

**NEVADA SYSTEM OF HIGHER EDUCATION
PROCEDURES AND GUIDELINES MANUAL**

CHAPTER 2

APPOINTMENTS AND EVALUATIONS

Section 2. Executive Evaluations

2. PERIODIC EVALUATION OF NSHE PRESIDENTS

A comprehensive, periodic assessment of the performance of each president in nine key areas will be conducted in the next-to-last year of each contract period. The purpose of the periodic evaluation is to provide constructive feedback on measurable performance criteria assessed over a period of time so that presidents may know how colleagues, Regents, and key leaders in the community view their efforts, including areas of strength as well as areas that may need improvement.

- 1.) The president being evaluated shall prepare a written self-evaluation based upon the nine areas of evaluation described in subsection 3. The self-evaluation shall be submitted to the chancellor and provided to the Evaluation Committee.
- 2.) An Evaluation Committee comprised of at least six members shall be appointed by the Board Chair in consultation with the chancellor. Voting members of the Committee shall include three members selected from the Board of Regents, two members representing the community, and one student from the NSHE institution of the president being evaluated. Committee members representing the community may include foundation board members, alumni association board members, and local business leaders. The Chair of the Board shall appoint one of the members as Chair of the Evaluation Committee.
- 3.) An external consultant will be hired to staff the Evaluation Committee and facilitate the evaluation and will be referred to herein as the "evaluation consultant." The evaluation consultant must have extensive experience in higher education and knowledge of the type of institution involved. The Board Chair shall select the evaluation consultant based on recommendations of the chancellor.
- 4.) In advance of the evaluation, the Evaluation Committee chair, the chancellor, the evaluation consultant, and president may discuss the details of the evaluation and any issues that may be raised during the evaluation process.
- 5.) The evaluation consultant will conduct interviews with a wide variety of individuals knowledgeable about the president's work. Appropriate accommodations will be made for the evaluation consultant to conduct interviews at institutions with multiple campus sites.

- 6.) The president being evaluated shall be permitted to submit a list of potential interviewees. The chancellor will select those names to be forwarded from the president's list and other sources to the Evaluation Committee and the evaluation consultant. This shall normally consist of individuals external to the institution who may provide knowledgeable input about the president's performance.
- 7.) The evaluation process will include the opportunity for a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community and alumni leaders to be interviewed by the evaluation consultant, and may also include a faculty survey submitted in compliance with the provisions of this section. With the exception of the results of a faculty survey, the Evaluation Committee and the evaluation consultant shall not accept anonymous materials, as part of the evaluation process.

The faculty senate may conduct a survey of faculty regarding the performance of the president. The survey shall address the Performance Criteria for the Periodic Evaluation of the Performance of NSHE Presidents set forth in subsection 3. Within the scope of the Performance Criteria, the survey may also seek input regarding the effectiveness of the relevant institutional offices or departments. In preparing the survey and the final survey report, the faculty senate shall consult with the institution's general counsel to insure the questions in the survey and the final survey report do not seek or contain comments about the performance of individuals other than the president. The final survey report must be presented to the Evaluation Committee at a public meeting.

- 8.) Prior to conducting interviews with institution constituents, the Evaluation Committee will meet with the president for the purpose of reviewing strategic plans, goals, objectives, resource allocation policies, major challenges and successes, and his/her own assessment of the interval being appraised.
- 9.) Based on the information collected through the evaluation process, the evaluation consultant will document the president's strengths and weaknesses in the nine areas of evaluation described in subsection 3, and will recommend areas for future focus and improvement that will be considered by the Evaluation Committee.
- 10.) Prior to the end of the evaluation, the Evaluation Committee and the evaluation consultant will meet with the president and the chancellor or designee to review the preliminary results and to follow-up on any questions that may remain. The evaluation consultant will prepare a final report as directed by the Evaluation Committee.
- 11.) The final report will be provided to the chancellor for transmittal to the Board of Regents and the president, along with a copy of the president's self-evaluation. The final report and the president's periodic self-evaluation are public documents.
- 12.) As soon as practical after the submission of the final evaluation report, the evaluation consultant will present the final report at a meeting of the Board of Regents where the president will participate in an open personnel session to review the findings of the periodic evaluation.
- 13.) At the conclusion of the periodic evaluation process, the Board Chair may recommend contract terms and conditions for approval by the Board of Regents.

- 14.) A copy of the Evaluation Committee's report and a copy of the president's self-evaluation will be retained in the president's personnel file.

3. PERFORMANCE CRITERIA FOR PERIODIC EVALUATION OF NSHE PRESIDENTS
(Board Approved 10/03)

A. BUDGETARY MATTERS & FISCAL MANAGEMENT

- i. Evidence of sound fiscal management, including the ability to address budgetary matters in a way that achieves a more efficient and effective use of resources.
- ii. Ability to allocate fiscal resources in a manner that is conducive to achieving institutional goals and objectives.
- iii. Ability to comprehend and evaluate fiscal and budgetary matters.
- iv. Ability to attract funds for the institution.

B. ACADEMIC ADMINISTRATION & ACADEMIC PLANNING

- i. Existence of well-developed and widely understood institutional goals and objectives.
- ii. Ability to link planning, resource allocation, and evaluation functions and quality of judgment demonstrated in establishing priority in those areas.
- iii. Existence of a good academic program review procedure designed to serve as a basis for staff allocation and budgetary support, the evaluation of the quality of instruction, and to assist in college's institutional goals and objectives.
- iv. Ability to initiate curricular change in response to student and societal interests and needs.
- v. Awareness of educational ideas, trends, and innovations.

C. STUDENT AFFAIRS

- i. Evidence of formal and informal mechanisms for involving students in decision making.
- ii. Evidence of effective recruitment, admission, counseling, and placement programs.
- iii. Evidence of effective student retention efforts.
- iv. Ability to relate to students as individuals and groups.
- v. Evidence of sensitivity on the part of the president to individual differences and tolerance of, and respect for, such differences.

D. PERSONNEL MANAGEMENT

- i. Evidence of ability to relate to faculty and staff within a particular governance structure of the institution.
- ii. Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.
- iii. Evidence of the president's commitment to make personnel changes when those changes are necessary to further enhance the effectiveness of the institution.
- iv. Evidence of ability to select strong subordinates.
- v. Ability of the president to have trust and confidence in subordinates.

- vi. Evidence of ability to seek and use counsel of immediate subordinates.
- vii. Ability to determine those issues which are the proper responsibility of subordinates and those that require the action of the president.
- viii. Evidence of ability to delegate responsibility to subordinate managers and to support them in carrying out responsibilities.
- ix. Evidence of success in meeting institutional goals for hiring, mentoring, and promoting opportunities for the upward mobility of underrepresented groups (faculty, staff, and students).
- x. Evidence of ongoing procedure for evaluation of other members of the institutional management team.

E. DECISION MAKING AND PROBLEM SOLVING

- i. Ability to assume responsibility for decisions.
- ii. Sensitivity to individuals affected by decisions.
- iii. Ability to deal with reaction to unpopular decisions.
- iv. Ability to identify and analyze problems and issues confronting the institution.
- v. Ability to identify potential areas of conflict.
- vi. Ability to comprehend the inter-related nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, and rules and regulations having implications for the management of the institution.
- vii. Ability to initiate new ideas and change.
- viii. Ability to make decisions in critical situations and to handle crises.
- ix. Ability to communicate ideas, information, and resources for decisions.
- x. Awareness of implications in decisions.
- xi. Ability to re-evaluate and if necessary retract decisions.
- xii. Where appropriate, ability to involve institutional groups and individuals in support of decisions and in their implementation.
- xiii. Ability to surmount personal criticism.

F. EXTERNAL RELATIONS AND FUND-RAISING

- i. Ability to relate to, and communicate with, the community in which the institution is located.
- ii. Evidence of an active alumni program.
- iii. Evidence of an active fund-raising program.
- iv. Ability to meet the social obligations of a president.
- v. Ability to work with other executive officers in the System.
- vi. Ability to understand the role of politics and government offices in higher education.
- vii. Ability to relate to legislators, the Governor's Office, other state and federal agencies, and with other public officials on matters affecting the institution.
- viii. Ability to represent the institution to its various publics.
- ix. Evidence of leadership and involvement in the community (e.g., service on boards and committees).

G. RELATIONSHIP TO THE BOARD

- i. Effectiveness in keeping the Board of Regents informed of all relevant issues affecting or bearing on managerial policies of the institution.
- ii. Effectiveness in keeping the Board of Regents abreast of local, state, and regional affairs affecting the institution.
- iii. Ability to identify for the Regents the problems confronting the institution and to assess alternate solutions and to recommend appropriate action.
- iv. Ability to carry out duties which have been or may be delegated or assigned to the president by the Board.
- v. Ability to review and analyze budgetary problems and to make effective presentations on the same to the Board.

H. PROGRESS TOWARD MASTER PLAN AND OTHER PERFORMANCE GOALS

- i. Evidence of progress toward meeting the Board's goal of increasing institutional quality through measurable improvements in:
 1. Student preparation and achievement.
 2. Student assessment.
 3. Academic programs and accreditation.
 4. Capture rates.
 5. Retention rates.
- ii. Implementation of programs, courses, and services to meet the needs of working adults and under-represented groups.
- iii. Evidence of collaboration with other NSHE institutions on academic programs, services, and facilities.
- iv. Evidence of progress toward meeting the Board's goal of increasing efficiency through improvements in:
 1. Cost-saving measures.
 2. Reallocation of resources to areas of high need.
 3. Collaborative partnerships with other NSHE institutions and with external partners.
 4. Space utilization.
- v. Evidence of progress toward meeting the Board's goal of enhancing the economic development of the State of Nevada through:
 1. Federal research grants and contracts.
 2. Workforce development projects and partnerships.
 3. Collaborations with private sector businesses.
 4. Increasing the number of graduates in skilled and high-demand fields.

- vi. Evidence of progress toward meeting the Board's goal of increasing student access through improvements in the number and quality of:
 - 1. Undergraduate and graduate enrollments.
 - 2. Minority enrollments.
- vii. Evidence of progress towards performance goals established by the chancellor in the annual evaluation of the president.

I. ATHLETIC OVERSIGHT AND STUDENT-ATHLETE WELFARE (as applicable to the specific institutional president)

- i. Understands the Board's expectations for the athletic department. Provides the leadership and direction necessary to implement the standards and expectations articulated by the Board.
- ii. Meets periodically with athletics department personnel to articulate expectations concerning compliance and ethical conduct.
- iii. Effectively communicates the Board's commitment to compliance with institutional, conference, and NCAA or NJCAA rules and regulations, as applicable, to coaches, administrators, students, faculty, boosters, and alumni.
- iv. Ensures coaches contribute to an atmosphere within their programs that is conducive to academic achievement. Ensures coaches and administrators accept their responsibilities to be educators.
- v. Ensures professional development opportunities are available for coaches and administrators to help them be effective educators.
- vi. Insists on and ensures an institutional culture that integrates student-athletes into the campus mainstream as well as an athletics department culture that promotes academic achievement.
- vii. Ensures there is a comprehensive compliance program and review in place for the athletics program.
- viii. Ensures admissions policies for student-athletes do not have an adverse impact on the academic mission or cause an imbalance in the campus culture.
- ix. Ensures there is a mechanism in place that allows effective communication with faculty regarding student-athlete academic and welfare issues.

- x. Ensures the academic-support program is able to meet the needs of student-athletes.
- xi. Ensures there is regular and rigorous review and monitoring of the institution's plans to implement gender equity.