

# Supporting the Faculty of Education restructure

February 2022



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# Executive Summary

**The Faculty of Education is undertaking a fundamental redesign of academic structures towards non-departmentalization.**

This report aims to give advice and support to the faculty leadership as they guide the community through this period of significant change. It is informed by conversations with faculty leaders, reviews of documents being produced as part of the restructuring effort, external advice from university leaders and experts who have been through similar efforts, and case studies of other faculty redesigns – including faculties and schools of education in Canada and abroad.

The report contains four sections:

**Part 1: Proposals from the community should focus on key elements that drive a coherent final design.** As the Faculty of Education moves its vision of a non-departmentalized structure toward implementation, it is crucial that the leadership team, and particularly the Steering Committee, focus on the critical issues and provide a clear roadmap for working groups. This section frames eight key elements the faculty will need to address to define a coherent and successful future faculty design (page 5) and considers the scope and key challenges for each working group (page 6).

**Part 2: Steering Committee should provide useful frameworks to support the working groups.** As the working groups move to outline proposals, a structured framework will be useful to ensure completeness and coherence. This section provides a logic model framework that the Steering Committee can provide to the working groups to allow them to effectively formulate and scope their proposals (page 8). This section defines a series of tests of good organizational design that enables the working groups and the Steering Committee to develop, review and critique proposals (page 9).

**Part 3: Meaningful engagement will drive collective problem solving.** Successful redesigns bring together diverse opinions and proposals from many stakeholders into a coherent roadmap and overall design. This section frames a conceptual approach to stakeholder mapping and engagement by focusing on fit-for-purpose engagement techniques to drive meaningful engagement and collective problem-solving (pages 11-12).

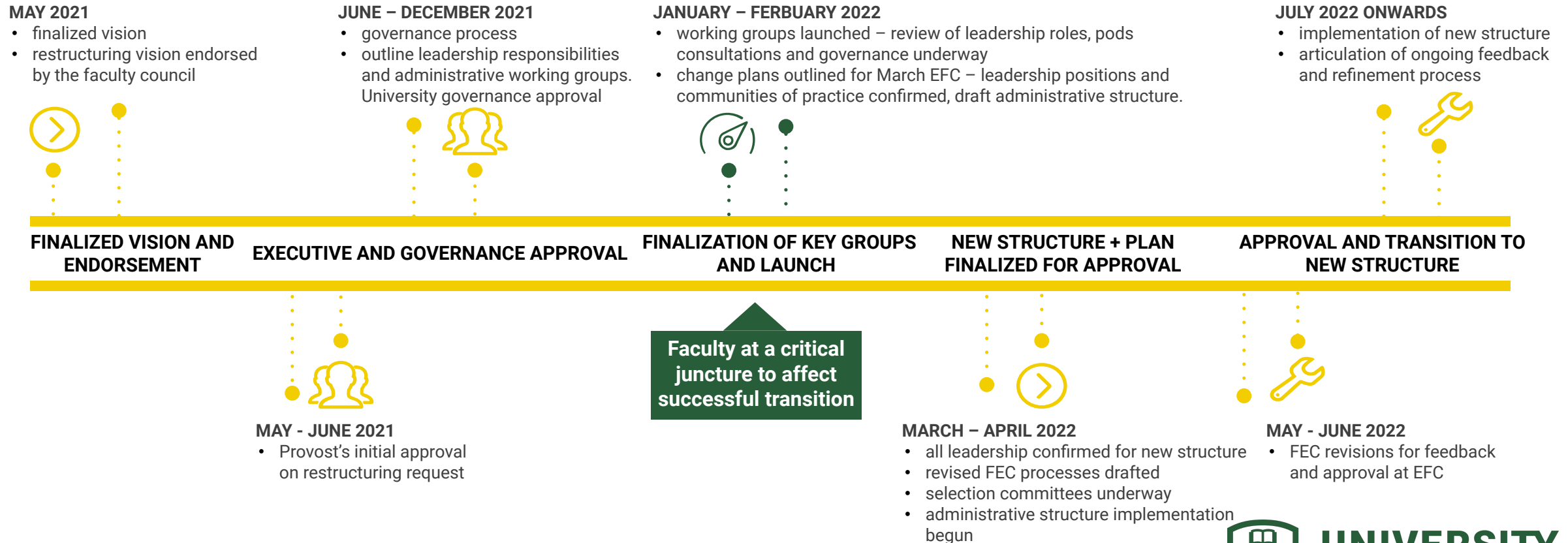
**Part 4: Redesign requires a coherent and high functioning structure.** A new design is required for the faculty to move away from a departmentalized organizational structure. The faculty will need to make specific and thoughtful changes to provide clarity on functions, roles and responsibilities. This section defines the current organizational structure (page 14) and provides a set of design principles to follow in developing a future structure for the faculty (page 15). This section also outlines the high-level opportunities for the future structure to address (page 16). Further work will be pursued by the faculty to propose alternative organizational structures once proposals from the working groups and the Steering Committee have been agreed upon. This will help bring the various pieces of work happening across the faculty together into a coherent whole.

**Part 5: Proposed next steps.** Finally, this report includes next steps to further the work of the faculty, grouped by three topics; proposed focus tasks for the Steering Committee, proposed focus tasks for the working groups and developing case studies of other non-departmentalized Canadian faculties of education.



# Executive Summary

The faculty has already made significant progress in realizing its vision of a non-departmentalized design. The work currently being undertaken by the Restructure Steering Committee, working groups, students, staff and faculty members is now focused on developing an engaged new structure and planning for final approval and transition to implementation. This figure highlights key moments in the journey taken to realize the vision finalized in May 2021. It also notes that the faculty is at a critical juncture, a moment where key proposals need to be provided and endorsed in order to have a complete and coherent design to implement in July 2022.



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**Part 1: Proposals from the community should focus on the key elements that drive a coherent final design**



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# Assign responsibility for proposals to address eight key elements for successful faculty redesign.

Collaborative and community-focused problem solving is fundamental to reimagining the faculty in a way that builds trust and is sustainable. The Dean and the Restructuring Steering Committee should rely on the talents and diverse ideas of the working groups to detail specific proposals for key design questions. Below, we define eight key questions that should be answered at this stage of the process and explore critical sub-elements of what a coherent proposal should address. We also propose the group that we expect should take accountability to developing the proposal for the Steering Committee to review.

<i>Key Element of Successful Redesign</i>	<i>Proposed actions</i>	<i>Proposed accountability:</i>
<b>1. Ensure those accountable for overall success of the design have a plan for how all the elements of the restructuring process come together into a coherent outcome</b>	<ul style="list-style-type: none"> <li>define key decisions to be made, and accountability for those decisions</li> <li>define scope of proposals and who is responsible to developing and confirming those proposal</li> <li>define roadmap for when engagements, proposals and decisions will be made to deliver on time</li> </ul>	<b>Steering Committee</b>
<b>2. Ensure those accountable for overall success of the implementation of that design have a plan to deliver the changes and achieve the overall goals</b>	<ul style="list-style-type: none"> <li>define what success looks like once the changes are implemented</li> <li>define roles and responsibilities for implementing the changes</li> <li>define the approach to evaluating the impact of those changes and adapting to ensure success</li> </ul>	<b>Steering Committee</b>
<b>3. Design a budgeting allocations and approach that supports the new design</b>	<ul style="list-style-type: none"> <li>confirm budget planning and allocation mechanisms in the new model</li> <li>propose changes to research finance management including awarding and flow of research funding</li> </ul>	<b>Steering Committee</b>
<b>4. Design an organizational structure that supports the new design</b>	<ul style="list-style-type: none"> <li>propose an organizational structure that aligns with the agreed proposed changes across all elements of the new model</li> </ul>	<b>Leadership Working Group + Administrative Working Group</b>
<b>5. Adapt risks and contingency planning to work effectively in a non-departmentalized structure</b>	<ul style="list-style-type: none"> <li>propose changes to risk identification, mitigation and management policies and processes</li> <li>propose changes to contingency planning in face of substantial disruptions</li> </ul>	<b>Governance working group</b>
<b>6. Design a faculty hiring strategy and evaluation process that supports the new design</b>	<ul style="list-style-type: none"> <li>propose changes to faculty hiring strategy</li> <li>propose changes in approach to drive strong and clear mechanisms for appeals and evaluations</li> </ul>	<b>Governance working group</b>
<b>7. Be deliberate in supporting people to work effectively and collaborative together in the new structure</b>	<ul style="list-style-type: none"> <li>propose approaches to build community, and minimize natural fragmentation upon transition to non-departmentalization</li> </ul>	<b>Faculty Pods / CoP working group</b>
<b>8. Adapt administrative tasks to meet the needs of both students and faculty stakeholders in the new structure</b>	<ul style="list-style-type: none"> <li>propose changes to administrative roles and responsibilities, changes to processes, policies and approaches</li> </ul>	<b>Administrative working group</b>

# Focus working groups on addressing key challenges in their proposals to the Steering Committee.

The faculty has established four working groups. The goal of these groups should be to provide proposals for change for the Steering Committee's consideration. In our experience with faculty redesign, it is important for working groups to identify and focus on certain key areas, so that they do not fail to be addressed. We have highlighted key challenges that the working groups should cover as part of their proposals. Working groups should also be encouraged to propose additional changes and solutions beyond this set of key challenges.

	Working Groups	Purpose	Key challenges the working group should address in their proposals
	<b>Governance</b>	Propose changes to governance to drive a successful non-departmentalized faculty	<ul style="list-style-type: none"> <li>• changes to committee membership/representation, including transition of responsibilities currently undertaken by Chairs and Associate Chairs</li> <li>• updates to risk and contingency management plans</li> <li>• updates to faculty hiring strategy and evaluation processes</li> <li>• a roadmap, change management and communication plan to ensure a smooth transition to new arrangements</li> </ul>
	<b>Faculty Pods / Communities of Practice (CoP)</b>	Propose ways to ensure staff feels part of a community in the future model	<ul style="list-style-type: none"> <li>• establishment of CoPs that are meaningful to the community, inclusive of all and avoid siloing</li> <li>• approaches to creation, maintenance and dissolution of faculty CoPs</li> <li>• mitigation strategies to minimize natural fragmentation upon transition to non-departmentalization</li> </ul>
	<b>Leadership roles &amp; responsibilities</b>	Propose the roles and responsibilities of all leadership roles contributing to the overall mission of the faculty	<ul style="list-style-type: none"> <li>• roles and responsibility of institutional academic leadership positions and program directors</li> <li>• overall organizational design for the Faculty</li> <li>• changes to faculty hiring strategy and approach</li> </ul>
	<b>Administrative process and procedures</b>	Propose the best way to structure administrative staff, balancing a centralized approach with program specific expertise	<ul style="list-style-type: none"> <li>• policy, procedure and process changes to support changes across the faculty</li> <li>• design of new administrative roles and responsibilities</li> <li>• potential interim administrative support structures to successfully implement the changes required</li> </ul>

# **Part 2: Steering Committee should provide useful frameworks to support the Working Groups**



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# Each proposal should be tested and critiqued using a clear and comprehensive set of tests for good design.

In addition to having a structured approach to the creation of proposals, it is also important to have a structured approach to assess the proposal. Below we have outlined a nine-test framework to be applied to each proposal to ensure it aligns with the strategic goals of the new model. We propose the Steering Committee to use this framework to review and critique proposal quality. We also propose the working groups use these tests to explain how their respective proposals will support the overall goals of the faculty restructure.

<p><b>Getting the Fit Right</b></p> <p><i>Initial screen to test whether the proposals will support the strategy, talent pool and situation</i></p>	<b>1.</b>	<b><i>The Strategic-Alignment Test</i></b>	Does your proposed design direct sufficient leadership attention to sources of unique value and strategic priorities?
	<b>2.</b>	<b><i>The Parenting Test</i></b>	Does your proposed design help larger organisation add value to your unit?
	<b>3.</b>	<b><i>The People Test</i></b>	Does your proposed design reflect the strengths, weaknesses, and motivations of your people?
	<b>4.</b>	<b><i>The Feasibility Test</i></b>	Have you taken account of all the constraints that may impede the implementation of your proposed design?
<p><b>Refining the Design</b></p> <p><i>Structured approach to identifying potential problem areas that require refinements</i></p>	<b>5.</b>	<b><i>The Specialist Cultures Test</i></b>	Does your proposed design protect units that need distinct cultures?
	<b>6.</b>	<b><i>The Difficult-Links Test</i></b>	Does your proposed design provide coordination solutions for the unit-to-unit links that are likely to be problematic?
	<b>7.</b>	<b><i>The Redundant-Hierarchy Test</i></b>	Does your proposed design have too many levels of management and units?
	<b>8.</b>	<b><i>The Accountability Test</i></b>	Does your proposed design support effective controls?
	<b>9.</b>	<b><i>The Flexibility Test</i></b>	Does your proposed design facilitate the development of new strategies and provide the flexibility required to adapt to change?

# Part 3: Meaningful engagement is critical to collective problem solving

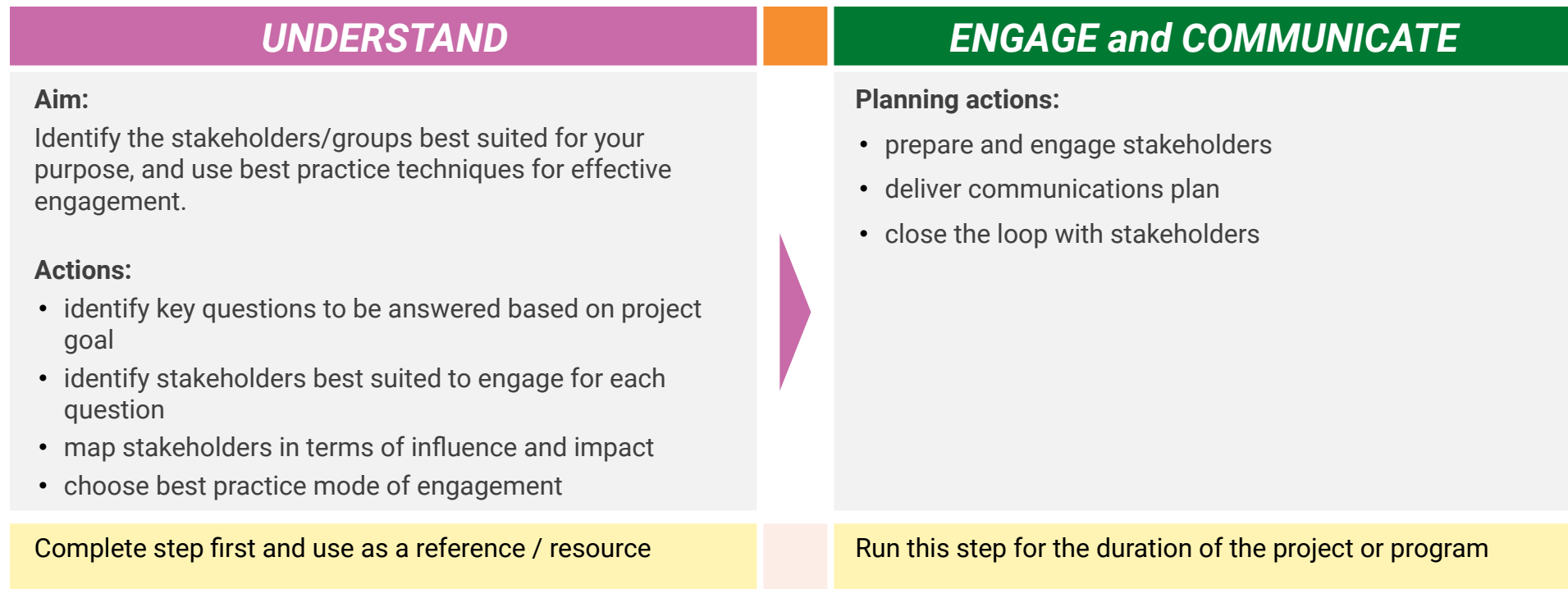


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# The Steering Committee should guide working groups to use a specific framework to engage stakeholders.

The vision for the faculty reflects the Cree concept of **mâmwohkamâtowin** – working cooperatively and collectively. This can be enacted by seeking input from a wide range of stakeholders. In our experience with faculty redesigns, a lack of a structured approach to engaging stakeholders can result missing valuable insights and important voices. We propose the Steering Committee guide the working groups to use a structured approach to stakeholder engagement. In this section, we outline conceptual framework working groups could use to successfully identify and engage stakeholders.

The first part of the framework below involves the working groups breaking their project goal into series of key questions that need answered. The working groups should then identify the stakeholders best-suited to answer these questions. The next slide outlines how the working groups should map these stakeholders and pick the best engagement technique.



# The working groups should map stakeholders and apply the best suited engagement technique for collaborative problem-solving.

Once working groups identify key questions to be answered and best-suited stakeholders to answer them (i.e., fit-for-purpose), stakeholders can be mapped using the framework below to identify the most appropriate engagement techniques to get meaningful engagement throughout their project and drive collaborative problem-solving.

INFLUENCE

## HIGH INFLUENCE, LOW IMPACT

**Example Stakeholders:** University leaders outside the faculty, alumni groups, student bodies, unions

### Engagement approach:

- **CONSULT** with and **INVOLVE** them in the decisions about the transformations that matter most to them.
- **Modes of engagement:** E.g., **one-on-one interviews**
  - **Engage early** in program to understand the case for change, and then regularly throughout implementation to receive updates on delivery.
  - These stakeholders may be change leaders or change champions.

## LOW INFLUENCE, LOW IMPACT

**Example Stakeholders:** Other units and faculties, service partners, undergraduate students, non-faculty teaching staff

### Engagement approach:

- **INFORM** about progress and important developments.
- **Modes of engagement:** **Large-scale communications (e.g., townhall presentations, project update emails, website)**
  - **Engage to maintain awareness** of the program.

## HIGH INFLUENCE, HIGH IMPACT

**Example Stakeholders:** Academic leaders in the faculty, members of faculty, elected members of existing governance committees

### Engagement approach:

- **COLLABORATE** with them in program delivery and **EMPOWER** them to make the change stick.
- **Modes of engagement:** E.g., **focused working groups and small workshops**
  - **Engage at all stages** of the program.
  - Stakeholders may be given accountabilities to make change stick, such as individual or team KPIs for change implementation. These stakeholders may be change leaders or change champions.

## LOW INFLUENCE, HIGH IMPACT

**Example Stakeholders:** Graduate students, administrative staff, historically marginalized groups across the faculty

### Engagement approach:

- **CONSULT** and **INVOLVE** where their opinions are helpful; **INFORM** them of changes that will impact them.
- It is important to note that traditionally disempower voices often sit here. The faculty should involve EDI considerations to ensure that the voices of those who are both highly impacted and low influence are lifted up.
- **Mode of engagement:** E.g., **workshops internally or externally facilitated; calls for submissions on specific topics.**
  - **Engage in early stages**, before designing proposals, to ensure that their concerns and aspirations are consistently understood and considered, **then communicate with regularly** to minimize change anxiety.

<b>INFORM</b> -	provide stakeholder with clear, balanced and objective information
<b>CONSULT</b> -	proactively seek stakeholder feedback and input on analysis, proposed solutions and outcomes
<b>INVOLVE</b> -	work directly with stakeholders to ensure that their concerns and aspirations are consistently understood and considered
<b>COLLABORATE</b> -	partner with stakeholder in the development of alternatives and incorporate their advice and insights into final recommendations
<b>EMPOWER</b> -	place final decision in the hands of the stakeholders

IMPACT

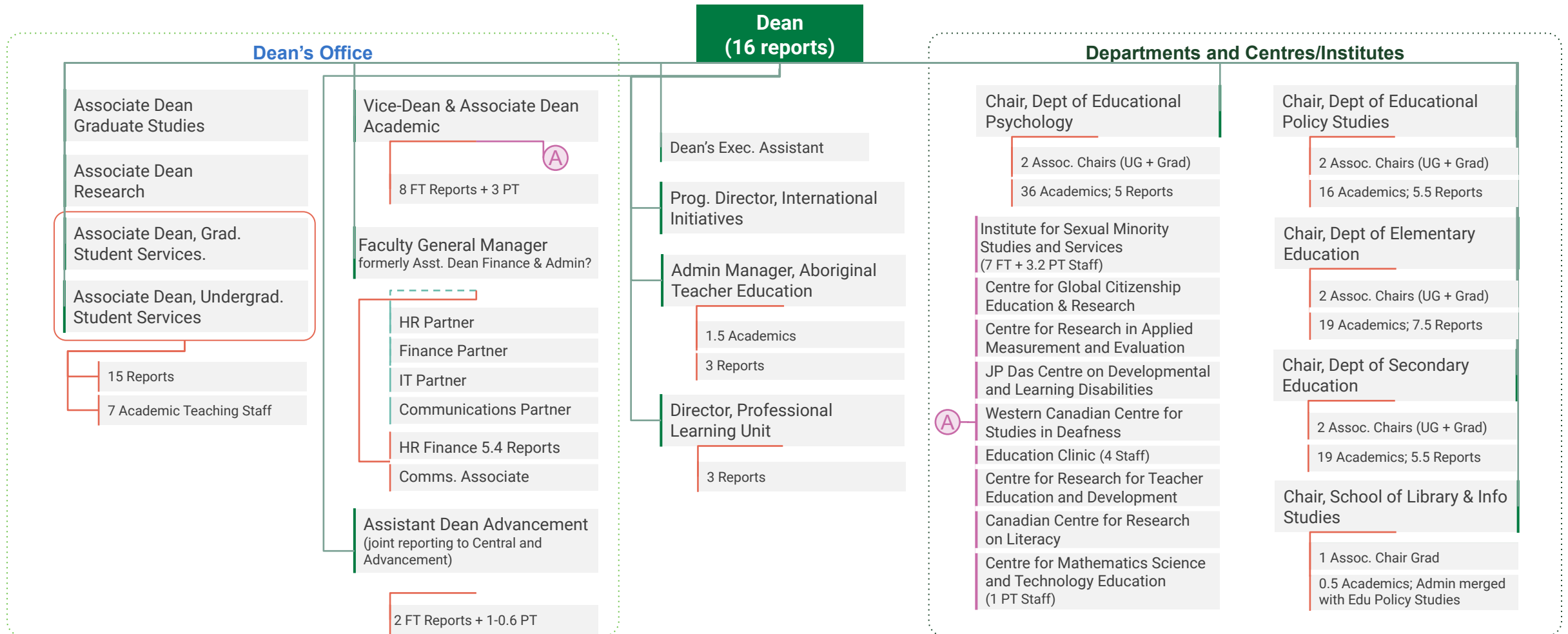
# Part 4: Redesign requires a coherent and high functioning structure



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# The faculty will need to think about new structural changes to realize its vision.

The faculty is moving to a fundamentally new operational design. One element of this design is the organizational structure. Drafting the organizational structure in current-state and thinking about changes to specific structural pieces allows the faculty to thoughtfully outline a coherent future-state. Below we have outlined our understanding of the Faculty of Education's current organizational structure. On subsequent slides we provide best practice principles and high-level opportunities to deliver a future-state organizational structure design.



# We propose grounding these structural changes in six best practice design principles

Design Principles are critical statements of direction that drive how an organization's structural elements should be organized. In our experience with faculty redesigns, failing to ground changes in proven best practice principles is likely to result in a sub-optimal structure. We propose the faculty use these six best practice design principles to help the faculty transform to a sustainable future-state structure.

- 1 | Align model with collaborative partners**

Alignment of new structure, functions, roles and responsibilities with Collaborative Partners in university operating model including the college and consolidated central services.
- 2 | Maximize resource allocation to core mission**

Allocate faculty resources to best deliver core mission of transformative teaching, research and service – including reducing or shifting resources focused on non-core functions and transactional work shifted to U of A center.
- 3 | Define a unique mandate for teams**

Clearly define the roles and responsibilities for each team including partner collaboration so that accountabilities are clear, coherent and balanced.
- 4 | Standardized roles and responsibilities**

Clear purpose for each academic leadership position that is consistent across the faculty and aligned with college, with all administrative roles aligned with U of A job family model.
- 5 | Organized service delivery**

Delivery of service organized in a consolidated structure to both provide sufficient support (e.g., potential administrative pools to faculty units and faculty to college/central) and allow for stretch support when certain areas need help.
- 6 | Best practice spans and layers in new structure**

Ensure new structure follows best practice spans of control e.g., spans of control should be greater than six to encourage innovation, collaboration and creative decision-making by ensuring flat structures.

# Leadership and Administrative working groups should collaborate to design the future-state organizational structure, roles and responsibilities.

As the faculty considers changes to current structure, a clear articulation of roles and responsibilities becomes more important. We propose the Leadership and Administrative working groups work in unison to draw the future-state organizational design. We have outlined below the roles each group is best equipped to design into the future structure. We have also outlined four high-level opportunities to help inform the faculty's thinking on future state design.

**Roles in Leadership Working Group's remit:** Define and articulate clear roles and responsibilities for leadership roles including new remit for responsibilities historically handled by Department Chairs.

Vice-Dean & Associate Dean Academic	Associate Dean Graduate Studies	Associate Dean Research
Associate Dean, Grad. Student Services.	Associate Dean, UGrad. Student Services	5 Assoc. Chairs Graduate 4 Assoc. Chairs Undergraduate
Faculty General Manager	Assistant Dean Advancement	Prog. Director, International Initiatives
Director, Professional Learning Unit	Admin Manager, Aboriginal Teacher Education	

**Roles in Administrative Working Group's remit:** Define and articulate administrative structure changes that align with the U of A operating model and allow extraction of administrative efficiencies e.g., rationalization and pooling of support staff for providing faculty-wide support.

All Administrative Support Staff

Administrative	<ul style="list-style-type: none"> <li>minimize direct reports to the academic leadership team to allow maximum focus on core activities</li> <li>consolidate administrative resources at the faculty level where possible (excluding advancement)</li> </ul>
Academic	<ul style="list-style-type: none"> <li>ensure alignment with university operating model and Academic Leaders Task Group (ALTG) recommendations</li> <li>develop various options that are aligned with ALTG model and meet faculty needs</li> </ul>
Research	<ul style="list-style-type: none"> <li>ensure structures and supports allow the faculty to continue to build on its research profile and success</li> </ul>
Student Services	<ul style="list-style-type: none"> <li>consolidate all student related functions under one portfolio (ongoing at Faculty of Education)</li> <li>propose structures and resources necessary to ensure a seamless experience for students</li> </ul>



# Part 5: Proposed next steps



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# We propose the faculty teams should drive these key tasks across important decisions points.

Moving forward, the Steering Committee and working groups should focus on key decision points. Below we have proposed focus tasks to be followed by each team. These tasks are not all encompassing but would drive most impact. Additionally, Nous will help supplement future-state thinking and implementation with best practice case studies from non-departmentalized Faculties of Education across Canadian and global universities.

## Steering Committee key tasks

1. Define key decisions to be made, and accountability for those decisions
2. Define roles and responsibilities for implementing the changes
3. Define roadmap for when engagements, proposals, and decisions will be made to deliver on time
4. Define what success looks like once the changes are implemented
5. Confirm budget planning and allocation mechanisms in the new model
6. Design a faculty hiring strategy and evaluation process that supports the new design

## Working Groups key tasks

1. **Leadership Working Group:** Define and articulate clear roles and responsibilities for leadership roles including new remit for responsibilities historically handled by Department Chairs
2. **Administrative Working Group:** Propose changes to administrative roles and responsibilities, and changes to processes, policies and approaches
3. **Governance Working Group:** Propose the number, purpose and scope elected and standing committees
4. **Faculty Pods/CoP Working Group:** Propose approaches to build community, and minimize natural fragmentation upon transition to non-departmentalization

## Nous team key tasks

Collate Best Practice case studies in other Non-Departmentalized Institutions to supplement future-state thinking on the following questions:

- What are the learnings and challenges in the operation of non-departmentalized faculties?
- What is different about organizational structure and role assignments in other institutions?
- What is different about how these institutions handle their budget and finances including research funds management?
- What is different about how these institutions advance research, and use non-departmentalization to pursue research excellence?
- How do these institutions avoid fragmentation and support the connection between staff in absence of departments?

# Appendix 1: Draft Logic Models



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# Program logic model drafts (1 of 3)

CONTEXT	INPUTS	ACTIVITIES & OUTPUTS		OUTCOMES		GOALS
<p>What needs in a community do we want to address?</p> <p>What are the policies and priorities in this area?</p>	<p>What financial, human and other resources are available for this initiative?</p>	<p>What tasks will we undertake with our resources?</p>	<p>What products and services will our actions produce?</p>	<p>What changes in individuals and groups' behaviour will we see: (a) immediately after an output has been delivered? (b) during the course of delivering all outputs?</p>	<p>What changes in individuals or groups' behaviour will we see by the end of our initiative?</p>	<p>How will these changes support progressive attainment of a long-term, high-level goal(s)?</p>
<p><b>1. How will you Ensure those accountable for overall success of the design have a plan for how all the elements of the restructuring process come together into a coherent outcome?</b></p>	<ul style="list-style-type: none"> <li>• understanding of the changes required</li> <li>• a group of informed stakeholders able to discuss these changes and determine accountability</li> </ul>	<ul style="list-style-type: none"> <li>• define discrete changes that need to be overseen</li> <li>• assign accountability of the changes to senior leadership or Steering Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Project Charter with defined stages, timeline and defined accountability</li> </ul>	<ul style="list-style-type: none"> <li>• senior leadership will know what they are accountable for and will understand the extent of their responsibility for each part of the change</li> </ul>	<ul style="list-style-type: none"> <li>• those accountable for the redesign will make better decisions, plan accordingly and escalate problems appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• the faculty redesign will occur with improved efficiency and direction with clear accountability</li> </ul>
<p><b>2. How will you ensure those accountable for overall success of the implementation of that design have a plan to deliver the changes and achieve the overall goals?</b></p>	<ul style="list-style-type: none"> <li>• understanding of the governance requirements in the future state</li> <li>• understanding of current governance structures and their function</li> <li>• informed stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• define the current and new problems governance will solve or intends to solve</li> <li>• create a governance structure that is structured to solve these problems</li> </ul>	<ul style="list-style-type: none"> <li>• detailed document explaining changes to governance</li> <li>• responsibility matrix across different governance structure</li> <li>• governance org structure</li> </ul>	<ul style="list-style-type: none"> <li>• senior leadership will take on new responsibilities according with new governance structure</li> <li>• roles of staff will change</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate governance structures will improve the effectiveness of the new organization structure and mitigate against risks</li> </ul>	<ul style="list-style-type: none"> <li>• the faculty will have an appropriate governance structure in place after the redesign, which enhances the faculty's ability to achieve excellence in research and teaching</li> </ul>
<p><b>3. How will you design a budgeting allocations and approach that supports the new design?</b></p>	<ul style="list-style-type: none"> <li>• current budget and finance information</li> <li>• expert interviews and case studies of effective budget systems</li> </ul>	<ul style="list-style-type: none"> <li>• understand current state</li> <li>• develop functioning future state</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal and Project Charter</li> <li>• implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• senior leadership may take on new roles and responsibilities relating to governing budget</li> </ul>	<ul style="list-style-type: none"> <li>• the faculty will have adopted a budget that does not rely on departments and suits their size and structure</li> </ul>	<ul style="list-style-type: none"> <li>• the faculty's budget and finance system supports the faculties goals of excellence and is effectively structured for a non-departmentalized model.</li> </ul>

# Program logic model drafts (2 of 3)

CONTEXT	INPUTS	ACTIVITIES & OUTPUTS		OUTCOMES		GOALS
<p>What needs in a community do we want to address?</p> <p>What are the policies and priorities in this area?</p>	<p>What financial, human and other resources are available for this initiative?</p>	<p>What tasks will we undertake with our resources?</p>	<p>What products and services will our actions produce?</p>	<p>What changes in individuals and groups' behaviour will we see: (a) immediately after an output has been delivered? (b) during the course of delivering all outputs?</p>	<p>What changes in individuals or groups' behaviour will we see by the end of our initiative?</p>	<p>How will these changes support progressive attainment of a long-term, high-level goal(s)?</p>
<p><b>4. How will you design an organizational structure that supports the new design?</b></p>	<ul style="list-style-type: none"> <li>current state</li> <li>dedicated group of informed stakeholders</li> <li>case studies of effective non-departmentalized org structures</li> </ul>	<ul style="list-style-type: none"> <li>understand the current state</li> <li>develop functioning future state</li> </ul>	<ul style="list-style-type: none"> <li>defined future state</li> <li>list of updated roles and responsibilities affected by changes</li> <li>implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>staff will transition to structures more inline with design principles</li> <li>staff will take on new responsibilities to fit org changes required for non-departmentalization</li> </ul>	<ul style="list-style-type: none"> <li>staff will successfully transition to new org structure</li> </ul>	<ul style="list-style-type: none"> <li>a new organization structure is required to support the change made in every other area</li> </ul>
<p><b>5. How should you adapt risks and contingency planning to work effectively in a non-departmentalized structure</b></p>	<ul style="list-style-type: none"> <li>understanding of the risks involved in a faculty restructure</li> <li>a group of informed stakeholders able to discuss these risks</li> </ul>	<ul style="list-style-type: none"> <li>develop a list of risk and define contingency plans to mitigate those risks</li> </ul>	<ul style="list-style-type: none"> <li>defined contingency plan across different types of risk (leadership, culture, budget)</li> </ul>	<ul style="list-style-type: none"> <li>senior leadership will have a working knowledge of major potential risks and will pay greater attention to these areas during the transition.</li> </ul>	<ul style="list-style-type: none"> <li>senior leadership will have an iterative document by which to refer to and enact changes, should risks be encountered</li> </ul>	<ul style="list-style-type: none"> <li>senior leadership will have a well-defined means of preventing the major risks that arise during transitions of this kind, allowing them to mitigate their harm and respond appropriately</li> </ul>
<p><b>6. How do you design a faculty hiring strategy and evaluation process that supports the new design?</b></p>	<ul style="list-style-type: none"> <li>information from stakeholders</li> <li>current faculty hiring strategy</li> <li>financial information</li> </ul>	<ul style="list-style-type: none"> <li>understand current state</li> <li>develop functioning future state</li> </ul>	<ul style="list-style-type: none"> <li>Proposal Project Charter that outlines scope, milestones and accountable resources</li> <li>implementation plan that includes: <ul style="list-style-type: none"> <li>key steps and timelines</li> <li>Gantt chart</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>faculty hiring strategy will affect related decisions on finances and budget</li> <li>change the responsibilities senior leadership positions</li> </ul>	<ul style="list-style-type: none"> <li>there will be a new hiring strategy that complements a non-departmentalized structure</li> <li>individuals will clearly understand how to hire faculty moving forward</li> </ul>	<ul style="list-style-type: none"> <li>the faculty will have an effective hiring strategy which enhances the faculty's goals of excellence in research and teaching</li> </ul>

## Program logic model drafts (3 of 3)

CONTEXT	INPUTS	ACTIVITIES & OUTPUTS		OUTCOMES		GOALS
<p>What needs in a community do we want to address?</p> <p>What are the policies and priorities in this area?</p>	<p>What financial, human and other resources are available for this initiative?</p>	<p>What tasks will we undertake with our resources?</p>	<p>What products and services will our actions produce?</p>	<p>What changes in individuals and groups' behaviour will we see:</p> <p>(a) immediately after an output has been delivered?</p> <p>(b) during the course of delivering all outputs?</p>	<p>What changes in individuals or groups' behaviour will we see by the end of our initiative?</p>	<p>How will these changes support progressive attainment of a long-term, high-level goal(s)?</p>
<p><b>7. How can you be deliberate in supporting people to work effectively and collaborative together in the new structure?</b></p>	<ul style="list-style-type: none"> <li>discussion with stakeholders about cultures they would like to see promoted and preserved</li> <li>discussion with experts and stakeholders about risks in non-departmentalization</li> </ul>	<ul style="list-style-type: none"> <li>develop a picture of the types of groupings the faculty want promoted (research/teaching, UG/Grad, etc.)</li> <li>develop a clear plan to preserve these collaborations</li> </ul>	<ul style="list-style-type: none"> <li>a new organization chart, that has intended culture and collaborations built into the structure</li> <li>new roles and responsibilities for senior leadership that promote collaboration</li> </ul>	<ul style="list-style-type: none"> <li>staff and students will begin to interact along dimensions previously restricted by the department structure (e.g., research)</li> </ul>	<ul style="list-style-type: none"> <li>staff and students will have structures in place that facilitates and encourages collaboration</li> </ul>	<ul style="list-style-type: none"> <li>beneficial collaboration between staff will be preserved through the transition and new types of collaboration will be established</li> </ul>
<p><b>8. How will you adapt administrative tasks to meet the needs of both students and faculty stakeholders in the new structure?</b></p>	<ul style="list-style-type: none"> <li>understanding the needs of students and staff</li> <li>current roles and responsibilities of administration</li> </ul>	<ul style="list-style-type: none"> <li>develop clear roles and responsibilities for administrators</li> <li>define specific tasks which much be completed by administrators in new model</li> </ul>	<ul style="list-style-type: none"> <li>responsibility matrix across different administrative position</li> <li>updated job fact sheets for administrators</li> </ul>	<ul style="list-style-type: none"> <li>some administrators will have a change in responsibilities and roles</li> <li>certain administrative groups will change structure and report into different leaders.</li> </ul>	<ul style="list-style-type: none"> <li>by the end of the initiative, administrators will understand their new responsibilities, have been trained to complete them and have the support required to do so</li> </ul>	<ul style="list-style-type: none"> <li>administration will function to support students and staff, so that the faculty can run efficiently and meet its goals of service delivery to students</li> </ul>

# Appendix 2: Draft Templates



**UNIVERSITY  
OF ALBERTA**

# Template 1: Logic Model

**1. Context:** *(What needs in a community do we want to address?, What are the policies and priorities in this area?)*

**2. Input:** *(What people, financial, and other resources are available for this initiative?)*

**3. Activities and Outputs:** *(What tasks will we undertake with our resources?, What products and services will our actions produce?)*

**4. Outcomes:** *(What changes in individuals and groups' behaviour will we see: (a) immediately after an output has been delivered? (b) during the course of delivering all outputs? What changes in individuals or groups' behaviour will we see by the end of our initiative?)*

**5. Goals:** *(How will these changes support progressive attainment of our long-term, high-level goals?)*



# Template 2: Nine Tests of Good Design

## Getting the Fit Right

*Initial screen to test whether the proposals will support the strategy, talent pool and situation of the Faculty*

**1. Strategic-Alignment:** *(Does your proposed design direct sufficient leadership attention to the faculty's strategic priorities?)*

**2. Integration:** *(Does your proposed design help the university add value to the faculty?)*

**3. People:** *(Does your proposed design reflect the strengths, weaknesses, and motivations of our people?)*

**4. Feasibility:** *(Have you taken account of all the constraints that may impede the implementation of your proposed design?)*

## Refining the Design

*Structured approach to identifying potential problem areas that require refinements*

**5. Specialist Cultures:** *(Does your proposed design protect units that need distinct cultures?)*

**6. Difficult-Links:** *(Does your proposed design provide coordination solutions for the unit-to-unit links that are likely to be problematic?)*

**7. Redundant-Hierarchy:** *(Does your proposed design have too many levels of management and units?)*

**8. Accountability:** *(Does your proposed design support effective controls?)*

**9. Flexibility:** *(Does your proposed design facilitate the development of new strategies and provide the flexibility required to adapt to change?)*

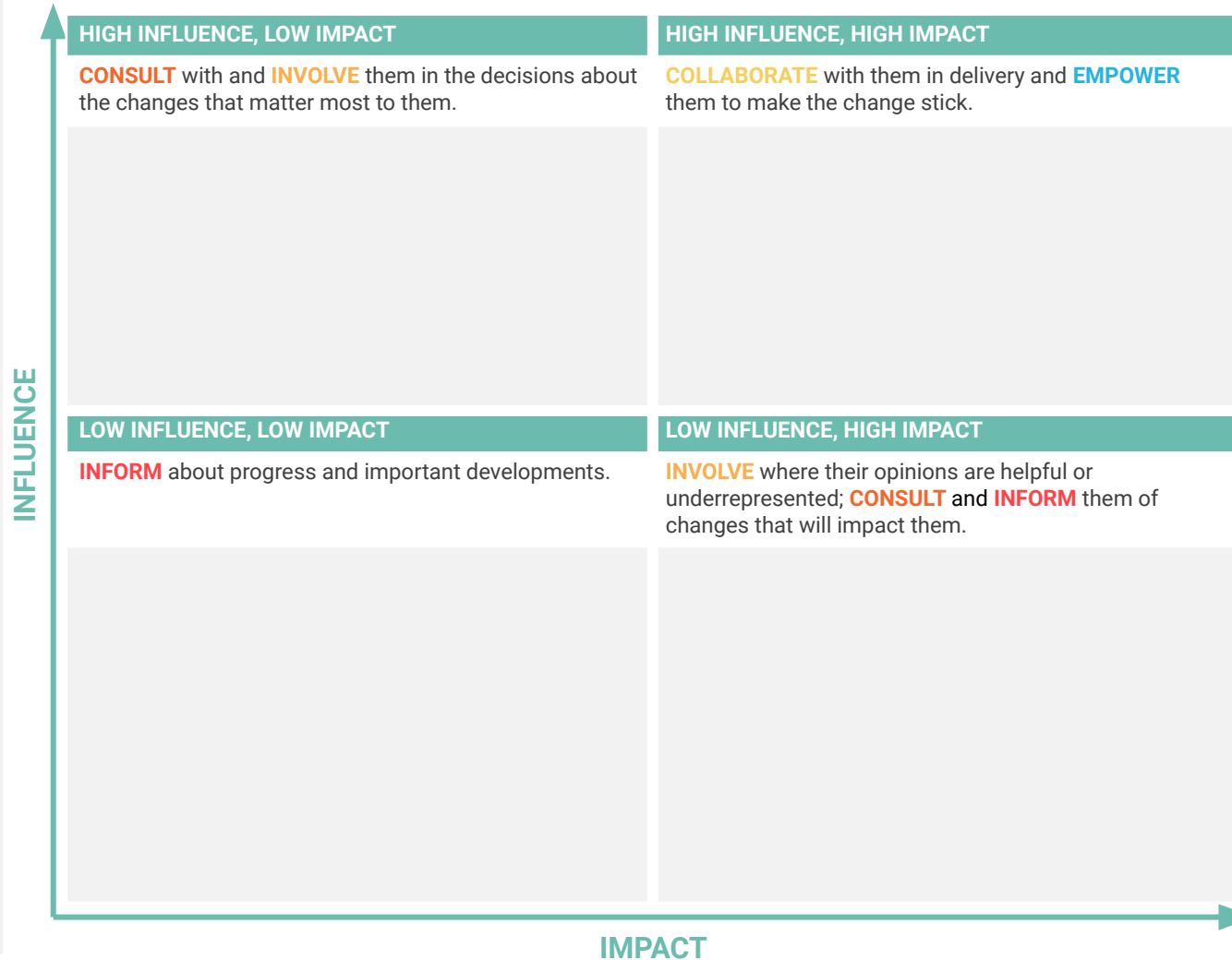
# Template 3: Stakeholder engagement assessment

## Stakeholders:

Identify the stakeholders/groups best suited for your purpose and use best practice techniques for effective engagement.

## Actions:

- identify key questions to be answered based on goals of the change
- identify stakeholders best suited to engage
- map stakeholders in terms of how influential they should be and how impacted they will be
- choose best practice modes of engagement
- prepare and engage stakeholders based on engagement mode and
- deliver a clear communications plan to close the loop with stakeholders



<b>INFORM</b>	provide stakeholder with clear, balanced and objective information
<b>CONSULT</b>	proactively seek stakeholder feedback and input on analysis, proposed solutions and outcomes
<b>INVOLVE</b>	work directly with stakeholders to ensure that their concerns and aspirations are consistently understood and considered
<b>COLLABORATE</b>	partner with stakeholder in the development of alternatives and incorporate their advice and insights into final recommendations
<b>EMPOWER</b>	place final decision in the hands of the stakeholders