

**Tuesday, June 1, 2021
6:00PM
Zoom**

We would like to respectfully acknowledge that our University and our Students' Union are located on Treaty 6 Territory. We are grateful to be on Cree, Dene, Saulteaux, Métis, Blackfoot, and Nakota Sioux territory; specifically the ancestral space of the Papaschase Cree. These Nations are our family, friends, faculty, staff, students, and peers. As members of the University of Alberta Students' Union we honour the nation-to-nation treaty relationship. We aspire for our learning, research, teaching, and governance to acknowledge and work towards the decolonization of Indigenous knowledges and traditions.

LATE ADDITIONS (SC-2021-03)

- | | |
|-------------|--|
| 2021-03/1 | <u>SPEAKERS BUSINESS</u> |
| 2021-03/2 | <u>CONSENT AGENDA</u> |
| 2021-03/3 | <u>PRESENTATIONS</u> |
| 2021-03/3a | LEY MOVES FOR a presentation to observe a moment of silence.

See SC-2021-03.12 |
| 2021-03/4 | <u>EXECUTIVE COMMITTEE REPORT</u> |
| 2021-03/5 | <u>BOARD AND COMMITTEE REPORT</u> |
| 2021-03/6 | <u>OPEN FORUM</u> |
| 2021-03/7 | <u>QUESTION PERIOD</u> |
| 2021-03/8 | <u>BOARD AND COMMITTEE BUSINESS</u> |
| 2021-03/9 | <u>GENERAL ORDERS</u> |
| 2021-03/10 | <u>INFORMATION ITEMS</u> |
| 2021-03/10g | Council Submissions

See SC-2021-03.12 |
| 2021-03/10h | BoG Performance Base Funding Information Item

See SC-2021-03.13 |

2021-22 - Council Submissions

UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

Council Meeting Date Tuesday, June 1, 2021

Mover LEY

Email president@su.ualberta.ca

Action Requested

Presentation

Motion LEY moves for a presentation to observe a moment of silence.

Abstract

A moment of silence to commemorate the 215 Indigenous children killed in a residential school in the Tk'emlúps te Secwépemc nation.

2021-22 - Council Submissions

UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

Council Meeting Date Tuesday, June 1, 2021

Mover Konrad

Email dave.konrad@su.ualberta.ca

Action Requested Information Items

Information Items

Abstract

This motion and its subsequent information item were part of Monday, March 31st's, Board Meeting's open session. It explains the 1 work-integrated learning performance-based funding metric the Government of Alberta (GoA) is asking UAlberta to perform in to get some of GoA's funding and I think you as Councillors should know about this because it affects SU's advocacy and UAlberta's decision making! Enjoy. (P.S. The introductory summary says there are 13 attached pages but the last page was blank so I cut it off.)

Attachments



2021-2022 Investment Management Agreem...

Item No. 3

Governance Executive Summary
Action Item

Agenda Title	REVISED 2021-2022 Investment Management Agreement
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Motion

THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee, approve the 2021-2022 Investment Management Agreement, as set-forth in Attachment 1.

Please note: the motion is pending recommendation by the Board Learning, Research, and Student Experience Committee at its meeting on May 28, 2021.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic), Vice-President (University Services and Finance)
Presenter	Steven Dew, Provost and Vice-President (Academic), Todd Gilchrist, Vice-President (University Services and Finance)

Details

Responsibility	Provost and Vice-President (Academic), Vice-President (University Services and Finance)
The Purpose of the Proposal is (please be specific)	This proposal is before the committee to seek approval of the 2021/2022 Investment Management Agreement from BLRSEC to the Board.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>In the spring of 2020, the Government of Alberta introduced performance-based funding for post-secondary institutions in the form of an Investment Management Agreement (IMA). Implementation of the IMAs was to begin in fiscal 2020-21, however, this was delayed due to the COVID pandemic. The IMAs are being instituted for 2021-22 with one measure; 5% of funding will be tied to performance on this one metric (Work Integrated Learning).</p> <p>The University's baseline has been calculated at 62% of approved programs that have work-placements identified as part of the program. At this time, we have suggested a Year 1 target of 78% of approved programs that have work-placements identified as part of the program, with a tolerance threshold of 4%. Our long-term goal is to achieve a target of 100%, over three years.</p> <p>Note that the information in the Mandate section of the document was approved by the Board of Governors in March, 2020, before last year's IMA process was suspended.</p>
Supplementary Notes / context	The Government of Alberta has made a small number of minor, editorial changes to the Investment Management Agreement template - the revised version is attached below.

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> ● Office of the Provost and Vice-President (Academic) ● Office of the Vice-President (University Services and Finance) ● Office of Disclosure, Assurance, and Institutional Research ● Academic Planning Committee
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Item No. 3

	<ul style="list-style-type: none"> • Board Learning, Research, and Student Experience Committee • Board of Governors
Approval Route (Governance) (including meeting dates)	Board Learning, Research and Student Experience Committee , May 28, 2021 (recommendation) Board of Governors, May 31, 2021 (final approver)

Strategic Alignment

Alignment with <i>For the Public Good</i>	For the Public Good, Sustain	
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 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 type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Academic Planning Committee Terms of Reference BLRSEC Terms of Reference	

Attachments:

1. **REVISED** 2021-2022 Investment Management Agreement (13 pages)

Prepared by: Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)

Investment Management Agreement for Public Post-Secondary Institutions

University of Alberta
Department of Advanced Education
2021-2022

Her Majesty the Queen in right of
Alberta, as represented by the
Minister of Advanced Education

SIGNED for and on behalf of The
Board of Governors of the University
of Alberta

Minister

Board Chair

Date

Date

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Intent of Investment Management Agreement (IMA)

Alberta's twenty-six publicly funded post-secondary institutions provide a variety of learning opportunities to people from within Alberta, across Canada, and abroad. These institutions are often world-class organizations which excel in teaching and research. They prepare graduates for fulfilling careers and additional learning, while contributing to Alberta's economic and community development through skill development, research and innovation.

To support system coordination and optimize the allocation of public investments in adult education, each of these institutions is designated to a sector based on its programming, research and scholarly activity, and collaboration initiatives.

For 2021-2022, each institution will also have an Investment Management Agreement with government. This agreement will include the institution's mandate, the 2021-22 Operating and Program Support Grant Amount from government, mutual priorities, and a performance metric to facilitate the allocation of outcomes-based funding, to ensure government and institutions are focused on meeting the needs of the province. Specifically, the Investment Management Agreement:

- Identifies and explains the shared objectives and priorities between the Alberta government and the institutions; and
- Describes the agreed upon investment framework that includes the key performance metric in a priority area.

While the IMA was originally designed to be a 3 year agreement between each institution and the government, this year's IMA is serving as a pilot. Therefore its term is one year, from April 1, 2021 to March 31, 2022, with performance evaluated at the end of the fiscal year to provide learnings and identify improvements that could be incorporated into a three year IMA.

The Investment Management Agreement is not intended to be the sole element of the relationship between the institution and the government, nor to include all decisions and issues in the post-secondary system. Government will continue to work closely with institutions and other stakeholders in a number of areas, and provide many aspects of system direction through legislation, regulation, policy, and other processes.

Investment Management Agreements may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the agreement. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Legislative and Policy Requirements

Post-secondary Learning Act

Section 78 of the Post-secondary Learning Act requires the boards of all 21 public post-secondary institutions, and Independent Academic Institutions, to enter into an Investment Management Agreement with the Minister of Advanced Education, which must include: the mandate of the institution (not applicable to Independent Academic Institutions), a performance metric(s) for the institution, and anything else determined by the Minister. The Minister may specify the form of the agreement, and the date by which it must be in effect. The boards of the 21 public post-secondary institutions are also required to prepare, approve and submit to the Minister a budget and a capital plan. The budget submitted by an institution may not project consolidated operating expenses exceeding consolidated operating revenues, unless the board has the written approval of the Minister.

Fiscal Planning and Transparency Act

Section 10 of the Act requires the board of a public post-secondary institution to provide a business plan for each fiscal year to the Minister. This requirement is fulfilled by each institution entering into an Investment Management Agreement with the Minister, delivering a budget and capital plan in accordance with section 78 of the *Post-secondary Learning Act*.

Operating and Program Support Grant Agreement

Each institution's Investment Management Agreement is referenced in its respective Operating and Program Support Grant Agreement, with funds provided under the 2022-2023 Operating and Program Support Grant Agreement will be distributed in accordance with the institution's performance in meeting the target established in the Investment Management Agreement.

Mandate

This mandate statement has been developed by The Board of Governors of the University of Alberta in consultation with the Minister of Advanced Education pursuant to Section 78 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 (CARU) 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, research, 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 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 research and innovation environment.

Post-doctoral fellows and academic visitors come to the University to refine their teaching, mentoring, 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.)
- Comprehensive Community Colleges to include reference to their responsibility to serve regional learners' needs through collaboration with other adult learning providers, program delivery and stewardship of community-based adult learning in their geographic service area.

The University provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning, 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 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, Science and the Faculté 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 Sciences, 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 of Alberta 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 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.

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 produce 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 Alberta. 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

Objectives and Priorities

Government of Alberta

The Government of Alberta is committed to post-secondary education as a cornerstone of employment, economic and social development, and overall prosperity for the province. As the province continues to recover from the many challenges caused by the pandemic, post-secondary institutions will play a pivotal role, not only through research, innovation and commercialization of leading edge technology, but also in providing highly-skilled and job-ready graduates for a recovering and dynamic labour market.

The initial goal of the GOA is to highlight the critical role post-secondary institutions play to prepare students for a future career. While this inaugural Investment Management Agreement reflects that goal, it is also meant to serve as a pilot to guide the development of future iterations that will be broader and more comprehensive for Alberta's post-secondary system. By focusing on students, innovation, efficiency, and accountability, and by working to improve system performance and outcomes, Investment Management Agreements will ensure institutions play a vital role in keeping Alberta competitive on the global stage.

University of Alberta

Within the context of our broad mandate as a global top 100 comprehensive and research intensive university; and in a situation where we are reducing our reliance on government funding by approximately one third, we will be focused on reducing expenditures, and reorganizing and restructuring to achieve efficiencies and continue to support our mission. The priorities for the U of A for the coming year are in alignment with the direction from the Government of Alberta, specifically in the MacKinnon Report, the Alberta 2030: Skills for Jobs Strategy, and the 2021-24 Advanced Education Business Plan.

The following are the priorities for 2021/2022:

COVID-19: The university will be focused in the coming year on transition out of the pandemic to a return to our normal primarily face-to-face learning environment. Specific objectives:

- Introducing an academic schedule for Fall 2021 that prioritizes face-to-face learning as much as possible but enables flexibility in modes of delivery in order to minimize impact on students who may not be able to come to our campuses physically, because of international travel restrictions or other pandemic-related causes.
- Continue to provide supports and resources for students and instructors impacted by the pandemic, particularly international students who may not be able to travel to Canada to study in person.

Organizational transformation: The university is focused on long-term transformation to build a more efficient and flexible organization to achieve excellence across our mandate. In alignment

with the analysis undertaken by the MacKinnon Panel, we believe our specific objectives will reduce our cost per FLE, through the following specific objectives:

- Review internal structures and processes to improve efficiency across administrative functions and the academic enterprise; pursue opportunities for process improvement, reorganization, workload management, class scheduling, and program structure.
- Apply findings from international exercise to benchmark administrative cost and quality against global comparators.

Enrolment growth: The university is committed to grow to satisfy unmet need within Alberta, enhance access to under-represented learners, and grow and diversify our international student body as a key element in providing a globally competitive education. Specific objectives:

- Meet or exceed increased domestic enrolment targets.
- Increase Indigenous student enrolment, supported by targeted outreach initiatives and partnerships with Indigenous communities.
- Increase international enrolment while diversifying source countries. Note: COVID-19 is having significant impact on international enrolments.

Student experience: In alignment with Alberta 2030: Skills for Jobs, within the context of a larger and more efficient institution, the university continues to prioritize student experience. Specific objectives:

- Support and maintain quality of teaching and learning as the university transitions to larger average class sizes by supporting use of technology and innovative pedagogy.
- Maintain and enhance supports for Indigenous learners
- Sustain supports for student mental health and continue implementation of resources and training related to prevention of and response to sexual violence.

Asset management: The university is prioritizing shifting its physical infrastructure to fewer, better maintained, flexible and adaptable buildings and physical facilities to support current and future learning and discovery. Specific objectives:

- Continue to transition out of leased space to reduce overall costs.
- Decommission buildings and facilities which no longer meet requirements.

Research enterprise: In support of the work of the Academic Research Working Group, the university prioritizes research and creative activity producing a continuous flow of innovation across all disciplinary areas. Specific objectives:

- Provide support to researchers in seeking external research funds.
- Provide institutional support to facilitate large-scale multidisciplinary collaboration, to drive innovation and increase competitiveness for major funding opportunities.
- Identify and provide support for commercialization opportunities

Program innovation: In alignment with Alberta 2030: Skills for Jobs, the university supports novel programming that responds to student demand and positions our graduates for strong employment outcomes. Specific objectives:

- Support expansion of work-integrated learning opportunities throughout a range of programs.
- Develop innovative program proposals, with special focus on online programs.
- Close programs that no longer achieve broad relevance and high impact.

Operating and Program Support and Performance Based Funding Allocations

Table 1: 2021-22 Allocations for University of Alberta

Total Operating and Program Support grant	\$488,754,526
Proportion tied to Performance	5%
Performance based funding allocation	\$24,437,726

Performance-based Funding Methodology

This inaugural Investment Management Agreement for University of Alberta and the performance based funding it represents, is based on one metric—the proportion of approved programs at University of Alberta that have a Work Integrated Learning component.

Table 2 below provides the specifics on the performance metric that will be used to calculate any funding impacts. A baseline result has been established at the beginning of the 2021-22 fiscal year using data housed in the Provider and Program Registry System (PAPRS). A target and tolerance band has been negotiated with University of Alberta.

Over the next 12 months, as University of Alberta prepares for the 2022-23 academic year, it will provide updates into PAPRS about new or existing programs that have a Work Integrated Learning component. The existing metric will be updated on March 31, 2022. If the result meets or exceeds the target, there will be no adjustments to 2022-23 OPS funding related to this performance metric.

If the result fails to meet the target, and is lower than the tolerance threshold, then an adjustment will be applied against the 2022-23 funding that is proportionate to the achievement from the expected result (to a maximum identified in Table 1).

Table 2: Performance Metric

Work integrated learning: Proportion of approved programs that have work-placements identified as part of the program.				
Core Area: Skills and Labour Market Outcomes	<u>Baseline Established</u> March 31, 2021	<u>Baseline</u> 62%	<u>Target</u> 78%	<u>Tolerance Threshold</u> 4%
<p>The University's objective is to achieve 100% by Year 3. The target for Year 1 of the IMA is 78%, with a tolerance threshold of 4%. The University of Alberta is developing a strategy to increase opportunities for work-integrated learning for students on our campuses, across all Ministry-approved programs at the undergraduate and graduate levels. Whereas the University of Alberta has a well-developed foundation in work-integrated learning in the majority of its programs, there is a need to coordinate current activities and identify gaps in our offerings. To address these gaps and build upon the existing foundation, a Provost's Fellow in Experiential and Work-Integrated Learning will lead the following activities:</p> <ol style="list-style-type: none"> 1. Identify programs that do not have a work integrated learning opportunity for students and work with program proponents to create work integrated learning activities (e.g., final year capstone projects, integrated work-placements at the individual course level) 2. Create an inventory of existing best practices in work integrated and share these through the WIL Community of Practice; develop resources that can be adapted by different programs to meet work-integrated learning goals 3. Write policy and procedures to support work-integrated learning activities to ensure needs of students, academics and community partners are met 4. Work with University of Alberta alumni to expand work-integrated learning placements in our communities 5. Include work integrated learning components in all new program proposals and substantive program changes 				