

**COLLEGE OF MICRONESIA - FSM
BOARD SELF-ASSESSMENT SURVEY**

(2017)

THE CRITERIA

This section comprises eleven criteria, each of which addresses an area of major board responsibility which explored in our August 2012 workshop. Based upon AGB criteria, they are:

- Institutional Mission
- Academic Governance and Educational Policies
- Institutional Planning
- Board/Chief Executive Relationships
- Physical Plant
- Financial Management
- Financial Support
- Board Membership
- Board Organization and Performance
- Board Relations with Key Constituents
- Accountability to the Public

Please make every effort not to mark “Don’t Know/Can’t Judge” as your response. In most cases this category indicates that the respondent is not aware of the board responsibility. Remember, the last thing a board member wants to say to an accreditor is “I don’t know”!

You are encouraged to clarify any responses in the “Comments” section of each criterion. Comments can be among the most helpful information received in this survey. All comments are anonymous. Comments will be reported verbatim in the summary of everyone’s responses, which will be provided to you as part of our workshop.

CRITERION 1: INSTITUTIONAL MISSION AND GOALS

A clearly articulated mission is important as a frame of reference for everyone connected with the institution—the chief executive, regents, faculty, students, staff, alumni, donors, and many others—to guide their work and contributions to its advancement.

It is important for the board and chief executive, often in collaboration with appropriate stakeholders, to periodically review the mission statement’s adequacy and appropriateness. But it is ultimately the board’s responsibility to reaffirm or to change it. This board responsibility provides the context for many of its other responsibilities, including the articulation of a strategic “vision” with its chief executive (what do we want the college to become?) and the adoption of a comprehensive institutional plan (how do we want to get there?).

	Yes	No	Don’t know/ Can’t judge
1. In your opinion, is the statement of mission a clear, succinct, and useful guide to the board, administration, faculty, and others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Is the college’s mission integral to the Federated States of Micronesia’s health, well-being and educational and public service agenda?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do FSM citizens understand and support the mission of the College?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do recommendations for new or revised policies, programs, or initiatives reflect an awareness of the College’s mission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Within the past two to three years, has the board reviewed the adequacy and appropriateness of the mission statement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Does the College live up to its stated mission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

- Excellent/Very good
 Good
 Barely adequate
 Poor
 Don’t know/Can’t judge

Further comments or suggestions related to this criterion:

CRITERION 2: ACADEMIC GOVERNANCE AND EDUCATIONAL POLICIES

One of the most ambiguous yet essential board responsibilities is to ensure that the institution's academic offerings are appropriate to the institution's mission and are periodically reviewed for quality. Academic plans should not only reflect institutional needs and aspirations, but also respond to community and regional needs. The board should establish policies that require comprehensive evaluation processes to ensure that significant changes to the academic program have been thoroughly researched and meet student needs. The faculty understandably claims special expertise and voice in academic affairs and related areas; thus, considerable sensitivity must be exercised concerning who should have a primary voice in making certain decisions. But ultimate responsibility for all institutional policies always remains with the governing board, even when many decisions are appropriately delegated to the administration, faculty, or others within the institution. The chief executive and board should periodically review internal governance and educational policy matters for appropriateness and clarity. The assessment of student learning outcomes, as required by all accrediting agencies, should also be of interest to trustees and regents. Planning and evaluation processes work best if they are inclusive, realistic, and linked to the budget.

	Yes	No	Don't know/ Can't judge
1. Do the College's programs and services live up to the stated mission and respond to the Federated States of Micronesia's educational and public service needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Are recommendations by the faculty and administration to add and discontinue new courses or degree programs consistent with the institution's mission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is there effective collaboration and communication between the faculty and administration on academic matters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you feel that the board exercises authority over			
a. more aspects of academic affairs than it needs to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. fewer aspects of academic affairs than it needs to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. the right number of aspects of academic affairs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Are academic personnel decisions in harmony with the stated goals and policies of the institution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Does the board have a reasonably clear sense of which academic and degree programs are particularly strong, which are particularly weak, and why?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Does the board receive periodic reports on the processes for assessing student outcomes, e.g. for measuring what students know and can do as a consequence of their educational experience, or how associate degree students perform if they transfer to a baccalaureate college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

Excellent/Very good Good Barely adequate Poor Don't know/Can't judge

Further comments or suggestions related to this criterion:

CRITERION 3: INSTITUTIONAL PLANNING

Effective and continuous planning and goal setting are essential to keep the institution relevant and competitive. It is the board’s responsibility to ensure that the administration and faculty conduct effective planning and for the board to participate where possible and appropriate. Trustees and regents have limited time and expertise on educational matters, but it is important for the board to be involved and to “own” resulting priorities if they are to do their appropriate part in helping to implement or support them. The board should study projections of community demographics and student enrollments, and work to strengthen and improve student learning outcomes and community benefits. (Comprehensive planning typically includes such matters as enrollment goals and student recruitment and retention strategies, certain faculty and staff matters, the physical plant, information technology, educational programs, and fund-raising, among others.)

		Yes	No	Don’t know/ Can’t judge
1.	Is there an ongoing process of comprehensive institutional planning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Is the board involved in appropriate ways in the planning process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Is the College community (faculty, administration, students and community representatives) adequately involved in the institutional planning process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	If there is a current plan, is implementation largely on target and are priorities adhered to by the administration, faculty and board?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Does the board have a schedule for reviewing and, if desirable, revising the plan at regular intervals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Do the majority of board members appear to be satisfied with the way planning is conducted?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

- Excellent/Very good
 Good
 Barely adequate
 Poor
 Don’t know/Can’t judge

Further comments or suggestions related to this criterion:

CRITERION 4: BOARD-CHIEF EXECUTIVE RELATIONSHIPS

Few matters are more important to effective governance and management than the relationship between the board and the chief executive. The board represents the community interests and commitment, while the chief executive leads and administers the institution. This relationship must be built and maintained on a foundation of trust, mutual support, and respect. The true test of a board is its ability to attract and retain an outstanding chief executive.

Honest and open communication is the hallmark of a good relationship. Although the board must take ultimate responsibility for the institution's policies and performance, the chief executive must have the authority and flexibility to act decisively in full confidence that he or she has the board's support. It is inappropriate for a board to advocate for change and then shy away from publicly supporting the chief executive when the change is implemented.

	Yes	No	Don't know/ Can't judge
1. Is the relationship between the president and board built on mutual respect and confidence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does the president meet with each board member to share perspectives and strengthen relationships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is there satisfaction with the quality and timeliness of communication coming from the president's office?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Has the board delegated to the president the authority to manage and lead the institution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Does the president consistently respect the board's responsibility to ultimately determine the College's major policies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Does the board express its annual and long-term expectations to the president clearly and consistently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Does the board publicly support the chief executive when he or she must make difficult decisions affecting people and programs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

Excellent/Very good
 Good
 Barely adequate
 Poor
 Don't know/Can't judge

Further comments or suggestions related to this criterion:

CRITERION 5: PHYSICAL PLANT

It is the board’s responsibility to create and maintain a physical environment that is safe, conducive to learning, and consistent with reasonable expectations of future funds and enrollment trends. Integrating technology into the curriculum and operations of the college in order to meet the demands of students, businesses and the public is also an important consideration. Decisions that involve the campus master plan and the capital outlay budget request are the major concerns. Prudence demands that maximum use be made of the current physical plant before construction or remodeling is considered, and maintenance should not be deferred to the possible peril of the institution’s future. Efficient use of the board’s time and effort requires that it be concerned only with those matters that cannot properly be delegated to the staff. The board’s fiduciary responsibilities include the preservation and care of all campus assets, including the physical plant.

	Yes	No	Don’t know/ Can’t judge
1. Has the board approved a master plan for the physical campus(es) that includes both current and anticipated needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Within the past three years, has the board received and reviewed reports on the uses of physical plant—classroom, laboratory, studio, dormitory, office, and other building space?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Before considering requests for remodeling or new construction, is the board satisfied that current space and instructional areas are at optimum use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. When new construction is planned, are considerations for multiple usages included (i.e., community usage, other institutional activities)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Since the aesthetic attractiveness of a campus partly determines the success of student recruitment, does the board play a role in determining the placement of new buildings or the architecture of any given building?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you feel that the board makes decisions on details relating to buildings and grounds that really should be delegated to the administrative staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is the board satisfied that maintenance programs are adequate and that maintenance is not being deferred unreasonably?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. If maintenance programs has been unreasonably deferred, are plans in place to address the deficiencies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Is there a plan in place to address identified health and safety concerns?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Are campus buildings environmentally friendly, i.e., do they minimize emissions and waste that would negatively affect the Federates States of Micronesia?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

Excellent/Very good Good Barely adequate Poor Don't know/Can't judge

Further comments or suggestions related to this criterion:

CRITERION 6: FINANCIAL MANAGEMENT

The board has the responsibility to oversee and ensure prudent fiscal management. Moreover, it should ensure that there are links between budget allocation and policy goals. This responsibility calls upon the expertise of those board members who are experienced in devising financial policies or in managing investments, or who have other financial skills. It must ensure that sound financial policies are followed, yet refrain from being involved in the execution of policies. And, it should be aware of risk management initiatives. The entire board approves the annual budget and reserves certain other authority for itself, consistent with its legal and fiduciary responsibilities.

		Yes	No	Don't know/ Can't judge
1.	Does the board fully accept its responsibility for prudent fiscal management?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Does the board feel that the annual budget process is adequately linked to institutional plans and academic programs and priorities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	As the budget is being developed, do board members have sufficient information to provide them with a sound basis for approving it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Do all board members receive financial reports			
	a. in a format that is intelligible and comprehensible?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. in a timely manner, several days before discussion and vote of approval?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Do regular financial reports provide comparisons of income and expenditures for the same period in the preceding fiscal year(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Is there a clear, board approved investment policy, and adequate board oversight of the implementation of that policy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Do substantial increases in funding for either an existing program or a new program require board approval?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Does the level of board oversight of finances allow the administration sufficient flexibility to operate efficiently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Does the board or a committee meet privately with the external and internal auditors to review findings or concerns?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

Excellent/Very good Good Barely adequate Poor Don't know/Can't judge

Further comments or suggestions related to this criterion:

CRITERION 7: FINANCIAL SUPPORT

A board has a responsibility to ensure that sufficient financial resources are generated from a variety of sources so that the institution is able to meet its mission and goals. Requesting appropriate public funds from all levels of government is an important responsibility as well a test of the board and chief executive's leadership and credibility. Balancing advocacy for genuine institutional needs with the public assurance that the board is being fiscally responsible and prudent is very important. Ultimately, a public institution's real endowment is the public's trust.

Board members also have a responsibility and obligation to give willingly from their personal means, to encourage others to do so, and to otherwise participate actively in the fund-raising program. The interest and efforts of other constituents in institutional resource development is usually proportional to the example set by the regents and the board as a whole.

College and university foundations and their committed members provide an increasingly important vehicle for soliciting and managing gifts and grants from corporations, philanthropic foundations, and individuals. Thus, the relationship between the governing board and the foundation board should be cooperative and reflective of the best interests of the institution – its mission, needs, and priorities, as determined in partnership with others and ultimately by the board and chief executive.

	Yes	No	Don't know/ Can't judge
1. Does the board enjoy the kind of credibility and/or rapport with FSM's parliament, cabinet and president that results in an appropriate share of public funds and adequate funding of the College?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Are the board chair and/or an appropriate board committee and COM-FSM president actively engaged in advocacy for public resources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you feel that fund-raising efforts and successes are reasonably in line with institutional needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Have the members of this board demonstrated their own commitment to contributing resources according to their means and to helping with fund-raising?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

- Excellent/Very good
 Good
 Barely adequate
 Poor
 Don't know/Can't judge

Further comments or suggestions related to this criterion:

CRITERION 8: BOARD MEMBERSHIP

An effective board has a balance of board member skills, knowledge, and experience necessary for informed decision-making. The diversity of peoples and interests in our larger society requires that the board membership be as diverse as possible in terms of geography, ethnicity, age, gender, education, occupation / profession, and perspective. Such diversity does not require that members be “representatives” of special groups or interests, even if specified in the bylaws or charter; rather, each member must serve the interests of the institution and the community as a whole.

The ability of the governing board to influence the selection of its own members, and thus improve its composition, may be limited because the appointment and tenure of board members is fixed by statute or constitution. Nonetheless, a board should be aware of its membership needs and make these known by means that are appropriate and available. Boards should cultivate potential board leaders throughout the community.

To ensure its own effectiveness, the board should have an established orientation program for new members designed to acquaint them with the institution, the responsibilities of the board as a whole, and the responsibilities of the trustee or regent as an individual. Furthermore, the board should develop continuing education programs opportunities and assess its own performance every three to four years.

	Yes	No	Don't know/ Can't judge
1. Is the board's composition sufficiently diverse to reflect the broad backgrounds, interests, and perspectives of the citizens of FSM served by the College?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In particular, does the board have adequate numbers of members who are:			
a. sophisticated in understanding the complexities of the College (e.g., academic culture, institutional organization and personnel and budget matters)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. alumni who bring a deep knowledge of, affection for, and commitment to their alma mater?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. influential in the cultural, economic and political life of the Federates States of Micronesia ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. able to enhance public confidence and trust in the governance of the College?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Does the board have a satisfactory means of communicating its membership needs to the FSM Cabinet when applicable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Does the board have an established program for orienting new members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If so, is the orientation program adequate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Yes	No	Don't know/ Can't judge
5.	Does the board have an established process of continuing education for its members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Do all board members respect the principle of avoiding partisan politics in their decisions, including their responsibility to be independent of political influence from the appointing authority (the Cabinet, as well as the President and Parliament)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Does the board have a statement on board ethics or expectations regarding board conduct and participation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Has the board adopted an effective conflict-of-interest policy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

Excellent/Very good Good Barely adequate Poor Don't know/Can't judge

Further comments or suggestions related to this criterion:

CRITERION 9: BOARD ORGANIZATION AND PERFORMANCE

An effective board periodically and thoughtfully reviews board responsibilities and performance. It also reviews its informational needs, organizational structure and rules of procedure, and periodically updates bylaws and major policies. A board’s overall effectiveness is significantly influenced by a committee structure. Committee structure depends upon the board’s size, the frequency of meetings, and the workload that can be carried by individual members. Reviews should determine, among other things, whether there is the perception that a few members are making decisions reserved for the full board, whether minority opinions have opportunity for full board consideration, and if deserving board members can achieve leadership positions. The board chair and other board officers, committee chairs, and chief executive should be attuned to change where needed.

	Yes	No	Don’t know/ Can’t judge
<i>Board Organization and Meetings</i>			
1. Do board agendas and, consequently, board minutes			
a. focus on what you, other board members, and the administration believe are the major issues before the College and how to address these issues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. include appropriate and sufficient supporting information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. reach you sufficiently in advance of the meeting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you believe that the number of board meetings per year is sufficient to properly take care of the board’s governance responsibilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you believe that the length of board meetings is sufficient to accomplish board business?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Does the board have a formal, written set of bylaws that help guide its responsibilities, organization, and actions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Are board meetings well conducted, i.e., informative, engaging and action oriented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Does the board have an established procedure for			
a. assessing its performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. assessing individual performance before reappointment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Committee Structure and Leadership

	Yes	No	Don't know/ Can't judge
7. Have you within the past two or three years, reviewed the committee structure and practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you feel that the present committee structure			
a. handles the board's work efficiently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. gives the <i>full board</i> the opportunity to consider adequately matters of key importance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. allows constituents to have their opinions heard and weighed in the decision-making process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do board policies and practices provide sufficient preparation and opportunity for rotating leadership within the board and its committees?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Court of Appeals

10. Have significant personnel issues or other major disputes been brought to the board for formal review or adjudication within the past three years?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If so, were such disputes			
a. appropriate for board review and brought to the board only after all other channels had been utilized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. summarized accurately and concisely for study by an appropriate board committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. addressed before they had escalated to crisis proportions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. settled without unduly prolonged debate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

- Excellent/Very good Good Barely adequate Poor Don't know/Can't judge

Further comments or suggestions related to this criterion:

CRITERION 10: BOARD RELATIONS WITH KEY CONSTITUENCIES

A measure of the board’s success is the quality of its relationships with its many constituencies. Among them are faculty, students, alumni and public officials. The board should seek academic leaders’ advice on appropriate matters and delegate to them authority to carry out educational policies and practices. Likewise, the board has ultimate responsibility to protect the welfare of students and provide a healthy and safe campus environment that is conducive to scholarship and personal development. Alumni are a source of significant support and a group whose ties with the institution must be continually assessed and strengthened. And appointed and elected officials at the local and state levels are important constituencies as well. Maintaining good relationships with these and other constituencies is an ongoing challenge for everyone, and board members in concert with the chief executive should work toward this goal.

	Yes	No	Don’t know/ Can’t judge
<i>Board/Faculty Relations</i>			
1. Does the board have an appropriate and effective means of communicating with, and seeking advice and recommendations from, faculty leaders while respecting the president’s office and responsibilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Has the board adopted adequate policies concerning			
a. faculty grievance procedures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. process and criteria for selection, promotion, retention, and tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Does the board have a clear policy outlining its commitment to			
a. academic freedom and faculty responsibilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. teaching, research and community service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Board/Student Relations</i>			
4. Does the board through the president, seek the advice and recommendations of student leaders in formulating student life policies and issues directly impacting students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Has the board approved policies and adequately monitored provisions for the students’ health, safety, and non-curricular (cultural, educational, recreational) activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Is the board satisfied that adequate policies are in place for student appeal of perceived injustices (academic or other)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is the board satisfied that it is in touch with alumni/alumnae and their expectations for and perceptions of the College?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | |
|-----|---|-----------------------|-----------------------|-----------------------|
| 8. | Does the board feel that alumni giving is at an acceptable level? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | Do you feel that relationships between the board and the institution's graduates are as good as they can and should be? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | Do you believe that alumni are supportive of the College's leadership and directions? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Board/Public Official Relations

- | | | | | |
|-----|--|-----------------------|-----------------------|-----------------------|
| 11. | Does the board do its part to maintain good relationships with key elected and appointed officials in concert with the president? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. | Is the board satisfied that it does a good job of informing public officials about the College's contributions and benefit to FSM? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | Is there an active program that brings friends of COM-FSM to campus to build goodwill and to witness firsthand how public and private sources of support are used? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

- Excellent/Very good
 Good
 Barely adequate
 Poor
 Don't know/Can't judge

Further comments or suggestions related to this criterion:

CRITERION 11: ACCOUNTABILITY TO THE PUBLIC

The institution is accountable for the quality of its educational product to those who help provide the resources necessary for effective operation. It is held responsible for the prudent use of fiscal resources and for performance standards attached implicitly or explicitly to the acceptance of public funds. Although the call for accountability must not be translated into a demand for control or for ill-advised intrusion into its internal affairs, the institution will benefit from good rapport with the local community, policy makers, alumni, the corporate community, and so forth.

The board can be a valuable channel for interpreting the college to the community and for bringing the perspective of the community and marketplace to campus. It is important that the board become an integral part of the community, and be aware of community needs, attitudes, and expectations. The board may be able to assess the strength of the college-community relationship by evaluating such things as: the image or reputation of the college; the number of partnerships the college has with community groups and businesses; the level of participation on college advisory committees, and the readiness of community leaders to support advocacy and fund-raising efforts.

	Yes	No	Don't know/ Can't judge
1. Does the College have the confidence of the majority of the people and organizations external to the institution, e.g. business and private sector leaders, the schools, government?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does the board keep itself well informed about the educational and training needs of the FSM?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Does the board maintain a good balance between advocacy (of the institution's needs) and accountability (serving the needs of FSM)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do the board and the College keep FSM citizens and leaders well informed about COM-FSM activities, educational perspectives, and plans?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Does the board make effective use of citizen advisory committees?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Are you satisfied with the board's role in promoting the public image of the College to the wider community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Has the board been willing to take a stand against unwarranted controls or other intrusions in the College's internal affairs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

Excellent/Very good
 Good
 Barely adequate
 Poor
 Don't know/Can't judge

Further comments or suggestions related to this criterion:

CRITERION 12: ACCREDITATION

The Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation process provides assurance to the public that the accredited member institutions meet Accreditation Standards of quality, and that the education earned at the institution is of value to the student who earned it. Institutions agree to undergo an educational quality and institutional effectiveness review for reaffirmation of accreditation to determine whether they continue to meet the established Eligibility Requirements, Accreditation Standards, including the federal requirements, and Commission policies, and that they are engaged in sustainable efforts to improve educational quality and institutional effectiveness.

It is important for the board to be knowledgeable of accreditation requirements and to be able to weave them through its decisions into the institution's mission, strategic plans, and policies.

	Yes	No	Don't know/ Can't judge
1. Does the board act as a collective entity; once decisions are made, all board members act in support of the decision?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does the board advocate for and defend the college and protects it from undue influence or political pressure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Within the past three years, has the board assessed its policies and bylaws for their effectiveness?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do all members participate in self evaluation of the board's practices and performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is information provided on Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the college's accreditation status adequate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do board members participate in evaluation of board roles and functions in the accreditation process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUMMARY

In relation to this criterion, the board's *overall performance* has been:

- Excellent/Very good
 Good
 Barely adequate
 Poor
 Don't know/Can't judge

Further comments or suggestions related to this criterion:

GENERAL ASSESSMENT

The following questions are intended to help determine the level of consensus among board members regarding major institutional and board strengths and needs, as well as recent accomplishments. Responses can be very helpful for your workshop facilitator, as well as interesting to you and your colleague regents.

1. What two or three top issues have most occupied the board's time and attention during the past year?

2. What were the one or two particular successes during the past year for which the board feels some special satisfaction?

3. What particular shortcomings do you see in the board's organization or performance that needs attention?

4. Other comments or suggestions to help plan the workshop's agenda?

BOARD MEMBER REVIEW

This section is intended to help you assess your own commitment and performance. The responsibilities of individual board members are different from those of boards of corporate entities. The checklist is designed to help you assess and reflect on your board service and the expectations generally held for all board members.

Your candid responses to this section will be combined with those of all other board members. You are encouraged to complete this section to enable you to compare your own responses with those of your colleagues.

	Yes	No	Don't know/ Can't judge
<i>Background</i>			
1. Do you have a reasonably clear sense of your obligations and responsibilities as a regent?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you have a clear grasp of your board responsibilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If you have answered, "Yes" to either of the questions above, what has been the primary source of your information (e.g., an orientation program, prior service as a board member)?			

4. Are you generally familiar with the stated mission, comprehensive institutional plan, and current policies of your institution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you stay abreast of higher education trends, issues, and public policy developments in the world and on the U. S. mainland?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How?			

6. Have you had the opportunity to meet with regents and educators from other institutions in the recent past?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do you know your fellow regents reasonably well?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Expertise	Interest
8.	Please mark with an “x” your strongest areas of <i>expertise</i> based on your background and personal experience, and primary areas of <i>interest</i> .		
	Budget / Finance	o	o
	Investments	o	o
	Management	o	o
	Planning	o	o
	Legal Affairs	o	o
	Plant Management	o	o
	Student Affairs	o	o
	Faculty Affairs	o	o
	Fund-Raising	o	o
	Public Relations	o	o
	Government Relations	o	o
	Education	o	o
	Other:		

**Yes No Don't know/
Can't judge**

Knowledge of the Institution

- 9. Are you familiar with COM-FSM's history? Yes No Don't know/Can't judge
- 10. Do you feel well informed about the type and quality of COM-FSM's educational programs? Yes No Don't know/Can't judge
- 11. Have you attended campus events within the past six months? Yes No Don't know/Can't judge
- 12. Do you periodically read the campus newspaper or information provided by faculty or student organizations? Yes No Don't know/Can't judge
- 13. Do you know
 - a. key administrators? Yes No Don't know/Can't judge
 - b. faculty leaders? Yes No Don't know/Can't judge
 - c. student leaders? Yes No Don't know/Can't judge
 - d. alumni leaders? Yes No Don't know/Can't judge
- 14. Are you acquainted with the physical plant and deferred maintenance needs of your institution? Yes No Don't know/Can't judge

Meetings

- 15. Are you pleased with your attendance at board meetings? Yes No Don't know/Can't judge
- 16. Are you pleased with the attendance of your fellow board members at board meetings? Yes No Don't know/Can't judge
- 17. If you have not already done so, would you be willing to serve as a board officer? Yes No Don't know/Can't judge

Why or Why Not?

- | | | | | |
|-----|---|---|---|---|
| 18. | Within the past year or two, have you helped secure gifts from individuals, corporations, or other sources? | 0 | 0 | 0 |
| 19. | Have you recently taken advantage of an opportunity to say a good word about COM-FSM to a policy maker or an influential organization? | 0 | 0 | 0 |
| 20. | Do you take advantage of opportunities to inform other groups or persons about COM-FSM or about the value of higher education in general? | 0 | 0 | 0 |

Regent Concerns

- | | | | | |
|-----|---|---|---|---|
| 21. | Are you mindful of COM-FSM's stated mission, institutional plan and goals, and current policies when voting on proposals presented to the board? | 0 | 0 | 0 |
| 22. | Do you feel you are sensitive to the concerns of students, faculty, and graduates while maintaining impartiality and a total institutional perspective? | 0 | 0 | 0 |
| 23. | Do you keep the president informed of any important/relevant personal communications you may have with individuals on campus? | 0 | 0 | 0 |
| 24. | If you have such lines of communication, do you avoid prejudiced judgments or comments? | 0 | 0 | 0 |
| 25. | Do you periodically communicate or meet with community leaders in your district to discuss community needs and concerns? | 0 | 0 | 0 |
| 26. | In consultation with your board chair, have you ever suggested to the board's nominating committee or to the appointing authority someone who would be an outstanding board member? | 0 | 0 | 0 |
| 27. | Are you satisfied that there are no real or apparent conflicts of interest in your service as a regent? | 0 | 0 | 0 |
| 28. | Do you find any conflict between your responsibility for the welfare and advancement of your institution and your responsibility to the citizens of your community and region? | 0 | 0 | 0 |
| 29. | Do you avoid asking special favors of the administration, including requests for information, without the knowledge of at least the president or board chair? | 0 | 0 | 0 |
| 30. | What would you change to make your time on the board more stimulating and rewarding? | 0 | 0 | 0 |

31. How would you rate yourself as a regent at this time?

- Above average
- Average
- Below Average

