

Northland Pioneer College District

District Governing Board Self-Evaluation

The Process:

- Each board member is encouraged to review the document and complete individual self-evaluation prior to meeting with the board as a whole.
- At the meeting, board members provide personal reflection and response. The numbers are added, divided by five, and a composite score (mathematical average) is assigned to the line item. An informal discussion of any item is initiated, at will, by any Governing Board Member. Comments are summarized and consensus is reflected in text.
- Items in the document were selected from the ACCT website and are consistent with powers and duties of the Governing Board.
- ACCT recommends that Governing Board Members establish annual board goals. This is collaboratively accomplished during the GB review.

PROCESS FOR COMPLETION: As individuals, board members perform their individual self-rating. As a group, members share individual ratings to determine group indicator (mathematical average of each self-evaluations).

O = 1 I (we) operate at an optimum level of performance.

S = 2 I (we) operate at a sustainable level that is satisfactory to me as I review my performance and consider areas of strength/growth.

G = 3 I (we) operate at an acceptable level, but my (our) growth in this area would lead to optimal performance.

I = 4 I (we) suggest improvement for me (the board).

Northland Pioneer College District District Governing Board Self-Evaluation

| <u>Board Organization</u> | <u>Rating</u> |
|---|---------------|
| 1. Board members uphold the final majority decision of the board. | |
| 2. The board considers and respects minority opinions. | |
| 3. Board members understand that they have no legal authority outside board meetings. | |
| 4. Board members represent board policy in responding to public and employees. | |
| 5. Additional item(s) may be added if suggested by Governing Board Members. | |
| | |
| <u>Policy and Policy Direction</u> | <u>Rating</u> |
| 1. The board understands that the primary function of the board is to establish the policies by which the community college is to be administered. | |
| 2. The board focuses on policy in Board discussions, not administrative matters. | |
| 3. The board openly discusses issues and seeks the views of college constituents. | |
| 4. The Board is knowledgeable about the mission of the institution. | |
| 5. The vision and goals of the institution adequately address community needs. | |
| 6. The board spends sufficient time discussing the future direction of the college, and maintains a visionary focus during board discussions. | |
| 7. Additional item(s) may be added if suggested by Governing Board Members. | |
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| <u>Board – President (CEO) Relations</u> | <u>Rating</u> |
| 1. The board and CEO have a positive, cooperative relationship that reflects mutual trust and respect. | |
| 2. The board sets clear expectations for the CEO. The job description is current and accurate. | |
| 3. The board has clear protocols for communicating with staff that include the CEO. | |
| 4. The board clearly delegates the administration of the college to the CEO. | |
| 5. Board members respect the role of the CEO as the link between the board and staff – and keep the CEO informed about contacts from/with the community and staff | |

Northland Pioneer College District District Governing Board Self-Evaluation

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| 6. The board encourages the professional growth of the CEO. | |
| 7. The board and CEO work cooperatively to maintain broad-based perspective. | |
| 8. Additional item(s) may be added if suggested by Governing Board Members. | |
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| <u>Standards for College Operations</u> | <u>Rating</u> |
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| 1. The board is knowledgeable about the educational programs and services of the college. | |
| 2. The board requires and is involved in long-range fiscal planning. | |
| 3. The board understands the budget document and the audit reports and recommendations. | |
| 4. The board has long-range facilities plan. | |
| 5. Board policies adequately address parameters for facilities maintenance, appearance, safety, and security and the board reviews the facilities with the CEO and staff annually. | |
| 6. The board has policies that require fair and equitable employment processes, and is committed to equal opportunity. | |
| 7. Additional item(s) may be added if suggested by Governing Board Members. | |
| | |
| <u>Institutional Performance</u> | <u>Rating</u> |
| | |
| 1. The board monitors the effectiveness of the college in fulfilling the mission, and requires the college to regularly evaluate program effectiveness. | |
| 2. The board regularly reviews reports on student learning outcomes, and demonstrates a concern for the success of all students. | |
| 3. The board understands state and federal accountability requirements, and reviews accountability reports to state and federal agencies. | |
| 4. Additional item(s) may be added if suggested by Governing Board Members. | |
| | |
| <u>Board Leadership</u> | <u>Rating</u> |
| | |
| 1. The board understands and adheres to its role, responsibilities, and a code of ethics. | |
| 2. Board members treat one another with respect and work together in a spirit of harmony and cooperation to accomplish the work of the board. | |
| 3. Board members are prepared for board meetings, and adequately studies agenda issues prior to the board meeting. | |

Northland Pioneer College District District Governing Board Self-Evaluation

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| 4. Through its behavior, the board sets a positive example for the CEO and other employees. | |
| 5. The board understands the political implications of its actions, and considers the implications once a decision is made. | |
| 6. Additional item(s) may be added if suggested by Governing Board Members | |
| | |
| <u>Advocating for the College</u> | <u>Rating</u> |
| | |
| 1. Board members are knowledgeable about the college, recognizing positive accomplishments and speaking positively about the institution in the community. | |
| 2. Board members are knowledgeable about state and national laws and educational policy issues. | |
| 3. Board members actively support NPC foundation and its efforts. | |
| 4. The board understands and protects the academic freedom of the faculty, administration, staff, and students. | |
| 5. Additional item(s) may be added if suggested by Governing Board Members. | |
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| <u>Board Education</u> | <u>Rating</u> |
| | |
| 1. Board members are engaged in training and development, and are knowledgeable about the roles and responsibilities of trusteeship. | |
| 2. The information requested by, and provided to, board members does not put an undue burden on staff. | |
| 3. The board is knowledgeable about major social and economic trends and issues that affect the community college institution. | |
| 4. Additional item(s) may be added if suggested by Governing Board Members. | |

Open-Ended Questions

What strengths do we have as a board?

What areas of specific improvement do we need to address as a board?

What are the major accomplishments of the Board from this year?

What areas will the governing board address in the upcoming year?

Points of Pride:

The Governing Board of Northland Pioneer College has concerns about:

Northland Pioneer College Board Self-Evaluation Survey

Board Performance Standards

The following set of criteria reflect key characteristics of effective governing Boards. Results from this survey may be used to provide a basis for discussion of overall Board functioning. It may be used in conjunction with a survey on progress on Board priorities and tasks. The Board evaluation will be a robust discussion based on the results of this survey completed by Board members.

Board members are asked to rate their level of agreement using the following scale:

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly Disagree
- NA Unable to evaluate

In column 1, please rate the Board as a unit in terms of the criteria. In column 2, please rate yourself as a Board member in terms of the criteria.

| CRITERIA | Ratings | |
|---|-----------------|-------------------------|
| | Board as a Unit | Individual Board member |
| 1. The Board understands its policy role and differentiates its role from those of the President and district/college employees. | | |
| 2. The Board is committed to and regularly reviews the district's vision, mission and goals and monitors progress toward them. | | |
| 3. The Board assures that there are effective planning processes and that resource allocation support institutional plans. | | |
| 4. The Board adheres to its policies; the Board's policies are regularly reviewed and up-to-date | | |
| 5. The Board delegates responsibility and authority to the President, and supports the President's leadership. | | |
| 6. The Board maintains an excellent working relationship with the President; including honoring established protocols for communication. | | |
| 7. The Board sets clear expectations for and effectively evaluates the President, based on the President's limitations policies and other criteria as created by the Board and the President. | | |
| 8. Board members represents the interests and needs of the communities served by the District. | | |
| 9. The Board supports, and advocates for, the District interests to local, state, federal governments. | | |
| 10. Board members represent the District well at college events and in the community. | | |

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| 11. The Board reflects a commitment to student success in its deliberations and decisions. | | |
| 12. The Board effectively monitors the quality and effectiveness of educational programs and services in fostering student success. | | |
| 13. Board members are sufficiently knowledgeable about the district's educational programs and services. | | |
| 14. The Board assures the fiscal stability and health of the district. | | |
| 15. Board members understand the budget and provide effective oversight for fiscal operations. | | |
| 16. The Board ensures that plans for facilities and maintenance are current and monitors their implementation. | | |
| 17. Board human resource policies protect the district employees and effectively set standards for quality, fairness and equity. | | |
| 18. The Board respects faculty, staff, and student participation in college and district decision-making. | | |
| 19. Board members refrain from attempting to manage or direct the work or activities of employees. | | |
| 20. Board members understand and fulfill their roles and responsibilities. | | |
| 21. The Board expresses its authority only as a unit; members understand they have no individual authority. | | |
| 22. Board members maintain confidentiality of privileged information. | | |
| 23. The Board regularly reviews and adheres to its code of conduct, and avoids conflicts of interest and the perception of such conflicts. | | |
| 24. Board meeting agendas reflect Board responsibilities and include sufficient information for decision-making. | | |
| 25. Board meetings are conducted in an orderly, respectful manner; there is adequate time to explore and resolve key issues. | | |
| 26. Board members work together, and with the President, for the good of the District. | | |
| 27. Board members are committed to their own professional growth and participate in trustee development activities. | | |
| 28. The Board evaluation process helps the Board be more effective and enhance its performance. | | |

Add comments related to any of the above items:

Please respond to the following questions.

1. What are the Board's greatest strengths?
2. What are the major accomplishments of the Board in the past year?
3. What are areas in which the Board could improve its performance?
4. I recommend that the Board consider the following goals for the coming year: