

Affordable Learning Georgia Affordable Materials Grants Transformation Grants Final Report

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- This completed narrative document (required)
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- Photo of your team or a class of your students for future ALG promotions (optional)
- Invoice for the second half of the grant's award amount (optional)

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General Information

Date: 12-19-2022

Grant Round: 20

Grant Number: 599

Institution Name(s): Kennesaw State University

Project Lead: Daniel Farr

Team Members (Name, Title, Department, Institutions if different, and email address for each):

- Daniel Farr, Senior Lecturer, Sociology and Criminal Justice, dfarr4@kennesaw.edu
- Wendell Johnson, Lecturer, Sociology and Criminal Justice, wjohn129@kennesaw.edu
- Tanja Link, Assoc. Professor, Sociology and Criminal Justice, tlink1@kennesaw.edu
- Brian Starks, Assoc. Professor, Sociology and Criminal Justice, bstarks@kennesaw.edu
- Evelina Sterling, Interim Chair, Health Promotion and Physical Education, esterlin@kennesaw.edu

Course Name(s) and Course Numbers: Soci4200: Drugs. Alcohol and Society

Semester Project Began: Spring 2022

Final Semester of Implementation: **Fall 2022**

Total Number of Students Affected During Project: **113**

1. Narrative

A. *Describe the key outcomes, whether positive, negative, or interesting, of your project.*

Include:

- *Summary of your transformation experience, including challenges and accomplishments*
- *Transformative impacts on your instruction*
- *Transformative impacts on your students and their performance*

The overall transformation process was successful from a collaborative course development and building of course content/resources (primarily in Spring-Summer 2022). Team meetings established thematic (modules) topics common to the course. Among these topics, each team member took lead on collecting/developing instructional resources (articles, links, videos, PowerPoints). Subsequently, the team met to review the key elements of each other's work and debate pros/cons of resources and offer peer feedback for further refinement. This collaborative process supported the development of a richer and more comprehensive course content scope as each instructor brought unique skill sets and topical expertise. Holistically, this team work led to a course that is likely "stronger" with more depth and variety than feasible if developed by a single team member.

Piloting of the course occurred initially in Summer 2022 (fully online) and continued in Fall 2022 (one in-person class and two fully online). This process allowed for the two instructors to bring personal refinement to their course sections (tailoring writing activities/assignments, for example). Two instructors taught the course across Summer and Fall (Johnson & Starks). Typically, one section of this course is offered in summer with multiple sections offered in fall and spring semesters. While it had been expected that Link and Sterling would teach the course in Fall 2022 also, they have transitioned into partial or full administrative positions which vastly limits their ability to teach. They did not teach this course in Fall 2022 and are unlikely to in the immediate future.

Student response to the new course development and instructional content was clearly positive. Students highly favor courses designed with no/low-cost instructional resources—particularly when taught online, as all content was linked or embedded to the online course and did not require the purchase and planning for additional resources (via bookstore or online).

Instructors (Johnson and Starks) both report a positive experience and intend to continue to use this format for the course moving forward. At least one instructor specifically spoke to the increased quality of student postings to Discussion Boards within their courses.

While fewer faculty have turned out to be teaching this course in the final semester of transformation than was initially expected, the transformation has impacted 113 students in summer and fall 2022, resulting in \$14,198.45 student savings on textbook thus far. Among the instructors involved teaching the course again in spring 2023, all will use the transformation structure. This will result in one face-to-face section (40 seats) and two online sections (60 seats) – currently all seats are filled – resulting in another \$12,565 in student savings. In Summer 2023, at least one online section of 30 will be offered, for another \$3,769.50 savings. Thus, savings equivalent to the grant funding will be achieved by the end of Summer 2023. Given the frequent offering of this course, continued annual savings will likely be \$25,000-30,000 contingent upon instructors.

B. Describe lessons learned, including any things you would do differently next time.

One challenge that we are in the process of rectifying is providing specific clarity of expectation of what components of a resource should be read/reviewed by students. Given the plethora of online reports from NIH, CDC, etc, many of which are lengthy, it can be difficult to clarify the specific sections upon which students should focus. This is an aspect we will continue to refine over the 2022 winter break and Spring 2023.

C. Describe any materials you created or revised/remixed that will be shared with the public. Include the open license your materials will be shared under—for most materials, this will be an Attribution 4.0 License (CC BY) as required in the Grants Request for Proposals.

A comprehensive reading list, divided across 15 modules is provided, PowerPoint files and sample syllabi/assignments/discussion prompts will also be posted. For instructors interested in access to “protected” content, such as quiz/test questions, please contact Daniel Farr via email. Please also see posted module PowerPoints and Sample Syllabi.

Soci4200: Reading & Instructional Resource Outline

First Third of Semester:

1. Module 1: Intro to Drugs and Alcohol

- a. Syllabus & Orientation to Course
- b. Powerpoint: Welcome to Alcohol Drugs and Society

2. Module 2: History of Drug Use

- a. Required Reading
 - i. Blocker, Jack S. 2006. "Did Prohibition Really Work? Alcohol Prohibition as a Public Health Innovation." *American Journal of Public Health* 96(2): 233-243.
- b. Video: Peter Jennings: From the Tobacco File (2004, 41min.)
 - i. Via Library, Films on Demand
- c. Optional Readings
 - i. Hall, Wayne. 2010. "What are the Policy Lessons of National Alcohol Prohibition in the United States, 1920-1933?" *Addiction* 150: 1164-1173.
 - ii. Courtwright, David T. 2010. "Commentary on Hall (2010): The Difference a Word Makes – A Short History of 'Prohibition.'" *Addiction* 150: 1174-1175.
- d. Powerpoint: History of Drug Use

3. Module 3: History of Drug Control

- a. Required Reading
 - i. Courtwright, David T. 1983. "The Hidden Epidemic: Opiate Addiction and Cocaine Use in the South, 1860-1920." *Journal of Southern History* 49(1): 57-72.
 - ii. Block, Frederic. 2013, Jan 3 (update 2013, Mar 5). "Racism's Hidden History in the War on Drugs." *Huffington Post*, https://www.huffpost.com/entry/war-on-drugs_b_2384624
 - iii. Courtwright, David T. 2015, Nov 26. "Preventing and Treating Narcotic Addiction – A Century of Federal Drug Control." *New England Journal of Medicine* 373: 2095-2097. <https://www.nejm.org/doi/full/10.1056/NEJMp1508818>
- b. Powerpoint: History of Drug Control

4. Module 4: Why People Use Drugs

- a. Required Reading
 - i. Adrian, Manuella, and M.S. Hyg. 2003. "How Can Sociological Theory Help Our Understanding of Addictions?" *Substance Use & Misuse* 38(10): 1385-1423
- b. Powerpoint: Theories of Drug Use

5. Module 5: Drugs in the Media

- a. Required Reading
 - i. Knutzen, Kristin E., Meghan Bridgit Moran, and Samir Soneji. 2018. "Combustible and Electronic Tobacco and Marijuana Products in Hip-Hop Music Videos, 2013-2017." *JAMA Internal Medicine* 178(12): 1608-1615.
 - ii. VIDEO: The Impact of Social Media on Drug and Alcohol Use (14 min.)
 - 1. <https://youtu.be/ZSC5W3y6PUw>
 - iii. VIDEO: The Media Lies about Drug Use (13 min.)
 - 1. <https://youtu.be/BzSzcm7JPol>
- b. Powerpoint: Drugs and Media

Second Third of Semester:

6. Module 6: Alcohol

a. Required Readings:

- i. VIDEO: President Reagan Signs..Drinking Age 21 (7 min.)
 1. <https://youtu.be/3oqDtrWtqwQ>
- ii. Main, Carla T. 2009. "Underage Drinking and the Drinking Age." *Policy Review* 155: 33-46.
- iii. NIH – National Institute on Alcohol Abuse and Alcoholism. 2022. "Alcohol Use in the United States." <https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/alcohol-facts-and-statistics>
- iv. Key Substance Use and Mental Health Indicators in the United States: Results from the 2020 National Survey on Drugs Use and Health
 1. https://kennesaw.view.usg.edu/content/enforced2/2674972-CO.430.SOCI4200.80816.20232/2020NSDUHFFR1PDFW1021212.pdf?_d2lSessionVal=IOrxgDccqkqfM7Vv2HzdOcjlL&ou=2674972
- v. The 1984 National Minimum Drinking Age Act
 1. <https://alcoholpolicy.niaaa.nih.gov/the-1984-national-minimum-drinking-age-act>

b. Optional Reading

- i. NIH - National Institute on Alcohol Abuse and Alcoholism. 2011. Alcohol Screening and Brief Intervention for Youth: A Practitioner's Guide.

c. Powerpoint: Alcohol Use in the United States

7. Module 7: Tobacco & Vaping

a. Required Reading

- i. VIDEO: Tobacco: Addicted to Pleasure (2012) (49min). Films on Demand.
- ii. Mars, S.G. and P.M. Ling. 2008. "Meanings and Motives; Experts Debating Tobacco Addiction." *Public Health* 98(10): 1793-1802.
- iii. VIDEO: Adolescent Use of Different E-cigarette Products (2018) (3min.) Films on Demand.
- iv. NIH – National Institute on Drug Abuse, College-Age & Young Adults
 1. <https://nida.nih.gov/research-topics/college-age-young-adults>

b. Optional Resources:

- i. TED Talk: What You Should Know About Vaping
 1. <https://youtu.be/a63t8r70QN0>
- ii. CDC: Tobacco Related Mortality
 1. https://www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/tobacco_related_mortality/index.htm#content

c. Powerpoint: Tobacco Use and Vaping

8. Module 8: Prescription Drugs

a. Required Reading

- i. Kantor, Elizabeth D., Colin D. Rehm, Jennifer S. Haas, Andrew T. Chan, and Edward L. Giovannucci. 2015. "Trends in Prescription Drug Use Among Adults in the United States from 1999-2012." *JAMA* 314(17): 1818-1831.

- ii. Mathis, Stephanie M., Nicholas Hagemeyer, Kelly N. Foster, Katie Baker, and Robert P. Pack. 2020. "'It's Took Over this Region': Patient Perspectives on Prescription Drugs in Appalachia." *Substance Use & Misuse* 55(1): 37-47.
- iii. CDC: PDMPS: What States Need to Know
 - 1. <https://www.cdc.gov/drugoverdose/pdmp/index.html>
- iv. VIDEO: Top 10 Facts About Prescription Drug Abuse in America
 - 1. <https://youtu.be/l6yKQRqWxVQ>
- b. Powerpoint: Prescription Drug Use

9. Module 9: Illicit Drugs (Part 1): Heroin and Opiates

- a. Required Readings
 - i. Rockefeller Drugs Laws Information Sheet
 - 1. <https://www.prdi.org/rocklawfact.html>
 - ii. Jaffe, Jerome H. 2001. Introduction. *Social Research* 28(3): 859-864.
 - iii. Drug Policy Facts
 - 1. <https://drugpolicyfacts.org/>
 - iv. CDC: Drug Overdose Epidemic: Behind the Numbers
 - 1. <https://www.cdc.gov/opioids/data/index.html>
 - v. Georgia Good Samaritan Law
 - 1. <https://stoprxabuseingorgia.org/good-samaritan-911-fatal-overdose-prevention-law/#:~:text=Georgia's%20Good%20Samaritan%20law%20is,fast%20one%20receives%20medical%20assistance.>
- b. Optional Resources
 - i. Heroin and the War on Drugs (2015) (14min.) Films on Demand.
 - ii. Naloxone Access: Summary of State Laws (2022)
 - 1. <https://legislativeanalysis.org/wp-content/uploads/2021/05/Naloxone-Access-Summary-of-State-Laws-Final.pdf>
 - iii. Georgia Overdose Prevention: <https://georgiaoverdoseprevention.org/>
- c. Powerpoint

10. Module 10: Illicit Drugs (Part 2): Cocaine and Amphetamine

- a. Required Readings:
 - i. Drug Policy Facts (Instructor guidance); <https://drugpolicyfacts.org/>
 - ii. ACLU. 2006. "Cracks in the System: Twenty Years of the Unjust Federal Crack Cocaine Law." <https://www.aclu.org/other/cracks-system-twenty-years-unjust-federal-crack-cocaine-law>
- b. Optional Resources
 - i. "Cocaine and Crack" Series: Drugs: The Straight Facts. 2010. Films on Demand
- c. Powerpoint

Final Third of Semester

11. Module 11: Marijuana

- a. Required Reading

- i. Zimmerman, Don H. and D. Lawrence Wieder. 1977. "You Can't Help but Get Stoned: Notes on the Social Organization of Marijuana Smoking." *Social Problems* 25(2): 198-207.
- b. Optional Reading
 - i. Haelle, Tara. 2016. "So Does Using Marijuana in Pregnancy Hurt a Baby or Not?" *Forbes*. <http://www.forbes.com/sites/tarahaelle/2016/09/09/so-does-marijuana-use-in-pregnancy-hurt-a-baby-or-not/#7fde89e14065>
- c. Powerpoint: Marijuana

12. Module 12: Drug Trafficking

- a. Required Readings
 - i. How Cocaine Trafficking Actually Works (17 min.)
 - 1. <https://youtu.be/lwP9H9qTuUY>
 - ii. "Americans Spending on Illicit Drugs Nears \$150 Billion Annually; Appears to Rival What is Spent on Alcohol"
 - 1. <https://www.rand.org/news/press/2019/08/20.html>
 - iii. Midgette, Gregory, Steven Davenport, Jonathan P. Caulkins, and Beaut Kilmer. "What America's Users Spend on Illegal Drugs, 2006-2016"
 - 1. https://www.rand.org/pubs/research_reports/RR3140.html
 - iv. United Nations Office of Drugs and Crime. "Module 3: Organized Crime Markets."
 - 1. <https://www.unodc.org/e4j/en/organized-crime/module-3/key-issues/drug-trafficking.html>
 - v. Johnson, Bruce D. 2003. "Patterns of Drug Distribution: Implications and Issues." *Substance Use and Misuse* 38(11-13): 1789-1806.
 - vi. Semple, Shirley J., Steffanie A. Strathdee, Tyson Volkman, Jim Zians, and Thomas L. Patterson. 2011. "'High on my Own Supply:' Correlates of Drug Dealing among Heterosexually-identified Methamphetamine Users." *American Journal of Addiction* 20(6): 516-524.
 - vii. Greenfield, Victoria A., Bryce Pardo, and Jirka Taylor. Afghanistan in the Era of Fentanyl: Considering Potential Economic and Political Impacts of a Collapse in Demand for Afghanistan's Opiates.
 - 1. <https://www.rand.org/pubs/perspectives/PEA1088-1.html>
- b. Powerpoint

13. Module 13: Drugs and Crime

- a. Required Readings
 - i. UNODC. The Drug Problem and Organized Crime, Illicit Financial Flows, Corruption, and Terrorism.
 - 1. https://www.unodc.org/wdr2017/field/Booklet_5_NEXUS.pdf
 - ii. Rafeaie, Raheleh, Saeede Olyaei, and Alireza Sargolzaiee. 2013. "The Relationship Between the Types of Crime and Drugs in Addicted Prisoners in Zahedan Central Prison." *International Journal of High Risk Behavior Addiction*. 2(3): 139-140.
 - iii. Video: The Relationship Between Drugs and Crime, Redonna Chandler (2 of 3) (2min.).

1. <https://youtu.be/5lGEwdP9znY>
 - b. Optional Resources
 - i. Drugs in Focus – Drugs and Crime: A Complex Relationship
 1. https://www.emcdda.europa.eu/attachements.cfm/att_44774_EN_Dif16EN.pdf
 - c. Powerpoint
- 14. Module 14: Drug Law & Treatment**
- a. Required Readings
 - i. Blocker, Jack S. 2006. “Did Prohibition Really Work” (*see module 2 also*)
 - ii. Coyne, Christopher J. and Abigail R. Hall. 2017. “Four Decades and Counting: The Continued Failure of the War on Drugs.” *Policy Analysis* 811
 1. <https://www.cato.org/policy-analysis/four-decades-counting-continued-failure-war-drugs#>
 - iii. Institute for Behavior and Health: Drug Legalization
 1. <https://www.ibhinc.org/drug-legalization>
 - iv. A History of the Drug War
 1. <https://drugpolicy.org/issues/brief-history-drug-war>
 - b. Powerpoint
- 15. Module 15: Legalization & Decriminalization**
- a. Required Readings
 - i. Drug Policy Alliance: Drug Decriminalization
 1. <https://drugpolicy.org/drug-decriminalization>
 - ii. Block, Walter E., and Violet Obioha. 2012. “War on Black Men: Arguments for the Legalization of Drugs.” *Criminal Justice Ethics* 31(2): 106-120.
 - b. Powerpoint

2. Quotes

Provide three quotes from students evaluating their experience with the no-cost learning materials.

“I think the wide range of resources we were given were more effective and contained a wider range of viewpoints and arguments than a single textbook would have provided.” (Fall 2022, fully online class)

“I thought this course was very well structured and found the course material to be very informative and helpful. The videos and articles were useful to me across modules and even in other classes as they exposed me to perspectives and new information that I don’t think I would’ve received as clearly from a traditional textbook. I found that the mix of resources (videos, articles, journals, studies) kept me very engaged and made the class much more interesting.” (Fall 2022, fully online class)

"I personally think that the personal use of no-cost/low-cost instructional resources make it more likely for students to succeed. College is expensive enough on it's own, so providing low or no-cost resources make it more accessible for students to study and succeed in their courses. The resources in this course made it much easier for me to find information and use it in my assignments." (Fall 2022, fully online class)

3. Quantitative and Qualitative Measures

A. Uniform Measurements Questions

The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: 111 (post-transformation)

- Positive: 83.3 % of 18 number of respondents
- Neutral: 11.1 % of 18 number of respondents
- Negative: 5.6 % of 18 number of respondents
-

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Choose One:

- X Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

9.5 % of students, out of a total 84 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- ☒ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- ☐ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- ☐ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

B. Measures Narrative

In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.

[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]

- *Include measures such as:*
 - *Drop, fail, withdraw (DFW) delta rates*
 - *Course retention and completion rates*
 - *Average GPA*
 - *Pre-and post-transformation DFW comparison*
 - *Student success in learning objectives*
 - *Surveys, interviews, and other qualitative measures*
- *Indicate any co-factors that might have influenced the outcomes.*

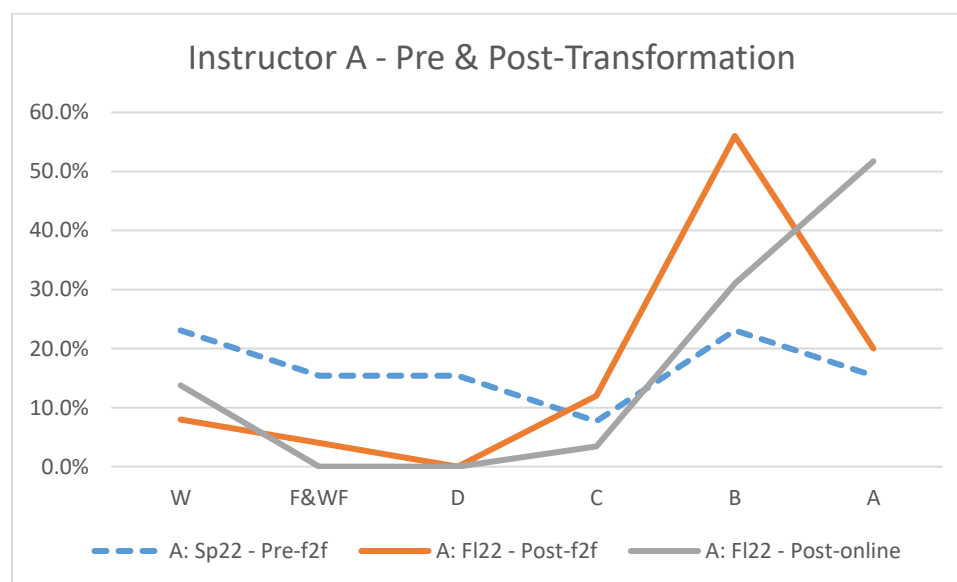
*Across all categories surveyed, **students responded very positively to the transformation of materials.** The majority of students rated the transformed materials as “very easy” or “somewhat easy” on “ease of use of assigned course materials.” The most common response to “how engaging was the instructional resources” was “very interesting.” Similarly, “how understandable were the course materials” was most common response by far was “very clear.” The “visual appeal of materials” was most commonly rated as “very appealing,” with the vast majority of responses above “slightly appealing.” “Overall quality of course materials” was primarily rated as “very good” (range 85%-100% of individual classes surveyed). The qualitative responses were positive in orientation, with at least one commenting upon the “wider range of viewpoints and arguments than a single textbook.” While little guidance was offered for improvements, some respondents commented upon the style/age of videos, which often range to 10-30 years old (a consequence of materials available in “Videos on Demand” in the library collection).*

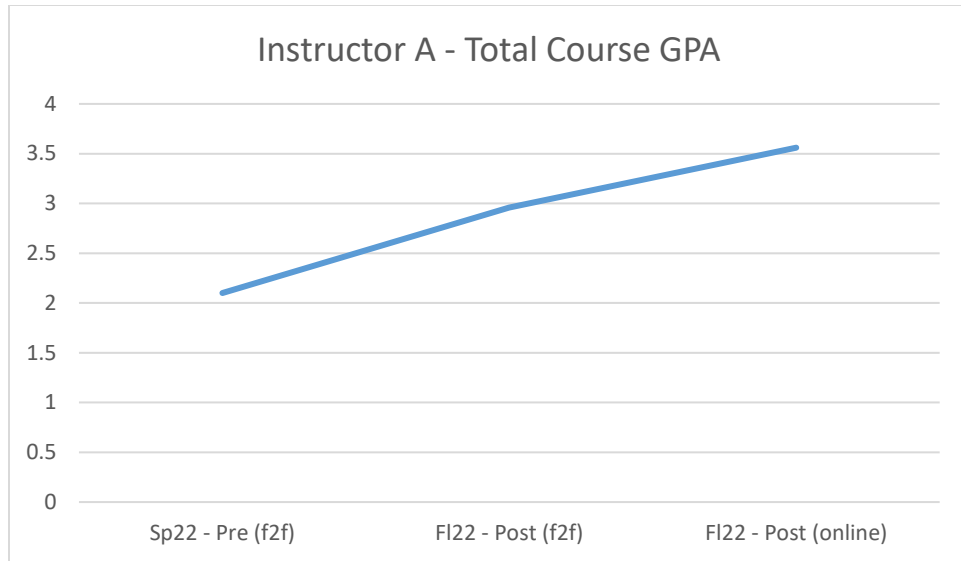
Holistically, **both faculties involved in pre- and post-transformation demonstrated either a positive or neutral grade outcome.** Instructor A experienced a positive grade outcome and Instructor B had a neutral grade impact.

Instructor A:

Instructor A particularly demonstrated a significant improvement in the stronger grade outcomes. Pre-transformation (Sp22 – face-to-face) the total course GPA calculated to a 2.1 for those who completed the course (those who withdrew were not included). Post-transformation their course GPAs were 2.96 in their face-to-face class and 3.56 in their online course.

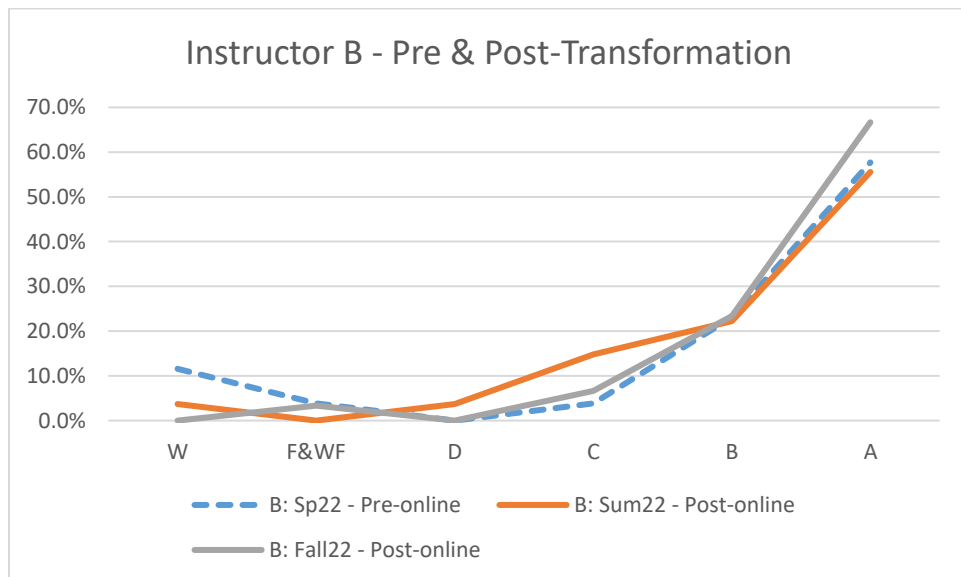
In the below charts reporting grade distributions, please note the “dashed” line is the pre-transformation data (Spring 2022); the solid lines are post-ALG transformation.

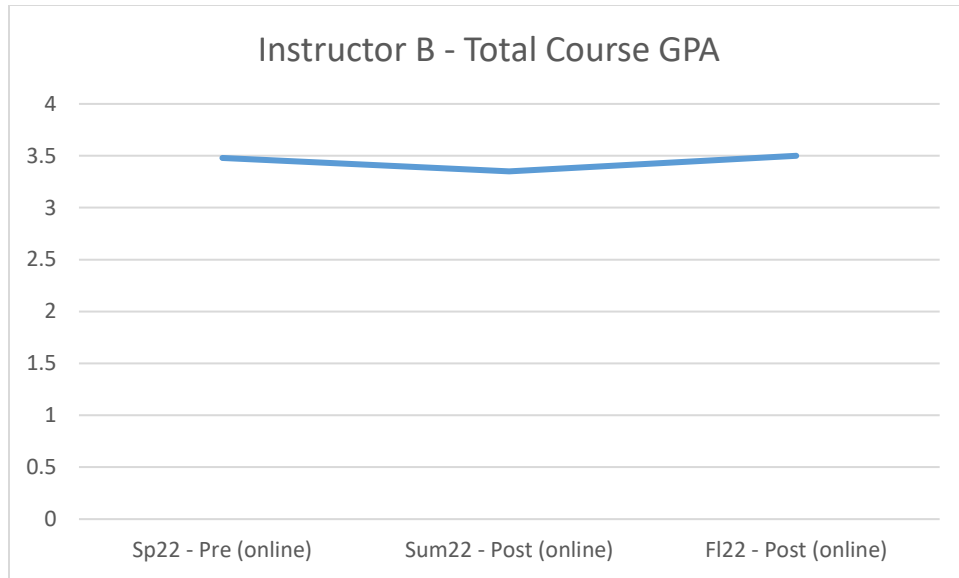




Instructor B:

Instructor B demonstrated highly consistent grades across the pre- and post-transformation semesters. Pre-transformation, (Sp22 – online), the class GPA was 3.48; post-transformation were (Sum22 – online) 3.35 and (FI22 – online) 3.5.





In the last semester prior to ALG transformation (Spring 2022), among the faculty teaching in the final semester of adoption, the DFW rate was 23.1%. In the final semester of adoption the total percentage dropped to 9.5%. It should be noted this measure only addressed Fail/Fail-Withdraw/Withdraw numbers; Drop numbers are not maintained within our registration system to track during the first week of semester drop/add period.

Contrasting the two instructors involved in both semesters' instruction, Instructor A's pre-adoption DFW rate (Sp22, f2f class) was 38.5%. It is notable that semester that the course was very small to begin with, as students were still in the process of returning to more face-to-face classes. In fall 2022, post-transformation the DFW rate for their f2f was 12% and online class was 13.8%. Turning to instructor B, pre-transformation their DFW rate (Sp22, online) was 15.4%. Post-transformation, during pilot semester (Summer 22, online) it was 3.7% and in final semester (Fall22, online) it was 3.3%.

*Overall, among the two faculty who taught both pre- and post-transformation, there was a **positive impact for DFW Rates**.*

4. Sustainability Plan

Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.

The team of faculty involved in this project, specifically Link and Sterling have both transitions to positions more heavily focused within administrative responsibilities, limiting their availability to teach. Consequently, it is not expected that either will teach the course in the near future.

Johnson and Starks intend to continue to employ use of this course template. They both teach multiple sections annually (ranging from 2-5 sections annually each).

Teams members will consult annually (end of academic year) for the next two years to assess course content and student evaluation and grade outcomes to determine if resource/content changes ought occur.

As a product of this transformation a "Template" online course has been submitted for institutional review and approval. This will provide a 5-year, internal approval timeline, with subsequent updating and approval in approximately 2028. Farr is overseeing the course review and any revisions necessary for approval for a fully-accessible online course.

5. Future Affordable Materials Plans

Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.

This transformation project is the latest in a series of prior transformations in the sociology curriculum, including: Soci1101: Introduction to Sociology (still regularly used), Soci2251: Social Problems (defunct and not used recently); and Soci3364: Sociology of the Family (still regularly used). Faculty within the program are increasingly cognizant of text/instructional resource costs and continuing to weight this issue in the selection of course resources.

6. Future Scholarship Plans

Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.

Currently, there is no specific expected SoTL research or publication activities linked to this project. With the inclusion of a number of lecturers among the remaining instructional/development team, with no expectation for scholarship in their workload, teaching itself is the prioritized activity, so limited time and resources are available to support the development of scholarship and its presentation relevant to this project.

7. Description of Photograph (optional)

This is where a team can list the names of the people shown in this separately uploaded photograph, along with their roles, if applicable.

n/a