

STRUCTURE AND RECRUITMENT PRACTICES

October 4, 2011

Preamble

The structure and recruitment practices outlined in this document are guided by, and aligned with, the ACAT mission and principles as stated in the ACAT Mandate and Roles document. This document operates as further interpretation of structure and recruitment practices as indicated under the “recruitment and Appointment of Committee Members” section of the Mandates and Roles document. Finally, participating stakeholders are involved with ACAT under expectations to maintain and further the established Mandate and Roles while prioritizing a learner-centered focus.

Membership Principles:

ACAT Council membership reflects the following principles:

- Membership is representative of ACAT’s broad view of Campus Alberta and will:
 - Align with the six sector model outlined by the *Roles and Mandates Policy Framework* and other member institutions (e.g., First Nations, Métis & Inuit institutions, private non-profit institutions); and
 - Ensure membership is generally reflective of the distribution of learners throughout Alberta’s post-secondary system; and
 - Represent a range of other perspectives relevant to the mandate of ACAT, including transfer students and informed members of the public.
- Membership is a competency-based model that takes into consideration the above representation, as well as the range of expertise in different positions within institutions where transfer and admission issues are significant.

Membership Recruitment & Practices:

- Voting members are recruited based on stated competencies developed by Council.
 - Council determines where the gaps are in the competency profile and identify them to the nominating groups.
 - Council considers whether Council membership is representative of the breadth and depth of the Alberta Transfer System and so may take into consideration additional criteria, such as regional distribution of membership and diversity in size of institutions.
 - Representative nominating bodies (i.e., Alberta Association of Colleges and Technical Institutes, Alberta’s Universities Association, Independent Academic Institutions Council, First Nations Adult and Higher Education Consortium, Council of Alberta University Students, Alberta Students’ Executive Council) may submit nominations based on the competency requirements.
 - When nominations come in, a Council sub-committee will review nominations and make a recommendation to the Minister.

Alberta Council on Admissions and Transfer

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- Council may recommend potential appointments to the Minister but ultimately the Minister will be responsible for all voting member appointments. In making their recommendation, Council may elect to meet with potential candidates.
- Appointment of each member of the Council is for a fixed term of up to three years, with the potential of re-appointment based on satisfactory performance. An individual's appointment is limited to a maximum of nine years of continuous service.
- Individuals continue to hold office after the expiry of the member's term until the person is reappointed, the person's successor is appointed or a period of three months has elapsed— whichever occurs first.
- An annual evaluation and review of the performance of the Council, sub-committees and the Chair of the council will be conducted. The Council reviews the results of such evaluation and discusses potential ways to improve Council effectiveness. The Council also discusses the results of the evaluation and adopts agreed upon improvements.
 - Council member evaluations are intended to increase the performance of the Council as a group, as well as enhance individual member effectiveness.
 - The results of the evaluation should be used for strategic planning, education, Council reappointments and identification of any missing competencies on the Council.

Council Structure:

Council is comprised of approximately 17 – 20 voting members and two advisory non-voting members. Where approved by Council, additional participants may attend Council meetings as observers.

Detailed position profiles that reflect desired competencies and qualities of Council members have been drafted by the ACAT Secretariat.

Position/Representative	Number	Competencies to Demonstrate
Chair	1	<ul style="list-style-type: none"> ● Demonstrated leadership skills, as well as knowledge and understanding of the admission and transfer systems. ● Demonstrated interest in and awareness of issues affecting advanced and adult education, and life-long learning. ● Interpersonal abilities to deal effectively with other Council members and a variety of interest groups. ● Effective communication skills. ● Inclusivity, strong advocate of admissions and transfer system in province and country ● Effective meeting manager
Post-Secondary System representation, including at least: <ul style="list-style-type: none"> ● Four from Comprehensive Academic and Research Institutions ● Three from 	12 - 15	Two or more of the competencies identified below must be demonstrated: <ul style="list-style-type: none"> ● Functional perspectives from senior roles within an institution (e.g., President, VPA, Dean, Registrar, Faculty, Student Advisors, Contact Person, etc.). ● Demonstrated interest in and awareness of issues affecting advanced and adult education, and life-long learning. ● Knowledge and understanding of the admission and transfer

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<p>Comprehensive Community Institutions</p> <ul style="list-style-type: none"> • One from Baccalaureate and Applied Studies Institutions • One from Polytechnical Institutions • One from Independent Academic Institutions • One from First Nations, Métis & Inuit Institutions • One from Specialized Arts & Culture Institutions 		<p>systems.</p> <ul style="list-style-type: none"> • Interpersonal abilities to deal effectively with other Council members and a variety of interest groups. • Effective communication skills.
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<p>Public Members, including at least one with experience as a:</p> <ul style="list-style-type: none"> • K-12 education system professional (e.g. superintendent, administrator), and 	<p>2</p>	<p>Two or more of the competencies identified below must be demonstrated:</p> <ul style="list-style-type: none"> • Knowledge of the Alberta Education system. Current or recent involvement in K-12 system. • Demonstrated knowledge of Alberta’s admission and transfer system through direct experience as a parent, high school counselor, administrator, or superintendent of a school board, or individual experience with the post-secondary system. • Demonstrated leadership in business, the professions, labour, public service, volunteerism or other community service.
<p>Student Members, including at least one with experience as a:</p> <ul style="list-style-type: none"> • Transfer Student 	<p>2</p>	<ul style="list-style-type: none"> • Direct experience with the transfer system; current or recent student transfer experience preferred. • Current or recent post secondary student, enrolled in a credit program

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<p>Advisory Non-Voting – Resource Members representing:</p> <ul style="list-style-type: none">• Advanced Education and Technology (AET)• Alberta Education	2	<p>AET resource would preferably be a senior member of Post-Secondary Excellence division with significant knowledge and influence in the post-secondary system and specifically the Alberta Transfer System, with ability to advise ACAT on matters related to the ministry and overall post-secondary system.</p> <p>Alberta Education resource would preferably be a senior member of Alberta curriculum branch with significant knowledge of the Alberta K-12 system in order to advise ACAT on the impact curriculum revisions will have on the post-secondary system.</p>
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