

| I. Board Organization | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | Not Applicable / Don't Know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|
| 1. Board members make decisions after thorough discussion and exploration of many perspectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Board committees have clear and appropriate responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Board committees effectively assist the board to do its work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have any additional comments about Board Organization? | | | | | |
| Click or tap here to enter text. | | | | | |
| II. Policy Role and Direction | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | Not Applicable / Don't Know |
| 1. The board periodically reviews and evaluates its policies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The board is appropriately involved in defining the vision, mission and goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The board spends sufficient time discussing the future direction of the university. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The board annually sets priorities in conjunction with the Chancellor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have any additional comments about Policy Role and Direction? | | | | | |
| Click or tap here to enter text. | | | | | |
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| III. Community Relations | Agree Strongly | Agree Somewhat | Disagree Somewhat | | Not Applicable / Don't Know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|
| 1. The board is knowledgeable about community and regional needs and expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The board has strategies for involving the community in discussion of issues that impact the community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have any additional comments about Community Relations? | | | | | |
| Click or tap here to enter text. | | | | | |
| IV. Board and Chancellor Relations | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | Not Applicable / Don't Know |
| 1. The board and Chancellor have a positive, cooperative relationship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The board sets clear expectations for the Chancellor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The board has clear protocols for communicating with staff that include the Chancellor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The board and Chancellor work cooperatively to maintain a broad perspective. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have any additional comments about Board and Chancellor Relations? | | | | | |
| Click or tap here to enter text. | | | | | |
| V. University Operations | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | Not Applicable / Don't Know |
| 1. The board assures that the budget reflects university priorities in the mission and goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|--|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|
| 2. The board ensures that the institution has a long-range facilities plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The board meets its responsibility as an appellate body for employee and student grievances and appeals. (e.g., tenure decisions) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have any additional comments about University Operations? | | | | | |
| Click or tap here to enter text. | | | | | |
| VI. University Performance | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | Not Applicable / Don't Know |
| 1. The board is appropriately involved in the accreditation process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The board monitors performance related to University policies regarding safety and security. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The board monitors performance related to its policies on investments and asset management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The board monitors performance related to its policies on employee discipline and grievance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have any additional comments about University Performance? | | | | | |
| Click or tap here to enter text. | | | | | |
| VII. Board Leadership | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | Not Applicable / Don't Know |
| 1. The board understands its roles and responsibilities. | | | | | |
| 2. The board meets its roles and responsibilities. | | | | | |
| 3. Board members treat one another with respect. | | | | | |

Commented [1]: Should this be that the board assures that the university has a long-range facilities plan?

| Do you have any additional comments about Board Leadership? | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|
| Click or tap here to enter text. | | | | | |
| VIII. University Advocates | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | Not Applicable / Don't Know |
| 1. The board actively seeks political and civic support for the university. | | | | | |
| 2. The board works to secure adequate public funding. | | | | | |
| Do you have any additional comments about University Advocates? | | | | | |
| Click or tap here to enter text. | | | | | |
| IX. Board Education | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | Not Applicable / Don't Know |
| 1. Board members are educated about board responsibilities and the university. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. New members receive an orientation to the board and the university. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The board strives to become increasingly more effective. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The information provided to the board is appropriate and relevant. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have any additional comments about Board Education? | | | | | |
| Click or tap here to enter text. | | | | | |
| Open-Ended Questions | | | | | |
| 1. What are areas in which the Board could improve? | | | | | |
| Click or tap here to enter text. | | | | | |
| 2. As a trustee, I am most pleased about... | | | | | |

Click or tap here to enter text.

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

Click or tap here to enter text.

4. As a trustee, I would like to see the following changes in how the Board operates:

Click or tap here to enter text.

5. I recommend the following goals for the Board during the coming year:

Click or tap here to enter text.

REVISED TIMELINE:

| | |
|-------------------|--|
| February 26, 2021 | Formal approval of survey instrument by Governance Committee |
| March 1, 2021 | Final instrument and BOT contact information to SERVE center |
| March 8, 2021 | SERVE center to distribute survey on or before March 8, 2021 |
| March 22, 2021 | Deadline for submission |
| April 5, 2021 | SERVE data review and report generation deadline |
| April 9, 2021 | SERVE report to Chancellor/BOT Chair |
| April 30, 2021 | Presentation to Full Board |