

**OHIO BOARD OF REGENTS MEETING
Sinclair Community College
June 17, 2009**

I. Call to Order

Chair Tuschman called the meeting to order at 8:50 a.m. and asked that the roll be read.

II. Roll Call

Regent Vice-Chair James Patterson called the roll. Those present were:

Donna M. Alvarado
Timothy M. Burke
Bonnie K. Milenthal
Lana Z. Moresky
James F. Patterson
Jim M. Tuschman

Regent Patterson 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." Regent Tuschman reported that a quorum was present.

III. Approval of May 19, 2009 Minutes

A motion was made by Regent Burke and seconded by Regent Milenthal to approve the minutes of the May 19, 2009 Board meeting. All Regents voted in favor of the motion.

IV. Opening Remarks from the Regent Chair

Chair Tuschman informed the Board that the Columbus Dispatch was listening to the meeting by speaker phone.

Discussion was held by the Regents regarding setting dates for the 2010 board meetings. It was decided that the Chancellor's staff would collect dates that have already been scheduled by the Regents for the coming year and provide a list of available dates for the meetings at the next board meeting.

V. Report of President

Dr. Steven Johnson, President, Sinclair Community College gave a PowerPoint presentation to the Regents. He said that Sinclair Community College is still true to the goal of its founding father of supplying quality education and career training to adults. The college has no debt and the lowest tuition in Ohio. It also awards an average of \$29m in financial aid and scholarships each year. It boasts a large online enrollment and has been named one of the top twenty national community colleges. Its 37,000 plus enrollment comes from the surrounding region. The college is adult student friendly with an average student age of thirty years. It seeks to assist the students in job placement or enrollment in a state university following their graduation from Sinclair. He spoke of the college's smart learning centers located in various locations in Dayton and the college's involvement in programs that assist high school students prepare for college. These programs have helped to decrease the dropout rate of Montgomery County significantly.

Dean Sue Merrell, Business and Public Service, and Chair Martha Taylor, Computer Information Systems, were assisted by students George Powell, Tonya Miller and Harold Gray in reporting on the various ways Sinclair Community College helps the adult student develop new career paths and learn new skills for workforce development. The school's ability to help find internships, offer online courses and offer mentoring programs assists students to graduate in non-traditional ways.

A time of discussion was held regarding benchmarking and the fostering of collaborations with other institutions of higher education. The Regents thanked President Johnson, staff members and students for their uplifting and enthusiastic reports.

VI. Chancellor's Report

a. Report on Business Partnerships with Higher Education

Chancellor Fingerhut said there was no more important issue at this time than that of our ability to drive the economy of Ohio and there are no greater sets of institutions in the state that have the capacity to drive the prosperity of the state than that of higher education. We now have a Division of Economic Advancement and he would like to hire a vice-chancellor for this area in the next year. The four principle areas the Chancellor's staff is focusing on are:

1. Technology transfer and economic entrepreneurship that include programs such as the Third Frontier, the Research Scholars program and the Centers of Excellence program. This will generate business.
2. Community Development. Higher education institutions are some of the major employers in nearly every city in the state of Ohio and can drive the quality of life in their locales. Community development includes economic clusters and hubs of innovation.
3. Global development that brings international students to Ohio and sending Ohio students to build global connections and to be a force for economic development globally.
4. Work force and business partnerships. This focus is to make sure the businesses of Ohio can get the workers they need and that our students are trained for existing jobs. The Ohio Skills Bank is a data driven system of studying and understanding what the job growth is going to be and what skills and training will be needed to meet the job requirements. It will also match the certificates and degrees offered and the volume of students in the programs to business needs. The Chancellor's staff works with every region of the state that has a workforce development office.

Deb Norris, Sinclair Community College Vice-President of Workforce Development and Corporate Services, said there are three strategic areas of their work: 1.) a focus on employers, 2.) providing continuing education to professionals, and 3.) work force and economic development. The school partners with other organizations to form the Regional Workforce Transformation Consortium (RWTC). RWTC is employer driven with one regional strategy that uses current data from employers to make decisions.

Stacia Edwards, Director of RWTC gave an overview of its efforts to identify and fill the talent needs of the region's employers. Employers are surveyed to find their work force needs and to clarify the requirements for the job. Colleges are then able to graduate students that have the skill sets the employer needs. She shared ways the consortium works with the community to find available jobs and to research job trends for the future. The consortium is able to work with employers to develop programs that will give students the skill sets to meet job requirements and to develop an educated community to attract businesses into the community.

Discussion was held by the Regents regarding the necessity of creating entrepreneur opportunities to create new jobs in the state and how important it is for job growth to have an educated work force. Students need to be informed of the work opportunities in Ohio and given the right programs to prepare them for the available jobs. Internships and co-ops should be used so that students know that there are jobs available in their chosen field. It was suggested that the subject of tech prep be discussed at a future meeting.

b. Report on the Centers of Excellence

The Chancellor's staff has been working to build the internship and co-ops opportunities in Ohio. After receiving funding last year, an advisory committee was created, an RFP was released and excellent proposals from the schools were submitted. It does not appear that it will be funded at its full level again this year. The Chancellor would like to quadruple the amount of internships and co-ops in the state because it helps to keep our graduates in Ohio.

An annual survey of business satisfaction with the University System of Ohio will provide an indication of its success in meeting business needs. A grant from the Joyce Foundation is being used to help students who are coming into school who are not at the college level. The Chancellor's staff is part of the Department of Development's attraction and retention team. Weekly meetings are being attended to review every project coming into Ohio. The Chancellor's staff is also a part of the Department of Development's crisis team to help displaced workers find new jobs. The Chancellor is encouraging every higher education institution to make business partnerships and linkages to increase business satisfaction in Ohio.

The Chancellor spoke to meeting the needs of the business community and letting them know that he understands their concerns and is working toward solutions. Historically community colleges have been attuned to the workforce requirements of their communities. He is working to help all higher education institutions understand that it is important to meet the business needs of Ohio. He would like the Regents to help him distribute this message through their trustee engagement endeavor.

The Chancellor has visited the universities regarding their plans for Centers of Excellence. He said these visits were very encouraging and makes him optimistic about the future of Ohio. The forming of Centers of Excellence is a core pillar of the Strategic Plan and is an internal focus as the institutions examine their strengths and choose an area that they will become excellent in and known for. The institutions will develop scholarship and research in their Centers of Excellence and will strive to become international in their rankings so they can keep and attract talent at the highest level. The institutions can work complimentary and cooperatively in their research as Centers of Excellence. Schools will send their reports regarding their Centers of Excellence by June 30th. These findings will be refined and published in a Centers of Excellence Report that will be a supplement to an implementation update of the Strategic Plan.

Discussion was held regarding the Centers and the roles of the trustees of each institution to help their schools in the process of developing their Centers of Excellence. Trustees can be proactive in this process to create standards of excellence and benchmarks for their institutions.

VII. Trustee Engagement Update

Chair Tuschman asked for a report from each trustee engagement working group. Drafts of the four working group charters were given to the Regents to review. He said they were working documents and asked each working group to review the charter and give their recommendations and changes to Charles See. The charters will be finalized once the changes have been received.

Regent Alvarado spoke to the need for professional assistance in facilitation of the working groups on a pro bono basis. She and Charles See have met with possible facilitators who will submit proposals on how they would like to work with the Regents. The facilitators would help the Regents as they reach out to the trustees so that the Regents can model the type of engagement that they would like to ask of the trustees. The facilitators would like to meet with the Board of Regents for a working session to share their skills and prepare them for their meetings with the trustees. The main goal of the entire process is to create a structure in which the University System of Ohio can interact with the state legislature and each higher education institution to create a collaborative system of leadership for the entire state.

a. Report of Education Working Group

Regent Alvarado reported for the Education Working Group. Presently there is no systematic process for educating and training of the trustees. This training is necessary as the trustees step forward to take more of a stewardship role for the USO. The education work group needs to identify the core skills and issues most needed for the trustees to step into the role and what would be the best avenue to accomplish this. They would like to offer the trustees some tangible learning opportunities for immediate use and the opportunity to hear from the

trustees regarding what further education would be of interest to them. A focus group could be held in September to give them something of value right away. Regent Alvarado said input from the Chancellor and the trustees is needed for the charter before it is finalized.

Discussion was held regarding the groups and organizations that should be involved in the education effort. A packet of materials could be prepared for all presidents and trustees giving the standards required by the USO and the individual institutions.

b. Report of Resources Working Group

Regent Moresky reported for the Resources Working Group. The group would like to get an idea of the needs and the amount of resources that would be needed. Discussion was held regarding representatives on the working groups from the two year colleges and adult career centers. Funding will be needed to hire professional consultants. It was suggested that a planning grant be considered to help with the start up costs of this endeavor. Other ideas discussed included a straw man proposal of a commission, creation of a chairman's council, and generation of a list of trustee leaders. A chairman's breakfast with the governance working group could be held at the September in-person trustee meeting.

The September 16th trustee meeting will be used as a time to synthesize what the working groups are doing and for a day of dialogue to identify what subjects should be worked on. Progress reports on the strategic plan could be given.

c. Report of Governance Working Group

The governance working group has the responsibility for coming up with a plan for a long term commission that looks at government shifts that may need to come through legislation, determining who needs to be involved in these talks, and what questions need to be asked.

This group will have a much more in-depth project and may need a much longer period of time to finish its work. Trustees may need to be added to the group as it looks at the statutes and the overall governance issues. As a first step, the co-chairs will meet with the Chancellor's Office of the General Counsel to review the current statutory framework governing the roles and responsibilities of trustees.

d. Report of Communications Working Group

Regent Milenthal reported for the Communications Working Group. She said she can see the communications working group intersecting with all the other groups. She spoke to the need of having a consistent format and a facilitator so that there is cohesive effort for these meetings. A starter communications discussion list was prepared and she would like to meet with the Chancellor's communication team to see what is currently being used. She also asked for clarification on the lines of communication between the Regents and the trustees. Feedback regarding communication to the trustees by video conference should be reviewed. Other communications tools such as webinars should be considered.

Currently, correspondence to all the trustees is sent to the institution's board secretary for distribution to board members. The Chancellor speaks to newly appointed trustees and has their contact information. Chancellor Fingerhut said that his communication team doesn't have anyone for trustee communication and their resources. Another staff position would need to be created for trustee communication.

Chair Tuschman said they would like to single out one or two trustees from each institution and recognize them for their leadership and vision. These trustees could serve as examples to the new trustees that are appointed to step out and ask questions to their presidents regarding what is happening on their campuses and if the Strategic Plan was being followed.

Discussion was held regarding the early trustee engagement meetings and the participation of the attendees. It was explained that the initial groups were just small test groups

and now the Regents will expand these meetings for further involvement with all the trustees. Trustees need training on the specifics of serving as a trustee for higher education and the reaching out to other education groups to help deliver this training.

Chair Tuschman summarized activities for the next thirty days for the working groups as follows:

- Governance Group: Consider naming key leaders to assist in creating the commission. Representatives from four and two year institutions and work force groups should be a part of this commission.
- Resources Group: Determine outside training resources, how much funding is needed, and funding sources. Work on proposals stating the case for support. The case for support will come after the governance committee shapes their report. Consider applying for a planning grant in the amount of \$50,000 to \$100,000 to defray the expenses for experts and staff.
- Education Group: Consider how to draw in resources to educate trustees to be proactive and to know what is needed to be a good trustee. Develop standards so that trustee expectations are the same for all institutions. Study how the trustees would like to meet, how to develop interaction with the trustees, how to communicate with the trustees and what education is needed for the trustees.
- Communications Group: The communications group will meet with the Chancellor's communications staff after the budget process to discuss current trustee communication methods.

VIII. Discussion on Condition Report

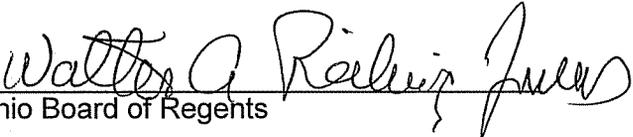
Regent Patterson said that the previous two conditions reports have gotten good reports from both the legislature and higher education institutions. The topic for the Third Condition Report will be student centered and will look at how well the USO is doing to meet students' needs. Brenda Albright will be the consultant for the report and her work will be reviewed by the board on a monthly basis. A dashboard report will also be included in the report that will update the trends discussed in the first condition report.

A panel of three to six students will be created to answer questions for the Third Condition Report. Discussion was held regarding the questions to be asked and the multiple variables that may need to be considered such as the year of schooling the student is in, students living on campus vs. off campus, adult students, and potential students. Other questions could look at rewards and incentives in the current system that enhances the student's success and to what degree the system awards faculty in aligning with the student-centered strategie. It was also suggested that the report look at academic and administrative efficiencies and the need for new business models for higher education.

IX. Adjourn

Chair Tuschman asked for a motion to adjourn. Regent Burke made a motion to adjourn the meeting and Regent Milenthal seconded the motion. The motion was approved.

The next scheduled Board of Regents meeting will be July 15, 2009 at Kent State University, Kent, Ohio.


Ohio Board of Regents

July 15, 2009
Date