

Sample Documentation

- Governing board minutes documenting review.
- A schedule of periodic review consistent with the minutes.

Reference to SACSCOC Documents, If Applicable

None noted.

Cross-References to Other Related Standards/Requirements, If Applicable

CR 2.1 (*Institutional mission*)

- 4.2.b** The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.
(*Board/administrative distinction*)

Rationale and Notes

Effective governance includes clearly defining the roles and responsibilities of the governing board, administration, and faculty and ensuring that each of these groups adheres to their appropriate roles and responsibilities. While it is important that the overall mission and overarching policies of the institution are approved by the board, the administration and implementation of the general direction set by the board are carried out by the administration and faculty in order to prevent the board from undercutting the authority of the president and other members of the administration and faculty, thereby creating an unhealthy and unworkable governance structure. To ensure a clear understanding of separate roles and responsibilities, the distinctions should be delineated in writing and disseminated to all appropriate constituents.

Questions to Consider

- Does the organizational structure of the institution reflect a distinction in lines of authority?
- Do board materials (bylaws, manuals, etc.) reflect the distinction in roles and responsibilities? Do administrative materials also reflect this distinction?
- Are there clear examples in practice of the distinction between the board setting direction and the administration and faculty implementing policies?
- If this board/administrative distinction has been blurred, what steps were taken to address concerns?

Sample Documentation

- Governing board bylaws, policy manuals, orientation materials, or other formal documents that can demonstrate that this distinction exists in writing.
- Administrative or faculty handbooks that demonstrate the distinction.
- Governing board minutes that reflect practice.
- Administrative minutes (e.g., CEO’s cabinet).
- Faculty meeting minutes.

Reference to SACSCOC Documents, If Applicable

None noted.

Cross-References to Other Related Standards/Requirements, If Applicable

- CR 4.1 *(Governing board characteristics)*
Standard 4.2.g *(Board self-evaluation)*
Standard 5.2.a *(CEO control)*
Standard 5.2.b *(Control of intercollegiate athletics)*
Standard 5.2.c *(Control of fund-raising activities)*
Standard 10.4 *(Academic governance)*
Standard 13.4 *(Control of finances)*

4.2.c The governing board selects and regularly evaluates the institution’s chief executive officer. *(CEO evaluation/selection)*

Rationale and Notes

One of the key responsibilities of the governing board is to select the institution’s chief executive officer and to evaluate the CEO’s performance. Few trustee activities are as consequential to the institution’s future and wellbeing as selecting the best possible CEO, and few activities provide a better opportunity for assessing the institution’s present condition and future needs. While some aspects of this responsibility may be delegated within a complex system of higher education institutions, the board retains its obligation for knowledge of CEO effectiveness, overseeing these processes, and ultimately making decisions regarding CEO retention, contract renewal, and dismissal.

NOTE

The Commission expects that a reasonable periodic evaluation would occur at least every three years.