPR process.
  - The experience of large units with many disciplinary approaches and subject areas within them (such as Psychology, SAF, GBDA, English, and others) will be helpful in building structures and practices for FPR within the new schools.

## How will the Tenure, Permanence and Promotion process work? How will we ensure that TP&P decisions are guided by the assessment of disciplinary experts?

- [Policy 77](#) requires that the School Tenure, Permanence and Promotion Committee include four to six tenured or permanent faculty members, elected by the tenured, permanent, and probationary faculty of the School. The Policy says that “Normally, a majority of the [S]TPPC’s voting members should be from the tenure stream; a majority of the [S]TPPC’s voting members should be at the rank of Professor or Professor, Teaching Stream; the [S]TPPC should include both men and women; and the [S]TPPC should include at least one member from the Teaching Stream. In addition, the Dean may appoint a non-voting advisor to the [S]TPPC.” Schools may choose to work within this policy to ensure appropriate disciplinary representation on TP&P committees.
- The Dean’s ability to appoint a non-voting advisor to the committee can be used to ensure additional disciplinary expertise plays a role in the process.
- Letters from external referees who are experts in the candidate’s discipline will continue to play a crucial role in the TP&P process.

## Who takes on the role of Director? What does the Director do?

- The Director will be selected as per Policy 40 The Chair, which also applies to the Directors of Schools.
- The Director will provide overall leadership and strategic planning for all programs in the School and represent each one externally while directing the day-to-day operations. The Director will oversee budgets, workloads, communications, program delivery, safety and space management. Policy 40 outlines the qualifications, duties and responsibilities of the Director at the University of Waterloo.
- The Director will meet regularly with the Associate/Academic Directors; will chair the School Leadership Team and regular School committees such as School Tenure, Permanence and Promotion Committee (STPPC), School Advisory Committee on Appointments (SACA), the School Faculty Performance Review (FPR) committee; and will represent the School at Arts Academic Leadership and University-wide Council of Academic Leaders (CAL) meetings.

## What do the Associate/Academic Directors Do?

- The Associate/Academic Directors are appointed by the Director. Schools will have Associate/Academic Directors, as needed and approved, representing a single larger program or groups of smaller programs — these roles will be determined and agreed upon by the Director and the Dean of Arts Office.
- The primary role of the Associate/Academic Directors for undergraduate programs is to manage undergraduate academic programs, including teaching tasks, and to assist the Director with oversight of the daily operations of the School. This is a comprehensive leadership role with an undergraduate program focus and could be held by a permanent teaching stream or tenured faculty member.  
The Associate/Academic Directors for undergraduate programs, will be the UGAG representative for the School, and will meet regularly with the School Director, and will liaise as needed with the Associate Deans, Undergraduate, and the AUO.
- The primary role of the Associate/Academic Directors for graduate programs is to oversee the daily operations of the School's graduate programs. This is a comprehensive leadership role with a graduate program focus and must be held by a tenured faculty member. The Associate/Academic Directors will be the GAG representative for the School, and will meet regularly with the School Director, and will liaise as needed with the Associate Deans and the GSPA.

## What do the Area Leads do?

- The Area Lead role is proposed as a way of providing discipline- or program-specific knowledge and leadership within a School, in addition to that provided by an Associate/Academic Director. In principle, a School Director could appoint as many Area Lead roles as required, with teaching release provided internally by the School.
- As members of the School Leadership Team, such as Area Leads, would support the school Director and Associate/Academic Directors in curriculum, program, and/or administrative processes; and they may lead program-specific sub-committees, including ad hoc curricular committees and graduate admissions committees
- Area Leads would be selected by the faculty members from within the area in question.

## What happens to Associate Chairs? Won't we lose important discipline- and program-specific administration if those roles are eliminated?

- It is important to note that the scope and complexity of the work of Associate Chair varies by Department. The roles and responsibilities of the Associate Chairs may continue to be assigned to an individual in a discrete role, or reorganized among other roles as discerned by the Director and School Leadership Team, which includes disciplinary representation.
- In some Departments, Associate Chairs currently do most or all of the student advising. In the School structure much of this advising, and particularly routine undergraduate advising, will be shifted to staff advisors. Disciplinary/Area Leads can provide more discipline specific advising and mentorship for students, and where numbers merit, other administrative roles may be required.

## What does the School Leadership Team do?

- The School Leadership Team serves a two-way communication function. First, the Director provides School-wide updates and seeks input on issues of School-wide relevant that the Disciplinary/Area Leads communicate back to their areas. Second, Disciplinary/Area Leads bring disciplinary issues to the table for information and

consultation with other Disciplinary/Area Leads and the Director and Associate/Academic Directors.

- Chaired by the Director, the School Leadership Team is a decision-making body. For instance, it will give final approval to curricular changes before those changes are submitted to UGAG or GAG.

### Will there be other service opportunities at the School level?

- Schools might choose to create other types of committees (e.g., an Equity committee, an interdisciplinary programming committee, a research initiatives committee) with representation from all areas.

### How are Directors, Associate/Academic Directors, and Disciplinary/Area Leads compensated?

- Directors and Associate/Academic Directors will be compensated with teaching release and a stipend; course releases will be back-filled with sessional instructors funded by the Dean's office. This ensures that Directors and Associate Directors can come from both larger and smaller disciplines.
- Disciplinary/Area Leads in the two new Schools will receive course release(s), but these will not be back-filled with sessional replacements, and so the School will need to absorb the lost teaching activity.

### How will hiring work in Schools (once the hiring freeze is lifted)? Who decides in which areas to hire? How will the SACA be formed?

- Schools will be able to develop their own complement plans and hiring priorities through their own internal collegial governance processes. Final decisions about hiring priorities will continue to rest with the Dean of Arts.
- Schools will also be able to develop their own internal processes for populating their School Advisory Committee on Appointments (SACA). Policy 76 says that a SACA “normally consists of from three to five tenured or permanent faculty members chosen in a manner acceptable to the department(s) or equivalent.” Schools will be able to decide on which hiring processes best allow them to balance disciplinary expertise and School-wide priorities.

## I'm in a small Department and I'm worried our voice will be lost in a larger School. How can I be confident my Department won't be outvoted on every issue?

- Most of the programs and plans that are currently run by Departments—both large and small—can largely remain within the control of faculty members from those Departments. Decisions about proposed curriculum changes for the Anthropology Major or graduate admissions to French Studies, for instance, will be initiated by faculty in Anthropology and French Studies, respectively.
- The School Leadership Team will include representatives for each of the original constituent Departments, which gives each Department an equal voice.
- The Director and Associate/Academic Directors can be drawn from different home disciplines, which would ensure that School-level decisions are not dominated by faculty from any one discipline.

## Teaching in the Schools

### Will I still teach the same courses? What if I want to teach a course in another program?

- Schools will be able to develop their own processes for scheduling and assigning courses. Where relevant, new processes for scheduling and assigning courses will need to maintain existing arrangements and coordination with the AFIW.
- Re-organization does not change any of our disciplinary current Major plans or graduate programs, and it does not create any new plans or programs. While course assignments often change from year to year, and so there's never a guarantee that any faculty member will teach the exact same courses every year, we will still be offering the same courses with the same faculty to serve the same plans.
- Re-organization will make it much easier for interested faculty members to teach courses in disciplines outside of their own current Department. Faculty within a disciplinary program—through the Disciplinary/Area Lead and the relevant sub-committees—will continue to exercise control over who teaches within program. Such arrangements will only emerge out of collaborations between programs; one aim of re-organization is to create structures to make such collaboration easier.

## What difference will reorganization make to the courses that are taught in the Faculty of Arts?

- Reorganization will not significantly affect the courses that are taught, which will continue to serve our existing plans and programs and will still be taught by faculty from the relevant disciplines. Reorganization does not create new courses, plans, or programs.
- One intended benefit of reorganization is increased and much easier coordination in scheduling courses between areas with potential overlap in content, including cross-listed courses. For instance, coordinating course planning and scheduling at the School level will make it easier to coordinate the offerings of Philosophy and Political Science courses with Legal Studies cross-lists, which will increase student access to those courses.

## Students

### How will undergraduate and graduate advising work?

- Each School will have one or more staff members assigned to undergraduate and one or more staff members assigned to graduate advising.
- Advisors will be responsible for one or more primary student groups (e.g., majors/minors), with cross-training to enable shifting of portfolios to balance volume and cover vacations/absences across the school's advising team.
- Advisors' primary responsibilities for their assigned group of students will include: assessing and communicating academic standing and progress towards completion of course requirements; monitoring academic progress through data extracts; providing outreach/academic guidance to students in academic trouble; signing authority for approval of academic program changes, co-op sequence changes, course enrollment/overrides, letters of permission for external courses, and graduation requests; advising on petitions; and determining eligibility to participate in international exchange.
- Scheduling responsibilities will no longer be handled by advisors. Instead, scheduling will be handled by one or more schedulers.
- A program manager will supervise the undergraduate and graduate advisors and schedulers. The program manager will help to ensure consistency in the work of the School's advising team, provide back-up to advising work as needed, provide mentorship to the advising team and feedback on their career goals, support relevant training opportunities for the advising team, and consult regularly with the

Manager of Academic Advising in the AUO as well as the program managers in other Schools.

- Transfer credit assessments and advice to undergraduate students about applying to graduate/professional programs may be handled by the Associate Director of Undergraduate Studies or a designated faculty member with relevant expertise within the student's particular discipline, such as the Disciplinary/Area Lead.

## What happens to our current graduate students and how does this affect the recruitment of new graduate students?

- Current disciplinary graduate programs will remain in place, and nothing will change for current graduate students, who will remain registered in their current programs.
- School identities won't play a role in graduate recruitment; prospective graduate students will continue to apply to our existing discipline-specific graduate programs.

## How will graduate admissions work?

- Potential graduate students will still apply to the existing discipline-specific graduate programs (e.g. Master of Fine Arts, PhD in Sociology).
- Graduate admissions decisions will continue to be made by discipline-specific sub-committees.

## Will undergraduates still apply for a major at the end of their first year?

- Yes. Currently, at the beginning of their first year most Arts students are admitted to either Honours Arts (co-op or regular) or Honours Arts and Business (co-op or regular) and then apply for admission to majors at the end of their first year. The exceptions are AFM, GBDA, and SDS, which have first year direct-entry plans. These admission practices will continue unaltered following reorganization.
- There are currently no plans to create any new direct-entry plans.

## What happens to breadth requirements?

- There are currently no expected changes to breadth requirements. However, it will be important not to confuse breadth areas with schools – these are not the same.

## What about the student experience?

- Student societies and discipline specific activities are expected to continue. That is, there will still be a Political Science Student Association or a Cercle français, etc. for undergraduate students.
- Students' primary identification will remain with the Faculty of Arts as they begin their studies, and then with their plans/disciplines.
- Schools may choose to organize collaborative events for students, whether they be speakers' series or social events, etc.

## Has the reorganization been discussed with students?

- Yes. The Dean invited representatives from the Arts Student Union, the student societies and the Undergraduate Student Representative on Senate to a meeting where they discussed the goals of reorganization, outlined the 6 proposed schools, and answered questions. Also, a representative from ASU sits on AFC where there have been several presentations and discussions about the Arts reorganization. The Dean had a separate meeting with members of various graduate student associations.

## AFIW Questions

### Who will Chairs at Affiliated and Federated Institutions interact with at UW to manage matters of shared curriculum, course scheduling, and (where appropriate) graduate student supervision and instruction?

- The AFIW will continue to be valued partners in the design and delivery of curriculum in shared academic programs. Ultimately, the School Director is responsible for oversight of all activity in the School but it is anticipated AFIW Chairs will work closely with Disciplinary/Area Leads on disciplinary matters and with Associate/Academic Directors on matters related to curricular governance.

### Do AFIW “unshared” disciplines (e.g., Music, Social Development Studies; Sexualities, Relationships, and Families) have any formal/informal relationships with Schools?

- This phase of the re-organization is primarily focused on Faculty and Departmental structures and does not move AFIW programs into schools (other than in the special

case of Religious Studies which has historically been a “five agencies” program.) As Schools begin to meet and explore possibilities with new programming it may become desirable in a future phase to outline more formal relationships with “unshared” disciplines. Informal relationships are encouraged and it is not anticipated that anything would need to change about those that already exist.

## Do AFIW interdisciplinary programs (minor and diploma plans) have relationships with Schools?

- At this stage in the reorganization, “main campus” minor and diploma plans that also draw from courses across the schools have also not been discussed extensively beyond a preliminary decision to continue to house these programs within the area they are currently housed. As such, AFIW minor and diploma plans have not been forgotten here, and it is imagined that as reorganization begins to allow for fruitful conversations about programming that such programs will be represented in school and faculty conversations.

## How will the new schools work with the AFIWs to make sure that our programs' design and content align with the goals of the entire faculty?

- It is recommended that School Directors who operate shared programs meet regularly with the Vice President Academic or Academic Dean of any AFIW they share programs with and where appropriate AFIW leadership or AFIW program leadership be included in all consultations or meetings related to shared programming. Area Leads should continue to work closely with AFIW colleagues.

## Does the re-org change anything about the governance of Religious Studies?

- No. The Faculty of Arts and the leadership of the Affiliated and Federated Institutions continue to be in dialogue about how retirements might impact this unit, but reorganization itself will not change anything about governance.

## Does the re-org change AFIW representation on any Arts committees?

- There will be at least one AFIW rep on every faculty level curricular committee (UGAG, GAG) and AFIW faculty retain their voting rights on programmatic (not operational) matters at Arts Faculty Council. The AFIW will continue to have representation at Arts Academic Leadership.

# Reorganization consultations

## Timeline of meetings, discussions, consultations, and communications

### Meetings since April AFC postponement

### Changes made after consultation and feedback

Date	Subject
29-Aug-23	Arts General Group Retreat – Dean Sheila Ager presents case for reorganization
18-Oct-23	Reorg Discussion with Chairs/Directors facilitated by associate deans
20-Oct-23	Deans’ Office discussion with HR regarding staff reorganization and context for change (EO/HR/Change management)
25-Oct-23	Reorg Discussion with Chairs/Directors facilitated by associate deans - 2 meetings
27-Oct-23	Reorg Discussion with Chairs/Directors facilitated by associate deans
30-Oct-23	Arts staff virtual town hall concerning reorganization facilitated by Executive Officer (EO) Kathryn MacDonald
12-Dec-23	General Group, FAQs on reorg facilitated by Assoc Dean Bob Park
12-Feb-24	Virtual Townhall on Reorg with all faculty and staff invited
14-Mar-24	Discussion between FAUW Board and Dean’s Office
19-Mar-24	Discussion of reorg at Arts Faculty Council
01-Apr-24	Meeting between Dean/EO and UWSA executive to discuss staff implications of reorg

02-Apr-24	Special Arts Faculty Council meeting to discuss reorg
07-May-24	In-person Arts Reorg update and discussion with staff managers (Dean, Bob Park, EO, key DOA staff)
08-May-24	Discussion of reorg staffing structure between Arts EO and other EOs
14-May-24	Arts Faculty Council Discussion – established 8 provisional school groupings
26-Jul-24	Discussion about staff structure with Arts Undergraduate Office and Graduate Studies
17-Sep-24	Discussion facilitated by Dean Alexie Tcheuyap at Arts Academic Leadership (AAL) - formerly General Group - decision to slow down reorg process and form Working Group
18-Sep-24	Email from Dean to faculty and staff: Announcing slow-down of Faculty Reorganization process
01-Oct-24	Discussion at AAL
01-Oct-24	Classical Studies meeting facilitated by the Dean and Kathy Acheson
4-Oct-24	Email from Dean to faculty and staff: Introducing Reorg Working Group members
15-Oct-24	First Biweekly Reorg Working Group meeting
29-Oct-24	Discussion at AAL
29-Oct-24	Reorg Working Group Meeting
12-Nov-24	Discussion at AAL
12-Nov-24	Reorg Working Group Meeting
19-Nov-24	Arts Faculty Council Discussion
26-Nov-24	Discussion at AAL
26-Nov-24	Reorg Working Group Meeting

12-Dec-24	Reorg discussion with HR - workforce planning and job evaluation
18-Dec-24	Reorg Working Group Meeting
14-Jan-24	Discussion at AAL
14-Jan-25	Reorg Working Group meeting
16-Jan-25	Staff meeting with Kathryn MacDonald and Janice da Silva re school staffing structure
24-Jan-25	Meeting with Dean, Anna Esselment (AD Grad Studies)
27-Jan-25	Meeting with Dean, Kathy Acheson (AD UG) and David Porreca (AFC/FAUW)
27-Jan-25	Working Group prep for Reorg meeting w/ Chair/Directors
27-Jan-25	Discussion about faculty roles in new org structure, with Bob Park (AD Co-op& Planning) and Andrea Charette (Faculty Relations & Planning)
28-Jan-25	Meeting with Dean, Working Group, Chairs & Directors for update – presentation summarizing process to-date and proposed six-school structure
03-Feb-25	Dean’s discussion of reorganization with Secretariat
04-Feb-25	Reorg Working Group debrief and next steps
6-Feb-25	Email from Dean to faculty and staff: Faculty of Arts reorganization update with proposed six-school structure
10-Feb-25	Dean, David Porreca, Kathy Acheson meeting
11-Feb-25	Discussion at AAL
12-Feb-25	Dean’s meeting with Fine Arts Dept
13-Feb-25	Discussion with Kathryn MacDonald and AUO on staff reorganization

14-Feb-25	Dean's meeting with Political Science dept
14-Feb-25	Dean's meeting with Anthropology dept
14-Feb-25	Dean's meeting with French Studies dept
14-Feb-25	Dean's discussion on reorganization with Secretariat
18-Feb-25	Reorg Working Group - Debrief and Next Steps
19-Feb-25	Dean's meeting with Spanish and Latin American Studies dept
19-Feb-25	Dean's discussion on reorganization with Secretariat
19-Feb-25	EO Kathryn MacDonald's discussion of staffing model with Administrative Officers and Managers
19-Feb-25	EO Kathryn MacDonald's discussion of reorg with other university EOs (present org structure and seek feedback)
21-Feb-25	Dean's meeting with Economics dept
21-Feb-25	Debrief on Staff structure (Kathryn MacDonald and Janice da Silva)
24-Feb-25	Dean's meeting with English dept
24-Feb-25	Dean's discussion on reorganization with Secretariat
24-Feb-25	Kathryn MacDonald and Janice da Silva meeting with HR/workforce planning/job evaluation to discuss staff reorganization
26-Feb-25	Dean's meeting with Classical Studies dept
26-Feb-25	Dean's meeting with Communication Arts dept
27-Feb-25	Dean's meeting with History dept
28-Feb-25	Dean's meeting with Philosophy dept
28-Feb-25	Dean's meeting with SAF
28-Feb-25	Dean's meeting with Psychology dept

03-Mar-25	Dean's meeting with Stratford School
03-Mar-25	Reorg Working Group- Debrief and Next Steps
05-Mar-25	Dean's meeting with Arts Student Union
07-Mar-25	Dean's meeting with German dept
07-Mar-25	Dean's meeting with Religious Studies dept
10-Mar-25	Working Group meeting
11-Mar-25	Working Group meeting
18-Mar-25	Meeting/workshop w/ Chairs, Directors & Working Group Reorg Update – facilitated by Marty Cook and Mark Weber
20-Mar-25	Reorg update for staff in Dean's Office, AUO, ACO
24-Mar-25	Update message from the Dean to faculty and staff
27-Mar-25	Working Group meeting to reflect on Mar 18 workshop and next steps with current chairs/directors
1-Apr-25	Meeting/workshop w/ Chairs, Directors & Working Group – Part 2 – facilitated by Marty Cook and Mark Weber
9-Apr-25	Arts Reorganization Teams site shared all faculty and staff to view rationale, data, FAQs and other details of the proposed reorganization
23-Apr-25	Townhall on reorg staffing for all Arts staff
23-Apr-25	Mark Weber, on behalf of the dean, facilitated a meeting with Political Science department to hear concerns and suggestions
24-Apr-25	Mark Weber, on behalf of the dean, facilitated a meeting with the Sociology and Legal Studies department to hear concerns and suggestions
24-Apr-25	FAUW Board meeting with the Dean

29-Apr-25	POSTPONED - Arts Faculty Council - Special reorg meeting
12-May-25	Meeting with proposed School of Critical and Creative Humanities with chairs of school, Marty Cooke, Mark Weber Weber, Dean
12-May-25	Meeting with proposed YYY School with chairs of school, Marty Cooke, Mark Weber Weber, Dean
14-May-25	Discussion with Assoc Deans Re: Re-Org and UGAG & GAG
3-Jun-25	School of Critical and Creative Humanities admin staff meeting with Kathryn M and Janice dS
10-Jun-25	Proposed YYY school admin staff meeting with Kathryn M and Janice dS
11-Jun-25	Meeting with Sociology & Legal Studies members with Marty Cooke and Mark Weber, on behalf of, and reporting back to, the dean.
11-Jun-25	Meeting with FAUW reps, with Dean and Marty Cooke
16-Jun-25	Meeting with Political Science members with Mark Weber and Marty Cooke, on behalf of, and reporting back to, the dean.
20-Jun-25	Meeting with Dean and dept. members of the proposed YYY school, with Marty Cooke
02-Jul-25	Reorg discussion at Dean's Advisory Group (ADs and DOA staff)
02-Jul-25	Dean's discussion with Secretariat for AFC Special Meeting in September
02-Jul-25	Dean's discussion with members from Sociology & Legal Studies
03-Jul-25	Dean's discussion with Political Science (Jasmin Habib)
07-Jul-25	Report back to the Dean by Mark Weber and Marty Cooke regarding June consultations, questions, and proposals.
07-Jul-25	Job descriptions and organizational chart: additional consultation with Administrative Managers in two proposed Schools with Kathryn/Janice

23/24-Jul-25	Reorg update messages from Dean to Reorg Working Group, chairs
25-Jul-25	Reorg update messages from Dean to all faculty and staff

### Examples of changes made after consultation and feedback:

- Hearing that there was not full confidence in the reorganization proposal as of spring 2024, incoming Dean Alexie Tcheuyap chose to slow the process and formed a dedicated Working Group with representation from small, medium, large departments, existing schools, the AFIW, and central UW leadership.
- Recognizing the complexities of the change from 17 units to 6, the Dean and Working Group proposed a one-year transition period (July 2025 to July 2026) before the schools would be fully implemented
- Hearing concern that disciplines and their programs would have insufficient representation in school governance and leadership, the Working Group added Disciplinary/Area Leads who also form the school Leadership Team
- Hearing concern that there was need for a more detailed plan for the governance and staffing models for the proposed schools, the Working Group devoted significant work to defining the governance structures, administrative and staff roles, and coordination mechanisms.
- Hearing from chairs of English and Communication Arts that a leadership role for the University Communication Requirement (UCR) was essential, the Working Group added Associate Director UCR to that school’s proposed governance leadership structure.
- Hearing concern from staff that there would be job losses associated with consolidating into schools, the Working Group worked with HR on new staffing structures that ensure *both* roles for all current staff and adaptability to attrition.
- Hearing concern that some support functions may be missed in the proposed staffing structure, we added a Support Services staff role.

- During spring/summer 2025, Kathryn MacDonald and Janice da Silva held multiple consultation meetings with HR and the proposed schools' staff to develop draft job descriptions for all staff roles
- Based on feedback regarding their existing collaborations, Classical Studies was moved from the school where the Working Group initially placed it to the School of Social, Political, and Historical Research.
- Dean Tcheuyap announced a postponement of the April AFC special meeting to early Fall 2025 in order to allow more time to hear and address outstanding concerns from two departments. Those meetings and consultations are listed above in this document.
- In July 2025, having received and carefully reviewed and considered two alternative proposals for reorganizing the departments of Anthropology, Classical Studies, History, Philosophy, Political Science, Religious Studies and Sociology & Legal Studies into two smaller new schools, Dean Tcheuyap concluded that the originally proposed larger school will offer greater opportunities for research and programmatic synergies, greater administrative efficiencies, and better opportunities for faculty, staff, and students.
- The additional consultations, proposals, and the rationale presented offered important insight into interests and issues that needed to be better addressed. This input has led to material changes to the proposed leadership model, such as Associate/Academic Director roles for larger programs, and identified priorities for future work.