

**BOARD OF TRUSTEES**  
**Minutes of the Board of Trustees Meeting**  
**The Cincinnatian Hotel, Cincinnati, Ohio**  
**Thursday and Friday, September 22 and 23, 2022**

**Thursday, September 22, 2022**

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, in compliance with Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order in the Cincinnatian Hotel at 9:00 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were – President Gregory Crawford; Senior Vice President David Creamer; Vice Presidents Cristina Alcalde, Jayne Brownell, Brad Bundy, Ande Durojaiye, Sue McDowell, David Seidl, Amy Shoemaker, Brent Shock, and Randi Thomas; Associate VP for Equity and Equal Opportunity, Kenya Ash; Presidential fellow, Stacy Lowery Bretz; Dean of Undergraduate Studies, Amy Bergerson; Dean of the Graduate School, Mike Crowder; Dean Liz Mullenix (interim Provost); interim VP for UCM, Jessica Rivinius; Director of Athletics, David Sayler; Assistant to the President Dawn Tsirelis; Associate Vice President Dawn Fahner; Director of Executive Communications, Ashlea Jones; and Ted Pickerill, Chief of Staff, and Secretary to the Board of Trustees.

Roll call of Trustees:

Present:	Steve Anderson	Zachary Haines
	S. Biff Bowman (National Trustee)	John Pascoe
	Ryan Burgess	Jeff Pegues (National Trustee)
	Dawson Cosgrove (Student Trustee)	Rod Robinson
	John Fazio (Student Trustee)	Mary Schell
	Debbie Feldman	Mark Sullivan (National Trustee)

Absent: Trustee Sandra Collins and National Trustee Dinish Paliwal

**Public Business Session**

**Chair's Comments**

To begin the meeting Chair Mary Schell welcomed everyone to the meeting and introduced Trustee Steve Anderson who was attending his first meeting.

**Approval of Prior Meeting Minutes**

Trustee Haines moved, Trustee Feldman seconded, and by voice vote, the minutes of the prior meeting of the Board of Trustees were unanimously approved, with all voting in favor and none opposed.

## **Consent Calendar**

Resolutions on the Consent Calendar, included:

- [Campus Naming](#)
- [Campus Naming Committee Policy Revision](#)
- [Emerita Emeritus](#)
- [Conferral of Degrees](#)
- [Luxembourg Foundation](#)
- [New Degree](#)
- [Citation for Bruce Johnson](#)
- [Allocation of Unrestricted Funds](#)

Trustee Pascoe moved, Trustee Burgess seconded, and by voice vote, the items on the Consent Calendar were unanimously approved, with all voting in favor and none opposed.

*The resolutions from the Consent Calendar are included as Attachments.*

### **JobsOhio**

J.P. Nauseef, President and Chief Investment Officer of JobsOhio addressed the Board. He provided an overview of JobsOhio, a unique economic development platform, which is marked by stable funding, a private structure, and statewide coverage. He provided background, history and major achievements of JobsOhio. He also updated the Board on the growing employment and economic development opportunities within the State and the need for skilled, well-qualified and prepared university graduates to lead Ohio's future.

*J.P. Nauseef's presentation is included as an Attachment.*

### **Financial Update**

Senior Vice President for Finance and Business Services, David Creamer updated the Board of the financial challenges facing Higher Education and Miami University. He provided information to help understand Miami's recent revenue and cost trends.

*SVP Creamer's presentation is included as an Attachment.*

### **Executive Session**

Following a motion by Trustee Robinson, a second by Trustee Pascoe and unanimous roll call vote, with seven voting in favor and none opposed, the Board convened to Executive Session for the following: matters required to be kept confidential – Trade Secrets; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

**Return to Public Session**

**Adjournment of Meeting**

With no other business to come before the Board, Trustee Robinson then moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board, adjourned at 4:15 p.m.

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', with a long horizontal flourish extending to the right.

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

**BOARD OF TRUSTEES**  
**Minutes of the Board of Trustees Meeting**  
**The Cincinnati Hotel, Cincinnati, Ohio**  
**Thursday and Friday, September 22 and 23, 2022**

**Friday, September 23, 2022**

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, in compliance with Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order in the Cincinnati Hotel at 8:00 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were – President Gregory Crawford; Senior Vice President David Creamer; Vice Presidents Cristina Alcalde, Jayne Brownell, Brad Bundy, Ande Durojaiye, Sue McDowell, David Seidl, Amy Shoemaker, Brent Shock, and Randi Thomas; Associate VP for Equity and Equal Opportunity, Kenya Ash; Presidential fellow, Stacy Lowery Bretz; Dean of Undergraduate Studies, Amy Bergerson; Dean Liz Mullenix (interim Provost); interim VP for UCM, Jessica Rivinius; Assistant to the President Dawn Tsirelis; Associate Vice President Dawn Fahner; Director of Executive Communications, Ashlea Jones; and Ted Pickerill, Chief of Staff, and Secretary to the Board of Trustees.

Roll call of Trustees:

Present:	Steve Anderson	John Pascoe
	Ryan Burgess	Jeff Pegues (National Trustee)
	Debbie Feldman	Rod Robinson
	Zachary Haines	Mary Schell
		Mark Sullivan (National Trustee)
Absent:	Trustee Sandra Collins, National Trustees S. Biff Bowman and Dinish Paliwal, and Student Trustees Dawson Cosgrove and John Fazio	

**Public Business Session**

Vice President for [ASPIRE](#), Randi Thomas was unable to attend the meeting.

*The slides provided in advance of the meeting are included as an Attachment.*

**Executive Session**

Following a motion by Trustee Robinson, a second by Trustee Pascoe and unanimous roll call vote, with seven voting in favor and none opposed, the Board convened to Executive Session for the following: matters required to be kept confidential – Trade Secrets, Consult with Counsel, Pending Litigation, Preparing for Negotiations with Public Employees, Personnel Matters - Performance and Compensation of a Public Employee; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.



## **Return to Public Session**

### **Other Business**

#### **Appointment of the Nominating Committee**

According to the Board of Trustees Regulations, the Chair of the Board is directed to appoint a nominating committee at the September Board meeting for the purpose of nominating a slate of officers for the next year's Board. The nominating committee is charged with presenting their recommendations to the Board at the December meeting. At the December meeting, the Board will vote on the nominations, and the new officers will take office on January first.

Chair Schell announced that this year's nominating committee will be chaired by Trustee Rod Robinson, and the other two members of the committee will be Trustee Debra Feldman and National Trustee Biff Bowman. Chair Schell asked that the committee's recommendations be presented to the Board at the December meeting.

#### **Other Business Resolutions**

*Resolutions from Other Business and the President Contract are included as Attachments.*

#### **Compensation of President Gregory Crawford**

A resolution was proposed to increase the Academic Year (AY) 2023 salary for President Gregory Crawford by 4%, to \$551,665; and, to award an annual bonus payment of \$75,000 to President Gregory Crawford, payable per the employment agreement and terms of the Special Qualified Retirement Plan (SQRP).

#### **Compensation of Dr. Renate Crawford**

A resolution was proposed to increase the Academic Year (AY) 2023 salary for University Ambassador, Dr. Renate Crawford by 4% to \$53,040.

#### **Presidential Employment Agreement Resolution**

A resolution was proposed to approve a new [Presidential Employment Agreement](#) between Gregory P. Crawford and Miami University, for the period of July 1, 2022 – June 30, 2027. Retroactive to July 1, 2022, with an annual base salary of \$551,665.

It was proposed that the resolutions be considered in a single vote; hearing no objections Trustee Pascoe moved, Trustee Robinson seconded and by unanimous voice vote, with all voting in favor and none opposed, the three resolutions were approved.

*Resolutions from Other Business and the President's Contract are included as Attachments.*

### **Adjournment of Meeting**

With no other business to come before the Board, Trustee Robinson then moved, Trustee Pascoe seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board, adjourned at 1:00 p.m.

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', with a long horizontal flourish extending to the right.

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

September 23, 2023  
Consent Calendar

**RESOLUTION R2023-01**

BE IT RESOLVED: that the Board of Trustees hereby approves the following naming recommendations of the Committee for Naming Campus Facilities:

**Ruth Ann Busald Faculty/Staff Office**  
Located in University Hall on the Hamilton campus

**Richard and Carole Cocks Art Museum**  
In recognition of a philanthropic commitment to the Miami University Art Museum.

*Approved by the Board of Trustees  
September 23, 2022*



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

*Approved by the Board of Trustees September 23, 2022*



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

September 23, 2023  
Consent Calendar

## RESOLUTION R2023-02

WHEREAS: Resolution R2017-13 addressed the composition and appointment of the Committee on Naming of Campus Facilities and provides guidelines for the naming of buildings, facilities, and programs of Miami University; and

WHEREAS: The Board of Trustees Regulations states the Board of Trustees has sole authority to approve, remove or change the name of a campus facility.

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees approves changes to the existing Resolution R2017-13 guidance for the Committee for the Naming of Campus Facilities, as stated in this resolution; and

BE IT FURTHER RESOLVED: that this resolution supersedes Board of Trustees Resolution R2017-13.

## Committee for Naming of Campus Facilities.

The Committee for Naming of Campus Facilities is established as an advisory committee to the Miami University Board of Trustees and to the Vice President for University Advancement, who shall serve as a member and Chair of the Committee. The Vice President for University Advancement shall, in consultation with the Chair of the Board of Trustees, appoint ~~the additional~~ members of the Committee to three-year terms, each eligible for a single renewal, for a period of service not to exceed a total of six years. The additional Committee members shall be comprised of three members of the faculty and staff, at least one of these with emeritus rank; four representatives from the alumni; and at least one member of the Miami University Foundation Board (normally, the Chair of the Stewardship and Donor Relations Committee); and the Vice President for University Advancement. The University's Director of Planning, Architecture, and Engineering, or their representative, shall serve as an ex-officio member.

The responsibility of the Committee on Naming of Campus Facilities shall be to recommend appropriate names for the buildings, facilities, and programs on the Miami University campuses in Oxford, Hamilton, Middletown, Luxembourg, and the Voice of America Learning Center, to the Board of Trustees based on the following considerations:

1. to honor an alumnus, faculty member, administrator, trustee, or distinguished citizen for their extraordinary service to Miami University, subject to the general expectation that the Committee will review naming recommendations for faculty and administrators customarily three (3) to five (5) years, but never fewer than two (2) years, following retirement, resignation or death of the individual to be honored;
2. in tribute to a donor, living or deceased, who has made a substantial financial contribution to a building, facility or program, or has provided the entire cost of special treatment of a

component part of a new or existing building (such as the decorating and/or the furnishings), including endowed maintenance; or whose efforts have made the construction of such a building or facility possible. Specific contribution levels ~~shall~~<sup>be</sup> established by the Vice President for University Advancement upon recommendation of the Stewardship and Donor Relations Committee of the Miami University Foundation and amended from time to time in furtherance of the University's goals;

- ~~3. the committee will review naming recommendations for faculty and administrators customarily three (3) to five (5) years, but never less than two (2) years, following retirement, resignation or death of the individual to be honored;~~

The Committee on Naming of Campus Facilities will consider the following principles in advising on recommendations:

1. with the exception of facilities named in recognition of philanthropic support, an individual's name shall not be carried on multiple facilities;
- ~~4.2.~~<sup>4.2.</sup> only in extraordinary circumstances would a name of a building, facility or program which ceases to exist be moved to another building, facility or program, and then only by vote of the Board of Trustees; and
- ~~5.3.~~<sup>5.3.</sup> that a plaque with the name be placed in the entrance of the building, with an appropriate designation on a visible and movable exterior sign; that a plaque with the name be placed in a suitable location of a component part or designated area; ~~and that the name of a building, component part, designated area or program be changed only in extraordinary historical circumstances and only upon vote of the Board of Trustees;~~

The Committee on Naming of Campus Facilities may adopt such other procedures and regulations as are necessary to carry out its work, all actions subject to the review and approval of the Board of Trustees ~~of Miami University~~.

The Board of Trustees ~~has~~<sup>shall maintain</sup> sole authority to approve the naming of campus facilities. The name of a building, component part, designated area or program shall be changed only in extraordinary circumstances and only upon vote of the Board of Trustees.

September 23, 2022  
Consent Calendar

**RESOLUTION R2023-03**

BE IT RESOLVED, that the Board of Trustees hereby approves the following for the rank of Professor Emerita effective on the formal date of retirement:

**Ann Jarrett Bromberg**  
Liberal Education & Spanish & Portuguese

**Gwendolyn Etter-Lewis**  
English & Global and Intercultural Studies

**Barbara Rose**  
Teacher Education

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Professor Emeritus effective on the formal date of retirement:

**Christopher Cheek**  
English

**Othello Harris**  
Sociology & Gerontology

**Raul Ianes**  
Spanish & Portuguese

**Stanley Toops**  
Geography & Global and Intercultural Studies

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Administrator Emerita effective on the formal date of retirement:

**Jaclyn Huff**  
Assistant Aquatic Director

**Jane Lee**  
Senior Associate Director of Admission

**Pam Neese**  
Senior Coordinator of Data and Technology

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Administrator Emeritus effective on the formal date of retirement:

**Frank Page**  
Chef

**James Kist**  
Senior Financial Analyst

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Teaching Professor Emerita effective on the formal date of retirement:

**Janet Marshall**  
Mathematical & Physical Sciences/Chemistry & Biochemistry

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Teaching Professor Emeritus effective on the formal date of retirement:

**Charles Stevens**  
Global & Intercultural Studies

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Clinical Professor Emerita effective on the formal date of retirement:

**Molly Kelly**  
Educational Psychology

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Clinical Professor Emeritus effective on the formal date of retirement:

**Mark Morris**  
Political Science

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Clinical Lecturer Emerita effective on the formal date of retirement:

**Mary Lou Koenig**  
Nursing

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Clinical Lecturer Emeritus effective on the formal date of retirement:

**William Brewer**  
Media, Journalism & Film

**Thomas Heuer**  
Marketing

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Lecturer Emerita effective on the formal date of retirement:

**Susan Cramer**  
Information Systems & Analytics

**Patricia Newberry**  
Media, Journalism, & Film

BE IT FURTHER RESOLVED, that the Board of Trustees hereby approves the following for the rank of Lecturer Emeritus effective on the formal date of retirement:

*Approved by the Board of Trustees*  
*September 23, 2022*

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', followed by a horizontal line.

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



September 23, 2022  
Consent Calendar

**RESOLUTION R2023-04**

BE IT RESOLVED: that the Board of Trustees hereby approves the conferring of all appropriate degrees, honors, and distinctions, as recommended by the Faculty Assembly, for all Commencement exercises scheduled during the 2022-2023 academic year, and during Summer 2023.

*Approved by the Board of Trustees  
September 23, 2022*



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

September 23, 2022  
Consent Calendar

**RESOLUTION R2023-05**

WHEREAS, for over 50 years the Miami University John E. Dolibois European Center (“MUDEC”) has been offering a unique academic experience to University students and faculty, with a primary mission to provide the University's students with a systematic and extensive exposure to European society and culture in a high quality academic environment;

WHEREAS, to ensure the continued success of MUDEC, it is in the University's best interest to create a new foundation in Luxembourg to accept gifts from donors in the European Economic Area to support the educational mission of MUDEC and the University;

WHEREAS, the total project budget for the creation of the new foundation is estimated at between EUR 110,000 and EUR 310,000;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees authorizes David Creamer, Senior Vice President for Finance and Business Services and Treasurer, and Bruce Guiot, Associate Treasurer, to proceed with the creation of a new foundation under Luxembourg law; to execute and deliver Articles of Association and any other instruments and documents to effectuate the creation of the new foundation; and to take any further action as necessary to effectuate the creation of the new foundation.

*Approved by the Board of Trustees  
September 23, 2022*



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

September 23, 2022  
Consent Calendar

**RESOLUTION R2023-06**

WHEREAS, University Senate on September 12, 2022 passed SR 23-01, endorsing a proposed degree and major, Master of Education, Curriculum & Instruction, within 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 Education, Curriculum & Instruction, within the College of Education, Health, and Society.

*Approved by the Board of Trustees  
September 23, 2022*



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



**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Tom Poetter, Chair, Senate Executive Committee  
Tracy Haynes, Chair Elect, Senate Executive Committee  
Jen Green, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

September 12, 2022

To: Gregory P. Crawford, President  
From: Dana Cox, Secretary of the University Senate  
Re: Degree Program Approval  
SR 23-01, Master of Education, Curriculum & Instruction, 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 September 12, 2022, University Senate adopted SR 23-01:

**BE IT HEREBY RESOLVED** that University Senate endorse the proposed degree and major, Master of Education, Curriculum & Instruction, College of Education, Health, and Society.

**AND FURTHERMORE**, that the endorsement by University Senate of the proposed degree 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 Education, Curriculum & Instruction Degree, College of Education, Health, and Society.

X	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
	Do Not Approve

Gregory P. Crawford, President

9-13-22

Date

cc: Tom Poetter, Chair, Executive Committee of University Senate  
Elizabeth R. Mullenix, Interim Provost, Chair University Senate  
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

**SR 23-01**

**Master of Education, Curriculum & Instruction**

**September 12, 2022**

BE IT HEREBY RESOLVED that University Senate endorse the proposed program, Curriculum & Instruction, Master of Education, College of Education, Health, and Society.

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

**Proposed degree program:** Masters of Education (MEd) in Curriculum and Instruction

**Mode of Delivery:** Fully online

**Academic Institution(s) offering degree:** Miami University

**College and academic unit administering degree:** College of Education, Health, and Society (EHS) - Department of Teacher Education (EDT) and Department of Educational Leadership (EDL)

### **Basic Characteristics of the Educational Program**

1. Brief description of the disciplinary purpose and significance of proposed degree:

The MEd in Curriculum and Instruction is being put forward as a new program since it represents a major revision of our existing MEd in Transformative Education. The new program provides students with an in-depth understanding of research on issues related to student development, curriculum development, learning theories, justice, and culturally responsive pedagogy. Students learn to design, implement, and evaluate curriculum and learning opportunities as well as evaluate new pedagogies and learning methodologies. The new program prepares students to create inclusive educational environments in diverse settings, reflective of the changing demographics in Ohio and across the nation.

The degree includes two specific tracks, designed for the specific needs of two groups of educators. The first track provides advanced learning and career support necessary for early career teachers to advance their pedagogical skills and crucial for developing resiliency in their new profession. The second track is aimed at providing leaders in community-based organizations with the advanced pedagogical knowledge and skills necessary to advance educational programming in their organizations. In addition to this institutional support for early career professionals, this new program is unique in Ohio as it centers social justice across the entire curriculum in the form of 4 grounding pillars: inquiry, anti-racism, community, and agency.

2. Definition of the focus of the program.

The focus of the program is to provide students with mastery of research, theory, and practice related to curriculum design, delivery, and evaluation. The new program responds to our current social, cultural, and political moment to position our graduates to be agents of change in their spaces and to take on leadership roles to work to improve their educational and community environments.

Anti-racism, community, inquiry, and agency are essential anchors for the new program. Throughout these anchors' justice is centered and conversations are rooted in a commitment to

engage in intellectualism toward action. This is done through the development of critical consciousness, centering knowledge of communities and grassroots organizing, and engagement with socially and contextually relevant teaching/learning

There will be two tracks for students to choose from: (1) Early Career Teachers (ECT) and (2) Community-oriented educators (COE). The ECT track will support those educators, particularly those early in their careers, to develop their skills and knowledge about educational design and delivery and to construct equitable and just learning environments that support learners from all backgrounds to excel academically. The COE track will support those individuals interested in working in educational spaces outside of classrooms, such as in community-based organizations, non-profits, and others. The tracks will not be listed on the transcripts.

### 3. Rationale for degree name.

We are proposing new a new degree, Master of Education (M.Ed.) in Curriculum & Instruction, to replace the existing Masters of Education (M.Ed.) in Transformative Education. Curriculum & Instruction (C&I) is the widely accepted degree title in the field and reflects the degree's focus on preparing students with advanced skills in the development, implementation, and evaluation of curriculum, instruction, and other aspects of the learning experience. While the C&I degree is offered widely across the state of Ohio our version is different with its intentional support of early career educators and is unique for it's holistic centering of social justice across four anchoring pillars: inquiry, anti-racism, community, agency.

### 4. Duration of the program.

The minimum requirement is 30 credit hours. Students will be enrolled part-time as a cohort typically beginning with Summer admission in 2023. The curriculum is designed so that students will typically complete in 4 semesters. With a summer start, students will complete 3 courses in Summer 1, 2 courses in Fall 1, 2 courses in Spring 1, then 3 courses in Summer 2 prior to graduation. In this model, there will be overlap in the summer, with one cohort completing as the next one begins.

### 5. Admission timing.

We plan to admit a new cohort to the program each summer, starting in 2023. Students will be recruited during the academic year, with admissions decisions being made in the semester prior to the start of the cohort. In some circumstances, it may be necessary to begin a cohort in a different semester. However, regardless of time of admission, the program is designed as a cohort model, which requires students move forward in a sequenced fashion. Should students need to stop out of the program, they will be able to complete with the subsequent cohort.

6. Primary target audience for the program and admission requirements.

Target Audience: We are targeting school-based teachers and community-oriented educators. Most of our students will be early career educators in the first five years of their teaching career and as well as students working in community-education centers, non-profits, and other community-focused organizations. We see the primary audience being educators in Southwest Ohio but the online format also allows for recruitment across the state and even across the country.

Admission requirements are as follows:

- Bachelor's degree from an accredited higher education institution, with a minimum 2.75 cumulative undergraduate grade point average or demonstrated academic success in graduate-level coursework.
- Two letters of reference from faculty or professionals in the related field
- Personal essay that expresses the candidate's interests and goals as related to the degree description and focus
- Current CV/resume
- Interview as deemed appropriate by the faculty

7. Special efforts to enroll and retain underrepresented groups.

Recruitment efforts will continue to include the TEAM scholarship that provides a 25% tuition waiver for all practicing teachers. Our current M.Ed. in Transformative Education already has a growing number of individuals who self-report as being from diverse backgrounds, so we anticipate this pipeline will continue and expand as our revised M.Ed. in Curriculum & Instruction markets itself to explicitly support the work of classroom and community educators across diverse settings.

The Curriculum & Instruction degree will only serve to deepen existing relationships with school partners (including Aiken and Frederick Douglass in Cincinnati). It will also allow us to recruit more diverse students to the teaching profession with the ability to funnel them into this graduate program after completing one of our undergraduate degrees.

There is explicit and intentional focus on building community within cohorts during the program which will sustain and support diverse identities. These commitments by program faculty will position program graduates to continue promoting social justice education in their professional spaces.



## Curriculum and Instructional Design

### 1. Curricular content.

course #	title	credits
Required core courses for degree		
EDL622	Foundations of Multicultural Education	3
EDT615	Introduction to Research Inquiry	3
EDL616	Curriculum Innovation and Transformation through Understanding and Design	3
EDL611	Theories of Leadership	3
EDL615	Communities, Power, and Change	3
EDT557	Engaging Minoritized Children & Youth	3
Required courses for <i>Early Career Teacher track</i>		
EDT623	Students, Justice & Equity Centered Pedagogies	3
EDL619	Educational Policies and Teachers	3

EDT583	Educators as Activists: Preparing Educators for Forces Impacting Classrooms and Schools	3
Required courses for <i>Community-oriented Educator track</i>		
EDL687	Community Based Leadership & Action I	3
EDL688	Community Based Leadership & Action II	3
EDL638	Identity, Community, and Activism	3
Required Capstone		
EDT/EDL691	Graduate Capstone Experience in Education	3

2. What are the requirements students must fulfill to complete the program successfully?

Students will be required to complete 30 graduate credits with a grade point average of 3.0 or higher, including:

Core Courses: 18 credit hours

Required Track Courses: 9 credit hours

Capstone: 3 credit hours

Students must complete their program within 5 years of acceptance

Students must complete and submit their application for graduation per university policy.

3. Description of a required culminating, or integrated learning, experience.

The capstone course (EDT/EDL691) provides students the opportunity synthesize the graduate program. The project will demonstrate critical thinking, understanding contexts, and reflection to inform current/future actions by leveraging course work, experiences, and the four pillars from the graduate program. The end product will include a research paper, journal manuscript, grant proposal, or strategic plan and will be designed to meet the particular goals of the student as well as demonstrate the student's mastery of the degree's learning outcomes.

Final projects will be evaluated by 3 faculty members to include the Graduate Coordinator, Program Coordinator, Department Chairs, or other EDL/EDT faculty members. The student will need to receive a passing mark from at least 2 of the 3 faculty members in order to be deemed passing.

### **Institutional Planning for the Program**

1. What are the physical facilities, equipment and staff needed to support the program?

Since the proposed online M.Ed. in Curriculum and Instruction replaces an existing master's program (M.Ed. in Transformative Education), we do not anticipate any new, additional infrastructure, including facilities and faculty to deliver the program. If/when the program grows we anticipate the need for additional faculty to teach additional course sections and additional staff positions to support the program logistics. All of the course syllabi have already been revised to reflect the new learning outcomes and to create a cohesive learning experience.

The new program will be entirely online, whereas the previous program was delivered face-to-face. As such, support will be provided to support faculty in converting courses to the online environment as well develop the overall program shell. Miami Online staff will provide the technical infrastructure and support for converting the fully online program and the College/departments will provide faculty with support as needed when conversion of courses takes place outside of their typical workload.

Given the anticipated increase in enrollments and the intention to develop partnerships with school districts to offer cohort-based models throughout southwest Ohio, we do plan for a program coordinator position needing to be created to assist with staffing and administration of further cohorts of the degree program.

These costs are included in the Fiscal Report found in the Appendix.

The program received \$69K in 2020 from institutional funding to author and develop the curriculum. These funds were spent and the faculty side of the curriculum development has taken place.

2. What is the evidence that a market for the new program(s) exists?

A landscape survey (see Appendix) was completed by Miami Online with the main takeaway being that our new program will be “unique” as most of the universities offering a Curriculum & Instruction degree have a more "traditional" focus and structure. Miami will stand out in this crowded field with its ability to support educators through a graduate program that aligns with the institution's mission for "unwavering commitment to liberal arts" and "the active engagement of its students". The program will position students to be active leaders inside classrooms and communities to advance notions of diversity, equity, and inclusion.

Gray's data collected (see Appendix) showed high student demand for a Curriculum & Instruction degree and with a fully online program we provide a flexible option for students across Ohio and the nation. Currently less than half of Curriculum & Instruction programs are fully online.

3. Statewide Alternatives.

When Ohio stopped requiring the master's degree as part of teacher certification, several institutions eliminated their master's degrees, including in Curriculum and Instruction. This reduced the number of graduate level opportunities for teachers and others wishing to advance knowledge about curriculum design and development. We identified 12 comparably named programs across the state's private and public institutions; 7 are located at public institutions. Eight programs in total are online.

Table: Ohio Comparison of Programs

Institution	Program	# of Credits	Delivery Mode	Completions (19-20)
Ashland University	M.Ed in Curriculum & Instruction	36	distance	55
Bowling Green State University	M.Ed in Curriculum and Teaching	33	campus	55

Franklin University	M.S. Instructional Design & Learning Technology	32	distance	12
Kent State University – Kent	M.Ed Curriculum and Teaching	30	campus	12
Old Dominican University	M.Ed. Curriculum & instruction	36	distance	13
Ohio University	M.Ed. Curriculum & instruction	30	distance	37
Otterbein University	MAE in Curriculum and instruction	30	campus	6
Shawnee State University	M.Ed. Curriculum & instruction	33-36	distance	3
University of Akron	M.A. in Curriculum & Instruction	30	campus	11
University of Cincinnati	M.Ed. Curriculum & instruction	30	distance	67
University of Toledo	M.Ed. Curriculum & instruction	30	distance	13
Youngstown State University	M.Ed. Curriculum & instruction	30	distance	3

Source: Completions and delivery mode as reported by NCES College Navigator. Completions reported for 2019-2020 AY. Only listing institutions that registered at least 1 completion in that year. Program title and credits from the institutional webpage.

#### 4. Growth of the Program.

We anticipate that one cohort of 20 students will fill easily in the first year based on the current enrollments typical of the existing Transformative Education Masters along with our initial queries we from Fall 2021 as word got out that we were developing an online program for early career teachers and community educators. We anticipate filling two cohorts of a total of 40 students each summer with a new online program based on Gray's data and conversations with local school districts. If that were to happen, the new faculty member mentioned above would have to be in place sooner and provided through central university resources to meet the need and demand. We anticipate that the program should pay for itself within the first five years from initial delivery (an anticipated surplus of \$240,000 is anticipated in year 5).

#### 5. Institutional Staffing, Faculty, and Student Support.

##### a) Faculty.

Most of the faculty teaching and advising in this program will be full-time faculty. Most of the faculty will be seasoned instructors. On occasion, we may have to hire casual faculty (adjuncts or full-time visiting faculty) to meet the demand and load of all faculty across the two sponsoring departments. The most important condition for meeting the course load demand of the new online program depends on the hiring of a new faculty member who can teach a significant number of courses in the program as well as administer it.

We do not intend to hire the new faculty member until the 3rd year. High enrollment growth is able to be managed with current resources until the 3rd year. At that point a faculty hiring request would happen via the normal hiring plan process (requiring data showing enrollment growth, including meeting credit hour and headcount targets and ensuring all current resources are being utilized properly). We do not intend to hire a faculty member earlier than what is modeled.

##### b) Administration and Support.

Initially, the program coordinator, who already has a full 4x4 teaching load and is on a double overload in EDT, will shepherd the faculty instructors and the recruiting aspects of the program. A stipend is necessary for this person's efforts, and provided by the college and EDT/EDL. The departments have ample administrative staff support to run the new program at least as efficiently as the existing program. As the program grows so will the need for additional faculty positions to administer the courses and additional staff positions to handle program logistics.

## **Additional Proposal Sections for Entry Level Graduate Programs**

### **1) Entry level graduate degree programs**

**a) How is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If applicable, provide a detailed listing of the specific differences.**

This new C&I grad program positions students as future educators who leverage the 4 program pillars to develop themselves and allow them to be leaders in their future contexts. The program is designed as one holistic inquiry process where students start thinking about their research interests in semester one, learn research techniques throughout the program which allows them to refine and nuance their project, which culminates in the final semester, specifically in the EDT/EDL 691 capstone. This sets the graduate program apart from undergraduate studies in EDT and EDL, because this program is designed from day one, to be a continuous process of conceptualizing, designing, and conducting an original research study that contributes new knowledge to the education field. Undergraduates in EDT and EDL programs gain knowledge and skills to be professionals in education, whereas grad students in this program work as a professional community of early career teachers and community leaders to create new disciplinary knowledge that specializes in community, and culturally responsive and contextually relevant practices in education.

**b) How does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?**

The program emphasizes culturally relevant/sustaining pedagogical theories, critical theories in education (which examines power dynamics in educational settings inside and outside of schools), and sociocultural foundations. This theoretical base enables students to integrate a nuanced analytical lens to design rigorous research studies that are timely and urgent in current socio-political contexts.

**c) How does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?**

The program positions students to become knowledge producers and not mere knowledge consumers. Through the four program pillars, courses are designed to allow students multiple

opportunities to think critically about identity, positionality, voice, and lived experience to make sense of how they navigate the complexities of current educational spaces. Additionally, students will also think through the social, cultural, and political landscape of education to make informed professional decisions that impact the lives of youth and communities. This also includes the contextual factors of the particular communities in which students in our program are working from. This interplay of individual and structural analysis makes up the core of the professional decision-making skills in the program.

**d) How is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?**

Courses in the program integrate the historical, political, and cultural foundations of schooling to provide an in-depth knowledge base of the broad context of education in the U.S. This foundation includes contemporary issues in education and the everyday professional lives of educators inside and outside of schools. Students will also learn education policies in order to understand the complexities and realities of how educational decisions are made. This knowledge base across courses provides opportunities for students to grow in their critical understandings, help them navigate existing structures, and shape an original research study that not only responds to current issues in education, but also transforms education to address injustice in education and social inequities.

**e) Please describe the required culminating experience.**

The capstone course (EDT/EDL691) provides students the opportunity to complete a project that demonstrates critical thinking, understanding contexts, and reflection and action using the course work and experiences from the graduate program. The end product of the individualized experience could include a research paper, journal manuscript, grant proposal, or strategic plan. The final project starts in the students' first semester and gets altered throughout the program as they engage with research design concepts and try on various theoretical lenses. Each project will be unique based on the student's positionality and identity and will ultimately be determined by the student but supported by faculty in courses throughout the program. The project will be designed to meet the particular goals of the student as well as demonstrate the student's evolving understanding of the degree's learning outcomes.

Final projects will be evaluated by 3 faculty members to include the Graduate Coordinator, Program Coordinator, Department Chairs, or other EDL/EDT faculty members. The student will need to receive a passing mark from at least 2 of the 3 faculty members in order to be deemed passing.

**f) Does the proposed program identify faculty resources appropriate for the research component of the program?**

This is an interdisciplinary program with faculty from EDL and EDT who have expertise in various areas in education including: critical youth students, education policy, teacher education, critical theories in education, sociocultural foundations, education philosophy which makes our faculty uniquely qualified to guide students across a wide variety of educational research areas.



**g) Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?**

The holistic design and justice-centered approach of this program positions its graduates to be leaders and agents of change for equity in education. Students will have a strong theoretical grounding to guide their actions in classrooms and communities. Courses are also designed to scaffold students through the research process so that they can hone into their research interests, develop clear research questions, immerse in relevant research, learn key theories, and develop research design knowledge (including methodologies in education research). There will also be multiple checkpoints across the program in which students can check in with faculty to discuss their projects. Through this experience, students will develop expertise in particular areas in the education field-both scholarly and professionally.

**h) What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?**

Not applicable - this degree does not lead to any formal licensure

**TABLE OF CONTENTS FOR APPENDIX FOR CURRICULUM &  
INSTRUCTION CCPS NEW PROGRAM PROPOSAL**

<b>FACULTY MATRIX .....</b>	<b>2-5</b>
<b>FACULTY CURRICULUM VITAE .....</b>	<b>6-35</b>
<b>COURSE DESCRIPTIONS.....</b>	<b>36-37</b>
<b>FISCAL IMPACT STATEMENT .....</b>	<b>38</b>
<b>MARKET ANALYSIS (LANDSCAPE SURVEY, TUITION, GRAY’S DATA) .....</b>	<b>39-44</b>
<b>LETTERS OF RECOMMENDATION (DEAN, EDL CHAIR, EDT CHAIR).....</b>	<b>45-47</b>

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
Nathaniel Bryan	Assistant Professor	FT	Ph.D. Early Childhood Education, University of South Carolina, 2016	14	Ed.D. Educational Administration, South Carolina State University, 2008.	EDT623: Students, Justice, and Equity-centered Pedagogies EDT457/557: Engaging Minoritized Children & Youth	14
Durrell Callier	Assistant Professor	FT	Ph.D. Educational Policy Studies, University of Illinois at Urbana-Champaign, 2016	6	Minor: Gender & Women's Studies	EDL615: Communities, Power, and Change EDT557: Engaging Minoritized Children & Youth	6
Michael Evans	Associate Professor	FT	Ph.D. Curriculum & Instruction, Boston College, 2009.	13	None	EDL615: Communities, Power, and Change EDL687: Community-based Leadership I EDL688: Community-based Leadership II	13

Érica Fernandez	Associate Professor	FT	Ph.D. Educational Policy Studies, Indiana University, 2015.	8	Minor: Latino Studies	EDL615: Communities, Power, and Change EDL622: Foundations of Multicultural Education EDL687: Community-based Leadership I EDL688: Community-based Leadership II	8
Kathleen Knight Abowitz	Professor	FT	Ph.D. Social Foundations of Education, University of Virginia, 1996.	27	None	EDL611: Theories of Leadership	27
Ann MacKenzie	Associate Professor	FT	Ph.D. Curriculum & Instruction, University of Cincinnati, 1989.	33	None	EDT623: Students, Justice, and Equity-centered Pedagogies EDT483/583: Educators as Activists EDT/EDL 691: Capstone	36
Thomas Poetter	Professor	FT	Ph.D. Curriculum & Instruction, Indiana University, 1994.	28	Minor: Philosophy of Education	EDL611: Theories of Leadership EDL/EDT616: Curriculum Theorizing for Innovation and Transformation EDT/EDL 691: Capstone	28

Rachel Radina	Visiting Assistant Professor and Coordinator of the Urban Cohort	FT	Ph.D. Educational Leadership, Curriculum, and Cultural Studies, Miami University, 2015.	7	Certificates: Women, Gender & Sexuality Studies Family, School, Community Connections	EDT615: Introduction to Research Inquiry EDT619: Educational Policies and Teachers EDT623: Students, Justice, and Equity-centered Pedagogies	7
Ganiva Reyes	Associate Professor	FT	Ph.D. Curriculum & Instruction, University of Texas, 2016.	6	None	EDT615: Introduction to Research Inquiry EDT619: Educational Policies and Teachers EDL622: Foundations of Multicultural Education	6
Racheal Rothrock	Assistant Professor	FT	Ph.D. Curriculum & Instruction, University of Texas, 2017.	5	None	EDT615: Introduction to Research Inquiry EDT619: Educational Policies and Teachers	5
Kate Rousmaniere	Professor	FT	Ph.D. History of Education, Teachers College, 1992.	30	None	EDL611: Theories of Leadership	30
Scott Sander	Associate Clinical Professor	FT	Ph.D. Educational Leadership, Miami University, 2014.	8	Certificate of College Teaching	EDL/EDT616: Curriculum Theorizing for Innovation and Transformation EDT623: Students, Justice, and Equity-centered Pedagogies	8

Brian Schultz	Professor	FT	Ph.D. Curriculum & Instruction, University of Illinois at Chicago, 2005.	17	None	EDT615: Introduction to Research Inquiry EDL/EDT616: Curriculum Theorizing for Innovation and Transformation EDT/EDL 691: Capstone	17
Tammy Schwartz	Instructor and Director of the Urban Cohort	FT	Ed.D. Literacy, University of Cincinnati, 2001.	21	None	EDL638: Identity, Community, and Activism EDL687: Community-based Leadership I EDT483/583: Educators as Activists	21
Lisa Weems	Professor	FT	Ph.D. Cultural Studies in Education, The Ohio State University, 2000.	22	None	EDL622: Foundations of Multicultural Education EDL638: Identity, Community, and Activism EDL688: Community-based Leadership II	22

**Nathaniel Bryan, Ed.D., Ph.D.**  
NBRYAN2001@YAHOO.COM  
(803) 261-9381

## **ACADEMIC DEGREES**

---

**Doctor of Philosophy:** Early Childhood Education **May 2016**  
University of South Carolina, Columbia, South Carolina  
Dissertation Topic: Toward A Multidimensional Framework: Exploring the Constructed identities and pedagogical styles of Black Male Kindergarten Teachers in the South

**Doctor of Education:** Educational Administration **December 2008**  
South Carolina State University, Orangeburg, South Carolina  
Dissertation topic: Financial investments in school safety and school-violence incidents in South Carolina public high schools: Does money really matter?

**Master of Education:** Gifted Education **December 2003**  
Columbia College, Columbia, South Carolina

**Bachelor of Art:** French **Minor:** English **May 2001**  
University of South Carolina, Columbia, South Carolina

**Research Interests:** African-American language, Urban early childhood education, Black education, Black critical theory, Black Male Studies, Black male teachers/Boys in early childhood education, boyhood play, critical literacy, critical race theory, culturally relevant and sustaining pedagogies, equity and diversity, school-to-prison pipeline

## **RECENT AWARDS**

---

- 2020 AERA (American Education Research Association) SIG on Critical Perspectives on Early Childhood Education's Emerging Scholar Award
- 2015-2017 R.A.C.E. Mentoring through Social Media Fellow (National Selectee)  
*Vanderbilt University*

## **PROFESSIONAL EXPERIENCE**

---

**August 2018-present**    **Assistant Professor**  
                                 **Miami University**  
                                 McGuffey College of Education

**August 2013-June 2018**    **Clinical Assistant Professor**  
                                 **University of South Carolina**

## RECENT SCHOLARSHIP AND PUBLICATIONS

---

### BOOKS

- Wright, B., **Bryan, N.**, Sewell, C., Yates, L., Barrett, C., Thomas, K., & Robinson, M. (2019). *Gumbo for the Soul: Males of color share their stories, meditations, affirmations, and inspirations*. Charlotte, N.C. Information Age Publishing.
- **Bryan, N.** (under contract). Black men in early childhood education: Children's perception on culturally relevant teaching. Routledge Press.
- **Bryan, N.** (under contract). Play-not: Race, Class, Gender, and the Mischaracterization of Black boys' play. Temple University Press.
- Ellis, A. L., **Bryan, N.**, Sealey-Ruiz, Y., Toldson, I., & Emdin, C. (under contract). The Impact of Classroom Practices: Teacher Educators' Reflect on Culturally Relevant Teachers. Charlotte, N.C. Information Age Publishing





## RECENT BOOK CHAPTERS AND REVIEWS

---

- **Bryan, N.** (2019). The Emmanuel Church Massacre and the school across the street: A Black man's narrative of two racialized conflicts. In B. Wright, N. Bryan, C. Sewell, L. Yates, M. Robinson, & K. Thomas (Eds.) *Gumbo for the Soul: Males of color share their stories, meditations, affirmations, and inspirations* (pp.139-144). Charlotte, N.C. Information Age Publishing.
  - Muller, M. & **Bryan, N.** (2020). Toward a pedagogy of the veil: Addressing racism in early childhood education. In J. Kirylo (Ed.) *Reinventing Pedagogy of the Oppressed*. Bloomsbury Academic.
  - **Bryan, N.** (2019). Can anything good come out of the hood?: Situating Home and Community as Sites of Black Cultural Endowment. In C. Glover, T. Henry-Jenkins, & Troutman, S. (Eds.) *Culture, Community, and Educational Success: Reimagining the Invisible Knapsack* (Race and Education in 21<sup>st</sup> Century). Lexington Books.
  - Wynter-Hoyte, K., Muller, M., **Bryan, N.**, Boutte, G., & Long, S. (2019). Dismantling eurocratic practices in teacher education: A preservice program focused on culturally relevant, humanizing, and decolonizing pedagogies. In T. Hodges and A. Baum (Eds.). *Handbook of Research on Field-based Teacher Education*. IGI Global.
  - **Bryan, N.** & Wright, B. L. (2019). And how are the boys? Towards an African-American Male Pedagogy to promote academic and social success among Black boys in early childhood education. In B. Crawford, C. Newman, S. Platt & A. Hilton (Eds.) *Comprehensive Education in the 21<sup>st</sup> Century: Increasing Access in the Age of Retrenchment* (pp.99-121). Charlotte, NC: Information Age Publishing, Inc.
-



# DURELL M. CALLIER

MIAMI UNIVERSITY  MCGUFFEY HALL 304, 210 E. SPRING STREET, OXFORD, OH 45056  
 1.410.591.5819 (MOBILE) •  CALLIEDM@MIAMIOH.EDU •  DURELL.CALLIER1

## Education

---

Ph.D.	University of Illinois at Urbana-Champaign, Educational Policy Studies Minor: Gender & Women's Studies	2016
M.A.	University of Illinois at Urbana-Champaign, Educational Policy Studies Specialization: Social Cultural Foundations of Education	2012
B.A.	University of Maryland, Baltimore County, Social Work Minor: Africana Studies	2007

## Academic Appointments

---

2016 – Assistant Professor of Cultural Studies & Curriculum, Department of Educational Leadership  
Miami University, Oxford, Ohio

## Selected Publications

---

### Books

Callier, D. M. & Hill, D. C. (2019). *Who look at me?!: Shifting the gaze of education through Blackness, queerness, and the body*. Boston, MA: Brill | Sense Publishers

### Peer-Reviewed Journal Articles

Callier, D. M. (2020). Feelin' real/ unbroken: Imagining Blackqueer education through autopoietic inquiry. *International Review of Qualitative Research*. [doi.org/10.1177/1940844720974104](https://doi.org/10.1177/1940844720974104)

Callier, D. M. (2020). Taking a moment for life: Remembering Black queer lives through performance. *Cultural Studies ↔ Critical Methodologies*. [10.1177/1532708620911406](https://doi.org/10.1177/1532708620911406)

Callier, D. M. (2018). Still, nobody mean more: Engaging Black feminist pedagogies on questions of the citizen and human in anti-Blackqueer times. special issue in *Curriculum Inquiry*, 48(1), 16-34.

Owens, T., Callier, D. M., Robinson, J., & Garner, P. (2017). Towards an interdisciplinary field of Black girlhood studies. *Departures in Critical Qualitative Research*, 6(3), 116-132.

### Chapters in Edited Volumes/Encyclopedia Entries (\*underwent peer review in addition to editorial review)

Callier, D. M. (2020). Blackqueer pedagogy: (Un) making memory, citizenship, and education. In C. McCarthy, W. Crichtlow, E. Bulut, K. Goel, B. N. Sanya, & K. Desai (Eds.), *New colonialism: Spaces, schools, and museums in the neoliberal venues of the global city*. Peter Lang.

\*Callier, D.M., & Hill, D.C. (2019). [Performance-based ethnography](https://doi.org/10.1093/acrefore/9780190264093.013.842). In *Oxford Research Encyclopedia of Education*. Oxford University Press. doi: [http://dx.doi.org/10.1093/acrefore/9780190264093.013.842](https://doi.org/10.1093/acrefore/9780190264093.013.842)

## Selected Honors, Grants, & Fellowships

---

2021 Altman Scholar. *Race and Racism*. Miami University, Humanities Center.  
Humanities Lab (with Tammy Brown, Glenn Platt, Amity Noltemeyer, Rachel McMillen). *Antiracist Pedagogy and Praxis for High School Students*. Miami University, Humanities Center.

- 2020 Summer External Grant Proposal Development Award. Miami University, College of Education, Health and Society.
- 2019 Eloise E. Martin Instructional Enrichment Grant. Miami University, College of Education, Health and Society.

## Selected Presentations

---

### *Invited Talks & Performances*

- 2020 Talk. *Queered by the state: Educative spaces and Black queer life in/and against violence*. Queer of Color Critique and Analysis Research Institute. University of Toronto, OISE. Toronto, Ontario. (Conference Canceled)
- 2019 Talk. *Queer Roots and Causes: Reframing Anti-Black Violence in the Lives of Youth*. Dresher Center for the Humanities, The Center for Social Science Scholarship, McNair Scholars Program, Women's Center and Africana Studies. University of Maryland, Baltimore County.
- 2018 Talk. *Staging Blackqueer Lives in Anti-black Queer Times: Visual Possibilities, Poetics and Resistance*. Amherst College Center for Community Engagement and Department of Black Studies. Amherst College. Amherst, MA. October.
- Plenary Performance (with Dominique C. Hill). *When the Stakes Are Too High*. International Congress of Qualitative Inquiry. University of Illinois. Champaign, IL. May.

## Teaching Experience

---

### **Miami University Instructor** (responsible for course and syllabus design, instruction, and evaluation)

Introduction to Critical Youth Studies (undergraduate)  
 Introduction to Critical Youth Studies Online (undergraduate, developed online curricula)  
 Youth, Media, and Pop Culture (undergraduate)  
 Youth, Media, and Pop Culture Online (undergraduate)  
 Qualitative Research I (graduate)  
 Qualitative Research I Online (graduate, developed online curricula)  
 Foundations of Multicultural Education (graduate)  
 Curriculum, Pedagogy and Diversity (graduate)  
 Curriculum, Pedagogy and Diversity Online (graduate, developed online curricula)  
 Theorizing Gender, Sexuality and Education (graduate, online course offering)

**Michael P. Evans**  
306G McGuffey Hall  
Miami University  
College of Education, Health & Society  
Oxford, OH 45056-3439  
Email: mevans@miamioh.edu  
Office: (513) 529.6410

### **Current Position**

Associate Professor of Family, School, and Community Connections  
Joint Appointment in Departments of Educational Leadership, Teacher Education, and Family Sciences & Social Work  
Miami University, Oxford, OH (2015-Present)

### **Employment History**

Assistant Professor of Family, School, and Community Connections  
Joint Appointment in Departments of Educational Leadership, Teacher Education, and Family Studies & Social Work, Miami University, Oxford, OH (2009 – 2015)

### **Education**

Boston College, Chestnut Hill, MA  
Ph.D. Curriculum & Instruction, May 2009.  
Dissertation: *Inside Education Organizing: Learning to Work for Educational Change*

Harvard Divinity School, Cambridge, MA  
M.Div., June 2003.

University of Notre Dame, Notre Dame, IN  
M.Ed. Elementary Education, June 2000, High Honors.

College of the Holy Cross, Worcester, MA  
B.A. Religious Studies/History, June 1998, Dean's List 1997-98.

### **Recent Publications:**

#### **Academic Journal Articles**

**Evans, M.P.,** Saultz, A. & Winton, S. (2021). Social media utilization in discourse coalitions: The case of the opt-out movement in Ohio. *Teachers College Record*.

**Evans, M.P.** (2018). Developing community engaged research practices in family, school and community partnerships. 3(2), *Journal of Family Diversity in Education*. 1-16.

### **Recent Conference Presentations (Peer Reviewed)**

April 2021, American Educational Research Association, Virtual Conference  
"Chinese immigrant participation in education organizing: From home-based supporters to reluctant activists"

November 2020, University Council for Educational Administration, Virtual Conference  
"Abolitionist Leadership Praxis: Education Leadership and the School Prison Nexus"

## **University Teaching Experience**

### **Miami University, 2009 – Present**

EDT 190 Introduction to Education Studies

EDT 205 Race, Cultural Diversity, and Equity in Education\*

EDT/FSW 225 Families, Schools & Communities\*

FSW 261 Diverse Family Systems Across the Life Cycle

EDL 318 Teacher Leadership

EDL 382 Community-Based Research in Education\*

EDT 422 Radical Possibilities in Urban Education\*

EDL 464 Community Based Leadership and Change\*

FSW/EDL 614 Family, School, and Community Partnerships\*

EDL 683 Introduction to Qualitative Research

EDT 689 Interpretation and Application of Research in Education

EDL 771 Introduction to Doctoral Studies

EDL 781 Leadership for the Public Good\*

\*original courses

## **Higher Education Leadership Positions and Curriculum Development**

*Director of Undergraduate Programs in Educational Leadership/Chief Departmental Advisor (2016-2020)*

*Coordinator - Community Based Leadership Minor, Educational Leadership*

Worked with Education Leadership faculty to create an interdisciplinary minor focused on community based leadership models. Researched public leadership frameworks from across the country to develop a cohesive plan of study and networked with departments across campus to negotiate course-cross listings and curriculum endorsements. Developed new “capstone” course EDL 464: Community Based Leadership and Change.

*Coordinator (2010-2015) - Graduate Certificate in Family, School, and Community Partnerships*

Approved in January 2011, the Graduate Certificate in Family, School, and Community Partnerships is the first of its kind in the United States. The certificate is intended to address the professional development needs of individuals working as parent educators, resource coordinators, community liaisons, and others in similar positions. Certificate requirements cross the EDL, FSW, and EDP departments making this an interdisciplinary endeavor.

## **Recent Grants & Awards**

2018-19 – Dean’s Vision Award for Service Above and Beyond

## **Peer Reviewer:**

- *Education Administration Quarterly*
- *Journal of Educational Change*
- *Teaching Education*
- *Teachers College Record*
- *Leadership and Policy in Schools*
- *Educational Studies*
- *Multicultural Education*
- *International Journal of Leadership in Education*
- *AERA Annual Conference 2009-Present*
- *Grassroots Community and Youth Organizing SIG*

# Érica Fernández, Ph.D.

Associate Professor  
Miami University  
College of Education, Health, & Society  
Department of Educational Leadership  
210 E. Spring St.  
Oxford, OH 45056  
219-512-6492  
fernane4@miamioh.edu

## EDUCATION

---

Ph.D. **Indiana University – Bloomington**  
2015 Educational Policy Studies  
*Minor: Latino Studies*

M.Ed. **Indiana University – Bloomington**  
2009 Literacy Culture & Language Education

B.S. **Indiana University – Bloomington**  
2006 Elementary Education

B.A. **Indiana University – Bloomington**  
2006 Spanish

## RESEARCH SPECIALIZATIONS

---

Latina/o/x parental engagement & organizing  
Intersection of anti-immigration reform and educational policies & practices  
Critical Race Theory (CRT) & Latinx Critical Theory (LatCrit)  
Family & community engagement  
Qualitative research (critical ethnography & participatory action research)

## PROFESSIONAL EXPERIENCE

---

### ***Academic***

2019-present	<b>Miami University</b> , Educational Leadership, <i>Associate Professor</i>
2014-2019	<b>University of Connecticut</b> , Educational Leadership, <i>Assistant Professor</i>

## SELECTED SAMPLE OF AWARDS, HONORS, & FELLOWSHIPS

---

### ***National***

2021 Journal of Cases in Educational Leadership, Paula Silver Award (Most

### SELECTED SAMPLE OF REFEREED SCHOLARLY PUBLICATIONS

---

- LeChasseur, K. & **Fernández, É.** (*In Press*). Domination, Legitimacy, and Meaning: Tensions in Supporting Locally-Driven Initiatives. *Public Administration Review*. (H Index = 100, Q1).
- Fernández, É.** & Rodela, K.C. (2020). “*Hay poder en numeros*”: Understanding the development of a collectivist Latinx parent identity and *conscientização* amid an anti-immigrant climate. *Teachers College Record*. (H Index =78, Q1)
- Fernández, E.** & Scribner, S.M.P. (2018). “Venimos para que se oiga la voz”: Activating community cultural wealth as parental educational leadership. *Journal of Research in Educational Leadership*. DOI. 10.1177/1942775117744011
- Fernández, E.**, LeChasseur, K., & Donaldson, M.L. (2018). Responses to Including Parents in Teacher Evaluation Policy: A Critical Policy Analysis. *Journal of Education Policy*. DOI. 10.1080/02680939.2017.1370135 (H Index = 55, Q1)
- Scribner, S.M.P. & **Fernández, E.** (2017). Organizational politics of parental engagement: The intersections of school reform, anti-immigration policies and Latinx parent organizing. *Educational Policy*, 31(6), 895-920. (H Index = 37, Q1)
- Fernández, E.** (2016). Illuminating Agency: A Latin@ Immigrant Parent’s *Testimonio* on the Intersection of Immigration Reform and Schools. *Equity & Excellence in Education*, 49(3), 350-362. (H Index = 17, Q2)
- Fernández, E.** & López, G. (2016). When parents behave badly: A critical policy analysis of parent involvement in schools. In Young, M. & Diem, S. (Eds.), *Critical approaches to education policy analysis: Moving beyond tradition* (pp. 111-121). New York: Springer.

### SELECTED SAMPLE OF GRANTS FUNDED

---

- Co-Principal Investigator. LeChasseur, K., Cobb, C., & **Fernández, É.** (2016, Fall). Nellie Mae. League of Innovative Schools Proposal. \$199, 383.
- Principal Investigator. **Fernández, E.** (2016, Summer). CommPACT, University of Connecticut. Funding for Parent Perceptions on Parental Engagement. \$8,334.

### SELECTED SAMPLE OF COURSES TAUGHT

---

#### Miami University

- EDL 204 – Sociocultural Foundations in Education
- EDL 382 – Community based learning & research in Education
- EDL 614 - Family, School, and Community Partnerships
- EDL 762 – Culture Leadership Education

#### University of Connecticut

- EDLR 5310 – Creating and Sustaining a Positive School Climate
- EDLR 6467 – Social Justice Leadership, Equity, and School Change

# Kathleen Knight Abowitz

---

Professor • Department of Educational Leadership • 304 McGuffey Hall • Miami University • Oxford, OH, USA 45056 • 513-529-6825 • [knightk2@miamioh.edu](mailto:knightk2@miamioh.edu) • MU Scholarly  
Commons: <https://sc.lib.miamioh.edu/handle/2374.MIA/5786>

## **Education**

Ph.D., University of Virginia, Social Foundations of Education, 1996. Area of concentration: Philosophy of Education.  
M.Ed., University of Vermont, Higher Education and Student Affairs Administration, 1989.  
B.A., Randolph-Macon College, Business and Economics, 1986.

## **Professional experience**

*Department Chair*, Miami University of Ohio, Department of Educational Leadership, 2013-2018.

*Professor*, Miami University of Ohio, Department of Educational Leadership. 2009-present.  
Associate Professor, 2001-2009  
Assistant Professor, 1995-2001

## **Selected Publications**

### **Books**

Knight Abowitz, Kathleen, with Steve Thompson. *Publics for public schools: Legitimacy, democracy and leadership*. New York: Routledge, 2014.

### **Edited books**

Michael P. Evans and Kathleen Knight Abowitz (Eds.) *Engaging Youth in Leadership for Social and Political Change* (New Directions in Student Leadership, issue 148, Winter 2015). San Francisco: Jossey-Bass.  
<http://www.wiley.com/WileyCDA/WileyTitle/productCd-1119210674.html>

### **Book Chapters**

Sue Ellen Henry and Kathleen Knight Abowitz, "Black Bodies in Schools: Dewey's Democratic Provision for Participation Confronts the Challenges of 'Fundamental Plunder' *Dewey and Education in the 21st Century: Fighting Back*, edited by Ruth Heilbronn, Christine Doddington, & Rupert Higham (West Yorkshire, UK: Emerald Publishing, 2018).

Re-print: Kathleen Knight Abowitz and Kate Rousmaniere, "Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader," in Keeping the Promise: Essays on Leadership, Democracy, and Education edited by Dennis Carlson & C. P. Gause (NY: Peter Lang, 2007). Reprinted in Richard Quantz and Joao Paraskeva, ed., *A liderança baseada na cultura. Ensaios sobre liderança, cultura e escolarização* (Edições Pedagogo, 2012).

Knight Abowitz, Kathleen, Stephanie Raill-Jayanandhan, and Sarah Woiteshek, "Public and Community-Based Leadership Education," in *From Command to Community: Redefining Leadership Education in Colleges and Universities*, Nicholas V. Longo and Cynthia Gibson, Eds. Boston: University Press of New England, 2011.

Knight Abowitz, Kathleen. "Intergenerational justice and school choice." In *School Choice Policies and Outcomes: Philosophical and Empirical Perspectives on Limits to Choice in Liberal Democracies*, edited by W. Feinberg and C. Lubienski, pp. 79-98. Albany, NY: SUNY Press, 2008.

Knight Abowitz, Kathleen and Joseph Wegwert. "Veteran's Day in a U.S. public high school: Lessons for nationalistic loyalty or cosmopolitanism?" In *Changing Notions of Citizenship Education in Contemporary Nation-states*, edited by K. Roth and N. Burbules, pp. 51-76. Rotterdam, The Netherlands: Sense Publishers, 2007.

### **Refereed Articles**

Kip Kline and Kathleen Knight Abowitz, "Walker Percy's *The Moviegoer* and the Existential Plight of the Young Adult," *Educational Theory* (in press).

Dustin Hornbeck, Kathleen Knight Abowitz, and Andrew Saultz, "Virtual Charter Schools and the Democratic Aims of Education," *Education and Culture* 35, 2 (2019), pp. 3-26.

Sarah M. Stitzlein and Kathleen Knight Abowitz, "Telling New Stories about School," *Phi Delta Kappan* 101 (4) (December/January 2019/2020), p. 14-19.

Knight Abowitz, Kathleen. "The school principal as democratic leader: A critique of the Wallace Foundation's vision of the principalship," *International Journal of Leadership in Education* (2019), <https://www.tandfonline.com/doi/full/10.1080/13603124.2019.1637545>

Kathleen Knight Abowitz and Dan Mamlok, "The Case of #NeverAgainMSD: When Proceduralist Civics Becomes Public Work by Way of Political Emotion," *Theory and Research in Social Education* 47, 2 (2019), pp. 155-175.

Kathleen Knight Abowitz and Dan Mamlok, "#NeverAgainMSD Student Activism: A Response to Ruitenberg's 'Educating Political Adversaries,'" *Philosophy of Education Society* 2019, forthcoming.

Kathleen Knight Abowitz and Sarah M. Stitzlein, "Public Schools, Public Goods, and Public Work," *Phi Delta Kappan*, 100, 3, October 22, 2018.

Kathleen Knight Abowitz, "The War on Public Education: Agonist Democracy and the Fight for Schools as Public Things," *Philosophical Inquiry in Education* 25, 1 (2018), pp. 1-15. Available: <https://journals.sfu.ca/pie/index.php/pie/article/view/1035>

Knight Abowitz, Kathleen. "Achieving Public Schools." *Educational Theory* 61, 4 (August 2011), 467-489.

Knight Abowitz, Kathleen. "What's pragmatic about community organizing?" *Philosophical Studies in Education* 41 (2010), 60-71.

### **Non-refereed publications**

Malin, Joel and Kathleen Knight Abowitz, "Private interests are wrongly shaping education policies in Ohio," *Cleveland Plain Dealer*, February 21, 2020.

Knight Abowitz, Kathleen. "The Interdependency of vocational and liberal aims in higher education." *About Campus* 11, 2 (2006): 16-22. [Circulation 8,000]

### **Editorial work**

Co-edited *Educational Theory* special issue, "How Public are the Public Schools?" (volume 61, issue 4) with Chris Higgins.

### **Selected Professional & Community Service**

- Member, Executive Committee, and Program Committee, Philosophy of Education Society of North America
- Past-President and Executive Committee member, John Dewey Society, 2015-2017
- Past President, Program Committee, and Executive Committee, Ohio Valley Philosophy of Education Society.
- School Board member (2019-2023), Talawanda City Schools, Oxford, Ohio.



**Abbreviated Vitae**  
**Ann Haley MacKenzie, Ed.D.**  
(formerly Ann Haley-Oliphant)

**EDUCATION AND CERTIFICATION**

<b>Institution Attended</b>	<b>Degree</b>	<b>Year Conferred</b>	<b>Field of Study</b>
Purdue University	B.S.	1978	Biology and Biology Education
University of Cincinnati	M.Ed.	1987	Science Education
University of Cincinnati	Ed.D.	1989	Curriculum and Instruction

Professional Certification in 7-12 General Science, Biology, and Chemistry; Supervisor's Science Certificate; Phi Beta Kappa

**EMPLOYMENT**

2002-present Associate Professor, Teacher Education, **Miami University**, Oxford, OH  
1995-present Assistant Professor, Teacher Education, **Miami University**, Oxford, OH  
1997-1999 Curriculum Consultant, **National Geographic Society**, Washington, D.C.  
1992-95 Visiting Assistant Professor, Teacher Education, **Miami University**, Oxford, OH  
1992-96 1992-94 Project Director/Master Teacher for **Project Discovery (NSF State Systemic Initiative)**, Miami University, Oxford, OH  
1990-present Curriculum Consultant, **Biological Sciences Curriculum Study (BSCS)**, Colorado Springs, CO  
1987-92 Science Teacher, **Kings Local School District**, Kings Mills, OH  
1981-82 Instructional Coordinator for Youth Programs, **Missouri Botanical Garden**, St. Louis, MO  
1979-81 Science Teacher, **Hazelwood School District**, St. Louis, MO

**SELECTED AWARDS, ADVISORY AWARDS, AND COMMITTEES**

- Extra-Ordinary Professor, **North-West University**, Potchefstroom, South Africa, Research with the Self-Directed Learning Unit, August 2021-present.
- Editor, The Science Teacher, National Science Teaching Association (NSTA), Washington, D.C., August 2019-present.  
Special Professor, **University of Johannesburg, South Africa**; Dept of Math, Science and Technology, August 2010-present.

**RECENT GRANTS AWARDED:**

- Herrington, D., Yersinski, E. and MacKenzie, A. (2011). **Collaborative Research: Further Development and Testing of the Target Inquiry Model for Middle and High School Science Teacher Professional Development.**, NSF Grant, \$1.5 million.

**SELECTED PUBLICATIONS: (42 publications; 3 books)**

MacKenzie, A.H. (2022). A socially-just science classroom: What will we teach with critical race theory under attack? *The Science Teacher*, 89, pp. 6-7.

Mackenzie, A.H. (2019). Keeping Curiosity Alive. *The Science Teacher* 86: pp 6.

Mackenzie, A.H. (2019) What Will Be Your Legacy As A Science Teacher? *The Science Teacher*, 86, pp. 6.

Mackenzie, A.H. (2019). Encouraging Student Voices in the Science Classroom. *The Science Teacher*, 89, pp. 6.

MacKenzie, A.H. and Halsey, J. (2018). Pre-service teachers' attitudes and conceptions of teaching climate change in the classroom. Proceedings of the *International SAARMSTE Meeting*, Gabarone, Botswana.

Vilardo, D.A., MacKenzie, A.H., Yeziarski, E.J. (2017). Using students' conceptions of air to evaluate a guided-inquiry activity classifying matter using particulate models. *Journal of Chemical Education*, 94, 206-210.

Goffena, J. and MacKenzie, A.H. (2013). Athletic constructivism and kinesthetic inquiry. *Techniques for track, field and cross country*, 6, pp. 10-16.

MacKenzie, A.H. (2013) A metaphorical analysis of the ecology of the classroom. *Education Change*,

MacKenzie, A.H. and McDowell, B. (2012). Making sense of dinosaur tracks. *Science Scope*, 36, pp. 40-47.

Rozelle, J. and MacKenzie, A.H. (2011). Impact of summer science homework on urban students. *American Biology Teacher*, 73, pp. 449-452.

MacKenzie, A.H. (2009). Preparing high school students for college science classes. *The American Biology Teacher*, 71, pp. 6-7.

MacKenzie, A.H. (2008). The necessity of students and teachers as science researchers. *The American Biology Teacher*, 70, pp. 518-519. Refereed-30% acceptance rate; Circulation- 9000.

**PRESENTED PAPERS AND WORKSHOPS** at 47 International, National, Regional, State and Local Education Conferences, such as AETS, NSTA, NABT, NARST, and AERA.

## **Thomas S. Poetter**

---

### **EDUCATION**

<b>Ph.D.</b>	<b>Indiana University, Bloomington, Indiana</b>	<b>1994</b>
	<b>Major: Curriculum &amp; Instruction</b>	
	<b>Minor: Philosophy of Education</b>	
	<b>Dissertation: Making Meaning in the Experiential Domain</b>	
<b>M.Div.</b>	<b>Princeton Theological Seminary, Princeton, NJ</b>	<b>1988</b>
	<b>Major: Christian Education</b>	
	<b>Princeton University, Princeton, New Jersey</b>	<b>1988</b>
	<b>State of New Jersey Teacher Certification</b>	
<b>B.A.</b>	<b>Heidelberg College, Tiffin, Ohio</b>	<b>1985</b>
	<b>Majors: English/Business Administration</b>	

### **PROFESSIONAL EXPERIENCE**

<b>2018-present</b>	<b>Miami University, Oxford, Ohio</b> <b>Professor and Chair, Department of Educational Leadership</b>
<b>2005-2018</b>	<b>Miami University, Oxford, Ohio</b> <b>Professor, Curriculum Studies, Department of Educational Leadership</b> <b>EDL Graduate Studies Director, 2013-2018</b>
<b>2005-2010</b>	<b>Miami University, Oxford, Ohio</b> <b>Founder and Director, Miami University Partnership Office</b>
<b>2001-2005</b>	<b>Miami University, Oxford, Ohio</b> <b>Associate Professor, Department of Educational Leadership</b>
<b>1997-2001</b>	<b>Miami University, Oxford, Ohio</b> <b>Assistant Professor, Department of Educational Leadership</b>
<b>1994-1997</b>	<b>Trinity University, San Antonio, Texas</b> <b>Assistant Professor of Education</b>
<b>1991-1994</b>	<b>Indiana University, Bloomington, Indiana</b> <b>Graduate Assistant to the Chair and Associate Instructor, C&amp;I</b>
<b>1988-1991</b>	<b>Culver Academies, Culver, Indiana</b> <b>Teacher, English; Boys' Basketball Coach; Assistant Chaplain</b>

## Publications

- Published 21 Books and Monographs since 1997
- Published 40 peer-reviewed journal articles since 1994
- Published 18 book chapters since 2001

## Presentations

- Presented 46 refereed paper presentations since 1995
- Presented 29 refereed presentations since 1994
- Presented 21 invited presentations since 1997

## Courses Taught at Miami University

- Taught 28 different courses since 1997
- Most of the courses focus on teacher induction, teaching, and curriculum

## Advising

- Advised 27 Completed Dissertations as of Spring 2020

## Service Highlights

- Editor, *Journal of Curriculum Theorizing* (JCT), President of the Foundation for Curriculum Theorizing, and host of the Annual Conference of JCT at the Bergamo Conference, 2019-2025.
- Co-Founder, Co-Editor, *The Currere Exchange Conference & Journal*, with Denise Baszile, 2016-present.
- Factotum/Elected Member, Professors of Curriculum. 1997-present. Membership Committee, Chair. 2015, Membership Committee Member, 2006, 2016. Factotum, 2016-2017.
- Founding Journal Co-Editor, *Education in a Democracy: A Journal of the NNER*. Served on founding committee for NNER's first journal, as host of the journal in Miami's Partnership Office, and as co-editor, 2009-2011.
- Co-Chair, Curriculum & Pedagogy Group, Governing Council Member, Creative Writing Strand Chair, Publications Committee Chair, (2002-2003). Co-Chair (2003-2005). Member, 2000-present.

## Awards

- EHS Dean's Vision Award for Graduate Student Mentoring, College of Education, Health & Society, Miami University, 2017.
- Delp Award for Teaching, School of Education, Health and Society, Miami University, 2013
- Partnership Award, Talawanda City Schools Board of Education Recognition for Service to the District as Partnership Co-Chair, 2001-2010.
- John Goodlad Scholar, Named by The Institute for Educational Inquiry (IEI), 2008
- Talawanda Schools Crystal Apple Award, Distinguished Service to the District, Spring 2002.
- General Delmar T. Spivey Award for Excellence in Teaching, Culver Academies, 1990.

**Rachel Radina**  
[coffeyr@miamioh.edu](mailto:coffeyr@miamioh.edu)

## **EDUCATION**

---

**Ph.D. Educational Leadership, Curriculum & Cultural Studies with certificates in Women, Gender & Sexuality Studies and Family, School, Community Connections**  
Miami University, Oxford, OH, 2015

**M.S. Family Studies**  
Miami University, Oxford, OH, 2010

**B.A. Business Administration/Marketing**  
Wilmington College, Cincinnati, OH, 2007  
Magna Cum Laude

**A.A. Business Administration**  
University of Cincinnati, Cincinnati, OH, 2005

## **SELECTED PUBLICATIONS**

---

**Radina, R.** & Schwartz, T. (2019). *Radical Love as Resistance: Youth Participatory Action Research for Transformation*. Sentia Publishing. (book)

Reyes, G., Aronson, B., Batchelor, K. E., Ross, G., & **Radina, R.** (2021). Working in Solidarity: An Intersectional Self-Study Methodology as a Means to Inform Social Justice Teacher Education. *Action in Teacher Education*, 1-17.

Aronson, B., Johnson, A., Kelly, M., **Radina, R.**, Reyes, G., Banda, R., Sander, S., Wronowski, M. (2020). The Social Justice Teaching Collaborative: A Collective Turn Towards Critical Teacher Education. *Journal of Curriculum Studies Research*, 2(2), 21-39.

Reyes, G., **Radina, R.** & Aronson, B. (2018). Teaching Against the Grain as an Act of Love: Disrupting White Eurocentric Masculinist Framework Within Teacher Education. *Urban Review*, 50 (5), 818-835.

**Radina, R.**, Schwartz, T., Ross, G., Aronson, B., Albright-Willis, J., Wallace, M., & Norval, B. (2018). A Space for us too: Youth Participatory Action Research as a means for liberation in school-community-university partnerships. *School-University Partnerships*, 11 (4), 122-139.

**Radina, R.** (2018). Resistance as an act of love: Remember your roots. *Currere Exchange Journal*, 2 (1), 53-58.

## **MOST RECENT GRANTS & AWARDS**

---

2021 (Miami University) Interdisciplinary Teacher & Curriculum Grant: The Social Justice

Teaching Collaborative (SJTC): Developing an Interdisciplinary, Social Justice Curriculum to Address Concerns of “How to Teach”- \$4000

2019 (Miami University) Interdisciplinary Research Seed Grant: *Investigating Critical Social Justice Practices Across Disciplines with Preservice and Practicing Teachers*- \$10,000

### **SELECTED CONFERENCE PRESENTATIONS**

---

November 2021, **Radina, R.**

National Network for Educational Renewal (NNER), Cincinnati, OH

“Radical Love as Resistance: Youth Participatory Action Research for Transformation”

April 2020, **Radina, R.**, Jenkins, M, Aronson, B. & Brown, D.

American Educational Research Association (AERA), San Francisco, CA

“Racial Equity and Diversity (READ) Curriculum: Grassroots Collectives for Social Justice”

November 2019, Aronson, B., Reyes, G., Batchelor, K. E., Ross, G., & **Radina, R.**

The American Educational Studies Association (AESA), Baltimore, MD

“How Critical Community Building Amongst Colleagues Builds Solidarity”

November, 2019, Schwartz, T., **Radina, R.**, Arens, J., Jenkins, M., Delaney, M., & Blake, J.

9th International Conference on Education and Social Justice, Honolulu, Hawai'i

“Community-University Partnerships in the Pursuit of Justice & Equity”

October 2019, **Radina, R.** Webb, M, & Kuertz, S.

Mid-western Educational Research Association (MWERA), Cincinnati, OH

“Youth Participatory Action Research as a tool for youth self-advocacy in educational spaces”

April 2019, Aronson, B., Reyes, G., **Radina, R.**, Batchelor, K., Sander, S.

American Educational Research Association (AERA), Toronto, Canada

"Grassroots Mobilization: Establishing Social Justice at the Core of Teacher Education"

November 2018, **Radina, R.**, Reyes, G. & Aronson, B.

The American Educational Studies Association (AESA), Greenville, SC

“A new way forward: Resistance as an act of love within teacher education”

October 2018, **Radina, R.**, Ross, G. & Webb, M.

Mid-western Educational Research Association (MWERA), Cincinnati, OH

“Preparing Culturally Relevant Practitioners: Exploring the Intersectional use of Theatre of the Oppressed & Currere”

April 2018, **Radina, R.**, Jenkins, M., & Aronson, B.

American Educational Research Association (AERA), New York, NY

“Education as the Practice of Freedom: Racial Equity & Diversity Curriculum”

# Ganiva Reyes

## CURRENT POSITION

Associate Professor in Teacher Education  
Pk-5 Primary Education Program Coordinator  
Affiliate Faculty Status in Educational Leadership

## EDUCATION

May 2016 University of Texas at Austin, College of Education  
*Ph.D., Curriculum and Instruction*  
May 2010 University of Texas at Austin, College of Liberal Arts  
*M.A., Women's and Gender Studies*  
August 2006 Texas A&M University—College Station  
*M.Ed., Curriculum and Instruction*  
May 2005 Texas A&M University—College Station  
*B.A., Biology*

## PROFESSIONAL CERTIFICATION

2006-Present Life Sciences 8-12, Texas State Board for Educator Certification

## PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION

08/2017-Present **Assistant Professor in Teacher Education**  
*Miami University, Oxford Ohio, Department of Teacher Education*

## TEACHING EXPERIENCE

### Miami University

#### *Undergraduate courses:*

- Introduction to Education (EDT 190)
- Race, Cultural Diversity, and Equity in Education (EDT 205)
- Family, Schools, and Communities (EDT/FSW 225)
- Foundations of Literacy-Early Childhood Education (EDT 246E)
- Writing for Educators (EDT 284)
- Education Strategies for Non-Majors (EDT 311)
- Junior Seminar of Urban Education Cohort (EDT 420B)

#### *Graduate courses:*

- Multicultural Foundations in Education (EDL 621)
- Applied Studies in Classroom Teaching (EDT 610)

## PUBLICATIONS AND WORKS IN PROGRESS

(^Denotes equal authorship), (\*Denotes Research with graduate student), (^Underwent peer review in addition to editorial review)

### Articles published or accepted in refereed journals

^Banda, R., Fernandez, E., Aronson, B., & **Reyes, G.** (Accepted Proposal – anticipated 2022). “This ain’t new, so back us up”: Critical race composite counterstories as resistance during an anti-CRT climate in teacher education. *Thresholds in Education*.

^**Reyes, G.**, & Aronson, B. (Accepted). “It reeks of first-wave whiteness”: A reimagined critical whiteness studies and feminist of color teacher education. *International Qualitative Studies in Education*.

^\***Reyes, G.**, Barrios, V., Banda, R., Aronson, B., Claros Berlioz, E., Castañeda, M. (2021). Transgressing the Personal/Professional Divide: Reconnecting and Healing Through Testimonio Within a Latina Diaspora Collaborative Group. *Journal of Women and Gender in Higher Education*, 14(3), 283-301. <https://www.tandfonline.com/doi/full/10.1080/26379112.2021.1958221>

Reyes, G. (2021). “Why are you so mean Ms!?”: When gendered classroom dynamics interfere with teacher-student relationships. *Curriculum and Teaching Dialogue: The Annual Journal for the American Association for Teaching and Curriculum*, 23(1/2), 105-122.

^**Reyes, G.**, Aronson, B., Batchelor, K. E., Ross, G., & Radina, R. (2021). Working in Solidarity: An Intersectional Self-Study Methodology as a Means to Inform Social Justice Teacher Education. *Action in Teacher Education*, 43(3), 353-369. <https://doi.org/10.1080/01626620.2021.1883149>

**Reyes, G.** (2021). Borderland Pedagogies of Cariño: Theorizing relationships of care from teacher practice with Latina mothering students. *International Journal of Qualitative Studies in Education*, 34(7), 613-627. <https://doi.org/10.1080/09518398.2020.1771464>

**Reyes, G.** (2021). Integrated networks of care: Supporting teachers who care for Latina mothering students. *Critical Studies in Education*, 62(4), 471-485. <https://doi.org/10.1080/17508487.2020.1789683>

^\*Aronson, B., **Reyes, G.**, Banda, R., Barrios, V., Castañeda, M., Claros Berlioz, E. (2020). Improvising a space for us: A testimonio from a Latina Diaspora Group. *Journal of Curriculum and Pedagogy*, 17(3), 266-274. <https://doi.org/10.1080/15505170.2020.1786748>

**Reyes, G.** (2020). “If it hadn’t been for my baby”: Previously disengaged Latina students redefine smartness through motherhood. *Review of Education, Pedagogy, and Cultural Studies*, 42(4), 331-351. <https://doi.org/10.1080/10714413.2020.1800356>

**Reyes, G.**, Banda, R. M., & Caldas, B. (2020). “We’re All in This Boat Together:” Latina/Chicana embodied pedagogies of care. *Journal of Latinos in Education*. <https://doi.org/10.1080/15348431.2020.1791120>

Pérez II, D., Aronson, B., **Reyes, G.**, Ironstrack, G., Kimple, K., Birkenhauer, L., Bermudez, G., Carrubba-Whetstone, C., & Walsh, E.K. (2020). Advancing new



# RACHEAL M. BANDA ROTHROCK

## EDUCATION

### University of Texas at Austin

PhD in Curriculum and Instruction

Graduated: May 2017

Specialization: Cultural Studies; Portfolio: Mexican American Studies

Master's in Curriculum and Instruction

Graduated: December 2010

### St. Edward's University

Bachelor of Arts in Graphic Design, Summa Cum Laude

Graduated: May 2007

### Certifications (Texas)

Generalist Certification 4-8; ESL Supplemental Certification

## PRESENT APPOINTMENT

### Miami University, School of Education, Health, and Society

2021-Present Director of Literacy & Language M.Ed. Program

2020-Present Assistant Professor in Teacher Education

2018-2020 Heanon Wilkins Fellow

*Course Designed:* Intro to Critical Social Theory and Research Methods (graduate level)

*Course Modalities Taught:* In-Person, Online, Hybrid, and HyFlex

*Course Evaluation Grand Mean:* 3.68 out of 4

## SELECT ADDITIONAL PROFESSIONAL EXPERIENCE

### Manor Middle School, MISD, Teacher

2017-2018 English/Language Arts, 7<sup>th</sup> Grade

7<sup>th</sup> Grade Team Lead; Novice-Teacher Mentor

### University of Texas at Austin, Department of Curriculum & Instruction

2012; 2013 Instructor of Record, ALD 327: Sociocultural Influences on Learning

2011-2015 University Facilitator

### University of Texas at Austin, Dept. of Mexican American & Latina/o Studies

2015-2017 Teaching Assistant

### University of Texas at Austin, Department of Curriculum & Instruction

2009-2010 Research Assistant for Keffrelyn D. Brown

### Hyde Park Baptist School, Teacher

2007-2009 Life Science, 7<sup>th</sup> Grade

2008-2009 Art, 7<sup>th</sup> – 8<sup>th</sup> Grade

2007-2008 Health, 9<sup>th</sup> – 12<sup>th</sup> Grade

## SELECT EXTERNAL GRANTS

**Rothrock, R.** (\$2.5M, 2021). Family Literacy Engagement Coordinator, *Preparing English Learner Educational Allies (PELEA!)*, which translates to “Fight!”), Office of English Language Acquisition (OELA) National Professional Development, U.S. Department of Education grant. PI/Co-author: Martha Castañeda; Project Director/Co-Author: Robin Schell.

**Rothrock, R.** (unfunded, 2020). Investigator, *Preparing Teachers to Engage in Justice and Equity-Oriented Practices for Social Change*. Spencer Foundation-Large Grant, Amount Requested

\$495,522, notification/final decision pending. Co-PI/Co-author: Ganiva Reyes; Co-PI/Co-author: Brittany Aronson.

## SELECT INTERNAL GRANTS

- Rothrock, R.**, Aronson, B., & Reyes, G. (\$4,995, 2021). The College of Education, Health & Society's Interdisciplinary Research Seed Grant: *The Social Justice Teaching Collaborative (SJTC) Completion of Pilot Study & Application to Spencer Large Grant*. Role: Co-PI.
- Rothrock, R.** on ad hoc committee for revising M.Ed. in Transformative Education (\$69,900, 2020). Boldly Creative: Strategic Academic Initiatives Program—*Culturally Relevant and Community-Based Educational Leadership - online M.Ed. program*. Role: Grant writer/contributor.
- Rothrock, R.**, Bryan, N. (\$3,000, 2019). Miami's CTE's Major Teaching Project Grant, \$3,000. Funded a community-immersion and experiential-learning across two classes.
- Rothrock, R.** (\$5,000, 2019). College of Education, Health and Society's Research Seed Grant.

## SELECT PEER-REVIEWED ARTICLES

- ^**Banda, R.**, Fernandez, E., Aronson, B., & Reyes, G. (Accepted). "This ain't new, so back us up": Critical race composite counterstories as resistance during an anti-CRT climate in teacher education. *Thresholds in Education*.
- Cho, S. K., **Banda, R. M.**, Fernández, É., Aronson, B. (Accepted). Testimonios de las travesadas: A borderland existence of Women of Color faculty. *Gender, Work, and Organization*. (Journal Impact: 3.101; H Index: 70; SJ Ranking: 1.4; Quartile: 1)
- Whatley, R.\*, **Banda, R. M.**, & Bryan, N. (2020). [Challenging traditional conceptions of English curricula & pedagogy: A review of literature on teaching critical literacy through political music](#). *Changing English: Studies in Culture and Education*, 27(4) 1-15.  
(2018 Journal Impact: 0.43; Acceptance Rate: 40%; H-index: 14; SJ Ranking: 0.26; Quartile: 1; Banda Contribution: 60%; Number of Times Cited: 2)
- ^Aronson, B., **Banda, R.**, Johnson, A., Kelly, M. Radina, R., Reyes, R., Sander, S., & Wronowski, M. (2020). [The Social Justice Teaching Collaborative: A collective turn towards critical teacher education](#). *Journal of Curriculum Studies Research*, 2(2), 21-39.  
(Impact Factor 1.484; Number of Times Cited: 8)
- Reyes, G., **Banda, R. M.**, & Caldas, B. (2020). ["We're All in This Boat Together": Latina/Chicana Embodied Pedagogies of Care](#). *Journal of Latinos and Education*.  
(Acceptance Rate: 11-20%; 2019 CiteScore: 1.3; H-index: 13; SJ Ranking: 0.36; Quartile: 1; Website views: 153; Banda Contribution: 45%; Number of Times Cited: 2)
- Rothrock, R. M.** (2017b). [Constructing a high-stakes community in the classroom: A case study of one urban, middle-school teacher](#). *The Educational Forum*, 81(4), 363-376.  
(2017 Journal Impact: 0.63; Acceptance Rate: 31%; H-index: 20; SJ Ranking: 0.311; Quartile: 3; Number of Times Cited: 3)
- Rothrock, R. M.** (2017a). [Community as resistance: Reconceptualizing historical use of community within Latin@ education](#). *Journal of Latinos and Education*, 16(3), 263-267.  
(2017 Journal Impact: 0.36; Acceptance Rate: 11-20%; H-index: 9; SJ Ranking: 0.403; Quartile: 1; Number of Times Cited: 4)

\*Denotes graduate student contributor; ^Denotes equal authorship

## SELECT SERVICE

- 2022** Search Committee Member on 2 searches: 2 tenure-track
- 2021-Ongoing** Literacy Committee Chair, Literacy & Language graduate program Coordinator
- 2021-2022** Chair of AERA, Division B "Outstanding Dissertation Award" Committee
- 2021** Search Committee Member on 5 searches: 3 VAPs, 1 postdoc, 1 tenure-track
- 2021** Lead Anti-Racist Department Meeting Teaching Scenario Activity
- 2020-22** Section Chair, Division B, Section 5. The Places and Praxis of Curriculum
- 2020-22** Editorial Advisory Board of *Literacy Review: Theory, Method, and Practice*, Vol. 70/71

## **Kate Rousmaniere**

### ***Education***

Ph.D., Teachers College, Columbia University, New York City, 1992, History of Education.

M.A., Ontario Institute for Studies in Education, University of Toronto, 1983, Sociology of Education.

A.B., Oberlin College, Oberlin, Ohio, 1980, Classics.

### ***Professional Experience***

Professor, Department of Educational Leadership, Miami University, Ohio. (Associate Professor, 1997-2002; Assistant Professor 1992-1997) Area of specialty: History of Education.

Affiliate Status: Department of History, Women's Studies Program and American Studies Program, Myaamia Center.

Instructor, Hunter College, City University of New York, Social Foundations of Education, History of Education, 1991-1992

Archivist, Teachers College, Columbia University, Milbank Memorial Library, Special Collections (History of Education Archives), 1987-1992

Social Studies Teacher, Dana Hall School, Wellesley, Massachusetts, 1983-1987

### ***Books, Articles, and Book Chapters (selected)***

"Insider and Outsider, Community and Conflict: Elizabeth Cecil Wilson's transnational experiences as a Progressive American woman educator," *Historia y Memoria de la Educación*, 2022

"A Town-Gown Collaboration to Reduce College Student Alcohol Misuse" with Michael Curme and Steven Gavazzi, *Journal of Higher Education Outreach and Engagement*, 2022.

"Unprecedented Times: A Historiography of Pandemics in North American Education" *Paedagogica Historica*, Spring 2022

"What Happened to Your College Town: The changing relationship of higher education and college towns, 1940-2000" *History of Education Quarterly*, August, 2021.

"Old Teachers: A Feminist Research Agenda," *History of Education* (UK), April 2021, 1-16.

"Desegregated but not Integrated: Race and the Politics of Student Housing in American Higher Education History." *Perspectives on the History of Higher Education* Vol 33, (2020)

"Cultural Revitalization as a Restorative Process to Combat Racial and Cultural Trauma and Promote Living Well" with Shea, H., Mosley-Howard, G. S., Baldwin, D., Ironstrack, G., Rousmaniere, K., & Schroer, J. E. *Cultural Diversity and Ethnic Minority Psychology*. (2019) vol 25, no 4, pp. 553–565.

"Niila Myaamia (I Am Miami): Identity and Retention of Miami Tribe College students" with G. Susan Mosley Howard et al., *Journal of College Student Retention* (2016).

*Connecting Histories of Education: Transnational Exchanges and Cross-Cultural Transfers*, Barnita Bagchi, Eckhardt Fuchs, and Kate Rousmaniere, ed. (New York: Berghahn Books, 2014).

*The Principals' Office: A Social History of the American School Principal*, (Albany: SUNY Press, 2013). Introduction reproduced in *Atlantic Magazine*, November, 2013. Honorable Mention, History of Education Outstanding Book Award, 2014.

*Citizen Teacher: The Life and Leadership of Margaret Haley*, (Albany: SUNY Press, 2005).

*Silences and Images: The Social History of the Classroom*, Ian Grosvenor, Martin Lawn and Kate Rousmaniere, eds., (New York: Peter Lang Publishers, 1999).

*City Teachers: Teaching and School Reform in Historical Perspective*, (New York: Teachers College Press, 1997).

*Discipline, Moral Regulation and Schooling: A Social History*, Kate Rousmaniere, Kari Dehli, and Ning de Coninck-Smith, eds. (New York: Garland Press, 1997).

### ***Editorial and Other Projects (selected)***

Co-editor, with Jason Ellis, "Disability and the History of Education," *History of Education Quarterly* special issue (November 2020, Vol 60, no 3, August 2020)

Invited editor, Section on "Teachers, teaching and educational change," *International Handbook of Historical Studies in Education: Debates, Tensions and Directions*. Editor, Tanya Fitzgerald, (Springer, 2019).

Co-editor with Noah Sobe, "Education and the Body," special ISCHE conference issue, *Paedagogica Historica*, Spring 2018.

Section Editor, *Miami University: Bicentennial History* (Ohio University Press, 2009)

Section Editor, Education section, *The American Midwest: An Interpretive Encyclopedia*, edited by Richard Sisson, Andrew R. L. Cayton, and Christian Zacher, (Indiana University Press: 2007).

"School Segregation in Oxford, Ohio: The Perry Gibson Case of 1887," *Oxford Press*, March, 2003.

"Teaching the Teachers and Changing Society: One Hundred Years of the School of Education and Allied Professions, Miami University," Miami University, 2002.

### ***Awards, Fellowships, and Leadership (selected)***

Miami University Inclusive Excellence Award, January, 2019.

Miami University Benjamin Harrison Medallion, Spring 2016.

Miami University Distinguished Scholar Award, 2012

Professional Association President: International Standing Conference for the History of Education, 2009-2012; American History of Education Society, 2005-2006

Program Chair, "50 Years After Freedom Summer: Understanding the Past, Building the Future," Miami University Conference, October 11-14, 2014.

Oxford City Council, Mayor, 2015-2019, Vice Mayor, 2013-15, Elected member, 2011-2015, 2015-2019; Oxford Township Trustee, elected, 2020-

**SCOTT A. SANDER**

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

**RESEARCH INTERESTS**

Science Education, Teacher Preparation

**EDUCATION**

Miami University, Oxford, OH

**Ph.D. in Educational Leadership**

**2014**

Primary Specialization: Science Education

Dissertation: *Exploring Preservice Science Teachers' Interpretations of Curricular Experiences while Learning to Teach in an Inquiry-Oriented Way: A Phenomenology*

Miami University, Oxford, OH

**Master of Arts in Teaching, Secondary Education**

**2001**

Biological Sciences / General Science

Miami University, Oxford, OH

**B.S. in Health and Sports Studies**

**1997**

Major: Exercise Science

**TEACHING EXPERIENCE**

Miami University, Oxford, OH

**Associate Clinical Professor**

**Fall 2014 - current**

Eight Different Courses Taught

Miami University, Oxford, OH

**Adjunct Instructor – Physical Science**

**Fall 2013**

(during PhD program)

Miami University, Oxford, OH

**Adjunct Instructor – Adolescent/Young Adult Science Methods**

**Spring 2013**

(during PhD program)

Preble Shawnee High School, Camden, OH

**Science Teacher – Physical Science**

**2001-2011**

Master Teacher, State of Ohio;

Department Chair; Class Advisor; Basketball and Tennis Coach

**MOST RECENT GRANTS AND AWARDS**

**Boldly Creative Initiative III**, Miami University, 2020 = \$69,900 (Co-PI)

Co-PI for the proposal to redesign the existing Transformative Education Masters program. The work is to reimagine a cohesive program to support early career educators.

**Collaborative Professional Development Training Events Fund**, Miami University, 2019 = \$5000

Funds were used to bring Dr. Sonia Nieto to campus to assist EDT in two action steps, 1) critically-conscious curriculum makers and 2) critical introspection. She interacted with over 400 faculty, staff, and students while on campus.

**Eloise Martin Grant Award**, Miami University, 2019 = \$4200

Funds were used to support a Critical Whiteness faculty reading group that represented all of EHS and provided a space to collectively interrogate self and dismantle oppressive structures in education.

## MOST RECENT PUBLICATIONS

Saultz, A., Lyons, A., Aronson, B., **Sander, S.**, and Malin, J. (2021). Understanding Preservice Teachers Dispositions: Implications for Social Justice and Educational Policy. *Teacher Education Quarterly*.

Aronson, B. A., Banda, R., Johnson, A., Kelly, M., Radina, R., Reyes, G., **Sander, S.**, & Wronowski, M. (2020). The Social Justice Teaching Collaborative: A Collective Turn Towards Critical Teacher Education. *Journal of Curriculum Studies Research*, 2(2), 21-39

Reyes, G & Sander, S. (2019). Tensions between Urgency and Scaffolding Students into Social Justice Education. *Curriculum and Teaching Dialogue: The Annual Journal for the American Association for Teaching and Curriculum*.

Leafgren, S. and Sander, S. (2018). Children, Nomads, Queers: Desire and Surprises in a Wiggly World. *STEM of Desires: Queer Theories in Science Education*.

Batchelor, K. & Sander, S. (2017). Down the Rabbit Hole: Using The Matrix to Reflect on Teacher Education, Studying Teacher Education, DOI: 10.1080/17425964.2017.1286577

## MOST RECENT CONFERENCE PRESENTATIONS

*Curriculum as Liminal and Luminous: Anchoring Threshold Concepts in/for Teacher Education*. Presentation with Brian Schultz, Liz Wardle, and Sheri Leafgren) at JCT Conference in Dayton, Ohio: October 2021

*Vermin, Localized Knowledge Production, and a Mission-Driven Alternative Teacher Performance Assessment* Presentation with Dr. Sheri Leafgren and Dr. Brian Schultz at 10<sup>th</sup> International Conference on Education and Social Justice, Online Conference: December 4, 2020

*Contesting the Canonical in Teacher Education: Who Says Best Practices are Best? Best for Who?* Presentation with Dr. Sheri Leafgren at 9<sup>th</sup> International Conference on Education and Social Justice, Honolulu, HI: November 2019

*Creating Place-Based Curriculum for Future Teachers*. Panel presentation with team of undergraduates (Megan Cremeans, Jesse Dever, and Robert Hahn) at Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH: October 2019

*The Intersection of STEM, Social Justice, and Sense of Place at Miami University*. Poster presentation at 1<sup>st</sup> Annual STEMS<sup>2</sup> Symposium, Honolulu, HI: June, 2019.

*Establishing science courses as contexts for social justice*. Presentation at 8<sup>th</sup> International Conference on Education and Social Justice, Honolulu, HI: October 2018.

## MOST RECENT SERVICE

**University Committee:** Council on Diversity and Inclusion, 2020-current; Chair of DEI Recognition Subcommittee

**Center for Teaching Excellence, Faculty Affiliate**, 2019-current. Responsible for conducting Small Group Instructional Diagnoses for faculty across the university.

**Miami University Art Museum's Exhibitions Committee**, 2019-current. Responsible for providing opinions and insights regarding potential future exhibitions.

**McGuffey Montessori Executive Board, Community Member**, 2019-current. Responsible for providing community perspective related to school mission and vision.

**Brian Schultz, Professor and Chair**

Email: [brian.schultz@miamioh.edu](mailto:brian.schultz@miamioh.edu) | Office Phone: (513) 529-6443 | Unique ID: schultbd

NOTE: All information captured below is dated after 2015.

**GRADUATE LEVEL: A****PROFESSIONAL PREPARATION:**

- Ph.D. University Illinois at Chicago
- M.A.T. Miami University
- B.A. Miami University

**HONORS RECEIVED:**

- 2019 Charles DeGarmo Lecture, Society of Professors of Education, Toronto, ON
- 2019 Academic Keys Who's Who in Curriculum & Education Higher Education (WWC&EHE)
- 2018 Distinguished Faculty Award, Miami University Education, Health & Society Ambassadors
- 2018 Society of Professors of Education Book Award (Teaching in the Cracks)
- 2016 Chair Meritorious Award, Northeastern Illinois University
- 2016 Bernard J. Brommel Distinguished Research Professor Award, Northeastern Illinois University Foundation and Northeastern Illinois University.
- 2016 Society of Professors of Education Book Award (for SAGE Guide to Curriculum in Education)
- 2016 American Educational Studies Association Critics' Choice Book Award (for SAGE Guide to Curriculum in Education)

**PUBLICATIONS:**

- Schultz, B. D. (2018). Spectacular things happen along the way: Lessons from an urban classroom (2nd/10th Anniversary ed.). New York: Teachers College Press.
- Schultz, B. D. (2017). Teaching in the cracks: Opening and opportunities for student-centered, action-focused curriculum. New York: Teachers College Press.
- He, M. F., Schultz, B. D., & Schubert, W. H. (Eds.). (2015). The SAGE guide to curriculum in education. Thousand Oaks, CA: Sage.
- Dover, A., & Schultz, B. D. (2018). Turning towards students: Adopting a student-centered stance in mandate-centered times. In G. Hall, D. Gollnick, & L. Quinn, Handbook on teaching and learning (pp. 199-223). Hoboken, NJ: John Wiley & Sons.
- Duggan, T., & Schultz, B. D. (2018). Turning minefields into fields of opportunity: A review of Can I teach that? Negotiating taboo language and controversial topics in the language arts classroom. Mid-western Educational Researcher, 30(1/2), 61-66.
- Reyes, G., & Schultz, B. D. (2017). Review of "Student voice and school governance: Distributing leadership to youth and adults." Teachers College Record, <http://www.tcrecord.org> ID Number: 22208
- Dover, A. G., & Schultz, B. D. (2016). Troubling the edTPA: Illusions of objectivity and rigor. The Educational Forum, 80(1), 95-106.
- Dover, A. G., Schultz, B. D., Smith, K & Duggan, J. (2015). Embracing the controversy: edTPA, corporate influence, and the cooptation of teacher education. Teachers College Record, <http://www.tcrecord.org/Content.asp?ContentID=18109>
- Dover, A., Schultz, B. D, Smith, K., & Duggan, T. (2015). Who's preparing our candidates? edTPA, localized knowledge and the outsourcing of teacher evaluation. Teachers College Record, <http://www.tcrecord.org/Content.asp?ContentID=17914>

- Schultz, B. D. Telephone books, teddy bears, and the tenure-track. (2018). In D. Kemp, Dignity of the calling (pp. 163-164). Charlotte, NC: Information Age Publishing.
- Schultz, B. D., & Dover, A. (2017). "We do everything with edTPA": Interrupting and disrupting teacher education in troubling times. In J. Carter, & H. Lochte (Eds). Teacher performance assessment and accountability reforms: The impacts of edTPA on teaching and schools (pp. 107-117). New York: Palgrave Macmillian.
- He, M. F., Schultz, B. D., & Schubert, W. H. (2015). Prelude, interludes, postlude. In M.F. He, B.D. Schultz, & W.H. Schubert, The SAGE guide to curriculum in education. Thousand Oaks, CA: Sage.
- Schubert, W. H., & Schultz, B. D. (2015). Students as curriculum. In M. F. He, B. D. Schultz, & W. H. Schubert, The SAGE guide to curriculum in education (pp. 233-240). Thousand Oaks, CA: Sage.

#### PRESENTATIONS:

- Schultz, B. D., & Dover, A. Pushing into the unknown: Emergent podcasting and filmmaking as documentary research for teaching social action. American Educational Research Association. San Antonio, TX, April 2017.
- Schultz, B. D., & Dover, A. Documenting spectacle of teacher education: Privatization, corporatization, and teacher performance assessment. American Educational Research Association. Washington, DC, April 2016.
- Schultz, B. D., Barone, M., Orbea, M., Brockman, N., Martin, C., Miller, K., Greer, A., McLellan, K., & Ryan, D. Organizing for progressive education and asking challenging curriculum questions. American Association for the Advancement of Curriculum Studies. Chicago, IL, April 2015.
- Hudson, W., & Schultz, B. D. (2015). Localizing Ebola: A glimpse into an emergent curriculum in a middle level classroom. American Association for the Advancement of Curriculum Studies. Chicago, IL, April 2015.
- Division C Fireside Chat: The journey from doctoral student to a tenure track job. American Educational Research Association. Chicago, IL. April 2015. (Speakers include: W. Pinar, P. McLaren, D. Meier, W. Schubert, W. Ayers, D. Flinders, D. Callejo-Perez, J. Flynn, S. Page, B. D. Schultz, N. Gallavan, C. Greenhow, A. Kemp).
- Schultz, B. D. Charles DeGarmo Lecture: Spectacular things, teaching in the cracks, and a need to push back. Society for Professors of Education. Toronto, Ontario, CA. April 2019.
- Schultz, B. D. Keynote: Questions, curiosities, and finding curricular cracks. Bi-Annual Conference on Curriculum & Teacher Leadership. Miami University, Oxford, OH, May 2018.
- Schultz, B. D. Keynote: Teaching in the cracks: Lessons from and opportunities for action-focused Curriculum. Dean's Lecture Series. Augusta University, Augusta, GA, October 2017.
- Schultz, B. D. with Jones, S. L. Invited presentation: Disrupting dominant narratives. Ancona School Diversity Symposium. Chicago, IL. May 2016.
- Schultz, B. D. Invited panel: Changing the outcomes: School design principles for the next generation. Chicago Architecture Foundation Design Dialogues. Other panelists: Jolicouer, A. Del Muro. Moderator: J. Syversten. Chicago, IL, November 2015.
- Schultz, B. D. Keynote: Spectacular Things Happen Along the Way. Illinois Writing Project DuPage County Institute Day. Elmhurst, IL, February 2015.



## **Tammy A. Schwartz (formerly Roe), Ed.D**

Director, Urban Cohort

College of Education, Health and Society, Miami University  
210 E. Spring Street, 127B McGuffey Hall, Oxford, OH 45056

### **EDUCATION**

#### **University of Cincinnati**

2001 Ed.D., Literacy

- Dissertation: *"Write me": A participatory action research project with Urban Appalachian girls*

1996 M.A., Literacy

1989 B.S., Elementary Education

### **AWARDS**

2017 Bonnie Neumeier Movement Builder Award, Peaslee Neighborhood Center

2014 Urban Teaching Cohort, Michelli Award for Social Justice, National Network for Educational Renewal

2001 University of Cincinnati College of Education Garvin Distinguished Dissertation Award

2000 Spencer Dissertation Fellowship

1999 AERA/Spencer Pre-dissertation Fellowship

### **APPOINTMENTS**

- **Director**, Urban Teaching Cohort/Urban Cohort, Department of Teacher Education, Miami University, Oxford, OH, 2008 -Present
- **Instructor**, Department of Teacher Education, Miami University, Oxford, OH, 2008 -Present
- **Assistant Professor**, Middle Childhood, Department of Teacher Education, Miami University, Oxford, OH, 2001 -2008

### **PUBLICATIONS**

#### ***Invited Journal Publications***

Schwartz, T. & Schneider, K. (2005). *"Where you from?": Using a sense of place to celebrate our students and the language arts*. (Feature article for the February 2005 edition of the online journal, Adolescent Literature in Perspective. [www.OHrc.org/adlit/in\\_perspective\\_content](http://www.OHrc.org/adlit/in_perspective_content).

Schwartz, T. (2003). *Urban Appalachian girls and writing: Institutional and "Other" selves*. Invited paper for a special edition of Pedagogy, Culture and Society 11 (1) (formerly Curriculum Studies), pp. 69-87.

#### ***Refereed Publications***

Radina, R., **Schwartz, T.**, & Kuertz, S. (in preparation). Pre-service teachers share their perspectives on changing teacher education: We want more focus on social justice! *Urban Education*.

Olson, K., Johnson, C., Noltmeyer, A., Schultz, B.D., & **Schwartz, T.** (Accepted). What School psychologists should know about arming teachers. *The Ohio School Psychologist*.

Radina, R., **Schwartz, T.**, Ross, G., Aronson, B., Albright-Willis, J., Wallace, M., & Norval, B. (2018). A Space for us too: Youth Participatory Action Research as a means for liberation in school-community-university partnerships. *School-University Partnerships*, 11 (4), 122-139.

**Schwartz, T.**, Dinnen, H., Smith-Millman, M. K., Dixon, M., & Flaspohler, P. D. (2017). The Urban Teaching Cohort: Pre-service training to support mental health in urban schools. *Advances in School Mental Health Promotion*, 10(1), 26-48. doi: 10.1080/1754730x.2016.1246195

Black, J., Noltemeyer, A., Davis, D., & **Schwartz, T.** (2016). Pre-service teachers' responses to student behavior in a mixed-reality environment. *SAGE Open*, 6(1), 1-10.

**Schwartz, T.** (2004). Writing and Neighborhood Voices: "It depends on where you grow up at". *Voices from the Middle*, 12(1), 16-22.

**Schwartz, T.** (2003). Urban Appalachian girls and writing: Institutional and "Other" selves. *Pedagogy, Culture and Society* 11(1), 69-87.

Burroughs, R., **Schwartz, T. A.**, & Hendricks-Lee, M. (2000). Communities of practice and discourse communities: Negotiating the boundaries in NBPTS certification. *Teachers College Record*, 102 (2), 344-374.

### **Books**

Radina, R. & **Schwartz, T.** (2019). *Radical Love as Resistance: Youth Participatory Action Research for Transformation*. Austin, TX: Sentia Publishing Company.

### **Invited & Refereed Book Chapters**

Baker, J., Flaspohler, P., Wargel, K., & **Schwartz, T.** (2020). Youth participatory action research in urban public education: Underrepresented youth addressing social justice in the United States. In C. S. Clauss-Ehlers, A. B. Sood, & M. D. Weis (Eds.), *Social Justice for Children and Young People: International Perspectives* (pp. 460-476). Cambridge: Cambridge University Press.

Joseph, A. & **Schwartz, T.** (2009). Poverty and Education. In Broussar, C. & Joseph, A. (Eds.), *Family Poverty in Diverse Contexts* (pp. 138-149). London: Routledge.

**Schwartz, T.**, Lawson, B., Masters, A., & Milillo, L. (2009). Are we there yet?": Mapping a partnership journey. In Poetter, T. S., & Eagle, J. (Eds.), *The Art and Science of Partnership: Catalytic Cases of School, University, and Community Renewal* (pp. 161-171). Lanham, MD: University Press of America.

### **FUNDING**

**Schwartz, T.**, Wachenheim, K. & Sander, S. (\$28,500; 2022). Communities of Practice for Early Career Teachers, Phase 2. Martha Holden Jennings Foundation. Funded.

**Schwartz, T.** & Reyes, G. (\$78,000). Mentoring: I-Teach Montgomery County. Ohio Deans Compact Grant. Sub-recipient. Funded.

**Schwartz, T.**, Woodruff, S., Arens, J., & Blake, J. (\$399,816). Using Community-Identified Assets and Resources to Support Sustainable and Transformational University+Community+School Partnership Work. Spencer Foundation, Research-Practice Partnership Grant. Submitted December, 2021.

**Schwartz, T.**, Leafgren, S., Klatt, S., & Wachenheim, K. (\$28,072; 2020). Induction Year Mentoring for Cincinnati Public School Teachers. Martha Holden Jennings Foundation. Funded.

Bautista, N, Blue, J., Yezierski, E., Wanko, J. & **Schwartz, T.** (\$659,125; 2017-2020). A Community-Based and Culturally Responsive Approach to STEM Teacher Preparation, Induction and Retention. National Science Foundation, Robert Noyce Scholarship Program. Funded. Award No. 1660644.

**LISA D. WEEMS**

Professor, Cultural Studies of Education  
Miami University of Ohio  
weemsld@miamioh.edu

**EMPLOYMENT:**

**Professor**, Cultural Studies of Education & Qualitative Research Methodology, Department of Educational Leadership, Affiliate- Women, Gender & Sexuality Studies, and Asian and Asian American Studies (Department of Global and Intercultural Studies )  
August 2018 - Current

**Associate Professor**, Department of Educational Leadership, Miami University of Ohio  
August 2007 – July 2018

**Assistant Professor**, Department of Educational Leadership, Miami University of Ohio  
August 2000 – July 2007

**PROFESSIONAL EXPERTISE:**

Areas of Research & Teaching

Qualitative Research Methodology; Global Youth Cultures; Gender & Sexuality Studies

**BOOKS:**

Weems, L., (2018). *Staging Dissent: Young women of color and transnational activism*. New York: Routledge Press.

Mayo, C., Cai, S., Gregiou, Z. Ocon, C. and **Weems, L.** (Eds.), (forthcoming). *International Encyclopedia of Gender and Sexuality*. Oxford, UK: Oxford University.

**(Select) REFEREED JOURNAL ARTICLES:**

Weems, Lisa (2016). Decolonization at Its Intersections. *Encyclopedia of Educational Philosophy and Theory*. Michael Peters, (Ed.), Springer. Online.

Weems, L. (2015). “Theorizing resistance and intimacy in contemporary youth studies.” *Jeunesse: Young People, Texts, Cultures*. 7, 2, pp. 134-147.

Weems, L. (2014). Refuting ‘Refugee Chic’: ‘Third World Girlhood’ and the guerilla pedagogy of M.I.A.. *Feminist Formations*, 26, 1, pp. 115-142.

Stengel, B. and Weems, L. (2010). Questioning safe space: An Introduction. *Studies in Philosophy and Education*, 29, 505-507.

Gonick, M., Renold, E., Ringrose, J. and L. Weems (2009). Rethinking agency and resistance: What comes after Girl Power? *Journal of Girlhood Studies*, 2, 2, 1-9.

**Recent (Select) BOOK CHAPTERS**

Weems, L. (2020). Thinking Queer About “Safe Space” and LGBTQ Youth of Color. In N. Rodriguez and C. Mayo (Eds.) *Queer Pedagogies*.

Weems, L. (2018) "Native Youth Reclaiming an Erotics of Sovereignty" in Susan Talburt, Ed., *Youth Sexualities: Public Feelings and Contemporary Cultural Politics*, 125-144. Prager.

**(Select) Courses Taught:**

**Undergraduate:**

EDL/WGS Youth, Sexualities and Education

WGS 202 Introduction to GLBTQ Studies

**Master's:**

EDL 647 Curriculum and Cultural Studies

**Doctoral:**

EDL 683 Introduction to Qualitative Research in Education (now 683)

EDL 763 Advanced Seminar in Qualitative Inquiry

EDL 781 Youth Cultures, Curriculum and Education

EDL 784 Difference, Power, Knowledge

EDL 785 Theorizing Gender, Sexuality and Education

**PROFESSIONAL SERVICE:**

**To the Department:**

**Director of Graduate Studies**, Leadership, Culture and Curriculum, EDL

**Member**, Promotion and Tenure Committee, EDL, 2015-Current

**To the Profession:**

**Leadership**

**Section Coordinator**, AERA, Division B, Section Five, Places & Praxis

Executive Committee, Queer SIG, AERA, 2013-2015

**Editorial Boards, Manuscript and Proposal Review**

Editorial Board, *Educational Theory*, 2017-2020

Editorial Board, *Educational Studies*,

Reviewer, *International Journal of Qualitative Studies in Education*, 2005- Current

Reviewer, *Journal of Curriculum Inquiry*, 2007- Current

Reviewer, Division B & Queer SIG, AERA, 2002 – Current (5-10 proposals annually)

**To the University and Community:**

Member, Steering Committee, Asian and Asian American Studies Program, 2012-Current

**Founding Director**, Developing Intellectually Vibrant Activists (DIVA) Institute, 2008-Current.

The DIVA Institute is a five-day residential program for minoritized high school junior and senior girls. As the Director, I received and administered a \$15,000 grant from the Department of Educational Leadership (EDL) in 2008. I received an additional \$10,000 grant from EDL in Fall 2018. Most recently, the DIVA Institute received a \$19,500 grant from the MIAMI Women's Giving Circle in May 2019.

Course Descriptions		
Course Name	Description	Approval?
EDL622: Foundations of Multicultural Education	This course introduces students to the field of social foundations of education and critical approaches to multicultural education. Drawing on critical, anti-racist, and culturally sustaining frameworks, this interdisciplinary course investigates multicultural education in historical, sociocultural, philosophical and global contexts. Issues of power, privilege and oppression are centered in understanding the role of education for building democratic societies based on diversity, equity, inclusion and social justice.	In progress
EDT615: Introduction to Research Inquiry	This course is an introduction to research in community-based and educational contexts. As such, this course will comprehensively cover the different steps of research, including: major research paradigms; positionality; the definition and application of theory; research methods; and review of existing literature/research. Drawing upon the knowledge and research tools, students will propose their own critical research study to investigate an urgent issue in the context of communities and schools. This course will draw upon critical theories, which emphasize student agency, racial and social justice orientations, and transformative research methodologies.	In progress
EDL616: Curriculum Innovation and Transformation through Understanding and Design	This course positions students to explore important issues in curriculum theory and practice. It is designed for educators, both inside and outside of schools, who are interested in shaping and transforming curriculum to center anti-racist, culturally-sustaining, and community-oriented pedagogies.	In progress
EDL611: Theories of Leadership	This course introduces students to the methods, theories and perspectives of educational leadership; including explorations of activism, advocacy and organizing. The course emphasizes critical introspection of personal leadership efforts and provides opportunities to develop leadership practices that prioritize equity, collaboration and community engagement while navigating policy and/or organizational landscapes.	In progress
EDL615: Communities, Power, and Change	This course prepares students working on education related issues to engage diverse families and communities in strengths-based, collaborative methods that promote equitable learning opportunities. In particular, the course seeks to empower students to develop critical reflective skills in order to better meet the needs of families marginalized by school-sanctioned parent involvement initiatives. Students will develop working understandings of these concepts and the dynamics of power structures as they prepare to work with and alongside students, families, and communities in anti-racist, culturally sustaining, and community-oriented ways.	In progress
EDT557: Engaging Minoritized Children & Youth	This course will assist students to develop proficiency in foregrounding the experiences and needs of minoritized children, youth and their communities. The course includes inquiry into the critical theoretical and practical foundations of U.S. schooling and educational experiences with explicit focus on issues of race, class, gender, sexuality, and other identities. Students will leave this course equipped with the necessary tools to analyze the world in which they live, locate themselves in relationship to youth (cultures), be able to offer critical observations of youth cultures in our contemporary society, and identify possibilities for positive personal and societal transformation.	In progress

EDT623: Students, Justice, and Equity Centered Pedagogies	This course is designed to prepare early career teachers with methods and pedagogies to engage ALL learners equitably. The course will focus on understanding students from all pathways of life as well as the humanity of each student. The course will examine the hostility schools can sometimes provide as well as how to build a sense of community in the classroom to minimize the challenges students can bring to the classroom. Other student-centered pedagogies will include project-based learning, advanced "Making Thinking Visible" strategies, and Concept-Based Curriculum and Instruction; whereby, a social justice topic will be at the core of a curriculum designed project, e.g. food deserts, environmental racism, racism in science research, etc. Finally, a published blog written by the early career teachers will be at the core of the course and disseminated via social media.	In progress
EDL619: Educational Policies and Teachers	This course is designed to familiarize early career teachers with educational policies that impact their schools and everyday classroom practices. Through this course they will develop a critical lens to analyze and reframe policies that lead to or exacerbate deficit thinking about students and their families. Teachers in this course will also examine how their own positionality interplays with their use of policies that lead to inequity and injustice. Through policy analysis and personal examination, teachers will go back into their classrooms with the ability to view educational policy and implementation through a critical lens.	In progress
EDT583: Educators as Activists: Preparing Educators for Forces Impacting Classrooms and Schools	Activism, broadly defined, will be explored using (a) historical, individual and organizational perspectives from educational policy and civil rights and (b) current issues, such as educational corporatization, educational equity, and racism. Students will study themes and perspectives on activism strategies in a variety of contexts (both in education and non-education applications), and will self-reflect on their own identities to develop individual strategies for activism. Structural inequities in education and society will be emphasized.	In progress
EDL 687: Community Based Leadership & Action I	In this course students will learn about navigating shifting political landscapes and strategies for engaging with diverse stakeholders and communities. This course will include discussions of inter and intra group power dynamics, networking and collaboration, and various models for authentic partnership development to accomplish desired objectives	In progress
EDL 688: Community Based Leadership & Action II	In this course students will apply diverse theoretical frameworks related to community engagement to current professional contexts and acquire practical skills that can be utilized to achieve organizational and community objectives.	In progress
EDL 647: Identity, Community, and Activism	The course extends the deep learning about community-based leadership with a focus on identity formation, cultural expression and citizenship, and socio-political representation, towards the goals of personal and collective empowerment. The main goal of the course is to prepare students to work with/in cultural, arts, digital-media, and community-based projects.	In progress
EDT/EDL 691: Graduate Capstone Experience in Education	This course provides students the opportunity to engage in a culminating project that demonstrates critical thinking, understanding contexts, and reflection and action using the course work and experiences from the graduate program. The end product of the individualized experience could include a research paper, journal manuscript, grant proposal, or strategic plan	In progress

Curriculum & Instruction Revenue & Expense Analysis	Year 1	Year 2	Year 3	Year 4	Year 5
	AY23-24	AY23-24	AY23-24	AY23-24	AY23-24

<b>Graduate Tuition Rates (Assumes Ohio Resident)</b>					
Fall/Spring PT PCH Rate	\$652	\$665	\$678	\$691	\$705
Rate with 25% Team Waiver	\$489	\$498	\$508	\$519	\$529
Summer/Winter PT PCH Rate	\$595	\$607	\$619	\$632	\$644
Rate with 25% Team Waiver	\$446	\$455	\$464	\$474	\$483

<b>Estimated Enrollment</b>					
Enrollment New Students	20	25	30	35	40
Enrollment Continuing	20	20	25	30	35
<b>Total Enrollment</b>	<b>40</b>	<b>45</b>	<b>55</b>	<b>65</b>	<b>75</b>

<b>Estimated Credit Hours</b>					
Assumed Total Credit Hours Fall+ Spring (Per New Student)	12	12	12	12	12
<b>Total Estimated Fall+Spring Credit Hours</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>	<b>480</b>
Assumed Total Credit Hours Winter/Summer (Per Student)	9	9	9	9	9
<b>Total Estimated Winter+Summer Credit Hours</b>	<b>360</b>	<b>405</b>	<b>495</b>	<b>585</b>	<b>675</b>
<b>Total Estimated Credit Hours</b>	<b>600</b>	<b>705</b>	<b>855</b>	<b>1005</b>	<b>1155</b>

<b>Estimated Net Instructional Revenue</b>					
Estimated Fall/Spring Revenue	\$117,284	\$149,538	\$183,034	\$217,811	\$253,905
Estimated Winter/Summer Revenue	\$160,704	\$184,408	\$229,895	\$277,128	\$326,158
<b>Tuition Revenue Projection</b>	<b>\$277,988</b>	<b>\$333,945</b>	<b>\$412,929</b>	<b>\$494,939</b>	<b>\$580,063</b>

<b>Direct Expenses</b>					
<b>Ongoing Annual Expenses</b>					
Estimated Course Sections to be Taught by Current Faculty in AY	13	15	12	12	18
Current Faculty Salary & Benefits Expense Allocation	\$143,586	\$168,990	\$137,843	\$140,599	\$210,740
Coordinator AY Course Release + Benefits (6 Cr Hrs)	\$7,165	\$7,165	\$7,165	\$7,165	\$7,165
Coordinator Summer Stipend + Benefits	\$2,388	\$2,388	\$2,388	\$2,388	\$2,388
<b>New Expense</b>					
TT/TCPL Faculty Salary & Benefits			\$90,025	\$91,826	\$93,662
AY Course Sections to be Taught by New TCPL			6	6	6
<b>Total Direct Expenses</b>	<b>\$153,152</b>	<b>\$178,558</b>	<b>\$237,433</b>	<b>\$241,990</b>	<b>\$313,973</b>

<b>Indirect Expenses</b>					
Support Center Costs (40% of Net Revenue)	\$111,195	\$133,578	\$165,172	\$197,975	\$232,025

<b>Total Expenses</b>	<b>\$264,347</b>	<b>\$312,136</b>	<b>\$402,604</b>	<b>\$439,965</b>	<b>\$545,998</b>
-----------------------	------------------	------------------	------------------	------------------	------------------

<b>C&amp;I Net (Revenue Less Total Expenses)</b>	<b>\$13,641</b>	<b>\$21,810</b>	<b>\$10,325</b>	<b>\$54,973</b>	<b>\$34,065</b>
--	-----------------	-----------------	-----------------	-----------------	-----------------

steady state  
surplus

<b>Assumptions</b>	
Salary rate increase	2.0%
Full-time Faculty/Staff benefits rate	38.50%
EHS Indirect Expense for Support Center Costs	40.0%
Avg. TT/LCPL Faculty Avg. Salary	\$65,000
Estimated Graduate Tuition Increase per Year	2.0%
Team Scholarship Waiver	25%

GSR USN	Institution	Degree Granted	Focus	Timeline	Modality	CR	Cost	Start(s)	Notes
9	8 <a href="#">UIUC</a>	M.Ed. in Diversity & Equity in Curriculum and Instruction	PK-16 education	N/A (2-3 years PT)	Blended web sync	32	\$15,680	Fall 1, Fall 2,	- Courses are 8 weeks long in fall and spring and 6 weeks in summer
15	13 <a href="#">U of North Texas</a>	M.Ed. in Curriculum and Instruction	K-12 education	N/A (2-3 years PT)	Online	30	\$14,000	resident / N/A	- Specializations in Bilingual Education, Early Childhood Education, English as a Second Language, and Social Justice Education
93	- <a href="#">Loyola - Maryland</a>	M.S. in Curriculum & Instruction for K-12 education	K-12 education	2-3 years PT, FT	currently only	33	\$20,625	Fall & Spring	- Has a "generalist" social justice track and an ELL-focused social justice track
94	- <a href="#">U of Texas - El Paso</a>	M.A. in Education, Concentration in Curriculum and Instruction	K-12 education	16 months or longer for N/A (2-3 years PT)	Online	30	\$14,700	resident / N/A	- Part of the <a href="#">Academic Common Market</a> ; colleges in states that allow non-traditional degree programs
95	- <a href="#">Northern Illinois</a>	M.S. Ed. in Curriculum and Instruction	K-12 education	N/A	N/A - ftd assume a	33	\$19,400	N/A	- Offers a "Curriculum and Cultural Pedagogies in Social Justice" concentration
26	<a href="#">Cal State - Fullerton</a>	See note	PK-8 education	N/A	See note	30	\$13,450	resident / Fall	- Several online C&I master's programs are scheduled to start in Fall 2022.
-	<a href="#">U Mass - Amherst</a>	M.Ed. in Social Justice Education	K-12 & higher ed	N/A	N/A - ftd assume	40	\$33,500	resident / \$66, Fall	
-	<a href="#">San Francisco State</a>	M.A. in Education: Equity and Leadership	N/A	N/A	N/A - ftd assume	30	\$14,755	resident / N/A	
1	<a href="#">Arizona State</a>	M.Ed. in Curriculum & Instruction	Early childhood only	1-2 years	online	30	\$24,600		- Offers a "socio-cultural perspectives in teaching and learning" concentration
2	<a href="#">Michigan State</a>	M.A. in Teaching & Curriculum	PK-12 education	N/A (2-3 years PT)	online	30	\$27,500	Summer, Fall,	- Although US News ranks UoM highly for "C&I," it doesn't have a master's degree with this specific focus
3	<a href="#">U of Florida</a>	N/A							- Has concentrations specifically in areas of teaching practice (Early Childhood Education, Literacy, and Social Justice)
6	<a href="#">Florida State</a>	Master's in Curriculum & Instruction	K-12 education	N/A (2-3 years PT)	online	30	\$32,250	Fall	- Although US News ranks FSU highly for "C&I," it doesn't have a master's degree with this specific focus
5	<a href="#">Indiana U</a>	N/A							- Concentrations available online include Generalist, STEM, Reading & Literacy, and Social Justice
5	6 <a href="#">Texas A&amp;M - San Antonio</a>	M.Ed. in Curriculum & Instruction	PK-12 education	N/A (2-3 years PT)	online	36	\$18,360	resident / Fall, Spring,	- This is really an ed tech degree; Ball state doesn't have a C&I-specific program
64	6 <a href="#">Ball State</a>	M.A. in Curriculum & Ed Tech	K-12 education	N/A (2-3 years PT)	online	30	\$15,700	Summer	- Most courses carry a field component
63	8 <a href="#">Clemson</a>	M.Ed. in Teaching and Learning	PK-12 education	15 months	online	30	\$13,500	resident / N/A (but at least	- Concentrations include ELL, Gifted, STEM, Ed Tech, Math
2	10 <a href="#">Purdue</a>	M.S. in Education in Curriculum and Instruction	K-12 education	18 months	Asynchronous	30	\$28,500	Fall, Spring,	- Starts with a "colloquium" (aka "proseminar"), a course that provides a formal introduction to the field
7	10 <a href="#">Penn State</a>	M.Ed. in Curriculum and Instruction	K-12 education	N/A (2-3 years PT)	Asynchronous	30	\$15,900	Fall, Spring,	- Areas of specialization: Educational Technology, ESL, Learning Skills/School Improvement
61	10 <a href="#">Kansas State</a>	M.S. in Curriculum & Instruction	K-12 education	N/A (2-3 years PT)	Asynchronous	31	\$15,639	resident / Fall, Spring,	- Prior to Spring 2019, this program was known as Master of Education in Middle Childhood Education
31	13 <a href="#">UNC - Charlotte</a>	M.Ed. in Curriculum and Instruction	6-12 education	N/A (2-3 years PT)	Online	33	\$17,850	N/A (but at least	- Has an online networking platform that allows students to set up quick 30-minute calls
4	15 <a href="#">U of Kansas</a>	N/A (website just states "curriculum and instruction masters")	K-12 education	2 years	Online	30	\$22,506		- Appears to just have one track with 10 courses, so no electives or variation
82	15 <a href="#">Central Michigan</a>	M.A. in Education, Curriculum & Instruction	K-12 education	N/A (2-3 years PT)	Online	33	\$22,506		- Emphasis areas include Instruction, Math, Reading
15	15 <a href="#">San Diego State</a>	N/A							- Although US News ranks San Diego State highly for "C&I," it doesn't have a master's degree with this specific focus
15	15 <a href="#">U of Nebraska - Lincoln</a>	M.Ed. in Teaching, Learning, and Teacher Education	K-12 education	N/A (2-3 years PT)	Online	30-36	\$12,300	resident / Fall, Spring,	- Specializations include Elementary, Ed Tech, and World Languages
10	19 <a href="#">U of Virginia</a>	M.Ed. in Curriculum and Instruction	PK-12 education	12 months accelerated FT / PT 2-3 years	Online	30	\$17,550	Fall, Spring, Summer	- Emphasis areas: Literacy, Gifted Education, ESL, Instructional Technology, Science Education, Applied Behavior Analysis, Special Education, Social Foundations, Educational Innovation, Social and Emotional Learning, Professional Studies
59	19 <a href="#">Sam Houston State</a>	M.Ed. in Curriculum and Instruction	K-12 education & community college workforce training	N/A (2-3 years PT)	Online	30	\$21,500	Fall, Spring, Summer	- Virginia residents receive a 15% discount on tuition & fees
79	19 <a href="#">Bowling Green State</a>	M.Ed. in Curriculum and Instruction	K-12 education & workforce training	18 months	Online	34	\$18,200	resident / 6x per year	- 7-week courses
19	19 <a href="#">Drexel</a>	M.S. in Teaching, Learning and Curriculum: Advanced Education Studies	K-12 education, higher education, workforce training	N/A (2-3 years PT)	Online	45	\$61,500	N/A	- Offers coursework as "stackable" certificates and endorsements
19	19 <a href="#">Fordham</a>	N/A							- Many concentrations: Autism Spectrum Disorders: Creativity and Innovation; Education Policy; Educational Administration; Global and International Education; Instructional Technology; Higher Education; Human Resource Development; Learning Technologies; Multisensory Reading Instruction; Reading Specialist; Social, Emotional, and Behavioral Wellness; ESL
19	19 <a href="#">George Mason</a>	M.Ed. in Curriculum and Instruction	PK-12 education	2 years	Online	30	\$24,150	Fall, Spring, Summer	- This is a teacher certification degree; Fordham doesn't appear to have an advanced C&I program and most of its programs are F2F
19	19 <a href="#">U Texas - Arlington</a>	M.Ed. in Curriculum and Instruction	K-12 education	18 months	Online	30	\$8,200	6x per year	- Concentration options in Early Childhood Education, Elementary Education, Education Leadership, Learning Technologies, Secondary Education, Teaching Culturally Linguistically Diverse Exceptional Learners, and Transformative Teaching
26	26 <a href="#">Auburn</a>	N/A							- 3 concentrations: literacy, math, and science
26	26 <a href="#">Oklahoma State</a>	M.S. in Curriculum and Leadership Studies	K-12 education	N/A (2-3 years PT)	Online	36	\$13,100	Fall, Spring, Summer	- Although US News ranks Auburn highly for "C&I," it doesn't have a master's degree with this specific focus
26	26 <a href="#">U of Alabama</a>	N/A							- Although US News ranks Alabama highly for "C&I," it doesn't have a master's degree with this specific focus
26	26 <a href="#">U of Delaware</a>	N/A							- Although US News ranks Delaware highly for "C&I," it doesn't have a master's degree with this specific focus
26	26 <a href="#">U of South Carolina</a>	N/A							- Although US News ranks U of SC highly for "C&I," it doesn't have a master's degree with this specific focus
1	- <a href="#">Western Governors University</a>	M.S. in Curriculum & Instruction	K-12 education	Self-paced (~70% finish in 18 months)	Asynchronous	30	\$10,500	(\$3,500 for each 6 months of enrollment)	- With WGU's model, students pay a flat rate tuition every 6 months, so overall tuition varies based on how long they take to finish all courses, which are self-paced
3	- <a href="#">Ohio University</a>	M.Ed. in Curriculum & Instruction	PK-12 education, adult education	15 months	Online	30	\$16,100	resident / Summer is recommended, but allows fall & spring	- Follows nearly the same schedule we are planning for!
8	- <a href="#">FIU</a>	M.S. in Curriculum & Instruction	K-12 education	N/A (2-3 years PT)	Online	36	\$18,300	Fall	- Offers a <a href="#">teaching fellows program</a> ; fellows teach part time and complete their masters in 3 semesters
11	- <a href="#">U of West Florida</a>	M.Ed. in Curriculum & Instruction	K-12 education	2 years	Online	33	\$13,750		- Courses are 8 week long
12	- <a href="#">William Woods</a>	M.A. in Curriculum & Instruction	K-12 education	2 years	Online				- 3 concentrations: Elementary, Middle, Secondary
13	- <a href="#">Greenville University</a>	M.A. in Education: Curriculum and Instruction			Online				
14	- <a href="#">Liberty University</a>	M.Ed. in Curriculum & Instruction			Online				



17	-	<a href="#">SNHU</a>	M.Ed. in Curriculum & Instruction	K-12 education	15 months (or longer)	Online	36	\$22,600	Every 8 weeks	
18	-	<a href="#">Faulkner</a>	M.Ed. in Curriculum & Instruction	PK-12, community educators, higher ed	N/A (2-3 years PT)	Online	30	\$22,400 resident / \$22,850 non-resident	Fall, Spring, Summer	- 3 concentrations: Teaching and Learning, General Studies, STEM, & Gifted
19	-	<a href="#">U of Cincinnati</a>	M.Ed. in Curriculum and Instruction	K-12 education		Online	36	\$15,300		- 8-week courses
20	-	<a href="#">Concordia U - Nebraska</a>	M.Ed. in Curriculum and Instruction			Online				
21	-	<a href="#">Arkansas State</a>	Master of Science in Education (MSE) in Curriculum & Instruction			Online				
22	-	<a href="#">Olivet Nazarene</a>	M.A. in Education: Curriculum and Instruction			Online				
23	-	<a href="#">Mississippi College</a>	M.Ed. in Curriculum and Instruction			Online				
24	-	<a href="#">Tarrant State</a>	M.Ed. in Curriculum and Instruction			Online				
25	-	<a href="#">Noire Dame College</a>	M.Ed. in Curriculum and Instruction		18-24 months	Online	30	\$17,700		
26	-	<a href="#">Doane</a>	M.Ed. in Curriculum and Instruction			Online				
27	-	<a href="#">U of Louisiana - Lafayette</a>	M.Ed. in Curriculum and Instruction, Instructional Specialist Concentration	K-12 education	24 months	Online	36	\$17,280	August, October, January, March, or June	
28	-	<a href="#">U of Texas - Tyler</a>	M.Ed. in Curriculum and Instruction	K-12 education		Online or F2F cohorts	30			
29	-	<a href="#">Eastern Washington U</a>	M.Ed. in Curriculum and Instruction	K-12 education	12 months or longer	Online	49	\$13,475	7x per year	
30	-	<a href="#">U of San Diego</a>	M.Ed. in Curriculum and Instruction	K-12 education	5 semesters	Online	30			
32	-	<a href="#">Belhaven U</a>	M.Ed. in Curriculum and Instruction			Online				
33	-	<a href="#">U Mass - Lowell</a>	M.Ed. in Curriculum and Instruction			Online				
34	-	<a href="#">Emporia State U</a>	M.S. in Curriculum and Instruction	PK-12 education		Online				
35	-	<a href="#">U of North Georgia</a>	M.Ed. in Curriculum and Instruction	K-12 education		Online				
36	-	<a href="#">Portland State U</a>	N/A (website just states "curriculum and instruction masters")			Online				
37	-	<a href="#">Middle Tennessee State</a>	M.Ed. in Curriculum and Instruction			Online				
38	-	<a href="#">Eastern Michigan</a>	M.A. in Curriculum & Instruction			Online				
39	-	<a href="#">Capella</a>	M.S. in Curriculum and Instruction			Online				
40	-	<a href="#">U of Maine</a>	M.Ed. in Curriculum, Assessment, and Instruction			Online				
41	-	<a href="#">Merrimack College</a>	M.Ed. in Curriculum and Instruction			Online				
42	-	<a href="#">Shawnee State</a>	M.Ed. in Curriculum and Instruction			Online				
43	-	<a href="#">Gwynedd Mercy</a>	M.Ed. in Educational Administration - Curriculum & Instruction			Online				
44	-	<a href="#">Northwest Missouri State</a>	M.S.Ed. in Curriculum & Instruction - General			Online				
45	-	<a href="#">Valdosta State</a>	M.Ed. in Curriculum and Instruction in Accomplished			Online				
46	-	<a href="#">Texas Tech</a>	M.Ed. in Curriculum and Instruction			Online				
47	-	<a href="#">Wayne State College</a>	MSE in Curriculum & Instruction			Online				
48	-	<a href="#">Western New England U</a>	M.Ed. in Curriculum and Instruction			Online				
49	-	<a href="#">Florida Atlantic</a>	M.Ed. in Curriculum and Instruction			Online				
50	-	<a href="#">Texas A&amp;M - International</a>	M.S. in Curriculum and Instruction - Bilingual Education			Online				
51	-	<a href="#">U of Saint Joseph (CT)</a>	M.A. in Curriculum & Instruction			Online				
52	-	<a href="#">Fitchburg State</a>	M.Ed. in Curriculum and Instruction			Online				
53	-	<a href="#">Evangel U</a>	M.Ed. in Curriculum and Instruction			Online				
54	-	<a href="#">St Vincent College</a>	M.S. in Curriculum and Instruction			Online				
55	-	<a href="#">U Nebraska - Kearney</a>	M.A. in Curriculum & Instruction	K-12 education		Online				
56	-	<a href="#">Concordia U - Chicago</a>	M.A. in Curriculum & Instruction	K-12 education	12 months FT or 24 months PT	Online, on campus or hybrid	30			
57	-	<a href="#">Minnesota State - Moorhead</a>	M.S. in Curriculum and Instruction	PK-12 education		Online				
58	-	<a href="#">Houston Baptist</a>	M.Ed. in Curriculum and Instruction			Online				
60	-	<a href="#">ACE</a>	M.Ed. in Curriculum and Instruction	PK-12 education	17 months	Online		\$9,500		- Has a reputation for low-quality education "degree mill"
62	-	<a href="#">Colorado Christian U</a>	M.A. in Curriculum & Instruction			Online				- Degree name changed from C&I in fall 2020
65	-	<a href="#">McDaniel College</a>	Master's in Innovations in Teaching and Learning			Online				- Concentrations in Teaching and Learning in the 21st Century, Ed Tech, Reading & Literacy, Intervention Specialist, and Career Training
66	-	<a href="#">Ashland U</a>	M.Ed. in Curriculum and Instruction			Online				
67	-	<a href="#">U of Mount Union</a>	M.Ed. in Curriculum and Instruction			Online				
68	-	<a href="#">Grand Canyon U</a>	M.A. in Curriculum & Instruction			Online				
69	-	<a href="#">Southeastern OK State</a>	M.Ed. in Curriculum and Instruction			Online				
70	-	<a href="#">U of Houston - Victoria</a>	M.Ed. in Curriculum and Instruction			web synchronous				
71	-	<a href="#">Cal State - Bakersfield</a>	M.A. in Curriculum & Instruction			Online				

72	-	<a href="#">Walden</a>	M.S. in Education, Curriculum, Instruction, and Assessment	K-12 education	Online				
73	-	<a href="#">Louisiana State</a>	M.Ed. in Curriculum and		Online				
74	-	<a href="#">Regent</a>	M.Ed. in Curriculum and		Online				
75	-	<a href="#">Marshall</a>	M.A. in Education, Instructional Processes and Strategies emphasis		Online				
76	-	<a href="#">Concordia U - Irvine</a>	M.A. in Education, Curriculum & Instruction emphasis		Online				
77	-	<a href="#">U of Eastern Illinois</a>	M.S. in Education in Curriculum & Instruction	PK-12	Online				
78	-	<a href="#">Iowa Wesleyan</a>	M.Ed. in Curriculum and		Online				
80	-	<a href="#">Georgia Southern</a>	M.Ed. in Curriculum and Instruction – Accomplished		Online				
81	-	<a href="#">Ohio Dominican</a>	M.Ed. in Curriculum and		Online				
83	-	<a href="#">U of Pittsburgh</a>	M.Ed. in Curriculum and		Online				
84	-	<a href="#">Appalachian State</a>	Curriculum Specialist MA		Online				
85	-	<a href="#">Concordia U - Ann Arbor</a>	M.S. in Curriculum and Instruction		Online				
86	-	<a href="#">Cal State - Long Beach</a>	M.A. in Education (separate C&I concentrations for Elementary & Secondary)	K-12 education	Online				-Separate tracks for elementary and secondary teachers
87	-	<a href="#">Southwest Baptist</a>	M.S.E. in Curriculum & Instruction	K-12 education	Online				
88	-	<a href="#">Sacramento State</a>	M.A. in Education (Curriculum & Instruction)	K-12, after-school, or adult education	Online				
89	-	<a href="#">U of Colorado - Colorado Springs</a>	M.A. in Curriculum and Instruction		Online				
90	-	<a href="#">SUNY Empire</a>	M.Ed. in Curriculum & Instruction		Online				
91	-	<a href="#">Plymouth State</a>	M.Ed. in Curriculum & Instruction		Online				
92	-	<a href="#">Indiana State</a>	M.Ed. in Teaching & Learning with C&I concentration		Online				

Institution	Degree Granted	Modality	Resident	Other
University of Maryland	<a href="#">Master of Technology Entrepreneurship (MTE)</a>	Online		\$22,500
HEC Paris	<a href="#">MSC in Innovation &amp;</a>	Online		\$26,700
Syracuse University	<a href="#">Master of Science in Entrepreneurship</a>	Online		\$53,000
Johns Hopkins University	<a href="#">Master of Biotechnology Enterprise and Entrepreneurship</a>	Online		\$48,150
Central Michigan University	<a href="#">Master of Entrepreneurial Ventures</a>	Online		\$23,832
Pepperdine University	<a href="#">M.A. in Social Entrepreneurship &amp; Change</a>	Hybrid		\$80,000
Northeastern University	<a href="#">MS in Technological Entrepreneurship</a>	F2F or Online		\$49,200
University of Florida	<a href="#">M.S. in Entrepreneurship</a>	F2F or Online	\$16,982	\$38,724
Temple University	<a href="#">M.S. in Innovation Management &amp; Entrepreneurship</a>	F2F or Online		\$33,420
University of Texas at Austin	<a href="#">M.S. in Technology Commercialization</a>	F2F or Online	\$49,534	\$54,924
Rice University	<a href="#">MBA</a>	F2F or Online		\$63,162
University of Oklahoma	<a href="#">MBA</a>	F2F or Online	\$16,229	\$33,804
		<b>Average for Online</b>	<b>\$27,582</b>	<b>\$43,951</b>
Carnegie Mellon	<a href="#">MBA</a>	F2F or Hybrid		\$71,000
University of Notre Dame	<a href="#">M.S. in Engineering, Science, Technology &amp; Entrepreneurship</a>	F2F		\$57,522
Univ of Southern California	<a href="#">M.S. in Entrepreneurship &amp; Innovation</a>	F2F		\$55,350
University of Washington	<a href="#">M.S. in Entrepreneurship</a>	F2F	\$35,334	\$51,531
Drexel University	<a href="#">M.S. in Entrepreneurship and</a>	F2F		\$60,390
University of Michigan	<a href="#">Master of Entrepreneurship</a>	F2F	\$66,376	\$71,376
University of South Florida	<a href="#">M.S. in Entrepreneurship in Applied Technologies</a>	F2F	\$17,100	\$32,900
University of Rochester	<a href="#">M.S. in Technical Entrepreneurship and Management (TEAM)</a>	F2F		\$47,212
University of Texas Dallas	<a href="#">M.S. in Innovation &amp; Entrepreneurship</a>	F2F	\$17,229	\$32,262
University of Utah	<a href="#">Master of Business Creation</a>	F2F		\$30,500
Illinois Institute of Technology	<a href="#">M.A.S. in Technological Entrepreneurship</a>	F2F		\$49,700
Rochester Institute of Technology	<a href="#">Master of Technology Innovation Management and Entrepreneurship</a>	F2F		\$22,760
<a href="#">Master of Design</a>	<a href="#">Master of Design</a>	F2F		\$73,130
Rensselaer Polytechnic	<a href="#">M.S. in Technology Commercialization and</a>	F2F		\$58,290
Arizona State University	<a href="#">M.S. in Innovation and Venture Development</a>	F2F	\$28,766	\$51,374
UMass Lowell	<a href="#">M.S. in Entrepreneurship</a>	F2F	\$15,210	\$26,990
Brown University	<a href="#">M.S. in Innovation Management &amp; Entrepreneurship</a>	F2F		\$60,944
Harvard University	<a href="#">MBA</a>	F2F		\$76,000
University of Chicago	<a href="#">MBA</a>	F2F		\$59,753

Northwestern University	<a href="#">MBA</a>	F2F		\$75,134
Babson College	<a href="#">MBA</a>	F2F		\$71,564
University of Virginia	<a href="#">MBA</a>	F2F	\$65,350	\$68,350
Columbia University	<a href="#">MBA</a>	F2F		\$71,624
Brigham Young University	<a href="#">MBA</a>	F2F	\$13,450	\$26,120
Washington University (St. Louis)	<a href="#">MBA</a>	F2F		\$63,765
DePaul University	<a href="#">MBA</a>	F2F		\$45,468
St. Louis University	<a href="#">MBA</a>	F2F		\$52,475
North Carolina State University	<a href="#">MBA</a>	F2F	\$25,797	\$43,608
University of California San Diego	<a href="#">MBA</a>	F2F	\$51,453	\$54,968
New York University	<a href="#">MBA</a>	F2F		\$74,300
		<b>Average for F2F</b>	<b>\$33,607</b>	<b>\$54,545</b>
		<b>AVERAGE FOR ALL</b>	<b>\$32,216</b>	<b>\$51,518</b>

Summary of Gray's Data According to Program Scorecard for Curriculum & Instruction (C&I)

Student Demand: Indicates high values (98%+ percentile) in total inquires and total Google searches

Competitive Intensity: Indicates only 46% of institutions have a C&I program online

Employment: Indicates only 3% unemployment for ages <30 and ages 30-60

Overview													Definitions		Filters		Scoring Criteria		Score Breakdown		Program Rank		Program Scorecard		Program x Market Matrix		Competitors		Data Table		Historical Data		Workplace Requirements		Crosswalks						
Current Selections													Award Level		6-Digit CIP		Market		30-Mile Radius		National		Ohio		Masters		13.0301														
q. Program Search Box																																									
Selections													Market		30-Mile Radius		National		Ohio																						
Market													6-Digit CIP																												
Award Level																																									
CIP Title																																									
4-Digit CIP																																									
2-Digit CIP																																									
Current Programs																																									
MU Program Enrollment, 2015-19																																									
Program Name													'15		'16		'17		'18		'19		Unit Ch...		CAG R																

Program Scorecard: 13.0301 - Curriculum and Instruction												
Overall Score												
GRAYASSOCIATES												
28												
Percentiles: < 40% 40%+ 70%+ 90%+ 95%+ 98%+												

Category		Criterion		Value		Score		Total	
Inquiries		Total (12 months)		448		10			
		Online (Included in Total)		287					
		Year-over-Year Change (Units)		138		2			
		Year-over-Year Change (%)		44.5%		1			
		Total (3 months)		1,006		0		26	
Google Search*		Year-over-Year Change (Units)		38		0			
		Year-over-Year Change (%)		3.9%		0			
		Total (12 months)		338		15			
Completions		Year-over-Year Change (Units)		-11		-2			
		Year-over-Year Change (%)		-3%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion		Value		Score		Total	
Institutions		Campuses with Graduates**		14		-6			
		Year-over-Year Change (Units)**		-1		2			
		Average Cost per Inquiry**		\$34		1			
		Completions per 1,000 Pop**		0.13		0			
		Cost per Click**		\$4		0			
Market Saturation		Competition Index**		0.41		0			
		Average Completions/Institution		24		0			
		Median Completions/Institution		9		-2			
Program Size		Year-over-Year Change (Units)		-2		0			
		Year-over-Year Change (%)		-15%		0			
		Insts. with Program Online**		127		0			
Nat'l Distance Education		% of Institutions		46%		0			
		Online Completions**		8,975		0			
		% of Completions		58%		0			

Category		Criterion	
----------	--	-----------	--



**COLLEGE OF EDUCATION, HEALTH & SOCIETY**  
Office of the Dean  
McGuffey Hall, Room 207  
Oxford, OH 45056  
513-529-6317

April 14, 2022

Dear Provost Osborne,

On behalf of the College of Education, Health, and Society, I write to strongly endorse the proposal for a new online masters degree at Miami University in the area of Curriculum and Instruction. This new degree will be shared between the Departments of Educational Leadership (EDL) and Teacher Education (EDT), both of which share responsibilities for administration, advising, and teaching. This fully online program responds to the needs of today's graduate-level learner who is looking for greater flexibility and accessibility.

With a growing educator preparation program at the undergraduate level, we are seeing increased demand from our graduates as well as other teachers in our area for an advanced degree that will support their development as master teachers. In addition, a number of community partners have expressed interest in taking advantage of a graduate program that provides them with skills in curricular development and leadership within settings outside of the school-setting. This is why I'm excited to see the development of the program, which is designed with dual tracks focused on supporting early career teachers and community educators.

The proposed program will capitalize on the strengths of Miami's current teacher education and school leadership programs in offering a dynamic and contemporary program that responds to the current needs of early career teachers in classrooms and community-oriented educators who primarily work outside of traditional classroom settings. The overall aim of this program is to better serve educators in classroom and community spaces and prepare them for jobs and/or further advanced degrees in education.

Miami University has a long history of leadership in the area of curriculum and curricular studies, with several leading scholars in the two departments. In fact, Miami is the home to the *Journal of Curriculum Theorizing* and we are the host of the annual Bergamo Conference on Curriculum Theory and Classroom Practice. We have a deep depth of expertise to support this degree.

We're excited by this collaborative effort and look forward to supporting the work of our colleagues across EHS to further strengthen Miami University as a national leader in the exciting field of curriculum and instruction.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jason Lane', written over a light blue horizontal line.

Jason E. Lane, PhD  
Dean





Department of Teacher Education  
COLLEGE OF EDUCATION, HEALTH &  
SOCIETY  
401 MCGUFFEY HALL  
210 E. SPRING STREET  
OXFORD, OH 45056-3493  
513-529-6443  
[www.miamioh.edu/edt](http://www.miamioh.edu/edt)

February 4, 2022

TO: Miami University Council of Academic Deans and University Senate

FR: Brian D. Schultz   
Professor & Chair, Department of Teacher Education

RE: M.Ed. in Curriculum & Instruction Letter of Support from Teacher Education

I write with great enthusiasm in support of the re-imagining of the current Master's of Education (MEd) in Transformative Education to a new program: Master's of Education in Curriculum & Instruction that is housed jointly within the Departments of Educational Leadership and Teacher Education in the College of Education, Health & Society at Miami University. Over the past year and a half, the faculty in both the Departments of Educational Leadership and Teacher Education have worked to develop a substantive new program offering that will meet the needs of the students and the community while responding to market conditions that indicate the deep potential growth related to such changes.

This new program's curriculum development efforts are rooted in a shared vision articulated through departmental values and threshold concepts of both these units. This shared vision centers justice, equity, agency to develop educators who can meet the needs of schools and communities through culturally relevant, responsive, and sustaining pedagogies and anti-racist practices. Thus, the new program promises to meet the needs of both early career educators as well as out-of-school and community educators. Because of the faculties expertise demonstrated through scholarship and experiences, the new program is sure to attract a wide array of students seeking such a degree.

The new program, offered entirely online, will not only serve students in the Southwestern Ohio area and in turn the labor market for educators in the State of Ohio, but also has the deep potential to attract students from across the United States because of its accessibility via an online platform. This is particularly promising as many Miami University alumni will be attracted to the programming because it will align and bolster the experiences students had in their pre-service educator preparation programs. In addition, graduates from other bachelor's degree programs in educational fields will undoubtedly be attracted to the program as result of the strong reputation of the educational degrees from Miami University and the commitments in which this program has been designed. Further, market analysis data and labor trends in Ohio and beyond support the growing need for such Curriculum & Instruction programs; the prospect for enrollment growth is significant.

Should you need additional information or have questions, please do not hesitate to contact me.

From: Thomas S. Poetter, PhD, Chair, Department of Educational Leadership (EDL)

RE: Letter of Support, New Masters of Education in Curriculum & Instruction

Date: February 3, 2022

The Department of Educational Leadership is very pleased to support the new Masters of Education in Curriculum and Instruction. We have been partners on the existing, current degree program with the Department of Teacher Education at Miami for over a decade. As a result of that close relationship, we agreed together to create this new program focused on an approach to educational work at an advanced level that is focused on anti-racism and social justice.

Based on data provided for planning and marketing purposes by Gray Associates, we determined that we needed to create a degree program that is completely online to reach those who can benefit most from our scholarship and experience as leaders in education: early career teachers and community educators. There is a strong market in Ohio, regionally, and nationally for Curriculum & Instruction masters degrees; and we believe we have the ability to deliver a strong, supportive, illuminating, and transformational educational program to our new cohorts.

We have found over the years that there is a great benefit to all when multi-generational classes meet, and especially when early career teachers have the opportunity to gather layers of support for their fledgling work. The educative combination of co-inquirers such as professors and other experienced educators working together on educational issues from theory to practice makes it possible for participants to improve practice and build overall capacity for the work at hand. And capacity building leads to retention and excellence. What we need in Ohio and throughout the nation are substantive systems of challenge and support, especially for our newest educators. We intend to continue as leaders in this endeavor.

Thank you for your support for this new program as we move to deliver an excellent online program for educators committed to transforming their own lives, as well as the educative experiences of colleagues, students, and communities.


Sincerely,

*Thomas S. Poetter*

Thomas S. Poetter, Professor and Chair, EDL



Approved by the Board of Trustees September 23, 2022

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

THE BOARD OF TRUSTEES  
OF  
**MIAMI UNIVERSITY**

*hereby extend their greetings, gratitude and best wishes  
to*

*Bruce Johnson*

*S* BRUCE JOHNSON IS COMMENDED FOR HIS VISION AND YEARS OF DEDICATED SERVICE AS PRESIDENT AND CHIEF EXECUTIVE OFFICER OF THE OHIO INTER-UNIVERSITY COUNCIL. THROUGH BRUCE'S INSPIRATIONAL AND STEADFAST LEADERSHIP, FORESIGHT, AND UNWAVERING PROFESSIONALISM, HE ADVANCED HIGHER EDUCATION WITHIN THE STATE OF OHIO. HIS YEARS OF SERVICE WITH THE IUC AND AS A PUBLIC SERVANT FOR THE CITIZENS OF OHIO, ARE AN EXAMPLE TO ALL AND HAVE CONSISTENTLY EMBODIED THE VIRTUES AND QUALITIES OF "LOVE AND HONOR."*I*

*Steve Anderson  
S. Biff Bowman, National Trustee  
Ryan Burgess  
Sandra Drabik Collins, Secretary  
Dawson Cosgrove, Student Trustee  
John Fazio, Student Trustee  
Deborah Feldman, Vice Chair*

*Zachary T. Haines  
Dinesh Paliwal, National Trustee  
John C. Pascoe  
Jeff Pegues, National Trustee  
H. Roderick Robinson, Treasurer  
Mary Schell, Chair  
Mark Sullivan, National Trustee*

APPROVED THIS TWENTY-THIRD OF SEPTEMBER, TWO THOUSAND TWENTY-TWO AT MIAMI UNIVERSITY, IN THE CITY OF OXFORD, COUNTY OF BUTLER, STATE OF OHIO, DURING THE TWO HUNDRED AND THIRTEENTH YEAR OF THE UNIVERSITY'S CHARTER.

September 23, 2022  
Consent Calendar

**RESOLUTION R2023-08**

BE IT RESOLVED, by the Board of Trustees that the below stated funds be allocated from unrestricted contributions to the Miami University Fund for the period July 1, 2022 to June 30, 2023:

<b><u>University Division/Office</u></b>	<b><u>Amount</u></b>
Enrollment Management and Student Success	<u>\$511,944.64</u>
<b>Total</b>	<b>\$511,944.64</b>

*Approved by the Board of Trustees  
September 23, 2022*



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



Ohio's Economic  
Development Corporation

**JobsOhio**

# Ohio's Private Economic Development Corporation

September 22, 2022

This document is not a public record and its content should not be reprinted in any other document. Ohio Revised Code 149.43(A)(1)(bb) and 187.04(C)(1) and (2)



# JobsOhio A Unique Econ Dev Platform



- **Speed**
- **Discretion**
- **Transparency**  
Share 40% more info  
than obligated

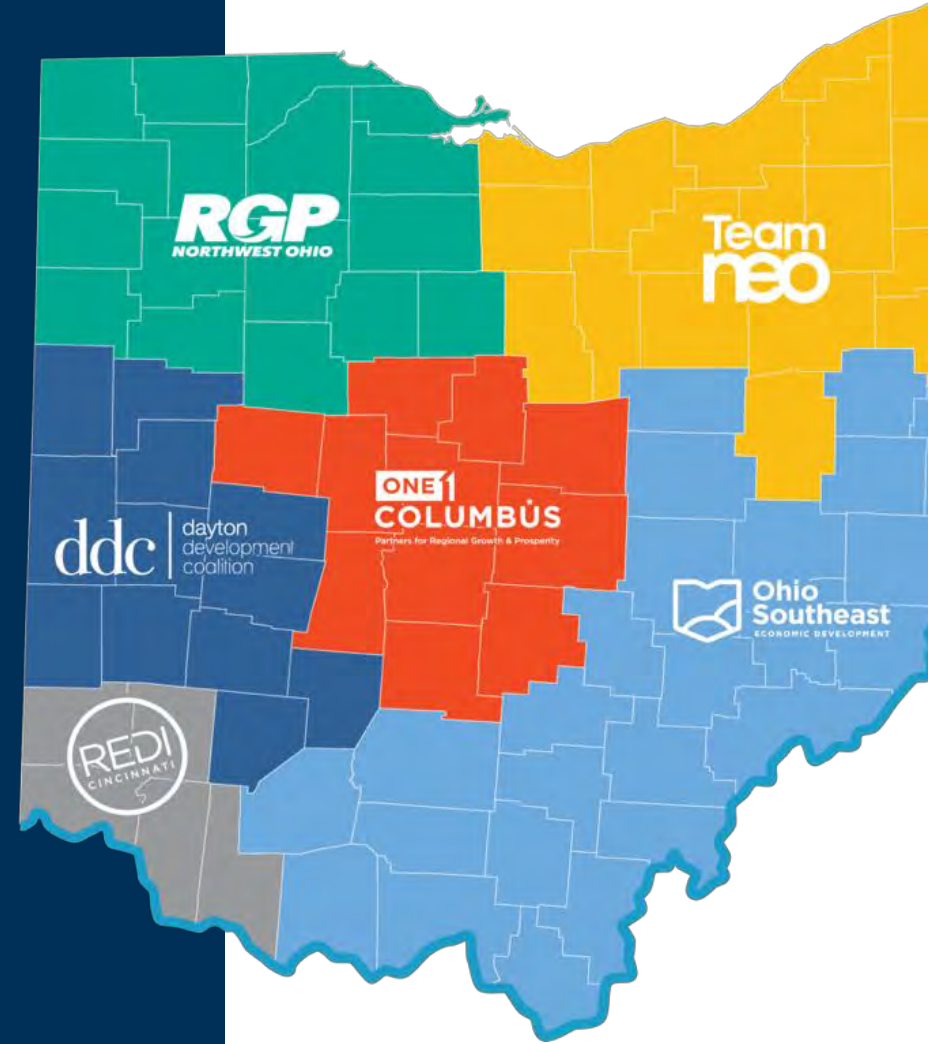
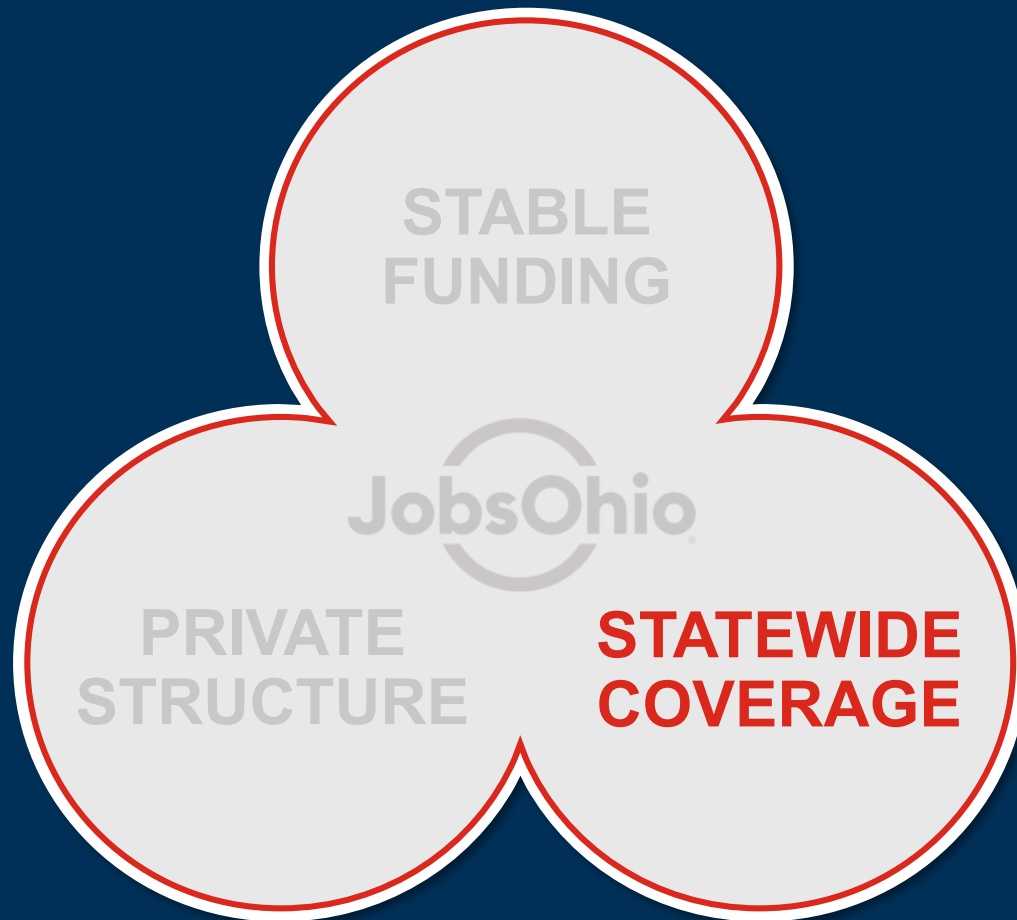




# JobsOhio A Unique Econ Dev Platform



# JobsOhio A Unique Econ Dev Platform



# JobsOhio A Unique Econ Dev Platform

## JP's Leadership Team



**Dana Saucier**  
• VP Econ Dev  
• Sector Leader



**Terry Slaybaugh**  
• Sites  
• Air Service  
• JO Network



**Kristi Tanner**  
• Inclusive Economic  
Development



**Andrew Deye**  
• Strategy  
• Research  
• Biz Development



**Julie Battles**  
• Finance  
• Ops Budget  
• IT



**Sheila Aekins**  
Human Resources



**Brian Faust**  
• CFO  
• Growth Capital



**Lorraine Terry**  
• JO Beverage  
System



**Kevin Chambers**  
• Logistics, Dist &  
Supply Chain  
• Innovation Districts



**Jason Dunkle**  
• Projects Team



**Kristi Clouse**  
• Workforce & Talent



**Phil Greenberg**  
• Chief of Staff  
• Engagement  
• Gov Affairs



**Tyler Yaple**  
• Director of Gov Affairs  
• Engagement



**Alyssa Hardenbergh**  
• Executive Coordinator

# 134 FTE's

13 CEOs / Founders

50 Master's degrees;  
6 PhD's/JD

> 50% under-represented  
population groups

6 Veterans



# JobsOhio Focus – 9 Sectors + 1

**1 Advanced Manufacturing**

**2 Logistics & Distribution**

**3 Financial Services**

**4 Automotive**

**5 Information Technology**

**6 Energy & Chemicals**

**7 Healthcare**

**8 Food Processing & Agro**

**9 Aerospace & Aviation**

**+1 Military & Federal**

**1.2 Million Jobs**

17% increase in jobs 2010-2021

**36% GSP**

**22% Employment**

**29% Payroll**





# Creating Return on Investment for Ohio

- |    |                          |
|----|--------------------------|
| 1  | Advanced Manufacturing   |
| 2  | Logistics & Distribution |
| 3  | Financial Services       |
| 4  | Automotive               |
| 5  | Information Technology   |
| 6  | Energy & Chemicals       |
| 7  | Healthcare               |
| 8  | Food Processing & Agro   |
| 9  | Aerospace & Aviation     |
| +1 | Military & Federal       |

Payroll taxes from  
NET NEW JOBS

are ALWAYS more  
than the

incentives invested  
to win the deal



# Deals have **OVER** performed

- |           |                                     |
|-----------|-------------------------------------|
| <b>1</b>  | <b>Advanced Manufacturing</b>       |
| <b>2</b>  | <b>Logistics &amp; Distribution</b> |
| <b>3</b>  | <b>Financial Services</b>           |
| <b>4</b>  | <b>Automotive</b>                   |
| <b>5</b>  | <b>Information Technology</b>       |
| <b>6</b>  | <b>Energy &amp; Chemicals</b>       |
| <b>7</b>  | <b>Healthcare</b>                   |
| <b>8</b>  | <b>Food Processing &amp; Agro</b>   |
| <b>9</b>  | <b>Aerospace &amp; Aviation</b>     |
| <b>+1</b> | <b>Military &amp; Federal</b>       |

**162% more Jobs**

**287% more Payroll**

**218% more Capex**

**For each \$1 JO invests,  
companies invest \$75+**

**>\$3B+ State  
Taxes to Ohio**



# Mission Expansion since 2019

<b>1</b>	<b>Advanced Manufacturing</b>
<b>2</b>	<b>Logistics &amp; Distribution</b>
<b>3</b>	<b>Financial Services</b>
<b>4</b>	<b>Automotive</b>
<b>5</b>	<b>Information Technology</b>
<b>6</b>	<b>Energy &amp; Chemicals</b>
<b>7</b>	<b>Healthcare</b>
<b>8</b>	<b>Food Processing &amp; Agro</b>
<b>9</b>	<b>Aerospace &amp; Aviation</b>
<b>+1</b>	<b>Military &amp; Federal</b>

## JobsOhio 9 + 1 Sectors

Loans

Grants

Marketing Ohio

Talent Services

Job Ready Sites

Retention & Expansion

Pilot  
Programs

Pre-2019



# Program Expansion since 2019

<b>1</b>	<b>Advanced Manufacturing</b>
<b>2</b>	<b>Logistics &amp; Distribution</b>
<b>3</b>	<b>Financial Services</b>
<b>4</b>	<b>Automotive</b>
<b>5</b>	<b>Information Technology</b>
<b>6</b>	<b>Energy &amp; Chemicals</b>
<b>7</b>	<b>Healthcare</b>
<b>8</b>	<b>Food Processing &amp; Agro</b>
<b>9</b>	<b>Aerospace &amp; Aviation</b>
<b>+1</b>	<b>Military &amp; Federal</b>

## JobsOhio 9 + 1 Sectors

Loans	Inclusive Econ Dev
Grants	Stakeholder Engagement
Marketing Ohio	Air Service
Talent Services	Innovation Districts
Job Ready Sites	Growth Capital
Retention & Expansion	Finance Partnerships

Pre-2019

Post-2019



# A Generational Opportunity for Ohio



Ohio's Economic  
Development Corporation



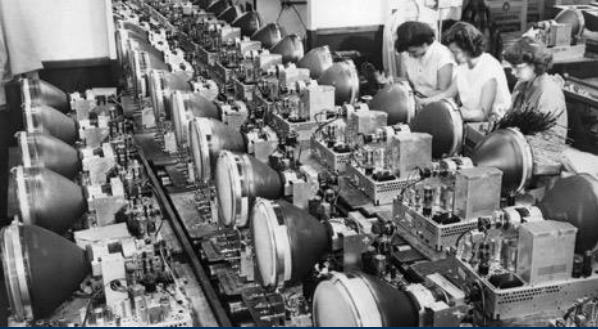
# REVERSING 40 Years of Decline



Ohio's Economic  
Development Corporation



# Great Migration from the Midwest



## Site Selection Industry takes off

- Focused on the South, non-union/low tax

# Post WWII

Post WWII

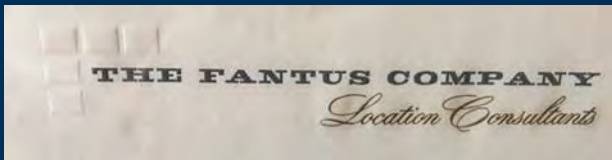
1960s

1970s

1980s

1990s

2000s



Fantus Locating Services, an early “site selection” business, grows rapidly, advising > 6,000 relo’s, primarily from Northeast & Midwest to the South





# Great Migration from the Midwest

## Northerners began to migrate south

- Civil rights laws were enacted, African Americans began to “re-settle” in the south

# 1960s

Post WWII

1960s

1970s

1980s

1990s

2000s



**Warmer climates became more comfortable**

New Homes & Businesses are built w/ air conditioning  
were more affordable – opening up South and West





# Great Migration from the Midwest



## “RUST BELT” is Coined

- Ohio industrial decline
- 1977 Youngstown “Black Monday”

# 1970s & 1980s

Post WWII

1960s

1970s

1980s

1990s

2000s



## “SUN BELT” BOOM

9 of 10 Top States in South  
Focus on cost, not value



# Great Migration from the Midwest



NAFTA Dec 8, 1993

# 1990s

Post WWII

1960s

1970s

1980s

1990s

2000s



## The Great “Sucking Sound”



# Great Migration from the Midwest



## Competition & Offshoring to Asia

USA lost 985K Mfg. jobs between 1999 - 2011  
Ohio lost 750K jobs between 1969 - 2009

# 2000s

Post WWII

1960s

1970s

1980s

1990s

2000s



Example: the Dayton Region lost  
Frigidaire, Meade, Delco, GM, NCR



# 2011 – JobsOhio Created

*State Economy, Key Industries Performing Poorly; Businesses Leaving, Bleak Outlook*

## Pre-2010 State Economic Performance

- 10 sectors **employment loss of 18.5%**
- Ohio ranked **47th in economic growth**
- Ohio had 2nd highest job losses
- Ohio ranked 42nd for economic outlook
- Ohio was ranked poorly:

**41<sup>st</sup>** Chief Executive

**38<sup>th</sup>** Forbes

**23<sup>rd</sup>** 

## Department of Development Issues

- Customer service severely lacking
- Slow & cumbersome approval process
- Proactive sales efforts nearly non-existent
- Participation from C-level execs limited
- Regional coordination needed improving



# A Once in a Generation Opportunity!

## Confluence of 5 Factors

1. Value Proposition
2. Performance
3. Covid-Calibration
4. Investment
5. Global Exposure



**A  
Generational  
Opportunity  
for Ohio**



# Ohio's National Rankings

## Moving Up

<b>Econ Dev Projects</b> Site Selection Mag Governor's Cup	<b>#9</b> 2011	<b>#2</b> in USA <b>2 YEARS IN A ROW</b>
<b>Best States for Business</b> Chief Executive Magazine	<b>#41</b> 2011	<b>#7</b> in USA <b>UP FROM #41 in 2011</b>
<b>Labor Productivity Growth Rate</b>	<b>#1</b> in Midwest SINCE 2013	<b>#1</b> in Midwest <b>2022</b>
<b>Access to Capital</b> CNBC Best States for Business	<b>#17</b> 2018 Among Peer States	<b>#3</b> in USA <b>2022</b>
<b>Quality of Life</b> Forbes Magazine	<b>#13</b> in USA 2011	<b>#2</b> in USA <b>2019</b>
<b>Best States for Opportunity</b> US News	<b>#25</b> In USA 2018	<b>#6</b> in USA <b>2021</b>

### 1. Value Proposition

2. Performance

3. Covid-Calibration

4. Investment

5. Global Exposure



# Record Performance – JobsOhio

	2018	vs. 2021
<b>New Jobs</b>	<b>27,071</b>	<b>29,000+</b> NEW ALL-TIME HIGH
<b>New Payroll</b>	<b>\$1.3B</b>	<b>\$1.6B</b> NEW ALL-TIME HIGH
<b>Projects Won</b>	<b>266</b>	<b>501</b> NEW ALL-TIME HIGH
<b>Business Retention &amp; Expansion</b>	<b>1,926</b>	<b>2,346</b> NEW ALL-TIME HIGH
<b>Customer Satisfaction</b> Net Promoter Score	<b>77</b>	<b>85</b> 2021 WORLD-CLASS
<b>JobsOhio 10 Target Sectors</b> Was declining 2.2% yr. – Now growing 1.5% yr.	<b>#49</b> In USA 2011	<b>#21</b> In USA 2021

1.Value Proposition

**2.Performance**

3.Covid-Calibration

4.Investment

5.Global Exposure



\*Source: McKinsey & JobsOhio Research

This document is not a public record and its content should not be reprinted in any other document. Ohio Revised Code 149.43(A)(1)(bb) and 187.04(C)(1) and (2)

# JobsOhio is creating **MORE VALUE** for **LEAST EXPENSE** in its history

	2018	vs. 2021
State Payroll Taxes to Ohio Per JobsOhio Employee	\$3M	<b>\$5M</b> 66% MORE
Total Econ Dev Projects	290	<b>500</b> 72% MORE
Econ Dev Projects per Employee	3.2	<b>4</b> 25% MORE
Ops Cost Per Econ Dev Project	\$93K	<b>\$85K</b> 9% LESS
Payroll Expense Per Econ Dev Project	\$48K	<b>\$41K</b> 14.7% LESS

**JobsOhio is  
creating  
MORE Value  
for Ohio**





# Expansion from the Coasts

**56**

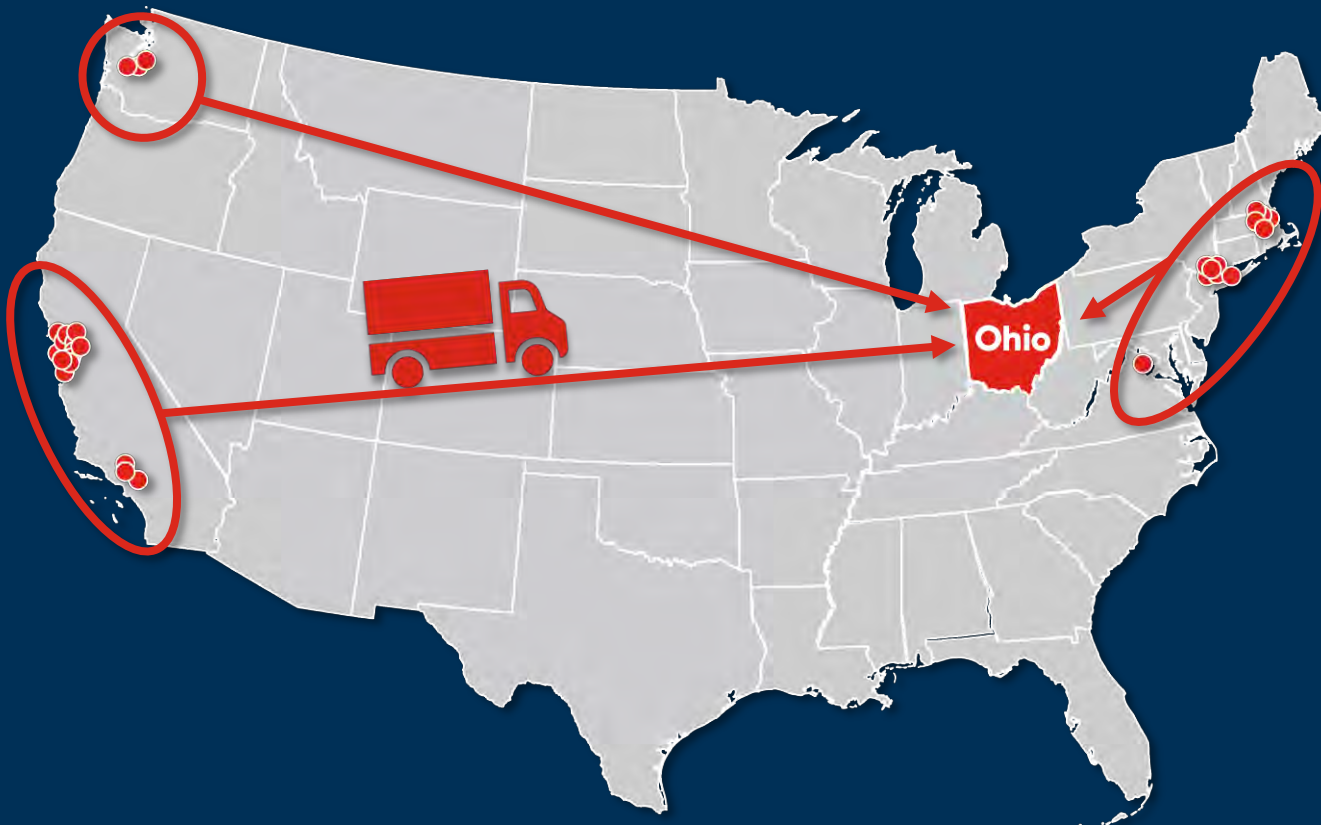
Projects

**14,500+**

New Jobs

**\$24B+**

New Capital



1.Value Proposition

2.Performance

**3.Covid-Calibration**

4.Investment

5.Global Exposure



# Reshoring Open & Secure Supply Chains

7

Projects

4,800

New Jobs

\$20.9B

New Capital



1.Value Proposition

2.Performance

**3.Covid-Calibration**

4.Investment

5.Global Exposure



# Investing in the Future



\$40B+

## JobsOhio 9 + 1 Sectors

Loans	Inclusive Econ Dev
Grants	Stakeholder Engagement
Marketing Ohio	Air Service
Talent Services	Innovation Districts
Job Ready Sites	Growth Capital
Retention & Expansion	Finance Partnerships

- 1.Value Proposition
- 2.Performance
- 3.Covid-Calibration
- 4.Investment**
- 5.Global Exposure



# Largest Single Project Investment in Ohio History



Global Coverage  
5.7B+ impressions

\$255M in Earned Media



- 1.Value Proposition
- 2.Performance
- 3.Covid-Calibration
- 4.Investment
- 5.Global Exposure





# WHAT'S NEXT?

2022 is shaping up to be  
another Successful Year!



Ohio's Economic  
Development Corporation

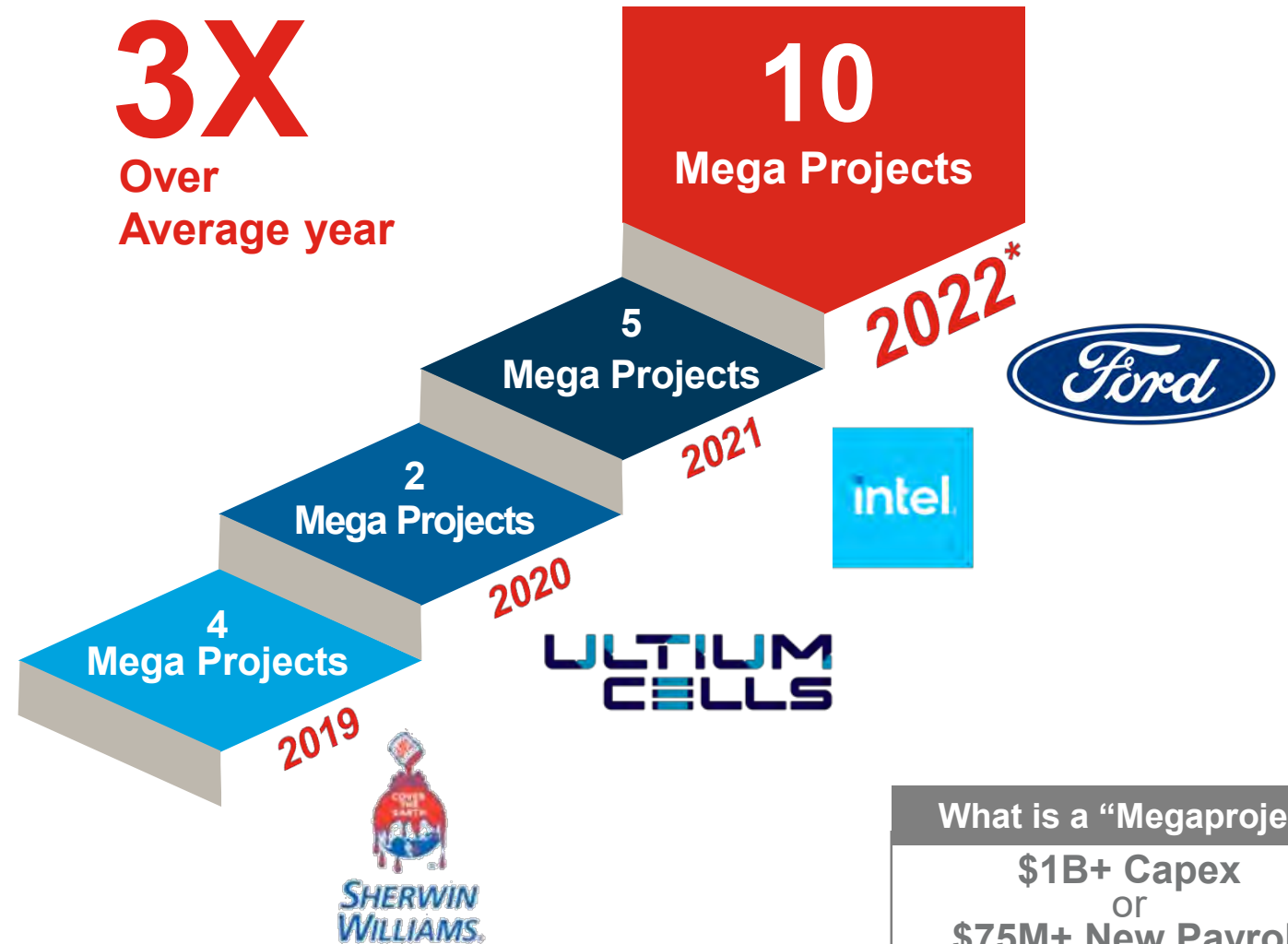


## Pipeline UP BIG

- **Projects  $\geq 1,000$  New jobs & Megaprojects**

- 104 Projects with 250+ new jobs
- 66 Projects with 500+ new jobs
- 38 Projects with 400+ New Jobs & \$200M Capex

# OUTLOOK FOR OHIO



What is a “Megaproject”

**\$1B+ Capex**  
or  
**\$75M+ New Payroll**

**>3X Fed Min Wage Avg**  
**Wage Committed**

\*Pipeline as of September 14, 2022

This document is not a public record and its content should not be reprinted in any other document. Ohio Revised Code 149.43(A)(1)(bb) and 187.04(C)(1) and (2)



## Ohio's Emerging Stronger

### **Most private job growth since 1997**

Ohio added >99,000 private sector jobs in 2021

### **3.9% unemployment rate in July**

lowest level since May 2019

### **>\$1B in signed state budget**

to support businesses & households, speed recovery

### **\$2.7B in state rainy-day fund**

untouched in the signed budget

Reflecting fiscal discipline and economic strength, **Fitch Ratings** recently upgraded Ohio to "AAA" for the first time in history

# Economic Development Outlook

## Positives

- **Ohio employment continues to recover**
  - +99K new private sector jobs in Ohio in 2021 (largest gain in 24 years)
  - In the first seven months of 2022, the labor market added 64K+ jobs
- **Labor force participation rebounding**
  - 61.9% in July (vs. <60% in Apr-20)
  - LFPR higher than July 2021 (61.7%)

## Risk Factors

- **Inflation remains near 40-year highs**
  - CPI at 8.3% in August
  - Core inflation reaccelerating: 6.3% in August, highest level since April 22'
- **Rising Interest Rates**
  - Quantitative tightening to ~3%+ by YE
  - 10-year Treasury nearing ~3.5%
- **Attracting workers**
  - 10.7M openings nationally
- **Geopolitical conflicts**
  - Invasion of Ukraine by Russia

*"Seventy-seven percent of the panelists indicate the risks to U.S. economic growth are tilted to the downside this year, with monetary policy missteps representing the greatest downside risk," added NABE Survey Chair Yelena Shulyatyeva, senior U.S. economist, Bloomberg. "More than 1/2 of respondents estimate odds of a recession within the next 12 months are greater than 25%"*

# Ohio's Abundant & Skilled Workforce



Ohio's Economic  
Development Corporation





# Access to Talent

## ABUNDANT

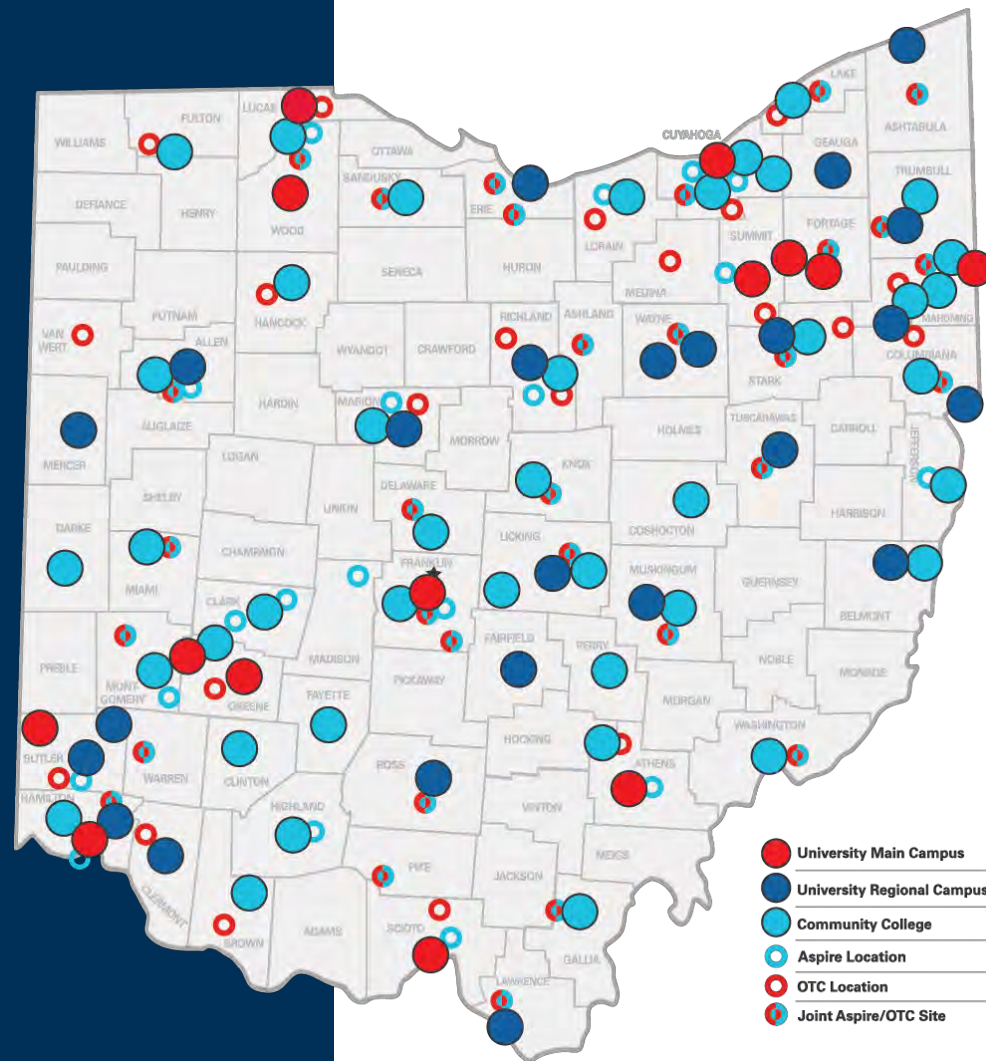
- Labor force of >5.7 million – one of the largest in U.S.

## WELL-EDUCATED

- >173 Colleges, Universities, and Adult Training Programs
- 5 R1 Carnegie Research Universities
- ~174K annual degree completions\*  
~28K annual degree completions in Tech, Industry 4.0 & Life sciences†

## LOYAL AND HARD WORKING

- The “Midwestern Work Ethic” results in quality products and services



\* Completions are counts of postsecondary awards granted and does not necessarily reflect the number of graduates in a given year

† Counts completions in JobsOhio priority occupations

This document is not a public record and its content should not be reprinted in any other document. Ohio Revised Code 149.43(A)(1)(bb) and 187.04(C)(1) and (2)

# Young Professional Population Growing Faster than the Region

	OHIO	REGIONAL STATES	U.S.
Young Professional Population Growth (2010-2021)	137,293	248,949	5,024,823
Young Professional Population Growth % (2010-2021)	6.30%	2.66%	8%

- Ohio gained >130K young professionals (20-34 years old from 2010-2021)
- 2X+ Growth Rate of the Region



Source: U.S. Census Bureau | Regional States: IL, IN, KY, MI, PA, WV  
This document is not a public record and its content should not be reprinted in any other document. Ohio Revised Code 149.43(A)(1)(bb) and 187.04(C)(1) and (2)



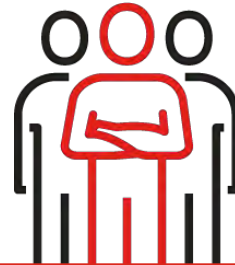
Ohio's companies have a generational opportunity to leverage growth momentum and build best-in-class talent pipelines in technology, industry 4.0, and life sciences.

## Expanding Ohio's Talent Pool

Over the next decade Ohio will need an additional 450K+ employees in 90 priority occupations

**450K+**

Tech, Industry 4.0 & Life Sciences Demand 10 yrs



**510K**  
JOBS 2021



**960K+**  
JOBS 2032

Source: EMSI Burning Glass, US Census Bureau (PSEO) and JobsOhio Talent Research

This document is not a public record and its content should not be reprinted in any other document. Ohio Revised Code 149.43(A)(1)(bb) and 187.04(C)(1) and (2)

# JobsOhio Initiatives



Ohio's Economic  
Development Corporation



# Generational Opportunity

Up to \$40B Investment statewide from all sources



## Ohio is Investing in the FUTURE

JobsOhio 9 + 1 Sectors	
Loans	Inclusive Econ Dev
Grants	Stakeholder Engagement
Marketing Ohio	Air Service
Talent Services	Innovation Districts
Job Ready Sites	Growth Capital
Retention & Expansion	Finance Partnerships

# JobsOhio programs to help build a talent supply:



## Talent Acquisition Services (TAS)

Incentive that can assist companies in identifying, building and executing a custom, sustainable talent solution by leveraging partners in the ecosystem.

## Find Your Ohio (FYO)

National talent attraction program that proactively drives in-demand talent to the state by matching out-of-state candidate resumes with openings at Ohio organizations.

## Innovation Districts

Three key Innovation Districts establish Ohio as a global leader in healthcare, life sciences, and technology. The goal is to create sustainable ecosystems for talent and increase STEM grad output and retention.

## Ohio To Work™

Covid Response initiative to help under/unemployed connect to employers.

Established deeper relationships among the eco-system, outreach to underrepresented populations and upskilling/reskilling.

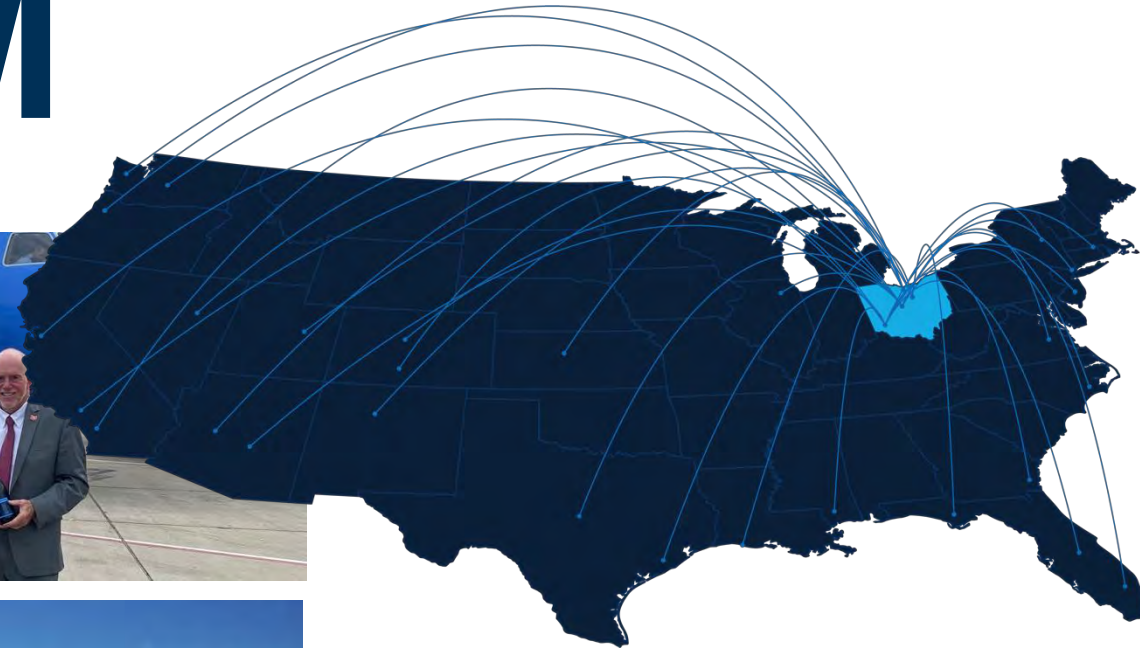


## Restoring Air Service

- **Alaska Airlines new route Cleveland to Seattle**
- Flights June through August have averaged 95% full
- **Breeze Airways serves 11% of Canton-Akron Airport passengers**
- **New Breeze routes doubled to 14 summer 2022** (CMH and CAK)

# JobsOhio Air Service Restoration

Up to  
**\$300M**  
Economic Impact



**Bookings to Seattle  
'outpacing expectations,'  
says Alaska Airlines**



# Inclusive Economic Development

287 Projects  
Statewide

Supporting distressed  
communities  
and/or  
underrepresented  
populations

## JobsOhio Inclusion Strategy

### Inclusion Grants

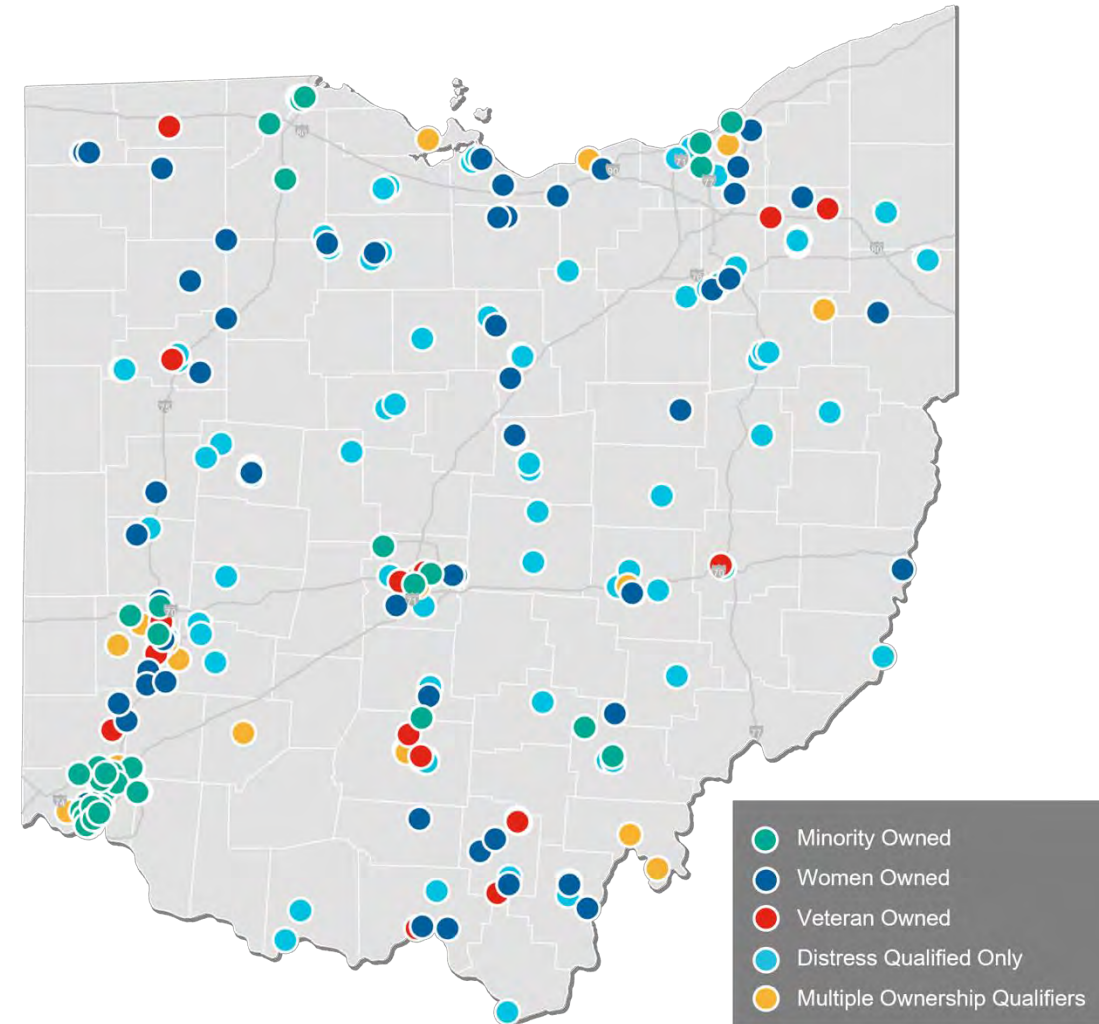
Help small businesses in  
distressed communities  
and/or are owned by an  
underrepresented population

- 1,508 New Jobs
- 5,805 Retained jobs
- \$102M Total Investment

### Vibrant Communities

Drive investment and job  
creation into distressed areas  
across Ohio

- 7 “Hallmark” Towns
- \$46M Total Investment





# Inclusive Economic Development

## Vibrant Community Grant Program

20 S. Elm Street,  
Oxford, OH 45056

# College@Elm Innovation & Workforce Development Center

- **\$1.5MM** grant (**\$10.4MM** project)
- Vacant **39K sq. ft. building** located at the intersection of Oxford's business corridors

### Two anchor tenants:

- **Miami University**, operating an Entrepreneurship Training and Incubator Center. **10K sq. ft., 6 new jobs/4 retained**
- **The Fischer Group**, a manufacturing company headquartered in Fairfield, OH will open an innovation extension to including production and partner to support start-up businesses. **24K sq. ft., 30 new jobs**
- Additional 5K SF will be for Office Space
- Transform a three-block undeveloped area in the epicenter of Oxford's business corridors into a high-tech Innovation Corridor

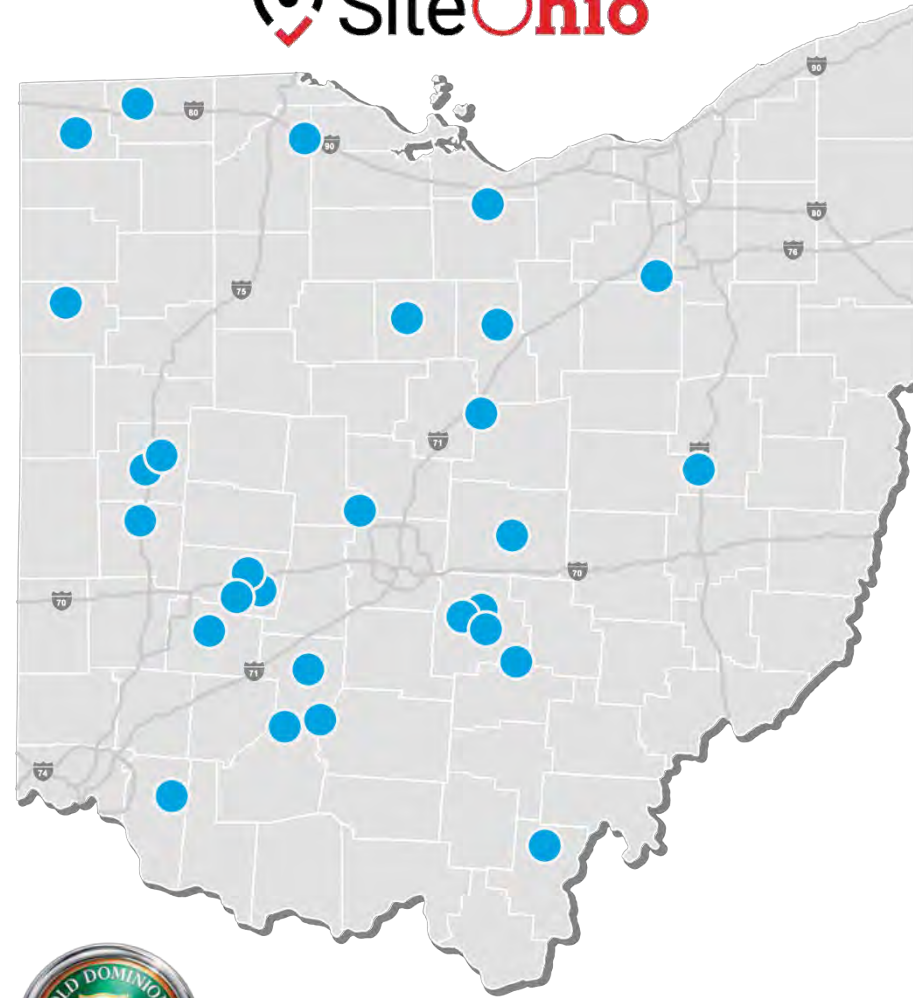




## Investing in Job Ready Sites

- \$2.5 Billion Investment (All Sources)
- 4.8M Square Feet
- 12 X Leverage (Other Investment)

## SiteOhio Authenticated Sites Success





## JobsOhio Finance Partnerships

**\$50M Bond Reserve Program  
w/ 6 Investment Grade Ohio  
Port Authorities result in up  
to \$300M additional port  
project capacity**

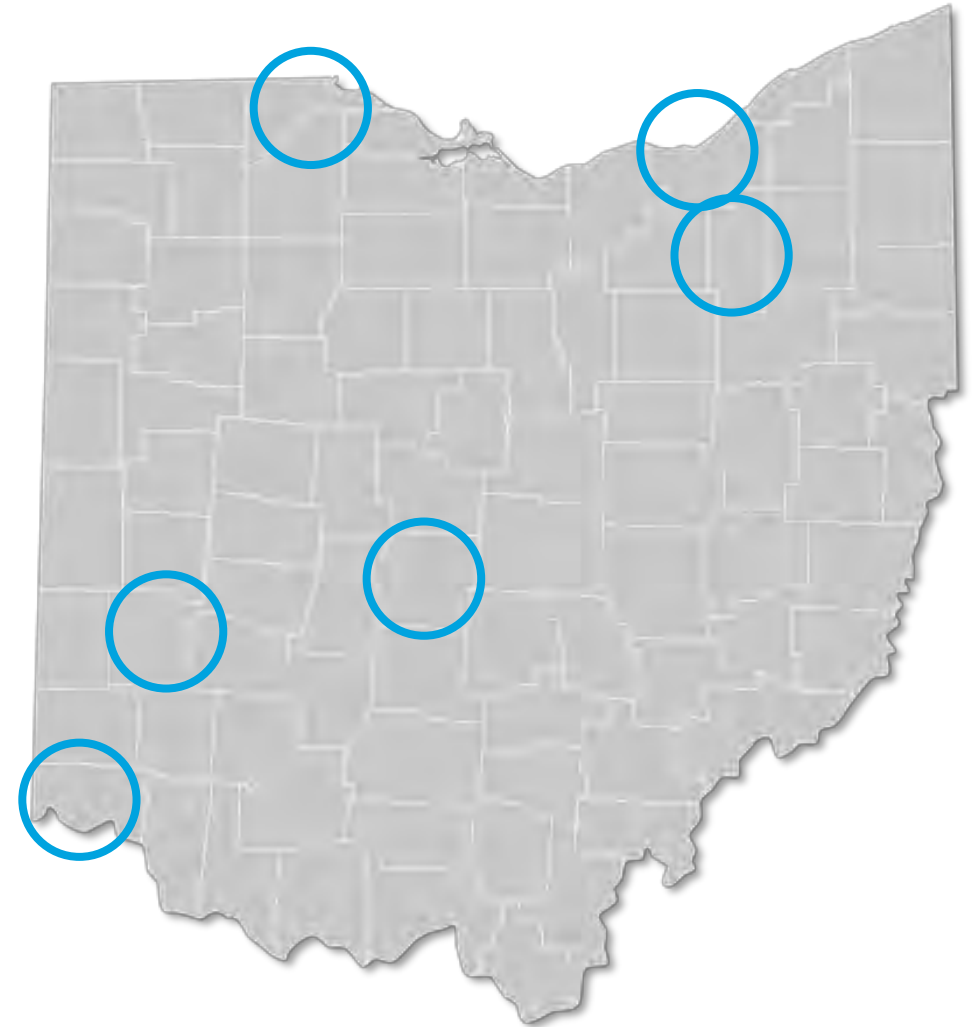
- Cleveland Port
- Cincinnati/Dayton Port
- Toledo Port
- Columbus Port
- Akron Port

## JobsOhio Bond Reserve Fund

Up to  
**\$1.5B**  
Project Investment  
(All Sources)

---

**1,000's**  
Potential Ohio Jobs





# Innovation Strategy

- Goal: To be the most Innovative State in the Midwest
- Three-pronged strategy
- Experienced team with deep private sector & economic development credentials

## JobsOhio Innovation Strategy

### R&D Center Grants

Supports Industries of the Future

- \$65M JobsOhio investment
- 1,100 new jobs, \$535M Capex

### Growth Capital Fund

- \$76M JobsOhio Investment
- 59 Portfolio Companies aligned w/ Sector Strategies
- 3 Successful Exits

### Innovation Districts

Cincinnati, Cleveland & Columbus Innovation Districts

- 60K+ New Jobs
- 47.5K+ STEM Degrees
- \$9B Economic Impact
- Global Leadership







# 10+ Years of JobsOhio Milestones

**2.18.2011**

Signing of House Bill 1  
**JobsOhio Created**



**March 2011**

**JobsOhio Network**  
inaugural meeting



**Feb. 2013**

**JobsOhio**  
purchases  
liquor  
enterprise  
from Ohio  
(\$1.4B)

**March 2013**

**JobsOhio programs**  
(JOG, JOL, JOW)

**Sept. 2013**

1<sup>st</sup> Intl  
Business  
Trip

**Sept. 2017**

#3 Best  
EDO

**Jan. 2017**

- Site Selector Tool
- TAS Pilot

**March 2019**

**J.P. Nauseef**  
becomes  
**President & CIO**

**JobsOhio 2.0**  
**3X Scope Growth**

- Talent
- Sites
- Inclusion

**Jan. 2020**

**AAA Bond Rating**

**March 2020**

Cincy Innov Dist.

**March 2020**

**COVID RESPONSE**  
10 New Initiatives,  
\$500M Investment

**Dec. 2020**

**Internal DE&I**  
Initiative

**Jan. 2021**

CLE Innov Dist.

**Feb. 2021**

Cbus Innov Dist.

**2021**

**#2 Most EDO**  
Projects

**2021**

**85 Customer**  
Service Score

**May 2022**

**#1 Organization**

**2011**

**2022**

**Since 2011,**  
**JobsOhio's**  
**10 sectors have**  
**GROWN nearly 16%**

**Reversing NEARLY ALL**  
**the job losses from**  
**the prior decade**

**2014**



**2016**



**2018**



**2020**



**2022**



**2015**



**2017**



**2019**



**2021**



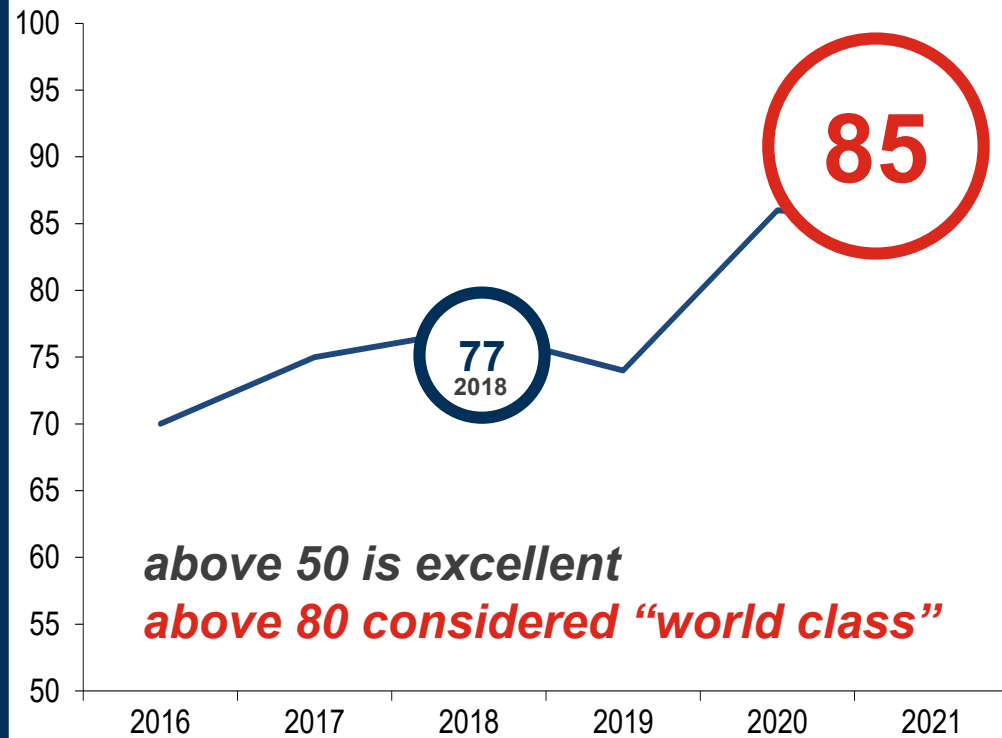
**2022**



# JobsOhio Historic Performance

*“World Class 2-Years in a row”*

## Net Promoter Score (NPS): Customer Service



### Notable NPS

- Costco – 79
- USAA – 78
- Apple – 47

1.Value Proposition

**2.Performance**

3.Covid-Calibration

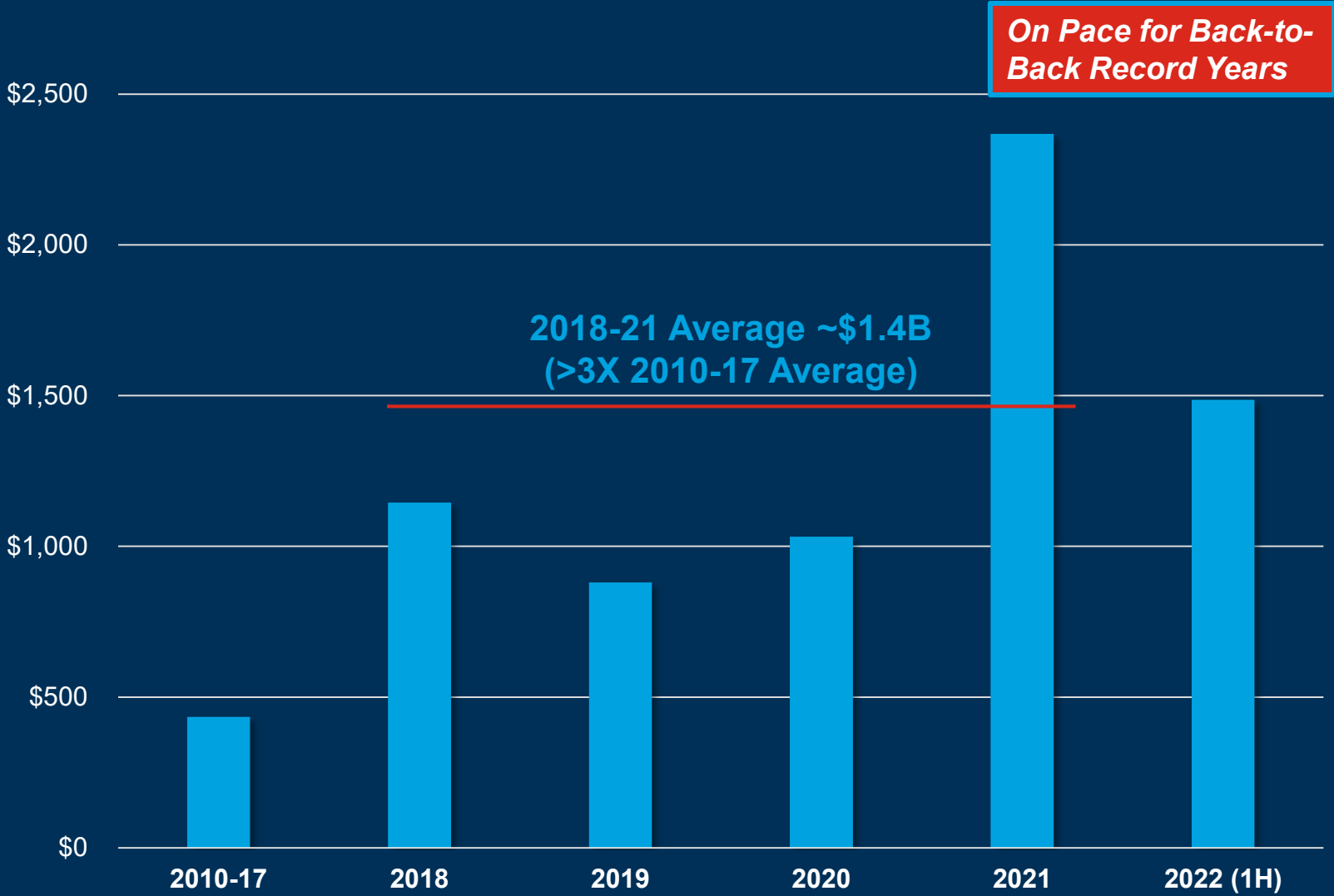
4.Investment

5.Global Exposure





# Increased Venture Capital Activity



Columbus-based venture capital firm that is investing in the world's next generation of market-defining companies. Since inception in 2013, the firm has raised \$1B+ of funds



\$215M Series C, 2022



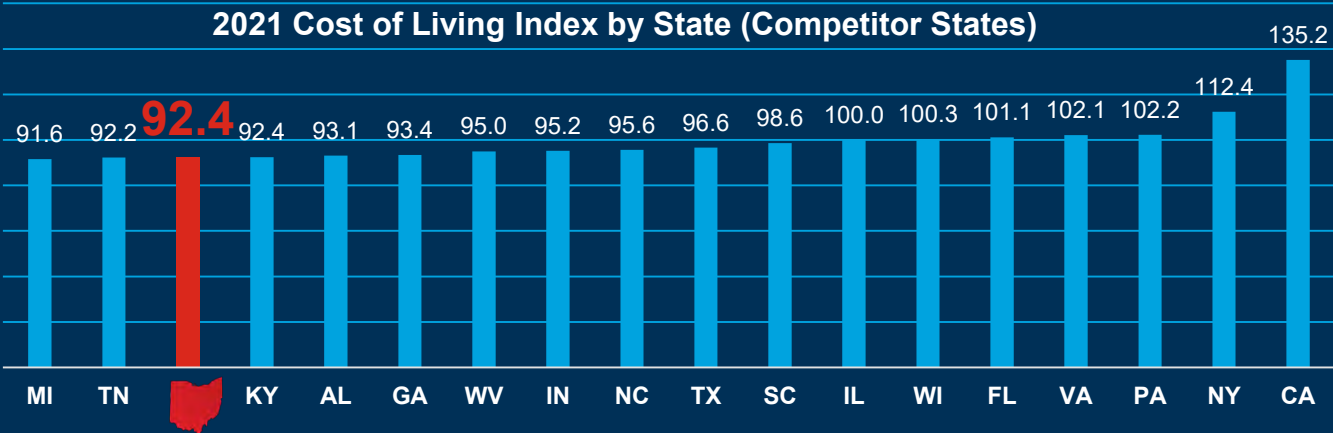
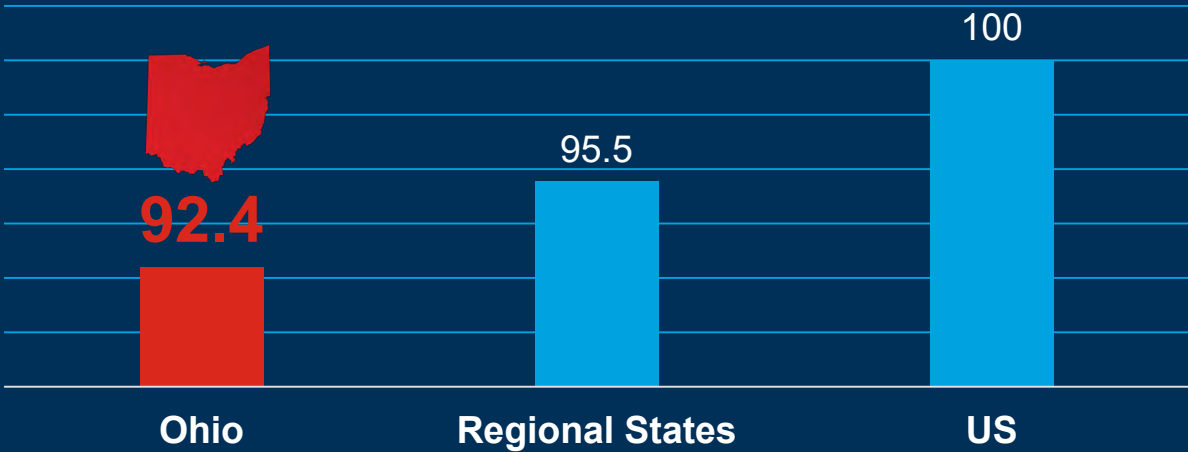
\$160M Series B, 2021



2017, Acquired for up to \$1.4B



# Ohio has a Lower Cost of Living



Source: Lightcast, Council for Community and Economic Research | Regional States: IL, IN, KY, MI, OH, PA, WV  
18 Competitor States: AL, CA, FL, GA, IL, IN, KY, MI, NC, NY, OH, PA, SC, TN, TX, VA, WI , WV.  
This document is not a public record and its content should not be reprinted in any other document. Ohio Revised Code 149.43(A)(1)(bb) and 187.04(C)(1) and (2)



# APPENDIX



Ohio's Economic  
Development Corporation

# Committed to Continue Delivering for Ohio

## Industry Leadership

- Targeted Industries **GREW BY OVER 17%**, adding over 175,000 new jobs from 2010 to 2021
- Ohio has increased its “market share” of jobs in the Midwest in Targeted Industries since 2010
- Industrial Diversity in Ohio has increased each year since 2013 and is Top 10 in U.S.
- Total payroll in Targeted Industries at the end of 2021 was **>\$7B higher** (when compared to before the pandemic)
- Named “**Organization of the Year**” (American Business Awards)

	2011	2021
Chief Executive	41 <sup>st</sup>	7 <sup>th</sup>

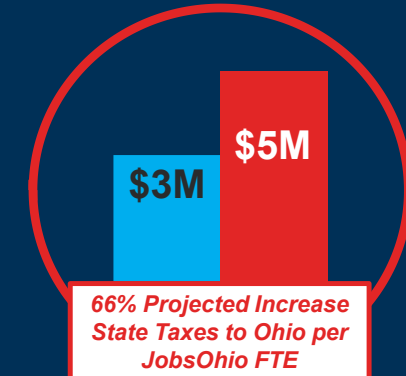
## Client Oriented

- Client Site Searches:**  
Highly responsive, average response time of ~1-2 weeks with ability to move as quickly as required (e.g., \$20B+ Intel project proposal and statewide site search completed in 4 days)
- Client Research Requests:**  
Capability for ~48-72-hour response times based on complexity
- Client Deal Offers:**  
2x/week cadence ensures quick issuance once necessary data from client is in hand
- Investing Ahead of Customer Demand:**  
SiteOhio, Ohio Site Inventory Program, Innovation Districts
- Transparency:**  
Disclosure every month of completed project agreements and amounts



## Productive

- In 2021, projected NPV of new state tax revenue of ~\$5M per JobsOhio employee, up significantly from previous high watermark year (2018)



- Operating expenses\* per project completed declined from 2018 (\$94K) to 2021 (\$85K)
- Global network via contractors (vs. state-owned offices) reduced annual spend by 50%+



\*Excluding marketing, talent program expenses and regional partners

This document is not a public record and its content should not be reprinted in any other document. Ohio Revised Code 149.43(A)(1)(bb) and 187.04(C)(1) and (2)



**JobsOhio is a leader in data transparency and information availability.**

**Public Monthly Reporting on JobsOhio.com:**  
Each signed company with grant or loan with commitments for Jobs, Payroll & Capex



# JobsOhio Accountability & Reporting Actions

Audits	
Financial audit	✓
Compliance and control (JO)/performance (DSA)	✓
Conflicts of Interest	
Conflicts and conduct policy and statute	✓
Financial disclosure with ethics commission	✓
Cross-check for potential conflicts at project initiation	✓
Ethics	
Criminal law-bribery	✓
Gift policy	✓
Annual ethics training	✓
Public Disclosure	
IRS financial and governance disclosure and oversight	✓
Controlling board annual review of ethics policies	✓
DSA Contract Public Disclosure Requirements	
Public board meeting minutes	✓
Tax returns	✓
Ethics policies and acknowledgements	✓
Audit reports	✓
Employee compensation	✓
Project incentive proposal and recommendation data	✓
Project commitment monitoring records	✓
Annual strategic plan	✓
DSA contract conflict-of-interest public disclosure requirements	✓
Public records statute	✓
Confidentiality (non-disclosure) of project data before approval	✓
Timing of disclosures of project data (after final approval)	✓
Other	
State Inspector General authority	✓
Revolving door	✓
DSA contract requires DSA project review oversight and participation	✓
Quarterly reports with projects results	✓



# Ohio's Return to A Manufacturing Powerhouse

## Economic Development Initiatives – 1975-Present

### 1975-83 (Rhodes)

- “Rhodes Raiders”
- TRC Transportation Research Center
- 1977 Honda Motorcycle Plant
- 1982 Honda Accord Marysville



### 1991-98 (Voinovich) +625K jobs

- Job Creation Tax Credit (JCTC)
- Rock & Roll Hall of Fame
- County white papers



### 2007-11 (Strickland) -350K jobs

- 2010 \$700M Ohio Third Frontier Reauthorization
- 2008 Renewable Portfolio Standard (RPS) – 25% / 2025
- 2008 stimulus (\$150M for renewables, \$100M for logistics)

### 2019-Present (DeWine)

- \$20B Intel Semiconductor Plant
- JobsOhio 2.0/X Expansion
- \$2.2B in tax cuts
- COVID-19 Economic Recovery
- Ford EV Mfg. Lorrain county



1975

2022

### 1983-91 (Celeste)

- Thomas Edison Program
- Higher education investments

### 1999-07 (Taft) -110K jobs

- \$1.4B Ohio Third Frontier, \$400M CleanOhio, \$150M Job Ready Sites
- Elimination of Corporate Franchise, Tangible Personal Property Taxes
- Energy Action Plan (ethanol, biodiesel, flex-fuel)

### 2011-18 (Kasich) +550K jobs

- JobsOhio created with 25-year funding stream
- >\$5B in tax cuts
- \$3B Jobs & Transportation Plan
- \$2.7B budget reserve
- \$74B shale investment





September 22, 2022

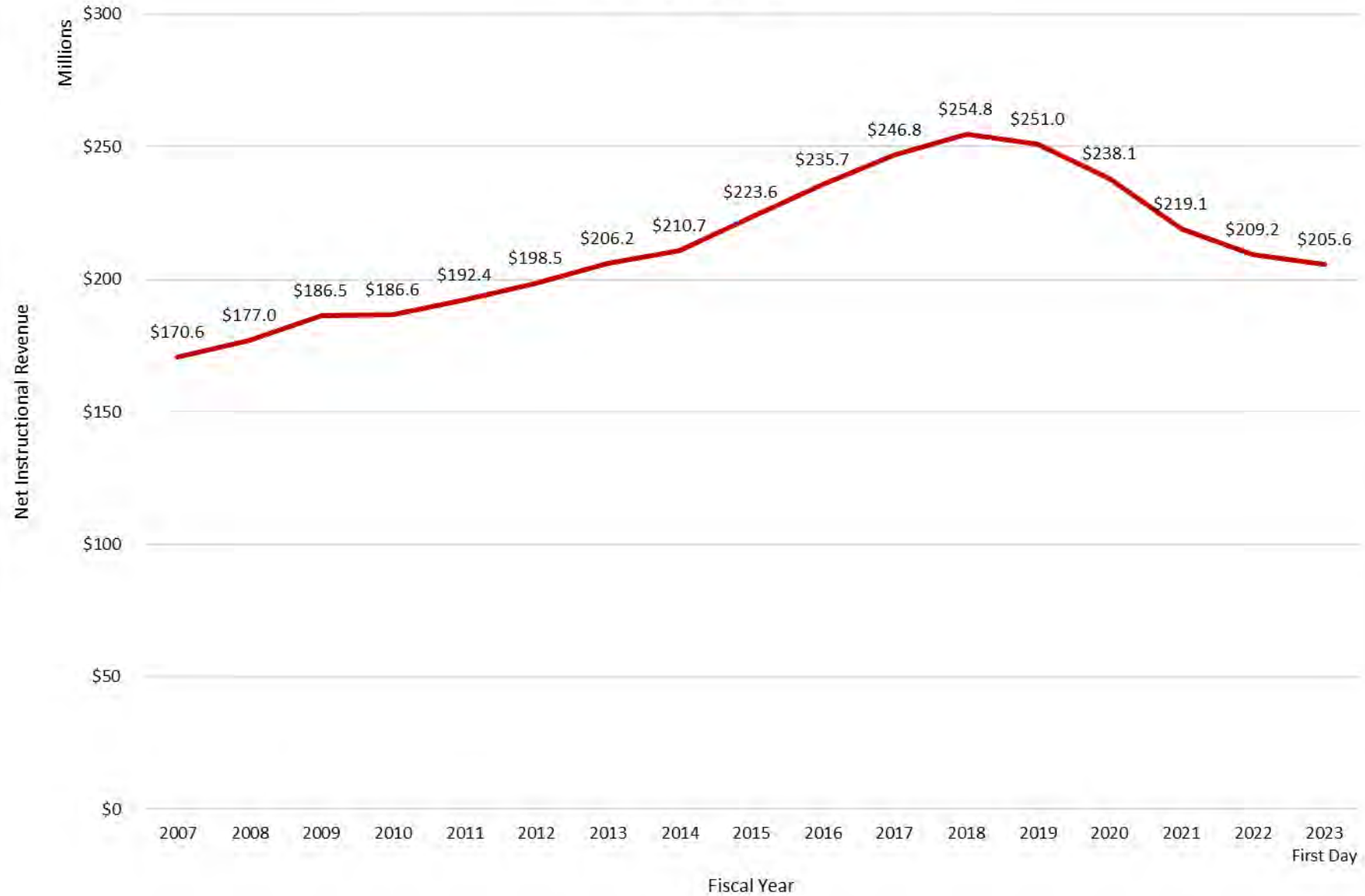
# Understanding Miami's Recent Revenue and Cost Trends



# **Updated Revenue Trends for Fiscal Year 2023 and Future Forecasts**



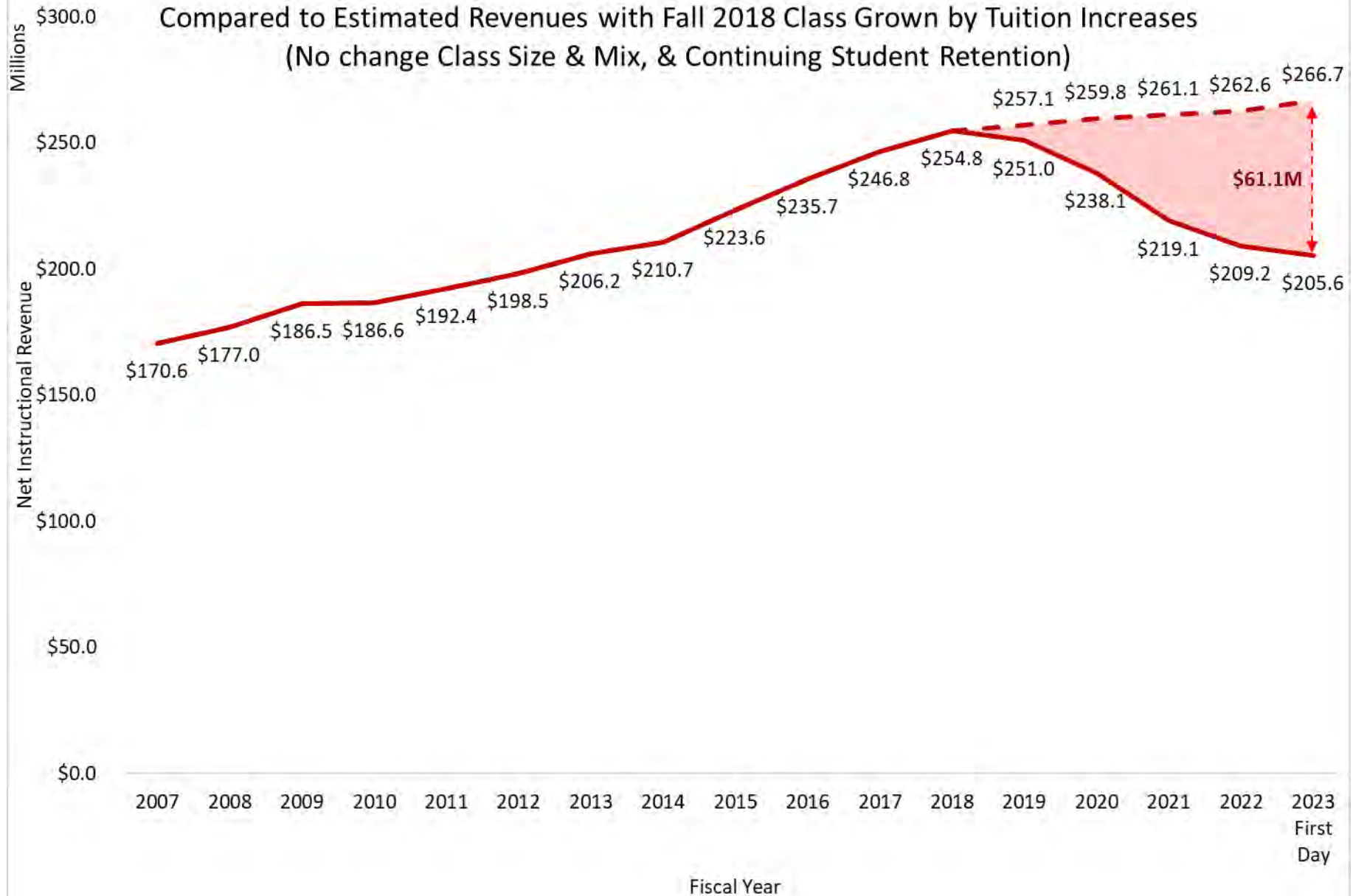
# Oxford Campus Undergraduate Net Instructional Revenue (Fall + Spring only)



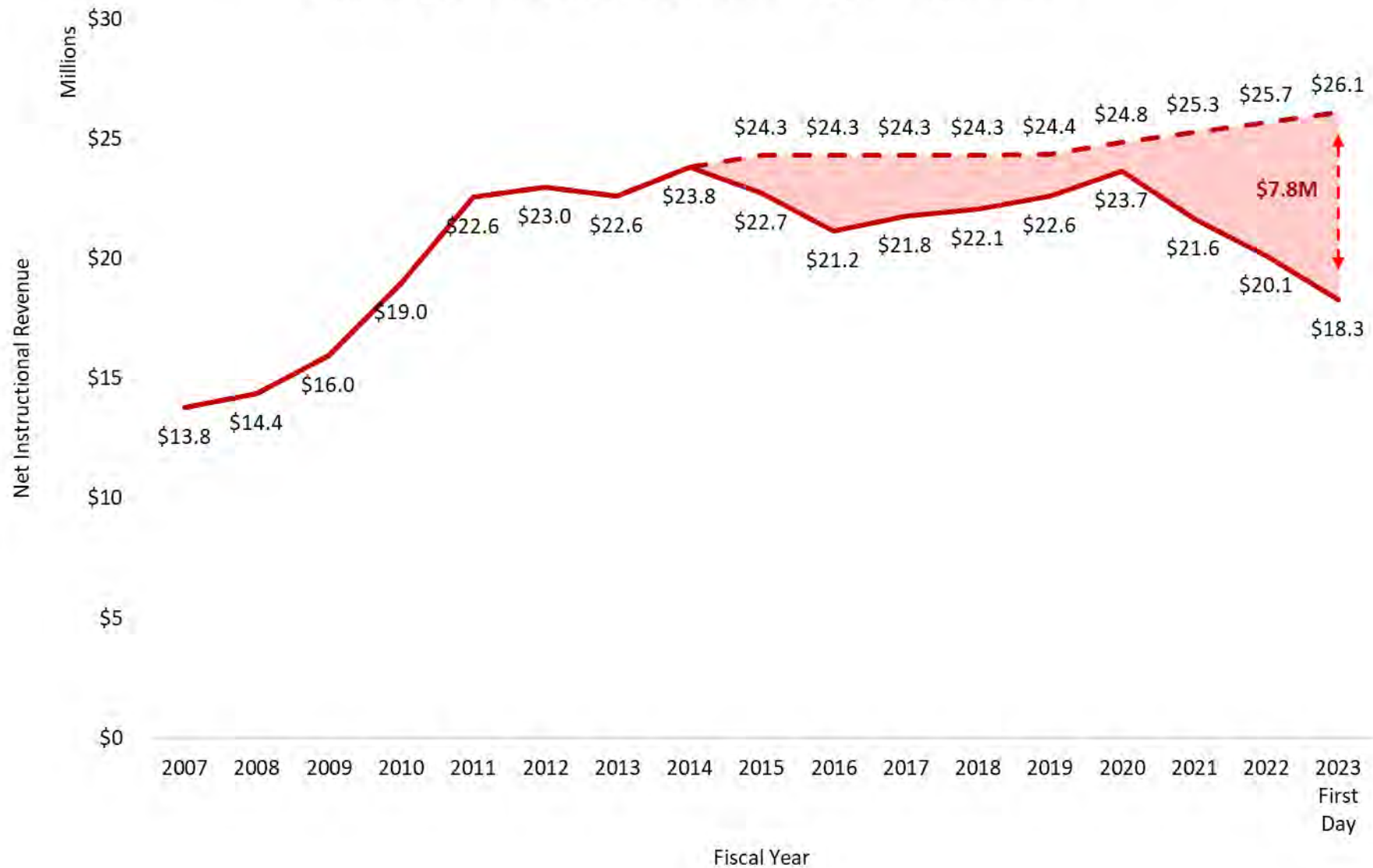
Regional Campuses Undergraduate Net Instructional Revenue  
(Fall + Spring Only)



Oxford Campus Undergraduate Net Instructional Revenues (Fall + Spring only)  
 Compared to Estimated Revenues with Fall 2018 Class Grown by Tuition Increases  
 (No change Class Size & Mix, & Continuing Student Retention)

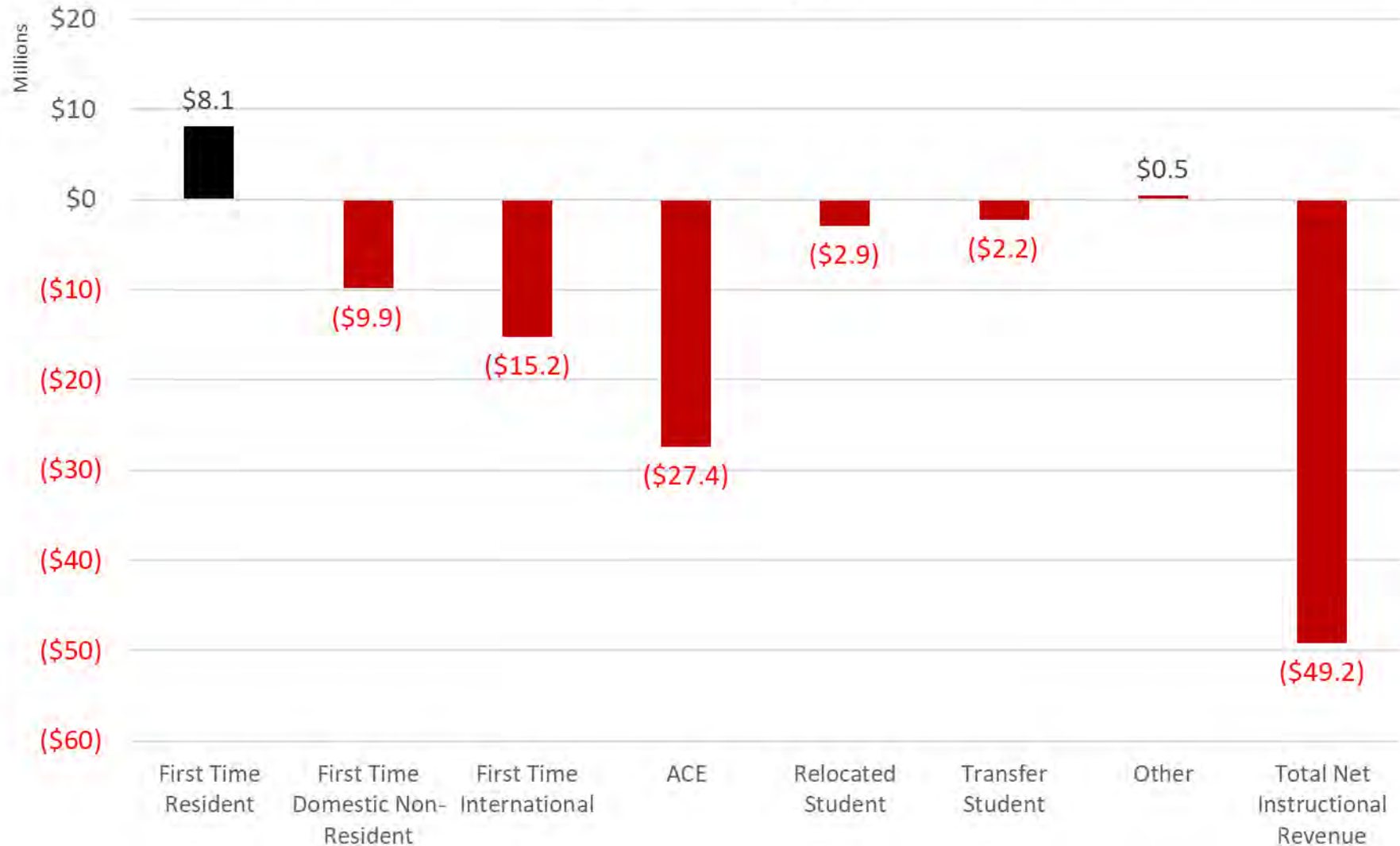


Regional Campus Undergraduate Net Instructional Revenues (Fall + Spring only; No True Up)  
 Compared to Estimated Revenues with Fall 2014 Class Grown by Tuition Increases  
 (No change in Class Size & Mix & Continuing Student Retention)

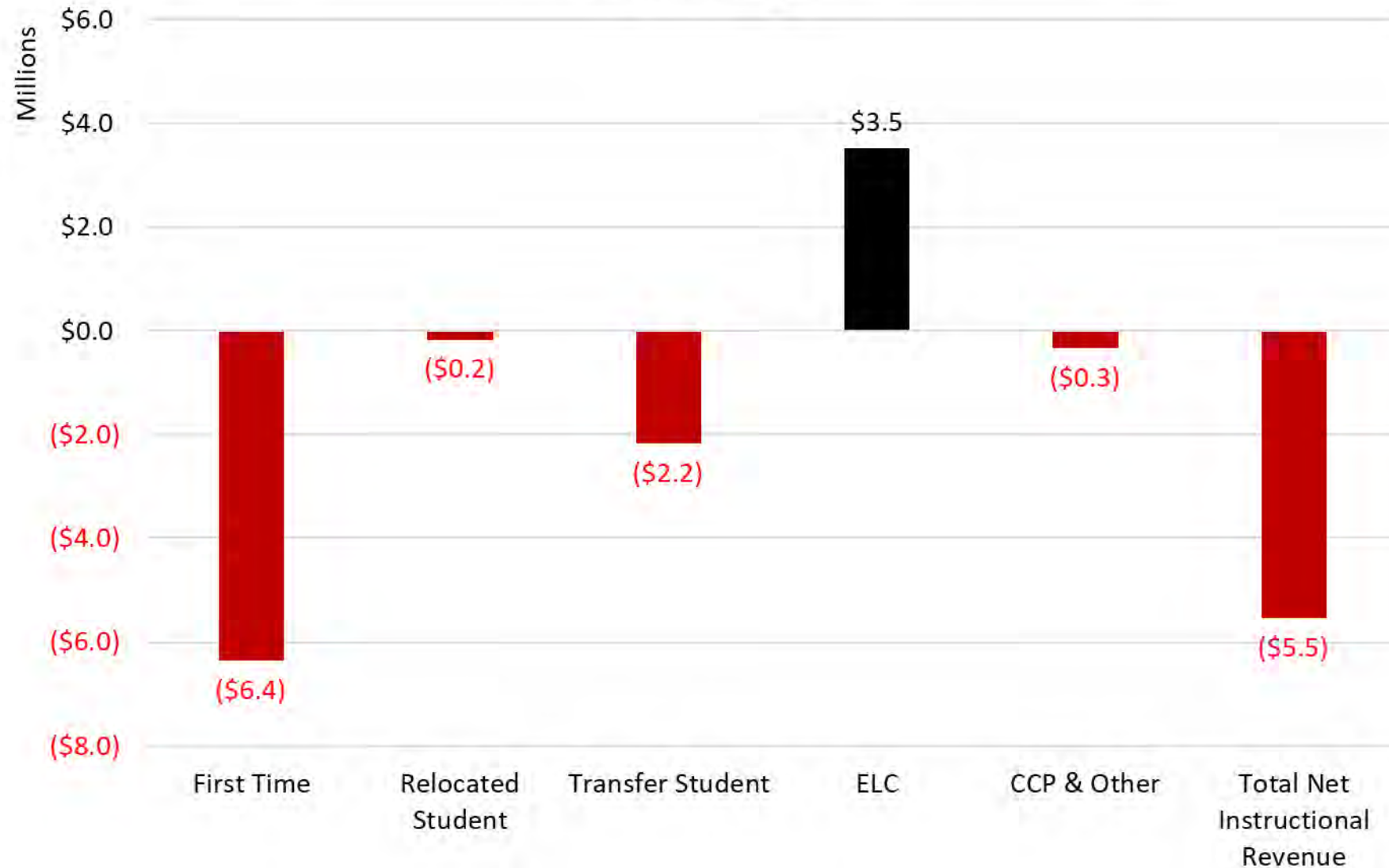


# Oxford Campus

## Change in Net Instructional Revenue from it Peak (FY18) to FY23 by Student Type

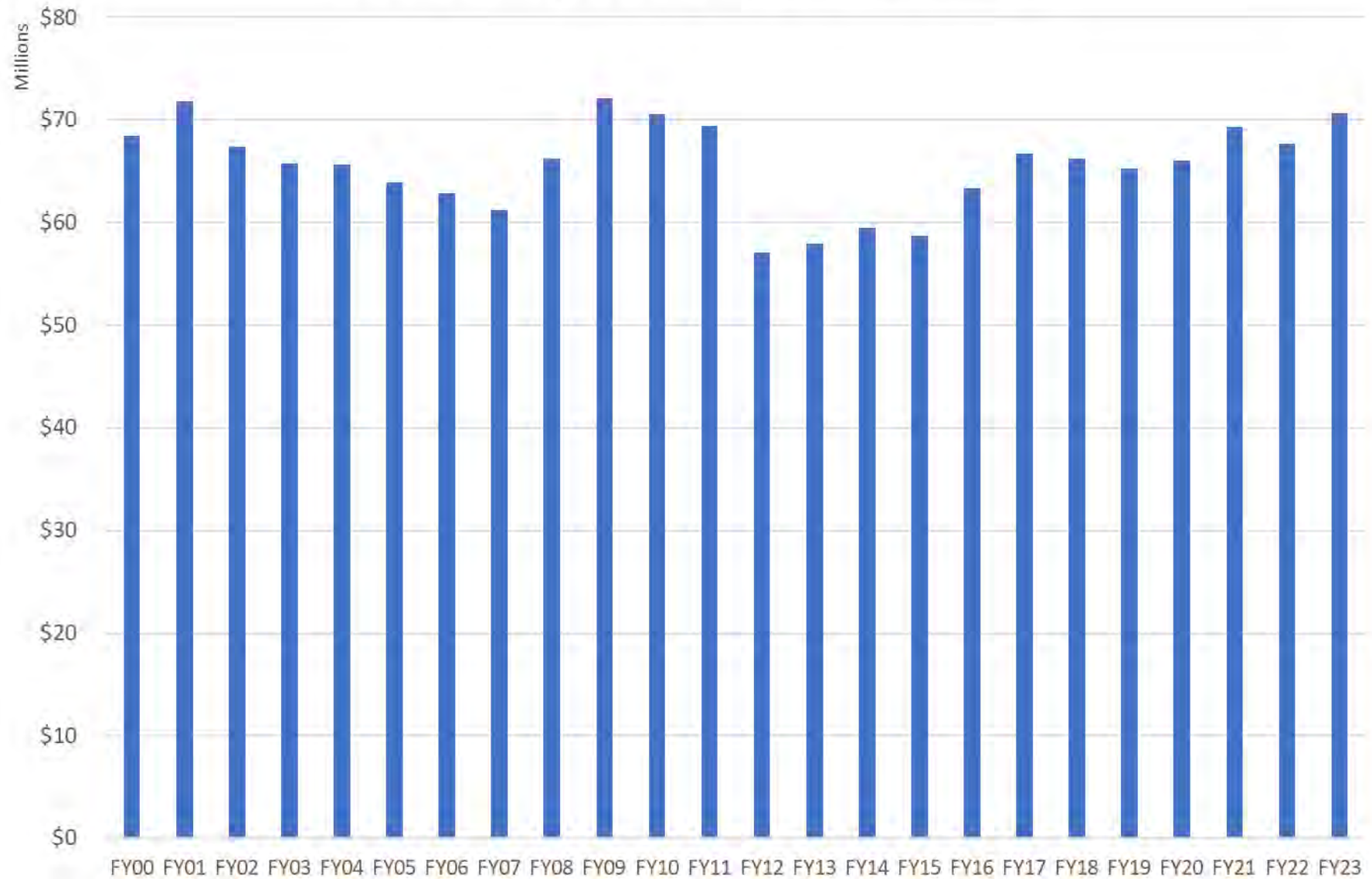


Regional Campuses  
Change in Net Instructional Revenue from its Peak (FY14) to FY23  
by Student Type

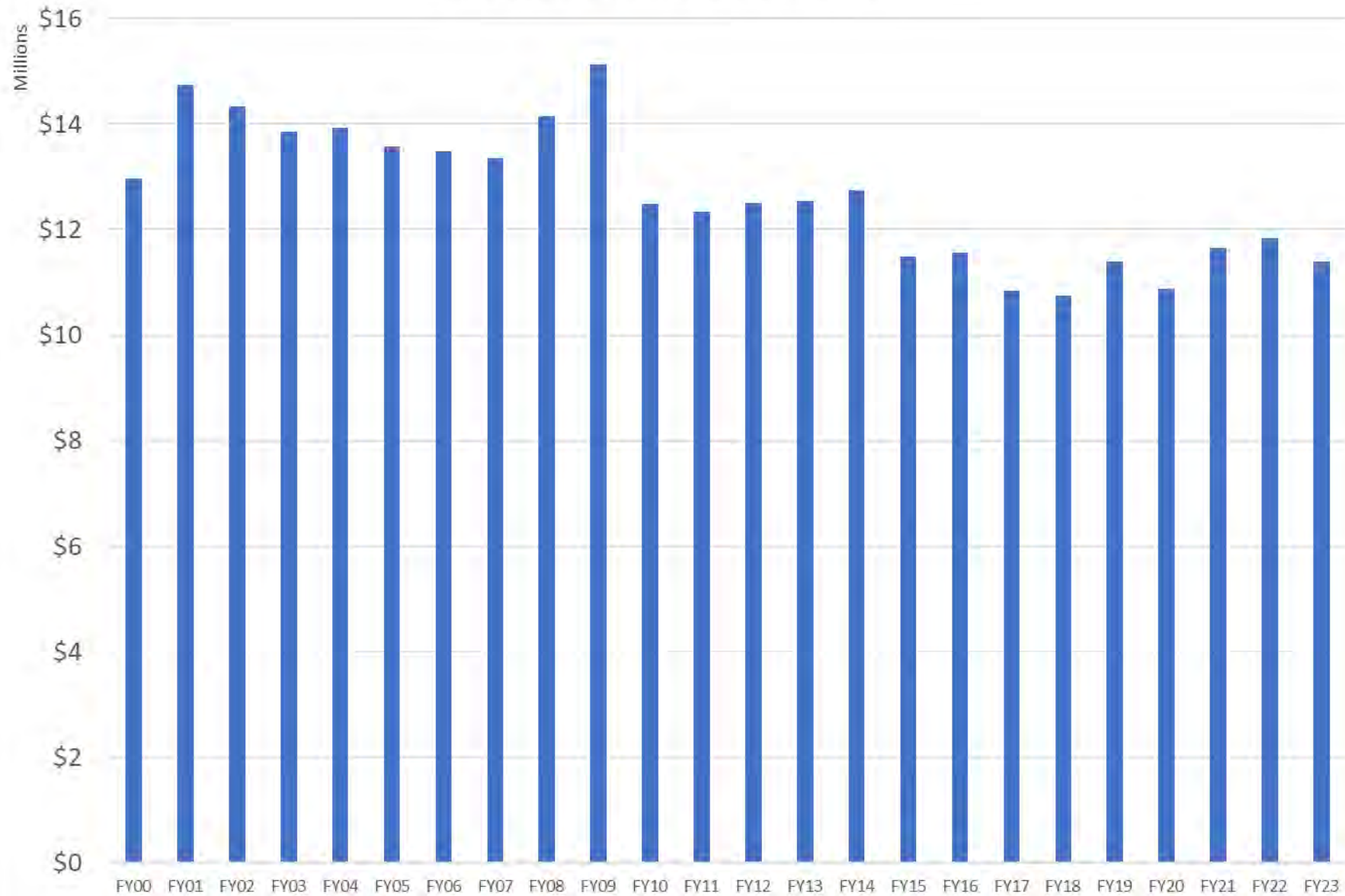




## Oxford Campus State Subsidy - State Share of Instruction



Regional Campus  
State Subsidy - State Share of Instruction

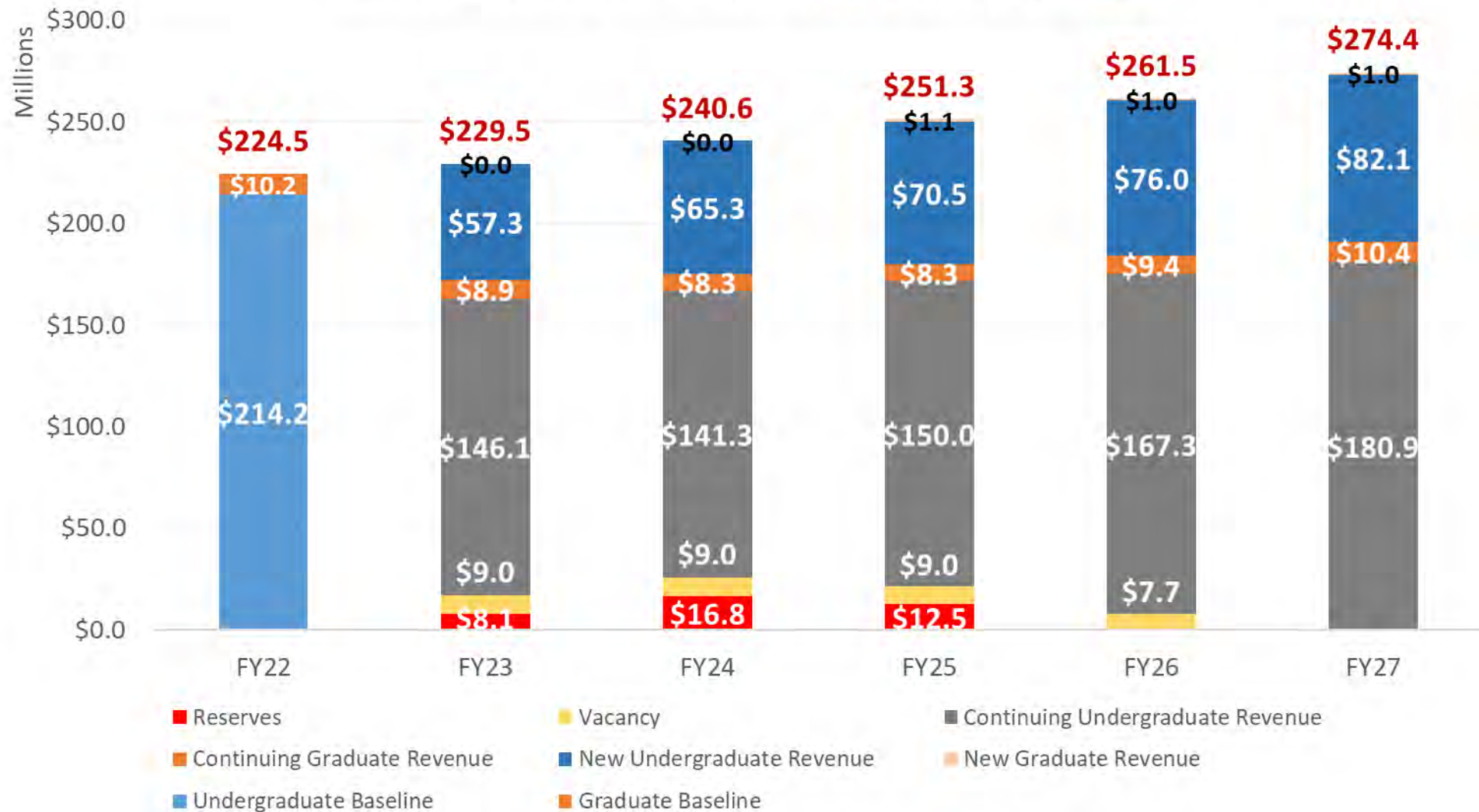




# Oxford Campus E&G - New Revenue Needed

Expense Growth FY23 = 6%, FY24-FY27=4%

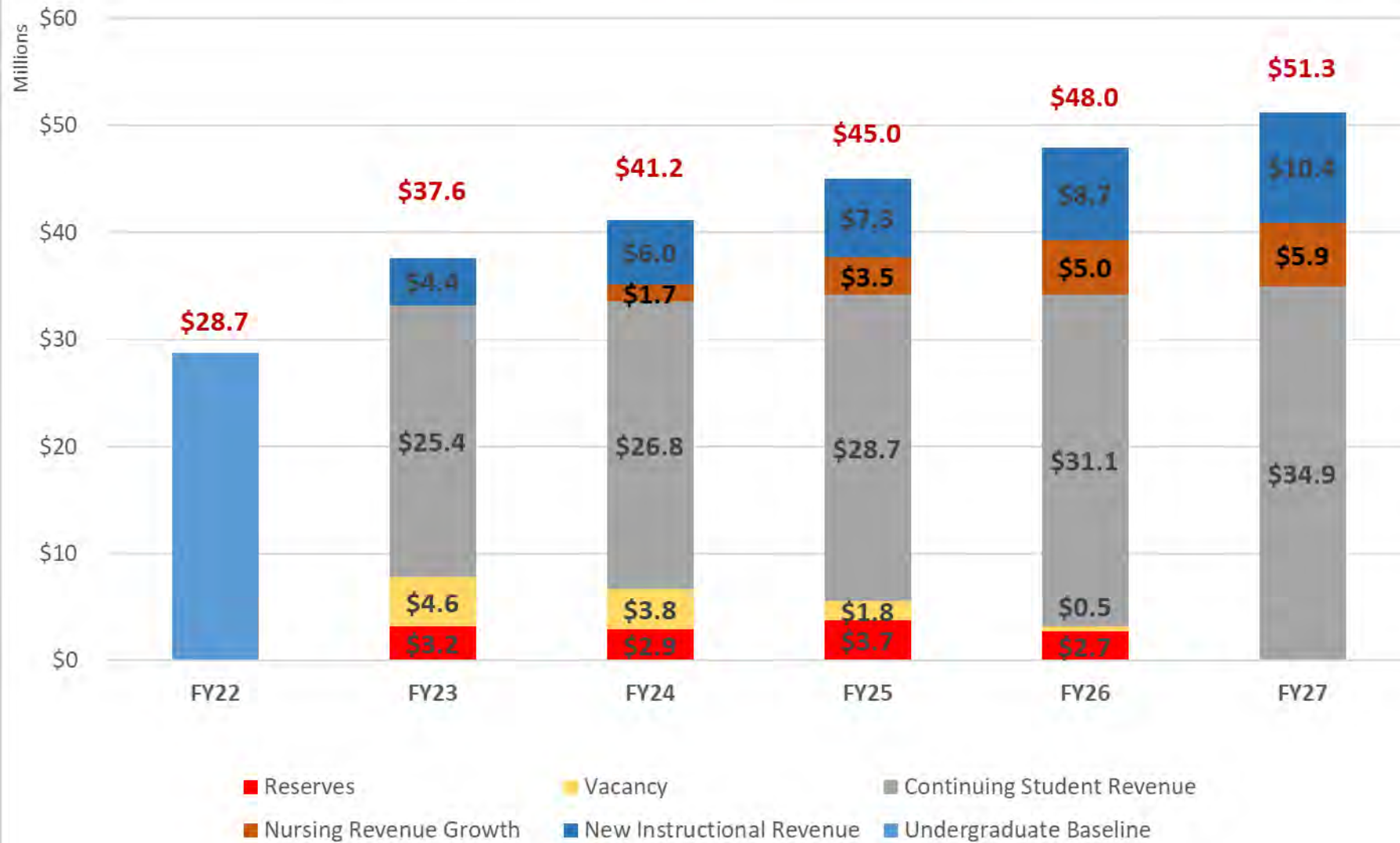
Cohort Revenue Growth FY24 = 13%, FY24-FY27 = 8%



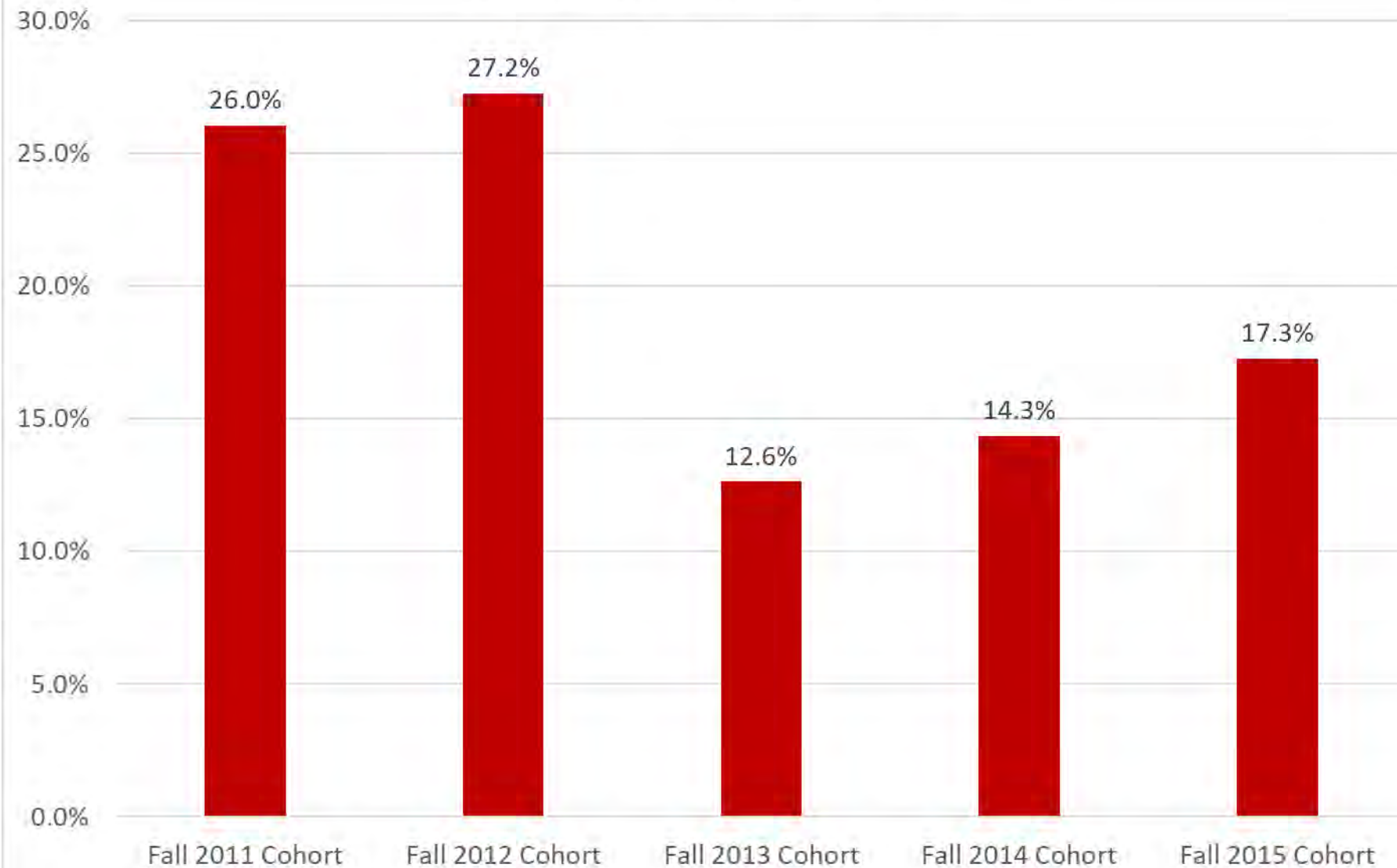
# Regional Campuses E&G - New Revenue Needed

Expense Growth FY23-24 = 9%, FY25 = 12%, FY26 = 8%, FY27 = 7%

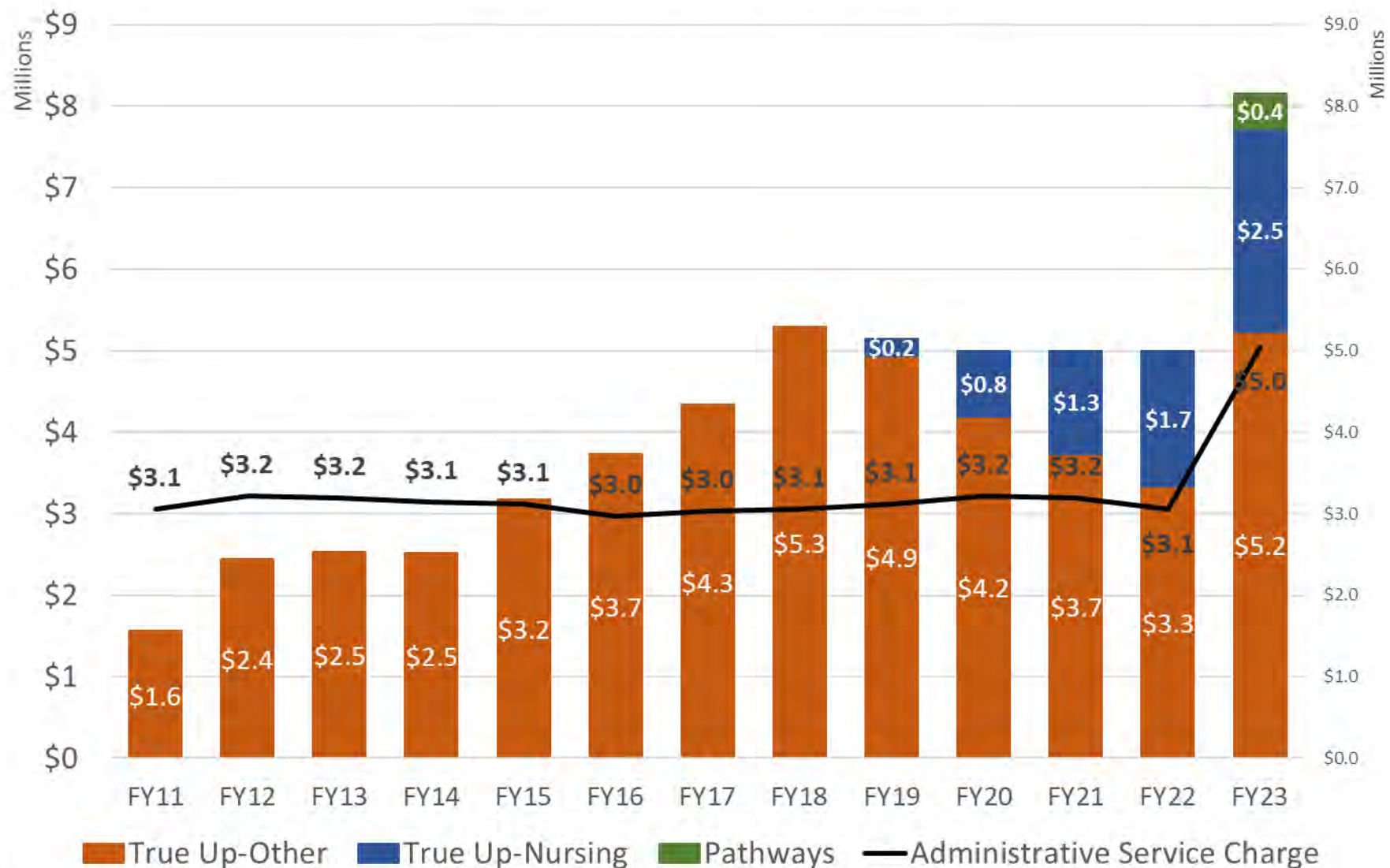
Cohort Revenue Growth FY24 = 33%, FY25 = 17%, FY26 = 19%, FY27 = 22%



## Miami University - Regional Campuses 6 Year Graduation Rates



# Regional Campus Administrative Charge and Cross Campus Instructional True Up



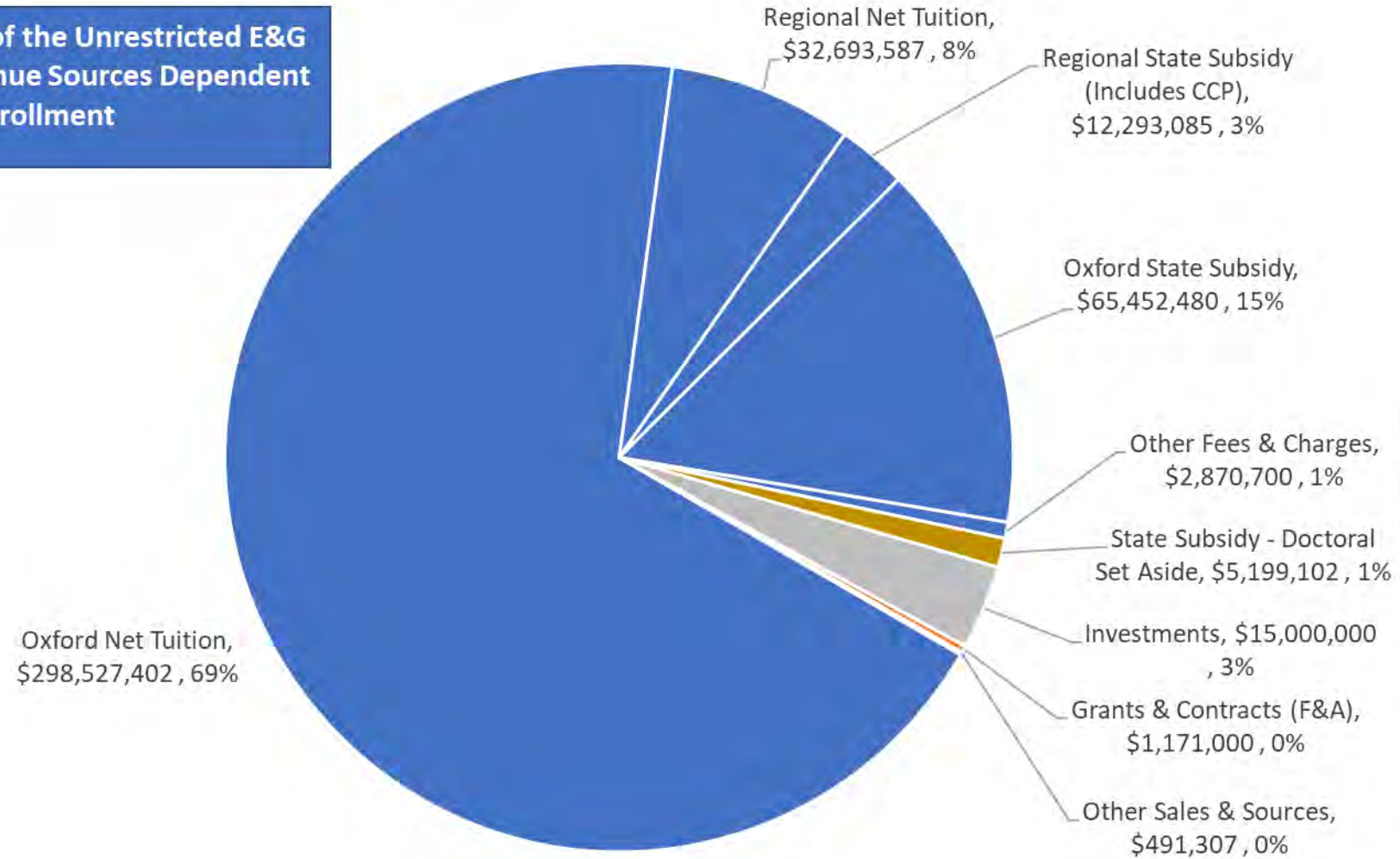


**What are the implications for declining net tuition revenue for both the Oxford and Regional Campuses?**



Miami University  
Unrestricted E&G Revenue Sources - Enrollment Dependency  
Fiscal Year 2023  
Total = \$433.7 million (Excludes Transfers)

**95% of the Unrestricted E&G  
Revenue Sources Dependent  
on Enrollment**



# **What all does Miami's enrollment revenue support in addition to undergraduate education and student life?**

- It funds 100% of Miami's general fund administrative costs and 100% of the cost to maintain and operate education and administrative facilities.
- It provides almost \$18 million in financial support for Intercollegiate Athletics on the Oxford Campus and funds 100% of the cost to operate Oxford's athletic fields and facilities.
- It partially subsidizes graduate education and research for all campuses.
- It provides \$8.1 million in tuition to the Regional Campuses for Oxford students enrolled in Regional Campus courses and Pathway students.
- It is the financial lifeline of Miami University.







**Why is Miami experiencing problems in growing net tuition revenue?**

**Miami University**  
**Oxford and Regional Campus Combined Tuition and Fee Trend**  
**Fiscal Year 1970 to 2022**

<b><u>Fiscal Year</u></b>	<b><u>Tuition and Fee Revenue (Thousands)</u></b>	<b><u>Change from Prior Year</u></b>	<b><u>Percent Change</u></b>	<b><u>Resident Tuition Increase</u></b>
1970	\$10,931	N/A	N/A	
1971	12,026	1,095	10.0%	4.8%
1972	14,172	2,146	17.8%	0.0%
1973	15,060	888	6.3%	13.6%
1974	15,523	463	3.1%	4.0%
1975	16,198	675	4.3%	0.0%
1976	17,233	1,035	6.4%	2.6%
1977	21,370	4,137	24.0%	13.1%
1978	21,993	623	2.9%	6.1%
1979	24,292	2,299	10.5%	11.5%
1980	26,660	2,368	9.7%	7.5%
1981	30,970	4,310	16.2%	18.3%
1982	39,284	8,314	26.8%	30.9%
1983	43,699	4,415	11.2%	14.0%
1984	46,043	2,344	5.4%	9.4%
1985	49,966	3,923	8.5%	7.4%
1986	53,696	3,730	7.5%	3.8%
1987	60,105	6,409	11.9%	4.4%
1988	66,250	6,145	10.2%	9.3%
1989	71,601	5,351	8.1%	7.2%



**Miami University**  
**Oxford and Regional Campus Combined Tuition and Fee Trend**  
**Fiscal Year 1970 to 2022 continued**

<b>Fiscal Year</b>	<b>Tuition and Fee Revenue (Thousands)</b>	<b>Change from Prior Year</b>	<b>Percent Change</b>	<b>Resident Tuition Increase</b>
1990	75,705	4,104	5.7%	5.6%
1991	80,162	4,457	5.9%	6.0%
1992	90,452	10,290	12.8%	9.0%
1993	97,200	6,748	7.5%	9.0%
1994	102,146	4,946	5.1%	5.0%
1995	104,839	2,693	2.6%	7.4%
1996	112,030	7,191	6.9%	6.0%
1997	121,639	9,609	8.6%	6.0%
1998	128,789	7,150	5.9%	6.0%
1999	138,055	9,266	7.2%	5.9%
2000	147,293	9,238	6.7%	5.7%
2001	153,363	6,070	4.1%	5.8%
2002*	148,840	14,980	10.1%	8.0%
2003	166,194	17,354	11.7%	9.9%
2004	183,157	16,963	10.2%	9.9%
2005	200,035	16,878	9.2%	8.2%
2006	219,068	19,033	9.5%	5.5%
2007	232,517	13,449	6.1%	5.2%

\* Accounting Change- Tuition discounts offset against tuition revenue for the first time.



**Miami University**  
**Oxford and Regional Campus Combined Tuition and Fee Trend**  
**Fiscal Year 1970 to 2022 continued**

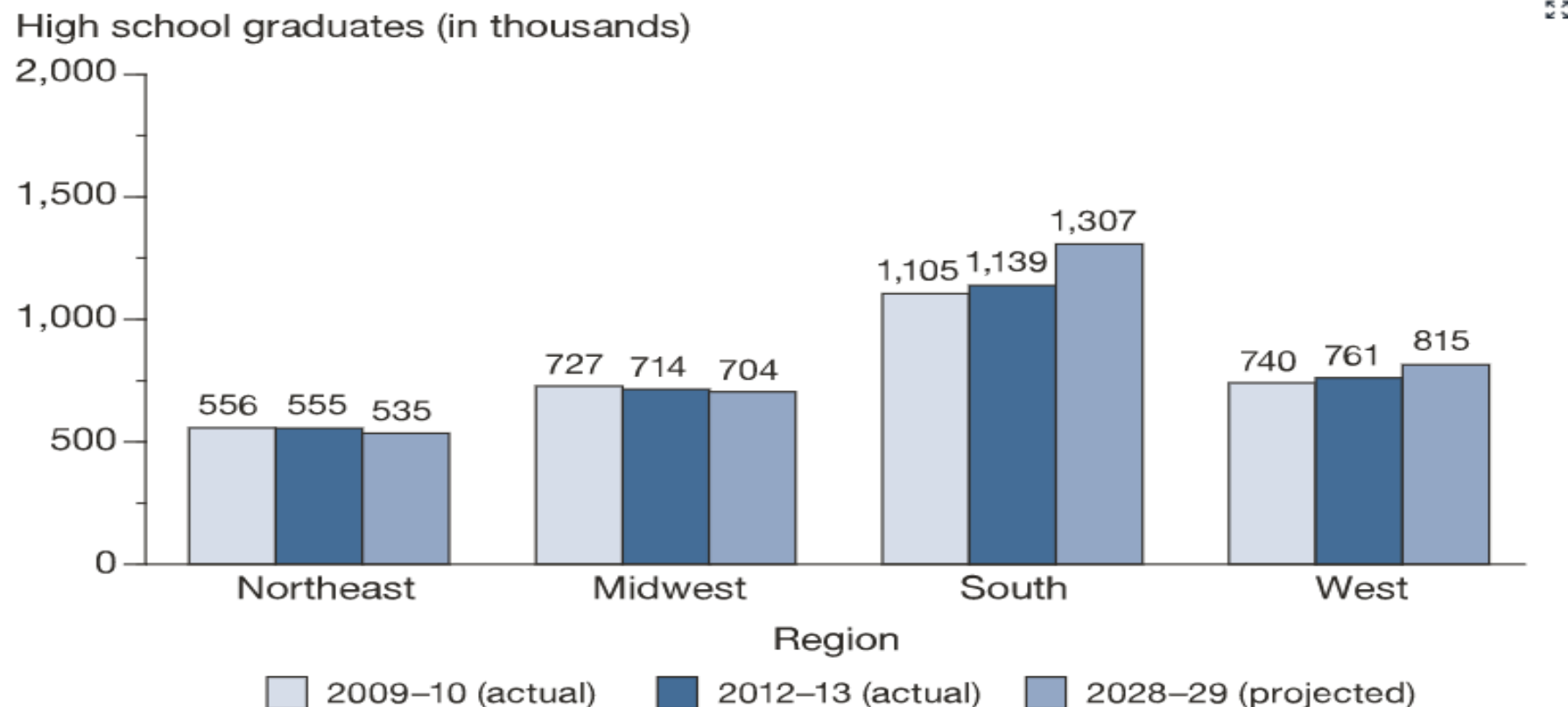
<b><u>Fiscal Year</u></b>	<b><u>Tuition and Fee Revenue (Thousands)</u></b>	<b><u>Change from Prior Year</u></b>	<b><u>Percent Change</u></b>	<b><u>Resident Tuition Increase</u></b>
2008	238,588	6,071	2.6%	0.0%
2009	254,515	15,927	6.7%	0.0%
2010	255,302	787	0.3%	6.0%
2011	267,284	11,982	4.7%	6.6%
2012	285,780	18,496	6.9%	3.5%
2013	289,271	3,491	1.2%	3.5%
2014	315,196	25,925	9.0%	1.5%
2015	337,053	21,857	6.9%	2.0%
2016	351,022	13,969	4.1%	0.0%
2017	374,754	23,732	6.8%	3.5%
2018	383,868	9,114	2.4%	1.5%
2019	384,289	421	0.1%	1.5%
2020	380,804	(3,485)	-0.9%	3.5%
2021	334,197	(46,607)	-12.2%	2.0%
2022**	332,820	(1,377)	-0.4%	3.0%
2023 EST.	330,000	(2,820)	-0.8%	4.6%

\*\* No Revenue Recovery Following the End of the Pandemic.



## State and Regional (Public School Data): High School Graduates by Region

Figure 11. Actual and projected numbers for public high school graduates, by region: School years 2009–10, 2012–13, and 2028–29



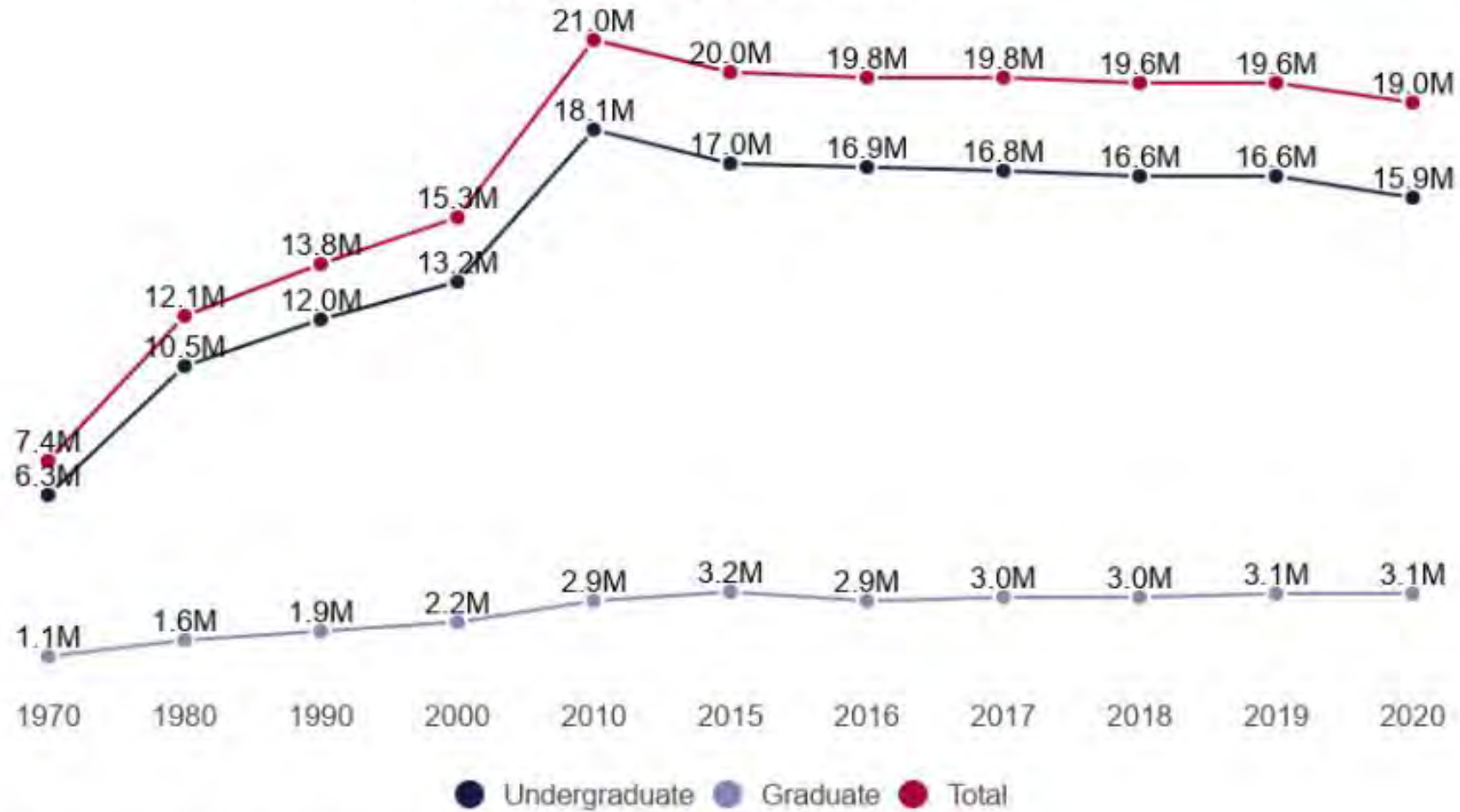
NOTE: Includes graduates of regular day school programs. Excludes graduates of other programs, when separately reported, and recipients of high school equivalency certificates. See the glossary for a list of states in each region. Mean absolute percentage errors of public high school graduates by state and region can be found in [table A-14, appendix A](#). Calculations are based on unrounded numbers. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10; "State Dropout and Completion Data File," 2012–13; and State Public High School Graduates Projection Model, 1980–81 through 2028–29. (This figure was prepared April 2019.)

Date Source- <https://nces.ed.gov/programs/PES.section-3.asp>



## Historical College Enrollment



Education Data Initiative source: National Center for Education Data Statistics

Date Source- <https://educationdata.org/college-enrollment-statistics>



# Enrollment Patterns at Select Flagship Universities

<u>Flagship Universities</u>		Fall <u>2000</u>	Fall <u>2010</u>	Fall <u>2021</u>	% Change <u>2000-2021</u>
Ohio State University	(Total)	47,952	56,064	61,177	27.6%
	(Undergraduate)	35,749	42,082	47,106	31.8%
University of Michigan	(Total)	38,103	41,924	50,278	32.0%
	(Undergraduate)	24,412	27,027	32,282	32.2%
Purdue University	(Total)	37,871	39,726	49,639	31.1%
	(Undergraduate)	30,899	30,836	37,101	20.1%
Arizona State University*	(Total)	50,365	70,440	136,729	171.5%
	(Undergraduate)	38,389	56,562	108,729	183.2%

\*Arizona State University enrollment includes online enrollment.



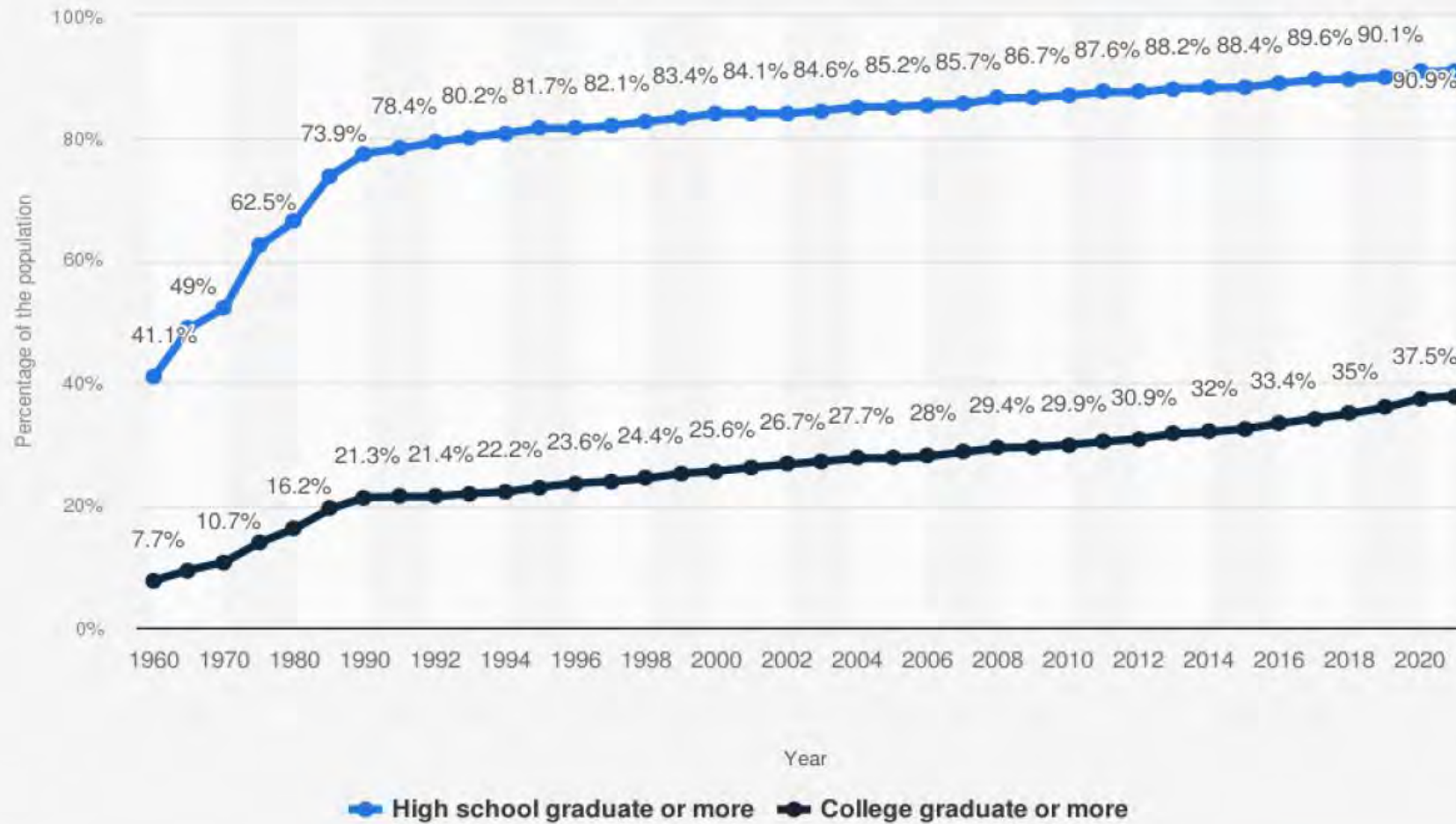


# Enrollment Patterns at Select Online Universities

<u>Online Universities</u>		<u>Fall 2000</u>	<u>Fall 2010</u>	<u>Fall 2021</u>	<u>% Change 2000-2021</u>
Purdue Global	(Total)	N/A	N/A	28,475	N/A
Western Governors	(Total)	950	41,369	128,394	N/A
Southern New Hampshire	(Total)	2,000	9,425	134,345	N/A



## Educational attainment distribution in the United States from 1960 to 2021



Source  
US Census Bureau  
© Statista 2022

Additional Information:  
United States; US Census Bureau; 1960 to 2021; 25 years and older

statista



Date Source- <https://www.statista.com/statistics/184260/educational-attainment-in-the-us/>

## Most Important Reason Student Enrolled at Choice

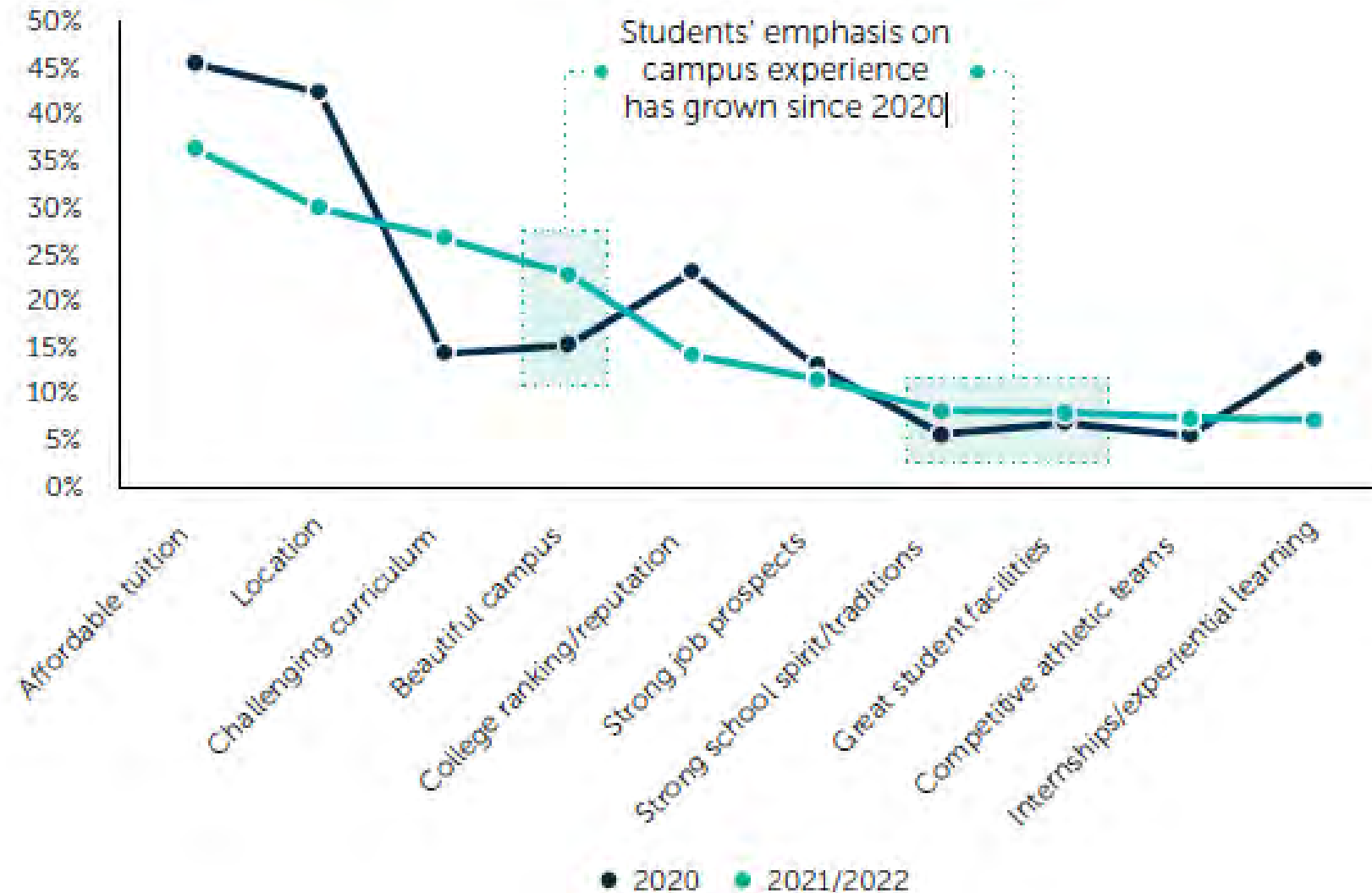


Data Source: [blog/2018/4/making-the-right-choice-how-students-decide-which-college-to-attend](https://blog/2018/4/making-the-right-choice-how-students-decide-which-college-to-attend)



## "Why did you select the school where you are enrolled?"

Top 10 Responses, Participants Could Pick Up to 3 from a List of 24





**What are the implications of the changes in the higher education marketplace for Miami University?**

# Understanding the Enrollment Changes and Their Implications for Miami University Going Forward

- Declining numbers of high school graduates in the Great Lakes and the Northeastern United States is creating intense competition for students leading to lower rather than rising net tuition per student for Miami.
- Technological improvements are resulting in both a greater number of competitors across higher education and the development of mega-universities as location and distance matter less today, resulting in fewer students enrolling in their nearby universities and declining net tuition per student for Miami.
- The increased competition for students and the resulting tuition discount pressures are producing a very different market place for higher education today, requiring new pricing and recruitment strategies for most universities to achieve the revenue growth needed to sustain the quality of the academic programs and services offered by a university.



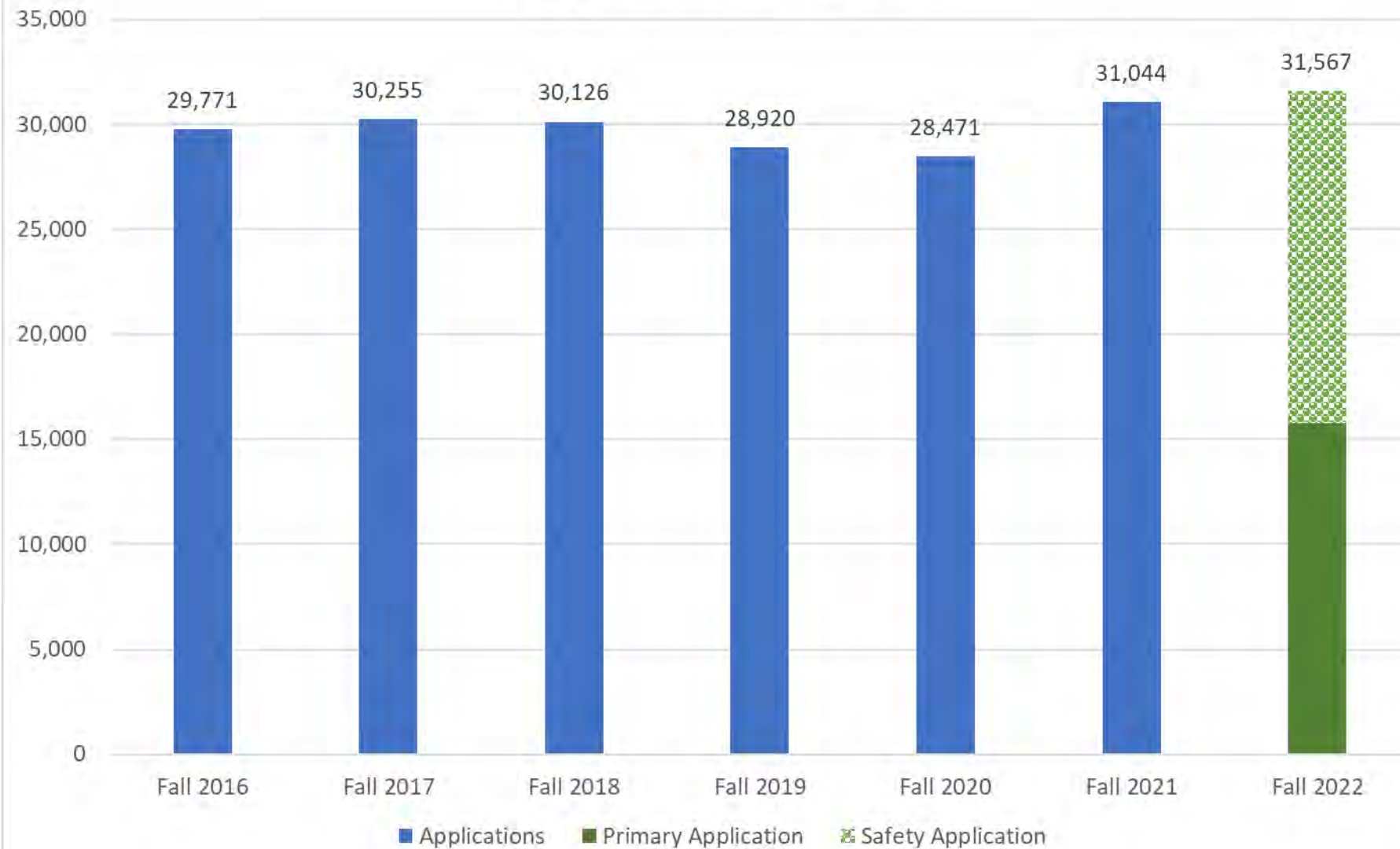
# Understanding the Enrollment Changes and Their Implications for Miami University Going Forward continued

- The dramatic growth in the number of degree holders in the nation is negatively impacting the value of a degree and making the nature of the degree and its ROI more important in the selection of a university by students and parents.
- With increased pressure to control price, differentiation becomes much more important in recruiting students. Growing the number of applications, decreasing the proportion of “safety school” applications, and lowering the acceptance rate are critical in this environment.
- Understanding changes in student and parent perceptions about Miami are of much greater importance today.

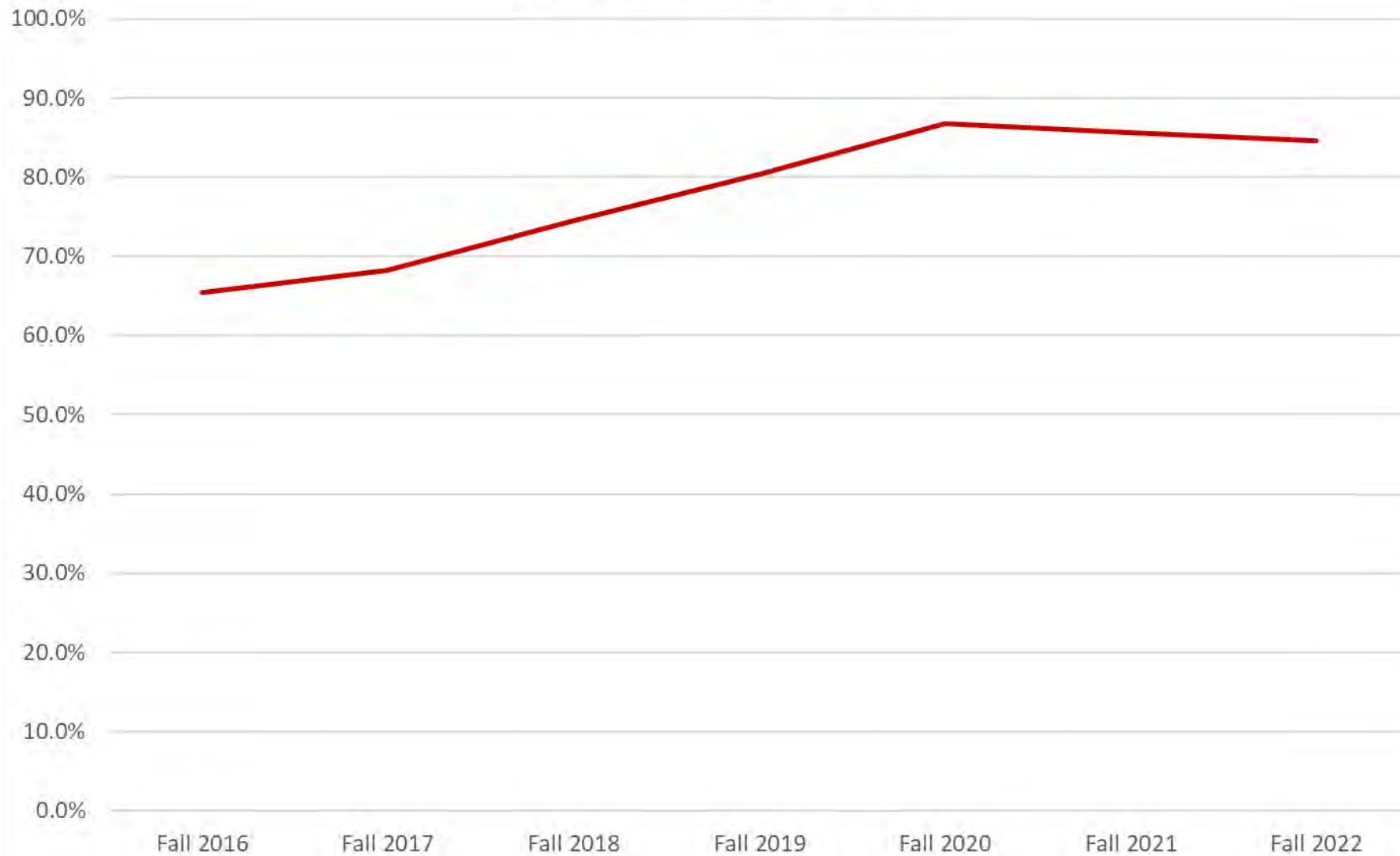




## Oxford Campus Application Trend



## Oxford Campus Acceptance Rate

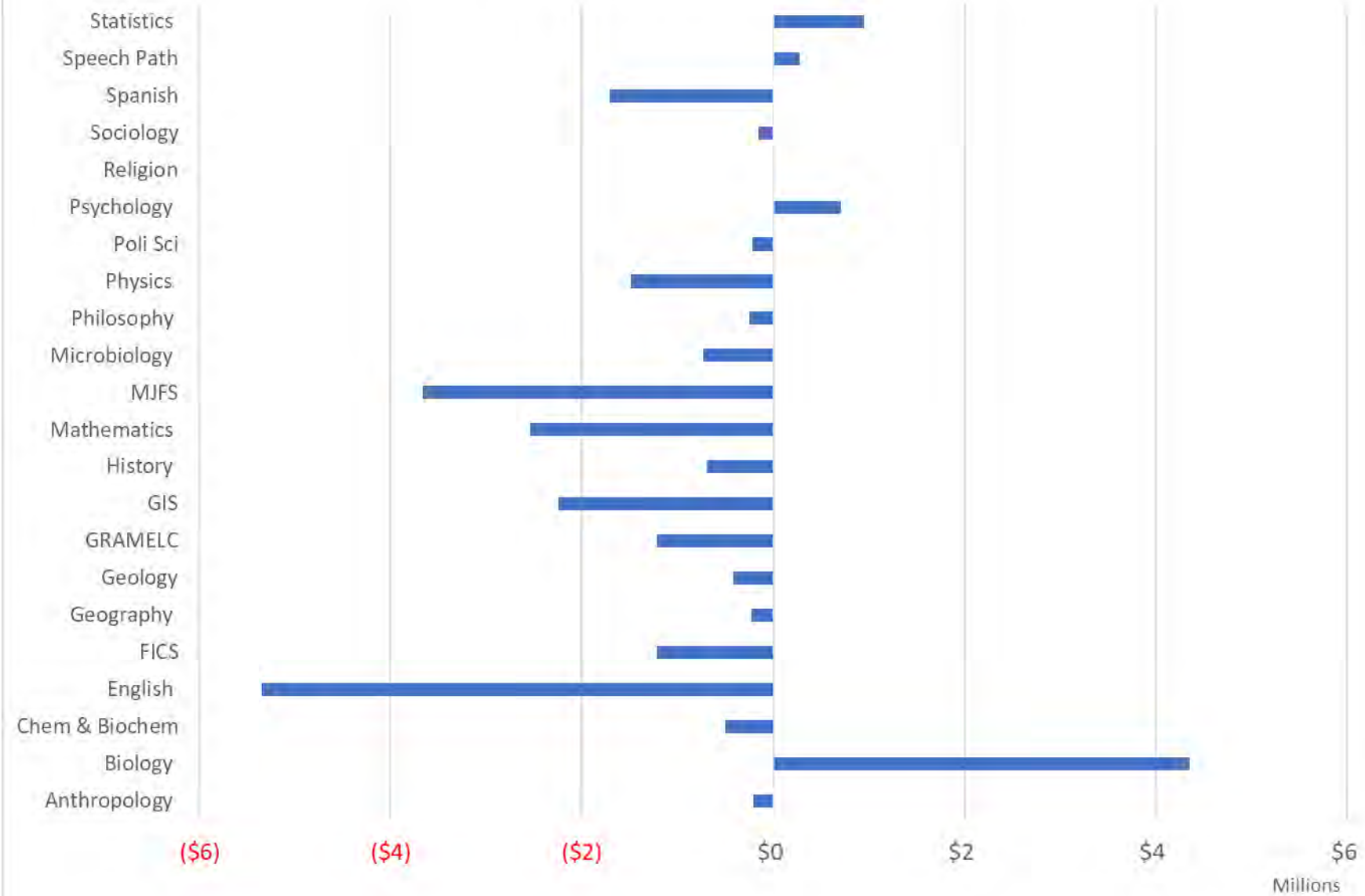


# Understanding the Enrollment Changes and Their Implications for Miami University Going Forward continued

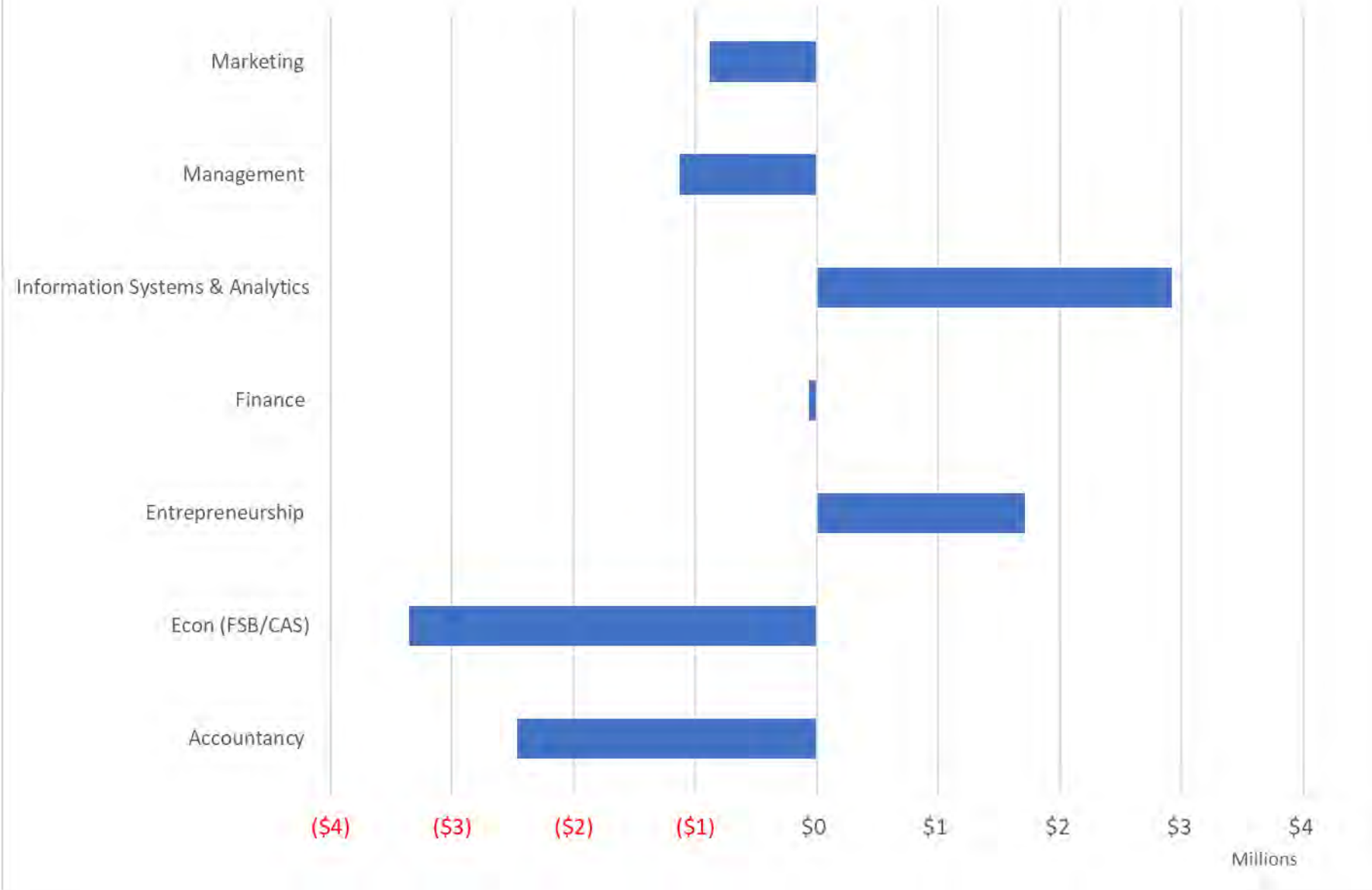
- Students are abandoning historic majors necessitating greater change in degree offerings and creating resource allocation problems due to the inflexibility of faculty resources as a result of tenure.
- Innovation in program offerings and reallocation of faculty lines to areas of increased student demand are imperative for Miami University going forward.



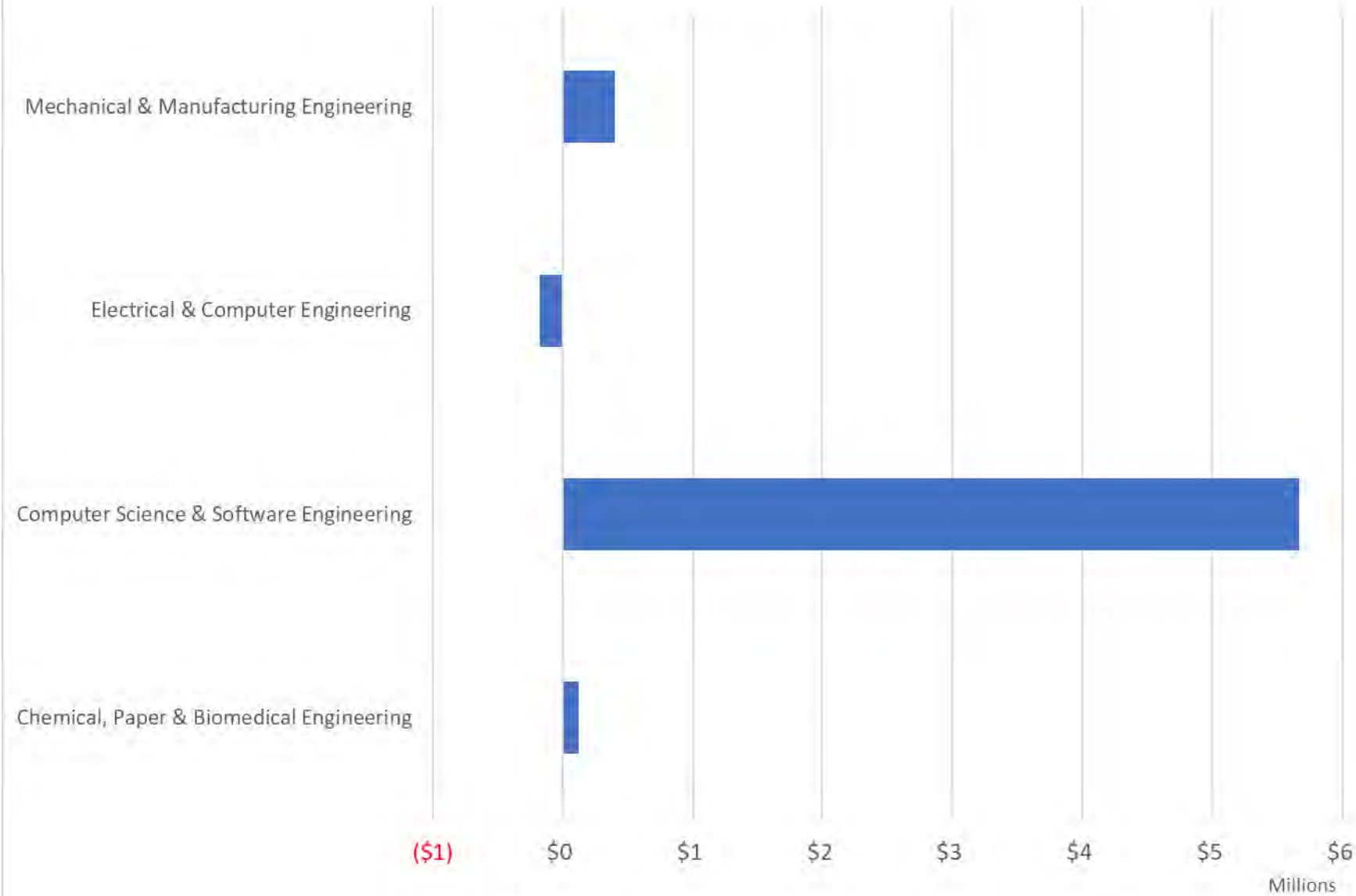
# College of Arts & Science Academic Departments Change in Total Revenue FY15 to FY22



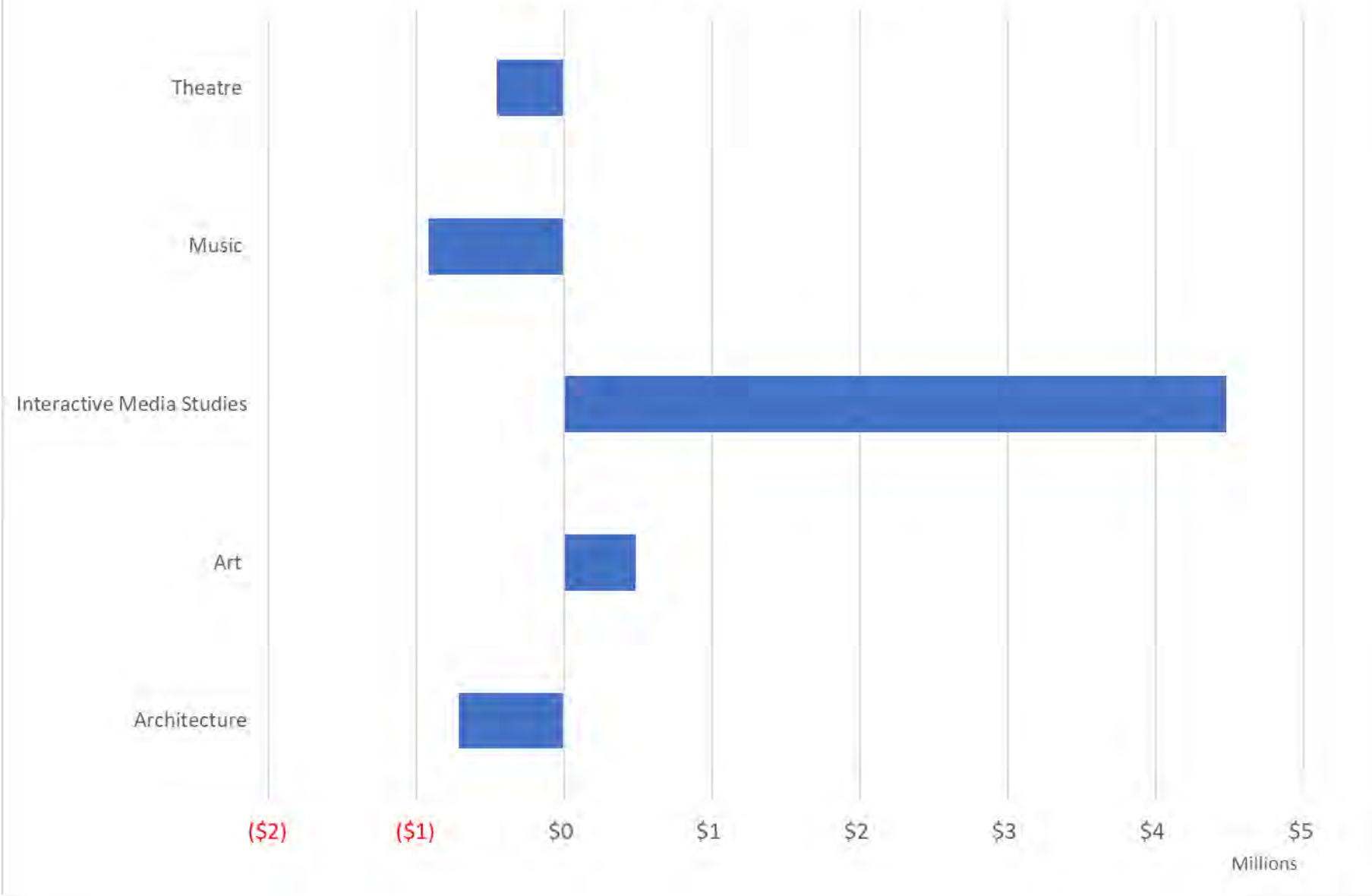
Farmer School of Business Academic Departments  
Change in Total Revenue FY15 to FY22



College of Engineering & Computing Academic Departments  
Change in Total Revenue FY15 to FY22

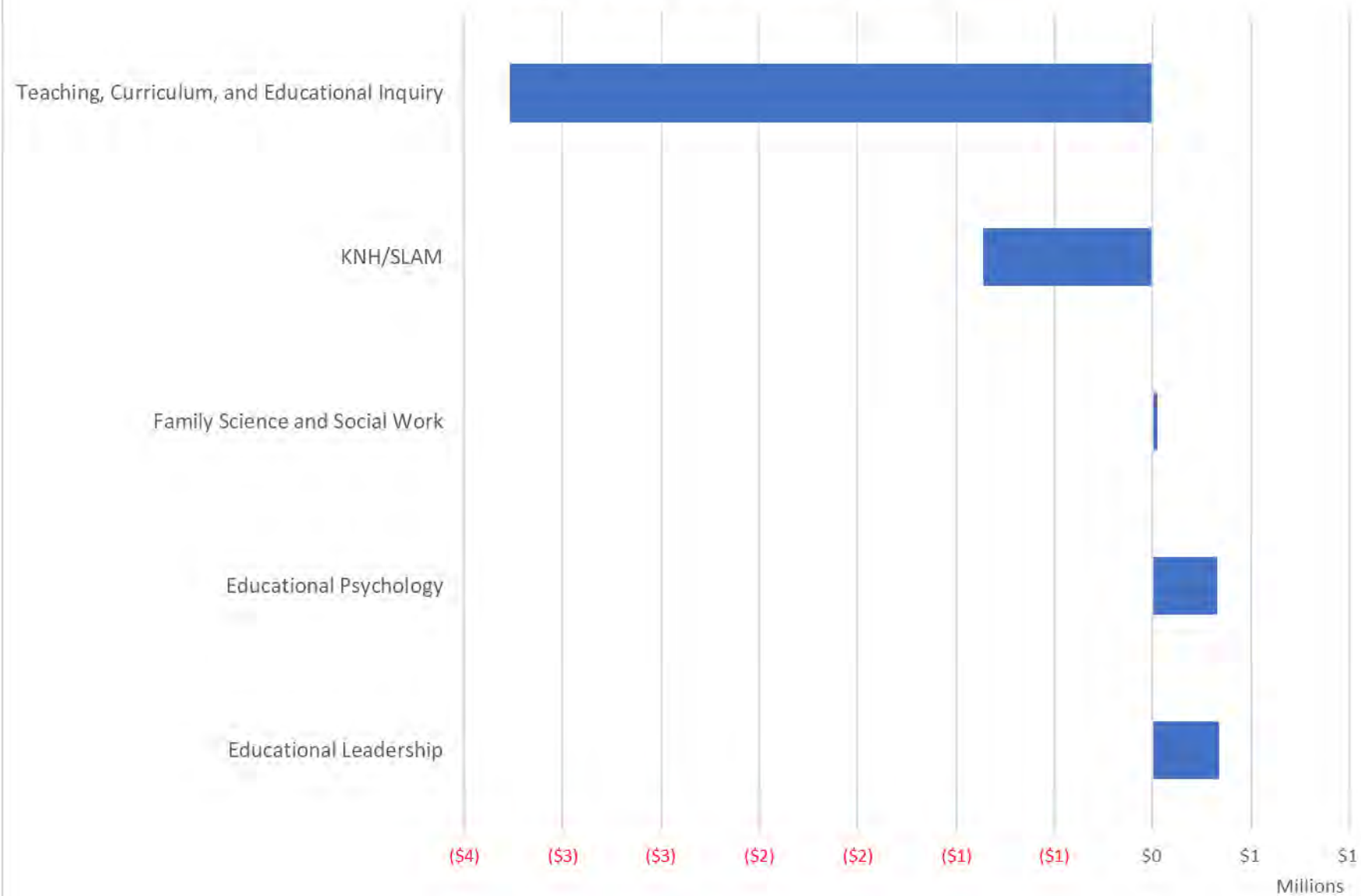


College of Creative Arts Academic Departments  
Change in Total Revenue FY15 to FY22

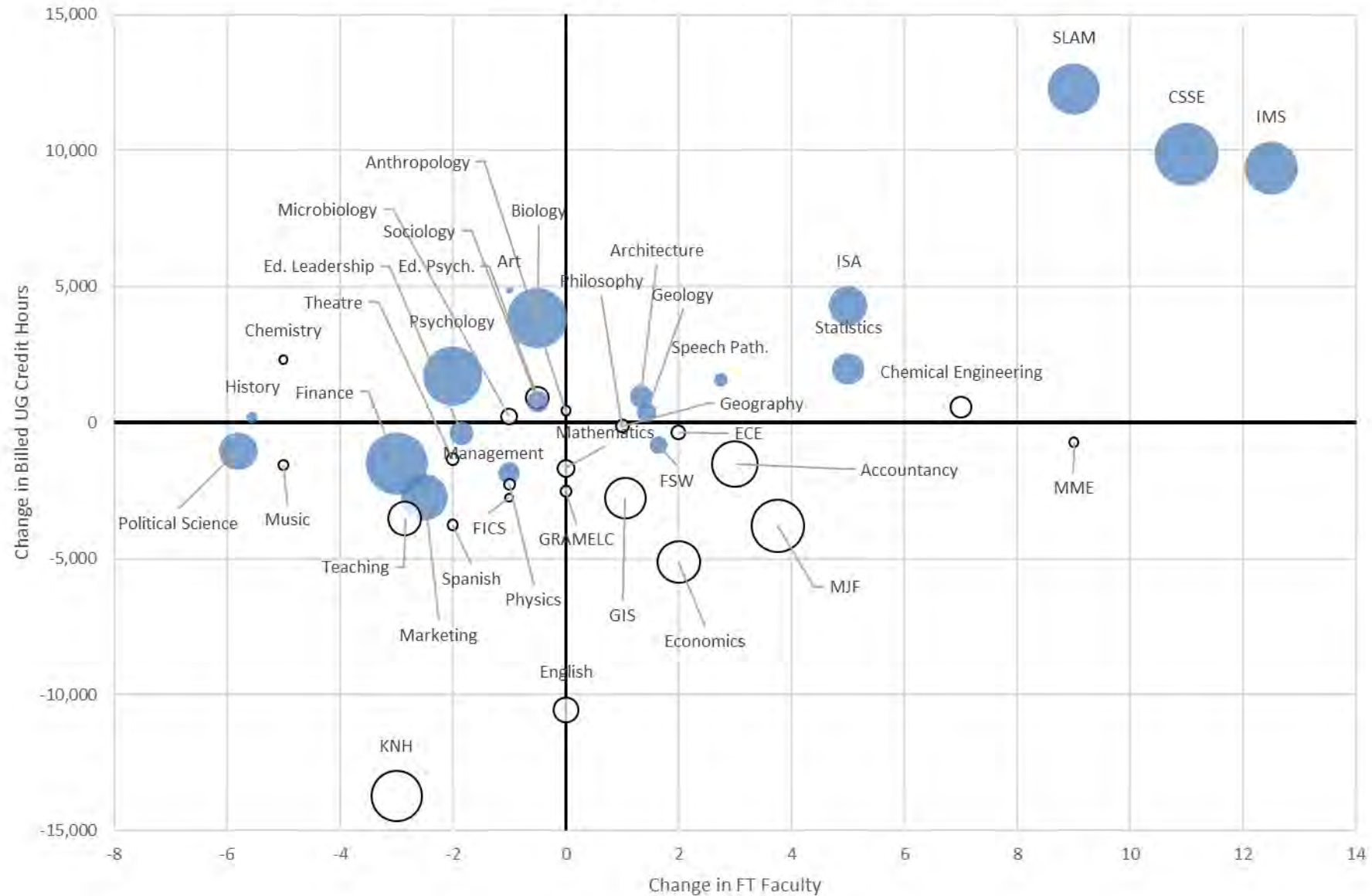




College of Education, Health & Society Academic Departments  
Change in Total Revenue FY15 to FY22



Change in Billed UG Credit Hours and FT Faculty FY15 to FY22  
Scaled by Change in UG Majors



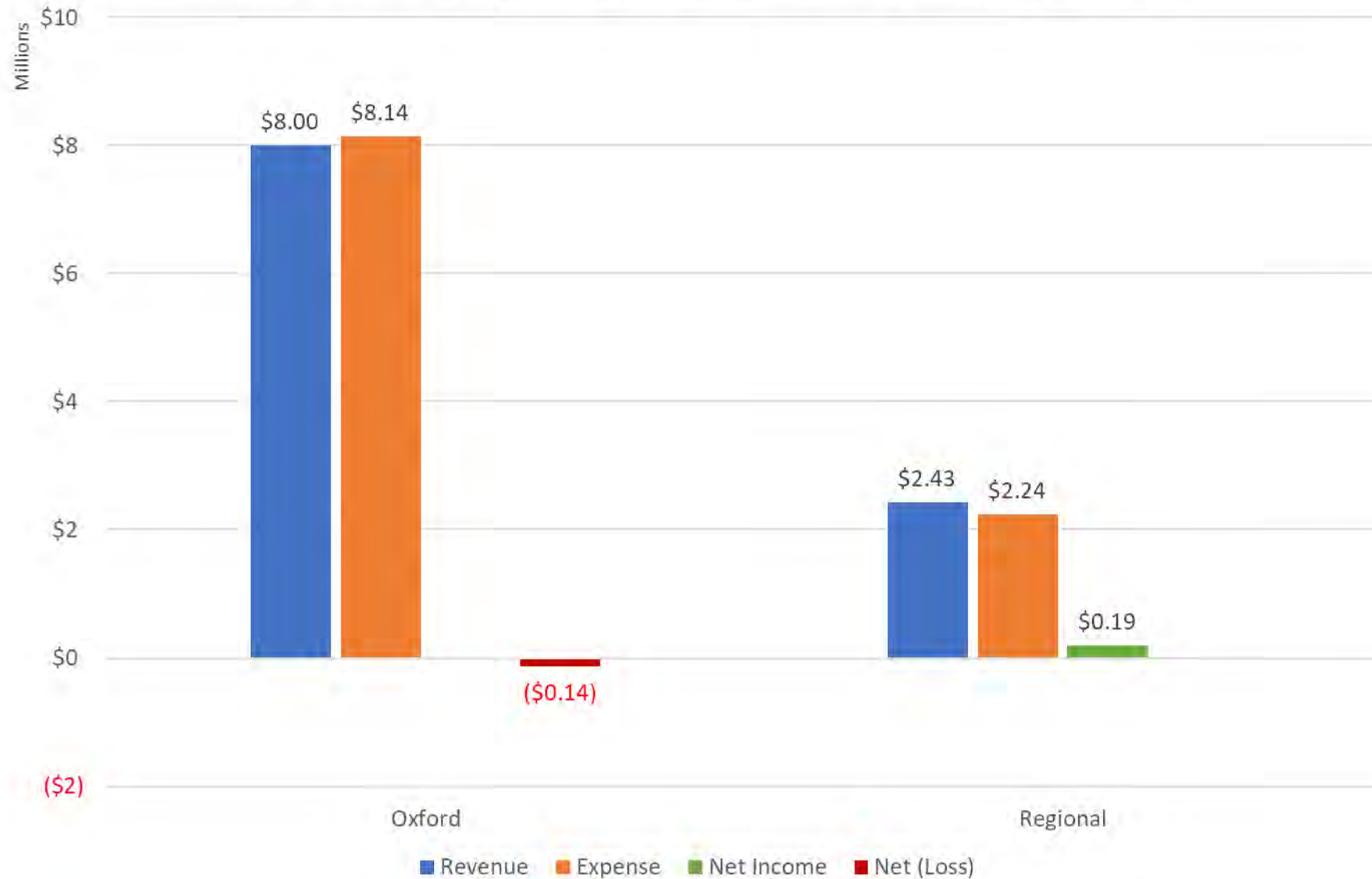
# Enrollment in Boldly Creative Programs

Boldly Creative Program	Headcount					Credit Hours				
	Fall 18	Fall 19	Fall 20	Fall 21	Fall22	Fall 18	Fall 19	Fall 20	Fall 21	Fall22
<b>Graduate</b>										
Data Analytics	-	-	17	6	22	-	-	191	72	204
Master in Business Management	-	-	18	16	19	-	-	153	189	213
Online Programs	-	-	15	20	61	-	-	45	137	384
Family Nurse Practitioner	-	-	-	-	14	-	-	-	-	112
Nurse Educator Leader	-	-	-	-	6	-	-	-	-	36
Special Education Online Hybrid (SEOH)				21	65				114	391
Sports Analytics	-	-	-	-	5	-	-	-	-	60
Master of Entrepreneurship & Emerging Technology (MEET)	-	-	-	-	8	-	-	-	-	103
Master of eSports Management	-	-	-	-	7	-	-	-	-	72
<b>Graduate Total</b>	-	-	<b>50</b>	<b>63</b>	<b>207</b>	-	-	<b>389</b>	<b>512</b>	<b>1,575</b>
<b>Undergraduate</b>										
Data Analytics	-	-	30	179	312	-	-	471	2,695	4,667
Engineering	-	-	5	23	24	-	-	81	350	360
Healthcare Programs	63	153	222	299	353	934	2,299	3,260	4,479	5,303
Cybersecurity	-	-	-	-	39	-	-	-	-	557
Organizational Leadership	-	-	-	-	73	-	-	-	-	1,032
<b>Undergraduate Total</b>	<b>63</b>	<b>153</b>	<b>257</b>	<b>501</b>	<b>801</b>	<b>934</b>	<b>2,299</b>	<b>3,812</b>	<b>7,524</b>	<b>11,919</b>
<b>Grand Total</b>	<b>63</b>	<b>153</b>	<b>307</b>	<b>564</b>	<b>1,008</b>	<b>934</b>	<b>2,299</b>	<b>4,201</b>	<b>8,036</b>	<b>13,493</b>
*Other Boldly Creative funded programs without enrollment include: PA Program, DE&I efforts, Geospatial Certificate, and M.Ed. Culturally Relevant and Community Based Leadership. Some Boldly Creative initiatives (e.g., Micro credentials and Executive Education) are noncredit bearing.										

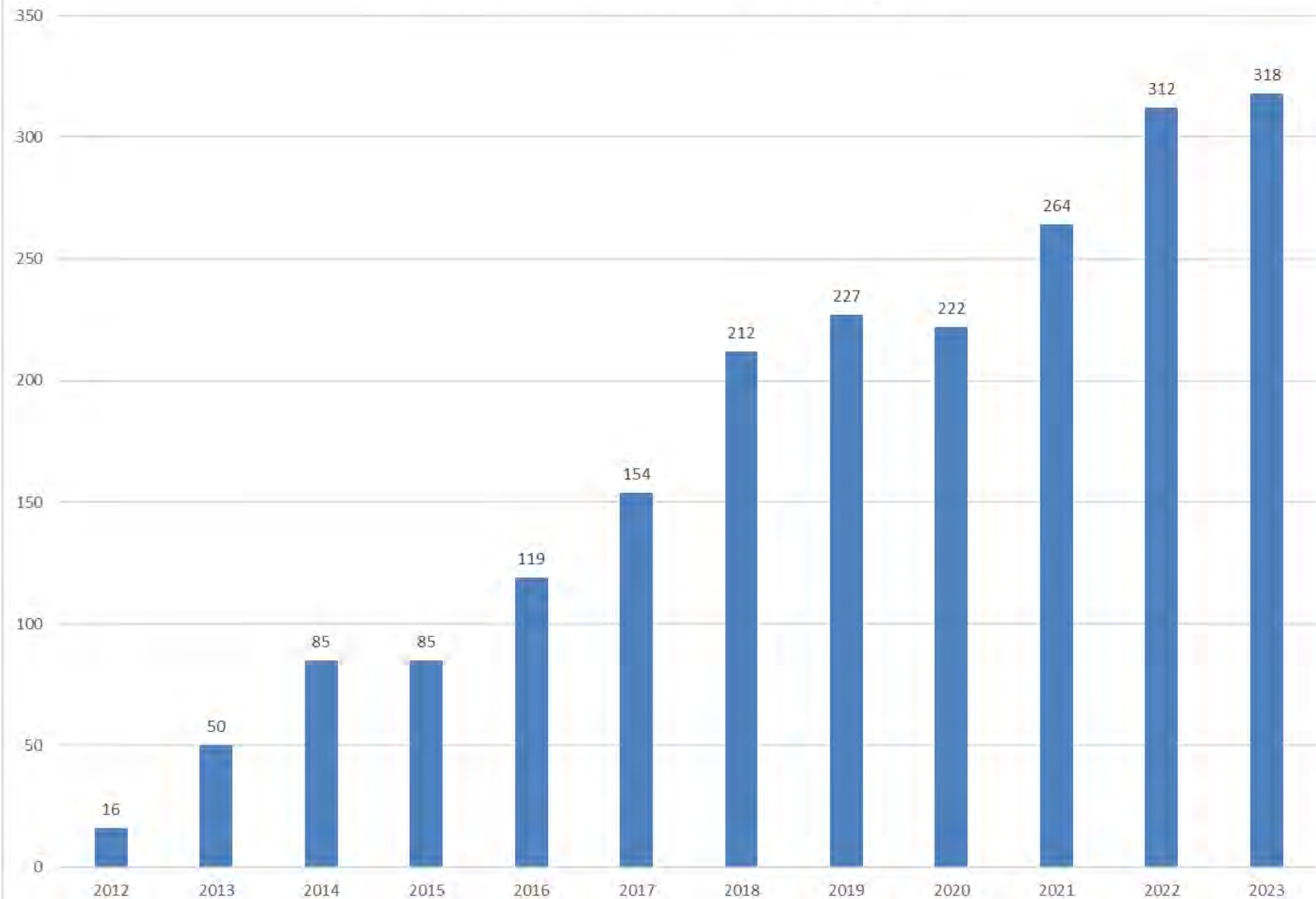


# Boldly Creative

## FY 23 Revenue, Expense, and Net Income (Loss) by Campus



Total Enrollment in Bachelors/Masters Programs



# Understanding the Enrollment Changes and Their Implications for Miami University Going Forward continued

- Increased state and gift funding are imperative in a higher education market place where tuition revenue growth will not replicate what transpired in the last 50 years.



# Mid-American Conference Schools State Appropriation

(millions)

School	Total Enrollment	State Appropriation (FY22)	National Rank 2021
University at Buffalo, SUNY (FY20)	32,347	\$325.0	38
<b>Miami University</b>	<b>22,971</b>	<b>\$78.9</b>	<b>46</b>
Ohio University	36,248	\$186.7	88
Central Michigan University	17,311	\$90.4	118
Kent State University	43,702	\$159.1	107
Ball State University	21,597	\$153.1	123
Bowling Green State University	20,227	\$82.8	123
University of Toledo	18,319	\$116.2	N/R
Western Michigan University	19,887	\$113.4	N/R
University of Akron	17,752	\$95.1	N/R
Northern Illinois University	16,769	\$87.7	N/R
Eastern Michigan University	16,294	\$78.3	N/R



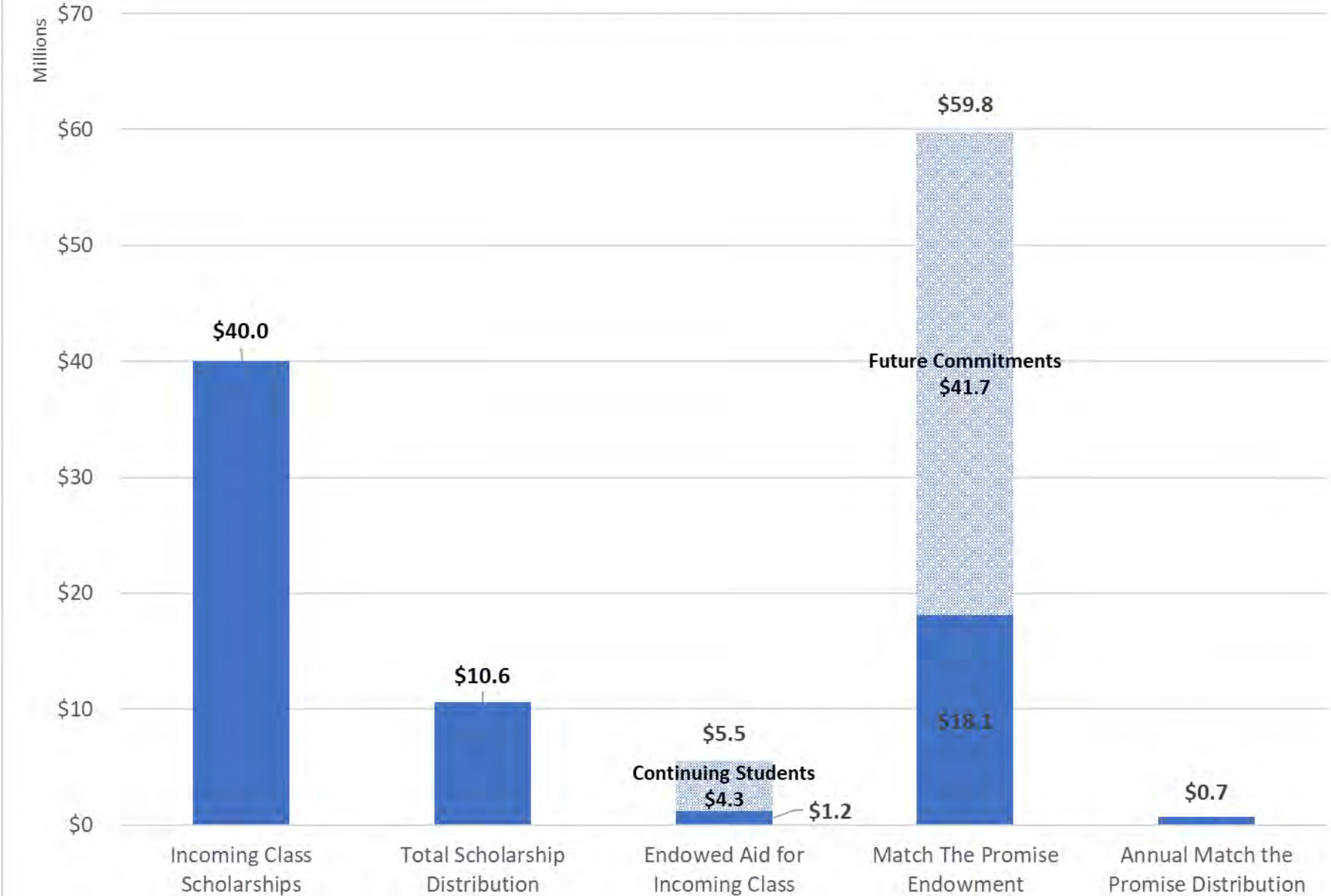


# Comparison of Scholarships

	Overall Scholarship <u>Endowment</u>	Annual Scholarship <u>Distribution</u>	Distribution for Incoming <u>Students</u>	Freshman <u>Cohort</u>
Miami University (Fiscal Year 2022)	\$317,939,509	\$10,600,000	\$677,717	4,575
Ohio State University (Fiscal Year 2021)	1,330,000,000	48,600,000	N/A	8,350
Notre Dame University (Fiscal Year 2021)	2,946,000,000	207,847,000	173,000,000	2,059



# Oxford Campus Scholarships

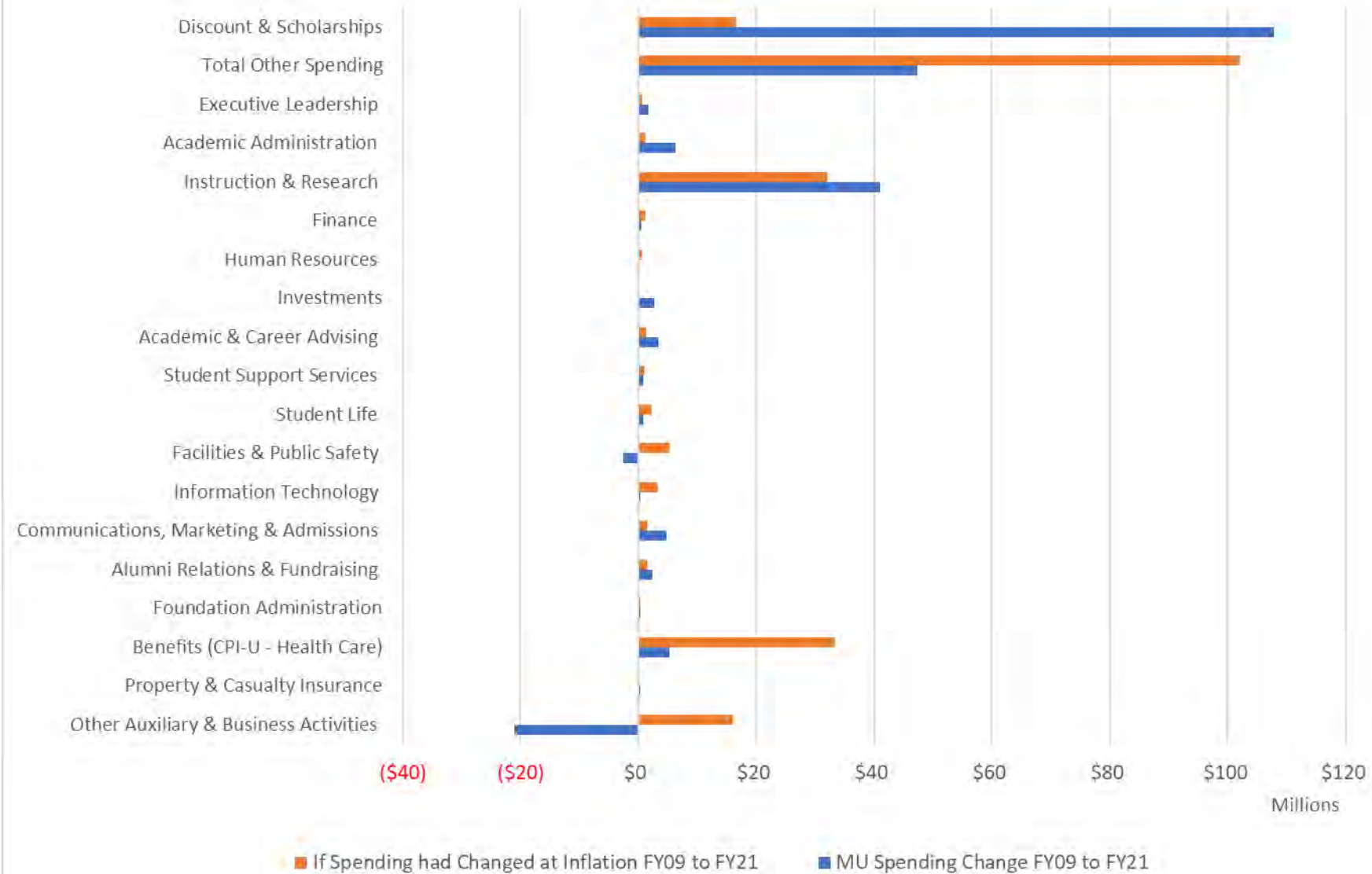


# Understanding the Enrollment Changes and Their Implications for Miami University Going Forward continued

- Given the downward price pressure on tuition in the foreseeable higher education market place, cost containment is likely to be a constant issue moving forward.



Miami University  
Change in University Spending Compared to Inflation (CPI-U)  
FY 2009 to FY2021





# Discussion and Questions

**ASPIRE**  
LOVE & HONOR



**MIAMI**  
UNIVERSITY

September 2022

181/225

# ASPIRE GOALS







# ASPIRE PILLARS

01

Building the economies of communities we serve



02

Attracting and developing talent for Ohio



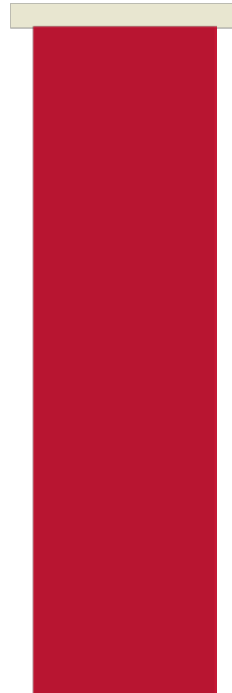
03

Aligning resources with stakeholder priorities

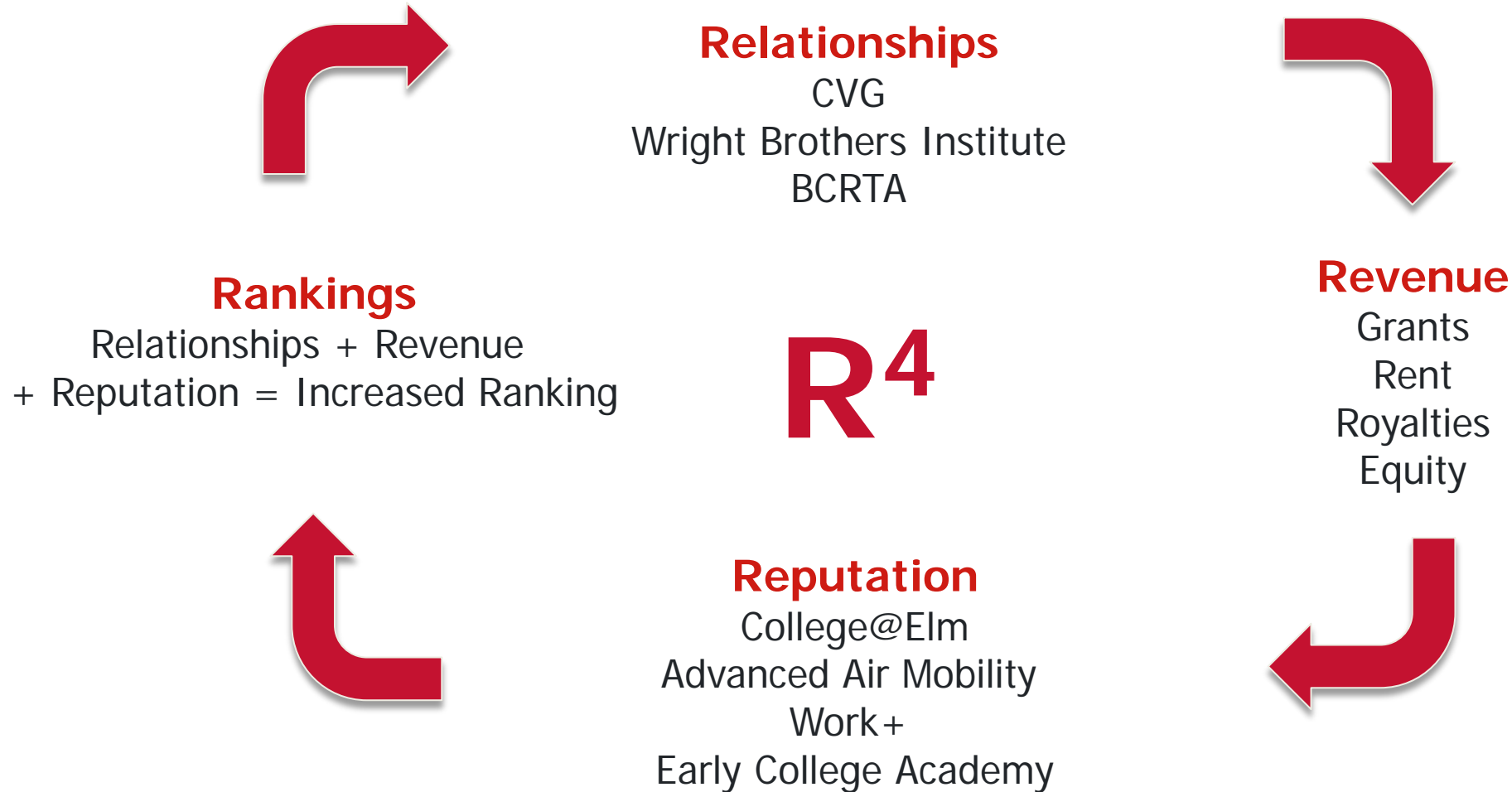


04

Elevating Miami's profile regionally, statewide, and nationally



# ADVANCING THE “FOUR RS” OF ASPIRE





**Write**



**Advocate**



**Partner**

\$29,658,000

## ASPIRE GRANT PRODUCTIVITY



**Wrote**

**\$22.3M** Clinical Health Facility  
**\$5M** C&E Butler County Grant  
**\$1M** C&E Capital Budget  
**\$500,000** C&E Capital Budget  
**\$377,000** C&E City of Oxford  
**\$249,000** Microcredentials IMAP  
**\$150,000** ECA Ohio Dept of Ed.  
**\$75,000** ECA Capital Budget  
**\$6,000** Midwest HE Mini Grant  
**\$1,000** KY Problem Gambling



\$10,861,000

COLLEGE@ELM









# CAPITAL INVESTORS

**\$5M**

Butler County  
Commissioners

**\$1.5M**

Jobs Ohio Vibrant  
Community Grant

**\$1.5M**

State of Ohio

**\$1M**

Richard Smucker

**\$1M**

Chrissy Taylor

**\$387K**

Oxford & Oxford  
Resident





# TRAILBLAZING INVESTMENTS

**\$5 Million**

First Grant from Butler County  
Board of County Commissioners



**\$1.5 million**

Only University to Receive  
Vibrant Community Grant



# COLLEGE@ELM ANCHOR TENANTS



Decade-long experience in product development, machine building, unique printing and manufacturing.

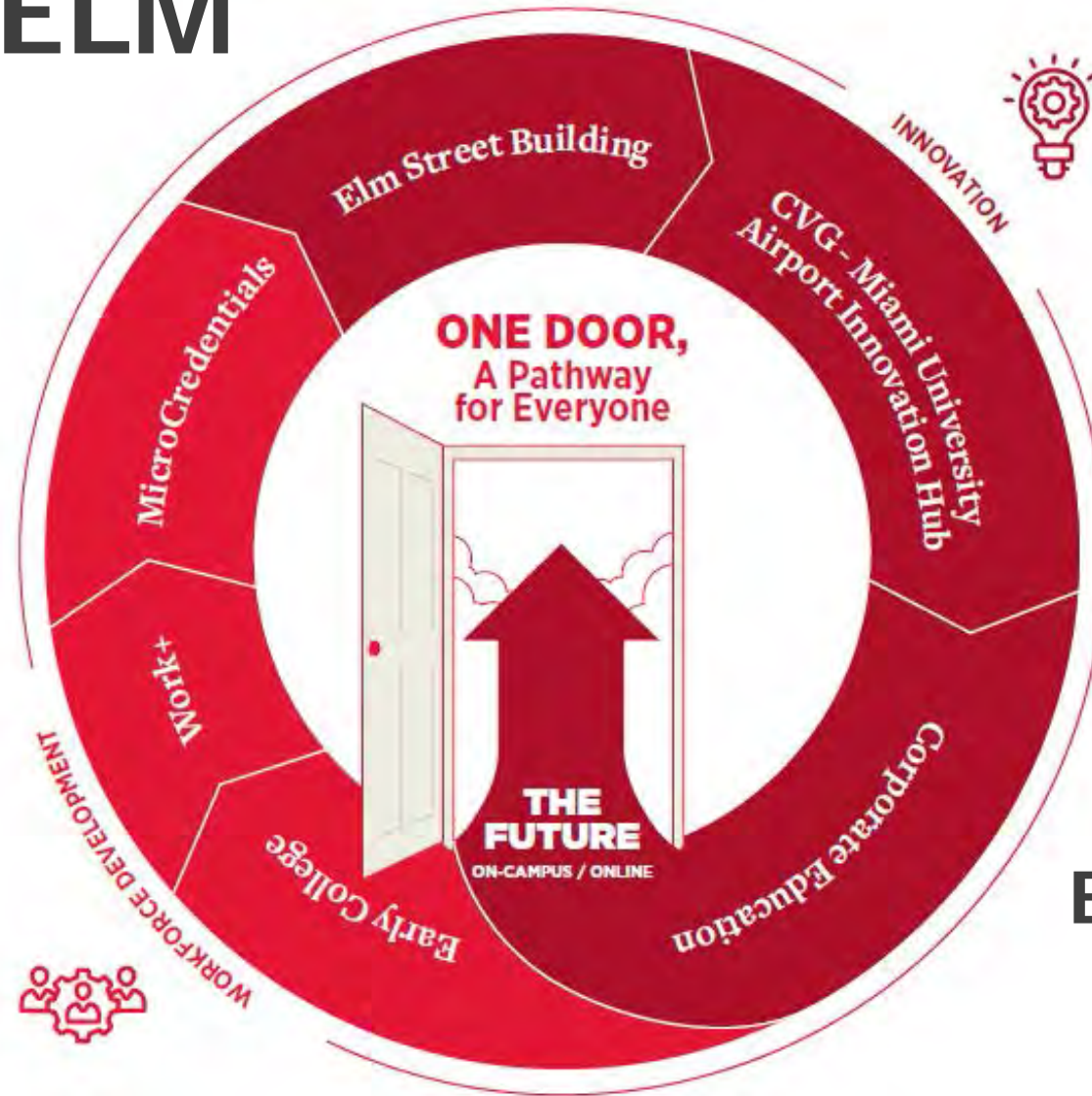


A financial return focused investment platform which leverages the impressive Miami Alumni network.



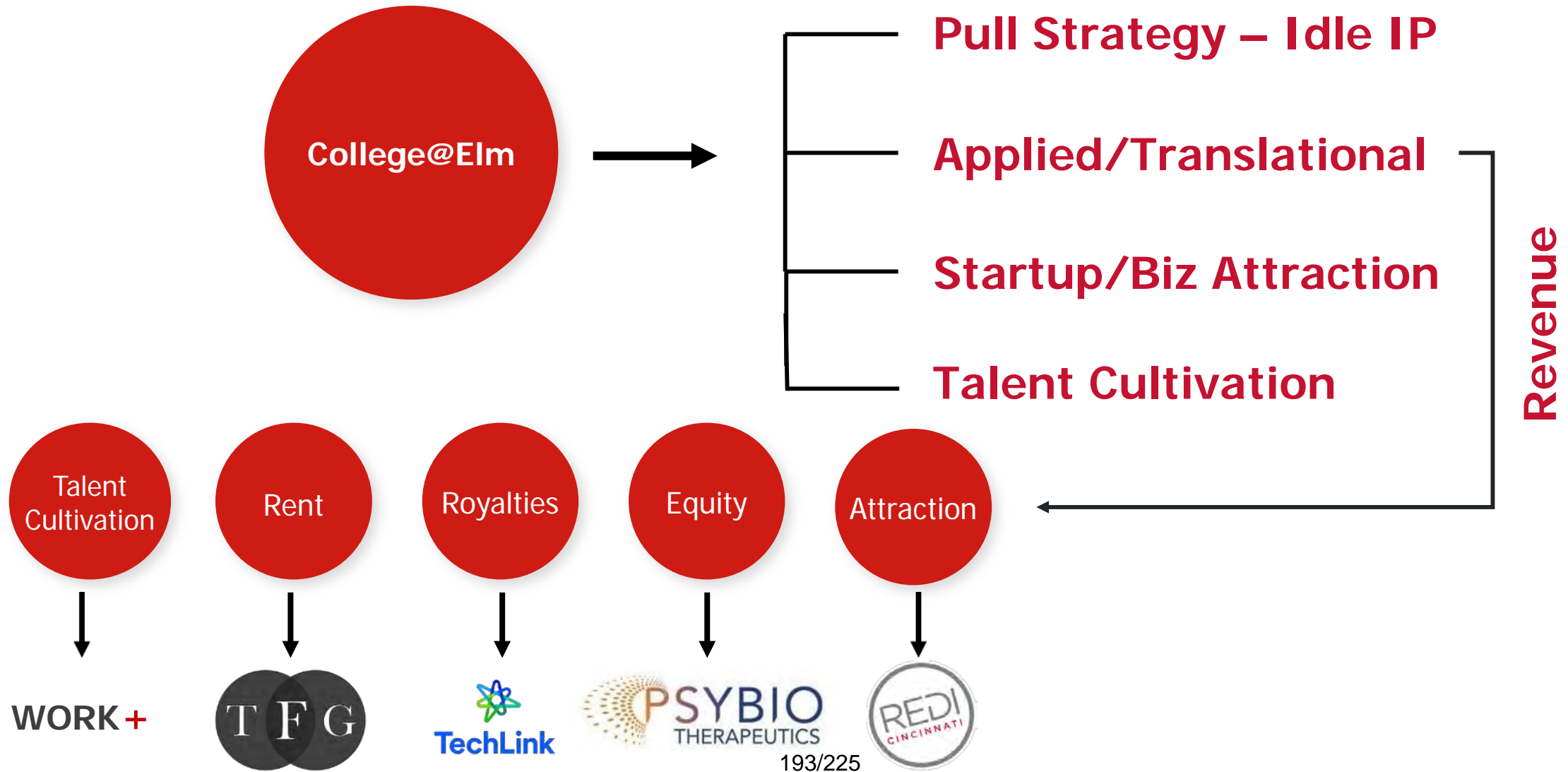
Small Business Development Centers provide counseling and training to small businesses including working with the SBA to develop and provide informational tools to support start-ups and existing business expansion.

# COLLEGE@ELM



Entrepreneurialism  
+  
Talent Cultivation

# INNOVATION STRATEGY



# COLLEGE@ELM CATALYTIC IMPACT



## ADVANCED AIR MOBILITY



ADDING \$11.4 BILLION TO OHIO'S GDP OVER 25 YEARS

## OHIO'S AAM POTENTIAL IS MIAMI'S POSSIBILITIES



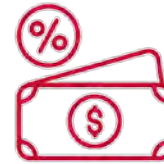
**\$13B**

Economic activity



**15000**

Additional Jobs



**\$2.5B**

Tax Revenue



**\$11.4B**

GDP Growth



# COLLEGE@ELM CATALYTIC IMPACT



600,000 sq/ft

Facility for high-volume electric vertical takeoff and landing aircraft manufacturing.

1200

Jobs Created

\$350-\$400M

Capital investment

Potential manufacturer looking for area to build facility

	In 2023	In 2024	In 2025	In 2026	In 2027
Cumulative Investment of	\$20	\$40	\$60	\$80	\$100
Head Count per Location	10	15	20		
Annual payroll	\$1M	\$1.5M	\$2M		

Companies interested in being close to a university







2-years

2-degrees  
(For free)

High School Junior  
Enrolls at Miami  
Regionals

College  
Credit Plus

CCP

No Cost

High School  
Diploma

Associate  
Degree

## Inaugural Partners (Fall 2022 start)

Hamilton City Schools
Middletown City Schools

## Year 2 Partners (Fall 2023 start)

Madison City Schools	Franklin City Schools	Fairfield City Schools
Windsor City Schools	Carlisle City Schools	

# WORK + A FREE COLLEGE EDUCATION - REGIONALS



Free (Debt-Free) College



Salary & Spending Money



4-Year Resume



Strong Retention Rate



Signed into Ohio Law



\$109,600,000

## ASPIRE GRANT PRODUCTIVITY



**Advocated**

**\$82M** Miami's SSI Operating Budget

**\$22.6M** OhioLink Library Capital Budget

**\$5M** Center for School Based Mental Health



**\$82,051,961**

**SSI OPERATING BUDGET**



**\$22,617,000**

**OHIO LINK LIBRARY  
CAPITAL BUDGET**





**\$5,000,000**

**CENTER FOR SCHOOL  
BASED MENTAL HEALTH**

\$24,550,000



Partner

## ASPIRE GRANT PRODUCTIVITY

**\$13M** Chestnut Fields Multimodal Hub, BCRTA

**\$7M** Manufacturing Hub, Butler Tech

**\$2M** Amtrak Platform Grant, City of Oxford

**\$800K** Choice Ohio First Grant, Miami

**\$750K** Middletown Regional Airport

**\$400K** Boys & Girls Club of Hamilton

**\$400K** Hillel Building Improvements

**\$200K** Manufacturing Hub, Butler Tech



# \$13,000,000





# \$7,000,000



# Amtrak Platform \$2,000,000





## Business Leadership to Build a Better Ohio



# PARTNERSHIP ECOSYSTEM

# MIAMI IMPACT PARTNERSHIPS



# SW OHIO MANUFACTURING PARTNERSHIP



# THE INTER-UNIVERSITY COUNCIL OF OHIO





# Government Relations Network

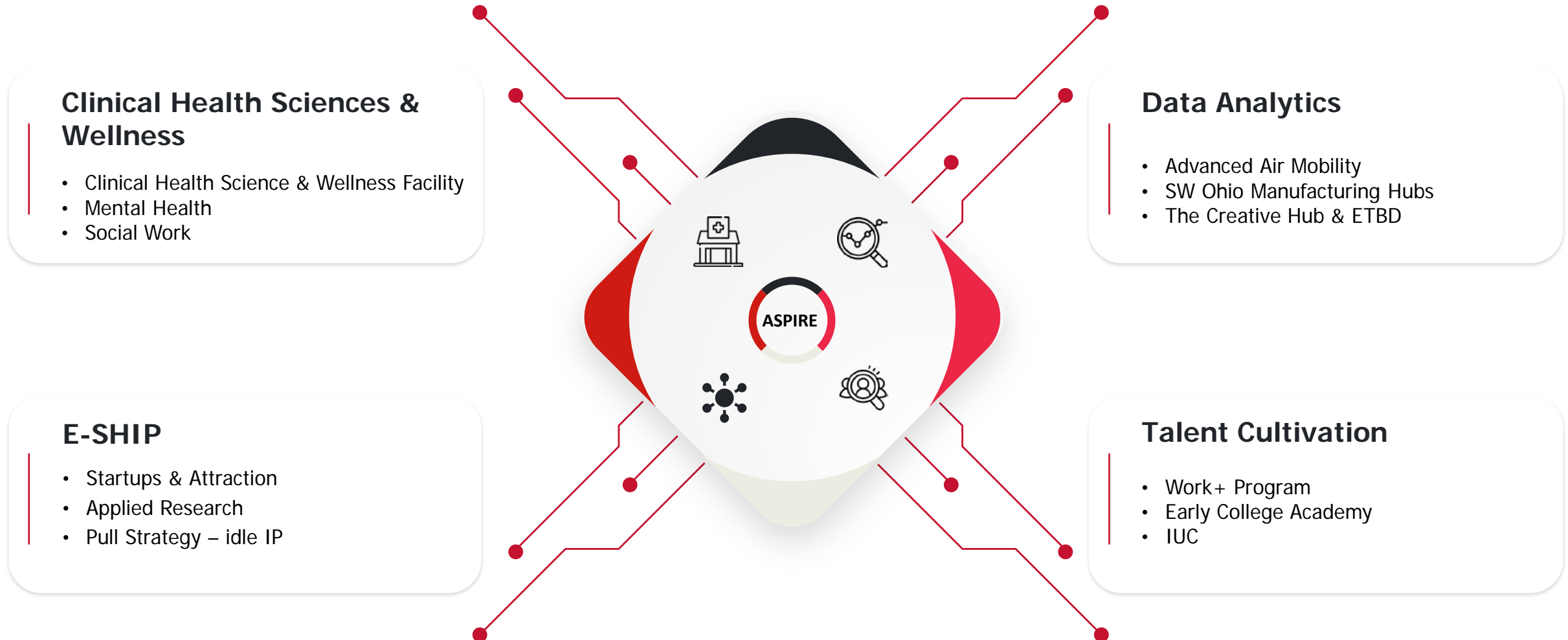


Advocacy Interactions Category	Student Only Advocacy Meetings
Ohio Senate	121
Ohio House	378
Executive & Judicial	3
Federal	10
Local & Other	25
<b>Total</b>	<b>537</b>

- Student Statehouse Day First Semester
- GRIP Conference
- Alternative Spring Break Second Semester
- Select Statehouse and Congressional Visits
- Living Learning Center part of the Neighborhood
- Instruct EDL 110 sprint course during the Fall semester



# ALIGNMENT WITH CAMPAIGN



Other Business  
September 23, 2022

**RESOLUTION R2023-09**

BE IT RESOLVED; that the Board of Trustees hereby approves an Academic Year 2022-2023 salary of \$551,665 for President Gregory Crawford, retroactive to July 1, 2022.

BE IT FURTHER RESOLVED; that the Board hereby also approves an annual bonus payment of \$75,000 to President Gregory Crawford, payable per the employment agreement and terms of the Special Qualified Retirement Plan (SQRP).

*Approved by the Board of Trustees  
September 23, 2022*



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

Other Business  
September 23, 2022

**RESOLUTION R2023-10**

BE IT RESOLVED, that the Board of Trustees hereby approves an Academic Year 2022-2023 salary of \$53,040 for University Ambassador Dr. Renate Crawford, retroactive to July 1, 2022.

*Approved by the Board of Trustees  
September 23, 2022*



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

Other Business  
September 23, 2022

**RESOLUTION R2023-11**

BE IT RESOLVED, that the Board of Trustees hereby approves the Presidential Employment Agreement between Gregory P. Crawford and Miami University, for the period of July 1, 2022 – June 30, 2027. Retroactive to July 1, 2022, with an annual base salary of \$551,665.

*Approved by the Board of Trustees  
September 23, 2022*



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

**MIAMI UNIVERSITY**  
**PRESIDENTIAL EMPLOYMENT AGREEMENT**  
**July 1, 2022-June 30, 2027**

This Presidential Employment Agreement (this "Agreement") between Miami University (the "University") and Gregory P. Crawford, Ph.D. ("Dr. Crawford"), supersedes and replaces the Presidential Employment Agreement effective July 1, 2019 and provides the terms and conditions of Dr. Crawford's employment as President and a tenured member of the faculty of the University.

**1. Term.** The Board of Trustees of the University ("Board") hereby appoints and employs Dr. Crawford to serve as the President of the University for a term beginning July 1, 2022 and ending June 30, 2027. Dr. Crawford is employed to serve as President under the regulations, policies, and rules of the University, and as requested by the Board. Dr. Crawford accepts such employment as President for a term beginning July 1, 2022 and ending June 30, 2027 (the "Term").

**2. Powers and Duties.** Dr. Crawford shall perform those services and duties that are incident to the Office of the President, as the chief executive officer of the University, including, without limitation, the duties set forth in the Regulations of the Board of Trustees and other actions of the Board (collectively, the "Duties"). Dr. Crawford shall devote his full-time, attention, skill, and efforts to the faithful performance of the Duties for the University, except as set forth in Section 9 ("Outside Activities"). Dr. Crawford and the Board acknowledge and agree that the Duties hereunder shall be to supervise the entire program of activities of the University and shall be consistent with those customarily performed by presidents of colleges and universities comparable in size and type to the University, including, without limitation: (a) institutional, faculty, and educational leadership and management; (b) fostering positive external relationships with federal, state and local government; (c) fundraising, development, public and alumni relations; (d) long range and strategic planning and budget formulation; (e) recruitment, appointment, promotion and dismissal of faculty and staff members; and (f) such other duties as may be mutually agreed upon by Dr. Crawford and the Board or assigned to Dr. Crawford by the Board. Dr. Crawford also serves as an ex-officio member of the Miami University Foundation's Board of Trustees. Should Dr. Crawford's employment as President cease for any reason, Dr. Crawford's service as a member of the Miami University Foundation's Board of Trustees will also cease.

The Board expects Dr. Crawford to develop and maintain personal relationships with alumni, donors and potential donors as part of his fundraising, development, and alumni relations duties. Such efforts may require Dr. Crawford to be a guest in the homes of alumni, donors and potential donors and will require Dr. Crawford to participate in social and recreational activities with these individuals. The Board believes that such relationships are critical to the University's fundraising, development and alumni relations efforts and expects Dr. Crawford to participate in such activities.

**3. Compensation.**

**a. Annual Base Salary.** As compensation for the services to be performed by Dr. Crawford pursuant to this Agreement, the University shall pay Dr. Crawford an annual



base salary of \$530,448.00 (the "Base Salary"), less applicable deductions, in equal monthly installments. All compensation received by Dr. Crawford will be subject to applicable tax laws and, if appropriate, will be treated as taxable income subject to applicable withholding and other payroll taxes. During the Term of this Agreement, Dr. Crawford's Base Salary may be increased, but not decreased. Any increases in the Base Salary shall be within the Board's sole discretion and shall be based upon Dr. Crawford's performance during the previous 12 months in connection with the annual evaluation of Dr. Crawford's performance, as set forth in Section 4 of this Agreement.

b. **Deferred Compensation.** The University shall make an employer contribution each contract year to the Miami University Supplemental Qualified Retirement Plan ("SQRP") or, if the contribution exceeds the IRS limits under Section 415(c) of the Internal Revenue Code ("Code"), to the Miami University Supplemental 415(m) Retirement Plan ("415(m) Plan"), provided, however, that Dr. Crawford remains employed as President on the contribution date for each such employer contribution. The amount of the employer contribution and the contribution date for each contract year is set forth in the chart below.

Contract Year Beginning	Contribution Date	Employer Contribution
July 1, 2022	June 30, 2023	\$ 35,000
July 1, 2023	June 30, 2024	\$ 40,000
July 1, 2024	June 30, 2025	\$ 45,000
July 1, 2025	June 30, 2026	\$ 50,000
July 1, 2026	June 30, 2027	\$ 55,000

c. **Annual Bonus.** Dr. Crawford shall be eligible for a bonus for the contract year beginning July 1, 2022 and each contract year thereafter. The amount of any performance bonus shall be within the Board's sole discretion but will not exceed \$75,000 per contract year. The bonus shall be based upon Dr. Crawford's performance during the previous year and determined in connection with the annual evaluation of Dr. Crawford's performance, as set forth in Section 4 of this Agreement. Annual bonuses, if any, shall be made as an employer contribution to the SQRP or, if the contribution exceeds the IRS limits under Section 415(c) of the Code, to the 415(m) Plan.

4. **Annual Evaluation.** On or before August 15th each year Dr. Crawford shall provide to the Chair and Vice Chair of the Board (the "Chair") proposed goals and objectives for the period beginning on September 1st. The Board or its designee (referred to in this Section 4 as the "Board"), and Dr. Crawford shall discuss Dr. Crawford's goals and objectives, after which time the Board and Dr. Crawford shall agree upon goals and objectives for the year period. On or before August 15 of each year, Dr. Crawford shall initiate the evaluation process for the period that began on September 1 of the previous calendar year by submitting to the Board a self-appraisal of said period's performance. This appraisal shall address Dr. Crawford's performance related to each of the goals and objectives determined the preceding September. After Dr. Crawford has provided this self-appraisal, the Board shall evaluate Dr. Crawford's performance during the previous contract year based on Dr. Crawford's achievement of the mutually agreed upon specified goals and objectives and such other criteria as the Board deems appropriate. To aid the Board in its

annual evaluation, Dr. Crawford agrees to furnish to the Board such oral or written reports as it may reasonably request.

5. **Benefits and Reimbursements.** During the Term of this Agreement, the University shall provide Dr. Crawford with the following benefits and reimbursements:

a. **Standard Benefits.** Dr. Crawford is entitled to participate in such University benefits as are generally available to full-time employees, subject to such eligibility requirements, terms and costs as are applicable, including medical, dental and life insurance, 22 vacation days and 15 sick leave days. As part of the employee benefits package, Dr. Crawford has elected to participate in the University's Alternative Retirement Plan ("ARP"). In the event the University is prohibited from making employer contributions to the ARP due to applicable Internal Revenue Code limitations, the University will, to the extent permitted by law, contribute an amount equal to the employer contributions it would have made to the ARP but for the Internal Revenue Code limitation to the SQRP and/or 415(m) Plan. .

b. **Additional Life Insurance.** In addition to the group life insurance provided by Section 5(a), the University shall provide Dr. Crawford with a term life insurance policy which in combination with the University's group life insurance plan, provide Dr. Crawford with a death benefit of two times Dr. Crawford's Base Salary and shall pay such premiums. The premiums paid for this additional life insurance will be considered taxable income.

c. **Travel, Entertainment and Other Business Expenses.** Dr. Crawford and his spouse are expected to travel on behalf of the University. All reasonable travel and other business expenses incurred in Dr. Crawford's capacity as President and, as appropriate, his spouse, shall be paid for or reimbursed in accordance with the University's travel and hosting policies. The University will pay or reimburse the reasonable cost of all official entertainment for Dr. Crawford and, as appropriate, for his spouse in accordance with standard university policies. The University will establish an annual budget for entertainment and travel based on the needs of Dr. Crawford's responsibilities.

d. **Automobile.** The University shall provide Dr. Crawford with an automobile allowance in the amount of \$750.00 per month. Any automobile expenses beyond the amount of the allowance as well as any liability, collision and comprehensive insurance and any additional operating expenses shall be the responsibility of Dr. Crawford. In lieu of the automobile allowance, and at Dr. Crawford's election, the University will purchase an U.S. automobile (Chrysler, Ford or General Motors) and will provide insurance, maintenance, and other operating costs of the vehicle, including but not limited to, the cost of fuel, taxes, licenses, registration. Any personal use of the University provided automobile must be reported in accordance with Internal Revenue Service rules and regulations then in effect. Personal use is subject to taxation as income.

e. **Faculty Appointment.** Dr. Crawford is a tenured member of the faculty in the Department of Physics. During Dr. Crawford's presidency, Dr. Crawford shall not receive

any additional compensation for his faculty appointment. At the conclusion of Dr. Crawford's presidency, subject to the exception provided for in Section 8(a), Dr. Crawford's employment as a tenured professor may continue at Dr. Crawford's option at a salary equivalent to forty-five percent (45%) of his then current Base Salary. The Regulations of the Board of Trustees and the Miami University Policy Library (including the Miami University Policy and Information Manual) governing faculty appointments relating to tenure rights, evaluation, compensation, benefits, leave, discipline, suspension, termination, and complaint, grievance or appeal procedures, shall apply to Dr. Crawford's employment as a tenured faculty member following the conclusion of his role as President. In the alternative, the Board may also move to terminate Dr. Crawford's tenured faculty appointment and dismiss him from the faculty for Cause as is provided for in the University's policies and procedures for termination of tenure for Cause except there shall be no appeal to the President and any appeal shall be to the Board.

**f. Club Membership.** The University shall pay for Dr. Crawford's membership in two professional clubs or organizations that Dr. Crawford and the Board agree will be helpful to Dr. Crawford in carrying out Dr. Crawford's fundraising, development and recruiting duties as President of the University.

**g. Financial Advisor.** The University shall reimburse Dr. Crawford for up to \$5,000 per contract year for an appropriately qualified expert to provide financial, tax, and estate planning advice.

**h. Sabbaticals.** Dr. Crawford shall be entitled to take up to three months paid sabbatical ("presidential sabbatical") during the Term of this Agreement, as mutually agreed in advance by Dr. Crawford and the Board. The University shall permit Dr. Crawford to take an additional six-months paid sabbatical ("terminal sabbatical") if Dr. Crawford serves as president through the full Term of this Agreement. Dr. Crawford shall use the terminal sabbatical to arrange his presidential papers, assist in the transition of the incoming president and complete any assigned fundraising efforts. In the event Dr. Crawford does not utilize the full three months of the above-referenced presidential sabbatical during the Term of this Agreement, the unused portion shall be added to his terminal sabbatical.

**i. Compliance with Section 409A of the Code.** The University shall make the reimbursements under Section 5 of this Agreement in a manner that is compliant with Section 409A of the Code. As such, the amount of expenses reimbursed during one taxable year shall not affect the amount of expenses eligible for reimbursement in any other taxable year. Any reimbursement of expenses shall be made on or before the last day of the taxable year following the year in which the expense was incurred. The right to reimbursement of expenses shall not be subject to liquidation or exchange for another benefit.

**6. Tax Reporting.** The University shall include in the W-2 issued to Dr. Crawford all payments, benefits, allowances, and reimbursements that are defined as income or otherwise required to be reported by federal, state or local governments. Except as provided in this Agreement, Dr. Crawford shall be responsible for the payment of all personal taxes due and shall

make such payments on a "when due" basis.

7. **Renewal/Extension.** The Board or its designee and Dr. Crawford shall meet for the purpose of discussing renewal, extension or nonrenewal of this Agreement past its Term, no later than June 30, 2026.

8. **Termination.**

a. **Termination For Cause.** The University may terminate this Agreement at any time for cause upon written notice to Dr. Crawford. For purposes of this Agreement, "Cause" shall mean: (i) conduct whether occurring prior to or during the Term of this Agreement that in the reasonable judgment of the Board is seriously contrary to the best interests of or prejudicial to the University and is also either (a) a substantial deviation from the expected character or behavior of a person occupying the position of a university president or (b) a serious violation of law reasonably believed to impact his ability to continue in the role of President; (ii) willful neglect of duty; (iii) gross negligence or willful malfeasance by Dr. Crawford in the performance of Dr. Crawford's duties; (iv) actions or omissions by Dr. Crawford that are knowingly undertaken or omitted and which constitute a material breach of University's policies, rules or procedures; or (v) any material breach of this Agreement. In the event Dr. Crawford is terminated for Cause, Dr. Crawford's employment as President shall cease immediately, and Dr. Crawford shall not be entitled to any further compensation or benefits as President, except as set forth in the University's various benefit plans with respect to vesting and rights after termination of employment. In the event of termination for Cause, Dr. Crawford shall have no rights to the tenured faculty appointment provided by Section 5(e).

b. **Termination Without Cause.** The University may terminate this Agreement without Cause at any time for the convenience of the University upon ninety (90) days prior written notice to Dr. Crawford. Termination of this Agreement by virtue of Dr. Crawford's Permanent Disability or death (as set forth in Sections 8(d) and 8(e) of this Agreement, respectively) shall not be construed as termination without Cause. If the University terminates this Agreement without Cause prior to the expiration of the Term, Dr. Crawford shall be entitled to either (i) receive payments equal to Dr. Crawford's then Base Salary and health and dental benefits for one (1) year from the date of termination; or (ii) return to the faculty in the Department of Physics, as provided in Section 5(e). If Dr. Crawford elects to receive payments pursuant to (i), Dr. Crawford must resign from his tenured faculty position on the effective date of Dr. Crawford's termination. Dr. Crawford shall not be entitled to any further compensation or benefits as President, except as set forth in the University's various benefit plans, including the 457(f) Plan, with respect to vesting and rights. No payments shall be made under this Section 8(b) unless Dr. Crawford provides to the University, and does not revoke, a general release of claims in a form satisfactory to the University.

c. **Resignation.** Unless otherwise agreed by Dr. Crawford and the Board, Dr. Crawford may resign from the Presidency by providing at least 12 months written notice. Dr. Crawford's employment as President shall cease on the effective date of Dr. Crawford's

resignation, and Dr. Crawford shall not be entitled to any further compensation or benefits as President, except as set forth in the University's various benefit plans with respect to vesting and rights after termination of employment.

d. **Permanent Disability.** If Dr. Crawford shall become permanently disabled during Dr. Crawford's service as President, this Agreement shall terminate effective on the date of permanent disability and Dr. Crawford shall receive all benefits to which Dr. Crawford is entitled pursuant to the University's disability insurance plan in which Dr. Crawford participates, as set forth in Section 5(a).

For purposes of this Agreement, "Permanent Disability" shall mean Dr. Crawford's inability to perform the essential functions of the job for a period of 120 continuous days, with or without reasonable accommodations, subject to any requirements that may be imposed by applicable law.

e. **Death.** In the event of Dr. Crawford's death during the Term of this Agreement, Dr. Crawford's Base Salary shall cease immediately and this Agreement shall terminate effective on the date of death. Dr. Crawford's designated beneficiary shall be entitled to receive all benefits to which Dr. Crawford is entitled under the University's various insurance plans.

9. **Outside Activities.** The University recognizes that it may be both appropriate and beneficial for Dr. Crawford to engage in outside activities, such as serving on for-profit and nonprofit boards of directors, consulting, delivering speeches, and writing. However, Dr. Crawford shall seek prior approval from the Chair of the Board and General Counsel, who serves as the University's Chief Ethics Officer, before agreeing to undertake any outside activities. Dr. Crawford may not engage in any outside activity that conflicts with Dr. Crawford's duties to and responsibilities for the University or Ohio's Ethics Law. Dr. Crawford is required to file an annual Financial Disclosure Statement with the Ohio Ethics Commission as required by law.

All income or other compensation earned by Dr. Crawford in connection with Dr. Crawford's outside activities shall be paid to and retained by Dr. Crawford and reported in accordance with applicable tax law and established University policy. Such income, if any, shall have no effect on the amount of salary, benefits, or other compensation to which Dr. Crawford may be entitled to under this Agreement.

**10. Confidential Information; Non-Solicitation.**

a. **Confidentiality.** Dr. Crawford acknowledges that while employed hereunder, he will occupy a position of trust and confidence and will receive and have access to Confidential Information, as hereinafter defined. Dr. Crawford acknowledges that such Confidential Information is specialized, unique in nature and of great value to the University and that such information gives the University a competitive advantage. During the Term and thereafter, Dr. Crawford shall not use the Confidential Information or disclose the Confidential Information to any third party, except (i) as required to perform his duties in a manner consistent with professional standards and obligations; (ii) as

authorized by the University; (iii) in furtherance of the University's legitimate business interests; (iv) to comply with applicable law or accreditation standards; or (v) to the extent such Confidential Information shall have become public other than by Dr. Crawford's unauthorized use or disclosure. Notwithstanding the foregoing, in no event shall Dr. Crawford use or disclose Confidential Information if such use or disclosure will expose the University to competitive disadvantage or legal liability, or will otherwise harm the University. For purposes of this Agreement, "Confidential Information" means any information not generally available to the public regarding the University or its actual or prospective students, employees, alumni, or donors, including without limitation information regarding actual or potential activities of the University; admissions information; fundraising information; the identities of persons under consideration for positions as trustees, officers or employees of the University; information regarding actual or potential NCAA, athletic conference, legal or regulatory proceedings; and any other information that should by its nature or context be recognized as proprietary and/or confidential.

**b. Return of Documents and Property.** Dr. Crawford agrees to deliver or return to the University, at its request at any time upon termination or expiration of his employment as President or as soon thereafter as possible, all property furnished by the University or prepared, maintained, or acquired by Dr. Crawford in the course of his employment as President hereunder, including without limitation computer equipment, keys, documents, records, lists, data, drawings, prints, notes and all other written information, in any form or media and including all copies.

**c. Non-Solicitation.** Dr. Crawford recognizes that he will possess Confidential Information about other employees of the University relating to their education, experience, skills, abilities, compensation and benefits, and inter-personal relationships with faculty, staff, students and suppliers to the University. Dr. Crawford recognizes that the information he will possess about these other employees is not generally known, is of substantial value to the University in securing and retaining faculty, staff and students and will be acquired by Dr. Crawford because of his position as President. Dr. Crawford agrees that during the Term and for a period of twenty-four (24) months beyond his termination or expiration of this Agreement, that he will not, directly or indirectly, solicit, recruit or hire or aid in the hire of any employee of the University for the purpose of being employed by any business, individual, partnership, firm, corporation or other entity on whose behalf Dr. Crawford is acting as an agent, representative, principal or employee, and Dr. Crawford will not convey any such Confidential Information or trade secrets about other employees of the University to any other person except within the scope of the President's duties hereunder.

**d. Notification of Certain Communications.** The parties agree that should another employment opportunity be presented to Dr. Crawford or should Dr. Crawford be interested in another employment position during the Term of this Agreement, Dr. Crawford shall notify the Chair of the Board of such opportunity or interest before he or any representative of his, holds discussions or engages in other communications with anticipated employment position principals.

e. **Remedies for Breach.** Dr. Crawford expressly agrees and understands that the remedy at law for any breach by Dr. Crawford of this Section 10 will be inadequate and that damages flowing from such breach are not usually susceptible to being measured in monetary terms. Accordingly, it is acknowledged that upon Dr. Crawford's violation of any provision of this Section 10, the University shall be entitled to obtain from any court of competent jurisdiction immediate preliminary and/or permanent injunctive relief restraining any threatened or further breach as well as an equitable accounting of all profits or benefits arising out of such violation. Nothing in this Section 10 shall be deemed to limit the University's remedies at law or in equity for any breach by Dr. Crawford of any of the provisions of this Section 10, which may be pursued by or available to the University.

f. **Use of Name, Image or Likeness.** During the term of this Agreement, Dr. Crawford consents to the royalty free use of his name, nickname, initials, autograph, signature (but only for promotional purposes and not as a legally binding signature for the execution of documents absent specific authorization from Dr. Crawford), voice, video or film portrayals, photograph, image or likeness, and any other means of endorsement or identification of or by Dr. Crawford, including statistical, biographical, or other information or data relating to the President, by the University or by any party under contract with the University in the conduct and promotion of the University and as otherwise provided in this Agreement. Dr. Crawford acknowledges that from time to time the University may be presented with opportunities for the production and distribution of multimedia broadcasts and promotional materials relating to the University ("Multimedia"). Dr. Crawford agrees to appear in and participate in the creation of such Multimedia works. As between the parties, the University shall own all right, title and interest (including copyright) in and to the Multimedia works and Dr. Crawford hereby assigns his interest in such to the University. The uses allowed in this Section 10(f) shall not present the President in a false or demeaning manner. Where practicable the University shall provide Dr. Crawford advanced notice of an intended use with sufficient detail for the President to comment and provide input on the proposed intended use. In the event the President objects to any current or future use because it presents him in a false or demeaning manner, he shall notify the Chair of the Board who shall reasonably consider the President's objection and as deemed appropriate by the Chair, modify or discontinue the objectionable use.

g. **Survival of Provisions.** To the extent provided in this Section 10(g), the obligations contained in this Section 10 shall survive the termination or expiration of Dr. Crawford's employment and, as applicable, shall be fully enforceable thereafter in accordance with the terms of this Agreement. Dr. Crawford agrees that the restrictions set forth in this Section 10 are reasonable and necessary in order to protect adequately the University's interests, and agrees not to challenge the reasonableness of any such restriction in any proceeding arising out of or related to this Agreement. If it is determined by a court of competent jurisdiction that any restriction in this Section 10 is excessive in duration or scope or is otherwise unenforceable, it is the intention of the parties that such restriction may be modified or amended by the court to render it enforceable to the maximum extent permitted by law.



11. **Compliance with Ohio Law.** Dr. Crawford's appointment as President is subject to all applicable laws and regulations including full compliance with Ohio's Ethics laws. In compliance therewith, the University is providing Dr. Crawford with the enclosed copy of the relevant Ethics laws.

12. **Mediation.** If the parties mutually agree any controversy or claim that either party may have against the other arising out of or relating to the construction, application or enforcement of this Agreement, as well as any controversy or claim based upon the alleged breach of any legal right relating to or arising from Dr. Crawford's employment and/or termination of Dr. Crawford's employment may be submitted to non-binding mediation. The costs and fees associated with mediation shall be borne by the University.

13. **Notice.** All notices required or allowed by this Agreement shall be hand delivered or mailed by certified mail, postage prepaid, return receipt requested. Unless and until changed by a party giving written notice to the other, the addresses below shall be the addresses to which all notices required or allowed by this Agreement shall be sent:

If to the University:  
Chair, Board of Trustees  
Miami University  
501 E. High Street  
212 Roudebush Hall  
Oxford, Ohio 45056

If to the President:  
Dr. Gregory P. Crawford  
6321 Brown Road  
Oxford, OH 45056-9718

14. **Severability and Waivers.** If any portion of this Agreement shall be held to be invalid, inoperative, or unenforceable, then, so far as possible, effect shall be given to the intent manifested by the portion held invalid, inoperative, or unenforceable, and the remainder of this Agreement not found invalid, inoperative, or unenforceable shall remain in full force and effect. No waiver or failure to enforce any or all rights under this Agreement by either party on any occasion shall constitute a waiver of that party's right to assert the same or any other rights on that or any other occasion.

15. **Governing Law.** This Agreement shall be governed and construed, and the rights and obligations of the parties hereto shall be determined, in accordance with the laws of the State of Ohio, excluding its choice of law rules. Dr. Crawford's appointment as President is specifically subject to and may be superseded by the fiscal watch provisions of Ohio Revised Code Chapter 3345, including the performance evaluation, suspension of authority, duties, and pay, and termination provisions required by Ohio Revised Code § 3345.77.

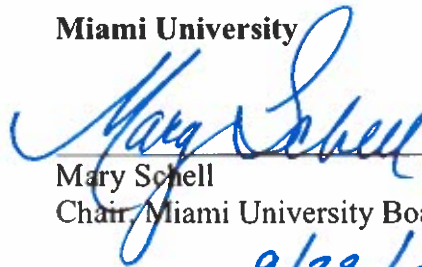
16. **Counterparts.** This Agreement may be executed in counterparts, and by the parties on separate counterparts each of which, when so executed, shall constitute but one of the same instrument.

17. **Complete Agreement.** This Agreement constitutes the entire agreement between the parties and fully supersede any and all prior agreements or understandings, written or oral, between the parties pertaining to the matters set forth herein. As such, this Agreement supersedes and replaces the Presidential Employment Agreement effective July 1, 2019, and the Amended Deferred Compensation Plan and Agreement, effective July 1, 2019, between Dr. Crawford and the University. This Agreement shall not be amended, modified, or changed other than by written agreement by Dr. Crawford and the University.

18. **Personal Contract.** Dr. Crawford's obligations and duties shall be personal and not assignable or delegable in any manner whatsoever. This Agreement shall be binding upon and inure to the benefit of Dr. Crawford and Dr. Crawford's executors, administrators, heirs, successors, and permitted assigns, and upon the University and its successors and assigns.

19. **Miscellaneous.** The headings in this Agreement are for convenience only and shall not be used in construing or interpreting this Agreement. The terms "Board," "Board of Trustees," and "University" as used in this Agreement, where applicable or appropriate, shall be deemed to include or refer to any duly authorized board, committee, officer, or employee of said entity. Whenever the context requires, the masculine shall include the feminine and neuter, the singular shall include the plural, and conversely.

Miami University



Mary Schell  
Chair, Miami University Board of Trustees

9/23/2022

Date



Gregory P. Crawford

9/23/2022

Date