

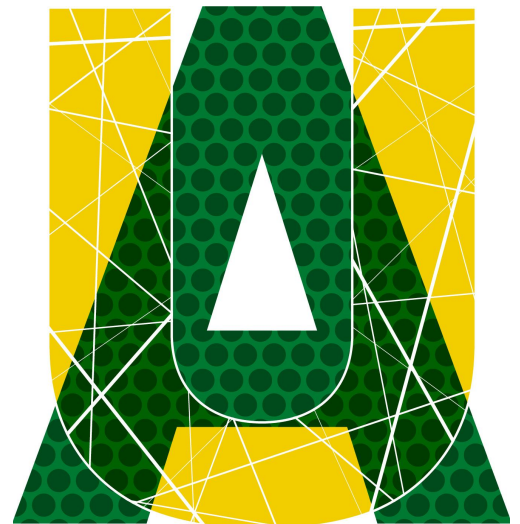


UNIVERSITY  
OF ALBERTA

# University of Alberta Operating Model

2022 Update

Date:  
SEPTEMBER 2022



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*The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.*

# Acronyms

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<b>ADM</b>	Academic Department Manager
<b>AVP</b>	Associate Vice President
<b>CGM</b>	College General Manager
<b>CoEs</b>	Centres of Expertise
<b>CPE</b>	Continuing Professional Education
<b>DoS</b>	Dean of Students
<b>EDI&amp;I</b>	Equity, Diversity, Inclusion and Indigenous Initiatives
<b>FEC</b>	Faculty Evaluation Committee
<b>FGM</b>	Faculty General Manager
<b>FGSR</b>	Faculty of Graduate Studies and Research
<b>F&amp;O</b>	Faculties and Operations
<b>GFC</b>	General Faculty Council
<b>HR</b>	Human Resources
<b>IT</b>	Information Technology
<b>PEC-S</b>	President's Executive Council – Strategic
<b>QA</b>	Quality Assurance
<b>RO</b>	Registrar's Office
<b>TA</b>	Teaching Assistant
<b>UAT</b>	University of Alberta for Tomorrow
<b>VP</b>	Vice President
<b>WIL</b>	Work-integrated Learning
<b>UAI</b>	University of Alberta International
<b>U of A</b>	University of Alberta
<b>VPRI</b>	Vice President (Research and Innovation)
<b>VPER</b>	Vice President (External Relations)
<b>VPFO</b>	Vice President (Facilities and Operations)
<b>VPUSF</b>	Vice President (University Services and Finance)

# Introduction

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With University of Alberta for Tomorrow, the university launched and put into action an ambitious plan for transformation. With a fundamental transformation, we are setting a bold new direction for the university of tomorrow. Our goals are to strengthen the U of A's core teaching, research, and community engagement mission and enrich student experience, while achieving financial sustainability.

We are focused on the future university—one that is relevant, responsive, and nimble. A university that can grow and adapt to changing demographics and student needs. A university that engages with the critical issues and questions of our time and discovers the social and technical innovations the world needs. We continue to strive for an accessible, equitable, and inclusive community of students, faculty, and staff that supports our learning environment shaped by curiosity, rigorous inquiry, evidence-based decision making, respect, and a culture of human rights.

To reach these goals, we are rethinking the shape of post-secondary education to enhance collaboration and connection across faculties and disciplines. One University will empower diversity, optimize integration, and enhance strengths and opportunities.

## New Operating Model

Launched in June 2021, the university's new operating model consists of a hybrid of centralized and decentralized services which promotes consistency, avoids duplication, and supports a one-university approach and service culture. By integrating and centralizing administrative and professional services with academic services, the new operating model reduces the administrative burden on academic units. This frees them to focus on delivering high quality student learning, exceptional research, and mutually-beneficial local, national and international partnerships with industry, business, community organizations, and other community groups.

Faculty members will benefit from the removal of structural impediments to interdisciplinary collaboration and a structure conducive to both large- and small-scale cooperation. Students will experience outstanding academic programs with greater scope for interdisciplinarity, ability to transfer into and between programs, transparency of offerings, and consistency of services and support. Staff will experience more rewarding and specialized work and career opportunities, within an operational model that significantly reduces redundancies and simplifies procedures and workflows. At the institutional level, a leaner leadership structure will be more nimble and capable of responding to strategic opportunities.<sup>1</sup>

The university operating model enables the delivery of services to staff and students. Professional and administrative support services are undertaken by professional staff who are either centralized or distributed according to the nature of their service function. Services and administrative activities, processes and functions that are common across the university are centralized through two service centres—one for students and another for staff—and administered by a universal transaction hub. Advisory support services are distributed within the

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<sup>1</sup>One key objective of academic and administrative restructuring is to refocus academic faculty members towards the core mission of teaching and research. We will achieve this by reducing (1) the amount of time that faculty members in academic leadership roles spend on administering services, and (2) the number of academic administrators. The colleges provide a unique opportunity to reduce the administrative load of a significant number of faculty members and thereby enhance the faculty's research and teaching capacity.

colleges and faculties through the use of service partners who are embedded in academic units but who report primarily into the Centres of Expertise (CoEs).

Core to the model is the establishment of the university's three new colleges: the College of Health Sciences (including the Faculties of Medicine & Dentistry, Rehabilitation Medicine, Pharmacy and Pharmaceutical Sciences, Nursing, Public Health, and Kinesiology, Sport, and Recreation), the College of Natural and Applied Sciences (including the Faculties of Science, Engineering and Agricultural, Life and Environmental Sciences) and the College of Social Sciences and Humanities (including the Faculties of Arts, Education, Law, and the Alberta School of Business).

Each college is a coordinated team of college, faculty and department staff with similar academic focuses and their administrative support. The colleges leverage excellence within all departments and faculties to improve both academic and administrative performance as One University. They remove barriers to collaboration and reduce duplication across teaching and research, leveraging and aligning individual faculty and department strengths to students' and society's benefit. They lead and coordinate multidisciplinary programs of research and education focused on global challenges, and foster innovation and entrepreneurship. Throughout this document, the term "college" should be read as inclusive of faculties and departments.

## Key Updates

The first document outlining the university's operating model was shared with the U of A community in June 2021. Since that time, the university has been in a major period of transition as we have worked together to operationalize the new model. This continues to be a major endeavour as the new model marks a significant shift from our former approach to operating the university. This shift has significant implications for academic leadership roles, as well as changed responsibilities for administrative and professional staff.

As we noted in June 2021, the operating model is subject to PEC-S and Board endorsed changes and amendments that reflect lessons learned and emergent best practices. This September 2022 updated iteration includes important changes in reporting structure as well as roles, responsibilities, and accountabilities within colleges and faculties.

Changes are as follows:

- Each college is a coordinated team of college, faculty and department staff that is led by a college dean who reports to the provost. To better reflect the nature of the college dean's responsibilities, the Board's Human Resources and Compensation Committee has changed the college dean's formal title to "college dean and vice-provost" (college dean/vice-provost). Faculty deans report to the college dean/vice-provost who has been delegated this reporting authority by the provost. Where applicable, for matters relating only to the accreditation process there is a dotted line between the faculty dean and the provost.
- With respect to the academic and administrative operations of the college, the college dean/vice-provost has the authority and decision-making power to implement all aspects of the college, such as providing common administrative, professional and academic services and driving the alignment of resources, such as budget, space, strategic hiring, research and education program planning, and enrolment planning.
- Key to the success of the college model is the expanded responsibility of the faculty dean to seek opportunities to synergize faculty-level initiatives and priorities with those of the other faculties within the

college. The college dean/vice-provost will support the success of the faculties by coordinating cross-faculty services and by ensuring that resources are appropriately aligned across the college to support both the common and unique needs of the faculties. The college dean/vice provost ensures faculties work together by providing common administrative, professional and academic services and driving the alignment of resources, such as budget, space, strategic hiring, research and education program planning, and enrolment planning.

Recognizing the faculty dean's key role as the academic leader of the faculty, they will continue to be primarily responsible for the delivery of the academic programs within the faculty, the hiring and mentoring of faculty members (including support for their teaching and research), alumni relations and fundraising. For professional faculties, relations with the profession will remain the responsibility of the faculty dean.

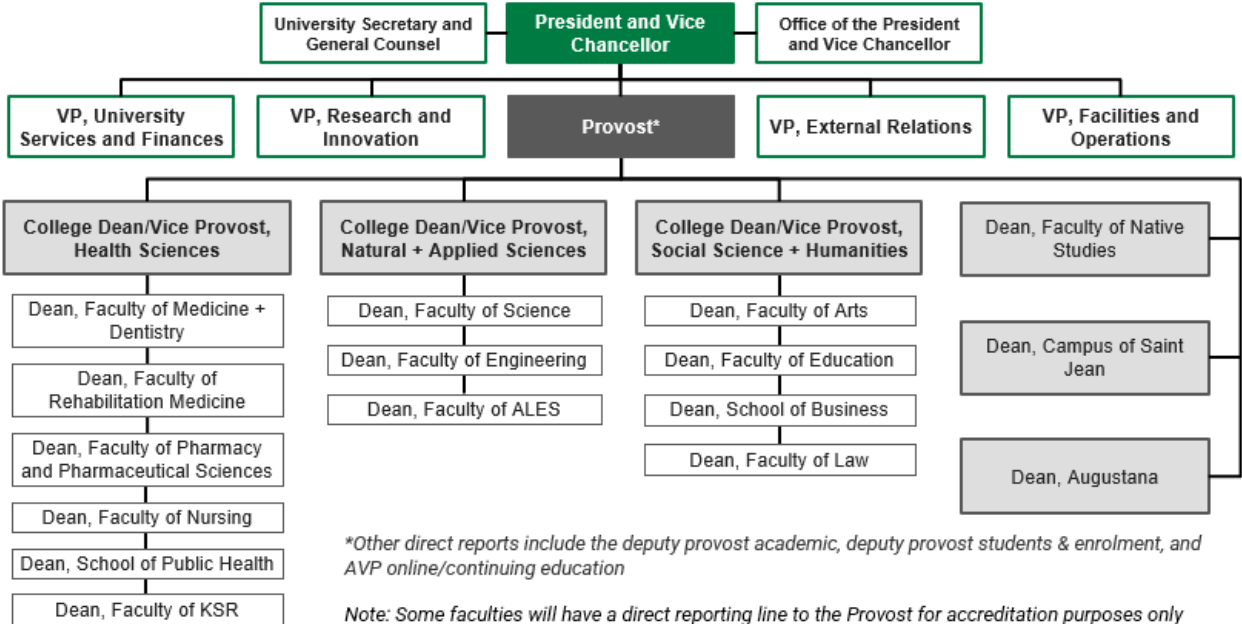
This document also provides a more concise summary of how the new operating model works, and provides guidance on its integrated practical application. This will continue to be a living document and will continue to be subject to update as needed. Our goal is to provide a useful summary of how our university's people, processes and technology deliver social and economic growth, innovation, and creativity for the public good of the province and beyond.

A comprehensive review of the college structure will take place in the fall of 2023, which will include broad consultation and input from our campus community.

# Leadership Structure

The leadership structure of the university is laid out in the organizational chart below, outlining changes to reporting structure. Each college is led by a college dean/vice-provost who reports to the provost. Faculty deans report to the college dean/vice-provost who have been delegated this reporting authority by the provost.

With respect to the academic and administrative operations of the college, the college dean/vice-provost has the authority and decision-making power to implement all aspects of the college, such as providing common administrative, professional and academic services and driving the alignment of resources, such as budget, space, research and education program planning, and enrolment planning.



# Four Levels of the University

The U of A has four main academic and administrative levels: university, college, faculty, and department. These levels work together to align institutional strategy and structure across both academic and administrative components of the university. Importantly, there is minimal duplication among levels.

## Purpose for each of the four levels of the university

Level	Purpose
<b>University (President, Provost and Vice Presidents)</b>	Institutional strategy and policy; institutional performance; budget and space allocation; central admin and student services delivery through shared services and centres of expertise; quality assurance and consistency; institutional brand and marketing, external and alumni relations, and fundraising
<b>College</b>	College strategy, collaboration and coordination between and across other units; college (inclusive of faculties, and department) performance in budget, space, research and education program planning, and enrolment planning; alignment of resources for the delivery of the university’s core mission; support of institutional objectives for EDI (equity, diversity, and inclusivity) and II (Indigenous Initiatives); coordination and collaboration between disciplines in each college, between colleges and with standalone faculties for all aspects of the mission.
<b>Faculty</b>	Faculty strategy in alignment with college and university strategy; expanded responsibility for seeking opportunities to synergize faculty-level initiatives and priorities with those of the other faculties within the college. Responsible for the delivery of the academic programs within the faculty, the hiring and mentoring of faculty members (including support for their teaching and research), alumni relations and fundraising. For professional faculties, relations with the profession will remain the responsibility of the faculty dean.
<b>Department</b>	Program development and delivery, research, academic talent management

## Roles and responsibilities across the four levels of the university

Function	University	College	Faculty	Department
<b>Overall role</b>	Institutional strategy and policy, institutional performance, budget and space allocation, central admin and student services delivery, quality assurance and consistency, institutional brand and marketing, external and	College strategy, collaboration within and across colleges and coordination of all college resources (such as budget, space, strategic hiring, research and education program planning, and enrolment planning), accountability	Implement strategy within broader college and university strategy, research and education program development and innovation, academic talent management, faculty and	Program development and delivery, research, academic talent management



	alumni relations, fundraising	for performance, including that of faculties and departments	department performance, alumni relations, and fundraising	
<b>Leadership roles</b>	<p>Provost</p> <ul style="list-style-type: none"> <li>• Leadership of and authority for performance of colleges and faculties</li> <li>• Oversight of college and faculty deans</li> </ul> <p>VPs</p> <ul style="list-style-type: none"> <li>• Authority for strategy, policy and performance in relevant domain</li> </ul>	<p>College dean/vice-provost</p> <ul style="list-style-type: none"> <li>• Leadership of and authority for performance of college, including the faculty deans, faculties and departments within the college</li> </ul> <p>College General Manager</p> <ul style="list-style-type: none"> <li>• Deliver administrative, professional and academic services across the college.</li> <li>• With FGMs and partners, coordinate administrative support within and between the colleges through the FGMs and partner network.</li> <li>• Operational leadership</li> <li>• Manage professional and administrative staff</li> </ul>	<p>Faculty Dean</p> <ul style="list-style-type: none"> <li>• Leadership of and authority for faculty</li> <li>• Work with college dean/vice-provost to ensure faculty performance</li> </ul> <p>Faculty General Manager</p> <ul style="list-style-type: none"> <li>• Support dean</li> <li>• Work with CGM and partners to coordinate administrative, professional and academic services</li> <li>• Manage professional and administrative staff</li> </ul>	<p>Department chair</p> <ul style="list-style-type: none"> <li>• Leadership of and authority for department and delivery of academic programs</li> <li>• Recruitment and supervision of academic staff</li> </ul> <p>Department manager</p> <ul style="list-style-type: none"> <li>• Support chair in coordinating academic and administrative functions</li> </ul>
<b>Decision making</b>	<ul style="list-style-type: none"> <li>• Provost sets institutional academic direction and policy in consultation with PEC-S and Deans' Council</li> <li>• Other VPs set portfolio policy and direction in consultation with PEC-S</li> </ul> <p><i>Note: All decisions are made with appropriate consultation at all levels</i></p>	<ul style="list-style-type: none"> <li>• The college dean/vice-provost has decision-making authority for the college subject to the authority of the provost and the operating model</li> </ul>	<ul style="list-style-type: none"> <li>• The faculty dean has decision authority for the faculty subject to the authority of the college dean/vice-provost</li> </ul>	<ul style="list-style-type: none"> <li>• Department chair has decision rights for the department subject to authority of the deans and operating model</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• PEC-S sets admin budget, oversees budget model</li> <li>• Portfolio budgets managed by VPs</li> </ul>	<ul style="list-style-type: none"> <li>• The college dean/vice-provost is accountable for setting the budget of the college, including the faculties within the college, ensuring that the budget aligns with strategic priorities of the college and university</li> </ul>	<ul style="list-style-type: none"> <li>• The faculty dean is accountable for managing the faculty budget in each year, consistent with institutional targets that will be provided by the college dean</li> </ul>	<ul style="list-style-type: none"> <li>• Department chair will manage department budget</li> </ul>

# Overview of the model

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The university's operating model consists of a hybrid of centralized and decentralized services which promotes consistency, avoids duplication, and supports a one-university mindset and service culture. By integrating and centralizing administrative and professional services with academic services, the new operating model reduces the administrative burden on academic units. This frees them to focus on delivering high quality student learning, exceptional research, and mutually-beneficial local, national and international partnerships with industry, business, community organizations, and other community groups.

Administrative and professional services are those services that are typical of all large institutions and are required to ensure the successful operation of the university. This includes university services such as human resources, information technology services, finance and procurement, marketing and communications, as well as space and facilities maintenance. While typical of all institutions, within the university's context, these administrative and professional services underpin the effective delivery of the U of A's core mission. Academic services are those services that are specific to advancing and delivering teaching, research and community engagement. This includes support for teaching resources, student services and placements, laboratory and other active research support, and other areas such as course scheduling, timetabling and enrolment planning.

Each level in the organization is supported through the five core components of the service operating model: service centres, service partners, centres of expertise, colleges and shared services. These work together to meet the needs of students, academics and staff in the U of A community.

## Service Centres

Service centres provide users with a central space that can address and triage user enquiries according to need and complexity, and ensure the successful delivery of these services. They will be the "front door" to all services—no matter a user's question or need. The U of A has two service centres: one for student needs and one for staff and faculty needs. The centres include a digital platform where teams can resolve queries virtually; digital platforms are complemented by walk-in locations providing users with access to self-service portals or in-person services. Within the service centres, teams of support staff focus on specific areas. The staff in the service centre either serve the users directly or connect them to the office that can best help.

## Centres of Expertise

Centres of expertise consist of teams of functional specialists, delivering specialized services. Under the leadership of vice-president portfolios, centres of expertise provide broad institutional leadership developing strategy and policy, managing service standards, and ensuring service satisfaction. Specialized functions and services that are integral to the delivery of specific academic programs continue to be delivered within faculties.

# Service partners

Service partners provide functional support to colleges and faculties. Partners are directly accountable to associate vice-presidents for performance and indirectly to the college/faculty/unit. Their role is to meet service expectations of the college/faculty/unit in which they are embedded. Partners are the main link between the colleges/faculties/units and the specialists in the CoEs. They listen carefully to needs and determine ways to achieve these objectives. They provide strategic advice to college dean/vice-provosts, faculty deans, chairs, unit leaders, and their respective professional leaders.

Senior partners and service partner have similar but distinct roles:

## Senior partners

Senior partners are responsible for providing support to the colleges as coordinated by the college general manager and coordinating the service partners for faculties in that college. They report to their 'home' functions. The role of the senior partners is to:

- Provide dedicated support and advice to college leadership teams while maintaining a critical link with administrative activity and strategic direction centrally
- Coordinate support of teams of service partners representing Human Resources, Finance, Information and Communications Technology, External Relations, and Student Services and Administration

## Service partners

Service partners provide support to the faculties as coordinated by the faculty general manager, and report directly to the senior partners. The role of the service partners is to:

- Provide dedicated support and advice to faculty leadership teams while maintaining a link with central administration through reporting to the senior partners

The purpose of coordinating support through senior partners and service partners is to:

- Reduce duplication through effective use of partners
- Offer consistent service that is efficient, effective and flexible
- Improve and strengthen forward planning capability, using data to inform decisions
- Leverage central services so that service delivery is centrally efficient and locally responsive
- Transform into a professional, customer focused, strategically aligned service
- Focus on career building opportunities through movement within colleges and functions
- Be clear about objectives and responsible for outcomes
- Build on a history of ongoing improvement and transformation within faculties that results in a high-performance culture
- Focus on business process improvement through implementation

Other central units, including F&O, also provide dedicated and ongoing support to the colleges, but not in the form of a partner based in the college.

# Colleges, faculties and departments

Where specialized services and administrative needs are integral to academic and research programming, colleges (including faculties and departments) provide these services under the direction of a general manager who works closely with the college/vice-provosts, faculty deans, as well as shared services and the partner network to provide strategic advice and operational leadership on all professional and administrative functions within the college or faculty.

The new operating model aims to standardize administrative roles within each college and faculty, and across the university. Each college will have a college general manager (CGM) and most faculties have a faculty general manager (FGM).

CGMs work together to coordinate the provision of administrative support within and between the colleges through the FGMs.

## College general manager

- Accountable for delivery of administrative, professional and academic services across the college
- Works with the FGMs and partners to coordinate the provision of administrative support within and between the colleges through the FGMs and partner network
- service delivery
- Operational leadership
- Manage professional and administrative staff

## Faculty general manager

- Supports faculty dean and reports to the faculty dean
- Although FGMs report to the faculty dean and senior partners and partners report through their service streams, the CGM is accountable for delivery of administrative, professional and academic services across the college. The FGM will work with the CGM and partners to coordinate service delivery.
- Manage professional and administrative staff

# Shared Services

The Shared Services team streamlines transactional services and processes to create consistency, often taking advantage of automation technology. Teams of highly specialized transaction staff support the transaction hub. The activities that these staff and systems manage are typically high-volume activities that require standardized processes across the university. Shared Services staff focus on end-to-end process delivery, efficiency, and automation to support the work of the university.

A key element of the Shared Services is the Service Innovation Team, which is charged with measuring service satisfaction levels and ensuring that activities meet the needs of the institution efficiently and effectively.

# Roles and Responsibilities

A summary of the roles and responsibilities across the four levels of the university operating model (university, college, faculty, and department) is provided in the table below. These roles are separated into two categories:

1. Academic and administrative services
2. Main service functions

This section also describes each level of the university operating model, the relationships between levels, and the roles of the college dean/vice-provost, faculty deans, and department chairs. The section finishes with a summary of the important role of stand-alone faculties and their relationship with the university and colleges.

## Academic and Administrative Services

### Role and responsibilities between academic and administrative services

Function	University	College	Faculty	Department
<b>Professional and administrative services (e.g. HR, IT, Finance, ER) - model is in line with SET</b>	<ul style="list-style-type: none"> <li>• Institutional policy and strategy</li> <li>• Delivery of specialized functions and provision of service partners</li> <li>• Delivery of transactional processes through Shared Services</li> </ul>	<ul style="list-style-type: none"> <li>• CGM eads administration in the colleges</li> <li>• Coordinated embedded service partners at the college level</li> </ul>	<ul style="list-style-type: none"> <li>• FGM leads administration in the faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Department Manager (ADM) leading administration of the department</li> </ul>
<b>Academic services</b>	<ul style="list-style-type: none"> <li>• Institutional policy and strategy</li> <li>• Institutional academic supports</li> </ul>	<ul style="list-style-type: none"> <li>• College Office of Education and partners</li> <li>• College Office of Research and partners</li> <li>• College strategy, collaboration within and across colleges and coordination of all college resources (such as budget, space, strategic hiring, research and education program planning, and enrolment planning), accountability for performance, including that of faculties and departments</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty recruitment</li> <li>• Faculty Evaluation Committee (FEC)</li> <li>• Accreditation and quality assurance</li> <li>• Faculty specific/program specific research facilities (as needed and without duplication)</li> <li>• Faculty specific/program specific student services (as needed and without duplication)</li> <li>• Fundraising and alumni relations</li> <li>• Faculty specific/program specific work-integrated learning placements</li> <li>• Lab supports</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty hiring and career development and advancement</li> <li>• Delivery of research and education programs</li> <li>• TA/instructor assignment</li> <li>• Lab supports</li> </ul>

# Main service functions

## Research, including interdisciplinary and research support

- Research service partners are coordinated through the college. The College Office of Research will support interdisciplinary and large-scale research activities and research administration.
- Faculties continue to develop and deliver research strategies within the college strategy and institutional Strategic Research and Innovation Plan.
- Faculties lead recruitment and development within the faculty, with departments (where applicable) delivering research and managing researchers.

### Research: Roles and responsibilities

University	College	Faculty	Department
<ul style="list-style-type: none"> <li>• Overall research strategy</li> <li>• Research support services delivery, including service partners</li> <li>• Institutional research strategy and policies</li> <li>• Institutional compliance, reporting</li> <li>• Researcher development and training</li> </ul>	<ul style="list-style-type: none"> <li>• In coordination with the VPRI, college research strategy, particularly interdisciplinary activity, may include but not limited to:               <ul style="list-style-type: none"> <li>-Embedded research administration</li> <li>-Research facilitation and support</li> <li>-Researcher development and training program delivery</li> <li>-Facilitation and coordination of research commercialization</li> <li>-Long term infrastructure sustainability</li> <li>-Inter- and intra-college collaboration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Faculty recruitment</li> <li>• Faculty Evaluation Committee (FEC)</li> <li>• Accreditation and quality assurance</li> <li>• Research program/faculty specific facilities as needed</li> <li>• Program specific student services as needed</li> <li>• Fundraising and alumni relations</li> <li>• Program specific/faculty specific work-integrated learning placements</li> <li>• Lab supports</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty recruitment and searches</li> <li>• Research delivery</li> <li>• Faculty development</li> </ul>

## Student Services and Academic Programs

- The provost and vice-president (academic) is accountable for overall strategy, policy, and performance.
- The majority of student services are delivered through the Student Service Centre, and through Centres of Expertise in the Registrar’s Office, Dean of Students, University of Alberta International (UAI), FGSR, and Library and Museums. This includes: student recruitment and enrolment services; immigration advising; student wellness, mental health, and crisis response services; student financial support; and general advising and wayfinding.
- The College Office of Education and relevant partners are responsible for consolidated student services that include all aspects of student services that are not program specific. This office oversees both undergraduate and graduate education. College works with provost portfolios (UAI, RO, FGSR, DoS) on student services. These may include but are not limited to: coordinating program portfolios, teaching resources, facilities, interdisciplinary content, coordinating work-integrated learning, experiential learning across faculties and facilitating aspects of Continuing Professional Education initiatives, online program

development, instructional support, and quality assurance.

- Faculties provide leadership on the delivery of work-integrated and experiential learning, program expertise for academic advising, accreditation, program standards, requirements and policies. Faculties also ensure innovative and quality academic programs.
- FGSR is responsible for graduate studies administration, reporting, and quality assurance processes.
- Student Services should not be duplicated at multiple levels.

### Student Services: Roles and responsibilities

University	College	Faculty	Department
<ul style="list-style-type: none"> <li>• Overall strategy, policy, and performance.</li> <li>• Services delivered from Student Service Centre and Centres of Expertise (DoS, RO, UAI, FGSR, Library, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• With relevant partners and provost portfolios (UAI, RO, FGSR, DoS):               <ul style="list-style-type: none"> <li>○ Oversight of both undergraduate and graduate education</li> <li>○ Consolidation of student services that include all aspects of student services that are not program specific.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Program expertise for academic advising,</li> <li>• Work-integrated and experiential learning delivery</li> <li>• Innovative and quality academic programs development</li> <li>• Accreditation</li> <li>• Program standards, requirements and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Disciplinary expertise for academic advising</li> <li>• Student learning experience</li> <li>• Instructor support</li> </ul>

### Undergraduate programs: Roles and responsibilities

University	College	Faculty	Department
<ul style="list-style-type: none"> <li>• Overall academic structure and government reporting</li> <li>• Majority of student services delivery</li> <li>• Quality assurance processes</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent and cost-effective program portfolio across college faculties</li> <li>• Support for collaborative programs within the university</li> <li>• Reduction in duplication of content</li> </ul>	<ul style="list-style-type: none"> <li>• Overall program architecture, initiating new and closing old programs</li> <li>• Program quality assurance across faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Program design, delivery and assurance</li> <li>• Student engagement</li> </ul>

### Graduate programs: Roles and responsibilities

University	College	Faculty	Department
<ul style="list-style-type: none"> <li>• Overall academic structure</li> <li>• Graduate studies administration (FGSR)</li> <li>• Scholarships</li> <li>• Quality assurance processes</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent and cost-effective program portfolio across college faculties</li> <li>• Service consistency and outcomes</li> <li>• Embedded graduate studies administration in partnership with FGSR</li> </ul>	<ul style="list-style-type: none"> <li>• Program design, delivery and assurance</li> </ul>	<ul style="list-style-type: none"> <li>• Program design, delivery and assurance</li> <li>• Student funding</li> </ul>

## International

- The university leads overall policy and strategy.
- Central units lead international recruiting, study abroad programming, and relationship management in line with the university strategy.
- Colleges lead strategic initiatives and programs to pursue multidisciplinary relationships and joint venture execution.
- Faculties manage discipline-specific relationships and joint venture execution in line with the university strategy.

### International: Roles and responsibilities

University	College	Faculty	Department
<ul style="list-style-type: none"> <li>• Institutional policy and strategy</li> <li>• Int'l recruiting, study abroad, relationship management</li> </ul>	<ul style="list-style-type: none"> <li>• Pursuit of multidisciplinary relationships to further international collaboration</li> <li>• Joint venture execution</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline-specific relationships, joint venture execution</li> </ul>	

## Equity, Diversity, Inclusion & Indigenous Initiatives (EDI & II)

- The provost is accountable for institutional policy and strategy.
- Indigenous initiatives and strategies are outlined in [Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan](#).
- EDI and II strategy is outlined in [University of Alberta's Strategic Plan for Equity, Diversity, and Inclusivity](#).
- Colleges lead and coordinate EDI and II strategic initiatives working with all relevant portfolios and faculties and departments.
- Faculties and departments deliver research, curriculum, and program initiatives.

### EDI & II: Roles and responsibilities

University	College	Faculty	Department
<ul style="list-style-type: none"> <li>• Institutional policy and strategy</li> <li>• Institutional initiatives and collective agreement issues</li> <li>• EDI&amp;II performance measures</li> <li>• EDI&amp;II data collection and reporting</li> </ul>	<ul style="list-style-type: none"> <li>• College EDI&amp;II in faculty and student recruitment</li> <li>• College initiatives to promote diversity, support inclusiveness and improve equity</li> <li>• Facilitation of EDI&amp;II performance measures</li> </ul>	<ul style="list-style-type: none"> <li>• Program initiatives in reconciliation and Indigenization</li> <li>• Improvements in response to feedback on EDI&amp;II performance measures</li> </ul>	<ul style="list-style-type: none"> <li>• Unique EDI&amp;II goals</li> </ul>



## External Relations and Advancement

- The vice-president (external relations) is accountable for overall institutional strategy and policy, as well as institutional performance across government and community relations, communications, marketing, branding, alumni relations, and fundraising.
- The VPER leads institutional government and community relations, marketing and communication activity, alumni relations and fundraising, emergency issues management, and overall coordination and alignment, to ensure the cohesive representation and positioning of one University of Alberta.
- The VPER drives collaboration, coordination, and resource management between and across the portfolios and colleges, using CoEs and embedded partners. Colleges assist with collaboration and coordination.
- Embedded partners are coordinated at the college level and the college interfaces with ER portfolio.
- Faculty fundraising priorities, strategies and activities are facilitated by embedded partners supported by CoEs.
- The majority of Alumni Relations programming will continue to be delivered by the CoE with faculty specific contributions to content and engagement initiatives provided by embedded ER partners.
- Faculty marketing and communications are delivered through embedded ER partners and CoEs.
- Departments (where applicable) use faculty and college resources to support fundraising, alumni, marketing, and communication initiatives at the departmental level.

### External Relations and Advancement: Roles and responsibilities

University	College	Faculty	Department
<ul style="list-style-type: none"> <li>• Institutional strategy and policy, institutional performance across government and community relations, communications, marketing, branding, alumni relations, and fundraising</li> <li>• Institutional marketing and communication activity, alumni, fundraising, and government and community relations</li> <li>• Institutional emergency issues management</li> <li>• Overall coordination and alignment and resource management between and across colleges</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration, coordination between and across colleges and the ER portfolio</li> <li>• Embedded partners coordinate at the college level and the college interfaces with ER portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Faculties fundraising priorities, strategies and activities are facilitated by embedded partners supported by CoEs.</li> <li>• Faculty marketing/ comms activity with embedded ER partners and the CoE</li> </ul>	<ul style="list-style-type: none"> <li>• Department advancement, marketing and communication initiatives facilitated by embedded partners</li> </ul>

## Continuing and professional education (CPE)

- The provost’s office leads overall institutional strategy and policy.
- Central units drive institutional branding, market assessment, IT and registrarial platforms and pedagogy supports.
- Colleges and faculties progress individual initiatives in alignment with the university-wide approach.

### Continuing and Professional Education: Roles and responsibilities

University	College	Faculty	Department
<ul style="list-style-type: none"> <li>• Institutional policy and strategy</li> <li>• Institutional branding, market assessment, IT and registrarial platforms and pedagogy supports</li> </ul>	<ul style="list-style-type: none"> <li>• College initiatives in CPE</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty initiatives in CPE</li> </ul>	

## Specific support for stand-alone faculties

Stand-alone faculties (Faculty of Native Studies, Campus Saint-Jean, and Augustana) stand separately from the colleges, and are led by faculty deans. Faculty deans of stand-alone faculties report directly to the provost.

To enable effective communications and to ensure that the flow of information and advice to and from the stand-alone faculties to the centre is clear and comprehensive, there is stand-alone faculty representation on university committees and working groups.

Relationship with university:

- PEC-S must be fully consulted on initiatives proposed by stand-alone faculties that intersect with, or have an impact upon, central portfolios and university-wide strategies.
- Colleges promote coordination and collaboration with standalone faculties for all aspects of the teaching and research mission.

## Conclusion

Working as One University, the U of A can deepen the capacity to address society’s big challenges. We can advance the whole spectrum of human health and wellness. We can advance science from pure discovery to innovations that can improve all our lives. We can build an inclusive, equitable, just, prosperous and creative society with opportunity for all. Together, we can build a university that is forward-looking and innovative.