

**Board of Regents Meeting Minutes**  
**Ohio Board of Regents, Columbus, Ohio**  
**December 1, 2010**

**I. Welcome and Roll Call**

Chair Tuschman called the meeting to order and asked that the roll call be read.

Secretary Reiling stated, "the record reflects that notice of this meeting was given in accordance with provisions of the Board of Regents' Ohio Administrative Code §3333-1-14, which rule was adopted in accordance with Section 121.22(F) of the Ohio Revised Code."

Secretary Reiling called the roll. Those present were:

Patricia A. Ackerman  
Timothy M. Burke  
Lana Z. Moresky  
Jim F. Patterson  
Walter A. Reiling, Jr.  
James M. Tuschman

Secretary Reiling declared there was a quorum present. Senator Gary Cates joined the meeting after the roll call was read. Regent Bonnie Milenthal participated in the meeting via audio conference.

**II. Approval of Minutes**

Chair Tuschman asked if there were any changes or corrections to the draft October 6, 2010 minutes as previously emailed to the Regents. A motion was made by Regent Patterson and seconded by Regent Ackerman to accept the minutes. The minutes were approved.

**III. Opening Remarks**

Chair Tuschman said the board summary of the past four years shared during the Trustees Video Conference will be sent to the Regents. The November 17, 2010 letter Chair Tuschman sent to Governor Strickland thanking him for his support of higher education was read to the Board. Chair Tuschman is looking forward to working closely with Governor-elect Kasich.

**IV. Update on Articulation and Transfer**

Associate Vice Chancellor Compton thanked the Board for its support and shared a brief history of the program. The following highlights were shared with the Board:

- Apprentice programs are now in place where the students can articulate to the community colleges and get credit for their trades training.
- Summer workshops are scheduled regarding credit for military training experience. This is a result of the Chancellor's commitment to reach out to service members and families to help with their transition to college and to receive higher education credit for their military training. A statewide policy is being developed.
- A policy is being developed to offer college credit to high school students for a score of 36 or higher on their College Level Examination Program (CLEP) tests. This is important because it recognizes that students can start their education anywhere and persist to their highest level of attainment. This policy will help both the traditional and non-traditional student.
- Research shows that Ohio's students are transferring, persisting, graduating and saving millions of dollars because they are not taking unnecessary courses.

- In the fall of 2012, all four year institutions will be on a semester calendar. The schools worked well together to review over 3,000 courses for the switch to semesters.
- A consortium similar to OhioLINK is being formed to support and fund the Articulation and Transfer program. The plan was sent to higher education schools for comments, after which the Chancellor will issue a directive. Students should be able to transfer their credits from one institution to another seamlessly.

Discussion was held regarding the program. Private institutions are using the transfer guidelines. They see the value of articulation and transfer and are working with the program. Transfer Assurance Guide (TAG) Courses cover 70 to 75 percent of the majors students are pursuing and are transferable. Transcripts can be sent through the Articulation and Transfer Clearinghouse and a student portal is being developed so that students can track their courses and see how they transfer.

Senator Cates said that he sees firsthand the non-traditional students coming into the business class he teaches. These students are fragile and get discouraged easily. Higher education must take an active role in reassuring the students that the courses they take will count for college credit.

## **V. Fourth Condition Report Presentations**

### **a. Ohio Faculty Council**

Consultant Albright said information from stakeholder testimony is essential for the Condition Report. She introduced Dr. John Cuppoletti who testified on behalf of the Ohio Faculty Council. He said overall success of the University System of Ohio (USO) and the Strategic Plan's goal of increased attendance and graduation rates depends on addressing the needs of students from under-represented populations. To accomplish these goals, additional needs-based financial aid and a redirection of instruction priorities are needed.

There are many student engagement programs targeted to or including under-represented groups. Many of these programs include collaborations and cooperation with other schools. It is hard to track adult students after they leave college because they can drop out, re-enroll and change jobs frequently. Economic issues create financial barriers for students and their families and their need for employment creates problems as students are working during school hours. The lack of resources, such as the internet or vigorous core courses, makes success in college difficult. Students may need to take remedial work to prepare for the rigors of college. First generation students lack knowledge of the college culture and can be overwhelmed by college life and the time management demands of college. Completing applications and financial aid forms can be overwhelming to students and their families.

Additional support should be made available to those attending school part time such as work study opportunities and access to low interest emergency loans to pay for expenses that could derail their college career. Student engagement should begin with students in middle school and should include orientation about going to college, taking college core courses and college entrance exams. Schools should recruit students for the work needs of the community.

A shifting of resources is needed to meet the need for more advisors and professors. Human contact with academic instructors is the most important factor to improve student performance. Student success is determined by academic engagement, faculty and advisors. More full-time faculty is needed to provide academic support to students. Spending on academics has decreased while spending on libraries and IT support has increased. These trends need to be reversed.

Chair Tuschman said that comments from the Ohio Faculty Senate (OFS) report suggest that the semester system may work to the disadvantage of students who have to leave school because of finances. If they have to drop out, students will miss a semester instead of a quarter, which may impact their ability to transfer from one school to another. He said this is a good argument for the availability of emergency loans. An example of an unexpected expense that could impact students is the price of textbooks. The OFS report also drew attention to the problems caused by the over reliance on part-time adjunct faculty.

Dr. Cuppoletti was thanked by the Board for his in-depth report and efforts in answering the questions raised by the Fourth Condition Report.

**b. OBR Workforce Development Initiatives**

Stacia Edwards, Director of Workforce Development for the Chancellor reported on program initiatives. In the past, there wasn't a strategy for workforce development and meeting the needs of employers. Education and training programs should be aligned to the skill demands of Ohio's employers. Learners need to be influenced to go into the areas of demand and use internships and learning opportunities to obtain experiential learning.

The Ohio Skills Bank meets with employers to determine work skill needs and align curriculum to these needs. Examples of meeting upcoming needs include preparing for the opening of casinos in Ohio and energy producers that will need trained workers to replace the 20 to 30 percent of the work force that will be retiring within the next five years.

Data was collected from Ohio industries to address skill supply and demand. The Chancellor's staff met with Regional leaders to determine if the data was real or if there was a gap in the data for what is actually needed. A major problem is getting learners to know what employment areas need workers. It is critical that people know where the job demands are. Information days and job fairs at the beginning of the learning process can help students see potential job opportunities. Individualized learning plans could be considered for all learners. It is difficult for a learner to envision a future they have not lived. Discussion was held regarding linking career development with K-12 education and the creation of student career portfolios. Schools are adjusting degrees and certificates based on employers input.

**VI. Trustee Engagement Updates**

**a. Governance Meeting Update**

The governance group postponed their preliminary meeting scheduled for October until after the election. A full day session with the group will be rescheduled for January to start the formation of a long term governance conversation.

A draft concept paper was shared with the Chancellor and the Board. The Regents said the paper was very well written. It will be a critical document to give an overview of how the Regents and Trustees have been working together on a going-forward basis. The final Communication Plan can be a part of the document. The four working groups can create a four part report to give a 360 degree view of the trustee engagement work. The concept paper can be targeted to a funder for education and training opportunities. The paper will be reviewed by the Board for fine tuning and submitted to the Regents for approval at their January meeting. The report could also be used as a basis for a grant proposal.

**b. Communications Working Group**

Regent Reiling reported the Communications Working Group reviewed the final Communication Plan draft and received general feedback from the group members' trustee board on the plan. It was also

recommended that an ongoing communications group be formed with representation from each USO Board of Trustees. A job description for the trustee board's communications liaison role was created. They are now waiting to see the direction of the trustee engagement initiative work before moving forward.

The Trustees' Video Conference registered 73 trustees for streaming or hub attendance. It appears that most trustees choose to web stream with fewer trustees opting to attend a hub site. The Communications Working Group had a brainstorming session on ways to improve the video conference. If the conference continues to use web streaming, the Regents would like it to be MAC-friendly.

**c. Education and Training Group Update**

The Education and Training Working group met at the end of October. The group was divided into two subcommittees to develop the products for training and proposed experiences. The subcommittees were divided according to Ohio specific topic content and general topic content.

A draft summary of responsibilities included 14 different topics for general training and 10 topics for Ohio training. The Education and Training group will provide a framework and macro issues for training. Discussion was held regarding the work to be done by the group. The USO needs to be integrated into the outlooks for the topics to create a connection to the whole and culminate in a better understanding of the USO.

**d. Resources Update**

Regent Moresky said the Resource Working Group needs to bring trustees from around the state together to pursue grant monies. The concept paper could be used as a starting point for the grant proposals. She said now is the time to move forward with the working group.

The Regents stated their total commitment to the Trustee Engagement project and moving forward with its work.

**VII. Recognition of Paolo DeMaria**

The Board of Regents recognized Paolo DeMaria for his work with the Ohio Board of Regents. Chair Tuschman said It was an honor to work with him on behalf of the Chancellor and the Board of Regents. He created a lot of momentum around the state in terms of higher education's collective infrastructure and he left a strong platform on which to continue to build.

**VIII. Adjournment**

Chair Tuschman adjourned to meeting and invited the Regents join the reception in honor of Paolo DeMaria. Chair Tuschman presented Paolo DeMaria resolutions from the Governor and Senate recognizing his achievements and work on behalf of the Ohio Board of Regents and the State of Ohio.

  
Ohio Board of Regents

January 5, 2011  
Date