

**BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

Directions: Please note a qualitative and quantitative assessment is sought for each evaluation factor. For each category, in addition to your comments, please describe whether you believe the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President’s performance, please add a numerical rating to your comments on a scale of one (1) to three (3). Numerical ratings have the following meanings: **1 - Exceeds; 2 - Meets Expectations; 3 – Does Not Meet Expectations.**

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p><b>Annual Priorities and Goals - 2014/2015</b> How effective was the president:</p> <ul style="list-style-type: none"> <li>• Attaining the goals approved by the Board?</li> <li>• In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)?</li> <li>• In communicating the attained goals?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p><b>Strategic Leadership</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the culture of the organization and convincingly tell its story?</li> <li>• Discern and communicate the meaning of external trends and the institution’s strategic situation?</li> <li>• Renew the mission and articulate a compelling vision?</li> <li>• Shape a productive strategy process and enlist the participation and confidence of others in it?</li> <li>• Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

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<p><b>Educational Leadership</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Propose educational directions and priorities that motivate others?</li> <li>• Assure academic quality by expecting the use of evidence to improve performance?</li> <li>• Mobilize resources to support educational programs?</li> <li>• Encourage and enable educational and curricular change and innovation?</li> <li>• Understand and participate in academic governance and collaborative decision-making?</li> <li>• Attract and retain strong faculty?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p><b>Organizational Management</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</li> <li>• Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fund raising, research, service, finances and facilities?</li> <li>• Set high standards and hold people responsible for results?</li> <li>• Make clear and timely decisions?</li> <li>• Make tough decisions?</li> <li>• Use analytical and creative thinking to solve problems?</li> <li>• Plan for and manager crises?</li> <li>• Attract, retain and develop talented personnel?</li> <li>• Build a leadership team and empower and motivate them to achieve beyond their expectations?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

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<p><b>Financial Management</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Understand and manage the organization’s financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders?</li> <li>• Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)?</li> <li>• Inform and engage the board appropriately?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p><b>Fund Raising</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Lead and engage others in the fund-raising program?</li> <li>• Build relationships with major donors?</li> <li>• Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</li> <li>• Provide stewardship for gifts that have been received?</li> <li>• Inform and engage the board appropriately?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p><b>External Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build credibility and influence with external constituencies?</li> <li>• Provide leadership to local, regional and national higher education?</li> <li>• Increase the visibility and reputation of the institution?</li> <li>• Relate to alumni and gain their support?</li> <li>• Build credibility and influence with the media, legislators and public officials?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p><b>Internal Relations</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Develop a climate and programs that enhance diversity?</li> <li>• Interact with students and demonstrate commitment to their welfare?</li> <li>• Work with the faculty to develop initiatives to advance their work and professional well-being?</li> <li>• Work with the staff to create opportunities and resources to recognize their service and enhance their development?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p><b>Board and Governance Relations</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build the relationship with the board?</li> <li>• Gain support from the board, especially on controversial issues?</li> <li>• Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</li> <li>• Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making?</li> <li>• Involve the board in strategy in productive and appropriate ways?</li> <li>• Focus the board's attention on issues related to the president's professional development and personal welfare?</li> <li>• Focus the board's attention on decision making and governance systems that need improvement?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

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<p><b>Personal Characteristics and Values</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate persistence in reaching goals?</li> <li>• Lead change?</li> <li>• Use political skills to negotiate agreements, create coalitions and build consensus?</li> <li>• Display interpersonal and people skills?</li> <li>• Communicate clearly and convincingly in various forms and contexts?</li> <li>• Show respect for others?</li> <li>• Listen?</li> <li>• Examine and challenge his or her assumptions and show a willingness to explore other viewpoints?</li> <li>• Understand his or her and others' feelings?</li> <li>• Reconcile conflict between self and others, and among groups and individuals?</li> <li>• Demonstrate honesty and integrity?</li> <li>• Inspire trust and confidence?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p><b>Summary Questions</b></p> <ol style="list-style-type: none"> <li>1. What have been the president's major accomplishments in the leadership of the institution over the last year?</li> <li>2. What single thing would you suggest to improve the president's effectiveness?</li> <li>3. What other points need to be covered?</li> </ol>		