



OSU Board of Trustees
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January 8, 2026

To: OSU Board of Trustees
From: Román D. Hernández, chair
Re: 2025 Board of Trustees Assessment Results

Trustees,

As part of our annual cycle of self-assessment and planning, which is essential to meeting our responsibilities as trustees and promoting our effectiveness as a board, we will reflect on feedback from the self-assessment survey.

Self-Assessment Survey

Complete survey results for this year are attached, along with a comparison with last year, the average for the prior five years and a summary of written comments.

I look forward to our discussion of the survey results.

Thank you for your service,

Román D. Hernández
Chair

2025 Trustee Self-Assessment Survey: Board Assessment Results

The following table provides the average responses grouped by criteria with the rating scale ranging from 1-strongly disagree to 5-strongly agree. The survey is divided into four sections (i.e., individual trustee, board, committees, and board operations) with questions within each category corresponding to specific assessment criteria (e.g., performance, engagement, culture, leadership, and support).

Criteria	Responsibilities/ Performance			Engagement			Culture/ Relationships			Leadership			Support		
	2024	2025	Prior 5 Yr Average	2024	2025	Prior 5 Yr Average	2024	2025	Prior 5 Yr Average	2024	2025	Prior 5 Yr Average	2024	2025	Prior 5 Yr Average
Individual Trustee	4.3	4.4	4.5	4.0	3.9	4.2	4.0	4.0	4.4	---	---	---	---	---	---
Board	4.2	4.1	4.3	3.8	3.9	4.2	4.3	4.4	4.4	4.3	3.9	4.6	4.1	3.8	4.2
Committees	4.5	4.5	4.6	4.2	4.3	4.5	4.4	4.4	4.6	4.5	4.5	4.5	4.3	4.0	4.4
ASC	4.4	4.3	4.3	4.3	4.2	4.4	4.5	4.3	4.6	4.5	4.7	4.4	4.5	3.9	4.3
EAGC	4.5	4.7	4.8	4.0	4.3	4.6	4.4	4.3	4.7	4.8	4.3	4.7	4.2	4.3	4.5
FAC	4.3	4.4	4.6	4.3	4.5	4.4	4.2	4.5	4.5	4.2	4.6	4.5	4.3	3.9	4.4

Board Assessment Survey:
 Response to each question in the “Trustee” section of the survey
 (rating scale ranged from 1-strongly disagree to 5-strongly agree)

TRUSTEE:

		Average Trustee Response		
		2024	2025	Prior 5 Yr Average
Criteria	Question			
Responsibilities/ Performance	I am able to devote the time and energy necessary to actively participate in board and committee meetings.	4.4	4.6	4.6
Responsibilities/ Performance	The amount of time expected of trustees to prepare and participate in board and committee meetings is reasonable.	4.3	4.4	4.6
Responsibilities/ Performance	The amount of time expected of trustees outside of board and committee meetings is reasonable.	4.2	4.2	4.4
Engagement	The board is effectively utilizing my skills and expertise.	4	3.9	4.2
Culture/ Relationships	I can speak candidly at board and committee meetings.	4	4.0	4.4
Satisfaction	Serving on this board is satisfying.	4.4	4.7	4.7

Board Assessment Survey:
 Response to each question in the “Board” section of the survey
 (rating scale ranged from 1-strongly disagree to 5-strongly agree)

BOARD:

		Average Trustee Response		
Criteria	Question	2024	2025	Prior 5 Yr Average
Responsibilities/ Performance	The board as a whole has a clear understanding of its role and responsibilities.	4.1	4.1	4.2
Responsibilities/ Performance	The board understands and respects the distinction between its responsibilities and those of management.	4.4	4.4	4.3
Culture/ Relationships	The board demonstrates its commitment to shared governance in the way it conducts its business and makes decisions.	4.3	4.4	4.3
Responsibilities/ Performance	The board has the right committee structure and makes good use of its committees.	4.1	3.8	4.3
Responsibilities/ Performance	The board...Provides insight and guidance to the university's strategic direction.	4.1	3.9	4.2
Responsibilities/ Performance	The board...Ensures the university's fiscal integrity by monitoring the university's financial policies and operating performance and by approving university biennial and annual budgets.	4.2	4.1	4.4
Responsibilities/ Performance	The board...Effectively monitors audit outcomes.	4.2	3.9	4.4
Responsibilities/ Performance	The board...Assesses the performance of the president on an annual basis.	4.2	4.4	4.4
Responsibilities/ Performance	The board...Effectively monitors the performance and quality of academic programs.	3.7	3.8	3.8
Responsibilities/ Performance	The board...Follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.	4.4	4.6	4.6
Engagement	Board members actively participate in discussions.	3.8	3.9	4.2

Criteria	Question	2024	2025	Prior 5 Yr Average
Culture/ Relationships	Board members listen to and value each other's comments.	4.2	4.3	4.5
Culture/ Relationships	The board has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).	4.3	4.5	4.4
Leadership	The leadership of the board is effective.	4.3	3.9	4.6
Support	Board meetings...Strike the right balance between long-range, strategic matters and routine matters of oversight.	4.1	3.8	4.1
Support	Board meetings...Have agendas and materials that are distributed far enough in advance to give them adequate consideration.	4.4	4.0	4.4
Support	Board meetings...Rely on written and presentation materials that provide the right type and amount of information and are clearly written.	4.1	4.0	4.3
Support	Board meetings...Cover the right combination of information- sharing, discussion, decision-making, and board education.	4.1	3.7	4.1
Support	Board meetings...Allow enough time for the exchange of ideas and thoughtful deliberation.	3.9	3.6	4.1

Board Assessment Survey:
 Average response for all three committees to each question in the survey
 (rating scale ranged from 1-strongly disagree to 5-strongly agree)

COMMITTEES (combined data)

Criteria	Question	Average Trustee Response		
		2024	2025	Prior 5 Yr Average
Responsibilities/ Performance	As a committee member, I have a clear understanding of the committee's role and responsibilities.	4.6	4.5	4.5
Responsibilities/ Performance	Committee work is guided by a strategic and clearly articulated work plan.	4.4	4.4	4.6
Engagement	Committee members actively participate in discussions.	4.2	4.3	4.5
Culture/ Relationships	Committee members listen to and value each other's comments.	4.4	4.4	4.6
Leadership	The leadership of the committee is effective.	4.5	4.5	4.5
Support	Committee meetings...Have agendas and materials that are distributed far enough in advance to give them adequate consideration.	4.4	4.2	4.5
Support	Committee meetings...Rely on written and presentation materials that provide the right type and amount of information and are clearly written.	4.2	4.0	4.4
Support	Committee meetings...Are a good balance of information-sharing, discussion, decision-making, and committee education.	4.3	4.0	4.4
Support	Committee meetings...Allow enough time for the exchange of ideas and thoughtful deliberation.	4.3	4.0	4.4

Board Assessment Survey:
 Average response for “Board Operations” section of the survey
 (rating scale ranged from 1-strongly disagree to 5-strongly agree)

BOARD OPERATIONS

		Average Trustee Response		
		2024	2025	Prior 5 Yr Average
Criteria	Question			
Communication	Communication with the board is sufficient and timely concerning significant issues and potential problem areas.	4.2	4.0	4.3
Communication	Communication with the board is sufficient and timely concerning major trends and issues in public higher education.	3.9	3.9	4.1

Written Comments – Themes

Trustees shared what makes their service on the board most satisfying, including: making a meaningful impact on the mission of the state’s land grant university; supporting the president in solving challenges and shaping OSU’s long-term direction; and stewarding OSU’s financial health and shared values. Trustees appreciated opportunities to learn, engage thoughtfully, and apply their experience to OSU’s situations. Trustees also found satisfaction in building relationships and exchanging ideas with diverse, accomplished people who stimulate thinking and discussion. One trustee commented that the governance perspective allows one to see the impressive breath and impact of OSU’s collective work.

Themes also emerged around the need for a more intentional sense of community among the board as a body; the challenge to balance meeting length with ample time for fruitful discussion and action; a desire for more strategic discussions; and more clarity about communication protocols. In other feedback, some trustees felt their professional experience could be better utilized. Others expressed concern about public funding for higher education. Some were interested in continued trainings on roles and responsibilities, as well as the fiduciary complexities of higher education governance.

Looking to the future, trustees expressed interest in early engagement on complex issues impacting OSU campuses, as well as receiving more information about how OSU’s financial aid, scholarships and tuition rates interact. Trustees suggested that staff continue to refine the board’s written materials while providing greater time for in-person discussion during meetings.