



CERTIFICATE PROPOSAL FORM

Horse Racing Industry Business Certificate
Title of Certificate

College of Business
Unit Submitting Proposal

Submission Date: **October 12, 2020**

Dean's Office
Department

Todd Mooradian
Department Chair/Dean

Sean Beirne
Director, Equine Industry Program

Fall 2021
Proposed Starting Date (Term)

Note: Proposal submissions should include: 1) Proposal Form, 2) Proposed Program Curriculum, 3) Course Syllabi, 4) Faculty Roster, 5) Budget Form 6) Dean's Letter and 7) Library Support Letter.

FOR MORE INFORMATION: <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>

Provost Office Section

Approved:

Letter of Intent:	Date: _____
Faculty Senate	Date: _____
Board of Trustees	Date: _____
Council on Postsecondary Education (CPE)	Date: _____
Other (if applicable)	Date: _____

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PLEASE COMPLETE FORM AND RETURN TO [CONNIE SHUMAKE](#),
ASSOCIATE PROVOST (UPDATED 4.1218)

University of Louisville New Academic Program Proposal Template

Certificate Programs

After approval of the Letter of Intent, certificate programs are to complete the New Academic Certificate Program Proposal template.

All forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

Financial Aid for Certificate Programs:

Students enrolled in stand-alone certificate program are not eligible for federal financial aid. The university elected on 6/30/2012 to opt out of participation in gainful employment requirements with the Department of Education (DOE). UofL students must be enrolled in a degree granting program in conjunction with the certificate program to receive federal aid.

Send the following materials to the Program Approval Service Account (PROGAPPR@louisville.edu):

- Completed Proposal Template
- Proposed Program Curriculum (complete the table found in Appendix A of this proposal template)
- Course syllabi for any new course offerings
- Faculty Roster Form
- CV for Program Director/Coordinator
- Proposal Budget Form
- Letter of Support from the unit Dean
- Letter of Support from the UofL Libraries
- Letter(s) of Support from any units, departments, or internal or external entities that will be supporting the certificate program

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

General Program Information	
Date:	May 15, 2020
Program Name:	Horse Racing Industry Business Certificate
Degree Level:	<u>Undergraduate:</u> _____ <u>Graduate</u> (select one of the following): Post-Baccalaureate <u> X </u> Post-Master's _____ Post-Professional _____
Number of Credit Hours required:	9
Accreditation or Licensure Requirements (if applicable):	None
CIP Code:	
Department and Department Chair:	Equine Industry Program/Sean Beirne Director sean.beirne@louisville.edu 502-852-4846
School/College:	College of Business
Program Director and Contact (if different); (please also include title):	Dr. Thomas Lambert, PhD., Applied Economist, Equine Industry Program, thomas.lambert@louisville.edu , 502-852-7838
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	None
Proposed Implementation Date for Program (semester and year):	Fall Term 2021
Anticipated Date for Granting First Degree:	May 2022

A. Centrality to UofL's Mission and Strategic Plan

The certificate program is to adhere to the role and scope of the University of Louisville as set forth in its mission statement and as complemented by UofL's strategic plan.

<p>1. Provide a brief description of the program (copy the abstract provided in the program's Letter of Intent here). (250 words or less; program's purpose/focus, primary areas of study, intended audience, degree level, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field).</p>
<p>The College of Business proposes to create a graduate certificate in Horse Racing Industry Business. The program has been designed to align with the needs of the horse racing industry. The certificate program will be taught online by a combination of College of Business and affiliated faculty and industry experts (called Corporate Fellows). The certificate will require students to complete nine credit hours of graduate course work. The program's curriculum will integrate</p>

management, leadership, communications, business ethics and responsibility, sports and wagering analytics, policies and legal regulations, and operations as they apply to the horse racing industry.

NOTE: The target students for this program are prospective and relatively new employees of the horse racing industry, who intend to work in the business operations of horse racing. This is not exclusive to the racetrack but to all the stakeholders who support racing's infrastructure. The program also targets former University of Louisville Equine Industry Program graduates and current racetrack management personnel (both domestically and internationally) seeking to enhance their skills and knowledge of horse racing operations.

See Appendix A for Proposed Program Curriculum.

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

UofL's 2020 Plan highlights the strong commitment the University has to the city of Louisville and its economic health. The mission of the College of Business is to prepare students for responsible and rewarding careers, as well as to enhance the economic vitality of the city, the region, and the broader business community.

The Horse Racing Industry Business Certificate serves these missions. The horse racing industry has a robust presence in the city of Louisville and the surrounding area. It is considered a signature industry in the Commonwealth of Kentucky, with racing companies such as Churchill Downs, Keeneland, Kentucky Downs, Ellis Park and Turfway Park as well other important stakeholders including auction companies, horse farms, training centers, industry-related associations and stallion stations. In Kentucky, the equine industry is responsible for a \$4 billion economic impact and generates 80,000 to 100,000 jobs directly and indirectly.

By aligning our certificate program with the needs of major horse racing organizations, it will enable us to develop a mutually beneficial talent pipeline that serves our business community and our students. Horse racing companies in Louisville (and beyond) will get well-prepared graduates who have a solid understanding of the horse racing industry and are ready to be successful in careers in business operations. In turn, our graduates gain broad-based knowledge about business

3. List the objectives of the proposed program.

Explain how the objectives support the university and unit mission, strategic priorities, and institutional and societal needs.

1. To leverage existing assets, both within the University of Louisville and in the community, to develop an innovative program that will provide critical resources to the College of Business and the University of Louisville.
2. To serve the horse racing industry with a unique educational offering.
3. To fulfill the mission of the Equine Industry Program in the College of Business to educate the industry the graduate certificate will be added to an educational portfolio that currently includes; an undergraduate degree curriculum, an undergraduate post-baccalaureate certificate program, Racing Officials Accreditation Program (ROAP) full school (week-long) and continuing education seminars, and the Racing Investigators Certification Program. Courses will also be used as electives in the MBA graduate programs.

4. Clearly state the admission, retention, and degree completion standards designed to encourage high quality.

Please be clear and specific.

Students must have a bachelor’s degree from a regionally-accredited university (or equivalent) with a GPA of 2.5 or higher to be admitted to the program. We will not require GMAT/GRE scores for admission.

Students must pass all courses and have a cumulative GPA of 3.0 to complete the program.

Each course syllabus will indicate an expectation of two-and-one-half hours of classroom activity per week for each hour of course credit.

NOTE: Students who desire to complete an MBA in conjunction with the Horse Racing Industry Business certificate must be separately admitted to the MBA program. The Horse Racing Industry Business Certificate courses are elective options for students enrolled in our current MBA programs.

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

The intended student learning outcomes are:

1. Functional knowledge of horse track operations, marketing, law, communications and analytics; and leadership
Programmatic or professional understanding of the integration of functional knowledge; and written and oral communications.

2. Describe how each program-level student learning outcome will be assessed (including when data will be collected and how assessment results will be used to improve the program).

The table that follows shows the rubrics expected to be used to assess functional knowledge and programmatic and professional understanding. Four-point scales will be used with scale points of 1=unacceptable; 2=poor; 3=good; and 4=excellent. Instructors in different courses will apply the rubrics once per year. Instructors will also be expected to complete a “close the loop” statement for their course. Success will be defined as observing 80% or more of students being rated on average as good or excellent. Results of the analysis will be shared with the program curriculum committee to glean additional program improvements.

Learning objective	Course	Rubrics
Functional knowledge of horse track operations, marketing, law, analytics; and leadership	EQIN 630 Racetrack Management and Leadership	Tote systems
		Racetrack finance and accounting
		Leadership
	EQIN 650 Racetrack and Sports Analytics	Pari-mutuel wagering data
		Related casino wagering data
		Gambling laws

	EQIN 660 Horse Racing Legal and Regulatory	Legal and regulatory issues	
		Contract law	
		State racing commissions	
		EQIN 620 Racetrack Issues Management and Communications	Racetrack marketing
			Crises management
			Media and government relations
		EQIN 640 Racetrack Operations, Wagering and Racinos	Simulcasting
			Network providers
			Wagering structuring
		EQIN 610 Horse Racing Industry Overview	Historical overview
			Evaluation stakeholders
			Horse aftercare
	Calculate Costs		
Programmatic or professional understanding of communications; integration of functional knowledge	Communications measured in EQIN 620 Racetrack Issues Management and Communications	Professionalism	
		Concise	
		Delivery	
		Persuasive	
		Evidence-driven	
	Clarity		
	Integration measured in EQIN 640 Racetrack Operations, Wagering and Racinos	Integration of racetrack operational issues with wagering and wagering laws, and strategic communications	

3. For each learning outcomes, provide direct indicators (and indirect, where possible) of achievement of the outcome, target(s) for the outcome, and frequency of data collection.

At the program level, we plan to assess the extent to which individuals develop the overall knowledge and skills needed to succeed in the business-side of the horse racing industry. Assessment will be multi-pronged, longitudinal, and will involve students and employers (horse racing and industry-related companies).

First, students will be surveyed periodically throughout the program to determine whether they are finding the content useful and applicable. They also will be surveyed at the completion of the program to determine the level of value they have derived from the program.

Second, we will follow-up with graduates of the program to track their success in the horse racing industry (to the extent they are willing to share the information). We will solicit input on the content in the program they perceive to be most valuable and attempt to identify any missing or underdeveloped content areas.

Third, we will seek feedback from employers who work with the students/graduates of the program. We will survey individuals in each of these groups who are familiar with the graduates' work. The survey will assess whether graduates are effectively using the knowledge and skills acquired in the program.

Program evaluation data will guide the continuous updates and improvements.

4. Course Delivery Methods.

Please answer the following:

- a) Will this be a 100% distance learning program? Yes No
- b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes No

If yes, please check all that apply below.

- Distance Learning
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- Technology-enhanced instruction
- Evening/weekend/early morning classes
- Accelerated courses
- Instruction at nontraditional locations, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

5. Is there a specialized accrediting agency related to this program? Yes No

- a. If yes, please identify the agency.
- b. If yes, will the program seek accreditation?

There is no official accreditor necessary for the program. However, as part of the College of Business, the program will come under the purview of AACSB accreditation.

6. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

UofL's Ekstrom Library currently owns or subscribes to print and online resources with a wide range of business and economics articles, reports, and data. While the absolute numbers of business books and online resources dedicated to the specific subject of horse racing may appear small, horse racing is a relatively small industry. A non-scientific review of other academic libraries' holdings suggests that UofL has at least as many, and in some areas more, relevant resources on horse racing than any other university in the country, and we will continue to look for

opportunities to strengthen the library’s online book, journal, and data collections. We recently received a bound collection of Bloodhorse magazines, a thoroughbred industry publication, dating back to 1940 and is now located in Ekstrom Library. We will work with our faculty and other donors to secure documents for the library to strengthen their collections.

Please see Appendix G for the Support Letter from UofL Library and Evaluation of Library Resources Report for the proposed program.

C. Program Demand/Unnecessary Duplication

1. Provide the projected enrollment and graduation numbers for the first five years.

Academic Year	Degrees Conferred	Headcount Enrollment (Fall term)
2021/22	8	8
2022/23	12	12
2023/24	15	15
2024/25	15	15
2025/26	15	15

2. Indicate any efforts to address student educational and workforce needs or to maximize student success, for both traditional and non-traditional students.

Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

According to an American Horse Council Foundation study, the total economic impact of the equine industry in the United States in 2017 was \$122 billion. This was an increase from \$102 billion in a similar 2005 Economic Impact Study. The industry also provides a 1.74 million total employment impact, generating \$79 billion in salaries, wages, and benefits. In Kentucky, the equine industry is responsible for a \$4 billion economic impact and generates 80,000 to 100,000 jobs directly and indirectly, according to nationalhbpa.com. It is unknowable as to how many in the Kentucky workforce would seek graduate education but it is a small percentage of the global pool this certificate would potentially cater to.

The industry is comprised of multiple stakeholders from auction companies, farms, large breeding facilities, training facilities and racetracks. There are many auxiliary stakeholders that contribute to the industry including veterinarians, farriers and feed and hay providers. There are 38-states operating legal pari-mutuel wagering and that have a large agribusiness support system.

The certificate is not horse racing centric however, as it encompasses the entire spectrum of the horse racing industry infrastructure. Thoroughbred Aftercare, a multi-million dollar industry will be closely examined addressing post-horse racing careers for Thoroughbred horses. Retired racehorses move on to lucrative and purposeful careers in show disciplines (including dressage, hunter jumper and cross-country) as well as equine-assisted therapy programs.

Conversations with industry leaders indicate there is a desperate need for qualified people in upper-level management positions. As the upper echelon of management ages, qualified replacement people with the necessary tools and skills to succeed are few and far between. The

industry itself is quite complex and, because of its nuances, can be very difficult for even experienced management to navigate.

We propose to create a certificate that gives students a specific understanding of the key knowledge necessary to manage business operations in the horse racing industry. Our goal is to focus on issues and crisis management (a topic at the forefront of the industry in 2019 and 2020), communication, business ethics and responsibility, management, leadership, racinos, operations, racetrack and sports analytics and legal and regulatory issues. The landscape of the industry is ever-changing and the sport is world- wide in scope. The Equine Industry Program at the University of Louisville is the only business program of its kind in the world. While the undergraduate program prepares students to work in a highly competitive industry, the graduate certificate program will focus on individuals seeking to advance their careers in the industry in higher management positions.

3. Specify/highlight any distinctive qualities of the proposed program.

The Horse Racing Industry Business certificate curriculum was designed in close partnership with industry experts to ensure the curriculum meets current business needs. Industry professionals have been involved in identifying industry needs, building the preliminary curriculum, and testing and refining the final curriculum.

The process for development was:

- held focus groups with local, national, and international industry leaders to identify the knowledge and skills needed by horse racing professionals
- sorted the knowledge and skills into cohesive learning clusters
- developed preliminary course titles and descriptions, and identified basic topics for each course
- held focus groups and interviews with cross-functional industry professionals to review and, if necessary, revise proposed curriculum
- finalized the curriculum, including course names, descriptions, and topics to be covered
- worked with faculty and Corporate Fellows to build syllabi for each course

We plan to use industry experts to enhance the learning experience for students. For instance, we plan to incorporate Corporate Fellows to co-teach select courses in the programs. Additionally, we will use local case studies and guest speakers in courses.

We plan to deliver these courses online. Online delivery enables us to reach students who may not be located in Louisville. Because many of our students may already be working in the horse racing or equine industries, the online modality provides the time flexibility to complete courses.

4. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs? Yes No
If yes, please explain. Yes

While our seated undergraduate Equine Industry Program accept students from all over the world, the primary population served by our existing undergraduate Equine Industry Program is typically found within the continental United States. Over half of our student enrollment is from outside the Commonwealth of Kentucky. The Horse Racing Industry Business certificate is intended to serve a more geographically-distributed market of potential students currently working in, or seeking to work in, the horse racing industry. Because our certificate will be offered online, it will be globally available. However, we anticipate that our students will be almost exclusively from the United States. We also anticipate high concentrations of students from states with the highest number of horse racing operations: California, Florida, Illinois, New York, New Jersey, Maryland, West Virginia and Texas. Of course, we also expect a high concentration of students from Kentucky because of the strong presence of the horse racing industry, which employees 80,000 to 100,000 directly and indirectly, in the Commonwealth.

5. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes No
If so, please specify.

The Horse Racing Industry Business certificate courses are elective options for students enrolled in our current MBA programs, which will enhance those programs. Additionally, students who complete the certificate program and meet the admission requirements of our MBA programs will be able to receive a UofL MBA degree (if they apply and meet all admission requirements for that program).

This certificate should also serve as a pipeline for current undergraduates from the Equine Industry Program. We expect to draw interest from previous graduates of the undergraduate program who are seeking to enhance their current positioning in the industry.

6. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

UofL faculty members from the Equine Industry Program in the College of Business and at least one adjunct member from the Horse Racing Industry will teach in the program on an x-pay basis. Existing faculty will be paid on an x-pay basis if teaching loads are exceeded. X-pay is used in the College of Business for faculty overloads.

The development of the online course content/instructional design, basic technology support, and marketing will be supported by the Delphi Center for Teaching & Learning.

7. Describe the proposed program's relationship with programs at other institutions or external organizations (if applicable).

N/A

D. Cost

1. Will this program require additional resources? Yes No

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years. Document the expected cost/expenditures in the table below.

NOTE: The Equine Industry Program has an independent source of funding, the Commonwealth of Kentucky (KRS 230.550 and 138.510). Funding is generated as a percentage of taxes on live horse races, simulcast horse races and historical horse races. All adjuncts teaching in the Horse Racing Industry Business certificate program will be compensated on an x-pay basis. The Equine Industry Program will absorb all compensation costs for faculty and adjuncts. It will also absorb non-compensation expenses for program management and administrative support. All tuition sharing agreements will transition to the new budget model.

2. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal.

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Also submit a copy of the program director's CV.

See Appendix B for Faculty Roster Form and CVs.

See Appendix C for Syllabi

See Appendix D for Program Director's CV.

3. Are new or additional faculty needed? Yes No

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if graduate assistants are included in the additional faculty resources needed.

b) If new faculty are needed, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

c) What is the projected faculty/student ratio for the program?

a) Additional adjunct faculty will be hired on an as needed basis.

b) We anticipate hiring additional part-time faculty (Corporate Fellows) to teach in the program in the future. We have numerous contacts within the horse racing community, which we will call upon to identify well-qualified part-time faculty. All faculty hired to serve as instructors of record will meet SACS and AACSB standards.

c) 1:25

4. Will this program impact existing programs and/or organizational units within UofL?

Yes No

If so, please describe the impact.

(examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings, reduction or increase in students served, any other possible impact).

This Horse Racing Industry Business certificate can be taken in conjunction with existing UofL MBA programs. A student may elect to take the certificate in lieu of the 9 required credit hours of electives in the MBA curriculum.

Students pursuing this option will earn both their MBA and the Horse Racing Industry Business certificate. Because this program is expanding the options for electives, we see this program positively impacting our MBA program.

- **Complete the New Program Budget Spreadsheet. (Attached as Appendix E)**

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as “allocation” in both the Funding Sources and Expenses sections of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won't let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar's website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*

Graduate: 75% (net of mandatory student fees) of tuition review revenue allocated according to a student's home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine), doctoral, and DNP programs allocated to the student's home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The goal is to have more funding than expenses.

Appendix A
Program Curriculum

Appendix A Program Curriculum

7. In the table below, provide the program curriculum and any options; indicate total number of credit hours required for degree completion.

- Include full course names and course descriptions.
- Where they exist, you should report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type of course(s) required in the “course title” column and the number or range of credit hours required.
- Provide a copy of the course syllabus for any new courses developed.

Prefix & Number	Course Title	Course Description	Credits	New	Existing	Revised
EQIN 610	Horse Racing Industry Overview	An overview of the horse racing industry. Topics include: auctions, breeding farms, stallion stations, training centers, racetracks, affiliated companies, business ethics and responsibility and aftercare.	1.5	1.5		
EQIN 620	Racetrack Issues Management and Communications	This course will introduce students to the purpose and practice of strategic communications in the horse racing industry. Key topics include communications planning and evaluation, media and government relations, and crisis communications as they relate to current industry issues.	1.5	1.5		
EQIN 630	Racetrack Management and Leadership	An overview of the concepts of organizational structure, best practices, HR, communication, decision making, and problem solving from a leadership perspective; to provide the tools to effectively enact positive change and provide meaningful influence within a racing operation and to leadership groups that will determine the future of the horse racing industry.	1.5	1.5		
EQIN 640	Racetrack Operations, Wagering and Racinos	An overview of the day-to-day operations of a racetrack and racino facilities, including negotiating contracts with horsemen, other tracks and simulcasting facilities, network providers, and	1.5	1.5		

		television coverage; structuring the wagering products, ADW, historical wagering, and casino games; and international endeavors to expand the product reach.				
EQIN 650	Racetrack and Sports Analytics	A broad overview of the concepts and methods used in sports analytics as well as how to apply them. Key topics include but are not limited to betting systems for horse racing and other sports, data sources, data analytics tools, productivity measurement, and athlete compensation.	1.5	1.5		
EQIN 660	Horse Racing Legal and Regulatory	The study of state and federal laws that regulate the horse racing industry; roles of the state and federal court systems and private organizations that regulate the industry.	1.5	1.5		
TOTAL CREDITS REQUIRED			9.0	9.0		

Appendix B

Faculty Roster Form and CVs

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Louisville

Name of Primary Department, Academic Program, or Discipline: College of Business

Academic Term(s) Included: Fall 2021

Date Form Completed: June 2, 2020

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Theresa Burch - PT	Equine Current Issues; Equine Speaker Series; Horse Industry Overview; Equine Software; Global Aspect of the Horse Industry	Bachelor of Science in Agriculture, Morehead State University (1980); Master of Science in Animal Sciences, University of Kentucky (1982).	Theresa Burch is currently the Coordinator of the Equine Industry Program (UofL) and is the ongoing Racing Manager for the Stoneway Farm, LaGrange (KY). She is on the board of the Racing Officials Accreditation Program (ROAP) and is also a member of its educational committee. She is also on the board of Equine Trail Advocates. She has previously served on a range of other equine boards.
Michele Fischer - PT	Equine Marketing; International Racing	Bachelor of Science in Business Administration, Equine Administration and Management UofL (1995); Master of Business Administration, UofL, 1999)	Partner in 91-acre thoroughbred farm; Currently a consultant to various racing entities located in Hong Kong, Australia, and Saudi Arabia; Sportech PLC 2003- 2018), Directs of Sales and Accounts, Vice President of Sales.
Sarah Memmi - FT	Teaching assistant and instructional designer for Survey Design for Market Research and Marketing Strategy	Bachelor of Arts, English, University of Vermont; Ph.D., Business Administration - Marketing, Duke University (2020).	<u>The Equine Journal</u> (2003–05): Writer and account executive (advertising sales) at monthly equine industry magazine.

		Relevant coursework includes a range of advanced marketing (including Consumer Behavior, Decision Behavior, Marketing Management) and methods courses (experimental design, regression and ANOVA modeling).	
Milton C. Toby - PT	Commercial Law; Equine Taxation; Equine Regulatory Law	Bachelor of Science, Agriculture, University of Kentucky (1972); Juris Doctor, University of Kentucky (1995)	Kentucky Department of Education, Hearing Officer (2001+); Chair Equine Division, Midway College (2007-2009); Solo Practitioner, Equine Law (2006+)
Thomas Lambert - FT	Public Policy, Economics, Management, Statistics, Urban Affairs	Bachelor of Arts, Political Science, UofL; (1980), Master of Business Administration, UofL (1986); Master of Science in Economics, University of Kentucky (1993); Ph.D. in Urban and Public Affairs, UofL, (1997).	

F, P: Full-time or Part-time;

Theresa Burch
Equine Industry Program
College of Business
University of Louisville
Louisville, KY 40292
(502) 852.4859
Terri.burch@louisville.edu

Office: (502) 852-4859
FAX: (502) 852-4867

Office: W114 College of Business
Email: terri.burch@louisville.edu

Education:

1991–1996 Completed Ph.D. course work in Biology, University of Louisville
1982 M.S. in Animal Sciences, University of Kentucky
1980 B.S. in Agriculture, Morehead State University

Positions Held:

2017 – present Interim Director, Equine Industry Program, University of Louisville
1987 – present Coordinator, Equine Industry Program, University of Louisville
1999 – present Consultant and Bloodstock Agent for Stoneway Farm, LaGrange, KY
2010 – present Racing Manager for Stoneway Farm, LaGrange, KY
1985 – 1987 Lab Researcher, Dept Plant Sciences, University of California, Riverside

Committees:

ROAP Board Member – 2017 to present
ROAP Educational Committee – board member – 2017 to present
Backside Learning Center “Benefit for the Backside” Committee – board member – 2016 to present
Equine Trail Advocates – board member – 2017 to present
IHSA Regional Zone 6, Region 3 Committee – member – 2006 to present
ISSRA Committee – member – 2010 to present
COB Co-op Committee – 2000 to present
Cardinal Care Committee – 2005 – CBPA representative
CBPA Outstanding Staff Awards Committee – chair
CBPA Dean Search Committee – staff representative – 2004
CBPA Freshman Kickoff Committee – 2001
CBPA Curriculum Committee – 1988 to 1992
Kentucky Horse Council – 1999 to 2002 – secretary
Kentucky Horse Council – 2003 to 2004 – vice-president
Kentucky Horse Council – 2005 to 2007 – president
Kentucky Horse Council Educational Committee – 2009
Kentucky Dept of Ag, Equine Core Group – 2003 to 2005 – board member
Woman’s Way – 2003 to 2005 – board member
Kentucky Dept of Ag Animal Identification Committee – 2005 – board member
Equine Consortium – Member 2005

Industry Speaking and Judging

KEEP Conference – Overview of Equine Industry Program – October 2017
Lectures to ROAP Continuing Education Seminars – 2016 to present Lectures to
the Royal Agricultural College – 1990s to present
Speaker at Nelson County High School Ag Program – 2006
Speaker at the American Collegiate Horsemen’s Association meeting - 2003 Judged
Horse Show Floyd County - 2001
Lectures to the South Korean Horse Racing Association – 1990s Judged KY 4-
H State Fair Stable Care Program – throughout 1990s Judged KY 4-H Public
Speaking Contests – throughout 1990s

Computer Training

Microsoft Office – Word, Access, Excel, PowerPoint
FrontPage
HTML
PhotoShop
Blackboard SPSS
PeopleSoft
Groupwise

Courses Developed and/or Taught

Equine Current Issues Equine
Speaker Series Horse Industry
Overview Equine Software
Methods of Research
Independent Study
Global Aspect of the Horse Industry Co-op
in Equine
Campus Culture

MICHELE FISCHER

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HORSE RACING EXECUTIVE

With international experience in racetrack operations, wagering systems, simulcasting and marketing.

PROFESSIONAL EXPERIENCE

Darting Star, LLC

2018 - Present

Principal

- Provide international consulting services for horse racing entities, including Hong Kong Jockey Club, Exacta Systems, BETIA Limited (Australia), Equestrian Club of Riyadh, and Sportech.
- Partner in 91-acre Thoroughbred farm in Ohio, which has been in my family for over 50 years.

University of Louisville – Equine Industry Program at College of Business

January 2018- Present

Adjunct Professor

- Spring Semester 2018/2020 – Equine Marketing
- Spring Semester 2019 – International Racing (Argentina)

Sportech PLC (Racing//Digital Division)

March 2003 – October 2018

The largest international provider of pari-mutuel wagering systems and services operating in 35 countries and traded on the London Stock Exchange.

Vice President of Sales and Business Development (March 2015-October 2018)

- Managed a team servicing racetracks, ADWs and OTBs.
- Directed product and services sales strategy for North and South America.
- Spearheaded simulcast and commingling agreements with Hong Kong Jockey Club in the US.
- Analyzed pari-mutuel trends to adjust wagering products to meet evolving public demands.

Director of Sales (and Accounts)

- Managed sales of totalisator wagering services and products in North America and Caribbean.
 - Responsible for contract acquisitions and renewals from RFP receipt through contract execution, including contract negotiation, proposals and presentations.
- Coordinated the wagering operations for marquee days, including the two-day Breeders' Cup at Monmouth Park.
- Part of team that implemented simulcasting and wagering of Swedish and Puerto Rican racing in North America.
- Managed sales of international simulcast/television uplink services and wagering data communications services for horse racing (Nasrin, LLC). [Product divisions sold in March 2007]
- Worked with racetracks and Off-Track Betting locations to improve wagering efficiency by analyzing sales, terminal placement, self-service usage, account wagering and device mixture.
- On a daily basis, interface between internal technical and operations departments and racetracks.
- Closely worked with the finance department to assure projects are within budget and sales pricing meets the corporation's requirements.

JettSport, Inc.

1999- 2002

A branding and graphic design firm.

Managing Partner

- Managed day-to day operations, which included overseeing freelance creatives, vendors and budgets.

- Official licensee of the “Art of Churchill Downs”.

- Produced, distributed, sold and promoted award-winning art products for the Kentucky Derby, Kentucky Oaks and Churchill Downs.
- Implemented a sub-license program for artwork containing Churchill Downs trademarked and copyrighted properties.
- Managed the creation of corporate identity and marketing materials for sports and entertainment entities, including Muhammad Ali Center, Hambletonian, Kentucky Derby Festival, Colorado Shakespeare Festival, Cleveland Browns and Art Deco Weekend at South Beach.

Wyvern, LLC.

North American agent for Australian Racing (company acquired by TabCorp)

Project Manager for Australian Simulcasting (Client: Sky Channel Australia)

Contract term: August 1996 – March 1997

- Co-wrote and implemented strategic plan to simulcast Thoroughbred racing from Australia to North America.
- Negotiated/contracted wagering hubs and outlets in North America.
- Supervised the conversion and distribution of past performances, post times, race schedules and news stories from the Australian Associated Press to American outlets.
- Coordinated the telecast/broadcast production from Sydney, which was downlinked in Los Angeles, CA and put on a domestic satellite in North America with separate pool odds.

Account Executive for Melbourne Cup (Client: Victoria Racing Club)

Contract terms: 1995 (August – December) and 1996 (August – December)

- Developed and implemented strategic plan for inaugural (1995) Melbourne Cup wagering simulcast to North America.
- Negotiated simulcast contracts and television placement for Australia's Channel 9 Melbourne Cup telecast.
- Established and executed a public relations campaign which attracted North American coverage.

Racing Official

Ellis Park - Entry Clerk, Racing Office

1993 Summer Meet

Dueling Grounds (now known as Kentucky Downs) – Patrol Judge

1993 and 1994 Meets

EDUCATION

University of Louisville – Louisville, KY

- **Master of Business Administration** (August 1999)
- **Bachelor of Science in Business Administration** (May 1995)
Majors: Management and Equine Administration
- **Racing Officials Accreditation Program** (1995)
Passed written and video examinations.

Hong Kong Baptist University – Hong Kong

- International Institute of Business Development (July 1998)
Graduate courses applied to MBA.

SPEAKING ENGAGEMENTS

- Association of Racing Commissioners International
- International Simulcast Conference
- American Greyhound Track Operators Association Conference
- University of Arizona Racing Symposium
- National Horsemen's Benevolent and Protective Association
- Saratoga Institute on Racing and Gaming Law

Sarah A. Memmi

Duke University, Fuqua School of Business 100 Fuqua Dr. |
Durham, NC 27708

sarah.memmi@duke.edu | (802) 738-3632 | sarahmemmi.com

EDUCATION

Duke University, Fuqua School of Business

PhD, marketing, 2020

Dissertation: “The Interplay Between Consumer Resources and Goal Pursuit”

Committee: Jordan Etkin (chair), Jim Bettman, Tanya Chartrand, Keisha Cutright, Gráinne Fitzsimons

University of Vermont

BA English, College Honors, magna cum laude, Phi Beta Kappa

RESEARCH INTERESTS

Goal pursuit and motivation, consumer resources (e.g., time, money, social support), goal conflict, consumption habits, well-being

PUBLICATIONS & MANUSCRIPTS UNDER REVIEW

“Budgeting Time First Increases Multiple Goal Achievement,” with Jordan Etkin, invited revision at *Journal of Consumer Research*

“Goal Conflict Encourages Work and Discourages Leisure,” with Jordan Etkin, under 3rd- round review, *Journal of Consumer Research*

Parkinson, Carolyn, Trent Walker, Sarah Memmi, and Thalia Wheatley (2017), “Emotions and Intentions are Understood from Biological Motion Across Remote Cultures,” *Emotion*, 17 (April), 459–477.

WORKING PAPERS

“To Commit to Yourself, Commit to Others: Using Precommitment to Shield Personal Goals from Relationship Conflict,” with Jordan Etkin and Christine Moorman

SELECT RESEARCH IN PROGRESS

“Resource Goals,” with Jordan Etkin

“Variety and Habit Formation,” with Jordan Etkin

“Predicting Goal Conflict,” with Jordan Etkin and Luis Perez-Abreu “Scales and Truthful Disclosure,” with Ellie Kyung and Manoj Thomas

“Moral Implications of Self-Control Strategies,” with Rodrigo Dias, Jordan Etkin, and Tanya Chartrand

“Goal Stacking,” with Holly Howe and Jordan Etkin

PEER-REVIEWED CONFERENCE PRESENTATIONS (**presenting author*)

Sarah Memmi* and Jordan Etkin, “Budgeting Time First Increases Multiple Goal Achievement,” paper presented at Association for Consumer Research; Atlanta, Georgia, October 2019

Sarah Memmi* and Jordan Etkin, “Putting Time First Increases Multiple Goal Achievement,” paper presented at Carolina Research in Social Psychology; Durham, North Carolina, April 2019
Best Symposium Presentation Award winner

Jordan Etkin and Sarah Memmi*, “Goal Conflict Encourages Work and Discourages Leisure,” paper presented at Society for Judgment and Decision Making; New Orleans, Louisiana, November 2018

Sarah Memmi*, Jordan Etkin, and Christine Moorman, “To Commit to Yourself, Commit to Others: Using Precommitment to Shield Personal Goals from Relationship Conflict,” paper presented at Society for Consumer Psychology; Dallas, Texas, February 2018

Sarah Memmi*, Jordan Etkin, and Christine Moorman, “To Commit to Yourself, Commit to Others: Using Precommitment to Shield Personal Goals from Relationship Conflict,” poster presented at Society for Consumer Psychology–Emotion and Motivation; New York, New York, June 2017

Sarah Memmi*, Jordan Etkin, and Christine Moorman, “To Commit to Yourself, Commit to Others: Using Precommitment to Shield Personal Goals from Relationship Conflict,” paper presented at Carolina Research in Social Psychology; Durham, North Carolina, April 2017

Sarah Memmi*, Jordan Etkin, and Christine Moorman, “To Commit to Yourself, Commit to Others: Using Precommitment to Shield Personal Goals from Interpersonal Conflict,” poster presented at Society for Personality and Social Psychology; San Antonio, Texas, January 2017
Best student poster award runner-up

Sarah Memmi*, James Bettman, and Mary Frances Luce, “The Effect of Perceived Habit on Identity and Goal Pursuit,” poster presented at The Habit-Driven Consumer; Santa Catalina Island, California, August 2016

Sarah Memmi*, Jordan Etkin, and Christine Moorman, “To Commit to Yourself, Commit to Others: Using Precommitment to Shield Personal Goals from Interpersonal Conflict,” poster presented at Society for Consumer Psychology; St. Pete’s Beach, Florida, February 2016

CHAired CONFERENCE SYMPOSIA

Sarah Memmi, “Time Matters: Dynamics of Sequential and Simultaneous Multiple Goal Pursuit,” Association for Consumer Research; Atlanta, Georgia, October 2019

Jordan Etkin and Sarah Memmi, “Toward an Integrated Wisdom of Goals and Personal Resources” knowledge forum, Association for Consumer Research; Atlanta, Georgia, October 2019

TEACHING

INSTRUCTIONAL DESIGN

“Survey Design for Market Research,” designed individual and team case assignments, grading rubric, and accompanying lecture. Materials used in:

Market Intelligence (MMS), with Jordan Etkin, spring 2018 and 2019

Market Research (EMBA), with Jordan Etkin, fall 2018

Market Research (MBA), with Tanya Chartrand, fall 2018

TEACHING ASSISTANT

Marketing Strategy (MBA), instructor Christine Moorman, spring 2016, 2017, and 2018

GUEST LECTURES

“Survey Design Using Qualtrics,” lecture and workshop for Market Intelligence (Duke Fuqua MMS), instructor Jordan Etkin, spring 2018 and 2019 *Evaluation: Interesting: 4.93/7, Knowledgeable: 6/7, Prepared: 6/7*

“Habits, Goals, and Behavior Change,” lecture and workshop for Introduction to Psychology (Durham Tech undergraduate), instructor Aimee Chabot, June 2018

“Precommitment and Interpersonal Goal Conflict,” lecture for The Psychology of Justice (Duke undergraduate), instructor Beatrice Capestany, March 2016, *Evaluation 4.7/5*

AWARDS & HONORS

2019 Best Symposium Presentation Award, Carolina Research in Social Psychology

2019 Travel award, Fuqua Society to Advance Gender Equality (STAGE)

2017 Runner-up, SPSP Best Student Poster Award

2017 Marketing Science Institute Young Scholars Research Grant, “How Variety Affects Habit Formation”

SERVICE

AD HOC REVIEWING

Association for Consumer Research conference reviewer, 2017–present

Society for Consumer Psychology conference reviewer, 2017–present

INSTITUTIONAL

Duke Fuqua Executive MBA Women’s Event, designed and led workshop based on dissertation research, 2019

Duke Marketing PhD Student Seminar organizer, 2015–17 Duke
Marketing PhD Behavioral Brown Bag organizer, 2015–16

DOCTORAL COURSEWORK

MARKETING

Special Topics in Consumer Behavior, James Bettman
Seminar in Consumer Behavior, James Bettman Decision
Behavior, John Payne
Marketing Strategy, Christine Moorman Quantitative
Research in Marketing, Carl Mela Marketing
Proseminar, department

METHODS

Applied Multivariate Analyses, Mark Leary Experimental
Design and Analysis, Julie Edell Behavioral Research
Methods, Tanya Chartrand Applied Research Methods
(UNC), Jeffrey Edwards Regression, Madeline Carrig
ANOVA, Madeline Carrig

PSYCHOLOGY

Social Behavior and Personality, Richard Hoyle
Psychosomatic Determinants of Health, Laura Richman

PROFESSIONAL AFFILIATIONS

Association for Consumer Research
Society for Consumer Psychology
Society for Personality and Social Psychology
Society for Judgment and Decision Making

SELECT NON-ACADEMIC PROFESSIONAL EXPERIENCE

Dartmouth College, Office of Communications (2005-14)

Served in a series of marketing communications leadership roles at increasing levels of responsibility, including editorial director, director of strategic initiatives, and interim director of the office of communications. Responsibilities included editorial and creative direction of marketing communications across multiple channels (web, social media, print, email marketing, events), public relations, crisis communications, and leadership of major initiatives (e.g., design, content, and infrastructure overhaul of Dartmouth.edu).

The Equine Journal (2003–05)

Writer and account executive (advertising sales) at monthly equine industry magazine

REFERENCES

Jordan Etkin Jim Bettman

Associate Professor of Marketing Burlington Industries Professor of Marketing Duke University, Fuqua School of Business Duke University, Fuqua School of Business 100 Fuqua Drive | Durham, NC 27708 100 Fuqua Drive | Durham, NC 27708 (919) 660-7766 | jordan.etkin@duke.edu (919) 660-7851 | jrb12@duke.edu

Christine Moorman

T. Austin Finch, Sr. Professor of Marketing Duke University, Fuqua School of Business 100 Fuqua Drive | Durham, NC 27708 (919) 660-7856 | moorman@duke.edu

* For letters of recommendation, please email patti.bright@duke.edu

APPENDIX: ABSTRACTS

Dissertation overview: “The Interplay Between Consumer Resources and Goal Pursuit”

Consumers’ goals and personal resources are fundamentally intertwined. All goals require resources to pursue (e.g., time, money, energy, social support), and resources are defined by the ability to advance goals. Resources influence which goals are pursued and can create conflict between multiple goals. Conversely, consumers’ goals influence how resources are allocated and consumed. In my dissertation, I investigate the complex relationship between resources and goal pursuit. My first essay demonstrates that a subtle shift in the way consumers think about time when setting goals increases multiple goal achievement. I find that budgeting time first (i.e., before setting goals) reduces optimism bias in goal setting, thus encouraging people to set more accurate multiple goals that can all be achieved within available time. My second essay explores the phenomenon of setting goals for resources. I define a conceptual framework for distinct types of resource goals (i.e., acquisition, accumulation, conservation, consumption, disposal), identify which resources tend to be associated with which goals, and explore outcomes for goal pursuit. I posit that resource goals can be effective means to advance higher-order goals, particularly when such goals are nonspecific or lack salient subgoals. However, resource goals can have negative consequences when they become overgeneralized (e.g., overearning, tightwads) and are pursued maladaptively. This research expands theoretical understanding of the rich relationship between goals and resources and has substantive implications for consumer goal pursuit and well-being.

“Budgeting Time First Increases Multiple Goal Achievement,” Sarah Memmi and Jordan Etkin, job market paper, invited revision at *Journal of Consumer Research*

Consumers often have multiple goals and limited time to pursue them. Running out of time means that people fail to achieve some (or even all) of their goals. When time constrains multiple goal pursuit, what might help consumers achieve their multiple goals? We propose that a subtle shift in the way people think about setting goals in relation to (limited) time can improve multiple goal success. Six experiments demonstrate that, compared to only setting goals, budgeting time first increases multiple goal achievement. This occurs because, by increasing consideration of time trade-offs between goals, budgeting time before setting goals reduces optimism bias in multiple goal setting. Thus, budgeting time encourages consumers to set more accurate multiple goals that they are more likely to (all) achieve. Importantly, budgeting time increases goal accuracy without

reducing total output. People accomplish just as much overall, but budgeting time first increases the number of goals that this same output achieves. Further, by increasing multiple goal achievement, budgeting time has downstream benefits for subjective well-being. This research contributes to understanding of the relationship between goals and time, multiple goal setting and pursuit, and opportunity costs. The findings also have substantive implications for consumer goal pursuit and well-being.

Goal Conflict Encourages Work and Discourages Leisure,” Jordan Etkin and Sarah Memmi, under 3rd-round review at *Journal of Consumer Research*

Leisure is desirable and beneficial, yet consumers frequently forgo leisure in favor of other activities—namely, work. Why is this the case? We propose that goal conflict plays an important role. Seven experiments demonstrate that perceiving greater goal conflict encourages work and discourages leisure—even when those activities are unrelated to the conflicting goals. This occurs because goal conflict increases general reliance on salient justifications, influencing how much time people spend on subsequent, unrelated activities. Because work tends to be easier to justify and leisure harder to justify (at least in Western cultures), goal conflict increases time spent on work and decreases time spent on leisure.

Thus, even when the conflicting goals are independent of the specific work and leisure activities considered (i.e., goal conflict is “incidental”), goal conflict encourages work and discourages leisure. The findings further understanding of how consumers allocate time between work and leisure, incidental effects of goal conflict on decision making, and the role of justification in consumer choice. They also have implications for the use of “time- saving” technologies and the marketing of leisure activities.

“To Commit to Yourself, Commit to Others: Using Precommitment to Shield Personal Goals from Relationship Goal Conflict,” Sarah Memmi, Jordan Etkin, and Christine Moorman, working paper.

Consumers pursue personal goals within a complex social environment rife with opportunities for goal conflict. Even when consumers are motivated to adhere to their goals, relationship partners’ goals regularly compete for and claim the same resources. How can consumers adhere to valued personal goals when they experience such conflict? Five experiments demonstrate that when pursuing a personal goal conflicts with a relational goal to support another person, precommitments that have consequences for other people (vs. just the self) increase personal goal adherence. This occurs because such precommitment reduces feelings of selfishness for prioritizing the personal goal. This occurs even when one’s goals and choices are not visible to others, and the effects generalize across multiple types of competing goals and resources. The findings offer novel insight into the psychological mechanisms that underlie precommitment, expand understanding of interpersonal processes in goal conflict, and provide actionable insights to help consumers protect valued goals by crafting effective precommitments.

Thomas E. Lambert, Ph.D.

3515 Gladden Drive
Louisville, KY 40218

Website: <https://uofl.academia.edu/ThomasLambert>

502-403-9795

LambertThomas@hotmail.com

Career Interests: Faculty Member, Researcher, University Professional Staff, or Consultant

Education:

Ph.D.	University of Louisville <i>Graduate School Dean's Citation for Excellent Achievement</i>	Major Area: Urban and Public Affairs Field Areas: Urban Economics, Planning
M.S.	University of Kentucky	Major Area: Economics
M.B.A.	University of Louisville	Major Area: Management
B.A.	University of Louisville <i>Graduated with Honors</i>	Major Area: Political Science

Book Chapter:

“The Use of Quasi-experimental Design in Urban and Regional Policy Research and Political Economy,” with Michael Bewley, Chapter 27 in *Handbook of Research Methods and Applications in Heterodox Economics*, 2016, pages 535-553, Edward Elgar Publishers.

Peer Reviewed Articles and Notes:

“Monopoly Capital and Innovation: An Exploratory Assessment of R&D Effectiveness,” *International Review of Applied Economics*, published online May 29, 2019. <https://doi.org/10.1080/02692171.2019.1620703> .

“Monopoly Capital and Entrepreneurship: Whither Small Business?,” March 2019, *Cambridge Journal of Economics*. <https://academic.oup.com/cje/advance-article-abstract/doi/10.1093/cje/bey060/5372990>

“Does Innovation Chase Profits, or Do Profits Chase Innovation?,” September 2018, *Journal of Applied Management and Investments*, Vol. 7 No. 3, pp. 141-146. <http://www.jami.org.ua/abstracts7-3.htm>

“Addressing Externalities: An Externality Factor Tax-Subsidy Proposal” with Jay Beeks, March 8, 2018, *European Journal of Sustainable Development*, <http://www.lectitopublishing.nl/viewpdf/addressing-externalities-an-externality-factor-tax-subsidy-proposal>

“US Worker Co-Operatives and Their Spans of Management, Decision Making, and Governance: An Exploratory Analysis,” *Journal of Co-operative Organizations and Management*, Vol 5 (2017), pp. 80-84.

“The Impact of Growth and Innovation Clusters on Unemployment in US Metro Regions,” with Gary Mattson and Kyle Dorriere, published online April 5, 2017, *Regional Science Policy and Practice*.

<http://onlinelibrary.wiley.com/doi/10.1111/rsp3.12087/abstract>

“Do Efficiency and Productivity Pay Off for Capital and Labor? A Note using Data Envelopment Analysis,” *World Review of Political Economy*, Vol. 7, No. 4 (Winter 2016), pp. 474-485.
http://www.jstor.org/stable/10.13169/worldreviewpoliecon.7.4.0474?seq=1#page_scan_tab_contents

“The Impact of Urban Sprawl on Journey to Work Times for Mass Transit and All Other Commuters in the United States:

A Research Note,” with Hokey Min and Kyle Dorrierre. *Journal of Transportation Management*, Vol. 26, No. 2, Fall/Winter 2016, pages 59-67.

“The Impact of Stagnating Casino Revenues on State and Local Tax Revenues,” with Arun Srinivasan, *Public Budgeting and Finance*, published online July 2016.

“Monopoly Capital and Capitalist Inequality: Marx after Piketty,” *Journal of Economics and Political Economy*, March 2016, Vol. 3, Issue 1: 151-159. <http://kspjournals.org/index.php/JEPE/article/view/687>

"Benchmarking and Improving Mass Transit Systems in the United States based on Best-in Class Practices: Policy Implications,” with Hokey Min and Young-Hyo Ahn, *International Journal of Logistics Management*. Vol. 28, No. 1, pages 172-193. 2015. <https://www.emeraldinsight.com/doi/abs/10.1108/IJLM-01-2015-0031>

“Monopoly Capital and Capitalist Inefficiency,” with Ed Kwon, *International Review of Applied Economics.*, Vol. 29, Issue 4, 2015, pages 1-20. <https://www.tandfonline.com/doi/abs/10.1080/02692171.2015.1016409>

“Evaluating the Comparative Efficiency of Urban Mass Transit Systems: A Longitudinal Analysis of the Ohio Case” with Hokey Min and Young-Hyo Ahn forthcoming, *International Journal of Logistics: Research and Applications*, Published online: January 7, 2015, 18(6):1-17.

“The Impact of Urban Sprawl on Disaster Relief Spending: An Exploratory Study,” with James Catchen and Victoria Vogelgesang, *Journal of Economic Issues*, Vol. 49(3): 835-864, September 2015.

"An Exploratory Evaluation of State Road Provision to Commuters and Shippers," with Hokey Min, *Benchmarking: An International Journal*, Vol. 22, Issue 6, pp.900 – 919, September 2015.

“The Top 1 Percent and Exploitation Measures,” *Review of Radical Political Economics*, with Edward Kwon. (research note), Vol. 47(3): 465-476. Fall 2015.
http://rrp.sagepub.com/content/early/2014/08/22/0486613414542781.full.pdf?ikey=rnQAm1zslmUyCbs&ke_ytype=ref

“Ex-Urban Sprawl and Fire Response in the United States,” *Journal of Economic Issues*, with Arun K. Srinivasan and Matin Katirai, Vol. 46, No. 1, December 2012, pages 967-987.

“Explaining Levels of Inequality in OECD Nations by Using Rates of Surplus Value and Profit to Wage Ratios,” *World Review of Political Economy*, Vol. 3 No. 3, Fall 2012, pages 313-326.

“The Relationships among Certain Political and Socioeconomic Variables with Economic Efficiency: An Exploratory Article,” *World Review of Political Economy*, Vol. 2, No. 4, Fall 2011, pages 687-707.

“An Analysis of State Level Immigration and Inequality over the Last Two Decades: The Case for Aid to State Governments,” *Journal of Public Management and Social Policy*, Vol. 17, No. 2 Fall 2011.

“Falling Income and Debt: Comparing Views of a Major Cause of the Great Recession,” *World Review of Political Economy*, Vol. 2, No. 2, Summer 2011, pages 247-261

“Benchmarking and Evaluating the Comparative Efficiency of Urban Paratransit Systems” with Hokey Min. *Journal of Transportation Management*, Vol. 21, No. 2A, Fall 2010, pages: 48-62.

“Urban Location and the Success of Casinos in Five States,” with Arun Srinivasan, Uric Dufrene, and Hokey Min. *International Journal of Management and Marketing*, Vol. 3, No. 3, Fall 2010, pages 1-16.

“Neighborhood Environment and Obesity in the Louisville, Kentucky Area" with Hokey Min, *International Journal of Housing Markets and Analysis*, Vol. 3, No. 2, 2010, pages 163-174. (Award winning paper—see relevant background and experience).

“Benchmarking and Measuring the Comparative Efficiency of Emergency Medical Services in Major U.S. Cities,” with Hokey Min and Arun Srinivasan. *Benchmarking: An International Journal*, Vol. 16, No. 4, 2009,

page 543-561.

“The Utilization of Foreign Trade Zones in the Global Supply Chain: An Exploratory Study,” with Hokey Min. *International Journal of Services and Operations Management*, Vol. 6, No. 2, 2010, pages 110-125.

“New and Fringe Residential Development and Emergency Medical Services Response Times in the United States,” with Peter B. Meyer. *State and Local Government Review*, Vol. 40, No. 2, August 2008, pages 115- 124.

”Ex-Urban Sprawl as a Factor in Traffic Fatalities and EMS Response Times in the Southeastern United States,” with Peter B. Meyer. *Journal of Economic Issues*, Vol. 40, No. 4, December 2006, pages 941-953.

“Evaluating the Comparative Efficiency of Eleven States’ Highway Expenditures,” with Hokey Min. *Journal of Transportation Management*, Vol. 17, No. 2, Fall 2006, pages 46-62.

“The Truck Driver Shortage Issue Revisited,” with Hokey Min. *Transportation Journal*, Vol. 42, No. 2, Winter 2002, pages 5-16.

“An Evaluation of the Effectiveness of Louisville’s Enterprise Zone,” with Paul Coomes. *Economic Development Quarterly*, Vol. 15, No. 2, May 2001, pages 168-180.

“The Impact of State Taxes on the Development and Growth of the Trucking Industry,” with Hokey Min. *Journal of Transportation Management*, Vol. 12, No. 2, Fall 2000, pages 33-46

“Thorstein Veblen and the Higher Learning of Sport Management Education.” *Journal of Economic Issues*, Vol. 33, No. 4, December 1999, pages 973-984.

“Immigration Restrictions and the American Worker: An Examination of Competing Interpretations,” with Scott Cummings. *Population Research and Policy Review*, Vol. 17, 1998, pages 497-520.

“The Working Poor and Transportation: A Comment on Marlene Kim’s ‘The Working Poor: Lousy Jobs or Lazy Workers?’” *Journal of Economic Issues*, Vol. 32, No. 4, December 1998.

"Anti-Hispanic and Anti-Asian Sentiments Among African Americans,” with Scott B. Cummings. *Social Science Quarterly*, Vol. 78, No.2, June 1997, pages 338-353.

Book Reviews:

The Aggregate Production Function and the Measurement of Technical Change, ‘Not Even Wrong’, by Jesus Felipe and John S. L. McCombie, 2013. *Review of Radical Political Economics*. Published online,

September 2015, <http://journals.sagepub.com/doi/full/10.1177/0486613415603164> .

World Economic Primacy: 1500-1990, by Charles P. Kindleberger, 1996. *Review of Radical Political Economics*, 29(2) Spring 1997: 103-105.

Dissertation Title:

"A Program Evaluation of the Louisville Enterprise Zone: A Study of Local Planning and Economic Development.” *Research funded by the City of Louisville*.

Recent College Teaching, Service, and Other Work Experience:

2016-Present University of Louisville, Louisville, Kentucky
Lecturer, Economics Department, College of Business

2011 – 2016 Northern Kentucky University, Highland Heights, Kentucky

Faculty, Public Administration, Dept. of Political Science & Criminal Justice

2006 - 2011 Indiana University Southeast, New Albany, Indiana

Visiting Lecturer and later Lecturer with Department of Economics, School of Business.

2006- 2008 University of Louisville

Adjunct lecturer and later Visiting Professor of Political Science and Public Policy Adjunct lecturer in statistics with College of Business at University of Louisville

Courses most frequently taught:

Public Policy, Economics, Management, Public Administration, Policy Analysis, Statistics, American Government, Urban Economics, Management Science

Other Publications:

“Economic Evaluation of KIDS NOW: Estimating Costs and Benefits for Kentucky’s Early Childhood Initiative for FY 2008,” with Patrick Smith, Margaret Pennington, Robert Illback, and Brittany Inge of REACH of Louisville, 2008 www.reachoflouisville.com

“Indiana Bank Performance During the Current Financial Crisis” *InContext*, with Uric Dufrene. May-June 2009, Vol. 10, No. 3. <http://www.incontext.indiana.edu/2009/may-jun/article1.asp>

Professional Associations and Service:

Article reviewer and referee for *Benchmarking: An International Journal*, *Economic Development Quarterly*, *International Journal of Social Economics*, *Social Science Quarterly*, *Journal of Policy Analysis and Management*, *Journal of Urban Affairs*, and *Journal of Urban Health*, and *Review of Policy Research*.

Member: Association for Evolutionary Economics, Association for Institutional Thought, and Urban Economics Association

Relevant Background and Experience Highlights:

Performed research and/or consulting on the following topics: benefit-cost analysis of public programs, the economic impact of a business locating in an area, enterprise zones, sports management, highway construction, living wage laws, business taxation and industry competitiveness, employee turnover rates, opinions toward immigrants, urban health, and urban growth and development.

- Successfully taught various economics courses, managerial statistics, and other business and public administration courses for nearly two decades.
- Developed on-line public policy courses.
- Successfully obtained funding from public and private sources for research projects.
- Conducted workshops and training seminars on small business management and entrepreneurship for participants from Louisville and from other nations.
- Testified before legislative bodies at the state and local level on various issues.
- Received Faculty Mentor Award from the University of Louisville and voted one of the Top 13 Faculty Favorites at the University of Louisville. http://delphi.louisville.edu/faculty_favorites/2006_nominations.htm#L
- Associate editor for *Journal of Business Disciplines* at IU Southeast.
- Paper on obesity and the built environment was a “Highly Commended Award Winner” at the Emerald Insight Publishers Literati Network Awards for Excellence 2011.

Milton C. Toby JD

PO Box 1425, Georgetown KY 40324...502.867.0241 (office)...859.285.9043 (cell)...mctoby.attorney@roadrunner.com

Experience 2009-2018 University of Louisville Louisville KY
Equine Industry Program

Faculty, Lecturer Courses Developed/Presented

- EQIN313 Equine Commercial Law
- EQIN 360 Equine Regulatory Law
- EQIN401 Equine Taxation
- EQIN402 Enterprise Analysis

2006-present Milton C. Toby, Attorney at Law Georgetown Ky

Solo Practitioner Equine Law

- Capital habeas corpus litigation
- Publishing contracts
- Chair (2009-2011), Kentucky Bar Association's Equine Law Section
- Presenter, 2010 Kentucky Bar Association Legal Update, Agister's Liens
- Presenter, 2015 Kentucky Bar Association Legal Update, Kentucky Animal Protection Laws

1995-2006 Perch & Toby, Attorneys Lexington KY

Partner

- Equine Law
 - Capital habeas corpus litigation
 - Publishing Contracts
-

2007-2009 Midway College Midway KY

Chair, Equine Division

- Supervise faculty (3 fulltime, 1 part time, various adjuncts) and staff
- Work with administration to further goals of program
- Develop and teach online and in-seat courses in Equine Law and Business Law

2001-present Kentucky Department of Education Frankfort KY

Hearing Officer/Mediator

- Special Education Hearing Officer (2001-2007)
- Member, Exceptional Children’s Appeal Board (2001-2007)
- Special Education Mediator(2010-present)

1972-Present

Journalist, Author, Photographer

- Sports Editor, Aiken (S.C.) *Standard* newspaper (1972-73)
- Editorial staff, *The Blood-Horse* magazine (1973-1984)
- Freelance photojournalist based in United States, China, Costa Rica, and Colombia (1984-1990)
- Freelance journalist and book author (1972-present)
- _____

2018-present

Leadership Experience

- President, American Society of Journalists and Authors
-

Education

1992-1995 University of Kentucky College of Law Lexington KY

Juris Doctor

- Editor in Chief, Journal of Environmental and Natural Resources Law

1967-1969 Centre College, Danville, Kentucky
1969-1972 University of Kentucky, Lexington, Kentucky

Bachelor of Science, Agriculture

Selected Publications

- *The Complete Equine Legal & Business Handbook*, Eclipse Press, required text for equine law classes at University of Louisville, Midway College, and Asbury University
- *Understanding Equine Business*, with Karen L. Perch, JD, PhD, Eclipse Press
- *Understanding Equine Law*, with Karen L. Perch, JD, PhD, Eclipse Press
- *Taking Shergar: Thoroughbred Racing's Most Famous Cold Case*, University Press of Kentucky, named best horse racing book at the EQUUS Film & Arts Fest, 2019; semi-finalist for best book about Thoroughbred racing, Dr. Tony Ryan Book Award
- *Dancer's Image: The Forgotten Story of the 1968 Kentucky Derby*, The History Press, winner of the Dr. Tony Ryan Book Award for the best book about Thoroughbred racing, American Horse Publications editorial award for best equine book of the year
- *Noor: A Champion Thoroughbred's Unlikely Journey from California to Kentucky* The History Press, winner of American Horse Publications Editorial award for best equine book of the year
- *Cañonero II: The Rags to Riches Story of the Kentucky Derby's Most Improbable Winner*, The History Press, semi-finalist, Dr. Tony Ryan Book Award
- *Ruffian*, Eclipse Press
- *Col. Sager, Practitioner*, The Blood-Horse
- *State Regulation of Complementary and Alternative Veterinary Therapies: Defining the Practice of Veterinary Medicine in the 21st Century*, Kentucky Journal of Equine, Agricultural, and Natural Resources Law, Vol. 1, No. 1, 2008-2009
- *Agister's Liens in Kentucky: How Much Process is Due?*, Bench & Bar, May 2007.
- *Taking Shergar: Horse Racing's Most Famous Cold Case*, www.bloodhorse.com, February 2016, honored by the American Society of Journalists and Authors as the best nonfiction article published in a trade publication in 2016; winner American Horse Publications Editorial Award as best longform article published in 2016
- *Silent Tom's Atomizer: Trainer of Seabiscuit Fame at Center of 1945 Scandal*, www.bloodhorse.com, May 2017, winner American Horse Publications Editorial Award for best longform article published 2017
- *Horses and the Law*, weekly blog, www.thehorse.com (2009-2012)
- *Legal Bits*, monthly column, *Paint Horse Journal* (January 2009-December 2011)
- Frequent contributor to various lay equine publications
- *Mandatory Reporting of Animal Abuse: A Legal Framework for Veterinarians, Attorneys, and Lawmakers*, American Veterinary Medical Law Association Conference, Boston, 2015

Selected Presentation

Appendix C

Course Syllabi

Horse Racing Industry Overview

EQIN 610, Section 50

XXXX

Instructor Information

Terri Burch

Office: Offsite

Office hours: By Appointment. *I will work with you in arranging an appointment.*

Office Phone: 502-852-4859

E-mail: terri.burch@louisville.edu

Please note that emailing is the best way to get in touch with me. I will respond within 24 hours.

Course Information

Course Description

An overview of the horse racing industry. Topics include: auctions, breeding farms, stallion stations, training centers, racetracks, affiliated companies, business ethics and responsibility and aftercare.

Course Purpose

The work we do in this course is focused on the stakeholders of the equine industry, focusing content on the horse racing industry and the supporting industries that are instrumental to its operation, in a broad overview manner.

This course is designed to be the foundational offering in the Horse Racing Industry Business Certificate. It can also be a standalone for students interested in the concept of the horse industry. A combination of readings, interactive activities, and written assignments will be used to develop critical thinking and business application skills.

Credit Hours: 1.5 Pre-

requisites: None

Student Learning Objectives

After completing this course, you should be able to:

1. Explain the history and importance of the horse racing industry to the Commonwealth of Kentucky and U.S. economies.
2. Compare and contrast the strengths and limitations of the equine industry.
3. Identify the important stakeholders that comprise the industry and their interdependence on each other.
4. Develop a horse industry vocabulary.
5. Summarize key outlets and resources for the equine industry.
6. Compare the role of the crisis management planning in the horse industry with other industries.
7. Analyze proposed legislation - state and federal - and its long-term impact on the horse industry.
8. Calculate the costs associated with the horse industry – owners, trainers, veterinarians, tracks, and training facilities.

Materials

Required Reading

The readings we use in this course are from popular press and the American Horse Council Economic Impact Studies and will be posted to Blackboard.

Recommended Reading

Issues of publications such as The Blood-Horse, TDN, Horse Racing Nation, American Horse Council, Kentucky Equine Research, The Paulick Report, DRF, and The Horse magazines reflect materials and content covered in the course are suggested readings. These have online versions.

Books that will help with terminology and a basic understanding of the industry include: Successful Thoroughbred Investment In A Changing Market by Jack Lohman and Arnold Kirkpatrick; Beyer on Speed; by Andrew Beyer, and Complete Guide to Breeding and Raising Racehorses by Joseph Lannon Taylor.

Taking an Online Class

Class communication is asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The role of the professor is to be a facilitator, guide, coach, or resource, in order to create an effective learning environment. Your job as the student, is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them.

For your privacy and security, only your official U of L email account will be used for email communication. No information will be sent to personal email accounts. Please check your U of L email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use correct grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Each week, you will have readings, reading responses, and online course content to complete. You will also have some individual and team assignments. All of these components will be used to assess your grade in this course.

Consistent with university standards, you are expected to dedicate 2.5 hours of time per week per credit hour, on average, to coursework (e.g., reading assignments, written assignments, and other work).

For this 1.5-credit-hour course, you should expect to spend at least 3 hours and 45 minutes per week on coursework. Note that this time requirement is in addition to time spent "in class" on Blackboard. This will vary across students depending on one's background.

Course Organization

Week 1: Horse Racing Industry: Yesterday, Today, and Tomorrow to Gain Perspective on this Unique Business Model.

Week 2: Understanding Key Stakeholders and Their Interactions.

Week 3: Costs of Industry Participation.

Week 4: Unexpected Crisis Situations and Industry Response.

Week 5: The Growth and Importance of Aftercare and Business Ethics and Responsibility.

Course Requirements

Weekly readings & discussion boards

Each week, there will be required readings or webinars (e.g., popular press articles) and an associated discussion board. One or two questions related to the readings will be posted to the board for student response. The discussion boards will require that students read other classmates' comments and respond.

Online content and comprehension checks

Each week, there will be online instructional content for students to study. This will include interactive activities as well as comprehension checks to ensure understanding of key concepts. Some sections will include bonus point questions!

Interview with an industry professional

Each student will identify and interview a professional in the equine industry. The deliverable assignment will be an edited interview, written in publication style (i.e., as though it were an article for publication).

Final Project

The final assignment is to create a documentary on an industry-related issue. This will be a team assignment in the form of a five to eight-minute video. The final project will entail the use of story boarding, design, production and editing on a topic or issue that is impacting the horse industry.

Criteria for Determination of Grades

Assignment (Each described in Appendix)	Percentage of Final Grade	Due Date:
Pre-Work	10%	*
Industry Professional Interview Project	20%	*
Readings, Discussion Boards, Knowledge Checks	30%	End of each week (Sunday at midnight eastern time)
Final Project – Industry Documentary	40%	*
Total	100%	

Grading

Grade	Percent range
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
F	Less than 70%

Late Assignments

Meeting deadlines is very important. Therefore, late assignments will receive a 10% deduction of the total points possible for every calendar day they are late. If you have circumstances that prevent you from meeting a deadline (e.g., representing the university in official functions such as athletic/academic competition, professional development conferences, ROTC), please plan to submit your assignment(s) before the due date.

Important Dates

Event	Date
Final Drop Date	*
Final Project Due	*

University Policies

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

Students with Disabilities

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

Student Conduct & Responsibilities

Integrity is one of the most important characteristics that employers seek in new hires and one that the College of Business strives to foster in all its students. As such, this course will abide by the [College of Business student conduct and responsibilities](#) and the [University of Louisville student conduct and responsibilities](#).

Academic Dishonesty

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Sometimes circumstances make it tempting to cut corners or take the easy way out. You will always have a better final outcome by missing a deadline or completing less than your best work than by cheating. Plagiarized assignments will earn an automatic F, your final grade may be further adjusted by up to two full letters, and the incident will be reported to the Dean for further disciplinary action.

Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity/expression, sexual orientation,

age, socioeconomic status, disability, religion, national origin or military status - that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Religious Holy Days and Observances

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term. For more information visit [Work Restricted Holiday Calendar](#).

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

Severe Weather

If the University of Louisville is closed due to a holiday, there is no impact on online classes. Coursework will be due according to the schedule.

Support Services

BizComm Coaching

About

The BizComm Coaches can offer a variety of FREE assistance on writing, speaking, and team-based assignments. Specific help ranges from dealing with writers block or speech anxiety, to organizing preliminary ideas, to polishing final drafts or fine-tuning presentation graphics.

Contact Information

Laura Tetreault 502-852-4870

Patrick Danner 502-852-4870

Office: Room 392

Email: bizcomm@louisville.edu

To book an appointment, go to <http://business.louisville.edu/bizcomm/bizcomm-coach/> and click on the "Book Appointment" button.

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the [Library Services for Distance Education and Online Courses](#) page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources](#) website.

University Writing Center

The University Writing Center is committed to supporting the writing of distance education students. If you are taking a distance education course and cannot make a face-to-face appointment at the Writing Center, you can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the [Writing Center](#) website.

Syllabus Changes

This syllabus is subject to change. Any changes will be posted on the Announcements page of Blackboard and emailed to students' official UofL email account.

Prepared Terri Burch, May 2020.

Strategic Communications for the Equine Industry

(Racetrack Issues Management and Communications)

EQIN 620, Section 50

XXXX

Instructor Information

Sarah Memmi, PhD

Office: [x]

Office hours: By Appointment. *I will work with you in arranging an appointment.*

Cell Phone: 802-738-3632

E-mail: [x.x@louisville.edu]

Unless otherwise noted, I will respond within 24 hours.

Course Information

Course Description

Effective communications are critical to implementing business strategy in today's fast-paced and interactive media environment. This course will introduce students to the purpose and practice of strategic communications in the equine industry. Key topics include communications planning and evaluation, media and government relations, and crisis communications.

Course Purpose

The main purpose of this course is to introduce you to the fundamentals of strategic communications and develop your understanding of its applications in the equine industry. A combination of readings, interactive activities, and written assignments will be used to develop critical thinking and business writing skills. Throughout the course, emphasis will be placed on using communications to implement business strategy.

Credit Hours: 1.5 Pre-

requisites: None

Student Learning Objectives

After completing this course, you should be able to:

1. Explain the role of strategic communications in enhancing brands and organizational reputation.
2. Explain how to interface and advocate with members of the media, government, and regulatory agencies.
3. Make effective use of digital communication channels.
4. Identify crises, plan for (and sometimes prevent) them, and respond effectively when they occur.
5. Design a comprehensive communications plan.
6. Apply foundational public relations competencies to current issues in the equine industry.

Materials

Required Reading

1. **Corporate Communication by Paul Argenti** (7th edition, McGraw Hill).
2. **Additional weekly readings.** Links to popular press articles and other readings will be posted to Blackboard.

Taking an Online Class

Class communication is asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The role of the professor is to be a facilitator, guide, coach, or resource, in order to create an effective learning environment. Your job as the student, is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments should be completed using Microsoft Word.

For your privacy and security, only your official U of L email account will be used for email communication. No information will be sent to personal email accounts. Please check your U of L email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that people will have different perspectives and experiences, including different cultural and linguistic backgrounds, as well as political and religious beliefs.
- Behave in a professional manner when composing your responses in Discussion Forums. Write in complete sentences and use correct punctuation. Your tone does not have to be formal, but this is an online classroom, not a text thread with your best friend. Swearing and profanity is part of being sensitive to your classmates and will not be tolerated. Consider that slang and acronyms may be misunderstood or misinterpreted.
- Be respectful of your classmates. Critical discussion of key topics is encouraged. Attacking or insulting other individuals, however, is antithetical to this goal as it may discourage others from sharing different types of points of view.
- Be careful when using acronyms. If you use an acronym spell out its meaning first, and then put the acronym in parentheses. For example: Frequently Asked Questions (FAQs). After the first reference, you can use the acronym freely throughout your message.
- Use correct grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Each week, you will have readings, reading responses, and online course content to complete. You will also have some individual and team assignments. All of these components will be used to assess your grade in this course.

Consistent with university standards, you are expected to dedicate 2.5 hours of time per week per credit hour, on average, to coursework (e.g., reading assignments, written assignments, and other work).

For this 1.5-credit-hour course, you should expect to spend at least 3 hours and 45 minutes per week on coursework. Note that this time requirement is in addition to time spent “in class” on Blackboard. This will vary across students depending on one’s background.

Course Organization

Week 1: Implementing business strategy through communications

Week 2: Media relations

Week 3: Digital media

Week 4: Government relations

Week 5: Crisis communications

Course Requirements

Weekly readings & discussion boards

Each week, there will be required readings (e.g., textbook chapters, popular press articles) and an associated discussion board. One or two questions related to the readings will be posted to the board for student response. The discussion boards will require that students read other classmates' comments and respond.

Online content and comprehension checks

Each week, there will be online instructional content for students to study. This will include interactive activities as well as comprehension checks to ensure understanding of key concepts. Some sections will include bonus point questions!

Interview with an industry professional

Each student will identify and interview a communications professional in the equine industry. The deliverable assignment will be an edited interview, written in publication style (i.e., as though it were an article for publication).

Final Project

The final assignment is to create a strategic communications plan using the 6Ms framework. This will be a team assignment in the form of a written report approximately 10 pages. The final project should be created in Microsoft Word and will encompass the key topics discussed throughout the course.

Criteria for Determination of Grades

Assignment (Each described in Appendix)	Percentage of Final Grade	Due Date:
Weekly readings, discussion boards, and comprehension checks	30%	End of each week (Sunday at midnight eastern time)
Interview with industry professional (individual)	25%	[x]
Final project (team)	45%	[x]
Total	100%	

Grading

Grade	Percent range
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
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F	Less than 70%

Late Assignments

Meeting deadlines is critical in marketing communications. Similarly, meeting deadlines is important in this course. Therefore, late assignments will receive a 10% deduction of the total points possible for every calendar day they are late. If you have circumstances that prevent you from meeting a deadline (e.g., representing the university in official functions such as athletic/academic competition, professional development conferences, ROTC), please make arrangements to submit your assignment(s) *before* the due date.

Important Dates

Event	Date
Final Drop Date	Feb. [X]
Final Project Due	March [X]

University Policies

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Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity/expression, sexual orientation,

age, socioeconomic status, disability, religion, national origin or military status - that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Religious Holy Days and Observances

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term. For more information visit [Work Restricted Holiday Calendar](#).

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BizComm Coaching

About

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Contact Information

Laura Tetreault 502-852-4870

Patrick Danner 502-852-4870

Office: Room 392

Email: bizcomm@louisville.edu

To book an appointment, go to <http://business.louisville.edu/bizcomm/bizcomm-coach/> and click on the "Book Appointment" button.

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the [Library Services for Distance Education and Online Courses](#) page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources](#) website.

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Syllabus Changes

This syllabus is subject to change. Any changes will be posted on the Announcements page of Blackboard and emailed to students' official UofL email account.

Prepared by Dr. Sarah Memmi, May 2020.

Management and Leadership of Equine Enterprises

(Racetrack Management and Leadership)

EQIN 630, Section 50

XXXX

Instructor Information

Terri Burch

Office: Offsite

Office hours: By Appointment. *I will work with you in arranging an appointment.*

Office Phone: 502-852-4859

E-mail: terri.burch@louisville.edu

Please note that emailing is the best way to get in touch with me. I will respond within 24 hours.

Course Information

Course Description

An overview of the concepts of organizational structure, best practices, HR, communication, decision making, and problem solving from a leadership perspective; to provide the tools to effectively enact positive change and provide meaningful influence within a racing operation and to leadership groups that will determine the future of the horse racing industry.

Course Purpose

The work we do in this course is an overview of the business model used by farms, stables, racetracks, racinos, and other equine enterprises, focusing content on the how the companies intend to generate profits. It will cover Porter's Five Forces, personal resilience and reflection, stakeholder analysis, negotiations and consensus building, and cultivating leaders.

This course is designed to an overview course offering in the Horse Racing Industry Business Certificate. It can also be a standalone for students interested in the concept of the horse industry. A combination of readings, interactive activities, and written assignments will be used to develop critical thinking, business modeling and leadership skills.

Credit Hours: 1.5 **Pre-requisites:** None

Student Learning Objectives

After completing this course, you should be able to:

1. Explain stakeholder analysis and describe its importance for equine operations.
2. Develop personal resilience and personal reflection skills.
3. Demonstrate consensus building techniques in negotiating processes.
4. Illustrate discovering and developing potential leaders in an organization.
5. Apply Porter's Five Forces in strategy development.
6. Define HR operations.
7. Develop a horse industry vocabulary.

Materials

Required Reading

Strategy: Create and Implement the Best Strategy for Your Business, Harvard Business Essentials. Other readings used in this course are from popular press and will be posted to Blackboard.

Recommended Reading

Issues of publications such as The Blood-Horse, TDN, Horse Racing Nation, American Horse Council, Kentucky Equine Research, The Paulick Report, DRF, and The Horse magazines reflect materials and content covered in the course are suggested readings. These have online versions.

Books that will help with terminology and a basic understanding of the industry include: Successful Thoroughbred Investment In A Changing Market by Jack Lohman and Arnold Kirkpatrick and Complete Guide to Breeding and Raising Racehorses by Joseph Lannon Taylor.

Taking an Online Class

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The role of the professor is to be a facilitator, guide, coach, or resource, in order to create an effective learning environment. Your job as the student, is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

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- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use correct grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Each week, you will have readings, reading responses, and online course content to complete. You will also have some individual and team assignments. All of these components will be used to assess your grade in this course.

Consistent with university standards, you are expected to dedicate 2.5 hours of time per week per credit hour, on average, to coursework (e.g., reading assignments, written assignments, and other work).

For this 1.5-credit-hour course, you should expect to spend at least 3 hours and 45 minutes per week on coursework. Note that this time requirement is in addition to time spent "in class" on Blackboard. This will vary across students depending on one's background.

Course Organization

Week 1: Overview of horse racing industry business models and exploring stakeholders.

Week 2: Porter's Five Forces applied to the horse racing industry.

Week 3: Leadership – defining your style, development of leaders from within, and the art of negotiations by looking for consensus opportunities.

Week 4: Human resources and operating in the duality of racetracks and casinos.

Week 5: Leading in a global marketplace.

Course Requirements

Weekly readings & discussion boards

Each week, there will be required readings or webinars (e.g., popular press articles) and an associated discussion board. One or two questions related to the readings will be posted to the board for student response. The discussion boards will require that students read other classmates' comments and respond.

Online content and comprehension checks

Each week, there will be online instructional content for students to study. This will include interactive activities as well as comprehension checks to ensure understanding of key concepts. Some sections will include bonus point questions!

Interview with an industry professional

Each student will identify and interview a professional in the horse racing industry. The deliverable assignment will be an edited interview, written in publication style (i.e., as though it were an article for publication).

Final Project

The final assignment is to create an analysis using Porter's Five Forces of a horse racing business. This will be a team assignment in the form of a written report approximately 10 pages. The final project should be created in Microsoft Word and will encompass the key topics discussed throughout the course.

Criteria for Determination of Grades

Assignment (Each described in Appendix)	Percentage of Final Grade	Due Date:
Pre-Work	10%	*
Industry Professional Interview Project	20%	*
Readings, Discussion Boards, Knowledge Checks	30%	End of each week (Sunday at midnight eastern time)
Final Project – Industry Documentary	40%	*
Total	100%	

Grading

Grade	Percent range
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
F	Less than 70%

Late Assignments

Meeting deadlines is very important. Therefore, late assignments will receive a 10% deduction of the total points possible for every calendar day they are late. If you have circumstances that prevent you from meeting a deadline (e.g., representing the university in official functions such as athletic/academic competition, professional development conferences, ROTC), please plan to submit your assignment(s) before the due date.

Important Dates

Event	Date
Final Drop Date	*
Final Project Due	*

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Title IX/Clery Act Notification

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Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity/expression, sexual orientation,

age, socioeconomic status, disability, religion, national origin or military status - that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Religious Holy Days and Observances

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BizComm Coaching

About

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Contact Information

Laura Tetreault 502-852-4870

Patrick Danner 502-852-4870

Office: Room 392

Email: bizcomm@louisville.edu

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Syllabus Changes

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Prepared Terri Burch, May 2020.

Racetracks Operations and Related Activities

(Racetrack Operations, Wagering and Racinos)

EQIN 640, Section 50

XXXX

Instructor Information

Michele Fischer

Office: Offsite

Office hours: By Appointment. *I will work with you in arranging an appointment.*

Office Phone: 502-291-0676

E-mail: Michele.fischer@louisville.edu

Please note that emailing is the best way to get in touch with me. I will respond within 24 hours.

Course Information

Course Description

An overview of the operations of a racetrack and its related business channels.

Course Purpose

The main purpose of this course is to introduce you to the fundamentals of racetrack and wagering operations management and develop your understanding as it relates to revenue generation. A combination of readings, interactive activities, and written assignments will be used to develop critical thinking and operations skills. While we will examine complementary products, the emphasis will be to create a successful racing product.

Credit Hours: 1.5 Pre-

requisites: None

Student Learning Objectives

After completing this course, you should be able to:

1. Develop a race meet schedule & build a strategy to formulate purses
2. Explain standard race day operations and coordination including running the race card, food and beverage and amenities
3. Execute simulcast agreements including those participating in comingling and U.S. B Pools
4. Explain television production and distribution
5. Explain complementary onsite products and how they interact with your racing product
6. Demonstrate knowledge of the international landscape of the sport, including stakes race scheduling

Materials

Required Reading

1. **Additional weekly readings.** Links to popular press articles and other readings will be posted to Blackboard.

Taking an Online Class

Class communication is asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The role of the professor is to be a facilitator, guide, coach, or resource, in order to create an effective learning environment. Your job as the student, is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments should be completed using Microsoft Word.

For your privacy and security, only your official U of L email account will be used for email communication. No information will be sent to personal email accounts. Please check your U of L email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that people will have different perspectives and experiences, including different cultural and linguistic backgrounds, as well as political and religious beliefs.
- Behave in a professional manner when composing your responses in Discussion Forums. Write in complete sentences and use correct punctuation. Your tone does not have to be formal, but this is an online classroom, not a text thread with your best friend. Swearing and profanity is part of being sensitive to your classmates and will not be tolerated. Consider that slang and acronyms may be misunderstood or misinterpreted.
- Be respectful of your classmates. Critical discussion of key topics is encouraged. Attacking or insulting other individuals, however, is antithetical to this goal as it may discourage others from sharing

different types of points of view.

- Be careful when using acronyms. If you use an acronym spell out its meaning first, and then put the acronym in parentheses. For example: Frequently Asked Questions (FAQs). After the first reference, you can use the acronym freely throughout your message.
- Use correct grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Each week, you will have readings, reading responses, and online course content to complete. You will also have some assignments outside of class. Both will be used to assess your grade in this course.

Consistent with university standards, you are expected to dedicate 2.5 hours of time per week per credit hour, on average, to coursework (e.g., reading assignments, written assignments, and other work).

For this 1.5-credit-hour course, you should expect to spend at least 3 hours and 45 minutes per week on coursework. Note that this time requirement is in addition to time spent “in class” on Blackboard. This will vary across students depending on one’s background.

Course Organization

Week 1: Race meet scheduling, condition book (purses), source of horses, horsemen relations, stabling and services, track surface maintenance

Week 2: Race day operations, including running the races, on-site wagering, concessions/dining, amenities

Week 3: Simulcasting, comingling vs B Pools, television production and distribution, relationship with off-site wagering outlets- OTBs, ADWs, other racetracks, bookmakers

Week 4: Complementary on-site products – vlts, casino, historic horse racing, sports betting, virtual racing, entertainment

Week 5: Hosting international races, stake race scheduling

Course Requirements

Weekly readings & discussion boards

Each week, there will be required readings (e.g., textbook chapters, popular press articles) and an associated discussion board. One or two questions related to the readings will be posted to the board for student response. The discussion boards will require that students read other classmates’ comments and respond.

Online content and comprehension checks

Each week, there will be online instructional content for students to study. This will include interactive activities as well as comprehension checks to ensure understanding of key concepts.

Criteria for Determination of Grades

Assignment (Each described in Appendix)	Percentage of Final Grade	Due Date:
Weekly readings, discussion boards, and comprehension checks	30%	End of each week (Sunday at midnight eastern time)
Exam	25%	x
Final project	45%	x
Total	100%	

Grading

Grade	Percent range
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
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F	Less than 70%

Late Assignments

Meeting deadlines is critical in marketing communications. Similarly, meeting deadlines is very important in this course. Therefore, late assignments will receive a 10% deduction of the total points possible for every calendar day they are late. If you have circumstances that prevent you from meeting a deadline (e.g., representing the university in official functions such as athletic/academic competition, professional development conferences, ROTC), please make arrangements to submit your assignment(s) *before* the due date.

Important Dates

Event	Date
Final Drop Date	Feb. X
Final Project Due	March X

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We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

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Prepared Michele Fischer, June 2020.

Equine and Sports Analytics

(Racetrack and Sports Analytics)

EQIN 650, Section 50

XXXX

Instructor Information

Thomas E. Lambert, Ph.D.

Office: W112, Equine Industry Programs Suite, North Wing, College of Business

Office hours: Usually MWs, 2:30 to 4:30 PM and by appointment, which seems to work better.

Phone: 502-852-7838

E-mail: Thomas.Lambert@Louisville.edu

Discussion Board: One will be posted to the course website for general questions.

Unless otherwise noted, I will try to respond to notes or calls within 24 hours.

Course Information

Course Description

Description: Prerequisite: Some fluency in Microsoft Excel preferred.

A broad overview of the concepts and methods used in sports analytics as well as how to apply them.

Key topics include but are not limited to betting systems for horse racing and other sports, data.

Textbook: *Analytic Methods in Sports: Using Mathematics and Statistics to Understand Data from Baseball, Football, Basketball, and Other Sports* by Thomas Severini. 2014. CRC Press, 2020. ISBN 1000050904 and ISBN 9781000050905 E-book, paperback, etc. are all fine. Data for the book can be found at

<http://www.taseverini.com/Datasets.html>

Additional materials for reading, viewing, etc. In addition to using the text, you will also be provided PPT slides and videos that cover various topics related to text readings. Many of these will cover applications of MS Excel.

Course Purpose

To learn, apply, and interpret the results of various statistical techniques in the pursuit of better managing sports teams, sports facilities and sporting events.

Credit Hours: 1.5

Pre-requisites: Some fluency in MS Excel.

Student Learning Objectives

After completing this course, you should be able to:

1. Explain the history and importance of data analytics in sports management and sports economics.
2. Compare and contrast the strengths and limitations of different data analytics techniques.
3. Develop and interpret the results/output of various modeling methods for managerial decision making.

Taking an Online Class

Class communication is asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The role of the professor is to be a facilitator, guide, coach, or resource, in order to create an effective learning environment. Your job as the student, is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it.

As a general guide, you are on average expected to dedicate 2.5 hours of time per week per credit hour for the course reading assignments, Excel assignments, and/or other assignments. This will vary from student to student depending on one's background. However, it is not my role to judge your efforts because I can only evaluate the results of your efforts.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

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- Use correct grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Each week, you will have a combination of material to read or view as well as assignments. These assignments will require you to be online and sometimes interact with your classmates. You may be in a group as well to complete assignments. You will also have assignments outside of class. Both will be used to assess your grade in this course.

Course Organization

Week 1: Introduction and descriptive statistics in sports analytics and its applications.

Week 2: Probability and statistical methods.

Week 3: Correlation and linear regression.

Week 4: Multiple Regression

Week 5: Advanced methods, final papers and their "presentation"

Course Requirements and Evaluation for Grades

There are 500 total points possible.

250 points	Final paper, PPT slides for Final Paper, Posting comments on papers by other teams, and evaluation of your teammates. This is a group project. The details on these assignments, their grading rubrics and the link to which to upload your work are provided in handouts under Assignments on Blackboard. Part of this score will include your working with the Writing Center in Ekstrom Library so that they can review your work for grammar, syntax, spelling, etc. They are available for virtual sessions. You will have to upload a note from them saying that they reviewed your paper and have "met" with you on it. I prefer to do this so that I can focus on the content and purpose of your papers.
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250 points

Around 12 or so Excel Assignments on various applications that are covered in the text, handouts, and in videos. I will drop the lowest two scores of these assignments. Directions for these and the links to which to upload your output will be available under Assignments on Blackboard (Bb).

Criteria for Determination of Grades

Assignment (Each described in more detail under Assignments on Bb)	Percentage of Final Grade	Due Date: All due on a Sunday by midnight on the date below.
Various short Excel assignments	50%	End of Weeks 1 to 4
Final Project – Multivariate Sports Data Analytics Paper	50%	End of Week 5: Mar. 16
Total	100%	

Grading

Grade	Percent range of Total
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
F	Less than 70%

Late Assignments

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Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

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The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

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Sometimes circumstances make it tempting to cut corners or take the easy way out. You will always have a better final outcome by missing a deadline or completing less than your best work than by cheating. Plagiarized assignments will earn an automatic F, your final grade may be further adjusted by up to two full letters, and the incident will be reported to the Dean for further disciplinary action.

Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status - that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Religious Holy Days and Observances

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term. For more information visit [Work Restricted Holiday Calendar](#).

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

Severe Weather

If the University of Louisville is closed due to a holiday, there is no impact on online classes. Coursework will be due according to the schedule.

Support Services

BizComm Coaching

About

The BizComm Coaches can offer a variety of FREE assistance on writing, speaking, and team-based assignments. Specific help ranges from dealing with writers block or speech anxiety, to organizing preliminary ideas, to polishing final drafts or fine-tuning presentation graphics.

Contact Information

Laura Tetreault 502-852-4870

Patrick Danner 502-852-4870

Office: Room 392

Email: bizcomm@louisville.edu

To book an appointment, go to <http://business.louisville.edu/bizcomm/bizcomm-coach/> and click on the "Book Appointment" button.

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the [Library Services for Distance Education and Online Courses](#) page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources](#) website.

University Writing Center

The University Writing Center is committed to supporting the writing of distance education students. If you are taking a distance education course and cannot make a face-to-face appointment at the Writing Center, you can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the [Writing Center](#) website.

Syllabus Changes

This syllabus is subject to change. Any changes will be posted on the Announcements page of Blackboard and emailed to students' official UofL email account.

Regulatory Law in Thoroughbred Racing

(Horse Racing Legal and Regulatory)

EQIN 660, Section 50

XXXX

Instructor Information

Milton C Toby JD

Office: Offsite

Office hours: Zoom meeting schedule to be announced; also by appointment

Cell Phone: 859.285.9043

E-mail: mctoby01@louisville.edu

Please note that texting at the above number is the quickest way to get in touch with me. Unless otherwise noted, I will respond within 24 hours.

Course Information

Course Description

The Thoroughbred industry must navigate a pervasive maze of regulations imposed by federal, state, and local governments and by private organizations. Success or failure at the race track, on the farms, and at sales often depends on at least a basic understanding of the rules that govern the sport. This course will focus primarily on regulation by state racing commissions, The Jockey Club, and public auction companies and is a required component of the Equine Industry Program's MBA Certificate initiative. The course also may be taken as a standalone option for anyone interested in an in-depth look at regulatory law in racing.

Course Purpose

This course will explore the development of current regulatory programs in racing, including medication, registration, and sales, through the study of their historical antecedents and current events. The intent is to present answers to several relevant questions: what is happening now in the field of regulatory law, why is it happening, and what does the future hold? Course study will include reviews of current case law through court decisions and expert commentary in trade publications and journals. Students will gain a historical perspective through discussions of significant cases that helped shape today's regulatory landscape. Students also will have opportunities to discuss and share their own industry experience. Perhaps most important, students and the instructor will work together to compile a list of relevant resources that students can take with them to their jobs.

Credit Hours: 1.5 Pre-requisites: None

Student Learning Objectives

After completing this course, students should be able to:

- Explain “Due Process of Law” in the legal framework for the regulation of Thoroughbred racing
- Explain how the legal status of horses as personal property influences regulatory law
- Summarize current regulation of performance-enhancing drugs in Thoroughbred racing
- Analyze the conflict between due process and the absolute insurer rule
- Apply court decisions and other historical precedents to ongoing regulatory issues in racing
- Differentiate between government regulation and regulation by private organizations
- Analyze the potential effect of regulatory law policy on the future of Thoroughbred racing

Materials

Required Reading

- *Dancer’s Image: The Forgotten Story of the 1968 Kentucky Derby*, Milton C. Toby (2011, The History Press), ISBN 978-1-60949-095-9 (available through Amazon, \$19.95)
- *Equine Law* (2nd ed.), Frank T. Becker (2016), ISBN 978-0-692-63105-8 (available through Amazon, \$89.95)
- Additional Reading: Links to popular and trade press articles, court decisions, and other required readings will be posted to Blackboard

Other Useful Resources

- *Equine Regulatory Law*, Robert L. Heleringer (2012), ISBN 978-1-935497-53-0 (a valuable reference work, this book is currently out of print; reference copies are available in the Equine Industry Program office; the instructor hopes to have selected readings available for students)
- *The Complete Equine Legal & Business Handbook*, Milton C. Toby (2007, Blood-Horse Publications), ISBN 978-158150157-5 (a link will be provided to students for a free download)

Taking an Online Class

Class communication is asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The role of the instructor is to be a facilitator, guide, coach, or resource, in order to create an effective learning environment. Your job as the student, is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it.

Virtual “office hours,” when you can discuss the course in real-time with the instructor, will be scheduled during each week of the course. Students also can schedule a conference with the instructor at other times that are convenient for both parties.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments must be completed using Microsoft Word.

For your privacy and security, only your official U of L email account will be used for email communication. No information will be sent to personal email accounts and the instructor will not respond to emails sent from non-University accounts. Please check your U of L email and Blackboard daily for course information, updates, and changes.

Netiquette

Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that people will have different perspectives and experiences, including different cultural and linguistic backgrounds, as well as political and religious beliefs.
- Behave in a professional manner when composing your responses in Discussion Forums. Write in complete sentences and use correct punctuation. Your tone does not have to be formal, but this is an online classroom, not a text thread with your best friend. Swearing and profanity is part of being sensitive to your classmates and will not be tolerated. Consider that slang and acronyms may be misunderstood or misinterpreted.
- Be respectful of your classmates. Critical discussion of key topics is encouraged. Attacking or insulting other individuals, however, is antithetical to this goal as it may discourage others from sharing different types of points of view.
- Be careful when using acronyms. If you use an acronym spell out its meaning first, and then put the acronym in parentheses. For example: Frequently Asked Questions (FAQs). After the first reference, you can use the acronym freely throughout your message.
- Use correct grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Each week, you will have readings, reading responses, and online course content to complete. You will also have some assignments outside of class. Assigned work will be used to assess your performance, and grade, in the course.

As a general guideline, students are expected to dedicate 2.5 hours of time per week per credit hour for the course reading assignments, written assignments, and other work in addition to time spent on Blackboard. For this 1.5-credit-hour course, students should expect to spend at least 3.75 hours per week on course assignments. A significant amount of material will be assigned during the course, and students who get behind are likely to find it difficult to catch up.

Course Organization

Week 1: Thoroughbred racing’s regulatory framework

Week 2: Medication, testing, and the “absolute insurer” rule

Week 3: Medication case study (Dancer’s Image and the 1968 Kentucky Derby);

Week 4: Regulation by private organizations;

Week 5: Regulatory considerations and the future of Thoroughbred racing

Course Requirements

Weekly readings & discussion boards

Each week, there will be required readings (e.g., textbook chapters, popular press articles, court decisions, and an associated discussion board. One or two questions related to the readings will be posted to the board for student response. The discussion boards will require that students read other classmates’ comments and respond. These discussion board discussions will be graded.

Online content and comprehension checks

Each week, there will be online instructional content for students to study. This will include interactive activities as well as comprehension checks and/or graded quizzes to ensure an understanding of key concepts.

Final Project

The final project, which will count as a substantial part of the course grade, will have two parts: a written paper and a presentation. Topics selected with approval from the instructor. The final project may be a team collaboration.

Criteria for Determination of Grades

Assignment	Percentage of Final Grade	Due Date
Weekly readings and discussion board participation	30%	To be determined
Quizzes	10%	
Final project	60%	
Total	100%	

Grading

Grade	Percent range
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
F	Less than 70%

Late Assignments

Meeting deadlines is critical in any industry, and Thoroughbred racing is no exception. Similarly, meeting deadlines is very important in this course. Therefore, late assignments will receive a 10% deduction of the total points possible for every calendar day they are late. If you have circumstances that prevent you from meeting a deadline (e.g., representing the university in official functions such as athletic/academic competition, professional development conferences, ROTC), please make arrangements to submit your assignment(s) *before* the due date.

Important Dates

Event	Date
Final Drop Date	
Final Project Due	

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Prepared Milt Toby, April 2020.

Appendix D

CV for Program Director/Coordinator

**Thomas E. Lambert,
Ph.D.**

3515 Gladden Drive
Louisville, KY 40218

502-403-9795

LambertThomas@hotmail.com

Website: <https://uofl.academia.edu/ThomasLambert>

Career Interests: Faculty Member, Researcher, University Professional Staff, or Consultant

Education:

Ph.D.	University of Louisville	Major Area: Urban and Public Affairs Field Areas: Urban Economics, Planning <i>Graduate School Dean's Citation for Excellent Achievement</i>
M.S.	University of Kentucky	Major Area: Economics
M.B.A.	University of Louisville	Major Area: Management
B.A.	University of Louisville <i>Graduated with Honors</i>	Major Area: Political Science

Book Chapter:

“The Use of Quasi-experimental Design in Urban and Regional Policy Research and Political Economy,” with Michael Bewley, Chapter 27 in *Handbook of Research Methods and Applications in Heterodox Economics*, 2016, pages 535-553, Edward Elgar Publishers.

Peer Reviewed Articles and Notes:

“Monopoly Capital and Innovation: An Exploratory Assessment of R&D Effectiveness,” *International Review of Applied Economics*, published online May 29, 2019.
<https://doi.org/10.1080/02692171.2019.1620703> .

“Monopoly Capital and Entrepreneurship: Whither Small Business?”, March 2019, *Cambridge Journal of Economics*. <https://academic.oup.com/cje/advance-article-abstract/doi/10.1093/cje/bey060/5372990>

“Does Innovation Chase Profits, or Do Profits Chase Innovation?”, September 2018, *Journal of Applied Management and Investments*, Vol. 7 No. 3, pp. 141-146. <http://www.jami.org.ua/abstracts7-3.htm>

“Addressing Externalities: An Externality Factor Tax-Subsidy Proposal” with Jay Beeks, March 8, 2018, *European Journal of Sustainable Development*,
<http://www.lectitopublishing.nl/viewpdf/addressing-externalities-an-externality-factor-tax-subsidy-proposal>

“US Worker Co-Operatives and Their Spans of Management, Decision Making, and Governance: An Exploratory Analysis,” *Journal of Co-operative Organizations and Management*, Vol 5 (2017), pp. 80-84.

“The Impact of Growth and Innovation Clusters on Unemployment in US Metro Regions,” with Gary Mattson and Kyle Dorriere, published online April 5, 2017, *Regional Science Policy and Practice*.

<http://onlinelibrary.wiley.com/doi/10.1111/rsp3.12087/abstract>

“Do Efficiency and Productivity Pay Off for Capital and Labor? A Note using Data Envelopment Analysis,” *World Review of Political Economy*, Vol. 7, No. 4 (Winter 2016), pp. 474-485.

http://www.jstor.org/stable/10.13169/worlrevipoliecon.7.4.0474?seq=1#page_scan_tab_contents

“The Impact of Urban Sprawl on Journey to Work Times for Mass Transit and All Other Commuters in the United States: A Research Note,” with Hokey Min and Kyle Dorriere. *Journal of Transportation Management*, Vol. 26, No. 2, Fall/Winter 2016, pages 59-67.

“The Impact of Stagnating Casino Revenues on State and Local Tax Revenues,” with Arun Srinivasan, *Public Budgeting and Finance*, published online July 2016.

“Monopoly Capital and Capitalist Inequality: Marx after Piketty,” *Journal of Economics and Political Economy*, March 2016, Vol. 3, Issue 1: 151-159.

<http://kspjournals.org/index.php/JEPE/article/view/687>

"Benchmarking and Improving Mass Transit Systems in the United States based on Best-in Class Practices: Policy Implications," with Hokey Min and Young-Hyo Ahn, *International Journal of Logistics Management*. Vol. 28, No. 1, pages 172-193. 2015. <https://www.emeraldinsight.com/doi/abs/10.1108/IJLM-01-2015-0031>

“Monopoly Capital and Capitalist Inefficiency,” with Ed Kwon, *International Review of Applied Economics*, Vol. 29, Issue 4, 2015, pages 1-20.

<https://www.tandfonline.com/doi/abs/10.1080/02692171.2015.1016409>

“Evaluating the Comparative Efficiency of Urban Mass Transit Systems: A Longitudinal Analysis of the Ohio Case” with Hokey Min and Young-Hyo Ahn forthcoming, *International Journal of Logistics: Research and Applications*, Published online: January 7, 2015, 18(6):1-17.

“The Impact of Urban Sprawl on Disaster Relief Spending: An Exploratory Study,” with James Catchen and Victoria Vogelgesang, *Journal of Economic Issues*, Vol. 49(3): 835-864, September 2015.

"An Exploratory Evaluation of State Road Provision to Commuters and Shippers," with Hokey Min, *Benchmarking: An International Journal*, Vol. 22, Issue 6, pp.900 – 919, September 2015.

“The Top 1 Percent and Exploitation Measures,” *Review of Radical Political Economics*, with Edward Kwon. (research note), Vol. 47(3): 465-476. Fall 2015.

http://rrp.sagepub.com/content/early/2014/08/22/0486613414542781.full.pdf?ijkey=rnQAm1zslmUyCbs&ke_ytype=ref

“Ex-Urban Sprawl and Fire Response in the United States,” *Journal of Economic Issues*, with Arun K. Srinivasan and Matin Katirai, Vol. 46, No. 1, December 2012, pages 967-987.

“Explaining Levels of Inequality in OECD Nations by Using Rates of Surplus Value and Profit to Wage Ratios,” *World Review of Political Economy*, Vol. 3 No. 3, Fall 2012, pages 313-326.

“The Relationships among Certain Political and Socioeconomic Variables with Economic Efficiency: An Exploratory Article,” *World Review of Political Economy*, Vol. 2, No. 4, Fall 2011, pages 687-707.

“An Analysis of State Level Immigration and Inequality over the Last Two Decades: The Case for Aid to State Governments,” *Journal of Public Management and Social Policy*, Vol. 17, No. 2 Fall 2011.

“Falling Income and Debt: Comparing Views of a Major Cause of the Great Recession,” *World Review of Political Economy*, Vol. 2, No. 2, Summer 2011, pages 247-261

“Benchmarking and Evaluating the Comparative Efficiency of Urban Paratransit Systems” with Hokey Min. *Journal of Transportation Management*, Vol. 21, No. 2A, Fall 2010, pages: 48-62.

“Urban Location and the Success of Casinos in Five States,” with Arun Srinivasan, Uric Dufrene, and Hokey Min. *International Journal of Management and Marketing*, Vol. 3, No. 3, Fall 2010, pages 1-16.

“Neighborhood Environment and Obesity in the Louisville, Kentucky Area” with Hokey Min, *International Journal of Housing Markets and Analysis*, Vol. 3, No. 2, 2010, pages 163-174.
(Award winning paper—see relevant background and experience).

“Benchmarking and Measuring the Comparative Efficiency of Emergency Medical Services in Major U.S. Cities,” with Hokey Min and Arun Srinivasan. *Benchmarking: An International Journal*, Vol. 16, No. 4, 2009, page 543-561.

“The Utilization of Foreign Trade Zones in the Global Supply Chain: An Exploratory Study,” with Hokey Min. *International Journal of Services and Operations Management*, Vol. 6, No. 2, 2010, pages 110-125.

“New and Fringe Residential Development and Emergency Medical Services Response Times in the United States,” with Peter B. Meyer. *State and Local Government Review*, Vol. 40, No. 2, August 2008, pages 115- 124.

“Ex-Urban Sprawl as a Factor in Traffic Fatalities and EMS Response Times in the Southeastern United States,” with Peter B. Meyer. *Journal of Economic Issues*, Vol. 40, No. 4, December 2006, pages 941-953.

“Evaluating the Comparative Efficiency of Eleven States’ Highway Expenditures,” with Hokey Min. *Journal of Transportation Management*, Vol. 17, No. 2, Fall 2006, pages 46-62.

“The Truck Driver Shortage Issue Revisited,” with Hokey Min. *Transportation Journal*, Vol. 42, No. 2, Winter 2002, pages 5-16.

“An Evaluation of the Effectiveness of Louisville’s Enterprise Zone,” with Paul Coomes. *Economic Development Quarterly*, Vol. 15, No. 2, May 2001, pages 168-180.

“The Impact of State Taxes on the Development and Growth of the Trucking Industry,” with Hokey Min. *Journal of Transportation Management*, Vol. 12, No. 2, Fall 2000, pages 33-46

“Thorstein Veblen and the Higher Learning of Sport Management Education.” *Journal of Economic Issues*, Vol. 33, No. 4, December 1999, pages 973-984.

“Immigration Restrictions and the American Worker: An Examination of Competing Interpretations,” with Scott Cummings. *Population Research and Policy Review*, Vol. 17, 1998, pages 497-520.

“The Working Poor and Transportation: A Comment on Marlene Kim’s ‘The Working Poor: Lousy Jobs or Lazy Workers?’ ” *Journal of Economic Issues*, Vol. 32, No. 4, December 1998.

"Anti-Hispanic and Anti-Asian Sentiments Among African Americans," with Scott B. Cummings. *Social Science Quarterly*, Vol. 78, No.2, June 1997, pages 338-353.

Book Reviews:

The Aggregate Production Function and the Measurement of Technical Change, ‘Not Even Wrong’, by Jesus Felipe and John S. L. McCombie, 2013. *Review of Radical Political Economics*. Published online,

September 2015, <http://journals.sagepub.com/doi/full/10.1177/0486613415603164> .

World Economic Primacy: 1500-1990, by Charles P. Kindleberger, 1996. *Review of Radical Political Economics*,29(2) Spring 1997: 103-105.

Dissertation Title:

"A Program Evaluation of the Louisville Enterprise Zone: A Study of Local Planning and Economic Development." *Research funded by the City of Louisville*.

Recent College Teaching, Service, and Other Work Experience:

2016-Present University of Louisville, Louisville, Kentucky
Lecturer, Economics Department, College of Business

2011 – 2016 Northern Kentucky University, Highland Heights, Kentucky
Faculty, Public Administration, Dept. of Political Science & Criminal Justice

2006 - 2011 Indiana University Southeast, New Albany, Indiana
Visiting Lecturer and later Lecturer with Department of Economics, School of Business.

2006- 2008 University of Louisville
Adjunct lecturer and later Visiting Professor of Political Science and Public Policy Adjunct lecturer in statistics with College of Business at University of Louisville

Courses most frequently taught:

Public Policy, Economics, Management, Public Administration, Policy Analysis, Statistics, American Government, Urban Economics, Management Science

Other Publications:

“Economic Evaluation of KIDS NOW: Estimating Costs and Benefits for Kentucky’s Early Childhood Initiative for FY 2008,” with Patrick Smith, Margaret Pennington, Robert Illback, and Brittany Inge of REACH of Louisville, 2008 www.reachoflouisville.com

“Indiana Bank Performance During the Current Financial Crisis” *InContext*, with Uric Dufrene. May-June 2009, Vol. 10, No. 3. <http://www.incontext.indiana.edu/2009/may-jun/article1.asp>

Professional Associations and Service:

Article reviewer and referee for *Benchmarking: An International Journal*, *Economic Development Quarterly*, *International Journal of Social Economics*, *Social Science Quarterly*, *Journal of Policy Analysis and Management*, *Journal of Urban Affairs*, and *Journal of Urban Health*, and *Review of Policy Research*.

Member: Association for Evolutionary Economics, Association for Institutional Thought, and Urban Economics Association

Relevant Background and Experience Highlights:

Performed research and/or consulting on the following topics: benefit-cost analysis of public programs, the economic impact of a business locating in an area, enterprise zones, sports management, highway construction, living wage laws, business taxation and industry competitiveness, employee turnover rates, opinions toward immigrants, urban health, and urban growth and development.

- Successfully taught various economics courses, managerial statistics, and other business and public administration courses for nearly twodecades.
- Developed on-line public policy courses.
- Successfully obtained funding from public and private sources for research projects.
- Conducted workshops and training seminars on small business management and entrepreneurship for participants from Louisville and from other nations.
- Testified before legislative bodies at the state and local level on various issues.
- Received Faculty Mentor Award from the University of Louisville and voted one of the Top 13 Faculty Favorites at the University of Louisville.
http://delphi.louisville.edu/faculty_favorites/2006_nominations.htm#L
- Associate editor for *Journal of Business Disciplines* at IU Southeast.
- Paper on obesity and the built environment was a “Highly Commended Award Winner” at the Emerald Insight Publishers Literati Network Awards for Excellence 2011.

Appendix E

Program Budget

Cost/Funding Explanation

Funding Sources

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. For any existing dollar amounts and department allocation for new dollar amounts reported in the Expenses spreadsheet, also add the dollar amounts to the Funding Sources spreadsheet under Internal allocation or reallocation.

You must add an explanation/justification for any dollar amount reported in this table.

*The Funding Source Expenses-Combined spreadsheet will pre-populate from the numbers entered into the Funding Sources and Expenses spreadsheets. The total funding and expenses shown in the Combined spreadsheet should be the same (i.e., there should be enough funding to cover the proposed expenses). Provide an explanation for any excess funding beyond those needed to cover expenses.

A. Funding Sources, by year of program:	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
We do not anticipate funding from federal sources.					
Funding Sources, by year of program (continued)					
Total Resources Available from Other Non-State Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
We do not anticipate funding from other non-state sources.					

Cost/Funding Explanation

Funding Sources

Funding Sources, by year of program (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
State Resources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
We do not anticipate funding from state sources.					
Funding Sources, by year of program (continued)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Internal					
Internal Allocation					
Internal Reallocation					
Narrative Explanation/Justification: <i>The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units. Internal reallocation are those estimated dollars that will be dedicated to fund the start-up and support of the new academic program – typically defined as faculty, administrative/staff and operational expenses.</i>					

Cost/Funding Explanation

Funding Sources

Funding Sources, by year of program (continued)						
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>	
Student Tuition						
~ New	\$ 43,200.00	\$ 64,800.00	\$81,000.00	\$81,000.00	\$81,000.00	
~ Existing						
Narrative Explanation/Justification: <i>Describe the impact of this program on enrollment, tuition, and fees.</i>						
<p>All College of Business graduate certificates have a fixed tuition rate of \$800 per credit hour (\$600 for military). 75% of tuition revenue is allocated to home department. It is expected that 8 students will enroll year 1, 12 students year 2 and 15 students years 3, 4 and 5, in nine credit hours per academic year. This should generate total revenue to UofL of: Year 1, 8 students x 9 CH per year per student x \$800 per CH = \$57,600. This should generate total revenue to UofL of: Year 2, 12 students x 9 CH per year per student x \$800 per CH = \$86,400. This should generate total revenue to UofL of: Years 3, 4 and 5, 15 students x 9 CH per year per student x \$800 per CH = \$108,000.</p>						
Total						
~ New	\$ 43,200.00	\$ 64,800.00	\$ 81,000.00	\$ 81,000.00	\$ 81,000.00	
~ Existing	\$ -	\$ -	\$ -	\$ -	\$ -	
A.	TOTAL - Funding Sources (REVENUES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
		\$ 43,200.00	\$ 64,800.00	\$81,000.00	\$81,000.00	\$81,000.00

Cost/Funding Explanation

Budget Expenses/Requirements

Complete the following expense spreadsheet for the first five years of the proposed program. Provide a detailed explanation wherever dollar amounts are reported, including how the numbers were calculated. You should also add any existing dollar amounts and department allocation for new dollar amounts reported in this Expenses spreadsheet to the Funding Sources spreadsheet (under Internal allocation or reallocation).

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff					
<i>Executive, Administrative, Managerial</i>					
~ New					
~ Existing					
<i>Other Professional</i>					
~ New					
~ Existing	\$ 4,306.00	\$ 4,306.00	\$ 4,306.00	\$ 4,306.00	\$ 4,306.00
<i>Faculty</i>					
~ New					
~ Existing	\$ 21,530.00	\$ 21,530.00	\$ 21,530.00	\$ 21,530.00	\$ 21,530.00
<i>Graduate Assistants</i>					
~ New					
~ Existing					
<i>Student Employees</i>					
~ New					
~ Existing					
Narrative Explanation/Justification: <i>Includes salaries for all listed above and explain how they were calculated. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.</i>					
No new faculty will be required. One existing adjunct will be utilized. We will pay faculty and adjuncts teaching the courses at current X-pay rates (\$4,000 per 1.5 credit hour course) with 7.65% fringe benefit charge (for FICA, but not added health or retirement components) to the x-pay expense.					

Cost/Funding Explanation

Budget Expenses/Requirements

Breakdown of Budget Expenses/Requirements (continued)						
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>	
Other						
~ New	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
~ Existing						
Narrative Explanation/Justification:						
<p>The certificate will require an annual marketing and promotional budget of \$10,000 per year. We will also modify and utilize existing Equine Industry Program advertising.</p>						
Total						
~ New	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
~ Existing	\$ 25,836.00	\$ 25,836.00	\$ 25,836.00	\$ 25,836.00	\$ 25,836.00	\$ 25,836.00
B.	TOTAL - Expenses/Requirements (EXPENDITURES)	<i>1st Year</i> \$ 35,836.00	<i>2nd Year</i> \$ 35,836.00	<i>3rd Year</i> \$ 35,836.00	<i>4th Year</i> \$ 35,836.00	<i>5th Year</i> \$ 35,836.00

Cost/Funding Explanation

Summary with Funding Source Expenses Combined

		<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
A.	TOTAL - Funding Sources <i>(REVENUES)</i>	\$ 43,200.00	\$ 64,800.00	\$,81,000.00	\$ 81,000.00	\$ 81,000.00
B.	TOTAL - Expenses/Requirements <i>(EXPENDITURES)</i>	<i>(35,836.00)</i>	<i>(35,836.00)</i>	<i>(35,836.00)</i>	<i>(35,836.00)</i>	<i>(35,836.00)</i>
	BALANCE - <i>(SURPLUS/DEFICIT)</i>	\$7,364.00	\$28,964.00	\$45,164.00	\$45,164.00	\$45,164.00

Appendix F

Letter of Support from Dean Mooradian

3/6/2020

Re: letter in support of proposed Horse Racing Industry Business Certificate

To whom it may concern:

As Dean of the College of Business, University of Louisville, I fully support the creation of the graduate level Horse Racing Industry Business Certificate.

Regards,



Todd Moogradian
Dean
College of Business
University of Louisville

Appendix G

Letter of Support from the UofL Libraries

**UNIVERSITY OF
LOUISVILLE.**
UNIVERSITY LIBRARIES

Office of the Dean

September 10, 2019

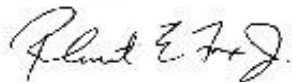
Connie Shumake
Office of the Provost
University of Louisville
Louisville, KY 40292

Connie,

We have been asked to provide a letter of support for the proposed graduate certificate in Horseracing Industry Business in the College of Business. The University Libraries have prepared an analysis of their ability to support the new certificate. The review indicates that our collections are very small in this area but that there are not many resources available due to its specialized nature. We would welcome input from faculty on potential resources that could be added to benefit the program.

I am attaching a copy of our review report for your records. Please contact us if you have any questions or need additional information.

Sincerely,



Robert E. Fox, Jr.
Dean, University Libraries

Cc: Kristen Lucas
Sue Finley

University of Louisville · Ekstrom Library, Room 203 · Louisville, KY 40292
P: 502.852.6745 F: 502.852.7394 W: Louisville.edu/library

**EVALUATION OF LIBRARY RESOURCES
ESSENTIAL TO THE SUPPORT OF:**

**HORSE RACING INDUSTRY BUSINESS
CERTIFICATE COLLEGE OF BUSINESS**

Susan Finley
Business Librarian

Dean Robert E. Fox, Jr.
University Libraries
August, 2019

BACKGROUND

University of Louisville (UofL) Libraries are comprised of: 1) Ekstrom Library serving humanities, social sciences, life sciences, business, engineering, physical sciences, and technology, 2) Kornhauser Health Sciences Library, 3) Anderson Music Library, 4) Bridwell Art Library, 5) the Law Library, and 6) University Archives and Special Collections. Most materials pertinent to business are found in Ekstrom Library.

UofL's library system supports instructional and research needs of about 22,000 full and part-time students and about 7,000 faculty and staff. UofL belongs to the Association of Research Libraries (ARL), an organization of 124 North American library systems affiliated with large, comprehensive research institutions, the State-Assisted Academic Library Council of Kentucky (SAALCK), and Kentuckiana Metroversity, a consortium of Louisville area libraries.

UofL's proposed Horse Racing Industry Business Certificate will be offered as a stand-alone credential or it may be incorporated into a Masters of Business Administration degree. The curriculum is designed for people working, or planning to work, in sales, marketing, finance, or other business departments in a horse racing, or horse racing related business. The six required 600-level courses (1.5 credit hours each) and optional industry immersion experience will cover racetrack operations and management, as well as the legal and regulatory aspects of the business.

According to the College of Business (COB) letter of intent, UofL's current Equine Industry Program (EIP), which offers a Bachelor of Business Administration degree with an Equine Industry major, is the only equine program offered by an Association to Advance Collegiate Schools of Business (AACSB) accredited institutions in the country. The proposed graduate certificate program, which will be housed within the EIP, will also be the first of its kind in North America. Thus, there are no peer institutions for comparisons.

This document reviews business resources currently available through UofL's Ekstrom Library that are relevant to the horse racing curriculum outlined in the COB's letter of intent, and summarizes UofL Libraries' ongoing support of distance learning programs.

COLLECTIONS

Books

According to WorldShare Analytics, UofL has over 90,000 Business and Economics monographs, 20,000 of which are classified as Business & Business Administration, or Economics— Industries/Land Use/Labor, and over a fourth (28%) were published since 2000. Unfortunately, however, according to WorldCat, UofL has fewer than 207 non-fiction English books on the specific subjects of horse racing, horse racing tracks, or horse betting, and only 70 that were published in this century. None of UofL's horse racing books are currently available in ebook format. The curriculum for this program is not expected to involve library book requirements, but as funds allow, Ekstrom Library will make efforts to add updated ebooks on horse racing.

Also, as noted below, Ekstrom’s Document Delivery and Inter-Library Loan departments will help distance learning students access the library’s print resources.

Periodicals

UofL has a full print run of the primary horse racing periodical, The Blood-Horse (1929-present), and online full-text access to major agricultural economics journals, including three often cited in the Equine Program’s senior capstone projects:

	<u>Online Full-Text</u>
Agribusiness	1985-Present
American Journal of Agricultural Economics	1991-Present
Journal of Agricultural & Applied Economics	2002-2019

UofL also has online full-text access to major news, business, and sports publications that cover various aspects of horse racing (e.g., Wall Street Journal, Fortune, Forbes, Louisville Courier-Journal, Sports Illustrated).

Industry & Company Profiles

Churchill Downs and other public companies involved in horse racing and sports betting are profiled in UofL’s standard business databases, such as Business Source Premier, Hoover’s, and Mergent. Unfortunately, however, none of these databases routinely profiles the relatively small horse racing industry.

Data and Statistics

UofL subscribes to at least two online resources with relevant data and statistics:

Statista -- A portal to quantitative data and charts on a wide variety of topics, including horse racing and sports betting. Includes dossiers and reports on sports betting and gambling, 10 years of data on the size of the horse racing market in the U.S., and a considerable amount of data on horse racing in other countries.

Gfk MRI+ University Reporter—Annual survey of 25,000 households. Includes three years of data with detailed consumer profile and media usage habits for those who are interested in horse racing, attend horse races, listen to horse racing on radi or watch horse racing on television.

Government Documents

While government documents are generally a good source for industry data, unfortunately they appear to be of somewhat limited value for horse racing. This is partially because horse racing is a niche without its own NAICS (North American Industrial Classification System) category. Horse farms are part of the larger agricultural category Horses and Other Equine Production (112920); horse racing owners, jockeys, stables are part of Other Spectator Sports (711219); and horse racetracks are part of Racetracks (711212), which also includes dogs and motorsports.

Government documents are also usually a good source for data on regulated industries, but although both horse racing and gambling are regulated, the regulation is fragmented and varies by state and sometimes even racetrack. Most of these regulating entities, however, such as the Kentucky Horse Racing Commission, provide reports with statistics on track attendance, licenses, money awards, on- and off-track wagering, and the like, for their geographic areas. There are also free online commercial databases with horse racing statistics. For example, equibase.com has 20 years of data on thoroughbred and quarter horses, trainers, jockeys, and owners that can be filtered and sorted by a variety of variables.

Bibliographic Resources

The following databases offer indexes, abstracts, and full-text access to many, but not all, of the periodicals mentioned above plus thousands of other business, news, and government publications. All are accessible from remote locations.

- ABI/INFORM
- America City Business Journals
- Business Source Premier
- Hein Online
- Nexis Uni (formerly LexisNexis)
- Regional Business News

SERVICES

Document Delivery

Ekstrom Library has a Distance Education Specialist who assists in providing PDFs of journal articles and chapters of print books owned by UofL to distance learning students via email.

Inter-Library Loan

Books and periodicals not held by the UofL Libraries can be identified through online databases and WorldCat, an online union catalog with more than 32 million records describing materials owned by libraries around the world. Requested materials can be obtained through UofL's traditional Interlibrary Loan (ILL) service. Articles and chapters are sent to distance learners via email. Books obtained by ILL are mailed to students living in the United States. Full book service is not available to international locations.

Research Assistance

Ekstrom Library provides online instruction and research assistance via email, telephone, and online communication apps, such as chat.

STAFFING

Ekstrom Library has a dedicated Business Librarian and, as noted above, a Distance Education Specialist, who will be the primary contacts for students in the proposed program. Ekstrom also has a Government Documents librarian to help students locate and analyze data from federal, state, and local agencies. There are roughly a dozen other research librarians and staff personnel who assist students with their research needs.

SUMMARY/CONCLUSION

UofL's Ekstrom Library currently owns or subscribes to print and online resources with a wide range of business and economics articles, reports, and data. While the absolute numbers of business books and online resources dedicated to the specific subject of horse racing may appear small, horse racing is a relatively small industry. A non-scientific review of other academic libraries' holdings suggests that UofL has at least as many, and in some areas more, relevant resources on horse racing than any other university in the country, and we will continue to look for opportunities to strengthen the libraries' online book, journal, and data collections.

