Ohio Board of Regents Meeting Minutes
Tri-Rivers Career Center
2222 Marion-Mt. Gilead Road, Room 104
Marion, Ohio 43302
August 13, 2015

I. Call to Order
Chair Vinod K. Gupta called the August 13, 2015, Ohio Board of Regents (BOR) Meeting to order and welcomed the Regents and Ohio Department of Higher Education (ODHE) staff to the Tri-Rivers Career Center (TRCC).

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 June 11, 2015, BOR minutes. There being none, Regent Kessler made a motion to approve the June 11, 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 June 11, 2015.

Chair Kessler asked if there were any additions or corrections to the draft May 26, 2015, BOR Condition Report Subcommittee minutes. There being none, Secretary Lindseth made a motion to approve the May 26, 2015, minutes as drafted and the motion was seconded by Vice Chair Humphries. All subcommittee members voted in favor of the motion approving the subcommittee minutes as submitted from May 26, 2015.

IV. Opening Remarks
Chair Gupta once again welcomed the Regents and ODHE staff to the TRCC. On behalf of the Chancellor and his colleagues, he thanked Charles A. Speelman, Superintendent of TRCC for hosting the Regents and ODHE staff. He welcomed Scott Schertzer, Mayor of the City of Marion, Dan DeVille and Dr. Dalsukh Madia, MD. Board of Trustees Members of MARION CAN DO! He said that Mayor Schertzer had a great citizen in Dr. Madia and that he recommended that the BOR visit the City of Marion.

V. Institution Presentation – Marion Education Corridor
Chair Gupta said that when they asked Superintendent Speelman of TRCC to present before the BOR the Marion ‘group of institutions’ met and decided to give a joint presentation. He thanked them for collaborating and cooperating on this presentation. He introduced Superintendent Speelman of TRCC who welcomed the BOR and ODHE staff to TRCC. Superintendent Speelman introduced the following regional representatives to give a presentation on the Marion Education Corridor: Dave Claborn, Director of Development and Community Relations of The Ohio State University at Marion (OSUM); Gary Barber, Superintendent of Marion City Schools, Steve Vanderhoff, Director of the Rushmore Academy (accompanied by a student named Jessica); Dr. John Erwin, Interim President of Marion Technical College (MTC); Dr. Vicky Wood, Vice President and Chief Academic Officer of MTC; and Dr. Gregory Rose, Dean and Director at OSUM. These individuals presented a PowerPoint presentation which can be found as Attachment #1.
Mr. Claborn began his portion of the presentation by outlining the history of Marion, Ohio. He said that the city was founded in 1822 around the premise of a transportation corridor. He said quarrying limestone was one of the first industries of the city. He said that Edward Huber was a major figure developing the city culture, industry and baking as he invented the revolving hay rake. He founded the Marion Steam Shovel Co. and Huber Manufacturing Co. He said that Marion Power Shovel started some time ago with better idea for shovels. He said Marion has built some of the largest machinery in the world from 1880-1997. He said that rail was another major influence in their city's history. He said they have a dual rail industrial park, there are very few in the State of Ohio, and they have a number of them in the city of Marion. He said the city of Marion became a major stop on the Erie Lackawanna system and they employed hundreds. Today, the yard and shop are the home of Union Tank Car Co. and they are seeking nearly two-hundred and fifty welders.

Mr. Claborn continued and said that another major influence was the Presidency. He said that Warren G. Harding was the 29th President of the United States, Senator, and he was the publisher of the Marion Star. He said there was a great deal of optimism around his 1920 'front porch campaign' and the fact that they would have a president from their community. Unfortunately, he died in office in 1923; his wife died a year later; and with this so did some of the optimism. He said that World War II was another major influence on the community's history. He said that Ted Graham is a major figure in the industry revitalization efforts and purchased the Marion Engineering Depot after over 20 years of abandonment. He said he had a vision for repurposing and rebuilding this facility. This may become a magnet for distribution facilities.

Mr. Claborn said as in much of the Midwest, the loss of manufacturing jobs due to changing technology, consolidation, globalization, and other factors disruption and displacement take place. He said that their community’s greatest losses were in the 1980s as major manufacturers such as Huber, Tecumseh, Quaker Oats, American Malleable, and Marion Power Shovel closed or downsized. He said they went from a 10K industrial workforce to a 5K industrial workforce. He said that Ted Graham is a major figure in the industry revitalization efforts and purchased the Marion Engineering Depot after over 20 years of abandonment. He said he had a vision for repurposing and rebuilding this facility. This may become a magnet for distribution facilities.

Mr. Claborn said they have had new industry which is sometimes overlooked and the challenge is to rebuild the human infrastructure to match the resurgence of the industrial and business infrastructure. They need a workforce that has the education and training to work in these industrial settings. He outlined the following facts about Marion County: 12.4% four-year degree attainment; 18.5% Poverty; and $19K Per capita income (69th out of 88 counties). He said they have work to do and that is to match the human infrastructure with the industry infrastructure.

Mr. Claborn finished his portion of the presentation by saying they believe the answer to fixing this growing issue in Marion County can be found within one square mile of U.S. 23 and S.R. 95 and this is known as is ‘The Marion Education Corridor’. These educational institutions become the catalyst for growth and matching human infrastructure with the industry infrastructure.

Mr. Vanderhoff began his portion of the presentation by thanking the BOR for the opportunity to share the story of Rushmore Academy and their students. He said that Rushmore Academy is a drop-out prevention recovery community school that is sponsored by Marion City Schools (MCS). He said this is the first time in the state that an alternative high school learning environment has been on a technical center campus. He said they serve students from ages 16-22 that are at-risk of dropping out or have dropped out of high school. He said everything they do at Rushmore Academy is built on relationships.

Mr. Vanderhoff said students arrive at their doors from many obstacles that they may have had in their lives and they try to meet the needs of these students in a non-traditional way. These needs include the following: Credit deficiencies (nearly every student that arrives is credit deficient); Ohio Graduation Test preparation; Pregnancy (approximately 27-30 students have children; they just implemented a ‘child watch’ program being funded by one of their sponsors); Work schedule flexibility; and Extended hours.
Regent Kessler asked how the students were referred to Rushmore Academy. Mr. Vanderhoff replied that the students were referred to them by their home school, as part of their probation program, or as a walk-in.

Mr. Vanderhoff continued by outlining the non-traditional methods of learning that Rushmore Academy uses which were the following: Home visits and frequent communications with parents; Periodic postcards and initiate phone calls; Structured small group setting; Daily lessons focused on real life; Wrap around services; Summer job program (through their partner Goodwill and the students get paid for up ten hours a week); and Community Service. He said they could not accomplish what they do without the generous support of their community partners; some of which were outlined in the presentation.

Mr. Vanderhoff finished his part of the presentation by outlining the delivery of mastery teaching model used at Rushmore Academy which includes the following: Curriculum (Apex learning software, Tier One High School Diploma); Post-Secondary Enrollment Options (now known as College Credit Plus (CCP)); Life Skills; Flexible Scheduling; Involving Community Resources; Mentoring; Positive Reinforcement; Mutual Respect; Model Appropriate Response; and Behavior Plans. He said they focus on meeting the needs of individual students and each student must create an academic plan as well as a senior portfolio project to help the student prepare for life after high school. He said students for the first time will now receive one hour a day of Career Tech in one of seven programs.

Mr. Vanderhoff introduced Jessica a senior at Rushmore Academy and asked her to say a few words. Jessica said she has been with Rushmore Academy for about five years and they have changed her life tremendously. She said she has made mistakes in the past and has been given opportunities to correct those, even some most recently. She said she attends school in the morning and works in the afternoon. She said they have helped her a great deal and she does not believe she would be where she is today if it was not for the assistance of Mr. Vanderhoff. She plans to attend college to pursue a career as a Social Worker for youth.

Vice Chair Humphries asked what was the graduation rate of Rushmore Academy. Mr. Vanderhoff replied that the graduation rate is currently approximately 80%. They received the Distinction Award for the last two years from the Ohio Alliance for Public Charter Schools.

Chair Gupta asked for examples of the types of issues the Rushmore Academy students would have. Mr. Vanderhoff replied lack of parental supervision, parental addiction, homelessness, alcohol use and drug use. He said they do an intake form when students arrive at Rushmore Academy and 60% of the student’s parents do not have a high school diploma. He said this is part of the cycle.

Mr. Barber began his portion of the presentation about MCS by discussing their sponsorship of two community schools and pending legislation. He said they sponsor Rushmore Academy and Marion City Digital Academy. He said they treat both of these schools just like they treat other schools in their school systems and they provide support to them from the standpoint of professional development and other areas. He said this is the right thing to do and they want all of their students to leave with a high school diploma and ‘acceptance’. He said one of the reasons Rushmore Academy is on the TRCC campus is based on a conversation that he has with Superintendent Speelman and they wanted to add credibility to drop-out recovery.

Mr. Barber said the mission of MCS is to inspire a community of achievement and they take this very seriously. He said to do this they must work with their community. He said they have four vision statements and one of those is the following: Provide an innovative and rigorous instructional model to ensure that each of their students leave MCS better prepared both academically and personally.

Mr. Barber said MCS has four pillars that they are engaged in: Literacy Collaborative; Next Generation Learning Environment; Leader in Me; and Pathways to a Diploma Plus. He said the Literacy Collaborative is a partnership that they have with OSUM and reading coaches are trained to become literacy experts in their schools. They also have level literacy assistance built-in in levels K-8 for students who need that extra support. He said the Next Generation Learning Environment initiative includes them changing the way that they teach; making sure
that their learning is personalized; their students are using adaptive curriculum; and students are utilizing project-based learning.

Mr. Barber continued discussing the four pillars and said that MCS is in the process of becoming a Leader in Me District. This involves teaching all of their students in grades K-12 The 7 Habits concept that was developed by Stephen R. Covey. He said they are working very closely with the Covey organization on this initiative. As it relates to the Pathways to a Diploma Plus, he said that their goal and how they will measure themselves in this implementation is that every single student leaves MCS with ‘acceptance’. He said this is acceptance to a two-year or four-year institution; acceptance to an adult education program or an apprenticeship; acceptance to a State of Ohio high demand job; or acceptance to the military.

Mr. Barber said that they have tremendous partners to make their initiatives a reality. He said the following partners will be integral: Meta Solutions; TRCC; OSUM; and MTC. He said Meta Solutions, an IT and professional development provider they have partnered with, will credential their business students in the Lean Six Sigma concepts. The students will have a white or yellow belt upon completion. He said OSUM and MTC are their partners as well as they are designing early college opportunities for MCS students. He said their goal is to have more of MCS students leave them in a pathway with an Associate Degree or with some college credit that is aligned to a pathway towards a degree. He said their other partner TRCC has been very instrumental in allowing them to bring career technical opportunities to Marion Harding High School. He said they offer a multitude of programs and they are continuing to build these pathways.

Mr. Barber said they are proud to say through Gear Up they are one of four schools in the state that received this grant. He said they had 50% of their students leave with ‘acceptance’ this year but their goal is 100% acceptance in the four categories. He said project-based learning is critical for their students so that they deepen their competencies; they are able to provide their learning in relevant forms; and they are able to capture creativity, communications, collaboration, and critical thinking. He said with their institution partners they have to be aligned without any overlap to make these pathways a reality for student success.

Secretary Lindseth asked a question about project-based learning and wanted to know if every student was involved in a project in every subject area. Mr. Barber replied that they are not at that level yet; however this year they are assisting teachers with the design of project-based learning experiences to deepen their competencies.

Mr. Barber finished his remarks by saying that they moved one of his best administrators into a new position that they created at MCS. He said this position is titled the Director of Career and College Success and their success will be measured by the following: ACT and SAT participation; ACT and SAT Remediation free; Honors Diploma; Industry Credentials; Dual Enrollment Credits; and Advanced Placement Participation. They know that they have great partner in Gear Up to accomplish this. He said at the end of the day they all want their children to leave them with academic proficiency; civic awareness; workforce literacy; and personal integrity.

Secretary Lindseth followed up with another question and asked if the Common Core Standards have affected what MCS is doing in K-12. Mr. Barber replied no; he said they transitioned from the Ohio Learning Standards and last year and this was their first full year of implementation. They believe that more rigor is better for their students.

Chancellor Carey said he complimented MCS on the ‘acceptance’ initiative as it relates to individuals considering going to technical schools. He wanted to know if he had this conversation with other superintendents. Mr. Barber replied that they have. Their hope is to partner with other districts.

Dr. Erwin began the remarks for MTC by saying that Dr. Wood would be their lead presenter. He also said that Rex Parrott, Chair of the Board of Trustees of MTC was also joining them today. He said Mr. Parrott works with Wyandot Inc. and this is an example of what they have been sharing with them about the integration of the corporate and business community with the leadership of education.
Dr. Wood began the presentation and said that all of the people in the room know that they need to work together on improving the academic achievement of Marion. She said they want more of their citizens holding a Bachelor's (12.3%) or an Associate (20%) Degree. She said the partners are actively working together to look at new models throughout the state to increase the number of students moving through the higher education pathway.

Dr. Wood said that at MTC they are continuously looking at the fastest growing occupations as they are here to meet the employment needs of this community. As it relates to the health relates fields, she said these are all programs that they offer at MTC. She said they are partnering in many ways to create the following pathways: from MTC straight into the workforce; and from MTC into a seamless four-year degree. She said that in health technologies they have the RN to BSN partnerships with OSUM; TRCC is providing the LPN RN program; and MCS has a Career Tech health program that feeds into their program as well. She said her son Colin Wood is an example of a student who will be going through one of the pathways (CCP at MCS, RN Program at MTC, and BSN Program OSUM).

Dr. Wood said the manufacturing area is a great need in Marion. She said they are doing a great deal of work with Honda right now because there is an anticipated shortage due to the retirement of their technicians. She said they project over two-hundred technician vacancies in the next five years. She said they have worked closely with Honda and they have advised them on their curriculum. She said they have professionals that advise them on all of their programs of study. They have over two-hundred professionals representing over one-hundred and fifty organizations that meet with MTC twice a year to evaluate their programs and curriculum; and advise their faculty. This is done so they continuously improve what they are doing and meet the workforce demands.

Relating to Engineering Technology, Dr. Wood said that they have redesigned the second year. This was done because the students need to be in the field applying the knowledge that they have gained in the classroom. She said that Honda reached out to them with a request for MTC students to Co-op an additional day. With that, she said the Engineering Technology students now Co-op for three days vs. two-days per week as part of their program. Based on their work ethic and completion of the program they are offered a permanent position within the company.

Dr. Wood said they are also working in the area of Manufacturing Technicians and automation. She said that Whirlpool is moving towards automation and MTC has already reached out to them with the funding that’s provided through the Ohio Means Internships and Co-ops (OMIC) Grant. She said that their goal is to get students from MTC, OSUM and TRCC to work on projects to advance automation.

Dr. Wood outlined the educational pathway that they envision as the diagram reflected. She said a student can take several different routes in the pathway that is their choice; but ultimately they need to work together to meet the educational needs of the student and workforce needs of the community. She said that they have a three-way partnership with Whirlpool and have created a program in partnership with TRCC to meet the workforce training needs of this industry in the area of Industrial Maintenance and Tool and Die.

Dr. Wood said they are going to be expanding Stackable Certificates. She said that some industry recognized credentials are already approved through the COHE and for those that are not they will seek that approval. She began to discuss their vision for pathway to Engineering Technologies as outlined in the presentation. She said their goal is for the student to graduate with an Associate Degree in their Senior Year.

Dr. Wood finalized MTC's remarks by saying they want to meet the employment needs of the community. They have the OMIC funding and they will be incorporating that to do some innovative things from a cooperative education standpoint to connect their students with industry.
Vice Chair Humphries said the BOR has been looking at the adult learner issue. He wanted to know if there were any discussions on career opportunities for the adult learner and what programs they have used to assert them in the process. Dr. Wood replied that they recognize that this is a large percentage of the student population that they serve at MTC. They have done a variety of things because they are an open access institution. They have partnered with Whirlpool on an ABLE program. This program is housed in Whirlpool and these ABLE students are working for the corporation.

Chancellor Carey recognized Dr. Erwin, as the Interim President of MTC. He said he has a tough act to follow as Dr. Bryson was the President for over 40 years. He congratulated Dr. Erwin and offered their complete support.

Dr. Rose began his part of the presentation by saying one of the interesting themes that they have heard today is the various points of community engagement for students. He said that they are looking forward to building those as they move forward. He said that OSUM has been in the community since 1957 and they have been engaged in the community in a number of ways. He said one of which is the OSUM Go Bucks Program. This allows students to earn OSU Marion scholarships throughout K-12 years. Since its inception over $1M in vouchers have been awarded and they are now in four Marion county school districts.

Dr. Rose outlined the reasons for encouraging four-year degree attainment which the following: lower poverty; improve income; and improve family success. He shared the four-year degree attainment; poverty rates; and per capita income data of the Marion County area and surrounding counties from 2007-2011. He said they are trying to continue to change this trajectory upward with partnerships among institutions.

Dr. Rose said there a number of points where they cooperate in the community and all of these things are beneficial. He said that a new road is being built in Marion – University Drive. He said that OSUM provided the easements for this project and the Ohio Department of Transportation and the County provided the funding. It will make the path within the education ‘square’ even more accessible. He said that in March 2016 they will be groundbreaking to construct a new Science and Engineering building. This locally-funded project will be approximately $15M. He said that this will have a significant impact on STEM capabilities and provides an additional opportunity for them to cooperate. He said facilities in both of these buildings can be used by both institutions as they have already shared industrial robots.

Dr. Rose said as a co-located campus there are a number of instances where MTC and OSUM are sharing facilities and engagement. He said some of these are the following: Library; Shared services; Physical plant operations and repairs; Student activities; MTC RN two-year program to OSUM BSN completion program; and MTC Human Services two-year program to OSUM BS in Social Work. He said there are a number of other areas as well and they will continue to engage in those conversations to expand the collaborative process.

Dr. Rose finished his remarks by saying there are many ways that OSUM is engaged in the community with MTC and MCS. He said some of those are the following: Five Nights on Campus (a cultural arts program); Go Bucks; Gear Up Higher Education partner with MCS; LEI program; CCP at Marion Harding High School (for the first time at the high school); Academy at OSUM; Service Learning Courses (students engaged with philanthropic and non-profit organizations in the community); and Boards Memberships (Rotary, United Way, etc.). He said with new partners and new engagement they are able to move some of these initiatives forward. He said he is very appreciative of the relationships he has with TRCC, MTC, and MCS.

Mr. Claborn said they see the Marion Education Corridor as a real thing and a catalyst to the growth to the community moving forward. He said partnerships are crucial and it takes the focus from the competition between institutions and it makes it more student-focused.
Secretary Lindseth said that she is really impressed with this concept of partnership and collaboration. She asked when it began and about the challenges they faced to get it started. Mr. Claborn responded that there was some competition between campuses because of budgetary fears. He said in the last five years the collaborative model has raised itself out of community necessity. Superintendent Speelman added there are a lot of students to serve and they do not need to be in competition they need to be in collaboration. He made comments about the cities past struggles and said they will never break the cycle of failure unless they do something different. He said making the decision to have the Rushmore Academy on the campus was not a popular one among his colleagues but it was the right thing to do.

Regent Kessler asked how long the Rushmore Academy had been on the TRCC campus. Mr. Vanderhoff replied three weeks.

Superintendent Speelman began his portion of the presentation by sharing a video clip that dealt with some of the barriers and challenges of training and educating students in the growing industry and career fields. The video clip showed interviews with some of the company representatives in the area as well as Superintendent Speelman’s testimony before the United States Senate in Washington, DC.

Superintendent Speelman commented about the different invitations they have received since appearing before the United States Senate. He said they have received invitations from the following states: Virginia; Wisconsin; and California. He said they need to get the workforce trained to meet the needs of industry because they cannot find the necessary skilled employees. He said there is a misalignment in the education system. He said that this is not a R&D issue, it is a workforce issue. He said this is a non-partisan issue and everyone should be focused on getting students into these high-skilled jobs or retraining the current workforce.

Superintendent Speelman said in 1960 13% of the high school graduates enrolled in a post-secondary institution within six months after graduation; and last year 67% of the high school graduates enrolled in a post-secondary institution within six months after graduation. This was the highest in the history of the United States; but he stated how many of those will graduate in four years with a degree. He said that they need to have discussions and endorse that these other pathways are viable options for students.

Superintendent Speelman said that 95% of manufactured goods in the State of Ohio are sold outside of the state. He said this is critical. Last year nearly $80.7B of manufactured goods was exported from the state. He said they are making strides in the area of training a skilled workforce. A new RAMTEC Center at Tolles Career and Technical Center is working in conjunction with an Auto Tool Corporation in Dublin, Ohio to provide them with skilled workers. They are very excited about the opportunities this means for this area of the state.

Superintendent Speelman said that there are still issues they must face; each student that decides to attend a Career Technical Center means that the ‘home school’ loses a percentage of that funding and this is a critical issue. However he said in the City of Marion they have a great partner and they decide what is best for students. He believes that their collaboration is working well because they are willing to put the students first but at the same time they also need to balance their budgets as well and that is a challenge.

Superintendent Speelman finished his remarks by saying that everyone is working together to support the Marion Education Corridor and this opportunity. He made comments about the challenges that they are facing and said that they are willing to meet the task to the best of their ability. He ended with a quote by Frederick Douglas “It is easier to build strong children than to repair broken men". He said they are there to change student’s lives; they are excited about the opportunities; and will take any support that is offered to them.

Chair Gupta once again thanked Mayor Schertzer for attending the meeting and asked him to say a few remarks. Mayor Schertzer thanked the BOR for coming to the City of Marion and speaking to the educators of the city. He said that the partnership he has with everyone that spoke today has been incredible. He said he is a former classroom teacher and he said he has had to change his mind set on education over the years. He said these partners are changing education in Marion County. He said he does not know if what they are doing
is happening throughout the state or throughout the country; but the best ideas are borrowed ideas and they are out there borrowing ideas and bringing them back ‘home’. He said they have worked very hard for the past thirty years to try to be something that they are not; now they have to work very hard at being something greater than what they are. He said that is what the partners are doing and that is what he wants to be a part of. Mayor Schentzer again thanked the BOR and the ODHE Staff for coming to the City of Marion.

Vice Chair Humphries made comments about this morning’s tour of TRCC including seeing the Three-D printer. He said listening to today’s presentation it is very apparent that Superintendent Speelman has a breadth of knowledge and enthusiasm. He said issue is how they can replicate him in ‘Three-D’ for the rest of the institutions. He said because his vision, insight, and application are very exciting. He said he believes that individuals from the around the state and country can gain a lot from listening to this. Superintendent Speelman said his football and basketball coaches from high school can be attributed to a great deal of why he is the way he is. He said that they changed him from a young kid without direction into a man and he is just trying to continue to pay that forward.

Chancellor Carey said the reasons why RAMTEC (and other centers like it across the state) are successful are because they have the support of the community through the Mayor and the commissioners and the leadership of the education partners. He said the leadership of the Superintendent is critical and it is all because of the student focus which is very hard to do. He said he needs to go out to speak to other schools and others need to learn from what he is doing. He congratulated him; and everyone else, including Dr. Rose that spoke today. He said one of the focuses of the Governor’s Task Force on Affordability and Efficiency is the cooperation between co-located campuses and he said he is glad to hear that there is improvement in that relationship as well.

Chair Gupta again thanked Dr. Madia for suggesting that the BOR visit the City of Marion. On behalf of his colleagues he said to Superintendent Speelman his passion and dedication is contagious. He said that the energy that he exudes is unbelievable. He echoed the others comments and said others need to learn from what he is doing and they need him to go out to speak to other schools. He said the Commercialization Reports speaks to two things – collaboration and cooperation – and what they are seeing first hand is a great example of industry, education, and public officials doing this. He said them doing what is best for the student is remarkable. He hopes that they see this being done more in other institutions.

Chair Gupta asked what the BOR could do to assist them with their efforts. Superintendent Speelman replied that he wants to open up the lines of communication so that when decisions are being made they reach out to the communities to talk about the Impact. He said there are impacts that are made on programs that they may need to look at adjusting. He said he does not believe they should be at the mercy of business but they need to be hand in hand with them. He said businesses are creating cooperative alignments with them. He said they should also be open to industrial credentialing and stackable certificates with measurable results. He said they have a goal to become a great community and they are willing to do the work and invest; but at some point they are going to need the support of the ODHE. Chair Gupta said on behalf of his colleagues of the BOR, the Chancellor and Senior Staff of ODHE when he needs assistance he can call on them.

VI. Leadership Presentation
Chair Gupta introduced Ratanjit S. Sondhe, Founder & CEO of Discoverhelp, Inc. He said he was a dear friend and a mentor of his. Mr. Sondhe presented a PowerPoint presentation which can be found as Attachment #2. He began his presentation by saying that the purpose of the presentation is to understand what is leadership and who leads who.

Mr. Sondhe said that Forbes’ criteria for leadership is the following: How many people you have power over; The financial resources you control; If you have influence in more than one sphere; and How actively you wield your power to change the world. His presentation outlined examples of individuals (LeBron James, Steve Jobs, Albert Einstein, Mother Theresa, Walt Disney, Oprah Winfrey, etc.) who the world viewed as ‘leaders’ however they do not meet Forbes’ criteria for leadership – and then he outlined another example of individual who did
meet Forbes’ criteria for leadership – Chairman Mao. With this, he said they need to spend more time and resources on understanding what is called leadership.

Mr. Sondhe said annually the United States spends $70B on leadership training; worldwide this figure is $130B. He said the results of this training are the following: Divisiveness; Exclusivity; Favoritism; Hierarchies; Haves and have-nots; Control and power; Ownership; and Hoarding of titles, position, resources, and status. He said in comparison the following: $3.8 trillion in Healthcare expenditures; 805M undernourished people in the world; 2.1B overweight people in the world; and 1.1B People with no safe drinking water etc.

Mr. Sondhe asked why very intelligent, highly-respected, well-educated, and experienced people do stupid things and highlighted examples of people that made major mistakes in life. Being smart and intelligent alone is not going to lead a person to leadership. He said they need to upgrade the education system to produce more leaders. He said after spending over $70B billion per year on leadership training and reading over billions of tweets, blogs, articles, and books on leadership the question still remains where are the leaders. It is apparent that everything you’ve learned, known or believed about “conventional” leadership is a myth.

Mr. Sondhe outlined some of the things that a leader needs to lead and asked if these things were essential or being used as crutches. He said in simplistic terms, what qualifies an individual to be a leader. He said a leader adds value that is higher than others. He asked if we needed experience to add higher value. With that he said the following: Young people are coming up with amazing ideas, which constantly surprise us; These individuals beat the older, experienced generation at their own game; and Where are young individuals finding these new ideas without any experience. He said if they only rely on their education and experience at the very best they will remain mediocre. He said talent, experience, and education alone are not the answer for leadership. Leaders must have core values and characteristics and he outlined some of those.

Mr. Sondhe continued and asked if you practice all of the characteristics will that make a person a true leader. He said you can act any character, but your true character can never be an act. He said characteristics without character will not work. The truth is that we are inherently designed to be a unique masterpiece and he pointed out different examples in nature. He gave different examples of realignment of how to become a successful leader.

Mr. Sondhe began to discuss sustained leadership and said it has to be based on truth. He said this is timeless and undisputable. He said everyone’s truth is different because they are created through data gathered by our brains. He said our brains gather all its data through our limited five senses. He said in addition to the limits of the five senses, our truth gets contaminated by our egos and all its manipulations and illusions. He said you cannot lead in the presence of ego and all of your realities are skewed and erroneous, as all incoming formation gets contaminated by your ego. He then asked if the antidote was to the blindness produced by the five senses induced by our ego.

Mr. Sondhe said is the antidote to our egos hidden within the answers to the following questions: Is there one fundamental truth that removes all illusions; and If we are not our egos, then who are we. He wanted to know if they were missing something that is fundamental that is needed for the foundation. He said through self-discovery he learned quotes by Albert Einstein “A person experiences life as something separated from the rest — a kind of optical delusion of consciousness;” and “Our task must be to free ourselves from this self-imposed prison, and through compassion, to find the reality of Oneness.” He said could it be that the fundamental truth that removes all illusions is oneness.

Mr. Sondhe said It becomes obvious that the only way to add value to ourselves is add value to all unconditionally as we are one inter-connected and interdependent. He went on to define oneness and said it is the following: Oneness is not a religion, cult, philosophy, or mythology; Oneness is a profound universal truth; and Oneness infuses and impacts every facet of our lives. He said it gives direction, vocation, passion, mission, true purpose and it is your anchor. He said oneness relates to leadership because ultimately leadership is all
about leading yourself. He said but if you do not know what in you requires leading and who in you is capable of leading, your greed, fear, and ego will end up leading you. He said without knowing your true self leadership is a dead end. He said we define ourselves by different things and outlined some examples.

Mr. Sondhe finished by saying that to become a true leader you must discover the “real you” that is not influenced by insecurities, fear, greed, and ego. He shared different examples of oneness and what would happen if they had their own agendas. He said without the wisdom of oneness we will be unethical, selfish, and callous like a cancer cell and will destroy the very body that feeds and hosts us. He said true leadership is only possible when you are anchored in oneness. He said the wisdom and power of oneness coverts you into a highest value-adding entity. In spite of our noblest intentions, highest education, best technology, maximum efforts and total commitment of all our resources, we will fail to make this world a better place, if oneness is not understood and implemented.

Vice Chair Humphries thanked Mr. Sondhe for his presentation and said it was very insightful. Mr. Sondhe shared a copy of his book *How Oneness Changes Everything: Empowering Business Through 9 Universal Laws.*

Chair Gupta explained that Mr. Sondhe is a University of Akron alumnus. He said that Mr. Sondhe shares his leadership wisdom about Oneness across the country after owning a successful company that he sold to The Dow Chemical Company. He said Mr. Sondhe also donates a great deal of time to charitable events and organizations as well.

**VII. Chancellor’s Report**

**A. General update**

John Carey, Chancellor of the ODHE began his general update by saying that he wanted to recognize Vice Chair Humphries on his leadership on the Governor’s Give Back Go Forward initiative; he took a leadership role on this initiative with President Tressel of Youngstown State University and President Bruce of Eastern Gateway Community College.

Chancellor Carey said that they will give a full presentation on the Give Back Go Forward initiative at another meeting, however, Senior Citizens are volunteering with three organizations for 100 hours (or more) in the community to receive a three-hour tuition credit voucher. This voucher can be used by the volunteer or they can donate it to a student in the community. Vice Chair Humphries said without the Chancellor’s leadership this program would not have gotten accomplished and it is a great program. He said they have already seen a lot of volunteers step up.

Chancellor Carey said that David Cannon, the former Vice Chancellor of Finance and Data Management is no longer with ODHE and is now with Owens Community College. He said that they do have a candidate for this position and their hope is that they are in place by September and they are able to introduce them at the next BOR meeting. Chancellor Carey asked Gary Cates, Vice Chancellor to announce the Adult Basic and Literacy Education (ABLE) staff changes. Vice Chancellor Cates said that Donna Albanese has been named the new ABLE Director for the State of Ohio; she has served as an ABLE program manager with the ODHE for nearly twelve years.

**B. Budget Update**

Chancellor Carey said there were some budget discussions at last BOR meeting relating to his title being changed but that did not happen and he is still the Chancellor. He said the name of the agency is the ODHE and there is still a BOR. He said he is very proud of the budget that the Governor and the legislature gave to them. He said that institutions will receive a 4.5% increase in the State Share of Instruction (SSI) in the first year and 4% increase in the second year; and Career Technical Centers will receive a 6% increase. He said he believes this was in part because of the leadership of the BOR and the collaboration that they see. He asked Eli Faes, Legislative and Public Affairs Director and Laura Padgett, Policy Director both of the ODHE to continue to provide the Budget Update.
Mr. Faes and Ms. Padgett summarized updates on the following legislative initiatives that were contained in the budget that passed and was signed by Governor Kasich (policy provisions go into effect in 90 days):

**Board of Regents Name Change:** Mr. Faes said that there were some passionate discussions during this debate and as Chancellor Carey said the name of the BOR (agency) changed to the ODHE and his title remained the Chancellor.

**SSI Increase:** Mr. Faes said as the Chancellor mentioned earlier there will be SSI increases. Part of this funding was to be used to offset the tuition freeze that has been put in place.

**Freezing Tuition and Fees:** Mr. Faes said the budget freezes tuition and general fees by 0% for two-year and four-year institutions for both the first and second budget years.

**Enhancing Scholarship Opportunities:** Ms. Padgett said they have seen enhancements to some of the state scholarship opportunities by an additional $13M. These scholarship enhancements include the following: Ohio College Opportunity Grant: Expanded to let students at community colleges and regional campuses study twelve months per year, and added $10M in new funds; War Orphans Scholarship: Increased from 77% to 100% of tuition and general fees for children of deceased or severely disabled Ohio veterans; and Ohio National Guard Scholarship: Increased $1M to continue covering 100% of tuition and general fees.

**College-Level Credit (CCP):** Mr. Faes said there were several CCP provisions in the budget bill. But he said one of the main provisions provides $10M from the Ohio Department of Education (ODE) Straight A funds to train more teachers in college instruction as it relates to CCP. He said there is a shortage at Ohio high schools and they do not have enough teachers qualified to act as adjunct faculty to teach college-level courses.

**Task Force on Affordability and Efficiency in Higher Education:** Mr. Faes said that the Governor created a nine-member task force to examine ways for its public colleges and universities to hold down costs. He said they have had two meetings to date; the third meeting is scheduled for next week and will be held at the University of Cincinnati. He said that the Inter-University Council of Ohio and Ohio Association of Community Colleges have been greatly involved and there are councils at each institution organized to collaborate on this process as well. He said recommendations of the Task Force have to be submitted by October 1, 2015.

**Higher Education Innovation Grant Program:** Ms. Padgett said that the ODHE was provided $10M to establish a grant program to promote educational excellence and economic efficiency at the State of Ohio’s institutions; particularly ones that will reduce cost to students.

**Campus Safety:** Ms. Padgett said that Ohio will identify best practices for the preventing and reducing campus sexual assaults. She said there was $2M allocated to implement these new strategies. Chancellor Carey said that they will be engaging the campus presidents on this issue.

Chancellor Carey said that the funding for the competency-based education was not allocated in the final version of the budget bill. He said that Stephanie Davidson, Vice Chancellor Academic Affairs, Cheryl Hay, Deputy Chancellor, Higher Education Workforce Alignment, both of ODHE and other key staff members are still working on this initiative. He said this issue will take a lot of time so they want to do more research and build upon it.

Chancellor Carey said that Vice Chancellor Davidson and Deputy Chancellor Hay are both working on the Workforce and Career Counseling elements of the budget. He said building the pipeline and giving K-12 students options seems to be the theme that resonates as outlined here today. Vice Chancellor Davidson added that the ODHE staff did a great deal of traveling around to campuses last winter and spring and they also conducted a survey. From these two things they were able to create pillars of things that should be included in Career Services that they believe should meet student’s needs. She said they will be discussing this with the
Governor's office tomorrow morning and then moving forward after approval. Secretary Lindseth said they board would like a presentation on this initiative in the future.

Secretary Lindseth asked what the $10M innovation funding was for. Ms. Padgett replied that it is to provide grants to higher education institutions that are doing innovative things to make their campuses more efficient. Chancellor Carey added that projects such as the Northern Ohio Community College District Council of Governments that Northwest State Community College and Terra State Community College are collaborating on can apply for the grant funding.

John Magill, Assistant Deputy Chancellor, Economic Advancement of ODHE explained the five elements that were outlined in the statute for the grant approval. He said the following are the elements: collaboration; measurable (against academic excellence and economic efficiency); sustainable (able to be sustained going forward without additional state funding); proof of commitment of other funds; and implementation of an ongoing evaluation process and improvement plans, as necessary. He said they are developing a process for grant approval based on these five elements and they hope to have this established as quickly as possible.

Regent Kaufman asked how the CCP grant process worked. Charles See, Assistant Deputy Chancellor for External Board Relations of ODHE said they are in the process of developing the Request for Proposal (RFP) and they are working in conjunction with ODE. He said the RFP will likely be released in October; it will have language establishing tiered funding; and there will be provisions for institutions to propose programs for credentialing teachers (both to completion and in a timely manner).

Secretary Lindseth asked what kind of training the teachers would receive with the grant funding. Vice Chancellor Davidson replied that if teachers already have a Master’s Degree but it is not in a disciplinary area then they would need an additional eighteen hours in graduate courses in the disciplinary area from an accredited institution. She said in the instance where a teacher did not have Master’s Degree they would complete the entire degree program.

Regent Kaufman followed up with another question and asked if there was an order priority as it related to districts and the CCP grant funding. Lauren T. McGarity, J.D., Globalization Liaison & Director of Special Projects of ODHE replied that there is priority in the statute that identified economically disadvantaged districts. Regent Kaufman made comments about small and rural schools and asked to be keep informed about this process.

VIII. Certificates and the One-year Option Update
Chair Gupta introduced Brett Visger, Associate Vice Chancellor of Institutional Collaboration and Completion of ODHE. Associate Vice Chancellor Visger presented a PowerPoint presentation which can be found as Attachment #3. He began his presentation by distributing examples of credit pathways and said as they have heard in the past when discussing the completion agenda, credentials matter. He said the goal is to have 60% of the workforce to have some sort of post-secondary degree or credential but one of the things that is a challenge is that certificates have been historically under-counted.

Associate Vice Chancellor Visger said with this they have been doing two things and they are the following: Working on consistent definitions and reporting of certificates at all public institutions; and Improved pathways from certificates into degrees.

As it relates to certificates in general, Associate Vice Chancellor Visger said they know the following data: one in ten workers have a postsecondary certificate; a person with a certificate earns approximately 20% more than a high school graduate; and there is a labor market payoff (39% of males make more than the median male worker with an Associate Degree and 24% earn more than median male with a Bachelor’s Degree. For women, those numbers are 34% and 23%, respectively).
Associate Vice Chancellor Visger explained that there are three categories that fall underneath a credential and those are: certificate, certification, and license. He explained how each of these were awarded, completed and gave examples as outlined in the presentation. He said that certifications are the bigger gold standard because they are independently verified and often external labor market value.

Associate Vice Chancellor Visger said the Community Colleges, Ohio Technical Centers (OTC), and Universities and Regional Campuses were all counting and reporting certificates in different ways. With this the ODHE went through a process to define the certificates. He said the definitions will be in two categories as follows: general certificates and technical certificates. He said the technical certificates are the certification and licensure that lead to employment. He explained the reporting process that was used with the community colleges for both general and technical certificates. He said to assist them with this process they performed a job match through OhioMeansJobs to see if there was a clear correlation with earning a certificate and getting a job. He said this process with community colleges is complete and there hope is that it can increase completion for students by offering courses in more meaningful blocks. Relating to OTCs, he said that they are completing the process now and they will be working through the process with the Universities and Regional Campuses.

Associate Vice Chancellor Visger continued and said the next step is leveraging the certificate into a degree path. To do this, he said that they have existing policies in place, the Career Tech Credit Transfer (CT2) and the One-Year Option. The difference between these two processes is a standardized program to block of credit (One-Year Option) and an itemized program to course articulation (CT2).

Associate Vice Chancellor Visger finished by saying that legislation was passed creating the One-Year Option. He explained that the One-Year Option must be a significant length and lead to certifications. There are 34 programs that are 900 plus clock hour programs and 31 programs that are 600-899 clock hour programs in this state. He said that the One-Year Option must also have a Peer-to-Peer review process; Uniformed Transcripts; and Effective Advising. He said of the 900 plus clock hour programs 21 of those have been approved and of the 600-899 clock hour programs three of those have been approved. He said that they anticipate that they will all be completed by early 2016.

Regent Kessler asked if there were national standards on this policy initiative. Associate Vice Chancellor Visger replied no; there are not national standards. He said some certifications are nationally standard but there is no national consensus about the definition of a ‘certificate’.

Secretary Lindseth said this is vital and it is good that they have defined the different types of certificates. She said she hopes there is some standardization across institutions.

Vice Chancellor Cates asked about the definition of credentials and wanted to know how much was governed by statutory, administrative code, or agency definition. Associate Vice Chancellor Visger replied that licensure is the only areas that are governed by statute. He said they are working on an operating manual for both the two-year institutions and the OTCs as it relates to the standard practices for counting certificates and certifications.

Secretary Lindseth asked if this was required or voluntary for institutions. Vice Chancellor Davidson replied that because it is included in the guidelines document and from the Ohio Administrative Code it is a requirement for the institutions to adhere to.

Chancellor Carey congratulated Associate Vice Chancellor Visger for working on this initiative. He said he knows this was an incredibly difficult task and as Regent Kessler pointed out there are no National Standards and they are basically starting from ‘scratch’.

Chancellor Carey asked Associate Vice Chancellor Visger to speak briefly about why they chose these two types of certificates. Associate Vice Chancellor Visger responded that they explored certificates that demonstrated labor market value and external validation.
IX. Ohio G.R.E.A.T. Next Steps and Resolution

A. Next Steps
Chair Gupta introduced and asked Ms. McGarity to come forward. He said on behalf of the BOR he thanked her and the staff for doing a wonderful job on the Ohio Global Reach to Engage Academic Talent (G.R.E.A.T.) initiative. He said this initiative was very well executed. Ms. McGarity distributed press kit materials to the members and said that they believed that this would be helpful information for them to have as they move forward.

Ms. McGarity went on to discuss the Chancellor's recommendations in his report to the General Assembly that were submitted on December 31st. She said one of these recommendations was that the BOR consider adopting a resolution relative to G.R.E.A.T. that would set a framework for post-secondary institutions within the State of Ohio to discuss policies around the education globalization initiative. She said the resolution that they are considering focuses on the educational benefits from the educational mission of the institution of having international students on the campus; having the campus internationalized; and how that relates to the educational mission of the institution in assuring that all students on Ohio's campuses have an opportunity to be engaged with business.

Chair Gupta asked if the resolution, once passed and signed, will be forwarded to all of the institutions. Ms. McGarity responded yes; they will all receive it. Chair Gupta said that he was pleased because he wants them to implement policies surrounding this initiative. He said in order for this to be impactful there must be some measurable way for the institutions' progress to be reported. Ms. McGarity said that they could highlight the resolution on the Ohio G.R.E.A.T. website and those institutions that have adopted policies in accordance with this resolution could be acknowledged.

Chair Gupta made comments about different institution's international programs that he visited and asked if the successful programs could be scalable. Ms. McGarity replied that there are different attractions for different students to certain institutions; but what they are going to be successful with in this state is looking at different points of entry for students. She said the success of this initiative has been the collaborative nature of it and there is a sensitive balance of diversity.

B. Resolution Vote
Chair Gupta said that he would like to call for a motion on the resolution commending The Global Reach to Engage Academic Talent (G.R.E.A.T.) Initiative. He said that each of the members had a copy of the resolution in their folders which read:

Whereas, the 130th Ohio General Assembly passed House Bill 484 directing the Chancellor of the Ohio Department of Higher Education to designate a postsecondary globalization liaison to work with state institutions of higher education, other state agencies, and representatives of the business community to enhance the state's globalization efforts; and

Whereas, the statewide postsecondary globalization initiative, now known as the Global Reach to Engage Academic Talent (Ohio G.R.E.A.T.) initiative, has been organized under the Chancellor of the Department of Higher Education to include independent colleges and universities within the state; and

Whereas, Ohio's Governor supports the Chancellor's recommendation for the Ohio G.R.E.A.T. initiative to promote Ohio as a postsecondary destination globally, encourage international postsecondary students to remain in the state beyond their study, and enhance global economic competitiveness for native Ohio students; and

Whereas, experiencing an internationalized postsecondary environment provides a global context for academic learning and a vital opportunity for all students to expand the scope of their knowledge and be more prepared to succeed in a global economy; and

Whereas, Ohio has more than 200 diverse institutions of higher education that deliver world-class education, drive business innovation, improve lives, and create prosperity in global markets;
Now Therefore, Be It Resolved that the Ohio Board of Regents, with the concurrence of the Chancellor, recommends that the Board of Trustees from each of the state’s public two-year and four-year institutions, and each Governing Board or Board of Trustees from the independent colleges and universities in the state of Ohio, considers how its educational mission relates to internationalizing its institution and its commitment to advance its domestic students’ global economic competitiveness; establishes and adopts its own policy toward providing a global context for academic learning that expands students’ scope of knowledge and preparation to succeed in global economic environments; and commits to supporting policies and practices that nurture welcoming classrooms, and other campus and community environments so students from around the world experience a sense of value and contribution to life in Ohio; and

Be It Further Resolved that, after adoption of the policy, the Presidents and Boards of Trustees of Ohio’s public two-year and four-year institutions and Governing Boards of independent colleges and universities champion and uphold the aforesaid policy.

Chair Humphries called for a motion to approve the resolution commending The Global Reach to Engage Academic Talent (G.R.E.A.T.) Initiative. This motion was seconded by Regent Kessler. Secretary Lindseth conducted a roll call vote and all voting members of the board voted in favor of the motion approving this resolution.

X. Open Discussion

Chair Gupta began the open discussion by asking the members if there were any topics they would like to bring forward. Secretary Lindseth said she had an update on the work that former Regent Patricia A. Ackerman had been involved in as in related to the report of the BOR Subcommittee on Inclusive Competitiveness.

A. Topic One – Update on Related Work - BOR Subcommittee on Inclusive Competitiveness

Secretary Lindseth said since former Regent Patricia A. Ackerman concluded her term on the BOR in fall 2014, several developments have resulted directly from the report of the Subcommittee on Inclusive Competitiveness (IC), Empowering Underrepresented Ohioans to Compete in the Innovation Economy that she chaired.

First, there was an invitation last fall from ScaleUp Partners to share findings of the IC report at a strategy meeting in Atlanta GA. ScaleUp Partners is a coalition of high growth/high tech thought leaders across the United States whose primary goal is the promotion of IC. Johnathan Holifield is one of its co-founders. Through convening an eclectic group of like-minded individuals from Jackson, MS who were seeking to launch an IC initiative in that city, Dr. Ackerman was invited to share findings from the IC report. Touted as a first-ever document on the topic authorized and issued by a state agency, details of the IC report were well-received by that audience.

Second, Dr. Ackerman spent the months of November and December 2014 networking to establish partnerships with organizations and individuals that not only could extend and expand the IC message, but also begin building bridges and creating pathways for underrepresented groups to better access opportunities within the innovation economy. In so doing, Dr. Ackerman shared the IC report with individuals from AT&T, BlackStone Launchpad at Kent State University (KSU), Cleveland State University’s (CSU) Office of Civic Engagement, NASA, Ohio University’s Entrepreneurship program leaders, and a commissioner of the Ohio Third Frontier. In addition, she began a dialogue with Kimberly Bryant, founder of Black Girls Code, an Oakland CA-based organization to ascertain how such a highly regarded organization could be organized in Cleveland OH.

Third, a computer coding party was convened in January 2015 for a dozen African American girls ranging in age from 10-15. This event was a prototype for a subsequent event, but more importantly launched the partnership between Chalkdust Education Foundation (CEF) and WeCanCodeIt. CEF is the non-profit organization that Dr. Ackerman serves as executive director. WeCanCodeIt is a company that provides training in computer coding and software development especially to empower women in the technology space.
Fourth, an alumna of KSU, Dr. Ackerman was successful in scheduling a meeting with Beverly Warren, President of KSU in May to pitch the notion of a statewide conference on entrepreneurship. The initial meeting was attended by former Regent Lana Moresky and current (Regent) Secretary Virginia Lindseth. President Warren had not only read the IC report, but had embraced its content prior to the meeting. She welcomed the opportunity to host the event proposed and assigned staff to work with Dr. Ackerman to refine the concept. The planning for an innovation conference at KSU in 2016 continues.

Fifth, Dr Ackerman was invited to be a keynote speaker at the TECHJXN Summit and Hackathon convened in Jackson MS June 30-July 1. This event set the stage for the formal coalition of organizations and individuals who committed subsequently to create a technology innovation corridor in downtown Jackson. The hackathon featured eighty African-American middle and high school students from four southern cities whose phone app ideas were created in Jackson, but judged at the Essence Music Festival in New Orleans two days later. Attended by thousands from across America, the Essence event showcased the young people's ingenuity in a high profile venue.

Sixth, CEF designed the concept for a computer coding camp that was convened in the summer of 2015. With corporate support from AT&T, and in partnership with CSU and Friends of CEF, IndeedWeCode was born. Employing a variety of outreach strategies and screening procedures, a total of nineteen girls and their parents were attracted to participate July 6-17. Convened at one of CSU's state-of-the-art computer labs in the main campus library, the campers learned how to code, as well as created two websites. One feature of the camp was the opportunity to interact in person or via SKYPE with an array of African-American women who have STEM careers. The campers' interest was so significant that ongoing activities during the academic year are now being planned. Ultimately, expansion of coding opportunities more broadly in the African-American community of greater Cleveland is the vision.

Last, preliminary discussions are underway at Ohio University about replicating IndeedWeCode in a rural setting next summer. Hopefully, the 2015 model will be readily adaptable for attracting a different audience of youth.

Secretary Lindseth said without question, Dr. Ackerman is not only committed to promoting Inclusive Competitiveness, but is energized by the receptivity she has witnessed firsthand. She and her colleagues have signed on for the long haul.

B. Topic Two - next BOR meeting
Chair Gupta began to discuss the next scheduled meeting of the BOR and said that they currently have Thursday, September 10th as the next scheduled meeting. He said that this meeting needs to be rescheduled and will likely be their last meeting of the year. After discussion, the members agreed that their next meeting would be Wednesday, September 30th. He said that the meeting dates of Thursday, September 10th, Thursday, October 8th, and Thursday, November 12th no longer need to be reserved for BOR official business.

Chair Gupta said that he would reach out to CSU to see if they are interested in hosting the BOR meeting in the month of September. He said this is at the request of Secretary Lindseth as she would like a meeting at an institution in Northeast Ohio. He said he will also request that Dr. Toby Cosgrove, Chief Executive Officer and President of the Cleveland Clinic appear before the board to provide an update on the BOR Tobacco-Free Resolution.

C. Topic Three • University System of Ohio Leadership
Senior Vice Chancellor Cates said that there have been a number of new presidential appointments at University System of Ohio institutions. He specifically named the following: Eastern Gateway Community College; Zane State College; Hocking College; and Shawnee State University. He said there is currently and active presidential search at Miami University and Marion Technical College is in the process of hiring a permanent president.
XI.  Adjournment
Chair Gupta asked if there were any further items to be brought before the Board. There being none, Chair Gupta declared the meeting adjourned.

[Signature]  
Ohio Board of Regents  
9/30/15  
Date
The Marion Education Corridor
Pathways to the Future

A presentation to the Ohio Board of Regents
August 13, 2015
A Quick History

Marion founded in 1822 around “Jacob’s Well”—stopping point along Harrison Military Road.
Quarries become one of Marion’s first industries. “Blue” limestone is an important Marion commodity. Moving stone is central to Marion’s economy as Marion Steam Shovel develops. Edward Huber invents the revolving hay rake and becomes a major factor in developing Marion industry, banking, and culture.
Marion Power Shovel starts with better idea for moving aggregate for building railroads, employs thousands making some of the largest machinery in the world. 1880 – 1997.
The Influence of Rail
Marion becomes a major stop on the Erie Lackawanna system with a classification yard and diesel engine shop, employing hundreds. Today, the yard and shop are the home of Union Tank Car Co., seeking 250 welders.
Home of a President

Harding’s presidency generated much civic pride and optimism in the Marion community. His death in office in 1923, Florence’s death a year later, and the subsequent Teapot Dome scandal were setbacks to the local legacy.

President Warren G. Harding and the Front Porch Campaign of 1920.
Disruption & Displacement

As in much of the Midwest, the loss of manufacturing jobs due to changing technology, consolidation, globalization, and other factors caused many to move away or left those with fewer skills without jobs or making far less. Marion’s greatest losses were in the 1980s as major manufacturers such as Huber, Tecumseh, Quaker Oats, American Malleable, and Marion Power Shovel closed or downsized.
1989--Ted Graham in Marion Engineering Depot after years of neglect
Revitalization
New Industry Arrives
The Challenge

Rebuild the human infrastructure to match a revitalizing industrial/business infrastructure.

Facts:
• BA attainment, Marion County, 12.4%
• Poverty, Marion County, 18.5%
• Per capita income, Marion Co., $19,849 (69th out of 88 counties)

We have work to do!
The Answer?
One Square Mile

Harding HS

SR 309

University Drive

Annex
Student
Living

Ohio State
Marion

Marion
Technical
College

Rushmore
Academy

Tri-Rivers/
RAMTEC

US 23

SR 95

THE MARION EDUCATIONAL CORRIDOR
Rushmore Academy

Steve Vanderhoff, Director
RUSHMORE ACADEMY
A Community School sponsored by
Marion City Schools
420 Presidential Dr. Suite B Marion, Ohio 43302 740-387-3300
Home of the Presidents
Ted Hickman-Vice President
Gary Lums
Steve Williams-President
Rocky White
Mike McCreary

CONGRATULATIONS RUSHMORE ACADEMY
CLASS OF 2014

Congratulations Rushmore Academy Class of 2014!
Rushmore Academy

Foundation = Relationships

Meet Unique Needs of Students

Provide Differentiated Instruction

Non-traditional Methods for Learning

Deliver Mastery Learning Model

Increase Student Engagement
Meet Unique Needs of Students

- Credit deficient
- OGT preparation
- Pregnancy
- Work schedule
- Extended hours
Non-traditional Methods for Learning

- Home visits and frequent communication with parents
  - Postcards, phone calls
- Structured small group setting (typical class = 15 to 1 ratio)
- Daily lessons focused on real life
- Wrap around services
- Summer job program
- Community Service
Increase Student Engagement

Thanks to our Community Partners

[Logos of various organizations]
Deliver Mastery Learning Model

CURRICULUM

Apex learning software
- Academic content led by online learning
- Ability to work at own pace
- Immediate feedback
- Teacher assistance readily available
- Tier One High School Diploma
Deliver Mastery Teaching Model

- Post Secondary Enrollment Options (Marion Technical College)
- Life Skills
- Flexible Scheduling
- Involving Community Resources
- Mentoring
- Positive Reinforcement
- Mutual Respect
- Model Appropriate Response
- Behavior Plans
Provide Differentiated Instruction

- Emphasis on meeting the needs of individual students and working with them to successfully meet and complete all requirements for graduation.
- Student involvement in creating an individual academic plan as well as a senior portfolio project to help students prepare for life after high school.

Dropout/Credit Recovery
WELCOME TO
ACCEPTANCE
ENJOY YOUR JOURNEY
Marion Technical College

The Ohio State University

MY FUTURE. MY CHOICE.

TRI-RIVERS

CAREER CENTER

MARION CITY SCHOOLS

PRESIDENTS

meta SOLUTIONS
Prepared for Success
This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

Prepared for Success Data
ACT Participation
ACT Remediation Free
SAT Participation
SAT Remediation Free
Honors Diploma
Industry Credentials
Advanced Placement Participation
Dual Enrollment Credits
Marion Technical College

Dr. John Erwin, Interim President
Dr. Vicky Wood, Vice President and Chief Academic Officer
## MARION COUNTY EDUCATIONAL ATTAINMENT

<table>
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<th>ASSOCIATE DEGREE +</th>
<th>BACHELOR'S DEGREE +</th>
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Source: American Community Survey, 3-Year Estimates, 2010-2012

*Source: Columbus 2020; Marion Area Chamber of Commerce, February 2013*
Marion Technical College
Marion City Schools
Tri Rivers Career Center
Ohio State University
Marion Technical College
College Educated Workforce
Fastest Growing Health Occupations
Marion and Surrounding Counties

- Physicians and Surgeons, All Other (29-1111): $111, 2014 Jobs, 2020 Jobs
The Marion Education Corridor
Partnering to Create Pathways (Nursing)

Pathway A
- Marion City Schools
- Tri Rivers LPN/RN
- OSU BSN

Pathway B
- MTC RN
- OSU BSN

Pathway C
- OSU BSN
Colin Wood’s Pathway

College Credit Plus

Employed at Marion General Hospital OhioHealth

MTC RN

OSUM BSN
Fastest Growing Manufacturing/Maintenance Occupations
Marion and Surrounding Counties

- Maintenance and Repair Workers, General:
  - 2014 Jobs: $18
  - 2020 Jobs: $24
- Automotive Service Technicians and Mechanics: $15
- Industrial Machinery Mechanics (49-3041):
  - 2014 Jobs: $16
  - 2020 Jobs: $20
- First-Line Supervisors of Mechanics, Installers, and Repairers: $28
- Bus and Truck Mechanics and Diesel Engine Technicians: $16
- Installation, Maintenance, and Repair Workers, All Other: $19
- Computer, Electrical Power, and Communication Line Installers and Repairers: $11
- Fire Service Protection (49-3053):
  - 2014 Jobs: $28
  - 2020 Jobs: $28
- Mobile Heavy Equipment Mechanics: $20
Manufacturing Resource Forecast

- Future shortage of highly specialized technical associates
  - Baby-Boomers retiring
  - Lower enrollment in high schools and college programs
- Honda projects over 200 technician vacancies in the next 5 years
- All Ohio manufacturers will face similar shortages

Honda Technician Retirements

Source: Honda / Scot McLemore 2015
Manufacturing Technicians

- Troubleshoot and resolve electrical and mechanical equipment failures
- Repair and maintain manufacturing equipment to improve reliability and ensure optimum performance
- Conduct preventive maintenance on equipment
- Support installation of new equipment
- Conveyors, lifts, robots, servo systems, PLCs, CNCs

Source: Honda / Scot McLemore 2015
Creating Educational Pathways Together
Apprenticeship Training
- Industrial Maintenance
- Tool & Die

Launched in Fall 2014
# Create Stackable Certificates

<table>
<thead>
<tr>
<th>MTC Certificate</th>
<th>Associated Credential(s)</th>
<th>Credentialing Body</th>
<th>OBR Credential List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robotics</td>
<td>Fanuc CERT</td>
<td>Fanuc</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Motoman MERIT</td>
<td>Yaskawa Motoman</td>
<td>NO</td>
</tr>
<tr>
<td>Welding</td>
<td>Certified Welder</td>
<td>American Welding Society (AWS)</td>
<td>YES</td>
</tr>
<tr>
<td>CNC</td>
<td>Machining Level 1</td>
<td>National Institute for Metalworking Skills (NIMS)</td>
<td>YES</td>
</tr>
<tr>
<td>Solar Energy</td>
<td>OSHA 10 Hr.</td>
<td>Occupational Safety and Health Administrations</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NABCEP Entry Level; possibly PV Installation Professional</td>
<td>North American Board of Certified Energy Practitioners (NABCEP)</td>
<td>NO</td>
</tr>
</tbody>
</table>
Introductory College Course

Sophomore Year
Course Work:

Senior Year
Course Work:
Engineering Major Courses

Junior Year
Course Work:
Engineering Core Courses

Freshman Year
Exposure Careers
  • Career Exploration
  • Info Sessions

Introductory College Course

MTC Career Coach
The Ohio State University

Marion

Dr. Greg Rose, Dean & Director
K-12 tuition vouchers to encourage good attendance, scholarship, college attendance. Improve BA attainment in Marion County.
• Started August, 2010 in partnership with Marion City Schools
• Allows students to earn OSU Marion scholarships throughout K-12 years
• Since inception, over $1M in vouchers awarded, over 100 students have used them to attend OSU Marion
• Funded using Alber scholarship dollars
• Now in 4 Marion County school districts, fundraising to expand program throughout county.
• 4th grade campus visits
Why encourage BA attainment?
To lower poverty, improve income and family success.

BA Attainment vs. Income and Poverty
2007 – 2011 Rolling Average, U.S. Census Data
OSU provides easements for significant new transportation link. Cooperation between OSU, MTC, ODOT, Marion County. Completion, November 1, 2015.
A New Science/Engineering Building

- $15 million
- Locally funded (campus reserves, philanthropy)
- Still seeking $2M
- Significant addition to educational infrastructure, STEM capabilities
An opportunity for cooperation

- Discussion of shared labs between OSU Marion and MTC
- Shared robots—donated to OSU Marion, shared with MTC Engineering Technology program
Ohio State Marion/MTC Partnerships

- Library
- Shared services
- Physical plant operations and repairs
- Student activities / Alber Student Center
- RN to BSN program
- MTC Human Services 2-year program to OSU
  BS in Social Work
- Learning Enrichment Institute (senior classes)
- Five Nights on Campus
Ohio State Marion/Community Partnerships

• Library
• Five Nights on Campus
• GoBuck$
• Gear Up higher education partner with MCS
• LEI program
• College Credit Plus classes at Harding
• Academy at OSU Marion
• Service Learning
• Boards/Memberships (Rotary, United Way, Healthy Communities, etc.)
Conclusions
Marion’s Economic Catalyst is our “One Square Mile” Education Corridor
Partnership is Crucial
Thank you.
The Foundation of Leadership

Highest Empowered Leadership Program
What is LEADERSHIP?

Who leads who?
Forbes’ Criteria For Leadership

• How many people you have power over
• The financial resources you control
• If you have influence in more than one sphere
• How actively you wield your power to change the world
Do you consider these people as Leaders?

They do not meet Forbes’ Criteria for Leadership!

LeBron James  Walt Disney  Maria Montessori  Oprah Winfrey

Steve Jobs  Albert Einstein  Mahatma Gandhi  Mother Teresa
Leader Who Met Forbes Criteria?

Chairman Mao
We need to spend more time and resources on understanding this thing called leadership.
In just 2012 alone, money spent by American businesses on leadership training curriculum = $70 billion

* American Society of Training and Development
The amount spent worldwide on leadership training curriculum = $130 billion

* Forbes, February 4, 2014
...and what did we gain from all this?
The Traditional Leadership Paradigm Results in:

- Divisiveness
- Exclusivity
- Favoritism
- Hierarchies
- Haves and have-nots
- Control and power
- Ownership
- Hoarding of titles, position, resources, and status
And... the results produced by this traditional leadership?
The Results of All This Training

- Healthcare expenditures = $3.8 trillion
  Forbes, February 2, 2014

- Undernourished people in the world = 805 million
  World Food Programme

- Overweight people in the world = 2.1 billion
  Reuters, May 28, 2014
The Results of All This Training

- People with no safe drinking water = 1.1 billion  
  World Health Organization

- As many as 20% of the world's 7-15 million species could be gone in the next 30 years  
  African Conservancy, Wildlife and Conservation Statistics

- 1.8 billion people will be living in regions of water scarcity by 2025  
  United Nations Department of Economic and Social Affairs
The Results of All This Training

• The US population is 5% of the world’s population

• The US houses 25% of the world’s prisoners

• The amount spent yearly on prisons can pay for tuition for every student in the US (universities and colleges) every year.
May I Ask…

Why do very intelligent, highly-respected, well-educated, and experienced people…
Highly intelligent and educated people...
do

stupid things?
Were they just unlucky and got caught?
Some Highly Revered Leaders

Are they truly great leaders or have we just not revealed the skeletons in their closets?
Leadership and Moral Licensing

At their peak, they contributed more than anyone to charities.

Kenneth Lay
former president of Enron

Jeffrey Skilling
former CEO of Enron

Indicted on securities fraud and related charges. Ken died after sentencing. Jeffrey is still in prison.
Being smart and intelligent alone is a...
We need to upgrade our education system to produce more leaders
Do you know that it’s our **best and brightest**, many from Ivy League universities, who make the **highest** contribution to **white collar crime**?
After spending over $70 billion per year on leadership training and reading over billions of tweets, blogs, articles, and books on leadership…

Where are the leaders?
It is apparent that everything you’ve learned, know or believe about “conventional” leadership...
...is a MYTH!
Let’s start from square one...
What Does a Leader Need to Lead?

- Trophies
- Resources
- Heritage
- Titles
- Experience
- Skills/Expertise
- Wealth
- Connections
- Followers
- Recognition
- Support
- Degrees/Education
Are they essential or are they merely...?
An Example of a True Leader

Mahatma Gandhi

He never held a title or belonged to any association.

He was never elected to any position.
In simplistic terms...

What qualifies you to be a leader?
A leader adds value that’s higher than others.
Do we need experience to add higher value?
• Young people are coming up with amazing ideas, which constantly surprise us.

• They beat the older, experienced generation at their own game.

• Where are they finding these new ideas without any experience?
If we rely only on our education and experience…

at the very best, we will remain…

MEDIOCRE.
Talent, experience, and education alone are a...
Leaders must have some core VALUES and characteristics.
What are the VALUES or characteristics we associate with leaders?
Characteristics of Leaders

- Integrity
- Honest
- Driven
- Compassionate
- Confident
- Experienced
- Visionary
- Charismatic
- Trustworthy
- Organized
- Values
- Uncompromising
- Energetic
- Motivating
- Problem Solver
- Respectful
- Principled
- Loyal
- Courageous
- Creative
- Resourceful
- Flexible
- Talented
- Strong Willed
- Humble
- Analytical
- Tolerant
- Intense
- Patient
- Risk Tolerant
- Intelligent
- Selfless
- Fair
- Enthusiastic
- Tenacious
- Intelligent
- Analytical
- Decisive
- Passionate
- Values
- Dedicated
- Respectful
- Experienced
- Humorous
- Humble
- Assertive
- Fair
- Committed
- Service Oriented
- Sense of Humor
- Strong Willed
- Decisive
- Passionate
- Values
- Dedicated
- Respectful
- Experienced
- Humorous
- Humble
- Assertive
- Fair
- Committed
- Service Oriented
- Sense of Humor
Characteristics of Leaders

If you practice all of these characteristics, will they make you a true leader?
If we created a culture of ETHICS, we should have ETHICS…  
…shouldn’t we?

McKinsey and Co.  
where the core culture  
was ETHICS.

Rajat Gupta  
Managing Director and  
CEO of McKinsey and Co.,  

Charged with the largest insider trading case in U.S. history,  
found guilty of conspiracy and securities fraud.
You can act any character,
but your *true character*
can never be an act.
Ben Kingsley

Acted the part of Gandhi in the movie “GANDHI”
Once you fully comprehend and begin to live what Gandhi was all about, you also begin to understand and live the timeless TRUTH that is far above all science, technology, history and all man-made laws, mythologies, cultures, boundaries and rituals…..

….and you become Dr. Martin Luther King, Jr.
Characteristics of Leaders

- Integrity
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- Humble
- Assertive
- Fair
- Committed
- Intelligent
- Selfless
- Strong Willed
- Decisive
- Passionate
- Dedicated
- Highly Disciplined
- Patient
- Resourceful
- Responsible
- Motivating
- Service Oriented
- Enthusiastic
- Tolerant
- Charlesmatic
- Charismatic

Could these characteristics be the outcome of a true leader?
Finding our character in characteristics is a...
Can role models help us build our character?

“Success is a lousy teacher. It seduces smart people into thinking they can’t lose.”

……Bill Gates
The truth is that we are inherently designed to be a unique masterpiece.
We are told to copy others, …so-called role models.

The true wisdom you need to lead is right within you.
Our true character lies right within us.
Leading by modeling someone else is a...
Let us look through a new window...
Psychology of the Universe
Planting a ROSE BUSH
An Apple Tree
Our true **PASSION** and purpose **must** be to **add the highest value unconditionally** in every encounter and every circumstance.
Visionary Companies

- 3M
- American Express
- Boeing
- Citicorp (now Citigroup)
- Disney
- Ford
- General Electric
- Hewlett-Packard
- IBM

- Johnson & Johnson
- Marriott
- Merck
- Motorola
- Nordstrom
- Philip Morris (now Altria)
- Proctor & Gamble
- Sony
- Walmart
How do we empower the leadership that is present in all of us?
Sustainable Leadership has to be anchored in TRUTH, ...an undisputable, timeless TRUTH.
Where Do We Find That TRUTH?
All of our truths are different.

My **TRUTH** is different than your **TRUTH**…

because these **TRUTHS** are created through data gathered by our **BRAINS**.
Your BRAIN gathers all its data through your limited 5 senses.
In addition to the limits of the 5 senses, our TRUTH gets contaminated by our EGOs and all its manipulations and illusions.
Your brain either serves your body
Or it serves the REAL YOU.
What is Ego?

Your **EGO** is merely a mind-made, illusionary distraction supported and nurtured by the needs and wants of your human body, but not the **REAL YOU**.
The Absence of Leadership

When your brain serves your body, it is enslaved by your EGO, so you operate in fear, greed, insecurity, and prejudice… with your focus on your body and “What’s in it for ME?”
You Cannot Lead in the Presence of EGO.

All of your realities are skewed and erroneous, as all incoming information gets contaminated by your ego.
When we are led by our EGOs, intelligent leaders do do stupid things.
EGO-driven leadership is a...
So, what’s the *antidote* to the *blindness* produced by our 5 senses induced by our EGOs?
Is the **antidote** to our **EGOS** hidden within the answers to the following questions?

Is there **ONE** fundamental **TRUTH** that removes all illusions?

If we are not our **EGOS**, then who are we?
Are we missing something that is basic or *Fundamental*...and, that is at the Core of everything?
What is that **Ultimate Seed of Wisdom?**
“A person experiences life as something separated from the rest — a kind of optical delusion of consciousness.”

– Albert Einstein
“Our task must be to free ourselves from this self-imposed prison, and through compassion, to find the reality of Oneness.”

– Albert Einstein
Could it be that the fundamental TRUTH that removes all ILLUSIONS is ONENESS?
“It really boils down to this: that all life is interrelated. We are all caught in an inescapable network of mutuality, tied into a single garment of destiny. Whatever affects one directly, affects all indirectly.”

Martin Luther King, Jr.
It becomes obvious that the only way to add value to *ourselves* is add value to *all* unconditionally.

We are all **ONE**, inter-connected and interdependent.
What is Oneness?

• Oneness is not a religion, cult, philosophy, or mythology.

• Oneness is a profound UNIVERSAL TRUTH.

• Oneness infuses and impacts every facet of our lives.
ONENESS gives you...
Your direction
Your vocation
Your passion
your mission
your true purpose
…and your **ANCHOR**…
What does ONENESS have to do with LEADERSHIP?
Ultimately, LEADERSHIP is all about leading YOURSELF.
But…if you don’t know what in you requires leading and who in you is capable of leading, your greed, fear, and ego end up leading you.
Without knowing your **true self**, leadership is a...
Are You…

Your obsessions
Your profession
Your addictions
Your limitations
Your agendas
Are You…

Your heritage
Your mission
Your dreams
Your failures
Your values
Your goals
Your faith
Your roles
Your past

?
Your perception is:

- That you are a separate entity.
- That you are your Human Body.
- That you own things.
- That you have limited resources.
- That you are defined by your labels.
- That your brain is your master.
- That you are a product of your environment.
All of these descriptions are tied to your EGO.
If we are not our EGO, then who are we?
To discover our true potential and the **TRUE LEADER** in us, we must know **WHO WE ARE**, the “**real you**” that is not influenced by insecurities, fear, greed, and ego.
Let us look at ONENESS under a different Light.
Self-Discovery
We are all an integral part of this **ONE** big power source unifying us into **ONENESS**.
IN ONENESS,

every being and
everything around us
is an inseparable part of
an integral, omnipresent
ONE

resource and power.
We are all ONE, an integral and inseparable part of each other.

There is NO ME and YOU or us or them.
The Human Body is designed in ONENESSNESS
Cells With Their Own Agendas

We call them "cancer" cells.
Without the wisdom of **ONENESS**, we will be unethical, selfish, and callous like a **CANCER CELL** and will destroy the very body that feeds and hosts us.
Who are YOU?
You are either your ego or ONENESS.
Ego is a debilitating ILLUSION.

ONENESS is empowering ENLIGHTENMENT.
Just as darkness is the absence of light, similarly, your EGO (that nurtures insecurities, fear, greed and an illusion of separateness) is simply the absence of ONENESS.
True Leadership is only possible when you are ANCHORED in ONENESS.
When you're led by ONENESS, you don’t need these crutches:

- Trophies
- Power
- Titles
- Recognition
- Heritage
- Degrees
- Skills
- Support
- Connections
- Followers
- Wealth
their dream was NOT about becoming something, but doing something for others without any selfish motives.
Leadership without practicing ONENESS is a...
The Wisdom and Power of... ONENESS.

ONENESS Converts you into a

Highest Value-Adding “ENTITY.”
How do we become a Highest Value-Adding Entity and do it UNCONDITIONALLY?

By deciphering the profound wisdom integrated in ONENESS that lies behind each letter of the acronym A.D.D.V.A.L.U.E.
Wisdom behind A.D.D.V.A.L.U.E.

- A - ANCHOR
- D - DIGNITY
- D - DIRECTION
- V - VISION
- A - APPRECIATION
- L - LOYALTY
- U – UNIVERSAL LAWS
- E - EMPOWERMENT
Wisdom of A.D.D.V.A.L.U.E immersed in ONENESS.
Takes You To Your Full Potential.
It is only through this wisdom that your every thought, endeavor, and vision is immersed in...
And... you realize your Full Potential.
In spite of our noblest intentions, highest education, best technology, maximum efforts and total commitment of all our resources,
we will fail

to make this world a better place,

if...
ONENESS is not understood and implemented.
Questions?
Embedded in this **Profound Timeless Wisdom**
We Offer Life Changing…. 

Highest Empowered Leadership Programs
Highest Empowered Leadership Programs

- The Foundation & Path to Real Leadership
- The Foundation & Path to Sustainable Success
- The Foundation & Path to Viable Diversity
- The 25 Habits for a Successful & Flourishing Life
- The Core of Loyalty and Teambuilding
- How to be a *True* Human
- The Fundamentals of Civilization
- A Paradigm Shift for a Sustainable Health Care System
- The Secret of True Prosperity
- Freedom from Anxiety & Stress
The Foundation of Leadership
Credentials Count

Update on Certificates and One-Year Option
Value of Certificates and Certifications

• Consistent definitions and reporting of certificates at all public institutions; and

• Improved pathways from certificates into degrees.
Value of Certificates and Certifications

• 1 in 10 workers have postsecondary certificate
• Earn more than high school graduate
• Labor market payoff
  • 39 percent of males make more than the median male worker with an associate degree and 24 percent earn more than the median male with a bachelor’s degree. For women, those numbers are 34 percent and 23 percent, respectively
## What is a Credential?

<table>
<thead>
<tr>
<th></th>
<th>Certificate</th>
<th>Certification</th>
<th>License</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarded by...</td>
<td>Educational institution</td>
<td>Business, trade associations, industry</td>
<td>Government agency</td>
</tr>
<tr>
<td>Results from...</td>
<td>Course of study</td>
<td>Assessment</td>
<td>Meeting requirements</td>
</tr>
<tr>
<td>Indicates...</td>
<td>Education</td>
<td>Skill mastery</td>
<td>Legal permission</td>
</tr>
<tr>
<td>Completed in...</td>
<td>&gt;2 years</td>
<td>Varies</td>
<td>Varies</td>
</tr>
<tr>
<td>Maintained by...</td>
<td>N/A</td>
<td>Skill practice, re-assessment</td>
<td>Re-application, continuing ed</td>
</tr>
<tr>
<td>Examples...</td>
<td>Office assistant, building maintenance</td>
<td>Power line mechanic, certified welder</td>
<td>Cosmetology, massage therapy</td>
</tr>
</tbody>
</table>

Source: Association of Career and Technical Education, What is a credential?
Certificate Definitions

• General Certificates

• Community Colleges
  • One Year Technical Certificates
  • Short-Term Technical Certificates
Certificate Designations

- Community Colleges
  - One Year Technical Affirmation
  - Short-Term Technical Designation

- Ohio Technical Centers
  - Short-Term Technical Designation

- Universities and Regional Campuses

- College Non-Credit
Certificate to Degree Options

- Career Tech Credit Transfer (CT2)
  - Program to course articulation
  - Potentially leads to AAS, AAB, AIS, ATS
    - 17 pathways

- One-Year Option
  - Program to block of credit
  - Leads to Associate of Technical Studies
Certificate to Degree Options

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  - Program to course articulation
  - Potentially leads to AAS, AAB, AIS, ATS
    - 17 pathways

- One-Year Option
  - Program to block of credit
  - Leads to Associate of Technical Studies
One-Year Option

- Must be a significant length and lead to certifications
  - 34,900+ clock hour programs
  - 31,600 – 899 clock hour programs

- Peer-to-Peer review process
  - Credit Affirmation Teams (CATs)
    - Health
    - Services
    - Trades
    - Business & IT

- Articulated transfer
  - Uniform OTC transcript
  - Effective advising
One-Year Option

• Progress of CATs
  • 21 of 34 900+ clock hour pathways completed
    • Remaining 13 in process
  • 3 of 31 600 – 899 clock hour pathways completed
    • Anticipated completion early 2016

• Articulated transfer
  • Piloting OTC transcript
  • Draft advising guidance
    • Training in Fall 2015
THANK YOU