

**Ohio Board of Regents Meeting Minutes
Rhodes State College
Keese Hall, Multi-Purpose Center
First Floor
June 11, 2015**

I. Welcome and Call to Order

Chair Vinod K. Gupta called the June 11, 2015, Ohio Board of Regents (BOR) Meeting to order and welcomed the Regents and staff to the great city of Lima and Rhodes State College (RSC). He thanked Dr. Debra L. McCurdy, President of RSC and the RSC Board of Trustees for hosting the Regents and Staff and said that he has received nothing but great comments from the Chancellor, his colleagues and the staff. He said it is a great honor to be at RSC and to see how well they are doing.

II. Roll Call

Chair Gupta asked that the roll call be read by Secretary Virginia M. Lindseth. Secretary Lindseth 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 Lindseth called the roll. Those present were:

Vinod K. Gupta

Thomas M. Humphries

Kurt A. Kaufman

Elizabeth P. Kessler

Virginia M. Lindseth

Secretary Lindseth declared there was a quorum present.

III. Approval of Minutes

Chair Gupta asked if there were any additions or corrections to the draft April 13, 2015, minutes. There being none, Regent Kaufman made a motion to approve the April 13, 2015, minutes as drafted and the motion was seconded by Vice Chair Humphries. All voting members of the board voted in favor of the motion approving the minutes as submitted from April 13, 2015.

IV. Institution Presentation - Center For Health Science Education and Innovation

Chair Gupta introduced Dr. McCurdy and Dr. Richard Woodfield, Vice President for Academic Affairs of RSC. Dr. McCurdy and Dr. Woodfield presented a PowerPoint presentation which can be found as Attachment #1. Dr. McCurdy began the presentation by saying that they wanted to provide an overview of RSC that focused on the downtown project as it related to the growth of the college in relationship to the community. She said this is as they continue to think of themselves as the first choice for the students who attend RSC.

Dr. McCurdy provided a general overview of RSC and said they just passed their 17K graduate. She said their economic impact on an annual basis is the following: \$24.5M general operating income; \$4.3M student spending effect; and student productivity effect \$152.4M. She said this totals \$181.2M. She said the \$181.2M economic impact as compared to their 17K graduates is a lot for RSC to represent in their community.

Dr. McCurdy began to outline RSC's general and College Credit Plus (CCP) (formerly the Post-Secondary Enrollment Options Program (PSEOP)) enrollment trends from 2010 through 2015. She said that in 2010-2011 they had approximately 287 students in CCP/PSEOP (representing 7% of their student enrollment) and approximately 4,200 students enrolled at RSC overall; in 2014-2015 they had approximately 968 students in CCP/PSEOP (representing 26% of their student enrollment) and approximately 3,600 students enrolled at RSC overall. She said as RSC prepared their students to move through semester conversion they saw their enrollment drop in terms of their general enrollment; so CCP is having a significant impact.

Relating to CCP, Dr. McCurdy said that RSC currently has 68 high school partners; in 2010-2011 they were only partnered with eleven schools. This is a lot of impact across the region in the CCP area where they have memorandums of understanding and contractual relationships. She said they are seeing the majority of seniors enrolled in CCP and the average age is 16. The average pass rate is nearly 95% and this demonstrates these are college-ready students. She said 39% of the CCP students are returning to RSC as a post-secondary student (either part-time or full-time) within a three year period.

Dr. McCurdy continued with a general overview of RSC and said that Arts and Sciences, Business and Public Services, or Information and Engineering Technologies represent approximately 56% of their traditional population. She said Allied Health and Nursing (or interest in health sciences) combined represent the other 44% of their traditional population. The average age at the institution is 24; women comprise about 64% of the population; and men comprise about 36%.

Dr. McCurdy began to discuss Health Sciences and what RSC's plan was for expansion into the Downtown area in collaboration with business, industry, government and community. She shared a rendering of the vision of the plan for RSC's expansion and said that many of the properties that they will be using have been vacant for many years.

Dr. McCurdy shared some of the Allied Health/Health Science Associate Degree and Certificate Programs that RSC offers. She said they are doing a great job of responding to the workforce needs of the health community with respect to health programs. She said that manufacturing took a 'shift' in the Lima area and they have to offer that they are a 'health hub' as well. She said there are two major hospitals serving the smaller rural counties. In addition, there are over 300 health specialties of some kind in the RSC area.

Dr. Woodfield began to discuss how they are collaborating with other institutions in RSC's region as it relates to student programs that are underserved in their region of 25 counties. He said that RSC future programs are some of the following: Surgical Technology; Exercise Science; Sonography; Health Informatics; Dental Therapy and Dental Assisting; Electroneurodiagnostic Technology; And Cardiovascular Technology. Dr. McCurdy said this ties into the 'fastest growing occupations' nicely. Dr. Woodfield said all of the 'fastest growing occupations,' except for the Health Technologists and Technicians, are programs that can be found at RSC or through their collaborative efforts.

Dr. McCurdy began to talk about the vision for the Downtown Center and how this will transform the life of downtown. She began to explain what this expansion would mean for higher education; transportation; tourism; and sustainability as these all relate to economic development. She said that there will be an increase in transportation with the influx of the student population; this will bring in business and vendors; vitalization and urban renewal will increase tourism; and the level of sustainability is high because the project is multi-purposed.

Dr. McCurdy said in discussions with the BOR and RSC's Board of Trustees the some of the reasoning behind creating the Center For Health Science Education and Innovation were the following: two major hospitals in the area; and two high schools within close proximity of the proposed site. With this, Dr. McCurdy and Dr. Woodfield explained that they are creating the downtown center to do the following: Drive revitalization and economic development in downtown Lima; Promote higher education, business, and government partnerships; Enhance the K-20 health science pathway; Extend Science, Technology, Engineering, Mathematics and Medicine Education; Increase workforce development and job growth in the healthcare sector; Facilitate innovation growth and entrepreneurial investment; Infuse Lima with professionals and students; and Anchor future economic growth initiatives. She said the main anchor downtown right now is the Civic Center and it cannot sustain growth without having another functional facility like a 'health sciences' facility to serve as an anchor.

Dr. McCurdy said the direct healthcare economic impact is the following: approximately 10K individuals in Allen County employed in the health sector resulting in \$466.8M in payroll; approximately 5K individuals in Allen County employed in the hospital sector resulting in \$207M in payroll; the Combined direct, indirect and induced impact was 14K jobs \$598M in income; Generated \$2.9M in county tax revenue; and Directly responsible for

15.3% of county's employment and 19.2% of its payroll. She said there are over 25K medical-related employees in their primary ten county service area and the wages produced by these employees are \$1.049B. This means they should be serving and working with industry and employers to determine the needs to constantly enhance and improve their programs.

Dr. McCurdy began to discuss the magnitude of their impact. She said through a consortium partnership they are able to expand their service area beyond the ten counties to twenty five counties. Dr. Woodfield continued and said that in 2007 they were part of a Department of Labor (DOL) grant that was funded for \$2M for four institutions (RSC, Northwest State Community College, Urbana University, and Marion Technical College) to collaborate. These institutions shared programs with each other to create structured and beneficial learning environments for students. Through this consortium these institutions are offering programs that may not have otherwise been offered. Dr. Woodfield said they took the initial DOL funded collaboration beyond the initial four institutions and they had other institutions interested in joining as collaborators. These institutions are the following: Clark State Community College, Defiance College, and Mercy College of Ohio. Dr. McCurdy said they established collaborations with four-year institutions as well and a majority of those were a springboard to the Bachelor of Science in Nursing (BSN) discussions. Dr. Woodfield said the expectation is that nurses will have a BSN by 2020 and it is important for RSC to be the conduit for this as they are the provider of a large amount of nurses in their region.

Dr. McCurdy continued and said they have many collaborators in the areas of government, business and education. She said that they are collaborating with the local hospitals, the City of Lima, and Allen County. She said the City of Lima has looked at the strength and impact of having this type of facility in downtown Lima. Dr. Woodfield added if you walk into St. Rita's Medical Center on any given day you can find RSC students. He said they have nine different programs through this consortium. He said the Health Partners of Western Ohio is an important contact for individuals who have limited access to healthcare and they are very interested in being a partner in the new project downtown; so bringing RSC students and professionals together provides additional avenues for healthcare.

Dr. McCurdy shared pictures of how they envisioned the Center For Health Science Education and Innovation in Downtown Lima. She said most of the property they have already acquired and they were already vacant. They have decided to raze these buildings because after environmental evaluation it was determined that these buildings could not be rehabilitated or salvaged. She said they will prepare the site for a new building of approximately 70K square feet. She shared different views of the site, some from the Civic Center viewpoint as well. She said that they will incorporate the historical side in some way into the fabric of the downtown project.

Dr. Woodfield said that every inch of the downtown center would be an instructional space. He said that the lobby would be an important space where they would be able to have instructional technology present in order to teach students, parents and the community about health, careers and STEM. They are looking to build this area with state of the art technology that will allow them to serve the community in a much greater way than they have before. They also see this in their teaching space and laboratory spaces as well. He said healthcare and technology will continue to change and the laboratories are designed to be able to be reconfigured with very little effort from the original design. They will also use enhanced learning experiences and simulations for students as well. This will allow students to have much broader experiences and this is very important for students.

Dr. Woodfield said that they are transforming their classrooms at the center and the old 'lecture' style of teaching will go away. They will be looking at more interactive classroom styles as it is important for students to be able to engage in the learning process as each one has a different learning style. As it relates to practitioner training, he said the idea that they practice in 'real world settings' will be an important part of their training. The simulators can be adapted for any environment. Dr. McCurdy said this facility could work with the hospitals as it relates to training their incumbent workforce as they cannot often afford to have their own training facility.

Dr. McCurdy said bringing this facility to the downtown area will begin to engage the community and bring in other kinds of activity as a result of what they are doing. As it relates to Urban Centers, she said that they are celebrating the other institutions before them that engaged with the communities and moved into downtown projects for urban renewal. She said the whole notion of a partnership between business, industry, government and higher education is alive and well.

Dr. McCurdy finalized her comments by sharing a 'fly-over' presentation of the center. She said the funding sources of the center will be the following: State Appropriations (existing and Capital Bill); RSC funds; City of Lima; Allen County; and Private Sector. She thanked the BOR for their contribution, leadership and support on their vision for this project.

Chair Gupta congratulated RSC on this project. He said this was the vision of the BOR Commercialization Task Force to see higher education institutions taking the lead in economic development. He asked, in a partisan society, how they managed to bring all the parties together for this project. Dr. McCurdy replied that presenting a vision that made sense and bringing to light that they are a healthcare hub as well after manufacturing downsized in their community. She said they can expand other businesses into the downtown area and the broader vision for this was to build beyond the facility. She said it has to be non-partisan because when it is good for the community it has to be a non-partisan vision. She said it was a dialogue to talk with shareholders and interested parties about what this could mean for the growth and economic development for the community.

Secretary Lindseth asked about the issues they may have encountered and how they were resolved. She also wanted to know the timetable for completion of the project. Dr. McCurdy replied that the planning was a bit longer than anticipated; she said there are some funding avenues and building acquisitions that they are still looking at. The stumbling blocks that they have encountered are for properties that have sat unused and they are working with the city on these. She said they have acquired a majority of the property needed for this project. She said their completion time is anticipated to be sometime in 2018.

Vice Chair Humphries asked if the two downtown hospitals conducted any of their training in their own facilities or if it was conducted on RSC's campus. Dr. McCurdy replied that the hospitals train their incumbent workers at their own facilities. Dr. Woodfield added that part of the conversations they have had with the hospital related to onboarding nurses and their ability to earn credits through training towards the BSN pathway.

Vice Chair Humphries followed up with another question and asked how many 'blocks' this project encompassed. He also wanted to know if the City of Lima (or the County) has co-plans to create energy for the economy. Dr. McCurdy replied that the center will be approximately one square city block. She also said from their preliminary conversations they may demolish other properties for further retail opportunities. She said the city has donated several properties as well.

Chancellor Carey thanked Dr. McCurdy for their hospitality and congratulated RSC on this project. He said from when they first approached the BOR about this project, it is a miracle it has all come together. Her leadership, having the right people involved, and the collaboration has accomplished this – he congratulated her again.

Chancellor Carey posed a question about being a co-located campus with The Ohio State University Lima (OSUL). He wanted to know what opportunities or advantages she saw with this project and other projects as a co-located campus. Dr. McCurdy replied that she believes there are great opportunities and a lot of the opportunities that are there have not been tapped to the fullest extent. She said with new leadership at OSUL there are discussions evolving with regards to 'two-plus-two' and 'three-plus-one'. She said this is education at its finest. They have to get beyond what is acceptable at one institution and the questions about the quality of the academic programs coming from one institution. If students are transferring from RSC those courses should be Transfer Assurance Guides (TAG) approved so that any public institution in this state should be required to accept those courses. She said the job that they have to do is to ensure that they are delivering an education and commitment. They are fully prepared to partner on any program to move their students from either a

Certificate program or an Associate Degree into a Baccalaureate Program. She said the best partner they could have ought to be OSUL.

On behalf of his colleagues, Chair Gupta asked if there was anything else the BOR could do to help RSC achieve their efforts. Dr. McCurdy replied that she thought that coming to places outside of Columbus such as they are today; having discussions; bringing the aura, authority and intellect of the BOR into their community sends a very different message. She said she would like to see more dialogue between education and BOR so it does not become such a mystery. She loves the idea of the BOR being a public leader in dialogue and engagement as it sets the expectation of what is expected from institutions in being educational leaders. She said they have begun to embrace the value and contributions that two-year institutions are making in this state. She said as they get into other discussions about the distribution of funding, these will be serious discussions as it relates to receiving a proportionate share of funding to continue to move their facilities and equipment to a point where they can deliver back to the workforce.

Chair Gupta said let there be no mistake that the BOR holds the two-year institutions in very high regard. They believe they do as good a job, and in some cases, a better job of preparing the students for life's adjustments than the four-year institutions. He said they see the two-year institutions as having a major role in the State of Ohio. He thanked Dr. McCurdy again for their hospitality and said they were honored to be at RSC.

V. Northern Ohio Community College District Council of Governments

Chair Gupta introduced Dr. Thomas L. Stuckey, President of Northwest State Community College (NSCC) and Dr. Jerome E. Webster, President of Terra State Community College (TSCC). Dr. Stuckey and Dr. Webster presented a PowerPoint presentation on the Northern Ohio Community College District Council of Governments (NOCDG) and it can be found as Attachment #2. Dr. Webster began the presentation thanking Dr. McCurdy for hosting the meeting today. He said that they were in a beautiful facility and it was exciting to be on another campus.

Dr. Webster said there are a number of dynamic changes they are seeing in higher education as they look towards the future. He said that he and Dr. Stuckey have spent a great deal of time discussing how these changes will impact their institutions. Dr. Webster and Dr. Stuckey explained that these changes were the following: Demographic shifts in northwest Ohio; Declining enrollments; Decline in State Funding (SSI); Focus on Student Success and Completion; Rising costs of educating students; Lack of prepared personnel; Anticipated workforce shortages; Aging physical plants; Impact of online offerings; Increasing competition from for-profits; and; Unsustainable model in the long term.

As it relates to personnel, Dr. Stuckey said two years ago they were faced with needing someone to lead their financial aid area and they found that these individuals are hard to come by. He said smaller institutions have a difficult time financially affording these key staff positions. At this point, they started discussing the possibility of partnering, not realizing what the end result would actually be. Dr. Webster said as they looked towards the future there was a concern about the preparedness of their personnel. They did have an opportunity to share a Construction Project Manager position between NSCC and TSCC while both institutions were in phases of developing different construction projects on their respective campuses. The sharing of this position seemed to be very beneficial for both institutions. This was a model that they asked themselves were there other administrative function positions that could be shared by their institutions in the future.

Regent Kaufman made comments about proprietary/for-profit institutions. He wanted to know what they were doing to increase their marketing against these sorts of challenges and also wanted to know about their institution's cost effectiveness vs. the proprietary/for-profit institutions. Dr. Stuckey said one of the great gifts from the state was CCP. This starts very early in the minds of students and parents that the next step is a state institution. The proprietary/for-profit institutions have not entered this arena nearly as much. He said there location also is a factor; they are seen as a 'community college' and individuals are not driving long distances into Toledo to get to them. Dr. Webster added that their case is a bit different as they are in what is considered a 'split market' – they sit between Toledo and Cleveland so to market their campus through those television outlets

increases cost significantly. He said they focus on the things that they do well and emphasize the strengths that TSCC brings to the area in terms of the academic programs and the student success.

Regent Kaufman said there should be a common marketing strategy for all of the University System of Ohio's (USO) institutions and the institutions should cost share on this. He asked if NSCC and TSCC would be interested in sharing the costs. Dr. Stuckey and Dr. Webster replied yes they would be interested; they plan to discuss how to commonly market both of their institutions into the future.

Dr. Stuckey began to outline the needs of NSCC. He said the following: Support of workforce development; Focus on Student Success, Completion and Support; Maintain community/institutional identity; and State subsidy realignment. He said that their student population is 50% traditional students and 50% workforce development. He said with 5,500 students they are keenly entranced in workforce development. Relating to the needs of TSCC, Dr. Webster said they were the following: Enhance efficiencies; Share resources; Focus on Student Success and Completion; Contain costs of educating students; and Maintain institutional identity. He said they are sharing resources in a lot of different ways. One with NSCC and another with the University of Toledo providing them with Information Technology support which has significantly saved them already \$4.1M in the last two years.

Dr. Webster said that he and Dr. Stuckey discussed the opportunity to share administrative functions, increasing efficiencies and sharing resources. He said by doing so they were interested in forming the NOCDG under Chapter 167 of the Ohio Revised Code. The two institutions will formally identify Articles, By Laws, and a Board of Directors that would serve the NOCDG. In that regard, there would be a structure in place that allows for these two institutions to begin blending the administrative functions while still maintaining institutional identity.

Dr. Webster explained what the Council of Governments (COG) is and he said it was the following: it is a Separate governmental entity; it is formed under Chapter 167 of the Ohio Revised Code and is a Non-profit; it has Articles, By-laws, and a Board of Directors; it has a Budget; and it is Designed to assist an agency in conducting its mission. Dr. Webster and Dr. Stuckey shared the draft vision(s), draft mission statement(s), and draft goals of NOCDG that may be adopted by the board of directors once they come together. Dr. Stuckey said that each draft mission statement ends with 'while preserving institutional distinctiveness' because they felt that this was very important so this will be a part of the statement no matter which one is ultimately chosen.

Dr. Webster continued by discussing their current progress. He said the following has been accomplished: each institution's Board of Trustees have independently approval to move forward with the COG structure; they have received endorsement from the Ohio Association of Community Colleges (OACC); they have spoken with Chancellor Carey and received his endorsement; they have received the Governor's Office endorsement; and they have begun the process of blending the responsibilities of the Vice President for Academic Affairs (the TSCC Vice President for Academic Affairs is retiring June 30th so this provided a great window of opportunity for blended functions on both campuses) .

Dr. Stuckey outlined the timeframe for the NOCDG and he said their hope is that they are formed by July 1, 2015. He said they have been meeting about this project for quite some time and have some earlier transitions as it relates to this as well. Dr. Webster said a COG Transition Team has been formed to come together to work on this on a regular basis. He said their goal is to be fully operational as a blended COG by June 30, 2018. They said most of their effort is through attrition; as a position becomes available they will determine if they need to replace it for that specific campus or if there is a way to blend that function to create efficiencies.

Dr. Webster outlined the TSCC and NSCC service regions and counties served as depicted in the presentation. He also outlined the NOCDG service region and counties served as depicted in the presentation. Dr. Webster said there are three counties contiguous to the NOCDG service region and those are the counties for Owens Community College (OCC). He said it is important to note that the COG can be opened up to other institutions in the future if they are interested. He said they recently had a meeting with the President of OCC about their

offerings and what may be possible in the future. Chancellor Carey added that as discussed at the last BOR meeting, OCC is currently under fiscal watch so this is a complicated factor.

Dr. Webster said the next steps of the projects are: They will hold a District Office concept meeting at the Scott Park Campus of the University of Toledo (great deal of opportunity to offer courses for both of their campuses from this location as well); Assistant Attorney Generals for both campuses are working collaboratively to form By-laws for both of the institutions and NOCDG; and They are in the process of looking at the shared positions of Vice President of Academic Affairs and Chief Financial Officer.

Dr. Webster said that other shared positions that they foresee being phased in over the next several years include the following: Chief Executive Officer; Chief Operations Officer; Workforce Development; Student Affairs; Marketing and Public Relations; Human Resources; and Information Technology. He said that Dr. Stuckey will serve at the Chief Executive Office of the NOCDG and he will serve as the Chief Operations Officer. Dr. Webster said as they are blending positions they are backfilling positions on their respective campuses so they have leadership. He said if they are going to save money you cannot just add more levels so over time they have to look at streamlining the organization chart.

Relating to impacts, Dr. Webster said that he discussed with the faculty and staff at TSCC that there may be very significant changes to the structures of departments. He said there may be different positions on the campus than there would be in the district office. The service that they provide to the students on the campus is one thing; but what goes on in the 'back office' may be blended. There will be teaching opportunities at the University of Toledo Scott Park Campus for the TSCC and NSCC faculty there. There is an opportunity to extend programs offerings of both campuses.

Dr. Webster said that impact for the COG to the State of Ohio is the following: Gained Efficiencies; Reduced duplication; Enhanced learning options; Gained sustainability; and Model for replication. Dr. Stuckey said if the two institutions can get Standard Operating Procedures in place they can move to centralization and shared services. This year they will be concentrating on getting the Standard Operating Procedures in place. Dr. Webster said if they do this correctly this model could be taken to other levels across the state.

Dr. Stuckey finalized by sharing the Organizational Chart that they are contemplating for the upcoming year. He said that they will develop their organizational charts each year as they progress towards their goal. He said they are starting to blend and they are backfilling on each of their campuses because in order to be successful they cannot allow gaps to develop as this will derail the process. Related to the projected budget savings he said for next year, they will not save a great deal because they will backfill positions. He said in years 2018-2019 they will save approximately \$1M on each campus.

Chair Gupta said the presentation is music to his ears as he said that he is a big fan of innovation and commercialization. He said that innovation comes in different forms. The state needs innovation and this is exactly what they discussed – shared services. They discussed blending services to get the efficiencies yet keeping the identities of the individual institutions.

Chair Gupta said with three Presidents present today representing two-year institutions, that on behalf of his colleagues that they consider the two-year institutions as equal to and leading an example for four-year institutions.

Regent Kaufman concurred with Chair Gupta's comments. He said that it is interesting and remarkable to see what they are doing.

Chancellor Carey said when he first was presented with this concept he was amazed and knew they had to present to the board. He said that the University of Toledo Scott Park Campus is a something the board needs to visit with the NOCDG is operational. He said this campus is built to house approximately 7K students and is beautiful. He asked about the Welding Program that NSCC presently has on this campus in cooperation with the

University of Toledo. Dr. Stuckey responded that NSCC received a grant to redo their Engineering facility and that is being recreated to work with Workforce Development and other areas. The entire concept is called the Northwest Ohio Advanced Manufacturing Center and this project will be complete by August 1st. This competency-based program is streamlined to get the student certified as quickly as possible for the workforce. He said this will revolutionize Advanced Manufacturing in Northwest Ohio.

Vice Chair Humphries applauded their efforts and congratulated them on their progress. He said he had been engaged for approximately nine years to encourage high schools and school districts in the State of Ohio to consider one administration per county and keep the 'brand name' in each of the communities. This would equate to a savings of hundreds of millions of dollars and these funds could be directed elsewhere. Chair Gupta echoed Vice Chair Humphries comments and said the overhead in the school districts can be decreased with a shared services concept.

VI. Chancellor's Report

Chair Gupta said that since Lauren T. McGarity, Director of Special Projects, Legal, Policy and Legislative Services, of the BOR could not be in attendance today to participate in the discussion regarding the Globalization update based on the Ohio Global Reach to Engage Academic Talent (G.R.E.A.T.) initiative they were going to postpone this discussion until the next scheduled BOR meeting.

A. General update

John Carey, Chancellor of the BOR began his general update by saying that this has been at fantastic visit so far to RSC. He said as he hears the presentations it is really about collaborative efforts and regional efforts and that is one of things that the Governor has asked them to do through leadership at the BOR.

Chancellor Carey said since they have been at RSC the Controlling Board has released \$333,333 dollars in funding to RSC, TSCC, OCC, and the University of Toledo in conjunction with Bowling Green State University for the Ohio Means Internships and Co-ops Program. He said they are in the process of distrusting about \$8M in equipment funding on a regional basis. This funding was distributed before on an institutional basis and what he found was that the institutions that had access to grant writers etc. were able to access these funds; and the smaller institutions needed access to these funds but may not have the resources to put together a proposal. He said the point of the process was to engage the regions and facilitate communications between institutions. He said this leveraged other resources and brought individuals to the table that were not there before.

Chancellor Carey said that they want to encourage the shared services concepts such as those presented by Dr. Webster and Dr. Stuckey. He said this is one of the issues that the Governor's Taskforce is discussing. He said one of the provisions in the Governor's 'introduced version' of the budget is an allocation for \$20M over the biennium for an Innovation Fund. This fund is important so they can assist institutions to do projects such as NOCDG because there are some upfront costs. He said if there are other opportunities that may save the taxpayers money in the long run that these projects may require some upfront funding from the state. He is not sure where the Innovation Fund stands as the budget is still making its way through the legislative process. He said they will have a budget update at the next meeting.

Chancellor Carey asked that Jeff Robinson, Director of Communications of the BOR introduce the new staff member that has joined the Communications team. Mr. Robinson introduced Mandie Maxwell the new Communications Project Manager. He said that she will have involvement with policy related projects and the next Condition Report. She has already attended meetings regarding this year's Condition Report. She is also involved on the Give Back to Go Forward, a joint project with the Department of Aging. Ms. Maxwell introduced herself and said she did her undergraduate studies at Shawnee State University and obtained her Master's Degree at Michigan State University. She said she has recent experience in Governmental Affairs and is looking forward to working with the BOR.

Chancellor Carey said because of federal legislation the Governor appointed him to the Workforce Policy Board and that had an excellent presentation regarding the Medical Coding Boot Camp.

Chancellor Carey said as it relates to the Ohio Task Force on Affordability and Efficiency in Higher Education the Governor has made four of the five appointments. The legislative appointments are: Senate President Keith Faber, Senator Sandra Williams, Representative Dan Ramos, and Representative Mike Duffey. Their first meeting is June 23rd and the report is due October 1st. The Chancellor is sending out letters in conjunction with the OACC and the Inter-University Council of Ohio to get input from the Presidents and their teams. This is a separate process from the BOR but they will be providing the taskforce administrative support and data as needed.

B. Ohio Healthcare Innovation Alliance Diagnostic

Chancellor Carey introduced Dr. Thomas J. Graham, Chief Innovation Officer of the Cleveland Clinic. Dr. Graham presented a PowerPoint presentation that can be found as Attachment #3. He began his presentation by saying it was very humbling to be before the board and he really appreciated the work of the Regents. He said this was a topic that many of them may have intimate knowledge of from the relationships with Jumpstart or Team NEO. Dr. Graham explained the initiative by indicating that the Ohio Healthcare Innovation Alliance Diagnostic (OHIA) was the opportunity for Cleveland Clinic Innovation to assess the architectural and cultural preparedness of selected institutions in the State of Ohio to prepare new and emerging innovation economy. He said that this had great opportunities to create identity, attract jobs, and grow economic development.

Dr. Graham said he planned to outline: the Rationale for the Innovation Diagnostic; How the assessment was conducted; Share the results – both collective and institutional; and Analyze outcomes and opportunities. He said this was a disciplined assessment that gave them somewhat important information. He said they will share what that means as far as a statewide initiative in innovation. He thanked the BOR, the Governor, the institutions and organizations involved and said their support is critical in moving this forward.

Dr. Graham said the rationale for the OHIA diagnostic was rooted in essentially mission-driven Innovation – putting ideas to work on behalf of improving and extending human life. He said that typical entities such as Academic Medical Centers and Research Universities are finding collectively that there are diminishing financial opportunities coming from granting organizations or through their typical operations. He said what concerns them is how do they keep the margins of difference that defines their identity; that allows them to recruit, retain and reward top talent; and makes sure that they are still able to deliver cutting edge capabilities to help human life be improved and extended. He said they want to make sure that something as promising as innovation continues to develop.

Dr. Graham said they believe that the State of Ohio has the potential to secure a leadership position in healthcare innovation. He said this not only reflects on the geographic proximity of the state's major assets but also the cultural alignments thereof. He said that the State of Ohio is a very unique state geographically. He said he feels their ability to work together has always been one of their greatest assets. Yet, when they are assessed, both objectively and subjectively, their cluster performance, the performance of their collected Bio-Medical Life Science capabilities does not rate as high as it should – especially if you look at the individual strength of the institution. He said they wanted to investigate if there was a benefit of alignment and what processes and key metrics could be followed.

Dr. Graham said the key interrogatories of the OHIA Diagnostic Phase were the following: Is there Infrastructure for commercialization and innovation that exists on the academic campuses ;Is there Existing Portfolio of patents, licenses and spinout companies; Is there an Innovation Culture – a preparedness and priority that exists among the institutional leadership that pervades down to the level of the innovator; Is there a Willingness to Collaborate amongst the institutions; and Is there a Reward in competitive advantage for the state for the respective and mutual collaborative and if so what impact that would have on economic advancement.

Dr. Graham said this OHIA Diagnostic Phase was very disciplined and he explained this phase of the process. He said that at Cleveland Clinic they have experience building a collaborative of this type and over the last five years they modeled and operated the Global Healthcare Innovations Alliance (GHIA). The GHIA includes the largest healthcare centers in seven other states, research universities and selected commercial partners. He

said they have operated Cleveland Clinic Innovations for nearly twenty years and they were interested in if there processes were scalable and were transferrable. He said many institutions were interested in how to engage in the same type of innovation and commercialization processes that they were executing. He said they have developed proprietary instruments to assess this; the instruments have been validated; and they believe that this is the 'backbone' of the diagnostic that they have prepared. He said the institutions involved signed a Memorandum of Strategic Collaboration that they would share information freely with the Cleveland Clinic and give them complete access to information. He said the assessment was launched in February and the last campus visit was made six weeks ago. They have been preparing the report data in the interval.

Dr. Graham said that those institutions involved with the project were: Case Western Reserve University, The University of Cincinnati, Ohio University, and The Ohio State University and one academic medical center campus, the Cleveland Clinic. He said they also wanted the involvement of the entire ecosystem of innovation and in order to get a full picture of the landscape they expanded their interrogatory and received very important information from Ohio's ESPs. They were able to have deep discussions with them and exchange objective information with high levels of leadership.

Dr. Graham said that OHIA Diagnostic Phase involved the use of diagnostic tools that were proprietary and he shared those. He particularly drew their attention to *iGPS* which stood for Innovation Global Practice Survey. He said that this is the compilation of the objective, subjective and portfolio assessments. He said foundational tool was used to assess the position of an organization to prepare and execute on innovation. He explained the other diagnostic tools and they were the following: *3i*: Innovation Infrastructure Inquiry – Objective or Architectural tool; *MIMS/GPA*: Medical innovation Maturity Survey/Graded Perspective Analysis - Innovation Maturing Assessed at an Enterprise Level; and *BE*: Business Engineering - Portfolio Analysis for emerging companies.

Dr. Graham began to discuss the scope and the level of cooperation they received. He said that they conducted over 115 face-to-face interviews and over 150 individuals completed an online survey. He said they traveled as a team and would spend 2-3 days on each campus. He said the Cleveland Clinic went through the exact same process as each of the sister institutions.

Dr. Graham shared the results and trends of the *3i*. Relating to the NIH Grants that institutions receive, he said it is robust but the federal-funded dollars and number of grants is diminishing. He said one of the popularly utilized equations to judge the capabilities of innovation of an institution has been licensing or revenue dollars over referred grant dollars in the denominator. He said that this has led many to believe that they are less efficient than they are at conducting innovation. He said a better denominator would be revenue dollars over the size of the existing technology transfer apparatus. This really shows the core capabilities that are on the campus. He said recent data of the national group The Association of University Technology Managers suggests that over 75% of technology transfer offices in academic medical centers or research university campuses feel they are understaffed. He said with all the challenges in innovation they are seeing a steady increase in the invention disclosures and individuals on campus are still creating 'game-changing' ideas. He said the patent application file has been uniformly increasing as well and Ohio institutions are continuing to contribute key Intellectual Property (IP). Relating to licensing income, he said this data was variable. He said there was a significant amount of healthcare-related IP that is being generated in their institutions. There is diverse participation of faculty as well.

Dr. Graham continued and shared the results and trends of the *MIMS/GPA*. He said there were universal positives and challenges. He said the attributes are most important to focus on and he said they were the following: Culture of collaboration throughout the stakeholders around the innovation ecosystem in the State of Ohio; Their capability in discovery research and the emerging appreciation for the power of commercialization; Highest level leadership embraces the concept of innovation and identifies importance to organization; Recognition throughout leadership that status quo is not acceptable and that the landscape is changing; and Future vision for recruitment and retention incorporates entrepreneurship and innovation. He said that they know that innovation has difficulty, can be inefficient and is fraught with failure that is what innovation is about. He said if they can

improve and optimize their capabilities he believes they can go even further. They have to make sure they are 'level set' with what innovation is in its popular expression and they have the infrastructure to take best processes to make them best practices. He said all of these factors can be improved if they all work together.

Relating to the results of Business Engineering, Dr. Graham said that the partnership between the academic sector and the commercial sector is best demonstrated by Parker Hannifin and Cleveland State University's project relating to Human Motion. He said they will detail this and several more of these exciting opportunities in their report that will be released later this month.

Dr. Graham finished by outlining the conclusions of the opportunities. He said there is a priority that they all sense. He said there is an institutional priority; the fact that the BOR supports this demonstrates it; and the Governor has said that innovation is important to the State of Ohio. He said they are always looking for ways to improve and this assessment has allowed them to identify it more clearly than any state with an interrogatory of this type. He said the reason they are so optimistic is because there was a unanimous collaboration demonstrated by all organizations. Innovation almost by its definition thrives best at the intersection of knowledge domains. When they can put together the complementary and supplementary resources 'the locks they have on their campuses likely have keys at other institutions' and the fact that they have this emerging culture of collaboration is extremely promising. He said there is an interesting analysis about the role of innovation in the tenured environment and he believes the Ohio institutions will take a lead role in this. They need to make sure that the best ideas get the best chance of survival. By doing so, they need to make sure experienced professionals are working off disciplined processes and the funding for these ideas is robust enough. Dr. Graham thanked the BOR for the opportunity to work on this important project.

Chair Gupta thanked the Cleveland Clinic for advances the State of Ohio's knowledge base and Innovation Economy. He said that Dr. Cosgrove the CEO and President of the Cleveland Clinic was one of the first individuals who appeared before the board relating to statewide tobacco-free campuses. He said his data and presentation convinced the board to unanimously pass the resolution. He said the Cleveland Clinic was heavily involved in the Commercialization Task Force and assisted with developing the 'blueprint' and he thanked them.

Chair Gupta made further comments about Dr. Graham's remarks about tenure. He said that a subcommittee of the Commercialization Task Force that was chaired by President Rod McDavis released recommendations relating to tenure being rewarded by commercial activity.

Chancellor Carey wanted to know if he could talk a bit about their role with JobsOhio as it related to this project. Dr. Graham replied that JobsOhio has been a fantastic partner throughout this process, both strategically and operationally. He said JobsOhio conducted several panels that brought together representatives from industry, the academic, and the investment community over several months. These panels were about 'attraction' and 'innovation and job creation' and JobsOhio allowed these stakeholders to interact and talk deeply about these topics. He said JobsOhio is an equal advocate with the BOR and how they could further participate with resources to accelerate and aggregate their innovation ecosystem.

Secretary Lindseth asked how the State of Ohio compares to other states in the race to succeed. Dr. Graham replied that the state is not alone and discussed other states that have funding dedicated to these efforts such as Michigan, Indiana, and Massachusetts. He said he believes that the State of Ohio is different in that the institutions have demonstrated that they are willing to work together. He said instead of 'dangling a carrot' with the hope that it has the gravity to bring people together, they have an organic collaborative that is rising and recognizes that a network approach works best for the State of Ohio.

Vice Chair Humphries said he was interested in the number of grant dollars presented and federal government participation. He said it causes him concern that they are not doing more in the area of R&D because he believes those states that do R&D are leaders in the Global Economy. Dr. Graham said his appreciation for the importance of discovery science and creative pursuits is acute. He made further comments about investments, emerging opportunities, and innovation.

Chair Gupta said he is pleased to know that the presidents of the institutions are collaborating on this worthwhile project. He said that he is not surprised as there were eight presidents who collaborated very well on the Commercialization Task Force and did not miss a single meeting. Dr. Graham said they have all made it a priority and they all understand that they have to leverage the power of the collaborative in the State of Ohio.

Regent Kaufman thanked Dr. Graham for his presentation. Relating to funding, he asked what the State of Ohio could do to increase their levels. Dr. Graham replied that the individual resources that the state has and the experience that the state accrues would make the state's ascendency to an extremely competitive statewide innovative ecosystem much more efficient; therefore they would not need that volume of funding.

Chair Gupta asked if there was anything else the BOR could do to help Dr. Graham move forward with their efforts. Dr. Graham replied that to say that they have not done something would certainly be a mischaracterization. He said the BOR laid the groundwork by calling the issue and doing much of the foundational analysis on which this is built. He said engaging in the conversation that may logically follow from this interrogation of what model could be erected and supported to get to where their collective goal would be. He said they want to hear 'what is next' and this does not end in an assessment phase. He said with the BOR's visibility and power they make it clear that they have an expectation that they continue to work together and at the appropriate time there may be resources that may be able to be identified and accessed.

Chancellor Carey said the BOR (agency) commissioned the study and utilized approximately \$1.1M in research funding of the agency. He said it is their goal is for it to lead to a lot of exciting things. He said he could invite Dr. Graham back to appear before the board and he could provide an update on where they are in a few months. Chair Gupta said that would be their expectation. They would love to have him appear on regular intervals. Dr. Graham said this would reflect their level of commitment and would be very important.

Secretary Lindseth asked had the diagnostic phase ended and if so, would the group continue to another phase. Dr. Graham said they had a very specific charge that he trusts that they delivered upon and that was to conduct the interrogatory. He said they have the instruments and data in place that they could continue to accrue the basic data and follow the variables that they described. He said the question is does this point towards a logical model that would activate the entire ecosystem. They believe this is the discussion that needs to be undertaken right now.

VII. A New Approach to Student Retention

Chair Gupta introduced Dr. Laura Meeks, President of Eastern Gateway Community College (EGCC) and said she and her team will be giving a presentation on A New Approach to Student Retention. Dr. Meeks introduced her team members and they were the following: Dr. Kenneth Knox, Assistant Professor, Chair of Business Management of EGCC, Dr. James Baber, Executive Vice President for Academic and Student Affairs of EGCC, and Michael J. Perik, Chief Executive Officer of Higher Education Partners, LLC. They presented a PowerPoint presentation that can be found as Attachment #4.

Dr. Meeks began the presentation by saying she is here today as a testimony that they must never give up. They must always try to find a better way to teach so that students are able to learn. About ten years ago, five colleges in the State of Ohio and fifteen total institutions nationwide received a grant from the Gates Foundation to start studying how to better improve the developmental education process for students. She said through this process they began to learn about how to teach students to learn.

Dr. Meeks said the first step in this process was being involved with a consultant from the Carnegie Foundation who taught them the importance of Faculty Engagement. The next step was being involved with a consultant from the State of Kentucky who taught them about the Carol Twigg Model relative to Course Redesign and out of this their faculty became very interested in a new model. This new model took the form of 'individualized competency-based instruction'. She said both the Governor and the BOR has endorsed the idea of competency-based education and they are interested in how they can systemize this in the State of Ohio.

Dr. Meeks said that they have learned a great deal during this exploration process. She said that they are one of three 'leader colleges' in the state and they have gone through many processes to change the way they have student support services. She gave examples and said they have used the Pearson product for data tracking and they have coaches /advisors for their students yet they still fall short. She said they have a model that she believes is the epitome of what they have been trying to do for ten years.

Dr. Knox began to explain the model through the simple model of weight loss – exercise more and eat less. He said the assessment piece was there but the support piece was missing; once this was in place he began to lose weight. He said they would like for their approval to continue forward with this model that will improve retention and access to under-served populations. This model is based on one that was created by the Center for Creative Leadership and adopted at United States Military Academy at West Point in December.

Dr. Knox said they have a challenge to educate. They have also been challenged by the Governor to put people to work and provide technical skills. He said as it relates to assessment, this is brought forward by the higher education partners and they have connected them with Pearson to help develop the measurement criteria. He said the next step was creating support for students and during discussions they identified pre-existing support systems through Labor Unions, MYCAP and other sources. He said for the past three years they have been laying the foundation for this model and they had to ensure academic integrity. They have done the necessary work to ensure that their courses and programs are Title 4 compliant, Pell Grant eligible, and all FERPA releases are in place. He said in order for this model to be effective that had to build institutional support into it.

Dr. Knox said as part of this model they are doing the following: Developing Instructor and Coach reporting processes; Developing instructor training, certification, and evaluation processes; Standardizing reporting and feedback metrics among partners; Exploring optimal personal technology solutions; Developing Coach and Instructor feedback processes; and Developing Coach training, certification, and evaluation processes. He began to discuss the disturbing trend of losing applicants/students once the fall semester ends. He said the involvement of community-based organizations may assist with this issue and they are very hopeful. They think this support piece is a very important part of the process.

Dr. Baber said they have taken all of the correct action steps to ensure they are in compliance federally. He said they do have Higher Learning Commission (HLC) approval to offer online certificates, degrees and courses but there are additional federal compliances that they have to adhere to as far as HLC is concerned. They want their students to be successful and with that they have to address soft skills as well. He said ultimately they want their students to succeed and live better. He said they want to be able to reach more students so they are able to have better careers. He said there are well-paying careers available for students but they have to make sure they are in a position so the students can take those courses to prepare them for those careers.

Dr. Meeks finished by saying that she was excited about this model because students are able to take eight-week or sixteen-week courses and move at their own pace. She said if they do not finish the course in eight-weeks, through their partnership, they will pay for their next course. She said that the individuals that they are trying to serve have transportation issues, childcare issues, and other types of non-education related issues. She said that attendance is a big concern in the community college setting because of this and they believe the solution is asking the community for support. She asked for the BOR's support and said that they are doing a great deal of research through their partnership with Pearson. She said they have the ability to deliver a high quality, low-faculty-to student ratio, and student-focused program to underserved populations.

Chair Gupta asked about their public private partnership. He also asked about how they are financing this project. Dr. Perik replied that about three years ago Higher Education Partners, LLC created a collaboration and funded the initial capital of \$5M to build, equip and handle the early year losses. He said now EGCC has a profitable campus and they are starting to get a return on their investment. He said this new model will work similar to the 'brick and mortar' model as there will be start-up costs for their partners. He said that they will fund the initial start-up funding.

Chancellor Carey said he was interested in the at-risk population that they are serving and he said that he would like to work with Dr. Meeks to follow-up on this initiative.

Sean Joseph Creighton, Ph.D., President, Southwestern Ohio Council for Higher Education (SOCHE) asked how the work of the other institutions that were funded under the Gates Foundation may be influenced or incentivized. Dr. Meeks said that all of the institutions in the State of Ohio are working on retention; however EGCC has concentrated on this issue a very long time. She said they are always keeping their eye on learning and retention factors. She said she cannot speak for the other intuitions, however, when Governor Kasich indicated that they were going to be 100% funded by student performance she was concerned. This was until she began to believe and see that students that attended EGCC could succeed with this 'high-tech and high-touch' program. She believes that students learn best with the on-line competency-based learning model.

Chair Gupta said that this presentation has been very enlightening for them. He asked how the BOR could assist them with their efforts. Dr. Meeks replied that everyone should mimic the model that EGCC is initializing. She said that they know that they are the 'first out of the gate' but they want others to join them. Dr. Knox added that the BOR could assist them with developing the training and standardizing the reporting and metrics components of their initiative. He said their assistance can be in the form of personnel or funding.

VIII. Condition Report Overview and Discussion

A. Staff Overview and Full Board Discussion

Liza Kessler, Chair, Condition Report Subcommittee began by saying that all of the members should have received the latest Condition Report draft for review. She said since the last subcommittee meeting, additional areas of the report have been drafted including the recommendations. She said that the document was engaging; however the staff had some concerns with the length of the document. Charles See, Assistant Deputy Chancellor said they are going to review the document for redundancies to ensure that they points that were made earlier in the report were not reiterated in other places, this will be in part to shorten the document. He said they want to make sure that the board was satisfied with the report so the staff can proceed with an editing exercise as opposed to a rewrite of areas of substance of the document.

Regent Kessler asked Assistant Deputy Chancellor See for a reminder of the final completion date for the Condition Report. Assistant Deputy Chancellor See replied that the report is due by June 30th and it will be the prerogative of the board to give the Chair of the Condition Report Subcommittee and its members the authority to oversee the final editing functions of the report or the board can choose to have another formal meeting with an edited version of the report. He said in the past, the board has turned over this responsibility to the subcommittee and its members.

Chair Gupta asked after review by the all of the Condition Report Subcommittee members if they were satisfied with the report. Vice Chair Humphries replied that is correct; reinforcing Regent Kessler's comments about the concern with the length of the report he said that he believes that the staff has addressed that issue and consolidated it considerably from their last review. He said they have had at least three meetings to review and participate in the construction of the document so they have had adequate opportunity to add value to what has been put in place. He said the subcommittee accepts the report as submitted today. Secretary Lindseth said she is in agreement with the report; she said the research in the report is remarkable and it is a logical progression. Regent Kaufman commented that the only concern he had with the report was the length. Secretary Lindseth said she knows this will make the report longer however she would like to request that personal stories about students be added to the report because this is a human issue. Brett Visger, Associate Vice Chancellor of Institutional Collaboration and Completion replied that from the suggestion that was made at the last meeting they have solicited this information from a number of institutions and are in the process of editing this information for inclusion in the report.

B. Condition Report Vote

Chair Gupta said that other than the minor edits that have been mentioned and adding in the personal stories he recommended giving authority to the Chair of the Condition Report Subcommittee and its members to add to and edit the report with BOR staff assistance as they deem necessary so the report can be complete by June 30th. He said that he would like to call for a resolution on this issue.

Secretary Lindseth called for a motion to approve the report pending final edits, with final approval of the document given to the Chair of the Condition Report Subcommittee to approve the document in final form. This motion was seconded by Regent Kaufman. Secretary Lindseth conducted a roll call vote and all voting members of the board voted in favor of the motion approving the Condition Report. Chair Gupta said that the motion approving the report was unanimously passed so they can move forward with the final edits. Regent Kessler added that if any members have any wordsmithing or typos to the report that they be communicated to the BOR staff by indicating it as a comment on the draft.

IX. Higher Education Initiatives Discussion

A. Northeast Ohio Council on Higher Education (NOCHE)

Chair Gupta introduced Robert Briggs, President of NOCHE. Mr. Briggs presented a PowerPoint presentation which can be found as Attachment #5. Mr. Briggs began his presentation by saying that NOCHE formerly focused exclusively on higher education and is now focused on the entire higher educational pipeline. He said their vision is to aspire to be the backbone organization of the region lead by business and higher education that supports and engages business, education, and other leaders to increase educational attainment, grow and retain a vibrant, diverse, and highly qualified talent pool, and stimulate the economy of Northeast Ohio. He said their Mission is to strive to increase educational opportunity and attainment leading to post-secondary credentials and employment for all Northeast Ohio Citizens and to advocate for higher education as a stimulus for economic development through education, work-based learning, research, and commercialization.

Mr. Briggs said that NOCHE is the following: their footprint covers twenty-three counties of Northeast Ohio; they have fourteen Higher Education members (Colleges and Universities) and expanding; they have twenty business members; and they focus on building a vibrant pipeline of students for Higher Education.

Mr. Briggs said Higher Education matters because of the following reasons: Educational attainment is key for a robust economy; the Lack of skilled workers for employers today and predicted into the future; and Public educational systems need help to transform to a 21st century. He said these are very important to them as well as the key social issues such as equal access, digital divide etc. He said that educational attainment addresses all of the social issues that are prevalent in today's society in a positive way.

Mr. Briggs said that there is no greater mission for a region, state, or country than to significantly increase educational attainment and post-secondary credentialing. He made comments about big data, predictive analytics, and complex algorithms and said using these enables them to help the students to choose the right pathway for their educational attainment. He said Georgia State University has mastered the process of predictive analytics and the results have been outstanding. He said in their own region, Cleveland State University, Cuyahoga Community College, and Lorain County Community College are collaborating with Civitas Learning a Texas Organization to perfect predictive analytics.

Mr. Briggs said that NOCHE's three basic programs encompass the following: NEO Talent Exchange (formerly NEOIntern); NEO Talent Dividend; and NEOlearns. He said that they perform talent matching with students and industry and train students on the proper way to be productive interns. Relating to the NEO Talent Dividend, he said that a \$1M was funded by the Kresge Foundation to The Talent Dividend, CEOS for Cities and Living Cities, and the Lumina Foundation for an initiative to significantly increase the number of residents in the Akron area receiving post-secondary credentialing. He said the NEOlearns relates to advancements in learning and the new era in education; through personalized blended learning and predictive analytics. He said blended learning is a pedagogical change as it takes the faculty member from the 'center stage' to the coach and mentor and by the student's side. He said this is a competency-based learning process. He mentioned the Core Skills

Mastery Program that was unveiled at Cuyahoga Community College and said that this is an online program that uses personalized blended learning for adults that do not have a high school diploma.

Mr. Briggs said their strategic plan is based on the following three goals: (1) Engage the Northeast Ohio community to raise regional aspirations and expectations for educational opportunity and attainment in the region; (2) Engage higher education and business leadership in developing the region's diverse talent; improving college readiness, access, retention, and degree attainment; and advancing workforce readiness and employment; and (3) Stimulate innovation and entrepreneurship that results in new products and businesses. He said they plan to achieve goal 1 through social media, networking, massive collaboration and informing/engaging their region. Relating to goal 2, he said they have a grant that will assist them with achieving this goal. He said the model they will use can be ultimately used for the entire state. In regards to goal 3, for college and university partnerships with businesses for research and commercialization, He said they believe this has a great deal of potential and they are going to facilitate this.

In conclusion, Mr. Briggs said that he passionately believed that the State of Ohio is at a major tipping point. They can espouse the status quo; they can experiment in different areas to accelerate backwards rapidly; or they can adopt concepts of using big data and complex algorithms for personalized blended learning for predictive analytics and predictive pathways to lead the charge for the state to be on the front end of the revolution. He said they have board members who have asked 'what is NOCHE doing for them' and Roy Church, the President of Lorain County Community College response is that it is a specific and moral responsibility of higher education to significantly increase educational attainment throughout the entire pipeline in the region. He said he sincerely believes this as well.

Vice Chair Humphries said that he is pleased to see the direction that NOCHE is taking. He said that he knows that they are chartering new waters and it is refreshing to see the progress to date.

Chair Gupta thanked Mr. Briggs for his acceptance of the leadership role of NOCHE and asked him to share some of the challenges he has faced in this role. Mr. Briggs replied that with any start-up project there are your visions and there is the reality. His said his biggest challenge is getting people to relate to what he is talking about (i.e. personalized blending learning). He said this is a learning process for everyone – engaging and informing. He said there are of course financial challenges and they are working on those as well.

Chair Gupta said with Mr. Briggs' extensive background he wondered why he is facing so many challenges. He asked how the BOR could be a catalyst for informing and engaging individuals. Mr. Briggs replied that he is doing all he can to reach the top administration in the State of Ohio and educate and engage them. He said he is also educating his own board as well. He said there is a program at Southern New Hampshire University and it is called College for America which is a personalized blended learning program at the cost of \$10K; this is the competition.

Secretary Lindseth said as she thought back on her educational experience her peers were very important in her motivation and achievement. She said she is concerned about this aspect as it relates to online learning and wanted to know how interactive online learning was. Mr. Briggs replied that in the typical personalized blended learning classroom one third of the class spends time online with their textbooks with interactive learning; one third of the class works together on a project-based learning assignment to research at home – this is where the students get the collaboration component; and one third of the class is with the faculty member focusing on the soft skills. He said that these 'thirds' of the class shift of a scheduled basis.

Regent Kaufman asked what NOCHE may be considering in terms of collaboration that may benefit the Southern part of the State of Ohio. Mr. Briggs replied that in terms of collaboration they will go anywhere anytime in the entire state. He said their website has a great deal of information about blended learning as well. He said the Ohio Blended Learning Network is focused in the area of Pre-K through 12 and their leader has assisted with transforming the Mentor School System.

Chair Gupta said that some time ago Mr. Briggs introduced him to Prasad Ram, the former Director of Engineering of Google Research. He said Mr. Ram developed Gooru a non-profit education technology start-up. He said Gooru currently develops web and mobile apps that use data analytics to help teachers personalize learning. He asked if Mr. Briggs could facilitate the appearance of Mr. Ram before the board as he feels it is important to be exposed to what he is doing regarding 'big data' at the state level. Mr. Briggs made comments about Mr. Ram and his success. He said that Gooru is a content site that is used by over 600K teachers. He said this is a part of the 'blending of learning' and teachers can blend the content right into their coursework or program.

Secretary Lindseth asked if there was a general definition of blended learning as it seems there are differences across the board. Mr. Briggs replied that the definition of blended learning by Michael B. Horn, Co-Founder and Executive Director of Education of the Clayton Christensen Institute is the best one he believes. In summary, he said the student is moved at their own pace, they do not advance until they are competent in a particular area; and if a student takes a vacation and they have lost their competence, the student is 'rolled back' to where they are competent and they are moved forward accordingly.

Chair Gupta thanked Mr. Briggs for his presentation and asked how the BOR could assist NOCHE with their initiatives and efforts. Mr. Briggs replied that he believes that their initiatives should be statewide efforts. He said the Learning Accelerator has adopted the States of Ohio and Rhode Island to help transform these states and they need all the stakeholders to be on board with these efforts. He said the focus needs to be on high poverty areas but the transformation can be done with massive efforts.

B. Southwestern Ohio Council for Higher Education (SOCHE)

Chair Gupta introduced Sean Joseph Creighton, Ph.D., President of SOCHE. Dr. Creighton presented a PowerPoint presentation that can be found as Attachment #6. He began his presentation by saying that SOCHE has worked closely with the BOR for many years and he thanked them for the opportunity for being part of the agenda. He said that he would discuss SOCHE in the context of higher collaboration.

Dr. Creighton said that when you walk into SOCHE headquarters you see a quote by R. Satoro, who is a Japanese poet - "Individually, we are one drop. Together, we are an ocean." He said that this quote metaphorically captures the power of collaboration and it is a reminder everyday as they enter the SOCHE offices. He said they look into the world and they see collaboration and he gave examples – he said they are interdependent on one another for creation – sports teams, the orchestra – just think of one of these individuals decided to not participate.

Dr. Creighton continued and said that when Steve Jobs spoke about Apple's DNA he said it was more than technology it was the 'marriage' of Liberal Arts, Humanities, and Sciences all working together. He said for as much as Steve Jobs was known for being a dictator he dictated collaboration within his organization. He said that you also see collaboration in nature. He said elements in nature come together to produce something that enables life to continue. He said everywhere they look there is collaboration, even in Congress! He said in this case, it may be less natural and more forced but sometimes compromise in it of itself is a veiled form of collaboration.

Dr. Creighton quoted one of the great twenty-first century actresses Molly Ringwald and said that "You never know when you read a script how it's going to turn out because so much depends on the collaboration between people." He said SOCHE moves leadership, organizations, and relationships forward by striving towards higher collaboration.

Dr. Creighton said SOCHE is the organizing body for higher education in their region and they were established in 1967. They focus on bringing faculty, students, administrators and staff together to share best practices, identify challenges, and look for opportunities. He shared a profile of SOCHE's membership and said that they are a very diverse group of institutions. He said the region really reflects the diversity of higher education and it is a huge asset. He said across these institutions they look for a common agenda that they can help provide a

voice to a state and national issue. He said SOCHE's vision is simple - Every Ohioan educated, employed, and engaged. He said this drives the work that they do every day and drives them towards achieving that higher level of collaboration.

Dr. Creighton provided a 'snapshot' of SOCHE and he said the following: twelve county region of Southwest Ohio; twenty-one colleges and universities; 120K students; over 14K internships; 21K graduates; 36K direct and indirect jobs; \$1.5B in new money; \$3.3B annual economic impact; twelve employees (nine F/T); three hundred students employed; \$50M in research contracts at Wright Patterson Air Force Base; Seventeen councils and committees; Baker's dozen of forums and events; Ohio Internships and Co-op Appreciation Day; and 20by20CHALLENGE. He said that they do many major events each year and one of those is the SOCHED event. He said that this event brings higher education together to focus on challenges and look into the future.

Dr. Creighton said collaboration drives innovation. They understand the power of bringing multiple minds and hearts together to provide an opportunity for new learning; new innovation; and advancing change in higher education. He said that they also know that universities drive collaboration. He said historically research institutions have had a 'blue sky' approach but today there is a revolution occurring both nationwide and certainly in his region. He said they are focused more on moving the research into commercialization and who are the partners they need to be working with to have a significant impact on the economy.

Dr. Creighton said the *2013 Entrepreneurial University* report has remarkable national examples of how research into commercialization is happening. He gave regional examples of the following: University of Dayton partnering with GE Aviation on a \$53M investment to create a research facility on their campus relating to Electrical Power Integrated Systems Center; University of Dayton partnering with Emerson Climate Technologies on a \$35M project to build the Helix Innovation Center (will also serve as an education and training center); Wright State University has a number of partnerships and initiatives and they are the following: Raj Soin College of Business (looking internal at faculty research for market potential), Wright State Research Institute which houses over \$50M in research, AHEAD Human Performance Unleashed (a statewide initiative bringing together all of the research institutes), and Aerospace Professional Development Center is a workforce initiative for retired veterans to meet industry needs; Antioch College opened a 3000 panel Solar Farm that creates enough energy to power a geothermal plant and provides all the heating and cooling for the campus; and Clark State Community College (CSCC) and Sinclair Community College (SCC) are obviously leaders in workforce development. CSCC continues to development AgTech programs to meet the needs of the agricultural industry and SCC is the leader in the Unmanned Aerial System (UAS) area. They are partnering with The Ohio State University to train and certify individuals on UAS systems.

Dr. Creighton began to discuss the 20by20 Challenge. He said this challenge is to have 20K internships by the year 2020. He said they have established a benchmark with all of their institutions and they started with 11K and they have seen a 32% increase since they started and have over 14K internships at this time. He said they planned to do this because they know that internships are the direct bridge between institutions and the companies in their region; they want to keep the talent in the region; and they know that students who have internships increase their opportunities to go into the workforce. He said that SOCHE has a continuum of services as they have both internal as external support for increasing internships in their region.

Dr. Creighton continued and said that engagement is about connecting with the community. He said that they have done this through several different ways some of which are the following: taking students on kayaking trips; taking students on bike trails; connecting students with local officials; and a locally organized TedEx event co-hosted by SOCHE. He shared other ways that individuals can collaborate through teamwork and working together.

Dr. Creighton finished by saying two quotes – quoting again R. Satoro, who is a Japanese poet - "Individually, we are one drop. Together, we are an ocean" and a quote by himself "Collaboration is THE most abundant, renewable resource we have on our planet." He said it is through collaboration that they will find the creative solutions that they need to lead them into the future.

Chair Gupta thanked him for appearing before the board and said he was very pleased to see that a lot of the speakers are looking to collaboration and cooperation, words that are used continuously throughout the Commercialization themed Condition Reports. He said it was also amazing to see all of the speakers discuss some form of innovation.

Vice Chair Humphries asked with the vast number of institutions that SOCHE represents how they got them all together. Dr. Creighton replied that it was complicated; they have seventeen councils and committees that they operate and they represent higher education. He said they are represented by title or issue and are the Braintrust. They meet throughout the year to identify common goals and challenges.

Vice Chair Humphries followed-up with another question regarding SOCHE's internship programs and wanted background on the process. Dr. Creighton replied that they have two major programs; one is their 'on base' program and one is their 'off base' program. They have two major contracts with the Air Force Research Laboratories (AFRL) and they contract with SOCHE for specific student interns. They recruit students from their 120K electronic student portfolio. He said they managed the entire student-employer relationship, including soft skills and payroll. He said AFRL pays SOCHE a student wage plus an overhead fee.

Chair Gupta asked how closely SOCHE and NOCHE collaborated. He also wanted to know how SOCHE was funded. Dr. Creighton replied that they have had meetings in the past and if there were specific areas they could collaborate on they would look at those. He said that their missions are different, although NOCHE is transforming. He said they can assist each other with promoting conferences for each other in their respective regions. Dr. Creighton said that SOCHE is funded in three ways: annual membership dues, revenue from conferences that they hold, and government contracts. Chair Gupta said he felt that their missions were not that different and they were serving the same group of customers just in a different market. He said it would be helpful if they collaborated more because it may incentivize the BOR to look at both organizations as an extension in some of the work that the BOR does.

Chancellor Carey thanked Dr. Creighton and said that he considers SOCHE and NOCHE partners. He said that whenever he has a need for a certain individual(s) he knows he can call either of these organizations and they can get the right person there. Relating to collaboration, he said they are trying to promote and incentivize it through their equipment funds. He said as they move forward he hopes the formal collaboration statewide will continue to develop.

Chair Gupta asked how the BOR could assist SOCHE with their initiatives and efforts. Dr. Creighton replied first, they should place high value on collaboration in terms of recognizing it between institutions; within institutions; in between higher education and industry; and in between higher education and community. He said they should value, recognize, and incentivize collaboration. He said second, publishing data on the return on investment when a collaborative approach is taken and clear examples of when individuals work together 'this is what happens'. Third, he said being able to increase their organization's 'bandwidth' will enable them to reach their goals, specifically in the area of internships.

X. Roundtable Discussion

Chair Gupta began the roundtable discussion by asking the members if there were any topics they would like to bring forward.

Secretary Lindseth said she felt that there was an emerging topic for next year's Condition Report and that was on the issue of 'collaboration' and the success of that. She said the whole day has been surrounding this theme. Regent Kaufman agreed with her comments and said that they need collaboration to increase the presence of public institutions in the State of Ohio. Chair Gupta said they will be discussing the topic of next year's Condition Report at the next meeting.

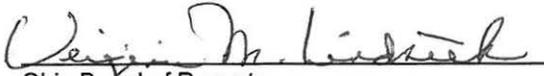
Chair Gupta said if the BOR (agency) were looked at as if it were a corporation they would be in top three in the State of Ohio. He said the marketing for a \$60M corporation such as it was would make an impact. He said in

most major cities in around the state, a higher education institution is either the number one or number two employer. He said higher education is the number one selling product in the United States.

Regent Kaufman said the topic he would like to see them discuss is collaboration on the marketing. He said they need a common marketing plan for the USO as they have a great product to sell and he does not think they do a great job of it.

XI. Adjournment

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


Ohio Board of Regents

8/13/15
Date



Welcome

OHIO BOARD
of REGENTS

THE #1
CHOICE

RHODES
STATE COLLEGE

About Rhodes

Economic Impact (17K)

Income in College's Region
Due to Rhodes State

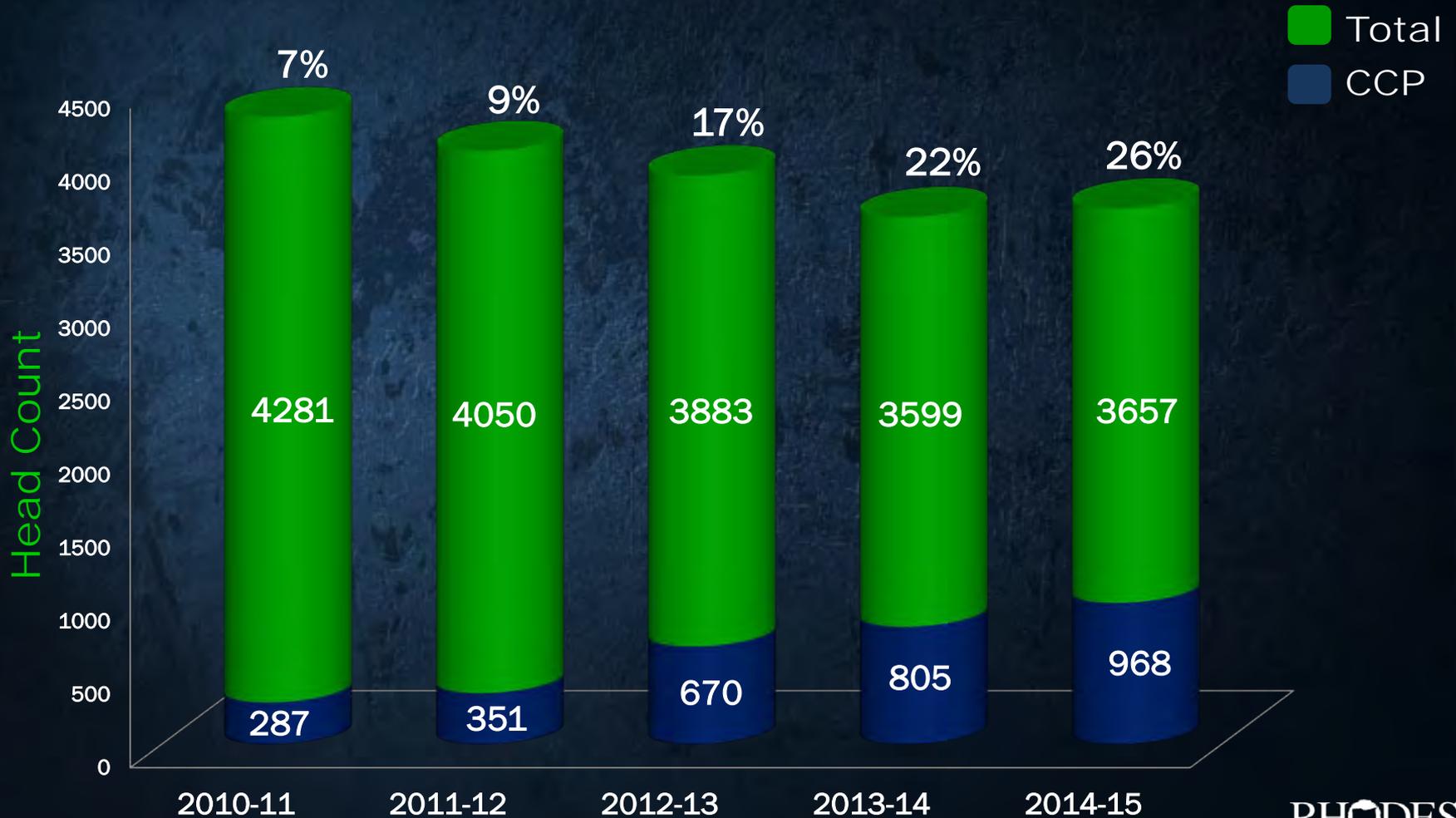


Added Income

College Operations Effect	\$ 24,500,000
Student Spending Effect	\$ 4,300,000
Total Spending Effect	\$ 28,800,000
Student Productivity Effect	\$152,400,000
Grand Total	\$181,200,000

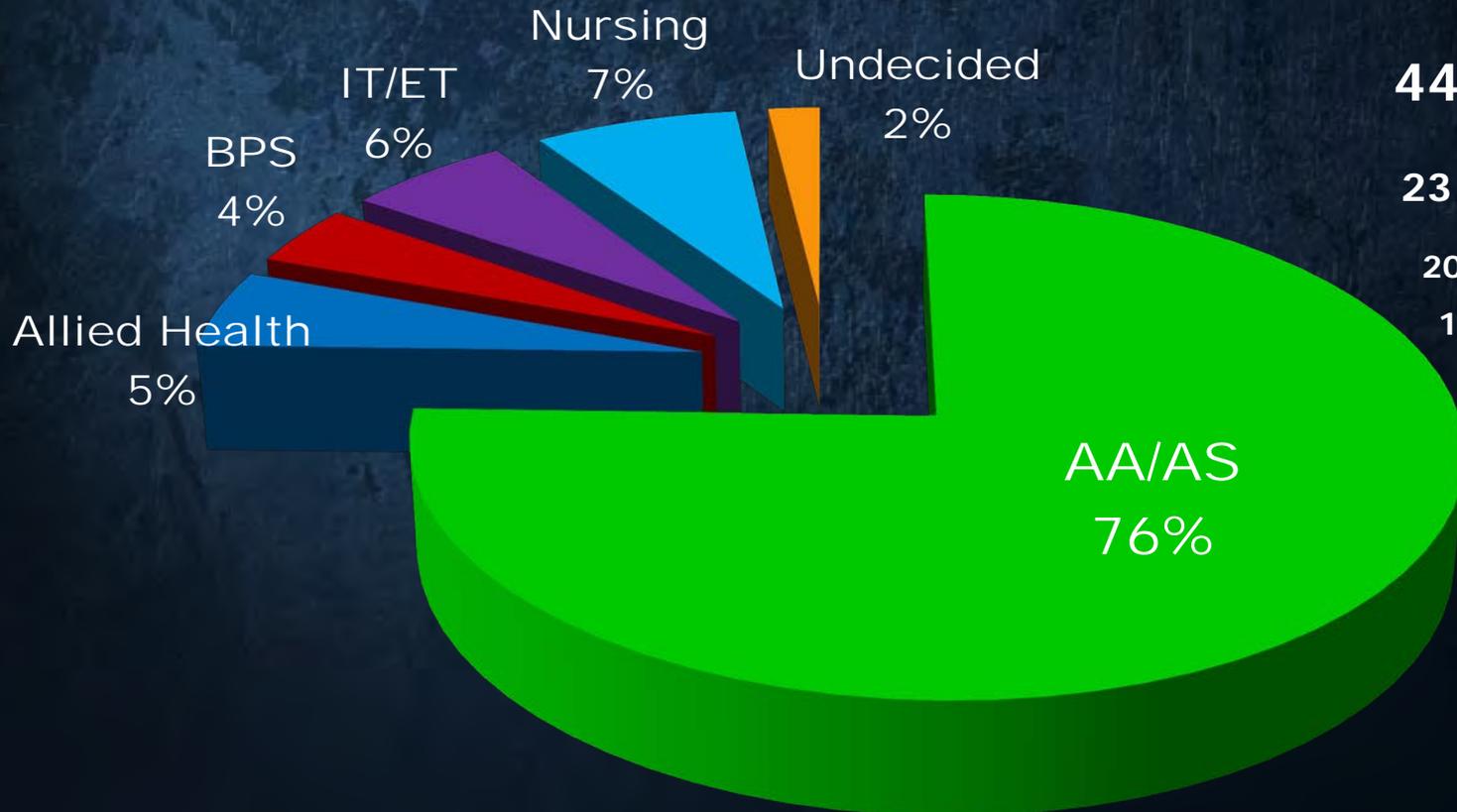
About Rhodes

Enrollment Trends



About Rhodes

College Credit Plus 2014-15 Enrolment by Division



High School Partners

68

44

23

20

14

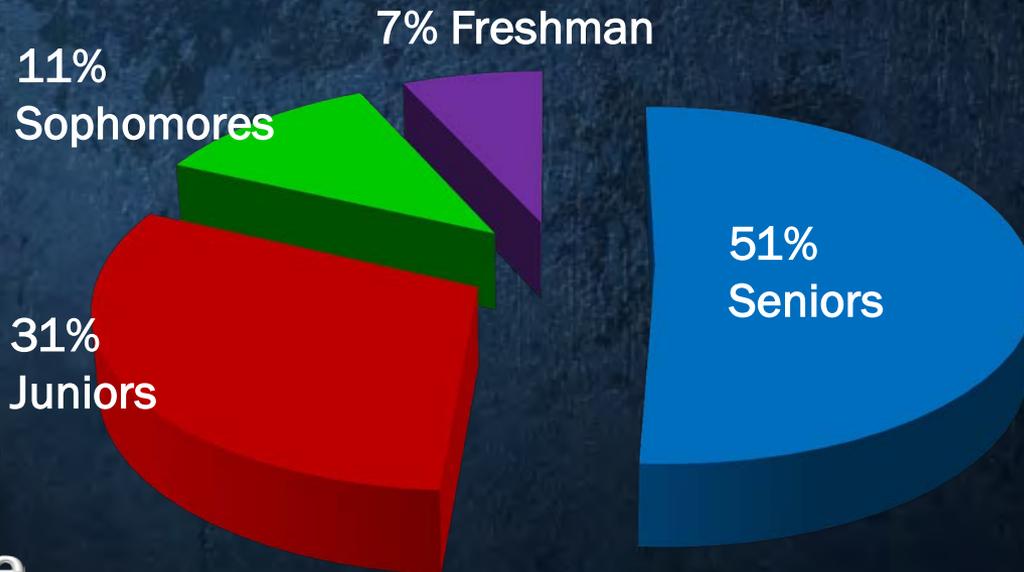
11



College Credit Plus

2010-14

Average Grade Level



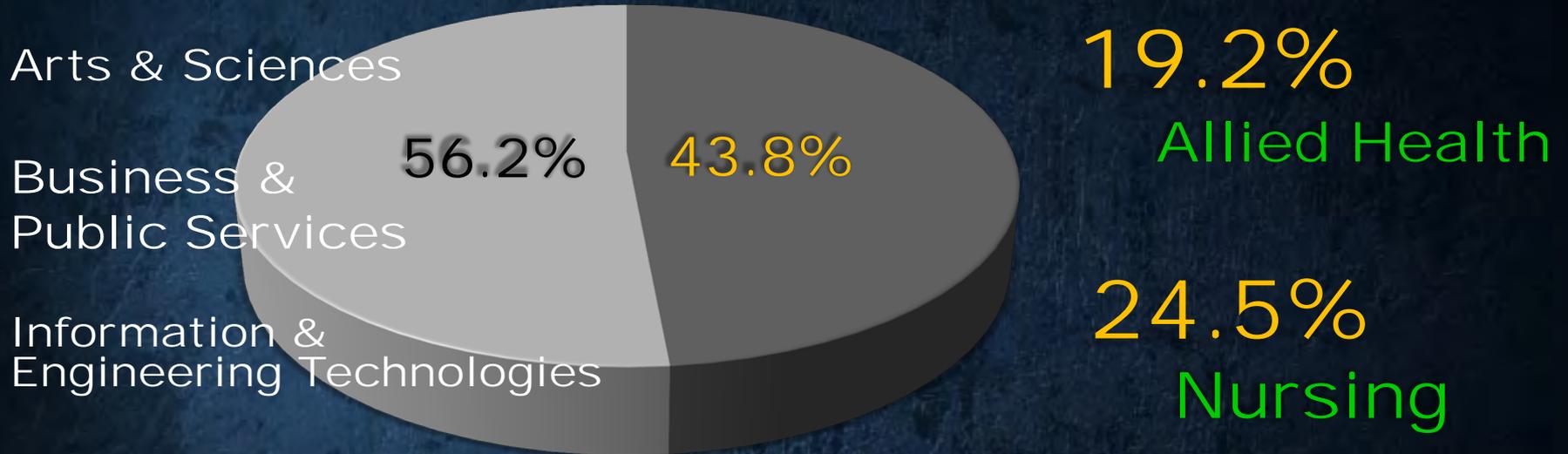
Average
Enrolled
Post CCP

39.1%

Average
Age **16.4**

Average
Pass Rate

94.6%



Arts & Sciences

Business &
Public Services

Information &
Engineering Technologies

19.2%

Allied Health

24.5%

Nursing

Average
Age **24**



64.1%



35.9%

“From Vision to Reality”

*Center for Health Sciences
Education & Innovation*

Downtown Lima



Rhodes State Health Programs

DENTAL HYGIENE

OCCUPATIONAL THERAPY ASSISTANT

EMERGENCY MEDICAL SERVICES

PHYSICAL THERAPY ASSISTANT

MEDICAL ASSISTING

RESPIRATORY CARE

NURSING

RADIOGRAPHIC IMAGING

Rhodes State Certificate Programs

PARAMEDIC

EXERCISE SCIENCE

PHLEBOTOMY

MEDICAL CODING

PHARMACY TECHNICIAN

SLEEP TECHNOLOGIST

NURSING ASSISTANT

NUTRITION & FOOD SERVICE

PRACTICAL NURSING

Rhodes State Future Programs

SURGICAL TECHNOLOGY

EXERCISE SCIENCE

SONOGRAPHY

HEALTH INFORMATICS

DENTAL THERAPY & DENTAL ASSISTING

ELECTRONEURODIAGNOSTIC TECHNOLOGY

CARDIOVASCULAR TECHNOLOGY

Fastest Growing Occupations

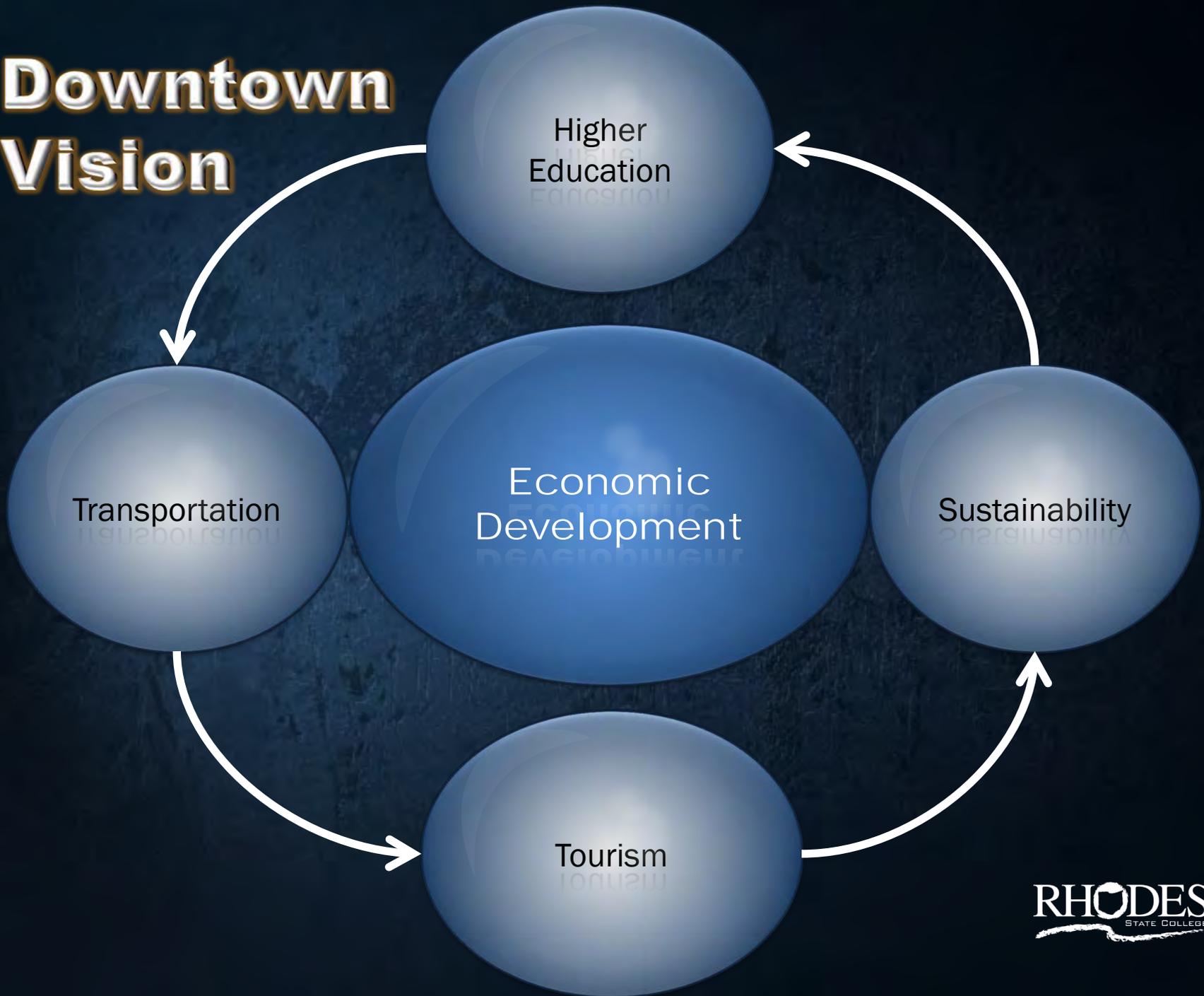
Health Occupations in Region 2010 - 2020	Increase
Home Health Aides	56.1%
Personal and Home Care Aides	48.8%
Medical Secretaries	33.7%
Medical and Public Health Social Workers	28.3%
Dental Hygienists	28.2%
Physical Therapists	26.7%
Emergency Medical Technicians and Paramedics	24.2%
Respiratory Therapists	24.0%
Medical Assistants	23.0%
Registered Nurses	22.6%
Radiologic Technologists and Technicians	22.6%
Dental Assistants	22.4%
Health Technologists and Technicians, AO	21.5%
Pharmacy Technicians	18.9%

Source: Ohio Department of Job and Family Services, Bureau of Labor Market Information.



Vision: The Center

Downtown Vision



Center for Health Sciences Education & Innovation

Creating the Center in Downtown Lima to:

- Drive revitalization and economic development in downtown Lima
- Promote higher education, business, and government partnerships
- Enhance the health science pathway (K-20)
- Extend *Science, Technology, Engineering, Mathematics & Medicine (STEM²)* Education

Center for Health Sciences Education & Innovation

Creating the Center to:

- Increase workforce development & job growth in healthcare sector
- Facilitate innovation growth & entrepreneurial investment
- Infuse Lima with professionals & students
- Anchor future economic growth initiatives

Direct Healthcare Economic Impact

- The health sector in Allen County employed approximately 9,981 people & \$466.8M in payroll
- Hospital sector employed 4,622 with \$207M in payroll
- Combined direct, indirect & induced impact was 14,649 jobs and \$598M in income
- Generated \$2.9M in county tax revenue
- Directly responsible for 15.3% of county's employment & 19.2% of its payroll

Employment

Medical-related employment in our primary ten county service area



Wages Produced

Medical-related employment in our primary ten county service area



Magnitude of Our Impact

Ohio Hospitals 

Consortium Partners

10 County Service Area

Expanded Service Area



Collaborators

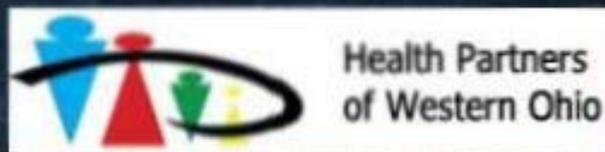
Four-year Institutions



"Finish your BSN in Lima"

Collaborators

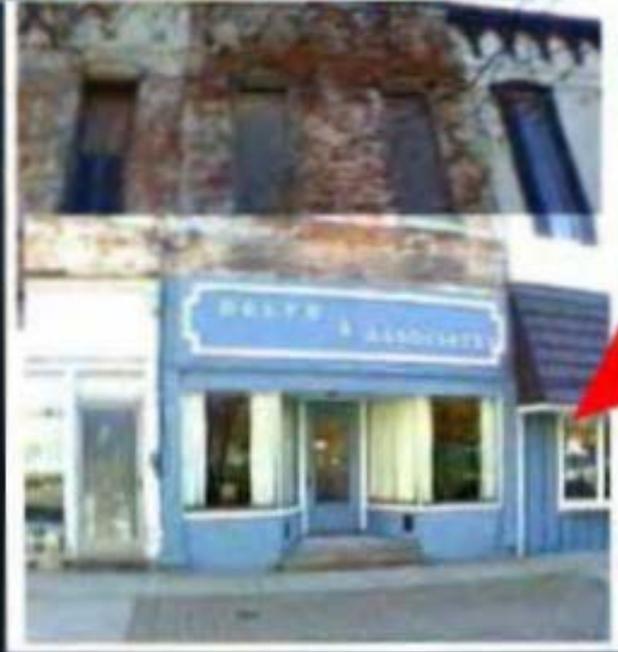
Government—Business—Education





The Center

REIMAGINING RHODES



REIMAGINING RHODES



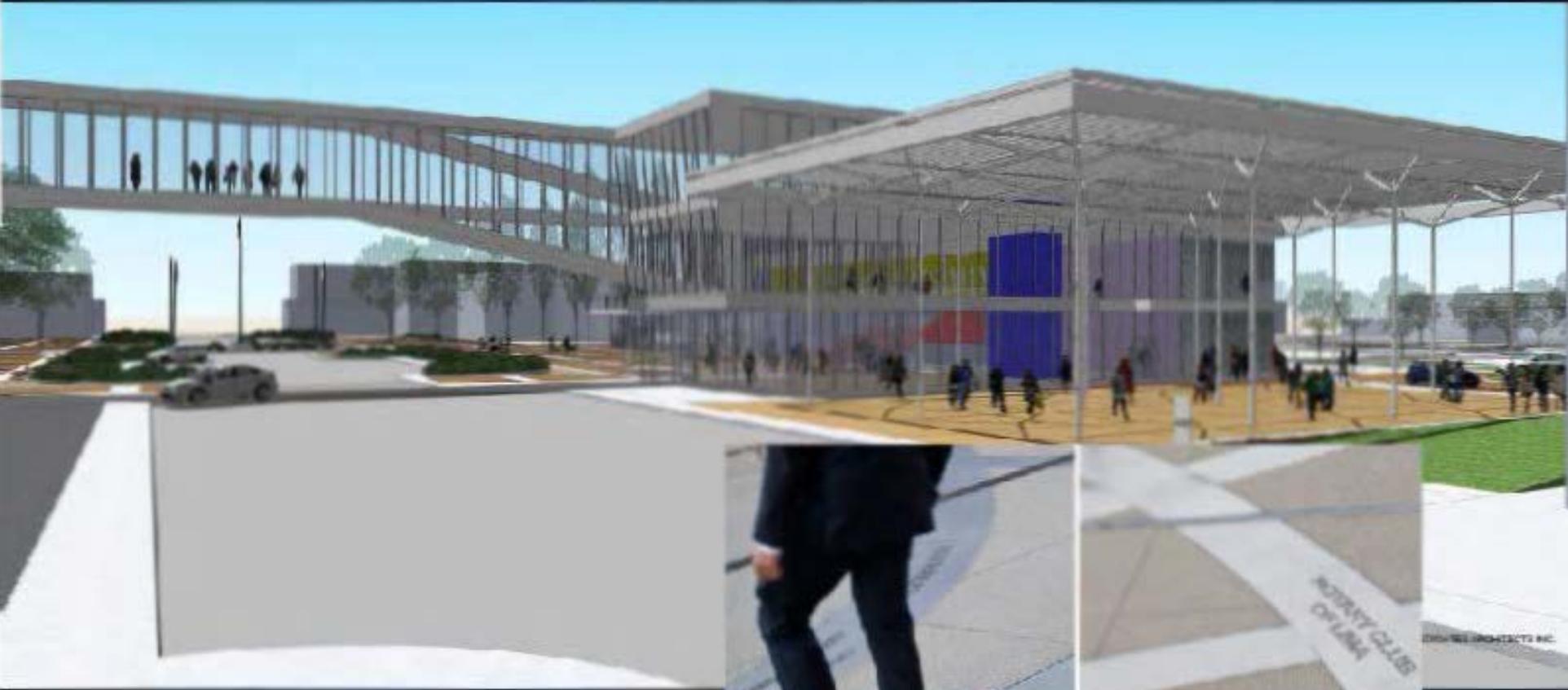
Northwest Corner

REIMAGINING RHODES



Walking South

REIMAGINING RHODES



Looking North



© 2014 HOK ARCHITECTS INC.

REIMAGINING RHODES



South End





Walking West

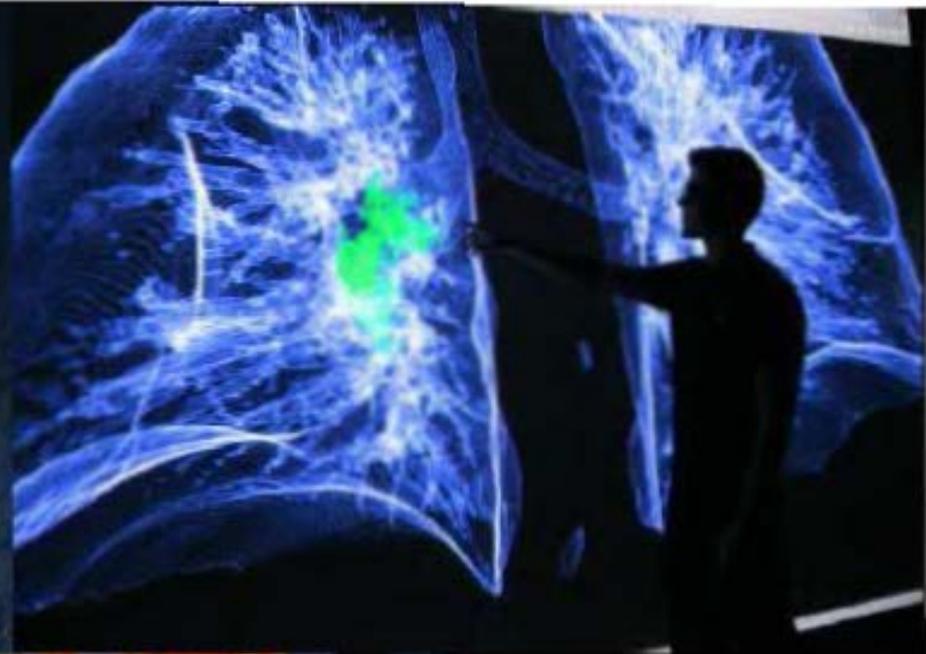
REIMAGINING RHODES



Looking West

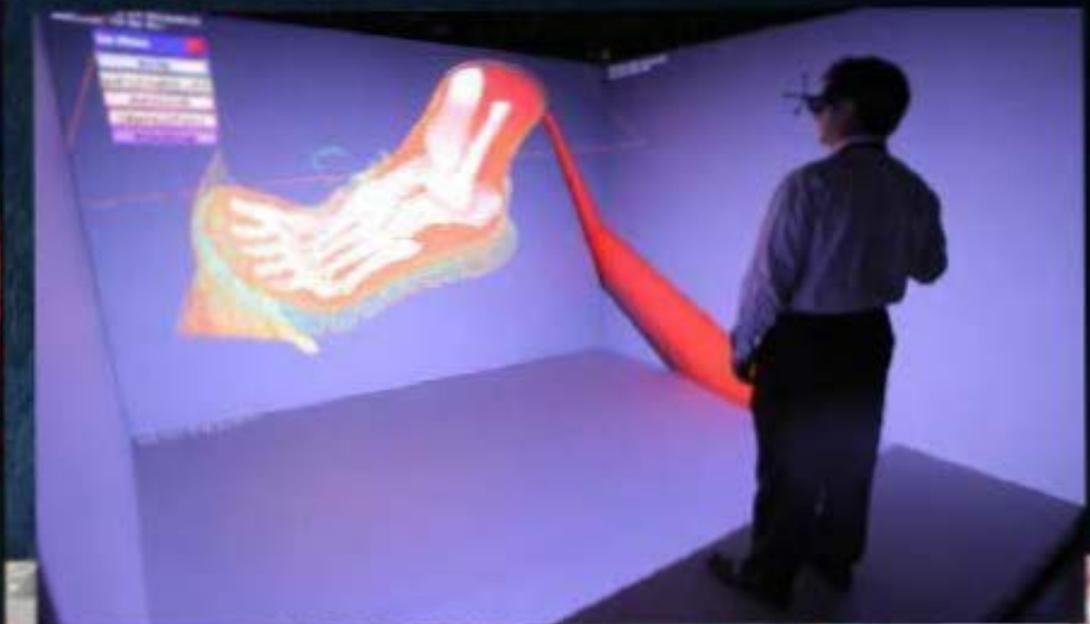
Vision: Simulated Programming

3-D Simulation





3-D Simulation



Transforming Laboratories

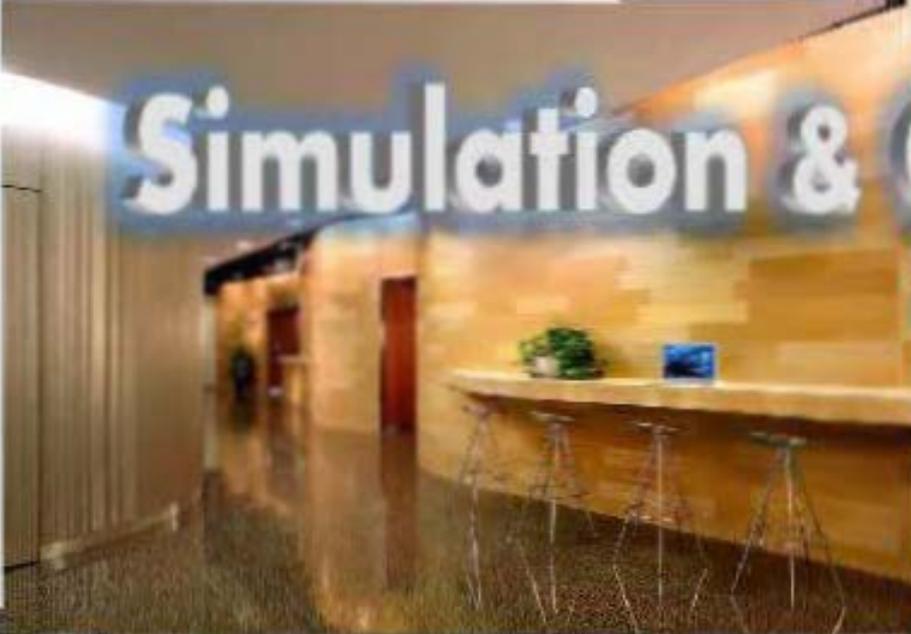


Transforming Laboratories



RHODES
SINCE 1890

Simulation & Observation



Simulation & Observation



Transforming Teaching



Transforming Teaching



Practitioner Training



RHODES
SINCE 1954

Community Engagement



Urban Centers

Florida State College
Jacksonville, FL

Grand Valley

Cuyahoga Community College
Cleveland, OH

Harrison College
Indianapolis, IN

Lane Community College
Eugene, OR

UTSA
San Antonio, TX

Pima Community College
Tucson, AZ

Funding Sources

- State appropriations
 - Existing
 - Capital Bill
- Rhodes State funds
- City of Lima
- Allen County
- Private Sector

Vision for Northern Ohio

Presentation to the Ohio Board of Regents



Dynamic Changes in Higher Education

- Demographic shifts in northwest Ohio
- Declining enrollments
- Decline in State Funding (SSI)
- Focus on Student Success and Completion
- Rising costs of educating students

Dynamic Changes in Higher Education

- Lack of prepared personnel
- Anticipated workforce shortages
- Aging physical plants
- Impact of online offerings
- Increasing competition from for-profits
- Unsustainable model in the long term

Northwest State's Need

- Support of workforce development
- Focus on Student Success, Completion and Support
- Maintain community/institutional identity
- State subsidy realignment

Terra State's Need

- Enhance efficiencies
- Share resources
- Focus on Student Success and Completion
- Contain costs of educating students
- Maintain institutional identity



Northern Ohio Community College District

Council of Governments



Council of Governments (COG)

- Separate governmental entity
- Non-profit
- Articles, By Laws, Board of Directors
- Budget
- Designed to assist agency in conducting mission

Draft Vision

- Dynamic innovation in community college education in Ohio and the nation through shared resources, gained efficiencies, broadened services, and strengthened viability.

Or

- Providing for student success through dynamic innovation in community college education.



Draft Mission

- To be the stimulus for success by providing superior learning opportunities efficiently and effectively, while preserving institutional distinctiveness.

or

- Creating superior learning opportunities efficiently and effectively, while preserving institutional distinctiveness.

or

- Creating positive change through superior learning opportunities, while preserving institutional distinctiveness.



Draft Goals

- Establish shared resources and gained efficiencies that result in broadened services for each member college in the district.
- Preserve institutional distinctiveness.
- Expand collective institutional capacity to sustain growth and evolution.
- Enhance workforce development outreach and engagement.
- Serve as a catalyst for success in college.



Current Progress

- Board of Trustees Approval to move forward
- OACC Endorsement
- Chancellor's Endorsement
- Governor's Office Endorsement
- Blended VP for Academic Affairs



Time Frame

- The participating institutions intend to form the COG by July 1, 2015.
- A COG Transition Team will be formed immediately.
- The goal is to be fully operational by June 30, 2018.

Service Regions

Terra State Community College



Northwest State Community College



Northern Ohio Community College District Service Region



Next Steps

- District Office: Scott Park Campus of UT
- Legal Counsel – By Laws
- Shared positions
 - Vice President of Academic Affairs
 - Chief Financial Officer

Next Steps

- Other shared positions phased in
 - Chief Executive Officer
 - Chief Operations Officer
 - Workforce Development
 - Student Affairs
 - Marketing and Public Relations
 - Human Resources
 - Information Technology

Employee Impact

- Changes to structures of departments
- Different positions on the campus vs. the district
- Teaching opportunities at the Scott Park Campus
- Program offerings by both campuses



State of Ohio Impact

- Gained Efficiencies
- Reduced duplication
- Enhanced learning options
- Gained sustainability
- Model for replication

Organizational Chart

Key:

VPAA – Vice President
of Academic Affairs

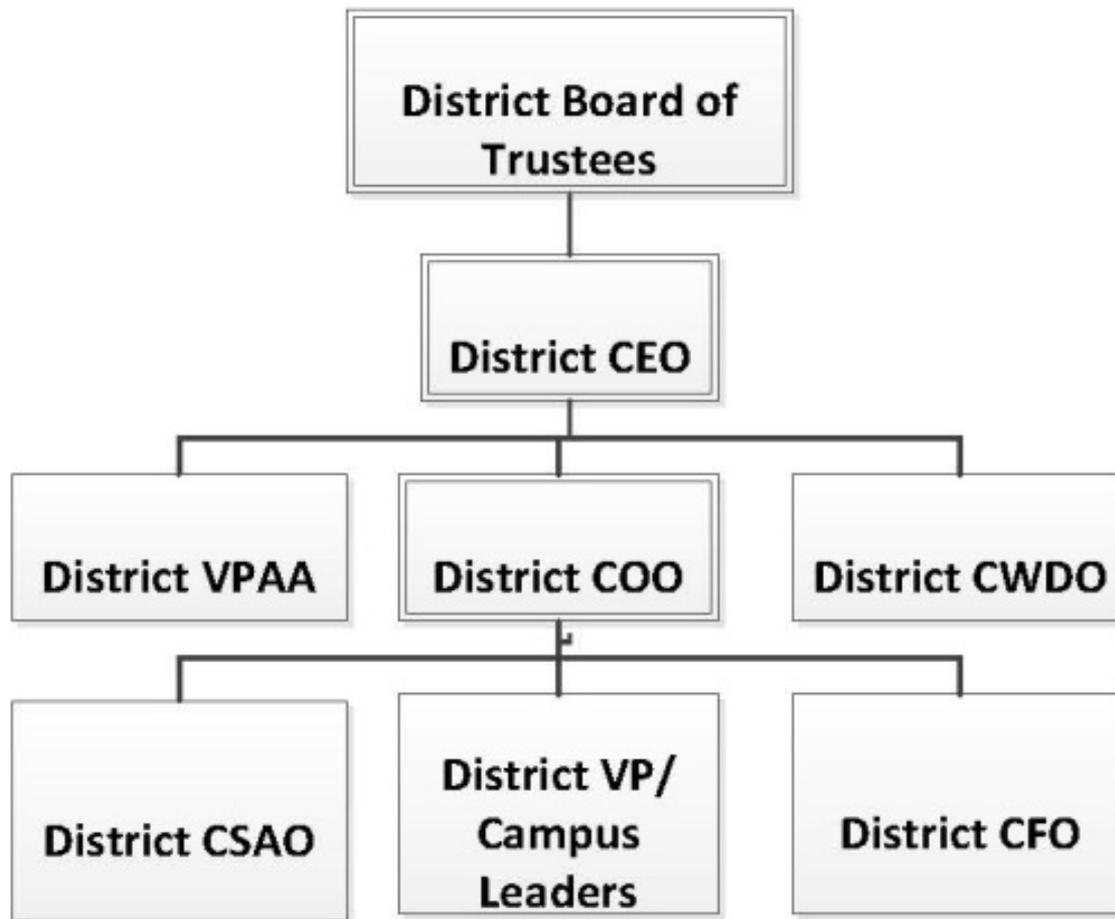
CEO – Chief Executive
Officer

COO – Chief Operating
Officer

CFO – Chief Financial
Officer

CSAO – Chief Student
Affairs Officer

CWDO – Chief
Workforce Development
Officer



2015 - 2016

Projected Budget Savings

These savings are generated by not duplicating positions at each college

	2015-2016	2016-2017	2017-2018	2018-2019
Chief Executive Officer	\$ 40,000	\$ 70,000	\$ 110,000	\$ 140,000
Chief Operation Officer	40,000	65,000	120,000	160,000
Workforce Development Officer	25,000	75,000	105,000	122,000
Academic Vice President	90,000	95,000	115,000	130,000
Fiscal/Administrative Officer	20,000	75,000	95,000	120,000
Marketing/Public Relations	10,000	75,000	120,000	170,000
Human Resources	5,000	60,000	92,000	120,000
Information Technology	5,000	35,000	45,000	110,000
Executive Assistant	15,000	35,000	10,000	-
2nd Administrative Assistant	-	(35,000)	(27,000)	(34,000)
3rd Administrative Assistant	-	-	(35,000)	(37,000)
	<u>\$ 250,000</u>	<u>\$ 550,000</u>	<u>\$ 750,000</u>	<u>\$ 1,001,000</u>

Questions

Answers

Thank You!



Ohio Healthcare Innovation Alliance: Results of Diagnostic Assessment

Thomas J. Graham, MD
Chief Innovation Officer
Cleveland Clinic

OHIA Diagnostic Phase

Agenda for Today

- Revisit Rationale for Innovation Diagnostic
- Describe Conduct of Assessment
- Share Results – Collective & Institutional
- Analyze Outcomes & Opportunities

OHIA Diagnostic Phase

Profound gratitude to...

- Ohio Board of Regents
- Governor & Cabinet
- Institutional Presidents & Innovation Champions
- ESP's & BioEnterprise
- Regional Business Development & Attraction Organizations
- Inter-University Council & Bruce Johnson
- Countless Individual Innovators
- Cleveland Clinic Innovations Team

OHIA Diagnostic Phase

Rationale for OHIA Diagnostic

OHIA Diagnostic Phase

Mission-Driven Innovation Realities?

- Financial Constraints Real & Immediate
- All Stakeholders Affected
- Ohio's "Propinquity"
- Ohio's Cluster Performance is Behind
- Benefit of Alignment (Process, Metrics, Culture)
- Optimizing Innovation will be Margin of Difference

OHIA Diagnostic Phase

Key Questions

- Is there Infrastructure?
- Is there Existing Portfolio?
- Is there an Innovation Culture?
- Is there a Willingness to Collaborate?
- Is there a Reward?
 - Competitive Advantage
 - Economic

OHIA Diagnostic Phase

Conduct of OHIA Diagnostic

OHIA Diagnostic Phase

Conduct of the OHIA Diagnostic

- GHIA Existing Model
- Instruments Developed to Determine Inclusion
- Validated Collection of Instruments
- Memorandum of Strategic Collaboration
- Vital Financial Support
- Launch of Assessment



OHIA Diagnostic Phase

Governor-Nominated Participants



OHIA Diagnostic Phase

ESP's Role in Ecosystem



OHIA Diagnostic Phase

Key Stakeholders & Opinion Leaders

- Executive Leadership
- Innovation Engine/Nucleus
 - Office of “Technology Transfer”
 - Commercialization Infrastructure
- Clinical Leaders/Research/Education Leads
- Key Board Members/Trustees
- Recognized Innovators & Entrepreneurs

OHIA Diagnostic Phase

Diagnostic Components



OHIA Diagnostic Phase

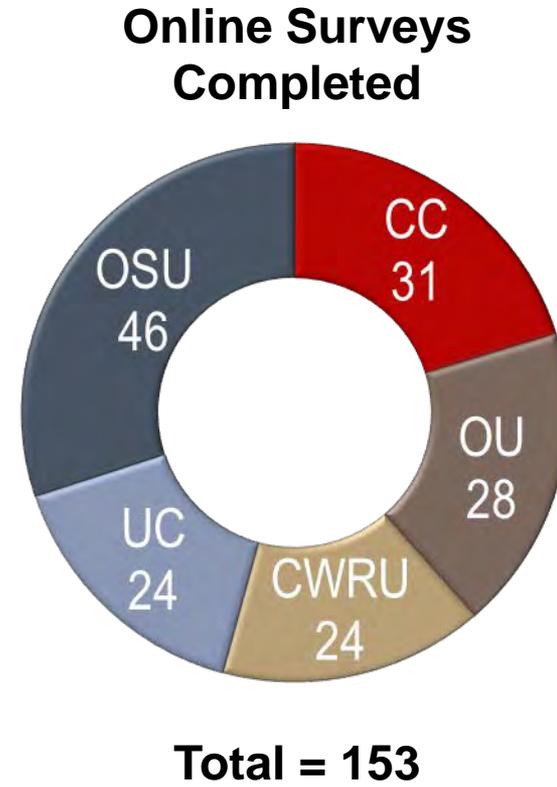
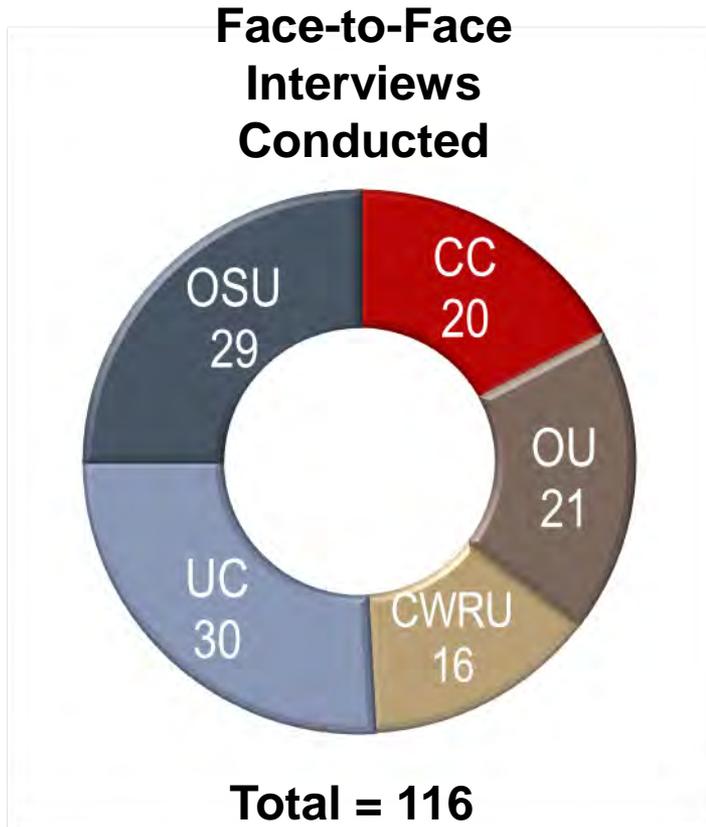
Diagnostic Components

Organizational Innovation Interrogation

- 3i: Objective, Architectural
- MiMS/GPA: Cultural Preparedness
- BE: Portfolio Strength
- iGPS: Overall Aggregate



Logistics

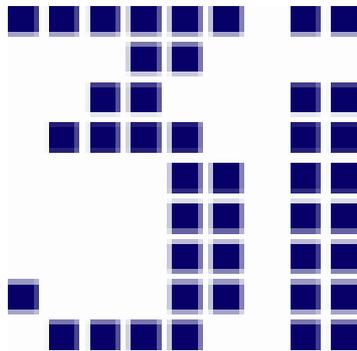


OHIA Diagnostic Phase

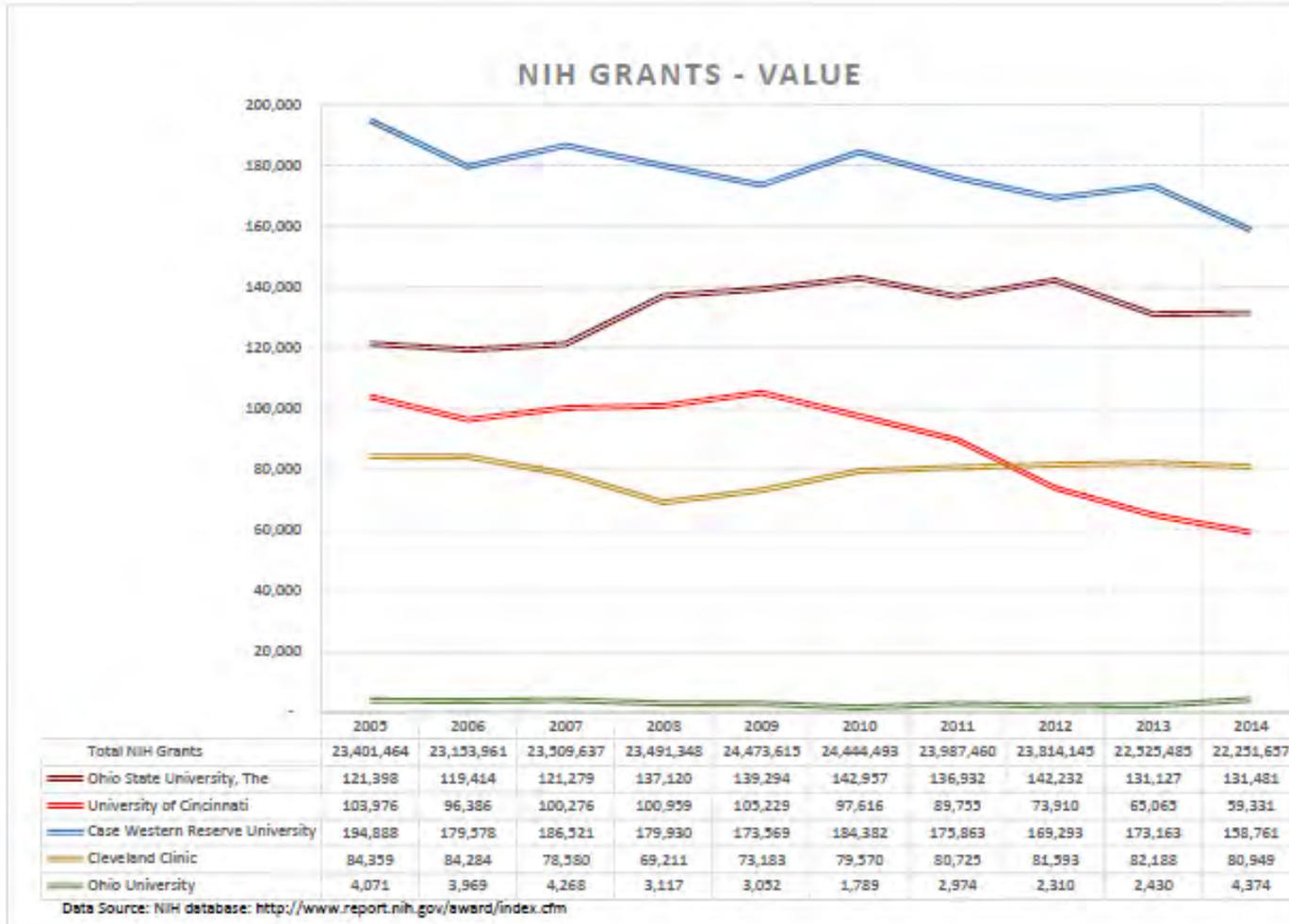
Results of OHIA Diagnostic

OHIA Diagnostic Phase

Results of 3*i*

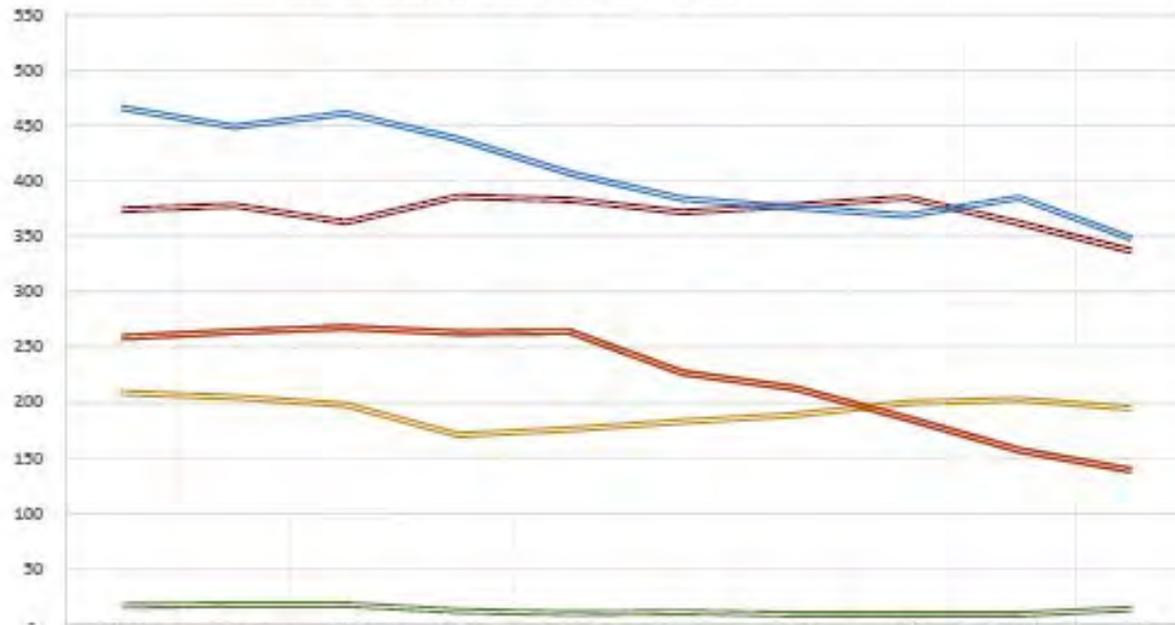


OHIA Diagnostic Phase



OHIA Diagnostic Phase

NIH GRANTS - NUMBER

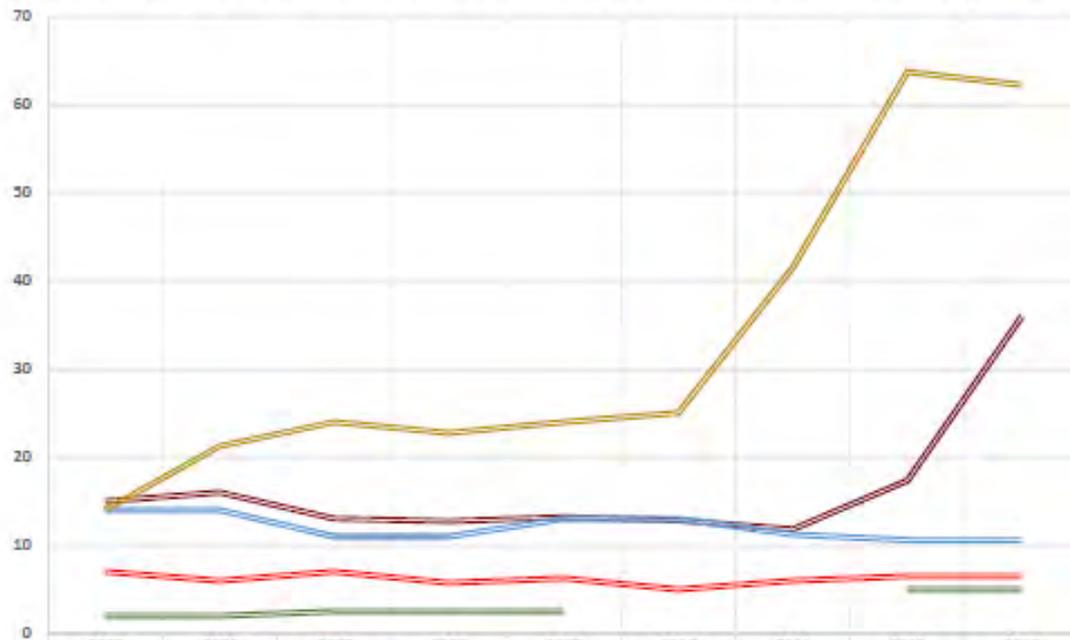


	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total NIH Grants	54,558	55,239	54,020	52,734	51,542	51,457	51,088	53,330	51,599	50,712
Ohio State University, The	374	378	363	386	383	372	378	385	362	337
University of Cincinnati	259	264	268	263	264	227	213	186	157	139
Case Western Reserve University	466	449	461	438	407	384	376	369	385	348
Cleveland Clinic	209	205	198	171	176	183	189	200	203	195
University of Cincinnati	259	264	268	263	264	227	213	186	157	139
Ohio University	17	18	18	12	10	11	9	9	9	14

Data Source: NIH database: <http://www.report.nih.gov/award/index.cfm>

OHIA Diagnostic Phase

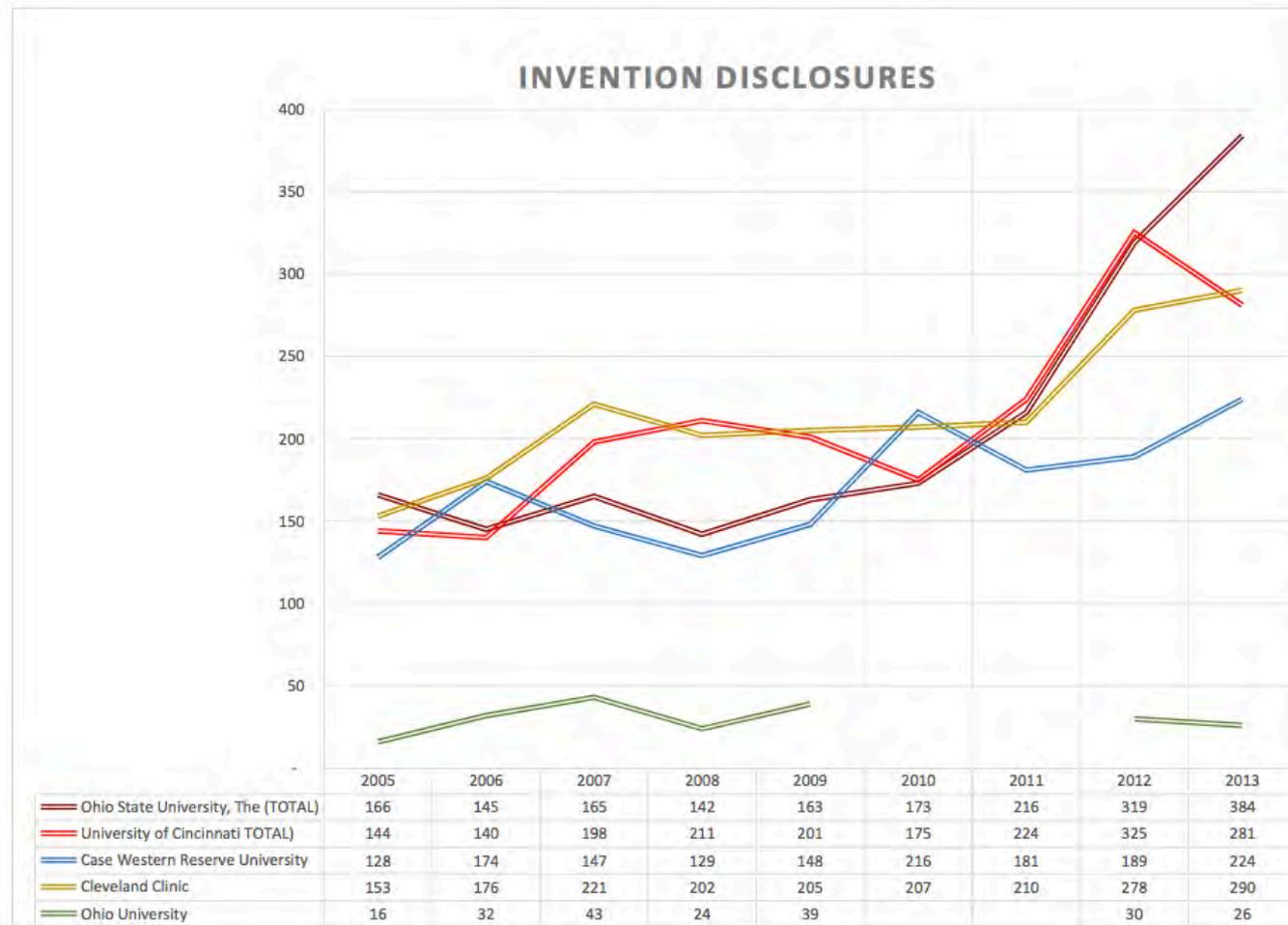
TECHNOLOGY COMMERCIALIZATION OFFICE STAFFING (FTEs)



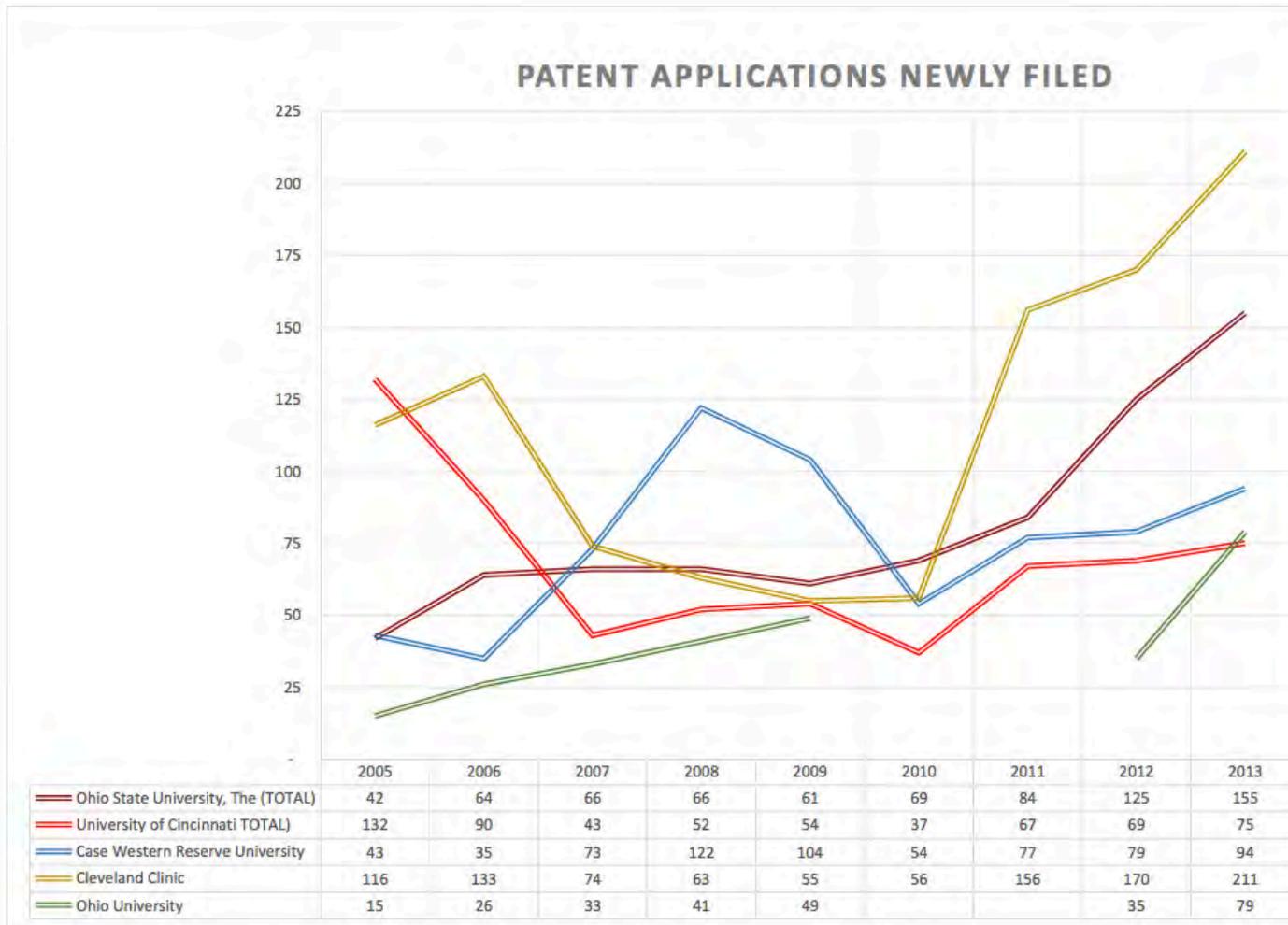
	2005	2006	2007	2008	2009	2010	2011	2012	2013
Ohio State University, The	15.0	16.0	13.1	12.8	13.2	12.8	11.8	17.4	36.0
University of Cincinnati	7.0	6.0	7.0	5.8	6.3	5.0	6.0	6.5	6.5
Case Western Reserve University	14.0	14.0	11.0	11.0	13.0	13.0	11.3	10.6	10.6
Cleveland Clinic	14.0	21.3	24.0	22.8	24.0	25.0	41.5	63.7	62.2
Ohio University	2.0	2.0	2.5	2.5	2.5			5.0	5.0

Data Sources:
 2005-13 - AUTM Survey
 2014 - Cleveland Clinic 3i Survey

OHIA Diagnostic Phase

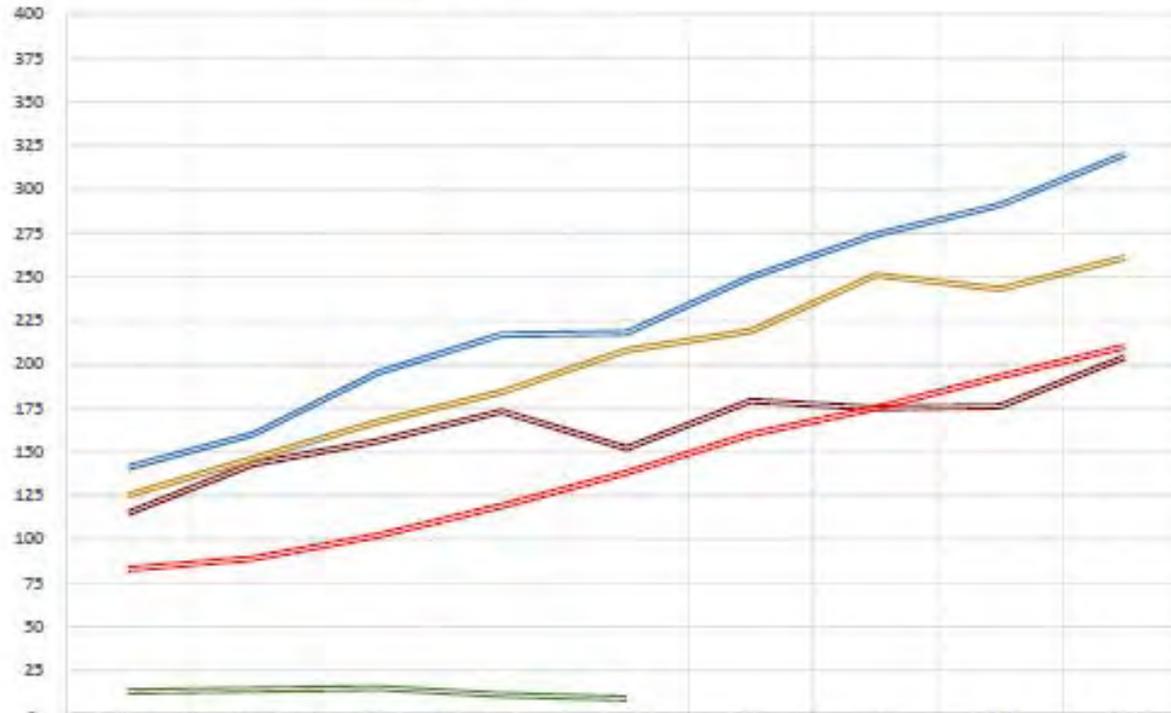


OHIA Diagnostic Phase



OHIA Diagnostic Phase

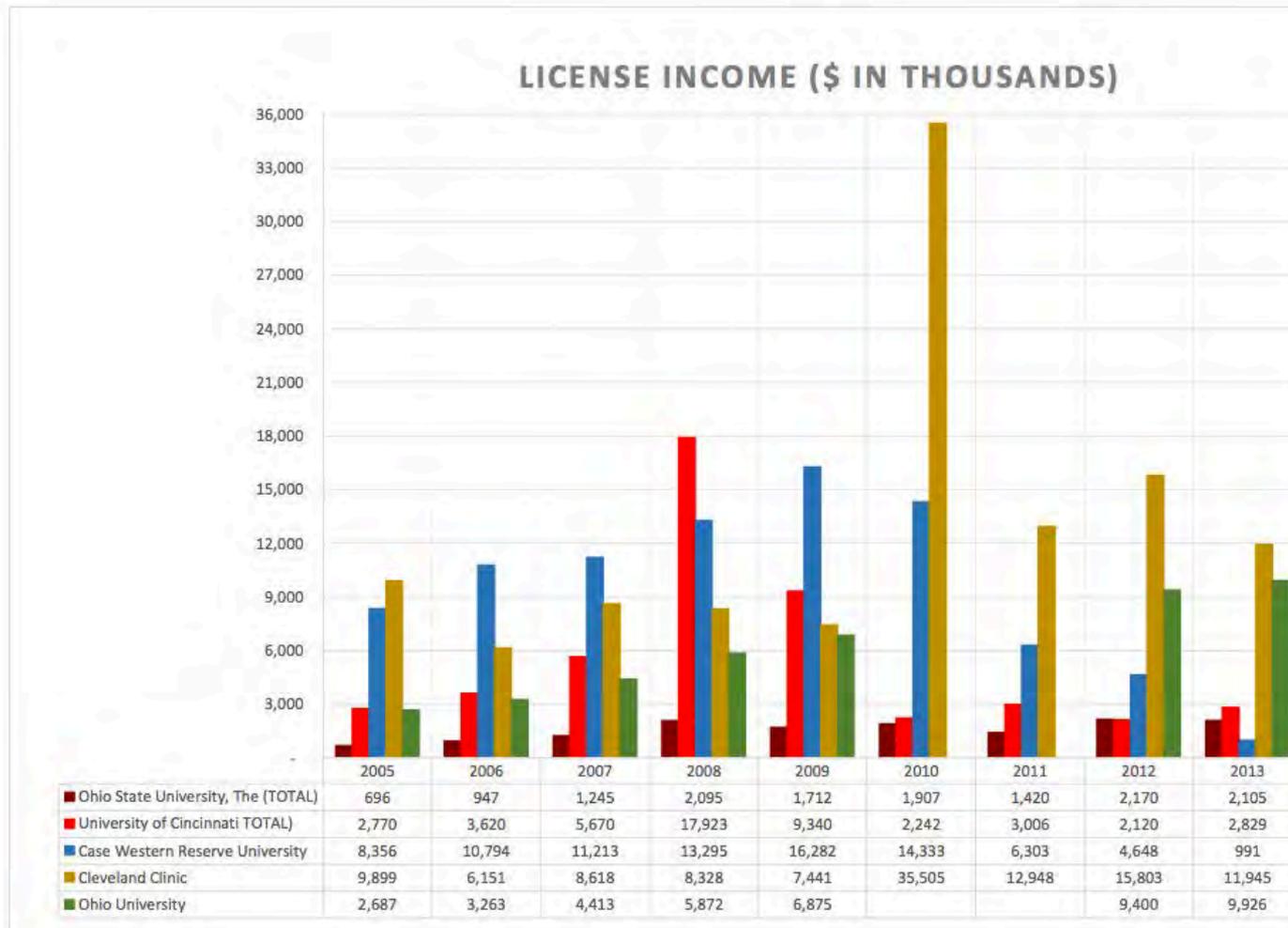
ACTIVE LICENSES



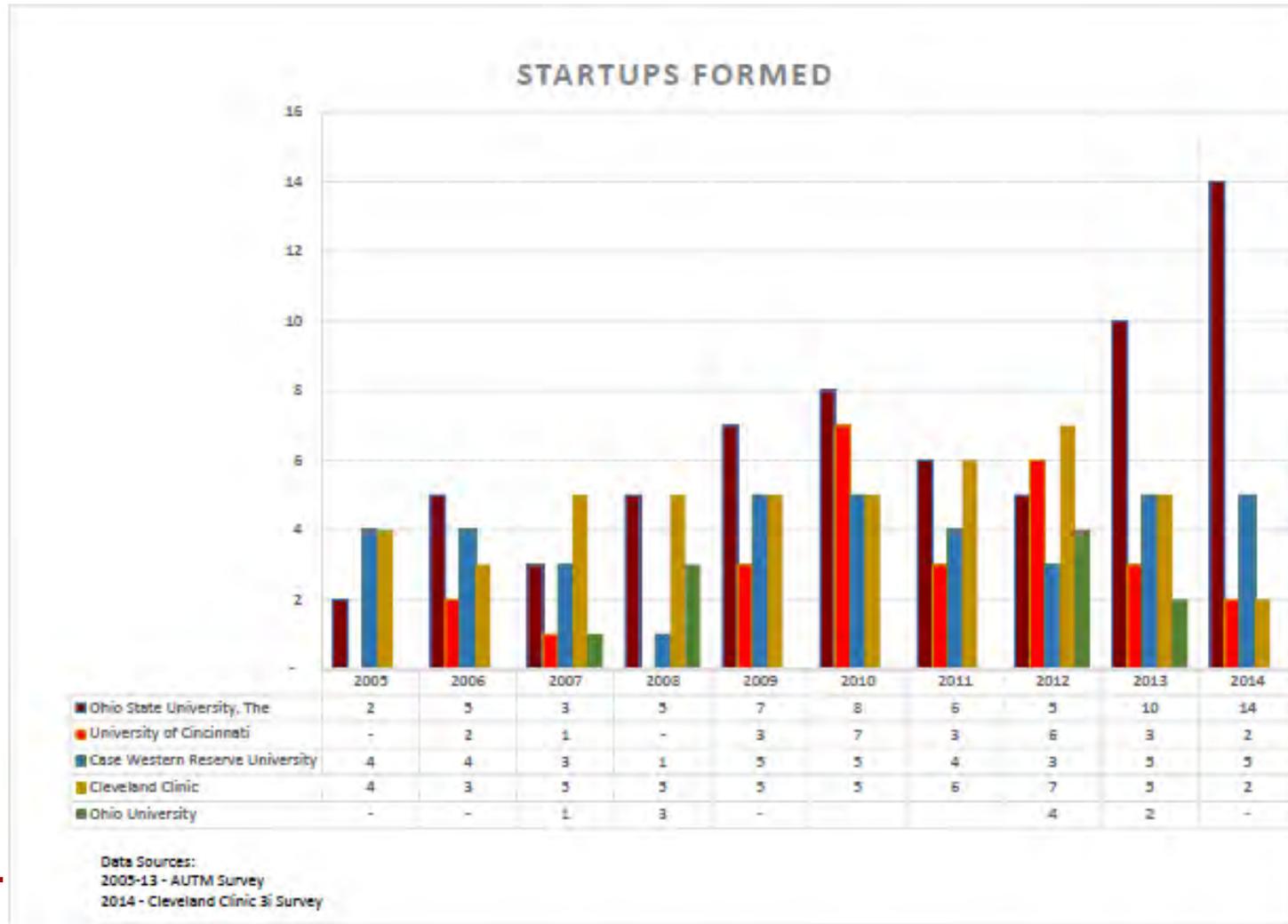
	2005	2006	2007	2008	2009	2010	2011	2012	2013
Ohio State University, The	115	143	136	173	152	179	173	176	204
University of Cincinnati	83	89	102	119	135	160	173	193	210
Case Western Reserve University	141	160	195	217	218	250	274	291	320
Cleveland Clinic	125	146	167	184	208	219	251	243	261
Ohio University	13	14	15	11	9				15

Data Source: AUTM Survey

OHIA Diagnostic Phase

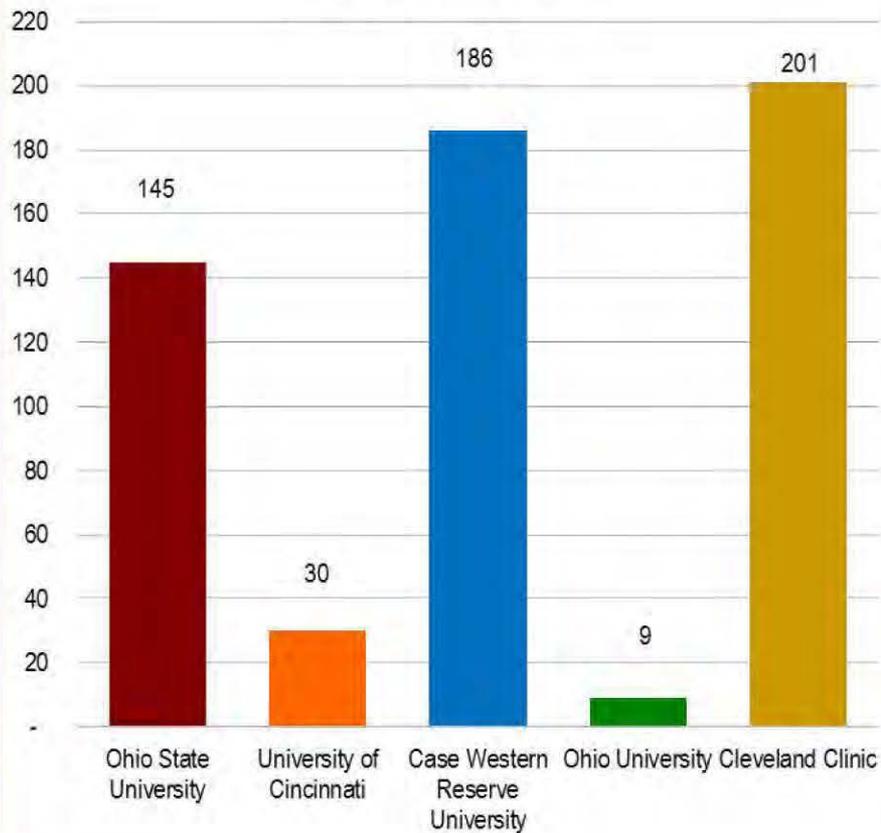


OHIA Diagnostic Phase

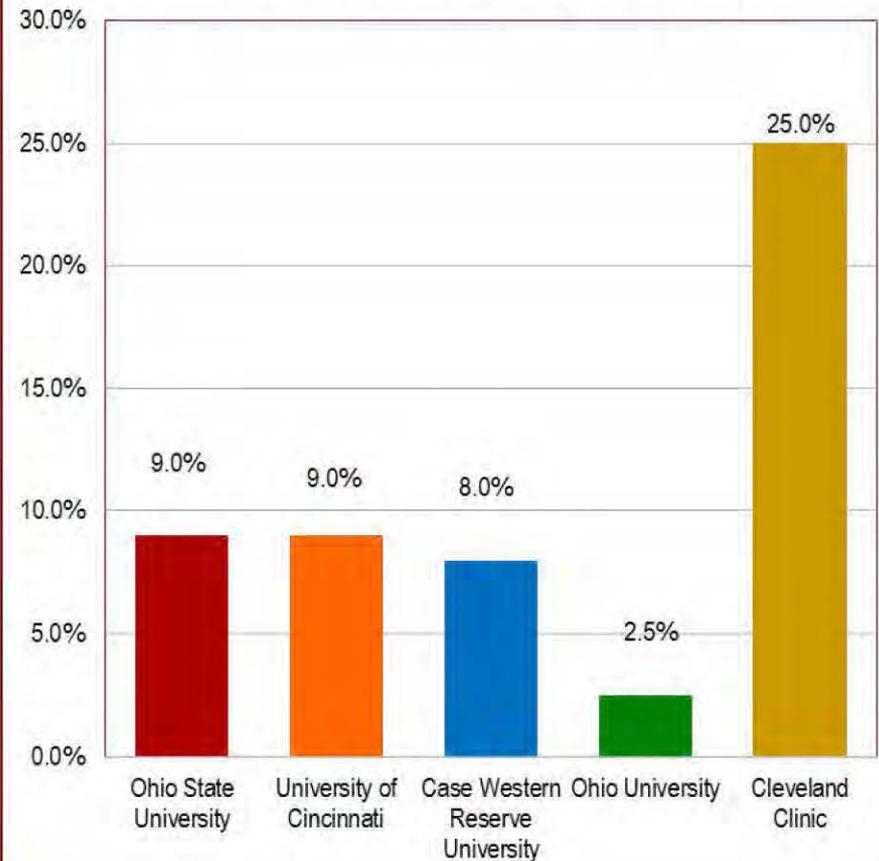


OHIA Diagnostic Phase: 2014 Data

Healthcare-related Invention Disclosures

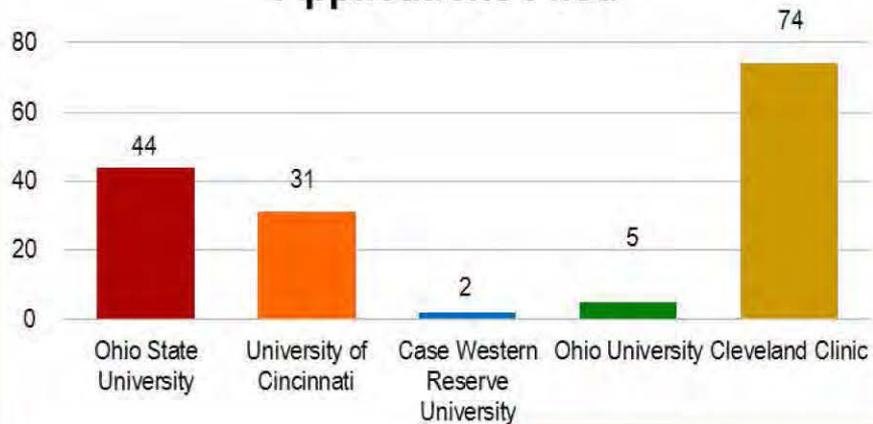


Share of Faculty/Staff Submitting 1+ Disclosure in Previous Five Years

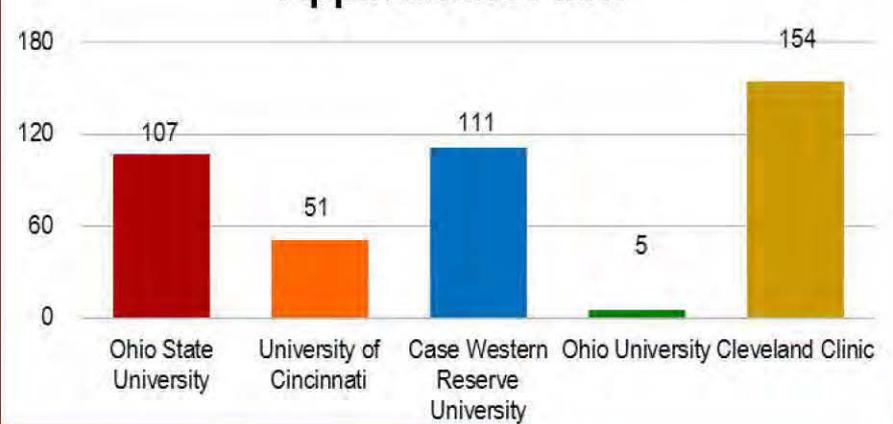


OHIA Diagnostic Phase: 2014 Data

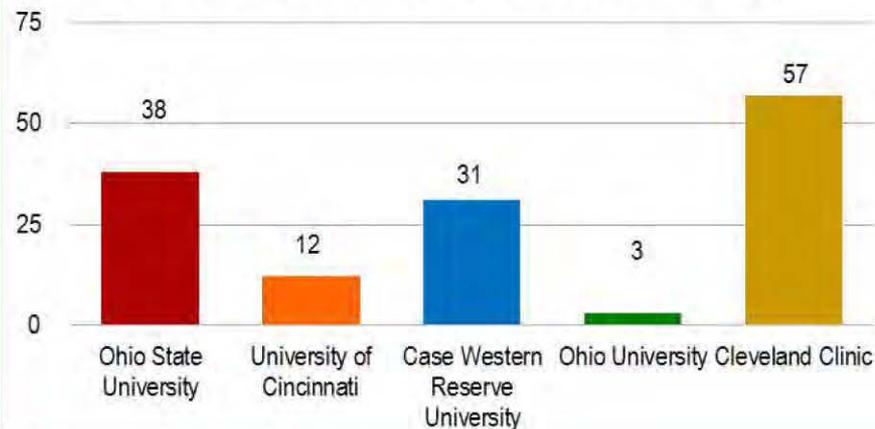
Healthcare-related Provisional Patent Applications Filed



Healthcare-related US Patent Applications Filed

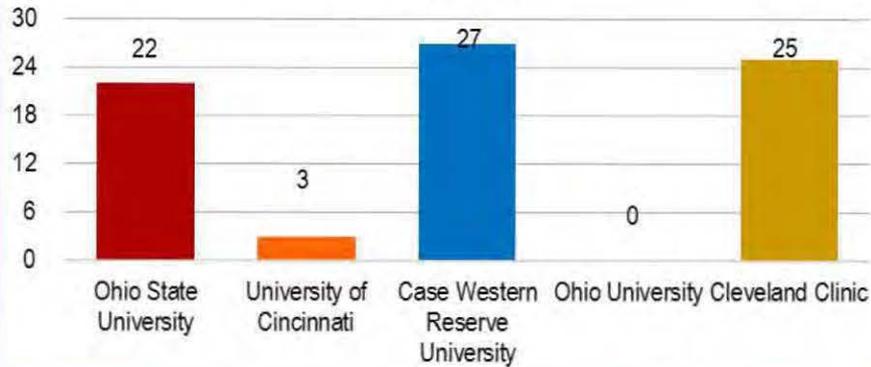


Healthcare-related US Patents Issued

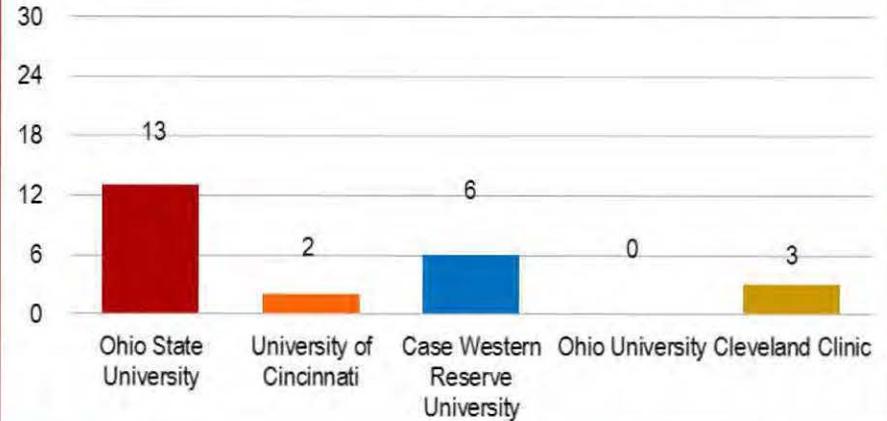


OHIA Diagnostic Phase: 2014 Data

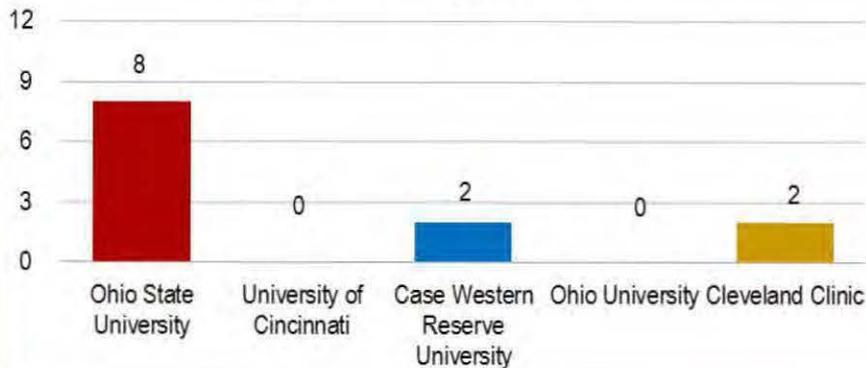
Healthcare-related Licenses Executed



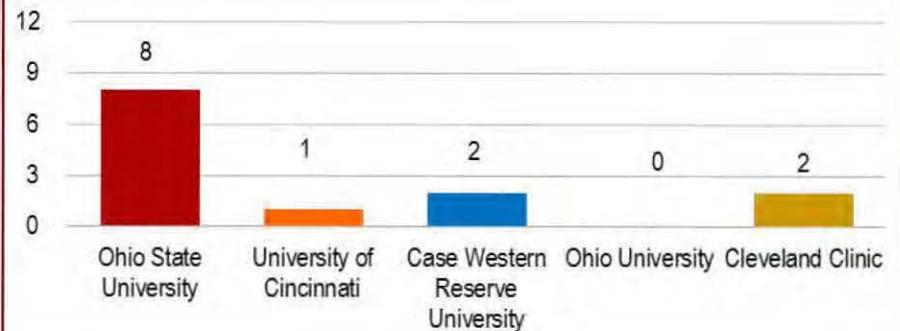
Healthcare-related Options Executed



Healthcare-related Licenses/Options Including Equity

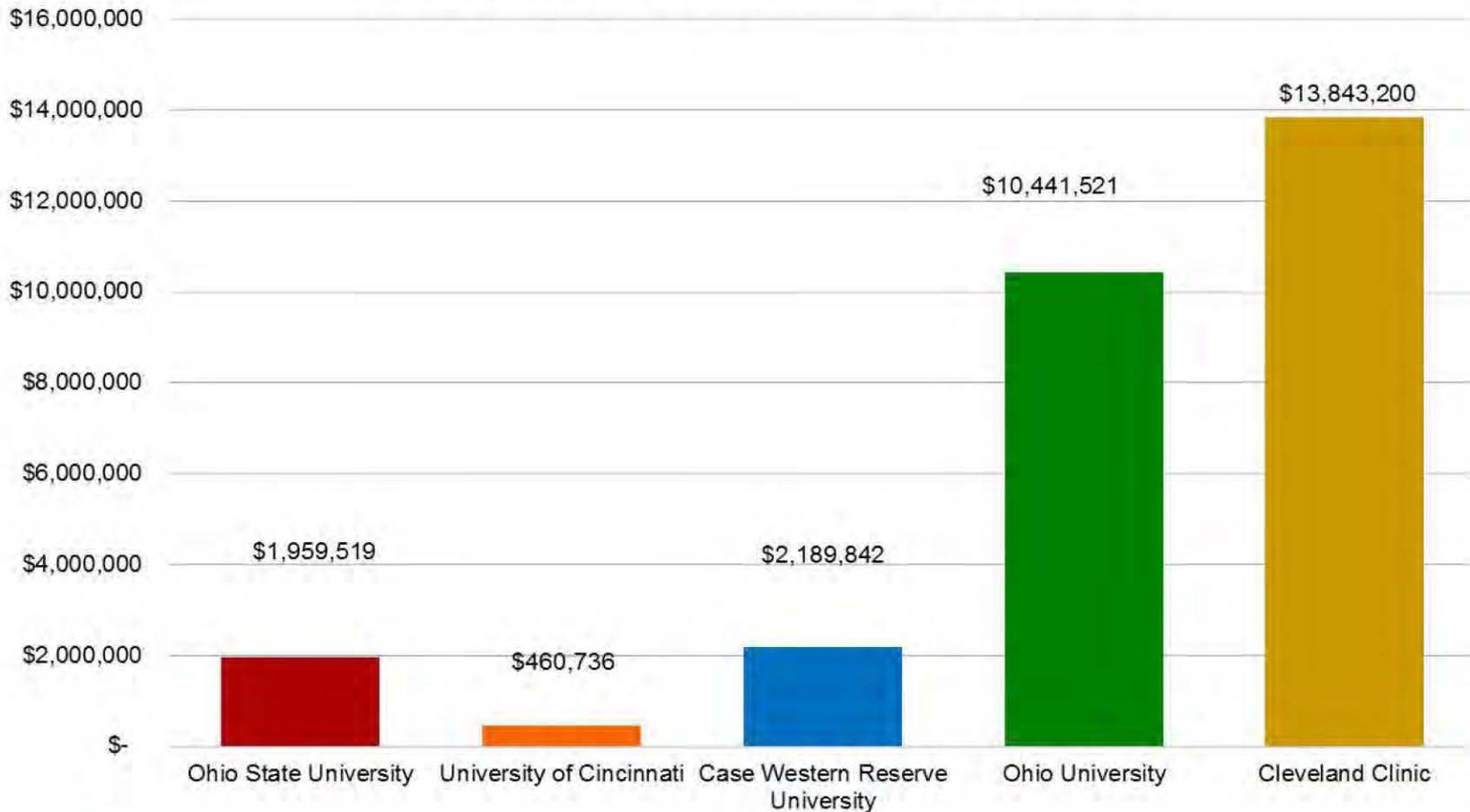


Healthcare-related Startups Created



OHIA Diagnostic Phase: 2014 Data

Healthcare-related Licensing Revenue



OHIA Diagnostic Phase

Results of MIMS & GPA



OHIA Diagnostic Phase

ATTRIBUTES

- Culture of collaboration throughout OHIA stakeholders evident around innovation & invention/discovery
- Existing culture of research, TTO/TCO functions & policies
- Highest level leadership embraces the concept of innovation & identifies importance to organization
- Recognition throughout leadership that status quo is not acceptable & that institution is not sufficiently staffed to optimize all commercialization opportunities
- Future vision for recruitment & retention incorporates entrepreneurship & innovation

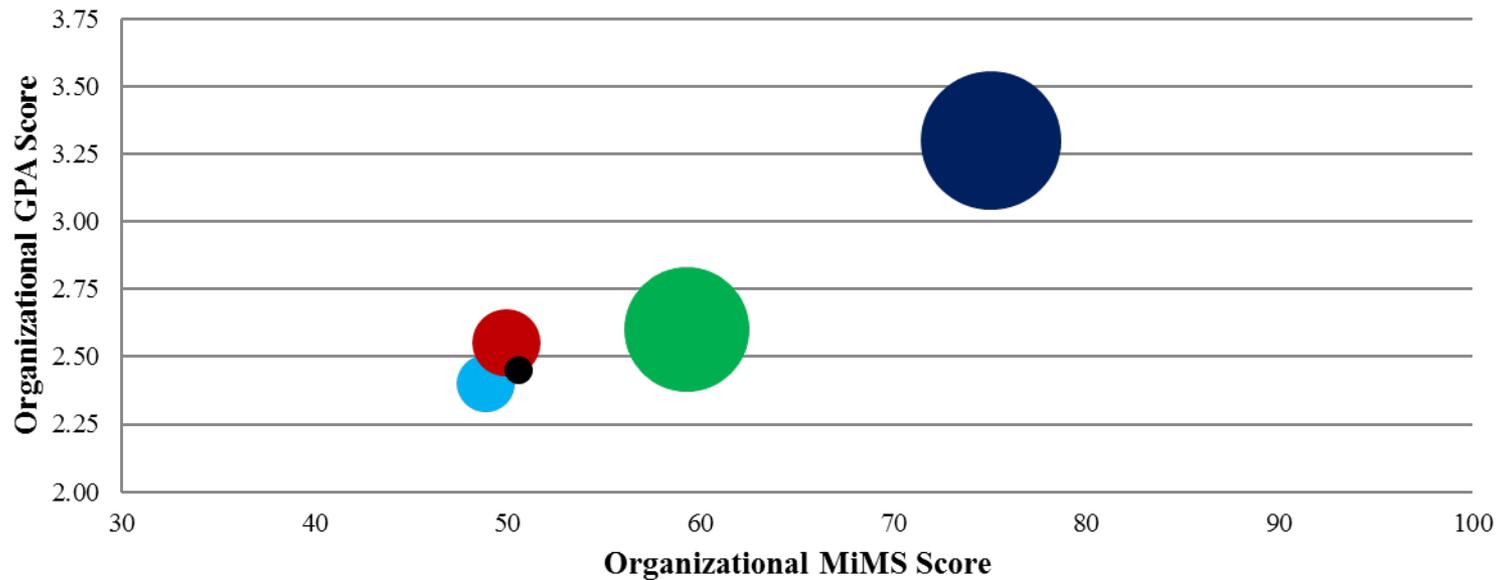
OHIA Diagnostic Phase

CHALLENGES

- Lack of understanding, attention and resource to innovation infrastructure frustrates inventors & impedes delivery of output
- TTO/TCO lacks size and broad-based expertise necessary to support inventors (e.g. rolodex, subject matter expertise)
- Education of the process does not exist and institutions don't know how to do it, or who can help
- Lack of capacity to support in-reach to the faculty by the TTO/TCO
- Deficiency of funding available for very early stage development (i.e. design, prototype, proof of concept)

OHIA Diagnostic Phase

Innovation Maturity Scale



2014 Licensing Activity by Institution

- CC \$12.8m
- CWRU \$2.2m
- OSU \$3.0m
- OU \$10.8m
- UC \$.5m

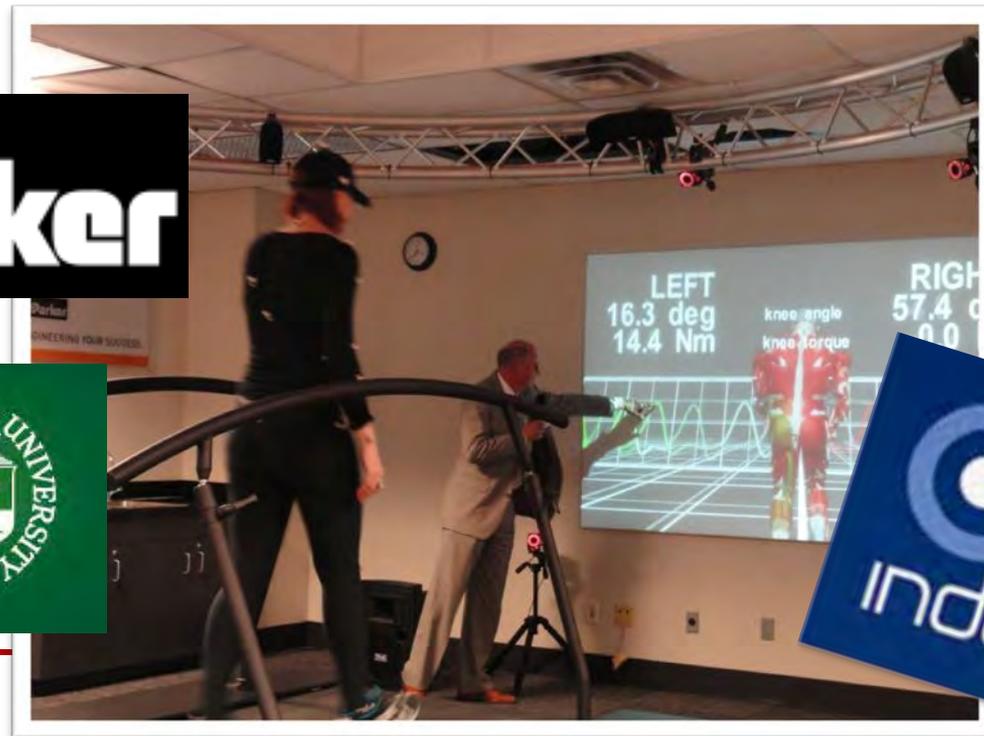
* Circumference size of bubble is representative of 2014 commercialization activity

OHIA Diagnostic Phase

Results of Business Engineering

BE

OHIA Diagnostic Phase Results of Business Engineering



OHIA Diagnostic Phase

Conclusions & Opportunities Resulting from the OHIA Diagnostic

OHIA Diagnostic Phase

Summary: Assets

- Unanimous Appreciation of State & Regents Commitment
- Innovation Output is Admirable, Despite Challenges
- Strong Culture of Collaboration throughout OHIA Stakeholders
- Existing Culture of Research & Emerging Appreciation for Translation
- TTO/TCO Role & Promotion Policies Evolving
- Highest Level Leadership Embraces Innovation

OHIA Diagnostic Phase

Summary: Liabilities/Opportunities

- Priority #1: Maintaining a Robust Innovation Infrastructure
 - Experienced Professionals
 - Effective, Scalable Processes
 - Proof-of-Concept Funding
 - “Cross-Pollination” Function Needed
- Priority #2: (Re)Engage Investors, Industry & Government
 - Strategic Innovation around Market Need
 - Mitigate Risk through Scale & Scope Advantages
- Priority #3: Leverage Innovation to Recruit, Retain, Reward
 - Attraction & Tenure/Promotion

OHIA Diagnostic Phase

QUESTIONS?

OHIA Diagnostic Phase

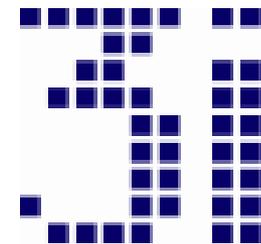
Appendix

OHIA Diagnostic Phase

Diagnostic Components

Innovation Infrastructure Inquiry (3i)

- Institutional Characteristics
- Tech Transfer Architecture & Operation
- Resource Allocation
- Partnerships/Memberships
- Historical Outcomes
- Grants & Funding
- Published “Playbook” (2013)



OHIA Diagnostic Phase

Diagnostic Components

Innovation Global Practice Survey

- Suite of Proprietary Instruments
- Diagnostic & Prognostic Capabilities
- Internal Use: Identify Capabilities & Challenges
- External Use: Benchmarking & Progress
- Establishes a Common Language



OHIA Diagnostic Phase

Diagnostic Components

The M/MS Instrument

- Institutional Innovation Maturity
- Interrogates Key Leaders & Innovators
- Inquiry over Multiple Dimensions
- Weighted Variables – Produces a Score
- Yields Performance “Levels”
- Aggregated Results Identify Status
- Identifies Paths to Improvement

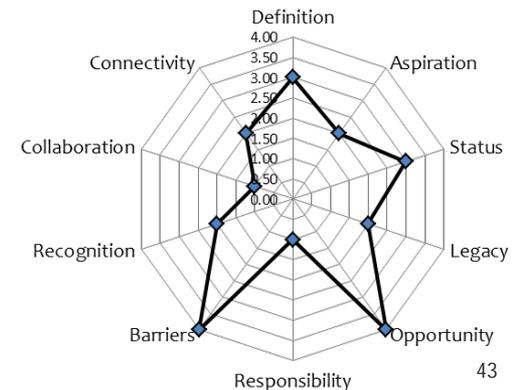
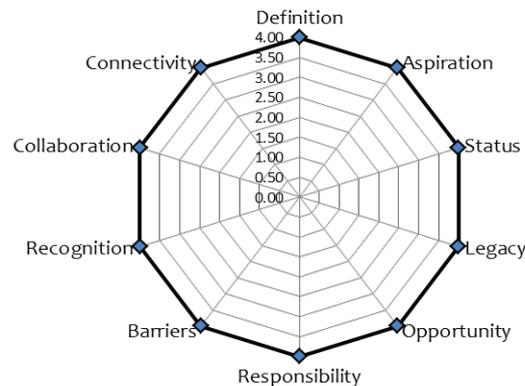


OHIA Diagnostic Phase

Diagnostic Components

Graded Perspective Analysis

- Objectifies Subjective Responses
- Specific Set of Questions
- “Graded” Responses (4pt Scale or A,B,C,D,F)



OHIA Diagnostic Phase

Diagnostic Components

Business Engineering (BE)

- Evaluates Emerging Entities
- Full Menu of Services & Capabilities
- Interrogates Technology, Governance, Resources
- Uniquely Positioned to Determine Synergy
- Diversified Maturity of Portfolio

The logo for Business Engineering (BE) consists of the letters 'B' and 'E' in a bold, italicized, green font. The 'B' and 'E' are connected at the top and bottom, with a slight gap in the middle. The letters have a slight shadow effect, giving them a 3D appearance.

BE



EASTERN GATEWAY
COMMUNITY COLLEGE

A New Approach to Student Retention

Ohio Board of Regents
June 11, 2015

Presenters:

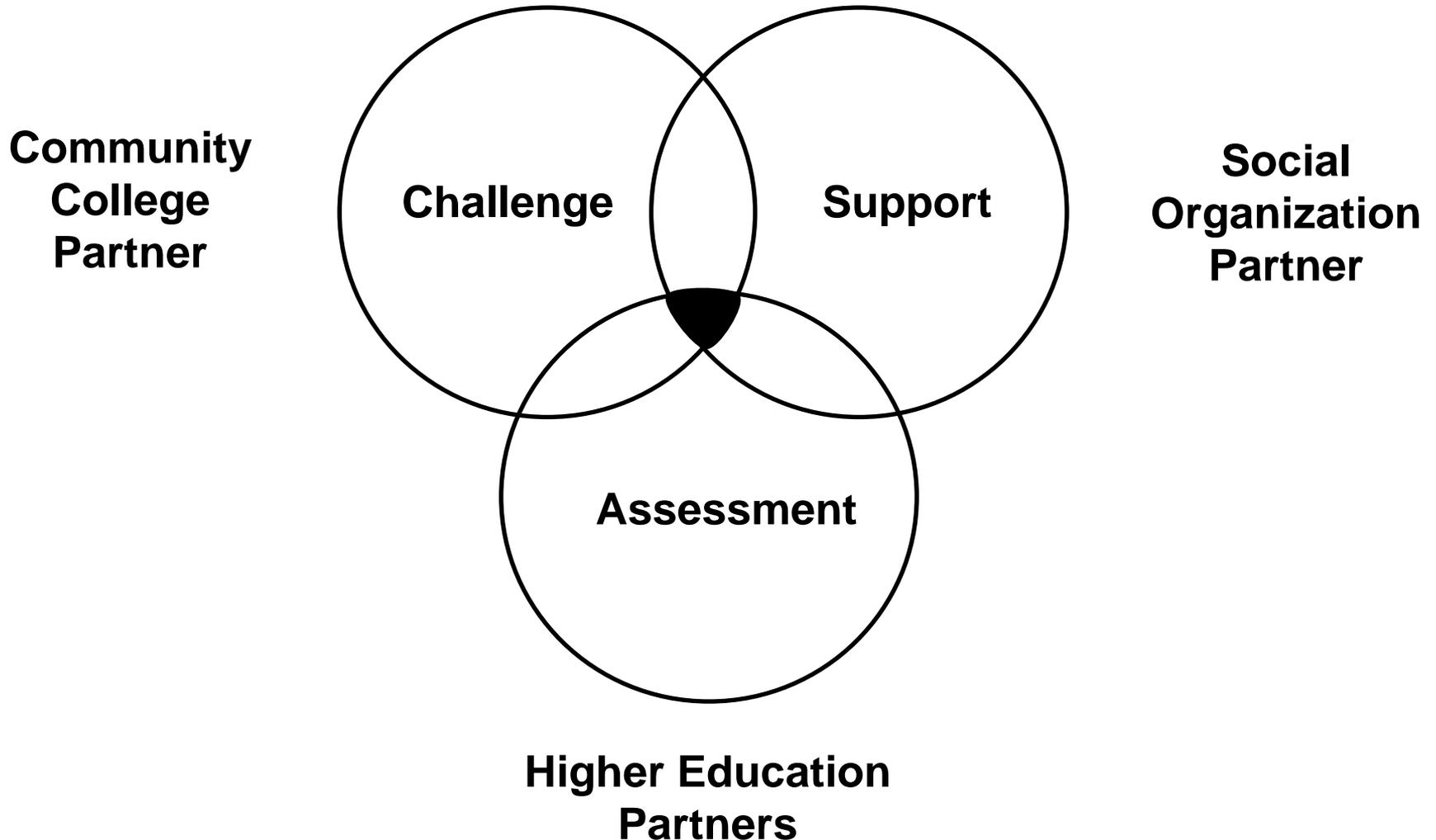
- Dr. Laura M. Meeks, President, Eastern Gateway Community College
- Dr. James Baber, Executive Vice President, Eastern Gateway Community College
- Dr. Kenneth Knox, Program Director, Eastern Gateway Community College
- Mr. Michael Perik, CEO, Higher Education Partners, LLC

An Information Brief to the Ohio Board of Regents

We desire approval to proceed with an innovative project that aims to:

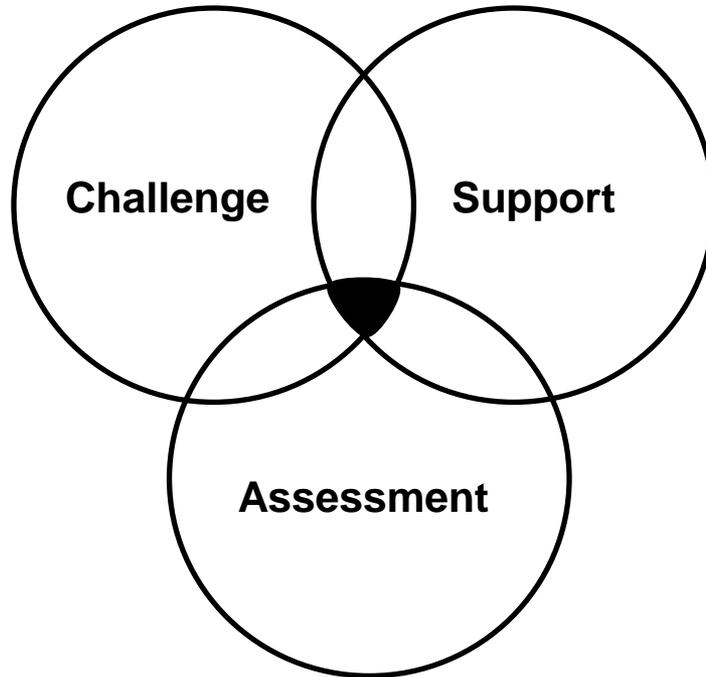
- Improve student retention
- Improve access to underserved populations

A New Approach to Student Retention



Laying the Foundation

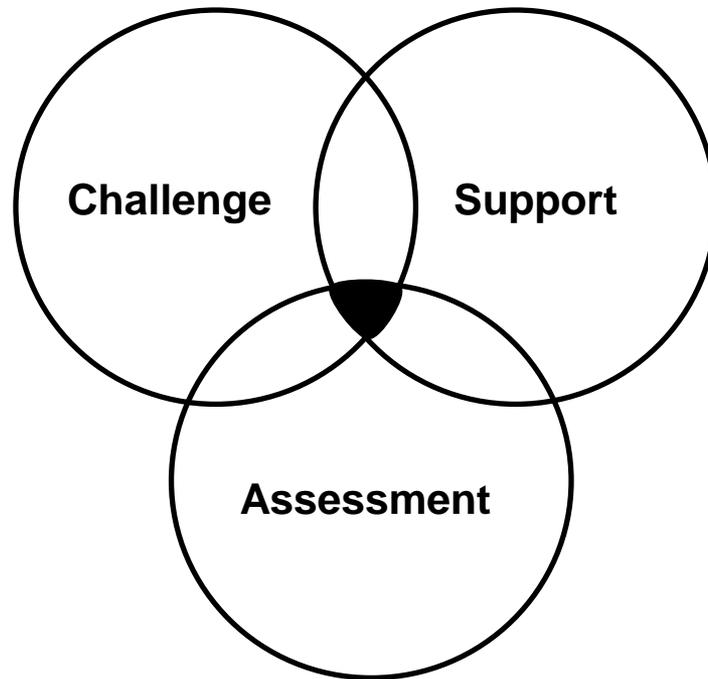
- ✓ **Academic (Content) Integrity**
- ✓ **Financial Aid compatibility**



- ✓ **Identified pre-existing support systems (CAAs, Labor Unions)**
- ✓ **Identified “champions” (MYCAP)**

- ✓ **Partnered with an established vendor (Pearson)**
- ✓ **Piloted Competency-Based Online Courses (EGCC)**

Next Steps



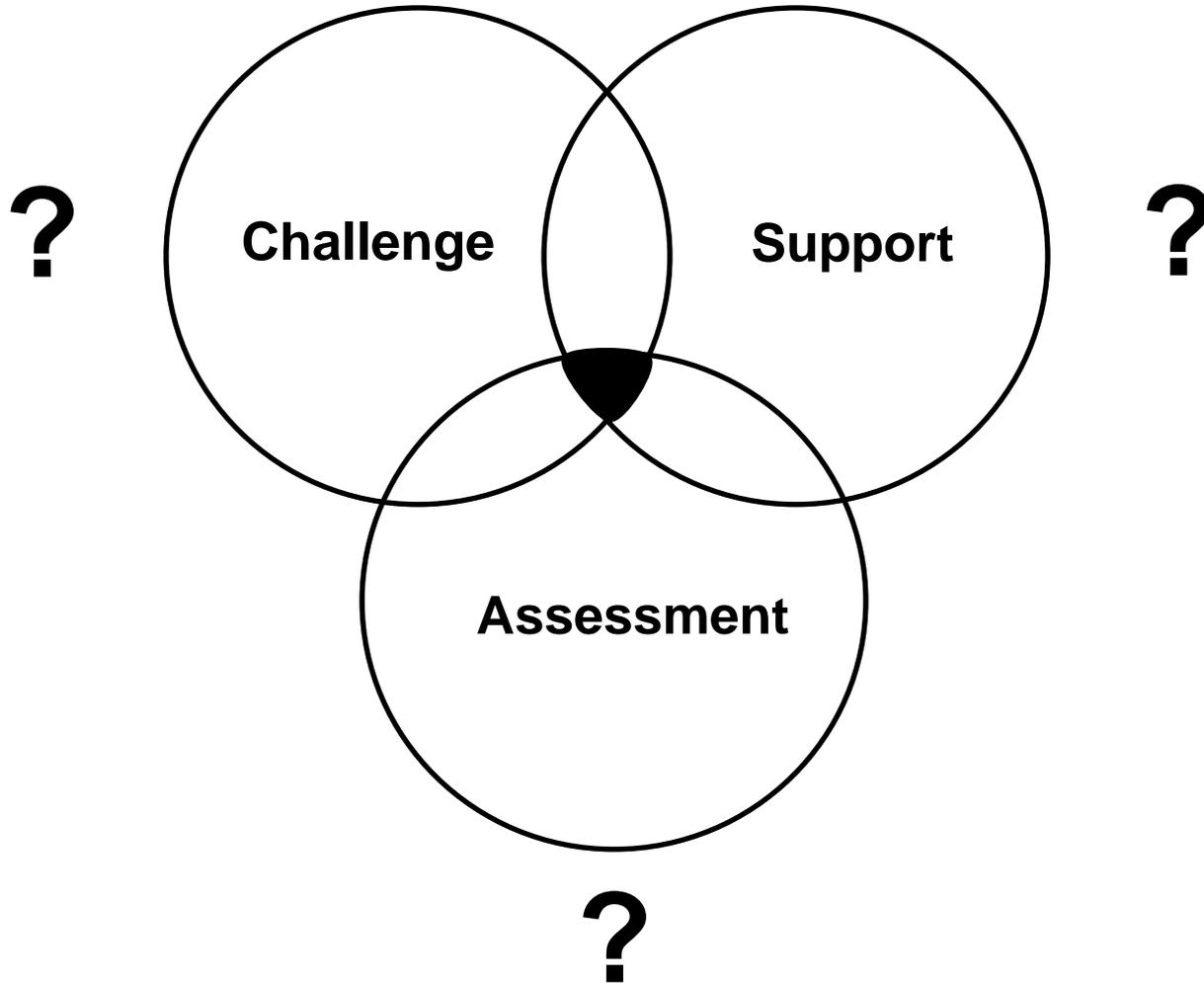
- ✓ Academic (Content) Integrity
- ✓ Financial Aid compatibility
- ❑ Develop Instructor → Coach reporting processes
- ❑ Develop instructor training, certification, and evaluation processes

- ✓ Recruited pre-existing support systems (CAAs, Labor Unions)
- ✓ Identified “champions” (MYCAP)
- ❑ Develop Coach → Instructor feedback processes
- ❑ Develop coach training, certification, and evaluation processes

- ✓ Partnered with an established vendor (Pearson)
- ✓ Piloted Competency-Based Online Courses (EGCC)

- ❑ Standardize reporting/feedback metrics among partners
- ❑ Explore optimal personal technology solutions

Guidance/Questions



The “New” NOCHE Presentation

Strategic Plan Presentation
Ohio Board of Regents
Thursday, June 11, 2015



Northeast Ohio Council on Higher Education

1501 Euclid Avenue Suite 423 • Cleveland, Ohio • 44115 • 216.420.9200 • www.noche.org

Robert W. Briggs
President & CEO
Northeast Ohio Council
on Higher Education



Northeast Ohio Council on Higher Education

1501 Euclid Avenue Suite 423 • Cleveland, Ohio • 44115 • 216.420.9200 • www.noche.org

NOCHE: Who Are We?

Vision:

To be the respected backbone organization of the region lead by business and higher education that supports and engages business, education, and other leaders to increase educational attainment, grow and retain a vibrant, diverse, and highly qualified talent pool, and stimulate the economy of Northeast Ohio

Mission:

Strive to increase educational opportunity and attainment leading to post secondary credentials and employment for all Northeast Ohio Citizens

Advocate for higher education as a stimulus for economic development through education, work-based learning, research, and commercialization



Northeast Ohio Council on Higher Education

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NOCHE: Who Are We?

- **NOCHE's footprint covers 23-counties of Northeast Ohio**
- **We have 14 Higher Education members (Colleges & Universities) and expanding**
- **We have 20 Business members**
- **We focus on building a vibrant pipeline of students for Higher Education**



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NOCHE: Why Does Higher Education Matter?

- Educational attainment is key for a robust economy
- Lack of skilled workers for employers today and predicted into the future if we do not improve our educational attainment
- Public educational systems need help to transform to a 21st century, career-skill development system

Is there anything more important?

NOCHE: Our Programs

- **NEO Talent Exchange (formerly NEOIntern)**
- **NEO Talent Dividend**
- **NEOLearns**



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NOCHE: Our Programs

- [NEO Talent Exchange \(Formerly NEOIntern\)](#)



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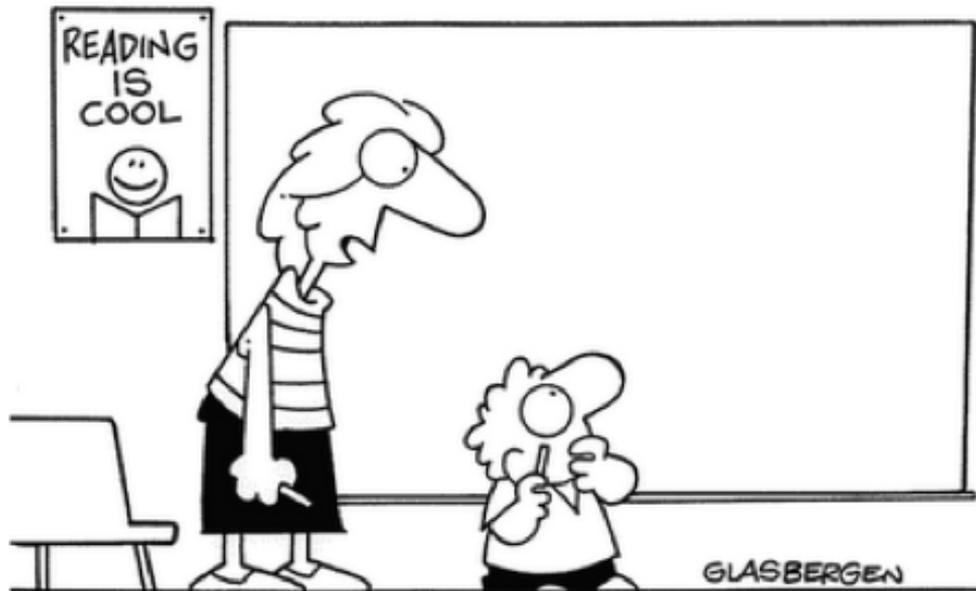
NEO Talent Dividend

- **NOCHE lead a winning regional proposal to increase the number of residents receiving college degrees in the Akron area**
- **The \$1,000,000 prize was funded by The Kresge Foundation, The Talent Dividend, a joint initiative of CEOS for Cities and Living Cities, and the Lumina Foundation.**
- **Guided by a Steering Committee of business, education, civic, nonprofit and philanthropic stakeholders and an Action Plan with overarching goals to:**
 - **improve college readiness,**
 - **increase retention to degree completion and**
 - **increase degree attainment among adults with some college and no degree.**
- **Now working to develop the NEO Talent Dividend 2.0**
 - **New goals may include:**
 - **Predictive Analytics**
 - **Predictive Pathways**
 - **Skills Based Testing & Hiring**

NEOLearns

- [Personalized Blended Learning](#)

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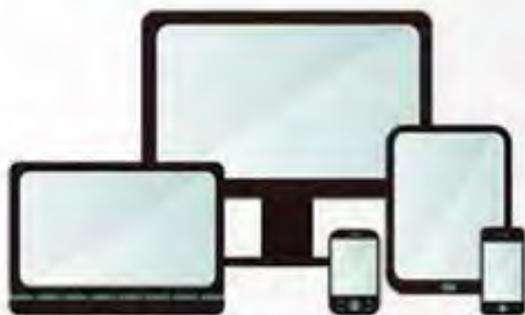


“There aren’t any icons to click. It’s a chalk board.”

NEOLearns

- [Personalized Blended Learning](#)

BLENDED LEARNING IS...



a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace



at least in part at a supervised brick-and-mortar location away from home

A shift to online delivery for a portion of the day to make students, teachers and schools more productive.

NOCHE's New Strategic Plan

- **Goal 1**: Engage the Northeast Ohio community to raise regional aspirations and expectations for educational opportunity and attainment in the region
- **Goal 2**: Engage higher education and business leadership in developing the region's diverse talent; improving college readiness, access, retention, and degree attainment; and advancing workforce readiness and employment
- **Goal 3**: Stimulate innovation and entrepreneurship that results in new products and businesses

Questions & Answers



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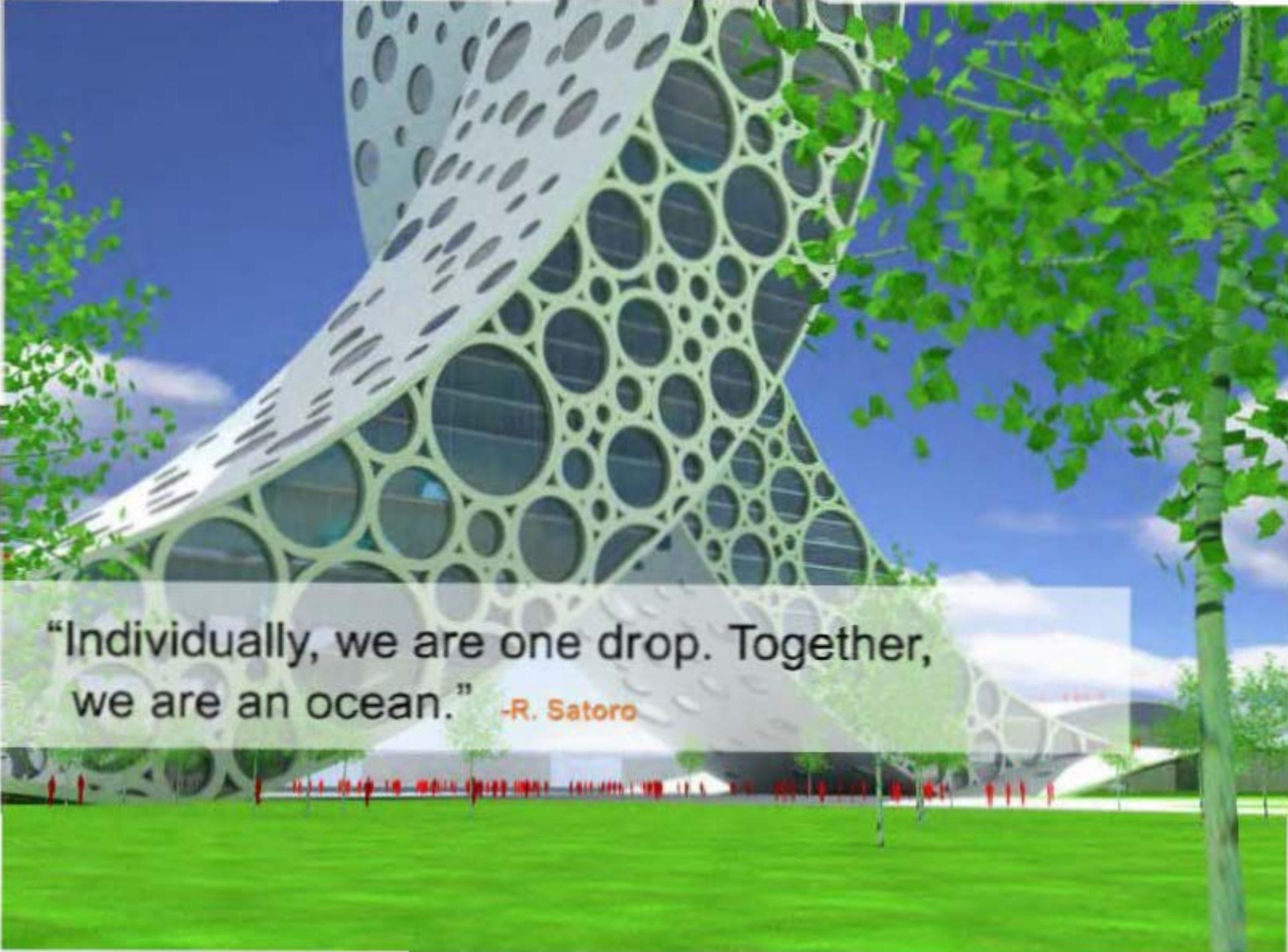
Southwestern Ohio Council for Higher Education

Higher Collaboration

Sean Joseph Creighton

Ohio Board of Regents

June 11, 2015



“Individually, we are one drop. Together,
we are an ocean.” -R. Satoro







**Carbon Dioxide
and Water**

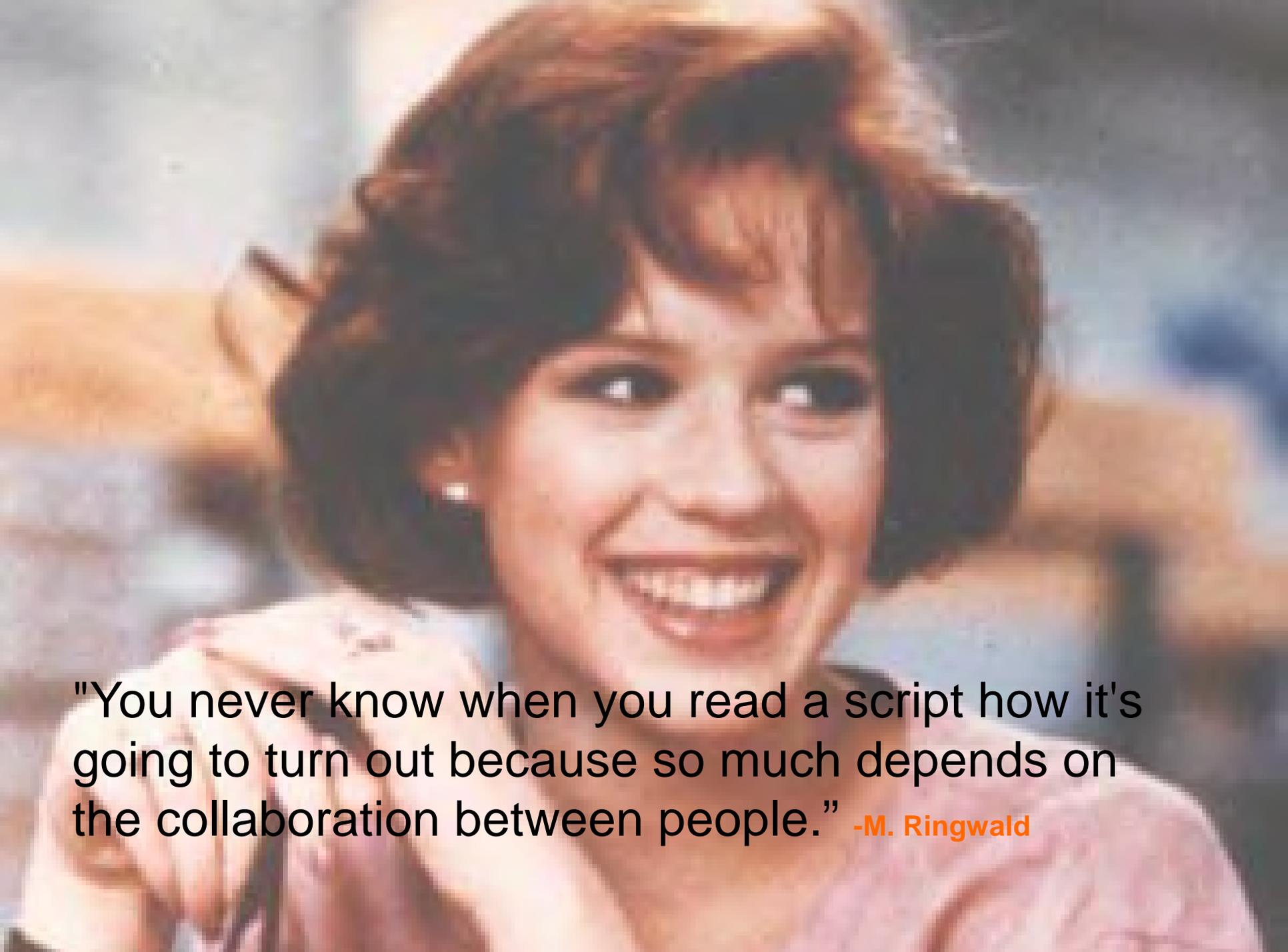
**Sunlight
Energy**

**Oxygen
Released**

**Carbohydrates
Formed**







"You never know when you read a script how it's going to turn out because so much depends on the collaboration between people." -M. Ringwald



Established in 1967

Every Ohioan *educated, employed, engaged.*



Southwestern Ohio Council for Higher Education

- 12 county region of southwest Ohio
- 21 colleges and universities
- 120,000 students
- 14,500 internships
- 21,000 graduates
- 36,000 direct and indirect jobs
- \$1.5 billion in new money
- **\$3.3 billion annual economic impact**



- 12 employees (9 F/T)
- 300 students employed
- \$50 million in research contracts at WPAFB
- 17 councils and committees
- Baker's dozen of forums and events
- Ohio Internships and Co-op Appreciation Day
- **20by20CHALLENGE**



Vision, Hope, CHANGE

SOCHE ED 2015

April 17, 2015
The Dayton Art Institute



SOCHE

Southwestern Ohio Council for Higher Education

A black and white photograph showing a hand holding a glowing lightbulb above a person's head. The lightbulb is illuminated, and the person's head is visible at the bottom of the frame. A white horizontal bar is overlaid across the middle of the image, containing the text "collaboration drives innovation." in blue and black.

collaboration drives innovation.

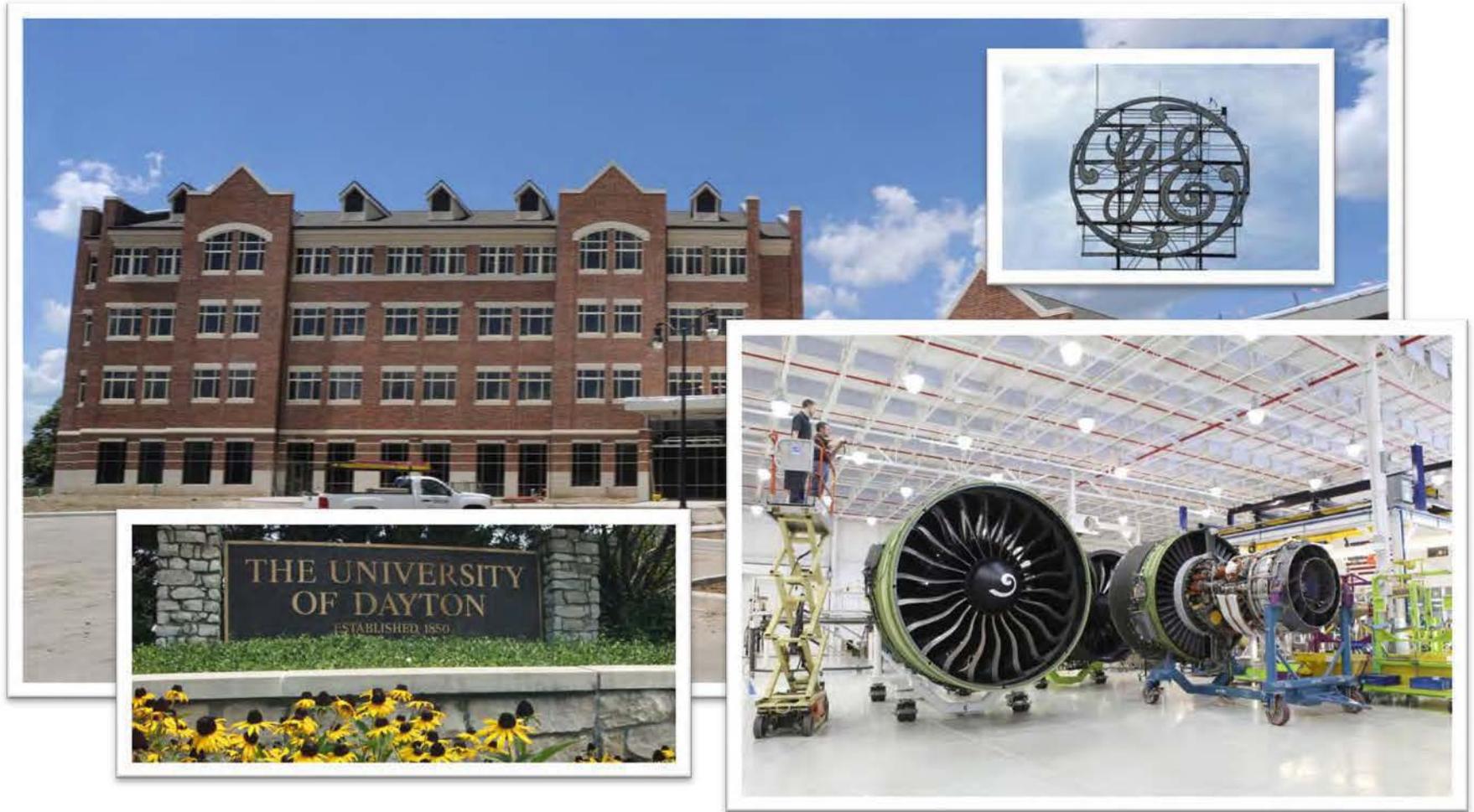
An aerial photograph of a university campus during autumn. The trees are in various shades of green, yellow, and orange. Several large, multi-story brick buildings are visible, interspersed with green spaces and walkways. A semi-transparent white rectangular box is overlaid across the middle of the image, containing the text "universities drive collaboration." in a black sans-serif font. The word "collaboration" is highlighted in blue.

universities drive collaboration.

Entrepreneurial University:

Higher Education, Innovation & Entrepreneurship in Focus

- Purdue University's *entrepreneurship and innovation learning community*
- CalTech's *tech review* for faculty researchers
- University of Toledo's *lab to launch* initiative
- Clemson University's *international center for automotive research*
- University of Virginia's *promotion and tenure* criteria



\$53 million Electrical Power Integrated Systems Center

\$35 million Helix Innovation Center



RAJ SOIN

College of Business

**WRIGHT STATE
UNIVERSITY**



**WRIGHT STATE
RESEARCH INSTITUTE**





WT3

*What are the **evolving technologies** with a high potential to provide rapid, real-time monitoring of pathogens in water?*

develop talent...do research.





Internships are the pipeline to the creative economy workforce.

- [Join the challenge!](#)

This is the Challenge:

20,000 Internships by 2020

Employers Build your future workforce by creating internship positions to maintain or increase the flow of talented individuals who can make innovative contributions within your organization.

Students Explore a career, build your resume, acquire skills and get hands-on experience that will open doors to your future professional success.

Colleges & Universities Enhance your academic programs with internships for an increased, real-world learning experience.

Community Welcome interns by showcasing Southwestern Ohio—a great place to live, work and play.



Progress

OUR GOAL

Creating 20,000 Internships by 2020!





20by20 Challenge Business Services Continuum

Business Internship Approach



• Do-it-Yourself

MVP
MIAMI VALLEY POST

• Career Service
• Departments

Dayton Interns
Connecting Greater Dayton Employers to the Future

• Externally Supported

SOCHE
Southwestern Ohio Council for Higher Education



collective engagement.









higher collaboration.

creative
space
collaboration

Region
Young
creative

8

8

8

Two-day, hands-on program...
 by local art teachers and
 to address or improve existing
 program - will introduce to
 for the winter holiday the
 the school - as well as being
 on to the local...

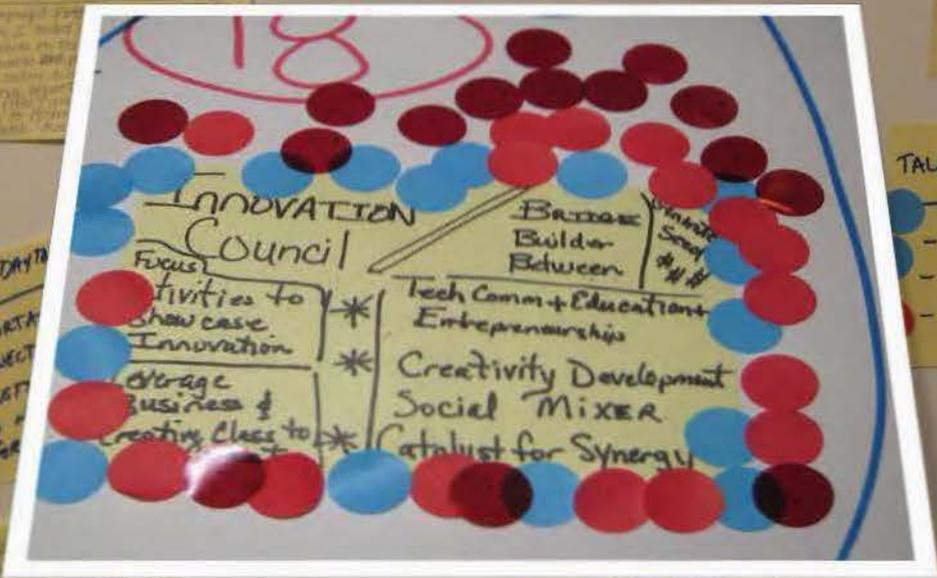
Talent
 Connect local students of color
 leader, peers to provide mentoring
 to introduce & engage the student with
 the community.

TECH | BUY LOCAL
 BUIN
 BUY MORE LOCALS
 CAMPAIGN
 SELL MORE
 NOT LOCALS

20-40% Student Entrepreneur
 → Put together a regular meeting
 which has a balance between
 a structured discussion and
 to elicit opinions on ART, TECH,
 BUSINESS

PROBLEMANIA

SYNERGY IN
 ATTRACTING TALENT



TALENT | JURIED ARTIST RESIDENCY PROGRAM

- 3-4 ARTISTS
- MULTIPLE MEDIUMS
- CREATIVE TALENTS COMING TO THE REGION

...to help beautify a picture
 of a black farmer/ store front in a
 way that is realistic, attractive, and
 trendy
 • Raise funds to make the best possible
 a reality

TECH | DAY 1
 PORTAL
 CONNECT
 START
 TO
 FOR

TECH | DAY 1
 PORTAL
 CONNECT
 START
 TO
 FOR

Talent/Technology
 ART/TECHNOLOGY RESIDENCY
 Description
 Connect Artists' Residency Online
 Multiple Technology
 Workshops in order
 to support technology

...to help beautify a picture
 of a black farmer/ store front in a
 way that is realistic, attractive, and
 trendy
 • Raise funds to make the best possible
 a reality

TALENT, TERRITORIAL ASSETS
 QUICKWRITE COMPETITION (draft)
 utilize existing assets of Antioch Writers
 workshop, universities, Power of the Pen
 infrastructure to establish cultural/university
 interscholastic writing competition/contest
 prizes money and publication of
 winners. Establish companion web site.
 Competition are college-bound achievers, include
 activities that introduce them to the cultural
 assets of Taylor, region

...to help beautify a picture
 of a black farmer/ store front in a
 way that is realistic, attractive, and
 trendy
 • Raise funds to make the best possible
 a reality

...to help beautify a picture
 of a black farmer/ store front in a
 way that is realistic, attractive, and
 trendy
 • Raise funds to make the best possible
 a reality

Talent | You Can Grow Home
 Email campaign +
 print for about
 for...



“Individually, we are one drop. Together,
we are an ocean.” -R. Satero

“Collaboration is THE most abundant, renewable
resource we have on our planet...” -S. Creighton



Southwestern Ohio Council for Higher Education

www.sochе.org

sean.creighton@soche.org