

## Six principles of presidential evaluation

1. Evaluation of the president's performance should be grounded in the explicit values of the theological school and flow from its strategic plan.

There is no universal, off-the-shelf approach. Criteria should be tailored for the president of the specific institution. They should be flexible enough to respond to changing circumstances, and most importantly, they should be based on a broadly shared understanding of what constitutes success for the organization, and, by extension, for the president.

2. The evaluation process should result in specific annual goals for the president.

These goals, in turn, become the touch point for the next year's evaluation of the president's effectiveness in advancing the institution.

When correctly developed and executed, the board's evaluation of the president's contribution to mission fulfillment and the school's economic vitality is an effective starting point for learning and growth — a catalyst for change.

3. Evaluating the president is a non-delegable responsibility of the board.

While other viewpoints may be considered, specifically those of the faculty and senior administration, the board must take direct responsibility for the evaluation.

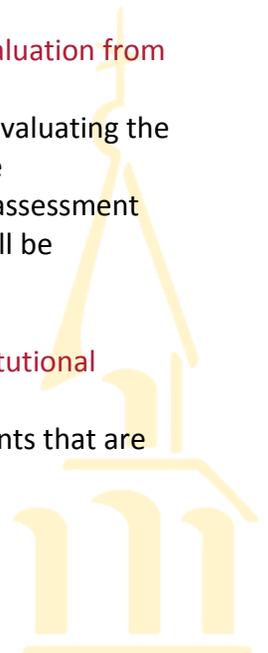
It is good practice to have a standing board-designated group, most often the executive committee of the board oversees the evaluation, thereby avoiding concerns that the process is unduly influenced by personality or campus politics.

4. The evaluation process should be a collaborative process that includes a self-evaluation from the president.

At the outset of the process, the president and the board committee tasked with evaluating the president should jointly agree upon the areas of performance to be addressed, the methodology(ies) to be employed, and the range of persons to be included in the assessment process. It is also important to state at the beginning of the process how results will be disseminated and to whom.

5. The evaluation should focus on how well the president advances the major institutional objectives of the school.

Therefore, each evaluation team should design evaluation questions and instruments that are specific to the institution.





Sound evaluations include mutually agreed-upon written goal statements and key statistical indicators. In Trust encourages the board to assess the president's performance in five operational zones: authority structures, enrollment management, resource generation, educational systems, and economic vitality.

6. The president should be able to count on an annual review of his or her performance, most usually conducted at the conclusion of the academic year.

In addition, it is anticipated that informal evaluation occurs throughout the year in the form of conversation between the president and the board chair.

At least every three to five years, boards are encouraged to conduct a more thorough and formalized evaluation of the president's leadership, using both qualitative and quantitative assessment methods. This should be paired with a formal assessment of the board's performance. Many schools find it helpful to work with an outside consultant on a formal and wide-ranging evaluation process.

