



**Board of Governors, State University System of Florida  
REQUEST TO OFFER A NEW DEGREE PROGRAM**

In Accordance with BOG Regulation 8.011

(Please do not revise this proposal format without prior approval from Board staff)

University of West Florida  
 \_\_\_\_\_  
**Institution Submitting Proposal**

Fall 2022  
 \_\_\_\_\_  
**Proposed Implementation Term**

College of Business  
 \_\_\_\_\_  
**Name of College(s) or School(s)**

Department of Business Administration  
 \_\_\_\_\_  
**Name of Department(s)/Division(s)**

Human Resource Management  
 \_\_\_\_\_  
**Academic Specialty or Field**

Bachelor of Science in Business Administration  
 in Human Resource Management  
 \_\_\_\_\_  
**Complete Name of Degree**

52.1001  
 \_\_\_\_\_  
**Proposed CIP Code (2020 CIP)**

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

March 17, 2022  
 \_\_\_\_\_  
**Date Approved by the University Board of Trustees**

\_\_\_\_\_  
**President's Signature** **Date**

\_\_\_\_\_  
**Board of Trustees Chair's Signature** **Date**

\_\_\_\_\_  
**Provost's Signature** **Date**

**PROJECTED ENROLLMENTS AND PROGRAM COSTS**

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 3 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost
Year 1	16	10.32	12,839	132,500	0	0	132,500
Year 2	23	14.85					
Year 3	32	20.67					
Year 4	46	29.7					
Year 5	63	40.68	4,107	167,054	0	0	167,054

*Note: This outline and the questions pertaining to each section **must be reproduced** within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.*

# Introduction

## I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including majors, concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

(a) Bachelor of Science in Business Administration

(b) Human Resource Management

(c) 120 Semester Credit Hours

(d) The University of West Florida (UWF) seeks to offer a Bachelor of Science in Business Administration degree program with a major in Human Resource Management (BSBA HRM) in CIP Code 52.1001 beginning in Fall 2022. The BSBA HRM program will be delivered face-to-face on the UWF Pensacola campus and online by the Department of Business Administration in the College of Business. UWF currently offers a specialization in human resource management within the BSBA in Management program under CIP Code 52.0201. The development of a stand-alone Human Resource Management baccalaureate degree will create a more recognizable credential for UWF students desiring to work in this field. The more focused human resource management curriculum will better prepare students to become practitioners in this field. The curriculum will align with the Society for Human Resource Management (SHRM) Human Resources Guidebook. SHRM is a professional membership association that offers industry recognized certifications in human resource management (SHRM Certified Professional- SHRM CP).

This program will fulfill growth needs in human resource management positions expected nationally, regionally, and locally. Nationally, there are projections for employment growth of 7% for Human Resource Specialists with a median wage of \$63,490. In the state of Florida, projections for employment growth are even higher with 16.1% growth for Human Resource Specialists and a median wage of \$61,430. Locally, projections for Escambia and Santa Rosa counties show growth of 12.8% for Human Resource Specialist positions.

- B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.**

The BSBA HRM pre-proposal was presented to CAVP on September 3, 2021. There were no concerns presented by the CAVP review group.

- C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.**

Not applicable, this is not a doctoral degree program.

- D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).**

## **Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis**

CIP Code 52.1001 has been identified by the State University System of Florida Board of Governors as a Program of Strategic Emphasis in the Gap Analysis category. The BSBA in Human Resource Management degree aligns with economic and workforce needs in Florida. This degree creates a path for graduates to successfully enter the workforce in an area with a postsecondary education skills gap.

## **Increase Community and Business Workforce**

Statewide and locally, there is projected growth in job opportunities in the human resource management field. Statewide, two of the occupations with the most predicted growth through 2028 in HRM are Compliance Officers (8.9%) and Human Resources Specialists (16.1%) with median salaries of \$66,620 and \$61,430 respectively. Locally in Escambia and Santa Rosa Counties, predicted growth in Human Resource Specialists is 12.8%.

In addition, the College of Business has consulted with Landrum HR Workforce Solutions to gauge demand for graduates from HRM programs. Landrum, while local to Pensacola, is one of Florida's largest private companies. Discussions with the organization's leadership reveal large demand for HRM professionals as administration of related processes grows more challenging both legally and technically. Better educated HRM graduates are critical to meeting these needs. Further, the UWF College of Business Advisory Council, Learner Success Committee, composed of leaders of industry in the Pensacola area-- unanimously supported the launch of a BSBA in HRM degree program.

**E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion. The Programs of Strategic Emphasis Categories are:**

- **Critical Workforce:**

- Education
- Health
- Gap Analysis

- **Economic Development:**

- Global Competitiveness
- Science, Technology, Engineering, and Math (STEM)

**Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at [the resource page for new program proposal](#).**

The BSBA in Human Resource Management is a State University System of Florida Skills Gap Analysis Program. Programs in this category are projected to graduate fewer students than needed for Florida's labor market.

**F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The BSBA in Human Resource Management program will be delivered face-to-face on the UWF Pensacola campus and online by the Department of Business Administration in the College of Business.

# Institutional and State Level Accountability

## II. Need and Demand

- A. **Need:** Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

### National

The U.S. Bureau of Labor Statistics projects growth in seven standard occupational codes (SOC) related to the proposed BSBA in Human Resource Management. Two of the occupations with the highest growth projected through 2029 are Training and Development Specialists with 28,200 new jobs (8.6%) and Human Resource Specialists with 46,900 new jobs (7.0%). According to the US Bureau of Labor Statistics Occupational Outlook Handbook, the median annual wage for 2020 for these occupations was \$62,700 and \$63,490 respectively. Table 1 describes employment projections in the seven occupational codes aligned with CIP code 52.1001.

Table 1. U.S. Employment projections for occupations aligned to CIP 52.1001

SOC Code	Job Title	Employment			
		2019	2029	Growth	Percent Growth
11-3111	Compensation and Benefits Managers	18,000	18,400	400	2.5%
11-3121	Human Resources Managers	165,200	175,600	10,400	6.3%
11-3131	Training and Development Managers	42,300	45,400	3,100	7.3%
13-1041	Compliance Officers	337,600	353,200	15,600	4.6%
13-1071	Human Resources Specialists	666,500	713,500	46,900	7.0%
13-1141	Compensation, Benefits, and Job Analysis Specialists	94,400	101,800	7,500	7.9%
13-1151	Training and Development Specialists	327,900	356,100	28,200	8.6%

Source: SUS FLBOG ARTS

### State of Florida

Students who graduate from UWF's proposed BSBA in Human Resource Management can find employment at the regional and state level in Florida as this field has been identified by the SUS as an area with a skills gap. As a result, students who complete the program enter the workforce into an industry that has a shortage of workers with postsecondary education skills.

The proposed BSBA in HRM is designed to educate graduates to work in these industries:

- Management of Companies and Enterprises
- Local Government
- Computer Systems Design and Related Services
- Employment Services
- Management, Scientific, and Technical Consulting Services

Employment projections for the previously identified SOC are higher for the State of Florida than for the U.S. Two of the occupations projected to add the greatest numbers of new jobs are Compliance Officers with 7,781 new jobs or 8.9% projected growth and Human Resources Specialists with 5,707 new jobs or 16.1% new growth through 2028. According to the US Bureau of Labor Statistics Occupational Outlook Handbook, the median annual wage for 2020 in Florida for these occupations were \$66,620 and \$61,430 respectively. Table 2 reflects growth in seven occupational codes associated with CIP Code 52.1001.

Table 2. Florida employment projections for occupations aligned to CIP Code 52.1001

SOC Code	Job Title	Employment			
		2020	2028	Growth	Percent Growth
11-3111	Compensation and Benefits Managers	831	918	87	10.5%
11-3121	Human Resources Managers	7,462	8,425	963	12.9%
11-3131	Training and Development Managers	1,444	1,653	209	14.5%
13-1041	Compliance Officers	20,981	22,852	7,871	8.9%
13-1071	Human Resources Specialists	35,455	41,162	5,707	16.1%
13-1141	Compensation, Benefits, and Job Analysis Specialists	6,457	7,291	834	12.9%
13-1151	Training and Development Specialists	17,980	20,697	2,717	15.1%

Source: SUS FLBOG ARTS

It is important to note that through 2028, 18,388 new jobs are projected in the state of Florida in the occupational fields related to human resource management.

### Local

Employment projections for the counties local to UWF are high as well. The two occupations with the highest projected growth are Human Resource Specialist at 12.8% for Escambia and Santa Rosa counties and Human Resource Manager at 18.6% for Okaloosa and Walton counties. Table 3 describes employment projections for these job classifications for these counties through 2028.

Table 3. Escambia & Santa Rosa employment projections for occupations aligned to CIP Code 52.1001

SOC Code	Job Title	Employment			
		2020	2028	Growth	Percent Growth
11-3121	Human Resources Managers	153	165	12	7.8%
13-1041	Compliance Officers	239	254	15	6.3%
13-1071	Human Resources Specialists	648	731	83	12.8%
13-1141	Compensation, Benefits, and Job Analysis Specialists	119	128	9	7.6%
13-1151	Training and Development Specialists	350	382	32	9.1%

Source: floridajobs.org

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

The UWF College of Business has offered a specialization in Human Resource Management within the BSBA in Management since 2016. This specialization has seen 700% growth since inception in academic year 2015-2016 increasing from 6 students to 48 students in academic year 2019-2020.

Additionally, the College of Business conducted a student survey in the fall 2021 semester. Of the 49 students that responded, 39% or 19 students indicated they would be interested in the new BSBA in Human Resource Management degree. These students represented a broad range of majors across the College of Business. The College of Business advising center counselors have commented anecdotally that there is substantial interest in a stand-alone BSBA in Human Resource Management degree.

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.**

Currently only one university within the SUS offers a baccalaureate degree in human resource management, Florida International University (FIU). This degree program graduated 113 students 2019-2020. The Business Administration Chair at UWF contacted the program director at FIU to discuss UWF's proposed degree program. UWF received a letter of support (see Appendix D) from FIU regarding UWF's proposed BSBA in Human Resource Management. FIU noted that there was no market overlap between the two programs and that there is a need for human resource management professionals throughout the state of Florida.

There are three private institutions with campuses operating in the state of Florida that offer a similar degree program, however the degree programs differ significantly in their price point to Florida citizens, AACSB accreditation, and alignment with the Society for Human Resource Management (SHRM) guidelines. These degree programs are summarized and compared with UWF's proposed BSBA in HRM in Table 4.

St. Leo University, a private institution in Saint Leo, Florida, offers a Bachelor of Arts in Human Resource Management. This degree program is only offered online and does not have a face-to-face offering. Furthermore, St. Leo University is not AACSB accredited.

The University of Miami offers a BSBA in Human Resource Management. This degree program is offered on campus only with no online option. While University of Miami is AACSB accredited, the degree program curriculum does not map to SHRM guidelines. According to data available from the National Center for Education Statistics IPEDS database, this degree program graduated 1 student in 2019-2020.

Rasmussen University, another private institution with campuses on the Florida peninsula, offers a Bachelor of Science degree in Human Resources and Organizational Leadership in an online format only with no face-to-face options at any Florida-based Rasmussen campus. A review of the curriculum reveals that the focus of this degree program differs from UWF's proposed BSBA in HRM. In addition, Rasmussen University is not AACSB accredited.

Table 4. Comparison of proposed UWF BSBA HRM degree program with similar programs

Institution	Public/Private	Degree Name	Modalities	Degrees 2019-2020*	AACSB Accredited	MAPS to SHRM	Estimated Expenses for Academic Year 2020-2021**
UWF	Public	BSBA in Human Resource Management	On-campus and Online	Proposed	Yes	Yes	\$6,360
FIU	Public	BBA in Human Resource Management	On-campus and Online	113	Yes	Yes	\$6,565
Saint Leo University	Private	BA in Human Resource Management	Online only	58	No	Yes	\$24,640
University of Miami	Private	BSBA in Human Resource Management	On campus only	1	Yes	No	\$53,682
Rasmussen University	Private	BS in Human Resources and Organizational Leadership	Online only	87	No	Yes	\$12,054

Sources: Various institutional websites

\* IPEDS (<https://nces.ed.gov/ipeds/>) – retrieved 09/17/2021

\*\* IPEDS College Navigator (<https://nces.ed.gov/collegenavigator/>) – retrieved 09/17/2021

While there are several options for baccalaureate degree programs in Human Resource Management available to Florida citizens, in academic year 2019-2020 the institutions in Florida graduated only 259 students in this field. With new jobs in Florida for Human Resources fields estimated at 18,388 through the year 2028, there appears to be significant unmet need for additional graduates in the field of Human Resources. At the current rate, all Florida institutions both public and private will graduate less than 10% of the Human Resource workers needed by 2028.

- D. Use Table 1 - Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 30 credit hours per year and graduate FTE will be calculated as 24 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.**

Students for the proposed degree program will come from the current audience of candidates that apply to the Human Resource Management specialization of the BSBA in Management in the UWF College of Business. Additionally, the stand-alone degree will attract those interested in careers specifically in human resources and those looking to move, either latterly or through promotion, in their current organization’s human resource management department. As is shown in Appendix A Table 1A, the UWF College of Business expects the new stand-alone degree program to begin with 16 students (10.32 FTE) in fall 2022. Student headcount for Year 5 is

anticipated to reach 63 (40.68 FTE). E&G Cost per FTE for Year 1 is \$12,839, all reallocated funds from the HRM specialization in the BSBA in Management. The E&G cost per FTE will decrease to \$4,107 which is just above the SUS average of \$3,901 for undergraduate programs in DIS Code 52 for Business and Management.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.**

The University currently attracts a diverse student body and the proposed BSBA in Human Resource Management degree program will reflect similar diversity to that of the BSBA in Management\Human Resource Management specialization (Figure 1- Graph Showing Enrollment by Ethnicity).

Consistent with its mission, UWF has admissions policies that balance attention to access, inclusiveness, and quality. In addition, UWF encourages applications from qualified persons and does not discriminate on the basis of age, color, disability, gender (including gender identity and sex), marital status, national origin, race, religion, sexual orientation, or veteran status. Also, UWF's New Academic Program Approval Policy requires that programs appropriately address diversity. Therefore, the university and its degree programs take proactive measures to achieve a diverse student body.

To ensure the desired outcome for student diversity, recruiting efforts initially focus on the university's eight-county service area: Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, and Gulf. Recruitment efforts also extend to other geographic regions having larger underrepresented populations of prospective students.

The proposed BSBA in HRM degree program will be marketed to multiple student segments, including first-time-in-college, entering freshmen, transfer students, and others. Program faculty and staff will use multiple outreach methods to ensure diversity in the program. The College of Business will promote the proposed degree program to the aforementioned student segments.

Regarding UWF's proposed BSBA in Human Resources Management degree program, no comments were expressed concerning impact on programs at Florida A & M University (FAMU) or Florida International University (FIU). Further, the only HBCU in the Florida SUS system, FAMU, has written a letter of support for this program, indicating that FAMU does not anticipate any negative impact on existing programs.



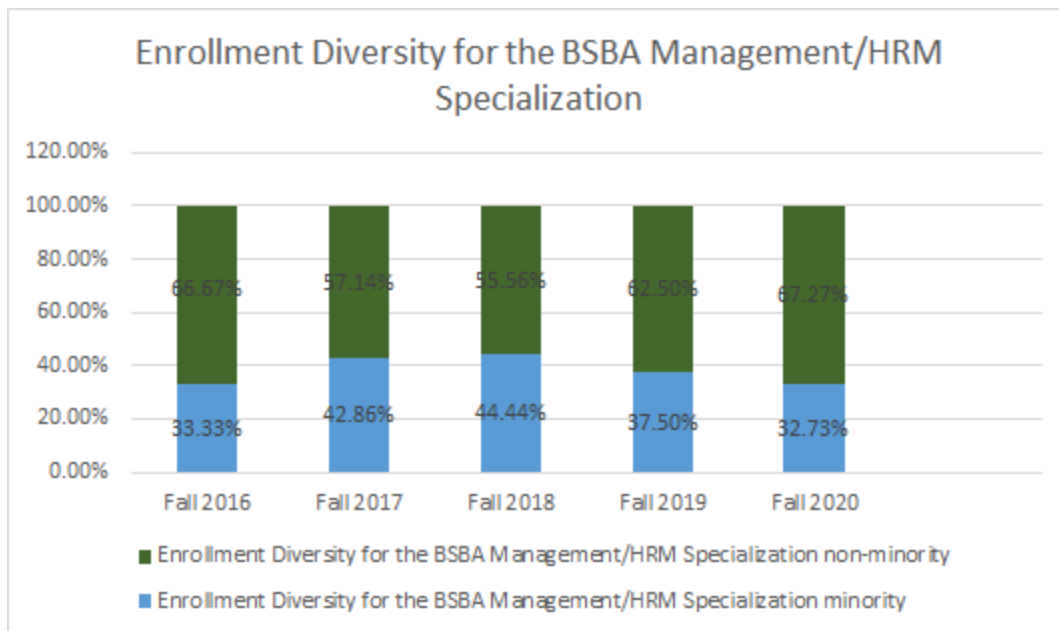


Figure 1. Enrollment diversity for the BSBA in Management/HRM specialization

### III. Budget

- A. Use Table 3 - Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 4 - Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

Total Year 1 costs equal \$132,500 all funds to be reallocated from the existing specialization. The following is a breakdown of the projected Year 1 costs as shown in Appendix A Table 3, all from E&G funds:

- Current full-time faculty salaries and fringe apportioned to the stand-alone degree program at \$125,000 (reallocated).
- One fourth of the Department Administrator salary and fringe at \$7,500 (reallocated).
- There will be no additional library expenses for the program as the department will use materials already in place for the current undergraduate specialization.

Total Year 5 costs equal \$167,054. The following is a breakdown of the projected Year 5 costs as shown in Appendix A Table 3, all continuing base E&G funds:

- Full-time faculty salaries and fringe increased at 5% per annum at a total of \$151,938.
- One fourth of the Department Administrator salary and fringe increased at 5% per annum at \$9,116.
- Adjunct expense estimated at \$6,000 to accommodate potential enrollment growth.

The E&G cost per FTE for the program is \$12,839 for Year 1 and \$4,107 for Year 5, which is 5.2% higher than the SUS average E&G Cost per FTE for CIP Code 52 of \$3,901.

- B. Please explain whether the university intends to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors'**

**approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 3.**

UWF does not intend to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. The BSBA in Human Resource Management will be offered as a regular program through UWF's Department of Business Administration. Table 5 lists the expected tuition rates for the degree program.

Table 5. Tuition costs

<b>Tuition Type</b>	<b>Cost Per Credit Hour</b>
Florida In-State Tuition	\$210
Out-of-State Tuition	\$642
Active Duty Military Tuition	\$210

- C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

As this program is currently being offered as a specialization within the BSBA in Management degree program. Converting this specialization into a stand-alone degree program will not negatively impact existing UWF programs. Faculty and resources currently allocated in the specialization will be reallocated to the stand-alone degree program. General Education and other lower level electives are already in place and capable of accommodating the increase in enrollment in the proposed stand-alone BSBA in Human Resource Management degree program.

- D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

As the proposed BSBA in Human Resource Management program is replacing an existing specialization, no impact on related programs is anticipated by converting the specialization into a stand-alone degree program. No additional general education courses will be needed to fulfill this requirement of the stand-alone degree program.

- E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

The faculty of the BSBA in Human Resource Management have developed relationships with local organizations which employ Human Resource Management students and graduates. These entities include Navy Federal Credit Union, Landrum HR Workforce Solutions, and various healthcare providers. These relationships have provided internship and professional network opportunities for HRM students currently in the specialization. We anticipate similar support for students in the proposed stand-alone BSBA in HRM program.

## **IV. Projected Benefit of the Program to the University, Local Community, and State**

Use information from Tables 1 and 3 - Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

### **The BSBA in HRM will have clear benefits to the university.**

The Human Resource Management specialization under the BSBA in Management degree has seen 700% growth since its inception. When this specialization was initially launched, the plan was to eventually have the program grow into a major and the program enrollment is sufficient for that change. The development of a standalone major in Human Resource Management will give students who desire to work in this field a more targeted degree with better skills and knowledge to enter the workforce thus making them more desirable to prospective employers.

Human Resource Management has been identified as a GAP Analysis Program and Program of Strategic Emphasis by the Florida Board of Governors indicating the need for graduates in this discipline. This program also aligns with UWFs Strategic plan specifically Strategic Direction 1.1 (Learner Centered and Focused): Provide high-quality learning and co- curricular experiences that inspire students to become enlightened and engaged global citizens and successful professionals and Strategic Direction 3.1 (Academic Programming, Scholarship, and Research): Augment and invest in academic and research programs that meet professional, personal, scholastic, and workforce needs.

### **The BSBA in HRM will have clear benefits to the State of Florida.**

Statewide and locally, there is projected growth in job opportunities in the human resource management field. Statewide, two of the occupations with the most predicted growth through 2028 in HRM are Compliance Officers (8.9%) and Human Resources Specialists (16.1%) with median salaries of \$66,620 and \$61,430 respectively. Locally in Escambia and Santa Rosa Counties, predicted growth in Human Resource Specialists is 12.8%.

In addition, the College of Business has consulted with Landrum HR Workforce Solutions to gauge demand for graduates from HRM programs. Landrum, while local to Pensacola, is one of Florida’s largest private companies. Discussions with the organization’s leadership reveal large demand for HRM professionals as administration of related processes grows more challenging both legally and technically. Better educated HRM graduates are critical to meeting these needs.

## **V. Access and Articulation – Bachelor’s Degrees Only**

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)**

The proposed BSBA in Human Resource Management degree program totals 120 credit hours.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). The courses in the Common Prerequisite Counseling Manual are intended to be those that are**

required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. **NOTE:** Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

The proposed BSBA in Human Resource Management degree program will comply with the state common prerequisites requirement. Students will be required to complete the common prerequisites listed in Common Prerequisites Manual for programs in Human Resource Management CIP Code 52.1001. Table 6 outlines these common prerequisites, which must be completed prior to graduation. However, the common prerequisites will not be required for admission to the degree program.

Table 6. Common prerequisites for the BSBA in Human Resource Management degree program

<b>Course Prefix and Number</b>	<b>Title of Course</b>	<b>Semester Credit Hours (SCH)</b>
ACG2021	Financial Accounting	3
ACG2071	Managerial Accounting	3
CGS2570	Personal Computer Applications	3
ECO2013	Principles of Economics Macro	3
ECO2023	Principles of Economics Micro	3
MAC2233	Calculus with Business Applications	3
STA2023	Elements of Statistics	3
<b>Total</b>		<b>21</b>

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that Florida College System transfer students are not disadvantaged by the Limited Access status. **NOTE:** The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

The university does not intend to seek formal limited access status for the proposed program.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see link to the Statewide Articulation Manual on [the resource page for new program proposal](#)). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

The proposed degree program is not an AS-to-BS capstone.

# Institutional Readiness

## VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).**

Our mission at UWF is to:

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society.

The proposed BSBA in Human Resource Management will provide students in the region with access to high-quality education in the area of Human Resources. The curriculum is aligned with the Society for Human Resource Management, a highly-regarded professional human resources membership association. Graduates of the BSBA in Human Resource Management will fill a critical workforce gap providing business and industry with highly skilled practitioners.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The development of a stand-alone Human Resources Management baccalaureate degree will create a more recognizable credential for UWF students desiring to work in the field of human resources management. The more focused human resources management curriculum will better prepare students to become practitioners in this field. The curriculum will align with the Society for Human Resource Management (SHRM) Human Resources Guidebook. SHRM is a professional membership association that offers professional industry recognized certifications in human resource management (SHRM-CP).

Programs in the 52.1001 CIP Code have been identified by the State University System (SUS) Florida Board of Governors as a skills GAP Analysis Program and a Program of Strategic Emphasis. The BSBA in HRM supports the SUS Strategic Plan Goals to “increase the number of degrees awarded within programs of strategic emphasis” and “increase community and business workforce.” The BSBA in HRM also supports the UWF Strategic Plan to (1) provide high-quality learning and co-curricular experiences that inspire students to become enlightened and engaged global citizens and successful professionals; and (2) to augment and invest in academic and research programs that meet professional, personal, scholastic, and workforce needs.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Table 7. Planning Process

Date	Participants	Planning Activity
2016-2017	Chair, department faculty, business advisory council	Initial conversations on the need for more Human Resource Management personnel.
2017-2018	Chair, department faculty	Received approval and implemented the HRM specialization under the BSBA in Management.

2020-2021	Chair, department faculty, business advisory council	Discussed need for stand-alone BSBA in HRM to make students more marketable to business and industry seeking qualified HRM personnel.
April 2021	Chair, Associate Dean, and Dean	A series of meetings to discuss the potential demand and need for UWF to consider offering a BSBA in HRM degree.
June 14, 2021	Vice Provost, Institutional Effectiveness, Dean, Associate Dean, and Chair	Discussion of new program requirements and process; Establishment of timeline.
July 2, 2021	Chair and HRM Faculty	Chair and HRM faculty began working on program requirements for stand-alone BSBA in HRM.

Table 8. Events Leading to Implementation

Date	Implementation Activity
Sept. 3, 2021	CAVP Pre-Proposal approved.
Sept. 17, 2021	BSBA HRM curriculum plans submitted through CCR system for faculty governance review.
Sept. 2021	Prepare new degree program proposal.
Nov. 8, 2021	College Council curriculum approval.
Dec. 6, 2021	Academic Council curriculum approval.
Dec. 13, 2021	Faculty Senate curriculum approval.
Jan. 2022	Finalize new degree program proposal.
Feb. 17, 2022	Academic Committee of UWF Board of Trustees reviews and approves RTO for BSBA in HRM.
March 17, 2022	Full UWF Board of Trustees reviews and approves the RTO for BSBA in HRM for submission to the Florida Board of Governors (BOG) staff for review.
Spring 2022	Florida Board of Governors staff approves BSBA in HRM. CIP Code is added to UWF's approved program inventory with the BOG.
Fall 2022	BSBA in HRM program begins.

## VII. Program Quality Indicators - Reviews and Accreditation

**Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations. Please include evidence that teacher preparation programs meet the requirements outlined in Section. 1004.04, Florida Statutes, if applicable.**

Pursuant to BOG Regulation 8.015, all academic departments at UWF conduct program reviews every seven years. The Department of Business Administration most recent program review was conducted in academic year 2017-2018. The proposed BSBA in HRM is scheduled to be implemented in the same academic year as the next regularly scheduled program review for the Department of Business Administration which is 2022-2023. The BSBA in HRM will be included in all subsequent program reviews for the Department of Business Administration.

Additionally, the UWF College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) which includes the current BSBA in Management with a specialization in Human Resource Management. The next AACSB reaffirmation visit is scheduled for 2023. The UWF College of Business is currently preparing for AACSB

reaffirmation and will include the proposed BSBA in Human Resource Management in the AACSB peer review and reaffirmation process.

Finally, the curriculum aligns with the Society for Human Resource Management (SHRM) Human Resources Guidebook. SHRM is a professional membership association that offers professional industry recognized certifications in human resource management (SHRM-CP).

## VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The following are the proposed student learning outcomes for the proposed BSBA in Human Resource Management:

### Content

- Define terminology and concepts with respect to the various functions within the discipline of human resource management.
- Plan, organize, lead and control the use of resources to accomplish performance goals in organizations.
- Apply principles of group and individual dynamics through effective membership in a team.
- Identify issues and problems in human resource management and develop a human resource management plan.

### Critical Thinking

- Identify and analyze key elements that comprise business problems/opportunities.
- Select and apply appropriate discipline frameworks to address business problems/opportunities.
- Select and apply appropriate problem solving techniques to address business problem.
- Integrate knowledge across business disciplines to formulate defensible strategic business decisions.

### Communication

- Create and deliver effective oral presentations.
- Develop effective written presentations.
- Contribute effectively to group discussions.

### Integrity/Values

- Recognize legal and ethical problems that occur in business contexts.
- Select and defend an appropriate ethical and legal course of action.

(See Appendix C for the ALC document for the proposed BSBA in Human Resource Management.)

**B. Describe the admission standards and graduation requirements for the program.**

Admission requirements are available from the University of West Florida Catalog. (2021-2022). Graduation requirements for baccalaureate degrees earned at the University of West Florida are also available in the University of West Florida Catalog (2021-2022). Please see Appendix G for full details.

**C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The proposed BSBA in HRM degree requires a total of 120 semester credit hours (SCH). Thirty-six hours is comprised of General Education coursework, 21 hours lower division Common Prerequisites, leaving 3 hours of lower division electives available. Students in the BSBA in HRM degree program will complete the 30 SCH College of Business core along with 27 SCH of Human Resource Management major related courses with 3 additional SCH in College of Business upper level electives or an internship. Each section of the curriculum plan for the proposed BSBA in HRM is detailed in Table 9.



Table 9. BSBA HRM Curriculum Plan 120 Semester Credit Hours Total

<b>Hours Requirements</b>			<b>SCH Totals</b>
General Education	Includes ECO2023, MAC2233, and STA2023 of common prerequisites	36 SCH	
Remaining Common Prerequisites		12 SCH	
Lower Division Electives		12 SCH	
<b>Total Lower Division</b>			<b>60</b>
<b>College of Business Core</b>			
	Legal and Ethical Environment of Business	3 SCH	
	Managerial Finance	3 SCH	
	Writing for Business: Theory and Practice	3 SCH	
	International Business	3 SCH	
	e-Business Fundamentals	3 SCH	
	Introduction to Business Analytics	3 SCH	
	Management Fundamentals	3 SCH	
	Operations Management	3 SCH	
	Strategic Management	3 SCH	
	Marketing Fundamentals	3 SCH	
<b>Total COB Core</b>		30 SCH	
<b>HRM Major Courses</b>			
	Behavior in Organizations	3 SCH	
	Human Resources Management	3 SCH	
	Management of Diversity	3 SCH	
	Compensation and Benefits	3 SCH	
	Recruitment and Selection	3 SCH	
	Performance Management	3 SCH	
	Business Leadership and Change Management	3 SCH	
	Human Resource Law	3 SCH	
	Strategic Human Resource Management	3 SCH	
<b>Total HRM Major</b>		27 SCH	
Upper Division Elective	Business Negotiation OR 3000/4000 level advisor-approved COB elective or Internship	3 SCH	
<b>Total Upper Division</b>			<b>60</b>
<b>Total SCH to Degree</b>			<b>120</b>

**D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

Table 10. BSBA Human Resource Management Degree Sequence

<b>Freshman Year</b>					
Semester 1			Semester 2		
Course No.	Course Name	SCH	Course No.	Course Name	SCH
ENC1101	English Comp. I	3	ENC1102	English Comp. II	3
CGS2570	Personal Comp. App.	3	ECO2023	Princ. of Econ. Micro	3
Gen. Ed.	Natural Science	3	MAC2233	Calculus w/Bus. App.*	3
MAC1105	College Algebra	3	SPC2608	Basic Comm. Skills	3
ECO2013	Princ. of Econ. Macro*	3	Gen. Ed.	Social Science	3
		15			15
<b>Sophomore Year</b>					
Semester 3			Semester 4		
Course No.	Course Name	SCH	Course No.	Course Name	SCH
STA2023	Elements of Statistics*	3	ACG2071	Managerial Accounting	3
ACG2021	Financial Accounting	3	Gen. Ed.	Humanities	3
Elective	Lower Level	3	GEB3213	Writ. for Bus.:Thry/Prac.	3
Gen. Ed.	Natural Science	3	MAN3025	Management Fund.	3
Gen. Ed.	Humanities/Natural Science/Social Science	3	Elective	Lower Level	3
		15			15
<b>Junior Year</b>					
Semester 5			Semester 6		
Course No.	Course Name	SCH	Course No.	Course Name	SCH
MAN3240	Behavior in Orgs.	3	MAN4102	Mngt. of Diversity	3
MAN3301	Human Resource Mngt.	3	FIN3403	Managerial Finance	3
MAN3504	Operations Mngt.	3	MAN4350	Recruitment & Selection	3
ISM3011	e-Business Sys. Fund.	3	ISM3116	Intro. to Bus. Analytics	3
BUL3130	Legal/Ethic. Env. Bus.	3	MAR3023	Marketing Fundamentals	3
		15			15
<b>Senior Year</b>					
Semester 7			Semester 8		
Course No.	Course Name	SCH	Course No.	Course Name	SCH
MAN4280	Bus. Lead/Chge. Mngt.	3	MAN4720	Strategic Management	3
MAN4xxx	Strategic HRM	3	MAN4330	Compensation & Benefits	3
Elective	Lower Level	3	MAN4341	Performance Management	3
GEB4361	International Business	3	Elective	Lower Level	3
MAN4xxx	Human Resource Law	3	MAN4441	Business Negotiation/ Internship/Upper Level COB Elective	3
		15			15
<b>Total Program Hours</b>					<b>120</b>

\*Course satisfies both a General Education and a Common Prerequisite requirement.

**E. Provide a one- or two-sentence description of each required or elective course.**

**Required Courses:**

**BSBA Core Courses**

BUL3130 Legal and Ethical Environment of Business: Background of law and the legal and ethical environment of business. Coverage includes ethical decision making, courts and alternative dispute resolution, torts, criminal law, contracts, intellectual property, agency and an introduction to business organizations.

FIN3403 Managerial Finance: Analytical concepts available to financial managers in acquisition and effective utilization of funds in relation to other management functions.

GEB3213 Writing for Business Theory and Practice: Augments the basics of business writing while reviewing the various types of written business correspondence. Students are expected to demonstrate ethical decision-making skills, utilize computer-based software, and create content using analytical thinking skills. Students must be able to determine solutions to problem-based exercises.

GEB4361 International Business: Introduces students to the complexities of conducting business on a global scale. Businesses typically develop in a domestic setting and then expand into international commerce. Focuses on the necessary adaptations of business practices for success in global markets.

ISM3011 e-Business Fundamentals: Use and application of information system technology in the business environment, with emphasis on the fundamental e-Business models, technology concepts and systems used to enable and conduct electronic business. Concepts include the components of an I.S., the systems development process, the functions of the various types of communication networks, hardware, and software, including practical, hands-on projects designed to enhance e-Business analytical skills.

ISM3116 Introduction to Business Analytics: This course uses spreadsheets to identify trends and relationships in business data and how to apply them in a business environment. The focus of the course is on the managerial application of the results rather than the algorithmic derivation of the results. Visualization techniques are also shown.

MAN3025 Management Fundamentals: Study of principles of management. Process and content of management analyzed. Emphasizes classical, human relations, human resources, behavioral and quantitative management methods. Content includes planning, organizing, leading, control, employment cycle, organization design, and motivation.

MAN3504 Operations Management: Application of quantitative and qualitative management techniques for improving quality and efficiency of manufacturing and service organizations. Coverage of productivity, quality, forecasting, design of goods/services, project management and other related topics.

MAN4720 Strategic Management: The capstone course for BSBA in the College of Business offers a culminating experience for students from all majors which involves aggregate planning and development of overall policy for organizations. Emphasizes the system interrelationship of the functional areas of enterprise from the viewpoint of top executives.

MAR3023 Marketing Fundamentals: Function of marketing in our economic system; role of the consumer in marketing decisions; the decisions marketing managers must make to provide goods and services priced, promoted and distributed to meet organizational objectives in changing environments.

### **BSBA HRM Major Courses**

MAN3240 Behavior in Organizations: A study of human and group behavior in organizations and within society. The focus is on developing student ability to work in group settings and organizations. Topics include personality, motivation, leadership, communication, power, change, and conflict.

MAN3301 Human Resource Management: Introduction to personnel administration; emphasis on the basic personnel function of both the personnel specialist and the operating manager. Critical issues stressed include selection, compensation, OSHA, EEO, unions and discipline.

MAN4102 Management of Diversity: Roles, behaviors, career paths, motivational strategies, obstacles, and collegial reaction to managing diversity within the labor force are an integral aspect of the course. Personal assessment of communication styles and diversity in management styles. Discussions focus on diversity awareness and strategies to enhance productivity through team effort. Emphasis on proactive steps to integrate a diverse work force toward a more productive unit

MAN4330 Compensation and Benefits: Compensation and benefits play an important role in attracting, motivating, and retaining employees. This course examines how to establish and manage effective compensation and benefits systems that support the organization's strategic direction while also meeting employee needs and complying with legal requirements.

MAN4350 Recruitment and Selection: Employees are commonly recognized as an organization's most valuable resource. Thus, effectively staffing an organization is one of the most critical managerial responsibilities. This course examines best practices, current trends, legal issues, and research on effective recruitment and selection of human capital so that students may learn how to establish and effectively manage staffing systems.

MAN4341 Performance Management: Employees are commonly recognized as an organization's most valuable resource. Thus, ensuring that employees achieve and maintain their highest performance is one of the most critical managerial responsibilities. This course examines best practices, current trends, legal issues, and research in change management, organizational development, performance management, and training so that students may learn how to effectively manage human capital for optimal performance.

MAN4280 Business Leadership and Change Management: A course on Leadership and Change Management to prepare students to respond to the needs of a dynamic global business climate. Prepares students to take responsibility to work collaboratively with others in developing change management strategies in bringing about change and overcoming resistance.

MAN4XX1 Human Resource Law: Explore the principles of law that guide human resource practice including applicable statutes, contracts and agency.

MAN4XX1 Strategic Human Resource Management: Integrates current research, best practices, human resource policy and strategy in order to maximize organizational effectiveness using human capital. Emphasis is placed on analyzing strategic human resource management principles

in order to leverage the workforce to achieve organizational objectives. Real business problems are analyzed by integrating the functional areas of human resource management with business strategies, helping students to understand the linkage between theory and practice.

## **Elective Courses**

MAN4441 Business Negotiation: A practical understanding of negotiation theories and concepts from a business perspective is offered. Students differentiate and practice distributive and integrative negotiation strategies via business related role plays and cases. As future managers, student: 1) practice negotiation where their responsibility exceeds their authority; 2) build coalitions among different stakeholders; and 3) analyze business conflict situations and select strategies to resolve differences.

MAN4940: Internship in Management: On an “as available” basis, management majors may request an internship in management by submitting written proposals to faculty advisors. Proposals must be approved by advisor, chairperson and sponsor. Students must have a 2.5 GPA overall and a 3.0 GPA in management to be eligible for internships. All internships include seminar on internship experience, including written reports.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

The proposed BSBA in Human Resource Management is not a science and technology program.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate. For degree programs in medicine, nursing, and/or allied health, please identify the courses that meet the requirements in Section 1004.08, Florida Statutes for required patient safety instruction.**

The UWF College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) having been recently reaffirmed in 2018. This accreditation includes the current BSBA in Management with a specialization in Human Resource Management. The next AACSB reaffirmation visit is scheduled for 2023. The UWF College of Business is currently preparing for AACSB reaffirmation and will include the proposed BSBA in Human Resource Management in the AACSB peer review and reaffirmation process if approved.

Additionally, the curriculum aligns with the Society for Human Resource Management (SHRM) Human Resources Guidebook. SHRM is a professional membership association that offers professional industry recognized certifications in human resource management (SHRM-CP).

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor’s or master’s programs associated with the proposed program. Are the programs accredited? If not, why?**

The proposed BSBA in Human Resource Management is not a doctoral program.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 3 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through**

**collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The BSBA in Human Resource Management will be offered online and face-to-face on UWF's Pensacola campus. No specialized services will be needed. Since the stand-alone BSBA in Human Resource Management is replacing a specialization and the delivery system is the same, no new specialized services or financial support are needed. UWF and the College of Business have been actively engaged in online education since 2005 and have the infrastructure in place to support faculty and students in online education. No specialized equipment or services are needed for the face-to-face delivery on the Pensacola campus. Faculty are proficient at both the face-to-face and online delivery modalities.

## **IX. Faculty Participation**

- A. Use Table 2 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

Dr. Shelby Solomon  
Dr. John Batchelor  
Dr. Marian Schultz

- B. Use Table 3-Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 2-Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

As the proposed BSBA HRM degree program is replacing in purpose and resource use an existing BSBA in Management with a specialization Human Resource Management, the funds currently being utilized for the specialization will be used for the stand-alone degree program. The total reallocated base for the program is \$132,500. The main costs for the program are faculty salaries and benefits (\$125,000 Year 1, \$151,938 Year 5), Adjunct expenses (\$6,000 Year 5), A&P salaries and benefits (\$7,500 Year 1, \$9,116 Year 5), all of which are based on current and projected funding levels for the current BSBA in Management with a specialization in Human Resource Management from E&G funds. (Appendix A Table 3).

- C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

Faculty vitae in Appendix F include the following full-time faculty who will be supporting the proposed BSBA in Human Resource Management:

Dr. Shelby Solomon  
Dr. John Batchelor  
Dr. Marian Schultz

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

Faculty of the Business Administration Department are productive in teaching, research, and service to the university, the community, and the discipline. The following tables show departmental productivity of semester credit hours taught and FTE productivity, and degrees awarded.

Table 11. Semester Credit Hour and FTE Productivity for the Department of Business Administration

<b>Credit Hours &amp; FTE</b>								
<b>Level</b>	<b>Fall 2017</b>		<b>Fall 2018</b>		<b>Fall 2019</b>		<b>Fall 2020</b>	
	<b>SCH</b>	<b>FTE</b>	<b>SCH</b>	<b>FTE</b>	<b>SCH</b>	<b>FTE</b>	<b>SCH</b>	<b>FTE</b>
<b>Undergraduate</b>	6,039	226.5	6,402	220.5	5,784	216.8	6,477	217.5
<b>Total</b>	6,039	226.5	6,402	220.5	5,784	216.8	6,477	217.5

Source: UWF Institutional Research

Table 12. Degrees awarded for the Department of Business Administration

<b>Degrees Awarded</b>				
<b>Level</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Baccalaureate	137	139	136	139
Total	137	139	136	139

Source: UWF Institutional Research

Faculty have also been involved in scholarly research and publications as well as the pursuit of external funding through grants. Table 13 is a summary of recent publications for departmental faculty and Table 14 is a summary of recent grant activity. Curriculum vitae for program faculty included in Appendix F contains a detailed record of each faculty member's research and scholarly activity as well as grant activity.

Table 13. Department of Business Administration Faculty Productivity, past 5 years

Faculty	Publications
Dr. Shelby Solomon	<p>Solomon, S. J., Bendickson, J. S., Liguori, E. W., &amp; Marvel, M. R. (in press, 2021). The effects of social spending on entrepreneurship in developed nations. <i>Small Business Economics</i>.</p> <p>Solomon, S. J., Bendickson, J. S., Marvel, M. R., McDowell, W. C., &amp; Mahto, R. V. (2020). Agency Theory and Entrepreneurship: A Cross Country Analysis. <i>Journal of Business Research</i>.</p> <p>Beus, J. M., Taylor, E. C., &amp; Solomon, S. J. (2020). Climate-Context Congruence: Examining Context as a Boundary Condition for Climate-Performance Relationships. <i>Journal of Applied Psychology</i>.</p> <p>Solomon, S., &amp; Batchelor, J. H. (2020). Vain or able: a strong inference and the efficacy debate. <i>Team Performance Management</i>.</p> <p>Edwards, C. J., Bendickson, J. S., Baker, B. L., &amp; Solomon, S. J. (2020). Entrepreneurship within the history of marketing. <i>Journal of Business Research</i>, 108, 259-267, doi: <a href="https://doi.org/10.1016/j.jbusres.2019.10.040">https://doi.org/10.1016/j.jbusres.2019.10.040</a>.</p> <p>Weaver, M., Edwards, C., Solomon, S., &amp; Bendickson, J. (2020). A Guide for Understanding, Publishing, and Building a Career in Entrepreneurship Education. <i>Entrepreneurship Education &amp; Pedagogy</i>.</p> <p>Liguori, E., Bendickson, J., &amp; Solomon, S. (2019). Development of a multi-dimensional measure for assessing entrepreneurial ecosystems. <i>Entrepreneurship &amp; Regional Development An International Journal</i>, 31, 7-21, doi: 10.1080/08985626.2018.1537144.</p> <p>Gur, F. A., Bendickson, J. S., &amp; Solomon, S. J. (2019). Executive antecedents of startup cooperation. <i>Canadian Journal of Administrative Science</i>., doi: <a href="https://doi.org/10.1002/cjas.1538">https://doi.org/10.1002/cjas.1538</a>.</p> <p>Corbin, R., Lackeus, M., Liguori, E., &amp; Solomon, S. J. (2019). Under-Researched Domains in Entrepreneurship and Enterprise Education: Primary School, Community Colleges, and Vocational Education and Training Programs. <i>Journal of Small Business and Enterprise Development</i>.</p> <p>Midgett, C., Bendickson, J., Muldoon, J., &amp; Solomon, S. (2018). The sharing economy and sustainability: A case for Airbnb. <i>Small Business Institute Journal</i>.</p> <p>Rosen, P., Solomon, S., McLarty, B., Esken, C., &amp; Taylor, E. (2018). The use of twitter profiles to assess personality and hireability. <i>Journal of Managerial Issues</i>.</p> <p>Mathias, B., Solomon, S., &amp; Madison, K. (2017). After the harvest: A stewardship perspective on entrepreneurship and philanthropy. <i>Journal of Business Venturing</i>.</p> <p>Bendickson, J., Solomon, S., &amp; Fang, X. (2017). Prospect theory: The impact of relative distances. <i>Journal of Managerial Issues</i>.</p> <p>Solomon, S., &amp; Bendickson, J. (2016). Generating press, bold ideas and stubbornness: The impact of celebrity CEOs. <i>Journal of Business Strategies</i>.</p>



Dr. John  
Batchelor

Burch, G. F., Batchelor, J. H., Reid, R. C., Fezzey, T., & Kelly, C. (in press, 2021). The Influence of Employee Personality on Information Security. *ISACA Journal*, 5.

Barber, D., Batchelor, J. H., Hatten, T., Gibson, S. G., & Rolinek, L. (2020). Czech student's perceptions of ethical behavior in business and entrepreneurship. *Business Ethics and Leadership*, 4 (1), 80-91, doi: [http://doi.org/10.21272/bel.4\(1\).80-91.2020](http://doi.org/10.21272/bel.4(1).80-91.2020).

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Davis, J. L., Fudor, A., Perkins, R. D., McDowell, W. C., & Batchelor, J. H. (in press, 2019). Status anxiety and executive decision making: Financial implications of reaction to unethical behavior. *European Journal of International Management*.

Davis, J., Batchelor, J. H., & Kreiser, P. (2019). The Influence of Organizational Task Environment and Firm Size on Top-Executive Compensation Contracts. *Journal of Small Business and Entrepreneurship*, 31 (1), 21-42, doi: [10.1080/08276331.2018.1435842](https://doi.org/10.1080/08276331.2018.1435842).

Davis, J. L., Batchelor, J., & Kreiser, P. (2019). The Influence of Organizational Task Environment and Firm Size on Top-Executive Compensation Contracts. *Journal of Small Business and Entrepreneurship*, 31 (1), 21-42, doi: [10.1080/08276331.2018.1435842](https://doi.org/10.1080/08276331.2018.1435842).

Burch, G. F., Batchelor, J. H., Burch, J. J., Gibson, S., & Kimball, B. (2018). Microaggression, anxiety, trigger warnings, emotional reasoning, mental filtering, and intellectual homogeneity on campus: A study of what students think. *Journal of Education for Business*, 93 (5), 233-241, doi: [10.1080/08832323.2018.1462137](https://doi.org/10.1080/08832323.2018.1462137).

Batchelor, J. H., Humphrey, R. H., & Burch, G. F. (2018). How entrepreneurial leaders use emotional labor to improve employee attitudes and firm performance. *International Journal of Work Organisation and Emotion*, 9 (4), 383-403.

Burch, G. F., Giambatista, R., Batchelor, J. H., Burch, J. J., Hoover, J. D., Nathan A.Heller, Tarleton State University, United States of America (2018). A meta-analysis of the relationship between experiential learning and learning outcomes. *Decision Sciences Journal of Innovative Education*, 17 (1), 239-273, doi: <https://doi.org/10.1111/dsji.12188>.

Burch, J., Batchelor, J. H., Bostwick, E., Gibson, S., Burch, G., Kristie Abston Middle Tennessee State University, George Ellenberg University of West Florida (2018). Assessing Higher Education Assessment Policies

	<p>and Processes: A critical policy Analysis. <i>Journal of Academic Administration in Higher Education</i>, 14 (2), 47-63.</p> <p>Banks, G., Woznyj, H., Kepes, S., Batchelor, J. H., &amp; McDaniel, M. (2018). A meta-analytic review of tipping compensation practices: An agency theory perspective. <i>Personnel Psychology</i>, 71 (3), 457-478, doi: 10.1111/peps.12261.</p> <p>Burch, G. F., Humphrey, R. H., Batchelor, J. H., &amp; Cairo, A. (2016). Unraveling the complexities of empathy research: A multi-level model of empathy. <i>Research on Emotion in Organizations</i>, 12, 169-189.</p> <p>Banks, G. C., O'Boyle, Jr., E. H., Pollack, J. M., White, C. D., Batchelor, J. H., Whepley, C. E., Abston, K. A., Bennett, A. A., and Adkins, C. L. (2016). Questions about questionable research practices in the field of management: A guest commentary. <i>Journal of Management</i>, 42 (1), 5-20.</p> <p>Batchelor, J. H., &amp; Burch, G. F. (2016). Transforming a trip abroad into an experiential exercise in entrepreneurship. <i>Management Teaching Review</i>, 3, 1-7.</p> <p>Batchelor, J. H., &amp; Mao, C. (2016). Extreme Response Style: A Meta-analysis. <i>Journal of Organizational Psychology</i>, 16 (2), tbd.</p> <p>Burch, G. F., Batchelor, J. H., Burch, J., &amp; Heller, N. (2016). Psychological Contracts Revisited: Providing a New Framework and Example. <i>Journal of Management Policy and Practice</i>, 16 (2).</p>
Dr. Marian Schultz	<p>Schultz, M., Schultz, J. T., &amp; Schultz, J. J. (2017). Perceptions of Quality between Online Programs Offered at Traditional Versus Online Universities. <i>Journal of American Academy of Business</i>.</p> <p>Griffith, J., Schultz, J. T., Wakeham, R., &amp; Schultz, M. C. (2016). A Replication of the 2008 U.S. National Report Card Study on Women in Firefighting. <i>The Business Review, Cambridge, Volume 24 (1)</i>, 13-18.</p>

Table 14. Grants Awarded to the Business Administration Department, last 5 years

Project Title	Amount
Veterans Florida Entrepreneurship Program	\$74,500
Brode, Melissa A., and Batchelor, John. MBA Program Admissions: Impact of Prior Work Experience on Predicting Academic Performance. Grant funded by Academic Partnerships.	\$3,715

**X. Non-Faculty Resources**

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

The programs in Human Resource Management cover a wide range of topics that overlap into other disciplines. An analysis of sources related to these topics, therefore, must be taken in a broad sense, as reflected below.

**Books:** An analysis of holdings for human resource management indicates that UWF currently holds over 1,264 volumes in this subject area.

**Journals:** UWF has extensive access to journals in support of academic programs, including over 5,960 e-journals specifically focused on management. A sample of these journal is listed below. Relevant indexing, abstracting, and full-text databases that support the College of Business include general resources, such as Academic Search Complete, JSTOR Arts & Sciences, Project MUSE, and ProQuest Central. In addition, the library subscribes to specialized business databases, including Business Source Complete, ABI/Inform, IBISWorld, LexisNexis, MarketLine, Mergent, PsycArticles, Psychology Database, Small Business Resource Center and Standard & Poor's NetAdvantage.

#### ***Partial List of Journals Available Electronically***

- International Journal of Human Resource Management
- Human Resource Management Journal
- Human Resource Development Quarterly
- Training & Development Journal
- Personnel Journal
- Academy of Management Journal
- Journal of applied Psychology
- Journal of European Industrial Training
- Journal of Business Ethics
- Training Journal
- International Journal of Human Resources Development & Management
- International Journal of Manpower
- Journal of Management
- Journal of Organizational Behavior
- Journal of Management Development
- Journal of Business & Psychology
- Journal of Management Studies
- Journal of Managerial Psychology
- Profiles in Diversity Journal
- International Journal of Contemporary Hospitality Management
- International Journal of Selection & Assessment
- Industrial Relations Journal
- Journal of Business Research
- Journal of Organizational Change Management
- Journal of General Management
- Human Resource Management
- International Journal of Public Administration
- Journal of Strategic Human Resource Management
- Journal of Occupational & Organizational Psychology
- Journal of Human Resources
- Psychosocial Issues in Human Resources Management

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3-Appendix A. Please include the signature of the Library Director in Appendix B.**

No additional library resources are needed to implement or sustain the proposed degree program through Year 5.

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

The proposed BSBA in Human Resource Management program will replace the current BSBA in Management with a Human Resource Management specialization and will use the same classroom, office, and other spaces. This proposed degree program will be offered face-to-face and online. Both groups have the opportunity to take classes on the Pensacola campus of UWF. The proposed program will occupy three offices and use the three classrooms in Building 76A.

#### Building 76A Classrooms

##### Classroom 101

- Seating for 60 students
- Stadium seating
- ADA accessible seating
- Smart board with presentation computer

##### Classroom 102

- Seating for 56 students
- Rectangular tables, two students per table
- ADA accessible seating
- Smart board with presentation computer

##### Classroom 103

- Seating for 68 students
- Rectangular tables, two students per table
- ADA accessible seating
- Smart board with presentation computer

#### Group Study Rooms

- Three group study rooms
- Rectangular tables with capacity for 10
- White boards for collaborating

#### Interview Rooms

- Two interview rooms
- Technology enhanced to allow for virtual interviews
- Student workstations in each

#### Open Collaboration Areas

- Two research and small group collaboration seating areas
- Wireless printing access
- Smartboard access

#### Trading Lab

- Bloomberg Terminal for live trading
- Student workstations for students enrolled in investment courses

#### Capstone Lab

- Student workstations for students enrolled in MAN4720 Strategic Management
- Space for collaborating on course group simulation

#### Student Organization Offices

- Two offices for meetings
- Shared space with other student organizations

#### Advising Offices

- Centralized advising area for all COB majors, including proposed program
- Director of Advising office
- Three program advisor offices

#### Cafe/Atrium

- Coffee shop for hot and cold beverages
- Sandwich and snack bar for student gathering
- Tables for studying/collaborating/eating/drinking

#### Departmental/Faculty Offices

- Department of Administration main office
- Chair, Department of Administration office
- Three Department of Administration faculty offices

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 3-Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.**

The proposed degree program will not require any additional classroom, teaching laboratory, research laboratory, office, or other space to implement the program nor to sustain it through Year 5.

- E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 3-Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

There are no additional capital expenditures needed to implement or maintain the proposed BSBA in Human Resource Management through Year 5.

- F. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

The proposed degree program does not require any specialized equipment to implement the program nor to sustain it through Year 5.

- G. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 3-Appendix A.**

The proposed degree program will not require any additional specialized equipment to implement the program nor to sustain it through Year 5.

- H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 3-Appendix A.**

The proposed degree program does not require any special categories of resources for implementation through Year 5.

- I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 3-Appendix A.**

No new fellowships, scholarships, or graduate assistantships are planned to be allocated to the proposed undergraduate degree program.

- J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Students in the proposed BSBA in Human Resource Management have the opportunity to enroll in internship opportunities. The Department of Business Administration has current relationships with the following business entities to provide internship opportunities for students in the BSBA in Management/Human Resource Management specialization. Each of these organizations has expressed interest in continuing to provide internship opportunities to students in the proposed BSBA in HRM. The business entities currently providing internship opportunities include:

- Navy Federal Credit Union, Pensacola, FL
- Landrum HR Workforce Solutions, Pensacola, FL
- Baptist Healthcare, Pensacola, FL

## Appendices TOC

### Appendix A - Tables

- 1A Undergraduate Enrollment
- 2 Faculty
- 3 Budget
- 4 Reallocation

### Appendix B - Signatures

### Appendix C - Academic Learning Compact

### Appendix D - Letter of Support - Florida International University

### Appendix E - Letter of Support - Florida A&M University

### Appendix F - Faculty CVs

- Solomon
- Batchelor
- Schultz

### Appendix G – Undergraduate Admissions and Graduation Requirements

# Appendix A

## TABLES

- 1A Undergraduate Enrollment
- 2 Faculty
- 3 Budget
- 4 Reallocation



Source of Students (Non-duplicated headcount in any given year)*	Year 1 HC	Year 1 FTE	Year 2 HC	Year 2 FTE	Year 3 HC	Year 3 FTE	Year 4 HC	Year 4 FTE	Year 5 HC	Year 5 FTE
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	10	6.45	15	9.68	20	12.92	30	19.37	40	25.83
Florida College System transfers to the upper level***	6	3.87	8	5.17	12	7.75	16	10.33	23	14.85
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>16</b>	<b>10.32</b>	<b>23</b>	<b>14.85</b>	<b>32</b>	<b>20.67</b>	<b>46</b>	<b>29.7</b>	<b>63</b>	<b>40.68</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

APPENDIX A Table 2 Anticipated Faculty Participation

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Shelby Solomon, PhD Strategy/Human Resources	Asst. Prof.	Tenure Earning	Fall 2022	9	0.75	0.50	0.38	9	0.75	0.50	0.38
A	Marian Schultz, EdD Res	Professor	Tenured	Fall 2022	9	0.75	1.00	0.75	9	0.75	1.00	0.75
A	John Batchelor PhD Organizational Behavior	Assoc. Prof.	Tenured	Fall 2022	12	1.00	0.33	0.33	12	1.00	0.33	0.33
	Name, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
<b>Total Person-Years (PY)</b>								<b>1.46</b>				<b>1.46</b>

Faculty Code	Code Description	Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	1.46	1.46
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
F	Existing faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
G	New faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
H	Existing or New Faculty teaching outside of regular/tenure-track line course load	Enterprise Auxiliary Funds	0.00	0.00
<b>Overall Totals for</b>			<b>1.46</b>	<b>1.46</b>

Budget Line Item	Reallocated Base* (E&G) Year 1	Enrollment Growth (E&G) Year 1	New Recurring (E&G) Year 1	New Non-Recurring (E&G) Year 1	Contracts & Grants (C&G) Year 1	Philanthropy/Endowments Year 1	Enterprise Auxiliary Funds Year 1	Subtotal Year 1	Continuing Base** (E&G) Year 5	New Enrollment Growth (E&G) Year 5	Other*** (E&G) Year 5	Contracts & Grants (C&G) Year 5	Philanthropy/Endowments Year 5	Enterprise Auxiliary Funds Year 5	Subtotal Year 5
Faculty Salaries and Benefits	125,000	0	0	0	0	0	0	\$125,000	151,938	0	0	0	0	0	\$151,938
A & P Salaries and Benefits	7,500	0	0	0	0	0	0	\$7,500	9,116	0	0	0	0	0	\$9,116
USPS Salaries and Benefits	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	0	0	\$0	6,000	0	0	0	0	0	\$6,000
Assistantships & Fellowships	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
<b>Total Costs</b>	<b>\$132,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$132,500</b>	<b>\$167,054</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$167,054</b>

\*Identify reallocation sources in Table 4.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

**Faculty and Staff Summary**

Total Positions	Year 1	Year 5
Faculty (person-years)	1.46	1.46
A & P (FTE)	0.25	0.25
USPS (FTE)	0	0

**Calculated Cost per Student FTE**

	Year 1	Year 5
Total E&G Funding	\$132,500	\$167,054
Annual Student FTE	10.32	40.68
E&G Cost per FTE	\$12,839	\$4,107

**Table 3 Column Explanations**

Reallocated Base* (E&G)	1	E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 4 – Anticipated reallocation of E&G funds and indicate their source.
Enrollment Growth (E&G)	2	Additional E&G funds allocated from the tuition and fees trust fund contingent on enrollment increases.
New Recurring (E&G)	3	Recurring funds appropriated by the Legislature to support implementation of the program.
New Non-Recurring (E&G)	4	Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section III. A.) of the proposal. These funds can include initial investments, such as infrastructure.
Contracts & Grants (C&G)	5	Contracts and grants funding available for the program.
Philanthropy Endowments	6	Funds provided through the foundation or other Direct Support Organizations (DSO) to support the program.
Enterprise Auxiliary Funds	7	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Continuing Base** (E&G)	9	Includes the sum of columns 1, 2, and 3 over time.
New Enrollment Growth (E&G)	10	See explanation provided for column 2.
Other*** (E&G)	11	These are specific funds provided by the Legislature to support implementation of the program.
Contracts & Grants (C&G)	12	See explanation provided for column 5.
Philanthropy Endowments	13	See explanation provided for column 6.
Enterprise Auxiliary Funds	14	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.

APPENDIX A TABLE 4 ANTICIPATED REALLOCATION OF EDUCATION GENERAL FUNDS\*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Reallocation from BSBA in Management with specialization in Human Resource Management to the BSBA in Human Resource Management	132,500	0	\$132,500
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
<b>Totals</b>	\$132,500	\$0	\$132,500

\* If not reallocating E&G funds, please submit a zeroed Table 4

**Appendix B**  
**Signature Page**

**APPENDIX B**

Please include the signature of the Equal Opportunity Officer and the Library Director.

DocuSigned by:  
*Gregory Tomso*  
Signature of Equal Opportunity Officer

01/20/2022

Date

Gregory Tomso

Name of Equal Opportunity Officer

DocuSigned by:  
*Stephanie Clark*  
Signature of Dean of University Libraries

01/20/2022

Date

Stephanie Clark

Name of Dean of University Libraries

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

UWF also requires that a Request to Offer a New Degree program is reviewed by the Chief Technology Officer.

DocuSigned by:  
*Melanie Haveard*  
Signature of Chief Technology Officer

01/20/2022

Date

Melanie Haveard

Name of Chief Technology Officer

**Appendix C**  
**Academic Learning Compact**



## Human Resource Management, B.S.B.A.

### Mission Statement

The Bachelor of Science in Business Administration (B.S.B.A.) degree in Human Resource Management (HRM) equips graduates with the skills and knowledge necessary to recruit, hire, deploy, and manage human capital strategically in an organization. The program emphasizes a comprehensive understanding of issues involved with workforce management and required core competencies within modern business organizations where employees are regarded as human capital, and effective people management is perceived as the impetus for development of successful long-term competitive strategies. By providing a well-grounded human resources management curriculum, graduates are prepared to seek careers in compensation and benefits, performance management, training and development, and generalist positions. This degree program aligns with the Society for Human Resource Management's (SHRM) HR Curriculum Guidebook and Templates.

### Student Learning Outcomes

UWF Human Resource Management graduates should be able to do the following:

#### Content

- Define terminology and concepts with respect to the various functions within the discipline of human resource management.
- Plan, organize, lead and control the use of resources to accomplish performance goals in organizations
- Apply principles of group and individual dynamics through effective membership in a team
- Identify issues and problems in human resource management and development a human resource management plan

#### Critical Thinking

- Identify and analyze key elements that comprise business problems/opportunities
- Select and apply appropriate discipline frameworks to address business problems/opportunities
- Select and apply appropriate problem solving techniques to address business problem
- Integrate knowledge across business disciplines to formulate defensible strategic business decisions

## **Communication**

- Create and deliver effective oral presentations
- Develop effective written presentations
- Contribute effectively to group discussions

## **Integrity/Values**

- Recognize legal and ethical problems that occur in business contexts
- Select and defend an appropriate ethical and legal course of action

## **Assessment of Student Learning Outcomes**

In the Human Resources Management major, you will demonstrate specific knowledge and skills through quizzes, examinations, projects, and other assignments throughout the undergraduate program. In the Human Resources Management major courses such as Compensation and Benefits, Recruitment and Selection, and Performance Management, you will have the opportunity to apply your skills to analyze and improve specific managerial aspects of human resources through projects and course activities.

## **Job Prospects for Graduates in Human Resource Management, BSBA**

### **Majors**

Career opportunities for graduates of this program include a variety of management positions in a broad range of industries. This includes positions such as:

- Human Resource Manager
- Retail Manager
- Operations Analyst
- Public Relations Specialist
- Management Consultant
- Organization Analyst
- Corporate Planner
- Training Manager

**Appendix D**  
**Letter of Support –**  
**Florida International University**

# MEMORANDUM

To: Richard Fountain  
Dean and Clinical Professor  
College of Business  
University of West Florida (UWF)

From: William Hardin, Ph.D., RICS   
Interim Dean and Professor  
College of Business  
Florida International University (FIU)

Date: July 30, 2021

RE: Undergraduate Degree in Human Resource Management (HRM) at UWF

The College of Business at FIU agrees that offering the undergraduate HRM degree program at UWF does not conflict with our program. The markets do not overlap and we are cognizant of the need for there to be human resource professionals throughout the State of Florida and that your offering such a program will benefit both Pensacola and all of Florida. Human capital is what makes businesses and all enterprises whether for-profit or non-profit successful.

**Appendix E**  
**Letter of Support –**  
**Florida A&M University**



Excellence With Caring

# Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307-3100

SCHOOL OF BUSINESS AND INDUSTRY

TELEPHONE: (850) 599-3565

FAX: (850) 599-3533

August 17, 2021

John H. Batchelor, PhD  
Associate Professor  
Chair Department of Management/MIS  
Director UWF Center for Entrepreneurship  
Fellow Small Business Institute  
University of West Florida  
College of Business  
Bldg. 76A Rm. 308  
11000 University Parkway  
Pensacola, FL 32514

Dear Dr. Batchelor,

The School of Business and Industry at Florida Agricultural and Mechanical University has no objections to UWF College of Business establishing the proposed program in BSBA in Human Resources. Please let me know if you have any further questions or assistance.

Respectfully,

Shawnta S. Friday-Stroud, Ph.D.  
Dean and Professor

C: Sundra Kinsey, Ph.D., Assistant Vice President of Program Quality, SACSCOC Liaison  
Hudson Nwakanma, Ph.D., Department Chair, Management and Marketing

# Appendix F

## CVs

- Solomon
- Batchelor
- Schultz

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**Shelby Solomon, Ph.D.**  
**Assistant Professor**  
**Business Administration**  
**College of Business**  
[ssolomon1@uwf.edu](mailto:ssolomon1@uwf.edu)

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## **Academic Background**

Ph.D. in Strategic Management/Human Resources. Louisiana State University. Baton Rouge, LA. May 2017.

M.B.A. in Organizational Behavior and Human Resources. University of New Mexico. Albuquerque, NM. May 2013.

B.A. in Economics. University of New Mexico. Albuquerque, NM. May 2011.

## **WORK EXPERIENCE**

### **Academic Experience**

Assistant Professor, Roger Williams University (August, 2017 - May, 2019), Bristol, Rhode Island.

Graduate Assistant, Louisiana State University (August, 2013 - May, 2017), Baton Rouge, Louisiana.

Graduate Assistant, University of New Mexico (January, 2013 - May, 2013), Albuquerque, New Mexico.

## **INTELLECTUAL CONTRIBUTIONS:**

### **Refereed Articles**

Solomon, S. J., Bendickson, J. S., Liguori, E. W., & Marvel, M. R. (in press, 2021). The effects of social spending on entrepreneurship in developed nations. *Small Business Economics*.

Solomon, S. J., Bendickson, J. S., Marvel, M. R., McDowell, W. C., & Mahto, R. V. (in press, 2020). Agency Theory and Entrepreneurship: A Cross Country Analysis. *Journal of Business Research*.

Beus, J. M., Taylor, E. C., & Solomon, S. J. (in press, 2020). Climate-Context Congruence: Examining Context as a Boundary Condition for Climate-Performance Relationships. *Journal of Applied Psychology*.

Solomon, S., & Batchelor, J. H. (in press, 2020). Vain or able: a strong inference and the efficacy debate. *Team Performance Management*.

Edwards, C. J., Bendickson, J. S., Baker, B. L., & Solomon, S. J. (2020). Entrepreneurship within the history of marketing. *Journal of Business Research*, 108, 259-267, doi:

<https://doi.org/10.1016/j.jbusres.2019.10.040>.

Weaver, M., Edwards, C., Solomon, S., & Bendickson, J. (in press, 2020). A Guide for Understanding, Publishing, and Building a Career in Entrepreneurship Education. *Entrepreneurship Education & Pedagogy*.

Liguori, E., Bendickson, J., & Solomon, S. (2019). Development of a multi-dimensional measure for assessing entrepreneurial ecosystems. *Entrepreneurship & Regional Development An International Journal*, 31, 7-21, doi: 10.1080/08985626.2018.1537144.

Gur, F. A., Bendickson, J. S., & Solomon, S. J. (in press, 2019). Executive antecedents of startup cooperation. *Canadian Journal of Administrative Science*, doi: <https://doi.org/10.1002/cjas.1538>.

Corbin, R., Lackéus, M., Liguori, E., & Solomon, S. J. (2019). Under-Researched Domains in Entrepreneurship and Enterprise Education: Primary School, Community Colleges, and Vocational Education and Training Programs. *Journal of Small Business and Enterprise Development*.

Midgett, C., Bendickson, J., Muldoon, J., & Solomon, S. (in press, 2018). The sharing economy and sustainability: A case for Airbnb. *Small Business Institute Journal*.

Rosen, P., Solomon, S., McLarty, B., Esken, C., & Taylor, E. (2018). The use of twitter profiles to assess personality and hireability. *Journal of Managerial Issues*.

Mathias, B., Solomon, S., & Madison, K. (in press, 2017). After the harvest: A stewardship perspective on entrepreneurship and philanthropy. *Journal of Business Venturing*.



Bendickson, J., Solomon, S., & Fang, X. (in press, 2017). Prospect theory: The impact of relative distances. *Journal of Managerial Issues*.

Solomon, S., & Bendickson, J. (in press, 2016). Generating press, bold ideas and stubbornness: The impact of celebrity CEOs. *Journal of Business Strategies*.

## **Refereed Proceedings**

### **Full Paper**

Cowden, B., Bendickson, J. S., Mathias, B. D., & Solomon, S. J. (2019). The Role Of Institutional Decline In Entrepreneurial Action. *Babson College Entrepreneurship Research Conference*.

### **Non-Refereed Articles**

Solomon, S. J., & Mathias, B. D. (2020). THE ARTISANS' DILEMMA: ARTISAN ENTREPRENEURSHIP AND THE CHALLENGE OF FIRM GROWTH. , 35.

Beus, J. M., Solomon, S. J., Taylor, E. C., & Esken, C. M. (2019). Making Sense of Climate: A Meta-Analytic Extension of the Competing Values Framework. , 10 (3-4), 136-168, doi: 2041386620914707.

## **Book Chapters**

### **Non-Refereed**

Solomon, S. J., & Solomon, O. M. (2020). Are You the One? A game for encouraging classroom diversity.. *Annals of Entrepreneurship Education and Pedagogy*.

Solomon, S. (2019). Night of the Living Dead as a metaphor for entrepreneurship. *Annals of entrepreneurship education and pedagogy*. Edward Elgar.

Solomon, S., & Mathias, B. D. (2018). Crafted in America: From culture to profession. *The organization of craft work: Identities, meanings and materiality*.. Routledge.

## **Presentation of Refereed Papers**

### **International**

Solomon, S. & Mathias, B. (2021-2022). *Back from the dead:*

*Revenant Ventures and Reanimator Entrepreneurs*. Babson College Entrepreneurship Research Conference, Munich, Virtual.

Beus., J. M., Taylor, E. C., & Solomon, S. J. (2019-2020). *Climate-Context Congruence: Examining Context as a Boundary Condition for Climate-Performance Relationships*. Academy of Management (AoM), Boston, Massachusetts.

Solomon, S. J., Bendickson, J. S., Liguori, E., & Marvel, M. (2019-2020, January). *The Effects of Social Spending on Entrepreneurship in Developed Nations*. United States Association for Small Business and Entrepreneurship, New Orleans, Louisiana.

Cowden, B., Bendickson, J., Mathias, B., & Solomon, S. (2018-2019). *Straight Outta Detroit: Stigma and Entrepreneurship*. Babson College Entrepreneurship Research Conference, Boston, Virtual.

Solomon, S., Bendickson, J., & Marvel, M. R. (2018-2019). *Policy formulation and entrepreneurship across nations*. Innovation Entrepreneurship and Knowledge Academy Conference, Verona, Italy.

Edwards, C., Bendickson, J., Baker, B., & Solomon, S. (2018-2019). *Entrepreneurship throughout the history of marketing: blind spots in the origin story of commerce*. Global Research Symposium on Marketing and Entrepreneurship, Boston, Massachusetts.

Solomon, S. & Mathias, B. (2017-2018). *Hell no, we won't grow...Or will we? Artisan entrepreneurship and the challenge of firm growth*. Babson College Entrepreneurship Research Conference, Waterford, Ireland, Unknown.

Solomon, S., Bendickson, J., & Marvel, M. (2017-2018). *Institutional economics and entrepreneurship across nations*. Academy of International Business Conference, Minneapolis, Minnesota.

Beus, J., Solomon, S., Taylor, E., & Esken, C. (2016-2017). *Adopting the competing values framework as a taxonomy of organizational climates: A meta-analysis*. Academy of Management (AoM), Anaheim, California.

Mathias, B., Solomon, S., & Madison, K. (2016-2017). *After the harvest: Entrepreneurship and inequality*. Babson College Entrepreneurship Research Conference, Bodo, Norway.

Solomon, S. (2014-2015). *Let the numbers talk: a look into the use of Benford analysis as a method of detecting data fraud*. Academy of Management (AoM), Vancouver, Canada.

## **National**

Solomon, S., Bendickson, J., Liguori, E., & Marvel, M. (2019-2020, January). *The Effects of Social Spending on Entrepreneurship in Developed Nations*. United States Association for Small Business and Entrepreneurship, New Orleans, Louisiana.

Gur, F., Bendickson, J., & Solomon, S. (2018-2019). *Founder antecedents of startup cooperation*. United States Association for Small Business and Entrepreneurship, St. Petersburg, Florida.

Bendickson, J., Weaver, M., Solomon, S., & Edwards, C. (2017-2018). *A how-to guide for understanding, publishing, and building a career in entrepreneurship education*. United States Association for Small Business and Entrepreneurship, Los Angeles, California.

Solomon, S., Bendickson, J., & Marvel, M. (2016-2017). *National policy attributes and country level firm creation*. United States Association for Small Business and Entrepreneurship, Philadelphia, Pennsylvania.

## **Regional**

Muldoon, J., Solomon, S., Bendickson, J., & Liguori, E. (2021-2022). *Technological innovation and the expansion of entrepreneurship ecosystems*. Southern Management Association, New Orleans, Louisiana.

Muldoon, J., Bendickson, J., Liguori, E., & Solomon, S. (2021-2022). *Exchange types within entrepreneurship ecosystems: A conceptual overview*. Southern Management Association, New Orleans, Louisiana.

Solomon, S., Bendickson, J., Liguori, E., & Marvel, M. (2020-2021). *The Effects of Social Institutions on Entrepreneurial Activity*. Southern Management Association, St. Petersburg Beach, Virtual.

Solomon, S., Beus, J., Whitman, D., & Taylor, E. (2017-2018). *Falling to the competition: The effects of regulatory processes on competitive effort*. Southern Management Association, Lexington, Kentucky.

Solomon, S., Bendickson, J., & Marvel, M. (2017-2018). *Macro policy and countrywide entrepreneurial activity*. Southern Management Association, St. Petersburg, Florida.

Taylor, E., Solomon, S., & Smith, J. (2015-2016). *Vain or able? A strong inference approach to the efficacy debate*. Southwest Academy of Management, Oklahoma City, Oklahoma.

Solomon, S. (2014-2015). *Celebrity CEOs and firm level inertia*. Southern Management Association, Savannah, Georgia.

## **Presentation of Non-Refereed Papers**

### **Local**

Solomon, S. (2017-2018). *Night of the Living Dead as a Metaphor for Entrepreneurship*. Invited presentation at United States Association for Small Business and Entrepreneurship Local at the University of Louisiana Lafayette, Lafayette, LA., Lafayette, Louisiana.

## **Papers Under Review**

Mathias, B. & Solomon, S. (2021). "Down on the corner: Independent work and competition among street performers," 1st revise and resubmit to *Academy of Management Journal*.

Cowden, B., Bendickson, J. S., Mathias, B. D., & Solomon, S. J. (2020). "Straight Outta Detroit: Stigma and Entrepreneurship," 2nd revise and resubmit to *Journal Of Management Studies*.

## **Other Research Activities**

### **Basic or Discovery Scholarship**

2019-2020: Cowden, B. J., Bendickson, J.S., Mathias, B.D., & Solomon, S.J., *UWF Faculty Research Presentation: Straight Outta Detroit: Stigma and Entrepreneurship*. I presented my research on how entrepreneurs use stigma in their narratives to for self-enhancing purposes.

### **Teaching and Learning Scholarship**

2019-2020: Solomon, S., *USASBE Teaching Tuesdays Podcast: Reality Television Activity for the Classroom with Shelby Solomon*. Shelby Solomon took his interest in reality television and turned it into a classroom activity that he incorporates into business and entrepreneurship courses. Hear about his AYO activity and how to use it in your classroom here on the USASBE Teaching Tuesdays Podcast.

## **SERVICE:**

### **Service to the University**

## Unassigned

### **Department Assignments**

#### **Member:**

2020-2021: Department of Business Administration Mentor Committee

2020-2021: Department of Business Administration Book Selection Committee

#### **Mentoring Activities:**

2021-2022: Haley Hutto

#### **Other Institutional Service Activities:**

2020-2021: Center for Entrepreneurship Elevator Pitch Competition Judge

2019-2020: Attended research presentations and lunches for MIS Assistant Professor search

2019-2020: Attended research presentations and lunches for HR instructor search

### **College Assignments**

#### **Assurance of Learning - Institutional Service:**

2020-2021: Making Sense Meeting

2020-2021: MAN4720 data collection and analysis

2019-2020: Collected AOL data for GEB1011

2019-2020: Student Performance Review Day

#### **Faculty Advisor:**

2020-2021: Delta Sigma Pi

#### **Other Institutional Service Activities:**

2019-2020: COB Fall Faculty Meeting

2019-2020: COB Football Day

### **University Assignments**

#### **Committee Member:**

2020-2021: UWF Parking and Traffic

2020-2021: Sick Leave Pool Committee

#### **Other Institutional Service Activities:**

2020-2021: Argonaut Athletic Booster Club Member

2020-2021: President's Scholarship Competition Interviews

## Service to the Profession

### **Academic Conference: Moderator / Facilitator**

2019-2020: United States Association for Small Business and Entrepreneurship, New Orleans, Louisiana.

### **Conference: Program Board / Committee Member**

2019-2020: United States Association for Small Business and Entrepreneurship. I was the association auditor and reviewed financial documents. I also engaged in monthly teleconferencing to discuss managerial/strategic issues regarding how the conference operations.

### **Editor: Guest Editor**

2018-2019: Journal of Small Business and Enterprise Development.

### **Editor: Peer-Reviewed Journal**

2021-2022: Journal of Small Business Strategy.

### **Invited Lecture**

2020-2021: Rowan University, Rowan, New Jersey.

2019-2020 – 2020-2021: University of Louisiana at Lafayette, Lafayette, Louisiana.

### **Keynote Address**

2019-2020: 4th Annual Entrepreneurship Education and Innovation Conference, Lafayette, Louisiana. I presented my work on social spending and its effects upon entrepreneurship.

### **Organization / Association: Member**

2020-2021: Southern Management Association.

### **Reviewer: Ad Hoc Reviewer for a Journal**

2020-2021: Journal of Business Venturing.

2020-2021: Journal of Small Business Management. Performed scholarly reviews for one of the top 5 journals in the area of Entrepreneurship.

2018-2019: Journal of Small Business and Enterprise Development.

#### **Reviewer: Conference Paper**

2019-2020: United States Association for Small Business and Entrepreneurship.

### **Service to the Community**

#### **Other Community Service Activities**

2021-2022: Uncle Sandy's Macaw Bird Park Parrot Rescue & Bird Sanctuary, Volunteered to help take care of exotic birds that had been abandoned by previous owners.

#### **Positions Held in Civic Organizations**

2020-2021: Entrepreneurship Ecosystem Group

2020-2021: gBeta Mentor, Mentored startup founders of local Pensacola businesses.

2020-2021: Florida Bar's 1A Grievance Committee, Grievance committees are made up of volunteer members, at least one-third of whom are not lawyers. Each of Florida's 20 judicial circuits has at least one such committee. The grievance committee reviews complaints with much the same purpose as a grand jury. That is, the committee decides, after a case is submitted to them by bar counsel, whether there is probable cause to believe a lawyer violated the professional conduct rules imposed by the Supreme Court of Florida and whether discipline against the lawyer appears to be warranted.

#### **Speech / Presentation at a Community Meeting**

2019-2020: Pathways for Change, I was asked to give a lecture to a group meeting at Pathways for Change on the topic of career and life skills. I delivered my 1 hour lecture on the topic of how randomness and biases affect our work and personal lives.

### **Honors-Awards-Grants**

2015-2016: Vain or able? A strong inference approach to the efficacy debate., Southwest Academy of Management.

#### **Research**

2016-2017: After the harvest: Entrepreneurship and inequality., Babson College Entrepreneurship Research Conference.

#### **Service-Professional**

2020-2021: Journal of Small Business Management top 100 reviewer, Journal of Small Business Management. <https://onlinelibrary.wiley.com/page/journal/1540627x/homepage/editorialboard.html>

### **Faculty Development**

#### **Certificates - Instruction Related**

2020-2021: Employee COVID-19 Training.

2020-2021: Kognito: At-Risk Training.

2020-2021: Knowledge Worker Annual Refresher.

#### **Professional Seminars / Workshops**

2020-2021: Community of Practice for tenure-track faculty.

### **Courses Taught**

**Courses from the Teaching Schedule:** Management Fundamentals, Strategic Management

**Courses taught, but not in the Schedule:**

MAN6721,, GEB1011

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**John H. Batchelor, Ph.D.**  
**Associate Professor**  
**Business Administration**  
**College of Business**  
[jbatchelor1@uwf.edu](mailto:jbatchelor1@uwf.edu)

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### **Academic Background**

Ph.D. in Organizational Behavior. Virginia Commonwealth University, Richmond, VA. July 2011.  
M.B.A. in Business Administration. East Carolina University, Greenville, NC. July 2005.  
B.S.B.A. in Accounting. East Carolina University, Greenville, NC. May 2001.

### **Certifications**

Real Estate License, 2017

### **WORK EXPERIENCE**

#### **Academic Experience**

Associate Professor, University of West Florida (June, 2017 - Present), Pensacola, Florida.  
Assistant Professor of Management, University of West Florida (2012 - May, 2017), Pensacola, Florida.  
College of Business  
Post Doctorate Fellow, Virginia Commonwealth University (2011 - 2012), Richmond, Virginia.  
Instructor, da Vinci Center for Innovative in Product Design and Development (April, 2010 - 2012),  
Richmond, Virginia.  
Instructor, Virginia Commonwealth University (2009 - 2012), Richmond, Virginia. Business Department  
Research Assistant, Virginia Commonwealth University (2008 - 2012), Richmond, Virginia. Business  
Department  
Adjunct Instructor, Edgecombe Community College (2005 - 2011), Tarboro, North Carolina. Business  
Department  
Research Assistant, East Carolina University (2003 - 2004), Greenville, North Carolina. Business  
Department

#### **Non-Academic Experience**

Controller, Bailey's Fine Jewelry, Inc. (February, 2005 - August, 2008), Rocky Mount, North Carolina.  
Controller, General Service Co., Inc. (June, 2003 - February, 2005), Kinston, North Carolina.  
Artillery Specialist, U.S. Army (June, 1993 - June, 1996), Overseas Service, United States of America.  
Honorably discharged

### **INTELLECTUAL CONTRIBUTIONS:**

#### **Refereed Articles**

Burch, G. F., Batchelor, J. H., Reid, R. C., Fezzey, T., & Kelly, C. (in press, 2021). The Influence of Employee Personality on Information Security. *ISACA Journal*, 5.  
Barber, D., Batchelor, J. H., Hatten, T., Gibson, S. G., & Rolinek, L. (2020). Czech student's perceptions of ethical behavior in business and entrepreneurship. *Business Ethics and Leadership*, 4 (1), 80-91, doi: [http://doi.org/10.21272/bel.4\(1\).80-91.2020](http://doi.org/10.21272/bel.4(1).80-91.2020).  
Solomon, S., & Batchelor, J. H. (2020). Vain or able: a strong inference and the efficacy debate. *Team Performance Management*, 27 (1/2), 130-144.  
Burch, G. F., Burch, J. J., & Batchelor, J. H. (2019). Group Creativity Problem Solving: The Role of Creative Personality, Process and Creative Ability. *Quality Innovation Prosperity*, 23 (3), 38-54, doi: 10.12776/QIP.V23I3.1286.  
Barber, D., Ghouse, S. M., Batchelor, J. H., Chaher, F. P., Harris, M. L., Gibson, Shanan G. East Carolina University, USA (2019). An investigation of Indian student attitudes towards entrepreneurs and

managers. *Journal of Entrepreneurship in Emerging Economies*, 12 (3), 377-398, doi: <https://doi.org/10.1108/JEEE-09-2018-0091>.

Davis, J. L., Fudor, A., Perkins, R. D., McDowell, W. C., & Batchelor, J. H. (in press, 2019). Status anxiety and executive decision making: Financial implications of reaction to unethical behavior. *European Journal of International Management*.

Davis, J., Batchelor, J. H., & Kreiser, P. (2019). The Influence of Organizational Task Environment and Firm Size on Top-Executive Compensation Contracts. *Journal of Small Business and Entrepreneurship*, 31 (1), 21-42, doi: 10.1080/08276331.2018.1435842.

Davis, J. L., Batchelor, J., & Kreiser, P. (2019). The Influence of Organizational Task Environment and Firm Size on Top-Executive Compensation Contracts. *Journal of Small Business and Entrepreneurship*, 31 (1), 21-42, doi: 10.1080/08276331.2018.1435842.

Burch, G. F., Batchelor, J. H., Burch, J. J., Gibson, S., & Kimball, B. (2018). Microaggression, anxiety, trigger warnings, emotional reasoning, mental filtering, and intellectual homogeneity on campus: A study of what students think. *Journal of Education for Business*, 93 (5), 233-241, doi: 10.1080/08832323.2018.1462137.

Batchelor, J. H., Humphrey, R. H., & Burch, G. F. (2018). How entrepreneurial leaders use emotional labor to improve employee attitudes and firm performance. *International Journal of Work Organisation and Emotion*, 9 (4), 383-403.

Burch, G. F., Giambatista, R., Batchelor, J. H., Burch, J. J., Hoover, J. D., Nathan A.Heller, Tarleton State University, United States of America (2018). A meta-analysis of the relationship between experiential learning and learning outcomes. *Decision Sciences Journal of Innovative Education*, 17 (1), 239-273, doi: <https://doi.org/10.1111/dsji.12188>.

Burch, J., Batchelor, J. H., Bostwick, E., Gibson, S., Burch, G., Kristie Abston Middle Tennessee State University, George Ellenberg University of West Florida (2018). Assessing Higher Education Assessment Policies and Processes: A critical policy Analysis. *Journal of Academic Administration in Higher Education*, 14 (2), 47-63.

Banks, G., Woznyj, H., Kepes, S., Batchelor, J. H., & McDaniel, M. (2018). A meta-analytic review of tipping compensation practices: An agency theory perspective. *Personnel Psychology*, 71 (3), 457-478, doi: 10.1111/peps.12261.

Burch, G. F., Humphrey, R. H., Batchelor, J. H., & Cairo, A. (2016). Unraveling the complexities of empathy research: A multi-level model of empathy. *Research on Emotion in Organizations*, 12, 169-189.

Banks, G. C., O'Boyle, Jr., E. H., Pollack, J. M., White, C. D., Batchelor, J. H., Whepley, C. E., Abston, K. A., Bennett, A. A., and Adkins, C. L. (2016). Questions about questionable research practices in the field of management: A guest commentary. *Journal of Management*, 42 (1), 5-20.

Batchelor, J. H., & Burch, G. F. (2016). Transforming a trip abroad into an experiential exercise in entrepreneurship. *Management Teaching Review*, 3, 1-7.

Batchelor, J. H., & Mao, C. (2016). Extreme Response Style: A Meta-analysis. *Journal of Organizational Psychology*, 16 (2), tbd.

Burch, G. F., Batchelor, J. H., Burch, J., & Heller, N. (2016). Psychological Contracts Revisited: Providing a New Framework and Example. *Journal of Management Policy and Practice*, 16 (2).

Burch, G. F., Batchelor, J. H., Burch, J. J., & Heller, N. A. (2015). Rethinking Family Business Education. *Journal of Family Business Management*, 5 (2), 1-20.

Batchelor, J. H. (2015). Exposing the Role of Gender in the Performance of Founding Entrepreneurs. *Journal of Small Business Strategy*, 25 (2), 21-40.

Lawlor, K. B., Batchelor, J. H., & Abston, K. (2015). The Moderating Role of Time on the Relationship Between Emotional Intelligence and Transformational Leadership. *Journal of Applied Management and Entrepreneurship*, 20, 28-48.

Burch, G. F., Burch, J., Heller, N., & Batchelor, J. H. (2015). An Empirical Investigation of the Conception Focused Curriculum: The Importance of Introducing Undergraduate Business Statistics to the 'Real Word'. *Decision Sciences Journal of Innovative Education*, 13.

Batchelor, J. H., Abston, K. A., Lawlor, K. B., & Burch, G. F. (2014). The Job Characteristics Model: An Extension to Entrepreneurial Motivation. *Small Business Institute Journal*, 10 (1), 1-10.

- Banks, G. C., Batchelor, J., Seers, A., O'Boyle, E., Pollack, J. M., Gower, K. (2013). What does team-member exchange bring to the party? A meta-analytic review of team and leader social exchange. *Journal of Organizational Behavior*, 35, 273-295.
- Burch, G. F., Batchelor, J. H., & Humphrey, R. (2013). Entrepreneurship and Emotional Labor: A Natural and Necessary Extension. *Entrepreneurship Research Journal*, 3, 331-366.
- Burch, G. F., Humphrey, R. H., & Batchelor, J. H. (2013). Emotional Labor Requirements for Leaders. *Organizational Dynamics*, 42 (2), 119-125.
- Batchelor, J. H., & Burch, G. F. (2012). Creative Individuals and Entrepreneurship: Is There an Inherent Attraction? *Small Business Institute Journal*, 8 (2), 1-11.
- Batchelor, J. H., Harris, M. L., & Gibson, S. G. (2012). Comparison of Ethical Behavior: Individual Perceptions and Attitudes toward Entrepreneurs. *Journal of Leadership, Accountability, & Ethics*, 8 (5), 32-43.
- Batchelor, J. H., & Burch, G. F. (2011). Predicting Entrepreneurial Performance: Can Legitimacy Help? *Small Business Institute Journal*, 7 (2), 30-45.
- Batchelor, J. H., Gibson, S., & Harris, M. (2011). Student Perceptions of Ethical Behavior: A Comparison of Attitudes towards Entrepreneurs and Traditional Business Managers. *Journal of Applied Management and Entrepreneurship*, 16 (1), 68-86.
- Banks, G. C., & Batchelor Jr., J. H. (2010). Smarter People Are (a Bit) More Symmetrical: A Meta-Analysis of the Relationship between Intelligence and Fluctuating Asymmetry. *Intelligence*, 38 (4), 393-401.

## **Refereed Proceedings**

### **Full Paper**

- Lemay, S., Burch, G. F., & Batchelor, J. H. (in press, 2021). Student Engagement: An empirical investigation of student engagement throughout the first semester. *Southwest Academy of Management*.
- Burch, G. F., Batchelor, J. H., & Burch, J. (2021). Making the most of time: A flipped course approach to study abroad. *Association for Business Simulation and Experiential Learning (ABSEL)*.
- Woznyj, H., Banks, G., Whelpley, C., Batchelor, J. H., & Bosco, F. (2020). Job Attitudes: A meta-analytic review and the creation of a temporal theoretical framework. *Academy of Management (AoM)*, 2020 (1).
- Rich, L. L., Batchelor, J. H., & Baugh, G. (in press, 2020). Expanding Person-Organization Fit: Considering Personal Values through a Regulatory Focus Perspective. *Southwest Academy of Management*.
- Batchelor, J. H., Humphrey, R., & Burch, G. F. (in press, 2019). Emotional Labor and Positive Discrete Emotions. *Small Business Institute Conference*.
- Batchelor, J. H., Ghouse, S., Barber, D., Gibson, S., & Harris, M. (in press, 2019). American and Omani Student Attitudes Towards the Ethics of Entrepreneurs and Managers. *Academy of International Business - Middle East North Africa*.
- Banks, G., Woznyj, H., Batchelor, J. H., & Whelpley, C. (in press, 2018). A critical review and the creation of a grand theoretical framework of job attitudes. *Southern Management Association*.
- Chaher, F., Soter, H., Batchelor, J. H., & Ezell, J. (in press, 2018). Practical Recommendations for Instructing Non-Native English Speaking Students in the United States. *Association for Business Simulation and Experiential Learning (ABSEL)*.
- Burch, G. F., Giambatista, R., Batchelor, J. H., Hoover, D., & Shaw, J. (2016). Do experimental learning pedagogies effect student learning? A meta-analysis of 40 years of research. *Academy of Management (AoM)*.
- Banks, G., Woznyj, H., Kepes, S., Batchelor, J. H., & McDaniel, M. A. (2016). A meta-analytic review of tipping compensation practices: An agency theory perspective. *Academy of Management (AoM)*.
- Goldstein, G., Lawlor, K. B., Baugh, G., Batchelor, J., & Brode, M. (2016). Enhancing Effectiveness in Curriculum: Necessary Changes. *Association for Business Simulation and Experiential Learning (ABSEL)*.
- Batchelor, J. H., & Smith, C. (2016). Century Business Incubator. *Small Business Institute*.
- Batchelor, J. H., & Garabedian, C. (2016). Best practices in incubator formation. *Small Business Institute*.

- Burch, G. F., Biambatista, R., Batchelor, J. H., Hoover, J. D., & Heller, N. (2016). Do experimental learning pedagogies effect student learning? A meta-analysis of 40 years of research. *Academy of Management Annual Meeting*.
- Fan, B., Abston, K., Batchelor, J. H., & Burch, G. F. (2015). Social Entrepreneurship and Student Organizations. *Proceedings of the Association for Business Simulation and Experiential Learning (ABSEL)*, Las Vegas, NV:.
- Burch, G. F., Burch, J., Heller, N., & Batchelor, J. H. (2015). Family Business Students Are Different: Using a Conception Focused Curriculum to Overcome Challenges. *Proceedings of the Small Business Institute*, St. Pete Beach, FL:.
- Batchelor, J. H. (2015). Transforming a Trip Abroad Into an Experiential Exercise in Entrepreneurship. *Proceedings of the Small Business Institute*, St. Pete Beach, FL:.
- Burch, G. F., Batchelor, J. H., & Humphrey, R. H. (2014). Empathetic Leadership: The Role of Interactive Empathy on Leader Performance and Employee Engagement. *Southwest Academy of Management*, Dallas, TX:.
- Lawlor, K. B., Batchelor, J., & Burch, G. (2014). The Job Characteristics Model: an Extension to Entrepreneurial Motivation. *Proceedings of the Small Business Institute*.
- Lawlor, K. B., Batchelor, J. H., & Abston, K. A. (2014). Transformational leadership: The antecedent role of emotional intelligence. *Proceedings of the Small Business Institute*, 38 (1), 95-109.
- Banks, G. C., O'Boyle, E. H., White, C. D., & Batchelor, J. H. (2013). Tracking SMA Papers to Journal Publication: An Investigation into the Phases of Dissemination Bias. *Southern Management Association Conference*, New Orleans, LA:.
- Batchelor, J. H., & Burch, G. F. (2013). Assessing Creativity in Entrepreneurship: Are Creative Individuals More Likely to Choose Entrepreneurship as a Profession. *Proceedings of the Small Business Institute*, Saint Petersburg, FL:.
- Batchelor, J. H., & Burch, G. F. (2013). Increasing Intuitive Decision Making Speed and Accuracy by Further Understanding Intuitive Decision Making. *Developments in Business Simulation and Experiential Learning-Proceedings Assoc for Bus Sim and Experiential Learning, ABSEL, 40*, Oklahoma City, OK:, 38-42.
- Burch, G. F., Batchelor, J. H., & Burch, J. (2013). Creative Personality, Process, and Product: A Mixed Method, Mixed Measure Analysis of Team Creativity. *Proceedings of the International Academy of Management and Business*, San Antonio, TX:.
- Batchelor, J. H., Chao, M., & McDaniel, M. A. (2013). Extreme Responding: A Meta-analysis. *Proceedings of the Society for Industrial and Organizational Psychology*, Houston, TX:.
- Batchelor, J. H., Humphrey, R. H., & Burch, G. F. (2012). When Transparent and Authentic Emotional Labor Helps: The Role of Emotional Labor in Entrepreneurial Leadership. *Academy of Management (AoM)*, Boston, MA:.
- Batchelor, J. H., Humphrey, R. H., & Burch, G. F. (2012). Emotional Labor: Person, Situation, and Cultural Considerations. *Proceedings of the Society for Industrial and Organizational Psychology*, San Diego, CA:.
- Batchelor, J. H., Chao, M., & McDaniel, M. A. (2012). Extreme Responding: A Meta-Analysis. *Proceedings of the Society for Industrial and Organizational Psychology*, Houston, TX:.
- Batchelor, J. H., Harris, M. L., & Gibson, S. G. (2011). Comparison of Ethical Behavior: Individual Perceptions and Attitudes toward Entrepreneurs. *Proceedings of the Small Business Institute*, Bonita Springs, FL:.
- Humphrey, R. H., & Batchelor, J. H. (2010). How Leading with Emotional Labor Creates Resonance and Positive Emotional Contagion. *Society for Industrial and Organizational Psychology*, Atlanta, GA:.
- Batchelor, J. H., Harris, M. L., & Gibson, S. G. (2010). Student's Perceptions of Ethical Behavior: A Comparison of Attitudes towards Entrepreneurs and Traditional Business Managers. *United States Association for Small Business and Entrepreneurship*, Nashville, TN:.

### **Abstract Only**

- Brode, M. A. (2016). The Intersection of High Impact Practices and 21st Century Skills in a Graduate Online Business Course. *Small Business Institute*.

### **Non-Refereed Articles**



Batchelor, J. H., Burch, G. F., & Humphrey, R. H. (2011). Emotional Labor: The Key to Happy Customers & Satisfied Employees. *International Labor Brief*, 9 (5), 4-15.

## **Presentation of Refereed Papers**

### **International**

Batchelor, J. H., Burch, G., & Fezzey, T. (2020-2021). *Are face coverings emotional dampers: The effects of face coverings on organizational display rule enforcement and compliance*. Small Business Institute Conference, Online, Virtual.

Batchelor, J. H. & Kelley, C. (2020-2021). *Sometimes a little is more than a lot: The role of Dark Triad personality traits in creativity, problem solving, and innovation in SMEs*. Small Business Institute Conference, Online, Virtual.

Gerald, B., Batchelor, J. H., & Burch, J. (2020-2021). *Making the most of time: A Flipped course approach to study abroad*. Association for Business Simulation and Experiential Learning (ABSEL), Online, Unknown.

Perkins, R., Batchelor, J. H., Davis, J. L., & Walker, P. (2019-2020). *The importance of corporate branding in the early stages of new venture formation: An empirical analysis*. New Orleans, LA, New Orleans, Louisiana.

Chaher, F. P., Ezell, J. R., Batchelor, J. H., & Soter, H. (2019-2020). *Practical recommendations for instructing non-native english-speaking students in the United States*. Association for Business Simulation and Experiential Learning (ABSEL), San Diego, California.

Batchelor, J. H. & Chaher, F. (2018-2019). *Patriot Paws*. Small Business Institute Conference, Orlando, Florida.

Batchelor, J. H. (2017-2018). *Administrative Withdrawal Policies: Good Intentions or Bad Policy*. Small Business Institute Conference, Corpus Christi, United States of America.

Batchelor, J. H., Garibedian, C., & Smith, C. (2016-2017). *Practical online marketing for startups*. Small Business Institute Conference, San Diego, California.

Batchelor, J. H., Gibson, S., Kimball, B., & Burch, G. F. (2016-2017). *Student perceptions of The Coddling of the American Mind*. Small Business Institute Conference, San Diego, California.

Myhre, M., Batchelor, J. H., Harris, M., & McDowell, W. (2016-2017). *Strategic collaborations between SBDCs and SBI Programs*. America's Small Business Development Center Conference, Orlando, Florida.

Banks, G. C., Woznyj, H. M., Kepes, S., Batchelor, J. H., & McDaniel, M. A. (2015-2016). *A meta-analytic review of tipping compensation practices: An agency theory perspective*. Academy of Management (AoM), Anaheim, California.

Batchelor, J. H. & Garabedian, C. (2015-2016). *Best practices in incubator formation*. Small Business Institute, New Orleans, Louisiana.

Batchelor, J. H. & Smith, C. (2015-2016). *Century Business Incubator*. Small Business Institute, New Orleans, Louisiana.

Burch, G. F., Biambatista, R., Batchelor, J. H., Hoover, J. D., & Heller, N. (2015-2016). *Do experimental learning pedagogies effect student learning? A meta-analysis of 40 years of research*. Academy of Management Annual Meeting, Anaheim, California.

Brode, M. & Batchelor, J. H. (2015-2016, February). *The intersection of high impact practices and 21st century skills in a graduate online business course*. Small Business Institute, New Orleans, Louisiana.

Batchelor, J. H. (2014-2015). *Transforming a Trip Abroad Into an Experiential Exercise in Entrepreneurship*. Small Business Institute, St. Pete Beach, Florida.

Burch, G. F., Batchelor, J. H., & Burch, J. (2012-2013). *Creative Personality, Process, and Product: A Mixed Method, Mixed Measure Analysis of Team Creativity*. International Academy of Management and Business, San Antonio, Texas.

Batchelor, J. H., Chao, M., & McDaniel, M. A. (2012-2013). *Extreme Responding*. Society for Industrial and Organizational Psychology, Houston, Texas.

Batchelor, J. H., Harris, M. L., & Gibson, S. G. (2011-2012). *Comparison of Ethical Behavior: Individual Perceptions and Attitudes toward Entrepreneurs*. Small Business Institute, Bonita Springs, Florida.

### **National**

Goldstein, G., Lawlor, K. B., Batchelor, J. H., Baugh, G., & Brode, M. (2015-2016). *Enhancing effectiveness in curriculum: Necessary changes*. Association for Business Simulation and Experiential Learning (ABSEL), New Orleans, Louisiana.

Burch, G. F., Burch, J., Heller, N., & Batchelor, J. H. (2014-2015). *Family Business Students Are Different: Using a Conception Focused Curriculum to Overcome Challenges*. Small Business Institute, St. Pete Beach, Florida.

Fan, B., Batchelor, J. H., Abston, K., & Burch, G. F. (2014-2015). *Social Entrepreneurship and Student Organizations*. Association for Business Simulation and Experiential Learning (ABSEL), Las Vegas, Nevada.

Batchelor, J. H., Burch, G. F., & Lawlor, K. B. (2013-2014). *The Jobs Characteristics Model: an extension to Entrepreneurial Motivation*. Small Business Institute, Las Vegas, Nevada.

Lawlor, K. B., Batchelor, J. H., & Abston, K. A. (2013-2014). *Transformational leadership: The antecedent role of emotional intelligence*. Small Business Institute, Las Vegas, Nevada.

Batchelor, J. H. & Burch, G. F. (2012-2013). *Assessing Creativity in Entrepreneurship: Are Creative Individuals More Likely to Choose Entrepreneurship as a Profession*. Small Business Institute, St. Petersburg, Florida.

Batchelor, J. H. & Burch, G. F. (2012-2013). *Increasing Intuitive Decision Making Speed and Accuracy by Further Understanding Intuitive Decision Making*. Association for Business Simulation and Experiential Learning (ABSEL), Oklahoma, Oklahoma.

Batchelor, J. H., Humphrey, R. H., & Burch, G. F. (2012-2013). *When Transparent and Authentic Emotional Labor Helps: The Role of Emotional Labor in Entrepreneurial Leadership*. Academy of Management (AoM), Boston, Massachusetts.

Batchelor, J. H., Humphrey, R. H., & Burch, G. F. (2011-2012). *Emotional Labor: Person, Situation, and Cultural Considerations*. Society for Industrial and Organizational Psychology, San Diego, California.

Burch, G. F. & Batchelor Jr., J. H. (2010-2011). *Individual and Group Creativity: A Multi-Discipline, Multi-Level Model*. In C. Baldy-Ngayo (Chair), *Symposium on Enabling Conditions for Creativity within Teams*. Academy of Management (AoM), San Antonio, Texas.

Batchelor, J. H., Harris, M. L., & Gibson, S. G. (2010-2011). *Student Perceptions of Ethical Behavior: A Comparison of Attitudes towards Entrepreneurs and Traditional Business Managers*. Association of Small Business and Entrepreneurship, Nashville, Tennessee.

Humphrey, R. H. & Batchelor Jr., J. H. (2010-2011). *How Leading with Emotional Labor Creates Resonance and Positive Emotional Contagion*. Society for Industrial and Organizational Psychology, Atlanta, Georgia.

### **Regional**

Lemay, S., Batchelor, J. H., & Burch, G. F. (2020-2021). *Student engagement: An empirical investigation of student engagement throughout the first semester*. Southwest Academy of Management, Online, Unknown.

Rich, L., Batchelor, J. H., & Bauch, G. (2019-2020). *Expanding Person-Organization Fit: Considering personal values through a regulatory focus perspective*. Southwest Academy of Management, San Antonio, Texas.

Burch, G. F., Batchelor, J. H., & Humphrey, R. H. (2013-2014). *Empathetic Leadership: The Role of Interactive Empathy on Leader Performance and Employee Engagement*. Southwest Academy of Management, Dallas, Texas.

Banks, G. C., O'Boyle, E. H., & Batchelor, J. H. (2012-2013). *Tracking SMA Papers to Journal Publication: An Investigation into the Phases of Dissemination Bias*. Southern Management Association, New Orleans, Louisiana.

## **Presentation of Non-Refereed Papers**

### **Regional**

Batchelor, J. H. (2021-2022). *Veterans Florida Virtual Expo Panel on COVID-19 Response*. Veterans Florida Expo, PENSACOLA, Florida.

## **Research Grants**

### **Funded**

2020-2021: Batchelor, J. H. Veterans Florida Entrepreneurship Program, Principal Investigator, Veterans Florida.

2017-2018: Brode, M. & Batchelor, J. H., Academic Partners: MBA Program Admissions: Impact of Prior Work Experience on Predicting Academic Performance, Co-Principal Investigator.

2015-2016: Batchelor, J. H. Century Business Incubator, Principal Investigator.

### **Not Funded**

2012-2013: Abston, K. A. & Batchelor, J. H., Linking Human Resource Management Competence to Individual, Group, and Organizational Performance, Co-Principal Investigator, Society for Human Resource Management.

### **Papers Under Review**

Batchelor, J. H., Abston, K. A., Bostwick, E. D., & Gibson, S. G. (2017). "A Case of Two Perspectives: Administrative Reporting and the Impact on Faculty," Initial submission to *Journal is not in list - being petitioned*.

Batchelor, J. H., Burch, G. F., & Humphrey, R. H. (2013). "Emotional Labor for Entrepreneurs: A Natural and Necessary Extension," Revised and resubmitted.

### **Working Papers**

Banks, G. C., O'Boyle, E. H., Batchelor, J. H., & Abston, K. (2014). "An Investigation into the Phases of Dissemination Bias," targeted for Academy of Management (AoM).

Batchelor, J. H. & McDaniel, M. A. (2014). "Artifactual Variance: Measurement, Correction, and Identification."

Batchelor, J. H., Humphrey, R. H., & Burch, G. F. (2013). "Entrepreneurial Leadership and Emotional Labor."

Batchelor, J. H. & McDaniel, M. A. (2013). "Personality Disorders and Human Resource Selection."

Banks, G. C., O'Boyle, E. H., Batchelor, J. H., & Abston, K. (2013). "Tracking Academy of Management Conference Papers to Journal Publication: An Investigation into the Phases of Dissemination Bias."

Banks, G. C., O'Boyle, E. H., & Batchelor, J. H. (2013). "Tracking Sociology Conference Papers to Journal Publication: An Investigation into the Phases of Dissemination Bias."

Burch, G. F., Humphrey, R. H., & Batchelor, J. H. (2013). "Fostering Creativity and Innovation in Business Education."

Banks, G. C., O'Boyle, E. H., & Batchelor, J. H. (2013). "Tracking SMA Papers to Journal Publication: An Investigation into the Phases of Dissemination Bias," targeted for Organizational Research Methods.

O'Boyle, E. H., Banks, G. C., Cole, M., & Batchelor Jr., J. H. (2012). "Burnout: A Meta-Analysis," targeted for Journal Of Applied Psychology.

Batchelor, J. H. (2012). "The Job Characteristics Model: An Extension into Entrepreneurial Motivation."

Burch, G. F., Humphrey, R. H., & Batchelor Jr., J. H. (2012). "Fostering Creativity and Innovation in Business Education."

### **Other Research Activities**

#### **Applied or Integrative/application Scholarship**

2016-2017: Batchelor, J. H., Griswold, P., Harris, V., Marshall, T., & Wiggins, C. *Navy Federal Credit Union - Project of the year competition*. This is a student project that was submitted to the Small Business Institute Project of the Year competition, it received a "Honorable Mention" at the conference

#### **Basic or Discovery Scholarship**

2010-2011: Banks, G. C., & Batchelor, J.H., *Smarter People Are (a Bit) More Symmetrical: A Meta-Analysis of the Relationship between Intelligence and Fluctuating Asymmetry*. Introduced and highlighted by Business Week (<http://businessweek.com>)

#### **Other**

2013-2014: Batchelor, J. H., *Proposal for Center for Entrepreneurship at the UWF School of Business*. The initial outline for this proposal, along with the supporting materials for the discussion, is submitted. A meeting is scheduled for May 21, to discuss this proposal.

### **SERVICE:**

#### **Service to the University**

## **College Assignments**

### **Member:**

2021-2022: Academic Review & Standards Committee

2019-2020 – 2020-2021: Personnel Committee

2014-2015: Undergraduate Programs, Curriculum, and Assurance of Learning Committee

2012-2013 – 2013-2014: Undergraduate Programs & Curriculum Committee

## **University of West Florida**

### **Department Assignments**

#### **Chair:**

2020-2021: Chair Department of Business Administration

#### **Member:**

2019-2020: HR Hiring Committee

2017-2018: Hiring Committee - OB/MGMT/HRM

2014-2015: Pre-tenure Mentoring Committee

2012-2013: Mentor and Mid-Tenure Review Committee

#### **Other Institutional Service Activities:**

2014-2015: Multiple assessments of students

### **College Assignments**

#### **Faculty Advisor:**

2016-2017 – 2017-2018: Student CEO

2014-2015: Student CEO

2013-2014: Student CEO student organization

#### **Mentoring Activities:**

2014-2015: Judge for the Innovation Awards hosted at UWF

#### **Other Institutional Service Activities:**

2019-2020: Various

2014-2015: Healthcare Management Graduate Certificate

2013-2014 – 2014-2015: Facilitator for the Young Entrepreneur Academy

2013-2014: Proposal for entrepreneurship development at UWF

#### **Chair:**

2020-2021: Director UWF Center for Entrepreneurship

2019-2020: Research and Curriculum Task Force

2018-2019 – 2019-2020: MBA Task Force

2018-2019: Melissa Brode

2017-2018: MBA Taskforce

#### **Member:**

2021-2022: Dissertation Committee Melissa Brode

2020-2021 – 2021-2022: College of Business Advisory Council

2019-2020: Dyson Award

2019-2020: College Personnel Committee

2014-2015: Dyson Faculty Research Award Committee

2014-2015: Dyson Faculty Service Award Committee

2013-2014 – 2014-2015: Undergraduate Curriculum Committee

2013-2014: Selection Committee for SBDC Director

### **University Assignments**

#### **Committee Chair:**

2015-2016 – 2016-2017: Academic Council

#### **Committee Member:**

2019-2020: Faculty Senate

2018-2019 – 2019-2020: Academic Council  
2018-2019: Faculty Senate  
2016-2017: Graduate Council  
2015-2016 – 2016-2017: General Studies  
2015-2016 – 2016-2017: Executive Committee  
2014-2015 – 2016-2017: Faculty Senate  
2014-2015 – 2015-2016: Academic Council  
2013-2014 – 2014-2015: General Studies Committee

**Faculty Advisor:**

2015-2016 – 2017-2018: UWF Running Club  
2015-2016: Student CEO  
2013-2014 – 2014-2015: UWF Runners Club

**Other Institutional Service Activities:**

2020-2021: Director State Farm Elevator Pitch Competition  
2014-2015: Attended both graduations and served as a hooder  
2013-2014: Healthcare graduate certificate program with Baptist Hospital  
2013-2014: Communication Arts and Psychology Department

**Dissertation Assignments**

**Member:**

2019-2020: Dissertation Committee EdD

**Service to the Profession**

**Board Member: Advisory Board**

2019-2020: Small Business Institute. Member of SBI Board of Fellows

**Board Member: Board of Trustees**

2020-2021: Fellow. Fellow of the SBI Organization

**Board of Directors: Chair**

2019-2020: Small Business Institute Conference. Acting President for Summer 2019  
2017-2018: Small Business Institute Conference. President of the Small Business Institute Conference. Duties included managing the board of directors and all operation of the conference. This included managing two journals (Small Business Institute Journal and Journal of Small Business Strategy) and the editors of those journals.

**Board of Directors: Substantial Involvement**

2018-2019: Small Business Institute. Immediate Past President  
2016-2017: Small Business Institute. Currently president of the organization  
2014-2015 – 2015-2016: Small Business Institute.

**Conference: Program Board / Committee Chair**

2019-2020: Southern Management Association Conference. This was the closest activity type to being a track chair I could find. I was a track chair at the SMA.

2012-2013: Small Business Institute, St. Petersburg, Florida. Session Chair

**Reviewer - Article / Manuscript**

2018-2019: Small Business Institute. Manuscript review  
2018-2019: Journal of Small Business Strategy. Manuscript review  
2018-2019: Journal of Organizational Behavior. Reviewed manuscript  
2018-2019: Management Teaching Review. Reviewed manuscript  
2017-2018: Journal of Organizational Behavior.  
2017-2018: Journal of Small Business and Entrepreneurship.  
2017-2018: Journal of Management Inquiry.  
2017-2018: Journal of Family Business Management.  
2017-2018: Journal of Electronic Security and Digital Forensics.  
2017-2018: Innovation: Organization and Management.  
2017-2018: Small Business Institute.  
2015-2016 – 2017-2018: Journal of Small Business Strategy.

2015-2016 – 2016-2017: Social Behavior and Personality.  
2015-2016: Group and Organization Management.  
2015-2016: International Journal of Manpower.  
2015-2016: Journal of Management Inquiry.  
2013-2014: United States Association for Small Business and Entrepreneurship.  
2013-2014: Southern Management Association Conference.  
2013-2014: Academy of Management (AoM).  
2012-2013 – 2013-2014: Small Business Institute.  
2012-2013 – 2013-2014: Group and Organization Management.

**Editor: Guest Editor**

2014-2015: Journal of Small Business Strategy.

**Reviewer: Ad Hoc Reviewer for a Journal**

2020-2021: Journal of Organizational Psychology.  
2020-2021: Southwest Academy of Management.  
2019-2020: Journal of Entrepreneurship in Emerging Economies.  
2019-2020: Journal of Family Business Research.  
2019-2020: International Journal of Manpower.  
2019-2020: Social Behavior and Personality.  
2019-2020: International Entrepreneurship and Management Journal. Article Review  
2019-2020: Journal of Small Business Strategy. Article Review  
2019-2020: Journal of Further and Higher Education.  
2018-2019: International Entrepreneurship and Management Journal.  
2018-2019: Journal of Business Research.  
2014-2015: Group and Organization Management.  
2014-2015: Journal of Management Inquiry.  
2014-2015: Small Business Institute.  
2014-2015: Journal of Small Business Strategy.

**Reviewer: Conference Paper**

2020-2021: Association for Business Simulation and Experiential Learning (ABSEL).  
2020-2021: Small Business Institute.  
2019-2020: Small Business Institute Conference. Project of the Year judge - Reviewed three projects  
2019-2020: United States Association for Small Business and Entrepreneurship. Reviewed three conference papers  
2019-2020: Best Doctoral Paper Judge.  
2019-2020: Southern Management Association Conference. Best paper judge  
2017-2018: International Journal of Entrepreneurship and Small Business.  
2017-2018: Small Business Institute Conference.  
2016-2017: Academy of Management Conference.  
2016-2017: Small Business Institute.  
2014-2015: Association for Business Simulation and Experiential Learning (ABSEL).  
2012-2013 – 2014-2015: Small Business Institute.  
2012-2013: Association for Business Simulation and Experiential Learning (ABSEL).

**Reviewer: PRJ Editorial Board**

2020-2021: Journal of Small Business Strategy.  
2020-2021: Small Business Institute Journal.  
2018-2019: Small Business Institute Journal.

**Service to the Community**

**Board of Directors**

2015-2016 – 2016-2017: Center for Innovation and Entrepreneurship  
2015-2016 – 2016-2017: Entrepreneurial Ecosystem Gathering  
2014-2015: Gulf Coast Center for Innovations and Entrepreneurship  
2013-2014 – 2014-2015: Association of Retarded Citizens

2013-2014: Association of Retarded Citizens  
2013-2014: Center for Innovation and Entrepreneurship

#### **Chair of a Committee**

2017-2018: Personnel Committee Chair/Plainview Baptist Church, Responsible for managing all human resource related functions of the organization.

#### **Member of a Committee**

2020-2021: Entrepreneurship Ecosystem Synergy Group  
2020-2021: Entrepreneurship Ecosystem Group Meeting

#### **Other Community Service Activities**

2021-2022: gBeta Mentor  
2019-2020: Pathways for Change, Volunteered to support CFO with operational issues.

#### **Memberships**

Academy of Management, 2017  
Small Business Institute, 2008-2017

#### **Honors-Awards-Grants**

##### **Other**

2013-2014: Hopkins Development Award, University of West Florida.

##### **Research**

2019-2020: Decision Science Journal of Innovation and Education Best Research Paper of the Year 2019, Decision Science Journal of Innovation and Education. My paper published in DSJIE was chosen as the best research paper of the entire year. A very high honor.

2018-2019: Dyson Faculty Research Award, UWF COB.

2018-2019: Business Plan Competition Third Place, Small Business Institute. Business plan with graduate students Francesca Chaheer titled "Patriot Paws"

2018-2019: Distinguished Empirical Paper Award, Small Business Institute. Award for paper titled "Emotional Labor and Positive Discrete Emotions: The key to entrepreneurial performance"

2015-2016: Dyson Research Award, University of West Florida.

2015-2016: , Small Business Institute.

2015-2016: , Academy of Management Annual Meeting.

2014-2015: Best Reviewer Award, Small Business Institute.

2013-2014: Dyson Research Award, University of West Florida.

2013-2014: Best Conceptual Paper Runner-up Award, Small Business Institute.

##### **Service-Professional**

2019-2020: Fellow - Small Business Institute, Small Business Institute. The Small Business Institute® (SBI) Association recognizes as Fellows those members whose accomplishments are particularly noteworthy to the Association. This is the highest honor that the Small Business Institute® provides to its members, and the Fellows serve as a group of senior advisors to the Board of Directors and work with newer members in a mentoring capacity. A SBI member becomes a Fellow upon nomination from another Fellow or current officer, and is voted in by the other Fellows.

2017-2018: Outstanding leadership, dedicated service, and advocacy, Small Business Institute. Award for outstanding leadership of the Small Business Institute for 2017/2018 as president

2014-2015: Certificate of Appreciation, Small Business Institute.

##### **Service-University**

2015-2016: Dyson Service Award, University of West Florida.

2014-2015: Faculty Student Advisor of the Year Award, University of West Florida.

2013-2014: Dyson Service Award, University of West Florida.

##### **Teaching**

2015-2016: Teacher of the Year Award, SGA.

##### **Teaching-Research-Service**

2019-2020: Showcase Award, Small Business Institute. The Showcase Award identifies the SBI Program and its Director that is deserving of recognition for innovative development or management, or because their SBI efforts contributed to a true small business client success story.

## **Faculty Development**

### **DS: Instructional-Related Conference**

2010-2011: Center for the Advancement of Research Methods and Analysis (CARMA). Moderated Multiple Regression Short Course

### **DS: Research-Related Conference/Seminar**

2009-2010: Center for the Advancement of Research Methods and Analysis (CARMA). Meta-Analysis Short Course

2009-2010: Center for the Advancement of Research Methods and Analysis (CARMA). SEM Short Course

### **Other Professional Development**

2012-2013: National Institution of Health (NIH). Certificate of completion in "Protecting Human Research Participants"/

## **Courses Taught**

**Courses from the Teaching Schedule:** Business Negotiation, Compensation and Benefits, Compensation and Benefits, Future: Proj/Pln/Mgt, MBA Foundation: Mgt Skill, MBA Foundations: Management Skills and Applications, MBA Foundations: Principles of Human Resources Management, Management & Org Behavior, Management Fundamentals, Performance Management, Performance Management, Recruitment and Selection, Staffing, Training and Development, Staffing, Training and Development, Strategic Issues in Human Resources Management

## **Other Teaching Activities**

### **Thesis / Dissertation Committee - Member**

2016-2017 - *Dissertation*. Melissa Brode

### **Innovations in Course Content / Presentation**

2020-2021 - *MBA Consulting*.

2018-2019 - *Guest Speaker Karen Spicer*.

### **Quality Matters Course Certification-Internal UWF**

2016-2017 - *QM Internal Review Certification - GEB5875*.

2016-2017 - *QM Internal Review Certification - MAN6156*.

### **Other Teaching Activities**

2016-2017 - *QM External Review Certification - MAN6156*.

2016-2017 - *QM Fundamentals Certification - MAN6156*.

2016-2017 - *QM Fundamentals Certificate for GEB5875*.

## **MISCELLANEOUS**

### **Other**

2016-2017 - Teaching practices featured in book by professor in Argentina : In his book "Movimiento De Tierra" Dr. Mardigral discussed how the individual project in MAN4750 can be useful in helping students around the world and in other disciplines plan out their future.

2010-2011 - Regional NPR Affiliated Radio Interview : Introduced and highlighted the paper; Banks, G. C. & Batchelor Jr., J. H. (2010). Smarter People Are (a Bit) More Symmetrical: A Meta-Analysis of the Relationship between Intelligence and Fluctuating Asymmetry. *Intelligence*, 38 (4), 393-401.



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**Marian Schultz, Ed.D.**  
**Professor**  
**Business Administration**  
**College of Business**  
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### **Academic Background**

Ed.D. in Higher Education/Administration. University of Southern California. Los Angeles, CA. May 1983.  
M.A. in Human Resource Management. Pepperdine University. Malibu, CA. May 1978.  
A.A. in Child Development/Education. University of Detroit-Mercy, Detroit, MI. May 1977.  
B.A. in Psychology. University of Detroit-Mercy. Detroit, MI. May 1977.

### **WORK EXPERIENCE**

#### **Academic Experience**

Professor of Management, University of West Florida (1989 - Present), Pensacola, Florida.  
Consultant, United States Air Force (February, 2005 - May, 2007), Eglin AFB, Florida. Motivational Workshops providing instruction on various behavioral dynamics to be used by managers in the workforce  
Consultant, Pace Foods of San Antonio (1985 - 1998), San Antonio, Texas. Conducted several leadership workshops and reviewed managerial plans in order to make recommendations for improvement  
Assistant/Associate Professor, Department of Management, St. Mary's University (1984 - 1989), San Antonio, Texas.  
Consultant, First City Bank (December, 1985 - June, 1986), Unknown, Unknown. Leadership Development Seminar  
Consultant, Kelly Air Force Base (1985 - 1986), San Antonio, Texas. 149th Tactical Fighter Group (Texas Air National Guard)  
Instructor, Department of Management, University of Texas at San Antonio (1984), San Antonio, Texas.  
Instructor, Department of Management, Chaminade University (1983), Honolulu, Hawaii.  
Instructor, Department of Management, Hawaii Pacific University (1981 - 1983), Honolulu, Hawaii.  
Instructor, Department of Management, University of Hawaii (1980), Hilo, Hawaii.  
Research Assistant, Sheerin Associates (1977), Detroit, Michigan.  
Research Assistant, University of Detroit Mercy (1975 - 1977), Detroit, Michigan.

#### **Consulting**

2015-2016: Caruth Central Business Advisory and Education Service: GR 77, Bids and Proposals for Government Contracting, Provided services as a management consultant in the preparation Bids and Proposals for Government Contracting efforts (2009-present).  
2011-2012: Caruth Central Business Advisory and Education Service: GR 77, Bids and Proposals for Government Contracting, Provided services as a management consultant in the preparation Bids and Proposals for Government Contracting efforts (2009-2012).  
2010-2011: Caruth Central Business Advisory and Education Service: GR 77, Leadership Courseware for the United States Border Patrol, Assistance provided in the development of Leadership Courseware for the United States Border Patrol (2009-2011).  
2010-2011: Caruth Central Business Advisory and Education Service: GR 77, Bids and Proposals for Government Contracting, Provided services as a management consultant in the preparation Bids and Proposals for Government Contracting efforts (2009-2012).  
2009-2010: Caruth Central Business Advisory and Education Service: GR 77, Leadership Courseware for the United States Border Patrol, Assistance provided in the development of Leadership Courseware for the United States Border Patrol (2009-2011).

2009-2010: Caruth Central Business Advisory and Education Service: GR 77, Bids and Proposals for Government Contracting, Provided services as a management consultant in the preparation Bids and Proposals for Government Contracting efforts (2009-2012).

2008-2009: Caruth Central Business Advisory and Education Service: GR 77, Leadership Courseware for the United States Border Patrol, Assistance provided in the development of Leadership Courseware for the United States Border Patrol (2009-2011).

2008-2009: Caruth Central Business Advisory and Education Service: GR 77, Bids and Proposals for Government Contracting, Provided services as a management consultant in the preparation Bids and Proposals for Government Contracting efforts (2009-2012).

### **Paid Service**

2004-2005: Eglin Air Force Base, Supervisory Workshop-Interpersonal Skills: Motivational workshop providing instruction on various behavioral dynamics to be used by managers in the workforce.

1995-1996: First City Bank, Leadership Development Seminar

1994-1995: First City Bank, Leadership Development Seminar

1985-1986: Pace Foods of San Antonio, Conducted several leadership workshops and reviewed managerial plans in order to make recommendations for improvement.

1985-1986: Kelly Air Force Base, Texas Air National Guard-149th Tactical Fighter Group

1984-1985: Pace Foods of San Antonio, Conducted several leadership workshops and reviewed managerial plans in order to make recommendations for improvement.

1984-1985: Kelly Air Force Base, Texas Air National Guard-149th Tactical Fighter Group

### **INTELLECTUAL CONTRIBUTIONS:**

#### **Refereed Articles**

Schultz, M., Schultz, J. T., & Schultz, J. J. (2017). Perceptions of Quality between Online Programs Offered at Traditional Versus Online Universities. *Journal of American Academy of Business.*

Griffith, J., Schultz, J. T., Wakeham, R., & Schultz, M. C. (2016). A Replication of the 2008 U.S. National Report Card Study on Women in Firefighting. *The Business Review, Cambridge, Volume 24 (1)*, 13-18.

Griffith, J., Schultz, J., Wakeham, R., & Schultz, M. (2015). Does the fire station have a glass ceiling? Perceptions of female firefighters. *Journal of American Academy of Business, 21 (1)*, 26-32.

Griffith, J., Roberts, D., & Schultz, M. (in press, 2014). Relationship between grades and learning mode. *The Journal of American Business Review, Cambridge, 3 (1)*, 81-88.

LaBeouf, J., & Schultz, M. (2014). The value of academic group work: an examination of faculty and student perceptions. *The Business Review, Cambridge, 22 (2)*, 32-39.

Griffith, J., & Schultz, M. C. (2014). Perceptions of instructors and students with respect to synchronous video learning. *Journal of American Academy of Business, 20 (1)*, 50-58.

Schultz, M., Schultz, J. T., & Sieland, T. (2014). Perceptions of students in relation to the gender of professors in a college of business. *The Journal of American Business Review, Cambridge, 2 (2)*, 59-66.

Schultz, M., & Schultz, J. T. (2013). Career Management of Fire Service Personnel. *Journal of American Academy of Business, 19 (1)*, 83-89.

Schultz, M. (2012). An Evaluation of Examination Results between Students in Management Courses Being Video Monitored Versus Those in a Traditionally Monitored Environment. *Business Review, Cambridge, The, 20 (1)*, 76-82.

Schultz, M., Schultz, J., & Round, E. (2011). The Acceptability of ProctorU to Ensure Online Testing Integrity. *Business Review, Cambridge, The, 18 (2)*, 23-29.

Schultz, M., Schultz, J., & Round, G. (2010). An Assessment of International Management and Business Administration Student Performance in Online courses. *Business Review, Cambridge, The, 16 (1)*, 32-38.

Schultz, M., Schultz, J., & Round, G. (2010). The Effects of Chronological Age on Management and Business Administration Student Performance in Online/Distance Learning Courses. *Business Review, Cambridge, The, 16 (1)*, 245-251.

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- Schultz, M., House, L., Schultz, J., & Sieland, T. (2009). The Behavioral Dynamics Associated with Marketing Rear Facing Airline Seats and Their Subsequent Acceptance by the Public. *Business Review, Cambridge, The, 14 (1)*, 34-40.
- Schultz, M., Schultz, J., & Round, G. (2008). The Management of Academic Quality: A Comparison of Online Versus Lecture Course Final Grades. *Journal of College Teaching & Learning, 5 (10)*, 23-28.
- Schultz, M., Schultz, J., & Round, G. (2008). Online Non-Proctored Testing and its Affect on Final Course Grades. *Business Review, Cambridge, The, 9 (2)*, 11-16.
- Schultz, J., Schultz, M., & Gallogly, J. (2007). The Management of Testing in the Distance Learning Environments: Evaluating Proctored and Online Testing in Relation to Examination Scores and Course. *Journal of College Teaching & Learning, 4 (9)*, 19-26.
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- Schultz, M., Schultz, J., & Forn, S. (2006). Crew Resource Management: Assessing Potential Problems of Non-Interlinked Side Stick Aircraft Flight Controls on Airbus Aircraft. *Business Review, Cambridge, The, 6 (1)*, 1-10.
- Pratt, T., Schultz, J., & Schultz, M. (2006). Muse Air: Management in Crisis. *Journal of American Academy of Business, 8 (1)*, 24-31.
- Forn, S., Schultz, J., & Schultz, M. (2005). Integration of the SHEL Model with the Flight Operational Quality Assurance (FOQA) Program. *Collegiate Aviation Review, 23 (1)*, 79-89.
- Schultz, J., Schultz, M., & Henkel, T. (2005). Determining Which Delivery Styles are Best Suited for Instructing in the Distance Learning Environment. *Journal of College Teaching & Learning, 2 (11)*, 61-68.
- Schultz, J., & Schultz, M. (2005). The Effect An Individuals' Learning Style Has on Grades in Traditional and Distance Learning. *American Association of Behavioral and Social Sciences Perspectives Journal, 82-89*.
- Butterworth, P., Schultz, J., & Schultz, M. (2005). More Than a Labor Dispute - the PATCO Strike of 1981. *Essays in Economic and Business History, XXIII*, 125-139.
- Vogel, J., Schultz, M., & Schultz, J. (2004). The Effect of Human Factor Impact of the Helmet-Mounted Display. *Air and Space Power Journal, XVIII (1)*, 7-14.
- Hoepfner, M., Schultz, M., & Schultz, J. (2004). Libelle Self-Contained Anti-G Ensemble: Overcoming Negative Transfer. *Journal of Aviation/Aerospace Education and Research, 13 (2)*, 21-34.
- Summey, J., Schultz, M., & Schultz, J. (2004). Are Four Year Colleges Better at Preparing Students to Pass the FAA Mechanical Written Exams than Two Year Technical Schools. *Journal of Air Transportation*.
- Schultz, M. (2004). The Patco Strike of 1981. *Essays in Economic and Business History*.
- Schultz, M., & Schultz, J. (2004). Interpreting the Learning Styles of Traditional and Distance Learning Students. *Journal of College Teaching & Learning, 1 (5)*, 19-27.
- Schultz, M., & Schultz, J. (2003). The Effects of Age on Stress Levels and its Affect on Overall Performance. *American Association of Behavioral and Social Sciences Perspectives Journal, 6*.
- Schultz, M., & Schultz, J. (2003). Gender and Stress: Does One's Gender Affect Stress Levels during and Evaluation. *International Business and Economics Research Journal, 2 (5)*, 45-51.
- Schultz, M. (2003). The Power Circle Exercise. *Journal of Organizational Behavior, 107-108*.
- Schultz, M., Page, D., & Helm, W. (2000). Female Executive Perceptions of Equity in the Workplace. *Journal of Business and Behavioral Sciences, 7*, 89-103.
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- Schultz, J., & Schultz, M. (1999). Northwest Airlines Strike and Labor Negotiations. *American Association of Behavioral and Social Sciences Perspectives Journal, 2*.
- Schultz, M., & Schultz, J. (1997). Video Teleconferencing Distance Learning Programs Versus Traditional Delivery Methodology. *Journal of Business and Behavioral Sciences, 3*, 286-293.
- Troemel, B., Schultz, J., & Schultz, M. (1994). Eastern Airlines: The Rise of the Wings of Man. *Essays in Economic and Business History, 7*, 235-244.

- Schultz, M. (1993). The Exxon Valdez Incident: Where Are We Today? *Essays in Economic and Business History, XI*, 344-359.
- Schultz, M. (1992). Leadership and the power Circle. *Human Systems Management, XI (4)*, 213-217.
- Schultz, M. (1992). Bhopal Revisited. *Essays in Economic and Business History, X*, 130-141.
- Schultz, M., & Schultz, J. (1990). Corporate Strategy in Crisis Management. *Essays in Economic and Business History, VIII*, 164-171.

## **Refereed Proceedings**

### **Full Paper**

- Schultz, J., Schultz, M., & Henkel, T. (2005). The Dynamics of Faculty Profiles for Managing Web Based Instruction. *Embry-Riddle Aeronautical Teaching and Learning Effectiveness Symposium*, Orlando, FL:.
- Schultz, J., Schultz, M., & Henkel, T. (2005). The Relevancy of the Faculty Profiles as Related to Web Based Instruction. *Embry-Riddle Aeronautical Teaching and Learning Effectiveness Symposium*.
- Schultz, J., & Schultz, M. (2005). The Effect an Individuals' Learning Style has on Grades in the Traditional and Distance Learning Environment. *American Association of Behavioral and Social Science*.
- Schultz, M. (2004). Interpreting the Learning Styles of Traditional and Distance Learning Students. *College Teaching and Learning Conference*.
- Schultz, M. (2002). The Power Circle Exercise. *Association for Business Simulation and Experiential Learning (ABSEL)*.
- Schultz, M., & Schultz, J. (2002). The Biofeedback Stress Test. *Association for Business Simulation and Experiential Learning (ABSEL)*.
- Schultz, M., & Schultz, J. (2001). Humor - It's Not a Laughing Matter Between the Genders. *American Association of Behavioral and Social Science*.
- Schultz, M., & Schultz, J. (2001). Reducing Stress Through The Use of Humor. *International Applied Business Research Conference*.
- Schultz, J., & Schultz, M. (2000). The Contracting-Out of the U.S. Military. *International Applied Business Research Conference*.
- Schultz, M., & Schultz, J. (1999). Effects of E-mail on Intraorganizational Effectiveness. *Association for Business Communication Southwestern United States (ABC-SWUS)*.
- Schultz, J., & Schultz, M. (1997). A Comparative Analysis of the Railway Labor Act, Norris-La Guardia Act, Wagner Act, Taft Hartley Act, and Landrum Griffin Act. *Association of Management and the International Association of Management 15th Annual International Conference*, Montreal, Quebec, Canada:.
- Schultz, M., Schultz, J., & O'Brien, S. (1996). Acceptance of Distance Learning Programs at the Graduate Level: A Pilot Study. *Embry-Riddle Aeronautical University Symposium on Teaching Effectiveness*, Daytona Beach, Florida:.
- Schultz, J., & Schultz, M. (1996). A Study to Assess the Preferences of Women in Relation to Gender. *Annual meeting of the American Society of Business and Behavioral Sciences*, Las Vegas, Nevada:.
- Schultz, M., Schultz, J., & Barkley, J. (1996). Gender Dynamics: Communication in a Diverse Workforce. *Southwest Regional Conference of the Association for Business Communication*, San Antonio, Texas:.
- Schultz, M., & Schultz, J. (1995). Female Power and The Power Circle. *Southwest Regional Conference of the Association for Business Communication*, Houston, Texas: 1995 National Proceedings.
- Schultz, J., & Schultz, M. (1995). A Study to Assess the Acceptance Levels of Air Force Pilots on the Department of Defense to Remove the Restriction Prohibiting Females from Being Assigned to Combat Aircraft. *Annual Meeting of the American Society of Business and Behavioral Sciences*, Las Vegas, NV: American Society of Business and Behavioral Sciences Proceedings.
- Schultz, M., Schultz, J., & O'Brien, S. (1995). Perception on the Differences between the Socratic and Experiential teaching Methodology. *Embry-Riddle Aeronautical University College of Continuing Education Symposium on Teaching Effectiveness*, Daytona Beach, Florida: Embry-Riddle Aeronautical University College of Continuing Education Symposium on Teaching Effectiveness Proceedings.
- Schultz, J., O'Brien, S., & Schultz, M. (1994). A Pilot Study to Assess the Effectiveness of Humor in relationship on Teaching Effectiveness. *Embry-Riddle Aeronautical University, College of Continuing*

*Education Faculty Symposium on Teaching Effectiveness*, Daytona Beach, Florida: Embry-Riddle Aeronautical University, College of Continuing Education Faculty Symposium on Teaching Effectiveness Proceedings, 113-128.

Schultz, M., & Schultz, J. (1994). Humor 101: The Training Ground. *Southwest Regional Conference of the Association for Business Communication*, Dallas, TX: Southwest Regional Conference of the Association for Business Communication Refereed Proceedings, 1-4.

Schultz, M., & Schultz, J. (1994). The Economics of Humor in the Workplace. *Annual Meeting of the Southwestern Society of Economists*, Dallas, TX: Southwestern Society of Economists Proceedings.

Schultz, M., & Jensen, T. (1993). Affects on Performance Resulting from Variations in Stress Levels Occurring During Evaluations. *International Congress of The North American Economic and Finance Association*, Montego, Jamaica: Human Resource Management Division.

Schultz, M., & Schultz, J. (1993). Gender Stress. *Annual Meeting of the Southwestern Society of Economists*, New Orleans, Louisiana:.

Schultz, M., & Schultz, J. (1993). Gender Stress. *Annual Meeting of the Southwestern Society of Economists*, New Orleans, Louisiana:.

Schultz, M., & Schultz, J. (1993). Work Force Diversity: The Snow White Syndrome. *International Congress of the North American Economic and Finance Association*, Montego, Jamaica: Conference Volume, 323-328.

Schultz, M. (1992). The Workforce of the 21st Century: A Guide for Change. *International Atlantic Economic Conference, XX*, Nice, France: Atlantic Economic Journal.

Schultz, M. (1992). Leader Control versus Member Compliance. The Use of Power within the Organization. *International Atlantic Economic Conference, XX*, Nice, France: Atlantic Economic Journal.

Schultz, M., & Schultz, J. (1991). A Study of Stress and its Relationship to Health Disorders within the Military. *Annual National Conference of The Association of Management*, Atlantic City, New Jersey: Annual National Conference of The Association of Management Proceedings.

Schultz, M., & Schultz, J. (1991). Total Quality Management: Model of a New Communication Strategy. *Annual National Conference of The Association of Management*, Atlantic City, New Jersey: Annual National Conference of The Association of Management Proceedings.

Schultz, M., & Schultz, J. (1990). Workers Compensation and Behavioral Characteristics. *Annual National Conference of the Association of Management*, Orlando, FL: Annual National Conference of The Association of Management Proceedings.

Schultz, M., & Schultz, J. (1990). An Environmental Impact Model to Assess Motivational Strategies. *Annual National Conference of The Association of Management, II*, Orlando, FL: Annual National Conference of The Association of Management Proceedings, 17-21.

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Schultz, M., Smith, B., & Schultz, J. (1989). Stress and Its Effects on Performance: A Hypothetical Model. *International Atlantic Economic Conference, XVIII*, Philadelphia, Pennsylvania: Atlantic Economic Journal.

Schultz, M., & Schultz, J. (1989). Telecommuting: Is There No Place Like Home? *International Atlantic Economic Conference, XVIII (1)*, Montreal, Canada: Atlantic Economic Journal, 1990.

Schultz, M., Schultz, J., & Doll, K. (1988). A Paradigm for Assessing Optimal Individual Performance under Varying Degree of Stress. *International Atlantic Economic Conference*, Philadelphia, Pennsylvania: Atlantic Economic Journal.

Schultz, M., Leprone, J., & Schultz, J. (1988). Utilizing Biodots to Measure to Measure Stress Levels Created by Various Types of Examinations. *International Atlantic Economic Conference, XVI (3)*, London, England: Atlantic Economic Journal.

Schultz, M., & Schultz, J. (1988). Merger Mania: The Trend Continues. *National Conference of The Human Resource Management and Organizational Behavior*, Long Beach, California: National Conference of The Human Resource Management and Organizational Behavior Proceedings.

- Schultz, M., & Schultz, J. (1987). Unions: Eagle or Albatros. *National Conference of The Council on Employee Responsibilities*, Virginia Beach, Virginia: National Conference of The Council on Employee Responsibilities Proceedings, 301-305.
- Schultz, M., & Schultz, J. (1987). Maternity Leave: The Question Remains. *International Atlantic Economic Conference*, New York, New York: Atlantic Economic Journal.
- Schultz, M., Schultz, J., & Becker, J. (1987). Stress Levels Experienced by Business Students Prior to Receiving Test Results/Scores. *International Atlantic Economic Conference*, Munich, Germany: Atlantic Economic Journal.
- Schultz, J., Rigdon, J., & Schultz, M. (1987). Training as an Aspect of Career Progression in a Military Organization. *Annual Meeting of the Southwestern Society of Economists, XIV (1)*, Houston, Texas: Journal of the Southwestern Society of Economists, 322-326.
- Schultz, J., Mateker, J., & Schultz, M. (1986). Comparable Worth: The Economic Question. *The Annual National Conference of The Association of Human Resource Management and Organizational Behavior*, New Orleans, Louisiana: The Annual National Conference of The Association of Human Resource Management and Organizational Behavior Proceedings.
- Schultz, J., & Schultz, M. (1986). The Impact of Financial Competition on Market Discipline. *International Atlantic Economic Conference, XV (1)*, Boston, Massachusetts: Atlantic Economic Journal.
- Schultz, M., & Schultz, J. (1986). An Examination of the Relationship between Job Satisfaction and Job Pressure, Skill Utilization, and Fairness Treatment. *Eastern Region Conference of The Association of Human Resource Management and Organization Behavior*, Clearwater, Florida: Eastern Region Conference of The Association of Human Resource Management and Organization Behavior Proceedings, 143-147.
- Schultz, J., Schultz, M., & Elliott, A. (1985). Leadership: The Power Element. *National Conference of The Association of Human Resource Management and Organizational Behavior, 1*, Boston, Massachusetts: National Conference of The Association of Human Resource management and Organizational Behavior Proceedings, 398-402.

## **Non-Refereed Proceedings**

### **Non-Refereed**

Schultz, M. (2013). Perceptions of University Students on the Gender of Faculty Members in Business Courses versus Other Academic Disciplines. *Finance, Global Management, Economics & Information Technology Research Conference*.

## **Presentation of Refereed Papers**

### **International**

Schultz, M. (2012-2013). *An Evaluation of Examination Results between Students in Management Courses Being Video Monitored Versus Those in a Traditionally Monitored Environment*. International Business, Finance & Economics Research Conference, Los Angeles, California.

Schultz, M., Schultz, J., & Round, G. (2007-2008, May). *Online Non-Proctored Testing and its Affect on Final Course Grades*. Global Management & Information Technology Research Conference, Manhattan, New York.

Schultz, M., Schultz, J., & Round, G. (2007-2008, March). *The Management of Academic Quality: A Comparison of Online Versus Lecture Course Outcomes*. International Applied Business Research Conference, San Juan, Puerto Rico.

Forn, S., Schultz, M., & Schultz, J. (2006-2007, May). *Crew Resource Management: Assessing Potential Problems of Non-interlinked Side Stick Aircraft Flight Controls on Airbus Aircraft*. Global Management & Information Technology Research Conference, Manhattan, New York.

Schultz, M. (2006-2007). *Evaluating Proctored and Online Testing*. Applied Business Research & Teaching Learning Conference, Siena, Italy.

Pratt, T., Schultz, J., & Schultz, M. (2005-2006, December). *Muse Air: Management in Crisis*. Economics & International Business Research Conference, Miami, Florida.

Schultz, J., Schultz, M., & Henkel, T. (2004-2005, June). *Determining Which Delivery Styles are Best suited for Instructing in the Distance Learning Environment*. European Teaching and Learning Conference, Santorini Island, Greece.

Schultz, M. & Schultz, J. (2003-2004, March). *Gender and Stress: Does One's Gender Affect Stress Levels during and Evaluation*. International Applied Business Research Conference, Acapulco, Mexico.

Schultz, M. & Schultz, J. (2000-2001, March). *Reducing Stress Through The Use of Humor*. International Applied Business Research Conference, Cancun, Mexico.

Schultz, J. & Schultz, M. (1999-2000, March). *The Contracting-Out of the U.S. Military*. International Applied Business Research Conference, Puerto Vallarta, Mexico.

### **National**

Griffith, J., Roberts, D., & Schultz, M. (2014-2015). *Relationship between grades and learning mode*. Finance, Economics, MIS, and Global Business Research Conference, Miami, Florida.

Schultz, M., Schultz, J., & Sieland, T. (2013-2014). *How the firefighter career field has changed since 9/11*. A3IR Conference, Phoenix, Arizona.

Schultz, M., Schultz, J., & Sieland, T. (2013-2014). *Perceptions of students in relation to the gender of professors in a college of business*. Finance, Global Management, Economics & Information Technology Research Conference, New York, New York.

Schultz, M., Schultz, J., & Sieland, T. (2013-2014). *How the Firefighter Career has Changed Since 9/11*. A3IR Conference, Phoenix, Arizona.

Schultz, M. & Schultz, J. (2012-2013, May). *Career Management of Fire Service Personnel*. Finance, Global Management, Economics & Information Technology Research Conference, New York City, New York.

Schultz, J., Schultz, M., & Henkel, T. (2005-2006, November). *The Relevancy of the Faculty Profiles as Related to Web Based Instruction*. Embry-Riddle Aeronautical Teaching and Learning Effectiveness Symposium, Orlando, Florida.

Forn, S., Schultz, J., & Schultz, M. (2005-2006, September). *Integration of the SHEL Model with the Flight Operational Quality Assurance (FOQA) Program*. University Aviation Association Conference, Champaign, Illinois.

Schultz, J. & Schultz, M. (2004-2005, February). *The Effect an Individuals' Learning Style has on Grades in the Traditional and Distance Learning Environment*. American Association of Behavioral and Social Science, Las Vegas, Nevada.

Butterworth, P., Schultz, J., & Schultz, M. (2003-2004, April). *More Than a Labor Dispute - The PATCO Strike of 1981*. Economic and Business Historical Society Conference, Anaheim, California.

Schultz, M. & Schultz, J. (2003-2004, January). *Interpreting the Learning Styles of Traditional and Distance Learning Students*. College Teaching and Learning Conference, Orlando, Florida.

Schultz, M. & Schultz, J. (2002-2003, February). *The Effects of Age on Stress Levels and its Affect on Overall Performance*. American Association of Behavioral and Social Science, Las Vegas, Nevada.

Schultz, M. (2001-2002, March). *The Power Circle Exercise*. Association for Business Simulation and Experiential Learning (ABSEL), Pensacola, Florida.

Schultz, M. & Schultz, J. (2000-2001, January). *Humor - It's Not a Laughing Matter Between the Genders*. American Association of Behavioral and Social Science, Las Vegas, Nevada.

Schultz, M., Page, D., & Helm, W. (1999-2000, February). *Female Executive Perceptions of Equity in the Workplace*. American Society of Business and Behavioral Sciences (ASBBS), Las Vegas, Nevada.

Schultz, J. & Schultz, M. (1998-1999, February). *Northwest Airlines Strike and Labor Negotiations*. American Association of Behavioral and Social Science, Las Vegas, Nevada.

Schultz, M., Schultz, J., O'Brien, S., & Smith, C. (1996-1997). *Symposium: Proposal on Diversity in Teaching Strategies*. Southern Management Association Conference, New Orleans, Louisiana.

Barkley, J., Schultz, J., & Schultz, M. (1995-1996). *A Study of Contemporary Military Attitudes toward Unionization*. Annual Meeting of the Southwestern Society of Economists, San Antonio, Texas.

Barkley, J., Schultz, J., & Schultz, M. (1995-1996). *Air Force Special Operations Command: The Price of Ubiquity*. Annual Meeting of the Economic and Business Historical Society, Boulder, Colorado.

Schultz, M. (1992-1993). *The Exxon Valdez Incident: Where Are We Today?* Annual Meeting of the Economic and Business Historical Society, Seattle, Washington.

Schultz, M. (1991-1992). *Bhopal Revisited*. Economic and Business Historical Society Conference, Houston, Texas.

Schultz, M., Schultz, J., & Becker, J. (1989-1990). *Comparable Worth: Equality vs. Legality*. National Conference of The Association of Human Resource Management and Organizational Behavior, Boston, Massachusetts.

Schultz, M. & Schultz, J. (1989-1990). *The Name is the Name is the Game*. National Conference of The Association of Human Resource Management and Organizational Behavior, Boston, Massachusetts.

Schultz, J., Cline, A., & Schultz, M. (1988-1989). *Employer Supported Child Care: Its Time Has Arrived*. National Conference of The Council for Employer Responsibilities and Rights, Virginia Beach, Virginia.

Schultz, M. & Schultz, J. (1987-1988). *Leadership and the Power Circle*. Western Economic Association Annual Conference, Los Angeles, California.

Schultz, M., Schultz, J., & Petesch, K. (1987-1988). *Ergonomics: The Video Display Terminal and the Human Eye*. Annual Meeting of the Southwestern Society of Economics, San Antonio, Texas.

Todd, J. & Schultz, M. (1987-1988). *Business School Curriculum and Student Characteristics sought by Corporate Recruiters*. Western Risk and Insurance Association Annual Meeting, San Francisco, California.

Schultz, M. & Schultz, J. (1987-1988). *Job Sharing: Its Time Has Come*. Annual Conference of The Association of Human Resources Management and Organizational Behavior, Philadelphia, Pennsylvania.

Schultz, M., Petesch, K., & Schultz, J. (1987-1988). *Ergonomics and Stress - Human Factors Engineering in the Microcomputer Environment*. Annual Conference of The Association of Human Resources Management and Organizational Behavior, Philadelphia, Pennsylvania.

Schultz, M., Williams, C., & Schultz, J. (1986-1987). *Stress Levels Experienced by Business Students Prior to Oral Presentations and Written Evaluations*. National Conference of The Association of Human Resource Management and Organizational Behavior, New Orleans, Louisiana.

Schultz, J. & Schultz, M. (1986-1987). *Strategic Behavior in Crisis Management*. Annual Meeting of the Council of Employee Responsibilities and Rights, Virginia Beach, Virginia.

Schultz, J. & Schultz, M. (1985-1986). *Ergonomics: Human Factor Engineering and the Video Display Terminal*. Annual Conference of the Economic and Business Historical Society, Atlanta, Georgia.

Schultz, M. (1985-1986). *Problems Encountered by Vietnamese Refugees in Finding Employment in the United States*. Symposium for Texas Women Scholars, Austin, Texas.

Schultz, M. (1985-1986). *Leadership and the Power Circle*. Symposium for Texas Women Scholars, Austin, Texas.

### **Regional**

Schultz, M. & Schultz, J. (1998-1999, March). *Effects of E-mail on Intraorganizational Effectiveness*. Association for Business Communication Southwestern United States (ABC-SWUS), Houston, Texas.

## **Presentation of Non-Refereed Papers**

### **National**

Schultz, M. (2010-2011). *An Assessment of International Management and business Administration Student Performance in Online courses*. Economics, Finance and International Business Research Conference, Miami, Florida.

Schultz, M. (2010-2011). *The Effects of Chronological Age on Management and Business Administration Student Performance in Online/Distance Learning Courses*. Global Management, Accounting and Finance Research Conference, Nassau, Bahamas.

Schultz, J., Schultz, M., & Johnson, D. (2000-2001, April). *Trans World Airlines-Still Searching for a Place in the Crowded Skies*. Economic and Business Historical Society Conference, Albany, New York.

Schultz, J., Schultz, M., & Johnson, D. (1999-2000, April). *Labor Conflict at American Airlines*. Economic and Business Historical Society Conference, San Diego, California.

Schultz, J. & Schultz, M. (1999-2000, January). *Pilot Retention in the U.S. Air Force: The Bonus Factor*. American Association of Behavioral and Social Science, Las Vegas, Nevada.

Schultz, J. & Schultz, M. (1997-1998, April). *A Historical Perspective of Labor Relations at United Airlines*. Economic and Business Historical Society Conference, Milwaukee, Wisconsin.



## **Regional**

Schultz, J. & Schultz, M. (1998-1999, March). *the Price of Productivity: Loyalty in the 1990s*. Southwestern Society of Economists, Houston, Texas.

Schultz, J. & Schultz, M. (1997-1998, March). *The Historical Evolution of Labor Law in the Private Sector*. Southwestern Society of Economists, Dallas, Texas.

## **Research Grants**

### **Funded**

2010-2011: Schultz, M. The Effects of Chronological Age on Management and Business Administration Student Performance in Online/Distance Learning Courses, Principal Investigator, Embry-Riddle Aeronautical University.

2005-2006: Schultz, M. The Teaching Style and its Impact on Effectiveness in the Traditional versus Online Learning Environment, Embry Riddle Aeronautical University.

2004-2005: Schultz, M. Determining Which Delivery Styles are Best Suited for Instructing in the Distance Learning Environment, Principal Investigator, Embry -Riddle Aeronautical University.

2004-2005: Schultz, M. The Effect an Individuals' Learning Style has on Grades in the Traditional and Distance Learning Environment.

2003-2004: Schultz, M. Assessing Whether There is an Individual Style of Learning Which is Better Suited for the Traditional Classroom Environment, as Opposed to the Distance Learning Delivery Method, Principal Investigator, Embry-Riddle Aeronautical University.

2001-2002: Schultz, M. Stress Related Research, Embry Riddle Aeronautical University.

2000-2001: Marian, S. Awarded small grant to develop the initial modules for an on-line course., University of West Florida.

1998-1999: Schultz, M. Funding for distance learning proposal.

1996-1997: Schultz, M. Funding for distance learning proposal.

1988-1989: Schultz, M. Funding for distance learning proposal.

## **Working Papers**

Griffith, J., Schultz, J., Wakeham, R., & Schultz, M. (2015). "Does the fire station have a glass ceiling? Perception of female firefighters," targeted for American Business Review.

## **Other Research Activities**

### **Teaching and Learning Scholarship**

2014-2015: Schultz, M., *Power Circles Exercise published in Organizational Behavior by Schermerhorn & Osborn, 13th edition, p. W-89.*

2012-2013: Schultz, M., *The Power Circles Exercise*. "The Power Circles Exercise" published in *Organizational Behavior, 12th ed.*, by J. R. Schermerhorn, J. G. Hunt, & R. N. Osborn. 2012, p. W-96.

2010-2011: Schultz, M., *The Power Circles Exercise*. "The Power Circles Exercise" published in *Organizational Behavior, 11th ed.*, by J. R. Schermerhorn, J. G. Hunt, & R. N. Osborn. 2011, p. W-96.

2007-2008: Schultz, M., *The Power Circles Exercise*. "The Power Circles Exercise" published in *Organizational Behavior, 10th ed.*, by J. R. Schermerhorn, J. G. Hunt, & R. N. Osborn. (p. W-119)

## **SERVICE:**

### **Service to the University**

### **College Assignments**

#### **Member:**

2006-2007 – 2008-2009: College of Business Council

## **St. Mary's University**

### **University Assignments**

#### **Committee Member:**

1986-1987: St. Mary's University School of Business Scholarship Committee

1986-1987: St. Mary's University Sub-Committee on State of the University Study-Salary/Promotion Structures

1985-1986: St. Mary's Computer Assessment Committee

1985-1986: St. Mary's University Search Committee for Dean of the School of Humanities

1985-1986: St. Mary's University Alcohol Task Force Committee

**Faculty Advisor:**

1985-1986 – 1988-1989: St. Mary's University Personnel Club

1985-1986 – 1988-1989: Human Resource Management Majors

1985-1986 – 1987-1988: St. Mary's University Women in Business

1985-1986: Beta Epsilon Lambda Sorority

**Other Institutional Service Activities:**

1988-1989: St. Mary's University Recruiting Trip

1988-1989: St. Mary's, Graduation Speaker

1987-1988: St. Mary's University Faculty Convocation Representing The School of Business and Administration

1987-1988: St. Mary's University - Nebraska State College Fair

1987-1988: University Faculty Convocation

1987-1988: St. Mary's, San Antonio Chapter of The Association of Human Resources Management and Organizational Behavior

1985-1986: St. Mary's, Essay contest on Free Enterprise sponsored by the Rotary Club of San Antonio and St. Mary's School of Business

1985-1986: St. Mary's Retention Sub-Committee

1985-1986: St. Mary's University Curriculum Fair, San Antonio, Texas

1985-1986: St. Mary's University, Leadership Seminar, Castroville, Texas

1985-1986: St. Mary's University Recruiting Trip

## **University of West Florida**

### **Department Assignments**

**Member:**

2015-2016: Department of Management Search Committee for Faculty Entrepreneur Position

2015-2016: Departmental Search Committee

2014-2015: SLO Committee for MAN 3301 Course

**Other Institutional Service Activities:**

2013-2014: Search Committee

2011-2012: Search Committee

2003-2004: Continuing and Distance Education for USAF at Eglin, UWF

1997 – 2000: Panhandle Regional Science and Engineering Fair, Behavioral Science Junior and Senior Division

1999-2000: University of West Florida

### **College Assignments**

**Other Institutional Service Activities:**

2015-2016: College Marshal, College of Business

2014-2015: Faculty Presenter at Department of Management/MIS Faculty Meeting regarding EC current status

1989-1990 – 2014-2015: MBA Advisor, UWF - Eglin AFB

2010-2011: Commercial for Emerald Coast, UWF

1994-1995: College Marshal, College of Business, UWF

1992-1993 – 1993-1994: Assistant Marshal, College of Business, UWF

**Member:**

2014-2015: Search Committee: Management/MIS Department member for Operations and Security position

2009-2010 – 2012-2013: SCAC Scholarly Creative Activities Committee

2006-2007 – 2009-2010: College of Business Council  
2006-2007 – 2007-2008: Doctoral Committee, College of Professional Studies  
2006-2007: Search Committee for Department of Management, Faculty position  
2005-2006 – 2006-2007: College of Business TIP Award Committee, UWF  
1999-2000 – 2002-2003: Doctoral Committee, College of Professional Studies  
1998-1999: Search Committee - College of Education  
1994-1995 – 1996-1997: College of Business Personnel Committee

### **University Assignments**

#### **Committee Chair:**

1995-1996: Task Force on BOR Recommendations on Tenure and Promotion, UWF  
1995-1996: Faculty Merit Scholarship Committee, UWF

#### **Committee Member:**

2015-2016: Tenure and Promotion  
2015-2016: University Committee on Tenure and Promotion  
2006-2007 – 2014-2015: UWF Emerald Coast Faculty Committee, Fort Walton Beach  
1990-1991 – 2014-2015: OWCC/UWF Joint Center Faculty Relations Committee  
2009-2010 – 2012-2013: Scholarly and Creative Activities Committee  
2005-2006 – 2007-2008: Academic Technology Advisory Committee  
2005-2006: Courseware Policy Committee  
2003-2004: Faculty Task Force for SACS Reaccreditation  
2000-2001: Evaluation Committee, WebCT  
1998-1999 – 2000-2001: Committee on Creative Research  
1999-2000: Qualifying Exams for 4 doctoral students  
1998-1999: Undergraduate Teaching and Advising Award Committee  
1994-1995 – 1996-1997: Ft. Walton Beach Chamber of Commerce  
1995-1996: Senate Task Force on Advising, UWF  
1995-1996: Undergraduate Teaching and Advising Award Committee  
1994-1995: University Planning Council, UWF  
1994-1995: Facilities Planning Committee, UWF  
1994-1995: Special Issues Committee, UWF  
1994-1995: Shell Grant Proposal Review Committee  
1994-1995: Faculty Senate, UWF  
1993-1994: Senate Ad Hoc Committee, SACS Re-accreditation Faculty Recommendations, UWF  
1993-1994: Senate Working Group Committee, SACS Report Review, UWF  
1993-1994: Governance Committee, UWF  
1992-1993: Outstanding Teaching and Advising Award Committee  
1992-1993: SACS Reaccreditation Self Study, Organizational Effectiveness Sub-Committee  
1992-1993: Academic Policies Committee, UWF  
1991-1992: Faculty Salary Appeals Committee

#### **Other Institutional Service Activities:**

2000-2001: Speaker at SGA FWB Leadership Conference  
1999-2000: Recruiting Seminar for the Distance Learning Lab, FWB  
1997-1998: Coordinator for Eglin AFB Computer Lab Update  
1996-1997: Internship Coordinator  
1994-1995: Faculty Senate, Vice President, UWF  
1993-1994: Coordinator at the UWF Faculty Senate Reception and Meeting, UWF Center, FWB  
1993-1994: Introductory Speaker for Student Government and Honored Guests  
1992-1993: Faculty Senate Member at the UWF  
1990-1991 – 1991-1992: Member of Kiwanis International Club - Eglin AFB  
1990-1991: Internship Coordinator for students on Eglin AFB  
1990-1991: Coordinator of Women's Basketball Games (UWF vs. Eglin AFB)

### **Service to the Profession**

**Academic Conference: Discussant**

1993-1994: North American Economic and Finance Association International Congress, Montego Bay, Jamaica.

1992-1993 – 1993-1994: Annual Meeting of the Southwestern Society of Economists, Dallas, Texas.

1990-1991: Association of Management Conference, Orlando, Florida.

1987-1988: Council on Employee Responsibilities and Rights, Virginia Beach, Virginia.

1983-1984: American Institute of Decision Sciences, New Orleans, Louisiana.

**Chair: Committee / Task Force**

2007-2008: The Global Management & Information Technology Research Conference, New York, New York.

2004-2005: College Teaching and Learning Conference, Orlando, Florida.

**Conference: Program Board / Committee Chair**

2007-2008: Global Management & Information Technology Research Conference.

1996-1997: Southern Management Association Conference. Distance Learning

1985-1986 – 1986-1987: National Meeting of the Association of Human Resources Management and Organizational Behavior, New Orleans, Louisiana. Chairperson

**Reviewer - Article / Manuscript**

2005-2006 – 2013-2014: Journal of Aviation/Aerospace Education and Research.

2006-2007 – 2010-2011: Journal of Aviation and Aerospace Education and Research. Editorial Board Reviewer

**Reviewer - Book / Textbook**

2007-2008: Opportunities and Challenges of Workplace Diversity, 1st edition.

Author: Kathryn Canas and Harris Sondak, Publisher: Prentice Hall

2006-2007: Your Life in Organizations, 1st edition. Author: Andre Rae, Publisher: Prentice Hall, Second review

2006-2007: Organizational Behavior, 6th edition. Author: Debra L. Nelson and James Campbell Quick, Publisher: Southwestern Thomson Publisher

2005-2006: Your Life in Organizations, 1st edition. Author: Andre Rae, Publisher: Prentice Hall

2004-2005: Management: The New Competitive Advantage, 9th edition. Author: Thomas Bateman and Scott Snell, Publisher: McGraw-Hill/Irwin

2004-2005: Organizational Behavior, 1st edition. Author: Hitt, Publisher: Wiley, Review 2 chapters

2004-2005: Organizational Behavior, 9th edition. Author: Schermerhorn, Publisher: Wiley

2003-2004: Organizational Behavior, 10th edition. Author: Stephen Robbins, Publisher: Prentice Hall

2002-2003: Management. Author: Gomez-Mejia & Balkan, Publisher: McGraw-Hill

2002-2003: Organizational Behavior, 9th edition. Author: Fred Luthans, Publisher: McGraw-Hill

2002-2003: Management. Author: Gomez-Mejia & Balkan, Publisher: McGraw-Hill, Chapter Reviewer

2002-2003: Essentials of Contemporary Management. Author: Gareth Jones and Jennifer George, Publisher: McGraw-Hill/Irwin

2001-2002: Managing Today. Author: Robbins, Publisher: Prentice Hall

1998-1999: Training in Management Skills. Author: Phillip L. Hunsaker and Stephen P. Robbins

1998-1999: Understanding and Managing Organizational Behavior. Author: George and Jones, Publisher: Addison Wesley Longman

1986-1987: Organizational Behavior. Author: Middlemist and Hitt, Publisher: West Publishing Co

**Editor: Peer-Reviewed Journal**

2017-2018: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.

2016-2017: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.

2015-2016: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.

2014-2015: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.

2013-2014: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.

2012-2013: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.

2011-2012: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.

2010-2011: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.

2009-2010: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.  
2008-2009: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.  
2007-2008: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.  
2006-2007: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.

### **Invited Lecture**

2002-2003: Saltmarsh, Cleaveland & Gund. Topic: Gender Diversity & Leadership  
2001-2002: American Society for Training and Development. Topic: Gender Differences in Communication. Addressed audience on identifying gender differences in how we communicate in the workplace.  
1999-2000: SGA FWB Leadership Conference. Topic: Organizational Skills

### **Keynote Address**

2013-2014: Finance, Global Management, Economics & Information Technology Research Conference, New York, New York. Stress Performance Outcomes  
2013-2014: Finance, Global Management, Economics & Information Technology Research Conference, New York, New York. Values Clarification  
2012-2013: International Business, Finance & Economics Research Conference, Los Angeles, California. Generational Student Learning: The Role of Values in Learning.  
2010-2011: Global Management & Information Technology Research Conference, Nassau, Bahamas. Online Testing Integrity

### **Other Professional Service Activities**

2014-2015: Beta Gamma Sigma Tapping, Emerald Coast and Eglin AFB locations.  
2008-2009: McGraw-Hill Management Fundamentals Symposium, Austin, Texas.  
2007-2008: Embry Riddle Aeronautical University. facilitated online course in online learning, student-centered approaches to teaching, and instructional applications of web-based tools for collaboration.  
2007-2008: Strategic Management, Formulation, Implementation, and Control. Academic Contributor to textbook  
2006-2007: Academic Contributor to textbook: Strategic Management, Formulation, Implementation, and Control (by Pearse, J. and Robinson R.).

### **Presentation**

2011-2012: Generational Student Learning: The Role of Values in Learning, Los Angeles, California. Presented at the International Business, Finance & Economics Research Conference  
2010-2011: Online Testing Integrity, presented at the Global management, Accounting and Finance Research Conference, Nassau, Bahamas.  
2005-2006: Economics & International Business Research Conference, Miami, Florida.

### **Reviewer: Conference Paper**

2002-2003: South Academy of Management.  
2001-2002: Southwest Academy of Management, Diversity, Behavior Track.  
2001-2002: Association for Business Simulation and Experiential Learning (ABSEL).  
2001-2002: Southwest Academy of Management, Diversity, Behavior Track.  
2001-2002: The Association for Business Simulation and Experiential Learning.  
2001-2002: The Association for Business Simulation and Experiential Learning.  
2000-2001: Southwest Academy of Management.  
2000-2001: Southwest Economics Review Arkansas State University.  
2000-2001: South Academy of Management, Diversity/Culture/Communication Track.  
2000-2001: Southwest Academy of Management.  
2000-2001: Southwestern Economic Review, Arkansas State University.  
2000-2001: Southwest Academy of Management, Diversity/Culture/Communication Track.  
1999-2000: Journal of Management Studies. Leeds University Business School  
1999-2000: Journal of Management Studies, Leeds University Business School.  
1996-1997: Southwestern Society of Economists.  
1995-1996: Southwestern Economic Review.  
1995-1996: Association for Business Communication Southwestern United States (ABC-SWUS).

1993-1994: North American Economic and Finance Association International Congress, Montego Bay, Jamaica.

1992-1993: Annual Meeting of the Southwestern Society of Economists, New Orleans, Louisiana. Discussant

1986-1987: National Meeting of the Association of Human Resources Management and Organizational Behavior, New Orleans, Louisiana.

1986-1987: Western Biennial Conference of The Association of Human Resource Management and Organizational Behavior, San Antonio, Texas.

1985-1986: Southwest American Institute of Decision Sciences Meeting, Dallas, Texas.

### **Reviewer: PRJ Editorial Board**

2011-2012 – 2014-2015: Business Review, Cambridge, Journal of American Business Review, Cambridge, and Journal of American Academy of Business, Cambridge.

2005-2006 – 2014-2015: JAAER Journal.

2012-2013 – 2013-2014: The Journal of American Academy of Business Review The Journal of American Academy of Business Review, Cambridge, Massachusetts.

2012-2013 – 2013-2014: Journal of Aviation and Aerospace Education and Research Journal of Aviation and Aerospace Education and Research.

2006-2007 – 2010-2011: Journal of Aviation and Aerospace Education and Research Journal of Aviation and Aerospace Education and Research.

## **Service to the Community**

### **Board of Directors**

1990-1991 – 1993-1994: Eglin AFB Child Development Center

### **Chair of a Committee**

2003-2004 – 2004-2005: Pensacola Catholic High School, Fundraiser for Sports Team

2003-2004: Fundraiser for Sports Team, Pensacola Catholic High School

1993-1994 – 1999-2000: St. Mary's School Spring Fling Fund Raiser

1998-1999: Food Both for St. Mary's School Spring Fling

### **Member of a Committee**

1996-1997 – 2000-2001: Cherokee Elementary School

1990-1991 – 1992-1993: Eglin AFB Child Development Center

1977-1978 – 1992-1993: Officers' Wives Club

### **Other Community Service Activities**

2015-2016: GR77 Participation as Advisor and Management Consultant

2010-2011 – 2011-2012: Scholarship Judge, Eglin Enlisted Wives Club Scholarship. Responsible for rating over fifty applications and essays to determine eligible college scholarships. April to May 2011

1991-1992 – 2011-2012: Panhandle Regional Science and Engineering Fair, East, Volunteer Judge, Okaloosa County

2009-2010: Panhandle Regional Science and Engineering Fair, West, Volunteer Judge, Escambia County

2009-2010: Panhandle Regional Science and Engineering Fair, West, Volunteer Judge, Escambia County

2004-2005: United States Air Force, Civilian Supervisory Workshop - Interpersonal skills

2003-2004: United States Air Force, Civilian Supervisory Workshop - Interpersonal skills

2001-2002: Distance Learning Lab Recruiting Activity

2001-2002: Eglin Wives Club Scholarship, Reading and rating applications

2001-2002: Pensacola Distance Learning Lab

2001-2002: Eglin AFB PowerPoint Workshop

2001-2002: Eglin Wives Club Scholarship

2001-2002: UWF FWB Campus

2001-2002: UWF Eglin Center, PowerPoint Workshop

2000-2001: Eglin AFB Enlisted Wives Club

1997-1998 – 1999-2000: YMCA Volunteer: Playground YMCA

1998-1999: Cape Canaveral, Scientists Team

1996-1997: Gift to Science Lab for St. Mary's School

1996-1997: Education and Business Partners Program  
1993-1994: Topic: Gender Communication and Self Esteem for Felicia Gledhill, L.M.H.C.  
1988-1989: The Winning Edge Company, Reviewed Business Portfolio and Business Plan  
1988-1989: Texas Employment At Will Case  
1987-1988: Eglin Wives Club Scholarship  
1985-1986: Heath America  
1985-1986: Handy Dan's Inc.  
1983-1984: Medical Supplies Company of Hawaii

#### **Positions Held in Civic Organizations**

1995-1996: Eglin AFB Youth Program 96th Services Squadron

#### **Speech / Presentation at a Community Meeting**

2002-2003: Saltmarsh, Cleaveland & Gund, Gender Diversity & Leadership  
2002-2003: Kiwanis Club-Okaloosa County Area, Topic: Values in Business. Presentation identified managing diversity through value imprinting and understanding various ethical standards.  
2001-2002: St. Mary's Middle School  
2001-2002: Fort Walton Beach Distance Learning Lab, PowerPoint Workshop  
2001-2002: American Society for Training and Development  
2001-2002: American Society for Training and Development  
1999-2000: Northrup Grumman Joint Stars Program  
1998-1999 – 1999-2000: Center for Lifelong Learning  
1998-1999: FWB SGA - The University of West Florida  
1998-1999: Whitman Center, The University of West Florida  
1998-1999: Pacesetter's '99 Leadership Conference  
1998-1999: Whitman Center, The University of West Florida  
1997-1998: Girls Scouts of America  
1997-1998: Republican Women of Northwest Division  
1997-1998: American Business Women's Association  
1996-1997: Topic: The Impact of Self Awareness on Performance  
1996-1997: Federal Women's Equality Day, Eglin AFB  
1996-1997: Diocesan Commission for Catholic Schools  
1995-1996: Topic: Economic Productivity, Diocesan Commission for Catholic Schools  
1993-1994: Topic: Gender Communication, Women in Business Seminar  
1993-1994: Topic: Gender Communication and Self Esteem, Women's Equality Day Federal Women's Program  
1992-1993: Assessing Leadership  
1992-1993: Topic: Leadership and Motivation  
1992-1993: Topic: Leadership Development  
1992-1993: Topic: Organization Design Effectiveness  
1992-1993: Topic: Personal Awareness & Power  
1992-1993: Topic: Leadership Effectiveness  
1991-1992: Effective Leadership  
1991-1992: Stress Management  
1991-1992: Leadership, Pensacola Naval Air Station  
1991-1992: Self Esteem  
1990-1991: Human Resource Management Seminar  
1990-1991: Decision making Seminar  
1990-1991: Interviewing Strategies  
1990-1991: Performance Appraisals  
1989-1990: Job and Resume Preparation  
1989-1990: Leadership Seminar  
1989-1990: Leadership and Power Seminar  
1987-1988: Leadership  
1987-1988: Eglin AFB Enlisted Wives Club

1987-1988: Delta Mu Delta

1985-1986: Motivation

## **Memberships**

Academy of Management, 1985-1986

Alpha Sigma Lambda, 2004-present

American Association of Behavioral and Social Sciences, 2000-2004

American Educational Research Association, AERA, 2000

American Institute of Decision Sciences, 1985-1986

American Management Association, 2001-2002

American Society for Personnel Administrators, ASPA, 1985-1989

American Society of Business and Behavioral Sciences, 1997-1999

American Society of Training and Development Regional Chapter, 2000

Association of Business Communication, 1994-1998

Association of Business Research, 2002-2003

Association of Business Simulation Experiential Learning, ABSEL, 2002

Association of Human Resources Management and Organizational Behavior, 1985-1991

Atlantic Economic Society, 1986-1992

Beta Gamma Sigma, 1995-2018

Chamber of Commerce, Fort Walton Beach, 1994-1998

Council on Employee Responsibilities and Rights, 1986-1988; 1990

Economic and Business Historical Society, 1991; 1998

Economic and Business Historical Society, 1986; 1989

Editorial Board Member: Business Review, Cambridge (BRC), Journal of American Business Review,

Cambridge (JABRC) and Journal of American Academy of Business, Cambridge (JAABRC), 2010-present

Editorial Board Member: JAAER Journal, 2006-present

Executive Board Member: JAABRC and BRC, 2014-present

International Association of Management, 1997

North American Economic and Finance Association, 1993

San Antonio Personnel and Management Association, SAPMA, 1985-1989

Southern Management Association, 1996; 1999

Southern Management Association, 1996

Southwestern Administrative Services Association, 1986-1987

Southwestern Federation of Administrative Disciplines, 1990; 1993-1996

Southwestern Federation of Administrative Disciplines, 1985-1988

Southwestern Society of Economists, 1996; 1998

Southwestern Society of Economists, 1993-1994

Southwestern Society of Economists, 1986-1987; 1989

The International Applied Business Research Association, 2001-2003

Western Economic Association, 1988

Women in Business, 1985-1989

## **Honors-Awards-Grants**

### **Other**

2011-2012: Best Paper Presentation Award, Summer 2012, International Business, Finance & Economics Research Conference. Los Angeles, California

2003-2004: Who's Who in Business Higher Education, Academic Keys.

1996-1997: Who's Who of American Women, Marquis Who's Who.

1996-1997: Who's Who Among America's Teachers, Education Communication.

1989-1990: Distinguished Alumni Award, University of Detroit Mercy. Formerly known as Mercy College of Detroit

1986-1987: Merit Award, American Society for Personnel Administrator. Faculty Advisor for the St. Mary's University Student Chapter

1985-1986 – 1986-1987: Outstanding Young Woman of America, Association of Young Americans.



1985-1986: Distinguished Leadership Award, Women in Business.  
1985-1986: Advisor Merit Award, American Society for Personnel Administration.  
1971-1972 – 1972-1973: State of Michigan College Scholarship, State of Michigan.

### **Service-University**

2011-2012: E. W. Hopkins Faculty Member of the Year, University of West Florida - College of Business.

### **Teaching**

2004-2005: Teaching Incentive Program Award, State of Florida, College of Business.  
2004-2005: Undergraduate Teaching and Advising Award, Spring 2005, University of West Florida.  
2004-2005: Outstanding Teaching Award, Spring 2004, University of West Florida, Ft. Walton Beach Campus.  
2003-2004: Outstanding Teaching Award, Summer 2004, University of West Florida, Ft. Walton Beach Campus.  
2002-2003: Outstanding Teaching Award, University of West Florida-Ft. Walton Beach Campus.  
2001-2002: Outstanding Undergraduate Teaching/Advising Award with Teaching Emphasis, State of Florida.  
2001-2002: Teaching Technology Award, University of West Florida. Developing Management Fundamentals course as an online course.  
2000-2001: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.  
1998-1999: Outstanding Instructor Award, Fall 1998, University of West Florida.  
1998-1999: Excellence in Off-Campus Instruction and Service to Students Award, Spring 1999, University of West Florida.  
1998-1999: Outstanding Instructor Award, Spring 1999, University of West Florida.  
1998-1999: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.  
1997-1998: Outstanding Instructor Award, Fall 1997, University of West Florida.  
1997-1998: Outstanding Undergraduate Teaching/Advising Award with Teaching Emphasis, State of Florida.  
1997-1998: Outstanding Instructor Award, Spring 1998, University of West Florida.  
1997-1998: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.  
1996-1997: Outstanding Instructor Award, Fall 1996, University of West Florida.  
1996-1997: Outstanding Instructor Award, Spring 1997, University of West Florida.  
1996-1997: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.  
1996-1997: Outstanding Instructor Award, Summer 1997, University of West Florida.  
1995-1996: Teaching Incentive Program Award, State of Florida, College of Business.  
1995-1996: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.  
1995-1996: Outstanding Instructor Award, Spring 1996, University of West Florida.  
1995-1996: Outstanding Instructor Award, Summer 1996, University of West Florida.  
1994-1995: Outstanding Undergraduate Teaching/Advising Award, State of Florida.  
1994-1995: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.  
1994-1995: Outstanding Instructor Award, Spring 1995, University of West Florida.  
1994-1995: Outstanding Instructor Award, Summer 1995, University of West Florida.  
1993-1994: Award of Excellence for Outstanding Teaching, University of West Florida.  
1993-1994: Outstanding Instructor Award, Fall 1993, University of West Florida.  
1993-1994: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.  
1993-1994: Outstanding Instructor Award, Spring 1994, University of West Florida.  
1993-1994: Outstanding Instructor Award, Summer 1994, University of West Florida.  
1992-1993: Outstanding Instructor Award, Fall 1992, University of West Florida.

1992-1993: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.  
1992-1993: Outstanding Instructor Award, Spring 1993, University of West Florida.  
1992-1993: Outstanding Instructor Award, Summer 1993, University of West Florida.  
1991-1992: Outstanding Undergraduate Teaching/Advising Award, State of Florida.  
1991-1992: Outstanding Instructor Award, Fall 1991, University of West Florida.  
1991-1992: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.  
1991-1992: Outstanding Instructor Award, Summer 1992, University of West Florida.  
1990-1991: Outstanding Performance and Achievement Award, Florida Legislature.  
1990-1991: Outstanding Instructor Award, Summer 1991, University of West Florida.  
1986-1987: Distinguished Faculty Member Award, St. Mary's University.

## **Faculty Development**

### **Certificates - Instruction Related**

2015-2016: Quality Matters Workshop. Two week program to develop course for quality matters criteria and approval; Certificate received; March 1, 2016

### **Other Professional Development**

2014-2015: Completed Preventing Discrimination and Harassment Training, UWF.  
2013-2014: Collaborative Institutional Training Initiative. Researchers Curriculum Completion  
2013-2014: UWF 6 week course. Designing a Quality Blended Course  
2012-2013: Emerald Coast Campus. Sabbatical Fall 2012: Completed research focused on Emerald Coast Campus.  
2012-2013: Embry Riddle Aeronautical University, Worldwide Campus. FACD 802: "Igniting Research in Your Course". This is a four-week academic research program with applied assessment and quality assurance curriculum.  
2012-2013: Embry Riddle Aeronautical University, Worldwide Campus. FACD 801: "Ignite, Pedagogy Introduction" conducted by Embry Riddle Aeronautical University, Worldwide Campus.  
2008-2009: Embry Riddle Aeronautical University, Worldwide Training. FACD 700/700L Instructional Use of Blackboard  
2007-2008: Embry Riddle Aeronautical University, Worldwide Training. FACD 702 Supporting Online Learners  
2006-2007: Training: Family Education Rights and Privacy Act. Received Certificate of Completion  
2006-2007: Training: Sexual Harassment. Received certificate of completion  
2003-2004: Human Participant Protection Education for Research Training.  
2002-2003: Sabbatical Spring 2003. Research Completed and Report Submitted  
1995-1996: Sabbatical. Report completed and submitted  
1994-1995: European Tour. College of Business; Management/MIS Department representative selected as a member of the faculty contingent to visit four countries and tour 14 businesses in order to gain insight regarding international businesses and management practices. Experiences to be used toward curriculum development and research opportunities.

### **Professional Seminars / Workshops**

2017-2018: Completed Preventing Discrimination and Harassment Training, UWF, Fall 2017.  
2006-2007: Eluminate Software Training through University of West Florida.  
2005-2006: Flashlight Online seminar. Teaching, Learning and Technology Group Online Institute  
1999-2000: Seminar Okaloosa Walton Community College. Discussion focused on awareness of various styles of communication and how they impact understanding  
1997-1998: On the Fast track: How to Recruit, Retain or Become a High Potential Employee. Attended  
1986-1987: Advanced Stress Management Seminar. Workshop presenting various biofeedback strategies that may be used in teaching stress management  
1986-1987: National Recreation and Parks Association National Conference. Seminar on the topic of customer service strategies  
1985-1986: Texas Employment Law for Employer's Seminar. Seminar regarding at-will legislation

1983-1984: Club Managers Association of America National Conference. Conference sessions focused on customer service, marketing strategies and managing a diverse workforce

### **Technology-Related Training**

2015-2016: Kaltura Webcasting Training.

2003-2004: Desire 2 Learn Software Training. Training Classroom, University of West Florida

2002-2003: Blackboard Software Training, Online Training. Awarded Continuing Education Credits, Embry Riddle Aeronautical University

2001-2002: Prometheus Training, UWF. ITS Training Classroom Presented by Ed Brown and ITS Associates

2000-2001 – 2001-2002: University of West Florida. LEAD Training Program

2000-2001: University of West Florida. PowerPoint Training, IT Division

2000-2001: University of West Florida. Distance Learning Lab Training and Instruction with new equipment

1999-2000: Distance Learning Lab Training and Instruction. Briefing regarding how equipment is used and technology strategies in the classroom.

1998-1999: WEB Based Instruction. Development strategies for designing and teaching in a web-based environment

1998-1999: University of West Florida. Web CT Training, Presented by Karen Barth and IT Associates

1996-1997: American Society for Human Resource Professionals. Attended Training Seminar

### **Courses Taught**

**Courses from the Teaching Schedule:** Behavior in Organizations, Business Negotiation, Business Negotiation, Directed Study, Human Resources Management, MBA Found: Mgt Skill, MBA Foundation: Mgt Skill, Management & Org Behavior, Management Diversity, Management Fundamentals, Mgmt of Diversity, Organizational Behavior, Organizational Behavior, Organizational Behavior, Staffing, Training and Development

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Last updated by member on 30-Jan-18 (04:57 PM)

**Appendix G**

**Undergraduate Admissions and  
Graduation Requirements**

## **UWF Undergraduate Admission Standards**

<https://catalog.uwf.edu/undergraduate/admissions/>

2021-2022 Undergraduate Catalog – direct quoted excerpts

### **Freshmen Admissions**

The following outlines the general processing of all First Time in College students to the University of West Florida. These procedures are encompassed in UWF Regulation 3.001, approved by the University of West Florida Board of Trustees in March 2018.

### **General Provisions**

**Admission decisions to the University of West Florida (“UWF” or “University”) are made by the University and are subject to the regulations of the Florida Board of Governors (“BOG”).**

- For the purposes of this regulation, “First Time In College” (“FTIC”) students are defined as students who have earned a standard high school diploma from a Florida public or regionally accredited high school or its equivalent and who have earned fewer than 12 semester hours of transferable college credit, as defined in UWF/REG 3.001(1), since graduating from high school, as evaluated by UWF.
- Undergraduate admission decisions for FTIC students are determined on a selective basis within curricular, space, enrollment, and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to, such factors as grades, test scores, pattern of courses completed, class rank, educational objectives, past conduct, academic recommendations, personal recommendations, and achievements. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success while enrolled at UWF. Admission to UWF as an FTIC student affords an applicant the ability to enroll as a degree-seeking candidate in pursuit of a baccalaureate degree.
- UWF does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation, or veteran status.

### **First Time In College Student Admission**

The minimum admission requirements expected of FTIC students are established by the Florida Board of Governors (“BOG”) and are set forth in BOG Regulation 6.002. Satisfaction of the BOG minimum requirements does not automatically guarantee admission to the University of West Florida.

The BOG minimum admission standards require:

1. A standard diploma from a Florida public or regionally accredited high school or its equivalent. Applicants with a General Educational Development (“GED”) certificate must refer to sub-paragraph (5). Applicants that are participants in a Home Education or Other Non-Traditional High School Program must refer to sub-paragraph (6). (Students admitted under the

Early Admission Program are exempted from this requirement.)

2. For students who entered high school on July 7, 2007, or later, completion of 18 academic units of college-preparatory, year-long courses or equivalents (normally offered in grades nine through 12) are required as follows:
  - a. four (4) units of English – three of which must have included substantial writing requirements;
  - b. four (4) units of mathematics – at the algebra I level and above;
  - c. three (3) units of natural science – two of which must have included substantial laboratory requirements;
  - d. three (3) units of social science – anthropology, history, civics, political science, economics, sociology, psychology or geography;
  - e. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and
  - f. two (2) additional academic elective units from among these five academic areas and other courses approved by the BOG.
  
3. For students who entered high school prior to July 7, 2007, completion of 18 academic units of college-preparatory, year-long courses or equivalents (normally offered in grades nine through 12) are required as follows:
  - four (4) units of English- three of which must have included substantial writing requirements;
  - three (3) units of mathematics- at the algebra I level and above;
  - three (3) units of natural science- two of which must have included substantial laboratory requirements;
  - three (3) units of social science – anthropology, history, civics, political science, economics, sociology, psychology or geography;
  - two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and
  - three (3) additional academic elective units from among these five academic areas and other courses approved by the BOG.
  
4. Students shall be considered as meeting minimum eligibility requirements for the BOG if he/she has at least a 2.5 grade point average (GPA) on a 4.0 scale as calculated by UWF, presents an official SAT and/or ACT, and meets the requirements for college-level placement per Board of Governors Regulation 6.008 and UWF Regulation 3.001 and high school credits.
  
5. Applicants presenting a GED must present official GED results, official transcripts of any partial high school completion, and ACT and/or SAT results.
  
6. Applicants participating in a Home Education or Non-Traditional High School Program must present a transcript from the Home School Education Program (all units must be listed in Carnegie Units). A student whose high school educational program is not measured in Carnegie Units must present a combined test score of at least 1450 on the SAT Reasoning Test (all three

portions), an overall combined test score of 1060 on the 2016 Redesigned SAT, or a minimum composite score of 21 on the ACT.

### **Transfer Admissions**

The following outlines the general processing of all Transfer students to the University of West Florida. These procedures are encompassed in UWF Regulation 3.032.

#### **General Provisions**

- Admission decisions to the University of West Florida (“UWF” or “University”) are made by the University subject to the regulations of the Florida Board of Governors (“BOG”).
- “Transfer” applicants are those applicants who, prior to admission to UWF, have earned 12 or more semester hours of transferable college credit, as defined in this regulation, since graduating from high school, as evaluated by the Office of Undergraduate Admissions.
  - a. Transfer applicants with fewer than 30 semester hours of transferable college credit must meet the transfer admission requirements set forth below under Transfer Student Admission, and these applicants must also meet the First Time In College (“FTIC”) student admission requirements located in UWF Regulation 3.001.
  - b. Transfer applicants with 30 semester hours but less than 60 semester hours of transferable college credits must meet the transfer admission requirements set forth below under Transfer Student Admission, and must have completed (C or higher) at least one English composition course and one college level mathematics course that consists of three semester credit hours. High school transcripts may be required to demonstrate completion of the foreign language admission requirement. Students not meeting these requirements must meet the requirements for transfer students with less than 30 transferable semester hours.
  - c. Transfer applicants with 60 or more semester hours of transferable college credits must meet the transfer admission requirements set forth below under Transfer Student Admission.
- Undergraduate admission decisions for transfer students are determined on a selective basis within curricular, space, enrollment, and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to, such factors as grades, test scores, pattern of courses completed, class rank, educational objectives, past conduct, academic recommendations, personal recommendations, and achievements. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success while enrolled at UWF.
- UWF does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation nor veteran status.

#### **Transfer Student Admission**

The minimum admission requirements expected of transfer students are established by and are set forth in BOG Regulation 6.004. Satisfaction of the BOG minimum requirements, as outlined below, does not automatically guarantee admission to the University of West Florida:

- Be in good standing and eligible to return to the last post-secondary institution attended as a degree-seeking student;
- Have a cumulative 2.0 Grade Point Average (“GPA”) on a 4.0 system. The GPA is calculated using all transferable post-secondary credits;
- Satisfy the minimum admission requirements for entering FTIC students (see UWF Regulation 3.001) if transferring with fewer than 30 semester hours; and if transferring with 30 or more but less than 60 semester hours, have completed one English composition course and one college level mathematics course that consist of three semester credit hours; and
- Demonstrate proficiency to the second level of the same foreign language (or American Sign Language) taken either in high school or at the undergraduate institution(s) attended previously.
  - a. Transfer students not meeting the foreign language requirement may be admitted; however, if admitted, such students are required to complete the foreign language requirement prior to UWF graduation.
  - b. Transfer students who received an Associate of Arts (“AA”) degree from a Florida public community college, college, or university prior to September 1, 1989, are exempt from this requirement.

### **International Undergraduate Admissions**

Applicants to the University are considered international if they are not U.S. Citizens and if they require a visa to remain in the United States. In addition to the policies and procedures stated for the different categories of admission, the following information pertains to international applicants. Domestic applicants should refer to the “Freshman Admissions” or “Transfer Admissions” sections.

The following outlines the general processing of all International students to the University of West Florida. These procedures are encompassed in UWF Regulation 3.042, approved by the University of West Florida Board of Trustees in March 2012.

### **Office of International Affairs**

1. Admission of international students to the University of West Florida (UWF or “University”) is governed by Florida Board of Governors (BOG) regulations 6.009, 6.002, and 6.004, and the requirements herein.
2. For purposes of this regulation applicants to the University of West Florida will be considered “International” Students if they are not U.S. citizens and if they require a visa to remain in the United States. Applicants who are permanent residents of the United States are not considered International Students.
3. International students must meet minimum requirements as outlined in UWF Regulation 3.001 *Admissions Standards for First Time in College Student Applicants* or UWF Regulation 3.032 *Undergraduate Admissions Standards for Transfer Students* in order to be considered for admission, depending on their student type classification upon application. Failure to meet the requirements to be considered for an admissions evaluation may result in an incomplete application. Satisfaction of minimum requirements does not guarantee admission into the



University. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success.

4. In addition to meeting requirements outlined in UWF Regulations 3.001 or 3.032, international applicants must also meet the following criteria and submit the required documentation to receive consideration for admission to the University:
  - A degree seeking applicant (undergraduate and graduate) whose native language is not English must provide evidence of English language proficiency. Non-degree undergraduate students are not required to provide documentation of English proficiency unless they are attending UWF under an international exchange agreement which requires the student to document English proficiency. The English requirement (proficiency in written and spoken English) may be fulfilled by establishing one of the following:
    1. That the applicant is from a country where English is the official language; or
    2. That the applicants' prior associate's, bachelor's, master's, or doctoral degree was earned from an institution whose accrediting agency is included on the list of approved accrediting agencies; or
    3. That the applicants' prior bachelor's, master's, or doctoral degree was earned from a country where English is the official language, or from a university at which English is the official language of instruction; or
    4. That the applicant achieved a qualifying standardized test score (ACT or SAT).
    5. That the applicant achieved a qualifying score on the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), the Common European Framework of Reference for Languages (CEFR), Duolingo English Test (DET), Pearson Test of English (PTE), Cambridge English Language Assessment (CELA), and Oxford Online Placement Test.
      - Qualifying scores for undergraduate applicants are either a TOEFL internet-based score of 71, an IELTS score of 6.0, a CEFR score of B2, a DET score of 95, PTE score of 50, CELA score of 170, or an Oxford Online Placement Test score of B2.
1. Applicants must submit transcripts evidencing all prior academic coursework including post-secondary education. The University requires an official copy of all academic credentials. Transcripts that are not in English must be accompanied by a certified English translation. Transcripts from educational institutions outside the United States must be evaluated by a credential evaluation service, as specified on the international application. (All academic credentials become property of the University. They will not be returned or forwarded to a third party. Credentials of applicants who do not enroll within one year will be destroyed).
2. Applicants must submit a non-refundable application fee payable in U.S. dollars.
3. Applicants must complete and submit the following medical information through the MyUWF, Immunization Status app:

- a. Medical History Form completed by the student
- b. Upload documentation of short records including:
  - i. Documentation of MMR (measles, mumps and rubella) immunization, and
  - ii. Proof of immunization for meningitis and hepatitis B, or a signed waiver indicating the applicant's informed decision not to be vaccinated.
4. Applicants must provide proof of medical insurance that complies with the requirement of University policy, AC-6.00- 08/08 "Medical Insurance Coverage for Enrolled International Students" for all applicants on F-1 or J-1 visas.
5. Applicants must provide a Certification of Finances before the Certificate of Eligibility (Form I-20 or a DS-2019) will be issued by the University. The Certificate of Finances will show specific sources of a satisfactory level of financial support and the amount expected from each source. Funding sources must be verified by the student's or sponsor's bank by submitting an original bank statement from the student's or sponsor's financial institution. The total funds available to the student for the first academic year must at least equal the total estimates of institutional costs and living expenses. For applicants living outside the U.S., the Declaration and Certification of Finances must be received by the University no later than the application deadline each semester.
6. For transfer students: A completed transfer clearance form is required for F-1 applicants to verify their eligibility to transfer in F-1 status.
7. Undergraduate applicants who have provided all required materials and who meet all admission requirements except the English proficiency requirement may be considered for Conditional Admission to the University. Undergraduate students who receive a Conditional Admission letter who desire to attend UWF must enroll in the Intensive English Program at UWF. If such students seek to enroll in a degree program, they must meet the requirements set forth above.
8. Applicants will not be considered for admission until the University has received all required materials. Undergraduate international student applications, along with all other records required for admission must be received by the program deadline or university international application deadline, whichever is earlier, unless the deadline is waived by the University in writing.

## **General Readmission**

### **Readmission to Baccalaureate Programs**

Undergraduate students not in attendance at UWF for three or more consecutive academic semesters (including summer semester) must complete the "Application for Readmission" and provide any required documentation amassed during the absence. The Application for Readmission must be filed according to admissions deadlines. The Application for Readmission does not include an application fee. Readmitted students will have their official Catalog year automatically updated for the new term of entry. Undergraduates can use the readmission application to change their major upon readmission only if their UWF grade point average is 2.0 or above.

Degree-seeking students file the readmission application online using the Office of Undergraduate Admissions website: [uwf.edu/admissions](http://uwf.edu/admissions), as a returning student. Official transcripts from each college or university attended during the absence to the previous enrollment at UWF must be submitted to the Office of Undergraduate Admissions before the first day of classes of the semester for which the student has been readmitted. If a student is currently enrolled at another institution, the final transcript must be submitted when the term has ended. A hold will be placed on the account preventing the student from registering for future semesters until all transcripts are received.

Readmission is not automatic (see Academic Suspension and Reinstatement). Suspended students must be reinstated by the college of their former major before readmission can be completed. Students who subsequently earn an associate of arts degree (A.A.) at another Florida public institution should refer to the A.A. Forgiveness policy section.

## **UWF Graduation and General Degree Requirements**

<https://catalog.uwf.edu/undergraduate/graduation/>

### **Pre-Graduation Audit**

Students are required to meet with their assigned academic advisor to complete a Pre-Graduation Degree Audit prior to completing 90 credit hours. This audit is intended to advise the student of all courses needed for graduation and to confirm that all remaining requirements are included in the degree plan. Registration holds will be placed on the records of students with 90 credit hours or more who have not completed the Pre-Graduation Degree Audit.

### **Graduation Process**

Under UWF AC-34.04, students are responsible for meeting all graduation requirements. Having met all requirements for an undergraduate degree a student is expected to graduate and will not be permitted to take additional classes as an undergraduate student. Student responsibilities include:

1. Meeting with an academic advisor each semester to discuss degree progression;
2. Completing the Graduation Application online by the deadline listed on the Academic Dates and deadlines;
3. Meeting with the Department and completing a Graduation Action Plan when necessary; and
4. Meeting all requirements for the degree.

Department responsibilities include:

1. Advising students toward degree completion;
2. Reviewing and approving the list of prospective graduates;
3. Notifying the Office of the Registrar if degree requirements have not been met; and
4. Meeting with the student and completing a Graduation Plan of Action when necessary.

As provided in UWF Reg 3.010 (Student Code of Conduct), and in UWF Reg 3.030 (Student Code of Academic Conduct), all pending disciplinary matters must be resolved prior to a student's graduation, transfer from, or continued education at the University of West Florida.

### **Bachelor's Degree Requirements**

Requirements for a bachelor's degree from UWF are listed below. The colleges and departments may have requirements which exceed these minimums. Students should refer to their degree audits to review degree requirements. The degree audit must indicate all requirements have been completed. Please consult the individual departments for details. Minimum requirements are:

- 120 semester hours in an approved program (BOG Reg 6.017)
- UWF cumulative 2.00 GPA with a major GPA of 2.00 (departments may set a minimum grade requirement in each course and limited access programs may require higher minimum major GPAs)
- 48 semester hours in upper-level course work
- 25% of degree program credits (i.e. 30 credits) must be earned in-residence at UWF (SACSCOC Reg 9.2)
- The last 30 semester hours of credit for a degree must be earned at UWF
- 24 semester hours of upper-level work in the major field with a minimum of 18 upper-level semester hours in the major field at UWF
- Fulfillment of Gordon Rule and Mathematics Requirement
- Completion of all General Education requirements (BOG Reg 6.017)
- Completion of all program specific lower division common prerequisites
- Completion of admissions foreign language requirement (BOG Reg 6.002)
- Completion of admissions civic literacy requirement (BOG Reg 8.006)
- Completion of multicultural requirement
- Nine hours of summer semester enrollment at an SUS institution for students who entered UWF with less than 60 semester hours (BOG Reg 6.016)
- A degree will not be awarded for a student on academic probation or suspension
- Admitted and enrolled at UWF in a degree-seeking status for a minimum of one semester in the degree program for which a degree is awarded
- Admitted and enrolled at UWF in a degree-seeking status within the last five years of the date the degree is awarded. Students should contact their major department to determine the minimum of hours and courses in which to enroll. Students who need to be readmitted will be required to meet the degree requirements of the current catalog.

## **General Degree Requirements**

In addition to the requirements for the major program of study, students must satisfy the following general University requirements:

### **General Education Requirements**

All students (except for students holding an A.A. or certification of the completion of general studies requirements from a Florida public university or college) who enter UWF must complete the requirements specified as General Education. The General Education requirements are the basic studies that provide students with a broad educational foundation and are essential requirements for all A.A. and baccalaureate degree programs, per BOG Reg 8.005. Courses may not be taken on the pass/fail basis.

### **Gordon Rule (Writing and Mathematics) Requirements**

To fulfill the writing and mathematics requirement for earning the first baccalaureate degree, students are required to satisfy the Gordon Rule (BOG 6.017) through successful completion of coursework in English, Writing, and Mathematics.

1. Six (6) semester hours of English Composition coursework and six (6) semester hours of additional coursework in which students are required to demonstrate college-level writing skills through multiple assignments.
2. Six (6) semester hours of mathematics at the level of college algebra or higher are required.
  - Students are required to take six (6) semester hours of theoretical math or
  - three (3) semester hours of theoretical math and three (3) semester hours of applied math.

For the purposes of this rule, a grade of "C" or higher shall be considered successful completion.

Courses may not be taken on the pass/fail basis. Students must complete these requirements before advancing to upper-division status. Transfer students should refer to the Transfer Credit section of this catalog. Students should consult the Office of Undergraduate Admissions for evaluation of transfer mathematics courses for General Education requirements, Gordon Rule, and credit for graduation.

### **ADDENDUM - 9/21/2021**

#### **Civic Literacy Requirement**

The 2017 Florida Legislature amended Section 1007.25, Florida Statutes, to require students initially entering a State University System (SUS) and/or Florida College System (FCS) institution in 2018-2019 and thereafter to demonstrate competency in civic literacy. The 2021 Legislature further amended Florida Statutes, requiring students to complete both a civic literacy course and exam. As a result, there are three cohorts of students currently matriculating at Florida public institutions subject to varying requirements. As demonstrated in the table below, the exact civic literacy requirements are based on the academic term in which a student first enrolled in a Florida public institution.

Students Included in Cohort	Civic Literacy Competency Requirement
Cohort 1: Students first entering the SUS or FCS prior to fall 2018	None
Cohort 2: Students first entering the SUS or FCS in fall 2018 – summer A 2021	Complete a course or exam
Cohort 3: Students first entering the SUS or FCS in summer B 2021 (on or after July 1, 2021) and thereafter	Complete both a course and exam

Additionally, the 2021 Legislature made two additional exceptions: approving the use of accelerated mechanisms for meeting the course competency requirement and exempting high school students who pass the Florida Civic Literacy Exam in high school from the postsecondary exam requirement. These two changes are in effect for Cohort 3.

There are multiple ways to satisfy this requirement. Students should work with their academic advisor to determine which option is best for their degree requirements/degree plan.

### **Multicultural Courses**

An important component of a liberal education is the study of cultures other than one's own. As such, multiculturalism encompasses the appreciation of the values, expressions, and modes of organization of diverse cultural communities. To further such study, the University of West Florida requires all students pursuing a bachelor's degree to complete at least one course that explores one or more of the dimensions of another culture (language, religion, socio-economic structures, etc.). Students are exempt from this requirement if they have completed an A.A. degree, the general education program at a Florida public institution, or a baccalaureate degree.

The requirement is satisfied by the successful completion of a multicultural course designated on the following list. Several of the selections are General Education courses, and students may enroll in these to meet both the General Education and the multicultural requirements.

### **Summer Hour Requirement**

All students entering a university in the State University System with fewer than sixty (60) semester hours credit shall be required to earn at least nine (9) semester hours prior to graduation by attendance at one or more summer sessions at one of the state universities.

Students may satisfy this requirement through online courses at UWF as well as any other UWF courses. Courses taken within the community college, state college system, or outside of the State University System of Florida cannot be used to satisfy summer hours.