



ALBERTA

ADVANCED EDUCATION AND TECHNOLOGY

Office of the Minister

AR31733

December 7, 2011

To all Campus Alberta Strategic Directions Committee members

Dear Committee Member:

The orientation provided by your institution to new board members plays a critical role to ensure members are well equipped to make sound policy, academic and financial decisions. To complement this orientation, I am pleased to provide you with a copy of the newly developed *Guidelines for Board of Governors Members* manual.

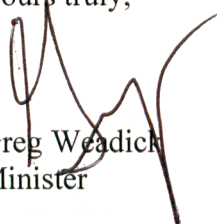
This manual, developed in consultation with representatives from post-secondary institutions, provides a comprehensive overview of Alberta's post-secondary system; outlines roles and responsibilities and interrelationships of stakeholders across Campus Alberta; and highlights board functions, accountability requirements and relevant legislation.

I am also pleased to advise that my ministry is currently in the process of developing a general orientation for newly appointed public post-secondary institution board members that would expand on the content found in the manual. More details on this initiative will be released in the upcoming months.

I would ask that you forward a copy of the *Guidelines for Board of Governors Members* to your board for their information. In addition, please feel free to reference or use the document as part of your board member orientation process. This manual will also now be distributed to all newly appointed board members with their appointment letter.

Thank you for your ongoing support to best practices in governance.

Yours truly,



Greg Weadick
Minister

Attachment



Guidelines for

Board of Governors

Members

an introduction to board governance at Alberta's public post-secondary institutions

Government of Alberta ■

Advanced Education and Technology

November 2011

The information contained in this manual has no legislative sanction and has been made available solely for convenience. The official Statutes and Regulations must be consulted for all purposes of interpreting and applying the law.

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Alberta's Public Post-secondary Institutions

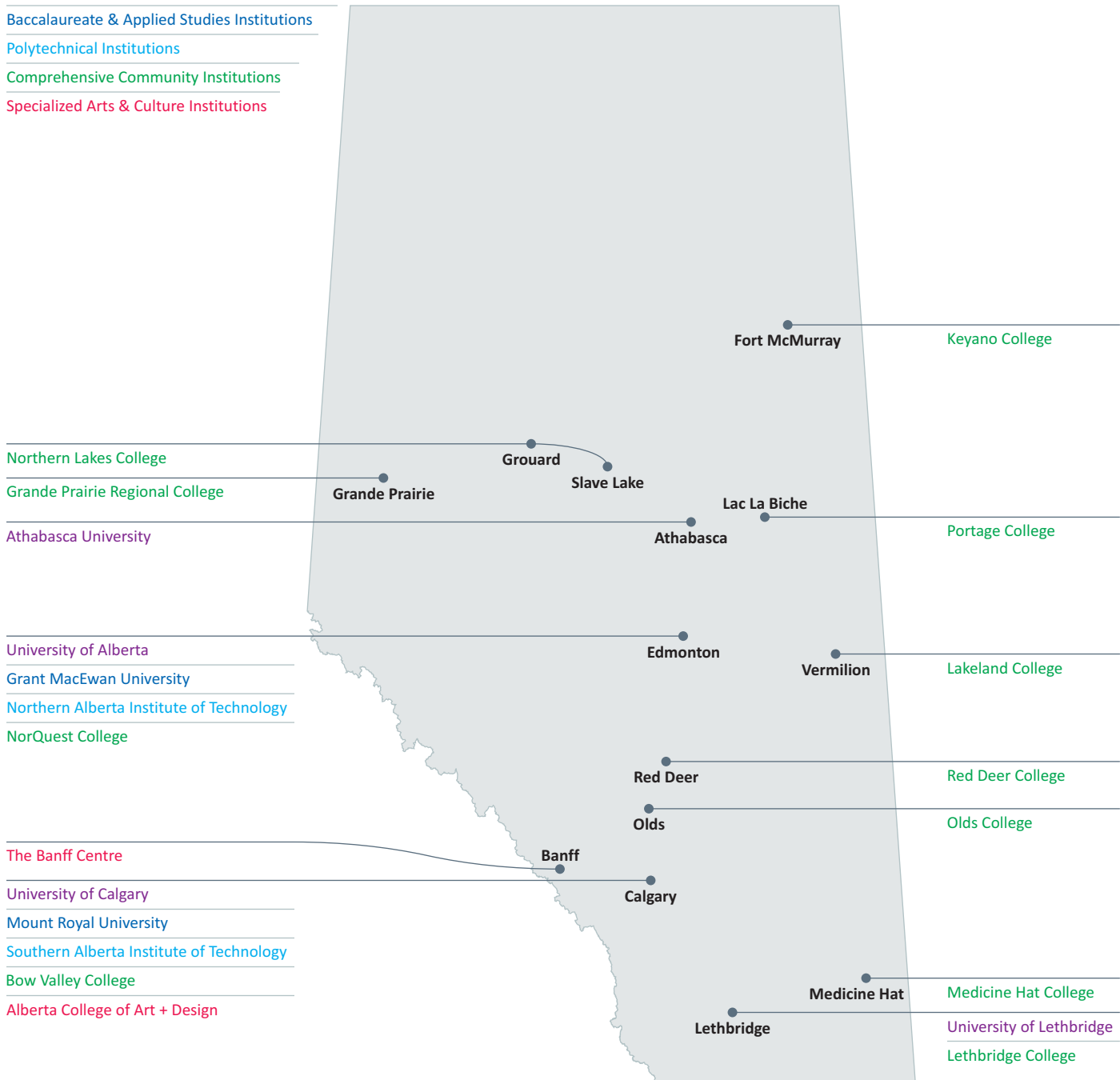
Comprehensive Academic & Research Institutions

Baccalaureate & Applied Studies Institutions

Polytechnical Institutions

Comprehensive Community Institutions

Specialized Arts & Culture Institutions



Alberta College of Art + Design	acad.ab.ca	403-284-7600
Athabasca University	athabascau.ca	780-675-6100
Bow Valley College	bowvalleycollege.ca	403-410-1400
Grande Prairie Regional College	gprc.ab.ca	780-539-2911
Grant MacEwan University	macewan.ca	780-497-5040
Keyano College	keyano.ca	780-791-4800
Lakeland College	lakelandcollege.ca	780-853-8400
Lethbridge College	lethbridgecollege.ca	403-320-3200
Medicine Hat College	mhc.ab.ca	403-529-3811
Mount Royal University	mtroyal.ca	403-440-6111
NorQuest College	norquest.ca	780-644-6000

Northern Alberta Institute of Technology	nait.ca	780-471-6248
Northern Lakes College	northernlakescollege.ca	780-751-3200
Olds College	oldscollege.ca	430-556-8281
Portage College	portagecollege.ca	780-623-5551
Red Deer College	rdc.ab.ca	403-342-3300
Southern Alberta Institute of Technology	sait.ca	403-284-7248
The Banff Centre	banffcentre.ca	403-762-6100
University of Alberta	ualberta.ca	780-492-3111
University of Calgary	ucalgary.ca	403-220-5110
University of Lethbridge	uleth.ca	403-329-2111

In the left column are references to legislation related to the topics discussed. Acronyms used in these Guidelines and elsewhere in the post-secondary system are defined in Appendix A.

The Uniqueness of Public Post-Secondary Institutions

There are 21 public post-secondary institutions in Alberta. Each is a public sector agency, ultimately accountable to the people of Alberta through the Minister of Advanced Education and Technology (AET).

Individuals who have participated on the board of a private or not-for-profit organization will recognize many similarities with the practices and responsibilities in their new role with a public sector agency. However, there are aspects that differentiate public post-secondary institutions from other boards:

- a PSLA s.16(1), 43(1,2)
- ▶ They are established by,^a and act on behalf of, the Government of Alberta.
 - ▶ A majority of their board members are appointed by the Minister or the Lieutenant Governor in Council (LGIC). The LGIC is the Queen's representative, acting on and with the advice of the Executive Council or Cabinet.
 - ▶ The role of a public post-secondary institution board member is that of a governor or a trustee. Inherent in these words is the concept of stewardship of the institution on behalf of the people of Alberta.

Legislative and Policy Framework for Boards of Governors

Consolidated (unofficial) versions of Alberta legislation can be accessed and printed directly from the Queen's Printer website:
qp.alberta.ca

Governments are elected to make laws, set related policies, and establish programs in the public interest. This authority is given by the people of Alberta to the legislature which in turn, designates specific cabinet Ministers with responsibility for particular pieces of legislation.¹

Public sector agencies, of which the Government of Alberta (GOA) has approximately 250, are established by legislation to perform a public function. In the case of public post-secondary institutions, the board of each is established by the LGIC through the *Post-secondary Learning Act* (PSLA) and the *Athabasca University Regulation*. Each board has the capacity, rights, powers, and privileges of a natural person^a (e.g. authority to enter into contracts, ability to initiate and respond to lawsuits), subject to the PSLA.

a PSLA s.59(1)

With the exception of certain provisions,² the PSLA falls under the sole responsibility of the Minister of Advanced Education and Technology. The PSLA and its regulations provide for the bulk of the powers of boards as well as limitations on those powers.^b

b PSLA s.59(2)

Besides the PSLA, other legislation impacts the boards of governors and may provide additional powers and limitations. For example, the *Financial Administration Act* (FAA) provides the legislative authority which governs the financial management of GOA entities, including Alberta's public post-secondary institutions. Additionally, the *Government Accountability Act* (GAA) requires all government bodies (including public post-secondary institutions) to submit organizational business plans and annual reports. The purpose of these documents is to demonstrate the accountable and transparent operation of GOA bodies. For a more in depth explanation of the FAA and the GAA as well as a complete list of legislation that affects the board of governors, see *Appendix B*.

1 alberta.ca/home/343.cfm

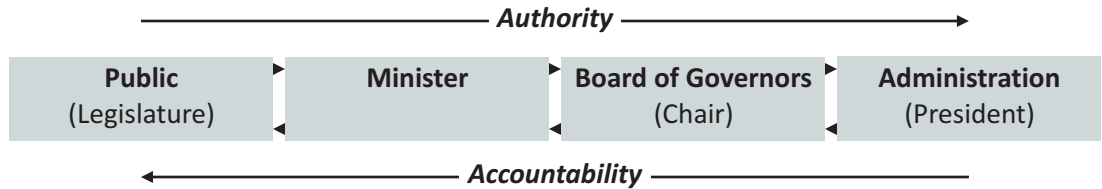
2 The Minister of Infrastructure has sole responsibility for sections 66(2) and (3) and 67 of the PSLA (Acquisition of Land by Expropriation; Disposition of Land). The Minister of Advanced Education and Technology and the Minister of Infrastructure share common responsibility for sections 72(3) and (4) and 73 (Borrowing); section 80 (Reports and Information); and section 99(1)(a) and (2) to (6) (Investigation).

3 treasuryboard.alberta.ca/1261.cfm

The Need for Boards of Governors

a APAGA (preamble)

The Minister is ultimately accountable to the legislature for the operation and performance of the post-secondary system and in particular, that public post-secondary institutions are fulfilling their mandates.^a For these institutions the Minister manages his accountability at arm's length through relationships with the governing board of each institution. So while authority flows from the legislature to the governing board of each institution, accountability flows in the reverse direction through the Minister.¹



Board members bring a variety of perspectives to board meetings.² Outside of specific constituents within and outside the institution, the board has key relationships that help it fulfill this mandate. Most important are its relationships with the institution's president and with government (which occurs primarily through the Minister). These relationships are described in *Chapters 3 and 4*.

This intermediary role between institutions and the Minister helps boards steer their institution in a way that addresses both the unique needs of their institution and the public it serves. This role also enables boards, through their chairs, to provide input to the development of provincial policies. This can include providing advice^b on issues and trends, reacting to proposals and statements put forward by the Minister and the department, recommending policy changes^c to the Minister, and keeping the Minister informed about the development of their institutions and their plans for the future. Further, this relationship supports the Minister's role in providing direction to Boards on the strategic and policy directions of Alberta.

b APAGA s.7(1)

c APAGA s.7(2)

A Note about Terminology

For the sake of simplicity these *Guidelines* use a single term in places where many terms may exist. The following are examples:

a PSLA s.54

- ▶ Twenty of 21 public post-secondary institutions have a “board of governors,” so these *Guidelines* refer to the governing body as such. Athabasca University has a “governing council” known as “The Governors of Athabasca University”, which has a different composition (see *Chapter 5*) and some different powers and duties as outlined in the *Athabasca University Regulation*.
- ▶ These *Guidelines* refer to “board members”. In many cases, this term can be used interchangeably with the term “governor” (i.e. board of governors).^a
- ▶ The term “public sector agency” as used in these *Guidelines* refers to any public agency established by the Government of Alberta.
- ▶ Unless otherwise noted, the term “Minister” refers to the Minister of Advanced Education and Technology.

¹ The mechanisms in place to fulfill this accountability are described in *Chapter 3*.

² See board *Composition* in *Chapter 5*.

Introduction

Alberta's advanced learning and innovation systems work together to support research and higher learning. Students and researchers work side by side, professors may be business owners, apprentices can become inventors and entrepreneurs, and individuals along the learning continuum add their knowledge, skills, and abilities to a society that is both intelligent and responsive to the province's dynamic economy. This fundamental connection is acknowledged through two interdependent systems: Campus Alberta and Alberta Innovates.

Both systems are supported by more than 30 distinct public sector agencies, including the 21 public post-secondary institutions.¹ These agencies play a vital role in advancing the priorities of AET and supporting the businesses of Campus Alberta and Alberta Innovates. They accomplish this by providing coordination, planning, and policy advice to the Minister, governing institutions and corporations, and providing services to the public. Those that are not public post-secondary institutions are described in *Appendix C*. Each is established under the authority of provincial legislation and like public post-secondary institution boards, abide by the requirements of other pieces of legislation such as those noted in *Appendix B*.

Campus Alberta

Campus Alberta is a philosophy of post-secondary education and training providers working together to meet the needs of learners, taxpayers, and society, advancing Alberta's competitiveness in a global economy.

Learners are the core beneficiaries of an integrated advanced learning system. Campus Alberta partners deliver accessible and affordable high quality learning opportunities, building pathways within their institutions and with community partners and other institutions for learners to get the education or training they need – how, where, and when they need it.

Taxpayers are well served through a quality advanced learning system that provides a high return on their investments. While acknowledging that competition between institutions often promotes excellence in certain areas, in many cases cooperation offers the same or better learning outcomes allowing institutions to focus on areas of strength while leveraging the strengths of others.

Society benefits whenever human potential is realized. From basic literacy training to job readiness, and apprenticeship training to graduate and post-graduate studies, Campus Alberta is at the centre of developing the province's knowledge-driven economy, enhancing Alberta's competitiveness and ultimately, contributing to a bright future for all Albertans.

This sense of collaboration takes place within established projects and entities such as ApplyAlberta, TransferAlberta, eCampusAlberta, and Campus Alberta Administration, as well as in board discussions and day-to-day decisions made by institution staff.

Publicly funded post-secondary institutions are the cornerstones of Campus Alberta. They support the same set of principles and work together to create a learner-centered system that is accessible, affordable, innovative, responsive and relevant, sustainable, and promotes excellence. Private providers, community-based organizations, and industry also provide diverse learning opportunities within and in support of Campus Alberta. No matter the provider, each has a role in making Alberta a great place to learn and grow.

¹ aet.alberta.ca/agencies

Roles of Institutions within Campus Alberta

The *Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Education System*¹ – released in 2007 – is the foundation of Campus Alberta. Among other things, the framework introduced the **Six Sector Model** which defines distinct and differentiated roles for each publicly funded institution in terms of programs offered, type of research conducted, and geographic area served. These roles are summarized in *Appendix E*.

The sectors are as follows:

The Six Sector Model includes both the 21 public institutions and five not-for-profit institutions commonly referred to as “university colleges.”

Comprehensive Academic and Research Institutions (CARIs)

- ▶ Athabasca University
- ▶ University of Alberta
- ▶ University of Calgary
- ▶ University of Lethbridge

Polytechnical Institutions (PIs)

- ▶ Northern Alberta Institute of Technology (NAIT)
- ▶ Southern Alberta Institute of Technology (SAIT Polytechnic)

Independent Academic Institutions (IAIs)²

- ▶ Ambrose University College
- ▶ Canadian University College
- ▶ Concordia University College of Alberta
- ▶ St. Mary's University College
- ▶ The King's University College

Baccalaureate and Applied Studies Institutions (BASIs)

- ▶ Grant MacEwan University
- ▶ Mount Royal University

Comprehensive Community Institutions (CCIs)

- ▶ Bow Valley College
- ▶ Grande Prairie Regional College
- ▶ Keyano College
- ▶ Lakeland College
- ▶ Lethbridge College
- ▶ Medicine Hat College
- ▶ NorQuest College
- ▶ Northern Lakes College
- ▶ Olds College
- ▶ Portage College
- ▶ Red Deer College

Specialized Arts and Culture Institutions (SACIs)³

- ▶ Alberta College of Art + Design
- ▶ The Banff Centre

In cases where roles and legislation differ between institutions, these *Guidelines* refer to institutions using the Six Sector Model.

The *Roles and Mandates Policy Framework* also introduced the expectation that **Comprehensive Community Institutions** act as regional stewards. This role includes collaborating with community adult learning providers and other partners in their respective regions for the purposes of access planning and facilitating foundational and post-secondary learning opportunities. Alignment of community-based learning providers also helps meet literacy and foundational learning needs and ensures more Albertans have access to a broad range of learning opportunities, particularly in rural and remote areas.

¹ aet.alberta.ca/rolesandmandates

² IAIs are not public institutions. See *Appendix D* to learn more about this type of institution.

³ The two Specialized Arts and Culture Institutions, The Banff Centre and Alberta College of Art + Design (ACAD), are established under different sections of the PSLA and are discussed separately in these *Guidelines*.

Although the roles of publicly funded institutions are defined, Alberta's advanced education landscape is more complex than this. *Appendix D* provides a brief outline of other advanced learning providers. Public post-secondary institution boards may wish to consider how and when to work with these organizations in meeting the needs of learners, taxpayers, and society and how to avoid duplication of learning opportunities in a region. Among other approaches, this consideration may include articulation of learner pathways and transfer agreements.

The Board's Role within Campus Alberta

Campus Alberta Board Chairs are automatically members of the Campus Alberta Strategic Directions Committee. This committee affords the Minister and Chairs a venue to discuss strategic opportunities and challenges. Each public post-secondary institution board is uniquely positioned to contribute to the success of Campus Alberta. As a public sector agency, the board's role in guiding its institution with wisdom and foresight takes place within a public mandate to pursue the betterment of communities and the province as a whole. Reflecting on the diversity of learners and societal demands however, it is clear that acting alone, an institution cannot meet every need for training and education in their region.

When institutions work together, their reach and available resources increase and they contribute to the long-term sustainability of the system. Together, institutions are better equipped to contribute to the growth of the innovative, educated, and highly skilled population that will drive Alberta's prosperity for generations to come.

As the vision for Campus Alberta becomes reality, boards will continue to work with partner institutions to ensure learner pathways are seamless and credential recognition is maximized, a variety of opportunities for efficiency and collaboration are pursued, and the best interests of Campus Alberta are considered in the context of day-to-day decisions.

Alberta Innovates

The Government of Alberta launched Alberta Innovates¹ in January 2010. By taking ten provincially funded research and innovation organizations and realigning them with new roles and mandates, it created a stronger, more flexible and integrated system. Alberta Innovates was developed through consultation with stakeholders and builds on the strengths of Alberta's research and innovation community.

Alberta Innovates consists of an advisory body comprised of provincial and international representatives, the Alberta Research and Innovation Authority, and the following four publicly funded corporations:²

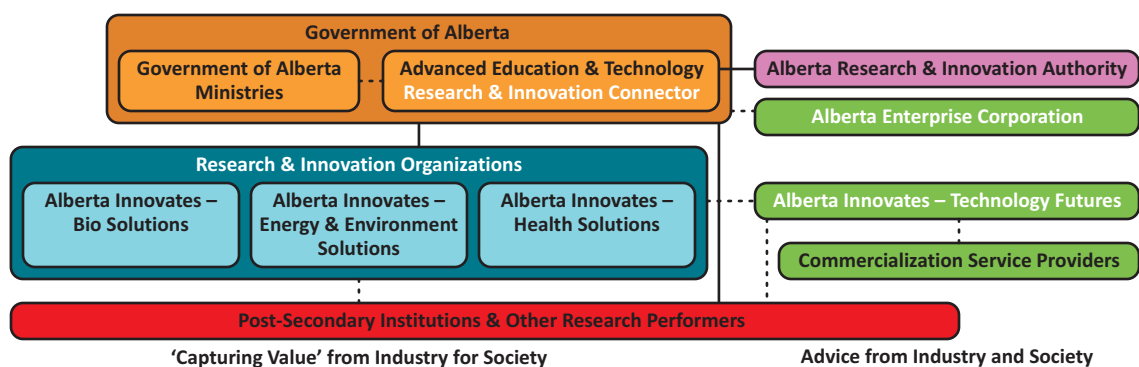
- ▶ Alberta Innovates – Bio Solutions
- ▶ Alberta Innovates – Energy and Environment Solutions
- ▶ Alberta Innovates – Health Solutions
- ▶ Alberta Innovates – Technology Futures

Alberta Innovates works with key innovation support agencies, publicly funded post-secondary institutions, industry, and government to advance research and innovation in the province and make Alberta more competitive in the global economy. AET provides long-term strategic direction and collaborates with Alberta Innovates partners to build a prosperous province and position Alberta's research and innovation system globally as a destination of choice for partnerships in key priority areas.

The Board Relating to Alberta Innovates

Post-secondary institutions are key players in advancing Alberta's innovative future, both by producing highly qualified and skilled people and facilitating ground-breaking research. By aligning the research directions of their institutions with the priorities of the Government of Alberta, boards join their Campus Alberta partners, AET, Alberta Innovates corporations, and industry in a focused effort to create wealth, find solutions to challenges that affect quality of life for Albertans, and increase Alberta's competitiveness in Canada and the world.

Some institutions may also be involved with Alberta Innovates – Technology Futures³ through Regional Innovation Networks or initiatives such as the Youth Technopreneurship Program.



1 albertainnovates.ca

2 Learn more about each corporation in *Appendix C*.

3 albertatechfutures.ca

Introduction

The relationship between an institution's board of governors and the government is an important one. This relationship most often plays out with the department of Advanced Education and Technology¹ since the Minister of Advanced Education and Technology has primary responsibility for the *Post-secondary Learning Act*.^a A separate government unit, the Agency Governance Secretariat,² also has an important role in promoting continuous improvement in good governance and supporting an understanding of the Public Agencies Governance Framework³ and the provisions of Government of Alberta policies on good governance.

a DTRR s.3(1)

b APAGA s.6(a)

c APAGA s.10(1)

d APAGA s.6(c)

The Minister's involvement includes:

- ▶ strategic planning^b and direction setting for Alberta's advanced learning and innovation systems,
- ▶ policy development,^c
- ▶ funding for general operations and specific purposes,
- ▶ promoting transparency and accountability, and
- ▶ monitoring^d for compliance with accountability requirements.

This dynamic relationship is worked out through formal meetings between the Minister (or his/her senior officials) with board chairs, presidents and vice-presidents, as well as the frequent working relationships between department and institution staff.

Leadership in an institution comes from the board of governors and specifically, from the chair who serves as the voice of the board to the Minister and the public. Operational issues are usually delegated to the deputy minister of AET and the institution's president.

Department Structure



Campus Alberta Strategic Directions Committee

One of the primary mechanisms for institutions to connect with the Minister is through the Campus Alberta Strategic Directions Committee (CASDC). This committee, established in the PSLA in 2008,^a is chaired by the Minister and comprises board chairs of each of Alberta's 26 publicly funded institutions included in the Six Sector Model. The committee meets several times each year.

a PSLA s.107.1(1)

The CASDC supports the intention of boards as liaisons between government and institutions. Its goals are to:

- ▶ provide an opportunity for the Minister to communicate provincial-level directions,
- ▶ encourage dialogue and collaboration among institutions,
- ▶ provide board chairs a forum to articulate their perspectives on system-wide topics among their peers, and
- ▶ give advice to the Minister^b on how to strategically advance the vision of Campus Alberta.

b APAGA s.7(1)

1 aet.alberta.ca

2 treasuryboard.alberta.ca/AgencyGovernanceSecretariat.cfm

3 treasuryboard.alberta.ca/1261.cfm

Institution Mandates

- An institution's **Mandate Statement**¹ is a requirement of each public institution under the PSLA. It is prepared under the direction of the board and submitted to the Minister for approval.^a It sets out the institution's authority to operate and provides a scope for the types of activities it may engage in,^b including its types of programs of study,^c scope of research activity, learner groups, and primary geographic service region. As the priorities of an institution evolve in response to changes in society and demographic or economic pressures, institutions may propose changes to mandate statements. Such proposals are carried out in consultation with AET and must take into consideration the institution's role and relationships within Campus Alberta and the distinct charge given to it^d through the *Roles and Mandates Policy Framework* and the Six Sector Model.
- a PSLA s.103(1)
 - b PSLA s.59(3), 60(1)(a), 103(3)
 - c PSLA s.105(1)
 - d PSLA s.103(2)

The board's **Mandate and Roles Document**² – not to be confused with the *Roles and Mandates Policy Framework* discussed in *Chapter 2* – provides a high-level understanding of the board's role within the government structure and outlines the goals and performance expectations of the Minister. It provides an opportunity for dialogue between the Minister and the chair and the resolution of issues relating to roles and responsibilities. Since it is a public document and a requirement of all public agencies, it also offers an opportunity for the public to understand the mandate and roles of each agency in a transparent manner.

1 aet.alberta.ca/institutionmandates
2 aet.alberta.ca/institutionboards

Budget and Institutional Planning

a GAA s.7

b GAA s.13

c GAA s.4

d PSLA s.78(1);
GAA s.16(2)

e PSLA s.78.1

f PSLA s.121(2)

Each spring, the Government of Alberta releases a budget and a three-year business plan.^a In support of this, AET releases its own budget and business plan.^{b, 1} The budget is generally finalized in February or March and incorporated into the Government of Alberta's *Estimates of Expenditures* which, in turn, is often tabled along with the annual Budget Address during the Spring Session of the Legislative Assembly.^c

During this time, institutions prepare a comprehensive institutional plan^d that includes such items as institutional goals, strategies and performance measures and targets, as well as enrolment plans and projections,^e academic and research plans, and resource requirements (including a budget and capital requirements). This plan is developed under the guidance and formal approval of the board. Given the board's role, it is expected that the plan supports government's core businesses and goals, and especially the goals of AET. In addition, institutions are expected to develop long-range land use and development plans relating to land owned by or leased to them. In the case of CARIs, this is a legislated requirement.^f

In addition to the provincial and AET business plan and budget, several other tools and processes facilitate dialogue within the post-secondary system and guide institutional planning:

The **Campus Alberta Planning Resource (CAPR)**² is an annual profile of Campus Alberta. It provides context and broad direction to support planning within Alberta's post-secondary system. It also outlines strategic directions to ensure learners can access post-secondary education across the province and highlights important demographic and economic drivers that impact post-secondary access and participation. This key source of information can be used by boards as a base for long-range planning and collaborative efforts and is also a reference on which strategic directions are set by AET to support the Campus Alberta vision.

The **Post-secondary Capital Plan** is an internal government planning process that supports the Government of Alberta's 20-year Strategic Capital Plan³ to ensure post-secondary facilities are adequately maintained and there is sufficient capacity to meet projected enrolment demand. Institutions are responsible for identifying expansion and preservation priorities annually through their comprehensive institutional plans. Government reviews and prioritizes institution requests within the context of the CAPR.

The **Alberta Research and Innovation Plan (ARIP)** is an annual guide for Campus Alberta institutions that conveys strategic priorities for research and innovation.

The research planning process that was piloted in 2010 has now been integrated with the Comprehensive Institutional Plan (CIP) process in 2011. The ARIP is used in the CIP process to encourage alignment of Campus Alberta research plans with the government's research and innovation priorities. The intent is to guide the development of strategic research capacity that will support the targeted priorities of GOA ministries and Alberta Innovated corporations.

Institutional Consultations build on the tools and processes above to assist each institution in developing its comprehensive institution plan. Given the scope of activities included in this plan, AET officials representing planning, programming, research, and accountability perspectives visit each institution to share information and discuss the institution's plans, opportunities, and challenges for moving forward. These meetings are a key instrument in establishing the positive working relationships that are essential for institutions to fulfill their mandates.

1 aet.alberta.ca/businessplan

2 The most recent version of the CAPR publication is available publicly at aet.alberta.ca/capr.

3 treasuryboard.alberta.ca/CapitalPlanning.cfm

Required Government Approvals

Institution plans are developed under the direction of the board and are approved by the board. In some cases, further approval is required from government before a board can enact these plans. The source of approval differs depending on the action requested. The following are examples of actions requiring approval, and the method of approval required by legislation:

The **Minister of Advanced Education and Technology** must approve the following:

- a PSLA s.103(1)
 - ▶ Revisions to an institution's mandate statement.^a
 - ▶ Establishment, change, or discontinuation of programs of study, as discussed below.
- b PSLA s.47.1(1)
 - ▶ Establishment of an Alternative Academic Council^b to replace the Academic Council (BASIs, PIs, CCIs, and Alberta College of Art + Design only).
- c PSLA s.78(3)
 - ▶ A deficit budget^c (i.e. where the consolidated operating expense exceeds the consolidated operating revenue).
- d PSLA s.73(1), FAA s.81
 - ▶ Long-term borrowing^d for purposes that include capital expansion and renovation through the Alberta Capital Finance Authority.^{LGIC, FE}
 - ▶ Setting up, acquiring, or dissolving a subsidiary corporation.^{e, LGIC}
 - ▶ Establishing a registered pension plan^{f, LGIC} or a supplementary pension plan.^g

FE
These items also require Finance and Enterprise approval.

LGIC
These items require final approval by the Lieutenant Governor in Council (i.e. Cabinet) after the Minister has approved the request.

The **Minister of Infrastructure** must approve the following:

- h PSLA s.66
 - ▶ Expropriation of land^h for the purposes of the institution.^{LGIC}
- i PSLA s.67(1.1)
 - ▶ Sale or exchange of an interest in landⁱ (other than donated land), or the lease of land for a term longer than five years.^{LGIC}

Program Approvals by the Minister are required for public institutions wishing to offer a new program of study or to change or discontinue an existing program of study. New degree, diploma, and certificate proposals are developed by institution staff.¹ Before the institution can begin offering the program, the proposal undergoes a system coordination review by AET, during which the department considers how the proposed program aligns with government and provincial priorities and the institution's mandate and how it meets the broader needs of the post-secondary system and other stakeholders.

This program approval process also applies to apprenticeship technical training programs. The difference is that curricula for these programs are developed by industry and are standard for all Alberta providers.

In the case of a new degree program proposal, when the proposal meets the requirements of the system coordination review, the Minister may refer it^j to the Campus Alberta Quality Council for a quality review.²

j PSR s.4

1 At institutions where the Academic Council cannot make academic decisions (see *Appendix F*), the proposal is submitted to the board for approval.

2 A flowchart outlining the degree program approval process is available at caqc.gov.ab.ca/Application/approval.asp.

Funding

An important role AET plays within Campus Alberta is the provision of funding support for post-secondary institutions. This funding has several purposes:

The **Campus Alberta Grant** supports the delivery of approved credit programming, apprenticeship seats, and research at Alberta's 26 publicly funded post-secondary institutions. Supported activities include access, instruction and program operating costs, academic support, student services, computing, network and communications services, institutional support, and facilities management, operations, and maintenance. The Minister's annual grant letter to the board chair includes accountability requirements for this funding.

Capital Grants support the infrastructure needs of Alberta's 21 public institutions related to instruction, research, and administration. This funding supports expansion projects needed to increase student access and research capacity, as well as preservation projects needed to maintain and improve existing buildings. Specific funding through the Infrastructure Maintenance Program provides additional funding support for the preservation and maintenance of facilities. Capital grants do not support facilities for revenue generation or ancillary services, such as parkades or student/staff residences.

Research Grants are available to public post-secondary institutions in accordance with their research mandate within the Six Sector Model.¹ While a portion of each CARI's Campus Alberta Grant implicitly supports pure and sponsored research activity, AET also invests in research through its Research Capacity Program (RCP). The RCP supports science and research initiatives by providing the tools and facilities required to conduct leading-edge research, build capacity and excellence, train highly qualified personnel, and recruit and retain full-time academic faculty members at Alberta institutions.

Alberta Innovates corporations² also provide targeted research grants to post-secondary institutions.

The **Apprenticeship Enrolment Grant** is a dynamic funding mechanism that allows apprenticeship technical training providers (e.g. PIs and some CCIs) to plan for and respond adequately to learner demand. It supplements the apprenticeship seats funded through the Campus Alberta Grant. AET estimates the number of seats required at each institution according to criteria which include the number of registered apprentices eligible for training in each region, training facility availability, and current and historical class fill rates.

Apprenticeship technical training seats are conservatively estimated for initial registration. Since apprentices can begin their training at many points during the year, seats can be added accordingly when there is evidence they will be filled.

¹ Appendix E

² albertainnovates.ca

Accountability and Reporting Requirements

Essential in a public institution's mandate is its ultimate accountability to the people of Alberta (through the Minister) that resources are being used effectively and appropriately. With the exception of audits by the Auditor General and funding provided through other government departments, this accountability is primarily the responsibility of the board and the Minister. To assist in this, the Minister is given authority to request any reports and other information from the institution, which the institution is required to provide.

Each board's annual report discusses the institution's performance in relation to the plans set out in its comprehensive institutional plan and includes audited financial statements. The preparation of these documents is supported by regular reporting on student applications and enrolments, financials, costing for credit and non-credit programs of study, and other performance indicators. AET manages several databases in coordination with institutions to handle these types of reporting.

Details on each institution's specific accountability and reporting requirements can be found in their annual Campus Alberta Grant letter and are also outlined in the board's Mandate and Roles Document.¹

Relationships with Other Government Departments

A discussion of post-secondary institutions' relationships with government would be incomplete without acknowledging the varied relationships institutions often have with provincial ministries other than AET.

These relationships are based on the unique mandates of each ministry in question. Among other activities, ministries may offer funding opportunities and require the associated accountability requirements; provide strategic planning and oversight of local, provincial, national, and international initiatives; and execute contracts for research and the provision of training. In particular, the involvement of Alberta Education directly impacts admission criteria and other related matters.

More information on interactions with other departments is included in each board's Mandate and Roles Document.²

¹ aet.alberta.ca/institutionboards

² aet.alberta.ca/institutionboards

Governance and Administration

For most institutions, governance is defined generally as being the realm of the board of governors. However, at some institutions, responsibility for business affairs rests with the board and responsibility for academic affairs rests with a second body (subject to the overall authority of the board). The name of the second body differs depending on the type of institution. See Relationships with Internal Bodies below for information.

The *Post-secondary Learning Act* (PSLA) confers on a board the authority to delegate any of its powers, duties or functions, with the exception of the power to make bylaws, to any person in the institution's administration. Differentiating roles to take advantage of the strengths of each body is an important and sometimes ongoing task.

While the PSLA imposes some specific requirements on boards, each board will approach the matter of delegation in a different way. In any case, it is imperative that members are able to distinguish between matters pertaining to their role and the role of the administration. This is essential for effective governance.

The **Board of Governors** is a policy-making body with responsibility for senior oversight and ensuring the activities of the institution are consistent with its mandate. Policies are made and approved by the board, in consultation with the administration and other stakeholders, to govern all major areas. This includes both strategic policy as well as more operational policy related to programming, finances, student services, personnel, infrastructure, and internal and external relations. The following are some of the specific tasks and responsibilities given to the board in the PSLA:

- a PSLA s.81(1) ▶ Appointing the President^a and monitoring his/her performance.
- b PSLA s.83, 87(1), 96(1) ▶ Collective agreements.^b
- c PSLA s.103(1) ▶ Formulating the institution's mandate.^c
- d PSLA s.78-80 ▶ Government relations and accountability.^d
- e PSLA s.75(3) ▶ Developing investment policies.^e
- f PSLA s.78(1) ▶ Approving comprehensive institution plans and policies,^f long-range plans,^g and programs of study^h for submission to the Minister.
- g PSLA s.121(2) (CARIs only)
- h PSLA s.19(e), 45(3)
- i PSLA s.61(1); TFR ▶ Approving tuition levelsⁱ (except for apprenticeship students).^j
- j PSLA s.61(3) ▶ Community relations.
- k PSLA s.64 ▶ General supervision of student affairs^k (at CARIs, this responsibility belongs to the General Faculties Council^l).
- l PSLA s.31(1)
- m PSLA s.63 ▶ Serving as an appeal body.^m

n PSLA s.60(1)(b)

Outside of these tasks the board also exists as a reminder that the institution has a public mandate,ⁿ one that is best served not only by thinking broader than the wants and needs of one constituency group, but also by considering what is best for Campus Alberta and the broader community.

The **Administration** (which includes the president, vice-presidents, registrar, and other senior officials) is given responsibility for the day-to-day operations of the institution and other tasks as determined by the board. As such, it is accountable to the board for how well these tasks are accomplished. Where the board is primarily a policy-making body, the administration's role is in the implementation of board policies and direction, although it has a role in proposing policies and at times developing them at the direction of the board.

Board's Relationship with the President

The relationship of the board with the president or CEO of the institution is very important. Quite simply, the president's role is to ensure staff fulfills the expectations of the board by supervising and directing the operation of the institution. However, in an organization with anywhere between 250 and 15,000 staff and faculty, this can be a significant undertaking. This is why the president may assign and delegate any of his or her powers, duties, or functions.^a

a PSLA s.81(4)

Since the board is ultimately responsible for the quality and performance of the institution's administration, potentially the most important single task given to boards is the recruitment of this individual to lead the institution's operations. Unusual to many governance models, the President is a member of the Board because of their position and knowledge of the institution and Campus Alberta.

Presidential Recruitment processes vary across institutions but in all cases, the important tasks of recruitment, appointment, and prescribing the term of office and remuneration^b fall squarely on the shoulders of the board. When approaching this process, boards should keep in mind that a successful president must possess certain personal attributes: an understanding of education, administrative skills, interpersonal skills, personal integrity, and leadership ability. Aside from these, the qualities desirable in a president depend largely upon the particular needs of the institution and how the board envisions its future direction.

b PSLA s.81(1,2);
APAGA s.17(1)

In **Regular Decision Making**, it is important that the board respects the responsibilities and authority delegated to the president as such matters should not be decided by the board or its committees. This does not take away from the board's ultimate accountability for decisions, but it points to the importance of setting clear expectations for the president and then holding him or her to account that those expectations are being met.

Regular Performance Reviews are the most effective way to develop and maintain objective relationships between the board and president, which in itself is essential to the institution's success. Since the board is accountable for the quality and performance of its administration, it is important that it evaluates the administration's overall efficiency and effectiveness in using financial and human resources to meet institutional objectives. This can be accomplished through many measures, but it is important that the criteria used are clearly established when the president is appointed and revised or reinforced with each successive performance appraisal.

Relationships with Internal Bodies

The PSLA establishes several internal bodies within an institution and empowers them to engage in certain activities, either on behalf of constituent groups within the institution or the general public. In every case, the board is the senior body with overarching authority, normally drawing upon the advice of these groups to satisfy its responsibilities. The existence of some of these groups differs across types of institutions, with a higher number existing at CARIs than other types of institutions.

Appendix F highlights the internal bodies established by or discussed in the PSLA. Except in cases where the name is legislated by the PSLA, some may operate under different names at various institutions.

Composition

The makeup of boards differs across the types of institutions. Reasons for this may include the presence of a greater number of legislated internal bodies (CARIs), increased involvement of the federal government and professional community (The Banff Centre), and the need for industry representation (PIs). The exact composition is legislated in the PSLA and is intended to reflect a balanced range of perspectives to inform discussions and decision making. However, as indicated in the tables below, the Minister (through Cabinet) has some flexibility in the number of public members appointed to CARI boards and the ability to appoint additional members to boards at BASIs, PIs, CCIs, and the Alberta College of Art + Design (ACAD).

- a PSLA s.16(3)(d)
- b PSLA s.44(2)(b)
- c PSLA s.44(1)(b)
- d PSLA s.52(1)

		CARIs ^a (exc. Athabasca University)	BASIs, CCIs, ACAD ^b	PIs ^c	The Banff Centre ^d
Public Members	Chair	1	1	1	1
	Other	9 or fewer	6	9	5
President		1	1	1	1
Academic Staff		2	1	2	0
Non-Academic Staff		1	1	1	0
Students		2	1	2	0
Graduate Students		1	0	0	0
Chancellor		1	0	0	0
Alumni		2	0	0	0
Senate Member		1	0	0	0
Others		0	Yes	Yes	9 ¹
Total		Up to 21	11 or more	16 or more	16

The board at Athabasca University has a slightly different composition.^e

- e AUR s.3

		Athabasca University
Public Members	Chair	1
	Other	8-10 ² or fewer
President		1
Academic Staff		2
Non-Academic Staff		1
Students		2
Graduate Students		1
Tutor		1
Alumni		0-1 ³
Total		Up to 20

Regardless of the board's composition, it is important to recognize that a board is by definition a group of peers. While the administration may work in hierarchical relationships for accountability purposes, in the role of a board member no one has authority over another.

- 1 Of the nine other members on The Banff Centre board, one is nominated by the federal Minister responsible for the *National Parks Act* and at least five of the nine must be Canadian citizens/permanent residents.
- 2 The governing council may request Cabinet appoint two additional public members.
- 3 The governing council may request the Minister appoint one alumni member.

Appointment Process

Almost all members of the board have to be appointed. The only exceptions are those who are members by virtue of their position. This includes the president and at CARIs, the chancellor.

Selecting capable and well-motivated individuals as members on the board is vital to the board's strength and the success of the institution. As a public sector agency, responsibility for board appointments falls on the Minister but how this looks in practice depends on the type of member being appointed: a public member or a nominated member.

Public Members are appointed through an Order in Council by the Lieutenant Governor in Council. Positions for public members are posted on the Government of Alberta's job board¹ and may be advertised in other media as required. While the Minister ultimately chooses a candidate and takes their name forward to Cabinet, the board and the Minister work together during the recruitment process. In particular, the board is involved in two key activities:

a APAGA s.13(1)(a)

- ▶ Prior to the competition being posted, the board, in consultation with AET, determines the additional skills, knowledge, experiences, and attributes (i.e. competencies)^a that should be considered in recruiting the new member. Boards often evaluate existing membership using a competency matrix to determine which competencies to recruit to.²
- ▶ After the competition has closed, the board reviews applications that met minimum criteria and forwards a recommendation to the Minister.

The chair, a public member, is designated as such through an Order in Council. Since the role of the chair is particularly critical to effective governance, recruitment to this position may follow additional steps.

Nominated Members are recommended for appointment by specific constituency groups within the institution and are appointed by the Minister. Unlike public members, these appointments do not require Lieutenant Governor in Council approval. The process for nomination varies across the groups; however, the appointee cannot be a voting member of the executive body, an officer of an academic or non-academic association, or have responsibility for negotiating with the board.^b

b PSLA s.54

¹ jobs.alberta.ca

² A more detailed public member recruitment process, including core and additional competencies, is available at aet.alberta.ca/institutionboards.

Orientation and Development

For each member, the process of role learning is ongoing. It begins immediately following appointment and continues through meetings, committee work, planning sessions, participation in professional organizations, and self-directed learning. The ultimate goal of this process is that each board member is well enough informed to formulate sound policy and make responsible decisions on fiscal and academic matters.

An **Orientation to Public Agency Governance** is primarily the responsibility of government.¹ This aspect of orientation covers the distinctive characteristics of agency governance in the Alberta public sector and sets the context for more institution-specific learning. It begins with these *Guidelines*, but may also include other activities and support provided by the department or the Agency Governance Secretariat in meeting the requirements of the *Public Agencies Governance Framework*.

An **Orientation to the Institution**, including its specific governance practices, mandate, and environment is primarily the responsibility of the board, although boards sometimes delegate this task to the institution's administration. (Responsibility is discussed in each board's Mandate and Roles Document.)² As part of this orientation, a new board member may be provided with a brief description of the institution's history and summary of such key information as its academic and administrative organization, policies, programs, priorities, enrolments, faculty characteristics, budget, finances, fundraising programs, and infrastructure priorities. The comprehensive institution plan may also be shared. The member may also be offered facility tours, introduced to key senior members of the board and administration, and provided access to board policies, plans, and similar documents.

Self-Directed Learning, while less formal, should supplement structured orientation activities and may prove to be very meaningful to a new board member. For a short and intensive period following appointment, members should be prepared to devote time to learning their roles through reading, initiating discussions with the chair, president, and other board members and participating in campus events. In many cases, seeking mentorship from a veteran on the board may be a good way for a new member to learn the board's governance norms and begin contributing sooner.

The expectation of a member's personal responsibility for their own effectiveness goes past the orientation stage. Strong board members take the initiative to keep abreast of provincial and national education issues, are empowered to ask questions and seek clarification, and understand developments within their institutions.

Ongoing Development Opportunities may also be facilitated by the board for its members throughout the terms of their appointment. Some boards have chosen to do this by including an educational component as a standing item on the agenda for each meeting, although member development can take many different forms.

Personal reflection is an important step in effective governance. Following each Board meeting, members should reflect on their personal contributions and their effectiveness of contributing to a strong board.

¹ See the *Public Agencies Governance Framework*, available at treasuryboard.alberta.ca/1261.cfm.

² aet.alberta.ca/institutionboards

Roles and Responsibilities

In addition to the requirements of being informed of issues impacting the institution, membership on a board involves a considerable time commitment. Regular attendance at board meetings is essential and members may be expected to serve on standing or special committees of the board.

a PSLA s.16(5), 44(4), 52(5)

During board and committee meetings and any other times an individual is acting in the capacity of a board member, they bear a **Fiduciary Responsibility** to act in the best interest of their institution.^a Given the range of perspectives and stakeholders within an institution's community, this is not always a simple task. Board membership is a high calling and requires members to act in a manner that promotes confidence in the fidelity and trust of members, both individually and collectively.

b PSLA s.119(1,2)

Regardless of challenges facing them, board members are equally responsible for the success and reputation of the board and the quality of its decisions. Once a decision is made, it is the responsibility of each board member to publicly support that decision. While members should not take these responsibilities lightly, they are not held personally liable for decisions made by the board or actions taken by them in good faith.^b To this end, **Indemnification** is provided for all board members through a provision in the *Post-secondary Learning Act* (PSLA).

The **Chair** is a first among equals and is granted additional authority within the context of the board. On top of his/her role as a board member, the chair ensures the board stays on task and conducts itself ethically, complying with applicable legislation and the board's own bylaws. Since the board speaks with one voice, the chair is also an official signatory of the institution, the official spokesperson of the board, and serves as a link between the board, president, Minister, and community.

c PSLA s.16(5), 44(4), 52(5)

Members Nominated by Specific Constituents within the Institution are vital to the full and effective discussion of issues, as each offers the perspective and knowledge of an important stakeholder in the institution's community. Regardless, these members bear the same fiduciary responsibility noted above: to act in the best interest of the institution^c regardless of their reasons for being at the table.

Conduct and Conflict of Interest

Board discussions often present individual members the opportunity to exercise their fiduciary responsibility to the institution rather than to a particular interest. Manageable conflicts of interest can occur for any member appointed to a board, whether they are a shareholder or director in a business that provides contracted services to the institution, were nominated by a specific constituent group, or have an interest in another community organization that could affect their ability to impartially discuss the institution's relationship with that organization.

With these and a multitude of other individual personal, professional, and financial interests, each board has procedures requiring immediate disclosure of potential conflicts and where necessary, abstention from discussions or voting. These procedures are formalized in the board's Code of Conduct, a public document. If a member is unsure whether they have a conflict of interest or how to deal with it, they should consult with the chair.

There is also the issue of **Confidentiality**. Members are provided information of all types, both during and outside of meetings. This can include information on collective bargaining negotiations, individual personnel matters, and other matters discussed in closed sessions or provided in confidence. Members are expected to observe the strict confidentiality of these matters.

Breaches in a Board's Code of Conduct can have serious consequences. Depending on the severity of the breach, this may necessitate disciplinary action, the involvement of an outside party such as the Ethics Commissioner, and notification of the Minister. In cases involving a nominated member, breaches can also sour relationships between the board, administration, and the constituents that nominated the member.

Access to Administration for members is one topic that deserves special attention. Being a board member offers greater access to key senior officials, including the president. This access is required for board members to adequately fulfill their fiduciary responsibilities to the institution and is not a mechanism to communicate board direction or advance interests outside of its agenda.

Remuneration

There is a certain element of public service when serving on a public agency board. While the PLSA allows the board to set remuneration rates for its members,^a members should not expect rates to be comparable to those in the private sector for similar work. In fact, many institution boards have chosen to forego direct payment to members and others only offer a small honoraria for time spent on board work. This does not take away from the ability of members to claim expenses related to the performance of their duties. Many boards also set aside funds to support members in attending conferences and workshops.

^a PLSA s.55

Term Lengths

a PSLA s.56(1)

Appointed board members may hold office for a maximum term of three years, with the possibility of reappointment for one additional term.^a In practice, however, term lengths vary by type of member. While public members are commonly appointed for full three-year terms, students are often only nominated to serve for one year at a time and in some cases, academic and non-academic staff members only serve for two years. These term lengths are fixed and are prescribed in the appointment.

b PSLA 56(1)(b)

For the sake of continuity, a member continues to hold office after their term until one of the following occurs:^b

- ▶ he/she is reappointed to a second term,
- ▶ a successor is appointed, or
- ▶ a period of three months has elapsed after the expiration of their term.

c PSLA s.56(2.1)

If a public member is designated as chair during his or her second term, the term limit is amended. In the case of BASIs, PIs, CCIs and Alberta College of Art + Design, the member's second term is amended so it expires after three years of service as chair.^c In the case of CARIs and The Banff Centre, the chair is eligible for reappointment on the conclusion of their term in office.^d The best practice historically employed in Alberta is to not exceed a maximum of 6 years of continuous service.

d PSLA s.56(3)

e PSLA s.56(4)

Members intending to resign before their term has expired should inform the board of their intentions. This notice is needed so that the process to fill the vacancy can begin and to ensure membership of the board is properly constituted at all times. In many cases, another individual may be appointed to serve the balance of the exiting member's term.^e

Considerable Variance in Practices

Provincial legislation does not specify exactly how a board should conduct its business. With the variety of communities, needs, and mandates represented across Campus Alberta, individual boards have used this flexibility in the best interests of their institution. This chapter provides an introduction to board activity and will lead into the specific in-depth orientation provided by each board to its members.

Meetings

Board meetings provide a venue for members to learn together, contemplate and deliberate together, and decide together. The procedural rules governing these meetings are determined by the board itself and are incorporated into the board's bylaws or policies. While often different across the province, such processes are time tested and allow the board to fulfill its mandate in a transparent and accountable way.

In general, board meetings occur in three formats: open, closed, and *in-camera*. For the sake of transparency most boards conduct as many open meetings as possible, allowing any community member to witness the proceedings. Closed sessions only involve the board and its support staff and at times, outside presenters. These are reserved for matters of greater confidentiality such as collective bargaining negotiations or individual personnel matters. *In-camera* sessions only involve the board and are necessary when highly confidential information must be shared with board members and sensitive topics are discussed.

The term “quorum” represents the minimum number of members that must be present for the board to conduct its business. When quorum is present, the board is able to make decisions and all members (present or not) are bound to these decisions.^a

^a PSLA s.58(2)

Board Committees

As discussed in *Chapter 5*, board members may be expected to serve on standing or special committees of the board. Of these two broad classes of committees, standing committees are those that have a long-term responsibility to the board for one or more areas while special committees are established to deal with specific problems or activities and are then disbanded after their tasks are complete. The committee structure of each board is outlined in its Mandate and Roles Document.^{a, 1}

^a APAGA s.3(1)(f)

In some cases, boards may delegate authority to specific committees to make decisions on administrative matters. This delegation may be made to enable the board to spend more time pursuing issues of policy or strategic importance; however, the board maintains full responsibility for the quality of all decisions made. In this context, committees exist to help the board do its job, not to remove difficult choices from the board table. Important decisions should be made by the board as a whole and some decisions, such as collective agreements developed by committee, must be approved by the board before they come into effect.

¹ aet.alberta.ca/institutionboards

Board and Member Evaluation

a APAGA s.19

All Alberta public agencies are expected to have an evaluation process that assesses how well they and their individual members are fulfilling their roles and responsibilities. Part of this evaluation includes the annual reaffirmation and three-year review of each board's Mandate and Roles Document,^a however, many boards also build a continual feedback process into planning processes and ongoing board activity. Some of the activities boards engage in include member self-evaluation, one-on-one meetings between members and the chair, annual evaluations of board effectiveness, and formal reviews of the board by an external organization.

Regardless of how it is conducted, evaluation is an integral part of the governance process. It enables members to continually improve and increases the effectiveness of the board itself in advancing the institution's mandate and ultimately the success of Campus Alberta. More information on responsibilities for board and member evaluation is included in the board's Mandate and Roles Document.¹

Where necessary, the Agency Governance Secretariat (referred to in *Chapter 3*) has committed to providing assistance, tools, and templates to boards in implementing an evaluation system that is appropriate for their work.

1 aet.alberta.ca/institutionboards

Legislation Referenced in these *Guidelines*

The following Acts and Regulations are referenced by acronym in these *Guidelines*. A brief overview of each is available in *Appendix B*, and consolidated (unofficial) versions are accessible at qp.alberta.ca.

AACR	<i>Alternative Academic Council Regulation</i>
AUR	<i>Athabasca University Regulation</i>
DTRR	<i>Designation and Transfer of Responsibility Regulation</i>
FAA	<i>Financial Administration Act</i>
GAA	<i>Government Accountability Act</i>
PSLA	<i>Post-secondary Learning Act</i>
PSR	<i>Programs of Study Regulation</i>
TFR	<i>Public Post-secondary Institutions' Tuition Fees Regulation</i>

Programs, Organizations, etc.

The following acronyms may be encountered by board members during their course of duty:

AACTI	Alberta Association of Colleges and Technical Institutes An incorporated society that speaks for Alberta's 17 public colleges and technical institutes.
ACAT	Alberta Council on Admissions and Transfer A body that oversees the Alberta transfer system to ensure effective transferability of courses and programs.
ACFA	Alberta Capital Finance Authority A provincial authority that provides local school boards, municipalities, and other entities with low-interest financing for capital projects.
ACIFA	Alberta Colleges and Institutes Faculties Association Professional association acting on behalf of academic staff associations at Alberta's colleges and technical institutes. Promotes the professional and economic interests of its members.
AET	Advanced Education and Technology Leads the development of a knowledge-driven future through a dynamic and integrated advanced learning and innovation system.
AGC	Alberta Graduate Council Represents and promotes the interests of graduate students in Alberta to the provincial government and other interested stakeholders.
AGS	Agency Governance Secretariat Promotes continuous improvement in good governance among Alberta's approximately 250 public agencies.

AIT	Apprenticeship and Industry Training An industry-driven partnership with government that ensures a highly skilled, internationally competitive workforce in almost 60 designated trades and occupations. Also a work unit within AET.
ALIS	Alberta Learning Information Service An online information resource that helps Albertans plan and achieve educational and career success. The website provides information on career planning, post-secondary education and training, educational funding, job search, labour market trends, and workplace issues.
APAS	Alberta Post-secondary Application System Online system that allows students to apply at one or more post-secondary institutions and authorize transcript transfers between participating institutions in the province. Known as ApplyAlberta.
ARIP	Alberta Research and Innovation Plan Annual guide for Campus Alberta institutions that conveys strategic priorities for research and innovation.
ASEC	Alberta Students' Executive Council Advocates to government on behalf of the students of 12 Alberta public post-secondary institutions.
ASI	Application Submission Initiative Data on student application and enrolments used for ministry and institutional planning.
ASN	Alberta Student Number A single unique identifier for all Alberta learners.
AUA	Alberta Universities Association Advocacy group for Alberta's four Comprehensive Academic and Research Institutions.
AUCC	Association of Universities and Colleges of Canada Represents the majority of Canadian public universities, not-for-profit universities, and university-degree level colleges. Develops policy on higher education.
BASI	Baccalaureate and Applied Studies Institution Includes two Alberta institutions, Grant MacEwan University and Mount Royal University. Focus on learners interested in education oriented to employment or academic study.
BETW	Building and Educating Tomorrow's Workforce Alberta government's 10-year labour force strategy. Aims to inform, attract, develop, and retain workers and employers.
CAA	Campus Alberta Administration An administrative entity that supports and advances the objectives of Campus Alberta through increased collaboration, synergies, and efficiencies between post-secondary institutions.
CAFA	Confederation of Alberta Faculty Associations A federation of three associations: Association of Academic Staff University of Alberta, Athabasca University Faculty Association, and University of Lethbridge Faculty Association.
CALC	Community Adult Learning Council Provides non-credit learning opportunities to adults in English as a Second Language/French as a Second Language, literacy, employability enhancement, and community issues. Located across Alberta.

CAPR	Campus Alberta Planning Resource An annual department publication that provides a context and the broad direction to support planning within the province's post-secondary system.
CAQC	Campus Alberta Quality Council An arms-length quality assurance agency that makes recommendations to the Minister of Advanced Education and Technology on applications from post-secondary institutions seeking to offer new degree programs in Alberta.
CARI	Comprehensive Academic and Research Institution Includes four institutions: Athabasca University, University of Alberta, University of Calgary and University of Lethbridge. They focus on students seeking undergraduate and graduate level education in a comprehensive research environment.
CASDC	Campus Alberta Strategic Directions Committee Comprised of the board chairs of Alberta's publicly funded post-secondary institutions. It is a forum for the Minister of Advanced Education and Technology to communicate provincial-level directions and enhance collaboration among institutions in order to further the vision of Campus Alberta.
CAUS	Council of Alberta University Students Represents the interests of undergraduate students in Alberta from the University of Alberta, the University of Calgary, and the University of Lethbridge.
CAUT	Canadian Association of University Teachers The national voice for academic staff. Representing 65,000 teachers, librarians, researchers, and other academic professionals and general staff.
CCI	Comprehensive Community Institution Includes 11 institutions spread throughout the province. Focus on learners interested in preparatory, career, and academic programming.
CMEC	Council of Ministers of Education, Canada An intergovernmental body composed of the ministers responsible for elementary-secondary and advanced education from the provinces and territories.
CPI	Consumer Price Index A measure estimating the average price of consumer goods and services purchased by households.
FIRS	Financial Information Reporting System Deals with revenue, expense and related financial data, tuition fee data, and basic information on staff submitted by the publicly funded post-secondary institutions.
FLE	Full-Load Equivalent A unit measure of enrolment in which one FLE represents one student for a year of study (typically September through April) taking a full load.
FNAHEC	First Nations Adult Higher Education Consortium Not-for-profit group whose membership includes 11 adult and post-secondary institutions from Western Canada. Coordinates the efforts of its members to provide quality adult and higher education, controlled entirely by people of the First Nations.

HWAP	Health Workforce Action Plan Outlines 19 key initiatives designed to address Alberta health workforce issues. Involves the ministries of Health and Wellness, Advanced Education and Technology, and Employment and Immigration.
IAI	Independent Academic Institution Includes five institutions in Alberta. Focus on learners interested in academic programs within a faith-based environment.
IAIC	Independent Academic Institutions Council Advocates on behalf of Alberta's five independent academic institutions, also known as private university colleges.
IMP	Infrastructure Maintenance Program Provides funds to post-secondary institutions to assist with maintaining the condition of facilities and to cover the cost of repairs, upgrades, maintenance to and replacement of building systems and major building components.
KIP	Knowledge Infrastructure Program A federal initiative to renew Canada's college and university infrastructure.
KPIRS	Key Performance Indicators Reporting System Collects data about performance indicators such as operations costs per FLE, graduate student satisfaction, and university transfer program leavers.
LEERS	Learner and Enrolment Reporting System Designed to collect, check, report, and analyze information regarding learners and their enrolments in approved credit programs offered by the public post-secondary institutions.
LGIC	Lieutenant Governor in Council Consists of members of Executive Council (or cabinet) and the Lieutenant Governor, the provincial representative of the monarch, and the head of state. It reviews and passes orders in council.
MRD	Mandate and Roles Document Requirement of all Alberta public sector agencies under the <i>Alberta Public Agencies Governance Act</i> . Provides and understanding of the agency's role within government structure and outlines the goals and performance expectations of the responsible minister.
NWPTA	New West Partnership Trade Agreement A comprehensive British Columbia/Alberta/Saskatchewan trade agreement that commits its parties to removing barriers to trade, investment, and labour mobility, further enhancing the competitiveness of Canada's western provinces.
PI	Polytechnical Institution Includes two institutions, NAIT and SAIT. Focus on learners interested in career and technical programming.
PLAR	Prior Learning Assessment Recognition Assessment and recognition of learning gained through experiences other than taking formal credit courses.

PRS	Program Registry System Collects program data for all post-secondary training providers/institutions. Source of information on credit programs for publicly funded institutions to facilitate enrolment counting and for government publications to advise potential students on program availability.
PSE	Post-secondary Education Formal education following the full or partial completion of secondary education (Grade 12).
PSI	Post-Secondary Institution Advance the Campus Alberta vision, provide world-class learning experiences, and generate the human and information resources that will lead Alberta's knowledge-driven future.
RAP	Registered Apprenticeship Program A successful program that enables students to become employed apprentices while they complete high school.
RCP	Research Capacity Program Supports science and research initiatives by providing the tools and facilities required to conduct leading-edge research, build capacity and excellence, train highly qualified personnel, and recruit and retain full-time academic faculty members at Alberta institutions.
RESP	Registered Education Savings Plan A special savings account that allows families to save early for their children's education and training after high school. Money in RESPs can grow with interest and will not be taxed as income until withdrawn by a student.
SACI	Specialized Arts and Culture Institution Includes two institutions: The Banff Centre and Alberta College of Art + Design. Focus on learners interested in the fine arts and creativity.
TFP	Tuition Fee Policy Aims to ensure cost is not a barrier to post-secondary education for learners. Enshrined in the Public Post-secondary Institutions Tuition Fees Regulation.
TILMA	Trade, Investment and Labour Market Agreement An Alberta/British Columbia trade agreement that commits its parties to removing barriers to trade, investment, and labour mobility. Supplanted by the NWPTA.
UCEP	University and College Entrance Program Programs that enable students to complete the courses needed to gain entrance requirements for college and university programs.
UT	University Transfer A program allowing students to complete up to 60 credits of courses at an institution before transferring to a degree-granting institution to complete the program.
YAP	Youth Apprenticeship Project A project that helps students starting in Grade 7 and continuing on to Grade 12 to explore career options through integrated learning activities.



Consolidated (unofficial) versions of Alberta legislation can be accessed and printed directly from the Queen's Printer website:
qp.alberta.ca

When relevant, other websites are listed below for further information.

The following legislation has a direct impact on the operations of public post-secondary institutions. This information is provided for general reference only and is not intended to be relied on as a substitute for legal advice.

The Advanced Learning System

The **Access to the Future Act** outlines broad objectives related to the accessibility, affordability, and quality of the advanced learning system. It also establishes the Access to the Future Fund (see *Chapter 3*) and the Access Advisory Council (see *Appendix C*).

The **Apprenticeship and Industry Training Act** provides the framework for Alberta's apprenticeship and industry training system and outlines the requirement for government to provide training in designated trades. It also regulates who can work in compulsory certification trades. In addition, there are regulations for each designated trade.

The **Post-secondary Learning Act** (PSLA) and the following regulations under that Act, comprehensively govern the post-secondary system. References to PSLA requirements are provided throughout these *Guidelines*.

- ▶ *Alternative Academic Council Regulation*
- ▶ *Athabasca University Regulation*
- ▶ *Campus Alberta Sector Regulation*
- ▶ *Land Use Regulation*
- ▶ *Model Provisions Regulation*
- ▶ *Pension Validation Regulation*
- ▶ *Programs of Study Regulation*
- ▶ *Public Post-secondary Institutions' Tuition Fees Regulation*

The **Professional Statutes Amendment Act, 2010** amended eight separate Acts, adding the requirement that professional regulatory organizations consult with the Minister of Employment and Immigration and the Minister of Advanced Education and Technology, and consider their comments before changing academic qualifications for registration requirements.

Governance and Accountability

The **Auditor General Act** provides that the Auditor General of Alberta (AG) is the auditor of every ministry, department, regulated fund, and public sector agency. The AG must report annually to the Legislative Assembly on the results of its audits and any significant recommendations. Section 71 of the PSLA clarifies that the AG is the auditor of the board of every public post-secondary institution other than The Banff Centre. In practice, however, the audited financial statements of The Banff Centre are also reported to the Legislative Assembly.

The **Financial Administration Act** (FAA) is the primary legislative authority for the financial management of the Government of Alberta. With the exception of The Banff Centre, boards of public post-secondary institutions must comply with the FAA since the majority of their members are appointed by the Lieutenant Governor in Council or the minister. Only the following provisions of the FAA apply to these boards:

- ▶ Section 1 Definitions
- ▶ Section 2 Application of the FAA
- ▶ Section 5 Duties of Treasury Board
- ▶ Section 7 Treasury Board regulations and directives
- ▶ Section 13(3) Power to obtain information
- ▶ Section 80 Incorporation and acquisition of subsidiaries; Lieutenant Governor in Council approval required
- ▶ Section 81 Control of Provincial corporation borrowings; Lieutenant Governor in Council approval required

foip.alberta.ca

The **Freedom of Information and Protection of Privacy Act** (FOIP Act) ensures that public bodies are open and accountable to the public by providing a right of access to records, and to protect the privacy of individuals by controlling the manner in which public bodies collect, use, and disclose personal information. Each public post-secondary institution under the PSLA is a public body as defined in the FOIP Act. Each institution has its own FOIP Coordinator.

The **Government Accountability Act** (GAA) provides a framework in which ministry business plans and annual reports are to be prepared. It also specifies that the governing body of an “accountable organization” as defined in the GAA (such as a post-secondary institution) must prepare, and give to the minister, a business plan and annual report for each fiscal year containing the information, in the form and at a time acceptable to the minister.

The **Government Organization Act**, and the *Designation and Transfer of Responsibility Regulation* under that Act, together establish the departments of the Government of Alberta, designate specific ministers to administer those departments and to be responsible for specific Acts (solely, or in common with other ministers), and specify the powers, duties, and functions to be exercised or performed by specific ministers.

lobbyistsact.ab.ca

The **Lobbyists Act** recognizes that lobbying public office holders is a legitimate activity, but that the public and public office holders should be able to know who is engaged in lobbying activities and who is contracting with the Government of Alberta and Provincial entities. Schedule 1 to the *Lobbyists Act General Regulation* identifies which provincial entities are “prescribed Provincial entities”. This includes both public post-secondary institutions as well as their boards. The impact of being a prescribed Provincial entity is threefold:

1. Individuals who lobby a prescribed Provincial entity must register as lobbyists and information about them and their lobbying activities will be publicly available as part of the lobbyist registry.
2. Those individuals must comply with the prohibition against providing paid advice and lobbying on the same issue at the same time.
3. Once regulations regarding payment information are enacted, each prescribed Provincial entity will be required to publish information about the payments they have made.

Land and Facilities Management

The **Alberta Land Stewardship Act** (ALSA) sets out the regional planning process and potentially affects all activities on land in Alberta and all Albertans. ALSA makes regional plans binding on all provincial government departments and decision-making boards and agencies (which includes boards of universities, public colleges, and technical institutes). ALSA made a consequential amendment to the *Post-secondary Learning Act* (section 121(3.1)), which provides that the board of a university must act in accordance with any applicable ALSA regional plan.

Part 17 of the **Municipal Government Act** (MGA) establishes the authority for municipal planning, subdivision, and development control. Municipalities may adopt plans and land use bylaws and make planning decisions to achieve the beneficial use of land without infringing on the rights of individuals, except to the extent necessary for the greater public interest. The MGA is applicable to public post-secondary institutions; however, section 121 of the *Post-secondary Learning Act* provides that building codes, land use bylaw, and statutory plans as defined in part 17 of the MGA, do not apply to the use or development of land by the board of a CARI (unless it is for primarily commercial purposes as defined in the *Land Use Regulation* under the *Post-secondary Learning Act*). As noted under the *Alberta Land Stewardship Act* (ALSA), the board of a university must act in accordance with any applicable ALSA regional plan.

The **Safety Codes Act** and the regulations under that Act, including any code adopted under that Act, apply to the use and development of any land owned by or leased to a public post-secondary institution.



Public sector agencies such as post-secondary institution boards, play a vital role in advancing the priorities of Advanced Education and Technology (AET) and supporting the businesses of Campus Alberta and Alberta Innovates. They accomplish this by providing coordination, planning, and advice to the minister, governing institutions and corporations, and providing services to the public. Within the ministry of AET, there are more than 30 separate agencies. Each is established through provincial legislation and abides by the requirements of other statutes such as those noted in *Appendix B*.¹

Access Advisory Council provides strategic advice and recommendations to the minister regarding the objectives, operation, and reporting of the Access to the Future Fund.

aet.alberta.ca/accessadvisory

Established in July 2006 under section 5 of the *Access to the Future Act*.

Alberta Apprenticeship and Industry Training Board supports the mission of the Alberta apprenticeship and industry training system by providing advice and recommendations to the minister on all matters related to the training and certification of persons in the designated trades and occupations and the needs of the Alberta labour market.

tradesecrets.gov.ab.ca/setting_industry_standards/ait_board.html

Established in January 1992 under section 2 of the *Apprenticeship and Industry Training Act*.

Alberta Council on Admissions and Transfer (ACAT) serves as a body through which stakeholders work cooperatively for the benefit of learners to ensure smooth transitions—both secondary to post-secondary and post-secondary to post-secondary—and effective transferability of courses and programs within the post-secondary system.

acat.gov.ab.ca

Established in 1974 under the powers granted to the minister in section 7 of the *Government Organization Act*.

Alberta Enterprise Corporation acts as an independent private equity fund of funds manager. The corporation's fund, the Alberta Enterprise Fund, is a \$100 million allocation targeting technology venture capital funds. Through it, the corporation backs institutional seed, venture, and expansion capital fund managers.

alberta-enterprise.ca

Established in December 2008 under section 2 of the *Alberta Enterprise Corporation Act*.

Alberta Innovates – Bio Solutions embraces and supports new technologies and the creation of new ideas for the growing global bioeconomy. It delivers on the potential of agriculture and forestry in areas such as sustainable production, biorefining, composite materials, value-added food and health products, and nano-enabled materials.

albertainnovates.ca/bio

All four Alberta Innovates corporations were established in January 2010 under section 2 of the *Alberta Research and Innovation Regulation*.

Alberta Innovates – Energy and Environment Solutions is a dynamic catalyst for developing innovative, integrated ways to convert our natural resources into market-ready, ecologically responsible energy.

albertainnovates.ca/energy

¹ Also see aet.alberta.ca/agencies for information on each AET agency.

Alberta Innovates – Health Solutions supports top quality, internationally competitive health research. Its research focus seeks to further understanding of health and disease and produce results that make a difference to the health, economy, and societal well-being of Albertans and people around the world.

albertainnovates.ca/health

Alberta Innovates – Technology Futures helps technical industries find solutions, develop products, and move technologies to market. It builds on Alberta’s already established advantage in platform technologies—like nanotechnology, information communications technologies, and genomics—to enhance technical capacity within Alberta’s high-tech companies.

albertatechfutures.ca

Alberta Research and Innovation Authority is an advisory body that provides strategic advice and recommendations to the Government of Alberta on research opportunities, emerging technologies, and policy directions to enhance innovation.

albertainnovates.ca/research

Established in January 2010 under section 3 of the *Alberta Research and Innovation Act*.

Campus Alberta Quality Council (CAQC) makes recommendations to the Minister of Advanced Education and Technology on applications from post-secondary institutions for new degree programs in Alberta and monitors degree programs to ensure its quality standards continue to be met.

caqc.gov.ab.ca

Established in 2004 under section 108 of the *Post-secondary Learning Act*; duties and powers outlined in the *Programs of Study Regulation*.

Students Finance Board is accountable to the Minister of Advanced Education and Technology and is responsible for advising the minister on matters pertaining to government financial assistance for post-secondary students, including scholarships under the *Alberta Heritage Scholarship Act* and other matters specified by the minister.

aet.alberta.ca/sfb

Established under section 2 of the *Students Finance Act* in 1953, and continued under section 4 of the *Student Financial Assistance Act*.

Alberta's advanced education landscape is much more complex than the system of 21 public institutions that are the subject of these *Guidelines*. Other advanced learning providers in Alberta include the following:

Aboriginal Colleges are band-governed, not-for-profit post-secondary providers that offer a range of learning opportunities within a culturally affirming environment. Some programs may be offered in collaboration with a publicly funded institution and transfer agreements for programs and courses may exist between these and other institutions. All of Alberta's Aboriginal colleges are members of the First Nations Adult and Higher Education Consortium. Advanced Education and Technology (AET) does not provide ongoing operating funding to these colleges but may provide grants for specific initiatives, including funding through the Access to the Future Fund. Students in some of these programs may be eligible to apply for student financial assistance.

Community Adult Learning Councils receive funding from AET to address unique part-time, non-credit adult learning needs in local communities. They are volunteer associations comprised of five or more people who work together to meet the program goals of improving the accessibility of learning opportunities in Alberta's communities, especially for those with barriers to learning; to provide opportunities for Albertans to acquire important foundational skills; to address education, training, and learning gaps in Alberta's communities; and to mobilize community volunteers and other resources in support of learning.

English as a Second Language (ESL) Schools are distinct private corporations that operate ESL schools, typically providing services to international students. These institutions do not receive government funding. Some of these institutions belong to either the Canadian Association for Private Language Schools or the Canadian Language Council, both of which have their own quality accreditation systems.

Independent Academic Institutions (IAIs) provide ministry-approved¹ and publicly funded degree programming, primarily in the liberal arts, sciences, business, and education. Unlike public institutions, these not-for-profit private institutions are not established in the PSLA but are empowered through it.^a Because they receive some public funding for approved degree programs, they have accountability requirements that are similar to public institutions and are included in the Six Sector Model.²

a PSLA s.106(2)(b)

Some IAIs also offer non-publicly funded programs, primarily religious studies and divinity degrees.³ While these specific programs are not reviewed or approved by AET, the institution may voluntarily meet the accreditation standards of other bodies such as the Association for Biblical Higher Education, and students enrolled in these programs may be eligible to apply for student financial assistance.

Non-Resident Institutions, in certain circumstances, are authorized to offer ministry-approved degree programs in Alberta. While these institutions must be accredited or recognized in their home jurisdiction, their degree programs are still reviewed by AET to ensure they meet Alberta's quality standards.⁴ Non-resident institutions do not receive government support, although students at these institutions may be eligible to apply for student financial assistance.

¹ See *Required Government Approvals* in Chapter 3.

² See *Appendix E*.

³ A degree in divinity is described in s.14 of the *Programs of Study Regulation* as a program that primarily prepares students for service in the work of a religious group. Since degrees in divinity are excluded from s.106(1) of the PSLA, they do not require ministry approval.

⁴ See *Required Government Approvals* in Chapter 3.

Private Vocational Training Institutions offer both licensed and non-licensed short-term, vocation-specific training programs. The approximately 150 private vocational providers offering licensed programs operate under the *Private Vocational Training Act* and related regulation.

The licensing process requires demonstration of industry support and labour market demand for graduates, relevance of the curriculum, appropriateness of admission requirements to students, and suitability of the instructor's qualifications. If there is a professional body that regulates the field, its requirements need to be met prior to applying for training. Institutions offering licensed programs must remain in compliance with the *Private Vocational Training Act* and Regulation in order to maintain their license. Private vocational training institutions do not receive funding from AET, although students enrolled in licensed programs may be eligible to apply for student financial assistance.

Religious Training Institutions operate under the names of theological colleges, Bible colleges or institutes and seminaries, and offer religious and faith-grounded vocational education in Alberta. Some of these institutions offer combined programs where students earn both a provincially recognized credential and a non-ministry approved divinity degree. Students at some of these institutions may be eligible to apply for student financial assistance.

Volunteer Tutor Adult Literacy Services (VTALS) provide literacy, numeracy, and English language skills through one-on-one tutoring, small-group tutoring, and classroom instruction across rural and urban Alberta. These programs recruit and train volunteer literacy tutors and match them with adult learners. VTALS may be standalone organizations or affiliated with Community Adult Learning Councils. They are supported by AET and are dependent on community volunteers to provide ongoing literacy support to adult learners.

Institution	Service Area	Primary Credential Offerings	Research Activity	Primary Clients	Program / Delivery / Research			
Comprehensive Academic and Research Institutions				<i>Learners interested in</i>				
University of Alberta	Alberta & external	Comprehensive baccalaureate & graduate programs	Comprehensive research function	Learners interested in a comprehensive, research intensive environment	Broad focus, various centres of excellence			
University of Calgary								
University of Lethbridge								
Athabasca University				Learners interested in open, flexible learning opportunities	Primary focus on distance delivery & related technologies			
Baccalaureate and Applied Studies Institutions								
Grant MacEwan University	Northern Alberta	Baccalaureate degrees in specified areas, certificates, diplomas, & applied degrees	Applied research/scholarly activity	Learners interested in career & academic programming	Areas of instructional excellence			
Mount Royal University	Southern Alberta							
Polytechnical Institutions								
Northern Alberta Institute of Technology	Northern Alberta	Apprenticeship, certificate & diploma programs for technical vocations, some applied & baccalaureate degrees in specified areas	Applied research/scholarly activity	Learners interested in career & technical programming	Areas of instructional excellence & specialization			
Southern Alberta Institute of Technology	Southern Alberta							
Comprehensive Community Institutions								
Lakeland College	East Central Alberta	Certificates & diplomas, adult academic upgrading, apprenticeship, applied degrees, primarily collaborative baccalaureate programming	Applied research/scholarly activity	Learners interested in preparatory, career & academic programming	Areas of instructional excellence			
Lethbridge College	Southwestern Alberta							
Medicine Hat College	Southeastern Alberta							
Olds College	West Central Alberta/Alberta							
Red Deer College	Central Alberta							
Grande Prairie Regional College	Northwestern Alberta							
Keyano College	Northeastern Alberta							
Northern Lakes College	North Central Alberta					Applied research	Learners interested in preparatory & career programming	■ agricultural, horticultural & environmental
Portage College	East Central Alberta							
Bow Valley College	Calgary & region					Certificates & diplomas, adult academic upgrading	Applied research	Learners interested in preparatory & career programming
NorQuest College	Edmonton & region							
Independent Academic Institutions								
Concordia University College of Alberta	Edmonton & region	Limited baccalaureate programs, may offer limited graduate programming in niche areas	Applied research/scholarly activity	Learners interested in a faith based environment	Liberal arts, science & education programs			
The King's University College								
Canadian University College	Central Alberta							
Ambrose University College	Calgary & region							
St. Mary's University College								

¹ See aet.alberta.ca/sixsectormodel for more information.

Institution	Service Area	Primary Credential Offerings	Research Activity	Primary Clients	Program / Delivery / Research
Specialized Arts and Culture Institutions					
Alberta College of Art + Design	Alberta & external	Certificates & diplomas, applied/baccalaureate & graduate degrees in specified areas	Applied research/scholarly activity	Learners interested in career & academic programming	Areas of instructional excellence in visual culture & design
The Banff Centre		Non-parchment programs	Applied research	Learners with prior academic & professional experience	Professional development & unique programming in arts & creativity

The following councils, associations and other bodies are established or empowered in the *Post-secondary Learning Act*. In fulfilling their mandates, boards may also interact with other bodies in the institution, in their regions, and across Campus Alberta.

Applies to	Body	Role	Composition
Academic Decisions and Recommendations			
a PSLA s.26(1) b PSLA s.19 c PSLA s.26(1)(l,o) d PSLA s.31(1) e PSLA s.23-25	CARIs (excluding Athabasca University)	General Faculties Council	Has responsibility for academic affairs, ^a and can make recommendations to the board on any matter within its purview, which the board must consider. ^b Such matters include, but are not limited to, the establishment of faculties, schools, departments, chairs and programs of study, affiliation with another institution, and academic planning. ^c Also has general supervision of student affairs ^d and may discipline students, subject to the right of appeal to the board.
f PSLA s.29 g PSLA s.28(2)		Faculty Councils	Subject to the oversight of the General Faculties Council, each has several powers and duties related to its faculty in regards to programs of study and student admissions, examinations, and conditions for withdrawal. ^f
h PSLA s.47 i PSLA s.46 j PSLA s.47(1)	BASIs PIs CCIs Alberta College of Art + Design	Academic Council	Makes recommendations to the board respecting any academic issue, including topics such as academic awards, standards and procedures for the selection and admission of students (outside of apprenticeship programs), and courses and programs of instruction to be provided by the institution. ^h
k AACR s.6 l AACR s.5		Alternative Academic Council	May be established in place of an Academic Council, with the minister's approval. ^j The powers and duties of this council more closely mirror a General Faculties Council, allowing it to make academic decisions rather than submitting recommendations for academic matters to the board. ^k
m AUR s.13 n AUR s.10	Athabasca University	Academic Council	Powers and duties are identical to those of a General Faculties Council. ^m
Public Interest			
o PSLA s.13(1) p PSLA s.11(3)	CARIs (excluding Athabasca University)	Senate	Inquires into any matter that might benefit the institution and enhance its position in the community. ^o Within this broad mandate it has an advisory role to the board and a ceremonial role which includes conferring degrees and guarding traditions.
	All other public institutions	Board of Governors	Described in these <i>Guidelines</i> .
Broad Role, as Delegated			
q PSLA s.27(2) r PSLA s.27(1)	CARIs (excluding Athabasca University)	Deans' Council	Advisory body to the board, GFC, and President, with the powers, duties, and functions delegated to it. ^q
			<ul style="list-style-type: none"> ■ Members by virtue of their position, including President (chair), Vice-Presidents, Dean of each faculty, and others ■ 2 students and 1 graduate student ■ Members elected to represent faculties and schools, numbering twice the number of persons members by virtue of their position^e ■ President ■ Dean (chair) ■ All full-time academic staff of the faculty ■ Members of related professional associations ■ Other members as determined by the board^g ■ At least 1/3 academic staff ■ 1/3 students ■ 1/3 senior officials (inc. President (chair)) and other members appointed by the boardⁱ ■ Vice-President Academic and a majority academic staff members ■ No more than 10 senior officials and President (chair) ■ No more than 5 students ■ Other members as determined by the board^l ■ Vice-President and Associate Vice-President Academic, several academic staff and a tutor ■ Senior officials (inc. President (chair)) and professional staff ■ A public member of the governing council ■ A student, graduate student, and alumnusⁿ ■ 6 members by virtue of their position, inc. Chancellor (chair) and President ■ 16 members appointed from different constituents within the institution ■ 9 members appointed by the Minister from the public ■ 30 members representing different geographical areas and interests in the institution^p ■ See Chapter 5. ■ President (chair) ■ Vice-Presidents ■ Dean of each faculty ■ Other officers^r

Applies to	Body	Role	Composition
Staff Associations			
s PSLA s.85(3) t PSLA s.87(6)	CARIs BASIs PIs CCIs Alberta College of Art + Design	Academic Staff Assoc. Represents academic staff members to the board and has the exclusive authority, on behalf of academic staff members, to negotiate and enter into an agreement with the board. ³ These agreements are binding on the board, the Academic Staff Association, and academic staff members. ⁴ As a separate statutory corporation, the Academic Staff Association may charge membership fees, elect an executive, and acquire, manage and dispose of property. After consultation with the Academic Staff Association, the board is required to designate employees or categories of employees as academic staff members or non-academic staff members. ^u	■ All academic staff members
u PSLA s.60(2)(a) v PSLA s.1(k)		Non-Academic Staff Assoc. The bargaining agent responsible for negotiating and entering into agreements with the board in respect to non-academic staff members. ^v In some cases, this role is undertaken by a union such as the Alberta Union of Provincial Employees or the Canadian Union of Public Employees, although it may also be an institution-specific association.	■ All non-academic staff members
Students Associations			
w PSLA s.64 x PSLA s.31(2)	CARIs BASIs PIs CCIs Alberta College of Art + Design	Students' Assoc. (SA) Responsible for the administration of student affairs at the institution, subject to the authority of the board ^w (and at a CARI, the President and the GFC). ^x This may include the development and management of student committees, the development and enforcement of rules relating to student affairs, and the promotion of the general welfare of students. The SA may levy fees on its members and also acquire, hold, and dispose of property ^y with the approval of the board. The council of the SA is the official channel of communication ² between students in credit courses (with the exception of graduate students at a CARI) and the board, and also nominates student members to other internal bodies.	■ All students, with the exception of graduate students at CARIs
y PSLA s.93(4) z PSLA s.95(4)			
1 PSLA s.94(4) 2 PSLA s.95(5) 3 PSLA s.96(1) 4 PSLA s.96(4)	CARIs	Graduate Students' Assoc. (GSA) Has similar powers and duties to a SA (see above), including the ability to acquire, hold, and dispose of property. ¹ Its council is the official channel of communication between graduate students and the board. ² The GSA also has the exclusive authority, on behalf of graduate students, to negotiate and enter into employment agreements with boards on behalf of graduate students employed by the institution. ³ Such an agreement is binding on the board, the GSA, and the graduate students. ⁴	■ All graduate students at a CARI