

**Ohio Board of Regents Minutes  
Ohio Board of Regents, Columbus, Ohio  
December 15, 2009**

**I. Call to Order**

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

**II. Roll Call**

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." A quorum was present.

Secretary Reiling called the roll. Those present were:

Gary Cates

Bonnie K. Milenthal

Lana Z. Moresky

James F. Patterson

Walter A. Reiling, Jr.

James M. Tuschman

Regents Donna Alvarado and Timothy Burke joined the Board meeting after the roll call was read. Secretary Reiling declared there was a quorum.

**III. Approval of November 10, 2009 Minutes**

Chair Tuschman asked for approval of the November 10, 2009 minutes as presented in the handout packets. A motion was made by Regent Reiling, seconded by Regent Patterson to approve the minutes. The minutes were approved.

**IV. Chairman's Report**

Chair Tuschman stated this would be the last board meeting of 2009 and offered his thanks to the Chancellor' staff for the support and assistance they provide to the Board. He thanked the Chancellor for his outstanding leadership. He said he could not think of a better advocate in tough times than Chancellor Fingerhut and that from his perspective, Ohio is very fortunate to have the Chancellor guide the way to see that higher education stays viable in Ohio. He also thanked the Regents for their support, the Governor for holding higher education as harmless as possible and Ohio's Legislators for keeping higher education as one of their top priorities. The state must continue to adapt to the new reality and seek new approaches for higher education. He said we must: develop low cost options for students, explore and create efficiencies, collaborate on academic programs, share administrative costs and facilities, share some costs of programs statewide, continue to improve articulation and transfer, follow closely the dictates of our ten year strategic plan, continue to produce a qualified workforce, foster research and technology transfer, stress education reform for P-16 and beyond, ensure a proactive stewardship of the USO , and pass construction reform. We must seize opportunities to improve accessibility, affordability, and accountability.

Chair Tuschman announced that Regent Dan Hurwitz offered his resignation as a member of the Board of Regents. Mr. Hurwitz is the new CEO of Developers Diversified Reality and was unable to give the necessary time needed to serve as a regent. Chair Tuschman thanked Mr. Hurwitz for his service and said he was saddened by his resignation. The Board wished him the best in his new leadership role with his company. Mr. Hurwitz said he would be

available to assist the Board on special matters. Governor Strickland will make the appointment fill the empty position.

## **V. Chancellor's Report**

Chancellor Fingerhut reported that the state is in the middle of the last week of the legislative session and there were a number of key issues very much in the forefront. He discussed the status of the budget and the loss of ARRA stimulus funding if the budget is not passed. He was invited by the Senate Finance Committee to testify on construction reform. He was pleased to publicly give his support to the issue and welcomed any comments or suggestions by the Regents on the issue. Construction savings for higher education have been estimated to be between 10 and 30 percent if the reform passes. These savings come from better coordination of the project and from trades working as teams to create efficiencies of time and material. He would like to do some controlled studies on the matter.

Chancellor Fingerhut testified before the House Economic Development Committee regarding the renewal of the Third Frontier. The House introduced a resolution for the ballot issue to be considered in May. He is hopeful that this position will be endorsed by the General Assembly. His testimony laid out his position that May is the right time for the ballot issue. He has been meeting with state leaders to answer questions on the Third Frontier balloting issue. The Communications Department is preparing talking papers on construction reform and the Third Frontier to be given to the Regents.

Chancellor Fingerhut presented an updated table of organization that supports the strategic plan. He explained that chart is divided into two areas – system advancement which encompasses the program/functional areas, and the operation side which is the infrastructure that supports the Chancellor/Ohio Board of Regents across the system. The open academic affairs positions should be filled in January. He would like to hire a vice chancellor for the efficiency area if the budget will allow.

The Chancellor introduced Mike Prescott, the newly hired executive director for the Ohio Tuition Trust Authority. Mr. Prescott will work closely with the Chancellor and his staff to help make college education affordable.

Charles See is working in the role of Chief of Trustee Relations. He will be meeting with boards and in mixed groups on a regular basis. He called the Board's attention to the Chief Technology Officer line and explained that there are five technology organizations that work with the Chancellor's staff to share resources. They are: OARnet, eTech Ohio Commission, Ohio Supercomputer Center, OhioLINK and the Ohio Learning Network. These entities will work together as a council for the technology areas under the direction of Interim Coordinator David Barber.

## **VI. Third Condition Report – Student Panel Discussion**

Vice Chair Patterson introduced the student panelists for the non-traditional student discussion. Students participating on the panel discussion were Maiharriese Mcdonald, Columbus State Community College; Kelli Martin, Sinclair Community College; Megan Laughter, Sinclair Community College; and Charles Finklea, Central Ohio Technical College. The panelists gave a brief summary of their background, the reasons why they were enrolled in higher education and talked about their experiences in their respective higher education institution.

Maiharriese Mcdonald is a 38 year old single parent who moved back to Ohio from Dallas to care for her ailing mother. She had difficulty finding a good job and felt she had no choice but to go back to school. After graduating from Columbus State Community College she plans to attend Franklin University and major in health management. She works part time and carries between 18-20 credit hours a quarter.

Charles Finklea recently graduated from Central Ohio Technical College (COTC) with an associate's degree and will attend Dennison University on a full academic scholarship. He graduated from high school with a 1.9 GPA and went into the work force immediately after high school. He attended college on a part-time basis because he didn't qualify for financial aid. It took him three and one-half years to graduate from COTC.

Megan Laughter recently graduated from Sinclair Community College (SCC) and is currently working on her master's degree. While in high school she met with her counselor and told her that she was ready to go on to college. After her junior year in high school she attended Sinclair Community College. PSEO paid for her first year of tuition. She had to pay for her books and parking. She graduated from high school as a sophomore in college. She said it was easy to transfer from SCC to Wright State where she received a bachelor's degree in history. She worked full time during college.

Kelly Martin was laid off from her human resources job in Dayton at the age of 38 and decided to enroll at Sinclair Community College. Because she had worked the previous year she did not qualify for financial aid on the FAFSA for the first year of college. She applied at the school five days before classes were to start and with the help of her academic advisor she was able to enroll and get help paying for her schooling. She is a full time student in the nursing program. Her husband is also a full time student. They have two small children.

The panelists said mentors were very helpful to them as they made their various transitions to higher education. They also said they had to search out financial aid resources and other necessary information for the non-traditional student. They emphasized that the schools need to work with the communities to know when layoffs are taking place so that higher education institutions can help displaced workers return to school. Students need mentors and advisors to help them stay on the right pathway and keep them in the correct courses. Students need to be aware of their financial aid options and when their aid will end. High schools need to advertise the PSEO option of taking college courses while still in school, and high school counselors need to encourage underachieving students to consider higher education options. It was suggested that middle school students be made aware of the requirements for college so that they can manage their schooling at an early age. The panelists emphasized that students need to learn studying skills while in middle school and high school. The panelists reflected their persistence not to fail and noted that many of them had to teach themselves how to study while attending college.

All of the panelists took online distance learning classes. The online classes offered class flexibility and the ability to take a class without going to the campus. They did not have technical issues with the classes because the help desk was responsive to their needs. Some panelists said that instructors answered questions very quickly while others reported that contacting professors about online courses was difficult because the professors did not always respond quickly or never got back to the student the entire quarter. The quality of the courses was good with the curriculum identical to the classroom session. They felt online courses were harder than the traditional classroom because they had to teach themselves and create

supports to get the answers. The panelists felt the online classes were helpful to those who are working and raising families.

The panelists said the community colleges have the opportunity to reach people where they are and give them educational options such as branch campuses and online learning. Families and students can reach out and motivate others by their own success and encourage them by their examples.

The students spoke to the experience of transferring to other higher education institutions, the time they spent on campus and ways the institutions can help the non-traditional student such as offering day care and helping with the costs of books and transportation.

When asked to rate the student-centered of the institutions, the panelists gave grades ranging from A+ to B- for the learning experience. Financial aid received scores ranging from C to D. They felt that finances were more often centered around the schools' profits than the needs of the older student. They cited the high cost of campus food as a disheartening example of an expense for the off-campus student who must stay on campus to study.

Chair Tuschman thanked the students for taking time to meet with the Board and said each one will be successful as they move into their careers. The Board will take to heart the information they provided.

## **VII. Discussion of Major Themes and Report Structure**

Consultant Brenda Albright reviewed the draft of the Third Condition Report which will cover the topic of how student-centered Ohio's higher education institutions are and will update the First Condition Report focusing on key trends.

Part I of the report will discuss how well the infrastructure is managed. Topics will include the calendar system, transfer and articulation, and the importance of K-12 planning for higher education. Discussion was held regarding the format of this part of the report. Adult career centers will be included in the report as well as statistics on dual enrollment, schools using quarters or semesters, and active learning statistics on what is being done. The Two Plus Two program should be highlighted in the report as a means for affordable education. It will also discuss affordability, college readiness, transferring from the OGT to the ACT, and academic efficiencies. Part II will consist of an update on the First Condition Report and show changes that have occurred since the report was written.

The topic of peer review may be discussed at the next board meeting.

A draft timeline for the report was outlined as follows:

- Send out initial draft to Board – December 31
- Condition Report draft reviewed – January 6 board meeting
- Second draft ready in February
- Publication by end of March. This date can be pushed back if necessary. Stakeholder feedback will be sought on findings but not the conclusions if time allows.

## **VIII. Adjourn**

Chair Tuschman gave concluding comments to the Board. There being no further business or discussion, Chair Tuschman adjourned the meeting.

The next scheduled Board of Regents meeting will be held January 6, 2010 at the Ohio Board of Regents, 30 E. Broad Street, 36<sup>th</sup> Floor, Columbus, Ohio.

Walter C. Reedling, Jr.  
Ohio Board of Regents

January 6, 2010  
Date