

**FANSHAWE COLLEGE  
BOARD OF GOVERNORS' POLICY MANUAL**

**CATEGORY C – BOARD-PRESIDENT RELATIONSHIP**

**TITLE: ASSESSING THE PRESIDENT'S PERFORMANCE**

POLICY NUMBER: C-15

EFFECTIVE DATE: 2021 11 25

REFERENCE: 39303, 43905, 44104, 46404, 47305, 49205, 52303, 56001, 58801

**THE POLICY:**

***Focus of Performance Assessment***

1. The Board of Governors is solely responsible for assessing the performance of the President. The intent of a performance assessment is to determine if the results the Board has directed have been achieved; within the executive limitations set. The President's assessment should be conducted on an ongoing basis with regular feedback between the Board and the President through the Chair. Progress on "organization results" should be reported to the Board regularly. The annual performance assessment is conducted in order to formally record the nature of the ongoing discussion and determine any applicable compensation adjustments. Action plans and course corrections can then be addressed.
2. The Board Process Committee shall lead the President's performance assessment process.

***Scope of Assessment***

1. All assessments of the President's Performance shall be based on:
  - 1.1 the college's achievement towards the Board's ENDS Statements within the Board's EXECUTIVE LIMITATIONS policies;
  - 1.2 progress towards the President's Board-approved Annual Action Plan outlining specific targets and measures;
  - 1.3 leadership attributes as presented in Schedule 1.

***Data Sources***

1. In assessing the President's performance, Board policy may be monitored by any one, or combination, of the following:
  - 1.1 Internal Reports - disclosure of compliance information to the Board from the President.

- 1.2 External Reports - disclosure of compliance information by disinterested third parties who are selected by, and report directly to the Board.
  - 1.3 Direct Board Involvement - inspection of documents, activities or circumstances directed by the Board which allows a 'prudent person' test of policy compliance. This inspection may be performed by a Board member, a Board committee or task force, or the Board as a whole.
2. The Board can choose to solicit input from a number of sources. Groups and individuals from various organizations internal and external to the College can provide information that will be helpful in the assessment of the President. In addition, all of the reports, which the President has submitted during the period under review, and any relevant external reports should also be included in the assessment. The following are potential groups who could be invited to assist with the assessment:
    - 2.1 External Stakeholders
      - 2.1.1 Peer Organizations
      - 2.1.2 Professional Associations
      - 2.1.3 Clients (organizations hiring graduates)
    - 2.2 Internal Stakeholders
      - 2.2.1 Senior Management
      - 2.2.2 Students (clients)/Student Union
      - 2.2.3 Staff/Staff Associations and Unions
  3. To add integrity to the process, anonymous communications will not be accepted.
  4. All Internal Governors are expected to participate fully with the process regarding the assessment of the President's performance.

### ***Timing***

1. A formal assessment of the President's performance shall be conducted at least annually by the Board. Normally the assessment period follows the fiscal year.
2. The Board may involve all stakeholders in the Board's assessment of the President's performance prior to the notice period of the President's first contract.

### ***Process***

1. Schedule 2 serves as a guide to the assessment process.

### ***Support***

1. The Corporate Treasurer shall support the Board with the process of assessing the President's performance and ensure the Board is kept fully apprised of guidelines issued by the College Employer Council, other relevant government directions, and the President's contract of employment. In addition, the Corporate Treasurer shall assist the Board to help ensure there are no errors or omissions in the process.
2. The President shall respect the role of the Corporate Treasurer and the confidentiality of the assessment process.

## Assessing the President's Performance

### Schedule 1 – Leadership Attributes

- Apply Fanshawe College's Vision and Mission using transformational leadership skills that will lead the organization to make innovative entrepreneurial change at all levels.
- Provide forward thinking action oriented leadership, underscoring the need to undergo major change/growth/development – and within this context, to achieve strategic objectives in a manner that is both bold and thoughtful.
- Understand and fully appreciate the major changes occurring in the post-secondary and broader economic contexts, and recalibrate strategy accordingly.
- Demonstrate ability, and the judgment skills required, to balance between internal and external priorities.
- Be supportive of, and collaborate with board governance, while also being prepared to challenge the Board with innovative and courageous proposals.
- Demonstrate interest in and understanding of local community-level issues around education and employment.
- Demonstrate a firm belief in the power of college education to play a major role in transforming lives and communities.
- Address potential funding issues, approaches, and parameters – both traditional and alternative.
- Demonstrate integrity, coupled with the ability to build confidence and inspire trust and respect.
- Apply a highly adaptive leadership style – which thrives in times of change, and inspires others to also thrive.
- Apply an interpersonal style that demonstrates a genuine desire to build relationships with individuals throughout the organization at all levels.
- Demonstrate team building capabilities and develop an aligned management team that is committed to excellence.
- Demonstrate an ability to work well with unions, recognizing and valuing the contribution of their members.
- Pursue a commitment to result-oriented best practices in addressing complex organizational issues.

- Demonstrate a communication and presentation style that is dynamic and articulate; and show good judgment in communicating with a variety of internal and external stakeholders, including media, in the midst of complex, sensitive situations.

## Assessing the President's Performance

### Schedule 2 – Assessment Process

<b>Timing</b>	<b>Activity</b>	<b>Board Meeting</b>
January	The President's assessment process shall be provided to the Board to ensure new members have an understanding of the process. Board Process Committee (BPC) recommends any changes to the process and participants to be invited to assist with the assessment.	Public Session Board Meeting
February	Participants, if any, are requested to provide feedback no later than the end of February regarding the President's performance.	
March	The President presents a strategic overview to the Board outlining achievement of desired Ends and results in the President's Annual Action Plan, and compliance with Executive Limitations. Board members are encouraged to provide comments.  BPC prepares a draft assessment report and presents it to the Board for verification.	In-Camera Session includes ELT  In-Camera Session excludes ELT & the President
April	BPC presents final assessment to the Board for approval.  The Board determines the level of performance and compensation, referring to the guidelines issued by the College Employer Council.  President presents the next year's Annual Action Plan to the Board for approval.  Chair discusses assessment report and the level of assessment with the President.  A high level summary of the assessment results may be prepared for sharing with the public.	In-Camera Session excludes ELT & the President      (following Board meeting)

ELT = Executive Leadership Team