

R123-1. Purpose: The purpose of this policy is to require the Board of Regents to conduct an annual self-assessment of its performance as a governing and policy making body, in order to strengthen the Board's effectiveness. The policy is also intended to meet relevant accreditation standards for Utah's public colleges and universities.

R123-2. References

- 2.1. Standard 6.B.6 (Governance and Administration), Northwest Commission on Colleges and Universities Accreditation Standards ("The board regularly evaluates its performance and revises, as necessary, its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner.").
- 2.2. Utah Code Ann. § 52-4-101 et seq. (Open and Public Meetings Act).

R123-3. Definitions

- 3.1. **"Board"**: the Utah State Board of Regents.
- 3.2. **"CEO"**: Commissioner of Higher Education and institutional presidents.
- 3.3. **"Executive Committee"**: Committee of the Board comprised of the Board Chair, Vice Chair, Immediate Past Chair, and the Chairs of the Board's three standing committees (Programs Committee, Finance & Facilities Committee, Strategic Planning & Communications Committee).
- 3.4. **"Regents"**: individual members of the Board.
- 3.5. **"Trustees"**: individual members of institutional Boards of Trustees.

R123-4. Policy

- 4.1. The Board shall conduct annually an evaluation of its performance as a governing and policy making body. The purpose of the self-evaluation is to assess the effectiveness of the Board as a whole.
- 4.2. The Executive Committee of the Board shall be responsible for reviewing potential self-evaluation instruments and recommending the instrument(s) and procedure(s) for conducting the evaluation, including, but not limited to, the use of anonymous surveys, on-line assessments, and outside consultants or facilitators as appropriate.
- 4.3. The Board will have the opportunity to review the Executive Committee's recommendations and will make the final determination about the instrument(s) and procedure(s) to be used in conducting the self-evaluation.
- 4.4. The self-evaluation will assess the Board's performance in several categories, which may include, but not be limited to:

¹ Adopted April 20, 2007.

- 4.4.1. Board organization;
- 4.4.2. Policy role;
- 4.4.3. Policy direction;
- 4.4.4. Relations with business, community, and political leaders;
- 4.4.5. Board-CEO relations;
- 4.4.6. Institutional and system operations;
- 4.4.7. Institutional and system performance;
- 4.4.8. Board commitment to legal principles and responsibilities;
- 4.4.9. Board oversight of financial affairs and budgeting (protection and accounting of institutional and system assets);
- 4.4.10. Board role in ensuring adequate and safe physical facilities;
- 4.4.11. Board role in approving academic programs;
- 4.4.12. Board commitment to the protection of academic freedom;
- 4.4.13. Board commitment to diversity in staffing and service to students;
- 4.4.14. Board leadership;
- 4.4.15. Board advocacy for institutions and the system;
- 4.4.16. Board education;
- 4.4.17. Board goals;
- 4.4.18. Board strengths and accomplishments;
- 4.4.19. Quality of Board meetings;
- 4.4.20. Board weaknesses and areas in need of improvement.

4.5. The Board may solicit input from the Commissioner, members of the Commissioner's senior staff, presidents, trustees, and others as part of the information it gathers for the self-evaluation.

4.6. The Board will annually conduct an orientation for new Board members, new trustees, and new presidents.

4.7. The Board will annually identify seminars, conferences, and trainings that provide opportunities for Board members to improve their Boardmanship skills, and for the Board to improve its overall performance.