



Policy #	C-5
Approved	2012-03-13
Revised	2026-03-10
Motion	20-03-26

**C – Board-President
Relations**

**ASSESSING PRESIDENTIAL
PERFORMANCE**

Procedure

As delegated by the Board of Governors, the Board Executive Committee will assess the President's performance through an annual performance review process as a formal opportunity to assess and record achievement of goals and establish action plans and performance adjustments as necessary.

Performance evaluation results and recommendations will be approved by the Board. Due to the nature of the relationship between the internal governors and the President, the internal governors will abstain from voting on the President's performance evaluation. However, they shall be privy to the Board Chair's report that the process was followed, know the outcome of the process, and they may contribute to the President's 360 degree review.

Performance Objectives

In consultation with the Board Chair and/or Executive Committee, the President shall establish three to five weighted performance objectives for the period April 1 to March 31 at the beginning of the fiscal year (no later than the May meeting). These objectives will follow the principles of SMART goals (Specific, Measurable, Achievable, Relevant and Time-bound). Weightings shall be established in terms of the objective's importance or where the greatest efforts should be expended, and shall total 100%.

Adjustments to the established performance objectives may be necessary due to changes in the Board's priorities or circumstances outside of the control of the President. Should the objectives change mid-year, the previously assigned weights must be redistributed to maintain the 100% total.

Achievement of key milestones may be substituted for end results where the objective provides results that go over a fiscal year-end or are multi-year goals.

Taking into consideration the current and foreseeable circumstances of the College, the results of these objectives will be related to:

- Strategic Plan
- Business Plan
- College budget
- Board policies
- General college operations
- Professional Development



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Behavioural Competencies

Behavioural competencies are critical to successful achievement of the President's accountabilities. They are related to how the results were achieved and how they should align with the college's mission, vision and values. As such, individual behavioural competencies and the number of competencies may change over time, reflective of such things as a new college strategic plan, a new president, acquired experience of the president or developmental goals that the Board and president wish to achieve.

Each behavioural competency is structured with a unique subset of behavioural expectations. Behavioural competency performance is rated on each overall competency taking into consideration the combined subset of behavioural expectations.

The Board has defined seven Behavioural Competencies:

1. Organizational Understanding
2. Board Relations
3. Plans for the Future
4. Innovates and Inspires Creativity
5. Influences and Cultivates Critical Relationships
6. Models Agility
7. Develops Leadership Capacity

Behavioural expectations for each competency are detailed in the President's Performance Evaluation Template (see Appendix A). These competencies are future-oriented in that they have been identified as being required of leaders in the near future. As such, these competencies and behaviours may be seen as aspirational for current leaders with the College system.

Reporting

Since the President is continuously accountable to the Board for organizational performance, a standing agenda item will be added to the Board Executive Committee meeting agenda so the President may provide ongoing informal verbal updates on their actions in accordance with the expected behavioural competencies and progress towards achievement of the performance objectives. At each Board meeting, the President shall provide a brief summary of their activities in the form of a President's Report.

Governors will regularly provide constructive feedback, highlighting both successes and areas for improvement in the President's performance, to the Board Chair. Clear and comprehensive



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feedback is compiled by the Board Chair and provided to the President to support their continuous improvement and future development.

Performance Evaluation

The employment performance of the College President will be reviewed and evaluated on completion of six months in office (known as the interim performance evaluation), and on completion of twelve months in office (known as the final performance evaluation).

In subsequent years the interim performance evaluation shall be conducted at mid-year (September) with a verbal report to the Board at its next meeting (November); and the final performance evaluation near the end of the fiscal year (March) with a verbal report to the Board at its next meeting (May).

A. Interim Performance Evaluation

At the mid-year review the President will conduct a self-evaluation of their conduct in terms of the behavioural competencies and of progress against established goals. They will provide the Board Chair/Executive Committee with a brief written summary of this self-evaluation using the Performance Evaluation Template.

The Board Executive Committee will review the self-evaluation and provide feedback to the President or Board Chair. If feedback is provided to the Board Chair, they will compile the feedback and present it to the President.

B. Final Performance Evaluation

At year end the President will conduct a self-evaluation of their conduct in terms of the behavioural competencies and of their achievement against established goals. They will provide the Board Chair/Executive Committee with a formal written summary using the Performance Evaluation Template.

The Board Executive Committee will review the President's self-evaluation, rate their realization of the behavioural competencies, and score their achievement of performance objectives. When necessary, the Committee may seek additional information from the President or the Executive Assistant to the Board to complete the evaluation. The committee will also provide feedback to the President or Board Chair. If feedback is provided to the Board Chair, they will compile the feedback and communicate it to the President.

In the case where a behavioural competency is not rated as satisfactory, or an objective is rated as not met, the Committee will provide specific recommendations for improvement of performance. The final evaluation results will be shared first with the President, and then the Board.



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Behavioural competencies will be rated as S = *performing satisfactorily*; P = *partially*; or N/O = *no opportunity to see this behaviour demonstrated* at the interim and final performance evaluations.

Performance objectives will be evaluated on a scale of 1 = *objective not met*; 2 = *objective met*; or 3 = *objective exceeded* at the final performance evaluation. Feedback only will be provided on the progress toward the achievement of performance objectives during the interim performance evaluation.

360 Degree Review

The President will seek 360 degree feedback, facilitated by an external firm on a recurring schedule, as follows:

1. for a new President: at year one and year three; and
2. upon contract renewal (every 5 years).

The 360 degree review is a formative assessment, an opportunity for personal and professional development, and not meant to take the place of the formal Performance Evaluation. The feedback received in the process of the 360 degree review may be used to supplement the information used to rate the behavioural competencies in the Performance Evaluation.

President's Performance Incentive

Following the President's final performance evaluation, the Board Chair shall make a verbal report to the Board concerning the process used to evaluate the President's performance, including the President's evaluation results and a recommendation related to the re-earnable performance incentive.

To qualify for the re-earnable performance incentive, the President must demonstrate all the behavioural competencies at a level that is satisfactory to the evaluating committee. The performance incentive will be calculated using the Performance Incentive Calculator, found in the President's Performance Evaluation Template (see Appendix A). The weight assigned to the performance objective will be used to calculate the total performance incentive.

If a performance incentive is approved by the Board, the Executive Assistant to the Board will facilitate the process and provide the signed Performance Incentive Calculation to Human Resource Services as authorization from the Board of Governors.



PRESIDENT'S PERFORMANCE EVALUATION TEMPLATE

April 1, ____ to March 31, ____

Interim Review: September; Annual Review: March

PART 1 – BEHAVIOURAL COMPETENCIES

Behavioural competencies are critical to successful achievement of the President's accountabilities. They are related to how the results were achieved and how they should align with the college's mission, vision and values. As such, individual behavioural competencies and the number of competencies may change over time, reflective of such things as a new college strategic plan, a new president, acquired experience of the president or developmental goals that the Board and president wish to achieve.

Each behavioural competency is structured with a unique subset of behavioural expectations. Behavioural competency performance is rated on each overall competency taking into aggregate the subset of behavioural expectations.

Rating: *performing satisfactorily (S) – partially (P) – no opportunity to see this behaviour demonstrated (N/O)*

Behavioural Competency	Behavioural Expectations	Rating	Comments
1. Organizational Understanding		S P N/O	
	<ul style="list-style-type: none"> Demonstrates organizational savvy by accurately assessing the role of stakeholders, and considering all relevant perspectives as part of decision-making Recognizes and articulates potential organizational issues or problems and identifies specific changes in functions or structure to address same: Assesses organizational readiness to align with new directions and identifies appropriate resources to address specific issues: Demonstrates knowledge about and sensitivity to the agendas and needs of various stakeholders, responding to concerns in a manner that promotes long-term solutions; 		
2. Board Relations		S P N/O	
	<ul style="list-style-type: none"> Works closely with the Board of Governors in developing the mission and strategic plans of the college: Communicates effectively with the Board, providing appropriate information at and between meetings: 		

President's Performance Evaluation Template – Approved May 5, 2015

Behavioural Competency	Behavioural Expectations	Rating	Comments
	<ul style="list-style-type: none"> • Works with the Board to create an optimal governance environment: • Apprises the results of programs and initiatives and reports findings on a regular basis to the Board of Governors: • Supports the policies, procedures and philosophy of the Board: • Creates a sense of trustworthiness in Board/CEO relations: 		
3. Plans for the Future		S P N/O	
	<ul style="list-style-type: none"> • Stays ahead of the curve with academic, industry and relevant external environment trends affecting the college and its strategic direction: • Demonstrates knowledge of and curiosity about the professional practice of teaching and the learning process: • Sets a compelling vision and strategic direction for the college that capitalizes on institutional strengths and emerging opportunities • Articulates the strategic vision, priorities and expectations of the college in a clear and engaging manner: • Balances short-term actions with a consideration for longer-term implications: • Refines and shifts strategies and priorities in response to emerging issues while maintaining a focus on academic excellence • Establishes contingency plans based on ongoing risk assessment: Operates on a strategic 3- to 5-year time horizon • Uses principles, organizational values and business experience in decision-making: 		
4. Innovates and Inspires Creativity		S P N/O	
	<ul style="list-style-type: none"> • Fosters a culture that rewards innovation and creative thinking in others across the college: • Identifies creative ways to optimize investments: • Encourages the institution to bring innovation and creativity to the classroom enhancing teaching and learning: • Openly discusses ideas and surfaces differences of opinion • Keeps an open mind and is willing to try new things • Demonstrates a willingness to take prudent risks to benefit the college 		

Behavioural Competency	Behavioural Expectations	Rating	Comments
	<ul style="list-style-type: none"> Learns from mistakes and encourages others to do so Develops ideas to reshape and evolve the business of the college 		
5. Influences and Cultivates Critical Relationships		S P N/O	
	<ul style="list-style-type: none"> Maintains a wide network of external contacts, including key decision-makers and influencers at the local, provincial and, where appropriate, federal levels (private and public sectors): Places organizational and stakeholder requirements above personal priorities Builds collaborative alliances and partnerships that benefit the college: Seeks out and skillfully incorporates diverse perspectives to benefit the college: Influences to gain commitment on a broad range of issues affecting the college and the community: Fosters and facilitates cross-functional collaboration, removing potential barriers and “silos” 		
6. Models Agility		S P N/O	
	<ul style="list-style-type: none"> Acts as a champion for strategic change: Anticipates the impact of change at the organizational team and individual levels and assesses/sets the capacity and requirements to sustain pace of change: Communicates effectively the purpose and benefits of institution-wide change initiatives, building the buy-in of a wide range of stakeholder groups: Makes the necessary tough (and at times unpopular) decisions: Assists and supports others to understand and implement new structures, relationships and processes Weights the pros and cons of various alternatives, anticipating the internal and external implications of decisions Focuses on the path forward, not the obstacles; perseveres in the face of resistance Able to stay calm and instill a sense of focus during times of intense pressure 		

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Behavioural Competency	Behavioural Expectations	Rating	Comments
7. Develops Leadership Capacity		S P N/O	
	<ul style="list-style-type: none"> • Sponsors succession and leadership development as an organization-wide strategic priority • Aligns capabilities with the needs and demands of the college to ensure the right people are in the right leadership roles: • Coaches current and future senior leaders in preparation for roles of increased scope and responsibility • Delegates appropriately and identifies opportunities to help senior leaders gain broader exposure and experience • Builds a strong, collaborative executive team • Establishes a corporate culture that nurtures and rewards leadership development • Supports and challenges leaders to demonstrate commitment to excellence in teaching and learning 		

PART 2 – PRESIDENT AND CEO OBJECTIVES

*The President's objectives are evaluated on a 3-point scale, as follows: **1** = objective not met; **2** = objective met; **3** = objective exceeded.*

1.				
2.				
3.				
4.				
5.				

Performance may be rated under two categories whereby the incumbent is eligible for a maximum re-earnable performance incentive of 20% of their base salary:

Fully Satisfactory Performance: incentive of 15% of the base salary (Box B)
an additional 5% brings the performance to the Exceptional level (Box C)

Exceptional Performance: incentive of 20% of the base salary (Box D).

Performance objectives and outcomes are evaluated based on the following 3-point scale:

1 = objective not met; 2 = objective met; 3 = objective exceeded.

Objective #	Score	% Value of the Objective	Total
1			
2			
3			
4			
5			
Box "A" Sub-total			
Box "B"			2.0
A – B = value to transfer to box "C"			

Box B	2	=	15 %
Box C	x 5	=	%
B + C	Total re-earnable incentive		%

Box D	3	=	20%
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