

Appendix A – Possible Categories for Annual Performance Objectives or Survey Questions (based off Policy 3.3 Mandate for the President)

a. Vision, mission, and strategies.

Does the president understand their role in implementing the vision?

Has the president established an effective long-range planning process for developing goals and objectives?

Does the president keep the board informed about progress made toward the university's goals and objectives?

b. Accomplishment of board objectives.

Has the president ensured that appropriate systems are in place to facilitate the day-to-day operations of the college?

Does the president promote institutional goals and objectives?

c. Academic leadership and management.

Does the president understand the various educational programs; recognize the role of scholarship, intellectual diversity, and academic freedom; focus on the students and the curriculum; maintain high academic standards; work for better retention and graduation rates; recruit and retain able faculty on the basis of solid scholarship; encourage good teaching; and sustain a vision of what the institution should be?

d. Administrative management and leadership.

Does the president support appropriate staffing, delegation of authority, adequate supervision, and good personnel policies?

Has the president demonstrated the capacity to surmount emergencies, a willingness to consult with others when time permits, and to act decisively when action is needed?

e. Budget and finance.

Does the president understand and control the finances of the institution?

Does the president maintain a balanced budget and clear financial accounting with a keen eye to affordability?

Does the president handle funds responsibly and ethically, and allocate funds to programs and salaries in a fair, objective way conducive to the growth and advancement of the institution?

f. Fundraising.

Is the president diligent and effective in securing private gifts and public appropriations?

Is the president an innovative creator of partnerships?

Does the president understand the institution's financial needs and are they able to articulate them?

g. Relations with the board.

Is the president responsive to board policies and priorities?

Does the president keep the board informed on a timely basis, give the board candid judgments, and present the board with resources and information necessary to make informed decisions?

Does the president create an environment conducive to the board's fulfillment of its policymaking responsibilities?

Does the president make staff available to assist the board (and its committees) with its work?

h. External relations.

Does the president maintain adequate communication and good relations with alumni, legislators, state and local officials, businesses, community leaders and local citizens, high schools, potential students, and the media?

i. Personal and leadership qualities.

Does the president bring strong personal qualities to the role, such as vision, sense of purpose, fairness, concern for others, balance, perspective, and willingness to listen?

Does the president have the ability to make tough decisions and take responsibility for decisions?

Does the president's personal style fit the particular institution and community?