



**YOUNGSTOWN  
STATE  
UNIVERSITY**

**BOARD OF TRUSTEES  
GOVERNANCE COMMITTEE  
Anita A. Hackstedde, Chair  
John R. Jakubek, Vice Chair  
All Trustees are Members**

**Wednesday, June 2, 2021  
10:00 a.m.**

**Kilcawley Center  
Chestnut Room**

**AGENDA**

**A. Disposition of Minutes**

**B. Committee Items**

**1. Governance Action and Discussion Items**

- Tab B.1.a. = Tab 1    a. Resolution of Re-appointment of National/Global Trustee, Eric A. Spiegel to a Second, Three-Year Term**
- Tab B.1.b. = Tab 2    b. Election of New Board Officers for 2021-2022**
- Tab B.1.c. = Tab 3    c. Board Committee Assignments for 2021-2022**
- d. YSU Future State Conversation**
- e. Academic Program Enhancement & Effectiveness Recommendations**
- f. Letter from Academic Senate**
- g. 2021 AGB Virtual Conference Briefing – Molly Seals**

**C. New Business**

**D. Adjournment**



**RESOLUTION OF RE-APPOINTMENT OF NATIONAL/GLOBAL TRUSTEE –  
ERIC A. SPIEGEL TO A SECOND THREE-YEAR TERM**

**WHEREAS**, Article IV, Paragraph B. of the *Bylaws of the Board of Trustees of Youngstown State University* provides that, in order to take advantage of the diverse talents, resources and experiences of friends and alumni of the University, the Board may nominate and appoint up to three (3) persons to the position of National/Global Trustee; and

**WHEREAS**, Mahoning Valley native Eric A. Spiegel is a Special Advisor to General Atlantic LLC, is the past President and Chief Executive Officer of Siemens, USA, and in May 2015 received an honorary Doctor of Business Administration degree from Youngstown State University; and

**WHEREAS**, Mr. Spiegel was eminently qualified to serve as the Board's first appointment to the nonvoting position of National/Global Trustee and was appointed on June 7, 2018 to serve as the Board's first ever National/Global Trustee at Youngstown State University; and

**WHEREAS**, the Board nominated Mr. Spiegel for an extension of the National/Global Trustee appointment pursuant to the Board's *Bylaws* and Mr. Spiegel graciously accepts the nomination for National/Global Trustee position for a second term.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby re-appoint Mr. Eric A. Spiegel as a National/Global Trustee, for an additional three-year term effective July 1, 2021, and concluding June 30, 2024, pursuant to Article IV of the Board's *Bylaws*.

**Board of Trustees Meeting  
June 3, 2021  
YR 2021**



**YOUNGSTOWN  
STATE  
UNIVERSITY**

### **Explanation for Election of New Board Officers for 2021-2022**

In accordance with the Board's Bylaws, the Governance Committee has met and today makes its report to the board regarding its election of officers for the year starting June 2021. Today's report constitutes the second reading.

The Governance Committee's selection for new board officers for 2021-2022 are:

Chairperson – Dr. John R. Jakubek  
Vice Chairperson – Mr. Charles T. George  
Secretary – Mrs. Molly S. Seals



**YOUNGSTOWN  
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## **Explanation for Creation of New Board Committee Assignments for 2021-2022**

With input from the outgoing Board Chairperson, Anita Hackstedde, to the incoming Board Chairperson, Dr. John R. Jakubek, the attached board committee assignments have been created for the YSU Board of Trustees for 2021-2022.



**YOUNGSTOWN STATE UNIVERSITY  
BOARD OF TRUSTEES  
COMMITTEES**

**John R. Jakubek, Chair  
Charles T. George, Vice Chair  
Molly S. Seals, Secretary**

**2021-2022 STANDING COMMITTEES**

**ACADEMIC EXCELLENCE AND  
STUDENT SUCCESS**

Molly S. Seals, Chair  
Joseph J. Kerola, Vice Chair  
All Trustees are members

**FINANCE AND FACILITIES**

Michael A. Peterson, Chair  
Capri S. Cafaro, Vice Chair  
All Trustees are members

**AUDIT SUBCOMMITTEE**

Michael A. Peterson, Chair  
Molly S. Seals, Vice Chair  
James E. "Ted" Roberts  
*Trustee to be named*  
*Student Trustee to be named*

**INVESTMENT SUBCOMMITTEE**

Capri S. Cafaro, Chair  
Charles T. George, Vice Chair  
Allen L. Ryan, Jr.  
Joseph J. Kerola  
Galatiani G. Lopuchovsky

**INSTITUTIONAL ENGAGEMENT**

James E. "Ted" Roberts, Chair  
Allen L. Ryan, Jr., Vice Chair  
All Trustees are members

**UNIVERSITY AFFAIRS**

Charles T. George, Chair  
Capri S. Cafaro, Vice Chair  
All Trustees are members

**EXECUTIVE COMMITTEE**

John R. Jakubek, Chair  
Charles T. George, Vice Chair  
James E. "Ted" Roberts  
Molly S. Seals  
Michael A. Peterson

**GOVERNANCE COMMITTEE**

John R. Jakubek, Chair  
Charles T. George, Vice Chair  
All Trustees are members

**YSU Future State Conversation  
Board of Trustees  
June 2, 2021**

YSU Value Proposition: *The Future*  
University of Opportunity

Create a multi-year plan to achieve enrollment that respects YSU's mission, vision, and values and provides a pathway to fiscal sustainability, academic vibrancy, and regional vitality.  
Develop an integrated marketing and communication strategy.

**Envision the Future**

**Academic Program Enhancement & Effectiveness**

**Current-and Future-state marketing communication alignment**

**EAB** (Enrollment/Scholarships)

**Gray**(Market/Programs)

**To be selected?** (Brand)

Citizen of the World  
Engaged in Work  
Engaged in the Community



Y I am Proud  
Y and Proud  
Y makes Me Proud



9

**Plan for Strategic Actions to Take Charge of Our Future**

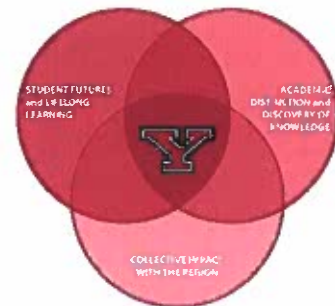
**Goal: Develop a Culture of Assessment that Ensures the Quality of Academic Program Majors, Minors, and other Credentials**

**Strategy: Develop a mechanism to continually identify, assess, and implement new academic programs, badges, credentials, certifications, or coursework integration**

**Strategy: Complete program effectiveness and enhancement review including rubrics for recommendations regarding actionable outcomes**

**Goal: YSU will be recognized as a Community-Engaged campus by the Carnegie Foundation in education, health, prosperity and equity, and arts and culture**

**Strategy: Aggressively pursue and secure regional, state, national, and foundation funding in support of university and community priorities**



## 65%: State of Ohio 2025 Attainment Goal

[https://www.google.com/search?q=ohio+attainment+goal+2025&rlz=1C1GCEB\\_enUS900US900&oq=ohio+attainment+&aqs=chrome.0.0j69i57j0i22i30l3.4159j1j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=ohio+attainment+goal+2025&rlz=1C1GCEB_enUS900US900&oq=ohio+attainment+&aqs=chrome.0.0j69i57j0i22i30l3.4159j1j7&sourceid=chrome&ie=UTF-8)

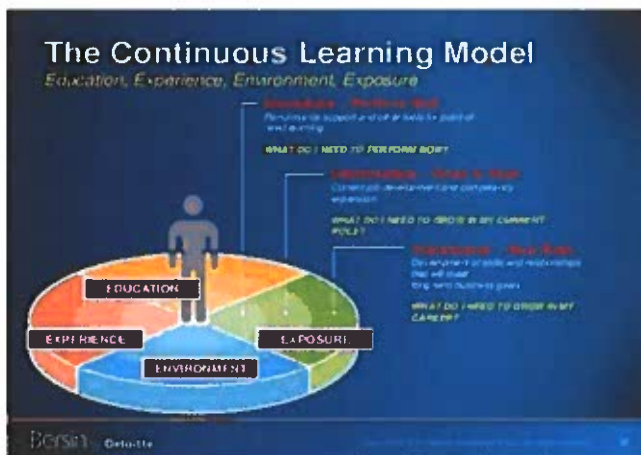
The following is from the above.

“Unfortunately, at the current rate Ohio students are earning degrees and certificates, our state will fall well short of closing that gap; in fact, if we stand back and do nothing, we actually will lose ground, resulting in an even larger gap. To produce the number of highly skilled workers with postsecondary credentials required to meet the needs of employers, Ohio will need to produce, by 2025, an estimated 1.3 million more adults with high-quality postsecondary certificates or degrees. Stated another way, at Ohio’s current rate of production, by 2025, almost 2 million Ohioans will lack the postsecondary education or training needed to be competitive in the labor market. Urgent and significant action is needed; even if we improve Ohio’s performance by increasing college access and increasing college credentials to the same level as leading states, we will still have a shortfall of hundreds of thousands of credentialed workers with the knowledge and skills needed to fill projected workforce needs in Ohio in 2025.”

### From the YSU Future State #2 Conversation

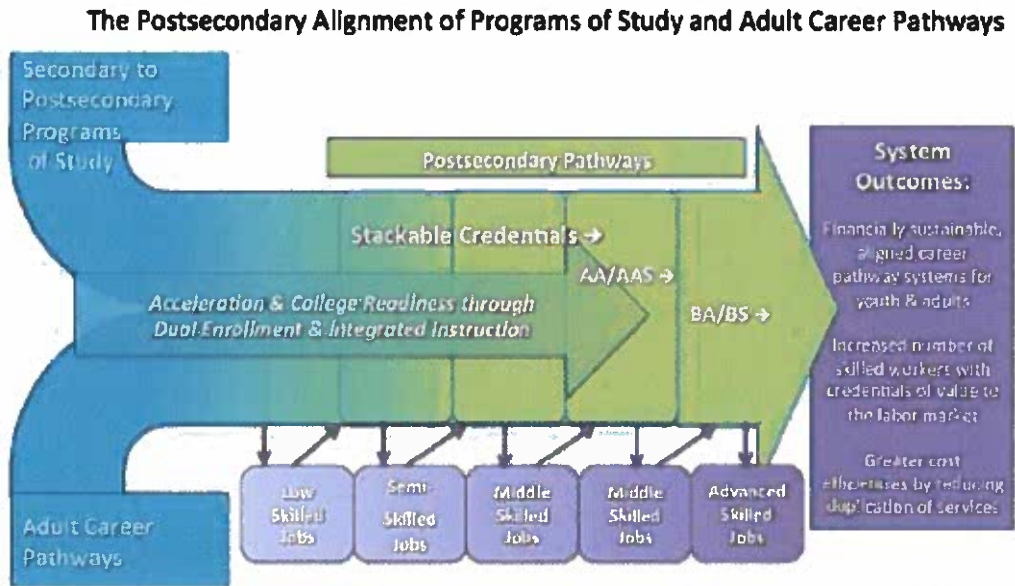
The slide below is number 37 of 70 located at: <https://www.slideshare.net/ibersin/21st-century-talent-management-imperatives-for-2014-and-2015/37-37>The Continuous Learning Model Education Experience

## REGIONAL VITALITY



A continuous learning model is an approach to consider, particularly given economic developments in the region and creating an educational experience that supports YSU alumni being engaged in their work and in their communities.

Illustration below from: Advancing Career and Technical Education (CTE) in State and Local Career Pathways Project: Final Report; Mary Gardner Clagett, Jobs for the Future, December 2015; US Department of Education, Office of Career, Technical and Adult Education



**Figure 2. The Postsecondary Alignment of Programs of Study and Adult Career Pathways**

A University of Opportunity: YSU inspires individuals, enhances futures, and enriches lives

Above is from: <https://ysu.edu/mission>

Consider the following: Are we a...

A **Comprehensive** University of Opportunity: YSU inspires individuals, enhances futures, and enriches lives

Or, are we a...

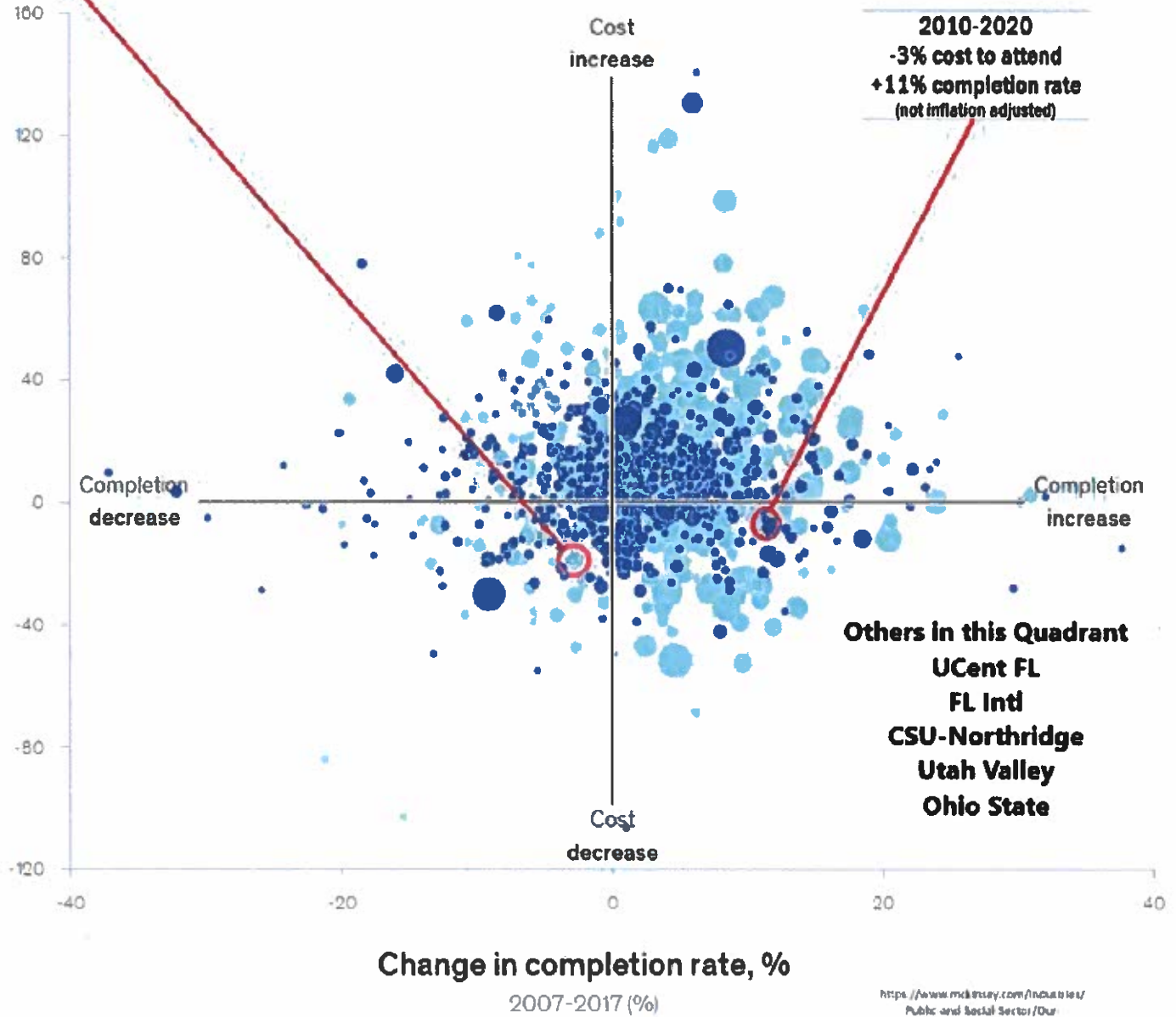
A University of **Comprehensive** Opportunity: YSU inspires individuals, enhances futures, and enriches lives

OR a different word than comprehensive or...???



# Change in net cost to attend, %

2007-17 (%)



**Others in this Quadrant**  
UCent FL  
FL Intl  
CSU-Northridge  
Utah Valley  
Ohio State

<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/rising-costs-and-stagnating-completion-rates-who-is-bucking-the-trend>

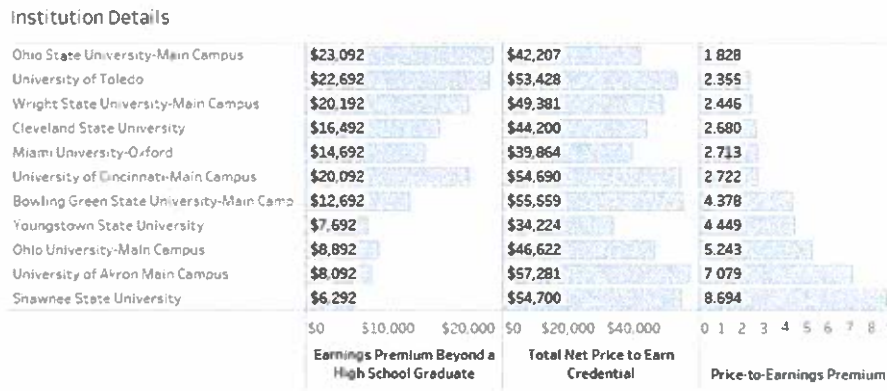
● Public ● Private nonprofit

<https://www.thirdway.org/graphic/interactive-map-of-the-price-to-earnings-premium-for-low-income-students>

The **Price-to-Earnings Premium (PEP)** is a metric we developed to better determine the economic value that institutions of higher education provide their students. The PEP looks at the net price the average student pays out-of-pocket to obtain an academic credential relative to the additional amount they earn by attending that institution in the first place. If a student earns more than non-college goers, the additional annual income they obtain can be used to recoup their educational costs.

Our follow-up **report** digs into the outcomes of a critical population—**low-income students**—and identifies the PEP for this demographic at individual institutions of higher education.

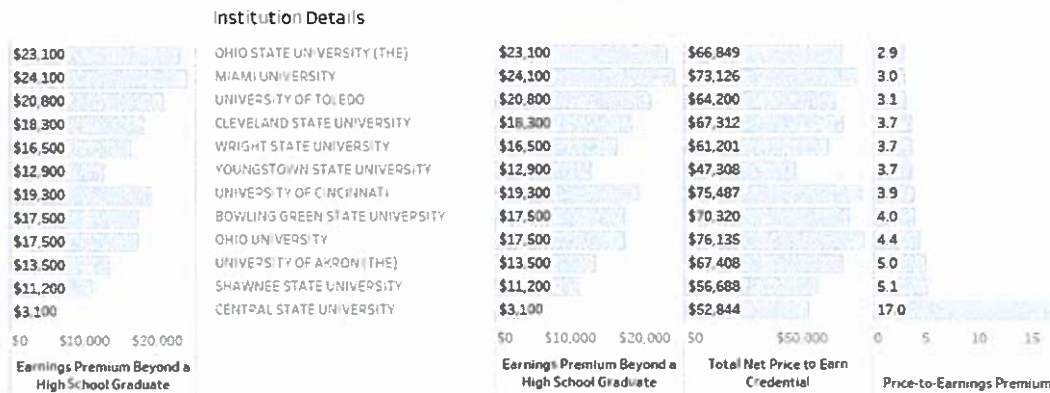
$$\text{Total Average Net Price} / (\text{Post-Enrollment Earnings} - \text{Typical Salary of a High School Graduate}) = \text{Number of Years to Recoup Net Cost}$$



<https://www.thirdway.org/graphic/interactive-map-of-the-price-to-earnings-premium-for-all-students>

We developed the **Price-to-Earnings Premium (PEP)** in an effort to better determine the economic value that institutions of higher education provide to their students. To measure this concept, we look at the net price the average student pays out-of-pocket to obtain an academic credential relative to the additional amount they earn by attending that institution in the first place. If a student earns more than non-college goers, the additional annual income they obtain can be used to recoup their educational costs.

$$\text{Total Average Net Price} / (\text{Post-Enrollment Earnings} - \text{Typical Salary of a High School Graduate}) = \text{Number of Years to Recoup Net Cost}$$





**BOARD OF TRUSTEES RESOLUTION ENDORSING THE  
RECOMMENDATIONS ASSOCIATED WITH THE ACADEMIC PROGRAM  
ENHANCEMENT AND EFFECTIVENESS INITIATIVE**

**WHEREAS**, The Plan for Strategic Actions to Take Charge of Our Future includes the following goal and strategies:

Goal: Develop a Culture of Assessment that Ensures the Quality of Academic Program Majors, Minors and Other Credentials

Strategies: Complete program effectiveness and enhancement review including rubrics for recommendations regarding actionable outcomes;

Develop a mechanism to continually identify, assess, and implement new academic programs, badges, credentials, certifications, or coursework integration; and

**WHEREAS**, the Board of Trustees provided guidance via various Resolutions, including endorsing the use of an external firm to support implementing the “program effectiveness and enhancement review,” with the Board having been updated at previous meetings regarding the Initiative that is now called the Academic Program Enhancement and Effectiveness Initiative (APEEI); and

**WHEREAS**, there has been substantial engagement with the faculty during this process, particularly beginning in February culminating in program-level and dean-level recommendations associated with APEEI; and

**WHEREAS**, during this process, a Dashboard for each program has been developed considering the mission of the program as well as information pertaining to markets from the perspectives of student interest, available jobs, and higher education competition, as well as program economic indicators at the instructional levels; and

**WHEREAS**, the Dashboard also contains academic excellence metrics that are lead-indicators to the Board’s to be adopted Key Performance (lag) Indicators; and

**WHEREAS**, all of this information as well as multiple opportunities for faculty input into the process supporting shared governance has culminated in recommendations related to the academic programs.

**NOW, THEREFORE BE IT RESOLVED**, that the recommendations associated with APEEI below be accepted by the Board of Trustees; and

**Board of Trustees Meeting  
June 3, 2021  
YR 2021-**



**YOUNGSTOWN  
STATE  
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**BE IT FURTHER RESOLVED**, that the Board anticipates an Enrollment Report soon after the fourteenth day of classes for Fall 2021 that is associated with APEEI setting the stage for continuous assessment, evaluation, and improvement of the Academic Portfolio that contributes to student futures and lifelong learning, academic excellence and discovery of knowledge, and collective impact with the region all of which in concert substantially contribute to institutional sustainability.

## **Academic Program Enhancement and Effectiveness Initiative**

### **Office of Academic Affairs**

#### **Recommendations to the Board of Trustees**

**6/2/2021**

1. OAA will prioritize program resource allocation aligned with the findings of APEEI and the Plan for Strategic Actions to Take Charge of our Future.
2. OAA will work with Senate and the Graduate Council to conduct an impact study on programs that have been identified for Sunset, designated as inactive, or to reduce complexity of the academic programs.
3. OAA recommendations related to item #2 above will be presented to the Academic Excellence & Student Success Committee of the Board in September, 2021.

Youngstown State University  
Board of Trustees

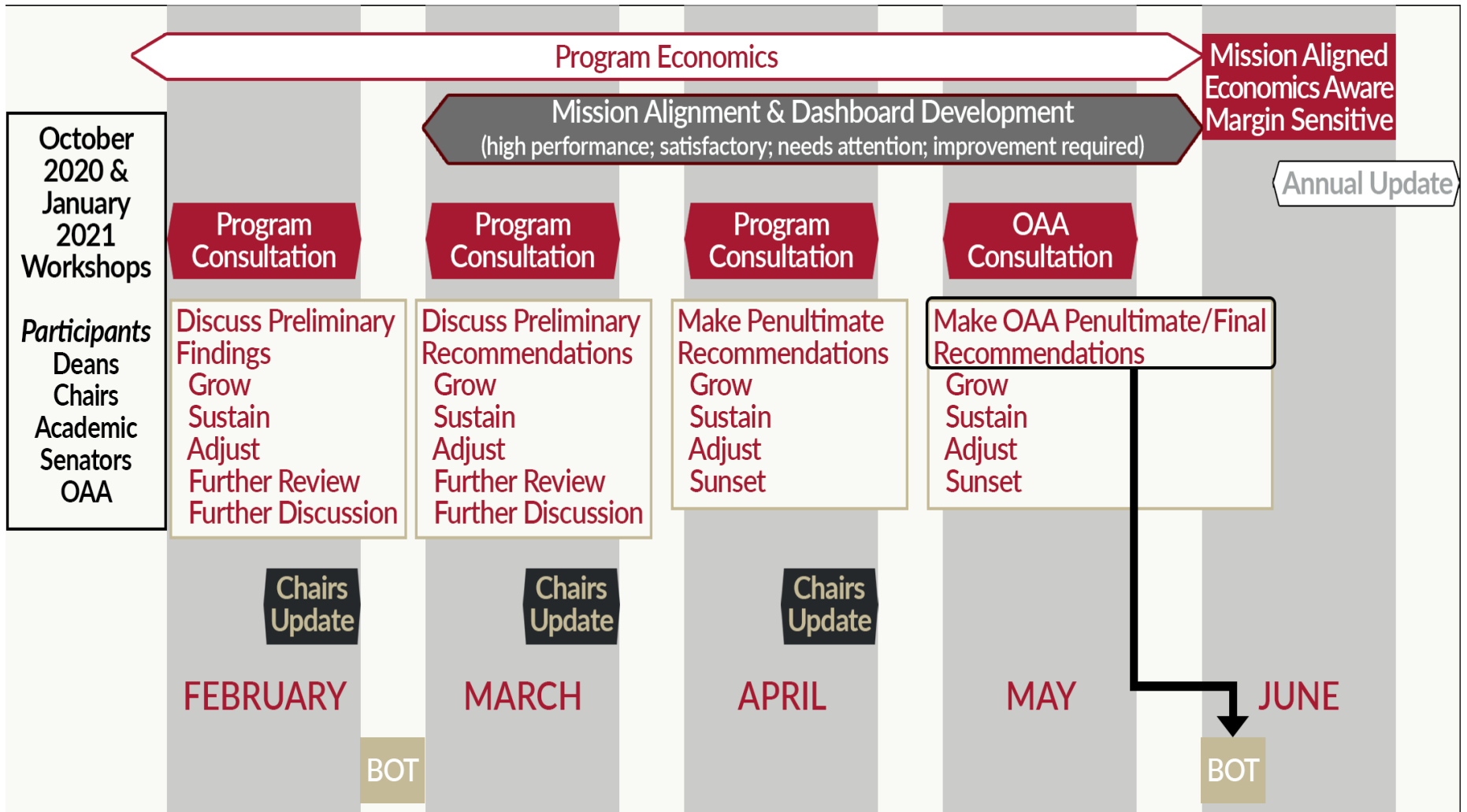
**December 6, 2017**

**Principles and Practice of Shared Governance**  
**Youngstown State University**

**Principles of Shared Governance**

- Shared governance expects those who will be affected by a decision on policy or procedures can be informed and can influence governance decisions by their input.
- Shared governance relies upon consistent, trustworthy communication that is multidirectional and reciprocal and focused on our mutual goals of student success and institutional effectiveness.
- Shared governance requires mutual accountability of all members of the University community for the proper execution of their roles in a timely manner.
- Shared governance permeates all levels of decision-making within the University community.
- Full and active participation at all levels of shared governance is encouraged.
- Recommendations made through shared governance processes can influence university decision making.





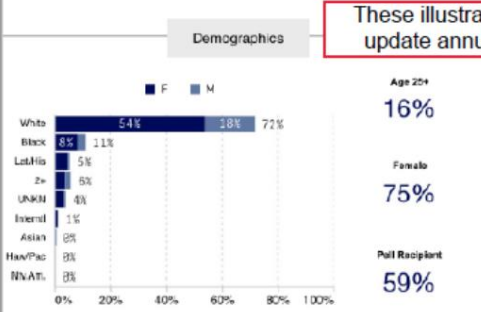
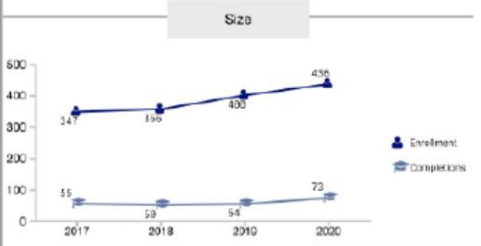


MISSION ALIGNED; ECONOMICS AWARE; MARGIN SENSITIVE

Program name will go here

Evaluation Pending

This evaluation will be linked to the Mission section of the Dashboard and will be high performance; satisfactory; needs attention; or improvement required.



These illustrations update annually

The narrative is developed by the academic program faculty and is reviewed by the chair and dean anticipating agreement on the content of this section related to the alignment of the Program with the Mission of YSU in the context of Markets and Margin evaluations.

**Mission**

**Category: Program Fit**

**Mission:** The mission of the program is to promote faculty development and productivity to enhance student success. We provide students with a rigorous, structured, modern, and coherent curriculum by faculty mentors. The Program fosters an intellectual environment that maintains the dignity and worth of the individual, and holistic through its emphasis upon the integration of academic, clinical, and field-based learning...

**Academic Focus:** The Program provides comprehensive training across all areas while also giving specialization in student-selected subdisciplines. Courses are prominent throughout general education requirements. A key feature of our Program is the integration of research-focused courses and experiences to prepare students for graduate study and career success. Through its research and scholarship activities, the faculty promotes the acquisition and analysis of knowledge, as well as the sound application of that knowledge, by conducting critical, judicious, and scientifically sound research.

**Student-Centered:** The central value of the program is to engage students in their learning and to support their personal, professional, and societal development. Faculty members serve as mentors and advisors.

**State/Reg/Natl Needs:** The program continues to generate 7006 SCH (Student-Centered Hours) and has been extremely successful in providing programs within the region.

**Community Impact:** The Program faculty apply their scholarly expertise to inform and enhance the psychological and educational needs of practitioners and members of the community. Through its service activities and relationships with community agencies, the faculty support the local and global community by providing expert resource for persons across the spectrum of needs. We offer the community a series of presentations to present topics that are relevant to the community by recognized experts. Faculty serve as board members, leaders, and advisors.

**Highlight:** The program's majors perform in the 60th percentile on the ACAT, which is a nationally impressive considering that the ACAT is used across a variety of public and private institutions. We offer the community a series of presentations to present topics that are relevant to the community by recognized experts. Faculty serve as board members, leaders, and advisors.

These Academic metrics align with Board of Trustees Key Performance Indicators and these components of the Dashboard are interactive.

**Markets** High Performance

Scoring Rubric and Market: Rubric: Undergraduate Market: 100-Mile Radi...

Metric	Size	Growth
<b>Student Demand</b>	100%	95%
<b>Employment</b>	90%	90%
<b>Competitive Intensity</b>	9%	89%

The Market and Margin evaluations are assigned using a rubric based upon percentile score ranges. These illustrations are also interactive.



The Markets, Margins, and Academic metrics are the framework for grow; sustain; adjust; or sunset

**Academics**

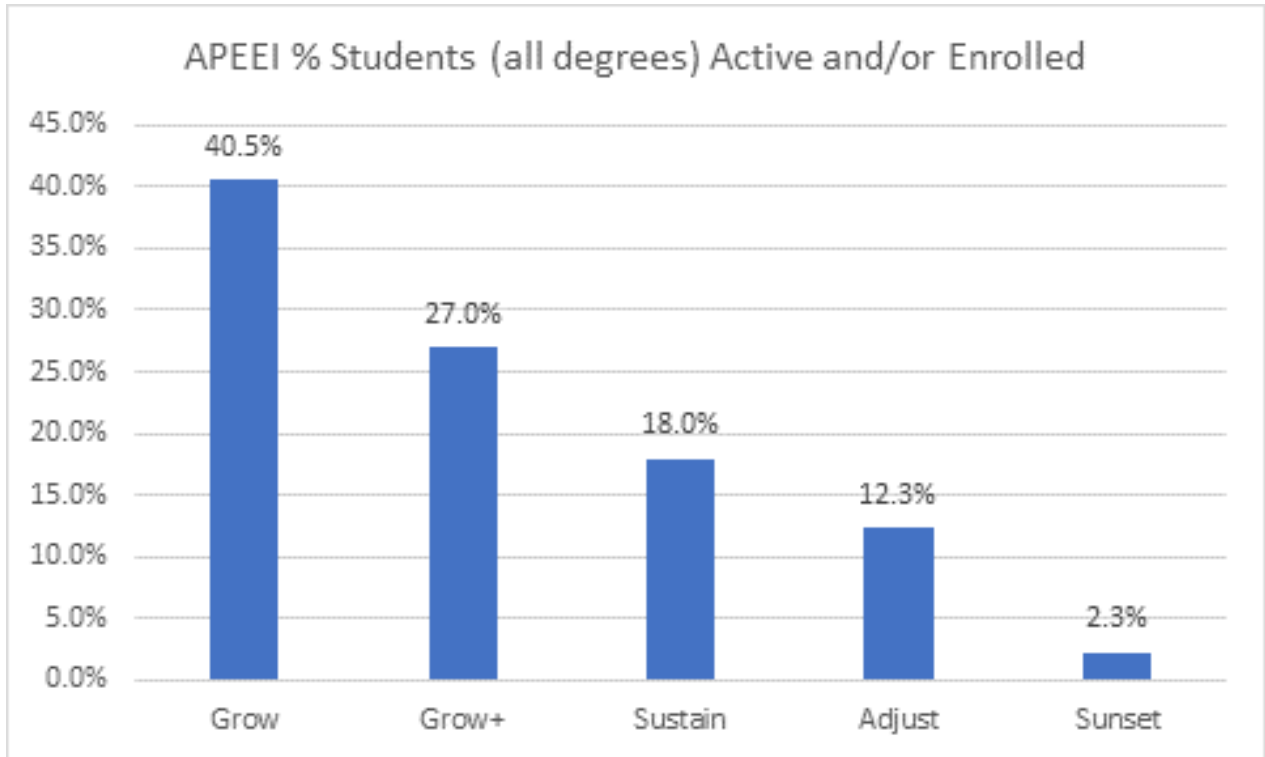
Age Group: <25 26+ Gender: Race Ethnicity

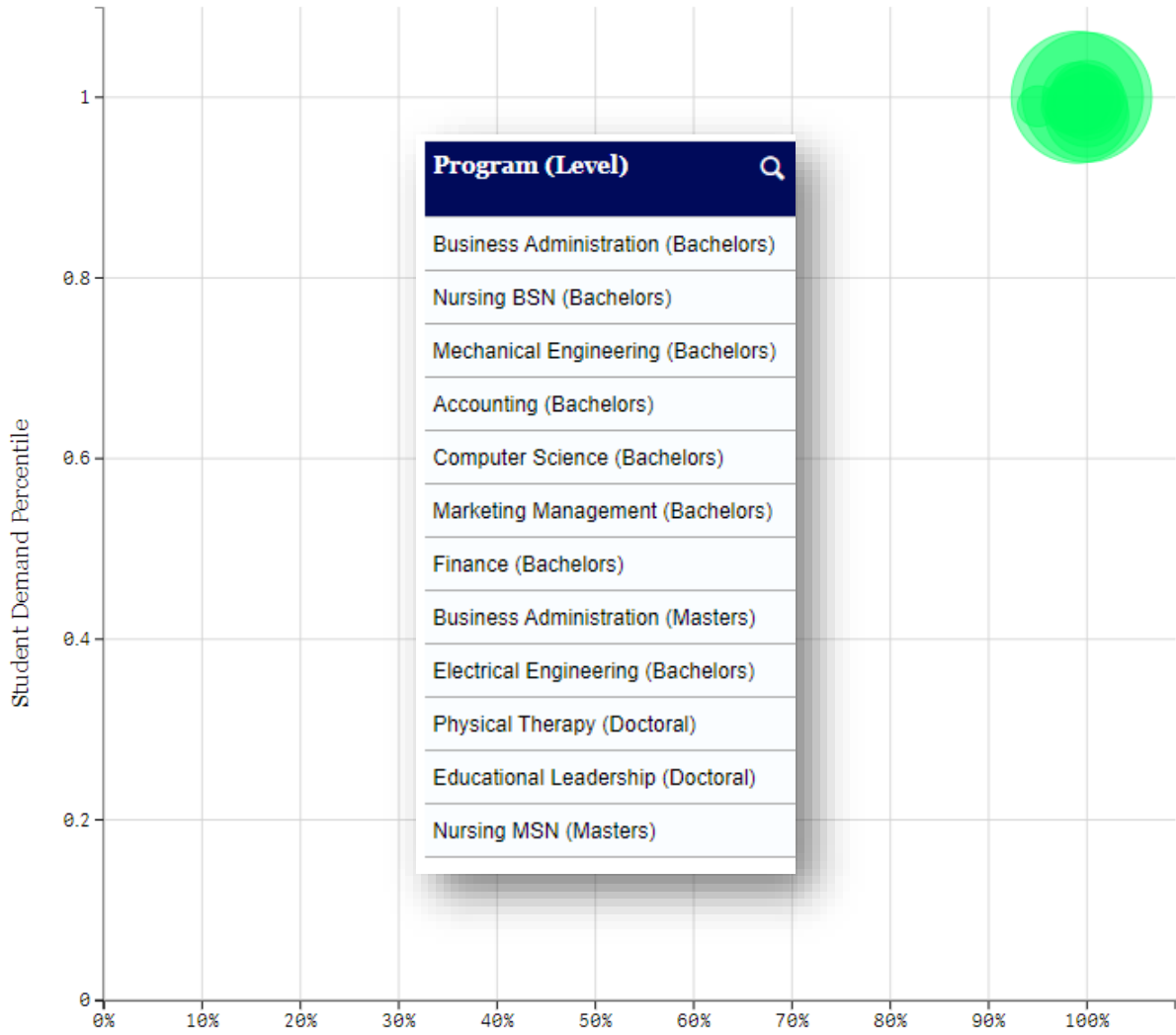
Full Status: Full Part F M

Category	Metric	2019	2020	Change
Program Profile	# of Majors	400	430	9% ↑
	# of Diverse Majors*	115	123	7% ↑
	SCH Taught	5,497	10,408	10% ↑
	% SCH Related to Online	13%	16%	26% ↑
Student Progress	% SCH Taught by FT Faculty	52%	56%	9% ↑
	# Full-Time Faculty	202	207	2% ↑
	# Diverse Faculty*	52	57	10% ↑
	Part-Time Faculty FTE (#/3)	85.0	87.3	3% ↑
Outcomes	# Students Enrolled 2+ Terms	248	280	12% ↑
	# Students Return from Prior Yr.	216	245	13% ↑
	# Students Enrolled 15+ CH	351	368	5% ↑
	% Students Complete 15+ CH	74%	78%	6% ↑
Course Passage Rate	97%	96%	-0% ↓	
Degrees Awarded	54	73	35% ↑	
Median Time to Degree (Yrs)	3.70	3.70	0% =	
NSSE Q Related to Diversity**	NA	NA	NA =	
NSSE Q Related to Program Quality**	NA	NA	NA =	

After Course Dpt. \*Metric calculation not finalized \*\*Data not currently available







100-Mile Radius: Employment Percentile

## ***Curricular Efficiency Team***

### ***Curricular effectiveness***

Step 1: Curricular Mapping to identify academic gaps, redundancies, and misalignments

1. Learning outcomes
2. Examine necessity of pre-requisites/co-requisites
3. Examine courses that have a part 1 and part 2

Step 2: Explore measures of student success

1. Are current assessments aligned with the outcomes?
2. Are there enough learning resources (Linkedin learning for example) to help with difficult topics that may require additional time outside of class
3. Are students given a sense of comfort and/or familiarity with the course

Step 3: Carousel development to examine curricular rotation

### ***Curricular efficiency***

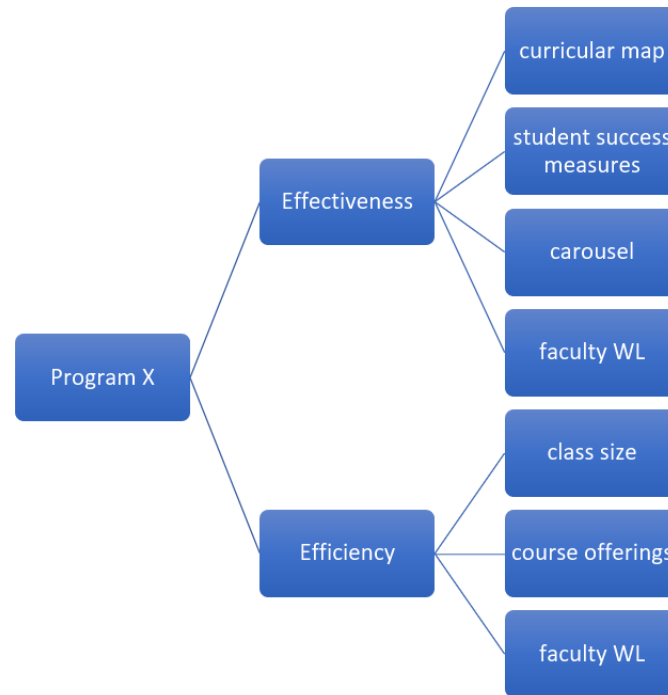
Step 1: Review appropriate pedagogy for each course with today's learner in mind

Step 2: Consider necessity of course offerings

### ***Curricular Effectiveness & Efficiency***

Step 1: Review workload for faculty members

## CURRICULAR EFFICIENCY TEAM



Curriculum efficiency and effectiveness focuses on improving academic success through a variety of different measures that ultimately improves:

- graduation rates (i.e. retention)
- degree paths for students to follow
- student learning by aligning program content to learning outcome
- course scheduling (e.g. class size/cohort scheduling)
- timely graduations rates (Penguin Promise)
- student costs
- the creation of space in faculty schedules to allow for increased research time
- costs to YSU, allowing for us to keep tuition at our historically low levels

**From:** Chet Cooper <[crcooper01@ysu.edu](mailto:crcooper01@ysu.edu)>

**Sent:** Friday, April 30, 2021 4:03 PM

**To:** James P. Tressel <[jptressel@ysu.edu](mailto:jptressel@ysu.edu)>; Brien N. Smith <[bnsmith06@ysu.edu](mailto:bnsmith06@ysu.edu)>

**Subject:** Academic Senate Proposal

Dear President Tressel and Provost Smith,

As directed by members of the Academic Senate, I have appended a letter to this email that requests the YSU administration and Board of Trustees withhold making any decision on the reduction and/or elimination of programs and faculty until an independent, objective, and accurate assessment of the administrative side of the university is conducted. The particular details of this request are described therein.

This letter is also to be distributed to the Board of Trustees, but I do not have Chair Hackstedde's contact information. I trust you will communicate this message and its contents to her.

Should you have any questions regarding this matter, I shall be pleased to respond.

Respectfully,

Chet Cooper, Chair  
Academic Senate

--

Chester R. Cooper, Jr., Ph.D.  
Professor, Biological Sciences  
Department of Chemical and Biological Sciences  
Youngstown State University  
One University Plaza  
Youngstown, OH 44555

Voice/Phone: 330.941.1361

**ACADEMIC SENATE  
YOUNGSTOWN STATE UNIVERSITY**

**Date:** April 30, 2021  
**To:** James Tressel, President  
Annita Hackstedde, Chair, Board of Trustees  
**CC:** Brien Smith, Provost  
**From:** Chet Cooper, Chair, Academic Senate  
**Subject:** Senate Proposal: Assessment of Administration

On 19 April 2021 Provost Smith provided the YSU community with an update on the decrease in enrollment applications and admits relative to last year. As the Provost noted: "The number of high school graduates is trending downward for the foreseeable future, and institutions of higher education can expect lower enrollments as a result."

As a consequence of this situation the university has chosen to hire Gray Associates to help the administration make "data-informed decisions about all of our academic programs". Presumably, these data-informed decisions are intended to help ensure that YSU is able to continue to engage in its mission to students and the region by examining among other things the cost effectiveness of various programs, while also identifying areas for cutting or greater investment.

While the YSU Academic Senate agrees that the continued solvency of the university is one of the practical realities higher education, it is also clear that the approach to our fiscal challenges has been short-sighted. To borrow from the mission statement of a well-known university in the east:

[The purpose of a university is to expose students to] "new ideas, new ways of understanding, and new ways of knowing. . . From this we hope that students will begin to fashion their lives by gaining a sense of what they want to do with their gifts and talents, assessing their values and interests, and learning how they can best serve the world."

We believe that all students, including students here at YSU deserve to have as many of the same options as those students fortunate enough to attend more prestigious universities. As such, the singular focus on academic programs represents a direct threat to our ability to provide such opportunities for learning.

If the university intends to make thoughtful, data-informed decisions on how YSU is going to move forward, then all aspects of the university must be subjected to similar scrutiny. An independent, objective and accurate assessment of the administrative side of the university should be conducted prior to any decisions regarding departments, programs, or centers. Therefore, the Academic Senate is calling on the YSU Board of Trustees, President Tressel and Provost Smith in consultation with the Academic Senate, YSU-OEA, ACE, APAS, and the SGA to begin the search for a consulting firm that focuses on academic administrations. The consulting firm will be charged with the following:

1. Evaluating all non-academic units of the university including athletics in terms of their ROI.
2. Evaluating all administrative structures and unit organizations for overall efficiency.
3. Examining the impact all non-academic units have on student recruitment, retention, and success.

Unless YSU has a clear understanding of the return on investment of its non-academic units, and whether or not cost savings could be realized through increased efficiency, decreased administrative size, etc., then the administration cannot in good faith claim to be making data-informed decisions about YSU's future. Given that the program evaluations will be complete prior to this review, the Academic Senate also calls on the administration and Board of Trustees to withhold making any decision on the reduction and/or elimination of programs and faculty until such review is completed.

## **AGB National Conference** – April 13-16, 2021

### **Report to YSU Board of Trustees from Molly Seals, YSU Trustee**

The AGB Conference this year was held virtually and appeared to be well-attended. Sessions were designed to be interactive with group breakouts and plenty of peer-to-peer discussions. Topics were very relevant to the post-pandemic issues that universities and colleges are facing all over the nation, including issues of Governance Effectiveness, Financial Sustainability, Faculty and Shared Governance, Educational Quality and Student Success, and issues related to Justice, Equity and Inclusion.

There were a number of great resources provided and I am including some of the key points from some of these in this report. Recordings of sessions are available at the AGB website. The Conference was called Breakthrough for good reason .... Our universities and education systems are in the midst of one of the most challenging times in our lifetime. We have a lot to celebrate, having made it this far through the pandemic, but the toil is not yet fully felt. To prepare for the ongoing toil and meet the challenges, universities must take what they have learned in the midst of the pandemic and use it to retain the gains and further advance innovations.

#### **How Your University Can Innovate and Thrive Again**

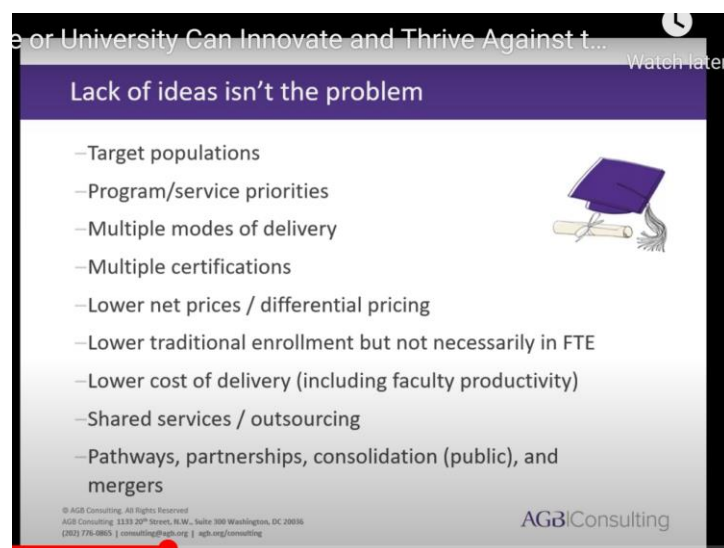
One of the sessions I attended was called “How your University can Innovate and Thrive Again”. The essence of the session was that we (Board, Leadership & Faculty) must create a culture of innovation. It shared certain preconditions that are necessary to create this culture of innovation:



The pandemic called us out of the maintenance mode and into a mode of enacting strategies needed in the moment. Universities must stay focused on strategy and not on how they maintain status quo. The pandemic forced us to think and act with an overall sense of urgency around our core purpose. We must retain this great sense of urgency and take swift action to create the kind of change that will make us sustainable now and into the future so we can continue to fulfill our purpose. We were pushed out

of comfort zones during the pandemic and had to take actions that we had never even imagined. We must get comfortable pushing ourselves out of the comfort zone and take the type of risk required to make meaningful change. Those who best responded to the pandemic did so by demonstrating courageous leadership. To innovate will require our leaders and our board to be courageous. We must expect courageous leadership and we must support it. The pandemic forced us into virtual environments, we realized how important engagement and communication was to alleviate fears, help everyone understand and take the actions they needed to take. We need to take what we learned about the different ways to engage and communicate and we need to keep innovating so we retain the gains and achieve future gains. And we must help all stakeholders see and understand that there will be some losses, but the gains are worth the losses. You can't change without losing something. And you can't innovate without change.


The session went on to speak to the fact that "There is not a problem with Lack of Ideas". There are plenty of those and most universities are talking about them.



...or University Can Innovate and Thrive Against t... Watch later

### Lack of ideas isn't the problem

- Target populations
- Program/service priorities
- Multiple modes of delivery
- Multiple certifications
- Lower net prices / differential pricing
- Lower traditional enrollment but not necessarily in FTE
- Lower cost of delivery (including faculty productivity)
- Shared services / outsourcing
- Pathways, partnerships, consolidation (public), and mergers



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The real problem with Innovation is in "Making Decisions and Taking Action"

*"Making decisions and taking action with a high sense of urgency, a focus on strategy and purpose, with a comfort with risk, and a determination to achieve the type of engagement and communication to bring everyone quickly along."*

### **Closing The Digital Divide:**

This session discussed the huge gap created by unequal access to adequate online learning. If you have slow broadband or weak signal, then you may as well have no access. You can't learn when you can't hear or engage more interactively. **The key question for us as a board: How is your Board pushing for a Region-wide Broadband expansion and free access as a strategy to support your online learning?**



## **Financial Sustainability**

Another Session I attended was on Financial Sustainability. In this session they talked about the importance of developing and tracking metrics. We in Ohio are further along than some states with encouraging our universities to use financial ratios because of our HB6 ratios. But for all they emphasized it is important to develop the ratios the board agrees is critical and review them over time and with some degree of regularity.

2 Key Ratios critical to sustainability that every board needs to monitor are:

1. Primary Reserve Ratio (Cash)
2. Liquidity

Additionally, the session urged that all Boards consider where your Stimulus money is being spent. Boards should be thinking about developing new mission-centric lines of revenue that may require additional investments to get off the ground. And investing to sustain and further the gains learned during the pandemic.

Too often boards are looking at a high discount rate but a high discount rate doesn't tell us anything by itself. The question we should be asking is "What does our high discount rate tell us about the value of what students are willing to pay for a degree from our university. And how do we build in more value over time to counter this?"

## **Justice, Diversity and Inclusion**

Justice, Diversity and Inclusion were themes carried throughout the conference. There were multiple sessions on the topic.

### **#1 Peer-to-Peer Discussion - The Minority Faculty Drain**

This session was a peer-to-peer discussion. In this session, the unique drain experienced by minority faculty due to extreme requirement of mentoring was discussed. Many of the students requiring the most intense mentoring are minority and first-generation college students. Minority faculty are too often expected to provide this mentoring because of their unique ability to relate to the minority students and shared experiences. This is extremely beneficial to minority student success, but universities must recognize the intense drain on those faculty and consider how they best support them as they too seek to complete research, achieve tenure and excel in other ways in their profession the same as non-minority faculty. But how can they do this when spending countless hours in intense mentoring of minority students?

### **#2 Plenary Session – Govern for Racial Equity**

The Wednesday Plenary Session spoke specifically about the important role university boards must play in addressing Justice, Diversity and Inclusion and steps universities can take to lean in and address the issues. While most colleges and universities have made measurable progress towards their equity, diversity, and inclusion goals, racial inequity remains. The underrepresentation of governing board

members and presidents of color as well as racial tensions between governing boards and presidents are two key areas where progress must be made.

Based on AGB Research, they report:

- 80% of all Governing Board Members are White Males
- 83% of all Educational Organization Presidents are White Male
- Presidents don't feel supported when they raise Diversity to the board level
- Boards don't want to admit their college has such issues
- Boards feel they have already spent too much time trying to solve a societal problem
- Boards are accepting disaggregated data that do not reveal diversity issues
- Concern by Boards that addressing such issues are "leftist" agendas

### **Board Fiduciary Responsibility for Diversity:**

Some board members don't see diversity as a board responsibility although it clearly is, as evidenced by the following:

- There is a cost to reputational legacies of Racism (student avoidance of enrolling due to historical events that carry legacy of racism ... word of mouth toxicity of environment, etc.)
- Student attrition (efficacy and costs)
- Employee turnover (efficacy and costs)
- Crisis management for racial events on campus that impact organization reputation and unplanned emergency management costs
- Reputation recovery efforts and costs
- Lawsuits (legal/settlement costs)

When presidents and governing boards fail to properly address racial inequity on campus, they share the responsibility for threats to the institution's reputation as well as the blame for the institution's failure to enact its equity, diversity, and inclusion values.

AGB recommends at least four actions presidents and governing boards can do together to reduce racial tensions on campus:

- First, acknowledge that racial tensions exist.
- Second, educate themselves on a variety of racial equity topics.
- Third, carefully examine data from campus racial climate surveys to gain a fuller understanding of their institution.  
(For example, Qualitative Racial Climate Assessment (3-4 days of racially homogenous interviews with groups of students, groups of faculty and groups of employees))
- Fourth, revisit lists of demands issued by student activists and their allies.

### **#3 Session - Black Males are being most significantly impacted by Racial Injustice**

A third session on Justice, Diversity and Inclusion focused on the African-American Male and the extreme injustices being faced. The session shared a report on the topic. The purpose of the report is to provide and help universities adopt an "anti-deficit" view of Black male college achievement.

Therefore, little attention will be devoted to reminding readers of the extent to which Black men are disengaged and underrepresented among college students and degree earners. Here is a summary of problems and inequities that are typically amplified in public discourse, research journals, policy reports, and various forms of media:

- Only 47% of Black male students graduated on time from U.S. high schools in 2008, compared to 78% of White male students (Schott Foundation for Public Education, 2010).
- Black male students are often comparatively less prepared than are others for the rigors of college level academic work (Bonner II & Bailey, 2006; Loury, 2004; Lundy-Wagner & Gasman, 2011; Palmer, Davis, & Hilton, 2009).
- In 2002, Black men comprised only 4.3% of students enrolled at institutions of higher education, the exact same percentage as in 1976 (Harper, 2006a; Strayhorn, 2010).
- Black men are overrepresented on revenue generating intercollegiate sports teams. In 2009, they were only 3.6% of undergraduate students, but 55.3% of football and basketball players at public NCAA Division I institutions (Harper, 2012).
- Black male college completion rates are lowest among both sexes and all racial/ethnic groups in U.S. higher education (Harper, 2006a; Strayhorn, 2010).
- Across four cohorts of undergraduates, the six-year graduation rate for Black male students attending public colleges and universities was 33.3%, compared to 48.1% for students overall (Harper, 2012).
- Black men’s degree attainment across all levels of postsecondary education is alarmingly low, especially in comparison to their same-race female counterparts (see Table 1).
- Black undergraduate men, like some other racial minority students at predominantly white institutions, routinely encounter racist stereotypes and racial tensions.

**TABLE 1:** Postsecondary Degree Attainment by Level and Sex, 2009

	<b>BLACK MEN %</b>	<b>BLACK WOMEN %</b>
Associate’s	31.5	68.5
Bachelor’s	34.1	65.9
Master’s	28.2	71.8
First Professional <sup>1</sup>	38.0	62.0
Doctoral <sup>2</sup>	33.5	66.5

**SOURCE:** U.S. Department of Education (2010)

TABLE 2:

**Deficit-Oriented Questions**

- ▶ Why do so few Black male students enroll in college?
- ▶ Why are Black male undergraduates so disengaged in campus leadership positions and out-of-class activities?
- ▶ Why are Black male students' rates of persistence and degree attainment lowest among both sexes and all racial/ethnic groups in higher education?
- ▶ Why are Black male students' grade point averages often the lowest among both sexes and all racial/ethnic groups on many campuses?
- ▶ Why are Black men's relationships with faculty and administrators so weak?

**Anti-Deficit Reframing**

- ▶ How were aspirations for postsecondary education cultivated among Black male students who are currently enrolled in college?
- ▶ What compels Black undergraduate men to pursue leadership and engagement opportunities on their campuses?
- ▶ How do Black male collegians manage to persist and earn their degrees, despite transition issues, racist stereotypes, academic underpreparedness, and other negative forces?
- ▶ What resources are most effective in helping Black male achievers earn GPAs above 3.0 in a variety of majors, including STEM fields?
- ▶ How do Black men go about cultivating meaningful, value-added relationships with key institutional agents?

**Key takeaways from these 3 sessions on Justice, Equity and Inclusion:**

1. University leaders need to ask themselves related to support for Faculty of color .... what are we willing to accept as valid research and effort to evaluate tenure? How can we best support our faculty of color be as successful as non-minorities while not overloading them?
2. It is critical to provide DEI training for non-minorities (faculty and staff). Training on "You don't have to be Black, Hispanic, or Native American to mentor and help minority students or reverse the adverse impact experienced by minorities in your institution". Train on how to say "I don't know everything and haven't had a shared experience with you but I care about you. I hear you. I appreciate and value you as a person and I want to use my role and insights to help you be successful".
3. Rid your university of the bias that puts undue stress on students of color. Employ a Bias Incident Reporting (Risk management) to identify and modify behavior involving potential bias. Not punitive as much as developmentally.
4. Consider the extreme success gap of African-American males and partner to bring specialized focus and support to close the gap (recruitment, retention, graduation rate).
5. Assure your organization is diverse at every level including administration .... students, faculty, front-line management, leadership team, and board.
6. Assure full board understands what it means to be a diversity champion.
  - Assure everyone is asking questions related to diversity not just only 1 or 2 board members. Don't put the responsibility of raising diversity issues on board members of color. All board members should be asking the questions and calling for action.
  - Set high expectations for the leadership (staff, faculty and leadership recruitment, retention, promotion, training and development, and student success).