

COM-FSM BOARD DEVELOPMENT PLAN

August 2015 - July 2017

This board development plan will engage the Regents of the College of Micronesia- Federated States of Micronesia (COM-FSM) over a period of 24 months in a comprehensive set of activities aimed at enhancing the overall leadership capacity of the College in compliance with accreditation standards and higher education best practices. This program of board assessment and board development activities is progressive and is aligned with the COM-FSM institutional plan and the Regents' Two-Year Action Agenda. It has the ultimate aim of sustaining the mission of the College of Micronesia-FSM, maintaining regional accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC), enhancing continuous quality improvement, and improving service to students and citizens.

This continuing program of board development services¹ progresses through targeted areas of improvement based upon feedback from the Regents August 2015 workshop which assessed the previous cycle of board development and incorporated recommendations and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC).

- A. **Self-Assessment** – The cycle of board development will begin with a self-assessment based upon the model of the Association of Governing Boards of Colleges and Universities (AGB). It will conclude with a post assessment and report using the same methodology.
- B. **Quarterly Workshops** -- Board of Regents development workshops will be held in conjunction with regularly scheduled Board meetings. The workshops will engage external expertise through small group education sessions, teleconferencing with national/international experts, discussions based upon best practice webinars from acknowledged higher education leaders in board development, or similar events.

As part of its ongoing due diligence, the quarterly workshops will . . .

- monitor progress of the Regents' Two-Year Action Agenda²
- monitor progress of the college's strategic planning process³
- review Board organization and committee structure⁴
- educate the Board on its relationship with the College's affiliated foundation, college/foundation best practice, U.S. I.R.S. 501(C)3 rules and special Homeland Security provisions for offshore entities
- provide ongoing guidance to the Board relating to current higher education strategic issues and the practices of highly effective boards⁵
- provide timely orientation programming for new board members⁶
- review polices and best practices on Regent ethics and conflict of interest policies and annual compliance reviews⁷
- provide timely review (and revision as necessary) of board by-laws⁸
- review policies and practices on academic freedom and student academic integrity⁹
- provide guidance to the Board on Board/President Relations and the annual and comprehensive evaluations of the president¹⁰

¹ ACCJC Std. IV.B.1.f compliance

² ACCJC Std. II.A.7 compliance

³ ACCJC Std. IV.B.1.i compliance

⁴ ACCJC Std. IV.B.1.d compliance

⁵ ACCJC Std. IV.A.3 compliance

⁶ ACCJC Std. IV.B.1.f compliance

⁷ ACCJC Std. IV.B.1.h compliance

⁸ ACCJC Std. IV.B.1.d compliance

⁹ ACCJC Std. II.A.7 compliance

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- provide ongoing updates and education programs on accreditation standards, compliance, and the college’s status
- monitor ongoing efforts for continuous quality improvement and institutional effectiveness¹¹
- provide continuing education on basic board roles & responsibilities including, but not being limited to, those listed in Figure I

Figure I

<p><u>Board Roles & Responsibilities</u></p> <ul style="list-style-type: none"> • Integral Leadership • Shared/Participatory Governance • Board Engagement in Strategic Planning • Dual Bottom Line • Mission Review • Institutional Effectiveness • The role of boards in accreditation/ACCJC expectations of boards

- C. **National Board Development Opportunities** – the Board commits to a regular schedule of sending at least one Regent annually to the annual meeting of one of the national higher education board associations (AGB or ACCT). Priority will be given to new Regents. The Board also commits to sending at least one member annually to a specialized workshop meeting offered by one of the national organizations. This could also include a specialized workshop for board chairs. Figure II illustrates opportunities from both organizations.

Figure II

<u>AGB</u>	<u>ACCT</u>
<p>ANNUAL CONFERENCE <u>National Conference on Trusteeship</u> (Annually in March or April)</p> <p>LEADERSHIP DEVELOPMENT <u>Institute for Board Chairs and Presidents of Independent Colleges and Universities</u> (Twice annually in January and June)</p> <p>SPECIALTY CONFERENCE THAT ALIGN WITH TWO-YEAR ACTION AGENDA <u>Foundation Leadership Forum</u> (Annually in January)</p> <p>PROFESSIONAL JOURNAL <u>Trusteeship Magazine</u></p>	<p>ANNUAL CONFERENCE <u>Governance Leadership Institute</u> (Annually in August)</p> <p>LEADERSHIP DEVELOPMENT <u>Leadership Conference</u> (Annually in October)</p> <p>SPECIALTY CONFERENCE THAT ALIGN WITH TWO-YEAR ACTION AGENDA <u>Governance Institute for Student Success</u> (Varies)</p> <p>PROFESSIONAL JOURNAL <u>Trustee Quarterly</u></p>

¹⁰ ACCJC Std. IV.B.1 compliance

¹¹ ACCJC Std. IV.B.1.i compliance

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- D. **Regional Opportunities for Board Development** – The Board will budget to take advantage of regional board development activities and training opportunities which are offered from time to time. Both the regional accreditor (ACCJC) and the Pacific Post-Secondary Education Council provide such programs on an irregular, but frequent, basis.
- E. **Thematic Considerations** -- In order to model continuous quality improvement behaviors for the campus, the Regents will keep abreast of emerging best practices in board leadership by using themes developed from the Association of Governing Board's "Top 10 Strategic Issues in Higher Education" and its "Characteristics of Highly Effective Boards (see Figure III and Figure IV – below)." Particular areas of emphasis will be chosen to align with Board Two-Year Action Agenda topics.

Figure III

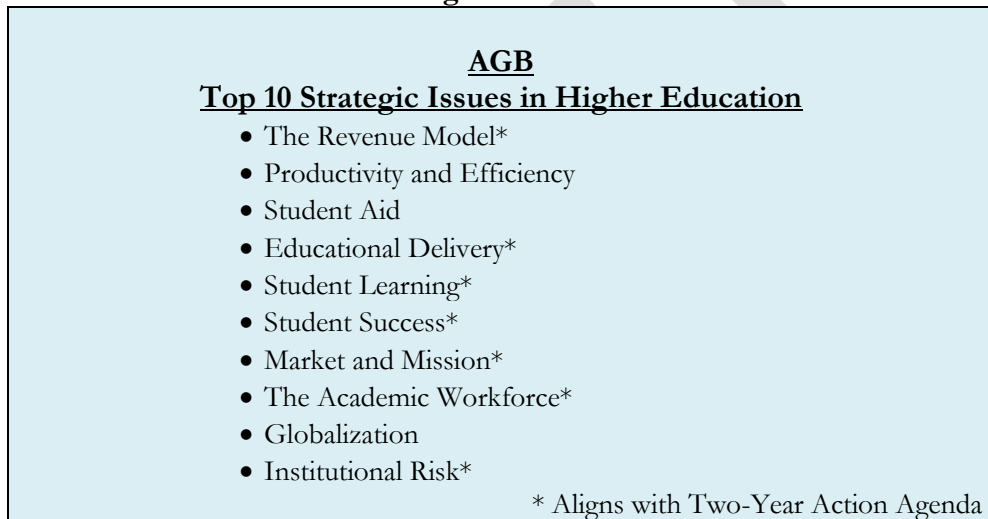
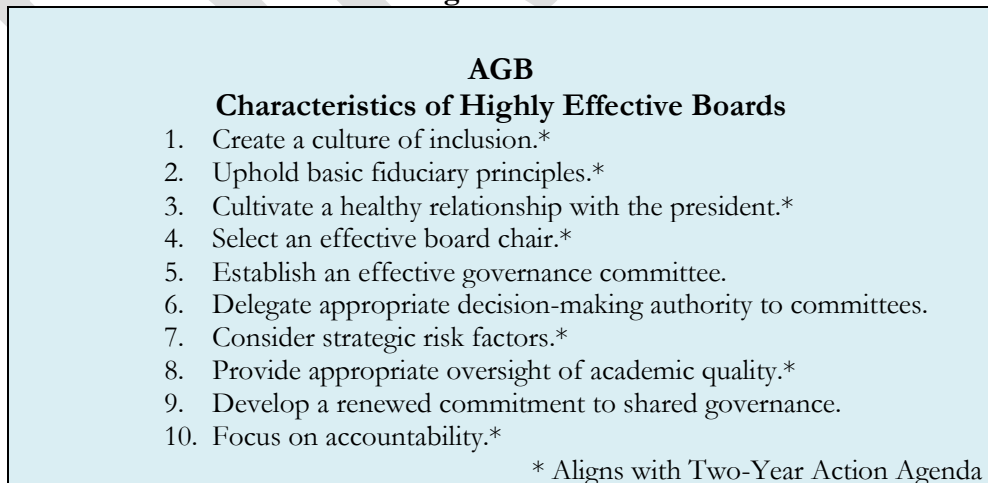


Figure IV



By approving this plan, the Board authorizes the President or his designee to take appropriate steps to support and implement its provisions.