

The following Motions and Documents were considered by the General Faculties Council at its Monday, February 24, 2020 meeting:

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Agenda Title: **New Members of GFC**

CARRIED MOTION:

TO RECEIVE: The following statutory faculty member who has been elected by their Faculty, to serve on GFC for term of office beginning February 4, 2020 and ending June 30, 2022:

Peter Hurd, Faculty of Science

FINAL Item 4

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Agenda Title: **An Ethics Framework for Student Learning Analytics**

CARRIED MOTION:

THAT the General Faculties Council endorses the Code of Practice for Student Learning Analytics at the University of Alberta, as set forth in attachment 1.

FINAL Item 5

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Agenda Title: **Proposed Addition to the Code of Student Behaviour Regarding Weapons on Campus**

CARRIED MOTION:

THAT the General Faculties Council recommend that the Board of Governors approve the proposed addition to the Code of Student Behaviour, as recommended by the GFC Student Conduct Policy Committee, as submitted by University of Alberta Protective Services, to take effect July 1, 2020.

FINAL Item 6

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Agenda Title: **University Mandate**

CARRIED MOTION:

THAT the General Faculties Council recommend that the Board of Governors approve the reformatted University Mandate Statement, as set out in Attachment 2, for submission to the Minister of Advanced Education for final approval.

CARRIED MOTION:

THAT the General Faculties Council recommend that the Board of Governors 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 Item 7

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New Members of GFC

**MOTION I: TO RECEIVE:**

The following statutory faculty member who has been elected by their Faculty, to serve on GFC for term of office beginning February 4, 2020 and ending June 30, 2022:

Peter Hurd, Faculty of Science

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>Code of Practice for Student Learning Analytics</b>
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**Motion**

THAT the General Faculties Council endorses the Code of Practice for Student Learning Analytics at the University of Alberta, as set forth in attachment 1.
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Mike MacGregor, Vice-Provost and Associate Vice-President (Information Services & Technology)
Presenter	Mike MacGregor, Vice-Provost and Associate Vice-President (Information Services & Technology)

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the General Faculties Council for endorsement as a framework for future policy development.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Analytics in general, and learning analytics in particular, have the potential to provide significant positive guidance to students, improve learning outcomes, and increase student agency in their learning. However, the technical infrastructure “behind the scenes” will require access to large volumes of detailed data about student interactions with learning systems and curriculum materials. Marks and grades from courses will also be needed. In the long term, there should also be consideration of the implications of accessing extra-curricular data, such as visits to the fitness center, use of meal cards, etc.</p> <p>This framework will be linked to the existing privacy suite, as well as to the IT use and management policy, rather than becoming a stand-alone and additional new policy or procedure. This will also be communicated to units that have already deployed learning analytics, so they can review their implementations and processes for conformance.</p>
Supplementary Notes and context	<i>The framework has been updated based on comments at the Sept. 4, 2019 meeting of the GFC Committee on the Learning Environment, the Oct. 7 meeting of GFC Executive, and the Nov. 25 meeting of GFC.</i>

**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 <a href="#">Governance Resources section Student Participation Protocol</a> >	<u><b>Those who are actively participating:</b></u> •
	<u><b>Those who have been consulted:</b></u> January 30, 2019    Assoc. Dean Karsten Mundel, Augustana Campus March 11, 2019    Mary Golab: Information Privacy Office March 27, 2019    Assis’t Dean Christie Schultz, Faculty of Extension April 2, 2019      Council on Student Affairs (COSA) April 10, 2019    Melissa Padfield/Norma Rodenburg, Office of the Registrar

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	<p>April 16, 2019      Assoc. Dean Andras Marosi - Alberta School of Business</p> <p>April 17, 2019      IT Advisory Committee (ITAC)</p> <p>April 18, 2019      AASUA</p> <p>April 25, 2019      PEC-O</p> <p>May 8, 2019        Damian Hollow - Records Management Office</p> <p>May 21, 2019      Provost's Advisory Committee of Chairs (PACC)</p> <p>May 22, 2019      Gordie Mah - CISO</p> <p>June 3, 2019        Dean Andre Costopoulos, Assoc. Dean Helen Vallianatos, Assis't Dean Sarah Wolgemuth, Assis't Dean Wendy Doughty, Assis't Dean Kevin Friese, Assis't Dean Shana Dion, Rob Washburn - Dean of Students</p> <p>June 24, 2019      Vice Dean Moin Yahya, Faculty of Law</p> <p>June 28, 2019      Advisory Committee on Enrolment Management</p> <p>July 17, 2019      IT Enterprise Committee (ITEC)</p> <p>Sep. 4, 2019        GFC Committee on the Learning Environment</p> <p>Oct. 7, 2019        GFC Executive</p> <p>Nov. 25, 2019      GFC</p> <p>Dec. 4, 2019        GFC Committee on the Learning Environment</p>
	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>•</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>GFC Executive Committee, February 10, 2020</p> <p>General Faculties Council, February 24, 2020</p>

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>Objective #5: Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.</p> <p>Objective #7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>Objective #12: Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader.</p> <p>Objective #14: Inspire, model, and support excellence in teaching and learning.</p> <p style="padding-left: 40px;">Strategy i. Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p> <p style="padding-left: 40px;">Strategy ii. Monitor graduate outcomes to ensure continuous improvement.</p> <p style="padding-left: 40px;">Strategy iv. Create and support an institutional strategy that enables excellence in the design, deployment, and assessment of digital learning technologies</p> <p>Objective #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.</p>
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Alignment with Core Risk Area	ERMC has noted the institution is lagging in the use of analytics. This proposal seeks to enable adoption of analytics in the core mission area of teaching and learning.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input 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 type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-secondary Learning Act</i> Freedom of Information and Protection of Privacy Act UIIS, IT Steering Committee – Teaching & Learning General Faculties Council	

Attachments:

1. Code of Practice for Learning Analytics at the University of Alberta

Prepared by: Prof. Mike MacGregor, Vice Provost & AVP, Information Services & Technology

## Code of Practice for Learning Analytics at the UofA

Adapted from the JISC Code of Practice for Learning Analytics

*“The real challenge for postsecondary institutions is to keep pace with the students they serve, by providing them with the tools to succeed.”*

- Sheldon Levy, President, Ryerson University

The scope of this code of practice is any use of data about students and their activities to help students and the university understand and improve educational processes, and provide better support to students. Such data may be gathered and retained by systems and applications developed and managed centrally, or by Faculties, departments, or instructors. The purpose of this code of practice is to assign responsibilities and outline practices to ensure that learning analytics is carried out responsibly, appropriately, and effectively at the UofA.

Learning analytics will be used for the benefit of students. This might be through assisting them individually, or through using aggregated and anonymized data to help groups of students. Learning analytics may also be used to improve the student experience more generally. Providing feedback as early as possible in the term, rather than after a course has finished, is intended to improve learning outcomes for students. Learning analytics is distinct from assessment, and will be used for formative rather than summative purposes.

The general intent is for learning analytics to be used in larger sections where it is more difficult for instructors to engage personally with each student in their class. Learning analytics can be used in this context to provide a greater degree of individualized guidance than might otherwise be possible. Personal interactions are very valuable, and the goal of learning analytics is not to replace those.

The UofA will practice complete transparency towards students, faculty and staff regarding the purposes of learning analytics, the data collected, the processes involved, and how these data and processes will be used to enhance the student experience.

**Responsibility** - the university must allocate responsibility for the data and processes of learning analytics, including collection, analysis, interventions, and stewardship.

The UofA must decide who has overall responsibility for the legal, ethical and effective use of learning analytics. The university should allocate specific responsibility within the institution for:

- The collection and retention of data used for learning analytics
- The anonymization of the data where appropriate
- The analytics processes to be performed on the data, and their purposes
- The interventions to be carried out
- The stewardship and retention of data used for and generated by learning analytics

Student representatives and key staff groups at the UofA should be consulted about the objectives, design, development, roll-out, and monitoring of learning analytics.

### **Informed consent** – ensuring students provide meaningful consent

Students must be “provided with clear and transparent information on the purposes for data collection so that they are in a position to give informed consent.” (Corrin et al, “The Ethics of Learning Analytics in Australian Higher Education”) While students should be given the opportunity to provide informed consent wherever possible, this is not a strict legal requirement as much of the data gathered by the institution is for the legitimate business purposes of the university.

The notions of “consent” and “informed consent” are often conflated. The latter requires clear and transparent information on the purposes for which the information being gathered may be used. Informed consent should also be gathered for any interventions that may result from the analytics be used. There may be legal, safeguarding or other circumstances where students are not permitted to opt out of particular interventions. If so, these must be clearly stated and justified. Lastly, it must be possible for students to amend consent at any time.

As Prinsloo and Slade note “Users’ choices and their understanding of the scope and effectiveness of their privacy self-management are developed in context rather than in the abstract...” (LAK ‘15). They suggest that students be given the choice to opt-in (or not) at a point where the potential benefits are most clear. Therefore, practice at the UofA should be to request consent at the time that specific analytics are being proposed on defined data with known interventions. Possible examples include:

- asking for opt-in within an individual course section, at the point in time when an instructor has enabled a particular analytic. That might be at the beginning of the course, or later during the term.
- asking for opt-in to one or more defined analytics proposed for use throughout a student’s program. This could be done during program orientation, during the first course in the program, or later during the term.

Once a student has made their selection, they should be presented at regular intervals (although not annoyingly frequently) with an option to amend their choice, and to inspect their data.

For consent to be meaningful, students must be informed about the nature and intent of data use. This must occur multiple times during the school year, such as one or two weeks after the start of each new term. Information should be disseminated in a variety of ways. These should include, for example, a social media campaign, video vignettes displayed in SUB and elsewhere, brochures distributed during orientation, brief in-person surveys conducted by student volunteers, and an instructional module available through the learning management system.

**Privacy and security** – ensuring individual rights are protected, and data protection legislation is complied with

This framework does not amend the UofA policies on information privacy - it is subordinate to them. Access to student data and analytics will be restricted to those identified by the university as having a legitimate need to view them. This includes, for example, access by instructors and staff. Such access will be determined by the UofA privacy policies.

Where data is to be used anonymously particular care must be taken to avoid:

- Identification of individuals from metadata
- Re-identification of individuals by aggregating multiple data sources

A privacy and security committee focusing on student data should be struck, and chaired by the Chief Information Security Officer, and the Director of the UofA Information & Privacy Office. Members should include representatives from the SU, GSA, and Postdoctoral Fellows. The University Records Officer and the Vice Provost and AVP, Information Services & Technology should be ex officio members.

*The UofA Access to Information and Privacy Policy and Procedure define responsibilities and processes for gathering, retaining, using, and disclosing personal data. The responsibility for retention includes deletion of data, under GDPR regulations.*

**Access and control** - students must be able to access their data and must be able to correct inaccurate personal data held about them

Students should be able to access all learning analytics performed on their data in meaningful, accessible formats, and be able to obtain copies of this data in a portable digital format. They should normally also be able to view the metrics and labels



attached to these data. If the UofA considers that the analytics may have a harmful impact on the student's academic progress or wellbeing it may withhold the analytics from the student, subject to clearly defined and explained policies. However, the student must be shown the data about them if they ask to see it.

Data collection for learning analytics must comply with existing institutional, provincial and federal data policies, and, in particular, be:

- Kept to the minimum necessary to deliver the purposes of the analytics reliably
- Retained only for appropriate and clearly defined periods

Students must be able to correct inaccurate personal data held about them. On request by a student any personal data used for, or generated by, learning analytics should be destroyed or anonymized, with the exception of certain, clearly specified data required for educational or statutory purposes such as grades.

*Stewardship of data is the responsibility of the Data stewards in the appropriate areas, as defined in Appendix A of the Institutional Data Management and Governance Procedure.*

**Validity** – the university must ensure data, algorithms, metrics and processes are valid

It is vital to monitor the quality, robustness, and validity of data and analytics processes in order to develop and maintain confidence in learning analytics, and to ensure it is used to the benefit of students. The UofA should ensure that:

- Inaccuracies in the data are understood and minimized
- The implications of incomplete datasets are understood
- The optimum range of data sources is selected
- Spurious correlations are avoided

All algorithms and metrics used for predictive analytics, as well as interventions should be understood, validated, reviewed and improved as appropriate by qualified staff.

*Data stewards in the appropriate areas, as defined in Appendix A of the Institutional Data Management and Governance Procedure, are responsible for the validity of data in their functional areas.*

**Transparency of purpose** - being open about all aspects of the use of learning analytics

The UofA will define the objectives for the use of learning analytics, what data is necessary to achieve these objectives, and what is out of scope. The data sources, the

purposes and goals of the analytics, the metrics used, the procedures and practices used, who has access to the analytics, the boundaries around usage, and how to interpret the data must be recorded and explained clearly to staff and students.

**Positive interventions** – creating appropriate interventions based on analytics

The UofA will specify the circumstances under which the university should intervene when analytics suggest that a student could benefit from additional support. This may include advising students that they should not continue on a particular pathway. Students may also have obligations to act on the analytics presented to them – if so these obligations should be clearly set out and communicated to the students.

The type and nature of interventions, and who is responsible for carrying them out, should be clearly specified. Design of interventions must consider the potential effects of those interventions, and attempt to anticipate and mitigate unintended effects. Some interventions may require human rather than digital intermediation. Predictions and interventions will normally be recorded and be auditable, and their appropriateness and effectiveness reviewed.

**Context** - recognizing that a student’s digital footprint and any derived analytics can never give a complete picture of that person’s life

“If a person’s behavior doesn’t make sense to you, it is because you are missing a part of their context. It’s that simple.”

- Devon Price, Social Psychologist, Professor, Loyola University Chicago,  
School of Continuing & Professional Studies

The UofA must recognize that analytics can never give a complete picture of an individual’s learning, and may sometimes ignore personal circumstances. The UofA will take steps to ensure that trends, norms, categorization, or any labelling of students do not bias staff, student or institutional perceptions and behaviours towards them, reinforce discriminatory attitudes, or increase social power differentials.

Analytics systems and interventions must be carefully designed and regularly reviewed to ensure that:

- Students maintain appropriate levels of autonomy in making decisions relating to their learning, using learning analytics where appropriate to help inform their decisions
- Opportunities for “gaming the system” or any benefit to the student from doing so are minimized
- Knowledge that their activity is being monitored does not lead to non-participation by

- students or other negative impacts on their academic progress or wellbeing
- Adverse impacts as a result of giving students and staff information about the students' performance or likelihood of success are minimized
  - Staff have a working understanding of legal, ethical, and unethical practice

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed Addition to the Code of Student Behaviour (COSB) Regarding Weapons on Campus</b>
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**Motion**

<p>THAT the General Faculties Council recommend that the Board of Governors approve the proposed addition to the Code of Student Behaviour, as recommended by the GFC Student Conduct Policy Committee, as submitted by University of Alberta Protective Services, to take effect July 1, 2020.</p>
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**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Marcel Roth, Director, Protective Services
Presenter(s)	Marcel Roth, Director, Protective Services

**Details**

Responsibility	Vice-President (Finance & Administration)
The Purpose of the Proposal is <i>(please be specific)</i>	To propose an addition to the Code of Student Behaviour related to Weapons on Campus.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p><b><u>Issue</u></b></p> <p>Incidents and complaints involving weapons and firearms on campus have increased in frequency in recent years. Most of these complaints involve UofA students. Another alarming trend has been the discovery of firearms and other weapons in University residences. Trends are both localized and national.</p> <p>Incidents of weapons on campus are normally reported to and coordinated with Edmonton Police Service (EPS). EPS must employ their standard response and the risk of injury or death to members of our community is serious. The high availability of realistic replicas of firearms add to that risk.</p> <p><b><u>UofA Policy Framework</u></b></p> <p>The University of Alberta Firearms Policy states:</p> <p style="padding-left: 40px;">Privately owned firearms are not allowed (whether being transported or used) on University owned, leased, rented or controlled properties without the approval of Campus Security Services and the appropriate Dean or Unit Director.</p> <p>Recent changes have been made to Residence Agreements to include the following language:</p> <p style="padding-left: 40px;">8b: [The resident will] ensure that no firearms, weapons (including, but not limited to, air soft or paintball recreational guns, knives, swords or martial arts weaponry) or replica</p>

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	<p>weapons are allowed in or on the Premises. Possession of any weapon or replica weapon (without express prior written consent of the Landlord) is considered a substantial breach of this Residence Agreement and may result in immediate eviction.</p> <p>Section 30.3.4(6)(c) in the Code of Student Behaviour (COSB) states:</p> <p>No Student shall create a condition which endangers or potentially endangers or threatens the health, safety or well being of other persons.</p> <p><b><u>Proposed Mitigation Strategies</u></b></p> <p>A specific section regarding weapons within the COSB to reflect the seriousness and potential consequences of possession of a weapon while on University of Alberta property is needed.</p> <p>Coordinated communication and education are also key to this initiative.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Protective Services</li> </ul>
	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• GFC SCPC - April 11, November 28, 2019</li> <li>• GFC Executive Committee – January 13, 2020</li> <li>• General Faculties Council – November 25, 2019</li> <li>• Dean of Students</li> <li>• Student Conduct and Accountability</li> <li>• General Counsel</li> <li>• Students’ Union</li> <li>• Graduate Students’ Association</li> <li>• Council on Student Affairs – November 28, 2019</li> </ul>
	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>GFC Student Conduct Policy Committee – January 23, 2020  GFC Executive Committee – February 10, 2020  General Faculties Council – February 24, 2020  Board Audit and Risk Committee – April 20, 2020  Board Learning, Research and Student Experience Committee – April 24, 2020  Board of Governors – May 8, 2020</p>

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	Objective 19 (iii) – Sustain – aligns the proposed outcome with endorsing a culture of safety awareness, knowledge, planning, and practice to ensure campus safety.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input 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 type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Student Conduct Policy Committee General Faculties Council	

Attachments (each to be numbered 1 - <>)

1. Proposed Addition to the Code of Student Behaviour (p.1)

Links:

[Residence Conduct Guide](#)

[Residence Agreement](#)

[U of A Residence Community Standards Policy](#)

[Code of Student Behavior](#)

[UAPPOL Firearms Policy](#) (and related procedures)

*Prepared by:* Marcel Roth, Director, UofA Protective Services

***PROPOSED:***

***30.3.4 (6) f No Student shall possess any weapon, unless authorized by UofA Protective Services***

***A weapon is:***

- a) a firearm, ammunition, air gun, explosive device or their replicas;***
- b) other items prohibited by law in Canada or their replicas (examples include but are not limited to: brass knuckles, pepper spray, switchblade knives, butterfly knives, nunchucks).***

FINAL Item No. 7

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>University of Alberta Mandate Statement</b>
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**Motion I**

THAT the General Faculties Council recommend that the Board of Governors approve the reformatted University Mandate Statement, as set out in Attachment 2, for submission to the Minister of Advanced Education for final approval.

**Motion II**

THAT the General Faculties Council recommend that the Board of Governors 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 type="checkbox"/> Approval <input checked="" 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 committee 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 and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include meeting dates)



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

**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 of Governors Terms of Reference		

Attachments (each to be numbered 1 - <>)

1. Attachment 1: Current Mandate
2. Attachment 2: Proposed revisions

*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](#) 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 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