**Ohio Board of Regents Meeting Minutes**
**Northeast Ohio Medical University**
**Rootstown, Ohio**
**August 29, 2013**

## I. Welcome and Call to Order

Chair Vinod K. Gupta called the meeting to order and said it was an honor to be meeting at the Northeast Ohio Medical University (NEOMED). He asked Regent Timothy M. Burke to call the roll.

## II. Roll Call

Chair Gupta asked that the roll call be read. Secretary Timothy M. Burke stated, "the record reflects that notice of this meeting was given in accordance with provisions of the Ohio Board of Regents' Ohio Administrative Code §3333-1-14, which rule itself was adopted in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administrative Procedure Act. " Secretary Burke called the roll. Those present were:

Patricia A. Ackerman
Timothy M. Burke
Vinod K. Gupta
Kurt A. Kaufman
Elizabeth P. Kessler
Virginia M. Lindseth
Lana Z. Moresky

Secretary Burke declared there was a quorum present.

## III. Swearing in of Elizabeth Kessler

Regent Elizabeth P. Kessler was sworn in by Maria R. Schimer, General Counsel of NEOMED at 9:04 a.m. Regent Kessler took the standard Oath of Office.

## IV. Approval of Minutes

Chair Gupta asked if there were any additions or corrections to the draft June 26, 2013, minutes. There being no additions or corrections, Vice Chair Moresky made a motion to approve the June 26, 2013, minutes and the motion was seconded by Regent Ackerman. All Regents voted in favor of the motion approving the minutes from June 26, 2013, as submitted.

## V. Institution Presentation – Jay A. Gershen, D.D.S., Ph.D., President of NEOMED

Chair Gupta introduced the Dr. Jay A. Gershen the President of NEOMED. Dr. Gershen began his remarks by welcoming the Chancellor, Regents and staff to NEOMED and said he was delighted to have the Regents on the campus. He recognized a strong supporter of NEOMED that joined them this morning, the Honorable Kathleen Clyde of the Ohio House of Representatives. He said they have great bipartisan support at the university and he is very proud of that.

Dr. Gershen of NEOMED, being a regional medical university has focused on innovative health workforce development and special research projects for commercialization. He said they have community partnership activities with twenty-four hospital systems, seven universities and colleges, three community colleges, and twelve businesses. These partnerships were created to use the state's resources wisely.

The first project that Dr. Gershen began to outline was the Education for Service Initiative (ESI). He said this was an initiative that began thanks to the Governor, Legislature and others around the region that provided an additional thirty-five students for the medical college per year. As a result of that, in collaboration with Cleveland State University (CSU), provided an urban primary care initiative and is an example of innovative workforce development.

Dr. Gershen went on to comment on the second highlighted project and said it will focus on another national issue and that is how students are educated in terms of the public education. They have a Biomedical STEM Science Academy on the campus of NEOMED and they currently have approximately one-hundred sixty students. Within four years they plan to have approximately four hundred students on the campus.

Relating to the third project, Dr. Gershen said this is another national issue and it is mental illness. He said that public psychiatry, violence prevention and dealing with individuals who have schizophrenia and other mental disorders are very important issues to cover and they will talk about that.

Dr. Gershen introduced Dr. Erik Porfeli, the Assistant Dean for Community Engagement and Admissions, Dr. Sonja Haywood-Harris the Director of the NEOMED-CSU Partnership for Urban Health, and Dr. Gina Weisblat, Director of Education for Service. He said they will be amazed at what has been accomplished by these individuals.

Dr. Porfeli began his comments by thanking the Chancellor and the board for the opportunity to speak before them. He said that the ESI has a broad agenda around advancing the health and life success of Ohio's communities. He said they all probably have the general recognition that health of communities and the success of communities are linked. He said with this recognition in mind the ESI was born from the position that as a medical university they have unique resources. On one hand they have healthcare delivery resources through their hospital affiliations and affiliated physicians and pharmacists. They also have viable career track health degreed programs that leads students from the community and to career track jobs in one of the hottest economic sectors in Ohio – healthcare. Specifically in Northeast, Ohio they have particular strengths in healthcare.

Dr. Porfeli said with this recognition in mind NEOMED as a medical university can act on both the health and success of communities concurrently and they saw themselves in a unique position. They saw it as unique because there are many efforts underway to advance healthcare. There are similar but separate efforts underway to advance the health of communities and economic vitality and success of communities. Dr. Porfeli said what is rare is when those two come together concurrently to act on both. They saw themselves and their partners as uniquely positioned to act on both simultaneously.

Dr. Porfeli said that ESI has four pillars that they are addressing all concurrently. These pillars are: the recognition that life's success, academic achievement, family health, and career success all source from everything that came before for any person and for any community; embedding the educational experience in the community and specifically recruiting students from the community, training them in the community and encouraging them to eventually practice in the community; inter-professional education particularly as it relates to the healthcare workforce which will undergo an unprecedented change; and mitigating the cost of education, particularly at NEOMED, by actively engaging with their community partners to raise resources for scholarships and emphasize and focus those scholarships on students that need that economic assistance

In terms of achievement, Dr. Porfeli said they have a tremendous amount of new partnerships in K-12, the hospital system, and at the baccalaureate and university level. They have obtained over $4M in local, state and federal grants for the ESI. They have created 35 new seats in the medical school which will translate into over $7M in new State Share of Instruction (commonly known as SSI) and tuition for NEOMED. It has transitioned from being a small college in Rootstown, to being a regional medical university and a real partner with the community.

Dr. Haywood-Harris began her comments by saying that the NEOMED-CSU partnership grew out of them asking the Cleveland community what they needed. It was no secret that the community needed primary care physicians and people who were committed to practicing in Cleveland who were committed to being a part of the infrastructure and 'looked like' the individuals in Cleveland. The NEOMED-CSU partnership is between two institutions (one rural and one urban) who came together to meet the needs of the Cleveland community. It is based on the neighborhood model and the goal is to try to integrate medical education into under-served

communities. This is a model that they see happening across the country and it has been successful. This is a multi-level approach to health and health care capacity and it looks at the reduction of health care disparity through workforce diversity.

The epicenter of the whole structure is Cleveland and NEOMED has a wonderful new campus at CSU as well. They have faculty from CSU and NEOMED in the same facility working together. They have a strong Community Advisory Board and they have affiliations with hospitals and clinical sites that are in the community that have been doing this for years and they are now partnering with them to bring this about. Dr. Haywood-Harris said she works for both CSU and NEOMED and they have strong affiliations with two major hospital systems in Cleveland and a series of federally-qualified health centers. She shared statistics regarding the incoming class and she said they are starting to make a difference because at least 30% of their incoming class has some true connection to Ohio (undergraduate, high school, family member in Ohio etc.). She added that they have approximately 30% of the students from the under-represented groups (African-Americans and Hispanics). Their goal is to graduate these individuals and get them in the community to practice.

Regent Lindseth asked about NEOMED's relationship with CSU and the aspects of the advisory board. Dr. Gershen replied that the advisory board was appointed by both universities and representatives on the board are leaders in the health community, religious community, and civic community of Cleveland. There is also a representative from the Cleveland Mayor's office. The advisory board meets quarterly, has subcommittees and they are actively engaged and holds the NEOMED-CSU partnership to tasks.

Secretary Burke said he was fascinated by the neighborhood notion of this program and wanted to hear more about that. Dr. Haywood-Harris responded that their plan with the NEOMED-CSU partnership is to start the students off very early on engaging in neighborhoods in Cleveland that NEOMED and CSU have identified. These are neighborhoods that are in need of individuals who are working in and around healthcare issues. The student is in the community committed to a project prior to their clinical training and they do everything possible so they are back in the same community for their clinical training. They hope in their senior year they will volunteer in the same community and eventually serve in the discipline that they chose and stay connected to the same Cleveland community. Dr. Porfeli added that they also reach out to the high school community to connect them to resources so they are ready to enter the baccalaureate level prepared.

Vice Chair Moresky asked about the length of the medial school program. She said that she was aware that NEOMED has a five year program. Dr. Jeffrey Susman, the Dean of the College of Medicine explained that the traditional way they were based from their start forty years ago in the BSMD program where students had an accelerated university experience of two years and then went on to their four year degree program. They are rethinking this program to allow individuals to have their four years at a university and guarantee them admission into medical school after their second year.

Vice Chair Moresky followed up with another question and asked how much of the initial program model is still in place. Dr. Susman replied that they usually receive thirty students from each 'legacy' institutions because it is an arduous process.

Regent Ackerman said that the advisory board is very significant as it relates to the NEOMED-CSU partnership. She said that she can't think of anyone that would be any more highly regarded in the medical community than Edger Jackson. He created the prototype in the community to establish a medical center that's connected to his church through the university hospital system.

Dr. Gershen made comments about the metrics by which universities are measured - how much research they bring in and their graduation rates. He said there are other ways to measure universities and that is by their community contributions. He introduced Charles Taylor, Dean of the College of Pharmacy and said that he believes that Dr. Taylor along with Dr. Susman and himself have put together a chapter of a 21st Century Academic Health Center Publication pipeline. He said they are very proud of this.

Dr. Gershen introduced Stephanie Lammlein, Chief Administrative Officer of the Bio-Med Science Academy (BMSA) to provide an of overview of the academy. He said the BMSA is the only STEM school on a medical campus in the United States that he is aware of. He said they are building a new 30,000 square foot facility for the BMSA at no cost to the high school. It is a separate 501-C3 entity that is governed by three board members. Ms. Lammlein provided a presentation on the BMSA. She said that it is in its second year and they began with seventy freshman students. Their goal is to be a four year institution. They are a year-round public school and their enrolment is open to anyone who lives in Ohio and is entering the ninth grade. Their curriculum is incredibly rigorous and they are very STEM focused.

Ms. Lammlein discussed the education and student pipeline and said they want to help students learn a different way. She said they were interdisciplinary so they are taking the same approach as NEOMED. They are trying not to teach in silos. She distributed a synopsis and the curriculum of the BMSA to the Regents. She was accompanied by two sophomore students of BMSA who provided comments on how attending the academy has impacted their academic life.

Regent Lindseth asked where was the source for the BMSA teachers, what was their backgrounds, and if they were certified in the State of Ohio. Ms. Lammlein responded that they open advertise for their teachers. They are a public school so they have to follow Ohio law and their teachers have to be highly-qualified and certified teachers. They do have some teachers that received their teaching certificate through the alternative pathway, such as their Mathematics and Engineering Teachers. Their teachers have a spectrum of teaching experience.

Regent Ackerman asked that Ms. Lammlein reiterate a comment that she made last evening about how teachers are trained and students are taught. Ms. Lammlein replied that she taught Biology in the classroom for seventeen years and she made comments about teachers figuring out what the students need to be successful now. She said that the some of the training is not happening in the institutions. She said she is having a discussion with Hiram College and their pre-service teachers will be going through their academy. They recognize they need certain skill sets that are not yet in their educational pathway at the university level.

Secretary Burke asked to hear from the students and wanted to know why they chose the BMSA vs. their traditional high school. Sunny S. was the first student to respond and she said that chose the BMSA because she wanted to make a difference. She said Ms. Lammlein is making a difference in education and she wants to change the community in a huge way as well. Coleson F. left the Crestwood Local School District (CLSD) and came to BMSA because he felt like he didn't really fit in there and felt like he wasn't getting enough out of the school system. He wants to be an Engineer and at BMSA they have these classes all four years vs. at the CLSD they only had one class. He said the teachers are more engaged and work with him more.

Dr. Gershen said that NEOMED has an incredible mentoring program. He said there are medical, pharmacy, graduate, faculty and leadership that have BMSA students shadowing them up to three times a month. He said that these students have an opportunity to be role models and to stimulate interest. He added that BMSA has no admission requirements. Ms. Lammlein said they have a Mastery system at BMSA and they have a mentoring and tutoring program to provide support to the students that need it. She said having a high school in a university setting is an amazing way to share resources, such as labs.

Regent Kessler asked if there were any other schools like this in Ohio that were affiliated with other public universities. She asked if this was the first one. Ms. Lammlein replied that she believed that the BMSA was the only high school that resides inside a university. There is a STEM school in Columbus that has a partnership with The Ohio State University but they are a few blocks away from their campus. There are approximately seven STEM schools in Ohio with strong partnerships with universities. The BMSA is on NEOMED's campus and using the same resources. Dr. Gershen said they are bringing the community into the university, sharing the resources and breaking down the silos.

Regent Kessler followed up with a question and asked how the BMSA was funded. Ms. Lammlein replied that the BMSA functions like a charter school. STEM schools in Ohio by the revised code have the 'per pupil' dollar and that follows each student. Their day to day budget is focused on that 'per pupil' amount. Dr. Gershen added that the capital amount is funded by NEOMED. This is funded by revenues from Student housing and from leases and memberships from the Health and Wellness Medical Facility.

Brett Visger, Deputy Chancellor, Ohio Board of Regents (BOR), said there are a number of examples in Ohio of high schools on university campuses. He said many of them are the Early College High Schools (ECHS) that started about ten years ago. He gave Lorain as a notable example.

Chair Gupta asked if the BOR is keeping data on the STEM schools so in the years to come they can evaluate whether this is a good model. Deputy Chancellor Visger replied that leads to the next presentation relating to Dual Enrollment. Which led to a question by Stephanie Davidson, Vice Chancellor and she asked if the BMSA students have dual enrollment opportunities with the institutions. Ms. Lammlein replied yes and shared information about BMSA's projected curriculum for the next four years. She said they have dual enrollment opportunities through dual enrollment not post-secondary options. In answering Chair Gupta's question, Vice Chancellor Davidson said they have access to some of the data through the dual enrollment arrangements. Not all of these students are enrolled at ECHS or STEM schools but there is a good opportunity for dual enrollment when they are in these environments.

Dr. Gershen transitioned the conversation to mental health. He said addressing mental health is a community benefit and this is a very important. It is an important national policy area and they are very fortunate to have received $13M from the Margaret Clark Morgan Foundation for this project. He explained the difference between providing help to someone on the street who might be having a medical incident and mental incident – and how most would react. Dr. Gershen introduced Dr. Mark R. Munitz, Chair of Psychiatry to provide an overview on the Ohio Program for Campus Safety and Mental Health.

Dr. Munitz began his comments and said that NEOMED is a health science university that is committed to a three part mission of teaching, service and research. He said they do a fantastic job of teaching with a volunteer faculty of over 120 psychiatrists and other mental health professionals in the community. Their service, in addition to the clinical service, is focused on bringing evidence-based and promising practices to the community that otherwise are not there. They do that through partnerships (often public-private) and collaborations across disciplines, professions and systems.

Dr. Munitz said their partners are not the usual entities. Their first partner is the Criminal Justice Coordinating Center for Excellence (CJCC) which was created in 2001 with support from the Ohio Department of Mental Health (ODMH). Their partners are law enforcement officers, judges and other court personnel, and the mental health system to develop programs to divert individuals with mental illness from the criminal justice system into the treatment system.

Dr. Munitz said the second program the Campus Safety and Mental Health (CSMH) program was derived from the Crisis Intervention Team (CIT) program. He said this is most relevant to the Regents. The origin of the CSMH program was the tragedy at Virginia Tech in 2007. There was a mandate from the Governor, through the ODMH to the center to develop CIT programs on the college and university campuses in Ohio. Fifty-four of the one hundred and forty one colleges and universities in Ohio have security or police personnel trained in the CIT program.

Dr. Munitz discussed the Substance Abuse & Mental Health Services Administration (SAMSA) Grant which they received in August 2011. He said it was the first grant to a university for a statewide suicide prevention effort and they received matching funds from two foundations. Their focus is on creating partnerships between the institutions and the local mental health systems. He said they give small project development grants to communities to demonstrate a commitment to their local mental health system and the higher institution in that county.

Dr. Munitz finalized his comments by discussing the Best Practices in Schizophrenia Treatment (BeST) Center. He said that the mission of the BeST Center is to help communities in bringing practices that have been shown to be effective and promising and implement them in those settings in a way that they can be sustained. They have four evidenced-based practices and he shared information about one of those. This program is an intensive comprehensive program for individuals having their first schizophrenic episode. The effort is to identify individuals as early as possible and provide intensive treatment up front. He said one of the places where individuals present having their first schizophrenic episode is at their college/university setting. They have been working with their partners in four counties, soon to be five, and their goal is to eventually take this program statewide.

Chancellor Carey thanked him for his presentation and said he believes what they are doing is right on target. He said that Matt Whatley, Chief of Staff, BOR, met with them yesterday to discuss this program as well. Chancellor Carey asked how much the funding they received for the SAMSA Grant. Dr. Munitz responded that the SAMSA Grant was $306K over three years. He said the program cost approximately $200K a year to operate.

Regent Ackerman asked a question about the community intervention program and wanted to know more about the cultural competence component. Dr. Munitz responded that police officers receive a week of CIT training. There is not a 'fixed' curriculum for CIT training and it is a grassroots program which is done very effectively. He said that cultural competence is high on everyone's radar and is an important issue to talk to law enforcement officers about. In some communities it is a specific hour topic and in others cultural sensitivity/competence is imbedded throughout the training experience.

Dr. Gershen said this topic is gaining a great deal of exposure. He introduced Richard Lewis, Director, Governmental Relations and Secretary to the Board of Trustees and said they were in Washington, D.C. a few months ago to discuss this topic as part of President Obama's violence prevention. He thanked the Regents for the opportunity to speak about a few of the programs at NEOMED.

Charles See, Assistant Deputy Chancellor for External and Board Relations wanted to know why it is that a college or university setting is the first place mental health symptoms present themselves. Dr. Munitz responded typically the age of onset of schizophrenia is between 15-25 so they are concentrating on high schools and higher education institutions. It is also a combination of biological factors and a response to stress as well. Dr. Gershen added that those who receive help do better than those who don't. Dr. Munitz said that serious mental illness affects1 in 5 and early intervention is the answer.

Regent Lindseth made comments about the Aurora, Colorado tragedy and said the person involved was a graduate student of one of the universities. She wanted to know what their program would do to find individuals such as these. Dr. Munitz said they are trying to sensitize faculty, staff, students and peers as to what mental illness is about. Dr. Gershen made comments about the tragedy and said they want individuals to be sensitive and to recognize these issues and do something about it. Dr. Munitz said they may not have an answer to prevent those rare tragic events but with good efforts than can successfully prevent a great deal of things.

Vice Chair Moresky asked if the State of Ohio mandated insurance companies to cover mental illness and if so how comprehensive was the coverage. Dr. Munitz said in addition to the Affordable Care Act there was a Parity Act but the rules around what that means are still evolving and there are a great deal of variations. He said there is still a huge uninsured population. Vice Chair Moresky said the cost of treatment often times is a deterrent to seeking help. Dr. Munitz said they partner with the local mental health system and the agency that is implementing the programs. The rule is that these programs must be available to everyone regardless of insurance.

Chancellor Carey thanked NEOMED for their hospitality and said that the experience has been incredible. He followed up his comments with a question about NEOMED's mission and vision and wanted to know where it came from. Dr. Gershen thanked Chancellor Carey for his comments and said that NEOMED has received

support from the legislature – both parties. Governor Kasich signed legislation that changed their name to NEOMED and this combined with the 35 additional students from Cleveland - they are celebrating their 40th year. He said from the very beginning it has been about community and how to be a regional university. They utilized a very effective strategic planning process for faculty, staff and students, partners, etc. He said they formed ideas from all these individuals.

Chair Gupta applauded Dr. Gershen for his leadership at NEOMED and said he has a great leadership team. He said that Dr. Gershen was one of the first to volunteer for the Commercialization Task Force and personally thanked him. He applauded him for his vision of recruiting and keeping students in Ohio. Chair Gupta said Dr. Gershen's approach for collaboration and cooperation is certainly becoming the model for other institutions.

## VI. New Regent Introduction

Before Chair Gupta introduced Chancellor Carey for his report he asked Regent Kessler to share a few remarks. Regent Kessler thanked Chair Gupta and introduced herself. She said that she is an attorney and the partner in charge of the Columbus office of the Jones Day law firm. She said Jones Day is a global law firm with thirty-eight offices worldwide with over 2,400 attorneys. Their founding office is located in Cleveland and they like to say that Ohio is in their 'DNA'. Regent Kessler said that she is a litigator and a trial defense attorney with a focus on product liability defense. She is a public school graduate and her college and graduate schools are large public universities as well.

Regent Kessler said she was very excited about being on the board and appreciates the opportunity to work with her fellow Regents, the Chancellor and his staff. She said the visit to NEOMED has been exciting and she has enjoyed hearing from the President and staff. Regent Kessler said she is looking forward to learning about what other wonderful things institutions are doing for higher education and she is very privileged to be part of it.

## VII. Chancellor's Report

Chancellor Carey Chancellor Carey began his comments by saying that today was his four month anniversary of being the Chancellor of the Board of Regents and he thanked the Chair and the other members of the board for their support. He asked Stephanie Davidson, Vice Chancellor to provide an update on Dual Enrollment.

Vice Chancellor Davidson began her update on Dual Enrollment by saying that Deputy Chancellor Visger and Rebecca Watts, Associate Vice Chancellor will also be providing comments on inter-agency projects. She said that the BOR moved into the Front Street location with the Ohio Department of Education (ODE) late last year and one of the things that they really wanted to do was have the staff collaborate on initiatives that they believed that they could see more progress on them together than working alone. Three of those areas are educator preparation and licensure; dual enrollment; and student readiness.

Relating to educator preparation and licensure, Associate Vice Chancellor Watts said that they have been working with ODE over the last several months. They have several initiatives that are ongoing and some are complete. The completed initiatives to date include: Accountability for Educator Preparation Programs (Published on December 31st of 2012; dashboard metrics for each Educator Preparation Program in the State) and Consistency in the academic level at which endorsement preparation programs were being delivered (Endorsement that can be added to a teacher's license - Reading and Teacher Leader - both K-12 Endorsements).

Associate Vice Chancellor Watts began to discuss the current initiatives. She said that they were in these key focus areas: Consistent quality of newly licensed Ohio educators (beginning in September - New Ohio Assessments for Educators. She said in the past they believed the passing score in Ohio wasn't rigorous enough); Consistent quality of newly licensed Ohio educators relating to the selection process (strong academic credentialed individuals are stronger teachers and can help struggling students); The Consistent quality of newly licensed Ohio educators relating to the Educator Preparation Program Performance Reports (the Chancellor received proposed performance funding model based on performance metrics of Educator

Preparation Programs); and the Alignment between supply and demand of licensed, qualified educators for teaching fields.

The final issue that Associate Vice Chancellor Watts discussed was the issue surrounding skills and knowledge surrounding guidance counselors as they are working with students to help them identify pathways for their education that leads them to careers and long-term success in the workforce. Relating to the Teacher Preparation Programs, she shared a partial list with the Regents that would ensure that all teachers, not just guidance counselors, understand the contextualization of learning.

Associate Vice Chancellor Watts said there is a Clinical Preparation Alliance that is forming among the teacher preparation program in the state and it is aligned with the National Alliance through the Council for Accreditation of Educator Preparation Programs. She said it develops the teacher in the field longer – they are co-teaching with another teacher. The co-teaching model is proving good results at strengthening first year teachers and strengthening learning for the students. She said this Fall they will be conducting five regional meetings in public library settings that will bring together K-12 and educator preparation groups to have round table discussions. They will focus on the candidates that did not get hired and they will discuss feedback in this area so they can improve their programs. They want this to be a positive engagement so these groups can learn from each other.

Regent Lindseth asked if there was any 'push back' from institutions or were they engaged in the process. She also wanted to know if private institutions were involved. Vice Chancellor Watts replied that they have collaboration from the public and the private institutions. She used the performance reports for an example – the public institutions are required to report this information, however the private institutions are not but they are still voluntarily reporting the information.

Regent Lindseth followed up with comments and said that Mathematics is a major problem is the schools and as a country we score better in Reading than Mathematics. She wanted to know if they were obtaining data in this area. Vice Chancellor Watts replied that Mathematics was part of the STEM approach and they have as many Mathematics teachers as they have Science teachers getting support and outreach.

Regent Ackerman wanted to know if the K-12 student portfolio was still in effect. Vice Chancellor Watts replied that yes it was still in effect for now; however, it may have some changes in the graduation requirements.

Vice Chair Moresky asked what the K-12 student portfolio was. Vice Chancellor Watts replied it is a demonstration of knowledge and skills of the disciplines across the spectrum and validating that through a portfolio of assessments.

Regent Ackerman followed up with a question and asked if the utilization of technology in instruction was a factor in the metrics that they were using to evaluate Teacher Preparation Programs. Vice Chancellor Watts replied that it is not one of the metrics at this time. However, she said she was just invited to add items to the 'Speak Up' survey (a technology survey of K-12 teachers) and she asked them to add topics in this area.

Regent Ackerman wanted to know more about increasing the rigor and review in the educator preparation process. Vice Chancellor Watts said that the paradigm has shifted because they have denied programs. That is based on the fact that they are using the performance metrics.

Chair Gupta said that they will have more opportunities to discuss this subject when they discuss "Pre-K to J" which is the next topic for discussion.

Vice Chancellor Davidson continued and began to share some of the initiatives that they are doing as it relates to Dual Enrollment. She said as discussed before, there was an inter-agency team collaborating on Dual Enrollment and in House Bill 59 (HB59) there were some very specific requirements for the Chancellor in regards to Dual Enrollment - College Credit Plus (CCP). These requirements were: The Chancellor needs to

make recommendations to the General Assembly to establish the CCP program; The Chancellor shall consult with the Inter-University Council of Ohio (IUC), the Association of Independent Colleges and Universities of Ohio (AICUO), the Ohio Association of Community Colleges (OACC), and the Superintendent of Public Instruction in developing the recommendations; and The Chancellor shall provide a report of the recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 31, 2013.

Vice Chancellor Davidson said the Chancellor decided to develop a working a working group that not only included representatives from the IUC, OACC and AICUO, but added additional parties such as representatives from the P-12 system, superintendents, and school business officers. This working group will assist the Chancellor with determining what should be important components of a CCP Program. They will assist the Chancellor with the following: Identifying the strengths and weaknesses in the state's current system; Developing cost or funding models for CCP system; Developing the important components of the CCP program; Conferring with larger stakeholder groups to vet potential recommendations for the CCP program; and Informing recommendations for consideration by the Chancellor.

Vice Chancellor Davidson shared the guiding principles for the CCP program development that were endorsed by the working group. They want a standardized, equitable and understandable funding arrangement. They want to ensure that it does not deter participation whether they are in high school, college or the student's family. She said that many individuals in high school believe that the post-secondary enrollment option is a deterrent and they feel that they can't afford to allow their students to participant. They want to ensure equal access across the State of Ohio.

Relating to program participation, Vice Chancellor Davidson said they want to ensure that students enrolled in a dual credit experience are ready for the rigor of the courses being taken and are adequately supported during the entire time. They also want to ensure that the proportion of students participating in dual credit opportunities equates to the demographics of Ohio's student population and to Ohio's high school typology. As it relates to coursework, she said they want it to be purposeful and don't want students to take courses that will not contribute to the degrees or certificates that they will receive. She said they need to do a much better job of communication – between the students and the families about what is available and between the high schools and the institutions. She said they don't have a comprehensive system for adequately tracking dual enrollment data. They need to design a system that will allow them to do that and evaluate it. She shared the demographic and course data that was collected (from the Higher Education Data System) on dual credit public students from 2012. She also shared information on current dual credit funding models and the differences between them. She said there is no consistency between the districts.

Chair Gupta asked about the data and wanted to know what the plan was to diversity and wanted to know if there was an initiative to improving the numbers of these groups. Vice Chancellor Davidson replied that was one of the goals of the initiative. She said when the Chancellor comes forward with his recommendations for a statewide dual credit program they will try to embed components to address this specific issue.

Regent Lindseth asked if the Chancellor's recommendations would be enforceable. Vice Chancellor Davidson replied that these recommendations were only for the legislature at this time.

Chair Gupta said that Higher Education institutions 'follow money' and when the recommendations are made it may be important to have incentives that are put forward.

Regent Lindseth asked what the deterrents of the program were. Vice Chancellor Davidson replied that they are not sure what the deterrents are but they can make presumptions based on the data.

Regent Lindseth followed up with a question regarding the reporting of the private institutions. Vice Chancellor Davidson replied that they are able to receive the data by reaching out to them and they are self-reporting the data to the BOR.

Vice Chancellor Davidson shared information with the Regents on the participating and the non-participating high-schools. She said a large number of rural high schools are participating but they are not clear about how many students at each school are participating. Assistant Deputy Chancellor See added that the law requires that every high school participate in dual enrollment. The data shows that there may be no students participating at a particular high school by choice.

Chair Gupta asked who was able to make an impact on dual enrollment – higher education or the school districts. Vice Chancellor Davidson replied that she believed both were able to make an impact. She said there is a great deal of work to do.

Regent Lindseth asks if the teachers were prepared to teach dual enrollment courses. Vice Chancellor Davidson replied in many cases they are and in some cases they are working on programs to help address this issue.

Regent Kaufman made comments about a friend who is on a local board of education and said there is a financial disincentive to the school districts to not participate in these programs. Vice Chancellor Davidson replied that is why there is the financial component to the CCP because they have received comments that there is a disincentive to take funding away from school districts and send it to a higher education institution. Assistant Deputy Chancellor See added this is why they are looking at the funding component; will examine other funding models; and make the environment more equitable.

Vice Chancellor Davidson said some of the non-participating Dual Enrollment high schools may have a very robust Advanced Placement Program. The school may feel this is a better option.

Deputy Chancellor Visger began his comments on Student Readiness by saying in order for it to be successful the work that is being done by the Teacher Preparation and Dual Credit areas needs to be in place and successful. He said that these are key components to student readiness. He said that examples that NEOMED discussed this morning, the BMSA and the NEOMED-CSU partnership, these are some of the things that they are looking at, as it relates to collaboration between the different parts of the system to ensure student readiness.

Deputy Chancellor Visger said as the subject of Student Readiness was discussed between ODE and BOR they established the following goal: Increasing the number and percentage of students successfully transitioning from educational pathways to continued study, employment and/or military. This recognizes that individuals are coming from different points and they want them to be ready. The looked at two strategies: More integrated pathways to diplomas, credentials and degrees; and Building systems that recognize competencies leading to earlier attainment and reduction of remediation.

Relating to more integrated pathways, Deputy Chancellor Visger said Ohio is program rich and system poor. He said they can go around the state and find exemplary programs and they are trying to take the lessons learned from these programs and think about systemic actions.

Deputy Chancellor Visger made comments about post-secondary math pathways reaching into the high school. He also discussed potential actions relating to the reduction of remediation by early diagnosis. He said this also involves collaboration around curriculum between the high schools and higher education as well.

Regent Lindseth said there appears to be a great deal of testing and there is no way around it. Deputy Chancellor Visger replied said that testing is embedded in a lot of the processes. Relating to the Reduction for Remediation, until the systems get implemented there is no great way.

Regent Lindseth asked was the President of the National Council of Teacher of Mathematics (John Carroll University) involved in any of the projects. Associate Vice Chancellor Watts replied that faculty from the Teacher Preparation Programs are involved, however, when they seek faculty to serve on the panels they reach out to the Deans. Vice Chancellor Davidson added that this national expert should volunteer her services.

Assistant Deputy Chancellor See said they presented the joint initiatives because the Chancellor believes it will be a good opportunity to get rich input from the Regents and he wants to do that in a more structured way. The Chairman has identified specific individuals in the areas of interest around the joint initiatives to receive more frequent updates going forward. This work will be brought back to the entire board for discussion for viewpoint and feedback. He said that they believe that in these areas that policy will be recommended. In some cases the statute requires it.

Senior Vice Chancellor Cates provided a Central State University (CSU) Update for the Regents. He said that as a result of House Bill 153 (HB153), two years ago the legislature directed the Chancellor to develop a plan to stabilize enrollment, increase course completion and increase the number of degree completion at CSU. To implement this strategy Charles Shahid of BOR was a loaned executive to CSU. He would be on the CSU campus for a minimum of three days a week to assist the administration in achieving these goals. Senior Vice Chancellor Cates said in two years substantial advancement has been made at CSU as evidenced by the progress

Senior Vice Chancellor Cates said CSU's targeted enrollment will be between 2,100 and 2,500 students for the immediate future. He said they are trying to select students who will be better prepared and a much better chance for opportunity for success at CSU. They are going to implement a sliding academic admission that will be based on a student's ACT scores and GPA.

Senior Vice Chancellor Cates finalized his comments by saying that the BOR believes that they have completed the assignment that was given to them under HB153. He said the new leadership at CSU is good and they will see continued progress.

Regent Ackerman asked what Charles Shahid position was at CSU. Senior Vice Chancellor Cates replied he wasn't sure what his title was but he believed he would be working in the Government Relations area. He explained the role that he will have and said this is very important to have a presence with the legislature.

Secretary Burke said he had an opportunity to speak with Dr. Jackson-Hammond, President of CSU at an event in Cincinnati where there were creating a Mallory Scholarship in honor of the Mayor of Cincinnati Mark Mallory. He said she was very impressive.

Chancellor Carey began his comments by saying that when his administration began there wasn't clarity on the role of the agency and the role of the Regents and that was asked for. Since then, discussion has taken place and he said one of the BOR's (agency) roles is a resource to the Higher Education Standing Committee (Chaired by Representative Cliff Rosenberger). He shared the meetings and locations to date and said the next meeting is on September 4th at the University of Mount Union in Alliance, Ohio. He said the Senior Vice Chancellor Cates and the legislative staff have attended the meetings. He said they are exploring issues regarding higher education issues with the possibility of making policy recommendations. Relating to policy recommendations, Senior Vice Chancellor Cates said that they may look at the budget for those opportunities. He said that the committee hearings generated quite a bit of interest.

Chair Gupta asked for some examples of what issues were discussed at the committee hearings. Senior Vice Chancellor Cates replied that they have had a wide range of topics. They have discussed: Dual Enrollment, Affordability, Workforce Development, Co-ops and Internships, and the Ohio College Opportunity Grant. He said the meetings have been held at a university, a community college and a career-technical center and the next one will be held at a private university. They are using different backgrounds and are all open to the public. There have been approximately 100 individuals in attendance.

Regent Lindseth asked what the anticipated outcome of the committee hearings was. Senior Vice Chancellor Cates replied that the House of Representative may introduce legislation in the January through May timeframe.

Regent Lindseth followed up with another question and asked if the Chancellor's report that he will release in December was connected to the committee in anyway. Chancellor Carey replied that it could be but there isn't any connection. He said that this is a totally separate process.

Chancellor Carey said he wanted to point out that President Obama unveiled his plan for Higher Education and the State of Ohio was held out as a model for funding higher education reform. He said that is something they are very proud of.

Relating to OHDACA and children with legal status, Chancellor Carey said they had some discussion after the decision was made and they would be eligible for in-state tuition. This means that than can be considered for in-state tuition by each individual institution. He said they have not received any feedback from their higher education partners and he believes the impact is very limited.

Chancellor Carey said he has had some discussions regarding the role of the Regents. Relating to a comment that Assistant Deputy Chancellor See made previously, the Regents aren't as 'in depth' in the issues as they would like. He said he will work with the Chair so the Regents can become more involved outside of the full board meetings. He said he thinks their input will be helpful. Chair Gupta added that the Chancellor and Secretary Burke will meet to discuss the progress on the role of the Regents.

**VIII. Conditions Report Outline**

Chair Gupta asked Assistant Deputy Chancellor See to give an outline of the Seventh Condition Report (7CR). He said this outline is based on discussions the Chancellor and staff had and this will be the process for the 7CR. Assistant Deputy Chancellor See began his comments by directing the members to the copy of the outline that they received and said that the outline was put together by staff at the request of the Chair. The first section of the report attempts to put in context how the topic fits within the overall architecture of the state policy. It basically indicates that the topic the Regents chose – Pre-K to J – fits squarely within the high priorities objectives of the state that being holistic look at how the state is viewing workforce and how infrastructure is aligned in term of education and training to promote workforce into the future.

Assistant Deputy Chancellor See said the second section of the outline points to a uniqueness of what's happening in higher education as it relates to Workforce Alignment. He said they are proposing focusing on the scope of how institutions advise students, bridge education and connect them to careers. He said they may also examine the stage of advising at institutions as it relates to course taking patterns and what strategies institutions may have on how to advise students in regards to career trends. Deputy Chancellor Visger added that each campus is different as to how they conduct these processes. He said some disciplines and colleges are more effective with integrating and working with the curriculum – most often in the STEM fields.

Regent Lindseth asked if this data was already available. Deputy Chancellor Visger replied that the data is not available in a format that is presentable. Assistant Deputy Chancellor See added that the purpose of the 7CR is to attempt to establish what the condition of the environment is, what the level of quality is, and make recommendations on how this can be enhanced going forward.

Chair Gupta made comments about the workforce section of the Commercialization Report as it relates to course requirements and he wanted to know how this would be different. Assistant Deputy Chancellor See said the Commercialization Report didn't focus on how the institutions were receiving the information, what processes were in place to make changes to curriculum, and advising based on information that was collected by the institution. He said students are the most affected by this. Deputy Chancellor Visger added that there is an 'over –supply' of early childhood educators and he discussed how an institution may advise a student from the

beginning of the market trends in this area and the challenges associated in this chosen field. He said the advisors should be mindful about providing students with solid information about the next steps.

Regent Lindseth commented that it sounded as if the 7CR would be focused solely on advising and wanted to know if there would be any other topics. Assistant Deputy Chancellor See replied that advising was just one of the topics.

Chair Gupta said they believed there is a shortage of good counselors to advise the students. Regent Lindseth commented that she was not sure there is a shortage of 'good counselors'. There are plenty of counselors. Regent Ackerman added that they have enough counselors they just don't have the opportunity to provide counseling. They do other jobs such as testing. Chancellor Carey added that they should keep in mind that this is advising at the higher institution level and what they are speaking about is counselors at the high school level. Regent Ackerman said she understood that but there is a link to the K-12 environment.

Relating to advising, Deputy Chancellor Visger said it's ensuring that students are mindful of the courses they need to graduate in a particular major and in addition what are the systems they would need to add on in a meaningful way to enable an individual to pursue a set of opportunities. Regent Ackerman said that's one way to think about it but given the cost of higher education it makes more sense to let the student know of their choices – earn a degree that they would like to have or earn a degree that will enable them to get a job. If they want a degree that will enable them to get a job this is what they need to be pursuing. She said the advising should be more intrusive and inform them more about what their options should not be.

Assistant Deputy Chancellor See said they will also look more in depth at the Co-op and Internship structure and how that is helping students lead to employment and career opportunities. They want to do some evaluation with their data and determine if internships are leading to employment. If the Co-op and Internships are leading to employment opportunities, at what rate and in what employment areas are these – these questions are what they want to address. They also want to explore if they have done enough to collaborate with industry to design a robust Co-op and Internship program to get the students into those opportunities.

Assistant Deputy Chancellor See said they will review how the institutions develop and maintain the infrastructure for supporting curriculum decisions. This will relate to matching students to the high demand sectors. He said there is a current initiative to look at the high demand jobs and do a mapping as it relates to the State of Ohio's education and training centers. This will determine if there are gaps and opportunities for training and employment. There also is an opportunity for 'back-mapping' to the degrees that are being granted by institutions as it relates to the high demand jobs to see if there is a gap there as well. If there is a gap this may have policy implications for what they need to be focusing on in the institutions. He made comments about the long term project of making changes to the state's performance funding system and how that may have an effect on completion and getting and maintaining employment.

Relating to producing the report, Assistant Deputy Chancellor See said they have recommended a three member committee that would be responsible for overseeing the production of the 7CR. They would help the BOR do the things that are listed on the outline along with identifying and confirming sources that they would need to get some of the data, identifying individuals to bring before the board to testify, and identify areas of research to focus on to produce information for the report. The three member committee would also be responsible for creating any outreach and focus group activity as it relates to gathering input and information. This all would need to be completed by the June 30th.

Regent Lindseth said she doesn't believe it is much of a topic. She said they will review data gathering, advising and counseling but she doesn't quite understand where they are. Secretary Burke said he believes there is more substance than just the counseling. He is intrigued by the Co-op and Internships references that are contained in the outline – although he is 'not a fan' of the topic – there is still more room to discuss education more. Regent Kaufman added that education being very important and this is a good topic to explore. He said

that it is very important to look at Workforce Development. He made comments about the cost of education vs. the availability of a job in a certain field in the State of Ohio.

Vice Chair Moresky said that Workforce Alignment is not a new topic as she remembers the Edison Project from the Celeste Administration. It is important that students have a job when they graduate and workforce alignment is needed. She doesn't feel like this is their topic and feels like they are 'hanging their hat' on an initiative of the Governor's Office. However, this is a worthy topic to explore. She added that is a great deal of interest in teacher preparation and this is also a worthwhile topic to explore.

Chair Gupta discussed the topic and said there was a great deal of debate at the last meeting. He said he understood the Regent's thoughts and they had come to a consensus on topic. However they aligned themselves and approved the topic of "Pre-K to J". There are still ongoing discussions and he said he believed that some members of the board are not entirely pleased. He said his reservation is with the process for developing the Commercialization Report as it seems to be different than what was used for the Commercialization Report. He said it was very different from the previous five Condition Reports. The other reports were not used effectively after they were published. He wanted to know what was preventing them from adopting the successful implementation process that was used for the Commercialization Report from this point forward.

Regent Kessler wanted to know what was different about this process than others. Chancellor Carey said that the outline was prepared so they Regents could respond to it and make changes accordingly. Assistant Deputy Chancellor See replied that three committee members will be Regents and will be the drivers of the process. These members will consult with staff to determine what areas should be focused on, advise the staff on whom they want to bring before the board to testify and what other inputs they want from stakeholder groups. They see this process as being driven by the board.

Regent Ackerman commented that this is where the ambiguity comes in as it relates to the board vs. the agency. She said they can call it the Condition Report of the Board of Regents and this can mean two different things. She said the topic leaves her 'a bit cold' for a great deal of reasons. She said, in an effort to try to compromise, she offered this at best this proposal was a snapshot of some systems that they have or do not have in place. She said the difference between this process and the Commercialization and Completion Process is that these two topics looked at issues that were perceived as problems and challenges that were well understood. She said this topic doesn't do that. She said the extent to which this topic relates to a problem, for some, is before they get to higher education – it is about the entire K-12 process. She said it is about areas such as teacher preparation. The only compromise she sees is two reports. One report that would be for data gathering and that outlines the next steps and the second report that outlines the things they find that are systemically wrong and problematic with producing results.

Regent Ackerman went on to make comments about dual enrollment programs. She said they can't get more students in dual enrollment programs because they don't know about these programs in many instances. She said in the urban areas where dual enrollment participation is low there is sometimes so much information distributed it can be information overload. She said there is no budget funding for public relations and this is an issue. Regent Ackerman finalized by saying that this process gathers information and is diagnostic however is does not get to the root cause of the issue. This is where it is different than the other two reports she referenced.

Chair Gupta explained that when the Commercialization Report was released the 5th report was diagnostic and they released recommendations. The 6th Condition Report was implementing the recommendations. He said that Regent Ackerman wants a results-driven report not just a snapshot. Regent Ackerman replied this is the best compromise she can offer under the circumstances. Chair Gupta said they would like teacher preparation recognized in the report as well. He said he wants the Regents to be excited about the report.

Regent Lindseth made comments about students not being prepared for the types of jobs that exist in society today and the knowledge economy that is coming up. She said the issue about building the common core standards was to create programs in schools that would engage students in study for these types of areas. She said they all want the students prepared for the kind of workforce that is out there. She said what can be done to these educational programs to ensure this and how can they prepare the teachers to teach the programs.

Chair Gupta said that they compromised on the Pre-K to J topic and the minutes will reflect that they voted on this topic and it was unanimous. He said he believes that the topic is acceptable but the Regents want to improve some of the contents that will be contained within the report itself. He said they want to also ensure that the process is such that the Regents have worked together and are as proud and enthusiastic about the 7CR as they were of the Commercialization Report. Regent Kaufman concurred with Chair Gupta's comments about enthusiasm. He also made comments about the best and brightest students with no career aspects and large student loan debt. Regent Kessler replied that the law schools know this is a problem and they have begun to take steps to address this. But the problem is not resolved.

Regent Ackerman commented about the BMSA student's comments about why he chose to attend this academy relating to his engineering interests. She said he at least knew what an engineer was when some high school students may not know what engineering is. She said Ms. Lammlein reiterated that the teachers who are currently teaching are not prepared in a way that would help them accommodate students with specific interests because this is not the way they are trained. It is cheaper for a student to get better information at the high school level so they can make intelligent decisions about high school and what they can pursue. She said they need to go deeper into the issue and not just touch the perimeter.

Regent Kaufman added that Teacher Preparation is a very significant issue. He said they also need to pay attention to Workforce Development as it relates to the university setting in the State of Ohio as well.

Vice Chancellor Davidson made comments about the 7CR outline relating to the content of programs that they are teaching in the colleges. She said perhaps some of the reason that the individual who has an Information Technology (IT) degree isn't getting a job is because the content that they were learning doesn't address the content needs of IT programs today. This requires faculty to go out and talk with the businesses and get a better idea for what's needed and redesign the curriculum. Vice Chair Moresky commented that individuals not getting employment could also be attributed to a 'lag' in the economy.

Vice Chancellor Davidson said that once a program is approved at a public institution it is approved 'forever'. They don't go back to review these programs periodically and ask questions about updates and whether or not these programs have changed. Associate Vice Chancellor Watts reiterated that Educator Preparation programs are reviewed every seven years but every other program is not.

Chancellor Carey said it's his and the staff's role to listen. As he is new in his appointment as Chancellor he wanted to listen more than he spoke and he appreciated hearing everyone's point of view. He had one point of clarification as it related to guidance counseling. He said they would not just provide information about what jobs might be available, but they would provide 'wrap-around services' where they are monitoring the student that may be at risk. Relating to Teacher Preparation, he said that this is important and he said just because this may not be part of the official Condition Report doesn't mean that it is not important.

Senior Vice Chancellor Cates said that the Condition Report by definition is a 'snapshot. He said when you go to doctor for a check-up he/she gives you a condition report of your current condition. They are charged by the legislature to develop a Condition Report on a topic of what is the current situation with the ability to make recommendations. He said the legislature asked for a Condition Report each year of a topic that pertains to Higher Education. He thinks it is not only important to produce a Condition Report, but to understand who the customers are and what value they want to see in the report – to produce a report that has no value and will sit on a shelf is not good. In this situation he considers, not all, but a good portion of their audience is the

legislature and the Governor. When it is issued next June, this Condition Report will be used for further policy development at the statutory level.

Chair Gupta said their customers are not only legislators but also the citizens of the State of Ohio. When they look at things they look at them from a broader perspective and to keep that in mind. He asked for one example of the past Condition Reports before the Commercialization Report was issued where something was done by the legislature. Senior Vice Chancellor Cates replied he couldn't point to any specific instances, what subject they were done on, or whether any items were subsequently incorporated into legislation. Chair Gupta replied that was his point.

With due respect, Chair Gupta said the Regents want the Condition Report to be very relevant and they want to ensure that it is implemented. Discussions were had and they combined those considered into one umbrella topic 'Pre-K to J'. He said they recognized the value of the outline that was prepared and they are willing to take the recommendations as part of the process. First, he asked the Chancellor and his staff to consider Teacher Preparation and Assessment as well. He said those members that like this topic can outline a process for this topic and it can be given equal weight. Second, Chair Gupta said he would like the process for the 7CR to be the same as it was for the Commercialization Report. Third, he said this process must not just be data gathering it must be an implementation process as well.

Regent Kessler said what he just outlined sounded like two Condition Reports and that seemed incredibly ambitious and would be dividing the board into two halves with two processes. Chair Gupta explained that he the title would be 'Pre-K to J' and there would be multiple sub-topics. There would not be two separate reports. Regent Kessler suggested 'tweaking' the outline to incorporate the Regent Ackerman's and other comments to meet their goals of incorporating in more action items.

Regent Kaufman said that teachers prepare students for schools and schools prepare students for work and he believes this is all related. He said they are debating semantics and not substance. Regent Ackerman replied that these go 'hand-in-hand' but she is not able to know the extent to which the work that is currently being done on Teacher Preparation could be linked to the Condition Report. Since Teacher Preparation initiatives are on a 'fast-track' and they are moving in a very deliberate way it would be helpful if they were able to know what this was and how these two processes are linked.

Assistant Deputy Chancellor See said that they can tweak the outline so the Regents can see how these processes are linked. He also said that they did the joint initiative presentation to let the board know that they want them to be involved in the process as they move forward. They want to provide a mechanism to get the board more information between meetings with respect to the work in progress. Relating to Teacher Preparation, he reiterated that he believed there was a way to tweak the outline and explained his thoughts but he said they shouldn't lose sight of the point Senior Vice Chancellor Cates made about the Teacher Preparation moving at a quick pace in the legislature. Chancellor Carey added that if Senator Lehner introduces legislation that ultimately is adopted there will likely be several other pieces of legislation.

Vice Chair Moresky asked what was contained in Senator Lehner's legislation. Associate Vice Chancellor Watts replied that the first piece of legislation that Senator Lehner has expressed interest in introducing relates to the Chancellor's authority to set minimum admission requirements into Educator Preparation Programs. There is varying selectivity across the State of Ohio. She said the selectivity component is gaining national attention. Assistant Deputy Chancellor See clarified that this legislation is in concept and there is no existing legislation.

Relating to Regent Kaufman's remarks about semantics, Regent Lindseth said she believed that semantics matter. She said that they are discussing a program for workforce alignment and the term workforce development has been used repeatedly today. Regent Lindseth said she thinks there is a fundamental difference between the two terms – alignment and development. She would like to see them 'develop' a workforce as this includes programs, curriculum, and teaching. This is a student-centered term as they are developing students vs. aligning two forces.

Deputy Chancellor Visger said in summary they want to understand the methods that are undertaken at institutions to ensure that the curriculum, the advising and processes are dynamic going forward to help students get both the skills and abilities to help them be successful in the workplace and what the recommendations are to ensure that this happens.

Chair Gupta said the Regents have to determine if the topic is sufficient and if the outline will be redrafted by the Regents or they will ask for the staff to do this for them. Regent Lindseth suggested an amendment to the title 'Pre-K to J – Developing Students for Careers'. Regent Ackerman agreed with this suggestion. Regent Kessler said they need to add 'Higher Education's Role' in the title as well.

Secretary Burke said with past Condition Reports a survey/questionnaire was sent out to all of the institutions. Assistant Deputy Chancellor See replied that this could be one of ways that the committee could obtain information for the Condition Report.

Chair Gupta called for a motion on amending to the title of the 7CR to 'Pre-K to J – Higher Education's Role in Developing Students for Careers'. The motion was moved by Secretary Burke and seconded by Regent Ackerman. All Regents voted in favor of the motion and the motion passed amending the 7CR title.

Chair Gupta asked that the BOR staff reword the outline with what was discussed today and circulate the document for edits and comments. Regent Ackerman said she agreed with the process as long as within the revision they incorporated what the implications for Teacher Preparation are as a part of the outline. Chair Gupta said if it is not clear Regent Ackerman was able to make that known when she returned the redrafted outline document with her comments. Assistant Deputy Chancellor See clarified that a vote could not be taken via email and that all documents were considered public records.

Regent Ackerman asked about when they would be volunteering for the working groups. Chair Gupta replied they can indicate what area they are interested in when they return their comments on the Condition Report outline. He said that he and Assistant Deputy Chancellor See will coordinate selecting members and getting the initial communication out for these working groups. Regent Ackerman followed up with an additional question regarding the working groups and wanted to know if these would be the same people that would participate in the official Condition Report process. Chair Gupta replied this would be clarified as they moved forward.

Assistant Deputy Chancellor See clarified that the Regents selected for the working groups would not be involved in the day-to-day activities of the initiatives but would be charged with bringing updated information back to the board and holding discussions. This would enable them to be able to be in a position to advise the Chancellor on a direction they think the agency should go with respect to these initiatives. The members on the Condition Report committee would be responsible for driving the entire process with respect to the 7CR.

## IX. Chairman's Report

Chair Gupta began his Chairman's Report by providing an update on the NSF ICORP program. He said that he, the Chancellor, Vice Chair Moresky, Regent Ackerman, Regent Lindseth and the staff met about the NSF ICORP program. He explained the program by saying that it is a program that is getting rave reviews across the country and Ohio doesn't have a model. There was a presentation made to the board approximately six months ago and the board gave its approval to go forward with a proposal. Since then, they have done a great deal of work and conducted a presented for the Chancellor. An agency team has been put together to create a proposal and once that proposal has been approved by the Chancellor it will be submitted to the Governor's office for endorsement. Their hope is to get all of the public Higher Education institutions involved in the NSF ICORP program. If this happens, Ohio will be the first state to do this with the guidance provided by NSF.

Relating to Sixth Condition Report, Chair Gupta said that the Chancellor has indicated that Commercialization remains a top priority of the agency. Specifically, continuing the Research Portal Project; Developing the Attorney General website relating to IP issues; and Restructuring of the Choose Ohio First annual convening. He said they are being provided updates on these projects. He said he is providing them assistance as a

member of the Advisory Committee (AC) on the Research Portal Project and there are three Chief Information Officers from statewide higher education institutions (Case Western Reserve University, University of Cincinnati, and The Ohio State University) on the AC. There is a loaned executive from the Ohio University that is assisting the BOR with this project as well. There will be three industry representatives and three staff members on the AC.

Chair Gupta said the board will be provided updates on the Research Portal Project. The Chancellor is also in the process of reviewing how ongoing Commercialization activity can be incorporated into the agency's organization work structure. Chair Gupta said that the Chancellor will discuss these priorities with the Governor and as these are determined he will begin to implement those. The board will be asked to serve in an advisory capacity to ongoing work of the 6CR.

As it relates to the selection of institution (college and university) presidents, they agreed to draft a letter to the Chair of the Board of Trustees of each of institution (college and university). This draft letter which is signed by the Chancellor was shared with each Regent. Chair Gupta said modifications need to be made to the letter and if they have any additional comments/edits please let him know. They will take action at the next meeting. This letter was drafted in an advisory capacity only in an attempt to offer direction to the institutions in the selection process as it relates to the presidential leadership.

Chair Gupta said that the Tobacco Free Resolution was making an impact. He said that major campuses (The Ohio State University, Miami University, and Cleveland State University) across the State of Ohio have implemented or will be implementing tobacco-free policies. The BOR website indicates which institutions have or have not implemented a tobacco-free policy or have plans to do so.

Relating to the Youth STEM program, Chair Gupta said that the legislature approved $5M for the BOR. Matt Whatley, Chief of Staff explained that the funds were allotted to the BOR for this program and they will decide how these funds are distributed. He said a determination hasn't been made whether they will release a Request for Proposal (RFP) or go before the Controlling Board to release the funding. The authors of the proposal were before the board a few months ago to present the concept and this was enacted in legislation. The Chancellor has been charged with administrating the program; the agency making a decision on fund distribution; and the board would like input on development on specific programmatic activity including the development of a potential RFP. He said this entire process should be transparent and there should be metrics throughout the process.

Chair Gupta said there were some task force/subcommittees of the board that members of the board were assigned to. These task force/subcommittees have not had any activity for quite some time and he would like to discuss these at the next meeting to see if there is a need to create new task force/subcommittees, add additional members etc.

## X. Open Discussion

Regent Lindseth opened the discussion regarding the dates for the next meeting in September that will be held in Columbus, Ohio. Discussions began to center on dates that the Regents may be available for the next two meetings. The consensus seemed to be the last week of September or the first week of October and the third week in November. Vice Chair Moresky said having dinner the night before is critical. An email will be routed to the Regents to determine the availability and the next two meetings will be scheduled accordingly. Regent Moresky said she would like a standing meeting date/day for the entire year as this would be helpful for planning purposes. Assistant Deputy Chancellor See replied this was tried in the past and it didn't work out well.

Senior Vice Chancellor added that there are new presidents at Youngtown State University, Cuyahoga Community College and Clark State Community College and these are great selections for those institutions. He and the Chancellor will have visited twenty-three community colleges by the end of September and two-thirds of the state's public universities by the end of the year.

Chair Gupta made comments about the tradition of inviting past Regents to the annual holiday gathering in December and he said he would like to see that continue. Assistant Deputy Chancellor See replied that no details have been distributed for that gathering yet.

Chair Gupta asked about the Annual Trustees Conference and wanted to know if the Regents could have a copy of a draft agenda. Assistant Deputy Chancellor See replied that the agenda is not finalized but he can provide them an outline of the agenda.

## XI. Adjournment

Chair Gupta asked if there were any further items to be brought before the Board. There being none, a motion was made to adjourn the meeting by Secretary Burke and seconded by Regent Kessler. All Regents voted in favor of the motion and the meeting was declared adjourned.

TIMOTHY M BURKE
Ohio Board of Regents

11/20/13
Date