

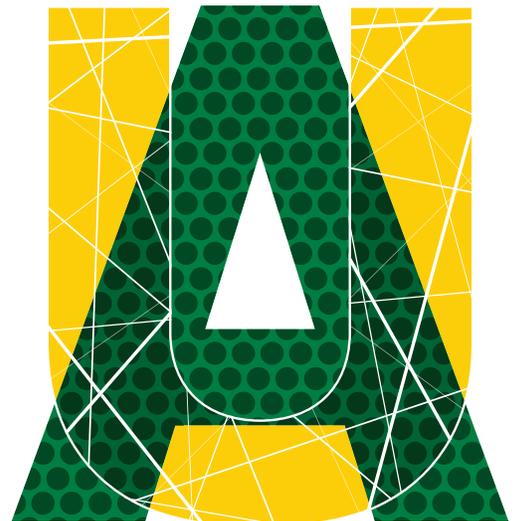


UNIVERSITY
OF ALBERTA

Academic Leaders Task Group Report

University of Alberta for Tomorrow

NOVEMBER 2021

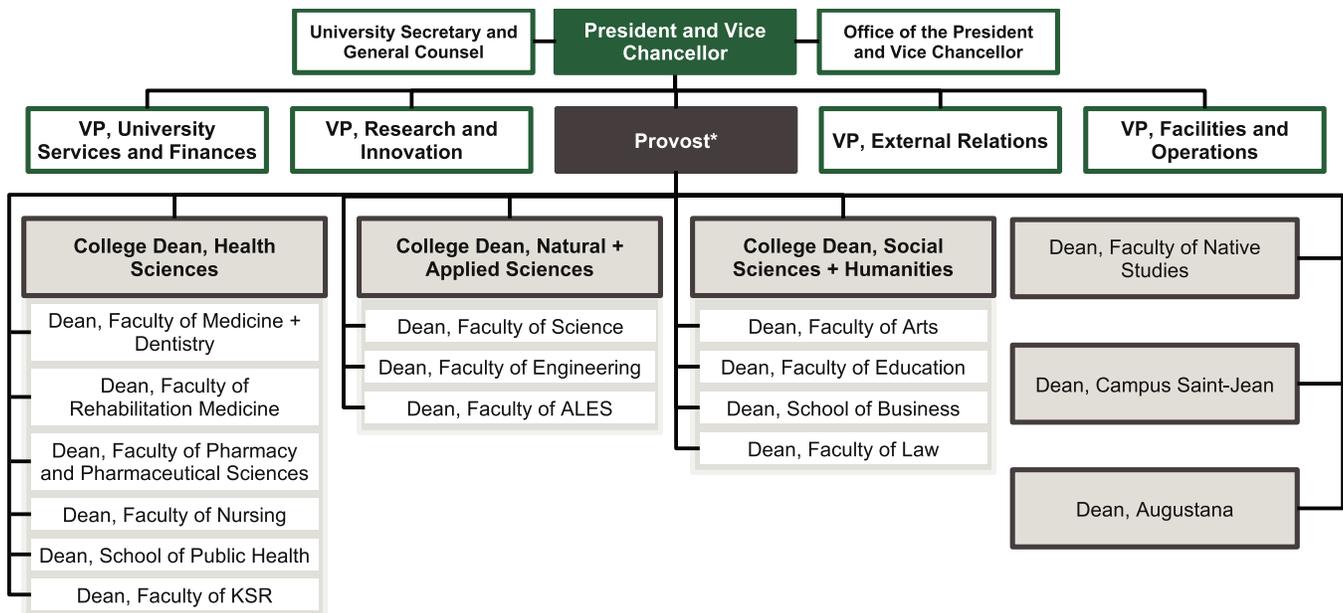


History and Background

Effective July 1, 2021, the University of Alberta established three new colleges, bringing together 13 faculties organized around shared disciplinary concerns. The three colleges are:

- [College of Health Sciences](#)
- [College of Natural and Applied Sciences](#)
- [College of Social Sciences and Humanities](#)

Each college is led by a collegial council of deans and is being implemented by a seconded college dean. Faculties within the colleges remain, preserving their unique identity and history, with faculty deans having authority over all academic decisions and budget. Campus Saint-Jean, Augustana, and Faculty of Native Studies remain as stand-alone faculties to preserve and enhance their connections to key communities and partners.



**includes institution-wide supports such as as DoS, RO, FGSR, Extension, Library & Museums, and UAI*

The new structure offers many benefits and opportunities, including enhanced opportunities for interdisciplinary teaching, research, and community service while preserving faculty identity. One of the key goals of the new academic structure is reducing expenditures through economies of scale and reduction of academics in leadership roles.

Aligning with the establishment of the new colleges was the release of the university’s [new operating model](#), which outlines authorities, responsibilities, and functions within the new academic structure.

In discussions at the time about how the new operating model would be led, the role of academic leaders, and the commitment to reduce the number of academic leaders, members of the community made clear that further engagement with various levels of academic units in the institution would be important before confirming how academic leaders would be deployed in the new model, and how the overall number of academic leaders would be reduced. In response to that feedback, the provost established the [Academic Leaders Task Group \(ALTG\)](#).

Why the Academic Leaders Task Group?

Reconsidering how we structure academic leadership presents opportunities to reduce administrative costs and focus resources on the academic mission. Academic functions that can be aligned/ coordinated with the administrative support functions can be more complementary/integrated. Our goal is that academic leaders will provide strategy and direction to administrative leaders and support teams, who will engage their professional and administrative expertise to advance strategy, ensure functional and efficient operations, and complete transactional work.

Through this work, we can harmonize processes, service standards, responsibilities, roles, and workloads, we can more consistently serve our students and researchers, and we can streamline and optimize administrative work. We can increase scope and build capacity for enhanced collaboration and interdisciplinarity, be more nimble and coordinated as an institution, and ensure that we are dedicating our academic leadership resources to roles and responsibilities that must be completed by a professor. We can build more meaningful roles, and structures for their continuity, transitions, growth and specialization. And lastly, we can scale functions to a larger university community.

This work requires an understanding of how academic leaders are currently being deployed across the institution and for what roles. It requires consideration of how an institutional model can create positive consistency while taking into account disciplinary differences that impact the roles of academic leadership. It requires consideration of what we hope to achieve by engaging academics in leadership roles, and what aspects of those achievements must feature in the leadership roles themselves. And then we must consider how those roles fit in the new operating model with a goal that functions will be consolidated at the College level where possible, and that the overall number of leaders would be reduced. This work summarizes the task of the ALTG.

ALTG Membership

- Provost (Chair)
- VP (Research & Innovation)
- 1 College Dean
- 2 Faculty Deans
- Vice Provost & Dean, FGSR
- 2 Chairs
- 1 Associate Dean (Research)
- 2 Associate Deans (Graduate) (representing one departmentalized and one non-departmentalized faculty)
- 1 Associate Chair (Graduate)
- 1 Associate Chair (Undergraduate)
- 1 College General Manager
- 1 Faculty General Manager
- Students' Union President
- Graduate Students' Association President

Overview

Over the last three months, the Academic Leaders Task Group (ALTG) has met as a full group seven times, plus additional meetings and offline engagement in small groups, to review academic leadership roles in the context of the University of Alberta's new academic structure and to develop recommendations on how to best deploy one of the university's most critical resources: our professors. The review focused on the number, location and responsibilities of academic leaders at the department, faculty, college and institutional levels.

The task group's two core objectives were:

- To sustain strong, strategic and effective leadership with the minimal number of professors and a harmonization of roles, service levels and functions (recognizing that there are unique aspects in every discipline that must be considered).
- To reduce expenditures through economies of scale and reduction of academics in leadership roles by 25%.

Key Considerations

- In a time of constrained resources, it is imperative that we devote the maximum amount of human and financial resources possible to the university's core mission.
- Academic strategy, policies and standards must be in the hands of those who have a deep and first-hand knowledge of the academic mission.
- Over deploying professors into administrative roles risks diminishing the institution's capacity for teaching and research and tends to employ a highly talented, specialized and expensive group in work that is quite different from its academic training.
- Historically, the assignment of professors into academic leadership positions has been driven by organizational structure rather than drivers of workload such as number of faculty, students or research intensity. Given that our faculties range in size from 14 to over 600 professors, departments range from a handful to almost 200, the scope of responsibility of current academic leaders in similar roles varies widely.
- By grouping some academic leaders at the college level, the colleges provide an opportunity to enhance efficiency and consistency in how academics are deployed in administrative roles.
- Academics in leadership roles typically report that the administrative duties always consume much more time than they had anticipated and lead to a seriously detrimental impact on their research and scholarly output.

Academic Leadership Task Group Objectives and Principles

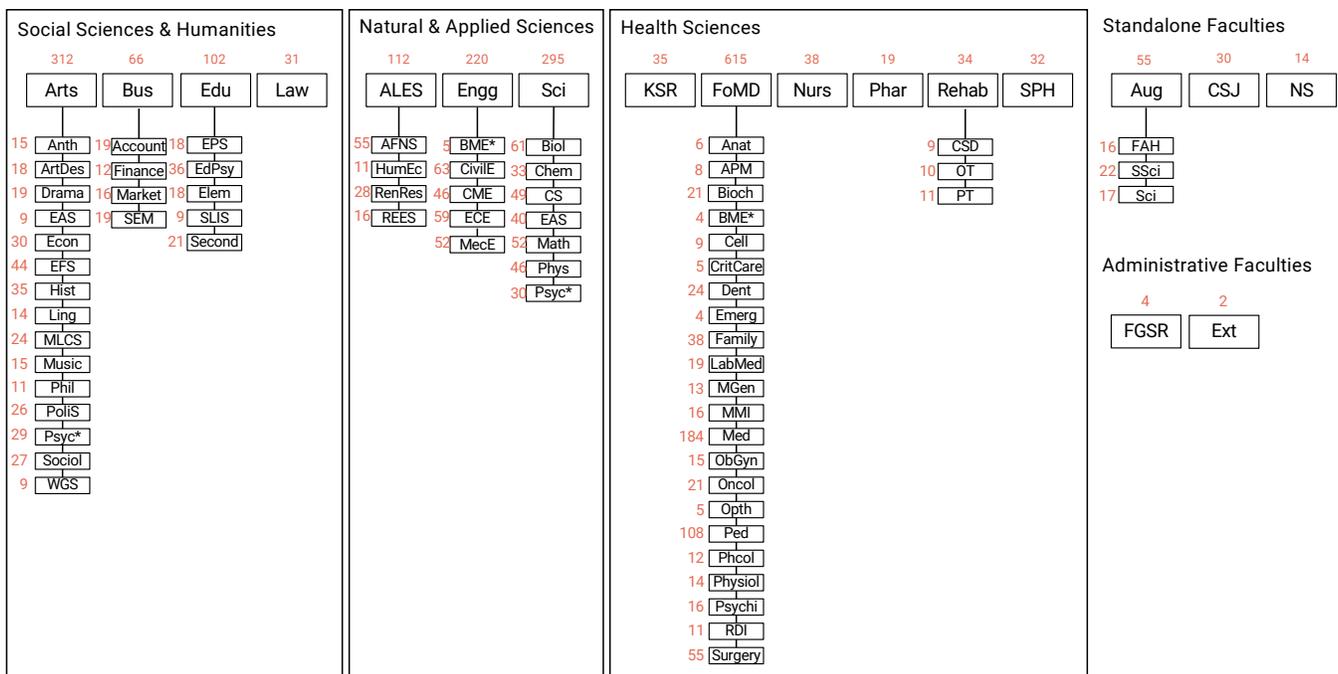
- 1 Decisions should be data-driven and support our commitment to excellence and competitiveness in our core areas of academic programming, research and service
- 2 Establish a consistent approach to academic leadership roles across Colleges, Faculties and Departments.
- 3 Ensure that administrative 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

Understanding Current State

The ALTG began their work by discussing potential structures for academic leadership models at the university, and by understanding the current state of how academic leaders are deployed at the University of Alberta. Members discussed the value of centralizing structures to ensure collective, consistent and efficient organization of activities, and to aligning administrative and academic supports.

Currently, the academic leader roles are tightly linked to our organizational structure. For example, each department has a chair and approximately 3 associate chairs, and every faculty has a dean and approximately four vice and/or associate deans. Because our faculties and departments vary considerably in size, this structural alignment leads to highly variable levels of responsibility, workload, service, functions across roles that appear otherwise consistent. For example, in some departments, one third of all faculty members are in leadership roles, whereas in others it is fewer than 3%. Of course, the degree of secondment (teaching/research release) does vary between departments and faculties for those in these positions. Also noted is that teaching load varies which can impact leadership needs.

Academic Structure



2014 - number of professors as of Oct. 1, 2020

*joint department

The table below demonstrates the very wide range of approaches to deploying academic leaders across the faculties currently. (Data are for a point in time in October 2020 and do fluctuate.)

Deployment of Academic Leaders per Faculty

Faculty/Unit	AVP	Dean	Vice D	AD Res	AD Grad	AD Acad	AD Stud	AD Int'l	AD EDI	AD Other	Chair	AC Grad	AC Ugrad	AC Res	AC Other	Grad Co	Director	Total
ALES		1	1	1	1	1					4	2	1	2		2	3	19
Business		1	1	1	2	1			1		4							11
Arts		1	1	1	1	2	1				15	15	15	1			4	57
Augustana		1	1	1		1	1				4		2				2	13
CSJ		1	1	1	1	2												6
Education		1	1	1	1	1				1	5	4	4			2		21
Engineering		1	1	1			2			1	4	4	5	3			6	28
FGSR		1	1		4													6
KSR		1	1	1	1	1												5
Law		1	1	1	1													4
FoMD		1	4		1	4		1	1	9	21	4	3	1	7	15	7	79
Native Studies		1		1	1	1												4
Nursing		1	1	1	1	1				1								6
Pharmacy		1		1		4		1									2	9
Rehab Med		1	1		1	1					3				3	1		11
SPH		1	1	1		1												4
Science		1	1	1	1	1	1		1		6	6	7	6			4	36
Students		1	1															
VP(Academic)	4																	
VP(R&I)	4																	
Grand Total	8	18	19	14	17	22	5	2	3	12	66	35	37	13	10	20	28	329

Drivers for Resourcing

The data below shows that resourcing of academic leaders varies widely across faculties on an intensity basis. This implies inefficiencies of resources at least in some units, underprovision in other units and inequities of services across the board.

Research Drivers (Funding from 2019-20, Applications from 2020-21)

2019-20 Data	Total						Per Leader					Per Prof			
	Faculty	Total \$	TriC \$	Apps	Grants	Profs	Leaders	Total \$	TriC \$	Apps	Grants	Profs	Total \$	TriC \$	Apps
ALES	35,333,053	7,736,629	349	230	112	3	11,777,684	2,578,876	116.3	76.7	37.3	315,474	69,077	3.1	2.1
Arts	10,061,704	2,195,622	208	144	312	2	5,030,852	1,097,811	104.0	72.0	156.0	32,249	7,037	0.7	0.5
Augustana	574,848	240,096	41	19	55	1	574,848	240,096	41.0	19.0	55.0	10,452	4,365	0.7	0.3
Business	4,398,872	424,198	44	30	66	1	4,398,872	424,198	44.0	30.0	66.0	66,650	6,427	0.7	0.5
Education	3,710,250	1,156,838	72	47	102	1	3,710,250	1,156,838	72.0	47.0	102.0	36,375	11,342	0.7	0.5
Engineering	62,505,844	24,946,270	652	425	220	4	15,626,461	6,236,567	163.0	106.3	55.0	284,117	113,392	3.0	1.9
KSR	4,199,773	875,428	85	48	35	1	4,199,773	875,428	85.0	48.0	35.0	119,994	25,012	2.4	1.4
Law	2,176,732	191,460	22	17	31	1	2,176,732	191,460	22.0	17.0	31.0	70,217	6,176	0.7	0.5
FoMD	144,842,331	30,652,046	1,243	576	615	2	72,421,165	15,326,023	621.5	288.0	307.5	235,516	49,841	2.0	0.9
Native Studies	477,209	77,680	20	14	14	1	477,209	77,680	20.0	14.0	14.0	34,086	5,549	1.4	1.0
Nursing	5,506,504	1,021,442	107	43	38	1	5,506,504	1,021,442	107.0	43.0	38.0	144,908	26,880	2.8	1.1
Pharmacy	3,708,683	1,186,992	54	19	19	1	3,708,683	1,186,992	54.0	19.0	19.0	195,194	62,473	2.8	1.0
SPH	12,410,413	4,176,022	105	52	32	1	12,410,413	4,176,022	105.0	52.0	32.0	387,825	130,501	3.3	1.6
Rehab Med	4,990,736	764,599	122	45	34	1	4,990,736	764,599	122.0	45.0	34.0	146,786	22,488	3.6	1.3
CSJ	859,418	430,204	34	18	30	1	859,418	430,204	34.0	18.0	30.0	28,647	14,340	1.1	0.6
Science	91,798,348	18,846,874	547	370	295	7	13,114,050	2,692,411	78.1	52.9	42.1	311,181	63,888	1.9	1.3
Total	387,554,717	94,922,399	3,705	2,097	2,010	29	13,363,956	3,273,186	127.8	72.3	69.3	192,813	47,225	1.8	1.0

Graduate Drivers (Headcount from 2020-21)

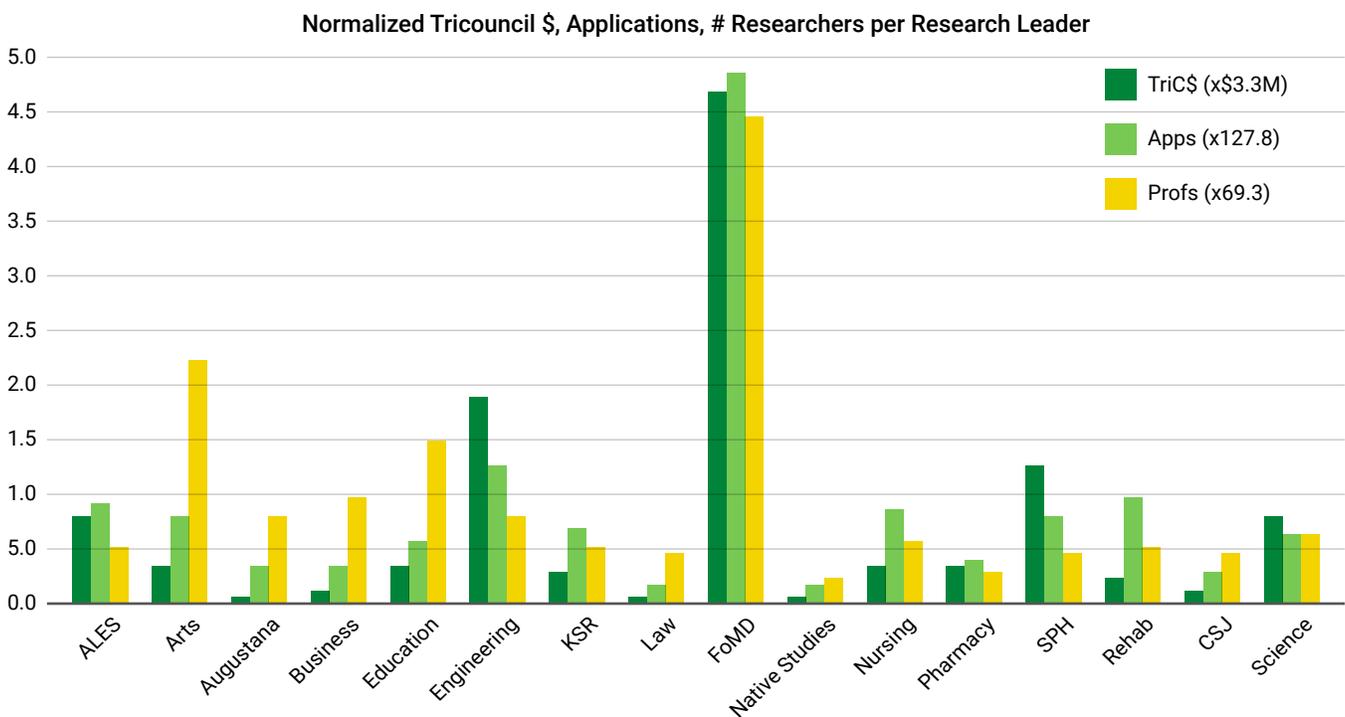
Faculty	Students				Grad Staff			Students per			Thesis Student per		
	M-C	M-T	PhD	Total	Admin	Leader	Prof	Admin	Leader	Prof	Admin	Leader	Prof
ALES	37	245	216	498	2.1	5	114	232.7	99.6	4.4	215.4	92.2	4.0
Arts	84	236	374	694	8.5	16	313	82.0	43.4	2.2	72.1	38.1	1.9
Augustana													
Business	662	0	47	709	6.1	2	63	115.5	354.5	11.3	7.7	23.5	0.7
CSJ	13	11	0	24	0.5	1	31	51.1	24.0	0.8	23.4	11.0	0.4
Education	609	68	255	932	5.1	7	103	183.1	133.1	9.0	63.5	46.1	3.1
Engineering	359	589	779	1727	9.8	6	221	176.9	287.8	7.8	140.2	228.0	6.2
Extension	41	27		68	1.4		14	50.0	-	4.9	19.9		1.9
KSR	23	37	50	110	1.4	1	37	77.5	110.0	3.0	61.3	87.0	2.4
Law	0	7	5	12	0.5	1	31	24.0	12.0	0.4	24.0	12.0	0.4
FoMD	3	286	291	580	13.6	20	629	42.6	29.0	0.9	42.3	28.9	0.9
Native Studies	0	11	15	26	0.4	1	14	65.0	26.0	1.9	65.0	26.0	1.9
Nursing	79	28	66	173	1.0	1	41	173.0	173.0	4.2	94.0	94.0	2.3
Pharmacy	0	20	20	40	1.0	0	19	40.8		2.1	40.8		2.1
Public Health	126	77	46	249	1.1	0	35	228.4		7.1	112.8		3.5
Rehab Med	808	32	50	890	3.6	2	29	249.3	445.0	30.7	23.0	41.0	2.8
Science	155	530	584	1269	6.6	7	296	192.9	181.3	4.3	169.3	159.1	3.8
FGSR					13.1	5							
Total	2999	2204	2798	8001	75.7	75	1990	105.7	106.7	4.0	66.1	66.7	2.5

Teaching Drivers (Data from 2020-21)

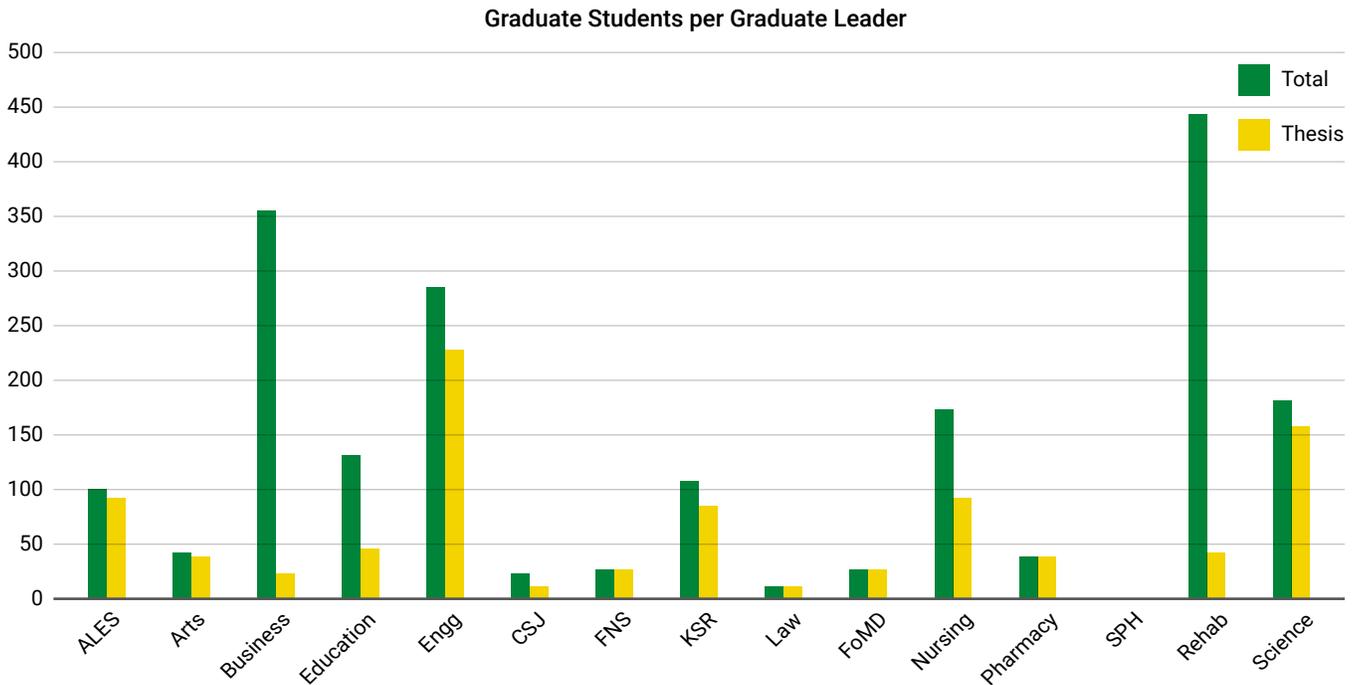
Faculty/Unit	Teaching (2020-21)			Academic	Per Leader		
	FLE	Sections	Enrol	Leaders	FLE	Sections	Enrol
ALES	1,875.4	461	14,291	2	937.7	230.5	7,145.5
Arts	5,796.8	1,919	72,805	18	322.0	106.6	4,044.7
Augustana	904.4	406	10,357	4	226.1	101.5	2,589.3
Business	2,503.4	513	24,394	1	2,503.4	513.0	24,394.0
Education	3,381.6	514	16,992	5	676.3	102.8	3,398.4
Engg	6,091.8	1,118	56,594	7	870.3	159.7	8,084.9
KSR	981.2	302	10,348	1	981.2	302.0	10,348.0
Law	575.1	177	5,946	1	575.1	177.0	5,946.0
FOMD	1,759.3	375	11,447	7	251.3	53.6	1,635.3
FNS	168.5	61	1,772	1	168.5	61.0	1,772.0
Nursing	1,541.3	292	9,786	1	1,541.3	292.0	9,786.0
Pharmacy	621.7	76	7,880	4	155.4	19.0	1,970.0
SPH	247.4	70	1,596	1	247.4	70.0	1,596.0
Rehab	897.9	84	3,920	1	897.9	84.0	3,920.0
CSJ	750.7	258	5,130	2	375.3	129.0	2,565.0
Science	7,051.2	2,538	113,477	9	783.5	282.0	12,608.6
Total Faculties	35,906.5	9,225	367,474	65	552.4	141.9	5,653.4

One of the questions that the ALTG sought to answer was: “How many academic leaders do we need to support a particular activity?” If we are prepared to consider that the answer may lay outside a structure that assigns leaders simply along unit lines but rather in a manner that more closely aligns to activity, then we need to consider what the drivers for that activity should be. While it is possible to oversimplify, some straightforward drivers can provide a sense of the diverse standards we currently have.

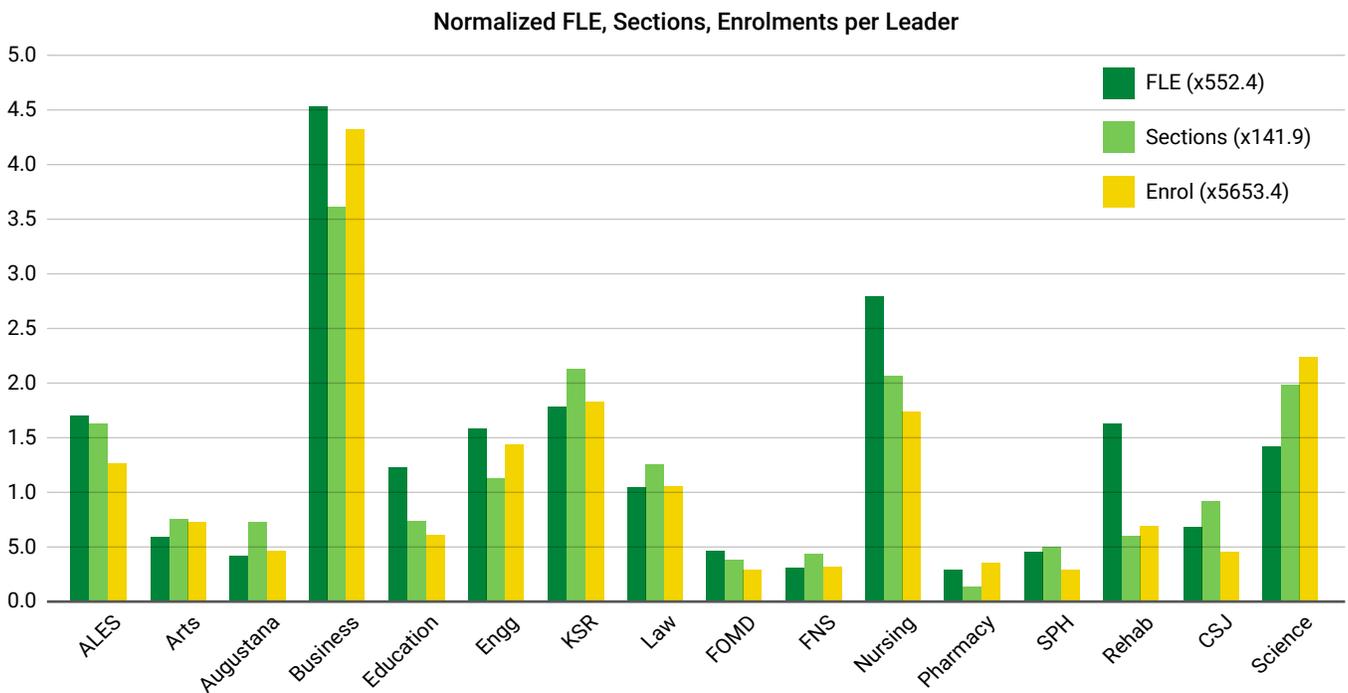
Drivers for Research



Drivers for Graduate

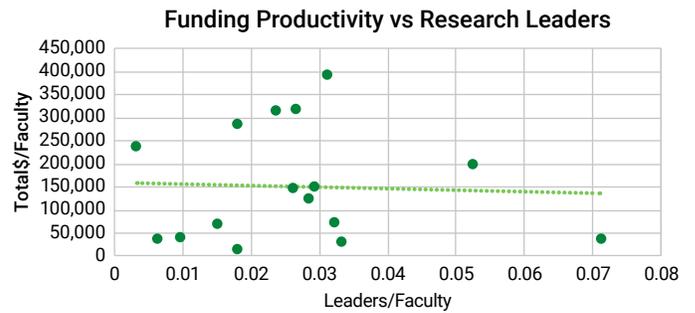
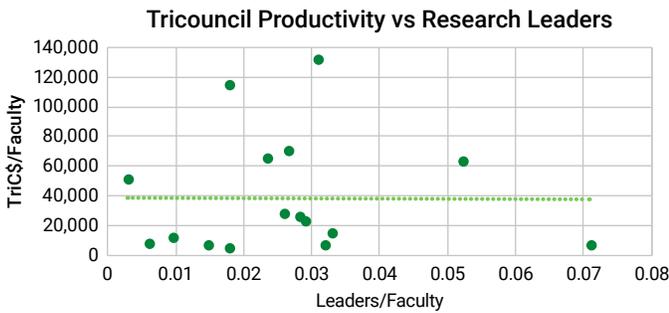
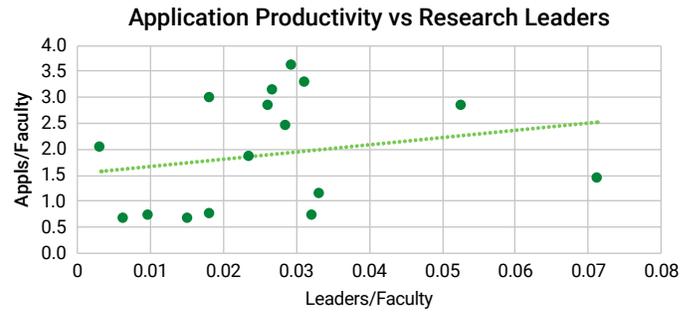
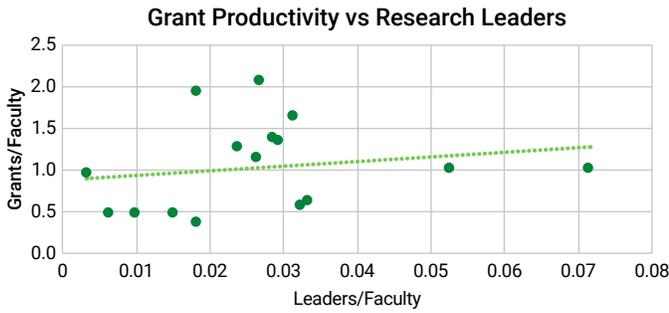


Drivers for Teaching

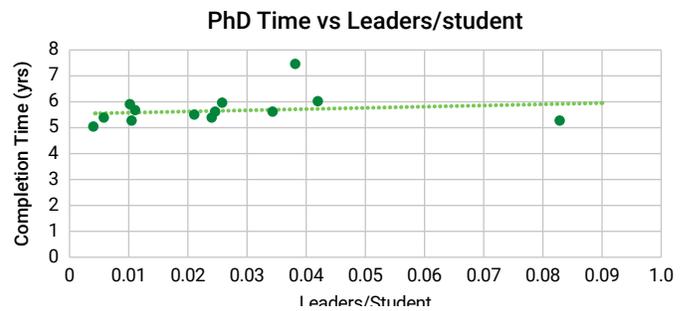
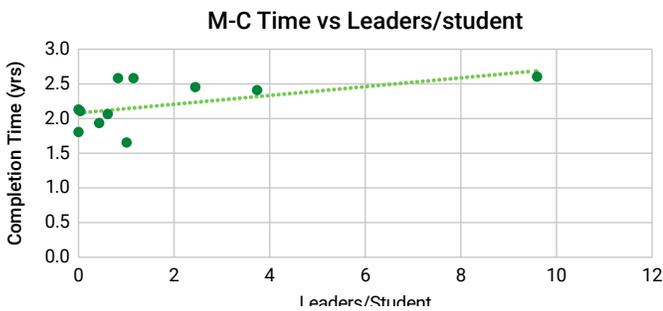
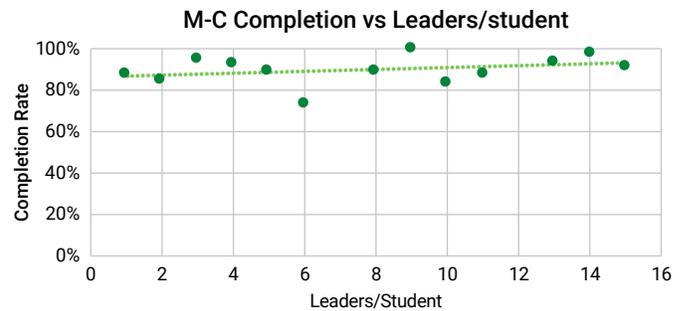
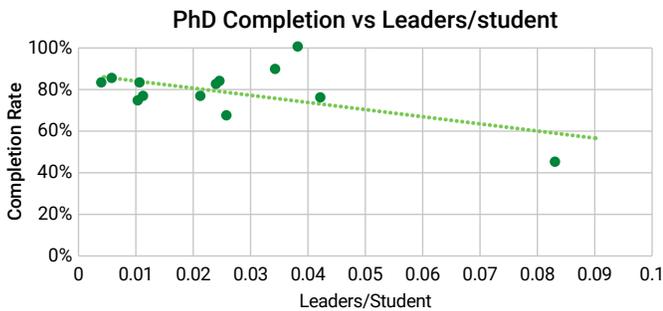


High investment in certain areas might be warranted if the outcomes are commensurate. Some preliminary analysis considers the correlations between the number of leaders per professor/student (level of support) and the outcomes per professor/student in terms of productivity or success.

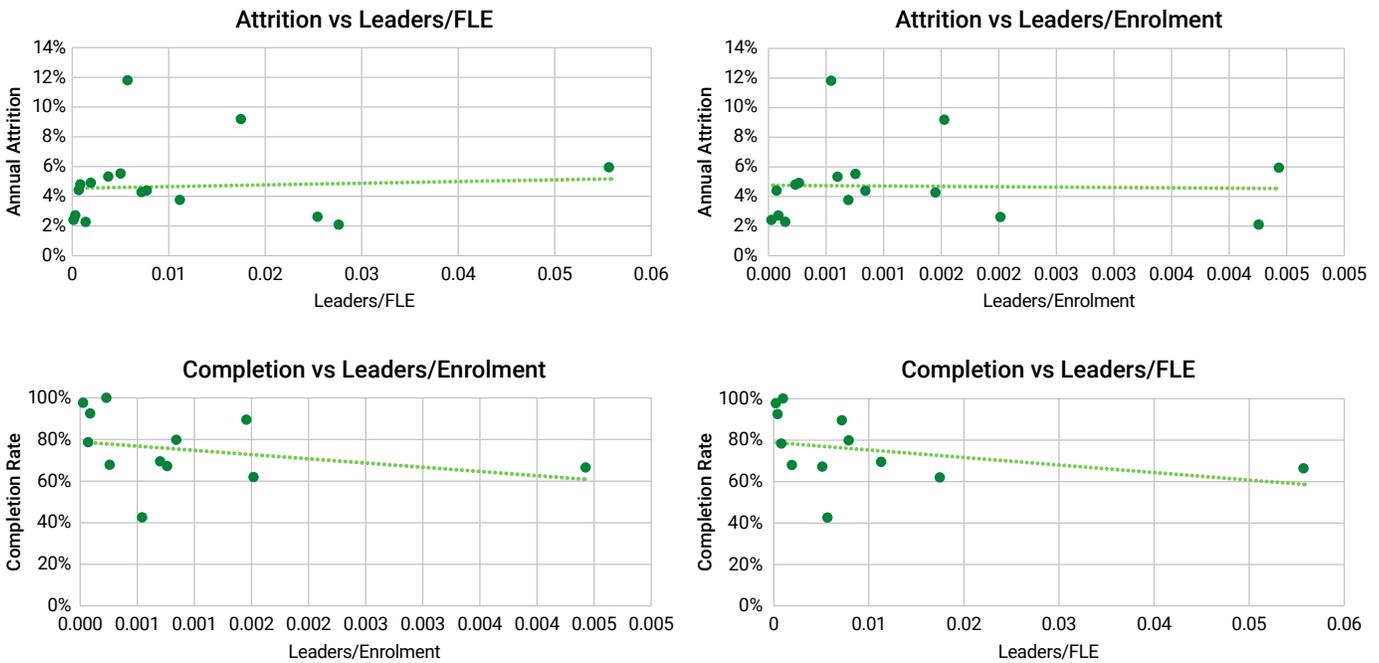
Research Outcomes vs. Research Leader Intensity



Graduate Outcomes vs. Graduate Leader Intensity



Teaching Outcomes vs. Academic Leader Intensity



This preliminary analysis shows very low correlation between resourcing level and corresponding outcomes for the indicators considered. This is something we need to understand better. Our people are dedicated and working hard, but on average we are not seeing the strategic outcomes one would expect.

Potential Benchmarks

The committee discussed potential approaches to determining a benchmark or standard by which academic leaders would be deployed, recognizing that could lead to numbers changing over time. Identifying an appropriate benchmark depends very much on the roles themselves, as indicated below. What is important is that the benchmarks have a direct and definable connection to the roles themselves so that they are meaningful and productive to the assignment of academic leaders.

RESEARCH: a combination of number of grant applications and total funding, depending on how much of the academic leader role is pre-award or post-award. Members also discussed benchmarks based on number of principal investigators, or total output, including creative output. Other options include numbers of new technology transfers and lab space controlled by the unit.

UNDERGRADUATE: a combination of program-enrolled headcount and total course registrations, depending on how much of the academic leader role is program-specific support vs general student support. Members also noted the importance of accounting for the complexity of accreditation processes in considering these roles.

GRADUATE: a combination of course-based headcount and thesis-based headcount, depending on where workload is focused, and/or the number of graduate programs that require expertise at the level of the academic leader.

Desired Outcomes of Academic Leadership

The ALTG developed a list of desired outcomes of having academics in leadership roles in the three major areas in which academic leaders are typically deployed – research, undergraduate, and graduate. Members had significant discussion on how to group these three activities, particularly graduate and undergraduate activities, and ultimately decided to include all activities related to graduate students and all activities related to undergraduate in those specific buckets. This approach did result in some duplication between those two lists of outcomes, and does not perfectly align with the structure of the College offices as imagined in the operating model; however, the ALTG felt it was an important approach to ensuring all the relevant responsibilities were captured.

The following list reflects the desired or expected outcomes of having academics in leadership roles in academic units. By outcomes, we are referring to things the academic unit should be able to achieve as a result of having academics in leadership roles. We note that these outcomes are not achieved by academic leaders in isolation; rather, with engagement from administrative leaders and support staff as well.

We also note that the three listed areas – research, graduate education and undergraduate education – are all interrelated and mutually supporting. While not explicitly identified below, building that interconnection would be a collective responsibility not just of the research and teaching academic leaders, but also the unit leaders (deans, chairs, eg) and institution leadership to support the broader strategic goals of the unit and the university. Separating the teaching outcomes into graduate and undergraduate does not preclude finding synergies in approaching them in a coordinated manner across the two levels.

Research Outcomes

- 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 in pursuing such activities.

Graduate 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 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.

Responsibilities Mapping

Once the list of desired outcomes had been developed, the group then mapped responsibilities ([See Appendix A](#)) for academic leaders in achieving those outcomes, (as opposed to the responsibilities of central, support teams, administrative leaders, and professors). Members spent considerable time discussing the contributions of administrative leaders like college general managers and faculty general managers, and the important roles these individuals do play in advancing academic activities and services.

In identifying the responsibilities of various roles in the institution, the members of the ALTG were asked to look forward; in other words, members discussed what the responsibilities of academic leadership could or should be in achieving the desired outcomes. Members were encouraged not to focus on current responsibilities and structures.

The work on the responsibilities matrix generated significant discussion, including on the challenges of describing distinct roles and responsibilities across the various roles that did not capture significant overlap. Members wrestled with how roles and responsibilities might differ in small versus large units, across different disciplines, and what opportunities for consistency there were. Members found it challenging to define responsibilities in ways that could be consistently applied across the institution. In imagining how some current responsibilities of academic leaders could be shifted to administrative leaders or to support staff, members expressed concern about the potential impact on workloads for administrative staff. Members noted that identification of responsibilities did not necessarily assist with answering the questions of where academic leaders should be located, and how many there should be.

Historically, the university has aligned the assignment of academic leader roles with our academic structure (particularly around departments). This approach is necessary for deans/chairs whose roles are tied to the unit, but is not necessary for other leader roles which can conceivably be organized in different ways. As we have seen in the data, this historic approach is constraining and results in significant variation in resourcing, roles, work loads, service levels, and processes. The ALTG sought to answer the question of what other approaches are possible.

To address the question of where academic leaders can and should be allocated, and which structure would best serve the core areas of activity, the committee worked to map the responsibilities ([See Appendix B](#)) onto those authorities that have been already prescribed in the [new operating model](#). While this was not a definitive exercise, it nonetheless began to create a picture of where the core activities of academic leaders will lie in the new model. In addition to considering what the operating model tells us about where academic leadership roles could live to achieve our desired outcomes, the committee also considered where the activities of academic leaders must reside to achieve those goals. Again, this exercise did not necessarily answer questions about how many academic leadership positions each unit should have.

There was significant discussion at the ALTG about whether decisions about the allocation of responsibilities to academic leadership roles could be made centrally to apply to the entire institution, or whether those decisions should be made at faculty or unit levels, where local expertise on needs and disciplinary impacts are best known. This is not an easy issue to address, as our current lack of consistency across the institution is a challenge that ALTG sought to address, and assigning the faculties with responsibility for allocating their own set of leaders risks re-creating the current lack of consistency. That said, the model must result in academic leadership roles that act meaningfully to address the needs of unique disciplines.

Approaches to Reducing the Number of Academic Leaders

The most difficult part of the ALTG mandate is to explore approaches to reduce the number of academic leaders by 25%. This amounts to a reduction by 75 out of the current 300 (including deans, vice deans, chairs, associate deans, associate chairs, vice-provosts, AVPs and similar positions). The group considered a number of approaches to achieve this and the key strategies are explored below. While each offers pros and cons, there was not a clear consensus on a single best approach to proceed, and not all members felt this would be wise. Ultimately, the solution may lie in a combination of approaches.

As a starting point, the table below summarizes the current state of academic leader distribution (excluding directors who are too variable in role to generalize). The first strategy to reduce these numbers is to simplify our organizational structure which is the main driver for the number of academic leaders we have. The other strategies look at changing our processes and way of delivering academic leadership so that the number of leaders required is not so rigidly determined by the number of units we have.

Current Count of Academic Leaders by Function and Organizational Level

Function	Central+FGSR	College	Faculty	Dept	Total
Unit Lead	1	3	16	66	86
Vice Lead	2		13		15
Other	1		17	10	28
Research	3		16	13	32
Grad	3		13	55	71
Undergrad	2		29	37	68
Total	12	3	104	181	300

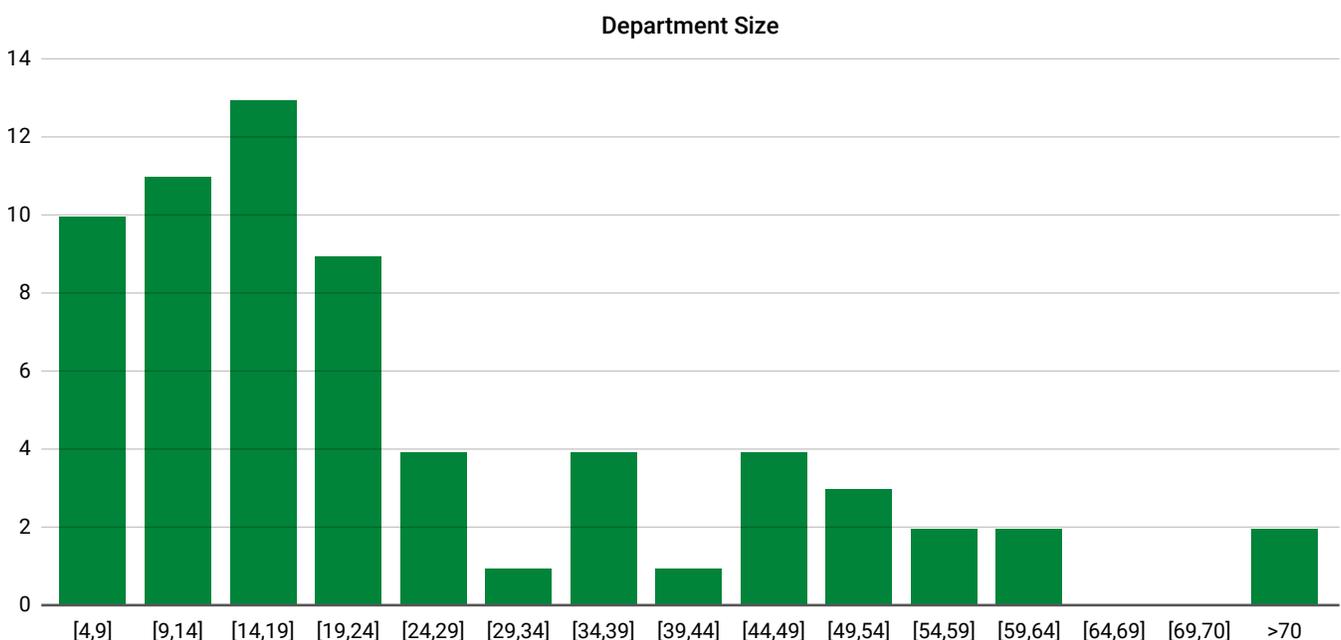
Strategy 1 – Reduce Number of Departments

Analysis of our data shows that our allocation of academic leaders is almost totally driven by the number of academic units. Hence, one approach to reducing the number of academic leaders is to reduce the number of units. This would allow all of our existing practices of academic administration to remain unchanged, but would significantly impact the sense of identity and affiliation many have to their existing units. One result of the academic restructuring decisions in Dec. 2020 was to retain the existing set of faculties. Hence, the best opportunity to achieve meaningful reduction in leaders is to reduce the number of departments. This is a strategy the university has used in the past when faced with budgetary constraints and has brought together related but specialized departments into more generalized units such as Biological Sciences, AFNS, Civil and Environmental Engineering, etc..

The ALTG referred to these consolidated units as “superdepartments”. Each superdepartment would only have one set of academic leaders (chair, associate chairs) but could provide continuity and leadership to constituent disciplines through a role such as “director”. Depending on the complexity of the role, the director may have teaching relief or may simply perform the duty as part of their service expectations. An example put forward of how this structure can work is in Engineering which has 9 accredited undergraduate programs each led by a director but delivered by only four departments. This separates program leadership from administrative leadership.

To get a sense of how many departments would have to be consolidated into superdepartments, a simple estimate would give an estimate of $(75/181)*66 = 27$ out of 66 departments. This would presumably be accomplished by combining the smaller departments into larger units. The figure below shows the current distribution of department size (by professor count). A reduction by 27 departments could be achieved by consolidating every department under approximately 20 professors. Of course, other criteria for consolidation could be chosen, and the ALTG group suggested a driver approach could also be taken to superdepartment sizing similar to that discussed in Strategies 3 and 4.

Distribution of Department Size by Number of Professors



While conceptually simple, reducing the number of departments this significantly is likely to be strongly opposed by those in the affected units given their long standing affinity, the association of academic priority and identity with the existence of a named organizational unit, and the fact that the burden of adjustment will fall only on those in the affected units.

Members of the ALTG discussed where a model of fewer departments with a greater number of programs already exists at the university (ALES, FoMD, eg), and the challenges that could emerge implementing such a model in those Faculties where significant disparity exists across disciplines (Arts). Members discussed the challenges of implementing an institution-wide department reduction initiative that would treat all disciplines equitably, and that would ensure that work currently done by a large number of departments could continue to be functionally completed in the new model.

Strategy 2 – Proportional Reduction of Leaders, Local Response

This strategy simply distributes the 75 role reduction across the faculties and units to figure out how to accommodate according to local needs. Faculties could aggregate leadership responsibilities across departments, consolidate them at the faculty level or delegate the responsibility to committees or individuals as part of administrative service loads. On a proportionate basis, the reductions in academic leaders would look something like the distribution shown in the table below. While conceptually simple and allowing considerable flexibility to faculties, this approach will result in the rupture of the current unit-aligned approach to overseeing research, graduate administration and undergraduate teaching without putting in place an institutional approach to replace it. That means each faculty will potentially take a different strategy to respond, and the degree of inconsistency of service and experience for our students and professors will only increase. Further, there are no opportunities for institution-wide process streamlining to reduce the overall impact of such a change. (For example, if one faculty approaches graduate administration by retaining its existing associate chairs graduate, another distributes that function across a committee, another aggregates it at the faculty level and another consolidates it within the college Grad Office, it becomes very difficult to convene an appropriate representation at FGSR to oversee policy and to develop streamlined and consistent admission/progression/intervention procedures across the institution.) Another problem with this approach is that it treats each faculty the same, whether they are already efficient and effective in their use of academic leader roles or not. As our data has suggested, different faculties are at very different levels and stages in this regard.

Distributed Approach for Leader Reductions Across Units

Faculty/Unit	Current Leaders	Revised Leaders	Cut
ALES	16	12	4
Arts	53	40	13
Augustana	11	8	3
Business	11	8	3
Education	21	16	5
Engineering	22	16	6
KSR	5	4	1
Law	4	3	1
FoMD	72	54	18
Native Studies	4	3	1
Nursing	6	4	2
Pharmacy	7	5	2
SPH	4	3	1
Rehab Med	11	8	3
CSJ	6	5	1
Science	32	24	8
FGSR	5	4	1
Colleges	3	3	0
VP(Academic)	4	3	1
VP(R&I)	3	2	1
Total	300	225	75

Strategy 3 – Driver-based Leader Allocations, Threshold Response

This approach attempts a rational strategy for allocating academic leadership roles based on drivers of work and responsibility. It then sets a threshold for how many leaders can be allocated to each faculty. Any faculty below that threshold can continue to function as they are. Any faculty above that level must adjust to meet it. A certain amount of tolerance is likely needed around the threshold to account for local context and challenges with data.

This analysis will focus on research, graduate administration and undergraduate teaching and will use a relatively simple set of drivers for each. It is recognized that more complex drivers and analysis might need to be considered for each function which can be developed later. As described previously in this report, the ALTG considered a number of different potential approaches to identifying drivers and benchmarks for assigning leaders.

To proceed with the analysis of these benchmarks, the reduction of 75 leaders must first be distributed across functions. While other distributions are of course possible, an allocation is presented in the table below as a starting point. It proportionately distributes the cuts across research, graduate and undergraduate teaching but also includes a cut to the other academic leader categories (except Unit Leader on the assumption that every Department has to have a chair, every faculty has a dean).

Proposed Initial Allocation of Academic Leader Reductions Across Function

This represents a 34% reduction in each cuttable category to meet a 75 overall reduction target.

Function	Current	Cut	Proposed
Unit Lead	86	0	86
Vice Lead	15	15	28
Other	28		
Research	32	11	21
Grad	71	25	46
Undergrad	68	23	44
Total	300	75	225

Based on these reduction targets, the corresponding thresholds for some plausible drivers and weighting factors could be as presented in the next table. Further refinement of these values would be necessary, perhaps using multifactorial analysis of current allocations and/or assessment of time use by current leaders.

Driver Levels for the Proposed Thresholds

Function	Driver	Value	Weighting	Threshold/leader
Research	Total research \$	\$387.5M	33.3%	\$64.6M
	Total grant apps	3,705	33.3%	617.5
	Total profs	2,010	33.3%	335.0
Grad	Total thesis	4,975	70%	165.3
	Total course-based	2,958	30%	229.3
Undergrad	Total headcount	32,117	65%	1,176
	Total course reg.	256,662	35%	17,460

Based on the thresholds above, the resulting faculty allocations are presented in the table below. They are calculated based on the sum of each driver/threshold quotient for each function. What is clear from this table is that no faculty is able to meet all three function thresholds and most do not meet any. Consequently, all faculties would have to change at least some or most of their procedures and approaches, resulting in little continuity and the ongoing challenge of consistency of process across units.

Proposed Thresholds Based on Function Drivers

Faculty/Unit	Current Leaders			Proposed Leaders			Total	Change
	Research	Grad	UGrad	Research	Grad	UGrad		
ALES	3	5	2	1.45	2.95	2.00	6.40	-3.60
Arts	2	16	18	1.42	4.06	9.55	15.03	-20.97
Augustana	1	0	4	0.24	0.00	1.33	1.57	-3.43
Business	1	2	1	0.34	3.17	2.67	6.18	2.18
Education	1	7	5	0.48	4.61	3.41	8.50	-4.50
Engineering	4	4	7	2.68	9.84	5.80	18.32	3.32
KSR	1	1	1	0.31	0.63	1.34	2.27	-0.73
Law	1	1	0	0.16	0.07	0.81	1.04	-0.96
FoMD	2	20	9	6.09	3.50	1.58	11.17	-19.83
Native St.	1	1	1	0.08	0.16	0.26	0.50	-2.50
Nursing	1	1	1	0.37	0.91	1.59	2.87	-0.13
Pharmacy	1	0	4	0.20	0.24	0.79	1.24	-3.76
SPH	1	0	1	0.46	1.29	0.00	1.76	-0.24
Rehab Med	0	2	1	0.38	4.02	0.03	4.43	1.43
CSJ	1	1	2	0.16	0.12	1.00	1.28	-2.72
Science	7	7	9	3.19	7.42	9.84	20.45	-2.55
FGSR	0	3	0	0	3	0	3	0
Colleges	0	0	0	0	0	0	0	0
VP(Acad)	0	0	2	0	0	2	2	0
VP(R&I)	3	0	0	3	0	0	3	0
Total	31	71	68	21.00	46.00	44.00	111.00	-59.00

Strategy 4 – Driver-based Leader Allocations, Structural Realignment of Function

A fundamental problem with our current approach to delivering academic leadership is that it is rigidly tied to our organizational units, particularly when it is tied to the departmental level since we have so many departments. That approach breaks if we try to reduce the number of leaders without reducing the number of units. What is needed is a change of approach to one that is not so rigidly tied to the current organizational structure. That can be achieved by elevating responsibility for the function from the department level to the faculty and/or the college level. With a more flexible approach, a driver-based allocation such as presented in the table above (on page 21) represents a rational and transparent way to assign leadership.

Academic leader allocation scenarios are presented below for each of these possible structures (See [Appendix C](#)). The exception is the institutional alignment which is probably not viable since the function being provided would be organizationally quite far from the client and too disconnected from the client unit’s strategic needs.

- a DEPARTMENT-ALIGNED:** This is the status quo alignment of academic leaders at the department level. The only way reduction of leaders is achieved is by reducing the number of departments. The analysis of this is presented in Strategy 1 above
- b DEPARTMENT CLUSTER:** In this model, departments are clustered so that academic leadership (other than Chair) is shared across the cluster with one associate chair serving multiple departments. The clustering can be variable and occur function by function with different groupings for research than for graduate administration. Alternatively, the cluster can be fixed so that the same departments share associate chairs for all functions. The next table presents a scenario of how many clusters would be needed for each departmentalized faculty for the variable and fixed clustering approaches.

Possible Number of Clusters by Faculty for Both a Variable and Fixed Clustering Approach

Faculty/Unit	Faculty Allocation				Depts*	No. of Clusters					
	Res	Grad	UGrad	Total		Res	Grad	UGrad	Total	Fixed	Total
ALES	1.45	2.95	2.00	6.40	4	2	2	2	6	2(3)	6
Arts	1.42	4.06	9.55	15.03	15	1	4	10	15	4(3)	12
Augustana	0.24	0.00	1.33	1.57	3		1	1	2	1(2)	2
Business	0.34	3.17	2.67	6.18	4	1	2	3	6	2(3)	6
Education	0.48	4.61	3.41	8.50	5	1	4	3	8	3(3)	9
Engineering	2.68	9.84	5.80	18.32	4	2	4(2)	4(2)	18	4(5)	20
FoMD	6.09	3.50	1.83	11.42	22	6	3	2	11	4(3)	12
Rehab Med	0.38	4.02	0.03	4.43	3	1		3	4	1(5)	5
Science	3.19	7.42	9.84	20.45	6	3	7	10	20	6(3)	18

Number in brackets is size of cluster team (1 if omitted)
 *Adjusted to avoid double counting joint departments

c FACULTY-ALIGNED: In this model, each faculty would provide academic leadership functions to all its members through faculty-based teams staffed at approximately the levels as shown on page 21. An example is presented in the table below. In larger faculties, the teams are large enough to provide specialization, continuity, backup and mutual consultation. Coordination across faculties within a college can occur through a collegial council, although there is no mechanism here for accountability for collective behaviour since each academic leader would report to their respective dean, not the college dean. The biggest challenge is that some smaller faculties may have at most one or two leaders to spread across all three functions. This adds considerable burden on those individuals and limits their ability to be expert and strategic in their functions.

Possible Allocation of Academic Leaders in a Faculty-aligned Model

Faculty/Unit	Faculty Allocation				Possible Usage			
	Research	Grad	UGrad	Total	Research	Grad	UGrad	Total
ALES	1.45	2.95	2.00	6.40	1	3	2	6
Arts	1.42	4.06	9.55	15.03	1	4	10	15
Augustana	0.24	0.00	1.33	1.57	1		1	2
Business	0.34	3.17	2.67	6.18	1	2	3	6
Education	0.48	4.61	3.41	8.50	1	4	3	8
Engineering	2.68	9.84	5.80	18.32	3	9	6	18
KSR	0.31	0.63	1.34	2.27	1		1	2
Law	0.16	0.07	0.81	1.04		1		1
FoMD	6.09	3.50	1.58	11.17	6	3	2	11
Native St.	0.08	0.16	0.26	0.50		1		1
Nursing	0.37	0.91	1.59	2.87	1	1	1	3
Pharmacy	0.20	0.24	0.79	1.24		1		1
SPH	0.46	1.29	0.00	1.76	1		1	2
Rehab Med	0.38	4.02	0.03	4.43	1		4	5
CSJ	0.16	0.12	1.00	1.28		1		1
Science	3.19	7.42	9.84	20.45	3	7	10	20

d FACULTY CLUSTERED: In this model, the larger faculties would act as above, but the smaller ones would cluster together under shared leaders across the three functions. This allows them to have functional focus and expertise but does mean they would cover multiple disciplinary areas. Accountability and reporting of the shared leader would be very difficult. Examples of possible faculty clusters are shown below.

Possible Faculty Clusters Where Combined Allocations Allow Smaller Faculties to Pull Together Effective Shared Teams Across All or Some Functions

Faculty/Unit	Individual Faculty				Possible Cluster			
	Research	Grad	UGrad	Total	Research	Grad	UGrad	Total
Business	0.34	3.17	2.67	6.18				
Education	0.48	4.61	3.41	8.50				
Law	0.16	0.07	0.81	1.04	1	8	7	16
Subtotal	0.98	7.85	6.89	15.72	1	8	7	16
KSR	0.31	0.63	1.34	2.27			1	
Nursing	0.37	0.91	1.59	2.87			1	
Pharmacy	0.20	0.24	0.79	1.24				
SPH	0.46	1.29	0.00	1.76		3		
Rehab Med	0.38	4.02	0.03	4.43	2	4	2	13
Subtotal	1.71	7.10	3.75	12.56	2	7	4	13

e COLLEGE-ALIGNED: In this scenario, some or all aspects of a function are delegated to the college level to provide appropriate leadership. Since programs remain anchored with the faculty, academic leadership of disciplinary programs should remain at the faculty level, but interdisciplinary programs could be led at the college level. Disciplinary roles might be picked up by academic directors working within their expected service contribution. This approach most aligns with the [UAT Operating Model](#). The next table shows the leadership resources by college following the same allocation methodology as used in the table entitled “Proposed thresholds based on function drivers” on page 21. The split for undergraduate teaching between college and program (faculty/dept) is a bit arbitrary in the table, but tries to maintain some disciplinary roles even when the drivers do not necessarily warrant. While the standalone faculties may align with a college to boost impact, they obviously need to keep some of their leadership functions within the faculty to serve their respective missions.

Function Allocation Scenario When Major Components of Academic Leadership are Delegated to the College Level

Faculty/Unit	Individual Faculty				Possible Cluster				
	Research	Grad	UGrad	Total	Research	Grad	UGrad	Program	Total
Arts	1.42	4.06	9.55	15.03				6	
Business	0.34	3.17	2.67	6.18				1	
Education	0.48	4.61	3.41	8.50	2	12	8	1	31
Law	0.16	0.07	0.81	1.04				1	
Subtotal	2.40	11.91	16.44	30.75	2	12	8	9	31
FoMD	6.09	3.50	1.58	11.17				1	
KSR	0.31	0.63	1.34	2.27				1	
Nursing	0.37	0.91	1.59	2.87	7	10	2	1	24
Pharmacy	0.20	0.24	0.79	1.24				1	
SPH	0.46	1.29	0.00	1.76				1	
Rehab Med	0.38	4.02	0.03	4.43				1	
Subtotal	7.81	10.60	5.33	23.74	7	10	2	6	24
ALES	1.45	2.95	2.00	6.40				1	
Engineering	2.68	9.84	5.80	18.32	7	20	4	5	45
Science	3.19	7.42	9.84	20.45				8	
Subtotal	7.31	20.21	17.64	45.17	7	20	4	14	45

These were not the only approaches that the ALTG discussed. Members also suggested a greater consideration for the use of committees and/or faculty service requirements to fill academic leadership roles. They encouraged technological solutions to streamline transactional work and create capacity. They also suggested combining leadership roles in ways that create efficiency. All of these approaches can be tested against the ALTG’s principles and objectives. As with the four strategies we’ve outlined here, it is likely that combining strategies will yield the final outcome.

Summary and Outcome:

The ALTG has reviewed our current approach to deployment of academic leaders with a particular focus on the roles of associate deans and associate chairs and the administration of research and graduate and undergraduate teaching. The data collected shows that our historical model is tightly coupled to our organizational structure. This has led to highly varying levels of resourcing, responsibilities, workloads, service and consistency across the responsibility areas of research administration, graduate and undergraduate teaching. Surprisingly, resourcing levels are not clearly correlated with associated traditional metrics of research productivity or student success.

The ALTG sought to identify the overarching outcomes that are intended to be supported by academic leaders in these roles and produced lists of outcomes for each of the three functions of interest. For each outcome, the specific and unique contribution of the academic leader is identified in the context of the contributions made by other players across the system. This helps identify what roles must be reserved for academic leaders and what could be delegated to a professional support team or other players. Further, these academic leader roles have been mapped across the levels of the academy and tested against alignment with the university operating model.

Finally, the ALTG has explored options for reducing the number of academic leaders needed by the target of 25%. Because of the interactions of academic leaders with independent restructuring processes (the SET student services and research administration workstreams and the college office design work), the ALTG group is not in a position to provide highly prescriptive recommendations, but rather offers up analysis and options to inform a final decision that brings these disparate pieces together. Some of these propose different approaches of aligning academic leaders to organizational structures, and a variety of such alignment models were considered. No single approach to reducing academic leaders seemed ideal, but an analysis of pros and cons is provided for each.

The final comment of the ALTG is that the University of Alberta is currently experiencing considerable change which is likely to continue for some time. Hence, the university should undertake to review and adapt its approach to providing academic leadership on a periodic basis, regardless of the approach undertaken in the current restructuring. Such an approach can be dynamic and should consider how effective a given structure has been in supporting the underlying objectives of the university.

Appendices

Appendix A: Outcomes and Roles

A.1 Undergraduate

A.2 Graduate

A.3 Research

Appendix B: Roles and Structure

B.1 Undergraduate

B.2 Graduate

B.3 Research

Appendix C: Potential Structures and Evaluation Matrix

C.1 Potential Structure

C.2 Evaluation Matrix

A.1 Outcomes and Roles: Undergraduate

OUTCOMES	ASPECT	ROLES				Comments	
		Central	Academic Leader	Support Team	Chair/Unit Leader		Professor
The unit attracts high-quality undergraduate students to its programs and courses.	Recruitment	Overarching recruitment, fees, marketing, scholarships & communications	Provides key information to support team about nature of the programs and courses; advise recruiters on strengths of programs and opportunities for students.	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.	Provides high level direction to Academic Leader consistent with Unit strategy	Teaching excellence by instructors and research opportunities are foundational in attracting students	Recruitment – still engage faculties/professors. Academic leader at program level can best decide criteria for promoting programs: eg what do I do with this degree? What is the value of this degree? Craft the narrative for promotion that recruiters can use
	Admissions	Oversees the admission process	Sets and oversees admissions standards. Makes decisions about exceptions and complicated cases	Works with Central on routine admissions processing. Escalates to Academic Leader on complicated cases	Provides high level direction to Academic Leader consistent with Unit strategy		
The unit has high-quality and innovative undergraduate programs.	Program development	Sets institutional policy and procedures for program development and oversight. Provides resources to support program innovation and quality assessment	Leads development of strong program offerings, structure, content; course offerings. Ensures program curricula are current, evidence/knowledge informed, and future-focused.	Support academic leaders in curriculum committees and governance approval.	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.	Participates and provides specific expertise to curriculum committees. Provide outstanding classroom experiences that form the heart of high-quality programs	*Need new hires to keep pace with high quality/innovative programs.
	Experiential learning	Institutional policy, strategy and initiatives to develop experiential learning.	Works with team to develop appropriate complementary work-intergrated learning opportunities and experiential learning	Coordinates and delivers program-specific WIL and experiential learning	Provides high level direction to Academic Leader consistent with Unit strategy. Secures resources to support experiential activities		
	Quality assurance	Oversees multi-year cycle of program reviews of all units	Leads program quality assurance including evaluation of instructors, syllabi, and overall program structure.	Support academic leaders in the Quality Assurance process through data analysis and information collection; provide guidance to academic leaders about difficulties students regularly encounter.	Leads assessment of professor teaching effectiveness. Responsible officer for accreditation purposes.		
Instruction occurs with effective pedagogy.	Teaching development	Coordinate pedagogy development opportunities (through CTL and other units). Provide incentives for teaching excellence through awards, merit, and other recognition	Ensures instructors have development opportunities; many will be centrally provided but some may need to be discipline specific. Aids Chair in identifying those who need intervention or warrant special recognition	Support academic leaders in preparing teaching award nominations; collect data in cases of concerns about teaching; support Academic Leaders in development seminars and materials dissemination	Works with Academic Leader in identifying those instructors who need development or warrant special recognition	Deliver outstanding courses	Department/program level academic leaders (eg subject area specialists) are best placed to provide mentorship, evaluation in classroom, support. Academic leaders are key point people for student complaints about instructors, and can often resolve problems very quickly without escalating the matter
The unit delivers a consistent, high quality undergraduate student experience, including advising.	Student experience	Manages central student experience through DoS, RO, UAI, SSC	Discipline specific advising (ie research); academic integrity, student complaints (exceptions).	Academic advising on registration, program progression, course selection, work experience, career opportunities. Support for student clubs, activities and bodies.	Ensures policies, initiatives and resources in place to support student experience within the program	Course selection, honors advising, research	Program specific advising tied to academic unit. Great variations across faculties and departments. Majority of advising is undertaken by support staff, exceptions/exemptions by academic lead (associate chair or associate dean). General advising can occur at a central level, eg students service centre.
Principles of EDI are present in curriculum and classroom interactions.	Program development	Develops institutional policies and initiatives to support EDI inclusion in programs	Works with institutional resources to ensure EDI is woven into curriculum and informs recruitment process.		Provides high level direction to Academic Leader consistent with Unit strategy. Leads a culture of inclusion. Recruits diverse staff	Draws on resources	While this should be led by an academic, committee, or program area specialist; the coordination of resources, experientials planning etc, can be administered by support staff.
	Student experience	Develops institutional policies and initiatives to support EDI inclusion in student experience	Works with institutional resources to support instructors in EDI best practices.	Collect and organize resources and arrange training	Leads a culture of inclusion. Sets and reinforces standards of behaviour		
Indigenous initiatives are incorporated into curriculum and program design.	Program development	Office of VP Indigenous Programming & Research to provide support & guidance for incorporating Indigenous initiatives.	Works with institutional resources to ensure Indigenous context and ways of knowing woven into curriculum and informs recruitment process.		Provides high level direction to Academic Leader consistent with Unit strategy. Leads a culture of inclusion.	Draws on resources	While this should be led by an academic, committee, or program area specialist; the coordination of resources, experientials planning etc, can be administered by support staff.
	Student experience	Office of VP Indigenous Programming & Research to provide support & guidance for incorporating Indigenous initiatives.	Works with institutional resources to develop instructors' ability to support Indigenous students and ways of knowing.	Collect and organize resources and arrange training	Leads a culture of inclusion.		

A.1 Outcomes and Roles: Undergraduate (cont.)

OUTCOMES	ASPECT	ROLES					Comments
		Central	Academic Leader	Support Team	Chair/Unit Leader	Professor	
Instructors and instructional resource staff are effectively managed.	Academic staff	Sets institutional policies and manages labour relations with unions	Supports the Chair in managing teaching assignments	Assists with scheduling/timetabling inputs; arranges first drafts of teaching plans.	Manages and develops teaching staff including assigning duties.	Responsible for course development and delivery	If staff can do first drafts of teaching plans for later approval by academic leaders, that would save much admin labor; course scheduling can be coordinated across departments or faculties
	Technical staff	Sets institutional policies and manages labour relations with unions	Sets unit priorities and policies for allocation	Unit manager oversee technical staff	Supervises unit manager. Controls resources to allocate to this function.		
	Teaching assistants	Sets institutional policies and manages labour relations with unions	Works with Grad Leader and team to allocate/ manage TAs		Controls resources to allocate to this function.		
Teaching labs and infrastructure are effectively managed to meet program needs.	Teaching labs	Ensures labs are functioning, meet instruction needs, health and safety compliant	Supports Chair in allocating space and equipment budget for teaching	Assists with scheduling/timetabling inputs; ensures resource remains appropriate to function	Controls resources to allocate to this function.	Responsible for lab development and delivery	
Undergraduate enrolments are strategically managed.	Enrolment	Manages institution enrolment; provides database on enrolment numbers; sets faculty targets	Works with EM partners to set recruitment targets	Provide key information (enrollment numbers, watchlist numbers)	Provides high level direction to Academic Leader consistent with Unit strategy		Course enrolments should be managed at instructor/unit level to avoid admin headaches. (eg Independent studies taught as overload courses, or thesis courses, showing up on spreadsheets as "undersubscribed courses")
Academic standards are rigorous.		Sets institutional minimum standards; manages appeals process.	Responsible for setting academic standing, continuation/program standards; (ie grade ranges for course level); manages exceptions		Provides high level direction to Academic Leader consistent with Unit strategy		Final authority on programs rests with academic lead of academic unit This could also include transfer credit decisions, program exceptions, etc
Programs maintain successful accreditation standards.		Ensures the accreditation process is well supported.	Makes program-specific final academic decisions around accreditation	Ensures success of accreditation process through data collection and analysis for accredited programs	Responsible officer for accreditation purposes		Systems to support the program standards can be managed/run by admin lead/support team; Final authority on programs rests with academic lead of academic unit
The unit has strong processes to monitor academic integrity.		Sets institutional standards and processes that ensure equity of workload between academic leaders and provides sufficient support to ensure that academic integrity cases are handled promptly	Deliver final decisions regarding academic integrity cases.	Ensures the prompt progression of academic integrity/code of student behaviour cases by managing communications, setting appointments, and liaising between students and academic leader.	Provides high level direction to Academic Leader consistent with Unit strategy. Ensures instructional staff comply with policies.	Ensures academic integrity by alerting academic leader to concerns.	* Could be handled at College Level to ensure equity of workload between large and small faculties. *The process must not be so onerous as to discourage professors from pursuing academic integrity cases. (For example: if 70 students are suspected of cheating on a single test, the professor should not be required to meet with all 70 students individually.)
Instructors are connected to a strong teaching culture and have access to effective mentorship and coaching for development.		Provide an environment that rewards outstanding teachers through additional awards and merit recognitions.	Works with Chair to build culture of teaching excellence, find solutions to student complaints about instructors. Organizes and oversees classroom peer evaluations, mentorship.	Facilitates teaching awards through the provision of administrative support (collecting information)	Establishes a culture of excellence. Allocates resources to support instructor development. Recognizes teaching quality appropriately.	Delivers excellent teaching and is rewarded for doing so.	
The unit has clearly understood and communicated principles, values, and processes for program decisions affecting students, including academic accommodations and program exceptions		Facilitates best practices and coordinates efforts between faculties on exemptions not related to protected grounds (maybe GFC Programs Committee?). Sets clear standards and expectations for protected grounds accommodations	Academic leaders with disciplinary expertise set standards for which exceptions would be appropriate within a program	Effective communication of those principles and processes	Provides high level direction to Academic Leader consistent with Unit strategy. Provides instructional staff with expectations.	Delivers decisions about program exceptions and accommodations to students.	General comment: central needs to be nimble and move faster; Need to differentiate between ACCOMODATION, ADAPTATION, and PROGRAM EXCEPTION
							*NOTE: the work currently done by academic leaders will still need to be done. If that work is ultimately done by academics without course releases, those individuals may well find themselves stifled in their progression to full professor, due to reduced research productivity

A.2 Outcomes and Roles: Graduate

OUTCOMES	ASPECT	ROLES				Comments
		Central	Academic Leader	Support Team	Chair/Unit Leader	
The unit is a destination of choice for high-quality graduate students	Recruitment	Overarching recruitment, fees, marketing, scholarships & communications	Provides key information to support team about nature of the programs and courses; advise recruiters on strengths of programs and opportunities for students.	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.	Provides high level direction to Academic Leader consistent with Unit strategy	Teaching excellence by instructors and research opportunities are foundational in attracting students
	Admissions	Oversees the admission process. Sets institutional minimum standards. Ensures standards are met.	"Sets any admissions standards above the institutional minimums; oversees admissions standards. Recommends and works with central on decisions about exceptions and complicated cases	Works with Central on routine admissions processing. Escalates to Academic Leader on complicated cases	Provides high level direction to Academic Leader consistent with Unit strategy	
The unit has high-quality and innovative graduate programs.	Program development	Sets institutional policy and procedures for program development and oversight. Provides resources to support program innovation and quality assessment	Leads development of strong program offerings, structure, content; course offerings. Ensures program curricula are current, evidence/knowledge informed, and future-focused.	Support academic leaders in curriculum committees and governance approval.	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.	Participates and provides specific expertise to curriculum committees. Provide outstanding classroom experiences that form the heart of high-quality programs
	Experiential learning	Institutional policy, strategy and initiatives to develop experiential learning. Delivery of the GSIP program for general graduate internships	Works with Central and team to develop appropriate complementary work-integrated learning opportunities and experiential learning	Coordinates and delivers program-specific WIL and experiential learning	Provides high level direction to Academic Leader consistent with Unit strategy. Secures resources to support experiential activities	
	Professional development	Institutional policy and delivery of professional development	Works with Central and team to develop discipline-specific PD opportunities	Works with Central to facilitate PD opportunities	Provides high level direction to Academic Leader consistent with Unit strategy	
	Quality assurance	Oversees multi-year cycle of program reviews of all units	Leads program quality assurance including evaluation of instructors, syllabi, and overall program structure.	Support academic leaders in the Quality Assurance process through data analysis and information collection; provide guidance to academic leaders about difficulties students regularly encounter.	Leads assessment of professor teaching effectiveness. Responsible officer for accreditation purposes.	
Instruction occurs with effective pedagogy.	Teaching development	Coordinate pedagogy development opportunities (through CTL and other units). Provide incentives for teaching excellence through awards, merit, and other recognition	Ensures instructors have development opportunities; many will be centrally provided but some may need to be discipline specific. Aids Chair in identifying those who need intervention or warrant special recognition	Support academic leaders in preparing teaching award nominations; collect data in cases of concerns about teaching; support Academic Leaders in development seminars and materials dissemination	Works with Academic Leader in identifying those instructors who need development or warrant special recognition	Develop and deliver outstanding courses
The unit delivers a consistent, high quality graduate student experience, including advising.	Advising	Manages central student experience through FGSR, DoS, RO, UAI, SSC. Provides academic administrative advising on graduate programs	Discipline specific advising (ie research); academic integrity, student complaints (exceptions).	Discipline specific academic advising. Support for student clubs, activities and bodies.	Ensures policies, initiatives and resources in place to support student experience within the program	Course selection, honors advising, research
	Supervision	Sets institutional policy and standards for supervision. Provides non-disciplinary training and orientation for supervisors and students. Works with academic units to resolve issues around student-supervisor relations. Monitors completion of supervisory tools and works with units to support student progression.	In conjunction with Chair, sets disciplinary expectations for supervisor and student behaviour. Troubleshoots problem relationships; escalates to Central and Chair when necessary.	Delivers disciplinary training and standards to students and supervisors. First point of contact/advice on supervisory issues. Escalates to Academic Leader when necessary. Manages process of supervisor assignment. Escalates to Academic Leader when necessary.	Reinforces standards and expectations of supervisors. Works with Academic Leader in identifying those who need development of warrant special recognition.	Remains informed of standards and best practices in graduate supervision. Leads and models a respectful and professional relationship with students. Works with student to establish expectations and regularly revisits progress and requirements including coursework and research. Mentors and advises students on professional objectives. Complete the Student Supervisor Guidelines and Progress Reports for Students they supervise

A.2 Outcomes and Roles: Graduate (cont.)

OUTCOMES	ASPECT	ROLES					Comments
		Central	Academic Leader	Support Team	Chair/Unit Leader	Professor	
Principles of EDI are present in curriculum and classroom interactions.	Program development	Develops institutional policies and initiatives to support EDI inclusion in programs	Works with institutional resources to ensure EDI is woven into curriculum and informs recruitment process.		Provides high level direction to Academic Leader consistent with Unit strategy. Leads a culture of inclusion. Recruits diverse staff	Draws on resources	
	Student experience	Develops institutional policies and initiatives to support EDI inclusion in student experience	Works with institutional resources to support instructors in EDI best practices.	Collect and organize resources and arrange training	Leads a culture of inclusion. Sets and reinforces standards of behaviour		
Indigenous initiatives are incorporated into curriculum and program design.	Program development	Office of VP Indigenous Programming & Research to provide support & guidance for incorporating Indigenous initiatives.	Works with institutional resources to ensure Indigenous context and ways of knowing woven into curriculum and informs recruitment process.		Provides high level direction to Academic Leader consistent with Unit strategy. Leads a culture of inclusion.	Draws on resources	
	Student experience	Office of VP Indigenous Programming & Research to provide support & guidance for incorporating Indigenous initiatives.	Works with institutional resources to develop instructors' ability to support Indigenous students and ways of knowing.	Collect and organize resources and arrange training	Leads a culture of inclusion.		
Instructors and instructional resource staff are effectively managed.	Academic staff	Sets institutional policies and manages labour relations with unions	Supports the Chair in managing teaching assignments	Assists with scheduling/timetabling inputs; arranges first drafts of teaching plans.	Manages and develops teaching staff including assigning duties.	Responsible for course development and delivery	
	Technical staff	Sets institutional policies and manages labour relations with unions	Sets unit priorities and policies for allocation	Unit manager oversee technical staff	Supervises unit manager. Controls resources to allocate to this function.		
	Teaching assistants	Sets institutional policies and manages labour relations with unions	Works with Undergrad Leader and team to allocate/ manage TAs		Controls resources to allocate to this function.		
Teaching labs and infrastructure are effectively managed to meet program needs.	Teaching labs	Ensures labs are functioning, meet instruction needs, health and safety compliant	Supports Chair in allocating space and equipment budget for teaching	Assists with scheduling/timetabling inputs; ensures resource remains appropriate to function	Controls resources to allocate to this function.	Responsible for lab development and delivery	
Graduate students are engaged in the research productivity and culture of the faculty	Student experience	Provides fora for students to share research and be recognized for excellence	Creates/invites students to research fora (departments seminars, public poster spaces, etc.). Profiles students when possible. Consults with students on needs and expectations.	Organizes research fora and publicity to include students.	Sets expectations for professors and Academic Leaders of student engagement. Invites students to research strategy development.	Provides students with exposure and opportunity to participate in departmental and disciplinary research fora.	
Graduate students understand and incorporate principles of EDI in their work	Responsibility	Training and materials provided to develop EDI in context of research and scholarship	Works with institutional resources to ensure EDI is woven into curriculum and standards clear to students on how EDI is integrated into thesis/project work	Provides resources and information on expectations of EDI in thesis/project work	Leads a culture of inclusion.	Mentors and models principles of EDI in scholarly work.	
Graduate students are effectively engaged in undergraduate education as principal instructors or Teaching Assistants	Professional development	Training and credentials provided to develop teaching abilities	Works with Undergrad Leader and team to allocate/ manage TAs and instructorships	Provides supports, resources, discipline/ course-specific guidance to TAs	Controls resources to allocate to provide TAs. Provides opportunities as principle instructors as practical	Supports and models good teaching principles	
Graduate students have access to cross-faculty collaborations	Student experience	Leads process to reduce administrative barriers for interdisciplinary work	Evaluates and facilitates requests for exceptional arrangements. Seeks to build systematic opportunities and pathways for collaborations	Identifies procedural challenges to cross-faculty collaborations	Leads strategy development that may encourage interdisciplinarity and collaboration	Encourages and seeks opportunities for engaging students in collaborative activities	
Graduate student outcomes are strong (e.g. completion rates, and times, subsequent placements)	Progression	Establishes standardized processes for monitoring progression. Works with units to flag, escalate and resolve issues. Approves requests from units for exemptions, program changes, interventions to address progression concerns.	Ensures unit-controlled steps (courses, exams, practica) are scheduled in a manner that allows timely progression. Recommends exemptions, program changes, interventions to address progression concerns.	Tracks student progress in collaboration with Central, triages issues and elevates to Academic Leader as needed. Analyzes data for systematic issues and provides advice to Academic Leader on options for resolution.	Works with Academic Leader to set unit performance expectation and to address individual or unit wide issues.	Acknowledges the importance of student progress and works to manage research group composition to ensure peer mentorship, continuity and transition without overburdening individual students.	Section will need to be updated after the final approvals of the Supervisory Initiaves. (see row 11)
	Placement	Provides professional development and internship opportunities to improve employability. Provides institutional placement services	Ensures accreditation and professional standards are met.			Provides students realistic advice about placement opportunities, helps them build professional networks, supports them in seeking internship placements and finding post graduation opportunities.	

A.2 Outcomes and Roles: Graduate (cont.)

OUTCOMES	ASPECT	ROLES					Comments
		Central	Academic Leader	Support Team	Chair/Unit Leader	Professor	
Graduate enrolment and funding resources are strategically managed	Enrolment	Manages institution enrolment; provides database on enrolment numbers; sets faculty targets	Works with Central partners to set recruitment targets	Provide key information (enrollment numbers, watchlist numbers)	Provides high level direction to Academic Leader consistent with Unit strategy		
	Funding	Sets institutional policy and expectations for student funding. Manages and administers institutional scholarship process. Negotiates with GSA on funding within the collective agreement	Leads unit strategy and policy on student funding. Works with undergrad Academic Leader on TA assignment policy.	Monitors student funding to inform policy and performance. Administers TA funding. Administers unit scholarships.	Allocates TA/RA funding. Works with fundraising to provide scholarships.	Works with unit admin to ensure an appropriate funding package is in place and reviews as circumstances warrant. Seeks funding through grants and supports students to secure scholarships	Currently units unevenly administer their own dept specific awards; some are administered by FGSR. Proposal: FGSR manage all Awards and Scholarships, with decisions for dept specific awards resting with the academic leaders or subsets of the Graduate Scholarship Committee
Graduate faculty have access to effective mentorship and support for graduate supervisory development	Student experience	Sets institutional policy and standards for supervision. Provides non-disciplinary training and orientation for supervisors and students. Works with academic units to resolve issues around student-supervisor relations.	In conjunction with Chair, sets disciplinary expectations for supervisor and student behaviour. Troubleshoots problem relationships; escalates to Central and Chair when necessary.	Delivers disciplinary training and standards to students and supervisors. First point of contact/advice on supervisory issues. Escalates to Academic Leader and Central when necessary.	Reinforces standards and expectations of supervisors. Works with Academic Leader in identifying those who need development of warrant special recognition. Encourages a culture of mentorship and peer support.	Remains informed of standards and best practices in graduate supervision. Participates in professional mentorship and peer support activities.	Section will need to be updated after the final approvals of the Supervisory Initiaves. (see row 11)

A.3 Outcomes and Roles: Research

OUTCOMES	ASPECT	ROLES					Comments
		Central	Academic Leader	Support Team	Chair/Unit Leader	Professor	
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.	Strategy	Develops, validates, and communicates institutional strategic research and innovation plan. Identifies strategic funding opportunities, assembles teams and resources, and leads or supports application development and submission, as appropriate.	Work with the College and Faculty Deans facilitate the development of College and Faculty level strategies that align and support the institutional strategy. Works with college and faculty specific external partners to identify and develop high impact strategic opportunities and partnerships that align with strategic research priorities or support developing priorities.	Key role communicating and tracking the strategic plan. Document, monitor, and report on progress toward strategic research priorities.	Works with Academic Leaders to develop strategic plan. Aligns recruitment and resource allocation to support future directions.	Responsibility to engage and become versed in the strategic plan. Leverage strategic plan goals to generate research and infrastructure funding. Recruitment and training of HQP in key strategic areas.	There's no mention of Centres & Institutes in the Roles sections. Central: high level oversight and guidance to align with strategic priorities. Academic Leader: (may not be ADR in all Faculties): Works with existing C&Is and faculty to support C&Is that align with and contribute to Faculty and Institutional strategic research priorities. Admin Leader: ..., including with regard to aligning C&Is with research strategies and priorities.
	Partnership	Works with Academic Leaders to identify existing and future priority partners and nurture those relationships	Works with Central and Unit Leaders to identify existing and future priority partners and nurture those relationships. Develops specific projects or focus areas for collaboration.	Coordinates mechanisms for meetings with partners. Gathers data to support relationship. Maintains direct contact at an administrative level.	Works with Academic Leaders to identify existing and future priority partners and nurture those relationships		
	Centres & Institutes	Provides high level oversight and guidance to support Centres & Institutes in fulfilling their unique mandates, while encouraging alignment with institutional strategic priorities.	Works with existing Centres & Institutes to support research activities that align with and contribute to Faculty and Institutional strategic research priorities.	Supports Centres & Institutes in achieving their goals, including with regard to aligning Centres & Institutes with strategic research priorities.	Works with C&I to develop teaching activities, as appropriate. Aligns recruitment activities to build C&I expertise.		
Researchers in the unit feel connected to the strategy and to a strong research culture, have access to effective mentorship and onboarding processes.	Mentoring and onboarding	Provides researcher development services, including onboarding, mentoring, career development, EDI, Indigenous Initiatives support. Provides effective research certification, oversight, and administration.	Provide leadership on ensuring faculty/College mentorship and onboarding processes. Develop and facilitate strategic faculty and college wide programming supporting academic training and faculty mentorship.	Manage logistical planning and communications of onboarding activities and professional development supports, and serve as primary connector service to training services provided by central programming and support units.	Set expectation and support new faculty in onboarding and mentoring opportunities.	Participate and contribute to mentorship and onboarding processes	This 'row' focuses on connecting the researcher to the strategy (which is good), but I note there is no row focused on being responsive to and supportive of the unique goals and interests of researchers, supporting research impact in ways/areas that the strategy might not speak to, and building individual researcher reputations. Perhaps, with a good strategy, this would all be captured within the strategy. But typically there are sets of researchers who feel (real or not) that they are not embraced by our strategic plans and, therefore, unsupported. As I could have made this point elsewhere, perhaps it should be a stand alone row (or just a comment to keep in mind).
	Connecting individuals	Disseminate strategy institution-wide. Highlight researchers in the context of the strategy. Ensure broad access possible to strategic initiatives	Engage researchers in disciplinary and multidisciplinary conversations in the strategy to encourage researchers to see themselves within strategy	Facilitate disciplinary and multidisciplinary conversations on the strategy. Gather data on impact and participation to inform policy.	Encourage researchers to engage in conversations in the strategy.	Contributes to the development of the strategy through public fora and submissions. Evaluates opportunities to align and participate in resulting initiatives.	
The unit has a strong academic link with the Office of the VP (Research and Innovation) on institutional initiatives and strategies.	Institutional coordination	Colleges and faculties are actively engaged in strategic planning at institutional level. Clear two-way communication channels are established. Research partners network is functioning as link between units and VPRI.	Engage and provide leadership and connectivity between academic units and Central. Deans, College Deans and the ADRs serve as college/faculty representatives on VPRI and other central committees in regards to research activities. Functions such as communications, grant and program review, adjudication and planning, supporting the general campus research leadership.	In partnership with the academic leadership, works to develop all of the program logistics, information gathering and reporting tools and protocols, as well as communications of Central directives, opportunities and priorities. Support the daily two-way communication and reporting between the VPRI and all elements of the research enterprise within the units.		Actively participate and contribute to the advancement of institutional initiatives.	

A.3 Outcomes and Roles: Research (cont.)

OUTCOMES	ASPECT	ROLES					Comments
		Central	Academic Leader	Support Team	Chair/Unit Leader	Professor	
The unit routinely and effectively participates in large, complex, interdisciplinary, and multi-institutional grants and projects	Large projects	Identifies and leads opportunities for large-scale and/or interdisciplinary research opportunities and funding pathways. Responsive to similar opportunities identified by units. Engages with all levels of government to increase funding opportunities. Provides resources, strategic planning, and team development for such funding opportunities. Establishes strategic initiatives funds to support such initiatives. Develops an effective internal and external communication strategy to leverage opportunities.	Unit leadership identifies and communicates opportunities, upcoming concerns requiring support, and serves as external engagement point for industry and government for faculty/college specific opportunities and concerns. Provides theme specific opportunities to central, and supports the VPRI on execution of large scale initiatives. Works with external partners to identify and develop new opportunities that can be taken to central for evaluation.	Provides connectivity between the Units and Central in regards to documentation, two-way communication, and crisis management. Works with the Academic leadership to develop faculty and college level planning, processes and coordination of project assembly and execution. Coordinates unit project processes with central unit processes.	Cultivates a culture of collaboration; provides resources (including release time) to those leading large initiatives; encourages FEC to recognize the investment and long term nature of such projects.	Participate and lead the grants and projects	
The unit has enhanced research productivity and grant success.	Research productivity	Provides grant assistance and development services, including effective integration of EDI principles. Provides effective research oversight, certification, and administration.	Works with the professoriate to develop, build and refine, competitive business cases for stronger grant applications. Works with faculty and College Deans to identify opportunities and obstacles within units that impact research efficiency and impact. Identifies leverage opportunities internally and externally to enhance the multidisciplinary, diversity and collaborative elements of research.	Works with academic leadership and central to identify opportunities to streamline processes, improve access to and communication of central supports, and works to identify opportunities to improve grant competitiveness. Works with Faculty and College General managers to ensure efficient operation and connectivity of all centers and institutes within the system. Work with PIs and other elements of institutional supports to ensure effective administration and facilities operation.	Cultivates a culture of research productivity and encourages FEC to recognize those securing research funding. Provides resources to seed future grant success.	Conduct world class research and seek external funding and partnerships. Utilize centralized resources for enhanced research productivity.	Should the reference to C&Is be moved up to first row? (An aside: as we are not using the language of "Executive Deans" I've done some edits to refer to College Deans. In some places, instead of saying Deans and College Deans, we could say Faculty and College Deans.)
The unit is effectively represented on provincial, national, and international discipline-related organizations.	Representation	Serves on regional, provincial, national, and international committees and boards relevant to strategic areas. Maintain key stakeholder relationships.	Faculty and College Deans and ADRs serve on regional, provincial, national, and international committees and boards relevant to the various units and aligned to the accreditation and topic matter relevance of the various units. Unit leads would develop key strategic trust relationships with key strategic college and faculty level partner organizations.	Provide administrative supports for external activities where appropriately aligned to unit function.	Serves, recruits and encourages representatives on discipline-specific regional, national and international bodies and committees. Encourages FEC to recognize service that grows the influence of U of A.	Actively contribute time to external organization leadership and other key related extension activities.	For some, this issue of 'service' requires time and recognition at FEC. Is this something that should be a responsibility in the Academic Leader column?
The unit contributes to provincial and federal government policy development and program development.	Government policy	Serves on policy development committees at all levels of government. Actively engaged with government stakeholders in regular interactions.	Unit leads serve on policy development committees for external agencies where unit domain expertise and connectivity is requested and required. Whereas VPRI is more appropriate for general research policy engagement, Domain and topic matter expertise and representation would be at relevant unit level.	Support Academic leadership and Central to provide information and statistics to external agencies as required and appropriate for policy development. Support the consolidation and alignment of unit responses to external query. Documenting and gathering relevant statistics.	Contributes to Academic Leaders and Central efforts to develop positions and responses to inform government policy	Directly contribute to policy and program development when expertise called upon.	
Research activities are strategically linked to advancement activity and external relations activity.	Advancement	Coordinates across Central portfolios to facilitate advancement activity.	Unit leadership works closely with the VPRI to support large-scale initiatives aligned to unit and central priorities with advancement and other central units (facilities). Serves as conduit to coordinate academic participation and leadership to initiatives.	Works with Academic Leaders to develop processes to support initiatives and coordinate activities. Support the information exchange and strategic alignment of operations with other central units as required for effective strategy, alignment and planning of joint activities. Support team building workshops and grant development.	Contributes to Academic Leaders and Central efforts to develop advancement proposals and sustain donor relations	Contribute to, and provide leadership to specific research related institutional initiatives.	Some (not all) of this seem focused on research aligning with advancement activity. Should this be flipped so advancement activity is aligning with research activities? Slight wording changes? (Note the wording of "Relationship, issues, and crisis mangement" row).

A.3 Outcomes and Roles: Research (cont.)

OUTCOMES	ASPECT	ROLES					Comments
		Central	Academic Leader	Support Team	Chair/Unit Leader	Professor	
Research activities are supported by effective infrastructure.	Infrastructure	Provides effective research oversight, certification, and administration services. VPRIO provides a conduit and connectivity agent to identify and mobilize academic leadership and support for strategic infrastructure grants and interface with advancement opportunities.	Academic Leaders work with the faculty and college Deans, as well as the general managers, to develop and execute infrastructure planning, operations, sustainability, and renewal planning. Unit leads provide a conduit and connectivity agent to identify and mobilize academic leadership and support for strategic infrastructure grants as well as advancement opportunities.	Provide administrative supports to the overall operation of research infrastructure. Plays a key role consolidating and reporting on infrastructure and centralized research facilities activities. Aligns and communicates opportunities for support and advancement of unit infrastructure and grant opportunities. Support workshops and grant development.	Allocates resources to support infrastructure as appropriate. Encourages joint efforts and efficient use of space, people and funds.	Operate personal laboratories in a professional and sustainable manner with oversight on infrastructure maintenance and capacity expansion. Contribute to unit centralized infrastructure planning, operational planning and initiatives to maintain and expand centralized units in a sustainable manner.	I borrowed language from the Academic Leader column and inserted in under Central as well. The VPRIO already does this, and it is worth noting.
Relationship, issues, and crisis management are undertaken in alignment with research strategy for the unit.	Issues management	Leads on major or complex issues management. Engages with units for fuller understanding, collaborative position setting, coordinated communications.	First stop for academic concerns and conflicts in regards to the research venture. This is a key triage point determining appropriate follow-up and transference to either the Chairs, faculty and college Deans, or VPRIO.	Monitor, support and report on the efficient operation of the research enterprise. Triage and link to supervisory oversight and appropriate institutional supports as required in proactive fashion to prevent and repair incidents and operational deficiencies.	Contributes and collaborates with Academic Leaders and Central efforts in issues management	Provide project and program leadership and contribute to the efficient operation of the research enterprise. Work with unit and central leadership as well as administration to proactively identify and seek remedy to potential breakdowns in operations and professional relationships as able. Mentor HQP as future leaders and work to develop teams crisis preparedness and response as well as support the development of teams emotional intelligence skills. Initiate, manage and cultivate strategic relationships with outside agencies and partners.	
The unit supports commercialization and entrepreneurship and provides resources to support faculty members in pursuing such activities. (NEW addition)	Knowledge transfer	Aligns and communicates university resources available for entrepreneurship development and commercialization support. Provides institutional leadership and policy for tech/knowledge transfer. Negotiates with unions on IP policies, as needed.	Unit leadership plays a key role fostering an entrepreneurial culture within the faculties and college. Leads efforts to educate, advise, and support academics pursuing innovation (both technological and social). Unit leadership also plays key role in supporting negotiation of licencing terms and potential contributions from the faculties and colleges in partnership ventures.	Provide operational support for entrepreneurship training and serve as liaison to central units supporting documentation of innovation activities. Also play a role in supporting and facilitating information and training workshops.	Encourages faculty members in commercialization and knowledge transfer. Considers alternate workload/ space arrangements to support entrepreneurship. Encourages FEC to appropriately value commercialization activities.	Lead and participate in entrepreneurial activities, tech transfer, and general extension activities. Train next generation of HQP as leaders in all manner of research impact including innovation.	*Row added as key deliverable of the research enterprise and was found to be missing from the earlier list of activities.

B.1 Roles and Structure: Undergraduate

OUTCOMES	ASPECT	ROLES				Comments
		Academic Leader	College	Faculty	Department	
The unit attracts high-quality undergraduate students to its programs and courses.	Recruitment	Develops strong program offerings, structure, content; course offerings; provides key information to support team about nature of the programs and courses; advise recruiters on strengths of programs and opportunities for students	Enrolment Planning and Management in collaboration with RO and FGSR and College Graduate Office	"Faculties ensure innovative and quality academic programs development Information on programs must flow from Faculty to College."	Information on programs must flow from Department to College	Recruitment - still engage faculties/professors. Academic leader at program level can best decide criteria for promoting programs: eg what do I do with this degree? What is the value of this degree? Craft the narrative for promotion that recruiters can use
The unit has high-quality and innovative undergraduate programs.	Programs	Ensure program excellence and innovative programs by evaluation of instructors, syllabi, and overall program structure. Program innovation must come from academic experts in the field; work with administrative supports to develop work-intergrated learning opportunities and experiential learning	"WIL and experiential learning coordination and enhancement Coherent and cost-effective program portfolio across College faculties , support for collaborative programs, reduction in duplication of content "	Faculties ensure innovative and quality academic programs development Overall program architecture, initiate new and closing old programs, program QA, WIL delivery	Departments must evaluate syllabi and instructors. Program innovation must come from faculty members.	*Need new hires to keep pace with high quality/ innovative programs.
Program curricula are current, evidence/knowledge informed, and future-focused.	Programs	Ensures appropriate program offerings, structure, content; course offerings; WIL opportunities. Academic leaders must be subject area specialists to do this work, as part of their Service expectations.	WIL and experiential learning coordination and enhancement Coherent and cost-effective program portfolio across College faculties , support for collaborative programs, reduction in duplication of content	Faculties ensure innovative and quality academic programs development Overall program architecture, initiate new and closing old programs, program QA, WIL delivery	Program design from subject area specialists (faculty members) Departments must participate in QA processes.	
Instruction occurs with effective pedagogy.	Faculty evaluation	Department/program level leaders carry out evaluation and advice beyond USRIs		Faculties must undertake FEC	Faculty Development and Mentoring Chairs play critical role in faculty evaluation.	Department/program level academic leaders (eg subject area specialists) are best placed to provide mentorship, evaluation in classroom, support. Academic leaders are key point people for student complaints about instructors, and can often resolve problems very quickly without escalating the matter
The unit delivers a consistent, high quality undergraduate student experience, including advising.	Student Experience	Discipline specific advising (ie research); academic integrity, student complaints (exceptions)	Academic discipline	Program expertise for academic advising	Disciplinary expertise for academic advising	Program specific advising tied to academic unit. Great variations across faculties and departments. Majority of advising is undertaken by support staff; exceptions/exemptions by academic lead (associate chair or associate dean). General advising can occur at a central level, eg students service centre.
Principles of EDI are present in curriculum and classroom interactions.	Student Experience	Department level leadership ensures principles are incorporated into the curriculum.	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of EDI performance measures.	Program initiatives in EDI, improvements in response to performance measures.	Unique EDI Goals Departments will ensure curricular integration.	While this should be led by an academic, committee, or program area specialist; the coordination of resources, experientials planning etc, can be administered by support staff.
Indigenous initiatives are incorporated into curriculum and program design.	Student Experience	Department level leadership ensures initiatives are incorporated into the curriculum.	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of II performance measures.	Program initiatives in reconciliation and Indigenization	Unique Indigenous Initiative goals. Departments will ensure curricular integration	While this should be led by an academic, committee, or program area specialist; the coordination of resources, experientials planning etc, can be administered by support staff.
Instructors and instructional resource staff are effectively managed.	Workload assignment	Manages teaching assignments; devleops courses in line with program outcomes	Coherent and cost-effective program portfolio across College faculties , support for collaborative programs, reduction in duplication of content	Oversees course development	Departments must manage teaching loads and teaching assignments.	If staff can do first drafts of teaching plans for later approval by academic leaders, that would save much admin labor;course scheduling can be coordinated across departments or faculties
Teaching labs and infrastructure are effectively managed to meet program needs.	Workload assignment	Manages lab assignments (TA); ensure instructors have labs needed to deliver material			TA assignments, Research delivery Departments must manage TA assignments	
Undergraduate enrolments are strategically managed.	Enrolment Management	Advises on capacity in programs/courses; opportunities for growth/new programs, sets admission and continuation standards	Enrolment Planning is at the College Level	Program standards, requirements, and policies		Course enrolments should be managed at instructor/unit level to avoid admin headaches. (eg Independent studies taught as overload courses, or thesis courses, showing up on spreadsheets as "undersubscribed courses")
Academic standards are rigorous.	Programs	Responsiblie for setting academic standing, continuation/program standards; (ie grade ranges for course level); manages exceptions		Program standards, requirements and policies must be managed at the Faculty level.	Departments must provide input into program standards.	Final authority on programs rests with academic lead of academic unitThis could also include transfer credit decisions, program exceptions, etc

B.1 Roles and Structure: Undergraduate (cont.)

OUTCOMES	ASPECT	ROLES				Comments
		Academic Leader	College	Faculty	Department	
Programs maintain successful accreditation standards.	Programs	Makes program-specific final academic decisions around accreditation		Accreditation must take place at the faculty level.	Departments will need to provide input into accreditation processes.	Systems to support the program standards can be managed/run by admin lead/support team; Final authority on programs rests with academic lead of academic unit
The unit has strong processes to monitor academic integrity.	Student Experience	Deliver final decisions regarding academic integrity cases.	Academic discipline	Faculties will need to provide input into academic discipline cases.	Departments will need to provide input into academic discipline cases	* Could be handled at College Level to ensure equity of workload between large and small faculties. *The process must not be so onerous as to discourage professors from pursuing academic integrity cases. (For example: if 70 students are suspected of cheating on a single test, the professor should not be required to meet with all 70 students individually.)
Instructors are connected to a strong teaching culture and have access to effective mentorship and coaching for development.	Faculty evaluation and development	Department/program level academic leaders ensure teaching excellence by organizing and overseeing classroom peer evaluations, providing mentorship to junior instructors, and finding solutions to student complaints about instructors.		FEC	Faculty development and mentoring Departments must lead mentorship for faculty members.	
The unit has clearly understood and communicated principles, values, and processes for program decisions affecting students, including academic accomodations and program exceptions	Programs	Academic leaders with disciplinary expertise set standards for which exceptions would be appropriate within a program		Program standards, requirements, and policies.	Departments will need to provide input on specific student cases	General comment: central needs to be nimble and move faster; Need to differentiate between ACCOMODATION, ADAPTATION, and PROGRAM EXCEPTION
						*NOTE: the work currently done by academic leaders will still need to be done. If that work is ultimately done by academics without course releases, those individuals may well find themselves stifled in their progression to full professor, due to reduced research productivity

B.2 Roles and Structure: Graduate

OUTCOMES	ASPECT	ROLES				Comments
		Academic Leader	College	Faculty	Department	
The unit is a destination of choice for high-quality graduate students	Recruitment	Provides key information to support team about nature of the programs and courses; advise recruiters on strengths of programs and opportunities for students.	Enrolment Planning and Management in collaboration with RO and FGSR and College Graduate Office	Information on programs must flow from Faculty to College.	Faculty members must build relationships with prospective students. Information on programs must flow from Department to College	
	Admissions	Sets any admissions standards above the institutional minimums; oversees admissions standards. Recommends and works with central on decisions about exceptions and complicated cases	Enrolment Planning and Management in collaboration with RO and FGSR and College Graduate Office	Assess applications for minimum standards, recommend admission.	Assess applications for minimum standards, recommend admission. Faculty members must build relationships with prospective students.	
The unit has high-quality and innovative graduate programs.	Program development	Leads development of strong program offerings, structure, content; course offerings. Ensures program curricula are current, evidence/knowledge informed, and future-focused.	Coherent and cost-effective program portfolio across College faculties, support for collaborative programs, reduction in duplication of content	Faculties ensure innovative and quality academic programs development Overall program architecture, initiate new and closing old programs, program QA, WIL delivery	Program design from subject area specialists (faculty members)	
	Experiential learning	Works with Central and team to develop appropriate complementary work-intergrated learning opportunities and experiential learning	Coordination of WIL opportunities and growth	WIL Offerings		
	Professional development	Works with Central and team to develop discipline-specific PD opportunities		Faculties must provide input on discipline-specific PD opportunities.	Departments must provide input on discipline-specific PD opportunities.	
	Quality assurance	Leads program quality assurance including evaluation of instructors, syllabi, and overall program structure.		Program QA across faculty Overall program architecture, initiating new and closing old programs.	Participate in PProgram QA. Departments must evaluate faculty members and syllabi Program design, delivery, and assurance.	
Instruction occurs with effective pedagogy.	Teaching development	Ensures instructors have development opportunities; many will be centrally provided but some may need to be discipline specific. Aids Chair in identifying those who need intervention or warrant special recognition		FEC	Departments must mentor faculty members and ensure development. Departments evaluation faculty members.	
The unit delivers a consistent, high quality graduate student experience, including advising.	Advising	Discipline specific advising (ie research); academic integrity, student complaints (exceptions recommended to central).	Academic discipline	Faculties must provide input into specific cases.	Departments must provide input into specific cases.	
	Student experience	Works with institutional resources to support instructors in EDI best practices.	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of EDI performance measures.	Program initiatives in EDI, improvements in response to performance measures.	Unique EDI Goals	
Indigenous initiatives are incorporated into curriculum and program design.	Program development	Works with institutional resources to ensure Indigenous context and ways of knowing woven into curriculum and informs recruitment process.	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of II performance measures.	Program initiatives in reconciliation and Indigenization	Unique Indigenous Initiative goals.	
	Student experience	Works with institutional resources to develop instructors' ability to support Indigenous students and ways of knowing.	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of EDI performance measures.	Program initiatives in EDI, improvements in response to performance measures.	Unique EDI Goals	
Instructors and instructional resource staff are effectively managed.	Academic staff	Supports the Chair in managing teaching assignments			Departments must manage teaching assignments.	
	Technical staff	Sets unit priorities and policies for allocation			Departments must manage technical staff.	
	Teaching assistants	Works with Undegrad Leader and team to allocate/ manage TAs			Departments must manage teaching assignments.	
Teaching labs and infrastructure are effectively managed to meet program needs.	Teaching labs	Supports Chair in allocating space and equipment budget for teaching		Faculties manage research budgets.	Departments must allocate space and equipment budget for teaching.	
Graduate students are engaged in the research productivity and culture of the faculty	Student experience	Creates/invites students to research fora (departments seminars, public poster spaces, etc.). Profiles students when possible. Consults with students on needs and expectations.	Colleges develop research strategy.	Faculties are responsible for faculty strategies that align with college and institutional strategies	Departments are responsible for research delivery.	
Graduate students understand and incorporate principles of EDI in their work	Student Experience	Works with institutional resources to ensure EDI is woven into curriculum and standards clear to students on how EDI is integrated into thesis/project work	College initiatives to promote diversity, support inclusiveness and improve equality. Facilitation of EDI performance measures.	Program initiatives in EDI, improvements in response to performance measures.	Unique EDI Goals	

B.2 Roles and Structure: Graduate (cont.)

OUTCOMES	ASPECT	ROLES				Comments
		Academic Leader	College	Faculty	Department	
Graduate students are effectively engaged in undergraduate education as principal instructors or Teaching Assistants	Professional development	Works with Undergrad Leader and team to allocate/ manage TAs and instructorships				Departments must manage teaching assignments.
Graduate students have access to cross-faculty collaborations	Student experience	Evaluates and facilitates requests for exceptional arrangements. Seeks to build systematic opportunities and pathways for collaborations	Colleges are well placed to provide overall coordination of opportunities for cross-faculty collaborations.	Faculties must be engaged in cross-faculty opportunities for graduate students.		
Graduate student outcomes are strong (e.g. completion rates, and times, subsequent placements)	Student experience	Ensures unit-controlled steps (courses, exams, practica) are scheduled in a manner that allows timely progression. Recommends exceptions, program changes, interventions to address progression concerns, in partnership with FGSR.		Faculties and Departments manage individual steps for student progression.		Faculties and Departments manage individual steps for student progression.
	Placement	Ensures accreditation and professional standards are met.		Faculties must manage accreditation processes.		
Graduate enrolment and funding resources are strategically managed	Enrolment Planning	Works with Central partners to set recruitment targets	Enrolment planning			Faculty members develop relationships with individual prospective students.
	Funding	Leads unit strategy and policy on student funding. Works with undergrad Academic Leader on TA assignment policy.				Departments must manage student funding.
Graduate faculty have access to effective mentorship and support for graduate supervisory development	Student experience	In conjunction with Chair, sets disciplinary expectations for supervisor and student behaviour. Troubleshoots problem relationships; escalates to Central and Chair when necessary.	Academic discipline is managed at the College level.	Faculties and Departments manage individual student challenges and progress.		Faculties and Departments manage individual student challenges and progress.

B.3 Roles and Structure: Research

OUTCOMES	ASPECT	ROLES				Comments
		Academic Leader	College	Faculty	Department	
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.	Strategy	ADR(s) & ACRs work with the College and Faculty Deans facilitate the development of College and Faculty level strategies that align and support the institutional strategy. Works with college and faculty specific external partners to identify and develop high impact strategic opportunities and partnerships that align with strategic research priorities or support developing priorities. Works with existing Centres & Institutes to support research activities that align with and contribute to Faculty and Institutional strategic research priorities.	College Research Strategy, particularly interdisciplinary activity. Identify, link and reinforce and mobilize multidisciplinary teams with linkage to internal and external partners.	Faculty Research Strategy, Relationship and partnership development and maintenance. Works to link key sector community groups and partners to research expertise within the faculty. Identification and foresight for future research program opportunities for faculty.	Research Delivery	There's no mention of Centres & Institutes in the Roles sections. Central: high level oversight and guidance to align with strategic priorities. Academic Leader: (may not be ADR in all Faculties): Works with existing C&Is and faculty to support C&Is that align with and contribute to Faculty and Institutional strategic research priorities. Admin Leader: ..., including with regard to aligning C&Is with research strategies and priorities.
Researchers in the unit feel connected to the strategy and to a strong research culture, have access to effective mentorship and onboarding processes.	Faculty Development	ADR(s) & ACRs provide leadership on ensuring faculty/College mentorship and onboarding processes. Develop and facilitate strategic faculty and college wide programming supporting academic training and faculty mentorship.	Researcher development and training program delivery. College wide symposium, workshop, and community building event planning.	Faculty recruitment and development. First line of academic engagement, trust network, relationship management. Engaged with "pulse" of community identifying strengths and potential upcoming areas of agitation.	Faculty development Departments must lead faculty mentoring and evaluation processes. Departments play key role in faculty recruitment	This 'row' focuses on connecting the researcher to the strategy (which is good), but I note there is no row focused on being responsive to and supportive of the unique goals and interests of researchers, supporting research impact in ways/areas that the strategy might not speak to, and building individual researcher reputations. Perhaps, with a good strategy, this would all be captured within the strategy. But typically there are sets of researchers who feel (real or not) that they are not embraced by our strategic plans and, therefore, unsupported. As I could have made this point elsewhere, perhaps it should be a stand alone row (or just a comment to keep in mind).
The unit has a strong academic link with the Office of the VP (Research and Innovation) on institutional initiatives and strategies.	Strategy	Under the operational directive of the Deans, ADRs engage and provide leadership and connectivity between ACRs and central. Deans, College Deans and the ADRs serve as college/faculty representatives on VPRI and other central committees in regards to research activities. Functions such as communications, grant and program review, adjudication and planning, supporting the general campus research leadership.	Embedded Research Administration, research facilitation support, service partners are coordinated through the college	Faculty representation feeds and liaises with VPRI and College research offices. Feeding into and identifying new initiative opportunities and contributes to strategy.		
The unit routinely and effectively participates in large, complex, interdisciplinary, and multi-institutional grants and projects	Partnerships/ Grants	Unit leadership identifies and communicates opportunities, upcoming concerns requiring support, and serves as external engagement point for industry and government for faculty/college specific opportunities and concerns. Provides theme specific opportunities to central, and supports the VPRI on execution of large scale initiatives. Works with external partners to identify and develop new opportunities that can be taken to central for evaluation.	College research strategy, particularly interdisciplinary activity, Inter- and Intra-college collaboration	Relationship and partnership development and maintenance	Support improved performance in grants, rankings and research standing	
The unit has enhanced research productivity and grant success.	Partnerships/ Grants	Unit leadership works with the professoriate to develop, build and refine, competitive business cases for stronger grant applications. Works with faculty and College Deans to identify opportunities and obstacles within units that impact research efficiency and impact. Identifies leverage opportunities internally and externally to enhance the multidisciplinary, diversity and collaborative elements of research.	Research facilitation and support	Identification of areas of concern and triage to link to institutional supports where necessary.	Support improved performance in grants, rankings and research standing	Should the reference to C&Is be moved up to first row? (An aside: as we are not using the language of "Executive Deans" I've done some edits to refer to College Deans. In some places, instead of saying Deans and College Deans, we could say Faculty and College Deans.)
The unit is effectively represented on provincial, national, and international discipline-related organizations.	Partnerships	Faculty and College Deans and ADRs serve on regional, provincial, national, and international committees and boards relevant to the various units and aligned to the accreditation and topic matter relevance of the various units. Unit leads would develop key strategic trust relationships with key strategic college and faculty level partner organizations.	College Research Strategy, particularly interdisciplinary activity	Relationship and partnership development and maintenance		For some, this issue of 'service' requires time and recognition at FEC. Is this something that should be a responsibility in the Academic Leader column?

B.3 Roles and Structure: Research (cont.)

OUTCOMES	ASPECT	ROLES				Comments
		Academic Leader	College	Faculty	Department	
The unit contributes to provincial and federal government policy development and program development.	Policy/External Engagement	Unit leads serve on policy development committees for external agencies where unit domain expertise and connectivity is requested and required. Whereas VPRI is more appropriate for general research policy engagement, Domain and topic matter expertise and representation would be at relevant unit level.	Colleges must liaise with VPR&I on impact of government policy	Relationship and partnership development and maintenance		
Research activities are strategically linked to advancement activity and external relations activity.	External Relations	Unit leadership works closely with the VPRI to support large-scale initiatives aligned to unit and central priorities with advancement and other central units (facilities). Serves as conduit to coordinate academic participation and leadership to initiatives.	Inter and Intra College Collaboration	Advancement work must be led from the Faculty	Advancement work must be supported by department level relationships	Some (not all) of this seem focused on research aligning with advancement activity. Should this be flipped so advancement activity is aligning with research activities? Slight wording changes? (Note the wording of "Relationship, issues, and crisis mangement" row).
Research activities are supported by effective infrastructure.	Facilities and Infrastructure	ADRs, and ACRs work with the faculty and college Deans, as well as the general managers, to develop and execute infrastructure planning, operations, sustainability, and renewal planning. Unit leads provide a conduit and connectivity agent to identify and mobilize academic leadership and support for strategic infrastructure grants as well as advancement opportunities.	Long term infrastructure stability	Faculties must connect infrastructure needs to advancement activity.	Research delivery	I borrowed language from the Acadmeic Leader column and inserted in under Central as well. The VPRI already does this, and it is worth noting.
Relationship, issues, and crisis management are undertaken in alignment with research strategy for the unit.	Research Delivery	ADRs serve as key first stop for academic concerns and conflicts in regards to the research venture. In cases involving administration, this is done in conjunction and partnership with the administrative leads. This is a key triage point determining appropriate follow-up and transference to either the Chairs, faculty and college Deans, or VPRI.	Research facilitation and support	Relationship and parnter development and maintenance. ADRs serve as key first stop for academic concerns and conflicts in regards to the research venture. In cases involving administration, this is done in conjunction and partnership with the administrative leads.		
The unit supports commercialization and entrepreneurship and provides resources to support faculty members in pursuing such activities.	Commercialization	Unit leadership plays a key role fostering an entrepreneurial culture within the faculties and college. ADRs, along with administration teams work to educate, advise, and support academics pursuing innovation (both technological and social). Unit leadership also plays key role in supporting negotiation of licencing terms and potential contributions from the faculties and colleges in partnership ventures.	Research commercialization	Relationship and partner development and maintenance	Departments play key role in faculty mentoring including supporting entrepreneurship.	*Row added as key deliverable of the research enterprise and was found to be missing from the earlier list of activities.

C.1 Potential Structures

UofA for
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ALTG Structure Scenarios

July 9, 2021



UofA for
TOMORROW

Draft - for discussion

Structure and Academic Leaders

- Historically, we have aligned the assignment of academic leader roles with our academic structure (particularly around departments).
 - This is necessary for Deans/Chairs whose roles are tied to the unit
 - This is not necessary for other leader roles which can conceivably be organized in different ways
- As we have seen in the data, this historic approach is constraining and results in significant variation in resourcing, roles, work loads, service levels, processes
- What other approaches are possible?

Options for different academic leader alignments

Grad/teaching/research leaders can be aligned in different ways

- By Department (by Faculty in non-departmentalized faculties)
- By Department cluster
- By Faculty
- By Faculty cluster
- By College
- Totally centralized
- Other?

Department Alignment

Most leaders are Associate Chairs (status quo)

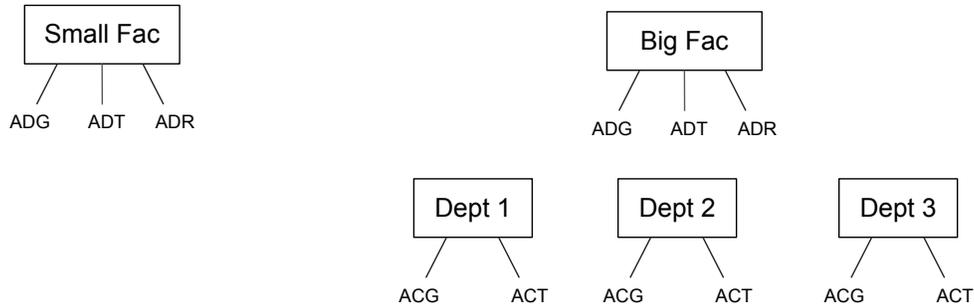
Pros

- Status quo - familiar to everyone

Cons

- The only way to achieve efficiency objective is to consolidate departments
 - Would need to reduce 66 -> 40
- No opportunities for leader teams
- Very hard to coordinate with support teams
- Doesn't address issue of small faculties

Department Alignment



Department Clusters

Associate Chairs are shared across smaller departments but within a faculty

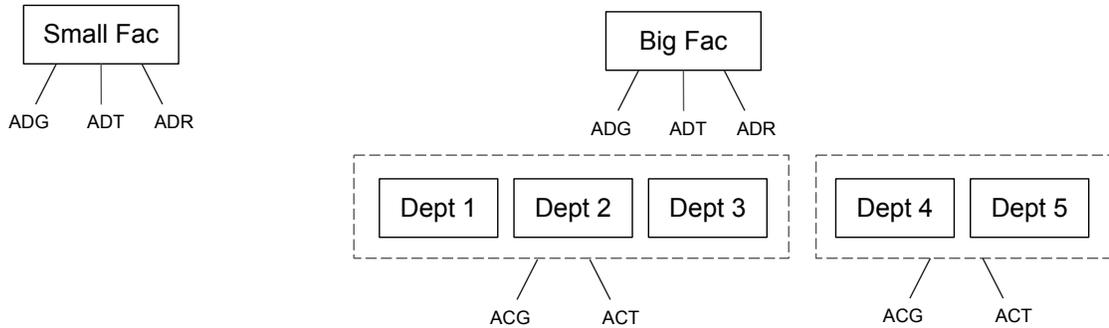
Pros

- Roles fairly familiar, only some departments affected

Cons

- Accountability/reporting lines difficult when shared
- Would need ~25 clusters
- No opportunities for leader teams
- Very hard to coordinate with support teams
- Doesn't address issues with small faculties

Department Clusters



Faculty Alignment

Instead of Associate Chairs, one or more Associate Deans take over the responsibilities

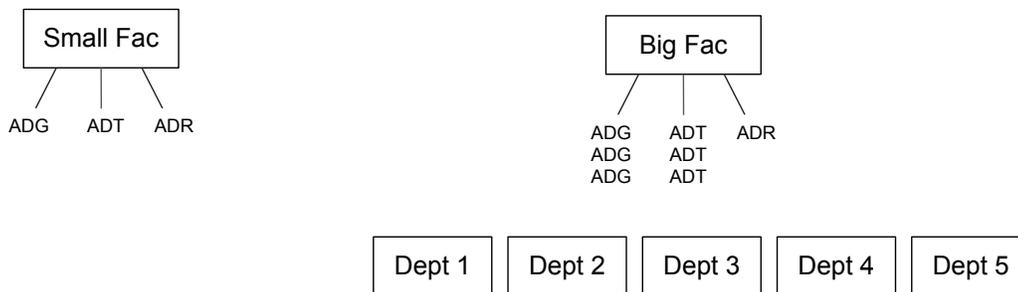
Pros

- Improved balance of responsibilities/service/workload
- Accountability lines clear to Dean
- Some faculties would be able to have leader teams

Cons

- Still some variability of loads (eg. small faculties)
- Hard to coordinate with support teams

Faculty Alignment



Faculty Cluster

Associate Deans deliver on all responsibilities, but shared between smaller faculties

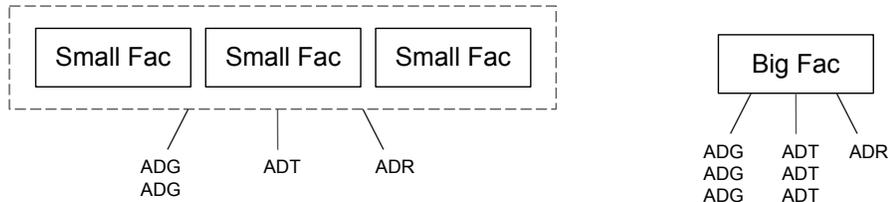
Pros

- Good balance of responsibilities/service/workload
- Potential for all faculties to have leader teams

Cons

- Complicated accountability for shared roles
- Hard to coordinate with support teams

Faculty Cluster



College Alignment

Team of Associate Deans deliver most responsibilities at the College level. Some functions still at Faculty (eg. support programs)

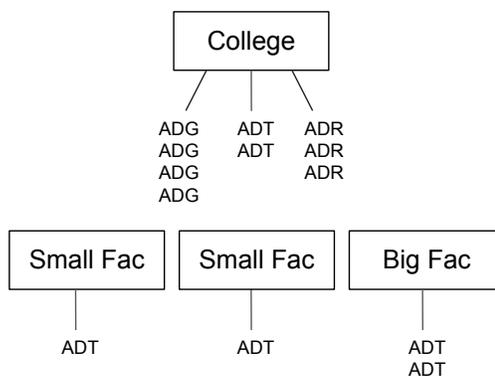
Pros

- Good balance of responsibilities/service/workload
- Specialized leader teams
- Clear reporting to College Dean
- Interdisciplinary scope and strategy

Cons

- Accountability to Faculty Deans, Chairs weaker

College Alignment



Central Alignment

Teams of Associate Deans coordinated out of a central office with 'service partner' arrangements

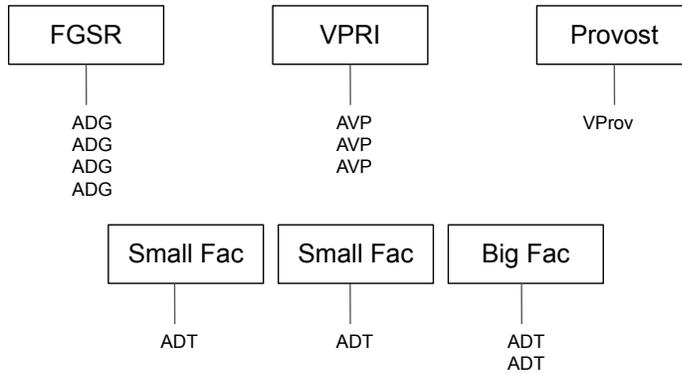
Pros

- Good balance of responsibilities/service/workload
- Specialized leader teams
- Interdisciplinary scope and strategy

Cons

- Accountability to Faculty Deans, Chairs weak

Central Alignment



C.2 Evaluation Matrix

Criterion	Department Alignment	Department Cluster	Faculty Alignment	Faculty Cluster	College Alignment	Central Alignment
From Terms of Reference						
Consistent approach to leadership roles	Difficult - each leader works independently with few mechanisms for alignment	Difficult - each leader works independently with few mechanisms for alignment	Moderate - several leaders work with teams. Fewer teams easier to bring consistency	Moderate - several leaders work with teams. Fewer teams easier to bring consistency	Good - 3 teams, easy to establish SOP, training, coordination	Good - 1 team, easy to establish SOP, training, coordination
Leaders supported by professional teams	Difficult - departments have insufficient resources, no economies of scale	Difficult - departments have insufficient resources, no economies of scale	Moderate/variable - some faculties may be able to provide resources. May be able to access college resources but accountability/authority tricky	Moderate - faculty consortia may be able to provide resources. May be able to access college resources but accountability/authority tricky	Good - economies of scale allow resources at college level	Good - economies of scale allow resources at institutional level
Streamline by 25%	Difficult - would need to significantly reduce number of departments	Moderate - would need avg of 3 depts/ cluster so most would share	Moderate/variable - easier for large faculties, hard for small ones	Good - can size teams to fit	Good - can size teams to fit	Good - can size teams to fit
Roles for leaders require professor to perform	see row 4	see row 4	see row 4	see row 4	see row 4	see row 4
Roles align with authority matrix	Difficult - see most roles elevating above department level to achieve economies of scale	Difficult - see most roles elevating above department level to achieve economies of scale	Moderate - see many roles elevating above department level to achieve economies of scale	Moderate - see many roles elevating above department level to achieve economies of scale	Good - aligns with authority matrix philosophy	Moderate - elevates more than contemplated by authority matrix
Roles elevated where possible in structure	see row 7	see row 7	see row 7	see row 7	see row 7	Good - highest elevation
Allocate leaders based on drivers	Difficult - drivers highly variable across departments	Moderate/variable - clusters could be designed around drivers but no options with small faculties	Moderate/variable - teams could be designed around drivers but no options with small faculties	Good - teams can be designed around drivers	Good - teams can be designed around drivers	Good - teams can be designed around drivers
Align leadership and administration supports	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)
From "Why ALTG?"						
Reduce cost/focus resources on mission	Difficult - pieces/ players uncoordinated and not scalable	Difficult - pieces/ players uncoordinated and not scalable	Moderate/variable - teams more easily coordinated but can't scale small faculties	Moderate - teams more easily coordinated	Good - 3 teams easily coordinated, scalable resourcing	Good - central processes easily refined, scalable resourcing
Harmonize responsibilities, standards, workload	see row 13	see row 13	see row 13	see row 13	see row 13	see row 13
Streamline/optimize admin work	see row 13	see row 13	see row 13	see row 13	see row 13	see row 13
Monre consistent service	see row 13	see row 13	see row 13	see row 13	see row 13	see row 13
Increase collaboration and interdisciplinarity	Difficult - players uncoordinated and accountable/authorized only within small unit	Difficult - players uncoordinated and accountable/authorized only within small unit	Moderate/variable - players uncoordinated and accountable/authorized only within medium unit	Moderate - players uncoordinated and accountable/authorized only within medium unit	Good - 3 teams easily coordinated, broad scope	Good - 3 teams easily coordinated, broad scope
Scale for growth	Difficult - unable to scale	Difficult - unable to scale	Moderate/variable - teams more easily scale but can't scale small faculties	Moderate - teams more easily scale	Good - large teams more easily scale	Good - single team easily scaled
Better role continuity/growth/specialization	Difficult - solo roles and each incumbent must reinvent parts of it	Difficult - solo roles and each incumbent must reinvent parts of it	Moderate/variable - small teams allow greater continuity, specialization but can't apply to small faculties	Moderate - small teams allow greater continuity, specialization	Good - large teams more easily transition, specialize	Good - single team easily transition members, allow specialization
Nimble and coordinated	Difficult - many players difficult to coordinate	Difficult - many players difficult to coordinate	Moderate - fewer players but coordination still not easy	Moderate - fewer players but coordination still not easy	Good - 3 teams easily coordinated, able to engage closely with executive	Good - able to act quickly, comprehensively on a new initiative
Align leadership and administration supports	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)	see row 7 (and 4)
Additional criteria						
Accountability to unit leaders	Good to Chair, Ok to Dean	Variable to Chair, Ok to Dean	Good to Dean	Variable to Dean	Good to College	Good to VP
Responsiveness to students	Mechanisms can be in place as long as student is aware of them	Mechanisms can be in place as long as student is aware of them	Mechanisms can be in place as long as student is aware of them	Mechanisms can be in place as long as student is aware of them	Mechanisms can be in place as long as student is aware of them	Mechanisms can be in place as long as student is aware of them
Responsiveness to professors						