

Comprehensive Presidential Evaluation

Board of Visitors

The College of William and Mary

April 14, 2011

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Background

- Practice Of Three-Year Contract “Cycle”
- Annual Reviews Based On Results
- Episodic 360° Feedback
- Formal Process For Constituent Group Involvement Does Not Exist

Guiding Principles

- The BOV Will Retain The Sole Authority To Make Decisions Regarding Hiring, Continued Employment And Compensation Of The President;
- The BOV Will Seek Feedback Regarding The President's Performance Before Making These Decisions;
- The Feedback Gathering Process Must Recognize The Sensitivity Required Of A Performance Review Process

Important Considerations

- What “Abilities” Are Considered Most Important?
- Which Constituent Groups Should Be Asked To Participate In 360° Feedback Process? How?
- Who Solicits And Compiles Feedback?
- How Should Feedback Be Provided?
 - Attributed Or Confidential
 - Complete Or Edited
 - By Whom?

Presidential Competencies

- **Leading Change:** Ability to articulate how the institution needs to evolve over an intermediate to long term time frame and mobilize the organization and its constituencies to move in that direction.
 - **Understanding the Culture**
 - **Developing the Vision**
 - **Leading the Change**
 - **Assessing Progress**

Presidential Competencies (Continued)

- **Build and Lead Senior Team:** Ability to put together a team of trusted senior managers who can effectively run the institution and achieve its vision.
 - **Establish Appropriate Management Structure**
 - **Recruit and Retain Talent**
 - **Set Priorities and Delegate**
 - **Ensure Communication and Collaboration within the Senior Team**

Presidential Competencies (Continued)

- **Obtain Resources (Fundraising):** Ability to convey to potential benefactors that the institution is strong, vision is clear and that their support will have a significant impact.
 - **Cultivate Major Prospects**
 - **“Sell” the Institution**
 - **Close Gifts**

Presidential Competencies (Continued)

- **Advocacy with State Government:** Ability to establish credibility with and influence state government officials in the executive and legislative branches on behalf of the institution.
 - **Establishing Credibility**
 - **Influencing State Officials**

Presidential Competencies (Continued)

- **Operational Management:** Ability to effectively run the institution through the senior management team.
 - **Financial Management, Planning and Budgeting**
 - **Administrative Functions**
 - **Academic Programs**

Presidential Competencies (Continued)

- **Building Relationships:** Ability to engage effectively inside and outside the institution with a broad and diverse set of constituents and personalities.

Boards

- Board of Visitors
- Foundation Board

External

- Alumni
- Donors
- Foundations
- Government Officials
- Local Community

Internal

- Faculty
- Staff
- Students

Presidential Competencies (Continued)

- **Communicate Effectively:** Ability to express ideas clearly, orally and in writing, to diverse audiences, for and on behalf of the institution, and to listen effectively and convey that differing viewpoints will be given consideration.
 - External
 - Internal

Presidential Competencies (Continued)

- **Interpersonal Skills:** Ability to connect with and work with people of all ages and backgrounds and holding different perspectives.
- **Integrity:** Ability to act and be seen as acting with honesty, truthfulness and reliability

Constituent Groups

Board of
Visitors

Faculty

Administration

Professionals
and
Professional
Faculty

Students

Alumni

Donors

Staff

Community &
Government

Interviews

Administration (Individual Meetings)

- Provost
- VP, Administration
- VP, Development
- VP, Strategic Initiatives
- VP, Finance
- VP, Student Affairs
- Director, Athletics
- Assistant to President, Diversity and Community Initiatives
- Chief of Staff and Secretary to BOV
- Dean, Arts and Sciences
- Dean, School of Law
- Dean, School of Business
- Dean, School of Education
- Dean, VIMS
- Dean, University Libraries
- Executive Director, Historic Campus
- EVP, Alumni Association
- Assistant Attorney General
- Director, Internal Audit
- TBD, Policies and Compliance

Interviews (Continued)

Faculty

- President, Faculty Assembly (Individually)
- Vice President, Faculty Assembly (Individually)
- Executive Committee, Faculty Assembly (As A Group)

Interviews (Continued)

- Board of Visitors
 - Each Member (Individually)
- Professionals
 - President, Professionals & Professional Faculty Assembly (Individually)
 - Vice President, Professionals & Professional Faculty Assembly (Individually)
- Staff
 - President, Staff Assembly (Individually)
 - Vice President, Staff Assembly (Individually)

Interviews (Continued)

- Alumni

- Executive Committee, Alumni Association (As A Group)
- President, William & Mary Law School Association

- Donors

- Chairperson, Foundation
- Chairperson, Foundation Development Committee
- Select Group of Major Donors
- President, Marshall-Wythe School Of Law Foundation
- Chairperson, School of Business Foundation Board
- Chairperson, School of Education Development Board
- President, VIMS Foundation

Interviews (Continued)

Undergraduates (Group)

- President, Student Assembly
- President, Senior Class
- President, W&M Panhellenic
- President, Inter-Fraternity Council
- Chief Justice, Undergraduate Honor Council
- President, Student Athletic Advisory Council
- Head Resident, Office of Residence Life
- Selected Sharpe Fellow

Grad Students (Group)

- President, Graduate Council
- President, Student Bar Association
- President, MBA Association
- President, Graduate Association (VIMS)
- President, Graduate Education Association
- President, Graduate Student Association

Interviews (Continued)

Community and Government

- Mayor, City of Williamsburg
- President and CEO, Colonial Williamsburg
- Manager, Education, Transportation and Public Safety, State Department of Planning and Budget
- Legislative Fiscal Analyst, House Appropriations Committee
- Legislative Analyst, Senate Finance Committee

Timing

- Best Practice Is To Conduct A Comprehensive Presidential Evaluation Every 3 – 5 Years
- W&M Has Recent Practice Of Three-Year Contract “Cycle”
- Comprehensive Evaluation Should Occur During Academic Year Preceding Academic Year In Which Contract Expiration Occurs

Board Process

- Rector Appoints Committee To Conduct Review, Including Comprehensive Presidential Evaluation – (September)
- Committee And Incumbent Mutually Agree Upon Annual Priorities - (September)
- Committee Conducts Comprehensive Evaluation Interviews And Prepares Written Report – (November Through March)
- Interviews May Be Conducted In Person, By Telephone, Or Written Questionnaire, At The Discretion Of The Committee

Note: An Assessment of Progress Against Mutually Agreed Priorities Will Be Conducted Every Year

Board Process (Continued)

- Incumbent Provides Self-Assessment Against Annual Priorities – (March)
- Committee Reviews Self-Assessment And Provides Input – (March)
- Committee Finalizes And Delivers Review, Including Comprehensive Evaluation Report – (April)
- Committee Makes Recommendation and BOV Makes Decision Regarding Contract Extension
- BOV Approves Terms of Contract Extension, If Applicable

Note: An Assessment of Progress Against Mutually Agreed Priorities Will Be Conducted Every Year

Administrative Considerations

- The Written Evaluation Report Will Be Provided By The Committee To The President
- The Report Should Provide A Summary Of The Feedback Provided By Interviews
- Feedback Will Be Identified Only By Group, Not By Individual
- The Complete Volume Of Feedback Should Not Be Provided To The President
- A Discussion Of Strengths And Opportunities To Improve Effectiveness Should Be Included The Report

Administrative Considerations (Continued)

- Confidential Administrative Support Will Be Required By The Committee
- A Budget And Funding For The Committee's Work Will Be Necessary
- A Recommendation and Decision Regarding Possible Use Of An Outside Consultant To Support The Committee Will Be Deferred Until September

Appendix

Interview Guide

Leading Change

- How effectively does the President demonstrate an understanding of the culture of W&M?
- Has the President developed and communicated a compelling vision for W&M?
- Has the President effectively communicated what must change for W&M to achieve the vision?
- Has the President effectively mobilized the organization and its resources to achieve the vision?
- Has the President implemented an appropriate method to measure progress towards achieving the vision?

Interview Guide (Continued)

Build and Lead Senior Team

- Does the organization structure facilitate the effective management and leadership of W&M?
- Has the President assembled a team of senior managers who can effectively run the institution and achieve its vision?
- How effectively does the President set priorities and drive results in key performance areas?
- How effectively does the President delegate work and decision making to the senior management team, monitor progress and hold team members accountable for performance?
- Does the President ensure that members of the senior management team communicate with each other, resolve conflicts and work effectively as a group?

Interview Guide (Continued)

Obtain Resources (Fundraising)

- **How effectively does the President build relationships with major donors and prospects?**
- **How effectively does the President sell W&M to donors and prospects?**
- **Is the President effective at closing major gifts?**

Interview Guide (Continued)

Advocacy With State Government

- **Has the President been able to establish credibility with legislative and public officials?**
- **How effectively does the President influence legislators and public officials?**

Interview Guide (Continued)

Operational Management

- Does the President effectively understand, manage and communicate regarding W&M's finances and budgets?
- How effectively has the President established, implemented and communicated a sustainable financial plan for W&M?
- Has the President established, implemented and communicated a plan to address Human Resource issues at W&M?
- Has the President established and implemented a plan to ensure the adequacy of W&M's buildings and grounds?
- Has the President established and implemented a plan to ensure effective utilization of technology at W&M?
- How effectively does the President ensure the quality of academic programs?

Interview Guide (Continued)

Building Relationships

- **How effectively does the President build relationships with the members of important constituent groups?**
- **Is the President respected by members of important constituent groups?**

Interview Guide (Continued)

Communicate Effectively

- **Does the President express ideas clearly and effectively, orally and in writing, to diverse audiences?**
- **Does the President listen effectively?**
- **Does the President convey that differing viewpoints will be given consideration?**

Interview Guide (Continued)

Interpersonal Skills

- **How effectively does the President interact with students and demonstrate commitment to their well-being?**
- **How effectively does the President interact with senior managers, faculty and staff and demonstrate commitment to their well-being?**
- **How effectively does the President interact with members of different constituent groups?**

Interview Guide (Continued)

Integrity

- Is the President honest and truthful and perceived by others to be honest and truthful?
- Is the President reliable and perceived by others to be reliable?