



## OKANAGAN COLLEGE EXECUTIVE COMPENSATION PHILOSOPHY AND PROCESS GUIDELINES

Friday, June 20, 2008

### Introduction:

The purpose of this report is to provide full disclosure pursuant to the amendments to the *Public Sector Employers Act* respecting the Chief Executive Officer and next four highest paid Executives within Okanagan College.

It should be noted that Okanagan College came into being effective July 1, 2005 and the transition arrangement negotiated with PSEA, PSEC and the Ministry of Advanced Education included an agreement for compensation levels for the President and Vice Presidents.

### Total Compensation:

For the purposes of this report, total compensation includes: base salary, performance pay, pension, group insurance benefits, and other perquisites (e.g. RRSP).

### Philosophy:

The compensation of the President should:

- Reflect Okanagan College's Mission, Vision, Values and Key Directions
- Support the achievement of the College's operational objectives
- Be competitive within the BC College Sector
- Comply with existing PSEA guidelines and approval processes for executive compensation
- Be internally fair and equitable
- Reflect the performance of the incumbent

### Process:

#### President:

The President's performance management and compensation is the responsibility of the Presidential Review Committee under the leadership of the Board Chair. This Committee is led by the Board Chair and also includes the Chair of the Human Resource Committee Chair and the Vice-Chair. This committee is responsible for conducting the President's annual performance evaluation, establishing goals for the coming year and making recommendations to the full Board on any changes to the compensation.

The annual process involves:

#### Step 1

Annual performance evaluation (performance on previous year's goals, including self-assessment by President, survey of Board members and assessment by committee).

#### Step 2

Establishment of new goals for forthcoming year including actions, performance measures, targets and constraints.

Discussion of any changes to compensation package.

#### Step 3

The sub-committee produces a report on the evaluation, compensation recommendations and the draft President's goals for the coming year.

Board considers and approves the recommendation.

### **Vice Presidents**

The President is responsible for the performance management of the Vice Presidents, which includes setting annual goals including measurements and targets.

Okanagan College is in the process of instituting a comprehensive performance management system for its entire management team. This system is based on the process described above for the President.

### **Relation of Goals to Compensation:**

Compensation change is dependent on performance in meeting previous year's performance measures and targets, including AVED enrolment targets and institutional budget. Currently, the President's compensation level has been set according to the PSEA guidelines which were in force one year ago. Had the old system continued, the Board would have had the ability to reward the President for superior performance with an increase in compensation. However, the changes in government policy have resulted in the President's compensation being capped at the current level. Thus, there are currently no performance incentives possible.

### **Performance Pay**

There will not be a performance payout for 2007-08 due to the conditions explained above.

**Exhibit #1 - Employee Performance Planning – 2008-09**



**Okanagan College**  
**Employee Performance Planning**  
April 1, 2008 – March 31, 2009

<b>Employee Name:</b>	<b>Title:</b>
<b>Supervisor Name:</b>	<b>Position:</b>
<b>Supervisor Title:</b>	

**Assessment Period:** From: \_\_\_\_\_ To: \_\_\_\_\_

**Annual Year-End Review Comments**  
Reviewer Comments:

  
  
  
  
  
  
  
  
  
  

Employee Comments:

\* Acknowledge the Initial Planned Objectives, Mid-Year Assessment and Year-end Assessment have been reviewed and discussed by signing and dating each column.

	<b>Initial Planned Objectives</b>	<b>Mid-Year Assessment</b>	<b>Year-End Assessment</b>
Employee Signature *	Date:	Date:	Date:
Supervisor Signature *	Date:	Date:	Date:



**PART I**

**2008-09 PERFORMANCE REVIEW**

N	GOAL	ALIGNMENT WITH KEY DIRECTIONS	PERFORMANCE MEASURE	TARGET	CONSTRAINTS	% WEIGHTING	LEVEL OF ACHIEVEMENT			COMMENTS
							Not Met	Met	Exceeds	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

<b>Part II: Personal Development Plan</b>	
<b>Strength Areas</b>	<b>Comments/Observations</b>
<b>Improvement Areas</b>	<b>Comments/Observations</b>

<b>Part III: Professional Development</b>
<p>Identify any education, training or development taken by the employee:</p>          
<p>What additional training or development activities, if any, are recommended to assist the employee to more effectively fulfill current responsibilities or prepare for future opportunities within the organization?:</p>          

**MISSION**  
 Okanagan College transforms lives and communities. We educate, train and support our students to excel in the workplace, to succeed in further education and to become lifelong learners.

**VISION**  
 We are the college of first choice; a college which students are proud to attend, where employees are proud to work, and whose graduates are highly valued in the workplace and at other post-secondary institutions.

Our vibrant campus life supports an excellent education for our local, national and international students. We promote the free exchange of ideas and the development and application of critical thinking skills. Our goal is to develop global citizenship in our community of informed learners.

As leaders in the economic, cultural and intellectual growth of our communities we work collaboratively with all our partners to anticipate and meet education and labor market needs.

- VALUES**
1. **STUDENT SUCCESS –**  
 Student success is our first priority.
  2. **LEARNING CENTRED-**  
 Learning is at the centre of everything we do. We respect the diverse ways in which our students and employees learn.
  3. **ETHICAL BEHAVIOR-**  
 We value a culture where employees and students act ethically, conduct themselves with integrity and fairness, and practice open communication.
  4. **RESPECT FOR EACH OTHER-**  
 We cultivate a respectful, integrated and cooperative learning community and value the contributions each of us makes and the support we provide to each other.
  5. **EQUITY AND ACCESSIBILITY-**  
 We encourage an equitable and accessible environment which promotes, involves and reflects our diverse communities.
  6. **RESPECT FOR ABORIGINAL CULTURE, TRADITION AND INDIVIDUALS-**  
 We embrace Aboriginal history and tradition and actively encourage participation and involvement by Aboriginal people and communities.
  7. **ACCESS TO EDUCATION-**  
 We support access to education for individuals from communities of all sizes.
  8. **RESPONSIBILITY AND ACCOUNTABILITY-**  
 We are responsible and accountable to our stakeholders in implementing, measuring and evaluating activities to ensure they are effective, efficient and learner-centered.