FACULTY AND SCHOOL STRUCTURE REVIEW

REPORT

Prepared by the Working Group
October 2026

Land Acknowledgement

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Faculty and School Structure Review
October 2026 Report presented by The Working Group

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EXECUTIVE SUMMARY

Memorial University must respond deliberately to sustained financial and enrolment pressures while protecting the academic mission that distinguishes the only university in Newfoundland and Labrador. In May 2026, the Board of Regents directed a review of the university's faculty and school structure to identify opportunities for consolidation and expense reduction while preserving academic and research excellence and Memorial's obligation to the people of the province. This report presents the Working Group's progress, evidence, engagement findings and recommendations for the next phase; it does not recommend immediate structural change.

The review to date has combined analysis of Memorial's current organization, research on comparator universities and Canadian restructuring initiatives, and extensive engagement across the university. Following the first phase of engagement and consultation, the Working Group developed four illustrative models—the Blended, Integrated, Pan-Memorial and Nesting models—not as final proposals, but as tools for testing structural choices and gathering informed feedback.

Engagement confirmed support for improving financial sustainability, reducing duplication, and strengthening collaboration, but no illustrative model was broadly preferred. Participants asked for evidence of savings and implementation costs, clear governance and leadership arrangements, and protection of academic quality, student services, accreditation, institutional knowledge, and the voice of smaller units and campuses. They also emphasized that administrative streamlining should be assessed separately from academic consolidation.

The Working Group has concluded that the responsible next step is to undertake focused scenario testing. This work should assess projected savings, transition costs, staffing implications, administrative efficiencies, resource-allocation effects, governance requirements, implementation risks, opportunities, and long-term sustainability.

Recommendations in Brief

1. Undertake financial and implementation analysis of ONE large cluster from the Pan-Memorial Model, to be selected by the Working Group after both the special Senate meeting in November and consideration of Senate's feedback.

2. Undertake financial and implementation analysis of ONE pairing from the Nesting Model, to be selected by the Working Group after both the special Senate meeting in November and consideration of Senate's feedback.

3. Undertake financial and implementation analysis of the opportunities and risks of moving to the school as the foundational building block for the academic portfolio. This work will include clarifying what constitutes a school.

These recommendations follow extensive research, discussion, and reflection among the Working Group, an analysis of our comparator universities and our current structures, and fulsome engagement with members of the Memorial community, including students, staff, faculty, and academic administrators. Regular updates throughout the process were provided to both the Senate and the Board of Regents.

Purpose of this Report

This report documents the Working Group's process, evidence, and engagement findings and recommends three areas for focused financial and operational analysis. These recommendations are responsive to the feedback we heard, and the report shows how we got here. The report does not recommend a new academic structure at this stage.

A Note on the Use of AI

No ideas in this report were generated by non-humans. AI was used as an assistive tool to aid the Working Group in synthesizing, organizing, and formatting materials, and extracting themes from a large number of mixed and complex sets of data. All analytical judgments, policy assessments, illustrative examples, and final recommendations have been created, authored, and verified by the drafting team and other Working Group members.

INTRODUCTION

Board of Regents Mandate and Scope

Memorial operates under a bicameral governance system established by the Memorial University Act. The Board of Regents holds fiduciary responsibility and authority over the establishment, change, or abolition of faculties, departments, and related academic structures. Senate is responsible for academic matters and may recommend structural changes to the Board (Memorial University Act Section 34 (l)(q) and Section 56 (j)). Decisions arising from this review require engagement by both governing bodies. This collaboration is increasingly important because many university decisions have both academic and financial implications: academic priorities require sustainable operations, and financial decisions must consider their effects on teaching, research, and student success.

At its April 29, 2026 meeting, as Memorial confronted intensifying financial and enrolment pressures, the Board of Regents directed the university to:

> Review the faculty and school structure at Memorial University with an aim to identify opportunities for consolidation and expense reduction, while preserving and enhancing academic and research excellence and delivering on Memorial's obligation to the people of Newfoundland and Labrador. (See Appendix A)

The focus of this review is academic administrative structure. To be clear, it is explicitly not looking at academic programs. The Working Group had robust, open, and wide-ranging discussions about academic and institutional priorities, strengths and weaknesses of our existing structures, barriers to making change, and all the possibility and potential that we know Memorial could realize. We grappled, debated, and dreamed about what a sustainable future for Memorial might look like.

Timeline and Deliverables

The original mandate contemplated an ambitious timeline with the following deliverables:

- October 2026: preliminary recommendations to be shared with the Senate and the Board simultaneously, followed by a period of feedback, and,
- February 2027: final recommendations to be provided to the Board.

Note: We do not anticipate being in a position to provide final recommendations in February, 2027, though we may be ready to make recommendations for a potential first phase of implementation. We are grateful that both the University's executive team and the Board of Regents appreciate our iterative approach and recognize the need to adjust expectations to ensure a successful process.

The Working Group

Led by the Provost, the Working Group was established in spring 2026 with representation from faculty, staff, administration, Senate, and Memorial's campuses. It worked intensively over the summer, through regular meetings, active subgroups, a two-day retreat, and multiple community engagement activities. We hired 2 PhD students to help with record keeping and coordination, had internal project management and communications support. Full Membership, affiliations, subgroup activities, and terms of reference are provided in Appendix B.

Project Schedule

To meet our ambitious deadline, we were supported by an experienced Project Manager from within Memorial, Elizabeth Simms, who coordinated a complex, evolving process and multi-pronged engagement initiative. The review has proceeded through planning, community consultation, environmental scanning, model development, and reporting. The next phase will focus on feasibility analysis, continued consultation, governance review, and refinement of recommendations through February 2027. The full schedule, including activities and milestones, is provided in Appendix C.

REFLECTIONS AND PRINCIPLES

Reflections on the Task

From the outset, we recognized that this would be a difficult project, and that the integrity and comprehensiveness of the process would be vital to achieving a positive outcome. This project would require research on comparator universities, data gathering and analysis, and frank interrogation of our current structures. But more importantly, it would require listening to and learning from diverse stakeholders across the institution and reflecting in earnest on what we heard.

For many faculty members as well as for students, academic structures like departments, divisions, schools, and faculties are deeply connected to our scholarly disciplines, our professional identities, and our histories and traditions. At their best, these structures can enable generative, supportive communities of learners, educators, and researchers, bolstered by the invaluable staff who help us deliver on our academic mission and meet our obligation to the province.

Discussions about changing these structures, which are frequently longstanding "homes" for the folks who work and study in them, can understandably generate both interest and concern—which our review has certainly done. We knew that this review would need to build understanding, trust, and confidence across the entire university community, which would require meaningful engagement, careful consideration of different perspectives, a willingness to work through difficult questions together, and, importantly, a commitment to pivoting in response to what the community was telling us. We committed to an iterative, transparent, and highly engaged process, and that is what we have delivered and will continue to deliver in future

phases of this work. We remain committed to ensuring that our final recommendations on academic structure are genuinely informed by the people who will live, work, and learn within those structures.

Guiding Principles

Through an iterative community process, we established guiding principles for this work and refined them following our first big round of consultation. The Working Group adhered judiciously to these principles throughout the process and will continue to do so in the work ahead:

- Advancing Memorial's purpose
- Prioritizing student success in all proposed changes
- Preserving research, collaboration, interdisciplinarity, and innovation
- Maintaining and strengthening academic quality
- Ensuring robust consultation that respects collegial governance
- Supporting financial sustainability and institutional viability
- Maintaining accountability, transparency, and clear timelines
- Making evidence-based recommendations that support phased implementation

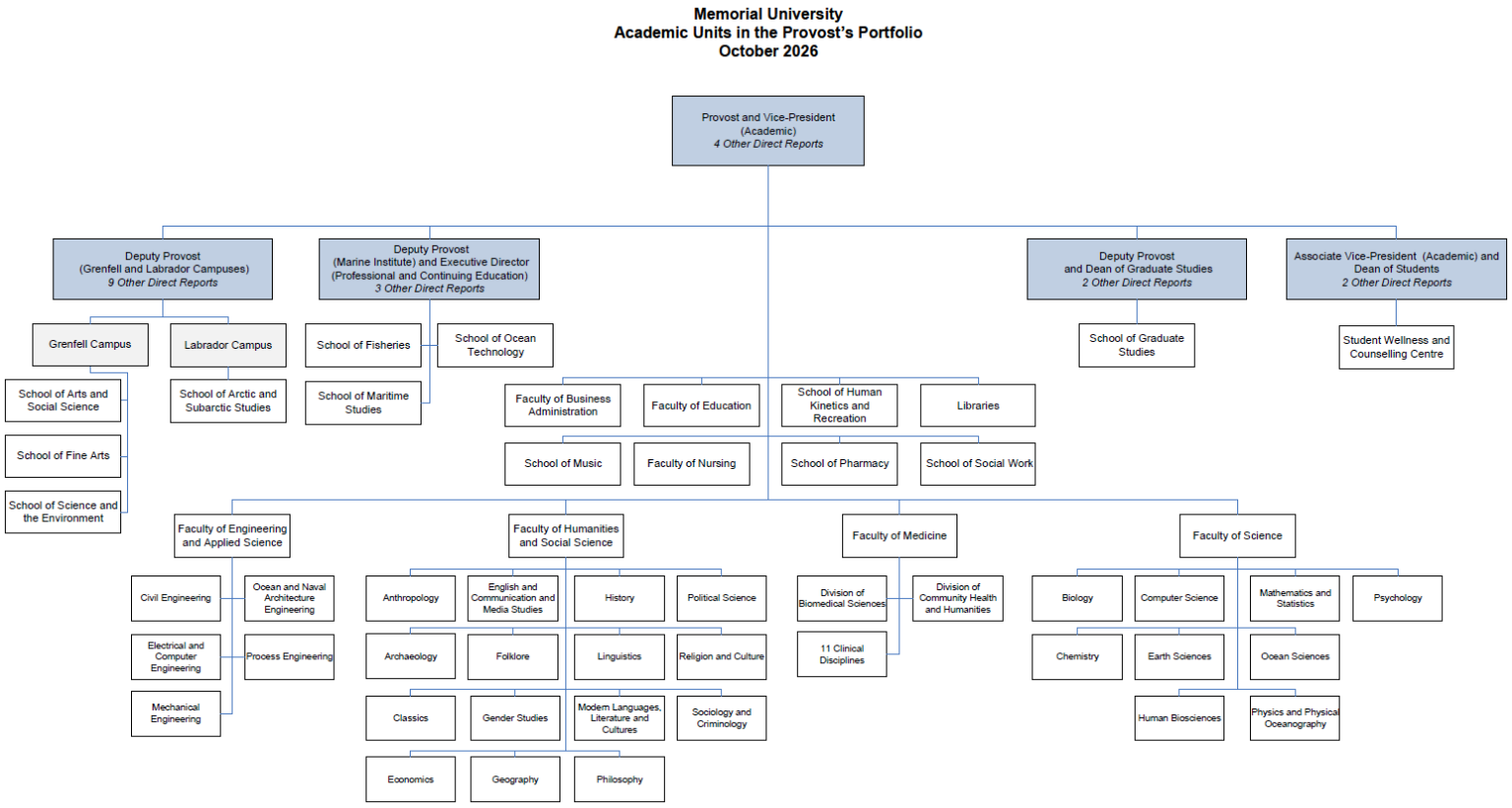
THE ENVIRONMENTAL SCAN

The Memorial Context

Comparatively and given our enrolment profile, Memorial appears to have a high number of faculties and schools (See Appendix D). Perhaps more saliently, these structures differ significantly in size, complexity, risk profile, research activity, professional requirements, space utilization, and administrative infrastructure across our multi-campus system. Each one has a dean and decanal office, and most have associate deans and/or graduate officers and/or program coordinators.

The departmental structure of the Faculties of Humanities and Social Sciences, Science, and Engineering and Applied Science add another layer of administration; they each have academic departments that have administrative heads and departmental offices. Just as we see across our faculties and schools, these departments vary in size and activity, and we have 29 of them, which suggests that the merits of consolidation ought to be seriously considered. Similarly, the Faculty of Medicine has 2 divisions and 11 clinical disciplines. The following org chart of all academic units across our campuses shows the volume and complexity of our organization.

Academic Units in the Provost's Portfolio, October 2026



While it is difficult to compare structures across institutions, and there are many nuances to an organizational chart, it is clear that we do not have the enrolment base to warrant and sustain this large of an administrative structure and that some of the smaller units may be vulnerable and have less access to resources. A leaner administrative structure would be responsive to the persistent view in government, in the public, and internally that we are heavy on administration. But if we get it right, not only will we operate more efficiently and sustainably, but we will also improve the student experience, strengthen research, creative, and pedagogical collaboration, and preserve what matters most to Newfoundland and Labrador's only university: academic and research excellence and service to the province.

Restructuring Work Across the Canadian Postsecondary Landscape

The environmental scan found no restructuring model that could simply be replicated at Memorial. Across the following six recent cases at Canadian universities, the outcomes depended on institutional context, the quality and pace of consultation, governance engagement, implementation capacity, and investment in change. The cases suggest that focused, phased restructuring may be more manageable than institution-wide transformation; that academic and administrative restructuring undertaken simultaneously creates substantial complexity; and that delayed action in the face of financial pressure can lead to more disruptive outcomes.

University of Saskatchewan: TransformUS

The 2013 University of Saskatchewan restructuring initiative was responding to a projected deficit and was focused on comprehensive institution-wide prioritization, looking at reducing programs and administrative costs that were funded through their operating budget (University of Saskatchewan, 2013). The University reported a target of $20–25 million in annual savings and later projected $25.3 million in annual expense reductions, alongside selective reinvestment (University of Saskatchewan, 2013). By fall 2014 the interim president announced that the plan would not move forward and instead they would work on a smaller subset of priorities (Senick, 2014).

> Key takeaway: Approaching restructuring with transparency in smaller and more focused and localized areas to establish proof of concept merits consideration as a way forward. To reduce cynicism and retain institutional cohesion, restructuring processes require heightened transparency, meaningful engagement from stakeholders, and patience.

University of Alberta: University of Alberta for Tomorrow

Having engaged an external consultant, the University of Alberta pursued a large-scale academic and administrative restructuring on an aggressive timeline following major provincial grant reductions (University of Alberta, 2020a). It resulted in a three-college structure (made up of 13 formally independent faculties) and centralized administrative and automated services (University of Alberta, 2020b). It is worth noting that there was consistently negative response by the faculty association, who perceived a circumventing of governance (especially the Senate) and objected to the significant loss of staff. (Cook, 2020). To centralize more than 60% of administrative tasks was a significant shift in operations (EAB, 2026) that required change management and process optimization. The University did invest in research, which appears to be paying off in tri-council funding.

> Key takeaway: The simultaneous restructuring of academic and administrative units is challenging; while consensus is not to be expected with this type of change, it is essential to ensure key governing bodies, and especially the Senate, are appropriately engaged.

Laurentian University

This case dominated the post-secondary media landscape for quite a while, and has become something of a cautionary tale, particularly in this time of widespread financial precarity. In the fall of 2022 Ontario's Auditor General reported weak financial oversight at Laurentian University and other concerns. The report came after the University filed for creditor protection in 2021. Restructuring was not a strategic choice to enhance academic delivery, but rather an essential reactionary exercise to manage their financial circumstances. The University closed 76 programs and saw extensive job losses, including faculty (Rutherford, 2022).

> Key takeaway: Universities must proactively pursue financial sustainability, which requires making and owning change before crisis demands more destructive measures.

University of Waterloo: Faculty of Arts

The University of Waterloo's Faculty of Arts very recently consolidated and realigned 15 departments and 2 schools into 6 schools, following a two-year development and consultation process (University of Waterloo, 2026). This new structure explicitly retained its existing programs and did not result in the loss of staff. While there is not yet data on the financial and/or

administrative benefits of this restructuring, the dean of the Faculty of Arts is on public record claiming that these changes were an effort to bolster interdisciplinarity and enhance the student experience. To incentivise the desired outcome, the university created a fund to entice researchers to collaborate across disciplines (Tcheuyap, 2026).

> Key takeaway: Any scale of change to academic structures benefits from time, extensive consultation, and ultimately material investment to realize the desired outcomes.

University of British Columbia, Okanagan

In 2025 The University of British Columbia, Okanagan began a process of restructuring. They have since proposed a new Arts faculty that essentially merges two faculties (University of British Columbia, Okanagan Campus, 2026). The recommendation followed institutional analysis and faculty/staff consultation and remains subject to governance approval. A new committee was struck in July, 2026 to work on the organization of those units now merged into one. The stated goal of this restructuring effort was to enhance interdisciplinary coordination, reduce administrative layers, and strengthen governance structures (University of British Columbia, Okanagan Campus, 2026).

> Key takeaway: Though consolidation of academic structures can feel threatening, it can stimulate new ways of working together and it can help to preserve disciplinary programming.

Acadia University: Reimagining Acadia

In response to financial pressures, declining enrolment, rising operating costs, and provincial accountability measures (such as Bill 12 and Schedule H reviews), Acadia has undertaken a strategic restructuring effort to reduce the number of academic units through consolidation of 3 faculties into 2 faculties with 6 schools; the new structure eliminate 15 department heads, 4 coordinators, and 1 assistant dean position. Though the University maintains it was a highly consultative process, the Faculty Association (AUFA) and the Association of Nova Scotia University Teachers (ANSUT) have strongly criticized it, citing a lack of direct consultation, a rushed process, and concerns over shared governance, curriculum control, and collective agreement protections. Nevertheless, implementation is on track for September 2027 (Acadia, 2026).

> Key takeaway: Initiatives that pit financial survival against academic integrity and shared governance can quickly erode trust between management and faculty and staff. Consolidation of smaller units like departments into larger structures like schools does not equate to a loss of programs: larger structures can improve resourcing for program delivery while maintaining disciplines.

ENGAGING THE MEMORIAL COMMUNITY

The Working Group knows that the success of this initiative depends upon broad and meaningful engagement and instilling a feeling of self-determination and shared purpose in our community. This core commitment has guided our process since we launched the project.

Community voices have been, are, and will continue to be essential, so the Working Group developed and executed a multi-pronged engagement effort that created numerous ways for the community to participate. This included a survey, a Brightspace shell, extensive online and in-person engagement sessions, an open feedback form, regular updates to our governing bodies, a town hall and a community-wide information session.

Below is a summary of each type of engagement along with the level of participation. For further information about these initiatives see Appendix E.

Engagement Activity and Participant Overview

Stakeholder Group	Engagement Activity	Participants
Working Group Members and Deans	Working Group and Subgroup Activities	33
Faculty	Faculty Engagement Sessions (Phase 1 & 2)	149
Faculty Administrators	Associate Deans and Academic Leaders Sessions	39
Senior Staff	Senior Staff Engagement Sessions	85
Support Staff	Support Staff Engagement Sessions	65
Faculty & Staff	Qualitative Survey	287 responses
	Town Hall (July 28)	500+ attendees
	Community-wide Information Session (Sept. 16)	710 attendees
	Open Feedback Form	129 responses
	Brightspace Site Enrollment	1,400+ enrolled
	Faculty and School Dean-Led Engagement Sessions	615
	Academic Administrative Service Units	216
Students	Student Engagement Sessions	102

WHAT WE HEARD: PHASE ONE ENGAGEMENT

Themes from the Qualitative Survey and Online Sessions

The qualitative survey was the first point of engagement with the Memorial community beyond the Working Group. The survey included five open-ended questions that asked participants about desired outcomes, guiding principles, barriers to success, elements that should be protected, and potential improvements to how Memorial operates. We reviewed every submission and conducted a qualitative thematic analysis. Rather than counting individual suggestions or focusing on isolated comments, we looked for recurring patterns across all responses. One of the most striking findings was the level of consistency. Although people approached issues from different perspectives, many of the same ideas surfaced repeatedly. That consistency gives some measure of confidence that the findings captured widely shared priorities and concerns.

Importantly, respondents to the survey and participants in the online sessions generally did not endorse a particular structural model. Instead, they identified the outcomes and principles against which any future model should be assessed. Both initiatives revealed a great deal about what people value. Our community clearly articulated priorities, concerns, aspirations, and desired outcomes, and this data provided the foundation for the next phase of work and engagement.

The most common themes from the qualitative survey and the online consultations are summarized below. Across all groups, participants sought clearer rationales, measurable objectives, and alignment with broader institutional planning. Further details on the themes from each consultation session can be found in Appendix F.

1. **Administrative Complexity and Efficiency.** Simplify processes, reduce duplication, and avoid creating new administrative layers.

2. **Transparency, Trust, and Consultation.** Communicate clearly and demonstrate how consultation influences decisions.

3. **Workload and Capacity.** Ensure restructuring does not increase workloads without adequate planning and resources.

4. **Student Success and Academic Quality.** Protect student services, educational outcomes, research excellence, and Memorial's core academic mission.

5. **Evidence and Institutional Alignment.** Ground decisions in evidence and align restructuring with budgets, operations, and institutional priorities.

Town Hall (July 28)

A well-attended Town Hall concluded our Phase One engagement activities. There was remarkable consistency across our diverse multi-campus communities in this phase, and we heard resoundingly that our community was ready to move beyond principles and abstractions to a consideration of concrete possibilities for restructuring.

THE ILLUSTRATIVE MODELS

Development of the Models

Following Phase One engagement, the Working Group used a two-day retreat to examine four discipline-agnostic organizational archetypes—unitary, integrated, federated, and hybrid—before developing specific illustrative configurations for Memorial. This sequence allowed members to assess how leadership, governance, decision-making, and administrative support might operate in different types of configurations before considering which academic units could be grouped together.

Discipline-agnostic Archetypes

- **Unitary.** A faculty or school with no formal academic sub-units. Academic, governance, and administrative functions operate through a single organizational structure. Memorial's Faculties of Business Administration and Nursing provide familiar examples.

- **Integrated.** A faculty with academic sub-units in which planning, budgeting, governance, and administration are coordinated primarily at the faculty level. Memorial's Faculties of Humanities and Social Sciences and Science provide familiar examples.

- **Federated.** A grouping of schools or units that retain substantial authority, identity, governance, and local capacity within a broader structure. Memorial currently has no direct equivalent.

- **Hybrid.** A structure in which some leadership, services, or decisions are shared, while other responsibilities remain with the constituent units. Memorial currently has no direct equivalent.

The Working Group then assessed the opportunities and trade-offs associated with each archetype. Federated structures support autonomy, identity, and local governance; more integrated structures can improve coordination, efficiency, and resource sharing; hybrid structures seek to balance these objectives but may introduce complexity; and unitary structures offer coherence and simplicity but can face leadership-capacity constraints or institutional isolation.

Using this analysis, Phase One feedback, the environmental scan, and Memorial's existing structures as context, the Working Group developed four illustrative models.

Institutional Illustrative Models

- The Blended Model
- The Integrated Model
- The Pan-Memorial Model
- The Nesting Model

The models were explicitly not to be seen as recommendations and did not include financial analysis or implementation plans; they were designed to make structural choices and trade-offs tangible and explicit and to provide a common basis for the next round of engagement. They also have enabled us to test how different approaches perform against the principles and priorities that arose through consultation, though more work to understand these implications is now required.

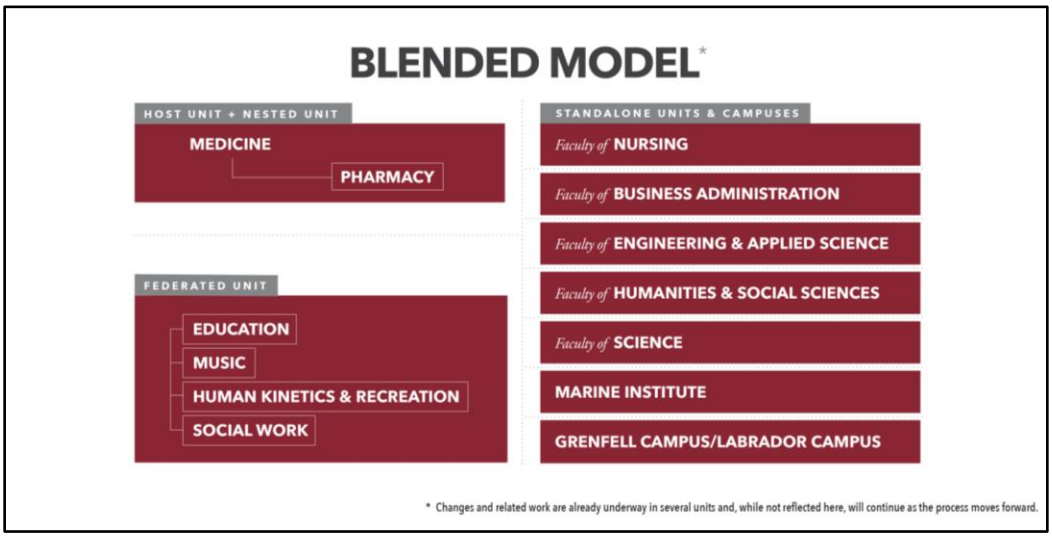
An important insight emerging from both the Working Group's research and discussions with the community is that meaningful organizational improvement may not depend solely on faculty-level restructuring. In the process of developing the illustrative models, the Working Group kept returning to the notion that there may be financial and operational benefits to be realized by breaking down the structural silos of our largest Faculties' departments (29 departments in total across 3 faculties, plus 2 divisions and 11 clinical disciplines in the Faculty of Medicine). Our environmental scan shows us that the consolidation of small units can be a way of not only realizing savings and efficiencies, but also enhancing interdisciplinary collaboration, improving student flexibility, and stimulating program growth, while retaining what matters most, such as disciplinary coherence and academic programming. Memorial's Grenfell Campus and Marine Institute currently operate without departments, and many of the departments on the St. John's campus offer a range of diverse programs, suggesting that delivery of our core mission is not dependent upon particular administrative structures.

Moreover, experience through Memorial's Academic Unit Planning process has highlighted particular capacity challenges facing smaller academic units, where governance, administrative and service responsibilities can be concentrated among relatively few people. In an environment of continued budgetary restraint, these pressures raise broader questions about whether

administrative supports, particularly at the departmental level are sufficient and appropriately organized, and whether alternative structural arrangements could strengthen capacity and resilience. For these reasons, the illustrative models all contemplate a move away from departments as the base level academic unit towards larger clusters like schools. Further analysis of the risks and opportunities of this change will be necessary.

Over the next few pages, we present those models, their key features, and a summary of what we heard in response. Critically, no organizational model can maximize every objective at once.

Illustrative Models: Key Features



Key Features of the Blended Model

- Pharmacy is integrated with Medicine.
- Education, Music, HKR, and Social Work are federated; Leadership is coordinated through a rotating coordinating leader rather than a permanent super-dean.
- Nursing, Business, Engineering, HSS, Science, Marine Institute, Grenfell and Labrador Campuses are a combination of unitary and integrated units.
- Is mixed by design to allow localized solutions where they fit best.

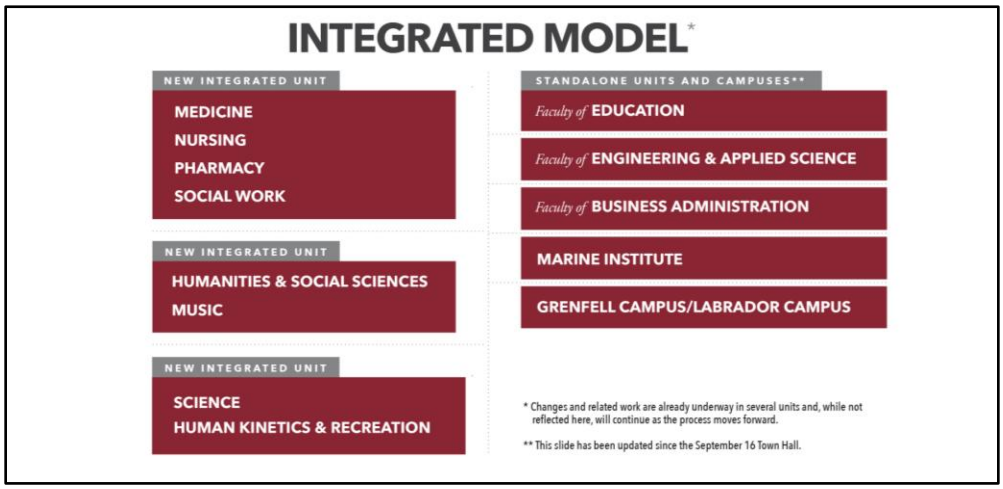
Opportunities

- Maintains strong professional identities and external relationships.
- Minimizes disruption to accredited professional programs.
- Encourages sharing of resources such as Promotion & Tenure committees and specialized administrative support.

Risks

- Ambiguity regarding governance and decision-making authority.
- Potential challenges when resolving disagreements across federated units.
- Additional complexity in leadership relationships.
- Questions regarding accountability and resource allocation.

Summary of Feedback: The model was viewed as least disruptive and supportive of shared services, but its academic rationale, savings, governance, and leadership remained unclear.



Key Features of the Integrated Model

- Schools become the primary academic unit.
- Creation of a College of Health Sciences incorporating Medicine, Nursing, Pharmacy, and Social Work.
- HKR aligned with Science; Music aligned with HSS.
- Aligns with Grenfell, Labrador and Marine Institute's internal restructure work.

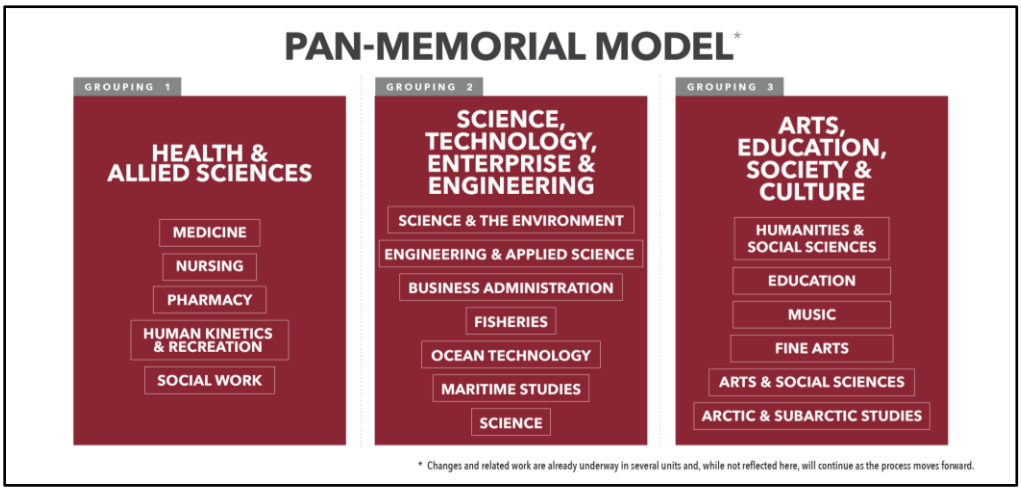
Opportunities

- Greater consistency across the university.
- Significant reduction in administrative duplication.
- Improved resource sharing and coordination.
- Simplified reporting structures.
- Stronger support for interdisciplinary collaboration.

Risks

- Potential loss of local identity and autonomy.
- Larger administrative structures could become less responsive.
- Governance complexity.
- Concerns regarding representation within larger units.

Summary of feedback: Feedback was critical but slightly more positive. Participants viewed health integration as practical and conducive to collaboration and resource sharing, while raising concerns about accreditation, autonomy, and equitable resource allocation.



Key Features of the Pan-Memorial Model

- Three larger units where authority, planning, budgeting, and administration are concentrated centrally.
- Sub-units exist primarily for academic organization and have more limited autonomy.

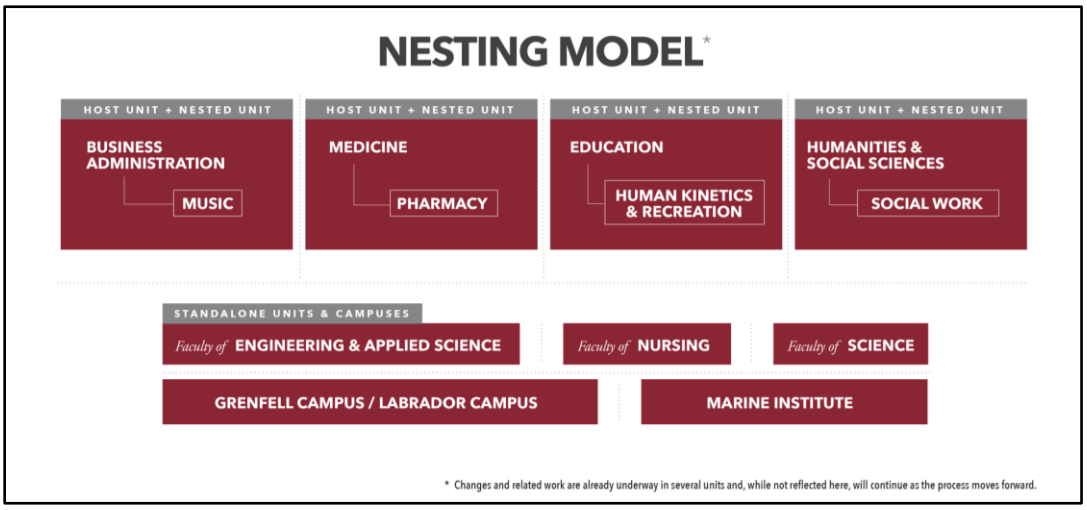
Opportunities

- Maximum streamlining of administration.
- Significant reduction in reporting complexity.
- Coordinated administrative functions.
- Reduced duplication.
- Local autonomy maintained at school with scale of larger faculty structures.
- Supports multidisciplinary collaboration.

Risks

- Significant institutional and cultural disruption.
- Accreditation and professional identity concerns.
- Complex governance structures.
- Challenges associated with larger organizational scale.

Summary of feedback: Feedback was mixed. Participants saw opportunities for cross-campus mobility, collaboration, and institutional alignment, but raised concerns about disruption, governance, bureaucracy, resource competition, professional autonomy, campus identity, and administrative complexity. A more federated approach could mitigate these risks.



Key Features of the Nesting Model

- Leaders of nested units report directly to leaders of host units.
- Promotion & tenure processes and accreditation structures remain intact.

Opportunities

- Lowest level of disruption.
- Protects small units through access to larger administrative infrastructures.
- Improves financial and operational stability.
- Maintains specialized identities and accreditation requirements.
- Reduces direct reports without creating new executive positions.

Risks

- Questions regarding academic fit between nested and host units.
- Potential identity concerns for some units.
- Reputational concerns.
- More subtle institutional transformation relative to other illustrative models.

Summary of feedback. Feedback was mixed. Participants saw potential for targeted, less disruptive consolidation and shared resources, but raised concerns about academic fit, power imbalances, resource allocation, and loss of identity and autonomy.

WHAT WE HEARD: PHASE TWO ENGAGEMENT

Engagement efforts in Phase Two began with a community-wide information session on September 16 to present the illustrative models, and it continued with extensive engagement sessions within units and across stakeholder groups. These sessions generated thoughtful, constructive feedback in response to the following questions posed about each illustrative model:

1. What opportunities could this configuration create?
2. What risks or unintended consequences should the Working Group consider?
3. What conditions would need to be in place for this configuration to succeed?

Summary of Feedback on Illustrative Models

Phase Two feedback established a clear test for any future structure: it must have an evidence-based rationale, demonstrate financial and operational benefits, protect students and academic quality, define governance and leadership, satisfy accreditation and professional requirements, preserve appropriate autonomy and local voice, and account for Memorial's multi-campus context. Participants also distinguished opportunities for administrative streamlining and shared services from the question of academic consolidation. Below are the key themes in brief:

1. **Rationale and Evidence.** Define the problems, justify proposed groupings, and establish measurable outcomes.

2. **Financial Implications.** Assess savings, transition costs, efficiencies, long-term impacts, and alignment with the New Budget Model.

3. **Governance and Leadership.** Clarify authority, roles, reporting, staffing, and academic processes while avoiding added bureaucracy.

4. **Identity, Autonomy, and Voice.** Protect distinctive mandates, local decision-making, visibility, and the influence of smaller units and campuses.

5. **Student Experience and Academic Quality.** Protect academic quality, student services, research excellence, specialized expertise, and institutional knowledge.

6. **Accreditation and Professional Requirements.** Preserve accreditation, discipline-specific requirements, program integrity, and necessary autonomy.

7. **Collaboration and Shared Services.** Pursue collaboration and administrative efficiencies while distinguishing them from academic consolidation.

8. **Multi-Campus Context.** Preserve campus identity and local responsiveness while improving cross-campus coordination.

Taken together, the feedback supports focused scenario testing rather than selection of a preferred model. The next phase should determine whether specific configurations can deliver measurable benefits while managing academic, operational, governance, and implementation risks.

RECOMMENDATIONS FOR THE NEXT PHASE OF WORK

The Working Group recommends three focused scenario analyses to determine whether selected structural changes are financially, operationally, academically, and institutionally feasible.

Successful execution of the three recommendations will require coordinated planning, clear evidence, and continued community engagement, as well as sensitivity to the realities of our immediate context. For instance, analyses must be aligned with the development of the New Budget Model, recognizing that both initiatives rely on the same internal expertise and that future resource-allocation decisions will materially affect the feasibility of structural options. The analyses should demonstrate how proposed changes will advance student experience, academic quality, teaching, research, and engagement while preserving accreditation, unit identity, appropriate autonomy, and access to specialized services. They must also define governance and organizational arrangements, including leadership roles, reporting relationships, budget authority, and collegial-governance processes.

In parallel, Memorial should examine opportunities to streamline administrative support through shared, coordinated, or centralized services and reduced duplication, while accounting for the resources required to undertake this work. Any broader approach must also align with restructuring already undertaken or underway in the Faculty of Humanities and Social Sciences, Grenfell and Labrador Campuses, and the Marine Institute. Finally, throughout the next phase, the Working Group should uphold its guiding principles by continuing meaningful engagement with students, faculty, staff, academic and administrative leaders, and governing bodies.

Recommendations

1. Undertake financial and implementation analysis of ONE of the large clusters in the Pan-Memorial Model, to be determined by the Working Group following the special meeting of Senate in November and in consideration of Senate's feedback.

2. Undertake financial and implementation analysis of ONE of the pairings in the Nesting Model, to be determined by the Working Group following the special meeting of Senate in November and in consideration of Senate's feedback.

3. Undertake financial and implementation analysis of the opportunities and risks of moving to the school as the foundational building block for the academic portfolio. The Working Group began by focusing on faculty and school structure, but we came often to the insight that there was merit in looking at our smaller sub-structures, such as departments and divisions, and considering some form of consolidation. This work will include clarifying what constitutes a school.

CONCLUSION AND NEXT STEPS

The thoughtful, deliberate approach the Working Group has taken to listen, engage, and pivot has been well worth it: it has generated interest, built understanding, and laid a strong foundation for the work ahead. The Working Group remains committed to an iterative process and to drawing on Memorial's considerable internal expertise to undertake the proposed scenario testing. This detailed, nuanced work will provide the evidence we need to shape feasible

recommendations for a future academic structure for our university. With this report now before Senate and the Board of Regents, the Working Group's next steps are to:

- Reconvene to consider Senate's feedback;
- Develop a detailed analysis plan and timeline;
- Establish subgroups with internal expertise to complete the analyses;
- Continue to engage openly with the Memorial community and governing bodies; and
- Report on our progress to the Board of Regents in February 2027.

We look forward to receiving Senate's guidance, to harnessing the momentum we have created, and ultimately to delivering on our mandate, our academic mission, and our obligations to Newfoundland and Labrador.

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Note: The extensive list of sources consulted by members of the Working Group can be found in Appendix G.

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*You must be a paid subscriber to read this research report.

Faculty and School Structure Review October Report: Appendices

***List of Appendices:**

A: Board of Regents Directive
B: The Working Group
C: Project Timeline with Key Activities and Milestones
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E: Engagement Activities and Participation
F: Extended Themes from Phase One Engagement Activities
G: Sources Consulted by Working Group Members

*Direct links to each appendix can be found in the Contents at the beginning of the report.

Appendix A: Board of Regents Directive

MEMORIAL UNIVERSITY

Board of Regents

St. John's, NL Canada A1C 5S7
Tel: 709 864 8281
regents@mun.ca www.mun.ca

May 4, 2026

TO: The Chair and Members of Senate

FROM: Justin Ladha, Chair of the Board of Regents

SUBJECT: Faculty/School Structural Review

Given the shared governance responsibility of Senate and the Board of Regents, I wanted to provide an update directly to members of Senate regarding a decision taken at the most recent Board meeting. On April 29, 2026, the Board of Regents approved a resolution pursuant to its authority under s. 34(1)(q) of the *Memorial University Act (The Act)*, that directed the President to review the University's faculty/school structure.

This decision was rooted in the following provisions of The Act:

Section 34(1) states:

> *s. 34(1) The board shall have the following powers…*
> *(q) to provide for the establishment of faculties, departments, chairs, lectureships, exhibitions, bursaries, scholarships, fellowships and prizes and to change or abolish them…";*

The Act also grants Senate the following powers under Section 56 (j):

> *(j) to recommend changes in faculties, departments, chairs, lectureships, exhibitions, bursaries, scholarships, fellowships and prizes; to recommend to the Board establishment, abolition or changes in faculties, departments, and other academic matters.*

Considering the legislation and our commitment to bicameral governance, it is essential that Senate has the opportunity to make recommendations with respect to any proposed changes to faculty structure before the Board renders its decision.

The recent provincial budget announcement signals government confidence in Memorial's direction and the substantial changes underway. It comes with the clear expectation — of government and other stakeholders both internal and external — that Memorial will continue to demonstrate responsible stewardship of public investments. As such, the imperative to continue to find efficiencies within the operations of Memorial remains. The notable investment of resources – human, physical and financial – in current academic administrative structures must be assessed.

This review of faculty and school structures is consistent with other actions undertaken by the Board and management that are publicly available under the banner of Memorial Evolve. It further advances the publicly made commitments to contract with care in ways that reduce administrative complexity and expense.

In keeping with the responsibilities of shared governance at Memorial and consistent with Senate's powers under *The Act*, the direction approved by the Board outlined requests and requirements regarding Senate in this review. Notably:

- The President is charged with determining and communicating the process to develop recommendations, and it is anticipated that a representative working group, chaired by the provost, will be established as soon as possible to lead the review.
- Updates from the President to Senate and the Board of Regents will be provided at each of their regular meetings between now and February 2027.
- In October 2026, the recommendations report, including rationale, will be released by the President to the Board and Senate simultaneously.
- At the specific invitation of the Chair of the Board, Senate will be invited to provide its input on the report by February 12, 2027. This timeline ensures the Board can make decisions in advance of the 2027-28 fiscal year.
- Senate will be invited to consider the recommendations emerging from the review and, in keeping with its responsibilities and powers as a governing body, can determine how it would like to respond to the recommendations.
- The Board will consider the proposed changes and any recommendations from Senate before rendering its decision at their February 2027 meeting. If Senate provides revised recommendations to the Board and the Board does not accept Senate's recommendations, a clear rationale will be provided.

The Board's commitment to shared governance at Memorial is firm and Senate's role was carefully considered in this process. As part of that commitment, I will be attending the May 12 Senate meeting to discuss further.

c: Dr. L.A. McKiver

Appendix B: The Working Group

Working Group Members
(listed alphabetically)

1. Paul Brett (Deputy Provost - Marine Institute)
2. Karen Bulmer (Dean, School of Music)
3. Kelly Anne Butler (Special Advisor on Indigenous Affairs)
4. Jennifer Buxton (Office of Engagement, Grenfell Campus)
5. Alyson Byrne (Faculty of Business Administration)
6. Stuart Carney (Dean, Faculty of Medicine)
7. Angie Clarke (Interim Registrar and AVPA at Marine Institute)
8. Julie Pitcher Giles (Dean, SASS, Grenfell Campus)
9. Darcy Hallett (Faculty of Science)
10. Natasha Hurley (Dean, Faculty of Humanities and Social Sciences)
11. Ken Jacobson (Deputy Provost - Grenfell and Labrador Campus)
12. Jason Kielly (School of Pharmacy)
13. Keith Matthews (Centre for Institutional Analysis and Planning)
14. Matthew Milner (Grants Facilitator, Faculty of Humanities and Social Sciences)
15. Scott Neilsen (Dean, SASS, Labrador Campus)
16. Rod Russell (Office of VP Research and Innovation)
17. Charlene Walsh (Marine Institute & Chair of Senate Committee on Course Experience)
18. Amy Warren (Deputy Provost and Dean of Graduate Studies)
19. Michael Woods (Faculty of Medicine & Chair of Senate Planning and Budget Committee)
20. Chair: Jennifer Lokash (Provost and VPA)

Project Manager: Elizabeth Simms
Communications Support: Meaghan Whelan and Jennifer Batten
Graduate Assistants: Sanaz Labbaf and Sadhana Badjade

The Working Group met for 2 hours biweekly throughout the summer to guide and advance the Faculty and School Structure Review. These two-hour sessions provided members with opportunities to review feedback received through surveys, community-wide sessions, focused engagement sessions, and discussion forums; to discuss emerging themes and key issues; consider research and background materials; and to plan upcoming engagement activities. Detailed agendas were prepared for each meeting, and minutes were recorded to document discussions, decisions, action items, and next steps. The meetings also served as a forum for members to exchange perspectives, identify areas requiring further exploration, monitor project progress, and support the development of recommendations informed by stakeholder feedback and evidence gathered throughout the review process.

Subgroups

The Working Group formed highly active subgroups throughout each phase of this project.

Subgroups	Subgroup Responsibilities
Survey	Developed and analyzed the qualitative survey and identified key themes to inform future engagement and review activities.

Deans Perspective Subgroup	Gathered and summarized perspectives, considerations, and insights from Deans regarding academic structures and potential organizational changes.
Glossary and Definitions	Developed common terminology and definitions to support consistent understanding and communication throughout the review process.
Information Sharing and Communications	Supported stakeholder communications, engagement materials, project updates, and information dissemination.
Model Development	Developed and refined illustrative organizational models for consideration and discussion during the engagement process.
Report Development	Prepared summaries, and documentation to support the Working Group's analysis, findings, and recommendations and develop the final report.
Round 1 Consultations	Planned, coordinated, and supported the first phase of stakeholder consultations and engagement activities.
School Structure and Academic Building Block	Initiated review of existing academic structures and explored foundational organizational approaches and building blocks for potential future models.
Student Feedback	Coordinated opportunities for student input, reviewed student feedback, and identified key student perspectives and priorities to inform the review process.

Terms of Reference for Working Group

Faculty and School Structure Review Working Group
establish June 2026

1. Purpose, Mandate, and Scope
The Faculty and School Structure Review Working Group ("the Working Group") is established to undertake a comprehensive, consultative review of Memorial University's academic administrative structure at the faculty and school level. The review is of academic administrative structures and will not affect course offerings or programs.

The Working Group will:
• Assess at a high level the benefits and weaknesses of the current faculty and school structures, leadership models, and administrative supports.
• Consider comparators and relevant sector practices.
• Engage with stakeholders across the institution through a structured, iterative consultation process.
• Identify opportunities to reduce administrative complexity and enhance academic strength, research intensity, and the student experience.
• Develop and present evidence-based recommendations for a revised, sustainable academic administrative structure, including rationale and implementation considerations.

The review will be guided by the following principles and practices:
• Transparency, inclusivity, and equity
• Respect for Memorial's bicameral governance system
• Recognition of faculties and schools as longstanding communities of identity and belonging
• A consultative and iterative process

2. Governance and Membership
Chair: Provost
Steering Committee: Provost and Deputy Provosts
Membership: to be broadly representative, the Working Group includes members from:
• Deans Council

• Research and Innovation
• Senate and faculty
• Office of Indigenous Affairs
• Staff

3. Meetings
• Meetings will occur biweekly (every two weeks) for 2 hours each
• Meetings will commence in June 2026 and will occur until September 2026 or until the group completes its work
• Additional sub-group meetings and working sessions will be convened as required.

4. Nature of the Commitment
Membership on the Working Group requires a significant commitment outside scheduled meetings. Members will be expected to:
• Lead and participate in consultation sessions
• Analyze data, documentation, and comparator materials
• Draft and review written materials
• Collaborate with other members between meetings

5. Resources to support the Working Group
• Project Management
• Communications
• Graduate Assistants
• As needed, the Working Group will engage the following units: Faculty Relations, Finance, HR, Facilities, Registrar, AVPA Students

Appendix C: Project Timeline with Key Activities and Milestones

Schedule and topics Working Group meetings

Meeting Date	Major Topics	Key Decisions/Actions
June 10, 2026	Terms of Reference, scope	Approved project approach
June 25, 2026	Consultation framework	Approved engagement plan
July 6, 2026	Survey and Town Hall planning	Confirmed consultation schedule.
July 22, 2026	Town Hall planning, survey review, stakeholder engagement, and model development	Adopt an iterative, engagement-focused review process
July 28, 2026	**Town Hall**	
August 6, 2026	Engagement feedback, university restructuring trends, model development, and next steps	Advance model development and future consultations
August 19, 2026	**Day 1 - In-Person Workshop and Model Development**	
August 20, 2026	**Day 2 - In-Person Workshop and Model Development**	
Sept 2, 2026	Illustrative models, school structure definitions, Dean's feedback, consultation planning, communications strategy, and October reporting	Confirmed a phased approach, established a school structures subgroup, and advanced consultation, communications, and reporting activities
Sept 16, 2026	**Community-wide Information Session**	

Key Activity and Milestones

Date/Period	Key Activity	Milestone
May 4, 2026	Board of Regents directs President Janet Morrison to undertake a review of Memorial University's faculty and school structure; President delegates project to Provost	Faculty and School Structure Review initiated in a memo following the April 29, 2026 meeting of the Board of Regents
May - June 2026	Project initiation and planning, including establishment of the Working Group, development of the Terms of Reference, project governance framework, engagement and communications plans, design of the qualitative survey and consultation process, identification of stakeholder groups, development of project resources, and preparation for community engagement activities	Review framework, governance structure, survey methodology, and engagement approach established
June 10, 2026	Working Group approves Terms of Reference, scope, and project approach	Project governance and review approach confirmed
June 25, 2026	Working Group reviews consultation framework and engagement strategy	Engagement plan approved
June 30 - July 14, 2026	University-wide qualitative survey open to faculty and staff	287 responses received and analyzed to identify key themes
July 6, 2026	Working Group reviews survey implementation and planning	Consultation schedule finalized
July 14 - July 22, 2026	Review of survey findings, thematic analysis, stakeholder engagement planning, and Town Hall preparation	Survey themes confirmed, Working group confirms iterative and engagement-focused review process

July 28, 2026	Town Hall: Presentation of preliminary survey findings and emerging themes	More than 500 faculty, staff, and students participated and provided feedback on key themes
July 28 - July 30, 2026	Phase 1 engagement sessions with faculty, faculty administrators, senior staff, and support staff	Approximately 250 participants validated and expanded upon survey findings and themes
August 6, 2026	Working Group reviews engagement feedback, university restructuring trends, model development, and next steps	Guiding principles emerge for model development, and direction established for the development of illustrative models
August 19 - 20, 2026	Two-day in-person retreat focused on organizational archetypes, environmental scans, comparator universities, and model development	Four illustrative organizational models developed and refined
Late August - September 2026	Report planning and drafting begins. Development of engagement summaries, environmental scan findings, model descriptions, and supporting documentation. descriptions, and supporting documentation	Draft report framework and content developed
September 2, 2026	Review of illustrative models, consultation planning, communications strategy, and reporting approach. Preparation of Models to share with the community as in preparation for the next phase of engagement	Illustrative models finalized and Phase 2 consultation process confirmed
September 8, 2026	Senate verbal update.	Senate informed of project progress, engagement activities, and upcoming consultation opportunities
September 14, 2026	Board and Deans' Council updates	Consultation approach and engagement plans finalized
September 16, 2026	Community-wide Information Session	Four illustrative models presented to the university community; 710 participants attended
September 17 - October 6, 2026	Brightspace discussion forums, student engagement sessions, faculty and school consultations, dean-led discussions, administrative unit sessions, and open feedback opportunities	Community feedback collected on opportunities, risks, implementation considerations, and future directions for the illustrative models
September - October 2026	Ongoing drafting and refinement of the report, incorporating feedback from community sessions, engagement sessions, discussion forums, and feedback submissions	Comprehensive draft report completed
October 13, 2026	Senate presentation on engagement findings, illustrative models, consultation outcomes, and project status	Senate feedback informs final report revisions and future work
October 14 - October 22, 2026	Final report revisions, editing, review, and preparation for release	Final report completed
October 2026	Release of Working Group report to Senate, Board of Regents, and university community	Findings, engagement results, illustrative models, and future work streams communicated
October 2026 - February 2027	Phase 2: Feasibility analysis, validation, and continued engagement.	Assessment of governance, operational, implementation, and financial implications

December 2, 2026	Board update.	Progress on feasibility and validation work reviewed
February 12, 2027	Senate feedback submitted to the Board of Regents.	Formal governance review completed
February 24, 2027	Board of Regents meeting.	Consideration of recommendations and Senate feedback; determination of next steps

Appendix D: Memorial University and its Comparators

University	Enrolment	Faculties
Carleton	**30,400**	**5**
Dalhousie	**21,012**	**12**
Guelph	**33,950**	**8**
Memorial	**17,371**	**18**
New Brunswick	**10,663**	**12**
USask	**22,991**	**16**
Simon Fraser	**29,854**	**10**
Victoria	**21,985**	**10**
Wilfrid Laurier	**23,330**	**9**
Windsor	**16,880**	**9**

Carleton University (5)

1. Faculty of Arts and Social Sciences
2. Faculty of Engineering and Design
3. Faculty of Public and Global Affairs
4. Faculty of Science
5. Sprott School of Business

Dalhousie University (12)

1. Faculty of Agriculture
2. Faculty of Architecture & Planning
3. Faculty of Arts & Social Sciences
4. Faculty of Computer Science
5. Faculty of Dentistry
6. Faculty of Engineering
7. Faculty of Health
8. Schulich School of Law
9. Faculty of Management
10. Faculty of Medicine
11. Faculty of Science
12. Faculty of Open Learning & Career Development

University of New Brunswick (12)

1. Faculty of Arts
2. Faculty of Business (Saint John)
3. Faculty of Management (Fredericton)
4. Faculty of Computer Science
5. Faculty of Education
6. Faculty of Engineering
7. Faculty of Forestry & Environmental Management
8. Faculty of Kinesiology
9. Faculty of Law
10. School of Leadership Studies
11. Faculty of Nursing
12. Faculty of Science

University of Guelph (8)

1. College of Arts
2. College of Biological Science
3. Gordon S. Lang School of Business and Economics
4. College of Computational, Mathematical, and Physical Sciences
5. College of Engineering
6. College of Social and Applied Human Sciences
7. Ontario Agricultural College
8. Ontario Veterinary College

Wilfrid Laurier University (9+2)

1. Faculty of Arts
2. Faculty of Education
3. Faculty of Human and Social Sciences
4. Faculty of Liberal Arts
5. Faculty of Music
6. Faculty of Science
7. Lyle S. Hallman Faculty of Social Work
8. Lazaridis School of Business and Economics
9. School of International Policy and Governance (Balsillie School of International Affairs, CIGI Campus)

University of Windsor (9)

1. Faculty of Arts, Humanities and Social Sciences
2. Faculty of Education
3. Faculty of Engineering
4. Faculty of Human Kinetics
5. Faculty of Law
6. Faculty of Nursing
7. Odette School of Business
8. Faculty of Science
9. Schulich School of Medicine and Dentistry - Windsor Campus

University of Saskatchewan (16+8)

1. College of Agriculture and Bioresources
2. College of Arts and Science
3. College of Dentistry
4. College of Education
5. Edwards School of Business
6. College of Engineering
7. School of Environment and Sustainability
8. Johnson-Shoyama Graduate School of Public Policy
9. College of Kinesiology
10. College of Law
11. College of Medicine
12. College of Nursing
13. College of Pharmacy and Nutrition
14. School of Public Health [Executive Director]
15. School of Rehabilitation Science
16. Western College of Veterinary Medicine

Simon Fraser University (10)

1. Faculty of Applied Sciences
2. Faculty of Arts and Social Sciences
3. Faculty of Education
4. Beedie School of Business
5. Faculty of Communication, Art and Technology
6. Faculty of Environment
7. Faculty of Health Sciences
8. Faculty of Science
9. School of Medicine
10. Lifelong Learning

University of Victoria (10)

1. Peter B. Gustavson School of Business
2. Faculty of Education
3. Faculty of Engineering & Computer Science
4. Faculty of Fine Arts
5. Faculty of Health
6. Faculty of Humanities
7. Faculty of Law
8. Faculty of Science
9. Faculty of Social Sciences
10. Division of Continuing Studies

Memorial University of Newfoundland (18)

1. Faculty of Business Administration
2. Faculty of Education
3. Faculty of Engineering and Applied Sciences
4. Faculty of Humanities and Social Sciences
5. Faculty of Medicine
6. Faculty of Nursing
7. Faculty of Science
8. School of Human Kinetics and Recreation
9. School of Music
10. School of Pharmacy
11. School of Social Work
12. Grenfell Campus- School of Arts and Social Sciences
13. Grenfell Campus- School of Fine Arts
14. Grenfell Campus- School of Science and the Environment
15. Labrador Campus - School of Arctic and Subarctic Studies
16. Marine Institute - School of Fisheries [School Head]
17. Marine Institute - School of Maritime Studies [School Head]
18. Marine Institute - School of Ocean Technology [School Head]

Appendix E: Engagement Activities and Participation

BRIGHTSPACE SHELL

The Brightspace shell allowed for very strong levels of participation from our community, with more than **1,400 faculty and staff** enrolled in the shell. Brightspace served as the central hub for communication and engagement throughout the review process. It is a live repository of background materials, project updates and key dates, meeting recordings, presentation slide decks, speaking notes, and other supporting resources.

The site also hosts discussion forums moderated by the Working Group, where faculty, staff, students, and other stakeholders shared feedback, asked questions, engaged in ongoing dialogue throughout the process. There were also forums dedicated to each of the illustrative models.

QUALITATIVE SURVEY

A Qualitative Survey was open from June 30 to July 14, 2026, and received **287 responses** from faculty and staff. Participation reflected a broad range of perspectives across Memorial University, with representation from all campuses and major academic units. The breakdown of participation can be found below.

Qualitative Survey Participant Overview

Survey 1 Overview	Details
Total Responses	287 faculty and staff respondents
Employee Group	46% Faculty, 54% Staff
St. John's Campus	83%
Grenfell Campus	7%
Marine Institute	7%
Faculty of Medicine	2%
Other/Prefer Not to Say	Less than 1%

TOWN HALL & COMMUNITY-WIDE INFORMATION SESSION

For the town hall and the community-wide information sessions, members of the Working Group were present and visible to participants both in person and online. During the July town hall, Working Group members actively participated in the presentation, sharing information on the review process, survey findings, and emerging themes, while also facilitating discussion and responding to questions from attendees. Working Group members remained engaged throughout both the town hall and the information session, helping to support dialogue, encourage participation, and ensure that stakeholder feedback was captured and brought forward to inform the review process.

Town Hall - July 28, 2026. More than **500 faculty and staff** attended the town hall. More than 100 chat messages were submitted during the session, with approximately 45 participants contributing comments and questions. The session presented the results of the qualitative survey, highlighted key themes identified by respondents, and invited discussion on priorities for the Faculty and School Structure Review. Working Group members facilitated conversations on governance, academic excellence, collaboration, sustainability, and organizational effectiveness, while outlining future engagement opportunities and next steps.

Community-Wide Information Session - Sept 16, 2026. This information session captured interest from **710 faculty and staff**. Though this session proceeded without a Q&A, the chat remained open. Approximately 50 comments and questions were submitted by 27 participants. At this session, the Provost provided an overview of work to date, outlined the guiding principles and model development process, and introduced four illustrative organizational models. Each model's key features, opportunities, and risks were presented to support informed discussion and feedback. Participants were encouraged to continue their involvement through engagement sessions, Brightspace discussion forums, and an online feedback form.

PHASE 1 FACULTY AND STAFF ENGAGEMENT SESSIONS - JULY 28 TO JULY 30

A total of 250 faculty and staff participated in the initial round of engagement sessions. During the engagement sessions, faculty and staff were invited to review and build upon the findings from Survey #1. Participants were encouraged to provide additional feedback on the survey results, reflect on which themes were most important to their roles and responsibilities, and identify any themes, issues, or considerations that they felt were missing from the initial findings. These discussions helped validate the key themes emerging from the survey while also providing an opportunity to capture additional perspectives, concerns, and suggestions to inform the Working Group's ongoing review and recommendations. Session details can be found below.

Faculty. The following online engagement sessions were conducted for faculty members from all faculties and schools. Sessions were led by three working group faculty members, while two Graduate Assistants documented the discussions and key feedback.

	Date	**# of Attendees**
Session 1	July 28, 2026 (2:00-3:00 p.m.)	34
Session 2	July 28, 2026 (3:30-4:30 pm)	19
Session 3	July 29, 2026 (9:30-10:30 am)	26
	Total Attendees:	79

Faculty Administrators. The following sessions were held for faculty administrators, including associate deans and department heads from all faculties and schools. Sessions were led by 2 working group faculty administrator members, while two Graduate Assistants documented the discussions and key feedback.

	Date	**# of Attendees**
Session 1	July 29, 2026 (11:30 am-12:30 pm)	23
Session 2	July 30, 2026 (11:00 am-12:00 pm)	16
	Total Attendees:	39

Senior Staff. The following sessions are for senior staff, including senior administrative officers, administrative staff III, grant facilitators, managers of programs, career coordinators, and other similar-level positions from all faculties and schools. Interested individuals can select one session.

	Date	**# of Attendees**

Session 1	July 29, 2026 (1:00-2:00 pm)	33
Session 2	July 30, 2026 (11:00 am-12:00 pm)	34
	Total Senior Staff Attendees:	67

Support Staff. The sessions were open to support staff from all faculties and schools, including executive assistants, deans' assistants, administrative staff, academic program assistants, and those in similar-level positions. Participants were invited to select one session to attend.

	Date	**# of Attendees**
Session 1	July 30, 2026 (9:00-10:00 am)	28
Session 2	July 30, 2026 (1:00-2:00 pm)	37
	Total Attendees:	65

PHASE 2 ENGAGEMENT SESSIONS SEPTEMBER 21ST TO OCTOBER 6TH

A total of 896 faculty, staff, and students participated in the second round of engagement sessions. These sessions focused on gathering feedback on the four illustrative models presented during the community-wide information session. A combination of central and unit-led sessions was used to provide different opportunities for participation across the university. Central consultation sessions were held for faculty, students and Senior Administrative Officers. At the same time, Deans of each faculty and school, Heads of the Marine Institute schools, and leaders of academic and administrative units were asked to facilitate discussions within their respective areas.

These sessions provided faculty, staff, and students with opportunities to review the illustrative models, consider their potential implications, and provide feedback based on their experiences and the needs of their areas. For the unit-led sessions, leaders were asked to summarize the feedback received and report it back to the Working Group. This approach supported broader participation across the university while also allowing for discussion within existing governance and faculty and school structures. Together, the central and unit-led sessions helped ensure that perspectives from students, faculty, staff, and a wide range of academic and administrative units were included in the review process. A breakdown of each type of engagement that includes the number of participants for each can be found below.

Faculty and School Engagements led by Deans and Heads of Schools

Faculty/School	**Date**	**# of Attendees (Faculty and Staff)**
Faculty of Business Administration	1 session	41
Faculty of Education	1 session	60
Faculty of Engineering and Applied Science	1 session	95
Faculty of Humanities and Social Sciences	1 session	28
Faculty of Medicine	1 session	87
Faculty of Nursing	1 session	50
Faculty of Science	1 session	39
Marine Institute	1 session	100

Labrador Campus - School of Arctic and Subarctic Studies	2 sessions	13
School of Human Kinetics and Recreation	1 session	5
School of Music	2 sessions	18
School of Pharmacy	1 session	31
School of Social Work	1 session	25
Grenfell Campus	2 sessions	23
	Total Attendees:	615

Academic Administrative Service Unit Engagements led by leaders in each unit

Date	# of Attendees
Memorial University Libraries	67
CITL/Faculty Relations/ VPR/RIS	27
Student Affairs and Service Portfolio	50
School of Graduate Studies	10
Registrar's Office - All campuses	62
Total Attendees:	216

Senior Administrative Officer (SAO) Engagement Session

Date	# of Attendees
September 22, 2026	18

The following online engagement sessions were conducted for faculty from all faculties and schools pan university. Sessions were led by 3 working group faculty, and 2 Graduate Assistants documented the discussion.

Faculty Sessions led by Working Group Faculty

	Date	# of Attendees
Session 1	Oct 2, 2026	18
Session 2	Oct 5, 2026	32
Session 3	Oct 6, 2026	20
	Total Attendees:	70

Four student engagement sessions with undergraduate and graduate students across Memorial's campuses on potential future academic structures. Invitations were distributed to all Memorial students, with incentives such as refreshments and door prizes to encourage participations, and with opportunities to participate in person or online. The sessions provided students with an opportunity to share their perspectives, ask questions, and provide feedback on the illustrative models and the broader review process. University leadership, including the Dean of Graduate Studies and the Registrar, participated in the sessions,

Student Engagement Sessions

Date	# of Attendees

All Campuses (Online)	48
St. John's Campus (In Person)	45
Labrador Campus	2
Marine Institute	7
Total Attendees:	102

Coalition of Unions: The Working Group made multiple efforts to connect and meet with the coalition of unions. No meeting was held.

Appendix F: Extended Themes from Phase One Engagement Activities

From Qualitative Survey

What Faculty and Staff Want Improved

When participants discussed barriers to institutional success, several issues appeared consistently. Many respondents pointed to **organizational fragmentation** and **silos that make collaboration more difficult**.

Administrative complexity and bureaucracy were also commonly mentioned, with participants describing challenges associated with lengthy processes and unclear responsibilities. Resource pressures and uneven levels of support emerged as another concern. Respondents also raised issues related to governance, transparency, communication, and trust.

Finally, many comments reflected **concerns about morale, workload pressures, change fatigue, and the broader institutional culture**. While people often differed on the causes of these challenges and how they might be addressed, there was, again, considerable agreement regarding the issues themselves.

What Faculty and Staff Want Protected

Respondents were not only clear about what they would like to improve. They were equally clear about what they want preserved. Academic excellence emerged as one of the strongest priorities. Participants consistently emphasized the importance of supporting high-quality teaching, impactful research, and strong academic programs. Student success was also identified as a key priority and an essential consideration in any future discussions. Many respondents highlighted the importance of protecting academic freedom and maintaining traditions of collegial governance. Others emphasized the importance of community, belonging, and the university's broader public mission. Overall, respondents repeatedly stated that any future changes should strengthen not weaken—the core academic values of Memorial University.

From the Online Engagement Sessions by Group

Support Staff Consultation Summary

1. **Job Security, Fear, and Employee Morale**
    - Strong concerns about employment security, reluctance to speak openly, turnover, and the emotional impacts of uncertainty were unique and especially prominent among support staff.
2. **Staff Representation and Inclusion in Decision-Making**
    - Support staff repeatedly emphasized the need for greater representation in governance and consultation processes and requested safer channels for providing feedback.

Senior Staff Consultation Summary:

1. **Nimbleness of Small Units versus Scale of Large Units**

- Senior staff focused on balancing local responsiveness, unit culture, and decision-making agility with the potential benefits of larger organizational structures.

2. **Psychological Safety and Organizational Trust**
   - Senior staff uniquely emphasized psychological safety, staff confidence in leadership, and the need to rebuild trust during organizational change.

Faculty consultation summary:

1. **Preservation of Faculty Identity, Reputation, and Academic Autonomy**
   - Faculty strongly highlighted risks to disciplinary identity, visibility, donor relations, alumni support, and academic autonomy, particularly for smaller specialized schools.
2. **Memorial University's Unique Provincial Responsibility**
   - Faculty members repeatedly referenced Memorial's role as Newfoundland and Labrador's only university and the broader implications for workforce development and regional communities.

Distinct Themes: Faculty administration consultation summary:

1. **Research Support Infrastructure**
   - Faculty administrators uniquely emphasized protecting research-support
2. **Multi-Campus and Pan-University Governance Considerations**
   - Administrators focused on organizational alignment across campuses

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