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## The Board of Governors of Bow Valley College Mandate and Roles Document

### Preamble

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

### 1. Mandate

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

#### 1. Type of Institution, Sector, and Governance

The College is a board-governed public post-secondary institution operating in Alberta as a comprehensive community college under the authority of the *Post-Secondary Learning Act* (PSLA).

#### 2. Outcomes

The College provides applied outcomes-based education experiences, including competency-based education that facilitate academic and professional growth. We offer a wide range of credit and non-credit learning opportunities that lead to foundational skills acquisition and enhance technical and workplace skills to facilitate more Albertans with starting careers, advancing in their careers, or discovering further learning opportunities.

The College supports the economic diversification and growth of Calgary and regional communities by responding to the needs of industries that are growing and innovating, contributing to Alberta’s community of entrepreneurs, and preparing employment-ready graduates for participation and resilience in the labour force. We provide opportunities for Albertans to transform not only themselves but also their communities.

Within the adult learning system, the College is a comprehensive community college focused on expanding access to upskilling, reskilling, career programs, advanced career preparation, and work integrated learning opportunities that enable more Albertans with securing employment and roles within their communities aligned to their skills and potential. We create transformational learning opportunities and initiate articulation and transfer credit agreements with post-secondary institutions in Alberta.

#### 3. Clients/Students

Our learner and client focus includes working adults, lifelong learners, high school graduates, high school non-completers, Indigenous peoples, residents of rural and remote communities, persons with disabilities, international students, newcomers to Canada, learners preparing for entry- and mid-level

careers, learners preparing for career advancement, and learners seeking advanced technical skills and specialties.

#### **4. Geographic Service Area and Type of Delivery**

Operating in Calgary and the surrounding region, the College offers credit and non-credit instruction year-round, on a full-time, part-time, and distributed learning basis, both independently and through collaboration.

As a comprehensive community college with regional stewardship responsibilities, we provide a broad spectrum of learning opportunities in Calgary and regional communities that align with community aspirations, industry need, and student interest. We collaborate in communities with partners and community organizations to reach more learners.

#### **5. Program Mandates and Credentials Offering**

The College provides a wide range of programming that develops enhanced, employment-ready skills in fields like business, health and wellness, justice, community services, technology, and entertainment arts. We are also committed to university transfer pathways, continuing education opportunities, and programs in foundational learning, including Academic Upgrading and English Language Learning.

The College is committed to the provision of experiential learning opportunities that engage work integrated learning, including an apprenticeship model of education delivery, where learners can engage in on-site and role-specific training by employers with technical instruction provided by the College.

The College programming leads to certificates, diplomas, post-diploma certificates, post-baccalaureate certificates, as well as pathways to university transfer and baccalaureate degrees in collaboration with degree-granting institutions.

#### **6. Special Program Areas/Areas of Specialization**

The College areas of programming specialization include academic programming and labour force preparedness training for adults seeking careers in diverse social and economic sectors, foundational learning opportunities in the areas of Academic Upgrading and English Language Learning, and upskilling and reskilling in support of developing and retaining a highly productive workforce as well as developing skills or adapting them for application in new contexts.

#### **7. System Collaboration and Partnerships**

The College collaborates with other educational organizations, post-secondary institutions, governments, government agencies, Indigenous communities, business and industry, industry associations, accreditation agencies, and community organizations as well as contributes to the overall economic and social well-being of our province.

Collaborations are intended to facilitate access for vulnerable and remote communities, foster a sustainable model of regional delivery of education, create vibrant pathways between learning providers, provide opportunities to share learning resources and curriculum, and provide learners with a full range of mental wellness, social, and financial supports.

## **8. Research and Scholarly Activities**

The College leverages its strength and contributes to the research and innovation agenda by involving learners, faculty, and staff in designing practical solutions to applied challenges faced by industry and community partners.

The College provides a sandbox environment for industry and community partners to prototype and validate new process and product ideas.

## **9. System Mandate**

The College is committed to building learning pathways to competency development, employment, and further learning. We provide highly flexible, customizable, and targeted learning experiences and training opportunities to promote individuals' skills acquisition, personal and professional development, and adaptability in labour force and entrepreneurial roles.

## **10. Other**

The College is a national leader in the provision of micro-credentials that recognize competency attainment and opportunities to ladder micro-credentials into credit programming.

## **2. Roles and Responsibilities**

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### **The Board**

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

The Board sets strategic direction and monitors implementation.

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

### **Board Members**

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

### **Board Chair**

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

### **President**

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

### **Minister of Advanced Education**

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

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

- appointing, or recommending the appointment of, the Board members and the Chair;
- monitoring whether the institution is acting within its mandate and achieving its long-term objectives and short-term targets;

- advising the institution respecting any government policies applicable to the institution or its activities or operations; and
- reviewing the mandate and operations of the institution at least every seven years.

### **Department of Advanced Education**

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

### **Subsidiaries**

The College has no subsidiaries.

## **3. Accountability Relationships of the Public Agency**

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

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

## **4. Process for Administering the Code of Conduct**

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The College's Code of Conduct is reviewed and approved by the Ethics Commissioner, and the Board ratifies and makes public the Code of Conduct. Updates to the Code of Conduct are submitted to the Ethics Commissioner for review. The Chair administers the Code of Conduct for board members. The Chair of the Human Resources and Governance Council administers the Code of Conduct for the Chair.

## **5. Mutual Expectations – Communication, Collaboration, and Consultation**

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

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

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

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

## **6. Committee Structure**

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Committees of the Board include:

- **Human Resources and Governance Council** – This Council of the Board is responsible for Board operating procedures, committee processes, succession planning, Board orientation,

Board development, President evaluation, Honorary Diploma and Distinguished Citizen selection, and compensation policy.

- **Audit and Risk Management Council** – This Council of the Board is responsible for oversight of an effective internal controls system, policies and practices that ensure legislative and regulatory compliance, management of the College’s investment portfolio, cybersecurity risk assessment and mitigation, and internal audit oversight.
- **Community Relations Council** – This Council of the Board attends to advocacy strategies and engagement plans, involvement of community and business leaders in the College, protecting the College’s reputation and advancing the brand, oversight of the College’s external relations strategies, and stakeholder communications planning.
- **Academic Advisory Committee** – This Committee provides oversight of the academic and research plan as well as academic strategy.
  
- **Academic Council** – Academic Council is a separate body constituted under s. 46(1) of the PSLA and serves roles and responsibilities established by the PSLA, including standards and procedures for the selection and admission of students, programs and courses of instruction, and academic policies and procedures. Academic Council is listed here as it has a relationship to the Board of Governors for reporting and decision-ratification.

## **7. Financial, Staffing, and Administrative Arrangements**

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

The Auditor General is the auditor of the College.

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

While the *Post-secondary Learning Act* gives the Board of Governors broad authority to appoint employees, the President is the only employee that reports to and is directly accountable to the Board.

For Alberta’s public post-secondary institutions, positions that are defined as “designated executives” by the Reform of Agencies, Boards and Commissions (Post-secondary Institutions) Compensation Regulation, are subject to the compensation framework and limits on total remuneration established thereunder.

The College maintains several lease agreements, two of which are with the University of Lethbridge and Athabasca University to allow them to operate learning sites at Bow Valley College.

The remaining lease agreements are for operating regional sites in communities that surround Calgary. In Airdrie, the College holds a lease agreement with the Government of Alberta. In Okotoks, the College maintains a lease agreement with the Town of Okotoks. In Cochrane, the College maintains a lease agreement with L.A. Computer Consulting and Training Inc. Finally in Strathmore, the College maintains a lease agreement with Avenue Living Real Estate Opportunity GP Ltd.

## **8. Planning and Reporting Requirements**

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

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

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

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

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

## 9. Administration

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### Three Year Renewal or Revision

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

### Transparency

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

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

Original signed

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Minister

March 26, 2024

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Date

The Board of Governors of Bow Valley  
College

Original signed

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Board Chair

March 10, 2023

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Date