

SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices. Listed under each of the six major headings are statements describing a variety of related board actions. Score each action according to how frequently it occurs. At the end of each section, tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, assign your board an overall grade.

Dimension I: Contextual

This action occurs:

1. Board takes the time to learn about important issues facing the University through actions such as allowing faculty, students, and administrators to report at meetings.
2. Board discusses and researches events and trends in the larger community that may affect the University.
3. Board reviews University's mission statement.
4. Board recognizes the Chancellor as chief executive officer and educational leader of the University.
5. I have been present at board meetings where discussions about values of the University were key factors in reaching a conclusion to a problem.
6. Board communicates its decisions to all affected by them.
7. Board keeps abreast of policies mandated by state and federal law, UNC system, attorney general opinions, and the courts.
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.
9. Board keeps informed about what students are learning through reports on scholastic achievement, and the impact of extracurricular activities.
10. Board stays aware of its debt limitations and sets priorities based on total financial needs of the University and maintaining an adequate financial reserve.

Dimension II: Educational

This action occurs:

1. Board assigns new members a mentor to help them learn the ropes and provides new members with detailed explanation of the board's mission.
2. Board requests a decision be postponed until further information can be obtained.
3. Board conducts an explicit examination of its responsibilities, discussing its role in University management.
4. At least once every two years, the board has a retreat or special session to examine its performance.

5. Board is given and reads the agenda and background materials well in advance of meeting.
6. Board participates in in-service programs at regional, state, and national levels.
7. I have participated in board discussions about what the board should do differently as a result of the mistakes made.
8. Board leadership goes out of its way to make sure that all members have the same information on important issues.
9. I read through the board's policies, procedures, and employee contracts.
10. Board has discussions about the effectiveness of its performance.

Dimension III: Interpersonal

This action occurs:

1. Board's split decisions do not result in a split board.
2. Board members are able to hold confidential items in confidence.
3. Board Chair and Chancellor confer so that differences of opinion are identified.
4. Board members are able to speak their minds without fear of being ostracized.
5. I have discussed with fellow members common interests we share outside the boardroom.
6. Once a decision is made, the board works together to see that it is accepted and carried out.
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.
8. Board has adopted some explicit goals for itself, distinct from University goals.
9. Board provides biographical information that helps members get to know one another better.
10. Board handles conflict openly and constructively.

Dimension IV: Analytical

This action occurs:

1. I have been in board meetings where subtleties of issues dealt with escaped the board.
2. Board explicitly examines the "downside" or possible pitfalls of any important decision it is about to make.
3. Board questions administrative proposals, requiring the Chancellor to defend or reconsider his/her recommendations.
4. Board is attentive to how it reaches conclusions.
5. Decisions of the board on one issue tend to influence how it handles other issues.
6. When faced with an important issue, the board often "brainstorms," generating a list of creative approaches or solutions to the problem.

7. Board seeks outside assistance from consultants or other universities/colleges when considering its work.
8. Board does not present new issues of a complex nature for immediate action.
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.
10. Board handles issues that are ambiguous and complicated by appointing committees to conduct in-depth research.

Decision V: Political

This action occurs:

1. Board shows an awareness of the impact its decisions will have on the community.
2. Board encourages the public to attend board meetings.
3. Board actively cooperates with the news media to spread information about the University's programs.
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.
5. Board offers committees referenced in #4 opportunities to report at meetings.
6. Board and its members maintain channels of communication with key community leaders.
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.
9. Board withstands the pressure of special interest groups.
10. Board is actively involved in state and federal education legislation.

Dimension VI: Strategic

This action occurs:

1. Board devotes more time to putting out fires than it devotes to preparing for the future.
2. Board sets clear organizational priorities for the year ahead.
3. At least once a year, board asks the Chancellor to articulate his/her vision for the University's future and offer strategies to realize that vision.
4. Board discusses where the University will be five years from now.
5. Within the past year, board has reviewed University's strategies for attaining long-term goals.
6. I have been at board meetings where discussion focused on identifying or overcoming University weaknesses.
7. Board makes explicit use of long-term priorities of the University in dealing with current issues.

8. Board compares reports on University's progress with its long-term goals.
9. Board has a procedure in place for conducting Chancellor's evaluations.
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.