

**BOARD OF TRUSTEES**  
**MIAMI UNIVERSITY**  
**Minutes of the Academic and Student Affairs Committee Meeting**  
**Via Zoom, as Authorized per Ohio House Bill 404**  
**Thursday, February 18, 2021 9:00 a.m.**

The meeting of the Academic and Student Affairs Committee of the Miami University Board of Trustees was called to order at 9:00 a.m. by Committee Chair John Pascoe, a majority of members were present constituting a quorum. The meeting was held virtually via Zoom, as Authorized per Ohio House Bill 404. Roll was called, and attending with Chair Pascoe were committee members; Trustees David Budig, Zachary Haines, and Robert Shroder; National Trustee Jeff Pegues; and Student Trustees Amitoj Kaur, and Will Kulis; along with non-committee members; Trustees Sandra Collins, Debbie Feldman, and Mary Schell; and National Trustee Mark Sullivan.

In addition to the Trustees, attending for all or part of the meeting were President Crawford; Provost Osborne; Vice Presidents Jayne Brownell, Jaime Hunt, Anthony James (interim), Alicia Knoedler, David Seidl, Brent Shock and Randi Thomas; along with General Counsel Robin Parker, Assistant to the President Dawn Tsirelis, and Ted Pickerill, Executive Assistant to the President and Secretary to the Board of Trustees. Also attending to present to the Committee were: Mike Crowder, Jenny Darroch, Gwen Fears, Carolyn Haynes, Steve Large, Kimberly Moore, Bethany Perkins, Christian Ponce, Jessica Rivinius, Beena Sukumaran, and Cheryl Young, along with many others in attendance to assist or observe.

**Public Business Session**

**Welcome and Approval of the Prior Meeting's Minutes**

Chair Pascoe welcomed everyone to the meeting and thanked Trustees Bob Shroder and Will Kulis for their service to the Board and the University. He also recognized and thanked Professor Mike Curme who is retiring. Professor Curme served Miami not only in the classroom, and as an engaged Miami citizen, but as Dean of Students for many years, putting in place important, milestone practices to better safeguard the wellbeing of Miami students, such as the Good Samaritan Policy.

Chair Pascoe continued, and relayed:

This is our first Committee meeting since September and we are pleased today that we will be hearing from several of our newest deans, we look forward to their remarks.

We are also pleased that our students have returned. Later today we will hear from many of those who have worked so hard to safeguard the health of our students and the Miami Community. We will receive reports from Dean Kimberly Moore, Dr. Gwen

Fears, and Dr. Steve Large about our COVID response. We are deeply thankful for their efforts, and for the efforts of the many others on their teams. We are also grateful for the leadership of Dr. Dana Cox, who with Gwen Fears, co-chaired the Safe Return to Campus Coordinating Committee, and to all of the Committee's members. We also want to thank Dr. Philip Smith and Dr. Tim Wilson who have put in place our comprehensive testing program.

To support this semester's return, over 11,000 tests were administered to returning students, and testing continues at nearly 600 tests per day to help identify and support COVID sufferers and reduce the virus's transmission within the Miami Community.

We are also grateful for our faculty and our staff who are supporting our students each and every day.

Thank you.

Following the Chair's remarks, Trustee Haines moved, Trustee Budig seconded, and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

### **Reports**

The Committee previously received written reports from University Senate, and Associated Student Government. There were no questions regarding the reports.

*The reports are included as Attachment A.*

### **Student Life Update**

Vice President Brownell thanked everyone within and outside Miami's campuses who are helping address the impact of COVID 19, and she cautioned that although current positivity rates are low, it is not a time to relax. She then introduced Associate Vice Presidents Gwen Fears and Steve Large, and Dean of Students Kimberly Moore.

Associate Vice President Large addressed COVID testing. He outlined the targeted testing approach – surveillance, wide-net, close contact, symptomatic and employee testing. He also provided an overview of spring testing and adjustments made since the Fall.

Associate Vice President Fears informed the Committee of Miami's targeted approach to reduce coronavirus prevalence and spread. On high incidence residence hall floors the strategy encourages limited movement to reduce spread. For floors with the highest category of incidence, students are tested 2x per week for the coronavirus.

Dean of Students Moore discussed Quarantine and Isolation (Q& I). She explained it is a three step process - testing, tracing, and Q&I. She stated Miami's partnership with the Butler County General Health District was instrumental in navigating the past Fall. She then joined the others in their thanks and praise for TriHealth and the many Miami offices supporting the COVID efforts.

Jayne concluded telling the Committee of the many people assuming additional responsibilities to continue to support and provide the student experience, helping facilitate community and connection.

The Committee asked several questions in areas including testing, hospitalization and mental health support. They were informed that the only student hospitalizations were precautionary and that no students with COVID have required hospitalization.

*The Student Life presentation is included as Attachment B, with written reports in Attachment F.*

### **University Communications and Marketing (UCM) Update**

Vice President Jaime Hunt introduced two new UCM leaders; Sr. Director of Marketing and Communications Christian Ponce, and Jessica Rivinius, Director of University News and Communications. Sr. Director Ponce and Director Rivinius then told the Committee of their background, and their intentions to advance Miami.

Vice President Hunt stated there is a goal to elevate the Miami brand. Amongst other initiatives, UCM will be adding measurements and metrics, and placing a focus on featuring faculty through strategic placements

*The UCM update is included as Attachment C, with written reports in Attachment F.*

### **Enrollment Management and Student Success (EMSS) Update**

Vice President Brent Shock began with an overview of retention and graduation rates. Assistant Vice President and Director of Admission Bethany Perkins then reviewed the admission goals and their status. She stated applications are up in all areas, except for international students, with Miami receiving a record number of applications overall.

They then answered questions and discussed the campus tours currently being offered. Vice President Shock concluded by thanking the many individuals from across Miami's departments and offices who have assisted recruitments efforts. He stated EMSS has received full campus support to advance admission efforts.

*The EMSS Update is included as Attachment D, with written reports in Attachment F.*

## Academic Affairs Update

Provost Osborne began the Academic Affairs update by introducing the newest academic deans:

Dean of the Farmer School of Business, Jenny Darroch  
 Dean of the College of Engineering and Computing, Beena Sukumaran  
 Vice President for Research and Innovation, Alicia Knoedler  
 Dean of the Graduate School, Mike Crowder

The Deans each shared with the Committee the priorities, initiatives and goals for their divisions. Provost Osborne informed the Committee that the College of Education, Health and Society is currently being led by interim Dean Denise Taliaferro Baszile, with Dr. Jason Lane arriving this summer to become the Dean. He also informed the Committee that there is currently a nationwide search for Dean of the College of Liberal Arts and Applied Science, with the appointment expected for the summer.

Provost Osborne then presented six new degrees for consideration:

- Bachelor of Science in Commerce, with a major in Hospitality Management, in the College of Liberal Arts and Applied Science
- Master of Science in Kinesiology, Nutrition, and Health, in the College of Education, Health and Society
- Master of Esports Management in the College of Education, Health and Society, and the College of Creative Arts
- Master of Science in Sport Leadership and Management, in the College of Education, Health and Society
- Master of Athletic Training, in the College of Education, Health and Society
- Master of Medical Science (Physician Associate), in the College of Arts and Science

Trustee Shroder then moved, Trustee Budig seconded and by unanimous voice vote with all in favor and none opposed, the Committee recommended approved of the proposed new degrees by the full Board of Trustees.

Provost Osborne also discussed several other new degrees and initiatives currently being planned to continue Miami's efforts to offer new, in demand degrees, programs, certificates, and initiatives. He also provided an overview of the Promotion and Tenure process in advance of the Full board's consideration of the Promotion and Tenure recommendations to take effect at the start of the next fiscal year. He then introduced Associate Provost Carolyn Haynes to discuss the Miami Academic Program Incubator (MAPI).

Associate Provost Haynes explained that MAPI advances two areas of MiamiRISE:

- Develop a mechanism for experimentation using a curricular innovation lab
- Redesign the current process for curriculum review in order to make it more flexible, efficient and responsive

She also explained the goals and benefits of MAPI, the role and membership of its Steering Team, and MAPI's two possible processes – one for department initiated programs, the second for Steering Team proposals.

Other aspects of MiamiRISE were also discussed, including the Academic Prioritization, Evaluation, and Improvement Plan. Current program ratings were discussed and a listing of sunset/teach out programs was provided.

Assistant Provost for Global Initiatives Cheryl Young then provided an update on Miami University Dolibois European Center (MUDEC). She outlined the action steps for 2019-2021, which include curriculum review, enhanced housing options, and communications with various constituent groups. MUDEC is currently being led by interim Executive Director Raymond Manes who was appointed on July 1, 2020.

Looking forward, future initiatives are expected to include: a staffing (faculty and staff) review in consideration of the post-pandemic world, progressive and relevant curriculum, increased demand for internships, housing options, and diversity, equity, and inclusion; increased collaboration with the University of Luxembourg; faculty apartment renovations; and classroom enhancements.

*The Academic Affairs Update is included as Attachment E, with written reports in Attachment F.*

### **Written Updates, Attachment F**

Student Life News  
 Student Housing Occupancy Update  
 Residence Life/Living Learning Communities  
 Campus Safety Data  
 UCM News and Updates  
 EMSS News and Updates report  
 Honors Program  
 Completion Plan

**Adjournment of Meeting**

With no other business to come before the Board, Trustee Shroder then moved, Trustee Budig seconded, and by unanimous voice vote, with all in favor and none opposed, the Board, adjourned at 12:15 p.m.



Theodore O. Pickerill II  
Secretary to the Board of Trustees


**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

James Bielo, Chair

Jennifer Green, Chair-elect

Dana Cox, Past-chair

University Senate Website: [www.MiamiOH.edu/senate/](http://www.MiamiOH.edu/senate/)

February 19, 2021

To: Board of Trustees, Academic and Student Affairs Committee  
 From: James Bielo, Chair, Executive Committee of University Senate  
 RE: University Senate Report to Board of Trustees – February 19, 2021 Meeting

**Executive Committee of University Senate membership:**

- James Bielo, (Anthropology), Chair
- Jennifer Green, (Psychology), Chair-Elect
- Dana Cox, (Mathematics), Past-Chair
- Liz Wardle, (English), At-Large member
- Jannie Kamara (Student Body President), undergraduate
- Anil Upreti, graduate student
- Breanna Robinson, staff, ex officio
- Jason Osborne, Provost, Chair of University Senate
- Jeffrey Wanko, (Associate Provost), Secretary of University Senate
- Becky Sander (Executive Assistant for Admin Services), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on November 30, 2020.

- **New Business, Specials Reports and Updates delivered to University Senate:**
  - **November 23, 2020**
    - Undergrad Student Classification – Policy Revision
    - Master of Medical Science – Dr. Chris Howell, Program Director Physician Assistant Program
    - Master of Athletic Training – Dr. Eric Brooks, KNH
    - Posthumous Degree Policy Revisions – Jeffrey Wanko, Associate Provost
    - TCPL Hiring Policy – Dr. Keith Fennen, Chair, Faculty Welfare Committee
  - **January 25, 2021**
    - Master of Science in Sport Leadership and Management – Melissa Chase – Chair, Department of Sport Leadership and Management
    - Master of Esports Management – Michael Bailey-Van Kuran, Chair, Emerging Technology in Business and Design and Melissa Chase, Chair, Department of Sport Leadership and Management
    - Academic Incubator Program – Carolyn Haynes, Associate Provost
    - Change in Senate Standing Rules and ByLaws to add a Staff Member to Senate Executive Committee – Joe Carlin – Senate Liaison, Governance Committee
  - **February 8, 2021**

- B.S. Commerce, Hospitality Management Major – Ted Light, Chair, Department of Commerce
  - M.S. Kinesiology, Nutrition, and Health – Kyle Timmerman, Department of Kinesiology, Nutrition, and Health
  - Change in Senate Standing Rules and ByLaws to add a Staff Member to Senate Executive Committee – Joe Carlin – Senate Liaison, Governance Committee
  - Amorous Relationships Policy – Final Draft – Senator Liz Wardle
- **Approved Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
  - **November 23, 2020**
    - Revision of an Existing Major, ACC – Accountancy, B.S. Business
    - Revision of an Existing Major, SLM – Sport Leadership and Management, B.S. Sport Leadership and Management
  - **January 25, 2021**
    - Revision of an Existing Major, CHM – Biochemistry, Bachelor of Science
    - Revision of an Existing Major, CSE – Computer Science, Master of Science in Computer Science
    - Revision of an Existing Major, SGE – Sociology, Bachelor of Arts
    - Revision of an Existing Degree, KNH – Kinesiology, Bachelor of Science in Kinesiology, Nutrition and Health
    - Revision of an Existing Degree, KNH – Nutrition, Bachelor of Science in Kinesiology, Nutrition, and Health
    - Revision of an Existing Degree, KNH – Public Health, Bachelor of Science in Kinesiology, Nutrition, and Health
    - Revision of an Existing Minor, CSE – Computer Science
    - Revision of an Existing Minor, SGE – Social Justice
    - Revision of an Existing Minor, THE – Dance
    - Elimination of a Certificate, CMR – Customer Service Certificate
    - Elimination of a Certificate, EDP – Assessment and Evaluation Certificate
    - Elimination of a Certificate, EDP – Quantitative Data Analysis in Education and Social Sciences Certificate
- **Senate Resolutions**

### **SR 21-12**

**November 23, 2020**

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Master of Medical Science (Physician Associate), College of Arts and Science.



AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

SR 21-12 was approved: 52 yes; 1 no; 3 abstentions

**SR 21-13**

**November 23, 2020**

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Master of Athletic Training, College of Education, Health, and Society.

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

SR 21-13 was approved: 52 yes; 2 no; 3 abstentions

**SR 21-14**

**November 23, 2020**

BE IT HEREBY RESOLVED that University Senate adopt revisions to the *Teaching, Clinical Professors and Lecturers (TCPLs) (MUPIM 7.11)* as stated below

Appointment to a TCPL position requires a competitive search.

~~the approval of the Provost upon the positive evaluation and recommendation of the department if required by departmental governance, the department chair, the program director (when appropriate), and dean for a person currently holding another instructional staff position at Miami University.~~

SR 21-14 was approved: 44 yes; 4 no; 5 abstentions

**SR 21-15**

**November 23, 2020**

BE IT HEREBY RESOLVED that University Senate adopt the following *Posthumous Degree Guidelines* as policy:

**Background:**

A deceased student may be considered for a posthumous degree whether or not s/he was currently enrolled at the time of death. These guidelines are considerations for the awarding of Posthumous Degrees; they are not meant to be exhaustive nor absolute, as each request is considered on its own merits.

### Considerations:

1. The student **was** in good academic standing with Miami at the time of death. Good standing is defined as not being on academic probation, continued probation, suspension or dismissal.
2. **The student did not have a record of misconduct that resulted in suspension or dismissal.**
3. The student's major and degree for the posthumous degree have been officially declared on the academic record at the time of death.
4. The student is enrolled at time of death (winter and summer terms excluded), or their continuous enrollment was interrupted by their injury, illness, deployment, etc.
5. The **dean of the** academic division of the student recommends the awarding of a posthumous degree **to the Provost.**
6. **Student Classification:**
  - ~~Per University policy, an undergraduate student must have earned at least 25% of credits at Miami University: for an associate's degree, 16 of 64; baccalaureate degree, 32 of 128. An undergraduate student should be within one semester of graduating, typically within 20 Miami semester credit hours.~~
  - ~~A graduate student must have completed sufficient research/work toward a thesis, dissertation or comprehensive project to be considered within one semester of defending the research/work as determined by the department/program and division in which the student was enrolled. A graduate student in a non-thesis master's program should be within one semester of degree completion, typically within 9 Miami credit hours.~~

### Nomination/Approval Process:

1. Anyone may identify a candidate for a posthumous degree, but a subsequent recommendation must be made by a University official to the dean of the appropriate academic division **or the Provost** for consideration and to begin the formal process.
2. ~~The appropriate dean shall request of the Provost~~ **shall request** that the student's academic record be reviewed by the ~~division and~~ University Registrar to verify academic degree and major and **satisfactory** progress toward degree completion. ~~The Provost shall then direct the division and University Registrar to conduct the review.~~
3. ~~Upon the completion of the review, the dean of the academic division in which the student was enrolled will recommend the candidate for a posthumous degree in the form of a formal written request to the Provost and Vice President for Academic Affairs. The request must include the name and Banner ID of the student, the degree/major to be awarded, and the recommended graduation date for degree conferral. The posthumous degree may not be awarded for a prior term. The Provost may choose to present this to the Council of Academic Deans for review/discussion.~~

- The Provost will notify the University Registrar to begin the process for degree posting and commencement proceedings, if applicable.
- The **Provost** ~~dean~~ will inform the immediate family of the University's decision and desire to recognize their student with this honor (this process should be kept confidential until and unless approved at all levels). If the family desires to represent the student and receive the diploma at a Commencement ceremony, this must be relayed to the President's Office for planning.

Additional Information:

1. A posthumous degree will be printed in the Commencement program within the appropriate academic division section unless explicitly requested otherwise by the family, provided publication deadlines can be met.
2. The statement "*awarded posthumously*" will be noted on the student's academic record and transcript, but not on the diploma.
3. The graduation application fee for the degree is waived.

Effective Date:

Upon approval

Responsible Parties:

Office of Provost

SR 21-15 was approved: 55 yes; 1 no

**SR 21-16**

**January 25, 2021**

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Master of Science in Sport Leadership and Management, College of Education, Health and Society.

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

SR 21-16 was approved: 54 yes; 4 abstentions

**SR 21-17**

**January 25, 2021**

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Master of Esports Management, College of Education, Health and Society and College of Creative Arts.

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

SR 21-17 was approved: 52 yes; 3 no; 3 abstentions

**SR 21-18**

**February 8, 2021**

BE IT HEREBY RESOLVED that University Senate adopt revisions to Standing Rules, Article III, Section Three as follows:

3. Election of Executive Committee: Nominations for the two (2) elected faculty members of the Executive Committee may be made from the floor of Senate or in advance of the first fall meeting of Senate on the call from the Chair of University Senate. Members of Senate may nominate themselves or other members of Senate.
  - o The elected faculty members of the Executive Committee shall be chosen in two (2) separate elections by secret ballot with provisions for nominations from the floor in advance of each election. Each nominated person shall be invited by the Chair to make a statement of up to three minutes about his or her qualifications and/or desire for the office.
  - o The purpose of the first election is to select the chair-elect of the Executive Committee. Faculty members of Senate with at least two years remaining in their term are eligible to be nominated. Upon election, the first year of the two-year term will be as chair-elect and the second year will be as chair of the Executive Committee.
  - o Following the first election, a second election shall be conducted to select the at-large seat of the Executive Committee. Faculty members of Senate with one or more years remaining in their term are eligible to be nominated for this one-year term on the Executive Committee.
  - o For each of these elections, the nominee must receive a majority vote of the members present.\* If there are ten (10) or more nominees and no one receives a majority vote, the top five (5) nominees will be considered on the next ballot. If there are five (5) to nine (9) nominees and no one receives a majority vote, the top three (3) nominees will be considered on the next ballot. If there are fewer than five (5) nominees and no one received a majority vote, the top two (2) nominees will be considered on the next ballot.
  - o **The staff member of the Executive Committee shall be a member of University Senate and chosen by the staff members of University Senate**
  - o The undergraduate student member of the Executive Committee shall be the President of the Associated Student Government.

- The graduate student member of the Executive Committee shall be a member of University Senate and chosen according to the procedures established by the Graduate Student Association.
- Ballots will be counted by the Secretary of University Senate with assistance from non-Senate persons appointed by the Chair.
  - In the event that spoiled ballots or abstentions prevent the recipient of a majority of the votes cast from obtaining a majority vote of the members present, the Chair may declare the winner of a majority of the votes cast to be the winner, provided that fewer than 10% of the members present abstained or cast spoiled ballots; otherwise, the Chair shall reopen nominations and/or instruct that balloting continue until a single candidate receives a majority vote from the members present.

FURTHERMORE, BE IT HEREBY RESOLVED that University Senate adopt revisions to the University Senate ByLaws, 6.B.1.a as follows:

The Executive Committee of University Senate shall be composed of the Provost; four (4) members of Senate elected by Senate, one (1) of whom shall be elected Chair-elect, one (1) of whom shall be Chair (having served as Chair-elect the previous year); and one (1) of whom is the Past Chair of university senate (having served as chair the previous year); **one(1) staff member**; one (1) undergraduate student who shall be the Student Body President; and one (1) graduate student who is a member of University Senate. The Secretary of University Senate shall serve as an; ex officio non-voting member of the Executive Committee.

SR 21-18 was approved: 59 yes; 2 abstentions

#### SR 21-19

February 8, 2021

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science in Commerce, with a major in Hospitality Management, College of Liberal Arts and Applied Science.

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

SR 21-19 was approved: 50 yes; 2 no; 9 abstentions

#### SR 21-20

February 8, 2021

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Master of Science in Kinesiology, Nutrition, and Health, College of Education, Health and Society.

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

SR 21-20 was approved: 59 yes; 2 abstentions



Ruku (Rukmini) Pal  
Secretary for Academic Affairs  
Associated Student Government  
palr3@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee  
FROM: Ruku (Rukmini) Pal  
DATE SUBMITTED: February 7, 2021

Ladies and Gentlemen of the Board,

I hope everyone is continuing to stay healthy, happy and well during these trying times! As we enter the spring semester we are all hopeful for a COVID-19 vaccine and less stress for our Miami community. The Associated Student Government continues to represent and support our entire student body during these difficult times, whether on-campus, off-campus, remote, or across the world. Last semester we saw great efforts from our student representatives to continuing improving the Miami experience for our community, per the November 2020 report. We continue to move forward with numerous academic initiatives, both to aid our students during the COVID-19 pandemic as well as continuing to improve our Miami community for future students.

Both initiatives presented to the University Senate passed, creating ad-hoc committees that are already hard at work. One, off of the University Senate itself, is reviewing the University attendance policy, benchmarking against other institutions and making recommendations as to how to improve ours to better support students' whole wellbeing while still retaining Miami's high academic standards. The other committee is an ad-hoc off of the Center for Teaching Excellence Subcommittee within the University Senate addressing the Statement for Good Teaching Practices. Similarly, this committee is benchmarking against other institutions and making recommendations as to how to improve our own statement, evolving it to better fit our community's needs and create clear expectations.

Looking forward, Student Senate's Proctorio Legislation calling for an impartial investigation as to whether the remote testing service Proctorio fits Miami University's pedagogical values was presented to the University Senate Executive Council. This initiative will be brought forward in General Session later this month.

Additionally, the Associated Student Government is proud to continue our Outstanding Professor Awards. While it will be a virtual event, it is absolutely critical we take the time to recognize our Miami professors who continue to go above and beyond in promoting student success and wellness. We cannot thank them enough, they truly make our experience the Miami experience we strive to share with future generations.

The rest of the semester holds a variety of initiatives from various members of our Associated Student Government Cabinet, including increased on-campus recycling initiatives in conjunction with the City of Oxford, an off-campus newsletter to connect students in the community, continued DEI recommendations applications, and a (virtual) Mental Health Forum.

Most recently all efforts have been to continue representing the student body and the need for continuing support during the COVID-19 pandemic. Our students continue to face difficult challenges that cannot be prepared for, from falling ill or quarantining, to losing a loved one or having unstable access to the internet or an unstable learning environment. Given these trying circumstances and increased stressors the student body is asking for continued support beyond what is usually available during the typical school year. As such, we, the Associated Student Government, advocate for an extension to the normal credit/no credit policy offered to students. While we understand the Provost's Office concerns given there can be long-term effects to taking courses credit/no credit and continuing abnormal practices, these are times that students cannot always prepare for. Thus far we have collected 900+ responses and testimonials as to how extensions last semester aiding our students. Thus, the Student Senate passed legislation in favor of some kind of extension to the policy (*Appendix A*).

It is our duty as student representatives to represent our student population and their concerns regarding their wellbeing and ability to succeed. The *Miami Student* has published two articles regarding the credit/no credit extension policy issue sharing the student perspective as to why there should be an extension (*Appendix B*). We continue to meet with student leaders and administrators to propose a more suitable extension for all parties, and have presented a proposal to continue discussions including extensions from other universities to the University Senate Executive Council (*Appendix C*). We hope the proposal will move through the Executive Council soon and to continue the conversation with the General Body of the University Senate.

Finally, we look forward to finishing our 2020-2021 appointments under the Kamara-von Zastrow administration with a strong finish, supporting students' whole well-being to facilitate the creation of not only the Miami experience of Love & Honor, but also the creation of proud Miami Alumni to inspire future generations. This is simply a brief overview of some work initiated by ASG's Academic Affairs thus far this semester. I am proud of all the work we continue to do and would be happy to discuss any of these initiatives or others if desired. Thank you all so much for your continued dedication and support to Miami University and the Student Body.

Love and Honor,

*Ruku (Rukmini) Pal*

Ruku (Rukmini) Pal  
ASG Secretary for Academic Affairs



**Appendix A: Student Senate Credit/No Credit Extension Legislation**

[A Resolution Concerning the Credit/No Credit Policy for the Spring 2021 Semester](#)

**Appendix B: “The Miami Student” Articles**

[ASG petitions provost’s credit/no credit policy reversion; Students say they were not involved in decision – January 26, 2021](#)

[Give credit/no credit where it is due – January 26, 2021](#)

[ASG passes resolution calling for credit/no credit extension – February 2, 2021](#)

**Appendix C: Associated Student Government’s Proposal to University Senate**

[Associated Student Government’s Proposal to University Executive Council](#)



# **COVID-19 Prevention and Response**

**Division of Student Life**  
**February 18, 2021**

# Agenda

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- Current state of COVID-19
- Updates on Miami's testing program (Steve Large)
- Remain-in-Room plans (Gwen Fears)
- Quarantine, isolation, and case management (Kimberly Moore)
- Spring life on campus (Jayne Brownell)



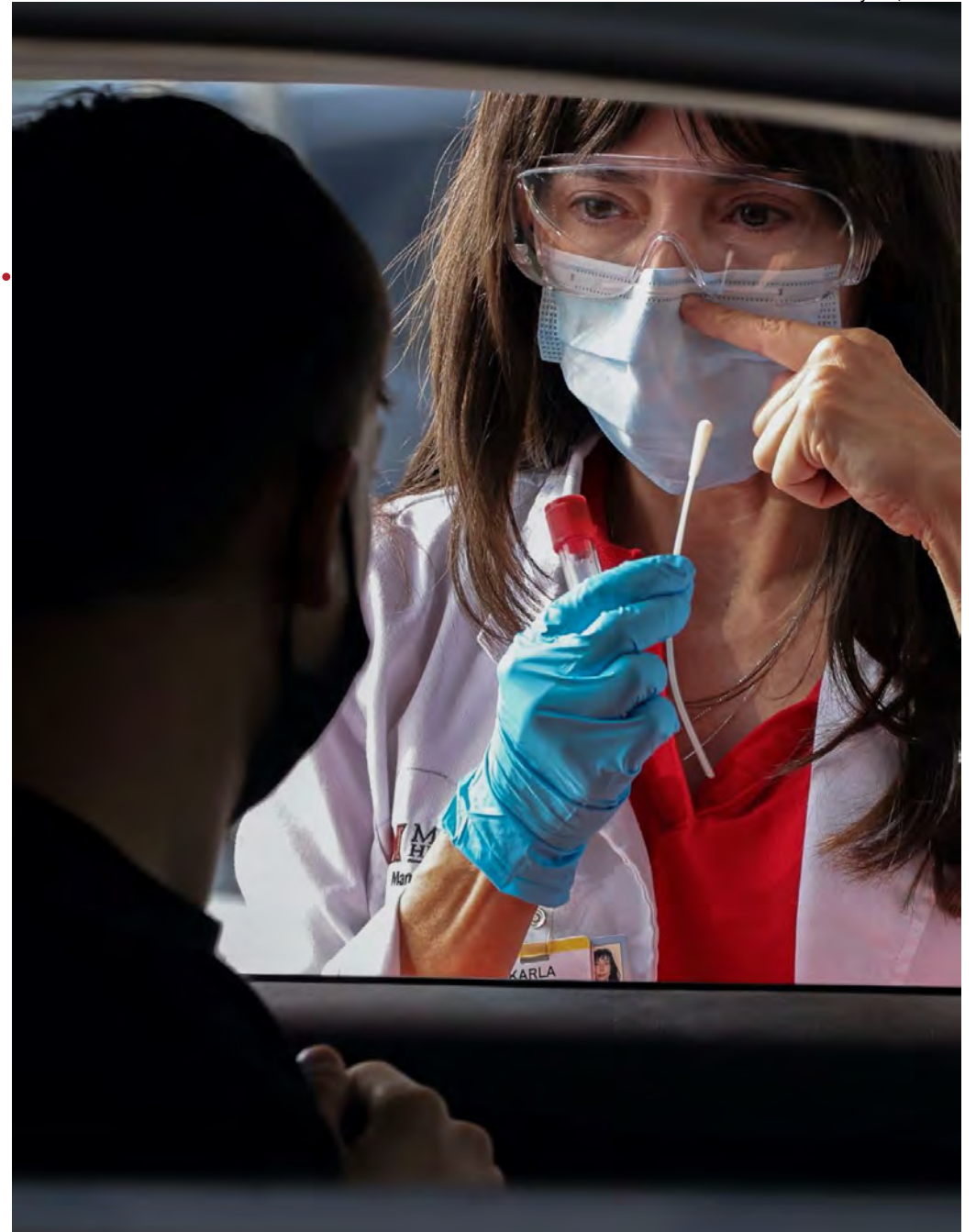
# Current state of COVID-19

# COVID-19 Testing

# Overview

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- Team-led approach
- Comprehensive testing program
- Sampling strategy
- Responding to community input and feedback





# Fall Highlights

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## Asymptomatic Testing

- Arrival
  - Surveillance
  - Wide-net
  - Remain-in-Room (RIR)
  - Specific student populations
- } SWN

## Additional Testing

- Symptomatic
- Close contacts
- Employees

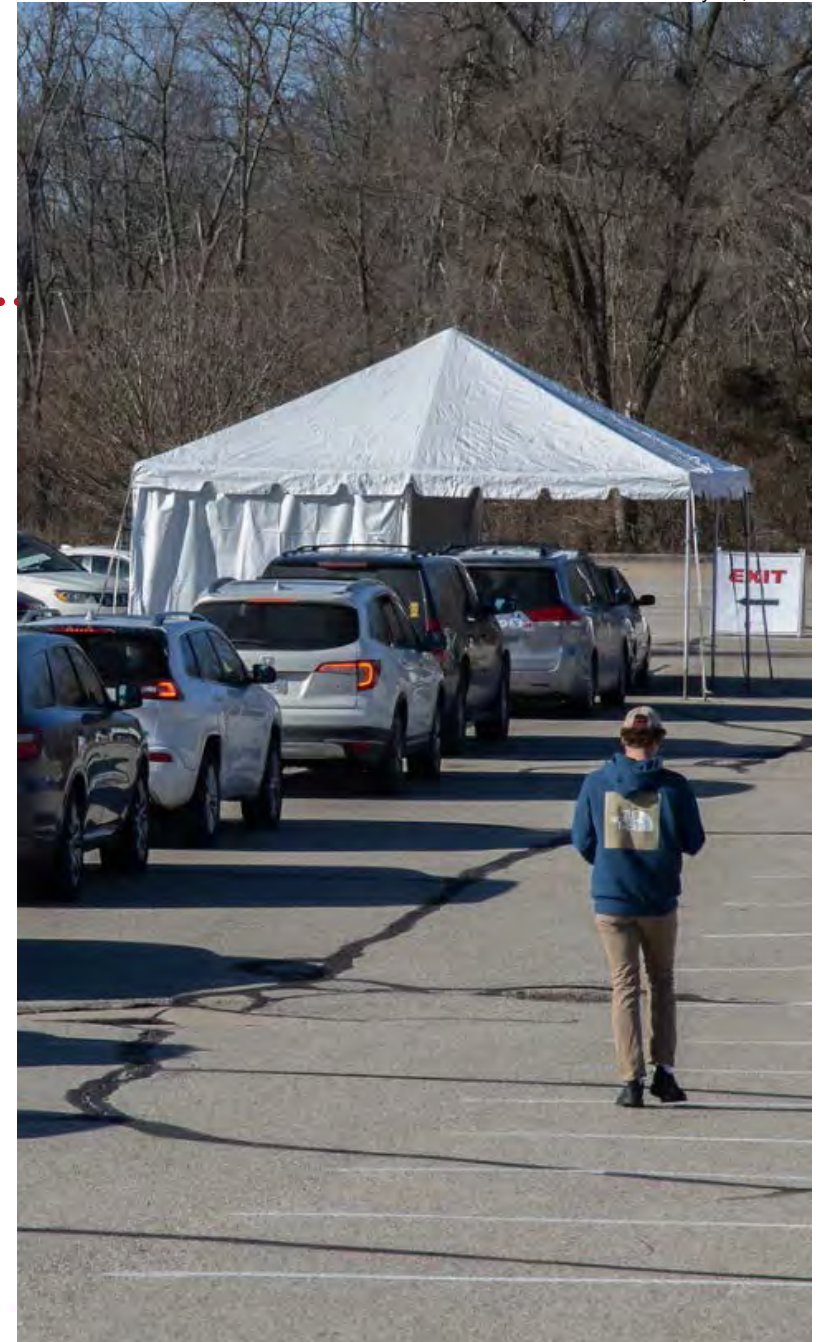
# Fall 2020 Numbers

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**74** testing days over **12** weeks;  
almost **900** hours

- Tests performed - **25,987**
- Students tested at least once in SWN - **13,741**
- Students tested during move-in - **3,858**

Individual email responses - **7,685**

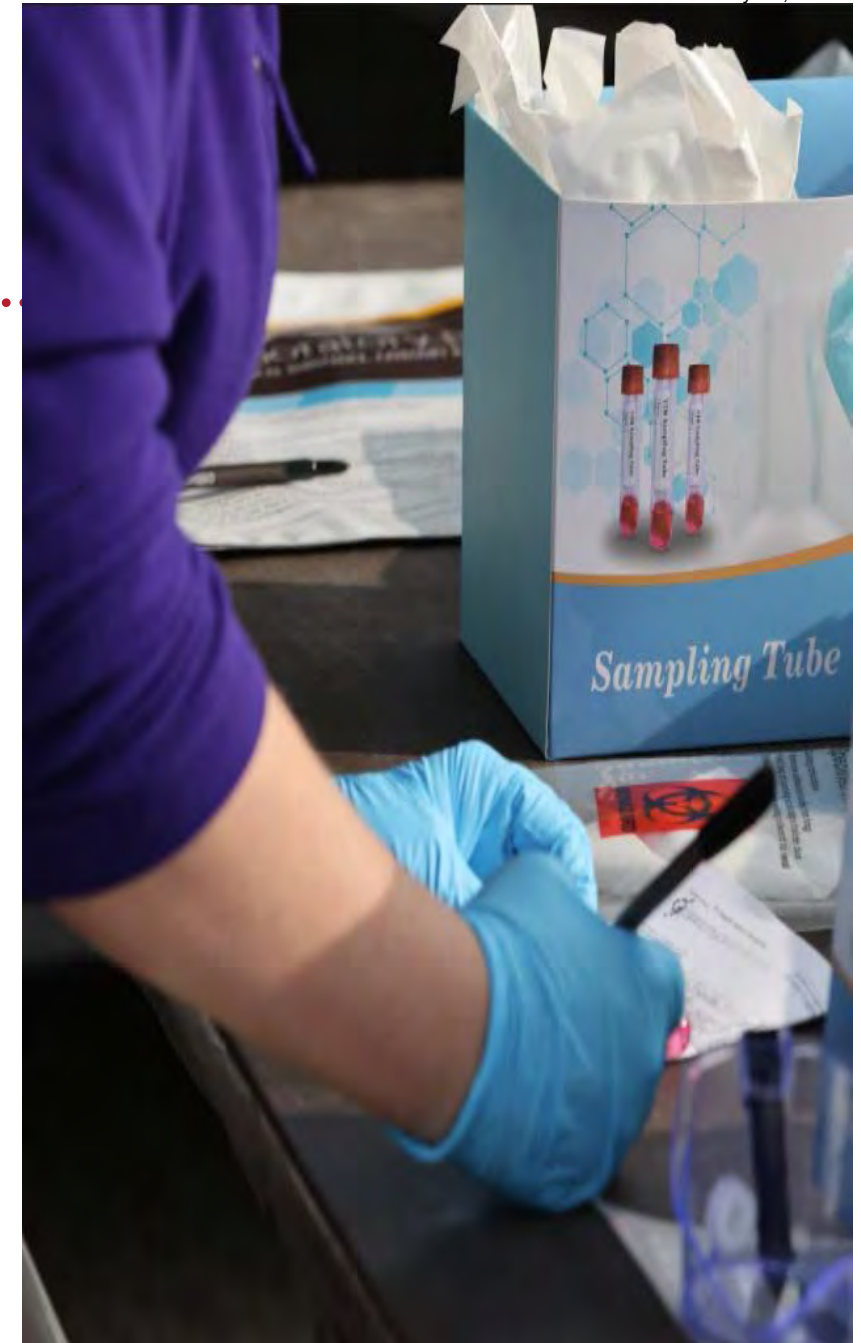




# Spring Adjustments

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- Arrival testing for all students
- Saliva with rapid PCR test confirmation
- Enhanced communication
- Refined processes



# Remain-in-Room (RIR)

# Overview

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- Developed in response to increase of positive cases
- Identifies “zones” with >5% positivity
- Color code communicates status
- Encouraged limited movement to reduce spread
- In hall testing – 2x per week



# Fall Highlights

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- Addressed surge of on-campus cases to contain the spread
- Strong partnerships leveraged across campus to support this initiative



# Fall Numbers

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- Floors designated as purple - **39%**
- Duration of RIR ranged from **5 days to 20 days**; median **10.5 days**
- Tests completed in RIR - **1,888**



# Spring Adjustments

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- Improved communication
- Door-to-door testing
- Coordinated engagement opportunities

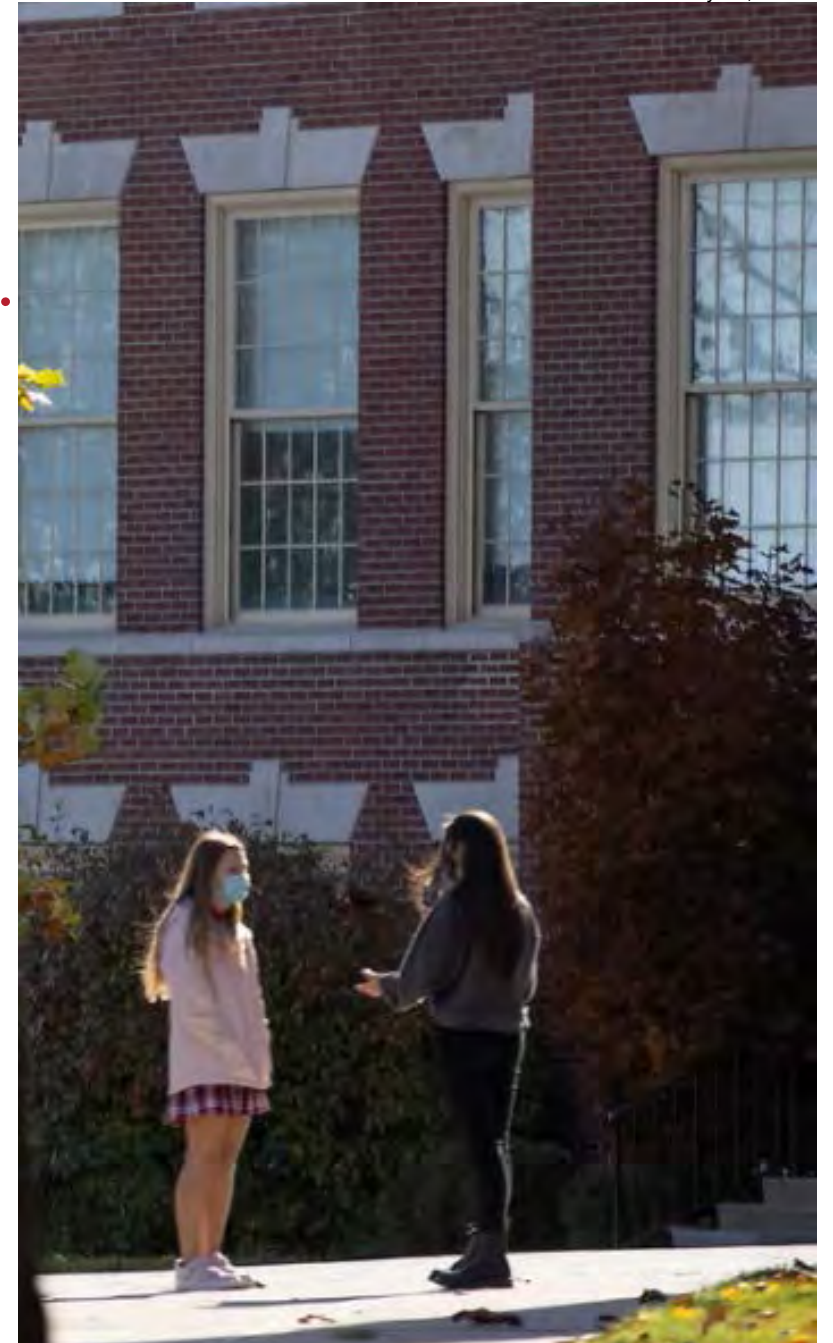


# Quarantine & Isolation

# Overview

---

- Step three in a three step process (testing and tracing impact Q & I)
- Planning
- Partnerships
- Attitude of possibility
- Center the student experience

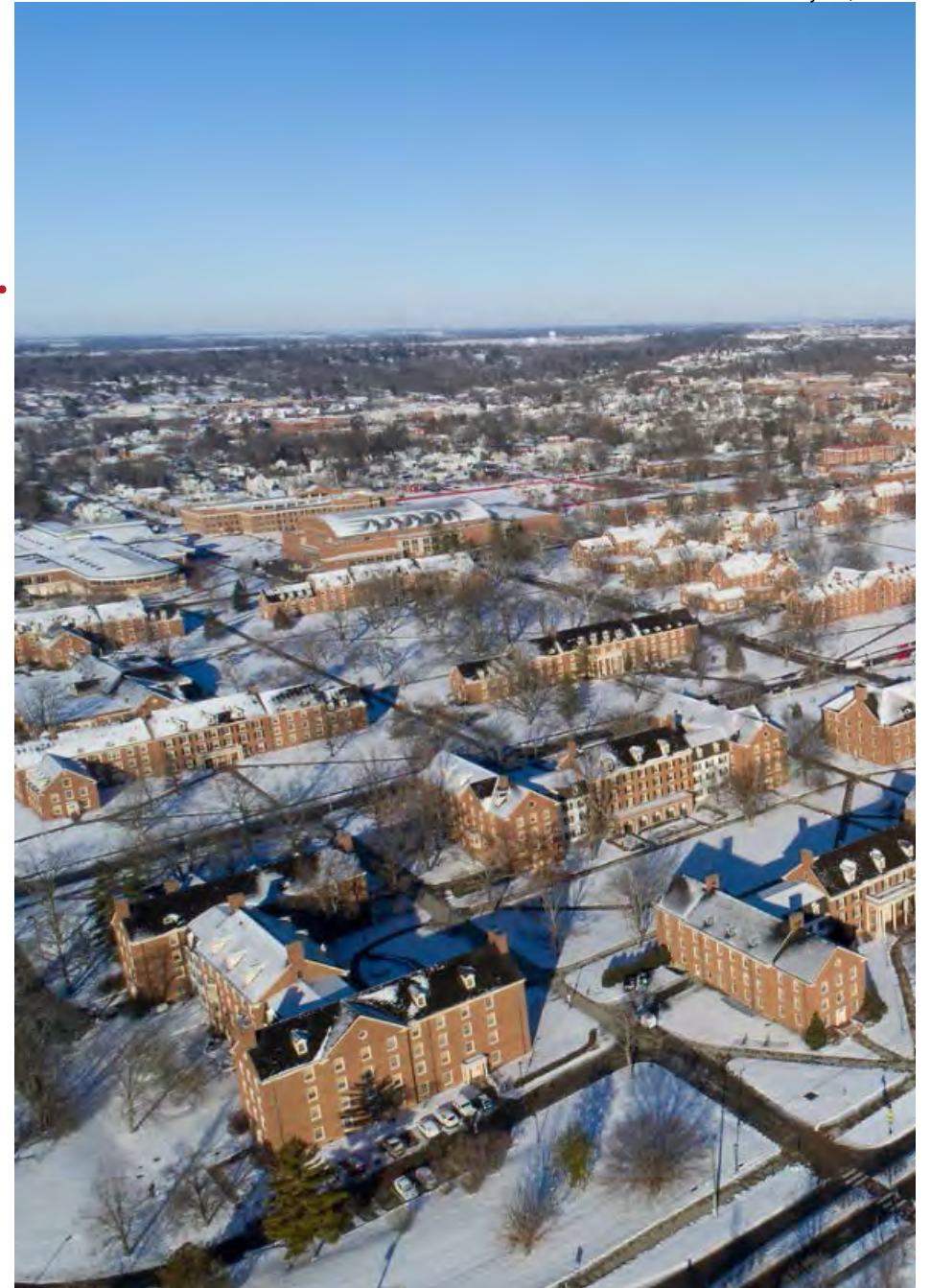




# Fall Highlights

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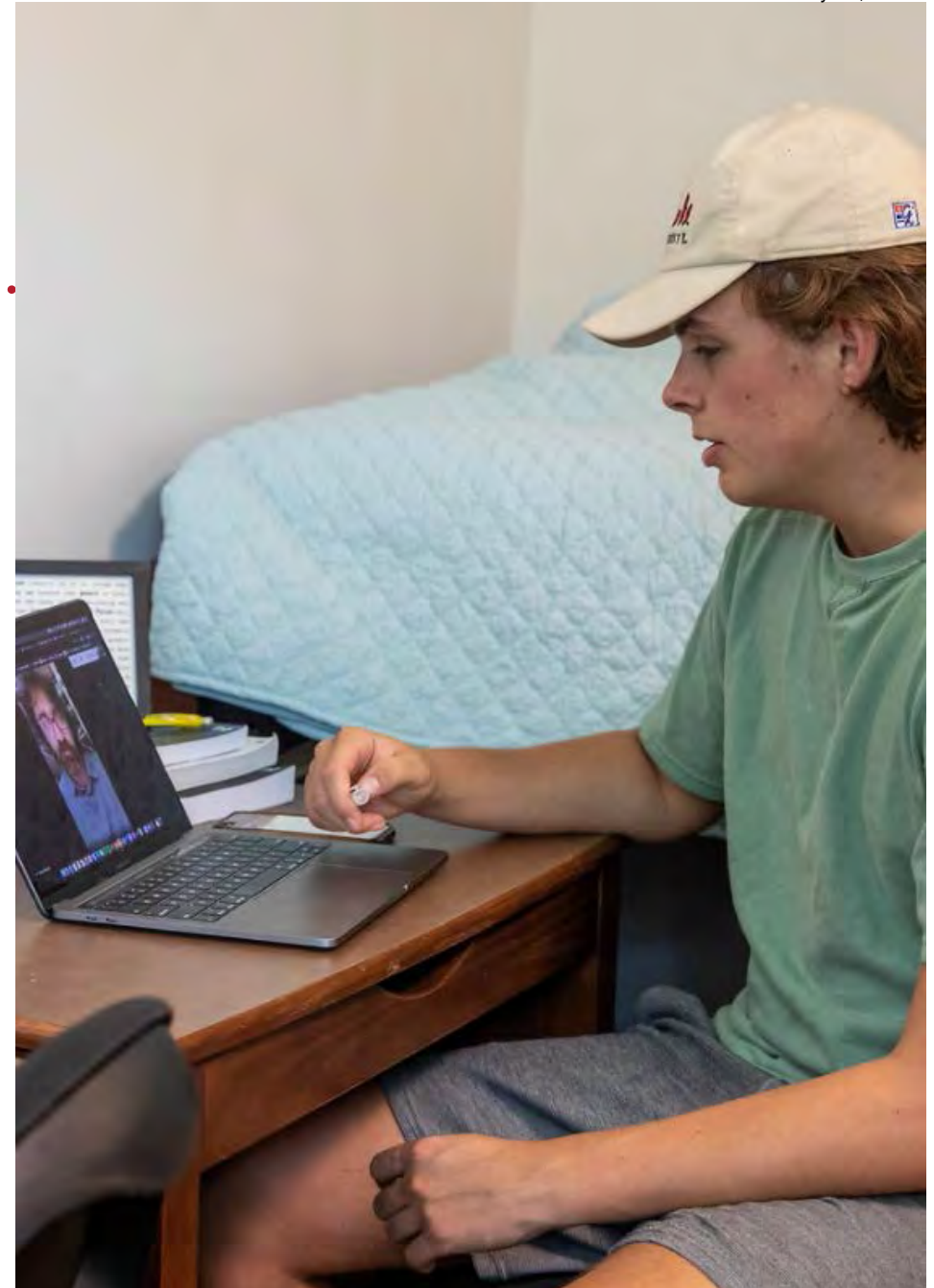
- Development of a reporting system
- Protocols and guiding documents
- Institutional support and resources
- 7 day operation
- 42 staff involved (in addition to dining and PFD)



# Fall Numbers

---

- 437 Q/I spaces available
- 3,391 total Q/I cases managed
- 2,525 student care connections from case management team
- 741 on-campus isolation
- 1,700 off-campus isolation
- 417 on-campus quarantine
- 533 off-campus quarantine



# Spring Adjustments

---

- As a result of survey data and student feedback ...
  - Swapped Q and I space
  - Transportation
  - Info video
  - Care Packages
  - Microwaves
  - Activities and programming webpage



# Life on Campus

# Life on Campus

---

- Lessons from the fall
- Event guidelines in Ohio
- Continue to evaluate in-person options
- Student organizations
- Mental health support
  - Individual and group counseling, online and in person
  - COVID-19 groups
  - Virtual Campus Care
  - HOPE line 24/7



# Questions

# &

# Answers





# University Communications and Marketing Update

Presented by Jaime Hunt,  
Vice President and Chief Communications  
and Marketing Officer







# New UCM leaders

UCM has filled two of our senior leadership positions with seasoned professionals with experience both inside and outside higher education.



# Elevating the Miami brand

Our mantra: To have a reputation as a national university we must market like a national university.

# Elevating national awareness

To set the foundation for elevated national awareness and reputation campaign, we are curated 'brand differentiating' story arcs and have developed a PR framework to guide ongoing strategic earned media efforts for Miami University.





# Target audiences

- Peer institutions
- Alumni / donors
- Lawmakers / policy makers
- Prospective students / families
- Foundations / corporations

# Measurement

## Quantitative Metrics

Circulation/Media Impressions • Number of Media Placements  
• Number of Experts Featured • Number Interviews Secured •  
Volume of Unique Pitches Distributed

## Qualitative Metrics

Incorporation of Key Messages • Quotes from Key  
Spokesperson(s) • Inclusion of Supporting Visuals • Coverage  
Characteristics (page position, story length, etc.) • Overall Story  
Sentiment • Diversity of Coverage (print vs. online vs.  
broadcast, as well as mainstream vs. higher ed) • Coverage  
Format (feature vs. trend story vs. research citation vs.  
contributed content/op-ed)



# Highlighted successes



Jan 7, 2021, 02:40pm EST | 1,581 views

# What Biden's Nomination Of Boston Mayor Marty Walsh To Be Secretary Of Labor Means For Business And Labor



**Edward Segal** Contributor Ⓞ ⊕  
 Leadership Strategy  
*I write about crisis situations and related issues and topics.*

f  
t  
in



WILMINGTON, DELAWARE - JANUARY 08: U.S. Vice President-elect Kamala Harris (L) looks on as Boston ... [+] GETTY IMAGES

Saying the Department of Labor "is one of the most important

**Response By Business Community And Congress**

"How will the business community react? I wouldn't anticipate much at all in terms of opposition to his appointment," predicted **John Forren**, Ph.D, associate professor and chair the Department of Justice & Community Studies at Miami University. "In Boston, he has forged good working relationships with the business community and has carved out a reputation as a pragmatist. And I have no doubt that Marty Walsh will be received more favorably by the business community than some of the rumored alternatives—e.g., Bernie Sanders—would have been.

HEALTH NEWS ✓ Fact Checked

Written by [Dan Gray](#) on January 9, 2021  
— [Fact checked](#) by Maria Gifford

## Herd Immunity to COVID-19 is Still a Long Way Off: How Vaccines Can Get Us There



**Dr. Philip Smith**, a public health expert and assistant professor at Miami University in Ohio, served on the university's [Safe Return to Campus Planning and Coordinating Committee](#).

Experts say achieving herd immunity to COVID-19 will be a step-by-step process that will rely heavily on how many people get vaccinated. Luis Alvarez/Getty Images

• While the rollout of COVID-19 vaccines is encouraging, a small percentage of



Mic ≡

NurPhoto/NurPhoto/Getty Images



Vaccine nationalism, as a concept, is basically selfishness in the name of patriotism. "Vaccine nationalism means putting your own nation's vaccine needs ahead of others, to the detriment of others," explains **Phillip Smith**, an epidemiologist and professor of public health at Miami University in Ohio. And, as Smith explains, vaccine nationalism comes in many forms. One example is a nation not sharing their vaccine developments with other nations, as Russia did when they initially withheld scientific data about their Sputnik 5 vaccine. While Russia's vaccine program is definitely suspect in terms of efficacy, who knows what scientists could have learned if that country had been willing to share their data.

# The deadly ramifications of vaccine nationalism

By Tracey Anne Duncan  
Jan. 15, 2021





Jan 26, 2021, 11:44am EST | 562 views

## How And Why Corporate Lobbying Will Continue To Matter During The Biden Administration



**Edward Segal** Contributor

Leadership Strategy

*I write about crisis situations and related issues and topics.*



16th and K Street, Washington DC. K Street is the traditional home of Washington Lobbyists.

BERRY

Like most of downtown Washington, DC, K Street, where many lobbying

**Dr. Brian Ballou**, is a professor of accountancy and co-founder of the William Isaac & Michael Oxley Center for Business Leadership at Miami University. He said, "The key ethical consideration is to be transparent about limitations regarding data and other research being used to support positions be offered and why such positions matter."

BUSINESS INSIDER Hello! We've simplified our name. Now we're just "Insider." Thank you for reading! [Learn more](#) X

Premium HOME > RETAIL

# These robotics startups are winning deals with retailers like Gap and American Eagle as they enlist 'cobots' to work alongside warehouse workers

Madeline Stone Jan 28, 2021, 2:34 PM



"Sometimes people don't see working in a warehouse as a long-term goal," **Lisa Ellram**, a professor of supply chain management at Miami University in Ohio, said in a recent interview with Insider.



**Meet Andy Jassy: Amazon's next CEO grew AWS to a \$40 billion business**

POPULAR WITH SUBSCRIBERS



Kindred's robotics system integrates directly into customers' warehouses. Courtesy of Kindred AI

**TIME**

**Anthony James**  
*Resiliency in Children*

**healthline**

**Anthony James**  
*Impact of Remote Learning on  
Family Unit*

**Diverse**  
EXCELLENCE IN HIGHER EDUCATION

**Anthony James**  
*Reconciliation*

**FASTCOMPANY**

**Kimberly Hamlin**  
*Why We Should Teach #MeToo*

**Parents**

**Kimberly Hamlin**  
*Biden's Gender Discrimination Law*

**UB** University  
Business

**Kimberly Hamlin**  
*Significance of Having a Dr. First  
Lady Who's a Working Professor*

**HUFFPOST**

**Katie Day Good**  
*The Numbing Effect  
of Social Media*

**verywell**mind

**Katie Day Good**  
*Doomscrolling*

**yahoo!**

**Philip Smith**  
*Mask Wearing*



# New marketing tactics

Fall Application Generation (App Gen) Digital Campaign - Added new advertising channels to recruit students, including Connected TV, Search Engine Marketing, and AI conversion technologies for display ads.

Winter App Gen Digital Campaign - Using AI targeting to convert likely users, Connected TV, Search Engine Marketing, as well as, digital and social ads.

Out-of-the-Box App Gen Campaign - Deployed new advertising tactics to grow awareness and consideration through the use of broadcast TV spots, audio streaming service ads, pre-roll video ads on popular messaging apps, and ads on TikTok.

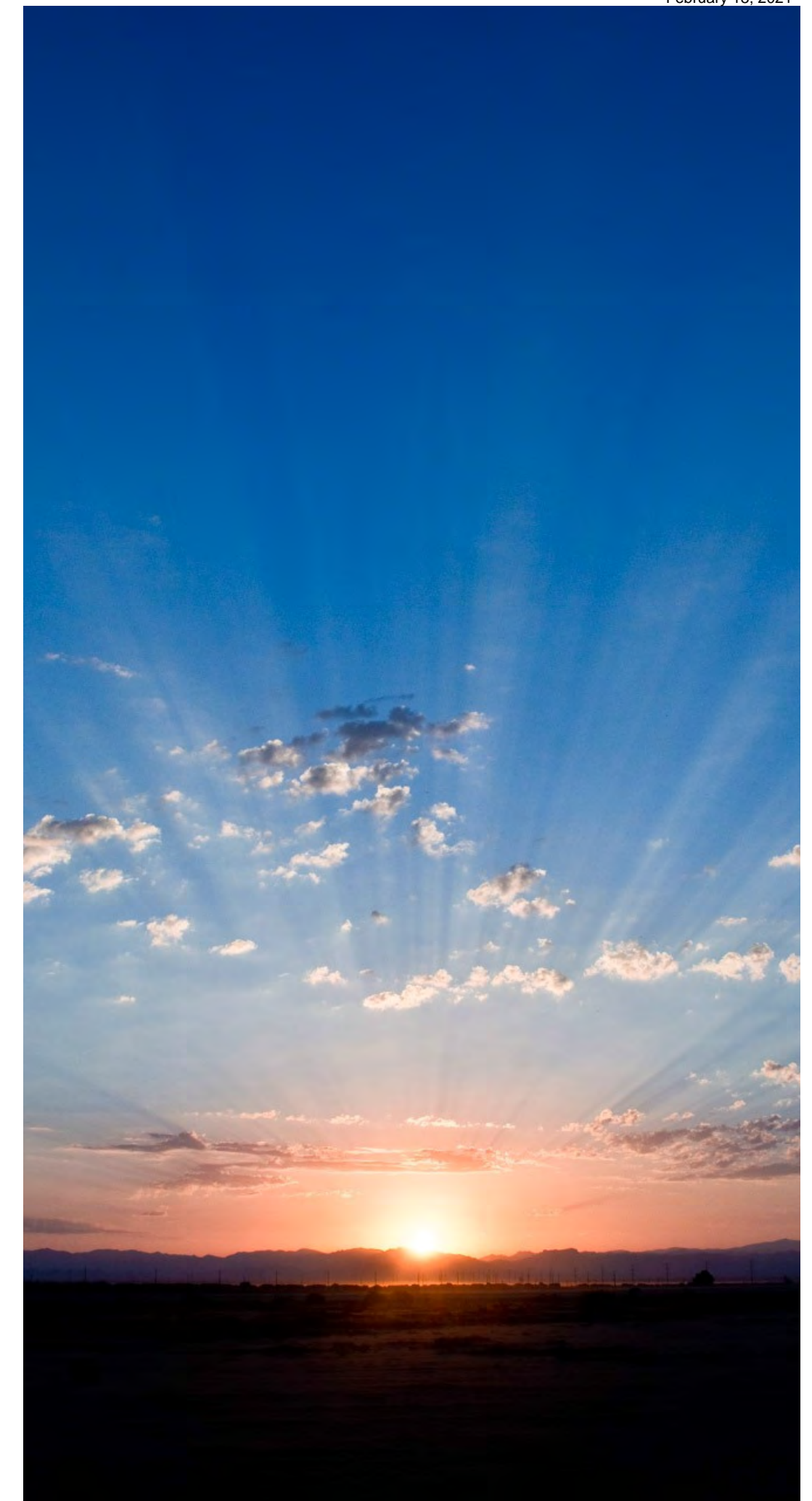
Yield Campaign - Robust yield campaign that includes a new transactional website designed to move students through the enrollment process, accompanied by digital comms to help drive students to deposit.

Brand Awareness Out-of-Home - Took advantage of a pennies-on-the-dollar opportunity to purchase prominent displays at the CVG airport for 12 months.

Publications - In addition to the publications created each admissions cycle, introduced a new ROI brochure that focuses on return on investment and affordability.

# On the horizon

- Rollout of updated brand messaging and visual identity
- Improved coordination of communication across campus
- Strengthened project planning and partner relations
- Deepened emphasis on data and analytics





# Enrollment Update Board of Trustees

February 2021

# Key Enrollment Goals

## *Fall 2021*

- » Reverse declining trend in applications to exceed 30,000
- » Enroll a cohort of 4,300 to 4,500 first-year students
  - » Increase domestic non-resident enrollments to 42% of incoming class
  - » Enroll 250 international students, including ACE
  - » Maintain diversity and academic quality metrics



# Fall 2021 Applications

## *Residency*

|                       | 2019          | 2020          | 2021          | Δ 2020 to 2021 |
|-----------------------|---------------|---------------|---------------|----------------|
| Non-Resident          | 16,105        | 15,253        | 16,148        | 5.9%           |
| Domestic Non-Resident | 12,740        | 12,570        | 14,005        | 11.4%          |
| International         | 3,365         | 2,683         | 2,143         | -20.1%         |
| China                 | 2,256         | 1,404         | 452           | -67.8%         |
| Ohio Resident         | 12,342        | 12,379        | 14,184        | 14.6%          |
| <b>Grand Total</b>    | <b>28,447</b> | <b>27,632</b> | <b>30,332</b> | <b>9.8%</b>    |

Data as of February 4

# Fall 2021 Applications

## *Academic Division*

|                    | 2019          | 2020          | 2021          | Δ 2020 to 2021 |
|--------------------|---------------|---------------|---------------|----------------|
| CAS                | 11,727        | 11,613        | 12,219        | 5.2%           |
| FSB                | 7,552         | 7,206         | 8,218         | 14.0%          |
| CEC                | 4,101         | 3,755         | 4,069         | 8.4%           |
| EHS                | 2,486         | 2,244         | 2,601         | 15.9%          |
| CCA                | 1,365         | 1,514         | 1,628         | 7.5%           |
| CLAAS              | 1,216         | 1,300         | 1,597         | 22.8%          |
| <b>Grand Total</b> | <b>28,447</b> | <b>27,632</b> | <b>30,332</b> | <b>9.8%</b>    |

Data as of February 4

# Common Application Update

## *National Application Trends*

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- » Total applications are up 10%, but total applicants are up only 1%
- » Larger, more selective institutions have the highest increases
- » Applications from first gen and low SES students are down 1%
- » Applications from China are down 18%, but India is up 28%

*“With a 9% increase in the application per applicant ratio on top of all of the other changes in the external environment and admissions process, it is an understatement to say that yield models will be more challenged than ever this year.” – Jenny Rickard, President and CEO*

# Fall 2021 Admits

## *Residency*

|                       | 2019          | 2020          | 2021          | Δ 2020 to 2021 |
|-----------------------|---------------|---------------|---------------|----------------|
| Non-Resident          | 11,172        | 11,394        | 10,784        | -5.4%          |
| Domestic Non-Resident | 10,439        | 10,504        | 10,202        | -2.9%          |
| International         | 733           | 890           | 582           | -34.6%         |
| China                 | 488           | 622           | 74            | -88.1%         |
| Ohio Resident         | 9,127         | 9,973         | 9,583         | -3.9%          |
| <b>Grand Total</b>    | <b>20,299</b> | <b>21,367</b> | <b>20,367</b> | <b>-4.7%</b>   |

Data as of February 4

# Fall 2021 Admits

## *Academic Division*

|                    | 2019          | 2020          | 2021          | Δ 2020 to 2021 |
|--------------------|---------------|---------------|---------------|----------------|
| CAS                | 9,201         | 9,709         | 9,220         | -5.0%          |
| FSB                | 5,105         | 5,634         | 5,366         | -4.8%          |
| CEC                | 2,960         | 2,817         | 2,630         | -6.6%          |
| EHS                | 1,692         | 1,681         | 1,817         | 8.1%           |
| CCA                | 898           | 1,094         | 987           | -9.8%          |
| CLAAS              | 443           | 432           | 347           | -19.7%         |
| <b>Grand Total</b> | <b>20,299</b> | <b>21,367</b> | <b>20,367</b> | <b>-4.7%</b>   |

Data as of February 4

# Fall 2021 Admits

## *Key Metrics*

|                          | 2019   | 2020   | 2021   |
|--------------------------|--------|--------|--------|
| Admitted                 | 20,299 | 21,367 | 20,367 |
| ACT Best                 | 28.9   | 28.5   | 28.4   |
| Test Score NOT Submitted | 138    | 229    | 6,702  |
| GPA                      | 3.90   | 3.91   | 3.93   |
| Curriculum Strength      | 15.1   | 15.1   | 14.9   |
| Percent Non-Resident     | 55.0%  | 53.3%  | 52.9%  |
| Percent Student of Color | 16.3%  | 16.7%  | 16.9%  |
| Percent First Generation | 12.1%  | 13.3%  | 11.7%  |

Data as of February 4

# Fall 2021 Confirmations

## *Residency*

|                       | 2019       | 2020       | 2021       | Δ 2020 to 2021 |
|-----------------------|------------|------------|------------|----------------|
| Non-Resident          | 307        | 241        | 222        | -7.9%          |
| Domestic Non-Resident | 299        | 233        | 218        | -6.4%          |
| International         | 8          | 8          | 4          | -50.0%         |
| China                 | 5          | 5          | 0          | -100.0%        |
| Ohio Resident         | 639        | 569        | 517        | -9.1%          |
| <b>Grand Total</b>    | <b>946</b> | <b>810</b> | <b>739</b> | <b>-8.8%</b>   |

Data as of February 4

# Fall 2021 Confirmations

## *Confirms Within 15 Days of Admission*

|                     | 2019  | 2020  | 2021  |
|---------------------|-------|-------|-------|
| Number of Confirms  | 316   | 248   | 278   |
| % of Total Confirms | 34.4% | 32.8% | 43.3% |

\*Excludes students who deferred from a prior year

Data as of February 4



# Yield Strategy Update

## *Events and Outreach*

---

- » Make it Miami Platform
- » RedHawk Ready Campaign
- » Honors and 3+1 Programs
- » Joint Admission and Scholarship Decisions
- » Family Facebook Page
- » Video and Text Messaging



# Yield Events

## *Virtual Engagement*

---



- » 16 events covering the U.S.
- » Alumni and Student Panel
- » Features high profile alumni welcome videos

- » New!
- » Features live and pre-recorded experiences
- » Lectures, interviews, demos, and traditions



# Questions



# **Academic Affairs Update Board of Trustees**

**Provost Jason Osborne  
February 2021**



MIAMI UNIVERSITY

## DEGREES COMING



- MS in Applied Economics and Strategy (online)
- MS Clinical Engineering
- MS Biomedical Science (pre-med prep)
- MBA revision and online
- BS Digital Branding
- BA Organizational leadership (both on campus and online)
- BS Industrial Engineering
- BS Financial Engineering
- BA Computer Science
- BA or Masters in Cybersecurity



## OTHER INITIATIVES - BC OR PROVOST OFFICE

- AgeSmart Certificate through Scripps
- Study Abroad/Away focused on DE&I
- Miami Tribe/Myaamia Center/ University bridges
- Pathways and partnerships with Public Schools
- KickGlass Center
- Honors College Fall 2021
- Expansion of doctoral programs
- Many other DE&I initiatives, curricular, scholarly initiatives under consideration

## HOW DO WE CONTINUE PUSHING FORWARD?



- Miami**RISE** strategic plan called for a “curricular sandbox” where we could experiment with curriculum
- We need a more nimble mechanism to cultivate new academic initiatives for *Boldly Creative*
- Carolyn Haynes has developed **ACADEMIC INCUBATOR**

## MIAMI ACADEMIC PROGRAM INCUBATOR (MAPI)



- Advances two recommendations (#5 and #18) in Miami**RISE**:
  1. develop a mechanism for experimentation using a curricular innovation lab;
  2. redesign the current process for curriculum review in order to make it more flexible, efficient and responsive.





## MAPI GOALS



- MAPI is a support and consultation service for faculty that aims to encourage, support and incentivize the rapid revitalization and creation of undergraduate and graduate programs that:
  - Advance the University mission
  - Are aligned with faculty talents and expertise
  - Meet student and market needs
  - Ensure that Miami offers a high-quality and cost-effective portfolio of academic programs



## MAPI BENEFITS



### **Proposal development assistance:**

- Utilization of market research data and other research
- Opportunity to apply for Boldly Creative start-up funds
- Revenue returned to academic unit

## \*MAPI STEERING TEAM



- Associate Provost (chair)
- University Registrar
- Chair, Council of Undergraduate Curriculum
- Chair, Graduate Council
- Assistant Provost, Institutional Research
- Assistant Provost, Budget
- Directors, Admission (Oxford and Regionals)
- Associate Librarian and Head of Instruction
- University Communications & Marketing Vice President

*\*This team is supplemented by other stakeholders, depending on the nature of the proposal.*

# MAPI: TWO POSSIBLE PROCESSES



1. Program Idea - Initiated by a department
2. Program Idea - Initiated by the MAPI Steering Team



## MAPI: PROCESS #1 STEPS



1. Initial Consultation with Associate Provost
2. Curriculum Coaching
3. Development of Concept Paper
4. Feedback on Concept Paper from steering team members and other relevant stakeholders
5. Summary of Feedback & Concept Paper (which could be revised) sent to proposer & deans for their input & recommendation on next steps
6. Full Proposal Submission in Course Information Management (CIM) System (as appropriate)

## MAPI: PROCESS #2 STEPS



1. Steering team conducts **research** (e.g., Hanover Research, Gray Associates, Education Advisory Board, professional literature) to identify promising fields of study and trends for improvement of existing Miami academic programs
2. Every other year, steering team hosts a **curricular retreat** with stakeholders to present ideas for new curricula and curricular change and to brainstorm possible next steps.
3. Follow Process #1 steps (if unit and dean decides to develop new program)

## MAPI: FOLLOW-UP EVALUATION



- **Departments** will prepare a brief one-page report by the end of the spring semester each year (using a standard template and beginning in the year after program launches). Proposers may also submit a budget template with the report to request additional funds.
- **Steering Committee** will prepare an annual report on the MAPI program activities which will be submitted to the academic deans and Provost. The deans and provost will review the annual report and make recommendations for improvement.

# >> MAPI: QUESTIONS? SUGGESTIONS?





# M MIAMI UNIVERSITY

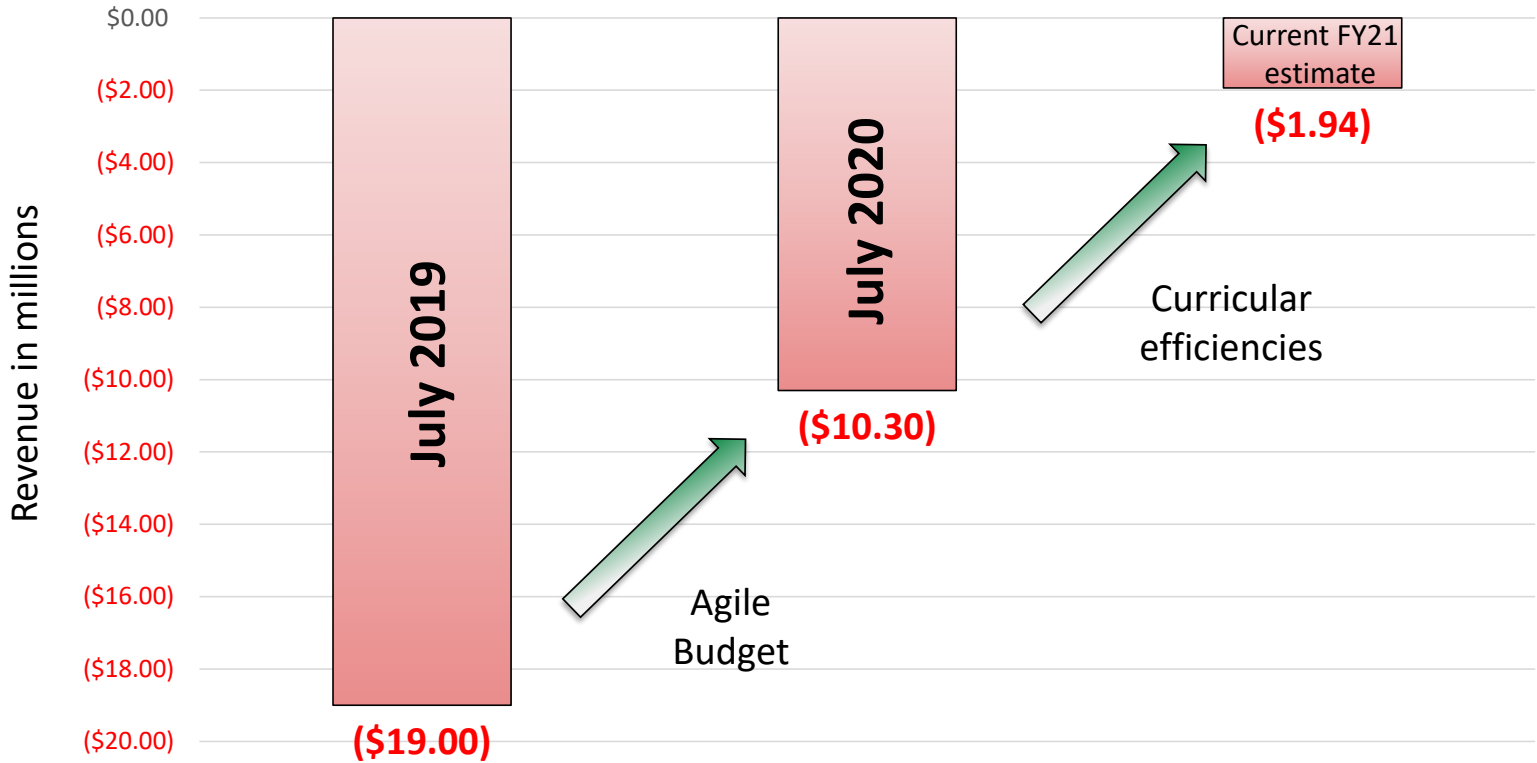


## MIAMIRISE STRATEGIC PLAN – SELECT OVERVIEW



- Student success efforts- professional advising
- Strategic vision for online in Oxford/graduate/prof
- Academic Prioritization, Evaluation, and Improvement Plan (APEIP)
- Research and sponsored programs
- Continued evolution of AAO budget → balanced/positive

# ACADEMIC AFFAIRS NET POSITION IN \$MILLIONS



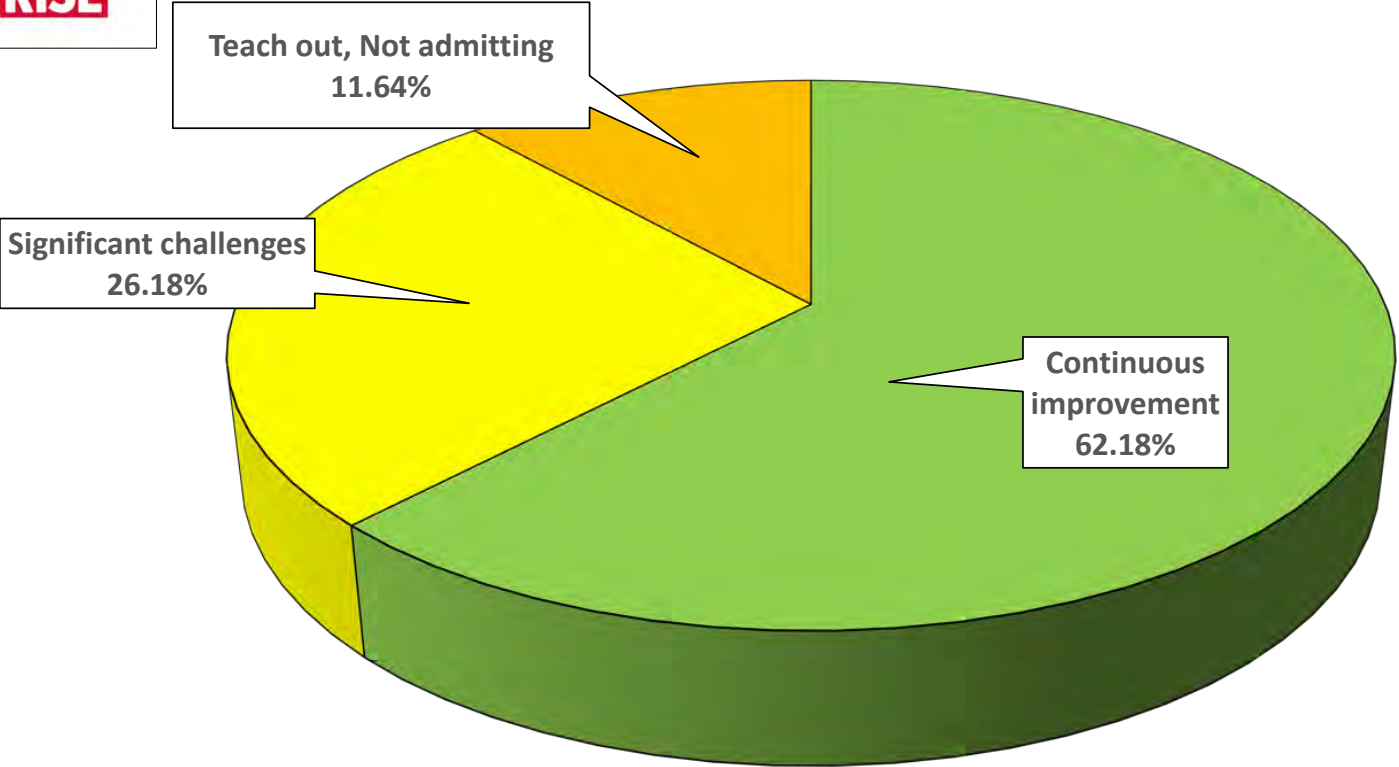
## EFFICIENCIES IN CURRICULAR OFFERINGS: COURSE SECTIONS



| Sp 2021                 | Undergrad   | Δ vs. 2019   | Grad       | Δ vs. 2019   |
|-------------------------|-------------|--------------|------------|--------------|
| <b><i>Oxford*</i></b> : | <b>2978</b> | <b>-8.1%</b> | <b>534</b> | <b>-7.1%</b> |
| CAS:                    | 1237        | -10.0%       | 203        | -21.7%       |
| CCA:                    | 602         | -10.5%       | 135        | -0.7%        |
| CEC:                    | 227         | -2.6%        | 48         | -27.3        |
| EHS:                    | 411         | -23.5%       | 108        | +4.6%        |
| FSB:                    | 493         | +3.8%        | 43         | +26.2%       |



# APEIP: CURRENT PROGRAM RATINGS





# APEIP: CURRENT PROGRAM RATINGS UPDATED



| Division | Continuous Improvement | Significant Difficulties | Not Admit/<br>Teach Out |  | Program Type: | Continuous Improvement | Significant Difficulties | Not Admit/<br>Teach Out |
|----------|------------------------|--------------------------|-------------------------|--|---------------|------------------------|--------------------------|-------------------------|
| CAS      | 74                     | 42                       | 10 (+4)                 |  | Associate     | 1                      | 0                        | 0                       |
| CCA      | 15                     | 5                        | 4 (+3)                  |  | Bachelor      | 92                     | 36                       | 11 (+6)                 |
| CEC      | 14                     | 0                        | 1                       |  | Co-majors     | 11                     | 3                        | 1                       |
| CEHS     | 32                     | 21 (+5)                  | 6                       |  | UG Cert.      | 11                     | 0                        | 2 (+2)                  |
| CLASS    | 14                     | 4                        | 8 (+6)                  |  | GR Cert.      | 11                     | 1                        | 10 (+7)                 |
| FSB      | 22                     | 0                        | 3 (+3)                  |  | Master's      | 37                     | 27 (+4)                  | 6                       |
| Provost  | 1                      | 0                        | 0                       |  | Doctoral      | 8                      | 5                        | 2                       |
| total    | 171                    | 72                       | 32                      |  | total         | 171                    | 72                       | 32                      |
| %        | 62.18%                 | 26.18%                   | 11.64%                  |  | %             | 62.18%                 | 26.18%                   | 11.64%                  |

## APEIP PROGRAM SUNSET/TEACH-OUT



Programs being sunset/ in teach out (N=32)

1. ENG: GR Certificate Adult TESOL (preliminary rating = Significant Difficulties)
2. ENG: M.F.A Creative Writing Lo-Res (preliminary rating = Significant Difficulties)
3. GRAMELAC: GR Certificate Russian, Eastern European, Eurasian Studies (preliminary rating = Significant Difficulties)
4. HST: Ph.D. History (preliminary rating = not admitting)
5. SGE: GR Certificate Social Entrepreneurship & Aging (preliminary rating = Significant Difficulties)
6. ART: GR Certificate Advanced Studio Art (preliminary rating = Significant Difficulties)
7. MUS: M.M. Music Education (preliminary rating = Significant Difficulties)
8. THE: M.A. Theatre & Practice (preliminary rating = Significant Difficulties)
9. EDP: GR Certificate Assessment & Evaluation (preliminary rating = Significant Difficulties)
10. EDP: GR Certificate Quantitative Data Analysis in Education & Social Sciences (preliminary rating = Significant Difficulties)
11. CMR: UG Certificate Customer Service (preliminary rating = Continuous Improvement)
12. JCS: B.S. Forensic Investigation (preliminary rating = Significant Difficulties)
13. JCS: B.S. Forensic Science (preliminary rating = Significant Difficulties)
14. JCS: B.S. Nonprofit & Community Studies (preliminary rating = Significant Difficulties)
15. NSG: B.S. Nursing (2 yr completion RN-BSN) (preliminary rating = Continuous Improvement)
16. SBS: B.S. Applied Social Research (preliminary rating = Significant Difficulties)
17. FSB: UG Certificate Chinese Business Program (preliminary rating = Continuous Improvement)
18. FSB: B.S. Interdisciplinary Business Management (preliminary rating = Continuous Improvement)
19. ISA: GR Certificate Analytics for Professionals (preliminary rating = Continuous Improvement)

## APEIP PROGRAM SUNSET/TEACH-OUT



Here is the list of 13 programs that were no longer admitting and will file paperwork with ODHE and/or HLC to finalize:

1. GLG: B.A. Earth Science
2. GRAMELAC: Co-major Crit & Classic Lang & Cultures
3. MTH: B.A. Mathematics & Statistics
4. POL: M.A.T. Political Science
5. POL: Ph.D. Political Science
6. ETBD: GR Certificate Interactive Media Studies
7. CEC: B.S. General Engineering
8. EDL: M.Ed. Curriculum & Tech Leadership
9. EDP: GR Certificate Human Brain and Learning
10. EDT: B.S. Elementary Education
11. KNH: B.S. Athletic Training
12. JCS: M.S. Criminal Justice
13. JCS: GR Certificate Criminal Justice Administration





# MUDEC

## Now and Into the Future



MIAMI UNIVERSITY



# MUDEC UPDATE



## Update: Miami University Dolibois European Center

*Cheryl D. Young, PhD*  
*Assistant Provost, Global Initiatives*



# MIAMI UNIVERSITY DOLIBOIS EUROPEAN CENTER



- » Opened in 1968 on rue du Curé in Luxembourg City
- » 1972 Moved to rue Goethe
- » 1979 Student teaching opportunity opened
- » 1982 Move to avenue Monterey
- » 1988 Center named for Ambassador Dolibois
- » 1997 Move to Differdange – summer program added
- » 50<sup>th</sup> anniversary – fall 2018
- » Over 13,000 students have studied at the European Center in 52 years of operation

MUDEC strives to provide an academically challenging, relevant and exciting learning and growth experience. Students return having developed a greater degree of intellectual curiosity, tolerance, problem solving skills, self reliance, self respect, cultural agility, and self confidence, thereby preparing them to become mature and responsible members of society.

**After Luxembourg you will never be the same again.**



# MUDEC: REVIEWS



- » Program Review 2016-17
- » Curriculum Task Force 2017
- » SWOT Analyses 2018
- » University Administration 2018-2020

There was consensus among all reviews and reviewers on priorities for revitalization

- » Curriculum
- » Housing
- » Communication



# MUDEC: ACTION STEPS 2019-2021



## Curriculum

- » Review and recommendations for forward looking, relevant, curriculum and pedagogy for an American study center situated in Luxembourg, a unique location. Assess co-curricular programming.

## Housing

- » Review of options with partners in Luxembourg and on campus to understand ROI and alignment with curriculum, co-curriculum, and how we can best meet student needs and strategically use resources

## Communication

- » Ensure timely, authentic, and continuous communication across campuses, councils, and stakeholders

# MUDEC: CURRICULUM COORDINATOR



## James Shiveley, PhD, Condit Professor of Teacher Education

- » Developed long term curricular programs that meets student needs, fulfill requirements, and planned well in advance for student recruitment
  - » Signature cohorts – SLAM, KNH, Architecture, Honors Program, Digital Innovation, Political Science, Farmer School of Business, Student Teaching
  - » LUX 101 and LUX 201 – The Luxembourg and European Experience integrated with discovery tours, guest speakers, events
- » Review co-curricular experiences to take advantage of MUDEC's unique characteristics and align with curriculum
- » Collaborate on planning to increase the number of underrepresented students enrolled at MUDEC
- » Assessment plan to ensure sustained relevance for students and the Global Miami Plan.



# MUDEC: SIGNATURE COHORT SPOTLIGHT



## Luxembourg Digital Innovation



- » Launched in spring 2020
- » Real world experience with class credit
- » Modeled on SFO and Cincinnati programs
  - » Students in internships Monday through Thursday
  - » Friday: Company visits – local startups and companies
  - » Networking with alumni and business leaders
  - » UniLux Incubator Experience
  - » Complete Senior Capstone Project

# » MUDEC: Co-CURRICULAR PROGRAMMING



- » Discovery Tours
- » Career Academy
- » Internships
- » Independent Studies
- » Service Learning
- » Research
- » Lectures & Special Events
- » Social events







## MUDEC: CO-CURRICULAR INTERNSHIP SPOTLIGHT: SPOTICLE

### App Developer: Jackson DiCicco



- » Explore a field of interest
- » Travel guide for Europe and Luxembourg
- » Integral to adoption and integration of app
  - » Gathered travel recommendations from MUDEC student (past and present)
  - » How to navigate Lux and Europe
- » “Idea guy” who was “instrumental” to the roll out



*“Being here forced me to try new things and explore not only this foreign continent but also something much less foreign, **myself**. Now I feel like a person who is more capable of being the explorer I dream of being.”*

# MUDEC: HOUSING OPTIONS



- » Homestay will always remain an option, but...
  - » Other options are desirable to ensure capacity is met and meet student needs
  - » Homestays are less desirable for students and parents today
- » Chaves opened January 2021 – 11 studios
- » Gardener's Cottage open to students – 7 students
- » 2023 Gravity – 50 aparthotels with shared living space



## MUDEC: Entrée en Ville Tower – “Gravity”



### BPI Urban Shapers



- » Differdange city center, near Chateau
- » Mixed use development
  - » Housing for 50+ seniors
  - » Offices
  - » Aparthotel – 2 buildings
  - » Nursery/Day Care
  - » Shopping Center (whole base of project)
- » Residential housing: Aparthotel

# » MUDEC: COMMUNICATION



- » Not uncommon for a satellite campus abroad to have communication disconnects
- » Developed channels of communication that are necessary to maintain and sustain a satellite campus in Europe
  - » Miami – Grand Duchy – Differdange
  - » Miami – LUNEX – UniLux
  - » MUDEC Alumni Committee
  - » MUDEC Curriculum Committee
  - » MUDEC Oxford – MUDEC Luxembourg at multiple levels, on a daily basis
  - » Study tours staffed with Oxford based personnel
  - » Curriculum Coordinator – Provost – GLI
  - » MUDEC – Oxford – Faculty
  - » Critical – Open lines of communication between leadership in Oxford and in Differdange.



# » MUDEC: LEADERSHIP



## Raymond Manes, Interim Executive Director

- » Appointed July 1 2020
- » Retro-fit Chateau and classrooms to ensure COVID readiness and meet requirements
- » Communication and connections
- » Progressive and innovative conceptual thinking and implementation



# » MUDEC: A RETURN TO EDUCATION ABROAD



- » Fall 2020
  - » 30 engaged students
  - » Complete and wide-ranging cultural, educational, and transformative experience
- » Spring 2021 – 67 students (including 17 in apartments)
- » Summer 2021 – over 60 applications
- » Fall 2021 – over 125 applications

## MUDEC: WHAT'S NEXT



- » Continue curriculum review and implementation
- » Staffing (faculty and staff) review and planning in consideration of post-pandemic world, progressive and relevant curriculum, increased demand for internships, housing options, and diversity, equity, and inclusion
- » Increased collaboration with the University of Luxembourg, including MOU and partnership agreements.
- » Faculty apartment renovations
- » Classroom enhancements



# >> MUDEC: UPDATE



Questions?

*Cheryl D. Young*  
*[youngcd@miamioh.edu](mailto:youngcd@miamioh.edu)*







# Other Information



MIAMI UNIVERSITY



## Oxford Campus: Spring 2021 Delivery Mode Summary



Undergraduate only

| <b>Delivery Mode</b> | <b>November<br/>2020</b> | <b>January<br/>2021</b> | <b>Change</b> |
|----------------------|--------------------------|-------------------------|---------------|
| <b>F2F</b>           | 432                      | 384                     | -48 (-11.1%)  |
| <b>Hybrid- S</b>     | 932                      | 914                     | -18 (-1.9%)   |
| <b>Hybrid- A</b>     | 106                      | 98                      | -8 (-7.5%)    |
| <b>Online-S</b>      | 1243                     | 1254                    | +11 (+0.9%)   |
| <b>Online-A</b>      | 303                      | 326                     | +23 (+7.6%)   |

*- Excluding; Internship, Field Experience, and Independent Study course Sections*

*>80% of students are in at least one in-person or hybrid course(s)*

February 19, 2021  
 Academic and Student Affairs

**RESOLUTION R2021-26**

**BE IT RESOLVED** that the Board of Trustees hereby approves the following faculty for promotion and tenure, effective July 1, 2021:

| Name                  | Division | Department   | Department 2                               | Promotion               |
|-----------------------|----------|--|--|-------------------------|
| Reza AbrishamBaf      | CLAAS    | Department of Engineering Technology                   |  | Tenure & Associate      |
| Brittany Aronson      | EHS      | Department of Educational Leadership                   |  | Tenure & Associate      |
| Kevin Ballard         | EHS      | Department of Kinesiology, Nutrition & Health          |  | Tenure & Associate      |
| Lee Biggerstaff       | FSB      | Department of Finance                                  |  | Tenure & Associate      |
| Matthew Board         | CCA      | Department of Art                                      |  | Tenure & Associate      |
| Qing Liao Burke       | FSB      | Department of Accountancy                              |  | Tenure & Associate      |
| James Chagdes         | CEC      | Department of Mechanical and Manufacturing Engineering |  | Tenure & Associate      |
| Dennis Cheatham       | CCA      | Department of Art                                      | Emerging Technology in Business and Design | Tenure & Associate      |
| Giancarlo Corti       | CEC      | Department of Mechanical and Manufacturing Engineering |  | Tenure & Associate      |
| Scott Dust            | FSB      | Department of Management                               |  | Tenure & Associate      |
| Jordan Fenton         | CCA      | Department of Art                                      |  | Tenure & Associate      |
| Brad Goldie           | FSB      | Department of Finance                                  |  | Tenure & Associate      |
| Bartosz Grudzinski    | CAS      | Department of Geography                                |  | Tenure & Associate      |
| Ryan Gunderson        | CAS      | Department of Sociology & Gerontology                  |  | Tenure & Associate      |
| Daisy Hernandez       | CAS      | Department of English                                  |  | Tenure & Associate      |
| Michael Hicks         | CAS      | Department of Philosophy                               |  | Tenure & Associate      |
| Muhammad Jahan        | CEC      | Department of Mechanical and Manufacturing Engineering |  | Tenure & Associate      |
| Kelly Knollman-Porter | CAS      | Department of Speech Pathology & Audiology             |  | Tenure & Associate      |
| Hannah Lee            | FSB      | Department of Marketing                                |  | Tenure & Associate      |
| Xi Liu                | FSB      | Department of Finance                                  |  | Tenure & Associate      |
| Joel Malin            | EHS      | Department of Educational Leadership                   |  | Tenure & Associate      |
| Waldyn Martinez       | FSB      | Department of Information Systems and Analytics        |  | Tenure & Associate      |
| Jessica McCarty       | CAS      | Department of Geography                                |  | Tenure & Associate      |
| Claire McLeod         | CAS      | Department of Geology & Environmental Earth Science    |  | Tenure & Associate      |
| Tatjana Miljkovic     | CAS      | Department of Statistics                               |  | Tenure & Associate      |
| Monique Murfield      | FSB      | Department of Management                               |  | Tenure & Associate      |
| TaraShea Nesbit       | CAS      | Department of English                                  |  | Tenure & Associate      |
| Andrew Offenburger    | CAS      | Department of History                                  |  | Tenure & Associate      |
| Rosemary Pennington   | CAS      | Department of Media, Journalism & Film                 |  | Tenure & Associate      |
| Jonathan Pyzoha       | FSB      | Department of Accountancy                              |  | Tenure & Associate      |
| Lindsay Regele        | CAS      | Department of History                                  |  | Tenure & Associate      |
| Aaron Shield          | CAS      | Department of Speech Pathology & Audiology             |  | Tenure & Associate      |
| Austin Smith          | FSB      | Department of Economics                                |  | Tenure & Associate      |
| Matthew Stephan       | CEC      | Department of Computer Science and Software            |  | Tenure & Associate      |
| Carrie Tyler          | CAS      | Department of Geology & Environmental Earth Science    |  | Tenure & Associate      |
| Ejindu Ume            | FSB      | Department of Economics                                |  | Tenure & Associate      |
| Jessica Warner        | CLAAS    | Department of Justice & Community Studies              |  | Tenure & Associate      |
| Audrey Wasser         | CAS      | Department of French and Italian                       |  | Tenure & Associate      |
| Matthew Wieland       | FSB      | Department of Accountancy                              |  | Tenure & Associate      |
| Trevor Wilson         | CAS      | Department of Mathematics                              |  | Tenure & Associate      |
| Jonathan Wolff        | FSB      | Department of Economics                                |  | Tenure & Associate      |
| Paul Branscum         | EHS      | Department of Kinesiology, Nutrition & Health          |  | Tenure & Full Professor |

| Name                  | Division | Department   | Department 2                     | Promotion      |
|-----------------------|----------|--|----------------------------------|----------------|
| Jason Abbitt          | EHS      | Department of Educational Psychology                     |                                  | Full Professor |
| Carole Dabney-Smith   | CAS      | Department of Chemistry and Biochemistry                 |                                  | Full Professor |
| Anna Ghazaryan        | CAS      | Department of Mathematics                                |                                  | Full Professor |
| Kimberly Hamlin       | CAS      | Department of History                                    | Global and Intercultural Studies | Full Professor |
| Elizabeth Kiel-Luebbe | CAS      | Department of Psychology                                 |                                  | Full Professor |
| Jeremy Long           | CCA      | Department of Music                                      |                                  | Full Professor |
| Aaron Luebbe          | CAS      | Department of Psychology                                 |                                  | Full Professor |
| Charles Moul          | FSB      | Department of Economics                                  |                                  | Full Professor |
| Rick Page             | CAS      | Department of Chemistry and Biochemistry                 |                                  | Full Professor |
| Jason Palmeri         | CAS      | Department of English                                    |                                  | Full Professor |
| Gaile Pohlhaus        | CAS      | Department of Philosophy                                 |                                  | Full Professor |
| Luis Pradanos-Garcia  | CAS      | Department of Spanish and Portuguese                     |                                  | Full Professor |
| Pete Salzarulo        | FSB      | Department of Management                                 |                                  | Full Professor |
| Michele Simmons       | CAS      | Department of English                                    |                                  | Full Professor |
| Andrew Sommers        | CEC      | Department of Mechanical & Manufacturing Engineering     |                                  | Full Professor |
| Leland Spencer        | CLAAS    | Department of Interdisciplinary & Communications Studies |                                  | Full Professor |
| Harvey Thurmer        | CCA      | Department of Music                                      |                                  | Full Professor |
| Mark Walsh            | EHS      | Department of Kinesiology, Nutrition & Health            |                                  | Full Professor |

| Name           | Division | Department           | Department 2 | Promotion              |
|----------------|----------|----------------------|--------------|------------------------|
| Carla Myers    | LIB      | University Libraries |              | Associate Librarian/CC |
| William Modrow | LIB      | University Libraries |              | Continuing Contract    |

*Approved by the Board Trustees  
February 19, 2021*



T. O. Pickerill II  
Secretary to the Board of Trustees

February 19, 2021  
Academic and Student Affairs

**RESOLUTION R2021-27**

WHEREAS, University Senate on February 8, 2021 passed SR 21-19, endorsing a proposed degree and major, Bachelor of Science in Commerce, with a major in Hospitality Management, in the College of Liberal Arts and Applied Science.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Bachelor of Science in Commerce, with a major in Hospitality Management, in the College of Liberal Arts and Applied Science.

*Approved by the Board of Trustees  
February 19, 2021*



T. O. Pickerill II  
Secretary to the Board of Trustees



Department of  
Higher Education

Mike DeWine, Governor  
Randy Gardner, Chancellor

### Directions for submitting a request for approval of undergraduate degrees/degree programs

Public institutions requesting approval from the Chancellor of the Ohio Department of Higher Education to deliver undergraduate programs are required to complete and submit the enclosed proposal as part of the approval process. If the institution has not already done so, it must submit an Initial Inquiry to begin the review process. Questions about the Initial Inquiry or the proposal template may be submitted to Matt Exline, director for program approval operations, at (614) 728-3095 or [mexline@highered.ohio.gov](mailto:mexline@highered.ohio.gov). Once the initial inquiry is received, an institutional mentor will be assigned to the institution to assist in the development and review of the request.

Depending on the nature of the request, the institution may be asked to submit additional information in the form of a **supplement or supplements** (e.g., online course offerings, off-campus locations, flexible delivery schedules etc.). The institutional mentor will assist the institution in determining what forms are needed to complete the review the process.

If the request also requires the approval of the Higher Learning Commission (HLC), or if the institution also intends to pursue programmatic/specialized accreditation for the request, the institution may submit materials prepared for HLC or the programmatic/specialized accrediting body in lieu of submitting this proposal and any applicable supplement forms.

If the institution is submitting a request for an **educator preparation program**, additional information will be requested to complete the review.

The institutional mentor will provide directions for submitting the request. Electronic submission of all review materials is required. The proposal itself must remain a Microsoft Word document. Appendix items should be clearly labeled and may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. If the electronic documents are too numerous or too cumbersome to email, you may copy them to a USB drive and then mail the drive to our office.

**REQUEST FOR APPROVAL  
SUBMITTED BY:**

**Miami University - Regionals**

**Bachelor of Science in Commerce, Hospitality Management Major**

**(Insert date of submission to ODHE)**

|                |
|----------------|
| <b>REQUEST</b> |
|----------------|

**Date of submission:**

**Name of institution:** Miami University

**Degree/degree program title:** Bachelor of Science in Commerce, Hospitality Management

**Six-digit CIP code (format: XX.XXXX):** 52.0901

**Approved/existing programs with same first two CIP code digits (format: CIP code, program name):**  
None

**Total Number of Hours in Program:** 124

**Primary institutional contact for the request**

**Name:** Carolyn Haynes

**Title:** Associate Provost

**Phone number:** 513 529 6717

**E-mail:** haynesca@miamioh.edu

**Delivery sites:**

Miami University Regionals/ College of Liberal Arts & Applied Science which includes:

Hamilton

Middletown

VOA - West Chester

**Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors):** February 19, 2021

**Proposed start date:**

August 2021

**Institution's programs:**

Associate, Bachelor's, Master's, Doctorate

**Educator Preparation Programs:**

*Indicate the program request leads to educator preparation licenses or endorsements.*

**Licensure**                      **No**

**Endorsement**                      **No**



## SECTION 1: INTRODUCTION

**1.1** *Provide a brief summary of the request that will serve as an introduction for the reviewers.* The major in Hospitality Management will broaden the appeal of the B.S. in Commerce and enhance our existing transfer agreements with a number of Ohio community colleges. Market research indicates that student demand and our competitive position are strong for a Hospitality Management major. The Hospitality Management major would consist of six courses, one existing course and five new courses. Like other B.S. in Commerce majors the Hospitality Management major will be offered in both in-person and online formats. We estimate 60 percent of the students will be taking the courses online and 40 percent will take course in-person.

## SECTION 2: ACCREDITATION

### 2.1 Regional accreditation

- *Original date of accreditation: 1917*
- *Date of last review: 2015 for comprehensive review; 2019 for mid-cycle review*
- *Date of next review: 2025*

### 2.2 Results of the last accreditation review

- *Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.*

In both the comprehensive review in 2015 and the mid-cycle review in 2019, no concerns were expressed. Miami is accredited with the Higher Learning Commission until its next review in 2025.

### 2.3 Notification of appropriate agencies

- *Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. **Provide documentation of the notification as an appendix item.***

Currently, Miami has approval from the Higher Learning Commission to offer majors within the Bachelor of Science in Commerce degree programs.

## SECTION 3: LEADERSHIP—INSTITUTION

### 3.1 Mission statement

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

### 3.2 Organizational structure

Organizational Chart: <https://www.miamioh.edu/oir/files/documents/fbook/19-20/org-chart/org-chart-19-20.pdf>

## SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

### 4.1 Organizational structure

- *Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.*

The Hospitality Management major would be a part of the existing B.S. in Commerce program. The major would be housed in the Commerce Department where the B.S. in Commerce is now housed. The faculty teaching courses in the new major would be a new faculty member to be added in year one to support program growth and part time faculty. Other full time and part time faculty would continue to teach courses in the Commerce core.

The hierarchy of the administration would be the department chair, regional associate dean, and regional dean.

- *Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.*

The lead administrator would be Ted Light, Associate Professor & Chair, Department of Commerce. The chair is responsible for scheduling and staffing all of department's courses.

The CVs of faculty and chair can be found in Appendices.

- *Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.*

The College of Liberal Arts & Applied Science/ Regional Campuses Curriculum Committee supports the development and maintenance of curriculum in the division. Members of CLAAS departments comprise the committee appointed for two-year terms. The committee is chaired by a CLAAS associate dean and includes a representative from each department.

The proposal was also approved by a university level curriculum committee, Council of Undergraduate Curriculum. This body is a University Senate committee and includes faculty representation from all academic divisions. It was also approved by the Council of Academic Deans, University Senate, and the Board of Trustees.

#### **4.2 Program development**

- *Describe how the proposed program aligns with the institution's mission.*

This program aligns with university's strategic plan to develop diversified revenue streams by adding revenue from new majors as well revenue generating professional programs.

Professional seminars are currently envisioned in customer service for hospitality personnel in addition to revenue from new students seeking the hospitality management major.

It aligns with the University mission and the mission of the Regional campuses by assisting Ohio citizens in gaining education that will prepare them for workforce needs and lifelong and professional success.

- *Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.*

Miami has an ongoing contract with Gray Associates which provides data on each academic program relating to employer demand, student demand, expected income of graduates, competitor information, etc. The hospitality major receives very strong Gray's data scores for all three geographic levels (30 Mile, Ohio & National), especially in the area of student demand. As indicated by the percentile scores, Hospitality Management at any geographic area would be among the highest scoring programs. The scorecard is available as an appendix.

- *Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.*

The Hospitality Management chair at Cincinnati State was extensively consulted in the development of this proposed program.

- *Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.*

The program was not designed to align with standards of a specialized or programmatic accreditation agency.

#### **4.3 Collaboration with other Ohio institutions**

- *Indicate whether any public institution(s) within a thirty-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.*

No institutions within a 30-mile radius offer a similar bachelor degree program. There are several Associate degree programs and we plan to develop partnerships with those programs.

- *Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.*

The proposed program was not developed in collaboration with another institution in Ohio.

## **SECTION 5: STUDENT SERVICES**

### **5.1 Admissions policies and procedures**

- *Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.*

The admission requirements would be the same as those that currently exist for Miami University Regionals. For more information, see:

<https://www.miamioh.edu/regionals/admission/apply/index.html>

- *Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred*
  - *according to the Department of Higher Education' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT<sup>2</sup>) initiatives; and*
  - *other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).*

The B.S. in Commerce was designed as both a completion degree as well as a stand-alone program. The following courses within the program have been approved for 6.2 for Transfer Assurance Guide course matches.

Students transferring into the program who have completed the Ohio Transfer Module can complete the degree program in a timely manner (within four semester or two years). Additionally, the structure of the degree allows for 35 free electives which are helpful for transfer students.

Miami has a University-level Transfer & Articulation Committee that ensures that all appropriate University and state level regulations, policies and procedures, including timely credit evaluation, are followed. Information relating to transferring credits is easily accessible via Miami's One Stop website.

## **5.2 Student administrative services**

- *Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

The department chair conferred with the admission director, financial aid and Registrar to ensure that sufficient resources are in place for the new program. Current student administrative services are sufficient to support the proposed program.

## **5.3 Student academic services**

- *Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or*

*expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

There are currently adequate student academic service resources to support the proposed program.

First year CMR majors are advised by the regional professional advising staff. After the first year CMR majors are assigned to full time CMR faculty for advising. An additional staff person was also recently hired to assist in advising CMR majors. The BS in Commerce is structured with eleven core courses that all majors must take and six courses in the major. This structure allows CMR faculty to utilize a significant amount of existing experience in advising for new majors.

Other support services such as tutoring, student counseling, and disability services are in place to serve the incoming students in the program.

## SECTION 6: CURRICULUM

### 6.1 Introduction

- *Provide a brief description of the proposed program as it would appear in the institution's catalog.*

Commerce is the broad system of organizations producing goods and services for their markets to satisfy their stakeholders. The Bachelor of Science in Commerce Hospitality Management major draws courses from a variety of disciplines to prepare students to work in hospitality management as well as other organizations in managerial and staff capacities. Students are allowed only one CMR major. Double CMR majors are not permitted. For information, contact the Department of Commerce at Voice of America Learning Center Room 117, 513-785-7706.

### 6.2 Program goals and objectives

- *Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.*

The B.S. in Commerce Hospitality Management major will provide critical thinking skills through the Miami Plan, Miami's liberal arts program, foundational business skills through the Commerce Core curriculum and hospitality skills through the courses in the major.

### 6.3 Course offerings/descriptions

- *Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses. Please do not remove any columns from the table below and ensure that all fields are complete.*

| Course<br>(name/number) | No.<br>of<br>credit | Major/<br>Core/<br>Technical | General<br>Education | Elective | OTM, TAG<br>or | New/Existing<br>Course |
|-------------------------|---------------------|------------------------------|----------------------|----------|----------------|------------------------|
|                         |                     |                              |                      |          |                |                        |

|  | hours<br>(q/s) |   |   |  | CT <sup>2</sup><br>equivalent<br>course |          |
|--|----------------|---|---|--|---|----------|
| CMR 101 Intro to Accounting                      | 3              | X |   |  | X                                       | Existing |
| CMR 105, Intro to Marketing                      | 3              | X |   |  | X                                       | Existing |
| CMR 108, Intro to Business Law                   | 3              | X |   |  | X                                       | Existing |
| CMR 111, Intro to Management I                   | 3              | X |   |  | X                                       | Existing |
| CMR 207, Management Planning & Control           | 3              | X |   |  |   | Existing |
| CMR 211, Economics for Commerce                  | 3              | X |   |  |   | Existing |
| CMR 244, Intro to Global Business                | 3              | X | X |  |   | Existing |
| CMR 302, Financial Information for Managers      | 3              | X |   |  |   | Existing |
| CMR 282, Computer-Based Business Analysis        | 3              | X | X |  |   | Existing |
| CMR 495, Strategic Management for Commerce       | 3              | X | X |  |   | Existing |
| STA 261, Statistics                              | 4              | X |   |  |   | Existing |
| CMR 151, Intro Hospitality Management            | 3              | X |   |  |   | New      |
| CMR 252, Sanitation & Safety Principles          | 3              | X |   |  |   | New      |
| CMR 261, Customer Service & Satisfaction         | 3              | X |   |  |   | Existing |
| CMR 351, Controlling Food & Beverage Labor Costs | 3              | X |   |  |   | New      |
| CMR 352, Food Service Management                 | 3              | X |   |  |   |          |
| CMR 451, Special Events Planning & Management    | 3              | X |   |  |   | New      |

*A brief description of each course, including course number and title, are provided below. **Course syllabi are in the appendix:***

**CMR 101. Introduction to Accounting I. (3)**

Introduction to double-entry accounting systems, journals, subsidiary ledgers, and the general ledger. Preparation of financial statements for service and merchandising concerns emphasized. Basic payroll procedures, cash account reconciliation, and completion of detailed practice set.

**CMR 105. Introduction to Marketing. (3) (MPT)**

General survey of the field of marketing including the marketing concept, management of the marketing-mix, analysis of the marketing environment, use of marketing information, understanding of buyer behavior, and selection of target markets.

**CMR 108. Introduction to Business Law. (3)**

Survey of business law including the legal system and environment in which business operates. Problems and solutions are investigated in areas of contracts, sales, bailments, commercial paper, agency and employment, partnerships and corporations, risk bearing devices, and property.

**CMR 111. Introduction to Management I. (3)**

Introduction to principles and practices of managing organizations. Exposure to contemporary management issues, functions of management, and the interrelationship between business organizations and the environment. Emphasis on development of supervisory skills.

**CMR 207. Management Planning and Control. (3)**

Exploration of how accounting data is used by management to make decisions. Emphasizes budgeting, cash flow analysis, breakeven analysis, and "what-if" probability analysis. Computerized applications are an integral part of course.

Prerequisite: [CMR 101](#).

**CMR 211. Economics for Commerce. (3)**

This course covers basic microeconomics terms and concepts, including scarcity and choice, equilibrium, efficiency and equity, comparative advantage, allocating scarce resources, opportunity cost and the production possibility frontier and supply and demand, the function of prices in markets, and how markets work and sometimes don't work. It also covers production and cost structures and firms' behavior in perfect and imperfect competition markets.

**CMR 244. Introduction to Global Business. (3) (MPF)**

The globalization of the U.S. economy significantly impacts both organizations and their employees. Business opportunities and career paths that once seemed assured, no longer are. This course analyzes how businesses and individuals compete in the new global economy. IC, IIIB.

**CMR 282. Computer-Based Business Analysis. (3) (MPF)**

Practical application of analytical tools for managerial decision making using Microsoft Excel. Advanced formatting, charting, functions, formulas, and data organization are covered. Emphasis on presentation and analysis of data. V.

**CMR 302. Financial Information for Managers. (3)**

The view of the non-financial manager/user of financial information is taken. Key concepts are reviewed with an emphasis on their managerial use and interpretation versus their construction. Accounting terms are presented with an emphasis on the non-financial manager/user of information.

**CMR 495. Strategic Management for Commerce. (3) (MPC)**

This capstone course provides students the opportunity to integrate and apply what they have learned throughout the bachelor of commerce program. Students will apply strategic planning and implementation practices that underlie a well-structured organizational strategy. Concepts will include present and future states of a business, resource allocation, and achieving competitive advantage. Using a combination of simulations and studies of real-world organizations, students will learn how to make strategies actionable under conditions of actual use.

Prerequisite: senior status in a business-related degree program.

**STA 261. Statistics. (4) (MPF, MPT)**

Service course. Descriptive statistics, basic probability, random variables, binomial and normal probability distributions, tests of hypotheses, regression and correlation, analysis of variance. Emphasis on applications.

Note: Credit for graduation will not be given for more than one of ISA 205, [STA 261](#), [STA 301](#), or [STA 368](#). V. CAS-E.



**CMR 151. Introduction to Hospitality Management. (3)**

This course is a general introductory survey of the field of hospitality including segments of the industry, historical development, current issues and challenges, trends and careers. Topics include hotels and accommodations, food and beverage and regulations governing the industry.

**CMR 252. Sanitation and Safety Principles and Practices. (3)**

A study of sanitation and its importance in the food service industry. Topics include: information and methods to help food service managers apply sanitation procedures to good food handling functions. This course is the National Restaurant Association's Educational Institute certification course. Prerequisites: None

**CMR 261. Customer Service & Satisfaction. (3) (MPT)**

Examines the importance of meeting and exceeding customers' expectations after the sale. Identify and explore issues related to developing long-term, loyal customers including the correction of minor problems and delivery and the generation of repeat business based on performance.

Prerequisite: [CMR 105](#) or permission of instructor.

**CMR 351. Controlling Food Beverage and Labor Costs. (3)**

A course on food service cost control systems. Topics include: food, beverage, and labor cost control; sales control; and profit and loss analysis.

**CMR 352. Food Service Management (3)**

A course on concepts and techniques for food and beverage management and operations. Topics include: leadership and supervision, operating procedures, and internal and external marketing of food and beverage services.

**CMR 451. Special Events Planning and Management (3)**

A course on concept and techniques for effective management of special events. Topic covered include: sustainability, event planning, sales process with catering operations event branding and event trends.

**6.4 Program sequence**

*Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed. Please be sure to spell out the course name.*

| Time period                           | Curriculum component                   | Time period                             | Curriculum component                     |
|---------------------------------------|--|---|--|
| <i>e.g., Year 1<br/>Fall Semester</i> | Courses/Activities                     | <i>e.g., Year 1<br/>Spring Semester</i> | Courses/Activities                       |
| Yr 1, Fall                            | ENG 111 English Composition (3)        | Yr 1, Spr                               | CMR 101 Introduction to Accounting (3)   |
| Yr 1, Fall                            | CMR 111 Introduction to Management (3) | Yr 1, Spr                               | CMR 108 Introduction to Business Law (3) |
| Yr 1, Fall                            | MPF IV Natural Science (3-4)           | Yr 1, Spr                               | STA 261 Statistics (4)                   |
| Yr 1, Fall                            | MPF IIA Creative Arts (3)              | Yr 1, Spr                               | MPF IIB Humanities (3)                   |
| Yr 1, Fall                            | Elective <b>(3)</b>                    | Yr 1, Spr                               | MPF III Global Perspectives (3)          |

| Time period                           | Curriculum component                        | Time period                             | Curriculum component                                |
|---------------------------------------|---|---|---|
| <i>e.g., Year 2<br/>Fall Semester</i> | Courses/Activities                          | <i>e.g., Year 2<br/>Spring Semester</i> | Courses/Activities                                  |
| Yr 2, Fall                            | CMR 105 Introduction to Marketing (3)       | Yr 2, Spr                               | CMR 207 Management Planning & Control (3)           |
| Yr 2, Fall                            | CMR 151 Intro to Hospitality Management (3) | Yr 2, Spr                               | CMR 244 Introduction to Global Business (3)         |
| Yr 2, Fall                            | CMR 211 Economics for Commerce (3)          | Yr 2, Spr                               | CMR 282 Computer-based Business Analysis (3)        |
| Yr 2, Fall                            | MPF IIC Social Science (3)                  | Yr 2, Spr                               | MPF IV Natural Science (3-4)                        |
| Yr 2, Fall                            | Elective (3)                                | Yr 2, Spr                               | Elective (3)  |
|                                       |   |   |   |
| Time period                           | Curriculum component                        | Time period                             | Curriculum component                                |
| <i>e.g., Year 3<br/>Fall Semester</i> | Courses/Activities                          | <i>e.g., Year 3<br/>Spring Semester</i> | Courses/Activities                                  |
| Yr 3, Fall                            | CMR 252 Sanitation & Safety Principles (3)  | Yr 3, Spr                               | CMR 302 Financial Information for Managers (4)      |
| Yr 3, Fall                            | CMR 261 Customer Service & Satisfaction (3) | Yr 3, Spr                               | CMR 351 Controlling Food & Beverage Labor Costs (3) |
| Yr 3, Fall                            | MPT Thematic Sequence (3)                   | Yr 3, Spr                               | MPT Thematic Sequence (3)                           |
| Yr 3, fall                            | MP-AW Advanced Writing (3)                  | Yr 3, Spr                               | Elective (3)  |
| Yr 3, fall                            | Elective (3)                                | Yr 3, Spr                               | Elective (3)  |
|                                       |   |   |   |
| Time period                           | Curriculum component                        | Time period                             | Curriculum component                                |
| <i>e.g., Year 4<br/>Fall Semester</i> | Courses/Activities                          | <i>e.g., Year 4<br/>Spring Semester</i> | Courses/Activities                                  |
| <b>Yr 4, Fall</b>                     | CMR 352 Food Service Management (3)         | <b>Yr 4, Spr</b>                        | CMR 451 Special Events & Planning Management (3)    |
| <b>Yr 4, Fall</b>                     | MP-IP Intercultural Perspectives (3)        | <b>Yr 4, Spr</b>                        | CMR 495 Strategic Management for Commerce (3)       |
| <b>Yr 4, Fall</b>                     | MPT Thematic Sequence (3)                   | <b>Yr 4, Spr</b>                        | Elective (3)  |
| Yr 4, Fall                            | Elective (3)                                | Yr 4, Spr                               | Elective (3)  |
| Yr 4, Fall                            | Elective (3)                                | Yr 4, Spr                               | Elective (3)  |
|                                       |   |   |   |

Total Number of credits in the program 124

**6.5 Alternative delivery options (please check all that apply):**

- More than 50% of the program will be offered using a fully online delivery model  
 More than 50% of the program will be offered using a hybrid/blended delivery model  
 More than 50% of the program will be offered using a flexible or accelerated delivery model

*For the purposes of this document, the following definitions are used:*

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic term as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

**6.5 Off-site program components (please check all that apply): None (I didn't check anything here because none of them applied).**

- Co-op/Internship/Externship
- Field Placement
- Student Teaching
- Clinical Practicum
- Other

## SECTION 7: ASSESSMENT AND EVALUATION

### 7.1 Program assessment

- Describe the policies and procedures in place to assess and evaluate the proposed program. All degree programs and majors are required to complete an assessment plan focusing on at least three learning outcomes and including multiple measures of assessment. Each department must identify a person or small committee responsible for overseeing assessment of student learning for all academic programs housed within the department. Assessment must be conducted on an ongoing basis, and each year, the department must submit a report on the data collected, feedback gathered, and findings. The reports also include action steps that align with the assessment findings. Reports are reviewed by a University Assessment Council, and feedback is provided to the department on the assessment activity. See appendix for initial assessment plan for this program. For more information on the overall process of assessment, see: <https://www.miamioh.edu/academic-affairs/teaching/assessment/index.html>

### 7.2 Measuring student success

- Describe the policies and procedures in place to measure individual student success in the proposed program.

All academic departments undergo an extensive program review once every 5-7 years. Departments must complete a self-study that includes data focused on student success, including completion, retention and persistence rates, employment of graduates, and other achievements (e.g., student publications, placement in graduate and professional school, prestigious fellowships).

The department, including the self-study, are evaluated by a team including external and internal faculty members. The dean works with the department to create at least three critical issues relating to program success and a strategic plan which are evaluated by the review team. The review team prepares a report for the department, dean and Provost. For more information, see: <https://www.miamioh.edu/academic-affairs/admin-affairs/prog-review/academic-program-review/index.html>

Miami also has a university-level Student Success Committee that evaluates data regularly and develops strategies and plans for improvement.

## SECTION 8: FACULTY

### 8.1 Faculty appointment policies

- *Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.*

Miami has multiple types of faculty, both tenured and non-tenured:

- Tenurable faculty: Assistant, Associate and Full Professor
- Teaching faculty: Assistant Teaching Professor, Associate Teaching Professor, Full Teaching Professor
- Lecturers & Clinical Faculty: Assistant, Associate and Senior Lectures and Clinical Faculty
- Visiting Assistant, Associate and Full Professors
- Instructors

For more information, see: <https://miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/definitions.html>

Also, please see: <https://miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/tcpl.html>

See also: <https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/other-instructional-staff.html>

- *Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).*

This program will follow Miami's guidelines for faculty qualifications:

<https://www.miamioh.edu/academic-affairs/admin-affairs/fac-qualifications/index.html>

- *Describe the institution's load/overload policy for faculty teaching in the proposed program.*

Faculty workload guidelines can be found here: <https://www.miamioh.edu/academic-affairs/admin-affairs/faculty-workload-norms/index.html>

Overload policy can be found here: <https://www.miamioh.edu/policy-library/employees/faculty/employment-of-faculty/overload-teaching.html>

- *Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.*

An additional full-time faculty member (TCPL) will be added in year one to provide inhouse expertise and support program growth.

## 8.2 Program faculty

- *Provide the number of existing faculty members available to teach in the proposed program.*

**Full-time:** 12

**Less than full-time:** 28

- *Provide an estimate of the number of faculty members to be added during the first two years of program operation.*

**Full-time:** 1

**Less than full-time:** 27

## 8.3 Expectations for professional development/scholarship

- *Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. **Include a faculty handbook outlining the expectations and documenting support as an appendix item.***

Tenured and tenure-track faculty are expected to meet the following criteria for promotion:

<https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/definitions.html>. See also: <https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/definitions.html#assistant-prof>

Teaching faculty, lecturers and clinical faculty follow these criteria: <https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/tcpl.html>

All faculty have opportunities for professional development which are articulated here:

<https://miamioh.edu/academic-affairs/admin-affairs/fac-development/index.html>

Tenure-eligible faculty also may apply for Assigned Research Appointments and Faculty Improvement Leaves.

#### 8.4 Faculty matrix

- *Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). Generally a **copy of each faculty member’s CV should be included as an appendix item. Please check with ODHE staff to determine if all vita are needed. The vita of the program director should be included. Please do not remove any columns from the table below. All fields are required.***

See Appendices for matrix and CVs for faculty.

### SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

#### 9.1 Library resources

- *Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).*

No additional resources are required from the library.

- *Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).*

Miami’s libraries and Ohio Link provide an extensive variety of resources in a number of different mediums.

- *Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.*

No additional resources are required from the library.

#### 9.2 Information literacy

- *Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.*

The faculty in our ENG 111 Composition course work closely with librarians to infuse information literacy and orientation to library resources into the course. Each department is also assigned a subject librarian who works closely with the faculty to advance strong research and information literacy.

## **SECTION 10: BUDGET, RESOURCES, AND FACILITIES**

### **10.1 Resources and facilities**

*Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.*

This program will not require any additional classroom spaces or technologies. Offices for the new faculty members have been identified.

### **10.2 Budget/financial planning**

*Complete the table on the following page to describe the financial plan/budget for the first four years of program operation.*

See Appendix.

|                   |
|-------------------|
| <b>APPENDICES</b> |
|-------------------|

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text.

**Please note that the institution is required, at a minimum, to submit the following the items as part of the review:**

Recent Accreditation Review Confirmation: [https://miamioh.edu/academic-affairs/accreditation/Faculty/Student Handbook \(Miami Policy Library\)](https://miamioh.edu/academic-affairs/accreditation/Faculty/Student%20Handbook%20(Miami%20Policy%20Library)): <https://miamioh.edu/policy-library/>  
 Current Catalog (General Bulletin): <https://bulletin.miamioh.edu/>  
 Organizational Chart: [https://www.miamioh.edu/oir/ files/documents/fbook/19-20/org-chart/org-chart-19-20.pdf](https://www.miamioh.edu/oir/files/documents/fbook/19-20/org-chart/org-chart-19-20.pdf)

Other items as directed in the supplemental forms (if submitted)

| Appendix Name | Description                           |
|---------------|---------------------------------------|
| A             | C.V. for Department Chair and Faculty |
| B             | Gray Scorecard for New Program        |
| C             | Course Syllabi                        |
| D             | Faculty Matrix                        |
| E             | Financial Impact Statement            |
| F             | Assessment Plan for Program           |
|               |                                       |



**Commitment to Program Delivery**

*Provide a statement of the institution's intent to support the program and assurances that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.*

**Verification and Signature**

*Miami University verifies that the information in the application is truthful and accurate.*

---

Jason Osborne, Provost and Executive Vice President, Academic Affairs

Miami University

**Theodore B. Light, Jr.**  
 3024 Kinmont St., #2  
 Cincinnati, Ohio 45208  
 Telephone: (513) 410-0406

### **SUMMARY**

An experienced leader and teacher in both academia and industry, able to communicate and work effectively with a wide range of audiences.

### **EDUCATION:**

PhD, Marketing, University of Cincinnati  
 MBA, Marketing, University of Cincinnati  
 BBA, Magna Cum Laude, Marketing, University of Cincinnati

### **ACADEMIC EXPERIENCE:**

- 2003 - Chair and Associate Professor, Department of Commerce, Miami University. Responsibilities include teaching as well as supervision of full time faculty and administrative support personnel, departmental administration, and program development and administration.
- 2002 - 2003 Program Chair, Masters in Marketing & Communication, Franklin University, Columbus, OH. Responsibilities include supervision of adjunct faculty, course development, relations with business community, in addition to teaching in both the M.B.A and Masters of Marketing Science programs. Training included course software (E-Education), course development and on-line teaching.
- 1987- 2001 Adjunct, University of Cincinnati, Cincinnati, OH. Courses taught include undergraduate and graduate marketing courses.

### **INDUSTRY EXPERIENCE:**

- 1999 - 2001 Vice-President & National Director of Sales, Industrial Division of DiverseyLever (a business unit of Unilever). Direct 250 sales representatives and managers in \$100 million division, as well as sales administration function; direct pricing strategy for division.
- 1997-1999 Vice President & Managing Director, DiverseyLever U.S. Food Group (a business unit of Unilever). Managed sales, marketing, pricing & field technical support function for \$60 million division. Member of the global DiverseyLever Food senior management team.
- 1996-1997 Vice President, DuBois Food Group, Managed sales and marketing function in \$30 million group within DuBois Division of DiverseyLever Corp.

- 1991-1995 Director & Vice President of Marketing, DuBois Division of Diversey; Managed marketing function for DuBois Division of Diversey Corp.
- 1990 – 1991 Senior Vice President - Industrial, DuBois Division of Chemed. Managed marketing, pricing and sales administration function of DuBois Industrial.
- 1987-1990 Vice President – Corporate Marketing, DuBois Division of Chemed Managed corporate marketing and corporate planning function for DuBois Division of Chemed

#### DISSERTATION/PUBLICATIONS:

- 1993 Ph.D. Dissertation “Enacted Selling Roles”
- 1993 Light et al, “Self-Monitoring Theory & Sales Career Choice”, *Developments in Marketing Science* 1993
- Light et al, “You’re Fired! The Impact of Personal & Situational Characteristics on Ethically Questionable Sales Force Behavior”, *Developments in Marketing Science* 1993
- Light et al, “Just How Far Can the Sales Rep Go? The Legal Latitude for Unethical Behavior”, *Developments in Marketing Science* 1993
- 1998 Light et al, “Exploring the Impact of Critical Sales Events,” *Journal of Personal Selling and Sales Management*, Vol. 18 (2), 19-34.

In 2013 I was invited to be a contributor to *Leadership Minutes*, a workday publication by the Ross Leadership Institute. *Leadership Minutes* are brief articles that highlight various aspects of leadership. There are approximately 3,000 subscribers, a mixture of professionals, military and academics that are mostly located in Ohio. I authored the following publications in *Leadership Minutes*:

- True or False Does Higher Compensation Improve Performance – March 2013
- To Scream or Not to Scream – May 2013
- Institutional Memory – August 2013
- Cucumbers, Grapes and the Need for Equity – October 2013
- Purpose, Forgiveness & Humility - February 17, 2014
- The First Two Questions about Performance - July 22, 2014
- Engagement in the Workplace - August 14, 2014
- The Right Side of the Curve - September 15, 2015
- When Failure Is Not an Option - October 13, 2015
- For Paul: Shareholder or Stakeholder Theory - September 29, 2016
- When Failure Is Not an Option, Part Two - October 10, 2016

**HONORS:**

Who's Who in America

Beta Gamma Sigma, the National Business Honorary

Commencement Speaker at University of Cincinnati's CBA Graduation, 1996

Sales & Marketing Executive Club, Marketer of the Year, 1992

**HIGHLIGHTS OF RECENT ACCOMPLISHMENTS****Miami University**

- Led the department in the development of a new bachelor degree program, the B.S in Commerce. Since its introduction in 2016 approximately 750 majors are now in the program and it is now the largest regional degree program
- Led department in the development of multiple online degree programs and courses
- Increased student credit hours 40 percent in most recent program review period and profit contribution to over \$1 million
- Increased popularity of CMR courses to non CMR students by creating new courses such as personal finance and social media as well as securing Miami Plan and OBOR Tag approvals
- Successfully led department through two academic program review
- Established articulation agreements with a number of other academic institutions for associate degree graduates wishing to further pursue education and many community colleges for the B.S, in Commerce
- With multiple trips to China helped in the establishment of a record number of Chinese students at the regionals in 2018

## Susan A. Baim, PhD

*Management, Marketing, Leadership, Business Strategy, Social Media, Online Learning*

Miami University  
Voice of America Learning Center  
West Chester, OH 45069

513-727-3444  
baimsa@miamioh.edu

### PROFESSIONAL EXPERIENCE

- 2016 – present** Professor of Commerce, *Miami University, Middletown, OH*  
(Promotion awarded 2/19/16; effective 7/01/16)
- 2005 – 2016** Associate Professor of Business Technology, *Miami University*
- 1999 – 2005** Assistant Professor of Business Technology, *Miami University*
- 1991 – 1999** Research Specialist, *Consulting Business, Minneapolis, MN*
- 1984 – 1991** Mathematics Instructor, *Miami University, Hamilton, OH*
- 1978 – 1984** Mathematics and English Instructor, *Community College and High School Levels, Washington State*

### EDUCATION

- 2007** CAPELLA UNIVERSITY – Minneapolis, MN  
*PhD, Organization and Management*  
Dissertation: "Distance Learning In 2-Year, Post-Secondary Academic Programs: A Mixed Method Analysis Of Implementation In Ohio"
- 1998** UNIVERSITY OF ST. THOMAS – St. Paul, MN  
*MBA, Marketing Management (Minor in Operations Management)*
- 1978** WASHINGTON STATE UNIVERSITY – Pullman, WA  
*BA, English/Mathematics Education (Completed WSU Honors Program)*

### ACADEMIC EXPERIENCE SUMMARY

**1999 – present – Miami University, Middletown, Ohio**

**Professor, Commerce (effective July 1, 2016):** The Business Technology Department (BTE) is now the Commerce Department (CMR) commensurate with offering the new four-year BA in Commerce degree.

#### *Teaching Initiatives and Accomplishments*

- Secured Miami University Honors Program status for CMR 401, CMR 441, and CMR 495.
- Developed and began teaching online versions of each Honors Level course.
- Developed and secured approval of a new Commerce Leadership Thematic Sequence.
- Miami University Regional Campuses Excellence in Teaching Award – Spring 2019.
- eLearning Excellence in Online Teaching Award – Spring 2020.
- SOCHE Excellence Awards – Fall 2019 and Fall 2020.

#### *Service Initiatives and Accomplishments*

- Named a Provost Fellow for the 2018-2019 academic year, working on project involving future directions in space utilization best practices and processes for the university.
- Named a Regional Campuses eLearning Fellow for the 2018-2019 academic year.
- Named to the 2018-2019 Faculty Learning Community (FLC) on Experiential Learning.
- Named a Miami University Master Advisor for accomplishments in advising students.
- Named to the 2016-2017 Faculty Learning Community (FLC) on Mentoring and Advising International Students. Provided guest speakers with knowledge of social media practices across Asia and designed the FLC's resource guide format – the key outcome.

- Named a 2017 “Hero of Character” for civic engagement by the Hamilton City of Character committee and the Character Council of Cincinnati.
- Selected by the Provost’s Office for the inaugural offering of the Oxford-based Faculty Leadership Professional Development Program beginning in Fall 2016.
- Named as the College of Liberal Arts and Applied Sciences (CLAAS) representative to the Miami University Faculty Senate – three-year term beginning in Fall 2016.
- Named to the Liberal Education Committee (LEC) and the LEC Experiential Learning and Digital Stories Subcommittee of the university, beginning Fall 2016.

**Associate Professor, Business Technology (2005 – 2016):** Responsible for coursework in Management, Marketing, Leadership, Business Strategy, Social Media, Online Learning. Resourceful, innovative, business-focused faculty leader with expertise in a broad cross-section of business disciplines. Solid, strategic thinker known for developing and implementing innovative educational technologies and academic program options, such as in online learning delivery.

#### *Teaching Initiatives and Accomplishments*

- Developed an online version of the Leadership Decision Skills course (CMR 401) based on a series of leadership self-assessments and a student-driven community leadership project. This course is for Commerce majors plus certain concentrations within the BIS program. CMR 401 also received official Service-Learning course status from the university in Fall 2015.
- Developed a new course in social media and career development (CMR 441) designed for students looking to enhance their professional communications and networking skills.
- Originated the concept of business strategy as the capstone course for the BA of Commerce degree, followed this effort by designing the course for lecture-based and online learning. This course is now approved as a capstone under the title of BTE 495 Strategic Management for Commerce.
- Proposed a new Bachelor of Integrative Studies concentration in Marketing Technology.
- Teach four course sections per semester, typically including courses in marketing, personal organization, leadership, professional social media skills, and/or business strategy – using traditional lecture-based, hybrid (mixed method) and online learning technologies.
- Named to “Top 100” Miami University faculty list based on comments of graduating seniors, 2014. Consistently receive commendations from CTE regarding positive feedback from students during exit surveys and interviews.
- Developed a new four-year degree completion program in Hospitality Management, including overall program description, list of courses required, course descriptions and program documents. This program is on hold due to changes in the local market.
- Mentor Commerce students in developing service-learning projects and relationships with regional for-profit, governmental, and non-profit organizations.
- Advise Commerce students, and other students seeking a business perspective, on degree plans and career development issues.
- Currently authoring my first textbook, with a working title of “Using Social Media In Career Development.”

#### *Service Initiatives and Accomplishments*

- Named to the 2015-2016 Faculty Learning Community on Creativity and Innovation. Provided input on and materials for the C+I resources guide, plus developed and presented a committee session on a creativity-building tool for classroom use.
- Named as a member of the University Senate Committee on Undergraduate Curriculum, a committee role beginning in fall 2015. Reviewed and provided feedback on five Regional Campus new curriculum proposals to date.

- Designed and delivered two workshops on social media topics for the 2015 Winter Recharge event held on the Middletown campus.
- Named the 2014 Steel Magnolia for Community Service, West Chester community area, by AK Steel and the Middletown Community Foundation.
- Established The Knowledge Café, a series of interactive presentations on professional social media technologies and applications designed to enable local business owners and entrepreneurs to enhance success through maximizing their online presence. This initiative is funded through a Middletown Community Foundation grant (2 years) and Dolibois grant (2 years) and recently surpassed 51 sessions.
- Wrote and received a separate grant to expand The Knowledge Café to the Voice of America Learning Center for a third year of operations, funded by the Miami University Dolibois Faculty Development Fund. Sessions to focus on business applications of social media and on integrating social media into the university curriculum. This effort will be extended due to the receipt of a second Dolibois Faculty Development grant.
- Represented Business Technology on the Miami University program assessment effort conducted in 2012-2013. Designed, executed, and analyzed the Business Technology Plan.
- Mentored a Business Technology faculty member in Miami Foundation Plan standards.
- Served as a promotion and tenure external reviewer for Bowling Green State University.
- Serve as a consulting resource for the Baylor University School of Sociology on e-learning theory and practice as their faculty transition into this new mode of instruction.
- Represented the Miami University regional campuses at Bridges 2013, the on-campus visit and recruiting effort for students from backgrounds underrepresented at the university.
- Chaired the Social Media Research Roundtable (SMRR) faculty working group (two years) designed to enhance the use of professional social media technologies and applications across the Miami University regional campuses.
- Served as an adjunct faculty mentor on the Middletown campus for 2008-2010.
- Named a Miami University Middletown Minority Student Mentor in Fall 2007, serving minority students across all disciplines with guidance to maximize their success.
- Created an electronic speakers' bureau for BTE, including local/regional individuals who are willing to speak to classes on their professions and general business topics, 2007-2009.
- Represent Business Technology on the Middletown Research & Grants Committee (R&G). Also chaired this committee for one year.
- Participate on the Business Technology Promotion & Tenure Committee.
- Represent regional campuses on the Information Technology (IT) Policy Committee.
- Currently serve as the research mentor for three BTE tenure-track faculty members.
- Provide peer review services on an ongoing basis for four scholarly journals – Journal on Excellence in College Teaching, Learning Communities Journal, Psychology Learning and Teaching, and Journal of Interactive Marketing.

#### *Research/Scholarship Initiatives and Accomplishments*

- Published fourteen peer-reviewed research papers and book chapters since obtaining tenure in 2005.
- Delivered eleven research-focused conference presentations since obtaining tenure in 2005.
- Obtained four individual research grants within a span of six months to fund a new research program in professional social media and various ways to enhance self-directed learning success through video-based instructional modules.
- Completed extensive research on social media skills and common usage practices of undergraduate business students as part of a series of three Miami University Howe Writing Center grants.

- Conduct independent scholarly research on professional social media business applications, career development in the digital age, and video-based learning for online courses.
- Awarded a full-year, competitive Faculty Improvement Leave (FIL) for the 2008-2009 academic year to study the feasibility of implementing online learning on a university-wide basis.

#### *Service and Research Grant Funding*

- Miami University Middletown Research & Grants Committee – “A Social Media Approach to Service-Learning in Online Courses” - \$2,285, 2018-2019
- Provost Fellowship – “Facilities Space Utilization Processes” \$2,100, 2018-2019
- Miami University School of Business Dolibois Faculty Development Fund – “Building Advanced Faculty and Student Interactions With Professional Social Media Technologies” - \$6,700, 2017-2018 – 4th-year of funding, awarded for continuation of work performed at the VOALC
- Miami University Howe Writing Center Grant: “What Constitutes ‘Good Writing’ in a Fast-Paced Microblogging Environment?” - \$2,000, 2016-2017
- Miami University School of Business Dolibois Faculty Development Fund – “Building Advanced Faculty and Student Interactions With Professional Social Media Technologies” - \$5,200, 2016-2017 – 3rd-year of funding, awarded for work to be performed at the VOALC
- Middletown Community Foundation (MCF) Grant for “The Knowledge Café,” 2nd-year – a series of 18 interactive community presentations on contemporary business topics – \$3,000, 2015
- Miami University Middletown Research & Grants Committee – “Understanding the Role of Social Media in Career Searches Conducted by Undergraduate Students” - \$1200, 2015
- Miami University School of Business Dolibois Faculty Development Fund – “Advanced Video Production Tips and Techniques for Business Courses and Projects” - \$12,000, 2014-2015 2nd-year of funding, awarded for collaborative proposal with Tom Mays
- Middletown Community Foundation (MCF) Grant for “The Knowledge Café,” 1st-year – a series of 18 interactive community presentations on contemporary business topics – \$3,750, 2014
- Miami University Center for Learning, Teaching & University Assessment (CELTUA) – “Video Presentations and Video Resumes for Undergraduate Business Students” - \$1,675, 2014
- Miami University School of Business Dolibois Faculty Development Fund – “Professional Video Design for Self-Directed Learning” - \$5,000, 2013-2014
- Miami University Middletown Research & Grants Committee – “Digital Storytelling” - \$650, 2013-2014
- Miami University Regional Campuses Dean’s Office –Contribution toward equipment for professional video production - \$1,900, 2013
- Miami University Howe Writing Center Grant: “Delivering Great Content through Great Writing in a Professional Social Media Setting.” – \$2,000, 2014
- Miami University Howe Writing Center Grant: “From social media to the one-page memo: Optimizing the writing process for success in today’s business organizations.” – \$2,000, 2011

#### *Committeeships – Full Listing Post Tenure*

- Miami University Academic Support and Advising Association (MUASSA), beginning in Fall 2017.
- Faculty Learning Community on Mentoring and Advising International Students (Oxford), 2016-2017.
- Miami University Senate Representative for the College of Liberal Arts and Applied Sciences (Oxford), beginning Fall 2016.



- Liberal Education Committee (Oxford), beginning in Fall 2016.
- Faculty Learning Community on Creativity and Innovation (Oxford), 2015-2016.
- University Senate Committee on Undergraduate Curriculum, beginning 8/2015.
- Miami University Regional Campus Representative to the Information Technology Policy Committee, 3 years, beginning 8/2012.
- Miami University Center for Teaching & Learning Leadership Collaborative, 1 year, beginning 8/2010.
- Chair, Miami University Middletown Research & Grants Committee, 1 year, beginning 6/2010; member ongoing since 2001.
- Miami University Faculty Forum Representative for Regional Campus Depts., 2 years, beginning 8/2010
- Miami University Middletown Faculty Welfare Committee, 2 years, beginning in 2009.
- Miami University Middletown Student of the Month Committee, 3 years, beginning in 2008.
- Miami University Middletown Curriculum Committee, beginning in 2008.
- Miami University Middletown Campus Policies and Planning Committee, beginning in 2008.
- Miami University Middletown Minority Mentorship Committee, beginning in 2007.
- Miami University Association of Latino/a Faculty & Staff (ALFAS), beginning in 2007.
- Miami University Teaching Learning Technology Roundtable (TLTR) – 3 years, beginning in 2004.

**Assistant Professor, Business Technology (1999 – 2005):** Responsible for coursework in Management, Marketing, Economics, and Finance, plus special topics courses as appropriate. Skilled at working with traditional, full-time undergraduate students, part-time students and nontraditional older or returning students. Strong aptitude for quantitative analytical concepts and budget management.

#### *Teaching Initiatives and Accomplishments*

- Served as BTE Department coordinator for the Marketing and E-Business programs. Developed and championed new program initiatives in both disciplines, securing university approval for the programs during Spring 2003. The new BTE Marketing program is in full operation as a stand-alone BTE degree. E-Business has been incorporated into all courses.
- Developed a series of new marketing courses covering Customer Service and Satisfaction (BTE 261), Advertising and Promotions (BTE 263), Virtual Communities (BTE 264), Internet Marketing (BTE 265), Consumer Behavior (BTE 266), Marketing Research (BTE 267), and New Product Development (BTE 268). All received full university approval.
- Instituted Service-Learning projects as a key course requirement in BTE105 Introduction to Marketing. This resulted in key community partnerships with multiple Southwestern Ohio police departments for citizen satisfaction work.
- Improved relevance and experiential learning across multiple BTE courses by changing formats to require “hands-on” project work by students in each course – namely, the “box” project for marketing, interviews in management, insourcing/outourcing explorations in economics, and customer service marathons in advanced marketing courses.
- Accepted into Who’s Who Among America’s Teachers in 2004 and again in 2005.

#### *Service Initiatives and Accomplishments*

- Designed, executed, analyzed and reported seven large-scale customer satisfaction research studies for local police departments and other governmental agencies in locations such as Oxford, Middletown, Trenton and Fairfield. This work was accomplished in parallel with smaller project efforts by students in marketing courses.

- Completed a large data analysis project on Middletown and Hamilton campus strategic enrollment surveys, providing conclusions and recommendations for use by the regional campus administrators plus an analysis of what data could be useful in future studies.
- Faculty Advisor to, and original founder of, TeamBTE, a student-focused campus organization designed to enhance communications across all BTE stakeholders.
- Publisher of E-BITS, an electronic newsletter on Business Technology topics.
- Member of the Miami Science, Mathematics, Engineering and Technology (SMET) grant team charged with advancing learner-centered education at the university.
- Member of the Arts and the Curriculum Faculty Learning Community studying how to integrate teaching of the arts within the Miami University Business Technology curriculum.
- Authored revised departmental policies regarding promotion and tenure, promotion following receipt of tenure, and evaluation of teaching expertise.
- Mentor of junior faculty in Business Technology on publication and presentation opportunities, plus career guidance.
- Designed and maintained BTE communication and recruiting bulletin boards for Johnston Hall on the Middletown campus to increase interest in BTE programs (continued through the 2008 calendar year).
- Session Chair in Marketing Education, Marketing Management Association Spring Conference, Chicago, IL, March 2009.
- Research paper and presentation reviewer, Marketing Management Association for 2008 and 2009 conferences.
- Nominated and elected to the position of Business and Marketing Director for the Association for University Regional Campuses of Ohio (AURCO), Spring 2004. This work carried through the 2006 year.
- Research paper reviewer, AURCO Journal 2002, 2003, 2004, 2005, and 2006.
- Research paper reviewer, Information Resources Management Association (IRMA).
- Reviewer and text editor, Encyclopedia of Information Science and Technologies, 2<sup>nd</sup> Ed.
- Reviewer and text editor, Encyclopedia of Virtual Communities and Technologies, 1<sup>st</sup> Ed.
- Program Committee Member and Conference Submission Reviewer for the Web-Based Learning and Teaching Track and the Distance Learning Technologies Track, 2003 IRMA Conference, Philadelphia, PA, May 2003.
- Session Chair, Distance Learning Technologies Track, 2002 IRMA Conference, Seattle, WA, May 2002.
- Topic Discussant, Teaching Economics Sessions I and II, Southwestern Economics Association, Eighty-Second Annual Meeting, New Orleans, LA, March 2002.
- Provided pro-bono consulting expertise on financial measures and shareholder value to local firms.
- Named Miami University Service Learning Ambassador for service learning work for bringing classroom projects into the local communities, 2000.
- Support students with, on average, 12-15 letters of recommendation per academic year.
- Chaired the Middletown Campus United Way campaign for two consecutive years.

#### *Research/Scholarship Initiatives and Accomplishments*

- Published ten peer-reviewed research papers and book chapters prior to obtaining tenure in 2005.
- Delivered eighteen research-focused conference presentations prior to obtaining tenure in 2005.
- Performed original research to build interactions between BTE students and local for-profit businesses, governmental agencies, and non-profit organizations. Novel classroom and off-campus research partnerships include providing marketing research guidance, including survey design and execution, statistical data analysis, and results interpretation.

- Received the John Berens Award for “Best Paper in Marketing Management” at the Spring 2004 Marketing Management Association Conference in Chicago, IL.

#### *Service and Research Grant Funding*

- Received a Miami University Middletown Research & Grants Committee Award to fund student research projects in an introductory marketing class, Fall 2004.
- Received two Science, Mathematics, Engineering and Technology (SMET) grants for advancing the use of technology in the classroom, 2000, 2001.

#### *Committeeships – Full Listing Prior to Tenure*

- Miami University Strategic Planning Committee on Distance Learning – beginning in 2003.
- Business Technology Department representative to the Miami University Center for Excellence in Learning and Teaching (CELT) – 2 years, beginning in 2002.
- Artist and Lecture Committee – 2002.
- Scholars and Artists Committee – 2 years, beginning in 2002.
- Arts in Middletown -- Middletown, OH. – two years, beginning in 2001.
- Jump Start Advisory Board -- Middletown, OH. – two years, beginning in 2001.
- Middletown Campus Marketing Committee – ongoing assignment, beginning in 2001.
- Science, Mathematics, Engineering and Technology (SMET) Committee – 2 years, starting in 2000.
- Communications Across the Curriculum (CAC) Committee – 6 years, beginning in 2000.

#### **Mathematics Instructor (1984 – 1991):** Hamilton Campus, Miami University

- Taught four courses per semester from basic algebra through calculus.

#### **Mathematics and English Instructor (1978 – 1984):** Community College and High School Levels in Washington State

- Taught courses in Mathematics and English.

### **INDUSTRIAL EXPERIENCE SUMMARY**

#### **1991 – 1999 – Consulting Business, Minneapolis, Minnesota**

**Research Specialist (1991 – 1999):** Specialized in Customer Satisfaction Research and Strategy, Quantitative and Qualitative Marketing Research, and Total Quality Initiatives. Previous industrial experience in marketing – consumer research study design, data analysis, advanced customer satisfaction measurement and management systems, and total quality training programs for executives and full organizations. Regarded as a strong coach and mentor with exceptional team building skills.

- Performed in-depth analyses of market segmentation, pricing, profitability and promotional opportunities relevant to company businesses.
- Designed and managed technical protocols, budgets, and personnel for marketing research projects concerned with gauging consumers’ reactions to new product/service prototypes.
- Conducted needs analyses and benchmarking studies to identify opportunities to improve project management practices and operational efficiency within organizations.

### **PROFESSIONAL MEMBERSHIPS**

- Association for Business Communication (ABC)
- Marketing Management Association (MMA)
- Midwest Business Administration Association (MBAA)
- Information Resources Management Association (IRMA)

- Association for University Regional Campuses of Ohio (AURCO)

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## **PUBLICATIONS AND PRESENTATIONS**

### ***Refereed Publications***

#### **2020:**

- Baim, S. A. (2020). Creating user-generated content libraries for social media: An application-based project for an online experiential learning course. *AURCO Journal*, 26, 1-18.

#### **2019:**

- Baim, S. A. (2019). Capturing the Essence of True Service-Learning Projects in an Online Learning Environment: Experience-Driven Suggestions for Implementation. *AURCO Journal*, 25, 24-43.

#### **2018:**

- Baim, S. A. (2018). Building proactive student interactions online through an interactive course wiki: A pilot study. *AURCO Journal*, 24, 1-29.

#### **2017:**

- Baim, S. A. (2017). Evolution of a social media-driven campus-community partnership: Collaborative learning at The Knowledge Café. *Higher Education Outreach and Engagement*, 21(2), 169-196.

#### **2016:**

- Baim, S. A. (2016). The Knowledge Café: A unique teaching experience. *Journal of Effective Teaching*, 16(3), 85-106.
- Baim, S. A. (2016). Building professional social media communications skills: A STEM-originated course with broad university appeal. *Journal on Excellence in College Teaching*, 27(2), 155-182.
- Baim, S. A. (2016). Quick automated tracking of video watcher statistics: An analysis of YouTube and Google analytics in promoting a series of social media videos. *Applied Marketing Analytics*, accepted; in press.

#### **2015:**

- Baim, S. A. (2015). Digital storytelling: Conveying the essence of a face-to-face lecture in an online learning environment. *Journal of Effective Teaching*, 15(1), 47-58.

#### **2012:**

- Baim, S. A. (2012). Preparing to text and tweet at work: Developing professional social media skills in an undergraduate business course. *2012 MMA National Conference Proceedings*, September 2012.

#### **2011:**

- Baim, S. A. (2011). Creating a Link with the Community: Developing a Speakers' Bureau for Undergraduate Business Courses. *AURCO Journal*, 17, 15-32.

#### **2010:**

- Baim, S. A. (2010). Experiential learning in a 2-year business program: Case study of a team-based project. *AURCO Journal*, 16, 19-37.

#### **2009:**

- Baim, S. A. (2009). Stylin' Wrappers: Studying consumer behavior through an interactive student team project. *MMA 2009 Spring Conference Proceedings*, March 2009.

#### **2005:**

- Baim, S. A. (2005). Faculty research tools: Internet-based surveys. *AURCO Journal*, 11, 173-189.

#### **2004:**

- Baim, S. A. (2004). Stakeholder satisfaction survey for a two-year business technology program. *AURCO Journal*, 10, 37-56.

**2003:**

- Baim, S. A. (2003). Web-based consumer research surveys: An essential addition to the undergraduate marketing curriculum. *2003 IRMA Conference Proceedings*, Philadelphia, PA, May 2003 (no pagination).
- Baim, S. A. (2003). Developing a new distance education learning program in business technology at Miami University. *2003 IRMA Conference Proceedings*, Philadelphia, PA, May 2003 (no pagination).
- Baim, S. A. (2003). Internet marketing: Learning 24/7 in an online community. *AURCO Journal*, 9, 16-34.
- Baim, S. A. (2003). TeamBTE: Evolving through business on Miami University's regional campuses. *AURCO Journal*, 9, 35-47.

**2002:**

- Baim, S. A. (2002). TeamBTE: An organization created to assist in the development of a consumer-focused distance education program in business technology. *2002 IRMA Conference Proceedings*, Seattle, WA, May 2002 (no pagination).
- Baim, S. A. (2002). Moving e-business principles to government/client interactions: The development of interactive Web sites to enhance police/community relations. *2002 IRMA Conference Proceedings*, Seattle, WA, May 2002 (no pagination).

**Books/Book Chapters****2005:**

- Baim, S. A. Virtual communities: Basic definitions and the draw to participate. In S. Dasgupta (Ed.) *Encyclopedia of Virtual Communities and Technologies*. Hershey, PA: Idea Group Publishing. (Invited book chapter.)
- Baim, S. A. Business applications of virtual communities. In S. Dasgupta (Ed.) *Encyclopedia of Virtual Communities and Technologies*. Hershey, PA: Idea Group Publishing. (Invited book chapter.)
- Baim, S. A. Government applications of virtual communities. In S. Dasgupta (Ed.) *Encyclopedia of Virtual Communities and Technologies*. Hershey, PA: Idea Group Publishing. (Invited book chapter, accepted.)
- Baim, S. A. Distance learning applications using virtual communities. In S. Dasgupta (Ed.) *Encyclopedia of Virtual Communities and Technologies*. Hershey, PA: Idea Group Publishing. (Invited book chapter.)
- Baim, S. A. Understanding knowledge bases and building membership in virtual communities. In S. Dasgupta (Ed.) *Encyclopedia of Virtual Communities and Technologies*. Hershey, PA: Idea Group Publishing. (Invited book chapter.)

**2004:**

- Baim, S. A. (2004). Developing distance learning programs: Applied learnings and thoughts. In P. Darbyshire (Ed.) *Instructional Technologies: Cognitive Aspects of Online Programs* (pp. 1-30). Hershey, PA: Idea Group Publishing. (Invited book chapter.)
- Baim, S. A. (2004). Building police/community relations through virtual communities. In M. Khosrow-Pour (Ed.) *Encyclopedia of Information Science and Technology*. Hershey, PA: IRM Press. (Invited book chapter.)

**2002:**

- Baim, S. A. (2002). Development of interactive Web sites to enhance police/community relations. In G. Grant (Ed.) *ERP and Data Warehousing in Organizations*, (pp. 233-250). Hershey, PA: IRM Press. (Invited book chapter.)

**Articles/Other Publications****2017:**

- Baim, S. A. (2017) *What Constitutes 'Good Writing' in a Fast-Paced Microblogging Environment?* Howe Writing Center Grant Final Report, Miami University, Spring 2017.

- Baim, S. A. (2017). *The Knowledge Café: Third year final report*. Dolibois Faculty Development Fund Final Report, Miami University, Spring 2017.

**2016:**

- Baim, S. A. (2016) *The Knowledge Café: Second year final report*. Middletown Community Foundation Grant, Summer 2016.

**2015:**

- Baim, S. A. (2015) *The Knowledge Café: First year final report*. Middletown Community Foundation Grant, Fall 2015.
- Baim, S. A. (2015). *Advanced Video Production Tips and Techniques for Business Courses and Projects*. Dolibois Faculty Development Fund Final Report, Miami University, Fall 2015. (Grant held jointly with Tom Mays.)

**2014:**

- Baim, S. A. (2014). *Improving self-directed learning in business-focused social media courses through targeted video production practices*. Dolibois Faculty Development Fund Final Report, Miami University, Fall 2014.

**2013:**

- Baim, S. A. (2013). *From social media to the one-page memo: Optimizing the writing process for success in today's business organizations*. Howe Writing Center Grant Final Report, Miami University, Spring 2013.

**2006:**

- Baim, S. A., Ed. (2006). *E-BITS, the electronic newsletter of TeamBTE*. (Originator, and editor/publisher of E-BITS, published during Spring and Fall Semesters of each academic year. Also, contributor of several articles to each issue.)

**2005:**

- Baim, S. A., Ed. (2005). *E-BITS, the electronic newsletter of TeamBTE*.

**2004:**

- Baim, S. A., Ed. (2004). *E-BITS, the electronic newsletter of TeamBTE*.

**2003:**

- Baim, S. A., Ed. (2003). *E-BITS, the electronic newsletter of TeamBTE*.

**2002:**

- Baim, S. A. (2002) *Business technology survey report - Fall 2002*. Internal report on attitudes and preferences of BTE stakeholders, for BTE Department and Miami University use, November 2002.
- Baim, S. A., Ed. (2002). *E-BITS, the electronic newsletter of TeamBTE*.

**2001:**

- Baim, S. A., Ed. (2001). *E-BITS, the electronic newsletter of TeamBTE*.

**Refereed Presentations**

**2017:**

- Baim, S. A., Coleman, D. M., Raval, V. V., Tai, H., Torlone, Z. M. & Mackenzie, A. H. (2017). *Creating Inclusive learning environments for International students*. Miami University Inclusion Symposium, October 13, 2017, Oxford Campus.
- Baim, S. A. (2017). *Using thirty circles in thinking about advising for international students*. Miami University Inclusive Advising Symposium, September 18, 2017, Oxford Campus.

**2015:**

- Baim, S. A. (2015). *A study proposal: Teaching students how to use social media*. Miami University Scholars and Artists Week Poster Session, March 30 – April 3, 2015, Middletown Campus.

**2014:**

- Baim, S. A. (2014). *Making the transition from casual to professional social media use: Helping students succeed in business through self-directed learning and digital storytelling*. Association for Business Communication Midwest Regional Conference, April 3-4, 2014, Minneapolis, MN.

- Baim, S. A. (2014). *BTE 441 – Social media and career development: Digital storytelling in online learning*. Miami University Scholars and Artists Week Poster Session, March 31 – April 4, 2014, Middletown Campus.
- Baim, S. A. (2014). *Building professional social media skills through self-direction and digital storytelling in an online learning environment*. Midwest Scholars Conference, March 13-14, 2014, Indianapolis, IN.

#### **2013:**

- Baim, S. A. (2013). *Getting started with social media: What do our students know?* Miami University Scholars and Artists Week Poster Session, April 1-4, 2013, Middletown Campus.
- Baim, S. A. (2013). *Understanding what undergraduates know about social media: Transitioning from casual to business usage*. Midwest Scholars Conference, March 14-16, 2013, Indianapolis, IN.
- Baim, S. A. (2013). *Keeping pace with business applications of social media: An educator's race to the curriculum of the future*. Association for Business Communication Midwest/Southeast Regional Conference, March 6-9, 2013, Louisville, KY.

#### **2010:**

- Baim, S. A. (2010). *Strategic enrollment management planning: A benchmarking pilot study of Ohio's post-secondary institutions*. Sixteenth Annual AURCO Conference, North Canton, OH, April 2010.
- Baim, S. A. (2010). *Implementing distance learning campus-wide: A case study of faculty/administration perceptions and beliefs*. Sixteenth Annual AURCO Conference, North Canton, OH, April 2010.

#### **2009:**

- Baim, S. A. (2009). *Experiential learning in a 2-year business program: Case study of a team-based project*. Fifteenth Annual AURCO Conference, Middletown, OH, April 2009.
- Baim, S. A. (2009). *Stylin' Wrappers: Studying consumer behavior through an interactive student team project*. Forty-fourth MBAA and MMA Spring Conference, Chicago, IL, March 2009.

#### **2004:**

- Baim, S. A. (2004). *Using Donald Trump's "The Apprentice" in a consumer behavior course: Building business skills in the video generation through reality TV*. Ninth Annual Marketing Management Association Fall Educators' Conference, St. Louis, MO, September 2004.
- Baim, S. A. (2004). *Lessons learned in the corporate boardroom*. Tenth Annual AURCO Conference, Ironton, OH, April 2004.
- Baim, S. A. (2004). *Faculty research tools: Internet-based surveys*. Tenth Annual AURCO Conference, Ironton, OH, April 2004.
- Baim, S. A. (2004). *The customer service marathon: A scorecard-based project for customer service and satisfaction courses*. Fortieth MBAA and MMA Meeting, Chicago, IL, March 2004.

#### **2003:**

- Baim, S. A. (2003). *Creating a student-centered online community*. Twenty-third Annual Lilly Conference on College Teaching, Miami University, November 2003.
- Baim, S. A. (2003). *Developing distance learning courses: A comparison of approaches*. Twenty-third Annual Lilly Conference on College Teaching, Miami University, November 2003.
- Baim, S. A. (2003). *Web-based consumer research surveys: An essential addition to the undergraduate marketing curriculum*. 2003 IRMA Conference, Philadelphia, PA, May 2003.
- Baim, S. A. (2003). *Developing a new distance education learning program in business technology at Miami University*. 2003 IRMA Conference, Philadelphia, PA, May 2003.
- Baim, S. A. (2003). *Stakeholder Satisfaction Survey for a Two-Year Business Technology Program*. Ninth Annual AURCO Conference, Batavia, OH, April 2003.

- Baim, S. A. (2003). *Computer-aided data analysis in an undergraduate business technology program: The Middletown, Ohio water services department survey*. Thirty-Ninth Annual MBAA Meeting, Chicago, IL, March 2003.

#### **2002:**

- Baim, S. A. (2002). *TeamBTE: An organization created to assist in the development of a consumer-focused distance education program in business technology*. 2002 IRMA Conference, Seattle, WA, May 2002.
- Baim, S. A. (2002). *Moving e-business principles to government/client interactions: The development of interactive Web sites to enhance police/community relations*. 2002 IRMA Conference, Seattle, WA, May 2002.
- Baim, S. A. (2002). *Internet marketing: Learning 24/7 in an online community*. Eighth Annual AURCO Conference, Lima, OH, April 2002.
- Baim, S. A. (2002). *TeamBTE: Evolving through business on Miami University's regional campuses*. Eighth Annual AURCO Conference, Lima, OH, April 2002.
- Baim, S. A. (2002) *Enhancing student learning in an introductory economics course: A project-oriented approach*. Southwestern Economics Association, Eighty-Second Annual Meeting, New Orleans, LA, March 2002.

#### **2001:**

- Baim, S. A. (2001). *Enhancing student learning through collaborative marketing research*. AACSB International 2001 Continuous Improvement Symposium, St. Louis, MO, October 2001.

#### **2000:**

- Baim, S. A. (2000). *Building students' research skills: A roadmap for introducing student-managed field research projects into the classroom*. Twentieth Annual Lilly Conference on College Teaching, Miami University, November 2000.

#### **1999:**

- Baim, S. A. (1999). *Academic/business partnerships: Moving from theory to practice in the university classroom*. Nineteenth Annual Lilly Conference on College Teaching, Miami University, November 1999.

### **Other Presentations**

#### **2017:**

- Baim, S. A. (2017). *Balancing health care and technology*. The Knowledge Café, Miami University Middletown Campus, joint with Jared Young, November 28, 2017.
- Baim, S. A. (2017). *Republic of Ghana*. The Knowledge Café, Miami University Middletown Campus, joint with Kwame Adu Gyamfi, October 31, 2017.
- Baim, S. A. (2017). *Book review and discussion of "Are You Fully Charged?" by Tom Rath*. The Knowledge Café, Miami University Middletown Campus, October 3, 2017.
- Baim, S. A. (2017). *Facts and myths about motivating your workforce*. The Knowledge Café, Miami University Middletown Campus, joint with Patricia Allen, August 22, 2017.
- Baim, S. A. (2017). *Internet security for you and your business*. The Knowledge Café, Miami University Middletown Campus, joint with Christian Sheehy, August 15, 2017.
- Baim, S. A. (2017). *Tom Rath's "StrengthsFinder 2.0."* The Knowledge Café, Miami University Hamilton Campus Conservatory, joint with Brian Grubb, August 10, 2017.
- Baim, S. A. (2017). *Book review and discussion of "The Little Book of Talent" by Daniel Coyle*. The Knowledge Café, Miami University Middletown Campus, August 1, 2017.
- Baim, S. A. (2017). *You can be an entrepreneur*. The Knowledge Café, Miami University Middletown Campus, joint with Ken Rubin, July 18, 2017.
- Baim, S. A. (2017). *Book review and discussion of "Black Box Thinking" by Matthew Syed*. The Knowledge Café, Miami University Middletown Campus, June 6, 2017.
- Baim, S. A. (2017). *The who, what, when, where, why, and how of networking*. The Knowledge Café, Miami University Middletown Campus, joint with Brian Holbrook, May 30, 2017.
- Baim, S. A. (2017). *Using improv techniques to improve storytelling*. The Knowledge Café, Miami University Middletown Campus, May 16, 2017.



- Baim, S. A. (2017). *Know what to do, then do your best*. The Knowledge Café, Miami University Middletown Campus, joint with Christian Sheehy, May 9, 2017.
- Baim, S. A. (2017). *Creating great content based on your social media experience*. The Knowledge Café, Miami University Middletown Campus, April 25, 2017.
- Baim, S. A. (2017). *Finessing the art of social media*. The Knowledge Café, Miami University Middletown Campus, joint with Marcus Reed, April 18, 2017.
- Baim, S. A. (2017). *Leadership qualities hiring managers are looking for in today's college students*. The Knowledge Café, Miami University Middletown Campus, joint with Abby Cramer and Blake Davis, March 28, 2017.
- Baim, S. A. (2017). *Book review: "What to Do When It's Your Turn (and It's Always Your Turn) by Seth Godin*. The Knowledge Café, Miami University VOALC, February 7, 2017.
- Baim, S. A. (2017). *Who are today's social media users?* The Knowledge Café, Miami University VOALC, January 24, 2017.

### **2016:**

- Baim, S. A. (2016). *Professional applications of LinkedIn*. The Knowledge Café, Miami University VOALC, joint with Christian Sheehy, Xavier University, December 13, 2016.
- Baim, S. A. (2016). *An introduction to social media in Asia*. The Knowledge Café, Miami University VOALC, joint with Jerry Martin, Director of the English Language Center, Miami University Middletown, November 29, 2016.
- Baim, S. A. (2016). *Managing your online brand*. The Knowledge Café, Miami University VOALC, joint with Christian Sheehy, Xavier University, November 8, 2016.
- Baim, S. A. (2016). *Tom Rath's 'Strengths Finder 2.0.'* The Knowledge Café, Miami University VOALC, October 25, 2016.
- Baim, S. A. (2016). *Building goodwill through community engagement*. The Knowledge Café, Miami University VOALC, joint with Duane Gordon, Middletown Community Foundation, October 11, 2016.
- Baim, S. A. (2016). *A detailed look at Facebook advertising*. The Knowledge Café, Miami University VOALC, joint with Joanne Westwood, social media consultant, September 20, 2016.
- Baim, S. A. (2016). *Mastering the concept of change: The lessons of 'Who Moved My Cheese?'* The Knowledge Café, Miami University VOALC, August 23, 2016.
- Baim, S. A. (2016). *A guide to Twitter for business*. The Knowledge Café, Miami University VOALC, joint with Christian Sheehy, Xavier University, August 9, 2016.
- Baim, S. A. (2016). *Strength in numbers: Mastermind groups*. The Knowledge Café, Miami University VOALC, July 26, 2016.
- Baim, S. A. (2016). *Developing a Content Strategy in Social Media*. The Knowledge Café – Voice of America, Miami University VOALC, July 12, 2016.
- Baim, S. A. (2016). *The "Six Thinking Hats" Approach to Problem Solving*. The Knowledge Café, Miami University Middletown Campus, June 28, 2016.
- Baim, S. A. (2016). *Inspiring Creativity and Innovation, Part II*. The Knowledge Café, Miami University Middletown Campus, June 21, 2016.
- Baim, S. A. (2016). *Using "Blab" for Panel Discussions Online*. The Knowledge Café, Miami University Middletown Campus, June 16, 2016.
- Baim, S. A. (2016). *The Theoretical Basics of Analytics*. The Knowledge Café, Miami University Middletown Campus, May 19, 2016.
- Baim, S. A. (2016). *Inspiring Creativity and Innovation*. The Knowledge Café, Miami University Middletown Campus, May 5, 2016.
- Baim, S. A. (2016). *Tips on Content Curation*. The Knowledge Café, Miami University Middletown Campus, April 21, 2016, joint with Andrew Wendt, Vice President of Marketing, CFR, Inc.
- Baim, S. A. (2016). *Getting a message out to your community*. The Knowledge Café, Miami University Middletown Campus, April 7, 2016. Panelists: Duane Gordon, Middletown Community Foundation and Jeff Kuznekoff, Miami University.

- Baim, S. A. (2016). *LEAN Six Sigma for small businesses*. The Knowledge Café, Miami University Middletown Campus, March 29, 2016, joint with Mary Kovach, Miami University.
- Baim, S. A. (2016). *Content marketing update: Part B*. The Knowledge Café, Miami University Middletown Campus, March 22, 2016.
- Baim, S. A. (2016). *3D printing for small business*. The Knowledge Café, Miami University Middletown Campus, March 1, 2016, joint with Christian Sheehy, Xavier University.
- Baim, S. A. (2016). *Content marketing update*. The Knowledge Café, Miami University Middletown Campus, February 18, 2016.
- Baim, S. A. (2016). *Resume/interview workshop*. The Knowledge Café, Miami University Middletown Campus, February 4, 2016, joint with Mary Kovach, Miami University.
- Baim, S. A. (2016). *Make the move to live streaming*. The Knowledge Café, Miami University Middletown Campus, January 12, 2016.
- Baim, S. A. (2016). *Facebook for business*. The Knowledge Café, Miami University Middletown Campus, January 7, 2016, joint with Luci Parmer, Miami University.

### **2015:**

- Baim, S. A. (2015). *Competitive intelligence in social media*. The Knowledge Café, Miami University Middletown Campus, December 15, 2015, joint with Tom Mays, Miami University.
- Baim, S. A. (2015). *Trends for 2016*. The Knowledge Café, Miami University Middletown Campus, December 1, 2015.
- Baim, S. A. (2015). *Social and personal branding*. The Knowledge Café, Miami University Middletown Campus, November 17, 2015.
- Baim, S. A. (2015). *AGILE software and project management*. The Knowledge Café, Miami University Middletown Campus, November 12, 2015, joint with Mary Kovach, Miami University.
- Baim, S. A. (2015). *Holiday content for social media*. The Knowledge Café, Miami University Middletown Campus, October 29, 2015.
- Baim, S. A. (2015). *Automating for productivity*. The Knowledge Café, Miami University Middletown Campus, October 8, 2015, joint with Christian Sheehy, Xavier University.
- Baim, S. A. (2015). *Studio workshop #1: Getting creative*. The Knowledge Café, Miami University Middletown Campus, September 22, 2015.
- Baim, S. A. (2015). *The bare essentials*. The Knowledge Café, Miami University Middletown Campus, September 10, 2015.
- Baim, S. A. (2015). "Outliers," by Malcolm Gladwell. The Knowledge Café, Miami University Middletown Campus, June 25, 2015.
- Baim, S. A. (2015). *Getting started with Pinterest*. The Knowledge Café, Miami University Middletown Campus, June 11, 2015.
- Baim, S. A. (2015). *The basics of professional blogging: Part two - the blogging competition*. The Knowledge Café, Miami University Middletown Campus, May 28, 2015.
- Baim, S. A. (2015). *Website design for business*. The Knowledge Café, Miami University Middletown Campus, May 14, 2015, joint with Mark Lankford, Butler County Development Center.
- Baim, S. A. (2015). *Creating video - the art and the science*. The Knowledge Café, Miami University Middletown Campus, April 30, 2015, joint with Tom Mays, Business Technology.
- Baim, S. A. (2015). *Facebook panel discussion*. The Knowledge Café, Miami University Middletown Campus, April 16, 2015. Panelists: Duane Gordon, Middletown Community Foundation, Nancy Griffiths, Mockingbird's Café, Ruth Orth, Miami University, and Christian Sheehy, Xavier University.
- Baim, S. A. (2015). *The basics of professional blogging*. The Knowledge Café, Miami University Middletown Campus, April 2, 2015.

- Baim, S. A. (2015). *A study proposal: Teaching students how to use social media*. Miami University Scholars and Artists Week Poster Session, March 30 – April 3, 2015, Middletown Campus.
- Baim, S. A. (2015). *The basics of Facebook*. The Knowledge Café, Miami University Middletown Campus, March 19, 2015, joint with Christian Sheehy, Lane Public Libraries.
- Baim, S. A. (2015). *The 2020 Workplace by Jeanne Meister and Karie Willyerd*. The Knowledge Café, Miami University Middletown Campus, March 5, 2015.
- Baim, S. A. (2015). *Unravel the mystery of Twitter theory and practice*. The Knowledge Café, Miami University Middletown Campus, February 19, 2015.
- Baim, S. A. (2015). *Unravel the mystery of Twitter theory and practice*. The Knowledge Café, Miami University Middletown Campus, February 5, 2015.
- Baim, S. A. (2015). *Social media mini sessions: Tools to enhance social media sites*. The Knowledge Café, Miami University Middletown Campus, January 21, 2015.
- Baim, S. A. (2015). *Social media 101*. Winter Term January Recharge Event, Middletown Campus, January 13, 2015.
- Baim, S. A. (2015). *Using wikis in the classroom and online*. Winter Term January Recharge Event, Middletown Campus, January 13, 2015.

#### **2014:**

- Baim, S. A. (2014). *Driving social media success through engaging content*. The Knowledge Café, Miami University Middletown Campus, December 3 and 17, 2014 (two sessions).
- Baim, S. A. (2014). *Building your business through eBay*. The Knowledge Café, Miami University Middletown Campus, November 19, 2014, joint with Heidi Beam, eBay entrepreneur.
- Baim, S. A. (2014). *LinkedIn for career development and business applications*. The Knowledge Café, Miami University Middletown Campus, November 5, 2014, joint with Christian Sheehy, Lane Public Libraries.
- Baim, S. A. (2014). *Social media 101*. The Knowledge Café, Miami University Middletown Campus, October 1 and 15, 2014 (two sessions).
- Baim, S. A. (2014) *Thoughts on BTE 441: Social media in the classroom*. T@MUM, October 13, 2014.

#### **2013:**

- Baim, S. A. (2013). *Celebrating Three Years of Service Learning Projects in BTE 301 and BTE 401*. Miami University Celebration of Service Learning, April 26, 2013.

#### **2005:**

- Baim, S. A. (2005). *Comic counseling: An interactive project for an introductory-level management course*. Scholars and Artists Week, Miami University, April 2005.

#### **2004:**

- Baim, S. A. (2004). *Results of the Fairfield Police Department 2004 Community Satisfaction Survey*. Fairfield, OH City Council, August 2004.
- Baim, S. A. (2004). *Using reality TV as a discussion aid in the business technology classroom*. Spring 2004 BTE Advisory Board Meeting, April 2004.

#### **2003:**

- Baim, S. A. (2003). *Mail survey design for city government studies*. City of Trenton, Ohio, Seminar, Trenton City Hall, August 2003.
- Baim, S. A. (2003). *Designing and developing an online course*. Miami University Faculty/Student Seminar, Middletown Campus, April 2003.
- Baim, S. A. (2003). *Women in today's workplace*. Miami University Middletown Campus, sponsored by the HERstory Committee, February 2003.

#### **2002:**

- Baim, S. A. (2002). *Conducting a business technology survey online*. Fall 2002 BTE Advisory Board Meeting, November 2002.

**2001:**

- Baim, S. A. (2001). *Results and interpretations of the 2001 Oxford police department citizen satisfaction survey*. City of Oxford Police Department & Oxford Citizen Advisory Board, November 2001.
- Baim, S. A. (2001). *TeamBTE: An organization focusing on business in our communities*. Fall 2001 BTE Advisory Board Meeting, November 2001.
- Baim, S. A. (2001). *Marketing research projects suitable for small businesses and business professionals*. For Dr. Dennis Brickner, Middletown, OH, August 2001.
- Baim, S. A. (2001). *Internet surveys*. Spring 2001 BTE Advisory Board Meeting, April 2001.
- Baim, S. A. (2001). *My experiences with long-distance education*. Miami University Faculty/Student Seminar, Middletown Campus, March 2001.

**2000:**

- Baim, S. A. (2000). *Customer satisfaction measurements in public agencies*. City of Trenton Police Department, December 2000.
- Baim, S. A. (2000). *Adapting marketing research projects for city government use*. City of Middletown Water Services Division and Finance Division Directors, November 2000.
- Baim, S. A. (2000). *Marketing research projects suitable for police department use*. City of Oxford Police Department and the Oxford Citizen Advisory Board, November 2000.
- Baim, S. A. (2000). *Service learning: Marketing research projects*. Spring 2000 BTE Advisory Board Meeting, April 2000.
- Baim, S. A. (2000). *Process mapping*. Miami University Middletown Campus Learning Retreat, January 2000.

**1999:**

- Baim, S. A. (1999). *Designing customer satisfaction surveys*. Middletown Police Department, November 1999.

**WORKSHOPS ATTENDED*****General Workshops*****2013:**

- Miami University Office for the Advancement of Research and Scholarship (OARS) Grant Writing Workshop, Oxford, Fall 2013.

***Associated w/PhD Work*****2003:**

- Academic and Scholarly Writing, Capella University, April 2003.
- Advanced Academic and Scholarly Writing, Capella University, April 2003.
- Managing the Dissertation, Capella University, April 2003.

**2002:**

- Two-Week Extended Graduate Learner Seminar, Capella University, January 2002.

**2001:**

- On-line Focused Seminar on Distance Education, Capella University, October 2001.
- Qualitative Research, Capella University, April 2001.
- Preparing for Comprehensive Exams, Capella University, April 2001.
- Introduction to Research, Capella University, January 2001.
- Intermediate Research, Capella University, January 2001.

**DOCTORAL PROGRAM COMPREHENSIVE RESEARCH PAPERS**

- Evolution of Distance Education Practices and Procedures.
- Customer Service and Satisfaction for E-Businesses.
- A Comparison of Traditional and Online Survey Instruments for Use in Advanced Consumer Research Studies.
- Applications of Sponsored Virtual Communities In E-Business Marketing.

- Development of Guidelines and Success Criteria for Online Business Technology Programs.
- Contemporary Applications of Internet Technologies by Governmental Agencies.

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### **SERVICE-LEARNING PROJECTS AFTER OFFICIAL S-L DESIGNATION FOR BTE/CMR 401 (2016-2018)**

#### **Client**

##### **Governmental Agencies**

Fairfield Lane Library  
City of Moraine, OH

##### **Private Businesses**

Diversicare of Hamilton, OH  
Franklin Ridge Nursing Home  
The Original Tax Place on Main  
Real Estate Appraisal Services  
ATEK Systems  
Knight Owl Studios

Prasco (Pharmaceuticals)  
Explorations Child Enrichment  
Center

Harrison Bowl – Bowling Alley  
Ohio State Council of Machinists  
Professional Society

##### **Non-profit Organizations**

Countryside YMCA  
EDGE Teen Center  
Hamilton Urban Garden Systems  
Community Harvest Church  
Church at Mayfield  
Animal Adoption Foundation  
Butler Count Animal Friends  
Humane Society  
Hamilton Urban Garden Systems  
Whiz Kids  
Farmersville First Baptist Church  
Cleveland Food Bank  
Cincinnati Children's Hospital  
FCFC Pause – Hamilton Charity  
Giving Parents a Break from Care  
Middletown Comm. Foundation

Dayton Justice Mentoring Prog.  
For At-Risk Youth

##### **Miami University**

The Knowledge Café Student  
Presentation  
The Knowledge Café Student  
Presentation  
The Knowledge Café Student  
Presentation  
The Knowledge Café Student  
Presentation  
The Knowledge Café Student

#### **Project**

Reading Program for Youth  
Mentoring Program for Troubled Youth

Hair Styling for Residents  
Craft Sessions  
Business Plan  
New Business Plan for Expansion  
Marketing Materials and Newsletter  
Produce Background Music for Area Church Youth  
Groups

Upgrade Press Box at Company Ball Field  
Web Site Upgrade – Facebook

Marketing Plan  
Web Site Design

Bi-Athlon Program Coordination  
Healthy Eating Program  
Building Raised Beds for Vegetables  
Before-Church Programs for Children  
Thanksgiving Dinner  
Canine Easter Egg Hunt Fundraiser  
Canine Training and Placement of Shelter Dogs

Web Site Update and Revision  
Tutor and Mentor Young At-Risk Students  
Teach Advance Biblical Studies  
Inventory Control Project  
Toy Drive for Hospitalized Children  
Art Show and Exhibit for Disabled Children

Children's Literacy Program – Collect/Distribute Books

Water and Supply Drive for Michigan  
(This project is associated with WPAFB)

Health Care and Technology

Republic of Ghana

Motivating Employees

Leadership Skills Employers Seek

Instagram and Other Social Media Platforms

Presentation  
English Language Center

St. Patrick's Day Celebration

## **SERVICE-LEARNING PROJECTS (1999-2015)**

### **Client**

#### **Governmental Agencies**

City of Middletown:

Police Department  
Water Department  
Finance Department  
Finance Department

City of Oxford:

Police Department  
Police Department

City of Trenton:

Police Department  
City Manager/City Council

City of Fairfield:

Police Department

#### **Private Businesses**

Dixon Builders  
Dr. Dennis Brickner  
Dr. Dennis Brickner  
Indian Creek Tavern  
Resourceful Companions Health  
Tire Discounters  
Great Wolf Lodge  
Danbarry Cinemas  
Verizon  
Kroger  
Procter & Gamble  
Elmcraft Assisted Living  
Atrium Medical Center  
Animal Laboratory Association  
Trinity Film Group  
Spurlino Materials

#### **Non-profit Organizations**

Dayton Children's Hospital  
Great Parks of Hamilton County  
Cover Up Butler  
Middletown Dream Center  
Middletown Jump Start Program  
Arts in Middletown  
Fidelity Health Care  
Samaritan Behavioral Health  
Middletown YMCA  
Lebanon Countryside YMCA  
Easter Seals of Cincinnati  
Hamilton Center for Family Sol.  
Preble County Food Bank  
Cincinnati Ronald McDonald House  
Hamilton Living Water Ministry

### **Project**

Citizen Satisfaction Survey  
Customer Satisfaction Survey  
Taxpayer Satisfaction Survey  
Professional Tax Preparer Satisfaction Survey

Citizen Satisfaction Survey  
Resurvey of Citizen Satisfaction Issues to Gauge Progress

Citizen Satisfaction Survey  
All City Services Satisfaction Survey

Community Satisfaction Survey

Homeowner Satisfaction Survey  
Patient Satisfaction Research and Survey  
Design of Promotional Plans for Medical Practice  
New Menu Design and Pricing Study  
Marketing Brochure and Plan  
Working Green Conservation Ideas and Plan  
Working Green Conservation Ideas and Plan  
Working Green Conservation Ideas and Plan  
Working Green Conservation Ideas and Plan  
Working Green Conservation Ideas and Plan  
Internal Information Sharing Network for Employees  
Halloween Program for Residents  
Reorganized Checklists and Forms for Auditory Tests  
Management of a Conference and Publications  
Marketing Plan to Increase Bookings  
Site Integration Plan for Concrete Suppliers

Toy and Supply Drive via a Free Soccer Camp  
Training and Personnel Management Manual  
Blanket Drive for Various Charities in Butler County  
Fundraising Project for Building Improvements  
Promotional Program Design Study  
Promotional Program Design Study  
Internal Employee Satisfaction Survey  
Internal Employee Satisfaction Survey  
Development of Promotional Plans/Activities  
Design New Children's Activity  
Sock Hop for Clients  
New Volunteer Manual  
Food and School Supplies Donation Program  
Fundraising Support  
Homework Assistance and Reading Program



**RESUME**

Dan C. Carroll  
1233 Greenbriar Dr  
Somerville, Ohio  
513-608-2309



Dan C. Carroll

**SUMMARY OF EDUCATIONAL AND PROFESSIONAL EXPERIENCE**

**EDUCATION AND CERTIFICATION**

Bachelor of Business Administration (BBA) University of Cincinnati, 1971

Master of Education (M.Ed.) Xavier University, 1975

Certified Public Accountant (CPA), Ohio, 1982

Certified Systems Professional (CSP), 1985

**ACADEMIC EXPERIENCE**

Miami University

Instructor, Department of Decision Science, 1989-1991

Assistant Professor, Department of Business Technology, 1992-1996

Associate Professor (with tenure), Department of Business Technology, 1997 to present

**BUSINESS EXPERIENCE**

Goffena & Baker, Certified Public Accountants - 1981

Staff Accountant - Compilation, Reviews and Income Tax preparation

Rogers, Carroll & Ferguson - Management Consultants - 1982-1984

Partner - Information System design and development

Dan Carroll, Certified Public Accountant - 1985 - present

Sole Proprietor – Financial accounting and consulting, Accounting system automation,

Computer/MIS services, Training, perform controller function for various companies

### **AREAS OF SIGNIFICANT EXPERIENCE AND EXPERTISE**

**TEACHING:** Over twenty years' experience in teaching traditional and non-traditional students at the college level in the Accounting and Management Information Systems areas. I consistently receive student evaluations that rank among the highest received within the School of Business.

**MANAGEMENT:** Can relate well with others, at all levels, with highly developed communication skills. As a result of operating a consulting partnership with seventeen employees and a serving as the controller for a small business with sales in excess of eight million dollars, I have considerable experience in the primary management skills, including, decision-making, tactical and strategic planning, administration, human relations and organizational behavior.

**FINANCIAL MANAGEMENT:** Comprehensive background in high level financial management with principal emphasis on cash flow analysis, operating projections, corporate planning and internal controls. My experience includes managing a line of credit in excess of one million dollars, developing and tracking comprehensive annual operating budgets and consulting with management, external accountants and bank officers on a regular basis.

**ACCOUNTING:** Experienced in all aspects of accounting and management control. Have established accounting policies and plans for control of operations. Particularly strong in computerized accounting system design and implementation. My experiences include serving as the controller for a variety of small businesses for over twenty years, working for a CPA firm through my accounting practice since 1985. I have detailed experience in all phases of the accounting cycle, including, General Ledger, Accounts Payable, Accounts Receivable, Payroll, and Financial Statement preparation.

**MANAGEMENT INFORMATION SYSTEMS:** Considerable skills in the planning, design and implementation and support of information systems. As a consultant for the Air Force at Wright-Patterson Air Force Base, I have developed and implemented original analysis methodologies for use in developing hardware, software and communication configurations for large organizations. As a CPA sole-practitioner and controller, I have designed and implemented many automated accounting packages and microcomputer-based applications for smaller businesses. I am proficient in many computerized accounting software applications, spreadsheet and database applications.

**MULTIMEDIA AND INTERNET TECHNOLOGY:** Have been involved with experimenting with the capabilities of multimedia technology and Internet technology for the past five years. I am currently developing and teaching online courses at Miami University

**BUSINESS DEVELOPMENT:** Possess an excellent track record in marketing and business development. I have successfully started and operated two for profit businesses and one non-profit business. I have also planned and executed programs designed to increase public awareness, reach particular target markets and utilize direct mail as a marketing tool.

**INTER-PERSONAL RELATIONS:** Extensive experience in training and development; motivating others to learn skills and to improve old ones. Broad background in handling "people" problems, including experience as a juvenile probation officer, founder and director of a non-profit social service agency, partner in a consulting firm, small business owner, controller, a college professor and tennis coach.

## EMPLOYMENT EXPERIENCE

### **Dan Carroll, CPA – Cincinnati and Dayton, Ohio**

Public Accounting and Consulting practice

Sole-practitioner

1985 – present

As a sole practitioner/consultant, I have provided a wide variety of services. A listing of the services follows:

#### Financial Accounting

- Compilation and review assignments.
- Personal and business tax return preparation.
- Internal auditing, account analysis, financial statement analysis, cash flow forecasting.
- Establishment of Accounts Receivable and Accounts Payable policies.
- Develop and implement inventory control policies.
- Business plan development and business valuation services.

#### Computer/MIS

- Assist clients in the planning, design, development and implementation of large and small information systems.
- Documentation of existing systems and development of recommendations to improve information systems.
- Accounting system automation, including Peachtree, QuickBooks Pro and CA Simply Accounting.
- Automate the purchasing, receiving, invoicing, and inventory control functions for a small business.

#### Financial Management

- Serve as the Controller, on a part-time basis, with responsibility for all accounting and financing operations for a variety of companies over a twenty-year period
- One of the companies operates in three states with branch operations in Cincinnati, Louisville and Los Angeles. Sales average 14 million dollars per year.
- I was directly involved in automating the accounting operation and was directly involved in the General Ledger, Inventory, Accounts Payable, and Payroll modules and supervised the Accounts Receivable module. Financial statements were prepared monthly.
- Responsible for developing the annual operating budget, and managing a line of credit in excess of one million dollars.
- Involved in selecting and working with health and business insurance carriers as well as telecommunication and computer vendors.
- The accounting operation has been successfully reviewed on an annual basis by outside accountants and bank personnel.

### **Rogers, Carroll & Ferguson**

Management and Information System Consultants

Partner

1982-1985

As a founding partner, I was primarily responsible for overseeing both the financial and operational activities on a corporate wide basis, as well as project management, corporate planning and business development. The company consisted of approximately seventeen employees.

The primary services that that I was involved in included conducting utility rate studies for PUCO, nursing home Medicare and Medicaid audits for the State of Ohio, program compliance audits for the Ohio Bureau of Employment Services, and the development of comprehensive automation plans for large organizations, including the United States Air Force.

I sold my interests in the partnership in 1985 to return to private practice. The company is still in business today operating out of Dayton, Ohio as RCF, Inc.

**Goffena & Baker**  
 Certified Public Accountants  
 Staff Accountant  
 1981-1982

As a staff accountant, I was primarily responsible for providing compilation, review and audit services and tax preparation and planning for individuals and small businesses.

**RELEVANT EXPERIENCE IN ACCOUNTING AND SYSTEMS ANALYSIS, DESIGN AND IMPLEMENTATION OF INFORMATION SYSTEMS**

- Served as part-time controller for over 10 years for an intermodal trucking company with \$ 14 million in sales. Trans-Continental Systems
- Designed and developed a time tracking and billing system enabling the company to bill a large defense contractor for billable services. - Vertex Technologies
- Converted a partially automated accounting system to a fully automated system for a distribution company with three warehouses, over one million dollars in inventory and nine million dollars in sales. – Acoustical & Interior Distributors
- Developed costing and allocation models for distributing overhead costs to branch locations. - Acoustical & Interior Distributors
- Assisted in the automating the accounting records of a consulting firm. – RCF, Inc.
- Developed budgeting models for various businesses using assumption tables within Excel and Lotus. – Various clients
- Developed a cost accounting system for a client using traditional costing and job-order costing methodologies. – Miller Construction Company
- Assisted in the analysis, design and development of a financial management accounting system, which interfaced with an existing cost accounting system. US Air Force – F15
- Assisted in the analysis, design and development of a configuration management system, which interfaced with an existing cost accounting system. - US Air Force – F15
- Designed and developed accounting/information systems, including, a construction company, management consulting firm, auto repair shop and others. Various clients

- Designed and developed a financial management application for use by small business. This application was developed using Microsoft Excel. The application calculates ten financial ratios and scores them based on standards supplied by the user. – Various clients
- Designed and develop many applications using Excel to assist small businesses in tracking and analyzing various types of data. – Various clients
- Automated the Inventory process for a small business, including the automation of the Purchasing and Receiving functions, Inventory control and Invoicing. - Vertex Technologies
- Analyzed the Bill of Material function and developed processes to automate this function for integration with accounting for the building and shipping of Assembled products. - Vertex Technologies
- Designed and developed an accounting and reporting system for a non-profit organization. – Colerain Youth Service Bureau
- Automated manual accounting systems using Peachtree and QuickBooks Pro software - Various clients
- Assisted in determining the information processing requirements of various organizations and recommended a software, hardware, communications and system support configuration. US Air Force – Contract Writing Group, Simulation Group, Executive Offices – Aeronautical Systems Division, Engine Group, Human Resources, International Logistics Group

### **RESEARCH, CREATIVE OR OTHER SCHOLARLY ACTIVITIES**

#### **PAPERS & PRESENTATIONS**

“How To Detect a Failing Business - This article details how to use the Income Statement, Balance Sheet, Statement of Cash Flows, Operations and Management actions to determine if a business is failing. **December 2019**

“Breakeven Analysis - This article discusses how to prepare a Breakeven Analysis using an Excel spreadsheet. **June 2015**

“Small Business Financial Accounting Projects” Projects that have been developed over a period of time that are used in the Corporate Accounting course that I teach at Miami University. Topics include: financial statement preparation, financial statement analysis, depreciation calculation, cash budgeting, inventory valuation, internal control, payroll taxes and accounts receivable analysis. **2003**

“Converting From Traditional Classroom Instruction to Technology Based Instruction”, Submitted to the Midwest Business Administration Association Conference – Chicago, Illinois **March 1998**

"Toward Creating A Generation of Non-Thinkers - a Contrary View of Cyberspace and Technology", Presented to the International Academy of Information Management, 1997 Annual Meeting – Atlanta, Georgia. **December 1997**

"Using Computers to Maximize Productivity", Presented to Network Neighborhood: Ask the Expert, hosted by Miami University Middletowns' Business and Industry Center - **November 1997**

"The Financial Statement Analyst", Presented to the Association Of Management 15<sup>th</sup> Annual Conference - Montreal, Quebec, Canada. **July 1997**

"Navigating The Orange Barrels on the Information Superhighway", Presented to Association of Management Accountant's - Dayton, Ohio. **September 1996**

"Multimedia Application Development - Lessons Learned From A First Time Developer", Presented to The First Annual TCC-L On-Line Conference, via the Internet. **April 1996**

"Lessons Learned In The Development Of A Multimedia Application Using Authorware- From Storyboard To CD", Presented to International Business School Computing Association Annual Conference. – Western Michigan University - **August 1995**

"Application Development Using Multimedia Technology - Learning The Hard Way", Presented to Information Systems Education Conference. Charlotte, North Carolina - **November 1995**

"The Role of Automation Support & Training Services in the Successful System Implementation", Presented to the Midwest Business Administration Association and inclusion in The Society for Information Systems & Quantitative Methods Journal of Proceedings - **December 1992**

" A Case Study Approach to Teaching MIS Concepts Using Lotus 123 & dBASE III+", Presented to the Midwest Business Administration Association and inclusion in The Society for Information Systems & Quantitative Methods Journal of Proceedings – **December 1992**

"An Analysis of the Microcomputer Training Practices in Selected Government Agencies and Recommendation of a Plan of Action for Aeronautical Systems Division (ASD)". This analysis reviewed training policies and practices at the Department of the Interior, Veteran's Administration and Department of Labor. The analysis was presented to Air Force computer center management and based on this information a recommendation as to how ASD should pursue microcomputer training was developed. - **September 1986**

"Information Resource Management (IRM) Defined" - Presented to the Aeronautical Systems Division, System Program Office Directors 1983 offsite at Heuston Woods state park. - **May 1983**

" An Analysis of Automating the Air Force Contract Writing Function as it Relates to Decentralization vs. Centralization of the Process", Analysis and review conducted for the Deputy for Contracting and Manufacturing, Aeronautical Systems Division (ASD), Air Force Systems Command(AFSC), Wright Patterson Air Force Base. **September 1982**

## **SOFTWARE DEVELOPMENT**

Automation of financial ratio calculations, including liquidity, profitability, management effectiveness, efficiency and industry averages. updated in **2020**

Automation of Return on Investment tools, including the following methods; Discounted Cash Flow, Internal Rate of Return, Return on Investment, Payback Period **2020**

College Costs Calculator - I have developed a working prototype product that allows a student/parents/guidance counselors to estimate college tuition over a four year period and project salary, based on major, upon graduation by entering the following drop down menu based selections:

Select the state where you will attend college

College Selection

Are you a resident of your College state

Living arrangements

Additional Tuition and Fees Contribution

Dependents?

Student Loan Term

What state will you plan to work

Select Major

The product calculates:

1. The four year tuition cost
  - a. Including room/board (on/off campus) + books + personal expenses
  - b. Less average grant-in-aid for college and student tuition contribution
2. Salary data based on major – starting salary and average salary over loan period
3. Student loan data, including monthly payment and total payback
4. Discretionary income based on federal guidelines
5. Federal Student Loan affordability analysis – federal guideline % vs student loan/income %

The entire process can be completed in a matter of seconds to minutes. The value to the user is as follows:

1. College costs based on selection
2. Expected salary based on major over loan period
3. Qualification for loan per federal guidelines
4. Monthly loan payment and total repayment **December 2017**

Automation of Breakeven Analysis calculation including, variable costs, fixed costs, profit component, units that need to be sold by year and month and projected Income Statement. – **2016**

Automation of Cash Budget for purposes of forecasting cash flow needs. Cash Budget is integrated with the Breakeven Analysis listed above. . For use in CMR 302 – **2015**

Automation of Stock Selection Worksheet, designed to evaluate a stock using seven financial indicators resulting in a buy or not buy score. **2014**

Automation of Economic Indicator worksheet using ten indicators designed to evaluate and grade the viability of the current economy. - **2014**

“The Financial Statement Analyst” - This application was developed using Microsoft Excel. The application calculates ten financial ratios and scores them based on standards supplied by the user. This application has been accepted for publication by Faulkner & Gray/ Microsoft on their shared Homepage on the Internet (<http://www.microsoft.com/smallbiz/ann/productivity.htm>). The application will be able to be downloaded for use by practitioners and small business managers and owners. **August 1996**

"Department of Business Technology Homepage" - this application was developed using HTML. The application is resident on the Internet and describes the certificate and degree programs offered by the Department. The Internet address is <http://www.mid.muohio.edu/>. Select Department from the main menu, then select Business Technology. **July 1995**

" Business Transactions -Review, Analysis and Recording" - This application was developed to supplement textbook material and provide students with a self-paced, interactive tool to review basic accounting functions. This material has been converted to Compact Disc and was developed using Authorware software. **July 1994**

" A Case Study Approach to Teaching MIS Concepts Using Multimedia Software" - This application was developed to demonstrate how multimedia technology can be used as a classroom tool. This material was used in BTE 181 and was developed using Authorware software. **August 1993**

"Financial Management Tracking System " - Automation of the financial management function for the F15 System Program Office enabling them to track expenditures against budget on a program level basis. This product was developed using Oracle software - **September 1991**.

"How to Use the Procurement Management System", Computer Based Instruction (CBI) software package developed for the Directorate of Contract Data Systems, Air Force Systems Command (AFSC) and distributed to users on a nationwide basis. This product was developed using Phoenix authoring software. **October 1987**

"Executive Overview of the Acquisition Management Information System", Computer Based Instruction (CBI) software package developed for the Directorate of Contract Data Systems, Air Force Systems Command (AFSC) and distributed to users on a nationwide basis. This product was developed using Phoenix authoring software. **July 1986**

#### **ANALYSES, TRAINING MANUALS & REPORTS**

"Training Manual - Personnel Management System - Structured Query Language (SQL) For The End User" - - This manual was developed to train personnel from the Deputy Chief of Staff/Personnel to query the Air Force Personnel Management System (PMS) **August 1991**

"Analysis, Review and Determination of the Organizational Information Requirements for the International Logistics Center" - - This report analyzed the information processing requirements of the organization and ultimately recommended a software, hardware, communications and system support configuration. **September 1988**

"Analysis, Review and Determination of the Organizational Information Requirements for the Deputy Chief of Staff/Personnel", This report analyzed the information processing requirements of the organization and ultimately recommended a software, hardware, communications and system support configuration. **September 1987**

"Analysis, Review and Determination of the Organizational Information Requirements for the Deputy For Simulators ", This report analyzed the information processing requirements of the organization and ultimately recommended a software, hardware, communications and system support configuration. **March 1987**

"Analysis, Review and Determination of the Organizational Information Requirements for the Directorate of Materiel Requirements & Financial Management." This report analyzed the information processing



requirements of the organization and ultimately recommended a software, hardware, communications and system support configuration. **June 1987**

"Analysis, Review and Determination of the Organizational Information Requirements for the Deputy For Development Planning", This report analyzed the information processing requirements of the organization and ultimately recommended a software, hardware, communications and system support configuration. **September 1985**

"Analysis, Review and Determination of the Organizational Information Requirements for the Deputy for Propulsion ", This report analyzed the information processing requirements of the organization and ultimately recommended a software, hardware, communications and system support configuration. **July 1984**

## Curriculum Vitae

**Chamina L. Curtis**

6538 Taylor Trace Lane ♦ Hamilton OH 45011  
513-608-8002 ♦ Email: smithc24@miamioh.edu

**Education**

**Master Labor and Employee Relations**, University of Cincinnati, 2001  
**Master Organization Development**, Bowling Green State University, 1998  
**Bachelor Business Administration – Marketing**, Ohio University, 1988

**Academic Appointments**

2018- Present Assistant Lecturer, Commerce Department, Miami University  
2010-2018 Assistant Professor, Commerce Department, Miami University  
2009-2010 Adjunct Professor, BTE Department, Miami University  
2008-2010 Adjunct Instructor, Wilmington College

**Teaching and Advising**

- Teach the following courses ranging from 400-level to introductory classes: Leadership Decision-skills, Marketing Small Businesses, Worker Relations, Introduction to Marketing and Introduction to Management
- Designed 200 and 300-level online courses in both management and marketing
- Redesigned 400-level Leadership to Decision Skills course
- Serve as coordinator for the Associate degrees Management program; interviewing and supporting adjunct faculty
- Advise students for both the Associate and Bachelors degrees in the Department of Commerce
- Served as the Chief Military Advisory to student veterans or their family members.
- Evaluated highly by students for real-world application of content, enthusiasm and engaging classroom environment.

**Appointments & Awards**

- Selected to serve on the Regional Dean's Search Committee, 2021
- Selected as a University Senator representing the College of Professional Studies and Applied Sciences

- Selected by peers to serve as a member of the Executive Faculty Forum, 2013-2106
- Selected as participant in the SOTL Faculty Learning Community, 2014
- Selected as participant in the Alumni Teaching Scholars program, 2013
- Selected to serve on the Regional Campus Implementation Committee, 2012
- Selected as a Committee on Committees member, 2012
- Selected as participant in the Miami University Part-Time Faculty of Color Program, 2009
- PhD Project, selected and attended the 2008 Annual Conference
- YMCA Black Achievers Award, nominated by Fifth Third Bank, 2005
- Urban League African American Leadership Development Program, 2004
- Hamilton Chamber of Commerce, Leadership Development Program

### Service

- Board of Trustees Member Greater Miami Valley YMCA
- Conceptualized, implemented and leading a collaborative initiative within City of Hamilton called Hamilton's State of Reality to identify disparities impacting People of Color and create community solutions for addressing them.
- Co-founded the CHIPs Workforce Alliance – an initiative that provides paid internships, and leadership development to youth and young adults of Color with in the community.
- Chair of the Booker T. Washington Community Center Advisory Council, Hamilton, Ohio
- Served on the College of Professional Studies and Applied Sciences (CPSAS) curriculum committee, 2014-2016
- Served as a member of Senate representing the CPSAS division 2015-2016
- Co-chaired the VOCIS Communication Committee working to promote a more veteran friendly environment for student veterans on the regional campuses, 2014
- Created the Miami-Ohio Business Development Collaborative for Veterans, 2013
- Representative for the BTE Department on the College of Professional Studies Applied Sciences Curriculum Committee, 2013
- Served on the College of Professional Studies and Applied Sciences Regional Implementation Committee established to define the parameters for the new division, 2013
- Created and serve as the facilitator for the Miami-YWCA and Girls Inc. Collaborative that is a leadership development program for young girls age 13-15 in Butler County, 2013
- Board Member, YWCA, 2013-present

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- BTE Advisory Council Coordinator, 2010- present
- Nominated and appointed to represent part-time faculty at Miami University Student Senate meetings, 2009
- Facilitator, African American Cincinnati Chamber Economic Empowerment Initiative for the Beauty and Barber Industry, 2009
- Presenter and panel discussion member, “Finding Hope in the Midst of the Storm”, 2008
- YMCA Black Achievers, Board Member, 2006-2008
- Big Brothers-Big Sisters, mentor and award winner

### Research Interest

- Diversity, Equity and Inclusion in Community and Corporate Workplaces
- Workforce Development & Effectiveness of Marginalized Groups
- Positive Youth Development and Youth Activism
- Women/girls and economic empowerment
- Community Engagement and Advocacy

### Presentations & Scholarship

Erin A. Harper, Anthony G. James, Chamina Curtis & Demoni’ Ramey (2019) *Using the Participatory Culture-Specific Intervention Model to Improve a Positive Youth Development Program for African American Adolescent Girls*, Journal of Educational and Psychological Consultation, DOI: 10.1080/10474412.2019.1652618

Currere Exchange Book Talk – Author, Discussion Panelist. 2015 16th Annual Curriculum and Pedagogy Conference. Cleveland Ohio.

Poetter, T., Googins, J., Tracey, N., Li, S., Schoen, T., Winn, V., Cooper, K., Larrick, P., Murray, D., Young, C., Ellerbe, J., Smith, C., Blathers, B., Jenkins, K., Coy Smith, K., Cawein Pate, S. (Eds.). (2015). *Was Someone Mean To You Today? The Impact of Standardization, Corporatization, and High Stakes Testing on Students, Teachers, Communities, Schools, and Democracy*. Cincinnati, OH: Van-Griner Publishing.

Performed “From Ohio to Oz and Back Again: The Influence, Impact and Inspiration of Intergenerational Mentoring.” 35th Annual Bergamo Conference on Curriculum Theory and Classroom Practice. Peer reviewed Review.

Co-Presented “Chile If Them Walls Could Talk: A Critical Race Pedagogy of Place Performance” at the Race and Pedagogy National Conference, University of Puget Sound, 2014. Peer-reviewed.

Presented at the Miami University Digital Conference 2013 with colleague, “Digital Video Library: Video Resources for Business Technology Courses”

Co-presented “Twitter in the Classroom: Multiple Approaches and Experiences.” AURCO Conference 2014. Peer reviewed.

Co-published “The Use of Forums in the Online Classroom: Student Thoughts on the Helpfulness of Community Based Learning”, Academic Quarterly Exchange, 2014. Peer reviewed.

“Communication Literacy: Fostering Positive Interpersonal Skills as a Critical Success Factor for Effective Teamwork.” Accepted at the 2014 Lilly Conference. Cancelled due to inclement weather. Peer reviewed.

Presented the workshop "Increasing Interactions in a Virtual World: Using Group Projects in Asynchronous Environment" at the 2012 Aurco Conference, Ohio University, Zanesville, Ohio

Presented at the ATS Symposium (March 2013), “Teamwork in an Online Class: Friend or Foe”)

Presented at the Lilly Conference West, California (March 2013), "Approaches for a Successful Team Experience in an Online Course."

Presentations: The Art of Hiring, Ohio Small Business Development Center 2010- present

#### **Internal Funding**

Grant Recipient Social Justice, Human Rights, Diversity and Inclusion 2017 \$15,000

#### **Professional/Corporate Experience**

##### **Curriculum/Program Development and Course Delivery**

- Collaborated with Human Resources (HR) Business Partners to identify and initiate education and training for development of 400 employees within the HR division.
- Partnered on the curriculum design, implementation and communication plan of the Employee Engagement training for over 4500 managers throughout Fifth Third Bank (aka Bancorp) as well as the HR Business Partners.
- Conducted Employee Engagement training for the HR team and managers within the Investment Advisors Division.
- Actively participated in the Bancorp design and implementation of a centralized, on-line Human Resources Information System (HRIS) that streamlined processes, improved efficiencies and provided managers with easier, faster access to information, resources and decision makers.
- Partnered on design of training materials for managers on the HRIS change initiative and served as the narrator for the instructional training video.

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- Conceptualized and implemented the development of a corporate career development center servicing over 3,500 employees. Highlights include:
  - Researched and marketed concept to senior management, supervisors/managers and employees.
  - Created departmental framework consisting of job descriptions, program design, marketing materials and budgetary parameters.
  - Developed customized individual tools and resources for coaching, mentoring and developing employees.
- Conducted needs analyses and focus groups with managers and employees to develop a more systematic approach to developing their skills, knowledge and abilities to align with the organization's strategic intent.
- Co-facilitated training on the harassment prevention program for both managers and "non-manager" employees.
- Skillfully utilized multi-media approaches for delivering courses and structured training to include lecture, case studies, practical exercises and group projects for initiatives such as:
  - Customer Service Program designed to increase awareness and develop customer service skills for 3900 employees - served as project leader for phase two.
  - Self-study/self-development program to enable employees to improve their performance in the core competencies.
  - Team building design and facilitation team. Completed departmental/team assessments and customized training to meet the needs identified.
- Coordinator of the Organization Development Conference, Bowling Green State University.
- Interned with Saint Vincent Medical Center, Toledo Ohio. Coordinated employee education programs. Designed program to assist hospital staff in dealing with post trauma situations.

### **Leadership and Employee Development**

- Created the Central Operations Officer Forum, which was held three times per year and provided learning/developmental opportunities for all officers within the Central Operations division. The Forum included management updates, networking activities/opportunities, specific training on pertinent Bancorp initiatives and teambuilding.

- Advised and coached associates on professional development planning, career direction and transitions for over 300 associates including vice-presidents, managers and support personnel during restructuring and acquisition of another line of business.
- Served as organizational liaison to promote adherence to corporate philosophy and strategic direction for over 1,300 home office associates and two regional territories.
- Partnered with Assistant Vice President to resolve legal and complex management and employee relations' issues.
- Advised management on appropriate interpretation of corporate policies, procedures and legal implications of actions as well as coaching on employee issues.

### **Diversity**

- Participated on the Bancorp Diversity Recruiting initiative at the National Black MBA Association as well as coordinated recruiting material for the National Society of Hispanic MBA's. Team re-wrote Fifth Third Bank's company description to include diversity-friendly language.
- Partnered with Bancorp education team to develop a Diversity course for non-exempt employees in the Operation's division.

### **Corporate Publications and Manual Development**

- Designed Welcome Aboard manuals for both exempt and non-exempt employees, which included creating a communication plan for the program and integrating it into the Operations Basic Training curriculum.
- Served on the Bancorp on-boarding work team to redesign, automate and standardize the new hire orientation as part of a Human Resources Transformation initiative.
- Designed informational brochures, educational materials and marketing pieces to effectively communicate career services within an organization.
- Initiated the redesign of the recruiting website, developed innovative recruiting materials and coordinated career fairs for several trainee programs.
- Coordinated and wrote award winning monthly newsletter designed to communicate competitive information throughout a four-state Cincinnati Regional Sales Territory.
- Facilitated the redesign of over 500 job descriptions along with the market pricing analysis to ensure parity and equity within and among five sites.

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**Professional Positions****Fifth Third Bank, Cincinnati, Ohio 2001-2008**

Division Education Manager (Learning Client Manager), 2005-2008

Human Resources Business Partner/HR Relationship Manager, 2001-2005

**Ohio Casualty Group (OCG), Fairfield, Ohio, 1993-2001**

Corporate Employee Relations Representative, 2000-2001

Career Development Manager, 1997-2000

Development & Education Coordinator, 1993-1997

**Bowling Green State University, Graduate Assistant, 1992-1993****The Pillsbury Company, Retail Sales Representative, 1990-1992****Professional Qualifications & Skills**

Certified Faith-based Career Advisor, 2010

Instructional Design for New Designers Workshop, Langevin Learning Services, 2005

Train the Trainer & Beyond Train the Trainer, Xavier University

Myers Briggs Type Indicator, qualified administrator



## Steven M. Feldmann, J.D., M.B.A.

6104 Dunmore Drive, West Chester, Ohio 45069 | 513-885-3987 | steve.feldmann@outlook.com

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### SUMMARY OF EDUCATION & PROFESSIONAL EXPERIENCE

Joined Miami as a part-time visiting faculty member in 2011 and went full-time in 2017 as a Visiting Assistant Professor, teaching Business Law, Marketing, and Global Business. I joined the regular faculty in 2019 as an Assistant Clinical Professor.

Career has played out in a series of roles of increasing responsibility, focused on legal, government affairs, communications, marketing, and geopolitical matters. Worked for the U.S. Congress, companies in the for-profit and non-profit sectors (ranging from 5 to 250 employees), and a trade association representing small businesses.

### EDUCATION & CERTIFICATIONS

**Juris Doctor**, University of Kentucky College of Law

**Master in Business Administration**, University of Cincinnati College of Business | Concentrations in Marketing & International Business | Working Professional Program | *Beta Gamma Sigma* Honor Society

**Bachelor of Arts**, Thomas More University (formerly *Thomas More College*) | Business Administration

**Associate in Arts**, Thomas More University (formerly *Thomas More College*) | History & Political Science | *Phi Alpha Theta* Honor Society | *degree earned concurrently with B.A.*

**Licensed Attorney (inactive)**, State of Ohio

### TEACHING EXPERIENCE

**ASSISTANT CLINICAL PROFESSOR** | Miami University Regionals (2019-present)

**VISITING ASSISTANT PROFESSOR** | Miami University Regionals (2017-2019)

- Courses taught: *Introduction to Business Law; Introduction to Marketing; Introduction to Global Business; Strategic Management for Commerce (capstone).*
- Delivery methods: face-to-face and online.
- Curriculum Development: developed pedagogical methods and course delivery for online *Introduction to Business Law* and face to face *Introduction Marketing* and *Introduction to Business Law*.
- Service to the Institution: Appeals Board for the Department of Community Standards (2018-present); ad hoc Governance Committee (chair); department representative to Grievance Committee (2017-present); department liaison to Hamilton Badin High School.
- Service to the Profession: member of Great Lakes Chapter of Academy of Legal Studies in Business (ALSB); reviewer for *Journal of Legal Studies Education*; reviewer for annual conference of the ALSB.
- Recognition: commendation from Center for Teaching Excellence (2020)
- Presentations: E-Campus Recharge 2020 on instructor presence in online courses (2020); SBDC Tax Seminar for Small Businesses (2020)

**VISITING PART-TIME FACULTY** | Miami University Regionals (2011-2017)

- Launched online *Introduction to Business Law* course. Course focuses on preparing students to assess business legal and regulatory risks and appropriately respond to them to achieve business goals.

Steven M. Feldmann | [steve.feldmann@outlook.com](mailto:steve.feldmann@outlook.com) | 513-885-3987

## **CURRENT COMMUNITY SERVICE**

### **GOVERNING BOARD | Butler County Educational Services Corporation (2018-present)**

- Publicly elected position overseeing Head Start and other K-12 educational programs for school districts in Butler and Preble Counties.
- Serve as Vice President of the Board, on the Audit Committee, and as board liaison to the Head Start program.

### **OTHER CURRENT SERVICE**

- Greater Hamilton Chamber of Commerce Government Affairs Committee
- West Chester Liberty Chamber Alliance Government Issues Committee
- Butler Tech Business Advisory Council
- St. Maximilian Kolbe Parish: educator for adult formation and lector
- West Chester Symphony Orchestra: percussionist

### **PAST CHAMBER LEADERSHIP PROGRAM EXPERIENCE**

- Leadership 21 (West Chester-Liberty) Class XXV
- Leadership Cincinnati Class XXVIII
- Leadership Northern Kentucky Class XXV

## **PROFESSIONAL BACKGROUND**

**DIRECTOR OF GOVERNMENT AFFAIRS | Homebuilders Association of Greater Cincinnati (2014-2016)**

**DIRECTOR OF MARKETING, COMMUNICATIONS, & ANNUAL GIVING | Catholic Charities SW Ohio (2011-2014)**

**CONTRACT WORK (2010-2011)**

**DIRECTOR, LEGAL & GOVERNMENT AFFAIRS | Student Lending Works (2005-2010)**

**DIRECTOR OF COMMUNITY AFFAIRS | Fischer Homes (1999-2005)**

**CORPORATE ATTORNEY/CORPORATE PLANNING MANAGER | Student Loan Funding Resources (1996-1999)**

**CONGRESSIONAL STAFF COUNSEL/LEGISLATIVE ASSISTANT | U.S. Representative John Boehner (1991-1996)**

**Chen Ferguson, Ph.D.**

Phone: (513) 330-0888

Email: [fergusc@MiamiOH.edu](mailto:fergusc@MiamiOH.edu)

5908 Hawthorn Reserves Dr. Liberty TWP, OH 45044, USA

**EDUCATION**

Ph.D., Educational Leadership, Miami University, Ohio, USA, Dec. 2013

Concentrated on internationalization in higher education

Dissertation title: "Factors Contributing to Students' Global Perspective"

M.B.A. (International Business), East Tenn. State University, Johnson City, TN, USA, Dec. 1995

B.A. (English for Science &amp; Tech.), Xi'an Jiaotong University, Xi'an, Shanxi, China, July 1988

**UNIVERSITY EMPLOYMENT*****Director of International Programs & Associate Professor of Business***

Miami University, Ohio, USA, 2008 - 2014

***Associate Professor, Business Technology Department***

Miami University, Ohio, USA, 2008 - present

***Assistant Professor, Business Technology Department***

Miami University, Ohio, USA, 2002 - 2008

**BUSINESS ADVISOR & CONSULTING EXPERIENCE**

- Governor Baldacci, State of Maine, May 2007
- Maine Department of Economic & Community Development, 2006 - 2007
- U.S. Department of Commerce, Commercial Service offices, Florida, 2005 - 2007

**KEYNOTE SPEECHES**

"Developing the Yachting Lifestyle with Chinese Characteristics." keynote speech, 2014 China International Forum on Yacht and Waterfront Leisure Industry Development. China International Boat Show, April. 2014, Shanghai.

"From International Education to Global Learning - A Paradigm Shift." Keynote speech, International Conference on Educational and Information Technology Feb. 2013, Hong Kong.

**REFEREED PRESENTATIONS**

"Developing International Programs with Constraints." NAFSA Association of International Educators, Region VI Conference, Nov 2011, Louisville.

“Using International Education to Enhance Student Development.” NAFSA Association of International Educators, Annual Conference, May 2011, Vancouver, Canada.

“A Case Study of Launching International Education on the Regional Campus of a Liberal Arts University.” NAFSA Association of International Educators, Region VI Conference, Nov 2010, Cincinnati.

“Service-Learning in University Promotion and Tenure.” co-authored with Hall, D., Third International Symposium on Service-Learning, Nov 2009, Athens, Greece.

“Information Technology’s Impact on Healthcare Information Systems.” 16<sup>th</sup> ACME International Conference on Pacific Rim Management, July 2006, Hawaii.

“Strategies and Guidelines for the American Automotive Supply Industry Facing Global Competition.” 48th Annual Meeting of the Academy of International Business, June 2006, Beijing, China.

“What Will be China’s Next Booming Consumer Industry?” 42<sup>nd</sup> Annual Conference of Midwest Business Administration Association and Academy of International Business Midwest, Mar 2006, Chicago.

“2004 Global E-readiness Rankings and Regional Approach for E-commerce Markets.” 41st Annual Conference of Midwest Business Administration Association and Academy of International Business Midwest, Mar 2005, Chicago.

“A Regional Approach of Cultural, Administrative, Technological and Economic Considerations for E-Commerce Global Expansion.” 14<sup>th</sup> ACME International Conference on Pacific Rim Management, July 2004, Chicago.

“Revising Academic Programs to Train a Competitive Workforce.” 16th Annual Lilly Conference on College Teaching – West, Mar 2004, California.

“When a Ph.D. is Not Enough: Women of Color Share Narratives of When Their Race and Gender Became a Barrier in the Classroom.” White, S., Ferguson, C. et al, (panel discussion), 6<sup>th</sup> Annual Symposium on Race, Gender, Class, and Sexuality: The Power of Intersectionality, Feb 2004, Ohio.

“Initiating and Establishing Service Learning: An Empirical Study with a Local Chamber of Commerce.” Lilly Conference on College Teaching, Nov 2003, Ohio.

“A Professional Portfolio Approach to Encourage Self-Reflection and Creativity.” 15<sup>th</sup> Annual Lilly Conference on College Teaching – West, Mar 2003, California.

#### **SELECT PEER REVIEWED PUBLICATIONS**

Ferguson, C., and Yen, D. (2007), "Using the CATE Model to Help SMEs Expand to Global E-commerce Markets." International Journal of Management and Enterprise Development, 4(1): 96-117.

Ferguson C., and Yen, D. (2006), "A Regional Approach to E-commerce Global Expansion." International Journal of Electronic Business, 4(1): 99-114.

Ferguson C. (2006), "What Will be China's Next Booming Consumer Industry?" Journal of Midwest International Business Research, 20: 110-116.

Ferguson C. (2005), "Important Considerations for Global E-commerce Markets." Journal of Midwest International Business Research, 19: 38-43.

Ferguson C., and Yen, D. (2004), "A Regional Approach of Cultural, Administrative, Technological and Economic Considerations for E-Commerce Global Expansion." Proceedings of 14<sup>th</sup> ACME International Conference on Pacific Rim Management, P27 -32.

Shemwell, D., and Ferguson, C. (1994), "Cross-Cultural Relationships: What to Expect When You Do Business With the Chinese." Proceedings of the American National Conference in Sales Management, P18-23.

#### **GRANTS & FUNDRAISING**

- Hamilton Rotary Club/Hamilton Community Foundation, study abroad scholarship, 2012
- U.S. Department of Commerce Travel fund, 2007
- Hampton International Education Fund, 2006
- Dolibois Faculty Development Fund, 2004
- International Business Education Summer Program Fund 2003

#### **UNIVERISTY COMMITTEES**

- IEC- International Education Committee, voting member, 2009 - 2014
- Advisory Council of Center of American and World Cultures, 2009 - 2014
- Undergraduate Curriculum Committee, 2006 – 2012
- Senate Executive Committee (Liberal Education Council), 2014 – present

#### **ASSOCIATION MEMBERSHIPS**

- AIB – Academy of International Business, 2003 - 2014
- MVITA – Miami Valley International Trade Association, 2004 - 2014
- NAFSA – Association of International Educator, 2008 – 2014

**Mary Kovach, Ph.D.**

**Associate Professor**

[kovachm2@miamioh.edu](mailto:kovachm2@miamioh.edu)

(440) 221-2205

### **EDUCATION/CERTIFICATIONS**

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**Miami University**, Doctor of Philosophy, Interdisciplinary Studies Oxford, Ohio  
 Dissertation: Examining the supervisor-employee power relationship: Evaluating gender and locus of control as moderating variables in business contexts

**Cleveland State University**, Master of Business Administration Cleveland, Ohio

**Baldwin Wallace University**, Bachelor of Arts, Business (Completed in 3 years) Berea, Ohio  
 Concentrations: Finance and Management

**Worldpay/BMGI**, Certified Lean Six Sigma Black Belt Sycamore Township, Ohio  
 Professional Scrum Master I Certified (Agile Project Management)  
 Certified Scaled Agile Framework Agilist (SAFe)

**General Electric**, Certified Lean Six Sigma Green Belt Cincinnati, Ohio

### **INDUSTRY EXPERIENCE**

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**WORLDPAY** (formerly VANTIV) (NYSE: VNTV) – Sycamore Township, OH  
*Process/Project Optimization Leader, Operations*

**LUXOTTICA RETAIL** (NYSE: LUX) – Mason, OH  
*Manager, Assignment Business Operations (Vision Care Services - EyeMed)*

**GE HEALTHCARE** (NYSE: GE) – Cincinnati, OH  
*Manager, Operations Services*

**AMERICAN GREETINGS CORPORATION** (NYSE: AM) – Cleveland, OH  
*Finance Manager, Seasonal Cards*  
*Financial Analyst, Corporate Financial Planning*  
*Special Projects Analyst, Retailer Financial Services*

### **TEACHING EXPERIENCE**

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**MIAMI UNIVERSITY** – Ohio  
*Assistant Professor (Fall 2014 – Present)*  
*Adjunct Instructor (Fall 2007 – Spring 2014)*

1. Successfully teach a 4/4 course load that includes the following courses (face-to-face, hybrid, and/or online) while creating a positive learning environment with multiple learning outcomes that can be translated to the corporate world: Management Principles (service learning), Organizational Behavior, Personal Organization Skills, Introduction to Business (service learning), Personal Finance, Women in Business, and Introduction to Marketing
2. Developed Management Principles online course from ideation to completion; performed course refresh of Personal Finance course online
3. Created Women in Business course from external grant funding specifically developed for nontraditional female students
4. Consistently utilize real-world examples to convey textbook theories for ease of student understanding, learning, and application
5. Face-to-face course student evaluation average exceeds both department and university averages on all 5 questions
6. Elected as Regionals Diversity Co-Chair providing numerous events and opportunities on campus and online (Fall 2015 – present); won Diversity and Staff Appreciation award Spring 2018

7. Advise students with resumes, career decisions, interview tips and techniques, community involvement, the importance of education and professionalism
8. Service learning courses raised over \$35K to date for nonprofit organizations

## **CURRICULUM DEVELOPMENT**

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### **New Courses Developed**

- CMR 290: Women in Business
- CMR 303: Process Optimization and Organizational Effectiveness (on hold)
- CMR 299A: Cross-cultural Leadership Development (Study Abroad)  
Approved as Service-Learning; course never ran due to leadership changes with partner organization in Mexico

### **Course Revisions (Including Online Development)**

- CMR 111: Introduction to Management
- CMR 117: Personal Finance

## **RESEARCH INTERESTS**

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Topics primarily within business contexts but incorporating Interdisciplinary approach include power, motivation, and leadership. Specifically, whether leaders can inspire motivation, the impact of power on leadership, and how supervisor power impacts employee motivation.

## **PEER REVIEWED JOURNAL PUBLICATIONS**

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1. Kovach, M. (2020). Leader Influence: A Research Review of French & Raven's (1959) Power Dynamics. *The Journal of Values-Based Leadership*, 13(2), article 15.
2. Kovach, M. (2020). Hidden Figure Mother Cabrini: An accomplished servant leader and the first American saint. *AURCO Journal*, 26, 84-90.
3. Kovach, M. (2020). The impact of #MeToo: A review of leaders with supervisor power on employee motivation. *The Journal of Values-Based Leadership*, 13(1), article 13.
4. Kovach, M. (2019). Transformational leadership produces higher achievement outcomes: A review in education and military contexts. *AURCO Journal*, 25, 137-147.
5. Kovach, M. (2018). A review of classical motivation theories: A study understanding the value of locus of control in Higher Education. *Journal of Interdisciplinary Studies in Education*, 7(1), 34-53.
6. Kovach, M. (2018). Cognitive factors in higher education students: Goals, mindset, and internalized motivation. *Journal of Research, Assessment, and Practice in Higher Education*, 3(1), 31-38.
7. Kovach, M. (2018). An examination of leadership theories in business and sport achievement contexts. *The Journal of Values-Based Leadership*, 11(2), 182-203.
8. Kovach, M. (2017). Motivational theories exemplified in *School of Rock*. *Journal of North American Management Society*, 11(1), 38-42.
9. Kovach, M. (2017). An examination of demographics, personal values, and philosophical orientations of college students from multiple university campuses. *The Journal of Values-Based Leadership*, 10(9), article 9.
10. Merhout, J., & Kovach, M. (2017). Governance practices over Agile systems development projects. *MWAIS 2017, Proceedings*, 34.
11. Kovach, M. (2016). The power dynamics that facilitate or inhibit organizational success. *Journal of North American Management Society*, 10(2), 22-26.

## OTHER PUBLICATIONS

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1. – 3. Kovach, M. (2020, April/August/December). *OSDIA National Membership Commission Tri-Annual Report*. Electronic distribution.
- 4.- 5. Kovach, M. (2020, March/July). *OSDIA Grand Lodge of Ohio Bollettino d'Informazioni*. Electronic distribution.
6. – 9. Kovach, M. (2019, April/August/December). *OSDIA National Membership Commission Tri-Annual Report*. Electronic distribution.
10. - 13. Kovach, M. (2020, Fall (2), Spring (2)). *The Commerce Connection*. Distribution of department newsletter.
14. - 17. Kovach, M. (2019, Fall (2), Spring (2)). *The Commerce Connection*. Distribution of department newsletter.
18. – 19. Kovach, M. (2019, March/July). *OSDIA Grand Lodge of Ohio Bollettino d'Informazioni*. Electronic distribution.
20. Kovach, M. (2018, December). *OSDIA National Membership Commission Tri-Annual Report*. Electronic distribution.
21. – 24. Kovach, M. (2018, Fall (2) & Spring (2)). *The Commerce Connection*. Distribution of department newsletter.
25. – 26. Kovach, M. (2018, March/June). *OSDIA Grand Lodge of Ohio Bollettino d'Informazioni*. Electronic distribution.
27. – 30. Kovach, M. (2017, Fall (2) & Spring (2)). *The Commerce Connection*. Distribution of department newsletter.
31. – 34. Kovach, M. (2016, Fall (2) & Spring (2)). *The Commerce Connection*. Distribution of department newsletter.
35. - 38. Kovach, M. (2015, Fall (2) & Spring (1)). *The Commerce Connection*. Distribution of department newsletter.

## CONFERENCE PRESENTATIONS

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1. Kovach, M. (2017). An alternative delivery method to case studies. *North American Management Society (NAMS) - Annual Conference*. Chicago, IL.
2. Kovach, M. (2017). Motivational theories exemplified in School of Rock. *North American Management Society (NAMS) - Annual Conference*. Chicago, IL.
3. Kovach, M. (2016). The power dynamics that facilitate or inhibit organizational success. *North American Management Society (NAMS) - Annual Conference*. Chicago, IL.
4. Kovach, M. (2015). One assignment: A game, a review, a presentation, a lot of fun! *Ohio Association for Two-Year Colleges (OATYC)*. Zanesville, OH.
5. Kovach, M. (2015). Using agile methodology to improve student group performance. *An Association for Business Technology Educators (OBTA)*. Hamilton, OH.
6. Kovach, M. (2015). Creating a business network and securing jobs in the marketplace: A class project. *Association for Regional Campuses of Ohio (AURCO)*. Salem, OH.
7. Kovach, M. (2014). Is it will or is it skill? *Ohio Association of Two-Year Colleges (OATYC)*. Celina, OH.

## POSTER PRESENTATIONS

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1. Kovach, M. (2020). Mother Cabrini: An Italian immigrant, an accomplished servant leader, and the first American saint. *Miami University Regionals Diversity Council Women's History Month Gardner-Harvey Library Display*.
2. Kovach, M. (2020). The impact of #MeToo. *Domestic Violence Awareness Month Gardner-Harvey Library Display*.
3. Kovach, M., & Ross-Yisrael, S. (2018). Fighting PTSD: One assignment at a time. *3T: Teaching, Techniques, & Technology – University of Cincinnati*. Batavia, OH.



4. Ross-Yisrael, S., & Kovach, M. (2018). Making it Internal: Bridging diversity through self-awareness. *3T: Teaching, Techniques, & Technology - University of Cincinnati*. Batavia, OH.
5. Kovach, M. (2017). Case Studies 2.0. *Scholars and Artists Week – Miami University*. Middletown, OH.
6. Kovach, M., & Mays, T. (2016). *Hey you! Go develop an online course! Scholars and Artists Week – Miami University*. Middletown, OH.
7. Kovach, M., & Mays, T. (2016). *Hey you! Go develop an online course! Ohio Educational Technical Conference (OETC)*. Columbus, OH.

#### **OTHER PRESENTATIONS - EXTERNAL**

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1. -3. Kovach, M., & DeNunzio, M., (2019). National Membership Commission Webinars Q1 – Q3 with various guests. Order Sons & Daughters of Italy in America, Online.
4. Kovach, M. (2019). National Membership Commission TriAnnual Report. Sons of Italy Grand Lodge of Ohio meeting Middletown, OH.
5. Merhout, J., Kovach, & M., Hulshult, A., (2018). Agile in Higher Education. National Air & Space Intelligence Center, Wright-Patterson Air Force Base, Dayton, OH.
6. Kovach, M. (2018). Grand Lodge Membership Committee Update. Sons of Italy Grand Lodge of Ohio quarterly meeting, Columbus, OH.

#### **OTHER PRESENTATIONS – INTERNAL (OXFORD)**

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1. Hulshult, A., & Kovach, M. (2017). Advanced Agile Workshop. *Advanced Agile Workshop, FSB*. Oxford, OH.
2. Kovach, M. (2017). *School of Rock Rocks: The new case study demonstrating various managerial topics and theories. Lilly Conference*. Oxford, OH.
3. Kovach, M. (2017). An alternative delivery method to traditional case studies: A progress report. *ATS Symposium*. Oxford, OH.
4. Kovach, M. (2017). Using SoTL and CAT to build a dynamic case study. *ATS Closing Retreat*. Oxford, OH.
5. Kovach, M. (2017). Introduction to scrum. *Miami University – FSB Agile Workshop*. Oxford, OH.
6. Kovach, M., Cook, M., & Stephensen, B. (2017). Mindsets: Key to effective data. *Miami University*. West Chester, OH. (35% authorship)
7. Kovach, M. (2017). Motivation: Experiencing pure joy. *Miami University*. Oxford, OH.
8. Kovach, M., & Warren, V. (2017). Motivation: The built environment. *Miami University*. Oxford, OH. (70% authorship.)
9. Kovach, M., & Warren, V. (2017). Motivation: Hatha yoga and executive function. *Miami University*. Oxford, OH. (50% authorship.)
10. Cook, M., Kovach, M., & Stephenson, B. (2017). Mindsets and effective data. West Chester, OH. (30% authorship.)

#### **OTHER PRESENTATIONS – INTERNAL (REGIONALS)**

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1. Kovach, M. (2018, Fall). Financial empowerment. *Miami University – Regionals Diversity Council*. Middletown, OH.
2. Kovach, M. (2018, November). Combat to corporate: Master the interview. *Miami University – Regionals Diversity Council*. Middletown, OH.
3. Kovach, M. (2018, Recorded presentation) for internal and external distribution to national and local military and non-military partner organizations). Quick Resume Tips & Tricks. *Miami University*. Middletown, OH.

4. Kovach, M. (2018, Recorded presentation for distribution to local domestic violence and women's shelters). Financial empowerment. *Miami University – Regionals Diversity Council*. Middletown, OH.
5. Kovach, M. (2018, Spring). Financial empowerment. *Miami University – Regionals Diversity Council*. Middletown, OH.
6. Kovach, M. (2018). Complete your training, you must: Active management practices. *Miami University – Winter Recharge: Be the Force*. Middletown, OH.
7. Kovach, M. (2017, February). Combat to corporate: Master the interview. *Miami University – Regionals Diversity Council*. Middletown, OH.
8. Kovach, M. (2017, Fall). Financial empowerment. *Miami University – Regionals Diversity Council*. Middletown, OH.
9. Kovach, M. (2017). Case Studies 2.0 – The Talk. *MUM Scholars and Artists Week*. Middletown, OH.
10. Kovach, M. (2017). Communication: Values, tools and body language. *Miami University – Winter Recharge*. Middletown, OH.
11. Kovach, M. (2016). What is agile? *Miami University – Winter Recharge*. Middletown, OH.S
12. Kovach, M. (2016). Making the most of organizational change. *Miami University – Winter Recharge*. Middletown, OH.
13. Kovach, M. (2016). Mastering the interview. *The Knowledge Café - Miami University*. Middletown, OH.
14. Kovach, M. (2016). Six Sigma and LEAN thinking. *The Knowledge Café - Miami University*. Middletown, OH.
15. Kovach, M. (2016, Fall). Financial empowerment. *Miami University – Regionals Diversity Council*. Middletown, OH.
16. Kovach, M. (2016, Summer). Communication: Values, tools and body language. *Miami University – Enrollment Management Leadership Team*. Middletown, OH.
17. Kovach, M. (2016, Spring). Financial empowerment. *Miami University – Regionals Diversity Council*. Middletown, OH.
18. Kovach, M. (2016, November). Combat to corporate: Master the interview. *Miami University – Regionals Diversity Council*. Middletown, OH.
19. Kovach, M. (2016, March). Combat to corporate: Master the interview. *Miami University – Regionals Diversity Council*. Middletown, OH.
20. Kovach, M. (2016, February). Combat to corporate: Master the interview. *Miami University – Regionals Diversity Council*. Middletown, OH.
21. Kovach, M. (2015, Fall). Financial empowerment. *Miami University – Regionals Diversity Council*. Middletown, OH.
22. Kovach, M. (2015, Spring). Financial empowerment. *Miami University – Regionals Diversity Council*. Middletown, OH.
23. Kovach, M. (2015). Using agile methodology in a social media world. *The Knowledge Café - Miami University*. Middletown, OH.
24. Kovach, M. (2015). Project management tools. *Miami University – Winter Recharge*. Middletown, OH.
25. Kovach, M. (2015, Nov.). Combat to corporate: Master the interview. *Miami University – Regionals Diversity Council*. Middletown, OH.
26. Kovach, M. (2015, Oct.). Combat to corporate: Master the interview. *Miami University – Regionals Diversity Council*. Middletown, OH.
27. Kovach, M. (2015, September). Combat to corporate: Master the interview. *Miami University – Regionals Diversity*

*Council. Middletown, OH.*

28. Kovach, M. (2015, April). *Combat to corporate: Master the interview. Miami University – Regionals Diversity Council. Middletown, OH.*

29. Kovach, M. (2015, March). *Combat to corporate: Master the interview. Miami University – Regionals Diversity Council. Middletown, OH.*

## SERVICE

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### Service to the Institution:

- **Co-Chair**, Miami University Regionals Diversity Council
- **Mentor and Mentee**, Regional Empowerment for Determined (RED) Women
- **Member**, Casper Lecture Series Committee
- **Member**, Meta-Majors Committee
- **Member**, Boldly Creative Initiatives Academic Excellence Strategic Priority Committee
- **Member**, Achievement and Influence Committee
- **Member**, Veterans Outreach Collaborative to Impact Success (VOCIS)
- **Member**, RSET Committee
- **Member**, Faculty Forum Committee
- **Designated Community Partner**, United Way
- **Developer**, Quality Management Video for Nursing department
- **Graduate Student Study Appointment**, Goal Study for Kinesiology department

### Service to the Profession:

- **Ohio Department of Education (ODE)**, Personal Financial Management Faculty Committee
- **Journal of Interdisciplinary Studies in Education (JISE)**, Journal Reviewer
- **Association for Regional University Campuses of Ohio (AURCO)**, Journal Reviewer
- **Journal of Excellence in College Teaching (JECT)**, Journal Reviewer
- **The Interdisciplinary Social Sciences Journal Collection (CGRN)**, Journal Reviewer
- **Routledge (Taylor & Francis Group)**, Leadership Textbook Reviewer
- **Book review**, Simon & Schuster
- **Business Industry Experience Interview**, UK organization

### Service to the Department:

- **CMR 111**, Course instructional mentor
- **Member**, Commerce Advisory Council
- **Author**, *The Commerce Connection*
- **Chief Military Advisor (CMA)**, for military Veteran students
- **Commerce Point of Contact**, Ross High School
- **Member**, Commerce Boldly Creative Initiatives Committee
- **Approved**, CMR 111 (Management) TAG course with MGT 291 (Organizational Behavior)
- **Approved**, CMR 106 Miami Plan Designation
- **In process**, CMR 117 CTAG approval
- **Syllabi review for articulation**, numerous universities

### Service to the Students:

- **Advisor**, Academics
- **Advisor**, SOAR events
- **Advisor**, military veterans
- **Reference**, student employment

### Service to the Community:

- **Order Sons & Daughters of Italy in America**, National Membership Commission member, National Technology Committee member, State Trustee, Cincinnatus Lodge Orator, State Delegate, and Social Media/Web co-administrator
- **Community Partner**, Combat Outpost Robinson

- **Back2Back Ministries**, Sponsor, Volunteer and Mission trips
- **Mt. Notre Dame High School Senior Showcase**, Judge
- **Hamilton County Foster Child Enrichment Council**, Board Member
- **Matthew 25 Ministries**, Volunteer, 5K participant
- **Warren County Abuse, Rape and Crisis Center**, Facilitated group Personal Finance sessions
- **Business Professionals of America**, Judge

### **PROFESSIONAL AWARDS, HONORS, AND NOMINATIONS**

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1. Nominated for Faculty Achievement in Advising Award (2019)
2. Awarded Faculty & Staff Diversity Appreciation Award (2018)
3. Duke Energy Foundation Grant (\$11.2K) from the "Improving Leadership Skills for Nontraditional and Women Students" program, in partnership with colleagues (2017)
4. Nominated for Order Sons & Daughters of Italy Member of the Year award (2017)
5. Nominated for Cincinnati's Forty Under 40 (2017)
6. Nominated for "NAMS Top Paper Award" North American Management Society Conference (2017)
9. Nominated for Regional Assembly Executive Council (2017)
10. Received R&G MUM research grant (\$500) (2016)
11. Received Faculty/Staff Commendation from Graduating Student Survey (2016)
12. Named Co-Chair to Regionals Diversity Council (2015)
13. Earned GE Management Award (2006)

### **PROFESSIONAL DEVELOPMENT**

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1. HOWE Writing Fellows Program (Spring 2021)
2. Interdisciplinary PhD program
3. Agile visits with Farmer's Business School faculty
  - Vantiv
  - Insight/Cardinal Solutions (arranged)
4. Alumni Teaching Scholars (ATS) Program
5. Co-Facilitator FSB Advanced Agile Workshop
6. Lilly Conference, attended (2)
7. MOOC Accessibility Course
8. Faculty Advisor Training
9. IRB Training & Certification
10. Tenure Track Meetings (Regionals)
11. Online Learning Management Training
12. eLearning Online Course-Building Program
13. New Faculty Training and Enrichment Program

**Thomas A. Mays**  
**tommays@sbcglobal.net**

### Education

- University of Dayton, Dayton, Ohio** **2017**  
 Doctor of Philosophy, Educational Leadership and Administration  
 Dissertation: A Multiple Case Study of Social Capital Development at a Public Midwestern University
- Wright State University, Dayton, Ohio** **2004**  
 Master of Science, Social and Applied Economics  
 Thesis: Economic Impact Study of the Dayton Aviation Heritage National Historical Park
- Wright State University, Dayton, Ohio** **2004**  
 Master of Business Administration  
 Concentrations: Management Information Systems, Business Economics
- Ohio University, Athens, Ohio** **1995**  
 Bachelor of Science, Communication  
 Major: Telecommunications Management, Minor: Political Science

### Industry Experience

- T.A.M. Communications, Dayton, Ohio** **03/1997 to Present**  
**Owner**
- Communications and marketing projects completed for a wide range of for-profit and not-for-profit organizations including Fortune 500
  - Competitive intelligence and online marketing strategy consultation
  - Website, e-commerce, and interactive media consulting, development, and distribution
  - Event production including producing, technical direction, and media development
  - Productivity software consultation

### Teaching Experience

- Miami University, Regional Campuses, Middletown, Hamilton, West Chester, Ohio**  
**Associate Professor, Department of Commerce** **07/2018 to present**  
**Assistant Professor, Department of Commerce** **08/2012 to 07/2018**
- In addition to service and scholarship activities, I teach a 4:4 course load that includes face-to-face, hybrid, and online courses in the areas of small business communications, innovation, data analysis, e-commerce, and business technology.
- Sinclair Community College, Dayton, Ohio** **03/2010 to 08/2012**  
**Annually Contracted Faculty, Adjunct Faculty, Management and Marketing Departments**
- Classroom and online courses taught: Management, marketing, and organizational behavior
- Miami Jacobs Career College, Dayton, Ohio** **11/2007 to 08/2012**  
**Adjunct Faculty, Computer Systems Specialist and Business Office Management programs**
- Classroom courses taught: Accounting, finance, information technology, and project management

## Curriculum Development

### New course developed

- CMR 290A: Excel Formulas and Data Analysis
- CMR 442: Issues and Innovation in Small Business

### Major course revisions (All courses also redeveloped for online delivery)

- CMR 109: Quantitative Business Methods
- CMR 181: Computers and Business
- CMR 281: Business Communication Software
- CMR 282: Computer-Based Business Analysis
- CMR 284: Emerging Technologies for Business
- CMR 285: Business Information Management
- CMR 286: Digital Commerce

### New degree development

- **Bachelor of Science in Commerce**
  - Developed assessment plan in addition to curriculum input.
- **Bachelor of Science in Applied Communication**
  - Developed assessment plan and consulted on FTE requirements, revenues, and expenses.
- **Bachelor of Arts in Liberal Studies**
  - Developed assessment plan and consulted on FTE requirements, revenues, and expenses.
- **Bachelor of Arts in Communication Studies**
  - Provided analysis of degree proposal and curriculum.

### Major degree revisions

- **Associate of Applied Business, Digital Business Systems**
  - Program revised to better prepare students for the changing technological landscape in today's workplace. Revisions included major updates to two of the four courses in the program.

## Peer Reviewed Publications

Hoffman, T. and Mays, T. (2020). Social presence in an online teacher education program: Pre-service teacher perceptions. *The Online Journal of New Horizons in Education*, 8(1).

Mays, T. (2016). Social capital in online courses. *Mid-Western Educational Researcher*, 28(2), 162-186.

Mays, T. (2015). Using spreadsheets to develop applied skills in a business math course: Student feedback and perceived learning. *Journal of Spreadsheets in Education*, 8(3).

Mays, T. (2014). Addressing digital literacy through data visualization projects. *The Ohio Business Technology Educator*, 70, 33-44.

Mays, T. (2012). For-profit institutions, adjunct faculty, and the changing market. *Journal of Education Policy, Planning & Administration*, 1(2), 4-20.

## Other Publications (editorially reviewed)

Mays, T. (2018). Building relationships with the local business community, *Business Education Forum Journal*, 73(2), 42.

### Book Chapters

- Mays, T. (2020). Applying design thinking, collaboration, and makerspaces to encourage innovation in the classroom. In J. Long & J. Hicks (Eds.), *Makerspaces for Adults: Best Practices and Great Projects*. Lanham, MD: Rowman & Littlefield.
- Dietz, B., Hurn, J., Mays, T., and Woods, D. (2018). An introduction to learning analytics. In R.A. Reiser, & J.V. Dempsey (Eds.), *Trends and Issues in Instructional Design and Technology (4th ed.)*. Boston, MA: Pearson Education.
- Mays, T. (2017). Social capital development and post-secondary education: Revising an approach for studying social capital in for-profit institutions. In T. McMillan Cottom & W. Darity Jr. (Eds.), *For-Profit U: Shifting Histories, Politics and Futures of For-Profit Higher Education*. London: Palgrave McMillan.

### Conference Proceedings

- Mays, T. (2019). Online Essay Writing Services: Characteristics and Messaging Strategies. In V. Hemby (Ed.), *BERC Proceedings: Research with a Purpose*, Chicago: Business Education Research Association.
- Mays, T. (2018). Student Networking in Higher Education: An Examination of Business and Leadership Students. In V. Hemby (Ed.), *BERC Proceedings: Research with a Purpose*, Baltimore: Business Education Research Association.
- Mays, T. (2017). Technology, presence, and learning in online business courses. In V. Hemby (Ed.), *2017 BERC Proceedings: Research With a Purpose*, Chicago: Business Education Research Association.
- Mays, T. (2017). Designing discussion forums that enhance cognitive presence in an online entrepreneurship course. In V. Hemby (Ed.), *2017 BERC Proceedings: Research With a Purpose*, Chicago: Business Education Research Association.
- Mays, T. & Cox, M. (2015). Classroom presence and sense of community: Comparing practices in traditional and online classrooms. In M. Cox & G. Wentzell (Ed.), *Proceedings of the 2015 Original Lilly Conference on College Teaching* (pp. 125-127). Oxford, Ohio: Original Lilly Conference on College Teaching.

### Conference Presentations

- Mays, T. (2020, April 7-12). Exploring Online Paraphrasing Tools: Features, Quality, and Plagiarism Detection Avoidance. NBEA Business Education Research Conference, Boston, MA.
- Mays, T. (2020, April 7-12). The Learning Hub: The Dashboard Project. NBEA Business Education Research Conference, Boston, MA.
- Mays, T. (2019, April 16-20). Academic Integrity Concerns: The Characteristics of and Messaging Strategies Used by Essay Writing Services. Paper presentation at the NBEA Business Education Research Conference, Chicago, IL.
- Mays, T. (2019, April 3-5). Research Support through the Miami University Regionals E-Campus Fellowship Program. Online Learning Consortium Innovate Conference, Denver, Colorado.

- Mays, T. (2018, March 28-31). Student Networking in Higher Education: Using a Social Capital Framework to Understand Why and How Students Network. Paper presentation at the NBEA Business Education Research Conference, Baltimore, Maryland.
- Mays, T. (2018, April 18-20). Promoting Academic Integrity in Online Courses. Online Learning Consortium Innovate Conference, Nashville, Tennessee.
- Cady, A., Mays, T., and Petonito, G. (2017, November 18-21). Student Engagement in an Online Learning FLC: Increasing Engagement Through Focusing on Cognitive Presence, Presentation at the Lilly Conference on College Teaching, Oxford, Ohio.
- Mays, T. (2017, April 11-15). Technology, presence, and learning in online business courses. Paper presentation at the NBEA Business Education Research Conference, Chicago, IL.
- Mays, T. (2017, April 11-15). Designing discussion forums to enhance cognitive presence in an online entrepreneurship course. Paper presentation at the NBEA Business Education Research Conference, Chicago, IL.
- Mays, T. (2016, October 20). Online discussion forums: Applying a design tool for enhancing presence. Presentation at the Lilly International Conference, Traverse City, MI.
- Mays, T. (2016, April 19-23). Online discussion forum construction and facilitation: Applying the Community of Inquiry framework, Presentation at the Online Learning Consortium Innovate Conference, New Orleans, LA.
- Mays, T. (2016, March 22-26). Measuring presence in online learning: A pathway for analysis and revision of a business applications course. Paper presentation at the NBEA Business Education Research Conference, Las Vegas, NV.
- Mays, T. (2016, February 25). Creating presence in online courses: Research, practice, and student perceptions. Invited presentation at the Transforming the Teaching and Learning Environment Virtual Conference, hosted by the Pennsylvania State System of Higher Education.
- Kovach, M. and Mays, T. (2016, February 9-11). Hey you! Go develop an online course. Poster presentation at the Ohio Education Technology Conference, Columbus, Ohio.
- Mays, T. and Cox, M. (2015, November 19-22). Classroom presence and sense of community: Comparing experiences in traditional and online classrooms, Presentation at the Lilly International Conference on College Teaching, Oxford, Ohio.
- Mays, T. (2015, October 9). Student-produced video assignments: Increasing learning and engagement, Presentation at the Ohio Association of Two-Year Colleges Annual Conference, Zanesville, Ohio.
- Mays, T. (2015, May 27-29). Creating presence and a sense of community in online courses. Presentation at the Lilly International Conference, Bethesda, Maryland.
- Hurn, J., Mays, T., and Straub, J. (2015, June 15-19). Cool Tools: Reporting results from studying student use and perceptions of the peer review tool in the Canvas LMS. Presentation at Instructurecon, Salt Lake City, Utah.
- Mays, T. (2015, April 18). YouTube for Educators: Tricks, Tips, and Analytics. Presentation at the Association for University Regional Campuses of Ohio Annual Conference, Cincinnati, Ohio.



- Mays, T. (2014, November 12-15). Social capital and online education: The search for friends and community. Paper presented at the Mid-Western Educational Research Association Research Conference, Chicago, Illinois.
- Mays, T. (2014, October 10). Continuous improvement in online courses using multiple data sources. Presentation at the Ohio Association of Two-Year Colleges Annual Conference, Celina, Ohio.
- Mays, T. (2014, October 3). Using YouTube, Twitter, and Google to promote digital literacy in the classroom. Presentation at the OBTA Professional Development Conference, Canton, Ohio.
- Mays, T. (2014, May 29-June 1). Addressing math anxiety and learning outcomes during the transition of a course to online delivery. Paper presented at the Lilly International Conference, Bethesda, Maryland.
- Mays, T. and Smith, C. (2014, April 5). Twitter in the classroom: Multiple approaches and experiences. Presentation at the Association for University Regional Campuses of Ohio Annual Conference, Cincinnati, Ohio.
- Mays, T. (2014, April 5). Case studies of social capital on regional campuses at an Ohio institution. Presentation at the Association for University Regional Campuses of Ohio Annual Conference, Cincinnati, Ohio.
- Mays, T. (2014, January 29). Adding polish to your productions: Audio, video, and lighting techniques to improve video in online courses. Presentation at the Ohio Education Technology Conference, Columbus, Ohio.
- Mays, T. (2012, October 12). Concept Mapping and the Visual Understanding Environment. Presentation at the Ohio Association of Two-Year Colleges Annual Conference, Elyria, Ohio.
- Mays, T. (2012, September 21-22). Social capital and for-profit institutions: A planned study. Paper presentation at the Conference on Competition, Access, and For-Profit Colleges, Duke University, Durham, North Carolina.

### **Memberships and Associations**

- Association for Research in Business Education (ARBE)
- National Business Education Association (NBEA)
- Ohio Business Educators Association

### **Honors and Awards**

- Miami University E-Campus Excellence in Online Teaching Award, 2018
- Southwestern Ohio Council for Higher Education Award for Faculty Excellence, 2018
- Miami University Center for Excellence in Teaching, Teaching Commendations for 2013, 2014, 2015, 2017, 2018, 2019, 2020
- Graduate of the Alumni Teaching Scholars Learning Community, Miami University, 2014
- Dr. Myron K. Cox Award for Outstanding Graduate Student, Department of Information Systems and Operations Management, Wright State University, 2004
- Beta Gamma Sigma Honor Society
- Phi Kappa Phi Honor Society
- Mortar Board National Honor Society

**Patrick J. McCafferty, CPA**

219 Wade Street  
 Cincinnati, OH 45202  
 Phone: (513) 404-4439  
 E-mail: mccauff@fuse.net

**Education:**

M.B.A. in Finance, Miami University 1980  
 B.S. in Accounting, Miami University 1977  
 Certified Public Accountant

**Work Experience:**

**2006 – 2017:**

**Instructor at Miami University, Farmer School of Business and Department of Commerce**

Classes that I have taught or currently teach:

- Franchising (ESP 490) class in the Entrepreneurship department.
- Financial Accounting (ACC 221) in the Accounting department.
- Managerial Accounting (ACC 222) in the Accounting department.
- Federal Income Tax (ACC 343) in the Accounting department
- Foundations of Business Decision Making (BUS 101) in the School of Business
- Understanding Business (MGT 111) in the School of Business
- Management Planning and Control (CMR 207) in the Commerce Department
- Small Business Management (CMR 242) in the Commerce Department

**Self-employed CPA**

- Complete business consulting for hospitality industry clients

**Joint Venture Partner with Texas Roadhouse** - partnership owns and operates 2 Texas Roadhouse restaurants.

**1996-2005:**

Started own restaurant company in 1996. Built and operated 9 Texas Roadhouse franchised restaurants from 1996 to 2005. In December, 2005 the restaurants were sold to the parent company. Raised \$25 million in capital funds to finance the restaurants.

**1989 – present:**

Started own CPA practice in 1989. Specialized in hospitality industry assisting in the following areas:

- tax planning and preparation
- private equity offerings
- secure traditional financing
- complete accounting services
- business plans

Clients included Embassy Suites, Fairfield Inn, Papa John's, Outback Steakhouse, Texas Roadhouse, Famous Dave's, and Hardee's.

**Community Service:**

**Pro Bono work - Instructor at Chatfield College, Cincinnati, OH.:** Taught Personal Finance a 3-credit hour class to intercity students. The course is a part of Chatfield's curriculum for a business degree.

**Sigma Alpha Epsilon fraternity,** member of the House Corporation for the SAE chapter at Miami University. Responsibilities include the financial and social oversight of this 50 member student fraternity

**Social Entrepreneurship:** Developed and opened a benefits corporation business in June, 2020, 100% of the profits are donated to charity. The business is a bar called PhilanthroPub located in Mt Adams in Cincinnati. Each month three charities are selected to compete for that month's profit donation. Patrons vote on which charity is to receive the donation and are educated on the charity's mission. Donations have been made to such charities as Cincinnati Freestore Foodbank, Stepping Stones (programs for those with disabilities), Cincinnati Community Toolbank (provides construction tools to non-profit organization), Save the Animals Foundation, Ronald McDonald House ,UpSpring (provides support to homeless children) and Boys and Girls Club of Greater Cincinnati.

[www.philanthropub.com](http://www.philanthropub.com)

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 Personal E-mail: monticha.ucdavis@gmail.com

## EDUCATION

### **UNIVERSITY OF CALIFORNIA, DAVIS, Ph.D., March 2009**

**Major Fields:** Development Economics and Agricultural Economics

**Dissertation:** “Enhanced Land Rights, Access to Credit and Farm Investment: An Evaluation of the Assets Capitalization Program in Thailand”

**Teaching Interests:** Introductory Micro- and Macroeconomics, Intermediate Micro- and Macroeconomics, Econometrics (including Statistics and Mathematics for Economics and Business), Development Economics, International Economics, Global Business, Financial Management for a Firm, Quantitative Analysis in Business, Futures and Options Markets, Principles of Marketing and Marketing Research, Agricultural Production, and Agricultural Policy

**Research Interests:** Economics of Land Rights, Agricultural Production, Agricultural Policy, Policy Evaluations, Microeconometrics, Commodity Markets and International Trade

## ACADEMIC PROFESSIONAL EXPERIENCE

- 08/10 – Present**      **Assistant Teaching Professor**, Department of Economics, Miami University
- Courses Taught:** Principles of Microeconomics, Principles of Macroeconomics, International Economic Relations, International Business, Economic Development, and Southeast Asia Economic Development
- 07/16 – 08/18**      **Visiting Teaching Professor**, Summer China Program, Shanghai International Studies University
- Courses Taught:** Principles of Microeconomics, Principles of Macroeconomics
- 09/09 – 06/10**      **Visiting Assistant Professor**, Department of Economics, California State University, Stanislaus.
- Courses Taught:** Principles of Macroeconomics, Principles of Microeconomics, Intermediate Microeconomics, Economics and Agriculture, Natural Resource and Environmental Economics, and Contemporary Issues in Economics
- 09/06 – 08/09**      **Lecturer**, Department of Agricultural and Resource Economics, University of California, Davis.
- Courses Taught:** Intermediate Microeconomics, Quantitative Analysis for Business Decisions, and Futures and Options Markets
- 03/09 – 08/09**      **Adjunct Assistant Professor**, Sacramento City College
- Courses Taught:** Principles of Microeconomics and Principles of Macroeconomics Markets, Managerial Marketing, Futures and Options Markets Quantitative Analysis for Business Decisions, and Financial Management of the Firm

**ACADEMIC PROFESSIONAL EXPERIENCE (Continued)**

- 01/02 – 06/02**      **Research Assistant**, Department of Agricultural and Resource Economics, University of California, Davis
- Conducted primary source research on futures contract specifications that traded in different exchanges in the US and Canada. Assembled and analyzed time-series data for futures and spot prices of the targeted commodities and contracts.
- 07/98 – 03/00**      **ADJUNCT INSTRUCTOR**, Suan Dusit Rajbhat University, Thailand
- Course Taught:**      Introductory Macroeconomics, (continuing education study program)

**NON-ACADEMIC PROFESSIONAL EXPERIENCE**

- 01/98 – 02/02**      **Trade Economist**, Ministry of Commerce, Thailand
- Worked for Trade Negotiations Department. Conducted economic research on trade issues between Thailand and other countries. Provided recommendations regarding tariff measures under bilateral, regional and multi-national trade agreements (WTO, ASEAN etc.).
- 07/94 – 12/95**      **Account Executive**, SiamSat Co., Ltd., Thailand
- Provided telecommunication solutions via satellite bandwidth to clients in finance and banking businesses, consumer products, and Thai government agencies.
- 03/92 – 06/94**      **ACCOUNT EXECUTIVE**, Samart Corporation, Thailand
- Provided telecommunication solutions via satellite bandwidth to clients in finance and banking businesses.

**ACADEMIC SERVICE**

- 01/21 – Present**      **Faculty Forum Executive Committee (2-year term):** Miami University Regionals
- 01/19—Present**      **Committee on Evaluation of Administrators:** Miami University Regionals
- 12/15 – Present**      **Editorial Board:** KMUTNB International Journal of Applied Science and Technology
- 09/09 – Present**      **Reviewer:** Journal of Agricultural Education and Extension (JAEE)

**COMPUTER SKILLS**

Proficient in the use of Microsoft Office including Word, Excel, PowerPoint, and Access.  
Proficient in the use of various statistical programs including MS Excel, and Access, STATA, SHAZAM, EVIEWS, and GAMS.

**PROFESSIONAL MEMBERSHIPS**

American Economics Association  
Agricultural and Applied Economics Association  
Western Agricultural Economics Association

**Curriculum Vitae**  
(last updated: October, 2020)

**Thembinkosi P. Mkhathshwa**  
(Permanent Resident of the United States)

Miami University  
Department of Mathematical and Physical Sciences  
205 F Thesken Hall  
Middletown, OH 45042  
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### Research Interests

- Students' quantitative and covariational reasoning in the context of calculus and differential equations topics.
- The role of real-world contexts in students' learning of calculus and differential equations.
- Opportunity to learn provided by undergraduate mathematics textbooks and classroom instruction.

### Education

***Ph.D. Mathematics Education***, July 2016

Syracuse University, Syracuse, NY

Dissertation title: Business calculus students' reasoning about optimization problems: A study of quantitative reasoning in an economic context

Advisor: Prof. Helen M. Doerr

***M.S. Teaching and Curriculum (Mathematics Education)***, December 2013

Syracuse University, Syracuse, NY

***M.A. Mathematics***, May 2010

Marshall University, Huntington, WV

Thesis title: Modeling super-spreading events for SARS

Advisor: Prof. Anna Mummert

***B.Sc. Mathematics & Computer Science***, June 2008

University of Swaziland, Kwaluseni, Swaziland

Project title: Runge-Kutta solution of boundary layer flow over a stretching surface

Advisor: Prof. Sandile S. Motsa

### Professional Positions Held

08/2016-present ***Assistant Professor***, Department of Mathematical and Physical Sciences, Miami University, Middletown, OH.

08/2015-08/2015 ***Teaching Mentor***, The Graduate School of Syracuse University, Syracuse University, Syracuse, NY.

08/2012-08/2016 ***Graduate Teaching Assistant***, Department of Mathematics, Syracuse University, Syracuse, NY.

- 08/2010-07/2012 **Graduate Teaching Assistant**, Department of Mathematics, Oklahoma State University, Stillwater, OK.
- 08/2008-05/2010 **Graduate Teaching Assistant**, Department of Mathematics, Marshall University, Huntington, WV.

**Certificates**      **Online Faculty Training**, September 2016  
Regional E-Campus  
Miami University, Middletown, OH.

**Certificate in University Teaching**, April 2014  
The Future Professoriate Program  
Syracuse University, Syracuse, NY.

### Honors/Awards

**2021-2022 Emerging Scholar Award Nominee**, October 2020  
Diverse Issues in Higher Education Magazine, Fairfax, Virginia.

**Outstanding Colleges and Universities Educator Award**, March 2020  
Cincy Magazine, Cincinnati, Ohio.

**Alumni Teaching Scholar**, May 2019  
Center for Teaching Excellence, Miami University.

**Ohio PKAL STEM Educator Award Nominee**, March 2019  
Ohio PKAL Regional Network.

**John Fallon Early Teacher Award Nominee**, May 2018  
Ohio Association of Two-Year Colleges (OATYC).

**Next 9: Educators Award Nominee**, February 2018  
WCPO Cincinnati.

**Faculty Achievement in Teaching Award Nominee**, January 2018  
Department of Mathematical and Physical Sciences, Miami University.

**Robert M. Exner Prize**, April 2016  
Department of Mathematics, Syracuse University.  
(In recognition of outstanding achievements in the Ph.D. program in Mathematics Education)

### Research

#### Peer-reviewed Journal Publications

- Mkhatshwa, T. (Under Review). An investigation of students' content understanding, perception changes, and experiences in a flipped precalculus course. *Association for University Regional Campuses of Ohio Journal*.
- Mkhatshwa, T. (Under Review). A quantitative and covariational reasoning investigation of students' interpretations of partial derivatives in different contexts. *International Journal of Mathematical Education in Science and Technology*.
- Mkhatshwa, T. (Under Review). A quantitative reasoning study of calculus students' difficulties, approaches, and ability to solve multivariable optimization problems. *International Journal of Mathematical Education in Science and Technology*.

- Mkhatshwa, T. (2020). Calculus students' quantitative reasoning in the context of solving related rates of change problems. *Mathematical Thinking and Learning*, 22(2), 139-161.
- Mkhatshwa, T., & Hoffman, T. (2019). Undergraduate students' experiences in different course formats: An exploratory study examining traditional and nontraditional student perceptions. *Association for University Regional Campuses of Ohio Journal*, 25, 148-159.
- Mkhatshwa, T. (2019). Students' quantitative reasoning about an absolute extrema optimization problem in a profit maximization context. *International Journal of Mathematical Education in Science and Technology*, 50(8), 1105-1127.
- Mkhatshwa, T., & Doerr, H. (2018). Undergraduate students' quantitative reasoning in economic contexts. *Mathematical Thinking and Learning*, 20(2), 142-161.
- Mkhatshwa, T., & Mummert, A. (2011). Modeling super-spreading events for infectious diseases: Case study SARS. *IAENG International Journal of Applied Mathematics*, 41(2), 82-88.

#### Peer-reviewed Conference Proceedings

- Mkhatshwa, T. (2020). A quantitative reasoning study of student-reported difficulties when solving related rates problems. In Sacristán, A.I., Cortés-Zavala, J.C. & Ruiz-Arias, P.M. (Eds.), *Proceedings of the 42<sup>nd</sup> Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 991-995). Mazatlán, Mexico.
- Mkhatshwa, T. (2020). Students' understanding of partial derivatives. In Karunakaran, S. S., Reed, Z., & Higgins, A. (Eds.), *Proceedings of the 23<sup>rd</sup> Annual Conference on Research in Undergraduate Mathematics Education* (pp. 430-439). Boston, Massachusetts.
- Mkhatshwa, T. P. (2019). An exploratory study of calculus students' understanding of multivariable optimization problems. In Jankvist, U. T., Van den Heuvel-Panhuizen, M., & Veldhuis, M. (Eds.), *Proceedings of the 11<sup>th</sup> Congress of the European Society for Research in Mathematics Education* (pp. 2606-2613). Utrecht, Netherlands.
- Mkhatshwa, T. (2019). A quantitative reasoning perspective on students' understanding of differentials: An exploratory study. In Otten, S., Candela, A. G., de Araujo, Z., Haines, C., & Munter, C. (Eds.), *Proceedings of the 41<sup>st</sup> Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 882-886). St. Louis, Missouri.
- Mkhatshwa, T. (2018). Business calculus students' interpretations of marginal change in economic contexts. In Hodges, T. E., Roy, G. J., & Tyminski, A. M. (Eds.), *Proceedings of the 40<sup>th</sup> Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 564-571). Greenville, South Carolina.
- Mkhatshwa, T., & Jones, S. R. (2018). A study of calculus students' solution strategies when solving related rates of change problems. In Weinberg, Rasmussen, Rabin, Wawro, & Brown (Eds.), *Proceedings of the 21<sup>st</sup> Annual Conference on Research in Undergraduate Mathematics Education* (pp. 408-415). San Diego, California.
- Mkhatshwa, T. (2017). Undergraduate students' reasoning about marginal change in a profit maximization context: The case of Carlos and Mark. In E. Galindo & J. Newton (Eds.), *Proceedings of the 39<sup>th</sup> Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 761-764). Indianapolis, Indiana.



- Mkhatshwa, T., & Doerr, H. M. (2017). Students' quantitative reasoning in a revenue maximization context. In Weinberg, Rasmussen, Rabin, Wawro, & Brown (Eds.), *Proceedings of the 20<sup>th</sup> Annual Conference on Research in Undergraduate Mathematics Education* (pp. 755-762). San Diego, California.
- Mkhatshwa, T., & Doerr, H. M. (2016). Opportunity to learn solving context-based tasks provided by business calculus textbooks: An exploratory study. In T. Fukawa-Connelly, N. Infante, M. Wawro, & S. Brown (Eds.), *Proceedings of the 19<sup>th</sup> Annual Conference on Research in Undergraduate Mathematics Education* (pp. 1124-1132). Pittsburgh, Pennsylvania.
- Mkhatshwa, T. P., & Doerr, H. M. (2015). Students' understanding of marginal change in the context of cost, revenue, and profit. In Krainer, K., & Vondrová, N. (Eds.), *Proceedings of the 9<sup>th</sup> Congress of the European Society for Research in Mathematics Education* (pp. 2201-2206). Prague, Czech Republic.
- Mkhatshwa, T., & Doerr, H. (2015). Students' reasoning about marginal change in an economic context. In T. Fukawa-Connelly (Ed.), *Proceedings of the 18<sup>th</sup> Annual Conference on Research in Undergraduate Mathematics Education* (pp. 772-773). Pittsburgh, Pennsylvania.

### Conference Presentations

- 02/28/2020 *Students' Understanding of Partial Derivatives*, Research Paper Presentation. The 23<sup>rd</sup> Annual Conference on Research in Undergraduate Mathematics Education. Boston, Massachusetts.
- 11/23/2019 *The Flipped Classroom: Providing More Evidence*, Research Paper Presentation. The 39<sup>th</sup> Annual Lilly Conference on College Teaching. Oxford, Ohio.
- 11/16/2019 *A Quantitative Reasoning Perspective on Students' Understanding of Differentials: An Exploratory Study*, Research Paper Presentation. The 41<sup>st</sup> Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 41). St. Louis, Missouri.
- 04/06/2019 *Benefits and Pitfalls of STEM Tutoring Programs Between Colleges and Secondary Schools*, Research Paper Presentation. The 25<sup>th</sup> Annual Conference of the Association for University Regional Campuses of Ohio. Twinsburg, Ohio.
- 02/07/2019 *An Exploratory Study of Calculus Students' Understanding of Multivariable Optimization Problems*, Research Paper Presentation, The 11<sup>th</sup> Congress of the European Society for Research in Mathematics Education (CERME 11), Utrecht, Netherlands.
- 11/15/2018 *Business Calculus Students' Interpretations of Marginal Change in Economic Contexts*, Research Paper Presentation. The 40<sup>th</sup> Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 40). Greenville, South Carolina.
- 04/07/2018 *Examining Traditional and Nontraditional Students' Preferences for Different Course Formats*, Research Paper Presentation. The 24<sup>th</sup> Annual Conference of the Association for University Regional Campuses of Ohio. Mansfield, Ohio.
- 02/22/2018 *A Study of Calculus Students' Solution Strategies when Solving Related Rates of Change Problems*, Research Paper Presentation. The 21<sup>st</sup> Annual Conference on Research in Undergraduate Mathematics Education. San Diego, California.

- 10/05/2017 *Undergraduate Students' Reasoning about Marginal Change in a Profit maximization Context: The Case of Carlos and Mark*, Research Paper Presentation. The 39<sup>th</sup> Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 39). Indianapolis, Indiana.
- 02/23/2017 *Students' Quantitative Reasoning in a Revenue Maximization Context*, Research Paper Presentation. The 20<sup>th</sup> Annual Conference on Research in Undergraduate Mathematics Education. San Diego, California.
- 02/25/2016 *Opportunity to Learn Solving Context-based Tasks Provided by Business Calculus Textbooks: An Exploratory Study*, Research Paper Presentation. The 19<sup>th</sup> Annual Conference on Research in Undergraduate Mathematics Education. Pittsburgh, Pennsylvania.
- 02/19/2015 *Students' Reasoning about Marginal Change in an Economic Context*, Poster Presentation. The 18<sup>th</sup> Annual Conference on Research in Undergraduate Mathematics Education. Pittsburgh, Pennsylvania.
- 02/06/2015 *Students' Understanding of Marginal Change in the Context of Cost, Revenue, and Profit*, Research Paper Presentation. The 9<sup>th</sup> Congress of the European Society for Research in Mathematics Education (CERME 9). Prague, Czech Republic.
- 10/10/2009 *Mathematical Modeling of SARS with a Focus on Super-Spreading Events (SSEs)*, Poster Presentation. The Second International Conference on Mathematical Modeling and Analysis of Populations in Biological Systems. Huntsville, Alabama.

## Teaching Experience

### *Courses Taught at Miami University* (Fall 2016-present)

- STA 301 Applied Statistics [face-to-face, IVDL/WebEx]
- STA 261 Statistics [face-to-face, hybrid, online]
- MTH 151 Calculus I [face-to-face, hybrid, online]
- MTH 125 Precalculus [face-to-face]

### *Courses Taught at Syracuse University* (Fall 2012-Summer 2016)

- MAT 285 Life Sciences Calculus [face-to-face]
- MAT 284 Business Calculus [face-to-face]
- MAT 194 Precalculus [face-to-face]
- MAT 193 Algebra-Infused Precalculus [face-to-face]
- MAT 121 Probability and Statistics for the Liberal Arts [face-to-face]

### *Courses Taught at Oklahoma State University* (Fall 2010-Summer 2012)

- MATH 1715 Precalculus [face-to-face]
- MATH 1613 Trigonometry [face-to-face]
- MATH 1513 College Algebra [face-to-face]

***Courses Taught at Marshall University (Fall 2008-Spring 2010)***

- MTH 130 College Algebra [face-to-face]
- MTH 121 Concepts and Applications of Mathematics [face-to-face]

**Service**

**Service to Miami University**

Fall 2019 - Summer 2020                      Senator, Miami University Senate.

**Service to the Department of Mathematical and Physical Sciences (MPS)**

Fall 2019 - present                      Member of the Curriculum and Assessment Committee.

Fall 2018 - present                      Faculty advisor-STEM Club.

Spring 2018 - Spring 2019              Developed an Online and Hybrid Versions of a Precalculus Course.

Fall 2016 - Spring 2017                Member of the Statistics Search Committee-Tenure Track.

Fall 2016 - present                      Co-chair of the MPS Website Committee.

Fall 2016 - present                      Statistics Tutor.

Fall 2016 - Spring 2019                Scheduling Mathematics and Statistics Courses.

**Service to the College of Liberal Arts and Applied Science (CLAAS)**

Fall 2020 - present                      Member of the Regionals Honors Program Advisory Council

Summer 2020                              The Regionals Hyflex Committee.

Fall 2018 - present                      College Access Project.

Fall 2018 - Spring 2020                Member of the CLAAS Committee for Evaluation of Administrators.

Fall 2016 - Spring 2018                Member of the CLAAS Curriculum Committee.

Fall 2020 - present                      Member of the CLAAS Curriculum Committee.

Fall 2016 - Spring 2018                Faculty 180 Superuser.

**Service to the Profession**

Fall 2020 - present                      Manuscript Reviewer, *Association for University Regional Campuses of Ohio Journal (AURCO)*.

Fall 2017 - present                      Manuscript Reviewer, *The Special Interest Group of the Mathematics Association of America on Research in Undergraduate Mathematics Education (SIGMA on RUME)*.

Spring 2017 - present                    Manuscript Reviewer, *North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)*.

Fall 2016 - present                      Manuscript Reviewer, *Mathematical Thinking and Learning (MTL)*.

Fall 2014 - present      Manuscript Reviewer, *Congress of the European Society for Research in Mathematics Education* (CERME).

#### Service to the State of Ohio

Fall 2017 - present      Member of the Communication, Outreach, and Engagement subgroup of the Ohio Mathematics Initiative (OMI).

#### Service to Middletown City School District

Fall 2019 - Spring 2020      Classroom Instructional Support & After School Tutoring Support. (Middletown Middle School).

Fall 2020 – present      Middletown Community Hub Tutoring Program. (Middletown Middle School & Middletown High School)

#### **Grants**

08/2018      Mkhathshwa, Thembinkosi P., & Hoffman, Tracey K. *An Extensive Examination of Ways to Improve the Learning Experiences of Non-traditional Undergraduate Students in Hybrid and Online Courses*. Research Grant, Spencer Foundation, \$49,311.00 - not funded.

05/2017      Mkhathshwa, Thembinkosi P. *Investigating Undergraduate Students' Quantitative Reasoning in a Profit Maximization Context: The Case of Business Calculus Students*. Research Grant, Miami University, \$2,545.

01/2017      Mkhathshwa, Thembinkosi P., & Hoffman, Tracey K. *Undergraduate Students' Experiences in a Flipped Introductory Statistics Course: An Exploratory Study Examining Traditional and Non-traditional Perceptions*. Research Grant, Miami University, \$1,500.

#### **Memberships in Professional Organizations**

2018 - present      Association for University Regional Campuses of Ohio (AURCO).

2017 - present      North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA).

#### **Technical Skills**

Mathematical Software:      Proficient with LaTeX and familiar with Matlab.

Statistical Software:      Proficient with SPSS and StatCrunch, and familiar with Fathom, Minitab, SAS, and R-Project.

Learning Management Systems:      Proficient with Blackboard, Canvas, and Desire2Learn.

Online Grading Systems:      Proficient with MyMathLab, MyStatLab, WebAssign, and WeBWork.

Operating Systems:      Proficient with Windows and OS X.

Appendix B

9/23/2020

Hospitality Admin. Management, General

52.0901

Market: 30-mile Radius

Analysis story

CIP: 52.0901 Hospitality Admin/Mgmt, General | Market: 30-Mile Radius | Modality: All | Award Level: Bachelors | Current Programs | Overall Score (98 Percentile) 19

**Student Demand (96 Percentile) 18**

| Category | Percentile                       | Criterion                            | Value  | Score |
|----------|----------------------------------|--------------------------------------|--------|-------|
| Size     | 97                               | Inquiry Volume (12 Months)           | 67     | 7     |
|          | 97                               | Intl Page Views (12 Months)          | 13,120 | NB    |
|          | 27                               | Google Search Volume (3 Months)**    | 343    | 3     |
|          | 0                                | Completion Volume                    | 0      | 0     |
| Growth   | 96                               | Inquiry Volume YOY Change (Units)    | 36     | 3     |
|          | 63                               | Google Search YOY Change (Units)**   | 66     | 1     |
|          | 80                               | Completion Volume YOY Change (Units) | 0      | 2     |
|          | 86                               | Inquiry Volume YOY Change (%)        | 116%   | 1     |
|          | 81                               | Google Search YOY Change (%)**       | 19%    | 1     |
| 0        | Completion Volume YOY Change (%) | NA                                   | NB     |       |

**Degree Fit (49 Percentile) 0**

| Category           | Percentile | Criterion                        | Value | Score |
|--------------------|------------|----------------------------------|-------|-------|
| Completions        |            | National Completions by Level    | See   | 0     |
| Workforce          |            | National Workforce Ed Attainment | Below | 0     |
| NACEI, Natl 2 Year | 47         | Cost Index**                     | 0.59  | NB    |
|                    | 66         | Student Faculty Index            | 0.69  | NB    |

**Inquiries and Completions**

| Award Level               | Inquiries (Market) | Completions (Market) | Completions (National) |
|---------------------------|--------------------|----------------------|------------------------|
| Certificate               | 0%                 | 94%                  | 13%                    |
| Associate                 | 0%                 | 6%                   | 14%                    |
| Bachelors                 | 99%                | 0%                   | 63%                    |
| Postsecondary Certificate | 0%                 | 0%                   | 0%                     |
| Masters                   | 4%                 | 0%                   | 6%                     |
| Post-masters Certificate  | 0%                 | 0%                   | 0%                     |
| Doctoral                  | 0%                 | 0%                   | 0%                     |
| Unknown                   | 0%                 | 0%                   | 0%                     |

**Competitive Intensity (98 Percentile) 4**

| Category              | Percentile | Criterion                           | Value | Score |
|-----------------------|------------|-------------------------------------|-------|-------|
| Volume of Competition | 0          | Campuses with Graduates**           | 0     | 4     |
|                       | 96         | Institutions YOY Change (Units)     | 0     | -2    |
|                       | 0          | Average Completions per Institution | NA    | NB    |
|                       | 0          | Median Completions per Institution  | NA    | NB    |
|                       | 0          | Program Size YOY Change (Units)     | NA    | NB    |
|                       | 0          | Program Size YOY Change (%)         | NA    | NB    |
|                       | 97         | Natl Insts. with Program Online**   | 27    | NB    |
|                       | 83         | Natl Online % of Institutions       | 21%   | NB    |
|                       | 96         | Natl Online Completions**           | 339   | NB    |
|                       | 74         | Natl Online % of Completions        | 7%    | NB    |
| Market Saturation     | 0          | Completions per 1,000 Pop**         | 0     | 1     |
|                       | 18         | Average Cost per Inquiry**          | 828   | 1     |
|                       | 76         | Google Search ** Cost per Click**   | \$14  | 0     |
|                       | 76         | Competition Index**                 | 0.63  | 0     |

**CIP Description**

A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis. Including both travel arrangements and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.

**Job Postings (Market)**

| Award Level             | Minimum Education Requested | BLS Workforce Edu (Natl) | BLS Educational Attainment |
|-------------------------|-----------------------------|--------------------------|----------------------------|
| - Unspecified -         |                             | 42%                      | No College                 |
| High School/Certificate |                             | 25%                      | Some College               |
| Associates              |                             | 7%                       | Associates                 |
| Bachelors               |                             | 30%                      | Bachelors                  |
| Masters                 |                             | 3%                       | Masters                    |
| Doctors                 |                             | 4%                       | Doctors                    |

**Employment\* (50 Percentile) -3**

| Category         | Percentile                            | Criterion                             | Value    | Score |
|------------------|---------------------------------------|---------------------------------------|----------|-------|
| Size             | 94                                    | Job Postings Total (12 Months)        | 796      | 2     |
|                  | 87                                    | BLS Current Employment                | 1,148    | 0     |
|                  | 87                                    | BLS Annual Job Openings               | 124      | 0     |
|                  | 96                                    | BLS Share of Generalist Employment    | 485      | NB    |
|                  | 96                                    | BLS Share of Generalist Openings      | 44       | NB    |
| Growth           | 81                                    | Job Postings YOY Change (Units)       | 66       | NB    |
|                  | 46                                    | Job Postings YOY Change (%)           | 9%       | NB    |
|                  | 66                                    | BLS YOY Change (%)                    | 11%      | 2     |
|                  | 46                                    | BLS 3-Year Historic Growth (CAGR)     | 1%       | -2    |
|                  | 66                                    | BLS 10-Year Future Growth (CAGR)      | 1%       | NB    |
| Saturation       | 89                                    | Job Postings per Graduate**           | 3.8      | 0     |
|                  | 82                                    | BLS Job Openings per Graduate*        | 0.6      | 0     |
| Pay and Outcomes | 81                                    | BLS 10th-Percentile Wages**           | \$39,962 | NB    |
|                  | 33                                    | Natl ACB Wages (Age < 30)**           | \$37,318 | -2    |
|                  | 30                                    | Natl ACB Wages (Age 30-60)**          | \$72,137 | -2    |
|                  | 4                                     | Natl ACB % with Any Graduate Degree** | 12%      | NB    |
|                  | 4                                     | Natl ACB % with Masters**             | 10%      | NB    |
|                  | 10                                    | Natl ACB % with Doctor/Prof Degree**  | 2%       | NB    |
|                  | 91                                    | Natl ACB % Unemployed (Age <30)**     | 3%       | 0     |
| 66               | Natl ACB % Unemployed (Age 30-60)**   | 3%                                    | -1       |       |
| 63               | Natl ACB % in Direct Prep Jobs        | 35%                                   | NB       |       |
| 0                | Natl GE Wages - Assoc. & Cert         | NA                                    | NB       |       |
| 0                | Natl GE Placement Rate- Assoc. & Cert | NA                                    | NB       |       |

\* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.  
\*\* - Color scale in reverse.

NA - No data available/not currently tracked; NB - Not Scored in Rubric (value = 0).  
2+ - Associates & certificate programs only.

<40% 40%+ 70%+ 90%+ 95%+ 98%+ Percentile Export to PNG

Competitors: 30-mile radius

on system - miami university Analysis story

GRAYASSOCIATES | Scoring Rubric | Program Rank | Scorecard | Prog x Market | **Competitors** | Data Table | Workplace Requirements | Historical Data | Crosswalks | Data Definitions

Current Selections: Scorecard Campus: 30-Mile Radius | Scorecard Award Level: Bachelors | Scorecard Campus Type: All | Scorecard CIP Name: 52.0901 Hospitality Admin/Mgmt, General

Dimensions: Dimensions | Metrics: Completions | Demographics | Institutional Data: US News | Table Selections: Campus | Institution | Sector

CIP: 52.0901 | Market: 30-Mile Radius | Modality: All | Award Level: Bachelors | Current Programs | 2 Digit CIP | 4 Digit CIP

**Total Completions**

Instructions: Select At Least On Dimension And One Metric

| Institution                   | 2016 Completions | 2017 Completions | 2018 Completions | 2016 Online Completions (All Completions) | 2017 Online Completions (All Completions) | 2018 Online Completions (All Completions) | IPEDS: % of Applicants Accepted | IPEDS: % of UG Students 25 or older |
|-------------------------------|------------------|------------------|------------------|---|---|---|---------------------------------|-------------------------------------|
| The University System of Ohio | 1                | 0                | 0                | 0   | 0   | 0   | -                               | -                                   |

### Appendix B

### Market: Ohio

CIP: 52.0991 Hospitality Admin/Mgmt, General | Market: Ohio | Modality: All | Award Level: Bachelors | Current Programs | Overall Score (94 Percentile) 13

#### Student Demand (97 Percentile) 20

| Category | Percentile                       | Criterion                            | Value  | Score |
|----------|----------------------------------|--------------------------------------|--------|-------|
| Size     | 97                               | Inquiry Volume (12 Months)           | 300    | 7     |
|          | 97                               | Intr Page Views (12 Months)          | 13,120 | NB    |
|          | 28                               | Google Search Volume (3 Months)      | 1,719  | 3     |
| Growth   | 90                               | Completion Volume                    | 88     | 8     |
|          | 88                               | Inquiry Volume YoY Change (Units)    | -163   | 3     |
|          | 83                               | Google Search YoY Change (Units)     | 333    | 1     |
|          | 3                                | Completion Volume YoY Change (Units) | -18    | -1    |
|          | 85                               | Inquiry Volume YoY Change (%)        | -118%  | -1    |
| 81       | Google Search YoY Change (%)     | 20%                                  | 1      |       |
| 27       | Completion Volume YoY Change (%) | -18%                                 | 0      |       |

#### Degree Fit (49 Percentile) 0

| Category    | Percentile | Criterion                        | Value | Score |
|-------------|------------|----------------------------------|-------|-------|
| Completions |            | National Completions by Level    | 8ee   | 0     |
| Workforce   |            | National Workforce Ed Attainment | Below | 0     |
| N-EBI Nat   | 47         | Cost Index**                     | 0.89  | NB    |
| 2 Year      | 88         | Student Faculty Index            | 0.99  | NB    |

#### Competitive Intensity (9 Percentile) -5

| Category              | Percentile          | Criterion                           | Value | Score |
|-----------------------|---------------------|-------------------------------------|-------|-------|
| Volume of Competition | 90                  | Compuces with Graduates**           | 8     | -2    |
|                       | 91                  | Institutions YoY Change (Units)     | 0     | -1    |
|                       | 88                  | Average Completions per Institution | 18    | 0     |
|                       | 21                  | Median Completions per Institution  | 4     | -2    |
|                       | 14                  | Program Size YoY Change (Units)     | -2    | -1    |
|                       | 16                  | Program Size YoY Change (%)         | -43%  | -1    |
|                       | 97                  | Natl Insts. with Program Online**   | 27    | NB    |
|                       | 83                  | Natl Online % of Institutions       | 21%   | NB    |
|                       | 96                  | Natl Online Completions**           | 539   | NB    |
|                       | 74                  | Natl Online % of Completions        | 7%    | NB    |
| Market Saturation     | 20                  | Completions per 1,000 Pop**         | 0.03  | 1     |
|                       | 15                  | Average Cost per Inquiry**          | \$29  | 0     |
|                       | 75                  | Google Search - Cost per Click**    | \$14  | 0     |
| 74                    | Competition Index** | 0.82                                | 0     |       |

CIP Description  
A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchises and unit operations; business management, accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.

#### Employment\* (57 Percentile) -2

| Category         | Percentile | Criterion                             | Value    | Score |
|------------------|------------|---------------------------------------|----------|-------|
| Size             | 94         | Job Postings Total (12 Months)        | 3,140    | 2     |
|                  | 96         | BLS Current Employment                | 5,428    | 0     |
|                  | 97         | BLS Annual Job Openings               | 691      | 0     |
| Growth           | 96         | BLS Share of Generalist Employment    | 2,081    | NB    |
|                  | 96         | BLS Share of Generalist Openings      | 128      | NB    |
|                  | 91         | Job Postings YoY Change (Units)       | 268      | NB    |
|                  | 30         | Job Postings YoY Change (%)           | 8%       | NB    |
|                  | 75         | BLS YoY Change (%)                    | 8%       | 3     |
| Saturation       | 47         | BLS 3-Year Historic Growth (CAGR)     | 1%       | -2    |
|                  | 59         | BLS 10-Year Future Growth (CAGR)      | 1%       | NB    |
|                  | 78         | Job Postings per Graduate*            | 7.2      | 1     |
|                  | 64         | BLS Job Openings per Graduate*        | 1.3      | 0     |
|                  | 64         | BLS 10th-Percentile Wages**           | \$40,068 | NB    |
| Pay and Outcomes | 33         | Natl ACB Wages (Age < 30)**           | \$37,316 | -2    |
|                  | 30         | Natl ACB Wages (Age 30-50)**          | \$72,137 | -2    |
|                  | 4          | Natl ACB % with Any Graduate Degree*  | 12%      | NB    |
|                  | 4          | Natl ACB % with Masters*              | 10%      | NB    |
|                  | 10         | Natl ACB % with Doc/Prof Degree*      | 2%       | NB    |
|                  | 31         | Natl ACB % Unemployed (Age <30)**     | 9%       | 0     |
|                  | 66         | Natl ACB % Unemployed (Age 30-50)**   | 9%       | -1    |
|                  | 63         | Natl ACB % in Direct Prep Jobs        | 39%      | NB    |
|                  | 0          | Natl GE Wages - Assoc. & Cert         | N/A      | NB    |
|                  | 0          | Natl GE Placement Rate- Assoc. & Cert | N/A      | NB    |

\* - Google search, employment data and jobs per Grad Ratio do not filter by award level.  
\*\* - Color scale in response.

NB - No data available/not currently tracked. NB - Not Scored in Rubric (value = 0).  
2Y\*\* - Associate & certificate programs only.

<40%+ 40%+ 70%+ 90%+ 95%+ 98%+ Percentile Export to PNG

#### Inquiries and Completions

| Award Level               | Inquiries (Market) | Completions (Market) | Completions (National) |
|---------------------------|--------------------|----------------------|------------------------|
| Certificate               | 0%                 | 82%                  | 12%                    |
| Associate                 | 0%                 | 18%                  | 14%                    |
| Bachelors                 | 99%                | 21%                  | 88%                    |
| Postsecondary Certificate | 0%                 | 0%                   | 0%                     |
| Masters                   | 1%                 | 2%                   | 5%                     |
| Post-masters Certificate  | 0%                 | 0%                   | 0%                     |
| Doctoral                  | 0%                 | 0%                   | 0%                     |
| Unknown                   | 0%                 | 0%                   | 0%                     |

#### Job Postings (Market)

| Award Level             | Minimum Education Requested | Award Level  | BLS Educational Attainment |
|-------------------------|-----------------------------|--------------|----------------------------|
| - Unspecified -         | 44%                         | No College   | 25%                        |
| High School/Certificate | 31%                         | Some College | 24%                        |
| Associates              | 3%                          | Associates   | 8%                         |
| Bachelors               | 29%                         | Bachelors    | 30%                        |
| Masters                 | 10%                         | Masters      | 11%                        |
| Doctoral                | 8%                          | Doctoral     | 2%                         |

#### BLS Workforce Edu (Natl)

| Award Level             | Minimum Education Requested | Award Level  | BLS Educational Attainment |
|-------------------------|-----------------------------|--------------|----------------------------|
| - Unspecified -         | 44%                         | No College   | 25%                        |
| High School/Certificate | 31%                         | Some College | 24%                        |
| Associates              | 3%                          | Associates   | 8%                         |
| Bachelors               | 29%                         | Bachelors    | 30%                        |
| Masters                 | 10%                         | Masters      | 11%                        |
| Doctoral                | 8%                          | Doctoral     | 2%                         |

### Competitors: Ohio

ation system + miami university | Analysis | Story | 14 | Lompt

GRAYASSOCIATES | Scoring Rubric | Program Rank | Scorecard | Prog x Market | Competitors | Data Table | Workplace Requirements | Historical Data | Crosswalks | Data Definitions

Current Selections: Scorecard Campus: Ohio, Scorecard Award Level: Bachelors, Scorecard Campus Type: All, Scorecard CIP Name: 52.0991 Hospitality Administration, General

CIP: 52.0991 | Market: Ohio | Modality: All | Award Level: Bachelors | Current Programs: 2 Digit CIP | 4 Digit CIP

#### Total Completions

Instructions: Select At Least One Dimension And One Metric

| Institution                                | 2016 Completions | 2017 Completions | 2018 Completions | 2018 Online Completions (All Completions) | 2017 Online Completions (All Completions) | 2018 Online Completions (All) | IPEDS: % of Applicants Accepted | IPEDS: % of UG Students 25 or older |
|--|------------------|------------------|------------------|---|---|-------------------------------|---------------------------------|-------------------------------------|
| Ashland University                         | 0                | 7                | 4                | 0   | 0   | 0                             | 74%                             | 37%                                 |
| Bowling Green State University-Main Campus | 0                | 0                | 0                | 0   | 0   | 0                             | 73%                             | 6%                                  |
| The University of Findlay                  | 0                | 3                | 2                | 0   | 0   | 0                             | 75%                             | 7%                                  |
| The University System of Ohio              | 60               | 69               | 65               | 0   | 0   | 0                             | 88%                             | 11%                                 |
| Tiffin University                          | 9                | 7                | 4                | 0   | 0   | 0                             | 69%                             | 25%                                 |
| University of Rio Grande                   | 0                | 0                | 0                | 0   | 0   | 0                             | -                               | 38%                                 |
| Youngstown State University                | 16               | 22               | 14               | 0   | 0   | 0                             | 64%                             | 16%                                 |

### Market: National

Appendix B

Education System - Miami University

Market: National | Modality: All | Award Level: Bachelors | Current Programs

Overall Score (95 Percentile) **18**

**Student Demand (97 Percentile) 23**

| Category | Percentile | Criterion                         | Value  | Score |
|----------|------------|-----------------------------------|--------|-------|
| Size     | 96         | Inquiry Volume (12 Months)        | 9,191  | 7     |
|          | 57         | Int'l Page Views (12 Months)      | 13,120 | NB    |
|          | 39         | Google Search Volume (3 Months)   | 69,427 | 3     |
| Growth   | 53         | Completion Volume                 | 7,632  | 10    |
|          | 97         | Inquiry Volume YOY Change (Units) | 3,428  | 3     |
|          | 34         | Google Search YOY Change (Units)  | 2,146  | 0     |
|          | 2          | Inquiry Volume YOY Change (Units) | -284   | -1    |
|          | 73         | Inquiry Volume YOY Change (%)     | 60%    | 1     |
|          | 34         | Google Search YOY Change (%)      | 3%     | 0     |
|          | 40         | Completion Volume YOY Change (%)  | -4%    | 0     |

**Degree Fit (49 Percentile) 0**

| Category         | Percentile | Criterion                        | Value | Score |
|------------------|------------|----------------------------------|-------|-------|
| Completions      |            | National Completions by Level    | 98    | 0     |
| Workforce        |            | National Workforce Ed Attainment | Below | 0     |
| NACAC Net 2 Year | 47         | Cost Index**                     | 0.99  | NB    |
|                  | 86         | Student Faculty Index            | 0.86  | NB    |

**Inquiries and Completions**

| Award Level                   | Inquiries (Market) | Completions (Market) | Completions (National) |
|-------------------------------|--------------------|----------------------|------------------------|
| Certificate                   | 0%                 | 13%                  | 13%                    |
| Associates                    | 0%                 | 9%                   | 14%                    |
| Bachelors                     | 96%                | 73%                  | 68%                    |
| Postbaccalaureate Certificate | 0%                 | 0%                   | 0%                     |
| Masters                       | 3%                 | 6%                   | 6%                     |
| Postmasters Certificate       | 0%                 | 0%                   | 0%                     |
| Doctoral                      | 0%                 | 0%                   | 0%                     |
| Unknown                       | 0%                 | 0%                   | 0%                     |

**Competitive Intensity (10 Percentile) -2**

| Category              | Percentile          | Criterion                           | Value | Score |
|-----------------------|---------------------|-------------------------------------|-------|-------|
| Volume of Competition | 93                  | Campus with Graduates**             | 169   | -2    |
|                       | 53                  | Institutions YOY Change (Units)     | 9     | -3    |
|                       | 91                  | Average Completions per Institution | 46    | 2     |
|                       | 91                  | Median Completions per Institution  | 19    | 0     |
|                       | 21                  | Program Size YOY Change (Units)     | -2    | -1    |
|                       | 38                  | Program Size YOY Change (%)         | -10%  | 0     |
|                       | 97                  | Natl Insts. with Program Online**   | 27    | NB    |
|                       | 83                  | Natl Online % of Institutions       | 21%   | NB    |
|                       | 96                  | Natl Online Completions**           | 939   | NB    |
|                       | 74                  | Natl Online % of Completions        | 7%    | NB    |
| Market Saturation     | 40                  | Completions per 1,000 Room**        | 0.10  | 1     |
|                       | 12                  | Average Cost per Inquiry**          | \$31  | 1     |
|                       | 73                  | Google Search * Cost per Click**    | \$13  | 0     |
| 73                    | Competition Index** | 0.47                                | 0     |       |

**CIP Description**

A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.

**Job Postings (Market)**

| Award Level             | Minimum Education Requested | Award Level  | BLS Workforce Edu (Natl) |
|-------------------------|-----------------------------|--------------|--------------------------|
| - Unspecified -         | 42%                         | No College   | 25%                      |
| High School Certificate | 23%                         | Some College | 24%                      |
| Associates              | 0%                          | Associates   | 6%                       |
| Bachelors               | 32%                         | Bachelors    | 30%                      |
| Masters                 | 12%                         | Masters      | 11%                      |
| Doctoral                | 6%                          | Doctoral     | 2%                       |

**Employment\* (54 Percentile) -3**

| Category         | Percentile                            | Criterion                             | Value    | Score |
|------------------|---------------------------------------|---------------------------------------|----------|-------|
| Size             | 94                                    | Job Postings Total (12 Months)        | 89,824   | 2     |
|                  | 97                                    | BLS Current Employment                | 148,278  | 0     |
|                  | 97                                    | BLS Annual Job Openings               | 14,916   | 0     |
|                  | 55                                    | BLS Share of Generalist Employment    | 66,766   | NB    |
|                  | 56                                    | BLS Share of Generalist Openings      | 6,877    | NB    |
| Growth           | 96                                    | Job Postings YOY Change (Units)       | 11,784   | NB    |
|                  | 63                                    | Job Postings YOY Change (%)           | 1%       | NB    |
|                  | 48                                    | BLS YOY Change (%)                    | 3%       | 0     |
|                  | 32                                    | BLS 3-Year Historic Growth (CAGR)     | 1%       | -2    |
|                  | 97                                    | BLS 10-Year Future Growth (CAGR)      | 0%       | NB    |
| Saturation       | 86                                    | Job Postings per Graduate*            | 8.0      | 2     |
|                  | 89                                    | BLS Job Openings per Graduate*        | 1.3      | 0     |
| Pay and Outcomes | 99                                    | BLS 10th-Percentile Wages**           | \$42,264 | NB    |
|                  | 39                                    | Natl ACB Wages (Age < 30)**           | \$37,215 | -2    |
|                  | 32                                    | Natl ACB Wages (Age 30-40)**          | \$72,137 | -2    |
|                  | 4                                     | Natl ACB % with Any Graduate Degree** | 13%      | NB    |
|                  | 4                                     | Natl ACB % with Masters**             | 10%      | NB    |
|                  | 10                                    | Natl ACB % with Doctoral Degree**     | 2%       | NB    |
|                  | 31                                    | Natl ACB % Unemployed (Age <30)**     | 3%       | 0     |
|                  | 66                                    | Natl ACB % Unemployed (Age <30)**     | 3%       | -1    |
|                  | 63                                    | Natl ACB % in Direct Prep Jobs        | 36%      | NB    |
|                  | 0                                     | Natl OE Wages - Assoc. & Cert         | NA       | NB    |
| 0                | Natl OE Placement Rate- Assoc. & Cert | NA                                    | NB       |       |

\* - Single search, employment data and jobs per Grad Rate do not filter by award level.  
 \*\* - Color scale in requires.

NA - No data available (not currently tracked). NB - Not Scored in Rubric (Value = 0).  
 2\*\* - Associate & certificate programs only.

<40% 40%+ 70%+ 90%+ 95%+ 98%+ Percentile Export to PNG

Major Competitors: National (sorted by the number of online completions in 2018)

Instructions: Select At Least On Dimension And One Metric

| Institution   | Q | 2016 Completions | 2017 Completions | 2018 Completions | 2018 Online Completions (All Completions) | 2017 Online Completions (All Completions) | 2018 Online Completions (All) | IPEDS: % of Applicants Accepted | IPEDS: % of UG Students 25 or older |
|---|---|------------------|------------------|------------------|---|---|-------------------------------|---------------------------------|-------------------------------------|
| State University System of Florida                          |   | 1,375            | 1,499            | 1,448            | 148                                       | 152                                       | 149                           | -                               | -                                   |
| Arizona Board of Regents                                    |   | 241              | 243              | 234              | 84  | 88  | 99                            | 91%                             | 19%                                 |
| University of Wisconsin System                              |   | 121              | 98               | 88               | 56  | 44  | 45                            | 87%                             | 16%                                 |
| University of Massachusetts                                 |   | 177              | 189              | 156              | 41  | 37  | 36                            | 88%                             | 8%                                  |
| American Public Education Inc.                              |   | 39               | 42               | 59               | 39  | 42  | 59                            | -                               | 83%                                 |
| University of North Carolina                                |   | 286              | 227              | 165              | 31  | 43  | 39                            | -                               | -                                   |
| Monroe College  |   | 197              | 129              | 119              | 17  | 14  | 13                            | 92%                             | 92%                                 |
| Kansas State University System                              |   | 78               | 77               | 54               | 13  | 29  | 8                             | -                               | -                                   |
| Saint Leo University  |   | 21               | 21               | 8                | 13  | 13  | 9                             | 98%                             | 68%                                 |
| Roosevelt University  |   | 61               | 56               | 51               | 19  | 9   | 19                            | 76%                             | 26%                                 |
| Sullivan University System                                  |   | 12               | 12               | 8                | 7   | 3   | 2                             | -                               | 87%                                 |
| Utah System of Higher Education                             |   | 25               | 24               | 69               | 7   | 8   | 6                             | -                               | -                                   |
| Concordia University-Saint Paul                             |   | 9                | 4                | 1                | 6   | 3   | 1                             | 95%                             | 45%                                 |
| New England Culinary Institute                              |   | 7                | 9                | 9                | 6   | 9   | 9                             | -                               | -                                   |
| Robert Morris University                                    |   | 27               | 14               | 13               | 6   | 3   | 3                             | 93%                             | 14%                                 |
| Missouri State University                                   |   | 66               | 81               | 87               | 5   | 5   | 6                             | 84%                             | 11%                                 |
| Washington State Board for Community and Technical Colleges |   | 15               | 22               | 27               | 4   | 9   | 9                             | -                               | 97%                                 |
| Kip Siu LLC   |   | 3                | 1                | 9                | 3   | 9   | 9                             | -                               | 28%                                 |
| Novateur Education  |   | 4                | 2                | 4                | 2   | 2   | 2                             | 71%                             | 68%                                 |
| Charleston Southern University                              |   | 3                | 3                | 1                | 1   | 1   | 0                             | 96%                             | 18%                                 |
| Columbia Southern Education Group Inc.                      |   | 1                | 1                | 2                | 1   | 1   | 2                             | -                               | 93%                                 |
| American International College                              |   | 0                | 0                | 0                | 0   | 0   | 0                             | -                               | -                                   |
| Arkansas Tech University                                    |   | 12               | 17               | 14               | 9   | 9   | 9                             | 93%                             | 18%                                 |
| Ashland University  |   | 6                | 7                | 4                | 9   | 9   | 9                             | 74%                             | 27%                                 |
| Auburn University   |   | 52               | 46               | 26               | 9   | 9   | 9                             | 84%                             | 4%                                  |
| Avila University  |   | 9                | 9                | 9                | 9   | 9   | 9                             | 96%                             | 27%                                 |
| Ball State University                                       |   | 9                | 9                | 29               | 9   | 9   | 9                             | 92%                             | 6%                                  |
| Bay State College   |   | 0                | 9                | 9                | 9   | 9   | 9                             | -                               | -                                   |
| Becker College  |   | 2                | 1                | 9                | 9   | 9   | 9                             | -                               | -                                   |
| Boston University   |   | 189              | 124              | 168              | 9   | 9   | 9                             | 23%                             | 7%                                  |

Appendix B

Instructions: Select at Least On Dimension And One Metric

| Institution                                       | Q | 2016 Completions | 2017 Completions | 2018 Completions | 2016 Online Completions (All Completions) | 2017 Online Completions (All Completions) | 2018 Online Completions (All) | IPEDS: % of Applicants Accepted | IPEDS: % of UG Students 25 or older |
|---|---|------------------|------------------|------------------|---|---|-------------------------------|---------------------------------|-------------------------------------|
| Baylor College                                    |   | 2                | 1                | 0                | 0   | 0   | 0                             | -                               | -                                   |
| Baylor University                                 |   | 160              | 124              | 166              | 0   | 0   | 0                             | 23%                             | 7%                                  |
| Bowling Green State University-Main Campus        |   | 0                | 0                | 0                | 0   | 0   | 0                             | 71%                             | 6%                                  |
| Brigham Young University-Merrill                  |   | 22               | 31               | 31               | 0   | 0   | 0                             | 37%                             | 23%                                 |
| Burlington College                                |   | 0                | 0                | 0                | 0   | 0   | 0                             | -                               | -                                   |
| California State University                       |   | 775              | 777              | 743              | 0   | 0   | 0                             | -                               | -                                   |
| Carolina State University                         |   | 0                | 0                | 0                | 0   | 0   | 0                             | 72%                             | 21%                                 |
| Central Michigan University                       |   | 22               | 22               | 19               | 0   | 0   | 0                             | 68%                             | 11%                                 |
| Champion College                                  |   | 0                | 0                | 0                | 0   | 0   | 0                             | -                               | -                                   |
| Christian Brothers University                     |   | 0                | 0                | 0                | 0   | 0   | 0                             | 33%                             | 13%                                 |
| City University of New York                       |   | 164              | 165              | 161              | 0   | 0   | 0                             | 77%                             | 26%                                 |
| Clayton University                                |   | 0                | 0                | 0                | 0   | 0   | 0                             | 10%                             | 14%                                 |
| College of Charleston                             |   | 60               | 60               | 50               | 0   | 0   | 0                             | 86%                             | 3%                                  |
| College of the Ozarks                             |   | 4                | 3                | 1                | 0   | 0   | 0                             | 12%                             | 1%                                  |
| Colorado Mesa University                          |   | 2                | 3                | 4                | 0   | 0   | 0                             | 81%                             | 16%                                 |
| Concordia University System                       |   | 2                | 1                | 1                | 0   | 0   | 0                             | -                               | -                                   |
| Connecticut State Colleges and Universities       |   | 11               | 21               | 23               | 0   | 0   | 0                             | 47%                             | 16%                                 |
| Dallas Baptist University                         |   | 0                | 1                | 7                | 0   | 0   | 0                             | 10%                             | 21%                                 |
| Delaware State University                         |   | 1                | 4                | 6                | 0   | 0   | 0                             | 41%                             | 6%                                  |
| DePaul University                                 |   | 31               | 33               | 29               | 0   | 0   | 0                             | 72%                             | 16%                                 |
| Dorah Inc.  |   | 0                | 1                | 1                | 0   | 1   | 1                             | -                               | -                                   |
| Eastern Michigan University                       |   | 24               | 25               | 25               | 0   | 0   | 0                             | 45%                             | 22%                                 |
| Edward College                                    |   | 0                | 0                | 0                | 0   | 0   | 0                             | -                               | -                                   |
| Educational Management Corporation                |   | 0                | 1                | 0                | 0   | 1   | 0                             | -                               | -                                   |
| Edward Waters College                             |   | 0                | 0                | 0                | 0   | 0   | 0                             | -                               | -                                   |
| Endicott College                                  |   | 42               | 42               | 44               | 0   | 0   | 0                             | 91%                             | 3%                                  |
| Everglades University                             |   | 0                | 0                | 1                | 0   | 0   | 1                             | 75%                             | 8%                                  |
| Fairleigh Dickinson University-Rosham Campus      |   | 18               | 11               | 19               | 0   | 0   | 0                             | 84%                             | 1%                                  |
| Fairleigh Dickinson University-Metrocoltan Campus |   | 6                | 7                | 11               | 0   | 0   | 0                             | 88%                             | 20%                                 |
| Ferris State University                           |   | 12               | 21               | 21               | 0   | 0   | 0                             | 74%                             | 21%                                 |



**CMR 151**  
**Introduction to Hospitality Management**  
**Course Syllabus**  
**Web Based - 3 Semester Credit Hours**  
**Spring 2021**

**Instructor:**

E mail:

**Office:**

**Phone:**

**Textbook:**

**Introduction to Management in the Hospitality Industry**

Authors: Barrows, Powers, Reynolds

Publisher: Wiley

ISBN: 978-0-470-91179-2

**Course Description:** This course is a general introductory survey of the field of hospitality including segments of the industry, historical development, current issues and challenges, trends and careers. Topics include hotels and accommodations, food and beverage and regulations governing the industry.

This course could meet CTAG guidelines.

**Outcome Objectives Sought in This Course:** Upon successful completion of this course, students will be able to demonstrate the following learning outcomes and skills:

- Describe what career opportunities are available in the hospitality industry.
- Discuss the size and scope of the travel and tourism industry and explain how the hospitality industry fits into this larger industry.
- Summarize why people travel and why they place demands on a destination's infrastructure and superstructure.
- Explain the development of the modern lodging industry and identify the different lodging components.
- Describe what franchising is and how it has helped lodging and food service chains to grow.
- Describe a management contract and explain the owner-management company relationship from a legal and day-to-day perspective.
- Explain the development and growth of the food service industry.
- Discuss the range of commercial food service offerings and explain what multi-branding is.
- Identify the differences between commercial and institutional food services.
- Describe the varied institutional food service operations.

**Overview of Course Activities:** Following is a summary of the course that will be involved this term. There will be two non-comprehensive exams, a midterm and final; assignments connected with each module and a group project due at the end of the class.

|                               |            |
|-------------------------------|------------|
| <b>2 Exams</b>                | <b>50%</b> |
| <b>Assignments</b>            | <b>25%</b> |
| <b>Individual Career Plan</b> | <b>25%</b> |

**About this On-Line Course:** This is the same course, with the same learning objectives activities, as the face-to-face sections of this course. It is **not** an easier or “dumbed down” version. This is not a self-paced course, there are assignments that are due each week.

**If you do not participate in the activities you miss much of the learning experience and let yourself down. If you do not participate during week one you will be dropped from the course. If you stop participating for one week during the course you will be dropped from the course.**

**Additional Textbook Information:** A copy of the textbook is available at the library through Textbooks on Reserve.

**Academic Integrity (also known as Academic Dishonesty, Cheating):** You must comply with Miami University’s Academic Integrity policy. You are expected to know what behavior constitutes academic dishonesty, as well as the penalties and procedures for dealing with it. Ignorance is no excuse.

Copying from the web and using it in an assignment without proper citation is plagiarism. To learn more about your responsibilities, please visit: <http://www.miami.muohio.edu/integrity/>

If in doubt, please ask your instructor.

**Duty to Report Harassment:** As of July 1, 2017 nearly all employees of Miami University have a Duty to Report Harassment and Discrimination. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

## Course Calendar

| <u>Week of</u> | <u>Module</u> | <u>Completion</u>          |
|----------------|---------------|----------------------------|
| January        | 1 & 2         | January                    |
| February       | 3             | February                   |
| February       | 4             | February                   |
| February       | 5             | February                   |
| February       | 6             | February                   |
| March          | 7             | March                      |
| March          | 8             | March Midterm: Modules 2-9 |
| March          | 9             | March                      |

| March   |                 | March | Spring Break              |
|---------|-----------------|-------|---------------------------|
| March   | 10              |       | April                     |
| April 6 | 11              |       | April                     |
| April   | 12              |       | April                     |
| April   | 13              |       | April                     |
| April   | 13              |       | May                       |
| \       |                 |       |                           |
| May     | 14              |       | May 8 Career Project Due  |
| May     | Final Exam Week |       | Final Exam: Modules 10-14 |

Assignment due dates are listed in the course site.

#### **University Deadline for Withdrawing from Courses**

A student may withdraw from a course without a grade on or before XXXXXXXX, and on or before XXXXXX with a grade of "W". After XXXXXXXX, a student may **not** withdraw from a course unless a petition is approved by the Interdivisional Committee of Advisors. For the full policy search "Dropping a Course":

[www.miami.muohio.edu/documents\\_and\\_policies/handbook/](http://www.miami.muohio.edu/documents_and_policies/handbook/)

## **Career Project Guidelines**

There are two objectives for this project. One is to provide students the opportunity to explore the hospitality industry while researching current trends and outlook. Second, the development of your personal plan by defining the career position in the industry, and writing both short term and long term goals using many of the concepts from the course.

#### **Objectives:**

To identify a segment of the hospitality industry that interests you.

To identify characteristics, trends, and outlooks of that particular segment of the industry. This means you will need to research information and cite your sources at the end of your paper.

To identify and describe the vital attributes skills and experience necessary for success in your chosen career.

To complete career plans that will assist you in reaching your goals.

**Individual Project - Include the following points in essay format.**

1. Identify a segment of the industry that interests you.
2. Identify the position within that industry that interests you most.
3. Research the characteristics, current trends and current projected outlook for that segment and position. Be sure to cite the work that you reference.
4. Learn all you can about the operation. (Possible methods: explore web sites, visit the establishments, interview employees, find articles about the operations, etc.) Again, be sure to cite your information.
5. Write one long range goal and one short range goal defining what you will need to do within the next few years to attain your goals. Remember, goals must offer value to you; specific, measurable, attainable relevant and time bound (SMART – look this up if you need help).
6. Paper length should be a total of two to four pages typed and double spaced, describing your research. MLA or APA style, please proof read for grammar and spelling errors.

**CMR 252**  
**Sanitation and Safety Principles and Practices**  
**Course Syllabus**  
**Semester Credit Hours**  
**Spring 20XX**

**Instructor:**

E mail:

**Office:**

**Phone:**

**Textbook:** The ServSafe Course Book and Exam Access code are required for this course  
Text: ServSafe Course Book 7<sup>th</sup> Edition (2017 FDA Code). ISBN 978-1-58280-332-6  
ServSafe Exam Online Access Code: purchase as part of book bundle or from ServSafe web site.  
<https://www.servsafe.com/access/SS/Catalog/ProductDetail/SSONLINEX>

**Course Description:** A study of sanitation and its importance in the food service industry. Topics include: information and methods to help food service managers apply sanitation procedures to good food handling functions. This course is the National Restaurant Association's Educational Institute certification course.  
Prerequisites: None

**Outcome Objectives Sought in This Course:** Upon successful completion of this course, students will be able to demonstrate the following learning outcomes and skills:

- Student will be able to discuss the reasons for managing a sanitary foodservice operation.
- Student will be able to identify the goals of a sanitation program and the role of the foodservice manager in the program.
- Student will be able to list the common foodborne illnesses and measures of control.
- Student will be able to identify personal hygiene practices essential for foodservice employees.
- Student will be able to identify the flow of food and opportunities for control.  
Student will be able to perform proper cleaning and sanitizing, and understand pest control practices.

**Overview of Course Activities:** Following is a summary of the course that will be involved this term. There will be one final comprehensive certification exam, practice tests and discussion questions for each module.

**Certification exam 50% [must pass (i.e. 75%) in order to pass the class]**  
**Practice Test and Diagnostic test 20%**  
**Participation/Discussion Questions 30%**

**Additional Textbook Information:** A copy of the textbook is available at the library through Textbooks on Reserve.

**Academic Integrity (also known as Academic Dishonesty, Cheating):** You must comply with Miami University's Academic Integrity policy. You are expected to know what behavior constitutes academic dishonesty, as well as the penalties and procedures for dealing with it. Ignorance is no excuse.

Copying from the web and using it in an assignment without proper citation is plagiarism. To learn more about your responsibilities, please visit: <http://www.miami.muohio.edu/integrity/>

If in doubt, please ask your instructor.

**Duty to Report Harassment:** As of July 1, 2017 nearly all employees of Miami University have a Duty to Report Harassment and Discrimination. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Assignment due dates are listed in the course site.

**Schedule of Events for the Course**

| <b>Module</b>                    | <b>Chapter/Topic</b>  | <b>Chapter #</b>  |
|----------------------------------|---|-------------------|
| <b>Module 1</b>                  | Providing Safe Food & Orientation,  | <b>1</b>          |
| <b>Homework Due for Module 2</b> | Discussion board questions chapters 1-3   |                   |
| <b>Module 2</b>                  | The Microworld, Contamination, Food Allergies & Foodborne Illness   | <b>2, 3</b>       |
| <b>Homework Due for Module 3</b> | Discussion board question chapters 4-7  |                   |
| <b>Module 3</b>                  | The Safe Food Handler<br>The Flow of Food: An Introduction<br>FOF: Purchasing, Receiving and Storage                                    | <b>4, 5, 6, 7</b> |
| <b>Homework Due for Module 4</b> | Discussion board question chapters 8-9  |                   |
| <b>Module 4</b>                  | FOF: Preparation<br>FOF: Service<br>Food Safety Management  | <b>8, 9</b>       |
| <b>Homework Due for Module 5</b> | Discussion board question chapters 10-12  |                   |
| <b>Module 5</b>                  | Food Safety Management Systems, Sanitary Facilities and Equipment, Cleaning and Sanitizing  | <b>10, 11, 12</b> |
| <b>Homework Due for Module 6</b> | Discussion Board question chapters 13-15<br>Complete diagnostic test before coming to class.  |                   |
| <b>Module 6</b>                  | Integrated Pest Management, Food Safety Regulations and Standards, Employee Food Safety Training<br>Practice and Diagnostic Test Review | <b>13, 14, 15</b> |
| <b>Homework Due for Module 7</b> |   |                   |
| <b>Module 7</b>                  | <b>Certification Exam</b> Please bring your online access code,) and a picture ID   |                   |

Completion of the homework is non-negotiable. These homework assignments must be completed before beginning class. If the homework has not been attempted, the student will be deducted one day of attendance. Also, the student will be assigned additional work, along with the missing assignments. All of this work must be

completed by the beginning of next week's class. If the student does not complete the makeup work (i.e., the original assignment and additional assignments) by next class, the student may not proceed with the class.

### **University Deadline for Withdrawing from Courses**

A student may withdraw from a course without a grade on or before XXXXXXXX, and on or before XXXXXX with a grade of "W". After XXXXXXXX, a student may **not** withdraw from a course unless a petition is approved by the Interdivisional Committee of Advisors. For the full policy search "Dropping a Course":

[www.miami.muohio.edu/documents\\_and\\_policies/handbook/](http://www.miami.muohio.edu/documents_and_policies/handbook/)

**CMR 351**  
**Controlling Food Beverage and Labor Costs**  
**Course Syllabus**  
**Web Based – 3 Semester Credit Hours**  
**Spring 20XX**

**Instructor:**

**E mail:**

**Office:**

**Phone:**

**Office Hours:**

**Textbook:** Foundations of Cost Control  
Authors: Traster, Daniel  
Publisher: Pearson

ISBN-10: 0132156555  
ISBN-13: 9780132156554  
Publisher: Pearson  
Copyright: 2013

**Course Description:** A course on food service cost control systems. Topics include: food, beverage, and labor cost control; sales control; and profit and loss analysis.

**Outcome Objectives Sought in This Course:**

|  |
|--|
| <b>Learning Outcomes and Objectives:</b> Upon completion of this course, the student will be able to:                        |
| 1. Apply the 5-step control process to various functions in a foodservice operation.   |
| 2. List and explain the standards and procedures for purchasing, receiving, storing, and issuing food and beverage products. |
| 3. Explain the importance of standard portion sizes and standard recipes and calculate portion costs.                        |
| 4. Compute periodic and daily food and beverage cost percentages.  |
| 5. Identify goals and techniques of sales control.   |
| 6. Define the objectives and techniques of labor cost control.   |
| 7. Prepare and analyze a profit and loss (P&L) statement.  |

**Online Course Netiquette:** Proper netiquette enables students to be professional while communicating online with instructors and with other students. To comply with course expectations, it is important to consider the following values during online discussion and when corresponding to the instructor and fellow students via email/discussions.

Student to Student Netiquette



- **Timeliness:** Monitor course activity and respond to communications from your classmates and instructor in a timely manner.
- **Confidentiality:** When discussing topics, be sure to be discreet about how you discuss children, instructor, and aides in the classroom. Do not use names of people or names of instructors.
- **Formatting:** As a rule, please do not use all caps in your emails or discussions. It is considered unprofessional and hard to read. Also, please use standard capitalization and punctuation in all course communications, and sign your name on all emails.
- **Value:** Recognize and value the experiences, abilities, and knowledge each person brings to class. Value the diversity of the class.
- **Language Tone:** The absence of face-to-face interaction increases the likelihood of misinterpretation. Avoid using offensive language, excessive exclamation points, all caps, humor and sarcasm, acronyms, emoticons, and slag.
- **Respect:** Each student's viewpoint is valued as an opinion. When responding to a person during online discussions, be sure to state an opposing opinion in a diplomatic way. Disagree with ideas, but do not make personal attacks. Be careful what you write because you cannot use body language or tone of voice when trying to convey ideas, intent, or thoughts.
- **Brevity:** Be concise when contributing to a discussion. Online courses requires a lot of reading; therefore, your points may be missed if hidden in a flood of text.
- **Read and Proofread:** Read all discussions before you post a comment, so you do not repeat information. Proofread and spell check all messages before you sent them.



#### Student to Instructor Netiquette

- In addition to the above values, you are expected to respond to communications from your instructor in a timely manner. Any emergencies that arise due to illness, death, etc. should be reported to the instructor as quickly as possible.



#### Instructor to Student Netiquette

- The instructor of the course will also follow the values listed above by checking and responding to emails and grading assignments in a timely manner. Specifically, the Canvas course web site will be checked periodically, and any emails will be answered during those times. Assignments will be graded within a reasonable time after the posted deadline for each assignment (or after the assignments are actually received).
- Assignments and assessments submitted after the deadlines outlined in the course syllabus will result in a zero grade. It is of the instructor's discretion if provisions will be made for individuals who have experienced unforeseen emergencies, but they must be reported as soon as possible after the event happens and production of proper documentation may be required.
- There will be no inappropriate language, threats, or negative personal comments tolerated. All such correspondence will be forwarded to the Student Conduct Officer for appropriate action.

Additionally, students are urged to report to the instructor immediately any harassment by a classmate, whether by email or on the Discussion Board and to forward the offending message(s) to the instructor.

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You must comply with Miami University's Academic Integrity policy. You are expected to know what behavior constitutes academic dishonesty, as well as the penalties and procedures for dealing with it. Ignorance is no excuse. To learn more about your responsibilities, please visit: <http://www.miamioh.edu/integrity/>

If in doubt, please ask your instructor.

**Students with Disabilities:** Students with disabilities may request reasonable accommodation. Office of Disability Services (ODS) registration should be completed prior to the provision of accommodations. Please contact ODS at <https://miamioh.edu/student-life/sds/>

**Duty to Report Harassment:** As of July 1, 2017 nearly all employees of Miami University have a Duty to Report Harassment and Discrimination. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

**Additional Text Information:** A copy of the textbook is available at the library through Textbooks on Reserve.

**Make-up Policy for Late Assignments:**

- Assignments have designated due dates for completion as posted on the assignment. Begin your assignments early. You may submit assignments early. Do not wait until the last minute.
- Peer to Peer Discussions have designated due dates for completion as posted on the calendar and as indicated in Canvas. Postings will most likely not be accepted after the due date and late posts will receive a zero grade. If extension or acceptance of late material is granted, you will only receive a maximum of 50% credit for the assignment.
- Regular weekly homework assignments, tests and quizzes are due on Sunday of every week.
  - Projects and papers must be uploaded to Canvas in the format the assignment specifies. The format must be one that the instructor can open, such as MS Word or MS PowerPoint. If your assignment file has a technical problem (example: file is corrupt), you must respond to the instructor's email within 2 days and resubmit the assignment by the due date provided in the email. For this reason, please check your email at least every other day. I do not give extensions so please submit your work by the deadline.

**Expectations for Student Success:**

- Access your online course at least four (4) times per week.
- Consider your education an investment in your future success.
- Understand what your highest priorities are and budget your time accordingly.
- Anticipate any concerns and communicate them to someone who can help or direct you to someone who can help.
- Set a goal of gaining knowledge that you can use to make a positive impact.
- Use the resources that are available to you to succeed.



## Weekly Course Schedule

|            |   |
|------------|---|
| Week One   | <ul style="list-style-type: none"> <li>• Complete Discussion- Introduce Yourself</li> <li>• Read - Chapter One and Chapter Two</li> <li>• Review Power Point Slides - Chapter One and Chapter Two</li> <li>• Complete Discussion - Read and Respond "Theft in Foodservice"</li> <li>• Complete Quiz - Math skills quiz</li> </ul> |
| Week Two   | <ul style="list-style-type: none"> <li>• Read - Chapter Three and Chapter Four</li> <li>• Review PowerPoint Slides - Chapter Three and Chapter Four</li> <li>• Watch - Yield Test Butchery Video</li> <li>• Complete - Assignment Questions Chapter Three and Chapter Four</li> </ul>   |
| Week Three | <ul style="list-style-type: none"> <li>• Read - Chapter Five</li> <li>• Review Power Point Slides - Chapter Five</li> <li>• Complete - HACCP Standardized Recipe Project</li> <li>• Complete - Assignment Questions Chapter Five</li> </ul>   |
| Week Four  | <ul style="list-style-type: none"> <li>• Read - Chapter Six</li> <li>• Review PowerPoint Slides- Chapter Six</li> <li>• Complete - Assignment Questions Chapter Six</li> <li>• Complete - Quiz Chapters 3-6</li> </ul>  |
| Week Five  | <ul style="list-style-type: none"> <li>• Read - Chapter Seven</li> <li>• Complete Discussion- Read and Respond "Decline of the Greats"</li> <li>• Review Power Point Slides - Chapter Seven</li> <li>• Complete - Assignment Questions Chapter Seven</li> <li>• Complete - Sustainability Project (Due in week seven)</li> </ul>  |
| Week Six   | <ul style="list-style-type: none"> <li>• Complete - Midterm exam part 1</li> <li>• Complete - Midterm exam part 2</li> <li>• Complete - Sustainability Project</li> <li>• Read - Chapter Eight</li> </ul>   |
| Week Seven | <ul style="list-style-type: none"> <li>• Read - Chapters Eight</li> </ul>   |

|               |  |
|---------------|--|
|               | <ul style="list-style-type: none"> <li>• Review PowerPoint Slides Chapter Eight Complete - Assignment Questions Chapter Eight</li> </ul>   |
| Week Eight    | <ul style="list-style-type: none"> <li>• Read - Chapters Nine</li> <li>• Review PowerPoint Slides Chapter Nine</li> <li>• Complete - Assignment Questions Chapter Nine</li> </ul>  |
| Week Nine     | <ul style="list-style-type: none"> <li>• Read - Chapters Ten and Eleven</li> <li>• Review PowerPoint Slides Chapters Ten and Eleven</li> <li>• Complete - Assignment Questions Chapters Ten and Eleven</li> </ul>  |
| Week Ten      | <ul style="list-style-type: none"> <li>• Take - Quiz - Chapters eight, nine, ten and eleven</li> <li>• Complete - Staffing Project</li> <li>• Read - Start reading chapter 12 for next week</li> </ul>   |
| Week Eleven   | <ul style="list-style-type: none"> <li>• Read - Chapter Twelve</li> <li>• Review PowerPoint Slides Chapter Twelve</li> <li>• Complete - Assignment Questions Chapter Twelve</li> </ul>   |
| Week Twelve   | <ul style="list-style-type: none"> <li>• Read - Chapter Thirteen</li> <li>• Review PowerPoint Slides Chapter Thirteen</li> <li>• Complete - Assignment Questions Chapter Thirteen</li> <li>• Respond - Discussion Question "Historical Focus"</li> <li>• Respond – Discussion Question “Technology in Foodservice”</li> </ul>  |
| Week Thirteen | <ul style="list-style-type: none"> <li>• Read - Chapter Fourteen</li> <li>• Review PowerPoint Slides Chapter Fourteen</li> <li>• Complete - Assignment Questions Chapter Fourteen</li> </ul>   |
| Week Fourteen | <ul style="list-style-type: none"> <li>• Read - Chapter Fifteen</li> <li>• Review PowerPoint Slides Chapter Fifteen</li> <li>• Complete - Reading and reviewing from above (no questions this week)</li> <li>• Complete – Discussion "Application of Course Content"</li> <li>• Complete - FINAL EXAM (Two Week Project)</li> <li>• Part I Exam</li> <li>• Part II Exam</li> </ul> |

|  |  |
|--|--|
|  |  |
|--|--|

## Course Grades

| Graded Items                                      | Possible Points |
|---|-----------------|
| ➤ Discussions 5 @ 20 points each (see Appendix A) | 100             |
| ➤ Assignments and Problems (varies)               | 285             |
| ➤ Projects 3 @ 60 points each                     | 180             |
| ➤ Quizzes 2 @ 30 points each                      | 60              |
| ➤ Final Project (see Appendix B)                  | 75              |
| ➤ Mid Term & Final Exam (100 each)                | 200             |
| ➤ <b>Total</b>                                    | <b>920</b>      |

**University Deadline for Withdrawing from Courses:** A student may withdraw from the course by XXXX without a grade, and through XXX with a grade of “W”. After June 13<sup>th</sup>, a student may not withdraw from a course unless a petition is approved by the Interdivisional Committee of Advisors. For the full policy refer to the Student Handbook.

Appendix A  
Controlling Food, Beverage and Labor Costs  
CMR XXX

**Discussions:** Students are expected to participate in the peer discussions. The peer discussions are our virtual classroom and a critical component of online communication between students.

- Review the Discussion Rubric. Your performance and points will be awarded based on this rubric.
  - Your initial post peer discussion is due Wednesday at 11:59 p.m. EST.
- In the subject line of your thread, type a **unique title** that describes the **content** of your initial post.
- **The body of your initial post must consist of at least 200 words.** (Feel free to write more than that.)  
The initial post must be supported with evidence from a source such as the textbook, website or academic resource. **Cite your sources according to MLA** at the end of your post. Initial responses to the question must be accurate in grammar, spelling and punctuation.
- Respond **at least 2 times to your classmates' postings and/or to students that post to you** by Sunday at 11:59 p.m. EST. **Each response post must consist of at least 100 words.** Your responses should reflect thoughtful, critical thinking. **DO not** simply disagree or agree by restating what a classmate has already said. Responses should **expand the conversation and learning** by engaging your classmates in intellectual conversation about the topic at hand. **You may have to do additional research to provide new ideas and information.** Responses should extend the conversation and learning by providing additional perspective, researched answers or questions. Each response post must be supported with evidence from at least one source from class materials. You may cite this source in-text; no formal citations or Works Cited is necessary for these response post.
- I may respond to your initial post. Feel free to respond to my response, but if a student responds to your initial post, please respond to what that student has said rather than to my response. If no student responds to your initial post, then you may respond to what I have written, and consider that your "response to the response."

**CMR 352**  
**Food Service Management**  
**Course Syllabus**  
**Web Based – 3 Semester Credit Hours**  
**Spring 20XX**

**Instructor:**

**E mail:**

**Office:**

**Phone:**

**Textbook:**           **Foodservice Organizations: A Managerial and Systems Approach;** Ninth Edition  
Authors: Mary Gregoire  
Publisher: Pearson  
ISBN-10:   0134038490  
ISBN-13:   978013403940

**Course Description:** A course on concepts and techniques for food and beverage management and operations. Topics include: leadership and supervision, operating procedures, and internal and external marketing of food and beverage services.

**Outcome Objectives Sought in This Course:**

Upon completion of this course, the student will be able to demonstrate the following learning outcomes and skills:

1. Demonstrate knowledge of the key functional areas of the food and beverage operation.
2. Describe the kitchen operation including food production systems, methods of cookery, kitchen layout and commodities.
3. Demonstrate the different methods of purchasing and food storage
4. Examine the appropriateness of the different methods of food and beverage service to manage customer expectations.
5. Develop and plan menus according to customer requirements.
6. Describe the different types of requirements of banqueting functions
7. Develop a promotional concept to market a special event or function.

**Overview of Course Activities:** Course activities that will be graded in this course. There will be discussion boards, assignments, quizzes, a group assignment.

**Additional Text Information:** A copy of the textbook is available at the library through Textbooks on Reserve.

**Academic Integrity (also known as Academic Dishonesty, Cheating):**

You must comply with Miami University's Academic Integrity policy. You are expected to know what behavior constitutes academic dishonesty, as well as the penalties and procedures for dealing with it. Ignorance is no excuse. To learn more about your responsibilities, please visit: <http://www.miamioh.edu/integrity/>

If in doubt, please ask your instructor.

**Students with Disabilities:** Students with disabilities may request reasonable accommodation. Office of Disability Services (ODS) registration should be completed prior to the provision of accommodations. Please contact ODS at <https://miamioh.edu/student-life/sds/>



**Duty to Report Harassment:** As of July 1, 2017 nearly all employees of Miami University have a Duty to Report Harassment and Discrimination. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

**Additional Text Information:** A copy of the textbook is available at the library through Textbooks on Reserve.

Make-up Policy for Late Assignments:

- Assignments have designated due dates for completion as posted on the assignment. Begin your assignments early. You may submit assignments early. Do not wait until the last minute.
- Peer to Peer Discussions have designated due dates for completion as posted on the calendar and as indicated in Canvas. Postings will most likely not be accepted after the due date and late posts will receive a zero grade. If extension or acceptance of late material is granted, you will only receive a maximum of 50% credit for the assignment.
- Regular weekly homework assignments, tests and quizzes are due on Sunday of every week.
  - Projects and papers must be uploaded to Canvas in the format the assignment specifies. The format must be one that the instructor can open, such as MS Word or MS PowerPoint. If your assignment file has a technical problem (example: file is corrupt), you must respond to the instructor's email within 2 days and resubmit the assignment by the due date provided in the email. For this reason, please check your email at least every other day. I do not give extensions so please submit your work by the deadline.

Expectations for Student Success:

- Access your online course at least four (4) times per week.
- Consider your education an investment in your future success.
- Understand what your highest priorities are and budget your time accordingly.
- Anticipate any concerns and communicate them to someone who can help or direct you to someone who can help.
- Set a goal of gaining knowledge that you can use to make a positive impact.
- Use the resources that are available to you to succeed

Weekly Course Schedule

| Modules | Dates | Topic | Chapter(s) |
|---------|-------|-------|------------|
|---------|-------|-------|------------|

|              |  | Appendix C |
|--------------|--|------------|
| Module One   | Introductions/Foodservice Organizations    | 1          |
|              | Managing Quality                           | 2          |
|              | Safety, Sanitation and Maintenance         | 8          |
|              | Meals, Satisfaction and Accountability     | 15         |
| Module Two   | The Menu                                   | 3          |
|              | Food Product Flow/Procurement              | 4          |
|              | Procurement                                | 5          |
| Module Three | Food Production                            | 6          |
|              | Distribution and Service                   | 7          |
| Module Four  | Management Principles                      | 9          |
|              | Leadership and Organizational Change       | 10         |
|              | Decision Making, Communication and Balance | 11         |
|              | Human Resources                            | 12         |
| Module Five  | Management of Financial Resources          | 13         |
|              | Marketing Foodservice                      | 14         |

Assignment due dates are listed in the course site.

### Course Grades

| Grading Components                         | Grading Scale |
|--|---------------|
| Discussion Boards (5) worth 20 points each | 100 pts       |
| Quizzes (15) worth 5 pts each              | 75 pts        |
| Assignments (4) 25 pts each                | 100 pts       |
| Group Assignment (1)                       | 200 pts       |
| Total                                      | 475 pts       |

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**CMR 451**  
**Special Events Planning and Management**  
**Course Syllabus**  
**Web Based – 3 Semester Credit Hours**  
**Spring 20XX**

**Instructor:**

**E mail:**

**Office:**

**Phone:**

**Textbook:**

**Special Events: The Brave New World for Bolder and Better Live Events, 8<sup>th</sup> Edition**

Authors: Lee and Goldblatt  
Publisher: Wiley  
ISBN-10: 1119498147  
ISBN-13: 9781119498148

**Course Description:** A course on concept and techniques for effective management of special events. Topic covered include: sustainability, event planning, sales process with catering operations event branding and event trends.

**Outcome Objectives Sought in This Course:**

Upon completion of this course, the student will be able to demonstrate the following learning outcomes and skills:

1. Understand and recognize the importance of economic, social, political, technological, and environmental changes and sustainability for planned events.
2. Recognize and use the five phases of the modern event planning process.
3. Conduct comprehensive research for events and identify key sources of information for planning.
4. Understand basic event planning financial and accounting terminology and plan an event budget.
5. Develop and implement the design for an event while using current trends in catering.
6. Identify trends and opportunities for marketing an event using multiple marketing methods.
7. Identify a risk management strategy for an event.
8. Define virtual reality for meetings and events.

**Overview of Course Activities:** Course activities that will be graded in this course. There will be blogs, journals, assignments, and a group event planning project.

**Additional Text Information:** A copy of the textbook is available at the library through Textbooks on Reserve.

**Academic Integrity (also known as Academic Dishonesty, Cheating):**

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- Understand what your highest priorities are and budget your time accordingly.
- Anticipate any concerns and communicate them to someone who can help or direct you to someone who can help.
- Set a goal of gaining knowledge that you can use to make a positive impact.
- Use the resources that are available to you to succeed

### Weekly Course Schedule

| Modules      | Dates | Topic   | Chapter(s) |
|--------------|-------|---|------------|
| Module One   |       | Greener Event Leadership and Economic Success                   | 1          |
|              |       | Changing Paradigms for Leadership and Social Change             | 2          |
| Module Two   |       | Composing the Sustainable Event Plan                            | 3          |
|              |       | Event Leadership and Human Resource Management                  | 4          |
|              |       | Financial Sustainability  | 5          |
| Module Three |       | Event Vendors as Strategic Partners                             | 6          |
|              |       | The Brand, the Buzz, and Better Success through Event Marketing | 7          |
|              |       | Ensuring a Safer and More Secure Environment                    | 8          |
| Module Four  |       | The Virtual View of Live Events                                 | 9          |
|              |       | Reinventing a Joyful and Sustainable Career                     | 10         |
| Module Five  |       | Global, National and Local Best Practices in Event Leadership   | 11         |
|              |       | Real World Event Management Experiences                         | 12         |

Assignment due dates are listed in the course site.

### Course Grades

| Grading Components                         | Grading Scale |
|--|---------------|
| Discussion Boards (5) worth 20 points each | 100 pts       |
| Quizzes (15) worth 5 pts each              | 75 pts        |
| Assignments (4) 25 pts each                | 100 pts       |
| Group Assignment (1)                       | 200 pts       |
| Total                                      | 475 pts       |

**University Deadline for Withdrawing from Courses:** A student may withdraw from the course by XXXX without a grade, and through XXX with a grade of “W”. After June 13<sup>th</sup>, a student may **not** withdraw from a course unless a petition is approved by the Interdivisional Committee of Advisors. For the full policy refer to the Student Handbook.



## Appendix D

## 8.4 Faculty matrix

- Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). **A copy of each faculty member’s CV must be included as an appendix item.**

| Name of Instructor          | Rank or Title   | Full-Time or Part-Time  | Degree Titles, Institution, Year<br><br>Include the Discipline/Field as Listed on the Diploma | Years of Teaching Experience<br><br>In the Discipline / Field | Additional Expertise in the Discipline/Field<br><br>(e.g., licenses, certifications, if applicable) | Title of the Course(s) This Individual Will Teach in the Proposed Program<br><br>Include the course prefix and number  | Number of Courses this Individual will Teach Per Year at <u>All</u> Campus Locations |
|-----------------------------|---|-------------------------|---|---|---|--|--|
| <i>e.g.,<br/>John Smith</i> | <i>e.g.,<br/>Professor<br/>,<br/>Assistant Professor<br/>,<br/>Adjunct Professor<br/>,<br/>Lecturer,<br/>etc.</i> | <i>FT<br/>or<br/>PT</i> | <i>e.g.,<br/>M.S.,<br/>Mathematics,<br/>ABC University,<br/>1990</i>                          | <i>e.g.,<br/>6</i>  |   | <i>e.g.,<br/>MTH120:<br/>College Algebra<br/><br/>MTH148:<br/>Analytic Geometry</i>  | <i>e.g.,<br/>7</i>   |
| Open Position               | Lecturer  | FT                      | Master's in Business or Hospitality Management required                                       | 10 years minimum  | 3 years minimum in hospitality field  | CMR 151, Intro to Hospitality Mangement<br>CMR 252, Sanitation & Safety Principles<br>CMR 351, Controlling Food & Beverage Labor Costs<br>CMR 352, Food Service Management | 8  |

## Appendix D

|                    |                                    |    |  |    |  |  |    |
|--------------------|------------------------------------|----|--|----|--|--|----|
|                    |                                    |    |  |    |  | CMR 451,<br>Special Events<br>Planning &<br>Management   |    |
| Dan Carroll        | Associate<br>Professor             | FT | BBA, University<br>of Cincinnati,<br>1971<br>M.Ed, Xavier<br>University 1975   | 31 | CPA, Ohio,<br>1982<br>CSP, Ohio,<br>1985 | CMR 101,<br>Introduction to<br>Accounting<br>CMR 302<br>Financial<br>Information for<br>Managers   | 11 |
| Ted Light          | Associate<br>Professor<br>, Chair  | FT | BBA, University<br>of Cincinnati,<br>1974<br>MBA, University<br>of Cincinnati,<br>1975<br>Ph.D., University<br>of Cincinnati,<br>1993  | 18 |  | CMR 105,<br>Introduction to<br>Marketing<br>CMR 362,<br>Business to<br>Business<br>Marketing<br>CMR 301,<br>Personal<br>Organizational<br>Skills | 6  |
| Steven<br>Feldmann | Assistant<br>Clinical<br>Professor | FT | AA, History &<br>Political Science,<br>Thomas Moore<br>College, 1986<br>BA, Business<br>Administration,<br>Thomas Moore<br>College, 1986<br>MBA, University<br>of Cincinnati,<br>2002<br>JD, University of<br>Kentucky, 1989 | 9  |  | CMR 108,<br>Introduction to<br>Business Law  | 14 |
| Mary Kovach        | Associate<br>Professor             | FT | BA, Finance &<br>Management,<br>1999<br>MBA, Cleveland<br>State University,<br>2001<br>Ph.D.,<br>Interdisciplinary   | 13 |  | CMR 111,<br>Introduction to<br>Management I  | 11 |



## Appendix D

|                         |                              |    |   |    |           |   |    |
|-------------------------|------------------------------|----|---|----|-----------|---|----|
|                         |                              |    | Studies, Miami University, 2018   |    |           |   |    |
| Patrick McCafferty      | Assistant Clinical Lecturer  | FT | BS, Accounting, Miami University, 1977<br>MBA, Finance, Miami University, 1980  | 10 | CPA, Ohio | CMR 207, Management Planning and Control                                  | 9  |
| Monitcha Sompolvorachai | Assistant Teaching Professor | FT | BS in Agricultural Economics, Kasetsart University, 1990<br>Master of Science in Agricultural and Resource Economics, Colorado State University, 1997<br>Ph.D., Agricultural and Resource Economics, University of California-Davis, 2009 | 22 |           | CMR 211, Economics for Commerce   | 15 |
| Chen Ferguson           | Associate Professor          | FT | BA, English for Science & Tech, Xi'an Jiaotong University, 1988<br>MBA, Global Business, East Tennessee State University, 1996<br>Ph.D., Educational Leadership, Miami University, 2013   | 18 |           | CMR 244, Introduction to Global Business<br>CMR 263, Sales and Promotions | 9  |
| Thomas Mays             | Associate Professor          | FT | BS, Communication, Ohio University 1995<br>MBA, Wright State University, 2004   | 13 |           | CMR 282, Computer-Based Business Analysis                                 | 13 |

## Appendix D

|                        |                              |    |  |    |  |  |    |
|------------------------|------------------------------|----|--|----|--|--|----|
|                        |                              |    | MS, Social and Applied Economics, Wright State University, 2004<br>Ph.D., Educational Leadership, University of Dayton, 2017   |    |  |  |    |
| Susan Baim             | Professor                    | FT | BA, English/Mathematics Education, Washington State University, 1978<br>MBA, Marketing and Operations Management, University of St. Thomas, 1998<br>Ph.D., Organization and Management, Capella University, 2007 | 36 |  | CMR 495, Strategic Management for Commerce | 12 |
| Chamina Curtis         | Assistant Teaching Professor | FT | BBA, Ohio University, 1988<br>Master Organization Development, Bowling Green State University, 1998<br>Master Labor and Employee Relations, University of Cincinnati, 2001                                       | 12 |  | CMR 261, Customer Service & Satisfaction   | 10 |
| Thembinkosi Mkhathshwa | Assistant Professor          | FT | BSc, University of Swaziland, 2008<br>MA, Marshall University, 2010<br>MS, Syracuse University 2013,   | 12 |  | STA 261, Statistics                        | 10 |

Appendix D

|  |  |  |                                  |  |  |  |  |
|--|--|--|----------------------------------|--|--|--|--|
|  |  |  | Ph.D., Syracuse University, 2016 |  |  |  |  |
|--|--|--|----------------------------------|--|--|--|--|

Miami University Regionals  
Hospitality Management Proposal  
Commerce at the VOA

Persistence Rates (Ted supplied)

| Description of Programming | Per Student cost (2 semesters) | Year 1 enrollment | Year 2 enrollment | Year 3 enrollment | Year 4 enrollment | Year 5 enrollment |
|----------------------------|--------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|                            |                                |                   |                   |                   |                   |                   |
| Hospitality Management     | \$ 5,669                       | 15                | 20                | 25                | 25                | 25                |
|                            |                                |                   | 11                | 15                | 19                | 19                |
|                            |                                |                   |                   | 8                 | 11                | 14                |
|                            |                                |                   |                   |                   | 8                 | 10                |
| <b>Total Enrollment</b>    |                                | 15                | 31                | 48                | 63                | 68                |

| 1 to 2 | 1st to 3 | 1 to 4 |
|--------|----------|--------|
| 75%    | 56%      | 51%    |

|   | Year 1    | Year 2     | Year 3     | Year 4     | Year 5     |
|---|-----------|------------|------------|------------|------------|
| <b>Revenue</b>                                    |           |            |            |            |            |
| Hospitality Management Regular Tuition            | \$ 85,028 | \$ 177,143 | \$ 274,358 | \$ 354,852 | \$ 385,179 |
| <b>Total Revenue</b>                              | \$ 85,028 | \$ 177,143 | \$ 274,358 | \$ 354,852 | \$ 385,179 |
| <b>Expense</b>                                    |           |            |            |            |            |
| Salary  | \$ 53,000 | \$ 53,000  | \$ 53,000  | \$ 53,000  | \$ 53,000  |
| Benefits  | 8,745     | 8,745      | 21,065     | 21,065     | 21,065     |
| Operating (student wages, travel, supplies, etc.) |           |            |            |            |            |
| <b>Total Expense</b>                              | \$ 61,745 | \$ 61,745  | \$ 74,065  | \$ 74,065  | \$ 74,065  |
| <b>Surplus/(Deficit)</b>                          | \$ 23,283 | \$ 115,398 | \$ 200,293 | \$ 280,787 | \$ 311,114 |

\$ -

Assume 1 FT Faculty in year one and no additional  
< Part Time benefit rate of 16.5% Full Time 38.5%

## Department of Commerce Assessment Plan

### Program Information

- Major: Hospitality Management
- Bachelor of Science in Commerce
- Department of Commerce
- College of Liberal Arts and Applied Sciences
- Proposal Stage

### Assessment Contact(s)

- Thomas Mays, Associate Professor, maysta@miamioh.edu

### Program Mission Statement

Our mission is to provide quality business education to traditional and non-traditional students. This will be delivered through face-to-face, hybrid and online Associate & Bachelor programs and other programs as deemed necessary to the needs of these students. Our programs will provide both quality in and of themselves, as well as the opportunity for continued learning if so desired by the recipient.

### Student Learning Outcomes

#### Degree Core:

1. Demonstrate ability to communicate effectively and work with others
2. Apply critical thinking skills to solve problems in organizational/business contexts
3. Analyze and apply information and data to solve problems
4. Apply leadership concepts and ethical models
5. Apply knowledge in the core areas of accounting, business law, management, marketing, finance, and economics

#### Major:

1. Demonstrate a working understanding of hospitality terminology, concepts, and functions as they relate to the food and beverage industry.
2. Explain the functions of management as they relate to the food and beverage industry.
3. Demonstrate working knowledge of current laws, rules and regulations governing foodservice.
4. Demonstrate effective decision-making skills integrating knowledge of functional areas when managing hospitality operations.

## Means of Assessment

- **Committee Membership and Responsibilities:** The Commerce Assessment Committee Coordinator is responsible for leading the assessment effort.
- **Data Collection for Direct Observation of Student Work**
  - The Hospitality Management Major includes six required courses beyond the Bachelor of Science in Commerce Core. While each course may address each of the five SLO's, courses have been chosen to be representative of specific SLO's for the purpose of the assessment process.
    - SLO 1: CMR 151
    - SLO 2: CMR 351; CMR 352; CMR 451
    - SLO 3: CMR 252
    - SLO 4: CMR 261; CMR 351; CMR 352; CMR 451
  - A significant project from each of the required courses will be reviewed with respect to the assigned SLO. Due to potential differences in course design, some courses may require review of multiple assignments. The assignments are currently designated to be reviewed include the following:
    - {To be completed after new courses are developed}
- **Scoring of Student Work:** The committee will include at least three other department members, and all committee members are responsible for participating in scoring student work. No committee member will score a course they taught during the assessment cycle. Committee members will use a rubric to evaluate student work. In some cases, it may be necessary to evaluate more than one assessment in a course.
- **Indirect Assessment (Perceptions of Student Learning):**
  - Indirect assessment will be completed through analyzing end-of-term student course evaluations.
  - Graduate job placement data will be reported as available.

## Closing the Loop

- **Feedback Loop:** Reports will be provided to faculty members at a department meeting after feedback from the University is received.
- **Timeline:** The assessment cycle is annual with reporting completed in December of each year.

## Rubric:

| Student Learning Outcome  | Exceeds  | Meets   | Does not Meet  |
|---|--|---|--|
| <b>SLO 1: Demonstrate a working understanding of hospitality terminology, concepts, and functions as they relate to the food and beverage industry.</b> | Strong effort. Student demonstrates a strong and clear understanding of hospitality terminology, concepts, and functions as they relate to the food and beverage industry. Work completed at a high level. | Moderate effort. Student demonstrates a working understanding of hospitality terminology, concepts, and functions as they relate to the food and beverage industry. Work completed at a moderate level. | Little to no effort. Demonstration of understanding of hospitality terminology, concepts, and functions as they relate to the food and beverage industry is low or non-existent.       |
| <b>SLO 2: Explain the functions of management as they relate to the food and beverage industry.</b>   | Strong effort. There is clear evidence of student understanding the functions of management as they relate to the food and beverage industry. Work completed at a high level.                              | Moderate effort. There is evidence of student understanding the functions of management as they relate to the food and beverage industry. Work completed at a moderate level.                           | Little to no effort. There is little to no evidence of student understanding the functions of management as they relate to the food and beverage industry.                             |
| <b>SLO 3: Demonstrate working knowledge of current laws, rules and regulations governing foodservice.</b>   | Strong effort. Student demonstrates a high level of knowledge of current laws, rules and regulations governing food service. Work completed at a high level.   | Moderate effort. Student demonstrates a working knowledge of current laws, rules and regulations governing food service. Work completed at a moderate level.  | Little to no effort. There is little to no evidence of student knowledge of current laws, rules and regulations governing food service.  |
| <b>SLO 4: Demonstrate effective decision-making skills integrating knowledge of functional areas when managing hospitality operations.</b>              | Strong effort. There is clear evidence of student demonstrating effective decision-making skills integrating knowledge of functional areas of hospitality management. Work completed at a high level.      | Moderate effort. There is evidence of student demonstrating effective decision-making skills integrating knowledge of functional areas of hospitality management. Work completed at a moderate level.   | Little to no effort. There is little to no evidence of the student demonstrating effective decision-making skills integrating knowledge of functional areas of hospitality management. |

February 19, 2021  
Academic and Student Affairs

**RESOLUTION R2021-28**

WHEREAS, University Senate on February 8, 2021 passed SR 21-20, endorsing a proposed degree and major, Master of Science in Kinesiology, Nutrition, and Health, in the College of Education, Health and Society.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Master of Science in Kinesiology, Nutrition, and Health, in the College of Education, Health and Society.

*Approved by the Board of Trustees  
February 19, 2021*



T. O. Pickerill II  
Secretary to the Board of Trustees





**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

James Bielo, Chair  
 Jen Green, Chair-Elect  
 Dana Cox, Past-Chair

University Senate Website: [miamioh.edu/academic-affairs/university-senate/](http://miamioh.edu/academic-affairs/university-senate/)

February 8, 2021

To: Gregory P. Crawford, President  
 From: Jeffrey Wanko, Secretary of the University Senate  
 Re: Degree Program Approval  
 SR 21-20, Master of Science in Kinesiology, Nutrition, and Health, College of Education, Health and Society

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On February 8, 2021, University Senate adopted SR 21-20:

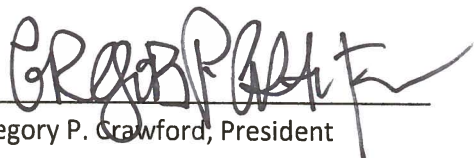
BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Master of Science in Kinesiology, Nutrition, and Health, College of Education, Health and Society.


AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Master of Science in Kinesiology, Nutrition, and Health, College of Education, Health and Society.

|   |   |
|---|---|
| ✓ | Approve<br>Forward to the Board of Trustees for action (copy to Secretary of University Senate) |
|   | Do Not Approve  |

  
 Gregory P. Crawford, President

  
 Date

cc: James Bielo, Chair, Executive Committee of University Senate  
 Jason Osborne, Provost, Chair University Senate

## NEW PROGRAM PROPOSAL INSTRUCTIONS

The CCGS requirements for proposing a new degree program have been aligned to mirror requirements in the *Substantive Change Application* from the Higher Learning Commission. This will reduce the work of those who propose programs, when there is a need for institutional submission of approved programs to HLC.

Work with your graduate school to make sure you have all the most current forms needed to complete the proposal. For example, if the program will go directly online, the *Online/Blended Delivery Form* should also be submitted (this can be obtained from your Graduate School offices).

The following template should be followed when creating a proposal for a new degree program. All indicated sections must be included in the Proposal. In the template, *text in italics* are instructions or examples that should be replaced with your proposal text. A maximal length is provided for some sections, to provide guidance about the level of detail that is expected.

Once complete, convert the proposal document to a PDF.

The proposal document should be submitted with a separate Appendix in a second PDF file, containing:

1. **A Table of Contents** for the Appendix
2. **Faculty Matrix.** *A template for this Table is at the end of this document. A faculty member must be identified for each course that is a required component of the curriculum, and the goal of this matrix is to summarize faculty credentials and course involvement.*
3. **2-page Vitae for each faculty member involved in the program.** *NOTE: each vita is limited to 2-pages and should provide information that establishes faculty credentials and expertise for teaching in the proposed program.*
4. **Course Descriptions,** *each maximally a paragraph in length. Provide course numbers for existing courses, and indicate those courses which are not yet implemented/approved. Do not include course syllabi.*
5. **Fiscal Impact Statement.** *Include an Ohio Department of Higher Education Fiscal Impact Statement (FIS) which will be used to demonstrate institutional plans for the judicious use of resources in terms of physical plant, personnel, student support, and appropriate institutional commitment of resources to the new program. The FIS form may be found at <https://www.ohiohighered.org/ccgs>.*
6. **Market Analysis and/or Needs Survey.** *Market analysis via the Bureau of Labor Statistics projections (<https://www.bls.gov/data/#projections>) or software such as Burning Glass/Labor Insights is strongly suggested. Supply summarized data from any survey (detailed data not needed).*
7. **Letters of Support.** *(e.g., Provost, Dean, Department Chair(s), faculty, internal/external collaborators, outside experts, etc. Include as appropriate to the institution and program being proposed. )*
8. **Consultant reports, if applicable.**
9. **CCGS Online/Blended delivery form, if applicable.**

***Full name of proposed degree program (e.g. Master of Arts in Technophobia)***  
***Mode of Delivery (fully online, blended, on campus)***

-----  
***Academic Institution(s) offering degree***

***College and academic unit (department, school, etc) administering degree***

### **Basic Characteristics of the Educational Program**

1. **Brief description of the disciplinary purpose and significance of proposed degree.** *(max 300 words)*  
 Miami University's senate approved the separation of the Department of Kinesiology of Health into two separate departments: 1) the Department of Kinesiology and Health (KNH, recently re-named Kinesiology, Nutrition, and Health) and 2) Sports Leadership and Management (SLM). This change was effective July 2020. The previously existing department has a shared Master of Science degree with three tracks: 1) Exercise and Health Science, 2) Health Promotion, and 3) Sports Leadership. Here we are proposing to remove one of the tracks (Sports Leadership) and to modify the two remaining tracks to better reflect our students' career pursuits and the composition of our faculty. The tracks will be: 1) Exercise and Health Science and 2) Public Health Education and Health Promotion. This change will also better support the recently implemented (and now fully accredited) post-baccalaureate dietetic internship (DI) that enrolls a cohort of six (increasing to 12 in Fall 2021) graduate students pursuing both a Master's degree (in the Exercise and Health Science track) and dietetics internship experience. These are both new requirements for the Registered Dietitian board examination. The proposed graduate program in Kinesiology, Nutrition, and Health is designed to prepare students for a wide variety of allied health-related professional programs and career options, including biomedical research, medicine, nutrition, health promotion, physical/occupational therapy, nursing, chiropractic, clinical exercise physiology, and doctoral programs in kinesiology, nutrition, health and related fields. These occupations are projected to have substantial growth over the next decade according the United States Bureau of Labor Statistics. Multidisciplinary, evidence-based coursework will emphasize exercise physiology, biomechanics, motor control, health promotion, and nutrition for health and performance. Enrolled students will actively engage in research (i.e. clinical and community-based participatory research) and/or internship-based learning as part of their training. These experiential-based learning opportunities will not only train students in state-of-the-art methodologies and best practices, but will help them develop as mature, professionals ready to succeed in health science careers.
2. **Definition of the focus of the program.** *(max 300 words)* As stated in the program description, this experiential learning-based graduate program will be focused on preparing students to succeed as allied health professions or advanced degrees (i.e. PhD) in academia.
3. **Rationale for degree name.** *(max 100 words)* The proposed name, "Master of Science in Kinesiology, Nutrition, and Health" reflects the composition of our faculty that includes researchers and clinical professionals in exercise physiology, nutrition, health promotion, and biomechanics. The degree will include the generation of new knowledge culminating in a research-based thesis or non-thesis research-based project.
4. **Duration of the program.** The program will require students to complete a minimum of 30 hours of combined coursework, independent study, and hours towards a culminating capstone (Thesis or Research-Based non-thesis project). The typical, full-time student will complete the required

coursework over four academic semesters. Part-time students may take longer, but must complete their degree within five academic years. Recent program assessment data showed that 89% of our students complete their degree in 1- 2 years. There are no differences in credit expectations across the two tracks *(Identify minimum total credit hours (indicate whether semester or quarter) for completion of the program. Identify if students will be enrolled full-time and/or part-time. State normal or typical length of time for students to complete the program. If there are differences in duration or credit expectations among the proposed tracks or concentrations, state those differences.*

5. **Admission timing.** Ideally, we would like to implement these changes to our graduate program beginning in the fall semester of 2021. Admission to the program would be rolling, but the majority of incoming students will submit their applications during December/January with the option of starting during the following summer or fall semesters. *Provide proposed date for implementation of the program, and indicate if program plan includes more than one cohort being admitted per year.*
6. **Primary target audience for the program and admission requirements.** *(max 300 words)* The primary target audience for this program will be traditional college-aged graduates from bachelor's programs in cognate areas. The admission requirements would be: 1) bachelor's degree in cognate area, 2) GPA  $\geq$  2.75, 3) a personal statement, and 4) three letters of recommendation. *For example, traditional college age, working adults, professionals with specific existing credential, military personnel, etc. Define admission requirements (past areas of study or degree earned, GPA, work experience or certification, standardized tests, writing samples, etc).*
7. **Special efforts to enroll and retain underrepresented groups.** *(max 500 words)* We will work with the graduate school and the Department of International Student and Scholar Services to enroll and retain underrepresented groups. We will also continue to utilize the Diversity Enhancement Pathway and McNair assistantships to attract diverse and underrepresented students. The NCES reported the following distribution for Master degree conferrals in 2016 – 2017: White: 65.8%, Black: 13.6%, Hispanic: 10.2%, Asian/Pacific Islander: 7.3%, American Indian/Alaska Native: 0.5%, and Two or More Races: 2.7%. The current composition of our MS program (N= 73, including 10 non-resident students) is White: 61.2%, Black: 10.9%, Hispanic: 6.8%, Asian/Pacific Islander: 1.3%, American Indian/Alaska Native: 0%, Two or More Races: 1.3%, non-resident: 13.7%, and not reported: 5.5%.

## Curriculum and Instructional Design

1. **Curricular content.** *Using a variation on the Table below to match your proposed program, list here all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions in the Appendix for all courses that are a part of the curriculum, and/or required for transcribed tracks or specializations.*

### **Proposed Curriculum for the Exercise and Health Science Track:**

| COURSE #   | TITLE  | CREDITS |
|--|--|---------|
| Required core courses for degree                                     |  |         |
| KNH 621  | Research Foundations in Kinesiology, Nutrition, and Health                                       | 3       |
| AND one of the Following   |  |         |
| EHS 667  | Behavior Statistics  | 3       |
| EHS 668  | Behavior Statistics II   | 3       |
| KNH 623  | Qualitative Methodological Research Approaches in the Exercise, Health, and Sport Studies Fields | 3       |
| Exercise and Health Science Courses Pick-List: $\geq$ 9 Credit Hours |  |         |
| KNH 503  | Professional Practices in Dietetics  | 3       |

|   |  |   |
|---|--|---|
| KNH 509   | Nutrition for Sports and Fitness   | 3 |
| KNH 542   | Strength Training and Conditioning   | 3 |
| KNH 582   | Exercise Prescription: Healthy Individuals & Individuals with Chronic Diseases/Disorders | 3 |
| KNH 583   | Advanced Motor Control and Learning  | 3 |
| KNH 647   | Obesity and Weight Management  | 3 |
| KNH 654   | Physical Activity Motivation   | 3 |
| KNH 668   | Advanced Physiology and Biophysics of Human Activity                                     | 3 |
| KNH 685   | Exercise, Age, and Health  | 3 |
| KNH 688   | Advanced Biomechanics  | 3 |
| Thesis Exit Option: 6 Credit Hours  |  |   |
| KNH 700   | Thesis Hours (can be taken multiple times)   | 3 |
| Non-Thesis Exit Option: 6 Credit Hours From Either or a Combination of the Following: |  |   |
| KNH 620   | Research Problems (can be taken multiple times)  | 3 |
| KNH 640   | Internship (can be taken multiple times)   | 3 |

***Proposed Curriculum for the Public Health Education and Health Promotion Track:***

| <b>COURSE #</b>   | <b>TITLE</b>   | <b>CREDITS</b> |
|---|--|----------------|
| Required core courses for degree  |  |                |
| KNH 621   | Research Foundations in Kinesiology, Nutrition, and Health                                       | 3              |
| AND one of the Following  |  |                |
| EHS 667   | Behavior Statistics  | 3              |
| EHS 668   | Behavior Statistics II   | 3              |
| KNH 623   | Qualitative Methodological Research Approaches in the Exercise, Health, and Sport Studies Fields | 3              |
| Public Health Education and Health Promotion Courses Pick-List: $\geq 9$ Credit Hours |  |                |
| KNH 553   | Seminar in Kinesiology and Health  | 3              |
| KNH 562   | Public Health Planning and Evaluation  | 3              |
| KNH 611   | Behavioral Approaches to Health Promotion and Education  | 3              |
| KNH 612   | Theoretical Foundations of Health Promotion and Education  | 3              |
| KNH 613   | Health Communication & Education   | 3              |
| KNH 654   | Physical Activity Motivation   | 3              |
| Thesis Exit Option: 6 Credit Hours  |  |                |
| KNH 700   | Thesis Hours (can be taken multiple times)   | 3              |
| Non-Thesis Exit Option: 6 Credit Hours From Either or a Combination of the Following: |  |                |
| KNH 620   | Research Problems (can be taken multiple times)  | 3              |
| KNH 640   | Internship (can be taken multiple times)   | 3              |

2. **What are the requirements students must fulfill to complete the program successfully?** (*max 500 words*) Include specific courses, course options and any other requirements (e.g. clinical hours, experiential learning, competencies, projects, etc). Define the minimal credits needed to complete the degree in any transcripted tracks or specializations. All students in both tracks are required to complete a minimum of 30 credit hours of course work. This includes KNH 621 (3); one of either EHS 667 (3), EHS 668 (3), or KNH 623 (3); a minimum of 9 credit hours from the Pick-Lists indicated for the specific tracks above; and a minimum of 6 credit hours of KNH 700 for thesis students, or 6

credit hours of KNH620 and/or KNH 640 for non-thesis students. The remaining 12 credit hours will include electives and/or independent study that best align with the student's career objectives.

3. **Description of a required culminating, or integrated learning, experience.** (*max 500 words*). Students in both tracks will choose to complete either a thesis or research-based non-thesis project. Students choosing the traditional **thesis option** will work with their faculty mentor to develop a research question that can be tested through the design of a research study. Students will 1) develop and present a thesis proposal to their graduate committee, 2) conduct the approved research study, and 3) write and present their findings at a thesis defense. Their thesis committee, composed of their thesis advisor and two other graduate-level faculty will determine if the student passes. Students choosing the **non-thesis option** will complete a research proposal, in which they conceptualize a problem, review the literature, propose an appropriate research design, and collect feasibility data. Students pursuing this track will take KNH 620 (Research Problems) and/or KNH 640 (Internship). The latter is included as a course under the non-thesis option as many of our graduate students utilize their internships for data collection. The non-thesis option will culminate with the completion of a written research proposal and defense before the student's non-thesis committee.

### **Institutional Planning for the Program**

1. **What are the physical facilities, equipment and staff needed to support the program?** As indicated above, this is not a "new program" per se, but rather a substantive modification of our existing MS in Kinesiology and Health. Thus, the physical facilities, equipment, staff, and faculty, and are already in place to successfully deliver the proposed MS in Kinesiology, Nutrition, and Health. *Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing program and services, or identify new laboratory and preceptor needs. If new staffing is needed to support these facilities or new staff needed for the program please discuss.*
2. **What is the evidence that a market for the new program(s) exists?** (*max 500 words*) Again, we want to specify that this is not a new program, but rather a substantive modification to an existing, already successful MS degree. The enrollment in our current concentration areas (exercise science and health promotion) has steadily increased from 23 students in 2015-2016 to 35 students in 2018-19. For the 2019-2020 academic year, we received 55 new applications for prospective and enrolled a new cohort of 37 graduate students. Our current number of graduate students (1<sup>st</sup> and 2<sup>nd</sup> year students) is 60. Our department also includes a recently accredited dietetics internships (DI) program that currently accepts six interns per year. These students will be concomitantly enrolled in our MS program. The number of admitted DI will increase to 12 students per cohort in Fall 2021. We also anticipate that our enrollment will increase due to positive employment trends/estimates in careers in health sciences. Burning Glass projects a +24.89% "year-over-year change" in job postings in Kinesiology and Exercise Science (CIP# 31.0505), and the U.S. Department of Labor Statistics projects a rise in employment percentage (years 2018-2028) for the following occupations: dietitian (+11.2%), exercise physiologists (+9.7%), health educators (+10.3), health specialties (i.e. physical therapy, occupational therapy, clinical scientist) (+23.2%), and medical and health service managers (+17.6%) (Data Shown In Appendix). These are exactly the types of jobs that our students graduating from our current MS pursue. We feel strongly that our modified curriculum better aligns with these professions. Thus, the proposed curriculum will make our program even more attractive to prospective students, and better prepare our graduates to succeed in their chosen professions. *Using information added to the Appendix, provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics supporting program need include: Student interest and demand (Potential enrollment; Ability to sustain the critical mass of students. Surveys of*

*potential student interest can be helpful); Institutional need (Plan for overall development of graduate programs at the proposing institutions); and, Societal demand (Intellectual development; Advancement of the discipline; Employment opportunities to meet regional, national and/or international needs).*

- a) **How has estimated program demand been factored into realistic enrollment projections?** Our divisional Data and Planning Analyst has prepared a fiscal impact statement based of historic and projected enrollment trends. This has been included in the appendix.
  - b) **How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?** We already have a viable MS program with consistent yearly enrollments of 30+ new graduate students across our exercise and health science and health promotion tracks. As stated previously, we anticipate continued growth given the US Department of Labor Statistic’s projected growth in health-related careers, and based on the upcoming expansion of our yearly cohort of dietetic internship students from 6 to 12 per cohort. The infrastructure (staff, faculty, facilities, and equipment) for our proposed, modified MS is already in place.
3. **Statewide Alternatives.** *(max 300 words)* Universities.com ranks [Miami University](#) as the top program in Ohio for Kinesiology and Exercise Science. Programs that also offer a related Master’s program include Ohio State University, University of Toledo, Ohio University, and Cleveland State. Gray’s data indicates that there were 101 successful completions of Master Degrees in Kinesiology and Exercise Science in Ohio in 2017. Of that number, 25 successful graduates came from our program. Regionally speaking, there are no cognate programs in Southwest Ohio. Based on these data, coupled with our proposed modifications that better align with students’ career interests and the growing health science job market, we are very optimistic about our potential for continued success and growth. *Consider (a) programs available in other institutions and how they may differ from the program being proposed (b) appropriateness of specific locale for the new program, and (c) opportunities for inter-institutional collaboration. You are encouraged to talk with your colleagues at other institutions to learn more about their programs and discuss your unique opportunities.*
- a) **Growth of the Program.** *(max 200 words)* Please refer to the Fiscal Impact Statement prepared by our divisional Data and Planning Analyst. These projections are based on our historic recruitment patterns in our current MS program minus the Sports Leadership graduate students that will become part of the new Sports Leadership and Management Department. Given the projected growth in employment in health-related professions along with the upcoming expansion of our dietetics internship program, we confidently project sustained growth. Additionally, as the current facilities, staff, and faculty are already in place, there are no new expenses that will negatively affect our self-sufficiency.
4. **Institutional Staffing, Faculty, and Student Support.**
- a) **Faculty.** There will be 17 graduate faculty employed in the program. As the faculty template shows, we have sufficient faculty to cover the courses and to serve as chairs or committee members for student thesis and non-thesis research-based projects. Many of the proposed courses, particularly the 600-level courses, will be offered every other year, thus protecting the workload of the faculty and ensuring adequate enrollment in the courses. The 500-level courses are all taught as “slash” 400/500 level courses with clearly defined graduate student learning objectives. No new faculty need to be hired to support that program at its current size. *How many and what types of faculty (full-time and part-time) will be employed in the program? Describe how the number and type of faculty is sufficient to support the program, especially if the program contains a research or heavily mentored activity. How many, if any, new faculty will be hired for the program? The Appendix must include a 2-page CV of each program*

*faculty, and the Faculty Matrix describing involvement of each faculty in teaching (a template for the Faculty Matrix is included at the end of this document).*

- b) **Administration and Support.** The Kinesiology, Nutrition, and Health graduate program will be housed within the Department of Kinesiology and Health (KNH). As such, the program reports to the department chair (Helaine Alessio). The Department of Kinesiology and Health is one of the departments in the College of Education, Health, and Society at Miami University, and thus is subject to oversight by the Dean of EHS (Dr. Denise Taliaferro Baszile). At the departmental level, a graduate committee comprised of four faculty members will be charged with the following functions: resolution of petitions, grievances, and appeals in the program; recruitment, selection, and retention of graduate students; and curriculum development/implementation. A graduate coordinator (appointed by the chair) will serve as the chair of the graduate committee. Only in the event of a tie in voting will the graduate director cast a vote during graduate committee meetings. The graduate coordinator will serve as a liaison between the graduate committee, the department chair, and the graduate faculty as a whole. Curricular modifications voted on by the graduate committee will be brought to the graduate faculty for voting before departmental-level approval. The staffing for the program is already in place.



**Appendices Table of Contents:**

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| Letters of Support      | Pending |

**Faculty Matrix for Graduate Courses**

| Instructor Name        | Rank or Title    | Full-Time (FT) Or Part-Time (PT) | Instructor Qualification  |  |  | Course(s) Instructor will teach  |  |
|------------------------|------------------|----------------------------------|---|--|--|--|--|
|                        |                  |                                  | Degree Title, Discipline Institution, Year                      | Years of Teaching Experience In the Discipline/Field | Additional qualifications (e.g., licenses, certifications) | Courses in the proposed program (Include course number and title)  | # taught Per Year at <u>All</u> University Locations |
| <i>Helaine Alessio</i> | <b>Professor</b> | <b>FT</b>                        | <i>PhD in Exercise Physiology, University of Maryland, 1986</i> | 32   | <b>none</b>  | <i>KNH 553: Seminar in Kinesiology</i><br><br><i>KNH 685: Health, Nutrition, and Aging</i><br><br><i>KNH 621: Research Foundations in Kinesiology and Health</i> | 1-2  |

|                             |                                   |                  |   |                  |  |   |                   |
|-----------------------------|-----------------------------------|------------------|---|------------------|--|---|-------------------|
| <p><i>Kevin Ballard</i></p> | <p><i>Assistant Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Kinesiology, University of Connecticut, 2011</i></p> | <p><i>9</i></p>  | <p><i>National Strength and Conditioning Association, Certified Strength and Conditioning Specialist</i></p> | <p><i>KNH 542: Strength Training and Conditioning</i></p> <p><i>KNH 553: Seminar in Kinesiology</i></p> <p><i>KNH 668: Advanced Physiology and Biophysics of Human Activity</i></p> <p><i>KNH 621: Research Foundations in Kinesiology and Health</i></p> | <p><i>1-2</i></p> |
| <p><i>William Berg</i></p>  | <p><i>Professor</i></p>           | <p><i>FT</i></p> | <p><i>PhD in Kinesiology, Univ. Minnesota, 1991</i></p>           | <p><i>29</i></p> | <p><i>none</i></p>   | <p><i>KNH 583: Advanced Motor Control and Learning</i></p>  | <p><i>1-2</i></p> |

|                              |                                   |                  |  |                  |   |   |                   |
|------------------------------|-----------------------------------|------------------|--|------------------|---|---|-------------------|
| <p><i>Paul Branscum</i></p>  | <p><i>Associate Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Health Promotion and Education, Univ. Cincinnati, 2011</i></p>          | <p><i>9</i></p>  | <p><i>Registered Dietitian</i></p>  | <p><i>KNH 553: Seminar in Kinesiology</i></p> <p><i>KNH 562: Public Health Planning and Evaluation</i></p> <p><i>KNH 611: Behavioral Approaches</i></p>   | <p><i>2</i></p>   |
| <p><i>Randal Claytor</i></p> | <p><i>Associate Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Exercise Physiology</i></p> <p><i>University of Tennessee, 1985</i></p> | <p><i>35</i></p> | <p><i>American College of Sports Medicine - Certified Clinical Exercise Physiologist and EIM- Level 3; Functional Movement Systems, Inc.- Level I</i></p> | <p><i>KNH 582: Exercise Prescription for Apparently Healthy &amp; Chronically Diseased Individuals</i></p> <p><i>KNH 553: Seminar in Kinesiology- Physical Activity &amp; Fitness Assessment Procedures</i></p> | <p><i>1-2</i></p> |

|                                   |   |                  |  |                        |  |  |                   |
|-----------------------------------|---|------------------|--|------------------------|--|--|-------------------|
| <p><i>John (Jay) Kimiecik</i></p> | <p><i>Associate Professor</i></p>                           | <p><i>FT</i></p> | <p><i>PhD in Exercise Psychology, University of Illinois at Urbana-Champaign, 1990</i></p> | <p><i>30</i></p>       | <p><i>none</i></p>   | <p><i>KNH 654: Social Psychological Perspectives in Physical Activity</i></p> <p><i>KNH 623: Qualitative Research Approaches in Kinesiology, Nutrition, and Health</i></p> | <p><i>1-2</i></p> |
| <p><i>Gretchen Matuszak</i></p>   | <p><i>Director of the Didactic Program in Dietetics</i></p> | <p><i>FT</i></p> | <p><i>MS in Human Nutrition, Texas Woman's University 1988</i></p>                         | <p><i>13 years</i></p> | <p><i>Registered Dietitian #711719, Licensed Dietitian #4763</i></p> | <p><i>Service on Thesis and Non-Thesis Committees</i></p>  |                   |

|                               |   |                  |   |                        |  |   |                   |
|-------------------------------|---|------------------|---|------------------------|--|---|-------------------|
| <p><i>Beth Miller</i></p>     | <p><i>Assistant Professor</i></p>         | <p><i>FT</i></p> | <p><i>PhD in Health Education &amp; Promotion, University of Cincinnati, 2010</i></p> | <p><i>10 years</i></p> | <p><i>Registered Dietitian #718238</i><br/><br/><i>Licensed Dietitian-Ohio #3397</i></p>   | <p><i>KNH 509 Sports Nutrition</i></p>                    | <p><i>1-2</i></p> |
| <p><i>Nancy Parkinson</i></p> | <p><i>Associate Clinical Lecturer</i></p> | <p><i>FT</i></p> | <p><i>MS in Dietetics, Ball State University, 2005</i></p>                            | <p><i>14 years</i></p> | <p><i>Registered Dietitian Nutritionist, Licensed Dietitian-State of Ohio</i><br/><br/><i>Certified Dietitian-State of Indiana</i></p> | <p><i>Service on Thesis and Non-Thesis Committees</i></p> |                   |

|                          |  |                  |  |                  |  |   |                   |
|--------------------------|--|------------------|--|------------------|--|---|-------------------|
| <p><i>Paul Reidy</i></p> | <p><i>Assistant Professor</i></p>          | <p><i>FT</i></p> | <p><i>PhD in Biomedical Science: Rehabilitation Science, Muscle Biology and Sports Nutrition, University of Texas Medical Branch, 2015</i></p> | <p><i>1</i></p>  | <p><i>None</i></p>   | <p><i>KNH 668: Advanced Physiology and Biophysics of Human Activity</i></p> <p><i>KNH 509: Sports Nutrition</i></p> | <p><i>1-2</i></p> |
| <p><i>Dean Smith</i></p> | <p><i>Associate Clinical Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Brain and Cognitive Science, Miami University, 2004</i></p>   | <p><i>16</i></p> | <p><i>Doctor of Chiropractic #2701, International Certificate in Sports Chiropractic #000125</i></p> | <p><i>KNH 565: Musculoskeletal Disorders and Exercise</i></p>   | <p><i>1-2</i></p> |

|                              |                                   |                  |  |                  |                    |  |                   |
|------------------------------|-----------------------------------|------------------|--|------------------|--------------------|--|-------------------|
| <p><i>Philip Smith</i></p>   | <p><i>Assistant Professor</i></p> | <p><i>FT</i></p> | <p><i>MS in Epidemiology, PhD in Community Health and Health Behavior, SUNY University at Buffalo 2013</i></p> | <p><i>5</i></p>  | <p><i>None</i></p> | <p><i>KNH 562;</i><br/><i>KNH 611;</i></p>                     | <p><i>1-2</i></p> |
| <p><i>Kyle Timmerman</i></p> | <p><i>Associate Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Exercise Science, Purdue University, 2007</i></p>   | <p><i>10</i></p> | <p><i>None</i></p> | <p><i>KNH 553:</i><br/><i>KNH 621:</i><br/><i>KNH 668:</i></p> | <p><i>1-2</i></p> |



|                          |                                |           |   |           |   |  |            |
|--------------------------|--------------------------------|-----------|---|-----------|---|--|------------|
| <p>Valerie<br/>Ubbes</p> | <p>Professor</p>               | <p>FT</p> | <p>PhD Health<br/>Education<br/>The Ohio<br/>State<br/>University,<br/>1988</p> | <p>31</p> | <p>Master<br/>Certified<br/>Health<br/>Education<br/>Specialist<br/>(MCHES)</p> | <p>KNH 553:<br/>Seminar in<br/>Kinesiology</p> <p>KNH 562:<br/>Public Health<br/>Planning and<br/>Evaluation</p>   | <p>1-2</p> |
| <p>Mark Walsh</p>        | <p>Associate<br/>Professor</p> | <p>FT</p> | <p>PhD. Sport<br/>Biomechanics<br/>and<br/>Orthopedics</p>                      | <p>18</p> | <p>none</p>   | <p>KNH 509<br/>Nutrition for<br/>Sport and<br/>Fitness</p> <p>KNH 580<br/>Mechanics of<br/>Musculoskeletal<br/>Injury</p> <p>KNH 688<br/>Advanced<br/>Biomechanics</p> | <p>1-2</p> |

|                                |  |                  |   |                    |  |   |                 |
|--------------------------------|--|------------------|---|--------------------|--|---|-----------------|
| <p><i>Sharman Willmore</i></p> | <p><i>Assistant Clinical Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD, Health Promotion, University of Cincinnati 2015</i></p>        | <p><i>30 y</i></p> | <p><i>Registered Dietitian, Master Certified Health Education Specialist</i></p> | <p><i>KNH 640: Internship</i></p>       | <p><i>5</i></p> |
| <p><i>Xian Wu</i></p>          | <p><i>Assistant Professor</i></p>          | <p><i>FT</i></p> | <p><i>PhD Food Science, University of Massachusetts Amherst, 2016</i></p> | <p><i>1</i></p>    | <p><i>None</i></p>   | <p><i>KNH 509: Sports Nutrition</i></p> | <p><i>1</i></p> |

All graduate faculty listed have graduate faculty level A or B standing, permitting them to serve of thesis or non-thesis committees, and to serve as faculty for independent studies courses.

**Helaine Alessio, Ph.D., FACSM**  
**Professor and Chair, Department of Kinesiology & Health, Miami University**

### **EDUCATION**

Postdoctoral Fellow, Johns Hopkins University, National Institute on Aging, 1986-87

Ph.D. University of Maryland, Exercise Science, 1986

M.S. Ithaca College, Exercise Physiology, 1983

B.S. Rutgers University, 1981

### **RESEARCH AND SCHOLARLY ACTIVITIES**

#### Refereed Journal Articles (selected from 50 refereed journal articles)

1. Claiborne, S.A., Alessio, H.M., Barth, E., Hughes, M., and Cox, M. 2018. Heart rate variability in healthy college students at rest and after stress exposure. *Medicine and Science in Sports and Exercise*. Under Review.
2. Alessio, H.M., Hutchinson Marron, K., Cramer, I., Stephenson, S., Marciondo, K., Wagner, S., Wharton, T., Hughes, M. Sproat, B., Bungler, A. Effects of health factors and personal listening behaviors on hearing acuity in college-aged students. *International Journal of Audiology*. Under Revision.
3. Alessio, H.M. 2018. Apply “active” to your lifestyle, voice, transportation and vote this November. ACSM blog. <https://www.acsm.org/blog-detail/acsm-blog/2018/11/06/active-lifestyle-voice-transportation-vote>
4. Alessio, H.M. and Maurer, K. 2018. The impact of video proctoring in online courses. *Journal of Excellence in College Teaching*, 29, 3/4: 183-192.
5. Alessio, H.M., Wong, E.Y. 2018. Academic integrity and ethical behavior in college students- Experiences from universities in China (Hong Kong SAR) and the U.S.: A message from the guest editors. *Journal of Excellence in College Teaching*, 29,3/4:1-8.
6. Alessio, H.M., Malay, N.J., Maurer, K., Bailer, A.J., and Rubin, B. 2018. Interaction of proctoring and student major on online test performance. *International Review of Research in Open and Distributed Learning*. 19:5.
7. Alessio, H.M., Malay, N.J., Maurer, K., Bailer, A.J., and Rubin, B. 2017. Examining the effect of proctoring on online test scores. *Journal of Online Learning*, 21 (1).
8. Hutchinson Marron, K., Malott, L., Alessio, H.M., Bungler, and Szymczak, C. 2015. Gender factors that affect health and hearing acuity in personal listening device users and non-users. *Journal of Women’s Health, Issues, and Care*, 4, 4:1-7.
9. Hutchinson, K.M., Marchiondo, K., Stephenson, S., Wagner, S., Cramer, I., Wharton, T., Hughes, M., Sproat, B., and Alessio, H.M. 2015. (epub ahead of print 2014) College Students’ personal listening device usage and knowledge. *International Journal of Audiology*. 54,6:384-390.
10. Hutchinson, K.M., Sproat, B., Ross, D., Wagner, S., and Alessio, H.M. 2014. Music listening behavior, health, hearing and otoacoustic emission levels. *International Journal of Environmental Research and Public Health*, 11: 7592-7607.
11. Alessio, H.M., Ansinelli, H., Threadgill, C., and Hagerman, A.E. 2014. Comparison of gene and protein expressions in rats residing in standard cages with those having access an exercise wheel. *Biomedical Research International*. Article ID 950516: 1-9.

### **Book**

Alessio, H.M and Hagerman, A.E. Oxidative stress in exercise and aging. London: Imperial College Press, 2006.

### **Book Chapters (Selected from 12)**

1. Alessio, H.M. and Hutchinson, K. 2013. Chapter 6: Fitness and Better Hearing. In The Consumer Handbook on Hearing Loss and Hearing Aids: A Bridge to Healing, Richard Carmen (Ed.), 111-132.
2. Alessio, H.M. and Hutchinson, K. 2008. Is there a relationship between exercise and better hearing? In The Consumer Handbook on Hearing Loss and Hearing Aids: A Bridge to Healing, Richard Carmen (Ed.), 133-136.
3. Alessio, H.M. 2006. Oxidative stress and muscle size, type, and action. In H.M. Alessio and A.E. Hagerman (eds.) Oxidative stress, exercise and aging. London: Imperial College Press, pp 34-57.
4. Alessio, H.M. 2006. Oxidative stress across the exercise continuum. In H.M. Alessio and A.E. Hagerman (eds.) Oxidative stress, exercise and aging. London: Imperial College Press, pp 58-84.
5. Schweitzer, N.B. and Alessio, H.M. 2006. Gene expressions: oxidative stress, exercise, and aging. In H.M. Alessio and A.E. Hagerman (eds.) Oxidative stress, exercise and aging. London: Imperial College Press, pp 145-170.

### **Scientific Presentations/Abstracts**

- Over 100 scientific presentations as sole or co-presenter since 1986

### **External Grants Funded**

1. Alessio, Oxford Community Foundation Grant. 2016-17. Putting STEAM in Active Transport. \$3000. Funded
2. Alessio, H.M. (Principle Investigator). 2008-2010. Gene expression and phenotypic consequences of laboratory housing in aging rats. National Institutes of Aging. (1R15AG029653-01A1) \$204,000. Funded. No-cost extension through 2012.
3. Alessio, H.M. (Principle Investigator). 2003-2006 Access to physical activity and its relation to health. National Institute of Health. (1 R15 AG 20526-01A1) \$201,000. Funded
4. Alessio, H.M. (Co-Investigator with Hagerman, A.E., Chemistry and Biochemistry, Principal Investigator) 1999-2001 Tannins as biological antioxidants. National Cancer Institute. \$100,000. Funded.
5. Alessio, H.M. Principle Investigator. 1986 (1R43AG05018-01A2) Health and wellness in elderly. National Institute of Health \$50,000. Funded.

## **TEACHING AND INSTRUCTIONAL ACTIVITIES AT MIAMI UNIVERSITY**

### **Courses Taught**

- KNH 685 Exercise, Age and Health
- KNH 402 Critical Perspectives in Kinesiology and Health
- KNH 4/553 U Health in The Gambia
- KNH 4/553 X Current Topics in Exercise and Health Science
- KNH 468/568: Physiology of Exercise and Physical Activity

### **HONORS, AWARDS, AND SERVICE TO THE PROFESSION (Selected**

- Miami University Distinguished Scholar of the Graduate Faculty (2006-present)
- Awarded [ACSM Fellowship](#), (2000)
- Board of Directors, ACSM Midwest Chapter (2001 - present)
- American College of Sports Medicine ActivEarth Committee Member, 2016-present)

**Kevin Ballard, Ph.D., CSCS, FACSM**  
**Assistant Professor, Department of Kinesiology & Health, Miami University**

**EDUCATION/TRAINING**

Senior Scientist Division of Cardiology, Hartford Hospital, 2012 - 2015  
 Postdoctoral Fellow University of Connecticut, Nutritional Sciences, 2011 - 2012  
 Ph.D. University of Connecticut, Kinesiology, 2011  
 M.S. University of Louisville, Exercise Physiology, 2006  
 B.S. University of Louisville, Health and Human Performance, 2004

**RESEARCH AND SCHOLARLY ACTIVITIES**

**Refereed Journal Articles (selected from 46 refereed journal articles)**

- **Ballard, K.D.**, Berry, C.W., Varty, C.J., Arslain, K.B., Timmerman, K.L. *Acute Aerobic or Resistance Exercise Performed the Previous Day Does not Attenuate Postprandial Hyperglycemia-Induced Endothelial Dysfunction in Overweight/Obese Adults*. *European Journal of Applied Physiology*. 2019 Jun 11 [Epub ahead of print].
- Timmerman, K.L.<sup>#</sup>, **Ballard, K.D.**<sup>#</sup>, Volk, G.A., Deal, M.A., Meisler, A.J., Karrow, J.M., Good, A.P., Reynolds, S.T. (**#Equal contribution**). *Altering Physical Activity Influences Insulin Responses to Glucose Ingestion*. *International Journal of Sports Medicine*. 39(13):972-977, 2018.
- Bhanpuri, N., Hallberg, S., McKenzie, A.L., **Ballard, K.D.**, Campbell, W.W., Phinney, S.D., Volek, J.S. *Lipid and Cardiovascular Disease Risk Factor Response to a Type 2 Diabetes Care Model Including Nutritional Ketosis at One Year*. *Cardiovascular Diabetology*. 17(1):56, 2018.
- **Ballard, K.D.**, Duguid, R.M., Berry, C.W., Dey, P., Bruno, R.S., Ward, R.M., Timmerman, K.L. *Effects of Prior Aerobic Exercise on Sitting-Induced Vascular Dysfunction in Healthy Men*. *European Journal of Applied Physiology*. 117(2):2509-2518, 2017.
- **Ballard, K.D.**, Gregory, S.M., Taylor, B.A., and Thompson, P.D. *Short-Term Cessation of Statin Therapy Does Not Alter Aerobic Exercise Performance in Physically Active Middle-Aged Adults*. *The Physician and Sportsmedicine*. 44(1):63-7, 2016.
- **Ballard, K.D.** and Bruno R.S. *Protective Role of Dairy and its Constituents on Vascular Function Independent of Blood Pressure-Lowering Activities*. *Nutrition Reviews*. 73(1):36-50, 2015.
- **Ballard, K.D.**, Tschakovsky, M.E., Zaleski, A.L., Polk, D.M., Thompson, P.D., Kiernan, F.J., and Parker, B.A. *Redundant Vasodilator Pathways Underlying Radial Artery Flow-Mediated Dilatation are Preserved in Healthy Aging*. *Journal of Aging Research*. Vol. 2014: Article ID 876125, 2014.
- **Ballard, K.D.**, Quann, E.E., Kupchak, B.R., Volk, B.M., Kawiecki, D.M., Fernandez, M.L., Seip, R.L., Kraemer, W.J., Maresh, C.M., Volek, J.S. *Dietary Carbohydrate Restriction Improves Blood Pressure, Microvascular Function, and Cellular Adhesion Molecules in Individuals Taking Statins*. *Nutr Res*. 33(11): 905-912, 2013.
- **Ballard, K.D.**, Mah, E., Guo, Y., Pei, R., Volek, J.S., Bruno, R.S. *Low-Fat Milk Ingestion Prevents Postprandial Hyperglycemia-Mediated Impairments in Vascular Endothelial Dysfunction in Obese Individuals with Metabolic Syndrome*. *Journal of Nutrition*. 143(10):1602-1610, 2013.
- **Ballard, K.D.**, Kupchak, B.R., Volk, B.M., Mah, E., Shkreta, A., Liptak, C., Ptolemy, A.S., Kellogg, M.S., Bruno, R.S., Seip, R.L., Maresh, C.M., Kraemer, W.J., Volek, J.S. *Acute Effects of Ingestion of a Novel Whey-Derived Extract on Vascular Endothelial Function in Overweight, Middle-Aged Men and Women*. *British Journal of Nutrition*. 109:882-893, 2013.

**Book Chapters**

- Armstrong, L.E., Ganio, M.S., and **Ballard, K.D.** *Considerations for Exercise in Stressful Environments: Hot, Cold, High Altitude and Polluted Air*. In: ACSM's Clinical Exercise Physiology, 1<sup>st</sup> edition. Thompson, W.R. (Ed.). Lippincott Williams & Wilkins, Baltimore, MD. 2019.
- Volek, J.S., **Ballard, K.D.**, and Forsythe, C.E. *An Overview of Creatine Metabolism*. In: Essentials of Creatine in Sports and Health. Stout, J.R., Antonio, J., Kalman, D. (Eds.) Humana Press, Totowa, NJ. 2007.

**Scientific Presentations/Abstracts**

- 21 scientific presentations as sole or co-presenter since 2006
- 80 refereed scientific abstracts accepted for presentation at international/national conferences since 2005

**Internal Research Grants/Awards (selected from 17 internal awards since 2015)**

- Miami University College of Education, Health, and Society Research Seed Grant (2019 - 2020) (\$5,000); *Effect of Diurnal Variation and Acute Exercise on Indices of Vascular Endothelial Function in Young Adults*
- Undergraduate Research Award, Office of Research for Undergraduates (2016, 2018) (Total funding = \$2,000)
- Miami University Student Technology Fee Proposal (2016, 2017, 2018) (Total funding = \$50,652)
- College of Education, Health, and Society and Committee for Faculty Research (2017) (\$7,500); *Effects of Different Exercise Modalities on Postprandial Vascular Endothelial Function in Overweight/Obese Adults*
- College of Education, Health, and Society Interdisciplinary Research Grant (2016) (\$10,000); *Influence of Weight loss on Skeletal Muscle Inflammation and Anabolic Resistance in Obese, Older Adults*
- College of Education, Health, and Society Research Seed Grant (2016) (\$4,500); *Prior Exercise to Attenuate Vascular Dysfunction Induced by Prolonged Sitting in Healthy Men*
- Hartford Hospital Open Competition Grant (2015) (\$9,600); *Creatine Supplementation to Attenuate the Exaggerated Exercise-Induced Muscle Injury with Statin Use*

**External Grants Submitted (selected from 11 submissions since 2015)**

- National Institutes of Health Academic Research Enhancement Award (AREA) (2018) (\$452,865; impact score = 27; Unfunded); *Impact of Alterations in Habitual Physical Activity on Insulin Sensitivity and Vascular Endothelial Function in Obese and Non-Obese Adults*
- National Dairy Council (2019) (\$192,919; Unfunded); *Influence of Low-fat and High-fat Dairy Consumption on Circulating Ceramides, Vascular Function, and Insulin Resistance in Obese, Pre-Diabetic Adults*
- National Dairy Council (2018) (\$196,401; Unfunded); *Influence of Low-fat and High-fat Dairy Consumption on Skeletal Muscle and Systemic Inflammation in Overweight, Pre-Diabetic Adults*
- American College of Sports Medicine Research Endowment (2018) (\$9,932; Unfunded); *Impact of Altering Habitual Physical Activity on Vascular Endothelial Function and Insulin Sensitivity in Obese Adults*
- American College of Sports Medicine Research Endowment (2017) (\$9,341; Unfunded); *Effects of Different Exercise Modalities on Postprandial Vascular Endothelial Function in Overweight and Obese Adults*
- American College of Sports Medicine Research Endowment (2016) (\$10,000; Unfunded); *Prior Aerobic Exercise to Attenuate Vascular Dysfunction Induced by Prolonged Sitting in Healthy Men*

**TEACHING AND INSTRUCTIONAL ACTIVITIES AT MIAMI UNIVERSITY****Courses Taught**

- KNH 382: Physical Activity and Fitness Assessment
- KNH 442/542: Strength Training and Conditioning
- KNH 453/553: Physiology of Endurance and Resistance Training
- KNH 468/568: Physiology of Exercise and Physical Activity

**Student Advising**

- Supervised two Undergraduate Summer Scholars and two Undergraduate Research Awards since 2015
- Served as committee chair/member on 15 Master's theses/research-based projects since 2015
- Advise approximately 40 undergraduate and 2-3 graduate students per year

**HONORS, AWARDS, AND SERVICE TO THE PROFESSION**

- Ad hoc reviewer, American College of Sports Medicine (ACSM) Research Review Committee (2019)
- Awarded [ACSM Fellowship](#), Research Pathway (2018)
- [Board of Directors](#), ACSM Midwest Chapter (2018 - present)
- Faculty commendation, Miami University Center for Teaching Excellence (2015, 2016, 2017, 2018)
- Member, Alumni Teaching Scholars Faculty Learning Community, Miami University Center for Teaching Excellence (2019-2020)
- College of Education, Health, and Society Grant to Participate in the Faculty Success Program (2017)
- Co-chair, [Physiological & Biological Mechanisms Underlying Health & Performance ACSM interest group](#) (2016 - present)

**William P. Berg, Ph.D.**

Professor, Department of Kinesiology and Health, Miami University

**EDUCATION**

Ph.D. 1991 University of Minnesota, Minneapolis, MN, Kinesiology  
 M.Ed. 1987 The University of Mississippi, University, MS, Physical Education  
 B.S. 1985 University of Minnesota, Minneapolis, MN, Social Studies Education and Coaching Licensure

**TEACHING AND INSTRUCTIONAL ACTIVITIES**Courses Taught

KNH 184 Motor Skill Learning and Performance  
 KNH 184L Motor Skill Learning and Performance Laboratory  
 KNH 202 Knowledge Development in Health and Physical Culture  
 KNH 381 Biodynamics of Human  
 KNH 402 Critical Reflection on Practices in Health and Physical Culture  
 KNH 453/553 Special Topics: A Dynamical Systems Approach to Motor Skill Acquisition  
 KNH 453/553 Special Topics: Motor Control Research  
 KNH 483/583 Advanced Motor Control and Learning  
 KNH 631 Physiological and Motoric Aspects of Sport  
 KNH 681 Human Motor Control and Learning  
 KNH 682 Laboratory Techniques in Exercise Science  
 KNH 684 Advanced Seminar in Exercise Science

Independent Studies/Research

Supervised 147 (83 undergraduate, 64 graduate) semester-long independent studies/research experiences.  
 Supervised 5 Undergraduate Summer Scholars  
 Supervised 255 semester-long student (214 undergraduate, 41 graduate) internships.  
 Served on 66 masters examination committees, 26 as chair.  
 Served on 21 master's thesis committees.  
 Served on 16 doctoral qualifying/comprehensive exam committees.  
 Served on 17 doctoral dissertation committees.

Teaching/instructional Grants

Awarded teaching grants totaling \$167,945.

**RESEARCH AND SCHOLARLY ACTIVITY**Recent Refereed Journal Articles (\*student)

- \*Wood, K., Berg, W.P., Salcedo, N., Walsh, M., \*Biller, K. (in press) The effects of closed kinetic chain and open kinetic chain exercise on hip musculature strength and timing in women. *Gazzetta Medica Italiana*.
- Berg, W.P., Hughes, M.H. (2019) The effect of load uncertainty and foreperiod regularity on anticipatory and compensatory neuromotor control in catching: Gender differences and foreperiod regularity. *Journal of Motor Behavior*.
- \*Wolf, R., Thurmer, H.P., Berg, W.P., Smart, L.J., \*Cook, H. (2017). The effect of the Alexander Technique on muscle activation, movement kinematics and performance quality in collegiate violinists and violists: A pilot feasibility study. *Medical Problems of Performing Artists*, 32, 78-84.
- Berg, W.P., Hughes, M.H. (2017). The effect of load uncertainty and foreperiod regularity on anticipatory and compensatory neuromotor control in catching. *Motor Control*, 21, 1-25.
- \*Kennedy, J.D., Berg, W.P. (2016). The influence of imposed optical flow on basketball shooting performance and postural sway. *International Journal of Sports Science*, 6, 180-186.
- Berg, W.P., \*Richards, B., \*Hannigan, A., \*Biller, K.M., Hughes, M.H. (2016). Does load uncertainty affect adaptation to catch training. *Experimental Brain Research*, 234, 2595-2607.
- \*Waxman, J., Walsh, M.S., Smith, S.T., Berg, W.P., Ward, R.M., Noyes, F.R. (2016). The effects of a 6-week neuromuscular training program on quadriceps and hamstring muscle activation during side-cutting in high school female athletes. *Athletic Training and Sports Health Care*, 8, 164-176.

- \*Petrovic, M., Berg, W.P., Mark, M.S., Hughes, M.R. (2015). The impact of object weight, reach distance, discomfort and muscle activation on the location of the preferred critical boundary during a seated reaching task. *Human Movement Science*, 44, 122-133.
- Berg, W.P., & \*Dessecker, D.J. (2013). Evidence of unconscious motor adaptation to cognitive and auditory distractions. *Adaptive Behavior*, 21, 346-355.
- Strang, A., DiDomenico, A., Berg, W., & McGorry, R. (2013). Assessment of differenced center of pressure time series improves detection of age-related changes in postural coordination. *Gait and Posture*, 38, 345-348.
- \*Eckerle, J.J., Berg, W.P., & Ward, R.M. (2012). The effect of load uncertainty on anticipatory muscle activity in catching. *Experimental Brain Research*, 220, 311-18. \*Funk, R.E., \*Taylor, M.L., \*Creekmur, C.C., Ohlinger, C.M., Cox, R.H., & Berg, W.P. (2012). Effect of walking speed on typing performance using an active workstation. *Perceptual & Motor Skills: Exercise & Sport*, 115, 1-10.

#### Recent Refereed Presentations (\*student)

- Berg, W.P., Hughes, M.H. (2019, June). *What information do catchers use to catch balls of unknown weight (load uncertainty)?* Annual Conference of North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Baltimore, MD.
- \*Wood, K., Berg, W.P., Salcedo, N., Walsh, M.S., \*Biller, K. (2018, June). *The effect of closed and open kinetic chain exercise on dynamic knee valgus during activity in women.* Annual Conference of North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Denver, CO.
- \*Wood, K., Berg, W.P., Salcedo, N., Walsh, M.S., \*Biller, K. (2017, June). *The effect of closed and open kinetic chain exercise on hip strength in and onset timing of hip musculature during activity in women.* Annual Conference of North American Society for the Psychology of Sport and Physical Activity, San Diego, CA.
- \*Kennedy, J.D., Berg, W.P. (2016, June). *The influence of imposed optical flow on basketball shooting performance and postural sway.* Annual Conference of North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Montreal, Quebec, Canada.
- \*Wood, K., Berg, W.P., Salcedo, N., Walsh, M.S., \*Biller, K. (2016, June). *The effect of closed and open kinetic chain exercise on hip strength in physically active women.* Annual Conference of the American College of Sports Medicine (ACSM), Boston, MA.
- Berg, W.P., \*Richards, B., \*Hannigan, A., \*Biller, K.L. (2015, June). *Plyometric catch training causes redistribution of neuromotor effort from compensatory to anticipatory control in catching.* Annual Conference of North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Portland, OR.
- Berg, W.P., \*Richards, B.J., \*Hannigan, A.M. (2014, June). *The effect of load uncertainty in plyometric exercise on anticipatory and compensatory neuromotor control in catching.* Annual conference of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Minneapolis, MN.
- \*Biller, K.L., \*Hannigan, A., \*Richards, B., & Berg, W.P. (2014, November). *The effect of load uncertainty in plyometric exercise on functional performance and muscle activation.* Annual Conference of the Midwest Chapter of the American College of Sports Medicine (MWACSM), Merrillville, IN.
- \*Kennedy, J., Berg, W.P. (2014, February). *The effect of imposed optical flow on postural sway and free throw performance.* Midwest Sport and Exercise Psychology Symposium, Bowling Green, OH.
- \*Wolf, R., \*Cook, H., Berg, W.P., Smart, L.J. Thurmer, H.P. (2014, June). *The effect of the Alexander Technique on upper body muscle activity and movement regularity in collegiate violin and viola players.* The International Society for Ecological Psychology – North American Meeting (ISEPNA), Oxford, OH.
- Hannigan, A., Richards, B., & Berg, W.P. (2013, November). *The effect of load uncertainty in plyometric exercise on movement time and muscle torque.* Annual Conference of the Midwest Chapter of the American College of Sports Medicine (MWACSM), Merrillville, IN.
- Berg, W.P., & Hughes, M. (2013, June). *The effect of load uncertainty on anticipatory and compensatory postural adjustments in catching: Gender differences and foreperiod regularity.* Annual conference of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), New Orleans, LA

#### **SERVICE TO THE PROFESSION**

- Editorial Board, *Human Movement Science*, 1999-present.
- Journal Manuscript Reviewer: Reviewed manuscripts for 38 scholarly journals.
- Member of Organizing Committee for the annual conference of the International Society for Biomechanics in Sports (ISBS) held at Miami University in July of 2019.



**Paul W. Branscum PhD, RD, Associate Professor, Department of Kinesiology and Health**

**1. Professional Preparation**

|  |                              |           |
|--|------------------------------|-----------|
| The University of Cincinnati, Cincinnati, Ohio | Health Promotion & Education | PhD, 2011 |
| The Ohio State University, Columbus, Ohio      | Nutrition                    | MS, 2008  |
| The Ohio State University, Columbus, Ohio      | Dietetics/Nutrition          | BS, 2005  |

**2. Peer-reviewed Research, Scholarly, or Creative Activities (\*Student)**

**Refereed Journal Articles (selected from n=81)**

**Branscum, P., & \*Qualls Fay, K.** (in press). What determines young adults' sleep behaviors? A reasoned action approach. *Health Behavior Research*.

**Branscum, P., \*Qualls Fay, K., & \*Senkowski, V.** (in press). Do different factors predict the adoption and maintenance of healthy sleep behaviors? a reasoned action approach. *Translational Behavioral Medicine*.

**Branscum, P., & Lora, K.** (in press). Determinants of parenting practices related to monitoring sugar sweetened beverages among Hispanic mothers. *Journal of Immigrant and Minority Health*.

**\*Gwin, S., Branscum, P., Taylor, L., Cheney, M., Maness, S., Frey, M., & Zhang, Y.** (in press). The relationship between parent-young adult religious concord and depression. *Journal of Spirituality in Mental Health*.

**\*Gwin, S., Branscum, P., Taylor, L., Cheney, M., Maness, S., Frey, M. & Zhang, Y.** (in press). Associations between depressive symptoms and religiosity in young adults. *Journal of Religion and Health*.

**\*Fairchild, G., & Branscum, P.** (in press). Gender differences for theory-based determinants of muscle strengthening physical activity: a moderation analysis. *Translational Behavioral Medicine*.

**\*Wright, L., Branscum, P., Maness, S., Larson, D., Taylor, E. L., Mayeux, L., & Cheney, M.** (in press). Pastors' perceptions of the black church's role in teen pregnancy prevention. *Health Promotion Practice*.

**Branscum, P., & \*Fairchild, G.** (2019). Differences in determinants of aerobic and muscle strengthening physical activity: a Reasoned Action Approach. *Journal of Sports Sciences*, 37(1), 90-99.

**Branscum, P., & \*Senkowski, V.** (2019). Does level of specificity impact measures of motivation to comply? A randomized evaluation. *Translational Behavioral Medicine*, 9(2), 373-379.

**\*Dong, Y., & Branscum, P.** (2019). What motivates people to get obesity related direct-to-consumer genetic tests? a reasoned action approach. *American Journal of Health Education*, 50(6), 356-365.

**Larson, D.J., \*Wetherbee, J.C., & Branscum, P.** (2019). CrossFit athletic identity and sponsorship recall, recognition, and purchase intent. *International Journal of Kinesiology and Sports Science*, 7(3), 6-15.

**Lora, K., Branscum, P., Chen, S., & Wakefield, D.** (2019). Home food environment factors associated with Hispanic preschoolers' intake of fruits and vegetables. *Family and Community Health*, 42(4), 261-270.

**\*Senkowski, V., Gannon, C., & Branscum, P.** (2019). Behavior change techniques used in Theory of Planned Behavior physical activity interventions amongst the elderly population: a systematic review. *Journal of Aging and Physical Activity*, 27, 746-754.

**\*Wright, L., Branscum, P., Maness, S., Larson, D., Taylor, E. L., Mayeux, L., & Cheney, M.** (2019). Parents' beliefs of the black church's role in teen pregnancy prevention. *Journal of Adolescence*, 72(2019), 52-63.

**Books (n=2)**

**Sharma, M., & Branscum, P.** (in press). *Introduction to community and public health*. (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass. [1<sup>st</sup> edition: 2014; Sold over 1,500 copies] ISBN# 978-1-1184-1055-4.

**Sharma, M., & Branscum, P.** (in press). *Foundations of mental health promotion*. (2<sup>nd</sup> ed.). Burlington, MA: Jones and Bartlett. [1<sup>st</sup> edition: 2013; Sold over 1,200 copies] ISBN# 978-128-41-99758.

**Book Chapter (n=1)**

**\*Bhochhibhoya, A. & Branscum, P.** (2019). Determinants of mental health for problematic behaviors among International students in the United States. In K. Bista (Ed.), *Global Perspectives on International Student Experiences in Higher Education: Tensions and Issues*. (pp. 243-256). New York, NY: Routledge Publisher.

**Refereed Presentations (selected from n=82)**

**Lora, K., Branscum, P., & Chen, S., & Wakefield, D.** (2019, June). Home food environment factors that influence Hispanic preschoolers' intake of fruits and vegetables. *Current Developments in Nutrition*, 3(Supplement 1), 940. *American Society of Nutrition Annual Meeting, Baltimore, MD*.

Lora, K., **Branscum, P.**, & Huang, Q. (2019, June). Hispanic preschoolers intake of sugary drinks: interactions between mothers and fathers feeding practices. *Current Developments in Nutrition*, 3(Supplement 1), 941. *American Society of Nutrition Annual Meeting, Baltimore, MD.*

**Branscum, P.** (2019, March). Behavior change techniques used to promote a fiber-rich diet to adults: a case study. *Annals of Behavioral Medicine*, 53(Supplement 1), S334. *The Society of Behavioral Medicine Annual Meeting, Washington, DC.*

**Branscum, P.**, \*Fairchild, G. (2019, March). Gender differences in psycho-social determinants of resistance training: A moderation analysis. *Annals of Behavioral Medicine*, 53(Supplement 1), S100. *The Society of Behavioral Medicine Annual Meeting, Washington, DC.*

Lora, K., Cheney, M., & **Branscum, P.** (2019, March). How low-income Hispanic mothers decide if nutrient-poor, child marketed foods are healthy or unhealthy for their preschoolers. *Annals of Behavioral Medicine*, 53(Supplement 1), S744. *The Society of Behavioral Medicine Annual Meeting, Washington, DC.*

\*McGaughey, A., \*Senkowski, V., & **Branscum, P.** (2019, March). Comparing the prevalence of daily hassles between fraternity/sorority member and non-member college students. *Annals of Behavioral Medicine*, 53(Supplement 1), S674. *The Society of Behavioral Medicine Annual Meeting, Washington, DC.*

\*Senkowski, V., **Branscum, P.** (2019, March). Differences in theory-based determinants of vegetable subgroup consumption: A moderation analysis. *Annals of Behavioral Medicine*, 53(Supplement 1), S578. *The Society of Behavioral Medicine Annual Meeting, Washington, DC.*

\*Senkowski, S., \*Gannon, C., & **Branscum, P.** (2019, March). Behavior change techniques used in Theory of Planned Behavior physical activity interventions amongst older adults: a systematic review. *Health Behavior Research*, 2(2), 47. *The American Academy of Health Behavior Annual Meeting, Greenville, SC.*

**Branscum, P.**, Lora, K., & Hernandez, D. (2019, March). Co-associations between maternal monitoring of fruit and vegetable intake and sugar-sweetened beverage consumption among a sample of low-income Hispanic mothers. *Health Behavior Research*, 2(2), 62. *The American Academy of Health Behavior Annual Meeting, Greenville, SC.*

\*McGaughey, A., **Branscum, P.**, & Fairchild, G. (2019, March). Does participating in aerobic physical activity impact determinants of participating in muscle strengthening physical activity? a multiple behavior analysis. *Health Behavior Research*, 2(2), 57. *The American Academy of Health Behavior Annual Meeting, Greenville, SC.*

### Other Scholarly Activities

#### **3. Teaching and Instructional Activities**

KNH 218 Applied Health Behavior Change  
KNH 462/562 Public Health Planning & Evaluation (undergrad and graduate level)  
KNH-611 Behavioral Approaches to Health Promotion and Education

\*note: I have taught courses at other institutions

#### **4. Externally Funded Activities**

Grant for funds to support the project *Developing and validating an instrument to evaluate behavioral antecedents tailored to the Full Plate Living Weight Loss Program* (2018-2020), funded by the Ardmore Institute of Health, \$49,852.00. **Principal Investigator.**

Ardmore Institute of Health, 2017-2018, *Using a taxonomy of behavior change techniques to map the Full Plate program*, \$17,000.00. **Principal Investigator.**

Ardmore Institute of Health, 2016-2017, *The Effect of Institutional Rewards on Adhering to the Full Plate Diet Plan*, \$31,200.00. **Principal Investigator.**

National Institute of General Medical Sciences (NIGMS) and Oklahoma Shared and Clinical Translations Resources (OSCTR), 2014-2015, *Needs Assessment for an Intervention to Prevent Obesity in Hispanic Preschoolers (Na-POHC)*, \$50,000.00. **Co-Principal Investigator.**

#### **5. Advising:**

18 graduate students and ~250 undergraduate students since 2011.

#### **6. Service:**

2 KNH committees, 2 EHS committee, 1 committee for Miami University, 3 professional editorial boards, 1 national organization committee.

## CURRICULUM VITA

Randal P. Claytor, Ph.D.

**EDUCATION**

Ph.D., The University of Tennessee, Knoxville, TN (1985), Exercise Science

M.S., The University of Tennessee, Knoxville, TN (1983), Exercise Science

B.A., Capital University, Columbus, Ohio (1980), Health and Physical Education & Chemistry

**ACADEMIC APPOINTMENTS**

Associate Professor, Department of Kinesiology and Health, Miami University

Adjunct Associate Professor, 1999-present, Division of Cardiology, Cincinnati Children's Hospital Medical Center

Senior Program Advisor, 1997-1998, President's Council on Physical Fitness and Sports, U.S. Department of Health and Human Services, Washington, DC

**EXTERNAL GRANTS AND CONTRACTS**

Physical Fitness, Physical Education, and Academic Performance: Evidence-based curriculum training. R.P. Claytor (P.I.), 2011-2012. Ohio Departments of Education & Health (G01998). \$19,486 and \$5,000 additional funding and extension.

Cardiovascular Risk and Type II Diabetes in Adolescents. Daniels, S.R. (P.I.), R.P. Claytor (Co-Investigator), (04-1-05 – 03-30-10) National Institutes of Health (NHLBI). \$2,367,080.

American Heart Association and Cincinnati Public Schools – Partners for School Health. R.P. Claytor (Co-Investigator), (7-2007 – 6-2010) Consortium of Local Foundations. \$600,000.

Investigations for Children with Reading and Attention Disorders (ICARD) Study. R.P. Claytor (Scientific Steering Group Member and Co-Investigator), 2007-2008. Reach Institute – Ackerman Foundation: \$550,000.

Dairy intake from age 3 to 7 years and adiposity and bone mass at age 7 years. Wosje, K. (P.I.), R.P. Claytor (Co-Investigator). (07/01/2007 – 06/30/2009) NICHD. \$100,000

Cardiac exercise rehabilitation in children with CHD. Border, W. (PI), R.P. Claytor (Co-Investigator), (6-2006 – 6-2009). Children's Heart Research Association – Cincinnati Children's Hospital Medical Center. \$60,000.

Role of Carbohydrate Modification in Weight Management among Obese Children. Kirk, S. (P.I.), R.P. Claytor (Co-Investigator), (12-1-04 – 11-30-07). Thrasher Research Fund. \$295,113.

Adolescent Gastric-Bypass and Diabetic Precursors. Inge, T.A. (P.I.), R.P. Claytor (Consultant). (7-1-05 – 6-30-07). National Institutes of Health (NIDDK). \$298,000.

The Epidemiology of Body Mass Index Rebound. Daniels, S.R. (P.I.), R.P. Claytor (Co-Investigator), (9-30-2000-6-30-2006), National Institutes of Health (NHLBI). (# R01 HL64022), \$2,317,857.

Strong Kids: Community-based pediatric weight management program. Greater Cincinnati YMCA, Inc. R.P. Claytor (P.I.), (12/05 - 12/06). Ohio Department of Health. \$53,000.

Behavioral Stress Reactivity: Mechanisms of cardiovascular regulation associated with exercise training. Claytor, R.P. (P.I.), (7-92-6-94) American Heart Association - Ohio Affiliate, \$30,000.

Psychobiology of stress reactivity in children. Claytor, R.P. (Co-P.I.) and Horn, T. (Co-P.I.), (7-92-6-95), National Institutes of Health Academic Research Enhancement Award. \$74,913.00.

Titration of cardiovascular responses to hypovolemic challenge in humans. Lightfoot, J.T. (P.I.), R.P. Claytor (Consultant), (6-93-8-1995), American Heart Association - Florida Affiliate, \$30,000.

Effects of exercise training on cardiovascular reactivity and metabolic control during behavioral challenge in insulin-dependent diabetics. Claytor, R.P. (P.I.), (9-91 – 8-92) American Diabetes Association - Ohio Affiliate. \$10,000.

**RESEARCH AND SCHOLARLY ACTIVITIES (Selected)****Refereed Journal Articles**

Van Schaik, K.B., Zeller, M., Claytor, R.P. Race Differences in physical self-efficacy in overweight adolescents. *Obesity*. (Accepted for Publication).

Smith, D.L. & R.P. Claytor. (2018) An Acute Bout of Aerobic Exercise Reduces Movement Time in a Fitts' Task. *PLoS ONE* 13(12): e0210195.

DiCesare, C. A., Adams, J. R., Claytor, R. P., Ward, R. M., & Cox, R. H. (2017). Relationship between proxies for Type II fiber type and resting blood pressure in Division I American Football Athletes. *International Journal of Health Sciences*, 11(2), 16.

Steffes, G.D., A. Megura, J. Adams, R.P. Claytor, R.M. Ward, T.S. Horn, & J.A. Potteiger. (2015) Prevalence of metabolic syndrome risk factors in NCAA Division I and high-school football players. *Journal of Strength and Conditioning Research*. (doi: 10.1519/JSC.0b013e31827367cd).

Bernardoni, B., Mitchell, N., RP Claytor, M.J. Hughes, JA Potteiger. (2014) Effects of different meal consumptions after exercise on fat and carbohydrate oxidation in women with different levels of body fat. *Applied Physiology, Nutrition & Metabolism*, 39:1-6.

- Mitchell, N., B. Bernardoni, RP Claytor, JA Potteiger. (2013) Effects of carbohydrate ingestion during exercise on substrate oxidation in physical active women with different body composition. Applied Physiology, Nutrition & Metabolism, 38(3): 314-319.
- Edwards, NE, PR Khoury, HJ Kalkwarf, JG Woo, RP Claytor, SR Daniels. (2013) Tracking of Accelerometer-measured Physical Activity in Early Childhood. Pediatric Exercise Science. 25:487-501.
- Butt J, RS Weinberg, JD Breckon, RP Claytor. (2011) Adolescent physical activity participation and motivational determinants across gender, age and race. J Phys Act & Health, 8(8): 1074-1083.
- Edwards NM, SR Daniels, RP Claytor, PR Khoury, LM Dolan, TR Kimball, EM Urbina. (2011) Physical activity is independently associated with multiple measures of arterial stiffness in youth. Metabolism, doi:10.1016/j.metabol.2011.10.016
- Potteiger JA, RP Claytor, MW Hulver, MR. Hughes, MJ Carper, S Richmond, and JP Thyfault. (2011) Resistance exercise and aerobic exercise when paired with dietary energy restriction both reduce the clinical components of metabolic syndrome in previously physically inactive males. Eur J Appl Physiol, DOI 10.1007/s00421-011-2174-y
- Wosje K.S., P.R. Khoury, R.P. Claytor, K.A. Copeland, R.W. Hornung, S.R. Daniels, and H.J. Kalkwarf. Dietary patterns associated with fat and bone mass in young children. Am J Clin Nutr 2010; 92:294–303.
- Wosje KS, Khoury PR, Claytor RP, Copeland KA, Kalkwarf HJ, Daniels SR. Adiposity and TV viewing are related to less bone accrual in young children. J Pediatr 2009; 154(1):79-85.
- Marcus, B.H., D.M. Williams, P.A. Dubert, J.F. Sallis, A.C. King, A.K. Yancey, B.A. Franklin, D. Buchner, S. Daniels, R. Claytor. AHA Scientific Statement. Physical Activity Intervention Studies: What We Know and What We Need to Know. Circulation. 2006; 114:2739-2753.
- Kirk, S., M. Zeller, R. Claytor, M. Santangelo, P. Khoury, S. Daniels. Improvement in body mass Index and health outcomes in a clinical program for childhood and adolescent obesity. Obes. Res. 2005; 13: 876-882.
- Iannotti, R.J., R.P. Claytor, T.S. Horn, R. Chen. Heart rate monitoring as a measure of physical activity in children. Med. Sci. Sports Exerc. 2004; 36(11): 1964-1971.
- Zeller, M., S. Kirk, R. Claytor, P. Khoury, J. Grieme, M. Santangelo, S. Daniels. Predictors of attrition from a pediatric weight management program. J. Pediatr 2004;144:466-70.
- Zeller, M., B. Saleans, H. Roehrig, S. Kirk, R. Claytor, S. Daniels. (2004) Psychological adjustment of obese youth presenting for weight management treatment. Obes. Res. 12: 1576-1586.
- Cnota, J.F., W.A. Mays, S. Lockwood, S. Kopser, E.C. Michelfelder, T.K. Knilans, R.P. Claytor, T.R. Kimball. (2003) Cardiovascular physiology during supine cycle ergometry and dobutamine stress. Medicine and Science in Sports and Exercise. 35(9), 1503-1510.

#### **Book Chapters**

- Claytor, R.P. (2001) "Characteristics of Excellent Coaching" In: Bright Futures in Practice: Physical Activity. National Center for Education in Maternal and Child Health, Maternal and Child Health Bureau; National Institutes of Health, US Department of Health and Human Services, Washington, D.C.
- Sothmann, M., J. Buckworth, R. Claytor, R. Cox, R. Dishman, J. White-Welkley. (1996) "Exercise Training and the Cross-Stressor Hypothesis" In: Exercise and Sport Sciences Reviews. J.O. Holloszy (Ed.). Williams and Wilkins, Baltimore, MD., pg. 267-287.
- Horn, T.S. and R.P. Claytor (1993) "Developmental Aspects of Exercise Psychology," In: Exercise Psychology: The influence of physical exercise on psychological processes. P. Seraganian (Ed.). John Wiley and Sons, Inc., New York, NY.

#### **Symposia/Keynote Addresses (Selected)**

- The Role of Physical Activity in Pediatric Weight Management, American Association of Pediatric Dentistry Annual Meeting (September, 2006), Cincinnati, OH.
- Exercise Programming for a Pediatric Weight Management Program: Children are Not Adults, American College of Sports Medicine Health and Fitness Summit, (April, 2001) Las Vegas, NV.
- Police Fitness: Guidelines and Standards, Relationship Between Physical Fitness and Firearms Proficiency in Police Officers. American College of Sports Medicine Annual Meetings, (June, 1999) Seattle, WA.
- Cardiovascular Reactivity and Exercise Blood Pressure in Children, North American Society of Pediatric Exercise Medicine Conference. (June, 1999) Park City, UT
- The Role of Aerobic Exercise in Moderating Excessive Cardiovascular Reactivity to Daily Stressors: Potential Cardiovascular Mechanisms. American College of Sports Medicine Annual Meetings. (June, 1994) Indianapolis, IN
- Stress reactivity: hemodynamic adjustments in trained and untrained humans - Catecholamines, Exercise and Behavior, American College of Sports Medicine Annual Meetings. (May, 1990) Salt Lake City, UT

#### **AWARDS AND HONORS**

- Richard T. Delp Outstanding Faculty Award, School of Education, Health and Society, Miami University, 2008
- Character Award; YMCA of Greater Cincinnati, 2007
- Scientific Advisory Board and Academy, Life Fitness, Inc., 2006-2010
- Miami University Alumni Association, Effective Educator Award, 1994
- Junior Faculty Research Award; School of Education and Allied Professions, Miami University, 1990

Jay Kimiecik, PhD, Associate Professor

Miami University, Department of Kinesiology and Health

## EDUCATION

- Ph.D. University of Illinois, Urbana-Champaign, Illinois, Sport and Exercise Psychology  
 M.S. Purdue University, West Lafayette, Indiana, Social Psychology of Physical Activity  
 B.S. State University of New York, Cortland, New York, Physical Education

## ADMINISTRATIVE EXPERIENCE

- 2006-2008 Associate Director, Partnership Office, Miami University  
 2005-2010 Co-Founder & Director, Employee Health & Well-Being, Miami University.

## RESEARCH AND SCHOLARY ACTIVITIES

### Books

- Kimiecik, J., & Newburg, D. (2016). *Losing weight in six days: A case of the white horse island life detective service*. Createspace.
- Kimiecik, J., & Newburg, D. (2009). *Runner as hero: The inner quest of becoming a runner or athlete or just about anything...at any age*. Lanham, MD: Hamilton Press.
- Kimiecik, J. (2002). *The intrinsic exerciser: Discovering the joy of exercise*. Boston, MA: Houghton Mifflin Company.

### Sample Academic Book Chapters

- Kimiecik, J., Vealey, R., Wright, E., & Morrison, D. (2018). As positive as it gets: Flow and enjoyment in sport and physical activity. In A. Brady & B. Grenville-Cleave (Eds.), *Positive psychology in sport and physical activity: An introduction* (pp. 115-128). Oxford: Routledge.
- Kimiecik, J. (2017). Play, play, gone away, come again another day. In W. Simon (Ed.), *The Cooperstown Symposium and Baseball and American Culture, 2015-2016* (pp. 38-50). Jefferson, NC: McFarland & Company, Inc.
- Kimiecik, J. (2016). The eudaimonics of health: Exploring the promise of positive well-being for healthier living. In J. Vitterso (Ed.), *Handbook of eudaimonic well-being* (pp. 349-370). Springer.
- Jackson, S., & Kimiecik, J. (2008). Optimal experience in sport and exercise. In T. Horn (ed.), *Advances in Sport Psychology*, 3<sup>rd</sup> edition (pp. 377-399). Champaign, IL: Human Kinetics.

### Sample of Refereed Journal Articles

- Kimiecik, J., Ward, R., & Sohns, E. (2019). Back to basics: Tracing health and risk behaviors back to well-being. *American Journal of Health Studies*, 34, 11-22.
- Lewis, P., & Kimiecik, J. (2018). Opening the mystery box?: How outdoor leaders discover and maintain their way of life. *Journal of Outdoor Recreation, Education, and Leadership*, 10, 304-322.
- Kimiecik, J., & Horn, T. (2017). The big motivational picture: Examining the relationship between positive intrapersonal processes and adolescent health-promoting behaviors. *Applied Developmental Science*, 21, 42-57.
- Kimiecik, J. (2016). Play ball? Reflections on my father's youth baseball experiences and why they matter. *American Journal of Play*, 8, 379-395.
- Lewis, P., Kimiecik, J., Horn, T., Zullig, K., Ward, R. (2014). Can becoming myself influence my health?: Exploring the effects of a eudaimonic-enhancement process on psychological indicators of well-being and physical activity. *Applied Research in Quality of Life*, 9, 643-665.
- Kimiecik, J., & Horn, T. (2012). Examining the relationship between family context and children's physical activity beliefs: The role of parenting style. *Psychology of Sport and Exercise*, 13, 10-18.
- Kimiecik, J., (2011). The promise of eudaimonic well-being for the practice of health promotion: The "how" is as important as the "what." *Journal of Happiness Studies*, 12, 769-792.
- Kimiecik, J. (2010). Reflecting on a well-being enhancement experience with ninth graders in a public school: The why, what, and how of a screaming heart. *Education in a Democracy: A Journal of the NNER*, 2, 95-124.
- Newburg, D., Kimiecik, J., Durand-Bush, N., & Doell, K. (2002). The role of resonance in performance excellence and life engagement. *Journal of Applied Sport Psychology*, 14, 249-267.
- Jackson, S., Kimiecik, J., Ford, S., & Marsh, H. (1998). Psychological correlates of flow in sport. *Journal of Sport and Exercise Psychology*, 20, 358-378.
- Kimiecik, J., & Horn, T.S. (1998). Parental beliefs and children's moderate-to-vigorous physical activity? *Research Quarterly for Exercise and Sport*, 69, 163-175. (The article received the "highest recognition for significance and scientific quality" by members of the Research Consortium's Award Committee of the American Alliance for Health, Physical Education, Recreation and Dance.)

**Externally Funded Activity**

- Kimiecik, J. (Principal Investigator), 2007-2009. *The Well-Being Way: A School/Community Collaborative for Positive Youth Development and Healthy Living*. WellPoint Foundation. Funded. \$125,000.

**Presentations Since 1996**

- 59 Invited Professional Practice Lectures and Workshops; 5 keynote addresses
- 13 Refereed Scholarly Presentations; 13 Refereed Professional Practice Presentations and Workshops
- Evaluated as top presenter by attendees at the Annual International Health and Racquet Sportsclub Association Conference, San Francisco, CA, 2000.
- Distinguished Guest Lecturer of Sport and Exercise Psychology, Department of Physical Education, University of West Virginia, Morgantown, WV, 2003.

**TEACHING AND INSTRUCTIONAL ACTIVITIES****Sample of Courses Taught**

- KNH 117 Well-Being: Personal, Cultural, and Global Perspectives, First Year Seminar, Miami Plan Foundation Course
- KNH 188 Exercise and Health, Miami Plan Foundation Course
- KNH 214 Global Well-Being, Miami Plan Global Course
- KNH 329 Psychological Perspectives on Health
- KNH 402 Critical Reflection on Practices in Health and Physical Culture, Capstone
- KNH 654 Social Psychological Perspectives of Physical Activity

**Advising and Advisees**

- Supervised seven Summer Scholars since 1996.
- Created internship program with Miami University Employee Health & Well-Being, 40 students, 2005-2010.
- Advise over 50 Kinesiology undergraduate students and 1-2 graduate students per year.
- Over 50 Graduate Exit Oral Exam and Thesis Committees (Chair: 13).

**Awards and Formal Recognition for Teaching Since 2000**

- Richard T. Delp Outstanding Faculty Award (2014-15), College of Education, Health and Society, Miami University.
- Received Letter of Commendation from the Center for Enhancement of Learning, Teaching, and University Assessment (CELTU) for positive impact on student learning and development, 2012.
- One of 34 faculty nominated by the class of 2006 for the *Effective Educator Award*, 2010-2011.
- Outstanding Professor Award. Awarded by the Associated Student Government's Academic Affairs Coalition. Nominated by students of senior standing, 2005.
- Recognized as "extraordinary professor" by Alpha Phi and Alpha Xi Delta sororities, Fall 2003.
- Inducted into the Golden Key International Honour Society as an honorary member. Presented keynote address at Miami University's New Member Induction Ceremony, October 27, Fall 2002.
- One of six professors to receive the 2001 Alumni Enrichment Award, 2001.

**SERVICE TO THE PROFESSION AND COMMUNITY since 1997**

- Created and Hosted *Eye on Partnership*, a local, monthly television interview series that highlighted the people behind local partnership successes, 2007-2009.
- Created and hosted *FitTalk*, a live monthly radio show on WMUB, 2000-2005. 50,000 listeners.
- Developed the *YPersonal Fitness Program: 12 Weeks to a Better You* for the YMCA of the USA. Nationwide program implemented in over 500 YMCAs. Wrote the Program Manual for this innovative YMCA of the USA behavior change program, which targeted the physically inactive, high health risk population. Served as lead consultant and faculty trainer, 1997-2004.
- Served on a national expert panel to assist the YMCA of the USA's *Total Health/Gulick Initiative*, 2004.
- Served on a national expert panel at Procter & Gamble's *FutureWorks Forum*, 2003.

**Gretchen Brademan Matuszak, M.S., R.D.N., L.D.**

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420 S Oak Street  
Oxford, Ohio 45056

[matuszg@miamioh.edu](mailto:matuszg@miamioh.edu)

National Dietetic Registration # 711719 Ohio Dietetic License # 4763

### Education

|                           |  |
|---------------------------|--|
| M.S., May 1988            | <b>Texas Woman's University, Houston, Texas</b><br>Human Nutrition |
| Dietetic Internship, 1988 | <b>Texas Woman's University, Houston, Texas</b>                    |
| B.S., May 1986            | <b>Minnesota State University, Mankato, Minnesota</b><br>Dietetics |

### Professional Experience/Appointments

|                         |  |
|-------------------------|--|
| Aug. 2009 - present     | <b>Director of Dietetic Program/Instructor</b> -Miami University, Department of Kinesiology & Health, Oxford, Ohio   |
| Aug. 2008 – Aug. 2009   | <b>Instructor</b> -Miami University, Department of KNH, Oxford, Ohio   |
| March 1991 – Oct. 1997  | <b>Family Focus Instructor</b> - Hermann Hospital, Houston, Texas  |
| Sept. 1991 – Jan. 1997  | <b>Clinical Pediatric, Neonatal Dietitian</b> -Hermann Hospital, Houston, Texas  |
| March 1988 – March 1991 | <b>Clinical Cardiovascular Dietitian</b> -Methodist Hospital, Houston, Texas   |
| July 1987- Aug. 1987    | <b>Assistant Clinical Instructor</b> -Texas Woman's University, Houston, Texas   |
| June 1986 – Feb. 1987   | <b>Research Dietitian</b> - Baylor College of Medicine-Mexican-American Research Project: Investigated the effectiveness of dietary and exercise behavior modification program for long term weight loss |

### PUBLICATIONS

- Brandon, JJ, **Brademan GM**, Moore CE, Wright, D., Kleinman, NS. (1992). Effectiveness of Videotaped Dietary Instruction for Patients Hospitalized with Cardiovascular Disease. *Journal of the American Dietetic Association* Vol. 92, No. 10, October 1992. Poster Session at the American Heart Association Conference-Dallas
- Sparks, JW, **Brademan, GM**. (1995). The Weight Quotient: A Useful Tool for Tracking Neonatal Growth. *Pediatric Research*. Vol. 37 No.4: Part 2 Page 320A, April 1995.
- Vining, EP, Freeman, JM, Ballaban, GK, Camfield, CS, Camfield, PR, Holmes, GL, Shiner, S, Shuman, R, Trevathan, E, Wheless, JW. (1998). A Multicenter Study of the Efficacy of the Ketogenic Diet. *Archives of Neurology*. Vol. 55, Page 1433, November 1998. **Matuszak, GM. data collection Hermann Hospital, Houston, Texas with Dr. Wheless Neurology Team**

## Professional Achievements

Member of the Academy of Nutrition and Dietetics  
 Member of Ohio Academy of Nutrition and Dietetic  
 The Ohio State Dietetic Advisory Board  
 St. Louis University Dietetic Advisory Board  
 Ohio Board Of Education Dietetic Panel Member For TAG (Miami University)  
 Mental Health First Aid Certification  
 Teaching Excellence Award Top 100 Faculty  
 Reviewer of *Topics in Clinical Nutrition*  
 Expert Reviewer: *The Nutrition Guide for Lower Cholesterol-* Wolfe Rinke: *Continuing Professional Education Self-Study Courses*  
 Graduate Faculty Status 2015-present  
 Kinesiology and Health Undergraduate Committee member 2015-2017  
 Accreditation Council For Education in Nutrition and Dietetics Miami University Program  
 Assessment Report to cont. Dietetic Program Accreditation 2009  
 Accreditation Council For Education in Nutrition and Dietetics Miami University Self-Study  
 Report and Site Visit to cont. Dietetic Program Accreditation 2014 (Granted 10 years)  
 98% of students sitting for the Registration Examination for Dietitians passed within one year of  
 taking the exam  
 82% of students (averaged over 5 years) applying for post-baccalaureate dietetic internships are  
 appointed to programs (national average is 50%)  
 Excellence in Career Development Award 2016  
 Dean's Vision Award For Service 2017  
 Expert Reviewer | *The Pocket Guide to Neonatal Nutrition, Second Edition* - Academy of  
 Nutrition and Dietetics

## Courses Taught

### Miami University, Oxford, Ohio

Department of Kinesiology and Health- Undergraduate courses

Fundamentals of Nutrition (Fall 2008-Spring 2020)  
 Introduction to Nutrition and Dietetics (Fall 2016-Spring 2020)  
 Medical Nutrition Therapy I (Fall 2008-Fall 2019)  
 Medical Nutrition Therapy II (Spring 2009-Spring 2020)  
 Advanced Nutrition (Fall 2008 -Spring 2012)  
 Professional Practice and Counseling in Dietetics (Fall 2008-Fall 2012)  
 Dietetic Field Experience (Fall 2015-Spring 2020)  
 Career Development in Nutrition And Dietetics (Fall 2013-Fall 2016)

Gretchen Brademan Matuszak



**M. Elizabeth (Beth) Miller, Ph.D., R.D., L.D., FAND**

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420 S Oak Street  
Oxford, Ohio 45056

[Mille736@miamioh.edu](mailto:Mille736@miamioh.edu)

National Dietetic Registration # 718238 Ohio Dietetic License # 3397

### Education

|                           |  |
|---------------------------|--|
| Ph.D., December 2010      | <b>University of Cincinnati, Cincinnati, Ohio</b><br>Health Education Cognate: Nutrition |
| M.Ed., June 1996          | <b>University of Cincinnati, Cincinnati, Ohio</b><br>Health Promotion & Education        |
| Dietetic Internship, 1987 | <b>University of Cincinnati Medical Center, Cincinnati Ohio</b>                          |
| B.S. April 1986           | <b>University of Dayton, Dayton, Ohio</b><br>Home Economics (Dietetics Concentration)    |

### Professional Experience/Appointments

|                      |  |
|----------------------|--|
| Aug 2014 - present   | <b>Assistant Professor-tenure track</b><br>Miami University, Department of Kinesiology & Health                    |
| Jan 2013 – Aug 2014  | <b>Visiting Assistant Professor</b><br>Miami University, Department of Kinesiology & Health                        |
| June 2011 – Aug 2013 | <b>Research Consultant</b><br>American Dairy Association Mideast, Cincinnati, Ohio                                 |
| Sept 2010 – Jan 2012 | <b>Research Associate</b><br>Harmony Garden, Cincinnati, Ohio  |
| Oct 1999 – July 2007 | <b>Senior Fitness &amp; Wellness Coordinator</b><br>Ohio National Financial Services, Cincinnati, Ohio             |
| Aug 1996 – Sept 1999 | <b>Lifestyle Management Supervisor &amp; Health Coach</b><br>TriHealth Corporate Health Services, Cincinnati, Ohio |
| Oct 1992 – June 1996 | <b>Clinical Dietitian</b><br>Jewish Hospital; Mercy Hospital, Cincinnati, Ohio                                     |

### PUBLICATIONS

- Miller, M.E.** Newton, K\*, Stover, S., Miller, B., \*\* & Buttolph, J\*\*. (accepted). Online, traditional or team-based learning: Student perceptions of an introductory undergraduate nutrition course using the Community of Inquiry framework. *Journal of Nutrition Education and Behavior*
- Castellanos, D. & **Miller, B.** (accepted). Exploring factors associated with sugar-sweetened beverage intake in the Latinx population. *Journal of Nutrition Education & Behavior*.
- Nicely, S. & **Miller, M.E.** (2019). Parents' Perceptions of Head Start 5210 Messaging and Child Weight Status. *Journal of Nutrition Education and Behavior*, 51(5), 629-635.
- Miller, M.E.**, Cooley, R.\*, Thompson, V.\*\*, Fichtner, A.\*\*, & Wyand, R\*\*. (2017). Lay health coaching associated with improvements in abdominal circumference and reported psychosocial benefits in low-income African American women: A pilot study. *SM Journal of Family Medicine*, 1(2), 1011-1019.
- Miller, M. E.**, Kaesberg\*, J., Thompson\*\*, V., & Wyand\*\*, R. (2017). What's Cooking?": Qualitative evaluation of a Head Start parent-child pilot cooking program. *Health Promotion Practice*, Published online September 30, 2016, doi: 10.1177/1524839916679104
- Cuy-Castellanos, D. & **Miller, M.E** (2017). Adapting an evidence-based nutrition behavior intervention to a Hispanic population: Lessons learned from the field. *Journal of Family Medicine and Community Health*, 4(5), 1121-1126.

- Miller, M.E.**, Nicely, S., Del-Teso-Craviotto, M, Timler, G. (2017). Understanding cultural factors contributing to obesity in Head Start Hispanic preschoolers: Perceptions from one county Head Start. *NHSA Dialog*, 20(1), 29-47.
- Miller, M.E.** & Smith, C.R. (2016). Photovoice as a tool to enhance mother/daughter communication about girl's health issues. *International Journal of Communication and Health*, 8, 22-33.
- Miller, M.E.**, & Kwon, S. (Fall, 2015). Exploring milk and yogurt selection in an urban universal school breakfast program. *Journal of Child Nutrition and Management*, 39 (2).
- Miller, M.E.** & Vaughn, L. (2015). Achieving a shared vision of girls' health in a low-income community. *Family & Community Health*, 38 (1), 98-107. doi: 10.1097/FCH.0000000000000053
- Miller, M. E.**, Birch, D. A., & Cottrell, R. R. (2010). Current status and future plans for undergraduate public/community health education program accreditation. *American Journal of Health Education*. 41(5), 301-307. doi:10.1080/19325037.2010.10599157

### MANUSCRIPTS IN PROGRESS

- Miller, M.E.**, Nicely, S., Del-Teso Craviotto, (under review). 5-2-1-0 behaviors as predictors of obesity in Head Start preschoolers. *Journal of Early Childhood Research*.
- Miller, M.E.**, Nicely, S. (under review) Implementation Evaluation of *I am Moving, I am Learning*, an obesity prevention strategy in one county Head Start. *Health Promotion Practice*
- Nicely, S. & **Miller, M.E.**, Branscum, P. (in progress). Examining height and weight measurements of preschoolers in Head Start: A role for Head Start policy.

### Courses Taught

#### Miami University, Oxford, Ohio

Department of Kinesiology and Health- Undergraduate courses unless noted otherwise

- Fundamentals of Nutrition (Spring 2013, Fall 2013; Summer 2015)
- Physical Activity and Health (Spring 2013; Fall 2013)
- Medical Terminology (Winter 2015)
- Global and Community Nutrition (Fall 14/15/17/18; Spring 15/16/17/18/19; Su 16)
- Advanced Nutrition (Fall 2018, Spring 2019)
- Critical Reflection on Practice-Capstone (Spring 2016; Winter 2018; Summer 2018/2019)
- Professional Practice and Counseling in Dietetics (Fall 2014)
- Sports Nutrition (undergraduate/graduate; Spring 2017/2018)
- Global Health Seminar (Spring 2017)- Affiliate Faculty member in Global Health
- Independent Studies (Fall 2014; Spring/Fall 2015, 2016, 2017, 2018, Spring 2019)

## ***Nancy S. Parkinson, M.S., R.D.N., C.D., L.D.***

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### **PRESENT POSITION**

**Miami University  
Associate Clinical Lecturer, Nutrition and Dietetics Program  
Department of Kinesiology and Health  
Oxford, Ohio 45056  
Phone: (513-529-2709) Fax: (513-529-5006)**

### **FORMAL EDUCATION**

**Ball State University, Muncie, Indiana  
Master of Science in Dietetics, July 2005  
Thesis Research “Educational Attainment, Food and Nutrition Knowledge,  
Nutrition Attitudes, Nutrition Behaviors, and Nutrition Training of Indiana  
School Food Service Directors”**

**Ball State Supervised Dietetic Internship Program  
Parkview Hospital, Ft. Wayne, Indiana, June 2004-December 2004**

**Indiana University East, Richmond, Indiana  
Hospitality and Tourism Management Certification, June 2000**

**Miami University, Oxford, Ohio  
Graduate Dietetics Program Coursework, August 1984 to May 1998**

**Bluffton University, Bluffton, Ohio  
Bachelor of Arts in Food and Nutrition, May 1983**

### **PROFESSIONAL REGISTRATION, LICENSURE AND CERTIFICATION**

**Registered Dietitian, Commission on Dietetic Registration,  
Registration Number 854166, Registered since 2005.**

**Licensed Dietitian by the Ohio Board of Dietetics.  
License number LD. 5863, Registered since 2006**

**Certified Dietitian by the Indiana Dietitian Board  
Certification number 37001648A, Certified since 2005**

**Certified ServSafe Food Safety Trainer by the National Restaurant  
Association Educational Foundation since 1999.**

**Certified ServSafe Food Safety Program by the National Restaurant  
Association Educational Foundation in 1999, 2003, and 2008.**

**PROFESSIONAL EXPERIENCE**

|  |  |
|--|--|
| <b>Associate Clinical Lecturer</b><br>Miami University, KNH Department   | <b>July 2019- present</b><br>Oxford, Ohio              |
| <b>Clinical Faculty/Nutrition and Dietetics</b><br>Miami University, KNH Department  | <b>August 2008- August 2019</b><br>Oxford, Ohio        |
| <b>Visiting Instructor/Dietetics</b><br>Miami University, KNH Department   | <b>August 2006 – August 2008</b><br>Oxford, Ohio       |
| <b>Clinical Registered Dietitian</b><br>Fresenius Medical Care Dialysis Center   | <b>February 2008- August 2014</b>                      |
| <b>Private Practice Consulting Dietitian</b><br>Carr and Associates, Medical Nutrition Therapy   | <b>March 2006 – October 2007</b><br>Muncie, Indiana    |
| <b>Hillcroft Services Consulting Dietitian</b><br>Carr and Associates, Medical Nutrition Therapy   | <b>March 2006 - October 2007</b><br>Muncie, Indiana    |
| <b>Meridian Mental Health Services Consulting Dietitian</b><br><br>Carr and Associates, Medical Nutrition Therapy  | <b>March 2006 - October 2007</b><br>Muncie, Indiana    |
| <b>Registered Dietitian</b><br>Open Door/BMH Community Clinic  | <b>October 2005- August 2006</b><br>Muncie, Indiana    |
| <b>Staff Relief Dietitian</b><br>Ball Memorial Hospital, Dialysis Center   | <b>January 2005- October 2005</b><br>Muncie, Indiana   |
| <b>Graduate Assistantship</b><br>Ball State University<br>Organized weekly food purchase orders for The Quantity Food Production restaurant, Allegre'. Assisted Chef Lois Altman in preparing food laboratory experiences. Processed meal receipts and account forms. Answered student questions about Food Processor computer application.  | <b>August 2002- 2004</b><br>Muncie, Indiana            |
| <b>Catering and P. M. Dietary Manager</b><br>Westminster Village, Inc.<br>Assisted Food Service Director with the managerial duties required to provide 600 meals per day to elderly residents.  | <b>January 2002- July 2002</b><br>Muncie, Indiana      |
| <b>Food Service Coordinator</b><br>Richmond Community Schools Corporation<br>Administered all aspects of the school food service operation providing daily meals for 6,000 students. Prepared food and supplies bid specifications and recommendation reports. Analyzed and re-organized 100 employee work schedules. Operated a \$1.5 million dollar budget. Developed over ten successful signature food service lines. Utilized GFS Plus, the computer application food purchasing program, from Gordon Food Service. | <b>December 1996 – April 2001</b><br>Richmond, Indiana |

**Paul Timothy Reidy, PhD**

Assistant Professor (Start August 2019)  
Department of Kinesiology and Health, Miami University

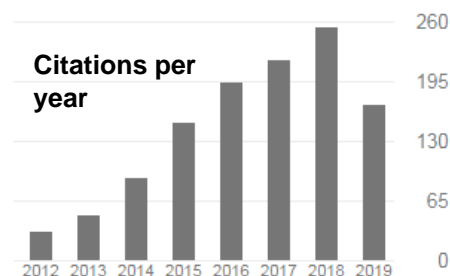
**EDUCATION/TRAINING**

Postdoc Muscle Immunology and Metabolism, University of Utah, 2015-2019  
Ph.D. Biomedical Science-Rehabilitation Science, Muscle Biology Laboratory, Dept. of Nutrition and Metabolism, University of Texas Medical Branch, Galveston, TX, 2015  
M.S. Exercise Physiology, Ball State University, 2010  
B.A. Exercise Science, Anderson University, 2008

**SCHOLARSHIP**

[NIH Bibliography](#) (selected from 36 total)

**Google Scholar: 1254 citations, h-index: 18**



- Reidy PT**, McKenzie AI, Mahmassani ZS, Petrocelli JJ, Nelson DB, Lindsay CC, Gardner JE, Morrow VR, Keefe AC, Huffaker TB, Stoddard GJ, Kardon G, O'Connell RM, Drummond MJ. Aging impairs mouse skeletal muscle macrophage polarization and muscle-specific abundance during recovery from disuse. *Am J Physiol Endocrinol Metab.* 2019 Apr 9. doi: 10.1152/ajpendo.00422.2018. PMID: 30964703
- Reidy PT**, Yonemura NM, Madsen JH, McKenzie AI, Mahmassani ZS, Rondina MT, Lin UK, Kaput K, Drummond MJ. An accumulation of muscle macrophages is accompanied by altered insulin sensitivity after reduced-activity and recovery in older adults. *Acta Physiol (Oxf).* 2019 Jan 10:e13251. doi: 10.1111/apha.13251. PMID: 30632274
- Mahmassani ZS, **Reidy PT**, McKenzie AI, Stubben C, Howard MT, Drummond MJ. Age-dependent skeletal muscle transcriptome response to bed rest-induced atrophy. *J Appl Physiol (1985).* 2019 Apr 1;126(4):894-902. doi: 10.1152/jappphysiol.00811.2018. PMID: 30605403
- Reidy PT**, McKenzie AI, Mahmassani ZS, Morrow VR, Yonemura N, Hopkins PN, Marcus RL, Rondina MT, Lin UK, and Drummond MJ. Skeletal muscle ceramides and relationship to insulin sensitivity after two weeks of simulated sedentary behavior and recovery in healthy older adults. *J Physiol.* 2018 Nov;596(21):5217-5236. doi: 10.1113/JP276798. PMID: 30194727
- Reidy PT**, Lindsay CC, McKenzie AI, Fry CS, Supiano MA, Marcus RL, LaStayo PC, Drummond MJ. Aging-related effects of bed rest followed by eccentric exercise rehabilitation on skeletal muscle macrophages and insulin sensitivity. *Exp Gerontol.* 2017 Jul 10. pii: S0531-5565(17)30263-2. doi: 10.1016/j.exger.2017.07.001. PMID: 28705613
- Reidy PT, McKenzie AI**, Bruncker P, Nelson DS, Barrows KM, Supiano M, LaStayo PC, Drummond MJ. Neuromuscular Electrical Stimulation Combined with Protein Ingestion Preserves Thigh Muscle Mass But Not Muscle Function in Healthy Older Adults During 5 Days of Bed Rest. *Rejuvenation Res.* 2017 Jun 19. doi: 10.1089/rej.2017.1942. PMID: 28482746
- Reidy PT**, Fry CS, Igbini S, Deer RR, Jennings K, Cope MB, Mukherjea R, Volpi E, Rasmussen BB. Protein Supplementation Does Not Affect Myogenic Adaptations to Resistance Training. *Med Sci Sports Exerc.* 2017 Jun;49(6):1197-1208. doi: 10.1249/MSS.0000000000001224. PMID: 28346813
- Reidy PT**, Fry CS, Dickinson JM, Drummond MJ, Rasmussen BB. Postexercise essential amino acid supplementation amplifies skeletal muscle satellite cell proliferation in older men 24 hours postexercise. *Physiol Rep.* 2017 Jun;5(11). pii: e13269. doi: 10.14814/phy2.13269. PMID: 28596299
- Graber TG, Borack MS, **Reidy PT**, Volpi E, Rasmussen BB. Essential amino acid ingestion alters expression of genes associated with amino acid sensing, transport, and mTORC1 regulation in human skeletal muscle. *Nutr Metab (Lond).* 2017 May 11;14:35. doi: 10.1186/s12986-017-0187-1. eCollection 2017. Erratum in: *Nutr Metab (Lond).* 2017 Jun 14;14 :39. PMID: 28503190
- Reidy PT**, Borack MS, Markofski MM, Dickinson JM, Fry CS, Deer RR, Volpi E, Rasmussen BB. Post-absorptive muscle protein turnover affects resistance training hypertrophy. *Eur J Appl Physiol.* 2017 May;117(5):853-866. doi: 10.1007/s00421-017-3566-4. PMID: 28280974

11. Porter C, **Reidy PT**, Bhattarai N, Sidossis LS, Rasmussen BB. Resistance Exercise Training Alters Mitochondrial Function in Human Skeletal Muscle. *Med Sci Sports Exerc.* 2015 Sep;47(9):1922-31. doi: 10.1249/MSS.0000000000000605.
12. **Reidy PT**, Walker DK, Dickinson JM, Gundermann DM, Drummond MJ, Timmerman KL, Cope MB, Mukherjea R, Jennings K, Volpi E, Rasmussen BB. Soy-dairy protein blend and whey protein ingestion after resistance exercise increases amino acid transport and transporter expression in human skeletal muscle. *J Appl Physiol* (1985). 2014 Jun 1;116(11):1353-64.
13. **Reidy PT**, Konopka AR, Hinkley JM, Udem MK, and Harber MP. The Effect of Feeding During Recovery From Aerobic Exercise on Skeletal Muscle Intracellular Signaling. *Int J Sport Nutr Exerc Metab.* 2014 Feb;24(1):70-8. doi: 10.1123/i
14. **Reidy PT**, Hinkley J, Trappe T, Trappe S, Harber, MP. Protein Composition of Aerobically Trained Human Skeletal Muscle. *Int J Sport Med.* 2014 Jun;35(6):476-81.
15. **Reidy PT**, Walker DK, Dickinson JM, Timmerman KL, Drummond MJ, Fry CS, Gundermann DM, Rasmussen BB. Protein Blend Ingestion Following Resistance Exercise Promotes Human Muscle Protein Synthesis. *J Nutr.* 2013 Apr;143(4):410-6.
16. Harber MP, Konopka AR, Jemiolo B, Trappe SW, Trappe TA, and **Reidy PT**. Muscle Protein Synthesis and Gene Expression During Recovery From Aerobic Exercise in the Fasted and Fed States. *Am J Physiol Regul Integr Comp Physiol.* 2010 Nov;299(5):R1254-62.

#### Scientific Presentations/Abstracts

- 16 scientific presentations as sole or co-presenter since 2009
- 40+ refereed scientific abstracts accepted for presentation at international/national conferences since 2009

#### Grant support

- Ruth L. Kirschstein National Research Service Award (NRSA) Individual Postdoctoral Fellowship 1 F32 AR072481-01 NIH/National Institute of Arthritis and Musculoskeletal and Skin Diseases 08/2017 to 09/2019.
- Jeane B. Kempner Post-Doctoral Award, 09/2015-09/2016 and renewed from 09/2016-09/2017

#### HONORS and AWARDS:

- Ruth L. Kirschstein Institutional National Research Service Award (F32), The National Institute of Arthritis and Musculoskeletal and Skin Diseases, Awarded 08/11/17 for 2 years following activation.
- Jeane B. Kempner Postdoctoral Scholar Award 09/15-09/16 and Renewed 09/16-09/17- Salary and Benefits
- 2016 APS Intersociety Meeting: The Integrative Biology of Exercise VII Abstract Travel Award - \$750
- National Institutes of Health Loan Repayment Program (LRP) Clinical Research Service Obligation for 07/16 - 06/18 - \$12,500
- American Society of Nutrition Energy and Macronutrient Metabolism Research Interest Section Student Travel Award for Experimental Biology 2015, Boston, MA., 04/15
- Emily E. Dupree Endowed Award for Excellence in Rehabilitation Science. (Graduate School of Biomedical Sciences) - \$1000
- University of Texas Graduate School of Biomedical Sciences at Galveston, 11/14
- The Arthur V. Simmang Scholarship (Graduate School of Biomedical Sciences) - \$1000
- University of Texas Graduate School of Biomedical Sciences at Galveston, 11/14
- Betty Williams Scholarship (Graduate School of Biomedical Sciences) - \$1300
- University of Texas Graduate School of Biomedical Sciences at Galveston, 11/13
- Don W. Micks Scholarship in Preventive Medicine and Community Health - \$2000
- University of Texas Graduate School of Biomedical Sciences at Galveston, 11/13
- NIH Biomedical Research Internship Award\* NIH Intramural Research Program, Summer 2007

#### Reviewer (journals)

Applied Physiology, Nutrition, and Metabolism, American Journal of Physiology-Endocrinology and Metabolism, Clinical Nutrition, Experimental Gerontology, Medicine & Science in Sports & Exercise, Nutrients, Journal of American Aging Association, Journal of Nutrition, Journal of Applied Physiology, Sports Medicine, International Journal of Sport Nutrition & Exercise Metabolism, Frontiers in Exercise Physiology, Amino Acids, Scandinavian Journal of Medicine & Science in Sports

## Philip Smith, Ph.D., Assistant Professor, Kinesiology and Health (Since Fall '18)

### 1. Professional Preparation

|  |   |   |
|--|---|---|
| Yale University School of Medicine,<br>New Haven, CT | Psychiatry and Epidemiology, Women's<br>Health Research | Building Interdisciplinary<br>Careers in Women's<br>Health (NIH K12) Scholar,<br>2015 |
| Yale University School of Medicine,<br>New Haven, CT | Psychiatric Epidemiology                                | NIMH T32 Postdoctoral<br>Fellow, 2014   |
| University at Buffalo, SUNY, Buffalo,<br>NY          | Community Health and Health Behavior                    | Ph.D., 2013   |
| University at Buffalo, SUNY, Buffalo,<br>NY          | Community Health and Health Behavior                    | M.S., 2011  |
| University at Buffalo, SUNY, Buffalo,<br>NY          | Epidemiology  | M.S., 2009  |
| University of Rochester, Rochester,<br>NY            | Psychology  | B.A., 2006  |

### 2. Peer-reviewed Research, Scholarly, or Creative Activities (\*Student)

#### Refereed Journal Articles (since 2017; 52 total)

- Peltier, M.R., Flores, J.M., **Smith, P.H.**, Roberts, W., Verplaetse, T.L., Moore, K.E., Hacker, R., Oberleitner, L.M., McKee, S.A. (2019). Smoking across the menopausal transition in a 10-year longitudinal sample: The role of sex hormones. *Nicotine & Tobacco Research*.
- Banerjee, S.C., Haque, N., Camacho-Rivera, M., Kim, L., Thomas, J., **Smith, P.H.**, Sheffer, C., Ostroff, J.S. (2019). Cognitive and emotional illness representations of South Asian Head and Neck Cancer Survivors: A qualitative study. *Ethnicity and Disease*.
- Smith, P.H.**, Assefa, B.\*, Kainth, S.\*, Salas-Ramirez, K., McKee, S.A., Giovino, G.A. (2019). Use of mentholated cigarettes and likelihood of smoking cessation in the U.S.: A meta-analysis. *Nicotine & Tobacco Research*.
- Smith, P.H.**, Chhipa, M.\*, Bystrick, J.\*, Roy, J.\*, Goodwin, R.D., McKee, S.A. (2018). Cigarette smoking among those with mental disorders in the U.S. population: 2012-2013 update. *Tobacco Control*.
- Smith, K.Z., **Smith, P. H.**, Oberleitner, L. M., Grekin, E. R., & McKee, S. A. (2018). Child maltreatment and physical revictimization: Examining longitudinal trajectories and the impact of heavy drinking. *Child Maltreatment*.
- Rose, J.S., Dierker, L.C., Selya, A.S., **Smith, P.H.** (2018). Integrative data analysis of gender and ethnic measurement invariance in nicotine dependence symptoms. *Prevention Science*.
- Frye, V. Paige, M., Gordon, S., Matthews, D., Musgrave, G., Greene, E., Kornegay, M., Farhat, D., **Smith, P.H.**, Usher, D., Phelan, J., Koblin, B. and Taylor-Akutagawa, V. (in press) Impact of a Community-level Intervention on HIV Stigma, Homophobia and HIV Testing in New York City: Results from Project CHHANGE. *Stigma and Health*.
- Lewis, A.S., Pittenger, S.T., Mineur, Y.S., Stout, D., **Smith, P.H.**, Picciotto, M.R. (2018). Bidirectional regulation of aggression in mice by hippocampal alpha-7 nicotinic acetylcholine receptors. *Neuropsychopharmacology*, 43(6), 1267-1275.
- Smith, P.H.**, Akpara, E.\*, Haq, R.\*, El-Miniawi, M.\*, Thompson, A.B. (2017). Gender and menthol cigarette use in the United States: A systematic review of the recent literature (2011 – May 2017). *Current Addiction Reports*, 4(4), 431-438.
- Smith, P.H.**, Zhang, J.\*, Weinberger, A.H., Mazure, C.M., McKee, S.M. (2017). Gender differences in the real-world effectiveness of smoking cessation medications: Findings from the 2010-2011 Tobacco Use Supplement to the Current Population Survey. *Drug and Alcohol Dependence*, 178, 485-491.
- Powers, M.S., **Smith, P.H.**, McKee, S.A., Ehringer, M.A. (2017). From sexless to sexy: Why it is time for human genetics to consider and report analyses of sex. *Biology of Sex Differences*, 8, 15.
- Ruglass, L.M., Shevorykin, A.\*, Radoncic, V., Smith, K.M.Z., **Smith, P.H.**, Papini, S., Galatzer-Levy, I., & Hien, D. (2017). Impact of cannabis use on treatment outcomes among adults receiving cognitive-behavioral treatment for PTSD and substance use disorders. *Journal of Clinical Medicine*, 6(2), E14.

- Weinberger, A.H., **Smith, P.H.**, Funk, A.P., Rabin, S., & Shuter, J. (2017). Sex differences in tobacco use among persons living with HIV/AIDS: A systematic review and meta-analysis. *JAIDS Journal of Acquired Immune Deficiency Syndromes*, 74(4), 439-453.
- Verplaetse T.L., **Smith P.H.**, Smith K.Z., Oberleitner L.M., McKee S.A. (2017) Guanfacine alters the effect of stress and smoking on heart rate variability in regular daily smokers. *Psychopharmacology*, 234(5), 805-813.
- Goodwin, R.D., Cheslack-Postava, K., Nelson, D.B., **Smith, P.H.**, Hasin, D.S., Janevic, T., Bakoyiannis, N., Wall, M.M. (2017). Serious psychological distress and smoking during pregnancy in the United States: 2008-2014. *Nicotine and Tobacco Research*, 19(5), 605-614.
- Richter, L., Pugh, B.S.\*, **Smith, P.H.**, Ball, S.A. (2017). The co-occurrence of nicotine and other substance use and addiction among youth and adults in the United States: Implications for research, practice, and policy. *The American Journal of Drug and Alcohol Abuse*, 43(2), 132-145.
- Weinberger, A.H., Platt, J.M., **Smith, P.H.**, & Goodwin, R.D. (2017). Racial/ethnic differences in self-reported withdrawal symptoms and quitting smoking three years later: A prospective, longitudinal examination of U.S. adults. *Nicotine & Tobacco Research*, 19(3), 373-378.
- Smith, P.H.**, Weinberger, A.H., \*Zhang, J., \*Emme, E., Mazure, C.M., McKee, S.A. (2017). Sex differences in smoking cessation pharmacotherapy comparative efficacy: A network meta-analysis. *Nicotine & Tobacco Research*, 19(3), 273-281.
- Park, C.L., **Smith, P.H.**, Lee, S.Y., Mazure, C.M., McKee, S.A., Hoff, R.A. (2017). Positive and negative religious/spiritual coping and combat exposure as predictors of posttraumatic stress and perceived growth in Iraq and Afghanistan veterans. *Psychology of Religion and Spirituality*, 9(1), 13-20.

#### **Presentations (First-authored since 2018; \*\*refereed; invited)**

- \*\*Smith, P.H.**, McKee, S.A. (2019) Smoking cessation medication and aid comparative effectiveness in the PATH Wave 1 sample. Presented at the Society for Research on Nicotine and Tobacco annual conference, San Francisco, CA.
- \*\*Smith, P.H.**, Assefa, B., Kainth, S., Salas-Ramirez, K., McKee, S.A., Giovino, G.A. (2019). Use of mentholated cigarettes and likelihood of smoking cessation in the U.S.: A meta-analysis. Presented at the Society for Research on Nicotine and Tobacco annual conference, San Francisco, CA.
- \*\*Smith, P.H.**, Bartoszek, L., Ward, R.M. (2019). College student e-cigarette users more likely to be multiple-drug users. Presented at the Society for Research on Nicotine & Tobacco annual conference, San Francisco, CA.
- \*Smith, P.H.** (2018) Intersectionality and tobacco-related cancer disparities: A critical lense. Webinar presented through the Society for Research on Nicotine & Tobacco Health Disparities Network.

#### **3. Teaching and Instructional Activities (since 2018)**

KNH 221 Social Marketing in Public Health  
 KNH 321 National and Global Public Health Policy  
 MED 55309 Fundamentals of Epidemiology and Biostatistics (CUNY School of Medicine)  
 Epidemiology and Statistics (Seton Hall School of Medicine)

#### **4. Externally Funded Activities (since 2017)**

**NIH**, 2014-2018, The TREND partnership: Translational Research Education and Training to Eliminate Tobacco Disparities (P20 CA192993), PI (2016-2018), \$935,000  
**NIH**, 2016-2019, Use and Effectiveness of Tobacco Pharmacotherapy: A Phase IV Sex Difference Study (R03 DA040093), PI, \$155,958  
**Pfizer, Inc.**, 2016-2019, Global Research Awards for Nicotine Dependence: Improving Precision Medicine for Smoking Cessation: Examining Variability in Clinical Trial Treatment Response, PI, \$147,000

**5. Advising (since Fall 2018):** 21 Miami University undergraduate students, 2 M.S. thesis committees, 1 M.S. committee chair

**6. Service (since Fall 2018):** 2 Miami University committees, 2 Education, Health, and Society Committees, 2 KNH Department committees, 2 faculty search committees, 2 national organization committees, 1 journal associate editorship



# Kyle Timmerman, PhD, FACSM

Associate Professor  
Department of Kinesiology and Health  
Miami University

## EDUCATION

Postdoc Protein Metabolism, University of Texas Medical Branch, 2007-2010  
Ph.D. Exercise Physiology, Purdue University, 2007  
B.A. Zoology and Exercise Science, Miami University, 2000

## SCHOLARSHIP

**Publications (20 most recent out of 43 publications):** \*= Miami University Undergraduate Student, † = Miami University Graduate Student.

1. Ballard KD, Berry CW†, Varty CJ†, Arslain KB\*, **Timmerman KL**. Aerobic or resistance exercise performed the previous day does not attenuate postprandial hyperglycemia-induced endothelial dysfunction in overweight/obese adults. *Eur. J. Appl. Physiol.* 2019; 119(8): 1855-1863.
2. **Timmerman KL**, Ballard KD, Volk GA†, Deal MA\*, Meisler AJ\*, Karrow JM\*, Good AP\*, Reynolds SR\*. Altering Physical Activity Influences Insulin Responses to Glucose Ingestion. *Int. J. Sports Med.* 2018; 39(13): 972-977.
3. Markofski MM, Jennings K, **Timmerman KL**, Dickinson JM, Fry CS, Borack MS, Reidy PT, Rasmussen MM, Volpi E. Effect of essential amino acid supplementation and aerobic exercise training for 24 weeks on physical function and muscle metabolism in healthy, independent older adults: a randomized clinical trial. Accepted March 2018 *J. Gerontol. Med. Sci.*
4. Ballard KD, Duguid RM†, Berry CW†, Dey P, Bruno RS, Ward RM, **Timmerman KL**. Effects of prior aerobic exercise on sitting-induced vascular dysfunction in healthy men. *Eur. J. Appl Physiol.* 2017; 117(12): 2509-2518.
5. **Timmerman KL**, Connors ID†, Deal MA\*, Mott RE\*. Skeletal muscle TLR4 and TACE are associated with body fat percentage in older adults. *Appl. Physiol. Nutr. Metab.* 2016; 41(4): 446-51.
6. **Timmerman KL**, Amonette WE, Markofski MM, Ansinelli HA†, Gleason EA†, Rasmussen BB, Mossberg KA. Blunted IL-6 and IL-10 response to maximal aerobic exercise in patients with traumatic brain injury. *Eur. J. Appl. Physiol.* 2015; 115(1): 111-8.
7. Markofski MM, Dickinson JM, Drummond MJ, Fry CS, Fujita S, Gundermann DM, Glynn EL, Jennings K, Paddon-Jones D, Reidy PT, Sheffield-Moore M, **Timmerman KL**, Rasmussen BB, Volpi E. Effect of age on basal muscle protein synthesis and mTORC1 signaling in a large cohort of young and older men and women. *Exp. Gerontol.* 2015; 65: 1-7.
8. Reidy PT, Walker DK, Dickinson JM, Gundermann DM, Drummond MJ, **Timmerman KL**, Cope MB, Mukherjea R, Jennings K, Volpi E, Rasmussen BB. Soy-dairy protein blend and whey protein ingestion after resistance exercise increases amino acid transport and transporter expression in human skeletal muscle. *J. Appl. Physiol.* 2014; 116(11): 1353-64.
9. **Timmerman KL** and Volpi E. Endothelial function and the regulation of muscle protein anabolism in older adults. *Nutr Metab Cardiovasc Dis.* 2013; Dec(23 Suppl 1):S44-50.
10. Markofski MM, Carillo AE, **Timmerman KL**, Jennings K, Coen PM, Pence BD, Flynn MG. Exercise training modifies ghrelin and adiponectin concentrations and is related to inflammation in older adults. *J Gerontol A Biol Sci Med Sci.* 2013; [Epub ahead of print].
11. Drummond MJ, **Timmerman KL**, Markofski MM, Walker DK, Dickinson JM, Jamaluddin M, Brasier AR, Rasmussen BB, Volpi E. Short-term bed rest increases TLR4 and IL-6 expression in skeletal muscle of older adults. *Am J Physiol Regul Integr Comp Physiol.* 2013; 305(3):R216-23.
12. Glynn EL, Fry CS, **Timmerman KL**, Drummond MJ, Volpi E, Rasmussen BB. Addition of carbohydrate or alanine to an essential amino acid mixture does not enhance human skeletal muscle protein anabolism. *J Nutr.* 2013; 143(3):307-14.
13. Reidy PT, Walker DK, Dickinson JM, Gundermann DM, Drummond MJ, **Timmerman KL**, Fry CS, Borack MS, Cope MB, Mukherjea R, Jennings K, Volpi E, Rasmussen BB. Protein blend ingestion following resistance exercise promotes human muscle protein synthesis. *J Nutr.* 2013;143(4): 410-6.

14. Dickinson JM, Drummond MJ, Fry CS, Gundermann DM, Walker DK, **Timmerman KL**, Volpi E, Rasmussen BB. Rapamycin does not affect post-absorptive protein metabolism in human skeletal muscle. *Metabolism: Clinical and Experimental*. 2013;62(1): 144-51.
15. Fry CS, Drummond MJ, Glynn EL, Dickinson JM, Gundermann DM, **Timmerman KL**, Walker DK, Volpi E, Rasmussen BB. Skeletal muscle autophagy and protein breakdown are similar in younger and older adults. *J Gerontol A Biol Sci Med Sci*. 2012; 68(5): 599-607.
16. Walker DK, Fry CS, Drummond MJ, Dickinson JM, **Timmerman KL**, Gundermann DM, Jennings K, Volpi E, Rasmussen BB. PAX7+ satellite cells in young and older adults following resistance exercise. *Muscle Nerve*. 2012;46(1):51-9.
17. **Timmerman KL**, Dhanani S, Glynn EL, Fry CS, Drummond MJ, Rasmussen BB, and Volpi E. A moderate increase in physical activity enhances nutritive flow and the muscle protein anabolic response to a mixed meal in older adults. *Am J Clin Nutr*. 2012;95(6):1403-12.
18. Gundermann DM, Fry CS, Dickinson JM, Walker DK, **Timmerman KL**, Drummond MJ, Volpi E, Rasmussen BB. Reactive hyperemia is not responsible for stimulating muscle protein synthesis following blood flow restriction exercise. *J Appl Physiol*. 2012;112(9):1520-8.
19. Drummond MJ, Dickinson JM, Fry CS, Walker DK, Gundermann DM, Reidy PT, **Timmerman KL**, Markofski MM, Paddon-Jones D, Rasmussen BB, Volpi E. Bed rest impairs skeletal muscle amino acid transporter expression, mTORC1 signaling, and protein synthesis in response to essential amino acids in older adults. *Am J Physiol Endocrinol Metab*. 2012; 302(9):E1113-22.
20. Walker DK, Dickinson JM, **Timmerman KL**, Drummond MJ, Reidy PT, Fry CS, Gundermann DM, Rasmussen BB. Exercise, Amino Acids and Aging in the Control of Human Muscle Protein Synthesis. *Med Sci Sports Exerc*. 2011;43(12):2249-58.

#### Research Funding:

##### External Grants (15 submitted since 2010; Awarded > \$450,000 in funding)

1. **Timmerman KL (PI)**, Miller ME (Co-I) (2017). Influence of aerobic training and weight loss on skeletal muscle inflammatory markers and muscle protein balance in older adults. National Institutes of Health AREA (R15) Submission. \$433,500 (**Funded**). Impact Score: 22; Percentile Rank: 7%.
2. **Timmerman KL** (2010). The influence of exercise training on TLR4 and inflammation. Claude D. Pepper Older Americans Independence Center Pilot Program. \$23,000 (**Funded**).

#### Courses Taught:

- KNH 209: Medical Terminology
- KNH 382: Exercise Testing and Prescription
- KNH 468: Physiology and Biophysics of Human Activity
- KNH 453/553X: Current Studies in Exercise Science
- KNH 621: Research Foundation in Kinesiology and Health
- KNH 668: Advanced Physiology and Biophysics of Human Activity
- KNH 682: Laboratory Techniques in Exercise Science

#### Honors and Awards:

- Awarded Fellow (Research Pathway) status with the American College of Sports Medicine (2018)
- Elected to Board of Directors (Member-at-Large) for Midwest American College of Sports Medicine (2017)
- Nominated for DuPont Industries Young Investigators Award (2014)
- Named to Translational Research Scholars Program, University of Texas Medical Branch (2011)
- Named Sealy Center on Aging Fellow, University of Texas Medical Branch (2008)
- AARP Scholars Program Awardee (2006)
- Carol J. Widule Outstanding Scholar Awardee, Purdue University (2006)
- Dale Hanson Mentorship Awardee, Purdue University (2006)

**Valerie A. Ubbes, PhD, MCHES, Professor, Department of Kinesiology and Health****1. Professional Preparation**

|   |   |             |
|---|---|-------------|
| The Ohio State University, Columbus, OH | Health Education (Minor: Exercise Physiology) | Ph.D., 1988 |
| University of Toledo, Toledo, OH        | Physical Education                            | M.Ed., 1980 |
| Appalachian State University, Boone, NC | Physical Education (Minor: Dance)             | B.S., 1979  |

**2. Peer-reviewed Research, Scholarly, or Creative Activities****Books**

**Ubbes, V.A.** (2008). *Educating for health: An inquiry-based approach to preK-8 pedagogy*. Champaign, IL: Human Kinetics.

**Book Chapter**

**Ubbes, V.A.** (2018). Chapter 9: Conflict resolution skill development. In *A manual for colleges and universities developing programs in peace & conflict studies: An updated and reorganized guide supporting the development of conflict studies in higher education (2<sup>nd</sup> Edition)*. Jennifer Batton, Julie Shedd, David J. Smith and Bill Warters (Eds). Conflict Studies Collaborative: Press Books. Accessed at <https://conflictstudies.org/books/manual-pcs-v2/chapter/conflict-resolution-skill-development/>

**Selective Refereed Journal Articles (\* with students)**

**Ubbes, V.A.**, Geller, K.S., Schweitzer, R., & Robison, K.\* (2020). Testing the psychometric properties of the Habits of Health Scale for children and youth. *Children and Teenagers*, 3(1), 1-15. (50% contribution)

**Ubbes, V.A.** & Ausherman, J. (2018). A historical comparison of reading materials originating in the 19th & 20th centuries that contributed a language and vocabulary for functional health literacy. *The Health Educator*, 50(2), 26-40. (75% contribution)

**Ubbes, V.A.** (2018). Three pedagogical approaches to independent studies. *SPUR: Scholarship and Practice of Undergraduate Research*, 2(1), 66. doi:10.18833/spur/2/1/3. (100% contribution, 38% acceptance)

**Ubbes, V.A.**, Dillhoff, R.\*, & Maldonado, W\*. (2018). Reading and writing attitudes of children: Conceptual implications for health education and health literacy. *Journal of Health Education Teaching*, 9(1), 49-67. (75% contribution, 32.11% acceptance). [http://jhetonline.com/yahoo\\_site\\_admin/assets/docs/Reading\\_and\\_Writing\\_Attitudes\\_of\\_ChildrenValerie\\_Ubbes.25281813.pdf](http://jhetonline.com/yahoo_site_admin/assets/docs/Reading_and_Writing_Attitudes_of_ChildrenValerie_Ubbes.25281813.pdf)

**Ubbes, V.A.**, Coyle, J., & Tzoc, E. (2018). Evaluation of an oral health curriculum: Design feedback from three audiences. *The International Journal of Health, Wellness, and Society*, 8(4), 1-10. (50% contribution, 46% acceptance)

Tzoc, E. & **Ubbes, V.A.** (2017). The Digital Literacy Partnership Website: Promoting interdisciplinary scholarship between faculty, students, and librarians. *New Review of Academic Librarianship*. <https://doi.org/10.1080/13614533.2017.1333013> (50% contribution, 2017 Scimago Journal Rank of 1.050; 2016 Altmetric Score of 19; 2016 Cabell's Classification Index of 41%)

Ausherman, J.A., **Ubbes, V.A.**, & Kowalski, J. (2014). Using school gardening as a vehicle for critical and creative thinking in health education. *The Health Educator*, 46(1), 41-48. (40% contribution, 66% acceptance, unknown circulation)

Matthews, D.\*, **Ubbes, V.A.**, & Freysinger, V.J. (2014). Perceptions of rhythm in elementary education: Implications for child health. *Journal of Early Childhood Research*, 1-15. (Impact .61; 25% contribution)

Zullig, K.J., **Ubbes, V.A.**, & Mann, M. (2013). Early adolescent literacy influences, reading ability, and preventative health behaviors. *American Journal of Health Studies*, 28(3): 134-141. (Impact .75; 55% contribution, unknown circulation)

Zullig, K. J. & **Ubbes, V.A.** (2010). Impact of literacy influences and perceived reading ability on self-rated health of public middle school students. *Research in Middle Level Education*, 33(8): 1-9. (50% contribution, 15% acceptance, 42,000 downloads all annually)

Zullig, K.J., Koopman, T.M.\*, Patton, J.M. & **Ubbes, V.A.** (2010). School climate: Historical review, instrument development, and school assessment. *Journal of Psychoeducational Assessment*, 28(2): 139-152. (Impact 1.424; 20% contribution; 30% acceptance)

Esch, L.\* & **Ubbes, V.A.** (2009). A culturally appropriate framework for educating collegiate international students about alcohol. *International Electronic Journal of Health Education*, 13, 24-28. (50% contribution, unknown acceptance, unknown circulation)

Black, J.M., & **Ubbes, V.A.** (2009, February 24). Historical research: A thematic analysis of convention and conference themes for selected professional health education associations from 1975-2009. *International Electronic Journal of Health Education*, 12, 33-47. (50% contribution, unknown acceptance, unknown circulation)

**Refereed Presentations - International**

**Ubbes, V.A.**, & Wolfe, C. (2019, March). *Design assessment of an oral health literacy eBook for children: Material refinement and user feedback*. 4th European Health Literacy Conference. Dublin, Ireland.

**Ubbes, V.A.,** Smith, D. & Ubbes, J.M. (2019, March). *Advancing a framework for chiropractic health literacy*. 15th World Federation of Chiropractic Biennial Congress - 2019 European Chiropractors' Union Convention. Berlin, Germany.

**Ubbes, V.A.** & Allsopp, M. (2018, May). *Conceptualization of labyrinth training and research for professional development of health education specialists, medical professionals, and therapists*. 6<sup>th</sup> European Conference on Religion, Spirituality, and Health. University of Coventry, Coventry, England.

**Ubbes, V.A.** (2012, April). *Hands as body language and tools for creative & routine habits of health*. International Froebel Society Conference, Trinity College, Dublin, Ireland.

**Ubbes, V.A.** (2010, August). *Co-construction of electronic texts to educate for health*. Sixth Interdisciplinary Social Science Conference. University of Cambridge, England.

**Ubbes, V.A.** (2007, March). *Integrative patterns of text, subtext, and context in the design of literature-based curricula for all disciplines*. Oxford Round Table. University of Oxford, England.

#### **Recent Refereed Presentations - National**

**Ubbes, V.A.,** & Baker, J.\* (2019, October). *Use of labyrinths with journaling to enhance mental and emotional health*. National Conference of the American School Health Association. Cincinnati, OH.

**Ubbes, V.A.,** & Witter, A.\* (2019, April). *Self efficacy assessments of child-parent dyads after participating in an online oral health literacy curriculum*. National Conference on Undergraduate Research. Kennesaw State University. Marietta, GA.

**Ubbes, V.A.,** Geller, K., Miller, B., Ausherman, J., Burke, K.B.\*, & Skeels, A\*. (2018, April). *Psychometric development of child gardening surveys aligned to social cognitive theory*. National Conference of the Society for Public Health Education. Columbus, OH.

**Ubbes, V.A.** (2018, April). *A visual-textual social media launch of an eBook for Oral Health*. Unite for Sight Conference. Yale University. New Haven, CT.

Coyle, J. & **Ubbes, V. A.** (2017, October). *Process evaluation of an oral health literacy curriculum: Digital design feedback from 3 different target audiences*. Seventh International Conference on Health, Wellness & Society. Denver, CO.

**Ubbes, V.A.** (2017, October). *Developing healthy habits and skills through health literacy eBooks*. National Conference of the American School Health Association. St. Louis, MO.

#### **Other Scholarly Activities (with students\*)**

**Ubbes, V.A.** & Center for Digital Scholarship at Miami University. (2014-2020). Digital literacy partnership (DLP): A website with three databases and one curriculum to promote the relationship between literacy, health, and technology. Designed, maintained, & edited by V. Ubbes. <https://dlp.lib.miamioh.edu> Data captured by Google Analytics, shows 49,528 world-wide users with 234,714 page views. The United States represents 70%-78% of the total online sessions with 153 different countries representing the remaining 22%-30% of the total sessions, depending on the year.

### **3. Teaching and Instructional Activities (2017-2020) with 22 different courses taught overall**

KNH 125 Introduction to Public Health  
 KNH 221 Social Marketing in Public Health  
 KNH 262 Public Health Education  
 KNH 362 Public Health Communication  
 KNH 424 Health Disparities Past & Current  
 KNH 462 Health Promotion Planning & Evaluation  
 KNH 611 Behavioral Approaches to Health Promotion and Education  
 KNH 613 Health Communication and Education

### **4. Externally Funded Activities**

Hershberger, S., Yeziarski, E., Saine, P., & **Ubbes, V.A.** (2012). Scaffolding physical science inquiry through reflective writing. Columbus, OH: Ohio Board of Regents. (Funded, \$120,488).

Lee, J.D. & **Ubbes, V.A.** (2010). Scale development for students' attitudes toward physical activity in accordance with standards-based physical education. Ohio Association for Health, Physical Educ, Recreation, & Dance. (Funded, \$1500.00).

**5. Advising:** 40 undergraduate students per year, and 49 graduate students total in the Department of Kinesiology and Health, which includes Independent Studies, Internships, Master's Theses, Exit Exams, and Undergraduate and Graduate Research Forum posters.

**6. Service:** 9 university committees which includes Senate and Graduate Council, 21 divisional committees, 30 departmental committees; 16 professional committees; 3 professional editorial boards; and 2 national curriculum standards committees.

## Mark S. Walsh

### Curriculum Vita 2017

#### **EDUCATION:**

- B.S. California State University Los Angeles (1992). Nutritional Science  
 M.S. California State University Northridge (1994) Biomechanics  
 Ph.D. German Sport University of Cologne, Germany (2001) Biomechanics and Sport Orthopedics

#### **TEACHING AND ACADEMIC ADVISING**

- KNH 244 - Functional anatomy  
 HON 281E – Outdoor leadership  
 KNH 381 - Biodynamics of Human Movement  
 KNH 381L - Biodynamics of Human Movement Lab  
 KNH 402 –Critical Reflection of Health and Human Culture  
 KNH 409/509 – Nutrition for Health and Fitness  
 KNH 480/580 – Mechanics of Musculoskeletal Injury  
 KNH 402/481/SOC 499/599 - Life at Altitude  
 PHY 141 – Physics in Sports  
 PHS 631 – Physiological and Motoric Aspects of Sport  
 PHS 682 – Laboratory Techniques in Exercise Science  
 PHS 688 – Advanced Biomechanics

#### **RESEARCH AND SCHOLARSHIP**

##### Refereed Journals Articles

1. Dean Smith, Matthew Haug, **Mark Walsh** (In Press). The effect of body posture on neck proprioception and head/neck stabilization in asymptomatic participants. *Journal of the Canadian Chiropractic Association* .
2. William Berg, Kelsie Woods, Mark Walsh. (In Press) The Effects of Closed and Open Kinetic Chain Exercise on Strength and Onset Timing of Hip Musculature and Dynamic Knee Valgus in Women. *Gazz Med Ital* (In Press)
3. \***Mark Walsh**, Eris Slattery, \*Arden McMath, Joshua Haworth. (2018) Training history constrains postural sway dynamics: a study of balance in collegiate ice hockey players. *Gait and Posture*, vol 66. Pp 278-282 Sept 2018
4. Haworth, J., Strang, A., \*Hieronymus, M. **Walsh M.** (2018). Temporal more than spatial regulation of sway is important for posture in response to an ultra-compliant surface" *Somatosensory & Motor Research*.
5. \*Creekmur C, Haworth J, Cox R, **Walsh M.** (2017). Effects of a plyometric performed during warm up on 20 and 40 meter sprint performance. *Journal Sports Medicine and Physical Fitness*.
6. \*Waxman J, Ward, R., Berg, W., **Walsh, M.** (2016) The Effects of a 6-Week Neuromuscular Training Program on Quadriceps and Hamstring Muscle Activation during Side-Cutting in High School Female Athletes. *The Journal of Athletic Training & Sports Health Care*
7. \*Harper E., Strang A., **Walsh M.**, Caserta B., Haworth J., Hieronymus M.(2012). Contributions of respiration rate and volume to changes in postural control following a 5k-run. *Gazzetta Medica Italiana Archivio per le Scienze Mediche* August;171(4):437-46
8. \*Adam Strang, Joshua Haworth, Mathias Hieronymus, **Mark Walsh**, L.James Smart. (2011) Structural changes in postural sway lend insight into effects of balance training,

- vision, and support surface on postural control in a healthy population. *European Journal of Applied Physiology*: Volume 111, Issue 7 (2011), Page 1485-1495
9. \***Mark Walsh**, Andreas Peper, Stefanie Bierbaum ; Kiros Karamanidis; Adamantios Arampatzis (2011). Effects of submaximal fatiguing contractions on the components of dynamic stability control after forward falls. *Journal of Electromyography and Kinesiology*. Vol. 21 (2), pp. 270-5
  10. \*Brandon Kistler, **Mark Walsh**, Thelma Horn, Ron Cox (2009). The acute effects of static stretching on the sprint performance of collegiate males in the 60 and 100 meter dash following a dynamic warm up. *Journal of Strength and Conditioning Research*. 21 (3)
  11. Dean Smith, Mark Walsh, Jane Smith (2008). Improved running performance immediately following chiropractic adjustments in a patient with xeroderma pigmentosum. *Journal of Manipulative and Physiological Therapeutics* 32 (1): 93-8
  12. Harald Böhm, Stefan Siebert, Mark Walsh, Veit Senner. (2008). Effects of short-term training using SmartCrank on cycle work distribution and power output during cycling. *European Journal of Applied Physiology* pp. 225 – 232
  13. Mademli, L., Arampatzis, A., **Walsh, M.** (2008). Effect of Muscle Fatigue on the Compliance of the Vastus Lateralis Tendon and Aponeurosis. *Journal of Biomechanical Engineering*. (130)
  14. \*Adamantios A., Mademli, L., De Monte, G., **Walsh, M.** (2007). Changes in Fascicle length from rest to maximal voluntary contraction affect the assessment of voluntary activation. *Journal of Biomechanics* (40) 3193-3200
  15. **Walsh, M.**, Waters, J. Kersting, U. (2007). The effect of instructions on drop jump parameters in NCAA division I basketball players. *Research in Sports Medicine* 15 (4)
  16. **Walsh, M.**, Waters, J., Bohm, H., Potteiger, J. (2007) Gender bias in jumping kinetics in NCAA division I level basketball players. *Journal of Strength and Conditioning Research*. 21 (3)
  17. \***Walsh, M.**, Bohm, H., Butterfield, M., Santhosam, J. (2007). Gender differences in biomechanical parameters during jumping with and without the use of a countermovement and arm swing. *Journal of Strength and Conditioning Research*. 21 (2)
  18. \***Walsh, M.**, Young, B., Hill, B., Horn, T., Kittridge, K. (2007) The effect of experience and gender on sprinting in rugby union football players. *Journal of Sport Science*.
  19. \***Walsh, M.**, Ford, K., Bangen, K., Meyer, G., Hewitt, T. (2006) The validation of a portable force plate for measuring force-time data during jumping and landing tasks. *Journal of Strength and Conditioning Research*. 20(4). 730-734.
  20. \*Mademli, L., Arampatzis, A., **Walsh, M.** (2005) Effect of Muscle Fatigue on the Compliance of the Gastrocnemius Medialis Tendon and Aponeurosis. *Journal of Biomechanics*. 39. 426-434.
  21. **Walsh, M.** Arampatzis, A. Schade, F. Brueggemann, G.-P. (2003). The effect of Drop Jump Starting Height and Contact Time on Power, Work Performed and Moment of Force. *Journal of Strength and Conditioning Research*. 18(3). 561-566.
  22. **Arampatzis, A.** Schade, F. **Walsh, M.** Brueggemann, G.-P. (2001) Influence of leg stiffness and its effect on myodynamic jumping performance. *Journal of Electromyography and Kinesiology*, 11, 355-364. 11, 355-364.

#### SERVICE to Profession

- = International Society of Biomechanics and SportBoard of directors 208-2016
- = Organizing Committee for the 2019 conference if the International Society of biomechanics and Sport.

# *Sharman Empson Willmore, PhD, RD, MCHES*

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## Education

### **University of Cincinnati**

Doctor of Philosophy, Health Education, University of Cincinnati, May, 2015

Dissertation: Healthy communities: The role of neighborhood support, safety, and belongingness on the physical and mental health of Appalachians

### **Purdue University**

Master of Science – Nutrition.

Special project, Prenatal Nutrition, Expanded Food and Nutrition Program, IN Extension

Bachelor of Science – Nutrition and dietetics.

## Professional Experience

### **Miami University, September, 2015 – present**

Assistant Clinical Professor/Director of Dietetic Internship: Responsible for instruction of nutrition courses within the DPD undergraduate program. Development and implementation of a post baccalaureate Dietetic Internship.

### **University of Cincinnati Clermont College, September 2002 – May, 2015.**

Director of Allied Health: Responsible for coordination and administration of Health career professional associate degree and certificate programs including curriculum development, accreditation, program review and assessment, budget, and staffing.

### **University of Cincinnati College of Nursing, 2006-2011**

Adjunct Assistant Professor: Provided instruction for Nutrition for Health and Health Care and Nutrition in Disease, including course development, instruction, and evaluation.

### **Cincinnati State Technical and Community College, 1984 – 2002.**

Program Chair, Dietetics Technology, 1988-2002, Tenured Faculty (1992-2002), Adjunct Instructor (1984-1988): Responsible for assessment and program review, curriculum development, budget, staffing, student advising and coordination clinical experiences and cooperative education.

### **Purcell Center, Council for Epilepsy group home, April 1985 to August 1988.**

Consultant Dietitian: Responsible for overseeing all facets of food and nutrition services.

### **Greater Cincinnati Nutrition Council, Cincinnati, Ohio, February 1980 – October 1982**

Nutrition Education Coordinator for the Senior Citizen Nutrition Enrichment Program  
Development of a program curriculum for use in elderly nutrition education programs.

### **Daniel Freeman Medical Center, Inglewood, California, September 1977 – August 1979.**

Clinical Dietitian: Total nutritional care for patients including assessment and diet instruction

## **Certifications**

Registered Dietitian, Academy of Nutrition and Dietetics (AND), R496662, 1978-present

Licensed Dietitian, #1986 – State of Ohio, 1987 - present

Certified Health Education Specialist, #7585, 1998-present, Master level award, April, 2011

## **Professional Organizations**

Academy of Nutrition and Dietetics – Active member since 1978

Site Visitor, Accreditation Council for Education in Nutrition and Dietetics, 1998-2010

Nutrition/Dietetic Educators of Practitioners Practice Group, 1986-2005, 2015 - present  
 Greater Cincinnati Dietetic Association – 1980-present, President, 1994-95

## **Awards/Publications/Presentations**

### Awards

Academy of Nutrition and Dietetics, (formerly American Dietetic Association), Excellence in Dietetics Education, 2002  
 Ohio Dietetic Association, Outstanding Dietetic Educator, 2002  
 Ohio Dietetic Association, Outstanding Dietetic Educator, 2001  
 Coalition for Allied Health Leadership Participant (2003), Mentor (2004), Washington DC  
 University of Cincinnati Women in Leadership Program, 2012

### Poster Sessions

*Healthy Communities: The role of neighborhood support, safety, and belongingness to the physical and mental health of Appalachians*, 2016 Appalachian Translational Research Network conference, Cincinnati, OH, 2016  
*The Value of Leadership Development Among Allied Health Professionals*, National Network of Health Career Programs in Two Year Colleges Annual Meeting, Oklahoma City, OK, 2003  
*Comparison of Nutrition Education Programs on Calcium Knowledge and/or Milk Consumption*, Ohio Dietetic Association Annual Meeting, April, 2000  
*The DTR/RD Team: Is It an Effective Partnership?*, Ohio Dietetic Association Annual Meeting, April, 2000  
*The DTR/RD Team: Is It an Effective Partnership?*, XIII International Congress of Dietetics, Edinburgh, Scotland, July, 2000

### Professional Presentations

*Good Nutrition: A Way to Manage Stress with Success*, Plug-in + Reboot Workshop, Miami University, Oxford, OH, February 19, 2016  
*Innovation in Collaboration*, American Association of Community Colleges Annual Meeting, Tampa, FL, April, 2007.  
*The DTR/RD Team: Is It an Effective Partnership?*, XIII International Congress of Dietetics, Edinburgh, Scotland, 2000  
*The DTR/RD Team: Is It an Effective Partnership?*, Ohio Dietetic Technician Practice Group, Columbus, Ohio, March, 2000  
*Future Practice Roles for Dietetic Technicians*, Ohio Dietetic Technicians Practice Group, Columbus, Ohio, March, 2000  
*Redesigning Dietetic Technician Programs for Future Practice Roles*, American Dietetic Association Annual Meeting, Boston, October 1997  
*Interviewing Skills for Dietetic Practitioners – An Interactive Video*, Dietetic Educators of Practitioners Area V Annual Meeting, April, 1995

### Publications

*Dietetic Educator's Guide*, Dietetic Educators of Practitioners Practice Group, 1999  
*Elderly Nutrition Education and Training Manual*, Senior Citizen's Nutrition Enrichment Project, Greater Cincinnati Nutrition Council, 1982

### Grants

Area Health Education Center, Health UC, awarded \$5,000.00 each year from 2005-2015 for allied health career education development  
 Department of Labor, Health Career Collaborative, \$20,000.00 for allied health education program development, 2012-2014  
 Center for Nutrition Education, \$3,000.00, Kid's Café nutrition education program, 2000.



# Xian Wu

Assistant Professor of Nutrition and Food Science  
 Department of Kinesiology and Health  
 Miami University  
[wux57@MiamiOH.edu](mailto:wux57@MiamiOH.edu)  
 +1 (513) 529-2624

## EDUCATION

|                            |   |           |
|----------------------------|---|-----------|
| <b>Ph.D., Food Science</b> | University of Massachusetts Amherst, MA         | Feb. 2016 |
| <b>B.S., Biotechnology</b> | China Pharmaceutical University, Nanjing, China | Jul. 2010 |

## RESEARCH & TEACHING EXPERIENCE

|  |  |                       |
|--|--|-----------------------|
| <b>Assistant Professor</b><br>Miami University   |  | Aug. 2019 – Present   |
| <ul style="list-style-type: none"> <li>Courses taught: KNH 304A/B Advanced Nutrition</li> </ul>                      |  |                       |
| <b>Postdoctoral Associate</b><br><i>Jean Mayer USDA Human Nutrition Research Center on Aging at Tufts University</i> |  | Jan. 2016 – Jul. 2019 |
| <b>Visiting Scientist</b><br><i>Massachusetts Institute of Technology</i>  |  | Jan. 2016 – Dec. 2016 |
| <b>Teaching Assistant</b><br><i>University of Massachusetts Amherst</i>  |  | Fall 2013 & Fall 2014 |
| <ul style="list-style-type: none"> <li>Courses taught: FS745 Advanced Food Biochemistry (Lab)</li> </ul>             |  |                       |
| <b>Research Assistant</b><br><i>University of Massachusetts Amherst</i>  |  | Jan. 2011 – Dec. 2015 |

## SELECTED PUBLICATIONS

- Xian Wu**, Gar Yee Koh, Yueyi Huang, Jimmy W. Crott, Roderick T. Bronson, Joel B. Mason. The combination of curcumin and salsalate is superior to either agent alone in suppressing pro-cancerous molecular pathways and colorectal tumorigenesis in obese mice. *Molecular Nutrition & Food Research* 2019, 63, 1801097.
- Qihui Hu, Biao Yuan, **Xian Wu**, Hengjun Du, Min Gu, Yanhui Han, Wenjian Yang, Mingyue Song, Hang Xiao. Dietary intake of *Pleurotus eryngii* ameliorated dextran sulfate sodium-induced colitis in mice. *Molecular Nutrition & Food Research* 2019, 63, 1801265.
- Kanyasiri Rakariyatham, Zheyuan Du, Biao Yuan, Zili Gao, Mingyue Song, Che Pan, **Xian Wu**, Zhonghai Tang, Guodong Zhang, Hang Xiao. Inhibitory effects of 7,7'-bromo-curcumin on 12-*O*-tetradecanoylphorbol-13-acetate-induced skin inflammation. *European Journal of Pharmacology* 2019, 858, 172479.
- Xiaokun Cai, Yanhui Han, Min Gu, Mingyue Song, **Xian Wu**, Zhengze Li, Fang Li, Timothy Goulette, Hang Xiao. Dietary cranberry suppressed colonic inflammation and alleviated gut microbiota dysbiosis in dextran sodium sulfate-treated mice. *Food & Function* (Accepted).
- Xian Wu (Co-corresponding author)**, Mingyue Song, Peiju Qiu, Fang Li, Minqi Wang, Jinkai Zheng, Qi Wang, Fei Xu, Hang Xiao. A metabolite of nobiletin, 4'-demethylnobiletin and atorvastatin synergistically inhibits human colon cancer cell growth by inducing G0/G1 cell cycle arrest and apoptosis. *Food & Function*, 2018, 9, 87-95. [Paper featured on the cover]
- Xian Wu**, Mingyue Song, Xiaokun Cai, Catherine Neto, Anuradha Tata, Yanhui Han, Qi Wang, Zhonghai Tang, Hang Xiao. Chemopreventive effects of whole cranberry (*Vaccinium macrocarpon*) on colitis-associated colon tumorigenesis. *Molecular Nutrition & Food Research*, 2018, 62, 1800942.
- Shanshan Guo, **Xian Wu (Co-first author)**, Jinkai Zheng, Noppawat Charoensinphon, Ping Dong, Peiju Qiu, Mingyue Song, Zhonghai Tang, Hang Xiao. Anti-inflammatory effect of xanthomicrol, a major

- colonic metabolite of 5-demethyltangeretin. *Food & Function*, 2018, 9, 3104-3113. [Paper featured on the cover]
8. Kanyasiri Rakariyatham, **Xian Wu**, Yanhui Han, Qi Wang, Zhonghai Tang, Hang Xiao. Synergism between luteolin and sulforaphane in anti-inflammation. *Food & Function*, 2018, 9, 5115-5123. [Paper featured on the cover]
  9. Gar Yee Koh, Anne Kane, Kyongbum Lee, Qiaobing Xu, **Xian Wu**, Jatin Roper, Joel B. Mason, Jimmy W. Crott. *Parabacteroides distasonis* attenuates toll-like receptor 4 signaling and Akt activation and blocks colon tumor formation in high-fat diet-fed azoxymethane-treated mice. *International Journal of Cancer*, 2018, 143, 1797–1805.
  10. Qihui Hua, Biao Yuan, Hang Xiao, Liyan Zhao, **Xian Wu**, Kanyasiri Rakariyatham, Lei Zhong, Yanhui Han, Benard Muinde Kimatu, Wenjian Yang. Polyphenols-rich extract from *Pleurotus eryngii* with growth inhibitory of HCT116 colon cancer cells and anti-inflammatory function in RAW264.7 cells. *Food & Function*, 2018, 9, 1601-1611.
  11. **Xian Wu (Co-corresponding author)**, Anna C. Pfalzer, Gar Yee Koh, Sanyuan Tang, Jimmy W. Crott, Michael J. Thomas, Mohsen Meydani, Joel B. Mason. Curcumin and salsalate supplementation attenuates elevated pro-inflammatory cytokines and pro-carcinogenic signaling in the colons of high-fat fed, azoxymethane-treated mice. *Journal of Agricultural and Food Chemistry*, 2017, 65, 7200–7209.
  12. **Xian Wu (Co-corresponding author)**, Mingyue Song, Zili Gao, Yue Sun, Minqi Wang, Fang Li, Jinkai Zheng, Hang Xiao. Nobiletin and its colonic metabolites suppress colitis-associated colon carcinogenesis by downregulating iNOS, inducing anti-oxidative enzymes and arresting cell cycle progression. *Journal of Nutritional Biochemistry*, 2017, 42, 17-25. [Paper featured on the Issue Highlights]
  13. **Xian Wu**, Mingyue Song, Peiju Qiu, Kanyasiri Rakariyatham, Fang Li, Zili Gao, Xiaokun Cai, Minqi Wang, Fei Xu, Jinkai Zheng, Hang Xiao. Synergistic chemopreventive effects of nobiletin and atorvastatin on colon carcinogenesis. *Carcinogenesis*, 2017, 38, 455–464.
  14. Mingyue Song, **Xian Wu**, Noppawat Charoensinphon, Minqi Wang, Jinkai Zheng, Zili Gao, Fei Xu, Zhengze Li, Fang Li, Jiazhi Zhou, Hang Xiao. Dietary 5-demethylnobiletin inhibits cigarette carcinogen-induced lung tumorigenesis in mice. *Food & Function*, 2017, 8, 954-963.
  15. Antonietta Funaro, **Xian Wu (Co-first author)**, Mingyue Song, Jinkai Zheng, Shanshan Guo, Maria Teresa Rodriguez Estrada, Hang Xiao. Enhanced anti-inflammatory activities by the combination of luteolin and tangeretin in lipopolysaccharide (LPS)-stimulated RAW 264.7 macrophages. *Journal of Food Science*, 2016, 81, 1320-1327.
  16. **Xian Wu**, Mingyue Song, Minqi Wang, Jinkai Zheng, Zili Gao, Fei Xu, Guodong Zhang, Hang Xiao. Chemopreventive effects of nobiletin and its colonic metabolites on colon carcinogenesis *Molecular Nutrition & Food Research*, 2015, 59, 2383–2394.
  17. **Xian Wu**, Mingyue Song, Kanyasiri Rakariyatham, Jinkai Zheng, Minqi Wang, Fei Xu, Zili Gao, Hang Xiao. Inhibitory effects of 4'-demethylnobiletin, a metabolite of nobiletin, on 12-O-Tetradecanoylphorbol-13-acetate (TPA)-induced inflammation in mouse ears. *Journal of Agricultural and Food Chemistry*, 2015, 63, 10921–10927.
  18. **Xian Wu**, Mingyue Song, Kanyasiri Rakariyatham, Jinkai Zheng, Shanshan Guo, Zhonghai Tang, Shuangde Zhou, Hang Xiao. Anti-inflammatory effects of 4'-demethylnobiletin, a major metabolite of nobiletin. *Journal Functional Foods*, 2015, 19, 278–287.

### Course Descriptions

**KNH 621: Research Foundations in Kinesiology, Nutrition, and Health:** Provides foundational knowledge and skills regarding the research process in kinesiology, nutrition, and health, including a critical analysis of research traditions and practices in the field. A culminating research-based project will challenge students to develop a topical research question and to create/propose an appropriately designed research proposal.

**EHS 667: Behavior Statistics:** The basic concepts of descriptive and inferential statistics are discussed. This course stresses the logical interpretation of results.

**EHS 668: Behavior Statistics II:** Advanced concepts of descriptive and inferential statistics are discussed. This course stresses the logical interpretation of results.

**KNH 623: Qualitative Methodological Research Approaches in the Exercise, Health, and Sport Studies Fields:** Course provides overview of the methodological procedures used by researchers in the exercise, health, and sport studies fields that adhere to an interpretive, qualitatively-based research approach. Course topics include research methods, data collection issues, and basic analysis procedures.

**KNH 509: Nutrition for Sports and Fitness:** Study of the interrelationship between nutrition and physical fitness. Discussion of nutritional aspects for specific sports. Examination of nutrition research related to health enhancement and performance.

**KNH 542: Strength Training and Conditioning:** This course critically examines the physiological principles, classic and contemporary scientific research, and evidence-based recommendations underlying the design of exercise training and conditioning programs aimed at improving health, fitness, and performance of athletes and non-athletes.

**KNH 553: Seminar in Kinesiology and Health:** Advanced study of current developments in technical and organizational aspects of activities within the fields of kinesiology, nutrition, and health promotion.

**KNH 5532A: Advanced Nutrition Assessment and Counseling:** This course explores the scientific basis for practice in medical nutrition therapy. Topics include specific development of practice guidelines for persons in various stages of the life cycle with health conditions requiring specialized nutritional care

**KNH 562: Public Health Planning and Evaluation:** Introduction to current models of health education programming and the issues and trends therein. Provides knowledge and skills needed to plan, implement, and evaluate health education programs.

**KNH 565: Musculoskeletal Disorders and Exercise:** This course will provide an overview of common Musculoskeletal Disorders (MSDs) with special consideration given to the roles of lifestyle and the movement system in the cause and treatment of MSDs.

**KNH 580: Mechanics of Musculoskeletal Injury:** In this class, we learn how various human and animal biological materials such as muscle, tendon, ligament, bone, cartilage, skin and other tissues develop. We then examine how mechanical loading can cause adaptation and injury of these biological materials.

**KNH 582: Exercise Prescription: Healthy Individuals & Individuals with Chronic Diseases/Disorders:** In a case-study format, students will develop evidence-based physical activity/exercise recommendations (exercise prescriptions) for healthy individuals. Additionally, this course provides in-depth information

about chronic diseases, disorders and disabilities that are commonplace and can be managed with exercise and physical activity. Content is directed towards understanding of specific physiological and pathophysiological characteristics associated with common chronic diseases, disorders and disabilities, its effect on the exercise response and adaptations, the effects of commonly used medications on the exercise response, and unique circumstances associated with specific chronic diseases/disorders. The development of specific physical activity/exercise prescriptions (recommendations & guidance) is directed for individuals with the following: cardiovascular diseases, pulmonary diseases, metabolic diseases, immunological and hematological diseases, orthopedic diseases and disabilities, neuromuscular disorders, and cognitive, psychological, and sensory disorders.

**KNH 583: Advanced Motor Control and Learning:** This course provides advanced-level examination of the behavioral neuroscience of human action. Emphasis is placed on understanding the sensorimotor control of stance and locomotion, reflex circuitry and voluntary movement, visually-guided actions and programmed movement, as well as the process by which humans benefit from practice and experience so that future behavior is better adapted to the environment. Traditional information processing theories of motor control and learning are contrasted with approaches based on dynamical systems theory. The course includes extensive discussion of relevant research, and 583 in particular, focuses on research methodology as well as the theoretical/practical significance of research findings. Graduate students pose a research question and propose an appropriate experiment/investigation.

**KNH 611: Behavioral Approaches to Health Promotion and Education:** Analysis of research and theory in health promotion, especially behavioral approaches to disease prevention.

**KNH 612: Theoretical Foundations of Health Promotion and Education:** Focuses on the role of theory in shaping research and practice in health promotion and education. Includes a historical perspective to investigate the interaction between health education and applied social sciences.

**KNH 654: Physical Activity Motivation:** This course examines physical activity from primarily a social psychological perspective. The focus is on the role physical activity plays in people's health and wellbeing as well as the psychological, social, and environmental factors that influence their participation. The philosophy and effectiveness of varying types of physical activity interventions, programs, and evaluation strategies are also explored.

**KNH 668: Advanced Physiology and Biophysics of Human Activity:** In this course students' knowledge of the interactions among physical activity, organ systems, and human health and disease will be advanced. This knowledge will be applied to clinical-practice case studies, and the completion of a student-advanced research project culminating in a scientific manuscript.

**KNH 685: Health, Nutrition, and Aging:** An examination of original research that has influenced theories and practices explaining how environment, exercise, health behaviors, and genetics influence aging and longevity. Analyses of research methods, experimental designs, subject populations, and the contribution of basic and applied research will be critiqued with a local and global perspective on how aging occurs.

**KNH 688: Advanced Biomechanics:** Students will examine biomechanical concepts and applications using math, physics, and physiology. This will include the application of force to the human body and how the human body adapts/ reacts to these forces as well as the application of mechanics to sport

situations. Students will design and complete a biomechanics research project using the equipment in the biomechanics laboratory. Results of the research will be presented as the final class project.

**KNH 700:** Thesis Hours: Students pursuing a thesis will enroll in this course designation.

*Students pursuing a non-thesis option will enroll in either (or a combination of the following):*

**KNH 620:** Research Problems

**KNH 640:** Internship Hours

**Budget for New Graduate Degree Programs  
MS in Kinesiology & Health  
Tracks- (1) Health Promotion, (2) Exercise & Health Science**

*\*Only change to the degree program...removal of Sports Leadership and Management Track*

|                                       | Year 1 | Year 2 | Year 3 | Year 4 |
|---------------------------------------|--------|--------|--------|--------|
| <b>Projected Enrollment</b>           |        |        |        |        |
| Head-count full time                  | 30     | 32     | 35     | 40     |
| Head-count part time                  |        |        |        |        |
| Full Time Equivalent (FTE) enrollment | 30     | 32     | 35     | 40     |

| <b>Projected Program Income</b>                                   |           |           |           |           |
|---|-----------|-----------|-----------|-----------|
| Tuition (paid by student or sponsor)                              | \$438,158 | \$461,396 | \$491,819 | \$515,027 |
| Externally funded stipends, as applicable                         |           |           |           |           |
| Expected state subsidy  |           |           |           |           |
| Other income (if applicable, describe in narrative section below) |           |           |           |           |

|  |           |           |           |           |
|--|-----------|-----------|-----------|-----------|
| <b>TOTAL PROJECTED PROGRAM INCOME:</b> | \$438,158 | \$461,396 | \$491,819 | \$515,027 |
|--|-----------|-----------|-----------|-----------|

| <b>Program Expenses</b>  | <i>No new program Expenses</i> |           |           |           |
|--|--------------------------------|-----------|-----------|-----------|
| <b>New Personnel</b>   |                                |           |           |           |
| · Faculty (e.g. tenure-track, clinical, professional)  |                                |           |           |           |
| Full _____   |                                |           |           |           |
| Part Time _____  |                                |           |           |           |
| · Non-instruction (indicate role(s) in narrative section below)  |                                |           |           |           |
| Full _____   |                                |           |           |           |
| Part time _____  |                                |           |           |           |
| New facilities/building/space renovation<br>(if applicable, describe in narrative section below)   |                                |           |           |           |
| Tuition Scholarship Support<br>(if applicable, describe in narrative section below)  |                                |           |           |           |
| Stipend Support<br>(if applicable, describe in narrative section below)  | \$126,391                      | \$126,391 | \$126,391 | \$126,391 |
| Additional library resources<br>(if applicable, describe in narrative section below)   |                                |           |           |           |
| Additional technology or equipment needs<br>(if applicable, describe in narrative section below)   |                                |           |           |           |
| Other expenses (e.g., Waived Tuition and Fees, travel, office supplies, accreditation costs)<br>(if applicable, describe in narrative section below) | \$243,270                      | \$243,270 | \$243,270 | \$243,270 |
| <b>TOTAL PROJECTED EXPENSE:</b>  | \$369,661                      | \$369,661 | \$369,661 | \$369,661 |

|            |          |          |           |           |
|------------|----------|----------|-----------|-----------|
| <b>NET</b> | \$68,497 | \$91,735 | \$122,158 | \$145,366 |
|------------|----------|----------|-----------|-----------|

**Budget Narrative:**

*No new operational costs for the new degree  
Tuition is re-stating current and future projected enrollment in the remaining two tracks for the MS in KNH. This is not NEW Tuition Revenue.  
(therefore, no new expense)  
KNH will have 9 Graduate Assistantships (including stipend & waiver).*

| <b>Graduate FT Tuition</b> |                   |                    |
|----------------------------|-------------------|--------------------|
|                            | Ohio Resident     | Non Ohio Resident  |
| Instructional Fee          | \$6,155           | \$6,155            |
| OOSS                       |                   | \$8,868            |
| General Fees               | \$1,030           | \$1,030            |
| <b>Total</b>               | <b>\$7,184.88</b> | <b>\$16,053.26</b> |

| Residency %        | 57%          | 43%          |              |        |
|--------------------|--------------|--------------|--------------|--------|
| Student Allocation | 17           | 13           | <b>Total</b> | Year 1 |
| Projected Revenue  | \$165,252.24 | \$272,905.42 | \$438,158    |        |
| Student Allocation | 18           | 14           | <b>Total</b> | Year 2 |
| Projected Revenue  | \$172,437.12 | \$288,958.68 | \$461,396    |        |
| Student Allocation | 20           | 15           | <b>Total</b> | Year 3 |
| Projected Revenue  | \$186,806.88 | \$305,011.94 | \$491,819    |        |
| Student Allocation | 23           | 17           | <b>Total</b> | Year 4 |
| Projected Revenue  | \$193,991.76 | \$321,065.20 | \$515,057    |        |

|   | FY20 Budget | Per Student Average | Total for 9 |
|---|-------------|---------------------|-------------|
| KNH GA Salary Budget                      | \$238,739   | \$14,043            | \$126,391   |
| KNH GA Benefits Budget (includes Waivers) | \$459,510   | \$27,030            | \$243,270   |

*FY20 Budget based on 17 GA's.  
Starting FY21 KNH will have 9 of*

**U.S. Bureau of Labor Statistics Data for Careers Targeted By Our MS Program Graduates (Data Source: <https://www.bls.gov/data/#projections>)**

Show All entries

| Occupation Title  | Occupation Code                     | Employment 2018 | Employment 2028 | Employment Change, 2018-2028 | Employment Percent Change, 2018-2028 | Occupational Openings, 2018-2028 Annual Average | Median Annual Wage 2018 | Education, Work Experience, and Training |   |                             |
|---|-------------------------------------|-----------------|-----------------|------------------------------|--------------------------------------|---|-------------------------|--|---|-----------------------------|
|   |                                     |                 |                 |                              |                                      |   |                         | Typical Entry-Level Education            | Work Experience in a Related Occupation | Typical on-the-job Training |
| <input type="text" value="dietitian"/>  | <input type="text" value="Search"/> |                 |                 |                              |                                      |   |                         |  |   |                             |
| <a href="#">Total, all occupations</a>  | 00-0000                             | 161,037.7       | 169,435.9       | 8,398.1                      | 5.2                                  | 19,694.0  | \$38,640                | -  | -                                       | -                           |
| <a href="#">Dietitians and nutritionists</a><br><a href="#">Show/hide Example Job Titles</a><br>* Clinical Dietitian<br>* Dietitian<br>* Nutritionist<br>* Pediatric Dietitian<br>* Public Health Dietitian<br>* Public Health Nutritionist<br>* Research Dietitian<br>* Sports Nutritionist<br>* Therapeutic Dietitian   | 29-1031                             | 70.9            | 78.9            | 8.0                          | 11.2                                 | 5.5   | 60,370                  | Bachelor's degree                        | None                                    | Internship/residency        |
| <a href="#">Recreation and fitness studies teachers, postsecondary</a><br><a href="#">Show/hide Example Job Titles</a><br>* Health and Physical Education Professor<br>* Human Performance Professor<br>* Kinesiology Professor<br>* Leisure Studies Professor<br>* Physical Education (PE) Professor<br>* Physical Education Professor<br>* Swimming Professor | 25-1193                             | 20.0            | 20.9            | 0.9                          | 4.5                                  | 1.8   | 62,620                  | Doctoral or professional degree          | None                                    | None                        |
| <a href="#">Health diagnosing and treating practitioners, all other</a><br><a href="#">Show/hide Example Job Titles</a><br>* Acupuncturist<br>* Homeopathic Doctor<br>* Hypnotherapist<br>* Naturopath<br>* Naturopathic Doctor<br>* Naturopathic Physician   | 29-1199                             | 56.8            | 63.0            | 6.2                          | 10.9                                 | 3.4   | 73,960                  | Master's degree                          | None                                    | None                        |

| Occupation Title  | Occupation Code | Employment 2018 | Employment 2028 | Employment Change, 2018-2028 | Employment Percent Change, 2018-2028 | Occupational Openings, 2018-2028 Annual Average | Median Annual Wage 2018 | Education, Work Experience, and Training |   |   |
|---|-----------------|-----------------|-----------------|------------------------------|--------------------------------------|---|-------------------------|--|---|---|
|   |                 |                 |                 |                              |                                      |   |                         | Typical Entry-Level Education            | Work Experience in a Related Occupation | February 18, 2021 Typical on-the-job Training |
| <a href="#">Health educators</a><br><a href="#">Show/hide Example Job Titles</a><br>* Certified Diabetes Educator<br>* Certified Health Education Specialist<br>* Community Health Education Coordinator<br>* Diabetes Educator<br>* Health Education Specialist<br>* Health Educator<br>* Public Health Educator   | 21-1091         | 62.1            | 68.5            | 6.4                          | 10.3                                 | 8.0   | 54,220                  | Bachelor's degree                        | None                                    | None  |
| <a href="#">Health specialties teachers, postsecondary</a><br><a href="#">Show/hide Example Job Titles</a><br>* Clinical Laboratory Science Professor<br>* Clinical Sciences Professor<br>* Dentistry Professor<br>* Gastroenterology Professor<br>* Neurology Professor<br>* Nutrition Professor<br>* Occupational Therapy Professor<br>* Optometry Professor<br>* Pharmacology Professor<br>* Physical Therapy Professor<br>* Podiatric Medicine Professor<br>* Podiatry Professor<br>* Public Health Professor | 25-1071         | 254.8           | 313.9           | 59.1                         | 23.2                                 | 29.4  | 97,370                  | Doctoral or professional degree          | Less than 5 years                       | None  |



| Occupation Title   | Occupation Code | Employment 2018 | Employment 2028 | Employment Change, 2018-2028 | Employment Percent Change, 2018-2028 | Occupational Openings, 2018-2028 Annual Average | Median Annual Wage 2018 | Education, Work Experience, and Training |   |                             |
|--|-----------------|-----------------|-----------------|------------------------------|--------------------------------------|---|-------------------------|--|---|-----------------------------|
|  |                 |                 |                 |                              |                                      |   |                         | Typical Entry-Level Education            | Work Experience in a Related Occupation | Typical on-the-Job Training |
| <a href="#">Medical and health services managers</a><br><a href="#">Show/hide Example Job Titles</a> | 11-9111         | 406.1           | 477.6           | 71.6                         | 17.6                                 | 42.2  | 99,730                  | Bachelor's degree                        | Less than 5 years                       | None                        |
| * Clinic Director  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Clinical Services Director   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Emergency Medical Service Coordinator  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Health Care Manager  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Health Services Administrator  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Health Services Director   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Healthcare Administrator   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Healthcare Manager   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Hospice Director   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Hospice Plan Administrator   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Hospital Administrator   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Hospital Director  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Medical Director   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Medical Records Administrator  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Medical and Health Information Manager   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Mental Health Program Manager  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Nursing Home Manager   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Nursing Service Director   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Occupational Therapy Director  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Public Health Administrator  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Respiratory Therapy Director   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Speech and Hearing Therapy Director  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Wellness Director  |                 |                 |                 |                              |                                      |   |                         |  |   |                             |
| * Wellness Manager   |                 |                 |                 |                              |                                      |   |                         |  |   |                             |

| Occupation Title  | Occupation Code | Employment 2018 | Employment 2028 | Employment Change, 2018-2028 | Employment Percent Change, 2018-2028 | Occupational Openings, 2018-2028 Annual Average | Median Annual Wage 2018 | Education, Work Experience, and Training |   |                             |
|---|-----------------|-----------------|-----------------|------------------------------|--------------------------------------|---|-------------------------|--|---|-----------------------------|
|   |                 |                 |                 |                              |                                      |   |                         | Typical Entry-Level Education            | Work Experience in a Related Occupation | Typical on-the-job Training |
| <a href="#">Medical records and health information technicians</a><br><a href="#">Show/hide Example Job Titles</a><br>* Cancer Registrar<br>* Health Information Coder<br>* Health Information Specialist<br>* Health Information Systems Technician<br>* Health Records Technician<br>* Medical Records Specialist   | 29-2071         | 215.5           | 238.6           | 23.1                         | 10.7                                 | 16.8  | 40,350                  | Postsecondary nondegree award            | None                                    | None                        |
| <a href="#">Medical scientists, except epidemiologists</a><br><a href="#">Show/hide Example Job Titles</a><br>* Cancer Researcher<br>* Clinical Pharmacologist<br>* Clinical Research Scientist<br>* Gerontologist<br>* Histologist<br>* Histopathologist<br>* Immunochemist<br>* Industrial Pharmacist<br>* Medical Health Researcher<br>* Medical Research Scientist<br>* Medical Scientist<br>* Neuroscientist<br>* Pharmacologist<br>* Serologist<br>* Toxicologist | 19-1042         | 130.7           | 141.2           | 10.6                         | 8.1                                  | 13.2  | 84,810                  | Doctoral or professional degree          | None                                    | None                        |

| Occupation Title  | Occupation Code | Employment 2018 | Employment 2028 | Employment Change, 2018-2028 | Employment Percent Change, 2018-2028 | Occupational Openings, 2018-2028 Annual Average | Median Annual Wage 2018 | Education, Work Experience, and Training |   |   |
|---|-----------------|-----------------|-----------------|------------------------------|--------------------------------------|---|-------------------------|--|---|---|
|   |                 |                 |                 |                              |                                      |   |                         | Typical Entry-Level Education            | Work Experience in a Related Occupation | February 18, 2021 Typical on-the-job Training |
| <a href="#">Recreation and fitness studies teachers, postsecondary</a><br><a href="#">Show/hide Example Job Titles</a><br>* Health and Physical Education Professor<br>* Human Performance Professor<br>* Kinesiology Professor<br>* Leisure Studies Professor<br>* Physical Education (PE) Professor<br>* Physical Education Professor<br>* Swimming Professor | 25-1193         | 20.0            | 20.9            | 0.9                          | 4.5                                  | 1.8   | 62,620                  | Doctoral or professional degree          | None                                    | None  |
| <a href="#">Exercise physiologists</a><br><a href="#">Show/hide Example Job Titles</a><br>* Applied Exercise Physiologist<br>* Clinical Exercise Physiologist<br>* Kinesiotherapist   | 29-1128         | 15.8            | 17.3            | 1.5                          | 9.7                                  | 1.1   | 49,270                  | Bachelor's degree                        | None                                    | None  |

February 19, 2021  
Academic and Student Affairs

**RESOLUTION R2021-29**

WHEREAS, University Senate on January 25, 2021 passed SR 21-17, endorsing a proposed degree and major, Master of Esports Management in the College of Education, Health and Society, and the College of Creative Arts.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Master of Esports Management in the College of Education, Health and Society, and the College of Creative Arts.

*Approved by the Board of Trustees  
February 19, 2021*



T. O. Pickerill II  
Secretary to the Board of Trustees



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

James Bielo, Chair  
 Jen Green, Chair-Elect  
 Dana Cox, Past-Chair

University Senate Website: [miamioh.edu/academic-affairs/university-senate/](http://miamioh.edu/academic-affairs/university-senate/)

January 26, 2021

To: Gregory P. Crawford, President  
 From: Jeffrey Wanko, Secretary of the University Senate  
 Re: Degree Program Approval  
 SR 21-17, Master of Esports Management, College of Education, Health and Society and College of Creative Arts

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On January 25, 2021, University Senate adopted SR 21-17:


**BE IT HEREBY RESOLVED** that University Senate endorse the proposed degree and major, Master of Esports Management, College of Education, Health and Society and College of Creative Arts.

**AND FURTHERMORE**, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Master of Esports Management, College of Education, Health and Society and College of Creative Arts

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Approve<br>Forward to the Board of Trustees for action (copy to Secretary of University Senate) |
| <input type="checkbox"/>            | Do Not Approve  |

  
 Gregory P. Crawford, President

1/27/2021  
 Date

cc: James Bielo, Chair, Executive Committee of University Senate  
 Jason Osborne, Provost, Chair University Senate

## **Master of Esports Management**

**Blended**

-----  
**Miami University**

**Department of Emerging Technology in Business + Design (ETBD)  
College of Creative Arts**

**Department of Sport Leadership and Management (SLAM)  
College of Education, Health & Society**

### **Basic Characteristics of the Educational Program**

#### **1. Brief description of the disciplinary purpose and significance of proposed degree.**

Esports will be a multi-billion dollar industry. Esports revenue is growing at a CAGR of over 30%, and the audience is over 380 million (growing at 20% annually.) In the USA, the only event with a larger audience than esports finals is the Super Bowl. The most recent finals of League of Legends (an esports) had a larger audience than the NBA finals or game seven of the World Series. On a weekly basis our students and millennials watch more esports than all other sports combined.

As this market grows, universities have been growing esports teams at a dizzying pace. While Miami was the first Division I school with a varsity team, there are now over 200 schools with teams. At the same time, some schools are developing esports courses and programs surrounding esports play. But there is huge gap/opportunity: the business of esports. While certainly there are millions to be made playing esports (the team with the largest winnings last year made almost \$20 million), nearly all of the billion-dollar market is going to sponsorship, advertising, merchandise/tickets, and media rights.

Miami University has a unique opportunity to leverage our top-ranked game program and team with our highly successful sport management program to offer one of the first Master of Esports Management, offered online in one year. The first semester provides base courses that introduce esports, broadcasting, marketing, and facilities and event management. Followed by an on-ground one-credit ecosystem class led by an industry expert, and a two-credit bootcamp in which students help run the largest tournament in the Midwest. In the second semester, students get depth in the business of esports, strategic leadership, administration, and team management. These classes are taught by SLAM and ETBD/IMS faculty with support and guest lectures from industry experts.

#### **2. Definition of the focus of the program.**

The Master of Esports Management is a one-year, blended (90% online) degree, which provides a comprehensive understanding of the esports ecosystem and best practices for management and leadership positions within the esports industry. The courses provide an

esports foundation in all aspects of tournament organization, facility management, branding/marketing, sponsorship, logistics, team management, performance psychology and coaching, recruiting, finance, global issues, publishers, history, business models, media rights/legal, and of course, broadcasting. In addition, students gain actual esports tournament organization experience. There are not separate tracks or concentration within the degree program.

### **3. Rationale for degree name.**

The Master of Esports Management provides coursework that integrates the disciplinary fields of esports and sport management to provide innovative experiences in this emerging sport industry. Students will complete a capstone culminating experience that includes the management of an esports tournament, supervised by industry experts and experienced faculty.

### **4. Duration of the program.**

The Master of Esports Management has a minimum of 30 credit hours, primarily online, which provides a comprehensive understanding of the esports ecosystem and best practices for management and leadership positions within the esports industry. Course are offered during the fall and spring semester, a January term, and summer session so that students may complete the degree program in one year. Students may be enrolled as full-time or part-time students. The typical length of time for students to complete the program will be one year.

### **5. Admission timing.**

Admission to the program will be rolling, but the majority of incoming students will submit their applications between November and January, with the option of starting during the following summer or fall semester. Students may enroll in coursework currently offered and transition to the Master degree as soon as it is available. There could be a cohort entering in the fall or spring semester every academic year.

### **6. Primary target audience for the program and admission requirements.**

The primary target audience for this program will be traditional college-aged graduates from bachelor's programs in cognate areas such as but not limited to game design, sport management, sport media, interactive media studies, and business marketing and management. The admission requirements would be: 1) bachelor's degree in cognate area, 2) GPA  $\geq 2.75$ , 3) a personal goal statement, 4) three letters of recommendation, 5) curriculum vita, and 6) GRE or GMAT scores are optional, but suggested. No specific minimums are required for the GRE or GMAT, but the applicant's scores will be utilized to evaluate their likelihood of success in the degree program.

## 7. Special efforts to enroll and retain underrepresented groups.

We will work with Miami University graduate school and the Department of International Student and Scholar Services to enroll and retain underrepresented groups, specifically women and people of color. We will also continue to utilize Miami University's Diversity Enhancement Pathway and McNair assistantships to attract diverse and underrepresented students. The NCES reports the following distribution for Master degree conferral in 2016 – 2017: White: 65.8%, Black: 13.6%, Hispanic: 10.2%, Asian/Pacific Islander: 7.3%, American Indian/Alaska Native: 0.5%, and Two of More Races: 2.7%.

## Curriculum and Instructional Design

### 1. Curricular content.

| COURSE #                         | TITLE   | CREDITS |
|----------------------------------|---|---------|
| Required core courses for degree |   |         |
| IMS 570                          | Introduction to Esports                         | 2       |
| IMS 571                          | Esports Broadcasting                            | 2       |
| IMS 572                          | Esports Event Management                        | 2       |
| IMS 573                          | The Business of Esports                         | 2       |
| IMS 574                          | Special Topics in Esports                       | 2       |
| IMS 575                          | Esports Brand Management                        | 2       |
| SLM 635                          | Strategic Management of Sport Organizations     | 3       |
| SLM 636                          | Sport Communities & Public Relations            | 3       |
| Select 2 Courses                 |   |         |
| SLM 513                          | Sport Economics                                 | 3       |
| SLM 517                          | Legal Issues in Sport Leadership and Management | 3       |
| SLM 545                          | Esports Performance Psychology and Coaching     | 3       |
| SLM 548                          | Global Sport Perspectives                       | 3       |
| SLM 572                          | Sport Administration                            | 3       |
| Select 6 credit hours            |   |         |
| IMS 576                          | Esports Event Practicum                         | 3 - 6   |
| SLM 640                          | Internship                                      | 3 - 6   |
| Total                            |   | 30      |

### 2. What are the requirements students must fulfill to complete the program successfully?

Program requirements are grouped into required core courses, the option to select two course requirements from a list of five courses, and the requirement to select 6 credits of a capstone culminating experience for a total of 30 credit hours. There are no concentrations or tracks. The required core courses include 18 credit hours of graduate



level courses in content that covers specific knowledges and skills in esports and management. All courses integrate and apply information specific to the esports environment and industry. Students will take 6 courses (12 credits) offered by the ETBD department and 4 courses (12 credits) offered by the SLAM department. For the 6 credits of a capstone culminating experience, student may choose the Esports Event Practicum with ETBD or the Internship with SLAM. Both culminating experiences will require that students work within the esports industry on a major project/event and draw upon everything they've learned in their coursework. All of these requirements include coursework and mentoring with faculty and professionals from the esports industry.

### 3. **Description of a required culminating, or integrated learning, experience.**

The culminating experience will ask the students to work with the esports industry on a major project or event. Some of these experiences could be entirely online (for example working with a professional team to refine their broadcasting, social media and pre-tournament season practice schedule, including implementation) or could be hybrid where some of the students are on-ground at a specific location for an event (for example helping to plan and run PiViP at King's Island). Another example, we will be working this winter with a company called United Esports. They are one of the leaders in esports marketing in the world. They have a new project called Archmage, an initiative that will essentially create an Esports takeover for a sports bar. Our students will be helping United Esports to plan their first take-over event for Archmage, helping with venue scouting, event planning, helping to recruit and manage guest player talent relations, publicity, branding, social media, as well as doing a full data analysis to ensure that the venue, games chosen, and planned events all match up to the demographics of who can be expected to show up.

This culminating capstone could also provide students with a self-designed internship experience, supervised by a coordinator of the internship and a faculty member. This is a Master's degree (not a Master's of Science), so the student will complete a culminating experience following the guidelines of the departments and graduate school. Students will be required to make a formal presentation describing the culminating experience, presented to a committee of faculty for evaluation.

## **Institutional Planning for the Program**

### 1. **What are the physical facilities, equipment and staff needed to support the program?**

The facilities currently in use by the varsity esports program, and the new facilities being built for esports in the Armstrong Student Center, are the only physical facilities that will be needed for the program. The program's use of this space will not have a major impact on scheduling or resources as 1) the activity that is required for the degree is parallel to competitive activity and 2) those facilities and the equipment therein are currently being used for the Esports Management Graduate Certificate. We will not require additional staff for those spaces.

## 2. **What is the evidence that a market for the new program(s) exists?** *(max 500 words)*

As you will see from the appendix, due to how cutting edge esports is right now, there aren't any indicators from the usual sources to indicate demand. In fact, esports jobs aren't yet even separated out in national job statistics, though they are on a marked rise (even more so since the onset of COVID-19). There is a clear demand for esports in education; as quick search of Google Scholar or look at the UCI Esports Conference will illustrate that there is a discipline forming. TD Waterhouse has declared esports the fastest rising of all sports and entertainment industries. There isn't a specific source to point to as evidence, but the market for this degree is there.

### a) **How has estimated program demand been factored into realistic enrollment projections?**

We have made what we believe are modest projections based on survey data we gathered ourselves. Based on the early interest in our graduate certificate, we will have no problem filling a cohort of this proposed degree in the first year.

### b) **How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?**

We have designed this degree to be scalable, but in keeping with the spirit of the current academic climate, we also designed it to be low-impact with no new hires and an initial plan that leverages spaces and equipment that we already have for other esports related programming. Our projections illustrate that if we can enroll more students than a single cohort, the revenue from the degree will scale to cover the addition of more faculty (in the form of adjuncts or VAP) while we recalibrate.

## 3. **Statewide Alternatives.**

Compared to other eSports Management programs being offered, our program at Miami University will be a first-of-its-kind online eSports management Master program in the State of Ohio and the country.

**The Ohio State University** launched an undergraduate degree in Esports and Game Studies in 2020. The degree offers three tracks for students: 1.) eSports and Game Creation, 2.) eSports Management, and 3.) Application of Games in Medicine and Health. The B.S degree is being offered through the College of Arts and Sciences. Their core courses will be offered through the colleges of Arts and Sciences, Education and Human Ecology, Engineering, Business and Health Sciences. Their proposal mentioned that the curriculum will include undergraduate and graduate degrees, an elective course in esports content production, online certification programs for specialized credentials and a gaming speaker series. Their specific areas of study will include eSports management, game art and production, game design, programming, business of games, and health and rehabilitation.

**Ohio University also offers Games/Animation major.** In this website, it mentions the major focuses on to encourage students to explore the production of computer animation and digital games while also emphasizing creative decision making, storytelling and experiential learning” In their curriculum, students could choose one of the following two focuses: animation, and game design and development. The degree is being offered by School of Media Arts & Studies.

**The University of Kentucky** indicated that they will develop a partnership with the global eSports company Gen.G to build a global gaming and esports program in the future.

**The University of Utah** offers a Master of Entertainment Arts and Engineering (MEAE) and a Dual MBA/MEAE degree. It is designed to give students skills to run a game-centric business. The OSU also has a plan to develop a similar program in the master level in the future.

#### 4. **Growth of the Program.**

We expect to enroll 25 students in year 1 and grow by 5 students each year for the first four years. This is a conservative estimate given the current global pandemic. Since this is the first program of its kind, benchmarking for scale isn't possible. Here is what we \*do\* know, however: When we have offered a course on esports as a special topic, the class fills at 25 rapidly. We also know that graduate programs in games at the top schools have cohorts well over 25. Lastly, we anticipate the promotion via twitch and the online nature of the courses to drive exceptional demand. Surveys done with 175 non-Miami respondents (via web survey tool) found that 75% would be interested in enrolling in such a program. We can meet these enrollment demands with existing resources and staffing. Once we get past the COVID 19 pandemic and in year 5, we have plans to revisit the need to hire a full-time faculty member or part-time faculty, contingent on enrollment demands. Our budget predictions expect the program to be net revenue positive right away in year 1.

#### 5. **Institutional Staffing, Faculty, and Student Support.**

##### a) **Faculty.**

Faculty teaching in this program will all have terminal degrees (PhD or MFA). IMS 573, 574, and 575, will be taught by faculty with support from industry experts, with 5+ years of experience in their role. SLM courses are taught by faculty with designations of professor, associate professor, assistant professor, TCPL, or industry experts with 5+ years of experience in their role. For faculty to teach within the SLAM graduate program they must have their Ph.D. (or equivalent) or a Master's degree with at least 3 years of significant practical or research experience beyond their degree or industry experts with 5+ years of experience in their role. No new faculty will be hired for the program at this time.

**b) Administration and Support.**

The Master of Esports Management is a collaboration between the College of Education, Health and Society (EHS) and the College of Creative Arts (CCA). In EHS, the Department of Sport Leadership & Management will be responsible for faculty teaching SLM courses and assessment tied to those courses and learning outcomes. In CCA, the Department of Emerging Technology in Business + Design (ETBD) will be responsible for faculty teaching IMS courses and assessment tied to those courses and learning outcomes. Each department chair and director of graduate studies will work directly with the faculty associated with this program. Together, these departments (ETBD and SLAM) are responsible for admissions, quality assurance, staffing, and promotion of this program in cooperation with a host of faculty, instructors, and program managers.

## Master of Esports Management Appendix

### Table of Contents

|   |                |
|---|----------------|
| <b>1. Faculty Matrix.</b>   | <b>9 - 10</b>  |
| <b>2. 2-page Vitae for each faculty member involved in the program.</b> | <b>11 - 25</b> |
| <b>3. Course Descriptions,</b>  | <b>26 - 27</b> |
| <b>4. Fiscal Impact Statement.</b>                                      | <b>28</b>      |
| <b>5. Market Analysis and/or Needs Survey.</b>                          | <b>29 - 30</b> |
| <b>6. Letters of Support.</b>   | <b>31 - 32</b> |
| <b>7. Consultant reports, if applicable. (Not Applicable)</b>           | <b>33</b>      |
| <b>8. CCGS Online/Blended delivery form, if applicable.</b>             | <b>34 - 37</b> |

1. **Faculty Matrix.** A template for this Table is at the end of this document. A faculty member must be identified for each course that is a required component of the curriculum, and the goal of this matrix is to summarize faculty credentials and course involvement.

| Instructor Name        | Rank or Title              | Full-Time (FT) or Part-Time (PT) | Instructor Qualification   |  |  | Course(s) Instructor will teach  |   |
|------------------------|----------------------------|----------------------------------|--|--|--|--|---|
|                        |                            |                                  | Degree Title, Discipline Institution, Year   | Years of Teaching Experience In the Discipline/Field | Additional qualifications (e.g., licenses, certifications) | Courses in the proposed program (Include course number and title)                                  | # taught Per Year at All University Locations |
| <i>Phill Alexander</i> | <i>Assistant Professor</i> | <i>FT</i>                        | Doctorate of Philosophy, Digital and Cultural Rhetoric Michigan State University, 2012     | <i>19 years</i>                                      |  | <i>IMS 470/570<br/>IMS 471/571<br/>IMS 472/572<br/>IMS 474/574<br/>IMS 475/575<br/>IMS 476/576</i> | <i>9</i>                                      |
| <i>Glenn Platt</i>     | <i>Professor</i>           | <i>FT</i>                        | Doctorate of Philosophy, Economics and Political Economy, Carnegie Mellon University, 1993 | <i>27 years</i>                                      |  | <i>IMS 473/573<br/>IMS 476/576</i>   | <i>3</i>                                      |
| <i>Brody Rauhley</i>   | <i>Associate Professor</i> | <i>FT</i>                        | <i>Doctorate of Philosophy, Sport Management, University of Tennessee, 2010</i>            | <i>10 years</i>                                      |  | <i>SLM 635: Strategic Management</i>   | <i>1</i>                                      |
| <i>Melissa Chase</i>   | <i>Professor</i>           | <i>FT</i>                        | <i>Doctorate of Philosophy, Sport Psychology, Michigan State University, 1995</i>          | <i>25 years</i>                                      |  | <i>SLM 545: Esports Performance Psychology</i>   | <i>4</i>                                      |

|                           |                                |           |  |                |  |  |          |
|---------------------------|--------------------------------|-----------|--|----------------|--|--|----------|
| <i>Adam<br/>Beissel</i>   | <i>Assistant<br/>Professor</i> | <i>FT</i> | <i>Doctorate of<br/>Philosophy,<br/>Sport &amp;<br/>Leisure<br/>Studies,<br/>University of<br/>Otago (New<br/>Zealand),<br/>2015</i> | <i>8 years</i> |  | <i>SLM 548:<br/>Global Sport<br/>Perspectives</i><br><br><i>SLM 515:<br/>Sport<br/>Economics</i> | <i>7</i> |
| <i>Michelle<br/>Bohan</i> | <i>Adjunct<br/>Instructor</i>  | <i>PT</i> | <i>Juris<br/>Doctorate,<br/>University of<br/>Akron (Akron,<br/>Ohio), May<br/>2000</i>  | <i>7 years</i> | <i>Admitted to<br/>Ohio Bar in<br/>2000;<br/>Admitted to<br/>West<br/>Virginia<br/>Bar in 2002</i> | <i>SLM 517:<br/>Legal Issues<br/>in Sport<br/>Leadership<br/>and<br/>Management</i>              | <i>6</i> |

2. **2-page Vitae for each faculty member involved in the program.** *NOTE: each vita is limited to 2-pages and should provide information that establishes faculty credentials and expertise for teaching in the proposed program.*



## A D A M S . B E I S S E L

Miami University (OH)  
Department of Sport Leadership & Management

### EDUCATION

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2009-2015, *Doctor of Philosophy in Sport and Leisure Studies*, School of Physical Education, Sport, and Exercise Science, University of Otago, Dunedin, New Zealand

*Dissertation Title: Sons of Samoa: The Corporeal Economy of American Samoa Gridiron Football*

2007-2009, *Master of Business Administration*, University of Baltimore/Towson University, Baltimore, MD, USA

2003-2007, *Bachelor of Science*, Towson University, Towson, MD, USA

### TEACHING

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2017-Present, *Assistant Professor & Director of Undergraduate Studies (DUGS)*, Department of Sport Leadership and Management (SLAM), Miami University (OH)

At present, I am an Assistant Professor and the Director of Undergraduate Studies in the Department of Sport Leadership and Management at Miami University (OH). My scholarship and teaching interrogates the cultural and political economies of global sport. My primary research interests include: Political Economies of Sport Mega-Events; Global Politics of International Sport; Sport Stadiums and Urban Development; Social and Economic (in)justice in College Sport; Sports Labor Markets and Global Athletic Migration. In this role, I regularly instruct undergraduate curricular offerings in the area of sport economics and global sport. More specifically, I instruct the following courses:

- *KNH 313: Sport Economics (3 credits)*
- *KNH 414: Facility and Event Management in Sport (3 credits)*
- *KNH 448: Global Sport Perspectives (3 credits)*
- *KNH 446/499: Sport, Management, & Culture in the Global Marketplace (6 credits – New Zealand)*
- *KNH 446/499: Sport, Management, & Culture in the Global Marketplace (6 credits – London & Dublin)*

### SELECTED PUBLICATIONS

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**Beissel, A. S.**, & Kohe, G. (In Review, 2020). Unity in Difference: An analysis of the United Bid hosting vision and event legacies of the 2026 FIFA Men's World Cup. *Managing Sport Leisure*.

Clevenger, S., King-White, R., & **Beissel, A.S.** (In Review, 2020). The Kings of empty promises: Administrative Governance and the Shift to Big-Time Athletics at Towson University. *Journal of Issues in Intercollegiate Athletics*.

Friedman, M.F. & **Beissel, A.S.** (In Press, 2020). Beyond "Who Pays?": Stadium Development and Urban Governance. *International Journal of Sports Marketing and Sponsorship: Special Issue on Sport and Urban Governance*.

**Beissel, A. S.**, & Andrews, D. L. (In press, 2020). "The Art of the Deal": Donald Trump, Soft Power, and Winning the 2026 FIFA Men's World Cup Bid. In Tomlinson, A. & Clift, B. (eds.), *Populism and the Sport and Leisure Spectacle*. Routledge.

**Beissel, A.S.** (2019). Transnational Corporations of Football Kin: Migration, Labor Flows, and the American Samoa MIRAB Economy. *Journal of Sport and Social Issues*.

King-White, R.W. & **Beissel, A.S.** (2018). Sport in the Aspirational Corporate University: A Genealogy of Athletic Programming Development at Towson university. *Sociology of Sport Journal*, 35(4), 334-346.

**Beissel, A.S.** (2018). Confessions of a human trafficker: Inside the global recruitment system(s) and network(s) of international student-athletes in NCAA football. In King-White, R.W. (Ed.). *Sport in the Neoliberal University: Profit, Politics, and Pedagogy*. Rutgers University Press.

**Beissel, A.S.**, Giardina, M., & Newman, J.I (2014) Men of Steel: Social class, masculinity, and cultural citizenship in post-industrial Pittsburgh. In Guschwan, M. (Ed.). *Sport and Citizenship*. New York: Routledge.

**Beissel, A.S.**, Giardina, M., & Newman, J.I (2013) Men of Steel: Social class, masculinity, and cultural citizenship in post-industrial Pittsburgh. *Sport in Society*. July. Routledge, p. 1-24.

Newman, J.I., & **Beissel, A.S.** (2009). The limits to 'NASCAR Nation': Sport and the 'recovery movement' in disjunctural times. *Sociology of Sport Journal*, 26(4), 517-539.

## SERVICE

---

- 2020-Present, Director of Undergraduate Studies, Department of Sport Leadership and Management, Miami University, Oxford, Ohio
- 2020-Present, Committee Member, Curriculum & Assessment Committee, Department of Sport Leadership & Management, Miami University, Oxford, Ohio
- 2020-Present, Committee Member, Academic Grievance Committee, Department of Sport Leadership & Management, Miami University, Oxford, Ohio
- 2020-Present, Member, Undergraduate Curriculum Committee, College of Education, Health, and Society, Miami University, Oxford, Ohio
- 2018-2020, Faculty Co-advisor, Sport Leadership and Management Club, Department of Kinesiology, Miami University, Oxford, Ohio
- 2017-Present, Faculty Director, Sport, Management, and Culture in the Global Marketplace Study Abroad, Department of Sport Leadership & Management, Miami University, Oxford, Ohio

**Curriculum Vitae  
Melissa Ann Chase, Ph.D.**

**EDUCATION**

- Ph.D., 1995                      Michigan State University; East Lansing, MI  
Department of Physical Education and Exercise Science  
Concentration: Sport Psychology  
Cognate: Curriculum and Instruction
- M.A., 1991                      Michigan State University; East Lansing, MI  
Department of Physical Education and Exercise Science  
Concentration: Curriculum and Instruction
- B.S., 1983                      Bowling Green State University; Bowling Green, OH  
Major: Physical Education  
Minor: Coaching and Health Education

**SELECTED PROFESSIONAL EXPERIENCE**

Professor & Department Chair, Department of Sport Leadership & Management, School of Education, Health & Society, Miami University; Oxford, OH – July, 2020 to date

Professor, Department of Kinesiology and Health, School of Education, Health & Society, Miami University; Oxford, OH – July, 2013 to date

Associate Dean for Undergraduate Affairs and Associate Professor, School of Education, Health & Society, Department of Kinesiology & Health, Miami University; Oxford, OH – July, 2007 to July, 2012.

Acting Chair and Associate Professor, Department of Physical Education, Health, & Sport Studies, Miami University; Oxford, OH - August, 2006 to June, 2007.

Assistant Chair and Associate Professor, Department of Physical Education, Health, & Sport Studies, Miami University; Oxford, OH - August, 2004 to August, 2006.

Assistant Professor, Department of Physical Education, Health, & Sport Studies, Miami University; Oxford, OH - August, 2000 to August, 2004.

**SCHOLARLY FOCUS**

My scholarly focus centers on understanding human behavior in physical activity and sport within the conceptual framework of self-efficacy theory. Self-efficacy refers to people's judgments of their capability to successfully perform a task or activity in a specific situation or context. People form their efficacy beliefs by combining and weighing different sources of efficacy information, and their perceptions of these efficacy beliefs affect their thought patterns, motivation, emotional reactions, and behavior. My early research focused on the development of

self-efficacy in children. I examined which sources of information children selected to form their efficacy beliefs and how their self-efficacy influenced their motivation (choice, effort, persistence) to participate in sport and to be physically active.

### SELECTED PUBLICATIONS

#### Book & Book Chapters:

Vealey, R. S. & Chase, M. A. (2016). *Best practice for youth sport*. Champaign: IL, Human Kinetics.

Chase, M. A., Wright, E., & DiSanti, J. S. (2018). Understanding the Coaches Role in Talent Development. In *Professional Advances in Sports Coaching: Research and Practice*. Routledge.

Vealey, R. S., Chase, M. A., Block, C., & Cooley, R. (2018). Confidence. In *Sport, Exercise and Performance Psychology* (pp. 302 – 324). New York and London: Routledge.

Vealey, R. S., Chase, M. A., & Cooley, R. (2017). Developing self-confidence in young athletes. In *Sport Psychology for Young Athletes* (pp. 94–105). London and New York: Routledge.

Chase, M. A. & Pierce, S. W. (2013). Self-Efficacy. In J. Côté and R. Lidor (Eds.). *Conditions of Children's Talent Development in Sport*. Morgantown, WV. Fitness Information Technology.

Chase, M. A. & Martin, E. (2013). Coaching Efficacy. In J. Dennison, P. Potrac, and W. Gilbert, *Handbook of Sports Coaching*. London, England. Routledge. (pp. 68-80)

#### Research Journal Articles:

Wright, E., Chase, M.A., Horn, T. S., & Vealey, R. S. (2019). United States parents' perfectionism, parenting styles, and perceptions of sport specialization. *Psychology of Sport & Exercise, 45*, 1 - 10

Chase, M. A., & DiSanti, D. S. (2016). Talent development recommendations for coaches to consider. *Journal of Sport Psychology in Action, 1* – 11. DOI: 10.1080/21520704.2016.1205696

Myers, N. D., Chase, M. A., Pierce, S. W., & Martin, E. (2011). Coaching efficacy and exploratory structural equation modeling: A substantive-methodological synergy, *Journal of Sport and Exercise Psychology, 33*, 779-806.

Chase, M. A., & Machida, M. (2011). The role of sports as a social status determinant for children and adolescents: Thirty years later. *Research Quarterly for Exercise and Sport, 82*, 731-740.

#### Selected Scholarly Awards or Honors

1. Fellow, *Association for Applied Sport Psychology*.
2. Fellow, Research Consortium, *American Alliance for Health, Physical Education, Recreation, and Dance*.
3. Women's Leadership Award Nomination, Miami University.

**Dr. Bo Li**  
 Assistant Professor of Sport Leadership and Management  
 Miami University  
 Email: [bo.li@miamioh.edu](mailto:bo.li@miamioh.edu)

## EDUCATION

### University of Arkansas (USA)

2013-2016

*Doctoral of Education* in Recreation and Sport Management

*Dissertation:* Why we follow: How Culture Shapes Users' Motivation of following sport organizations on Twitter and Weibo

### University of New South Wales (Australia)

2006-2007

Master of Arts in International Relations

### University of Wollongong (Australia)

2005-2006

Master of International Business

### Guangzhou University (China)

1999-2003

B.A. in Radio & TV News Broadcasting

## TEACHING

Miami University, Oxford, Ohio

August 2019-

Present

Position: Assistant Professor in Department of Sport Leadership and Management

Research areas: Social media and Sports, Media framing

At Miami, I am primarily constructing the following courses:

- KNH 472/572 Sport administration
- KNH 416/516 Sport marketing
- SLM 612 Sport Communities and Public Relations

## SELECTED PUBLICATIONS

### Edited book

Pedersen, P.M., Ruihley, B. J. & Li, B. (In press), *Sport and pandemic: Perspectives on Covid-19's impact on the sports industry*. London: Routledge.

### Selected Published Manuscripts (\*graduate student)

1. Li, B., & Scott, O., (In press). Fake news travels fast: Tracking how misinformation spread during the COVID-19, *International Journal of Sport Communication*.
2. Abisaid, J.L. & Li, B. (in press). She Said, He Said: An empirical investigation of sports journalist gender, tweets, and language Style. *Communication & Sports*.
3. Wang, J. J., Braunstein-Minkove, J. R., Baker, T. A., Li., B., & Zhang, J. J. (2020). Self-branding

- through the NFL fanship: Fans' desired self-image and its implication for branding practices. *Sport Marketing Quarterly*, 29 (1), 47-61.
4. Li, B., Scott, O.K.M., \*Sharpe, S., \*Xu, Q., & Naraine, M. (2019). 'Drug cheat or a jerk?': A comparative analysis of framing athletes' conflicts in Australian and Chinese media, *International Journal of Sport Communication*, 12 (4), pp.531-551.
  5. Li, B., \*Liu, Y., Scott, O.K.M., & Stokowski, S. (2019). Does star power boost soccer match attendance? Empirical evidence from the Chinese Super League. *International Journal of Sport Finance*, 14(2), 97-109.
  6. Hutchins, B., Li, B., Rowe, D. (2019). Over-the-top sport: Live streaming services, changing coverage rights markets, and the growth of media sport portals. *Media Culture and Society*, 41(7), 975-994
  7. Li, B., Dittmore, S.W., Scott, O. K. M., Lo, W., & Stokowski, S. (2019). Why we follow: Exploring the differences in users' motivations for following sport organizations on Twitter and Weibo. *Sport Management Review*, 22(3), 333-347.
  8. Li, B., Scott, O.K.M., & Dittmore, S.W. (2018). Twitter and Olympics: Exploring Factors Which Impact Fans Following American Olympic Governing Bodies. *International Journal of Sports Marketing and Sponsorship*, 19 (4), 370-383.
  9. Stokowski, S, Li, B., & \*Goss, B.D., \*Hutchens, S., & \*Turk, M. (2018). Work motivation and job satisfaction of sport management faculty members. *Sport Management Educational Journal*, 12(2), 80-89.
  10. Dittmore, S.W. & Li, B. (2017). Serve and volley: A political economy view of The Tennis Channel's 5-year quest for carriage. *Journal of Sport Media*, 12(2), 103-123.
  11. Li, B., Dittmore, S.W., & Scott, O.K.M. (2017). Points of attachment on social media: Exploring similarities and differences between Chinese and Western National Basketball Association fans. *Asia Pacific Journal of Sport and Social Science*, 6 (3), 201-215.
  12. Li B., Stokowski, S., Dittmore, S. W. & Scott, O.K.M. (2017). For better or for worse: The impact of social media on Chinese sports journalists. *Communication and Sport*, 5 (3), 311-330
  13. Li, B., Stokowski, S., Dittmore, S. W., Malmo, J., & Rolfe, D.T. (2017). A case study of self-representation on Twitter: A gendered study of how student-athletes frame themselves. *Global Sport Business Journal*, 5(1), 61- 75.
  14. Li B., Stokowski, S., Dittmore, S. W. & Scott, O.K.M. (2016). How mediated sporting events constituted nationalism? An analysis of Chinese newspaper coverage of the 2014 Incheon Asian Games. *International Journal of Sport Communication*, 9, 79-96.

**Brody James Ruihley, Ph.D.**  
**Abbreviated CV**

**EDUCATION**

- **Ph.D., Sport Management**, University of Tennessee, May 2010
- **M.S., Sport Administration**, University of Louisville, May 2006
- **B.A., Communication**, University of Kentucky, May 2005

**SELECTED PROFESSIONAL ACADEMIC EXPERIENCE**

- **Assistant Chair, Department of Sport Leadership & Management, Miami University, Oxford, OH** Fall 2019 – Current
- **Associate Professor, Miami University, Oxford, OH** Fall 2019 – Current
- **Assistant Professor, Miami University, Oxford, OH** Summer 2016 – Summer 2019
- **Assistant Professor, University of Cincinnati, Cincinnati, OH** Fall 2011 – Spring 2016

**SELECT RELEVANT APPLIED EXPERIENCE**

- **Co-Owner, Educating Beyond, LLC., Oxford, OH** August 2015 – Current
- **House Manager, Collins Bowling Centers, Inc., Lexington, KY** May 2006- July 2007
- **Manager, Collins Bowling Centers, Inc., Lexington, KY** Nov. 2001-May 2006 - During Academic Year
- **Intern, Fort Wayne Wizards Baseball Club, Fort Wayne, IN** May 2004-Aug 2004 and May 2003-Aug 2003

**SCHOLARLY CONTRIBUTIONS - BOOKS**

- Pedersen, P.M., Ruihley, B.J., & Li, B (Eds.). (In press, 2020). *Sport and the pandemic: Perspectives on Covid-19's impact on the sport industry*. London: Routledge.
- Billings, A.C., & Ruihley, B.J. (2014). *The fantasy sport industry: Games within games*. London: Routledge.

**RECENT SCHOLARLY CONTRIBUTIONS - BOOK CHAPTERS - REFEREED (PEER & EDITORIAL)**

- Pedersen, P.M., Ruihley, B.J., & Li, B. (In Press). Overview of perspectives on a global pandemic's impact on the sport industry (editor reviewed). In P. M. Pedersen, B. J. Ruihley, & B. Li (Eds.), *Sport and the pandemic: Perspectives on Covid-19's impact on the sport industry* (pp. TBD). London: Routledge.
- Zhang, J., Li, B., & Ruihley, B.J. (In Press). Covid-19 and the Chinese Super League: Managing the world's most popular sport in a time of global crisis. In P. M. Pedersen, B. J. Ruihley, & B. Li (Eds.), *Sport and the pandemic: Perspectives on Covid-19's impact on the sport industry* (pp. TBD). London: Routledge.
- Ruihley, B.J., & Billings, A.C., & Buzzelli, N. (In Press). Fantasy sport: A media construction. Proposal for J. Carvalho's (Ed.) Sports media history anthology. New York: Routledge.
- Ruihley, B., Heibel-Seeger, A., & Horky, T. (2019). VR, AR, Drohnen und 360-Grad-Kameras – die Zukunft von Sportmanagement und Sportkommunikation mit einem Blick auf die Situation in den USA. [VR, AR, drones and 360-degree-video - the future of sports management and sports communication with a special view on the situation in the US.] In R. Wadsack (Ed.), *Digitale Transformation und Sportmanagement [Digital transformation and sports management. working title.]* Bern/Schweiz: Peter Lang.
- Ruihley, B.J., & Billings, A.C. (2019). Ascending as the fantasy giant: ESPN fantasy, mainstreaming fantasy gaming, and the role of Goliath. In G. Armfield, J. McGuire, & A. Earnhardt (Eds.) *ESPN and the changing sports media landscape*. Peter Lang.
- \*Yang, Y.Y., Billings, A.C., & Ruihley, B.J. (2017). Team identification in traditional and fantasy football fandom: Contradictory or complementary concepts. In A.C. Billings & K. Brown (Eds.) *Evolution of the modern sports fan* (pp. 115-130). New York: Lexington Books.
- Ruihley, B.J., Billings, A.C., & \*Rae, C. (2017). Not sport, yet defining sport: The mainstreaming of fantasy sport participation. In S.E. Klein's (Ed.), *Defining sport: Conceptions and borderlines* (pp. 193-206). Lanham, MD: Lexington Books.
- Ruihley, B. J., & Grappendorf, H. (2016). Attracting female participants to fantasy sport: Is it possible? In, Pitts, B., (Ed) *Sports marketing case studies*. Morgantown, West Virginia: FIT publishing.
- Ruihley, B.J., & Billings, A.C. (2016). Exploring the Braintrust: The evolution and impact of the Fantasy Sport Trade Association. In N.D. Bowman, J.S.W. Spinda, & J. Sanderson (Eds.) *Fantasy sports and the changing sport media industry: Media, players, and society*. New York: Lexington Books.

- Gearhart, C., Keaton, S., & **Ruihley, B.J.** (2016). The role of self-disclosure in fantasy sport league satisfaction. In N.D. Bowman, J.S.W. Spinda, & J. Sanderson (Eds.) *Fantasy sports and the changing sport media industry: Media, players, and society*. New York: Lexington Books.

#### RECENT SCHOLARLY CONTRIBUTIONS - PUBLISHED MANUSCRIPTS - REFEREED

- **Ruihley, B.J.**, & Li, B. (In Press). Sport and the coronavirus crisis special issue: An introduction (editor reviewed). *International Journal of Sport Communication*, 13(3).
- **Ruihley, B.J.**, & Chamberlin, J. (In Press). Just a fantasy? Examining fantasy sport in a time without sport. *International Journal of Sport Communication*, 13(3).
- **Ruihley, B.J.**, & Grappendorf, H. (2019). Women sports fans' opinion of fantasy sport activity. *Journal of Contemporary Athletics*, 13(4), 245-464.
- **Ruihley, B.J.**, \*Mamo, Y., Greenwell, T.C., & Andrew, D. (2019). Increase customer retention: An examination of quality and its effects on the retention of sport participants. *Journal of Sport Behavior*, 42(3), 365-388.
- **Ruihley, B.J.**, Simmons, J., Billings, A.C., & Calabrese, R. (2018). Fantasy breakdown: A case study on organizational crisis communication and stakeholder reaction during mass product failure. *International Journal of Sport Communication*, 11(4), 552-572.
- Billings, A.C., **Ruihley, B.J.**, \*Yang, Y. (2017). Fantasy gaming on steroids?: Contrasting perceptions of traditional and daily fantasy sport participants. *Communication & Sport*, 5(6), 732-750.
- **Ruihley, B.J.**, Yu, K., & Hardin, R. (2017). Korean sport consumers' perceptions of sports in the United States. *Global Sport Business Journal*, 5(1), 23-41.
- **Ruihley, B.J.**, & Pate, J.R. (2017). For the love of sport: Examining sport emotion through a Lovemarks lens. *Communication & Sport*, 5(2), 135-159.
- Veraldo, C.M., & **Ruihley, B.J.** (2017). Theory of planned behavior and women in senior-level athletic administration. *Sport, Business and Management: An International Journal*, 7(1), 21-37.
- **Ruihley, B.J.**, Pratt, A.N., & Carpenter, T. (2016). The role of public relations in college athletics: Identifying roles, tasks, and importance of public relations. *Journal of Applied Sport Management*, 8(1), 55-82.
- **Ruihley, B.J.**, & Hardin, R. (2015). Gameday food and beverage: The perspective of college football fans. *Journal of Applied Marketing Theory*, 6(1), 27-43.
- Grappendorf, H., & **Ruihley, B.J.** (2015). Different activity, same story: Women's perceptions of why fantasy sport is male dominated. *Global Sport Business Journal*, 3(2), 1-15.
- Pate, J.R., Hardin, R., & **Ruihley, B.J.** (2014). Speak for yourself: Analysing how U.S. athletes used self-presentation on Twitter during the 2012 London Paralympic Games. *International Journal of Sport Management & Marketing*, 15(3/4), 141-162.
- **Ruihley, B.J.**, Billings, A.C., & \*Rae, C. (2014). As time goes by: Deciphering the fantasy sport playing teenager. *Sport Marketing Quarterly*, 23(4), 187-197.
- **Ruihley, B.J.**, & Hardin, R. (2014). Sport fans and online data collection: Challenges and ethics. *Journal of Applied Sport Management*, 6(3), 1-15.
- Pate, J. R., **Ruihley, B.J.**, & Mirabito, T. (2014). Displaying disability: A content analysis of person-first language on NCAA Bowl Championship Series college athletic department websites. *Journal of Applied Sport Management*, 6(1), 1-24.
- Hardin, R., **Ruihley, B.**, & \*Veraldo, C. (2013). Game day experience through the lens of critical incidents technique. *Journal of Applied Sport Management*, 5(4), 1-26.
- Hardin, R., **Ruihley, B.**, & \*Veraldo, C. (2013). Collegiate athletic directors' perception of academic research: A qualitative analysis. *Journal of Contemporary Athletics*, 8(1), 37-52.
- **Ruihley, B.J.**, & Hardin, R. (2013). Meeting the informational needs of the fantasy sport user. *Journal of Sports Media*, 8(2), 53-80.
- **Ruihley, B.J.**, & Billings, A.C. (2013). Infiltrating the boys' club: Motivations for women's fantasy sport participation. *International Review for the Sociology of Sport*, 48(4), 435-452.
- \*Lee, J., **Ruihley, B.J.**, \*Brown, N., & Billings, A.C. (2013). The effects of fantasy football participation on team identification, team loyalty and NFL fandom. *Journal of Sports Media*, 8(1), 207-227.
- Love, A., Morse, A., & **Ruihley, B.** (2013). Understanding volunteers' experiences: A critical incident approach. *Journal of Contemporary Athletics*, 7(2), 69-85.



**Michelle L. Bohan, Esq.**

**SUMMARY of QUALIFICATIONS:**

- Admitted to Ohio Bar in 2000; Admitted to West Virginia Bar in 2002.
- Over 10 years' experience in higher education teaching courses to students from diverse cultures, ethnic backgrounds, and socio-economic levels.
- Experience coaching NCAA Division I and Division III athletics.
- Corporate business experience – including working closely with corporate Presidents, Chief Financial Officers, CEO's, and Human Resource Directors.

**EDUCATION:**

**Juris Doctorate, May 2000**

University of Akron (Akron, Ohio)

Magna Cum Laude Honors graduate

Sports Law Academic Award Recipient

**Masters of Education, August 1991**

Bowling Green State University (Bowling Green, Ohio)

Honor Graduate

NCAA Post-Graduate Award

**Bachelor of Arts, May 1990**

University of Mount Union (Alliance, Ohio)

Magna Cum Laude Honor Graduate

**ACADEMIC Adjunct Instructor, January 2015 - Current**

**EXPERIENCE: Miami University of Ohio, Oxford, Ohio**

- Online instructor for Sport Law and Governance courses to graduate and undergraduate students as part of the University's curriculum for a major in Sport Management.
- Experience with e-learning technology and content delivery.

**Adjunct Instructor, August 2013 – May 2014**

**Otterbein University, Westerville, Ohio**

- Instructor of Sport Law courses for undergraduate students.
- Utilization of various teaching techniques to actively engage learners.

**Assistant Women's Basketball Coach, August 1998 to March 2001**

**Bowling Green State University, Bowling Green, Ohio**

- Responsible for assisting with all aspects of the women's basketball program – including recruiting, game strategy, practice preparation, player development, and fundraising.

**Instructor, Head Women's Soccer & Asst. Women's Basketball Coach, 1991-1998**

**University of Mount Union, Alliance, Ohio**

- Taught various courses as part of the Sport Management curriculum – including Sport Foundations, History and Philosophy of Sport, and Sport Law.
- Responsible for coaching student-athletes to achieve academic and athletic success by emphasizing a strong work ethic, commitment to a common goal, and understanding individual strengths and roles in a team environment.

**LEGAL****EXPERIENCE:****Self-Employed Attorney, January 2008 to Current****Bohan Legal Services, LLC, Westerville, Ohio**

- Review and draft corporate business and human resource contracts.
- Advise clients on estate planning matters and draft corresponding documentation.
- Provide counsel on NCAA, Title IX, and coaching contracts.

**Legal Consultant, October 2005 to April 2007****Commodity Logistics, Inc., Lockbourne, Ohio**

- Supported various aspects of the logistics business, including maintaining corporate records, reviewing financing agreements, and revising employee handbooks.

**In-House Counsel, April 2001 to August 2005****Oasis Corporation, Columbus, Ohio**

- Responsible for overseeing legal services for a multi-million dollar global manufacturing company.
- Served as corporate liaison for outside counsel involving both domestic and international matters – including refinancing efforts, wrongful discharge litigation, union negotiations, and a successful major competitor acquisition.
- Advised corporate officers on issues involving corporate governance, human resources, intellectual property, and financial documents.
- Supported HR Director in employee relations efforts, 401(k) documentation and implementation, document production requests, and EEOC mediation sessions.

**SKILLS:**

Well-rounded skill set – including education, business, and legal experience  
 Highly motivated multi-tasker  
 Strong analytical and writing expertise  
 Excellent oral and written presentation skills  
 Strong relationship-building skills  
 E-Learning instruction and course building experience

**PHILLIP MICHAEL ALEXANDER** Assistant Professor of  
Game Studies AIMS @ Miami University 321 South 20th Street, Richmond, IN  
47374 513.593.5116 | alexanp3@miamioh.edu | phillalexander.com

## EDUCATION

---

**PhD: Rhetoric & Writing**, Michigan State University, East Lansing, MI (2012)

- Concentration: Digital Rhetoric and Professional Writing & Cultural Rhetorics
- Dissertation: Individual Copycats: Memetics, Identity and Collaboration in the World of Warcraft
- Dr Dànielle Nicole DeVoss, chair

**MA: Composition and Rhetoric**, Miami University, Oxford, OH (2007)

**BA: English/ AA: Political Science**, Indiana University (East Campus),  
Richmond, IN (2003)

## APPOINTMENTS

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**Assistant Professor of Game Studies**, Armstrong Institute for Interactive Media Studies, Miami University, August 2017-present.

**Heanon Wilkins Faculty Fellow / Visiting Assistant Professor**, Armstrong Institute for Interactive Media Studies, Miami University, 2014-2017.

**Co-Director, Miami University Varsity Esports Program**, 2015-Present.

**Heanon Wilkins Faculty Fellow**, Department of English and Armstrong Institute for Interactive Media Studies, Miami University, 2014-2015.

**Visiting Assistant Professor**, Department of English, Miami University, 2012-2014.

**Graduate Teaching Assistant**, Michigan State University, 2008--2011.

**Graduate Teaching Assistant**, Miami University, 2005--2007.

**Adjunct Faculty in English**, Indiana University East, 2001--2006.

## AWARDS

- **Howe Writing Fellow**, Miami University, 2017.
- **Heanon Wilkins Faculty Fellow**, Miami University, 2014.
- **AT& T Faculty Award** for Exemplary Use of Technology in Teaching and Learning, Michigan State University, 2011.
- **University Fellow** (full tuition first and last year of Ph.D program), Michigan State University, 2007.
- **Kairos Teaching Assistant/Adjunct Faculty Award for Service** in Computers and Writing, 2007.
- **Humanities and Fine Arts Adjunct Instructor of the Year**, Indiana University East, 2005.

## PUBLICATIONS (recent)

Alexander, Phill. (2020). *Esports for Dummies*. New York, New York: Wiley.

Alexander, Phill. (2018). *Identity and Collaboration in World of Warcraft*. Anderson, SC: Parlor Press.

Alexander, Phill. (2017). Knowing how to play: Gamer knowledges and knowledge acquisition. *Computers and Composition* 44, 1-12.

Alexander, Phill. (2017). The myth of the digital Native. In Cheryl Ball and Drew Lowe (Eds). *Bad ideas about writing*. Contracted to West Virginia University Digital press and Inside Hire Ed.com.

**Glenn J. Platt, Ph.D.**

Chair &amp; Professor • Interactive Media Studies, Miami University

glenn.platt@miamioh.edu

513.593.2019

<http://glenn.platt.tt>**Education****Doctor of Philosophy (Ph.D.) & Master of Science (M.S.) Economics and Political Economy**Carnegie Mellon University - Tepper School of Business  
1988 - 1993

Awarded Ph.D. in two areas: Economics and in Political Economy

**Bachelor of Arts (B.A.) Economics**University of Florida 1984 - 1988  
Departmental Honors**Publications****Brand as API**Platt, G. & Fairmon, P.  
The Journal of Digital Media Arts & Practice, Fall 2014, v10 n1**'I'm Here to Help': How Companies' Microblog Responses to Consumer Problems Influence Brand Perceptions**Coyle, J., Smith, T., Platt, G.  
2012, Journal of Research in Interactive Marketing, Vol. 8 Iss: 1, pp 27 - 41**'Click Here to Share With a Friend': A Uses and Gratifications Approach to Word-of-Mouth Marketing Effectiveness**Coyle, J., Smith, T., Lightfoot, L., Neace, W., and Platt, G.  
2011, International Journal of Electronic Marketing and Retailing, Vol. 4, No. 4, pp.225 - 247**Untangling Web 2.0's Influences on Student Learning**Magolda, P., & Platt, G.  
About Campus: Enriching the Student Learning Experience. v14 n3 p10-16 Jul.-Aug 2009**Unconventional Technologies Build Community**Magolda, P., & Platt, G.  
Leadership Exchange, 5, 40-41 2008**Redistricting Principles, Processes, and Incumbency Protection**Forgetta, R., & Platt, G.  
Political Geography, November 2005, Vol. 24, p. 934-951**The Disappearing Middle: An Incumbency-Based Explanation of a More Partisan Congress and a Less Partisan Electorate****Experience****Department Chair and C. Michael Armstrong Professor of Interactive Media Studies & Marketing Miami University**

Aug 1993 - Present Oxford, OH

- Founder & Dept. Chair of first Interactive Media program in the USA (1996)
- 1000 Students presently enrolled
- Developed three degrees
  - B.S. in Games + Simulation
  - B.A. in Emerging Technology in Business & Design
  - Master's in Technology Entrepreneurship
- Game Program/Degree presently ranked third in the world (among public universities and eleventh overall) by Princeton Review
- Past students work in leadership roles at major digital and interactive corporations too numerous to list but range from Amazon to Google
- Created or taught in over ten international academic programs, from Borneo to China to the UK
- Created first web-based course and first e-commerce course for Miami University
- Brought the first 3D printers, virtual reality lab (including immersive CAVE), personal commercial robot, eye-tracking hardware, blockchain and cryptocurrency workshop, game development lab, projection-mapping course, product management course, etc. to Miami University at very early phases in those life-cycles.
- Creator of the "Inverted Classroom" (also called "Flipped Classroom") revolutionizing web-driven learning and cornerstone for education disruption. Cited 2300 times (Google Scholar)
- Co-Director of Miami University's Year of Creativity & Innovation
- Raised over \$25 million from donor and corporate sources to support the launch and scale entrepreneurial efforts within the university, including the new department, digital agency, and VR/AR lab.

**Director of Digital Innovation Centers Miami University**

Aug 2011 - Present San Francisco, Cincinnati, and Luxembourg

Founder of Miami University's Digital Innovation Centers. This experiential learning program is a semester-long apprenticeship program where students work with startups and innovation-driven companies four days a week and spend the fifth day of the week meeting with executives, founders, VCs, and other experts who tour the students through their companies and spend time sharing insight. The program began in San Francisco in January of 2012 and now runs in three cohorts all year-long. Expanded to two other locations: Cincinnati and Luxembourg. Planning to expand to Austin and Chicago soon. Success metrics: nearly all seniors had a job offer by the end of the semester and many juniors did as well. Visits with execs at Twitter, Google, Uber, Facebook, etc. and internships across the Bay Area from small startups to large tech companies.

- San Francisco Program recognized as #3 Technology Entrepreneurship Program by Entrepreneur Magazine

**Consultant Miami University**

Jan 1996 - Present Oxford, OH

Founder and leader of university student "digital agency", working directly with over 50 clients including P&G, Bank of America, Hulu, His Holiness the Dalai Lama, Google, Coca-Cola, Home Depot, Tesco, The U.S. State Department, Cardinal Health, Cintas, Convergys, Pringles, HP, Lenscrafters, and many others to build functioning digital solutions to business problems. Recently consulted with Softbank Robotics on game-related topics.

Forgette, R. & Platt, G.  
American Review of Politics, Fall 2002  
Vol. 23, p. 225-243

**Fungibility of Lottery Revenues  
in Support of Public Education**

Erikson, H., DeShazo, K., Platt, G., and  
Ziegert, A.  
Journal of Education Finance, Vol. 23,  
No. 2, Fall 2002

**Principles of Microeconomics –  
A Complete On-Line Course**

Platt, G.  
Prentice-Hall Publishing, New York,  
NY/Active Learning  
Technologies, West Park, NY, 2000

**Inverting the Classroom: A  
Gateway to Inclusive Learning  
Environments**

Lage, M., Platt, G., & Treglia, M.  
Journal of Economic Education, Winter  
2000, Vol. 31, No. 1

**The Internet and the Inverted  
Classroom**

Lage, M. & Platt, G.  
Journal of Economic Education, Winter  
2000, Vol. 31, No. 1

**Cincinnati in 1840 Book Review**

Platt, G.  
Journal of Economic History, June 2000  
Vol. 60, No. 2

**Using an Electronic Scavenger  
Hunt to Kick Off Your Semester**

Gifford, J. & Platt, G.  
The Marketing Educator,  
1999

**Voting for the Person and Not  
the Party: Party Defection,  
Issue-Voting, and Process  
Sophistication**

Forgette, P. & Platt, G.  
Social Science Quarterly, August 1999

**Factors Influencing the  
Adoption of State Lotteries**

Erikson, H., Platt, G., and Ziegert, A.  
Applied Economics, June  
1999

**Equilibrium and Local  
Redistribution in an Urban  
Economy when Households  
Differ in Both Preferences and  
Incomes**

Epple, D. & Platt, G.  
Journal of Urban Economics, January  
1998

**The Directional and Euclidean  
Theories of Voting Behavior: A  
Legislative Comparison**

Platt, G., Poole, K., and Rosenthal, H.  
Legislative Studies Quarterly, November  
1992

- Part of founding team for conferences in Omnichannel Marketing, Health Tech, Digital Media Technology & Music (brought Laurie Anderson as keynote event)
- SXSW Presenter (Twice)
  - Topic: Higher Education Disruption
  - Topic: Building Brands Based on API Principles
- TEDx Presenter (Twice)
  - Topic: New Education Models Based on Mesh Network Principles
  - Topic: The Future of Esports
- Developed & Led Design Thinking Workshops for Corporate and Academic Clients
- Speaker at Hundreds of Events Ranging from Corporate (e.g., Brandemonium, Victoria's Secret Marketing Workshop) to Academic (e.g., ESC Esports Summit)
- Consulted with VCs and Corporate Clients on Subjects Including Digital Marketing, SEO/SEM, UX, Game Development, Esports, and Gamification (e.g., consulted with Softbank Robotics on game-related project in Dubai)
- Asked by US State Department to Lead the Effort to Build the Video Game & Esports Ecosystems in the MENA Region
- Worked with US CDC (Centers for Disease Control) to Develop Online Training for Ebola Safety at the Peak of the Crisis

**Co-Director of Esports Miami University Varsity Esports**

- May 2016 – Present Oxford, OH
- Founder & Co-Director of Miami University Esports (The first Division I Varsity Team in USA)
  - Creating first US graduate program in Esports Management
  - Varsity Team won 2017 NAEC National Championship in Overwatch
  - Esports Program one of the top handful of university programs (including a #1 ranking by ValueGamer)

**Founder JukeStrat**

- Nov 2012 – Present International
- JukeStrat advises high growth companies, prominent universities, and international governments how to build and benefit from game education, Esports, a robust game industry, and gaming strategies (i.e. gamification)

**President International Digital Media and Arts Association**

- 2008 – 2008 International
- The International Digital Media and Arts Association (iDMAA) was founded in early 2004 by a group of 15 universities. iDMAA is dedicated to serving educators, practitioners, scholars, and organizations with interests in digital media. Served on the board before and after Presidency.

**Awards**

**Knox Teaching Award Miami University**

Highest teaching award given by Miami University

**Curry Teaching Award Miami University**

Awarded by College of Creative Arts

**Outstanding MBA Faculty Award Miami University**

Awarded by Former School of Business MBA Program

**Award for Teaching Excellence Miami University**

Awarded by The Former School of Business

**Dave Roberts Service Award Miami University**

Awarded for Distinguished Service to Miami University

**A.K. Morris Alumni Award Miami University**

Awarded for Distinguished Service to Miami University Alumni

### 3. Course Descriptions,

#### IMS 570: Introduction to Esports

This course introduces the world of esports (competitive videogames.) In this course you will learn the history, structure, and business of esports. You will evaluate the game mechanics of esports games and study the publishers who make them. You will also study current cultural and economic trends in esports.

#### IMS 571: Esports Broadcasting

This course provides a structural understanding of the broadcast of esports as well as best practices for broadcasting. The course examines business models, media right, and legal issues in streaming. Students will also learn about hardware and technology used in streaming as well as production and strategic decisions the successful streamers employ.

#### IMS 572: Esports Event Management

This course introduces the world of esports event management, also known as TO (tournament organization.) Students will learn how to promote, recruit, research, and run an esports event. Students will learn customer relationships, sponsorship, promotion, and venue logistics.

#### IMS 573: The Business of Esports

This course is an in-depth and advanced study of the business and management aspects of esports. This course, team-taught with Miami Faculty and a practitioner from the world of esports, provides an deep understanding of esports logistics, legal considerations, business models, finance, and project management.

#### IMS 574: Special Topics in Esports

This course varies in content each time it is offered and is meant to explore timely and significant topics in the world of esports.

#### IMS 575: Esports Brand Management

This course is an in-depth and advanced study of marketing and promotion in esports. This course provides a deep understanding of brand management, social media marketing, journalism, sponsorship, and community management in esports.

#### IMS 576: Esports Event Practicum

This course is the practicum where students will manage and run a full-scale professional esports tournament sponsored by one of Miami's event partners.

#### SLM 513: Sport Economics

This course engages students with real-world sports stories and incorporates empirical research and statistical analysis to introduce the application of basic statistics, standard economic theory, and behavioral economics. Students will critically examine economic issues affecting the world of sports including: the basics of sport economics, organization of professional sport leagues; public finance of sport; and the market for labor in professional sport.

#### SLM 517: Legal Issues in Sport Leadership and Management

This course is designed to provide students with an introductory knowledge of sport law. Students will learn to think critically about legal issues related to sport organizations they may encounter in sport management, coaching, sport media and sport journalism professions.

**SLM 545: Esports Performance Psychology and Coaching**

This course introduces students to performance psychology and effective coaching with esports athletes and teams. Focuses on the use of educational psychological interventions to facilitate personal development and performance of esports athletes by teaching them strategies and techniques to enhance mental performance. Examines the effects of different types of coaching behaviors and practices on the performance and psychosocial development of esports athletes and teams.

**SLM 548: Global Sport Perspectives**

This course provides students with a global perspective about sport, including research and professional practice information, across diverse cultural and global contexts. Students are provided opportunities to examine the global forces influencing sport participation, to critically analyze the meaning of sport for others and oneself, and to rethink complex issues and events in sport.

**SLM 572: Sport Administration**

Provides relevant theoretical and practical application of management strategies and administrative principles within sport organizations. Offers an overview of organizational structures, functions, and policies of local, regional, national, and international sport governing bodies.

**SLM 635: Strategic Management of Sport Organizations**

This course provides students with specific knowledge and skills related to the strategic management of sport organizations. The primary focus of this class is the development of strategy within organizations; this includes perspectives and materials deriving from a variety of subdisciplines related to strategic thinking and decision-making, such as behavioral economics, organizational theory, game theory, and marketing. By integrating the literatures from outside of sport with sport-specific theory, students will assemble short and long-term strategic plans for organizations within the sport industry. Ultimately, this course will provide students the theoretical and analytical tools to both design strategic business plans for sport organizations and to evaluate existing strategies for sport organizations.

**SLM 636: Sport Communities & Public Relations**

This course provides students with specific knowledge and skills related to the public relations of sport organizations. The primary emphasis of this class is to identify and manage relationships with communities, media, organizations, and people in and around the sport industry. By integrating theory and practice of public and community relations, students will assemble strategic communication plans for sport professionals. Additionally, this course will explore corporate social responsibility, crisis management, social media communication and PR strategies in Esports industry.

**SLM 640: Internship**

This course provides students with a supervised experience in a sport setting specific to career interests.



**4. Fiscal Impact Statement. Ohio Department of Higher Education Fiscal Impact Statement (FIS)**

|  | Year 1           | Year 2           | Year 3           | Year 4           |
|--|------------------|------------------|------------------|------------------|
| <b>Projected Enrollment</b>  |                  |                  |                  |                  |
| Head-count full time   | 25               | 30               | 35               | 40               |
| Head-count part time   |                  |                  |                  |                  |
| Full Time Equivalent (FTE) enrollment  | 25               | 30               | 35               | 40               |
|  |                  |                  |                  |                  |
| <b>Projected Program Income</b>  |                  |                  |                  |                  |
| Tuition (paid by student or sponsor)   | \$529,437        | \$635,324        | \$741,212        | \$847,099        |
| Externally funded stipends, as applicable  |                  |                  |                  |                  |
| Expected state subsidy   |                  |                  |                  |                  |
| Other income (if applicable, describe in narrative section below)  |                  |                  |                  |                  |
|  |                  |                  |                  |                  |
| <b>TOTAL PROJECTED PROGRAM INCOME:</b>   | <b>\$529,437</b> | <b>\$635,324</b> | <b>\$741,212</b> | <b>\$847,099</b> |
|  |                  |                  |                  |                  |
| <b>Program Expenses</b>  |                  |                  |                  |                  |
| New Personnel <ul style="list-style-type: none"> <li>• Faculty (e.g. tenure-track, clinical, professional) <ul style="list-style-type: none"> <li>Full ____</li> <li>Part Time ____</li> </ul> </li> <li>• Non-instruction (indicate role(s) in narrative section below) <ul style="list-style-type: none"> <li>Full ____</li> <li>Part time ____</li> </ul> </li> </ul> |                  |                  |                  |                  |
| New facilities/building/space renovation<br>(if applicable, describe in narrative section below)   | 0                |                  |                  |                  |
| Tuition Scholarship Support<br>(if applicable, describe in narrative section below)  | 0                |                  |                  |                  |
| Stipend Support<br>(if applicable, describe in narrative section below)  | 0                |                  |                  |                  |
| Additional library resources<br>(if applicable, describe in narrative section below)   | 0                |                  |                  |                  |
| Additional technology or equipment needs<br>(if applicable, describe in narrative section below)   | 0                |                  |                  |                  |
| Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs)<br>(if applicable, describe in narrative section below)   | 0                |                  |                  |                  |
|  |                  |                  |                  |                  |
| <b>TOTAL PROJECTED EXPENSE:</b>  | <b>\$0</b>       | <b>\$0</b>       | <b>\$0</b>       | <b>\$0</b>       |
|  |                  |                  |                  |                  |
| <b>NET</b>   | <b>\$529,437</b> | <b>\$635,324</b> | <b>\$741,212</b> | <b>\$847,099</b> |

## 5. Market Analysis and/or Needs Survey.

### Overview of Market for Master of Esports Management

There isn't currently enough data to offer a traditional report here from the typically requested sources. This is a function of Esports being cutting edge and emerging so quickly. What you'll find below is a view of what other schools are currently doing. In terms of potential employment, esports jobs are on the rise, and esports is growing during 2020 as other sports, due to COVID-19, are struggling. According to the most recent numbers reported by Esportsinsider.com, Esports jobs were up 185% in the first half of 2019, a trend that industry experts anticipate will continue.

You can see from the data below that no other college in the United States is currently even close to offering the sort of focused esports curriculum we have proposed, and no one on this list short of Staffordshire, which is in the UK, has anything that resembles a true Master degree. Coupled with the game design program at Miami and the pioneering varsity esports program, it makes sense that this degree would be highly desired among those interested in the esports space.

### E-sports Management Curriculum at other Universities

#### Shenandoah University

|                         |                                  |                           |
|-------------------------|----------------------------------|---------------------------|
| Introduction to Esports | Contemporary Issues in Esports   | Esports Physical Training |
| Esports Consumerism     | Esports Structure and Governance | Esports Event Management  |

#### Becker College

|                               |                             |                                    |
|-------------------------------|-----------------------------|------------------------------------|
| Esports Business Models       | Introduction to Game design | Introduction to Esports Management |
| Esports planning and strategy | Esports Event Management    | Esports Game Technology            |

#### Staffordshire University (UK)

|                                 |                                     |                                  |
|---------------------------------|-------------------------------------|----------------------------------|
| Competitive gaming culture      | <i>Esports Broadcasting</i>         | <i>Esports Ecosystems</i>        |
| <i>Esports Event Experience</i> | <i>Single player esports events</i> | <i>Resourcing Esports Events</i> |
| <i>Building teams</i>           | <i>Esports Analytics</i>            | <i>Casting and hosting</i>       |
|                                 |                                     |                                  |

#### UCI (Continuing Education)

|                     |                                    |  |
|---------------------|------------------------------------|--|
| Overview of esports | Effective communication in esports | Esport project management: live events |
|---------------------|------------------------------------|--|

#### Caldwell University

|                                     |  |                                 |
|-------------------------------------|--|---------------------------------|
| E-Sports Ethics                     | E-Sports Event Planning & Management           | E-Sports Marketing and Branding |
| Introduction to E-Sports Management | Fundamentals of Management Information Systems | Sociological Impact of E-Sports |

**Northwood University**

|                          |                                |                             |
|--------------------------|--------------------------------|-----------------------------|
| Esports Event Management | Esports Performance Management | Esports Coaching Management |
|--------------------------|--------------------------------|-----------------------------|

**University of Texas at Arlington**

|                                |   |                                    |
|--------------------------------|---|------------------------------------|
| Esports branding and marketing | Esports Project Management: Live events | Esports Player and Team management |
| Esports business strategies    |   |                                    |

**University of New Haven**

|                |                  |  |
|----------------|------------------|--|
| Esports Basics | Esports Business |  |
|----------------|------------------|--|

**State University of New York at Canton**

|                                    |                          |                  |
|------------------------------------|--------------------------|------------------|
| Introduction to eSports Management | Esports Event Management | Esports Capstone |
|------------------------------------|--------------------------|------------------|

**Lambton college (Canada)**

|                                    |                                    |                                |
|------------------------------------|------------------------------------|--------------------------------|
| <i>Esports Gaming Foundation I</i> | <i>Drone Technology in Esports</i> | <i>Live Stream Programming</i> |
|------------------------------------|------------------------------------|--------------------------------|

**Oklahoma City University**

|                  |                         |
|------------------|-------------------------|
| Esports Capstone | Esports Team Management |
|------------------|-------------------------|

6. **Letters of Support.** (e.g., Provost, Dean, Department Chair(s), faculty, internal/external collaborators, outside experts, etc. Include as appropriate to the institution and program being proposed.)



COLLEGE OF EDUCATION, HEALTH & SOCIETY  
Office of the Dean

McGuffey Hall, Room 207  
Oxford, OH 45056-3493  
513-529-6317  
513-529-1763 Fax

FROM: Michael E. Dantley, Ed.D. *Med*  
Dean, College of Education, Health and Society

RE: Letter of support – Masters in eSports Management

DATE: August 31, 2020

As Dean of the College of Education, Health, and Society, I write to express my support for the Masters in eSports Management. I have reviewed the New Program Proposal and agree with the benefits to Miami University in adding this master program to our offerings.

I am especially struck the opportunity for innovation, collaboration, and leadership in higher education that this program has the potential to cultivate. As the first such graduate-level degree program of its kind in the United States, the eSports Management masters program will lead the way in preparing graduates for a field of sports management, which is growing at an exponential rate. This primarily online/remote program, is sure to attracted a diversity of students from around the country who may not have considered Miami otherwise. One particularly exciting aspect of this program in the cross-divisional collaboration it provides for both students and faculty members. Combing the expertise of these faculties in the Colleges of Creative Arts and Education, Health, and Society typify what true interdisciplinary and transdisciplinary collaborate can look like.

Please feel free to contact me if you have any further questions or concerns.



COLLEGE OF CREATIVE ARTS  
*Office of the Dean*

104 Center for Performing Arts  
420 S. Patterson Avenue  
Oxford, OH 45056-3440  
(513) 529-6010 office  
(513) 529-1992 fax  
arts@miamiOH.edu

September 2, 2020

To Whom It May Concern:

I write this letter in support of the proposed new masters program in Esports Management. This is an interdisciplinary program between the Colleges of Creative Arts (CCA) and Education, Health, and Society; and I understand that my colleague Dean Michael Dantley is also in support of this program. Miami's program in Esports grew out of the CCA's new Department of Emerging Technology in Business and Design (ETBD), formerly Interactive Media Studies. Initiatives in Esports have also been aided by the success of a new major in ETBD called Games and Simulation, which is currently experiencing rapid growth. While it was indeed exciting to create a Varsity Esports Team—one of the first in the nation and the first Division I school—and to see this Team enjoy national success, it is even more exciting to think about creating curriculum around this burgeoning enterprise.

As noted in the proposal, Esports continues to grow in popularity and is currently a billion dollar industry. Miami is the perfect place to create a degree in the business of Esports. Expertise in the Departments of SLAM (home of sports business programs) and ETBD allow for high-level instruction, and Miami's reputation as a university with a leading business profile will enhance our ability to recruit. Furthermore, it is original (one of the first in the country in Esports Management) and practicable (one year and online).

I look forward to the success of this graduate program, and believe it will generate revenue for the University, model interdisciplinary collaboration, and stake out new territory in higher education.

Sincerely,

Liz Mullenix  
Dean of the College of Creative Arts

7. **Consultant reports, if applicable. (Not Applicable)**
8. **CCGS Online/Blended delivery form (included).**

February 19, 2021  
Academic and Student Affairs

**RESOLUTION R2021-30**

WHEREAS, University Senate on January 25, 2021 passed SR 21-16, endorsing a proposed degree and major, Master of Science in Sport Leadership and Management, in the College of Education, Health and Society.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Master of Science in Sport Leadership and Management, in the College of Education, Health and Society.

*Approved by the Board of Trustees  
February 19, 2021*



T. O. Pickerill II  
Secretary to the Board of Trustees



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

James Bielo, Chair  
 Jen Green, Chair-Elect  
 Dana Cox, Past-Chair

University Senate Website: [miamioh.edu/academic-affairs/university-senate/](http://miamioh.edu/academic-affairs/university-senate/)

January 26, 2021

To: Gregory P. Crawford, President  
 From: Jeffrey Wanko, Secretary of the University Senate  
 Re: Degree Program Approval  
 SR 21-16, Master of Science in Sport Leadership and Management, College of Education, Health and Society

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On January 25, 2021, University Senate adopted SR 21-16:

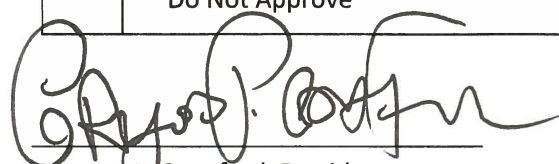
BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Master of Science in Sport Leadership and Management, College of Education, Health and Society.

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Master of Science in Sport Leadership and Management, College of Education, Health and Society.

|   |   |
|---|---|
| ✓ | Approve<br>Forward to the Board of Trustees for action (copy to Secretary of University Senate) |
|   | Do Not Approve  |

  
 Gregory P. Crawford, President

1/27/2021  
 Date

cc: James Bielo, Chair, Executive Committee of University Senate  
 Jason Osborne, Provost, Chair University Senate



**Master of Science in Sport Leadership & Management**  
**On-Campus**

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**Miami University**  
**College of Education, Health and Society**  
**Department of Sport Leadership & Management**

**Basic Characteristics of the Educational Program**

**1. Brief description of the disciplinary purpose and significance of proposed degree.**

The global sports market reached a value of \$488 billion in 2018 and is expected to grow to \$614 billion by 2022 (Businesswire.com, 2019). This market offers opportunities for careers across a range of spectator and participatory sports. Miami University has offered a Master's degree in the critical study of sport since 1985, successfully preparing and placing students in careers in sport management and marketing, athletic administration, coaching, teaching, research, student-athlete development, and mental performance consulting.

Although technically a new degree, the proposed M.S. in Sport Leadership & Management is essentially a name change from the current M.S. in Kinesiology and Health – Sport Leadership concentration. The program area of Sport Leadership & Management partitioned from the Department of Kinesiology and Health on July 1, 2020 to become a separate department. Thus, we must propose a “new” Master's degree for the new department, even though it essentially is the same degree offered before.

From 1985-2010, there were two M.S. degrees within the Department of Kinesiology and Health (one M.S. in Sport Studies and another M.S. in Exercise and Health Studies). Based on Academic Program Review feedback in 2009, the department consolidated these two degrees into one M.S. in Kinesiology and Health. Thus, there previously was a viable M.S. program dedicated to the critical study of sport for approximately 25 years.

The program is nationally recognized for quality graduate education in sport leadership. The disciplinary purpose of the program is to provide students with the knowledge and skills to critically analyze and innovatively engage in the business, performance, and culture of sport. Graduates of the program hold prestigious positions as mental performance consultants with professional sport organization, IMG Academy, and the U.S. Army. Alumni also are nationally-recognized coaches, university athletic administrators, and sport managers in amateur and professional sport.

**2. Definition of the focus of the program.**

The focus of the program is the research-based study of sport from psychological, sociocultural, developmental, and managerial perspectives. Coursework in sport psychology provides an understanding of individual processes such as motivation and anxiety, social processes such as team cohesion and coaching effectiveness, and mental skills training in sport and related

achievement contexts. The sociocultural study of sport examines the reciprocal relationship between cultural values and sport, particularly relationships between sport and media, politics, race, gender, sexual orientation, and economics. The study of developmental aspects of sport participation includes such issues as readiness for motor skill development, growth and maturation, and talent development and specialization. Coursework in sport management, sport marketing, and community and public relations is offered for students interested in career in the business of sport.

The program is designed to offer a range of course from which students can follow individualized curricular plans, based on whether their career interest is sport management, sport psychology, coaching, student-athlete development, etc. All students take a research core of two required courses, and then pick four from seven possible Sport Leadership & Management core courses. Along with electives to complete the required 30 credits, this allows students to craft an individual curriculum based on their interests. There are not formalized separate tracks or concentrations within the degree program.

### **3. Rationale for degree name.**

The Master of Science title indicates that this is a research-based degree. It requires either a thesis or a non-thesis research project as a culminating experience, both of which require original research that adds to the knowledge base. The title Sport Leadership & Management keeps the degree focus broad, to include those interested in sport studies and sport science, as well as students interested in careers in sport management. The use of the word “leadership” is to convey that graduates provide guidance and direction (leadership) to individuals and/or programs to enhance the field of sport.

### **4. Duration of the program.**

The program has a minimum of 30 semester credit hours, primarily in person. Course are offered during the fall and spring semester, a January term, and a summer session. Students may be enrolled as full-time or part-time students, with the strong majority of students being full-time. It is typical for most students to spend two years in the program. However, it is possible to complete the program in one and a half years, as well as one calendar year.

### **5. Admission timing.**

Admission to the program will be rolling, but the majority of incoming students will submit their applications between November and January, with the option of starting during the following summer or fall semester. There could be a cohort entering in the fall or spring semester every academic year.

### **6. Primary target audience for the program and admission requirements.**

The primary target audience for this program will be traditional college-aged graduates from bachelor’s programs in cognate areas such, as but not limited to, sport management, business marketing and management, psychology, sociology, exercise science, and sport studies.

The admission requirements are: 1) bachelor's degree in cognate area, 2) required GPA  $\geq 2.75$ ; preferred GPA  $\geq 3.00$ , 3) a personal goal statement, 4) three letters of recommendation, 5) curriculum vita, and 6) writing sample.

## 7. Special efforts to enroll and retain underrepresented groups.

We will work with the Miami University Graduate School and the university International Student and Scholar Services to enroll and retain underrepresented groups, specifically women and people of color. We will also continue to utilize Miami University's Diversity Enhancement Pathway and McNair assistantships to attract diverse and underrepresented students. We will earmark scholarship awards for qualified diverse students, and we will attend recruiting events at conferences to identify prospective students to enhance diversity.

To aid in retention, all students will be paired with a second-year student mentor. Second-year student leaders in the program are chosen to coordinate informal seminars and social events to enhance bonding and cohesion of all graduate students in the program. Faculty in sport psychology and sport management coordinate regional and national trips to professional conferences, where students travel and room together, and network with students from other universities. Graduate advisors carefully track student progress, and the department emphasizes one-on/one advising and the importance of establishing relationships in advising.

## Curriculum and Instructional Design

### 1. Curricular content.

| COURSE #  | TITLE   | CREDITS |
|---|---|---------|
| <b>Required research foundation course</b>                                  |   |         |
| SLM 621   | Research Foundations in Sport Leadership & Management | 3       |
| <b>Required research methods course (select one course)</b>                 |   |         |
| EHS 667   | Behavior Statistics                                   | 3       |
| EHS 668   | Behavior Statistics II                                | 3       |
| KNH 623   | Qualitative Methods and Research Approaches           | 3       |
| <b>Sport Leadership &amp; Management Core Courses (select four courses)</b> |   |         |
| SLM 632   | Psychological Foundations of Sport                    | 3       |
| SLM 633   | Psychological Interventions in Sport                  | 3       |
| SLM 634   | Social Psychology of Sport                            | 3       |
| SLM 635   | Strategic Management of Sport Organizations           | 3       |
| SLM 636   | Sport Communities & Public Relations                  | 3       |
| SLM 673   | Developmental Aspects of Youth Sport Participation    | 3       |
| SLM 676   | Cultural Studies of Sport                             | 3       |
| <b>Required for thesis students only</b>                                    |   |         |
| SLM 700   | Thesis  | 6       |
| <b>Example Electives (6-12 credits)</b>                                     |   |         |

|         |  |           |
|---------|--|-----------|
| SLM 513 | Sport Economics  | 3         |
| SLM 514 | Facilities and Event Management in Sport                 | 3         |
| SLM 516 | Sport Management   | 3         |
| SLM 518 | Sport Econometrics                                       | 3         |
| SLM 538 | Principles of Effective Coaching                         | 3         |
| SLM 545 | E-Sports Performance Psychology and Coaching             | 3         |
| SLM 546 | Sport, Management, and Culture in the Global Marketplace | 3-6       |
| SLM 547 | Sport Pedagogy   | 3         |
| SLM 548 | Global Sport Perspectives                                | 3         |
| SLM 553 | Seminar in Sport Leadership & Management                 | 1-4       |
| SLM 572 | Sport Administration                                     | 3         |
| SLM 575 | Women, Gender Relations, and Sport                       | 3         |
| SLM 600 | Independent Reading                                      | 1-4       |
| SLM 620 | Research Problems  | 1-4       |
| SLM 640 | Internship   | 1-4       |
| KNH 583 | Advanced Motor Learning and Control                      | 3         |
| KNH 654 | Physical Activity Motivation                             | 3         |
|         | <b>Total</b>   | <b>30</b> |

## 2. What are the requirements students must fulfill to complete the program successfully?

As shown above, the students must complete 30 graduate credit hours, including a research foundations course, one research methods course, four program core courses, three credits of SLM 700 if they are completing a thesis, and 6-12 credits of electives.

In addition to required coursework and credit hours, students must complete a culminating experience in the form of a thesis or non-thesis research project. The project will be evaluated by a committee of three graduate faculty, both in written and oral presentation form.

## 3. Description of a required culminating, or integrated learning, experience.

As described above, students must complete a graduate culminating experience in the form of a thesis or non-thesis research project. The project will be evaluated by a committee of three graduate faculty, both in written and oral presentation form.

Thesis students are required to take six credits of SLM 700 Thesis. There are no courses associated with the non-thesis research project. Students complete the project as part of their academic program, and may take independent study or research credits with their advisors for the project.

Examples of non-thesis research projects include:

- (a) field, lab, survey, or archival data collection and completed research project,
- (b) written student research projects within a larger publishable research initiative of a faculty member,
- (c) evaluation-based research such as a case study of a mental training intervention with an athlete

or team, or a leadership initiative with sport managers.

While thesis projects require approval of a faculty committee at the proposal stage, the non-thesis research project is directed by the graduate faculty advisor and is not evaluated by other committee members until its completion and presentation at the exit examination. Thesis project also differ in depth and scope from non-thesis projects, with theses typically involving extensive data collection and a study worthy of national presentation and publication in a refereed journal.

## **Institutional Planning for the Program**

### **1. What are the physical facilities, equipment and staff needed to support the program?**

The program is currently housed in Phillips Hall, where we share classroom and office space with the Department of Kinesiology and Health. The program has two support staff, one Physical Activity Life Skills Program coordinator, and one advisor.

### **2. What is the evidence that a market for the new program(s) exists?**

Common Sport Management Jobs with National Average Salaries

<https://www.indeed.com/career-advice/finding-a-job/sports-management-jobs>

1. Sports Event Coordinator (\$15.79 per hour)
2. Sports Marketing Coordinator (\$44,000 per year)
3. Fitness Manager (\$50,000 per year)
4. Public Relations Manager (\$55,000 per year)
5. Marketing Consultant (\$56,000 per year)
6. Athletic Director (\$58,000 per year)
7. Business Development Manager (\$68,000 per year)
8. Marketing Manager (\$61,000 per year)
9. Facilities Manager (\$62,000 per year)
10. Operations Manager (\$62,000 per year)
11. Contract Negotiator (\$71,000 per year)

U.S. Bureau of Labor Statistics predicts that job growth in sports management will grow faster than average for some area of the field through 2028 because of expansion due to multi-billion dollar profits from the sports industry <https://www.allbusinessschools.com/sports-management/salary/#:~:text=Take%20a%20look%20at%20the,a%20little%20faster%20than%20average>

The average salary for sport management professionals is \$47,000 annually, with a wide range depending upon position and years of experience <https://www.gmercycu.edu/academics/learn/sports-management-careers>).

Current advertised career positions in sport psychology and mental performance consulting include

<https://www.simplyhired.com/search?q=sports+psychology&job=OJt582Q8kKrwrSkOINmCtJKpdKEw3sp6xDFZtxt8Nx3IEEmUSpxKbA> retrieved September 9, 2020:

1. Senior Human Engagement and Adaptive Thinking Coach, Fort Bragg, NC; \$57,000 annually
2. Teaching faculty – Florida State University; \$50,000 annually
3. Associate Research Analyst, Edelman, Rochester, NY (\$37,000-52,000 annually)
4. Cognitive Performance Coach, Booz Allen Hamilton (TX); \$62,000 – 83,000 annually)
5. Cognitive Performance Specialist, Bering Straits Native Corp (OK); \$52,000 – 69,000 annually)
6. Mental Performance Coordinator, HBSE, Camden, NJ (\$78,000-100,000 annually)
7. Master Resilience Trainer – Performance Expert; Magellan Health, Fort Jackson, SC (\$40,000 – 55,000 annually)
8. Human Factors Scientist; Exponent, Bellevue, WA (\$63,000 – 87,000 annually)

Sport coaches rank #3 in “Best Education Jobs” ([www.money.usnews.com](http://www.money.usnews.com), 2018). Coaches (at all levels) make a median salary of \$40,644, with the highest paid 25% making a median salary of \$63,760 ([www.ziprecruiter.com/salaries/athletic-coach-salary](http://www.ziprecruiter.com/salaries/athletic-coach-salary)).

In major sports, the average head coach salary in the United States is \$79,312 with a range of \$63,783 to &107,631 (<https://www1.salary.com/Coach-salary.html>).

Some, but not all of the jobs listed here require the Master's degree. A Master's degree is typically required, and often preferred, for many positions in sport management and coaching. A Master's degree is required in all mental performance (sport psychology) consulting positions and student-athlete development positions.

**a. How has estimated program demand been factored into realistic enrollment projections?**

The enrollment trends in the Sport Leadership Master’s program is shown below:

|         |    |         |    |
|---------|----|---------|----|
| 2003-04 | 31 | 2011-12 | 35 |
| 2004-05 | 27 | 2012-13 | 34 |
| 2005-06 | 28 | 2013-14 | 36 |
| 2006-07 | 29 | 2014-15 | 40 |
| 2007-08 | 29 | 2015-16 | 40 |
| 2008-09 | 31 | 2016-17 | 36 |
| 2009-10 | 32 | 2017-18 | 32 |
| 2010-11 | 34 | 2018-19 | 28 |
|         |    | 2019-20 | 28 |
|         |    | 2020-21 | 32 |

The program typically attracts fee-paying students. For 2020-21, one third of the total number of students are combined (BA/MA) students, who are mostly fee-paying. This was

an increase, and should continue to increase now that the department is recruiting outstanding undergraduate majors to continue in graduate study in the combined program.

Eight graduate faculty advisors typically advise 4-5 students per year, with some faculty advising more in certain years based on the focus of students in the program. It is not the intent of the graduate program to grow significantly in number of students, so that the program can follow the Miami University mission of “selective excellence” in graduate study.

**b. How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?**

Currently, the program is awarded eight graduate assistantships from the Graduate School that are used to support outstanding student candidates and to provide them teaching and research experience. The department provides modest support for travel to professional conferences for students. The quality of the program is maintained through classroom and independent research experiences with a critical mass of internationally and nationally recognized faculty.

**3. Statewide Alternatives.**

Several universities in Ohio offer Master’s degree in sport management. Ohio University offers a combination Master of Business Administration/Master of Sport Administration. Similarly, Xavier University offers a MEd in Sport Administration. Both of these programs focus exclusively on management and business-oriented courses. The proposed Miami program includes an emphasis on leadership and conceptual and disciplinary knowledge from sport studies and sport science throughout the curriculum, unlike pure business-oriented programs.

Kent State University offers a M.A. in Sport and Recreation Management, and does include some disciplinary coursework from sport studies (e.g., sociology of sport) as part of the curriculum. However, it doesn’t offer the broad array of sport leadership focuses that are offered in Miami’s proposed program (e.g., coaching, sport psychology). Bowling Green State University offers a M.Ed in Sport Administration, similar to Kent’s program.

Ohio State University offers a M.S. in Kinesiology with an emphasis in Sport Management, and the University of Cincinnati offers an online M.S. in Sport Administration. Again, these programs are very focused on sport management, and lack the critical sport studies component of the proposed program, as well as a broad focus on sport leadership with several career alternatives including but not limited to sport management.

The proposed program includes in its mission the enabling of students to critically analyze and

innovatively engage in social change in the business and culture of sport. While business content is important for students to learn, we believe a program only focused on management is not transformational for students or the culture of sport. Our program attempts to provide students with managerial knowledge, but also critical psychosocial, sociocultural, and developmental knowledge about sport participation to allow them to understand and provide innovative leadership related to key issues in sport.

#### **4. Growth of the Program.**

We are not seeking significant growth as we would like to keep the program under 40 students with eight graduate faculty advisors. There may be growth with increasing numbers of students seeking the combined BA/MA degree, due to the success of our undergraduate program in attracting students.

#### **5. Institutional Staffing, Faculty, and Student Support.**

**a. Faculty.** Thirteen faculty in the program are designated as graduate faculty. However, three of these are Visiting Assistant Professors, one works at a regional campus, and one does not do any work with graduate students. This leaves eight faculty to serve as advisors for graduate students. This is why we wish to keep the program at 40 students or less. The critical mass of faculty who advise graduate students are all active scholars who involve students in their own research and writing. In addition, department faculty are available to help student identify and supervise graduate internships placements.

The program has had two senior professors retire in the past two years, with no replacements. It is expected that these faculty positions will be replaced in time.

**b. Administration and Support.** The departmental Director of Graduate Studies is appointed to a two-year term (renewable) by the department chair. The department chair report to the Dean of the College of Education, Health and Society, who reports to the Provost of the university. Financial support for this program will come from the department, college, and university budget for graduate programs.



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**Appendix**

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**Faculty Matrix for Graduate Courses**

| Instructor Name     | Rank or Title    | Full-Time (FT) Or Part-Time (PT) | Instructor Qualification                                     |  |  | Course(s) Instructor will teach   |  |
|---------------------|------------------|----------------------------------|--|--|--|---|--|
|                     |                  |                                  | Degree Title, Discipline Institution, Year                   | Years of Teaching Experience In the Discipline/Field | Additional qualifications (e.g., licenses, certifications) | Courses in the proposed program (Include course number and title)   | # taught Per Year at <u>All</u> University Locations |
| <i>Robin Vealey</i> | <i>Professor</i> | <i>FT</i>                        | <i>PhD in Sport Psychology, University of Illinois, 1984</i> | <i>43</i>  | <i>Certified Mental Performance Consultant (CMPC)</i>      | <i>SLM 632: Psychological Foundations of Sport<br/><br/>SLM 633: Psychological Interventions in Sport</i> | <i>1-2</i>   |

|                      |                  |           |   |           |  |   |            |
|----------------------|------------------|-----------|---|-----------|--|---|------------|
| <i>Melissa Chase</i> | <i>Professor</i> | <i>FT</i> | <i>PhD in Sport Psychology, Michigan State University, 1995</i> | <i>25</i> |  | <i>SLM 634 Social Psychology of Sport</i><br><br><i>SLM 547: Sport Pedagogy</i>   | <i>1-2</i> |
| <i>Thelma Horn</i>   | <i>Professor</i> | <i>FT</i> | <i>PhD in Sport Psychology, Michigan State University, 1982</i> | <i>42</i> |  | <i>SLM 621: Research Foundations in Sport Leadership</i><br><br><i>SLM 673: Developmental Perspectives on Youth Sport Participation</i><br><br><i>SLM 538: Principles of Effective Coaching</i> | <i>2-3</i> |

|                             |                                   |                  |  |                 |  |   |                 |
|-----------------------------|-----------------------------------|------------------|--|-----------------|--|---|-----------------|
| <p><i>Bo Li</i></p>         | <p><i>Assistant Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Recreation and Sport Management; University of Arkansas; 2016</i></p> | <p><i>3</i></p> |  | <p><i>SLM 636: Sport Communities &amp; Public Relations</i><br/><br/><i>SLM 572: Sport Administration</i></p> | <p><i>1</i></p> |
| <p><i>Brody Rauhley</i></p> | <p><i>Associate Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Sport Management University of Tennessee; 2015</i></p>                | <p><i>8</i></p> |  | <p><i>SLM 635: Strategic Management of Sport Organizations</i><br/><br/><i>SLM 516: Sport Marketing</i></p>   | <p><i>1</i></p> |

|                             |                                   |                  |  |                 |  |   |                   |
|-----------------------------|-----------------------------------|------------------|--|-----------------|--|---|-------------------|
| <p><i>Adam Beissel</i></p>  | <p><i>Assistant Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Sport &amp; Leisure Studies; University of Otago; 2015</i></p>                  | <p><i>5</i></p> |  | <p><i>KNH 513: Sport Economics</i><br/><br/><i>SLM 548: Global Sport Perspectives</i></p> | <p><i>1-2</i></p> |
| <p><i>Callie Maddox</i></p> | <p><i>Assistant Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Kinesiology and Physical Cultural Studies; University of Maryland; 2012</i></p> | <p><i>6</i></p> |  | <p><i>SLM 676: Cultural Studies of Sport</i></p>  | <p><i>1</i></p>   |

|                          |   |                  |   |                  |  |   |                 |
|--------------------------|---|------------------|---|------------------|--|---|-----------------|
| <p><i>Jerry Wang</i></p> | <p><i>Assistant Professor</i></p>         | <p><i>FT</i></p> | <p><i>PhD in Sport Management and Policy; 2017</i></p>                        | <p><i>7</i></p>  |  | <p><i>KNH 518; Sport Econometrics</i></p>                 | <p><i>1</i></p> |
| <p><i>Sam Morris</i></p> | <p><i>Associate Clinical Lecturer</i></p> | <p><i>FT</i></p> | <p><i>PhD in Education (Sport Humanities) Ohio State University, 2010</i></p> | <p><i>12</i></p> |  | <p><i>Service on Thesis and Non-Thesis Committees</i></p> |                 |

|                            |  |                  |   |                 |  |   |                   |
|----------------------------|--|------------------|---|-----------------|--|---|-------------------|
| <p><i>Matt Moore</i></p>   | <p><i>Visiting Assistant Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Sport Psychology and Motor Behavior; University of Tennessee, 2020</i></p> | <p><i>4</i></p> | <p><i>Certified Mental Performance Consultant (CMPC)</i></p> | <p><i>SLM 632: Psychological Foundations of Sport</i><br/><i>SLM 633: Psychological Interventions in Sport</i><br/><br/><i>SLM 545: Esports Performance Psychology and Coaching</i></p> | <p><i>0-1</i></p> |
| <p><i>Lauren Osmer</i></p> | <p><i>Visiting Assistant Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Interdisciplinary Sport Studies; University of Texas; 2019</i></p>         | <p><i>4</i></p> |  | <p><i>SLM 575: Women and Gender in Sport</i></p>  | <p><i>1</i></p>   |

|                               |  |                  |  |                 |  |  |                   |
|-------------------------------|--|------------------|--|-----------------|--|--|-------------------|
| <p><i>Chris Henderson</i></p> | <p><i>Visiting Assistant Professor</i></p> | <p><i>FT</i></p> | <p><i>PhD in Sport Management; University of Texas; 2014</i></p> | <p><i>5</i></p> |  | <p><i>SLM 514; Facilities and Event Management in Sport</i></p> <p><i>SLM 516: Sport Marketing</i></p> | <p><i>1-2</i></p> |
|-------------------------------|--|------------------|--|-----------------|--|--|-------------------|

All graduate faculty listed have graduate faculty level A or B standing, permitting them to serve of thesis or non-thesis committees, and to serve as faculty for independent studies courses.



**Robin S. Vealey, Professor**  
**Department of Sport Leadership and Management**

**Professional Preparation**

University of Illinois, Kinesiology (Sport Psychology), Ph.D., 1984  
 Indiana University, Kinesiology (Coaching Science), M.S., 1977  
 Marshall University, Physical/Health Education, B.A., 1976

**Research and Scholarship (since 2010)**

**Books (2 total since 2010):**

Vealey, R. S. (2020). *Coaching for the inner edge* (2<sup>nd</sup> ed.). Fitness Information Technology.

Vealey, R. S., & Chase, M. A. (2016). *Best practice for youth sport*. Champaign, IL Human Kinetics.

**Selected Book Chapters (10 total since 2010):**

Vealey, R. S. (in press). Sport and exercise psychology. In D. Knudson & T. Brusseau (Eds.) (6<sup>th</sup> ed.) *Introduction to kinesiology*. Human Kinetics.

Vealey, R. S., & Forlenza, S. (2021). Understanding and using imagery in sport. In J.M. Williams and V. Krane (Ed.), *Applied sport psychology: Personal growth to peak performance* (8<sup>th</sup> ed., pp. 244-277). McGraw Hill.

Vealey, R. S., Chase, M.A., & Cooley, R. (2018). Developing self-confidence in young athletes. In C. Knight, C. Harwood, & D. Gould (Eds.), *Sport psychology for young athletes* (pp. 95-105). Human Kinetics.

**Selected Refereed Journal Articles (14 total since 2010):**

Weinberg, R. S., Freysinger, V., Vealey, R. S., Block, C. (2021). What does it mean to be “mentally tough” as a NCAA division I collegiate coach? *Journal of Applied Sport Psychology*.

Vealey, R. S., Martin, E., Coppola, A., Ward, R. M., Chamberlin, J., & Block, C. (2020). The slippery slope: Can motivation and perfectionism lead to burnout in coaches? *International Sport Coaching Journal*, 7, 1-10.

Vealey, R. S., Cooley, R., Nilsson, E., Block, C., & Galli, N. (2019). Assessment and the use of questionnaires in sport psychology consulting: An analysis of practices and attitudes from 2003 to 2017. *Journal of Clinical Sport Psychology*, 13, 505-523.

Vealey, R. S., Galli, N., & Harmison, R. J. (2019). CMPC certification as a milestone, not a millstone: A Response to Scherzer and Reel. *Journal of Clinical Sport Psychology*, 13 (3), 345-350.

Forlenza, S. T., Pierce, S., Vealey, R. S., & Mackersie, J. (2018). Coaching behaviors that enhance confidence in athletes and teams. *International Sport Coaching Journal*, 5, 205-212.

**Selected Invited International Scholarly Presentations (7 total since 2010)**

Vealey, R. S. (2018, September). *Lessons learned from the evolution of American youth sport for sport development in South Africa*. Invited keynote presentation, Sport Science Institute of South Africa Summit, Cape Town.

Vealey, R.S. (2014, August). *Mental skills training in sport: Past, present, and future*. Invited keynote at the Colombian Society of Sport Psychology, Bogota, Colombia.

### **Selected Invited Domestic Scholarly Presentations (9 total since 2010)**

Vealey, R. (2013, April). *Mental game myths and truths for coaches and athletes*. Sport Psychology Academy invited keynote presentation, American Alliance of Health, Physical Education, Recreation, and Dance Convention, Charlotte, NC.

### **Refereed Scholarly Presentations (34 total since 2010)**

#### **Teaching and Instructional Activities (since 2010)**

##### **Undergraduate Courses Taught:**

KNH 473 Children and Youth in Sport  
 KNH 338 Psychosocial Aspects of Coaching  
 KNH 272 Contemporary Perspectives on Leadership in Sport Contexts

##### **Graduate Courses Taught:**

KNH 633 Psychological Interventions in Sport

#### **Selected Awards (since 2010)**

Richard T. Delp Award; College of Education, Health and Society, Miami University; 2016.

Distinguished Teaching Award for Excellence in Graduate Teaching and Mentoring, Miami University, 2011

#### **Advising Activities (since 2010)**

Chaired 17 Master's theses; served on 15 Master's thesis committees, chaired 18 non-thesis Master's exit examinations; served on 25 non-thesis Master's exit examinations; published 15 articles/chapters with graduate students; had 30 regional and national refereed presentations with graduate students; served as supervisor for 12 graduate students doing applied sport psychology consulting work.

#### **Professional Service (since 2010)**

Served on four journal editorial boards; chaired AASP Certification Council; evaluated nine external tenure/promotion candidates; engaged in systematic sport psychology consulting with Miami University volleyball and women's basketball; served on four university committees (including University Promotion and Tenure Committee), two college committees, and 12 departmental committees (including Graduate Program Director and four search committees).

Curriculum Vitae  
Melissa Ann Chase, Ph.D.

EDUCATION

- Ph.D., 1995                    Michigan State University; East Lansing, MI  
Department of Physical Education and Exercise Science  
Concentration: Sport Psychology  
Cognate: Curriculum and Instruction
- M.A., 1991                    Michigan State University; East Lansing, MI  
Department of Physical Education and Exercise Science  
Concentration: Curriculum and Instruction
- B.S., 1983                    Bowling Green State University; Bowling Green, OH  
Major: Physical Education  
Minor: Coaching and Health Education

SELECTED PROFESSIONAL EXPERIENCE

Professor & Department Chair, Department of Sport Leadership & Management, School of Education, Health & Society, Miami University; Oxford, OH – July, 2020 to date

Professor, Department of Kinesiology and Health, School of Education, Health & Society, Miami University; Oxford, OH – July, 2013 to date

Associate Dean for Undergraduate Affairs and Associate Professor, School of Education, Health & Society, Department of Kinesiology & Health, Miami University; Oxford, OH – July, 2007 to July, 2012.

Acting Chair and Associate Professor, Department of Physical Education, Health, & Sport Studies, Miami University; Oxford, OH - August, 2006 to June, 2007.

Assistant Chair and Associate Professor, Department of Physical Education, Health, & Sport Studies, Miami University; Oxford, OH - August, 2004 to August, 2006.

Assistant Professor, Department of Physical Education, Health, & Sport Studies, Miami University; Oxford, OH - August, 2000 to August, 2004.

SCHOLARLY FOCUS

My scholarly focus centers on understanding human behavior in physical activity and sport within the conceptual framework of self-efficacy theory. Self-efficacy refers to people's judgments of their capability to successfully perform a task or activity in a specific situation or context. People form their efficacy beliefs by combining and weighing different sources of efficacy information, and their perceptions of these efficacy beliefs affect their thought patterns, motivation, emotional reactions, and behavior. My early research focused on the development of self-efficacy in children. I examined which sources of information children selected to form their efficacy beliefs and how their self-

efficacy influenced their motivation (choice, effort, persistence) to participate in sport and to be physically active.

### SELECTED PUBLICATIONS

Vealey, R. S. & Chase, M. A. (2016). *Best practice for youth sport*. Champaign: IL, Human Kinetics.

Chase, M. A., \*Wright, E., & \*DiSanti, J. S. (2018). Understanding the Coaches Role in Talent Development. In *Professional Advances in Sports Coaching: Research and Practice*. Routledge.

Vealey, R. S., Chase, M. A., \*Block, C., & \*Cooley, R. (2018). Confidence. In *Sport, Exercise and Performance Psychology* (pp. 302 – 324). New York and London: Routledge.

Vealey, R. S., Chase, M. A., & \*Cooley, R. (2017). Developing self-confidence in young athletes. In *Sport Psychology for Young Athletes* (pp. 94–105). London and New York: Routledge.

Chase, M. A. & \*Pierce, S. W. (2013). Self-Efficacy. In J. Côté and R. Lidor (Eds.). *Conditions of Children's Talent Development in Sport*. Morgantown, WV. Fitness Information Technology.

Chase, M. A. & \*Martin, E. (2013). Coaching Efficacy. In J. Dennison, P. Potrac, and W. Gilbert, *Handbook of Sports Coaching*. London, England. Routledge. (pp. 68-80)

Wright, E., Chase, M.A., Horn, T. S., & Vealey, R. S. (2019). United States parents' perfectionism, parenting styles, and perceptions of sport specialization. *Psychology of Sport & Exercise, 45, 1 - 10*

Chase, M. A., & \*DiSanti, D. S. (2016). Talent development recommendations for coaches to consider. *Journal of Sport Psychology in Action*. 1 – 11. DOI: 10.1080/21520704.2016.1205696

Myers, N. D., Chase, M. A., \*Pierce, S. W., & \*Martin, E. (2011). Coaching efficacy and exploratory structural equation modeling: A substantive-methodological synergy, *Journal of Sport and Exercise Psychology, 33, 779-806*.

Chase, M. A., & \*Machida, M. (2011). The role of sports as a social status determinant for children and adolescents: Thirty years later. *Research Quarterly for Exercise and Sport, 82, 731-740*.

### Selected Scholarly Awards or Honors

1. Fellow, *Association for Applied Sport Psychology*.
2. Fellow, Research Consortium, *American Alliance for Health, Physical Education, Recreation, and Dance*.
3. Women's Leadership Award Nomination, Miami University.

**Thelma S. Horn, Ph.D.**  
**Professor, Department of Sport Leadership and Management**  
**College of Education, Health, and Society, Miami University, Oxford, OH**

**PhD.: Michigan State University.** Department of Health and Physical Education (Sport Psychology)

**M.A.: Western Michigan University.** Department of Health, Physical Education and Recreation  
(Coaching)

**B.A.: Calvin College (MI).** Major in Psychology; Minors in English and Physical Education.

**RESEARCH AND SCHOLARSHIP (since 2010)**

**Book:** Horn, T.S. & Smith, A. (Eds.). (2019). *Advances in sport and exercise psychology* (4th ed.). Champaign, IL: Human Kinetics Publishers.

**Selected Book Chapters and Encyclopedia Entries (8 total since 2010)**

**Horn, T.S. & Newton, J.L.** (in press). Self-worth and measures of body image. In A.C. Michalos (Ed.), *Encyclopedia of quality of life and well-being research* (pp. 5813-5818). Dordrecht, Netherlands: Springer.

**Horn, T., Newton, J.L. & Lox, C.** (2021). The self-fulfilling prophecy theory: When coaches' expectations become reality. In J. M. Williams & V. Krane (Eds), *Applied sport psychology: Personal growth to peak performance* (8th Ed.). NY: McGraw Hill.

**Horn, T. & Newton, J.L.** (2019). Developmentally-based perspectives on motivated behavior in sport and physical activity contexts (pp. 313-332). In T.S. Horn & A. Smith (Eds.), *Advances in sport and exercise psychology*. Champaign, IL: Human Kinetics.

**Selected Invited/Refereed Articles in Research-Based Journals (7 total since 2010)**

**Horn, T.S.** (2019). Learning to take joy and perceive competence in physical movement: Origins in early childhood. *Kinesiology Review*, 8(1), 40-47.

**Horn, T.S.** (2018). Perceptions of movement competence in children and adolescents from different cultures and countries: A commentary. *Journal of Motor Learning and Development*, 6, S474-S480.

**Horn, T.S.** (2015). Social psychological and developmental perspectives on early sport specialization. Invited article for special issue of *Kinesiology Review*, 4, 248-266.

**Selected Articles in Refereed Journals (\* with former or current student) (20 total since 2010)**

Goffena, J.D. & **Horn, T.S.** (2020). The relationship between coach behavior and athlete self-regulated learning. *International Journal of Sports Science & Coaching*.

Kimiecik, J., **Horn, T.S.**, Newman, T.J., & Kimiecik, C.M. (2019). Moving adolescents for a lifetime of physical activity: Shifting to interventions aligned with the third health revolution. *Health Psychology Review*.

\*Martin, E.M. & **Horn, T.S.** (2103). The role of athletic identity and passion in predicting burnout in adolescent female athletes. *The Sport Psychologist*, 27, 338-348.

**Recent Invited Lecture/Keynote Presentations at National/International Conferences**

**Horn, T.S.** (June 2020). *Reflections on a scholarly career in sport and exercise psychology*. Senior Scholar Lecture presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity.

**Horn, T.S.** (December 2018). *Principles for effective youth sport coaching: The role of feedback*. Lecture presented at the 40<sup>th</sup> Anniversary of the Institute for the Study of Youth Sports, Michigan State University, East Lansing, MI.

## **TEACHING AND ACADEMIC ADVISING (since 2010)**

### **COURSES TAUGHT**

Since 2010, I have taught 10 different courses (5 graduate and 5 undergraduate) in motor learning, sport leadership, developmental and intercultural perspectives on youth sport, research-based capstone, statistics, research methodologies, and quantitative research approaches.

### **SUMMARY OF GRADUATE COMMITTEE SERVICE**

Since 2010, I have been a member of 4 dissertation committees (chair of one), 24 master's level thesis committees (3 as chair), 48 master's level oral exit committees (27 as chair), and 30 master's level comprehensive exit exam committees.

## **PROFESSIONAL SERVICE (since 2010)**

### **JOURNAL EDITORIAL BOARD SERVICE**

*International Journal of Sport Science and Coaching; Sport, Exercise, & Performance Psychology (APA Division 47); Group Dynamics: Research, Theory, and Practice; Journal of Sport and Exercise Psychology*

### **OTHER PROFESSIONAL REVIEWER ACTIVITIES (since 2010)**

**2015-2016** Invited Reviewer for the Swiss National Science Foundation (SNSF) Research Counsel (Humanities and Social Science Division)

**2009-2020** Invited Reviewer for the Standard Research Grants Program of the Social Sciences and Humanities Research Council of Canada (SSHRC)

**2018-2019** Invited Reviewer of Conference submissions for the 15<sup>th</sup> annual European Congress of Sport and Exercise Psychology meetings

**2020+** Invited External Reviewer for the United States Olympic and Paralympic Committee's (USOPC) Department of Coaching Education Initiative on Sport Parenting

### **SERVICE TO PROFESSIONAL ORGANIZATIONS (since 2010)**

*National Academy of Kinesiology*. Secretary-Treasurer and Member of Executive Committee (2020-2022). Chair and member of Awards and Recognition Committee (2018-2020).

*North American Society for the Psychology of Sport and Physical Activity*. Member of the Nominations Committee (2014). Member of the Sport and Exercise Psychology Conference Program Committee (2017).

*Society for Research in Adolescence*. Member, Research Abstracts Review Board (2013-2014)

**Brody James Ruihley, Ph.D.**  
**Abbreviated CV 2020**

**EDUCATION**

- **Ph.D., Sport Management**, University of Tennessee, May 2010
- **M.S., Sport Administration**, University of Louisville, May 2006
- **B.A., Communication**, University of Kentucky, May 2005

**SELECTED PROFESSIONAL ACADEMIC EXPERIENCE**

- **Assistant Chair, Department of Sport Leadership & Management, Miami University, Oxford, OH** Fall 2019 – Current (KNH 2019-2020; SLAM 2020- Current)
- **Associate Professor, Miami University, Oxford, OH** Fall 2019 – Current
- **Assistant Professor, Miami University, Oxford, OH** Summer 2016 – Summer 2019
- **Assistant Professor, University of Cincinnati, Cincinnati, OH** Fall 2011 – Spring 2016

**SELECT RELEVANT APPLIED EXPERIENCE**

- **Co-Owner, Educating Beyond, LLC., Oxford, OH** August 2015 – Current
- **House Manager, Collins Bowling Centers, Inc., Lexington, KY** May 2006- July 2007
- **Manager, Collins Bowling Centers, Inc., Lexington, KY** Nov. 2001-May 2006 - During Academic Year
- **Intern, Fort Wayne Wizards Baseball Club, Fort Wayne, IN** May 2004-Aug 2004 and May 2003-Aug 2003

**SCHOLARLY CONTRIBUTIONS - BOOKS**

- Pedersen, P.M., **Ruihley, B.J.**, & Li, B (Eds.). (In press, 2020). *Sport and the pandemic: Perspectives on Covid-19's impact on the sport industry*. London: Routledge.
- Billings, A.C., & **Ruihley, B.J.** (2014). *The fantasy sport industry: Games within games*. London: Routledge.

**RECENT SCHOLARLY CONTRIBUTIONS - BOOK CHAPTERS - REFEREED (PEER & EDITORIAL)**

- Pedersen, P.M., **Ruihley, B.J.**, & Li, B. (**In Press**). Overview of perspectives on a global pandemic's impact on the sport industry (editor reviewed). In P. M. Pedersen, B. J. Ruihley, & B. Li (Eds.), *Sport and the pandemic: Perspectives on Covid-19's impact on the sport industry* (pp. TBD). London: Routledge.
- Zhang, J., Li, B., & **Ruihley, B.J.** (**In Press**). Covid-19 and the Chinese Super League: Managing the world's most popular sport in a time of global crisis. In P. M. Pedersen, B. J. Ruihley, & B. Li (Eds.), *Sport and the pandemic: Perspectives on Covid-19's impact on the sport industry* (pp. TBD). London: Routledge.
- **Ruihley, B.J.**, & Billings, A.C., & Buzzelli, N. (**In Press**). Fantasy sport: A media construction. Proposal for J. Carvalho's (Ed.) Sports media history anthology. New York: Routledge.
- **Ruihley, B.**, Hebbel-Seeger, A., & Horky, T. (2019). VR, AR, Drohnen und 360-Grad-Kameras – die Zukunft von Sportmanagement und Sportkommunikation mit einem Blick auf die Situation in den USA. [VR, AR, drones and 360-degree-video - the future of sports management and sports communication with a special view on the situation in the US.] In R. Wadsack (Ed.), *Digitale Transformation und Sportmanagement* [Digital transformation and sports management. working title.] Bern/Schweiz: Peter Lang.
- **Ruihley, B.J.**, & Billings, A.C. (2019). Ascending as the fantasy giant: ESPN fantasy, mainstreaming fantasy gaming, and the role of Goliath. In G. Armfield, J. McGuire, & A. Earnhardt (Eds.) *ESPN and the changing sports media landscape*. Peter Lang.
- \*Yang, Y.Y., Billings, A.C., & **Ruihley, B.J.** (2017). Team identification in traditional and fantasy football fandom: Contradictory or complementary concepts. In A.C. Billings & K. Brown (Eds.) *Evolution of the modern sports fan* (pp. 115-130). New York: Lexington Books.
- **Ruihley, B.J.**, Billings, A.C., & \*Rae, C. (2017). Not sport, yet defining sport: The mainstreaming of fantasy sport participation. In S.E. Klein's (Ed.), *Defining sport: Conceptions and borderlines* (pp. 193-206). Lanham, MD: Lexington Books.

**RECENT SCHOLARLY CONTRIBUTIONS - PUBLISHED MANUSCRIPTS - REFEREED**

- **Ruihley, B.J.**, & Li, B. (**In Press**). Sport and the coronavirus crisis special issue: An introduction (editor reviewed). *International Journal of Sport Communication*, 13(3).
- **Ruihley, B.J.**, & Chamberlin, J. (**In Press**). Just a fantasy? Examining fantasy sport in a time without sport. *International Journal of Sport Communication*, 13(3).
- **Ruihley, B.J.**, & Grappendorf, H. (2019). Women sports fans' opinion of fantasy sport activity. *Journal of Contemporary Athletics*, 13(4), 245-464.

- **Ruihley, B.J.**, \*Mamo, Y., Greenwell, T.C., & Andrew, D. (2019). Increase customer retention: An examination of quality and its effects on the retention of sport participants. *Journal of Sport Behavior*, 42(3), 365-388.
- **Ruihley, B.J.**, Simmons, J., Billings, A.C., & Calabrese, R. (2018). Fantasy breakdown: A case study on organizational crisis communication and stakeholder reaction during mass product failure. *International Journal of Sport Communication*, 11(4), 552-572 .
- Billings, A.C., **Ruihley, B.J.**, \*Yang, Y. (2017). Fantasy gaming on steroids?: Contrasting perceptions of traditional and daily fantasy sport participants. *Communication & Sport*, 5(6), 732-750.
- **Ruihley, B.J.**, Yu, K., & Hardin, R. (2017). Korean sport consumers 'perceptions of sports in the United States. *Global Sport Business Journal*, 5(1), 23-41.
- **Ruihley, B.J.**, & Pate, J.R. (2017). For the love of sport: Examining sport emotion through a Lovemarks lens. *Communication & Sport*, 5(2), 135-159.
- Veraldo, C.M., & **Ruihley, B.J.** (2017). Theory of planned behavior and women in senior-level athletic administration. *Sport, Business and Management: An International Journal*, 7(1), 21-37.
- **Ruihley, B.J.**, Pratt, A.N., & Carpenter, T. (2016). The role of public relations in college athletics: Identifying roles, tasks, and importance of public relations. *Journal of Applied Sport Management*, 8(1), 55-82.
- **Ruihley, B.J.**, & Hardin, R. (2015). Gameday food and beverage: The perspective of college football fans. *Journal of Applied Marketing Theory*, 6(1), 27-43.
- Grappendorf, H., & **Ruihley, B.J.** (2015). Different activity, same story: Women's perceptions of why fantasy sport is male dominated. *Global Sport Business Journal*, 3(2), 1-15.
- Pate, J.R., Hardin, R., & **Ruihley, B.J.** (2014). Speak for yourself: Analysing how U.S. athletes used self-presentation on Twitter during the 2012 London Paralympic Games. *International Journal of Sport Management & Marketing*, 15(3/4), 141-162.
- **Ruihley, B.J.**, Billings, A.C., & \*Rae, C. (2014). As time goes by: Deciphering the fantasy sport playing teenager. *Sport Marketing Quarterly*, 23(4), 187-197.
- **Ruihley, B.J.**, & Hardin, R. (2014). Sport fans and online data collection: Challenges and ethics. *Journal of Applied Sport Management*, 6(3), 1-15.
- Pate, J. R., **Ruihley, B.J.**, & Mirabito, T. (2014). Displaying disability: A content analysis of person-first language on NCAA Bowl Championship Series college athletic department websites. *Journal of Applied Sport Management*, 6(1), 1-24.

#### **COURSES TAUGHT AT MIAMI UNIVERSITY**

- KNH 635 – Strategic Management of Sport
- KNH 416 – Sport Marketing
- KNH 453 – The Business of Fantasy Sport
- KNH 212 – Introduction to Sport Management

#### **SELECT SERVICE AT MIAMI UNIVERSITY**

- Dean Search Committee for EHS. Member. Search Chair Dean Chris Makaroff. (Summer 2020-Current)
- Council on Undergraduate Curriculum Chair (Fall 2019 - Current) & Member (Fall 2018-Current)
- Miami University Strategic Planning 2019 - Academic Excellence Subcommittee Member. *Chair: Renee Baernstein.* (Fall 2018 - Spring 2019)
- Department of Sport Leadership & Management. Assistant Chair. Chair: Melissa Chase (Spring 2020-Current).
- Kinesiology & Health. Assistant Chair. Chair: Helaine Alessio. (Fall 2019-Spring 2020).

#### **SELECT EXTERNAL SERVICE**

- Editorial Board Member. *International Journal of Communication and Sport.* Human Kinetics. Editor: Paul Pedersen. July 2019 - Current.
- International Association for Communication and Sport. Board of Directors. Serve as communication director on the board of directors for this academic organization (2010-Current).



## Callie Batts Maddox, PhD

Assistant Professor, Department of Sport Leadership & Management  
College of Education, Health & Society, Miami University  
Phone: 513.529.2717  
maddoxce@miamioh.edu

### EDUCATION

PhD, Kinesiology and Physical Cultural Studies, University of Maryland 2012  
MA, International Sport Policy, Chelsea School, University of Brighton (UK) 2005  
BA, International Studies and History, Whittier College 1998

### TEACHING AND RELATED PROFESSIONAL EXPERIENCE

**Assistant Professor, Sport Leadership and Management** 2016 – present  
Miami University, Department of Kinesiology & Health  
**Co-Director and Tutor** 2015 – 2016  
University Select, LLC, St. Augustine, Florida  
**Yoga Instructor** 2011 – 2013  
Jindal Global University, Sonipat, Haryana, India  
**Lecturer and Instructor, Physical Cultural Studies** 2008 – 2010  
University of Maryland, Department of Kinesiology  
**Regional Development Manager and Equity Officer** 2006 – 2008  
BaseballSoftballUK, London, England

### SELECTED PEER-REVIEWED PUBLICATIONS

Hodler, M.R. & **Maddox, C.B.** (2020, in press). Converging interests, unequal benefits? Tribal Critical Race Theory and Miami University's Myaamia Heritage Logo. *Sociology of Sport Journal*.  
McAnirlin, O. & **Maddox, C.B.** (2020, in press). "We have to be a little more realistic": Women's outdoor recreation experiences in a community hiking group. *Annals of Leisure Research*.  
**Maddox, C.B.** (2020). "To tackle all that is thrown her way": Fitness, consumption, and young middle class women in contemporary India. *South Asia Research*. 40(1), 111-126.  
**Maddox, C.B.** (2020). "Under one banner": The World Baseball Softball Confederation and the gendered politics of Olympic participation. *Sport History Review*, 51(1), 125-144.  
**Maddox, C.B.** (2020). Not America's game: The globalization and post-Westernization of women's baseball. *Journal of Sport and Social Issues*, 44(2), 115-133.  
**Maddox, C.B., DeLuca, J.R., & Bustad, J.** (2019). Working a third shift: Physical activity and embodied motherhood. *Sociological Inquiry*, 90(3), 603-624.  
**Maddox, C.B. & Cooley, R.** (2019). 'The Benares of the West': The evolution of yoga in Los Angeles. *Journal of Sport History*, 46(1), 82-97.  
DeLuca, J.R. & **Maddox, C.B.** (2018). Fixing the front porch?: Maryland's move to the Big Ten. In R. King-White (Ed.), *Sport in the neoliberal university: Profit, politics, and pedagogy*. New Brunswick, NJ: Rutgers University Press.

DeLuca, J.R. & **Maddox, C.B.** (2016). Tales from the ethnographic field. Navigating feelings of guilt and privilege in the research process. *Field Methods*, 28(3), 284 – 299.

King-White, R., DeLuca, J.R. & **Maddox, C.B.** (2016). Circumstantial intervention: Three perspectives. *Review of Education, Pedagogy & Cultural Studies*, 38(3), 213 – 235.

### SELECTED PRESENTATIONS AND INVITED LECTURES

**Maddox, C.B.** (2020). “No tagging unless you have the ball!”: Depictions of women in Baseball Digest cartoons. *SABR/IWBC Women in Baseball Conference*, Society for American Baseball Research, September 11 – 13.

**Maddox, C.B.** (2020, accepted). Stray dogs, the Indian Grand Prix, and the meaning of sport. *Annual Convention of the North American Society for Sport History*, Chicago, IL, May 22 – 25. (Conference cancelled)

**Maddox, C.B.** (2019). Ladies’ holidays: Yoga, menstruation, and control of the female body. *North American Society for the Sociology of Sport Annual Conference*, Virginia Beach, VA, November 6 – 9.

**Maddox, C.B.** (2019). “These girls are legit”: The globalization of women’s baseball. *World Congress of Sociology of Sport Annual Conference*, International Sociology of Sport Association, Dunedin, New Zealand, April 24 – 27.

**Maddox, C.B.** (2018). “With motion full of gentle charm”: Women’s baseball at Western College and Miami. Invited Lecture, *Ohio Archives Month Lecture Series*, King Library, Miami University, Oxford, OH, October 9.

**Maddox, C.B.** (2018). “Ty Cobb has nothing on her”: Early twentieth century women’s collegiate baseball in Ohio. *Society for American Baseball Research Annual Convention*, Pittsburgh, PA, June 20 – 24.

### SELECTED GRANTS AND RESEARCH SUPPORT

#### **Internal Grants**

2020 Using goalball for experiential learning in KNH 276. *College of Education, Health & Society Eloise Martin Instructional Grant Award*. \$480

2019 Working towards interdisciplinary cultural proficiency in our curriculum: A first-person action research project. College of Education, Health & Society Interdisciplinary Teaching and Curriculum Grant: \$3,840 (Co-PIs: Beth Miller and Philip Smith)

2018 The globalization of women’s baseball: Co-optation or autonomy? *College of Education, Health & Society Research Seed Grant*: \$1,500

2018 Mentoring SLAM students in sport leadership, *M.I.A.M.I Women Grant Fund*: \$9,125 (Co-PIs: Melissa Chase, Robin Vealey and Valeria Freysinger)

2018 The history of women’s collegiate baseball in Ohio. *College of Education, Health & Society Summer Research Grant Award*: \$6,000

#### **External Grants**

2020 Women’s collegiate baseball at Oberlin College, 1890 – 1930. *The Oberlin College Archives and the Frederick B. Artz Summer Research Grants Program*. \$765

### PROFESSIONAL AFFILIATIONS

North American Society for the Sociology of Sport (NASSS); North American Society for Sport History (NASSH); International Sociology of Sport Association (ISSA); Society for American Baseball Research (SABR)

## A D A M S . B E I S S E L

Miami University (OH)  
Department of Sport Leadership & Management

202K Phillips Hall, Oxford, Ohio  
*Email:* [abeissel@miamioh.edu](mailto:abeissel@miamioh.edu)

### EDUCATION

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2009-2015, *Doctor of Philosophy in Sport and Leisure Studies*, School of Physical Education, Sport, and Exercise Science, University of Otago, Dunedin, New Zealand

*Dissertation Title:* Sons of Samoa: The Corporeal Economy of American Samoa Gridiron Football

2007-2009, *Master of Business Administration*, University of Baltimore/Towson University, Baltimore, MD, USA

2003-2007, *Bachelor of Science*, Towson University, Towson, MD, USA

### TEACHING

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2017-Present, *Assistant Professor & Director of Undergraduate Studies (DUGS)*, Department of Sport Leadership and Management (SLAM), Miami University (OH)

At present, I am an Assistant Professor and the Director of Undergraduate Studies in the Department of Sport Leadership and Management at Miami University (OH). My scholarship and teaching interrogates the cultural and political economies of contemporary global sport. My primary research interests include: Political Economies of Sport Mega-Events; Global Politics of International Sport; Sport Stadiums and Urban Development; Social and Economic (in)justice in College Sport; Sports Labor Markets and Global Athletic Migration. In this role, I regularly instruct undergraduate curricular offerings in the area of sport economics and global sport. More specifically, I instruct the following courses:

- KNH 313: *Sport Economics (3 credits)*
- KNH 414: *Facility and Event Management in Sport (3 credits)*
- KNH 448: *Global Sport Perspectives (3 credits)*
- KNH 446/499: *Sport, Management, & Culture in the Global Marketplace (6 credits – New Zealand)*
- KNH 446/499: *Sport, Management, & Culture in the Global Marketplace (6 credits – London & Dublin)*

### SELECTED PUBLICATIONS

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**Beissel, A. S., & Kohe, G.** (In Press, 2020). Unity in Difference: An analysis of the United Bid hosting vision and event legacies of the 2026 FIFA Men's World Cup. *Managing Sport Leisure*.

Clevenger, S., King-White, R., & **Beissel, A.S.** (In Review, 2020). The Kings of empty promises: Administrative Governance and the Shift to Big-Time Athletics at Towson University. *Journal of Issues in Intercollegiate Athletics*.

Friedman, M.F. & **Beissel, A.S.** (In Press, 2020). Beyond "Who Pays?": Stadium Development and Urban Governance. *International Journal of Sports Marketing and Sponsorship: Special Issue on Sport and Urban Governance*.

**Beissel, A. S., & Andrews, D. L.** (In Press, 2020). “The Art of the Deal”: Donald Trump, Soft Power, and Winning the 2026 FIFA Men’s World Cup Bid. In Tomlinson, A. & Clift, B. (eds.), *Populism and the Sport and Leisure Spectacle*. Routledge.

**Beissel, A.S.** (2019). Transnational Corporations of Football Kin: Migration, Labor Flows, and the American Samoa MIRAB Economy. *Journal of Sport and Social Issues*.

King-White, R.W. & **Beissel, A.S.** (2018). Sport in the Aspirational Corporate University: A Genealogy of Athletic Programming Development at Towson university. *Sociology of Sport Journal*. 35(4), 334-346.

**Beissel, A.S.** (2018). Confessions of a human trafficker: Inside the global recruitment system(s) and network(s) of international student-athletes in NCAA football. In King-White, R.W. (Ed.). *Sport in the Neoliberal University: Profit, Politics, and Pedagogy*. Rutgers University Press.

**Beissel, A.S.,** Giardina, M., & Newman, J.I (2014) Men of Steel: Social class, masculinity, and cultural citizenship in post-industrial Pittsburgh. In Guschwan, M. (Ed.). *Sport and Citizenship*. New York: Routledge.

**Beissel, A.S.,** Giardina, M., & Newman, J.I (2013) Men of Steel: Social class, masculinity, and cultural citizenship in post-industrial Pittsburgh. *Sport in Society*. July. Routledge, p. 1-24.

Newman, J.I., & **Beissel, A.S.** (2009). The limits to ‘NASCAR Nation’: Sport and the ‘recovery movement’ in disjunctural times. *Sociology of Sport Journal*, 26(4), 517-539.

#### SERVICE

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- 2020-Present, Director of Undergraduate Studies, Department of Sport Leadership and Management, Miami University, Oxford, Ohio
- 2020-Present, Committee Member, Curriculum & Assessment Committee, Department of Sport Leadership & Management, Miami University, Oxford, Ohio
- 2020-Present, Committee Member, Academic Grievance Committee, Department of Sport Leadership & Management, Miami University, Oxford, Ohio
- 2020-Present, Member, Undergraduate Curriculum Committee, College of Education, Health, and Society, Miami University, Oxford, Ohio
- 2018-2020, Faculty Co-advisor, Sport Leadership and Management Club, Department of Kinesiology, Miami University, Oxford, Ohio
- 2017-Present, Faculty Director, Sport, Management, and Culture in the Global Marketplace Study Abroad, Department of Sport Leadership & Management, Miami University, Oxford, Ohio

**Dr. Bo Li**

Assistant Professor of Sport Leadership and Management Miami University

Email: [bo.li@miamioh.edu](mailto:bo.li@miamioh.edu)**EDUCATION**

|  |              |
|--|--------------|
| <b>University of Arkansas (USA)</b><br>2016  | <b>2013-</b> |
| <i>Doctoral of Education</i> in Recreation and Sport Management  |              |
| <i>Dissertation:</i> Why we follow: How Culture Shapes Users' Motivation of following sport organizations on Twitter and Weibo |              |
| <b>University of New South Wales (Australia)</b><br>2007   | <b>2006-</b> |
| Master of Arts in International Relations  |              |
| <b>University of Wollongong (Australia)</b><br>2006  | <b>2005-</b> |
| Master of International Business   |              |
| <b>Guangzhou University (China)</b><br>2003  | <b>1999-</b> |
| B.A. in Radio & TV News Broadcasting   |              |

**TEACHING**

|   |                     |
|---|---------------------|
| <b>Miami University, Oxford, Ohio</b><br><b>Present</b>   | <b>August 2019-</b> |
| <u>Position:</u> Assistant Professor in Department of Sport Leadership and Management   |                     |
| Research areas: Social media and Sports, Media framing  |                     |
| At Miami, I am primarily constructing the following courses:  |                     |
| <ul style="list-style-type: none"> <li>○ KNH 472/572 Sport administration</li> <li>○ KNH 416/516 Sport marketing</li> <li>○ SLM 636 Sport Communities and Public Relations</li> </ul> |                     |

**SELECTED PUBLICATIONS*****Edited book***

Pedersen, P.M., Ruihley, B. J. & Li, B. (In press), *Sport and pandemic: Perspectives on Covid-19's impact on the sports industry*. London: Routledge.

***Selected Published Manuscripts*** (\*graduate student)

1. Li, B., & Scott, O., (2020). Fake news travels fast: Tracking how misinformation spread during the COVID-19, *International Journal of Sport Communication*.
2. Abisaid, J.L. & Li, B. (in press). She Said, He Said: An empirical investigation of sports journalist gender, tweets, and language Style. *Communication & Sports*.
3. Wang, J. J., Braunstein-Minkove, J. R., Baker, T. A., Li, B., & Zhang, J. J. (2020). Self-branding through the NFL fanship: Fans' desired self-image and its implication for branding practices.

- Sport Marketing Quarterly*, 29 (1), 47-61.
4. **Li, B.**, Scott, O.K.M., \*Sharpe, S., \*Xu, Q., & Naraine, M. (2019). 'Drug cheat or a jerk?': A comparative analysis of framing athletes' conflicts in Australian and Chinese media, *International Journal of Sport Communication*, 12 (4), pp.531-551.
  5. **Li, B.**, \*Liu, Y., Scott, O.K.M., & Stokowski, S. (2019). Does star power boost soccer match attendance? Empirical evidence from the Chinese Super League. *International Journal of Sport Finance*, 14(2), 97-109.
  6. Hutchins, B., **Li, B.**, Rowe, D. (2019). Over-the-top sport: Live streaming services, changing coverage rights markets, and the growth of media sport portals. *Media Culture and Society*, 41(7), 975-994.
  7. **Li, B.**, Dittmore, S.W., Scott, O. K. M., Lo, W., & Stokowski, S. (2019). Why we follow: Exploring the differences in users' motivations for following sport organizations on Twitter and Weibo. *Sport Management Review*, 22(3), 333-347.
  8. **Li, B.**, Scott, O.K.M., & Dittmore, S.W. (2018). Twitter and Olympics: Exploring Factors Which Impact Fans Following American Olympic Governing Bodies. *International Journal of Sports Marketing and Sponsorship*, 19 (4), 370-383.
  9. Stokowski, S, **Li, B.**, & \*Goss, B.D., \*Hutchens, S., & \*Turk, M. (2018). Work motivation and job satisfaction of sport management faculty members. *Sport Management Educational Journal*, 12(2), 80-89.
  10. Dittmore, S.W. & **Li, B.** (2017). Serve and volley: A political economy view of The Tennis Channel's 5-year quest for carriage. *Journal of Sport Media*, 12(2), 103-123.
  11. **Li, B.**, Dittmore, S.W., & Scott, O.K.M. (2017). Points of attachment on social media: Exploring similarities and differences between Chinese and Western National Basketball Association fans. *Asia Pacific Journal of Sport and Social Science*, 6 (3), 201-215.
  12. **Li B.**, Stokowski, S., Dittmore, S. W. & Scott, O.K.M. (2017). For better or for worse: The impact of social media on Chinese sports journalists. *Communication and Sport*, 5 (3), 311-330.
  13. **Li, B.**, Stokowski, S., Dittmore, S. W., Malmo, J., & Rolfe, D.T. (2017). A case study of self-representation on Twitter: A gendered study of how student-athletes frame themselves. *Global Sport Business Journal*, 5(1), 61- 75.

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## SERVICE

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### University Level

Miami University

2019-

Present

The Education, Health and Science Committee for the Evaluation of Administrators  
Committee member

### Professional Service, Regional and National Level

Editorial Review Board

- International Journal of Social Science Studies  
2020

2017-

Ad Hoc Reviewer

- Journal of Athlete Development and Experience  
2021

2018 -

Editorial Board member

## **Jerred Junqi Wang, Ph.D.**

Department of Sport Leadership and Management  
Miami University, Oxford, OH 45056

### **EDUCATION**

**University of Georgia**, Athens, Georgia 2012 - 2017

*Doctor of Philosophy*, Sport Management & Policy

*Master of Arts*, Quantitative Methodology

*Master of Science*, Sport Management & Policy

**Georgia Institute of Technology**, Atlanta, Georgia In Progress

*Master of Business Administration*, Analytics

**Tongji University**, Shanghai, China 2009 - 2012

*Master of Arts*, Communication

**Shanghai University of Sport**, Shanghai, China 2005 - 2009

*Bachelor of Arts*, Journalism

### **PROFESSIONAL EXPERIENCES**

- **Miami University**, Oxford, OH 2020 - Present
  - Assistant Professor of Sport Leadership and Management
  - Graduate faculty of sport analytics track
- **University of Georgia**, Athens, GA 2018 - Present
  - Adjunct Graduate Faculty at Sport Management Program
  - Advising research projects of graduate students
- **University of West Georgia**, Carrollton, GA 2017 - 2020
  - Assistant Professor of Sport Management
    - Graduate Program Co-coordinator
- **University of Georgia**, Athens, GA 2014 - 2017
  - Graduate Assistant and Instructor
- **Shanghai Municipal Sports Bureau**, Shanghai, China 2006 - 2008
  - Event Manager Assistant
  - Assisted to coordinate multiple mega-events hosted in Shanghai

### **RESEARCH INTERESTS**

– Branding through sport platforms – Technology and consumer demand – Sport analytics

### **SELECTED PUBLICATIONS**

1. **Wang, J. J.**, Pifer, N., Scremin, G., & Zhang, J. J. (2020). Modeling environmental antecedents of online word-of-mouth on team social media: A perspective of information utility. *Sport Marketing Quarterly*. 29(2), 79-93. [IF = 1.143]

2. \*Mastromartino, B., Qian, T. Y., **Wang, J. J.**, & Zhang, J. J. (2020). Developing a Fanbase in Niche Sport Markets: An Examination of NHL Fandom and Social Sustainability in the Sunbelt. *Sustainability*, 12(3), 1115-1130. [IF = 2.576]
3. **Wang, J. J.**, Braunstein-Minkove, J. R., Baker, T. A., Li, B., & Zhang, J. J. (2020). Self-branding through NFL team fanship: Fans' desired self-image and its implication for branding practices. *Sport Marketing Quarterly*. 29(1), 46-60. [IF = 1.143]
4. \*Qian, T. Y., Zhang, J. J., **Wang, J. J.**, & Hulland, J. (2019). Beyond the game: Dimensions of esports online spectator demand. *Communication & Sport*. [IF = 1.220]
5. **Wang, J. J.**, Zhang, S., & Zhang, J. J. (2019). Moderating effects of gender and life cycle in the relationship between self-image demand and sport participation behavior: A multi-group analysis. *Measurement in Physical Education and Exercise Science*. 23(4), 337-350. [IF = 1.750]
6. Li, B., Liu, Y., **Wang, J. J.**, Olan, S., & Stokowski, S. (2019). Does star power boost soccer match attendance? Empirical evidence from the Chinese Soccer League. *International Journal of Sport Finance*. 14(2), 97-109. [IF = 0.425]
7. **Wang, J. J.**, Wann, D. L., Lu, Z., & Zhang, J. J. (2018). Self-expression through sport participation: Exploring participant desired self-image. *European Sport Management Quarterly*. 18(5), 583-606. [IF = 2.270]

## CONFERENCE PROCEEDINGS

1. **Wang, J. J.**, Braunstein-Minkove, J. R., Baker, T. A., Li, B., & Zhang, J. J. (2020, June). Self-branding through NFL team fanship: Fans' desired self-image and its implication for branding practices. Virtually presented (oral) at the at the 2020 North American Society for Sport Management Conference [Virtual Conference]
2. **Wang, J. J.**, Zhang, J. J., & Suh, Y. (2018, May). Applied predictive analytics in sport business education. Presented (oral) at the 6th Big Data and Analytics EdCon, Shanghai, China
3. Zhang, J. J., **Wang, J. J.**, Qian, T. Y., & Pitts, B. G. (2017, June). Design, measurement, and statistical considerations in sport management research. Presented (symposium) at the World Association for Sport Management Conference, Kaunas, Lithuania.

## SELECLTED COMMUNITY SERVICES

- \_ Member of editorial board of the International Journal of Sports Marketing & Sponsorship
- \_ Advised 8 masters students and served on 3 doctoral students' \_dissertation committees at the University of West Georgia and the University of Georgia
- \_ R e v i e w e r f o r t h e M e a s u r e m e n t i n P h y s i c a l E d u c a t i o n a n d E x e r c i s e S c i e n c e
- \_ R e v i e w e r f o r t h e J o u r n a l o f A p p l i e d M a r k e t i n g T h e o r y
- \_ Reviewer for the Asia Pacific Journal of Marketing and Logistics
- \_ Reviewer for the Annual Conference of the North American Society of Sport Management (NASSM)
- \_ Reviewer for the Annual Conference of the World Association for Sport Management (WASM)

## ACADEMIC MEMBERSHIPS

- North American Society for Sport Management 2012 - Present
- Sport Marketing Association 2013 - Present
- Association of Marketing Theory and Practice 2016 - Present
- World Association for Sport Management 2017 -Present



## S.P. (Sam) Morris 2-page CV

### Degrees:

|   |      |
|---|------|
| Doctor of Philosophy   <b>The Ohio State University</b>   Sport Humanities      | 2010 |
| Areas of specialization: Philosophy, history, and socio-cultural study of sport |      |
| Master's of Science   <b>Miami University</b>   Sport Organization              | 2006 |
| Areas of specialization: Sport organization                                     |      |
| Bachelor's of Science   <b>Miami University</b>   Sport Studies                 | 2003 |
| Areas of specialization: Sport studies  |      |

### Scholarly expertise:

Philosophy, history, and socio-cultural study of sport; especially ethics in sports. My scholarship is interdisciplinary but grounded primarily in philosophy (generally) and ethics (specifically). I accent heavily from sociology and history and my work is inescapably tied to the interplay of markets, economies, institutions, social conditions, and concerns over justice, broadly conceived. The overarching objective of my scholarship and teaching is to work toward the betterment of sport management, as an institution, and of societies, domestic and abroad

### Positions held:

|   |                |
|---|----------------|
| Clinical Professor   <b>Miami University</b>   Sport Leadership & Management      | 2019 – Present |
| Associate Clinical Professor   <b>Miami University</b>   Leadership & Management  | 2018 – 2019    |
| Senior Clinical Faculty   <b>Miami University</b>   Sport Leadership & Management | 2017 – 2018    |
| Clinical Faculty   <b>Miami University</b>   Sport Leadership & Management        | 2011 – 2017    |
| Assistant Coach   <b>Talawanda High School</b>                                    | 2011 – 2011    |
| Lecturer   <b>The Ohio State University</b>   Sport Humanities                    | 2010 – 2011    |
| Staff Assistant, <b>Ohio High School Athletic Association</b>                     | 2006 – 2011    |
| Graduate Teaching Associate   <b>The Ohio State University</b>                    | 2006 – 2010    |
| Graduate Teaching Associate   <b>Miami University</b>                             | 2003 – 2005    |
| Game Day Operations Assistant   <b>Miami University</b>                           | 2002 – 2005    |
| Head Coach (Junior Varsity)   <b>Talawanda High School</b>                        | 2002 – 2004    |
| Assistant Coach (Varsity)   <b>Talawanda High School</b>                          | 2001 – 2004    |

### Teaching experience (since 2010):

|            |  |
|------------|--|
| KNH 495:   | Practicum in Sport Leadership and Management |
| KNH 4/572: | Sport in Schools and Colleges                |
| KNH 225:   | Ethics in Sports                             |
| KNH 4/516: | Sport Marketing                              |
| KNH 378:   | Sport, Power, and Inequality                 |

### Publications:

Morris, S.P. (2020). "A Moral Defense of Trophy Hunting and Why it Fails." [Sport, Ethics & Philosophy](#), DOI: 10.1080/17511321.2020.1770847

- Morris, S.P. (2018). "Violence Among Beasts: Why it is Wrong to Harm Nonhuman Animals in the Context of a Game." *The Philosophical Journal of Conflict and Violence*, 2 (2): 383 – 394
- Morris, S.P. (2015). "Moral Luck and the Talent Problem," [Sport, Ethics & Philosophy](#), 9 (4): 363 – 374
- Morris, S.P. (2014). "The Sport Status of Hunting." [International Journal of Applied Philosophy](#), 28 (2): 391 – 407
- Morris, S.P. (2014). "The Trouble with Mascots." [Journal of the Philosophy of Sport](#), 42 (2), 287 – 297
- Morris, S.P. (2014). "The Ethics of Interspecies Sports." In [Sport, Animals and Society](#), by James Gillett and Michelle Gilbert. New York: Routledge, 127 – 139
- Morris, S.P. (2014). "Deception in Sports." [Journal of the Philosophy of Sport](#), 41 (2): 177 – 191
- Morris, S.P. (2013). "Challenging the Values of Hunting: Fair Chase, Game Playing, and Intrinsic Value." [Environmental Ethics](#) 35 (3): 295 – 311
- Morris, S.P. (2012). "The Limit of Spectator Interaction." [Sport, Ethics & Philosophy](#) 6 (1): 46 – 60
- Morris, S.P. (2009). "Hunting for Empire: Narratives of Sport in Rupert's Land, 1840 – 70." [Sport History Review](#) 2: 201 – 202

### **Interviews, invited lecturers, panelist:**

- Reframe* podcast episode 63: [The Trouble with Mascots](#), October 9, 2019
- Author and presenter of the Majority Report of the Talawanda Branding Committee; the report included a motion to cease the use of ostensibly Native American iconography by the Talawanda School District; motion carried
- University Hour* Keynote Address (on campus): "Violence Among Beasts: Why it is Wrong to Harm Nonhuman Animals in the Context of a Game." Eastern Connecticut State University, November 28, 2018
- Reframe* podcast episode 11: [The Unfathomable Inner Reality of Sports-Related Concussions](#), December 6, 2017
- Panelist (on campus): *Gridiron Gladiators*, Miami University, October 12, 2015
- Invited Lecture (online): Ethics in Research Methods, Eastern Connecticut State University, September 23, 2015
- Panelist (on campus): Native Peoples of the Americas Colloquium; University of Dayton, November 10<sup>th</sup>, 2014
- Invited lecture (online): Ethics in Research Methods, Eastern Connecticut State University, September 10, 2014
- Interview (via phone): ORION: The Hunter's Institute, June 20<sup>th</sup>, 2014
- Invited lecturer (on-campus): Food Politics, Ethics, and Animal Welfare; KNH 171: Personal Nutrition, March 29<sup>th</sup>, 2013

### **Awards and Recognitions (since hire-date):**

- Peter Magolda Excellence in Teaching Award, nomination currently standing (2020)
- E. Phillips Knox Distinguished Teaching Award, nominee (2017, 2018)
- Excellence in Career Development Award winner (2016)
- Two-time Outstanding Professor Award nominee, Associated Student Gov. (2015, 2018)
- Six-time earner of official commendations for excellence in teaching (2012 – 2017)
- Seven-time [Top-100](#) distinction for excellence in teaching (2013 – 2019)
- Exceptional Service Award winner in the College of Education, Health & Society (2014)
- Recipient of a Certificate of Professional Development in College Teaching (2008)
- Recipient of the Zuck Scholarship (2007 – 2008)

**Lauren Osmer**  
Curriculum Vitae

**41 Vicki Anda Ct. Apt. 3**  
**Oxford, Ohio 45056**  
**Phone: (704) 299-7252**  
**Email: osmerlm@miamioh.edu**

## EDUCATION

### **University of Texas at Austin, Austin, TX**

Ph.D. in Kinesiology (Interdisciplinary Sports Studies)  
Dissertation: Reading the Pitch: Historical Racialized Narratives in  
Mass Media Coverage of International Baseball  
Committee Chair: Dr. Thomas M. Hunt  
*December 2019*

### **University of Tennessee, Knoxville, TN**

M.S. in Sports Studies (Sports Management concentration)  
Thesis: "Learning the Hard Way": An Examination of Acculturative  
Support for Latin-American Baseball Players in the South Atlantic  
League  
Thesis Advisor: Dr. Sylvia Trendafilova  
*August 2011*

### **Beloit College, Beloit, WI**

B.A. in Political Science  
*December 2008*

## TEACHING EXPERIENCE

### **Visiting Instructor (Visiting Assistant Professor beginning Fall 2020), Miami University (Oxford, OH):**

KNH 276-Current Issues in Leisure & Sport (Spring 2020/Fall 2020)  
KNH 378-Sport, Power, & Inequality (Fall 2019/Spring 2020/Fall 2020)  
KNH 475/575-Women, Gender, & Sport (Fall 2019/Spring 2020/Fall  
2020)

### **Assistant Instructor (Instructor of Record), University of Texas (Austin, TX):**

KIN 312-Sport Industry in the U.S. (Summer 2016/Fall 2016/Fall 2018)  
KIN 353-Sport Law (Summer 2017/Spring 2018/Spring 2019)

### **Teaching Assistant, University of Texas (Austin, TX):**

KIN 357-Strategic Management in Sport Organizations (Fall 2017)  
KIN 353-Sport Law (Spring 2017)  
KIN 352K-Race and Sport in African-American Culture (Spring 2017)  
KIN 316-Structure and Organization of Sport Programs (Spring 2016)  
KIN 350-Sociological Aspects of Sport (Fall 2015/Spring 2016)  
KIN 351-Philosophy of Sport and Physical Activity (Fall 2014)  
KIN 349-History of Sport and Physical Activity (Spring 2014/Spring  
2015)  
KIN 347-Historical and Ethical Issues in Sport (Fall 2013)

## PUBLICATIONS

-Osmer, L. & Todd, J. "‘It Is Now Within Your Reach’: Annette  
Kellerman and Feminine Agency in Physical Culture." (2018) (in press-  
*Iron Game History*).

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-Osmer, L. & Hunt, T. "Racialized Narratives in U.S. Media Coverage of International Baseball Players between 1995 and 2009: An Historical Study." (2017) (under revision-*The International Journal of the History of Sport*).

-Trendafilova, S., & Osmer, L. "'Learning the Hard Way': An Examination of Acculturative Support for Latin-American Baseball Players in the South Atlantic League." *Journal of Contemporary Management* 3, no. 4 (2013).

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#### **NON-REFEREED PUBLICATIONS**

-Osmer, Lauren. "Women Claim Their Places In The World Of Baseball." Stratfor Worldview, April 23, 2018.

-Osmer, Lauren. "Across The Pacific And Into The Major Leagues." Stratfor Worldview, August 21, 2017.

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#### **ACADEMIC AWARDS & FELLOWSHIPS**

-University of Texas Diane Yoder College of Education Scholarship (2018)

-University of Texas College of Education Mary Buice Alderson Graduate Fellowship for Teaching Excellence (2017, 2018)

-Roberta J. Park Graduate Travel Award, North American Society for Sports History (2014-2018)

-Presidential Scholarship Recipient, Beloit College (2006-2008)

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#### **PRESENTATIONS**

*Racialized Narratives in U.S. Mass Media: A Case Study of Shohei Ohtani*. Presented at the annual meeting of the North American Society for Sport Sociology, Vancouver, British Columbia, Canada (November 2018)

*Racialized Narratives of Cuban MLB Players in Mass Media: Three Case Studies*. Presented at the annual meeting of the North American Society for Sports History, Winnipeg, Manitoba, Canada (May 2018)

Panel Member, *The "New" Latino Ballplayer: Reframing a 21<sup>st</sup> Century Identity*. Presented at the annual meeting of the North American Society for Sports History, Fullerton, CA (May 2017)

*Sociological Perspectives of Racialized Narratives in Media Coverage of International MLB Players*. Presented at the annual meeting of the North American Society for Sport Sociology, Tampa, FL (November 2016)

*Racialized Narratives in Media Coverage of International MLB Players*. Presented at the annual meeting of the North American Society for Sports History, Atlanta, GA (May 2016)

*A Run For Their Money: Baseball and Cuban Nationalism During the Second American Occupation 1906-1909*. Presented at the annual meeting of the North American Society for Sports History, Miami, FL (May 2015)

*Uncharted Waters: Annette Kellerman and Negotiations of Feminism in Physical Culture*. Presented at the annual meeting of the North American Society for Sport Sociology, Portland, OR (November 2014)

*Case Studies in Soviet Bloc Entrance to the Olympic Movement: USSR, Cuba, GDR*. Presented at the annual meeting of the North American Society for Sports History, Glenwood Springs, CO (May 2014)

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## CURRICULUM VITAE

**Matthew J. Moore, PhD****Contact Information:**

Miami University  
501 E. High St.  
Oxford, OH 45056

Office: 216 Phillips Hall  
Email: mooremj5@miamioh.edu  
Mobile: (801) 995-0384

**EDUCATION**

- 2017-2020**      **PhD, Kinesiology and Sport Studies** (emphasis in *Sport Psychology and Motor Behavior*), University of Tennessee, Knoxville  
                          Dissertation: *"If I've Got God on My Side, I Can Do It": A Phenomenological Investigation of the Lived Experiences of Spirituality for LDS NCAA DI Student-Athletes*
- 2017**              **MS, Exercise and Sport Science** (emphasis in *Sport and Exercise Psychology*), University of Utah
- 2014**              **BS, Exercise and Sport Science** (emphasis in *Strength and Conditioning*), University of Utah

**EXPERIENCE**

- 2020-Present**      Visiting Assistant Professor of Sport Psychology and Sport Leadership, Miami University (OH), Oxford, Ohio
- 2020-Present**      Mental Performance Coach/Owner, Moore Mental Performance LLC., Oxford, Ohio
- 2019-2020**        Mental Performance Teacher, AFSC/Magellan Federal (contracted with the U.S. Army), Fort Jackson, South Carolina
- 2018-2019**        Mental Performance Coach, BC Athletics, Knoxville, Tennessee
- 2017-2019**        Graduate Teaching Associate, Department of Kinesiology, Recreation, and Sport Studies, University of Tennessee, Knoxville
- 2016-2017**        Mental Performance Coach, University of Utah/Highland High School/East High School Salt Lake City, Utah
- 2016-2017**        Exercise Psychology Coach/Memberships, BodyWise Fitness, Salt Lake City, Utah
- 2012-2016**        Personal Trainer, The Gym at City Creek, Salt Lake City, Utah

## **TEACHING**

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### ***Courses Taught:***

#### **Miami University (OH)**

*Psychological Perspectives in Sport and Exercise* (undergraduate)

*Contemporary Perspectives on Leadership in Sport Contexts* (undergraduate)

#### **University of Tennessee, Knoxville**

*Introduction to Sport & Exercise Psychology* (undergraduate)

*Principles of Movement Control & Skill Learning* (undergraduate)

*Applied Anatomy Lab* (undergraduate)

*Stress Management/Mindfulness Training* (undergraduate)

*Weight Training- Beginners* (undergraduate)

*Weight Training- Intermediate* (undergraduate)

*Fitness Swimming* (undergraduate)

*Golf* (undergraduate)

*Tennis* (undergraduate)

*Racquetball* (undergraduate)

#### **University of Utah**

*Group Fitness Training* (students, staff, and faculty)

*Weight Training* (students, staff, and faculty)

## **PROFESSIONAL AFFILIATIONS**

---

**2018-Present** Member, American Psychological Association (APA), Society for Sport, Exercise, and Performance Psychology (Division 47)

**2018-Present** Member, National Strength and Conditioning Association (NSCA)

**2016-Present** Member, Association for Applied Sport Psychology (AASP)

## **RESEARCH**

---

### ***Refereed Publications:***

**2018** 2018-2019 “*It’s More Than Just a Game*”: NCCAA Division II Athletes’

Perceptions of Coach Caring. *International Journal of Sports*

*Science & Coaching*, 15(4), 481-494.

<https://doi.org/10.1177/1747954120926449>

Schools, J., Fisher, L. A., **Moore, M. J.**, Morris, S. V., Egli, T., & Knust, S. K.

**2018** 2018-2019 Perceptions of Coach Caring Amongst Women’s Rugby Sevens Athletes. *Sports Coaching Review*. (under review).

Morris, S. V., Fisher, L. A., Schools, J., & **Moore, M. J.**

**DR. CHRIS HENDERSON** 5265 Natorp Boulevard, Apt. 202  
Mason, Ohio 45040 (770) 856-0895 henderc5@miamioh.edu **HIGHER**

## **EDUCATION •**

Bachelor of Science in Sports Communication; *University of Georgia*, May 2007 •  
Bachelor of Arts in Telecommunications; *University of Georgia*, May 2007 •  
Master of Education in Sport Management and Policy; *University of Georgia*, May 2009 •  
Doctorate of Philosophy in Sport Management and Policy; *University of Georgia*, May 2015

## **ACADEMIC EMPLOYMENT HISTORY •**

Graduate Assistant, University of Georgia, Spring 2014-Summer 2014 •  
Visiting Assistant Professor, Miami University, August 2015-Present

## **COURSES TAUGHT •**

KNH 212 - Sport Management (In-Classroom & Online Delivery) •  
KNH 313 - Sport Economics & Finance (In-Classroom & Online Delivery) • KNH 414/514 - Sport  
Facilities & Event Management (In-Classroom & Online Delivery) •  
KNH 416/516 - Sport Marketing (In-Classroom & Online Delivery)

## **PUBLICATIONS IN SCHOLARLY JOURNALS**

1. Yu, H. S., Zhang, J. J., Kim, D. H., Chen, K. K., Henderson, C., & Min, S. D. (2014, June). Service Quality, Perceived Value, Customer Satisfaction, and Behavioral intentions among Elderly Consumers at a Sport and Fitness Center. *Social Behavior & Personality*, 42, 757-768.
2. Henderson, C., Zhang, J. J., Leopkey, B. Breakthroughs & Own Goals: A History of Women's Soccer Marketing in the United States. *International Journal of Sport Management and Marketing* (under review).

## **BOOKS, CONTRIBUTED CHAPTERS**

1. Henderson, C., Zhang, J.J. (2019, April). Golden Goals: Professional Women's Football Clubs and Feminist Themes in Marketing. *Globalized Sport Management in Diverse Cultural Contexts*. New York: Routledge
2. Henderson, C., Zhang, J.J., Leopkey, B. (2018, February). The Equalizer: Feminist Themes in NWSL Club Marketing. *The Global Football Industry - Marketing Perspectives*. London, England: Taylor & Francis
3. Henderson, C., Zhang, J. J., Byon, K., Pitts, B.G. (2017, February). Gender, Advertising Techniques, and Consumer Response in NASCAR. *Contemporary Sport Marketing: Global Perspectives*. London, England: Taylor & Francis.

**COMMITTEE SERVICE AND OFFICES HELD** 1. Committee Member, Miami University Hays Sports Study Scholarship Ad Hoc Committee, 2018-2019 2. Co-Marketing Director, UGA Global Educational Forum on Culture, Research and Teaching, Spring 2012

**GRADUATE STUDENT SUPERVISION** Thesis supervision: • \_James Warwick - The Efficacy of Counter-Pressing As An Offensive-Defensive Philosophy - Committee Member - Summer 2019

**PROFESSIONAL AFFILIATIONS** • North American Society for Sport Management (NASSM)  
• United Soccer Coaches



**Department of Sport Leadership & Management  
Graduate Course Descriptions**

**SLM 513. Sport Economics. (3)**

This course provides a comprehensive synopsis of the application of economics and financial management used in the sport organization decision-making context from both a macro and micro level.

**SLM 514. Facilities and Event Management in Sport. (3)**

A comprehensive focus on the planning, funding, and operation of sporting events and sport/recreation facilities of all types.

**SLM 516. Sport Marketing. (3)**

Provides an overview of various aspects of sport marketing, or the business of promoting and selling products and services in the sport industry.

**SLM 518. Sport Econometrics. (3)**

Provides a setting for the application of advanced econometric techniques used in the statistical analysis of sport data. Develops an understanding of mathematical statistics and data analysis, univariate and multivariate regression analysis, and time-series data modeling to conduct and critique empirical studies in sport economics. Prerequisites: [STA 261](#) or ISA/[STA 125](#) and [ECO 201](#) or [ECO 202](#) or [KNH 313](#).

**SLM 538. Principles of Effective Coaching. (3)**

Examination of the research and theory on the effects of different types of coaching behaviors and practices on the performance and psychosocial development of athletes and evaluation of the contextual (socioenvironmental and sociocultural) factors that may affect the coach-athlete interaction across different types of sport settings.

**SLM 545 E-Sports Performance Psychology and Coaching. (3)**

This course introduces students to performance psychology and effective coaching with esports athletes and teams. Focuses on the use of educational psychological interventions to facilitate personal development and performance of esports athletes by teaching them strategies and techniques to enhance mental performance. Examines the effects of different types of coaching behaviors and practices on the performance and psychosocial development of esports athletes and teams.

**SLM 546. Sport, Management, and Culture in the Global Marketplace. (3; maximum 6)** The Sport, Management, & Culture in the Global Marketplace study abroad program is designed for students who are interested in exploring relationship between sport, culture, and the contemporary global economy through an experiential learning environment. This course is only offered as part of a credit workshop.

**SLM 547. Sport Pedagogy for Coaches and Practitioners. (3)**

This course describes models of instruction for coaches and practitioners with the application of technical teaching styles, strategies, and skills in sport. Students will focus on the analysis of the teaching-learning process and the use of appropriate coaching/teaching methods and assessment for all learners.

**SLM 548. Global Sport Perspectives. (3) (MPF)**

This course provides students with a global perspective about sport, including research and professional practice information, across diverse cultural and global contexts. Students are provided opportunities to examine the global forces influencing sport participation, to critically analyze the meaning of sport for others and oneself, and to rethink complex issues and events in sport.

**SLM 553. Seminar in Sport Leadership & Management. (1-4)**

Advanced study of current developments in technical and organizational aspects of activities within these fields. Prerequisite: junior or graduate standing.

**SLM 572. Sport Administration. (3)**

Provides relevant theoretical and practical application of management strategies and administrative principles within sport organizations. Offers an overview of organizational structures, functions, and policies of local, regional, national, and international sport governing bodies.

Prerequisite: junior or graduate standing to enroll in this course (or permission of course instructor).

**SLM 575. Women, Gender Relations, and Sport. (3)**

Explores the meanings of women's participation in sport and physical activity using sociological, feminist, and cultural studies perspectives. Special consideration given to the ideological significance of sport in U.S. culture and ways in which sporting women accept and challenge contemporary gender relations. IC.

Prerequisite: junior or graduate standing.

Cross-listed with WGS.

**SLM 600. Independent Reading. (1-4)**

Prerequisite: permission of department chair and instructor.

**SLM 620. Research Problems. (1-4)**

Prerequisite: permission of department chair and instructor.

**SLM 621. Research Foundations in Sport Leadership & Management. (3)**

Provides foundational knowledge and skills regarding the research process in sport leadership and management, including a critical analysis of research traditions and practices in the field.

**SLM 632. Psychological Foundations of Sport. (3)**

Examines theory and research related to individual difference factors (e.g., personality, motivation, anxiety, confidence) that affect cognitions, affect, behavior and performance in sport.

**SLM 633. Psychological Interventions in Sport. (3)**

Examines theory, research, and professional practice related to psychological interventions in sport. Focuses on the use of educational psychological interventions to facilitate personal development and performance of athletes by teaching them strategies and techniques to enhance mental skills.

**SLM 634. Social Psychology of Sport. (3)**

Examination and analysis of theory and research relating to social psychological factors and group dynamics affecting sport behavior.

**SLM 635. Strategic Management of Sport Organizations. (3)**

This course provides students with specific knowledge and skills related to the strategic management of sport organizations. The primary focus of this class is the development of strategy within organizations; this includes perspectives and materials deriving from a variety of subdisciplines related to strategic thinking and decision-making, such as behavioral economics, organizational theory, game theory, and marketing. By integrating the literatures from outside of sport with sport-specific theory, students will assemble short and long-term strategic plans for organizations within the sport industry. Ultimately, this course will provide students the theoretical and analytical tools to both design strategic business plans for sport organizations and to evaluate existing strategies for sport organizations.

**SLM 636. Sport Communities & Public Relations. (3)**

This course provides students with specific knowledge and skills related to the public relations of sport organizations. The primary emphasis of this class is to identify and manage relationships with communities, media, organizations, and people in and around the sport industry. By integrating theory and practice of public and community relations, students will assemble strategic communication plans for sport professionals. Additionally, this course will explore corporate social responsibility, crisis management, social media communication and PR strategies in the Esports industry.

**SLM 640. Internship. (0-12; maximum 6)**

**SLM 673. Developmental Perspectives on Youth Sport Participation. (3)**

A multidisciplinary developmental analysis of children and youth that focuses on the description and explanation of biological, psychological, and social aspects that relate to sport participation.

**SLM 676. Cultural Studies of Sport. (3)**

Critically interrogates US sport as an important socio-cultural institution and as a site for the production, reproduction and contestation of gender, race and class ideologies.

**SLM 700. Thesis, M.A. (1-10; maximum 10)**

**Courses from other departments used in M.S. in Sport Leadership & Management:**

**EHS 667. Behavior Statistics. (3)**

The basic concepts of descriptive and inferential statistics are discussed. This course stresses the logical interpretation of results.

**EHS 668. Behavior Statistics II. (3)**

Advanced concepts of descriptive and inferential statistics are discussed. This course stresses the logical interpretation of results.

**KNH 583. Advanced Motor Control and Learning. (3)**

This course provides advanced-level examination of the behavioral neuroscience of human action. Emphasis is placed on understanding the sensorimotor control of stance and locomotion, reflex circuitry and voluntary movement, visually-guided actions and programmed movement, as well as the process by which humans benefit from experience so that future behavior is better adapted to the environment.

Prerequisite: must have had an introductory course in motor control and learning such as [KNH 184](#) or permission of instructor.

**KNH 623. Qualitative Methodological Research Approaches in the Exercise, Health, and Sport Studies Fields. (3)**

Course provides overview of the methodological procedures used by researchers in the exercise, health, and sport studies fields that adhere to an interpretive, qualitatively-based research approach. Course topics include research methods, data collection issues, and basic analysis procedures.

**KNH 654. Physical Activity Motivation. (3)**

This broad survey course examines physical activity from primarily a social psychological perspective. The focus is on the role physical activity plays in people's health and wellbeing as well as the psychological and social factors that influence their physical activity participation. The philosophy and effectiveness of varying types of physical activity interventions, programs, and strategies are also examined.

| Budget for New Graduate Degree Programs  |           |           |           |           |
|--|-----------|-----------|-----------|-----------|
| Masters of Science of Sport Leadership & Management  |           |           |           |           |
|  |           |           |           |           |
|  | Year 1    | Year 2    | Year 3    | Year 4    |
| <b>Projected Enrollment</b>  |           |           |           |           |
| Head-count full time   | 20        | 25        | 25        | 30        |
| Head-count part time   |           |           |           |           |
| Full Time Equivalent (FTE) enrollment  | 20        | 25        | 25        | 30        |
| <b>Projected Program Income</b>  |           |           |           |           |
| Tuition (paid by student or sponsor)   | \$432,006 | \$540,007 | \$540,007 | \$648,008 |
| Externally funded stipends, as applicable  |           |           |           |           |
| Expected state subsidy   |           |           |           |           |
| Other income (if applicable, describe in narrative section below)  |           |           |           |           |
| <b>TOTAL PROJECTED PROGRAM INCOME:</b>   | \$432,006 | \$540,007 | \$540,007 | \$648,008 |
| <b>Program Expenses</b>  |           |           |           |           |
| <b>New Personnel</b>   |           |           |           |           |
| · Faculty (e.g. tenure-track, clinical, professional)  |           |           |           |           |
| Full _____   |           |           |           |           |
| Part Time _____  |           |           |           |           |
| · Non-instruction (indicate role(s) in narrative section below)  |           |           |           |           |
| Full _____   |           |           |           |           |
| Part time _____  |           |           |           |           |
| New facilities/building/space renovation<br>(if applicable, describe in narrative section below)   | 0         |           |           |           |
| Tuition Scholarship Support<br>(if applicable, describe in narrative section below)  | 0         |           |           |           |
| Stipend Support<br>(if applicable, describe in narrative section below)  | \$91,273  | \$91,273  | \$91,273  | \$91,273  |
| Additional library resources<br>(if applicable, describe in narrative section below)   | 0         |           |           |           |
| Additional technology or equipment needs<br>(if applicable, describe in narrative section below)   | 0         |           |           |           |
| Other expenses (e.g., Waived Tuition and Fees, travel, office supplies, accreditation costs)<br>(if applicable, describe in narrative section below) | \$174,959 | \$176,709 | \$178,476 | \$180,261 |
| <b>TOTAL PROJECTED EXPENSE:</b>  | \$266,232 | \$267,982 | \$269,749 | \$271,534 |
| <b>NET</b>   | \$165,773 | \$272,025 | \$270,258 | \$376,475 |

## Market Analysis for Careers in Sport Leadership & Management

- A. Common Sport Management Jobs with National Average Salaries (<https://www.indeed.com/career-advice/finding-a-job/sports-management-jobs>)
1. Sports Event Coordinator (\$15.79 per hour)
  2. Sports Marketing Coordinator (\$44,000 per year)
  3. Fitness Manager (\$50,000 per year)
  4. Public Relations Manager (\$55,000 per year)
  5. Marketing Consultant (\$56,000 per year)
  6. Athletic Director (\$58,000 per year)
  7. Business Development Manager (\$68,000 per year)
  8. Marketing Manager (\$61,000 per year)
  9. Facilities Manager (\$62,000 per year)
  10. Operations Manager (\$62,000 per year)
  11. Contract Negotiator (\$71,000 per year)
- B. U.S. Bureau of Labor Statistics predicts that job growth in sports management will grow faster than average for some area of the field through 2028 because of expansion due to multi-billion dollar profits from the sports industry (<https://www.allbusinessschools.com/sports-management/salary/#:~:text=Take%20a%20look%20at%20the,a%20little%20faster%20than%20average>).
- C. The average salary for sport management professionals is \$46,000 annually, with a wide range depending upon position and years of experience ([www.gmercyu.edu/academics/learn/sport-management-careers](http://www.gmercyu.edu/academics/learn/sport-management-careers)).
- D. Current advertised career positions in sport psychology and mental performance consulting include ([www.simplyhired.com](http://www.simplyhired.com), September 9, 2020):
1. Senior Human Engagement and Adaptive Thinking Coach, Fort Bragg, NC (\$57,000 annually)
  2. Teaching faculty – Florida State University (\$50,000 annually)
  3. Associate Research Analyst, Edelman, Rochester, NY (\$37,000-52,000 annually)
  4. Cognitive Performance Coach, Booz Allen Hamilton (TX); \$62,000 – 83,000 annually)
  5. Cognitive Performance Specialist, Bering Straits Native Corp (OK); \$52,000 – 69,000 annually)
  6. Mental Performance Coordinator, HBSE, Camden, NJ (\$78,000-100,000 annually)
  7. Master Resilience Trainer – Performance Expert; Magellan Health, Fort Jackson, SC (\$40,000 – 55,000 annually)
  8. Human Factors Scientist; Exponent, Bellevue, WA (\$63,000 – 87,000 annually)
- E. Sport coaches rank #3 in “Best Education Jobs” ([www.money.usnews.com](http://www.money.usnews.com), 2018). Coaches (at all levels) make a median salary of \$40,644, with the highest paid 25% making a median salary of \$63,760 ([www.ziprecruiter.com/salaries/athletic-coach-salary](http://www.ziprecruiter.com/salaries/athletic-coach-salary)).

In major sports, the average head coach salary in the United States is \$79,312 with a range of \$63,783 to &107,631 (<https://www1.salary.com/Coach-salary.html>).

Some, but not all of the jobs listed here require the Master's degree. A Master's degree is typically required, and often preferred, for many positions in sport management and coaching. A Master's degree is required in all mental performance (sport psychology) consulting positions and student-athlete development positions.

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MIAMI UNIVERSITY  
OXFORD, OH • EST. 1809

September 10, 2020

Ohio Department of Higher Education  
Chancellor's Council on Graduate Studies

Dear Council members:

This letter is in support of the proposed Master of Science degree in Sport Leadership & Management at Miami University. Miami has a long and distinguished history of graduate education, with a M.S. in Sport Studies approved in 1985. This program was of high quality and strong viability for 25 years. In 2010, the MS in Sport Studies was combined with exercise and health and renamed as a M.S. in Kinesiology and Health (the name of the department). Even then, the emphasis in sport continued to thrive as a program area, attracting students from around the nation and globe based upon outstanding faculty and alumni.

When sport management was added to the undergraduate Sport Studies program in 2010, the undergraduate major program was changed to Sport Leadership & Management. On July 1, 2020, the program area of Sport Leadership & Management was recognized as a new department, in the College of Education, Health & Society, at Miami University. This requires us to "move" our Master's degree to our new department, which is why we are proposing this new degree.

The proposed degree focus and curriculum draws upon the combined strengths of faculty from sport management, sport studies, and sport science to integrate these knowledge areas into the research-based, critical study of sport practices, structures, performance, and culture. The mission of the program is to enable students to critically analyze and innovatively engage in important social change in the business and culture of sport.

The newly developed coursework in the area of sport management complements the previous sport studies and sport science coursework. The curriculum is focused, yet allows students flexibility to plan coursework related to their career interests. Faculty in this area are exemplary teachers and advisors, with national, even international, reputations as scholars in their respective fields.

We are excited to continue the tradition at Miami of outstanding graduate education in the area of sport leadership and management.

Sincerely,  
*Melissa Chase*  
Melissa A. Chase, Ph.D.  
Professor and Chair  
Department of Sport Leadership & Management  
Miami University  
Oxford, OH 45056  
[chasema@miamioh.edu](mailto:chasema@miamioh.edu)  
513-529-0438

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MIAMI UNIVERSITY  
OXFORD, OH • EST. 1809

COLLEGE OF EDUCATION, HEALTH & SOCIETY  
Office of the Dean  
McGuffey Hall, Room 207  
Oxford, OH 45056-3493  
513-529-6317  
513-529-1763 Fax

FROM: Michael E. Dantley  
Dean, College of Education, Health and Society *Med*

RE: Letter of support – Masters in Sport Leadership & Management

DATE: September 10, 2020

As Dean of the College of Education, Health, and Society, I write to express my support for the Masters in Sport Leadership and Management. The proposal rightly points out that, due to the partitioning of Kinesiology and Health (KNH) that created the Department of Sport Leadership and Management (SLM), the establishing of this master's program became necessary. More specially, what was a concentration on sport leadership and management in the KNH master degree program needs to be converted to a stand-alone master's program in SLM. I have reviewed the New Program Proposal and agree with the benefits to Miami University in adding this master program to our offerings. It is clear that there is student interest in graduate-level training in the area of sport leadership. What is also evident is the existing national reputation for the sport leadership programs that began in KNH and now are housed in SLM. Failure to establish the Masters in Sport Leadership and Management at this time would be not only disastrous for the well-established program that currently exists, but also a huge missed opportunity for SLM as a new department.

Please feel free to contact me if you have any further questions or concerns.

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February 19, 2021  
Academic and Student Affairs

**RESOLUTION R2021-31**

WHEREAS, University Senate on November 23, 2020 passed SR 21-13, endorsing a proposed degree and major, Master of Athletic Training, in the College of Education, Health and Society.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Master of Athletic Training, in the College of Education, Health and Society.

*Approved by the Board of Trustees  
February 19, 2021*



T. O. Pickerill II  
Secretary to the Board of Trustees



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

James Bielo, Chair  
 Jen Green, Chair-Elect  
 Dana Cox, Past-Chair

University Senate Website: [miamioh.edu/academic-affairs/university-senate/](http://miamioh.edu/academic-affairs/university-senate/)

November 24, 2020

To: Gregory P. Crawford, President  
 From: Jeffrey Wanko, Secretary of the University Senate  
 Re: Degree Program Approval  
 SR 21-13, Master of Athletic Training, College of Education, Health, and Society

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On November 23, 2020, University Senate adopted SR 21-13:

**BE IT HEREBY RESOLVED** that University Senate endorse the proposed degree and major, Master of Athletic Training, College of Education, Health, and Society.

**AND FURTHERMORE**, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Master of Athletic Training, College of Education, Health, and Society.

|   |   |
|---|---|
| ✓ | Approve<br>Forward to the Board of Trustees for action (copy to Secretary of University Senate) |
|   | Do Not Approve  |

  
 Gregory P. Crawford, President

Nov 30, 2020  
 Date

cc: James Bielo, Chair, Executive Committee of University Senate  
 Jason Osborne, Provost, Chair University Senate  
 Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

***Master of Athletic Training***  
***(on campus)***

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***Miami University***  
***College of Education, Health, and Society***  
***Department of Kinesiology, Nutrition and Health***

**Basic Characteristics of the Educational Program**

1. **Brief description of the disciplinary purpose and significance of proposed degree.** *(max 300 words)*

Recognized by the American Medical Association (AMA), Athletic Trainers (ATs) are certified and licensed healthcare professionals who provide injury prevention services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic training practice encompasses the prevention, diagnosis, and intervention of emergency, acute and chronic medical conditions. Accredited at Miami University since 1981, the Athletic Training Program's (ATP) mission has been to prepare ATs through academic and clinical education in which students develop proficiency of entry-level skills for successful completion of the Board of Certification (BOC) examination and placement within the athletic training profession.

Within the Department of Kinesiology, Nutrition and Health and housed in the College of Education, Health, and Society, the Athletic Training Program (ATP) is currently a Commission on Accreditation of Athletic Training Education (CAATE) accredited baccalaureate program. For close to four decades, Miami's ATP has educated healthcare leaders via a professional Bachelor's level program. In 2015, the commissioners of the CAATE and the board of directors of the National Athletic Trainers' Association (NATA) announced the establishment of the professional degree in athletic training at the Master's level. A baccalaureate program may not admit, enroll, or matriculate students into their respective athletic training program after the start of the fall term 2022. Soon, students must earn a CAATE-accredited Master's degree in order to be eligible for the Board of Certification (BOC) examination and eventual clinical practice. The MU ATP has a long history of producing excellent athletic training professionals who are successful at passing the BOC examination and securing employment throughout a variety of practice settings. Therefore, the main aim of our degree proposal is the transition of our undergraduate program in Athletic Training to the graduate level to remain in compliance with our accrediting body, the Commission on Accreditation of Athletic Training Education (CAATE). [Word Count: 301]

2. **Definition of the focus of the program.** *(max 300 words)*

The Bachelors-level ATP is the sole CAATE-accredited program at Miami University. Students are only permitted to earn Board of Certification (BOC) exam eligibility by mastering curricular content established by the CAATE. Thus, as a CAATE-accredited program is the only means by which a student can gain BOC eligibility, learning objectives (i.e., mastery of curricular content) of the proposed Masters-level program are not achieved in any other program across the university. The focus of the program will be to advance highly competent healthcare providers who integrate current evidence, clinical expertise, and patient values in athletic training practice. This mission strives to promote the College of Education, Health and Society's broader charge of preparing transformative leaders. Plans for the Master of Athletic Training do not include the establishment of defined lines of curricular focus

***Master of Athletic Training  
(on campus)***

-----  
***Miami University  
College of Education, Health, and Society  
Department of Kinesiology and Health***

***APPENDIX***

**Table of Contents**

|                                 |    |
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| Faculty Matrix .....            | 1  |
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| Financial Impact Statement..... | 11 |
| Needs Assessment .....          | 13 |
| Letter of Support .....         | 15 |

**Faculty Matrix**

| Instructor Name    | Rank or Title                       | Full-Time (FT) or Part-Time (PT) | Instructor Qualification   |   |  | Course(s) Instructor will teach  |  |
|--------------------|-------------------------------------|----------------------------------|--|---|--|--|--|
|                    |                                     |                                  | Degree Title, Discipline Institution, Year   | Years of Teaching Experience In the Discipline/ Field | Additional qualifications (e.g., licenses, certifications)   | Courses in the proposed program (Include course number and title)  | # taught Per Year at <u>All</u> University Locations |
| <i>Eric BROOKS</i> | <i>Associate Clinical Professor</i> | <i>FT</i>                        | <p><i>BS in Health Promotion, Univ of Cincinnati (2004)</i></p> <p><i>MA in Sport and Exercise Management, Ohio State Univ (2006)</i></p> <p><i>PhD in Education Sciences, Univ of Kentucky (2013)</i></p> | <i>10</i>   | <p><i>Certified Athletic Trainer (Board of Certification)</i></p> <p><i>Licensed Athletic Trainer (Ohio Occupational Therapy, Physical Therapy, Athletic Training Board)</i></p> | <p><i>KNH 591: Injury Recognition and Patient Care</i></p> <p><i>KNH 609: Emergency Patient Care in Athletic Training</i></p> <p><i>KNH 626: Examination and Diagnosis I – Lower Extremity</i></p> <p><i>KNH 636: Therapeutic Interventions I – Modalities</i></p> <p><i>KNH 691: Evidence-based Athletic Training</i></p> <p><i>KNH 697: Graduate Capstone in Athletic Training</i></p> | <i>6</i>   |

|                               |  |                  |  |                  |   |  |                 |
|-------------------------------|--|------------------|--|------------------|---|--|-----------------|
| <p><i>Emily<br/>DAVIE</i></p> | <p><i>Visiting<br/>Assistant<br/>Professor</i></p> | <p><i>FT</i></p> | <p><i>BS in Athletic<br/>Training,<br/>Duquesne Univ<br/>(2002)</i></p> <p><i>MS in Exercise<br/>Science,<br/>Southern<br/>Connecticut<br/>State University<br/>(2004)</i></p> <p><i>PhD in Athletic<br/>Training, Rocky<br/>Mountain Univ<br/>of Health<br/>Sciences (2013)</i></p> | <p><i>15</i></p> | <p><i>Certified Athletic<br/>Trainer (Board of<br/>Certification)</i></p> <p><i>Licensed Athletic<br/>Trainer (Ohio<br/>Occupational<br/>Therapy, Physical<br/>Therapy, Athletic<br/>Training Board)</i></p>          | <p><i>KNH 601: Clinical<br/>Practicum I</i></p> <p><i>KNH 602: Clinical<br/>Practicum II</i></p> <p><i>KNH 603: Clinical<br/>Practicum III</i></p> <p><i>KNH 604: Clinical<br/>Practicum IV</i></p> <p><i>KNH 628:<br/>Examination and<br/>Diagnosis III –<br/>General Medical</i></p> <p><i>KNH 638: Therapeutic<br/>Interventions III –<br/>Pharmacology &amp;<br/>Psychosocial</i></p> <p><i>KNH 656: Clinical<br/>Pathology in Athletic<br/>Training</i></p> <p><i>KNH 695: Graduate<br/>Seminar in Athletic<br/>Training II</i></p> | <p><i>8</i></p> |
| <p><i>Nancy<br/>MALAY</i></p> | <p><i>Visiting<br/>Assistant<br/>Professor</i></p> | <p><i>FT</i></p> | <p><i>BS in Physical<br/>Therapy, Hunter<br/>College CUNY<br/>(1989)</i></p> <p><i>MEd in<br/>Educational<br/>Psychology,<br/>Miami University<br/>(2013)</i></p>  | <p><i>6</i></p>  | <p><i>Doctor of Physical<br/>Therapy (DPT),<br/>Utica College<br/>(2019)</i></p> <p><i>Licensed Physical<br/>Therapist (Ohio<br/>Occupational<br/>Therapy, Physical<br/>Therapy, Athletic<br/>Training Board)</i></p> | <p><i>KNH 607:<br/>Foundational Skills in<br/>Athletic Training</i></p> <p><i>KNH 627:<br/>Examination and<br/>Diagnosis II – Upper<br/>Extremity</i></p>  | <p><i>5</i></p> |

|  |  |  |   |  |  |  |  |
|--|--|--|---|--|--|--|--|
|  |  |  | <p><i>PhD in Gerontology, Miami University (anticipated 2021)</i></p> |  |  | <p><i>KNH 637: Therapeutic Interventions II – Rehabilitative Exercise</i></p> <p><i>KNH 658: Health Care Administration and Informatics</i></p> <p><i>KNH 693: Graduate Seminar in Athletic Training I</i></p> |  |
|--|--|--|---|--|--|--|--|



**Curriculum Vitae**  
**for**  
**Eric K. Brooks, PhD, ATC**  
brooksek@miamioh.edu

---

**I. EDUCATION**

**University of Kentucky;** Lexington, Kentucky

Doctorate of Philosophy (PhD)

College of Education

Concentration: Education Sciences

Awarded: May 2013

Dissertation: *Transformational Leadership Behavior of Athletic Trainers*

**The Ohio State University;** Columbus, Ohio

Master of Arts in Education (MA)

School of Physical Activity and Educational Services

Focus: Sport and Exercise Management

Awarded: June 2006

**University of Cincinnati;** Cincinnati, Ohio

Bachelor of Science in Education (BS), *Magna cum Laude*

College of Education

Major: Health Promotion and Education (emphasis in Athletic Training)

Awarded: March 2004

---

**II. CERTIFICATION and LICENSURE**

**Board of Certification, Inc.**

Certification Number: 040402141

Certification Date: April 15, 2004 / Expiration Date: December 31, 2021

**Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board**

License Number: AT-2352

Licensure Date: June 23, 2004 / Expiration Date: December 30, 2020

**Kentucky Board of Medical Licensure**

License Number: AT-671

Licensure Date: December 14, 2006 / *No longer practicing in Kentucky*

**Michigan Department of Licensing and Regulatory Affairs**

License Number: 2601001240

Licensure Date: October 9, 2013 / *No longer practicing in Michigan*

**American Red Cross**

CPR/AED for Professional Rescuers and Health Care Provider (Exp. Date: November 16, 2020)

**National Plan & Provider Enumeration System**

National Provider Identifier (NPI): 1487674339

---

### III. PROFESSIONAL TRAINING and ACTIVITIES

#### **Board of Certification, Inc. (BOC)**

Item Writer (training completed April 20, 2016, online)

#### **Commission on Accreditation of Athletic Training Education (CAATE)**

Site Visitor (training completed June 24-25, 2014, Indianapolis, IN)

#### **CAE Healthcare, Inc.**

METIman Patient Simulator Core Education, August 11-12, 2014, Sarasota, FL

METIman Patient Simulator Essentials of Simulation, August 13-14, 2014, Sarasota, FL

#### **Fascial Movement Taping (FMT)**

Level 1 Certification, March 24, 2016, Lexington, KY

#### **Graston Technique**

M1 Training, May 16-17, 2014, Saginaw, MI

#### **Clinical Instructor Educator (CIE)**

CIE Seminar, June 21, 2010, Philadelphia, PA

---

### IV. PROFESSIONAL EXPERIENCE

#### **Miami University; Oxford, Ohio**

August 2014 to present

*Associate Clinical Professor, Department of Kinesiology, Nutrition and Health*

*Assistant Chair, Department of Kinesiology, Nutrition and Health*

*Director, Athletic Training Program*

#### **Saginaw Valley State University; University Center, Michigan**

July 2013 to July 2014

*Assistant Professor, Department of Kinesiology*

*Clinical Education Coordinator, Athletic Training Program*

#### **Georgetown College; Georgetown, Kentucky**

August 2009 to May 2013

*Visiting Assistant Professor, Department of Kinesiology and Health Studies*

*Program Director, Athletic Training Education Program*

#### **University of Kentucky Orthopaedic Surgery and Sports Medicine; Lexington, Kentucky**

**DJO Incorporated; Vista, California**

August 2008 to August 2009

*Durable Medical Equipment (DME) Coordinator*

#### **Northern Kentucky University; Highland Heights, Kentucky**

July 2006 to July 2008

*Assistant Athletic Trainer*

#### **The Ohio State University; Columbus, Ohio**

August 2004 to June 2006

*Graduate Assistant Athletic Trainer*

*Last Updated: 10/2020*

**Emily Davie, Ph.D., ATC**

420 S. Oak St.  
Oxford, OH 45056  
davieeee@miamioh.edu

Athletic Training Certification #050202040

Ohio AT License #AT004608

NPI# 1538294095

**EDUCATION**

Ph.D. Athletic Training, August 2013    Rocky Mountain University of Health Professions, Provo, UT  
M.S. Exercise Science, May 2004        Southern Connecticut State University, New Haven, CT  
B.S. Athletic Training, May 2002        Duquesne University, Pittsburgh, PA

**PROFESSIONAL EXPERIENCE**

Aug 2014-present            **Visiting Assistant Professor**  
Miami University, Department of Kinesiology and Health  
Aug 2014-present            **Coordinator of Clinical Education**  
Miami University, Department of Kinesiology and Health  
Jan 2009-May 2014         **Adjunct Professor**  
University of Pittsburgh-Titusville, Department of Biological Sciences  
Aug 2004-July 2008         **Assistant Professor-tenure track**  
Southern CT State University, Department of Exercise Science  
Aug 2004-July 2008         **Coordinator, Athletic Training Clinical Education**  
Southern CT State University, Department of Exercise Science  
Aug 2002-July 2008         **Athletic Training Clinical Preceptor**  
Southern CT State University  
Aug 2004-July 2008         **Assistant Athletic Trainer**  
Southern CT State University  
Aug 2002-May 2004         **Graduate Assistant Athletic Trainer**  
Southern CT State University

**RESEARCH AND SCHOLARLY ACTIVITIES**Refereed Journal Articles

Davie EE, Martin M, Cuppett M, Lebsack D. Effectiveness of mobile learning on athletic training psychomotor skill acquisition. *Athletic Training Education Journal*. 2015;10(4):287- 295.

Davie EE. Incorporating mobile learning into athletic training education. *Athletic Training Education Journal*. 2009;4(4):131-135.

Dissertation Committee

Davie, Ryan. Rocky Mountain University of Health Professions. 2019. "Athletic Training Educators' Attitudes Toward and Use of Technology in Education: Barriers to Course Design and Instructional Delivery."

Thesis Committees

Street, Julie. Miami University, 2018. "Applying sports analytics to division 1 women's volleyball: serve receive pass rating relative to server location, speed of the serve, location of the passer, and passing angle."

Medina, Oliver. Southern CT State University, 2006. "Differential Stretching Protocols During Warm-ups on Select Performance Measures for Elite Female Soccer Players."

Brooks, Joanna. Southern CT State University, 2006. "The Effect of Stable Versus Unstable Surface Crunches on Abdominal Muscle EMG in Healthy Females."

#### Honors Project Faculty Mentor

Dick, Kaitlyn. Miami University, 2019. "The Benefits and Risk of Spinal Manipulation.

Filippini, Madison. Miami University, 2018. "ACL Injury Recurrence of the Ipsilateral Knee."

Ungermann, Brittany. Miami University, 2018. "Digging Deeper. Understanding Fascia."

#### Grants

Davie, E. 2019. Eye, Ear, and Abdominal Examination Trainers. Student Technology Fee Grant. \$11,379

Davie, E and Smith, D. 2014. Complementing Anatomy Education Using 3D Anatomy Mobile Software Applications on iPads. Eloise Martin Grant. \$1,514.

#### **COURSES TAUGHT AT MIAMI UNIVERSITY**

- KNH 484 General Medicine and Pharmacology for Athletic Trainers
- KNH 381 Biodynamics of Human Performance
- KNH 244 Functional Anatomy
- KNH 244L Functional Anatomy Laboratory
- KNH 209 Medical Terminology
- KNH 205 Understanding Drugs for the Health Promotion Professional
- KNH 383 Organization and Administration in Athletic Training
- KNH 286A Athletic Training Practicum I
- KNH 286B Athletic Training Practicum II
- KNH 286C Athletic Training Practicum III
- KNH 286D Athletic Training Practicum IV
- KNH 286E Athletic Training Practicum V
- KNH 286F Athletic Training Practicum VI

#### **SERVICE TO MIAMI UNIVERSITY**

- Miami University Pre-health Advisory Committee (2018-present)
- Governance Committee, Department of Kinesiology and Health (2017-present)
- Athletic Training Clinical Education Advisory Board, chair (2018-present)
- Miami University Phi Epsilon Kappa advisor (2019-present)
- Miami University Visions Dance Company advisor (2019-present)
- Miami University Dance Team Advisor (2015-2019)
- Master's Oral Exit Committee for Candra Murphy (2015) and Ian Connors (2015)
- Presenter for Deans Advisory Council (2017 and 2019)
- CIQS Day and EHS Open House presenter (2016 & 2018)

**Nancy Malay, PT, DPT, MEd**  
 Department of Kinesiology and Health  
 Miami University  
 Oxford, OH  
 malaynj@miamioh.edu

**Education:****Miami University, Oxford, OH****PhD in Social Gerontology**, in progress- coursework completed, projected graduation 2020-21**Utica College, Utica, NY-** post-professional Doctor of Physical Therapy program**DPT**, December 2019**Miami University, Oxford, OH****M.Ed. in Educational Psychology**, August 2013**Master's Degree Final Project:** "The Effects of Instructional Dance Fitness on Cognition in Middle Aged to Older Adults"**Hunter College of the City University of New York, New York, NY****B.S. in Physical Therapy**, 1989**Lehman College of the City University of New York, Bronx, NY****Prerequisite coursework for Physical Therapy**, 1984-1987**Spanish I&II**, 1988**Teaching Experience:****Miami University of Ohio, Oxford, OH**

Department of Kinesiology and Health

- **Instructor-** KNH 209 Medical Terminology (developed, implemented, and refined online course delivery using Niihka/Sakai and Canvas LMS platforms), **January 2014-present**
- **Adjunct-** GTY 154 Big Ideas in Aging, online, **Winter semester 2018**
- **Guest Lecturer** - GTY 260 Global Aging- Global Healthcare Issues in Aging, **November 14, 2016**
- **Guest Lecturer** - KNH 453/553 Musculoskeletal Disorders & Corrective Exercise- foot & ankle lecture/lab, **May 8, 2014**

**Mount Pleasant Retirement Village, Monroe, OH****-Guest Lecturer** - "Healthy Habits for Healthy Living" – lecture for residents, **January 13, 2014****US Army War College, Carlisle, PA****-Facilitator/Trainer** "FLAGS- Facilitating Leadership and Group Skills"- - weeklong workshop utilizing Power Point presentation and group facilitation to teach group dynamics, effective communication, and organizational leadership skills for military spouses, **Academic Year 2007****LaGuardia Community College, Queens, NY****-Guest lecturer-** "Foot and Ankle Biomechanics"- for Physical Therapy Assistant students, **1999****Professional Presentations:**Quaye, B., Malay, N., & Spangler, B.- "Experiencing Proctorio Academic Integrity Lunch 'n' Learn". Presented at Miami University Center for Teaching Excellence Lunch 'n' Learn 2018. **Miami University, Oxford, OH, October 2018.**Alessio, H.M., Malay, N.J., and Quaye, B. "Academic Integrity: Old Topic, New Challenges". Presented at the Lilly Conference 2017. **Miami University, Oxford, OH, November 2017.**

Alessio, H.M., Malay, N.J., and Rubin, B. "Examining the Likelihood of Cheating in Online Classes and the Effect of Proctoring on Cheating". Presented at the Online Learning Consortium International Conference 2015.

**Orlando, FL, October 14-16, 2015**

**Publications:**

Alessio, H., Malay, N., Maurer, K., Bailer, A., & Rubin, B. (2018). Interaction of proctoring and student major on online test performance. *The International Review of Research in Open and Distributed Learning*, 19(5).

<http://dx.doi.org/10.19173/irrodl.v19i5.3698>

Alessio, H.M., Malay, N.J., Maurer, K.T., Bailer, A.J., & Rubin, B. (2017). Examining the effect of proctoring on online test scores. *Online Learning*, 21(1), 146-161.

**Current Licenses:**

Licensed/Registered Physical Therapist: California and Ohio

Licensed Physical Therapist: New York

**Professional Experience:**

**Miami University of Ohio**, Oxford, OH

**Instructor/eLearning Liaison for Department of Kinesiology and Health-** Instructor/coordinator for KNH 209 Medical Terminology (online) and eLearning liaison to assist faculty and graduate assistants with online classes.

**August 2014- present**

**Miami University of Ohio**, Oxford, OH

**Adjunct Instructor-** Developed and implemented KNH 209 Medical Terminology (online course).

**January - June 2014**—Taught Winter, Spring, and Summer terms.

**Manual Orthopedic Physical Therapy**, Chula Vista/Eastlake, CA

**Staff Physical Therapist**—Orthopedic/Neuromuscular/Sports Medicine Private Practice

**2004- 2006, 2012**

**Physical Therapy & Hand Centers**, San Diego, CA

**Director of Rehabilitation Services/ Lead Therapist--** Ortho/Sports Medicine Private Practice

Started and built practice to 400+ patient visits/month, Marketing, Aquatic Program, Hand Therapy, Orthotics evaluation and fabrication.

**2001 -2004**

**PRN Private Practice/Homecare**, New York, NY

**Physical Therapist-** Started and grew practice in several satellite Ortho/Sports Medicine clinics

**1997 -2001**

**Jacobi Hospital**, Bronx, NY

**Supervisor of Outpatient Department-** Outpatient Ortho/Neuro/Amputee/Pediatrics/Trauma

Re-opened hospital outpatient clinic that had been closed for one year- re-established interdepartmental networks/referral sources, treated patients and supervised staff.

**1995 - 1997**

**Staff Physical Therapist-** Rehab/Neuro/Ortho/Acute/Burns/Pediatrics/NICU

**1989 - 1991**

**PRN Private Practice/Homecare**, Westchester County, NY/ Southern Connecticut

**Physical Therapist-** several Ortho/Sports Medicine clinics/Aquatic Rehab

**1991 - 1995**

## Course Descriptions

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### KNH 591 Injury Recognition and Patient Care (3)

The course provides an overview of the mechanism, prevention, and management of health conditions commonly seen in athletic training practice. The course examines the affected anatomy and physiology of injuries, explains preventive measures to reduce incidences of such injuries, and provides instruction on procedures employed in injury treatment

### KNH 601 Clinical Practicum I (1)

Provides the student with clinical based opportunities within a variety of athletic training settings working under the direct supervision of a certified athletic trainer or another licensed medical professional assigned as a preceptor. Classroom and laboratory sessions are designed to introduce specific educational competencies and clinical proficiencies as well as review topics and skills from the previous semester. Students are required to complete a minimum of 200 hours during the semester while assigned to a clinical rotation in addition to one hour of laboratory instruction each week.

### KNH 602 Clinical Practicum II (1)

Provides the student with clinical based opportunities within a variety of athletic training settings working under the direct supervision of a certified athletic trainer or another licensed medical professional assigned as a preceptor. Classroom and laboratory sessions are designed to review specific educational competencies and clinical proficiencies from the previous semester. Students are required to complete a minimum of 200 hours during the semester while assigned to a clinical rotation in addition to one hour of laboratory instruction each week.

### KNH 603 Clinical Practicum III (1)

Provides the student with clinical based opportunities within a variety of athletic training settings working under the direct supervision of a certified athletic trainer or another licensed medical professional assigned as a preceptor. Classroom and laboratory sessions are designed to review specific educational competencies and clinical proficiencies from the previous semester. Students are required to complete a minimum of 200 hours during the semester while assigned to a clinical rotation in addition to one hour of laboratory instruction each week.

### KNH 604 Clinical Practicum IV (1)

Provides the student with clinical based opportunities within a variety of athletic training settings working under the direct supervision of a certified athletic trainer or another licensed medical professional assigned as a preceptor. Classroom and laboratory sessions are designed to review specific educational competencies and clinical proficiencies from the previous semester. Students are required to complete a minimum of 200 hours during the semester while assigned to a clinical rotation in addition to one hour of laboratory instruction each week.

### KNH 607 Foundational Skills in Athletic Training (3)

This course investigates the knowledge, skill and professional foundations of Athletic Training. Emphasis is placed on the role of the athletic trainer as a member of the health care system by decision-making through evidence-based practice and foundational skills including environmental illness prevention, fitting protective equipment and devices, and prophylactic preventative taping.

### KNH 609 Emergency Patient Care in Athletic Training (3)

Recognition, care, and management of emergency health conditions commonly seen in athletic training practice. Focus will be on the practical application of evidence-based standards of care in the management of emergency situations.

**KNH 626 Examination and Diagnosis I – Lower Extremity (3)**

Course will present examination techniques and explore differential diagnoses for health conditions commonly seen in athletic training practice. Diagnostic clinical examination skills utilized in the diagnosis of lower extremity injury will be emphasized. An awareness of diagnostic accuracy will be emphasized throughout the course.

**KNH 627 Examination and Diagnosis II – Upper Extremity (3)**

Course will present examination techniques and explore differential diagnoses for health conditions commonly seen in athletic training practice. Diagnostic clinical examination skills utilized in the diagnosis of upper extremity injury will be emphasized. An awareness of diagnostic accuracy will be emphasized throughout the course.

**KNH 628 Examination and Diagnosis III – General Medical (3)**

Course will present examination techniques and explore differential diagnoses for health conditions commonly seen in athletic training practice. Diagnostic clinical examination skills utilized in the diagnosis of general medical conditions, including head injuries, will be emphasized. The course will also present a comprehensive approach to the assessment and diagnosis of musculoskeletal injuries to the spine and torso including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions.

**KNH 636 Therapeutic Interventions I – Modalities (3)**

A comprehensive study of the use of therapeutic agents for the treatment of athletic injuries. Emphasis will be placed upon the indications, contraindications, precautions, and physiological effects of electromagnetic, acoustic, and mechanical modalities.

**KHN 637 Therapeutic Interventions II – Rehabilitative Exercise (3)**

A comprehensive study of the application of movement and exercise as each relates to the varied and detailed goals of rehabilitation and reconditioning for injured physically active individuals. Emphasis placed on pathologies and their relationship to therapeutic rehabilitation.

**KHN 638 Therapeutic Interventions III – Pharmacology & Psychosocial (3)**

This course prepares the student to safely and effectively recommend over the counter medications, recognize common prescription medications and their implications for physical activity, understand basic pharmacological principles, and act appropriately when the abuse of legal or illegal substances is suspected. Students will also be equipped with the knowledge and skills to respond appropriately to psychosocial disorders and mental health emergencies, as well as address psychological factors in injury response and rehabilitation in order to facilitate return to optimal function. The role of evidence-based nutrition in optimizing physical performance in active individuals will also be discussed.

**KNH 641 Immersive Experience in Athletic Training (0)**

A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students will participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the athletic training program (but minimally one continuous four-week period).

**KNH 656 Clinical Pathology in Athletic Training (3)**

This course provides an in-depth exploration of altered structural and physiological adaptation processes and how they apply to assessment and treatment of disease with an emphasis on conditions encountered in athletic training and health care.



**KNH 658 Health Care Administration and Informatics (3)**

This course is to provide students with a survey of Healthcare Information Technology including electronic records and health informatics. Emphasis will be placed on the integration of health information technology into clinical practice. It is also designed to give students an understanding of the planning, management and coordinating all administrative components of an athletic training program.

**KNH 691 Evidence-based Athletic Training (3)**

Introduces the principles of evidence-based practice (EBP) as applied to the field of athletic training. Content covers research evaluation and the implementation of evidence-based practice into clinical practice. Athletic training students will learn to formulate clinical questions, appraise existing research, and apply the principles in an effort at providing the most optimal patient care.

**KNH 693 Graduate Seminar in Athletic Training I (1)**

Course designed to guide first-year Master of Athletic Training (MAT) students through the development of an evidence-related project (e.g., patient case report, literature review, systematic review, meta-analysis, critically-appraised paper, critically-appraised topic) with a focus on clinically relevant research in athletic training that enhances patient outcomes.

**KNH 695 Graduate Seminar in Athletic Training II (1)**

Course designed to guide second-year Master of Athletic Training (MAT) students through the dissemination (e.g., internal research colloquium, conference free-communication session, journal publication) of an evidence-related project with a focus on clinically relevant research in athletic training that enhances patient outcomes.

**KNH 697 Graduate Capstone in Athletic Training (2)**

This course will offer students the opportunity to synthesize advanced Athletic Training theory and evidence-based practices, clinical techniques, and foundational behaviors of professional practice necessary for successful practice as an entry-level athletic trainer. Students will also have opportunities to develop an understanding of the necessary requirements for continued professional growth, and appreciate the roles and responsibilities of an athletic trainer. Seminars will include discussions on current topics pertaining to the field of athletic training.

### Budget for New Graduate Degree Programs

|   | Year 1<br>2022-23 | Year 2<br>2023-24 | Year 3<br>2024-25 | Year 4<br>2025-26 |
|---|-------------------|-------------------|-------------------|-------------------|
| <b>Projected Enrollment</b>   |                   |                   |                   |                   |
| Head-count full time  | 10                | 20                | 22                | 24                |
| Head-count part time  | 0                 | 0                 | 0                 | 0                 |
| Full Time Equivalent (FTE) enrollment   | 10                | 20                | 22                | 24                |
|   |                   | 10 YR1 & 10 YR2   | 12 YR1 & 10 YR2   | 12 YR1 & 12 YR2   |
| <b>Projected Program Income</b>   |                   |                   |                   |                   |
| Tuition (paid by student or sponsor)<br>*Market rate = \$700/credithr<br>24 credits in YR1; 20 in YR2 | 168,000           | 308,000           | 341,600           | 369,600           |
| Externally funded stipends, as applicable   | 0                 | 0                 | 0                 | 0                 |
| Expected state subsidy  | 0                 | 0                 | 0                 | 0                 |
| Other income (if applicable, describe in narrative section below)                                     | 2,000             | 4,000             | 4,400             | 4,800             |
|   |                   |                   |                   |                   |
| <b>TOTAL PROJECTED PROGRAM INCOME:</b>  | <b>170,000</b>    | <b>312,000</b>    | <b>346,000</b>    | <b>374,400</b>    |
|   |                   |                   |                   |                   |
| <b>Program Expenses</b>   |                   |                   |                   |                   |
| New Personnel   | 0                 | 0                 | 0                 | 0                 |
| • Faculty (e.g. tenure-track, clinical, professional)   |                   |                   |                   |                   |
| Full  |                   |                   |                   |                   |
| Part Time _____   |                   |                   |                   |                   |
| • Non-instruction (indicate role(s) in narrative section below)                                       |                   |                   |                   |                   |
| Full _____  |                   |                   |                   |                   |
| Part time _____   |                   |                   |                   |                   |
| New facilities/building/space renovation<br>(if applicable, describe in narrative section below)      | 0                 | 0                 | 0                 | 0                 |
| Tuition Scholarship Support<br>(if applicable, describe in narrative section below)                   | 0                 | 0                 | 0                 | 0                 |
| Stipend Support<br>(if applicable, describe in narrative section below)                               | 0                 | 0                 | 0                 | 0                 |
| Additional library resources<br>(if applicable, describe in narrative section below)                  | 0                 | 0                 | 0                 | 0                 |
| Additional technology or equipment needs  | 0                 | 5,000             | 0                 | 5,000             |

|  |         |         |         |         |
|--|---------|---------|---------|---------|
| (if applicable, describe in narrative section below)   |         |         |         |         |
| Other expenses (e.g., Waived Tuition and Fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)  | 13,850  | 10,850  | 10,850  | 10,850  |
| Other Expenses-<br>a) CAATE Accreditation Fee: 4500      b) Degree Change Fee: 3000*<br>c) AT Track: 350                              d) Expendables: 5000<br>e) New Competency Expense: 1000      f) Annual Calibration: 500<br>only 2022-23 year |         |         |         |         |
| <b>TOTAL PROJECTED EXPENSE:</b>  | 13,850  | 15,850  | 10,850  | 15,850  |
|  |         |         |         |         |
| <b>NET</b>   | 156,150 | 296,150 | 335,150 | 358,550 |

Note: FIS Budget was created in consultation with Bev Thomas, EHS Director of Financial Planning and Analysis in 2018 and Jessica Williamson, EHS Director of Financial Planning and Analysis in 2019.

### Projected Enrollment:

Since academic year 2008-2009, the Miami University Athletic Training Program (ATP) has had entering cohort sizes that average 12 persons (range 8-15). We assume enrollments similar to this for the Master of Athletic Training (MAT) program. We are using ten (10) as a projected cohort enrollment size for the graduate program.

In regards to program capacity, the Athletic Training Classroom/Lab, Phillips Hall #029, has a seating capacity of thirty-two (32). In addition, the ATP has affiliation agreements with twenty (20) clinical preceptors at present. Sixteen candidates recently submitted applications for the final undergraduate ATP cohort. Therefore, an increase from 10 students to 12 will be used as enrollments projections in the Fiscal Impact Statement.

### Projected Program Income:

Income projections are based on a market-driven tuition rate of \$700/credit hour. During the first year of the program, students will complete 24 credit hours. During the second year of the program, students will complete 20 credit hours. Other income in the form of student fees (e.g., lab fee) is estimated at a \$200 per student per academic year. This includes transportation costs, clothing, and professional organization membership.

### New Personnel Expenses:

The current baccalaureate-level ATP has two core FTE faculty members. This is in compliance with the current 2020 CAATE Standards [Standard 41: Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three core faculty.]. Of note, full compliance with future Standard 41 and the mandate to have at least three core faculty requires implementation by July 1, 2023 (three academic years after the 2020 Standards commence). We feel this is sufficient to close the undergraduate program with the final undergraduate cohort graduating in May 2022. We have two undergraduate cohorts in 2020-21 and one in 2021-22. It is our ATP's intention to have the third FTE faculty member, Nancy Malay, begin in Fall 2022, the first academic year of the MAT program and close to one year ahead of the full implementation of the accreditation standard. As the future third faculty member is already on faculty in the department, no new personnel expenses are incurred.

### New facilities/building/space renovation:

The current AT classroom/lab will also serve as the classroom/lab for the proposed graduate program and no major facility expenses are anticipated. The classroom/lab underwent a classroom renovation in Summer 2016 which included in part the addition of a second LCD projector and four wall-mounted monitors spaced above the treatment tables. The lab's rehabilitation equipment was better organized creating open space in the room for the demonstration of dynamic and functional rehab activities. We feel fortunate to already have an Anatomage table and a METiman patient simulator. While unforeseen equipment expenses will certainly arise, our ATP feels fortunate to have the space and equipment we do and has no plans for major overhaul with the proposed graduate program. We will use \$5,000 every year as technology needs expense.

### Other expenses:

CAATE accreditation fees for academic year 2018-19 were \$4500. This expense level is anticipated through academic year 2020-21 and will serve as our estimate for the first year of our proposed graduate program. The fee for the Self-Study/Site Visit process is currently \$5000. Our ATP will undergo a site visit in Fall 2021, one year prior to the implementation of the proposed graduate program and will be an expense incurred by the baccalaureate program. However, the proposed program will incur a fee of \$3000 from the CAATE for the substantive degree change process. It is also the intent of our ATP to transition program record keeping to the ATrack electronic service. Currently, the ATrack annual subscription fee is \$350 for programs with up to 35 students. We also intend to utilize the ATCAS (centralized application service) online system for admissions, but there is not a subscription fee for the program at present. The ATP averages \$5000 per year in expendable supplies and pedagogical expenditures. As there will be the need for faculty to become current and competent with some of the proposed CAATE competencies (e.g., skin suturing and intravenous injection), \$1000 per year will be allocated for those anticipated expenses. Calibration fees for the lab's modality equipment (2012 Standard 71) are approximately \$500 per year. \$5000 every other year is being allocated to additional technology or equipment needs.

## Needs Assessment

In spring 2015, the commissioners of the Commission on Accreditation of Athletic Training Education (CAATE) and the board of directors of the National Athletic Trainers' Association (NATA) announced the establishment of the professional degree in athletic training at the Master's level. For that reason, a baccalaureate program may not admit, enroll, or matriculate students into their respective athletic training program after the start of the fall term 2022. Soon, students must earn a Master's degree from a CAATE-accredited professional program in order to be eligible for the BOC examination and eventual clinical practice. Therefore, the fundamental need of the proposed program rests in the mandated requirement to transition Bachelor-level programs to Masters-level programs in order to maintain compliance with the national accrediting body for athletic training education, CAATE.

The need for the degree transition, in the form of a work group white paper, was disseminated prior to the spring 2015 announcement. The NATA's Executive Committee for Education (ECE) charged a work group with examining the appropriate degree level for athletic training professional education. Based on its findings, the work group recommended that professional education in athletic training should occur at the Master's degree level. This conclusion was based on a number of findings which included, but are not limited to (A) graduate-level professional education will better align ATs as peers to other healthcare professions. According to the work group, transition of athletic training education to the graduate level should have an effect on the classification of the athletic training field in the eyes of the National Uniform Claim Committee (NUCC), the US Department of Labor, and the Centers for Medicare and Medicaid Services (CMS). Another finding argued that (B) professional education at the graduate level enhances retention of students who are committed to pursuit of an athletic training career. A survey of baccalaureate-level professional education programs suggests that approximately 25% of graduates do not intend to practice as an AT. Similar polling conducted with directors of master's-level professional education programs demonstrated that almost all (98%) graduates intend to practice as an AT. As well, the group claims that allowing the student to opt into professional education at the graduate level provides a more deliberative and intentional choice to pursue athletic training as a "destination profession". Educating at the graduate level would allow more foundational education at the undergraduate level. The work group asserts that (C) a strong foundation of health-related basic sciences is increasingly necessary to prepare students for contemporary clinical practice in athletic training. Indeed, a more unrestricted undergraduate landscape would allow the aspiring AT student to complete basic science classes such as biology, anatomy/physiology, physics, and chemistry. The group reasons that training in the basic sciences provides a foundation upon which theoretical understanding and clinical application is built. As an example, students with a foundation in physics will better understand the biomechanics of movement, injury, rehabilitation, therapeutic agents, and recovery.

The need for the continuation of our Athletic Training Program and the preparation of ATs is evident. Between 2019 and 2029, the average growth rate for all occupations is projected at just 0.4% (Bureau of Labor Statistics, 2020b). For the same time range, 2019-2029, the Bureau of Labor Statistics estimates Athletic Training's growth to be 16% (BLS, 2020a). This is described as "much faster than average". Therefore, it is vital that Ohio institutions of higher education provide the preparation needed to meet this increasing demand for Athletic Trainers in our region and nationwide, especially as the growth rate for AT employment is projected to be faster than the general average (16% versus 0.4%). Within the context of Miami University's regional community, continued educational preparation of BOC-certified ATs at MU assures the ongoing entry of new athletic training professionals into the local health care landscape.

The ATLAS (Athletic Training Location and Services) project, supervised by the Korey Stringer Institute (KSI) at the University of Connecticut, develops a real-time database of athletic training services in secondary schools throughout the U.S. According to ATLAS (2018), of the 840 schools that make up the Ohio High School Athletic Association (OHSAA), only 390 schools (46%) have a full-time AT on staff and 290 schools (35%) have a part-

time AT. Unfortunately, that leaves 160 schools (almost one out of five) in Ohio without any athletic training services at all. Recently, some states have considered legislation requiring athletic training coverage at every high school. Approximately five years ago, the NATA estimated that only nine percent (9%) of Arkansas high schools had access to an Athletic Trainer. To remedy the shortage, Arkansas created a task force to look into how to increase the number of Athletic Trainers providing service to state high schools and ensure that schools are given consistent medical information to improve student-athlete safety. As another example, the NATA estimated that only eight percent (8%) of Oklahoma high schools had access to an Athletic Trainer. In November 2008, the Oklahoma State Board of Health supported a resolution to make Athletic Trainers available to all high schools in the state. The resolution cited at least eight deaths in Oklahoma high school sports since 1999 as impetus for the measure.

A major concern with state mandates is if there are enough Athletic Trainers to fill the mandated positions. According to the National Center for Education Statistics (2019), in 2017-18 there were close to 27,000 high schools (both public and private) in the United States. The presence of at least one AT at high school sporting events is supported by the NATA (2011), the American Academy of Family Physicians (2004), and the Inter-Association Consensus Statement on Best Practices for Sports Medicine (2014). There are approximately 45,000 members of the NATA. While some NATA members are retired and some are students, mandating a single AT at all 27,000 high schools in the country would leave other AT practice settings (i.e., college/university, professional teams, clinics, and industrial settings) in deep deficiency. Therefore, the current push for adequate athletic training services for all high school students requires an increased need for certified and licensed Athletic Trainers overall.


**Department of Kinesiology and Health**

106 PHILLIPS HALL  
 420 S. OAK STREET  
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 513-529-2700  
 513-529-5006 fax

January 27, 2020

Dear Miami University Athletic Training Faculty,

I have read through the Athletic Training (AT) Master's program proposal and curriculum changes and have met with the Athletic Training faculty on multiple occasions to learn about your plan for initiating a Masters entry Athletic Training program as mandated by the accrediting organization: Commission on Accreditation of Athletic Training Education (CAATE). I am very impressed and optimistic that the Masters in Athletic Training that is being proposed at Miami University will be a successful graduate program that will complement the clinical health science programs that are currently offered and are proposed for the near future: Physician Assistant, Nursing, and Kinesiology, Nutrition and Health.

Please allow this letter to serve as documentation for my support of the transition of our existing Bachelor's-level Athletic Training Program to the Master's-level. Since initial accreditation in 1981, the Athletic Training Program has a long and successful history of producing healthcare providers uniquely equipped to serve in Sports medicine and Rehabilitation fields. As the healthcare landscape evolves, so too has the degree requirement for prospective athletic trainers. As indicated, students must earn a CAATE-accredited Master's degree in order to be eligible for the Board of Certification (BOC) examination and eventual clinical practice. Fall 2022 serves as the final semester in which a baccalaureate program may admit, enroll, or matriculate students into their respective athletic training program. Our baccalaureate program is ahead of this deadline as it has admitted its final undergraduate cohort (Class of 2022) and looks to inaugurate its first graduate cohort in fall 2022.

I have witnessed the AT faculty develop and finesse the proposed program over the last three years. I appreciate the transparent work of the AT faculty as all colleagues in the Kinesiology and Health department and in clinical science programs across campus have been updated formally and regularly of the proposal's status. In fact, the AT faculty welcomed and incorporated input from many department colleagues and this has served to strengthen the curriculum and proposal. The collegial nature of the project is evidenced by the full department faculty voting that approved the proposal. This process was no small endeavor, and I appreciate the professionalism, hard work, and perseverance of the AT faculty. I am confident that the AT program will be just as successful at the graduate level as it has been at the undergraduate level-which has had a 100% success rate for first time BOC test takers for the past 2 years.

Sincerely,

Helaine Alessio, Ph.D., FACSM  
 Professor and Chair  
 Department of Kinesiology and Health

## Citations:

Belval, L. (2018, September 25). ATLAS Survey and Maps. Retrieved October 20, 2020, from <https://ksi.uconn.edu/atlas/atlas-survey-and-maps/>

Bureau of Labor Statistics. Athletic Trainers: Occupational Outlook Handbook. (2020a, September 01). Retrieved October 20, 2020, from <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

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NATA Code of Ethics. (2019, January 11). Retrieved October 22, 2020, from <https://www.nata.org/membership/about-membership/member-resources/code-of-ethics>

within the graduate program (i.e., tracks or concentrations). [Word Count: 140]

3. **Rationale for degree name.** (*max 100 words*)

The CAATE recommends programs award a Master of Athletic Training degree (CAATE Standard 20) to successful students.

**Standard 20 Professional programs result in the granting of a master's degree in athletic training. The program must be identified as an academic athletic training degree in institutional publications.**

*Annotation The CAATE recommends a Master of Athletic Training degree. The degree must appear on the official transcript, similar to normal designations for other degrees at the institution. International programs must use language consistent with the host country's nomenclature and have CAATE approval of that language.*

Along with the accrediting body's recommendation, the proposed program intends to utilize an examination process for the culminating experience. Students will be administered both Comprehensive Written and Practical exams during their final semester in the program (approximately February of the final spring semester). [Word Count: 64; excluding screenshot]

4. **Duration of the program.**

The program encompasses forty-four (44) credit hours that will take two academic years. Students will be enrolled full-time during the fall and spring semesters. The program is intended to be completed in four semesters with an additional two summer and/or winter terms within the two academic years.

5. **Admission timing.**

The proposed program wishes to welcome the first cohort in summer 2022 (KNH 591 during summer term) with the cohort beginning full-time enrollment in fall 2022. As such, the program will establish admission procedures to be due in early February 2022. The proposed program intends to admit one cohort per year, having two cohorts (Year 1 and Year 2) engaged in the program when fully implemented.

6. **Primary target audience for the program and admission requirements.** (*max 300 words*)

The proposed program sees traditional age college students as the main audience. Students completing any baccalaureate program would be eligible as long as prerequisite and application requirements are achieved (listed below). As such, there will be multiple "academic" routes of entry into the MAT program. Essentially, any student completing an undergraduate degree program and who has completed the necessary ATP prerequisites (listed below) could seek admission. For instance, the MU student majoring in Kinesiology who wishes to enter into the athletic training field might be a qualified candidate. Students from outside institutions could also seek admission contingent on the completion of program prerequisites and application obligations. For example, the student from an outside institution with (or working toward) a BS degree in Health Sciences who next wishes to obtain BOC certification might be a promising candidate.

The following is a list of the requirements for admission into the Master of Athletic Training (MAT) program:

A) Completion of the following pre-requisites courses [CAATE Standard 54]:

1. Basic Anatomy (3 hrs) and Human Physiology (3) OR Anatomy and Physiology I (3) and II (3)
2. Biology with lab (4)
3. Chemistry with lab (4)



4. Physics with lab (4)
  5. Psychology (3)
- B) Cumulative undergraduate GPA of at least 2.75 out of 4.00.
- C) 50 hours of documented clinical observation/experience under an Athletic Trainer.
- D) Complete First Aid, CPR, and AED for the professional rescuer.
- E) Completion of the MAT Application via ATCAS which includes:
1. Application/Demographics Page
  2. Verification of Direct Observation hours
  3. Two Letters of Recommendation (one from an academic personnel and one from a clinical personnel)
  4. Personal Statement of Intent
  5. Signed “Technical Standards in Athletic Training” form
  6. Documented Hepatitis B vaccine series (or waiver)
  7. Application Fee
- F) On Campus or Web Conference interview with Admission Committee. [Word Count: 302]
7. **Special efforts to enroll and retain underrepresented groups.** (*max 500 words*)
- We will utilize a diversity enhancement strategy that includes both student recruitment and retention components. With regards to the student recruitment component, efforts will be made to establish relationships with guidance counselors at area high schools that have higher populations of underrepresented populations. As the one-to-one relationship between counselor and student is often the impetus for college choice decisions, we will strive to make the one-on-one relationship between counselor and us the impetus to choose Miami University. By establishing a more personal approach to recruiting and committing to diversity, we want *ALL* prospective students to realize that within our program are athletic training educators who want to make their career aspirations realized.

Some area high schools offer sports medicine courses sponsored by Butler Technology and Career Development Schools. We will initiate relationships with instructors for these courses (often credentialed ATs) as a means of increasing diversity in our admissions and enrollment. We could organize an “Experience Day” for Butler Tech students to visit our academic building, attend an AT class meeting, and then shadow one of the current students as they attend a clinical rotation experience. We could also visit the Butler Tech sports medicine course to share in knowledge and AT skill instruction. In fact, one of the objectives of the National Athletic Trainers’ Association’s (NATA) Ethnic Diversity Advisory Committee is to “Disseminate information relating to health care issues and conditions relevant to ethnically-diverse populations.” An objective of Miami University’s *Strategic Diversity Plan* is to “Increase pipelines, develop or enhance strategic relationships with key institutions, local groups and communities, organizations, and alumni.” We hope to accomplish this by establishing relationships with high school counselors, principals, teachers, coaches, and athletic trainers. Thereby building a pipeline that begins well before ultimately.

As the proposed program is a graduate-level program, it will also be important to recruit from the undergraduate level. We will collaborate with our institution’s Diversity and Inclusion office in an effort at strengthening our diverse and inclusive culture. We also hope to collaborate with similar offices at other area colleges as those students have our graduate-level program as an option to become a certified Athletic Trainer as well. Perhaps a fellowship program can be established for underrepresented populations. Here, we would intentionally have an athletic training student from an underrepresented population complete a clinical rotation at a local area high school with higher percentages of underrepresented populations in the student body. The fellowship program would be sponsored by our

program, the high school, and perhaps the hospital system that contracts athletic training services to that particular high school. Support for the fellowship program could be funded with a grant from the NATA Ethnic Diversity Advisory Committee's grant program. The first category of the grant program is to "Develop various programs intended to recruit, retain and educate ethnically diverse athletic training student with the intent to increase the number of ethnically diverse certified athletic trainers." We feel this proposed fellowship program can fulfill this intention. [Word Count: 495]

## Curriculum and Instructional Design

### 1. Curricular content.

| COURSE #                         | TITLE   | CREDITS |
|----------------------------------|---|---------|
| Required core courses for degree |   |         |
| KNH 591                          | Injury Recognition and Patient Care                         | 3       |
| KNH 601                          | Clinical Practicum I  | 1       |
| KNH 602                          | Clinical Practicum II                                       | 1       |
| KNH 603                          | Clinical Practicum III                                      | 1       |
| KNH 604                          | Clinical Practicum IV                                       | 1       |
| KNH 607                          | Foundational Skills in Athletic Training                    | 3       |
| KNH 609                          | Emergency Patient Care in Athletic Training                 | 3       |
| KNH 626                          | Examination and Diagnosis I – Lower Extremity               | 3       |
| KNH 627                          | Examination and Diagnosis II – Upper Extremity              | 3       |
| KNH 628                          | Examination and Diagnosis III – General Medical             | 3       |
| KNH 636                          | Therapeutic Interventions I – Modalities                    | 3       |
| KNH 637                          | Therapeutic Interventions II – Rehabilitative Exercise      | 3       |
| KNH 638                          | Therapeutic Interventions III – Pharmacology & Psychosocial | 3       |
| KNH 641                          | Immersive Experience in Athletic Training                   | 0       |
| KNH 656                          | Clinical Pathology in Athletic Training                     | 3       |
| KNH 658                          | Health Care Administration and Informatics                  | 3       |
| KNH 691                          | Evidence-based Athletic Training                            | 3       |
| KNH 693                          | Graduate Seminar in Athletic Training I                     | 1       |
| KNH 695                          | Graduate Seminar in Athletic Training II                    | 1       |
| KNH 697                          | Graduate Capstone in Athletic Training                      | 2       |
| <b>Total Credit Hours = 44</b>   |   |         |

### 2. What are the requirements students must fulfill to complete the program successfully? (max 500 words)

Along with the courses listed above, students will be required to fulfill a clinical experience each semester (Standards 10, 14, and 15 of the 2020 CAATE Standards).

**Standard 10** Students fulfill all **athletic training clinical experience** requirements and curricular content standards (Standards 56 through 94) within the **professional program**.

*Annotation* Fulfillment of **athletic training clinical experience** requirements and curricular content standards prior to enrollment in the **professional program** is not sufficient to meet this standard. **Athletic training clinical experiences** must occur throughout the **professional program**.

**Standard 14** A program's **clinical education** requirements are met through graduate courses and span a minimum of two **academic years**.

**Standard 15** A program's **athletic training clinical experiences** and **supplemental clinical experiences** provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences.

Clinical experience sites include Miami University Intercollegiate Athletics and Miami University Club Sports. In addition, several local area high schools (both Ohio and Indiana) along with a few outpatient orthopedic clinics are among the clinical sites in which students are assigned. We feel we have the clinical site offerings to fulfill Standard 17 of the 2020 CAATE Standards.

**Standard 17** A program's **clinical education** component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients

- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different **socioeconomic statuses**,
- of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
- who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

*Annotation* These clinical practice opportunities should occur in **athletic training clinical experiences** with real clients/patients in settings where **athletic trainers** commonly practice. When this is not possible, the program may use **simulation** to meet portions of this standard. Students must have adequate real client/patient interactions (**athletic training clinical experiences**) to prepare them for contemporary clinical practice with a variety of patient populations.

In a standard 15-week semester, students are required to complete at minimum 200 hours, but not more than 350 hours. This averages to approximately 15 hours participating in the clinical experience per week. Our ATP has elected to utilize a per semester min/max to allow for the “heavier” and “lighter” weeks to counterbalance. Along with a weekly face-to-face course meeting, courses KNH 601, 602, 603, and 604 contain the responsibilities, student learning outcomes, and assessment procedures associated with the clinical experience.

In addition, included in the 2020 CAATE Standards is an Immersive Clinical Experience requirement (Standard 16 of the 2020 Standards).

**Standard 16** The **clinical education** component is planned to include at least one athletic training **immersive clinical experience**.

*Annotation* An athletic training **immersive clinical experience** is a practice-intensive experience that allows the student to experience the totality of care provided by **athletic trainers**. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period). Programs may include online education during the immersive experiences that does not detract from the nature of an **immersive clinical experience**.

Clinical experience sites utilized for the semester rotations will also be utilized for the immersive clinical experience, but the time needed coupled with the mandated relief from the logistics of face-to-face courses during that particular term of the experience will allow the program (and the student) to establish clinical relationship agreements with sites geographically away from Oxford, Ohio. In other words, since the student does not need to be present on campus to attend face-to-face courses (they can enroll in an online course), the student will be able to complete an immersive clinical experience at a location well outside Oxford, Ohio.

Each semester students are required to pass retention exam(s). There are two types of retention exam: Written and Practical. The conclusion of the fall semester includes the written portion, while the conclusion of the spring semester includes both the written and practical portions. Students must earn a 75% or better to pass the exams and progress to the next semester.

In addition, as mandated by the CAATE, students are required to have annual bloodborne-pathogen training, HIPAA and FERPA training, and CPR/AED certification. Students must also promote and demonstrate acceptable standards of ethical conduct for professional practice as detailed by the NATA Code of Ethics, the BOC Standards of Professional Practice, and the state of Ohio's Laws and Rules Regulating the Practice of Athletic Training. [Word Count: 411; excluding screenshots]

3. **Description of a required culminating, or integrated learning, experience.** (*max 500 words*)

As the proposed program leads to a Master of Athletic Training degree and does not require a defended thesis, the program will utilize a comprehensive examination process as its culminating event. The comprehensive exam will include both a written and a practical portion. The written portion will include 150 questions that assess the students' knowledge in the subject matter and educational standards within the program. Question types will include stand-alone multiple choice, multi-select multiple choice (i.e., more than once answer correct), and focused scenario testlets. The written portion will mock the Board of Certification (BOC) exam in content organization.

| Domains for Exam Questions                                | % of Questions on Exam |
|---|------------------------|
| Injury and Illness Prevention and Wellness Promotion      | 19.8%                  |
| Examination, Assessment and Diagnosis                     | 24.3%                  |
| Immediate and Emergency Care                              | 15.5%                  |
| Therapeutic Intervention                                  | 27.4%                  |
| Healthcare Administration and Professional Responsibility | 13.0%                  |

(Source: Board of Certification Candidate Handbook)

The practical portion will be comprised of prompts the student must complete on a patient model. The prompts will assess practical skills acquired during the program. The practical portion will be group judged with an average rating serving as the overall score. For both portions, the student must achieve a 75% passing mark or better to complete the exit exam. Students have three attempts to reach the passing mark. A take-home remediation assignment will be administered between the second and third attempts. While the comprehensive exam serves as the culminating experience for the student, the outcomes of the two portions will also be included in the final grade for KNH 697 (Graduate Capstone in Athletic Training). [Word Count: 215; excluding screenshot]

## **Institutional Planning for the Program**

1. **What are the physical facilities, equipment and staff needed to support the program?**

The proposed Master of Athletic Training (MAT) program will utilize the same facilities/equipment as the existing Bachelor of Science in Athletic Training program. The existing classroom and teaching laboratory in Phillips Hall (Room #029) has capacity for 32 students. The classroom is equipped with two screen projectors and four wall-mounted monitors. There are eight treatment tables, a mechanical traction table, METIman patient simulator, Cybex kinetic dynamometer, Pilate machine, three combination electrical simulation/ultrasound units, one low-level LASER therapy device, whirlpool, hydrocollator, and paraffin unit. In addition (but not limited to), the facility has equipment for instruction in:

- (a) Prevention (e.g., various tapes, functional braces, protective padding, helmet fitting)
- (b) Immediate care (e.g., vacuum splints, tourniquets, airway adjuncts, supplemental oxygen)
- (c) Examination and diagnosis (e.g., blood pressure, otoscopes, posture screening),
- (d) Therapeutic intervention (e.g., proprioception, resistance tubing, free weights)
- (e) Wound care (e.g., biohazard supplies, bandages, skin closures)

As the CAATE curricular content has evolved, there is a need to acquire additional resources. As a current example, as a means of preventing, diagnosing, and caring for exertional heat illness, the past most recent NATA educational competencies (2012) added skill in rectal thermometry as it has shown the best evidence in providing a valid and reliable measurement of core body temperature. Therefore, the existing ATP purchased both a rectal thermometer and a medical buttock model to introduce this new competency into the curriculum. As a new example, the 2020 Standards for Accreditation of Professional Athletic Training Programs (adopted in July 2020) require student instruction in reduction of joint dislocation and skin suturing. Accordingly, the proposed program will need to acquire resources for the instruction of these new curricular competencies (e.g., orthopedic physician guest speaker, medical suturing training model). In addition, there will be the need for faculty to become current and competent with some of the proposed competencies. For instance, skin suturing and intravenous injection are new skills to the profession. Many current AT educators were not instructed on these skills when they were students. Essentially, the educator will need to be educated.

Standard 8 of the 2020 standards requires accredited programs to incorporate planned interprofessional education sessions. The proposed MAT program seeks to benefit from the interprofessional education opportunities inherent at Miami, both within the Kinesiology, Nutrition and Health (KNH) department and beyond. The KNH department affords productive collaboration between the ATP and other departmental program areas. The department's equipped human performance and motor behavior laboratories allow students and faculty to administer bioelectrical impedance, exercise stress tests, respiratory, metabolic, blood lipid, electrocardiography, sensory functioning, motor functioning, electromyography, ground reaction force, motion analysis, and muscle strength and endurance tests. Collaboration with the Kinesiology faculty will allow the athletic training student to conduct an electrocardiogram. This is especially opportune given the proposed standards in examination of the cardiovascular system (CAATE Standard 72). Moreover, collaboration with the Nutrition/Dietetics faculty will allow interprofessional conversation on proper fluid and nutrition intake (future Standard 83, 2020 Standards). While the KNH department provides a multitude of opportunities in interprofessional education, the broader campus offers a healthy variety of opportunities as well. For instance, collaboration with the Nursing program would allow athletic training and nursing students to engage together on the logistics and skills necessary to transfer a patient from pre-hospital to in-hospital care. Teaming with the Speech Pathology and Audiology department would allow athletic training and speech therapy students to examine how altered speech patterns are utilized in the assessment of concussion. Partnering with the Family Science and Social Work department might offer a unique opportunity for athletic training students to participate in patient care alongside social work students and clinical social workers. Certainly, orthopedic trauma is not limited to just the student-athlete and athletic training students would be well served by experiencing healthcare for the general population. In fact, the future CAATE standards regarding clinical education call for programs to include clinical practice opportunities with patient populations of different socioeconomic statuses. By learning alongside other professions, our athletic training students will be able to participate in developing a holistic plan of patient care that extends beyond the typical scope of athletic training

practice.

2. **What is the evidence that a market for the new program(s) exists?** (*max 500 words*)

The need for the continuation of our Athletic Training Program is evident. Between 2019 and 2029, the average growth rate for all occupations is projected at just 0.4% (Bureau of Labor Statistics, 2020). For the same time range, 2019-2029, the Bureau of Labor Statistics estimates Athletic Training's growth to be 16% (BLS, 2020). This is described as "much faster than average". The ATLAS (Athletic Training Location and Services) project, administered at the University of Connecticut, develops a real-time database of athletic training services in secondary schools throughout the U.S. Findings from data collected by the project shows that only 68% of Ohio high schools have athletic training services. Moreover, of those high schools that provide athletic training services, only half (34%) have a full-time Athletic Trainer. Recently, some states have considered legislation requiring athletic training coverage at every high school. Approximately five years ago, the NATA estimated that only nine percent (9%) of Arkansas high schools had access to an Athletic Trainer. To remedy the shortage, Arkansas created a task force to increase the number of Athletic Trainers providing service to state high schools and ensure that schools are given consistent medical information to improve student-athlete safety. As another example, the NATA estimated that only eight percent (8%) of Oklahoma high schools had access to an Athletic Trainer. In November 2008, the Oklahoma State Board of Health supported a resolution to make Athletic Trainers available to all high schools in the state. While Ohio has a higher percentage of coverage, the state of Ohio could nonetheless follow with legislative intervention. A major concern with state mandates is if there are enough Athletic Trainers to fill the mandated positions. The presence of at least one AT at high school sporting events is supported by the NATA, the American Academy of Family Physicians, and the Inter-Association Consensus Statement on Best Practices for Sports Medicine. Therefore, the current push for adequate athletic training services for all high school students requires an increased need for certified and licensed Athletic Trainers.

a) **How has estimated program demand been factored into realistic enrollment projections?**

Since academic year 2008-2009, the MU ATP (Bachelor's-level) has had entering cohort sizes that average 12 persons (range 8-15). We assume enrollments similar to that for the proposed Master of Athletic Training program. We are using ten (10) as a projected cohort enrollment size. Thus, when the MAT is fully occupied, the program is expected to have approximately twenty students divided into two cohorts. The ATP could support two cohorts of 15 students each.

b) **How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?**

Since 1981, MU's Athletic Training Program has been an accredited program. The ATP has a long history of producing athletic training professionals who are successful at passing the BOC examination and securing employment throughout a variety of practice settings. For exam cycles 2016-17 through 2018-19, our CAATE-documented three-year aggregate first-time pass rate is 88% (well above the 70% mandated minimum). Our three-year aggregate overall (regardless of number of attempts) pass rate is 92%. We wish to continue preparing BOC-certified Athletic Trainers and we think our past history of success in this pursuit is evidence of the high probability of us doing the same with the proposed graduate program. [Word Count: 518]

3. **Statewide Alternatives.** (*max 300 words*)

Ohio is currently home to 25 CAATE-accredited professional athletic training programs. At its height, Ohio was the home to approximately 38 accredited programs. We have experienced a decrease in the

number of accredited programs and are likely to experience more. Of the 25, seven are seeking voluntary withdraw of accreditation currently. If 66% of Ohio high schools do not have a full-time athletic trainer, a decrease in accredited programs in the state may exacerbate athletic training coverage shortages.

The closest Ohio institutions to hold CAATE accreditation are: Xavier University (36 miles); Wright State University (52 miles); and Wilmington College (55 miles). Note: both University of Cincinnati (37 miles) and Mount St. Joseph University (35 miles) are voluntarily withdrawing from CAATE accreditation. Therefore, MU is well positioned to offer athletic training education to prospective students within the Southwest corner of the state and beyond.

Various members of the athletic training industry were consulted. Informal conversations with Program Directors at other institutions occurred. Other institutions have submitted Master of Athletic Training proposals. It was beneficial to digest the feedback offered to benchmark institutions. Representatives of the CAATE have been consulted. This consultation took place in the form of phone calls as a means of having our degree transition questions answered.

There does exist opportunity to collaborate formally if the enthusiasm and effort is there. In today's tech-advanced climate, e-learning may provide productive collaboration among member institutions. Perhaps an expert in a particular content area could provide an e-workshop for other Ohio AT programs to virtually participate. In person collaboration is also possible. For instance, Miami University is not currently equipped for a course in cadaveric anatomy. Partnering with a member institution capable of housing such a course would be beneficial. [Word Count: 288]

4. **Growth of the Program.** (*max 200 words*)

Since academic year 2008-2009, the Miami University ATP has had entering cohort sizes that average 12 persons (range 8-15). The table below provides the cohort numbers for graduation years 2011 through 2019. For a more recent snapshot of admissions statistics, the previous three admissions cycles (April 2017, 2018, 2019) have seen applicant pools of 18, 16, and 17 respectively.

| Cohort Graduation Year     | Cohort Size |
|----------------------------|-------------|
| 2011                       | 10          |
| 2012                       | 12          |
| 2013                       | 10          |
| 2014                       | 10          |
| 2015                       | 10          |
| 2016                       | 13          |
| 2017                       | 8           |
| 2018                       | 9           |
| 2019                       | 7           |
| Average = 9.9 ( $\pm$ 1.8) |             |

We use ten (10) as the projected cohort size given recent enrollments. We feel this is a fair projection and is within range of the average of several benchmark institutions (listed below) and the national average for professional AT programs as compiled by the CAATE (10.7 students per cohort).

| School     | UG Enrollment (approx.) | Class of 2017 | Class of 2018 | Class of 2019 |
|------------|-------------------------|---------------|---------------|---------------|
| Miami Univ | 17,000                  | 8             | 9             | 7             |

|                 |        |                   |                   |                   |
|-----------------|--------|-------------------|-------------------|-------------------|
| Univ Cincinnati | 27,000 | 7                 | 17                | 11                |
| Xavier Univ     | 5,000  | 9                 | 7                 | 5                 |
| Mt St Joe       | 1,500  | 4                 | 9                 | 6                 |
| NKY Univ        | 12,000 | 20                | 13                | 24                |
| Ohio Univ       | 18,000 | 20                | 30                | 14                |
| Wright State    | 11,000 | 19                | 22                | 20                |
| Wilmington      | 1,100  | 12                | 9                 | 16                |
| Univ Toledo     | 16,000 | 11                | 13                | 6                 |
| Ohio State      | 47,000 | 23                | 29                | 26                |
| Avg ( $\pm$ SD) | -      | 13.3 ( $\pm$ 6.6) | 15.8 ( $\pm$ 8.5) | 13.5 ( $\pm$ 7.8) |

We feel we will see an increase from 10-person cohorts to 12-person cohorts. We feel this is reasonable given both our recent undergraduate cohort sizes and the recent applicant pools. Based on classroom size and affiliated clinical instructors (utilized for the clinical rotations), our ATP can handle cohort sizes of 15 people each. Given the Bachelor's-level AT program has been an established program since 1981, we feel we are already self-sufficient. [Word Count: 179; excluding table]

## 5. Institutional Staffing, Faculty, and Student Support.

### a) Faculty.

The accredited athletic training program at Miami currently has two full-time faculty members (Note: a third faculty member, Patricia Troesch, MA, ATC, listed in previous narratives retired in December 2019). The two faculty members are BOC credentialed (ATC designation) and in good standing with the Board. They also possess a current state athletic training credential (OH) and are in good standing with the state regulatory agency (OTPTAT Board, Columbus, Ohio). We feel two faculty members is adequate to teach out the Bachelor's-level program (to conclude May 2022).

Mandated to begin July 1, 2023 (Standard 41 of the 2020 CAATE Standards), accredited athletic training programs must include a minimum of three (3) core faculty. Of note, the CAATE has allowed additional time for programs to become compliant with this particular standard (2023 versus 2020). We will transition to three core faculty members in fall 2022. Nancy Malay, DPT, MEd, PT, current KNH faculty member will join the athletic training program area. Nancy Malay is a credentialed physical therapist and licensed in Ohio. Given both her professional and clinical background, she is fully competent to be a member of the athletic training faculty and provide instruction of curricular content. In addition, she is compliant with CAATE Standard 44: All faculty who instruct athletic training skills necessary for direct patient care must possess a current state credential and be in good standing with the state regulatory agency.

### b) Administration and Support.

The proposed Master of Athletic Training degree program will be part of the Department of Kinesiology, Nutrition and Health (KNH) and housed within the College of Education, Health and Society (EHS). The KNH department currently offers undergraduate programs in Athletic Training (teaching out), Kinesiology, Nutrition (Community Nutrition and Dietetics concentrations), and Public Health. The KNH Department currently sponsors graduate level degree programs in Exercise and Health Science, Health Promotion, and a combined Exercise and Health Science degree and Dietetics internship program. Administrative oversight of the



proposed MAT program will be provided by the KNH department, the College of EHS, and the Graduate School.

The current ATP is made up of two FTE faculty members: Eric Brooks, PhD, ATC and Emily Davie, PhD, ATC. The current undergraduate ATP is teaching out with these two faculty members, but will soon expand to three FTE faculty members, the addition of Nancy Malay, to maintain CAATE compliance (Standard 41 of the 2020 CAATE Standards). Eric Brooks, serves as the Program Director (PD), while Emily Davie serves as the Coordinator of Clinical Education (CCE). The PD is responsible for the overall management and administration of the program. The PD has direct responsibility for all aspects of the program and reports to the KNH Department Chair. The CCE oversees the clinical education portion of the program and reports to the PD and the KNH Department Chair. The KNH Department Chair has oversight for the entire department and reports to the Dean of the College of Education, Health, and Society. The Dean is responsible for the six departments of the college (Kinesiology, Nutrition and Health, Educational Leadership, Educational Psychology, Family Science and Social Work, Teacher Education, and Sport Leadership and Management) and reports to the Provost of the university. The Provost and Executive Vice President for Academic Affairs of the university is a member of the President's Executive Cabinet. The President, in concert with the Board of Trustees, oversees the overall strategic planning for and sustained performance of Miami University. The administrative arrangements of the current undergraduate program will also serve as the administrative arrangements for the graduate program. Financial support comes from the Dean's office, while staffing comes from the department.

## **ADDITIONAL PROPOSAL SECTION FOR PROFESSIONAL GRADUATE PROGRAMS**

### **1) Professional graduate degree programs**

- a) What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter(s) of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.**

The following are a few of the admission criteria that assess the applicant's academic success and practical experience:

- (1) CAATE mandated pre-requisite courses as described in the "*Basic Characteristics of the Educational Program*" section above.
- (2) 50 hours of documented clinical observation/experience under an Athletic Trainer. The hours must be obtained within 3 years prior to program application. Observation hours must be completed under a BOC-credentialed AT in good standing. The AT must also have the appropriate state license/registration. Observation hours can (but do not have to) be completed at Miami University.
- (3) Completed First Aid, CPR, and AED for the professional rescuer.
- (4) On Campus or Web Conference interview with Admission Committee.

**b) Is field/clinical experience subsumed within the academic experience? Yes**

**If so, how does that experience relate to the academic goals of the professional graduate degree program?** Clinical education is an accreditation mandate (Standards 9, 10, and 14 – 18 of the 2020 CAATE Standards). A program's clinical education requirements are met through graduate courses (KNH 601, 602, 603, and 604) and span a minimum of two academic years. A program's athletic training clinical experiences provide a logical progression of increasingly complex and autonomous patient-care experiences and are planned to include clinical practice opportunities with varied patient populations. Populations must include patients:

- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different socioeconomic statuses,
- of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
- who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

The intent of these clinical experiences is to provide clinical practice opportunities with real patients in settings where athletic trainers commonly practice. The experiences allow practical application of knowledge gained didactically in the classroom. As the overarching goal of the program is to advance athletic training professionals, the clinical experience allows students to gain real-world, practical experiences with patients encompassing a variety of health conditions commonly seen in athletic training practice.

**Provide a description of the involvement of supervisory personnel.**

All sites where students are involved in clinical education have a current affiliation agreement or memorandum of understanding that is endorsed by the appropriate administrative authority at both the sponsoring institution and the clinical site. Each student is then assigned to a clinical preceptor at an affiliated clinical site. According to the 2020 CAATE Standards, athletic training clinical experiences are supervised by a preceptor who is either an athletic trainer or a physician. In general, preceptors are health care providers whose experience and qualifications include the following:

- Licensure as a health care provider, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in states with regulation) for preceptors who are solely credentialed as athletic trainers
- Planned and ongoing education for their role as a preceptor
- Contemporary expertise

Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with both the academic program's policies and procedures and the clinical site's operations. Preceptors who are athletic trainers or physicians are permitted to assess students' abilities to meet the curricular content standards as prescribed by the CAATE Standards (i.e., evaluate clinical competencies). Of note, the CAATE Standards do allow for supplemental clinical experiences with an array of health care practitioners (e.g., physical therapist). The difference being that ATs and physicians are the clinical supervisors able to formally assess competency for athletic training program purposes.

**Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements for competencies and hours of experience.**

On the academic department side, the program's Coordinator of Clinical Education (CCE) provides a majority of the oversight for clinical education. The CCE is a core faculty member whose primary appointment is to the ATP and who has responsibility to direct clinical education. The CCE's experience and qualifications include the following (Standard 39 of the 2020 CAATE Standards):

- Contemporary expertise in athletic training.
- Certification and good standing with the Board of Certification.
- Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation).
- Previous clinical practice in athletic training.

As mentioned, the CCE is responsible for oversight of the clinical education portion of the program. This includes the following responsibilities (Standard 40):

- Oversight of student clinical progression.
- Student assignment to athletic training clinical experiences and supplemental clinical experiences.
- Clinical site evaluation.
- Student evaluation.
- Regular communication with preceptors.
- Professional development of preceptors.
- Preceptor selection and evaluation.

Regular and ongoing communication occurs between the academic program and each preceptor (Standard 32) and each active clinical site is evaluated by the academic program on an annual basis (Standard 33). Communication between program and clinical site includes such content as academic program framework and progression, individual student needs, student clinical skill progress, and assessment procedures (for student, preceptor, and site).

The intent of clinical education is for students to gain experience with patients with a variety of health conditions commonly seen in athletic training practice. As such, student activities focus on providing opportunities for students to acquire the necessary skill of an AT. Broadly, athletic trainers practice in the areas of prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Purposely scheduled within these common areas of athletic training practice, the required clinical experience provides students with opportunities to engage with patients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions (Standard 18). Clinical competencies are prescribed by the CAATE and include the core competencies of (Standards 56 – 68):

- Patient-Centered Care
- Interprofessional Practice and Interprofessional Education
- Evidence-Based Practice
- Quality Improvement
- Health Care Informatics
- Professionalism

Additional areas of practical competence include: a) Patient Care Plan, b) Examination, Diagnosis, and Intervention, c) Prevention, Health Promotion, and Wellness, and d) Health Care Administration

(Standards 69-94). Students are required to complete a prescribed set of clinical competencies each clinical rotation sequenced in a progressive manner. In terms of required time, students are required to complete at least 200 hours per semester, but no more than 350. Hours do include night, weekend, and perhaps holidays. Students are mandated one day off per seven-day period. Hours are logged and monitored by the CCE and PD. Students are formally assessed by the preceptor at mid- and end-rotation. In addition, the student formally evaluates both the preceptor and the clinical site itself. Assessment outcomes are used for both quality control and continued program improvement.

- c) **Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.**  
Current faculty qualifications are appropriate for the proposed graduate degree program.

#### PROGRAM DIRECTOR

The lead administrator of the proposed program is titled the Program Director (PD). The PD of the current Bachelors-level program, Eric Brooks PhD, ATC, is an Associate Clinical Professor in the KNH department. The PD envisions remaining in this role for the Masters-level program. The PD qualifies for the existing CAATE requirements of the administrative position: BOC certified and in good standing. The PD also possesses a current Ohio athletic training license and is in good standing with the state regulatory agency (OTPTAT Board, Columbus, Ohio).

The current PD meets the mandated qualifications as prescribed in the 2020 CAATE Standards (Standard 37):

- An earned doctoral degree.
- Contemporary expertise in the field of athletic training.
- Certification and good standing with the Board of Certification.
- Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation).
- Previous clinical practice as an athletic trainer.
- Scholarship.
- Previous full-time academic appointment with teaching responsibilities at the postsecondary level.

The PD is qualified to assume the 2020 duties and responsibilities of a PD:

- Program planning and operation, including development of the framework;
- Program evaluation;
- Maintenance of accreditation;
- Input into budget management;
- Input on the selection of program personnel;
- Input on the evaluation of program personnel (Standard 38, 2020 Standards).

#### COORDINATOR OF CLINICAL EDUCATION

The current Coordinator of Clinical Education (CCE), Emily Davie, PhD, ATC), also envisions staying in that role for the proposed graduate program. The current CCE meets the mandated 2020 qualifications (Standard 39):

- Contemporary expertise in athletic training
- Certification and good standing with the Board of Certification
- Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)

- Previous clinical practice in athletic training

**d) How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan?**

Accreditation from the Commission on Accreditation of Athletic Training (CAATE) directly relates to the academic curriculum and clinical experience requirement as described in the degree proposal. Learning objectives for each of the proposed courses reflect the curricular content prescribed in the 2020 CAATE Standards (Standards 56 – 94). While the accrediting body allows liberty in the delivery method of the curricular content, the content itself is outlined well in the CAATE Standards. The CAATE Standards also provide a model for the students' clinical experience and while there is also liberty with the context of the experience, the regulations of the experience are also well prescribed in the standards.

**Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation.**

The current Bachelor's level program is CAATE-accredited. The CAATE provides a "substantive change" process for previously accredited programs. Here, existing undergraduate programs can apply for the degree transition using an abbreviated application process. Instead of a full review and site-visit, the program is afforded a mini self-study.

**Is completion of the degree program required for professional accreditation in the field?**

Correct, completion of a CAATE-accredited program is necessary to qualify a student to challenge the Board of Certification (BOC) exam. Passing of the BOC exam (along with completion of the academic program) then allows the student to apply for the "ATC" credential. Of note, the "ATC" credential is recognized nationally. The student will then have to secure the appropriate state AT licensure when applicable.

**e) How are theory and practice integrated within the curriculum?**

It is the intention of the ATP to balance and integrate theory and practice over the entire curriculum (rather than in a single course). This is permitted to occur in that the student is a learner in both the classroom and the clinic. We want our students to benefit from the active learning processes of applying, reflecting, sharing, and observing both in and out of the classroom. Put simply, didactic knowledge learned in the classroom can be practically applied in the clinic with real patients, creating a "full circle" of learning to applying to relearning. Abstract theoretical concepts discussed in the classroom are given an opportunity to take shape in the clinic. Put more thoroughly, students become capable and competent practitioners when they have training in self-awareness, when they acquire foundational knowledge, and when they build the skill set required of the AT practitioner. For that reason, we establish a link that connects classroom and clinic. We do not want the two to be mutually exclusive. In fact, we want the two to be mutually inclusive; one cannot exist without the other. Communication between academic program and clinical preceptors is therefore vital. The two need to collaborate on the overall curriculum model, content of courses, sequencing of taught content and clinical practice, teaching methods to be used, and assessment criteria (to name a few). Of course, preceptors should know where a student is within the curricular progression. They should know what curricular competencies the student is learning in that particular semester. It suffices to say, a student in their final clinical rotation is called upon to practically synthesize more advanced theoretical concepts compared to a student in the first rotation. But this is logical, a student should first recognize the pathophysiology of a particular trauma before being asked to organize a rehabilitation protocol for that particular trauma.

**f) What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?**

As the Master's degree as the entry-level degree is a recent mandate (2015), a national credit hour norm

has not been confidently established. Though, credit load is heavier than the traditional 30 credit hours for a Master's degree. In a casual check of benchmark institutions some programs have total credit hours in the 60s, some have total credit hours in the 50s. One program (undisclosed, but not in Ohio) has a credit requirement of 72 hours.

The CAATE allows for institutional autonomy in organization of the program's curriculum. The CAATE may not be as concerned with credit hour load as they are about curricular content delivery. If the program can demonstrate successful delivery of mandated curricular competencies, then the program would show CAATE compliance. One tool used to support this is the first-time pass rate percentage on the Board of Certification (BOC) exam. According to Standard 6 of the 2020 CAATE Standards, the athletic training program must meet or exceed a three-year aggregate of 70% first-time pass rate on the BOC. A confident association could be made that proper delivery of curricular content by the academic program will prepare the student to be successful on the national board exam.

**g) Describe how the required culminating academic experience will contribute to the enhancement of the student's professional preparation.**

The ATP's culminating academic experience, the comprehensive examination process, intends to mirror the procedures of the Board of Certification (BOC) exam. The BOC exam assesses a student's status as an entry-level practitioner. That is, the BOC is not testing for experts. It wants to assure to the broader public that a student has met the standards required to enter into professional practice. We strive to do a similar quality check with the culminating event. We feel the overall academic experience of the program, both classroom and clinic, will prepare the student for the comprehensive exam; and the comprehensive exam will prepare the student for the certifying board exam.

We wish to continue preparing BOC-certified Athletic Trainers. The MU ATP has a long history of producing excellent athletic training professionals who are successful at passing the BOC examination and securing employment throughout a variety of practice settings. Therefore, the main aim of our degree proposal is the transition of our undergraduate program in Athletic Training to the graduate level to remain in compliance with our accrediting body, the Commission on Accreditation of Athletic Training Education (CAATE).

February 19, 2021  
Academic and Student Affairs

**RESOLUTION R2021-32**

WHEREAS, University Senate on November 23, 2020 passed SR 21-12, endorsing a proposed degree and major, Master of Medical Science (Physician Associate), in the College of Arts and Science.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Master of Medical Science (Physician Associate), in the College of Arts and Science.

*Approved by the Board of Trustees*  
*February 19, 2021*



T. O. Pickerill II  
Secretary to the Board of Trustees



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

James Bielo, Chair  
 Jen Green, Chair-Elect  
 Dana Cox, Past-Chair

University Senate Website: [miamioh.edu/academic-affairs/university-senate/](http://miamioh.edu/academic-affairs/university-senate/)

November 24, 2020

To: Gregory P. Crawford, President  
 From: Jeffrey Wanko, Secretary of the University Senate  
 Re: Degree Program Approval  
 SR 21-12, Master of Medical Science (Physician Associate), College of Arts and Science

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On November 23, 2020, University Senate adopted SR 21-12:


BE IT HEREBY RESOLVED that University Senate endorse the proposed degree and major, Master of Medical Science (Physician Associate), College of Arts and Science.

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

**Approval of the President**

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Master of Medical Science (Physician Associate), College of Arts and Science.

|   |   |
|---|---|
| ✓ | Approve<br>Forward to the Board of Trustees for action (copy to Secretary of University Senate) |
|   | Do Not Approve  |

  
 Gregory P. Crawford, President

Nov 30, 2020  
 Date

cc: James Bielo, Chair, Executive Committee of University Senate  
 Jason Osborne, Provost, Chair University Senate  
 Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President



# MIAMI UNIVERSITY

## **Master of Medical Science (MMSc) Physician Associate Studies**

**College of Arts and Science  
Miami University, Oxford Campus**

**22 SEPTEMBER 2020**

|                                   |
|-----------------------------------|
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# ***APPENDIX-A***

## ***FACULTY MATRIX***

|                       |
|-----------------------|
| <b>FACULTY MATRIX</b> |
|-----------------------|

| Instructor Name              | Rank or Title   | Full-Time (FT) or Part-Time (PT) | Instructor Qualification   |  |  | Course(s) Instructor will teach  |   |  |          |
|------------------------------|---|----------------------------------|--|--|--|--|---|--|----------|
|                              |   |                                  | Degree Title, Discipline Institution, Year                         | Years of Teaching Experience In the Discipline/Field                     | Additional qualifications (e.g., licenses, certifications)             | Courses in the proposed program (Include course number and title)            | # taught Per Year at <u>All</u> University Locations        |  |          |
| <i>Christopher M. Howell</i> | <i>Program Director, Associate Clinical Professor</i> | <i>FT</i>                        | <i>Doctor of Science, Physician Assistant Studies</i>              | <i>4 yrs, 3 months General Medicine, Research and Emergency Medicine</i> | <i>NCCPA Board certification</i>                                       | <i>PAS 603: Evidence Based Medicine and Clinical Research</i>                | <i>1</i>  |  |          |
|                              |   |                                  |  |  | <i>Residency Certification in Emergency Medicine.</i>                  |  |   | <i>PAS 614: Introduction to Clinical Point of care ultrasound.</i> | <i>1</i> |
|                              |   |                                  |  |  | <i>Fellowship in Ultrasound.</i>                                       |  |   | <i>PAS 673: Clinical Point of Care Ultrasound II</i>               |          |
|                              |   |                                  | <i>Clinical instruction: 6 years</i>                               | <i>License to practice in the state of OH and IN</i>                     |  | <i>1</i>   |   |  |          |
|                              |   |                                  | <i>Certified ACLS, PALS, BLS instructor</i>                        |  |  |  |   |  |          |
| <i>Open Position</i>         | <i>Medical Director, Assistant Professor</i>          | <i>PT</i>                        | <i>Medical Doctor (MD), or Doctor of Osteopathic Medicine (DO)</i> |  | <i>ABMS, AOA/ Board Certified, Licensed to practice medicine in OH</i> |  |   |  |          |
| <i>Open Position</i>         | <i>Academic Director, Assistant Professor</i>         | <i>FT</i>                        | <i>Master of Physician Studies</i>                                 |  |  | <i>PAS 601: Introduction to Healthcare Professions (Physician Associate)</i> | <i>1</i>  |  |          |
|                              |   |                                  |  |  |  | <i>NCCPA Board certification</i>   | <i>PAS 602: Patient Engagement and Documentation</i>        | <i>1</i>   |          |
|                              |   |                                  |  |  |  | <i>License to practice in the state of OH</i>                                | <i>PAS 604: Clinical Bioethics and Professional Conduct</i> | <i>1</i>   |          |
|                              |   |                                  |  |  |  |  | <i>PAS 633: Neurology</i>                                   | <i>1</i>   |          |

|                             |   |           |   |  |  |  |          |
|-----------------------------|---|-----------|---|--|--|--|----------|
|                             |   |           |   |  |  | <i>PAS 645: Geriatric Patients</i>   |          |
| <i>Open Position</i>        | <i>Clinical Director, Assistant Professor</i> | <i>FT</i> | <i>Master of Physician Studies</i><br><br><i>Or</i><br><i>Medical Doctor (MD), or Doctor of Osteopathic Medicine (DO)</i> |  | <i>NCCPA Board certification</i><br><br><i>Or</i><br><i>ABMS, AOA/ Board Certified, Licensed to practice medicine in OH</i><br><br><i>And</i><br><i>License to practice in the state of OH</i> | <i>PAS 651: Integrated Health Systems: Law, Policy, and the Professional</i> | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 652: Professional Development Seminar I</i>                           | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 662: Professional Development Seminar II</i>                          | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 672: Professional Development Seminar III</i>                         | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 695: Clinical Graduate Project</i>                                    | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 681-689;691-693 Clinical Rotations</i>                                | <i>1</i> |
| <i>Open Position (4)</i>    | <i>Assistant Professor</i>                    | <i>FT</i> | <i>Master of Physician Studies</i>  |  | <i>NCCPA Board certification</i><br><br><i>License to practice in the state of OH</i>  | <i>PAS 613: Preventive Medicine, Health and Nutrition</i>                    | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 621: Behavioral Health</i>  | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 622: Dermatology</i>  | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 623: Immunology and Infectious Disease</i>                            | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 624: Hematology and Oncology</i>                                      | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 625: Otolaryngology and Dentition</i>                                 | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 626: Cardiovascular Medicine</i>                                      | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 627: Endocrinology</i>  | <i>1</i> |
|                             |   |           |   |  |  | <i>PAS 628: Genitourinary/Nephrology</i>                                     | <i>1</i> |
| <i>PAS 629: Pulmonology</i> | <i>1</i>                                      |           |   |  |  |  |          |

|                          |                                |           |               |  |   |  |          |
|--------------------------|--------------------------------|-----------|---------------|--|---|--|----------|
|                          |                                |           |               |  |   | <b>PAS 631:<br/>Gastroenterology</b>   | <b>1</b> |
|                          |                                |           |               |  |   | <b>PAS 632: Musculoskeletal<br/>System and<br/>Rheumatologic Disease</b>   | <b>1</b> |
|                          |                                |           |               |  |   | <b>PAS 641: Women's<br/>Health</b>   | <b>1</b> |
|                          |                                |           |               |  |   | <b>PAS 642 Medical<br/>Emergencies and Trauma</b>  | <b>1</b> |
|                          |                                |           |               |  |   | <b>PAS 643: Pediatrics</b>   | <b>1</b> |
|                          |                                |           |               |  |   | <b>PAS 644: General<br/>Surgical Management</b>  | <b>1</b> |
| <b>Open<br/>Position</b> | <b>Assistant<br/>Professor</b> | <b>PT</b> | <b>PhD</b>    |  | <b>Anatomy and<br/>Physiology,<br/>Gross<br/>Anatomy Lab</b>                            | <b>PAS 612: Introduction to<br/>the Human Body and<br/>Pathophysiology of<br/>Disease<br/>[Gross Anatomy/Labs]</b> | <b>1</b> |
| <b>Open<br/>Position</b> | <b>Adjunct<br/>Professor</b>   |           | <b>PharmD</b> |  | <b>Clinical<br/>Pharmacist,<br/>Certified by<br/>the States<br/>Licensing<br/>Board</b> | <b>PAS 611: Pharmacology</b>   | <b>1</b> |

***APPENDIX-B***

***FACULTY VITAE***

|                                 |
|---------------------------------|
| <b>FACULTY CURRICULUM VITAE</b> |
|---------------------------------|

**CHRISTOPHER M. HOWELL, DSc, MSc, MPAS, PA-C, MBA, DFAAPA**

**EDUCATION**

|           |   |                 |
|-----------|---|-----------------|
| 2014-2017 | Air Command and Staff College<br><i>Master of Military Operations Arts and Science</i>  | Maxwell AFB, AL |
| 2011-2012 | Baylor University<br><i>Doctor of Science in Physician Assistant Studies</i>            | Waco, TX        |
| 2006      | University of Nebraska<br><i>Master of Physician Assistant Studies</i>                  | Lincoln, NE     |
| 2005      | University of Nebraska<br><i>Bachelor of Science Physician Assistant Studies</i>        | Lincoln, NE     |
| 2002-2004 | Southern Nazarene University<br><i>Master of Business Administration</i>                | Bethany, OK     |
| 2001-2002 | Southern Nazarene University<br><i>Bachelor of Science in Organizational Leadership</i> | Bethany, OK     |
| 1996-2001 | Community College of the Air Force<br><i>Associate in Allied Health Science</i>         | Maxwell AFB, AL |

**POST-GRADUATE MEDICAL EDUCATION**

|           |   |                 |
|-----------|---|-----------------|
| 2019-2020 | Ultrasound Leadership Academy<br><i>Clinical Ultrasound Fellowship</i>  | Dayton, OH      |
| 2014      | UMMC, Shock Trauma Center<br><i>CSTARS: Military Trauma Program</i>   | Baltimore, MD   |
| 2011-2012 | San Antonio Uniformed Services Health Education Consortium (SAUSCHEC)<br><i>Emergency Medicine Physician Assistant Fellow</i> | San Antonio, TX |

**CURRENT CERTIFICATIONS**

|              |   |
|--------------|---|
| 2013-Present | Advanced Cardiac Life Support (ACLS) Instructor   |
| 2013-Present | Pediatric Advanced Life Support (PALS) Instructor |
| 2014-Present | Basic Life Support (BLS) Instructor               |
| 2014-Present | Advanced Trauma Life Support (ATLS)               |
| 2005-Present | Advanced Cardiac Life Support (ACLS)              |
| 2006-Present | Pediatric Advanced Life Support (PALS)            |
| 2006-Present | Basic Life Support (BLS)                          |

**CURRENT LICENSURE:**



|               |   |            |
|---------------|---|------------|
| 2007-Present  | National Commission Certification of Physician Assistants Board Certification (NCCPA) | #1076369   |
| 2017-Present  | State of Indiana Board of Medical Licensure   | #10002421A |
| 2014- Present | State of Ohio Board of Medical Licensure  | #003970    |

\*Inactive licensure: Texas #PA07487, Oklahoma #1904

#### CURRENT POST MILITARY EMPLOYMENT

|              |   |                   |
|--------------|---|-------------------|
| 2020-Present | Miami University, College of Arts and Sciences<br>Associate Professor, Physician Associate Program Director | Oxford, OH        |
| 2019-Present | Emergency Medicine and Family Medicine<br>American Red Cross-Volunteer Staff Clinician                      | WPAFB, OH         |
| 2019-Present | Emergency Medicine (Mary Rutan Hospital)<br>Staff Clinician with Team Health                                | Bellefontaine, OH |
| 2018-Present | East Indiana Addiction and Recovery<br>Staff Clinician, Independent Contractor                              | Richmond, IN      |
| 2017-Present | North Dayton Addiction and Recovery<br>Staff Clinician, Independent Contractor                              | Vandalia, OH      |

#### PRIOR POST-MILITARY EMPLOYMENT

|           |  |               |
|-----------|--|---------------|
| 2016-2020 | Kettering College: Department of Physician Assistant Studies<br>Associate Professor Graduate Education       | Kettering, OH |
| 2015-2018 | Emergency Department, Good Samaritan Hospital<br>Staff Clinician with Team Health (North Campus: Now Closed) | Dayton OH     |

\* Military Employment History (1997-2017) available upon request

#### PROFESSIONAL MEMBERSHIPS

|                   |  |              |  |
|-------------------|--|--------------|--|
| 2007-Present      | American Academy of Physician Assistants (AAPA); Distinguished Fellow (2020) | 2017-Present | Physician Assistant Education Association (PAEA) |
| 2007,2011-Present | Society of Air Force Physician Assistants (SAFPA)                            | 2017-Present | Ohio Academy Physician Assistants (OAPA)         |
| 2015-Present      | American College of Emergency Medicine Physician Assistants (ACEMPA)- Fellow | 2019-Present | Society of Point of Care Ultrasound (SPOCUS)     |

#### NOTABLE CONTRIBUTIONS

| PUBLICATIONS   | RESEARCH  | SPEAKER   |
|--|---|---|
| <i>Pediatric Emergency Care, Military Medicine, Consultant, Clinical Advisor, JAPPA, Towner-Shafer</i> | Use of Ultrasound in Comparative Clinical Diagnostics by Novice Examiners, Comparison of Recruitment aims and Student Response (PA Education); Use of simulation in professional development (PA Education) | Recognition/Mgt: DM, HTN, HLP, Acute and Chronic DVT; and Mgt of Moderate to Severe TBI; Biological and Chemical Preparation. |

# ***APPENDIX-C***

## ***COURSE DESCRIPTION***

|                           |
|---------------------------|
| <b>COURSE DESCRIPTION</b> |
|---------------------------|

**Course Descriptions: Brief Summary with course number without Syllabi**

Of note: Clinical Medicine Modules are identified with course identifier “CMM”. These courses form the modular based learning within graduate medical education for the physician associate (PA), Master of Medical Science (MMSc) program. The Clinical Medicine Modules (CMM) are an integrated, systems-based approach to learning medicine by organ systems in a non-compartmentalized manner. Core modular components pertinent to each system include: Study of relevant human anatomy of that organ system, pathophysiology of variable disease states unique to that organ system, history and physical examination skills that enhance the understanding of that organ system, relevant diagnostic studies, appropriate medical procedures found within that organ system, and therapeutics/pharmacology that can be applied to that system clinical medicine topics include acute, subacute and chronic disease presentations across a myriad of patient populations; including extremes of age, neonatal through geriatric patients; surgical and non-surgical complications and interventions; in addition to disease prevention and improved quality of life outcomes

Courses provided within the Master of Medical Science, Physician Associate (PA) program

| <b>COURSE NUMBER</b> | <b>COURSE NAME</b>  | <b>COURSE ID<br/>AND<br/>CREDITS</b> |
|----------------------|---|--------------------------------------|
| <b>PAS 601</b>       | <b>INTRODUCTION TO HEALTHCARE PROFESSIONS (PHYSICIAN ASSOCIATE)</b><br>Course Description:<br>A didactic year course that traces the history and development of the PA profession. Students will explore the role of team membership, healthcare systems, and policy at the local and federal levels that govern healthcare delivery models within individual and community health. Additional discussions will include clinician responsibilities, professionalism, licensure, and advocacy. | <b>(1-Cr)</b>                        |
| <b>PAS 602</b>       | <b>PATIENT ENGAGEMENT AND DOCUMENTATION</b><br>Course Description:<br>A didactic year course designed to introduce the student to basic medical interviewing procedures and techniques necessary to accomplish an appropriate medical history. Students will learn the basics within the art of medical familiarity, glean appropriate information necessary to synthesize and apply within the broader framework of the patient encounter.   | <b>(2-Cr)</b>                        |
| <b>PAS 603</b>       | <b>EVIDENCE BASED MEDICINE AND CLINICAL RESEARCH</b><br>Description:<br>A didactic year course designed to help the student develop the necessary skills and knowledge to effectively cultivate a systematic review process of the medical literature that serves to support or change medical practice. The student will consider the ethics of scientific investigation, formulating clinical questions, evaluating the literature in light of their unique clinical question, contemporary | <b>(3-Cr)</b>                        |

healthcare law, and clinical practice, as well as how to apply their skill set into the standard of care in the healthcare industry- including the development of evidence-based medicine and practice defining models into practice guidelines.

**PAS 604**                      **CLINICAL BIOETHICS AND PROFESSIONAL CONDUCT**                      **(1-Cr)**

Description:

This didactic year course is designed to help the student develop an appreciation of bioethics in clinical practice by exploring the role of human behavior, philosophical, religious, psychosocial, and legal impacts on medicine and practice. This course will provide examinations of impacts on the medical community by considering common clinical questions and challenges that risk complicating healthcare delivery. Particular consideration will be lent to patient and family impacts of privacy, clinical and patient integrity, decision making capacity, informed and implied consent, medical documentation, end of life and treatment of limited and complex patient, broadened and limited scope and responsibility, and advocacy of the patient and the healthcare teams

**PAS 611**                      **PHARMACOLOGY**                      **(2-Cr)**

Course Description:

This didactic year course is a system-based approach to introduce the student to basic pharmacology concepts necessary for an understanding of clinical pharmacology and resource stewardship. This course includes concepts of pharmacokinetics, pharmacodynamics; including receptor physiology, and introduces pathophysiologic basis for selection of pharmacotherapeutic agents in disease states and prescriptive stewardship of agent selection to preserve efficacy, community health and reduced societal cost.

**PAS 612**                      **INTRODUCTION TO THE HUMAN BODY AND PATHOPHYSIOLOGY OF DISEASE**                      **(7-Cr)**

Description:

A didactic year course designed to help the student review normal human anatomy as a whole, then briefly consider each system and structure as a vital part within the entire human body. Using state of the art cadaver and technology labs to lay the foundation of variances within normal human anatomy, the course will explore the pathophysiology of unafflicted organ systems and introduce the general underlying process of human disease, including the role of genetics.

**PAS 613**                      **PREVENTIVE MEDICINE, HEALTH AND NUTRITION**                      **(2-Cr)**

Description:

This didactic year course is designed to help the student develop an appreciation for the role of public health policy as an instrument of disease prevention. This course will explore a broad landscape of preventive health strategies by Non-Government and Government agencies, including the Centers of Disease Control and the US Preventive Services Task Force, as well as the role that such agencies have in formation of policy statements, law, and aims meant to serve societal trust. The role of foods and nutrition in preserving health and wellbeing, challenges and impacts on pharmacotherapy, and even herbal and alternative agents will also be considered

|                |   |                       |
|----------------|---|-----------------------|
| <b>PAS 614</b> | <b>INTRODUCTION TO CLINICAL POINT OF CARE ULTRASOUND</b>  | <b>(2-Cr)</b>         |
|                | Description:<br>A didactic year course designed to develop a student's knowledge and skills to navigate the roles, responsibilities, and limitations of the bedside ultrasound in clinical practice. Students will explore the clinical use and professional maintenance of ultrasound equipment, unique terminology, physics, limitations and benefits of various tissue density and transducers, variable image display methods, and appropriate use of doppler imaging.  |                       |
| <b>PAS 621</b> | <b>BEHAVIORAL HEALTH</b>  | <b>(3-Cr)</b>         |
|                | Description:<br>A didactic course designed to help the student develop the necessary skills, knowledge and sensitivity in order to intervene effectively for a variety of psychiatric, emotional, and social concerns that are presented by patients, family members, bystanders and personnel in the community and health care settings. Students will gain skills in the evaluation, diagnosis, acute and chronic management, and pharmacotherapeutic stewardship and treatment of patients with a variety of mental health challenges.   |                       |
| <b>PAS 622</b> | <b>DERMATOLOGY</b>  | <b>CMM<br/>(2-Cr)</b> |
|                | Description:<br>As didactic clinical medicine module course designed to help the student develop the necessary skills and knowledge to recognize, confirm and treat common, uncommon and complex dermatologic conditions. The student will consider the role of pharmacologic, non-pharmacologic treatment and surgical management of various expressions of disease discussed within this course.  |                       |
| <b>PAS 623</b> | <b>IMMUNOLOGY AND INFECTIOUS DISEASE</b>  | <b>CMM<br/>(3-Cr)</b> |
|                | Description:<br>This didactic clinical medicine module course is designed to help the student develop knowledge of the role of major problems in infectious diseases and the immune response. The student will develop skills to establish a framework for recognition, diagnosis and management of minor through major infectious disease complications; including differentiation of variable disease states within numerous patient populations. Students will explore evaluation, diagnostic criteria (including common decision rules) and studies (microbiology lab), as well as treatment within various disease continuums, including prevention and targeted treatment regimens, and the significance of antibiotic stewardship. |                       |
| <b>PAS 624</b> | <b>HEMATOLOGY AND ONCOLOGY</b>  | <b>CMM<br/>(3-Cr)</b> |
|                | Description:<br>This didactic clinical medicine module course is designed to help the student increase knowledge of developmental and pathologic disease states within the circulatory and various organ systems. This course will explore the vital role of blood components, including uncomplicated development and the formation and progression of abnormalities. Discussions will also include organ system development, genetic factors and behavioral influences on uncomplicated and complicated disease states, benign versus malignant diseases, appropriate investigation/diagnostics and treatment measures for each.  |                       |

|                |  |                       |
|----------------|--|-----------------------|
| <b>PAS 625</b> | <b>OTOLARYNGOLOGY AND DENTITION</b>  | <b>CMM<br/>(3-Cr)</b> |
|                | <p>Description:</p> <p>A didactic clinical medicine module course designed to help the student develop the necessary skills and knowledge to recognize, evaluate and treat otolaryngologic and maxillofacial disease. This course will explore healthy embryologic development, anatomy, physiology and functions the ear, nose, mouth, teeth and throat. Discussions will include the role of genetic and social behaviors on the development and expressions of disease, common symptoms and physical examination findings, appropriate investigation/diagnostics, treatments, and the role of prevention on disease development and progression.</p>  |                       |
| <b>PAS 626</b> | <b>CARDIOVASCULAR MEDICINE</b>   | <b>CMM<br/>(9-Cr)</b> |
|                | <p>Description:</p> <p>A didactic clinical medicine module course designed to help the student develop the necessary skills and knowledge to navigate the unique challenges of prevention, screening, examinations, and treatment of diseases of the cardiovascular system; including afflictions across a across all ages, genders and ethnicities. The course will explore normal anatomy, genetic and psychosocial factors that contribute to the development of disease risk, health screenings, common signs and symptoms of disease expression, appropriate diagnostic investigation, primary and secondary prevention, treatment across patient presentations, and prognosis of various disease states.</p> |                       |
| <b>PAS 627</b> | <b>ENDOCRINOLOGY</b>   | <b>CMM<br/>(3-Cr)</b> |
|                | <p>Description:</p> <p>A didactic clinical medicine module course designed to help the student develop the necessary skills and knowledge to navigate the impact of the endocrine system on the human body. This course will explore the role of neuroendocrine function throughout all age ranges, beginning with fetal development. Discussions will include the role of genetic and social behaviors on the development and expressions of disease, common symptoms and physical examination findings, appropriate investigation/diagnostics, treatments across patient presentations, and prognosis of various disease states</p>  |                       |
| <b>PAS 628</b> | <b>GENITOURINARY/NEPHROLOGY</b>  | <b>CMM<br/>(3-Cr)</b> |
|                | <p>Description:</p> <p>A didactic clinical medicine module course designed to help the student to develop the necessary skills and knowledge to navigate the impact of various manifestations of genitourinary and renal diseases. Students discuss normal anatomy and physiology, the role of genetic and social behaviors on the development and expressions of disease, common symptoms and physical examination findings, appropriate investigation/diagnostics, treatments across patient presentations and prognosis of various disease states.</p>  |                       |
| <b>PAS 629</b> | <b>PULMONOLOGY</b>   | <b>CMM<br/>(4-Cr)</b> |
|                | <p>Description:</p> <p>A didactic clinical medicine module course designed to help the student develop the necessary skills and knowledge to navigate the impact of various manifestations of acute and chronic afflictions of the</p>   |                       |

lungs. Students discuss normal anatomy and physiology, the role of genetic and social behaviors on the development and expressions of disease, common symptoms and physical examination findings, appropriate investigation/diagnostics, treatments across patient presentations and prognosis of various disease states.

**PAS 631**                      **GASTROENTEROLOGY**                      **CMM**  
**(5-Cr)**

Description:

A didactic clinical medicine module course designed to help the student develop the necessary skills and knowledge to effectively evaluate and treat conditions of the gastrointestinal system. Students discuss normal anatomy and physiology, the role of genetic and social behaviors on the development and expressions of disease, appropriate health screening exams, common symptoms and physical examination findings, appropriate investigation/diagnostics, treatments across patient presentations and prognosis of various disease states.

**PAS 632**                      **MUSCULOSKELETAL SYSTEM AND RHEUMATOLOGIC DISEASE**                      **CMM**  
**(6-Cr)**

Description:

A didactic clinical medicine module course designed to help the student develop the necessary skills and knowledge to effectively evaluate and treat conditions of the musculoskeletal structures and rheumatologic conditions. Students discuss normal anatomy and physiology, the role of genetics on the development of disease and/or injury, common symptoms and physical examination findings, appropriate investigation/diagnostics across patient presentations, treatment for acute and chronic disease states, the role of social factors on disease progression or delayed healing, and the prognosis of various disease and/or injury patterns.

**PAS 633**                      **NEUROLOGY**                      **CMM**  
**(4-Cr)**

Description:

A didactic clinical medicine module course designed to help the student develop the necessary skills and knowledge to effectively evaluate and treat conditions of the central and peripheral nervous system. Students discuss normal anatomy and physiology, the role of genetic and social behaviors on the development and expressions of disease, common symptoms and physical examination findings, appropriate investigation/diagnostics, treatments across patient presentations and prognosis of various disease states.

**PAS 641**                      **WOMEN'S HEALTH**                      **(3-Cr)**

Description:

A didactic year course designed to help the student explore health topics unique to women throughout all phases of life, including adolescence through post-menopause. Students discuss normal anatomy and physiology of vaginal, uterine and breast health; the role of genetic and social behaviors on the development and expressions of disease; screening examinations; common symptoms and physical examination findings; appropriate investigation/diagnostics; treatments across patient presentations and prognosis of various disease states. Discussions will also include the role of invasive and non-invasive family planning, uncomplicated and complicated pregnancy, and early post-partum recovery.

**PAS 642**                      **MEDICAL EMERGENCIES AND TRAUMA**                      **(4-Cr)**

Description:

A didactic year course that is designed to help the student develop an integrated, approach to surgical trauma and emergency care. Students will explore common patient symptoms and physical examination findings within a continuum of early to late disease; appropriate diagnostics and treatment; principles of resuscitation for both the medical and trauma patients; interdisciplinary practices and logistics in variable healthcare systems, including urban and rural challenges in health.

**PAS 643**                      **PEDIATRICS**                      **(3-Cr)**

Description:

A didactic year course designed to introduce the student to well health, common disorders, and emergencies of the pediatric population. Discussion includes neonatal and child development; congenital abnormalities; screening with developmental benchmarks and milestones; disease prevention through nutrition and immunizations; examiner, parental, and patient interaction; recognition of health threats and emergencies; appropriate diagnostic examinations; various treatments and resuscitation and care in the pediatric emergency.

**PAS 644**                      **GENERAL SURGICAL MANAGEMENT**                      **(1-Cr)**

Description:

A didactic year course that will prepare the student for the unique demands and challenges within the clinical surgical experience. This course will explore pre-operative screening and preparation of the elective procedure; operating room etiquette, instruments and principles of infection control; intraoperative techniques of hemostasis and wound healing; and post-operative recovery, observation, and management of complications.

**PAS 645**                      **GERIATRIC PATIENTS**                      **(1-Cr)**

Description:

A didactic year course that allows the student to apply knowledge gained over the didactic year to senior patients. Discussion will include the unique physiology of the aging population and the role of comorbidities on quality of life and acute disease states. Students will also be challenged to consider the psychosocial effects of age, experience of loss, spiritual reflections, and functional activity within various physical, mental, spiritual needs and future planning, as well as the role of family and community dynamics affecting the geriatric patient.

**PAS 651**                      **INTEGRATED HEALTHCARE SYSTEMS: LAW, POLICY, AND THE PROFESSIONAL**                      **(1-Cr)**

Description:

This clinical year course the student will explore various professional topics that affect practicing clinicians, including laws and regulations that govern practice, policy development, and professional advocacy. Discussions include the role of the provider in contemporary healthcare systems, advocacy of care, patient-centered medical homes, cost effectiveness, and access to healthcare across diverse populations. The student will develop the skills to navigate their role as a leader within complex healthcare systems, learning to professionally and compassionately articulate those goals to their patients, communities, colleagues and professional leadership.



**PAS 652**                      **PROFESSIONAL DEVELOPMENT SEMINAR I**                      **(1-Cr)**

## Description:

This *first level clinical semester* course will develop student skills necessary for professional growth. In this first course, the student will learn what it means to be a medical professional, a steward of the public trust, and the need for continuing medical education. Discussions include continued professional discourse, personal time management, professional goals, and personal health risk reduction strategies along with professional and interprofessional collaboration. The course will consider the first-hand knowledge gained in clinical rotations and the impacts of coordinating care and for patients, logistical and health challenges, the vital role of the patient-centered medical home, cost effectiveness of services, and access to care across a broad patient populations

**PAS 662**                      **PROFESSIONAL DEVELOPMENT SEMINAR II**                      **(1-Cr)**

## Description:

This *second level clinical semester* specific course will allow the student to begin to refine skills of continuing medical education and professional growth. Discussions include the role of professional agency, practice standards of care, law, policy, ethics and public health. In this course the student develops more inclusive roles in medical education and professional discourse by increasing their leadership demonstration, using assigned presentations and group membership in journal club. Students will continue to explore individual time management, personal and professional goals, and strategy implementation for the reduction of long term practice decline (i.e. burn out). Building on Professional Development Seminar I, students will continue to explore their role in clinical practice, personal research and leadership in peer education.

**PAS 672**                      **PROFESSIONAL DEVELOPMENT SEMINAR III**                      **(1-Cr)**

## Description:

This *third level clinical semester* specific course will allow the student to begin to master skills of continuing medical education and professional growth. This course creates platforms for mastery of key concepts in clinician knowledge and professionalism by creating more collaborative and inclusive roles in the leadership development and continued medical education. The student displays clinical expertise through individual presentations and peer mentorship and clinical discourse through group journal club. Discussions include regulations governing practice in the state and national levels, board preparation, licensing, and resume building as students near employment eligibility. The course will continue to explore time management, and strategies to reduce long term decline (i.e. burn out); building on Profession Development Seminars I, II emphasizing the patient-centered medical home, cost effectiveness and access to care across a broad patient population.

**PAS 673**                      **CLINICAL POINT OF CARE ULTRASOUND II**                      **(1-Cr)**

## Description:

A clinical year course is designed to help the student develop the necessary understanding, clinical application, and skills of bedside ultrasound. Designed to build on knowledge from Clinical Ultrasound I, this clinical year course will confirm successful completion of required imaging that is both clinically appropriate and reliable. This course reviews images, but uses the clinical experience to encourage continued exploration of this essential clinical instrument.

| <b>PAS 681-689,<br/>691-693</b> | <b>CLINICAL MEDICINE ROTATION(S)</b>   | <b>CLINICAL<br/>PRACTICE</b> |
|---------------------------------|--|------------------------------|
| <b>PAS 681</b>                  | <b>Family Medicine Practice</b>  | <b>(3-Cr)</b>                |
|                                 | <p>Description:<br/>This clinical year course will enable to the student to increase their knowledge and clinical skills in a focused clinical environment, Family Medicine. As a clinical practice course, it designed to ensure students increase their medical knowledge of disease recognition, treatment and prevention through self-directed study. Using clinical practice to improve differential development, history taking, focused physical examinations, diagnostics, treatment, and procedures consistent with practice demands and within professional scope of care unique to that rotation.</p>   |                              |
| <b>PAS 682</b>                  | <b>Family Medicine Practice II (Structured)</b>  | <b>(1-Cr)</b>                |
|                                 | <p>Description:<br/>This clinical year course will enable to the student to increase knowledge and clinical skill within Family Medicine, with in a focused clinical structure. Students will integrate themselves into a medical practice rotations that complement understanding of family medicine, which may include: dermatology, otolaryngology, allergy &amp; immunology, sleep medicine, occupational medicine and pain management. Though each practice rotation will have a clinical focus, the study aim of this rotation is applied knowledge to Family Medicine.</p>                                  |                              |
| <b>PAS 683</b>                  | <b>Internal Medicine Practice</b>  | <b>(3-Cr)</b>                |
|                                 | <p>Description:<br/>This clinical year course will enable to the student to increase their knowledge and clinical skills in a focused clinical environment, Internal Medicine. As a clinical practice course, it designed to ensure students increase their medical knowledge of disease recognition, treatment and prevention through self-directed study. Using clinical practice to improve differential development, history taking, focused physical examinations, diagnostics, treatment, and procedures consistent with practice demands and within professional scope of care unique to that rotation.</p> |                              |
| <b>PAS 684</b>                  | <b>Internal Medicine Practice II (Structured)</b>  | <b>(1-Cr)</b>                |
|                                 | <p>Description:<br/>This clinical year course will enable to the student to increase knowledge and clinical skill within Internal Medicine, with in a focused clinical structure. Students will integrate themselves into a medical practice rotations that complement understanding of Internal Medicine, which may include: endocrinology, neurology, cardiology, rheumatology; and where possible critical care medicine, hematology/oncology, and palliative care. Though each practice rotation will have a clinical focus, the study aim of this rotation is applied knowledge to Internal Medicine.</p>     |                              |
| <b>PAS 685</b>                  | <b>Emergency Medicine Practice</b>   | <b>(3-Cr)</b>                |
|                                 | <p>Description:<br/>This clinical year course will enable to the student to increase their knowledge and clinical skills in a focused clinical environment, Emergency Medicine. As a clinical practice course, it designed to</p>  |                              |



**PAS 691 Behavioral Health Practice (Psychiatry) (3-Cr)**

Description:

This clinical year course will enable to the student to increase their knowledge and clinical skills in a focused clinical environment, Behavioral Health. As a clinical practice course, it designed to ensure students increase their medical knowledge of disease recognition and treatment through self-directed study. Using clinical practice to improve differential development (including metabolic and mental health disorders), history taking, appropriate examinations, diagnostics, therapeutics appropriate for this rotation, consistent with practice demands and within professional scope of care unique to that rotation.

**PAS 692 Orthopedic Practice (3-Cr)**

Description:

This clinical year course will enable to the student to increase their knowledge and clinical skills in a focused clinical environment, Orthopedic Surgery. As a clinical practice course, it designed to ensure students increase their medical knowledge of surgical etiquette, techniques, and patient candidacy for elective procedures through self-directed study. Using clinical practice to improve differential development, history taking, appropriate musculoskeletal physical examinations, appropriate diagnostic studies, alternative treatments, and surgical skills (including pre- and postoperative care) consistent with practice demands and within professional scope of care unique to that rotation.

**PAS 693 ELECTIVE CLINICAL PRACTICE (1 -Cr)**

Description:

This clinical year course will enable to the student to increase knowledge and clinical skill within their chosen elective clinical practice. Students will integrate themselves into a medical practice that complements their chosen clinical interest. As a clinical practice course, it is designed to ensure students increase their medical knowledge of disease recognition and rotation specific treatment methods through self-directed study and the clinical immersion.

**PAS 695 GRADUATE CAPSTONE PROJECT (1-Cr)**

Description:

This final clinical year course requires the student review their own professional leadership, research, and clinical growth during clinical rotation year, using guided retrospective analysis and prospective planning. Discussions includes planning for future clinical and professional growth within the students practice goals, development of professional public health poster presentation, leadership displayed within clinical topic presentations, and finalized research manuscript submission.

# ***APPENDIX-D***

## ***FISCAL IMPACT***

|                                |
|--------------------------------|
| <b>FISCAL IMPACT STATEMENT</b> |
|--------------------------------|

### Budget for New Graduate Degree Programs

|   | Year 1           | Year 2           | Year 3           | Year 4           |
|---|------------------|------------------|------------------|------------------|
| <b>Projected Enrollment</b>   |                  |                  |                  |                  |
| Head-count full time  | 20               | 56               | 72               | 72               |
| Head-count part time  | 0                | 0                | 0                | 0                |
| Full Time Equivalent (FTE) enrollment   | 20               | 56               | 72               | 72               |
|   |                  |                  |                  |                  |
| <b>Projected Program Income</b>   |                  |                  |                  |                  |
| Tuition (paid by student or sponsor)*   | \$840,000        | \$ 2.35 M        | \$ 3.29 M        | \$ 3.41 M        |
| Externally funded stipends, as applicable   | -                | -                | -                | -                |
| Expected state subsidy  | \$86,000         | \$382,000        | \$816,000        | \$1.18M          |
| Other income (if applicable, describe in narrative section below)   | \$50,000         | \$137,500        | \$175,000        | \$175,000        |
|   |                  |                  |                  |                  |
| <b>TOTAL PROJECTED PROGRAM INCOME:</b>  | <b>\$ 0.97 M</b> | <b>\$ 2.87 M</b> | <b>\$ 4.29 M</b> | <b>\$ 4.86 M</b> |
|   |                  |                  |                  |                  |
| <b>Program Expenses</b>   |                  |                  |                  |                  |
| New Personnel <ul style="list-style-type: none"> <li>• Faculty (e.g. tenure-track, clinical, professional) <ul style="list-style-type: none"> <li>Full __7__</li> <li>Part Time __1__</li> </ul> </li> <li>• Non-instruction (indicate role(s) in narrative section below) <ul style="list-style-type: none"> <li>Full _4__</li> <li>Part time ____</li> </ul> </li> </ul> <div style="text-align: right; margin-top: 5px;"><b>(12)</b></div> | \$1.22 M         | \$1.22 M         | \$1.23 M         | \$1.23 M         |
| New facilities/building/space renovation<br>(if applicable, describe in narrative section below)  | \$16M            | 0                | 0                | 0                |
| Tuition Scholarship Support<br>(if applicable, describe in narrative section below)   | -                | -                | -                | -                |
| Stipend Support<br>(if applicable, describe in narrative section below)   | -                | -                | -                | -                |
| Additional library resources<br>(if applicable, describe in narrative section below)  | \$35,000         | \$35,000         | \$35,000         | \$35,000         |

|   |           |           |           |           |
|---|-----------|-----------|-----------|-----------|
| Additional technology or equipment needs<br>(if applicable, describe in narrative section below)  | \$1.4M    | \$60,000  | \$60,000  | \$60,000  |
| Other expenses (e.g., Waived Tuition and Fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below) | \$335,000 | \$335,000 | \$335,000 | \$335,000 |
|   |           |           |           |           |
| <b>TOTAL PROJECTED EXPENSE:</b>   | \$18.99 M | \$1.65 M  | \$1.66 M  | \$1.66 M  |
|   |           |           |           |           |
| <b>NET</b>  | \$-18.02M | \$1.22M   | \$2.63M   | \$3.2M    |

**Budget Narrative:**

Please note that the budget reflects a year end completion and anticipated net positive with each year, following the initial investment for building, faculty, technology “start-up” costs. These initial costs will be carried over each year. Removal of building costs would project a positive return of \$5.03 M by year four. Within the University projected and support aims the return on investment and continued net positive will see the conclusion of carried cost and ultimately continued net positive yield of approximately \$3 M by the end of year five.

Student enrollment: First year enrollment 20 students, followed by 36 students per cohort beginning in year two. The program anticipates two cohorts of the program running concurrently.

Total cost of tuition for the program, is \$98,000.00; which is total program cost. This includes laboratory fees, instruments issued to students, textbook access, software/data requirements. There are reported subsidies/stipends to the student, but few historically report a reduction in total tuition. A majority of students, 74.1%, will assume loans to cover the cost. Of those receiving grants, scholarships or stipends, 65.8% will receive less than \$15,000.00 for the whole program. Therefore, estimation projections report little subsidy or changes in student report tuition cost per person.

Of the initial cost, the Clinical Health Science Center is a \$96 M building project that includes the structure, primary furnishings, and network setup. It is designed to foster interdisciplinary collaboration between numerous healthcare providers and diverse clinical specialties. Additional cost projections, including a \$25,000 annual simulation requirement will be shared across education disciplines, based on anticipated use. It is estimated, that the cost devoted to the PA program is \$16 M for building materials, with a \$12,500 annual partnership with the nursing department.

The physical space devoted to the physician associate program alone totals 9,433 square feet. Shared space that will be used by the program with other interdisciplinary partners includes: 16,607square feet, totaling 26,040 square feet of available teaching space that can be used for the purposes of graduate medical education, namely the Physician Associate program.

**Material property:** Building being established with shared assets, division of Clinical Health Sciences Center

| PA SPECIFIC WORK SPACE DESIGNATION |         |     |               |
|------------------------------------|---------|-----|---------------|
| Identified Space:                  | Sq Feet | Qty | Total/Sq Feet |
| Direct Education                   |         |     |               |

|   |      |    |                       |
|---|------|----|-----------------------|
| PA Classroom  | 1523 | 1  | 1523                  |
| Physical Skills Lab:  | 1748 | 1  |                       |
| Wet/Dry Trainer:  | 1718 | 1  | 1748                  |
| Tissue Prep:  | 437  | 1  | 1718                  |
| Anatomy Support and Storage:                                      | 1203 | 1  |                       |
| Gross Anatomy Lab:  | 1687 | 1  | 437                   |
|   |      |    | 1203                  |
|   |      |    | 1687                  |
| Faculty/Staff Work Space (offices)                                | 97   | 11 | 1067                  |
| Storage   | 50   |    | 50                    |
| <b>Total Space Dedicated to ONLY Physician Associate program:</b> |      |    | <b>9,433 sq. feet</b> |

**SHARED SPACES INTERDISCIPLINARY COLLABORATION:**

| <b>Identified space:</b>  | <b>Sq Feet</b> | <b>Qty</b> | <b>Total/Sq Feet</b>   |
|---|----------------|------------|------------------------|
| Classroom/Seminar   | 1035           | 1          | 1035                   |
| Health Science Innovation lab                                       | 2145           | 1          | 2145                   |
| Exam Rooms  | 119            | 12         | 1428                   |
| Control Room/Monitors   | 224            | 1          | 224                    |
| Standardized Pt Support Rooms                                       | 184            | 1          | 184                    |
| Green Room/Debriefing/Admin.  | 1353           | 1          | 1353                   |
| Shared Storage: materials hold                                      | 311            | 1          | 311                    |
| Simulation Center   |                | 1          | 9,927                  |
| <b>Total isolated shared within the PA and Nursing Departments:</b> |                |            | <b>16,607 Sq. Feet</b> |

**TOTAL SPACE WHEN COMBINED FOR USE PHYSICIAN ASSOCIATE PROGRAM: 26,040 SQ. FEET**

The library and technologies fees, that will be used by the Physician Associate program is noted below. Those programs that will be shared by the PA and graduate nursing programs will be fractioned (1/2) of cost for the PA program. This cost is projects \$35,000.00 annually.



| Resource   | Available? | Estimated Cost         | Platform/Vendor       |
|--|------------|------------------------|-----------------------|
| AltHealthWatch   | Yes        |                        |                       |
| British Medical Journal  | No         | \$3,190 per yr (est)   | BMJ                   |
| CINAHL   | Yes        |                        | Ebsco                 |
| Cochrane Library   | Yes        |                        |                       |
| Consumer Health Complete   | Yes        |                        |                       |
| Diagnostic and Statistical Manual of Mental Disorders (Latest Edition) | Yes        |                        |                       |
| EBSCO Host Databases   | Yes        |                        |                       |
| Essential Evidence Plus  | No         | \$12,000 per yr/(1/2)  | Wiley                 |
| JAMA   | Yes        |                        |                       |
| Journal of the American Academy of Physician Assistants                | No         | \$789 per yr           | Wolters Kluwer        |
| Journal of Physician Assistant Education                               | No         | \$866 per yr           | Wolters Kluwer        |
| Medline  | Yes        |                        | EBSCO, Clarivate      |
| Medline Plus   | Yes        |                        |                       |
| Merck Manual of Diagnosis and Therapy                                  | No         | \$0 (available online) | Print copy is \$80.00 |
| New England Journal of Medicine  | No         | \$6,500 per yr(1/2)    | NEJM                  |
| PsychArticles  | Yes        |                        | APA, Ebsco            |
| Psychology and Behavioral Sciences Collection                          | Yes        |                        |                       |
| PsycINFO   | Yes        |                        | APA, Ebsco            |
| PubMed   | Yes        |                        |                       |
| PubMed Central   | Yes        |                        |                       |
| Science Direct College Edition Health and Life Sciences Collection     | Yes        |                        |                       |
| Sanford Guide Web Edition  | No         | \$2,868 per yr         | Sanford               |
| UpToDate   | No         | \$7,120 per yr (1/2)   | Wolters Kluwer        |
| Annals of Emergency Medicine   | Yes        |                        |                       |

|                                       |     |  |  |
|---------------------------------------|-----|--|--|
| Annals of Internal Medicine           | Yes |  |  |
| American Academy of Family physicians |     | \$5,000.00                             |  |
| Critical Care Medicine                |     | \$5,000.00                             |  |
| Visible Body                          | Yes |  |  |
|                                       |     | \$30,523<br>(Adjusted:<br>\$35,000.00) |  |

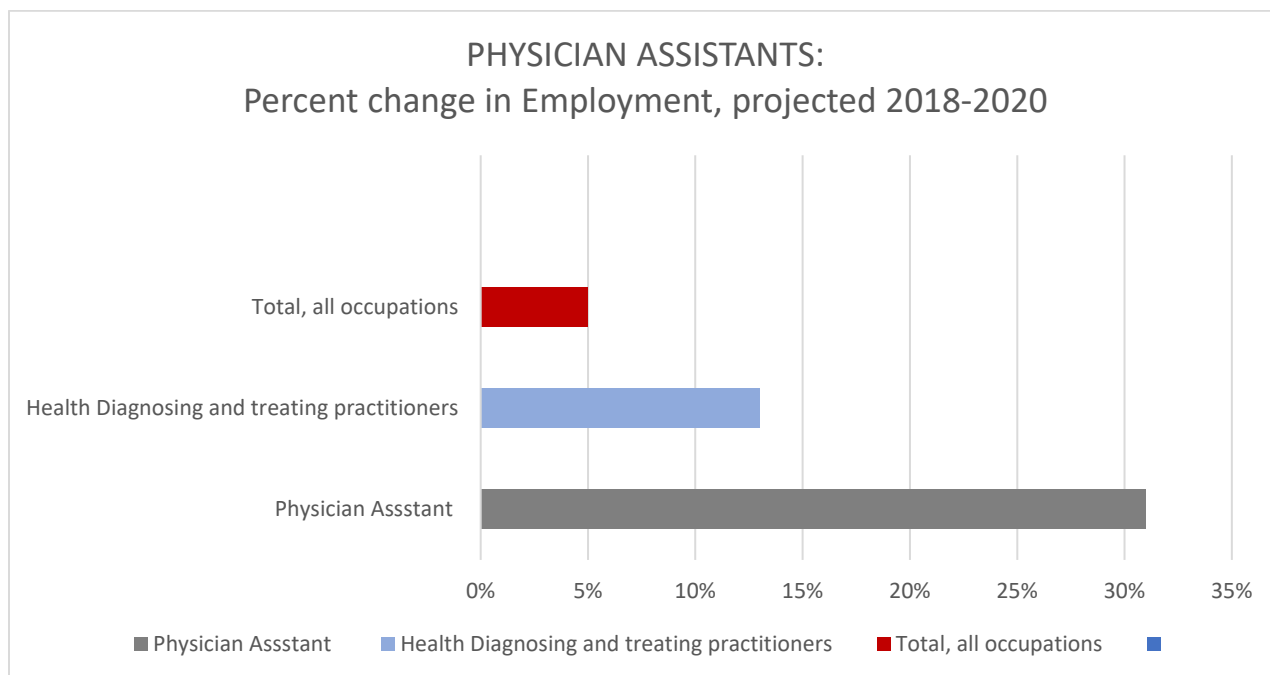
Technology fees are predominantly for equipment. This will be accomplished in purchasing for year zero, and must be present prior to the first cohort of students. The costs will include large equipment items used in simulation and labs, including simulation mannequins, slit lamp, ultrasound devices, and defibrillation instruments. These items are essential for the delivery of the curriculum. However, continual fees including resources, such as Examssoft®, which allow for secure testing and data collection required to ensure continued program process improvement, with a relative adjusted cost of \$25,000/annually.

Other expense report includes the cost of CME funding, travel and materials, but also the estimated cost of adjunct faculty expenditures for product delivery.

***APPENDIX-E***  
***MARKET ANALYSIS***

## MARKET ANALYSIS

Market evidence has shown the Physician Associate, Master of Medical Science degree, to be essential for not only University and student study interest, but also in addressing the health demands of the community. According to the United States Bureau of Labor Statistics (BLS), the employment of the PA career field is expected to rise by 31% between 2018-2023, which is faster than any other reported occupational average.<sup>1-2</sup> When considering the prognosis of future growth, or job outlook, the BLS describes the factors that affect employment growth or decline in the occupation, and in some instances, describes the relationship between the number of job seekers and the number of job openings.



“Demand for healthcare services will increase because of the growing and aging population. Growth of the population means more need for healthcare services, generally, and members of the large baby boom generation will require more medical care as they age. An increase in the number of patients with chronic diseases, such as diabetes, will also increase healthcare demand and, in turn, drive the need for healthcare providers including physician assistants who often provide preventive care and treat the sick. Furthermore, increases in incomes may improve access to healthcare services, and advances in medical technology will continue to increase the numbers and types of treatments available”.<sup>3</sup> Despite this, there are projected shortages of physician workers in the industry, matching a rising need for a PA work force to provide stability for these essential health services.<sup>4</sup> The Association of American Medical Colleges continues to predict a physician shortage of nearly 122,000 by 2032, as the rising healthcare needs exceed the noted ability of academic supply and which the community will continue to lean on PA services to support, which has been realized by a more than 8% PA Program accreditation growth nationwide between 2018-2020, which is expected to continue.

<sup>1</sup> <https://www.bls.gov/ooh/healthcare/physician-assistants.htm>

<sup>2</sup> <https://data.bls.gov/projections/occupationProj>

<sup>3</sup> <https://www.bls.gov/ooh/healthcare/physician-assistants.htm#tab-6>

<sup>4</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3151188/>

This has contributed greatly to the job prospects data, that according to the BLS includes primary care and all specialties, of particularly interest to those physician assistants choosing to work in rural and medically underserved communities. In fact, according to U.S. News weekly, the sustained growth of the general practitioner (family and rural medicine) is expected to increase by 10% over the next decade, and is likely one of the reasons the PA profession is consistently ranked by the same organization in the top three of “100 best jobs in the US”; which is affirmed by Forbes in the top 10 best master degree programs.<sup>5,6,7</sup> In fact, according to the NCCPA, in its most recent “Statistical Profile of Physician Assistants” Annual Report, “the rate of PA’s per 100,000 population has seen an increase from 31 to 40% in just over 5 years (2013-2018); yet 13% of US patient’s live in a county with less than one primary care clinician per 2,000 patient’s- which is likely to rise with an aging patient population”.<sup>8</sup> This presents a rising market demand and a promising return on investment for graduates, in job security salary.

#### Employment Projections data for physician assistants 2018-2028:

| Occupational Title   | SOC Code | Employment, 2018 | Projected Employment, 2028 | Change, 2018-2019 |         | Employment by industry  |
|--|----------|------------------|----------------------------|-------------------|---------|---|
|  |          |                  |                            | Percent           | Numeric |   |
| Physician Assistant  | 29-1071  | 118,800          | 155,700                    | 31                | 37,000  | <a href="https://data.bls.gov/projections/nationalMatrix?queryParams=29-1071&amp;ioType=o">https://data.bls.gov/projections/nationalMatrix?queryParams=29-1071&amp;ioType=o</a> |
| SOURCE: U.S. Bureau of Labor Statistics, Employment Projections Program: <a href="https://www.bls.gov/ooh/healthcare/physician-assistants.htm#tab-6">https://www.bls.gov/ooh/healthcare/physician-assistants.htm#tab-6</a> |          |                  |                            |                   |         |   |

Yet, the return is not limited to job placement, but financial incentive as well. According to the American Academy of Physician Assistants (AAPA) and the National commission on Certifications of Physician Assistants (NCCPA) PA’s average a 108K annual income; which is similar to those reported earnings by the BLS that are noted to be more than 112K annually:

| Reporting Organization | Defined Salary   | Year-To-Date   |
|------------------------|--|--|
| AAPA <sup>9</sup>      | \$106,000/yr (60.00/hr)<br>Productivity based compensation (3%):<br>\$150,000/yr | 2019 AAP Salary Report<br>Reported, 78.7% full-time salary/17.5%<br>hourly waged |
| NCCPA <sup>8</sup>     | \$110,567 yr   | 2018   |
| BLS <sup>10</sup>      | \$112,260 yr (53.97/hr)  | Reported “Median Pay” 2019   |

Comparatively, according to market reports, the median income of the average graduate degree is \$69,732.00 annually.<sup>10</sup> (With a PA average that is nearly twice that of a general graduate education return).

According to NCCPA, this is a 15.7% average salary increase in just 6 year. This is due to the ability of the PA profession being capable of providing a myriad of services, consistent with those provided by physicians,. PA’s are expected to continue to have a growing role in providing health serves. It is attributed to the effectiveness of training, yet being accomplished more quickly than those physician counterparts. <sup>5</sup> <https://www.usnews.com/education/best-graduate-schools/slideshows/graduate-degree-jobs-that-can-pay-100k-or-more?slide=15>

<sup>6</sup> <https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs>

<sup>7</sup> <https://www.forbes.com/pictures/fjle45edmde/no-8-best-masters-degr/#ce5b292ab9be>

<sup>8</sup> <https://prodcmstoragesa.blob.core.windows.net/uploads/files/2018StatisticalProfileofCertifiedPhysicianAssistants.pdf>

<sup>9</sup> <https://www.aapa.org/download/52936/>

<sup>10</sup> <https://www.bls.gov/ooh/healthcare/physician-assistants.htm>

<sup>11</sup> <https://smartasset.com/retirement/the-average-salary-by-education-level>

Team-based healthcare provision models will continue to evolve and become more commonly used. Physician assistants will have growing roles in all areas of medicine as states expand allowable procedures and autonomy, and as insurance companies expand their coverage of physician assistant services.

Nonetheless, ensuring the preservation of the education model to address these growing needs, required benchmarking established programs in industry. Comparative analysis of the “Top Physician Assistant Programs” in accordance with US News and World Reports.<sup>12</sup>

The following are the listed results in order of appearance (not accounting for values listed as “ties”).

|    | <b>University/College</b>                         | <b>Degree Conferred</b>                                 | <b>Length of Program (in months)</b> | <b>Credits Offered</b> |
|----|---|---|--------------------------------------|------------------------|
| 1  | Duke University                                   | Master of Health Sciences                               | 24                                   | 109                    |
| 2  | University of Iowa                                | Master of Physician Assistant Studies                   | 28                                   | (ND)                   |
| 3  | Baylor College of Medicine                        | Master of Science – Physician Assistant studies         | 30                                   | 137                    |
| 4  | University of Utah                                | Master of Physician Assistant Studies                   | 27                                   | 93                     |
| 5  | Emory University                                  | Master of Medical Science – Physician Assistant Studies | 29                                   | 129                    |
| 6  | George Washington University                      | Master of Science in Health Science                     | 24<br>(6-semester)                   | 104                    |
| 7  | University of Colorado                            | Master of Physician Assistant Studies                   | 36<br>(3 years)                      | 135                    |
| 8  | University of Southwestern Medical Center--Dallas | Master of Physician Assistant Studies                   | 30                                   | 112                    |
| 9  | Wake Forest University                            | Master of Medical Science                               | 24                                   | 91                     |
| 10 | Drexel University                                 | Master of Health Science                                | 27                                   | 120*                   |

|  |  |      |       |
|--|--|------|-------|
|  | Average length of program and credits offered of all:  | 27.9 | 114.4 |
|  | ND, "Not Displayed/Defined" in search<br>*Drexel university offers as little as 117 but up to 120 credits. |      |       |

<sup>12</sup> <https://www.usnews.com/best-graduate-schools/top-health-schools/physician-assistant-rankings>

Additional consideration in program planning and preparation was lent within the boldly creative proposal, to those established Ohio based Physician Assistant Programs (Not ranked in any particular order).

|    | University/College                                     | Degree Conferred   | Length of Program (in months) | Credits Offered |
|----|--|--|-------------------------------|-----------------|
| 1  | Baldwin Wallace University                             | Physician Assistant Master of Medical Science                                | 24                            | 103             |
| 2  | Case Western Reserve University                        | Master of Science in Physician Assistant Studies                             | 27                            | 102             |
| 3  | Kettering College                                      | Master of Physician Assistant Studies  | 27                            | 98              |
| 4  | Lake Erie College                                      | Master of Science in Physician Assistant Studies                             | 27                            | 112             |
| 5  | Marietta College                                       | Master of Science in Physician Assistant Studies                             | 26                            | 102             |
| 6  | Mount St Joseph University                             | Master of Science in Physician Assistant Studies                             | 27                            | 109             |
| 7  | Ohio Dominican University                              | Master of Science in Physician Assistant Studies                             | 27                            | 94              |
| 8  | Ohio University  | Master of Physician Assistant Practice                                       | 27                            | 102             |
| 9  | University of Dayton                                   | Master of Physician Assistant Practice                                       | 27                            | 100             |
| 10 | The University of Findlay                              | Master of Physician Assistant  | 28                            | 89              |
| 11 | University of Mount Union                              | Master of Physician Assistant Studies Program                                | 27                            | 100             |
| 12 | University of Toledo                                   | Master of Science in Biomedical Sciences (Physician Assistant Concentration) | 27                            | 105             |
|    | Average posted Ohio program length and credits of all: |  | 26.75                         | 93              |



**Market Analysis and/or Needs Survey.** *Market analysis via the Bureau of Labor Statistics projections (<https://www.bls.gov/data/#projections>) or software such as Burning Glass/Labor Insights is strongly suggested. Supply summarized data from any survey (detailed data not needed).*

***APPENDIX-F***

***LETTERS OF SUPPORT***

**LETTERS OF SUPPORT**

**Letters of Support.** (*e.g., Provost, Dean, Department Chair(s), faculty, internal/external collaborators, outside experts, etc. Include as appropriate to the institution and program being proposed. )*



Chris Makaroff  
Office of the Dean  
College of Arts and Science  
OXFORD, OH 45056-1465  
513-529-1234

September 18, 2020

To whom it may concern:

I am writing to express my strong support for the proposed Master of Medical Science (MMSc), Physician Associate Studies program. This 27-month, post-baccalaureate degree program addresses an important and growing need in our healthcare system and is a key aspect of Miami's Strategic Plan to expand our educational programs in healthcare related areas. The curriculum is designed for the rounded growth of student clinicians, providing depth and breadth of knowledge in both didactic and clinical skills, with development in critical thinking and professionalism, that exceed contemporary industry standards. The didactic and planned clinical experiences will ensure credentialing confidence and certification eligibility and produce highly qualified graduates that will serve community needs.

The College of Arts and Science is pleased to commit the administrative and financial oversight and resources necessary to ensure the success of the MMSc Physician Associate Studies program. Key synergies exist with Ph.D. programs in Biochemistry, Biology, Cell and Molecular Biology, Gerontology and Microbiology. The program will be housed in Miami's new Clinical Health Sciences Building along with programs in Nursing and Speech Pathology and Audiology. Resources, including faculty, administrative staff and instructional facilities, including advanced patient simulation classrooms will be shared between the programs allowing us to efficiently strengthen all aspects of our human health curricular programming. Therefore, I am happy to provide a strong, unconditional endorsement of this proposal.

Sincerely,

A handwritten signature in black ink that reads 'Chris Makaroff'. The signature is written in a cursive, flowing style.

Chris Makaroff  
Professor of Chemistry & Biochemistry Dean, College of Arts and Science



209 Roudebush Hall  
501 E. High Street  
Oxford, OH 45056-3653  
University Website: [www.miamioh.edu](http://www.miamioh.edu)

September 18, 2020

To Whom it May Concern;

I write to provide my support and recommendation for the Master of Medical Science Degree (MMSc), in Physician Associate Studies.

This program is aligned with Miami University's mission statement which calls for "our students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society." Developing new degree programs that meet societal needs, respond to student demand, and develop a needed workforce for employers is central not only to our mission as a public university, but to our new *MiamiRISE* strategic plan.

To develop the program, we engaged in thorough research, including benchmarking, site visits, professional literature review and analysis of market and employer demand; and we have committed significant institutional resources, including new physical facilities, to ensure that the program thrives and produces outstanding graduates who can provide much needed health care to the region, state, nation and world.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jason Osborne'.

Jason Osborne  
Provost and Executive Vice President, Academic Affairs Miami University

# ***APPENDIX-G***

## ***CONSULTANT REPORT***



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***For***  
***Miami University***  
***Master of Medical Science (MMSc) in Physician Associate Studies***

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## Basic Characteristics of the Educational Program

### Brief description of the disciplinary purpose and significance of proposed degree. (max 300 words)

The Master of Medical Science (MMSc), physician associate (PA) studies, is a clinical entry level degree which endeavors to create dynamic, well rounded, professional clinicians, researchers and future leaders of inclusive compassionate healthcare teams. The training model offered at Miami University emphasizes generalist medical practice, which is responsive to a growing community health needs, particularly those impediments in access to care.

According to the American Academy of Physician Assistants (AAPA), the PA is a “medical professional who diagnoses illnesses, develops and manages [and provides] treatment plans, prescribes medications, and often serves as the patient’s principal healthcare provider. With thousands of hours of medical training, PA’s are versatile and collaborative. Practicing in every state and in every medical setting and specialty, improving healthcare access and quality”.<sup>1</sup>

By providing access to generalist medical education and foundational research principles, the PA is able to respond to changing community health needs and assist in patient and public health challenges, including improved access to care for a diverse patient population at an overall reduced cost.<sup>2,3</sup> There is a need for more generalist clinicians, with declining physician interest in fulltime clinical practice, rising healthcare costs, and challenges to the foundational practice model of the patient centered medical home.<sup>4</sup> The degree offered through Miami University will build on a progressive tradition of transforming the clinical health science industry. Graduates will be provided essential skills to address versatile community needs with emergency technologies as clinical researchers and advocates of individual and public health. The degree name “physician associate” supports the progressive vision of the profession. It is rapidly becoming the preferred title in practice, reflecting the evolving autonomy and clinical privileges of the PA.

1. <https://www.aapa.org/what-is-a-pa/>

2. Mullner, R., “Encyclopedia of Health Services Research”, A Sage Reference Publication, Los Angeles, 2009.

3. Liu, J. “Health Professional Shortage and Health Status and Healthcare Access”, *Journal of Health Care for the Poor and Underserved* 18 (2007): 590-598

4. Bodenheimer, T., Haq, C., Lebmann, W., “Continuity and Access in the Era of Part-Time Practice”, *Annals of Family Medicine*, 2018, p. 359-360

**Definition of the focus of the program. (max 300 words)** *This is only intended to be an overview. Make sure to explicitly identify if plans include defined lines of curricular focus within the degree program (tracks or concentrations) and whether they will be noted on the transcript.*

Miami University’s Master of Medical Science (MMSc), physician associate (PA) studies uses a modular based curriculum, emphasizing clinical medicine modules (CMM). These modules are an integrated, systems-based approach to learning medicine by organ systems in a non-compartmentalized manner. Core modular components pertinent to each system exploration of relevant human anatomy and physiology unique to that system, system response to disease, recognition of disease by symptom and physical examination findings, relevant diagnostic studies, medical procedures and therapeutic interventions that may then be applied to that system; which allows for a comprehensive and integrated approach to learning generalist practice medicine.

Additional areas of focus within the didactic year include: patient interviewing, evidence based medicine, and clinical bioethics. Consistent with industry standards, the clinical year will continue with generalist practice requirements, including rotations in family and internal medicine, general surgery, psychiatry, emergency medicine, pediatrics and women’s health.

The curriculum at Miami University will be unique in many ways. Exploring more versatile clinical dynamics, including point-of-care ultrasound (POCUS), an orthopedic rotation, and structured primary learning environments with specialists groups in selected rotations allowing for the generalist practitioner to be able to

apply their skills to a more broad practice environment.

Furthermore, students will be required to attend professional development seminars (PDS), perform POCUS practicum, and develop a senior student project. The PDS is unique to Miami, addressing professional conduct and contributions to continuing medical education, increasing leadership and responsibilities within contemporary practice and scientific investigation as a member of the healthcare community. The forum of PDS is ideal for senior projects, where students will present a public health initiative and their plans for conveyance within a community that they may champion in future practice and research. Furthermore, it will allow the student to attend as a practice learner, but also as a topic educator in a graduated education platform.

The ultrasound practicum is noted for the advanced, pragmatic and clinical uses of ultrasound within a myriad of clinical environments, including rural and underserved communities. Students will be trained in the didactic year on POCUS delivery and will be encouraged to explore the devices full clinical potential during their clinical year, with a required number of focused ultrasounds.

All courses are designed to ensure a generalist practice model enabling graduates to navigate the contemporary and future demands of both resource supported and attenuated healthcare systems. Transcripts will reflect all coursework in generalist medical education, without concentrations unique to any specialized practice environment.

**Rationale for degree name.** *(max 100 words) For example, Master of Science or Master of Arts degree names usually include original research that leads to a thesis as culminating experience, or may include a research capstone. “Master of” degree names have a capstone culminating experience that demonstrably integrates what has been learned during the degree coursework. Justify the disciplinary field in the degree title if not tightly linked to the stated focus of program.*

Master of Medical Science (MMSc), is a professional degree that emphasizes clinical practice as a physician associate. The program requires intensive didactic and clinical study in the medical arts and science as a clinician. The program requires one year and three months of didactic lecture, followed by a year of supervised clinical experiences. During this time, the students will be challenged through numerous written and tactile examinations and the developmental capstone project, which includes: professional development projects, proposal of a public health initiative, formal topic presentation and a review article designed for author publication in a professional medical journal.

**Duration of the program.** *Identify minimum total credit hours (indicate whether semester or quarter) for completion of the program. Identify if students will be enrolled full-time and/or part-time. State normal or typical length of time for students to complete the program. If there are differences in duration or credit expectations among the proposed tracks or concentrations, state those differences.*

The Master of Medical Science degree requires student enrollment in a full time course of study, meant to accomplish 114 semester hours for degree completion. The degree requires 27-months for completion, prior to eligibility to sit for their National Commission on Certification for Physician Assistants (NCCPA) board certification, which allows them to practice as clinicians in industry.

The program length is consistent with standard, contemporary education models, which according Physician Assistant Education Association (PAEA) is a median length of 107 weeks (most commonly comprised of 55 didactic weeks, 52 clinical weeks), with a median length of 27 months. However, the median range is reported within 54-225 weeks, (30-120 didactic weeks and 24-105 clinical weeks). Though current industry standard semester and quarter hours varies by program, according to the curricular data, within the framework of the PAEA survey, the mean number of credit hours for all PA programs is 106.0 semester hours, with a range that is reportedly 48.0-154.0.

To successfully accomplish this program, students are required to attend course work on a fulltime basis. The proposed education model does not allow for the consideration of part-time participation to successfully complete the course.

**Admission timing.** *Provide proposed date for implementation of the program, and indicate if program plan includes more than one cohort being admitted per year.*

The program's first cohort will be applying six-months prior to program interviewing, following the standard "open-cycle" of the Central Application Service for Physician Assistants (CASPA) portal. Interviews will be conducted beginning in October and will continue through December in the year prior to that student admission eligibility, with one cohort starting the program in May of each year.

During the initial course of study the admission to the program will consist of a cohort of 36 students within the didactic year who will begin their education experience in May 2023. This didactic portion of the curriculum then concludes just over one calendar year later in July-August 2024. As the didactic calendar of one cohort overlaps with the beginning of another during a shared semester, there will be a period from May through July when two cohorts will be receiving instruction on campus concurrently. However, there will be no shared courses or lectures and the classes will be conducted in two separate sessions and not as a shared didactic lecture experiences.

Once students have successfully completed the didactic year, they will then matriculate into the clinical training, having then limited required campus course work. The second year of training will only have one cohort admitted per year.

**Primary target audience for the program and admission requirements.** *(max 300 words) For example, traditional college age, working adults, professionals with specific existing credential, military personnel, etc. Define admission requirements (past areas of study or degree earned, GPA, work experience or certification, standardized tests, writing samples, etc).*

The target audience of this fulltime program are both the traditional and non-traditional students. Historically interest of the profession was from those seeking a second career pathway, most commonly from an existing health professions career. However, contemporary evidence has observed intentional interest as a primary career pathway, including pre-medicine undergraduate studies in the biological life sciences. According to the Physician Assistant Education Association, the average age of the first year class is 25-years-old, with over five months (850 hours) healthcare experience and just over one year of overall work experience (2,155.0 hours).<sup>5</sup> A recent survey conducted by a private college in southwest Ohio revealed a more widened demographic, with one cohort reporting an average of 60% aged 18-24, 32.5% aged 25-34, and 7.5% aged 35-44 years, and vocationally 14% without prior healthcare experience. Furthermore, 5% had master's degrees and/or PhD's prior to entering the PA program, which was less than the national average reported by PAEA, citing nearly 9% of students.<sup>6</sup> Of those, 23% were married, 11% with children and more than 90% of all students entering medicine choosing the PA profession as their terminal career pathway. Once accepted to the program, a majority of those polled desired a profession in versatile, generalist practice, particularly one which maximizes exposure to emergency, family, and orthopedic medicine, which is the emphasis of generalist model offered uniquely at Miami University.<sup>5</sup>

Admission requirements to Miami University's Physician Associate program will include: a completed bachelor's degree from a regionally accredited institution, with a cumulative and natural science GPA minimum of 3.0 [national average accomplished by students is 3.5]<sup>5</sup>; completed a Central Application Service for Physician Assistants (CASPA) application with GRE scores (without a minimum requirement), completion of minimum semester hours of listed science requirements (Anatomy, Physiology, Biology, Biochemistry, General

Chemistry, Organic Chemistry, Microbiology, Statistics, Psychology, and Medical Terminology), three letters of recommendation; clinical healthcare/PA shadowing contact hours and a structured interview process conducted by specified department representatives.

<sup>5</sup> <https://paeaonline.org/wp-content/uploads/2019/10/program-report-34-20191002.pdf>

<sup>6</sup> <https://paeaonline.org/wp-content/uploads/2019/08/sr3-program-report-20190814.pdf>

**Special efforts to enroll and retain underrepresented groups.** *(max 500 words) Offer plan to ensure recruitment, retention and graduation of groups underrepresented within the discipline. Provide as background (1) Institution and department profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline, and compare to (2) nationally reported values from NCES, Council of Graduate Schools, or other authoritative sources. Supply data by demographic group where available. Your Office of Institutional Research, or the Graduate School, can assist in gathering this data.*

Every effort will be made to ensure that the recruitment, retention and graduation of underrepresented groups is preserved within the department, consistent with Miami University's vision and current practices.

Within PA education, approximately 70.8% of students identify as female, 28.9 % identify as male, and approximately 0.3% are unknown or non-gender identify. Furthermore, 71.8% are white, 8.1% identify as Hispanic, Latino or Spanish, nearly 9.3% are Asian, 2.3 % are multiracial, 0.8% are Native Hawaiian or Pacific Islander, 3.8% are black or African American, and 2.5% are Native American or Alaskan Native.<sup>7</sup> Yet, within the medical profession as a whole, the Association of American Medical Colleges (AAMC) reports that as of 2019, clinicians in practice are represented by 56.2% identifying as white, 5.8% identifying as Hispanic, 5.0% identify as black, while 13.7% do not identify.<sup>8</sup> Males predominate in current practice, 64.1%, while females represent 35.8% of clinicians.<sup>9</sup> Of note, those clinicians under 35 years of age identify as female, suggesting a future shift in this demographic.<sup>10</sup>

At this time, it is noteworthy that a practice paradigm has already occurred within PA education, a once male dominated profession, females comprise the majority of those applying, accepted to and completing PA school—consistent with the emerging demographic changes that are reported by the AAMC. Yet, ethnic minorities remain underrepresented within medical education and active clinical practice throughout healthcare, comprising a total 7.9% of those reported.<sup>11</sup> However, within PA education, notable progress has been made to identify and improve those underrepresented individuals comparatively within graduate medical education and clinical practice. Most progressively within the understanding of the role of diversity within our patient population and the emerging requirements built into curriculum development, that improve both patient satisfaction and healthcare delivery and appeal to broader interest groups.<sup>12</sup>

Within the department, as with Miami University, it is recognized that the diversity of students and future clinician reflect the broad landscape of our clientele, patient and families, and does a greater service to ensure the protection of holistic needs. It is the diversity of our students that will garner the success of our future profession and translate to improved services in integrated healthcare systems.

Miami University's commitment to its mission is for everyone to use their knowledge and skills with integrity and compassion to improve the future and global society; which it has through numerous strategic initiatives, observing a 17% acceptance of underrepresented groups to graduate medical education programs in the country. This should continue once graduate medical education is offered within the Oxford campus. Maintaining support and active engagement of the undergraduate programs in science and pre-medicine, as well as Miami University's Mallory-Wilson Premedical Center, have enabled higher admissions to various medical schools at a rate nearly 20% more than the national average. Within the department favorability will be lent in the recruitment of Miami Alum who are members of underrepresented groups meeting all application requirements. Additionally, the PA program will continue this progressive vision by working to provide scholarships for

underrepresented groups and extending a minimum of three interviews from partnering historically black colleges and universities, including Central State and Wilberforce University, for those applicants who qualify. Additionally, every effort will be made to ensure that minority groups are represented by an equally diverse work force, in faculty and staff appointments.

7 <https://paeaonline.org/wp-content/uploads/2019/10/program-report-34-20191002.pdf>

8 <https://www.aamc.org/data-reports/workforce/interactive-data/figure-18-percentage-all-active-physicians-race/ethnicity-2018>

9 <https://www.aamc.org/data-reports/workforce/interactive-data/figure-19-percentage-physicians-sex-2018>

10 <https://www.aamc.org/system/files/2019-12/19-222-Executive%20Summary-FINAL-120919.pdf>

11 <https://paeaonline.org/wp-content/uploads/2019/08/sr3-program-report-20190814.pdf>

12 <https://paeaonline.org/diversity-and-inclusion-resources/>

## Curriculum and Instructional Design

**Curricular content.** *Using a variation on the Table below to match your proposed program, list here all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions in the Appendix for all courses that are a part of the curriculum, and/or required for transcribed tracks or specializations.*

The curriculum will be provided as all new coursework using a clinical medicine module (CCM) based system. Modular education permits a comprehensive and integrated approach to learning generalist practice medicine, including disease and treatments, within the didactic year that is then explored collectively within the clinical practice year.

### DIDACTIC YEAR:

#### SEMESTER: #1

Semester 1: 16 May- 20 August

14 weeks

| COURSE  | CREDIT HOURS |
|---|--------------|
| PAS 601 Introduction to Healthcare Professions (Physician Associate)  | 1            |
| PAS 602 Patient Engagement and Documentation                          | 2            |
| PAS 603 Evidence Based Medicine and Clinical Research                 | 3            |
| PAS 611 Pharmacology  | 2            |
| PAS 612 Introduction to the Human Body and Pathophysiology of Disease | 7            |
| PAS 613 Preventive Medicine Health and Nutrition                      | 2            |
| PAS 621 Behavioral Health   | 3            |
| PAS 622 Dermatology   | CMM<br>2     |

|   |     |   |
|---|-----|---|
| PAS 623 Immunology and Infectious Disease | CMM | 3 |
|---|-----|---|

**Total: 25**

**SEMESTER: #2**

**Semester 2: 29Aug- December 16**

**16 weeks**

| <b>COURSE</b>   |     | <b>CREDIT HOURS</b> |
|---|-----|---------------------|
| PAS 604 Clinical Bioethics and Professional Conduct       |     | 1                   |
| PAS 614 Introduction to Clinical Point of Care Ultrasound |     | 2                   |
| PAS 624 Hematology and Oncology                           | CMM | 3                   |
| PAS 625 Otolaryngology and Dentition                      | CMM | 3                   |
| PAS 626 Cardiovascular Medicine                           | CMM | 9                   |
| PAS 627 Endocrinology                                     | CMM | 3                   |

**Total: 21**

**SEMESTER: #3**

**Semester 3: 9 January- 12 May**

**18 Weeks**

| <b>COURSE</b>  |     | <b>CREDIT HOURS</b> |
|--|-----|---------------------|
| PAS 628 Genitourinary/Nephrology                         | CMM | 3                   |
| PAS 629 Pulmonology                                      | CMM | 4                   |
| PAS 631 Gastroenterology                                 | CMM | 5                   |
| PAS 632 Musculoskeletal System and Rheumatologic Disease | CMM | 6                   |
| PAS 633 Neurology  | CMM | 4                   |

**Total: 22**

**SEMESTER: #4****Semester 4: 15 May-18 August****14 Weeks**

| <b>COURSE</b>                          | <b>CREDIT HOURS</b> |
|--|---------------------|
| PAS 641 Women's Health                 | 3                   |
| PAS 642 Medical Emergencies and Trauma | 4                   |
| PAS 643 Pediatrics                     | 3                   |
| PAS 644 General Surgical Management    | 1                   |
| PAS 645 Geriatric Patients             | 1                   |

*Beginning clinical rotations:*

|  |   |
|--|---|
| PAS 651 Integrated Healthcare Systems: Law, Policy, And The Professional | 1 |
| PAS 681 Family Medicine Practice   | 3 |

**Total: 16****[Didactic: 12/Clinical: 4]****SEMESTER: #5****Semester 5: 28 Aug- 15 Dec****16 weeks**

| <b>COURSE</b>                          | <b>CREDIT HOURS</b> |
|--|---------------------|
| PAS 652 Professional Development I     | 1                   |
| PAS 682 Family Medicine Practice II    | 1                   |
| PAS 683 Internal Medicine Practice     | 3                   |
| PAS 685 Emergency Medicine Practice    | 3                   |
| PAS 687 Obstetrics/Gynecology Practice | 3                   |

**Total: 11**

**SEMESTER: #6****Semester 6: 8 January- 10 May****18 Weeks**

| <b>COURSE</b>                            | <b>CREDIT HOURS</b> |
|--|---------------------|
| PAS 662 Professional Development Sem. II | 1                   |
| PAS 684 Internal Medicine Practice II    | 1                   |
| PAS 686 Emergency Medicine Practice II   | 1                   |
| PAS 689 General Surgery Practice         | 3                   |
| PAS 691 Behavioral Health Practice       | 3                   |
| PAS 693 Elective Clinical Practice       | 1                   |
|  | <b>Total: 10</b>    |

**SEMESTER: #7****Semester 7: 20 May- 19 July****9 weeks**

| <b>COURSE</b>                                | <b>CREDIT HOURS</b> |
|--|---------------------|
| PAS 672 Professional Development Sem. III    | 1                   |
| PAS 695 Graduate Capstone Project            | 1                   |
| PAS 673 Clinical Point of Care Ultrasound II | 1                   |
| PAS 688 Pediatric Practice                   | 3                   |
| PAS 692 Orthopedic Practice                  | 3                   |
|  | <b>Total: 9</b>     |

**TOTAL DIDACTIC YEAR: 80 SEM. HOURS****TOTAL CLINICAL: 34****TOTAL PROGRAM HOURS: 114****What are the requirements students must fulfill to complete the program successfully?**

*(max 500 words) Include specific courses, course options and any other requirements (e.g. clinical hours, experiential learning, competencies, projects, etc.). Define the minimal credits needed to complete the degree in any transcribed tracks or specializations.*

The program requires a successful completion of 114-total credit hours, based on 80 semester hours of didactic and 34 semester hours of clinical training. Each graduate will have accomplished twelve clinical rotation experiences in the second year, culminating in more than 2,000 contact hours. Furthermore, it is expected that capstone projects will include a self-reflection on clinical and leadership experience following every rotation, a



public health poster presentation, a review article capable of publication, and presentation at professional development seminar.

#### Didactic Curriculum:

Students will receive concentrations in professional history, clinical theory and health science. Professional history and clinical theory will be emphasized in the first three semesters, including introduction to physician associate profession, bioethics and professional conduct, evidence based medicine, patient interviewing and medical documentation, and behavioral health. Health sciences are included, but are broadly introduced to the entirety of the human body, including pathophysiology of disease, preventive health and nutrition, introduction to point-of-care ultrasound, and introduction to pharmacology. Assessments of these courses will frequently require papers, presentations, group discussion, and written examinations.

Toward the end of these broad health science and theory discussions within the first semester, the course will begin to investigate more in depth interrogation of disease unique to various systems, through modular navigation, which will be a more robust method of course delivery within the second and third semesters.

Clinical Medicine Modules (CMM) focus on systems that include dermatology, cardiovascular, neurology, pulmonology, genitourinary/nephrology, infectious disease and immunology, hematology/oncology, otolaryngology, endocrinology, gastroenterology, musculoskeletal disease and rheumatology.

The final, fourth, didactic semester will consider how systems may respond within special interest groups, including geriatric, pediatric and women's health. Additionally challenges in health care are also considered by practice, as students begin to apply environments that require critical interrogation of collective human systems, including Emergency Medicine, General and Trauma Surgery.

Assessments conducted from the first through fourth semesters will include written and tactile examinations, Objective Structured Clinical Examinations (OSCE), will prepare the student for clinical interrogation most reflective of clinical practice, including history, physical examination performance, diagnostic analysis, treatment, and appropriate report of clinical findings.

#### Clinical Curriculum:

The Clinical year will require the completion of 34 semester hours. Students will attend rotations, designed for clinical practice immersion that are four weeks each. Those rotations include Family Medicine, Internal Medicine, General Surgery, Obstetrics and Gynecology, Pediatrics, Emergency Medicine, Behavioral Health, and an additional required course in Orthopedic/Sports Medicine. Miami University will also continue with "structured rotations" allowing for a more complementary clinical exposure to enhance the learning in those primary environments, including (though not limited to) ophthalmology, dermatology, radiology and cardiology. In addition, each student will be offered an elective clinical experience, choosing any environment that would improve a subject interest, clinical understanding, or material skill.

Each primary rotation will also have course evaluations conducted by preceptors that allow for student subjective reflection and an end of course examination that must be accomplished with a minimum composite grade set by industry and program standards to pass the course.

During the clinical coursework students will attend three semesters of weekly professional development seminar, which will reinforce professional involvement in applied bioethics, leadership, medical education, integrated health care policy and law which reinforces the students understanding of those skills and the role of each in their clinical practice. In this way Miami University's PA program will be unique in providing student progressive, professional development- requiring attendance in the first phase of training and then graduating into a leadership role by their third semester.

The final semester will observe the completion of the capstone project which includes a combination of self-reflection and professional development. Professional development includes a public health proposal, a professional presentation, and a written research project designed to be submitted for professional publication.

**Description of a required culminating, or integrated learning, experience.** (*max 500 words*). *Examples of suitable culminating experiences include, but are not limited to: preparation of a thesis, dissertation or other creative written work; capstone or exit projects, which may be applied in nature and not necessarily involve research; comprehensive examinations; supervised field experiences, or any other integrated learning experience. With proper planning, the culminating experience may be integrated within coursework required for the degree.*

The student capstone is an additional project as a blended course work, which includes: professional reflection and product development, a public health initiative, leadership opportunities in group and personal research, and a clinical review article.

Professional reflections occur after each clinical rotation experience during the second year. Following each rotation, physician associate students will be required to review their own personal, professional and clinical growth while working within the practice being assessed. Evaluations will consider the student's pre-rotation clinical and professional knowledge with a post-rotation reflection, which requires the student to compare and contrast their growth as a healthcare professional. These subjective evaluations will also consider preparation for the rotation (during the clinical practice experience), observations of the practices interdisciplinary interaction and involvement while in the practice, comparative analysis of other clinical experiences as they relate to clinical practice knowledge, experience and professional conduct. Following this reflection, the student will devise strategies to improve each area of personal, professional and clinical growth for continued clinical rotations and their own future professional, clinical goals.

The public health project will have been introduced during the didactic year, in the first semester "Evidence Based Medicine and Clinical Research" Course. During this first semester course, students will be provided opportunities to consider topics of community health interest (i.e. childhood obesity, heart disease, heroin/drug epidemic) that they will refine as a "topic design" during this course. As the remainder of the didactic and clinical year unfolds, students will research and develop plans to further investigate (through clinical research study) or champion as clinical advocates for improved community and patient health as clinicians using civic engagement practices. This project is then presented as a poster presentation, allowing students to improve verbal dialogue of professional quandaries while advocating for solutions, and being receptive to both clinical collaboration and industry dissent.

Leadership opportunities in group and personal research will be fostered throughout the didactic and clinical year experiences, within a variety of labs, journal club and professional development courses. Much of the labs will require knowledge of leadership within team dynamics, built on the Team STEPPS model, where each member of the team is integral to product delivery and ensuring effective communication is developed to that end. This begins with tactile labs within the department, built around critical interventions and team work with other physician associate students, but then continues with interdisciplinary exercises with undergraduate and graduate nursing students. Group activities will also foster improvement in shared communication, through journal club, which will require the students guide and participate in group discussions over assigned journal articles that are assigned to answer a presented clinical question. They will explore a diversity of thought and improvement in professional discourse, based on each members interpretation of the article and how this serves the clinical practice aims. The discussion will improve scientific knowledge, collegial discussion and growth, and professional courtesy. Finalizing the confidence of leadership in the last semester of the program, requires that the student provide a presentation on a topic they are assigned, related to general health care practices. This presentation will allow them to use the skills of both clinical knowledge and experience to present from a position of authority to an audience of their peers and supervisors with confidence, using a continuing medical education model to deliver a clinical lecture.

The clinical review article is a pragmatic research instrument, that allows for the student to develop a clinical topic of interest, that they will research to gain improved medical knowledge that should serve their future practice goals. This medical knowledge will be fostered through guided investigation for improvement in

medical and scientific writing, and appropriate dissemination with a professional medical journal. This will be a mentored writing project, that will allow the scientific investigation to be regularly vetted and challenged not only for professional writing, but to engage and foster future, professional scientific and clinical collaboration. These projects culminate into the graduate capstone coursework. Students will be provided instruction, direction within the didactic year and continue with mentorship and collaboration throughout the clinical year. The final capstone course will be the submission and review of both written and professionally presented materials, with final presentations being conducted in this course. Faculty will provide mentorship and collaboration throughout both years of instruction for all assigned projects as well as final grading authority, in accordance with the guidelines of the Miami University graduate school.

### **Institutional Planning for the Program**

**What are the physical facilities, equipment and staff needed to support the program?** *Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing program and services, or identify new laboratory and preceptor needs. If new staffing is needed to support these facilities or new staff needed for the program please discuss.*

**Facilities and Equipment:** Miami University has allocated a \$96 million Clinical Health Science Center building project to support the graduate programs vision, as proposed by the didactic and clinical physician associate education plan, but also the vision of the University in having more integrative, interdisciplinary programs within allied health (e.g., nursing, physician associate, health, and wellness). Much of the project proposes shared material resources of large equipment, including a virtual, state-of-the-art human anatomy and cadaver labs with associated technical skills resources, a separate high-fidelity simulation center, individual and large group common space for student projects and interdisciplinary collaboration, allowing for individual and shared program goals to be realized.

The unique identity of the graduate education of each program are still preserved, including those specific requirements of the physician associate education model, ARC-PA fifth edition standards A1.08, which requires faculty offices, classroom and educational space that is considered “appropriate in design to meet their intended use,” “appropriate space in number for student, faculty and staff,” including space for counseling of students by the program director and principal faculty, as well as “appropriate classroom and laboratory space conducive to student learning”; in addition to department allocated conference spaces and department storage of student files and records that are deemed “secured.” This space is configured as 9,583 square feet devoted exclusively to the physician associate program, 16,607 square feet of shared education space (including: 9,927 square feet of simulation center), for a total education working space of 26,190 square, which includes lecture halls, anatomy and examination labs, advance trainer rooms and innovation resource labs.

Though the building design offers much to support this interdisciplinary collaboration and shared resources, to make cohesive education models possible, much remains allocated to the Physician Associate department alone (as noted), which includes the objective structured clinical examination (OSCE) space for practicing history taking and tactile examinations, didactic lecture hall, and faculty work space, allowing the department to function autonomously by design.

**Staff:** New staffing support will be required to advance these program aims. In accordance with ARC-PA standards, A2.18, the faculty and staff must be “sufficient in number to manage the administrative responsibilities consistent with organizational complexity and total enrollment of the program”. To accommodate the complexity of program delivery, four administrators will be required to assist the program/personnel. One program administrator is required to assist with operational functions of the program, to support the program director and department as a whole. Two additional administrators, with emphasis in the didactic and clinical years, and one lab administrator who will represent the programs interests within the

simulation center and the cadaver labs will also be required. The didactic administrator, who acts as the admissions counselor, assists in recruitment of students, works closely with the registrar's office and CASPA to review applicants, supports didactic students and the didactic director in support of curriculum delivery and preparation for clinical training (including CastleBranch software). The clinical administrator assists the clinical director in procuring and maintaining clinical placements/sites for clinical students, coordinates administrative support for clinical placement and scheduling of professional development seminar and end of course examinations.

Finally, the simulation and cadaver administrator, will work closely with the physician associate program to ensure simulation cases and experiences are consistent with program curriculum goals; but will also work closely with the biology department (anatomist) to ensure lab preparation is coordinated with anatomy lectures and to protect the cadaver lab/specimens, the integrity of the lab (including instruments), and the health and wellbeing of the students/faculty.

**What is the evidence that a market for the new program(s) exists?** (*max 500 words*) *Using information added to the Appendix, provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics supporting program need include: Student interest and demand (Potential enrollment; Ability to sustain the critical mass of students. Surveys of potential student interest can be helpful); Institutional need (Plan for overall development of graduate programs at the proposing institutions); and, Societal demand (Intellectual development; Advancement of the discipline; Employment opportunities to meet regional, national and/or international needs).*

**a. How has estimated program demand been factored into realistic enrollment projections?**

**b. How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?**

There are 254 accredited PA programs, with approximately 12 established in Ohio alone, and 169 ranked Physician Assistant Programs listed in *U.S. News & World Report*, based on peer assessments of academic merit within their discipline.<sup>13,14</sup>

According to studies of graduate degree professions, the PA degree is ranked first, with the highest projected growth over the next decade, which according to the bureau of labor statistics is a rate of 31%, "much higher than the average for all occupations", with median salary for practitioners approximated as \$112, 260.00 annually.<sup>15,16</sup> Within the health professions, all top 100 vocations and STEM, the profession has consistently ranked second and third respectively.<sup>17</sup>

Using a myriad of resources, including the aforementioned industry foundations, enrollment projections for this proposal, were based on several additional measures, including: (1) an online benchmarking study of regional and highly ranked programs; (2) employment projections for the profession; (3) site visits and interviews with experts in the fields at least four leading institutions; and (4) and a professional literature review. To better ensure accuracy as well as high quality programs, conservative enrollment targets were used.

The online benchmarking of PA programs compared nationally and regionally ranked institutions. Comparison of national program interests, emphasized enrollment projections and cost, contrasted with those of regional interest, namely those with accredited institutions in the state of Ohio.

Leading national institutions, included:

| Institution & Duration       | School Type: Public/Private | Degree Awarded                           | Enrollment (Class Size) | Estimated Cost                 |
|------------------------------|-----------------------------|--|-------------------------|--------------------------------|
| Duke University<br>24 Months | 4-year/private              | Master of Health Science<br>109 Cr/Hours | 90                      | \$91,036<br>(\$105,511 w/fees) |

|   |                |   |                               |  |
|---|----------------|---|-------------------------------|--|
| University of Iowa<br>28 Months                 | 4-year/public  | Master of Physician<br>Assistant Studies<br><br>(Not Reported)        | 25                            | 49,788.99<br>(\$65,452.99 w/lab)<br>Non-Res. Difference:<br>(\$113,135.49 w/lab) |
| Baylor College of<br>Medicine<br>30 Months      | 4-year/private | Master of Science<br>(Physician Assistant<br>Studies)<br>137-Cr/Hours | 40                            | \$98,686.00  |
| University of Utah<br>27 Months                 | 4-year/public  | Master of Physician<br>Assistant Studies<br><br>(Not reported)        | 50                            | \$75,108.25.00<br><br>NR/1-yr: \$93,373.00<br>NR: \$111,639.65.00                |
| Emory University<br>29 Months                   | 4-year/private | Master of Medical<br>Science<br>Physician Assistant<br>123 Cr/Hours   | 54                            | \$107,064<br>(\$123,926.00 w/fees)   |
| George<br>Washington<br>University<br>24 Months | 4-year/private | Master of Science in<br>Health Sciences<br>104 Cr/Hours               | Not disclosed<br>(PA, PA/MPH) | \$97,22.00   |

When considering regional institutions, interest was lent to academic setting (public versus private, location), degree offered, duration of program (in months), estimated cost projections, and established clinical affiliations. (Note: projections, determined using 2017-2018 data)

| <b>Institution &amp;<br/>Duration</b> | <b>School Type:<br/>Public/Private</b> | <b>Degree Offered</b>                                  | <b>Estimated Cost</b> | <b>Clinical Affiliation</b>  |
|---------------------------------------|--|--|-----------------------|--|
| University of<br>Toledo<br>27 Months  | 4-year/public<br>Large City            | Master of Science<br>in Biomedical<br>Science          | \$73,000.00           | UT Medical Center  |
| University of<br>Findlay<br>28 Months | 4-year/private<br>Distant Town         | Master of<br>Physician<br>Assistant                    | \$88,000.00           | No medical center:<br>Training agreements<br>are both local and<br>distant |
| Baldwin Wallace<br>24 Months          | 4-year/private<br>Large Suburb         | Master of Medical<br>Science Physician<br>Assistant    | \$82,000.00           | Numerous Medical<br>Centers:<br>Akron/Canton.                              |
| Case Western<br>Reserve<br>27 Months  | 4-year/private<br>Large Suburb         | Master of Science<br>in Physician<br>Assistant Studies | \$140,000.00          | Cleveland, Metro<br>Health and VA<br>medical Centers.                      |
| Lake Erie College<br>27 Months        | 4-year/private<br>Fringe Town          | Master of Science<br>in Physician                      | \$84,000.00           | University Hospitals   |

|   |                                |  |             |   |
|---|--------------------------------|--|-------------|---|
|   |                                | Assistant Studies  |             |   |
| Ohio University<br>27 Months                  | 4-year/public<br>Rural         | Master of<br>Physician<br>Assistant Practice                   | \$61,000.00 | Large medical centers,<br>small/rural clinics and<br>specialties as well. |
| Ohio Dominican<br>28 Months                   | 4-year/private<br>Large City   | Master of Science<br>Physician<br>Assistant Studies            | \$82,000.00 | Not listed.   |
| University of<br>Dayton<br>27 Months          | 4-year/private<br>Urban        | Master of<br>Physician<br>Assistant Practice                   | \$74,000.00 | Not listed.   |
| Kettering College<br>27 Months                | 4-year/private<br>Large Suburb | Master of<br>Physician<br>Assistant Studies                    | \$86,000.00 | Kettering Health<br>Network   |
| Mount Union<br>27 Months                      | 4-year/private<br>Fringe Town  | Master of Science<br>Physician<br>Assistant Studies<br>Program | \$68,600.00 | Over 200 locations:<br>Alliance and<br>Cleveland                          |
| Marietta College<br>24 Months                 | 4-year/private<br>Fringe Town  | Master of Science<br>in Physician<br>Assistant Studies         | \$79,000.00 | Not listed.   |
| Mount Saint<br>Joseph University<br>27 Months | 4-year/private<br>Urban        | Master of Science<br>in Physician<br>Assistant Studies         | \$86,000.00 | Not listed  |

In response to the growing healthcare professional necessity, and graduate education requirements, many authorities interviewed in medicine and education report visible growth and rising interest, evidenced by more than 50 new programs nationally seeking provisional ARC-PA accreditation. This is consistent with the industry demands of healthcare graduates, where it is reported that need for healthcare providers is gradually rising and that 2.3 million healthcare workers must be added to the workforce by 2025, just to meet the healthcare needs of an aging population.<sup>18,19</sup> Using the comparative analysis of national and regional benchmarks, of professional interests, program tuition cost, institution location and student attendance, the physician associate program will provide a sustainable vision in addressing growth of professional programs while concentrating on long term community health needs. With PA's being regarded as the one of the "most sought-after health care providers", owing to "physician shortages and cost effectiveness", many contemporary programs are struggling to meet the demand of country's rising healthcare needs, requiring more programs to be developed.<sup>20</sup> Nonetheless, it also requires a "high-quality, innovative" program curriculum to add to the large network of institutions "required" to meet these healthcare challenges.<sup>20</sup> Compounding this, the World Health Organization is reporting the prevalence of chronic diseases to increase by 57% within years end, not accounting for acute afflictions, including those that reach pandemic levels (Ebola, COVID-19), requiring more healthcare professionals be available, who are capable of "mobile, agile responses", which already distress a strained healthcare system.<sup>21</sup>

Miami University's institutional mission and program development, including an emphasis on disease prevention, have a sustainable vision to that end.

According to PAEA's most recent survey report, public university fiscal year expenses for graduate PA education is reported as a median cost of \$1,617,080.00, with a national median tuition cost (excluding lab fees) that varies based on resident status, from \$48,413.00 for resident (RS) to \$84,372.00 for non-resident (NR) (ranging \$31,324.00-\$75,234.00 RS to \$75,999.00-\$118,800.00 NR), and a median class size of 30 students, for an average 27 months program.<sup>22</sup> Yet, these are reported based on national average surveys, with specific program variances being observed including enrollment projections and total cost of attendance in the PA programs that may range from \$37,000 (University of Texas, Rio Grande) to \$171,000 (University of Southern California) and most accredited institutions having an actual tuition range that is reported as \$85,000.00 to \$95,000.00/annually. Despite these variabilities in cost, including 23% increase in tuition for students over as little as four years; interest, program development, class size, and student applications continue to rise, evidenced by a 53% increase in the CASPA applications for entry to PA programs.<sup>22, 23</sup> The bureau of labor statistics reports that this academic interest to address this rising societal need is unlikely to change over the next decade, even with the development of new PA programs.

This program does much to foster Miami University's strategic plan for institutional growth and product development, in "advancing knowledge, preparing versatile, analytical and flexible students; advancing Miami's [exceptional] reputation for excellence and innovation; generating new sources of revenue; involving transdisciplinary curriculum and research connecting academic units; and engaging external partners", while meeting the mission of using knowledge and skill gleaned from the academic experience with compassion to improve the future and global society.<sup>24,25</sup>

<sup>13</sup> <https://mailchi.mp/arc-pa/newsletterspring2020>

<sup>14</sup> <https://www.usnews.com/best-graduate-schools/top-health-schools/physician-assistant-rankings>

<sup>15</sup> <https://www.gradschools.com/get-informed/why-grad-school/5-fastest-growing-careers-that-require-a-graduate-degree>

<sup>16</sup> <https://www.bls.gov/ooh/healthcare/physician-assistants.htm>

<sup>17</sup> <https://money.usnews.com/careers/best-jobs/physician-assistant>

<sup>18</sup> <https://money.cnn.com/2018/05/04/news/economy/health-care-workers-shortage/index.html>

<sup>19</sup> <https://money.cnn.com/2018/05/04/news/economy/health-care-workers-shortage/index.html>

<sup>20</sup> <https://www.bartonassociates.com/blog/the-rise-of-physician-assistant-programs-how-the-physician-shortage-affects-aspiring-pas>

<sup>21</sup> <https://www.pwc.com/gx/en/industries/healthcare/emerging-trends-pwc-healthcare/chronic-diseases.html>

<sup>22</sup> <https://paeaonline.org/wp-content/uploads/2019/10/program-report-34-20191002.pdf>

<sup>23</sup> Forster, J., Stilp, C., "A Spatial Analysis of Physician Assistant Programs", Journal of Physician Assistant Education, 2017 June; 28 (2): 64-71

<sup>24</sup> <https://miamioh.edu/academic-affairs/faculty-affairs/boldly-creative/index.html>

<sup>25</sup> <https://www.miamioh.edu/about-miami/leadership/president/mission/index.html>

**Statewide Alternatives.** (max 300 words) Consider (a) programs available in other institutions and how they may differ from the program being proposed (b) appropriateness of specific locale for the new program, and (c) opportunities for inter-institutional collaboration. You are encouraged to talk with your colleagues at other institutions to learn more about their programs and discuss your unique opportunities.

There are 12 established PA programs in the state of Ohio.<sup>26</sup>

| Institution           | Number of Credits | Number of Students | Accreditation           |
|-----------------------|-------------------|--------------------|-------------------------|
| University of Toledo  | 103               | 40                 | Continued Accreditation |
| University of Findlay | 95                | 18                 | Continued Accreditation |
| Baldwin Wallace       | 103               | 30                 | Continued Accreditation |
| Case Western Reserve  | 102               | Not reported       | Continued Accreditation |
| Lake Erie College     | 112               | 26                 | Continued Accreditation |

|                                  |          |              |   |
|----------------------------------|----------|--------------|---|
| Ohio University                  | 102      | 31           | Continued Accreditation                         |
| Ohio Dominican                   | 94       | 50           | Continued Accreditation                         |
| University of Dayton             | 100      | Not reported | <i>Probation</i> Accreditation                  |
| Kettering College                | 98 (101) | 60           | Continued Accreditation                         |
| Mount Union                      | 100      | 40           | Continued Accreditation                         |
| Marietta                         | 102      | 36           | Continued Accreditation                         |
| University of Mount Saint Joseph | 109      | 30           | <i>Provisional</i> Accreditation                |
| Cedarville University            | n/a      | n/a          | <i>Applying</i> : May 2022 planned first cohort |
| Mercy College                    | 118      | 20           | <i>Applying</i> : May 2021 planned first cohort |

Note: CASPA receives more over 26,000 qualified applicants annually, as of 2018. (Numbers in chart reflect that only approx. 381 students are accepted to Ohio schools).

The Master of Medical Science program offered at Miami University uses a similar generalist education model, but proposes an emphasis on rural, underserved communities and clinical research. The MMSc requires student immersion in environments that are resource generous and strained, emphasizing numerous healthcare delivery systems (including government and non-government). The community of Oxford lends itself geographically postured to support this vision, a small community nearing rural townships, but within 60 miles of larger metropolitan cities, including Cincinnati and Dayton.

The program enables students to function as practicing clinician and clinical researchers. This enables graduates to immerse themselves in clinical data and research as a dynamic learner and contributor, in a way that allows the most contemporary advancements in patient care to be realized.

The certifications and credentialing that should be allotted to the graduates of Miami University's program exceed the industry standards, including pediatric advanced life support, medically assisted treatment eligibility, ultrasound credentialing, and Citi-program training. These advantages not only ensure employability, but allow graduates to practice as intellectually autonomous agents for their community, as an extension of the larger healthcare team and collaboratively with their supervising physician group, with tools that enable them to comfortably navigate medical resource and logistical challenges in any clinical environment with professionalism and efficiency.

To that end, much has been done to begin inter-institutional collaboration, particularly in the clinical health sciences, with Central State University Extension (CSUE). The Physician Associate program has already begun working with CSUE campus, namely the Family and Consumer Sciences, to provide initiatives for community outreach and health through a mobile health unit. Plans for the construction of the mobile health unit, as well as services that may be provided have already begun through leadership within the CSUE and PA program. The project will allow both institutions to work collaborative to assist in initiatives that promote community health, in rural and underserved communities, which is the clinical emphasis of the Miami University PA program. For both institutions this initiative will be mutually beneficial, as Central State has begun to implement measures for improvement in developing undergraduate Health Sciences education and Miami University is currently developing programs in graduate medical education, namely the Physician Associate program. This collaborative work will allow for internships for undergraduates and externship for graduate students in health services at both institutions, and assist aspiring healthcare professionals in meeting their academic and professional goals.

<sup>26</sup> <https://paeaonline.org/wp-content/uploads/2019/10/program-report-34-20191002.pdf>

**Growth of the Program.** (max 200 words) Answer the following questions and refer to the Fiscal Impact Statement in Appendix. What future growth do you anticipate over several years, and how do you plan to



*manage this growth? When do you expect the program to be self-sufficient?*

Miami University's program will provide PA education to a cohort of 36-students, with sustained reliability (details are provided in the appendix). We aim to remain a program that appeals to smaller class sizes, but are capable of meeting rising industry demands in health education, for an expansive course of study following five years. First year enrollment will begin with 20 students, with 36 enrolled within the following year. Program growth may require expanding not the class size per cohort, but quantity of cohorts available, including a spring and winter course commencement. This will require the addition of more faculty to address the needs of the students, but would serve the assessments of the course, material delivery and even clinical placement of students in a way that may reduce the impact of resource attenuation that often afflicts larger programs. By expanding the course from one to two cohorts, to allow for a broader course delivery, it would preserve the curriculum management and ensure that the material that is delivered is more contemporary and expertise driven than when the faculty is utilized for broader material network over the traditional calendar year for larger class sizes. The additional faculty would reflect program growth and would be required of traditional and non-traditional benchmarks.

### **Institutional Staffing, Faculty, and Student Support.**

**Faculty.** *How many and what types of faculty (full-time and part-time) will be employed in the program? Describe how the number and type of faculty is sufficient to support the program, especially if the program contains a research or heavily mentored activity. How many, if any, new faculty will be hired for the program? The Appendix must include a 2-page CV of each program faculty, and the Faculty Matrix describing involvement of each faculty in teaching (a template for the Faculty Matrix is included at the end of this document).*

The program requirements for faculty and staff are noted within the Appendix (Faculty Matrix). While the medical director is required to have an accredited program, this member's role as a faculty member can be satisfied with a 0.1 FTE. This is in accordance with the Accreditation Review Commission on Education for the Physician Assistant, ARC-PA, Fifth Edition standards which require a program director, medical director, and at least three 1.0 FTE principal and instructional faculty as a minimum that are "sufficient in number" to meet the academic needs of the enrolled students.

Current industry practice varies widely between institutions, according to the Physician Assistant Education Association, the median range is 7.0 fulltime faculty, with a range of 4.0-12.0; to address student day-one enrollment reported as a 40.0 (with P10-P90 avg. range 23.2-63.2) for public institutions.

The faculty to student ratio, for 1.0 FTE, varies as well; but for public institutions, 11.6 (6.6-18.7) nationally, but in the reported Midwest-East North Central division is specifically codified as 12.7 (7.5-18.9). The current proposal is such that according to ARC-PA standards, the work load of program director cannot be relegated to 1.0 FTE principal faculty, and it is further proposed that the clinical director also not be considered in daily student to faculty ratio. Therefore, our program will have a 5.0 (*Academic director and four principal faculty members*), with 1.0 FTE student to faculty ratio of 7.2, with 36 planned students.

As this is a new graduate program being proposed, without current physician assistant faculty available at Miami University, the program will have to hire all new principal faculty members.

**Administration and Support.** *What are the administrative arrangements for the proposed program, including oversight at the program, department and school/college level? Where will any needed financial support and staffing come from?*

Current administrative support comes from the college of arts and science. Oversight of the program will be directly from the Program Director and Department Chair, who will report administratively to the Dean of the College of Arts and Sciences.

In accordance with the ARC-PA standards, A2.18, it is required that there be a minimum of one administrator specifically assigned to the program. This program administrator is meant to support the staff in the organizational complexity and enrollment of the program with the ARC-PA accreditation and state level requirements, which includes active community engagement at clinical sites, coordination of site rotation requirements, and maintenance of student secured didactic and clinical records.

Owing to those complexities of program delivery, industry standards have relegated this role to three separate administrators. Commonly, the role of student record maintenance and stewardship is provided by the program administrator, working closely with the program director. A didactic administrator, who is the admissions counselor, assists in-coming students with enrollment counseling, including navigation of the Centralized Application Service for Physician Assistants (CASPA), guidance regarding prerequisites, transcripts, and ensures that healthcare specific immunizations and certifications are accomplished (i.e. CastleBranch).

Furthermore, as counseling administrator, this role provides prospective students direction in the standards of the profession, application, and screening records for approval prior to interviews. In order to ensure that this is accomplished effectively, Miami University's admissions counselor will work closely with the didactic director in relevant administrative responsibilities during the didactic year.

The clinical administrator works with the clinical director in procuring and maintaining clinical placement/sites for clinical students, coordinating and finalizing administrative support for clinical placement of students during their clinical year, arranging for completion of the end of course critique by the preceptor teams, and finally assisting in arranging, scheduling, and confirming professional development seminar and the end of course examinations.

Miami University curriculum innovation and technologies require an additional simulation and laboratory administrator. Within the simulation center, this role is responsible for overseeing logistics, scheduling maintenance, and preparation of various models and simulation design concepts within the simulation center, consistent with curriculum design and objectives. Additionally, this administrator will have technician responsibilities within the dissection labs, ensuring compliance with dissection protocols, management of cadaver care and maintenance in accordance with ethical standards and law.

The initial financial support for the program is provided through Miami University's boldly creative initiative. The boldly creative proposal is a \$50 million, multiyear project to drive innovative, analytical and creative programs across broad vocational disciplines; in so doing, creating engaged citizens and workplace leaders who are able to expand Ohio's economy. This project, within health sciences, has already seen an investment of nearly \$2 million toward project development, including building design and planning, and expanding an interdisciplinary model that includes speech pathology, physician associate, and numerous nurse specialists. By design this project has allotted \$5 million dollars to the building of this vision within the first year of planning alone.

<sup>27</sup> <https://www.miamioh.edu/boldly-creative/index.html>

<sup>28</sup> <https://miamioh.edu/boldly-creative/health-care/index.html>

**ADDITIONAL PROPOSAL SECTIONS FOR ENTRY LEVEL GRADUATE PROGRAMS, PROFESSIONAL GRADUATE PROGRAMS, AND PROFESSIONAL SCIENCE MASTERS**

**Professional graduate degree programs**

*Professional graduate degree programs prepare students for professional and/or clinical practice. Generally, professional graduate degrees represent terminal degrees in their field. The resulting professional activity usually involves the giving of service to the public in the chosen field. The completion of preparation for professional practice is recognized by the award of the professional master's or doctoral degree. The following master's degree titles are representative: Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), Master of Occupational Therapy (M.O.T.), Master of Public Health (M.P.H.), Master of Social Work (M.S.W.), and Master of Architecture (M.Arch.). Representative professional doctoral degree titles include: Doctor of Audiology (Au.D.), Doctor of Management (DM), Doctor of Education (Ed.D.), Doctor of Physical Therapy (D.P.T.), Doctor of Musical Arts (DMA) and Doctor of Psychology (Psy.D.).*

*"Intermediate" professional graduate degrees signifying work beyond the professional masters yet remaining short of the professional doctoral degree, such as the educational specialist degree (Ed.S.) are also appropriate professional credentials in certain fields. Professional graduate degree programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs. However, generally these are not research graduate degrees.*

*If you are proposing a professional graduate degree program, address the following additional questions:*

*What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter(s) of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students?*

For a student to be eligible to apply for the program, he/she must have earned a bachelor's degree from a regionally accredited institution; have a passed a background check and maintained current immunizations through centralized agent/service (i.e. Castlebranch); have transcripts and GRE scores (with no minimum requirement) sent through the centralized application service for the physician assistants (CASPA) and transcripts must reflect a prerequisite grade point average of 3.0, having been accomplished in the following courses: Human Anatomy (one semester) and Physiology (one semester) [May be combined Human Anatomy and Physiology, but then requires 2 semesters] all with lab components; microbiology with lab (one semester); organic chemistry with lab (one semester), general chemistry with lab (one semester); biochemistry with lab (one semester); psychology (one semester); abnormal or developmental psychology (one semester); general biology with lab (one semester); statistics (one semester); a course in medical terminology is recommended. Application must also include three letters of recommendation, at least one from a healthcare provider who has known the applicant for 12 months and one from a college professor; recommended/ approximately 200 patient contact hours (vocation or volunteer), a minimum of 20 hours of PA shadowing experience, and an interview with the PA program director, medical director and one faculty member, who will use the interview to determine if the candidate satisfactorily demonstrates effective communication skills in both written and verbal questions.

*Will there be special consideration of student experience and extant practical skills within the admission process?*

*If so, please elaborate.*

Of those who qualify, special consideration is lent to those who have prior healthcare involvement. Most notable professions are those that include: pre-hospital medicine, nursing, respiratory therapy, and military medics

While there is much to be provided by the graduate education that guarantees a science minded clinician capable of providing an invaluable service of health, there is something that prior allied health services lend to the compassionate, relational care that may not be shared within the demands of graduate education. These skills gleaned from service in the practice of their craft, will give the student an advantage as they traverse their clinical year through their first few years of independent clinical practice that may serve them balancing industry demands both personally and professionally.

*Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program?*

The students will be required accomplish externship hours during their didactic year, where they will passively observe clinical practice delivery with coordinated/assigned mentors who apply the clinical science discussed in the classroom and engage the students in preparation for the future clinical rotations. Externships do not count as clinical practice hours, but instead allow the student, following the first semester, to begin to observe their future clinical role in a way that reduces the arbitrary nature of didactic discussion and improves the understanding of significant clinical and professional concepts.

In the second year, students will acquire the clinical practice hours by actively engaging the clinical practice that in the first year was passively observed. Students will be required to perform tactile procedures and tasks that will enhance their clinical education, but will also return to campus weekly for some continued didactic and professional development activities. Clinical exposure models are meant to ensure the application of the medical science discussed and developed within the didactic year, that are then applied to actual patient experiences within the clinical year and are required for a National Commission on Certification of the Physician Assistants (NCCPA) board certification and ultimately a license to practice medicine.

The requirement of the ARC-PA fifth edition standards, B3.07, students will be required to have supervised clinical practice experience in emergency medicine, inpatient and outpatient medicine, and the operating room. In order to accomplish learning outcomes within the fields of Mental Health, Emergency Medicine, Family and Internal Medicine, Surgery, Pediatrics, Women's Health (including prenatal and gynecologic care), objectives unique to each rotation are provided to both the students and the preceptor that align with accreditation policy and assist in accomplishing program outcomes. The Miami University Physician Associate program also requires an Orthopedic/Sport Medicine rotation, structured elective rotations meant to support those learning outcomes in general practice, and an additional elective rotation that will serve both the programs outcome interests as well as the students professional goals in clinical education.

*Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements for competencies and hours of experience.*

According to the ACR-PA fifth edition standards, B3.03, B3.05, B3.06, B3.07, clinical preceptors are individuals who are licensed in the state, actively practicing with a board certification in the area of instruction (MD/DO) or appropriate clinical practice (including PA residency or practice/NP degree) experience with a generalist board certification (PA/NP), who meet and share the vision of the program learning outcomes, ensuring the education value of preventive practice, as well as the holistic management of emergent, acute and chronic disease. Additionally, these preceptors value the role and educational practice that includes afflictions of health across the entire lifespan and the effects on both patients and family. Furthermore, consideration to special health interest in pediatric, women's and mental health needs within this life continuum should be considered value added to the students clinical experience and professional learning outcomes. The preceptors will work closely with the students, ensuring exposure to medical, clerical, communication, and procedural opportunities appropriate for those clinical sites to enhance program learning outcomes, producing favorable results for both clinical and professional development. This includes, history and physical examinations,

development of treatment recommendations, documentation and performance of clinically meaningful procedures appropriate for the rotation and within the scope of the practice proposed by the program prior to that students rotation. Students may be given assignments by the preceptors, when appropriate for enhancing clinically relevant learning experiences, will be provided written and verbal feedback throughout their observed clinical performance, and take a nationally sponsored (PAEA) summative examination at the ARC-PA required rotations conclusion.

The official competencies of the Physician Assistant profession, endorsed by the American Academy of Physician Assistants (AAPA), Accreditation Review Commission on Education for the Physician Assistant (ARC-PA); Physician Assistant Education Association (PAEA), and (NCCPA), will be used as educational and professional standards that are foundational to the program; and will be made known to all participants, preceptors and students. These competencies are knowledge of practice; interpersonal communication skills; patient centered care; interprofessional collaboration; professionalism and ethics; practice-based learning and quality improvement; and society and population health.

*Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.*

In accordance with the ARC-PA standards, A2.02, A2.05, A2.13-A.15, principal faculty for the course instruction, including those who will have roles academic director and clinical directors, will be NCCPA board certified, with clinical practice experience necessary to provide academic preparation and teaching from experience, to reflect knowledge and direction within the course content, as well as administrative support in course development, while reflecting the competencies necessary to enter and continue in professional, clinical practice. Furthermore, the faculty must qualify for employment at Miami University. The minimum academic accomplishment for the instructional faculty is a Master's degree from a regionally accredited college, preferentially in Physician Assistant/Associate practice. This is supported by ARC-PA, AAPA, and NCCPA, and is the qualification that is required for board certification and licensure, as the clinical entry level degree.<sup>29,30,31</sup> Residency training and Doctoral degrees, while viewed favorably, are not required of instructional faculty at the time of their appointment.

The medical director, in accordance with accreditation A2.11, must be a licensed allopathic or osteopathic physician, certified by an ABMS- or AOA- approved specialty board. Be in good clinical standing, licensed in the state of Ohio, and as with fulltime principal faculty, must qualify for employment at Miami University.

<sup>29</sup> <http://www.arc-pa.org/wp-content/uploads/2019/11/Standards-5th-Ed-Nov-2019.pdf> (p.12)

<sup>30</sup> <https://www.aapa.org/what-is-a-pa/>

<sup>31</sup> <https://paeonline.org/is-a-doctoral-degree-right-for-you/>

*How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation.*

*Is completion of the degree program required for professional accreditation in the field?*

The curriculum design is consistent with the requirements for accreditation, ARC-PA fifth edition, Section B, requiring students to be, “prepared to provide patient-centered care and collegially work with collaborative medical teams in an interprofessional environment”. With a secure foundation in health information technologies and evidence based medicine, which will serve to emphasize the clinical need to remain dynamically current within the nature of evolving clinical practice. The curriculum mandate from the accreditation committee, is one that emphasizes the need for ‘applied medical, behavioral and social sciences; patient assessments and clinical medicine, including supervised clinical practice and health policy and professional practice demands- including professional responsibility’ [and ethics].

The accreditation committee requires learning outcomes and objectives to be defined within each instructional

area, yet has significant requirements that are unique to each learning environment (i.e. didactic and clinical). Within the didactic course work, B2.01-B2.20; the curriculum must project mission and goals; include core knowledge of biomedical and clinical sciences and how this applies to patient care; and be of sufficient breadth and depth of knowledge that prepares the student for active engagement within the clinical practice. Furthermore, the student progression within the course sequencing must allow for “building upon previous concepts” to be realized and reflect the students growth within that didactic curriculum. Specific course instruction must include: anatomy; physiology; pathophysiology; pharmacology and pharmacotherapeutics; genetic and molecular mechanisms of health and disease; clinical medicine that spans all organ systems; interpersonal and communication skills; clinical reasoning and problem solving; consideration for medical delivery to underrepresented communities in health; health care across all groups: interviewing, appropriate focused physical exams, generating differentials, ordering and interpreting diagnostic studies, acute and chronic health plans, and patient education and referrals; provisions of health across the entire life span (including preventive, emergent, acute and chronic disease), operative (pre-, intra-, and post-) management; psychiatric/behavioral conditions and palliative/end of life care; instructional presentation of essential medical skills; interprofessional collaboration in teams; social and behavioral science and conduct; appropriate and professional, patient centered counseling techniques; research; business in health; public health initiatives and the role of the practicing clinician; PA professional responsibilities (including: credentialing, certification acquisition and maintenance, policy and law, patient safety); personal and professional wellbeing. Within the supervised clinical practice instruction, i.e. clinical year, B3.01-B3.07; the students will again explore professional development, policy, law and personal/professional wellbeing, and research. Yet, throughout clinical practice the students will also meet learning outcomes through encountering patient cases, appropriate resource utilization and treatment delivery meant to accomplish posted clinical and program outcomes noted, including rotations that serve: emergency management, acute and chronic disease in both inpatient and outpatient care, as well as the care of the operative patient.

*How are theory and practice integrated within the curriculum?*

Much theory is integrated within the didactic year, including introduction to the profession, clinical bioethics and professional conduct, interprofessional and interdisciplinary communication skills; delivery of medical care for all patient groups, including: disabilities and special health needs, ethnicity and race, gender identity, religion and spirituality, sexual orientation, and social determinants of health; discussion on the holistic management of end of life care; interprofessional patient centered team continuums; social and behavioral discussions (death, dying, loss, human sexuality, patient response to injury and/or illness, patient response to stress, substance abuse/including MAT training, violence identification and non-accidental trauma; counseling patterns/skills that are patient centered, including: acceptance of and adherence to treatment, modification of maladaptive behaviors, developing coping mechanisms); providers acceptance of patient autonomy; research investigation and conduct- including ethical behavior in the performance of study (Citi program training); the role of the compassionate, health care professional; law and ethics-within policy; and prevention or professional risks; quality improvement/risks mitigation

During the clinical year, the program encourages and allows students to be provided opportunities to discuss and engage their observed clinical and professional roles with thought to future management philosophy and planning, employee and patient advocacy challenges and responsibilities, active research and the role in defining clinical practice guidelines within the standard of care. During professional development seminars, medicine as a practice will be discussed from clinical observation and future planning, and entertaining nuances of clinical challenges in various clinical practice environments and specialties.

*What is the national credit hour norm for this degree program in your field?*

The credit hours vary widely with national program goals and interests. However, the mean reported is 106.0

credits, with a range that varies widely 48.0-154.0 total credits to completion.

*How was this norm derived?*

This norm of hours was based on the Physician Assistants Education associated 34<sup>th</sup> Annual Survey report of nationally accredited participating programs. This report provides all program data and is used as the standard for normative academic program development within PA education.

<sup>32</sup> <https://paeonline.org/wp-content/uploads/2019/10/program-report-34-20191002.pdf>

*Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?*

The number of credit hours required for graduation is influenced by mandated professional experiences, enforced by the accreditation committee, ARC-PA, including materials noted in section B: Curriculum Development and Instruction. The professional outcomes and goals of the programs use the accreditation standards as a foundation, but consider the advancing roles and responsibilities of the generalist clinician, who are presented with broadening demands and resource challenges. It is the vision of the PA program at Miami University to create a holistic, dynamic clinical researcher clinician. The curriculum has expanded rotations to improve graduate understanding and clinical comfort, allowing for application in broadened didactic topics and clinical rotations. Graduates will have the ability to advocate for their patients and be capable of navigating resource challenges that can be financial, geographic, or even specialty centered.

These advances are consistent with accreditation requirements, industry demands in health and evolving responsibility interests of the profession, while consistent with the national average of credit hours accrued for graduate education in the health sciences as a clinician.

*Describe how the required culminating academic experience will contribute to the enhancement of the student's professional preparation.*

The graduate of the Master of Medical Science, Physician Associate Studies, will be postured for clinical practice with professional development milestones that allow the student to grow in appreciation and application of the nuances of not only in factors of human biology and disease, but into those of standards of conduct and behavior of future medical professionals and researchers. The curriculum design allows the student to be exposed in their first semester to the introduction of the profession as well as the science of disease and treatment, in so doing the value of the profession and their own roles and responsibilities to science and health will be provided in a complementary fashion throughout each module of instruction.

By setting the tone and discussion early, the professional responsibility and theory as well as the science are presented as joint, foundational elements and a dynamic reference point for both the didactic and clinical years. Evidence-based medicine and clinical research, as well as Bioethics and professional conduct, will be presented within the second semester to allow for on-going professional investigation, dialogue and consideration of professional quandaries that may afflict the organ systems reviewed in the clinical medicine modules that follow in the remaining semesters. Each organ system has unique challenges in management that may require research and investigation that possess their own bioethical and professional considerations, including therapeutic side effects, hospice/end of life care, and patients right to decline interventions. Holistic needs of patient management will continue to be discussed, including: religious, social, and economic hardship in health. By actively laying the groundwork in the didactic year, with some clinical externships, the students will be prepared to enter the clinical practice when they matriculate to the clinical year.

During the clinical year of training the students will be perform clinical internships in accreditation required rotations, including: Family Medicine, Pediatrics, Behavioral Health, Internal Medicine, Obstetrics and Gynecology, Emergency Medicine and General Surgery. Miami University's PA program will also require additional rotations in Orthopedic/Sports medicine and four elective rotations. Three electives are identified as

“structured”, requiring that the students selective approved rotations that enhance the clinical experience of the primary required rotations in family medicine, internal medicine, and emergency medicine. The breadth and depth of these rotations will be improved with selected specialties (i.e. pulmonology, cardiology, dermatology). The final elective is entirely based on student interest and clinical availability.

In this clinical year, the students will continue personal study, through objectives provided by the program, while performing self-reflections on both clinical practice and professional development. Once weekly, students will *return* to campus and continue to work in groups to advance clinical professional discussion around their observed clinical practice, to continue molding a generalist skill set (some remote provisions may be provided on a case by case basis). These discussions will be guided by the faculty, journal club, attendance in professional development seminar (CME lectures) and the student’s own clinical interest, observations, practice challenges and clinical accomplishments.

Academic, clinical and scientific reasoning and professional growth will be observed by the student in self-reflections and by the faculty in professional development seminar, journal club discussions, the public health poster presentation, the review manuscript and the students own work in presenting a continuous medical education lecture in professional development seminar to their peers. The combination of reflections, professional and scientific work, and presentations will collectively make up the graduate capstone course work.



## FACULTY MATRIX

A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). **All program proposals must include both the Faculty Matrix and a copy of each faculty member’s 2-page CV as Appendix items.**

| Instructor Name              | Rank or Title   | Full-Time (FT) or Part-Time (PT) | Instructor Qualification   |   |  | Course(s) Instructor will teach   |  |
|------------------------------|---|----------------------------------|--|---|--|---|--|
|                              |   |                                  | Degree Title, Discipline Institution, Year                         | Years of Teaching Experience In the Discipline/Field  | Additional qualifications (e.g., licenses, certifications)   | Courses in the proposed program (Include course number and title)   | # taught Per Year at <u>All</u> University Locations |
| <i>Christopher M. Howell</i> | <i>Program Director, Associate Clinical Professor</i> | <i>FT</i>                        | <i>Doctor of Science, Physician Assistant Studies</i>              | <i>4 years, 3 months General Medicine, Research and Emergency Medicine<br/><br/>Clinical instruction: 6 years</i> | <i>NCCPA Board certification<br/><br/>Residency Certification in Emergency Medicine.<br/><br/>Fellowship in Ultrasound.<br/><br/>License to practice in the state of OH and IN<br/><br/>Certified ACLS, PALS, BLS instructor</i> | <i>PAS 603: Evidence Based Medicine and Clinical Research<br/><br/>PAS 614: Introduction to Clinical Point of care ultrasound.<br/><br/>PAS 673: Clinical Point of Care Ultrasound II</i> | <i>1<br/><br/>1<br/><br/>1</i>                       |
| <i>Open Position</i>         | <i>Medical Director, Assistant Professor</i>          | <i>PT</i>                        | <i>Medical Doctor (MD), or Doctor of Osteopathic Medicine (DO)</i> |   | <i>ABMS, AOA/ Board Certified, Licensed to practice medicine in OH</i>   |   |  |
| <i>Open Position</i>         | <i>Academic Director,</i>                             | <i>FT</i>                        | <i>Master of Physician Studies</i>                                 |   | <i>NCCPA Board certification</i>   | <i>PAS 601: Introduction to Healthcare Professions (PA profession)</i>  | <i>1</i>   |

|                          |   |           |   |  |  |   |  |
|--------------------------|---|-----------|---|--|--|---|--|
|                          | <i>Assistant Professor</i>                    |           |   |  | <i>License to practice in the state of OH</i>  | <i>PAS 602: Patient Interviewing and Medical Documentation</i><br><br><i>PAS 604: Clinical Bioethics and Professional Conduct</i><br><br><i>PAS 633: Neurology</i><br><br><i>PAS 645: Geriatric Patients</i>  | <p>1</p> <p>1</p> <p>1</p> <p>1</p>          |
| <i>Open Position</i>     | <i>Clinical Director, Assistant Professor</i> | <i>FT</i> | <i>Master of Physician Studies</i><br><br><b>Or</b><br><i>Medical Doctor (MD), or Doctor of Osteopathic Medicine (DO)</i> |  | <i>NCCPA Board certification</i><br><br><b>Or</b><br><i>ABMS, AOA/ Board Certified, Licensed to practice medicine in OH</i><br><br><b>And</b><br><i>License to practice in the state of OH</i> | <i>PAS 651: Integrated Health Systems: Law, Policy, and the Professional</i><br><br><i>PAS 652: Professional Development Seminar I</i><br><br><i>PAS 662: Professional Development Seminar II</i><br><br><i>PAS 672: Professional Development Seminar III</i><br><br><i>PAS 695: Clinical Graduate Project</i><br><br><i>PAS 681-689;691-693 Clinical Rotations</i> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> |
| <i>Open Position (4)</i> | <i>Assistant Professor</i>                    | <i>FT</i> | <i>Master of Physician Studies</i>  |  | <i>NCCPA Board certification</i><br><br><i>License to practice in the state of OH</i>  | <i>PAS 613: Preventive Medicine Health and Nutrition</i><br><br><i>PAS 622: Dermatology</i>   | <p>1</p> <p>1</p>                            |

|  |  |  |  |  |  |   |   |
|--|--|--|--|--|--|---|---|
|  |  |  |  |  |  | <i>PAS 621: Behavioral Health</i>                 | 1 |
|  |  |  |  |  |  | <i>PAS 623: Infectious Disease and Immunology</i> | 1 |
|  |  |  |  |  |  | <i>PAS 624: Hematology and Oncology</i>           | 1 |
|  |  |  |  |  |  | <i>PAS 625: Otolaryngology and Dental</i>         | 1 |
|  |  |  |  |  |  | <i>PAS 626: Cardiovascular Medicine</i>           | 1 |
|  |  |  |  |  |  | <i>PAS 627: Endocrinology</i>                     | 1 |
|  |  |  |  |  |  | <i>PAS 628: Genitourinary/Nephrology</i>          | 1 |
|  |  |  |  |  |  | <i>PAS 629: Pulmonology</i>                       | 1 |
|  |  |  |  |  |  | <i>PAS 631: Gastroenterology</i>                  | 1 |
|  |  |  |  |  |  | <i>PAS 632: Musculoskeletal and Rheumatology</i>  | 1 |
|  |  |  |  |  |  | <i>PAS 641: Women's Health</i>                    | 1 |
|  |  |  |  |  |  | <i>PAS 642 Medical Emergencies and Trauma</i>     | 1 |
|  |  |  |  |  |  | <i>PAS 643: Pediatrics</i>                        | 1 |
|  |  |  |  |  |  | <i>PAS 644: General Surgical Management</i>       | 1 |

|                      |                            |           |               |  |   |  |          |
|----------------------|----------------------------|-----------|---------------|--|---|--|----------|
| <i>Open Position</i> | <i>Assistant Professor</i> | <i>PT</i> | <i>PhD</i>    |  | <i>Anatomy and Physiology, Gross Anatomy Lab</i>                    | <i>PAS 612: Introduction to the Human Body and Pathophysiology of Disease [Gross Anatomy/Labs]</i> | <b>1</b> |
| <i>Open Position</i> | <i>Adjunct Professor</i>   |           | <i>PharmD</i> |  | <i>Clinical Pharmacist, Certified by the States Licensing Board</i> | <i>PAS 611: Pharmacology</i>   | <b>1</b> |

# News and Updates

Division of Student Life • February 2021

Community and belonging • Diversity and inclusion • Student transitions • **Academic support** • Health and wellness • Engagement and leadership

The Division of Student Life helps students develop goals and access resources in their pursuit of academic excellence. While some offices focus more explicitly on academic support (e.g. the Rinella Learning Center and the Miller Center for Student Disability Services), all offices in the Division of Student Life contribute in some way to the goal of supporting students' academic success.

## Wheelchair Friendly Campus and Culture

The **Miller Center for Student Disability Services** and various campus partners have worked diligently to create a culture of access. These efforts have resulted in Miami University being recognized as one the "Top 20 colleges that create wheelchair friendly campuses and cultures" in the recent edition of New Mobility Magazine - Wheels on Campus: A Guide to Wheelchair Friendly Higher Education.

## Re-Enrollment Program "Days to Be"

The **Office of Community Standards** offers the "Days to Be" program for students returning from disciplinary suspension. Staff meet individually with students to assess their needs and refer them to academic and other support services. The program is designed to acknowledge the past and move forward toward success, recognizing the challenges students may face as they return to Oxford. The name "Days to Be" comes from Miami's own history, when the university itself returned from a period of (economic) suspension and put its Days of Old behind it to focus on Days to Be, with a new perspective shaped by lessons learned.

## Learning Center of Excellence

The **Rinella Learning Center** was one of six institutions of higher education in the country to receive the Learning Center of Excellence certification in 2019 from the National College Learning Center Association. The certification encourages college learning centers to promote professional standards of excellence in their practice and to develop and assess quality support programs and services designed to enhance student learning. The certification extends through 2022.

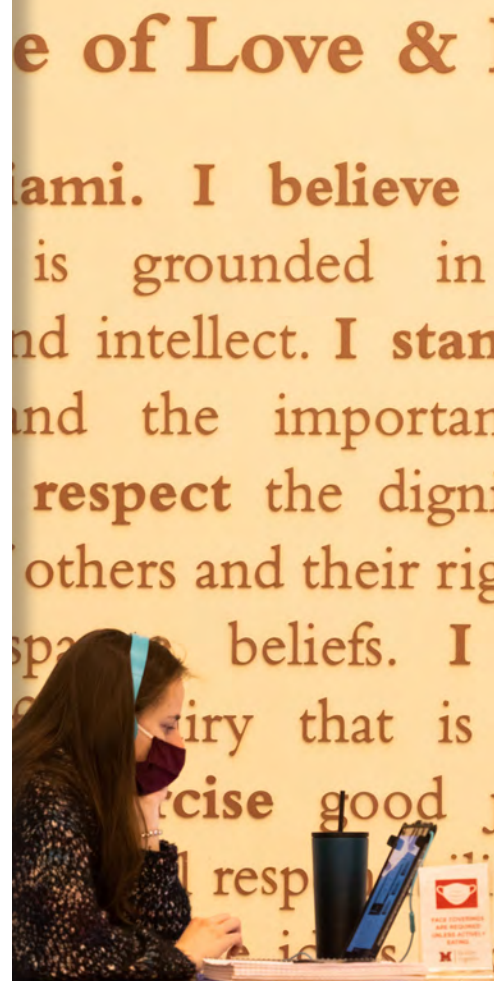
## CARES Act Grant

The **Office of Student Wellness, Student Counseling Service, and Student Health Services** and **Office of the Dean of Students** secured a \$32,000 CARES Act grant to provide care packages to students in isolation on campus. Care packages included blankets, food items, over-the-counter relief medications, and feel-good treats. The grant also supported the purchase of microwaves to be placed in the isolation rooms. Providing these items offers students familiar comforts and allows them to focus on their health and coursework.

## Wellness Welcome

In Fall 2020, **Student Health Services** expanded their process for new international student appointments. In addition to conducting an immunization review and tuberculosis test, the "wellness welcome" includes a physical exam and COVID-19 test. This expanded process was designed to identify students who may need additional support while developing a rapport between students and the health care provider.

The Division of Student Life: Learning. Growth. Success.



## STUDENT LIFE REPORT

# Supporting Student Success

### Navigating Barriers

The **Office of the Dean of Students (DOS)** consistently provides care, support and advocacy for students facing unexpected personal or academic challenges. They offer student-centered personal and academic support through Title IX services, CARE Team services, 1-1 office hours, bias incident report outreach, and alternative dispute resolution to help students overcome challenges and persist through to graduation.

Many students turn to the DOS when they are unsure of what they need, what questions to ask, or where to go to get help. In those cases, the DOS meets individually with students to understand their circumstances and connect them to appropriate resources.



I genuinely have no idea what I would have done without the Office of the Dean of Students support. Every time I connected with the office I felt they truly cared and went above and beyond to assist me. With my family so far away, their support during a difficult time was so valuable to me. I can say with confidence that I will graduate from Miami University in 2021. I cannot thank DOS enough for helping me get to this point.

- Student, Class of 2021

### Parent/Family Partnerships

The **Office of Parent and Family Programs** educates families about academic requirements and resources through orientation, digital newsletters, and a printed calendar. In preparation for the Spring 2021 semester, the office hosted two parent/family virtual town halls focused on academics:

- *Academic and Student Life Updates for Spring 2021.* For families of all students with Provost Jason Osborne and Vice President for Student Life Jayne Brownell. This session was also made available for students. Viewed 400+ times.
- *Beyond ready: Positioning your student for success.* For families of Farmer School of Business (FSB) students with new FSB Dean, Jenny Darroch, to answer questions and provide updates about Spring 2021. Viewed 300+ times.

These town halls aimed to dispel rumors and share how Miami continues to deliver a high quality education throughout the COVID-19 pandemic.

### Student Study Space

By providing cleaning supplies in each study room and cleaning the spaces more frequently, the **Armstrong Student Center** continued to provide space on campus for students seeking a quiet study location with stable internet connectivity. For the Fall 2020 semester:

**1,899**

Individual students

**8,703**

Reservation bookings

**18**

Study rooms

**11,878**

Hours of use



### Proactive Intervention

In partnership with the **Office of the Dean of Students**, the **Office of Residence Life** reaches out to students who are engaging in behaviors that are contrary to their academic success (e.g. excessive absence from class). When professional staff members reach out to students, they speak with the student about what is causing their absence, encourage them to speak directly with their faculty, and refer them to appropriate academic support resources when necessary.

The **Rinella Learning Center (RLC)** also engages in outreach to high-risk students in collaboration with the University's Coordinated Action Team. RLC professional staff called and set up virtual academic counseling appointments with over 200 students during the Fall 2020 semester.

### COVID-19 Accommodations

The **Miller Center for Student Disability Services** developed a COVID-19 accommodation procedure to address students' disability-related needs during the pandemic. Example accommodations include remote instruction and transparent face masks. Currently, 62 students are eligible for a COVID-19 accommodation. In the last year, the Miller Center coordinated a remote instruction accommodation for 86 in-person courses.



**3,000+**

**TRANSPARENT MASKS  
DISTRIBUTED**

*These masks allow students who are Deaf or Hard of Hearing to read lips and view facial expressions during in-person learning.*

## STUDENT LIFE REPORT

# Academic Partnerships

### Ally: Canvas Accessibility Tool

*Ally* was recently introduced to help faculty make their courses more accessible for all students in Canvas. *Ally* allows faculty members to evaluate the accessibility of course documents and provides guidance on specific changes to enhance document accessibility. The tool can also be used to convert documents into alternate formats such as mp3 format or HTML. The **Miller Center for Student Disability Services** partnered with AccessMU Center and the Center for Teaching Excellence this fall to deliver a two-part workshop entitled *Universal Design for Learning (UDL): Tips and Tools* to educate faculty on UDL principles and the new Canvas tool. Additional training and education will occur throughout the academic year.

### Faculty Hearing Officers and Appeals Board

The **Office of Community Standards** engages more than 25 faculty partners as hearing officers and members of the appeals board. These partnerships are invaluable in the office's effort to create seamless learning environments for students. When students see faculty in the role of hearing officer in the student conduct process, it reinforces the process as an educational one and not simply designed to be punitive. Faculty member volunteers frequently provide positive feedback about their own experience in the volunteer roles as well.



Volunteering within the conduct system allows faculty to understand the issues our students struggle with. Therefore, we can advocate for services and changes within our respective colleges and the university system to ensure students are being offered the services they need.

*-Dr. Veronica Barrios, Assistant Professor of Family Science and Social Work (Hearing Board Member)*

### 2020 Presidential Election

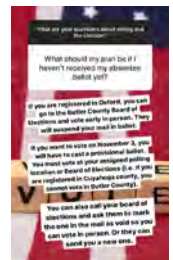
The Division of Student Life partnered with nine Political Science and other faculty members to help students understand issues related to the 2020 election on social media. Students submitted questions about the voting and election process on Instagram, and faculty members filmed short videos in response. Videos were posted on Student Life's Instagram story.



Video series, by the numbers:

- 55,548 impressions
- 1,392 average reach per story
- Stories shared 51 times

Slides with text answers to more logistical questions were also posted, reaching an average of 1,845 people each and a total of 31,237 impressions. These stories were shared 69 times.



### Academic Advising for New Student Orientation

During Summer 2020, the **Office of Orientation and Transition Programs** partnered with all academic divisions to facilitate individual academic advising appointments for new students in an online format. Throughout the summer, 75 staff and faculty advisors conducted 3,916 individual academic advising appointments for new first-year and transfer students. Orientation survey data regarding virtual academic advising was consistent with 2019 data. Most 2020 advising satisfaction responses were within 2% of responses from last year.

- 95% agreed that advisors had a positive impact on their orientation experience (compared with 97% in 2019)
- On some questions, student agreement in 2020 was higher than 2019 (e.g. my advising appointment helped me feel more comfortable about my area of study; my advisor helped clarify questions about my area of study)

### Mentoring Initiative for Students of Color

The **Center for Student Diversity & Inclusion** is partnering with the Graduate School and the Graduate Students of Color Association to start a mentoring initiative for undergraduate students of color who are interested in attending graduate school. The program will allow graduate students to immerse themselves in the campus community in a way they historically have not been able to, while also sharing valuable insights about graduate options and the graduate experience to undergraduate students of color.

## STUDENT LIFE REPORT

# Extending the Classroom

### Service-Learning Designated Courses

The **Wilks Institute for Leadership and Service** supported the transfer of 15 service learning courses to a remote format during the COVID-19 pandemic. Staff also worked with 10+ service learning courses and faculty in both Spring and Fall 2020 on assessment, funding, pedagogy, reflection, and community partnerships.

#### SERVICE LEARNING IN PRACTICE

Dr. Ilaria Tabusso Marcyan received a Wilks Service Learning faculty mini grant to support the ITL/IES 231 Italian Food Cultures in Context course. The course explores ideas and contributions of grassroots food movements in Italy, Europe, and the United States in a literary, historical and cultural perspective. The course allows students to have a first-hand experience with local organizations and small-scale farms to better understand how environmental, ecological and social principles are applied in the production and consumption of local food.

### Courses Taught

Staff members from the Division of Student Life consistently teach 50+ sections of various courses as part of their job responsibilities or on a volunteer basis. Recent course examples include:

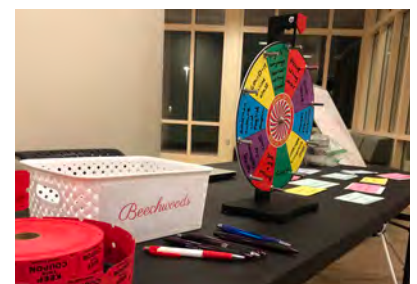
- BWS 101: Intro to Strategic Learning Tools
- DST 272: Intro to Disability Studies
- EDL 290: Leadership
- EDL 676: Foundations of Student Affairs
- EDT 110: Learning Strategy/College Success
- EDT 310: Applications of Peer Education
- KNH 553: COVID-19 & Public Health
- UNV 101: I Am Miami

Some of the first-year transition courses are co-taught by a faculty member and a Student Life staff member, providing a well-rounded experience for the students.

### In the Residence Halls

The **Office of Residence Life** provides in-hall programming through Living Learning Communities (LLC). These programs delve into topics related to the LLC and often include faculty involvement, making faculty feel more approachable to students. Fall 2020 examples include:

- **Field Day with Faculty.** KNH faculty member Dr. Paul Reidy ran a physically-distanced, masked fitness challenge for 25 students. Events included ladder golf, football aim, fitness challenge, cornhole, and ball on a spoon race.
- **Nursing LLC Faculty Panel.** Nursing students connected with nursing faculty members in a virtual panel discussion.
- **Policing Black Lives.** Students in Ogden hall attended a discussion led by Dr. Othello Harris about the Black Lives Matter Movement.
- **Academic Success Trivia.** 20 students in Beechwoods Hall spun a wheel to select an academic resource to learn more about from the Resident Assistant.



Academic Success Trivia in Beechwoods Hall

### Nursing Clinical Hours

**Student Health Services** supported the Nursing Program by providing clinical hours for Nursing students in Fall 2020 Semester. The students assisted during 15 flu clinics and Move-In COVID-19 testing. Their tasks included administering flu shots, taking temperatures, screening for symptoms, and answering questions.

### Supplemental Instruction

The **Rinella Learning Center** provided remote Supplemental Instruction (SI) sessions to over 1,500 students (11,000 times) in highly challenging and rigorous courses during the Fall 2020 semester. This utilization is on par with previous fall semesters.

SI is an academic support program that targets historically difficult courses (those with a high percentage of Ds, Fs and Ws). SI offers free regularly scheduled out-of-class sessions facilitated by students who have successfully completed the course in the past.



“[My SI leaders] are amazing for CHM 241! They are so kind, so knowledgeable about content, and so helpful. They went above and beyond what I would expect from SI leaders and I would have not done as well as I did without them at all.

-Fall 2020 SI participant



## STUDENT LIFE REPORT

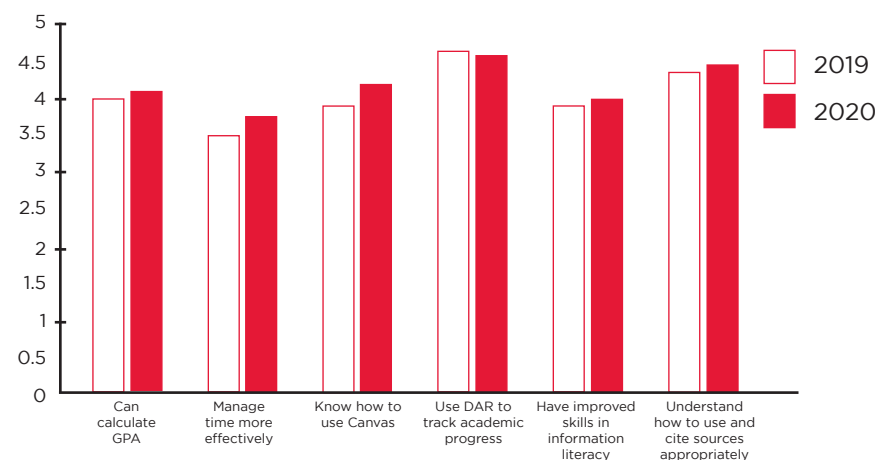
# Academic Data

### First Year Experience Courses

Students in First Year Experience (FYE) courses, coordinated in part by **Orientation and Transition Programs** reported rises or steady scores across several questions related to academic transition in Fall 2020, compared to Fall 2019. FYE courses are taught by staff and faculty across campus, and were primarily held remotely this fall.

### Student Survey Data from FYE Courses, 2019-2020

*As a result of this course, I...*



### Academic Support Services

The Rinella Learning Center has provided remote tutoring during the COVID-19 pandemic through its own peer tutors and professional tutors through Tutor.com. In Fall 2020, the RLC provided:

**1,800+** remote peer and professional tutoring appointments

**1,500+** hours of academic counseling and coaching to students needing academic support (e.g. managing time, navigating the remote learning environment)

### Orientation Canvas Course

New Student Orientation was offered remotely in Summer 2020 through a combination of Canvas modules and synchronous virtual meetings. The orientation Canvas course included content on curricula and academic requirements; students reported that this information was helpful as they prepared for academic advising. According to the orientation student survey:

**92%** indicated they were prepared for their individual academic advising appointments after completing the Canvas advising modules.

**70%** re-watched videos in the academic modules and 80% referenced helpful documents in the academic modules.

### Accommodations by the Numbers

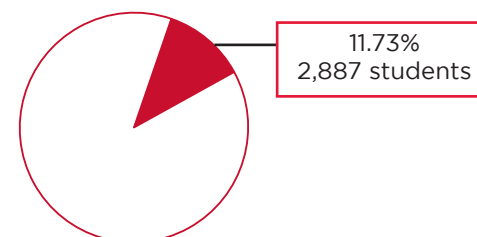
The Miller Center for Student Disability Services meets with faculty for Preterm Consultation to proactively ensure course material will be accessible for students with vision and hearing disabilities prior to the start of each semester. Within the last year, the Center completed:

**548** individual consultations with faculty members

*impacting*

**55** eligible students

### % of Student Body Affiliated with the Miller Center - 2019-20



Students with ADHD and Psychological Disabilities continue to represent the top two groups of students seeking services.

### Affiliated Courses

**5,880**  
**courses**

had at least one student who was eligible to receive disability-related accommodations in Fall 2020.

**5,268**  
**courses**

have at least one eligible student in Spring 2021.

Classroom and testing accommodations continue to represent the top two types of accommodations sought by students.

**MIAMI UNIVERSITY CAMPUS SERVICES***Campus Services Center***2020-2021 Occupancy Report - Spring Semester**

2/5/2021

| <b>Building Name</b>                    | <b>Standard Capacity</b> | <b>Residents</b> | <b>Occupancy %</b> | <b>Capacity Reductions</b> | <b>Vacancies</b> |
|---|--------------------------|------------------|--------------------|----------------------------|------------------|
| Anderson                                | 217                      | 146              | 67%                | 12                         | 59               |
| Beechwoods                              | 266                      | 137              | 52%                | 11                         | 118              |
| Bishop                                  | 94                       | 44               | 47%                | 4                          | 46               |
| Brandon                                 | 144                      | 114              | 79%                | 5                          | 25               |
| Clawson                                 | 120                      | 82               | 68%                | 6                          | 32               |
| Collins                                 | 145                      | 91               | 63%                | 8                          | 46               |
| Dennison                                | 271                      | 184              | 68%                | 9                          | 78               |
| <i>Dodds (Quarantine/Isolation)</i>     | 0                        | 0                | 0%                 |                            | 0                |
| Dorsey                                  | 212                      | 152              | 72%                | 10                         | 50               |
| Elliott                                 | 35                       | 21               | 60%                | 1                          | 13               |
| Emerson                                 | 337                      | 200              | 59%                | 13                         | 124              |
| Etheridge                               | 237                      | 106              | 45%                | 8                          | 123              |
| Flower                                  | 266                      | 190              | 71%                | 8                          | 68               |
| Hahne                                   | 366                      | 255              | 70%                | 29                         | 82               |
| Hamilton                                | 181                      | 44               | 24%                | 2                          | 135              |
| Hawks Landing (Leased Apts)             | 164                      | 113              | 69%                |                            | 51               |
| Havighurst                              | 332                      | 252              | 76%                | 10                         | 70               |
| Hepburn                                 | 267                      | 194              | 73%                | 12                         | 61               |
| Heritage Commons                        |                          |                  |                    |                            |                  |
| Blanchard House                         | 72                       | 44               | 61%                |                            | 28               |
| Fisher                                  | 72                       | 49               | 68%                |                            | 23               |
| Logan                                   | 70                       | 38               | 54%                |                            | 32               |
| Pines Lodge                             | 72                       | 32               | 44%                |                            | 40               |
| Reid                                    | 72                       | 40               | 56%                |                            | 32               |
| Tallawanda                              | 72                       | 28               | 39%                |                            | 44               |
| Hillcrest                               | 270                      | 121              | 45%                | 21                         | 128              |
| MacCracken                              | 175                      | 88               | 50%                | 3                          | 84               |
| Maplestreet Station                     | 91                       | 41               | 45%                | 2                          | 48               |
| McBride                                 | 142                      | 105              | 74%                | 3                          | 34               |
| McFarland                               | 143                      | 111              | 78%                | 5                          | 27               |
| <i>McKee (Quarantine/Isolation)</i>     | 0                        | 0                | 0%                 |                            | 0                |
| <i>Miami Inn (Quarantine/Isolation)</i> | 0                        | 0                | 0%                 |                            | 0                |
| Minnich                                 | 253                      | 96               | 38%                | 11                         | 146              |
| Morris                                  | 371                      | 226              | 61%                | 27                         | 118              |
| Ogden                                   | 172                      | 110              | 64%                | 20                         | 42               |
| Peabody                                 | 153                      | 85               | 56%                | 13                         | 55               |
| Porter                                  | 183                      | 134              | 73%                | 1                          | 48               |
| Presidents                              | 348                      | 246              | 71%                | 21                         | 81               |
| Richard                                 | 212                      | 124              | 58%                | 9                          | 79               |
| Scott                                   | 253                      | 101              | 40%                | 9                          | 143              |
| Stanton                                 | 203                      | 134              | 66%                | 9                          | 60               |
| Stoddard                                | 45                       | 20               | 44%                | 1                          | 24               |
| Stonebridge                             | 265                      | 133              | 50%                | 12                         | 120              |
| Symmes                                  | 196                      | 137              | 70%                | 10                         | 49               |
| Tappan                                  | 300                      | 205              | 68%                | 14                         | 81               |
| <i>Thomson (Quarantine/Isolation)</i>   | 0                        | 0                | 0%                 |                            | 0                |
| <i>Wells (Quarantine/Isolation)</i>     | 0                        | 0                | 0%                 |                            | 0                |
| Withrow                                 | 281                      | 177              | 63%                | 10                         | 94               |
|   | <b>8140</b>              | <b>4950</b>      | <b>61%</b>         | <b>349</b>                 | <b>2841</b>      |

|                     |             |             |            |            |             |
|---------------------|-------------|-------------|------------|------------|-------------|
| <b>Grand Totals</b> | <b>8140</b> | <b>4950</b> | <b>61%</b> | <b>349</b> | <b>2841</b> |
| One Year Ago        | 8577        | 7960        | 93%        | 96         | 521         |

# Office of Residence Life

## Division of Student Life | Board of Trustees Report February 2021

Residence Life has five core functions: (1) to provide safe and healthy homes, (2) to assist in increasing persistence and retention, (3) to promote inclusive and diverse communities, (4) to extend the learning environment beyond the classroom, and (5) to ease students transition to adulthood. Our approach to residential education includes formal strategies, informal interactions, crisis response, and after-crisis care.

### Residence Life by the Numbers: 2019 - 2020

|  | Fall 2019 | Fall 2020 |   | Fall 2019 | Fall 2020 |
|--|-----------|-----------|---|-----------|-----------|
| Residents                                | 8,268     | 4,479     | Student conduct follow-ups              | 622       | 281       |
| Resident Assistants                      | 258       | 218       | Crisis / emergency response             | 240       | 53        |
| Full time live-in staff                  | 24        | 20        | Mental health situations                | 112       | 42        |
| Facilities                               | 47        | 42        | Roommate conflicts                      | 295       | 76        |
| Living/Learning and Affinity Communities | 38        | 36        | Alcohol incidents (no drugs involved)   | 213       | 95        |
| Connected courses                        | 13        | 15        | Vandalism incidents                     | 228       | 50        |
| Community Leadership Team members        | 227       | 150       | Unanticipated contacts 10 p.m. - 8 a.m. | 143       | 25        |
| EcoReps                                  | --        | 45        | COVID-19 Student Outreach               | --        | 2,525     |

\*Fall 2020 numbers were significantly impacted by the COVID-19 pandemic, with many students choosing to live off campus and/or taking all classes remotely.

### Fall 2020 Programs and Workshops

| Program Topic (and pillar)  | Total Programs<br>Fall 2019     | Total Programs<br>Fall 2020  |
|---|---------------------------------|------------------------------|
| <b>Safe &amp; Healthy Homes</b> (alcohol awareness, sexual assault education, RA Corridor programs) | 797                             | 563                          |
| <b>Promoting Diverse and Inclusive Communities</b>  | 45                              | 33                           |
| <b>Extending the Learning Environment</b> (faculty, LLC, academic support)                          | 305                             | 121                          |
| <b>Easing Transition to Adulthood -or- Increasing Persistence &amp; Retention</b>                   | 95                              | 48                           |
| <b>Community Leadership Team Programs</b> (also reflected in above categories)                      | 142                             | 60                           |
| <b>Totals</b>   | 1,242<br>(13,047 in attendance) | 765<br>(5,810 in attendance) |

## COVID-19 Response

Staff in Residence Life filled a variety of roles in providing direct support and service to students impacted by COVID-19, beginning in January 2020. During the Spring 2020 semester, several staff members served in the Call Center, answering questions from anxious parents, students, and community members. Staff also delivered supplies and calmed fears for students in quarantine or isolation. In March, the office worked with deliberate speed to provide an efficient and safe move out process for students, then continued to support students through the calling campaign. Throughout the summer, we turned to the return-to-campus process for students who were unable to take all their belongings with them due to the speed of their departure.

The Office of Residence Life continues to provide an exceptional residential experience for students while supporting the COVID-19 response efforts of the university. Specifically, staff members in Residence Life:

- Serve as a “concierge” for students in quarantine and isolation, collecting and dropping off personal items such as batteries, text books, medications, personal hygiene items, and even an interview suit.
- Coordinate the student calling campaign by Residence Life Staff to check on students in quarantine and isolation. Staff members called 2,525 students during Fall 2020 to provide support and resources and answer questions.
- Serve on the COVID-19 Case Management Team, working closely with newly diagnosed students to process temporary room assignments into quarantine or isolation spaces. Additionally, staff conduct daily rounds in facilities dedicated to quarantine and isolation housing.
- Create multiple daily communications with information, updates, and directives to staff and residents once the Remain-in-Room plan was implemented.

## Assessment of Living and Learning Survey (December 2020)

Administered to all residential students; N=2088, approximately 52% of the residential population.

### Pillar 1: Create safe and healthy communities:

- 99% agreed they feel safe in their residential community
- 94% agreed that residents in their community follow the mask-wearing guidelines\*
- 95% agreed their RA effectively hold community members accountable for policy violations\*
- 96% agreed they were having a positive experience in their residential community (compared to 92% in 2019 and 87% in 2018)

### Pillar 2: Support persistence and retention

- 92% agreed their RA is available; 94% agreed they are approachable\*
- 86% reported having a one-on-one meeting with their RA
- 96% of students reported their RA one-on-one meeting was helpful\*

### Pillar 3: Develop diverse and inclusive environments

- 71% of agreed their social transition has been easy; however 88% agreed that COVID-19 made their social transition to college more challenging\*
- 73% agreed people actively learn about other cultures, values, and beliefs in their community\*
- 93% agreed they have felt affirmed by others when they've shared an aspect of their identity
- 92% agreed they feel like they belong at Miami\*

### Pillar 4: Extend the learning environment

- 91% agreed their RA is a good facilitator of educational opportunities

- 77% agreed their academic transition has been easy; however 91% agreed that COVID-19 made their academic transition more challenging\*
- 57% agreed they connected with others in their community through virtual settings\*

#### **Pillar 5: Facilitate the transition to adulthood**

- 94% agreed their RA helps the community develop, revise, and adhere to community agreements
- 53% take some action (confront the resident, talk to an RA or RD, bring it up at a corridor meeting) when they notice someone violating a policy
- 96% agreed they feel prepared to live off campus, if they decide to do so\*

\* Indicates a new question for 2020.

## **Supporting Second Year Students**

Miami has a proud history of innovative programming and outreach to help first-year students connect with the institution and successfully transition into their second year. Students retained from their first year to second year are likely to persist through graduation. A student who doesn't return in their second year is unlikely to return at all. Both as a service to students and to the state, it's our responsibility to continue supporting students beyond their first year.

The two-year residency requirement at Miami positions Residence Life to facilitate the continued growth and development of second-year students living in residential facilities. In addition to continuing many of the robust residential opportunities students experienced in their first year, second-year residential students can engage in experiences that more specifically align with their unique talents and interests. Two examples of how we creatively engage second-year students are Scholar Leader and Student-Created Communities.

### **Scholar Leader**

The Scholar Leader Community establishes a proactive, supportive community dedicated to enhancing leadership and scholarship among its members and the broader university community. Approximately 75 students are invited to join the community each year, after an application and selection process. The Scholar Leader Community encourages resident-guided programming, academic involvement, service learning projects, and the opportunity to explore leadership through intensive group engagement.

### **Student-Created Communities**

Student-Created Communities are a unique opportunity for any group (size of 10-30) of second-year students who share a common interest to live together to enhance their learning and overall residential experience. Each community is led by a student. These communities allow residents to address an important topic that has not been addressed in existing second-year Living Learning Communities.

In addition to the above opportunities, our focus on facilitating the transition to adulthood ensures the presence of events and resources that prepare students for life in their off-campus apartments and beyond.

## **The Power of Partnership**

The Office of Residence Life maintains positive partnerships with various units across campus. Breaking down silos and partnering across the university is not only the right thing to do, but it's also the best way to meet the emotional, developmental, physical and intellectual needs of students.

**Emotional.** We partner with the Student Counseling Service, Office of the Dean of Students, and Miami University Police Department to respond to and support students during times of emotional crisis.

**Developmental.** We partner with the Center for Career Exploration and Success, various Student Life units, and other institutional content area experts to provide experiential opportunities related to informational literacy, living in a diverse society, navigating professional opportunities, and managing adulthood responsibilities.

**Physical.** Our partnerships with Campus Services and Physical Facilities ensure that students' environmental surroundings are situated to set our students up for success.

**Intellectual.** Our partnerships with individual faculty members, academic administrative staff, and students aim to create an environment where both learning and relationships continue outside of the classroom.

## Living Learning Communities

A hallmark of the residential experience at Miami is participation in a Living Learning Community (LLC) or Affinity Community. We offer a variety of residential community types and experiences intended to complement the academic mission of the university.

### LLC Highlight: Sorority

- Includes 240 students living in Hamilton, Richard, Minnich, Scott & MacCracken Halls for 2020-2021
- We partner with the Cliff Alexander Office of Fraternity and Sorority Life and the Miami University Panhellenic Association to help new sorority members strengthen sisterhood within and across organizations, learn more about individual organizations as well as the Panhellenic Association, learn about women's issues, and foster a supportive campus climate for women.
- Many Fall 2020 programs focused on women's empowerment. Programs highlighted personal well-being, built community across sororities, and educated about leadership
- 83% of students agreed they have unique opportunities as a result of being part of the Sorority LLC
- 88% of students agreed the Sorority LLC has met their expectations

### Student Quote

"I've loved getting involved in the sorority LLC! Not only are there great programs that teach about leadership and empowerment, but it has also provided me with the opportunity to meet girls in other sororities who like getting involved!" -*Gretchen Allman, Class 2023*

### Living Learning Community changes for 2021-2022 Academic Year

- The Equestrian LLC will be discontinued in Fall 2021 based on decreased student interest over the past few years. Residence Life is grateful to Heather Pinnick and Rec Sports for their commitment over the years to this community.
- The First Year Research Experience (FYRE) LLC will be restricted to the Humanities and Social Sciences (HASS) Scholars Program within the College of Arts & Science. This LLC provides students with opportunities to explore and engage in undergraduate research experiences, learn about undergraduate research resources, and participate in team-based exploratory projects under the guidance of research-active faculty. Students also participate in residential activities that complement the HASS Scholars program to assist with their transition to college and enhance academic success.
- The Honors Residential College will be housed in Beechwoods, Hillcrest, Stonebridge, and Peabody Halls. All incoming first-year students in the Miami Honors College are required to live in the Honors Residential College, while second-year students can opt into living in the community. This dynamic provides a vibrant community of learners supporting each other.

# Campus Safety 2019-20

## Division of Student Life | Board of Trustees Report

*February 2021*

Campus safety at Miami University can be measured in several ways. Information provided by Miami University Police Department in the form of the [Annual Security and Fire Safety Report](#) provides crime statistics for the previous three years and is the most comprehensive report regarding incidents that have been reported to law enforcement or other responsible employees on campus. Statistics in the report are divided by campus and organized under the crime statistics tab.

As is required of all institutions that participate in federal financial assistance programs, Miami provides statistics in the several categories of crimes, including criminal offenses, hate crimes, VAWA offenses (Violence Against Women Act), and arrests and referrals for disciplinary actions in specified categories.

### Student Conduct Data 2019-20

Student conduct cases are another metric for gauging campus safety. Though not all student conduct cases rise to the level of a crime, these incidents often contribute to campus climate related to how students perceive how safe they are. The 2019-20 year was particularly unique due the onset of the COVID-19 pandemic in the spring. The pandemic undoubtedly impacted data from that year.

- The Office of Community Standards saw a **16% decrease in the number of violations** of the Code of Student Conduct in 2019-20 compared to 2018-2019.
- Reported incidents of both intoxication and prohibited use of alcohol were up (55% and 70%, respectively) for the 2019-20 academic year.
- Though not an alcohol policy violation, there were 65 Good Samaritan reports, an increase of 8% from the 2018-19 academic year. Miami's [Good Samaritan Policy](#) allows students to seek medical assistance in alcohol or drug-related emergencies without concern for arrest and/or disciplinary action.
- 2 Greek organizations and 1 club sports organization were investigated and charged for hazing and related charges.
- 40 students were suspended and 2 students were dismissed through the student conduct process. Students were most frequently suspended due to multiple instances of alcohol violations. Suspension and dismissal cases were also often related to an incident involving endangering the health and safety of themselves or others.
- 18 Title IX hearings were held; 12 students were found responsible for sexual misconduct and/or interpersonal violence.
- There were 1,639 reported violations of the Code of Student Conduct in 2019-20.

| Type of Violation  | Code Violations<br>2018-19 | Code Violations<br>2019-20 |
|--|----------------------------|----------------------------|
| Abuse of Technology  | 3                          | 5                          |
| Complicity   | 92                         | 273*                       |
| Damage and/or Theft of Property  | 85                         | 78                         |
| Discrimination/Harassment  | 0                          | 0                          |
| Dishonesty   | 185                        | 11**                       |
| Disorderly Conduct   | 132                        | 145                        |
| Drug Violations  | 168                        | 72                         |
| Endangering Health or Safety   | 58                         | 41                         |
| Failure to Comply  | 106                        | 34                         |
| Good Samaritan (Alcohol)   | 57                         | 63                         |
| Good Samaritan (Drugs)   | 3                          | 2                          |
| Hazing   | 13                         | 2                          |
| Interfering with a University Function                                   | -                          | 4                          |
| Interpersonal Violence (Dating Violence, Domestic<br>Violence, Stalking) | 1                          | 3                          |
| Intoxication and/or Prohibited Use of Liquor                             | 310                        | 368                        |
| Possessing/Providing False Identification                                | -                          | 155**                      |
| Prohibited Use of Fermented Alcohol/Open Container                       | 177                        | 240                        |
| Retaliation  | 3                          | 0                          |
| Sexual Harassment  | 0                          | 2                          |
| Sexual Misconduct  | 6                          | 7                          |
| Trespass or Unauthorized Use of Facilities                               | -                          | 6                          |
| Unauthorized Use of University Keys or Access Cards                      | 4                          | 4                          |
| Violation of Law   | 80                         | 40                         |
| Violation of Regulations for On-Campus Living                            | 334                        | 19                         |
| Violation of Sanctions   | 14                         | 3                          |
| Violation of University Policy   | 124                        | 60                         |
| Weapons  | 3                          | 2                          |
| <b>Total:</b>  | <b>1,958</b>               | <b>1,639</b>               |



\* The increase in complicity charges is related to a change in hearing requirements. In previous years, students were able to accept charges via email or by not responding. In 2019-20, Community Standards began requiring hearings for these charges.

\*\* A separate policy for fake IDs (Possessing/Providing False Identification) was developed in 2019, so fake IDs were no longer charged as dishonesty violations in 2019-20.

## **Crisis Management and Response**

Miami's response system is composed of a team of professionals (the Care Team) including the Deputy Title IX Coordinator for Students, the Dean of Students office, the Office of Community Standards, the International Student Scholar Services office, the Student Success office, Miami University Police, health and mental health providers, and the Office of Residence Life.

The Care Team meets weekly to discuss students of concern who have been reported by faculty, staff, or students through the student of concern reporting system. The role of the Care Team is to develop a plan to maximize each student's opportunity for success by providing support for both academic and non-academic needs. Typical cases involve students who are struggling with a combination of mental health, physical health, academic, and social challenges. On average, the Care Team works directly with 250 students each semester.

## **Trends and Challenges**

- While overall violations were down 16%, alcohol-related reports increased significantly. This is possibly due to the larger incoming class in Fall 2019.
- The Office of Community Standards saw a sharp decrease in reports in March 2020 when students were asked to go home due to the pandemic. Next year's report will likely indicate a downward trend of alcohol and drug-related reports as fewer students returned to campus and fewer are engaging in group gatherings due to COVID-19 safety concerns.
- A significant increase in the number of Title IX cases in Spring 2020 stretched our resources related to investigations and adjudication of these cases to their limits. If the trend of such high numbers continues, an additional staff member should be considered to lessen the time it's taking to close Title IX cases.
- The Care Team saw a decrease in referrals beginning in March 2020 when students returned home due to the pandemic. This trend has continued into the 2020-21 school year. One of the challenges the Care Team has faced since March 2020 is determining how best to support students who are not in the Oxford area and are doing coursework remotely.

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## NEWS &amp; UPDATES



# University Communications & Marketing

FEBRUARY 2021

## ONGOING PROJECTS



▲ The “From Now On” spot accounted for 25% of CTV conversions.

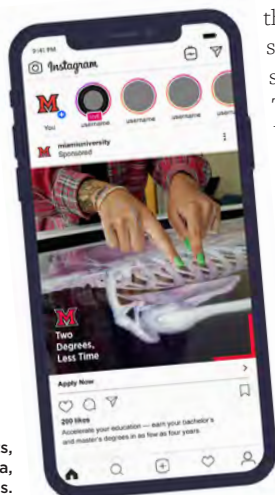


▲ UCM earned gold for telling the story of Miami Tribe Relations in the District V Pride of CASE award program.

## COMMUNICATION SUPPORTS RECORD HIGH ADMISSION APPLICATIONS

With the help of UCM, the Office of Admission reached a record high of over 30,000 undergraduate applications for Fall 2021 enrollment. UCM employed an email drip campaign and new printed materials to drive students to virtual admission events. A digital advertising campaign, featuring AI-enabled Connected TV (CTV) video ads, reached families through multiple streaming devices. The most popular CTV ad — based on the “From Now On” brand video — was the highest conversion driver for the campaign with 3,288 actions recorded (95% of viewers watched the video to its completion).

► Integrated marketing efforts, including sponsored social media, drove record applications.



## ENROLLING THE NEXT FIRST-YEAR CLASS

Working closely with Enrollment Management and Student Success, UCM is rolling out integrated communications to encourage accepted students to confirm their enrollment. Messages focus on the breadth and flexibility of Miami academics, the vibrancy and immersiveness of student life, and the indisputable success rates of Miami graduates. The media mix includes sending digital brochures, postcards, and emails to accepted students as well as targeting them with digital display ads and social media posts on popular websites and platforms. All communications persuade students to visit a newly created accepted-student landing page where they can confirm their enrollment.

## NATIONAL MEDIA PLACEMENTS

UCM partnered with 1600over90 to place faculty experts in national and large metro media outlets. Among the outlets featuring faculty/administrator expertise are Forbes, Business Insider, and Healthline.

## 2021 CASE V AWARDS

UCM received several accolades in the District V Pride of CASE award program. This success is a testament to strong, consistent messaging and collaboration across our division.

- Diversity, Equity, and Inclusion: **DEI Initiatives – Gold**
- PSAs and Commercial Spots: **From Now On – Bronze**
- Illustrations: **Miamians Make History – Bronze**
- Publications Packages: **Yield Brochure Series – Silver**
- Individual Publication: **Viewbook – Bronze**

**UCM'S GOAL** To establish and grow Miami University's influence, reputation, and ranking as a leading public university that prepares students for lifelong success in a vibrant campus community that values academic rigor, character, intellect, and serving the public good. Miami University's success depends upon messaging and visual identity strategies that are compelling and consistent across all communication outlets in order to grow enrollment and increase brand awareness.



## Marketing by the Numbers

December 1, 2020 – January 31, 2021

### SOCIAL MEDIA

# 23M

Total social media impressions on the university's primary accounts

672K    4M  
 19M    190K

# 304K

Total social media engagements

26K    79K  
 192K    8K

# 416K

Total social media followers

54K    68K  
 97K    197K

### WEBSITE

# 818K

New website visitors

# 4M

Website page views

### CONVERSION TRACKING

# 18K

Apply 2021 to Apply Now

# 1K

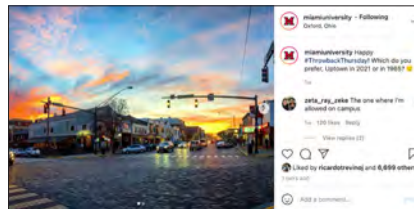
Common App Apply clicks

# 2K

Schedule a (virtual) Visit clicks

## Social Media top highlights

December 1, 2020 – January 31, 2021



## News by the Numbers

December 1, 2020 – January 31, 2021

# 242M

News reach

# 3K

News mentions

# \$2.2M

PR value

# 16

National news media mentions

► Miami was mentioned in a variety of national outlets including USA Today, Yahoo News, ESPN, Washington Post, NBC News, Los Angeles Times.

# 1.2K

Personalized student stories

# 981

Press releases sent via Merit about students recognized for academic achievement

# 1.4M

Merit-generated impressions on social media



## February 2021 Board of Trustees Report

### Student Success Center

#### Fall 2020 GradU8 Cohort

The Miami GradU8 Scholars program welcomed 222 new students from around Ohio during its second year beginning Fall 2020. Of the Scholars, all 222 were enrolled in CAS 101: Success Strategies for Miami GradU8 Scholars.

Of the 222 Scholars originally enrolled for Fall 2020, 217 are registered for courses for the Spring 2021 semester, about 98%.

#### Scholarship Requirements

In order to be eligible for a \$300 book scholarship in Spring 2021, Scholars had to complete the following requirements during Fall 2020:

- Earn 12 hours of credit
- Achieve a 2.80 term GPA or higher
- Successfully complete CAS 101
- Meet with Success Coach (Student Success Center staff)
- Meet with their assigned Learning Partner

#### Fall 2020 Performance Indicators

Below is a highlight of performance data for Miami GradU8 Scholars at the conclusion of Fall 2020. Data is only provided for the 217 Scholars enrolled for Spring 2021. 68% of Scholars completed all requirements and are scholarship-eligible.

**83%**

earned at least  
12 hours of credit

**74%**

achieved a  
2.8 GPA or higher

**95%**

successfully completed  
CAS 101

**92%**

attended a success  
coaching session

**86%**

attended a Learning  
Partner meeting

## Comparison Data

| <b>Requirement</b>          | <b>Fall 2019</b> | <b>Fall 2020*</b> |
|-----------------------------|------------------|-------------------|
| Met all/Earned Scholarship  | 72%              | 68%               |
| Earned 12 Hours of Credit   | 93%              | 83%               |
| Minimum 2.8 GPA             | 72%              | 74%               |
| GPA Between 2.0-2.79        | 18%              | 16%               |
| GPA Below 2.00              | 10%              | 10%               |
| Completion of CAS 101       | 99%              | 95%               |
| Success Coaching Attendance | 100%             | 92%               |

\*CR/NC Deadline extended due to pandemic

## One Stop

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The One Stop, in coordination with the Division of Student Life, worked to provide virtual, as well as in-person, consultations for students and families attending Spring Semester Orientation the week of January 21, 2021. The One Stop will continue to engage students and families with content in Canvas, webinars on the Parent and Family Programs website, and submissions of supportive information in the Parent and Family Newsletter.

## Office of the Bursar & Student Financial Assistance

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The Office of the Bursar, Student Financial Assistance, the Center for Career Exploration and Success, and Student Affairs - Student Wellness are collaborating to roll out a Financial Wellness platform. The digital financial education platform will help students gain knowledge around budgeting, bank accounts, credit, student loans, and financial career decisions to prepare for the future. The platform is similar to the other Student Wellness platforms with which students are already familiar. We hope to introduce this during Student Wellness week beginning on February 17, 2021.

## Center for Career Exploration & Success

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CCES launched several strategies designed to help students be prepared for internships and job searches during Winter Term:

- **Flash Mentoring with Alumni for First Year Students and Graduating Seniors**  
Over 20 students requested an alumni mentor from careers of interest through CCES using the Miami Alumni Connect platform. After we matched students with alumni, the pairs then scheduled a 1-hour meeting to connect. Mentors offered students advice on career pathways, job searching and networking.
- **Virtual Employer Development Visits**  
To expand relationships with certain employers of interest to students, CCES contacted over 230 employers from across the country over to learn more about their recruiting process and engage with them more. Employers were identified after they posted at least one job or internship to Handshake and had at least five Miami student applicants but the employer had not recruited our students previously. We are then offering them customized strategies to attract Miami student applicants to their upcoming position openings.
- **Presidential Career & Leadership Series - Winter Breakaway - Enhance and Advance Your Career**  
In partnership with Dr. Gregory Crawford we offered over 70 students a 3-day event designed to better prepare them for the future of work. All students completed an Emotional Intelligence assessment and learned about their results. In addition, students could continue “upskilling” by choosing an additional topic on days 2 and 3 including Communicating Across Cultures, Agile, and Sales.

# **Miami University Honors Program**

## **Report for the Miami University Board of Trustees, February 2021**

*Submitted by Dr. Zeb Baker, Director*

### **State of the Program**

The University Honors Program is fortunate to be supported by an enthusiastic and accomplished staff, whose backgrounds encompass both academic affairs and student life.

- **Director:** Dr. Zeb Baker (Ph.D., Emory University, 2009). Appointed January 1, 2019.
- **Assistant Director:** Teresa Radomski-Bomba (M. A., University of Kentucky, 2011).
- **Academic Advisor:** Erin Wahler '16 (M.Ed., Oregon State University, 2018).
- **Academic Advisor:** LeRon Collier (M. A., Eastern Kentucky University, 2016).
- **Academic Advisor:** Jordyn Clark (M.S.Ed., James Madison University, 2013).
- **Academic Advisor:** Valerie Westin '16 (M. A., Bowling Green State University, 2019).
- **Administrative Assistant:** Shannon Schweitzer

This report represents the final annual update made by the University Honors Program to the Board of Trustees. Next year, this body will receive its first report from the Honors College, marking a new chapter in the six-decade history of honors education on this campus. Over the past calendar year, even amid the unprecedented challenges that a global pandemic has visited upon the Miami community, the implementation of the Honors College plan, which the BOT approved in its February 2020 meeting, has proceeded apace. Working together with partners in the student body, faculty, and administration, the University Honors Program staff has made tremendous progress in realizing the principal aspiration of the Honors College to provide academically-rigorous learning opportunities to its participating students, predicated primarily on undergraduate research and an intensive engagement with ideas and their consequences. Similarly, the UHP is collaborating with the Office of Residence Life to inaugurate Miami's first-ever residential college to support students, faculty, and staff as they build a community of learning that defines the Honors College experience, inside and outside of the classroom. Taken together, this work ensures that the Honors College is well on its way to meeting its official launch date of July 1, 2021, with confidence and optimism in the collaborative spirit witnessed across the Miami community that buoys this exciting endeavor.

Amid all of the activity around planning for the Honors College, the UHP has continued to pursue its essential mission of enriching the learning of its participating students. Even in these uncertain times, honors students have been able to count on the support and encouragement that they have come to expect from the UHP staff -- a "home base" for their Miami experience, even as they were unexpectedly learning from home. Accordingly, this report will detail the parallel paths that honors education has traveled in the past calendar year, planning for a future as an Honors College that, in ways large and small, builds upon the fundamental expectations and opportunities for a differentiated learning environment which presently drive the honors student experience in the UHP. In turn, this update will sketch out the ways in which honors students are currently taking full advantage of the infrastructure of support available to them through the UHP, as well as how the Honors College intends to expand and enhance the student experience through an enriched curriculum, a culture of undergraduate research, a robust residential community, and an array of

touchpoints with faculty mentors. We will look back at the past year, so that we can look ahead to the coming years, with an appreciation of how honors education can be a difference maker for participating students, as well as the culture of undergraduate learning, in the Miami community.

### **Report on the University Honors Program in Calendar Year 2020**

On March 16, 2020, the UHP staff would gather together for what would be its last in-person meeting. The next day, the university would transition to a remote posture in response to the initial outbreak of the COVID-19 virus. The subject of this meeting was how the work of honors education would adapt to the new realities of remote learning and advising, at least in the short term. Few of us could have envisioned at that time how, nearly one year later, most of the work performed by the UHP staff would still be conducted remotely. But everyone in that room knew that, for however long that the pandemic would limit the in-person interactions of students, faculty, and staff, the UHP was obligated to keep pushing ahead in its mission to create a community of learning, to offer first-rate support services to our students, and to look ahead to the creation of the Honors College. In setting goals for this period of remote work, the UHP staff placed one responsibility above all else. "We must continue to deliver for our students," we resolved. The spirit of this statement has focused our team throughout this most unprecedented time, even in the midst of challenges which would have been inconceivable when we submitted our report to the Board of Trustees last February. As a team, we are proud of the service that we have provided to our students throughout this period -- and even prouder that we have prioritized the health, safety, and well being of our students, faculty, and staff in every decision relating to any return to normalcy in this current academic year. As such, not one single member of the UHP staff has been diagnosed with COVID-19 since shifting to a remote posture for our work, which has concomitantly contributed to keeping our families, our campus partners, and, most importantly, our students safe and healthy in this moment. For these reasons, the condition of the UHP is a healthy one as we prepare for the Honors College transition this July.

### ***Honors Admission***

The UHP partnered closely with the Office of Admission for the Fall 2020 first-year Honors admission cycle. The application process continued to be administered through Admission, using only existing Miami application materials, and maintaining a highly competitive and selective process. Again this year, a written application component was used for admission into all three of Miami's high-ability programs (UHP, University Academic Scholars Program, and the Presidential Fellows Program). This process aligned with wider enrollment management and admission strategies for high-ability recruitment. The Fall 2020 first-year Honors cohort included 608 students, a 34.1% yield rate, and a strong academic profile: 4.21 (mean GPA), 32.5 (mean ACT score), and 19.1 (mean Academic Read Score). The cohort is 59.2% female, 41.3% out-of-state, 8.1% first-generation, 20.6% students of color, and distributed across all six divisions: 47.2% CAS, 26.8% FSB, 12.7% CEC, 5.6% CEHS, 5.6% CCA, and 2.1% CLAAS.

### ***Honors Student Progress and Achievement***

Through intensive advising designed to assist them to meet their Honors-related academic requirements, honors students are making consistent progress toward satisfying their program



requirements. Even as the UHP staff shifted toward remote advising, honors students took advantage of **2,157** individual advising appointments between mid-March and late December, staying on track with their progress in the UHP. The Honors graduating Class of 2020 was the third to complete the set of program requirements that align with the Global Miami Plan; for them, participation in the UHP was not a degree requirement. Nevertheless, this year's May graduates posted a four-year graduation rate of 91%. The chart below illustrates their achievements.

| Graduation Period | Total # of Graduates | # of Students Graduating with Cumulative GPAs of 3.50 or higher | # of Students Earning University Honors with Distinction |
|-------------------|----------------------|---|--|
| May 2020          | 268                  | 220 (82%)   | 26   |

These statistics only hint at the scope of how deeply these students took advantage of their honors education. Collectively, the May 2020 graduates took more than 500 Honors courses and successfully finished 100 Honors course extensions. They completed 145 research projects, 260 campus leadership experiences, more than 200 internships, 133 study abroad experiences in more than 30 countries, 112 teaching experiences, and 51 volunteer projects for 1,000 volunteer hours. These numbers indicate how our students are acting as leaders, inside and outside the classroom.

### ***Honors Student Engagement***

In a typical year, the UHP would have much to report about how it is engaging in academic, community-building, pre-professional, leadership, and social programming to affect the total development of our participating students. The disruptions caused by COVID-19 impacted this facet of our program's work most significantly in the calendar year 2020, particularly as our community members could not gather in person as we normally would throughout an academic year. Still, this year brought bright spots and opportunities for future planning, which will yield positive outcomes for helping our students realize their potential as thinkers, professionals, citizens, and individuals. Here, then, are three distinct areas of accomplishment and growth in student engagement this year.

National Fellowships and Awards Advising: In the 2019-20 national fellowship competition cycle, a record-setting **29** Miami students and alumni were named as recipients of major fellowships -- the most winners in a single year in Miami's history. This tally included **10** Fulbright recipients -- again, the most ever awarded to Miami students in one year. **Two** Miami students were awarded the Barry Goldwater Scholarship, which marked the ninth consecutive year in which a Miami student has won recognition as being among the top STEM students in the United States, and fifth-straight year in which our university has placed multiple recipients in the same competition cycle. Other fellowships won by Miami students include the Astronaut (1), Critical Language Scholarship (2), DAAD Rise (1), Freeman-ASIA (1), Gilman (8), Newman Civic (1), PEO International Peace (1), and Phi Kappa Phi Travel Grant (2) Scholarships. Overall, the gender, racial, and socioeconomic diversity of students competing for, and winning, national fellowships from Miami likewise increased in encouraging ways, indicating that opportunities to reach for prestigious honors are being accessed by a wide spectrum of students on our campus.

Urban Leadership Internship Program (ULIP): The Summer 2020 internship cycle was supposed to mark the first year in which ULIP was fully invested in sending honors students to intern with service providers in the Metro Dayton area. For Summer 2020, 13 honors students were selected to participate as ULIP interns, but the onset of the COVID-19 pandemic forced the cancellation of the program. Fortunately, six of the Summer 2020 cohort have remained with ULIP to fulfill their original internship commitments for Summer 2021, alongside six new additions to the cohort. Overall, the calendar year 2020 brought many changes to ULIP, including a new program coordinator and a renewed holistic program focus on social justice. Additionally, to prepare students to enter their non-profit service internships with a holistic understanding of the complex socio-economic issues they may encounter throughout the summer, an Honors section of GIC301 was created exclusively for ULIP, and taught by Sheila Croucher of Global and Intercultural Studies, to be taken by all ULIP interns in the spring semester before their summer internship. Finally, in previous years of ULIP, service with a non-profit was simply a component of the student experience. Starting this summer, ULIP interns will dedicate their *entire* ten-week internship to working with a Dayton non-profit, in accordance with the Honors College's commitment to integrating social justice programming into our portfolio. In total, service, leadership, and professional skills development are all interwoven into the learning outcomes of ULIP, and students will work with the ULIP program coordinator to match their goals with one of a dozen Metro Dayton service providers.

Diversity, Equity, and Inclusion Initiatives: In the wake of the murder of George Floyd this past June, the UHP staff issued a statement to the Honors community affirming our commitment to support our students of color, as well as students from all underrepresented communities. Rather than simply mouthing platitudes about the importance of diversity, our team promised our students that we would develop concrete and transformative steps to adopt anti-racist policies and practices in the Honors community. In November, we unveiled a spate of five initiatives, which are intended to serve as a first installment in our investment in the work of anti-racism and social justice. These steps include (1) the creation of an anti-racism and social justice advisory board to hold the director accountable for the adoption of these initiatives; (2) the development of a social justice track through the Honors curriculum; (3) the introduction of an Honors Social Justice faculty fellow to collaborate with our students on service learning initiatives; (4) the adoption of inclusive teaching strategies in all Honors course offerings; and (5) the reemphasis of social justice education in ULIP. Each of these approaches are intended to kickstart meaningful engagement with anti-racism and social justice issues within the Honors community, starting in Spring 2021.

### **Progress Report on Honors College Planning in Calendar Year 2020**

The regular work of the University Honors Program and the work of planning for the new Honors College have functioned on parallel paths over the past calendar year, intersecting regularly as the UHP staff collaborates with its partners in the student body, faculty, and administration to achieve the stated goal of the Honors College, as articulated in the Honors College Working Plan: "to provide its students an exceptional and intensive research-focused program guided by Miami's most accomplished faculty." To that end, much of the work of the UHP in the past year has been

devoted to preparations for the Honors College. From designing a new curriculum to rethinking our advising strategies to identifying innovative ways to encourage more meaningful faculty mentorship, our efforts over the past calendar year have been very much forward looking, forging ahead in our charge to bring the Honors College into existence in ways that transform the nature of honors education at Miami. This section of the report provides the BOT with a thumbnail sketch of our planning efforts ahead of the formal launch of the Honors College on July 1, 2021.

As these planning efforts have unfolded in the past calendar year, it has become apparent that the implementation of the Honors College must be achieved in two stages. First, the Honors College will formally begin operations on July 1, 2021, by using the coming AY 2021-22 as an intermediate step between the University Honors Program and the Honors College. This way, the Honors College can finalize its curricular planning and identify all necessary resources with the Office of the Provost, divisional deans, departments, and campus partners. We can pilot new courses, new approaches to teaching and learning, and new strategies for building a strong sense of Honors community through our new residential college. Then, in AY 2022-23, the Honors College can fully execute its vision for all the various facets of honors education, including the introduction of the Honors Core Course, an inquiry-based seminar that all incoming students will be required to take in their first year in order to prepare them for the Honors College's focus on research; and the coordination of the Honors College requirements with the new version of the Miami Plan, which will also commence that same academic year. We are confident that this two-stage transition plan will ensure that the Honors College comes into existence the right way, with the necessary support and resources which will guarantee the long-term success of this endeavor.

The following subheadings will walk the BOT through the updated vision for the Honors College's academic requirements, admission strategies, and student benefits and opportunities, as well as full status report on implementation efforts and a proposed timeline for the transition from Honors Program to Honors College.

### ***Academic Requirements of the Honors College***

As with the current University Honors Program's structure for program requirements, Honors College students will be required to complete eight (8) honors experiences. These eight honors experiences can be completed through Honors course work, Honors course extensions, and/or meaningful experiential learning opportunities (e.g., study abroad, undergraduate research, internships, etc.). Starting in AY 22-23, all Honors College students must complete the following requirements among their eight honors experiences:

- The Honors Core Course, which will be an inquiry-based seminar that introduces first-year Honors College students to research methods and critical engagement with ideas and their consequences. Students will take this course in their first year in the Honors College.
- The completion of three Honors courses in a single track of the Signature Inquiry areas of study, which is complementary, but not directly related, to the student's major. Students will take these courses in their second and third years in the Honors College.

- The completion of an Honors thesis or major project of publishable and/or professional quality, directed by a faculty mentor, in their final year in the Honors College.

Students must have a minimum of a 3.25 cumulative GPA in order to maintain Good Standing as an Honors College student.

Please refer to Appendix A of this report for a full articulation of how Honors College students will progress through the Honors requirements.

### ***Admission Details for the Honors College***

To ensure that the Honors College attracts the highest caliber of scholarly students, the Working Group Plan recommends that the cohort size be approximately 350-450 students per year. In consultation with the Director of the Honors College, the Director of Admission will establish admission criteria, making efforts to yield a highly talented and diverse set of students. Below are suggested enrollment targets to ensure Miami serves 15-20% of the entering student population through a combination of the Honors College and the Prodesse Scholars Program.

|                                  | <b>2021-22</b> | <b>2022-23 and beyond</b> |
|----------------------------------|----------------|---------------------------|
| <b>Honors College</b>            | 375-425        | 375-425                   |
| <b>Prodesse Scholars Program</b> | 150-200        | 200-250                   |

As a point of reference, the entering first-year cohort for the UHP for Fall 2020 was 608 students, which is an exceptionally large incoming cohort — 190 students higher than the number of students entering the program in Fall 2019 (428).

Admission into the Honors College will be predicated on a written essay prompt, which will be shared with Prodesse Scholars and Presidential Fellows, and applicants will select which honors program they want to join. For applicants for admission for Fall 2021, the university is adopting a test score optional approach to evaluating applications, which similarly applies to the consideration of applicants to the Honors College. Every effort will be made to identify and attract students who represent a diverse range of talents, interests, and backgrounds.

### ***Honors College Benefits and Opportunities***

Similar to the current arrangement in the University Honors Program, there are specific benefits and opportunities that are made available exclusively to honors students by virtue of their participation in good standing in the Honors College. This menu of benefits and opportunities are essential to attracting high-ability students to Miami and the Honors College, as well as incentivizing their participation across all four years of their undergraduate experience. Benefits and opportunities for Honors College students will include:

- Guaranteed admission to Miami's combined bachelors and masters programs and other graduate programs, provided that minimum admission requirements are met

- Guaranteed summer or winter term tuition waivers beginning in their junior year to use for study abroad or study away experiences
- Guaranteed internship or undergraduate research opportunities in their junior or senior years
- Customized and holistic advising by Honors staff advisors, who are not only trained in best practices in academic advising but also in cutting edge strategies in promoting students' cognitive, interpersonal, and intrapersonal development as well as career exploration and development
- Support for applying for national fellowship opportunities, such as Rhodes, Marshall, Mitchell, Goldwater, Fulbright, etc., in the form of one-on-one coaching and advising and participation in tutorial courses
- Support for pursuing undergraduate research, including support for visiting and working in top research archives and libraries across the United States and around the world.
- Priority registration, which enables honors students to register for classes in advance of students in their cohort
- Honors transcript notation and Honors medallion and cords at graduation

### ***Implementation Planning and Efforts***

The Honors College Working Group Plan provided an initial, conceptual vision for what the Honors College can become, if planning and execution allow for it to be appropriately supported and resourced by the university. Once the plan was approved in February 2020, the effort moved from the design phase into implementation. To that end, it has been the responsibility of the current UHP staff to marshal the partnerships, ideas, and opportunities that will make the Working Group Plan's vision into a reality. Even though the COVID-19 pandemic intervened this spring semester, the UHP staff has succeeded in launching the implementation process in ways which have produced concrete results. These efforts will culminate with the formal launch of the Honors College on July 1.

In the table below, we provide thumbnail descriptions of the collaborative implementation efforts in key areas adumbrated in the Working Group Plan.

| Area of Emphasis | Progress Report   | Timeline for Completion  |
|------------------|---|--|
| Curriculum       | In April 2020, the UHP director convened a faculty working group to work toward building a curricular plan for the Honors College, as well as finalizing the learning outcomes for the college. Each division is represented by one faculty member, along with the directors of the Howe Writing Initiative, Center for Teaching Excellence, and Office of Research for Undergraduates. The charge for this working group has been creating a curricular framework that satisfies | The committee worked throughout the Fall Semester to produce its first draft of the curricular plan, which has served as a guide for course scheduling for AY 21-22 and beyond. A full, final version of this draft will be submitted to the Office of the Provost by the end of Spring Semester 2021. |

|                            |   |  |
|----------------------------|---|--|
|                            | <p>the ambitious academic vision for the proposed Honors College. The working group has produced a draft plan that (A) considers strategies to foster a distinctive and innovative learning experience for honors students that incorporates research and writing across disciplines; (B) develops achievable learning outcomes for curricular experiences and methods for assessment; and (C) contemplates the place and purpose of faculty participation in the Honors College, as instructors, mentors, and affiliated faculty (e.g., faculty fellows, tutorial faculty, etc.) and specialized training for teaching honors courses with campus partners.</p> <p>Additionally, the UHP director is collaborating with the Office of Liberal Education and a subcommittee of the Liberal Education Council (LEC) to consider how the Honors College might align its curricular requirements with the new version of the Miami Plan, to be implemented in Fall 2022. Specifically, this LEC subcommittee is working with the UHP director to design Signature Inquiry courses and tracks specifically for students in the Honors College. Indeed, Honors College students would be required to complete all three I-Series courses in the same track, rather than mixing and matching, as non-honors students will be allowed to do. These tracks would be complementary to their majors, but not directly related to their majors (e.g., an English major taking the I-Series track in Creativity, Storytelling, and Design). A conceptual pathway for Honors College students through Honors requirements aligned with this new version of the Miami Plan is included with this report [see Appendix A].</p> | <p>The UHP director and the LEC subcommittee on I-Series courses will meet regularly throughout Spring 2021 to align this new Miami Plan feature with the Honors College learning outcomes and curricular requirements.</p> <p>Likewise, the UHP director is working with divisional deans, department chairs, and individual faculty to begin development of Honors-related I-Series courses, as well as the Honors Core Course, an inquiry-based seminar that every entering Honors College student will be required to complete in their first year at Miami. Collaborating with CTE and Howe, the Honors College will support Faculty Learning Communities in Spring 2021 to assist participating faculty to conceptualize their I-Series and Core courses, respectively, and consider effective teaching strategies grounded in best practices of honors education.</p> |
| <p>Residential College</p> | <p>Working with the Office of the Provost and the Office of Residence Life (ORL), the Honors College has secured three new residence halls to serve as the Honors residential college, starting in Fall 2021 — Stonebridge, Hillcrest, and Beechwoods Halls, on Western campus. These halls have approximately 770 beds and they will be filled with first- and second-year Honors College students. The UHP and ORL have held regular meetings, starting in March 2020, about the shape and substance of the residential college, which will be a new format for the residential experience at Miami. LeRon</p>  | <p>The Honors residential college will begin in Fall 2021. The UHP and ORL jointly convened a working group of Honors and ORL staff and honors students to develop an Honors-exclusive residential curriculum for the residential college. ORL will work with the UHP to recruit current honors students to work as resident assistants in these three</p>   |

|                        |   |   |
|------------------------|---|---|
|                        | <p>Collier, an Honors academic advisor with significant professional experience in Residence Life, is leading the UHP's collaboration with ORL to plan and implement the vision for the residential college across AY 20-21.</p>  | <p>halls on Western campus. The UHP and ORL will also begin to design the shape and substance of the Faculty-in-Residence position in Spring 2021, with an eye toward introducing this faculty participant into the residential college in Spring 2022, once the renovations of their apartment in Peabody Hall are complete.</p>   |
| Advising               | <p>In response to the vision articulated in the Working Group Plan, the UHP has already revised and implemented a new set of proposal and reflection questions that align with these values, to which students respond in applying for co-curricular experiences to count as Honors experiences. Likewise, a new rubric has been created to evaluate these proposals and reflections.</p> <p>Similarly, the UHP advising team has worked with the UHP director in the coming academic year to develop a new advising plan for the Honors College. In particular, this new plan encompasses the academic vision for the Honors College relating to undergraduate research, co-curricular experiences, and more intensive mentorship and reflective learning.</p> | <p>The new proposal and reflection questions were implemented in Spring 2020, along with the new evaluation rubric. The new advising plan has been developed across the current academic year, with a target date of April 2021 for the plan to be finished. This way, the plan can be implemented in advance of June Orientation — the first time that Honors College students will need to be advised by Honors College advisors <u>and</u> advisors in other academic divisions.</p> |
| Admission              | <p>The UHP and the Office of Admission have agreed that, for the upcoming Fall 2021 admission cycle, applicants to the Honors College will have the option of reporting their ACT/SAT test scores, rather than being required to do so. Instead, the Office of Admission will take into greater consideration the applicant's high school GPA and the rigor of their academic curriculum, which will be equalized across the board. This policy will also apply to all applicants to the university in this coming year. However, the Office of Admission anticipates that Honors College admission will remain test score optional for the foreseeable future.</p>   | <p>Admission decisions for the Honors College will be released to accepted students by February 15, 2021. Throughout February, March, and April, the UHP will assist the Office of Admission with virtual Make It Miami events, focusing on realizing the yield target of 400-450 students for the entering class in Fall 2021.</p>   |
| Undergraduate Research | <p>The faculty curriculum working group will consider as part of the Honors College curriculum plan how to integrate undergraduate research across the disciplines. To this end, the Office for Research for Undergraduates (ORU) is a party to this</p>  | <p>The directors of the ORU and UHP have proposed a Faculty Learning Community for AY 21-22, which will focus on training select recruited faculty from all five</p>  |

|                                     |   |  |
|-------------------------------------|---|--|
|                                     | <p>planning effort, assisting the working group to consider innovative strategies and approaches for inculcating in honors students a skill for research in their chosen fields.</p> <p>Similarly, the UHP director will convene a working group around research initiatives, whose members will include representatives from the ORU, Howe Writing Initiative, and University Libraries in Spring 2021. This working group will build upon a series of proposals submitted by the ORU and University Libraries around how research skills and resources can be cultivated through the libraries system.</p>  | <p>Oxford-based divisions (10-12 faculty in total) on Honors research strategies. Together, these faculty will help the Honors College to pilot an Intro to Honors Research cohort course experience in AY 22-23. Additionally, ORU will assist the Honors College in two other ways. First, it will engage in regular training with the Honors College advising team to assist them in conceptualizing advising strategies related to research approaches and opportunities on campus. Secondly, the ORU director will work with the Honors College director to consider how to integrate research across disciplines into the Honors Core courses for entering first-year students, providing them with an introductory grounding in how to conduct research and engage with ideas critically.</p> |
| International Experience            | <p>Under the aegis of the George Daly fund, the UHP has initiated a series of pilot programs to create Honors-exclusive study abroad workshops, thereby allowing the Honors College to keep pace with its competitors. Six faculty were selected from 18 applications in Spring 2019, and the UHP director and one academic advisor worked with them to develop their workshops throughout AY 19-20. Similarly, the UHP director has inaugurated a partnership with Education Abroad and MUDEC to build a lasting relationship, which will assist the Honors College to offer its students a wide array of international experiences — particularly as every honors student in the college will be guaranteed a tuition waiver to study abroad.</p> | <p>There are five planned Honors-exclusive study abroad workshops at MUDEC in Winter Term 2022; two in Summer 2022; and three in Summer 2023. Participating faculty are required to conduct field visits to Luxembourg and other European locations at least one term in advance of leading their workshop.</p>  |
| Urban Leadership Internship Program | <p>An internal working group of Zeb Baker, Erin Wahler, and Sheila Croucher from GIC collaborated on reviving the social justice emphasis of ULIP, as it is now centered in the Metro Dayton area, and better preparing participating students for an urban immersion</p>   | <p>These new initiatives have already begun with the current internship cycle for Summer 2021. 12 participating students were selected in late October and</p>   |



|                      |  |  |
|----------------------|--|--|
|                      | <p>program. Wahler assumed full coordinating responsibility for ULIP on July 1, 2020; Croucher is teaching a ULIP-exclusive section of GIC301H each spring semester relating to urban issues and social justice; and Baker will work to build a greater base of support for ULIP's presence in Dayton and strengthen the program's ties with the Kettering Family Foundation, which endowed the program in 1991.</p> | <p>enrolled in GIC301H for Spring 2021. That course will be a semester-long experience, which is a change from the six-week, second-half sprint course that ULIP students took in years past. Students will conduct their 10-week internships between the end of May and July 31, 2021.</p>  |
| Capital Improvements | <p>Working with the University Architect and Physical Facilities, the Office of the Provost has identified Peabody Hall as the location for the new Honors College offices. This facility will house staff offices, classroom spaces, community spaces, a recruiting lounge, and a private apartment for the Honors Faculty-in-Residence.</p>  | <p>Planning for anticipated renovations to Peabody Hall proceeds, with the PFD producing estimates for renovation costs in January 2021. Renovation work on office spaces and the Faculty-in-Residence apartment are anticipated to begin no later than June 1, 2021. Honors College staff will move into their new offices in early August 2021. The Honors Faculty-in-Residence apartment will be completed by December 2021, with the selected faculty member moving into that new residential space in January 2022.</p> |

### ***Timeline for Transitioning to the Honors College***

As mentioned above, the Honors College implementation efforts have evolved in such a way that we see the wisdom of adopting a two-step transition plan for bringing it into being. The timeline below articulates an ideal sequence of major events by which the transition can be realized, acknowledging that some of these details are still subject to change.

|                 |   |
|-----------------|---|
| May 1, 2021     | National Confirmation Deadline for Inaugural Cohort of Honors College students (yield target 400-450 students)  |
| By June 1, 2021 | Renovations begin on Honors College offices and communal spaces in Peabody Hall; renovations begin on Honors Faculty-in-Residence apartment in Peabody Hall |
| July 1, 2021    | <b>Formal Launch Date of the Honors College</b>   |
| August 2021     | Honors College staff move into new office spaces in Peabody Hall; incoming Honors students and second-year returning Honors students                        |

|                               |  |
|-------------------------------|--|
|                               | move into the Honors Residential College in Beechwoods, Hillcrest, and Stonebridge Halls; start of Fall Semester 2021  |
| Throughout Fall Semester 2021 | Honors College director will collaborate with ORU director to facilitate Faculty Learning Community for Honors undergraduate research strategies (yearlong collaboration); Honors College director identifies faculty to teach Honors Core Courses in AY 22-23             |
| By December 2021              | Renovations completed on Honors Faculty-in-Residence apartment in Peabody Hall   |
| January 2022                  | Honors Faculty-in-Residence moves into apartment in Peabody Hall and begins their work in the Honors Residential College with the start of Spring Semester 2022  |
| Throughout Spring Semester    | Honors College director will collaborate with CTE and Howe directors to facilitate Faculty Learning Community to prepare recruited faculty to design and teach Honors Core Courses; Honors College and Liberal Education Council prepare for Signature Inquiry courses     |
| May 1, 2022                   | Second entering cohort of Honors College students is confirmed   |
| Fall Semester 2022            | Entering cohort will be enrolled into Honors Core Courses, taught by recruited faculty, and part of full vision for Honors College curricular requirements; Honors College director will recruit faculty to teach Honors versions of the new Signature Inquiry courses     |
| Spring Semester 2023          | Honors College director will collaborate with CTE and Howe directors to facilitate Faculty Learning Community to prepare recruited faculty to design and teach Honors versions of Signature Inquiry courses  |
| May 1, 2023                   | Third entering cohort of Honors College students is confirmed  |
| AY 2023-24                    | First group of Honors College students will enroll into Honors versions of Signature Inquiry courses; by the end of Spring Semester 2024, first group of rising Honors College seniors will need to declare their intent to complete Honors senior thesis or major project |
| May 1, 2024                   | Fourth entering cohort of Honors College students is confirmed   |
| AY 2024-25                    | First group of Honors College seniors complete their Honors senior thesis or major project; first graduating cohort finishes in May 2025   |

## Appendix A. Comparison of Honors Requirements in AY 20-21, AY 21-22, and AY 22-23 and beyond

**Current Pathway for University Honors Program students beginning in AY 20-21 and before**

|  |  |
|--|--|
| <b>First Year</b>                                    | All incoming high school admits are required to enroll in and complete <b>two (2)</b> Honors courses in their first year – typically, one in Fall and one in Spring. These courses fulfill the first of their two (2) of their four (4) required academic experiences.   |
| <b>Second through Fourth Years</b>                   | Students are required to complete: <ul style="list-style-type: none"> <li>• <b>Two (2)</b> additional academic experiences (which include Honors courses, Honors course extensions, and research)</li> <li>• <b>Four (4)</b> Honors experiences which can be drawn from a combination of academic or co-curricular experiences.</li> </ul> |
| <b>University Honors with Distinction (optional)</b> | Students have the <u>option</u> of completing a thesis or major creative, scholarly, or pre-professional project, under the direction of a Miami faculty member, in order to earn University Honors with Distinction.  |

No current required GPA threshold for participation

**Pathway for Honors College Students beginning in AY 21-22**

|  |  |
|--|--|
| <b>First Year</b>  | All incoming high school admits will be required to enroll in and complete <b>two (2)</b> Honors courses in their first year. These courses will be either Honors versions of Foundation courses related to the student's major or in a Foundation area that they still need to fulfill, or Honors versions of courses taken to fulfill divisional requirements.   |
| <b>Second Year</b>   | Students will complete <b>four (4)</b> Honors experiences, which can be a combination of Honors courses or course extensions; <b>AND</b> experiential learning (internships, study abroad, research, teaching, service learning, etc.).  |
| <b>Third Year</b>  |  |
| <b>By the end of the third year, all Honors students will need to declare their intention to complete the Honors thesis/major project requirement; or opt out.</b> |  |
| <b>Fourth Year</b>   | Students will be enrolled into <b>two (2)</b> thesis completion related Honors experiences (e.g., a thesis prep course and a thesis writing course). One of these experiences could be satisfied by enrollment in Senior Capstone, if their thesis/major project is related to this course; departmental Honors seminar, if they are additionally pursuing Departmental Honors; a graduate-level thesis writing course; or participation/enrollment in a pre-professional experience (e.g., student teaching). |

Required GPA Threshold for Participation: 3.25

**Pathway for Honors College Students beginning in AY 22-23**

|  |  |
|--|--|
| <b>First Year</b>  | All incoming high school admits will be required to enroll in and complete <b>two (2)</b> Honors courses in their first year. <ul style="list-style-type: none"> <li>• <b>Honors Foundation Course:</b> This course will be an Honors version of a Foundation course related to the student's major or in a Foundation area that they still need to fulfill.</li> <li>• <b>Honors Core Course:</b> This course will be an inquiry-based seminar that fulfills both Advanced Writing and Intercultural Perspectives requirements in the Miami Plan.</li> </ul> A variety of options in both types of required courses would be offered in Fall and Spring semesters. Students would simply need to complete both required courses by the end of their first year. |
| <b>Second Year</b>   | Under the new version of the Miami Plan, all Honors College students will complete their Signature Inquiry requirements by taking <b>three (3)</b> Honors courses in one of the Signature Areas – Sustainability, Global Health and Wellness, Global Equity and Diversity, Big Data and Emergent Technology, or Creativity, Storytelling, and Design. This area <u>cannot</u> be related directly to their major (e.g., an English major enrolling in Creativity, Storytelling, and Design).   |
| <b>Third Year</b>  | Additionally, students will complete <b>one (1)</b> experiential learning Honors experience (e.g., service learning, internships, study abroad, research, teaching, etc.). <b>OR one (1)</b> additional Honors course (Honors tutorial, Honors student-taught class, 80-level Special Topics seminar, Honors course extension, etc.)   |
| <b>By the end of the third year, all Honors students will need to declare their intention to complete the Honors thesis/major project requirement; or opt out.</b> |  |
| <b>Fourth Year</b>   | Students will be enrolled into <b>two (2)</b> thesis completion related Honors experiences (e.g., a thesis prep course and a thesis writing course). One of these experiences could be satisfied by enrollment in Senior Capstone, if their thesis/major project is related to this course; departmental Honors seminar, if they are additionally pursuing Departmental Honors; a graduate-level thesis writing course; or participation/enrollment in a pre-professional experience (e.g., student teaching).   |

Required GPA Threshold for Participation: 3.25

February 19, 2021  
Academic and Student Affairs

**RESOLUTION R2021-xx**

BE IT RESOLVED: that the Board of Trustees hereby accepts the attached Completion Plan Update Report, and directs the Provost and Executive Vice President to submit the document to the Ohio Department of Higher Education.

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# MIAMI UNIVERSITY COMPLETION PLAN UPDATE

*Submitted to Chancellor of the University System of Ohio Department of Higher Education*

*January 2021*

## UNIVERSITY MISSION

Miami University's mission underscores that we are "a student-centered public university" with "an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life" as well as a deep commitment to "student success." In addition, Miami "supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses."

## STUDENT PROFILE

As of fall 2020, 16,566 undergraduates and 2,159 graduate students were studying on the Oxford campus. Regional campuses in Hamilton, Middletown, and the Voice of America Learning Center in West Chester enrolled a combined total of 4,140 undergraduate students and 212 graduate students. 53% of Miami students are female, and 64% are residents of Ohio. Of the Oxford first-year class, 50% are female, 59% are residents of Ohio and 98% were born in 2000 or 2001.

Domestic students of color make up 16.6 percent of the first-year class and 15.6 percent of the undergraduate student body (based on fall 2000 Oxford campus enrollment). The breakdown of this population is as follows:

- 3.6% Black or African-American
- 5.4% Hispanic/Latino
- 2.5% Asian, Native Hawaiian, or other Pacific Islander
- 4.0% identify themselves as multi-racial
- 0.1% American Indian or Alaska Native and Other

An additional 8.8% are international students.

Fourteen percent of Oxford first-year undergraduates are Pell Grant recipients; 43% have financial need, and 100% of first-year students with need received offers of financial aid.

Of the fall 2020 first-year Oxford campus students, 31 percent of the freshmen graduated in the top 10% of their high school class. Forty percent entered Miami with college credit from Advanced Placement, College Credit Plus, and other programs, with the average credit received being 20 hours. The average ACT score (or SAT score converted to an ACT basis) of the 2020 entering freshman class was 28.

The first-year student retention for full time students (2019 cohort) is 88.9%. The six-year graduation rate (2014 cohort) is 82.1%.

Miami is ranked No. 46 nationally among public universities in "Best Colleges 2021" by *U.S. News & World Report*. Among all national universities, Miami is ranked No. 103 out of 389 universities on the list. One of the key reasons for this high ranking is our completion rates. Miami's four-year graduation rate for the fall 2016 cohort was 73%. Miami's six-year graduation rate on average for the last 4 years was 80%, ranking No. 32 among public universities nationally and No. 2 in Ohio. The latest six-

year graduation rate (82.1% overall) was 75% for African-American students, 81% for Hispanic students and 77% for international students. In 2019, Miami posted a 95% graduation success rate for student-athletes, the percentage of eligible student-athletes who graduate within six years.

Miami has also received acclaim for having made great gains in decreasing the gap between graduation rates of white and African-American students in a report released March 2016. The Education Trust report, "[Rising Tide II: Do Black Students Benefit as Grad Rates Increase?](#)," ranks Miami in the top ten of its list of the "top-gaining four-year public institutions for black students" for closing the gap between black and white students by 10.7 percentage points. Graduation rates improved by 10.5 percentage points for African-American students at Miami from 2003-2013, while overall graduation improved by 0.4 percentage point. Miami's graduation rates in 2013 were 81 percent for all students and 71 percent for black students.

While also focused on a liberal arts education, Miami's regional campuses serve a different student population. Thirty-three percent of the undergraduate students are part time, and 67% are full time. Sixteen percent of the students on the regional campuses are non-traditional students (25 years or older); 52% are female, and 48% are male. Over 10% of the students on the regional campuses are CCP students. The majority of students on the regional campuses are place-bound, and none lives on campus. The top feeder schools are area high schools as well as local community colleges. The regional campuses house its own academic division, named the College of Liberal Arts & Applied Science (CLAAS), which offers several baccalaureate degrees, including applied social research, biological sciences, commerce, communication studies, community arts, computer and information technology, criminal justice, engineering technology, English studies, integrative studies, liberal studies (degree completion program), nursing, and psychological sciences.

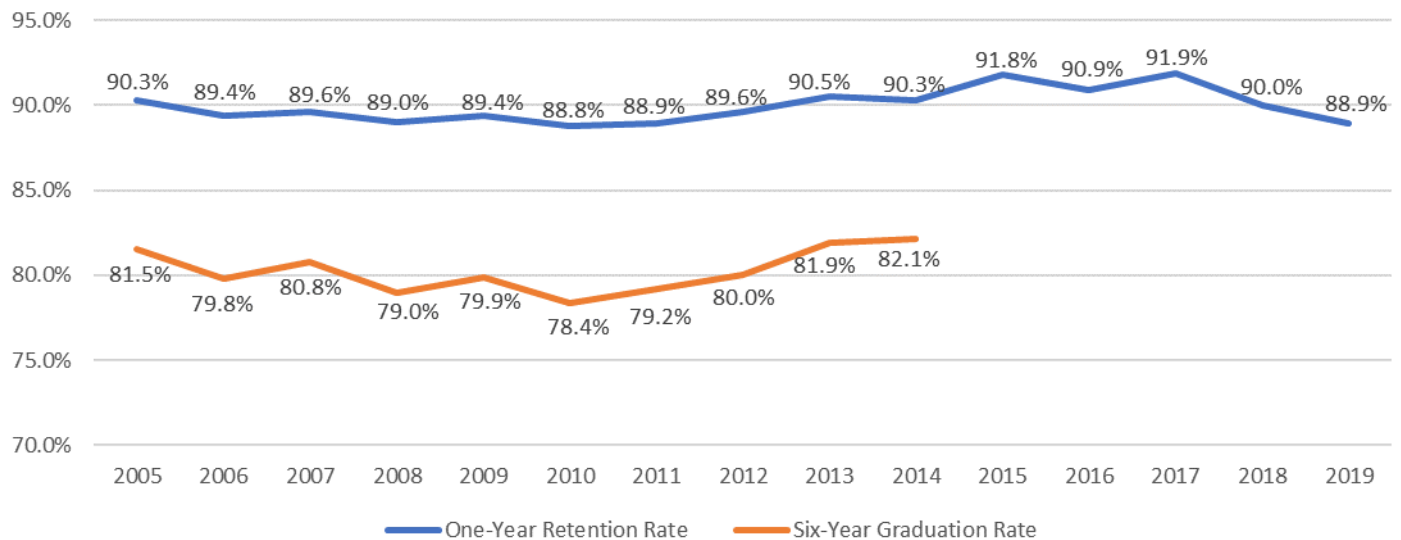
The students on the Hamilton campus (2019 cohort) have a first-year student retention rate of 63.0%, and students on the Middletown campus have a first-year student retention rate of 67.7% (for the 2019 cohort). Those pursuing bachelor's degrees (2014 cohort) have a six-year graduation rate of 34.7% for the Hamilton campus and 26.5% for the Middletown campus.

## **BARRIERS TO PERSISTENCE AND COMPLETION**

The academic profile and completion rate of Miami's Oxford campus students remain very strong overall. However, our data show that there is room for improvement. While there has been improvement in persistence and completion on the two regional campuses, their rates are below national norms. Moreover, the Oxford campus rates have remained relatively stable with little movement. NB: In all figures, retention rates and graduation rates are presented as reported to the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics (NCES). Retention rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and return to Miami in the fall semester of the next (i.e., their second) year. Graduation rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and graduate within six years. Students are assigned to a cohort based on the year they entered the University.

Retention and six-year graduation rates have fluctuated in narrow bands for several years (Figure 1).

Figure 1: Oxford Campus Retention and Graduation Rates:  
Fall 2005 to Fall 2019 Cohorts



Several attributes have been identified as correlated to a higher risk for attrition for new, full time Oxford students:

- First-generation students
- Students with high financial need
- Lower first-term grade point average
- African-American and Latinx students
- Undecided students.

Completion barriers include:

- High cost of attendance
- Lack of preparation for college-level academics
- College transition issues
- Lack of a sense of belonging
- Less than welcoming campus climate.

## PROGRESS TOWARD GOALS IN PREVIOUS PLANS

College completion and student success are integral to Miami's mission and its new strategic plan, MiamiRISE, which was developed in 2019. Our mission statement emphasizes that Miami "is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society." The eleventh recommendation of the MiamiRISE strategic plan calls for improvement of student retention and persistence.

The Miami University Student Success Committee is the body charged with overseeing Miami's student success progress. In partnership with the Office of Institutional Research & Effectiveness, the Enrollment Management & Student Success division,

and the Office of the Provost, it regularly analyzes quantitative and qualitative data to identify areas for improvement. Data sources include:

- EAB Student Success Collaborative
- Civitas
- Oracle Business Intelligence Tool
- External standardized student surveys (Beginning College Survey of Student Engagement, National Survey of Student Engagement, CIRP Freshman Survey, College Senior Survey)
- In-house surveys (first-year student transition survey, graduation survey, alumni survey, etc.).

Below are the goals reported in our prior College Completion Reports and an update on how well we are achieving them:

| Goals  | Progress   |
|--|--|
| Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%.” The regional campuses will increase the graduation rate by 10%, an equally ambitious goal.   | For the 2014 cohort, Miami’s four-year graduation rate was 71.2% and the six-year graduation rate was 82.1%. The six-year graduation rate for Hamilton campus 2014 cohort was 34.7% and 26.5% for Middletown campus, with a goal of 30.0% for both campuses.   |
| Within one year after graduation, 100% of graduates (excluding those enrolled in graduate or professional school) will be employed.  | 96.0% of Oxford bachelor’s graduates and 96.7% of College of Liberal Arts and Applied Science bachelor’s graduates were employed after graduation, serving in the military or participating in a volunteer or service program. The average full-time salary was \$53,792 and \$52,099 respectively.                        |
| Upon graduation, all Miami students will have participated in a research (40%) or a similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, performances, and other applied learning activities. | In 2018–2019, more than 2,800 Miami undergraduates worked with professors on research, many starting in their first year, a number that was temporarily impacted in 2020 by the COVID-19 outbreak. About 70% of Miami seniors in spring 2019 participated in internships, field work or co-ops during their time at Miami. |
| 60% of degree programs can be completed in three years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.  | As of fall 2020, more than 60% of degree programs can be completed in three years or less.   |
| 75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.   | On the Oxford campus, 77% report an average or high sense of belonging on campus and 97% had discussions with people of a different background. On the regional campuses, 55% reported an average or high sense of belonging and 98% had discussions with people of a different background.                                |
| All Miami students will have a curricular or co-curricular cultural learning experience (e.g., intensive community engagement, service-learning experience, intercultural or global learning requirement) by the time of graduation.   | As the result of the Global Miami Plan’s global learning requirement, 100% of undergraduate students have had a curricular or co-curricular cultural learning experience by the time of graduation.  |



| Goals   | Progress  |
|---|---|
| Miami Oxford will double the number of transfer students to 500 students, and Miami regionals will increase by 15% the number of transfer students to 500 students. | In fall 2020, there were 186 transfer students on the Oxford campus and 164 on the regional campuses. |

## COMPLETION GOALS FOR 2020-2022

Continue to make progress on the same goals listed above.

## COMPLETION STRATEGIES

Below is a listing of the strategies identified in our previous Completion Plan and the progress made on each in the past two years.

| Theme                                | Strategy  | Description   | Status   |
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| Academic Interventions & Early Alert | Support for at-risk populations of students             | Pilot a student outreach plan for students who are predicted by the Civitas Learning System to be most at risk for attrition.<br><br>Assess the impact of the Miami Firsts program and revise for improvement.  | Academic intervention by professional advisors is conducted each semester.<br><br>Following review of the program, the First Generation Program now offers an array of programming, including mentoring, career development, and study skills workshops. See: <a href="https://miamioh.edu/first-generation/">https://miamioh.edu/first-generation/</a>  |
| Advising                             | Advisor support and training                            | Continue to review training modules annually.   | Ongoing; more than 80% of advisors have undergone the basic training modules.  |
| Affordability                        | No or Low-Cost Textbooks<br><br>More affordable tuition | Design and implement a multi-pronged approach (e.g., grants, programming, recognition, communication strategies) to lowering the cost of textbooks in high enrollment courses.<br><br>Implement Miami Tuition Promise to make the college experience more affordable. | The Affordable & Open Educational Resources has developed an array of programs to reduce textbook costs, leading to over \$900,000 in cost savings for students. See: <a href="https://miamioh.edu/academic-affairs/teaching/open-educ-res/index.html">https://miamioh.edu/academic-affairs/teaching/open-educ-res/index.html</a><br><br>Factoring in financial aid, 16% of first-year Ohio students in fall 2019 paid no tuition and fees and an additional 16% paid less than \$5,000 in tuition and fees to attend Miami's Oxford campus. |
| Articulation & Transfer              | One-Year Option   | Revise the Associates of Technical Study degree program to align with the One-Year Option areas of concentration.   | ATS program has been developed and fully approved. See: <a href="https://bulletin.miamioh.edu/liberal-arts-applied-science/technical-study-ats/">https://bulletin.miamioh.edu/liberal-arts-applied-science/technical-study-ats/</a>  |
|                                      | Partnerships  | Increase academic partnership agreements with two- and four-year institutions in Ohio and beyond, and   | Miami has partnered with multiple institutions in SW Ohio to develop regular summits focused on developing partnership agreements throughout the   |

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|                                |                                | strengthen our collaborations within the southwest Ohio region.  | region. Institutions are collaborating to develop major transfer resource online. See: <a href="https://transferohio.com/">https://transferohio.com/</a>  |
|                                | Transfer Pathways              | Achieve a 95% compliance rate at all times on all TAG, CTAG, MTAG and OTM requirements.  | Miami has achieved this target goal, and Miami's Associate Provost co-chaired the General Education Committee which oversaw the revision of the Ohio Transfer Module.   |
| Career Development             | Customized career services     | Enhance and expand career advising, internships, job shadowing, and company mentorships; continue to increase the number and quality of Ohio internships, through expanded industry partnerships and networks.   | In fall 2019, Miami revised its internship policy to ensure that students receive more support. Faculty who supervise internship are now given training resources and online portal so that they are well prepared to support students in their internship experiences. See: <a href="https://www.miamioh.edu/emss/offices/career-center/connect/internship-search/index.html">https://www.miamioh.edu/emss/offices/career-center/connect/internship-search/index.html</a>  |
| Curriculum & Course Scheduling | Meta-Majors                    | Design and implement a plan for meta-majors (academic interest & career pathways) on the Oxford and Regional campuses that include degree plan mapping, customized transition (UNV 101) course, targeted advisement and career development for students who have not declared a major. | The Regional Campuses has launched a meta-majors initiative called Career Communities. Students take a diagnostic survey and are advised into one of several 'communities' or meta-majors until they select a major to pursue. See: <a href="https://miamioh.edu/regionals/academics/career-community/index.html">https://miamioh.edu/regionals/academics/career-community/index.html</a><br><br>The Oxford campus is making preliminary plans to launch an Exploratory Studies major for undecided students. Exploratory studies students would be guided into a meta major and provided wrap-around support services for up to four semesters or until they select a major. |
|                                | Increased Course Availability  | Launch an online waitlisting system for courses.<br><br>Implement the PAVER scheduling system to ensure course offerings are evenly distributed across all weekdays.   | This "Registration Override Request" ROR system was piloted in 2018 and has been launched and is fully operational. See: <a href="https://www.miamioh.edu/onestop/registration/problems-with-registering/registration-override/index.html">https://www.miamioh.edu/onestop/registration/problems-with-registering/registration-override/index.html</a><br><br>The PAVER system has been in effect and has assisted in more evenly distributing courses across all business days.  |
|                                | High Quality General Education | Implement a comprehensive assessment plan (with direct and indirect measures) for the Global Miami Plan with the goal of improving quality and students' lifelong professional and personal success.   | A capstone assessment was developed and administered from 2017 – 2019 in which students' projects were scored by a trained set of reviewers using a normed rubric. In 2020, this assessment was suspended due to the fact that the liberal education plan is undergoing a significant revision. The revised plan will include a robust plan for assessment of student learning and will be aligned with the revised Ohio Transfer Module.   |

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|                       | e-Learning                                  | Strategically develop online programs that are aligned with workforce needs and enrollment trends.   | In 2018, Miami launched a new Boldly Creative Initiative which is a \$50 million fund to develop programs that are designed to meet employer needs and to attract strong student enrollment, many of which can be offered online. This initiative has jumpstarted a number of new bachelor's programs, professional master's programs, certificates and microcredentials in the field of healthcare, games & simulation, robotics, and technology. See: <a href="https://miamioh.edu/boldly-creative/">https://miamioh.edu/boldly-creative/</a> |
| Diversity & Inclusion | Welcoming Climate                           | Analyze results from a climate survey of faculty, staff and students, and develop a strategic approach to addressing concerns.   | A <a href="#">comprehensive climate survey</a> was completed in 2017. Findings were shared via numerous public forums, and a DEI Task Force was assembled in 2019 to review results and develop <a href="#">recommendations</a> . An implementation team is now working implementing recommendations.   |
|                       | Academic Support for International Students | Launch a new language and writing center for English Language Learners.<br><br>Enhance and focus the pre-orientation and orientation experiences to better support timely registration and advising, provide pre-transition resources electronically, and connections to the campus community. | The English Language Learning Writing Center launched in 2018, and they have already assessed students who use the center and found that they are not only satisfied with the support but the support leads to better overall grade point averages. See: <a href="https://www.miamioh.edu/ellwc/">https://www.miamioh.edu/ellwc/</a>  |

## NEW ADDITIONAL STRATEGIES

Below are additional planned strategies for the next reporting cycle:

| Category          | Strategy  | Description   |
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| Academic Advising | Shift steadily to a "total intake" approach to academic advising                            | This new system will rely upon an increased number of professional staff advisors who serve caseloads of student throughout the undergraduate experience. Students are also supported by faculty mentors in the major, peer success coaches, career development staff, financial aid counselors and Residence Life staff. |
|                   | Ensure that professional advisors have consistent titles, expectations and promotion ladder | Advising personnel titles, job responsibilities will be audited and revised for consistency. Clear promotion expectations and accountability measures will be developed and   |

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|          |  | implemented to ensure high quality advising and retention of strong advisors.   |
|          | Create greater coordination and centralization of advising efforts.                    | The Student Success Center will be moved to Academic Affairs and rebranded with more significant responsibilities for coordinating university-wide advising efforts (e.g., assessment, advisor training, support for special student populations).  |
|          | Design and implement a more comprehensive assessment of our advising system.           | As the new “total intake” model is implemented, a new assessment plan will be developed that includes retention and graduation rates, EAB Navigate data relating to advising appointments and student success barriers, standardized survey findings (NSSE, CIRP), advisor portfolios, and periodic focus groups.   |
| Policies | Audit existing policies and procedures, and make revisions to improve student success. | The Office of the Provost in collaboration with the Student Success Committee, General Counsel and Undergraduate Academic Advising Council will conduct the audit and revise appropriately. Possible revisions include: <ul style="list-style-type: none"> <li>• Revising admission criteria to make the ACT and SAT optional;</li> <li>• Revising the annual performance criteria to recognize and reward achievement in advancing student success</li> <li>• Revising the promotion criteria for academic advisors</li> </ul> |
| Pathways | Help students to get on a success path prior to matriculation.                         | Institute diagnostic surveys and pre-orientation advising to develop a ‘block’ schedule for students prior to orientation.<br><br>Revise orientation to focus more on acculturating students to University culture and expectations and building relationships.   |
|          | Develop purposeful pathways for students in the major.                                 | Institute required advising sessions at key milestones.<br><br>Institute four-year academic plans into UNV 101 and advising sessions.   |
|          | Develop success pathways for undecided students.                                       | Rebrand and enhance the University Studies Program to be “Exploratory Studies” major on the Oxford campus which features meta-majors and wrap-around services.  |
|          | Identify and remove pathway roadblocks.  | Conduct an analysis of degree program pathways on the Oxford and Regional campuses to identify barriers and roadblocks, and work with departments to make revisions.  |

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| Curriculum          | Increase the completion rates of students in gateway Math and English courses.              | Continue the Strong Start to Finish plans, including: developing reading resources and reading/writing co-requisite course; ensuring the clearly structured programs of study exist for all majors; aligning redesigned gateway Mathematics and English courses to all programs of study; implementing co-requisite remediation at scale in Mathematics and English; building advising structures to ensure all students register for coursework in sequences to meet the goal.<br><br>Develop and offer Business Calculus course and other math courses designed for different majors. |
|                     | Revise courses that impede student success and progress.                                    | Through a comprehensive Academic Program Evaluation, Improvement and Prioritization project, we will conduct an analysis to identify courses that are roadblocks for students pursuing popular degree pathways (e.g., high percentages of students withdrawing or receiving D or F grades). Ask departments to revise courses to improve success rates.   |
|                     | Reward departments that have strong track or improving record of advancing student success. | Institute a departmental award for advancing diverse student success.<br><br>Explore the possibility of rewarding departments that have high percentages of full-time, continuing faculty teaching introductory courses.  |
|                     | Revise the general education program to enhance student success.                            | Revise the liberal education plan to simplify the overall required categories, reduce the number of required courses, reduce barriers for transfer students, and enhance high-impact practices.   |
| Affordability       | Lower cost of textbooks   | Continue implementing programs to promote the use of open and affordable textbooks; explore the possibility of an inclusive access textbook option.   |
|                     | Enhance need-based and other aid for students and families.                                 | Continue Tuition Promise, and leverage Capital Campaign to increase scholarship support.  |
| Special Populations | Enhance support for transfer students.  | Develop a virtual Transfer Student Hub, and enhance support for transfer students (e.g., transfer credit evaluation, customized advising, targeted marketing and communications, enhanced partnerships with feeder schools).  |
|                     | Deepen support for Pell Grant students.   | Continue enhancing the GradU8 Scholars Program to improve graduation rates of Ohio Pell Grant recipients.   |

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|            | Develop additional support for domestic students of color and LGBTQ+ students. | Implement a program in which faculty and staff of diverse identities mentor incoming students.   |
| Technology | Leverage technology to advance diverse student success.                        | Conduct an inclusive technology audit and make changes as appropriate.<br><br>Develop mechanisms and training for academic advisors to access critical data to improve advisement of students and enhance student success. |

## WORKFORCE DEVELOPMENT PRIORITIES

Miami University has a longstanding national reputation for producing outstanding graduates who because successful personally and professionally. Miami is rated No. 1 among Ohio public universities and among the top 10% nationally for return on investment by Payscale.com (2019-2020).

In the 2017 edition of *Colleges That Pay You Back: The 200 Schools That Give You the Most Bang for Your Tuition Buck*, published by *The Princeton Review*, Miami was recognized for academics, affordability/financial aid, and getting "graduates out the door to satisfying and rewarding careers." Not only does Miami rank among top tier publics nationally for graduate salary potential, according to Payscale.com, but it also ranks 33rd in the world for the number of millionaire alumni it produces according to EliteTraveler.com (2016).

One reason for our students' success is a dedicated and talented faculty. Miami students routinely get accepted into graduate and professional schools:

- 73% of Miami undergraduates applying to medical school with at least a 3.20 science and overall GPA and a 50th percentile score on the MCAT were accepted.
- 95% of senior Miami applicants were accepted to law school from 2018 to 2019, compared to an 83% national average for the same period.

Another reason for our students' success is our exemplary Center for Career Exploration and Student Success which provides state-of-the-art programming and support, including career fairs, internship expos, career development courses, mock interviews, resume and cover letter support, consultations and drop-in hours, to name a few.

Data show that the career development programming leads not only to interest in our students among top employers in the region and nation but also to graduates who land successful jobs. In 2019–2020, 6,398 businesses and organizations interviewed, attended a job fair or posted jobs at Miami. Employers placed more than 70,686 internship and job postings, many for multiple openings, on Miami's electronic job board; and they conducted 3,056 on-campus interviews during 2019–2020. Many more employers relied on video interviews because of the COVID-19 outbreak in spring 2020.

A 2019 study conducted by Miami's Office of Institutional Research and Effectiveness, which tracked 2018-2019 alumni career and educational placement, found the following:

- The overall success rate for the graduating class is 96.0%, compared to 95.8% last year (0.2% increase).

- According to NACE, nationally 85.7% of the previous year's bachelor's graduates (2017-2018) were successfully placed.
- Comparison data for the current graduating class will be available from NACE in October and can be shared upon request. 65.3% of the graduating class are employed full-time, with an average salary of \$53,792. Among those who are employed (full-time or part-time):
  - 78.1% are employed in their field of study.
  - 48.2% worked for their employer previously.
  - 92.5% are employed in a position that requires a college degree.
  - 23.6% of graduates are enrolled in graduate or professional school while 1.0% are pursuing additional undergraduate study. 44.8% of graduates live in Ohio while 51.8% live in a different U.S. state. The remaining students live in either an American territory (0.1%) or a foreign country (3.2%).

To ensure that we maintain this high level of success, Miami has developed academic programs that prepare students for some of the most highly demanded jobs in the region and nation. Among Ohio public universities, Miami graduates the highest percentage and the second highest number of undergraduate students in biological sciences, physical sciences, and mathematics.

Since the last completion report update, Miami has launched several major initiatives designed in part to ensure that our academic programs are of the highest quality and meet the workforce needs of Ohio, the nation, and the world.

- Miami's Boldly Creative initiative has set aside \$50 million to develop promising, forward-thinking academic programs that show evidence of meeting employer needs and student interest. This initiative has led to the creation of an array of new programs such as a physician assistant studies program, clinical engineering program, expanded nursing programs, robotics engineering programs, games + simulation program, business programs, and a slate of microcredentials.
- The Academic Program Evaluation, Improvement & Prioritization Project involves a comprehensive review of all existing academic programs. Programs that have track records of low success or enrollment must be eliminated or significantly revised with clear target outcomes that must be met for continuation.
- Miami created contracts with two external consultants – Hanover Research and Gray Associates – to better ensure that all new programs will meet target outcomes. These consultants provide quick data on enrollment trends, employer needs, starting salaries, competition with other institutions, and best practices so that we can form high quality and successful programs from the start.
- Miami Regionals created an innovative program called Work+. Work+ enables Miami University Regionals students to obtain an associate or bachelor's degree while working part-time and getting their tuition paid. Students work approximately 24 hours per week with one of our Work+ employers and take classes in a major of their choice. Work+ makes it possible for a student to earn a college degree debt-free. Workforce partners currently include Butler County Regional Transit Authority, the Fischer Group, Community First Solutions, and Thyssenkrupp Bilstein.

## CONCLUSION

Student success is integral to the mission and operation of Miami University. The 2021 *U.S. News & World Report Best Colleges* ranks Miami University the 6th public university in the nation for an "unusually strong commitment to undergraduate teaching." Miami occupies the No. 25 spot overall—in good company with Princeton, Dartmouth, Brown, and Rice universities.

Kiplinger's *Personal Finance* magazine listed Miami as one of the "100 Best Values in Public Colleges" for 2019, ranking Miami 50th among in-state best values nationwide for public universities and 36th for public university best values for out-of-state

students. Miami has appeared on the list since it was first published in 1998. Remarkably, Miami achieves these stellar outcomes while also utilizing its resources wisely. Miami is ranked No. 1 among top-quality national universities for operating efficiency by *U.S. News & World Report*.

Although Miami has attained national prominence for its ability to graduate students on time and prepare them for life beyond college, the university continues to push forward a data-driven and forward-thinking approach to student success and achievement to ensure that we continue to produce graduates well prepared to lead in a challenging, global society.