

TO: Board of Trustees, XYZ Sample School
 RE: BOAT Sample Report
 DATE: April, 2010

BoardSource congratulates XYZ Sample School for taking the time to review its board performance. The results of how your board views itself will provide information to help support and strengthen commitment to your mission.

Information contained in this summary report is a summary of the survey data.

Of the 15 questionnaires distributed to your board, 14 were completed. The surveys addressed various member responsibilities with statements to measure the respondent's satisfaction with how well the board is discharging those duties from 1 (low level of satisfaction) to 4 (high level of satisfaction). It also included opportunities for written responses. The following table provides the average score for each responsibility:

Responsibility	Average Score
Page 2 of 17: Determine the School's Mission and Purpose	3.33
Page 3 of 17: Engage in Strategic Thinking and Planning	2.81
Page 4 of 17: Approve and Monitor the School's Programs and Services	3.67
Page 5 of 17: Ensure Adequate Financial Resources	3.00
Page 6 of 17: Provide Effective Fiscal Oversight	3.50
Page 7 of 17: Ensure Sound Risk-Management Policies	3.33
Page 8 of 17: Select and Support the Head of School and Review His or Her Performance	2.87
Page 9 of 17: Understand the Relationship between Board and Staff	3.52
Page 10 of 17: Enhance the School's Public Image	3.67
Page 11 of 17: Carefully Select and Orient New Board Members and Board Leaders	3.17
Page 12 of 17: Maintain Board Structure and Operations	3.00
Page 13 of 17: Organize Board Committees and Task Forces	2.81
Page 15 of 17: Individual Board Member Self-Evaluation (Part 1 of 2)	3.40
Page 16 of 17: Individual Board Member Self-Evaluation (Part 2 of 2): How satisfied are you that you:	2.82

Page 2 of 17: Determine the School's Mission and Purpose (Average Score: 3.33)

One of the board's fundamental responsibilities is to establish the mission of the school. In addition, the board should review the mission periodically and revise it if necessary. The mission statement should be clear and concise, and each member of the board should understand and support it.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
1.1 all board members are familiar with the current mission statement?	3.00	33%	0%	0%	67%	0%	0%
1.2 all board members support the current mission statement?	3.00	0%	33%	33%	33%	0%	0%
1.3 the current mission statement is appropriate for the school's role in the next two to four years?	3.67	0%	0%	33%	67%	0%	0%
1.4 all board's policy decisions reflect the mission?	4.00	0%	0%	0%	67%	33%	0%
1.5 the school's programs and services reflect the mission?	3.00	0%	33%	0%	33%	0%	33%

How can the board do better in this area? (Optional)
<ul style="list-style-type: none"> • Comments will appear as bullet points in random order. • All comments remain completely anonymous. • Participant comments appear exactly as entered in the survey.

Page 3 of 17: Engage in Strategic Thinking and Planning (Average Score: 2.81)

One of the major contributions that a board can make is to establish the school's direction and major goals. Periodically, the board should engage in a formal strategic process. Changes in the environment may present new opportunities or challenges and may require changes in the way the school works or in its mission. Changes in school leadership or other internal factors may also affect what the school will seek to accomplish.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
2.1 the board has a clear understanding of the school's constituency and whom it is serving?	2.33	33%	0%	67%	0%	0%	0%
2.2 the board has an articulated vision of how the school should be evolving over the next three to five years?	2.33	0%	67%	33%	0%	0%	0%
2.3 the board makes strategic decisions based on constituency needs and environmental changes and trends?	3.00	0%	0%	100%	0%	0%	0%
2.4 the board periodically engages in a strategic thinking and planning process that helps it consider how the school should meet new opportunities and challenges?	3.67	0%	0%	33%	67%	0%	0%
2.5 the board has identified key indicators for tracking progress toward the school's strategic goals?	3.00	0%	0%	67%	0%	33%	0%
2.6 the board has budgeted enough to conduct an annual planning/leadership retreat?	2.50	0%	33%	33%	0%	0%	33%

How can the board do better in this area? (Optional)
<ul style="list-style-type: none"> • All comments remain completely anonymous. • Comments will appear as bullet points in random order. • Participant comments appear exactly as entered in the survey.

Page 4 of 17: Approve and Monitor the School's Programs and Services (Average Score: 3.67)

An independent school carries out its mission by offering specific programs. The board is responsible for deciding which programs most effectively support the mission. In addition, the board is responsible for monitoring and evaluating the programs to ensure that their quality is as high as possible. Monitoring means keeping track of progress toward goals established through strategic, annual planning. Evaluation measures the effectiveness and quality of the school's programs. Monitoring and evaluating can be done, for example, by reviewing performance data, seeing the programs firsthand, conducting a survey of program participants, or retaining a consultant to carry out an evaluation.

The questions below relate to your school's own programs, not to the programs of other schools that may be funded or otherwise supported by your school.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
3.1 the board is knowledgeable about the school's current programs and services?	4.00	0%	0%	0%	100%	0%	0%
3.2 the board is aware of the effectiveness of the school's programs and services?	4.00	0%	0%	0%	100%	0%	0%
3.3 the board verifies that the programs and services meet the students' current needs?	3.33	0%	0%	67%	33%	0%	0%
3.4 the board has an effective process for monitoring strategic goals?	3.67	0%	0%	33%	67%	0%	0%
3.5 the board regularly receives adequate information related to the work of the school on which to make strategic program decisions?	3.33	0%	33%	0%	67%	0%	0%

<p>How can the board do better in this area? (Optional)</p> <ul style="list-style-type: none"> • All comments remain completely anonymous. • Comments will appear as bullet points in random order. • Participant comments appear exactly as entered in the survey.

Page 5 of 17: Ensure Adequate Financial Resources (Average Score: 3.00)

If a school raises funds through various forms of solicitations and grant requests, the board must be actively involved. While organizational responsibility may be delegated to the head of school or other staff, the board should be involved both in developing the fundraising strategy and in its implementation. Board members can, for example, make personal contributions to the school, ask friends and colleagues to support the school, and recommend to the staff particular individuals, corporations, and foundations that might be asked for support.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
4.1 the board understands the fundraising strategy for the school?	3.00	0%	0%	67%	0%	0%	33%
4.2 all board members provide financial support to the school on an annual basis?	3.00	0%	0%	67%	0%	33%	0%
4.3 board members actively participate in fundraising activities and solicitations?	3.33	0%	0%	67%	33%	0%	0%
4.4 the board has a clear policy on the individual board member's responsibility in the area of fundraising?	3.00	0%	0%	100%	0%	0%	0%
4.5 the board approves policies related to financial resource development?	2.67	0%	33%	67%	0%	0%	0%

How can the board do better in this area? (Optional)
<ul style="list-style-type: none"> ● Comments will appear as bullet points in random order. ● Participant comments appear exactly as entered in the survey. ● All comments remain completely anonymous.

Page 6 of 17: Provide Effective Fiscal Oversight (Average Score: 3.50)

Boards of trustees are responsible for preserving a school's resources and assets. Ensuring that income is managed wisely is especially important for a nonprofit because it is operating in the public trust. The board should establish budget guidelines and approve an annual operating budget, and then monitor throughout the year the school's adherence to the budget. In addition, the board should have a written process in place that outlines how to hire an auditor. The board should require a yearly audit by an independent accountant to verify to the board and to the public that the school is accurately reporting the sources and uses of its funds. The board must also ensure that school funds are responsibly invested in order to safeguard the school's future.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
5a.1 the board ensures that the budget reflects the priorities established in the strategic plan or annual plan?	3.33	0%	33%	0%	67%	0%	0%
5a.2 the board receives timely financial reports on a regular basis?	3.67	0%	0%	33%	67%	0%	0%
5a.3 financial reports are understandable and accurate?	3.50	0%	0%	33%	33%	33%	0%
5a.4 the administration has instituted appropriate financial controls?	3.33	0%	33%	0%	67%	0%	0%
5a.5 the board requires an annual audit and considers all recommendations made in the independent auditor's report and management letter?	3.33	0%	0%	67%	33%	0%	0%
5a.6 the board has established appropriate investment policies?	3.33	0%	0%	67%	33%	0%	0%
5a.7 the board has carefully considered whether to implement an audit committee or task force?	4.00	0%	0%	0%	100%	0%	0%

<p>How can the board do better in this area? (Optional)</p> <ul style="list-style-type: none"> • All comments remain completely anonymous. • Comments will appear as bullet points in random order. • Participant comments appear exactly as entered in the survey.

Page 7 of 17: Ensure Sound Risk-Management Policies (Average Score: 3.33)

Another area of this responsibility is to reduce to a tolerable level the myriad risks that can severely endanger a school. No school is immune from the possibility of a lawsuit from, for example, a recently dismissed employee or a student who slips while walking in your hallway. Obtaining the proper kinds and levels of insurance can offer some protection to the board and school; more importantly, appropriate action by the board and staff can reduce the likelihood of accidents or negligent actions.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
5b.7 the board has approved policies that enable the school to manage risks and reduce them to a tolerable level?	3.67	0%	0%	33%	67%	0%	0%
5b.8 the board has in place an effective conflict-of-interest policy for itself and the staff?	3.67	0%	0%	33%	67%	0%	0%
5b.9 the board has an adequate amount of liability insurance in the event of lawsuits filed against the school as a whole or against board members and staff as individuals?	3.67	0%	0%	33%	67%	0%	0%
5b.10 the board periodically reviews or causes to be reviewed all of the insurance carried by the school (e.g., directors' and officers', general liability, workers' compensation) to ensure that it is adequate and competitively priced?	2.67	0%	33%	67%	0%	0%	0%
5b.11 the board has in place plans that address disaster preparedness and recovery, and crisis management?	3.00	0%	0%	100%	0%	0%	0%

How can the board do better in this area? (Optional)

- Comments will appear as bullet points in random order.
- Participant comments appear exactly as entered in the survey.
- All comments remain completely anonymous.

Page 8 of 17: Select and Support the Head of School and Review His or Her Performance (Average Score: 2.87)

One of the most significant decisions a board makes is the selection of a head of school. An effective board will draft a clear job description that outlines the duties of the head of school, and will undertake a carefully planned search process whenever the position is vacant. In addition, the board will support its head of school by providing him or her with frequent and constructive feedback, and by conducting an annual evaluation to help the head of school strengthen his or her performance.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
6.1 a written job description clearly spells out the responsibilities of the head of school?	2.67	33%	0%	33%	33%	0%	0%
6.2 the board assesses the head of school's performance in a systematic and fair way and on an annual basis?	3.33	0%	0%	67%	33%	0%	0%
6.3 the process for determining the compensation of the head of school is objective and adequate?	3.00	33%	0%	0%	67%	0%	0%
6.4 the board conducted its last search for a head of school in a professional and competent manner?	3.00	0%	33%	33%	33%	0%	0%
6.5 an agreed upon head of school succession plan is in place?	2.33	33%	33%	0%	33%	0%	0%

How can the board do better in this area? (Optional)
<ul style="list-style-type: none"> ● Comments will appear as bullet points in random order. ● All comments remain completely anonymous. ● Participant comments appear exactly as entered in the survey.

Page 9 of 17: Understand the Relationship between Board and Staff (Average Score: 3.52)

In order to serve the school well, the board must have a clear understanding of the differences between its role and that of the staff. The board must also be aware that the respective responsibilities of the board and staff may change as the school grows and changes. The old dictum that the board sets policy and the staff carries it out is oversimplified, since many important school issues require a partnership of board and staff if they are to be addressed effectively. The primary board-staff relationship is that between the board and the head of school, and the quality of this relationship is of the utmost importance. When other staff members are assigned to work with board committees or task forces, their role should be clearly defined and approved by the head of school.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
7.1 the respective roles of the board and head of school are clearly defined and understood?	3.67	0%	0%	33%	67%	0%	0%
7.2 a climate of mutual trust and respect exists between the board and head of school?	3.33	0%	0%	67%	33%	0%	0%
7.3 the board gives the head of school enough authority and responsibility to lead the staff and manage the school successfully?	3.67	0%	0%	33%	67%	0%	0%
7.4 the respective roles of the board and staff are clearly defined and understood?	3.33	0%	0%	67%	33%	0%	0%
7.5 mutual responsibilities of board committees and staff assigned to assist each committee are clearly understood?	3.67	0%	0%	33%	67%	0%	0%
7.6 board members refrain from attempting to direct the work of staff members?	3.33	0%	0%	67%	33%	0%	0%
7.7 the board has adopted adequate and up-to-date human resource policies?	3.67	0%	0%	33%	67%	0%	0%

How can the board do better in this area? (Optional)

- Participant comments appear exactly as entered in the survey.
- All comments remain completely anonymous.
- Comments will appear as bullet points in random order.

Page 10 of 17: Enhance the School's Public Image (Average Score: 3.67)

Board members significantly help to develop a school's image. If a school is successful but its achievements are kept secret, it will not succeed in raising money, attracting new leaders for positions of responsibility on the board and staff, or, most importantly, serving a broad range of people. Accordingly, the board should ensure the development of a marketing and public relations strategy. This may include written and visual communications pieces such as annual reports, newsletters, fact sheets, press releases, Web pages, and participation in community events.

As part of the public relations strategy, the role of board members should be spelled out in communications with key business, government, media, and other leaders to inform them about the activities and plans of the school, and to learn about the concerns and interests of various groups. While encouraging board members to spread the word about the school they help govern, the board should also have a policy about who should serve as the school's official spokesperson when, for example, a news reporter requests an interview about a possibly controversial issue. Board members must remember that the board speaks with one voice.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
8.1 the school has an effective public relations and marketing strategy?	3.67	0%	0%	33%	67%	0%	0%
8.2 board members promote a positive image of the school in the community?	3.67	0%	0%	33%	67%	0%	0%
8.3 the board understands who serves as the official spokesperson for the school?	3.67	0%	0%	33%	67%	0%	0%

<p>How can the board do better in this area? (Optional)</p> <ul style="list-style-type: none"> • Comments will appear as bullet points in random order. • All comments remain completely anonymous. • Participant comments appear exactly as entered in the survey.

Page 11 of 17: Carefully Select and Orient New Board Members and Board Leaders (Average Score: 3.17)

A good board is made up of individuals who can contribute critically needed skills, experience, perspective, wisdom, time, and other resources to the school. Because no one person can provide all of these qualities, and because the needs of a school continually change, a board should have a well-conceived plan to identify and recruit the most appropriate people to serve on the board. Once new members are selected, a board should orient new members to their responsibilities and to the activities of the school. In addition, people should be regularly rotated off the board to ensure that it is infused with new ideas without making the board so large that it becomes unwieldy. In addition, it is essential for the board to continuously cultivate board leadership. Even the most experienced and appropriate board members will need an effective leader to keep the entire board in check, working as a strong governing body in its entirety.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
9.1 there is an effective process in place to identify and cultivate potential board members?	3.00	0%	0%	67%	0%	0%	33%
9.2 there is an effective process in place to nominate and select new board members?	3.00	0%	0%	67%	0%	33%	0%
9.3 there is a board officer succession plan in place?	3.33	0%	0%	67%	33%	0%	0%
9.4 the board's composition reflects the diversity of background expertise and other resources needed by the school?	3.33	0%	0%	67%	33%	0%	0%
9.5 the board provides new board members with a comprehensive orientation to board responsibilities and to the school's programs and finances?	3.00	0%	33%	33%	33%	0%	0%
9.6 the board has established policies for length of board service and rotation of board members to ensure the necessary leadership energy and volunteer resources?	3.33	0%	0%	67%	33%	0%	0%

How can the board do better in this area? (Optional)

- Participant comments appear exactly as entered in the survey.
- Comments will appear as bullet points in random order.
- All comments remain completely anonymous.

Page 12 of 17: Maintain Board Structure and Operations (Average Score: 3.00)

Boards carry out most of their work in meetings. To make board meetings productive, board members need to receive and review agendas and background materials prior to the meetings. Effective boards work with meeting agendas that focus on important issues, allow for discussion, and lead to action. Since boards are required to operate in accordance with their bylaws and other major school policies, board members need to know what those important documents say. From time to time, bylaws must be reviewed and, if necessary, revised.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
10a.1 board members receive clear and succinct agendas and supporting written or electronic materials prior to board meetings?	3.33	0%	33%	0%	67%	0%	0%
10a.2 board members receive clear and succinct agendas and supporting written or electronic materials prior to committee meetings?	3.33	0%	0%	67%	33%	0%	0%
10a.3 the board focuses much of its attention on long-term significant policy issues rather than short-term administrative matters?	3.00	0%	33%	33%	33%	0%	0%
10a.4 board members base their decisions on the best interest of the school?	2.33	33%	33%	0%	33%	0%	0%
10a.5 board members have adequate opportunities to discuss issues and ask questions?	3.00	0%	33%	33%	33%	0%	0%
10a.6 the frequency of board meetings is appropriate for the responsible discharge of the board's responsibilities?	3.00	0%	33%	33%	33%	0%	0%
10a.7 the size of the board is appropriate for effective governance?	3.67	0%	0%	33%	67%	0%	0%
10a.8 most board members are actively engaged in the work of the board?	3.00	0%	33%	33%	33%	0%	0%
10a.9 the board periodically reviews its policies, procedures, and bylaws?	3.00	0%	33%	33%	33%	0%	0%
10a.10 board members are familiar with the bylaws?	2.33	33%	33%	0%	33%	0%	0%

How can the board do better in this area? (Optional)

- All comments remain completely anonymous.
- Participant comments appear exactly as entered in the survey.
- Comments will appear as bullet points in random order.

Page 13 of 17: Organize Board Committees and Task Forces (Average Score: 2.81)

Because meetings of the full board cannot always accommodate in-depth discussion and analysis of key issues, boards often work through committees and task forces. To operate effectively, such groups need a written statement of purpose, a description of their relationship to the board, and capable leadership.

How satisfied are you that:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
10b.11 current committee and task force structure contributes to board productivity?	3.00	0%	0%	67%	0%	0%	33%
10b.12 committee and task force assignments reflect the interests, experience, and skills of the board members?	2.50	0%	33%	33%	0%	0%	33%
10b.13 whenever possible the board makes use of short-term task forces for specific projects rather than relying on a static committee structure?	3.00	0%	0%	67%	0%	33%	0%
10b.14 each committee and task force has a stated purpose and a plan of work?	3.00	0%	33%	33%	33%	0%	0%
10b.15 policies regarding committee and task force assignments offer adequate opportunities for leadership development?	2.33	33%	0%	67%	0%	0%	0%
10b.16 the board has a clearly stated and agreed upon philosophy of governance?	3.00	0%	33%	33%	33%	0%	0%

<p>How can the board do better in this area? (Optional)</p> <ul style="list-style-type: none"> • Comments will appear as bullet points in random order. • All comments remain completely anonymous. • Participant comments appear exactly as entered in the survey.

Page 14 of 17 General Assessment: In addition to the issues covered in the questionnaire, please answer the following questions.

What issues should occupy the board's time and attention during the coming year?

What issues should occupy the board's time and attention during the coming year?

- All comments remain completely anonymous.
- Comments will appear as bullet points in random order.
- Participant comments appear exactly as entered in the survey.

How can the board's performance be improved in the next year or two?

- Comments will appear as bullet points in random order.
- All comments remain completely anonymous.
- Participant comments appear exactly as entered in the survey.

What other comments or suggestions would you like to offer related to the board's performance?

- Comments will appear as bullet points in random order.
- All comments remain completely anonymous.
- Participant comments appear exactly as entered in the survey.

Page 15 of 17: Individual Board Member Self-Evaluation (Part 1 of 2) (Average Score: 3.40)

In addition to the full board's assessing its own performance as a governing body, individual board members should take stock of their own performance as members of the board. After you complete this section, you may want to keep a printed copy of your responses for periodic review over the coming year. Candid responses can help you rate your own performance on the board, and can help you formulate a personal development plan for the coming year.

How satisfied are you that you:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
1. understand the school's mission?	3.00	0%	33%	33%	33%	0%	0%
2. support the mission?	3.00	0%	33%	33%	33%	0%	0%
3. knowledgeable about the school's programs and services?	3.33	0%	0%	67%	33%	0%	0%
4. follow trends and important developments in the school's substantive field of interest?	3.67	0%	0%	33%	67%	0%	0%
5. assist in fundraising by, for example, identifying prospective donors, personally asking others to make a contribution, or signing thank-you letters to contributors?	4.00	0%	0%	0%	100%	0%	0%
6. give a significant annual gift to the school commensurate with your personal circumstances?	4.00	0%	0%	0%	100%	0%	0%
7. read the school's financial statements?	3.33	0%	0%	67%	33%	0%	0%
8. understand the school's financial statements?	3.33	0%	0%	67%	33%	0%	0%
9. act knowledgeably and prudently when making recommendations about how the school's funds should be invested or spent?	3.00	0%	33%	33%	33%	0%	0%
10. advise and assist the head of school when your help is requested?	3.33	0%	33%	0%	67%	0%	0%
11. have a good working relationship with the head of school?	3.33	0%	0%	67%	33%	0%	0%
12. have a good working relationship with other board members?	3.67	0%	0%	33%	67%	0%	0%
13. recommend qualified individuals with relevant skills and experience as possible nominees for the board?	3.33	0%	33%	0%	67%	0%	0%
14. prepare for and participate in board and	3.33	0%	33%	0%	67%	0%	0%

committee meetings as well as other activities of the school?

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How satisfied are you that you:							
	Average	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	Not Sure	Not Applicable
15. willingly volunteer and use your special skills to further the school's mission?	2.00	33%	0%	33%	0%	33%	0%
16. complete all assignments in a responsible and timely manner?	2.00	33%	0%	33%	0%	33%	0%
17. take advantage of opportunities to enhance the school's public image by periodically speaking to leaders in the community about the work of the school?	3.00	0%	33%	33%	33%	0%	0%
18. speak for the board or school only when authorized to do so?	3.00	0%	33%	33%	33%	0%	0%
19. respect the confidentiality of the board's executive sessions?	3.33	0%	0%	67%	33%	0%	0%
20. suggest agenda items for future board and committee meetings?	3.00	0%	0%	67%	0%	33%	0%
21. focus your attention on long-term and significant policy issues rather than short-term administrative matters?	3.67	0%	0%	33%	67%	0%	0%
22. avoid burdening the staff with requests for special favors?	3.33	0%	0%	67%	33%	0%	0%
23. ensure that any communication with staff below the head of school does not undermine the relationship between the head of school and his or her staff?	3.00	0%	0%	67%	0%	33%	0%
24. avoid, in fact and in perception, conflicts of interest that might embarrass the board or school, and disclose to the board in a timely manner any possible conflicts?	2.50	0%	33%	33%	0%	33%	0%
25. are heard and considered when you give your opinions?	2.50	0%	33%	33%	0%	0%	33%
26. find serving on the board to be a satisfying and rewarding experience?	2.50	0%	33%	33%	0%	0%	33%