
1.H-2021: Role of the President

Background

The President is the Chief Executive Officer of the University. The President reports directly to the corporate Board and is accountable to the Board for the conduct and operation of the University. All Board authority delegated to the staff of the University is delegated through the President.

1. Specific Areas of Responsibility

1. Faith Leadership

- 1.1 Promotes and models involvement in the Catholic faith community.
- 1.2 Ensures students, faculty and staff are provided opportunities for spiritual development within the University context.
- 1.3 Fosters a lifestyle and deportment that is in harmony with the Catholic Church and its teachings.
- 1.4 Promotes and maintains a distinctly Catholic culture within the University community.

2. Academic Leadership

- 2.1 Provides leadership in all matters relating to the academic success of the University as outlined in the Catholic intellectual tradition.
- 2.2 Provides leadership in fostering those services and resources, which promote the improvement of educational opportunities for all students.
- 2.3 Provides leadership in fostering conditions, which promote the improvement of professional development opportunities for staff and faculty.
- 2.4 Ensures that the social, physical, intellectual, cultural, spiritual, and emotional needs of students, staff and faculty are met in the overall University environment.
- 2.5 Utilizes available physical and human resources to optimize the academic course offerings and programs of the University and its ability to best serve the students.

Approval Authority	Responsible Office	Effective Date	Date Last Revisited	Review Frequency
Board of Governors	Governance & Nominating Committee	February 10, 2021		Every 5 years

3. Fiscal Responsibility

- 3.1 Ensures the University operates in a fiscally responsible manner, including adherence to recognized accounting procedures and the sustainability of the University.
- 3.2 Directs the preparation and the presentation of the budget.
- 3.3 Ensures the Board and its committees have current and relevant financial information.
- 3.4 Annually update the strategic Capital Plan for submission to the Board.

4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy/direction.
- 4.2 Ensures appropriate supervision of all personnel and ensures appropriate evaluation processes are in place.
- 4.3 Facilitates professional development and training sessions for University personnel that promote a growth in leadership and a safe environment.
- 4.4 Ensures the coordination and integration of human resources within the University.

5. Policy/Administrative Procedures

- 5.1 Provides support for the Board in the planning, developing and evaluating of Board policies.
- 5.2 Effectively implements Board Policies.
- 5.3 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures and which provides direction to staff and faculty.

6. President's Relationship with the Board

- 6.1 Develops and maintains positive, professional working relations with the Board.
- 6.2 Respects and honours the Board's governance role and responsibilities for the University by facilitating the implementation of that role as defined and directed in Board policy.
- 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the Board is making informed decisions.
- 6.4 Keeps the Board informed on strategic and sensitive issues in a timely manner.
- 6.5 Attends, and/or designates administrative attendance at, all University and Board committee meetings.

7. Strategic Planning and Reporting

- 7.1 Leads the strategic planning process, in the development of the University's Strategic Plan; budget; facilities, academic, technology and ancillary services; and implements this Plan with Board approval.
- 7.2 Involves the Board appropriately in the strategic planning process (approval of process and timelines; establishment of strategic priorities and key results early in the process; review of draft plan and final Board approval).
- 7.3 Reports regularly (at least annually) on Strategic Plan results achieved.

8. Organizational Management

- 8.1 Ensures the University is compliant with all legal, Ministerial, Ecclesial and Board mandates and timelines.
- 8.2 Reports to the Minister of Advanced Education, and the Ministry of Advanced Education with respect to matters identified in and required by provincial legislation.

9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Maintains effective relationships within the University and to the broader community served.
- 9.3 Provides effective witness and reputational management to ensure the Catholic identity of the University.
- 9.4 Keeps the Board and Chancellor informed through the provision of appropriate accountability reports.

10. Leadership Practices

- 10.1 Demonstrates exemplary leadership in a manner that is collaborative with those with whom the President works most directly in carrying out the directives of the Board and the Ministry.
- 10.2 Strives to promote the vision and mission of St. Mary's University through the Catholic intellectual tradition in communion with the local and universal Church.

Appendix A

PRESIDENT EVALUATION PROCESS CRITERIA AND TIMELINES

Evaluation Process

The evaluation process provides for both accountability and growth, and the strengthening of the relationship between the Board, the President and the University community. The written report will affirm specific accomplishments and identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment. Other features of the evaluation process include:

1. Provides for a written evaluation of the President's performance.
2. Recognizes that the President of the University is the Chief Executive Officer. The President is also held accountable for work performed primarily by other senior administrators, e.g., fiscal management, educational programs, donor development, etc.
3. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies quality indicators, which describe expectations in regard to each specific area of responsibility as outlined in the role of the President.
4. Is aligned with and based upon the President's roles and responsibilities. The Role of the President policy is consistent with this evaluation process document.
5. Is linked to the University's goals and Strategic Plan.
6. Sets out standards of performance.
7. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations include an assessment of the President's success in addressing growth areas identified in the previous evaluation.
8. Uses multiple data sources. Objective data such as audit reports, accountability reports, and student success data are augmented with subjective data provided in surveys.
9. Elicits evidence to support subjective assessments. This must be the case when feedback is provided regarding Board agendas, committee and Board meetings, etc.

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10. Ensures Board feedback is provided regularly. Such feedback will be timely, supported by specific examples and will focus on areas over which the President has authority.

The Board delegates to the Executive Committee the authority to conduct evaluations of the President as per this policy.

The President will maintain an electronic evidence binder, which will be provided to the Executive Committee approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore, evidence will be organized in regard to the quality indicators.

The Executive Committee and the President will be present during the facilitated evaluation session. The President will be invited to ensure the Executive Committee has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The President will only be absent from the room just prior to the evaluation and for the period when the Executive Committee constructs the conclusion section. The evidence examined will be in the form of internal reports and external reports. An external report is one from an external source such as an auditor or the consultant who would conduct Leadership Practices interviews. An internal report is one that comes through the President. The Board will review the indicated evidence and determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Executive Committee observations. For example, this would be most evident in the section, President's Relationship with the Board.

During the evaluation workshop, a written evaluation report will be produced, which will document:

- The evaluation process;
- Evaluation context;
- Assessments relative to the criteria (quality indicators) noted in Appendix B;
- An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation;
- Identification of any growth goals if deemed appropriate; and
- A "conclusion" section, followed by appropriate signatures and dates.

The assessments contained in the evaluation report will reflect only the corporate position of the Executive Committee. This report will be approved by motion of the Executive Committee. The actual report is a confidential document. A signed copy will be provided to the President and a second signed copy will be securely placed in his personnel file held by the University.

A written report will be provided to the Board outlining the conclusions of the Evaluation and growth goals outlined for the President.

Evaluation Criteria

The criteria for the first step in the evaluation will be those set out in **Appendix B**: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided in the previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities.

For the Role Expectation "Leadership Practices", an external consultant will collect data relative to leadership practices. Telephone interviews will be conducted with the following in accordance with

Appendix C – Interview Guide:

- Vice President Academic
- Vice President Advancement
- Vice President Finance
- Assistant Vice-President Human Resources
- Campus Ministry Coordinator
- Director of Facilities
- President of the Faculty Association
- Staff Association Representative
- Sample of Faculty (the faculty association President will divide faculty members into five groups and the Vice-Chair of the Board will choose by lot one of the groups)
- Two student legislative council members (not to include the President of the student legislative council), chosen randomly by the President of the student legislative council.

Timelines for Evaluations

Formal evaluations will be conducted every second year. The Board, through the Executive Committee, is responsible for providing timely feedback between formal evaluations.

Appendix B

PRESIDENT PERFORMANCE ASSESSMENT GUIDE

Appendix B is the Performance Assessment Guide, which is intended to clarify for the President the performance expectations held by the Board and University community. This guide is also intended to be used by the Board to evaluate the performance of the President in regard to each role expectation. The Executive Committee will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

1. Faith Leadership

Role Expectations:

- RE 1.1 Promotes and models involvement in the Catholic faith community.
- RE 1.2 Ensures students, faculty and staff are provided opportunities for spiritual development within the University context.
- RE 1.3 Fosters a lifestyle and deportment that is in harmony with the Catholic Church and its teachings.
- RE 1.4 Promotes and maintains a distinctly Catholic culture within the University community.

Quality Indicators relative to Faith Leadership:

- QI 1.1 Participates actively in the parish, the Diocese and maintains a personal lifestyle in keeping with Church teaching.
- QI 1.2 Ensures religious celebrations, faith development and social justice initiatives are organized by the University.
- QI 1.3 There is visible evidence that St. Mary's is a Catholic University as outlined in Ex Corde Ecclesia.
- QI 1.4 Students, faculty and staff have the opportunity to engage in extracurricular faith based educational events or workshops, liturgical celebrations of faith, and formation or training.

2. Academic Leadership

Role Expectations:

- RE 2.1 Provides leadership in all matters relating to academic success of the University as outlined in the Catholic intellectual tradition.
- RE 2.2 Provides leadership in fostering those services and resources which promote the improvement of educational opportunities for all students.
- RE 2.3 Provides leadership in fostering conditions which promote the improvement of professional development opportunities for staff and faculty.
- RE 2.4 Ensures that the social, physical, intellectual, cultural, spiritual and emotional needs of students, staff and faculty are met in the overall University environment.

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RE 2.5 Utilizes available physical and human resources to optimize the academic course offerings and programs of the University and its ability to best serve the students.

Quality Indicators relative to Academic Success:

- QI 2.1 Annually reviews the five-year Academic Plan (2019-2024) with the Vice-President Academic and the leadership team and ensures that the strategic goals and objectives are met to support student, staff and faculty success.
- QI 2.2 Annually reviews the alignment of both the Strategic and the Academic plans to ensure that educational programs remain innovative and supportive of faculty and student success.
- QI 2.3 Ensures where possible that student growth indicators of success are reviewed and improved annually.
- QI 2.4 Supports the annual review and delivery of resources for academic programs to support student needs and demands.

3. Fiscal Responsibility

Role Expectations:

- RE 3.1 Ensures the University operates in a fiscally responsible manner, including adherence to recognized accounting procedures and the sustainability of the University.
- RE 3.2 Directs the preparation and the presentation of the budget.
- RE 3.3 Ensures the Board and its committees have current and relevant financial information.
- RE 3.4 Annually update the strategic Capital Plan for submission to the Board.

Quality Indicators relative to Fiscal Responsibility:

- QI 3.1 Ensures accepted accounting principles are being followed.
- QI 3.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.
- QI 3.3 Ensures adequate internal financial controls exist and are being followed.
- QI 3.4 Ensures all collective agreements and contracts are being administered and interpreted so staff, faculty and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 3.5 Ensures the Board is informed annually about incurred material liabilities.
- QI 3.6 Ensures the Board is informed immediately regarding pending material litigation.
- QI 3.7 Ensure the Board is informed regularly in regard to financial statements, and University investments.
- QI 3.8 Maintain and enhance/re-engage where possible, the donor base and ensure that the total annual donation goals to St. Mary's are met.

4. Personnel Management

Role Expectations:

- RE 4.1 Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy/direction.
- RE 4.2 Ensures appropriate supervision of all personnel and ensures appropriate evaluation processes are in place.
- RE 4.3 Facilitates professional development and training sessions for University personnel that promote a growth in leadership and a safe environment.
- RE 4.4 Ensures the coordination and integration of human resources within the University.

Quality Indicators relative to Personnel Management:

- QI 4.1 Ensures the development and effective implementation of quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.
- QI 4.2 Promotes and models a commitment to personal and professional growth.
- QI 4.3 Provides for training of administrators and the development of leadership capacity within the University.
- QI 4.4 Develops and keeps current administrative procedures and ensures adherence to same.
- QI 4.5 Ensures high ethical standards of conduct and a safe environment.

5. Policy/Administrative Procedures

Role Expectations:

- RE 5.1 Provides support for the Board in the planning, developing and evaluating of Board policies.
- RE 5.2 Effectively implements Board Policies.
- RE 5.3 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures and which provides direction to staff and faculty.

Quality Indicators relative to Policy/Administrative Procedures:

- QI 5.1 Appropriately involves individuals and groups in the administrative procedures development process and ensures administrative procedures are kept current.
- QI 5.2 Supports the Board in reviewing Board policies.
- QI 5.3 Ensures that university policies, procedures and regulations within areas of assigned responsibility are developed where needed and kept current and provide clear guidelines for staff, faculty and students.
- QI 5.4 Demonstrates a knowledge of and respect for the role of the Board in policy processes.

6. President's Relationship with the Board

Role Expectations:

- RE 6.1 Develops and maintains positive, professional working relations with the Board.
- RE 6.2 Respects and honours the Board's governance role and responsibilities for the University by facilitating the implementation of that role as defined and directed in Board policy.
- RE 6.3 Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the Board is making informed decisions.
- RE 6.4 Keeps the Board informed on strategic and sensitive issues in a timely manner.
- RE 6.5 Attends, and/or designates administrative attendance at, all University and Board committee meetings.

Quality Indicators relative to President's Relationship with the Board:

- QI 6.1 Implements Board directions with integrity in a timely fashion.
- QI 6.2 Provides support to the Board re: advocacy efforts on behalf of the University.
- QI 6.3 Ensures Board agendas are prepared and distributed to board members in sufficient time to allow for appropriate preparation for the meeting.
- QI 6.4 Keeps the Board informed about University operations.
- QI 6.5 Provides the Board with balanced, sufficient, concise information and clear recommendations in agendas.
- QI 6.6 Interacts with the Board in an open, honest, proactive and professional manner.
- QI 6.7 Demonstrates respect, integrity and support to the Board, which is conveyed to the staff, faculty, students of the University and the broader community.

7. Strategic Planning and Reporting

Role Expectations:

- 7.1 Leads the strategic planning process, in the development of the University's Strategic Plan; budget; facilities, academic, technology and ancillary services; and implements this Plan with Board approval.
- 7.2 Involves the Board appropriately in the strategic planning process (approval of process and timelines; establishment of strategic priorities and key results early in the process; review of draft plan and final Board approval).
- 7.3 Reports regularly (at least annually) on Strategic Plan results achieved.

Quality Indicators relative to Strategic Planning and Reporting:

- QI 7.1 Ensures the Strategic planning process involves appropriate students, staff, faculty, Board members and the community at large, for input and results, and for high levels of support and satisfaction.

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- QI 7.2 Ensures facility project budgets and construction schedules are followed or that timely variance reports are provided to the Board.
- QI 7.3 Effectively implements the five year (currently 2018-2023) Strategic Plan, including campus development, to achieve the key results identified therein by the Board.
- QI 7.4 Ensures key results identified by the Board are monitored and achieved.
- QI 7.5 Ensures the budget and other planning documents based on the Strategic plan, are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities, and is approved within Alberta Education deadlines.
- QI 7.6 Ensures regular updating of the Board-approved Strategic and related plans (Academic, Capital etc.)

8. Organizational Management

Role Expectations:

- RE 8.1 Ensures the University is compliant with all legal, Ministerial, Ecclesial and Board mandates and timelines.
- RE 8.2 Reports to the Minister of Advanced Education, and the Ministry of Advanced Education with respect to matters identified in and required by provincial legislation.

Quality Indicators relative to Organizational Management:

- QI 8.1 Ensures University compliance with all Government of Alberta and Board mandates (timelines and quality).

9. Communications and Community Relations

Role Expectations:

- RE 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- RE 9.2 Maintains effective relationships within the University and to the broader community served.
- RE 9.3 Provides effective witness and reputational management to ensure the Catholic identity of the University.
- RE 9.4 Keeps the Board and Chancellor informed through the provision of appropriate accountability reports.

Quality Indicators relative to Communications and Community Relations:

- QI 9.1 Represents the University in a positive, professional manner resulting in strong reputational management, increased donor outreach and increased attraction of students.
- QI 9.2 Develops strong connections with the Chancellor, provincial Ministries and the provincial and federal governments to advance the interests of St. Mary's University.

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- QI 9.3 Ensures information is disseminated to inform appropriate publics to enhance St. Mary's brand as a University in the Catholic intellectual tradition.
- QI 9.4 Works cooperatively with the media to positively position the Board's views/positions.
- QI 9.5 Promotes positive public engagement from the community and the Diocese in the University.

10. Leadership Practices**Role Expectations:**

- RE 10.1 Demonstrates exemplary leadership in a manner that is collaborative with those with whom the President works most directly in carrying out the directives of the Board and the Ministry.
- RE 10.2 Strives to promote the vision and mission of St. Mary's University through the Catholic intellectual tradition in communion with the local and universal Church.

Quality Indicators relative to Leadership Practices:

- QI 10.1 Provides clear direction to the University community by ensuring that its vision and mission is understood and promoted by the Board, staff, faculty and students.
- QI 10.2 Provides collaborative and effective academic leadership.
- QI 10.3 Establishes and maintains positive, professional working relationships that support faculty and staff.
- QI 10.4 Unites the University community toward common goals that are educational and faith-inspired in nature.
- QI 10.5 Demonstrates a high commitment to enhancing student success.
- QI 10.6 Engenders confidence and trust through the exercise of his leadership role.
- QI 10.7 Empowers others to take initiative and responsibility through their work and roles within the university.
- QI 10.8 Effectively solves problems.
- QI 10.9 Provides leadership which builds and supports a distinctly Catholic University community and culture.

Appendix C

**INTERVIEW GUIDE
PRESIDENT LEADERSHIP PRACTICES
Telephone Interviews of:**

Direct Reports, the Faculty Association President, Staff representative, as well as a percentage of the Faculty.

1. What evidence can you cite to support or refute the following:
 - 1.1 The President provides clear direction in promoting the vision and mission of St. Mary's University?
 - 1.2 The President provides effective administrative and academic leadership for the University in the Catholic intellectual tradition?
 - 1.3 The President establishes and maintains positive, professional working relationships with faculty, staff, and students?
 - 1.4 The President unites people to focus and achieve common strategic, academic and faith related goals.
 - 1.5 The President demonstrates a high commitment to enhancing student success?
 - 1.6 The President is a person of integrity who is trustworthy?
 - 1.7 The President empowers others avoiding the two extremes of abandonment and micro-management.
 - 1.8 The President effectively faces, addresses and solves problems?
 - 1.9 The President provides leadership, which builds and supports a distinctly Catholic University culture.
2. What does the President do, if anything that helps you do your job effectively?
3. What does the President do, if anything, that makes it more difficult to do your job effectively?