

**Ohio Board of Regents Meeting Minutes
University of Cincinnati
Cincinnati, Ohio
January 23, 2013**

I. Welcome and Opening Remarks

Interim Chair Vinod K. Gupta called the meeting to order and thanked President Ono and the Board of Trustees for hosting the Ohio Board of Regents (OBR). He made opening remarks about the campus and their architecture and said he is pleased that the OBR made University of Cincinnati (UC) one of the Commercialization Task Force's visits. He went on to say that there is no better economic engine than a higher education institution. There are institutions across Ohio taking the lead, such as UC, Cleveland State University and the University of Akron.

II. Roll Call

Interim Chair Gupta asked that the roll call be read. Regent 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 was adopted in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administrative Procedure Act Regent Burke called the roll. Those present were:

Patricia A. Ackerman
Timothy M. Burke
Vinod K. Gupta

Virginia M. Lindseth
Lana Z. Moresky

Regent Burke declared there was a quorum present.

III. Approval of Minutes

Interim Chair Gupta asked if there were any additions or corrections to the draft November 11, 2012, minutes. There being no additions or corrections, Regent Ackerman made a motion to approve the November 11, 2012, minutes and the motion was seconded by Regent Moresky. All Regents voted in favor of the motion approving the minutes from November 11, 2012 as submitted.

IV. Presentation – University of Cincinnati

Interim Chair Gupta introduced Dr. Santa Ono, President of the UC. He said that they were very glad to see him at the helm of UC and hear praises from others about his performance. Interim Chair Gupta went on to say that Dr. Ono's humbleness and respect for others is very well recognized by all the board members.

Dr. Ono began by saying it was an honor to lead UC as President and said he began as the Provost in the summer of 2010. He discussed the tour of the campus that was given to the OBR last evening and said that he hoped they enjoyed it. UC has been named by *Forbes Magazine* and others as one of the most beautiful and strategically planned campuses in the world. He invited the OBR back to the campus and encouraged them to visit anytime.

In recognition of Chancellor Jim Petro's last OBR meeting, due to his retirement, Dr. Ono provided remarks. He read a resolution into the record "You have given so much to this state in your different roles. You have given so much to higher education as Chancellor. You have transformed higher education and you are going to see the fruits of your labor and the passion of your vision for higher education. We salute you from UC for everything that you have done". He went on to add that he will miss seeing the Chancellor on the campus.

On behalf of the Inter-University Council of Ohio, Dr. Ono read the following resolution into the record, "Jim Petro, Whereas, Jim Petro has served as Chancellor of the Ohio Board of Regents for two years beginning in March 2011 and Whereas, Chancellor Petro has lead with passion and determination in developing a more collaborative statewide effort to increase the number of college graduates in Ohio. Through his Complete College Task Force he guided Ohio's colleges and universities to provide students more options for less costly pathways and reduced time to degree. Whereas, under his leadership OH-TECH was created to merge several separately functioning statewide technology organizations into one consortium for a more streamlined and collaborative operation and Whereas, he launched OARnet's 100 Gigabit bandwidth network expansion which will expand research and job growth opportunities across Ohio's medical, higher education, manufacturing, engineering, technology networking corridors. Now therefore, be it resolved that the Inter-University Council commends Jim Petro for his distinguished service to public higher education in Ohio and nationally along with his many years of service in local and state government. And be it further resolved, that the Inter-University Council President and staff extend to their friend and colleague Jim Petro and his wife Nancy our best wishes as they focus their time and talents to reduce wrongful convictions in the American Justice system."

Dr. Ono thanked Chancellor Petro on behalf of the Inter-University Council of Ohio and all the University and College presidents across the state of Ohio. He then said he wanted to extend the UC's appreciation for his service to the State of Ohio as well and presented Chancellor Petro with a gift bag that contained a UC Tee-shirt and baseball hat.

Dr. Ono began his presentation by talking about the key focus of the State of Ohio which is research and commercialization of research. He said that Interim Chair Gupta, Chancellor Petro and Governor Kasich have been interested in this topic as well over the last several years. UC is one of three in the State of Ohio designated as a major research university by the Carnegie Commission as a very high research activity institution. The UC, The Ohio State University and Case Western Reserve University are the three institutions in the State of Ohio that fall into that prominent role and UC takes that role very seriously.

Dr. Ono continued and said through the Academic Master Plan which he helped shape during his years as Provost of UC they have been making greater investments in this area to be in sync with the system and with the mandate. They have also been making structural changes to provide greater and more effective infrastructure that underpins commercialization and completion. They have also encouraged entrepreneurship among their faculty. They have tremendous Intellectual Property that is generated at UC on a daily basis but they have to do a better job to transition that to commercialization.

They are encouraging their faculty to pursue Intellectual Property activities by building incentives and rewards into their reappointment, promotion and tenure process. Dr. Ono said that some of the UC's colleges are encouraging entrepreneurial sabbaticals and they are also recruiting research faculty at the very beginning who they know have research that can be commercialized.

Through the Academic Master Plan UC has bolstered investments to assist their faculty during the very critical early stages of their careers and helped them with Intellectual Property activity and development. In addition, they have created and launched a new UC Research Institute. This institute will work across the university and all the colleges to build more numerous and stronger partnerships with the business sector. They have also started a Business Accelerator. This year the Board of Trustees approved an initial \$5 million investment in fund to fund to encourage more start

up formation in Southwest Ohio. This investment may be increased to \$10 million pending the achievement of certain outcomes.

Dr. Ono added that graduate education is a critically important component of their entrepreneurial and technological development enterprise. He said this was also a priority for him as Provost and is a priority for him as President. UC invests \$2 million a year towards graduate education and he said he spoke just earlier today regarding the deployment of these funds. UC strategically hires faculty to ensure that they align with their activities and that they are strong as a university for the State of Ohio and its priorities.

Dr. Ono introduced the next speaker, Dr. William Ball, Vice President for Research, and said that he is a Professor of Radiology and is an icon in this state for what he has done to build radiologic research. He is also a Professor of Biomedical Engineering and Pediatrics. Dr. Ball began his presentation by discussing the highlights of what UC has been doing in the last few years in the relating to the Research Institute. He shared with the OBR the figures from 2009-2011 that UC received in stimulus funding. He said that funding has since ceased, however UC is still in great shape and the stimulus funding was a positive influence.

Dr. Ball said that the university is heavily leveraged in federal funding (approximately 87.3%) and industry funding only accounts for approximately 5.5%. With that, one has to look at the uncertainty of federal funding and realize that UC has to be able to diversify their portfolio and look for other opportunities and funding for the university to drive the research engine for community economic development. He went on to outline the Federal Grants in the Department of Health and Human Services and other areas and said that UC has expectations that they will have growth in certain areas of grant funding. He said they need to be more strategic and directed in the area of federal funding initiatives. They also need to be more diverse and promote more intercollegiate collaboration.

Dr. Ball went on to add that they must increase industry partnerships with small to medium size companies – these are the ones that really need the services of the university. The long term gains in changing the culture at UC is financial gains and rewards. However, this will take effort over a long period of time to truly change the culture in order to see financial rewards directly for the university. It is extremely important to enhance the opportunities for Intellectual Property at UC. What drives innovation in the faculty and students is the ability to show value in what they create in that important vehicle for innovation. That is why UC needs to be engaged in the commercialization of Intellectual Property. Finally, if they are in a healthy economic community the university will perform well.

Dr. Ball began to discuss the UC Research Institute (UCRI). He said UCRI is a 501C3 outside of UC that was approved by the Board of Trustees in May of 2012. The primary goals were to promote industry partnerships for research, enhance utilization of their facilities, to be able to ‘work at the speed of business’ and to find ways to integrate education with workforce development.

UCRI gave them an opportunity to enhance commercialization and Intellectual Property, enhance faculty student innovation, increase research capacity, and support community economic advancement. He discussed the board appointments and said an external board was appointed in July of 2012 and they were extremely important to the growth of the GE Aviation Project. The initial projects centered predominately on industry partnerships, however, others are developing with GE Aviation in five major focus areas. He provided additional comments and introduced Dorothy Air, Ph.D., Associate Vice President for Entrepreneurial Affairs and Technology Commercialization.

Dr. Air began her comments about the Technology Commercialization Accelerator (TCA), a brand new initiative. They are aware of the need to be doing more in the area of technology and commercialization and the need comes from a variety of directions. She said they can and they need to do a better job of meeting the regional and national expectations. Commercialization is a statewide and regional priority in Ohio – the Commercialization Task Force and the Cincinnati Business Committee. For the first time UC has visibility in their Academic Master Plan for commercialization of their technology. Commercialization success required early stage resources and that means and that requires a creative approach in a time of budget constraints.

Relating to the TCA, Dr. Air said they had challenges and there were limited resources. But they had opportunities for some very creative partnerships in order to have an impact on commercialization and technology. They have win-win alignment for both UC and regional economic development goals. This allows for outside investment in UC and Intellectual Property commercialization. She said they have both long and short term goals and outlined those. Dr. Air also outlined both the Office of Research, including the Innovation Center and the University Infrastructure Office of Research tables of organization.

Dr. Air said they recently issued a Request for Proposal and explained this process. She said the TCA was established on a pilot basis with the following features: centralized organizational structure, formalized process, and targeted to the specific early stage needs of the university technologies. As it relates to funding, they are working on Phase 1 funding with a local development group that has potential for them to receive up to \$500,000. They also have Third Frontier Validation Funding of 250,000 as well in Phase 1. In Phase 1 they have a partnership with CincyTech to obtain \$500,000 over two years through the Third Frontier ESP Program. They also have approved 2019 Entrepreneurial Grant funds in Phase 1. They hope to expand the partnership opportunities for Phase 2 funding to \$1-2 million based on demonstrated success of the pilot. She shared the outcomes and goals of the TCA pilot.

Dr. Teik Lim, Interim Dean of the College of Engineering and Applied Science (CEAS) began his presentation by speaking about the TCA and said that his group is co-located with Proctor and Gamble and has a cross-pollination of ideas. The mission is simple – they want to produce excellent engineers and scientists. He said they have a vibrant research program - \$27 million and a fairly high percentage of their funding is from industry (approximately 25%). They also house many research centers which he highlighted in his presentation. Dr. Lim shared the UC Engineering Model for Research, Innovation, Commercialization and Economic development and said that this will lead to the development of new ideas and development of commercialization activity.

Dr. Lim spoke about the Entrepreneurial Development and Commercialization project. He said this was a memorandum of understanding between CEAS and Hamilton County Development Company to increase the level of technology commercialization in Southwest Ohio. He provided examples of UC engineering partnerships with global industries and institutions to spur innovation and commercialization such as: Nanoworld. He also made comments about the UC simulation center and the partnership with Proctor and Gamble. There was a \$5 million grant that was awarded for this project.

Dr. Lim finalized by saying that the NSF Intel Industry University Cooperative Research Center for Intelligent Maintenance Systems has collaborated with over 70 industry partners and 30 research institutions over the past ten years. This is the largest NSF system in the United States. He spoke about Predictronics a startup and Watchdogagent a commercialized product.

Jason Heikenfeld provided comments about commercialization from a faculty perspective. He said that there is a new breed of faculty across the campus. Since 2006 they have had industry collaborations with companies in Asia, Europe and North America. Mr. Heikenfeld explained a partnership with Sun Chemical and a problem they came to them with a few years ago relating to getting their color fluids into digital media. They worked with them for approximately a year and a half and developed the Microfluidic Pixel that when released received 50,000 Google hits in one week. He explained the way the Microfluidic Pixel worked and explained the compelling reasons for the technology.

Mr. Heikenfeld said the Microfluidic Pixel being commercialized by Gamma Dynamics and they have made color demonstrated units that are providing the best color performance of any electronic paper technology worldwide. Gamma Dynamic has raised \$3.5 million to date and now is due diligence to grow the company from seven to twenty employees.

With Third Frontier Support, the faculty has created The Ohio Center for Microfluidic Innovation (OCMI). The mission of OCMI is the seeding a new industrial cluster in southwest Ohio for commercializing technologies that manipulate tiny amounts of fluids inside polymer-microchips. It also provides industrial user access, along with a setting to collaborate with UC's faculty – the goal is to bring industry onto UC's campus – that is OCMI's goal. By the fall, they are likely to become the first NSF industry center for microfluidics. None of this would have been possible had they not been able to leverage the Third Frontier investment that created the center. He discussed UC forward and said this collaborative captures a great deal of new educational initiatives. Teams from multiple disciplines that normally don't work together are collaborating to solve real problems in the classroom. He explained the program in detail; the three "Cs" associated with it; and provided a student example.

Interim Chair Gupta thanked Chancellor Petro and the OBR and said that their support when the Commercialization Task Force was formed made the emphasis on commercialization possible. He went on to say that research is important but innovation is a must. Commercialization is survival and it is a necessity. It is important all across the world. UC has taken a great lead and Interim Chair Gupta thanked President Ono and UC. He has learned a great deal from the Engineering Deans and UC is taking the lead in Intellectual Property. Interim Chair Gupta said he likes to see faculty incentives and them embracing commercialization. He also said that it is a great pleasure to know that they realize that 'shell' companies do not materialize.

Chancellor Petro said in the last several years he has seen a special emphasis on commercialization in every corner of the system. A state like Ohio needs to be as innovative as it can be to develop new opportunities for its citizens. Its universities have a significant role in developing through their research products that create job opportunities and economic activity. UC is at the forefront and Interim Chair Gupta with the Commercialization Task Force allowed this issue to be advanced further. For years to come commercialization has to be a special focus in Ohio's major universities.

Regent Lindseth said she is trying to unify an impression of UC from the tour of UC campus to hearing from outstanding students who have had a successful Gen-1 experience. She wanted to know the benefit of commercialization and research to the Gen-1 and regular students and the

impact to their education. Dr. Ono replied that the College of Engineering has a very robust program and one of their Trustees is a product of that program. Many of the students are attracted to the program because of the ability to research and that which is able to be commercialized. Investment in commercialization and technology is very strategic and is a main pillar of the Academic Master Plan. It has always been intended to be a benefit to the total student experience. Dr. Ball added that the two biggest silos at universities are education and research and they have traditionally not found a way to work together. They have to find a way to integrate these two processes. He added further comments about UC Forward and experiential learning.

Regent Moresky commented about the Co-Op Program and said it was one of the most effective ways for students to be employed after they graduate college. She said that the Cincinnati also has a large industry base and wanted to know what UC would recommend for other parts of the state that don't have the industry base that they have to increase the success of their Co-Op Program. Dr. Ono replied that he spoke last evening to over 100 CEO's in the Southwest region and he believes that they have a responsibility beyond UC. They have a responsibility to the other colleges and universities in the state. He spoke about their international summit that was held last year where colleges and universities from around the world came to learn from their 100 years of experience. Dr. Ono said they are ready to partner and assist institutions. He also said institutions must invest in their infrastructure.

Regent Ackerman began by saying she is impressed by her first visit to UC. She said that they can move from the Commercialization Task Force Report to some very practical examples of how it works. She said she was struck by the phrase 'work at the speed of business' – she was interested in the fact that the UCRI has adopted that phrase as a slogan because it gives her optimism.

Regent Burke said his late partner's grandfather was very active in creating the Co-Op Program at UC and he asked for an estimate of the students involved with the program. Dr. Lim replied that the Co-Op Program is a mandatory requirement of certain Colleges at UC. They have 3,500 students attending CEAS College alone and at any given time half of them are participating in a Co-Op Program. He explained the graduate rates of students participating in Co-Op Programs and said they graduate in 4 $\frac{3}{4}$ years and have 1 $\frac{1}{2}$ years of work experience. Dr. Ono added that they are committed to expanding experiential learning and they want 100% of the students to have an experiential learning component.

Senior Vice Chancellor Cates commented that as a parent of a UC student he is pleased with the advice that his son has received at UC. He has both a Co-Op Advisor and an Academic Advisor they have both been effective and have given him constructive advice and it has been very helpful. Dr. Ono said that the Co-Op opportunity for many of UC's students is very important for two reasons. First, this past year, the students earned approximately \$44 million dollars and they are projecting they will earn approximately \$55 million. This makes college more affordable. Second, students gain work experience that employers really value in today's marketplace.

Interim Chair Gupta made comments about the Commercialization Task Force and said that many of the institutions are not familiar with commercialization and the need for it. He mentioned education, research, and commercialization, and these are the continuing themes for many centuries. He discussed the NSF and ICORP and said they approached the OBR and they are discussing a statewide partnership. Interim Chair Gupta thanked OBR staff for their work on the Commercialization Task Force.

V. Graduating More Underrepresented Students

Interim Chair Gupta introduced the next speakers and spoke about the 2012 Complete College Ohio Conference and said that the topic of 'Completion' has become one of the OBR's top priorities. He discussed the graduation rates of different races and nationalities based on the Completion Agenda. Based on these graduation rates the OBR wanted to hear more about this topic at the next meeting.

Brett Visger, Deputy Chancellor for Institutional Collaboration, shared data based on Ohio's graduation rates for underrepresented students. Since 2008, two million jobs have been gained for individuals with a Bachelors Degree and it has been relatively 'flat' for those with an Associates Degree. During this same time period, there has been a loss of six million jobs for those that have a High School diploma or less. Meanwhile, the income inequality between those with a Bachelors Degree and a High School Diploma or less grows. In 2010, there was a 74% disparity. The likelihood of earning a Bachelors Degree is based on the socioeconomic status of an individual's family – individuals from the top income quartile have a 79% chance of having a Bachelors Degree by age 25 and individuals from the lowest income quarter have an 11% chance.

Relating to underrepresented individuals, they are looking at completion rates in Ohio. Deputy Chancellor Visger continued and said that for community colleges the totals are 10% in three years and is 29% in six years. For White Students, the totals are 11% in three years and 33% and six years. For Asian Students, the totals are 9% in three years and 35% and six years. For Hispanic Students, the totals are 5% in three years and 17% and six years. For African American Students, the totals are 2% in three years and 9% and six years. He said the University graduation rates – 6 year average - 60% for all students. For White Students, the totals are 64%. For Asian Students, the totals are 72%. For Hispanic Students, the totals are 55%. For African American Students, the totals are 33%. As the gulf widens, more students of color are being left behind. By 2020 45% of all high school graduates are expected to be people of color.

Caroline Miller, Senior Associate Vice President, Office of Enrollment Management for UC began her comments and said UC is pleased to share with the OBR what they are doing to enhance the retention and graduation rates of all students. She distributed a document and highlighted a few areas from that document. They have been taking the retention and completion agenda very seriously for the last ten years. She said the retention and completion effort is overseen by the SEM Policy Council which is chaired by their Provost and supported by key Vice Presidents and those that have critical roles over enrollment and planning. There is involvement of the leadership of the Faculty Senate and student representation.

Ms. Miller said they align engagement in and out of the classroom for the student. Retention and completion is a shared partnership at UC among various departments and individuals and they embrace the responsibility as a team. The Education Trust completed a study, and when comparing similarly profiled institutions, why do they have such different retention and graduation rates – the answer – it starts from the top. If the institution's leader embraces this as a key issue, the institution will also embrace this as a key issue. UC has been very fortunate to have had three presidents who have helped them with this very important issue.

Ms. Miller shared UC's track record and said the first-time full-time retention rate from 2003-2004 was 77% and this was their benchmark. Their most recent first-time full-time retention rate from 2011-2012 was 86%. Their target in their Academic Master Plan and Diversity Plan is a 90% completion rate by UC's 200th anniversary in 2019. She said for African Americans the first-time full-time retention rate from 2003-2004 was 71% (benchmark), first-time full-time retention rate

from 2011-2012 was 82%, and the target in their Academic Master Plan and Diversity Plan is a 90% completion rate. This is no different for the African-American student population. She gave statistics on the number of degrees awarded as well. The number of Masters Degrees awarded has increased 75% in the last eight years and this was in large part due to distance learning.

Ms. Miller discussed the first year experience and said each incoming freshman must have a first year experience. This may vary depending on the discipline and some involve learning communities. She also discussed supplemental instruction or 'killer' courses/gateway courses and said these students earn anywhere from a ½ to a full letter grade higher than students who do not participate. She also made comments on the Center for Exploratory Studies and said that this is where students begin who are undecided when they begin their studies at UC. Their data from the Center for Exploratory Studies shows similar retention and completion rates for students who declare a major at a later date.

Kristi Nelson, Senior Vice Provost, Office of the Provost for UC spoke about the semester conversion process at UC. She said that they were one of several institutions across the state that converted to the semester calendar and it took four years of planning to be prepared for the conversion process that took place this Fall.

As part of the planning process, they determined they was a shortage in Advisors, therefore they increased these numbers and invested in this permanently. They created at least eighteen new Advisor Positions. They also upgraded web degree audits, E-Curriculum, and developed an online appointment system for students that enable them to set appointments with their advisor.

Ms. Nelson explained the concept of Closed Curriculum Creep and that is unless accreditation is required an Associates Degrees is held at 60 credit hours and a Baccalaureate Degrees is held at 120 credit hours. This allows students to graduate on time. As part of the semester conversion planning process, all students had to create an individual advising plan. Over 20,000 students created an individual advising plan.

Debra Merchant, Interim Vice President for Student Affairs for UC began her comments by saying in 2011, UC implemented its first Diversity Plan. In that Diversity Plan their retention and graduation targets for the underrepresented population are in sync with the Academic Master Plan. A number of the initiatives have 'pipeline' components and they are partnerships with the Cincinnati Public Schools (CPS). They are designed to provide enrichment and opportunities and plant the seed from post-secondary education. Some of these partnerships are with ZooMates and Bearcat Buddies and she explained these programs. She also discussed the Cincinnati Pride Grant which is connected to CPS and the Urban Education Partnerships with Teachers.

Ms. Merchant outlined the three diversity initiatives. She said these are not the only ones that are effective; however, these are the ones that may have the longest standing tenure. First is the Emerging Ethnic Engineers Program (E³). A comprehensive, nationally respected program, that seeks to increase the number of underrepresented students in College of Engineering and Applied Science (CEAS). Through the efforts of E³ the CEAS boasts an overall graduate rate of ethnic engineers that is 20% higher than that of the national average.

She went on to talk about the Darwin T. Turner Scholar Program and said that this program was established in 1976. This was named after an African American student who was the youngest graduate of UC at that time as he graduated at age 16. This program is administered by the Office of Ethnic Programs and Services, provides a scholarship and there is an expectation that students

will participate in programs and activities designed towards leadership development, community engagement and personal commitment. Since 1976, approximately 900 students have participated in this program. The graduation rate is 93% and the Grade Point Average is 3.4 – 3.5. Collectively these students provide approximately 4,000 community service hours per year.

The McNair Scholar Program is federally funded. This is designed to assist undergraduate students that are from a low income household and are first generation and/or from an unrepresented population. Ms. Merchant said this program is designed to retain students and to push them towards completion of a Doctorate Degree. McNair Scholar Program has served 88 students since 2003. Approximately 80% of these scholars are enrolled in or have graduated from graduate or professional schools. Ms. Merchant introduced two students that accompanied her.

Two students, Shivam Kedia a Darwin T. Turner Scholar and a Third Year Neuroscience, Biology, and Premed major and Asia Harris a McNair Scholar and a Fourth Year Health Education, Communication, and Public Health major discussed their experiences as participants of these programs. Mr. Kedia said that with his participation in the Darwin T. Turner Scholar program it has helped him become a better-rounded leader. He is a better student and he believes networking leads to retention. He spoke about his participation in the Breakfast of Champions and other events. Asia Harris said her participation in the McNair Scholar Program afforded her the opportunity to travel and meet other scholars such as herself. It also gave her a chance to be a leader and a mentor to other students. She was also able to make connections that enabled her to secure an internship and further her graduate education on to her Doctorate.

Ms. Miller said they are not going to admit a student to UC that they are not committed to supporting through graduation. This is a very important message for everyone involved. Relating to *Planned Future Directions* they will have enhanced pedagogical supports in ‘killer’ and gateway courses. In terms of student learning and DFW rates, they plan to change what they are doing to achieve a different result. She said among the most critical of the gateway courses is Mathematics. Nationally, it is the deepest issue for students in terms of college preparation. At UC, the best predictor of college completion is their math placement test. With that, there is a pilot program with their largest feeder school Oak Hills. They are partnering UC math faculty with the Oak Hill math faculty with UC’s math placement test and Oak Hill’s students.

Ms. Miller finalized this topic by saying UC opened their Veteran’s OneStop Center. It was opened on Veteran’s Day and consolidates physical and virtual supports for veteran and military students. The veteran students comprise about 1,200 students at UC. Almost half of them are distance learners and are spread across three campuses.

Regent Lindseth said she wasn’t a first generation student as her father was a college professor but she still understands the challenges that freshmen college students face. She asked the students to give their perspective on why the freshman experience was so shocking. Ms. Miller said that the students that are entering college today have wonderfully engaged partnerships with their parents. She said the main campus students are 27% Pell Grant eligible and 35% first generation and at the regional campuses the figures double. Mr. Kedia said as part of an Indian family his parents made all of his decisions for him and provided all of his support. He said the learning community relationships that are built last throughout your entire college career. Ms. Harris shared that her ‘shock’ came from outside of the classroom and her grandfather passed away in her freshman year. She said living in a residence hall had a major impact on her success and she spent a great deal of time interacting with Gen-1 students.

Regent Burke asked a question about the learning communities. Mr. Kedia explained how the learning community process worked and the experience helped throughout his college career. Regent Burke followed up and asked which high school Mr. Kedia attended. Mr. Kedia replied that he graduated from North Olmsted High School.

Regent Moresky posed a question relating to the 'killer' courses. She wanted to know strategies on how to handle those. Ms. Merchant replied that the Supplemental Instruction (SI) Program targets the 'killer' courses and they have 80 SI courses. They are approximately one or two sessions per week. Each SI instructor has a peer leader as well. The peer leader (a student who has received an A in the course and has been recommended by a faculty member) attends each SI class to shadow the teacher and also has individual sessions with students as well. Ms. Merchant said that students self-identify. Deputy Chancellor Visger added there has been a remarkable shift around gateway courses in the last decade and there has been a recognition that things can be done to enhance student's success. Ms. Nelson said that the SI assists the students and 'fill the gap' for them as they are used to the day to day of high school when in college that is not always the case.

Regent Ackerman said this topic is of great interest to her and she commended UC's staff on what they have described as an organization nimble enough to get past the walls that exist from department to department. She was very impressed with the idea of being able to serve the students and create responses to them that are very significant. She asked about the Darwin T. Turner Scholar Program and The McNair Scholar Program and wanted to know how many students were served and if they were always students of color. Relating to the Darwin T. Turner Scholar Program, Mr. Kedia replied there are approximately 900 students that have graduated from this program to date. The scholarship was a minority scholarship. Now this scholarship is a diversity scholarship and students of all races can apply. Ms. Merchant said that The McNair Scholar Program has served 88 students and Ms. Harris said there is no-preference whether for students of color but there are certain criteria.

Regent Ackerman followed up with a question regarding Mr. Kedia career plans. He replied after his undergraduate studies, he will attend medical school and become a physician.

Regent Burke asked which high school Ms. Harris attended. Ms. Harris replied that she graduated from Princeton High School. He followed up and asked if Ms. Harris or Mr. Kedia had the opportunity to take AP courses. Ms. Harris replied that she had not because she wasn't familiar with how to take them. Mr. Kedia replied that he had taken six AP Courses during his high school career. He started in his sophomore year and continued through his senior year.

Regent Moresky added comments about the 'killer' courses and said that students sometimes believe that particular course is the be all to their major or career but sometimes they just have to get through it. Ms. Harris commented on her experience with her service learning site and how it helped her.

Ms. Miller commented and said the OBR could assist them with, particularly with students of color, and said that students who take AP Courses and Dual Enrollment Courses in high schools have an advantage. They receive the advantage whether or not they carry over the credit to college or not – this is because they are exposed to the rigor. Ms. Miller said there is a bias in many high schools and they don't make AP courses as available to students of color. Regent Burke agreed with Ms. Miller's comments.

Chancellor Petro said he has had issues with this for the last two years and the public schools are not welcoming AP Courses and Dual Enrollment opportunities. In the state of Ohio, approximately 5% of high students enter college with some type of college credit. In the state of Iowa, approximately 50% of high students enter college with some type of college credit. Ohio is way behind because the public schools don't like the idea of sharing funding and it is a cost issue. This has to change. This year's budget there will be a resolution and it will allocate resources to advance substantially the number of Dual Enrollment courses.

Interim Chair Gupta commented on the program from last evening and today and said that the OBR loves when students participate. This really tells the story about an institution.

Interim Chair Gupta then asked Deputy Chancellor Visger for his thoughts on taking the best practices that are learned by the Regents and what their role is in sharing those best practices with other institutions. Deputy Chancellor Visger replied as they move forward with creating frameworks and developing Completion Plans and then building learning communities the campuses will begin to share their practices. They have had peer learning around workforce development and developmental education. One of the challenges that exist in Ohio is that one institution could be doing something 'cutting edge' as it relates to student success and one institution could not be as forward thinking. The challenge is getting those institutions to share ideas – part of the goal is to create learning communities around sharing best practices.

VI. Chancellor's Report

Chancellor Jim Petro began his report by saying that this is his last presentation before the board and it has been a pleasure to serve as a Chancellor as he is retiring effective February 1st. He said it has also been a pleasure to serve with the Regents and they are committed Ohioans who really care deeply about Ohio's higher education system and the needs of the state's economy and the reflection of what those needs are as it relates to education and training that they have some responsibility for. He thanked each of the Regents past and present for their service and he asked for the Governor's cooperation with the appointment process for the new Regents.

Chancellor Petro continued and said that education broadly is the future for Ohio. Educating Ohio's young people to take the reins of this state is critical if there is any prospect of success in the future. Education beyond the high school diploma is an essential thing that Ohio needs to be advancing every day. He went on to say when the OBR relocated from the Rhodes Tower to the Ohio Department of Education Building (which he hopes is soon renamed the Ohio Education Center) they have the collaboration of the Department of Education, pre-K through 12 and the OBR, University System of Ohio (USO), post-secondary education. His vision is to go beyond a collaborative relationship and have one cohesive entity, pre-K through 20, recognizing that education is a continuum and what transpires in pre-K is reflective at age 17/18.

Chancellor Petro began to discuss his vision for the Regents as it relates to their role changing six years ago statutorily. He said that he envisions a combination of Regents and State Board of Education involvement as one board and a Commissioner of Education as the coordinating authority for all of Ohio's educational institutions. He believes this is the direction to pursue.

As it relates to consolidation, Chancellor Petro said this remains important. Consolidation and configuration of management can save money. He said Governor Kasich's leadership is reshaping the State of Ohio in a positive way and he salutes him for his boldness. He said there are a great deal of new ideas that need to be explored and Governor Kasich is demonstrating the boldness to try those new ideas. He continued to discuss consolidation, and said thanks to great managers he

has had the pleasure of working with, they have worked together to streamline and make things 'cheaper, better and faster' at both the OBR and the USO.

Chancellor Petro began to make comments about Interim Chair Gupta's appointment as a Regent and his work on the Commercialization Task Force. He said that he was very successful with commercialization and economic growth in the private sector world and he said they are very blessed to have him in the public sector. They are fortunate to have Interim Chair Gupta as the Chairman of the Commercialization Task Force. Chancellor Petro said he and the other members of the OBR have been committed to advancing Ohio in every way possible. The Commercialization Task Force has advanced the research and commercialization cause throughout the state.

Cost - Chancellor Petro said he is challenging all the Public Universities and the Community Colleges to control cost. He said Ohio can't have the cost of higher education get out of control. It is clearly something that needs to be accessible and affordable. He said if Ohio is going to be reshaped they are not going to have budgets in the future that continue to grow as they have in the past. When he was in the state legislature in the 1980's the members were completing higher education appropriations every year with a 7% increase. In addition, Public Universities were adopting 5-6% increases in tuition each year. In the late 1990's that had to change.

As it relates to degree attainment, Chancellor Petro said the common phrase that he has heard throughout the country is 'Too much choice and too much time slows down completion of Degrees.' The programs offered at the universities need to be reevaluated – some of these programs have a cost component that is not warranted. Too much choice makes it difficult to achieve the level of degree attainment that Ohio is pursuing. He discussed the average time it takes to get a Baccalaureate Degree – approximately six years. It should be within a timeframe that represents four years. He said five years is acceptable at institutions like UC, because it recognizes programs such as Co-Ops. He added that the other element of cost is dual credit and AP courses – Ohio is behind the curve nationally in the high schools offering these college credit opportunities for their students. When this year's budget is released there will be a resolution and it will allocate resources to advance substantially the number of dual enrollment opportunities so they are college ready.

Chancellor Petro discussed Co-Ops and Internships. He said this is probably one of the best ways that they are able to retain students and get them to complete their degrees. They become engaged in the economy of Ohio in a meaningful way and they understand where their training and education is going to ultimately lead them to. He said that UC is the master of Co-Ops and saluted them on building a career for all of its participants. He would like to see far more Co-Op development and has asked for more funding in this budget allocation to advance Co-Ops and Internships.

Finally, Chancellor Petro discussed completion. He said that Ohio is in the bottom 25% of the states across the country in terms of the adult workforce with Baccalaureate Degrees. If they are going to succeed as a nation this needs to be broadened nationwide – thirty years ago the United States was number one in the world in terms of Baccalaureate and Associate Degree Completion and now they are number fifteen in the world. As a nation, they are not fostering and advancing post-secondary education to the degree they must. It is critical to the economy of Ohio and the nation. There must be some post-secondary completion of a Certificate, Baccalaureate or Associate Degree that has meaningful economic value.

Chancellor Petro said they have heard about many programs at UC for first generation college student that will ultimately lead them to complete their degree. The statistics prove that these programs work. The types of programs need to be built upon substantially. The Public Universities and the Community Colleges need to evaluate their operations and shift their operating resources to programs that drive degree attainment and ultimately completion. Unless there is a shift how they budget their resources with those objectives in mind, Ohio won't be able to move the process quickly enough. The process must move quickly in order to be competitive – both for Ohio as it relates to the nation and the United States in as it relates to the rest of the world. In order for degree completion to be successful, resources must be shifted. They must do this in order to reach certain goals.

Chancellor Petro said it has been a wonderful opportunity to serve as Chancellor. He has enjoyed it. He said the individuals he has worked with have come to understand that he gets passionate and he is leaving this role with the satisfaction of knowing they are positioned and they are moving in the right direction. He hopes it continues. He has been honored by Governor Kasich who asked him to take the role of Chancellor and he was pleased to have the opportunity to do so. He has been honored by the cooperation and the friendships of the Public University, Community College and Regent leadership. He thanked everyone who cares as he does about the future of the state and the recognition that is dependent on the education of its citizens.

VII. SSI Formula Going Forward

Sloan Spalding, Deputy Chancellor and General Counselor provided comments relating to the State Share of Instruction (SSI). The Regents were provided with a copy of the Recommendations of the Ohio Higher Education Funding Commission (OHEFC) and he said within this report they will see an appreciation for the focus for a modernization of the formula. He said Governor Kasich asked the 37 institution Presidents to collaborate and develop a process and recommendation for dividing the capital construction support that the state allocates. They were successful with this request from the Governor. Building from this success, the Governor then challenged 37 institution Presidents to develop a recommendation that would modernize Ohio's SSI formula. This was done in collaboration with the Governor's and OBR's staff.

Deputy Chancellor Spalding continued and said the biggest change in the formula is that historically it has been based on enrollment and access. They are challenging the institutions to move towards a formula where the state is giving support to the institutions based on completion and success. The presidents of the institutions understood this challenge and stepped up. He congratulated them on being forward thinking and embracing the challenge given to them. This formula, when fully implemented will put the State of Ohio at the forefront nationally in the way that Ohio distributes its state support for higher education.

Deputy Chancellor Spalding said that the OHEFC also needed to determine guiding principles and policy objectives. These were also done in collaboration with the Governor's staff and the Chancellor. He shared the following guiding principles with the Regents: Incentivize colleges and universities to improve graduation rates, the number of graduates and the time it takes to graduate in order to produce more students ready to enter the workforce; Increase Ohio's competitive advantage by capitalizing on our existing strengths; Strengthen Ohio's ability to respond to new or increased workforce development opportunities in the state; Raise participation rates in higher education among Ohio high school graduates; Attract the best and brightest students from Ohio and elsewhere to learn and work in Ohio; Encourage colleges and universities to attract, prepare and graduate non-traditional and at-risk students; and Ensure that college is affordable for students and families. He provided comments on each of these principles.

Deputy Chancellor Spalding highlighted the following policy objectives from the OHEFC recommendations with the Regents: A majority of state funding at Ohio's universities should only be awarded based on their ability to successfully graduate students; The funding for community colleges in Ohio should transition from a system that mainly rewards enrollment in classes to one that rewards the completion of classes, certificates and degrees; All university students on all campuses (main or regional) should be treated equally in the funding formula; and Colleges and universities should be rewarded if they attract out-of-state students to Ohio and keep them in the state for employment or continued education. He provided comments on each of these objectives.

Deputy Chancellor Spalding also highlighted information as it relates to four-year institutions. He said that Ohio will be moving to 50% of state funding upon degree completion. They are removing the separate funding formula for regional and main campuses thus letting them manage their resources. There will also be an impact with out of state undergraduate students. They are also encouraging four-year institutions to award credit for Associate Degrees. An attempt is being made to remove the stop loss. The old formula penalized an institution for succeeding. They also want to encourage proportional credit for transfer students. He said they want to ensure there is no disincentive in the formula for the transfer to occur towards degree completion. Finally, they want to apply at-risk weights at the student level in the formula, this is at the both the four-year and two-year institutions. They recognize it costs additional resources to educate certain students.

Deputy Chancellor Spalding also highlighted information as it relates to two-year institutions. He said that transition funding will be from enrollment to completion. This will be 25% the first year and 50% the second year. They are also going to develop a degree Completion incentive for each award. They plan to redefine the at-risk formula weight for students. An attempt is being made to remove the stop loss at two-year institutions as well. The old formula penalized an institution for succeeding. Remove the substantial Access Challenge earmarks from regional campuses. This will be 'rolled' into the success formula.

Deputy Chancellor Spalding said the new funding formula language has been drafted and will be introduced in the Executive Budget in a couple of weeks. They expect it to be broken into two different years. Year one will be slightly different than year two. They will continue to collaborate with the institution's Presidents during this time to make sure that the year two formula is complete. The institutions will have a role to play in ensuring that students can find gainful employment in Ohio.

Regent Moresky posed a question about UC and their Co-Op Program and how the new formula would impact them relating to the average five-year graduation rate. Deputy Chancellor Spalding replied that they wanted to make sure that that program wasn't impacted by the formula. The Chancellor has voiced his concerns about publishing on a six-year graduation rate when other states publish on a four-year graduation rate. The UC model supports a five-year graduation rate because of the complexity of the curriculum and the Co-Op Program opportunity. It will not be disadvantaged by the formula. For every course that the student completes UC will receive the same amount of state support. They will also receive this at degree completion.

Regent Ackerman asked how the new funding formula would impact Central State University (CSU). Deputy Chancellor Spalding replied that both CSU and Shawnee State University have special circumstances. Both of the presidents of these institutions realized that they don't have the student population to support themselves under the new formula. The special state supplement will remain in place. It will be funded at a level to ensure that both institutions have sufficient operating capital.

Interim Chair Gupta wanted to know how the community colleges were impacted by the funding formula. Deputy Chancellor Spalding replied that community colleges will see the most dramatic change going from an enrollment based funding system to one based on success. They spent a great deal of time ensuring that they understood the implications of this formula and they were active partners in the discussion. They want to make sure in the second year they aren't impacted disproportionately.

Regent Lindseth asked if there was any discussion about how the formula would impact tuition increases. Deputy Chancellor Spalding replied that there was discussion about this and this is a very important revenue source for all of the institutions. The administration has spent a great deal of time analyzing the tuition cap issue and what that will be and whether that will include tuition and fees. Historically that has only included generally fees however; there has been discussion to expand the cap to include other types of fees.

VIII. Believe in Ohio – a STEM Bridge to Ohio's Innovation Economy of the Future

Interim Chair Gupta introduced the next presenters and said that several of the Regents had the pleasure of meeting them during various events. They are volunteers that work together to bridge the gap in STEM (Science, Technology, Engineering, and Math) education. He continued and said Ohio lags behind other states in STEM education and his hope is that organizations, like the ones they represent can help make the difference. He introduced Dr. Julian Earls, President and John Klipfell, Executive Director, both of Entrepreneurial Engagement Ohio and Dr. Lynn E. Elfner, Chief Executive Officer of The Ohio Academy of Science.

Dr. Earls began his presentation by congratulating the OBR and Interim Chair Gupta on the Commercialization Task Force. He said they have recognized the relationship between STEM, commercialization and the economic future of the State of Ohio. Throughout his 40-year career, first as NASA and now at Cleveland State University, he has always encouraged students to choose STEM careers. The unrepresented, Hispanics, African-Americans, and Native-Americans, represent almost 30% of the United States population. However, less than 8% of those are in the STEM careers. He spoke about a report that was issued by the Science and Mathematics Education Policy Advisory Council in 2007 in which he co-chaired. This was a 'get-well' plan for Pre-K through 16 as it related to STEM education. This plan did not get implemented. He is pleased that they have been given the opportunity to present today.

Dr. Elfner also commended the OBR on the Commercialization Task Force and was grateful they are moving forward with implementation. He extended a personal and professional thank you to Chancellor Petro for his support of students at State Science Day by sending personalized letters to those students. He wanted to leave the Regents with three words to that he wanted them to remember in their efforts to increase innovation and entrepreneurship in the State of Ohio. The three words were – practice – practice – practice. He began to discuss the next generation science standards that the State of Ohio is in discussions to adopt that will replace the 2010 standards. This document will discuss the practices of STEM as they are experienced in real world. Relating to district science fairs, he said that 70% of those students will consider a STEM career.

Mr. Klipfell began to discuss the Believe in Ohio proposal. He discussed the packet of information that was given to the Regents which was the PowerPoint presentation of the Believe in Ohio proposal and two news releases. One news release related to the group's presentation today and the other relating to Northeast Ohio's Innovation Economy course. This is a free online course.

Mr. Klipfell continued by commending the Commercialization Task Force and outlined the following recommendations: The next generation of technology innovation will come from today's students who should be exposed to an entrepreneurial curriculum, provided with real life experiences and supported in promoting their intellectual ideas; Ohio's Higher Education Institutions should establish a statewide goal to increase the pipeline of STEM graduates over the next ten years and should (work) directly with Pre K – 12 systems to increase the pipeline of (high school students) who are qualified in the STEM disciplines; Ohio should "promote business plan competitions with meaningful preparations, awards and follow-up benefits; and Ohio should "offer competitive full and partial tuition 'Entrepreneurship Scholarship' for promising students who plan to study and engage in entrepreneurship, akin to athletic scholarships. He said that there are nearly \$100 million in athletic scholarships issued in this state annually.

Mr. Klipfell said that the United States leadership in innovation and entrepreneurship is being challenged like never before. Over the last ten years the developing economies have made huge strides. Ten years ago the Chinese lead in new patent issuances and in 2016 their economy will be larger than the United States economy. The state of Shanghai is already at a standard of living approaching that of Western Europe. Developing entrepreneurial STEM human talent is the key and the United States and Ohio are failing to develop its own citizen talent. Over the last ten years the proportion of United States high school students interested in STEM related fields has dropped by 35%. About 40% of all STEM Doctoral students in United States institutions are now foreign students.

Mr. Klipfell said that there is a serious challenge. He said that not since the 1950's has our nation faced a more serious shortage of skilled workers in the STEM fields. The overall number of graduating high school students is expected to decrease approximately 10% by 2016. They know only a tiny fraction of Ohio high schools participate in science fairs. Also they are aware that Ohio's science standards put virtually no emphasis on entrepreneurial science. Mr. Klipfell said that Urban, minority & disadvantaged high schools are falling further behind. Simply stated, Ohio must begin to grow its own entrepreneurs.

Mr. Klipfell summarized the four initiatives of the Believe in Ohio proposal. They were the following: Introduce Ohio's Students to Ohio's Entrepreneurial STEM Research and Development Community; Introduce Ohio's Students to Ohio's Growing Entrepreneurial Ecosystem; Create an entrepreneurial STEM mentoring network and teacher support program for high school students and their teachers that will directly connect students with real world mentors; and Create a statewide STEM Commercialization Plan Competition exclusively for Ohio 10th, 11th and 12th graders focused on the entrepreneurial, practical application of STEM to invent the new products and services and solutions of the future. He explained each one of these initiatives and said this builds on, connects and extends existing programs and did not create new ones. There would be nominal administrative costs and would be no permanent staffing. He outlined the proposed budget for the three year program and it totaled approximately \$5 million to be submitted in the next biennial budget.

Regent Lindseth asked for a report at the next meeting from the Ohio Department of Education relating to STEM education. She said the Regents need more information since the STEM topic has been brought up a great deal today. Dr. Elfner replied that they should request a presentation very specific to the schedule for adopting the next generation science standards. He said the Academy opposes the 2010 standards that were developed and they are sterile. He said they were adopted for the sole reason to apply for the Race to the Top funds.

Interim Chair Gupta wanted to know what the state of Ohio can do to improve STEM related programs. Dr. Elfner replied that the students have to be engaged in the practices of STEM, not just in class, but also after class assignment. They need to be engaged in developing ideas and testing those ideas etc. He explained how important the adoption of the next generation science standards are to improving STEM programs in Ohio.

Regent Lindseth asked how much of an issue teacher preparation was. Dr. Elfner replied that it is a very large issue. Dr. Earls added that they would like to encourage business and industry to provide Internships for the teachers. This would allow the teachers to get 'hands-on' research etc. during the summer that they could take back to the classroom. It could also increase their income.

Regent Ackerman commended the gentlemen for moving their vision to the next step. She also asked that the report at the next meeting from the Ohio Department of Education include a discussion about professional development in the STEM area as well. She said she loves the social media aspect relating to the new course and Regent Ackerman asked how they are utilizing Facebook. Mr. Klipfell explained they launched it yesterday and they are not utilizing Facebook yet but it is a very important part of their plan.

Mr. Klipfell added comments relating to the third initiative relating to creating the network. He said this is something that is not depending on the teachers today. They are developing the network so they are able to find the teachers they can build on. There is also a teacher's support program as well. Mr. Klipfell mentioned the iTunes University courses and what was offered. For each one of these courses there is an assessment quiz as well. He added that he has been working with Ashland University on a series of dual credit programs. He explained the rationale and said in one week he believes the first ever such class will be approved.

Regent Ackerman asked if the dual credit course at Ashland University was an online course. Mr. Klipfell replied that the course will be taught at both the Ashland campus and the high school. He went on to discuss the faculty requirements of teaching dual credit courses and said that he would encourage the Regents to examine this thoroughly. He said this can't be all done at the college level it starts at the high school level. Dr. Earls added that one of their most successful programs is managed by a teacher that does not have a Masters Degree in the discipline but she has produced most of the winners in their competition. Chancellor Petro added that the standard that Ohio maintains is nationally recognized as an important qualification to have a completion of college level work. This is a complicated issue and he said he would welcome proposals that would allow alternatives. He suggested working with the Vice Chancellor of Academic Affairs Stephanie Davidson on this issue.

Mr. Klipfell added that this is about changing the mindset of individuals beginning at the high school level. These students are the future and creating ways to use their education to create new jobs. Chancellor Petro said the United States is number fifteen in the world in terms of Baccalaureate Degree attainment. South Korea is number one in the world. He said close to 25% of those Baccalaureate Degrees are Engineering Degrees. He understands in the other Asian countries over 20% of their degrees are in engineering. In Western Europe, over 15% of their degrees are in engineering as well. However, in the United States only about 6% of the degrees are in engineering. That underscores a serious problem the United States will have with being competitive in the future because we are not graduating enough scientists and engineers. Dr. Earls added that 6% of the 24 year-olds in the United States holds a degree in science or engineering. He went on to say that African-American, Hispanic, and Native-American, combined are less than 3% of these 24 year-olds.

Regent Lindseth made comments about her participation on the Completion Task Force and her work on the Dual Enrollment and AP Courses portion. She said that teachers with gifted experience may not necessarily be those with pedigrees. Chancellor Petro agreed that gifted teachers aren't necessarily the ones with the most degrees. He said when he has these discussions, he has been met with opposition and been told that the standards are being cheapened and the value of a degree in Ohio is going to take on a lesser value. Discussions continued on this but there was no consensus on this issue. Interim Chair Gupta directed Dr. Earls and Mr. Klipfell to contact Chief of Staff Lana Reubel to further discuss this topic.

IX. Commercialization Taskforce Update

Charles See, Assistant Deputy Chancellor for External and Board Relations provided a Commercialization Taskforce Update. He said that since the release of the report in June Interim Chair Gupta has briefed the Regents on some of the 'roll-out' strategies that have been taking place. They are now engaging the Task Force on a full blow implementation framework. In the past, Interim Chair Gupta had discussed creating both an Executive Committee and an Advisory Committee (EC and AC). These committees are comprised of members of the Task Force, OBR staff and stakeholders from around the state. The EC and AC met to discuss an implementation strategy. There were over eighty specific action items in the Commercialization Taskforce Report – trying to create an implementation framework around that was daunting. The EC and AC are recommending that the focus be narrowed. The recommendation will be narrowed to eight specific priority areas.

Assistant Deputy Chancellor See continued and said that many of the priority areas that the EC and AC will be focused on have been similar to what has been discussed today including the need to do an assessment on what is occurring with STEM education at the K-12 level and having a focus on creating experiential learning opportunities at a much earlier age. They would like to look at collaborative agreements that exist between industry and higher education. These facilitate commercialization relationships. It has been recommended that a committee be formed to review these agreements for improvements. Also they would like to look at promotion and tenure to create incentives to reward individuals for their efforts in pursuing commercialization activities. He made further comments relating to ecosystems and the state's research capacity. He said the Taskforce will also develop metrics to realistically measure the impact of the state's entrepreneurial activities.

Assistant Deputy Chancellor See finalized and said the Task Force will present the recommended areas of focus in June. They are in the process of vetting individuals who can create and write the report. This report will be a 'snapshot' of the implementation activities to date.

Interim Chair Gupta said they were asked by the Governor to prioritize the top five items for implementation. The EC and AC met and they have given the five initiatives that they believe are the top priority to the State of Ohio to the Governor's Office. He also made comments about the capital continuum and a working partnership with JobsOhio. They expect to implement half the recommendations by June, if not, they will have a program in place. He shared that the entire Task Force will be meeting at The Ohio State University (OSU) at the end of the month.

X. International Commercialization and Education Perspectives

Interim Chair began by providing information that Dr. Harihar Maheshappa, Vice Chancellor of Visvesvaraya Technological University (VTU) of India who attended the Board of Regents meeting in September. Interim Chair Gupta shared statistics relating to their system and said they have at 280,000 engineering students, 25,000 Ph.D. students, 5,000 faculty members and the whole system is operated without federal or state support.

Interim Chair continued and shared photographs from a new campus being built in India on 200 acres. He discussed the residential hall, dining room and other aspects of the buildings and said the overseas campuses are being built to United States standards. During his visit, a representative from the OSU signed an agreement with Accenture, for twenty students who will participate in a Co-Op Program in India.

XI. Adjournment

Interim Chair Gupta asked if there were any further items to be brought before the Board. There being none, the meeting was declared adjourned.

Timothy M. Buijse
Ohio Board of Regents

3/28/13
Date