



**POLICY TITLE**  
***Board Self-Evaluation Policy***

**POLICY NUMBER**  
***6-003***

<b>Responsible Unit:</b> <i>Office of Strategic Planning, Policy, and Institutional Effectiveness</i>	<b>Effective Date:</b> <i>05/25/2018</i>
<b>Responsible Official:</b> <i>Vice President for Strategic Planning, Policy, and Institutional Effectiveness</i>	<b>Last Reviewed Date:</b> <i>05/25/2018</i>
<b>Policy Classification:</b> <i>Governance</i>	<b>Origination Date:</b> <i>05/25/2018</i>

**I. POLICY STATEMENT AND RATIONALE**

*Article VIII, Section 7 of the 1974 Constitution of the State of Louisiana* authorizes the creation of the Southern University Board of Supervisors (Board) as a corporate body. Subject to powers vested in the Board of Regents by *Article VIII, Section 5 of the 1974 Constitution of the State of Louisiana*, the Board shall supervise and manage the Southern University System and its several components including the statewide agricultural programs and other programs administered through its System.

The Board is committed to establishing an evidence-based planning and assessment culture that is focused on continuous improvement. The Board is committed to closing the assessment loop by: 1) conducting an Annual Self-Evaluation, 2) analyzing the results, and 3) using the results to identify areas for improvement. A list of expected outcomes shall include:

- Identification of Board accomplishments
- Identification of Board strengths
- Identification of areas of concern for the Board
- Identification of Board expectations, goals, and priorities for the coming year

This policy reinforces Southern Association of Schools and Colleges, Commission on Colleges (SACS-COC) Planning and Assessment Model that is systematic, integrated, research-based, ongoing and comprehensive.

Through its policy-making process, the Board works collaboratively with the President-Chancellor and faculty via the Faculty Senate to achieve the strategic priorities of the System and its institutions. The outcome of this collaborative effort will best serve the interests of Southern University A&M College System.

## II. POLICY SCOPE AND AUDIENCE

This policy applies to the sixteen (16) members of the Board of Supervisors of the Southern University and A&M College System.

## III. POLICY COMPLIANCE

In December 2017, the 2018 Edition of the Southern Association of Schools and Colleges, Commission on Colleges (SACS-COC) Principles of Accreditation – Foundations for Quality was adopted by the College Delegate Assembly. Implementation of the *Board Self-Evaluation Policy* shall ensure that the Board is in compliance with SACS-COC Principle 4.2.g. that states the *Board defines and regularly evaluates its responsibilities and expectations (Board Self-Evaluation)*.

## IV. POLICY DEFINITIONS

***Board of Supervisors of the Southern University and A&M College System (Board):*** The Board is vested with the responsibility via the Louisiana State Constitution of 1974 and specific Louisiana Revised Statutes for the management and supervision of its institutions, statewide agricultural programs and other programs which comprise the Southern University and A&M College System.

***Southern Association of Schools and Colleges, Commission on Colleges (SACS-COC):*** SACS-COC is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The mission of SACS-COC is to assure the educational quality and improve the effectiveness of its member institutions. Accreditation by SACS-COC signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers and that indicate whether it is successful in achieving its stated objectives.

***Institutional Effectiveness:*** Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing performance with respect to the mission. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

***Policy Classification:*** Within the proposed Board Policy Manual, the Board's *Self-Evaluation Policy* will be listed under the *Governance Policy Classification*.

***Responsible Unit:*** The unit charged with oversight for the development, review, update, archive, and implementation of this Board policy.

***Responsible Official:*** The official that is responsible for the implementation of this Board policy.

***Policy Implementation Procedures:*** A series of interrelated steps or guidelines necessary to implement Board policies.

## V. POLICY IMPLEMENTATION PROCEDURES

The implementation of this Board policy involves the annual administration and analysis of a Board-approved Self-Evaluation Instrument.

- Board members shall participate in the Annual Self-Evaluation process by completing a Board approved Self-Evaluation Instrument.
- Board Self-Evaluations shall occur annually at the end of the fiscal year in June.
- Board members shall be involved in the discussion of the Self-Evaluation results and shall participate in charting a path-forward for improving and strengthening the Board's role in advancing the priorities of the Southern University and A&M College System.
- The System's Vice President for Strategic Planning, Policy, and Institutional Effectiveness is charged with facilitating an Annual Board Self-Evaluation Process that:
  - Underscores confidentiality and integrity.
  - Creates a customized Board Self-Evaluation Instrument that is flexible and user-friendly.
  - Administers the Board's Annual Self-Evaluation Instrument at the end of the fiscal year in June.
  - Analyzes the results of the Board's Self-Evaluation and identifies areas of strength and areas of concern for Board members.
  - Prepares an assessment report which:
    - Provides the Board with an opportunity to engage in constructive discussion on how to close the "gaps" between expectations and performance.
    - Sets the stage for strategic improvements.
    - Establishes policy goals and priorities for the upcoming year.

## VI. POLICY RELATED INFORMATION

SACS-COC Principle 4.2.g. requires a Board Self-Evaluation. This requirement is identified in the 2018 Edition of the SACS-COC Principles of Accreditation – Foundations for Quality located at [www.sacs.org](http://www.sacs.org).

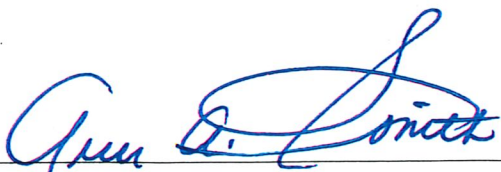
## VII. POLICY HISTORY AND REVIEW CYCLE

This is a new policy. The effective date of this policy is determined by the approval date and signature of the Board Chair. This policy is subject to a five-year policy review cycle.

## VIII. POLICY URL

This section identifies the Southern University System Website where the Board policies are archived – [www.sus.edu](http://www.sus.edu).

## IX. POLICY APPROVAL



*The Honorable Mrs. Ann A. Smith*  
*Chair - Southern University System Board of Supervisors*

*5/25/18*

*Effective Date of Policy*



# Board Self-Evaluation Instrument

Evaluation Period: 2017-2018

NAME OF BOARD MEMBER: \_\_\_\_\_

SCORING RUBRIC: 5 – Strongly Agree; 4 – Agree; 3 – No Opinion; 2 – Disagree; 1 – Strongly Disagree

## SECTION I

INSTRUCTIONS: Please indicate your level of agreement with each statement listed below.

<i>Board Management Function</i>		LEVEL OF AGREEMENT				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	The ultimate responsibility for management of the System and its institutions rests with the Management Board.					
2	Through its policy-making process, the Board works collaboratively with the President-Chancellor and faculty to achieve the strategic priorities of the System and its institutions.					
3	The Board periodically reviews its policies to ensure that both the Bylaws and Policy Manual are up-to-date.					
4	Board members uphold the final majority decision of the Board.					
5	The Board regularly reviews the role, scope and mission of its institutions.					

<i>Board Organization and Operation</i>		LEVEL OF AGREEMENT				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
6	Board officer responsibilities are clearly defined in the Board's Bylaws.					
7	Board committees have clearly defined responsibilities designed to assist the Board in its deliberations.					
8	The outcome of Board member preparation is productive Board meetings.					
9	Board meeting agendas are relevant to the items presented to the Board for consideration.					
10	Board minutes effectively capture and summarize Board actions.					

<i>Board Leadership and Accountability</i>		LEVEL OF AGREEMENT				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
11	The Board adheres to its fiduciary duties as outlined in its Bylaws.					
12	Board members adhere to the Louisiana Code of Governmental Ethics by completing an annual Code of Ethics training.					
13	The Board advocates on behalf of the System and its institutions.					
14	The Board has an active professional development and orientation program for current and new Board members.					
15	The Board monitors the effectiveness of its institutions in fulfilling their stated missions by reviewing performance data aligned with institutional priorities and outcomes.					

<i>Board – CEO Relations</i>		LEVEL OF AGREEMENT				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
16	The Board sets clear expectations for the President-Chancellor/Chief Executive Officer (CEO) of the Southern University and A&M College System.					
17	The CEO's job description is current and accurate.					
18	The Board effectively evaluates the CEO.					
19	The Board maintains open communication with the CEO.					
20	The Board provides the highest level of support to the CEO.					

## SECTION II

INSTRUCTIONS: Indicate your overall rating of Board performance and provide responses to the open ended questions.

- My overall rating of Board Performance is: (*Circle Your Response*)
  - 5 – Outstanding
  - 4 – Above Average
  - 3 – Average
  - 2 – Below Average
  - 1 – Poor

- What are the Board's greatest strengths? (*List 3 examples*)

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- What are the areas in which the Board could improve? (*List 3 examples*)

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- What are the major accomplishments of the Board in the past year? (*List 3 examples*)

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- As a Board member, I am most pleased about:

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- As a Board member, I am most concerned about:

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- I recommend that the Board adopt the following three (3) Goals for the coming year:

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