Executive Director – School of Public Health - Role Description

Primary Purpose

Reporting to the Provost and Vice-President Academic, the Executive Director of the School of Public Health is responsible for providing strategic and innovative leadership to the School as its chief academic and administrative officer. The Executive Director will be an innovative and creative thinker with a vision of how to harness opportunities and respond to challenges facing the school.

As a member of the senior leadership team, the Executive Director works in collaboration with academic leaders, senior administrators and staff, and other key stakeholders to implement and proactively advance the University of Saskatchewan’s Strategic Plan and objectives. The Executive Director will build effective relationships to promote and advance the school within the University of Saskatchewan (USask) and with key partners regionally, nationally, and internationally.

Nature of the Work

The Executive Director is responsible for providing leadership to faculty, staff, and graduate students supported by a team of administrative and professional staff, and student leaders. Working in close collaboration with faculty and staff, the Executive Director ensures the soundness of scholarly and educational programs, the quality of graduate student experience, and the provision of high-quality human and physical resources. The Executive Director works effectively with community members and external stakeholders. They promote the school to attract both human and financial resources and administers all school resources effectively.

The Executive Director functions in a highly demanding environment that requires constant scanning for issues and challenges against multiple priorities and demands on limited resources. The work is of high volume and is complex.

Education and Experience

A relevant advanced degree, a strong scholastic and research record and/or practice of professional skills, and progressive experience in an academic (or related) environment with recent experience at a leadership level are required. Prior performance at the senior academic level is required with preference given to candidates at the rank of full professor.

- The incumbent is required to demonstrate success in developing and implementing a vision and leading people to achieve exemplary performance and outcomes.
- The candidate should possess a proven ability to successfully promote a working environment that rewards new ideas and innovation, identifies process improvement, builds collaborations, encourages teamwork, and promotes diversity and inclusion.
- The candidate must possess an ability to communicate, to build and maintain respectful relationships, to work effectively with a wide range of internal and external constituencies, and to collaborate across an extensive array of academic disciplines and organizations.

### Accountabilities

#### Institutional Planning
The Executive Director holds primary responsibility for developing and implementing school-level planning processes. They will ensure alignment of academic and administrative plans, interests, and outcomes with broader institutional plans.

#### Resource Allocation Alignment
The Executive Director develops and implements integrated plans and a multi-year budget framework that supports the University’s priorities by allocating resources at the school-level to align and support the outcomes of institutional plans. Achieving institutional objectives while ensuring the long-term growth and sustainability of the school, along with the University’s resources is a key accountability.

#### Academic Strategy
The Executive Director assumes a leadership role in the creation of their school strategy and action plan aligned with the institution’s strategic plan including pedagogy, student and faculty recruitment, academic policies and structures, along with research, scholarship and artistic works, advancement, and external engagement missions of the institution.

- work to ensure advice is provided and actions taken consistent with the ohpahotân | oohpaahotaan strategy;
- engage in practices that contribute to plans associated with the University 2025 plan, including related plans (e.g., international, sustainability, EDI, ICT);
- take action aligned with the university’s Equity, Diversity and Inclusion Policy and strategy;
- strengthen the research, scholarly and artistic work mission;
  - Promote research excellence through collaboration, discovery, innovation, and through embracing different knowledges and ways of knowing,
  - Increase research revenue and impact through securing grants from tri-council agencies, industry, government, etc.
- strengthen learning and teaching;
  - Ensure that the school’s programs, curricula, and courses are innovative and anticipate and meet the needs of local and global stakeholders that include students, industry, and employers,
  - Oversee continuous program quality improvement and (where applicable) program accreditation,
  - Promote student success and exceptional student experience.

#### People Leadership
The Executive Director is primarily responsible for the performance of their respective school by providing leadership to leaders, staff, faculty, and students of those academic units.

The development of future and current leaders/deans/executive directors is a key responsibility. The Executive Director will:

- build and maintain positive health and safety practices;
- seek opportunities for professional development such as mentorship; and
- create an environment that inspires collegiality, respect, collaboration, and engages all members of the school.

### Institutional Leadership

As an academic leader, the Executive Director is expected to:

- be an effective and co-operative member of the Deans’ Council, Deans’ Teams, and Senior Leadership Forum;
- contribute, in collaboration with other academic leaders and senior administrators, to the success, performance, and impact of Usask;
- contribute to projects that may be outside of the Executive Director portfolio; and
- liaise with external bodies on behalf of the Provost.

In each of these accountabilities, it is expected that the Executive Director will:

- take action for Indigenous rights, and for truth and reconciliation;
- take action against racism, oppression; and harassment and discrimination;
- provide credible and complete information regarding their school and identify issues and risks to the Provost, the Deans and Executive Directors of Schools, and other relevant roles and committees, as appropriate;
- implement and maintain an effective system of financial management and assets, which includes general safeguarding and stewardship of all resources (financial, physical, and human resources);
- communicate and ensure compliance with University policies, collective agreements, and federal and provincial laws and regulations;
- model accountability and transparency of activities, information, and reports; and
- be an exceptional communicator.

### External engagement

In collaboration with the Vice-Presidents, government relations, and the Provost, the Executive Director assumes a leadership role, in advancement and external relations actions, including (where appropriate for the unit):

- alumni and donor relations (e.g., cultivating donors and sponsorship in support of school and university goals);
- emeritus faculty and retirees;
- the business community (including not-for profit and non-governmental organizations) and industry;
- Indigenous communities; and
- governments (e.g., cultivating investment in research, programming, and facilities).

**Well-being leadership**

- demonstrate well-being as a leader, through practices attentive to their health, well-being, and life-long learning; and
- work to find ways to include wellbeing into policy and practice guidelines related to students, staff, and faculty.