

PRESIDENTIAL PERFORMANCE EVALUATION

Primary Contact	Board of Governors
Related Policy / Legislation	<i>University Act, s. 27(2)</i>

PURPOSE/PHILOSOPHY

It is the responsibility of the Board of Governors to evaluate and compensate the President. They play a key role in supporting the President to lead the University. As part of that goal, the Board of Governors believes in the importance of setting goals and evaluating performance against those goals. Performance plans and evaluations transpire for the following reasons:

- a. To strengthen the President-Board of Governors relationship by clarifying responsibilities and mutually agreed upon strategic goals;
- b. To provide constructive feedback to the President in a timely and evidence-based fashion;
- c. To assess whether the Board of Governors is appropriately and effectively supporting the President; and,
- d. To inform annual decisions on compensation for the President.

BYLAW

Therefore, the Board of Governors annually evaluates the President's performance as follows:

1. Responsibility

- 1.1. The Board Chair and Board Executive Committee have primary responsibility to oversee planning and evaluation processes related to performance and compensation. They also provide performance feedback and support throughout the year.
- 1.2. The Board of Governors is responsible for final approval of performance plans and evaluation assessments.
- 1.3. The Board Executive Committee is responsible for managing compensation issues and recommendations for performance-based salary increases or changes to benefit agreements.

2. Process

See Appendix A for expected timelines on evaluation and performance planning.

2.1. *Annual Performance Plan:*

- 2.1.1. *Goals:* The goals of the performance plan include consideration of:
 - 2.1.1.1. The President’s expected skills and duties as referenced in the most recent position profile (Appendix B);
 - 2.1.1.2. UFV’s Integrated Strategic Plan;
 - 2.1.1.3. Other Board of Governors approved strategic directions or plans;
 - 2.1.1.4. The internal and external environment within which the university operates;
 - 2.1.1.5. Other areas of the overall leadership and management of UFV, as deemed important; and,
 - 2.1.1.6. Proposed professional development activities.
- 2.1.2. *Format:* The written plan addresses:
 - 2.1.2.1 Key priorities for the coming year;
 - 2.1.2.2 Any relevant matters that arise from the most recent performance review, if applicable;
 - 2.1.2.3 Expected multi-year issues; and,
 - 2.1.2.4 Indicators for assessing results.
- 2.1.3. *Process:*
 - 2.1.3.1. The Board Chair and President meet prior to the start of each year to discuss a performance plan for the coming year.
 - 2.1.3.2. The President drafts a performance plan and provides it to the Board Chair for written and/or verbal feedback.
 - 2.1.3.3. The Board Executive Committee meets to review the annual performance plan, and to recommend the plan to the Board of Governors for approval.
 - 2.1.3.4. The Board of Governors reviews and approves the annual performance plan at a Board of Governors-only session, which includes an opportunity to discuss with the President.

2.2 Annual Performance Review:

- 2.2.1. *Written Self-Assessment:* The President provides a written self-assessment to the Board Chair, addressing the goals set in the most recent performance plan, and the current set of UFV’s leadership competencies. It may also address:
 - 2.2.1.1. Notable achievements or other rewarding aspects of the past year.
 - 2.2.1.2. Any personal or organizational matters that may be supporting or challenging the work of the President, and efforts made to resolve any challenges.
 - 2.2.1.3. Information about internal and external individual or group relationships with key stakeholders.
 - 2.2.1.4. Observations about expected future challenges and opportunities.
- 2.2.2. *Board Executive Committee Review:*
 - 2.2.2.1. The Board Executive Committee meets to discuss the self-assessment. This includes an opportunity to discuss with the President, and then hold discussion without the President present.
 - 2.2.2.2. The Board Executive Committee finalizes a performance evaluation recommendation to the Board of Governors for approval. This

evaluation includes an assessment against the performance plan goals and UFV's leadership competencies.

2.2.2.3. The Board Chair provides the President with the Board Executive Committee's recommendation and meets to discuss, if desired.

2.2.3. *Board of Governors Approval:*

2.2.3.1. The Board of Governors meets to discuss and approve the President's annual performance review.

2.2.3.2. This meeting is a Board of Governors-only session, and includes an opportunity to discuss the review with the President.

2.2.3.3. The Board of Governors passes a motion to approve the review.

2.2.4. As soon as possible, the Board Chair provides a verbal update to the President of the results of the discussion, followed by a confidential, written confirmation of the decision.

3. Compensation

3.1. The Board Chair will seek compensation instructions annually from the Public Sector Employers' Council (PSEC) of British Columbia, and communicate these with the Executive Committee and the President.

3.2. At the end of the annual evaluation process, the Executive Committee will apply these instructions to determine an annual compensation recommendation. If the guidelines and evaluation results support it, the Committee approves a performance-based salary adjustment, and communicates this to PSEC, the President, and then to UFV's AVP, HR.

Appendix A: President's Performance Review Process (Yearly)

<u>Performance Plan</u>	<u>Annual Evaluation</u>	<u>Date</u>	<u>Responsible</u>
Board Chair and President meet to discuss performance plan for coming year (See 2.1.3.1.)		By March 31	Board Chair
President provides written draft performance plan for coming year to Board Chair for feedback (See 2.1.3.2.)	President provides written self-assessment of past year's performance to Board Chair (See 2.2.1.)	By April 30	President
Board Executive Committee reviews President's performance plan for coming year (See 2.1.3.3.)	Board Executive Committee reviews President's past year's performance (See 2.2.2.)	By May 31	Board Executive Committee
Board of Governors reviews and approves the annual performance plan for coming year (See 2.1.3.4.)	Board of Governors reviews and approves President's past year's performance (See 2.2.3.)	June meeting of Board of Governors	Board of Governors
	President informed of evaluation and compensation results (See 2.2.4.)	June	Board Chair

Appendix B: Position Profile

Priority Criteria

- A. Strategic:** Strong strategic thinking skills with the ability to work with others to set priorities and establish strategies to move a complex organization forward in establishing and realizing its vision and commitments. Understands the big picture in which an organization functions. Innovative, open to new ideas and a progressive thinker with regards to education and learning.
- B. A Visionary Leader:** Highly effective at bringing people together to focus on the vision and strategy of an organization. Effective at championing an organization's mandate, garnering buy-in for engagement in future directions, and leading positive organizational and cultural change. Inclusive and engaging leadership style. Brings a passion for UFV's mission and vision.
- C. Highly Personable & Consummate Relationship Skills:** An open and approachable individual with strong interpersonal skills, who is able to engage people easily. Diplomatic, transparent and thrives on meaningful interactions with others. Able to establish and maintain a highly effective working relationship with the Board Chair, board members, faculty, staff, students, alumni, donors, and other stakeholders. Culturally sensitive and internationally aware.
- D. Strength of Character:** A positive and inspirational approach. Transparent, clear, articulate and an excellent listener. Able to hold true in difficult situations. Adaptable, comfortable dealing with ambiguity. Unquestionable integrity.
- E. External Relations:** Proven ability to establish strong and productive ties with stakeholders. Will be a visible and positive presence in the region. Able to develop and maintain productive relationships with all levels of government. Brings the necessary diplomacy and persuasive abilities to be successful in a complex political environment. Very comfortable public speaker. Able to communicate effectively in a wide range of arenas.
- F. Student Centered:** Brings a passion for students and student learning. Values the priorities of a teaching focused university and recognizes the importance of the relationship between instructor and student. Supports the development of learning through faculty mentored research.
- G. Change Management:** Demonstrated ability to manage and make effective and impactful positive change within an organization. Is viewed as a capable and strategic change agent who is able to make difficult decisions and manage the effects of change within a complex organization.

H. Human Resources Leadership: A demonstrated ability to successfully recruit and retain outstanding employees. Is able to set a strategy and implement a plan for effective retention, renewal, replacement and succession of faculty and administrators. A successful track record of working collaboratively with unionized faculty and staff.

I. Fundraising: Has the capacity for and an interest in fundraising. Has the required skill to attract individuals, corporate partnerships/sponsorships and endowment funds by building stronger linkages with the broader community including alumni, industry, educational institutions and government.