

The Association of Governing Boards of Universities and Colleges produced a report: “Consequential Boards, Adding Value Where It Matters Most.” Our initial board training incorporated material from this study. As the Governance Sub-committee develops its priorities, we should revisit this report and its recommendations. The full report can be found at http://agb.org/sites/default/files/legacy/2014_AGB_National_Commission.pdf

Overall, the report makes seven key recommendations. As we gain maturity as a governing body, we should consider how these recommendations relate to our board and its priorities. Below is a draft of an initial analysis. Input from the Sub-committee is needed to review and complete this matrix.

AGB Recommendation	Our Situation	Open Questions	Action Items
<p><i>1. Boards must improve value in their institutions and lead a restoration of public trust in higher education itself.</i></p>	<p>EOU must build trust throughout our region of impact. Questions by key constituencies like legislators, faculty, parents and students about our unique value must be addressed.</p>	<p>Can we increase student success without decreasing academic standards?</p>	<p>We need explicit, measurable goals for institutional value.</p>
<p><i>2. Boards must add value to institutional leadership and decision making by focusing on their essential role as institutional fiduciaries.</i></p>	<p>Our board has a good awareness of financial fiduciary role and also a good awareness of conflict of interest issues. We have a stated fiduciary policy.</p>	<p>What is the reputation of the academy? What does the board do to change this reputation? How does the board prioritize quality vs. financial economy?</p>	
<p><i>3. Boards must act to ensure the long-term sustainability of their institutions by addressing changed finances and the imperative to deliver a high-quality education at a lower cost.</i></p>	<p>Administration and the board are quite aware and are working on this issue. Faculty and staff are aware, but concerned about implications.</p>		<p>We need to define a goal for decreased educational cost as experienced by the student.</p>

<p><i>4. Boards must improve shared governance within their institutions through attention to board-president relationships and a reinvigoration of faculty shared governance. Boards additionally must attend to leadership development in their institutions, both for presidents and faculty.</i></p>	<p>We have hired a president we believe in. Through the University Council we give a voice that is missing in many institutions.</p>		<p>We must better define how the president will be evaluated. We must support the president as he determines his leadership team.</p>
<p><i>5. Boards must improve their own capacity and functionality through increased attention to the qualifications and recruitment of members, board orientation, committee composition, and removal of members for cause.</i></p>	<p>We have not developed a robust pool of candidates for future openings on the board.</p>	<p>Should board members serve on more than one committee (most governance committee members have a second committee)?</p>	<p>We need to clearly state expectations for board members and clarify our performance standards. We need to define a training program for new board members. We need to define policies for removing board members.</p>
<p><i>6. Boards must focus their time on issues of greatest consequence to the institution by reducing time spent reviewing routine reports and redirecting attention to cross-cutting and strategic issues not addressed elsewhere.</i></p>	<p>Our board and sub-committees are new, and spend substantial time on introductory reports.</p>		<p>We need to respond to the president's recent leadership initiative.</p>
<p><i>7. Boards must hold themselves accountable for their own performance by modeling the same behaviors and performance they expect from others in their institutions.</i></p>	<p>To date, the board has been publicly united and open in our communication.</p>	<p>How does EOU's community perceive the board?</p>	<p>We need to define a schedule of board training activities (at board meetings, at retreats, required reading). We need to define a formal process for board assessment.</p>

