Plenary Session IV:
Contemporary Performance Measurement at the Institutional Level – Governance Responsibility in Educational Quality

The context for modern performance measurement in American higher education was discussed in the description of Plenary Session I, so it is not repeated here. This third in the series of discussions about contemporary performance measurement focuses on the role of institutional governing boards. Although institutional governing boards’ responsibilities in educational quality involve more than just “measuring performance,” boards have an evolving role in this arena, which in the past was mostly the purview of faculty and administrators. But today, in our era of heightened public accountability, governing boards are expected to be knowledgeable about the academic performance of their institutions.

We are very fortunate to have Peter Eckel, vice president for governance and leadership programs at the Association of Governing Boards of Universities and Colleges, joining us to discuss the preliminary findings of a project he is leading that focuses on the governing board’s role in the oversight of educational quality. Although the project, funded by the Teagle Foundation, is still in process, Eckel and his colleagues have already observed much and begun to formulate a view of the current and preferred roles of governing boards in this area of public policy. As you will note from Eckel’s biography, we could have found no one better prepared to share in the discussion of this topic.

Speaker: Peter Eckel, vice president for governance and leadership programs, Association of Governing Boards of Universities and Colleges

Facilitated Discussion on Contemporary Performance Measurement at the Institutional Level – Governance Responsibility in Educational Quality

Facilitator: Paul Lingenfelter, president, State Higher Education Executive Officers

Biographical Information on the Speaker and Facilitator

Peter Eckel serves as the vice president for governance and leadership programs at the Association of Governing Boards of Universities and Colleges (AGB). He is responsible for AGB Consulting, which serves 70-90 boards annually, as well as the National Conference on Trusteeship, the Institute for Board Chairs and Presidents, AGB Regional Meetings on Effective Governance, and the Presidents Workshop on Trusteeship. He is the point person for a national project on the board’s oversight of educational quality.

Eckel has written and spoken extensively on academic leadership, institutional change and campus governance. He has written/edited six books. His most recent book is the rereleased Changing Course: Making the Hard Decisions
to Eliminate Academic Programs. In 2009 he co-edited Privatizing the Public University: Perspectives from Across the Academy. He has written 23 nationally disseminated papers, as well as numerous articles and book chapters. He was the lead author of The CAO Census, the first national study of chief academic officers. His papers have appeared in Trusteeship, Change magazine, the Journal of Higher Education, the Review of Higher Education, and Higher Education Policy, among others. Internationally, he has spoken in Saudi Arabia, Malaysia, South Africa, Ireland and France.

Eckel additionally serves as adjunct professor in the University of Pennsylvania’s Graduate School of Education, teaching in its Executive Doctorate Program. Prior to joining AGB, he spent 16 years at the American Council on Education (ACE), where he finished his tenure as director, Center for Effective Leadership, developing and running the ACE Institute for New Chief Academic Officers, the Advancing to the Presidency Workshop, and the ACE Presidential Roundtable Series. He earned his doctorate from the University of Maryland, College Park, in education policy, planning, and administration. He was recognized with the Thomas Magoon Distinguished Alumni Award from Maryland’s Department of Counseling and Personnel Services, from which he received his master’s degree. His bachelor’s degree is in journalism, from Michigan State University. He has been a fellow at the Salzburg Seminar in Austria and at the Centre for Higher Education Transformation in South Africa.

Paul Lingenfelter – See bio in Tab 3.