

**YOUNGSTOWN  
STATE  
UNIVERSITY**

**BOARD OF TRUSTEES  
GOVERNANCE COMMITTEE  
Delores E. Crawford, Chair  
David C. Deibel, Vice Chair  
All Trustees are Members**

**Wednesday, March 6, 2019  
3:30 p.m. or immediately  
Following previous meeting**

**Tod Hall  
Board Meeting Room**

**AGENDA**

- A. Disposition of Minutes for Meetings Held on September 5, 2018; and December 5, 2018**
- B. Old Business**
- C. Committee Item**
  - 1. Governance Action Item**

**Tab C.1.a**

- a) Resolution to Amend the Bylaws of the Board of Trustees of Youngstown State University.**  
*\*Committee Name Change: Academic and Student Affairs Committee to Academic Excellence and Student Success Committee*

- 2. Governance Discussion Items**

- a) Nomination of Officers of Youngstown State University Board of Trustees for 2019-2020 (chairperson, vice chairperson, secretary)**

**Tab C.2.b**

- b) Board Effectiveness**
- c) National/Global Trustee**

**Tab D.1.a**

**D.**

- 1. New Business Item**

- a) AGB Nomination Letter and AGB Award Recipient Notification Letter**

**E. Adjournment**



**RESOLUTION TO AMEND  
THE *BYLAWS OF THE*  
BOARD OF TRUSTEES OF YOUNGSTOWN STATE UNIVERSITY**

**WHEREAS**, the Board of Trustees of Youngstown State University is a self-governing body established under Chapter 3356 of the *Ohio Revised Code*; and

**WHEREAS**, the Board of Trustees has adopted *Bylaws of the Board of Trustees of Youngstown State University* (the “*Bylaws*”) regarding its governance and policies regarding its procedures; and

**WHEREAS**, the Governance Committee of the Board of Trustees has recently undertaken a review of the Board’s *Bylaws* and has determined that the *Bylaws* should be amended; and

**WHEREAS**, pursuant to Article IX, Section 3.A. of the *Bylaws*, the Governance Committee announced its proposed amendments to the *Bylaws* at the regular meeting of the Board of Trustees held December 6, 2018.

**NOW, THEREFORE, BE IT RESOLVED**, effective immediately, that the Board of Trustees of Youngstown State University does hereby amend its *Bylaws* to change the name of the Board’s “Academic and Student Affairs Committee” to the “Academic Excellence and Student Success Committee.”

**BE IT FURTHER RESOLVED**, that University administration is authorized and directed to take such actions as are necessary and appropriate to effect the amendment of the Board’s *Bylaws*, including the republication of the *Bylaws* booklet.

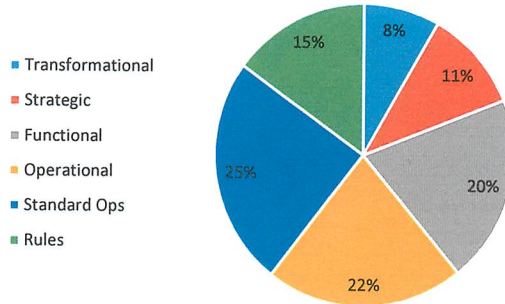
**Board of Trustees Meeting  
March 7, 2019  
YR 2019**

**YOUNGSTOWN STATE UNIVERSITY  
BOARD OF TRUSTEES**

**SURVEY RESULTS  
CURRENT AND FUTURE TIME, ENERGY, & EFFORT**

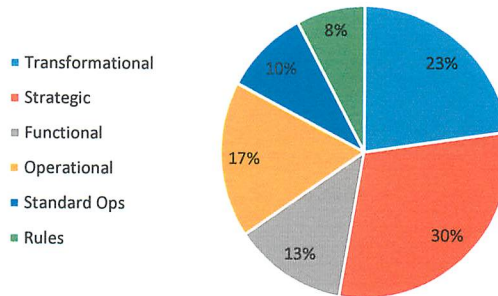
<b>CURRENT</b>	
Transformational	8%
Strategic	11%
Functional	20%
Operational	22%
Standard Ops	24%
Rules	15%
<b>Total</b>	<b>100%</b>

**CURRENT TIME, ENERGY & EFFORT**



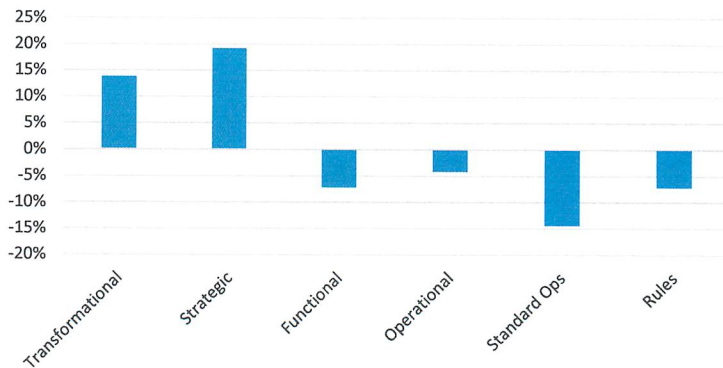
<b>FUTURE</b>	
Transformational	22%
Strategic	30%
Functional	13%
Operational	17%
Standard Ops	10%
Rules	8%
<b>Total</b>	<b>100%</b>

**FUTURE TIME, ENERGY & EFFORT**



<b>DIFFERENCE</b>	
Transformational	14%
Strategic	19%
Functional	-7%
Operational	-4%
Standard Ops	-14%
Rules	-7%

**ADJUSTMENT IN TIME, ENERGY & EFFORT**



Given these results, how might today's AGENDA be adjusted to reflect a future meeting?

What are the top three topics of transformational and strategic importance (in order of importance)?

What other thoughts or ideas do you have about future BOT meeting AGENDAS given these results?

### [What Should Trustees Know about the Federal Pell Grant Program?](#)

... \$40,000. Most are first-generation college students. **What should** we be watching for as Congress debates Pell Grant policies? There ... the federal Pell Grant program in context. **What Should Trustees Know** about the Federal Pell Grant Program? ...

### [Five Unsung Campus Heroes Every Trustee Should Know \(or Know About\)](#)

... people who function as institutional “first responders.” **Trustees should know** who they are and appreciate **what** they do. The Risk Manager. Campus risk managers protect ...

### [What Should Board Members Know about Fundraising?](#)

... The Board’s Role in Fundraising , talks about **what** board members **must know and do** in order to be effective fundraisers for their college or ... which includes increasing those resources. Finally, you **should** find a trustee or staff colleague with whom you can share your ...

### [What Should We Know About Investments and Endowments?](#)

... smart investment choices in an uncertain economy. **What** are the major factors influencing investment decisions today and how are ... institution’s investment funds. This step is taken to free **trustees** to focus on strategic issues, such as investment objectives and ...

### [Online Education: Where Is It Going? What Should Boards Know?](#)

... expectations of the dot.com era a decade ago. Indeed, **trustees** and campus officials who remember the excitement of that previous ... to formal complaints or legal action. • Who owns **what** will continue to raise thorny questions. The determination of ...

### [Higher Education's Critical Role in Increasing Opportunity in America: What Boards Should Know and 10 Questions They Should Ask](#)

... future—must ensure two things: that they truly understand **what** the numbers say about their institution’s contributions to restoring ... of students do better by them. So **What Can Concerned Trustees Do?** Below are 10 questions that board members can ask to understand ...

### [The Principles of Indemnification, and Why Trustees Should Care About It](#)

... if you are sued because of a decision you make as a trustee. **What** does that mean, and why is it important? Indemnification is a ... which a college assumes liability for risks incurred by its **trustees**. Under an indemnification agreement, the “indemnitor”—for our ...

### [What Board Members Need To Know About Faculty](#)

... board members need to understand who the faculty are, **what** they do, how they are organized, and when they **should** be involved in ... CEO & President, Doylestown Hospital; Member, Board of **Trustees**, Delaware Valley College A bulk discount is available for ...

### [What to Know about Pell Grants at Your Institution](#)

... of Higher Education Financing . Is it important to **know** how many students on campus receive Pell Grants? The federal Pell ... November/December 2016 issue here . Sandy Baum **What to Know** about Pell Grants at Your Institution ...

### [Holistic Admissions: What You Need to Know](#)

... class had more women than men. Many members of our board of **trustees** and I can remember the time, decades ago, when men far outnumbered ... institution's current admissions processes and consider **what** changes can be made to ensure equity, increase diversity, and select ...

### [What is the Net Price Calculator? Why do Boards Need to Know about It?](#)

... in discussions about the values and policies embedded in **what** they are being asked to approve or how the institution decides **what** to ... Constructing the calculator could also appropriately engage **trustees** in their institution's strategies for pricing and financial aid. I ...

### [What the Board Needs to Know about the Trump Administration's Skinny Budget](#)

On March 16, 2017, the Trump administration released **what** has been called its fiscal year (FY) 2018 "skinny" budget. This ... activity be impacted by reductions in federal spending? **Should** these proposed reductions in federal support ultimately occur, has your ...

### [Fiduciary Behavior: What's the Responsible Trustee to Do \(and Not Do\)?](#)

... mounting attention to the quality of fiduciary stewardship. **What** do some of the most distinguished **trustees** consider to be basic good practice for boards and board members with ...

### [Academic Tenure and the Traditional Assumptions Boards Should Question](#)

... in lengthy and costly court cases that would favor boards of **trustees** over faculty. Those who believe it is possible to decouple tenure ... L. Boyer took issue with the assumptions we make about **what** constitutes "scholarship," noting that scholarly work does not flow in ...

### [The Changing Role of Accreditation: Should It Matter to Governing Boards?](#)

... for their institutions' ongoing operations and **for what** constitutes "quality" in this new environment. Accreditation and ... political action at the national level; we need more **trustees** to engage with members of Congress and officials in Washington, D.C. ...

### [Governance and Intercollegiate Athletics: Boards Must Know the Score](#)

... and NCAA actions elsewhere seem so far not to match **what** has been proved at Penn State. Thus our field of focus has to address both ... period of time. There were also brutal alumni attacks on **trustees** whose leadership seemed to crumble shortly after the disclosures of ...

### [Growing Demands for Public Records: How Should Boards Respond?](#)

... to produce additional materials. Most recently—in **what** is now the most visible case of all—public-record issues have been ... appears to have strong support among the Cal State **trustees**. Records of donations to university-related foundations. Here ...

### [Inappropriate Communication Between Trustees and Staff Members](#)

... highlighted the policy during the orientation of all new **trustees**. In developing that policy, board members might have agreed, for ... matter. In other words, the policy would have spelled out **what** is appropriate communication and **what** is not. If the trustee in ...

### [What's the Next Big Thing for Boards?](#)

... institutions and their governing boards face a new year, **what should be their primary concerns** over the months ahead? **What** new ... Management Systems and former chair of the board of **trustees** for the state colleges in Colorado: States throughout the ...

### [Object Lesson: The Crucial Role of Trustees in Facing Crisis](#)

... while others expressed anger that the university would allow **what** they felt to be a racist and threatening display. The story quickly ... we also recognize that to younger leaders, including many **trustees**, it may feel like we are entering uncharted waters because their ...

### [Getting on Board: How Presidents and Trustees Can Build Successful Strategies](#)

... that follow. It's equally true that a president's **trustees** may have limited understanding of **what** a campus CEO goes through and the myriad daily challenges that typically ...

### [High-Performing Committees: What Makes Them Work?](#)

... more strategic, more engaged, and more professional. **Trustees** now recognize the need to better comprehend the role they play as ... can be "easy and productive for **trustees** to clearly define **what** they are responsible for, stay out of intrusive operations, and develop ...

### [When Governance Goes Awry: What Are the Takeaways?](#)

... college and university boards as they go forward. So **what** can be learned? The views of the respondents presented here (not ... reportedly shared vital information with only a couple of **trustees**. In both instances, collective consideration would have yielded ...

### [Inside the New Schoolhouse: What Boards Can Do to Improve Student Learning](#)

To **what** extent are our students learning? And, correspondingly, how do we **know**? ... leaders. It focuses on four key questions with which **trustees** need to be concerned: Why **should** boards focus on academic quality? **What** metrics might they develop to ...

### [What's the Value of Higher Ed? For Communities, an Important Economic Impact](#)

... in ways big and small. Here are a few things **trustees**—as advocates for higher education—**should know**: Colleges and ... widely in conversations within your own communities. **What's** the value of higher ed? Over the next several months, the AGB ...

### [What's the Value of Higher Ed? For Communities, an Important Social Impact](#)

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### [What's the Value of Higher Ed? A Powerful Return for American Taxpayers.](#)

... are assets to our communities and our country. Here is **what trustees**—as advocates for higher education—**should know**: **What** is the ...

### [The Beginning College Experience: What Could an Engaged Board Be Doing?](#)

... the foundation for addressing many of the issues that **trustees** care most about: student learning and satisfaction, institutional ... safety to accreditation. To remedy this problem, **what do trustees need to know**? Be aware of the characteristics of your ...

### [What's the Value of Higher Ed? The Professional Benefits of a College Degree.](#)

... of being a college graduate. Here are a few facts that **trustees**, as advocates for higher education, **should know**: College ... degree in the professional lives of college graduates. **What's** the value of higher ed? Over the next several months, the AGB ...

### [Governing by Consensus](#)

... want to go, lead the discussion accordingly, and recognize **what** compromises can be made without undermining the primary objective. So ... Beware the tyranny of the minority. Don't allow a few **trustees** to use the board's general desire for consensus to frustrate and ...

### [Governing Boards and University-Affiliated Organizations: Risks and Rewards](#)

... independence can come to seem natural, and responsible **trustees** and presidents may feel this independence lends itself to better or ... governing boards and their **officers need to know what** their affiliates actually do for their institutions and how the governing ...

### [Four Ways Boards Can Help Students Succeed](#)

Are students learning **what** they need to **know** and do to survive and thrive in the 21st century? ... of student engagement information, governing boards **should be familiar with five of its features**: Engagement matters for ... for a new president in 2002, the Widener University board of **trustees** knew the university faced some significant challenges. Widener had ...

### [Higher Education's Return on Information Technology](#)

... In it, they reported that a conservative estimate of **what** had been spent on large administrative systems during the prior 10 years ... not the technology, the consultants, or the vendors. **Trustees** and administrators may be able to take some comfort from the fact that ...

### [Need IT with That? How One Board Effectively Oversees Technology](#)

... learning experience. Regardless of the future terrain, **what** is hard to refute is the expectation that every college will need to ... technology's reach. For example, from the board of **trustees'** perspective, a board committee on facilities **should worry** about ...

### [Sticker Shock](#)

... can indicate its financial health and competitiveness. So **what should board members know** about tuition discounting? **What** questions **should** ... Governing Board Members How **should** college and university **trustees** engage with tuition discounting as part of their fiduciary stewardship ...

### [From Accountability to Action](#)

... performance and help to chart the future—their boards of **trustees**. While we issue easy-to-understand grades for students every ... that too often are inaccessible to people who want to gauge **what** we do and how we do it. The idea that we can develop more-effective report ...

### [How to Make Shared Governance Work: Some Best Practices](#)

... and faculty leaders in a serious discussion of **what** shared governance is (and isn't). Faculty members and **trustees** tend to disagree on how to define shared governance and **what** to expect ...

### [When the Middle Ground Is the High Ground: Free Speech and the University](#)

... was the first such incident that involved a physical attack. **What's** also troubling is that protestors wanted to shout down Murray without ... leadership roles in higher education, as presidents and as **trustees**, our responsibility is to stand in the middle ground between extremes, ...

### [Strategic Finance: The 4% Solution](#)

... change will be needed in the future. To be prepared, **trustees** and campus leaders need to think carefully about the future of higher ... carefully about the future. It is important to reimagine **what** is ahead before diving into the hard work of potential budget reductions ...

### [The Power of Strategic Thinking](#)

... resources and energy to the first box—doing even better **what** we already do. Certainly that is the goal of our strategic plan at Smith ... the Futures Project At Smith, as at many institutions, **trustees** and faculty members experienced the financial crisis of 2008 in very ...

### [Diversity, Access, and the American Dream](#)

... It is that we honestly believe as a nation that any child **should** have the opportunity to work as hard as he or she can, to dream about ... trustee in attendance, who is a judge from New York, "**What** makes you want to be here and support these students?" She responded, ...

### [Bridging the Different Worlds of Faculties and Boards](#)

... Hiram College in Ohio. To cite a case in point, several **trustees** at a recent board meeting that I attended were dismayed by faculty ... can emerge directly from the needs of an institution. **What** college or university cannot think of concrete ways that board members and ...

### [Under Pressure: The Growing Demand for Student Mental Health Services](#)

... daunting as their classroom tasks, and always have been. But **what** does this have to do with governance, you might ask? From liability (risk ... as those responsible for an institution's fiscal health, **trustees know** that there must be a limit to those sandbags. One answer, to ...



### Boards and Vice Presidents: Bridging the Divide

... roles of vice presidents in the organization. For **trustees** of public institutions, who might be inclined to see their ... and **trustees** are to be effective, all must be affirmed for **what** they bring to the table. The success of one group largely depends upon the ...

### Governing During an Institutional Crisis: 10 Fundamental Principles

... ended and officials left the administration building for **what** felt like perp walks back to their own offices. One senior administrator ... for every board member and senior administrator, and can **trustees** be relied on to respond if they receive an e-mail, text message, or ...

### We Must Build a Culture of Civility on Campus

... their graduates become familiar with, and accomplished in, **what** it takes to be civil. As **trustees**, we must first set a good example—modeling civil behavior in our ...

### Navigating Board-Faculty Collaboration

... a respectful working relationship between MSU's board of **trustees** and the university's faculty. While both the board and faculty have ... board of **trustees**. These ground rules include guidance on **what** to do and **what** not to do as these two important stakeholder groups ...

### Campus Unrest

... reviewed before campus unrest occurs than to try to fix **what** happened after the fact." Toward that end, AGB's board of directors ... Riddell, who also serves as secretary to Duke's board of **trustees** and chief of staff to the president, says it's equally important to ...

### Dealing with Disruption: By the Book

... education. Remarkable developments are indeed afoot, but **what do we know about** them? In a search for answers, I turned to the spate of ... dollars. On that basis alone, it may be a better bet for **trustees** than Carey's book. Designing the New American University by ...

### Boards as Game Changers

... for students, donor support, and government appropriations. **Trustees** must better understand their institution's context and become more ... business model and found a sustainable equilibrium between **what** it cost to deliver a high-quality business education and **what** students ...

### The Bond Rating: A Financial Oversight Tool for Boards

... these complex finances has never been more essential, **trustees** are being told. There is one tool providing valuable information in ... ago. Bond ratings are not necessarily a panacea for **what** ails higher education, but they are an extremely worthwhile tool within ...

### The Sustainable College: Thriving and Serving the Nation in the 21st Century

**What** will it take for a college or university to be sustainable in the 21st ... work can benefit the nation in a time of high need? **What should** presidents and board members be thinking about as they strive to

keep ... management. The same standards the courts apply to boards of **trustees** that fail to follow the “prudent man rule” in the investment of ...

### [Exploring the Value Proposition of Higher Education](#)

... behind the growing question of value in higher education and **what**, if anything, institutional leaders can do to address it. The moderator, ... don't have the capacity to pay at all. In some ways, **trustees** actually have more power than presidents do to tell the true stories ...

### [Stress Testing: How Can You Ensure Your Institution's Fiscal Health?](#)

... universities are stretched nearly to the breaking point. By **what** markers and metrics can board members best gauge an institution's fiscal ... versus institutions trying to do it themselves.” “**Trustees** as a group need to be educated and to understand and be willing to ...

### [Mission, MOOCs, & Money](#)

... boardrooms all across the country, people are grappling with **what** the advent of MOOCs—massive open online courses—means to their ... a catalyst for more discussions among presidents, provosts, **trustees**, deans, accrediting agency officials, and others about the quality of ...

### [The Import and Export of American Higher Ed—and Its Governance](#)

... Indeed, the term “globalization” is heard everywhere. **What** does it all mean for higher education in the United States and the boards ... requires an independent board of at least nine **trustees** and an active committee structure of the board along with the basic ...

### [Prescriptions for Change: Can Ideas from Health Care Cure Higher Education's Ills?](#)

... that are strongly influenced by public policy, which shapes **what** they do, whom they serve, how they operate, and the environment in which ... need, many faculty members and university leaders, including **trustees**, may think they **know what students want**, says Malcolm. Turn that ...

### [A Stay-Rich View of the New Global Economy](#)

... significant changes. University and foundation boards of **trustees** will need to take all these factors and many other international ... and financial risk is increasing rapidly. The flipside is **what's** happening in emerging markets. Such countries have been the underdogs, ...

### [Triumph in Tough Times](#)

... as a gift that provides an urgent incentive to focus on **what** is most important on our respective campuses. The downturn in the ... into our process. At every step, we have kept our board of **trustees**, the board of our foundation, and other important constituent groups ...

### [Viewpoint: 12 Inconvenient Truths About American Higher Education](#)

... a number of flaws in the system. I would like to address **what** I call the “inconvenient truths” about American higher education and ... simply to limited opportunities in the current economy. **Trustees** might push for greater data on the post-graduation outcomes of ...

### [An Interfaith Dialogue for the 21st-Century Campus](#)

... culture. How has it managed such a transformation? And **what** can other institutions learn from it? An Explosion of Religious ... signifying spiritual and intellectual light. The number of **trustees** required to be members of the UCC was gradually reduced and the quota ...

### [Do Ask, Don't Tell-The Proper Board Recipe](#)

... of the following areas: Academic Quality DO ASK **what** evidence the college has that its students are effectively and appropriately learning. **Board members should expect to hear what** tests and evaluative data provide benchmarking ... with students or respond to issues raised by students. **Trustees should** not encourage students or other constituencies to bypass ...

### [How Can Boards Best Oversee Educational Quality?](#)

... important part of their oversight responsibilities. **What** is “educational quality”? For many years, “quality” in higher ... monitors, and seeks to enhance it. This means familiarizing **trustees** with the learning outcomes the institution has articulated for all its ...

### [Free Speech and the Role of the Board](#)

... The conversation focused on a few key questions: **What** does freedom of speech mean? **What** types of issues are institutions dealing ... speech to protect others from hurt; administrators and **trustees** favor more speech, not limits on it. When hate speech happens on ...

### [The Upsides of Risk \(Is your board too risk-averse?\)](#)

... emerged from bankruptcy; “They were waiting to be told **what** to do.” The cards reminded them of the need to take risks and his ... the future of their institutions.” “The most energy **should** be focused on the highest priority risks, rather than those that have ...

### [The Relationship Between Board Members and Faculty](#)

... working conditions are student learning conditions. **What’s** the most important thing for board members to understand about ... interaction **should** extend to all internal stakeholders: **trustees**, faculty, students, administrators, and staff. Higher education is ...

### [How Will the Tax Cuts and Jobs Act Affect Colleges and Universities?](#)

... Ernst & Young Practice of Ernst & Young LLP, to learn **what** the effects of this bill might be on colleges and universities. **What should trustees know** about the Tax Cuts and Jobs Act? In essence, it’s a \$1.5 ...

### [Academic Oversight: Asking Questions, Building Bridges](#)

... for the oversight of academic policy. It is that **trustees** are unlikely to fully understand and fulfill their responsibilities if ... in a trust-building partnership with the faculty members. **What** we learned is applicable to many other boards as they grapple with how to ...

### Courageous Boards Will Move Higher Education Forward

... courage to support as well as the courage to push back. **Trustees** must bring to the table the willingness to go all-in with big bets ... presidents. They need to be able to say, "I don't **know what** that means" or "I don't understand why that's important," both ...

### Parallel Tracks, Same Destination

... an oft-told story among DePaul University's more senior **trustees** about a former president who walked into a board meeting and asked for ... board now asks: How we define our competitive set and **what** steps we are taking to secure or gain market share against it. **What** we ...

January 22, 2019

Mr. James Tressel  
President  
Youngstown State University  
president@ysu.edu

Dear Mr. Tressel:

Congratulations! Youngstown State University has been chosen as one of six winners of AGB's John W. Nason Award for Board Leadership. The competition was judged by a panel of six higher education leaders and chaired by the Honorable Phil Bredesen, former governor of Tennessee. From nearly 40 submissions, your board's story stood out to the judges because it highlighted the board's exemplary leadership during a volatile time. The judges were unanimous in their decision that your board should be one of this year's award recipients.

We look forward to presenting your board with the Nason Award at an upcoming board meeting. We would also like to honor you and your board at AGB's National Conference on Trusteeship. This year's conference will be held April 14-16 in Orlando, Florida. So you and members of your board can attend, your institution will receive three complimentary registrations to the conference. We typically ask the president and board chair on to join us on stage for recognition.

In addition, a case study of your board's work will be included in the March/April 2018 issue of *Trusteeship* magazine. We will use your application as the basis of the case study, and we will contact you if we have any questions or require clarification. A copy of your case study will be sent to you prior to publication for your approval.

Please contact [awards@agb.org](mailto:awards@agb.org) with your board meeting dates and locations as soon as possible so a representative from AGB can plan to attend.

Thank you again for your submission for the AGB John W. Nason Award for Board Leadership. We appreciate your interest and your board's ongoing commitment to good governance.

Sincerely,



Richard D. Legon  
President, AGB

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Horacio A. Valeiras  
Virginia Polytechnic Institute

Diane Yu  
Oberlin College

Nomination of the Youngstown State University Board of Trustees  
2018-19 AGB John W. Nason Award for Board Leadership

relationship between the YSU BOT and the YSU Foundation BOT became strained. Of great BOT concern was the fact that a structural budget deficit was also slowly building. In addition, these cumulative circumstances would not be conducive to high marks for the upcoming reaccreditation process. Clearly, the university was facing critical challenges that required bold leadership.

Under such circumstances, the BOT turned its focus firmly on attracting a president with the insights, instincts and personal attributes necessary to regain the respect and support of communities both within and outside of the institution.

While many universities across the country were planning for their future, a “perfect storm” had impacted YSU and the Mahoning Valley. The members of the BOT were uniformly adamant that they would lead the search for and support the vision of the next president, ensuring sustained, successful leadership and contributions to the prosperity of the region.

**To a Future of Possibilities...**

Despite well-known challenges in higher education and at YSU, the applicant pool for president included well-qualified candidates. From that group, the BOT selected an experienced, yet unconventional individual for president, James P. Tressel. President Tressel was known mostly as a successful NCAA football coach, but he had more recently gained important higher education experience as the executive vice president for student success at the University of Akron. The BOT’s bold action in hiring Mr. Tressel as president is paramount to this nomination.

To help stabilize and position YSU for a future of possibilities, the newly-appointed president embarked on campus-wide listening sessions and gathered input from community leaders and others. As a result, the BOT recognized there needed to be improvements to the physical environment, particularly the interface with the city of Youngstown and the gateways to campus; enhancements to advance the university’s brand by investing in an integrated and renewed marketing and brand strategy; a redesign of the scholarship program so more deserving students with financial need were supported to attend YSU; transformation from an honors program to a robust Honors College; and making faculty and staff compensation a priority, if possible, eliminating the perennial issue of compensation being residually budgeted. These priorities, among other BOT-initiated concerns, became the focus of institutional actions needed to stabilize and to create a more certain future for the university. The BOT’s impact can be illustrated through its decision-making and support of recommended actions in the categories that follow.

**Fiscal integrity**

The BOT mandated that the administration work with the campus community to resolve a \$10 million structural deficit. Previously, even when such a deficit existed, the employees

Nomination of the Youngstown State University Board of Trustees  
2018-19 AGB John W. Nason Award for Board Leadership

represented by the unions benefited from modest increases in salary and benefits. Under these circumstances, the BOT-endorsed negotiations that required a larger employee contribution to health insurance. The employee compensation contribution went from less than 5 percent to 15 percent, reducing the university's health care costs by a cumulative \$7.5 million.

In addition, knowing that fundraising must become an increased component of financial support, the BOT directed the administration to work with the YSU Foundation to assure a new partnership that would respect the Foundation's independence, yet be responsive to the growing needs of the university and its challenging financial circumstances. The result of the renewed agreement has, in large part, resulted in the \$100 million "We See Tomorrow" fundraising campaign, the largest in the university's history. To date, nearly \$85 million has been raised, with the goal expected to be reached by the end of 2019. In addition, the BOT endorsed a redesign of the scholarship strategy for student success that includes a distribution of about \$8 million annually (40% of YSU's total scholarship expenditure) from the YSU Foundation.

As a result of these and other such actions, a \$10 million structural deficit in the university's budget was effectively erased by June 2016.

### Shared Governance

It was also during this time that the YSU BOT recognized that in order for the University to regain its footing and redeem the trust of the campus community, there needed to be a renewed commitment to shared governance across campus. The BOT created, with the YSU administration, a campus-wide committee, which included one BOT member, to develop a framework for consultative decision-making. The BOT adopted a resolution on shared governance and a document outlining the principles and expectations for practicing a new and integrated decision-making process.

Another outcome of the shared governance priority was the fact that the YSU BOT adjusted its membership structure by creating a seat for the president of the Academic Senate on the BOT's Academic and Student Affairs Committee. This member, along with the student members of the BOT, help assure that student success and academic excellence are the cornerstones of BOT decision-making.

In another expression of openness, while the BOT had typically held its annual Retreat, now called an *Advance*, at a location distant from campus, this year the *Advance* was held near campus and was made open to the public. The primary topics of the *Advance* were established by the BOT and are critical to the successful development of an actionable and

The YSU BOT commitment to shared governance is illustrated in the [2017 BOT Resolution in Support of Shared Governance](#). Importantly, a member of the BOT, the provost, and the president of the Academic Senate led the ad hoc committee to create the document that served as the basis for what the BOT eventually approved.

Nomination of the Youngstown State University Board of Trustees  
2018-19 AGB John W. Nason Award for Board Leadership

outcomes-oriented new strategic plan. For such a plan to be successfully implemented, the BOT recognized that the practices of shared governance and shared responsibility must be clearly understood and practiced. For this discussion at the Advance, a dean served as the moderator, and the chair of the Academic Senate, president and BOT chairperson developed the Agenda, an outcome from which actions steps will be prioritized and implemented as appropriate. Another innovative aspect of the Advance was the fact the BOT invited university constituents to be involved in various aspects of the meetings.

### **Institutional Effectiveness**

More recently, the BOT has begun to bring a focus on assessing its effectiveness. Members recently self-administered a survey to assess perceptions of effectiveness. The discussion about the results brought to light new perspectives that BOT members will take into consideration as they conduct their business and inform their decisions.

The BOT has proactively demonstrated its awareness that academic excellence and student success represent an institutional effectiveness framework. Knowing that living on or near campus promotes student success, the BOT actively initiated and proactively responded to proposals for public-private relationships to expand the numbers of students who can live on campus. This action resulted in a 45 percent increase in the number of on-campus housing options for students.

Following a change in bylaws, the BOT endorsed an individual to serve as YSU's first National/Global Trustee in September 2018. This individual brings to the BOT experience from other college/university BOT service. The BOT took this definitive step to increase its ability to provide guidance and advice beyond the current members' areas of expertise, particularly in the area of investments in innovation and strategy development.

### **Planning for the Future**

In 2018, the BOT endorsed the president's recommendation to begin a process to update the university's 2020 Strategic Plan, implemented in 2011. In so doing, the Strategic Plan Organization Team (SPOT) was created to plan and support the planning process. While this committee has broad representation and is connected to various institutional constituencies, the BOT is directly connected through two trustees serving on SPOT.

This is a significant demonstration of the BOT's understanding of its leadership role and its commitment to shared governance and responsibility. These two trustees contribute in meaningful ways to the planning process, help assure the plan is grounded in reality, and will champion the plan upon the president's recommendation for BOT endorsement.

The [BOT Case Statement](#) for strategic planning describes the BOT point of view towards the strategic planning process and endorses the creation of a new strategic plan.



Nomination of the Youngstown State University Board of Trustees  
2018-19 AGB John W. Nason Award for Board Leadership

An important contribution to the planning process is a BOT written Case Statement reflecting the essence of shared governance in the planning process and a framework of academic excellence and student success as the planning process unfolds. As a result of the Advance, the BOT will develop a compelling case for the strategic planning activity and will provide guidance to the planning process via BOT resolutions that will occur at the appropriate points in time as the process unfolds.

As the strategic planning process evolves, the BOT will be in a position to endorse proposed optimization of the currently allocated institutional resources. This means the institution must develop a process for academic units and support areas to review the use of current resources and propose a redistribution of current resources for improved effectiveness and efficiency. It has been made clear by the BOT that the optimization process must include a prioritization of academic programs and services. Demonstrated satisfactory outcomes of optimization and prioritization will be the basis upon which the BOT would endorse strategic investment aligned with the goals of the strategic plan. In addition, the BOT indicates that it anticipates an annual optimization and prioritization process to be a component of annual quality enhancement and effectiveness strategies, the outcomes of which align with the Strategic Plan and each proposed budget.

### **Conclusion**

Clearly, the Youngstown State University Board of Trustees has provided the exemplary leadership needed to guide an institution through many leadership transitions in a short period of time to a period of leadership stability. Stable leadership was a factor that contributed to reaccreditation of YSU through 2027-28. The BOT has demonstrated the understanding that a clear shared governance and responsibility framework is necessary for it to make the very best decisions possible. The BOT has also worked to improve its effectiveness through reflective assessment strategies, and it is appropriately involved in clarifying expectations of an institutional strategic planning process.

Understanding its responsibility to ensure the sustainable future of Youngstown State University as an anchor institution, the BOT has provided bold and focused direction during a period of leadership transition, enrollment instability and fiscal volatility. Its diligence assuring stable presidential leadership and a commitment to the objectives of shared governance and shared responsibility has created a certain future for Youngstown State University.

In conclusion, BOT actions in recent years demonstrate the foundational resilience of a university that began as a YMCA created to educate immigrants to enrich the community through education 110-years ago.

Nomination of the Youngstown State University Board of Trustees  
2018-19 AGB John W. Nason Award for Board Leadership

### Introduction

Five years ago, Youngstown State University found itself struggling with financial uncertainty, falling enrollment and frequent changes in presidential leadership. The YSU Board of Trustees provided exemplary, bold and focused direction that resulted in stable leadership and a path forward based on fiscal integrity, shared governance, institutional effectiveness and a new strategic plan.

YSU's leadership team believes that the initiative demonstrated by the Board makes it an excellent candidate for recognition with the Association of Governing Board's John W. Nason Award for Board Leadership.

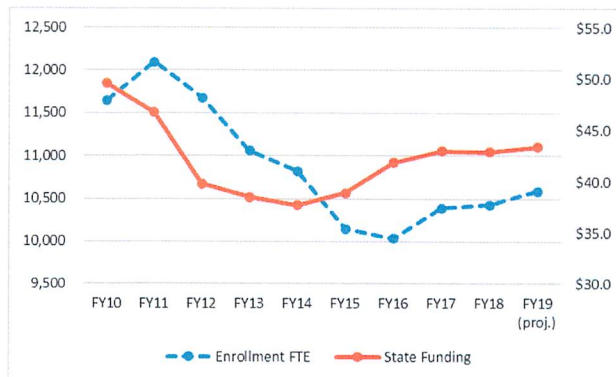
### Background

The trustees at Ohio's public universities are appointed by the governor and serve nine-year terms. The chancellor of the Ohio Department of Higher Education is appointed by the governor and serves on the governor's Cabinet. Despite the challenges of a politically appointed Board, the YSU BOT has acted to assure the quality, distinction and, most importantly, the sustainability of a comprehensive public university that is a beacon for educational attainment and an anchor institution for the region and beyond.

### From an Uncertain Future...

In 2013, the YSU BOT found itself in a dilemma: a leadership vacuum was diminishing the ability of the institution to create a sustainable future exactly when higher education was battling public perceptions of its relevance and value. One YSU president served for 10 years with great accomplishment. This period was followed by a challenging five years of leadership instability. The next president served for three years during which the current strategic plan was created. The following president was recruited through a national search process but left the university after only eight months.

Over this period of time, enrollment fell by 17%, despite the fact that YSU's tuition was lower than other Ohio public universities. Due to frequent changes in leadership, previously-developed relationships with the community became increasingly uncertain. The imperative for YSU to be an anchor institution contributing to the success of the region was also diminished.



At the same time, the state of Ohio reduced funding appropriations by 15 percent, compounding the perfect financial storm. In addition, when institutions were increasingly anticipating significant revenue through the fundraising efforts of their Foundations, the