



Oregon State Board of Higher Education Board Member Self-Evaluation

	QUESTION	YES	NO	SOMEWHAT OR SOMETIMES																																																																																									
Background																																																																																													
1.	Do you have the required information and opportunity to understand your obligations and responsibilities as a Board member?	5	0	3																																																																																									
2.	Are you familiar with the stated missions, plans, and current policies of the institutions within your System?	6	0	2 (need work)																																																																																									
3.	Do you stay abreast of higher education trends, legislation, and other public policy by reading <i>AGB Notes</i> , the <i>Chronicle of Higher Education</i> , <i>AGB Reports</i> , or other material?	7	0	1																																																																																									
4.	Have you taken advantage of opportunities to meet with Board members and educators from other System Institutions?	6	2	Needs to respond																																																																																									
5.	Through scheduled Board programs and activities, or through your own initiative, have you had opportunity to get to know your fellow Board members?	8	0	0																																																																																									
6.	Do you find any conflict between your responsibility for the welfare and advancement of the various institutions in your System and your responsibility to the citizens of your region, state, or nation?	2	5	1																																																																																									
7.	Please indicate with an “ X ” your three strongest areas of expertise based on your background and experience. <table style="width: 100%; border: none; margin-top: 10px;"> <tr> <td style="width: 50%;">Budget/Finance</td> <td style="width: 10%;"><u>XXX</u></td> <td style="width: 10%;"><input checked="" type="checkbox"/></td> <td style="width: 10%;"><input checked="" type="checkbox"/></td> <td style="width: 10%;"><input checked="" type="checkbox"/></td> <td style="width: 10%;"></td> </tr> <tr> <td>Investments</td> <td><u>X</u></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Management</td> <td><u>XXXX</u></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>Planning</td> <td><u>XXXX</u></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>Legal affairs</td> <td><u>X</u></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Plant management</td> <td>_____</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Real estate</td> <td>_____</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Education</td> <td><u>XXXX</u></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td style="width: 50%;">Student affairs</td> <td style="width: 10%;"><u>XX</u></td> <td style="width: 10%;"><input checked="" type="checkbox"/></td> <td style="width: 10%;"><input checked="" type="checkbox"/></td> <td style="width: 10%;"><input checked="" type="checkbox"/></td> <td style="width: 10%;"></td> </tr> <tr> <td>Faculty affairs</td> <td><u>X</u></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>Fund-raising</td> <td>_____</td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>Public relations</td> <td><u>XXX</u></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>Marketing</td> <td>_____</td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>Government relations</td> <td><u>XXXX</u></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other:</td> <td colspan="4">_____</td> </tr> </table>				Budget/Finance	<u>XXX</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Investments	<u>X</u>					Management	<u>XXXX</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Planning	<u>XXXX</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Legal affairs	<u>X</u>	<input checked="" type="checkbox"/>				Plant management	_____					Real estate	_____					Education	<u>XXXX</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Student affairs	<u>XX</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Faculty affairs	<u>X</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Fund-raising	_____		<input checked="" type="checkbox"/>			Public relations	<u>XXX</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Marketing	_____		<input checked="" type="checkbox"/>			Government relations	<u>XXXX</u>	<input checked="" type="checkbox"/>				Other:	_____			
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8.	Now go back and place a check (✓) mark beside three areas of interest to you outside of your background and expertise.																																																																																												



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Board Member Self-Evaluation

QUESTION		YES	NO	SOMEWHAT OR SOMETIMES
Knowledge of the System				
9.	Are you well informed about the type and quality of your System’s educational programs? <i>✓ Could be more in depth.</i>	5	1	2
10.	Have you visited one or more institutions within the System in the last year?	8	0	0
11.	Can you accurately assess the leadership effectiveness of: a. the Chancellor b. the key administrators in your System office? c. the presidents of the individual institutions?	6 5 4	0 0 1	2 3 3
12.	Are you acquainted with the major aspects of physical plant needs at all institutions including: buildings and maintenance needs, deferred maintenance, planned new construction or enhancements, etc?	2	2	4
Board and Committee Meetings				
13.	Are you comfortable with your attendance record at Board and committee meetings?	8	0	0
14.	Do you read the minutes of meetings to determine whether they faithfully represent the proceeding decisions as you recall them?	3	1	4
15.	Do you consistently and thoroughly familiarize yourself with the information prepared for you in advance of Board and committee meetings?	8		
16.	Have you found it necessary to remind your fellow Board members to avoid involvement in non-policy matters better left to the executives and administrators? <i>✓ I feel we understand our policy level focus.</i>	1	4	3



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	QUESTION	YES	NO	SOMEWHAT OR SOMETIMES
Fund-Raising and Public Relations				
17.	Have you recently taken advantage of an opportunity to say a good word about your System to a policy maker or organization at the state level?	7	0	0
18.	Do you take advantage of opportunities to formally present information about your System or higher education in general to key groups or individuals? <i>✓ This should be expanded significantly into an organized advocacy program for the Board and its members.</i>	4	1	2
Board Member Concerns				
19.	Have you ever suggested to the Governor or other appointing authority someone who would make an outstanding new board member?	6	1	1
20.	Do you understand the concept of “fund-accounting”?	6	2	1
21.	Do you find your System’s financial statement intelligible?	4	1	3
22.	Are you able to maintain impartiality regarding the concerns of students and faculty and the needs of the System and its institutions?	7	1	0
23.	Do you make yourself available for counsel with your Chancellor in support of his relationships with individual institutions, as well as with state policy leaders?	8	0	0
24.	Is it important to keep your Chancellor informed of any personal communication you may establish with presidents and administrative leadership at individual institutions?	5	1	2
25.	If you have such lines of communication, can you avoid prejudiced judgments that could result from the communication?	7	1	0
26.	Do you avoid asking special favors of the administration?	8	0	0
27.	Are you satisfied you have no real or perceived conflicts of interest in your service as a Board member?	7	1	0



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28.	<p>If you have not already done so, would you be willing to serve as a committee chair or Board officer?</p> <p>Why (or why not)?</p> <ul style="list-style-type: none"> ✓ <i>Leadership is part of the job.</i> ✓ <i>I would have loved the chance, however, students are not seen as equals. We all come in with an interest.</i> ✓ <i>Key leadership positions are important and all Board members must aspire to the various leadership roles of the Board.</i> 	8	0	0
29.	<p>Have you found your Board membership to be stimulating and rewarding thus far?</p> <p>Why (or why not)?</p> <ul style="list-style-type: none"> ✓ <i>We are responsible for creating an elite and middle class. The board really does not understand that power.</i> ✓ <i>It has been a gift to serve with fellow board members in our attempts to help solve the problem in higher education in Oregon.</i> ✓ <i>This is a most exciting opportunity to contribute to our state. The funding and rates of change are somewhat frustrating.</i> ✓ <i>Direct involvement in the development and decision-making regarding the policy framework within which key decisions will be made over the next five to ten years.</i> 	6	0	2
30.	<p>How would you rate yourself as a Board member at this time?</p> <p>Above average <u> XXXXXX </u> Average <u> XX </u> Below Average <u> </u></p> <ul style="list-style-type: none"> ✓ <i>I'd give myself a grade of "Average Plus." Still a lot to learn, but with good leadership skills and some success at the OSU search.</i> 			



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General Assessment	
1.	<p>What issues have most occupied the Board’s time and attention during the past year?</p> <ul style="list-style-type: none"> ✓ <i>Adjustments to the state revenue shortfall.</i> ✓ <i>Presidential searches.</i> ✓ <i>Strategic planning.</i> ✓ <i>The budget and the state not paying for it.</i> ✓ <i>Finance.</i> ✓ <i>Obviously, the lion’s share of our time and attention has focused on addressing issues directly or indirectly related to declining resources. In addition, we have been forced to focus on replacing several key leaders in the System—the Chancellor, the WOU President, the OSU President, and now the EOU President.</i> ✓ <i>The Deal.</i> ✓ <i>New Chancellor.</i> ✓ <i>Budget.</i> ✓ <i>Pres/Chancellor searches and orientation.</i> ✓ <i>Budget and cost reduction/ Revenue generation.</i> ✓ <i>Developing new strategic directions and their policy implementation.</i> ✓ <i>Policy development.</i> ✓ <i>Development of a strategic policy framework within which the Board can exercise its proper role in directing the future of the System.</i> ✓ <i>Declining resources and the demand for a new sense of what is the sustainable commitment Oregonians are willing to make to higher education achievement.</i>
2.	<p>What were the one or two successes during the past year for which the Board takes some satisfaction?</p> <ul style="list-style-type: none"> ✓ <i>Successful searches.</i> ✓ <i>Broke significant new ground in strategic planning (publicly defining the relationship of quality/affordability/access).</i> ✓ <i>The state owes the OUS 90 million dollars and there is a good chance the state will pay the OUS before the bill is due.</i> ✓ <i>New President of OSU.</i> ✓ <i>New Chancellor!!!</i> ✓ <i>I think we have succeeded in filling the open positions with highly skilled individuals. In addition, the work that has taken</i>



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	<p><i>place in the strategic planning committee to reorient our thinking around certain key issues (access, quality, and affordability) has been quite valuable.</i></p> <ul style="list-style-type: none"> ✓ <i>The Chancellor moving without the presidents.</i> ✓ <i>Support from staff.</i> ✓ <i>Growth of Central Oregon Cascades Campus even in adversity.</i> ✓ <i>Prioritizing significant and serious budget reductions.</i> ✓ <i>Beginning policy development in areas of access, affordability and quality.</i> ✓ <i>New OSU President and excellent transition under Dr. White.</i> ✓ <i>Initial work on the policy framework and “The Deal.”</i> ✓ <i>Selection of two excellent new institutional presidents.</i> ✓ <i>Slow but sure growth in the effectiveness of the Joint Boards arrangement.</i>
3.	<p>What particular shortcomings do you see in the Board’s organization or performance that need attention?</p> <ul style="list-style-type: none"> ✓ <i>Shortcomings in adequate staffing of planning/policy efforts have been overcome by the new Chancellor and his reorganization. We’ve also improved coordination of our committee/board meeting schedules to allow greater participation and avoid duplication. We still need to refine our vision of where we’re headed (e.g., address confusion surrounding the governance distinction between the Board and institutions), and rally support for it among political leaders, the business community, and tax-payers. Also, we need to address the faculty salary issue, put more effort into our collaboration with the K-14 structure and get good new board members.</i> ✓ <i>Too much turnover at the moment.</i> ✓ <i>The recent turnover on the Board has been alarming. Even as a relatively new appointee, I almost see myself as part of the “old guard.” It is essential that we encourage the Governor to move swiftly to fill the open positions. In general, I feel that our relationship with the Governor is somewhat unresolved. This particular Governor is very “relationship” oriented. In light of this, we should redouble our efforts to maintain close connections with him and his office. I often feel that the format of our board meetings (e.g., excessive ceremony, dozens of microphones, a large audience) creates too much formality and blocks open, honest dialogue. Much of this, of course, is created by state open meetings laws. Still, we should do what we can to create opportunities for free, honest, informal dialogue among board members. I think it will lead to development of more creative policy alternatives and better quality decision-making. Finally, while the System Strategic Planning Committee has made important strides, there are still times when I feel that we are making a series of ad hoc decisions—nearly all of which are presented to us by system staff—rather than focusing on “big picture” policy. There are still times when we are reviewing items that do not seem to be of a magnitude appropriate for their</i>



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	<p><i>involvement. Having said all of this, I would emphasize that recent changes implemented by President Lussier are absolutely on the right track and have improved matters considerably.</i></p> <ul style="list-style-type: none"> ✓ <i>Diversity of ideas, values, beliefs. This reflects our mission, hire practices, agenda.</i> ✓ <i>The Chancellor moving without the presidents.</i> ✓ <i>Not understanding what these policies do to the face of academia.</i> ✓ <i>Setting system strategic outcomes.</i> ✓ <i>Advocacy for higher education among all Oregonians.</i> ✓ <i>More interactive dialogue between Board/Chancellor Staff/Presidents.</i> ✓ <i>Strengthen relationship with Governor and Legislative leaders.</i> ✓ <i>We still persist in making decisions on an incremental or ad hoc basis. Feels like we are grading the papers of competent administrators to me. That will not change until the Board adopts a set of policy frameworks within which implementing decisions are framed by staff. The effect Board decisions under that scenario can then be one of reconciling staff recommendations to the policy framework -frequently on a consent calendar basis.</i> ✓ <i>A persistent sense that the less time in Board deliberations, the better.</i> ✓ <i>Though significant progress has been made, the relationship between the Board and students and the Board and faculty still falls far short of “engagement.” It is almost as if we fear their direct involvement in our deliberations.</i>
4.	<p>Other comments or suggestions?</p> <ul style="list-style-type: none"> ✓ <i>We need a better understanding of the sea change that is occurring in public higher education across the country, and make sure we see the forest, not just the trees.</i> ✓ <i>Form a PAC to educate voters about Oregon higher education.</i> ✓ <i>We need diversity training and create stronger stance of a commitment to public education and a stance—strong stance—of Affirmative Action.</i> ✓ <i>We must become pro-active in a System strategic plan to which the institutional plans are aligned. We must identify a justifiable funding level, the state’s share, and new sources for other revenues.</i>