

SAMUEL ZEBULON (ZEB) BAKER, PH.D.
Honors College
Miami University

PROFESSIONAL AND LEADERSHIP EXPERIENCE

2020-Present	Founding Executive Director, Honors College Miami University, Oxford, OH
2018-2021	Director, University Honors Program Miami University, Oxford, OH
2016-2018	Senior Associate Director, University Honors Program Miami University, Oxford, OH
2013-2016	Associate Director, University Honors Program Miami University, Oxford, OH
2010-2013	Consultant, Honors College Task Force University of New Mexico, Albuquerque, NM
2009-2013	Visiting Instructor of History, Department of History Georgia Southern University, Statesboro, GA
2008-2009	Office for Undergraduate Education Fellow, Emory College of Arts and Science Emory University, Atlanta, GA
2007-2008	A. Worley Brown Southern Studies Fellow, Laney School of Graduate Studies Emory University, Atlanta, GA
2003-2007	Graduate Teaching/Research Assistant, Graduate Institute of the Liberal Arts Emory University, Atlanta, GA
2001-2003	Graduate Teaching Assistant, Department of American Studies University of Alabama, Tuscaloosa, AL

EDUCATION

2009	Emory University Ph.D., American Studies Dissertation: “Fields of Contest: Race, Region, and College Football in the U. S. South, 1945-1975” (Advisor: Professor Dana F. White)
2003	University of Alabama M.A., American Studies
2001	Georgia Southern University B.A., English

PROFESSIONAL AND LEADERSHIP EXPERIENCE SUMMARY

2013-Present – Miami University, Oxford, OH

Founding Executive Director, Honors College (2020-Present)

Director, University Honors Program (2018-2021)

Senior Associate Director, University Honors Program (2016-2018)

Associate Director, University Honors Program (2013-2016)

In all four of these leadership roles, I was charged with directing honors education for a vibrant and diverse community of 2,200 honors students at a Public Ivy institution of approximately 16,500 undergraduates (or 13.3% of the undergraduate student body). These leadership roles invested responsibility in me for setting the vision and strategy for the delivery of academic and co-curricular programming for Miami's highest achieving students. This was first realized in the University Honors Program, which I directed from 2013-2021; and, now, the Honors College, established in 2020 and launched in 2021. My overarching vision for honors education has been enhancing Miami's strong tradition of liberal education through a rigorous engagement with ideas and their consequences, inside and outside of the classroom, so that our community of learners emerge from their Honors experience equipped with the tools to live as citizen scholars.

I was initially hired to direct the University Honors Program as *Associate Director*, with the aid of a half-time faculty director; I was promoted to *Senior Associate Director* in recognition of the success that the program achieved under my leadership. As *Director*, I was charged with winding down the University Honors Program and leading the university-wide planning and implementation of the new Honors College, which Miami's 2019 strategic plan rated as our institution's top strategic priority. As *Executive Director*, I have brought the Honors College into being, building faculty and administrative support and resources in order to develop the nation's most academically-robust honors college, attracting top students from around the world.

My role as *Executive Director* encompasses a portfolio of primary responsibilities consistent with my duties in these previous leadership roles. My portfolio currently includes the following duties:

- Direct oversight of strategic planning, curriculum development and faculty relations, fundraising and donor relations, DEI initiatives, admission and recruitment, national fellowships, academic advising, experiential learning programs, assessment, and communications and social media.
- Direct supervision of one Associate Director, two Assistant Directors, three Academic Advisors, and one Administrative Assistant.
- Direct oversight of the Honors Residential College, residential curriculum and programming, and the work of two Honors College faculty-in-residence, who live and teach in the residential college.
- Direct management of a \$2.1 million annual budget and a \$6.3 million endowment portfolio (current valuation, as of February 1, 2022).

In addition to these duties, between December 2018 and June 2021, I was charged with the dual track responsibilities of directing the University Honors Program while simultaneously building the Honors College, which was successfully launched on July 1, 2021.

In my near decade of directing honors education, my major accomplishments include:

Strategic Initiatives

- Led the university-wide strategic planning process for the new Honors College, from initial discussions with campus partners through to the implementation of the plan created by the Honors College Working Group, which I co-chaired.
- Launched the Honors College on time on July 1, 2021, despite the impacts of the COVID-19 pandemic, with inaugural cohort of 503 students and involvement of over 250 faculty members in teaching, programming, and mentoring initiatives.
- Founded the Honors Residential College, which is Miami's first-ever residential college, in AY 21-22, with 725 honors residents. The creation of the residential college also led to the selection and appointment of the first two Honors College faculty-in-residence, who live and teach in the college and mentor residents.
- Developed new vision for the University Honors Program, executed between 2013 and 2016, that transformed it from an alternative liberal education program into an enrichment program that enhanced student learning under the university's general education curriculum.
- Authored new program development plan in 2017, which set forth three principal goals for the University Honors Program: residential education, experiential learning, and faculty engagement. The early successes of this plan directly led to the university-wide campaign to create the Honors College, which borrowed heavily from its vision.
- Co-chaired the successful effort to found autonomous honors programs on Miami's regional campuses in Hamilton and Middletown, which launched in Fall 2021.

Financial Management, Infrastructure, and Philanthropy

- Developed and currently implementing a five-year agility-focused budget strategy, reducing costs, capitalizing on efficiencies, redirecting resource savings to faculty compensation, staff compensation, and student research funding, and deploying endowed funds to more quickly enhance top strategic priorities.
- Secured largest private donor gift in Honors history (\$1.25 million) to endow Honors faculty initiatives, making the Honors College one of the largest sources of faculty development funds on campus.
- Partnered with Kettering Family Philanthropies to establish our Urban Leadership Internship Program as Miami's flagship program in Dayton, including a multi-year pilot program focused on retaining talented Miami students in that metropolitan area. This pilot project was initiated by a \$250,000 cash infusion added to the existing \$2.1 million endowment for this program.
- Currently collaborating with Miami's Office of Development on a \$100 million capital campaign to endow scholarships in the Honors College, still in the quiet phase of fundraising, with commitments secured for 20% of the overall target goal.
- Distributed \$300,000 annually in endowed funds to support undergraduate research.

Diversity, Equity, and Inclusion (DEI) Strategic Initiatives

- Overseen an increase in the diversity of the Honors community – one-in-four honors students are students of color in AY 21-22, compared with one-in-ten in AY 13-14. The overall racial diversity of the Honors student community is now 25%, which is more than double that of the entire Miami undergraduate student body (12%).
- Implemented a comprehensive DEI strategy in 2020, which pledged the Honors College to five concrete steps to strengthen our commitment to anti-racism and social justice values, including the introduction of a student-led advisory board, inclusive pedagogies in all Honors courses, and a social justice track through the Honors curriculum.

- Entered into a reciprocal agreement with University Honors Program at Florida A&M University to create innovative online Honors courses around diversity, social justice, and civil rights by leading faculty at FAMU and Miami.
- Negotiated articulation agreements with honors programs at Sinclair Community College in Dayton, Cincinnati State Community College, and Columbus State Community College, which has increased the number of non-traditional, commuter, and first-generation students participating in the Honors community.

Recruitment, Admission, and Retention

- Overseen 30% enrollment growth of the overall Honors community since AY 17-18 (~1700 students in AY 17-18 to ~2200 in AY 21-22).
- Led efforts to implement test score optional admission to the Honors College, while renewing holistic review efforts of student academic and co-curricular achievements. The Honors College was out ahead of all honors program and colleges at Ohio public four-year institutions by being the first to declare its test score optional status for applications for Fall 2021. Test score optional admissions is now our standard approach.
- Collaborated with Division of Enrollment Management and Student Success to develop an improved branding campaign for Admission that better accentuates distinctive benefits and advantages of honors education at Miami.
- Launched partnership with the Graduate School to provide honors students with preferred enrollment into Miami's dual Bachelors-Masters programs.
- Maintained four-year graduation rate of above 90% for Honors graduates since May 2014 (93% for May 2021 graduates and a projected 96% for May 2022 graduates). In the same period, 82% of all Honors graduates have completed their degrees with cumulative GPAs of above 3.50.
- Implemented robust and intrusive advising plan in AY 15-16, which has measurably increased honors student academic success and retention by integrating sustained and enriching advisement into their four-year plan of honors education.

Curriculum and Faculty Development

- Designed Honors College curriculum and co-curriculum, based around engaging with ideas and putting them into action. Similarly designed standards for required Honors Senior Project, which is a major culminating research, creative, or pre-professional project pursued in a student's final year in the Honors College.
- Coordinate with deans and department chairs, as well as individual faculty members, in advance of each academic term to set the Honors course schedule. I regularly recruit, counsel, and mentor faculty interested in teaching Honors courses and/or directing Honors student research.
- Collaborated with faculty and student members of the Honors College Advisory Committee to establish defining characteristics of Honors College courses, predicated on (1) research, (2) connections to contexts beyond the classroom, and (3) student-directed learning. With this committee, I built learning outcomes and assessment mechanisms for measuring the efficacy of these characteristics in creating a differentiated learning experience for honors students.
- Recruited leading faculty to teach new Honors exclusive study abroad workshops at Miami's European Center in Differdange, Luxembourg, beginning in AY 20-21. These workshops created new and innovative venues for fostering faculty-student research collaborations beyond the classroom alone.
- Directed Faculty Learning Community in AY 21-22 that explored interdisciplinary and transdisciplinary research approaches within the context of honors education.

- Developed training faculty before each academic term to acquaint them with best practices and emerging pedagogy and technologies within the field of honors education.
- Chaired subcommittee of the university's Liberal Education Committee in AY 14-15, which revised learning outcomes and proposal processes for Foundations area of Miami's general education plan, the Global Miami Plan.
- Represented Miami in 2015 on Ohio Department of Education committee revising the Ohio Transfer Module to include the newly-introduced AP Capstone courses.

National Fellowships

- Directed university-wide fellowship effort since AY 15-16 as chair of National Fellowships Committee, developing strategic vision for cultivating candidates for these prestigious award opportunities.
- Increased university-wide fellowship advising outreach and mentorship, which has led to 138 current Miami students or recent alumni being awarded national fellowships since AY 15-16. This outreach directly led to Miami achieving recognition as a top Goldwater producing institution in 2018; and a top Fulbright producing institution in 2020.
- Mentored Miami's first Truman Scholar in 15 years (2018) and its first-ever Gates Cambridge Scholar (2022), as well as finalists for the Rhodes Scholarship (2015 and 2019), Mitchell Scholarship (2015), and Truman Scholarship (2015 and 2021).
- Elected to two terms on NCHC's Major Scholarships Committee (2019-present).

Experiential Learning Initiatives

- Developed policies and processes for honors students to use experiential learning to fulfill their University Honors Program and Honors College degree requirements.
- Founded Honors Residential College, where honors students put their classroom learning into action through community service and campus leadership initiatives.
- Renewed the social justice mission of the Urban Leadership Internship Program by building new partnerships with local service providers in the Metro Dayton area to provide hands-on internship opportunities for honors students in low-income and historically disadvantaged communities.
- Built partnerships with Miami's European Center in Differdange, Luxembourg, to introduce honors education on that campus during regular Fall/Spring semesters and through Honors exclusive study abroad workshops in Winter/Summer Terms.
- Created sponsored study abroad program with AIFS to initiate full semester study opportunities with Imperial College London and Dublin City University, starting in AY 22-23.
- Introduced more direct student leadership in the Honors community, particularly with an eye toward incorporating students as equal partners to faculty in shaping a shared vision for the Honors College and shared governance of honors education.

Staff Development

- Provided regular staff development for unclassified staff members around professional growth, increased networking across campus and throughout the field of honors education, and campus leadership.
- Allocated funds for each staff member to attend one (1) professional conference of their choice each academic year, and encouraged them to develop and present at those fora.
- Integrated Clifton StrengthsFinder training and coaching into the development and execution of staff duties, matching staff member with personal strengths and abilities.
- Sent staff to participate in Appreciative Advising Institute upon their arrival on our team.
- Registered high rates of staff retention through improved compensation approaches.

2010-2013 – University of New Mexico, Albuquerque, NM

Consultant, Honors College Task Force (2010-2013): I was sought out by the Honors College Task Force in the summer of 2010, to consult on programming issues that would increase the reach and relevance of honors education on campus, as well as fostering partnerships for the newly-founded Honors College. Utilizing my background in fellowships and scholarships, I designed a program called the Scholars and Champions Initiative, which developed the framework for an innovative collaboration between the Honors College, Department of Athletics, and Center for Academic Excellence and Leadership Development. Adopted by the UNM Board of Regents in January 2012, and launched in August 2013, this initiative prepares a select number of UNM's high-achieving student-athletes to be candidates for nationally- and internationally-competitive scholarship programs (e. g., Rhodes, Marshall, Truman, Gates Cambridge). Understanding how the Rhodes Trust reemphasized the athlete component of candidacy in 2013, this initiative leveraged student-athlete participation in intercollegiate athletics alongside their scholastic, research, and co-curricular accomplishments as a means of creating a sustainable pool of successful candidates for these scholarships. By working with these student-athletes over the course of their academic experience, this initiative readied them for the rigors of candidacy through intensive academic training, interdisciplinary research, and long-term mentoring under faculty in their chosen academic fields.

Aside from authoring the initiative, my work on this project similarly encompassed laying the groundwork institutionally for it to succeed. Consulting regularly with the Associate Athletic Director for Student-Athlete Success and the Director of the Center for Academic Excellence and Leadership Development, I advised them on programs and workshops that would increase the participants' understanding of the rigors of candidacy. With the Honors College Associate Dean, I designed interdisciplinary courses and integrative learning and research modules that eased the transition of these participants into the honors community. With various members of the Honors College Task Force, I presented the Provost with options for integrating the initiative into the fabric of the Honors College Charter. My work led to the creation of a tenure-track faculty line in the Honors College for an established Sport History scholar to direct the initiative.

2009-2013 – Georgia Southern University, Statesboro, GA

Visiting Instructor of History, Department of History (2009-2013): Arriving in Fall Semester 2009, I worked with more than 2,600 undergraduates in the department's Core requirement survey courses, particularly its World History, United States, and Introduction to American Studies offerings. While these sections were large — ranging from 80 to 200 students, respectively — my focus was placed on developing strategies and approaches that promoted student success on an individual basis through the use of small study groups, intensive one-on-one advising, and collaborative review sessions. I identified failing and struggling students early, establishing regular weekly progress meetings aimed at halting their slide, and developing with them techniques that assisted in improving their study skills and methods. In so doing, my sections routinely posted higher grades and lower DFW rates than other History courses. I similarly received uniformly high student evaluations for my teaching performance across all semesters.

Given the success of students in my classes, I authored a study on successful pedagogical and assessment strategies for teaching large survey courses, at the request of the Dean of the College of Liberal Arts and Social Sciences and the History departmental chair, in January 2013. The report outlined potential strategies for assessing student success, promoting fuller instructional

engagement with student performance throughout the semester, and increasing one-on-one exchange between student and professor.

My work with students reached beyond the classroom alone. Throughout my time as a faculty member, I would participate in the Office of First-Year Experience's Conversations with Professors orientation initiative. For my work with freshmen, I was a finalist for the 2012 Outstanding Advocate for First-Year Students Award. In the summer of 2011, I mentored a Ronald McNair Scholar, overseeing his project on technological strategies for improving college performance among minority and first-generation college students. Consistently, I oversaw Honors contracts in the United States History survey, working with honors students to expand and enrich their engagement with historical research and scholarship. I similarly advised History majors on their Core and departmental requirements, as well as offering my insight to any interested major on their applications to graduate and professional programs.

2003-2009 – Emory University, Atlanta, GA

Office for Undergraduate Education Fellow, Emory College (2008-2009): Charged with a full administrative portfolio, I worked on programs and projects that addressed and enriched the interests and ambitions of Emory's undergraduate community, particularly around issues of scholarships, fellowships, and academic initiatives. Under the Senior Associate Dean for Undergraduate Education, I provided coordination of Emory's 13 endowed fund scholarship programs, distributing more than \$188,000 in funding to 40 recipients. Concurrently, I aided the Director of National Scholarship and Fellowship Programs in identifying candidates for nationally- and internationally-competitive scholarship programs, organizing recruitment events and symposia on these scholarships, assisting the Director and prospective candidates to meet application deadlines, and helping the Director establish improved outreach initiatives across campus. In spring 2009, my portfolio expanded to include work for the Associate Dean for Summer and International Programs, primarily concerning the expansion of Emory's summer school programming for the summer term. I analyzed enrollment data on local college students in order to create a targeted strategy for marketing these new summer course offerings. I assisted the Associate Dean in developing a strategic plan for summer school, as well as developing a broader marketing strategy for raising the visibility of the program in the Southeast. Additionally, I scheduled, planned, and led recruitment events for summer school on Emory's main campus in Atlanta and its two-year campus in Oxford, Georgia.

A. Worley Brown Southern Studies Fellow, Laney School of Graduate Studies (2007-2008): In this fellowship year, I worked independently on research and writing for my doctoral dissertation.

Graduate Teaching / Research Assistant, Graduate Institute of the Liberal Arts (2003-2007): In my first four years of graduate study, my work as an instructor and research assistant centered around expanding the goals of interdisciplinary research and scholarship through the Graduate Institute of the Liberal Arts. From 2003-2005, I assisted two faculty members in researching their book on the patterns of moviegoing in Atlanta in the age of segregation. From 2005-2007, my duties shifted to teaching sections of Introduction to American Studies. In addition to these duties, I provided leadership among the graduate student community. In 2005, I designed and implemented a mentoring program for first-year doctoral students in the department. In Spring 2007, I served as the full-voting graduate student representative on the Graduate Admissions Committee, screening, interviewing, and selecting candidates for admission to the Ph.D. program.

2001-2003 – University of Alabama, Tuscaloosa, AL

Graduate Teaching Assistant, Department of American Studies (2001-2003): Over my two years of Master's level training in this interdisciplinary program, I aided various faculty members as their teaching assistant in upper-division American Studies courses. I oversaw the grading of student work, as well as contributing lectures. In Spring 2003, I taught a self-designed, five-week American Studies elective, along with serving as the leader of a once-a-week discussion section, which supplemented the department's Introduction to American Studies survey course.

RESEARCH FELLOWSHIPS AND GRANTS

2018	Summer Repository Research Fellowship – \$5,000 Institute for Advanced Study, Indiana University, Bloomington, IN
2018	Provost's Grant for Library Research – \$1,200 Z. Smith Reynolds Library, Wake Forest University, Winston-Salem, NC
2018	Special Collections Travel Grant – \$1,500 Swem Library Special Collections, College of William and Mary, Williamsburg, VA
2017	Alyce Hunley Whayne Visiting Researchers Travel Award – \$750 Kenneth Spencer Research Library, University of Kansas, Lawrence, KS
2013	Jamie and Thelma Guilbeau UL Lafayette Collections Research Award – \$2,000 Special Collections, University of Louisiana at Lafayette, Lafayette, LA
2012	Clark-Yudkin Research Fellowship – \$3,377.55 The Friends of the Air Force Academy Library, United States Air Force Academy, Colorado Springs, CO
2012	Dole Archive Research Fellow – \$1,500 Robert J. Dole Institute of Politics, University of Kansas, Lawrence, KS
2011	Wardlaw Research Fellowship for Texas History – \$1,500 The Texas Collection, Baylor University, Waco, TX
2011	State Historical Society of Iowa Research Grant for Authors – \$1,000 State Historical Society of Iowa, Iowa City, IA
2011	Charles Redd Fellowship in Western History – \$1,000 Charles Redd Center for Western Studies, Brigham Young University, Provo, UT
2011	American Heritage Center Travel Grant – \$500 American Heritage Center, University of Wyoming, Laramie, WY
2011	Special Collections Travel Grant – \$620 Special Collections, Washington University in St. Louis, St. Louis, MO
2011	Friends of the UW-Madison Library Research Grant-in-Aid – \$500

UW-Madison Libraries, University of Wisconsin-Madison, Madison, WI

2011 James and Sylvia Thayer Short-Term Research Fellowship — \$800
Charles E. Young Research Library, UCLA, Los Angeles, CA

2011 Elmer L. Andersen Research Scholars Program Grant — \$1,200
Archives and Special Collections, University of Minnesota, Minneapolis, MN

2010 Friends of the Princeton University Library Research Grant — \$1,400
Seeley J. Mudd Manuscript Library, Princeton University, Princeton, NJ

2010 John F. Kennedy Presidential Library Foundation Research Grant — \$1,550
John F. Kennedy Presidential Library Foundation, Boston, MA

2010 Bordin / Gillette Researcher Travel Fellowship — \$800
Bentley Historical Library, University of Michigan, Ann Arbor, MI

2010 Moody Research Grant — \$798
Lyndon Baines Johnson Foundation, Austin, TX

2010 William Jennings Bryan Dorn Research Award — \$292.95
South Carolina Political Collections, University of South Carolina, Columbia, SC

SCHOLARLY AND PROFESSIONAL AWARDS

2018 Richard H. Collins Award, for the Best Peer-Reviewed Article published in *The Register of the Kentucky Historical Society* in 2017, for “On the opposite side of the fence”: The University of Kentucky and the Racial Desegregation of the Southeastern Conference”

2018 President’s Medallion, awarded by Miami University President Gregory Crawford, for my work in increasing the success of Miami students in competing for national fellowships

2014 Mildred Throne-Charles Aldrich Award, for the Most Significant Article published on Iowa History in 2013, State Historical Society of Iowa, for “This whole affair is about something bigger than John Bright’: Iowans Confront the Jim Crow South, 1946-1951”

2007 A. Worley Brown Southern Studies Fellowship, a year-long dissertation fellowship at Emory University awarded to the doctoral student pursuing the most meritorious dissertation topic in the field of Southern Studies in the Laney School of Graduate Studies

2002 Zelda and Paul Gitlin Prize for Best Scholarly Article published on Thomas Wolfe, Thomas Wolfe Society, for “Tradition *against* the Individual Talent: Thomas Wolfe and the Exclusionary Politics of New Critical Canon-building”

1999 Fielding Dillard Russell Fellow, awarded to the most academically-distinguished major in the Department of English, Georgia Southern University

PUBLICATIONS

1. Peer-Reviewed Articles

“The Borderlands of Integration: Arizona, Arizona State, and the Racial Desegregation of the Border Conference,” *Journal of Arizona History* 62:4 (2021): 467-506.

“‘The operation of the machine’: Clark Kerr, the University of California, and the Racial Politics of College Sports,” *California History* 96:3 (2019): 25-47.

“On the opposite side of the fence’: The University of Kentucky and the Racial Desegregation of the Southeastern Conference,” *Register of the Kentucky Historical Society* 115:4 (2017): 561-610.

“‘To help foster athletic equality here in the Midwest’: Defeating Jim Crow in the Big Seven Conference,” *Kansas History: A Journal of the Central Plains* 39:2 (2016): 74-93.

“This whole affair is about something bigger than John Bright’: Iowans Confront the Jim Crow South, 1946-1951,” *The Annals of Iowa* 71:2 (2013): 122-60.

“Whatwuzit?: The 1996 Atlanta Summer Olympic Games Reconsidered,” *Southern Spaces*, March 21, 2006, <http://www.southernspaces.org/contents/2006/baker/1a.htm>.

“Thomas Wolfe Materials in the Manuscript, Archive, and Rare Book Library at Emory University,” *Thomas Wolfe Review* 29:2 (2005): 117-25.

“Tradition *against* the Individual Talent: Thomas Wolfe and the Exclusionary Politics of New Critical Canon-building,” *Thomas Wolfe Review* 26:1 (2002): 52-67.

2. Book Chapters

“Driving Myth Daisy: Race, History, and the Utility of the Past in Making Modern Atlanta,” in *Atlanta at the Movies*, eds. Matthew Bernstein and Dana F. White (Athens: University of Georgia Press), forthcoming.

3. Book Reviews

A review of *Creating the Big Ten: Courage, Corruption, and Commercialization*, by Winton U. Solberg (Champaign: University of Illinois Press, 2018), in *The Annals of Iowa* 78:2 (2019): 226-27.

A review of *Moments of Impact: Injury, Racialized Memory, and Reconciliation in College Football*, by Jaime Schultz (Champaign: University of Illinois Press, 2016), in *The Annals of Iowa* 74:2 (2016): 188-90.

WORKS IN PROGRESS OR UNDER REVIEW

1. Book Manuscripts

Forward Progress: Desegregating the Southeastern Conference, book manuscript for

submission to the University of North Carolina Press.

Black and Blue: Black Athletes and Social Change at the University of California, book manuscript for submission to the University of California Press.

2. Peer-Reviewed Articles

“I won’t be first, but I won’t be last’: Paul ‘Bear’ Bryant and the Racial Politics of College Sports,” under review with *The Journal of Southern History*.

ADDITIONAL PROJECTS

Consultant for documentary film on the desegregation of college sports at the University of Kentucky and the Southeastern Conference, *Black in Blue*, directed by Oscar-winning documentary filmmaker Paul Wagner (Paul Wagner Films, 2018).

INVITED LECTURES AND PRESENTATIONS

“Indiana, the Big Ten, and the Racial Politics of College Sports,” invited lecture hosted by the IU University Archives, Herman B Wells Library, Indiana University, Bloomington, IN, August 4, 2018.

“Breaking down the residuum of prejudice in our part of the country’: Race and College Sports at the University of Kansas, as seen in the Kenneth Spencer Research Library,” invited lecture hosted by the Kenneth Spencer Research Library, University of Kansas, Lawrence, KS, April 13, 2017.

“We should be the first to boycott’: Miami University and the Politics of Athletic Non-Discrimination,” invited lecture sponsored by the King Library’s Black History Month lecture series, Miami University, Oxford, OH, February 9, 2017.

“The Desegregation of Southern College Football, 1945-1975,” invited lecture sponsored by the Departments of History, Political Science, and Anthropology, Sociology, and Geography, Office of Equity and Diversity, Faculty Senate Speakers and Special Events Committee, Student Government Association, and Department of Intercollegiate Athletics, University of Tennessee at Chattanooga, Chattanooga, TN, March 8, 2012.

“Fields of Contest: The Desegregation of College Football in the Sunbelt South,” invited lecture sponsored by the University Honors Program, Department of Intercollegiate Athletics, Center for Academic Excellence and Leadership Development, UNM Foundation, Division of Student Affairs, and the Anderson School of Management, University of New Mexico, Albuquerque, NM, September 29, 2011.

SELECTED PAPERS DELIVERED

“Not be set apart down behind the goal posts’: Black Fans and White Southern Football in an Age of Segregation,” presented at the 2009 National Popular Culture and American Culture Associations Conference, New Orleans, LA, April 8, 2009.

“Publishing ‘Whatwuzit?’: Frontiers in Sport History and Digital Publishing,” presented at the

2006 Popular Culture Association in the South / American Culture Association in the South Conference, Savannah, GA, October 5, 2006.

“Thomas Wolfe’s Civil Wars: Confronting Myth, History, and Tradition in the Conservative South,” presented at the 2004 Thomas Wolfe Society Annual Meeting, May 29, 2004, Asheville, NC.

“William Styron’s *The Confessions of Nat Turner* and the Devolution of White Southern Liberal Thought,” presented at the Southern American Studies Association Convention, February 7-9, 2003, Tallahassee, FL.

“Examining the Other: Intercultural Communication in the American Studies Program,” presented at the Southern States Communication Association Conference, April 3-7, 2002, Winston-Salem, NC.

“‘The form requires the myth’: The Vanderbilt Agrarians’ Apocryphal Reading of the Jeffersonian Yeoman Vision,” presented at the Southern States Communication Association Conference, April 3-7, 2002, Winston-Salem, NC.

“Tradition *against* the Individual Talent: Thomas Wolfe and the Exclusionary Politics of New Critical Canon-building,” presented at the Society for the Study of Southern Literature Convention, March 14, 2002, Lafayette, LA.

“‘Between power and liberty’: The Rhetorical (Re)Constitution of Andrew Jackson as Party Leader,” presented at the Nineteenth Century Studies Association Conference, March 7, 2002, Savannah, GA.

“And what is there to say?: Thomas Wolfe’s ‘Return’ and the Language of Homecoming,” presented at the 2000 Thomas Wolfe Society Annual Meeting, September 28, 2000, Asheville, NC.

“As the Men of a Former Time’: Thomas Wolfe in the Twenty-First Century,” presented at the Thomas Wolfe Festival, October 1, 1999, Pack Memorial Library, Asheville, NC.

“O Artemidorus, Farewell!: The Elegiac Construction of ‘Look Homeward, Angel,’” presented at the 1999 Thomas Wolfe Society Annual Meeting, May 20, 1999, New York, NY.

TEACHING EXPERIENCE

1. Miami University (2013-present)

UNV171H: Introduction to Honors Research (one section, co-taught with Dr. Joyce Fernandes), Fall Semester 2021 and Spring Semester 2022

HON477: National Fellowships Seminar (one section), Spring Semester 2019

HON477: National Fellowships Seminar (one section), Spring Semester 2018

2. Georgia Southern University (2009-2013)

HIST 2110: United States — A Comprehensive Survey (three sections), Spring Semester 2013

HIST 2110: United States — A Comprehensive Survey (four sections), Fall Semester 2012

HIST 2110: United States — A Comprehensive Survey (three sections), Spring Semester 2012

HIST 1112: World Civilization since 1500: The Emergence of a Modern Global Community (one section), Spring Semester 2012

HIST 2110: United States — A Comprehensive Survey (five sections), Fall Semester 2011

HIST 1112: World Civilization since 1500: The Emergence of a Modern Global Community (two sections), Summer B Term 2011

HIST 2110: United States — A Comprehensive Survey (three sections), Spring Semester 2011

HIST 1112: World Civilization since 1500: The Emergence of a Modern Global Community (two sections), Spring Semester 2011

HIST 2110: United States — A Comprehensive Survey (three sections), Fall Semester 2010

HIST 1112: World Civilization since 1500: The Emergence of a Modern Global Community (two sections), Fall Semester 2010

HIST 1112: World Civilization since 1500: The Emergence of a Modern Global Community, Summer B Term 2010

HIST 2110: United States — A Comprehensive Survey (two sections), Spring Semester 2010

AMST 3032 and AMST 3032.H: Introduction to American Studies: American Sports History, Spring Semester 2010

HIST 2110: United States — A Comprehensive Survey (two sections), Fall Semester 2009

HIST 1112: World Civilization since 1500: The Emergence of a Modern Global Community, Fall Semester 2009

3. Emory University (2003-2009)

AMST 201: Introduction to American Studies, Second Summer Session 2007

AMST 201: Introduction to American Studies, Fall Semester 2006

AMST 201: Introduction to American Studies, Spring Semester 2006

AMST 322: Baseball and American Culture, Teaching Assistant, Professors Peter Dowell and Dana F. White, Spring Semester 2005

4. University of Alabama (2001-2003)

AMS 101: Bob Dylan's America, Spring Semester 2003

AMS 151: Introduction to American Culture, since 1970, Section Instructor, Professor Stacy Morgan, Spring Semester 2003

AMS 203: American Lives, Teaching Assistant, Professors Lynne Adrian and Margaret Rose Gladney (two separate sections), Fall Semester 2002

AMS 205: The Sporting Life, Teaching Assistant, Professor Richard Megraw, Spring Semester 2002

AMS 150: Introduction to American Culture: Arts and Values, Teaching Assistant, Professor James M. Salem, Fall Semester 2001

UNIVERSITY SERVICE

1. Miami University (2013-Present)

2015-Present Chair, National Fellowships Committee

2021-Present *Ex officio* member, Honors College Advisory Committee

2021-2022 Co-Facilitator, Faculty Learning Community on Interdisciplinary Honors Research

2020-2021 Member, Honors Residential College Working Group

2020-2021 Chair, Honors College Curriculum Working Group

2019 Co-Chair, Honors College Working Group

2018-2019 Member, National University Subcommittee, Strategic Planning Committee

2014-2020 Member, Liberal Education Committee

2014-2016 Chair, LEC Foundations Subcommittee

2014-2016 Member, LEC Experiential Learning Subcommittee

2014-2018 Member, University Orientation Advising Subcommittee

2013-2021 *Ex-officio* member, Honors Program Advisory Committee

2013-2016 Member, University Orientation Committee

2013-2015 Member, University Academic Advising Committee

2013-2014 Honors Representative, Honors Living Learning Community Advisory Board

2. Georgia Southern University (2009-2013)

2011-2013 Ronald E. McNair Post-Baccalaureate Program Research Fellow Mentor, TriO Educational Opportunities Program

2010-2012 Invited Section Instructor, Conversations with Professors, Office of First Year Experience

1997-2011 Football Public Address Announcer, Allen E. Paulson Stadium, Department of Intercollegiate Athletics

3. Emory University (2003-2009)

2007-2008 Member, Graduate Admissions Committee, Graduate Institute of the Liberal Arts

2005-2006 Coordinator, Graduate Student Mentoring Program, Graduate Institute of the Liberal Arts

2003-2004 Secretary, Institute of the Liberal Arts Council (ILAC), Graduate Institute of the Liberal Arts

PROFESSIONAL SERVICE

2019-Present Elected Member, Major Fellowships Committee, National Collegiate Honors Council (NCHC)

2018-Present Manuscript Reviewer, *Southeastern Geographer*

2015-Present Manuscript Reviewer, *The Annals of Iowa*

2003-2009 Board of Directors, Thomas Wolfe Society

2006 Editorial Associate, *Southern Spaces*

SCHOLARLY, PROFESSIONAL, AND HONORARY AFFILIATIONS

1. Scholarly Affiliations

Life Member, Thomas Wolfe Society
Louisiana Historical Society

2. Professional Affiliations

National Association of Student Personnel Administrators
National Collegiate Honors Council
National Association of Fellowship Advisors

3. Honorary Affiliations

Phi Kappa Phi

