



# Utah System of Higher Education

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**BUILD** A BETTER BOARD | [AGB.ORG/CONSULTING](https://agb.org/consulting)

# Consequential Boards and Committees: Hallmarks of an Effective Board

1. An effective board understands and respects the vital difference between governing and managing, and it nurtures and supports presidential leadership.

# Consequential Boards and Committees: Hallmarks of an Effective Board

2. An effective public board always balances the institution's interests and welfare with the needs and priorities of the state.

# Consequential Boards and Committees: Hallmarks of an Effective Board

3. An effective public board balances advocacy and oversight.

# Consequential Boards and Committees: Hallmarks of an Effective Board

4. An effective board observes and imposes the highest ethical standards and avoids even an appearance of conflict of interest.

# Consequential Boards and Committees: Hallmarks of an Effective Board

5. An effective board, even when sharply divided, speaks with one voice.

# Consequential Boards and Committees: Hallmarks of an Effective Board

6. An effective board listens to and learns from the institution's constituencies without giving any of them a veto.

# Consequential Boards and Committees: Hallmarks of an Effective Board

7. An effective board nurtures and enhances the legacy of the institution.



# Consequential Boards and Committees: Hallmarks of an Effective Board

8. An effective board recognizes its special responsibility to students for the quality and value of their educational experience.

# Consequential Boards and Committees: Hallmarks of an Effective Board

9. An effective board represents and advocates for the institution in the larger community.

# Consequential Boards and Committees: Hallmarks of an Effective Board

10. An effective board commits itself and the institution to due process and academic freedom for faculty and students.

# Consequential Boards and Committees: Hallmarks of an Effective Board

11. An effective board commits adequate time and energy not only to its basic tasks but also to the enjoyment of the board experience.

# Board Culture

## HEALTHY

- Team players
- Distributed influence
- Collective wisdom
- Engaged listeners
- Constructive dissent
- Transparency
- Confidentiality
- Diligence
- Mutual accountability

## UNHEALTHY

- Huddle of quarterbacks
- Dominant inner circle
- Individual convictions
- Assertive speakers
- Back channel sabotage
- Obfuscation
- Leaks
- Disengagement
- Collective impunity

# Management vs. Governance

## MANAGEMENT

- What do we pay our faculty?
- Who got a raise this year?
- Will you hire my brother-in-law?

## GOVERNANCE

- Do we have a compensation philosophy and how is the resulting policy administered?
- Are you satisfied with our employee and turnover performance? Why?

# Management vs. Governance

## MANAGEMENT

- How many gallons of gas do we use in our police cars:
- What is our kilowatt/hour rate?
- Do we have low-flush toilets?

## GOVERNANCE

- Tell me about our emergency management policies? How do we know that they result in prudent use of energy?
- What obstacles should we address that prevent us from employing helpful conservation methods?
- What's the next time we refresh our master plan & should we consider green standards?

# Management vs. Governance

## MANAGEMENT

- What is enrollment in “Program x” this semester?
- How many recruiters do we have?
- How many dual-credit classes did we teach?

## GOVERNANCE

- What are our growth markets in the future & how will we sell into those segments?
- Are you happy with our product mix? Why?
- How do we assess the viability of our programs? What role does dual credit play in program growth?
- How’s our growth compared to the state rates & to the growth in our local high school graduation classes?



# Management vs. Governance

## MANAGEMENT

- Why is the grass so tall?
- Can we please paint the boardroom?
- How much will we raise our tuition rates?

## GOVERNANCE

- How do we prioritize our capital?
- Are there functions we should consider outsourcing? Why?
- How does our revenue mix compare to our peer institutions?
- What is our long-term dependence on tuition & what are the alternatives we could consider?
- What is the students' sensitivity to tuition increases? How do we know?

# Management vs. Governance

## MANAGEMENT

- Why didn't we name Smith as our starting pitcher last night?
- What's the theme of the Awards Banquet this year?
- What's the gross margin of the Bookstore?

## GOVERNANCE

- How do graduation and placement rates of our student athletes compare with the rest of the student body? Why?
- What could the Board do to improve the level of donations made to the college?
- Why do we operate these various auxiliary functions? What are the fiscal & non-fiscal benefits & cost? Are there alternatives?

# Management vs. Governance

## MANAGEMENT

- When can we start the Anthropology Program?
- Some of my family members are into Yoga-could you start a course?
- What good is a course in x?

## GOVERNANCE

- What are the major strategies contained in our academic plan & how is our progress going?
- How is our academic plan enabled or constrained in that by our facilities? By our staffing levels?
- How do we assess whether our programs are relevant to the career aspirations of our students? How often do we measure that?

# The Guardians Initiative: Reclaiming the Public Trust™

The  
Guardians  
Initiative™  
Reclaiming the Public Trust

# The AGB Guardians Initiative

Now is the time for Regents and Trustees to see themselves both as *fiduciaries of their institutions* and *advocates for higher education's values and contributions*.

- 50,000 informed, objective, influential citizens
- Engage them to help turn the negative narrative

The  
Guardians  
Initiative™  
Reclaiming the Public Trust

# Guardians in Action: Op-Eds

**“Americans are losing faith in higher education. Here’s one way to restore it.”** – Dennis FitzSimons, trustee of Northwestern University, in the *Chicago Tribune*

**“A degree is still a great investment, and the value of college just goes up from there”** – Richard W. Riley, trustee of Furman University, for the South Carolina *State*

**“Higher ed vital in ever-changing economy”** – Deborah P. Majoras, trustee of Westminster College, in the *Cincinnati Enquirer*

**“Regents to Legislature: Remove threat to higher education”** – Robert W. Levy, Chair of the Louisiana Board of Regents, in the *Daily Advertiser*

The  
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Reclaiming the Public Trust

AGB ASSOCIATION OF  
GOVERNING BOARDS  
OF UNIVERSITIES AND COLLEGES

# Guardians in Action: Events & Meetings

- UW Board of Regents Meeting
- Widener University & the Philadelphia Chamber of Commerce—Philadelphia as a “Guardians City”
- Oregon State University Foundation

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# GETTING INVOLVED WITH GUARDIANS

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## ENGAGE

Commit to being a Guardian  
**[www.agb.org/guardians](http://www.agb.org/guardians)**



## USE

Toolkit resources to inform your  
advocacy for higher education.



## FOLLOW

The Guardians Initiative  
**Twitter @AGBGuardians**



## CONTACT

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The background of the image is a solid purple color. Overlaid on this are dark purple silhouettes of approximately 15-20 business professionals in a meeting. Some are standing and talking in small groups, while others are seated at long tables. The silhouettes are reflected on the floor, creating a symmetrical effect. A white speech bubble with a tail pointing towards the bottom left is centered in the upper half of the image.

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