

Guidelines for Board Self-Evaluation

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Board Self Study, conducted periodically with thoughtful preparation, is a practical tool for refining and improving Board performance.

James Paltridge

A community college board (may hold) closed meetings with representatives of a state association...for the purpose of discussing a board's self-evaluation, practices and procedures, or professional ethics.

Illinois Public Act 88-530

A. Introduction

Even though board self-evaluation has been around for a long time, few community colleges really do a comprehensive, regular assessment of their performance and effectiveness.

This handbook has been compiled by trustees Ray Hartstein (Oakton Community College) and Dr. Wayne Green (Carl Sandburg College) of the Illinois Community College Trustees Association's Excellence Committee as a resource guide for colleges interested in designing, developing, implementing and/or improving their board self-evaluation process.

B. Why trustees have been reluctant to do board self-evaluations in the past

1. Many feared they would be in violation of the Illinois Open Meetings Act.
2. Some felt that it was too touchy a matter to discuss the pros and cons of trusteeship with their colleagues, and felt that it would prove too uncomfortable to go through the process.
3. Some have maintained that election or re-election to the board is a sufficient evaluation of their performance.
4. Some have felt that the media take the board to task on a regular basis, which in itself is a good evaluation.
5. Others felt that those community activists who regularly appear at board meetings have unfairly attempted to scrutinize the board's efforts.
6. Some presidents or board attorneys may have convinced trustees that they shouldn't undertake a full-blown assessment of themselves.
7. Some trustees have felt that board evaluations may prove too costly and time consuming in a period of economic restraint.
8. Some board members may have felt that they are in the driver's seat and are disinclined to accept criticism from within or outside the college.

C. What the leadership of some boards did to get board self-evaluations underway, despite opposition.

The board chair, college president, or an emerging board leader often took some of the following steps:

- a. Developed or secured a questionnaire used elsewhere, sent it to each member of the board, and asked that it be completed and sent back by a certain date.

- b. Interspersed the board evaluation along with the president's evaluation, assuming that they go hand in hand.
- c. Convinced their board to proceed, since all segments of the college population were being evaluated and thus, the board should be included.
- d. When two factions of the board were "on the outs" for a long time, they finally got together and said, "We've been getting in each other's hair for a long time. Let's do a board evaluation and clear the air."

D. Why it may prove to be much easier to do board self-evaluation today, and the process to follow.

The Illinois Open Meetings Act has been revised, and Public Act 88-530 now enables boards to go into closed session for the purpose of self-evaluation as of July 1, 1994. The following process should be followed.

- 9. The trustee designated as the board's Illinois Community College Trustees Association representative must be present when the board moves to go into closed session for board self-evaluation, and when the self-evaluation takes place.
- 10. The motion to go into closed session should be as follows:

"I move that the board go into a closed session for the purpose of discussing the board's self-evaluation, practices and procedures, or professional ethics."
- 11. Board minutes must be taken as is done for any other closed session.
- 12. The minutes should be reviewed as would be done for those of any other closed session.

E. How to sell the board on proceeding with a self-evaluation.

- 1. Stress accountability - - the underlying reason for board evaluations in today's environment is just that. Community college trustees must realize that higher education is living in an atmosphere of increased accountability. Legislators, the media, and the public are asking hard questions about the cost of education, pricing, productivity, access, outcomes and effectiveness of our colleges.
- 2. Emphasize the benefits of a self-evaluation:
 - a. It will help clarify the types of characteristics that make an effective trustee.

- b. It will serve as a means of identifying and correcting some of our deficiencies and help us improve our boards and our individual roles as trustees.
 - c. It will serve as a means of identifying and correcting some of our deficiencies and help us improve our boards and our individual roles as trustees.
 - d. It will increase and improve our board communications and relationships.
 - e. It will identify board problems areas and prevent little problems from growing into big ones.
 - f. It will enable board members to become more informed about their institution.
3. Have the board take action to proceed, and ask the board chair to appoint a committee to develop and implement an approach for your college.
- a. Those boards with an ongoing evaluation process usually do the following:
 - Beg, borrow or steal a form or questionnaire (see pages 12-23 for examples). Some may find these forms adequate, while others find them too broad, general, and voluminous with quite a diverse set of questions that trustees need to work laboriously to complete.
 - Have a consultant conduct a board retreat. These consultants may be experienced and knowledgeable presidents, trustees or outside facilitators.
 - Dovetail the board evaluation efforts with some other activity, such as the president's evaluation or a long-range planning session.
 - b. Through the above practices may prove valuable, it is advocated that the board:
 - Locally tailor its approach so that it is more focused and directed to criteria and quite creative in its overall plan.
 - Take small bites at one sitting in an approach that is more gradual in exposure and implementation.

- Handle the board self-evaluation as a separate time apart from other activities, for it is most vital for development of the board and improvement of the college.

F. Suggested steps in establishing a board self-evaluation process.

1. Collect and study information from a variety of sources, including:
 - a. State trustee associations. The Illinois Community College Trustees Association has collected several evaluations.
 - b. National associations. These include the American Association of Community Colleges, the Association of Community College Trustees, and the Association of Governing Boards (AGB has been a forerunner in this activity, but its plan may need to be modified for it appears to have been developed for four-year universities and colleges.)
 - c. Your president, personnel or human resources director, or psychology professional.
 - d. Other colleges that have done a board self-evaluation.
 - e. Professional magazines, literature, and textbooks on organizational behavior, behavioral science, psychology or personnel (particularly the areas of performance evaluations, training and development.)
2. Make preparatory determinations before developing criteria on each of the following:
 - a. Who is to be evaluated?
 - (1) The board as a whole should be evaluated, since individual board members have authority only when convened in a legally conducted board meeting with a quorum present.
 - (2) Individual performance on the board should likewise be evaluated, for those sitting on the board have diverse personalities, talent and experience and can make or break a board by contributing to its success or failure.
 - b. What are the purposes or objectives of your assessment or audit?

- c. On what criteria should a board or its individual members be scrutinized? Typical areas that are often checked are:

Relationships	Missions	
Duties and responsibilities		Policies
The board meeting		Confidence
Knowledge	Performance	
Effectiveness	Productivity	
Problem areas	Strengths and weaknesses	
Accomplishments or contributions	Attributes	
Goals or objectives	Stability vs. change	
Commitment		

- d. Determine the areas of greatest need, and establish priorities and direction. In brainstorming issues of concern, it soon becomes apparent as to where the board wants to place its emphasis. Such a discussion may reveal a number of areas to pinpoint, such as:

- Relationship

"I'm not sure where the president's job leaves off and ours begins."

"That newly elected trustee seems to have her own private agenda."

- Problem areas

"He always seems to be asking for extra reports, not realizing how much time they take to develop."

- Responsibilities

"Do we all agree as to what our responsibilities are?"

- Knowledge

"Do we all agree as to what our responsibilities are?"

- Board Meetings

"Are we spending too much time on trivia and rushing over the important items?"

3. Develop an evaluation instrument for the overall job of the board, or for each of the targeted areas. Criteria may be established in the form of questionnaires, checklists, or attitude surveys upon which to judge the board or its members (see examples on pages 12-23).

4. Make preparatory determinations on each of the following:
- a. What methods or techniques will you use? The methods and techniques may be conventional or unusual, formal or informal, self-directed or guided by an outside competent advisor, and may include the following:
- A **videotape** of the board meeting might be made, reviewed and discussed by trustees.
 - **Outside observers** (such as members of the public who attend board meetings regularly) might be asked to send comments to the board chair or Evaluation Committee chair. The board can then discuss how to improve its meetings.
 - A board might analyze its own meeting, determine what to observe at a **neighboring college's board meeting**, make arrangements for sitting in such a meeting, and return to campus to compare operations and arrive at modifications and improvements.
 - An outsider might draw a **sociogram** of the discussion flow in the board meeting to see if any trustee (or the president) monopolizes the discussion or if the chair is doing justice to all in attendance.
 - Each trustee might complete a **form or survey** on specific issues (such as "preparation prior, during and following the meeting.") The board should then discuss the individual evaluations.
 - After noting points of confusion or differences of opinion between the tasks of the president and board from the instrument completed, an outside professional may write a **case study** incorporating the differences and discuss it with the board to work out differences.
 - Each board member might write a **short "obituary" or summary of individual accomplishments** and discuss it with the board. (Board meetings improve when trustees know each other better.)
 - The president might list his or her **expectations of the board**. In turn, the board could note what it expects of the presidents, and what individual members expect of the board and each other.

- Discussion might focus on **ideal board practices**. Trustees could identify the board's current practices and then compare them to model policies.
- An outside consultant might interview each trustee **on board ideas and concepts** and then discuss the results of these interviews with the board.

- b. Should the board self-evaluation be combined with some other activity?

Self-evaluation is vital enough to deserve the board's undivided attention and be handled as a separate item, but some boards have successfully dovetailed it with long-range planning, the president's evaluation, or other activities.

- c. Who will facilitate the self-evaluation?

While the board itself is in the best position to conduct the evaluation (and is usually more comfortable doing so), on occasion it may want to use an outside facilitator.

Those who meet with and/or deal with the board on a regular basis may be able to provide some insights that are not readily observed by the trustees themselves. This could include the president or other members of the college "family," such as faculty, administrators and students.

More frequently, the board may feel that an outside consultant may better fit the bill. An experienced and knowledgeable trustee or president (from within or outside the state) may be properly oriented in the analyses and results of the completed instruments, the key needs of the institution, and the make up of the local board.

- d. Who will "sit in" on the evaluation?

In most cases, trustees will display more candor and be more open and honest if left to themselves. At some colleges, the president is invited to join them, or the process is dovetailed with the president's evaluation.

- e. Should the self-evaluation be done in public or private meetings?

Where possible, board evaluations should be done in a private meeting. As indicated previously, privacy will enable board members to feel more comfortable and be more willing to contribute freely to the discussion.

- f. When and how often it should be done?

Most boards familiar with self-evaluations do them annually. Some even go as far as to designate the particular month and year in which they will be done, and conduct the evaluation in a special meeting called for this occasion. Depending upon the objective sought and techniques selected, some self-evaluations may be done as regular intervals throughout the year or in connection with regular board meetings.

- 5. Implement the board self-evaluation process.

After thinking through and making determinations on the preliminaries, the board can move ahead.

- a. Start the implementation process with general concepts.

If the board has never done a self-evaluation before, it may be helpful to expose trustees to some general concepts. Should board members be called upon to complete a detailed and lengthy form or attend a full-day retreat, some may be hesitant to put forth the effort and may be reluctant to really convey their inner thoughts. The results may then be short-changed. Gradual exposure and a less detailed, less short-changed. Gradual exposure and a less detailed, less cumbersome "warm-up" session should get the group to open up.

Asking the board to answer some general statements or to complete a brief survey may give the group an idea of the process. A more comprehensive approach can be scheduled at a later date. For example, a form consisting of some of the following types of questions may do the trick:

Sample Questions on General Concepts

1. What do you think are the combined strengths of the present board as a board?
2. What are the functions, rules or behaviors that you think the board most needs to improve?
3. How could the board improve itself as a board?
4. List in order of priority four major problems that the board faces.
5. List any weaknesses or strengths that you have observed in the performance of the college.
6. List significant accomplishments made by the college during the past years.

An alternative may be an abbreviation from that focuses on evaluating the board as a whole as well as individual board members' performance.

Sample Survey on General Concepts

To what extent is each of the following being done by the board and individual members of the board? Rate the board as a whole and yourself as an individual member on each item.

(5 indicates "very good work relationship" and 1 indicates "very poor work relationships")

	<u>Board as a Whole</u>	<u>Individual Members</u>
1. The board creates a business-like atmosphere in board meetings.	1 2 3 4 5	1 2 3 4 5
2. The board is sensitive to the need for appropriate timing on issues.	1 2 3 4 5	1 2 3 4 5
3. The board works effectively with the president to solve issues.	1 2 3 4 5	1 2 3 4 5
4. The board communicates information and concerns brought to its attention to the new president.	1 2 3 4 5	1 2 3 4 5
5. The board uses good judgment in providing feedback to the president.	1 2 3 4 5	1 2 3 4 5

If any question is rated less than "4" indicate a specific situation that caused you to rate it low and make suggestions for improvement.

b. For a complete approach, use the following two steps:

(1) Complete the evaluation instrument.

- (a) Each board member should fill out this instrument independently. Each statement or area should be answered, using the appropriate format or rating scale.
- (b) The form should be completed by certain date and returned to the board secretary, board chair, Evaluation Committee chair, or college president's office.
- (c) The responses are tabulated or summarized, and a composite profile is prepared and analyzed.
- (d) The audit results are distributed to each board member at least one week before the discussion session is scheduled.

(2) Discuss the results of the completed instrument, unless another technique or method was advocated.

- (e) The discussion may be led by the chair of the Evaluation Committee, the board chair, or an outside consultant.
- (f) Whoever is selected should have the ability to draw out each trustee and create an environment of openness and confidentiality.

1. Develop an action plan for desired changes in board operations that are suggested by the self-evaluation.
2. Schedule training sessions to assist in completing the goals of the action plan. On-going training is usually necessary.

G. Guidelines to follow when developing a board self-evaluation.

As your board prepares to go through self-evaluation, here are a few suggestions to keep in mind. Several of these items are adapted from guidelines by Deborah Streuli, former president of Wisconsin Technical College District Boards Association and former board chair of Wisconsin Indianhead Technical College.

1. All trustees should be involved in designing and implementing the evaluation process. If one or two trustees refuse to complete an evaluation or fail to attend the discussion session, it seriously decreases the potential value of the self-evaluation.
2. Conduct the self-evaluation on a regular basis, year after year and more than once a year, if possible.

3. Trust and a cooperative spirit are essential on the part of each board member.
4. All discussions must be kept confidential.
5. The self-evaluation instrument is a great orientation tool to share with new trustees, because it outlines what your board believes is important to board effectiveness. However, try to give new members a period of time to adjust to the board before starting the evaluation process.
6. Don't attempt to handle the evaluation during a college crisis. It's common for board members to focus on the most recent and/or most controversial.
7. Use the findings of the board self-evaluation in your long-range planning.

H. Results to be expected from a board self-evaluation

If your board pursues the self-evaluation process, it is sure to reap many of the benefits cited earlier. In addition, some of the following results should occur:

1. The overall performance of the board should improve.
2. Trustees should feel a renewed dedication to their role as board members.
3. Each trustee should learn more about his or her roles and responsibilities.
4. Board members should get to know each other better.
5. The relationship among board members and between the board president should improve.
6. Everyone should see eye-to-eye and "be on the same wavelength" more frequently.
7. There should be less friction between trustees and between the board and president.

I. Conclusion

Board self-evaluation can be a valuable tool in determining and improving a governing body's performance. If your college has not yet done so, it should consider establishing a policy calling for regular evaluations of the board, including the development of criteria and the analysis and discussion of board operations and effectiveness.

This resource guide has been written with the goal of encouraging all Illinois community colleges to implement a board self-evaluation process. There are many more ways to plan and conduct a self-evaluation than could ever be incorporated into one handbook. Trustees are encouraged

to seek out additional information and to adapt that material to best fit the needs of their local board.

The Illinois Community College Trustees Association has compiled several board self-evaluation instruments successfully used by colleges in the Midwest. Copies are available by calling ICCTA at 217/528-2858. If your college has a board self-evaluation survey, policy or procedure that you would like included in future editions of this guide, please send the material to:

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Survey Example #1
APPRAISAL OF THE BOARD

This questionnaire should not be construed as a "total" appraisal of the board. It merely describes various areas and types of questions that a local board may use as a guide in designing its own survey.

A. <u>RELATIONSHIP WITH THE PRESIDENT</u>	YES	NO	COMMENTS
1. Establishes written policies to guide the president in the operation of the college.			
2. Provides the president with a clear statement of the expectations of performance and personal qualities against which he will be measured periodically.			
3. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the president.			
4. Provides a climate of mutual respect and trust, offering commendation whenever earned, and constructive criticism whenever necessary.			
5. Takes the initiative in maintaining a professional salary for the president comparable with salaries paid for similar responsibilities in and out of the profession.			
B. <u>RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM</u>			
1. Weigh all decisions in terms of what is best for the student.			
2. Understand the instructional program and the general restrictions imposed on it by law, the Illinois Community College Board, and other agencies.			
3. Realistically faces the ability of the community to support quality education for its citizens.			
4. Resists the efforts of special-interest groups to influence the instructional program if the effect would be detrimental to the students.			
5. Encourages the participation of the professional staff, and in certain instances the public, in the development of curricula.			
6. Provides a policy outlining the college's educational program can be evaluated.			
7. Keeps abreast of new developments in course content and teaching techniques through attendance and participation in trustee association conferences and other educational meetings and by reading selected books and periodicals.			

Survey Example #1
APPRAISAL OF THE BOARD (continued)

C. STAFF AND PERSONNEL RELATIONSHIPS

1. Develops sound personnel policies, involving the faculty and staff when appropriate.
2. Authorize the employment or dismissal of staff only upon the recommendation of the president.
3. Makes provisions for employee complaints to be heard and, if staff dissatisfaction is found to exist after full study, takes action to correct administrative channels.
4. Is receptive to suggestions for college improvement originating with the staff and approved by the president.
5. Encourages employee's professional growth and increased competency through:
 - a. Attendance at education meetings.
 - b. On-the-job training.
 - c. Salary increments that recognize training and experience beyond minimum qualifications for a given position.
6. Makes the staff aware of the esteem in which it is held.
7. Provides a written policy protecting the academic freedom of faculty.

D. RELATIONSHIP TO THE FINANCIAL MANAGEMENT OF THE SCHOOL

1. Equates the income and expenditures of the college in terms of the quality of education that should be provided and the ability of the community to support such a program.
2. Takes leadership in suggesting and securing community support for additional financing when necessary.
3. Establishes written policies to ensure efficient administration of purchasing, accounting and other applicable procedures.
4. Authorizes individual budgetary allotments and special non-budgeted expenditures.

YES	NO	COMMENTS

Survey Example #1
APPRAISAL OF THE BOARD (continued)

E. COMMUNITY RELATIONSHIPS

1. Encourages the public's attendance at board meetings.
2. Actively fosters cooperation with various news media for the dissemination of information regarding the college.
3. Ensures a continuous planned program of public information regarding the college.
4. Participates actively in community affairs.
5. Channels all concerns, complaints and criticisms of the college through the president for study, with reporting back to the board if action is required.
6. Protects the president from unjust criticism and the efforts of vocal special-interest groups.
7. Refrains from committing to a position in answer to any inquiry or in public statements unless board policy is already established and clear, or the question requires merely a recitation of facts about the college.
8. Encourages citizen participation in an advisory capacity in the solution of specific problems.
9. Is aware of community attitudes and the special-interest groups, which seek to influence the college's mission and/or program.

	YES	NO	COMMENTS

Survey Example #2
A TRUSTEE AUDIT

This survey was developed by Richard B. Groharing, a trustee at Sauk Valley Community College and former president of the Illinois Community College Trustee Association. Like Survey Example #1, it covers a variety of criteria for a board self-evaluation; you should feel free to adapt these questions to best fit your board's needs.

A. RELATIONSHIP WITH THE PRESIDENT

	YES	NO	SOMEWHAT OR SOMETIMES
1. Do you feel you have adequate opportunity to understand your obligations, responsibilities and opportunities for growth as a trustee?			
2. Do you feel you have a clear grasp of your board's responsibilities (i.e. and understanding of the difference between governance and administration)?			
3. If you have answered, "YES" to either or both questions, what she been the primary source(s) of your information (e.g. an orientation program, a particular individual, a book, prior service as a board member)? _____			

4. Are you familiar with your institution's stated mission, institutional plan, and current policies?			
5. Do you stay abreast of higher education trends, legislation and other public policy?			
6. Have you recently taken an opportunity to meet with trustees and educators from other institutions?			
7. Do you have adequate opportunities to know your fellow trustees?			
8. Are you familiar with your institution's recent history, and what make it distinctive from neighboring colleges and universities?			
9. Cite three of its special strengths: a. _____			
b. _____			
c. _____			
10. And its three greatest needs: a. _____			
b. _____			
c. _____			

Survey Example #2
A TRUSTEE AUDIT (continued)

	YES	NO	SOMEWHAT OR SOMETIMES
11. Do you feel well informed about the type of your institution's educational program?			
12. Do you regularly attend campus events?			
13. Are you acquainted with the physical plant institution?			
14. Are you satisfied with your attendance at board meetings?			
15. Do you read the minutes of meetings to determine whether they faithfully represent the proceedings and decisions as you recall them?			
16. Do you prepare for board meetings by reading the agenda and supporting materials?			
17. Do you sometimes suggest agenda times?			
18. Do you help board meetings to steer clear of non-policy matters better left to the administration?			
19. Does the board chair allow adequate time for discussion on agenda times?			
20. Are you comfortable with the idea that the board chair should have a special relationship with the chief executive officer, often serving as a sounding board for ideas and concerns?			
21. Have you recently taken advantage of an opportunity to say a good word about your institution to a policy-maker or organization at the state level?			
22. Do you take advantage of opportunities to inform other groups or persons about your institution or higher education generally?			
23. Do you understand the concepts of "fund accounting"?			
24. Do you find your institution's financial statements intelligible?			
25. Are you mindful of your institution's stated mission, institutional plan and goals, and current policies when voting on proposals presented to the board?			
26. Do you feel you are sensitive to the concerns of students and faculty while maintaining impartiality and a total institutional perspective?			
27. Do you help meet the needs of your CEO for occasional counsel and support in often-difficult relationships with groups on and off-campus?			

Survey Example #2
A TRUSTEE AUDIT (continued)

	YES	NO	SOMEWHAT OR SOMETIMES
28. Do you appreciate the importance of keeping your CEO informed in the event you establish personal communication lines with individuals on campus, and of the need to avoid prejudiced judgments on the basis of such relationships?			
29. Do you avoid asking special favors of the administration, including requests for information without the knowledge of the chief executive?			
30. If you have not already done so, would you be willing to serve as a board officer? Why or why not? _____			
31. Have you found your trusteeship to be stimulating and rewarding thus far? Why or why not? _____			
32. How would you rate yourself as a trustee at this time? _____ Above average _____ Average _____ Below Average			
33. What particular shortcomings do you see in the board's organization or performance that need attention? _____ _____ _____ _____ _____			
34. Other suggestions or comments? _____ _____ _____ _____ _____			

Survey Example # 3
BOARD-PRESIDENT RELATIONS

Rather than tackle an all-inclusive questionnaire such as those cited in the two previous examples, the committee assigned to develop the self-evaluation system may the first want to focus the board's attention on one specific issue. For example, you may wish to discuss the interaction between the president and the board, and what each can do to build a better relationship. The chart below includes several possible statements from which to assess your board's performance in this area.

<p>To what extent is each of the following being done by the board? Rate the board's performance on each item as well as the action's importance to the board.</p> <p style="text-align: center;"><i>(5 indicates "very high" and 1 indicates "very low")</i></p>		
	<u>Current Performance</u>	<u>Importance</u>
_____	1. Gives the president the authority to administer board policy.	_____
_____	2. Directs letters of concern from the public, or requests about the college, to the president.	_____
_____	3. Supports the president in making staff recommendations for action.	_____
_____	4. Makes decisions using pertinent information provided by the president.	_____
_____	5. Maintains a two-way flow of information.	_____
_____	6. Encourages the president and provides opportunities for personal growth.	_____

Survey Example # 4

CLARIFYING THE ROLE OF THE BOARD vs. THE ROLE OF THE PRESIDENT

Another area that causes problems between the board and the president is trying to determine who is responsible for what. While trustees have long been taught that “policy is the responsibility of the board, and the administration’s task is to implement that policy, “in actual practice not all circumstances are so easily categorized. The following chart, while simple in approach, deserves mention for clarifying the working relationship between the board and the president.

Tasks	Board will do	Discusses with board but board declines	President declines	President informs the board
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1. Initiates litigation				
2. Appoints attorney				
3. Approves contracts with unions				
4. Eliminates programs				
5. Enters into lease agreements				
6. Sets tuition level				
7. Appoints cafeteria				
8. Does long-range planning				

The tasks listed in your chart may be a compilation of ones that both president and trustees consider unclear, or typical duties already assumed by the board. No matter which areas of responsibility are used, this instrument should help alleviate some of the “gray areas” between policy and administration.

Survey Example # 5
BOARD MEETINGS

Since trustees spend a considerable amount of their official duties in board meetings, it may be an area that you will want to review and improve. Possible statements for criteria may be set forth under the following three areas of preparation: before, during, and following the board meeting.

YES

Before the Board Meeting

NO

- | | | |
|-------|---|-------|
| _____ | 1. There is evidence that board members made a sincere effort to be informed on all agenda items prior to the meeting | _____ |
| _____ | 2. Board members come to the meeting prepared, having done their "homework." | _____ |
| _____ | 3. If board members need additional information or clarification of an agenda item, they contact the administration before the meeting. | _____ |

Before the Board Meeting

- | | | |
|-------|--|-------|
| _____ | 1. The board enables members of the public to be heard, but prevents a single individual or group from dominating discussions. | _____ |
| _____ | 2. All decisions made by the board are only in legally conducted meetings with a quorum present. | _____ |
| _____ | 3. All board members and college staff are treated with respect. | _____ |
| _____ | 4. Definitive action is withheld until all recommendations of the administration or other board members are placed on the table. | _____ |
| _____ | 5. No board members monopolize the discussions. | _____ |
| _____ | 6. Votes of board members in the meeting are based on the issues at hand and not on personality or politics. | _____ |
| _____ | 7. There is a good relationship between how long the board spends on an agenda item and the importance of the item. | _____ |

Following the Board Meeting

- | | | |
|-------|--|-------|
| _____ | 1. Once a decision has been made, board members accept it and support it, despite the way they voted on the issue. | _____ |
| _____ | 2. The board follows-up, monitors and reviews actions taken at meetings. | _____ |

Survey Example # 6
BOARD POLICIES AND POLICY-MAKING

Another criteria under which the board may wish to assess itself is in the area of policy-making. Each trustee might be asked to rate the board on some general statements, such as the following items

<u>YES</u>		<u>NO</u>
_____	1. Adopts policies to provide consistency and equity and to minimize individual administrative quandary about matters that regularly occur.	_____
_____	2. Requires the Board Policy Manual and College Policy Manual to be set up with a code system for easy access and usage.	_____
_____	3. Monitors administrative procedures to be sure they are consistent with the policies established.	_____
_____	4. Provides an opportunity for all board members to become familiar with the policy manuals of the board and college.	_____
_____	5. Conducts periodic training sessions for trustees on the interpretation of policies.	_____
_____	6. Keeps abreast of new state and federal laws that may impact local policies.	_____
_____	7. Encourages administration and faculty to provide input and become involved in policy formulation.	_____
_____	8. Reviews and revises the Board and College policy manuals at regular intervals to keep them up to date.	_____
_____	9. Monitors the administration's actions to be sure that they are living within the policies set up board.	_____
_____	10. Confines itself to policy-making and does not become involved interfere with the administration's implementation of policies.	_____

Survey Example # 7
LONG-RANGE PLANNING

In the area of long-range planning, the board may want to review and discuss how achieves the following criteria:

1. Sets clear and definit short- and long-range goals and priorities.
2. Enables the internal family of the college to become involved in the compilation of goals.
3. Understands state and federal laws the guide and influence the local college's mission.
4. Reviews and revises the college mission Statement on a regular basis, using it as a measurement against which to evaluate the college's education programs.
5. Sets action plans for goals and checks the administration's progress in implementing these actions plans.
6. Assures that the administration establishes plans for enrollment, personal, education, finance, and facilities, and reviews these plans annually.

Yes	No	Comments

Survey Example # 8
SELF DEVELOPMENT

Continuing education is crucial for the growth and professional development of college trustees. This list includes some criteria to consider when board and individual progress in this area.

YES

NO

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| _____ | 1. Shows willingness to grow personally and continue learning about effective trusteeship. | _____ |
| _____ | 2. Reads professional trustee and higher education books, magazines, and other literature. | _____ |
| _____ | 3. Attends local, state, and national workshops and training sessions regularly, and encourages board colleagues to participate as well. | _____ |
| _____ | 4. Maintains a library on trustee materials that is available for board members at all times. | _____ |
| _____ | 5. Provides candidates for the board and new trustees with orientation material familiarizing them with college programs and operations. | _____ |