

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 13
DATE:
December 8,
2022

RECOMMENDATION

**FALL 2022 BRICKLEY ENDOWMENT FOR FACULTY PROFESSIONAL
DEVELOPMENT AND INNOVATION AWARDS**

ACTION REQUESTED

It is recommended that the Board of Regents accept and place on file the report on the Fall 2022 Brickley Endowment for Faculty Professional Development and Innovation awards.

STAFF SUMMARY

The James H. Brickley Endowment for Faculty Professional Development and Innovation award winners for Fall 2022 have been identified. Information on the award recipients and their winning projects is found on the following pages. We expect that as a result of the awards provided, we will be able to come back to you in future meetings to report on subsequent research activity by these faculty, whether it be in receiving internal or external grant awards, or patents, or other recognition for their scholarship. In this manner we hope to portray a continuum of faculty research activity.

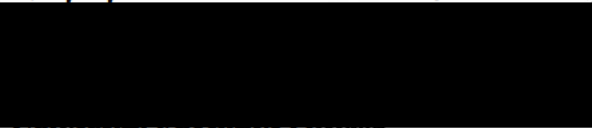
The purpose of the fund is to facilitate faculty professional development and innovation through a broad range of activities, including but not limited to, things such as (1) reassigned time from teaching for scholarly, creative, and innovative endeavors; (2) conference presentations; (3) travel; (4) hiring of research assistants; (5) purchase of special equipment or supplies for teaching, scholarly, research, creative, or innovative activities; (6) development of a grant proposal for external funding; and (7) similar or related academic activities.

FISCAL IMPLICATIONS

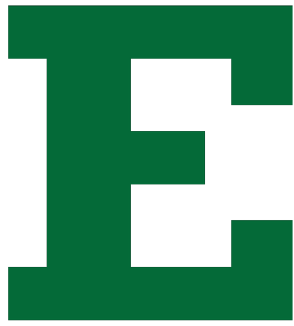
None. The cost of awards is covered by an expendable fund associated with the James H. Brickley Endowment for Faculty Professional Development and Innovation and other designated funds.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.


University Executive Officer
Rhonda Longworth, Ph.D.

11/14/22
Date



JAMES H. BRICKLEY ENDOWMENT FOR FACULTY PROFESSIONAL DEVELOPMENT AND INNOVATION FALL 2022 AWARD WINNERS

The James H. Brickley Endowment for Faculty Professional Development and Innovation was established by Anthony and Lois Evans in 2016. The purpose of this award is to facilitate faculty professional development and innovation through a broad range of activities, including research and scholarly/creative work, curriculum development, community service, professional travel, and training. This award cycle funded nine projects totaling \$71,909. Eleven faculty will be supported, representing five colleges: the College of Arts and Sciences (five), the College of Health and Human Services (three), the College of Education (one), the College of Engineering and Technology (one), and the College of Business (one).

Congratulations to the following faculty for their Brickley Award projects!



ADAM BRIGGS || Department of Psychology, College of Arts and Sciences

“Developing an Innovative Translational Research Laboratory to Study an Analog of Treatment Relapse of Severe Destructive Behavior in Children with Autism in a Safe and Ethical Manner”. \$2,950. Dr. Adam Briggs seeks to investigate the variables influencing treatment relapse in children with autism and evaluate the influence of prevention and mitigation techniques using a computer task with college students. Treatment relapse can cause both safety and ethical repercussions in a clinical setting. Funding will support the required hardware and software to startup an innovative translational laboratory on EMU’s main campus, hiring an expert programmer to modify existing software, and training people within the EMU community to use and modify the software. He not only plans to

grow personally from this experience, but also hopes to involve EMU students (both undergraduate and graduate) in the experience of the great professional development opportunities that this research introduces.



VIDIU CALIN || Department of Mathematics & Statistics, College of Arts and Sciences

“Machine Learning Tools for Interpreting DART Mass Spectroscopy Data”.
\$5,826. Dr. Ovidiu Calin will use his Brickley award to expand the efficiency and effectiveness of the AccuTOF DART mass spectrometer that the EMU Chemistry department acquired over a decade ago. His goal is to develop a computer software tool that will take the data that the machine produces and make it easier to process and analyze the information. This software will benefit chemistry researchers who use a mass spectrometer to collect DART data, and is envisioned to support collaboration with others who employ large data sets in Physics, Biology, Geology and the College of Engineering and Technology. Dr. Calin also looks forward to disseminating the software and its success at the annual *Machine Learning*

Conference at EMU in April of 2023.



AUDREY FARRUGIA || Department of Special Education & Communication Sciences and Disorders, College of Education

“Adding Certified Lactation Counseling to Speech-Language Pathology: Lactation Counseling for Exceptional Families”. **\$3,505.** Dr. Audrey Farrugia is very passionate about growing the speech language pathology field and helping shape our Communication Sciences and Disorders program at EMU. One way in which she strives to do this is by implementing lactation consulting knowledge and instruction for students. This funding will cover the tuition cost for Dr. Farrugia’s to become certified for leading lactation counseling class, thus bringing that learning to EMU to share with students and other faculty. The long term goal that Dr.

Farrugia has is for lactation counseling knowledge to be added to courses in the Communication Sciences and Disorders program and to add lactation counseling services to the EMU Speech and Hearing clinic. This will benefit the students in the program, faculty and community members who will be able to use these services.



FRANK FEDEL || School of Health Promotion & Human Performance, College of Health & Human Services

“Innovative Virtual Reality Content Development for Healthcare Education”.
\$9,800. Use of virtual reality in the classroom is becoming an expectation for a number of areas in higher education. Dr. Frank Fedel recognizes the opportunity that virtual reality presents in healthcare education. Using virtual reality would allow students to view different anatomical structures in new ways and would promote an entirely new level of learning. The dedicated funding would support the research assistants assigned to this project, the virtual reality template app and equipment, the purchase of in app assets and travel costs for Dr. Fedel to present

his work at the National Association for Kinesiology in Higher Education Conference in January.



SHEILA LONGPRÉ || School of Health Sciences, College of Health & Human Services

“Identifying the Distinct Needs of Adolescent and Young Adult Cancer

Survivors”. **\$12,000**. Dr. Sheila Longpré strives to gather a better understanding of what adolescent and young adult cancer survivors need physically, psychologically and occupationally. She plans to do this by recruiting subjects to help her collect both quantitative and qualitative data. The long term goal of this research project is to develop a digital resource to support this population with their needs. This award will provide funding to hire student research assistants and partially cover travel costs for Dr. Longpré to present her research at the American Occupational Therapy Association Annual Conference in April 2023. Dr. Longpré will be collaborating with three additional occupational therapy clinicians from around the United States.



TSAI-SHAN SHEN || School of Communication, Media & Theatre Arts, College of Arts and Sciences

“Clearing Fog of Love: How Attachment Styles Affect Relational Behaviors”

\$6,000. Dr. Tsai Shan Shen is hoping to fill the gap in research regarding how attachment styles predict relational behaviors. He plans to go beyond current research that mainly involves self report surveys to use priming techniques and observe the effects of the priming techniques with participants while they play the board game *Fog of Love*. To do this, Dr. Shen will need funding for moderator time compensation, audio transcription costs, and participation incentives, much of which is already covered by other awards Dr. Shen has won. The Brickley award will cover another large portion of the required funding for this project. This research will benefit the field by providing more information regarding attachment styles and it will also benefit the EMU community by getting students more involved in research opportunities.



REBECCA SPRAGG || School of Health Promotion & Human Performance, College of Health & Human Services

“Identifying Workplace Hazards, Accommodations and Pregnancy

Complications in Orthotic and Prosthetic Employees”. **\$6,300**. There is a very large gap in research regarding pregnancy concerns in orthotics and prosthetics workplaces. This research project aims to examine pregnancy loss within the field of orthotics and prosthetics and to compare it to national rates, determine the current knowledge of employees of pregnancy related workplace hazards that are present, and identify workplace accommodations previously made by pregnant employees. Funding for this project granted by the Brickley Endowment will help cover data analysis software, the cost to hire a statistician and travel expenses for both Rebecca Spragg and a graduate student to present this research to a national audience.



CHUYANG YANG || School of Technology & Professional Services Management, College of Engineering and Technology

“Leverage NextGen Technologies to Estimate Aircraft Operations near EMU Community”. \$4,450. Currently, not all airports in the United States know exactly what aircraft operations are occurring at their airport. Dr. Chuyang Yang recognizes that changes need to be made in order to ensure the safety of pilots, better estimate the environmental impacts on the communities surrounding airports and enhance planning and management of airports. Dr. Yang’s goals in his research are to develop a data collection and sharing system to help keep a record of the majority of EMU students’ flight training activities, to publish results that leverage NextGen

Technologies and artificial intelligence to estimate aircraft operations, and to establish a research proposal to further study how artificial intelligence algorithms are used to improve aircraft operations classification. The funding allocated to this project will cover the required equipment, field implementations, access to literature and reports, and travel costs.



JODONNIS RODRIGUEZ (top) || Department of Accounting, Finance, & Information Systems, College of Business

AMANDA STYPE (middle) || Department of Economics, College of Arts and Sciences

MELISSA JONES (bottom) || Department of English Language and Literature and Department of Women’s and Gender Studies, College of Arts and Sciences



“The EMU Financial Empowerment and Equity Center”. \$21,078. This team of three faculty members from EMU is passionate about addressing the financial hardship that students face that sometimes causes students to stop out. This project will develop a Financial Empowerment and Equity Center on EMU’s campus to support students in completing their degrees at EMU despite potential financial difficulties. First, this team hopes to reach out to 121 student stop outs who will be their focus for data collection. This center is hoping to become a more permanent establishment on campus to continue this research and possibly aid students down the road. Funding granted to this project from the Brickley Endowment will help cover the time and efforts of the research team and travel costs for conferences and training for the team to step outside of their academic disciplinary areas of expertise for the purpose of making the center as effective as possible in helping EMU students. This project will benefit the students, faculty, staff, and administrators of EMU by providing resources to the EMU community for financial issues that negatively impact certain populations more than others.



Innovative Virtual Reality Content Development for Healthcare Education
Frank J. Fedel, School of Health Promotion and Human Performance

In physical medicine (e.g., Physical Therapy, Orthopedics, Orthotics & Prosthetics, Athletic Training), both technical and non-technical skills are critical [1]. Healthcare education in this area has conventionally used the medical model [2] where learning is the outcome and teaching is the intervention. Virtual Reality (VR) is a rapidly emerging format for provision of information that is unable to be disseminated using any other method [3] as it can allow anytime, anywhere access to high fidelity information. In the context of physical medicine, VR can include allowing selective viewing of superficial-to-deep anatomical structures such as joints and bones while a virtual patient is in motion. To date, no comprehensive view of important movements of the lower extremities has been available to students in physical medicine education, owing in part to the complex movements of a vast number of anatomical structures that are not visible to the naked eye. This gap in the provision of important information related to the orthopedic health of an aging population could be ameliorated by integrating medical imaging and VR programming into an educational tool for students/future clinicians.

By combining medical imaging from deidentified databases, and employing programming algorithms to describe individual bone motions, VR content can be developed to provide students with information previously not accessible. Students using a VR headset with a customized app could control the perspective they adopt (viewing dynamic activities of the legs from multiple views), alter the speed of the motion being performed (similar to using slow-motion video, but in 3D), view superficial or deep anatomical structures on a continuum they select, and access information related to critical functional aspects of various activities of daily living (ADLs).

Explaining the complex movements of the 28 bones of the human foot and their interactions with each other and their effects on the motions of the lower leg is challenging at best, potentially largely attributable to the lack of any option to see them in action from multiple perspectives. A VR module designed to provide insight into the relationships and effects of adjacent anatomical structures of the foot/lower leg on each other during normal walking, for example, could be used as a template for creating future modules to explore other body segments.

The College of Technology has devoted space exclusively to VR education and the university has several faculty members who have been exploring the use of VR in education. The level of interest in this area has grown tremendously in the last year. Creating this unique tool would provide an opportunity to showcase EMU's commitment to being a leader in education using emerging technologies, create a template for more complex physical medicine educational opportunities, and identify student perceptions of VR as a learning modality.

Benefits to wider EMU Community

Due to the nature of this project, it can also benefit these other programs at EMU: Physician Assistant; Nursing (BSN. RN to BSN, Nursing – Second Degree; MSN:Nursing Education, Adult-Gerontology Primary Care Nurse Practitioner, Adult – Gerontology Clinical Nurse Specialist, Clinical Research Nursing; Doctor of Nursing Practice; Graduate Certificate –

Teaching in Health Care Systems); Occupational Therapy; Exercise Science; Athletic Training (BS + Masters); Exercise Physiology (BS + Masters); and Therapeutic Recreation

Timeline

Winter 2022: After meeting with faculty from the College of Education and College of Technology, preliminary points of discussion regarding selection of VR hardware was completed. A pilot app was created to obtain student feedback relative to learning using a VR headset as part of a graduate student's capstone project. Results were positive.

May 2022: A course in Unity programming was completed by the applicant and two pilot learning modules were created for the Oculus Quest 2 headset (most popular VR headset with approximately 90% of market share).

Oct-Dec 2022: Acquire VR hardware, gather medical imaging data and program into template app using off-the-shelf customizable programming assets and imaging data.

Jan. 2023: Present updated content at the National Association for Kinesiology in Higher Education Conference January 4-7 in New Orleans, and locally through the media through EMU's Marketing Department.

Mar-Dec 2023: Include learning module in curriculum (MS program in O&P at EMU) and solicit student feedback.

Project Goals

1. Provide enhanced opportunity for students to learn more deeply about complex human anatomical structural interactions during normal ADLs.
2. Develop template for integrating medical imaging information into VR app.
3. Disseminate project results and curriculum for other schools to follow.

Funds Needed and How the Funding Will Enable the Goals (Total: \$9,800)

\$1,800 is required to fund research assistants for gathering/organizing imaging data

\$3,000 is required to purchase the VR template app to allow customization and addition of medical imaging data.

\$3,200 is required to purchase 6 Oculus Quest 2 VR headsets, removable headbands, miscellaneous cables and accessories.

\$600 is required for purchasing Assets for use in the app to enhance usability (use of hands or controllers to control model motion).

\$1,200 is required for travel to the National Association for Kinesiology in Higher Education Conference January 4-7 in New Orleans to present the project results and network with healthcare education professionals.

Fedel Biosketch

Frank J. Fedel is a professor and has been a faculty member at Eastern Michigan University since 2010. He holds degrees in exercise science and biomechanics and holds multiple patents on technology-related devices, one of which is used to provide an advanced technology exposure opportunity for his graduate students. Currently, he teaches in the Master of Science in Orthotics and Prosthetics (MSOP) program, and manages 3D scanning, printing and VR experiences for students in the program. He successfully developed and hosts a web-based VR portal for both potential and incoming students which allows them to take a virtual tour of the MSOP facilities at EMU. He has been involved with EMU's eFellows program discontinuously since 2008 as a mentor, grant recipient and presenter.

Project Title: The EMU Financial Empowerment and Equity Center

Description: We are seeking \$21,078 from the James H. Brickley Endowment for Faculty Professional Development to allow a three-member team to build the infrastructure to establish the EMU Financial Empowerment and Equity Center (FEEC). Funding will support release time from teaching to conduct research and dedicated student outreach, and it will allow us to travel to conferences and to participate in advanced training in advising, curriculum development, and wellness counseling.

The three of us have been teaching at EMU for almost three decades combined, and our proposed project, the EMU Financial Empowerment and Equity Center, emerges from ongoing conversations with one another and with our students across our disciplinary areas of expertise (Microeconomics, Finance, and Gender Studies). The past three years' pandemic struggle has sharpened what we'd already begun to recognize: EMU can do better to support its students as they seek greater financial equity, stability, and empowerment.

Recent studies have revealed that cultural factors such as "intergenerational persistence" (Manzoni, 2021) and "privilege of choice" (Callendar & Mellis, 2022) play a role in correlating education with wealth advancement, and economic conditions additionally set students from underrepresented groups further behind the majority. Our preliminary data analysis of EMU student stop outs from 2016-2022 bears this out. EMU's women (60%) and students from underrepresented groups (45%) are stopping out at significantly higher rates than their white male peers, with financial exigency cited anecdotally as the major factor for not completing their degrees, including lack of financial aid, emergency family need, and/or the necessity of maintaining 30-40 hours/week of employment in order to live. This is the first problem that we will investigate and address under the aegis of the EMU Financial Empowerment and Equity Center: Good students from underrepresented minority groups and women are being forced to stop out at higher rates, and we don't know exactly why (or how to help).

With support from the Brickley Endowment, we will begin the work of reaching out to these students to better understand their reasons for stopping out, so that we might help to bring them back and develop stronger institutional support systems to prevent future students from leaving. Using IRIM data, we have identified 2,189 EMU students who have completed 60 credit hours and have stopped out at some point between 2016-2022. After removing students who have an unpaid institutional balance who will be served by the ongoing Eagle Engage Corps debt-forgiveness initiative and further filtering students who have at least a 2.50 GPA, have completed at least 90 credit hours, and are members of an underrepresented minority group, we have a cohort of 121 student stop outs who will be the focus of our outreach and data collection project.

Funding will also allow us to establish the EMU Financial Empowerment and Equity Center as a more permanent institutional office, to be sustainable beyond the one year duration of this award by allowing us to 1) execute the requirements of pending grant proposals, establish partnerships with community and external stakeholders, and provide the faculty team an opportunity to explore new grant opportunities; 2) expand our outreach efforts to recruit and support other groups of EMU stop outs; 3) to develop curriculum and advising structures that serve to bridge the wealth gap experienced by women, underrepresented minorities, and vulnerable populations (people with disabilities, veterans, 1st gen, low income, etc.); and 4) develop data-driven research based on the results of these initiatives that will be publishable in a variety of higher education journals.

We have already begun some of this work. Currently, we are working with Washtenaw County's Financial Empowerment Center to establish EMU as a co-location partner for their State-sponsored

grant work, to provide community members and students an easy way to gain financial literacy skills in a trusted environment. The partnership will raise the profile of EMU's Financial Empowerment and Equity Center and will enable productive resource sharing, external relationships, and referrals across both offices. We also have an external grant proposal under consideration with the Ann Arbor Area Community Foundation's EmpowerMENT project (Jones, Rodriguez, J. Robinson) to reach out to and re-enroll Black/African American male student stop outs who are close to completion. Half of this EmpowerMENT grant's funding would go to the students directly in the form of a zero-interest rate, forgivable-upon-graduation loan (to pay off any outstanding institutional balance that would delay re-enrollment). For this EmpowerMENT initiative we are in conversation with EMU Engage to ensure that we are coordinating and not duplicating our joint efforts, and this proposal includes a partnership with TRIO SSS to register our students for financial wellness workshops.

The EMU FEEC's five-year goal is to develop interdisciplinary curriculum, embed financial wellness services, and produce collaborative research that address capital and cultural inequities in a holistic and multi-faceted manner. The Center is not dedicated to a single idea or solution. Ideally, it will be a venue where faculty, administrators, students, and staff can work together to develop ideas and initiatives that are consistent with the Center's mission for the benefit of all university stakeholders. The Center also seeks to bring change through advocacy and social awareness using data analysis and research-based methods.

Elements: Three faculty will participate in the project for the initial year, and our aim is to expand the project with additional external and internal support once we have collected sufficient data to demonstrate its effectiveness. Faculty do not usually participate in hands-on recruitment initiatives and data collection at this level, so our project will facilitate novel research on potential qualitative differences in mentoring and advising when students are put in direct contact with faculty in this way. Because all faculty members come from different disciplines, this will also be an opportunity to study stop out student needs from a variety of experiential, pedagogical, and methodological perspectives. We plan to publish our secondary research on the benefits (and challenges) of such interdisciplinary collaboration.

Timeline and Funding Justification: We are seeking one course release per faculty member (Winter 2023 [Rodriguez], Summer 2023 [Stype], Fall 2023 [Jones]) to provide the team the time it needs to complete the project's goals [3 @ \$4,026 = \$12,078]. Our work plan aligns with specific goals and outcomes below. Additionally, we request \$9,000 to support travel and professional training outside of our individual disciplinary areas of expertise in order gain new expertise that will better shape our interactions with students and the EMU Community.

Winter 2023 // Goals: Our team will adhere to FERPA regulations and we will secure Human Subjects approval to collect and publish data from our research. We will formally establish the Center through the Office of Graduate Studies and Research and will continue writing grant proposals for external sponsorships. We will develop best practices for student outreach and recruitment of 121 students. Initial plans include sending individualized letters to home addresses and reaching students by telephone, which might involve additional research to secure accurate contact information. Faculty will also work to develop a set of questions to ask stop out students whom we are able to contact in order to gather data on the reasons that this specific cohort have left. **Outcomes:** Updated status for all 121 students. Quantitative and qualitative data collected on all stop outs contacted. All contacted students advised on re-enrollment options, given direct assistance with re-enrollment, and mentored on scheduling and academic success.

Summer 2023 // Goals: By telephone and email, faculty work with contacted students individually to help re-enroll and connect them to the campus resources that will allow them to succeed. **Outcomes:** Collected data from Winter will be analyzed and first draft publications will be sent to *The Journal of Higher Education*, *The Journal of Higher Education Outreach and Engagement*, and *New Directions for Higher Education*.

Fall 2023 // Goals: Faculty meetings will include regular data sharing and follow-up conversations on the needs of newly enrolled students, and faculty will serve as case workers for individual students, which includes regular wellness check-ins, helping to facilitate communication with other offices across campus, and monitoring of GPAs to identify potential difficulties early. The data collection and analysis will be compliant with FERPA and University data sharing policies. **Outcomes:** These students will be required to participate in TRIO financial wellness seminars, which provide students with literacies for managing their finances, future plans, and career goals. Ongoing qualitative data collected on student experiences, feedback, and input on the process.

Travel and Training Schedule: Each faculty member will attend at least two and up to three of the following training and conference sessions. We request permission for a degree of flexibility in scheduling should the need arise, given the exigencies of the ongoing pandemic.

NACADA The Global Community for Academic Advising: “the leading association globally for the advancement of student success through excellence in academic advising in higher education.” Regional Conference: March 8-10, 2023 [drive, hotel, registration appx \$400-800] & 38th Summer Institute: June 25-30, 2023 [cost appx. \$1,200].

AAC&U: The American Association of Colleges and Universities: “a global membership organization dedicated to advancing the democratic purposes of higher education by promoting equity, innovation, and excellence in liberal education.” 2023 Conference on General Education, Pedagogy, and Assessment, February 9-11 [flight, hotel, registration appx \$1,000].

Kripalu Center for Yoga and Health: an educational nonprofit organization “[to] teach skills for optimal living through experiential education for the whole person; body, mind, and spirit.” Educational Seminar: “Igniting Change, Mastering the Art of Facilitating Workshops,” Fall Session: October 30-November 3 [travel, registration, accommodation \$1,200]

Benefits: This project benefits all university stakeholders. The official formation of the Center will help establish a vital resource to the community and students by focusing on social justice and financial issues that adversely affect certain communities more than others. Additionally, this project would be instrumental in fostering the opportunities to generate external grant awards, sponsorships, and partnerships for the University. Faculty, staff, and administrators benefit from the opportunity to collaborate on initiatives together that span multiple disciplines which offers different perspectives on how an issue is viewed and understood. Similarly, the project will result in collaborative research opportunities for all participants in the Center.

Melissa J. Jones is a Professor of English and Women's and Gender Studies at Eastern Michigan University, Ypsilanti, MI. She has extensive experience developing, assessing, and delivering cutting edge curriculum that serves EMU's diverse student body by balancing critical trends in the discipline with student needs at the local level. She teaches graduate classes in Renaissance Literature and Studies in Shakespeare, as well as special topics and general education classes that incorporate her research interests in early modern bodies, affects, and identities; feminist methods and practice; and pedagogies of social-emotional-learning (SEL). Her published research captures this range quite nicely, including an article titled, "Spectacular Impotence, or, Things That Hardly Ever Happen in the Critical History of Pornography," an essay in a collection on *Teaching the Literature Survey*, and a piece on teen adaptations of Shakespeare in popular culture. Jones's early work with the Carnegie Foundation on their Initiative on the Doctorate (*The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century*, 2008) shapes her thinking about the role of education, articulated in the Foundation's mission: "to catalyze transformational change in education so that every student has the opportunity to live a healthy, dignified, and fulfilling life." Additional job experiences that might come in handy as we, the EMU Financial Empowerment and Equity Center, reach out to students, community members, and fellow stakeholders include "barmaid," "pizza delivery boy," magazine sales telemarketer, and fact-checker for the financial journalist Joseph Nocera's award winning book, *A Piece of the Action: How the Middle Class Joined the Money Class* (1994).

Jodonnis Rodriguez is an Associate Professor of Finance at Eastern Michigan University. He has significant private sector and academic experience in the field of finance. He teaches graduate courses in Financial Risk Management, International Finance, Securities Analysis, and Quantitative Methods all of which align well with his research interests. The breadth of published research includes topics in banking sector innovations, dynamic correlations between U.S. and international market stock returns, and the effect of gender diversity on firms' financial risk and performance. More recently, his research interests have focused on salary inequities experienced by women and underrepresented minority groups in academia and causes of student stop outs and their disproportional impact on women and underrepresented minority groups.

Dr. Amanda C. Stype completed her Ph.D. in Economics from Michigan State University in 2016. She conducts research in health economics and public economics with a focus on veterans, aging/retirement, and disability. She is currently in her eighth year teaching economics at the university level and her sixth year at Eastern Michigan University. She has published in the *National Tax Journal*, *Contemporary Economic Policy*, the *Journal of Epidemiology and Community Health*, and the *Journal of Risk and Insurance*. Her current projects fall into three categories: (1) the impact of childhood health and decisions on long-run outcomes and (2) the health care and savings decisions of aging individuals with a specific focus on veterans (3) health disparities and the social determinants of health. At Eastern Michigan University she teaches principles of microeconomics, government economics, health economics, microeconomic analysis, and economic analysis of business. She also teaches courses in the honors college. She was a participant in the inaugural American Economic Association EDUCATE (Expanding Diversity in Undergraduate Classes with Advancements in (the) Teaching (of) Economics) workshop in 2021 and has participated in Eastern Michigan University's Scholarship of Teaching and Learning (SoTL) community. Dr. Stype was honored to be the most recent recipient of the Ronald W. Collins I teaching award (2022).