

The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, March 13, 2020 meeting:

Agenda Title: **Governors of the University of Alberta Mandate and Roles Document**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Governance Committee, approve the revised *The Governors of The University of Alberta Mandate and Roles Document* for submission to the Ministry of Advanced Education, as set forth in Attachment 2.

Final Item: 3b.

Agenda Title: **University Mandate Statement**

APPROVED MOTION 1: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council approve the reformatted University Mandate Statement, as set out in Attachment 2, **as revised**, for submission to the Minister of Advanced Education for final approval.

APPROVED MOTION 2: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council rescind the previous University Mandate Statement, approved by the Minister of Advanced Education and Technology on July 17, 2009, following ministerial approval of the new statement.

Final Amended Item: 3c.

Governance Executive Summary
Action Item

Agenda Title	Governors of the University of Alberta Mandate and Roles Document
---------------------	--

Motion

THAT the Board of Governors, on the recommendation of the Board Governance Committee, approve the revised *The Governors of The University of Alberta Mandate and Roles Document* for submission to the Ministry of Advanced Education, as set forth in Attachment 2.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Kate Chisholm, Chair, Board of Governors
Presenter(s)	Marion Haggarty-France, University Secretary Juli Zinken, Board Secretary and Manager of Board Services

Details

Office of Admin Responsibility	University Governance
The Purpose of the Proposal is	To update <i>The Governors of the University of Alberta Mandate and Roles Document</i> to reflect changes requested by the Ministry of Advanced Education as well as recent changes to the Board of Governors' standing committee structure.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p><u>Overview</u></p> <p>The Mandate and Roles Document (MRD) is one of the key documents called for in the accountability process under the <i>Alberta Public Agencies Governance Act</i> (APAGA), proclaimed in force June 12, 2013:</p> <ul style="list-style-type: none"> • The Act provides a legislative framework for the work of Alberta's public sector agencies. The University of Alberta, and all of the post-secondary institutions in Alberta, are considered public sector agencies and therefore the Board of Governors is accountable under the Act. • Key responsibilities are outlined in the Act. Public Agencies will be responsible for the following: <ul style="list-style-type: none"> • providing orientation, evaluation and training of members; • requiring agencies to have a written statement of their mandate, roles and responsibilities, codes of conduct, and clearly stating the responsibilities of agencies and Ministers; • clarifying the relationships and accountabilities between government and agencies, including policy making and information sharing; • requiring periodic reviews of all agencies, to ensure they are operating as effectively as possible; (for the Post-Secondary sector, this will be on a seven year cycle); and, • ensuring the public knows what steps are being taken to promote agency effectiveness, both through legislating these principles and requiring information about agencies to be made publicly available.

Item No. 3b

	<p><u>UofA context</u></p> <p>Until recently, the MRD required annual affirmation by the Board of Governors and renewal/review every three years. The document was last approved by the Board of Governors and signed-off by the Minister in 2014. On October 20, 2017, the University of Alberta Board of Governors approved a revised MRD and submitted the revised document to the Minister of Advanced Education for review and final sign-off, but that version never received Ministerial sign-off, so the 2014 version remains on the University Governance website as our current MRD.</p> <p>In 2017, Alberta Advanced Education undertook a full review of post-secondary MRD templates and review/approval processes to ensure alignment with recent changes to legislation and government processes for recruitment and appointment of Board members. In July 2019, the Ministry shared requested changes to the document and requested that the Board submit an updated version of its MRD to the Minister by the end of 2019 (the deadline has since been extended to Spring 2020). This will also give the Board the opportunity to update the MRD with recent changes to its committee structure.</p> <p>At the November 2019 Board Governance Committee meeting, staff from Governance and Legislation in Alberta Advanced Education provided the committee with a learning moment on MRDs and the proposed changes.</p> <p>Current proposal:</p> <p>The revised document before members meets the expected requirements for our institution. The majority of proposed changes were requested by the Ministry (as outlined above), with other minor revisions made to reflect the Board of Governors’ new committee structure as well as its use of the university’s Code of Conduct: Board Members’ Obligations Respecting Conflict of Interest.</p> <p>At its February meeting, the Board Governance Committee recommended changes to the proposed MRD to incorporate principles of equity, diversity, and inclusion into the membership recruitment process.</p> <p>Changes recommended by the University of Alberta are highlighted in yellow on Attachment 1. All other changes in the document have been recommended by the Ministry of Advanced Education</p> <p><u>Next steps:</u></p> <p>Once the Board has approved the revised MRD, it will be shared with the Minister for final-sign off, after which, the Board Chair and Minister are required to affirm the MRD annually (or make changes as required).</p>
<p>Supplementary Notes and context</p>	<p>This MRD should not be confused with the institution’s Mandate Statement which was last approved by the Board in June 2009 and by the Minister on July 17, 2009. Advanced Education has also requested changes to the university’s Mandate Statement to comply with recent template changes, and that document will also come forward for Board approval on March 13, 2020.</p>

Item No. 3b

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Marion Haggarty-France, University Secretary • Juli Zinken, Board Secretary and Manager of Board Services
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Ministry Staff, Alberta Advanced Education • Board Governance Committee: Sept 26, 2019; Nov 27, 2019
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	Board Governance Committee, February 26, 2020 (for recommendation) Board of Governors, March 13, 2020 (for approval)

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>SUSTAIN: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</i></p> <p><i>21. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</i></p>													
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input checked="" type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input checked="" type="checkbox"/> Leadership and Change</td> <td><input type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>		<input type="checkbox"/> Enrolment Management	<input checked="" type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input checked="" type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
<input type="checkbox"/> Enrolment Management	<input checked="" type="checkbox"/> Relationship with Stakeholders													
<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation													
<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise													
<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety													
<input checked="" type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success													
<input type="checkbox"/> Physical Infrastructure														
Legislative Compliance and jurisdiction	<ul style="list-style-type: none"> • <i>Alberta Public Agencies Governance Act (APAGA)</i> • Board Governance Committee Terms of Reference Section 2(j) 													

Attachments:

1. Revised Governors of The University of Alberta Mandate and Roles Document – **with tracked-changes** (11 pages)
2. Revised Governors of The University of Alberta Mandate and Roles Document – **clean** (11 pages) – **for approval**

Prepared by: Juli Zinken, Board Secretary and Manager of Board Services (juli.zinken@ualberta.ca)

The Governors of The University of Alberta Mandate and Roles Document

Preamble

This Mandate and Roles Document for the Governors of the University of Alberta (“Board”) has been developed collaboratively between the Minister of Advanced Education (“Minister”) and the Board to reflect a common understanding of respective roles and responsibilities.

1. Mandate

Mandate

~~The University of Alberta operates as a Comprehensive Academic and Research University in accordance with the *Post-secondary Learning Act* (“PSLA”). The University of Alberta’s mandate statement, as approved by the Board and the Minister, can be found [here](#).~~

~~Continued under the *Post-secondary Learning Act* (“PSLA”), the Board manages and operates the post-secondary institution in accordance with its approved mandate [PSLA Section 60(1)(a)].~~

~~The Governors of The University of Alberta Mandate~~

~~Created by the *University Act, 1906* of the Legislative Assembly of the Province of Alberta, The University of Alberta is a board-governed, publicly funded university that operates as a Comprehensive, Academic and Research Institution under the authority of Alberta’s *Post-Secondary Learning Act*.~~

~~The Mandate, as approved by the Board and the Minister, can be found at:
<http://eae.alberta.ca/media/277211/ualberta.pdf>~~

Vision and Mission (approved by the Board June 19, 2016)

Vision

To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world’s great universities for the public good.

Mission

Within a vibrant and supportive learning environment, the University of Alberta (University) discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

Values

The University of Alberta community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the University of Alberta was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally.

Above all, we value intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons as the foundation of ethical conduct in research, teaching, learning, and service. We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.

We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all.

We value academic freedom and institutional autonomy as fundamental to open inquiry and the pursuit of truth.

We value diversity, inclusivity, and equity across and among our people, campuses, and disciplines.

We value creativity and innovation from the genesis of ideas through to the dissemination of knowledge.

We value the history and traditions of our university, celebrating with pride our people, achievements, and contributions to society.

The University's strategic plan, *For the Public Good* can be found at: www.ualberta.ca/strategic-plan.

Applicable Legislation and Regulations

The Board has responsibilities under, and is subject to, a number of statutes and regulations, ~~which include but are not limited to the following~~ including the:

- Post-secondary Learning Act (“PSLA”);
 - Alternative Academic Council Regulation;
 - Land Use Regulation;
 - Pension Validation Regulation;
 - Programs of Study Regulation; and
 - Sessional Faculty Regulation
 - Public Post-Secondary Institutions’ Tuition Fees Regulation
- Alberta Public Agencies Governance Act;
- Access to the Future Act;
- Conflicts of Interest Act;
- Financial Administration Act;
- Fiscal ~~Management Act;~~ Planning and Transparency Act;
- Labour Relations Code;
- Public Service Employee Relations Act;
- Public Sector Compensation Transparency Act;
 - Public Sector Compensation Transparency General Regulation;
- Freedom of Information and Protection of Privacy Act;
 - Freedom of Information and Protection of Privacy (Ministerial) Regulation;
 - Freedom of Information and Protection of Privacy Regulation;
- Government Organizational Act (Schedule 1, Advanced Education)
 - Advanced Education Grants Regulation;
- Reform of Agencies, Boards and Commissions Compensation Act;
 - Reform of Agencies, Boards and Commissions (Post-secondary Institutions) Compensation Regulation;
 - Salary Restraint Regulation;

- Lobbyist Act;
 - Lobbyists Act General Regulation; and
- ~~Results based Budgeting Act; and~~
- *Public Interest Disclosure (Whistleblower Protection) Act.*

All of these statutes and their regulations can be viewed at: www.gp.alberta.ca/index.cfm

~~The PSLA provides the primary legislation for public post-secondary institutions in the province of Alberta. Regulations enacted under the PSLA include:~~

- ~~Advanced Education Grants Regulation;~~
- ~~Campus Alberta Sector Regulation;~~
- ~~Land Use Regulation;~~
- ~~Model Provisions Regulation;~~
- ~~Pension Validation Regulation;~~
- ~~Programs of Study Regulation; and~~
- ~~Public Post-Secondary Institutions' Tuition Fees Regulation~~

2. Duties and Responsibilities

Lieutenant Governor in Council

The PSLA outlines the duties and responsibilities of the Lieutenant Governor in Council specific to the Board. These include the continuation of the public post-secondary institution [PSLA Section 126] and its Board [PSLA Section 16 (1)].

In addition, the Lieutenant Governor in Council:

- Appoints public Board members [PSLA Section 16(3)(e)];
- May by order disestablish the public post-secondary institution and its Board [PSLA Section 102(1)];
- May order that the assets and liabilities of a dissolved Board be transferred to government or to another post-secondary institution [PSLA Section 102(2)];
- Approves debenture borrowing [PSLA Section 73(1)];
- Approves an incorporation, and the establishment, acquisition and dissolution of a subsidiary by the Board [PSLA Section 77 and the Financial Administration Act];
- Approves the Board's establishment of a registered pension plan as an alternative to a designated pension plan [PSLA Section 69(2)(b)]; and
- Approves the Board's disposition of certain land [PSLA Section 67(1.1)].

Auditor General

The Auditor General of Alberta is the auditor of the Board as outlined in Section 71 of the PSLA.

Minister of Advanced Education

The PSLA outlines a variety of duties and responsibilities for the Minister including the appointment of Board members from nominees of constituent groups [PSLA Section 16(3)(d)] and approval of the institution's mandate statement [PSLA Section 103(1)].

In addition, the Minister:

- Monitors the institution's operation and performance through the Board's business plan, access plan, and annual report submissions [PSLA Sections 78(1), 78.1 and 79(1)];
- Approves the Board's establishment of supplementary pension plans [PSLA Section 69(2)(c)];
- Approves an incorporation, and the establishment, acquisition and dissolution of a subsidiary by the Board [PSLA Section 77 and the Financial Administration Act]; and
- ~~Chairs the Campus Alberta Strategic Directions Committee [PSLA Section 107.1(2)]; and~~
- Informs the Board of government policies and direction impacting the work of the Board.

Under the *Alberta Public Agencies Governance Act* (APAGA), the Minister also conducts regular reviews (at least every seven years) of the Board's mandate and purpose [APAGA Section 19(1)].

Deputy Minister of Advanced Education

The Deputy Minister supports and acts under the general direction of the Minister, and is responsible for activities which have been delegated by the Minister.

Department of Advanced Education

The Department supports the Minister and Board in meeting their legislated responsibilities. Examples of Department support for Board related functions include:

- The provision of orientation materials and training support for new Board members;
- Establishment of workflow procedures for the recruitment and appointment of Board members;
- Ensuring that the Board's Mandate and Roles Document is affirmed annually and renewed or revised every three years; and
- Coordinating the Board's mandate and purpose review, at a minimum, every seven years.

The Governors of The University of Alberta (governance.ualberta.ca/BoardofGovernors.aspx)

The Board shall manage and operate the institution in accordance with its mandate [PSLA Section 60(1)(a)].

The Board agrees to work with the Minister to support and promote ~~Campus Alberta, and its goals of an the adult learning system principles of accessibility, affordability, quality, coordination, and accountability and sustainable post-secondary system in Alberta that fosters innovation, entrepreneurship and collaboration.~~

The Board has the authority through the PSLA to establish admission requirements and publish rules with respect to enrolment and programs [PSLA Section 60(1)(c) and (d)], determine tuition fees to be paid by students in accordance with the regulations [PSLA Section 61], and delegate in writing powers, duties or functions set out in the PSLA, with the exception of bylaws [PSLA Section 62]. Other Board specific functions include, but are not limited to:

- The settlement of questions [PSLA Section 63];
- Student discipline [PSLA Section 64];
- The acquisition of land [PSLA Section 66(1)];
- The disposition of land with approval of the Lieutenant Governor in Council [PSLA Section 67(1.1)(a) and (b)];
- Debenture borrowing, subject to the approval of the Lieutenant Governor in Council [PLSA Section 73];
- Banking and investment [PLSA Section 75]; and
- The appointment of the president and vice-presidents [PSLA Sections 81(1) and 82(1)].

In terms of accountability and reporting:

- The Board must prepare a statement setting out the mandate for the institution and this must be submitted to the Minister for approval [PSLA Section 103(1)].
- The Board must also submit a business plan, access plan and annual report to the Minister on an annual basis [PLSA Sections 78(1), 78.1 and 79(1)].
- The Board may be required to collect information (such as enrolment data and Key Performance Indicators) and submit to the Minister any information and reports the Minister considers necessary [PSLA Section 118(1)].¹
- The Board is accountable for ensuring that the public funds appropriated for the support of institutions are used effectively and appropriately. The Board approves annual operating and capital budgets and regularly review expenditures, investments and borrowings.
- The Board is responsible for the appointment of a President as the Chief Executive Officer of the institution [PSLA Section 81(1)] and the remuneration to be paid to the President [PSLA Section 81(2)]. The Board is ultimately responsible for the quality and performance of its administrations, and therefore is required to evaluate the overall efficiency and effectiveness of the President and the Senior Administration.
- The Board's Code of Conduct is reviewed and approved by the Ethics Commissioner, and the Board ratifies and makes public the Code of Conduct. Updates to the Code of Conduct are submitted to the Ethics Commissioner for review. All Board members must adhere to the institution's Code of Conduct. The Chair administers the Code of Conduct for Board members. The code administrator for the Chair is the Ethics Commissioner, who receives disclosures from the Chair and has the authority to investigate alleged breaches as necessary.

The Board may establish committees as it deems necessary to carry out its duties and ensures that a written mandate of each committee is reviewed annually.

Committees for the Board include:

- Audit and Risk Committee
- Finance and Property Committee
- Governance Committee
- Human Resources and Compensation Committee
- Investment Committee
- Learning and Discovery, Research, and Student Affairs Committee

¹ The Comprehensive Institutional Plan integrates the institutional business plan, institutional access plan, and the institutional research plan into one document and satisfies legislated requirements (Fiscal Planning and Transparency Act, Post-secondary Learning Act) that institutions submit business plans and access plans annually.

- ~~Safety, Health and Environment Committee~~
- ~~University Relations~~ Reputation and Public Affairs Committee

Link to the Board's standing committees: ualberta.ca/governance/member-zone/board-standing-committees

The Board acts as an intermediary between the institution and the public that it is intended to serve. The Board is responsible for ensuring that the institution is responsive to changing educational and societal needs. The Board, in collaboration with Senior Administration of the University, is a significant participant in Campus Alberta.

Board Chair

With direction from the Board, the Chair represents the Board and its interests in dealing with the Minister, the Department, the President, stakeholders and the community. The Chair is responsible for providing leadership for the Board and for effectively facilitating the work of the Board.

Additional responsibilities of the Chair include:

- Planning and managing Board meetings;
- Providing the Minister with regular updates on the strategic direction of the University and informing the Minister regarding emergent issues;
- Ensuring that the Board, and its committees, have opportunities to meet independent of management;
- Ensuring that an adequate succession plan is in place for Board member and Senior Administration renewal, and
- Ensuring that members of the Board comply with the University's Code of Conduct: Board Members' Obligations Respecting Conflict of Interest: www.ualberta.ca/governance/media-library/documents/resources/boardrepo/board-code-of-conduct-downloaded-from-hr-06-13-19.pdf
- ~~University's Conflict Policy — Conflict of Interest and Commitment and Institutional Conflict: <https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Conflict Policy — Conflict of Interest and Commitment and Institutional Conflict.pdf>~~
- Ensuring that members of the Board are aware of the University's Ethical Conduct and Safe Disclosure Policy: <https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Ethical-Conduct-and-Safe-Disclosure-Policy.pdf>
- A Vice-Chair serves as the Acting Chair in the absence of the Board Chair, or when the position of Chair is vacant.

Board Members

Board members must act in the best interests of the University [PSLA Section 16(5)].

The individual responsibilities of Board members include:

- Attending all general and special Board meetings;
- Sitting on committees and attending committee meetings as required;
- Advocating for the University in securing resources in addition to government grants for the support of the institution;

- Keeping informed and abreast of relevant provincial, national and international issues, as well as developments within the institution;
- Acting in an ethical manner and complying with the Board's bylaws and policies;
- Participating in assessing the Board's performance and contribution to the institution and assessing ways in which the Board could improve in fulfilling its responsibilities; and
- Participating in campus activities and providing input where appropriate.

President

As Chief Executive Officer and Vice-Chancellor, the President positions the University such that its standing as a major comprehensive and research-intensive institution is preserved, enhanced, and secured. The President leads the university in striving for excellence in teaching, research and in service to the broader community. The President ensures the achievement of this standard of excellence while fostering an atmosphere that demonstrates and promotes the highest standard of ethical behaviour.

Key Accountabilities

Without restricting the generality of the above purpose statement and in accordance with Article 81(3) of the PSLA, the President has supervision over and direction of the operation of the University of Alberta and these other powers, duties and functions, as set out below:

- Creates and implements a vision that will build and advance the University of Alberta as an exceptional institution within Alberta, across Canada, and internationally.
- Exercises oversight over the operational and fiscal management of the University. Delegates the internal operation of the University to the Provost and Vice-President (Academic).
- Creates, through all his/her dealings, an atmosphere of academic excellence in all subject areas represented at the University of Alberta that will further the reputation of the University as a leader in teaching, research, and community service.
- Encourages, leads, and nurtures the development of areas of research excellence and, where relevant, develops strategic academic institutes focusing on research, innovation, and enterprise to act as a catalyst for the local, and Provincial, and, in some cases, National economies.
- Supports and collaborates to build excellence in teaching, research and service.
- Fosters a culture that attracts, retains and ensures the success of students and ensures a positive student experience.
- Creates and continually encourages further opening-up the University of Alberta to the world (by attracting more international students, faculty, and programmes).
- Builds a senior executive team committed to working with the community in fulfilling the vision, goals, and priorities necessary to ensure the long-term sustainability of the University.
- Promotes, preserves, and represents, through his/her personal reputation and stature, the achievements of the University in order to gain support for its many endeavours.
- Models, as the University's chief representative and spokesperson, the spirit, values, and integrity of the institution as he/she champions, locally, provincially, nationally, and internationally, the initiatives set out in the University's Comprehensive Institutional Plan.
- Champions the University's advancement initiatives and campaigns and develops diversified income streams to ensure the long-term financial viability of the University. Works closely with the Vice-President (Advancement) and, where relevant, Deans of Faculties and other relevant stakeholders to plan strategies for successfully accomplishing these initiatives.

- Ensures the overall effectiveness of the University through advocacy to, contact with, and/or participation in various orders of government and with councils and organizations involved in higher education at the provincial, national, and international levels.
- Ensures the University of Alberta contributes to a vibrant knowledge economy integral to and driving Alberta's success by engaging with businesses, industry, and government across the Province.
- Ensures the collegial, harmonious, and collaborative work of the various governing bodies (General Faculties Council (GFC), the Senate, and the Board of Governors), focusing on the achievement of the University vision of excellence.
- Maintains a strong relationship with the Chair of the Board of Governors and with the Chancellor.
- Ensures connection to and alignment and engagement with the Senate, Alumni and with key University community members, groups and associations.
- Ensures the various Faculties and other academic units, as well as executive and senior leadership of the University, are structured in a manner that encourages innovative and efficient administration of the entire institution.
- Reports to the Board of Governors on all matters including the performance of the University against the measures laid out in the University's Comprehensive Institutional Plan.
- Exercises, under delegated authority from the Board of Governors, the authority to act in extraordinary and/or emergency circumstances.

3. Recruitment and Appointment of Board Members

Membership

As outlined in the PSLA [Section 16(3)], the Board consists of the Chair of the Board, the Chancellor of the University, the President of the University, and not more than 9 members representative of the general public, in addition to the Chair, appointed by the Lieutenant Governor in Council. In addition, the Board consists of the following members appointed by the Minister:

- Two alumni of the University nominated by the alumni association;
- One member of the senate nominated by the other members of the senate;
- Two members of the academic staff of the University, one of whom is nominated by the general faculties council and one of whom is nominated by the academic staff association;
- Two students nominated by the council of the students association;
- If the University has a graduate students association, one graduate student nominated by the council of the association; and
- One member of the non-academic staff nominated by the non-academic staff association.

Additional persons may be appointed by the Lieutenant Governor in Council on the recommendation of the Minister.

Public Members

Public members are recruited and appointed by the Government of Alberta. Appointment of each member is for a fixed term of up to three years, with the potential of reappointment [PSLA Sections 56(1) and 56(2)]. Recruitment is competency-based.

The Board aspires to achieve an equitable, diverse and inclusive membership consistent with the objectives set out in the university's Strategic Plan for Equity, Diversity, and Inclusivity (“EDI Strategic Plan”). The Board also develops a competency matrix that outlines the skills, experience and knowledge required as a whole, and identifies how each individual contributes to those requirements. The competency matrix is a resource for boards to identify competencies or skill gaps to be recruited.

Recruitment Process

The public member recruitment process is managed by the Department. When a recruitment for a public member is required:

- The Department, in consultation with the Board, completes a recruitment plan guided by principles of equity, diversity, and inclusion, that includes a recommended set of desired competencies based on the skills, experience and knowledge listed in the competency matrix. The Minister approves the recruitment plan and recruitment is conducted based on the approved competencies.
- Screening is completed by the Department, including (where possible) the identification of any potential conflicts of interest.
- The Board recommends potential candidates to the Minister.
- Interviews take place with potential candidates.
- The Minister then recommends an individual(s) for appointment (or reappointment) by the Lieutenant Governor in Council.

Reappointment Process

Public member reappointments may not require a recruitment. Instead, a written request, including sufficient rationale to support the reappointment may be submitted to the Minister by the Chair. If there is sufficient alignment between the Minister and the Board, a reappointment request may result.

Appointment Process

The Lieutenant Governor in Council considers the Minister’s recommendation for appointment or reappointment of public members. If approved, the public member is appointed or reappointed by Order in Council.

Representative Members

Representative members (students, graduate students, academic, non-academic, tutor, alumni) are nominated by their respective associations at each post-secondary institution and appointed by the Minister. Appointment of each member is for a fixed term of up to three years, with the potential of re-appointment [PSLA Sections 56(1) and 56(2)] based on criteria identified by the PSLA, and specific to each post-secondary institution.

Appointment Process

- Representative members are nominated by their respective associations at each post-secondary institution. Individuals are chosen for appointment (or reappointment) and names provided to the Board. The Board then sends their recommendation to the Minister.
- If the Minister approves the recommendation, the appointment is formalized through a Ministerial Order.

Recruitment

~~The recruitment of public members is competency based and led by the Department in consultation with the Board. The Board and the Department will develop a competency matrix for the Board as a whole as well as competencies required for individual members.~~

~~The steps that are taken or intended to be taken in the recruitment process and any identified skills, knowledge, experience or attributes required of a member to be appointed will be made public either before or after the member is appointed [APAGA Section 13(2)].~~

~~A public posting of all vacancies is the responsibility of the Department.~~

~~Recruitment is based on the competencies approved by the Minister.~~

Process

~~When a vacancy occurs:~~

- ~~• The Board identifies competencies that need to be replaced and provides that profile to the Department that facilitates the recruitment process.~~
- ~~• Applications are reviewed by the Department and assessed on the basis of the applicable competencies and values identified through the development of a screening report.~~
- ~~• The Board Chair reviews the screening report and consults as appropriate and forwards a recommendation to the Minister.~~
- ~~• Based on the screening report and considering the Board recommendation, the Department interviews candidates and the Minister then recommends the name of a candidate to Cabinet for appointment.~~
- ~~• Once Cabinet approves the Minister's recommendation, the Department will coordinate the appointment process by *Order in Council* (for public appointments) or Ministerial Order (for internally elected appointments).~~

Appointment

~~Prior to the appointment of a Board member, appropriate screening will include determining potential conflicts of interest.~~

~~Appointment is for a fixed term of up to 3 years, with the potential for reappointment [PSLA Sections 56(1) and 56(2)].~~

Remuneration

Board members are not remunerated for their service. The University does reimburse Board members for expenses incurred in the performance of their duties as a member of the Board [PSLA Section 55].

Orientation, Education and Development

~~The Department provides new Board members with orientation materials to assist them in their role. Following the appointment of a Board member, the Department provides the new member with an orientation manual.~~ In addition, ~~the~~ new members participates in an orientation process coordinated by the University Governance office. The Board is committed to on-going professional development for

members and will identify and facilitate members' participation at workshops, conferences or other educational activities.

4. Interaction between Board and Department

The Board serves as the intermediary between the Government of Alberta and the institution. The Board may become involved in the development of provincial policies by:

- Providing advice on issues and trends;
- Reacting to proposals and statements put forward by the Minister;
- Recommending policy changes to the Minister; and
- Keeping the Minister informed about the development of the institution and plans for the future.

As described under Duties and Responsibilities, the Board provides the Department with regular reports on the institution's performance and future plans.

5. Administration

Annual Affirmation

The Mandate and Roles Document must be affirmed annually by the Minister and the Board Chair, or on a change in either the Minister or Board Chair. ~~will be reviewed annually by the Board of Governors.~~

Three Year Renewal or Revision

The Mandate and Roles Document must be reviewed and renewed, amended, or replaced within three years after the day on which the document or the most recent amendment to the document was signed shall be in effect for not more than three years. It must be renewed or revised by the expiry date [APAGA Section 4].

Transparency

Copies of the Mandate and Roles Document will be filed with the Department and the Public Agency Secretariat ~~Minister and the Agency Governance Secretariat~~. In support of the principle of transparency [APAGA Section 5] this document will also be made available on the Board's website and the Government of Alberta's website.

Kate Chisholm
Board Chair
University of Alberta

Demetrios Nicolaidis
Minister of Advanced Education

Date

Date

The Governors of The University of Alberta Mandate and Roles Document

Preamble

This Mandate and Roles Document for the Governors of the University of Alberta (“Board”) has been developed collaboratively between the Minister of Advanced Education (“Minister”) and the Board to reflect a common understanding of respective roles and responsibilities.

1. Mandate

Mandate

The University of Alberta operates as a Comprehensive Academic and Research University in accordance with the *Post-secondary Learning Act* (“PSLA”). The University of Alberta’s mandate statement, as approved by the Board and the Minister, can be found [here](#).

Vision and Mission (approved by the Board June 19, 2016)

Vision

To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world’s great universities for the public good.

Mission

Within a vibrant and supportive learning environment, the University of Alberta (University) discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

Values

The University of Alberta community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the University of Alberta was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally.

Above all, we value intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons as the foundation of ethical conduct in research, teaching, learning, and service. We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.

We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all.

We value academic freedom and institutional autonomy as fundamental to open inquiry and the pursuit of truth.

We value diversity, inclusivity, and equity across and among our people, campuses, and disciplines.

We value creativity and innovation from the genesis of ideas through to the dissemination of knowledge.

We value the history and traditions of our university, celebrating with pride our people, achievements, and contributions to society.

The University's strategic plan, *For the Public Good* can be found at: www.ualberta.ca/strategic-plan.

Applicable Legislation and Regulations

The Board has responsibilities under, and is subject to, a number of statutes and regulations, including the:

- *Post-secondary Learning Act (“PSLA”)*;
 - Alternative Academic Council Regulation;
 - Land Use Regulation;
 - Pension Validation Regulation;
 - Programs of Study Regulation; and
 - Sessional Faculty Regulation
 - Tuition Fees Regulation
- *Alberta Public Agencies Governance Act*;
- *Access to the Future Act*;
- *Conflicts of Interest Act*;
- *Financial Administration Act*;
- *Fiscal Planning and Transparency Act*;
- *Labour Relations Code*;
- *Public Service Employee Relations Act*;
- *Public Sector Compensation Transparency Act*;
 - Public Sector Compensation Transparency General Regulation;
- *Freedom of Information and Protection of Privacy Act*;
 - Freedom of Information and Protection of Privacy (Ministerial) Regulation;
 - Freedom of Information and Protection of Privacy Regulation;
- *Government Organizational Act (Schedule 1, Advanced Education)*
 - Advanced Education Grants Regulation;
- *Reform of Agencies, Boards and Commissions Compensation Act*;
 - Reform of Agencies, Boards and Commissions (Post-secondary Institutions) Compensation Regulation;
 - Salary Restraint Regulation;
- *Lobbyist Act*;
 - Lobbyists Act General Regulation; and
- *Public Interest Disclosure (Whistleblower Protection) Act*.

2. Duties and Responsibilities

Lieutenant Governor in Council

The PSLA outlines the duties and responsibilities of the Lieutenant Governor in Council specific to the Board. These include the continuation of the public post-secondary institution [PSLA Section 126] and its Board [PSLA Section 16 (1)].

In addition, the Lieutenant Governor in Council:

- Appoints public Board members [PSLA Section 16(3)(e)];
- May by order disestablish the public post-secondary institution and its Board [PSLA Section 102(1)];
- May order that the assets and liabilities of a dissolved Board be transferred to government or to another post-secondary institution [PSLA Section 102(2)];
- Approves debenture borrowing [PSLA Section 73(1)];
- Approves an incorporation, and the establishment, acquisition and dissolution of a subsidiary by the Board [PSLA Section 77 and the Financial Administration Act];
- Approves the Board's establishment of a registered pension plan as an alternative to a designated pension plan [PSLA Section 69(2)(b)]; and
- Approves the Board's disposition of certain land [PSLA Section 67(1.1)].

Auditor General

The Auditor General of Alberta is the auditor of the Board as outlined in Section 71 of the PSLA.

Minister of Advanced Education

The PSLA outlines a variety of duties and responsibilities for the Minister including the appointment of Board members from nominees of constituent groups [PSLA Section 16(3)(d)] and approval of the institution's mandate statement [PSLA Section 103(1)].

In addition, the Minister:

- Monitors the institution's operation and performance through the Board's business plan, access plan, and annual report submissions [PSLA Sections 78(1), 78.1 and 79(1)];
- Approves the Board's establishment of supplementary pension plans [PSLA Section 69(2)(c)];
- Approves an incorporation, and the establishment, acquisition and dissolution of a subsidiary by the Board [PSLA Section 77 and the Financial Administration Act]; and
- Informs the Board of government policies and direction impacting the work of the Board.

Under the *Alberta Public Agencies Governance Act* (APAGA), the Minister also conducts regular reviews (at least every seven years) of the Board's mandate and purpose [APAGA Section 19(1)].

Deputy Minister of Advanced Education

The Deputy Minister supports and acts under the general direction of the Minister, and is responsible for activities which have been delegated by the Minister.

Department of Advanced Education

The Department supports the Minister and Board in meeting their legislated responsibilities. Examples of Department support for Board related functions include:

- The provision of orientation materials and training support for new Board members;
- Establishment of workflow procedures for the recruitment and appointment of Board members;
- Ensuring that the Board's Mandate and Roles Document is affirmed annually and renewed or revised every three years; and
- Coordinating the Board's mandate and purpose review, at a minimum, every seven years.

The Governors of The University of Alberta

The Board shall manage and operate the institution in accordance with its mandate [PSLA Section 60(1)(a)].

The Board agrees to work with the Minister to support and promote the adult learning system principles of accessibility, affordability, quality, coordination, and accountability.

The Board has the authority through the PSLA to establish admission requirements and publish rules with respect to enrolment and programs [PSLA Section 60(1)(c) and (d)], determine tuition fees to be paid by students in accordance with the regulations [PSLA Section 61], and delegate in writing powers, duties or functions set out in the PSLA, with the exception of bylaws [PSLA Section 62]. Other Board specific functions include, but are not limited to:

- The settlement of questions [PSLA Section 63];
- Student discipline [PSLA Section 64];
- The acquisition of land [PSLA Section 66(1)];
- The disposition of land with approval of the Lieutenant Governor in Council [PSLA Section 67(1.1)(a) and (b)];
- Debenture borrowing, subject to the approval of the Lieutenant Governor in Council [PLSA Section 73];
- Banking and investment [PLSA Section 75]; and
- The appointment of the president and vice-presidents [PSLA Sections 81(1) and 82(1)].

In terms of accountability and reporting:

- The Board must prepare a statement setting out the mandate for the institution and this must be submitted to the Minister for approval [PSLA Section 103(1)].
- The Board must also submit a business plan, access plan and annual report to the Minister on an annual basis [PLSA Sections 78(1), 78.1 and 79(1)].
- The Board may be required to collect information (such as enrolment data and Key Performance Indicators) and submit to the Minister any information and reports the Minister considers necessary [PSLA Section 118(1)].¹
- The Board is accountable for ensuring that the public funds appropriated for the support of institutions are used effectively and appropriately. The Board approves annual operating and capital budgets and regularly review expenditures, investments and borrowings.
- The Board is responsible for the appointment of a President as the Chief Executive Officer of the institution [PSLA Section 81(1)] and the remuneration to be paid to the President [PSLA Section 81(2)]. The Board is ultimately responsible for the quality and performance of its administrations, and therefore is required to evaluate the overall efficiency and effectiveness of the President and the Senior Administration.
- The Board's Code of Conduct is reviewed and approved by the Ethics Commissioner, and the Board ratifies and makes public the Code of Conduct. Updates to the Code of Conduct are submitted to the Ethics Commissioner for review. All Board members must adhere to the institution's Code of Conduct. The Chair administers the Code of Conduct for Board members.

¹ The Comprehensive Institutional Plan integrates the institutional business plan, institutional access plan, and the institutional research plan into one document and satisfies legislated requirements (*Fiscal Planning and Transparency Act, Post-secondary Learning Act*) that institutions submit business plans and access plans annually.

The code administrator for the Chair is the Ethics Commissioner, who receives disclosures from the Chair and has the authority to investigate alleged breaches as necessary.

The Board may establish committees as it deems necessary to carry out its duties and ensures that a written mandate of each committee is reviewed annually.

Committees for the Board include:

- Audit and Risk Committee
- Finance and Property Committee
- Governance Committee
- Human Resources and Compensation Committee
- Investment Committee
- Learning, Research, and Student Affairs Committee
- Reputation and Public Affairs Committee

Link to the Board's standing committees: ualberta.ca/governance/member-zone/board-standing-committees

The Board acts as an intermediary between the institution and the public that it is intended to serve. The Board is responsible for ensuring that the institution is responsive to changing educational and societal needs. The Board, in collaboration with Senior Administration of the University, is a significant participant in Campus Alberta.

Board Chair

With direction from the Board, the Chair represents the Board and its interests in dealing with the Minister, the Department, the President, stakeholders and the community. The Chair is responsible for providing leadership for the Board and for effectively facilitating the work of the Board.

Additional responsibilities of the Chair include:

- Planning and managing Board meetings;
- Providing the Minister with regular updates on the strategic direction of the University and informing the Minister regarding emergent issues;
- Ensuring that the Board, and its committees, have opportunities to meet independent of management;
- Ensuring that an adequate succession plan is in place for Board member and Senior Administration renewal, and
- Ensuring that members of the Board comply with the University's *Code of Conduct: Board Members' Obligations Respecting Conflict of Interest*: www.ualberta.ca/governance/media-library/documents/resources/boardrepo/board-code-of-conduct-downloaded-from-hr-06-13-19.pdf
- Ensuring that members of the Board are aware of the University's Ethical Conduct and Safe Disclosure Policy: <https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Ethical-Conduct-and-Safe-Disclosure-Policy.pdf>
- A Vice-Chair serves as the Acting Chair in the absence of the Board Chair, or when the position of Chair is vacant.

Board Members

Board members must act in the best interests of the University [PSLA Section 16(5)].

The individual responsibilities of Board members include:

- Attending all general and special Board meetings;
- Sitting on committees and attending committee meetings as required;
- Advocating for the University in securing resources in addition to government grants for the support of the institution;
- Keeping informed and abreast of relevant provincial, national and international issues, as well as developments within the institution;
- Acting in an ethical manner and complying with the Board's bylaws and policies;
- Participating in assessing the Board's performance and contribution to the institution and assessing ways in which the Board could improve in fulfilling its responsibilities; and
- Participating in campus activities and providing input where appropriate.

President

As Chief Executive Officer and Vice-Chancellor, the President positions the University such that its standing as a major comprehensive and research-intensive institution is preserved, enhanced, and secured. The President leads the university in striving for excellence in teaching, research and in service to the broader community. The President ensures the achievement of this standard of excellence while fostering an atmosphere that demonstrates and promotes the highest standard of ethical behaviour.

Key Accountabilities

Without restricting the generality of the above purpose statement and in accordance with Article 81(3) of the PSLA, the President has supervision over and direction of the operation of the University of Alberta and these other powers, duties and functions, as set out below:

- Creates and implements a vision that will build and advance the University of Alberta as an exceptional institution within Alberta, across Canada, and internationally.
- Exercises oversight over the operational and fiscal management of the University. Delegates the internal operation of the University to the Provost and Vice-President (Academic).
- Creates, through all his/her dealings, an atmosphere of academic excellence in all subject areas represented at the University of Alberta that will further the reputation of the University as a leader in teaching, research, and community service.
- Encourages, leads, and nurtures the development of areas of research excellence and, where relevant, develops strategic academic institutes focusing on research, innovation, and enterprise to act as a catalyst for the local, and Provincial, and, in some cases, National economies.
- Supports and collaborates to build excellence in teaching, research and service.
- Fosters a culture that attracts, retains and ensures the success of students and ensures a positive student experience.
- Creates and continually encourages further opening-up the University of Alberta to the world (by attracting more international students, faculty, and programmes).
- Builds a senior executive team committed to working with the community in fulfilling the vision, goals, and priorities necessary to ensure the long-term sustainability of the University.

- Promotes, preserves, and represents, through his/her personal reputation and stature, the achievements of the University in order to gain support for its many endeavours.
- Models, as the University's chief representative and spokesperson, the spirit, values, and integrity of the institution as he/she champions, locally, provincially, nationally, and internationally, the initiatives set out in the University's Comprehensive Institutional Plan.
- Champions the University's advancement initiatives and campaigns and develops diversified income streams to ensure the long-term financial viability of the University. Works closely with the Vice-President (Advancement) and, where relevant, Deans of Faculties and other relevant stakeholders to plan strategies for successfully accomplishing these initiatives.
- Ensures the overall effectiveness of the University through advocacy to, contact with, and/or participation in various orders of government and with councils and organizations involved in higher education at the provincial, national, and international levels.
- Ensures the University of Alberta contributes to a vibrant knowledge economy integral to and driving Alberta's success by engaging with businesses, industry, and government across the Province.
- Ensures the collegial, harmonious, and collaborative work of the various governing bodies (General Faculties Council (GFC), the Senate, and the Board of Governors), focusing on the achievement of the University vision of excellence.
- Maintains a strong relationship with the Chair of the Board of Governors and with the Chancellor.
- Ensures connection to and alignment and engagement with the Senate, Alumni and with key University community members, groups and associations.
- Ensures the various Faculties and other academic units, as well as executive and senior leadership of the University, are structured in a manner that encourages innovative and efficient administration of the entire institution.
- Reports to the Board of Governors on all matters including the performance of the University against the measures laid out in the University's Comprehensive Institutional Plan.
- Exercises, under delegated authority from the Board of Governors, the authority to act in extraordinary and/or emergency circumstances.

3. Recruitment and Appointment of Board Members

Membership

As outlined in the PSLA [Section 16(3)], the Board consists of the Chair of the Board, the Chancellor of the University, the President of the University, and not more than 9 members representative of the general public, in addition to the Chair, appointed by the Lieutenant Governor in Council. In addition, the Board consists of the following members appointed by the Minister:

- Two alumni of the University nominated by the alumni association;
- One member of the senate nominated by the other members of the senate;
- Two members of the academic staff of the University, one of whom is nominated by the general faculties council and one of whom is nominated by the academic staff association;
- Two students nominated by the council of the students association;
- If the University has a graduate students association, one graduate student nominated by the council of the association; and
- One member of the non-academic staff nominated by the non-academic staff association.

Additional persons may be appointed by the Lieutenant Governor in Council on the recommendation of the Minister.

Public Members

Public members are recruited and appointed by the Government of Alberta. Appointment of each member is for a fixed term of up to three years, with the potential of reappointment [PSLA Sections 56(1) and 56(2)]. Recruitment is competency-based.

The Board aspires to achieve an equitable, diverse and inclusive membership consistent with the objectives set out in the university's Strategic Plan for Equity, Diversity, and Inclusivity (“EDI Strategic Plan”). The Board also develops a competency matrix that outlines the skills, experience and knowledge required as a whole, and identifies how each individual contributes to those requirements. The competency matrix is a resource for boards to identify competencies or skill gaps to be recruited.

Recruitment Process

The public member recruitment process is managed by the Department. When a recruitment for a public member is required:

- The Department, in consultation with the Board completes a recruitment plan guided by principles of equity, diversity, and inclusion, that includes a recommended set of desired competencies based on the skills, experience and knowledge listed in the competency matrix. The Minister approves the recruitment plan and recruitment is conducted based on the approved competencies.
- Screening is completed by the Department, including (where possible) the identification of any potential conflicts of interest.
- The Board recommends potential candidates to the Minister.
- Interviews take place with potential candidates.
- The Minister then recommends an individual(s) for appointment (or reappointment) by the Lieutenant Governor in Council.

Reappointment Process

Public member reappointments may not require a recruitment. Instead, a written request, including sufficient rationale to support the reappointment may be submitted to the Minister by the Chair. If there is sufficient alignment between the Minister and the Board, a reappointment request may result.

Appointment Process

The Lieutenant Governor in Council considers the Minister’s recommendation for appointment or reappointment of public members. If approved, the public member is appointed or reappointed by Order in Council.

Representative Members

Representative members (students, graduate students, academic, non-academic, tutor, alumni) are nominated by their respective associations at each post-secondary institution and appointed by the Minister. Appointment of each member is for a fixed term of up to three years, with the potential of reappointment [PSLA Sections 56(1) and 56(2)] based on criteria identified by the PSLA, and specific to each post-secondary institution.

Appointment Process

- Representative members are nominated by their respective associations at each post-secondary institution. Individuals are chosen for appointment (or reappointment) and names provided to the Board. The Board then sends their recommendation to the Minister.
- If the Minister approves the recommendation, the appointment is formalized through a Ministerial Order.

Remuneration

Board members are not remunerated for their service. The University does reimburse Board members for expenses incurred in the performance of their duties as a member of the Board [PSLA Section 55].

Orientation, Education and Development

The Department provides new Board members with orientation materials to assist them in their role. In addition, new members participate in an orientation process coordinated by the University Governance office. The Board is committed to on-going professional development for members and will identify and facilitate members' participation at workshops, conferences or other educational activities.

4. Interaction between Board and Department

The Board serves as the intermediary between the Government of Alberta and the institution. The Board may become involved in the development of provincial policies by:

- Providing advice on issues and trends;
- Reacting to proposals and statements put forward by the Minister;
- Recommending policy changes to the Minister; and
- Keeping the Minister informed about the development of the institution and plans for the future.

As described under Duties and Responsibilities, the Board provides the Department with regular reports on the institution's performance and future plans.

5. Administration

Annual Affirmation

The Mandate and Roles Document must be affirmed annually by the Minister and the Board Chair, or on a change in either the Minister or Board Chair.

Three Year Renewal or Revision

The Mandate and Roles Document must be reviewed and renewed, amended, or replaced within three years after the day on which the document or the most recent amendment to the document was signed [APAGA Section 4].

Transparency

Copies of the Mandate and Roles Document will be filed with the Department and the Public Agency Secretariat. In support of the principle of transparency [APAGA Section 5] this document will also be made available on the Board's website and the Government of Alberta's website.

Kate Chisholm
Board Chair
University of Alberta

Demetrios Nicolaides
Minister of Advanced Education

Date

Date

REVISED Item No. 3c

**Governance Executive Summary
Action Item**

Agenda Title	University Mandate Statement
---------------------	-------------------------------------

Motion 1

THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, approve the reformatted University Mandate Statement, as set out in Attachment 2, **as revised**, for submission to the Minister of Advanced Education for final approval.

Motion 2

THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, rescind the previous University Mandate Statement, approved by the Minister of Advanced Education and Technology on July 17, 2009, following ministerial approval of the new statement.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	David Turpin, President and Vice-Chancellor
Presenter(s)	David Turpin, President and Vice-Chancellor

Details

Responsibility	President
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the Board because the Ministry of Advanced Education has asked all institutions to review their mandates and revise them according to a provided template. The approved mandate will be a component of the new Investment Management Agreement.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>There are two sections in the attached documentation. In the first, the University's current mandate is colour coded based on the sections of the new Mandate template, so that members can see that virtually all of the current content fits in that new template.</p> <p>In the second, the content has been inserted into the relevant sections, and the revisions are noted in tracked changes.</p> <p>At this time, we have opted to simply transfer the current approved University mandate into the new template and make a series of largely editorial changes. Given timelines provided to us by the Ministry on this project, we do not have the opportunity to engage the community in an extensive consultation process that more substantive changes would require.</p> <p>Proposed changes include updating the name of the (now) Faculty of Kinesiology, Sport, and Recreation, including references to the University's innovation activities, and making a specific reference to the leadership the University of Alberta shows in fostering opportunities to share services and administrative functions with other institutions in the system.</p> <p>Note that the Ministry's deadline for this project is April 1st.</p>
Supplementary Notes / context	At the March 13, 2020 Board of Governors' meeting, Provost and Vice-President (Academic) Steven Dew asked for a small but important change to the wording of Aboriginal communities to Indigenous communities, under Section 7 of the 2nd attachment.

REVISED Item No. 3c

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Office of the President • Office of the Provost and Vice-President (Academic) • University Governance
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Members of the President's Executive Committee
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • Deans' Council • Vice-Provosts' Council
Approval Route (Governance) (including meeting dates)	Feb 10 – GFC Exec Feb 12 – GFC APC Feb 14 - BLRSEC (Pending GFC on Feb 24) Feb 24 - GFC March 13 - Board of Governors (for approval)

Strategic Alignment

Alignment with <i>For the Public Good</i>	For the Public Good, Vision and Mission		
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	Post-Secondary Learning Act General Faculties Council Terms of Reference Board Learning, Research, and Student Experience Terms of Reference		

Attachments:

1. Current Mandate (2 pages)
2. **REVISED** Proposed revisions (4 pages)

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic)

Attachment 1

UNIVERSITY OF ALBERTA Mandate

New Template Sections

1. Type of Institution, Sector, and Governance
2. Outcomes
3. Clients/Students
4. Geographic Service Area and Type of Delivery
5. Program Mandates and Credentials Offering
6. Special Program Areas/Areas of Specialization
7. System Collaboration and Partnerships
8. Research and Scholarly Activities
9. System Mandate
10. Other

CURRENT MANDATE

Created by the University Act, 1906 of the Legislative Assembly of the Province of Alberta, the University of Alberta is a board-governed, publicly-funded university that operates as a Comprehensive, Academic and Research Institution under the authority of Alberta's Post-Secondary Learning Act. Its fundamental mandate is to offer a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. The University plays a leading role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation. Its activities enhance student opportunities and build Alberta's capacity for long-term, knowledge-driven sustainable development at the global forefront.

The University provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning and research environment. Its residential, multi-campus setting includes many research and field facilities. The University community discovers, disseminates, and applies new knowledge through the following interrelated core activities.

In a dynamic and integrated learning and research environment, the University of Alberta offers graduate and undergraduate students the opportunity to earn internationally respected credentials, including bachelors, masters and doctoral degrees, and university certificates and diplomas. It also offers French-language programs leading to university degrees, certificates and diplomas as well as college certificates and diplomas. A number of its programs are unique within Alberta. Post-doctoral fellows come to the University to refine their teaching, mentoring and research skills.

The University of Alberta is a balanced academy, with strong arts and sciences programs featuring the Faculties of Agricultural Life and Environmental Sciences, Arts, Augustana, Extension, Native Studies, Physical Education and Recreation, Science and the Faculte Saint-Jean. These faculties are foundational to and interlinked with the University's network of strong

professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Studies, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

The University establishes and maintains an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social/community enrichment, health and wellness, and career and life development are cornerstones of the University of Alberta student experience. The intellectual and creative diversity of the campus, including its international and multicultural population and exchange programs, makes for an engaging student experience. Fine arts displays, stage performances, museum collections, athletic and recreational opportunities combine with residence life to present multi-dimensional possibilities. Experiential learning opportunities based in the community augment on-campus activities with real-life applications.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and Aboriginal communities with access to University of Alberta credentials. Similar innovative arrangements centred at the University deliver information and knowledge resources to post-secondary and government communities through both inter-library and online access.

The University of Alberta's research and creative activity produces a dual impact through the preparation of highly qualified graduates and a continuous flow of innovation. The University attracts scholars of international reputation: undergraduate and graduate students, post-doctoral fellows, staff and faculty. Collectively, they foster, conduct and disseminate research and creative activity, both pure and applied, within and across all the major program areas at an internationally -recognized level of excellence.

University of Alberta faculties, centres and institutes combine resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments and public agencies. The University actively transfers new knowledge and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

In every aspect of its mandate, the University of Alberta is a partner in social, cultural, and economic development, fostering and establishing the provincial, national and international connections and understandings that support leading global enterprise and citizenship for Albertans. University administrators, faculty, staff and students contribute regularly to public debate and to government and corporate examination of issues. Start-up companies and new technologies licensed to existing companies lead Alberta in new directions and employ graduates. The University continually moves out into its communities through its graduates, its creative and research advances, and its ongoing opportunities for experiential and life-long learning.

Mandate Statement Template

DRAFT January 29, 2020

This mandate statement has been developed by [the University of Alberta](#) in consultation with Alberta's Ministry of Advanced Education pursuant to Section 103 of the Post-secondary Learning Act (PSLA).

1. Type of Institution, Sector, and Governance

[The University of Alberta](#) is a board-governed public post-secondary institution operating in Alberta as a comprehensive academic and research [university institution](#) under the authority of the PSLA.

2. Outcomes

- *Identify how the institution contributes to the coordinated post-secondary adult learning system.*
- *Identify how the activities of the institution benefit individual students, their communities and the province.*

[The University of Alberta's](#) fundamental mandate is to offer a broad range of outstanding [academic learning, and research programs, creative and innovation activities](#) to prepare citizens and leaders who will make a difference.

Its activities enhance student opportunities and build Alberta's capacity for long-term, knowledge-driven sustainable development at the global forefront.

The University community discovers, disseminates, and applies new knowledge through [the following](#) interrelated core activities.

3. Clients/Students

- *Identify the specific groups of students served or targeted by the institution (e.g. adult learners, undergraduate or graduate students, life-long learners, learners preparing for entry-level careers in business and health).*

[The University of Alberta serves](#) graduate and undergraduate students, and life-long learners in a dynamic and integrated learning, ~~and~~ research [and innovation](#) environment.

Post-doctoral fellows [and academic visitors](#) come to the University to refine their teaching, mentoring, ~~and~~ research [and innovation](#) skills.

4. Geographic Service Area and Type of Delivery

- *Identify where the institution's campuses are located and the communities served.*

- *Identify the approaches to educational delivery (face-to-face, distributed, blended etc.)*

The University provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning, [and research](#) [and innovation](#) environment. Its residential, multi-campus setting includes many research and field facilities.

5. Program Mandates and Credentials Offering

- *Identify all range of program categories and credential options for learners.*
- *Description of credentials to align with Alberta Credential Framework.*
- *Reference program coordination and collaborating institutions, if applicable.*

[The University of Alberta gives students](#) the opportunity to earn internationally respected credentials, including bachelors, masters and doctoral degrees, and university certificates and diplomas. It also offers French-language programs leading to university degrees, certificates and diplomas as well as college certificates and diplomas.

6. Special Program Areas/Areas of Specialization

- *Identify approved program areas that are distinctive to the institution and contribute to its outcomes (e.g. institutions that focus on trades, artistic and creative development, institutions offer programs that lead to career preparation, etc.).*

A number of [the University of Alberta's](#) ~~its~~ programs are unique within Alberta.

The University of Alberta is a balanced academy, with strong arts and sciences programs featuring the Faculties of Agricultural Life and Environmental Sciences, Arts, Augustana, Extension, Native Studies, [Kinesiology, Sport, and Recreation](#), ~~Physical Education and Recreation~~, Science and the Faculte Saint-Jean. These faculties are foundational to and interlinked with the University's network of strong professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Studies, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

7. System Collaboration and Partnerships

- *Identify the institution's collaboration mandate (i.e. collaboration that is allowed, required, or both) and how they will work with other sectors and partners to ensure learner needs are met.*
- *Identify how the institution works within the system to enhance system accessibility and coordination across the province. This includes other adult learning providers in the systems (e.g. Indigenous adult learning providers).*
- *Describe the institution's role in regional stewardship and how this helps determine, prioritize and enable access to post-secondary opportunities.*

The University plays a leading role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and [Aboriginal-Indigenous](#) communities with access to University of Alberta credentials. Similar innovative arrangements centred at the University deliver information and knowledge resources to post-secondary and government communities through both inter-library and online access.

[The University fosters opportunities to collaborate on shared support services and administrative functions with other post-secondary institutions in the province to improve the efficiency and effectiveness of the system overall.](#)

8. Research and Scholarly Activities

- *Identify the range of research (discovery research, applied research) and activities related to innovation, scholarship of integration and scholarship of teaching and learning to be undertaken by the institution.*
- *Describe the scope of research, innovation and scholarly activities supporting the delivery of high quality credentials while also working to achieve Alberta's strategic research and innovation priorities.*
- *Identify how the institution's research and innovation activities align with the outcomes of the Alberta Research and Innovation Framework.*

The University of Alberta's research and creative activities produces a dual impact through the preparation of highly qualified graduates and a continuous flow of innovation. The University attracts scholars of international reputation: undergraduate and graduate students, post-doctoral fellows, staff and faculty. Collectively, they foster, conduct and disseminate research and creative activity, both pure and applied, within and across all the major program areas at a [nationally and internationally](#) -recognized level of excellence.

University of Alberta faculties, centres and institutes combine resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments and public agencies. The University actively transfers new knowledge, [innovation](#) and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

9. System Mandate

- *Describe any other activities that have broader social, economic and/or environmental impact on the province.*
- *Include any initiatives related to international education, promotion of healthy learning environments, and learner pathways.*

The University establishes and maintains an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social/community enrichment, health and wellness, and career and life development are cornerstones of the University of Alberta student experience. The intellectual and creative diversity of the campus, including its international and multicultural population and exchange programs, makes for an engaging student experience. Fine arts displays, stage performances, museum collections, athletic and recreational opportunities combine with residence life to present multi-dimensional possibilities. Experiential learning opportunities based in the community augment on-campus activities with real-life applications. [Engagement in research and innovation prepares students for life-long learning and problem solving.](#)

In every aspect of its mandate, the University of Alberta is a partner in social, cultural, and economic development, fostering and establishing the provincial, national and international connections and understandings that support leading global enterprise and citizenship for Albertans. University administrators, faculty, staff and students contribute regularly to public debate and to government and corporate examination of issues. Start-up companies and new technologies licensed to existing companies lead Alberta in new directions and employ graduates. The University continually moves out into its communities through its graduates, its creative and research advances, and its ongoing opportunities for experiential and life-long learning.

10. Other