

ADMINISTRATIVE PROCEDURE No. 1212

Procedure on Assessing the President

Date Adopted: 30 April 2015

Date Revised:

Date Reviewed:

References:

Annual Review

The heart of the annual review shall be a written Management Review Statement by the president.

1. Board and president mutually agree upon a format and timetable for the annual statement. (See below.)
2. This statement and any supplemental information requested of the president is shared with all board members prior to the board meeting at which the review is to be conducted. Because this statement constituted a potentially sensitive personnel matter, all regents are expected to treat it as strictly confidential.
3. As soon as is practical following receipt of the president's annual statement, the board chair meets with the president to discuss the statement and his or her proposed goals for the coming year.
4. At the board's next regularly scheduled meeting, in executive session, the board chair informs the board of the process to date; and the board discusses the president's goals for the subsequent year and seek to approve them. The intent of this meeting is for the board and president to have a wide-ranging discussion about the conduct of the presidency within the context of the condition and progress of the college. The board reserves the right to adjust the proposed goals and priorities.
5. Following discussion with the president about the president's performance, and following agreement on his or her goals for the next 12 months, the board, in executive session, receives, discusses and ratifies any recommendations regarding compensation.
6. Immediately following this meeting, the board chair meets with the president to report on the board's private deliberations, including its decisions concerning compensation. Any decision made about compensation is included in a confidential memorandum-for-the-record that briefly summarizes the board's conclusions, as well as all actions taken in executive session concerning the president's performance review and compensation.

The Chief Executive's Annual Management Review Statement

The review statement should generally follow this format:

Retrospective

- The goals mutually agreed upon about his time last year with a description of efforts to meet them.
- Any other personal and institutional achievements that you, your management team, or the faculties are especially pleased with beyond those cited above.
- Particular disappointments, frustrations, or problems you may have experienced, especially those likely to persist.
- Relationships with the board, faculty, staff, students, alumni, community, and FSM leaders, or any other appropriate stakeholder groups or organizations. Examples of how the board has been supportive of you personally and professionally – or how it can be next year.
- Any personal, family, or professional matters that affect the conduct of your presidency that the board should know about. (The board will consider such matters in absolute confidence, but you may choose instead to discuss these privately with the board’s leaders. How can the board or its leaders help address and resolve them?)
- Aspects of your presidency that have been especially rewarding, difficult, or frustrating that would help the board more fully grasp how things are going.

Prospective

- The college’s principal challenges and opportunities as you see them.
- The five to ten primary goals you propose for yourself and for the college for the next year or so.
- Any other thoughts, ambitions, or plans you have as president.

Other information

- Attach any other information that will help the board assess the college’s health and progress over the past year or more (benchmarks, trend data, ratios, and the like).

Comprehensive Review

This process, to be conducted after the fourth year of incumbency and every four years thereafter, may require the leadership of external consultant, chosen by the Board of Regents and acceptable to the president. Any visiting consultant receives logistical support from a staff member the president selects (to schedule interviews, making lodging and transportation arrangements, and so forth). If a consultant is not employed, the regents will appoint a presidential assessment committee. Its membership shall include three to four regents.

1. The consultant (ad hoc committee) is responsible for developing an interview protocol for conducting personal interviews with a broad array of individuals and stakeholders (internal and external to the college), and for providing a comprehensive written report detailing the college’s progress and the president’s performance. The report is to contain explicit recommendations that will help strengthen the president’s performance, his or her relationships with the board, and relationships with constituent groups, as appropriate.

2. The president provides the consultant (or the assessment committee) with a confidential written document that is more comprehensive than the annual review statement and that covers the preceding period of service. The president has wide latitude in the format of this report and it should include a State of the College section. The report should:
 - present a clear picture of the college's academic and financial progress and condition and use appropriate qualitative and quantitative benchmarks;
 - highlight what the president views as his or her major achievements and concerns, including overall progress on implementing or achieving a college strategic plan;
 - document the institution record of service to its surrounding communities with the FSM;
 - document the major improvements in and current condition of the physical plant, and overall campus morale;
 - make special reference to achievements and concerns regarding the quality of and changes in academic program, faculty appointments and retention, student and staff recruitment and retention, alumni support and fundraising; and
 - be a reflection on his or her leadership with the FSM, and with the broader higher education communities in the U.S. mainland. References to preceding annual performance reviews are appropriate.
3. If a visiting consultant is employed, the board provides them with copies of the president's previous self-assessments, other reports, a history of the college and description of its programs and services, any relevant institutional trend and benchmark data for the four year period not otherwise provided, and a copy of the regional accrediting association's most recent report.
4. The consultant (committee) first meets with the president and ordinarily conducts at least three consecutive days of interviews on campus at an appropriate location. It may be necessary to conduct some interviews by telephone or in peer groups of two or three persons.
5. A consultant can suggest the types of persons to interview. Those interviewed should ordinarily include all institutional officers reporting directly to the president, all deans and directors of major units, current and recent faculty leaders, other faculty members who have chaired special institution wide committees or projects, student government officers, elected leaders of the staff council, elected officers of the alumni association, and the Board of Regents. Externally, it is important to interview a few prominent local business leaders, along with elected political and other FSM leaders knowledgeable about the college and the conduct of the presidency.
6. Upon completion of the site interviews, the consultant (committee) meets with the president to clarify any relevant matters. With the understanding that they reserve the privilege of accepting or declining any suggestions for change or clarification, the consultant's (committee's) draft written report is sent to the president to allow him or her to comment on their findings and recommendations.
7. Once placed in final form, confidential copies are made available in a designated office of the college. Strict confidentiality must be maintained.

8. As soon as possible after reviewing the consultant's (committee's) report, the full board meets with the president –if consultants are employed, ideally in their presence – to discuss the report and recommendations. Special attention is given to the short-term goals.
9. The process concludes with a confidential letter to the president that emphasizes current understandings, mutually agreed-upon short-term and long-term goals, and related matters.

See attached illustrative interview question for comprehensive presidential performance assessment.

Institutional Agenda

Reflecting on the president's period of service, how has the College progressed during this time? What can you point to that indicates the College's health and standing have been strengthened by virtue of specific institutional goals and priorities having been met? Are any major College priorities being neglected?

Academic Leadership

How has the institution's general academic standing advanced since the incumbent began the presidency? What specific improvements in the quality of the College's academic programs can be largely attributed to the president's leadership? What other achievements are particularly noteworthy with regard to the president's leadership with the faculty in academic planning and innovation? In enrollment management and admissions?

General Management and Planning

What can you point to as laudable achievements in the Colleges's infrastructure, staffing, and information systems? Has the president formed a competent, motivated, and respected management team? Are you aware of improvements in personnel and physical-plant management? How would you describe the way College planning is conducted?

Fiscal Management and Budgeting

How well does the president understand the institution's financial condition? Has he or she helped the larger community understand it? Has there been success in meeting budgets and containing costs? Reallocating resources? Adhering to good financial (operating and capital) management practices?

Fund-Raising

What successes illustrate the president's ability to raise private dollars from individuals, corporations, and foundations? Is it apparent that the governing board is supportive in its personal philanthropy and related activity? Are donations from alumni steady, increasing or decreasing? How effective is the president with the elected leaders of FSM?

Internal Relationships

With which of the following groups has the president been particularly effective and ineffective, and why: the Board of Regents, academic and executive officers, staff, faculty, and students? What advice would you give the president concerning ineffective relationships, if any exist?

External Relationships

With which of the following external groups has the president been particularly effective and ineffective, and why: alumni, local business leaders, elected political leaders, and the media? What advice would you give the president concerning ineffective relationships, if any exist?

Decision Making and Problem Solving

Please describe the president's leadership style. To what extent does he or she delegate decisions when appropriate? How would you gauge the president's ability to cope in crisis situations? Can the president make difficult decisions in timely ways? Does the board encourage the president to demonstrate courageous leadership and to publicly support difficult decisions after they are made? Can you give some explicit examples?

Other Perspectives

Reflecting on the president's years of service, what major achievements or shortcomings come to mind? Is there evidence that the Board of Regents and president are fully supportive of one another? What is the most important thing the president can do to strengthen his or her effectiveness? What is the most important thing the Regents can do to strengthen its effectiveness or the president's effectiveness? Any closing words?