



The Governors of the University of Lethbridge Mandate and Roles Document

Preamble

This Mandate and Roles Document for the Governors of the University of Lethbridge (“The University”) has been developed collaboratively between the Minister of Advanced Education (“Minister”) and the University. This document is in furtherance of the parties’ legal obligations under the *Alberta Public Agencies Governance Act* (APAGA) to reflect a common understanding of respective roles and responsibilities in governance of the University.

1. Mandate

The University’s mandate is set out in the Investment Management Agreement entered into by the University and the Minister.

1. Type of Institution, Sector, and Governance

The University of Lethbridge is a board-governed public post-secondary institution operating in Alberta as a comprehensive academic and research university under the authority of the *Post-secondary Learning Act* (PSLA).

2. Outcomes

Located in the heart of traditional Blackfoot Confederacy territory, the University of Lethbridge serves the people of southern Alberta through programs, research and creative activity that contribute to economic and social prosperity locally and globally. Founded on the principles of liberal education, the University of Lethbridge is broad in scope while promoting excellence in undergraduate and graduate education that prepares students to understand and address an increasingly complex and interconnected world. The University fosters a learning community that meets the educational and personal growth needs of its students by offering a learning community emphasizing teaching excellence; exposure to research; information literacy; interaction with professors and instructors; effective academic advising, applied learning opportunities, and career counselling; and a spectrum of cultural, recreational, and extracurricular opportunities.

Through high quality academic programming, and access to research, and to work-integrated learning, the University prepares graduates to contribute meaningfully to the economic, social, and cultural progress of Alberta, Canada, and the world. The University’s liberal education foundation ensures a commonality in students’ skillsets while discipline-specific study leads to the diversity of perspectives crucial to developing an engaged citizenry and a skilled and resilient workforce prepared for a future of unknown challenges and opportunities. Facilities and services, such as the University Library, Agility Innovation Zone, student residences, health services, theatres and other performance spaces, and sports and recreation facilities support and enrich the student experience and the lives of community members while respecting environmental sustainability.

Core to our research philosophy are commitments to both pure and applied research, community outreach and engagement, and cross-sector industry and community partnerships for knowledge mobilization. The University of Lethbridge fosters an environment that prioritizes student engagement in pure and applied research in all disciplines and levels of instruction, from

undergraduate to graduate studies. Through intentional engagement and collaboration, the University of Lethbridge creates ongoing and expanded opportunities for students and postdoctoral fellows to engage in research and innovation activities that provide them with real-world, collaborative experience as part of their academic training that addresses the needs and challenges of the region in which we operate.

The University builds mutually supportive relationships and partnerships, addresses the cultural and societal needs of the communities it touches, and advocates for the critical role that education plays in the growth and well-being of an informed society. A strong commitment to offering accessible and affordable academic programming and research opportunities guides the provision of multiple educational pathways, and academic, financial, and personal well-being supports to enable students to progress towards graduation and employment. The University further contributes to society by discovering, preserving, synthesizing, and disseminating knowledge for the benefit of all.

3. Clients/Students

The University of Lethbridge serves a variety of student groups: undergraduate and graduate students; transfer students including dual admission and dual enrolment students; dual credit and high school graduates; Indigenous students; students with disabilities; international students; adult learners; and immigrants.

4. Geographic Service Area and Type of Delivery

The University of Lethbridge serves students in Lethbridge, Calgary, and through distance learning technology, students across the province, the country, and the world. Although most learning, research and creative activity takes place face-to-face on the two campuses, programming is also offered through online and blended delivery. The University strives to make university-level education available to all Albertans, including those living outside major urban centres, those who have traditionally not sought university education, and, through its Calgary campus, adult working learners seeking university programming. Students have access to work integrated learning experiences locally, provincially, nationally, and internationally through co-operative education, practicum placements, applied and independent studies, interdisciplinary research, exchange programs, and recognition for volunteer activity.

5. Program Mandates and Credentials Offering

The University of Lethbridge provides undergraduate and graduate programs in education, fine arts, health sciences, humanities, management/business, nursing, sciences, and social sciences, leading to bachelor's, master's, and doctoral degrees. The University also provides specialized certificate and diploma programs at the undergraduate and graduate level, and programs and degrees that lead to professional specialization. Continuing Education programming and open studies courses in Calgary and Lethbridge uphold our commitment to community engagement and serve the lifelong learning needs of our community members.

6. Special Program Areas/Areas of Specialization

The University of Lethbridge's focus on liberal education as a foundational teaching and learning philosophy sets it apart from other universities in Alberta. The School of Liberal Education was established in 2017 to further develop the University's historic commitment to liberal education and to ensure all programming and supports help students become global, engaged citizens who think critically, communicate effectively, respect creativity and contribute to the world around them. These higher-level skills prepare students to embrace complexity, diversity and change to become innovative leaders in an evolving knowledge economy and to address issues and problems of the future.

Our strong partnership with the Blackfoot Confederacy is crucial to developing appropriate programming, supports, and services for Indigenous students. We strive for an inclusive and supportive environment to enable these students to succeed in their chosen pathways.

The University of Lethbridge offers programs unique in both content area and in delivery. Situated in southern Alberta, we seek to integrate and respond to the landscape and communities that surround us. We create and deliver programming that supports the needs of the surrounding economy, such as agricultural studies, technology, and business; environmental sciences; and computer and geographical systems. We also deliver programming that supports the social and cultural needs of our communities, with unique program offerings in addictions counselling; therapeutic recreation; Indigenous studies, and the creative arts. We are known for delivering traditional undergraduate and graduate programs with robust experiential learning opportunities. Undergraduate and graduate students alike can engage in hands-on research and projects with faculty, the community, and industry partners. Work-integrated learning opportunities are available throughout all our programming, including the social sciences and humanities. The University's education program is uniquely known for the length and depth of experience students acquire in their practicum placements, and the digital audio arts major is the most comprehensive degree program of its kind in Western Canada. With one of the largest art collections in Canada, the University provides students with unparalleled access to creative materials, especially in Indigenous art. The opening of the Science Commons research and teaching facility heralds our commitment to the future of scientific thought and innovation, where students, researchers, community members, entrepreneurs and business leaders can converge to bring new discoveries, both pure and applied, to light across the natural sciences, life sciences, and neuroscience.

Diploma and certificate programs that can ladder into degrees provide students with flexible options and different pathways to earn university credentials. The University strives to develop programming that is responsive to changing student and societal needs and that, through liberal education requirements and work-integrated learning opportunities, provides students with the vital skills and perspectives necessary to succeed in and make meaningful contributions to the twenty-first century.

7. System Collaboration and Partnerships

In support of Campus Alberta, the University of Lethbridge collaborates with other institutions to ensure transferability within the province's post-secondary education system and deliver seamless learning opportunities. As part of this commitment, the University works with other institutions to provide degree completion opportunities for university transfer students and dual admission students and diploma graduates. We establish strategic partnerships with other institutions and organizations to enhance student learning, operational efficiencies, and to co-operate on provincial and national priorities such as students' mental health supports, and equity, diversity, and inclusion initiatives. For example, the University of Lethbridge has formalized its commitment to collaboration with the establishment of a common vision and principles with partner institutions Lethbridge College and Medicine Hat College. This partnership solidifies our common goals of increasing access to post-secondary education in southern Alberta, while harnessing our resources and leveraging our complementary efforts and expertise to meet the needs of our shared communities and economy more efficiently and effectively within the provincial landscape.

Across the spectrum of intellectual pursuit, the University continually develops innovative programs and research in existing and emerging disciplines to meet the needs of students,

society, and the economy. This includes collaborating with Indigenous peoples to develop programs and research that are relevant and accessible to them.

8. Research and Scholarly Activities

The University of Lethbridge conducts pure and applied research and establishes and sustains programs for pursuing original research. The University develops centres of research excellence in areas in which it has special expertise or that have particular relevance to the region or province.

These centres and institutes transcend traditional disciplinary boundaries to address a wide range of complex scientific, environmental, social, health, and economic issues that require creative but practical solutions. Programs of creative activity, research and scholarship also include the study of fundamental issues for their intrinsic intellectual, aesthetic, or philosophical interest, and of practical challenges of direct importance for social, cultural, economic, or environmental well-being. Student participation in research and creative activity at the undergraduate and graduate level allows them to contribute to knowledge development and to develop skills applicable to their career success. Partnerships with industry, organizations, and communities to collaborate on research and development of creative expression benefit the economic, social, and cultural well-being of the communities we serve. The University protects free inquiry and scholarship, facilitates access to scholarly resources, and supports artistic expression and the free and open scholarly discussion of issues.

9. System Mandate

The University of Lethbridge engages in partnerships with local, provincial, and national organizations to extend the benefits of high quality post-secondary learning beyond the classroom or laboratory. A wide range of youth programming exposes K–12 students to elements of post-secondary learning. The University also develops external partnerships to significantly expand programming, supports and opportunities specifically for Indigenous youth and Indigenous post-secondary students to encourage their participation and success in completing degrees, certificates and diplomas that will enable them to become leaders in their communities and in southern Alberta.

The University maintains an innovation ecosystem that encourages transdisciplinary innovation, including social innovation, for students and faculty. A range of programs and partnerships foster the development of ideas, collaboration with industry and agencies, knowledge transfers, practical application of research ideas and solutions, and entrepreneurship.

Partnerships with international post-secondary institutions provide pathways for international students to attend the University of Lethbridge and for Alberta students to gain valuable international experience. Programs supporting English skill development for academic purposes equip students with language skills to be successful in their academic programs and careers.

Public speaker series and events engage, enrich, and challenge the surrounding communities through individual guest speakers, frequently faculty members, who present their research and invite discussion on important issues. Speaker series and events occur on both campuses, in off-site University spaces, and in community spaces. Fine Arts programming in music, drama and art offered on campus, in Lethbridge and rural southern Alberta communities contributes to the cultural richness of the area."

2. Roles and Responsibilities

The Board

The Board manages and operates the institution in accordance with its mandate and carries out the other duties and responsibilities legislated by the PSLA.

The Board sets strategic direction and monitors implementation.

The Board participates with the Minister in setting its long-term objectives and short-term targets, if any.

Board Members

All board members, regardless of the manner of their appointment, have the fiduciary duty to act in the best interest of the institution.

Board Chair

The Chair is the interface between the University and the Minister and provides leadership to the Board.

President

The President has general supervision over the direction of the operation of the institution and has other powers, duties, and functions that are assigned to the President by the Board.

Minister of Advanced Education

The Minister is responsible for the performance of all public agencies under Advanced Education, including the University.

The Minister's responsibilities as legislated by the PSLA and APAGA include:

- appointing, or recommending the appointment of, the Board members and the Chair;
- monitoring whether the institution is acting within its mandate and achieving its long-term objectives and short-term targets;
- advising the institution respecting any government policies applicable to the institution or its activities or operations; and
- reviewing the mandate and operations of the institution at least every seven years.

Department of Advanced Education

The Department supports the Minister and University in meeting their legislated responsibilities.

Subsidiaries

University of Lethbridge Business Corporation (ULBC)

- The University and the subsidiary manage the recruitment process of new ULBC Board members.
- Upon their appointment, the subsidiary will provide an orientation process for the new ULBC Board members.
- The Board Chair or appointed delegate of ULBC communicates to the public on behalf of the subsidiary.
- The ULBC Board evaluates the performance and effectiveness of the subsidiary as a whole in relation to its achievement of the subsidiary's mandate.

3. Accountability Relationships of the Public Agency

The flow of accountability relationships at the agency is as follows:

- The President is accountable to the Board.
- The Board is accountable to the Minister through the Chair.
- The Chair is accountable to the Minister for the mandate and conduct of the public agency.

4. Process for Administering the Code of Conduct

The University'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. The Chair administers the Code of Conduct for board members. The Chair of the Board's Audit Committee administers the Code of Conduct for the Chair.

5. Mutual Expectations – Communication, Collaboration, and Consultation

The relationship between the University and the provincial government is an important one. Boards are accountable to the Minister, who has primary responsibility for the PSLA.

The Minister oversees strategic planning and direction setting for Alberta's advanced learning system, policy development, funding for general operations and specific purposes, and the promotion of transparency and accountability. The Minister is responsible for providing clear mandate direction to boards, establishing clear expectations for oversight and accountability, and for participating in an ongoing dialogue with boards on important issues.

The board has a governance oversight role in relation to the institution it governs. Because the chair serves as the voice of the board, and is directly accountable to the Minister, the relationship between the Minister and the chair is critical.

Other officials, such as the Deputy Minister who oversees the operations of Advanced Education, will typically be in closer contact with institution presidents and vice-presidents. Similarly, department staff may be in regular contact with staff of the institutions on areas of mutual interests.

6. Committee Structure

Committees of the Board include:

- **Executive Committee**
The Executive Committee is appointed by and is accountable to the Board. It is responsible for approving Board agendas, acting as a nominating committee to fill public member Board vacancies, and exercising the powers of the Board in the interim between Board meetings. The Committee operates in accordance with the PSLA and the Board's governing documents.
- **Advancement Committee**
The University Advancement Committee is appointed by and is accountable to the Board in fulfilling its advancement responsibilities, and where necessary to approve, monitor, evaluate and provide advice on matters affecting the stewardship of donors, fundraising activities, government relations, advancement and community and alumni relations. The Committee operates in accordance with the PSLA and the Board's governing documents.
- **Audit Committee**
The Audit Committee is appointed by and is accountable to the Board. It is responsible for assisting the Board in fulfilling its financial reporting and audit responsibilities and approves,

monitors, evaluates and provides advice on matters affecting the external audit, risk management, and the financial reporting and accounting control policies and practices of the University. The Committee operates in accordance with the PSLA and the Board's governing documents.

- **Finance Committee**

The Finance Committee is appointed by and is accountable to the Board. It assists the Board in fulfilling its fiduciary responsibilities and provides oversight of financial plans, investments, financial risk management, financial policies and practices of the University, and performs other duties as the Board may delegate or direct from time to time. The Committee operates in accordance with the PSLA and the Board's governing documents.

- **Governance Committee**

The Governance Committee is appointed by and is accountable to the Board. It oversees and enhances Board organization, procedures and performance by assessing governance practices and policies. The Committee develops recommendations for policy and action by the Board that are consistent with University policies, principles and strategic plans. The Committee operates in accordance with the PSLA and the Board's governing documents.

- **Human Resources & Compensation Committee**

The Human Resources and Compensation Committee is appointed by and is accountable to the Board. It assists the Board in fulfilling its fiduciary responsibilities for all matters related to the compensation of University employee groups, the appointment of Senior Administrators as designated in the University's Designation and Appointment of Senior Administrators Policy, and monitoring employee compensation risk management; and performs other duties as the Board may delegate or direct from time to time. The Committee operates in accordance with the PSLA and the Board's governing documents.

7. Financial, Staffing, and Administrative Arrangements

The University receives funding from the Government of Alberta via its Operating and Program Support Grant.

The Auditor General is the auditor of the University.

The University is subject to sections 1, 2(5), 5, 6, 7, 13(3), 57.1, 80, and 81 of the *Financial Administration Act*.

While the *Post-secondary Learning Act* gives the Board of Governors broad authority to appoint employees, the President is the only employee that reports to and is directly accountable to the Board. Compensation of senior executives is determined by the Board in accordance with any legislation, policies or guidelines governing compensation applicable to the institution as a public agency.

The University has the following administrative arrangements with other post-secondary institutions:

- The University of Calgary Social Work Program has the use of office and classroom space on the University of Lethbridge campus, through a Facilities Use/Services Agreement.
- The University of Lethbridge has the use of office and classroom space on the Bow Valley College campus, through a Facilities Use/General Services Agreement, as well as a Lease Agreement.

8. Planning and Reporting Requirements

The Board is required to enter into an Investment Management Agreement with the Minister that includes

- the mandate of the institution,
- performance metrics for the institution, and
- anything else determined by the Minister.

Annually, the University provides the Department with a Capital Plan and a Budget Plan.

Each year the Board must prepare and submit to the Minister a report that includes the audited financial statements for the preceding year.

The Board is also required under the PSLA to submit to the Minister any reports or other information required by the Minister.

9. Administration

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.

Transparency

Copies of the Mandate and Roles Document will be filed with the Minister and the Public Agency Secretariat. This document will also be made publicly available on the Board's website and the Government of Alberta's website.

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

The Governors of The University of
Lethbridge

Original Signed

Original Signed

Minister Rajan
Sawhney

Board Chair
Dean Gallimore

August 6, 2024

June 3, 2024

Date

Date