

Name of Lead Institution (only one)	Antioch College
Project Start Date	6-Jan-14
Interns and/or Co-ops Start Date	7-Apr-14
Primary Contact - Individual must be authorized to sign grant contract and legally responsible as representative.	Thomas Brookey, Chief Operations Officer; Antioch College One Morgan Place, Yellow Springs, Ohio 45387; Tel 937-319-6161; Mob 937-286-6761; tbrookey@antiochcollege.org
President/CEO Name	Mark Roosevelt
Project Director/s	Richard Kraince, Dean of Cooperative, Experiential and International Education; Antioch College, One Morgan Place, Yellow Springs, Ohio 45387; Tel: 937-768-8042; rkraince@antiochcollege.org
Are any of the applicants represented by a member of the Advisory Committee? See list at https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/omi/2013-14_CEIA.pdf	No
1) <u>Certification by Authorized Official:</u>	
To the best of my knowledge and belief, the information contained in this application is true and correct. The document has been duly authorized to comply with the required assurances.	
Signature of Authorized Official:	
Typed Name and Title: Thomas Brookey, Chief Operations Officer; Antioch College	
Date: November 18, 2013	
2) <u>Administering Entity: Antioch College Cooperative Education Program</u>	
Contact Person: Dr. Richard Kraince	
Title: Dean of Cooperative, Experiential and International Education	
Address: One Morgan Place, Yellow Springs, Ohio 45387	
Email: rkraince@antiochcollege.org	
3) <u>Business Partners (please submit separate information for each partner)</u>	
Company Name GoSun Stove, Energy Wize LLC, Nextronex Energy Systems, TMI Electrical Solutions, Solar Power & Light, Bold Alternatives, GTS Piping LLC, Dovetail Solar and Wind, and SEIA	
Contact Person	
Title	
Address	

Email
Company Name: GoSun Stove
Contact Person: Matt Gillespie
Title: Lead Designer / International Programs Coordinator
Address: 707 Froome Ave. Cincinnati, Ohio 45202
Email: info@gosunstove.com Cell: 513 709 2519
Company Name; Energy Wize LLC
Contact Person: Wendell Ott
Title: Owner
Address: 2375 SIEBER TRACE, XENIA, OH
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Company Name: Nextronex Energy Systems
Contact Person: Jay R. Troger
Title: CEO
Address: 1510 N. Westwood Ave., Toledo, OH 43606
Email: info@nextronex.com
Company Name: TMI Electrical Solutions
Contact Person: Mark Gillespie
Title: Electrical Contracts
Address: 423 West Wyoming Ave, Cincinnati, OH 45215
Email
Company Name: Solar Power & Light
Contact Person: Neil Chaudhry
Title: CEO
Address 2411 Cross Point Dr. Miamisburg, OH 45342
Email:
Company Name: Bold Alternatives
Contact Person: Kimberly Dyer
Title: Business Dev Officer
Address: 26210 Emery Rd Suite 302, Cleveland OH 44128
Email: Kimberly@BoldAlternatives.com
Company Name: GTS Piping LLC
Contact Person: Dave S. Auld /Tamara Holt
Title:
Address: Samuel Lane, Loretto, TN 38469
Email: tholt@gtshdpe.com
Company Name: Dovetail Solar and Wind

Contact Person: Alan Frasz									
Title: President									
Address: 26055 Emery Rd Unit G, Cleveland OH 44128									
Email: afrasz@dovetailsolar.com									
Company Name: SEIA									
Contact Person: Thomas Kimbis									
Title: Vice President									
Address: 505 9 th St NW Suite 800. Washington DC 20004									
Email: _____ Tel: 202-662-0556									
4) <u>Educational Partners (please submit separate information for each partner)</u>									
Institution Name: Miami University, Institute for the Environment and Sustainability									
Contact Person: Dr. Thomas Crist									
Title: Director, Institute for the Environment and Sustainability									
Address: 254 Upham Hall; Oxford, OH 45056									
Email: cristto@muohio.edu									
<u>Program Snapshot</u>	<u>Name, Number or Amount</u>								
JobsOhio key industry/ies – please list	Energy & Food Processing								
JobsOhio region	statewide								
Amount of state money requested	\$200,000								
Required match money committed (100% undergrad & 150% grad programs)	\$200,000								
Total state money requested divided by number of co-ops or internships created (in whole dollars)	\$4,000								
Total match money obtained divided by number of co-ops/internships created (in whole dollars)	\$4,000								
Total money (state plus match) divided by number of co-ops/internships created (in whole dollars)	\$8,000								
Number of business partners	12								
Number of education partners	1								
Number of other partners	0								
<u>Add numeric value to each field below</u>									
	<u>TOTAL</u>	<u>Wages</u>	<u>Scholarships</u>	<u>Both wages & scholarships</u>	<u>For credit</u>	<u>Not for credit</u>	<u>Required</u>	<u>Optional</u>	<u>Transcribed (all)</u>
<u>Internships created (proposed)</u>	10	\$18,000	0	\$18,000	0	10	0	10	10
<u>Co-ops created (proposed)</u>	40	\$72,000	0	\$72,000	40	0	40	0	40
<u>TOTALS</u>	50	\$90,000	0	\$90,000	40	10	40	10	50

ANTIOCH COLLEGE-MIAMI UNIVERSITY
OHIO AGRARIAN TRADE & GENERATIVE ENERGY (OAT-GenE) PARTNERSHIP
~ ABSTRACT ~

Antioch College, in collaboration with Miami University's Institute for the Environment and Sustainability, is establishing a new set of cooperative education (co-op) relationships with employers involved in Ohio's sustainable energy and food processing industries. Known as the Ohio Agrarian Trade and Generative Energy (OAT-GenE) Partnership, the program is intended to build student skills through direct immersion in the world of work. The purpose is twofold. First, it will increase understanding of the knowledge and skill sets required by employers as these their industries progress. Second, it will improve undergraduate curricula relating to food and energy by leveraging academic resources to better prepare students for careers with "green" energy and sustainable food processing firms throughout the state. The program is based on the assumption that the key to aligning academic training with the needs of emerging industries is to foster sustained relationships between students, educators and employers, while emphasizing promising career opportunities tied to the expansion of the Ohio job market.

Establishing close ties with employers has been a prominent feature of an Antioch education since the College's former president Arthur Morgan adapted the cooperative education model to the liberal arts curriculum more than 90 years ago. During their undergraduate career, Antioch College students are required to spend at least four quarters engaged in paid, full-time employment. They earn credit toward their degrees through completion of Work Portfolio courses, which ensure reflection on their experience and promote knowledge and skill acquisition during terms off-campus. Miami University likewise is well known for its dynamic, hands-on approach to learning and encourages involvement with employers through off-campus research projects and summer internships.

Antioch College seeks to further enrich its Cooperative Education (Co-op) experience by linking it with a new set of interdisciplinary Global Seminars on Energy and Food--the primary curricular offerings through which students will prepare for involvement in this Partnership. The Global Seminars serve as a venue through which employers and industry specialists can contribute to learning on campus. Deeper collaboration with Miami's Institute for the Environment and Sustainability will enrich these courses and further the efforts of both institutions as they engage with employers in these strategic industries.

Recognizing the educational potential of Ohio agriculture, Antioch College and Miami University established their Ohio Agrarian Trade (OAT) Partnership in 2013. The OAT-GenE Partnership will fuel further collaboration by adding new jobs to our network of employers working in the Ohio food processing industry while supporting the establishment of new co-op and internship relationships with firms in the sustainable energy sector. This program will help ensure that debates over energy, food and agricultural policy will be informed by citizens with real-world experience and close associations with the producers of energy and agrarian products throughout the state.

Both institutions of higher learning are committed to broadening education on sustainable energy. Miami's Institute for the Environment and Sustainability is currently launching a new Interdisciplinary Co-Major in Energy. Antioch College's North Hall, constructed in 1853, was recently awarded LEED Gold certification and is now considered the second oldest building in the world to achieve LEED certification. It has also begun construction of a central geothermal plant that will significantly reduce power usage on campus. Broadening education on energy and establishing a set of energy-related co-op jobs are the next steps for the new Antioch as it positions itself as a resource for job growth in Ohio.

ANTIOCH COLLEGE-MIAMI UNIVERSITY
OHIO AGRARIAN TRADE & GENERATIVE ENERGY (OAT-GenE) PARTNERSHIP
~ PROPOSED PROGRAM NARRATIVE ~

1. Private Partnerships: How the institutions are building partnerships with private companies to address emerging workforce needs.

There appears to be significant misunderstanding within higher education in regard to perceptions of students' workplace readiness. According to McKinsey and Company's 2013 report *Education to Employment*, less than half of employers believe that new graduates are adequately prepared for entry-level positions as a result of their experience in higher education, while 72% of education providers believe graduates are ready to work. In another recent survey conducted by Adeco Staffing US, 92% of senior executives reported a serious gap in workforce skills as well as deficiencies in communication, critical thinking, creativity and collaboration.

This partnership is well positioned to address this problem. Antioch College is a small liberal arts institution that provides a distinctive educational experience, balancing rigorous academics with required off-campus work. To fulfill its mission, the faculty maintains numerous cooperative education (co-op) partnerships with businesses around the state. All students spend a minimum of four academic terms engaged in compensated, full-time employment with partner organizations in industry, education and the nonprofit sector. Miami University's Institute for the Environment and Sustainability requires its students to participate in interdisciplinary team research projects and encourages internship programs during summer breaks. The Ohio Agrarian Trade and Generative Energy (OAT-GenE) Partnership program is intended to ensure that coursework on both campuses is informed by a close understanding of employer needs and maximizes the benefit of student employment by identifying ways that co-op and internship programs can add value to emerging industries in Ohio.

Our strategy for building partnerships with private companies and addressing evolving workforce needs has a number of dimensions. First, we recognize that the key to understanding the needs of industry is to position students for mission-central work on a year-round basis. With Antioch students available in the fall, winter and spring, and with Miami students available in the summer, we are able to offer employers student placements throughout the year. Our experience is that striving to fill such positions on an ongoing basis is the only way to understand the kind of talent that employers require to make their operations successful. If we lose positions because we are not preparing students adequately, we are forced very quickly to come to terms with our deficiencies or look for work elsewhere.

Second, we recognize that the scale of our operations require us to sharpen our focus on well-chosen industry niches. Although we are open to any employment opportunities within the strategic sectors identified in this program, namely food product manufacturing and energy, we understand that we can only add value if we educate our students in particular ways. For this reason we are focusing on industries that (1) share our values, (2) are understood by our faculty, and (3) represent significant areas of growth potential for the state.

With this in mind we identify businesses involved in sustainable agriculture and "green" energy as overlapping niches that hold high potential for our students. Employers are being recruited into the partnership through engagement with various trade groups that attract businesses working in these areas.

2. Curricular Relevance: Steps that will be taken to assist faculty with program development to ensure relevancy in the curriculum.

Energy is one of the most important issues of our global modern society. A sustainable energy future will require scientific, economic, and policy approaches working together to meet the technological, institutional, and environmental challenges faced by industry. Likewise, food production faces significant changes as advancements in science and technology raise questions relating to health, the environment and food safety.

Antioch College is implementing a new set of interdisciplinary courses known as Global Seminars, which are conceived as opportunities for students to critically analyze contemporary problems such as these through the interdisciplinary study of resources and systems. Its Global Seminar on Food and another on Energy are designed to address the evolving needs of employers in these industries in that they emphasize the connections between students' co-op experiences and the content of coursework on campus. Global Seminar instructors invite co-op employers to campus in order to ensure the presentation of a diverse range of views and strengthen the connection between what is being discussed in the classroom and ideas current in industry.

This approach provides both students and employers the opportunity to learn more about one another in a relevant and authentic manner and provides a robust beginning to a rich feedback loop essential to success in cooperative education. This feedback loop continues during the student co-op quarter as employers regularly communicate with both the co-op advisor and the student-employee. Co-op and academic quarters thus act as interlocking units that tie together students' experience of the Antioch calendar. During co-op quarters, students test burgeoning knowledge and skills under the guidance of practitioners in the field, while academic quarters allow students the space and support to consider new possibilities for practice as they are guided by scholars in the field.

The new Energy Co-Major being offered by Miami University's Institute for the Environment and Sustainability provides students with core interdisciplinary training in energy that complements their disciplinary majors in engineering, natural sciences, architecture, business, and the social sciences. This co-major exposes students to the principles of energy production and distribution, energy supply and demand, pollution control and building systems, and energy policy and regulation. Students can pursue career paths in the energy industry and startup companies, consulting firms, and non-profit organizations.

The OAT-GenE Partnership can thus be seen as a bridge offering employers the opportunity to share their views on campus while providing students with crucial workplace experience. In addition to supporting 50 co-op and internship experiences over the course of two years, funding is requested to support the further development of agrarian education facilities on the Antioch campus and funds to curate some of educational lessons stemming from our investment in "green" energy. These include the establishment of an aquaculture education exhibit and educational materials in support of a new Agrarian Education initiative at the Antioch Farm. Miami University will use funds to provide better education relating to sustainability and the environment.

3. Integration in the regional economy: Connections to NGOs and other stakeholders, engagement with business, data use.

According to Ohio Advanced Energy Economy, Ohio companies will create more than 3,000 new jobs in the advanced energy economy sector while reducing greenhouse gas emissions by 7.5% by 2025. At present there are approximately 150 firms working in the subsector—mostly in

the solar and wind energy production area. The majority of these firms are small operations that will likely grow as the market for renewable energy sources matures. Antioch College has approached a number of small firms and received letters of support from GoSun Stove, Energy Wize LLC, Nextronex Energy Systems, TMI Electrical Solutions, Solar Power & Light, Bold Alternatives, GTS Piping LLC, Dovetail Solar and Wind and others from whom we are awaiting confirmations. Moreover, we have also received a letter of support from the [Solar Energy Industries Association](#) (SEIA) and we are working with them to identify other prospective partners in the energy field.

In the sustainable food production sector, current co-op job placements reflect strong student interest in issues relating to agriculture and food. This reflects the fact that our efforts to link the curriculum and co-op are strong in this area. Approximately 50 first-year students completed our Global Seminar on Food last winter as they prepared for their spring co-op term. More importantly, it is also becoming clear that this generation of students views work in the agrarian sector as an opportunity for individuals to assert themselves within a tight economy. Accordingly, 28% of students on co-op term during spring quarter 2013 worked in food production in some capacity.

These efforts are currently supported through our OMIC-funded Ohio Agrarian Trade (OAT) Partnership--a program that provides funding for co-op jobs designed to trace the links between producers of Ohio food products and to prepare students for work in this strategic industries. The Co-op Program is also using resources from the OAT Partnership program to emphasize small enterprise growth within the context of the food production sector. For example, one student worked to broaden urban markets for healthy food in Dayton as an Urban Agriculture Advocate with the Greater Dayton Urban Farmers group. Another is served with the Economic Community Development Institute to support the nascent food cart industry in Columbus.

We have been networking with the [Ohio Ecological Food and Farm Association](#) to broaden student exposure to cutting edge ideas arising from small producers and the artisan foods community. Also helpful has been [Ohio Proud](#), the Ohio Department of Agriculture's marketing program that identifies and promotes food and agricultural products that are made in Ohio. The OAT-GenE program will enable us to expand our efforts to prepare students for entrepreneurial activity within the "Grown in Ohio" movement across the state.

With jobs moving back to Ohio from Illinois and other states, we feel ready to help our students establish themselves in careers that will build our local industries. Studies of cooperative education at Antioch suggest that programs that involve students in the world of work have a significant impact on the development of knowledge workers that are more entrepreneurial, nationally connected, and acquainted with problem-focused approaches to work. In reviewing the career development of Antioch alumni, for example, Linn and Ferguson (1999) reported a high rate of self-employment—a fact that should be closely considered as our graduates set out to find a place for themselves in a world where high unemployment and slow economic growth is sometimes regarded as the 'new normal'. Anecdotal evidence offered by Antioch alumni in various settings further suggests that the co-op experience affords students a competitive advantage as they seek employment after graduation or opportunities for further study. Not only do they acquire the kind of experience that helps fill out a resume, they are exposed to the culture of the workplace, which provides a significant perspective on what it means to live a productive life. We believe that the self-efficacy afforded by real-world experience is one of the clear benefits affecting post-graduation employment. To assist students in securing post-graduation employment in the state of Ohio, they will be trained on how to use <http://OhioMeansJobs.com>—the premier resume and job bank in the state.

4. Assessment and Student learning outcomes?

Throughout this cooperative education experience, students engage with their faculty instructors online in addition to their employers in order to achieve a higher level of effectiveness and ensure proper reflection. Organized reflective writing and other learning activities tied to students' personal learning objectives are shared to achieve stated co-op learning outcomes. A reflective-practice component requires students to journal their progress on-line as they develop work-related competencies and self-management skills. Such documentation allows students to gain insights into their professional development and receive feedback as they move to better understand the process through which they enter and find acceptance within an organization. Journal assignments entail responses to required course readings and encourage reflection on the employing organization's culture. In a final paper students assess the degree to which they attained their educational objectives, reflect on employer evaluations and consider how the experience has affected their personal growth. They are also asked to relate how their learning can benefit from further integration between classroom education and the experience of the workplace. Following successful completion, each student will earn two credits. To help build the program both during and beyond the grant period, <http://OhioMeansInternships.com> will be utilized to connect employers and students to common marketing and communications strategies as well as best practices and policies.

We have found that the most successful co-op positions have been ones in which all expectations are clearly defined, and there is clear accountability for all members of the partnership. Toward this end, we have developed a set of processes in which we ask employers to participate, in order to insure that job expectations are clear from the beginning, and that they remain clear throughout the co-op. During the student's first week, we ask that employers complete and sign an Employer Participation Agreement and work with the student to create a Learning Objective Agreement to guide the student's learning. These documents fill the role of a hiring agreement and objectives to articulate what is expected of the student, our office and the employer. We want these documents to provide the opportunity for all parties to ask questions, make plans, and establish a common vision of the weeks ahead. In addition, we ask that the employer meet with the student halfway through the term to assess progress and to set goals for the final weeks of the term.

At the end of the term the employer is asked to complete the student's final evaluation. The employer's final evaluation (1) provides performance feedback for the student, (2) assesses their strengths and weaknesses, (3) makes recommendations for the student's further professional and academic development, and (4) provides formalized performance feedback in job-specific areas. After meeting with the student, the employer completes and submits the final student evaluation using our secure website. Antioch College students need this evaluation to complete and receive credit for their required Work Portfolio course.

The following table illustrates the feedback loop used to provide feedback to all parties. All evaluation forms are included in the appendices.

5. Integration of work-based learning opportunities into students' academic programs to bridge to their career goals?

Antioch College's Cooperative Education Program has long been considered one of the distinguishing features of Antioch College. In this regard we view the historic tradition of cooperative education itself as a fundamental resource to be utilized by Co-op faculty members within the context of advising students. Although technology is changing the way we conceptualize classroom instruction, the notion that practice and theory are mutually informed

by one another remains as relevant now as it was when Arthur Morgan adapted the Co-op model to the liberal arts curriculum more than 90 years ago. Simply put, now as in the past, employers value job experience.

The role of Co-op faculty advisors is to help students apply that experience in order to build momentum toward a career. We stake our reputation as an institution on our ability to provide an education that encourages the development of communication skills, inculcates an awareness of emerging trends, inspires creativity, and yet is informed by real world experience. Securing such jobs for Antioch students requires us to identify networks of innovation and to be active within them. In this respect it has become clear that forging employment relationships requires new initiatives. Many prospective employers are unaware of the College's recent progress and require significant face-to-face attention before committing their resources to the kind of collaborative agreements that we request. This is a challenge in that it requires a lot of time in the field; however we also recognize that this effort presents an opportunity for us to better understand our partners' work and pay closer attention to how we can add value to their operations by more thoroughly preparing students for jobs in certain disciplines.

For the Ohio Agrarian Trade and Generative Energy Partnership program, we are asking employers to match the costs of employing a student, in most cases, on a one-to-one basis. We propose to use the funds of the grant to pay student work stipends during the first year of operation (January through December of 2013) if employers agree to match these funds by covering student work stipends during the second year of the program (beginning in January of 2014). Antioch College students will fill these co-op/internship positions during the fall, winter and spring quarters while Miami University students will fill them in the summer.

Our goal is to establish long-term relationships with our partners. We expect them to provide paid employment, professional supervision, rich educational content, opportunities for cognitive growth that correspond to the various developmental stages of our students, and an overall experience that is emotionally fulfilling. To be successful in these relationships, we underscore the need for increased integration between the Co-op program, academic faculty, and members of the academic community. We must also ensure that future career placement efforts are informed by our efforts so as to give rise to a diverse student body composed of individuals that exhibit the kind of skill, creativity, sensitivity, diligence, and enthusiasm that we promise employers.

~ SUSTAINABILITY ~

1. What is your financial plan and budget to support the program beyond the grant period?

In October 2011, the College realized an investment gain of \$26.9 million following the sale of Yellow Springs Incorporated (YSI) – a water quality and filtration company founded at Antioch College; the College was a significant shareholder in the company, housing the stock in its endowment. College leadership decided to use endowment loans, commensurate with the amount of the investment gain, to fund the initial physical plant renovations.

But the reversionary interest contained in the 2009 Asset Purchase Agreement between the College and Antioch University complicated planning and budget allocation, especially as it related to endowment distributions. Per the agreement, the College was required to seek permission from the University to obtain loans from the endowment. It became clear to College

leadership that unless the University's reversionary rights were terminated, the College would lack the authority necessary to make independent decisions about its own finances, consistent with its institutional interests. With this understanding, the board authorized the College's president and legal counsel to enter into negotiations with Antioch University to purchase the termination of the reversion rights. The settlement discussions culminated in an agreement – approved by the Greene County Probate Court in July 2013 – that eliminates any future rights of the University to have claim on the College's campus or endowment.

While endowment loans are critical to completing the immediate renovations required to fulfill the College's mission and uphold the commitments made to students and faculty, it is not the long-term strategy. The new College has already made substantial progress in addressing the chronic underfunding symptomatic of the former Antioch. Knowing that significant fundraising would be required, particularly in the first four years prior to any tuition revenue, the board authorized a planning study to determine the giving capacity of Antioch alumni. Based on the Compass Group, LLC's extensive study, the board approved a five-year, \$75 million campaign, currently in its quiet phase.

Since 2009, the College has demonstrated a growing ability to tap the significant philanthropic potential of its alumni and supporters. Even so, the board and administration understood that the College's long-term success would require expansion of the small group of alumni that launched and won the hard-fought battle for independence. The College has raised \$50 million since its independence from Antioch University; the most recent fiscal year was the most successful fundraising year in the College's history, with \$19.5 million in cash, pledges, and gifts.

Consideration of future plans for Antioch's Cooperative Education program must be understood in light of this progress as well as our historic commitment to Cooperative Education, which has been a critical component of an Antioch education since former Antioch President Arthur E. Morgan adapted the co-op model to the liberal arts curriculum more than 90 years ago. Upon the College's reopening in 2011, Co-op was once again identified as a cornerstone of the curriculum along with community engagement and rigorous classroom study. Our challenge is to take the Co-op Program to a new level and adapt it to a new economy.

2. What program assessment actions will be taken to improve and grow learning outcomes for students, business participation, and overall program success?

The Antioch College Cooperative Education program will collect data on the metrics listed in section 9 of the RFP. It will also be the entity responsible for reporting to the Board of Regents. The program will adhere to the standard reporting system recommended by the Regents. It will also write one-page briefings based on students' observations and experiences and will work to highlight success projects as well as the human side of program development. Program personnel understand that the Start of Project report will be submitted before the end of 2012 along with baseline data. Two interim Budget Season Reports will be submitted in order to document progress and success. An End of Project Report will include all prior reports plus new data and information.

Metrics to be collected and reported include the number of students placed in co-ops above the reported baseline: the number of undergraduate, graduate, in-state, out-of-state, and international students participating in the program; student majors; names and number of businesses participating, number of hours and period of time the students worked Rate of pay or award for co-ops and interns; number of students who completed their co-op or internship Number of students who completed their co-op or internship that went on to complete college or complete graduate school or attend grad school, etc. The number of students not traditionally represented (as identified/defined by awardees) in the area of the co-op and internship program; Number of students who stay in Ohio as a result of the co-op or internship vs. peers who do not stay in Ohio Starting salary of Co-op and Internship students (after completing college) vs. peers who did not go through a co-op and internship; etc.

3. What are the plans to support the program through infrastructure, advising and data management?

A new co-op faculty member with a background in sustainable energy will be hired by Antioch College using its own funds in order to demonstrate its support for the Ohio Agrarian Trade and Generative Energy Partnership. This step builds upon a tradition of more than 90 years, during which the cooperative education program has been the hallmark of an Antioch College education. The new model for Antioch builds upon this legacy by preparing students for the demands of a career by encouraging local part-time work during study quarters as well as four quarters of employment off-campus. Studies indicate that students in cooperative education programs gain maturity, motivation, problem-solving abilities, academic achievement, and clarity about their goals. Cooperative education especially stresses the value of paid employment in which a student learns from work with meaningful responsibilities set by employers, from colleagues, and from living independently in new settings.

The idea of learning from experience pervades an Antioch College education. Because all students work during their co-op terms, work is integrated into academic and community life on campus at Antioch College. The co-op program helps students to understand work as a tool for experiential education and as a place for integrating academic learning, practical knowledge, and life lived in the larger community. They learn to actively reflect on their contributions and learning from work. Miami University students will participate during their summer break.

In addition, the Cooperative Education Assessment Plan ensures that program enhancements are identified and implemented in a timely manner.

4. How will the institution develop and sustain its faculty engagement?

Antioch College and Miami University will begin this project by establishing co-op and internship relationships within the energy sector cluster. Ohio employers that will begin accepting students in the spring include GoSun Stove, Energy Wize LLC, Nextronex Energy Systems, TMI Electrical Solutions, Solar Power & Light, Bold Alternatives, GTS Piping LLC, Dovetail Solar and Wind and others from whom we are awaiting confirmations. Moreover, we have also received a letter of support from the [Solar Energy Industries Association](#) (SEIA) and we are working with them to identify other prospective partners in the energy field.

The full-time co-op program allows students to connect academic knowledge with the professional world of work. Students have substantial opportunities to learn about jobs, how to present themselves to potential employers, transition from school to co-op and back, and how to adapt to job and living expectations. The Antioch College co-op program expands learning experiences through paid employment in a supervised, educational work setting related Global Seminar topics and coursework in our academic divisions. The program is influenced by a mix of major-related and general education courses, so students with varied interest can select jobs not directly related to their field of study, but still critical to their education. In addition to on-the-job-learning, a high value is also placed on the learning students do off-the-job in the communities in which they live when off-campus.

5. Sustaining capacities in job development and business participation

The main purpose of this project is to establish a professional database system at Antioch College through which the job leads, risk management and placement systems can be properly managed. We will continue to work with CAMS to see if we can convince ourselves of its utility, but the Co-op Program needs to develop a proper data management system. This will either be 1) Simplicity Co-op Career Services Manager , 2) Filemaker Pro 12, or 3) a Blackbaud system. We also desire to install a version of Call State-developed open source S4 system, which is a Drupal-based system used fo comprehensive risk management. This will be used for streamlining the liability process over multiple site uses and facilitating the processing of student waiver as part of the sign up process: Because you can create and attach online forms to the placement process for a program or a site, we can make it so that a student can't complete a placement until they have acknowledged/signed the liability waiver...no lost/delayed paperwork!

Note: Please note this project was originally referred to as the Ohio Sustainable Agriculture and Generative Energy (OSAGE) Partnership when I first communicated with prospective employers. I switched the name to the Ohio Agrarian Trade and Generative Energy (OAT-GenE) Partnership in order to make use of branding efforts that have already enabled us to gain traction with our first OMIC project, entitled the Ohio Agrarian Trade (OAT) Partnership.

ANTIOCH COLLEGE-MIAMI UNIVERSITY
OHIO AGRARIAN TRADE & GENERATIVE ENERGY (OAT-GenE) PARTNERSHIP
~ BUDGET NARRATIVE ~

Personnel	Antioch College will commit \$110,000 of its own privately raised funds for (1) the annual salary and benefit package of a new, permanent Co-op program faculty member who will be hired to oversee the Generative Energy Partnership, (2) the continuation of faculty and staff responsible for the Ohio Agrarian Trade Partnership. The Regents are asked to provide \$38,000 for the initial salary and benefit package of a half-time faculty member who will help ensure the sustainability of the Cooperative Education Program at Antioch.
Supplies	The Regents are asked to provide \$30,500 for supplies. \$8,000 will be used by Miami University to purchase educational equipment. \$7,000 will be used by Antioch for computer equipment and database software. \$15,500 will be used by Antioch to develop educational exhibits relating to the College's industry linkages and expand the program's video and audio training capacity as it makes use of WYSO as a curricular asset by bringing its audio production course into the Media Arts curriculum—a key skill base for co-op students.
Purchased Services	The Regents will be asked to provide \$18,000 for purchased services. This includes \$8,000 for Miami University programming, conference attendance and other activities. \$10,000 will be used by Antioch for assistance with database setup and initial management.
Travel	The Regents will be asked to provide \$7,500 for travel costs. \$4,000 will be used by Antioch and \$3,500 will be used by Miami. This will enable our students to arrive safely at their destinations and ensure that funds are available for proper monitoring by supervising faculty.
Scholarships	No funds are requested for this item. All students are already on full scholarship.
Employer Salaries	Students will be paid an average of \$3,500 per 11-week quarter. \$90,000 will thus be requested from the Board of Regents to cover the salaries of 25 co-op students during the program. The matching funds will be provided by employers to cover an additional 25 students.
Other Employer Contributions	None
Other (Describe)	None

**ANTIOCH COLLEGE-MIAMI UNIVERSITY
OHIO AGRARIAN TRADE & GENERATIVE ENERGY (OAT-GenE) PARTNERSHIP
~ APPENDICES ~**

Activity	Total	Regent s Funds	Busines s Funds*	Applica nt Funds	Educatio n Partner Funds	Name of Educatio n Partners	Other Partne r Funds	Name of Other Partner s
Personnel	\$148,000	\$38,000		\$110,000				
Supplies	\$30,500	\$30,500						
Purchased Services	\$18,000	\$18,000						
Travel	\$7,500	\$7,500						
Scholarship s								
Employer Salaries	\$180,000	\$90,000	\$90,000					
Other Employer Contribution s								
Other (Describe)								
Subtotal	\$384,000	\$184,000	\$90,000	\$110,000	\$0	\$0	\$0	\$0
Indirect Costs 8% or less	16,000	16,000						
TOTAL	\$400,000	\$200,000	\$90,000	\$110,000	\$0	\$0	\$0	\$0

Business Partners Snapshot

Employer Name	Total Intern & Co-op Wages	# of Intern Positions	# of Co-op Positions	Amount of Other Employer Contributions
GoSun Stove	\$3,500	1	1	
Energy Wize LLC	\$3,500	1	1	
Nextronex Energy Systems	\$3,500	1	1	
TMI Electrical Solutions	\$3,500	1	1	
Solar Power & Light	\$3,500	1	1	
Bold Alternatives	\$3,500	1	1	
GTS Piping LLC	\$3,500	1	1	
Dovetail Solar and Wind	\$3,500	1	1	
SEIA	\$3,500	1	1	
Total # of Employers Goes Here	Total Wage Commitment Goes Here	Total Number of Positions Goes Here	Total Number of Positions Goes Here	Total Amount of Other Employer Contributions Goes Here

17 November 2013

Richard Kraince, Ph.D.
Associate Professor of Cooperative Education
Antioch College
One Morgan Place
Yellow Springs, Ohio 45387

Dear Dr. Kraince:

This letter is to express the commitment of the Miami University Institute for the Environment and Sustainability (IES) to continue our collaboration with Antioch College on your grant proposal to expand the Ohio Agrarian Trade Partnership to include Generative Energy (OAT-GenE). Antioch is taking the lead on this project that will establish cooperative internship experiences with employers in the energy industry within Ohio. The IES will partner with Antioch by identifying students for internships from undergraduate programs administered by the IES, especially those in our newly established interdisciplinary energy program. Miami students in this program will include disciplinary majors in natural sciences, engineering, architecture, business, and policy. Many of these students will be interested in pursuing careers in the energy industry. We are therefore a natural partner for Antioch's proposed program.

This project builds on our past success in partnering with Antioch on placing Miami students in co-ops and internships in the agriculture industry. We will expand this partnership to identify students from our energy program with the background, skills, and interests for co-ops and internships in the energy industry.

I look forward to working with Antioch on this exciting program should the project be funded.

Sincerely,



Thomas O. Crist
Director, Institute for the Environment and Sustainability
Professor, Department of Biology



November 15, 2013

The OSAGE Partnership
Cooperative Education Program
Antioch College
One Morgan Place
Yellow Springs, Ohio 45387 USA
Mobile: 1-937-768-8042
Fax: 1-937- 319-6084
E-mail: rkraince@antiochcollege.org

Dear Colleague,

This letter is intended to convey our interest in participating in the Ohio Sustainable Agriculture and Generative Energy (OSAGE) Partnership. We will make the commitment to consider undergraduate student workers from Antioch College and/or Miami University for internships and co-op positions relating to energy or food production. Although placement depends on the qualifications, suitability and preparedness of individual job candidates, it is our intention to offer three-month co-op / internship placements between May 2014 and December 2015.

Regarding finances, we understand that if we accept a student that is paid by the OSAGE Partnership, our organization would be responsible for matching those funds by hiring an additional student and paying them out of our budget at some point before the end of the program in December 2015. Pay would be in the range of \$8.00 to \$15.00 per hour depending on the job. We understand that a central component of the cooperative education or internship experience is compensated employment through which a student accepts meaningful responsibilities set by the employer and learns through the process of carrying out their work. We also understand the importance of providing a safe and supportive working environment, an appropriate orientation and clear definition of tasks, adequate supervision, clear communication and a performance evaluation at the end of their employment term.

Respectfully,

GTS PIPING, LLC





OMIC-OSAGE Partnership
Cooperative Education Program
Antioch College
One Morgan Place
Yellow Springs, Ohio 45387
Fax: 1-937- 319-6084
E-mail: rkraince@antiochcollege.org

November 18,2013

Dear Colleague,

This letter is intended to convey our interest in the possibility of participating in the Ohio Sustainable Agriculture and Generative Energy (OSAGE) Partnership. We will make the commitment to consider student workers from Antioch College and/or Miami University for internships and co-op positions relating to energy or food production. Although placement depends on the qualifications, suitability and preparedness of individual job candidates, it is our intention to consider three-month co-op / internship placements for undergraduate students between May 2014 and December 2015.

Regarding finances, we understand that if we accept a student that is paid by the OMIC-OSAGE Partnership, our organization would be responsible for matching those funds by hiring an additional student and paying them out of our budget at some point before the end of the program in December 2015. We understand that a central component of the cooperative education or internship experience is compensated employment through which a student accepts meaningful responsibilities set by the employer and learns through the process of carrying out their work. We envision that pay would be in the range of \$8.00 to \$15.00 per hour depending on the job. We also understand the importance of providing a safe and supportive working environment, an appropriate orientation and clear definition of tasks, adequate supervision, clear communication and a performance evaluation at the end of their employment term.

Bold Alternatives looks forward to working with Antioch College and Miami University to help enhance the educational experience of the students in the OSAGE program.

Sincerely,

Kimberly H. Dyer

Kimberly H. Dyer
Business Development – Bold Alternatives
Kimberly@BoldAlternatives.com



Renewable energy. Enduring value.

November 16, 2013

OMIC-OSAGE Partnership
Cooperative Education Program
Antioch College
One Morgan Place
Yellow Springs, Ohio 45387
E-mail: rkraince@antiochcollege.org

Dear Dr. Kraince:

This letter is intended to convey our interest in the possibility of participating in the Ohio Sustainable Agriculture and Generative Energy (OSAGE) Partnership. Dovetail Solar and Wind makes a commitment to consider student workers from Antioch College and/or Miami University for internships and co-op positions relating to renewable energy. Although placement depends on the qualifications, suitability and preparedness of individual job candidates, it is our intention to consider three-month co-op / internship placements for undergraduate students between May 2014 and December 2015.

Founded in 1995, Dovetail Solar and Wind has more than 18 years experience in renewable energy system design, installation and green building. We are one of the oldest and largest renewable energy firms in the Ohio area. We are one of the few that provide all three major technologies: solar electric (PV), solar thermal and wind. We have completed over 310 system installations across all regions of Ohio and surrounding states. That includes more than 5,900,000 watts (>5.9 Megawatts) of solar and wind systems. We employ a number of NABCEP certified design and installation professionals, as well as certified technical sales individuals. Our employees are experienced implementing net metering and off-grid systems, and interfacing with all the major utility companies.

Regarding finances, we understand that if we accept a student that is paid by the OMIC-OSAGE Partnership, our organization would be responsible for matching those funds by hiring an additional student and paying them out of our budget at some point before the end of the program in December 2015. We understand that a central component of the cooperative education or internship experience is compensated employment through which a student accepts meaningful responsibilities set by the employer and learns through the process of carrying out their work. We envision that pay would be in the range of \$8.00 to \$15.00 per hour depending on the job. We also understand the importance of providing a safe and supportive working environment, an appropriate orientation and clear definition of tasks, adequate supervision, clear communication and a performance evaluation at the end of their employment term.

Sincerely,

A handwritten signature in black ink that reads "Alan R. Frasz".

Alan R. Frasz
President



Solar - Design and Installation
Energy Efficiency and Audits
Hydrogen Generator / Storage
Daylighting - Residential & Commercial

SUPPORT FOR THE ANTIOCH COLLEGE-MIAMI UNIVERSITY
OHIO SUSTAINABLE AGRICULTURE AND GENERATIVE ENERGY PARTNERSHIP

The OSAGE Partnership
Cooperative Education Program
Antioch College
One Morgan Place
Yellow Springs, Ohio 45387
USA

Dear Colleague,

This letter is intended to convey our interest in participating in the Ohio Sustainable Agriculture and Generative Energy (OSAGE) Partnership. We will make the commitment to consider undergraduate student workers from Antioch College and/or Miami University for internships and co-op positions relating to energy or food production. Although placement depends on the qualifications, suitability and preparedness of individual job candidates, it is our intention to offer three-month co-op / internship placements between May 2014 and December 2015.

Regarding finances, we understand that if we accept a student that is paid by the OSAGE Partnership, our organization would be responsible for matching those funds by hiring an additional student and paying them out of our budget at some point before the end of the program in December 2015. Pay would be in the range of \$8.00 to \$15.00 per hour depending on the job. We understand that a central component of the cooperative education or internship experience is compensated employment through which a student accepts meaningful responsibilities set by the employer and learns through the process of carrying out their work. We also understand the importance of providing a safe and supportive working environment, an appropriate orientation and clear definition of tasks,

ENERGYWIZE 2375 SIEBER TRACE, XENIA, OH
Mobile: 937-470-6825 email: wott@EnergyWizeNow.com

adequate supervision, clear communication and a performance evaluation at the end of their employment term.

Thank you for your efforts towards educating our youth and promise for America.

Wendell Ott

Owner

EnergyWize

Xenia, OH 45385

ENERGYWIZE 2375 SIEBER TRACE, XENIA, OH
Mobile: 937-470-6825 email: wott@EnergyWizeNow.com

LETTER OF SUPPORT:

**POSSIBLE PARTICIPATION OF GOSUN STOVE IN THE
OHIO SUSTAINABLE AGRICULTURE AND GENERATIVE ENERGY PARTNERSHIP**

GoSun Stove
707 Froome Ave.
Cincinnati, Ohio 45202
USA
Mobile: 1 513 709 2519
E-mail: info@gosunstove.com

Dear Colleague,

This letter is intended to convey our interest in the possibility of participating in the Ohio Sustainable Agriculture and Generative Energy (OSAGE) Partnership. We will make the commitment to consider student workers from Antioch College and/or Miami University for internships and co-op positions relating to energy or food production. Although placement depends on the qualifications, suitability and preparedness of individual job candidates, it is our intention to consider three-month co-op / internship placements for undergraduate students between May 2014 and December 2015.

Regarding finances, we understand that if we accept a student that is paid by the OMIC-OSAGE Partnership, our organization would be responsible for matching those funds by hiring an additional student and paying them out of our budget at some point before the end of the program in December 2015. We understand that a central component of the cooperative education or internship experience is compensated employment through which a student accepts meaningful responsibilities set by the employer and learns through the process of carrying out their work. We envision that pay would be in the range of \$8.00 to \$15.00 per hour depending on the job. We also understand the importance of providing a safe and supportive working environment, an appropriate orientation and clear definition of tasks, adequate supervision, clear communication and a performance evaluation at the end of their employment term.

We look forward to exploring this opportunity as our company develops.



Matt Gillespie

GoSun Stove Lead Designer/ International Programs Coordinator



November 18, 2013

The OSAGE Partnership
Cooperative Education Program
Antioch College
One Morgan Place
Yellow Springs Ohio 45387
Dr. Richard Kraince

Dear Dr. Kraince:

This letter is intended to convey our interest in participating in the Ohio Sustainable Agriculture and Generative Energy (OSAGE) Partnership. As a Toledo, Ohio based manufacturer of large scale Solar Inverter Systems, Nextronex recognizes the importance of renewable energy in Ohio, and the need for skilled workers in this field. Nextronex will make the commitment to consider undergraduate student workers from Antioch College and/or Miami University for internship and co-op positions related to renewable energy. Although placement depends on the qualifications, suitability and preparedness of individual job candidates, and openings are dependent on our needs and growth, it is our intent to try to offer three month co-op / internship placements between May 2014 and December 2015.

Regarding finances, we understand that if we accept a student that is paid by the OSAGE Partnership, our organization would be responsible for matching those funds by hiring an additional student and paying them out of our budget at some point before the end of the program in December 2015. Pay would be in the range of \$ 8.00 to \$ 15.00 per hour depending on the job. We understand that a central component of the cooperative education or internship experience is compensated employment through which a student accepts meaningful responsibilities set by the employer and learns through the process of carrying out their work. We also understand the importance of providing a safe and supportive working environment, an appropriate orientation and clear definition of tasks, adequate supervision, clear communication and a performance evaluation at the end of their employment term.

Very truly yours,

A handwritten signature in blue ink, appearing to read "Jay R. Troger", is written over a horizontal line.

Jay R. Troger
Chief Executive Officer
Nextronex Inc.





The OSAGE Partnership
Cooperative Education Program
Antioch College
One Morgan Place
Yellow Springs, Ohio 45387

November 16, 2013

Dear Mr. Kraince,

As the nonprofit trade association representing nearly 1,000 companies working in solar energy across America, the Solar Energy Industries Association (SEIA) applauds your efforts to prepare students for careers in sustainable energy.

SEIA is interested in participating in the Ohio Sustainable Agriculture and Generative Energy (OSAGE) Partnership. SEIA has an active internship program that accepts undergraduates as well as college graduates and educates them on aspects of sustainable, solar energy such as federal and state policies, economics, competition, and effective communication on these topics.

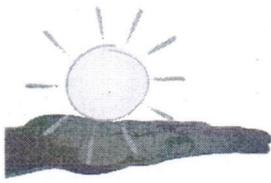
We will make the commitment to consider undergraduate student workers from Antioch College and/or Miami University for internships and co-op positions relating to energy. Placement depends on the availability of positions at any given time, competition, and the qualifications, suitability and preparedness of individual job candidates. It is our intention to offer three-month co-op / internship placements between May 2014 and December 2015. Interns receive a stipend during their internship.

Regarding finances, we understand that if we accept a student paid by the OSAGE Partnership, SEIA would be responsible for matching those funds by hiring an additional student and paying them \$8 -15 per hour out of our budget before the end of the program. We understand that a central component of the experience is compensated employment with meaningful responsibilities set by the employer. SEIA provides a safe and supportive working environment, an appropriate orientation and clear definition of tasks, adequate supervision, clear communication and a performance evaluation at the end of their employment term.

Sincerely,

A handwritten signature in black ink, appearing to read "TKimbis", with a long horizontal flourish extending to the right.

Thomas P. Kimbis
Vice President



SOLAR POWER & LIGHT

Putting Power in Your Hands™

The OSAGE Partnership
Cooperative Education Program
Antioch College
One Morgan Place
Yellow Springs, Ohio 45387

November 18, 2013

Dear Colleague,

This letter is intended to convey our interest in participating in the Ohio Sustainable Agriculture and Generative Energy (OSAGE) Partnership. We will make the commitment to consider undergraduate student workers from Antioch College and/or Miami University for internships and co-op positions relating to energy or food production. Although placement depends on the qualifications, suitability and preparedness of individual job candidates, it is our intention to offer three-month co-op / internship placements between May 2014 and December 2015.

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Solar Power & Light welcomes the opportunity to employ students through the OSAGE Partnership. It is our hope that we will provide them an enriching educational experience, and that our training will eventually empower them to reciprocate productively to our company and its goals.

Sincerely,

Neil Chaudhry
Chief Executive Officer



The OSAGE Partnership
Cooperative Education Program
Antioch College
One Morgan Place
Yellow Springs, Ohio 45387

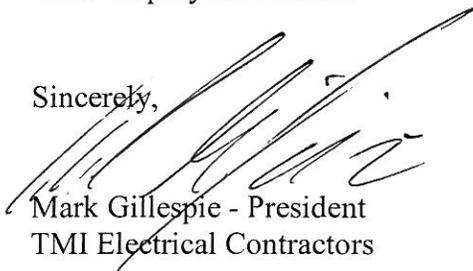
November 18, 2013

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Sincerely,



Mark Gillespie - President
TMI Electrical Contractors

Beth Bridgeman
4637 Lamont Drive
Yellow Springs, Ohio 45387
937-768-7240
bethbridgeman@sbcglobal.net

EDUCATION

School for International Training, 1988.
Emphasis: Intercultural Management.
Thesis: Analysis of GSUSA Inbound and Outbound International Exchange Program.
International Administration, M.A.

University of Northern Colorado, 1983.
Elementary Education, B.A.

EMPLOYMENT HISTORY

Development Director, Antioch School, current position. Responsible for all aspects of development, including annual fund, major gifts, \$100,000 auction event, and planned giving.

Grant writer, researcher and reviewer, current position. Research and write federal grants on contract for Maberry, Polycom and Resource Associates. Grant reviewer for the Ohio Department of Education 21st Century grants.

Extension Educator, Ohio State University, April, 1999 to October 2011. Developed, implemented and evaluated a variety of community development and youth programming, emphasizing local foods, sustainable agriculture and youth development. Directed Greene County Junior Fair.

PUBLICATIONS

Hudson, N. J., and Bridgeman, B. L. 2009. Real Money, Real World. Extensive edits, updates, and signature program branding of curriculum and supplemental booth signs. Power point presentation updated, branded and posted to the web. *Editing, program contributions to re-writes. - 40%*

Bridgeman, B. L., Forster, M. C., Clements, B. J., Crum, B. E., Dalzell, J. A., King, M. A., McNeely, N. N., Williams, R. M., and Woods, D. F. 2005. Real Money, Real World is an active, hands-on experience that gives young people the opportunity to make lifestyle and budget choices similar to what they will need to make as adults. It is an ideal interdisciplinary and community collaboration opportunity between the county OSU Extension office, the school and the business community.

NON-EDITED BOOKS AND MONOGRAPHS

- Bridgeman, B. L., and Conklin, A. 2007. 4-H County Project Book: The Lost Arts. *Edited, co-authored - 50%*
- Bridgeman, B. L., and Meyer, K. 2007. 4-H County Project Book: Cake Decorating. *Edited, co-authored - 50%*
- Bridgeman, B. L., and Meyer, K. 2007. 4-H Project Book: Scrapbooking. *Edited, co-authored - 50%*
- Bridgeman, B. L., and Linkhart, M. 2007. 4-H County Project Book: Stuck on Duck. *Edited, co-authored - 50%*
- Bridgeman, B. L., and Conklin, A. 2007. 4-H County Project Book: Nifty Knitting and Cool Crochet. *Edited, co-authored - 70%*
- Bridgeman, B. L., and Conklin, A. 2007. 4-H Project Book: Play with Your Food. *Edited, co-authored. - 50%*
- Bridgeman, B. L., and Conklin, A. 2007. 4-H Project Book: Piece by Piece. *Edited -50%.*
- Bridgeman, B. L. 2007. 4-H County Project Book: Trash to Treasure. *Author - 100%*

REVIEWS AND ABSTRACTS

- Cochran, G. R., Arnett, N. E., Bridgeman, B. L., and Brady, S. D. 2006. Teamwork and Cultural Literacy for Teens (TCLT): Building cross-cultural skills. Abstract of a workshop presented at the National Association of Extension 4-H Agents Annual Conference, Milwaukee, WI, p. 36. Peer Reviewed.
- Bridgeman, B. L. 2004. Using Community-Supported Agriculture to Build Workforce Preparation Skills and Community-Mindedness in Teens: An intergenerational model. Seminar presented at the National Association of Extension 4-H Agents annual conference, Oklahoma City, OK. Peer Reviewed. *Concept development and planning, slide presentation, and presentation (100%)*
- Bridgeman, B. L., and Ferrari, T. M. 2004. *Soup to nuts: How to create a sustainable after-school program in your community.* Seminar presented at the National Association of Extension 4-H Agents annual conference, Oklahoma City, OK. Peer Reviewed.

UNPUBLISHED SCHOLARLY PRESENTATIONS

- Arnett, N. E., Brady, S. D., Bridgeman, B. L., and Cochran, G. R. 2006. Teamwork and Cultural Literacy for Teens (TCLT). Workshop presented at the Children, Youth, and Families at Risk (CYFAR) annual conference, Atlanta, GA. Peer Reviewed.

TOTAL GRANT AND GIFT SUPPORT

	Total Received
As Principal Investigator	\$272,148.00
As Co-Investigator	\$397,838.00
Total	\$670,086.00

Principal Investigator

Bridgeman, B. L. "Afterschool Program" City of Xenia \$2,000, 2007 (Grant)
Bridgeman, B. L. "Summer Lunch program" Urban seed money \$6,000, 2008 (Grant)
Bridgeman, B. L. "YSEE Mills Lawn Composting Project" Yellow Springs Educational Endowment \$500, 2007(Grant)
Bridgeman, B. L. "Summer Lunch Program" State Urban Team \$9,000, 2007 (Grant)
Bridgeman, B. L. "Friends Care Intergenerational Garden" 4-H Foundation \$5,000, 2007 (Grant)
Bridgeman, B. L. "Friends Care Intergenerational Garden Project" Antioch Company \$1,000, 2003 (Grant)
Bridgeman, B. L. "Friends Care Intergenerational Garden Project" Yellow springs Community Foundation \$1,000, 2003 (Grant)
Bridgeman, B. L. "Friends Care Intergenerational Gardening Project" Greene County Family and Children First, \$4,500, 2003 (Grant)
Bridgeman, B. "The Power of Youth: Celebrating 100 years of 4-H" 4-H Foundation \$515, 2002 (Grant)
Bridgeman, B. "Reality Day" 4-H Foundation \$1,000, 2002 (Grant)
Bridgeman, B. "Little Sisters 2001" Fifth Third Bank, \$15,000, 2000 (Grant)
Bridgeman, B. "Intergenerational Gardening: Three projects in Greene County" 4-H Foundation \$5,500, 2001(Grant)
Bridgeman, B. L. "Reality Day" 4-H Foundation , \$1,000, 2001 (Grant)
Bridgeman, B. L. "Little Sisters 2000" Fifth Third Bank, \$15,000, (Grant)
Bridgeman, B. L. "Kids in Business" 4-H Foundation, \$5,000, 2000
Bridgeman, B. L. "Reality Day" OSU Cares, \$1,000, 2000
Bridgeman, B. L. "Little Sisters 1999" Fifth Third Bank \$35,000, 1999

Co-Investigator

Bridgeman, B. "Real Money Real World Signature Program Funding" Extension \$15,000, 2010
Bridgeman, B. , McGlone, K. , Hudson, N. , Archer, T. , Recker, N. "Real Money Real World: Strengthening Extension visibility through branding" OSU extension one time program funding \$15,000 2010 (Grant)
Cochran, G. R., Arnett, N. E., Brady, S. D., Bridgeman, B. L. "Teamwork and Cultural Literacy for Teens (TCLT)" Ohio 4-H Foundation \$2,100 2005 (Grant)
Bridgeman, B. L., House, P. L., Gracy, D. W. "CSI Camp" 4-H Foundation \$0 2004 (Grant)
Gracy, D. W., Bridgeman, B. L. "Rural Youth Afterschool Grant" USDA \$60,000 2004 (Grant)
Bridgeman, B. L. "Friends Care Intergenerational Garden Project" Building Bridges \$3,500 2003 (Grant)

Other funding

Bridgeman, B.L., Hudson, H., "Innovative Approaches to Literacy", \$176,094, 2012
Bridgeman, B. L. "Greene County 4-H Quilt Barn Trail" Individual contributions, \$7,000, 2010
Bridgeman, B. L. "High ropes Course" Mills Lawn School \$2,500, 2009 (Contract)
Bridgeman, B. L. "4-H Military Club grant" USDA \$30,000, 2008(Contract)
Bridgeman, B. L. "High ropes course" Mills Lawn School \$2,500, 2008 (Contract)
Bridgeman, B. L. "High ropes course" Mills Lawn School \$2,500 , 2007-2007 (Contract)

Other funding (continued)

Ferrari, T. M., Bridgeman, B. L., Wingerter, E. J. "Ohio 4-H Military Grant - YR 4" USDA/ Army Youth Development Project, CSREES/USDA \$30,000, 2006 (Contract)

Ferrari, T. M., Bridgeman, B. L., Gracy, D. W., Wingerter, E. J. "Ohio 4-H Military Grant - YR 3" USDA/ Army Youth Development Project, CSREES/USDA \$30,000, 2005 (Contract)

Bridgeman, B. L., Gracy, D. W. "Wright-Patterson Air Force Day Camp" Military Funds \$5,250, 2004 (Contract)

Ferrari, T. M., Bridgeman, B. L., Gracy, D. W., Wingerter, E. J. "*4-H Military Grant - Wright Patterson Air Force Base YR 1*" CSREES \$16,794, 2003 (Contract)

Bridgeman, B. L. "SOAR 2003 (Summer Outdoor Activities and Recreation)" Greene County Family and Children First \$17,020, 2002(Contract)

Bridgeman, B. "SOAR 2001 (Summer Outdoor Activities and Recreation)" Greene County Family and Children First \$18,200, 2000(Contract)

Bridgeman, B. L. "SOAR 2002" Greene County Family and Children First, \$17,625 2001 (Contract)

Bridgeman, B. L. "SOAR 2001" Greene County Family and Children First \$26,300, 2000 (Contract)

Bridgeman, B. L. "SOAR 2000 (Summer Outdoor Activities and Recreation)" Greene County Family and Children First, \$18,000, 1999 (Contract)

PROFESSIONAL PRESENTATIONS

-Local Food and Sustainability

“Organic Vegetable Gardening”, Noble Circle, Dayton, October 23, 2012.

“Organic Vegetable Gardening”, Noble Circle, Dayton, May 15, 2012.

“Seeds, Soup, Bread and Community”, Winter Workshop Series, Yellow Springs, March 27, 2012.

“Early Eaters and Late Keepers: Planning your garden for early, midseason and late crops”, Winter Workshop Series, Yellow Springs, March 3, 2012.

“Root Cellars and Root Recipes”, Winter Workshop Series, Yellow Springs, Feb 11, 2012.

“No Pressure: Five Fast, Frugal and Wholesome Meals From Your Pressure Cooker”. Winter Workshop Series, Yellow Springs, January 21, 2012.

“Local Kale for the K-12 crowd: Bringing Local Food to Yellow Springs Schools”, organizer and facilitator, January 17, 2012.

“Raising goats for meat and dairy”, Winter Workshop Series, Yellow Springs, January 7, 2012.

“Raising chickens for meat and dairy”, Hustead, November 3, 2011.

"Retail Ready for Local Growers", Greene County citizens, March 8, 2010.

PROFESSIONAL PRESENTATIONS, CONTINUED

"Connecting Buyers and Growers", Greene County citizens, February 23, 2010.

"Economic Benefits of Supporting Extension", Greene County Commissioners, December 1, 2009.

"Vegetable Gardening at Home", Greene County Master Gardeners, Thursday, March 1, 2007.

"Intergenerational Gardening" Greene County Master Gardeners, Thursday, January 11, 2007.

-Cultural Awareness

"Team Building and Cultural Literacy", Greene County, October 24, 2006.

"Heifer International Global Awareness Camp", Greene County, September 27, 2005.

"Your Proverbs are Showing", 4-H State Youth conference, June 18, 2003.

"Caravans and Minarets: SW District Diversity Inservice" November 19, 2002.

"Southwest District Diversity Inservice: Sneetches on the Beaches" November 19, 2001.

"Working Across Cultures", 4-H State Inservice, November 30, 2001.

Hard Tools with A Soft Touch: Teaching Cultural Awareness", NAE4-H A, October 26, 2001.

The Role of Cultural Awareness in Diversifying Extension" , North Central Urban Conference, April 9, 2001.

-Financial Literacy

"It's in the Bag: Smart Shopping for Kids", Ohio Volunteer Conference, Saturday, March 20, 2010.

"In Search of Social Wealth: The Quest for Financial Literacy through Education", Ohio 4-H conference, Tuesday, March 09, 2010.

"Developing a Reality Check Program in Your School", Greene County Schools, January 7, 2004.

-Afterschool Programming

"4-H outreach to Red Cross transitional housing", Greene County Family and Children First, February 12, 2009.

"4-H Afterschool Programming for limited resource youth" , State 4-H inservice, January 01, 2009.

PROFESSIONAL PRESENTATIONS, CONTINUED

"Soup to Nuts: Developing a licensed 501c3 Afterschool Care Program in Your Community", NAE4-HA, November 02, 2004.

"Developmentally Appropriate Practices in Afterschool Care Non-profit board management", Ohio 4-H Conference, February 17, 2004.

"Developing 4-H Programs in Out of School Time: The community managed mode." North Central Urban 4-H Conference May 14, 2003.

"SOAR: Summer Outdoor Activities and Recreation", North Central Urban 4-H Conference May 14, 2003.

"Lexington Summer Village: An out-of-school time summer model for limited resource youth, NAE4-HA, May 7, 2003.

"4-H Afterschool: A community-managed model." Ohio 4-H Inservice, Friday, January 19, 2001.

-Youth Development

"How 4-H Serves our Youngest Heroes: Youth in Military Families." NAE4-HA, October 30, 2009.

"The 4-H Military Partnership: Serving Military Youth in Your Count." Ohio Volunteer Conference, March 19, 2009.

"Youth Leadership" Ohio Volunteer Conference, March 06, 2007.

"Incorporating Community Service into Club Meetings" Ohio 4-H conference, March 13, 2007.

"Space Camp", Wright Patterson Air Force Base, June 19, 2006.

"Breads of the Harvest", Greene County Schools, October 04, 2005.

"4-H for At-Risk Youth" Ohio Volunteer Conference, March 18, 2004.

"Conversation with Youth: Central State University Youth Summit." November 29, 2001.

SERVICE

Sustainable agriculture curriculum committee at Yellow Springs high school. Current.

Yellow Springs Local Food Council, founding member. Current.

Yellow Springs Community Foundation, development committee. Current.

Home, Inc., board member. Current. Three year term.

Yellow Springs School District Wellness Committee. Current.

SERVICE, CONTINUED

Yellow Springs High School PTO. Member. Current.
Heartwood Lumber Reclamation Project, Co-founder, Current.
BW-Greenway Food and Farming Committee. Current.
OEAP member 2000-2011
OSUE Local Foods Advisory Team, 2010.
eXtension member. Sustainable agriculture and meat processing community. 2009-2010
NAE4-HA 2000-2011
ESP 2006-2011
Greene County Partnerships for Success Advisory Committee, 2002-2008.
OAEP Recognition committee member. 2009-2010
ESP development and membership committee member. 2010
Ohio 4-H Workforce Preparation Team, 2006.
NAE4-HA Diversity representative 2006
Board Member, OEAA 2004
Board Member, OEAA, Newsletter editor 2003
Ohio Contact Elect, Diversity Committee, NAE4-HA 2003

AWARDS

Joint Council of Extension Professionals 2010 Excellence in Teamwork Award
ESP Team Teaching Award, 2008
Achievement in Service Award 2006
ESP Tools for Teaching Best Promotional Package, 2005
ESP Tools for Teaching and Media Contest Category: Team Popular Report, 2005
4-H Air Force Partnership Aim High Award, 2006

OTHER PROFESSIONAL EXPERIENCE

Grant writer and researcher, Meggie Chapman and Associates. Researched assistance programs for low income and other clients throughout the United States, and served as contract grant-writer and researcher for school districts and other clients. 2009-2010.

Adjunct faculty: Antioch College McGregor, 1998. Taught Cross Cultural Issues class, 1 semester.

Intercultural Consultant, 1984-1998. Developed and conducted cultural orientation programs and workshops for multinational corporations in Tokyo, Philadelphia, Belgium, New York and Ohio. Client list available on request.

Director, Mothers of Young Children, American Women's Club, Brussels, Belgium, 1994-1996. Assisted and oriented new expatriate families to life in Belgium. Member, Board of Directors.

Program Director, Soroptimist International of the Americas, Philadelphia, PA, 1991-1993. Designed international service programs for professional women and developed supporting materials in six subject areas. Administered two international scholarship programs, served as NGO United Nations liaison, delivered cross-cultural workshops at conferences and conventions. Provided on-going program support to 50,000 volunteers in 21 countries.

OTHER PROFESSIONAL EXPERIENCE, CONTINUED

Senior International Program Specialist, Girl Scouts of the USA, New York, New York, 1987-1991. Administered GSUSA's international exchange programs, chaired national selections committee, administered six figure budget, developed training materials, designed and delivered cultural orientation training seminars and workshops.

ESL Teacher Kanda Institute of Foreign Languages, Tokyo, Japan, 1984-1986. Taught six sections of English to 500 students at a Tokyo community college.

ESL Teacher Colorado Refugee ESL Program, Denver, Colorado, 1983. Taught English to Vietnamese and Cambodian refugees.

Peace Corps Volunteer Agricultural specialist, US Peace Corps, Mindanao, Philippines, 1982-83. Taught rice production management and goat upgrading in a village in southern Mindanao.

BROOKE BLACKMON BRYAN

Project Manager, Glen Helen Ecology Institute of Antioch College
Public Programs, Marketing, Development
One Morgan Place, Yellow Springs OH 45387
937.902.3806 | bbryan@antiochcollege.org | @whyherenow

EDUCATION

Master of Arts, Oral History Methodology Antioch University (*June 2013. Coursework complete.*)
Held fully-funded GA position with WYSO Public Radio developing curricular and programmatic ties to the University while building new Community Voices department. Sought and received funding for civil rights oral history initiative. Concentrations in phenomenology, ethnography, sound studies, digital scholarship. Served on multi-university best practice initiative. Completing capstone on digital archives for community projects.

Bachelor of Arts, Humanities, Classics Antioch University 2009
Completed World Classics Program with honors. Concentrations in narrative, ethics, philosophy of education, science and technology studies; professional writing in the humanities, grant writing. Multi-site ethnographic capstone exploring how place mediates experience in downtown Dayton, the Greene, and Yellow Springs.

World Classics Certificate, Philosophy and Literature, Antioch University, August 2009

Leadership Studies Certificate, Leadership Institute of Yellow Springs 2005-2006

Community Voices Graduate, WYSO Public Radio, Yellow Springs 2011

Coursework, Self, Society, and Culture, Antioch College, 1999-2000

SELECTED PUBLICATIONS

Bryan, B. (2013). "A Closer Look at Community Partnerships." *The Oral History Review*.

Bryan, B. (2012). "Why here/why now: Using websites to power community projects." In D. Boyd, S. Cohen, B. Rakerd, & D. Rehberger (Eds.), *Oral history in the digital age*. Institute of Library and Museum Services. Retrieved from <http://ohda.matrix.msu.edu/2012/06/why-here-why-now/>.

Bryan, B. (2010). "Interview Project." Rev. of David Lynch Interview Project. *The Oral History Review*.

GUEST LECTURES & SELECTED PRESENTATIONS

The Harvey Goldberg Center for Excellence in Teaching at The Ohio State University, 2010
Invited to speak to Ohio State University faculty on using new media to engage students and community.

Mixed Race Women's Memoirs, Wright State. 2010/12 Guest lecture on interview methodology, tools.
Mixed Race Women's Memoirs, Antioch University. 2013. Online. Interview methodology, tools.

Sustainability, Antioch University Midwest. 2012. Guest lecture on land management, land ethic.
Communications, Antioch Seattle. 2010 Guest lecture on new media and radio for student engagement.

Public Folklore & Cultural Programming, Oregon State University. 2010. Online. Guest lecture on engaging community through narrative inquiry and computational folklore.

The Humanities And Technology Camp (THATCamp), The Ohio State University, 2010
"Animating Community Stories" (with D. Eagleson) Exploring perceptually bounded places, using digital tools.

Oral History Association, Louisville, KY; October 2009
Panelist: "Digital Oral History: Changing Tools, Changing Tides"

American Folklore Society, Boise, ID; October 2009
Poster: "Why Here/Why Now Project— On Being in a Built Place" Computational folkloristics.

The Humanities And Technology Camp (THATCamp), George Mason University, Center for History and New Media Fairfax, VA, 2009. Panelist: "Analyzing Spoken Word with Digital Tools"

BROOKE BLACKMON BRYAN

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SELECTED COMMITTEES AND PROFESSIONAL SERVICE

Chair, Sustainability Committee, SOCHE Southwestern Ohio Consortium for Higher Education, 2013
Yellow Springs Community Foundation, Public Relations Committee, 2013
Strategic Planning Committee/Criterion Subcommittee, Antioch College, 2012-2013
Author, Disseminating Committee: Oral History in the Digital Age
Matrix at the University of Michigan, Institute of Museum and Library Services 2010-2011
Reviewer, Newfolk Digital journal of a Division of the American Folklore Society 2009-2010; 2013
New Media Taskforce, Oral History Association Editorial Board 2009-2010

SELECTED EXPERIENCE

PROJECT MANAGER, GLEN HELEN ECOLOGY INSTITUTE OF ANTIOCH COLLEGE

Supervisor: Nick Boutis, Executive Director, Glen Helen; 6/2010 to present

- Develop sustainability programming and partnerships, establishing Institute as a leader in the region
- Conceive and implement development campaigns (membership/CFC/special events/day drives)
- Research and write grant proposals, develop and maintain community partnerships,

COMMUNITY VOICES COORDINATOR, WYSO PUBLIC RADIO OF ANTIOCH UNIVERSITY

Supervisor: Neenah Ellis, WYSO General Manager; 1/2010 to 6/2010

Spearheaded a tri-part University mission via directives from the Chancellor's Academic Discretionary Fund

- Devised initiatives making WYSO relevant asset to multi-campus institution; established relationships
- Analyzed curricular offerings across campuses, assessing potential for cross-campus curriculum development
- Led development of best practices, guidelines for new department; wrote and received grant funding

REPORTER, THE YELLOW SPRINGS NEWS *Osman C. Hooper Award, in-depth reporting 2010/2011

Supervisor: Robert Hasek or Diane Chiddister, 1/2009 to 3/2010

- Collected and analyzed qualitative and quantitative data for weekly investigative news and feature stories
- Reported on local educational policy; established ethical relationships,
- Led new digital information strategy, including developing information taxonomy and migration of data

RESEARCH INTERN, WYSO PUBLIC RADIO, ANTIOCH UNIVERSITY

Supervisor: Neenah Ellis, WYSO General Manager, 6/09 through 1/2010

- Analyzed and compiled funding opportunities for program planning and development opportunities
- Articulated vision and mission of new "Community Voices" department, developed data-driven proposal
- Identified area media departments, news institutions, organizations, and other parties for engagement

DIRECTOR OF ONLINE COMMUNICATIONS, SOCHE'S DAYTON CREATE

Contact: Sean Creighton, Southwestern Ohio Consortium of Higher Education, 3/08 to 6/09

- Ensured the integrity and appeal of five-team initiative to diverse public, including 15 funding organizations
- Facilitated internal and external information flow; gathered and visualized community impact data
- Coordinated and developed website content, email newsletters, and press releases

EDITOR, THE MCGREGOR VOICE, ANTIOCH UNIVERSITY STUDENT SERVICES

Supervisor: Seth Gordon or Darlene Robertson, 2/08 to 2/09

- Negotiated and secured institutional support and funding of student-initiated publication
- Realized three-fold increase in distribution, implemented journalistic standards, managed contributors
- Designed, edited, and produced publication in print and online form, with journalistic and editorial content

RESEARCH AND MARKETING ASSOCIATE, ANTIOCH UNIVERSITY STUDENT SERVICES

Supervisor: Seth Gordon or Darlene Robertson, 6/07 to 6/08

- Conducted and synthesized multi-factor market research on similar higher education institutions
- Developed market data tables for departmental planning purposes for new Ed.D degree offering
- Analyzed University's web publicity strategy, produced executive summaries and white paper

SUSAN J. EKLUND-LEEN, PH.D

Antioch College
One Morgan Place
Yellow Springs, OH 45387

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seklund@antiochcollege.org
fax: 937-660-8434

EDUCATION

Ph.D. in Higher Education Administration, Kent State University (1994)
M.Ed. in College Student Personnel Services, Kent State University (1978)
B.S. in Education, Kent State University (1976)

AWARDS

Arthur Morgan Award jointly with Nonstop faculty, staff and students, Antioch College Alumni Association (June 18, 2011)
Arthur Morgan Award jointly with Antioch College faculty and staff, Antioch College Alumni Association (June 20, 2008)
Diamond Honoree, American College Personnel Association Educational Leadership Foundation (March 20, 2006)
Ev Wallenfeldt Alumni Service Award, Department of Higher Education and Student Personnel, Kent State University, College of Education, (October 18, 1998)
Phillip A. Tripp Distinguished Service Award, Ohio College Personnel Association (April 15, 1994)
Presidential Service Award, Ohio College Personnel Association (April 15, 1994)
Young Professional Award, Ohio College Personnel Association (March 5, 1982)
State Division Membership Award, American College Personnel Association (March 31, 1981)

EXPERIENCE

Antioch College, Yellow Springs, Ohio
Dean and Professor of Cooperative Education (2011 - present)
Director of Work (2009 - 2011)
Nonstop Liberal Arts Institute, Yellow Springs, Ohio
Executive Collective Member and Administrative Coordinator (2008 - 2009)
Associate Professor of Cooperative Education (2008 - 2009)
Antioch College, Yellow Springs, Ohio
Associate Professor of Cooperative Education (1997 - 2008)
Tenure effective July 1, 1998
Assistant Professor of Cooperative Education (1991 - 1997)
Director of Cooperative Education (1997 - 2002)
Interim Dean of Students (1995 - 1996)
Adjunct Instructor, Fabric Arts, (1999 - 2008)
Sinclair Community College, Dayton, Ohio 45402
Director of Student Activities (1981 - 1991)
Adjunct Instructor, Computer Information Systems Department (1991)
Kent State University, Kent, Ohio 44242
Resident Director (1978 - 1981)
Graduate Assistant for Residential Living (1977 - 1978)
Davey Junior High School, Kent City Schools, Kent, Ohio 44240
Reading and Language Arts Teacher (1976 - 1977)

Curriculum Vitae

RICHARD GORDON KRAINCE

Antioch College; One Morgan Place; Yellow Springs, Ohio 45387 USA

Tel: 1-937-768-8042; Fax: 1-937-660-8483

Email: rkraince@antiochcollege.org

EDUCATION

- **Ph.D. in the Sociology of Higher Education, Ohio University;** Athens, Ohio - *March 22, 2003.*
Dissertation on the role of Islamic student groups in Indonesia's democratic reform movement, 1998-2003.
- **Master of Arts in International Affairs - Southeast Asia Studies, Ohio University;** Athens, Ohio – *November 24, 1999.*
- **Master of Arts in Education, University of Rhode Island;** Kingston, RI - *December 31, 1992.*
- **Bachelor of Science in Geology, Ohio University;** Athens, Ohio - *March 1987.* Specialization in Paleontology.

PROFESSIONAL EXPERIENCE

Antioch College; Yellow Springs, Ohio

- ***Dean of Cooperative, Experiential and International Education*** - *March 2013 to present.*
- ***Associate Professor of Cooperative Education*** - *June 2012 to present.*

Concentrating on the role of higher education in social change both as a scholar and a faculty member responsible for the development of international cooperative education programming. Teaching courses concerned with field study methods, reflective practice and work portfolio development within the context of Antioch's Cooperative Education program.

El Colegio de México, Center for Asian and African Studies; Mexico City, Mexico

- ***Research Professor of Southeast Asian Societies*** - *May 2008 to June 2012.*

Conducted research on the relationships between social movements and educational reform in Indonesia, Malaysia, and southern Thailand. Taught graduate-level courses on contemporary movements, social research methods and the political sociology of Islam in Southeast Asia. Supervised graduate students conducting field research and developing thesis projects on Southeast Asian affairs.

- ***Academic Coordinator, Center for Asian and African Studies*** - *September 2009 to February 2012*
Responsible for the coordination of the Center's masters and doctoral programs in Africa, China, Japan, Middle East, South and Southeast Asia studies. Ensure adherence to national guidelines for quality postgraduate programs as evaluated by the National Council on Science and Technology (CONACYT) and the Secretariat of Public Education (SEP). Work with faculty and students to ensure an integrated approach to area studies programming. Develop proposals in support of internationalization efforts within the Mexican national university system.

Ohio University, Center for International Studies; Athens, Ohio

- ***Adjunct Professor of Southeast Asia Studies*** - *September 2003 to present.*

Teach an occasional introductory course on Southeast Asia studies. Develop grant proposals for the Center for International Studies. Advise students developing proposals for research in Southeast Asia. Assisted four undergraduate and two graduate students with successful Fulbright proposals in the last three years.

- ***Director, Inter-Religious Dialogue Project*** - *September 2003 to December 2006.*

Directed a citizens exchange program funded by a \$425,000 grant awarded by the U.S. Department of State. The project was designed to promote dialogue among religious, civic, and political leaders in Indonesia and the United States. Hosted 38 Indonesian visitors to the US since 2004 and led a delegation of ten Americans to Indonesia in March 2005. Organized scores of meetings involving scholars and civil society groups in New York, Boston, Philadelphia, and Washington, DC. Additional responsibilities include developing new grant proposals, promoting the involvement of students and faculty in international research, and building relationships with various donor organizations.

The Asia Foundation; Jakarta, Indonesia - A nonprofit development organization focusing on democratization, education and governance reform in Asia.

- **Program Officer**, Islam and Civil Society Program, Jakarta, Indonesia - *December 2000 to December 2001*. Co-managed grant-making efforts promoting concepts of democratic governance, intergroup tolerance, and human rights in Indonesia through cooperation with various Islamic civil society groups. Concentrated on the development of an extensive civic education program reaching over 8000 students in 47 Islamic colleges. Drafted a successful \$3 million grant proposal to broadly expand program in late 2001.

Visions International - a nonsectarian NGO offering opportunities for youth volunteers to become involved in international development projects emphasizing community service and cross-cultural exchange.

- **Area Director of the Caribbean Region** - *September 1993 to April 1996*.

Planned and implemented community development projects in Dominica, Guadeloupe, and the British Virgin Islands in cooperation with host government officials and local NGOs; directed month-long projects involving up to 100 participants; managed a \$50,000/summer budget; supervised staff in the implementation of summer camps for local children, construction projects, and other volunteer efforts.

- **Site Director**, Carib Territory, Commonwealth of Dominica - *Summers 1996 and 1997*.

- **Project Leader**, Tortola, British Virgin Islands - *Summer 1992*.

Projects for People - a nonprofit organization committed to the promotion of education, environmental conservation, and cultural preservation in the developing world.

- **Founding Co-Director**, Belize, Bahamas - *September 1993 to April 1995*.

Organized small-scale community development efforts in the Caribbean and Central America. Implemented a ten-day village ecotourism development project with 15 students from the University of Vermont in conjunction with Women Rising, a community group in St. Margaret's Village, Belize.

University of Rhode Island, Environmental Education Center; West Greenwich, Rhode Island - a state funded residential center for environmental education located in rural Rhode Island.

- **Field Teacher**, West Greenwich, Rhode Island - *May 1990 to June 1992*.

Designed and executed one to five-day courses in environmental studies focused on forest ecosystems, wetlands ecology, and human impact studies; instructed a variety of students including elementary, middle school and senior citizen groups; developed issues-oriented curriculum materials. Conducted teacher-training workshops on environmental activities.

International Field Studies - a nonprofit, educational organization offering experiential marine science programs in the Bahamian Archipelago.

- **Captain/Marine Ecology Instructor**, Bahamas - *October 1988 to July 1989, February 1990*. Conducted tropical marine and island ecology courses for high school, university, and adult student groups aboard a 41' Morgan Out-Island sailboat. Facilitated projects for visiting researchers. Helped evaluate remote ecosystems and make recommendations for conservation to local industry and the Bahamas National Trust.

- **Staff Member/Director, Forfar Field Station**, Andros Island, Bahamas - *December 1987 to September 1988*. Implemented tropical marine ecology courses for high school, university, and adult student groups. Facilitated scientific investigations for a variety of university researchers, implemented public outreach programs in local schools, supervised four teachers and five support staff in carrying out all aspects of daily field station operations.

RECENT RESEARCH PROJECTS

- **Human Security and Social Conflicts: A Study of New Civil Society Movements in Asia** – *March 2011 to June 2012*.

Academic Research Group on Transnational Movements, Conflicts and International Security in Asia, El Colegio de Mexico, Center for Asian and African Studies.

- **Islamic Higher Education and Social Cohesion in Indonesia**

Fulbright New Century Scholars Program (NCS) - *September 2005 to December 2006*.

Member of a group of 10 American and 21 international scholars exploring the theme of “Higher Education in the 21st Century: Global Challenge and National Response.” Collaborating on a comparative study of the impact of universities on social cohesion Indonesia, South Africa, Georgia,

Kazakhstan, Kyrgyzstan, and the Netherlands. Program Coordinator: Philip G. Altbach, Director, Center for International Higher Education, Boston College.

- **Formalizing Tradition: Trends in Islamic Education in Malaysia**
The National Bureau of Asian Research (NBR) - December 2004 to December 2006.
Part of a five-member research team finalizing an overview of Islamic education in Southeast Asia for NBR's Southeast Asian Education Survey. Research Coordinator: Robert W. Hefner, Director, Program on Civil Society & Civic Culture, Boston University.

PUBLICATIONS

- Kraince, R. G. (2013). Revisitar el islam civil-democrático en los estados postautoritarios: lecciones del Movimiento Indonesia de Reforma. In *El Fin de un Sueño Secular: Religión y Relaciones Internacionales en el Cambio de Siglo*. Mexico City: El Colegio de México; pp. 129-153. ISBN: 978-607-462-424-3.
- Kraince, R. G. (2009). *The Challenge to Religious Liberty in Indonesia*. Washington DC: The Heritage Foundation; <http://www.heritage.org/research/asiaandthepacific/bg2279.cfm>
- Kraince, R. G. (2009). Reforming Islamic Education in Malaysia: Doctrine or Dialogue. In R. W. Hefner (ed.) *Making Modern Muslims: The Politics of Islamic Education in Southeast Asia*. Mānoa, Hawai'i: University of Hawai'i Press; pp. 106-140. ISBN: 978-0-8248-3280-3.
- Kraince, R. G. (Spring 2008) Academic Freedom in Muslim Societies. *International Higher Education*, 51. ISSN: 1084-0613.
- Kraince, R. G. (September 2007). Islamic Higher Education and Social Cohesion in Indonesia. *Prospects: Quarterly Review of Comparative Education*, 37 (3), pp. 345-356. ISSN: 0033-1538 (print); ISSN: 1573-9090 (electronic).
- Heyneman, S. P., Kraince, R. G., Lesko, N. & Bastedo, M. (2007). Higher Education and Social Cohesion: A Comparative Perspective. In *Higher Education in the New Century: Global Challenges and Innovative Ideas*. P. Altbach & P. M. Peterson (Eds.). Rotterdam, the Netherlands: Sense Publishers (in Conjunction with UNESCO). ISBN: 978-90-8790-199-8.
- Kraince, R. G. (Producer), Sustikarini, A. (Associate Producer), Yadi, D. A. & Nugroho, S. (Directors) (2008). *Conflict Management* [film]. Available from Ohio University Center for International Studies (English version) or University of Indonesia, Faculty of Social and Political Science, Center for Research on Inter-group Conflict and Conflict Resolution (Indonesian version).
- Kraince, R. G. (Producer), Sustikarini, A. (Associate Producer), & Sijabat, S. H. D. (Director) (2007). *Interfaith Dialogue* [film]. Available from Ohio University Center for International Studies (English version) or University of Indonesia, Faculty of Social and Political Science, Center for Research on Inter-group Conflict and Conflict Resolution (Indonesian version).
- Kraince, R. G. (Producer), Sustikarini, A. (Associate Producer), & Yadi, D. A. (Director) (2007). *Peer Mediation: School, a Reflection of the Community* [film]. Available from Ohio University Center for International Studies (English version) or University of Indonesia, Faculty of Social and Political Science, Center for Research on Inter-group Conflict and Conflict Resolution (Indonesian version).
- Kraince, R. G. (March 2000). The Role of Islamic Students in the Reformasi Struggle: KAMMI (Kesatuan Aksi Mahasiswa Muslim Indonesia) The Indonesian Muslim Student Action Union. In *Studia Islamika*, 7 (1), pp. 1-50. Jakarta, Indonesia: Center for the Study of Islam and Society, National Institute for Islamic Studies (IAIN). ISSN: 0215-0492
- Kraince, R. G. (2000). The Modernization of the National Institute for Islamic Studies (IAIN) and the Advancement of Muslim Intellectualism in Indonesia. In *Islamic Studies in ASEAN*. Pattani, Thailand: Prince of Songhla University. ISBN: 974-644-084-5.

SELECTED PAPERS AND OPINION EDITORIALS

- August 20, 2012 - *Greening Islam in Indonesia: The Eco-Pesantren Movement and the Aborted 'Muslim Association on Climate Change Action'*. Presented at the American Sociological Association Annual Meeting; Denver, Colorado.

- March 17, 2012 - *Teaching Climate Justice: Social and Educational Responses to Climate Change Mitigation Policy in Indonesia*. Presented at the Association of Asia Studies Annual Meeting; Toronto, Canada.
- September 23, 2011 - The Role of Higher Education in Strengthening Cooperative Relations between the Nations of Latin America and Southeast Asia. Presentation at the XI International Seminar on Pacific Rim Research: Mexico-Thailand; Latin America-Southeast Asia, University of Colima, Colima Mexico.
- May 12, 2010 - El impacto de las redes transnacionales de activismo sobre movimientos sociales en Asia y África. Presentation at the Latin American Association for Asian and African Studies (ALADAA) biannual meeting, University of Colima, Colima, Mexico.
- March 24, 2010 - Education for Cultural Liberty: The Impact of Transnational Scholarly Networks on Religious Freedom in Southeast Asia. Public lecture at the University of Pittsburgh's School of Education, Pittsburgh, Pennsylvania.
- March 4, 2010 - Academic Networks for Religious Liberty in Southeast Asia. Paper presented at the annual meeting of the Comparative and International Education Society (CIES), Chicago, IL, USA.
- November 21, 2009 - University Activist Networks and Social Cohesion in a Multi-polar World: The Case of Indonesia. Presented at the 5th International Congress on. "La Crisis Actual; ¿Del Mundo Monopolar al Multipolar?" Asia-Pacific University, Sinaloa, Mexico.
- October 6, 2009 - Religious Liberty in Indonesia. Panel presentation at the Heritage Foundation in Washington DC. Podcast available: <http://multimedia.heritage.org/mp3/ev100609a.mp3>
- July 24, 2009 – Taking on the Terrorists in Indonesia. Published on-line in the *Far Eastern Economic Review*. Available: <http://www.feer.com/politics/2009/july58/Taking-on-the-Terrorists>
- April 23, 2009 – Indonesian Exceptionalism. Published on-line in the *Far Eastern Economic Review*. Available: <http://www.feer.com/politics/2009/april55/Indonesian-Exceptionalism>
- March 24, 2009 - *Islam and Liberalism in Indonesia*, a public lecture at the College of Mexico.
- October 29, 2008 - Malaysia's Authoritarian Resurgence. Published on-line in the *Far Eastern Economic Review*. Available: <http://www.feer.com/politics/2008/october/Malysias-Authoritarian-Resurgence>
- June 13, 2008 - Indonesia's Violent Orthodoxy. Published on-line in the *Far Eastern Economic Review*. Available: <http://www.feer.com/politics/2008/june/Indonesias-Violent-Orthodoxy>
- March 8, 2008 - *Engaging Indonesia through Interfaith Dialogue*. Presented at Ohio University's Conference on "40 Years of Engagement with Southeast Asia." Ohio University, Athens, OH.
- March 3, 2007 - *God and Man at the Islamic University: The Struggle for Academic Freedom in Indonesia*. Yale Indonesia Forum Workshop on "Islam, Regionalism, and New Institutions: A Decade of Radical Transformation in Indonesia." Yale University, New Haven, CT.
- November 21, 2006 - *Religious Education in Indonesia: Implications for Inter-Religious and Interethnic Relations*. U.S. Institute of Peace public lecture, Washington, DC. Podcast: http://www.usip.org/files/file/indonesia_ed.mp3
- November 2, 2006 - *Islamic Higher Education and Social Cohesion*. Presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE), Anaheim, CA.
- October 20, 2006 - *Islamic Higher Education in Indonesia - Findings*. Presented at the Fulbright New Century Scholars Final Plenary, Chantilly, France.
- September 14, 2006 - *Trends in Islamic Education in Malaysia*. Presented at the Trends in Islamic Education in South and Southeast Asia Research Findings Seminar. National Bureau of Asian Research, Washington DC.
- March 17, 2006 - *Islamic Higher Education in Indonesia - Research Methods*. Presented at the Fulbright New Century Scholars Midterm Research Meeting, Cairo, Egypt.
- March 17, 2005 - *US-Indonesian University Collaboration*. Presented at the 2005 Indonesia-USA Bilateral Forum on International Partnerships in Higher Education: Future Directions, University of Indonesia, March 17-18, 2005.
- September 24, 2003 - *The Drivers of Islamic Radicalism in Indonesia*. Presented at the joint US-Australian Conference on Radical Islam in Southeast Asia sponsored by the Office of Near Eastern and South Asian Analysis (NESA), Herndon, VA.

- March 28, 2003 - *Islamic Media and Contention over Indonesia's Islamic Public Sphere*. Presented at the Association of Asia Studies Annual Meeting, New York City.
- November 25, 2002 - *Islamic Student Activism in Indonesia*. Presented public lecture at the University of Puget Sound, Tacoma, Washington.
- June 4, 2002 - *Islam in Indonesia: An Overview*. Presented at the orientation seminar for 2002 Fulbright grantees to Indonesia, Washington, DC.
- April 7, 2002 - *Islam and Democratization in Indonesia: Institutionalizing Civic Education in Indonesia's Islamic Universities*. Presented at the Association of Asia Studies Annual Meeting, Washington, DC.
- March 18, 2002 - *Islamic Political Radicalism in Southeast Asia*. Presented at a roundtable discussion at USAID's Asia Near-East Office, Washington, DC.
- December 28, 2000 - *Islamic Student Activism in Indonesia*. Presented at the Asia Foundation Headquarters, San Francisco, CA
- June 1, 2000 - *Toward the Resolution of Conflict in the City of Bandung: A Model for National Reconciliation in Indonesia*. Presented at a public forum sponsored by the Bandung Communication Dynamics Forum (Forkasi).
- February 1999 - *The Role of Islamic Students in Indonesia's Reform Movement*. Presented at the East Java-Bali-Lombok regional conference of the Indonesian Islamic Student Movement (PMII).
- October 1, 1998 - *Islamic Intellectual Discourse in Southeast Asia*. Presented at Sultan Zainal Abidin Islamic College (KUSZA). Terengganu, Malaysia.

SERVICE AND CONSULTING

International Committee Board Member, 2nd International Seminar on Islamic Thought - Islam and Muslims: Challenges and Issues - National University of Malaysia, 6-7 October 2009.

Board Member, Nurani Dunia - A small non-profit organization working to support refugee education and relief projects in Southeast Asia and Africa, March 2002 to March 2006.

Consultant, The Asia Foundation – Proposal development for the Improved Quality of Decentralized Basic Education program in Indonesia, October-November 2004.

Consultant, The Asia Foundation – Supporting the development of Islam and democracy programming in various Southeast Asian countries, March 2003 to - August 2003.

Advisory Board Member, Center for the Study of Inter-group Relations and Conflict Resolution (CERIC) - A joint project between the Faculty of Social and Political Science at the University of Indonesia and Ohio University's Center for International Studies, February 2000 to June 2004.

Consultant, Forum Rector - Helped to establish the Indonesian Center for Conflict Resolution, Bandung, Indonesia, May 2000.

English Editor, Studia Islamika (Jakarta, Indonesia) - An academic journal focused on the empirical study of Islam in Indonesia, National Institute for Islamic Studies (IAIN), October 1998 to January 2000.

FELLOWSHIPS AND AWARDS

Certificate of Special Merit in the Human Rights Press Awards 2008 for an article on "Malaysia's Authoritarian Resurgence" published in the Far East Economic Review. Chosen from 215 entrants in various categories by Amnesty International, the Hong Kong Foreign Correspondents Club and the Hong Kong Journalism Association - March 2009.

Fulbright New Century Scholars Program (NCS), Higher Education in the 21st Century, Indonesia and the United States - September 2005 to December 2006.

Fulbright Doctoral Dissertation Research Fellowship, Indonesia - December 1999 to October 2000.

Visiting Research Fellow, Center for the Study of Islam and Society (PPIM), National Institute for Islamic Studies (IAIN), Jakarta, Indonesia - October 1998 to October 2000.

United States-Indonesia Society (USINDO) Sponsorship of Indonesian language study at the **Southeast Asia Studies Summer Institute (SEASSI)**, University of Oregon - June to August 1998.

Foreign Language and Area Studies Fellowships (FLAS), (US Department of Education)
Institute of Southeast Asia Studies, Ohio University - *1997-98 and 1998-99.*

INTERNATIONAL EXPERIENCE

Mexico	Academic years May 2008-June 2012
Indonesia	Academic years of 1998-99, 1999-2000, full year of 2001, November 2003, November 2004, March 2005, January to March 2006, January and February of 2012
Malaysia	September 1998, March 2005, December 2005
Thailand	September 2000, April, May 2003
Dominica	August 1995, March 1996, summers 1996, 1997
Belize	September 1993, March 1995
British Virgin Islands	Summers 1992, 1994, 1995, December 1994, March 1995
Bahamas	December 1987 to July 1989, February 1990, summer 1991, March 1994

LANGUAGES

English (native)
Indonesian-Malay (advanced)
Spanish (advanced)
Portuguese (beginner)

REFERENCES

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