

The Board of Governors of The University of Calgary Mandate and Roles Document

Preamble

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

1. Mandate

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

1. Type of Institution, Sector, and Governance

The University is a board-governed public post-secondary institution operating in Alberta as a Comprehensive Academic and Research University (CARU) under the authority of the *Post-secondary Learning Act* (PSLA). CARU institutions have an obligation to contribute to new knowledge while simultaneously engaging students in learning guided by processes of discovery, creativity, innovation and entrepreneurship. They also contribute to the creation of a workforce that supports a rapidly evolving and increasingly knowledge-based, globalized economy.

2. Outcomes

The University offers over 250 innovative undergraduate and graduate programs, postdoctoral training, as well a wide range of continuing and professional education seminars, courses, certificates, and diploma programs to professionals, scholars, artists, and members of the community seeking opportunities for professional development and personal enrichment. We collaborate with other post-secondary institutions, communities, industry and government to deliver programs and research innovations that drive economic prosperity and enhance the quality of life for all Albertans.

3. Clients/Students

We attract talent to Canada’s most enterprising city to help form a global intellectual hub of people who will nurture the leaders of tomorrow and achieve advances that benefit society as a whole. The people that we attract want to change the world. We offer programming to a broad range of learners from Calgary and the surrounding communities, within Alberta, across Canada, and other countries. We recruit and support underrepresented learners, including those that are Indigenous and/or racialized, have disabilities, are from rural or remote locations, or are from low income backgrounds.

4. Geographic Service Area and Type of Delivery

The University is located in Alberta, Canada with five campuses in the Calgary area, a sixth in Qatar, and five research stations in Alberta, British Columbia, and the Yukon. The University leverages its geographical location to foster relationships with the city and the region to explore new ideas and new collaborative partnerships. Courses and programs are delivered onsite in urban, rural and remote

communities distributed throughout Alberta, with many programs offered through partnerships with other post-secondary institutions. Common at all locations is a commitment to serve students through a range of inquiry and evidence-based teaching and learning practices that includes face-to-face, online, blended, and experiential learning, as well as co-curricular activities. The result is relevant, meaningful learning experiences for our students that enable them to develop curiosity, communication skills, critical thought, perspective and disciplinary excellence.

5. Program Mandates and Credentials Offering

The University offers a range of programming and credential options aligned with the Alberta Credentials Framework. At the undergraduate level, we offer certificates, diplomas, bachelor's degrees, and post-bachelor's certificates. We also offer a number of professional degrees. At the graduate level, we offer master's degrees, doctoral degrees, graduate certificates, graduate diplomas, post-master's certificates, post-master's diplomas, post-doctoral certificates, and post-doctoral diplomas. We also provide high-quality educational opportunities to lifelong learners through a wide range of courses and non-credit certificates and diplomas governed by an institutional non-credit credentials framework. Non-credit language pathways programs are offered to international students, refugees, and recent immigrants to Canada who seek employment or entry to post-secondary institutions, but do not meet English language proficiency requirements.

6. Special Program Areas/Areas of Specialization

The exceptional experience that students receive from the University is built on a strong academic core in the arts and sciences, surrounded by excellent professional programs. A number of our professional program offerings are unique within Alberta, including professional graduate degrees in architecture, landscape architecture, public policy, and veterinary medicine. We are one of two institutions in Alberta offering degrees in Engineering, Law, and Medicine. Program innovations such as disaggregation and modularization result in stackable credentials that enable students to personalize their programs so that they incorporate skill building and transdisciplinary learning opportunities. In addition, signature pedagogies such as case-based, inquiry, land-based and problem-based learning, equip students with transferable skills that will increase their employability and enhance their chances for professional advancement. The University is also committed to retraining and upgrading the skills of highly qualified learners so they can contribute to and lead emerging economic sectors.

7. System Collaboration and Partnerships

In today's complex environment, success is often the result of collaboration. Collaboration requires us to connect internally, within Calgary, across the province and country, and through international partnerships with private industry, government, agencies, and other post-secondary institutions who join us in our mission of discovery and innovation. The University collaborates with many partners to enhance accessibility and coordination across the province especially for students from communities that have historically been underrepresented in the post-secondary system.

8. Research and Scholarly Activities

The University supports and disseminates research, scholarship, innovation, and creative activity in many forms and integrates these activities into the graduate and undergraduate curriculum. Our students and faculty conduct creative work and basic and applied research at the frontiers of knowledge, engage communities in research initiatives, and transfer knowledge to society – locally, regionally, nationally and internationally. We stimulate and support the knowledge mobilization of research and innovation for the common good and for the prosperity of the province, the nation, and the world. The research conducted at our institution has a direct impact on the provincial economy by creating jobs, establishing new companies, attracting capital investment, providing collaborative research opportunities for faculty and technicians with industrial partners, and transforming aspects of our society through social innovation. It

also has an indirect impact through social and technical innovations that lead to new technologies, new and expanded companies, new industry sectors, and healthier societies. Our students have research opportunities with companies that build talent for our province, while providing workplace training in foundational skills. Knowledge created at the University is helping to diversify the provincial economy, create jobs, steward the environment, manage resources, and improve the health of all Albertans.

9. System Mandate

As a publicly funded post-secondary institution accountable to the Minister under the PSLA, the University is committed to the principles of the adult learning system. The University is also an important partner in supporting and promoting Campus Alberta and its aims to lead the world in inspiring and supporting lifelong learning, and to foster a post-secondary system that enhances social, economic, and cultural prosperity.

10. Other

The Alberta labour market increasingly demands graduates, both domestic and international, who have a global orientation, are competitive in the international marketplace, and who can adapt to diverse cultural, economic, and governmental environments. We are committed to providing a safe, inclusive, and equitable environment – one that nurtures and promotes the intellectual, social, emotional, mental and physical growth and well-being of members of the campus community. As a result, the University plays a strong leadership role in the city, province and country and contributes to the provincial economy, enhancing the intellectual, physical and cultural landscape of the region. We enable learners to realize their educational and professional aspirations, and we develop leaders. Our mission is woven into the daily fabric of our diverse and vibrant communities, where the University leads and serves.

2. Roles and Responsibilities

The Board

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

The Board sets strategic direction and monitors implementation.

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

Board Members

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

Board Chair

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

President

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

Minister of Advanced Education

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

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

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

Department of Advanced Education

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

Subsidiaries

University of Calgary Properties Group (UCPG)

- The subsidiary manages the recruitment process of new UCPG Board members to the subsidiary.
- Upon their appointment, new UCPG Board members participate in an orientation process managed by the subsidiary.
- The CEO and President of the UCPG communicates to the public on behalf of the subsidiary.
- The UCPG Board regularly evaluates the performance and the effectiveness of the subsidiary as a whole.

Arctic Institute of North America (AINA)

- The University and the subsidiary manage the recruitment process of new AINA Board members to the subsidiary.
- Upon their appointment, new AINA Board members participate in an orientation process managed by the subsidiary.
- The Executive Director of the AINA communicates to the public on behalf of the subsidiary.
- The AINA Board regularly evaluates the performance and the effectiveness of the subsidiary as a whole.

Innovative Calgary (previously known as University Technologies Inc. (UTI))

- The University manages the recruitment process of new Innovate Calgary Board members to the subsidiary in consultation with Innovate Calgary and the Innovate Calgary Board.
- Upon their appointment, new Innovate Calgary Board members participate in an orientation process managed by the subsidiary.
- The CEO of Innovate Calgary communicates to the public on behalf of the subsidiary.
- The Innovate Calgary Board regularly evaluates the performance and the effectiveness of the subsidiary as a whole.

3. Accountability Relationships of the Public Agency

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

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

4. Process for Administering the Code of Conduct

The University's Code of Conduct is reviewed and approved by the Ethics Commissioner, and the Board ratifies and makes public the Code of Conduct. Updates to the Code of Conduct are submitted to the Ethics Commissioner for review. The Chair administers the Code of Conduct for Board members. The Chair of the Audit Committee administers the code for the Chair.

5. Mutual Expectations – Communication, Collaboration, and Consultation

The Chair and the Minister will meet as required, have an ongoing relationship, and communicate in an open and collaborative manner.

Other officials, such as the Deputy Minister, will typically be in closer contact with the President and Vice-Presidents. Department staff may be in regular contact with staff of the University on areas of mutual interests.

All communications will be timely, clear, transparent, and constructive.

6. Committee Structure

Committees of the Board include:

- Executive Committee – The Committee assists the Board by acting in the place and stead of the Board between regularly scheduled Board meetings and by performing the other responsibilities that are delegated or assigned to it by the Board.
- Audit Committee - The Committee assists the Board to fulfill its oversight responsibilities in the areas of financial reporting, internal controls, enterprise risk management, the internal audit function, external audit, and legal and regulatory compliance.
- Environment Health Safety & Sustainability Committee - The Committee assists the Board to fulfill its oversight responsibilities in the areas of environment, occupational health, safety and sustainability at the University.
- Human Resources and Governance Committee – The Committee assists the Board to fulfill its oversight responsibilities in respect of human resources and organizational governance matters of the University.
- Investment Committee – The Committee assists the Board to fulfill its oversight responsibilities in respect of the investment of the University's endowed and non-endowed funds.
- Finance and Properties Committee (FPC) – The Committee assists the Board to fulfill its oversight responsibilities in respect of the financial management and lands, buildings, and physical infrastructure of the University.
- Budget Committee – The Subcommittee assists the FPC to fulfill its responsibilities in the annual University budget process by recommending to the FPC the annual consolidated and capital budgets of the University.

7. Financial, Staffing, and Administrative Arrangements

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

The Auditor General is the auditor of the University.

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

While the PSLA 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.

Leased Space with Other Alberta Post-Secondary Institutions

The University leases space both at Enterprise Square (University of Alberta) and University of Lethbridge

- Enterprise Square (approximately 11,372 ft²)
- University of Lethbridge (approximately 2,500 ft²)

The University also leases approximately 1,100 ft² of space to the University of Alberta in our Downtown Campus.

Access Agreements

In addition to the above the University has numerous Access Agreements for teaching at various colleges across the province such as Medicine Hat, Red Deer, Grand Prairie and will be resuming Access Agreements at Keyano and Portage College.

8. Planning and Reporting Requirements

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

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

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

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

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

9. Administration

Three Year Renewal or Revision

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

Transparency

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

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

The Board of Governors of The University of Calgary

Minister

Board Chair

Date

Date

Original signed by Honourable Rajan Sawhney,
Minister of Advanced Education - March 26, 2024

Original signed by Mark Herman, Board Chair
- March 20, 2023