

## Performance Criteria for Annual and Periodic Evaluation of NSHE Presidents

On October 14, 2022, the ad hoc Committee to Review the Roles and Responsibilities of the Chancellor met and walked through a discussion guide that was utilized to facilitate conversation and establish consensus on issues previously raised by the committee that were considered critical decisions concerning the role of the Chancellor as chief executive of the system. Because the committee reached consensus on key areas but did not discuss all aspects of the procedures that currently govern executive evaluations (*Chapter 2, Section 2* of the *Procedures and Guidelines Manual*), this document includes the committee's direction and points of consensus, and also utilizes revisions that have developed over the past 18 months in discussions between the former Chancellor, current Acting Chancellor and Council of Presidents.

**Consensus of Committee:** Based on the consensus of the ad hoc Committee to Review the Roles and Responsibilities of the Chancellor, require that the evaluation of presidents include measurable goals (with targets and metrics) that align with the Board's strategic plan and goals.

In addition to the general consensus of the committee, the following additional edits to *Chapter 2, Section 2, Subsection 3*, were the result of multiple conversations with the Council of Presidents.

- Revising evaluation criteria to provide that annual and periodic evaluations will evaluate the stewardship of the presidents in achieving the goals of the institutional strategic plan measured with metrics and related targets and corresponding contributions to the achievement of the Board's strategic goals;
- Revising the provisions of Board policy concerning institutional strategic plans to indicate that such plans must align with and support the Board's strategic plan and goals and must include metrics and corresponding targets that will measure progress towards achieving the goals of the institutional strategic plan; and
- Revising evaluation criteria to provide that the self-evaluation report submitted by the President will include:
  - Progress on meeting previously established goals of the president;
  - Assessment of the institution's advancement of goals outlined in the institution's strategic plan under the president's stewardship;
  - Assessment of the degree to which the president's objectives align with the goals of the Board of Regents and the goals of the State;
  - Assessment of the academic quality, financial status, and challenges and opportunities facing the institution; and
  - Assessment of the president's relationships with the Board, institutional leadership, and other key stakeholders.

***NSHE Procedures and Guidelines Manual***  
**CHAPTER 2, SECTION 2, SUBSECTION 3**

Performance Criteria for Annual and Periodic Evaluation of NSHE Presidents

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

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**3. PERFORMANCE [~~METRICS~~] CRITERIA FOR ANNUAL AND PERIODIC EVALUATION OF NSHE PRESIDENTS**

- A. Institutional strategic plans are established pursuant to Title 4, Chapter 14 in alignment with the Board's strategic plan and goals. Annual and periodic evaluations of the President will critically evaluate the stewardship of the President in achieving the goals of the institutional strategic plan through the use of metrics and targets included in the institutional strategic plan and corresponding contributions to the achievement of the Board's strategic goals.***
- B. For the purpose of the annual and periodic evaluations, the President will submit a Self-Evaluation Report that addresses the state of the institution under the President's stewardship. The President's Self-Evaluation Report will include the following:***
- 1. Progress on meeting previously established goals of the President, including any relevant data;***
  - 2. An assessment of the institution's advancement of goals outlined in the institution's strategic plan under the President's stewardship, including the following:***
    - a. An assessment of institutional initiatives designed to support the institutional strategic plan;***
    - b. A review of institutional metrics established to measure progress towards the achievement of goals outlined in the institutional strategic plan pursuant to Title 4, Chapter 14 of the Board Handbook;***
    - c. An assessment of diversity, equity and inclusion initiatives in support of the institutional strategic plan and the Board's strategic goals;***
  - 3. An assessment of the degree to which the president's objectives have been aligned with the goals of the Board, the institution's strategic plan, and the goals of the State;***
  - 4. An assessment of overall academic quality of the institution;***
  - 5. An assessment of the financial status of the institution;***
  - 6. An assessment of the challenges and opportunities facing the institution;***
  - 7. An assessment of the President's relationships with the Board, institutional leadership, faculty, and other key stakeholders;***
  - 8. The identification of any professional development the President wishes to pursue; and***
  - 9. Goals the President proposes for themselves over the course of the next year or contract period, as appropriate.***
- C. For the purpose of the periodic evaluation, the feedback of individuals and groups from within the institution and in the community will be considered.***

[The periodic presidential evaluation shall be conducted with reference to the following criteria.]

**Part 1. FUNDAMENTAL PRODUCTIVITY**

- ~~A. Academic Completion— Student Success. The NSHE is a performance-oriented system. Student success as reflected in academic completion is a key Board policy each President embraces. A President shall be evaluated based on the following: 1. graduation rates; 2. the total number of degrees and certificates awarded; and 3. year to year persistence rates.~~
- ~~B. Enrollment— Student Access. While the NSHE has moved from an input to an output formula, performance growth cannot occur without attracting more students. In addition, Nevada needs more graduates so serving more Nevadans remains important. A President shall be evaluated based on enrollment, including online enrollment.~~

~~NSHE has a fundamental commitment to equity and diversity. The President shall separately state institutional progress with respect to critical underserved populations, including minority groups and low income students, indicating efforts to close attainment gaps where they exist among populations.~~

~~NSHE community colleges serve a diverse student body and have more part time students. The Chancellor shall develop and utilize as a component of the evaluation a completion metric which reflects the complex mission of a community college.~~

- ~~C. Grants/Contracts/Special Events/ Research and Development/Gifts. Funding is a challenge all institutions face. A major focus of every President is leading an institution that secures alternative funding sources. The sources include attracting grants, contracts and gifts. The goal is to diversify sources of college revenue through community partnerships.~~

~~A President shall separately state funding attainments in each of the following categories, giving the institution's baseline for the applicable evaluation period for each of the following: 1. grants and contracts; 2. special events; 3. research and development; and 4. gifts.~~

~~The Chancellor shall develop data dashboards for reporting annual performance for the metrics in Part 1 that shall be reported to the Board and posted on the NSHE website.~~

## Part 2: INSTITUTIONAL WELL-BEING AND MANAGEMENT EFFECTIVENESS

- ~~D. Entrepreneurship. Closely related to the metrics in Part 1 C is encouraging innovation and entrepreneurship throughout the institution. A President shall separately state steps the President and the institution have taken to encourage entrepreneurial activity.~~
- ~~E. Campus Environment and Shared Governance. As President, effectiveness as a leader echoes throughout the institution. A President shall detail any major initiatives or advancements to improve the campus environment under the President's leadership.~~

## Part 3: INSTITUTIONAL RELATIONS TO EXTERNAL COMMUNITIES

- ~~F. Collaboration. NSHE consists of multiple institutions, making relations with other member institutions critical. A President shall work closely with other member institutions to further the goals of student success. A President shall separately state collaborative relationships with member institutions and plans for the extension of these partnerships.~~
- ~~G. Regent Strategic Directions. The Board has adopted Strategic Directions and expects full participation by all institutions in critical initiatives such as 15 to Finish, eLearning, Effectiveness and Efficiency, iNtegrate 2 and similar programs. The Chancellor shall review~~

and evaluate the activity and commitment of a President in achieving implementation of critical Board priorities.

~~H. Community Partnerships and Connections. Connecting with communities is crucial. This extends beyond fundraising to ensuring the health of critical relationships for the institution. A President shall describe how critical partnerships and community and business relationships have been maintained and extended.~~

Part 4: ACHIEVEMENT OF STRATEGIC GOALS.

The President shall be evaluated on the specific progress made at his or her institution toward achieving strategic goals that have been adopted by the Board.

Part 5: OTHER

~~If a President believes other factors than those covered herein fundamentally reflect on the President's performance, the President may briefly describe such efforts separately. In preparing a self-evaluation, the President may also bring to the attention of the Evaluation Committee such distinct aspects and missions of the President's respective university, college or institute as the President deems appropriate to fully convey the essential nature of presidential performance and institutional advancement.~~

~~In addition to the factors above, the Evaluation Committee may consider such additional indicators of presidential performance as it deems appropriate to present a complete picture of the President's performance including, but not limited to, relationship with the Board of Regents, promoting and sustaining diversity, budgetary matters, academic and general administration, management and planning including planning for deferred maintenance, and if applicable, oversight and management of intercollegiate athletics.]~~

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**POLICY PROPOSAL**  
**Title 4, Chapter 14, Section 3**  
**Institutional Strategic Plans**

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

**Section 3. Institutional Strategic Plans**

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2. Institutional strategic plans and mission statements for each NSHE institution, including the Desert Research Institute, shall be presented for consideration to the Board of Regents at least every seven years and will cover a planning period of up to seven years. Updates concerning progress toward major goals and the revision of existing goals may come before the Board at any time during the seven-year planning period as determined appropriate by the institution. *Institutional strategic plans must align with and support the Board's strategic plan and goals and must include metrics with corresponding targets that will measure progress towards achieving the goals of the institutional strategic plan.*

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