

# NEW MEXICO JUNIOR COLLEGE

## BOARD WORK SESSION

### DISCUSSION ONLY

Friday, January 11, 2008

**Zia Room - Library**

3:00 p.m.

### AGENDA

A. Board Self-Evaluation

Larry Hanna

B. Presidential Performance Appraisal

Larry Hanna



12-19-07

Dear Members of the New Mexico Junior College Board of Trustees,

I want to take this opportunity to thank you for asking ACCT to facilitate your annual Board Leadership Training Program. It was both a pleasure and an honor to be of service. I believe we had a very productive day and a half, and made significant progress in examining the role of the Board, providing a general overview of the role of trustees to new members, discussing and designing a presidential evaluation and board self-assessment process, and establishing goals and priorities for the President and the Board for the coming year. All in all, this was an extremely productive gathering. I complement you for your commitment, energy and hard work.

The attached documents should assist you as you move forward to implement many of the ideas discussed during our work session. We suggest that in consultation with President McCleery you add target dates for completion. Please let us know if we can be of further assistance with this.

I hope everyone involved was able to benefit from the experience, and walk away from it with a redefined sense of direction and commitment to the College and community. Your completed evaluation form is also greatly appreciated, in that it aids us in our efforts to constantly refine and improve upon our services.

If you, or any member of the Board, have any questions or concerns, please don't hesitate to contact me, or any member of the ACCT Board Leadership Services staff. I look forward to the opportunity to be of further service to the New Mexico Junior College Board, and assisting its members in their ongoing commitment to improving the College and its community.

I would like to conclude by wishing all of you a healthy Holiday Season and prosperous New Year.

Sincerely,

A handwritten signature in cursive script that reads "Narcisa a. Polonio".

Narcisa Polonio, Ed.D.  
Vice President of Education, Research and Board Services



12-19-07

Steve McCleery, Ed. D.  
President  
New Mexico Junior College

Dear Steve:

Attached are the notes that I promised from the Board Leadership Training Program. I have also sent, with this email, a modified copy of the presentation I prepared for the day. It was really a pleasure to facilitate this training session. You have a great Board and it was a delight to spend time working with them.

The Board appears to have the right balance of concern regarding short-term issues and the long-term health and welfare of NMJC. By all indication they are supportive of your role and want a strong partnership between the President and the Board.

Since we didn't follow the Power Point presentation exactly, I've modified it to cover the focus of our discussion.

Please let us know if you want ACCT to assist with administering the Presidential Evaluation and Board Self-Assessment. Please review the attached thank you note to the Board, work plan, and PowerPoint presentation and let me know if you have any suggested additions, before we formally submit them to the Board. We covered a lot of territory during our gathering and want to make sure we have addressed the most important points.

I hope you enjoy your holidays.

Sincerely,

A handwritten signature in cursive script that reads "Narcisa a. Polonio".

Narcisa Polonio, Ed.D.  
Vice President of Education, Research and Board Services



## **Board Self-Assessments & Presidential Evaluations**

### *Why Should Boards Engage In Self-Evaluation?*

- Effective boards engage in a continuing process of self-assessment or evaluation of their performance. They do so in order to identify where they are performing well as a board, and where they might improve.
- Discussion about board roles and responsibilities can strengthen communication and understanding among board members. The discussions can lead to stronger, more cohesive working groups.
- Boards' willingness to engage in self-assessment is a model for the rest of the institution. It indicates that board members take their responsibilities very seriously.
- Their interest in self-improvement sets a tone for others in the college to engage in an ongoing review of how education is delivered.

### *What Should We Expect From a Self-Evaluation?*

Well-conducted board self-assessments lead to better boards. The results include:

- a summary of board accomplishments
- a better understanding of what it means to be an effective board
- clarification of what trustees expect from each other and themselves
- improved communications among trustees and between the board and CEO
- strengthening the Board/CEO relationship
- identification of problems, potential issues, and areas to improve
- an opportunity to discuss and solve problems that may hurt board performance
- identification of strategies to enhance board performance
- renewed dedication to the board
- agreement on board roles and trustee responsibilities
- identification and preparation of board goals and objectives for the coming year
- clarification of fiduciary responsibilities

Evaluating the performance of the board is not the same as evaluating individual trustee performance. The purpose of the evaluation is to look at the board as a whole, although a side benefit may be that individual board members gain appreciation for the roles and responsibilities of trusteeship.

### *How Should Boards Evaluate Themselves?*

The process of self-evaluation may be formal or informal. ACCT recommends the process should provide useful information for the board members.

Formal processes involve the use of *self-assessment instruments*. The results of these instruments coupled with the use of outside consultants who interview each board member, the CEO, and others named by the board, become the basis for discussion.

Other processes include discussions of ideal board practices and how the board's own practices compare. Case studies or scenarios may be used as the basis for exploring effective approaches. Observing boards which have positive reputations may be helpful. Usually, a committee of the board is appointed to design and propose the process and criteria.

### *Who Should Be Involved In The Evaluation?*

Each and every board member should participate in the self-evaluation by completing a board self-assessment instrument, and be involved in the discussion.

The CEO is also an important resource. Varying levels of involvement by the CEO are appropriate, from being a full participant in the process, to contributing advice and support for the process, to providing comments on the board/CEO relationship. Some boards conduct the board and CEO evaluations in tandem, since the success of one entity in the partnership depends on the effectiveness of the other.

Consultants and facilitators are often helpful to boards in developing and conducting an evaluation. They can provide an independent, non-biased influence to help keep board discussions focused and positive. ACCT's Board Leadership Services arranges for consultants to assist in the process.

### *Should the Board and CEO Evaluations be Linked?*

The board and CEO work together in leading the institution – the board governs, and the CEO leads and administers on a day-to-day basis. It is difficult to evaluate the board without reference to the CEO's contributions, and vice versa. ACCT recommends conducting the board and CEO evaluation concurrently; holding first a session on the board self-assessment followed by the CEO evaluation.

Boards should recognize that when evaluating the CEO, their support of the CEO is an important contribution to the success of the CEO. Conversely, when conducting self-assessments, the CEO's support and advice contributes to board success.

## *How Often Should Boards Evaluate Themselves?*

Formal self-evaluations and/or a special session to discuss board performance should occur annually. Getting into the habit of regular evaluations makes the process part of the board and college culture, and lessens resistance to self-assessment.

New boards, or boards with a significant number of new members, may wish to hold an informal session more often as the members are learning to work together as a team. A few boards have adopted a practice of selecting and quickly commenting on a particular standard of performance at the end of each meeting related to the interaction and content of the meeting.

The evaluation session should be scheduled as a special workshop or retreat. State open meeting laws will guide whether or not the evaluation discussion must take place in an open session, or may be held in a closed session. If it is allowed, closed sessions provide an opportunity for board members to speak more freely.

## *What Criteria Should We Use?*

A basic self-evaluation question is: “Are we doing what we said we will do?” If the purpose of the evaluation is to answer that question the criteria used in the self-assessment process includes what the board has defined as its roles and the policies the board has for its own operations and behavior.

Another question is: “How does the board rank itself against commonly accepted standards of boardmanship?” In this case, the criteria used may be those established by national and state associations.

In either case, some possible categories are listed below.

- Board Organization
- Community Representation
- Policy Direction
- Board–CEO Relations
- College Operations
- Monitor Institutional Performance
- Board Behavior
- Advocacy
- Board Education

## *How Do We Design an Instrument?*

The first step in designing an instrument is to identify what the board wants to get from the evaluation. If the major question is “Are we doing what we said we will do?” then whoever is designing the instrument (a board committee or other designee) needs to review board policies, practices and other statements that set out the board’s expectations for itself.

For instance, if the board has a policy or practice that the board represents the community in its policy discussions, the evaluation instrument or checklist may include items that read:

1. The board has a comprehensive understanding of community educational needs.
2. The board considers the interests and needs of the community in its policy discussions.

Therefore, those who are designing the instruments should review all of the board’s policies and practices and develop statements that will be rated by trustees (and others involved).

On the other hand, if the major question is “How do we compare with state or national standards for governing boards?” then the instrument will be based on other standards, including the *ACCT code of ethics* and *Standards for Effective Governance*. See the *Board Self-Evaluation Item Bank* for a list of items that are based on local, state, and national standards.

## *Sample Structures*

### **Rating Scales**

Trustees and others doing the evaluation will rate statements on an instrument according to how well they perceive the board performing. Every college has staff members who can assist with setting up rating scales. Following are a few examples of rating a statement on the effectiveness of the board self-assessment process. Respondents would be asked to circle or write the letter of the response.

### **Agreement**

The board self-assessment process provides useful information on board performance.

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

**Performance**

The quality of information the board self-assessment process provides on board performance is:

Excellent
Good
Adequate
Marginal
Poor

To get numerical averages, respondents might be asked to rate the statement according to a scale, e.g.: \_\_\_\_ The quality of information the board self-assessment process provides on board performance is:

5	Excellent
4	Good
3	Adequate
2	Marginal
1	Poor

**Meets Standards**

Respondents may be asked to simply state “yes” or “no” in response to a standard.

1. Yes / No      The board self-assessment process provides useful information on board performance.
2. Alternatively, respondents may be asked to use the following scale:
  - a. Exceeds expectations
  - b. Meets expectations
  - c. Needs improvement
  - d. Unable to evaluate



## *Board Self-Assessment Instrument Item Bank*

The *Board Self-Assessment Instrument Item Bank* is a composite of sample items that may be used in board self-assessment forms. Self-assessment instruments generally have 30-40 items. Boards should select statements from the item bank that are most useful to them. Possible question topics include:

- Board Organization
- Policy Role
- Community Relations
- Policy Direction
- Board–CEO Relations
- College Operations
- Institutional Performance
- Board Leadership
- Advocating the College
- Board Education
- Open-ended Questions

## *How Should We Use The Results of a Board Self-Assessment?*

The average ratings on a board-self evaluation instrument, a summary of interviews, or key points in a group discussion identify the strengths of the board and areas for improvement.

The strengths should be celebrated and boards should congratulate themselves on their good work. The strengths are used to help the board improve.

Areas of improvement should be explored to identify the dynamics that contribute to any problems or weaknesses. Strategies to address the issues may include board retreats or workshops on a specific topic, study sessions or reading in an area where knowledge or clarification is needed.

Three to six board goals or activities for the coming year may be established, based on the evaluation and performance on prior year goals. These goals become the basis for the board's long-range or annual agenda.

## **ACCT's Board Self-Assessment and President Evaluation Services**

### *Why?*

It is the responsibility of the Board and the President to support and strengthen the community institutions that they serve. This task is more difficult every year.

Community colleges have increased visibility and credibility, and are important players in the economic and political arena of the communities they serve. They are recognized as key contributors to the health and well being of the community. Boards operate in increasingly complex environments, often with competing interests and shrinking financial resources.

The result is that there is greater demand being put on the leadership role of the board. Boards are increasingly expected to work in partnership with the president to raise money, to approve long-range planning, to actively seek political and civic support for the college, manage communication with the media, and preserve institutional autonomy as political pressure and demands increase.

ACCT acknowledges that community college boards are committed to continuous self-improvement. The value of an experienced external consultant to the board and president is that this process can defuse internal issues, reassure their responsibility and accountability to their communities, and create a culture of transparency and communication.

Annual assessment is a powerful tool to show actual change on important issues that forms a foundation for dialogue between the board and president.

### *What?*

Evaluation of the board and president provides an opportunity for the board to take stock of its contributions, establish a learning agenda around emerging issues and needs, and strengthen the board/president relationship. A mutually agreeable evaluation process creates a proactive forum where the leadership needs of the institution, and the new and emerging leadership role for the board and president, can be considered.

ACCT's role is to give encouragement, constructive challenges, and impartial advice to boards and presidents as they strive to best serve their institutions, grow professionally and communicate effectively.

## *How?*

- ACCT's innovative process creates a customized survey that tackles the challenges and issues of the board/CEO leadership in a streamlined format
- Strict attention to confidentiality and integrity
- ACCT coordinates a fair and confidential process to distribute and tabulate quantitative and qualitative data from trustees and the president
- Impartial and fair reporting
- ACCT analyzes assessment data and identifies areas of strength and concern for boards and/or presidents.
- The summary report sets the stage for strategic improvements and establishing performance goals
- The "Third Voice" is a critical advantage
- A facilitated customized board retreat in conjunction with the summary report gives the board and president an opportunity to engage in constructive dialog on how to close the "gaps" between expectations and performance
- ACCT can facilitate either a board self-assessment or presidential evaluation individually, or combine the two evaluations into one process. A summary report of findings is prepared and presented to the board either by a retreat consultant, or simply sent with our written recommendations/comments.

### **Comments from one of our Trustees:**

*"The process and service provided by ACCT is an outstanding and efficient means to handle our yearly evaluation for both our President and Self Evaluation of the Board. The electronic format is quick and easy to complete.*

*By far the best feature with this technology is that trustees were able to complete their forms no matter where they were (some were out of state on business) and submit them in a timely fashion. As the Chairman of the HR Committee I was able to receive all evaluations and quickly transmit all forms to ACCT with a few clicks of my mouse! It was absolutely painless! It sure beats flipping through multiple forms and manually tabulating answers, which is very time consuming! "*

*Alicia Hupp, Trustee & HR Chair, Clark State Community College, 2006*

# Methodology

## *How to Start Designing and Implementing the Evaluation Process*

1. ACCT will provide the board with materials to introduce the evaluation process and help it design a survey instrument(s) that most suits its needs and concerns. This may just be a draft survey, as the board and president may want to review and make changes.
  2. At the board meeting information can be presented to the board and president about the what, how and why of the assessment process. ACCT's Board Leadership Services specialist can walk the board through this. The board will "fine tune" the survey instrument.
  3. ACCT will coordinate the surveys and insure a confidential, fair and balanced process. ACCT will tabulate the results and prepare a confidential summary report for the board and president to be discussed at the next board meeting or retreat.
  4. ACCT can facilitate a retreat for the board and president to review the summary data and open the dialogue between the trustees and president to discuss the findings.
- OR**
4. ACCT can review the findings with the board and president in a conference call.
  5. (For a presidential evaluation) ACCT will assist the board in preparing a letter for the president confirming their agreed goals and priorities for the next review period.  
(For a Board self-assessment) The board will record the results of their review and discussion of the summary report and commit to goals and priorities for the next review period.

### **Results:**

- If all goes well, this process will energize the board and president, and an informed dialogue can move everyone to a higher level.
- The college's stakeholders will have confidence that the process has been impartial and the results productive.
- Goals can be set based on survey results and discussions.
- Boards dedicated to the continuous renewal of their college's stewardship, find that annual self-assessment and evaluation of the president is a healthy process that benefits all stakeholders, when done with professionally controlled methods.

ACCT is here to help. If the board wants to proceed with "baby steps", it can be secure in knowing that it is at least moving in a good direction.

We applaud your energy and leadership!

# Presidential Evaluation and Board Self-Assessment Process

The goals of the evaluation and self-assessment process should be:

- Establishment of goals and priorities for next period
- Assessment of the most recent performance of the President and the Board and serve as a mechanism for constructive consideration of strengths and weaknesses
- Encouragement for the Board and the President to recognize superior performance and the need for constant improvement
- Enhancement of Board and CEO relationship and their unique leadership partnership
- Set standards and heightened morale on campus by setting an example

## *Preliminary Work*

### **President prepares written reports**

- Self-assessment of performance based on goals and priorities previously established with the Board
- Annual goals/objectives and strategic initiatives established jointly by the President and Board
- State of the College – status report on the College on key indicators such as enrollment, fundraising, overall functioning and stability of the institution, status of strategic plans, etc.

### **Trustees complete:**

- Survey form on president's performance.
- Sample list of performance review criteria:
  - Leadership on campus and in the community
  - Communication with the Board
  - Representation of the College
  - Administrative and management skills
  - Fiscal management
  - Personal attributes including trust and integrity
- Self-evaluation form on board's performance (rate both board and individual performance).

### **ACCT prepares summary of both surveys**

- Trustees will receive President's reports in advance of retreat
- President will receive summary of trustee surveys in advance of the retreat.

## Retreat/Workshop

- President to present both self-evaluation, state of the College, and questions and answers (Q&A) with the board. Board will have an opportunity to meet (without President), and discuss evaluation before meeting with the president.
- Distribute and discuss the summary findings from the completed surveys on the president's performance and board's self-assessment. Board will have an opportunity to meet (without President), and discuss evaluation before meeting with the president.
- Discuss accomplishments and items needing further attention by the president, the board and individual trustees
- Set goals and priorities, and the time frame, for the next evaluation and self-assessment process.

## Fee Structure

Description of Service	Cost to Members
<p><b>Compilation and Analysis of Data</b>            Preparation, Administration and Analysis of Data includes:</p> <ol style="list-style-type: none"> <li>1. Survey instruments customized to fit the desires and needs of the board and president.</li> <li>2. Design of instruments and process for gathering data from individual trustees. Accuracy is critical.</li> <li>3. Distribution and administration of surveys.</li> <li>4. Collection and tabulation of responses.</li> <li>5. Preparation of confidential reports               <ul style="list-style-type: none"> <li>• Confidential Presidential Evaluation Report</li> <li>• Confidential Board Self-Assessment Report</li> </ul> </li> <li>6. Review findings and recommendations with board and president by conference call.</li> </ol>	<p>\$1,500 - \$2,500            (Presidential Evaluation)</p> <p>\$1,500 - \$2,500            (Board Self-Assessment)</p>
<p><b>On-site presentation of reports</b></p> <ol style="list-style-type: none"> <li>1. <b>Facilitation of review and discussion</b>            Presentation of findings by ACCT retreat consultant.</li> <li>2. <b>Recommendations</b>            Open constructive dialog to frame recommendations and expectations for the next review period</li> <li>3. <b>Defining next steps</b>            Preparation of formal communication and records to insure follow-up</li> </ol>	<p>Retreat can be 1/2 day or 1- 1½ days            \$3,000-\$4,000  <i>Plus travel expenses of consultant</i></p>

## **Recent Board Self-Assessments and Presidential Evaluations Conducted by ACCT**

Baltimore City CC, MD

Clark State CC, OH

Henry Ford CC, MI

Lansing CC, WY

North Central State, OH

San Joaquin Delta CC, CA

Santa Monica, CC, CA

Tulsa CC, OK

County College of Morris, NJ

Kirtland CC, MI

Houston CC, TX

N. Arkansas CC, AR

N. Wyoming CC, WY

Rockland CC, NY

## BOARD SELF-EVALUATION FORM

### New Mexico Junior College

Please put an X in the box to indicate how you rate the Board in the following key functional areas.  
*1 = strongly disagree; 2 = somewhat disagree; 3 = somewhat agree; 4 = agree; 5 = strongly agree*

<b>Board Organization</b>	-					+
	1	2	3	4	5	
1. The board operates as a unit.						
2. Board members understand that they have no legal authority outside board meetings.						
3. The meeting agendas are relevant to the work of the board.						
4. Board committees have clear and appropriate responsibilities.						
5. Board committees effectively assist the board to do its work.						

COMMENTS:

<b>Policy Role</b>	1	2	3	4	5
6. The board understands that the primary function of the board is to establish the policies by which the community college is to be administered.					
7. The board focuses on policy in board discussions, not administrative matters.					
8. The board policy manual is current, relevant, and useful.					
9. The board has clarified the difference between its policy role and the roles of the president and staff.					
10. The board openly discusses issues and seeks the views of college constituents.					

COMMENTS:

<b>Community Relations</b>	1	2	3	4	5
11. The board is knowledgeable about community and regional needs and expectations.					
12. The board has protocols for dealing with the citizens and the media.					



13. The board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate.					
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COMMENTS:

<b>Policy Direction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
14. The board has ensured that the mission and goals are sufficiently responsive to community current and future needs.					
15. The board spends sufficient time discussing the future direction of the college.					
16. The board annually sets annual priorities in conjunction with the President.					
17. The board is appropriately involved in the planning process.					

COMMENTS:

<b>Board-President Relations</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
18. A climate of mutual trust and respect exists between the board and president.					
19. The board sets clear expectations of the president.					
20. The board has clear protocols for communicating with staff that include the President.					
21. The board and president work cooperatively to maintain a broad perspective.					
22. The board effectively evaluates the president.					
23. The board clearly delegates the administration of the college to the president.					

COMMENTS:

<b>Standards for College Operations</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
24. The board understands the fiscal condition of the organization.					
25. The board has established parameters for college budget planning.					
26. The board requires and is involved in long-range fiscal planning.					

27. The college/board approved a long-range facilities plan.					
28. The board meets its responsibility as a last court of appeal.					

COMMENTS:

<b>Institutional Performance</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
29. The board has a system to evaluate effectiveness and quality of the educational programs and services of the college.					
30. The board adequately monitors the impact the college has on the community.					
31. The board understands the financial audit and its recommendations.					

COMMENTS:

<b>Board Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
32. The board understands its roles and responsibilities.					
33. Board members are prepared for board meetings.					
34. The board accommodates the differences of opinion that arise during debates of issues.					

COMMENTS:

<b>Advocating for the College</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
35. Board members support the college by attending various events.					
36. Board members participate in community activities as representatives of the college.					
37. The board helps educate the local community about the needs and issues of the college.					
38. The board understands and protects the academic freedom of the faculty and administrators.					

COMMENTS:

<b>Board Education</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
39. Board members are engaged in a continuous process of training and development.					
40. The board is knowledgeable about major social and economic trends and issues that affect the institution and community.					
41. Sufficient resources are allocated for Board members to attend conferences.					

COMMENTS:

**PART II: OPEN-ENDED QUESTIONS**

42. What are the major accomplishments of the board in the past year?

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43. What are the board's greatest strengths?

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44. What are areas in which the board could improve?

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45. What is/are the most important change(s) you think we need to make to improve how the board operates?

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46. I recommend that the board have the following priorities for the coming year...

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47. As a trustee, I am most pleased about...

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48. As a trustee, I have concerns about...

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49. Other comments?

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Thank you for taking the time to complete and return your candid responses for this evaluation.  
All survey response information will remain anonymous and the confidential final report is for board use only.

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# PRESIDENTIAL PERFORMANCE APPRAISAL

## New Mexico Junior College

**Please rate the President in the following key functional areas.**

**1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations;  
4 = exceeds some expectations; 5 = significantly exceeds expectations**

**Please provide comments to improve the performance of the president in specific functions of the job.**

### Part I

	-				+
<b>Institutional Performance</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The president acts in accordance with the college's mission, goals and strategic plan.					
2. The president emphasizes compliance with higher education accreditation					
3. The president regularly reviews and evaluates the effectiveness of the curricular programs of the college in accordance with state rules and regulations.					
4. The president requires all required state and federal reporting requirements to be met in a timely manner, emphasizing accuracy and accountability.					
5. The president requires the college's facilities to be developed in accordance with the master plan.					
6. The president is well-versed with regard to the legislative and governmental environment affecting higher education.					
7. The president adequately monitors the impact the college has on the community.					
8. The president regularly reviews reports on student learning outcomes.					
9. Access to higher education for underserved and minority populations is evident, and programs to ensure success is noted					
10. Technology is continuously upgraded and used as a tool to promote greater student access, learning options, service, efficiencies and productivity.					

COMMENTS:

<b>External Relations/Community/Advocacy</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
11. The president maintains positive relations with various local and state media.					
12. The president regularly consults both internal and external constituents to gauge their satisfaction with the college's progress.					
13. The president demonstrates support for the college's institutional public-relations efforts to maintain the positive image of the college.					
14. The president regularly demonstrates his support for community and economic development in the college's service area.					
15. The president represents the college appropriately at the local and state level.					

16. The president takes an active role in local civic, service, and social organizations.					
17. The president resents a positive image for New Mexico Junior College.					
18. The president develops useful strategies for building community partners and forms new partnerships as a result.					
19. The president actively supports the colleges' foundation and fundraising efforts.					

COMMENTS:

<b>Institutional Leadership/Internal Relations</b>	1	2	3	4	5
20. The president maintains a relationship of trust and respect with the faculty/staff, congress.					
21. The president encourages direct involvement from all constituent governance groups on-campus.					
22. The president demonstrates the college's commitment to service to business, industry, and the private sector through workforce development.					
23. The president emphasizes student success.					
24. The president strongly supports meeting the needs of under prepared students through developmental, remedial, and adult basic education.					
25. The president advocates the need for flexibility in meeting student curricular needs (programs, schedules, delivery methodologies).					
26. The president promotes, initiates, and supports student retention efforts.					
27. The president requires that professional development opportunities be made available for faculty and staff.					
28. The president regularly attends various college events, functions, and activities.					

COMMENTS:

<b>Operations</b>	1	2	3	4	5
29. The president conveys information with regard to the college's fiscal condition to the internal and external constituents of the college.					
30. The president projects and supports the growth of the institution in a fiscally responsible manner.					
31. The president submits a budget, reflecting the mission and priorities of the college, for board approval in a timely manner.					
32. The president regularly seeks to find potential savings within the budget.					
33. The president requires that fiscal affairs of the college are conducted in accordance with all applicable state and federal laws, rules and regulations.					
34. The president requires that personnel policies and procedures are administered in accordance with all applicable state and federal laws, rules and regulations.					
35. The president conducts performance appraisals of those who report directly to him at least annually.					

36. The president oversees and supports appropriate strategies for attracting new funding streams to the institution.					
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COMMENTS:

<b>Personal Qualities</b>	1	2	3	4	5
37. The president demonstrates the highest ethical standards and personal integrity.					
38. The president presents a professional image and demeanor.					
39. The president demonstrates good judgment in dealing with sensitive issues.					
40. The president is actively engaged in continuing professional development.					
41. The president undertakes tasks with enthusiasm and sees them through to completion					
42. The president is creative and innovative in solving problems					
43. The president encourages the development of and exhibits respect for all groups in the decision-making process					

COMMENTS:

<b>Board-CEO Relations</b>	1	2	3	4	5
44. The president provides effective and professional advice, support, and information to the Board Chair and to the board for any items requiring board action.					
45. The president supports the professional development of the board.					
46. The president keeps the board informed with regard to local, state, and national issues, which may affect the college.					
47. The president is consistently available to the board (and staff).					
48. The president maintains a current, relevant, and useful board policy manual in support of the board.					
49. The president is prepared for the board meetings.					
50. The president consults with the Board Chair regarding board agendas.					
51. The president provides sound monitoring reports to the Board on all aspects of college operations.					
52. A climate of mutual trust and respect exists between the board and CEO					
53. The president has a good rapport with students, staff, faculty and Board of Trustees					

COMMENTS:

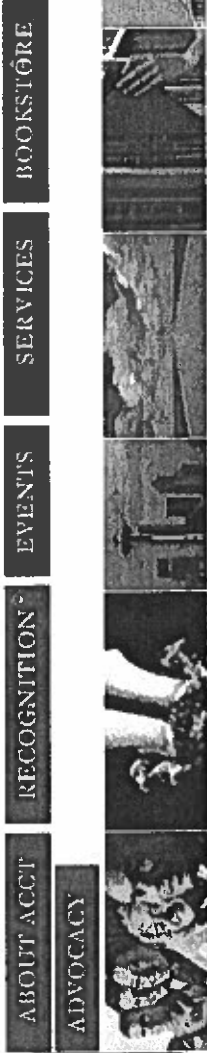
**Part II: Open Ended Questions**

1. What are the president's greatest strengths?
  
  
  
  
  
  
  
  
  
  
2. What are the major accomplishments of the president in the past year?
  
  
  
  
  
  
  
  
  
  
3. What are areas in which the president could improve?
  
  
  
  
  
  
  
  
  
  
4. As a trustee, I am most pleased about \_\_\_\_\_
  
  
  
  
  
  
  
  
  
  
5. As a trustee, I have concerns about \_\_\_\_\_
  
  
  
  
  
  
  
  
  
  
6. As a trustee, I would like to see the following changes in how the president operates: \_\_\_\_\_
  
  
  
  
  
  
  
  
  
  
7. I recommend that the president have the following goals for the coming year: \_\_\_\_\_

Thank you for taking the time to complete and return your candid responses for this evaluation.

All survey response information will remain anonymous and the confidential final report is for board use only.





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## Board Self-Evaluation Item Bank

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Board self-evaluation instruments usually contain 30-40 items plus a few open-ended questions. The following item bank provides over 100 possible statements from which to choose. DO NOT use all of the items in the bank—there are many items that are similar and lengthy instruments are neither useful nor recommended. Boards should adapt statements to fit their needs. The statements may need to be reworded depending on the type of rating scale used.

The items are based on criteria outlined in Board Roles and Responsibilities, as well as ACCT's statement "On the Effective Governance of Community Colleges" and the ACCT Code of Ethics.

The items are categorized as follows:

- [Board Organization](#)
- [Policy Role](#)
- [Community Relations](#)
- [Policy Direction](#)
- [Board-CEO Relations](#)
- [College Operations](#)
- [Institutional Performance](#)
- [Board Leadership](#)
- [Advocating the College](#)
- [Board Education](#)
- [Open-ended Questions](#)

### Board Organization

- ▶ The board operates as a unit.
- ▶ Board members uphold the final majority decision of the board.
- ▶ The board considers and respects minority opinions.
- ▶ Board members understand that they have no legal authority outside board meetings.
- ▶ Board members represent board policy in responding to public and employee questions.
- ▶ Board members make decisions after thorough discussion and exploration of many perspectives.
- ▶ The board's decisions are independent of partisan bias.
- ▶ Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion.
- ▶ The meeting agendas are relevant to the work of the board.
- ▶ The board has adequate input into the planning of meeting agendas.
- ▶ Meeting agenda items contain sufficient background information and recommendations for the board.
- ▶ Closed sessions are held only when needed.

- ▶ Board officer responsibilities are clear.
- ▶ Board officer responsibilities are appropriate for the work of the board.
- ▶ Board committees have clear and appropriate responsibilities.
- ▶ Board committees effectively assist the board to do its work.
- ▶ The board's recruitment and selection processes reflect well on the college.
- ▶ The board's recruitment and selection processes attract excellent candidates.

#### **Policy Role**

- ▶ The board understands that the primary function of the board is to establish the policies by which the community college is to be administered.
- ▶ Board members understand and support the concept that board policy is the primary voice of the board.
- ▶ The board periodically reviews and evaluates its policies.
- ▶ The board assures a systematic, comprehensive review of board policies and the procedures that implement them.
- ▶ The board focuses on policy in board discussions, not administrative matters.
- ▶ The board has clarified the difference between its policy role and the roles of the CEO and staff.
- ▶ The board policy manual is current, relevant, and useful.
- ▶ Policy recommendations contain adequate information and are presented to that sufficient time is allowed for study and discussion.
- ▶ The policy-making process is clear, public, and inclusive.
- ▶ The board, through the CEO, seeks advice and recommendations from faculty, staff, and students in developing educational policy.
- ▶ The board openly discusses issues and seeks the views of college constituents.
- ▶ The board seeks community input in developing policies that affect the community at large.

#### **Community Relations**

- ▶ The board is committed to protecting the public interest.
- ▶ The board effectively represents the "voice" of the community.
- ▶ The board has determined what benefits the community should derive from the college.
- ▶ Board members act on behalf of the entire community.
- ▶ The board is knowledgeable about community and regional needs and expectations.
- ▶ The board has strategies for involving the community in discussion of issues that impact the community.
- ▶ Board members maintain good relationships with community leaders.
- ▶ The board has protocols for dealing with the citizens and the media.
- ▶ Board members adhere to protocols for dealing with citizens and the media.
- ▶ Board members keep the CEO informed of community contacts.
- ▶ The board encourages active cooperation by citizens, organizations, and the media with respect to establishing policy on current college operations and proposed future developments.
- ▶ The board assists in developing educational partnerships with community agencies, businesses and local government, where appropriate.

#### **Policy Direction**

- ▶ The board is knowledgeable about the mission and purposes of the institution.

- ▶ The board is appropriately involved in defining the vision, mission and goals.
- ▶ The vision and goals of the institution adequately address community needs.
- ▶ The board has ensured that the mission and goals are sufficiently responsive to community current and future needs.
- ▶ The board bases its decisions in terms of what is best for students and the community.
- ▶ The board spends sufficient time discussing the future direction of the college.
- ▶ The board regularly reviews the mission and purposes of the institution.
- ▶ The board is knowledgeable about the educational programs that implement the mission of the college.
- ▶ The board is involved in setting expectations for broad student learning outcomes.
- ▶ The board maintains a future-oriented, visionary focus in board discussions.
- ▶ The board annually sets annual priorities in conjunction with the CEO.
- ▶ The board requires long-range strategic planning.
- ▶ The board is appropriately involved in the planning process.
- ▶ The board understands the educational and legal context in which planning occurs.
- ▶ The board is familiar with the general strategic and master plans of the institution.
- ▶ The board encourages partnerships and other cooperative agreements with business, government, community agencies, and other educational institutions.

#### **Board-CEO Relations**

- ▶ The board and CEO have a positive, cooperative relationship.
- ▶ A climate of mutual trust and respect exists between the board and CEO.
- ▶ The board sets clear expectations for the CEO.
- ▶ The CEO's job description is current and accurate.
- ▶ The board provides a high level of support to the chief executive.
- ▶ The board maintains open communication with the CEO.
- ▶ Board members are available to the CEO for support and feedback.
- ▶ The board effectively evaluates the CEO.
- ▶ The board has clear protocols for communicating with staff that include the CEO.
- ▶ The board clearly delegates the administration of the college to the CEO.
- ▶ Board members keep the CEO informed about contacts with the community and staff.
- ▶ Board members respect the role of the CEO as the link between the board and staff.
- ▶ The board encourages the professional growth of the CEO.
- ▶ The board and CEO work cooperatively to maintain a broad perspective.

#### **Standards for College Operations**

- ▶ The board is knowledgeable about the educational programs and services of the college.
- ▶ The board understands of the fiscal condition of the organization.
- ▶ The board has established parameters for college budget planning.
- ▶ The board requires and is involved in long-range fiscal planning.
- ▶ The board understands the budget document.
- ▶ The board assures that the budget reflects college priorities in the mission and goals.
- ▶ The board has a long-range facilities plan.
- ▶ Board policies adequately address parameters for facilities maintenance and appearance.
- ▶ Board policies adequately address parameters regarding safety and security.
- ▶ Board policies adequately address parameters for investments and management of assets.
- ▶ Board policies adequately address parameters for fiscal management that meet audit standards.

- ▶ The board has established clear parameters for collective bargaining with employee groups.
- ▶ The board has policies that require fair and equitable employment processes.
- ▶ The board is committed to equal opportunity.
- ▶ The board has policies that require fair employee due process and grievance procedures.
- ▶ The board has policies that require adequate participation in decision-making within the institution.
- ▶ The board meets its responsibility as a court of appeal.

#### **Institutional Performance**

- ▶ The board has a system to evaluate effectiveness of the educational program of the college.
- ▶ The board monitors the effectiveness of the college in fulfilling the mission.
- ▶ The board requires the college to regularly evaluate program effectiveness.
- ▶ The board regularly reviews reports on student learning outcomes.
- ▶ The board demonstrates a concern for the success of all students.
- ▶ The board adequately monitors the impact the college has on the community.
- ▶ The board is appropriately involved in the accreditation process.
- ▶ The board understands state and federal accountability requirements.
- ▶ The board reviews accountability reports to state and federal agencies.
- ▶ The board monitors performance related to its policies for facilities development, maintenance and appearance.
- ▶ The board monitors performance related to its policies regarding safety and security.
- ▶ The board monitors performance related to its policies on investments and asset management.
- ▶ The board monitors performance related to its policies on fiscal management
- ▶ The board understands the financial audit and its recommendations.
- ▶ The board monitors its policies for collective bargaining.
- ▶ The board monitors performance related to its policies on employment processes.
- ▶ The board monitors performance related to its policies on employee discipline and grievance.

#### **Board Leadership**

- ▶ The board has a clear description of board roles and responsibilities.
- ▶ The board understands its roles and responsibilities.
- ▶ The board adheres to its roles and responsibilities.
- ▶ The board understands and adheres to its legal responsibilities.
- ▶ The board adheres to a code of ethics or standards of practice.
- ▶ Board members treat one another with respect.
- ▶ Board members work together as a team to accomplish the work of the board.
- ▶ Board members are prepared for board meetings.
- ▶ The board accommodates the differences of opinion that arise during debates of issues.
- ▶ The board bases its decisions upon all available facts in each situation.
- ▶ Board members avoid conflicts of interest and the perception of conflicts of interest.
- ▶ Board members may contribute single interest or their own professional perspectives to discussions, but always vote on behalf of the community as a whole.
- ▶ Once a decision is made, board members cease debate and uphold the decision of the board.
- ▶ The board maintains confidentiality of privileged information.
- ▶ The board works together in a spirit of harmony and cooperation.
- ▶ Through its behavior, the board has set a positive example for the CEO and other employees.
- ▶ The board actively encourages creativity and innovation.
- ▶ The board is willing to take a stand for what it believes is right for students and the community.

- ▶ The board understands the political implications of its actions.
- ▶ The board works to build positive relationships with all stakeholders.
- ▶ The board considers the political ramifications of its decisions.

#### **Advocating the College**

- ▶ Board members are knowledgeable about the college's history, mission, and values.
- ▶ The board recognizes positive accomplishments of the college.
- ▶ Board members actively support the mission and values of the college.
- ▶ Board members speak positively about the institution in the community.
- ▶ Board members support the colleges by attending various events.
- ▶ The board plays a leadership role in the local community.
- ▶ Board members participate in community activities as representatives of the college.
- ▶ The board helps educate the local community about community college needs and issues.
- ▶ Board members are knowledgeable about state laws and regulations.
- ▶ Board members are knowledgeable about state and national educational policy issues.
- ▶ The board advocates college interests to state and national agencies and legislators.
- ▶ The board actively seeks political and civic support for the college.
- ▶ The board works to secure adequate public funding.
- ▶ The board actively supports the colleges' foundation and fundraising efforts.
- ▶ The board understands and protects the academic freedom of the faculty and administrators.
- ▶ The board supports the state and national community college trustee associations.

#### **Board Education**

- ▶ Candidates for the board are educated about board responsibilities and the college.
- ▶ New members receive an orientation to the board and the institution.
- ▶ The board strives to become increasingly more effective.
- ▶ Board members are engaged in a continuous process of training and development.
- ▶ The board has an ongoing program of board development.
- ▶ Board members are knowledgeable about the roles and responsibilities of trusteeship.
- ▶ The board is knowledgeable about state and national laws and issues related to community colleges.
- ▶ The board is knowledgeable about major social and economic trends and issues that affect the institution.
- ▶ The board adequately studies issues prior to board action.
- ▶ The information provided to the board is appropriate and relevant.
- ▶ The information requested by and provided to board members does not put an undue burden on staff.
- ▶ Sufficient resources are allocated for board members to attend conferences.
- ▶ Board members are up-to-date on community colleges issues through reading and attendance at conferences.
- ▶ Board members devote time, thought, and study to the duties and responsibilities of a community college board member.
- ▶ The board periodically evaluates itself.
- ▶ The board self-evaluation process provides useful information on board performance.

#### **Board Goals**

One of the outcomes of a self-evaluation is the establishment of board goals for the following year. Therefore,

the self-evaluation process may include a request that respondents to assess how well the goals set in the prior evaluation were achieved.

**Open Ended Questions**

A self-evaluation instrument may be designed with space for general comments under each item or at the end of each section of the form. Some general questions include:

- What are the board's greatest strengths?
- What are the major accomplishments of the board in the past year?
- What are areas in which the board could improve?
- As a trustee, I am most pleased about \_\_\_\_\_
- As a trustee, I have concerns about \_\_\_\_\_
- As a trustee, I would like to see the following changes in how the board operates: \_\_\_\_\_

I recommend that the board has the following goals for the coming year: \_\_\_\_\_

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