ALTG Principles and Objectives

1. Decisions should be data-driven and support our commitment to excellence and competitiveness in our core areas of academic programming, research and service
2. Establish a consistent approach to academic leadership roles across Colleges, Faculties and Departments
3. Ensure that administrative aspects of the leadership roles are supported by non-academic staff, within the approved operating model
4. Streamline leadership needs so that the total number of academic leaders is reduced by 25%
5. Define responsibilities of each leadership role, ensuring that each responsibility is one that must have a professor to execute
6. Align roles at each level with its primary responsibility based on the authority matrix.
7. Wherever possible, elevate the level of the role to achieve economies of scale and greater coordination across the institution.
8. Allocate number of leaders reflecting relevant drivers for the particular responsibility
9. The location of administrative staff (under SET) must resonate with the location of academic leaders performing a complementary function.
ALTG Report

- Released November 4
- Consists of data, analysis, objectives, and options
- Does not contain a prescriptive way forward because ALTG is one of three current interrelated initiatives related to implementation of the College Model.
  - SET Service Streams: Student Services and Research Administration
  - Consolidation of functions at the College level
- Design to move forward will have to integrate all three processes
ALTG Process

- Focused on Associate Dean, Associate Chair roles for research, teaching, graduate administration
- Gathered data on leader distribution, drivers for functions, productivity by function
- Identified what high level outcomes we are trying to achieve by deploying academics into these roles (research, teaching, graduate)
- Identified the role of academic leader in achieving those outcomes (vs other players in the system)
- Mapped the academic leader roles against layers in organizational structure
- Looked at strategies and scenarios for reducing the number of leaders
Understanding Current State

- Academic leaders are tightly linked to our organizational structure.
- Faculties and Departments vary considerably in size.
  - This structural alignment leads to highly variable levels of responsibility, workload, service, functions across roles.
- There is a wide range of approaches to deploying academic leaders.
  - This implied inefficiency of these resources, at least in some units.
Current Academic Structure

Academic Structure

Social Sciences & Humanities
312 66 102 31
Arts Bus Edu Law

112 220 295
ALES Engg Sci

35 615 38 19 34 32
KSR FoMD Nurs Phar Rehab SPH

Standalone Faculties
55 30 14
Aug CSJ NS

Administrative Faculties
4 2
FGSR Ext

*Joint department

2014 - number of professors as of Oct. 1, 2020
# Current Deployment of Academic Leaders

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<th>Faculty/Unit</th>
<th>AVP</th>
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</table>
Drivers for Graduate Administration

![Graduate Students per Graduate Leader](image-url)

- **Total**
- **Thesis**

- ALES
- Arts
- Business
- Education
- EngB
- CSJ
- FNS
- KSR
- Law
- FoMD
- Nursing
- Pharmacy
- SPH
- Rehab Med
- Science
Drivers for Teaching

Normalized FLE, Sections, Enrolments per Leader

- FLE (x552.4)
- Sections (x141.9)
- Enrol (x5653.4)
Drivers for Research

Normalized TriCouncil $, Applications, # Researchers per Research Leader

- TriCS (x$3.3M)
- Apps (x127.8)
- Profs (x69.3)
The unit has an effective and ambitious research strategy, including areas of current and future specialization, partnerships with key organizations, and recognized/effective Centres and Institutes.

- Researchers in the unit feel connected to the strategy and to a strong research culture, have access to effective mentorship and onboarding processes.

The unit has a strong academic link with the Office of the VP (Research and Innovation) on institutional initiatives and strategies.

The unit routinely and effectively participates in large, complex, interdisciplinary, and multi-institutional grants and projects.

The unit has enhanced research productivity and grant success.

The unit is effectively represented on provincial, national, and international discipline-related organizations.

The unit contributes to provincial and federal government policy development and program development.

Research activities are strategically linked to advancement activity and external relations activity.

Research activities are supported by effective infrastructure.

Relationship, issues, and crisis management are undertaken in alignment with research strategy for the unit.

The unit supports commercialization and entrepreneurship and provides resources to support faculty members pursuing such activities.
Graduate Leader Outcomes

- The unit is a destination of choice for high-quality graduate students.
- The unit has high-quality and innovative graduate programs including curriculum and course offerings
  - Program curricula are current, evidence/knowledge informed, and future-focused.
  - Instruction occurs with effective pedagogy
- The unit delivers a consistent, high quality graduate student experience, including advising.
- Principles of EDI are present in curriculum and classroom interactions.
- Indigenous initiatives are incorporated into curriculum and program design.
- Instructors and instructional resource staff are effectively managed.
- Teaching labs and infrastructure are effectively managed to meet program needs.
- Graduate students are engaged in the research productivity and culture of the faculty.
- Graduate students understand and incorporate principles of EDI in their work.
- Graduate students are effectively engaged in undergraduate education as principal instructors or Teaching Assistants.
- Graduate students have access to cross-faculty collaborations.
- Graduate student outcomes are strong (e.g. completion rates, and times, subsequent placements)
- Graduate enrolment and funding resources are strategically managed.
- Graduate faculty have access to effective mentorship and support for graduate supervisory development.
Undergraduate Leader Outcomes

- The unit attracts high-quality undergraduate students to its programs and courses.
- The unit has high-quality and innovative undergraduate programs.
  - Program curricula are current, evidence/knowledge informed, and future-focused.
  - Instruction occurs with effective pedagogy.
- The unit delivers a consistent, high quality undergraduate student experience, including advising.
- Principles of EDI are present in curriculum and classroom interactions.
- Indigenous initiatives are incorporated into curriculum and program design.
- Instructors and instructional resource staff are effectively managed.
- Teaching labs and infrastructure are effectively managed to meet program needs.
- Undergraduate enrolments are strategically managed.
- Academic standards are rigorous.
- Programs maintain successful accreditation standards.
- The unit has strong processes to monitor academic integrity.
- Instructors are connected to a strong teaching culture and have access to effective mentorship and coaching for development.
# Mapping Outcomes to Roles (example)

<table>
<thead>
<tr>
<th>Undergraduate OUTCOMES</th>
<th>ASPECT</th>
<th>Central</th>
<th>Academic Leader</th>
<th>ROLES</th>
<th>Chair/Unit Leader</th>
<th>Professor</th>
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<tbody>
<tr>
<td>The unit attracts high-quality undergraduate students to its programs and courses.</td>
<td>Recruitment</td>
<td>Overarching recruitment, fees, marketing, scholarships &amp; communications</td>
<td>Provides key information to support team about nature of the programs and courses; advise recruiters on strengths of programs and opportunities for students.</td>
<td>Works with Central on program-specific recruitment issues and materials. Shares information and insights about programs provided by academic leaders. Escalates issues to Academic Leader as needed.</td>
<td>Provides high level direction to Academic Leader consistent with Unit strategy</td>
<td>Teaching excellence by instructors and research opportunities are foundational in attracting students</td>
</tr>
<tr>
<td>Admissions</td>
<td>Oversees the admission process</td>
<td>Sets and oversees admissions standards. Makes decisions about exceptions and complicated cases</td>
<td>Works with Central on routine admissions processing. Escalates to Academic Leader on complicated cases</td>
<td>Provides high level direction to Academic Leader consistent with Unit strategy</td>
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<tr>
<td>The unit has high-quality and innovative undergraduate programs.</td>
<td>Program development</td>
<td>Sets institutional policy and procedures for program development and oversight. Provides resources to support program innovation and quality assessment</td>
<td>Leads development of strong program offerings, structure, content; course offerings. Ensures program curricula are current, evidence/knowledge informed, and future-focused.</td>
<td>Provides high level direction to Academic Leader consistent with Unit strategy. Recruits new talent that shapes long term program evolution. Ensures teaching resources matches program needs. Convenes and ensures unit consensus on program strategy</td>
<td>Participates and provides specific expertise to curriculum committees. Provide outstanding classroom experiences that form the heart of high-quality programs</td>
<td></td>
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</table>
Options for Reducing the Number of Academic Leaders

- Reduce the number of departments
  - Existing practices of academic administration remain unchanged, but would impact sense of affiliation to existing units
- Proportional reduction of leaders, local response
  - Maximizes flexibility to the Faculties, but lacks an institutional approach or standards
- Driver-based leader allocations, threshold response
  - All faculties would need to make significant changes, lack of continuity and consistency
- Driver-based leader allocations, structural realignment of function
  - Elevating responsibilities to College, Faculty, with drivers-based approach
Possible Structural Alignments

Dept Clusters

Faculty Alignment
Possible Structural Alignments

Faculty Clusters

College Alignment
## Driver Levels for the Proposed Thresholds

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<th>Function</th>
<th>Driver</th>
<th>Value</th>
<th>Weighting</th>
<th>Threshold/leader</th>
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<td>Total profs</td>
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<td>Total course-based</td>
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<td>Total course reg.</td>
<td>256,662</td>
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### Possible Allocation Scenario in a Faculty-aligned Model

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Next Steps

- Gathering feedback from various groups
- Discussions at Deans’ Council and with College Deans on how to integrate these discussions with the other two complementary processes
- Update the Operating Model released in the Spring.
- Implementation of new academic leadership structure likely on July 1, 2022
Questions and Discussion
Leading with Purpose.