



# The Operating Model

Roles and responsibilities of the university,  
colleges, faculties and departments

**JUNE 2021**



UNIVERSITY OF  
**ALBERTA**

**UofA** for  
TOMORROW

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

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## EXECUTIVE SUMMARY

Over the last year, the University of Alberta has launched and put into action an ambitious plan for transformation. With fundamental systemic reform, we are setting a bold new direction for the university of tomorrow. Our goals are to strengthen the U of A's core teaching, research, and community engagement mission and enrich the student experience, while addressing the current funding crisis. We continue to strive for an accessible, equitable, and inclusive community of students, faculty, and staff that supports our learning environment shaped by curiosity, rigorous inquiry, evidence-based decision making, respect, and a culture of human rights.

We are focused on the future university—one that is relevant, responsive, and nimble. A university that can grow and adapt to changing demographics and student needs. A university that engages with the critical issues and questions of our time and discovers the social and technical innovations the world needs.

To reach these goals, we are rethinking the shape of post-secondary education to enhance collaboration and connection across faculties and disciplines. In our diversity, we must also be one university, working together to build on strengths and discover new opportunities for leadership.

To date, we have spoken of two branches of U of A for Tomorrow: administrative restructuring, or Service Excellence Transformation (SET), on the one hand, and academic restructuring, on the other. These two branches are now being integrated into one operating model for the university.

The establishment of three colleges is key. The colleges will be important integrators and accelerators, creating economies of scale and reducing the administrative burden currently borne by faculties and departments. Their purpose is to remove barriers to collaboration in teaching and research, leverage teaching and research strengths to students' and society's benefit, lead multidisciplinary research focused on global challenges, and foster innovation and entrepreneurship.

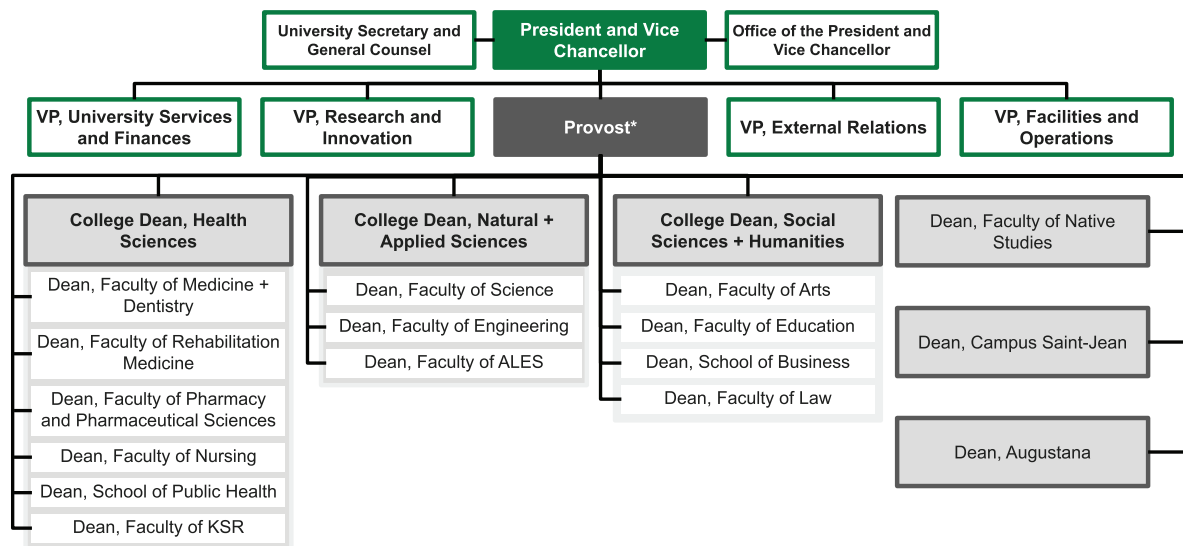
The new operating model outlined in this document is a significant shift from our current approach to operating the university, with implications for academic leadership roles, as well as changed responsibilities for administrative and professional staff. In particular, the college deans have the responsibility to provide high level academic leadership, to implement the colleges, and to provide common administrative, professional, and academic services for the faculties within the colleges. This will enable chairs and deans to focus on what is core to our university: ensuring the highest quality student experience and academic programming, and attracting, retaining and mentoring talent.

This document describes both the constituent elements and the rationale for these elements. It also provides guidance on the integrated practical application of the model. The guide is designed to be a formal reflection of the senior executive's approach to leading the university.

## LEADERSHIP STRUCTURE

The leadership structure of the university is laid out in the organizational chart below, now including the college deans. Each college will be led by a collegial Council of Deans, in consultation with the provost. Each college will be implemented by a college dean. Each faculty will be led by a dean who reports to the provost. The faculty dean remains responsible for all matters relating to the academic program of the faculty.

With respect to the academic and administrative operations of the college, the college dean is the “first among equals” and has the authority and decision-making power to implement all aspects of the college. This includes academic leadership, as well as the design and provision of the administrative, professional and academic services of the college and interdisciplinary teaching and research initiatives.



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

## Roles and Responsibilities Across Four Levels of the University

With the establishment of colleges, the U of A now has four main academic and administrative levels: university, college, faculty, and department. In the operating model, each level has a clear purpose and role. From these, the organizational structure, decision making, budget, approach to interdisciplinary teaching and research, and administrative and professional support have been developed.

A summary of the key roles and responsibilities is provided in the following table.

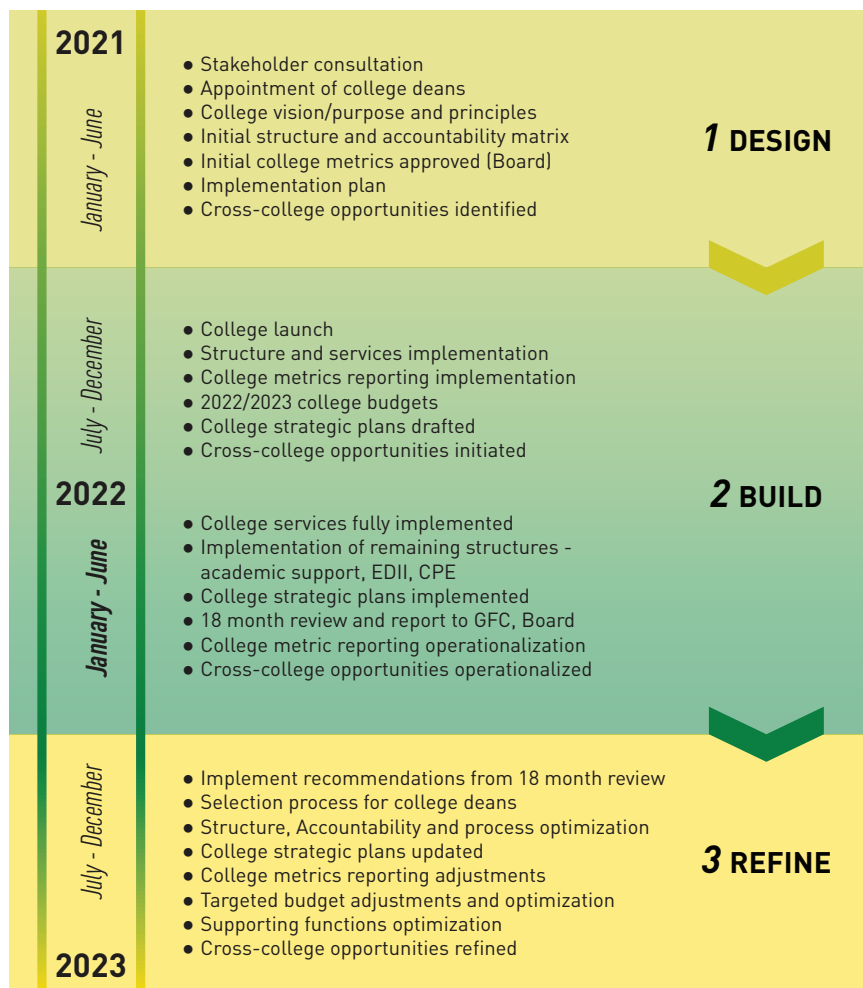
FUNCTION	UNIVERSITY	COLLEGE	FACULTY	DEPARTMENT
<b>Overall role</b>	Institutional strategy and policy, institutional performance, budget and space allocation, central admin and student services delivery, quality assurance and consistency, institutional brand and marketing, external and alumni relations, fundraising	College strategy, collaboration and coordination between and across colleges, shared services. Delivery including as a service partner hub for faculties, college and faculty performance	Faculty strategy, program development and innovation, academic talent management, faculty and department performance, alumni relations, fundraising	Program development and delivery, research, academic talent management
<b>Leadership roles</b>	<p><b>Provost</b></p> <ul style="list-style-type: none"> <li>• Authority for performance of colleges and faculties</li> <li>• Oversight of college and faculty deans</li> </ul> <p><b>VPs</b></p> <ul style="list-style-type: none"> <li>• Authority for strategy, policy and performance in relevant domain</li> </ul>	<p><b>College dean</b></p> <ul style="list-style-type: none"> <li>• Coordination &amp; performance of college and faculties</li> <li>• Alignment with university</li> <li>• First among equals</li> </ul> <p><b>College general manager (CGM)</b></p> <ul style="list-style-type: none"> <li>• Support college dean</li> <li>• Operational leadership</li> <li>• Assurance of delivery of administrative, professional and academic services, including embedded partners</li> </ul>	<p><b>Faculty dean</b></p> <ul style="list-style-type: none"> <li>• Leadership of and authority for faculty</li> <li>• Ensure faculty performance</li> <li>• Alignment with college</li> </ul> <p><b>Faculty general manager (FGM)</b></p> <ul style="list-style-type: none"> <li>• Support dean</li> <li>• Coordinate delivery/ access of admin services</li> <li>• Manage professional and administrative staff</li> </ul>	<p><b>Department chair</b></p> <ul style="list-style-type: none"> <li>• Leadership of and authority for Department and academic programs</li> <li>• Recruitment and supervision of academic staff</li> </ul> <p><b>Department manager (often shared)</b></p> <ul style="list-style-type: none"> <li>• Support chair in coordinating academic functions</li> </ul>
<p><b>Decision making</b></p> <p><i>Note: All decisions are made with appropriate consultation at all levels</i></p>	<ul style="list-style-type: none"> <li>• Provost - sets institutional academic direction and policy in consultation with PEC-S and Deans' Council</li> <li>• Other VPs - set portfolio policy and direction in consultation with PEC-S</li> </ul>	<ul style="list-style-type: none"> <li>• The Council of Deans aims for consensus. Where consensus is not possible, elevated to provost for resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean has decision rights for faculty subject to the authority of the provost and operating model.</li> </ul>	<ul style="list-style-type: none"> <li>• Chair has decision rights for the department subject to authority of the deans and operating model.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• PEC-S sets admin budget, oversees budget model</li> <li>• Portfolio budgets managed by VPs</li> </ul>	<ul style="list-style-type: none"> <li>• Sets college budget for shared services and initiatives.</li> <li>• Collected as levy on faculties</li> <li>• Budget managed by college dean</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty budgets determined by budget model (less college levy)</li> <li>• Budget managed by faculty dean</li> </ul>	<ul style="list-style-type: none"> <li>• Department budgets set by faculty dean in consultation with department chair</li> <li>• Budget managed by chair</li> </ul>

## Changes to academic leadership positions

One key objective of academic and administrative restructuring is to refocus academic faculty members towards our core mission of teaching and research. We will achieve this by reducing (1) the amount of time that faculty members in academic leadership roles spend on administering services, and (2) the number of academic administrators. The colleges provide a unique opportunity to reduce the administrative load of a significant number of faculty members and thereby enhance the faculty's research and teaching capacity. We must also ensure the university achieves this objective sustainably; a committee will review the academic leadership roles such as associate chairs and provide recommendations by the end of September 2021.

## Timeline

As outlined in this document, the university's operating model will support and strengthen the U of A's core teaching, research, and community engagement mission. We recognize that at this stage, we will not get everything right. We will be flexible and adaptable as we proceed; however, it remains imperative that we meet our timelines and overall targets for the successful implementation of the colleges. Implementation will occur in phases over many months to ensure that we can refine as we operationalize the model.



## Conclusion

With the establishments of colleges, the U of A can deepen the capacity to address society's big challenges. We can advance the whole spectrum of human health and wellness. We can advance science from pure discovery to innovations that can improve all our lives. We can build an inclusive, equitable, just, prosperous and creative society with opportunity for all. Working together, we can build an academic structure that is forward-looking and innovative, and in doing so, continue to renew and grow our leadership in higher education and research, and drive even greater social and economic growth, innovation, and creativity for the public good of the province and beyond.

## 1. INTRODUCTION AND BACKGROUND

The university operating model has been designed as part of the University of Alberta for Tomorrow (UAT) vision. Developed throughout 2020-21, it underpins academic and administrative transformation at the U of A.

This document describes the university operating model, including its rationale and constituent elements, and provides guidance on its integrated practical application. The model describes how our university's people, processes and technology deliver social and economic growth, innovation, and creativity for the public good of the province and beyond.

The document is designed to be a formal reflection of the senior executive's approach to leading the university. It is a living document, subject to PEC-S endorsed changes and amendments that reflect lessons learned and emergent best practices.

### 1.1 University of Alberta for Tomorrow vision

The U of A has embarked on a period of major transformation, building on its long history of leadership in the province and in Canada's post-secondary sector. The pressures facing the U of A today are significant and require urgent action.

With fundamental systemic reform, we can set a bold new direction for the university of tomorrow. We can strengthen our core teaching, research, and community engagement mission and enrich the student experience, while addressing the current funding crisis. We continue to strive for an accessible, equitable, and inclusive community of students, faculty, and staff that supports our learning environment shaped by curiosity, rigorous inquiry, evidence-based decision making, respect, and a culture of human rights.

Together, we can renew and grow the U of A's global leadership in higher education and research, and drive even greater social and economic growth, innovation, and creativity for the public good.

### 1.2 Academic restructuring

On December 11, 2020, the Board of Governors passed a resolution to establish three new colleges; the College of Health Sciences (including the Faculties of Kinesology, Sport, and Recreation, Medicine & Dentistry, Nursing, Pharmacy and Pharmaceutical Sciences, Public Health, and Rehabilitation Medicine), the College of Natural and Applied Sciences (including the Faculties of Agricultural, Life and Environmental Sciences, Engineering, and Science) and the College of Social Sciences and Humanities (including the Faculties of Arts, Business, Education, and Law). These colleges come into effect on July 1, 2021.

The board endorsed the college model to promote greater coordination and collaboration between related groups of faculties. Each college will provide common services for its constituent faculties, enabling the faculties to remain focused on their respective academic programming and research missions with minimal resources devoted to non-academic administration. In addition to college-level services, colleges will also have a special responsibility to take the lead in fostering interdisciplinary teaching and research initiatives within the college and between the colleges, as well as working collaboratively with the three stand-alone faculties.



Each college will be led by a collegial Council of Deans, in consultation with the provost. Each college will be implemented by a college dean. Each faculty will be led by a dean who reports to the provost. The faculty dean remains responsible for all matters relating to the academic programming of the faculty.

The university operating model is based on the following principles:

- Focus more of our resources on the frontline delivery of our core mission of teaching and research, rather than unit-level administration.
- Create a more strategic, nimble, collaborative, and accountable leadership forum.
- Re-set our administrative structures to be more consistent and more student focused.
- Improve the scope and structures to support overall research excellence, interdisciplinary programs and research, reducing course and program duplication, and creating more focused and accessible academic programming.
- Support institutional objectives for equity, diversity, and inclusivity.

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

### Changes to academic leadership positions

One key objective of academic and administrative restructuring is to refocus academic faculty members towards our core mission of teaching and research. We will achieve this by reducing (1) the amount of time that faculty members in academic leadership roles spend on administering services, and (2) the number of academic administrators. The colleges provide a unique opportunity to reduce the administrative load of a significant number of faculty members and thereby enhance the faculty's research and teaching capacity. We must also ensure the university achieves this objective sustainably; a committee will review the academic leadership roles such as associate chairs and provide recommendations by the end of September 2021.

The four levels constituting the university (university, college, faculty and department) each have important roles and responsibilities. This is outlined in Section 3. A description of the roles and responsibilities in the colleges are detailed in Section 4.

### 1.3 Administrative restructuring

Running across these components and underpinning the university operating model is the delivery of professional and administrative support services to staff and students. These services are undertaken by professional staff who are either centralized or distributed according to the nature of their service function.

The operating model consists of a hybrid of centralized and decentralized services and functions to promote consistency, avoid duplication and support a university-wide service culture.

Services and administrative activities, processes and functions that are common across the university are centralized through two service centres—one for students and another for staff—and administered by a universal transaction hub. Advisory support services are distributed within the colleges and faculties through the use of service partners who are embedded in academic units but who report primarily into the Centres of Expertise (CoEs).

This model combines functional expertise with specialized faculty knowledge. It will keep services in close proximity to their points of delivery, while also promoting alignment with university core business.

The operating model also aims to follow the guidelines of the administrative transformation:

- Provide services that support the core mission of research and teaching at the university
- Encourage an easier and clearer decision-making process among staff on administrative matters.
- Remove excess layers of management and therefore cost and redundancy.
- Improve the coordination and speed of communication among all staff across the university on administrative matters.
- Elevate the level of responsibility for administrative staff across the university.
- Provide more fulfilling work for administrative staff and remove compression hierarchy.
- Create consistency in organizational structure across the university which will improve career progression, opportunities, and mobility within the university.

The five core components of the service operating model are outlined in the next section.

### 1.4 Integration of academic and administrative restructuring

UAT was initially divided into two branches: administrative restructuring (or SET) and academic restructuring (the college model). This operating model for the university represents the complete integration of the administrative and academic branches of restructuring into a single vision for the U of A moving forward.

The new operating model is a significant shift from the current approach to operating the university. It consists of a hybrid of centralized and decentralized services to promote consistency, avoid duplication, and support a university-wide service culture. The model integrates administrative and professional services (those required for operation of the university, such as human resources, information technology services, or finance) with academic services (those specific to delivering teaching, research and community engagement, such as teaching resources or student services).

Section 2 describes the constituent elements of the university operating model, as well as the rationale for these elements. Sections 3 and 4 provide guidance on the integrated practical application of the model.

## 2. OVERVIEW OF THE MODEL

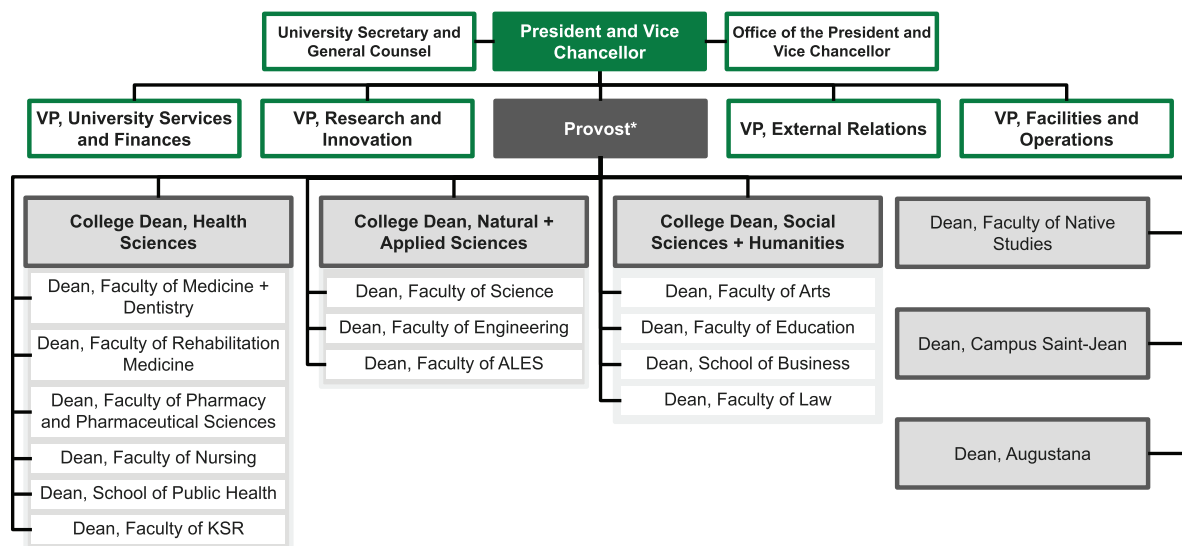
The university's operating model articulates a clear purpose for the four levels constituting the university. This design drives the organizational structure, decision making, budget, approach to interdisciplinary teaching and research, and administrative and professional support. A summary of the purpose of each level is provided below.

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

LEVEL	PURPOSE
University (President, provost and Vice Presidents)	Institutional strategy and policy, institutional performance, budget and space allocation, central admin and student services delivery, quality assurance and consistency, institutional brand and marketing, external and alumni relations, fundraising
College	College strategy, collaboration and coordination between and across colleges and other units, shared services. Delivery of services, including coordinating service partners. Facilitate college and faculty performance
Faculty	Faculty strategy, program development and innovation, academic talent management, faculty and department performance, alumni relations, fundraising. Drive faculty, department, and faculty member performance
Department	Program development and delivery, research, academic talent management

### 2.1 Organizational Structure

All the deans, including the college and faculty dean, report to the provost. The college dean has the responsibility to provide high level academic leadership, to implement the college, and to provide common administrative, professional and academic services for the faculties within the college. The organizational chart reflects this structure.



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

With respect to the implementation of the college, the college dean is the “first among equals” and has the authority and decision-making power to implement all aspects of the college, including academic leadership; the design and provision of the administrative, professional and academic services of the college; and interdisciplinary teaching and research initiatives.

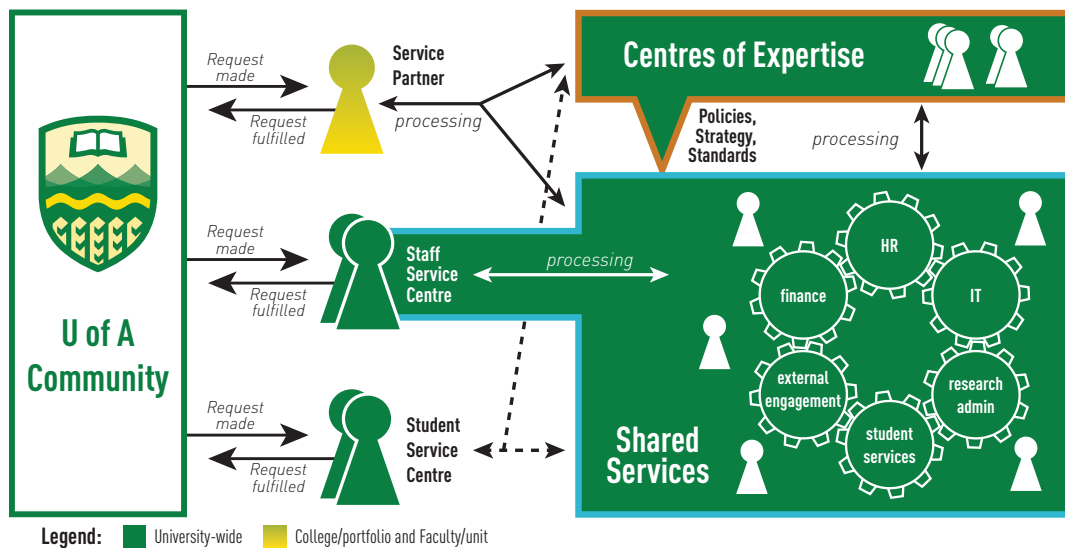
In addition to the provision of college-level services, colleges will also have a special responsibility to take the lead in fostering interdisciplinary teaching and research initiatives within the college and between the colleges, as well as working collaboratively with the three stand-alone faculties (Faculty of Native Studies, Campus Saint-Jean, and Augustana).

## 2.2 Administrative, professional and academic services

Administrative and professional services are those services that are typical of all large institutions and are required to ensure the successful operation of the university. This includes university services such as human resources, information technology services, finance and procurement, marketing and communications, as well as space and facilities maintenance that ensures the successful operations of the university. While typical of all institutions, within the university’s context, these administrative and professional services underpin the effective delivery of the U of A’s core mission.

Academic services are those services that are specific to advancing and delivering teaching, research and community engagement. This includes support for teaching resources, student services and placements, laboratory and other active research support, and other areas such as course scheduling, timetabling and enrollment planning.

Each level in the organization is supported through the four core components of the service operating model. The diagram below highlights how the service centres, service partners, Centres of Expertise, and Shared Services work together to meet the needs of students, academics and staff in the U of A community.



### ***Service centres***

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

### ***Centres of Expertise***

Centres of Expertise consist of teams of functional specialists. Under the leadership of vice-president portfolios, these centres will provide strategic expertise and specialized services in specific functional areas, such as finance, HR, IT, or communications, to ensure the institution has the services needed for staff and students. In addition to delivering specialized services, Centres of Expertise will provide broad institutional leadership both in terms of strategy and policy development, managing service standards and ensuring service satisfaction. Specialized functions and services that are integral to the delivery of specific academic programs will continue to be delivered within faculties.

### ***Service partners***

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

Senior partners and service partners have similar but distinct roles:

#### **Senior partners**

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

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

## Service partners

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

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

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

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

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

## Colleges, faculties, and departments

Where specialized services and administrative needs are integral to academic programming, colleges and faculties will provide these services under the direction of a general manager who works closely with the college deans and faculty deans, and provides strategic advice and operational leadership on all professional and administrative functions within the college or faculty.

The new operating model aims to standardize administrative roles within each college and faculty, and across the university. Each college will have a general manager and most faculties will have a FGM. Smaller faculties may choose not to introduce this role.

The CGMs and FGMs will work together in a coordinated manner. Central units will provide services such as research administration, HR, finance, IT, and external engagement. While central units, such as the Student Service Centre, will play a greater role providing student services, faculties will retain academic, program-specific, and regulated elements of student services provision.

## Shared Services

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

A key element of the Shared Services will be the Continuous Improvement Team, charged with measuring service satisfaction levels and ensuring that activities meet the needs of the institution efficiently and effectively.

## 3. ROLES AND RESPONSIBILITIES

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

1. Operational leadership
2. Academic and administrative services
3. Main service functions

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

### 3.1 Roles and responsibilities across operational leadership

FUNCTION	UNIVERSITY	COLLEGE	FACULTY	DEPARTMENT
<b>Overall role</b>	Institutional strategy and policy, institutional performance, budget and space allocation, central admin and student services delivery, quality assurance and consistency, institutional brand and marketing, external and alumni relations, fundraising	College strategy, collaboration and coordination between and across colleges, shared services delivery (including as a service partner hub for faculties), college and faculty performance	Faculty strategy, program development and innovation, academic talent management, faculty and department performance, alumni relations, fundraising	Program development and delivery, research, academic talent management
<b>Leadership roles</b>	<b>Provost</b> <ul style="list-style-type: none"> <li>• Authority for performance of colleges and faculties</li> <li>• Oversight of college and faculty deans</li> </ul> <b>VP</b> <ul style="list-style-type: none"> <li>• Authority for strategy, policy and performance in relevant domain</li> </ul>	<b>College Dean</b> <ul style="list-style-type: none"> <li>• Coordination and performance of college and faculties</li> <li>• Alignment with university</li> <li>• First among equals</li> </ul> <b>CGM</b> <ul style="list-style-type: none"> <li>• Support college dean</li> <li>• Operational leadership</li> <li>• Assurance of delivery of administrative, professional and academic services, including embedded partners</li> </ul>	<b>Faculty Dean</b> <ul style="list-style-type: none"> <li>• Leadership of and authority for faculty</li> <li>• Ensure faculty performance</li> <li>• Alignment with college</li> </ul> <b>FGM</b> <ul style="list-style-type: none"> <li>• Support dean</li> <li>• Coordinate delivery/ access of admin services</li> <li>• Manage professional and administrative staff</li> </ul>	<b>Department Chair</b> <ul style="list-style-type: none"> <li>• Leadership of, and authority for, department and academic programs</li> <li>• Recruitment and supervision of academic staff</li> </ul> <b>Department Manager</b> (often shared) <ul style="list-style-type: none"> <li>• Support chair in coordinating academic functions</li> </ul>
<b>Decision making</b>  <i>Note: All decisions are made with appropriate consultation at all levels</i>	<ul style="list-style-type: none"> <li>• Provost - sets institutional academic direction and policy in consultation with PEC-S and Deans' Council</li> <li>• Other VPs - set portfolio policy and direction in consultation with PEC-S</li> </ul>	<ul style="list-style-type: none"> <li>• The Council of Deans work towards consensus</li> <li>• Where consensus is not possible, elevated to provost for resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Dean has decision rights for faculty, subject to the authority of the provost and operating model</li> </ul>	<ul style="list-style-type: none"> <li>• Chair has decision rights for the department, subject to authority of the deans and operating model</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• PEC-S sets admin budget, oversees budget model</li> <li>• Portfolio budgets managed by VPs</li> </ul>	<ul style="list-style-type: none"> <li>• Sets college budget for shared services and initiatives</li> <li>• Collected as levy on faculties</li> <li>• Budget managed by college dean</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty budgets determined by budget model (less college levy)</li> <li>• Budget managed by faculty dean</li> </ul>	<ul style="list-style-type: none"> <li>• Department budgets set by faculty dean in consultation with department chair</li> <li>• Budget managed by chair</li> </ul>



### 3.2 Roles and responsibilities between academic and administrative services

FUNCTION	UNIVERSITY	COLLEGE	FACULTY	DEPARTMENT
<b>Professional and administrative services</b> (e.g. HR, IT, Finance, ER) - model is in line with SET	<ul style="list-style-type: none"> <li>• Institutional policy and strategy</li> <li>• Delivery of specialized functions and provision of service partners</li> <li>• Delivery of transactional processes through Shared Services</li> </ul>	<ul style="list-style-type: none"> <li>• Lead administration in the colleges</li> <li>• Coordinated embedded service partners at the college level</li> </ul>	<ul style="list-style-type: none"> <li>• FGM leading administration in the faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Admin services as needed</li> <li>• Academic Department Manager responding to chair and department needs</li> </ul>
<b>Academic services</b>	<ul style="list-style-type: none"> <li>• Institutional policy and strategy</li> </ul>	<ul style="list-style-type: none"> <li>• College teaching resources and facilities</li> <li>• College research facilities</li> <li>• College student services (including coordination of work-integrated learning)</li> <li>• Course scheduling and timetabling - (or at university level)</li> <li>• Enrolment planning in collaboration with Registrar's Office (RO) and Faculty of Graduate Studies and Research (FGSR)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty recruitment</li> <li>• Faculty Evaluation Committee (FEC)</li> <li>• Accreditation and quality assurance</li> <li>• Faculty research facilities as needed</li> <li>• Faculty student services as needed</li> <li>• Fundraising and alumni relations</li> <li>• Work-integrated learning placements</li> <li>• Lab supports</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty development and mentoring</li> <li>• Course scheduling</li> <li>• TA/instructor assignment</li> <li>• Lab supports</li> </ul>

### 3.3 Main service functions

#### *Research, including interdisciplinary and research support*

- The vice-president (research and innovation) leads overall research strategy, policy and performance and provides research support services, including service partners.
- Each college establishes a Research Office that drives the institutional research strategy and college-relevant initiatives, including interdisciplinary activity.
- Service partners are coordinated through the college. The college research office will support discipline-specific activities and research administration.
- Faculties continue to develop and deliver research strategies—and manage budgets—within the college strategy.
- Faculties lead recruitment and development within the faculty, with departments (where applicable) delivering research and managing researchers.

#### Roles and responsibilities

UNIVERSITY	COLLEGE	FACULTY	DEPARTMENT
<ul style="list-style-type: none"> <li>• Overall research strategy</li> <li>• Research support services delivery, including service partners</li> <li>• Institutional research strategy and policies</li> <li>• Institutional compliance, reporting</li> <li>• Researcher development and training</li> </ul>	<ul style="list-style-type: none"> <li>• College research strategy, particularly interdisciplinary activity</li> <li>• Embedded research administration</li> <li>• Research facilitation and support</li> <li>• Researcher development and training program delivery</li> <li>• Research commercialization</li> <li>• Long term infrastructure sustainability</li> <li>• Inter- and intra-college collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty research strategy and budget, within college strategy</li> <li>• Faculty recruitment and development</li> <li>• Relationship and partnership development and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Research delivery</li> <li>• Faculty development</li> </ul>

## Student Services

- The provost and vice-president (academic) is accountable for overall strategy, policy, and performance.
- The majority of student services are delivered through the Student Service Centre, and through Centres of Expertise in the Registrar’s Office, Dean of Students, University of Alberta International (UAI), FGSR, and Library and Museums. This includes: student recruitment and enrolment services; immigration advising; student wellness, mental health, and crisis response services; student financial support; and general advising and wayfinding.
- Each college establishes an Office of Education that provides some shared student services, including: coordination of student advising and processes for program progression, experiential learning, and administrative support for work-integrated programs.
- Faculties provide leadership on the delivery of work-integrated and experiential learning, program expertise for academic advising, accreditation, program standards, requirements and policies. Faculties also ensure innovative and quality academic programs.

## Roles and responsibilities

UNIVERSITY	COLLEGE	FACULTY	DEPARTMENT
<ul style="list-style-type: none"> <li>• Services delivered from Student Service Centre and Centres of Expertise (DoS, RO, UAI, FGSR, Library, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Academic discipline, accommodation issues, and coordinating academic advising</li> <li>• Work-integrated and experiential learning coordination and enhancement</li> </ul>	<ul style="list-style-type: none"> <li>• Program expertise for academic advising,</li> <li>• Work-integrated and experiential learning delivery</li> <li>• Innovative and quality academic programs development</li> <li>• Accreditation</li> <li>• Program standards, requirements and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Disciplinary expertise for academic advising</li> <li>• Student learning experience</li> <li>• Instructor support</li> </ul>

## Undergraduate programs

- The provost and vice-president (academic) leads overall academic structure, undergraduate studies administration, reporting, and quality assurance processes.
- The majority of student services are delivered through the Student Service Centre, RO, DoS, UAI, Library and Museums, and other central units.
- Each college establishes an Office of Education that provides some shared student services, including the coordination of student advising, experiential learning, and administrative support for work-integrated programs.
- Faculties (and departments where applicable) drive program design, delivery, and assurance.

## Roles and responsibilities

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

### Graduate programs

- The provost and VP Academic leads the overall academic structure.
- FGSR is responsible for graduate studies administration, reporting, and quality assurance processes.
- The majority of student services for graduate students are delivered through the Student Service Centre, RO, DoS, UAI, FGSR, Library and Museums, and other central units. This includes: graduate student recruitment and enrolment services; immigration advising; student wellness, mental health, and crisis response services; emergency financial support; and general advising and wayfinding.
- Each college establishes a Graduate Office that oversees academic structure and performance, with embedded graduate studies administration in partnership with FGSR.
- Faculties (and departments where applicable) provide financial supports and drive program design, delivery, and assurance.

## Roles and responsibilities

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

### International

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

### Roles and responsibilities

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

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

- The provost is accountable for institutional policy and strategy, delivered through the Office of the Deputy provost, including institutional initiatives and collective agreement issues.
- Colleges drive EDI & II initiatives in faculty and student recruitment, and lead initiatives in reconciliation and Indigenization.
- Faculties deliver program initiatives in reconciliation and Indigenization.

### Roles and responsibilities

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

### External relations and advancement

- The vice-president (external relations) is accountable for overall institutional strategy and policy, as well as institutional performance across government and community relations, communications, marketing, branding, alumni relations, and fundraising.
- The VPER leads institutional government and community relations, marketing and communication activity, alumni relations and fundraising, emergency issues management, and overall coordination and alignment, to ensure the cohesive representation and positioning of one University of Alberta.
- The VPER drives collaboration, coordination, and resource management between and across the portfolios and colleges, using CoEs and embedded partners. Colleges assist with collaboration and coordination.
- The college can be a location for embedded ER service partners who will work with the faculty Deans to provide shared services in support of the university’s overarching strategic priorities, from which the college- and faculty-level strategic focus aligns and leverages.
- Faculty fundraising priorities, strategies and activities are facilitated by embedded partners supported by CoEs.
- The majority of Alumni Relations programming will continue to be delivered by the CoE with faculty specific contributions to content and engagement initiatives provided by embedded ER partners.
- Faculty marketing and communications are delivered through embedded ER partners and CoEs.
- Departments (where applicable) use faculty and college resources to support fundraising, alumni, marketing, and communication initiatives at the departmental level.

### Roles and responsibilities

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

### *Continuing and professional education (CPE)*

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

### **Roles and responsibilities**

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

### **3.4 Central leadership portfolios**

The role of the university, through central leadership portfolios, is to:

- Set institutional strategy and policy
- Give direction and oversight at the portfolio level
- Set functional (HR, IT, finance, student services, facilities, etc.) strategy, management and default level for service delivery
- Drive university and college performance

Under the university operating model, the central portfolios function according to the general principles that:

- Leaders of the central portfolios are responsible for implementing university-wide strategies relevant to their respective portfolios, in collaboration with and with cooperation from colleges, faculties and departments.
- University-wide strategies should be first agreed upon at either PEC-S, the Board of Governors, or GFC.
- It is the shared and collective responsibility of all PEC-S members to ensure university-wide strategies are effectively implemented across the university.
- The flow of information and advice between faculties, departments, and units is clear and comprehensive.
- HR and Finance delegations will be designed to devolve decision making to its lowest level, consistent with the overarching design principles of the university operating model.
- The provost is the standing deputy to the president and vice-chancellor.

Relationship with colleges:

- College general managers are members of the university's Service Excellence Committee in recognition of their critical role in contributing to the development and implementation of university-wide systems and processes to support the university's strategic objectives.
- Colleges are fully consulted on important new policies or strategies that they will be called upon to implement. Internal communications within colleges, and between organizational units and portfolios across the university, must be effective to ensure that the flow of information and advice is clear and comprehensive.

Relationship with stand-alone faculties:

- The design and implementation of university-wide strategies must be effective in our multi-campus and stand-alone faculty structure. Stand-alone faculties must be fully consulted on important new policies or strategies that they will be called upon to implement. Communications must be effective to ensure that the flow of information to and from stand-alone faculties enables this to occur.

### 3.5 Colleges

The role of colleges is to:

- Develop and implement college strategy, in alignment with university strategy
- Seek and lead interdisciplinary opportunities
- Deliver administrative and academic services particular to and required by college faculties
- House embedded partners for college faculties
- Support and facilitate college and faculty performance

Relationship with central leadership portfolios:

- The provost and vice-presidents must be fully consulted on initiatives proposed by colleges that intersect with, or have an impact upon, central portfolios and university-wide strategies.

Relationship with faculties within the college:

- Faculty deans form a Council of Deans in recognition of their critical role in contributing to the development and implementation of college-wide strategies.
- Faculty deans must be fully consulted on initiatives proposed by colleges that intersect with, or have an impact upon, faculties and college-wide strategies.
- Faculties are fully consulted on important new policies or strategies that they will be called upon to implement. Internal communications within colleges, and between organizational units and portfolios across the university, must be effective to ensure that the flow of information and advice is clear and comprehensive.

Relationship with stand-alone faculties:

- Stand-alone faculties stand separately to the colleges, and are led by stand-alone faculty deans.
- Colleges and stand-alone faculties will continue to engage and work collaboratively.



### **Role of College Deans**

The college dean provides high level academic leadership to faculties and departments, via the faculty deans. The college dean, in collaboration with the college council of deans, leads strategic planning in teaching and research in each college, consistent with university-wide goals and strategies.

In support of university goals and targets, the college deans are responsible for the colleges' finances and budget; staffing; planning in support of student recruitment, research, and external relations; operations; and quality assurance across the faculties. This includes, but is not limited to, dedicated offices for education, graduate studies, and research, as well as programs to support strategic initiatives in international, as well as EDI and Indigenous Initiatives.

College deans report to the provost. They are involved in executive decision making for the university and are important university leaders.

The college deans:

- Ensure strong leadership of strategic initiatives at the college level
- Promote coordination and collaboration between disciplines in each college, and between colleges
- Participate in executive decision making
- Achieve efficiencies through the elimination of duplication
- Achieve effectiveness through better coordination of centrally provided and locally devolved services
- Each college dean will be assisted by a college general manager to lead the administration and operations of the colleges.

### **Role of College General Managers**

College general managers report to the college dean. They are responsible for:

- Managing any administrative resources in the college
- Managing the professional and administrative staff in the colleges to ensure delivery of work in support of college strategy and operations
- Working collegially with a group of assigned, function-specific senior partners to provide operational leadership and administrative services to the college

### 3.6 Faculties

The role of the faculty is to:

- Develop and implement faculty strategy, in alignment with college and university strategy
- Coordinate support delivered by embedded partners, where these are not held at college level
- Drive faculty and department performance

#### Role of Faculty Deans

As provided in the board's resolution, each faculty remains focused on its respective academic programming and research with minimal administration. One of the primary goals of academic and administrative restructuring is to reduce the administrative burden on the faculties and centralize the provision of administrative services at the college or university level—whichever is most appropriate and cost-effective. The bulk of administrative services will no longer be delivered at the faculty or departmental level. This includes human resources, finance, IT, research services, communications, and some aspects of student services.

Each faculty dean has four primary responsibilities:

- Lead academic programming, including curriculum development and accreditation where applicable
- Lead faculty hiring and the support of existing faculty members, including administrative teaching and research services and Faculty Evaluation Committees
- Facilitate alumni engagement and fundraising in alignment with institutional strategy and close collaboration with embedded ER partners
- Manage stakeholder relations relevant to professional groups and accreditation where applicable

A large proportion of the budget remains at the faculty level. The strategic directions of each college will be implemented in the faculties, and faculty deans and other academic leaders will be familiar with trends in their discipline areas. Deans report directly to the provost.

The faculty dean is responsible for the academic and financial leadership of the faculty, and contributes as a senior leader to the college and the wider university. The position provides academic leadership and management of the faculty to ensure the quality of the student experience and the research program, and contributes to shaping the college's strategic vision for learning, teaching, research and engagement.

The faculty deans:

- Provide leadership, foster excellence, and advance the disciplines of the faculty in teaching and research
- Coordinate professional development for academic staff, guiding and developing their academic performance
- Plan academic workloads across the faculty effectively and efficiently, ensuring compliance with university policies and procedures
- Plan and effectively manage the budget and physical resources of the faculty
- Facilitate and lead engagement with professional and industry partners through research partnerships and course development
- Provide leadership to the university/college/faculty by undertaking major management and planning responsibilities, and chairing committees and working parties
- Oversee course development, curriculum design and quality assurance for teaching and learning in the faculty
- Meet or exceed faculty-based student recruitment and retention targets
- Engage effectively in faculty-level course and load planning to meet or exceed targets
- Identify innovative opportunities to shape course profiles in response to unmet student demand
- Improve the quality of the student learning experience by meeting or exceeding associated improvement targets

Faculty deans are assisted by a faculty general manager to lead the administration and operations of the faculty.

### **Role of Faculty General Managers**

Faculty general managers report to the faculty dean. They are responsible for:

- Managing any administrative resources in the faculty
- Managing the professional and administrative staff in the faculty to ensure delivery of work in support of faculty strategy and operations
- Working collegially with a group of assigned, function-specific partners to provide administrative services and to monitor the performance of the faculty

### 3.7 Academic Departments

The role of the department is to:

- Deliver programs
- Deliver research
- Drive department and faculty performance

#### Role of Department Chairs

Each department has a chair, who is an academic staff member appointed from existing staff by agreement with the faculty dean. The role of chair provides opportunities for faculty members to exercise significant leadership for the institution from mid-career, simultaneously benefitting individuals by adding a well-defined service component to their record, for future promotion purposes.

The department chairs:

- Provide disciplinary leadership in research and teaching
- Coordinate the management of teaching and research within the department
- Advise the faculty dean on the allocation and monitoring of resources and workload in the department
- Mentor and advise more junior colleagues concerning scholarship, teaching, and research
- Coordinate department based effort in the promotion of courses and disciplines
- Convene meetings of the department as required, to ensure input of academic staff in curriculum planning, research, and engagement
- Ensure effective, efficient and innovative delivery of teaching and co-ordination of quality assurance of learning and teaching
- Provide academic advice and feedback to students and engagement and retention strategies at disciplinary level
- Support improved performance in grants, rankings and research standing
- Ensure graduate research progress and supervision quality in the department

In larger departments, department chairs are assisted by an academic department manager to support the administration and operations of the department.

### 3.8 Specific support for stand-alone faculties

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

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

Relationship with university:

- PEC-S must be fully consulted on initiatives proposed by stand-alone faculties that intersect with, or have an impact upon, central portfolios and university-wide strategies.

## 4. OVERVIEW OF THE COLLEGES

The introduction of the colleges represents a unique opportunity for the university to:

- Focus more people and resources on the frontline delivery of the university's core mission of teaching, research, and community engagement, rather than unit-level administration
- Create a more strategic, nimble, collaborative, and accountable leadership forum
- Re-set administrative structures to be more consistent and more student-focused
- Improve the scope and structures to support research excellence, interdisciplinary programs and research, reduce course and program duplication, and create more focused and accessible academic programming
- Support institutional objectives for equity, diversity, and inclusivity

Academic restructuring will be an iterative process. Transition planning began in January 2021 for implementation in July 2021. Many aspects of the colleges will be phased in over the first year. The management structure of the colleges will be reviewed in detail in 18 months. And, over the next five to ten years, there will be ongoing opportunities to refine the organization as we continue to evolve in response to changes in the post-secondary education landscape.

### 4.1 Decision Making

As noted in Section 3, college deans have authority and decision-making power to implement the college design and provide the delivery and coordination of college services and activities in support of the faculties. The college dean shall work in a collegial manner with the college's Council of Deans and shall wherever possible seek to develop a consensus among the deans. However, where a consensus is not possible, the discussion will be elevated to the provost who will consider the matter carefully with a view to balancing the benefits of collegial decision-making with the need for effective leadership and decision-making authority at the college level.

### 4.2 Budget

The budget for each faculty will continue to be calculated separately as per the university's budget model. The college budgets, based on institutional policy and the responsibilities of colleges, will be set and approved by the Council of Deans within each college. Revenue to fund the college budgets will derive from a charge applied against the college's constituent faculties. The exact calculation of this charge is yet to be determined, but two approaches are currently being considered: (1) applying a levy at a common rate within the college across faculty base budgets, or (2) applying a levy at a service-by-service level based on drivers of that service from each faculty. The colleges will provide services universally to their constituent faculties; faculties will not be able to opt-in or opt-out of specific services. College budgets will be set early in the annual budget planning cycle to ensure faculties are able to complete their planning with some assurance of what the college levy will be.

## 4.3 Design

The colleges' academic and professional staff will ensure the delivery of core activities across teaching, research and engagement. Professional and administrative staff in the colleges will mostly report through the college general manager to the college dean. The colleges will have four components: college offices, strategic initiatives, professional and administrative teams, and service partner hubs.

Each component is described below.

### 1. College Offices

College offices lead and support specific areas of excellence, innovation, and improvement. They are designed to operate in partnership with central units and faculties including setting shared priorities and goals. It will be critical that college offices work collaboratively with central units to establish priorities, set goals, and achieve desired results.

#### Office of Education

The colleges play an important role in coordinating program portfolios, teaching resources, facilities, and student services.

The college Office of Education is responsible for:

- Academic discipline
- Accommodation of services
- Coordinating programs, program portfolio, and interdisciplinary content
- Coordinating work-integrated learning, experiential learning across faculties
- Managing enrolment in collaboration with RO and FGSR and the College Graduate Office
- Managing and coordinating industry partnerships, WIL, external programs and professional placements

The college Office of Education may also take up responsibility for Continuing Professional Education initiatives, online program development, instructional support, and quality assurance.

#### Research Office

Colleges have a significant role to play in both setting research strategy, particularly interdisciplinary activity, and supporting research administration, facilitation and support.

The college Research Office is responsible for:

- Leading the college research strategy, particularly focusing on interdisciplinary activity
- Facilitating and supporting research initiatives
- Coordinating researcher development and training programs
- Pursuing opportunities for research commercialization
- Planning and sustainably managing long term research infrastructure
- Driving inter- and intra-college collaboration

## Graduate Office

Much of the administrative support for graduate studies happens through service partners located at the college level. This approach allows for the greatest consistency of approach and efficiencies through economies of scale. It also simplifies responsibility/accountability and reduces bureaucracy.

The college Graduate Office is responsible for:

- Working with embedded service partners
- Coordinating large initiatives across faculties such as professional development or scholarships
- Setting disciplinary strategy e.g. joint programming, building WIL opportunities, and partnering internationally

Relationship with other areas of the university:

- FGSR will be responsible for the primary administrative relationship, approval body, policy setting and provision of institutional functions (scholarships, admission letters, professional development).
- Faculties/departments focus on issues that impact programs, resources or departmental personnel.
- Student Service Centre will provide a common student services such as mental health services or financial aid.
- Shared Services will process transactions which are amenable to automation/streamlining.

## 2. Strategic Initiatives

Colleges are designed to take leadership of strategic initiatives for colleges and faculties. Strategic initiatives program teams are designed to operate in partnership, particularly with central units, whose primary role and function is to lead and support the achievement of related UAT goals. It will be critical that the college strategic program leads work collaboratively with central units to establish priorities, set goals, and achieve desired results.

## Equity, Diversity, Inclusion

The colleges will develop and support EDI initiatives in line with institutional policy, strategy, and initiatives, including data collection and reporting.

At the college level, the team is responsible for:

- Ensuring recruitment processes in college and faculties advance the EDI goals of the college
- Developing initiatives to promote diversity, support inclusiveness and improve equality including for student recruitment
- Supporting and facilitating EDI performance measures at the college and faculty level

## Indigenous Initiatives

The colleges will develop and support Indigenous Initiatives in line with institution policy, strategy, and initiatives.

At the college level, the team is responsible for:

- Ensuring recruitment processes in college and faculties progress the EDI goals of the college
- Developing Indigenous Initiatives
- Supporting and facilitating faculty and program initiatives in reconciliation and Indigenization
- Supporting and facilitating performance measures at the college and faculty level

## International

The colleges will pursue international initiatives in line with institutional policy and strategy, including in student exchange programs, study abroad, and relationship management.

At the college level, the team is responsible for:

- Pursuing multidisciplinary international relationships to further international collaboration
- Planning and executing international joint ventures.

### **3. College Professional and Administrative Support Teams**

The role of the college executive support team is to:

- Provide executive administrative support to the college leadership
- Coordinate and monitor business planning, manage data analysis and reporting, function as secretariat for college committees, manage load planning, ensure continuous improvement, and implement policy and procedure

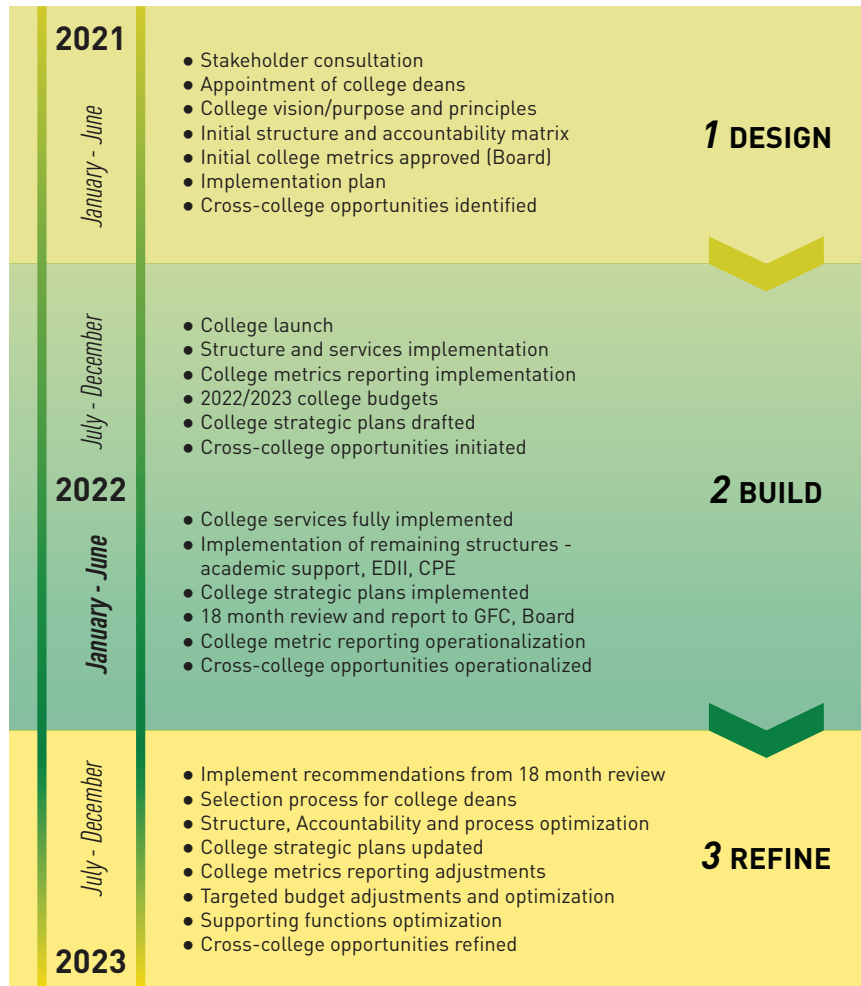
### **4. Service Partners**

Senior partners will be responsible for providing administrative and professional support to the colleges as coordinated by the college general manager, and for coordinating the service partners for faculties in that college. They will report to their 'home' functions.



## 5. IMPLEMENTATION TIMEFRAME

The university operating model will take place through three stages over a two year period.



## ACRONYMS

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