
Healthy Campus Wellness Initiative: Bridging the Gap between Healthy Campus 2020

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The purpose of this article is to share a health and wellness initiative that has been successful for the three past consecutive years at an Ohio regional campus and bridging the gap between Healthy Campus 2020. These connections bridging wellness programs to Healthy Campus 2020 include: Increasing the contributions of fruits and vegetables to the diets among faculty/staff, reducing the proportion of faculty/staff who are engage in no leisure-time physical activity, increasing the proportion of faculty/staff who have access to workplace programs that prevent or reduce employee stress, and increase the proportion of institutions offering an employee health promotion program to their employees. This campus wellness initiative was presented (practice/programmatic poster session) at the American College Health Association (ACHA) Annual Meeting and Conference, Washington D.C. in late spring 2018. The college campus community is a vital asset to the health and wellness of individuals. Many departments within a college campus community can be an integral part of the health and wellness initiatives on campus, including, academics, student services, athletics, admissions, libraries, and maintenance. Individual participation for programming on campus, may include, faculty, staff, contract professionals, administration, and students. This article provides an example of a wellness initiative that was successful. Further, this article will highlight the main aspects of the program, participants involved, including what resources on campus are available as well as community collaboration, partnerships, and support.

The importance of increasing energy expenditure with exercise is a vital benefit of exercise (Raven, et al. 2013). The first strategy to combat obesity is increasing energy expenditure by engaging in exercise as well as a healthy diet.

Research indicates that one-third (32%) of U.S. adults are obese (BMI = 30 >) (Flegal, et al. 2010; Irwin, et al. 2009; Ogden, et al. 2006). In 2004, obesity was associated with over 112,000 deaths from cardiovascular

diseases and approximately 14,000 deaths combined from colon, breast, uterine, ovarian, kidney, and pancreatic cancers (Dishman, et al. 2013).

One avenue to prevent health disparities is engaging in physical activity and exercise. There is a difference in defining exercise and physical activity (Corbin, et al 2013). According to Raven, et al. (2013), exercise is defined as physical activity that is planned, structured, and repetitive and that results in a desired outcome, whereas, physical activity is any movement that works large muscles of the body, such as the arm, leg, and back muscles. Physical activity can improve the overall health and wellness of one's life. According to Corbin, et al. (2013), physical activity is a behavior that may lead to optimal health and wellness. The benefits of physical activity may improve quality of life, slow premature aging, reduce the risks of many chronic diseases, promote weight control, and increase one's self-efficacy (Corbin, et al. 2013).

The benefits of this campus wellness initiative relates well to *Healthy Campus 2020*, which is an initiative and framework to improve the health and well-being of individuals on college campuses in the United States. According to the American College Health Association (2012), overarching goals that are identified by *Healthy Campus 2020*, include:

- “1) Create social and physical environments that promote good health for all;
- 2) Support the efforts to increase academic success, productivity, student and faculty/staff retention, and life-long learning;
- 3) Attain high-quality, longer lives free of preventable disease, disability, injury, and premature death;
- 4) Achieve high equity, eliminate disparities, and improve the health of the entire campus community; and
- 5) Promote quality of life, healthy development, and positive health behaviors. “

In addition, according to the American College Health Association (2012), characteristics of a healthy campus initiative include:

- “1) A network of people working toward a common vision;
- 2) Priority health needs of your community;
- 3) A plan with strategies and action steps;
- 4) Community-and individual-focuses interventions; and
- 5) Tracking progress.”

Conceptual Framework

This campus wellness initiative described herein was based upon the *H.E.L.P. Philosophy* as identified in Corbin, et al. (2013). Within the H.E.L.P. Philosophy (Figure 1), four key concepts are presented, of which include, health, everyone, lifetime, and personal.

Figure 1: H.E.L.P. Philosophy

The HELP Philosophy: The basis for a healthy lifestyle

- H- *A personal philosophy that emphasizes HEALTH can lead to behaviors that promote it.*
- E- *EVERYONE can benefit from healthy lifestyles regardless of age or current health status.*
- L- *Healthy behaviors are most effective when practiced for a LIFETIME.*
- P- *Healthy lifestyles should be based on PERSONAL needs and interests.*
 - Corbin, C.B., Welk, G., Corbin, W.R., and Welk, K.A. (2013)

Healthy Campus Wellness Initiative

The Healthy Campus Wellness Initiative was developed and implemented by the College Well-Being Committee (CWBC) during three spring semesters (2013-2014-2015). During this time period, the College Well-Being Committee was a nine-member committee consisting of one HR liaison, three contract professionals, two full-time faculty members, and three staff members. This committee was charged with development, organization, and promotion of workshops and other presentations of well-being topics.

Participants were campus employees (faculty, staff, & student assistants/employed student workers). This initial program (spring 2013) did not include student participants. Three main aspects of all programming included: 1) physical activity, 2) consumption of fruits and vegetables, and 3) water consumption. Participants had a fee of \$5.00 per person (\$10.00 per team) and had to sign-up and pay their entry fee in the Business Office on campus. It was at this time, participants completed a Liability Protocol. There was a two-week registration period for any college employee to sign-up for the program. Once the registration period expired, a welcoming/motivating email went out to all participants from the Chair of the College Well-Being Committee. Participants also received via email,

attachments including, the fitness log sheet, and fruits/vegetables resource chart.

The Healthy Campus Wellness Initiative consisted of sixty-four participants (N = 64) over the 3-semester time period. Each spring semester was separate from one another, having newly developed participants/teams. Spring 2013 semester had twenty participants (ten teams of two), spring 2014 semester had twenty-six participants (thirteen teams of two), and spring 2015 semester had eighteen participants (nine teams of two). At the end of each spring program, the College Well-Being Committee met to discuss the program, particularly, the duration of each program. To provide a longer program period for participants to adhere to increasing fruits and vegetables consumption, increase physical activity, and increase water consumption, Committee members extended each program by two weeks. The spring 2013 program was eight weeks long, spring 2014 program was ten weeks, and spring 2015 was twelve weeks. Each program held a kick-off event in the month of February one week before the launch of the program. The Kick-Off event was an informational-based delivery (open forum), with a question and answer period for the participants. The Kick-Off event also served as a motivational period to encourage participants (teams). A fitness log was created by the College Well-Being Committee and was disseminated to all participants (Figure 2).

Figure 2: Healthy Campus Wellness Initiative Log 2014

ACTIVITY	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Name:	Total
	Pts.	Notes	Pts.	Notes	Pts.	Notes	Pts.	Notes	Pts.	Notes	Pts.	Notes	Pts.	Notes		
PHYSICAL															0	0
ACTIVITY															0	0
1 point for every 15 minutes of exercise.															0	0
Weekly MAX															0	0
24 points															0	0
FRUITS/VEG															0	0
2 points per day for eating 5 servings of fruits and/or vegetables combined.															0	0
Weekly MAX															0	0
12 points															0	0
WATER															0	0
2 points per day for drinking 40 ounces of water.															0	0
Weekly MAX															0	0
12 points															0	0
GRAND TOTAL															0	0
Bonus																

This log was submitted every week (every Tuesday by 11:59:59pm) to a created email account (list serve), of which all Committee members received. Each Committee member was assigned a particular week to check each log submitted by participants. If a participant did not meet the deadline to submit their log, they earned a zero for the week and those points accumulated for the week were not accounted. At the beginning of every week, a friendly reminder email to submit fitness logs was distributed to the participants by the Committee Chair, as well as words of encouragement. For example, “we had 100% of participants submit their logs on time and everyone did a great job for week one! Keep it up! Hard work pays off!” Promotional posters were displayed throughout campus, creating a positive vibe, regarding the Healthy Campus Wellness Initiative (Figure 3).

Figure 3: Healthy Campus Wellness Initiative Promotional Poster 2014



The point system included: Physical Activity, for every fifteen minutes of physical activity, or exercise earned one point, with a maximum of twenty-four points for the week; Fruits and Vegetables, five servings of combined fruits and vegetables earned two points per day, with a maximum of twelve points for the week; and Water, forty ounces of water consumed daily, earned two points per day, with a maximum of twelve points for the week. Bonus points were also an incentive. Bonus points included involvement of activities off of a list provided to participants. These events included: Kick-Off Event, Zumba (twice a week during lunch hour), Arthritis Foundation Exercise Program (five sessions available), fitness room session with exercise science student worker, two wellness presentations (one in March and one in April), and wallyball twice a week (Tuesday evening & Wednesday afternoon). Wallyball is played on a racquetball court (four-walled court) with rules/guidelines similar to volleyball, and played with a ball similar to the size, but harder than a volleyball. Bonus points were separate from physical activity and exercise points. Two bonus points were awarded per activity off of the aforementioned list and a maximum of 1 activity per week, with a cap of fourteen bonus points total for the program.

Incentives for the top three teams (six individuals) were included as a motivational and competitive aspect. For example, spring semester 2014, the top three teams with the most combined points earned the following cash awards: First Place, \$70.00 (\$35.00 each partner); Second Place, \$40.00 (\$20.00 each partner); and Third Place, \$20.00 (\$10.00 per partner). The top three teams (six individuals) were announced at the last College Meeting of the spring semester (first Friday in May).

Participant Feedback/Evaluation

Participants were asked to complete an evaluation form that provided information regarding the program. The evaluation form collected information, regarding the three main aspects of programming (physical activity, consumption of fruits/vegetables, and water consumption). In addition, the evaluation form collected information on participant perceived psychological benefits, perceived overall health benefits, and overall program effectiveness. Further, success statements, and ways to improve the program, were also collected from utilizing the evaluation form (Figure 4).

Figure 4: Healthy Campus Wellness Initiative Evaluation Form

Participant Success Statement

Please answer the following questions by using the Likert Scale below.

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

1. _____ The program made me more mindful of my fruits and vegetables consumption, daily and weekly.
2. _____ The program made me more mindful of my water intake, daily and weekly.
3. _____ The program made me more mindful of my physical activity, daily and weekly.
4. _____ I believe my self-efficacy improved from participating in this program.
5. _____ I believe my overall health improved from participating in this program.
6. _____ Overall, I had a positive experience participating in this program.

From the statement below, use the following scale: 1 = poor through 10 = Excellent

Overall, the wellness program was _____.

What suggestion(s) do you have to improve the program, if offered on campus again?

The first section of the Healthy Campus Wellness Initiative Evaluation Form included an area for participants to provide a success statement, regarding the program(s). Section two included six questions, regarding programming using a five-point Likert Scale (strongly agree, agree, neutral, disagree, strongly disagree). Section three included a statement, regarding overall rating of the program using a scale from 1 (poor) to 10 (excellent). The last section of the evaluation form was an opportunity for participants to provide suggestions for program improvement.

Data were reported by using descriptive statistical measures (means and percentages). These measures included a) perceived effectiveness, regarding mindfulness of improved water consumption, b) perceived effectiveness, regarding mindfulness of physical activity, c) perceived effectiveness, regarding mindfulness of improved fruits and vegetables consumption, d) perceived psychological benefits of the program, e) perceived overall health benefits of the program, and f) overall program effectiveness.

Results

A total number of thirty-eight individuals (N = 38) participated in at least one program over spring semesters 2013-2014-2015. Individuals could have participated in one, two, or all three programs. Of the thirty-eight total participants, over three spring semesters of programming, six individuals participated in all three programs (18), fourteen individuals participated in at least two programs (28), eighteen individuals participated in only one program (18), bringing the total number of participants to sixty-four (N = 64) over spring semesters 2013-2014-2015 programming.

During the time period of the program evaluation form distribution, twenty participants (N = 20; 53%) were accessible. Individuals who participated in at least one or two programs (N = 18; 47%) were no longer accessible to complete the evaluation form, due to no longer employed by the University, or individuals were relocated to main campus of the University.

A total number of twenty (N = 20) participants received an evaluation form to complete and eighteen (N = 18) were returned, for a response rate of ninety percent. These twenty individuals consisted of a total number of forty-one (64%) participants during the 2013-2014-2015 spring semester programs. Six individuals participated in three programs (18), nine individuals participated in two programs (18), and five individuals

participated in only one program (5). Those eighteen participants no longer available to complete the evaluation consisted of a total number of twenty-three (36%), thirteen of which participated in only one program (13) and five participated in two programs (10), with no one participating in all three programs (0) (Table 1).

Table 1: Healthy Campus Wellness Program Participant Breakdown

Grand Total # of Participants by Spring Semester 2013-2014-2015	Grand Total of Participants in 1-2-3 Spring Semesters 2013-2014-2015 Programming	Actual Grand Total # of Participants in 1-2-3 Spring Semesters 2013-2014-2015 Programming
N = 64 2013 = 20 2014 = 26 2015 = 18	N = 64 (single participants in multiple semester participation) # of participants involved with one-two-three programs = 41; 1 program = 5 individuals; 2 programs = 9 individuals; 3 programs = 6 individuals; # of participants involved with one-two-three programs who were not accessible during time of evaluation form distribution = 23; 1 program = 13 individuals; 2 programs = 5 individuals; 3 programs = 0 individuals;	N = 38 (actual participants) # participants accessible during time of evaluation form distribution = 20; 1 program = 5 individuals; 2 programs = 9 individuals; 3 programs = 6 individuals; # of participants involved with one-two-three programs who were not accessible during time of evaluation form distribution = 18; 1 program = 13 individuals; 2 programs = 5 individuals; 3 programs = 0 individuals;

Results of the analysis of the program evaluation form indicated an increase in perceived self-efficacy, increase in perceived mindfulness of physical activity, consumption of fruits, vegetables, and water, perceived overall health benefits, and a positive overall experience. Overall, for all three spring semesters (2013-2014-2015), of the eighteen individuals completing the program evaluation form, 100% (N = 18) responded as

follows: they agreed the program made them more mindful of their fruits and vegetables consumption, the program made them more mindful of their water intake, daily and weekly, and the program made them more mindful of their physical activity, daily and weekly. Eighty-three percent (N = 15) of the participants indicated they believe their self-efficacy was improved from participating in the program, however, approximately 17% (N = 3) indicated they were neutral (N = 1), disagree (N = 1), and strongly disagree (N = 1). Seventy-seven percent (N = 14) of the participants indicated they believe their overall health improved from participating in this program, and approximately 17% (N = 3) indicated they were neutral, and 6% (N = 1) strongly disagree. Eighty-nine percent (N = 16) of the participants indicated they had a positive experience participating in this program, and eleven percent (N = 2) of the participants indicated they were neutral (Table 2).

Table 2: End of Healthy Campus Wellness Program Evaluation Results (N=18)

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Program made me more mindful of my fruits & Vegetables consumption, daily & weekly	N = 13 (72%)	N = 5 (28%)	N = 0	N = 0	N = 0
2. Program made me more mindful of my water intake, daily & weekly	N = 15 (83%)	N = 3 (17%)	N = 0	N = 0	N = 0
3. Program made me more mindful of my physical activity, daily & weekly	N = 13 (72%)	N = 5 (28%)	N = 0	N = 0	N = 0
4. I believe my self-efficacy improved from participating in this program	N = 6 (33%)	N = 9 (50%)	N = 1 (5.5%)	N = 1 (5.5%)	N = 1 (5.5%)
5. I believe my overall health improved from participating in this program	N = 6 (33%)	N = 8 (44%)	N = 3 (17%)	N = 0	N = 1 (5.5%)
6. Overall, I had a positive experience participating in this program	N = 12 (67%)	N = 4 (22%)	N = 2 (11%)		

Participants were asked to rate the overall program(s) from past using a scale from 1 (poor) to 10 (excellent). Results indicated participants (N = 18) the mean score was an 8.55 of which would suggest the program (s) were effective and favorable. In addition, 83% of the participants (N = 15) provided a “participant success statement” (N = 3; 17% did not provide a statement). Below highlights some of these participant success statements:

1. “The Waynefit Program made me more aware of my daily physical activity, eating healthier, and drinking more water. Also, physical activity can be fun and enjoyable, especially with your colleagues!”
2. “This program was responsible for a significant weight loss for me.”
3. “Waynefit was fun activity that not only made you healthier, but allowed you to get to know your colleagues in a more personal way. It takes awhile to get into the habit of eating properly, drinking enough water and exercising, but ding it with a friend, who has similar issues as you, makes it easier and lets you realize it is not just you overweight and under-exercised. The competition was great as well.”
4. “Before the program I did not drink water. I usually drank soda or coffee. I was able to stop drinking soda and now will usually drink the optimum amount of water daily. I also lost 42 pounds. It was great begin a team and competing with others.”
5. “I was amazed how little water I normally drank until participating in this program!!! Wow what a difference it made for me—still to this day! 😊”
6. “Participating in the Waynefit program was a great experience overall working with a teammate was a great way to keep me motivated throughout the process.”
7. “I really liked the Waynefit Wellness program because it was a great motivator after months of holiday food, cold weather, and just not eating or exercising in a healthy matter. It was even better to do it as a group with co-workers and friends. I felt that everyone could use this as a great “kick-off” program every spring. Bring it back.”
8. “The program reminded me of the importance of maintaining a healthier lifestyle and provided resources to help me with changes.”

Eighty-nine percent (N = 16), of the participants completing the program evaluation provided suggestions for improvements. Table 3 highlights some of these suggestions.

Table 3: Participant Suggestions for Improving the Healthy Campus Wellness Program(s)

<ol style="list-style-type: none"> 1. "Perhaps form groups of 3 or consider option of individual competition/participation." 2. "I think it would be good to have some sort of weigh in accountability." 3. "Continuous program, not just a couple semesters/year. Some sort of accountability system for ongoing motivation." 4. "I think we need to pair people who have not followed healthy habits with someone who has. It is valuable to learn from a peer who has experienced a healthy lifestyle and suggestions taken more kindly from them than from someone you don't know especially the history of why they are living that lifestyle." 5. "Offer more fun physical activities. Set specific goals throughout the semester so participants can feel accomplished." 	<ol style="list-style-type: none"> 6. "Creating teams of 4-5. Group weigh in each week makes me feel responsible to my team without singling me out." 7. "I would like to see the program implemented in the future." 8. "More accountability through the use of fitness trackers." 9. "Have wellness workshops, such as cooking classes, wellness technology, brown bag lunches, etc... Have Library to offer books on health and wellness topics. Add incentives." 10. "It might be neat to randomly pair participants this way people could get to know one another. Group classes were especially helpful."
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Summary

The Healthy Campus Wellness Initiative was implemented over three consecutive spring semesters from 2013-2014-2015. Overall, perceived effectiveness from these programs were successful based on the results of the evaluation. These program(s) were a win-win scenario; individuals participating had great attitudes, competitiveness, motivational encouragement, and an overall, positive spirit on campus. Many participants formed walking groups and group exercise activities (zumba & wallyball). The camaraderie among participants was very contagious and uplifting, making the campus environment lively and valuing the importance of physical activity, eating healthy, and the importance of staying hydrated.

The American College Health Association (2012), *Healthy Campus 2020*, identifies Faculty and Staff Objectives. There are five categories including, Nutrition & Weight Status (ten objectives), Physical Activity &

Fitness (three objectives), Stress Management (two objectives), Tobacco (three objectives), and Miscellaneous (three objectives)

The Healthy Campus Wellness Initiative connected/bridged to the following *Healthy Campus 2020*, Faculty and Staff Objectives:

NWS-14/Increase the contribution of fruits to the diets among faculty/staff.
NWS-15.1/Increase the contribution of total vegetables to the diets among faculty/staff.
PA-1/Reduce the proportion of faculty/staff who engage in no leisure-time physical activity
OSH-9/(Developmental) Increase the proportion of faculty/staff who have access to workplace programs that prevent or reduce employee stress.
E CBP-8/(Developmental) Increase the proportion of institutions that offer an employee health promotion program to their employees.

The campus initiative also bridged the gap between the *Healthy Campus 2020* initiative and framework. For majority of those participants who completed the program evaluation form and engaged in the Healthy Campus Wellness Initiative, it did improve the health and wellbeing of these individuals on campus. Specifically, in connection with *Healthy Campus 2020* over-arching goals, Healthy Campus Wellness Initiative, a) created social and physical environments that promoted good health for all; b) supported the efforts to increase academic success, productivity, student and faculty/staff retention, and life-long learning; c) achieved high equity, and improved the health of the campus community; and d) promoted quality of life, healthy development, and positive health behaviors.

This program also had the opportunity to collaborate with the Sport Science and Wellness Education Department on campus and the local YMCA. Areas on campus that were widely utilized by participants included the campus weight room, exercise science technology laboratory, racquetball courts and campus arboretum. This provided the participants the practical experience and motivation needed to be successful with their health and wellness goals, as well as improve their knowledge, attitude, and skills.

Participants in the Healthy Campus Wellness Initiative not only acknowledged the value for their personal health and wellness, but also utilized the program to help combat and prevent any weight, eating habits, and hydration concerns they may have had at the particular time of program implementation. In addition, the program increased self-efficacy

and provided a social aspect to the participants' lives as they progressed through the program(s). The Healthy Campus Wellness Initiative assisted improving the quality of the participant lives, providing a platform to be more physically active, and promoted weight management and the importance of drinking water.

Due to the success of the programs, the Healthy Campus Wellness Initiative will be returning in the near future. Such programming on college campuses provided staff the practical experience needed to succeed in the workplace. Also, knowledge, attitude and skills can be enhanced by this experience simply by improving the quality of life of an individual. Providing such platform for individuals, regarding their wellness, may be the single ingredient needed for program adherence.

Shortly after the last wellness program (2015), the College Well-Being Committee decided to provide other wellness educational initiatives, such as stress management techniques, healthy eating during the Holiday Season, and preparing for retirement. The Committee will be bringing back the wellness program in the near future and may collaborate with main campus on a University-wide wellness initiative.

Acknowledgment

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Personal Biography

John Roncone, Ph.D., is an Associate Professor and Program Coordinator of Sport Science and Wellness Education at the University of Akron Wayne College. He served as the Chair of the College Well-Being Committee at Wayne College for two consecutive years (AY2012-13; AY2013-14). He recently was the recipient of the 2018 SHAPE-America Midwest District Meritorious Award. He also was the recipient of the Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD) 2012 Health Educator of the Year, as well as the 2013 American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Midwest District Health College/University Teacher of the Year. His professional memberships include: SHAPE-America, SHAPE-America Midwest District, American College of Sports Medicine (ACSM), Midwest Chapter of ACSM, American College Health Association (ACHA), Ohio College Health Association (OCHA), and the Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). His research interests include: Health education and promotion, wellness education, active lifestyles, healthy campus initiatives, and ATOD behaviors among collegiate and interscholastic student-athletes.