

## Board Self-Evaluation Instrument – Whole Board

The tool provided below is for whole Board self-evaluation. Board members are asked to evaluate the Board as a whole on each item using a tool such as Survey Monkey. They do so anonymously in order to encourage frankness and ensure privacy. The instrument can be completed between Board meetings. There should be a space for comments after each item. Just going through the exercise itself should remind Board members of what high performing governance entails and encourage the Board as a whole to improve in areas where it is deficient. Please feel free to adapt the tool below to your situation. Your aggregate data should give the committee on trustees (nominating committee) information on how the board sees itself and possibly identify areas for board development.

Note that this tool measures the strengths of the Board as a whole rather than as individuals. ISACS recommends boards do whole board evaluation one year and evaluation of individual board members the next, (see separate monograph), so that board evaluation takes place annually. May or June is usually a good time to undertake this.

**Please circle the appropriate number:**

**4. Strongly Agree    3. Agree    2. Disagree    1. Strongly Disagree    DK/NA\***  
 \*Don't know/not applicable

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|---|-----------------------|
| 1. The Board understands the school's mission, revises it periodically to see that it is sound and well developed, and uses it to guide policy and planning.  | 4   3   2   1   DK/NA |
| 2. The Board fulfills its fiduciary duties in overseeing the school's policies and finances, including budgeting, tuition-setting, investments, projections, auditing, risk management, and building and grounds. | 4   3   2   1   DK/NA |
| 3. The Board supervises its one employee, the head of school, effectively, including selection (if applicable,) support, evaluation, compensation, and succession planning (if applicable.)                       | 4   3   2   1   DK/NA |
| 4. The Board promotes the school in the community through personal efforts and oversight of the school's marketing and public relations.  | 4   3   2   1   DK/NA |
| 5. The Board advances the school's fund-raising through 100% personal giving and volunteer support of the annual fund, capital campaigns, and special events.   | 4   3   2   1   DK/NA |
| 6. The Board engages in strategic thinking and planning as a high priority in all aspects of its work.  | 4   3   2   1   DK/NA |
| 7. The Board sets annual goals jointly with the head of school both for itself and the head of school in the context of long-term strategic planning; it monitors progress and evaluates results.                 | 4   3   2   1   DK/NA |

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| 8. The Board organizes its work well, including effective use of committees, calendar, meeting agendas, information items and reports mailed in advance of meetings, periodic by-law review, selection and orientation of new members, board evaluation and board training. | 4 | 3 | 2 | 1 | DK/NA |
| 9. The Board contains the necessary diversity of talents, skills, experience, and interest among its members to complement one another and to strengthen the whole Board.   | 4 | 3 | 2 | 1 | DK/NA |
| 10. The Board sticks to governance and long-range, important issues; it does not interfere with management or concern itself with trivial matters or the day-to-day operations of the school.   | 4 | 3 | 2 | 1 | DK/NA |
| 11. The members of the Board have mutual respect for one another regardless of differences of opinion and maintain an effective working relationship with one another.  | 4 | 3 | 2 | 1 | DK/NA |
| 12. The Board acts as an equal partner with management, neither micromanaging or rubber-stamping.   | 4 | 3 | 2 | 1 | DK/NA |
| 13. The Board is strong enough to achieve effective policy decisions in the face of extraneous political or other outside pressures.  | 4 | 3 | 2 | 1 | DK/NA |
| 14. All Board members can be trusted to keep information and Board deliberations confidential.  | 4 | 3 | 2 | 1 | DK/NA |
| 15. The Board is representative of, and sensitive to, different constituencies and points of view.  | 4 | 3 | 2 | 1 | DK/NA |
| 16. No Board member uses his/her position on the Board for self-gain or to inappropriately interfere with the operations of the school.   | 4 | 3 | 2 | 1 | DK/NA |
| 17. The executive committee organizes the Board's work but does not supplant the Board by holding important discussions or making decisions by itself.  | 4 | 3 | 2 | 1 | DK/NA |
| 18. Board meetings are productive, with emphasis on open, strategic discussion.   | 4 | 3 | 2 | 1 | DK/NA |

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Author: Unknown. Revised by Keith Shahan, January, 2014