

Degree - Bachelors of Arts

Major - General Business

Approved, as amended, by the COB Faculty Assembly 10/25/2021

Intellectual Foundations Program (IFP) (required for FAU and SUS – 36 credit hours)

Intellectual Foundations Program *required* courses for General Business:

ECO 2013 – Macroeconomics Principles (also a Pre-professional required course)

ECO 2023 – Microeconomics Principles (also a Pre-professional required course)

STA 2023 – Introductory Statistics (also a Pre-professional required course)

One of the following:

MAC 1105 – College Algebra (also a Pre-professional alternative course)

MAC 2233 – Methods of Calculus (also a Pre-professional alternative course)

Pre-professional Courses – C or better required (9-21 credit hours – varies, based on IFP courses taken)

ACG 2021 – Principles of Accounting

ACG 2071 – Principles of Accounting II

ECO 2013 – Macroeconomic Principles (also an Intellectual Foundations Program course)

ECO 2023 – Microeconomic Principles (also an Intellectual Foundations Program course)

ISM 2000 – Information Systems Fundamentals

Math – two of the following courses:

MAC 1105 – College Algebra (also an Intellectual Foundations Program course)

MAC 2233 – Methods of Calculus (also an Intellectual Foundations Program course)

STA 2023 – Introductory Statistics (also an Intellectual Foundations Program course)

General Business Required Core Courses - C or better required (15 credit hours)

BUL 4421 – Business Law I

FIN 3403 – Principles of Financial Management

GEB 3213 – Introduction to Business Communication

MAN 3025 – Introduction to Management and Organizational Behavior

MAR 3023 – Marketing Management

Thematic Groups - C or better required (one course required from each – 15 credit hours)

Group 1 – Financial Systems and Practice

ECO 4423 – Money and Banking

FIN 3140 – Personal Finance

HSA 4710 – Healthcare Financial Management

RMI 4116 – Insurance and Financial Planning

Group 2 – Technology and Data Applications

ISM 3011 – Management Information Systems

ISM 3007 – Social Media Innovation

ISM 4041 – Contemporary Issues of Digital Management

ISM 4421 – Artificial Intelligence and Digital Transformation for Business

ISM 4451 – Blockchain: Business Implications

QMB 3302 – Data Management and Analysis with Excel

Group 3 – Management, Operations, and Leadership

ENT 4024 – Entrepreneurship
HFT 4253 – Hotel and Resort Management
MAN 4029 – Service Operations
MAN 4046 – Leadership, Supervisory Skills, and Team Development
MAN 4301 – Human Resource Management
MAN 4583 – Project Management

Group 4 – Marketing and Promotion

HFT 4503 – Hospitality Marketing and Revenue Management
MAR 3326 – Principles of Advertising
MAR 4231 – Retail Management
MAR 4400 – Personal Selling
MAR 4503 – Consumer Behavior

Group 5 – International Business

BUL 4461 – Law of International Trade
ECO 3703 – International Economics
MAN 3442 – International Business Negotiations
MAN 3600 – International Business
MAR 4156 – International Marketing
GEB 4956, MAN 4680, MAN 4690, or MAN 4956 – or other approved Study Abroad Courses

Undergraduate Business Study Abroad classes (GEB 4956 or alternate study abroad courses) related to each group's disciplinary areas may be substituted for group 1-4 courses

Additional Requirements - (33 credit hours)

12 upper-level credits from the College of Business
8 credits of foreign language (the same language, in sequence - required for Bachelor of Arts degrees) or alternative FAU Foreign Language Exit (FLEX) requirement completion method
6 upper-level credits from **outside** the College of Business

7 credits of electives (depending on IFP courses taken, more electives may be required to reach 120 credits)

New Academic Degree Program Authorization Pre-Proposal Form

New Academic Program Pre-Proposal Process

New academic program pre-proposals are initiated and developed by the faculty members. Approval of the pre-proposal must be obtained from department chairs and college deans or equivalent administrators before submission for Academic Affairs level review and consideration for inclusion in the University's Annual Work Plan.

Directions: Please provide a succinct, yet thorough response to each section. Obtain the Provost's signature, and submit the proposal via [CAVP Academic Coordinating Group webpage](#) for review by the Council of Academic Vice President's Academic Coordination Project Workgroup.

Institution	Florida Atlantic University
Degree Program Title (e.g. M.A. in Biology)	Bachelor of Arts - Integrated Business major
CIP Code	52.0101
Proposed Delivery Mode (% online, if applicable)	Face to face and online (100% in both modes)
Enrollment Projections (Headcount): Year 1 and Year 5	Year 1 – 175 Year 5 - 348
Proposed Implementation Date (e.g. Fall 2017)	Fall 2023
Emphasis: (STEM, Health, Global, other)	
Other Programs in the SUS (Including Enrollment and Degrees):	<p>USF – Bachelor of Science – General Business (Fall 2018 enrollment 1017, 2017-2018 degrees 215)</p> <p>UCF – Bachelor of Science in Business Administration – Integrated Business (Fall 2018 enrollment 2139, 2017-2018 degrees 455)</p> <p>FSU – Bachelor of Science in Business Administration (Fall 2018 enrollment 113, 2017-2018 degrees 64)</p> <p>UWF – Bachelor of Science of Bus. Administration in General Business (Fall 2018 enrollment 328, 2017-2018 degrees 32)</p>

Program Summary: *(Briefly describe the proposed program)*

1. Briefly summarize the overall rationale for the new academic program and consider the following in your narrative:
 - Nature of the proposed curriculum, including areas of emphasis.
 - Ways in which the proposed program is distinct from others already offered in the SUS (use the 4-digit CIP as a guide).
 - How this program supports specific university and SUS missions.
 - Collaborative opportunities with other SUS institutions as appropriate (maximum length 250 words).

The Bachelor of Arts with a major in Integrated Business undergraduate program provides a breadth of knowledge in core areas of business. The generalist program focuses on essential business areas, including accounting, finance, economics, international business, technology, management, law, and marketing. In addition, business communication will be a prominent part of the curriculum. The program, very similar other at FSU, UCF, USF, and UWF, is designed for students seeking broad-based skills to succeed in a rapidly evolving business world. The degree is designed to be completed in 120 credit hours.

The program supports community engagement and economic development platforms of FAU's strategic plan (also part of the SUS strategic priorities), while also addressing the SUS strategic goal of productivity. As stated in our proposal, we believe that this efficient program will fill a void in our educational catalog by supporting the SUS productivity goal of "increasing the educational attainment level of its citizens ... [while] becoming more efficient in awarding degrees". In short, this program is very efficient, with a curriculum that addresses workforce and economic development needs of the state.

We believe there will be collaborative opportunities with our local state colleges. The degree addresses needs of current Associate of Arts 2+2 transfer students who come to FAU. It will be especially attractive to AA transfers who are already in the workforce. Many of these students want an efficient credential that meets their professional needs for enhanced business skills while also increasing opportunities for career advancement.

Student Demand: *(Describe the demand in the SUS for the proposed program)*

2. Briefly describe the student demand for the proposed program and consider the following in your narrative:
 - Explain why a student would be interested in this program.
 - Recognizing that programs at different levels may require different degrees of justification (e.g., greater duplication may be warranted at undergraduate and master’s degree levels), indicate why duplicative programs should be warranted.
 - Numbers of graduates and students enrolled in similar programs currently offered online or face-to-face. For assistance, see the Board of Governors interactive data source, <http://www.flbog.edu/resources/iud/>.
 - As applicable: place-bound learners, underserved populations in the field/profession, and professional credentials requirements. (maximum length 250 words)

The degree is ideally suited for working professionals who wish to enhance their job skills and their professional credentials. It is ideal for non-traditional students who have accumulated credits from other universities and state colleges who wish to obtain a solid generalist degree to enhance their personal development and career opportunities. The curriculum is designed to prepare students for the evolving, diverse business environment with breadth, as well as critical thinking, problem solving, and communication, skills. Additionally, the program provides a broad-based understanding of the larger social contexts, including globalization, that impact commerce.

Since the program is a generalist degree, there are no tracks/concentrations, but general thematic areas (e.g. financial systems, technology, management, marketing and promotion, and international business) students are exposed to provide a range for understanding global business systems. Similar programs are offered in four other SUS institutions. As we see from other large SUS business schools, the demand is high for programs like this. For example, the similar degree at UCF has over 2000 enrolled and grants over 450 degrees annually. We believe our enrollment demand will be less than at UCF, but still strong with an estimate of 350 FTE enrolled by year five.

Workforce and Economic Development Needs: *(Describe how the proposed program meets workforce and economic development needs)*

3. Briefly describe how the proposed program meets workforce and economic development needs and consider the following in your narrative:
- Impact of this program (local, state, national, and international).
 - Impact of research funding.
 - Changing of professional credential requirements. (maximum length 250 words)

Among the primary sectors of industrial job growth in our region are professional, scientific, and technical services; administrative and support services; merchant wholesalers of durable goods; and public local government service (South Florida Economic Opportunity – Bureau of Labor Statistics). A strong generalist business undergraduate offering will deliver a solid foundation for success for graduates to go into these sectors.

We believe that the program provides a strong background for graduates going into a variety of fields, but especially the professional and business services industry sector, which is the second largest category for employment in the Miami-Ft Lauderdale-West Palm Beach metropolitan statistical area (MFW MSA). The most recent Bureau of Labor Statistics report (Nov. 2019) states that the “three industry supersectors [that] accounted for almost three-quarters of the jobs gained in the Miami area from November 2018 to November 2019 are: education and health services, **professional and business services**, and government.” The Bureau of Labor Statistics estimates approximately 462,000 employed in this sector in the MWF MSA, a 1.6% increase since 2018. With an annual growth rate of over 7,000 local jobs, we believe there is a need for more graduates to address the increase.

With rapidly changing technologies and societal priorities, there will be a need for business generalists with the knowledge and skills to quickly adapt. The program we are developing will contain, in addition to exposure to all the key functional areas of business, other applicable skills that include communication, critical thinking, and analytical components.

I support the exploration of this degree proposal.

Bret Danilowicz

Print Provost's Name



Provost's Signature

3/19/20

Date


Additional Required Signatures

I confirm that I have reviewed and approved Need and Demand Section III.F. of this proposal.

Signature of Equal Opportunity Officer

Date

I confirm that I have reviewed and approved Non-Faculty Resources Section VIII.A. and VIII.B. of this proposal.



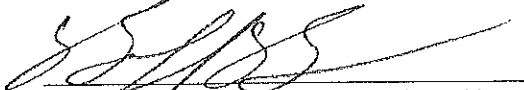
Signature of Library Dean/Director

2/28/2023

Date

Additional Required Signatures

I confirm that I have reviewed and approved Need and Demand Section III.F. of this proposal.



Signature of Equal Opportunity Officer

2/28/25

Date

I confirm that I have reviewed and approved Non-Faculty Resources Section VIII.A. and VIII.B. of this proposal.

Signature of Library Dean/Director

Date

Introduction

I. Program Description and Relationship to System-Level Goals

A. Describe within a few paragraphs the proposed program under consideration, and its overall purpose, including:

- degree level(s)
- majors, concentrations, tracks, specializations, or areas of emphasis
- total number of credit hours
- possible career outcomes for each major (provide additional details on meeting workforce need in Section III)

The general business bachelor's degree program is designed to provide students with a broad understanding of the various functions and operations of a business or public service organization. The program covers topics such as accounting, finance, marketing, management, and operations. Students will learn the skills and knowledge necessary to understand the complex and ever-changing business environment. They will also develop the ability to analyze data, think critically, and make sound business decisions.

The General Business program is an undergraduate program that emphasizes breadth rather than specificity. Therefore, there are no majors, concentrations, tracks, or specializations. The degree requires 120 credit hours. The primary purpose of this degree program is to provide a broad area of knowledge and skills relative to quality jobs and various business fields.

Upon graduation, students with a general business bachelor's degree will have a wide range of employment opportunities available to them. Graduates may find work in a variety of industries such as finance, marketing, management, business services, and operations. They may work in entry-level positions, such as a financial analyst, marketing coordinator, or operations manager, or they may pursue more advanced roles, such as a financial advisor, marketing director, or general manager.

Some graduates of the general business bachelor's degree program may choose to continue their education by pursuing a graduate degree in business, such as an MBA or specialized masters (marketing, management, analytics, international business, etc.). This can open more career opportunities and lead to higher earning potential. A graduate degree in business can also lead to positions in management consulting, investment banking, or corporate strategy.

Overall, a general business bachelor's degree program is a versatile and valuable educational offering that can lead to a wide range of career opportunities. Graduates will be well-prepared to enter the workforce and to excel in the dynamic and ever-changing business environment.

B. If the proposed program qualifies as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan, please indicate the category.

- **Critical Workforce**
 - Education
 - Health
 - Gap Analysis
- **Economic Development**
 - Global Competitiveness
 - Science, Technology, Engineering, and Math (STEM)
- Does not qualify as a Program of Strategic Emphasis.**

II. Strategic Plan Alignment, Projected Benefits, and Institutional Mission and Strength

A. Describe how the proposed program directly or indirectly supports the following:

- **System strategic planning goals (see link to the 2025 System Strategic Plan on the [New Program Proposals & Resources](#) webpage)**
- **the institution's mission**
- **the institution's strategic plan**

The proposed program is consistent with two of the State University System Strategic Goals.

The first goal is to "Increase Productivity and Program Efficiency" which falls under the category of Teaching and Learning – Productivity. This goal focuses on increasing access and efficient degree completion for students. The BA in General Business will provide greater access to students who seek to obtain a baccalaureate degree and who graduate from Palm Beach State College, Broward College, and other colleges in the Florida system with A.S. degrees. Under the curriculum structure of the Bachelor of Business Administration, students who graduate with A.A. degrees enjoy a seamless path to degree completion at FAU, whereas those with an A.S. degree must take additional General Education courses. The B.A. in General Business eliminates this hurdle for those with A.S. degrees.

The proposed program also increases the efficient degree completion for students. While most students elect areas of specialization in business, such as Accounting, Finance, Management, Marketing, and so on, not all students have preferences. For the latter portion of our current student population, their primary interest is simply to obtain a degree in business. The B.A. in General Business provides this option. The proposed program is efficient because students must take already established courses. At the same time, the program is also flexible. Students will be able to select one among a group of course alternatives for each of the target areas specified in the proposed curriculum. We believe that creating a curriculum structure that affords course alternatives will attract students because it will provide a certain degree of student control over the courses they take while ensuring they meet the program requirements.

The second goal is to "Increase Community and Business Workforce" which falls under the category of Community and Business Engagement – Strategic Priorities for a Knowledge Economy. This goal focuses on increasing the percentage of graduates who continue their education or are employed full-time. There is a high probability that a certain portion of the student population never obtains a baccalaureate degree either because they cannot determine which area to specialize in or because certain program requirements are an obstacle toward completion. The proposed B.A. in General Business reduces those obstacles, while at the same time providing students with a comprehensive education across all functional areas of business. In so doing, students who graduate with the General Business degree will be better prepared to contribute to the knowledge economy than if they had never obtained a baccalaureate degree.

B. Describe how the proposed program specifically relates to existing institutional strengths. This can include:

- **existing related academic programs**
- **existing programs of strategic emphasis**
- **institutes and centers**
- **other strengths of the institution**

The proposed program expands the existing program offerings of the College of Business at FAU by providing a different pathway to graduating with an undergraduate degree.

In addition, the program parallels a program established within the past few years, Professional Studies. The General Business program has similarities with the Professional Studies program in that they both promote breadth over specificity. However, there are significant differences between the General Business and Professional Studies programs. First, the General Studies program has a curriculum that requires students to select electives offered by departments across the university, whereas the General Business program has a curriculum that requires students to select courses in industry-related thematic areas. Second, the Professional Studies program is not offered to FTIC upon entry to the institution. It is intended for students in the later part of their undergraduate careers. The General Business program will be offered to first time in college students, as well as others who transfer to FAU having taken courses at other institutions.

The General Business program is also similar to another program established at FAU just a few years ago in Health Sciences. That curriculum includes required and elective courses from a range of offerings provided by various departments across the university related to the general area of health.

The common element across all three of these programs is a curriculum that allows students to acquire a requisite level of general knowledge and skills without majoring in a traditional academic discipline.

C. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify whether any concerns were raised, and, if so, provide a narrative explaining how each concern has been or will be addressed.

The CAVP Curriculum Working Group and BOG staff reviewed the pre-proposal for the BA in Integrated Business (CIP 52.0101) on April 3, 2020. There were no concerns from any SUS institutions or from the BOG staff. In general, support for the program was strong, and all participants understood the need for such a degree at FAU.

The only comment made was in reference to the section discussing/listing other similar degree programs in the SUS. UCF commented that the title of our proposed degree was the same as their degree. While not objecting to FAU's use of the same name, they requested that the full proposal include an explanation of the difference between the FAU program and the UCF program, since UCF argues that its program is indeed different.

In response to UCF comment, this full proposal does not use the title Integrated Business, and instead uses General Business. But changing the title, we hope to eliminate any issues UCF may have regarding the initial title proposed.

D. In the table below, provide a detailed overview and narrative of the institutional planning and approval process leading up to the submission of this proposal to the Board office. Include a chronology of all activities, providing the names and positions of both university personnel and external individuals who participated in these activities.

- If the proposed program is a bachelor's level, provide the date the program was entered into the APPRiSe system, and, if applicable, provide narrative responding to any comments received from APPRiSe.
- If the proposed program is a doctoral-level program, provide the date(s) of the external consultant's review in the planning table. Include the external consultant's report and the institution's responses to the report as Appendix B.

Planning Process

Date	Participants	Planning Activity Description
April 11, 2019	Vice Provost Russ Ivy Dean Daniel Gropper Associate Dean Paul Hart Associate Dean Rupert Rhodd Assistant Dean Marc Rhorer	Provost Office requested the College of Business to establish a BA in General Business.
April to October 2019	Assistant Dean Marc Rhorer Associate Dean Paul Hart Executive Director Kim Paulus	Information gathered on similar programs at other SUS programs and those offered across the country. Curriculum developed for FAU's proposed program.
October 29, 2019	Vice Provost Russ Ivy Associate Dean Paul Hart Assistant Dean Marc Rhorer	Vice Provost reviewed the proposed curriculum and indicated a go-ahead.
August 27, 2020	Vice Provost Russ Ivy Associate Dean Paul Hart Assistant Dean Marc Rhorer	Remote meeting held to walk through step-by-step required information to write successful proposal application.
September 3, 2020	Dean Dan Gropper Associate Dean Paul Hart Assistant Dean Marc Rhorer	Dean reviewed the proposed curriculum and indicated a go-ahead.
September 3, 2021	Assistant Dean Marc Rhorer College Executive Committee	Executive Committee was sent a lengthy e-mail describing the proposed program and request input from the chairs and program directors.
January to September 2021	Associate Dean Paul Hart College Undergraduate Council	At various meetings of the College of Business Undergraduate Council, updates were provided about progress in the development of the proposed program.

On April 11, 2019, a meeting was held and convened by Vice-Provost Russ Ivy. Participants included Dean Daniel Gropper, Associate Dean Paul Hart, Associate Dean Rupert Rhodd, and Assistant Dean Marc Rhorer. The purpose of the meeting was to convey Provost Bret Danilowicz interest in having the College of Business establish a BA in General Business. It was understood that the purpose of the degree would be to meet the market demand of students with an interest in an academic background in business in general, without a specific major. The request was positively viewed by the College of Business participants and the charge to develop a curriculum and initiate the formal proposal process was accepted.

Between April and October 2019, Assistant Dean Marc Rhorer conducted a survey of other institutions in the SUS and across the country that offer programs similar to the one we hoped to offer. Within the SUS, he reviewed the curricula offered by the University of Central Florida, University of Florida, and the University of West Florida. Across the country, he reviewed the curricula of the University of Mississippi, University of Northern Colorado, West Virginia University, University of Central Oklahoma, University of Wisconsin-Whitewater, and Grand Valley State University. The curriculum we developed is most closely modeled after the ones at the University of Wisconsin-Whitewater and Grand Valley State University. When reviewing the curricula of the other institutions and developing the curriculum that was eventually approved, Assistant Dean Marc Rhorer collaborated with Dean Gropper, Associate Dean Hart, Executive Director of Student Academic Services, Kim Paulus, and several faculty across departments in the college.

On October 29, 2019, a meeting was held with Vice-Provost Ivy, Associate Dean Paul Hart, and Assistant Dean Marc Rhorer. The purpose of the meeting was to review the newly developed curriculum. The Vice-Provost approved the direction of the curriculum and gave a go-ahead to move forward.

A New Academic Degree Program Authorization Pre-Proposal Form was submitted to Vice-Provost Ivy, and it was reviewed by the CAVP Curriculum Working Group and BOG staff on April 3, 2020. Support for the program was strong, and all participants understood the need for such a degree at FAU.

On August 27, 2020, Marc Rhorer and Paul Hart held a remote meeting with Russ Ivy. During this session, Vice-Provost Ivy went through the proposal template step-by-step explaining the information required in order to write a successful proposal.

On September 3, 2020, Marc Rhorer and Paul Hart met with Dean Gropper to review the developed curriculum and explain the remaining formal steps required to complete the process. Dean Gropper gave his go-ahead to move forward.

Shortly after this meeting Paul Hart, Marc Rhorer, and Evan Jaffe met on several occasions to divide responsibilities for writing the proposal and the appendices. We also requested a report from Hanover Research (Appendix AA - 1), which was useful for completing the Need and Demand parts of the proposal.

(There was a gap in the proposal development process, not only due to COVID, which was substantial, but also other factors. Associate Dean Paul Hart oversaw 11 Program Reviews for the college from July 2020 to October 2021. Assistant Dean Marc Rhorer and Evan Jaffe had a substantial lift in preparing college data and documents for our upcoming Association to Advance Collegiate Schools of Business (AACSB) review, which is based on data reported for the 2021-2022 academic year.)

On September 3, 2021, Marc Rhorer sent an e-mail to the Executive Committee of the college comprised of the department chairs and program directors. He asked for formal feedback on the program requirements and structure of the curriculum by September 10, 2021. Overall, the Executive Committee was strongly aligned with the proposed program.

On October 25, 2021, the proposed program was presented to the Faculty Assembly. The presentation was comprehensive, and the discussion was substantive. This was the first Faculty Assembly meeting in which in-person participation was requested, although a remote option was also available. The BA in General Business was approved by the Faculty Assembly.

At various meetings of the Undergraduate Council of the College throughout the period, updates were provided on the proposal development. To ensure that "all bases were covered", the Undergraduate Council of the college voted for the proposed program with no objections at its meeting on February 6, 2023.

Substantive progress was made in writing the proposal in the fall of 2022 and the early spring semester of 2023.

E. Provide a timetable of key events necessary for the implementation of the proposed program following approval of the program by the Board office or the Board of Governors, as appropriate, and the program has been added to the State University System Academic Degree Program Inventory.

Events Leading to Implementation

Date	Implementation Activity
April 3, 2020	CAVP Curriculum Working Group approved the Pre-Proposal
October 25, 2021	Proposed program was presented to the College of Business Faculty Assembly and passed unanimously.
February 2023	Proposed program documentation and appendices were submitted to the University Undergraduate Program Committee.

Institutional and State Level Accountability

III. Need and Demand

A. Describe the workforce need for the proposed program. The response should, at a minimum, include the following:

- current state workforce data as provided by Florida’s Department of Economic Opportunity
- current national workforce data as provided by the U.S. Department of Labor’s Bureau of Labor Statistics
- requests for the proposed program from agencies or industries in your service area
- any specific needs for research and service that the program would fulfill

A report from Hanover Research states that south Florida regional projected labor growth for business related fields is higher than average on state, regional, and national levels. Growth is especially high on the state level, with 14.9 percent overall growth in Florida. The report, which was prepared for FAU in June 2022, indicated that there is demand for a Bachelors-level General Business program in our region.

The proposed program in General Business is broad in terms of job and industry possibilities. This makes projections for marketplace demand challenging and different than the forecasts for more niche areas such as specializations in science or more visible trends such as analytics. Nevertheless, an analysis conducted using Burning Glass provides useful information for the purpose of this proposal. Burning Glass (which has been purchased by another company since our analysis was conducted) is an online platform based on data from the Bureau of Labor Statistics and enhanced by real-time job posting and proprietary algorithms. The data from the analysis shows both current data and projected trends for the southeast region of Florida, the state of Florida overall, and the nation. Some of the job titles listed below are similar but related to different Bureau of Labor Statistics codes. For these Burning Glass job titles, the BLS code is also listed. The following tables show data for job titles related to the CIP for the proposed General Business program. Each of the job titles listed represents a larger set of jobs which are shown in detail in Appendix AA – 2 of this proposal.

Current and Projected Growth (10-year) by Job Title
(2020 Employment numbers are for the state of Florida)

Job Title	2020 Employment	Projected Growth in Miami Area	Projected Growth in Florida	Projected Growth in U.S.
Administrative Services Managers	67,486	11.9%	10.9%	1.5%
Facilities Managers	29,718	16.9%	15.0%	8.2%
Procurement/Purchasing Managers	9,927	7.6%	7.8%	-2.5%
Compensation and Benefits Managers BLS Code: 11-3111	670	-1.0%	2.5%	-5.3%
Training and Development Specialists BLS Code: 11-3131	1,790	13.2%	17.0%	5.9%
Miscellaneous Managers	10,245	10.5%	5.1%	11.4%
Social Services Managers	3,800	22.4%	5.1%	11.4%
Managers of Artists, Performers, & Athletes	21,900	-71%	11%	-100%
Compliance Officers	17,577	14.2%	16.1%	2.9%
Training and Development Officers BLS Code: 13-1151	20,740	19.4%	17.3%	6.7%
Compensation Benefits BLS Code: 13-1141	4,551	6.3%	11.3%	-1.3%
Customer Services Representatives	215,797	7.3%	6.8%	-0.2%

BA Requirement and Job Pay by Job Title
(Pay number listed are for the state of Florida)

Job Title	% in Jobs Asking for BA	Pay at 0–2 Years	Pay at 3–5 Years	Median Pay
Administrative Services Managers	57.0%	\$41,000	\$47,000	\$47,000
Facilities Managers	55.9%	\$37,000	\$52,000	\$46,000
Procurement/Purchasing Managers	85.6%	\$56,000	\$69,000	\$71,000
Compensation and Benefits Managers BLS Code: 11-3111	94.4%	\$47,000	\$69,000	\$73,000
Training and Development Specialists BLS Code: 11-3131	79.3%	\$48,000	\$64,000	\$62,000
Miscellaneous Managers	31.0%	\$42,000	\$52,000	\$45,000
Social Services Managers	85.3%	\$44,000	\$44,000	\$44,000
Managers of Artists, Performers, & Athletes	56.0%	n/a	n/a	\$69,450
Compliance Officers	93.8%	\$47,000	\$67,000	\$61,000
Training and Development Officers BLS Code: 13-1151	73.2%	\$48,000	\$54,000	\$52,000
Compensation Benefits BLS Code: 13-1141	88.6%	\$44,000	\$59,000	\$55,000
Customer Services Representatives	15.3%	\$32,000	\$35,000	\$33,000

The majority of the projections for the region, state, and nation are positive, and some of those for the region and state are substantial. These data provide positive support for demand for the General Business program, as do the current enrollments in the other SUS institutions with similar programs, which are described in Section E below.

B. Provide and describe data that support student demand for the proposed program. Include questions asked, results, and other communications with prospective students.

Based on engagement with current students, we are confident there is demand for this degree program. Also, approximately a third of our upper-level undergraduates are transfers from the Florida State Colleges, where most earned a general business Associate of Arts (A.A.) degree, and some with an Associate in Science (A.S.) degree. According to the Hanover report, nearly a fifth of all business degrees granted in the U.S. in 2021 were associate degrees, many in general business. These associate degree students likely will create demand for the general business bachelor's program. Beyond the state college pipeline, we believe that many who will be attracted to this program will be non-traditional enrolled students who already have careers, but who are looking for a professional-related bachelor's degree credential in the most efficient and expeditious manner. Since the program focuses on breadth of business skills and knowledge, more than depth or specialization, the major will be ideal for these types of students to attain their credential and move forward in their careers to support the local economy as well as enrich their families. Approximately 950 (>15%) undergraduate students in our college are 25 years old or older.

While we anticipate that the proposed program will primarily be of interest to the transfer and older students, the degree will be available to any FTIC student as well. As noted in Section E below, other SUS institutions offering similar programs have structured them differently following their unique strategic enrollment initiatives. We believe that in the future, other SUS institutions may find the curriculum requirements of our proposed program of interest. Currently each institution primarily draws students from their respective regions. It is possible that the curriculum proposed herein, if adopted by others, will increase the overall graduation rates in those institutions.

C. Complete Appendix A – Table 1 (1-A for undergraduate and 1-B for graduate) with projected student headcount (HC) and full-time equivalents (FTE).

- Undergraduate FTE must be calculated based on 30 credit hours per year
- Graduate FTE must be calculated based on 24 credit hours per year

In the space below, provide an explanation for the enrollment projections. If students within the institution are expected to change academic programs to enroll in the proposed program, describe the anticipated enrollment shifts and impact on enrollment in other programs.

We believe the general business major will mostly draw from two pools of potential students: non-traditional students who desire the fastest path to a quality bachelor's program in business, and traditional students whose talents are not in alignment with our existing program offerings. We also feel, based on feedback from two of our feeder state colleges (Broward and Palm Beach), that the general business program has flexibility to articulate with several of their current Associate of Science (A.S.) degrees. After program approval, we can work with faculty at the regional state colleges to develop A.S. articulations, which we feel will enhance the number of transfers from the Florida College System, which is reflected in table 1-A. After the first year, we feel that annual SUS and out-of-state transfers will be steady, but small (approximately 30 and 15, respectively).

Over the five-year period, upper-level students transferring from other FAU majors and existing pre-business students who currently have not found a major (the last row) will decline to near zero. Simultaneously, FTIC FAU students and Florida College System transfers will increase dramatically as the program is established and promoted. See table 1-A for details of enrollment projections.

D. Describe the anticipated benefit of the proposed program to the university, local community, and the state. Benefits of the program should be described both quantitatively and qualitatively.

The proposed program would provide an opportunity to students across a fairly wide age range who are motivated to obtain a college education with an interest in business in general as distinct from a specific major currently offered by the college. This academic background is desirable to a set of prospective employers who value an undergraduate academic background and exposure to business concepts and skills including writing and quantitative competence and who view graduates as trainable in other skills specific to the nature of their business.

The proposed program requires students to take a core set of general education courses and business courses while also providing a flexible choice of course options across five thematic groups of courses. All required and elective courses are currently offered by the college, providing an alternative curriculum structure that will be very low cost to the college and the university.

The benefit to the local community and the state is also to provide a curriculum structure that is a more direct pathway for students graduating from state colleges with an A.S. degree to complete a baccalaureate degree. A number of these individuals as well as prospective four-year applicants to the university are Pell Grant eligible. This proposed program expands the academic opportunities for these graduates to enter the workforce at a more advanced level and raise their earning trajectory, compared to other programs alternatives that might not otherwise be achievable for some. It will also provide other students who find our current major-only alternatives to be less desirable, for whatever reasons, than a general business degree. Beyond the benefits to any individual, the overall collective benefit will be to increase the proportion of the population who are better prepared to contribute to the local economy and social fabric of the southeast region of the state of Florida.

E. If other public or private institutions in Florida have similar programs that exist at the four- or six-digit CIP Code or in other CIP Codes where 60 percent of the coursework is comparable, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at those institutions regarding the potential impact on their enrollment and opportunities for possible collaboration in the areas of instruction and research.

Institution Name	Public/Private	Location	CIP Code	Program Name
Florida State University	Public	Tallahassee		B.S. Business Administration
University of Central Florida	Public	Orlando		B.A. Integrated Business
University of South Florida	Public	Tampa		B.S. General Business
University of Florida	Public	Gainesville (Online)		B.S./B.A. Business Administration
University of West Florida	Public	Pensacola		B.S. Business Administration, General Business

There are four other SUS institutions that offer programs with the same CIP code as the BA in General Business that FAU is proposing, and one institution (i.e., UF) that offers a BA in Business Administration, which is similar to the program we are proposing, with a different CIP code. An effort was made to reach out to all five institutions, however conversations were successfully conducted with three of them. Below are summaries of the conversations with Florida State University, the University of Florida, and the University of West Florida. The program has been successful in each of these institutions. (Efforts to have conversations with the University of Central Florida and University of South Florida were not successful.) Following the three summaries, a description is provided as to how Florida Atlantic University seeks to address some of the challenges mentioned in the three summaries.

The College of Business at **Florida State University** has had a BBA in General Business for over 10 years. Most recently, the program has been offered in-person for students enrolled on the Panama City campus. In general, students on the Tallahassee campus have been offered only the traditional business major options. However, at the current time, the college is actively exploring offering the BBA in General Business online for Tallahassee campus students. The college anticipates that the online program will primarily be of interest to those within the general regional footprint of the institution. There appears to be a demand among some state employees. Also, having had the experience of taking online courses during the COVID pandemic, there is a certain segment of the student population that seeks to finish the degree online. This shift in attitude likely creates a market for the online General Business Program. Going forward, the college anticipates three challenges. (1) Given the expectations of the Board of Governors, the college may lose its current "limited access" designation and faces the uncertainty of how it will manage a potential increase in enrollments with limited capacity. (2) The BBA in General Business must be clearly differentiated from the BS programs. (3) Clear articulation if, and when, a BBA student can also get a BS degree. The challenge is in managing student expectations about the BBA program and avoiding back-door attempts to major in a traditional business major. Institutional contact: Professor Kathleen McCullough, Associate Dean.

The College of Business at the **University of Florida** has offered a BA in Business Administration for over 20 years. The program is offered both on-campus and online with the greater proportion of students enrolled on-campus by a ratio of approximately 4:1. Historically, all transfer students from other institutions were only allowed into the BA in Business Administration program. In recent years, that has changed, and currently some transfer students are admitted into the undergraduate BS program with traditional business majors. The enrollments in the BA in Business Administration program vary considerably as each incoming cohort progresses from one year to the next. The university has a "direct admit" protocol for incoming freshmen. First-year students who are unsure of their major, are automatically admitted into the BA in Business Administration. In any given year, there can be between 300 and 400 first-year students in the BA in Business Administration program. By the time the cohort moves to their second year, many of these students formally move into the BS program with a major, which leaves approximately 200 students remaining in the BA in Business Administration. By the time the cohort moves into their third year, there are approximately 50 students from the initial cohort in the program. However, at this point the transfer students "join" the cohort resulting in about 200 additional

students. No students in the college are allowed to double major. Institutional contact: Dr. Erica Loren Studer-Byrnes, Assistant Dean, Heavener School of Business.

The College of Business at the **University of West Florida** has offered a BS in Business Administration for at least seven years. The program has been offered online for many years, including the years prior to the COVID pandemic, and possibly since the program's inception. The program has been successful. There have always been good enrollments and there has never been any question about the program's viability. The program attracts a range of students. The institution has a legacy of attracting students in the military so there have always been students from different states enrolled in the program. Similarly, the institution's geographic location, which is in the proximity to other states, has also fostered out-of-state enrollments. The BS in Business Administration is similar to the undergraduate Management major. For that reason, the long-term impact of the BS in Business Administration has been related to a substantial decrease in the number of students majoring in Management. Both the BS in Business Administration and the undergraduate Management major are administered from the same academic unit in the college. To some extent the BS in Business Administration may have also impacted the number of students majoring in Marketing, however that impact, in comparison to the Management major, has been marginal. Institutional contact: Professor John Batchelor, Chair of the Department of Business Administration.

The table below shows the Headcount and number of Graduates by institution for the programs in the SUS that are similar to the one we propose. The data were obtained from two dashboards on the BOG website. The data for 2022 was not provided on the website.

CIP 52.0101 Headcount / Graduates

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Florida State U.	276 / 60	113 / 64	95 / 43	75 / 25	120 / 18
U. Central Florida	2,146 / 286	2,139 / 455	798 / 602	826 / 527	779 / 645
U. Florida*	2,081 / 333	2,530 / 423	2,365 / 527	2,520 / 534	2,773 / 629
U. South Florida	1,404 / 287	1,017 / 227	1,020 / 254	569 / 268	963 / 293
U. West Florida	329 / 31	328 / 32	366 / 47	404 / 39	470 / 56
SUS	4,155 / 664	3,597 / 778	2,279 / 946	1,874 / 859	2,332 / 1,012

*UF CIP 52.0201 Business Administration and Management

Our interpretation of the data, based on the conversations we have had with the other SUS institutions, is that the General Business program has been implemented differently, and that the CIP may be used differently, across the SUS. The UF ratio of very high headcount and relatively smaller number of graduates is consistent with the UF conversation summary above, which indicated that the program is used as a place holder for students who are unsure of their major until they make a determination, and for most of the students transferring to the institution from state colleges. It is possible that UCF and USF use a similar protocol. At the same time, the FSU and UWF ratios and the conversation summary above, indicated that these institutions do not use a similar protocol as UF.

FAU does not intend to use the proposed program as a place holder for students who have not determined their choice of major or for transfer students following the UF protocol. It will be an option for FTIC students and for transfer students and a determination made upon consultation with university and college advisors.

Another important aspect of the proposed program is that the BA in General Business is sufficiently differentiated from FAU's BA/BS in Business Administration, with the Management major. The proposed program requires a set of pre-professional courses but among them, Methods of Calculus is an option, not a requirement. In addition to the pre-professional courses, there are five required core courses instead of the nine, as is the case for the BA/BS in Business Administration. And the remaining courses required for the degree must be selected by the student from five thematic groups of courses. This curriculum structure is unique among the undergraduate programs offered by our college.

Another important aspect is that students enrolled in the proposed program will not be allowed to "double major" while they are matriculated at FAU. In other words, they will not be able to get a degree in General Business and another degree in a major in the BA/BS in Business Administration. There is nothing to

prohibit a graduate of the BA in General Business from returning to FAU and applying for a degree in BA/BS in Business Administration with a traditional business major, however it is very unlikely that someone would choose to do so because of the additional number of courses they would have to take including more pre-professional courses, the Calculus requirement, the additional business core courses, and the set of required courses for the major concentration would be a substantial investment of cost and time. If a student were to return to FAU after graduation, they would most likely be interested in a graduate degree.

Overall, even with some degree of equivocality with regard to interpreting numbers provided in the table above, the numbers themselves are substantial and provide evidence of sustainable programs in other SUS institutions.

F. Describe the process for the recruitment and retention of a diverse student body in the proposed program. If the proposed program substantially duplicates a program at FAMU or FIU, provide a letter of support from the impacted institution(s) addressing how the program will impact the institution's ability to attract students of races different from that which is predominant on the FAMU or FIU campus. The institution's Equal Opportunity Officer shall review this Section of the proposal, sign, and date the additional signatures page to indicate that all requirements of this section have been completed.

The demographic profile of the undergraduate students in the College of Business: 17% Black, 28% Hispanic, 4% Asian, 43% White, and 8% Other (two or more races, non-citizen, no answer). These percentages have been relatively consistent over the past five years, and have been steady across the programs offered by the six departments in the college over the same time frame.

The proposed program is not a niche program. We anticipate it will be of interest and popular with a large number of students. The General Business program is a broader, more wholistic offering compared to the other business majors. We also anticipate that the proposed General Business program will enroll students from southeast Florida. For this reason, it seems reasonable to assume that the demographic profile of the students choosing the undergraduate degree in General Business will be similar to the current demographic student profile in the college. As noted above, this profile is reasonably diverse, particularly with the regard to the Black and Hispanic composition of the profile.

IV. Curriculum

A. Describe all admission standards and all graduation requirements for the program. Hyperlinks to institutional websites may be used to supplement the information provided in this subsection; however, these links may not serve as a standalone response. For graduation requirements, please describe any additional requirements that do not appear in the program of study (e.g., milestones, academic engagement, publication requirements).

Admissions standards require completion of the following prerequisite courses with a "C" or better grade:

ACG 2021 – Principles of Accounting, ACG 2071 – Principles of Accounting II, ECO 2013 – Macroeconomics Principles, ECO 2023 – Microeconomics Principles. ISM 2000 – Information Systems Fundamentals, and two of the following: MAC 1105 – College Algebra, MAC 2233 - Principles of Calculus, STA 2023 – Introductory Statistics.

All other admissions standards required for general transfer admission to the University are outlined in the FAU catalog (<http://www.fau.edu/academic/registrar/FAUcatalog/index.php>).

The graduation standards will mirror the general FAU graduation criteria as listed below and outlined in the FAU catalog (<http://www.fau.edu/academic/registrar/FAUcatalog/index.php>).

To earn a baccalaureate degree, students must:

1. Earn a minimum of 120 credits in academic courses acceptable toward the degree and attain a minimum 2.0 grade point average in the courses required for a major program at FAU.
2. Earn a minimum of 45 of these 120 credits at the upper division as indicated by the Statewide Course Numbering System (SCNS) designations or their equivalents.
3. Apply no more than 60 credits of non-traditional credit toward the degree earned through Credit by Exam, Correspondence Courses and Military Service Schools, **subject to credit limits for each** as stated in the Academic Policies and Regulations section of this catalog. Credits earned in this manner will be considered transfer credits.
4. Earn the last 30 upper-division credits in residence at FAU. In programs requiring more than 120 credits, at least 25 percent of the total number of credits required for the degree must be earned in residence at FAU.
5. Earn at least 75 percent of all upper-division credits required for the major from FAU.
6. Student's must achieve a 2.0 FAU GPA
7. Fulfill the Intellectual Foundations Program requirements.
8. Meet Foreign Language Entrance Requirement
9. Satisfy the Writing Across Curriculum (Gordon Rule) and Gordon Rule Computation Skills requirements (see explanation elsewhere in this section).
10. Satisfy the Civic Literacy Requirement (if applicable based on SUS entry term)
11. Summer Credit Requirement (if applicable): Earn a minimum of 9 credits by attending one or more summer terms at either FAU or another university in the Florida State University System. This requirement applies only to students admitted to FAU as freshmen or as transfer students with fewer than 60 credits (Florida Board of Governors Regulation 6.016). (For those students enrolled before fall 2011, credits earned and transferred through the Advanced International Certificate in Education (AICE) Program, Advanced Placement (AP) Program, College Level Examination Program (CLEP), Dual Enrollment (DE) Program or International Baccalaureate (IB) Program may be applied toward the 9-credit summer requirement, thereby reducing students' summer credit requirement total.)
12. Students must complete BPS Core Competencies (18 credits) with a "C" or better.
13. Submit an Application for Degree form (see Application for Degree explanation elsewhere in this section).

B. Describe the specific expected student learning outcomes associated with the proposed program. If the proposed program is a baccalaureate degree, include a hyperlink to the published Academic Learning Compact and the document itself as Appendix C.

Florida Atlantic University has developed academic learning compacts for each baccalaureate degree program <https://www.fau.edu/iea/assessment/aic/>. The academic learning compact for the proposed degree is included as Appendix C. Assurance of Learning goals (an AACSB accreditation requirement) for the General Business Program are included within Appendix AA-3.

The Bachelor of Arts in General Business is an interdisciplinary business program designed for students who wish to have a generalist academic program with knowledge and skill breadth across a wide array of business components and skills. The program is especially applicable in a rapidly changing labor market, focusing on key components of business (law, finance, management, and marketing) while providing exposure to broad groupings of commerce skills and practices that are important in the workplace.

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as outlined in State Board of Education Rule 6A-10.024. Additionally, please list the prerequisites, if any, and identify the specific AS degrees that may transfer into the proposed program.

Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program, including the following information where applicable:

- **total numbers of semester credit hours for the degree**
- **number of credit hours for each course**
- **required courses, restricted electives, and unrestricted electives**
- **a sequenced course of study for all majors, concentrations, tracks, or areas of emphasis**

In addition to the university's general education program requirements (36 credit hours), the General Business Program consists of the following four components:

- Prerequisite courses (21 credits): ACG 2021 – Principles of Accounting, ACG 2071 – Principles of Accounting II, ECO 2013 – Macroeconomics Principles, ECO 2023 – Microeconomics Principles, ISM 2000 – Information Systems Fundamentals, and two of the following: MAC 1105 – College Algebra, MAC 2233 - Principles of Calculus, STA 2023 – Introductory Statistics (21 credit hours),
- General business core courses (15 credit hours)
- Thematic groups (15 credit hours)
- Additional requirements (33 credits hours).

Beyond the prerequisite courses described elsewhere in this proposal, the program consists of a core of business coursework, along with five thematic areas of business. Students complete the core, and at least once course from each thematic area. Students must complete 12 additional credit hours (typically four courses) of upper-division electives from the College of Business and 6 credit hours of upper-division coursework from outside the college. Students must also complete FAU's foreign language exit requirement (two introductory courses in the same language or demonstrated competency).

The detailed curriculum is provided below.

General Business Required Core Courses - C or better required (15 credit hours)

BUL 4421 – Business Law I
FIN 3403 – Principles of Financial Management
GEB 3213 – Introduction to Business Communication
MAN 3025 – Introduction to Management and Organizational Behavior
MAR 3023 – Marketing Management

Thematic Groups - C or better required (one course required from each – 15 credit hours)

Group 1 – Financial Systems and Practice

ECO 4423 – Money and Banking
FIN 3140 – Personal Finance
HSA 4170 – Healthcare Financial Management
RMI 4116 – Insurance and Financial Planning

Group 2 – Technology and Data Applications

ISM 3011 – Management Information Systems
ISM 3007 – Social Media Innovation
ISM 4041 – Contemporary Issues of Digital Management
ISM 4421 – Artificial Intelligence and Digital Transformation for Business
ISM 4451 – Blockchain: Business Implications
QMB 3302 – Data Management and Analysis with Excel

Group 3 – Management, Operations, and Leadership

ENT 4024 – Entrepreneurship
HFT 4253 – Hotel and Resort Management
MAN 4029 – Service Operations
MAN 4046 – Leadership, Supervisory Skills, and Team Development
MAN 4301 – Human Resource Management
MAN 4583 – Project Management

Group 4 – Marketing and Promotion

HFT 4503 – Hospitality Marketing and Revenue Management
MAR 3326 – Principles of Advertising
MAR 4231 – Retail Management
MAR 4400 – Personal Selling
MAR 4503 – Consumer Behavior

Group 5 – International Business

BUL 4461 – Law of International Trade
ECO 3703 – International Economics
MAN 3442 – International Business Negotiations
MAN 3600 – International Business
MAR 4156 – International Marketing
GEB 4956, MAN 4680, MAN 4690, or MAN 4956 – or other approved Study Abroad Courses

Undergraduate Business Study Abroad classes (GEB 4956 or alternate study abroad courses) related to each group's disciplinary areas may be substituted for group 1-4 courses

Additional Requirements - (33 credit hours)

12 upper-level credits from the College of Business
8 credits of foreign language (the same language, in sequence - required for Bachelor of Arts degrees) or alternative FAU Foreign Language Exit (FLEX) requirement completion method
6 upper-level credits from outside the College of Business

7 credits of electives (depending on IFP courses taken, more electives may be required to reach 120 credits)

E. Provide a brief description for each course in the proposed curriculum.

General Business Required Core Courses (15 credit hours)

Business Law 1 (BUL 4421) 3 credits

Prerequisite: Junior standing

A survey course focusing on the legal aspects of business decision-making, including torts, contracts, uniform commercial code and debtor/creditor law. The course provides students with an understanding of the role of legal rules and their impact on business. Students learn through assignments that teach them to analyze issues and appreciate the philosophy behind court decisions.

Principles of Financial Management (FIN 3403) 3 credits

Prerequisites: ACG 2021, ACG 2071, and junior standing

Survey of Financial Management, including capital budgeting, cost of capital and financial analysis.

Introduction to Business Communication (GEB 3213) 3 credits

Writing Across Curriculum (Gordon Rule)

Prerequisites: Junior standing and admission to College of Business

This course introduces students to essential writing and speaking communication skills, organizational strategies and formats used by successful business professionals. It provides opportunities for students to apply these skills in correspondence, research, reports and presentations that prepare them for effective job searches and productive careers.

Introduction to Management and Organizational Behavior (MAN 3025) 3 credits

Prerequisite: Junior standing

An introduction to managerial principles including planning, organizing, staffing, leadership and control techniques. A behavioral science foundation of individual needs, motivation and group processes will be utilized.

Marketing Management (MAR 3023) 3 credits

Prerequisites: Junior standing, ECO 2013, ECO 2023

Channels of distribution, price policies, promotion, consumer demand, product planning, the role of government in marketing, and the social evaluation of marketing.

Thematic Groups – One Course Required from each (15 credit hours)

Group 1 – Financial Systems and Practice

Money and Financial Markets (ECO 4223) 3 credits

Prerequisites: ECO 2013 and ECO 2023, or equivalent

Modern economies depend on a well-functioning monetary system to facilitate exchange and highly sophisticated financial markets to channel savings into valuable investments. This course employs the standard tools of economic analysis to consider these issues. Topics include cryptocurrencies, bond markets, stock markets, traditional banks, decentralized finance (DeFi), and monetary policy.

Personal Finance (FIN 3140) 3 credits

Prerequisite: Junior standing

Personal financial planning for the non-major in finance. Practical applications in budgeting, use of credit, banking, insurance, real estate, investments, taxes, retirement planning, estates and wills, with emphasis on inflation planning. (Not available for credit toward major in Finance.)

Health Care Financial Management (HSA 4170) 3 credits

Prerequisite: ACG 2021

This course is designed to help future health service administrators understand health care financial management as one of their primary responsibilities. The course will include examination of the evolution of healthcare financial management as a subspecialty, an examination of financial planning and control in health institutions, reimbursement issues, and understanding and analyzing financial statements.

Insurance and Financial Planning (RMI 4116) 3 credits

Discusses important personal financial planning components, including life insurance, health insurance (medical expense plans, Medicare and Medicaid, disability income insurance, long-term care insurance), retirement planning (employer-sponsored retirement plans, non-qualified plans, IRAs and annuities) and estate planning. Other important topics covered include life settlements, mortality bonds, employee benefits, insurance fraud, family trusts, QPRTs, private annuities and reverse mortgage. This course employs materials and techniques that are consistent with modern principles and best practices, providing knowledge and skills that students can use immediately.

Group 2 – Technology and Data Analysis**Management Information Systems (ISM 3011) 3 credits**

Prerequisite: ISM 2000

Essentials and management of information systems resources; information systems in the organization; social implications; use and evaluation of common microcomputer software packages.

Social Media Innovation (ISM 3007) 3 credits

Students learn how social media works, why social media matters to business and how to use it successfully.

Contemporary Issues of Digital Data Management (ISM 4041) 3 credits

Covers business processes and frameworks for data collection, storage, retrieval and transfer of digital data. Discusses the various ways through which industry and government compile data for purposes such as marketing, customer relationship management, fraud and crime prevention, e-government, etc. Considers also the business, legal, ethical and social context of data gathering and utilization.

Artificial Intelligence and Digital Transformation for Business (ISM 4421) 3 credits

Students gain a business perspective of artificial intelligence (AI) as a driver of innovation and digital transformation in a wide array of industries. They learn how to plan, manage and maintain AI projects and how to address the digital transformation challenges and implications for the organization and society.

Blockchain and Crypto Assets: Business Implications (ISM 4451) 3 credits

The course provides a broad overview of blockchain and crypto assets and their main characteristics. The course covers the business fundamentals of cryptocurrency, Non-Fungible Token (NFT) and similar crypto products. Analysis of business models and strategies are discussed in the context of blockchain and crypto innovations. Appropriate for all business disciplines.

Data Management and Analysis with Excel (QMB 3302) 3 credits

An introductory course covering basic Excel skills for managing information and data, analyzing data, visualizing data through charts and pivot tables, creating scenarios, using functions and automating tasks.

Group 3 – Management, Operations, and Leadership**Entrepreneurship (ENT 4024) 3 credits**

Prerequisite: Junior standing

Introduction to the major concepts and fundamental principles for starting a new business. Emphasis will be placed on customer development, business model validation and problems during in the initiation stage.

Hotel and Resort Management (HFT 4253) 3 credits

Examines the operations of hotels and resorts with students gaining a basic understanding of the various departments within these lodging venues. Students are exposed to key abilities and skill sets necessary to manage such facilities through familiarization with the role of the general manager position. Students also study specific competitive benchmark tools used by general managers (i.e., Smith Travel Accommodations report).

Service Operations (MAN 4029) 3 credits

Prerequisite: Junior standing

Examines the nature and role of services, service strategies, new service development, service processes, service errors, technology and innovation, service facility location, layout and the management of service employees. Also focuses on globalization of services and the measurement and

management of service quality.

Leadership, Supervisory Skills, and Team Development (MAN 4046) 3 credits

Prerequisites: Junior standing or higher and MAN 3025

Course explains theories of leadership and key supervisory skills as well as team dynamics. Students learn the behaviors of successful leaders and team members and apply these skills in a course project.

Human Resource Management (MAN 4301) 3 credits

Prerequisite: MAN 3025

Covers all aspects of modern personnel administration including selection, training, appraisal, compensation, incentives and discipline. Will be taught from the viewpoint of management generalists as well as those planning a career in personnel.

Project Management (MAN 4583) 3 credits

Prerequisite: Junior standing in the College of Business

An introductory course in the fundamentals of project management. Students are introduced to basic concepts and techniques, including management of the triple constraint of scope, time and cost that is critical to planning and executing successful projects.

Group 4 – Marketing and Promotion

Hospitality Marketing and Revenue Management Practices (HFT 4503) 3 credits

Students in this course survey marketing practices and revenue management issues that are unique to the hospitality industry. These practices include sales procedures and practices, revenue management, the use of technology to maintain a leadership position compared to one's competitors, building a loyal customer base, a discussion of the relationship of marketing to overall organizational success, and an analysis of a hospitality operation's annual marketing plan.

Principles of Advertising (MAR 3326) 3 credits

Prerequisite: Junior standing

Broad survey of basic advertising in marketing contexts. Includes advertising management, social and buyer issues, creative and media strategy, agency, and domestic and global aspects.

Retail Management (MAR 4231) 3 credits

Prerequisite: MAR 3023 or equivalent

Involves the introduction and development of issues relating to: store location and layout decisions; merchandising and promotional practices; buying and control procedures; pricing decisions; and retail strategy formulation.

Personal Selling (MAR 4400) 3 credits

Prerequisite: Junior standing

Persuasion and communication theory with specific emphasis on issues involving negotiations and relationship management, including application to sales in a cross-cultural environment.

Consumer Behavior (MAR 4503) 3 credits

Prerequisite: MAR 3023

An examination of cultural, social, and individual variables and how they are incorporated into buyer decision processes and marketing practices.

Group 5 – International Business

Law of International Trade (BUL 4461) 3 credits

The study and interpretation of U.S. Customs regulations, classification of merchandise, application of tariff rules, duty free treatment, special classes of merchandise, importing and exporting, liquidation inspection, search and seizure, fines and penalties.

International Economics (ECO 3703) 3 credits

Prerequisites: ECO 2013 and ECO 2023, with minimum grades of "C;" course is not available for Economics majors

Managers and owners must understand how their businesses operate in a global economy. This course provides a business-oriented view of international economics by exploring why nations trade and the

effects of trade and capital flows on the balance of payments, exchange rates, incomes and welfare. The impact of policy issues such as tariffs, quotas and trade agreements are explored as well as current trade topics such as intellectual property, labor issues, immigration and the environment.

International Business Negotiations (MAN 3442) 3 credits

Prerequisites: Junior standing and one of the following courses: ANT 2000, HSA 4124, MAN 3025, PSY 1012, SYG 1000 or SYG 2010 with minimum grade of "C"

This course is aimed at developing expertise in negotiations across cultural borders, working with various suppliers, developing multicultural project teams and sensitivity and developing counter proposals.

International Business (MAN 3600) 3 credits

Prerequisite: Junior standing

International dimensions of American enterprise. Examination of businesses, overseas organizations, operations, and problems of conducting international business.

International Marketing (MAR 4156) 3 credits

Prerequisite: MAR 3023

An examination of the new developments in the ever-changing field of international marketing, including foreign marketing in the United States. A study of selected specified products, activities and market areas.

Undergraduate Business Study Abroad (GEB 4956) 1-6 credits

Prerequisite: Sophomore standing or higher and minimum GPA of 2.5

Credit for enrollment in approved study abroad undergraduate programs.

Foreign Seminar in International Business (MAN 4680) 3-4 credits

Combined intensive study of selected foreign nations with travel abroad to observe and investigate firsthand the political, economic and administrative conditions encountered by American firms in foreign countries.

Directed Independent Study (MAN 4690) 1-4 credits

Prerequisite: Junior standing and a Directed Independent Study form must be signed by the professor concerned and department chair prior to registration. Directed study forms may be obtained from the departmental secretary. Individual research project or field investigation.

International Business Study Abroad (MAN 4956) 1-4 credits

Prerequisite: Sophomore standing. Credit for enrollment in approved study abroad programs.

F. For degree programs in medicine, nursing, and/or allied health sciences, please identify the courses that contain the competencies necessary to meet the requirements identified in Section 1004.08, Florida Statutes. For teacher preparation programs, identify the courses that contain the competencies necessary to meet the requirements outlined in Section 1004.04, Florida Statutes.

Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

G. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort between multiple academic departments, colleges, or schools within the institution, provide letters of support or MOUs from each department, college, or school in Appendix D.

We expect the initial shift in majors into the general business programs will be from existing pre-business students who either do not qualify for admission to one of our existing undergraduate business majors with the BBA degree (accounting, economics, finance, hospitality management, international business, management information systems, or marketing). The first year, the majority of students in general business program will be transfers from the existing pre-business category at FAU. Though this number will decline over time, it will not diminish substantially as our curriculum is structured where students make the decision about their undergraduate major pathway at the end of their sophomore year – so technically this would be a transfer from an existing program to another. By year five, we anticipate that transfers into this program from Florida state colleges and four-year institutions will increase.

In higher education there is a growing school of thought that generalist educational backgrounds, programs with a broad range of skills and knowledge, may be advantages for the rapidly changing labor market. This is a view promoted by David Epstein in his 2019 book, *Range*. We are seeing drops in enrollments in certain specialized fields, mainly accounting, and as the students who would formerly select those types of majors look for alternatives, general business could be a viable option. If trends like this continue, the enrollment projections we present could be conservative.

H. Identify any established or planned educational sites where the program will be offered or administered. If the proposed program will only be offered or administered at a site(s) other than the main campus, provide a rationale.

The program will be offered in our campuses at Boca Raton, Davie, and possibly Fort Lauderdale. We will also offer this degree via distance learning.

I. Describe the anticipated mode of delivery for the proposed program (e.g., face-to-face, distance learning, hybrid). If the mode(s) of delivery will require specialized services or additional financial support, please describe the projected costs below and discuss how they are reflected in Appendix A – Table 3A or 3B.

The BA in General Business courses will be offered in three delivery modes: Distance Learning, In-person on Boca Campus, and In-person on Davie Campus. Two of the courses, ECO 2023 (Microeconomic Principles) and BUL 4421 (Business Law 1), have the highly regarded Quality Matters designation. No special facilities or financial support are required.

J. Provide a narrative addressing the feasibility of delivering the proposed program through collaboration with other institutions, both public and private. Cite any specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

We entertained possible collaborative efforts with other SUS institutions that offer General Business. We believe that this program will attain significant enrollment within the first five years, with the majority of students being traditional face-to-face enrollees. We feel that it would not be feasible for faculty to transverse the state of Florida to teach undergraduate courses over great distances. It is possible that faculty with similar credentials could teach courses from other institutions may support the General Business program at FAU as adjunct faculty teaching via distance learning on overload assignment above their institutional commitment. However, such assignments would require approval of the appropriate Deans and Directors at the impacted institution.

K. Describe any currently available sites for internship and/or practicum experiences. Describe any plans to seek additional sites in Years 1 through 5.

Not applicable to this program because the program does not require internships or practicums.

V. Program Quality Indicators - Reviews and Accreditation

- A. List all accreditation agencies and learned societies that would be concerned with the proposed program. If the institution intends to seek specialized accreditation for the proposed program, as described in Board of Governors Regulation 3.006, provide a timeline for seeking specialized accreditation. If specialized accreditation will not be sought, please provide an explanation.

The General Business program will be within the scope of our next Association to Advance Collegiate Schools of Business (AACSB) re-accreditation visit (2027), and we will notify them upon approval of its inclusion of our catalog of degree offerings. Also, it will be included in our future SUS program reviews.

- B. Identify all internal or external academic program reviews and/or accreditation visits for any degree programs related to the proposed program at the institution, including but not limited to programs within academic unit(s) associated with the proposed degree program. List all recommendations emanating from the reviews and summarize the institution's progress in implementing those recommendations.

AACSB comprehensive review took place February 2023 covering all existing programs in the College of Business at FAU. FAU's SUS Business program reviews were conducted in 2020-2021.

FAU's College of Business will seek AACSB accreditation of this program. Upon approval, we will notify AACSB, and the program will be included in our next continuing improvement review in 2028. General Business will also be included in our next comprehensive program review cycle for the SUS.

- C. For all degree programs, discuss how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Additionally, indicate whether an industry or employer advisory council exists to provide input for curriculum development, student assessment, and academic-force alignment. If an advisory council is not already in place, describe any plans to develop one or other plans to ensure academic-workforce alignment.

The program was developed in consultation with academic department chairs and directors, most of whom have professional advisory council/boards that provide feedback related to professional workforce needs and development of the region. Since this program is interdisciplinary, encompassing all fields within the College of Business, the existing advisory boards from these core business fields (accounting, finance, management information, management/entrepreneurship, and marketing) will be consulted regularly for feedback on courses, learning outcomes, and alignment with workforce needs as the program matures.

VI. Faculty Participation

- A. Use Appendix A – Table 2 to identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty. Include the following information for each faculty member or position in Appendix A – Table 2:
- the faculty code associated with the source of funding for the position
 - faculty member's name
 - highest degree held
 - academic discipline or specialization
 - anticipated participation start date in the proposed program
 - contract status (e.g., tenure, tenure-earning, or multi-year annual

[MYA])

- contract length in months
- percent of annual effort that will support the proposed program (e.g., instruction, advising, supervising)

This information should be summarized below in narrative form. Additionally, please provide the curriculum vitae (CV) for each identified faculty member in Appendix E.

B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program 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, and other qualitative indicators of excellence (e.g., thesis, dissertation, or research supervision).

Teaching Effectiveness and Enhancement

The College of Business has an excellent reputation for quality teaching at FAU. In the most recent semester with data available (fall 2022), student perception of teaching (SPOT) scores for Business (1.54 rating) were rated better than the University as a whole (1.63 rating) on a 1 (excellent) to 5 (poor) scale.

The College utilizes several mechanisms to ensure and enhance quality teaching, including providing workshops and pedagogical development opportunities for faculty, having a formal system to recognize and highlight teaching innovation and excellence, and rewards for quality teaching. There are many faculty who qualify based on excellent pedagogy. Below is a sampling of the awards and development funding for faculty teaching.

One of the rewards for excellence in teaching is the Stewart Professor reward. This is given to any full-time faculty who has shown an extraordinary dedication to teaching. In addition, the University offers an "Excellence and Innovation in Undergraduate Teaching and Advising Awards." Following the award structure, the College nominates two faculty members and one advisor. The College nominees each receive \$2,000 from the College, and if she or he wins the University award, \$4,000 for teaching and \$2,000 for academic advising.

FAU's Center for Online and Continuing Education also offers weekly Professional Development webinars and incentives to promote teaching effectiveness online. One of those incentives is for faculty to develop courses that are Quality Matters certified (\$1,000 stipend). Faculty can also receive incentives for updating their online courses every three years (\$1,500 stipend) and for designing an online course never previously delivered in a distance format (\$4,500-\$6,000 stipend). Faculty are also given stipends for taking a Teaching Online Orientation (\$100) and getting e-Certified (\$500).

In addition, FAU is offering micro credentials in teaching through the College and University Educators (ACUE), which, if all completed will allow faculty to earn Certificate in Effective College Instruction (\$1,000).

Beyond the instructional rewards mentioned above, another example of pedagogical recognition is the Dean's Distinguished Teaching Fellowship, which is comparable to the other Fellowships awarded for research and service. The appointment is made by the Dean based on their teaching record with respect to quality and impact. The Awardee receives a stipend of up to \$6,000 and is given for a term of two years.

Full-time faculty in the College of Business are productive at teaching. Those with significant research assignments (mostly tenure-track faculty) typically teach four sections per academic year. Faculty who are primarily assigned to teaching (Instructors) usually teach seven to eight sections per academic year. In addition to the teaching assignments, the College of Business has also leveraged large scale lecture capture video streaming courses combined with other technologies to enhance productivity in the production of efficient student credit hours.

Thought Leadership – Scholarship and Service to our Disciplines

Throughout the last decade, the College has methodically built a system and structure that has enriched our scholarly impact, in terms of both quality and quantity.

The College has developed a plan to improve our research profile. Four key strategies were adopted that enhanced our intellectual output: 1) tenure/tenure-track faculty were expected to provide more intellectual contributions of higher quality. 2) high quality research was rewarded through substantial research awards (summer research grants) and was praised. 3) the overall research quality of new hires was substantially raised and reflected in expectation for promotion and tenure. 4) we started to hire more terminally qualified non-tenure track faculty with the expectations many would produce research (peer-reviewed journal articles). These factors have greatly enhanced the research profile and expectations of our college.

The tables below illustrate the college's enhanced cumulative research trajectory. We use two journal ranking systems (one based on quality, another based on quantity) to measure our research output. The first is a weighted scoring of all journal articles produced by our faculty authors with points awarded by the ranking within the Academic Journal Guide (AJG, formerly ABS) of the Chartered Association of Business Schools (in the U.K.). Publications in journals not included get zero points, ABS 1 articles get 1, ABS 2 get 2, etc. and ABS 4* publications earn 4.5 points in our metric. Using this model, the overall quality of our publications has increased nearly every year. The second table shows the number of articles produced, by category, year-over-year, showing that the quantity also has generally increased, with the noted exception of 2021, which was likely due to the shock of the initial wave of the COVID-19 pandemic and its impact on the academic publishing process.

**Research Quality by Weighted Scoring of ABS/AJG Publications
(2012-2016) and (2017-2021)**

	(non-ABS) 0.5	ABS 1 1	ABS 2 2	ABS 3 3	ABS 4 4	ABS 4.5 4.5	Total Points	"quality" mean score	Total "N" that are 3,4,4*
2012	32.5	16	30	87	16	22.5	204	1.52	38
2013	27	14	32	72	32	4.5	181.5	1.55	33
2014	27.5	22	46	93	40	9	237.5	1.66	43
2015	20	14	42	75	32	36	219	1.89	41
2016	20	11	52	90	56	4.5	233.5	1.91	45
2017	25	27	56	189	88	22.5	407.5	2.09	90
2018	27.5	19	80	192	96	4.5	419	2.06	89
2019	21.5	20	102	210	80	31.5	465	2.20	97
2020	27	17	72	225	132	54	527	2.32	120
2021	20	22	56	156	144	45	443	2.36	98

**Number of FAU Authors by ABS/AJG Journal Category – Chronological View
(2012-2016) and (2017-2021)**

	(non-ABS)	ABS 1	ABS 2	ABS 3	ABS 4	ABS 4*	Total Articles
2012	65	16	15	29	4	5	134
2013	54	14	16	24	8	1	117
2014	55	22	23	31	10	2	143
2015	40	14	21	25	8	8	116
2016	40	11	26	30	14	1	122
Total	254	77	101	139	44	17	632
2017	50	27	28	63	22	5	195
2018	55	19	40	64	24	1	203
2019	43	20	51	70	20	7	211
2020	54	17	36	75	33	12	227
2021	40	22	28	52	36	10	188
Total	242	105	183	324	135	35	1024

VII. Budget

A. Use Appendix A – Table 3A or 3B to provide projected costs and associated funding sources for Year 1 and Year 5 of program operation. In narrative form, describe all projected costs and funding sources for the proposed program(s). Data for Year 1 and Year 5 should reflect snapshots in time rather than cumulative costs.

The proposed program is entirely based on existing courses; no new courses will need to be introduced to implement the program. The proposed program is a restructuring of courses without the requisite number of courses in a specific discipline needed to obtain a degree with a major. No E&G funds will need to be shifted to start the program because the required and elective courses necessary to complete the degree are already being offered in support of the programs for majors.

Among the required courses (i.e., the pre-professional and business core courses) offered by the College of Business, all but one is offered by Lecture-Capture Video Screening (LCVS) delivery that affords elastic course enrollment caps. Course options under two thematic groups are also offered by LCVS delivery mode. Elasticity of the LCVS enrollment caps provides a mechanism for sustaining growth in student demand without requiring significant reinvestment of E&G funds. Online delivery provides similar efficiencies.

Those courses not offered through LCVS or online, may currently be offered in classrooms with room capacities of 40 or less. Depending upon the popularity and demand for these options over time, we anticipate that some may need to be offered in rooms with greater capacities (e.g., 120 or more). Once a section enrollment reaches 120, the course load count for the faculty increases from one section to two sections. At the five-year benchmark, with a reasonably substantive number of students in the proposed program, the flexibility provided in course selection to students will need to be match by agility in managing the size and number of course sections offered. Managed effectively, the offered section could result in modifications of the faculty course preps, increased reliance on full-time instructors and adjunct faculty.

B. Use Appendix A – Table 4 to show how existing Education & General (E&G) funds will be reallocated to support the proposed program in Year 1. Describe each funding source identified in Appendix A – Table 4, and provide a justification below for the reallocation of resources. Describe the impact the reallocation of financial resources will have on existing programs, including any possible financial impact of a shift in faculty effort, reallocation of instructional resources, greater use of adjunct faculty and teaching assistants, and explain what steps will be taken to mitigate such impacts.

While the proposed program enrollments could theoretically reduce the number of students in other business majors, our expectation is that it may have the greatest impact on the management major. The management major is currently one of the largest in the college. It is also one of the majors that is supported by a large number of full-time and part-time instructors.

Under the scenario that the number of management majors decreases as a result of the proposed program, the number of faculty in the Department of Management Programs may not be affected, however the composition of the full-time instructors and adjuncts may be. One of the "Thematic Groups" from which students must choose a course is "Management, Operations, and Leadership" which includes courses currently offered by the department for management majors. Thus, the demand for management course would be sustained to some extent. At the same time, another "Thematic Group" is "International Business" which also includes courses offered by the Management Department. International Business is an area the college seeks to grow. An increase in General Business students would raise enrollments in the International Business "Thematic Group." The increased enrollments in courses related to Global Business themes would enhance the colleges profile in these areas.

C. If the institution intends to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition, as described in Board of Governors Regulation 8.002, provide a rationale and a timeline for seeking Board of Governors' approval.

Not applicable to this program because the program will not operate through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition

D. Provide the expected resident and non-resident tuition rate for the proposed program for both resident and non-resident students. The tuition rates should be reported on a per credit hour basis, unless the institution has received approval for a different tuition structure. If the proposed program will operate as a continuing education program per Board of Governors Regulation 8.002, please describe how the tuition amount was calculated and how it is reflected in Appendix A – Table 3B.

Tuition: \$105.07/credit (FL resident) and \$105.07/credit (Non-resident)
Non-resident tuition fee: \$0 (FL resident) and \$493.86/credit (Non-resident)

E. Describe external resources, both financial and in-kind support, that are available to support the proposed program, and explain how this amount is reflected in Appendix A – Table 3A or 3B.

All the courses required to complete the proposed BA in General Business are already offered by the college. Therefore, no outside additional resources are needed or have been investigated. Scholarships available to undergraduate students can be found on the college website at <https://business.fau.edu/undergraduate/current-students/scholarships/>. There are different categories of scholarships listed which vary by eligibility requirements. The Scholarships available for the students enrolled in the proposed program would be under the categories of "General Scholarships" and "Business Ethics Scholars". Application deadlines and other pertinent information is provided under these categories on the website.

VIII. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5 below, including but not limited to the following:

- the total number of volumes and serials available in the discipline and related disciplines
- all major journals that are available to the university's students

The Library Director must sign the additional signatures page to indicate that they have review Sections VIII.A. and VIII.B.

Existing library resources are sufficient to meet the needs of the degree. This proposal has been reviewed and approved by the FAU Dean of Libraries. The search from the Library staff yielded 66,751 print volumes and 14,255 serials, as illustrated in the tables below. The following has been prepared by Ken Frankel and Dawn Froid, FAU Libraries, in February 2023.

Program Subjects	Library of Congress Subclass	Print Volumes
Economic theory	HB	5785
Economic history and conditions	HC	11246
Management Business Communication Organizational Behavior Business Operations AI in operations	HD	22612
Marketing Marketing Management Insurance	HF	15870
Finance Financial Management Healthcare Financial Management Financial Planning Data Analysis (Financial)	HG	8411
Accounting Financial Systems Public Service Organizations	HJ	2124
Business Law	K1000-1395	71
Technology and Data Applications	T56.8-60	632

14,255 Serials Includes these top journal titles
Journal of the Academy of Management
Academy of Management Review
Brookings papers on economic activity. Microeconomics
Journal of international business studies
Review of Accounting Studies
Journal of Service Management
International journal of production economics
Business and Society
Small business economics
Family Business Review : Journal of the Family Firm Institute
Journal of Business Ethics
European business review
Supply Chain Management: An International Journal
IMF Economic Review
Journal of Conflict Resolution
Journal of Policy Analysis and Management
British Journal of Management
Journal of Business Logistics
Organization: The Critical Journal of Organization, Theory and Society

Key Databases

ABI/INFORM Collection (Global, Archive, Dateline, Trade & Industry)
 ABI/INFORM Dateline
 ABI/INFORM Trade & Industry
 Aluminium Industry Abstracts
 Applied Science & Business Periodicals Retrospective: 1913-1983 Business (Gale OneFile)
 Business Education in Video
 Business Insights: Essentials
 Business Source Premier
 Checkpoint Edge
 Country Commerce
 DemographicsNow (Gale Business)
 Econlit
 Economics and Theory (Gale OneFile)
 Emerald eJournals Premier
 Entrepreneurship (Gale Business)
 Entrepreneurship (Gale OneFile)
 Global Road Warrior
 Health and Safety Science Abstracts
 Hoover's Company Profiles
 Hospitality, Tourism and Leisure Collection
 Humanities & Social Sciences Index Retrospective: 1907-1984 IBISWorld
 Insurance and Liability (Gale OneFile)
 International Historical Statistics
 Key Business Ratios Archive
 Key Business Ratios
 LegalTrac (Gale OneFile)
 Market Research and American Business, 1935-1965
 Materials Business File
 Mergent Archives

Mergent Online
 NBER Working Papers
 Nexis Uni
 OECD Library
 O'Reilly for Higher Education News
 Public Administration Abstracts
 Regional Business News
 Richard K. Miller & Associates (RKMA) Publications
 SMA: Sports Market Analytics (SBRnet)
 Social Science Premium Collection (ProQuest)
 SportBusiness Review
 Standard & Poor's (S&P) NetAdvantage
 Statistical Abstract of the United States
 Wall Street Journal
 Westlaw
 Worldwide Political Science Abstracts

B. Discuss any additional library resources that are needed to implement and/or sustain the program through Year 5. Describe how those costs are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

C. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

We do not anticipate the need for additional classroom, teaching laboratory, research laboratory, office or other types of spaces. The General Business curriculum is built from existing courses taught by FAU's College of Business. The existing courses utilize general use classrooms or are offered online. The general use classrooms are already assigned to the courses as these serve students in other majors. It is anticipated that the General Business program will increase in size while other undergraduate business programs may decrease for equilibrium.

D. Describe any additional specialized equipment or space that will be needed to implement and/or sustain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Appendix A – Table 3A or 3B. Costs for new construction should be provided in response to Section X.E. below.

Not applicable to this program because no new I&R costs are needed to implement or sustain the program 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. Appendix A – Table 3A or 3B includes only 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.

Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

F. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel, and explain how those projected costs of special resources are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

G. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5, and explain how those are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no fellowships, scholarships and/or graduate assistantships will be allocated to the proposed program through Year 5.

IX. Required Appendices

The appendices listed in tables 1 & 2 below are required for all proposed degree programs except where specifically noted. Institutions should check the appropriate box to indicate if a particular appendix is included to ensure all program-specific requirements are met. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 4 below.

Table 1. Required Appendices by Degree Level

Appendix	Appendix Title	Supplemental Instructions	Included? Yes/No	Required for Degree Program Level		
				Bachelors	Masters/ Specialist	Doctoral/ Professional
A	Tables 1-4			X	X	X
B	Consultant's Report and Institutional Response		No			X
C	Academic Learning Compacts	Include a copy of the approved or proposed Academic Learning Compacts for the program	Yes	X		
D	Letters of Support or MOU from Other Academic Units	Required only for programs offered in collaboration with multiple academic units within the institution	No	X	X	X
E	Faculty Curriculum Vitae		Yes	X	X	X
F	Common Prerequisite Request Form	This form should also be emailed directly to the BOG Director of Articulation prior to submitting the program proposal to the Board office for review.	Yes	X		
G	Request for Exemption to the 120 Credit Hour Requirement	Required only for baccalaureate degree programs seeking approval to exceed the 120 credit hour requirement	No	X		
H	Request for Limited Access Status	Required only for baccalaureate degree programs seeking approval for limited access status	No	X		

Table 2. Additional Appendices

Appendix	Appendix Title	Description
AA-1	Hanover Research Academic Program Assessment	Holistic market assessment
AA-2	Florida Job Outlook Details	Economic development & job outlook
AA-3	BA – General Business Learning Goals	AACSB accreditation student outcome assessment



Division of Academic Affairs
New Degree Program Approval
Routing and Signature Form

Proposed Program Title: BA in General Business CIP: 52.0101

Degree Level: Undergraduate

Department: An Across-Department Program (Administered from the Dean's Office)

College: Business Chair/Director's signature Date 3/1/2023

Dean's signature Date

Academic Affairs:

Senior Associate Provost for Academic Affairs signature Date

Team for Assurance of Student Learning (TASL):

Director of Assessment signature Date

Undergraduate Studies: Dean's signature (For Undergraduate Degree) Date 03/01/2023

Graduate College:

Dean's signature (For Graduate Degree) Date

UUPC or UGPC [circle one]: Chair's signature Date 03/01/2023

Chair's signature Date

UFS - Academic Planning and Budget:

Chair's signature Date

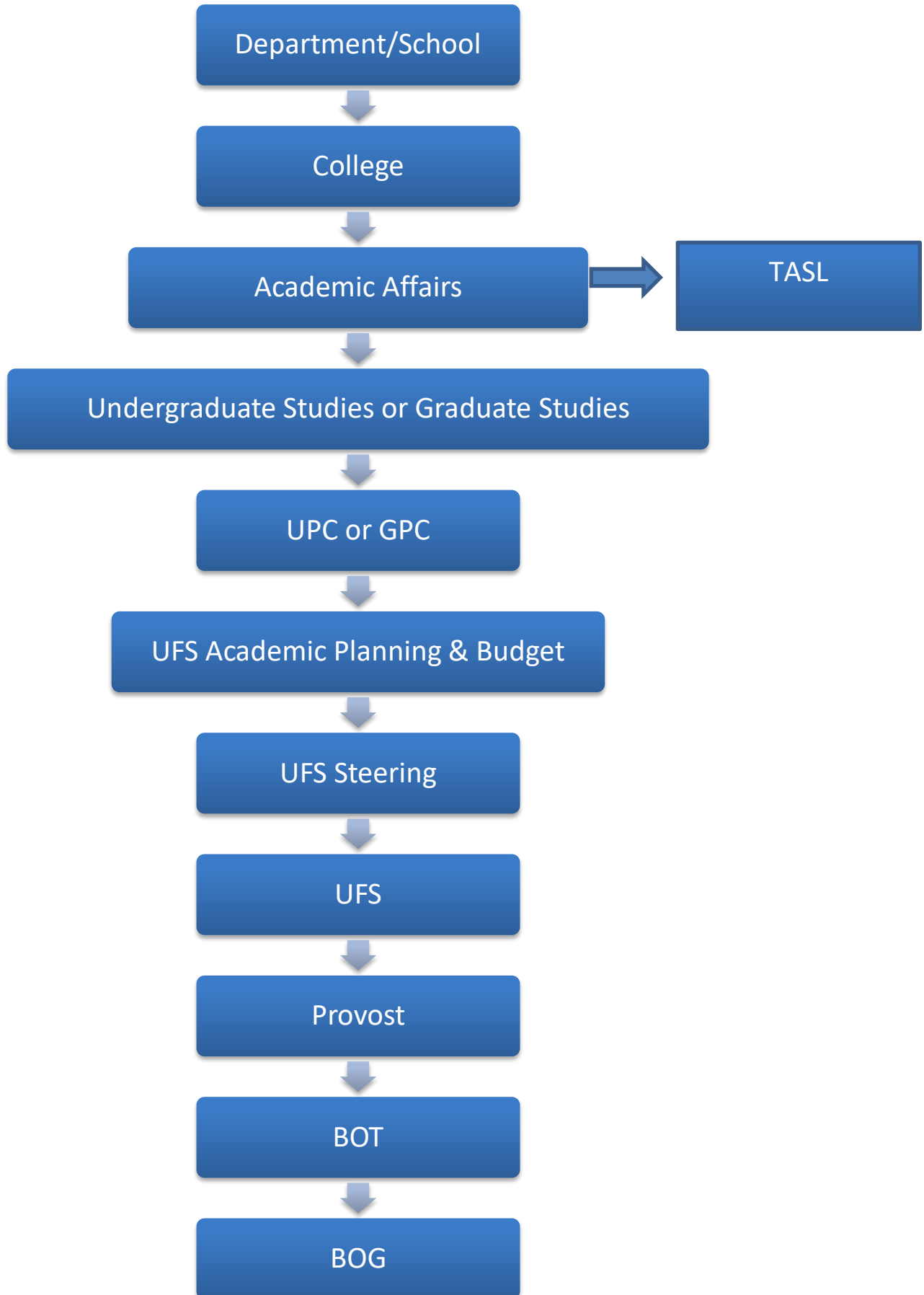
University Faculty Senate:

UFS President's signature Date

Provost: Provost's signature Date 3/1/23

Provost's signature Date

New Degree Programs Routing Chart



APPENDIX A
TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)

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**	90	60	60	40	30	20	15	10	5	3
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	20	15	50	40	80	64	100	80	150	105
Florida College System transfers to the upper level***	20	14	60	42	80	56	110	77	148	95
Transfers to the upper level from other Florida colleges and universities***	10	6	30	21	30	21	30	21	30	18
Transfers from out of state colleges and universities***	15	8	15	8	15	8	15	9	15	8
Other (Explain)*** Students classified as Pre-business with 60+ credits earned. As the General Business program matures, FTIC students will matriculate into the General Business Major more expeditiously and are accounted for in	20	15	10	7	5	3	4	2	0	0
Totals	175	118	225	158	240	172	274	199	348	229

* 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 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

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
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0

* 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	Richard Gendler Accounting/Business Law	Instructor	MYA	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.10	0.08
A	Karen Dye Operations Management	Instructor	MYA	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.10	0.08
A	Joanne Chive Business Communications	Instructor	MYA	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.20	0.15
A	Joseph Patton International Business	Instructor	MYA	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.10	0.08
A	Ting Levy Economics	Instructor	MYA	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.10	0.08
A	Soyoung Park Hospitality Management	Asst Prof.	Earning	Fall 2023	9	0.75	0.03	0.02	9	0.75	0.05	0.04
A	Tamara Mangelberg Marketing	Assoc Prof.	Tenure	Fall 2023	9	0.75	0.03	0.02	9	0.75	0.05	0.04
A	Steven Smith Management	Instructor	MYA	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.10	0.08
A	Zsusza Pustztai Information Systems	Instructor	MYA	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.05	0.04
A	David Herst Management	Instructor	MYA	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.20	0.15
A	Huang, Chiang-Shang Information Systems	Professor	Tenure	Fall 2023	9	0.75	0.03	0.02	9	0.75	0.05	0.04
A	Jarvis, Cheryl Marketing	Professor	Tenure	Fall 2023	9	0.75	0.03	0.02	9	0.75	0.05	0.04
A	Nielsen, Sarah Business Communications	Instructor	MYA	Fall 2023	9	0.75	0.05	0.04	9	0.75	0.20	0.15
A	Luther, William Economicis	Assoc Prof.	Tenure	Fall 2023	9	0.75	0.03	0.02	9	0.75	0.05	0.04
A	Ward, J. B. Hospitality Management	Instructor	MYA	Fall 2023	9	0.75	0.03	0.02	9	0.75	0.10	0.08

APPENDIX A

Table 2

Anticipated Faculty Participation

A	Gianetti, Antoine Finance	Assoc Prof.	Tenure	Fall 2023	9	0.75	0.03	0.02	9	0.75	0.05	0.04
Total Person-Years (PY)								0.47				1.16

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	0.47	1.16
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
Overall Totals for			0.47	1.16

APPENDIX A
TABLE 3
PROJECTED COSTS AND FUNDING SOURCES

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	68,363	0	0	0	0	0	0	\$68,363	193,137	0	0	0	0	0	\$193,137
A & P Salaries and Benefits	68,550	0	0	0	0	0	0	\$68,550	137,100	0	0	0	0	0	\$137,100
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	0	0	0	0	0	0	\$0
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
Total Costs	\$136,913	\$0	\$0	\$0	\$0	\$0	\$0	\$136,913	\$330,237	\$0	\$0	\$0	\$0	\$0	\$330,237

*Identify reallocation sources in Table 3.

**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)	0.47	1.16
A & P (FTE)	1	2
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$136,913	\$330,237
Annual Student FTE	118	229
E&G Cost per FTE	\$1,160	\$1,442

APPENDIX A
TABLE 3
PROJECTED COSTS AND FUNDING SOURCES

Table 2 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 3 – 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
N/A	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
Totals	\$0	\$0	\$0

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



ACADEMIC PROGRAM ASSESSMENT

Bachelor of Science In General
Business

Prepared for Florida Atlantic
University

June 2022

In the following report, Hanover assesses demand for bachelor's degree programs in general business, specifically highlighting demand trends within Florida and the Southeast. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



TABLE OF CONTENTS

- 3** / Executive Summary
- 5** / Student Demand Analysis
- 7** / Labor Market Analysis
- 9** / Competitor Analysis
- 11** / Program Benchmarking

EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Florida Atlantic University (FAU):



CREATE A BACHELOR OF SCIENCE IN GENERAL BUSINESS, ENSURING THAT THE PROGRAM IS DIFFERENTIATED FROM COMPETITORS

Our analysis of student demand, labor demand, and other elements in the competitive market supports FAU's creation of a new BS in General Business degree if FAU is able to differentiate itself in this crowded field. The business education offerings are large and mature, and new entrants into the market are obliged to differentiate themselves. In order to maximize enrollments, FAU should offer this degree in a hybrid format initially, and build out to in-person and entirely online instruction as resources and demand allow. In addition to offering different modalities, FAU can distinguish itself by offering features that will allow students with a general business degree to pursue and attain more desirable specializations in business. These include minors in business law and accounting, and cocurricular programming and internships.



MARKET THE PROGRAM TO NONTRADITIONAL AND TRANSFER STUDENTS AS WELL AS CURRENT FAU STUDENTS INTERESTED IN COMPLETION

FAU should focus its external program marketing towards students interested in online, nontraditional degrees and transfer students from community colleges or other programs. FAU conceptualizes the General Business program as a destination for students who have not found success in other FAU Business programs. Hanover recommends that FAU augment these internal completions with nontraditional and transfer students who are new to FAU. The associate's degree market in South Florida is a rich source of additional enrollments, as shown by the fact that a third of FAU business students are community college transfers. Palm Beach State College, a community college close to FAU, offers several business programs in a range of fields. FAU should consider establishing partnerships with Palm Beach State University and other community colleges in order to maximize degree completions in a tight job market.



PURSUE AACSB ACCREDITATION

FAU should pursue accreditation from the [Association to Advance Collegiate Schools of Business \(AACSB\)](#) in order to help the new program draw applicants. Because AACSB has stringent [accreditation procedures](#) and good name recognition, accreditation is a draw for enrollment. While FAU's business school is already AACSB [accredited](#), FAU should ensure that the new program complies with AACSB requirements.

EXECUTIVE SUMMARY

KEY FINDINGS

Projected labor growth for business-related fields is slightly higher than average on all geographic levels.

Regional projected growth for relevant business-related fields is higher than average on state, regional, and national levels. Growth is especially high on the state level, with a 14.9 percent overall growth rate in the state of Florida.

Business is an established field, characterized by higher than average volume but below average growth.

Degree completions growth for bachelor's degrees in general business is slightly lower than average at all geographic levels. Business is a victim of its own success: as a large and stable field, growth opportunities are not infinite. Despite the maturity of the field, the number of degree conferrals is on the rise at the regional and national levels. Associate degree conferrals in business have increased by almost 1 percent, when associate degree conferrals for all fields decreased by 0.4 percent over the same period.

Many benchmarked general business programs market themselves to associate's degree holders and community colleges.

The transfer process usually requires some prerequisite coursework, but is conducted through advisors on a person-by-person basis. Prerequisite requirements are often adjusted for transfer students, especially those who have associate's degrees.

Benchmarked programs require a combination of general education, major, and elective courses, usually available online.

Most general business programs require students to complete a total of 120 credits, with major requirements ranging from 30-60 credits. Students usually complete their general education requirements before junior year, when they shift to major courses. Six of the eight benchmarked institutions offer instruction online.

REGIONAL BENCHMARK ANALYSIS

Comparison of general business completions and relevant labor market to all completions and all occupations in the region



FAST FACTS



0.9%

Growth rate for associate's degrees in general business in South Florida, 2016-2020



701

Number of AACSB accredited undergraduate business programs that are available online, 2020



\$8,212

Average annual tuition at benchmarked programs



STUDENT DEMAND ANALYSIS- ASSOCIATE DEGREE

SOUTH FLORIDA ASSOCIATE DEGREE COMPLETIONS

South Florida distribution of degree completions from 2016 to 2020



TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2020)

	State	Regional	National
Business/Commerce, General.	11	3,282	17,117
Business Administration and Management, General.	224	8,002	56,642
Total Completions, Observed Fields	235	11,284	73,759
Growth Rate, Observed Fields	0.9%	-0.9%	0.8%
Growth Rate, All Fields	-0.4%	-0.2%	0.1%

Source: [IPEDS](#). "South Florida" includes the counties: Martin, Glades, Palm Beach, Hendry, Collier, Broward, Monroe, Miami-Dade

ANALYSIS

Completions growth for associate's degrees in general business is higher than average in South Florida.

In South Florida, student demand for associate's degrees in general business grew at an average annualized rate of 0.9 percent between 2016 and 2020, compared to an average rate of -0.4 percent across all disciplines.

This growth is also reflected on the national level. Nearly a fifth ([16.8 percent](#)) of all business degrees completed in the United States in 2021 were associate's degrees. These associate's degree students may create more demand for bachelor's degrees in general business. A study by the National Student Clearinghouse Research Center shows more than 60 percent of students who earned an associate degree when they were 20 years old or younger went on to earn a bachelor's within six years. ([Inside Higher Ed](#)).

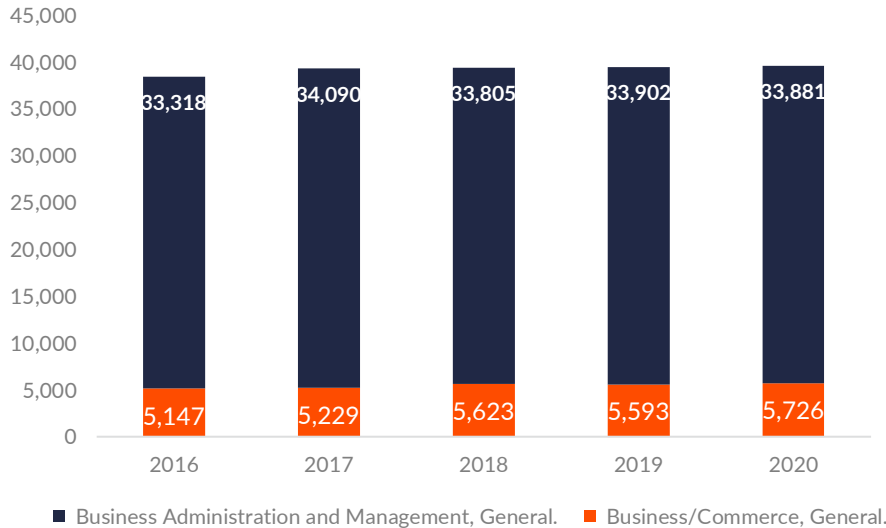
Students from other associate's degree programs may also be interested in a bachelor's degree in general business.

Students graduating from other business-related programs may pursue a bachelor's degree in business, rather than focusing on their associate's degree specialization. Small Business Administration/Management, Business Statistics, Marketing, and International Business are all areas that have reported completions in the South Florida area. Focusing on all business students, rather than just those interested in general business, could increase enrollment, especially if this outreach stresses FAU's AACSB accreditation.

STUDENT DEMAND ANALYSIS- BACHELOR DEGREE

DEGREE COMPLETIONS IN THE SOUTHEAST

Regional distribution of degree completions from 2016 to 2020 in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.



TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2020)

	State	Regional	National
Business/Commerce, General.	1,082	5,726	24,866
Business Administration and Management, General.	5,456	33,881	144,185
Total Completions, Observed Fields	6,538	39,607	169,051
Growth Rate, Observed Fields	-0.6%	0.7%	0.4%
Growth Rate, All Fields	2.1%	1.6%	1.5%

Source: [IPEDS](#)

ANALYSIS

Completions rates for business remain generally stable, as would be expected of an established field like business.

Degree completions growth for bachelor's programs in general business is slightly lower than average on all geographic levels. Within South Florida, two counties have seen significant growth: Broward County has seen 84.6 percent growth in undergraduate general bachelor's degrees in business, while Miami-Dade county saw 12.5 percent growth (2020, [Data USA](#)).

Although degree completion growth rates for business bachelor's programs are increasing slower-than-average at all geographic levels, business represents 11 percent of all baccalaureate degrees awarded in South Florida. Because business is already a well-represented field, the less than average growth is not a cause for concern, It is a sign of the maturity and stability of the field,

For business students, online programs are gaining in popularity.

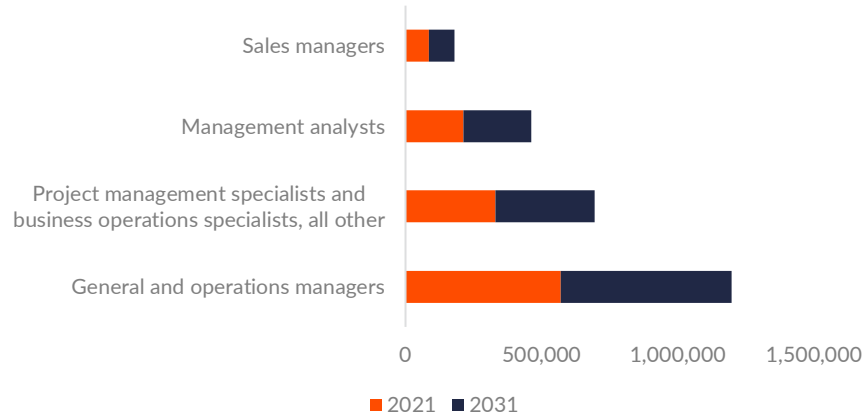
During the 2016-17 school year, 203 programs offered an online option for their undergraduate business degree. By 2021, 701 programs in the nation offered an entirely online option, with even more offering a hybrid option. While most students still prefer face-to-face learning (around 74 percent), online programs experienced huge enrollment growth in 2020-2021 academic year. This trend was made possible by recent technological innovations, and driven by the demands of the COVID pandemic. While this trend is weakening as the pandemic subsides, online programs still appeal to many current and prospective students. The online programs are expected to remain popular, especially for nontraditional students.

Note: Of the 31,569 BS/BA degree conferrals in South Florida in 2020, 3,492 were for Business /Commerce or Business Administration and Management.

LABOR MARKET ANALYSIS

REGIONAL CURRENT AND PROJECTED EMPLOYMENT

Regional general business-related positions as of 2021 and 2031 (projected)



TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	State	Regional	National
Estimated Employment (2021)	326,537	1,201,857	5,128,286
Projected Employment (2031)	379,383	1,335,621	5,518,575
Employment Growth, Observed Occupations	37,165	127,924	520,212
Total Annual Openings, Observed Occupations	16.2%	11.1%	7.6%
Employment Growth, All Occupations	12.6%	7.0%	4.3%

Source: JobsEQ

ANALYSIS

Projected labor growth for business-related fields is slightly higher than average on all geographic levels.

Regional projected growth for relevant business-related fields is higher than average on state, regional, and national levels. Growth is especially high on the state level, with a 14.9 percent overall growth rate in the state of Florida. Financial Managers, Accountants and Auditors, and Other Managers are other positions expected to see both high growth and a large number of available positions for graduates of general business programs ([DataUSA](#)). Some of these positions, notably Accountant and Auditor, require additional education, which FAU provides.

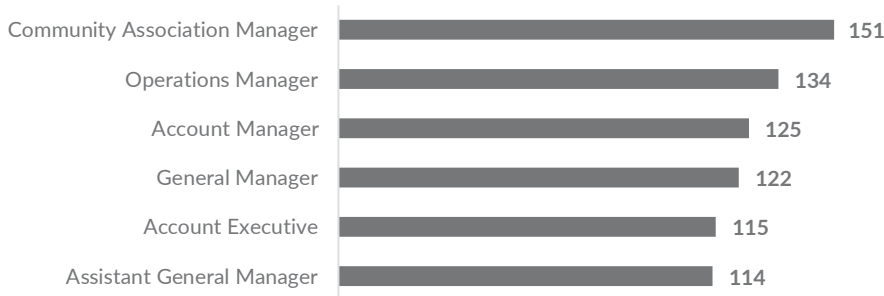
Employment growth is expected to stay high, despite the large and increasing number of business graduates in the labor market.

The number of business graduates in the workforce grew a rate of 2.51%, from 11.2M in 2018 to 11.5M in 2019. ([DataUSA](#)). The largest single share of business graduates go on to work as accountants & auditors (9.2%). Across the board, business-related occupations make up a significant number of top-growing occupations in the nation. In 2018, eight of the 10 top majors in demand by employers at the bachelor's degree level fell in the business category ([NACE](#)). Motivated students can differentiate themselves from the competition with a relevant minor, extracurricular or internship experience, or strong skills and certifications.

REAL-TIME JOB POSTINGS INTELLIGENCE

TOP BUSINESS- RELATED JOB TITLES

State general business-related positions by job title.



TOP CREDENTIALS AND SKILLS

Top Skills

- Sales
- Finance
- Presentation
- Marketing
- Customer Relationship Management (CRM)
- Personal Computers (PC)
- Structured Query Language (SQL)
- Spanish
- Salesforce
- Change Management

Top Certifications

- Certified Public Accountant (CPA)
- Project Management Professional (PMP)
- Associate Service Executive (ASE)
- Professional in Human Resources (PHR)
- Secret Clearance
- Certified Internal Auditor (CIA)
- Senior Professional in Human Resources (SPHR)

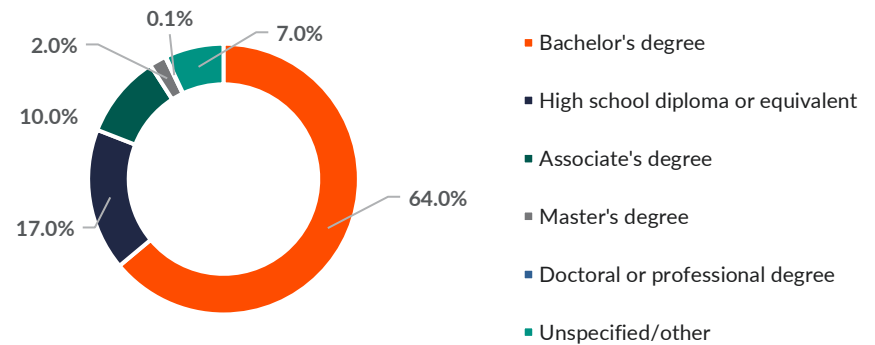
Note: For this analysis, Hanover retrieved job postings data for general business- related positions in Florida from [JobsEQ](#), a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 12-month period as of May 2022.

ANALYSIS

The bulk of Florida-based employers seek business professionals with a bachelor's degree and sales, finance, and presentation skills.

Sixty-four percent of business-related real-time state job postings require a bachelor's degree. Most of these positions do not require a specific facet of business as a major, accepting a general business degree and evaluating other elements like experience, certifications, and skills.

EDUCATION REQUIREMENTS



TOP STATE EMPLOYERS

- Adventist Health System
- Advance Auto Parts
- Humana
- FirstService Residential
- KPMG
- Castle Group
- FedEx
- State of Florida
- Bank of America

COMPETITOR ANALYSIS

ANALYSIS

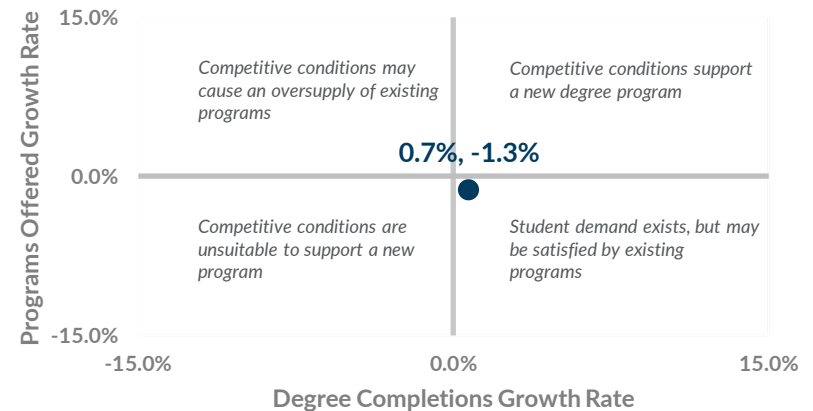
Competitive conditions indicate a mixed market for a new general business degree.

Between 2016 and 2020, Southeastern institutions have awarded .7 percent more bachelor's of business degrees on an annual basis. For the same time period and in the same region, the number of institutions offering relevant programs has decreased by 1.3 percent. An initial assessment of market saturation might indicate that student demand may be satisfied by existing programs in the region. However, considering the slightly more favorable rates at the state level and the large number of associate's degree completions in South Florida, FAU has an opportunity to create a successful program, if it utilizes its resources and knowledge of the market.

In order to better understand the competitive market, Hanover benchmarked a selection of general business bachelor's degree programs from the state and Southeast region (with the addition of Kent State, which was identified as a key competitor by FAU).

REGIONAL MARKET SATURATION

Within the Southeast, do competitive conditions support an additional general business program?



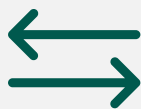
BENCHMARKED COMPETITOR PROGRAMS

Institution	2020 Degree Completions	Completions Growth Rate	State
University of West Florida	39	11.8%	FL
Kent State University	285	-0.8%	OH
University of Central Florida	527	28.1%	FL
University of South Florida	271	6.0%	FL
University of Texas San Antonio	7	-34.9%	TX
Strayer University - Florida	152	4.2%	FL
Louisiana State University	81	12.3%	LA
University of Florida- Online	153	2.8%	FL



PROGRAM TRENDS

TRANSFER AND ASSOCIATES' STUDENTS



Many benchmarked general business programs market themselves to or allow transfer students from associate's degree programs and community colleges. The transfer process usually accepts some but not all previously completed coursework and some course prerequisites but is conducted through advisors on a person-by-person basis. The number of transfer credits accepted appears to be determined on a case-by-case basis.

CREDIT REQUIREMENTS

120

Most general business programs require students to complete a total of 120 credits, with major requirements ranging from 30-60 credits. The University of Central Florida requires slightly more credits, at 128, for degree completion.

PROGRAM FOCUS



Benchmarked general business programs focus on a range of elements of business. UTSA's BBA Management degree is an example of this, focusing on management but preparing students for a variety of business fields and occupations.

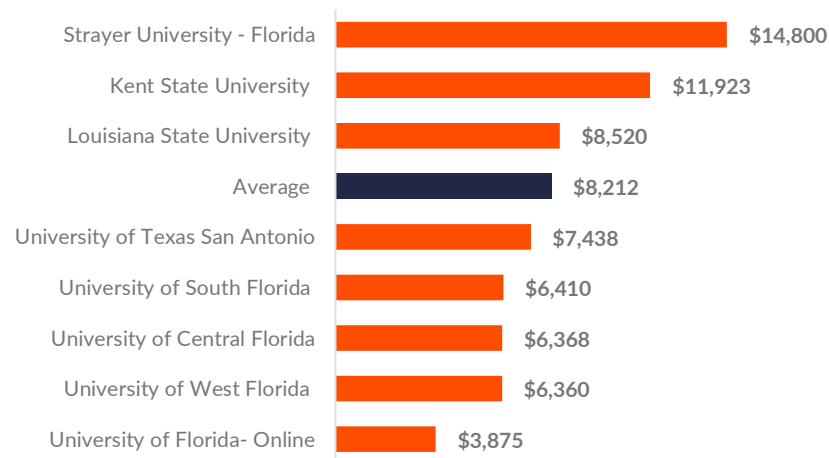
ACCREDITATION



Five out of eight benchmarked programs list [Association to Advance Collegiate Schools of Business \(AACSB\)](#) accreditation on their homepage as part of their marketing efforts. This accreditation can lend more credibility to a program and help students interested in pursuing graduate school.

ANNUAL TUITION

Average resident annual tuition at benchmarked programs is \$8,212. Tuition at or below this rate will be competitive.



DELIVERY FORMAT



6 of 8 benchmarked programs offer fully-online formats



5 of 8 benchmarked programs offer an on-campus format

CURRICULUM TRENDS

TYPICAL MAJOR COURSEWORK

Benchmarked programs require a combination of general education, major, and elective courses.

Major Courses



MAJOR REQUIREMENTS

Writing for Business: Theory and Practice
 Consumer Behavior
 Business Finance
 Dynamics of Leadership
 Principles of Management
 Managing Human Resources
 Business Statistics
 Strategic Management
 Computing in the Business Environment
 Marketing Fundamentals



Electives



MAJOR ELECTIVES

Operations Management
 Management Strategy
 Financial Accounting
 Writing and Speaking in Business



PREREQUISITE COURSES

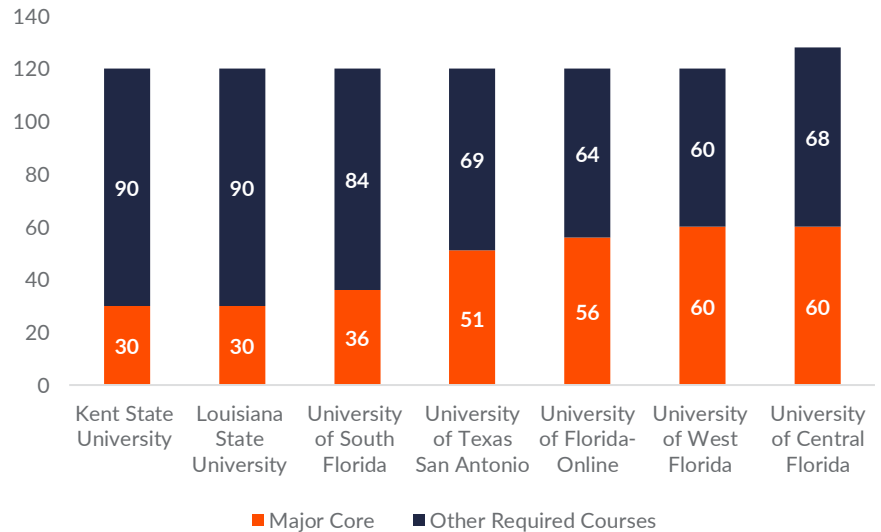
Communication for Business
 Quantitative Business Tools
 Elements of Statistics
 Principles of Managerial Accounting

PREREQUISITES

Benchmarked programs often require prerequisites to be completed before the major or graduation, depending on the program.

Five out of eight programs list required program prerequisites. No programs offered in an entirely online-format publicly list prerequisites. Institutions in Florida often refer to these courses as “common prerequisites”. The State of Florida mandates and monitors prerequisites through the [Common Prerequisites Manual](#). Several programs require students to complete these prerequisites before entrance into the business major, while some programs (especially those directed toward transfer students) require them to be completed before graduation.

CORE VERSUS ELECTIVE COURSES



Note: Strayer University does not use a traditional credit system

PROGRAM BENCHMARKING

Benchmarked programs are offered by institutions located in Florida and in the Southeast region.

Institution	Location	Program	Modality	Credits	2020 Conferrals	Yearly Tuition	Prerequisites	Notable Features
University of West Florida	Pensacola, FL	General Business, BSBA	In-Person Online	<ul style="list-style-type: none"> 30 credits BSBA core 30 credits General Business specialization 3-12 lower division electives 21 hours common prerequisites 27+ credits general education <p>Total: 120 credits</p>	39	<p>Resident: \$6,360.00</p> <p>Nonresident: \$19,238.00</p>	<p>“Common prerequisites” must be completed prior to graduation, but not before program admission</p>	<ul style="list-style-type: none"> AACSB accredited Minor option In-person and online degree programs are separate
Kent State University	Kent, OH	BBA General Business	In-Person Online	<ul style="list-style-type: none"> 36-7 hours Kent Core 39 hours upper-division 16 hours general electives 30 hours major courses <p>Total 120 credits</p>	285	<p>Resident: \$11,923.00</p> <p>Nonresident: \$20,799.00</p>	<p>minimum 2.000 cumulative GPA, minimum C grade in basic communications and math courses in order to continue with the degree at beginning of junior year</p>	<ul style="list-style-type: none"> AACSB accredited Combined BBA/MBA program option Business-related student groups
University of Central Florida	Orlando, FL	Bachelors in Integrated Business	In-Person	<ul style="list-style-type: none"> 14 credits Business Common Program Prerequisites 15 credits Primary Business Core 39 hours General Education/Gordon Rule 60 hours Major Core <p>Total: 128 credits</p>	527	<p>Resident: \$6,368.40</p> <p>Nonresident: \$22,466.70*</p>	<p>Students enter as a pre-business major and must complete five requirements (general education, Gordon Rule requirements, business prerequisites, primary business core, and career development course) for admission to the major.</p>	<ul style="list-style-type: none"> Internship options AACSB accredited Interdisciplinary, multiple facets of business
University of South Florida	Tampa, FL	B.S. General Business Studies	In-Person Online Hybrid	<ul style="list-style-type: none"> 36 hours General Education 36 hours Business Required Courses 9 hours Major Electives 39 hours other/electives <p>Total: 120 credits</p>	271	<p>Resident: \$6,410.00</p> <p>Nonresident: \$17,234.00</p>	<p>Completions of state mandated common prerequisites, during associate’s degree for transfer students and before graduation for all students.</p>	<ul style="list-style-type: none"> Minor and certificate options Transfer-friendly

Source: Institutional Websites (see embedded hyperlinks) *Calculation from per-credit rate, estimating 30 credits per year



PROGRAM BENCHMARKING

Benchmarked programs are offered by institutions located in Florida and in the Southeast region.

Institution	Location	Program	Modality	Credits	2020 Conferrals	Yearly Tuition	Prerequisites	Notable Features
University of Texas San Antonio	San Antonio, TX	BBA Management	In-Person	<ul style="list-style-type: none"> 42 hours Core Curriculum 51 hours Business CBK 3 hours Gateway Course 24 hours electives <p>Total: 120 credits</p>	7	<p>Resident: \$7,438.00</p> <p>Nonresident: \$22,824.00*</p>	Gateway course (3 credit hours) acts as a weed-out course and prerequisite for the business major	<ul style="list-style-type: none"> Management degree is the closest to general business at UTSA Human Resources specialization option
Strayer University	Tampa, FL	Bachelor of Business Administration	Online	40 11-week courses, totaling 120 credits	152	\$14,800.00**	N/A	<ul style="list-style-type: none"> No- cost gen eds Multiple start dates per year Self-paced
Louisiana State University	Baton Rouge, LA	Bachelor of Science in General Business Administration	Online	<ul style="list-style-type: none"> 30 hours Business Core 24 hours GBA electives 66 hours additional business, general education, and other approved electives <p>Total 120 credits</p>	81	\$8,520.00*	N/A	<ul style="list-style-type: none"> AACSB accredited Transfer-credit friendly
University of Florida	Gainesville, FL	B.S. Business Administration	Online	<ul style="list-style-type: none"> 56 hours major requirements 64 hours general education/electives <p>Total 120 credits</p>	153	\$3,875.40*	N/A	<ul style="list-style-type: none"> Transfer-friendly AACSB accredited

Source: Institutional Websites (see embedded hyperlinks) *Calculation from per-credit rate, estimating 30 credits per year **Calculation from per-course rate, assuming 10 courses per year (40 courses/4 years)





CONTACT

Geoffrey Gresk, PhD

Content Director, Higher Education

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🌐 hanoverresearch.com



JOB TITLES

Administrative Services Managers

BLS.gov: Miami-FLL/WPB - 10th largest metro area for this job title

CAREERONESTOP.ORG.....1170 increase in 10yr in FL....20% Change (1170 annual job openings)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx>

Advertising, Promotions, and Marketing Managers

BLS.gov: Miami-FLL/WPB - 6th largest metro area for this job title

CAREERONESTOP.ORG.....140 increase in 10yr in FL.... (110 annual job openings)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx>

Financial Managers

[BLS.gov: currently 697,900 jobs](#)

CAREERONESTOP.ORG.....5420 increase in 10yr in FL....(2450 annual job openings)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx>

Human Resources Managers

BLS.gov: 7980 jobs in FL - 5th largest state for this job title

CAREERONESTOP.ORG.....1050 increase in 10yr in FL.... (570 annual job openings)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx>

Sales Managers

BLS.gov: currently 433800 jobs

CAREERONESTOP.ORG.....2510increase in 10yr in FL.... (1540 annual job openings)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx>

General and Operations Manager

CAREERONESTOP.ORG.....16260 increase in 10yr in FL.... (8740 annual job openings)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx>

Job outlook (2019-29) avg growth rate is 4%	median pay	
6% (faster than avg) 21,200 new jobs - USA 20% change (much faster avg)	92480 80540	Administrative services managers plan, direct, and coordinate a ?keyword=Administrative%20Services%20Managers&onetcode=11301100&location=Florida
6% (faster than avg) 18,800 new jobs - USA 15% change (much faster avg)	135900 78160	Advertising, promotions, and marketing managers plan program ?keyword=Advertising%20and%20Promotions%20Managers&onetcode=11201100&location=Miami,%20FL
15% (much faster than avg) 108,100 new jobs - USA 30% change (much faster avg)	129890 124410	Financial managers create financial reports, direct investment a ?keyword=Financial%20Managers,%20Branch%20or%20Department&onetcode=11303102&location=Mia
6% (faster than avg) 10,400 new jobs 20% change (much faster avg)	116720 96250	Human resources managers plan, coordinate, and direct the ad ?keyword=Human%20Resources%20Managers&onetcode=11312100&location=Miami,%20FL
4% (average) 15400 new jobs 18% change (much faster avg)	126640 108280	Sales managers direct organizations' sales teams. ?keyword=Sales%20Managers&onetcode=11202200&location=Florida
20% change (much faster avg)	90080	?keyword=General%20and%20Operations%20Managers&onetcode=11102100&location=West%20Palm%

activities, and develop plans for the long-term financial goals of their organization.

Administrative Services and Facilities Managers (listed together on BLS website)

Administrative Services Manager: Plan, direct, or coordinate one or more administrative services activities of an organization. Illustrative examples: *Records and Information Manager, Records Management*

Facilities Mgr: Plan, direct, or coordinate operations and functionalities of facilities. Illustrative examples: *Conference Center Manager, Director of University Housing*

[Administrative Services and Facilities Managers \(bls.gov\)](#) < ---- [click link](#)

[Occupation Profile for Administrative Services Managers | CareerOneStop](#)

[Occupation Profile for Facilities Managers | CareerOneStop](#)

Purchasing Managers (Code: 11-3061)

Plan, direct, or coordinate the activities of buyers, purchasing officers, and related personnel. Illustrative examples: *Contracting Manager, Procurement Manager, Purchasing*

[Purchasing Managers \(bls.gov\)](#) < ----- [click link](#)

[https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-pro](https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?occid=11-3061)

Compensation and Benefits Managers (Code: 11-3111)

Plan, direct, or coordinate compensation and benefits activities of an organization. Illustrative examples: *Compensation Director, Employee Benefits Director, Wage*

[Compensation and Benefits Managers \(bls.gov\)](#) < ---- [click link](#)

[https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-pro](https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?occid=11-3111)

Training and Development Managers (Code: 11-3131)

Plan, direct, or coordinate the training and development activities and staff of an organization. Illustrative examples: *E-Learning Manager, Employee Development Director, Learning*

[Training and Development Managers \(bls.gov\)](#) < ---- [click link](#)

[https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-pro](https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?occid=11-3131)

Miscellaneous Managers (Code: 11-9198)

Illustrative examples: *Clerk of Court, Social Science Manager, Utilities Manager, Day Spa Director, Nail Salon Manager, Travel Agency Manager*

All personal service managers not listed separately. Excludes "Financial Specialists, All Other; Entertainment and Recreation Managers, All Other"

[Personal Service Managers, All Other; Entertainment and Recreation Managers, All Other](#)
Could not find on Careeronestop.org

Social and Community Service Managers (Code: 11-9151)

Plan, direct, or coordinate the activities of a social service program or community organization. Illustrative examples: *Child Welfare Director, Family Service Center Director, Youth*

[Social and Community Service Managers \(bls.gov\)](#) < ---- [click link](#)

[https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-pro](https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?occid=11-9151)

Agents and Business Managers of Artists, Performers, and Athletes (Code: 13-1101)

Represent and promote artists, performers, and athletes in dealings with current and prospective clients.
Illustrative examples: *Band Manager*, *Literary Agent*, *Theatrical Agent*

[Agents and Business Managers of Artists, Performers, and Athletes \(bls.gov\)](#) < ---- [click link](#)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?occ=13-1101>

Compliance Officers (Code: 13-1041)

Examine, evaluate, and investigate eligibility for or conformity with laws and regulations.
Illustrative examples: *Driver's License Examiner*, *Environmental Compliance Inspector*

[Compliance Officers \(bls.gov\)](#) < ---- [click link](#)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?occ=13-1041>

Training and Development Specialists (Code: 13-1151)

Design or conduct work-related training and development programs to improve employee performance.
Illustrative examples: *Computer Software Training Specialist*, *Computer Training Specialist*

[Training and Development Specialists \(bls.gov\)](#) < ---- [click link](#)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?occ=13-1151>

Compensation, Benefits, and Job Analysis Specialists (Code: 13-1141)

Conduct programs of compensation and benefits and job analysis for employer.
Illustrative examples: *Employee Benefits Specialist*, *Job Analyst*, *Retirement Planning Specialist*

[Compensation, Benefits, and Job Analysis Specialists \(bls.gov\)](#) < ---- [click link](#)

[Occupation Profile for Compensation, Benefits, and Job Analysis Specialists | CareerOneStop](#)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?occ=13-1141>

Customer Service Representatives (Code: 43-4051)

Interact with customers to provide basic or scripted information in response to requests.
Illustrative examples: *Customer Complaint Clerk*, *Passenger Relations Representative*

[Customer Service Representatives \(bls.gov\)](#) < ---- [click link](#)

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?occ=43-4051>

	median pay	2019 employment	2029 employment
Code: 11-3012 and 11-3013			
Administrative services of an organization, such as records and information management, mail distribution, and other			
<i>Director, University Registrar</i>			
ices and buildings. May include surrounding grounds or multiple facilities of an organization's campus. Excludes			
<i>ing, Stadium Manager</i>			
USA	\$ 98,890	325,900	347,000
Pay is Miami/WPB, employment #'s are FL	\$ 79,730	14,660	16,820
ted workers involved in purchasing materials, products, and services. Includes wholesale or retail trade men			
<i>Director</i>			
USA	\$ 125,940	76,900	78,900
Pay is Miami/WPB, employment #'s are FL	\$ 107,860	3,020	3,410
file.aspx?keyword=Purchasing%20Managers&onetcode=11306100&location=West%20Palm%20Beach,%20			
on. Job analysis and position description managers are included in "Human Resources Managers"			
<i>ge and Salary Administrator</i>			
USA	\$ 125,130	18,000	18,400
Pay is Miami/WPB, employment #'s are FL	\$ 97,730	830	910
file.aspx?keyword=Compensation%20and%20Benefits%20Managers&onetcode=11311100&location=West%20			
n organization.			
<i>labor Training Manager</i>			
USA	\$ 115,640	42,300	45,400
Pay is Miami/WPB, employment #'s are FL	\$ 106,910	1,440	1,660
file.aspx?keyword=Training%20and%20Development%20Managers&onetcode=11313100&location=Miami,%20			
<i>anager</i>			
ts" (13-2000). Daycare Managers are included in Education and Childcare Administrators, Preschool and Dayca			
s, Except Gambling; and Managers, All Other (bls.gov) < ---- click link			
y outreach organization. Oversee the program or organization's budget and policies regarding participant invo			
<i>outh Program Director</i>			
USA	\$ 69,600	175,500	205,400
Pay is Miami/WPB, employment #'s are FL	\$ 67,680	4,320	5,000
file.aspx?keyword=Social%20and%20Community%20Service%20Managers&onetcode=11915100&location=			

.011)

t or prospective employers. May handle contract negotiation and other business matters for clients.

USA	\$ 75,420	21,900	24,400
Pay is Miami/WPB, employment #'s are FL	\$ 69,450		

file.aspx?keyword=Agents%20and%20Business%20Managers%20of%20Artists,%20Performers,%20and%20A

ulations governing contract compliance of licenses and permits, and perform other compliance and enforce

Inspector , Equal Employment Opportunity Officer

USA	\$ 71,100	327,900	356,100
Pay is Miami/WPB, employment #'s are FL	\$ 71,950	20,570	22,780

file.aspx?keyword=Compliance%20Officers&onetcode=13104100&location=West%20Palm%20Beach,%20FL

individual skills or organizational performance. May analyze organizational training needs or evaluate training

g Specialist , Corporate Trainer , Insurance Employee Trainer

USA	\$ 62,700	327,900	356,100
Pay is Miami/WPB, employment #'s are FL	\$ 57,140	17,940	20,900

file.aspx?keyword=Training%20and%20Development%20Specialists&onetcode=13115100&location=West%

May specialize in specific areas, such as position classification and pension programs.

an Specialist

USA	\$ 67,190	94,400	101,800
Pay is Miami/WPB, employment #'s are FL	\$ 55,050	6,440	7,130

file.aspx?keyword=Compensation,%20Benefits,%20and%20Job%20Analysis%20Specialists&onetcode=13114

outine inquiries about products and services. May handle and resolve general complaints. Excludes individuals

ntative , Warranty Clerk

USA	\$ 35,830	3,018,800	2,959,800
Pay is Miami/WPB, employment #'s are FL	\$ 33,530	253,350	263,340

file.aspx?keyword=Customer%20Service%20Representatives&onetcode=43405100&location=West%20Palm

% Change	annual job openings	% in field w/ BA
er office support services.		
"Administrative Services Managers" (11-3012), "Property, Real Estate, and Community Association Managers" (11-9		
6%	26,300	42%
15%	1,530	
chandising managers and procurement managers.		
3%	5,600	63%
13%	310	
FL&onet=11306100		
2%	1,300	71%
10%	80	
%20Palm%20Beach,%20FL&onet=11311100		
7%	3,700	70%
15%	160	
%20FL&onet=11313100		
are (11-9031).		
lvement, program requirements, and benefits. Work may involve directing social workers, counselors, or probation c		
17%	17,100	61%
16%	470	
West%20Palm%20Beach,%20FL&onet=11915100		

11%	2,700	56%

Athletes&onetcode=13101100&location=West%20Palm%20Beach,%20FL&onet=13101100

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ent inspection and analysis activities not classified elsewhere. Excludes "Financial Examiners"" (13-2061), "Tax Exam

9%	33,700	65%
11%	2,120	
&onet=13104100		

--	--	--

effectiveness. Excludes "Career/Technical Education Teachers, Postsecondary" (25-1194) and "Other Teachers and I

9%	33,700	55%
16%	2,380	
20Palm%20Beach,%20FL&onet=13115100		

--	--	--

8%	9,000	53%
11%	710	

4100&location=West%20Palm%20Beach,%20FL&onet=13114100

--	--	--

whose duties are primarily installation, sales, repair, and technical support.

-2%	350,200	28%
4%	35,480	

7%20Beach,%20FL&onet=43405100

0141), "First-Line Supervisors of Building and Grounds Cleaning and Maintenance Workers" (37-1010), "Fir

iners and Collectors, and Revenue Agents" (13-2081), "Occupational Health and Safety Specialists" (19-50

instructors" (25-3000). Flight instructors are included with "Aircraft Pilots and Flight Engineers" (53-2010).

st-Line Supervisors of Mechanics and Repairers" (49-1011), and "Maintenance and Repair Workers, Gener

)11), "Occupational Health and Safety Technicians" (19-5012), "Transportation Security Screeners" (33-90

93), "Agricultural Inspectors" (45-2011), "Construction and Building Inspectors" (47-4011), and "Transpor

tation Inspectors" (53-6051

AOL / Assessment Learning Goals

Bachelor of Arts (B.A.) – General Business

Students who graduate from this program will demonstrate:

- Foundational knowledge depth in finance, management, marketing, and business law
- Effective skills in oral and written communication
- Understanding of the breadth of applied areas of business that are components of the program: financial systems and practice; technology and data applications; management, operations, and leadership; marketing and promotion; and international business

Academic Learning Compact
FAU College of Business
Bachelor of Arts – General Business

All B.A. students majoring in General Business are required to complete an interdisciplinary College of Business Core with grades of C or better in each of the following courses:

BUL 4421 – Business Law 1

FIN 3403 – Principles of Financial Management

GEB 3213 – Intro to Business Communications

MAN 3025 – Introduction to Management and Organizational Behavior

MAR 3023 – Marketing Management

Content Knowledge (declarative knowledge): Students will demonstrate knowledge of fundamental concepts in several areas of business, including:

- Finance – capital budgeting, cash flows, cost of capital, and valuation
- Management – managing structure and design, managing organizational culture and change, managing teams, human resource management, managing employee diversity, motivation, and leadership
- Marketing – segmentation and targeting customers, elements of the marketing mix

BUL 4421, FIN 3403, MAN 3025, and MAR 3023 students will be assessed via exams or course projects that cover content in these disciplines.

Content Knowledge (Written Communication, Oral Communication, Team/Collaborative Communication): Students will produce traditional business documents (e.g., memos, letters, reports) that are clear, well-written, and follow standard conventions in style, punctuation, grammar, spelling, sentence structure, paragraph formation, and appropriate word choice. Students will present business information through oral delivery while also utilizing technology and effective infographics to convey business information. These writing and oral presentation skills are developed through collaboration, in group writing and presenting assignments, fostering teamwork and collaboration.

Content Knowledge (Declarative Knowledge) and Critical Thinking (Analytical Skills): Students will demonstrate an understanding of business law and business ethics, managerial responsibilities within the law, and the legal and economic implications of noncompliance.

In BUL 4421, students will complete an examination in which they must demonstrate their knowledge and understanding of business law. Students will also complete an examination in which they demonstrate their knowledge and understanding of business ethics.

Joanne Chive

Florida Atlantic University
Business Communications
(561) 297-3924
Email: jchive@fau.edu

Education

EdD, University of Central Florida, 2007.

Major: Educational Leadership - Higher Education Track

Dissertation Title: Online Fundraising Trends Among Selected AACSB International Business Schools

MA, University of Central Florida, 2003.

Major: Liberal Studies: Business and Professional Writing Track

BA, Niagara University, 1999.

Major: English

Supporting Areas of Emphasis: Communications Studies

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Instructor, Business Communications Department, Florida Atlantic University, College of Business. (2015 - Present).

Adjunct Instructor, Freshman Composition 1 & 2, Valencia College - East Campus. (2013 - 2014).

Adjunct Instructor, Freshman Composition 1 & 2, Foundations and Leadership, Intermediate Foundations and Leadership, University of Central Florida. (2010 - 2013).

Adjunct Instructor, Freshman Composition 1, Valencia College - Oseloa Campus. (2009 - 2010).

Professional

Director of Communications, University of Central Florida. (1999 - 2013).

Licensures and Certifications

(20 hours) - Earned microcredential in Promoting Active Learning Online, Association of College and University Educators (ACUE). (2021).

eCertification Course, FAU, Center for e-Learning. (2016).

Writing Across the Curriculum Certification, FAU. (2015).

Professional Memberships

Member, American Marketing Association. (2015 - 2018).

Member, Council for Advancement and Support of Education (CASE). (2000 - 2013).

Member, Marketing and Communication Council of AACSB International. (2000 - 2013).

Development Activities Attended

Workshop, "Podcasts as a Medium for Online Learning," FAU. (June 2021).

Workshop, "Flex/Online Teaching Orientation [Training]: 4 hour workshop covering the basics of flex/hybrid teaching," FAU, Virtual. (2020).

Workshop, "Microsoft Teams Training," FAU. (July 2020).

Workshop, "Mediasite Desktop Recorder Training," FAU. (February 2020).

Workshop, "WebEx Training," FAU. (February 2020).

Conference Attendance, CASE - Council for Advancement & Support of Education. (February 2011).

TEACHING

Teaching Experience

Florida Atlantic University

GEB 3213, Intro Business Communication, 26 courses.

GEB 6215, Comm Strat for Business Profs, 8 courses.

GEB 6217, Comm Strategies for Bus Prof, 8 courses.

SERVICE

Department Service

Business Communications Program webmaster and Social Media Content Coordinator. (2017 - Present).

Business Communications Program - Writing Across the Curriculum (WAC) Assessment Rater. (May 2020).

COVID-19 Contact Plan - Wellness Calls. (March 2020).

University Service

Faculty Advisor, FAU Student Chapter of the American Marketing Association. (2016 - 2018).

Faculty Mentor, FAU Mentoring Project. (2015 - 2018).

Professional Service

Website Content Editor, UCF College of Business Administration. (2000 - 2013).

Editor of "In the Know" Monthly Newsletter, UCF College of Business Administration. (2010 - 2012).

Dr. Karen C. Dye
Florida Atlantic University
Information Technology and Operations Management
(561) 297-3446
Email: kchinand@fau.edu

Education

PhD, University of Pennsylvania - Wharton School, 1997.
Major: Operations and Information Management Department

MA, University of Pennsylvania - Wharton School, 1991.
Major: Decision Sciences

BA, Gustavus Adolphus College, 1989.
Major: Economics
Supporting Areas of Emphasis: Mathematics Minor

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

University Instructor, ITOM Department, Florida Atlantic University - College of Business. (2021 - Present).

Senior Instructor, ITOM Department, Florida Atlantic University - College of Business. (2015 - 2021).

Instructor, ITOM Department, Florida Atlantic University - College of Business. (2011 - 2015).

Visiting Assistant Professor, ITOM Department, Florida Atlantic University - College of Business. (August 2008 - July 2011).

Assistant Professor, ITOM Department, Florida Atlantic University - College of Business. (2003 - 2008).

Assistant Professor, University of Miami - School of Business Administration. (1997 - 2003).

Instructor, University of Miami - School of Business Administration. (1996 - 1997).

Instructor, University of Pennsylvania - Wharton School. (1993 - 1995).

Licensures and Certifications

Quality Matters Certification for MAN 6501 Operations Management. (May 2020).

Professional Memberships

Academy of Management.

Behavioral Dynamics in Operations Management Network.

Decision Sciences Institute.

Institute of Supply Chain Management.

Production and Operations Management Society.

Development Activities Attended

Workshop, "Center for eLearning and OIT Workshops," Florida Atlantic University, Boca Raton, FL. (January 2013 - Present).

Workshop, "Quality Matters Certification [Instructional project]: Partnership with an instructional designer to prepare a course for QM certification," FAU, Virtual. (2020).

Workshop, "Teaching and Learning Workshop," Academy of Management Annual Meeting. (2020).

Workshop, "Professional Development Workshops (2015, 2017-2020)," Academy of Management Annual Meetings. (2015 - 2020).

Workshop, "Center for eLearning, Course Redesign Grant," FAU, Boca Raton, FL. (2019).

Workshop, "University Master Teacher Workshop," FAU, Boca Raton, FL. (2019).

Workshop, "Teaching with Technologies Showcase (2011, 2014-2016, 2019)," Florida Atlantic University, Boca Raton, FL. (2011 - 2019).

Workshop, "College of Business Master Teacher Workshop (2011-2013, 2015-2016, 2018)." (2011 - 2018).

Workshop, "(2 hours) - CMS training (website management)," FAU - Communications Department in College of Business, Boca Raton, FL. (August 2018).

Workshop, "OURI Curriculum Grant Workshops and Retreats," Florida Atlantic University, Boca Raton, FL. (2016 - 2017).

Workshop, "(1 hour) - Incorporating Technology to Improve Teaching and Academic Integrity," Florida Atlantic University - Master Teacher Colloquium, Boca Raton, FL. (November 2016).

Workshop, "Mentoring Project Workshop." (August 2015 - December 2015).

Workshop, "Workshop for Pedagogical Research," Florida Atlantic University, Master Teacher Committee of the College of Business, Boca Raton, FL. (November 2015).

Continuing Education Program, "eLearning Designer/Facilitator Certificate Course (40 hours)," FAU - Center for E-Learning, Boca Raton, FL, USA. (January 2012 - May 2012).

Workshop, "Center for Teaching and Learning Seminars." (2010).

Awards and Honors

Excellence and Innovation in Undergraduate Teaching Award (4 awarded university-wide), Florida Atlantic University. (2020).

Faculty Summer Research Award (2014, 2015, 2016), Florida Atlantic University, College of Business. (2016).

Excellence and Innovation in Undergraduate Teaching Award (8 awarded university-wide), Florida Atlantic University. (2014).

OM Division Outstanding Service Award, Academy of Management. (2014).

Best Reviewer Award, Journal of Operations Management. (2012).

Exceptional Faculty Award, FAU MacArthur Campus College of Business. (2008).

Operations Management Division Best Reviewer Award, Academy of Management. (2008).

Dean's Summer Research Grant, Florida Atlantic University, College of Business. (2006).

Excellence in Undergraduate Teaching Award, College of Business. (2006).

Excellence in Undergraduate Teaching Award, Florida Atlantic University. (2006).

Exceptional Faculty Award, FAU MacArthur Campus College of Business. (2006).

Nominated for College of Business Exceptional Faculty Award, FAU MacArthur Campus. (2005).

Travel Award Recipient, Florida Atlantic University, Division of Research and Graduate Studies. (2005).

Dean's Summer Research Grant, Florida Atlantic University, College of Business. (2004).

Finalist for Distinguished Teacher of the Year Award, College of Business, FAU. (2004).

Nominated for the Distinguished Teacher of the Year Award, College of Business, FAU. (2003).

Travel Award Recipient, Florida Atlantic University, Division of Research and Graduate Studies. (2003).

Recognized for Outstanding Teaching, University of Miami Panhellenic Council. (2002).

Summer Research Award, University of Miami James W. McLamore. (2002).

Excellence in Teaching Award, University of Miami School of Business. (2001).

Summer Research Award, University of Miami James W. McLamore. (1998).

Recognized for Outstanding Teaching, University of Miami Panhellenic Council. (1997).

TEACHING

Teaching Experience

Florida Atlantic University

MAN 3506, Operations Management, 29 courses.
MAN 4504, Operations Management Applctns, 9 courses.
MAN 4597, Global Supply Chain Management, 10 courses.
MAN 6501, Operations Management, 19 courses.
MAN 6596, Supply Chain Management, 10 courses.

RESEARCH

Published Intellectual Contributions

Book Chapters

Dye, K. C., Schweitzer, M. E. (2000). Judgments of Quality: Using Input Quantity to Evaluate Outcome Quality. In D. Fedor and S. Ghosh (Ed.), *Advances in the Management of Organizational Quality* (vol. 5, pp. 193-214). JAI Press/ Elsevier Inc.

Refereed Journal Articles

Dye, K. C., Eggers, J.P., Shapira, Z. (2014). Tradeoffs in a Tempest: Stakeholder Influence on Hurricane Evacuation Decisions. *Organization Science*, 25(4), 1009-1025; <http://dx.doi.org/10.1287/orsc.2013.0890>.

Dye, K. C., Schweitzer, M. E. (2003). The Input Bias: The Misuse of Input Information in Judgments of Outcomes. *Organizational Behavior and Human Decision Processes*, 91, 243 – 253.

Dye, K. C. (2001). Aligning Accountability and Awareness for Environmental Performance in Operations. *Production and Operations Management*, 10, 276 – 291.

McNulty, P. J., Schaller, L. C., Dye, K. C. (1998). Communicating under Section 112(r) of the Clean Air Act Amendments. *Risk Analysis*, 18, 191 – 197.

Dye, K. C., Kleindorfer, P. R., Kunreuther, H. C. (1998). Compliance Strategies and Regulatory Effectiveness of Performance-Based Regulation of Chemical Accident Risks. *Risk Analysis*, 18, 135 – 143.

Schaller, L. C., McNulty, P. J., Dye, K. C. (1998). Impact of Hazardous Substances Regulations on Small Firms in Delaware and New Jersey. *Risk Analysis*, 18, 181 – 189.

Conference Proceedings

Behara, R., Dye, K. C., Wears, R., Perry, S. (2006). *Managing Safety in Complex Services: The Case of Hospital Emergency Care Transitions*. 17th Annual Conference of the Production and Operations Management Society, POM-2006, Boston, MA..

Behara, R., Dye, K. C., Barreto, C., Wears, R., Perry, S. (2005). *Analyzing Human Performance in Knowledge-Intensive Services: A Study in Emergency Care*. 2005 Annual Meeting of the Decision Sciences Institute, San Francisco, CA..

Sroufe, R., Dye, K. C., Jayaraman, V. (2002). *Infrastructural Operational Issues in Measuring, Monitoring and Managing Environmental Performance*. 2002 Annual Meeting of the Decision Sciences Institute, San Diego, CA..

Dye, K. C. (2001). *Aligning Accountability and Awareness for Environmental Performance in Operations*. Twelfth Annual Conference of the Production and Operations Management Society, POM-2001, Orlando, FL..

Presentations Given

Dye, K. C. (Panelist), Doctoral and Junior Faculty Joint Consortium, OM Division, Academy of Management Annual Meeting, "Early Career Issues Panel," Academy of Management Annual Meeting, Vancouver, British Columbia, Canada. (August 2015).

Dye, K. C. (Author Only), Eggers, J.P. (Presenter & Author), Shapira, Z. (Author Only), Symposium, 2013 Academy of Management Annual Meeting, "Decision Making Under Turbulent and Recurring Conditions: How judgment, politics, and process effect on hurricane evacuation decisions," Academy of Management, Orlando, FL. (August 2013).

Warren, G. (Presenter & Author), Dye, K. C. (Author Only), Battistella, D. (Author Only), Third Annual Teaching with Technology Showcase, "Collaborative Design and Performance Evaluation of Dynamic Production Systems," Florida Atlantic University, Boca Raton, FL. (October 2011).

Dye, K. C., BLINK Freshman Reading Program Symposium, "Input Biases in Managerial Decision Making," Florida Atlantic University, Boca Raton, FL. (September 2010).

Sroufe, R. (Presenter & Author), Dye, K. C. (Author Only), Montabon, F. (Author Only), Melnyk, S. (Author Only), Second Annual Alliance for Research on Corporate Sustainability Conference, "The Role of Motivation on Environmentally Driven Operations Performance," Harvard Business School. (May 12, 2010).

Dye, K. C. (Author Only), Shapira, Z. (Presenter & Author), Organization Science Winter Conference XVI, "Organizational Learning Under Turbulent and Recurring Conditions: Effect of Costs of Anticipated Consequences on Hurricane Evacuation Decisions," Organization Science, Steamboat Springs, Colorado. (February 2010).

Dye, K. C., Shapira, Z., All-Academy Symposium, Academy of Management Annual Meeting, "Organizational Learning Under Turbulent and Recurring Conditions: The Effect of the Costs of Anticipated Consequences on Hurricane Evacuation Decisions," Academy of Management, Anaheim, CA. (August 2008).

Sroufe, R. (Author Only), Dye, K. C. (Presenter & Author), Montabon, F. (Author Only), Melnyk, S. (Author Only), Production and Operations Management Society Annual Conference, "A Study of Sustainable Operating Systems," Production and Operations Management Society, La Jolla, CA. (May 2008).

Dye, K. C. (Presenter & Author), Shapira, Z. (Author Only), Production and Operations Management Society Annual Conference, "Organizational Learning Under Turbulent and Recurring Conditions: Effect of Costs of Anticipated Consequences on Hurricane Evacuation Decisions," Production and Operations Management Society, La Jolla, CA. (May 2008).

Behara, R., Dye, K. C., Perry, S., Production and Operations Management Society Annual Conference, "Managing Safety in Complex Services: The Case of Hospital Emergency Care Transitions," Production and Operations Management Society, Boston, MA. (April 2006).

Behara, R., Dye, K. C., Wears, R., Perry, S., Academy of Management Annual Meeting, "An Ethnographic Approach to Safety in Complex Continuous Service Operations," Academy of Management, Honolulu, Hawaii. (August 2005).

Sroufe, R., Dye, K. C., Montabon, F., Jayaraman, V., Melnyk, S., Academy of Management Annual Meeting, "An Empirical Study of Expectancy Theory as a Motivational Model for Environmental Activities and Performance within Operations," Academy of Management, Honolulu, Hawaii. (July 2005).

- Dye, K. C., Shapira, Z., 21st European Group on Organizational Studies Colloquium "Unlocking Organizations" – Strategic Learning Track, "The Hurricane Evacuation Decision Making Process: Is Strategic Learning Possible?," European Group, Berlin, Germany. (June 2005).
- Dye, K. C., Research Seminar, "The Hurricane Evacuation Decision Making Process: To err is human but at what cost?," Information Technology and Operations Management Department, Florida Atlantic University. (April 2005).
- Dye, K. C., Shapira, Z., Society of Judgment and Decision Making Conference, "The Hurricane Evacuation Decision Process: To Err is Human, but at What Cost?," Society of Judgment and Decision Making, Minneapolis, MN. (November 2004).
- Dye, K. C., Shapira, Z., Behavioral Decision Research in Management Conference, "The Hurricane Evacuation Decision Process: To Err is Human, but at What Cost?," Behavioral Decision Research in Management, Duke University. (April 2004).
- Dye, K. C., INFORMS Annual Meeting, "Influences on the Marketability of Remanufactured Products," INFORMS, Atlanta, GA. (October 2003).
- Dye, K. C. (Discussant), Academy of Management Annual Meetings, Operations Management Division. (2002).
- Sroufe, R., Dye, K. C., Jayaraman, V., Decision Sciences Institute Annual Meeting, "Infrastructural Operational Issues in Measuring, Monitoring and Managing Environmental Performance," Decision Sciences Institute, San Diego, CA. (November 2002).
- Dye, K. C., Business Perspectives on Closed-Loop Supply Chains II Conference, "Marketing Issues and Product Returns," INSEAD, Fontainebleau, France. (October 2002).
- Dye, K. C., Schweitzer, M., Behavioral Research in Management Conference, "The Misuse of Input Quantity in Judgments of Outcome," Behavioral Research in Management, Chicago, IL. (May 31, 2002).
- Dye, K. C., Production and Operations Management Society Annual Conference, "Aligning Accountability and Awareness for Environmental Performance in Operations," Production and Operations Management Society Annual, Orlando, FL. (March 2001).
- Dye, K. C., INFORMS National Conference, "An Assessment of Awareness and Accountability for Environmental, Health, and Safety Performance," INFORMS, Seattle, WA. (October 1998).
- Dye, K. C., Schweitzer, M., Academy of Management Annual Meeting, "Judgments of Quality: Confusing Inputs with Outputs," Academy of Management Annual, San Diego, CA. (August 1998).
- Dye, K. C., Kleindorfer, P., Kunreuther, H., Wharton School Impact Conference, Innovative Market-Based Approaches to Environmental Policy: Implementing the Major Accident Provisions of the Clean Air Act, "Performance-based Regulation of Chemical Accident Risks," University of Pennsylvania, Philadelphia, PA. (October 1995).
- Dye, K. C., INFORMS Annual Meeting, "The Role of Accountability in Managerial Decision Making," INFORMS, Los Angeles, CA, (April 1995).

Contracts, Grants and Sponsored Research

Grant

Dye, K. C., "Distinction through Discovery Curriculum Grant received for a new research-focused assignment in MAN 4597 (2016-17, 2017-18)," Sponsored by FAU. (2016 - 2017).

Research Currently in Progress

"Managing Complex Operations: Understanding Operational Risk in Emergency Care Transitions".
Revise and Resubmit received from Service Science

SERVICE

Department Service

ITOM Department - Secretary in Department Meetings. (2017 - Present).

ITOM Department - Webmaster (2011-2014, 2016-present). (2011 - Present).

Committee Member, Search Committee, MIS Instructor position. (2019).

Committee Member, Search Committee, Business Analytics/Supply Chain Management Junior/Senior Position. (2018).

Committee Member, Search Committee, Supply Chain Management Senior Faculty Position. (2017).

ITOM Department - Advising Liason. (2011 - 2014).

Course Coordinator, MAN3506 – Operations Management. (October 2003 - October 2011).

Facilitator, University of Miami, College of Arts and Sciences Curriculum Retreat. (2003).

Committee Member, Recruiting Committee, University of Miami, Department of Management, operations management positions. (1999 - 2001).

College Service

Committee Member, FAU, College of Business Scholarship Committee. (2015 - Present).

Faculty Member, FAU, College of Business, Appeals Panel. (2017 - 2019).

Faculty Member, FAU, College of Business, Appeals Committee. (January 2019 - April 2019).

Committee Member, FAU, College of Business Non-tenure Track Promotion Review Committee. (2015 - 2016).

Mentor, FAU, Mentoring Project. (2015 - 2016).

Committee Member, FAU, College of Business Academic Integrity Committee. (October 2013 - 2014).

Committee Member, FAU, College of Business Assessment Committee. (2010 - October 2011).

Committee Member, FAU, College of Business Teaching Awards Selection Committee. (2009).

University Service

- BS Data Science Analytics Oversight Committee, COB Representative. (August 2021 - Present).
- FAU Department of Emergency Management "Business Resiliency Summit" Planning Committee. (August 2021 - Present).
- MS Data Science Analytics Oversight Committee, COB Representative. (August 2021 - Present).
- Graduate Fellowship for Academic Excellence Committee. (May 2021 - August 2021).
- Educational Grants Initiative, ITOM Department Representative. (2019).
- Fullbright Scholar Review Committee. (2016).
- Mentor - FAU Mentoring Project. (2015 - 2016).
- Committee Member, FAU Strategic Planning Committee - Instructor Review and Promotion. (November 2012 - May 2013).
- Committee Member, FAU MacArthur Campus Academic Awards Selection Committee. (2006 - 2008).
- Committee Member, Library Advisory Committee, Florida Atlantic University, MacArthur Campus. (August 2005 - December 2008).
- Faculty representative, Discover FAU at Jupiter. (July 2007).
- Graduation Marshall, Graduation Marshall, Florida Atlantic University. (May 2004).
- Committee Member, Selection Committee, University of Miami Graduate Award for Excellence. (2002).
- Minnesota Student Delegate, Council of Logistics Management National Conference. (1988).

Professional Service

- Reviewer, Ad Hoc Reviewer, Journal of Operations Management, Interfaces, Production and Operations Management, Organizational Behavior and Human Decision Processes, International Journal of Operations and Production Management, IEEE Transactions on Engineering Management, Organization & Environment, International Journal of Internet and Enterprise Management, Journal of Cleaner Production, International Journal of Operations and Quantitative Management, Journal of Industrial Ecology.
- Editor, Associate Editor, Journal of Operations Management. (May 2012 - Present).
- Reviewer, Ad Hoc Reviewer, Harvard Business School Publishing, Brief Cases. (August 2011 - Present).
- Committee Member, OSCM Distinguished Scholar Selection Committee, Academy of Management Operations and Supply Chain Management Division. (2017 - 2018).
- Interim Past Division Chair - Academy of Management Operations Management Division. (2015 - 2016).

Committee Chair, OM Scholar Selection Committee, Academy of Management Operations Management Division (2013-14, 2015-16). (2013 - 2016).

Past Division Chair - Academy of Management Operations Management Division. (2013 - 2014).

Division Chair - Academy of Management Operations Management Division. (2012 - 2013).

Committee Member, Journal of Operations Management, 2012 paper selection committee. (February 2013).

Division Chair Elect - Academy of Management Operations Management Division. (2011 - 2012).

Editorial Review Board Member, Journal of Operations Management. (May 2009 - May 2012).

Program Chair - Academy of Management Operations Management Division. (2010 - 2011).

Professional Development Workshop Chair - Academy of Management Operations Management Division. (2009 - 2010).

Secretary - Academy of Management Operations Management Division. (2002 - 2009).

Reviewer, Conference Paper, Academy of Management Annual Meetings – Operations Management Division, (2008).

Reviewer, Conference Paper, ICIS Conference. (2006).

Session Chair, Production and Operations Management Society Annual Meeting, Healthcare Operations Track. (April 2006).

Reviewer, Conference Paper, Decision Sciences Annual Meeting, P/OM – Service Management Track. (2005).

Research Clinics Co-Chair, Program Committee, 2005 INFORMS Annual Meeting. (2005).

Invited Participant, Business Aspects of Closed-loop Supply Chain Workshop. (2001 - 2005).

Reviewer, Conference Paper, Academy of Management Annual Meetings – Operations Management Division, (1995 - 2005).

Session Chair, Academy of Management Annual Meeting, Operations Management Division. (August 2004).

Invited Session Chair and organizer, INFORMS Annual Meeting, Reverse Supply Chains Cluster. (2003).

Breakout Group Leader, Business Aspects of Closed-loop Supply Chains Workshop. (2002).

Reviewer, Conference Paper, Decision Sciences Annual Meeting, P/OM – Manufacturing Track. (2002).

Session Chair, POMS Annual Conference, Environmental Issues Track. (2001).

Doctoral Colloquium Chair, Program Committee, 2001 INFORMS Annual Meeting. (2001).

Judge, Society of Judgment and Decision Making Student Poster Contest. (2000 - 2001).

Session Chair, Society of Judgment and Decision Making Annual Conference. (2000).

Reviewer, Conference Paper, ICIS Conference. (1998).

Reviewer, Conference Paper, INFORMS/ Organization Science Dissertation Proposal Contest. (1997 - 1998).

Program Committee, Behavioral Decision Research in Management Conference, University of Miami. (June 1998).

Invited Participant, Operations Management Doctoral Consortium, Academy of Management. (1994).

Public Service

Member, Marketing Committee of the National Advisory Board, Economics and Management Department, Gustavus Adolphus College. (2018 - 2019).

Member, National Advisory Board, Gustavus Adolphus College, Economics and Management Department. (2012 - 2019).

Member, Entrepreneurial Cup Committee of the National Advisory Board, Economics and Management Department, Gustavus Adolphus College. (2015 - 2018).

Member, Green School Program Committee, Trinity Christian School. (2017).

Board Member, Institute of Supply Chain Management, NAPM Gold Coast Affiliate. (April 2012 - April 2013).

Dr. Richard Gendler

Florida Atlantic University

Accounting

Email: rgendler@fau.edu

Education

Master, Florida Atlantic University, 2022.

Major: Taxation

PhD, Thomas Jefferson School of Law, 2013.

Major: Doctor of Science of Law

Dissertation Title: Home Mortgage Cramdown in Bankruptcy

LLM, Thomas Jefferson School of Law, 2009.

Major: Master of Laws

JD, University of Miami School of Law, 1992.

Major: Doctor of Jurisprudence

BA, University of Hartford, 1989.

Major: Bachelor of Arts

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Senior Instructor, School of Accounting, Business Law, FAU, College of Business. (2021 - Present).

Adjunct Professor and Co-Faculty Director, Thomas Jefferson School of Law. (2012 - Present).

Instructor, School of Accounting, Business Law, FAU, College of Business. (2016 - 2021).

Visiting Instructor, Accounting Department, Business Law, FAU, College of Business. (2014 - 2016).

Professional

Managing Member, Miami Law, PLLC. (2018 - Present).

Managing Shareholder, Law Offices of Richard S. Gendler & Associates. (1998 - 2017).

Associate Attorney, Marcia T. Dunn & Associates. (1997 - 1998).

Associate Attorney, Robbins, Tunkey, Ross, Amsel, Raben & Waxman, P.A. (1995 - 1997).

Licensures and Certifications

Licensed to Practice Law. State Courts of Florida, United States District Court in and for the Southern District of Florida, United States Bankruptcy Court in and for the Southern District of Florida, United States Tax Court, Eleventh Circuit Court of Appeals.

State of Florida life, health and variable annuity agent (2-15 license).

Florida Bar, State of Florida. (March 19, 1997 - Present).

Professional Memberships

AARP Legal Referral Network.

Academy of Florida Trial Lawyers.

American Academy of Financial Management.

American Bar Association.

Bankruptcy Bar Association for the Southern District of Florida.

Coral Gables Chamber of Commerce.

Florida Association of Criminal Defense Lawyers.

Miami Dade County Bar Association.

National Association of Criminal Defense Lawyers.

North Dade Regional Chamber of Commerce.

Agent, Old Republic Title Insurance Company.

Development Activities Attended

Workshop, "AOL Rubric Workshop (2 hours)," FAU - College of Business, Boca Raton, FL, USA.
(February 14, 2020).

Awards and Honors

School of Accounting Graduate Professor of the Year. (2021).

2015 Martindale-Hubbell Client Distinction Award. (2015).

TEACHING

Teaching Experience

Florida Atlantic University

BUL 4421, Business Law 1, 54 courses.

BUL 4443, Ethics in Business, 1 course.

BUL 6332, Bus Law for Prof Accountants, 2 courses.

BUL 6455, Business Law, Applied Ethics, 2 courses.

Non-Credit Instruction

Continuing Education, Continuing Legal Education Instructor, Strafford Publications.

RESEARCH

Published Intellectual Contributions

Books

Crain, M., Gendler, R., Hopwood, W., Young, G., Pacini, C. (2019). Essentials of Forensic Accounting. *Essentials of Forensic Accounting* (2nd ed.). American Institute of Certified Public Accountants (AICPA).

Refereed Journal Articles

DiCicco, J., Gendler, R., Filatova, U., Minkova, T. (2021). Level 3 reporting quality: trend analysis of derivative instruments' restatements. *Business Valuation Journal-OIV*, 3(1), 9-15.

DiCicco, J., Gendler, R., Filatova, U., Whiteman, A. S. (2020). Personal Goodwill and the Courts: An Analysis. *Journal of Medical Practice Management*, 36(1), 41-46.

Gendler, R. (2014). Home Mortgage Cramdown in Bankruptcy. *American Bankruptcy Institute Law Review*, 22.

Journal Articles

DiCicco, J., Gendler, R. (in press). Accounting versus US Taxation for Derivatives: Book-Tax Differences are Here to Stay (forthcoming). *FICPA Today*.

Gendler, R. (2013). Is Absolute Priority Rule "Absolute" for an Individual Chapter 11 Debtor? *BANKR. INST. COMM. NEWS*.

Gendler, R. (2012). Categorizing Tax Liabilities for the Applicability of the Means Test. *ABI Journal*.

Other

Gendler, R. (2011). *In re Quiros-Amy*, 456 B.R. 140 (Bankr. S.D.Fla.2011). Published Opinions.

Presentations Given

Gendler, R., Presentation on Business Ethics, "Presentation to graduate students regarding corporate social responsibility and ethical leadership skills," FAU, Professional and EMHA Leadership Executive Forum. (March 2021).

Gendler, R., Presentation on FAU Employee Computer and Emails Privacy Issues, "Presentation regarding legal privacy considerations when using FAU computers and email account," Florida Atlantic University College of Business Faculty and Staff Meeting. (December 2020).

Gendler, R., Presentation on Business Ethics, "Presentation to graduate students regarding corporate social responsibility and ethical leadership skills," FAU, Professional and Sport MBA Leadership Executive Forum. (September 2020).

Gendler, R., Seminar on Forensic Accounting, "Presentation to CPAs in regard to relevant enhanced skills for forensic accountants including testifying, evidence, and expert reports in family and bankruptcy litigation. Attendees received continuing professional education credit.," FAU Center for Forensic Accounting. (June 2019).

Gendler, R., The U.S. Fight Against Corruption, "Presentation to Argentinian academics and public officials regarding the Federal Corrupt Practices Act, Racketeer Influenced and Corrupt

Organizations Act and Law 27.401 of the Argentine Criminal Code," Universidad Nacional De Tres De Febrero FAU Center for Forensic Accounting. (May 2019).

Gendler, R., Seminar on Forensic Accounting, "Presentation to CPAs in regard to relevant enhanced skills for forensic accountants including testifying, evidence, and expert reports in family and bankruptcy litigation. Attendees received continuing professional education credit.," FAU Center for Forensic Accounting. (August 2018).

Gendler, R., Florida Institute of Certified Public Accountants, "Discharging Income Taxes in Consumer Bankruptcy Cases," Presentation to CPAs regarding requirements of discharging income taxes in consumer bankruptcy. Attendees received continuing professional education credit. (January 2016).

Gendler, R., Kansas State Bar Association, "Home Mortgage Cramdown in Bankruptcy." (2015).

Gendler, R., Presentation to Certified Public Accountants regarding requirements of discharging income taxes in consumer bankruptcy. Attendees received continuing professional education credit., "Discharging Income Taxes in Consumer Bankruptcy Cases," Florida Institute of Certified Public Accountants. (January 2015).

Gendler, R., Graduate Reception, "Home Mortgage Cramdown in Bankruptcy," Thomas Jefferson School of Law. (May 2014).

Gendler, R., Strafford Publications, "Lien Stripping in Consumer Bankruptcy, Bringing or Defending Actions to Avoid Junior Mortgage Leins." (2013).

Gendler, R., Strafford Publications, "Tax Issues in Consumer Bankruptcies, Navigating Discharge of Tax Liability, Impact of Tax Obligations on Means Testing, and Debt-Related Tax Consequences." (2013).

Gendler, R., University of Miami School of Law Bankruptcy Assistance Clinic, "Topical Issues in Consumer Bankruptcy." (March 2013).

Gendler, R., Brickell Homeowners Association Property Managers Forum, "Best Practices for Handling Foreclosures and Delinquencies Among Condominium Owners." (July 2011).

Media Contributions

Magazine

American Bankruptcy Institute.

SERVICE

Department Service

CPA Advisor, School of Accounting, FAU. (2017 - Present).

Business Law Coordinator, School of Accounting, FAU. (2015 - Present).

Committee Chair, Undergraduate Curriculum and Assessment Committee, Business Law Subcommittee, FAU. (2015 - Present).

College Service

Committee Member, College of Business Assessment Committee, FAU. (2015 - Present).

University Service

Faculty Senator, FAU Faculty Senate. (2021 - Present).

Committee Member, FAU Faculty Senate Policy and Procedures Committee. (2021 - Present).

Committee Member, FAU National Metrics Committee. (2021 - Present).

Faculty Affiliate, College of Arts and Letters Peace, Justice, and Human Rights Initiative. (2020 - Present).

Committee Member, Hillel of Broward and Palm Beach County, Reentry Task Force ---
Committee tasked with formulating a plan for operational return of students to Hillel on FAU campuses in response to the Covid-19 crisis. (2020 - Present).

Committee Member, College of Arts and Letters Ethics, Law and Society Certificate Program
Committee, Member representing the College of Business. (2019 - Present).

Interim Director, College of Arts and Letters Ethics, Law and Society Certificate Program. (2020 - 2021).

Professional Service

Special Magistrate, Arbitrator, National Center for Dispute Settlement. (2021 - Present).

Special Magistrate, Hearing Officer, Palm Beach County Commissions on Ethics. (2021 - Present).

Florida Bar, Appointment to the Student Education and Admissions to the Bar Committee. (2018 - Present).

Special Magistrate, Special Magistrate, Palm Beach County. (2018 - Present).

Vice Chair, Florida Bar, Appointment to the Seventeenth Judicial Circuit Grievance Committee "E". (2016 - 2019).

Committee Member, Florida Bar, Appointment to the Law Education Committee. (2015 - 2018).

Editor, Textbook, McGraw Hill Education for "Essentials of Business Law", Ninth Edition by Anthony Liuzzo. Preparation of instructor's manual, test bank, questions, PowerPoint slides and end-of-chapter quizzes for the textbook. (2014 - 2015).

Committee Member, Florida Bar, Appointment to the Federal Rule Practice Committee and Education Subcommittee. (2013 - 2015).

Committee Member, Committee, Bankruptcy Mortgage Mediation, United State Bankruptcy Court for the Southern District of Florida. (2012 - 2015).

Editor, Textbook, McGraw Hill Education for "Dynamic Business Law, The Essentials", Third Edition by Nancy Kusabek, Neil Browne, Lucien Dhooge, Daniel Herron and Linda Barkacs. Prepared end-of-chapter quizzes for the textbook. (2014).

Public Service

Board Member, Atlantic Hotel Condominium Association. (2021 - Present).

Executive Vice President of Rituals, Executive Vice President of Administration, Temple Kol Ami Emmanuel. (2021 - Present).

Board Member, Debbie's Dream Foundation to Cure Stomach Cancer. (February 2020 - Present).

Gala Committee Member, Arbitrator, National Futures Association (NFA). (2020 - Present).

Board Member, Plantation Acres Homeowners Association. (2020 - Present).

Gala Committee Member, Public Arbitrator, Financial Industry Regulatory Authority (FINRA). (2020 - Present).

Vice President and Treasurer, Vice President and Treasurer, Bravo Estates Homeowners Association. (2003 - Present).

Executive Vice President of Rituals, Executive Vice President of Education and Youth, Temple Kol Ami Emmanuel. (2020 - 2021).

Executive Vice President of Rituals, Executive Vice President of Rituals, Temple Kol Ami Emmanuel. (2018 - 2020).

Committee Member, Debbie's Dream Foundation to Cure Stomach Cancer. (2011 - 2019).

Dr. Antoine Giannetti

Florida Atlantic University

Finance

(561) 297-3192

Email: giannett@fau.edu

Education

PhD, Cornell University, 1998.

Major: Finance

Supporting Areas of Emphasis: Quantitative Analysis and Operations Research (Probability)

Diplome d'Etudes Approfondies (DEA), University of Paris I Pantheon-Sorbonne, 1993.

MBA, Ecole Superieure des Sciences Economiques et Commerciales (ESSEC), 1988.

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Associate Professor, Florida Atlantic University, College of Business, Department of Finance.
(August 2008 - Present).

Visiting Scholar, Universidad del Pacifico, Lima, Peru. (October 2011 - June 2012).

Assistant Professor, Florida Atlantic University, College of Business, Department of Finance.
(August 2001 - December 2007).

Assistant Professor, Seton Hall University. (August 1999 - May 2001).

Professional

Market-Maker, MATIF options-futures market. (1991).

Assistant Portfolio Manager, Banque Indosuez, Paris. (1990).

Professional Memberships

American Risk and Insurance Association.

Western Finance Association.

Development Activities Attended

Workshop, "(4 hours) - Teaching Online Orientation (Training) -- Workshop covering the basis of online teaching," FAU, Virtual. (2020).

TEACHING

Teaching Experience

Florida Atlantic University

FIN 3403, Principles of Financial Mgmt, 4 courses.

FIN 4504, Investment Analysis, 22 courses.

FIN 4533, Financial Derivatives, 4 courses.
FIN 6456, Quantitative Mthds in Finance, 2 courses.
FIN 6515, Investment Management, 7 courses.
FIN 6537, Fin Risk Mgmt & Derivatives, 7 courses.

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

- Giannetti, A. (2021). Local Economic Conditions and Repeat-Sale Indices Performance: Evidence from a Moderation Effect Specification. *Journal of Real Estate Research*, 43(3), 271-289.
- Giannetti, A. (2021). Home Sales Pair Counts: The Organic Metric for Trading Volume in Housing Markets. *Real Estate Economics*, 49(2), 610-634.
- Viale, A., Giannetti, A., Garcia-Feijoo, L. (2020). The stock market's reaction to macroeconomic news under ambiguity. *Financial Markets and Portfolio Management*, 34, 65-97.
- Giannetti, A. (2018). Does Temporal Aggregation Explain the Persistence of the S&P/Case-Shiller Indices? Evidence from a Longitudinal Specification. *Real Estate Economics*, 46, 559-581.
- Giannetti, A. (2017). The Dynamics of Leveraged ETFs Returns: A Panel Data Study. *Quantitative Finance*, 17(5), 745-761.
- Viale, A., Garcia-Feijoo, L., Giannetti, A. (2014). Safety First, Learning Under Ambiguity and the Cross-Section of Stock Returns. *The Review of Asset Pricing Studies*, 4(1), 118-159.
- Giannetti, A., Viale, A. (2011). A Dynamic Analysis of Stock Price Ratios. *Applied Financial Economics*, 21(6), pp. 353-368.
- Barnhart, S., Giannetti, A. (2009). Negative earnings, positive earnings and stock return predictability: An empirical examination of market timing strategies. *Journal of Empirical Finance*, 16, pp. 70-86.
- Giannetti, A. (2007). The Short Term Predictive Ability of Earnings-Price Ratios: The Recent Evidence (1994-2003). *Quarterly Review of Economics and Finance*, 47, pp. 26-49.
- Benet, B., Giannetti, A., Pissaris, S. (2006). Gains from Structured Products Markets: The Case of Reverse Exchange Securities (RES). *Journal of Banking and Finance*, 30, pp. 111-132.
- Giannetti, A. (2006). Optimal Use of Futures Contracts for the Competitive Firm. *Applied Financial Economics*, 16, pp. 425-427.
- Giannetti, A., Larson, S., Lee, C., Madura, J. (2006). Price Movements Information and Liquidity in the Night Trading Market. *The Financial Review*, 41, pp. 119-137.
- Giannetti, A. (2005). On Investing in the Long Run when Stock Returns Are Mean- Reverting. *Applied Financial Economics*, 15, pp. 1037-1040.
- Giannetti, A., Wu, L., Zhong, R. (2004). Inventory Hedging and Option Market Making. *International Journal of Theoretical and Applied Finance*, 7, pp. 853-878.

Giannetti, A. (2004). Model Risk and Option Hedging. *Quarterly Review of Economics and Finance*, 44, pp. 659-677.

Giannetti, A. (2003). Teaching Coupon Bonds Valuation: Old and New Methodologies. *Advances in Financial Education*, pp. 81-85.

Giannetti, A. (2000). Mutual Funds Flows and Stock Returns: An Empirical Investigation. *The Journal of Entrepreneurship and Management*, 5, pp. 204-217.

Presentations Given

Giannetti, A., ARES, "Local Macroeconomic Conditions and Sample Selection Bias in Repeat Sale Indices: An Empirical Study," Paradise Valley, AZ. (April 2019).

Giannetti, A., ARES, "Home Sales Pair Counts: The Organic Metric for Trading Volume in Housing Markets," Bonita Springs, FL. (April 2018).

Giannetti, A., ARES, "Temporal Aggregation and Persistence of the S&P/Case-Shiller Indices: An Empirical Study," Denver, Colorado. (2016).

Giannetti, A., Financial Management Association, "Temporal Aggregation and Persistence of the S&P/Case-Shiller Indices: An Empirical Study," Las Vegas, Nevada. (2016).

Giannetti, A., Financial Management Association, "The Cross Section of Leveraged ETFs Returns," Orlando, FL. (2015).

Giannetti, A., Viale, A., Financial Management Association, "Ambiguity and the Cross-section of Stock Returns," Atlanta, GA. (2012).

Giannetti, A., Southern Finance Association Meeting, "Constant Portfolio Insurance and Capital Risk Management: Some Empirical Evidence from Structured Products Markets," Southern Finance Association, Charleston, SC. (2007).

Giannetti, A. (Discussant), FMA. (2005).

Benet, B., Giannetti, A., Pissaris, S., European Financial Management Association Meeting, "Why are Structured Products Markets Expanding in the USA? The Case of Reverse Exchangeable Securities (RES)," European Financial Management Association, Siena, Italy. (2005).

Giannetti, A., Barnhart, S., Financial Management Association Meetings, "Negative Earnings, Positive Earnings and Stock Index Returns: An Empirical Investigation of Market Timing," Financial Management Association, Chicago, IL. (2005).

Giannetti, A., Barnhart, S., Southern Finance Association Meeting, "Negative Earnings, Positive Earnings and Stock Index Returns: An Empirical Investigation of Market Timing," Southern Finance Association, Key West, FL. (2005).

Giannetti, A. (Discussant), FMA. (2004).

Giannetti, A. (Discussant), SFA. (2004).

Giannetti, A., Financial Management Association Meetings, "The Economic Value of Predicting Returns using Earnings-Price Ratios," Financial Management Association, New Orleans, LA. (2004).

Giannetti, A., Southern Finance Association Meetings, "The Economic Value of Predicting Returns using Earnings-Price Ratios," Southern Finance Association, Naples, FL. (2004).

Benet, B., Giannetti, A., Pissaris, S., Financial Management Association Meetings, "Issuance Costs of Financially Engineered Products: The Case of Reverse Exchangeable Securities (RES)," Financial Management Association, Denver, CO. (2003).

Giannetti, A. (Discussant), FMA. (2001).

Giannetti, A., Zhong, R., Annual Meeting of the Southern Finance Association, "The Cross-Section of Option Spreads: a Market Microstructure Approach," Southern Finance Association, Destin. (2001).

Giannetti, A., Zhong, R., Financial Management Meetings Conference, "The Cross-Section of Option Spreads: a Market Microstructure Approach," Financial Management Association, Toronto. (2001).

Giannetti, A., Global Finance Conference, "Model Risk and Option Hedging," Chicago Board of Trade, Chicago, IL. (2000).

Giannetti, A., Jacquier, E., Derivatives conference, "The Cross-Section of Option Prices: Is the Martingale Restriction Rejected?," Boston College, Boston. (1998).

Research Currently in Progress

"Idiosyncratic Ambiguity, Robust Asset Pricing, and the Cross-section of Stock Returns".
Under review at Journal of Finance

"Target Stock Price Runup under Ambiguity: The Case of the Banking Industry".

SERVICE

College Service

Committee Member, Faculty Development Council. (2004 - Present).

Committee Member, Honors Committee. (2003 - 2004).

Professional Service

Committee Member, Program Committee-Eastern Finance Meetings, Philadelphia, PA. (2005).

Discussant, FMA (2001, 2004, 2005). (2001 - 2005).

Discussant, SFA (2004). (2004).

David Herst
Florida Atlantic University
Management
(561) 297-3763
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Education

PhD, University of South Florida, 2003.
Major: Industrial/Organizational Psychology

MA, University of South Florida, 2001.
Major: Industrial/Organizational Psychology

BS, University of Wyoming, 1995.
Major: Psychology
Dissertation Title: Influence on child speech patterns and mental development

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Full-time Senior Instructor, Management Programs, Florida Atlantic University, College of Business. (2004 - Present).

Adjunct Faculty, Management Programs, Florida Atlantic University, College of Business. (January 2004 - May 2004).

Adjunct Faculty, Department of Psychology, Florida International University, College of Business. (January 2004 - May 2004).

Adjunct Faculty, Johnson & Wales University. (December 2003 - February 2004).

Graduate Teaching Instructor, University of South Florida, Tampa, FL. (August 1995 - May 2002).

Professional

Leadership Development Specialist, Scitrain. (2010 - Present).

Senior Consultant, Leadership Development and Training Specialist, Peoplewise. (2011 - 2014).

Assessment Specialist, Personnel Decisions International, Manama, Bahrain. (May 2004 - June 2004).

Research Associate, Monster, Inc. (formerly TMP Worldwide, Inc.), Tampa, FL. (January 2001 - January 2003).

Development Activities Attended

Workshop, "Canvas Primer 101," FAU. (September 2016).

Tutorial, "Big Data--Continuing Education Credit," SIOP Annual Conference. (April 2015).

Training, "Sexual Harassment Awareness and Prevention Training." (December 2014).

"Sloan-C Workshop: MOOC Basics." (September 2013).

Continuing Education Program, "Graduated, Emerging Leadership Program (2 year program beginning in May (2011)," Jewish Federation of the Palm Beaches. (May 2013).

"Echo360 Screen Capture Technology." (May 2013).

"Interactive Branching in PowerPoint." (March 2013).

Continuing Education Program, "eLearning Designer/Facilitator Certificate Course (40 hours)," Center for eLearning, Florida Atlantic University, Boca Raton, Florida, USA. (December 2011).

Awards and Honors

Outstanding Contributions in Performance Management, Hospice of Palm Beach County and Broward County. (August 2013).

TEACHING

Teaching Experience

Florida Atlantic University

ENT 4024, Entrepreneurship, 1 course.
GEB 2011, Introduction to Business, 23 courses.
MAN 3025, Intro Mgmt Organizatnl Behavr, 22 courses.
MAN 3442, Intl Business Negotiations, 8 courses.
MAN 3611, Cross-Cultural Hum Rel & Negtn, 6 courses.
MAN 4046, Lead, Sprv Skills, Team Devel, 6 courses.
MAN 6245, Organizational Behavior, 3 courses.
MAN 6296, Leadership and Organizations, 20 courses.

Directed Student Learning

Dissertation Committee Member. (2013 - 2014).
Advised: Nilufer Yapici

RESEARCH

Published Intellectual Contributions

Book Chapters

Herst, D. (2013). HR Planning at CompTech. In Bernardin, H.J. & Russell, J.A. (Ed.), *Human Resource Management: an Experiential Approach* (6th ed., pp. 679-686). Irwin-McGraw-Hill.

Carey, T., Herst, D., Chan, H. W. (2010). Global selection: selection in international contexts. In K. Lundby and J. Jolton (Ed.), *Going Global: Practical Applications and Recommendations for HR and OD Professionals in the Global Workplace* (pp. 143-174). Newbury Park, CA: Sage.

Refereed Journal Articles

Parola, H., Harari, M., Herst, D., Prysmakova, P. (2019). Demographic determinants of public service motivation: A meta-analysis of psm -age and -gender relationships. *Public Management Review*, 21(10), 1397-1419.

Xu, S., Zhu, J., Herst, D., Zhang, X. (2018). Ethical leadership and pro-social rule breaking behavior in China. *Asian Business and Management*, 17(1), 59-81.

Harari, M., Herst, D., Parola, H., Carmona, B. (2017). Organizational correlates of public service motivation: A meta-analysis of two decades of empirical research. *Journal of Public Administration Research and Theory*, 27(1), 68-84; doi: 10.1093/jopart/muw056.

Williams, E., Pillai, R., Lowe, K. B., Jung, D., Herst, D. (2009). Crisis, Charisma, Values and Voting Behavior in the 2004 Presidential Election. *Leadership Quarterly*, 20(2), 70-86.

Allen, T., Herst, D., Bruck, C., Sutton, M. (1999). Consequences Associated with Work-to-Family Conflict: A Review and Agenda for Future Research. *Journal of Occupational Health Psychology*, 5(2), 278-308.

Conference Proceedings

Herst, D., Patton, J. T., Searcy, D. (2019). *Teaching in the digital age: Large Classes, Distracted Students, and Shifting Expectations*. Academy of Business Education Conference Proceedings.

Journal Articles

Herst, D. (2014). Informed Consent for Cross-Cultural Classroom Exercises: Teaching Tool or Wishful Thinking? *Academy of International Business: Insights*, 14(2), 12-14.

Presentations Given

Herst, D. (Panelist), Patton, J. T. (Panelist), Searcy, D. (Panelist), Presented at Academy of Business Education Conference, "Management In The Digital Age: Large Classes, Distracted Students, And Shifting Expectations," Savannah, Georgia. (September 19, 2019).

Herst, D., Liu, C., Li, H., Zhang, X., 30th Annual Meeting of the Society for Industrial and Organizational Psychology, "Stressor and Stressor Appraisals: The Moderating Effect of Task Efficacy," Philadelphia, PA. (2014).

Herst, D., Guest Speaker --- Rotary Club of Ft. Lauderdale, "Managing Millennials," Rotary Club of Ft. Lauderdale. (October 2012).

Herst, D., 19th Annual Meeting of the Society for Industrial and Organizational Psychology, "Cross-Cultural Measurement Invariance of Work/Family Conflict Scales between English-Speaking Samples," Chicago, IL. (April 2004).

Herst, D., Academy of Management, "Marital Status as a Stigmatized Work Identity: Are Singles "Closeted" at Work?," Seattle, Washington. (August 2003).

Herst, D., 17th Annual Meeting of the Society for Industrial and Organizational Psychology, "Supervisor "Big Five" Personality and Subordinate Attitudes," Toronto, Canada. (April 2002).

Herst, D., 16th Annual Meeting of the Society for Industrial and Organizational Psychology, "Coworker Reactions to Maternity Leave: A Procedural Justice Perspective," San Diego, CA. (August 2000).

Herst, D., 14th Annual Meeting of the Society for Industrial and Organizational Psychology, "Outcomes Associated with Work to Family Conflict: A Review and Research Agenda," Atlanta, GA. (April 1999).

Herst, D., 105th Convention of the American Psychological Association, "Validity of ASVAB Composites in Predicting Technical School Performance," Chicago, IL. (August 1997).

SERVICE

Department Service

Faculty Sponsor, Undergraduate Global Business Association. (2017 - Present).

Committee Member, Hiring Committee, Instructor for Management Programs. (January 2020 - May 2020).

Hiring Committee, Instructor Search for Executive Programs. (August 2018 - December 2019).

Committee Member, Hiring Committee, Instructor for Executive Programs. (August 2018 - May 2019).

Instructor, Redesignated GEB 2011- Introduction to Business Course for the College of Business. (August 2015 - December 2015).

Instructor, Redesignated MNA 6296 - Leadership and Organizations for Navitas Program. (August 2015 - December 2015).

Coordinator, Academic Learning Compact study and report generation for MAN 3025. (2007 - 2012).

Guest Speaker, FAU Psychology Club - "What is Industrial/Organizational Psychology?". (November 2012).

College Service

Committee Member, COB Scholarship Committee. (August 2018 - Present).

Committee Member, COB Representative - Leadership Studies Minor Advisory Committee. (January 2016 - Present).

Committee Member, College Committee for Stewart Distinguished Teaching Award, and Undergraduate Teaching Award. (January 2016 - May 2016).

Committee Member, Committee on Academic Integrity. (2013 - 2014).

Participant, McCracken Group round-table discussion. (September 2013 - December 2013).

Committee Member, Non-Tenure Track Promotion Evaluation Committee. (January 2013 - May 2013).

Comprehensive Exam Reviewer, Lori Ford. (January 2013).

University Service

Committee Member, Leadership Studies Minor advisory committee. (2016 - Present).

QEP - Judge and Moderator, GPSA Judge and Moderator, Undergraduate Research Symposium. (January 2020 - May 2020).

QEP - Judge and Moderator, 2017 Graduate Research Symposium. (January 2017 - May 2017).

Judge, FAU GPSA Research Day. (2014 - 2015).

QEP - Judge and Moderator, 2013 Undergraduate Research Symposium. (2013).

Speaker, Psychology Honors Club -- "What is Industrial/Organizational Psychology?". (2012).

Professional Service

Reviewer, Conference Paper, Academy of Management Annual Meeting. (2017 - Present).

Reviewer, Journal Article, Public Management Review. (2017 - Present).

Committee Chair, Heading subcommittee for Undergraduate Education, Society for Industrial and Organizational Psychology. (2013 - Present).

Reviewer, Journal Article, QEP-- Reviewer for the FAU Undergraduate Research Journal (FAU URJ). (2013 - Present).

Reviewer, Journal Article, International Journal of Organizational Theory and Behavior. (2006 - Present).

Reviewer, Conference Paper, Southern Management Association Meeting, Human Resources/Dispute Resolution/Careers Track. (May 1999 - Present).

Participant, McCracken Group round-table discussion. (November 2013).

Reviewer, Journal Article, QEP - FAU Undergraduate Research Journal (FAU URJ). (July 2013).

Guest Speaker - Rotary Club of Ft. Lauderdale - "Managing Millennials" International Journal of Organizational Theory and Behavior. (October 2012).

Public Service

Review of Performance Management Systems, Hospice of Palm Beach County and Broward County. (May 2013).

Dr. Derrick Huang
Florida Atlantic University
Information Technology and Operations Management
(561) 297-2776
Email: dhuang@fau.edu

Education

PhD, Harvard University, 1994.
Major: Computer Science
Dissertation Title: A Bang or a Whimper: Key Issues and Implications of Alternative Telecommunications

MS, Harvard University, 1989.
Major: Applied Physics

BS, National Taiwan University, 1985.
Major: Physics

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Associate Professor, ITOM Department, Florida Atlantic University, College of Business. (2009 - Present).

Assistant Professor, ITOM Department, Florida Atlantic University, College of Business. (2003 - 2009).

Visiting Assistant Professor, ITOM Department, Florida Atlantic University, College of Business. (2002 - 2003).

Program Director–Information Technology Management, Everglades University. (2001 - 2002).

Professional

Executive Director–Strategic Marketing, Siemens Carrier Networks. (1997 - 2001).

Director–Business Development, Nortel Networks. (1995 - 1997).

Manager–Marketing, Nortel Networks. (1993 - 1995).

Associate Director–International Affairs, NYNEX Government Affairs Company. (1991).

Associate Director–Market Development, NYNEX International Company. (1990).

Licensures and Certifications

Quality Matters Certification for ISM 6508 Web-Based Business Development, 2016-2021. (2016 - 2021).

Quality Matters Certification for ISM 6026 MIS and Technology, 2013-2018 (First FAU graduate-level and first College of Business course to be recognized by the national QM program). (2013 - 2018).

Development Activities Attended

Continuing Education Program, "eLearning Designer/Facilitator Certificate Course (40 hours)," FAU - Center for E-Learning, Boca Raton, Florida, USA.

Workshop, "Software Secure Workshop," FAU - College of Business, Boca Raton, Florida, USA. (September 19, 2014).

Awards and Honors

Finalist, University Distinguished Teacher of the Year, FAU. (2021).

Dean's Teaching Fellow (2016-2018), FAU, College of Business. (2018).

Master Teacher (2014-2015), FAU, College of Business. (2014).

Scholar of the Year Award, FAU, College of Business. (2014).

Master Teacher Elect (2013-2014), FAU, College of Business. (2013).

Stewart Teaching Award, FAU, College of Business. (2012).

TEACHING

Teaching Experience

Florida Atlantic University

ISM 3011, Management Information Systems, 22 courses.

ISM 6026, Mgmt Info Systems & Tech, 37 courses.

ISM 6405, Advanced Business Analytics, 1 course.

ISM 6508, Web-Based Business Development, 8 courses.

ISM 7345, Bus Transform in Info Sys, 4 courses.

Non-Credit Instruction

Guest Lecture, Harvard University - Intro to Computer Science.

Guest Lecture, Harvard University - Statistical Thermodynamics.

Guest Lecture, Harvard University - The Information Age.

Directed Student Learning

Dissertation Committee Chair, "Healthcare Provider Information Systems Investment in Responses to HIPAA Security Violation Reporting," Other (Within Florida Atlantic University). (2021 - Present).

Advised: Janine Paul-Hills

Dissertation Committee Member, "Impacts of Team Dynamics and Surgical Case Scheduling on Operating Room Performance," Other (Within Florida Atlantic University). (2021 - Present).

Advised: Christopher Hasse

Master's Thesis Committee Member, "Towards Modeling Long-Term Disaster Recovery Management," Other (Within Florida Atlantic University). (2011 - 2012).

Advised: Carlos Nieto Tibaquirá

RESEARCH

Published Intellectual Contributions

Book Chapters

- Behara, R., Huang, D., Huang, P. (2015). A Social Network Analysis of NFL Coaches. In M. Warkentin (Ed.), *Introduction to Trends and Research in the Decision Sciences: Best Papers from the 2014 Annual Conference* (pp. 28-35). Decision Sciences Institute and Pearson/FT Press.
- Behara, R., Huang, D., Goo, J. (2013). The Emerging Healthcare Service Platform. In Jay Kandampully (Ed.), *Service Management in Health and Wellness Services* (pp. 153-169). Dubuque, Iowa: Kendall Hunt Publishing Company.
- Huang, D. (2007). Business-Plan Anchored E-Commerce Courses at the MBA-Level. In L. Tomei (Ed.), *Adapting Information and Communication Technologies for Effective Education—Advances in Information and Communications Technology Education Series* (vol. 2, pp. 156-166). Hershey, Pennsylvania: Idea Group.
- Huang, D., Behara, R., Hu, Q. (2007). Economics of Information Security Investment. In H. Chen, T.S. Raghuram, R. Ramesh, A. Vinze, and D. Zeng (Ed.), *National Security—Handbooks in Information Systems* (pp. 53-69). Amsterdam: Elsevier.
- Huang, D. (1999). Size, Growth, and Trends of the Information Industries. *The Information Resources Policy Handbook: Research for the Information Age* (pp. 347-361).

Refereed Journal Articles

- Baghersad, M., Emadikhiav, M., Huang, D., Behara, R. (in press). Modularity Maximization to Design Contiguous Policy Zones for Pandemic Response (forthcoming). *European Journal of Operational Research*.
- Goo, J., Huang, D., Yoo, C. W., Koo, C. Smart Tourism Technologies' Ambidexterity: Balancing Tourist's Worries and Novelty Seeking for Travel Satisfaction. *Information Systems Frontiers*, 1-20; doi.org/10.1007/s10796-021-10233-6.
- Huang, D., Baghersad, M., Behara, R., Zobel, C.W. (2022). Optimal Investment in Prevention and Recovery for Mitigating Epidemic Risks. *Risk Analysis: An International Journal*, 42(1), 206-220.
- Huang, D., Goo, J., Behara, R., Agarwal, A. (2020). Clinical Decision Support System for Managing COPD-Related Readmission Risk. *Information Systems Frontiers*, 22, 735-747.
- Yoo, C. W., Huang, D., Goo, J. (2020). Task Support of Electronic Patient Care Report (ePCR) System in Emergency Medical Services: An Elaboration Likelihood Model Lens. *Information & Management*, 57(6), Article 103336.
- Baechle, C., Huang, D., Agarwal, A., Behara, R., Goo, J. (2020). Latent Topic Ensemble Learning for Hospital Readmission Cost Optimization. *European Journal of Operational Research*, 281(3), 517-531.
- Huang, D., Goo, J., Nam, K., Yoo, C. W. (2017). Smart Tourism Technologies in Travel Planning: The Role of Exploration and Exploitation. *Information and Management*, 54(6), 757-770.

- Yoo, C. W., Goo, J., Huang, D., Nam, K., Woo, M. (2017). Improving Travel Decision Support Satisfaction with Smart Tourism Technologies: A Framework of Tourist Elaboration Likelihood and Self-efficacy. *Technological Forecasting & Social Change*, 123, 330-341.
- Goo, J., Huang, D., Koo, C. (2015). Learning for Healthy Outcome: Exploration and Exploitation with Electronic Medical Records. *Information and Management*, 52, 550-562.
- Huang, D., Behara, R., Goo, J. (2014). Optimal Information Security Investment in a Healthcare Information Exchange: An Economic Analysis. *Decision Support Systems*, 61, 1-11.
- Huang, D., Behara, R. (2013). Economics of Information Security Investment in the Case of Concurrent Heterogeneous Attacks with Budget Constraints. *International Journal of Production Economics*, 141(1), 255-268.
- Behara, R., Huang, D., Hu, Q. (2010). A System Dynamics Model of Information Security Investments. *Journal of Information Systems Security*, 6(2), 30-44.
- Huang, D., Goo, J. (2009). Rescuing IT Outsourcing with Service Level Agreements. *IEEE IT Professional*, 11(1), 50-58.
- Goo, J., Huang, D., Hart, P. (2008). A path to successful IT outsourcing: Interaction between service-level agreements and commitment. *Decision Sciences*, 39(3), 496-506.
- Huang, D., Hu, Q., Behara, R. (2008). An Economic Analysis of the Optimal Information Security Investment in the Case of a Risk-Averse Firm. *International Journal of Production Economics*, 114(2), 793-804.
- Goo, J., Huang, D. (2008). Facilitating Relational Governance through Service Level Agreements in IT Outsourcing: An Application of the Commitment-Trust Theory. *Decision Support Systems*, 46(1), 216-232.
- Huang, D., Behara, R., Hu, Q. (2008). Managing Risk Propagation in Extended Enterprise Networks. *IEEE IT Professional*, 10(4), 14-19.
- Huang, D., Hu, Q. (2007). Achieving IT-Business Strategic Alignment via Enterprise-Wide Implementation of Balanced Scorecards. *Information Systems Management*, 24(2), 173-184.
- Hu, Q., Huang, D. (2006). The Rise and Fall of the Competitive Local Exchange Carriers in the U.S.: An Institutional Perspective. *Information Systems Frontier*, 8(3), 225-239.
- Huang, D. (2006). Using Business Plans to Anchor MBA-Level E-Commerce Courses. *International Journal of Information and Communication Technology Education*, 2(3), 88-99.
- Hu, Q., Huang, D. (2006). Using the Balanced Scorecard to Achieve Sustained IT-Business Alignment: A Case Study. *Communications of the AIS*, 17(8), 181-204.
- Huang, D., Hu, Q. (2004). Integrating Web Services with Competitive Strategies: A Balanced Scorecard Approach. *Communications of the AIS*, 17(8), 57-80.

Conference Proceedings

- Greenberg, H., Bogaard, D., Huang, D., Preuss, T., Tang, C. (2020). *Panel: What COVID-19 is Teaching Professors: Pandemic-Level Changes in our Classrooms*. Virtual: Proceedings of the 21st Annual Conference on IT Education of the ACM Special Interest Group for IT Education (SIGITE).

- Jain, P., Huang, D., Behara, R., Agarwal, A. (2019). *Improving Model Performance in Healthcare Predictive Analytics*. New Orleans, LA: Proceedings of the 2019 Annual Meeting of the Decision Sciences Institute (DSI).
- Huang, D., Behara, R., Goo, J. (2018). *Evaluation of UAV Technology for Search-and-Rescue of Persons with Autism: A Case Study*. Chicago, IL: Proceedings of the 49th Annual Meeting of the Decision Sciences Institute (DSI).
- Behara, E., Huang, D., Behara, R. (2018). *Understanding Population Health Disparities: An Analysis of Social Determinants of Health*. Chicago, IL: Proceedings of the 2018 Annual Meeting of the Decision Sciences Institute (DSI).
- Yoo, C. W., Goo, J., Huang, D., Behara, R. (2017). *Explaining Task Support Satisfaction on Electronic Patient Care Report (ePCR) in Emergency Medical Services (EMS): An Elaboration Likelihood Model Lens*. Seoul: Proceedings of the 37th International Conference on Information Systems (ICIS).
- Huang, D., Goo, J., Nam, K., Yoo, C. W. (2016). *Explorative and Exploitative Use of Smart Technology in Travel Planning*. Austin, Texas: Proceedings of the 2016 Annual Meeting of the Decision Science Institute.
- Huang, D., Behara, R., Goo, J. (2015). *Rethinking Security in the World of Internet of Things*. Seattle, Washington: Proceedings of the 2015 Annual Meeting of the Decision Science Institute.
- Behara, R., Huang, P., Huang, D. (2014). *Analysis of NFL Quarterback Draft Outcome with NCAA Data*. Tampa, FL: Proceedings of the 45th Decision Sciences Institute Annual Meeting.
- Behara, R., Huang, P., Huang, D. (2014). *Exploring Leadership in Services: A Social Network Analysis of NFL Coaches*. Tampa, FL: Proceedings of the 45th Decision Sciences Institute Annual Meeting.
- Behara, R., Huang, D., Goo, J. (2014). *The Evolving Regulatory Framework for Health Information Technology in the U.S.* Savannah, GA: Proceedings of the Twentieth Americas Conference on Information Systems.
- Goo, J., Huang, D., Koo, C. (2013). *Exploration and Exploitation with Electronic Medical Record: Information Technology Enabled Organizational Learning in Healthcare*. Milan: Proceedings of the Post-ICIS LG CNS/KrAIS Workshop.
- Behara, R., Huang, D. (2011). *Securing Electronic Health Records in a Health Information Exchange Environment* (pp. 4611-4616). Boston, Massachusetts: Proceedings of the 42nd Annual Meeting of the Decision Science Institute.
- Huang, D. (2010). *Optimal Investment in Information Security: A Business Value Approach*. Taipei: Proceedings of the 14th Pacific Asia Conference on Information Systems.
- Huang, D. (2010). *Investment Decision on Information System Security: A Scenario Approach* (pp. 9-12). Taipei: Proceedings of the 14th Pacific Asia Conference on Information Systems.
- Goo, J., Huang, D. (2009). *Assimilation of Outsourced IT Capabilities: Gearing Their Strategic Capabilities* (pp. available online at <http://aisel.aisnet.org/amcis2009/552>). San Francisco, California: Proceedings of the 2009 Americas Conference on Information.

- Huang, D., Goo, J. (2009). *Investment Decision on Information System Security: A Scenario Approach* (pp. available online at <http://aisel.aisnet.org/amcis2009/571>). San Francisco, California: Proceedings of the 2009 Americas Conference on Information Systems.
- Huang, D., Behara, R. (2007). *Outcome-Driven experiential learning MIS courses in web 2.0 environment*. Keystone, Colorado: Proceedings of the 2007 Americas Conference on Information Systems.
- Behara, R., Huang, D., Hu, Q. (2007). *A System Dynamics Model of Information Security Investments* (pp. 1572-1583). St. Galon: Proceedings of the 15th European Conference on Information Systems.
- Huang, D., Hu, Q., Behara, R. (2006). *Economics of Information Security Investment in the Case of Simultaneous Attacks* (pp. available online at <http://weis2006.econinfosec.org/docs/15.pdf>). Cambridge: The Fifth Workshop on the Economics of Information Security.
- Behara, R., Huang, D., Hu, Q. (2006). *Risk Propagation in Information Supply Chains*. Phoenix, Arizona: Fourth Annual Security Symposium.
- Behara, R., Hu, Q., Huang, D. (2006). *Decision Support for Information Systems Security Investments: A System Dynamics Model*. Milwaukee, Wisconsin: Proceedings of the First Annual Workshop on Information Security and Assurance, AIS Special Interest Group on Network and Internet Security (SIG-SEC).
- Behara, R., Huang, D., Hu, Q. (2006). *A Process Approach to Information Security: Lessons from Quality Management* (pp. 1269-1276). Acapulco: Proceedings of the 2006 Americas Conference on Information Systems.
- Huang, D., Hu, Q., Behara, R. (2005). *Investment in Information Security by a Risk-Averse Firm*. 1st Software International Conference Proceedings.
- Huang, D., Hu, Q., Behara, R. (2005). *In Search for Optimal Level of Information Security Investment in Risk-Averse Firms*. 3rd Annual Security Symposium.
- Huang, D. (2005). *Aligning IT with Firm Business Strategies Using the Balanced Scorecard System*. 38th Hawaii International Conference on System Sciences.
- Huang, D., Hart, P., Wiley, M. (2004). *Factors characterizing IT use in SMEs: An exploratory study* (pp. 1229-1230). New Orleans, LA: Proceedings of the 15th Information Resources Management Association International Conference.
- Huang, D., Hu, Q. (2003). *Institutional Influences of Organizational Structure and Behavior: Evaluation of Business Models of the Telecom Industry* (pp. 2908-2918). Americas Conference on Information systems.

Journal Articles

- Huang, D. (1995). Residential Shared Tenant Services: The Door to Full-fledged Cable Telephony. *Communications Engineering and Design Magazine*, 52-54.
- Huang, D., Swan, D. (1994). Entering the Voice Telephony Market: Dialing for Dollars. *Communications Engineering and Design Magazine*, 50-53.

Other

Huang, D. (1993). *Managing the Spectrum: Win, Lose, or Share*. Harvard University.

Huang, D. (1992). *Size, Growth, and Trends of the Information Industries*. Harvard University.

Huang, D. (1992). *Up in the Air - New Wireless Communications*. Harvard University.

Huang, D. (1990). *Size and Growth Trends of the Information Industry*. Harvard University.

Presentations Given

Huang, D., The Fourth IEEE International Conference on Consumer Electronics, Berlin, Germany. (September 7, 2014).

Behara, R. (Presenter & Author), Huang, D., Goo, J., Proceedings of the Twentieth Americas Conference on Information Systems, "The Evolving Regulatory Framework for Health Information Technology in the U.S.," Savannah, GA. (August 2014).

Goo, J. (Presenter & Author), Huang, D., Koo, C., POST-ICIS LG CNS/KrAIS Workshop, "Exploration and Exploitation with Electronic Medical Record: Information Technology Enabled Organizational Learning in Healthcare." (2013).

Huang, D. (Presenter & Author), Behara, R. (Presenter & Author), 42nd Annual Meeting of the Decision Science Institute, "Securing Electronic Health Records in a Health Information Exchange Environment." (November 2011).

Huang, D. (Presenter & Author), 14th Pacific Asia Conference on Information Systems, "Investment Decision on Information System Security: A Scenario Approach." (July 2010).

Goo, J. (Presenter & Author), Huang, D. (Presenter & Author), 15th American Conference on Information Systems, "Investment Decision on Information System Security: A Multiple Scenario Approach." (2009).

Goo, J. (Presenter & Author), Huang, D. (Presenter & Author), 5th American Conference on information Systems, "Assimilation of Outsourced IT Capabilities: Gearing Their Strategic Capabilities." (2009).

Behara, R., Huang, D., Schindlbeck, M. M., Frazier, E., Ghenai, C., Hartmann, J., Sapat, A., Teegavarapu, T., FAU Center for Teaching and Learning, Teaching with Technology Showcase, "Technology Enhanced Learning in the Classroom." (October 24, 2009).

Huang, D. (Presenter & Author), Behara, R. (Presenter & Author), Hu, Q. (Presenter & Author), Americas Conference on Information Systems, "Extended-Enterprise Information Security: A Risk Propagation Framework for Information Supply Chains." (August 2007).

Huang, D. (Presenter & Author), Behara, R. (Presenter & Author), Americas Conference on Information Systems, "Outcome-Driven Experiential Learning MIS Courses in Web 2.0 Environment." (August 2007).

Huang, D. (Presenter & Author), Behara, R. (Presenter & Author), Hu, Q. (Presenter & Author), 15th European Conference on Information Systems, "A System Dynamics Model of Information Security Investments." (June 2007).

Huang, D. (Presenter & Author), Behara, R. (Presenter & Author), Hu, Q. (Presenter & Author), 1st Annual Workshop on Information Security and Assurance, "Decision Support for Information Systems Security Investments: A System Dynamics Model." (December 2006).

Huang, D. (Presenter & Author), Behara, R. (Presenter & Author), Hu, Q. (Presenter & Author), 4th Annual Security Symposium, "Risk Propagation in Information Supply Chains." (September 2006).

Huang, D. (Presenter & Author), Behara, R. (Presenter & Author), Hu, Q. (Presenter & Author), Americas Conference on Information Systems, "A Process Approach to Information Security: Lessons from Quality Management." (August 2006).

Huang, D. (Presenter & Author), Hu, Q. (Presenter & Author), Behara, R. (Presenter & Author), 5th Workshop on the Economics of Information Security, "Economics of Information Security Investment in the Case of Simultaneous Attacks." (June 2006).

Huang, D. (Presenter & Author), Hu, Q. (Presenter & Author), Behara, R. (Presenter & Author), 1st Software International Conference, "Investment in Information Security by a Risk Averse Firm." (December 10, 2005).

Huang, D. (Presenter & Author), Hu, Q. (Presenter & Author), Behara, R. (Presenter & Author), 3rd Annual Security Symposium, "In Search for Optimal Level of Information Security Investment in Risk-Averse Firms." (September 2005).

Huang, D. (Presenter & Author), Hu, Q. (Presenter & Author), 38th Hawaii International Conference on System Sciences, "Aligning IT with Firm Business Strategies Using the Balanced Scorecard System." (January 2005).

Huang, D. (Presenter & Author), Wiley, M. (Presenter & Author), 14th International Conference of the Information Resources Management Association, "Factors Characterizing IT Use in SMEs: An Exploratory Study." (May 2004).

Huang, D. (Presenter & Author), Hu, Q. (Presenter & Author), Americas Conference on Information Systems, "Institutional Influences of Organizational Structure and Behavior: Evaluation of Business Models of the Telecom Industry." (August 2003).

Contracts, Grants and Sponsored Research

Grant

Huang, D., "Summer Research Grant," Sponsored by College of Business, Florida Atlantic University, \$10,000.00. (2012 - 2021).

Goo, J., Scott, J., Behara, R., Goo, J., Huang, D., "FLDOE Award #AWD-001097 ---CARD-Missing Persons with Special Needs Pilot Program--FAU: Evaluation of Technology for Search and Rescue of Persons with Autism," Sponsored by Florida Department of Education Grant, \$100,000.00. (September 2016 - December 2017).

SERVICE

Department Service

Coordinator, Multi-section course coordinator, Management Information systems. (2006 - Present).

Committee Member, Faculty Search Committee for Tenure-Line Faculty, ITOM. (2018 - 2020).

Committee Member, Faculty Search Committee, ITOM (2007-2009, 2013-2014, 2018-2019). (2007 - 2019).

Committee Chair, Faculty Search Committee for FT Instructor, ITOM. (2017).

Committee Member, MIS Program Assessment Committee, ITOM Department. (2015 - 2016).

Committee Chair, Marketing Committee, ITOM Department. (2011 - 2013).

Committee Chair, Marketing Committee, ITOM Department. (2008 - 2009).

College Service

Committee Member, Assessment and Assurance of Learning Committee, College of Business, FAU. (2013 - Present).

Committee Member, Graduate Council, College of Business. (2004 - Present).

Committee Member, Faculty Development Council, College of Business. (2008 - 2019).

Committee Member, Master Teacher Committee, College of Business. (2012 - 2015).

Committee Member, MBA Curriculum Review Committee. (2010 - 2015).

Judge and Faculty Mentor, Business Plan Competition. (2006 - 2015).

Committee Member, Adams Center Faculty Operations Committee, College of Business. (2009 - 2011).

Committee Member, Petitions Committee, COB. (2006 - 2007).

Committee Member, Ad Hoc Committee on Online Education, COB. (2005 - 2006).

University Service

Judge, Graduate Student Research Day, Florida Atlantic University (2012, 2014, 2015, 2017-2021). (2012 - 2021).

Judge and Faculty Mentor, Launch Competition, FAU Tech Runway (2016, 2018). (2016 - 2018).

Judge, Three-minute Thesis Competition. (2016 - 2018).

Committee Member, Graduate Program Committee, FAU. (2015 - 2017).

Committee Member, University Graduate Council, FAU. (2015 - 2017).

Faculty Mentor, Advanced eLearning. (2010 - 2011).

Committee Member, Search Committee for Assistant Provost of eLearning. (2010 - 2011).

Committee Chair, Technology Enhanced Learning. (2009 - 2010).

Professional Service

Reviewer, Ad Hoc Reviewer, Academy of Management Annual Conferences.

Reviewer, Ad Hoc Reviewer, Americas Conference of Information Systems.

Reviewer, Ad Hoc Reviewer, Decision Support Systems.

Reviewer, Ad Hoc Reviewer, European Conference of Information Systems.

Reviewer, Ad Hoc Reviewer, European Journal of Information Systems.

Reviewer, Ad Hoc Reviewer, IEEE Transactions on Engineering Management.

Reviewer, Ad Hoc Reviewer, Information Systems Management.

Reviewer, Ad Hoc Reviewer, International Conference of Information Systems.

Reviewer, Ad Hoc Reviewer, International Conference on Electronic Commerce.

Reviewer, Ad Hoc Reviewer, International Journal of Information Management.

Reviewer, Ad Hoc Reviewer, Journal of Information Systems Education.

Reviewer, Ad Hoc Reviewer, Journal of Information Systems Security.

Reviewer, Ad Hoc Reviewer, Journal of Strategic Information Systems.

Reviewer, Ad Hoc Reviewer, Management Information Systems Quarterly.

Reviewer, Ad Hoc Reviewer, Pacific Asia Conference on Information Systems.

Reviewer, Ad Hoc Reviewer, Pre-ICIS Conferences.

Coordinating Editor, Information Systems Frontier. (2016 - Present).

Editor, Senior Editor, Decision Support Systems. (2014 - Present).

Committee Member, Decision Sciences Institute (DSI). (2011 - Present).

Committee Member, Scientific Advisory Board. (2011 - Present).

Committee Member, AIS-SIGISAP - IT Issues in Asia Pacific. (2006 - Present).

Committee Member, AIS-SIGSEC - Security. (2006 - Present).

Committee Member, Association of Information Systems. (2003 - Present).

Committee Member, 2020 Data Science, Analytics, and Artificial Intelligence Conference --- FAU, Boca Raton, FL. (November 14, 2020).

Committee Chair, Mini-Track Co-Chair, IS, Food Industry, and Consumer Behavior, 26th Americas Conference on Information Systems, Salt Lake City, UT. (August 12, 2020 - August 16, 2020).

Committee Chair, Track Co-Chair, Cyber Security, 2019 Annual Meeting of the Decision Sciences Institute, New Orleans, LA. (November 23, 2019 - November 25, 2019).

Committee Chair, Mini-Track Co-Chair, IS, Food Industry, and Consumer Behavior, 25th Americas Conference on Information Systems, Cancun. (August 15, 2019 - August 17, 2019).

Committee Chair, Track Co-Chair, Cyber Security, 2018 Annual Meeting of the Decision Sciences Institute, Chicago, IL. (November 17, 2018).

Committee Chair, Mini-Track Co-Chair, IS, Food Industry, and Consumer Behavior, 24th Americas Conference on Information Systems, New Orleans, LA. (August 18, 2018).

Committee Chair, Mini-Track Co-Chair, Healthcare Analytics, 23rd Americas Conference on Information Systems, Boston, MA. (August 10, 2017).

Committee Chair, Mini-Track Co-Chair, IS, Food Industry, and Consumer Behavior, 23rd Americas Conference on Information Systems, Boston, MA. (August 10, 2017).

Committee Chair, Mini-Track Co-Chair, Healthcare Analytics, 22nd Americas Conference on Information Systems, San Diego, CA. (August 13, 2016).

Committee Chair, Mini-Track Co-Chair, IS, Food Industry, and Consumer Behavior, 22nd Americas Conference on Information Systems, San Diego, CA. (August 13, 2016).

Committee Chair, Program Committee, 2015 Annual Meeting of the Decision Sciences Institute, Seattle, WA. (November 21, 2015).

Committee Chair, Track Co-Chair, Information Privacy and Security Risks, 2015 Annual Meeting of the Decision Sciences Institute, Seattle, WA. (November 21, 2015).

Committee Chair, Mini-Track Co-Chair, Healthcare Analytics, 21st Americas Conference on Information Systems, Puerto Rico. (August 13, 2015).

Committee Chair, Mini-Track Co-Chair, Healthcare Analytics, 20th Americas Conference on Information Systems, Savannah, GA. (August 7, 2014).

Committee Chair, Mini-Track Co-Chair, Electronic Health Record Technology in Emergency Medical Services (EMS), 19th Americas Conference on Information Systems, Chicago, IL. (August 15, 2013).

Committee Chair, Mini-Track Co-Chair, Adoption and Meaningful Use of Electronic Health Record (EHR) Technology, 18th Americas Conference on Information Systems, Seattle, WA. (August 9, 2012).

Committee Member, 10th Annual Security Conference. (May 2011).

Committee Member, International Workshop on Risk and Trust. (November 2010).

Cheryl Burke Jarvis

Florida Atlantic University

Marketing

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Education

PhD, Indiana University, 1999.
Major: Business (Marketing)

MS, Indiana University, 1998.
Major: Marketing

MS, Texas A&M University, 1995.
Major: Marketing

BS, Texas A&M University, 1986.
Major: Agricultural Journalism

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Chair and Professor, Department of Marketing, Phil Smith Professor of Free Enterprise, FAU, College of Business. (July 2019 - Present).

Adjunct Instructor, Department of Marketing, Southern Illinois University, Carbondale, Illinois. (2017 - 2020).

Chair and Professor, Department of Marketing, Fellow, Phil Smith Professor of Free Enterprise, FAU, College of Business. (July 2017 - July 2019).

Professor, Department of Marketing, Southern Illinois University, Carbondale, Illinois. (2013 - June 2017).

Associate Dean, College of Business, Southern Illinois University, Carbondale, Illinois. (2014 - 2016).

Chair, Department of Marketing, Southern Illinois University, Carbondale, Illinois. (2012 - 2014).

Associate Professor, Department of Marketing, Southern Illinois University, Carbondale, Illinois. (2009 - 2013).

Assistant Professor, Department of Marketing, W.P. Carey School of Business, Arizona State University, Tempe, AZ. (2000 - 2009).

Visiting Assistant Professor, Department of Marketing, Kelley School of Business, Indiana University, Bloomington, IN. (1999 - 2000).

Associate Instructor, Department of Marketing, Kelley School of Business, Indiana University, Bloomington, IN. (1995 - 1999).

Professional

Account Supervisor and Director of Public Relations, Howell Boyd Advertising, Inc., San Antonio, Texas. (1992 - 1994).

Account Supervisor, S&C Advertising & Public Relations Inc., San Antonio, Texas. (1989 - 1992).

General Manager and Publisher, Brangus Publications, Inc., San Antonio, Texas. (1988 - 1989).

Managing Editor and Manager of Editorial Services, National Cattleman's Association, Denver, Colorado. (1986 - 1988).

Licensures and Certifications

Completed "Flex/Online Teaching Orientation" course, FAU Center for Online and Continuing Education. (2021).

Completed "Teaching Online Orientation" course, FAU Center for Online and Continuing Education. (2020).

Certification - Online Designer/Facilitator, FAU Center for Online and Continuing Education. (2018).

Professional Memberships

American Marketing Association. (1996 - Present).

Development Activities Attended

Workshop, "(4 hours) - Teaching Online Orientation (Training) -- Workshop covering the basis of online teaching," FAU, Virtual. (2020).

"Online Designer/Facilitator Certification, Florida Atlantic University Center for eLearning," FAU. (2018).

Awards and Honors

Outstanding Graduate Professor of the Year, Southern Illinois University, College of Business. (2017).

Winner, Louis W. Stern Award, American Marketing Association. (2017).

Outstanding Research Faculty Mentor Award of Excellence, Southern Illinois University. (2016).

Finanlist, Sheth Foundation Award for Best Paper of the Year, Journal of the Academy of Marketing Science. (2015).

Outstanding Mentor, McNair Scholars Program, Southern Illinois University. (2014).

Researcher of the Year, Southern Illinois University, College of Business. (2012).

Reviewer of the Year, Journal of Service Research. (2012).

TEACHING

Teaching Experience

Florida Atlantic University

MAR 3023, Marketing Management, 8 courses.

Directed Student Learning

Dissertation Committee Member, "Interactivity, Communication, and Loyalty in Online Communities." (2019).

Advised: Gina Brynildsen

Dissertation Committee Member, "Effects of B2B Customers' Perceived Benefits of Willingness to Disclose Information in an Online Exchange of Information." (2019).

Advised: Jose Luis Saavedra

Dissertation Committee Member, "An Empirical Test of a Theoretical Model of Surprise in Marketing." (2018).

Advised: Irina Toteva

Dissertation Committee Member, "Service Recovery in e-Services: Service Recovery Process, Perceived Justice and Satisfaction." (2017).

Advised: Siti Zakaih Abu Bakar

Dissertation Committee Chair, "To Have or To Hold: The Role of Psychological Ownership in Non-Ownership Models of Consumption." (2016).

Advised: David Houghton

Dissertation Committee Chair, "Consumers and Their Celebrity Brands: How Narratives Impact Attachment Through Relationship Norms." (2014).

Advised: Bennie Eng

Dissertation Committee Chair, "The Role of Self-Congruence in Customers' Emotional Responses to Service Failures." (2014).

Advised: Monica Wei

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Kandampully, J., Bilgihan, A., Bujisic, M., Kaplan, M., Jarvis, C. B., Shukla, Y.S. (2021). Service transformation: How can it be achieved? *Journal of Business Research*, 136, 219-228.

Eng, B., Jarvis, C. B. (2020). Consumers and Their Celebrity Brands: How Personal Narratives Set the Stage for Attachment. *Journal of Product and Brand Management*, 29(6), 831-847.

Azab, C., Clark, T., Jarvis, C. B. (2018). Positive Psychological Capacities: The Mystery Ingredient in Successful Service Recoveries? *Journal of Services Marketing*, 32(7), 897-912.

Jarvis, C. B., Hollmann, T., Bitner, M. J. (2015). Reaching the Breaking Point: A Dynamic Process Theory of Business-to-Business Customer Defection. *Journal of the Academy of Marketing Science*, 43(March), 257-278.

Gallan, A., Jarvis, C. B., Brown, S. W., Bitner, M. J. (2013). Customer Positivity and Participation in Services: An Empirical Test in a Healthcare Context. *Journal of the Academy of Marketing Science*, 41(3), 338-356.

- Fombelle, P., Jarvis, C. B., Ward, J. W., Ostrom, L. (2012). Leveraging Customers' Multiple Identities: Identity Synergy as a Driver of Organizational Identification. *Journal of the Academy of Marketing Science*, 40(July), 587-604.
- Jarvis, C. B., MacKenzie, S. B., Podsakoff, P. M. (2012). The Negative Consequences of Measurement Model Misspecification. *MIS Quarterly*, 36(March), 139-146.
- Cadwallader, S., Jarvis, C. B., Bitner, M. J., Ostrom, A. (2010). Frontline Employee Motivation to Participate in Service Innovation Implementation. *Journal of the Academy of Marketing Science*, 38(April), 219-239.
- Palmatier, R. W., Jarvis, C. B., Bechhoff, J., Kardes, F. (2009). The Role of Customer Gratitude in Relationship Marketing. *Journal of Marketing*, 73(September), 1-18.
- DelVecchio, D., Jarvis, C. B., Klink, R., Dineen, B. (2007). Leveraging Brand Equity to Attract Human Capital. *Marketing Letters*, 18(September), 149-164.
- MacKenzie, S. B., Podsakoff, P. M., Jarvis, C. B. (2005). The Problem of Measurement Model Misspecification in Behavioral and Organizational Research and Some Recommended Solutions. *Journal of Applied Psychology*, 90(July), 710-730.
- Jarvis, C. B., MacKenzie, S. B., Podsakoff, P. M. (2003). A Critical Review of Construct Indicators and Measurement Model Misspecification in Marketing and Consumer Research. *Journal of Consumer Research*, 30(September), 199-218.
- Ahearne, M., Gruen, T., Jarvis, C. B. (1999). If Looks Could Sell: Moderation and Mediation of the Attractiveness Effect on Salesperson Performance. *International Journal of Research in Marketing*, 16, 269-284.
- Jarvis, C. B. (1998). An Exploratory Investigation of Consumers' Evaluations of External Information Sources in Prepurchase Search. *Advances in Consumer Research*, 25, 446-452.
- Jarvis, C. B. (1998). Executive Briefing: Retail and Technology. *Business Horizons*, 41(4), 2-4.

Presentations Given

- Gallan, A., Jarvis, C. B., Niraj, R., AMS Annual Conference, "Disentangling Service Reliability from Service Excellence and Assessing Their Impact on Likelihood to Recommend," AMS, Monterey, CA. (May 25, 2022).
- Kandampully, J., Bilgihan, A., Bujisic, M., Jarvis, C. B., Shukla, Y. S., Presented at the Thought Leadership Forum, "Service Transformation: How Can it Be Achieved?," Virtual. (October 2020).
- Gallan, A., Jarvis, C. B., Niraj, R., 2020 American Marketing Association -- 11th ServSig Conference -- (Cancelled), "Service Reliability vs. Service Excellence: Which Wins When?," American Marketing Association, Brisbane, Australia. (July 9, 2020).
- Gallan, A., Niraj, R., Jarvis, C. B., Presented at Decision Sciences Institute, "Service Reliability vs. Service Excellence: Which Wins When?," Chicago, IL. (November 2018).
- Jarvis, C. B., Presented at Biotechnologia Habana (Invited Special Session), "Business School Activities Supporting Technology Commercialization in US Universities: Case Studies from Southern Illinois University," Varadero, Cuba. (December 2017).

Eng, B., Jarvis, C. B., Presented at the Association of Consumer Research North American Conference, "Consumers and Their Celebrity Brands: How Narratives Impact Attachment Through Communal Relationship Norms," New Orleans, LA. (October 2015).

Jarvis, C. B., Presented at Carbondale Chamber of Commerce, "Consumer Service, Service Failure and Recovery," Chamber University Marketing School, Carbondale, Illinois. (May 2014).

Gallan, A., Jarvis, C. B., Presented at the Center for Services Leadership Annual Job Board and Academic Meeting, "The Power of Positivity: Fueling Customer Participation to Boost Satisfaction," Tempe, Arizona. (February 2013).

Gallan, A., Jarvis, C. B., Brown, S. W., Bitner, M. J., Presented at the American Marketing Association Summer Educators' Conference, "Effects of Customer Positivity and Effort on Perceptions of a Healthcare Service Experience," Boston, MA. (August 2010).

Contracts, Grants and Sponsored Research

Grant

Jarvis, C. B., "U.S. State Department Grant for Entrepreneurship Development in Cuba." (2016 - 2017).

Research Currently in Progress

"Principles of Marketing Course Duration and Student Performance" (On-Going).

SERVICE

Department Service

Faculty Advisor, American Marketing Association, Marketing Department, College of Business, FAU. (2017 - 2019).

College Service

Committee Member, Executive Committee, FAU, College of Business. (2017 - Present).

Facilitator/Trainer, FAU College of Business Search Committee Diversity Training, Women in Science and Engineering Leadership Institute. (2018 - 2019).

Faculty Member, Delta Sigma Pi, initiated into FAU chapter. (March 2019).

Committee Member, Review Committee for FAU College of Business Dean's Fellowship/Professorship Awards. (2018).

Committee Member, Kathleen Brush Center for Women in Leadership Faculty Planning Committee, FAU. (2017).

University Service

Discipline Coordinator, Executive Committee, FAU Phi Kappa Phi. (2021 - Present).

Discipline Coordinator, Scholarships and Awards Coordinator, FAU Phi Kappa Phi. (2021 - Present).

Discipline Coordinator, Discipline Coordinator, Florida Department of Education, Statewide Course Numbering System. (2018 - Present).

Committee Member, Faculty Advisory Committee, FAU Career Center. (2018 - Present).

Committee Member, FAU STRIDE (Science and Technology Recruiting to Improve Diversity and Excellence) NSF ADVANCE-IT Catalyst Grant Program. (2018 - Present).

Committee Member, Scholarship Committee, FAU Phi Kappa Phi. (2018 - Present).

Committee Member, University Brand Positioning Committee. (2018 - Present).

Faculty Executive Committee, Center for Services Leadership, Arizona State University, Tempe, Arizona. (2015 - Present).

Research Faculty Fellow, Center for Services Leadership, Arizona State University, Tempe, Arizona. (2000 - Present).

Committee Member, FAU University Honors Day Academic Scholarship Committee. (2022).

Presenter and Judge, FAU College of Engineering and Computer Science's Innovation Leadership Honors Program. (August 2018 - May 2019).

Judge, FAU Undergraduate Research Symposium. (January 2018 - May 2018).

Committee Member, Capital Campaign Communications Advisory Committee, Southern Illinois University. (2015 - 2017).

Committee Member, Campus Wide Assessment Committee, Southern Illinois University. (2015 - 2016).

Professional Service

Editorial Review Board, Journal of Academy of Marketing Science. (2017 - Present).

Executive Committee, Center for Services Leadership Faculty Network, Arizona State University. (2015 - Present).

Editor, Associate Editor, Journal of Service Research (re-named for 2nd 3-year term -- 2013-16, 2017-21). (2013 - Present).

Task Force Chair, Academy of Marketing Science Conference - "Customer Relationship Management". (2014).

Editorial Review Board Member, Journal of Service Research. (2011 - 2013).

Editorial Review Board, Journal of Academy of Marketing Science. (2006 - 2012).

Ting Levy
Florida Atlantic University
Economics
(561) 297-2135
Email: tlevy6@fau.edu

Education

PhD, University of Florida, 2010.
Major: Economics
Dissertation Title: "Essays on International Trade, Growth and the Environment"

MA, University of Florida, 2008.
Major: Economics

MA, Carleton University, 2005.
Major: Economics

BS, Huazhong University of Science and Technology, 2002.
Major: Finance

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Senior Instructor, FAU, College of Business, Department of Economics. (August 2017 - Present).

Instructor, FAU, College of Business, Department of Economics. (January 2011 - August 2017).

Visiting Instructor, University of International Business and Economics, Beijing, China. (May 2014 - August 2014).

Visiting Instructor, University of International Business and Economics, Beijing, China. (May 2011 - August 2011).

Adjunct Professor, Florida Atlantic University. (May 2010 - December 2010).

Adjunct Professor, Palm Beach State College. (May 2010 - December 2010).

Lecturer, Webster University. (January 2010 - May 2010).

Lecturer, University of Florida. (August 2008 - May 2010).

Teaching/Research Assistant for Dr. Mark Rush, Dr. David Figlio, Dr. Elias Dinopoulos, Dr. Chunrong Ai, Dr. Jonathan Hamilton. (2005 - 2009).

Licensures and Certifications

eLearning Designer/Facilitator Certification Program, Florida Atlantic University. (November 2012 - Present).

Completed the Flex/Online Teaching Orientation workshop, Center for Online and Continuing Education, FAU. (June 2021).

Completed the Teaching Online Orientation workshop, Center for Online and Continuing Education, FAU. (May 2021).

Development Activities Attended

Workshop, "Flex/Online Teaching Orientation Workshop," FAU. (2021).

Workshop, "Not Another Quiz: Engaging Students through Authentic Assessment," FAU. (2021).

Workshop, "Peer tips to drive student engagement in online & remote courses," Cengage. (2021).

Workshop, "Teaching Online Orientation Workshop," FAU. (2021).

Workshop, "Discovering New Approaches to Teaching & Research," ProQuest, Virtual. (October 2021).

Workshop, "Effective Practices for Incorporating Media in your Course Workshop," FAU - College of Business, Boca Raton, FL, USA. (2020).

Workshop, "Life Hacks to Enhance Your Online Course Workshop," Cengage. (2020).

Workshop, "Miro Miro on the Wall Workshop," FAU - College of Business, Boca Raton, FL, USA. (2020).

Conference Attendance, "Cengage Teaching Conference, Virtual," Cengage. (October 2020).

Conference Attendance, "EconED 2020, Virtual." (October 2020).

Workshop, "AOL Rubric Workshop (2 hours)," FAU - College of Business, Boca Raton, FL, USA. (February 14, 2020).

Conference Attendance, "EconED 2016," Fort Lauderdale, Florida. (October 2016).

Conference Attendance, "EconED 2014," Denver, CO. (October 2014).

Conference Attendance, "EconED 2013: Economic Principles Symposium," Davie, FL, US. (October 2013).

Continuing Education Program, "eLearning Designer/Facilitator Certificate Course (40 hours)," FAU - Center for E-Learning, Boca Raton, FL, USA. (November 2012).

Conference Attendance, "Teaching Principles of Economics--An Economics Symposium," Florida Atlantic University, Boca Raton, FL, USA. (2011).

Awards and Honors

Excellence and Innovation in Undergraduate Teaching (2013-14), Florida Atlantic University. (2014).

Excellence and Innovation in Undergraduate Teaching (2013-14), Florida Atlantic University, College of Business. (2014).

Lockhart Travel Award, University of Florida, Department of Economics. (April 2008).

TEACHING

Teaching Experience

Florida Atlantic University

ECO 2013, Macroeconomic Principles, 3 courses.
ECO 2023, Microeconomic Principles, 6 courses.
ECO 3003, Economic Principles & Policies, 1 course.
ECO 3101, Intermediate Microeconomics, 11 courses.
ECO 3203, Intermediate Macroeconomics, 6 courses.
ECO 3703, International Economics, 2 courses.
ECO 4223, Money and Banking, 4 courses.
ECO 4704, Economics of Intl Trade, 7 courses.
ECO 4713, Intl Monetary Economics, 7 courses.
ECO 6706, Advanced International Trade, 6 courses.
ECO 6930, Contmpry Adv Intl Development, 1 course.
ECP 2002, Contemporary Economic Issues, 1 course.
ECP 3703, Managerial Economics, 5 courses.
ECP 6705, Advanced Managerial Economics, 4 courses.
ECS 3013, International Economic Develop, 22 courses.

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

- Levy, T., Chiang, E., Levy, E. (in press). Analyzing the Effect of Regional Modality in Polling Surveys: A Case Study of the 2020 U.S. Presidential Election Results in Florida. *American Behavioral Scientist*.
- Liu, X., Levy, T., Chao, C.-C., Zhang, M. (2017). Is Population Growth Bad for the Environment? *B.E. Journal of Economic Analysis and Policy*, 17(3).
- Levy, T., Dinopoulos, E. (2016). Global Environmental Standards with Heterogeneous Polluters. *International Review of Economics and Finance*, 43, 482-498.
- Levy, T., Kimball, S., Venturelli, H., Miller, S. (2014). Interactive Voice Recognition Communication in Electoral Politics: Exploratory Meta-Data Analysis. *American Behavioral Scientist*, 58(9), 1236-1245.
- Levy, T., Estevez, K. (2014). Intra-Industry Trade and the Demand for Child Labor. *International Journal of Economic Theory*, 10(3), 275-294.
- Levy, T., Liu, X., Liu, Z., Qiu, Z. (2012). Asset Pricing with Relative Performance and Heterogeneous Agents. *Theoretical Economics Letters*, 2, 520-523.

Other

- Levy, T. (2021). Chapter Review: Chapter 5: The Solow Model. In Nicolas Vincent and Pierre Yared (Ed.), *Macroeconomics*. Pearson.
- Levy, T. (2020). Book Review: Economics of Money, Banking and Financial Markets, 12/E, Pearson, 2020. *Macroeconomics*. Pearson.

Levy, T. (2020). Book Review: Macroeconomics, Nicholas Vincent and Pierre Yared, Pearson, 2020. In Blanchard (Ed.), *Macroeconomics*. Pearson.

Levy, T. (2018). Chapter Review: Macroeconomics, Blanchard, Pearson, 2018. In Blanchard (Ed.), *Macroeconomics*. Pearson.

Levy, T. (2016). Chapter Review: A Digital Approach to the Principles of Economics, Michael Ryan, Pearson, 2016. In Michael Ryan (Ed.), *A Digital Approach to the Principles of Economics*. Pearson.

Levy, T. (2015). Chapter Review: *FlipItEcon*, Chiang & Vazquez, Macmillan, 2014 and 2015. In Chiang & Vazquez (Ed.), *FlipItEcon*. MacMillan.

Levy, T. (2011). *Flat World Knowledge*. Money and Banking.

Presentations Given

Levy, T. (Panelist), Zoom panel with the PBC Clerk of the Circuit Court and Comptroller, Joseph Abruzzo, FAU WGSS and PBS NOW event, "Women and Economics/Money." (November 2021).

Levy, T., "International Trade, Pollution and Environmental Standards," Shanghai University of Finance and Economics, School of International Business Administration, Shanghai, China. (June 2011).

Levy, T., "International Trade, Pollution and Environmental Standards," Florida Atlantic University, Department of Economics, Boca Raton, FL. (February 2011).

Levy, T., "International Trade, Pollution and Environmental Standards," University of Florida, Department of Economics, Gainesville, FL. (2010).

Levy, T., "Is Population Growth Bad for the Environment?," University of Florida, Department of Economics, Gainesville, FL. (April 2008).

SERVICE

Department Service

Assessment Committee (Macro). (2021 - Present).

Undergraduate Curriculum Committee. (2021 - Present).

Committee Chair, Undergraduate Awards Committee. (August 2015 - May 2016).

Committee Member, Economics Instructor Search Committee. (2011 - 2012).

College Service

Committee Member, College of Business AACSB Assurance of Learning Committee. (August 2018 - 2022).

Committee Member, Instructor Promotion Evaluation Committee. (August 2018 - 2020).

University Service

Faculty Affiliates for the Center for Women, Gender, and Sexuality Studies. (2021 - 2022).

Faculty Mentor, Mentoring Project. (2015 - 2019).

William Luther
Florida Atlantic University
Economics
(561) 297-0690
Email: wluther@fau.edu

Education

PhD, George Mason University, 2012.
Major: Economics

MA, George Mason University, 2011.
Major: Economics

BA, Capital University, 2008.
Major: Economics

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Associate Professor, Economics Department, FAU, College of Business. (August 2021 - Present).

Assistant Professor, Economics Department, FAU, College of Business. (August 2018 - July 2021).

Assistant Professor of Economics, Kenyon College, Gambier, OH. (2012 - July 2018).

Awards and Honors

Best Article in Journal of Private Enterprise (2017, 2019), Association of Private Enterprise Education. (2019).

Young Scholar, Mont Pelerin Society. (2017).

TEACHING

Teaching Experience

Florida Atlantic University

ECO 3203, Intermediate Macroeconomics, 4 courses.
ECO 4223, Money and Banking, 3 courses.
ECO 6206, Advanced Macroeconomics, 4 courses.
ECO 6216, Advanced Monetary Economics, 3 courses.
ECO 6716, Adv Intrntnl Mntry Economics, 1 course.

Directed Student Learning

Master's Thesis Committee Member, "Is the Phillips Curve a Unicorn?." (2021).
Advised: Sanghyun Lee

Master's Thesis Committee Member, "Teach Planet Money." (2019).
Advised: Christian Fignole

Master's Thesis Committee Member, "Monetary Policy after the Crisis and Alternative Systems for Macroeconomic Stability," Other (Outside Florida Atlantic University). (2016).
Advised: Chris Kuiper

RESEARCH

Published Intellectual Contributions

Book Chapters

- Luther, W., Boettke, P. J., Stein, S. M. (in press). In Bruce Kaufman (Ed.), *Labor Economics from an Austrian Perspective (forthcoming)*. Stanford University Press: Models of Labor Markets.
- Luther, W. (2016). *Regulating Bitcoin: On What Grounds?* (pp. 391-415). Mercatus Center: Reframing Financial Markets Regulation.
- Luther, W., Horwitz, S. (2011). The Great Recession and its Aftermath from a Monetary Equilibrium Theory Perspective. In Steven Kates (Ed.), *The Global Financial Crisis: What Have We Learnt?* (pp. 75-92). Cheltenham: Edward Elgar.
- Luther, W., Hall, J. C. (2010). Ireland. In James Ciment (Ed.), *Booms and Busts: An Encyclopedia of Economic History from Tulipmania of the 1630s to the Global Financial Crisis of the 21st Century* (pp. 418-421). Armonk, NY: M.E. Sharpe.
- Luther, W., Boettke, P. J. (2010). The Ordinary Economics of an Extraordinary Crisis. In Steven Kates (Ed.), *Macroeconomic Theory and its Failings: Alternative Perspectives on the World Financial Crisis* (pp. 14-25). Cheltenham: Edward Elgar.

Refereed Journal Articles

- Henderson, J. R., Luther, W. (2022). Cash, Crime, and Cryptocurrencies. *The Quarterly Review of Economics and Finance*, 85, 200-227.
- Luther, W., Jordan, J. L. (2022). Central Bank Independence and the Federal Reserve's New Operating Regime. *Quarterly Review of Economics and Finance*, 84, 510-515.
- Luther, W. (2022). Regulatory Ambiguity in the Market for Bitcoin. *The Review of Austrian Economics*, 35(2), 1-14.
- Luther, W. (2021). Two Paths Forward for Austrian Macroeconomics. *The Review of Austrian Economics*, 3(2), 289-297.
- Luther, W. (2021). Behavioral and Policy Responses to COVID-19: Evidence from Google Mobility Data on State-Level Stay-at-Home Orders. *The Journal of Private Enterprise*, 36(3), 67-89.
- Cachanosky, N., Cutsinger, B. P., Hogan, T. L., Luther, W., Salter, A. W. (2021). The Federal Reserve's Response to the COVID-19 Contraction: An Initial Appraisal. *Southern Economic Journal*, 87(4), 1152-1174.
- Luther, W. (2020). Cross-country Differences in Personal Protection Equipment Use. *Journal of Private Enterprise*, 35(4), 21-27.
- Luther, W. (2020). Four Principles for a Base Money Regime. *The Cato Journal*, 40(2), 533-545.

- Luther, W., Smith, S. S. (2020). Is Bitcoin a Decentralized Payment Mechanism? *Journal of Institutional Economics*, 16(4), 433-444.
- Luther, W., Hazlett, P. K. (2020). Is Bitcoin Money? And What That Means. *Quarterly Review of Economics and Finance*, 77, 144-149.
- Hogan, T., Luther, W. (2020). Suboptimal Equilibria from Nominal Income Targeting. *Journal of Private Enterprise*, 35(2), 61-76.
- Luther, W., Salter, A. W. (2019). Adaptation and Central Banking. *Public Choice*, 180(3), 243-256.
- Luther, W., Hogan, T. (2019). Endogenous Matching and Money with Random Consumption Preferences. *B.E. Journal of Theoretical Economics*, 19(2), 1-9.
- Luther, W. (2019). Getting off the Ground: The Case of Bitcoin. *Journal of Institutional Economics*, 15(2), 189-205.
- Luther, W., McElyea, J.P. (2018). Austrian Macroeconomics in Search of its Uniqueness. *Journal of Private Enterprise*, 33(2), 1-20.
- Luther, W. (2018). Is Bitcoin Intrinsically Worthless? *Journal of Private Enterprise*, 33(1), 31-45.
- Luther, W., Hendrickson, J. R. (2017). Banning Bitcoin. *Journal of Economic Behavior and Organization*, 141, 188-195.
- Luther, W., Salter, A. W. (2017). Bitcoin and the Bailout. *Quarterly Review of Economics and Finance*, 66, 50-56.
- Luther, W. (2016). Bitcoin and the Future of Digital Payments. *Independent Review*, 20(3), 397-404.
- Luther, W. (2016). Cryptocurrencies, Network Effects, and Switching Costs. *Contemporary Economic Policy*, 34(3), 553-571.
- Luther, W. (2016). Mises and the Moderns on the Inessentiality of Money in Equilibrium. *Review of Austrian Economics*, 29(1), 1-13.
- Luther, W., Cohen, M. (2016). On the Empirical Relevance of the Mises-Hayek Theory of the Trade Cycle. *Advances in Austrian Economics*, 20, 79-103.
- Luther, W., White, L. H. (2016). Positively Valued Fiat Money after the Sovereign Disappears: The Case of Somalia. *Review of Behavioral Economics*, 3(3-4), 311-334.
- Luther, W., Hogan, T. L. (2016). The Implicit Costs of Government-Provided Deposit Insurance. *Journal of Private Enterprise*, 31(2), 1-13.
- Luther, W., Salter, A. (2016). The Optimal Austrian Business Cycle Theory. *Advances in Austrian Economics*, 20, 45-60.
- Luther, W., Hendrickson, J. R., Hogan, T. L. (2016). The Political Economy of Bitcoin. *Economic Inquiry*, 54(2), 925-939.
- Luther, W., Olson, J. (2015). Bitcoin is Memory. *The Journal of Prices and Markets*, 3(3), 22-33.

- Luther, W. (2015). The Monetary Mechanism of Stateless Somalia. *Public Choice*, 165(1), 45-58.
- Luther, W. (2015). Using NPRs Planet Money Podcast in Principles of Macroeconomics. *Journal of Private Enterprise*, 30(1), 143-154.
- Luther, W., Cohen, M. (2014). An Empirical Analysis of the Austrian Business Cycle Theory. *Atlantic Economic Journal*, 42(2), 153-169.
- Luther, W. (2014). Evenly Rotating Economy: A New Modeling Technique for an Old Equilibrium Construct. *Review of Austrian Economics*, 27(4), 403-417.
- Luther, W., Salter, A. (2014). Synthesizing State and Spontaneous Order Theories of Money. *Advances in Austrian Economics*, 18, 161-178.
- Luther, W., Hogan, T. L. (2014). The Explicit Costs of Government-Provided Deposit Insurance. *Cato Journal*, 34(1), 145-170.
- Luther, W. (2013). Friedman Versus Hayek on Private Outside Monies: New Evidence for the Debate. *Economic Affairs*, 33(1), 127-135.
- Luther, W., Koppl, R. (2013). Hayek, Keynes, and Modern Macroeconomics. *Review of Austrian Economics*, 25(3), 223-241.
- Luther, W., Salter, A. (2012). Monetary Equilibrium and Price Stikiness Reconsidered: A Reply to Bagus and Howden. *Review of Austrian Economics*, 25(3), 263-269.
- Luther, W. (2009). The Economics Underlying the Ethics of Fiscal Stimuli. *Journal of Lutheran Ethics*, 9(3).

Journal Articles

- Luther, W., White, L. H. (2014). Can Bitcoin Become a Major Currency? *Cayman Financial Review*, 36, 78-79.
- Luther, W., Lawson, R. A., Hall, J. C. (2008). A Comment on Legum (2007) and Stanford (2007). *Real World Economics Review*, 47(October), 261-262.

Other

- Luther, W. (2020). Book Review of M.R. Strain's The American Dream Is Not Dead (But Populism Could Kill It). *Independent Review* (2nd ed., vol. 25, pp. 152).
- Luther, W. (2019). Book Review of D. Golumbia's The Politics of Bitcoin: Software as Right-Wing Extremism. *Review of Austrian Economics* (1st ed., vol. 32, pp. 85-88).
- Luther, W. (2018). Book Review of K.S. Rogoff's The Curse of Cash. *Independent Review* (4th ed., vol. 22, pp. 619-622).
- Luther, W. (2018). K.S. Rogoff's *The Curse of Cash* (4th ed., vol. 22, pp. 619-622). Independent Review.

Presentations Given

- Luther, W., Cato Institute, 27th Annual Monetary Conference, "Four Principles for a Base Money Regime," Washington, DC. (November 2019).

Luther, W., Southern Economic Association, "Four Principles for a Base Money Regime," Fort Lauderdale, FL. (November 2019).

Luther, W., American Institute for Economic Research, "Is Bitcoin Money? (And What That Means)," Great Barrington, MA. (August 2019).

Luther, W., Association of Private Enterprise Education, "Regulatory Ambiguity in the Market for Bitcoin," Nassau, Bahamas. (April 2019).

Luther, W., American Enterprise Institute, "Central Bank Independence and the Federal Reserve's New Operating Regime," Washington, DC. (March 2019).

Luther, W., Southern Economic Association, "Central Bank Independence and the Federal Reserve's New Operating Regime," Washington, DC. (November 2018).

Luther, W., Mont Pelerin Society, "Regulatory Ambiguity in the Market for Bitcoin," Gran Canaria, Canary Islands. (October 2018).

Luther, W., American Enterprise Institute, Economist Roundtable, "Cash, Crime, and Cryptocurrencies," Middleburg, VA. (September 2018).

Luther, W., American Institute for Economic Research, "Cash, Crime, and Cryptocurrencies," Great Barrington, MA. (July 2018).

Luther, W., Association of Private Enterprise Education, "Cash, Crime, and Cryptocurrencies: Central Bank Independence and the Federal Reserve's New Operating Regime," Las Vegas, NV. (April 2018).

Luther, W., FAU, Research Seminar, "Getting O the Ground: The Case of Bitcoin," Boca Raton, FL. (January 2018).

Luther, W., Southern Economic Association, "Cash, Crime, and Cryptocurrencies," Tampa, FL. (November 2017).

Luther, W., Mont Pelerin Society, "Banning Bitcoin," Seoul, South Korea. (May 2017).

Contracts, Grants and Sponsored Research

Other

Luther, W., "Sound Money Grant," Sponsored by Atlas Foundation, \$50,000.00. (2018).

Luther, W., "Educational Opportunities Grant," Sponsored by Charles Koch Foundation, \$35,000.00. (2017).

SERVICE

Department Service

Committee Member, Economics Search Committee, FAU. (August 2019 - Present).

Committee Member, Graduate Curriculum Committee, FAU. (February 2019 - Present).

Web Design, Primary, FAU. (August 2018 - Present).

College Service

Web Design, Primary. (August 2018 - Present).

Professional Service

Director, Sound Money Project, Association of Private Enterprise Education, Executive Board.
(April 2020 - Present).

Editorial Review Board Member, Journal of Private Enterprise. (January 2020 - Present).

Editorial Review Board Member, Small Business Economics. (December 2019 - Present).

Editorial Review Board Member, Society for the Development of Austrian Economics. (November
2019 - Present).

Director, Sound Money Project, American Institute for Economic Research. (2017 - Present).

Adjunct Scholar, Center for Monetary and Financial Alternatives, CATO Institute, Washington,
DC. (2014 - Present).

Fellow, Sound Money Project, American Institute for Economic Research. (2014 - 2017).

Dr. Tamara Mangleburg

Florida Atlantic University

Marketing

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Education

PhD, Virginia Polytechnic Institute and State University, 1992.

Major: Marketing

Supporting Areas of Emphasis: Sociology

MBA, Virginia Polytechnic Institute and State University, 1988.

Major: Marketing

BA, Virginia Polytechnic Institute and State University, 1985.

Major: International Studies, Political Science

Supporting Areas of Emphasis: French

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Associate Professor, Florida Atlantic University. (March 1998 - Present).

Assistant Professor, Florida Atlantic University. (August 1992 - March 1998).

Part-time Instructor, Virginia Polytechnic Institute and State University. (September 1987 - 1989).

Professional

Copy Editor, Journal of Consumer Research. (June 1990 - May 1992).

Professional Memberships

American Marketing Association.

Association for Consumer Research.

National Council on Family Relations.

Development Activities Attended

Workshop, "(4 hours) - Teaching Online Orientation (Training) -- Workshop covering the basis of online teaching," FAU, Virtual. (2020).

Awards and Honors

Outstanding Reviewer, Journal of Retailing. (2007).

TEACHING

Teaching Experience

Florida Atlantic University

MAR 4231, Retail Management, 18 courses.
MAR 4232, Merchandising Management, 4 courses.
MAR 4323, Promotional Management, 13 courses.
MAR 4503, Consumer Behavior, 13 courses.
MAR 7507, Seminar in Consumer Behavior, 1 course.

Directed Student Learning

Dissertation Committee Chair, "Optimal Positioning of Web Page Banner Advertisements: An Extension of Hemispheric Processing Theory.," Marketing.
Advised: Kendall Goodrich

Dissertation Committee Chair, "Why Don't Consumers Forgive and Forget? The Effects of Animosity on Willingness to Buy.," Marketing.
Advised: Selima Ben Mrad

Awards and Honors

Nominee, Distinguished Teacher of the Year Award, Florida Atlantic University. (2001).

Departmental Nominee, Excellence in Undergraduate Teaching Award, Marketing Department, Florida Atlantic University. (1997).

Departmental Nominee, Excellence in Undergraduate Teaching Award, Marketing Department, Florida Atlantic University. (1996).

Teaching Incentive Program Award for Undergraduate Teaching, Florida Atlantic University. (1996).

Departmental Nominee, Excellence in Undergraduate Teaching Award, Marketing Department, Florida Atlantic University. (1995).

RESEARCH

Published Intellectual Contributions

Book Chapters

Mangleburg, T., Bristol, T. (1999). Socialization and Adolescents' Skepticism Toward Advertising. In M. Carole Macklin and Les Carlson (Ed.), *Advertising to Children: Concepts and Controversies* (pp. 27-47). Sage Publications.

Refereed Journal Articles

Savas, S., Koku, P., Mangleburg, T. (2022). Really New Services: Perceived Risk and Adoption Intentions. *Services Marketing Quarterly*, 43(4), 485-503.

Korgaonkar, P., Becerra, E., Mangleburg, T., Bilgihan, A. (2021). Retail Employee Theft: When Retail Security Alone Is Not Enough. *Psychology & Marketing*, 38(5), 721-734.

Korgaonkar, P., Gironda, J., Petrescu, M., Krishen, A. S., Mangleburg, T. (2020). Preventing shoplifting: Exploring online comments to propose a model. *Psychology & Marketing*, 37(1), 141-153.

- Savas, S., Koku, P., Mangleburg, T. (2019). Consumers' Perceptions of Service Newness and its Marketing Implications. *Services Marketing Quarterly*, 41(1), 35-48.
- Petrescu, M., Mangleburg, T., Ben Mrad, S., O'Leary, K. (2018). Reciprocal Influences and Effects of Viral NWOM Campaigns in Social Media. *Journal of Marketing Communications*, doi.org/10.1080/13527266.2018.1545244.
- Ben Mrad, S., Mangleburg, T., Mullen, M. (2014). Do Consumers Forgive? A Study of Animosity in the MENA Region. *Journal of International Consumer Marketing*, 26(2), 153-166.
- Ben Mrad, S., Mullen, M., Mangleburg, T. (2011). Consumer Ethnocentrism in the Middle East: Evaluating Measurement Properties of the CETSCALE in Tunisia and Lebanon. *Journal of International Management Studies*, 6(3), 1-8.
- Goodrich, K., Mangleburg, T. (2010). Adolescent Perceptions of Parent and Peer Influences on Teen Purchase: An Application of Social Power Theory. *Journal of Business Research*, 63(12), 1328-1335.
- Bristol, T., Mangleburg, T. (2005). Not Telling the Whole Story: Teen Deception in Purchasing. *Journal of the Academy of Marketing Science*, 33(1), 79-95.
- Doney, P., Mangleburg, T., Bristol, T. (2004). Shopping With Friends and Teens' Susceptibility to Peer Influence. *Journal of Retailing*(80), 101-116.
- Sirgy, J. M., Grewal, D., Mangleburg, T. (2000). Retail Environment, Self-Congruity, and Retail Patronage: An Integrative Model and a Research Agenda. *Journal of Business Research*, 49(2), 127-138.
- Mangleburg, T., Bristol, T., Grewal, D. (1999). Family Type, Family Authority Relations, and Adolescents' Perceived Purchase Influence. *Association for Consumer Research*, 26, 379-384.
- Mangleburg, T., Bristol, T. (1998). Socialization and Adolescents' Skepticism Toward Advertising. *Journal of Advertising*, 27(3), 11-21.
- Mangleburg, T., Sirgy, M. J., Grewal, D., Axsom, D. K., Hatzios, M., Bogle, T. (1998). The Moderating Effect of Prior Experience in Consumers' Use of Value-expressive versus Utilitarian Criteria in Brand Attitude. *Journal of Business and Psychology*, 13(1), 101-113.
- Sirgy, M. J., Grewal, D., Mangleburg, T., Park, J. O., Chon, K., Claiborne, C. B., Johar, J. S., Berkman, H. (1997). Assessing the Predictive Validity of Two Methods of Measuring Self-Image Congruence. *Journal of the Academy of Marketing Science*, 25(Summer), 229-241.
- Mangleburg, T., Grewal, D., Bristol, T. (1997). Socialization, Gender, and Adolescents' Self-Reports of Their Generalized Use of Product Labels. *The Journal of Consumer Affairs*, 31(2), 255-279.
- Mangleburg, T., Brown, J. J. (1995). Teenagers' Sources of Income: Jobs and Allowances. *Journal of Marketing Theory and Practice*, 3(1), 33-46.
- Mangleburg, T. (1990). Childrens' Influence in Purchase Decisions: A Review and Critique. *Association for Consumer Research*, 17, 813-25.
- Sirgy, M. J., Mangleburg, T. (1988). Toward a General Theory of Social System Development. *Systems Research*, 5(2), 115-29.

Conference Proceedings

Ben Mrad, S., Mangleburg, T., Mullen, M. (2012). *Theoretical Model of Consumer Animosity: Motivations and Outcomes in Tunisia and Lebanon*. Fort Lauderdale, FL: AIB-SE Annual Conference.

Korgaonkar, P., Petrescu, M., Mangleburg, T., Root, A. (2012). *Viral advertising and ad appeals*. Atlanta, Georgia: The AMS World Marketing Congress.

Ben Mrad, S., Mullen, M., Mangleburg, T. (2011). *A Study of Consumer Animosity, Ethnocentrism, and Religions' Influence on Willingness to Purchase: An Emperical Test in the Middle East*. Cancun: Presented at the American Marketing Association's Global Marketing SIG Conference.

Other

Sirgy, M. J., Sutherland, N. K., Bushnell, H., Mangleburg, T. (1987). Instructor's Manual and Test Bank. In Harold W. Berkman and Christopher Gilson (Ed.), *Advertising: Concepts and Strategies*. New York, NY: Random House.

Presentations Given

Ben Mrad, S., Rutherford, J., Ye-Sheng, S., Mangleburg, T., SMA Conference, "Chinese Animosity towards Japanese Products." (2018).

Ben Mrad, S., Mangleburg, T., Mullen, M., AIB Southeast USA Conference, "A Theoretical Model of Consumer Animosity: Motivations and Outcomes in Tunisia and Lebanon," Fort Lauderdale, FL. (2012).

Petrescu, M., Korgaonkar, P., Mangleburg, T., Root, A., AMS WMC-CPM Conference, "Ad Appeals in the Context of Viral Advertising." (2012).

Korgaonkar, P., Petrescu, M., Mangleburg, T., Root, A., National Educator's Meeting of the American Marketing Association, ""Viral Advertising and Its Place in the Advertising Framework"." (August 2012).

Mullen, M. (Presenter & Author), Ben Mrad, S. (Presenter & Author), Mangleburg, T. (Author Only), American Marketing Association's Global Marketing SIG Conference, "A Study of Consumer Animosity, Ethnocentrism and Religion's Influence on Willingness to Purchase: An Empirical Test in the Middle East," American Marketing Association, Cancun, Mexico. (January 13, 2011).

Ben Mrad, S. (Presenter & Author), Mullen, M. (Author Only), Mangleburg, T. (Author Only), 5th Annual Journal of International Business Studies Conference on Emerging Research Frontiers in International Business, "Do Consumers Forgive and Forget," Florida International Universtiy, Miami, FL. (2007).

Mangleburg, T., Association for Consumer Research Conference. (2004).

Bristol, T., Mangleburg, T., 2004 Roundtable, "Expanding the Boundaries of Socialization Research.," Association for Consumer Research. (2004).

Mangleburg, T., Bristol, T., Special Session of the 2000 Association for Consumer Research Conference., "Not Telling the Whole Story: Adolescents' Deception in Purchasing.," Association for Consumer Research. (2000).

Mangleburg, T., Bristol, T., Grewal, D., 1998 Association for Consumer Research Conference, "Family Type, Family Authority Relations, and Adolescents' Perceived Purchase Influence.," Association for Consumer Research. (1998).

Sirgy, M. J., Grewal, D., Mangleburg, T., Symposium on Retail and Service Environment Atmospherics Research, "Retail Environment, Self-Congruity, and Retail Patronage: An Integrative Model and Research Agenda.." (1998).

Mangleburg, T., Grewal, D., Bristol, T., Sspecial Session of 1997 AMA Winter Educators' Conference, "Consumer Socialization, Gender, and Adolescents' Use of Product Labels.," AMA. (1997).

Mangleburg, T. (Discussant), Winter AMA Educator' s Conference. (1994).

Mangleburg, T., Special Session of 1993 Academy of Marketing Science Conference, "Family Type, Children' s Influence in Store Selection, and Family Shopping Behavior.," Miami Lakes. (1993).

Media Contributions

TV

Tween Power, WPBS. (2001).

Contracts, Grants and Sponsored Research

Grant

Mangleburg, T., "Foundation Faculty Research Grant," Sponsored by Florida Atlantic University, Florida Atlantic University. (1993 - 1994).

Research Currently in Progress

"The Impact of Religious Differences on International Marketing: A Field Study in Tunisia and Lebanon".
Complete Data Analysis, manuscript in process

SERVICE

Department Service

Committee Member, Marketing Department Appraisal Committee. (2020).

Committee Member, Marketing Department Search Committee for Assistant Professor (2016, 17, 18, 19). (2016 - 2019).

Committee Chair, Marketing Department Curriculum Committee. (2017).

Committee Member, Marketing Department Search Committee for Department Chair. (2016).

Committee Chair, Marketing Department Search Committee for Instructor for Market Rate Programs. (2016).

Committee Member, Marketing Department Student Internship Committee. (2014).

Committee Member, Phd Student Evaluation Committee. (2005 - 2009).

Committee Member, Marketing Department Evaluation Committee. (2005 - 2007).

College Service

Committee Member, College of Business Undergraduate Council (2010-2012, 2015-2017). (2010 - 2017).

Committee Member, College of Business Faculty Development Council (2005-2011, 2013). (2005 - 2013).

Committee Chair, College of Business Faculty Development Council. (2012).

Committee Member, College of Business Salary Equity Committee. (2005).

Committee Member, College of Business Equity Committee. (2004).

Committee Chair, College of Business Faculty Development Council. (2003 - 2004).

Committee Member, College of Business Faculty Development Council. (2002 - 2003).

Committee Member, College of Business Undergraduate Council. (1997 - 2001).

University Service

Committee Member, FAU Faculty Senate Assessment Committee. (2011 - 2013).

Faculty Advisor, Library Liason for the Davie Campus - BCC Library. (2003 - 2007).

Committee Member, Teaching Incentive Program Award Committee. (1998 - 1999).

University Senate Service, Broward Faculty Senate Bylaws Committee. (1997 - 1998).

Attendee, Meeting, "Ask Your Professor" session of Spring 1997 Career Day. (1997).

University Senate Service, Broward Faculty Senate Bylaws Committee. (1996 - 1997).

Committee Member, Researcher of the Year Award Committee. (1996 - 1997).

Committee Member, PhD Student Evaluation Committee. (1993 - 1994).

Committee Member, Excellence in Undergraduate Teaching Award Committee. (1993).

Professional Service

Reviewer, Ad Hoc Reviewer, American Academy of Advertising Conference (2012-2014, 2017-2020). (2012 - 2020).

Reviewer, Ad Hoc Reviewer, Journal of Retailing. (2016).

Reviewer, Ad Hoc Reviewer, Journal of Business Research. (2013 - 2014).

Reviewer, Ad Hoc Reviewer, Psychology and Marketing. (2013).

Reviewer, Ad Hoc Reviewer, Journal of Marketing Management. (2012).

Editorial Review Board Member, Journal of Retailing. (2006 - 2012).

Reviewer, Ad Hoc Reviewer, American Academy of Advertising (Asia/Pacific Conference). (2011).

Reviewer, Ad Hoc Reviewer, The Journal of Consumer Affairs. (2011).

Reviewer, Ad Hoc Reviewer, International Journal of Retailing & Consumer Services. (2010).

Reviewer, Ad Hoc Reviewer, American Academy of Advertising Conference. (2003 - 2010).

Reviewer, Conference Paper, American Academy of Advertising Conference. (2009).

Reviewer, Conference Paper, American Academy of Advertising Conference. (2008).

Reviewer, Conference Paper, American Academy of Advertising Conference. (2008).

Reviewer, Ad Hoc Reviewer, International Journal of Retailing & Consumer Services. (2008).

Reviewer, Conference Paper, American Academy of Advertising Conference. (2007).

Reviewer, Conference Paper, American Academy of Advertising Conference. (2006).

Reviewer, Ad Hoc Reviewer, International Journal of Retailing & Consumer Services. (2006).

Reviewer, Ad Hoc Reviewer, Journal of Macromarketing. (2006).

Reviewer, Conference Paper, American Academy of Advertising Conference. (2005).

Reviewer, Ad Hoc Reviewer, Journal of Retailing. (2005).

Reviewer, Ad Hoc Reviewer, Journal of Retailing. (2001 - 2005).

Reviewer, Conference Paper, American Academy of Advertising Conference. (2004).

Roundtable Leader, Association for Consumer Research Conference. (2004).

Reviewer, Ad Hoc Reviewer, International Journal of Retailing & Consumer Services. (2004).

Reviewer, Conference Paper, American Academy of Advertising Conference. (2003).

Reviewer, Ad Hoc Reviewer, Journal of Macromarketing. (2002).

Reviewer, Ad Hoc Reviewer, Journal of Retailing and Consumer Services. (2002).

Reviewer, Conference Paper, AMA Summer Educator's Conference. (2001).

Editorial Review Board Member, Journal of Macromarketing. (2000).

Editorial Review Board Member, Journal of Macromarketing. (1999).

Reviewer, Ad Hoc Reviewer, Journal of Advertising. (1998).

Editorial Review Board Member, Journal of Macromarketing. (1998).

Reviewer, Ad Hoc Reviewer, Journal of Public Policy and Marketing. (1998).

Reviewer, Journal Article, Journal of Teaching in International Business. (1998).

Session Chair, Winter AMA Educator' s Conference. (1998).

Reviewer, Conference Paper, AMS Conference. (1997).

Reviewer, Ad Hoc Reviewer, Journal of Consumer Research. (1996).

Reviewer, Conference Paper, Association for Consumer Research Conference. (1994).

Reviewer, Conference Paper, Fourth Triennial AMS/ACRA National Retailing Conference. (1994).

Reviewer, Journal Article, Journal of Marketing Theory and Practice. (1994).

Reviewer, Conference Paper, Winter AMA Educator' s Conference. (1994).

Session Chair, Association for Consumer Research. (1993).

Reviewer, Ad Hoc Reviewer, Journal of Consumer Research. (1993).

Sarah Nielsen

Florida Atlantic University
Business Communications
(561) 297-2537
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Education

EdD, Florida International University, 2002.
Major: Curriculum and Instruction, English Education

MA, Florida International University, 1992.
Major: English Education

BA, Florida International University, 1986.
Major: English

Academic, Government, Military and Professional Positions

Academic - P-12

English 4, English 4 AP, Journalism Teacher, Pope John Paul II High School, Boca Raton, FL.
(August 1998 - December 1998).

Reading Teacher, New River Middle School, Fort Lauderdale, FL. (August 1997 - June 1998).

English/Reading/Writing Teacher, Little Havana Institute, Miami, FL. (1994 - 1997).

English Teacher, Brownsville Middle School, Miami, FL. (1993 - 1994).

Academic - Post-Secondary

Instructor, Business Communications, FAU, College of Business. (August 2020 - Present).

Visiting Instructor, Business Communications, FAU, College of Business. (August 2017 - July 2020).

Adjunct Instructor of Business Communications, Florida Atlantic University. (August 2016 - July 2017).

Adjunct Instructor of English, Broward College Central Campus, Davie, FL. (August 2016 - May 2017).

Adjunct Instructor of English, Miami-Dade College North Campus, Miami, FL. (August 2015 - December 2016).

Associate Professor of English, DeVry University, Miramar, FL & Online. (January 2005 - July 2016).

Adjunct Instructor of English, Miami-Dade College North Campus, Broward College, Keiser College. (January 1999 - May 2005).

Graduate Teaching Assistant, Florida International University, Miami, FL. (August 2000 - May 2002).

Professional

Real Estate Investor. (August 2019 - Present).

SAT/ACT Tutor, Score at the Top Learning Center, Boca Raton, FL. (2004 - 2005).

Reading Tutor, Koala Learning Center, Pembroke Pines, FL. (1999).

English Tutor, Starr Educational Center, Miami, FL. (1995).

Licensures and Certifications

Certified in Effective College Instruction through ACUE's (Association of College and University Educators) Course in Effective Teaching Practices, FAU. (2019 - 2020).

Statement of Status of Eligibility for Teaching English 6-12, State of Florida. (May 2015).

Florida Teaching Certification for English 6-12, State of Florida. (1995 - 2000).

Professional Memberships

Association for Business Communication. (2018 - Present).

Florida Council of Teachers of English - www.fcte.org. (2006 - Present).

National Council of Teachers of English - <http://www.ncte.org>. (1997 - Present).

Development Activities Attended

Conference Attendance, "84th Annual Association for Business Communication Conference." (2019).

Conference Attendance, "83rd Annual Association for Business Communication Conference." (2018).

Conference Attendance, "International Writing Across the Curriculum Conference." (2018).

Workshop, "Completed Writing Across the Curriculum training at FAU." (February 2017).

Conference Attendance, "Florida Library Association Annual Conference." (2016).

Conference Attendance, "South Florida Education Research Conference, formerly the FIU College of Education Annual Conference." (2002 - 2016).

Conference Attendance, "College Composition & Communication National Conference." (2015).

Conference Attendance, "Two-Year College English Association Southeast Conference (2005, 2014)." (2005 - 2014).

Conference Attendance, "DeVry Faculty Symposium Conference." (2010 - 2013).

Conference Attendance, "National Council of Teachers of English National Conference (2010, 2012)." (2010 - 2012).

Conference Attendance, "DeVry PRIDE/TEACH Summit Event." (2011).

Conference Attendance, "Florida Council of Teachers of English Annual Conference (2000-01, 2006-09)." (2000 - 2009).

Awards and Honors

Annual Distinguished Faculty Award, DeVry University. (2014).

PRIDE Award Winner, DeVry University. (2011).

4th Quarter Service Award, DeVry University, South Florida Metro. (2010).

Co-Teacher of the Year Award, English Teacher, Little Havana Institute, Miami, FL. (1997).

TEACHING

Teaching Experience

Florida Atlantic University

GEB 3213, Intro Business Communication, 40 courses.

Non-Credit Instruction

Workshop. (July 2018 - May 2019).

Directed Student Learning

Dissertation Committee Member, Other (Outside Florida Atlantic University). (2010).

Advised: Michael Bird

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Durbeej, J., Nielsen, S. (2015). Medicine of Mindfulness: A Prescription for Faculty Vitality and Student Learning. *DeVry University Journal of Scholarly Research*, 2(2).

Knez, B., McCarthy, J., Nielsen, S. (2015). Grade Inflation and student evaluations of teaching: The loss of the professor and diminished education. *DeVry University Journal of Scholarly Research*, 2(1).

Nielsen, S. (2014). Toward an understanding of scholarly writing. *DeVry University Journal of Scholarly Research*, 1(1).

Other

Nielsen, S. (2019). Persuasive Impromptus. In J. Whalen (Ed.), *In Selections from the ABC 2018 Annual Conference: Bridging Teaching Ideas From the Innovator to the Classroom* (3rd ed., vol. 82, pp. 374-376; doi: 10.1177/2329490619833378). Miami, FL: Journal: Business and Professional Communication Quarterly.

Presentations Given

- Nielsen, S., 84th Annual Association for Business Communications (ABC) International Conference, "How Do You Teach Diversity III? The Autism-Friendly Classroom," Detroit, MI. (October 2019).
- Loney, J., Nielsen, S., Buck, S., 84th Annual Association for Business Communications (ABC) International Conference, "Innovation with Technology Tools: Teaching Business Communication with a Tech Twist," Detroit, MI. (October 2019).
- Nielsen, S., Durbeej, J., Nesbitt, L., 83rd Annual Association for Business Communications (ABC) International Conference, "Aligning Courses to Learner and Industry Needs: Business Communication Exchange," Miami, FL. (October 2018).
- Nielsen, S., 83rd Annual Association for Business Communications (ABC) International Conference, "Persuasive Impromptus," Miami, FL. (October 2018).
- Nielsen, S., Galin, J., Zvolensky, J., International Writing Across the Curriculum Conference, "Building Bridges Across the Curriculum: A Common Rubric for Writing Assessment," Auburn University, Auburn, AL. (June 2018).
- Durbeej, J., Nielsen, S., Thriving Families-Healthier Communities, "Mindfulness in Action," Tamarac Library, Tamarac, FL. (November 12, 2016).
- Nielsen, S., Teaching Shakespeare in Diverse Communities Conference, "Hamlet and The Brave One: Exploring shared global themes and values," Florida International University, Miami, FL. (October 2016).
- Howrey, M., Nielsen, S., Florida Library Association Annual Conference, "Information literacy champions transforms Lives," Florida Library Association, Daytona Beach, FL. (March 2016).
- Record, M., Gionti, L., Nielsen, S., Symposium conducted at the South Florida Education Research Conference, "How local universities support graduate writers," South Florida Education Research Conference, Miami, FL. (June 2015).
- Nielsen, S., Zath, M., Two-Year College English Association Southeast Regional Conference, "Lighting the Way in Freshman Composition," Two-Year College English Association Southeast Regional Conference, Tampa, FL. (March 2014).
- Nielsen, S., Rachelson, E., Bird, M., DeVry Faculty Symposium, "Empowering Scholars through The DeVry Faculty Journal," DeVry Faculty Symposium, Decatur, GA. (May 2013).
- Gettinger-Dinner, L., Nielsen, S., APA Faculty Workshop, "APA Faculty Workshop," Collaboration between DeVry University and Chamberlain College of Nursing. (April 2013).
- Nielsen, S., Schuchman, L., Rachelson, E., National Council of Teachers of Education national conference, "Supplemental Instruction: Hope, Unite, Now Write!," Las Vegas, NV. (November 2012).
- Nielsen, S., Bird, M., Hill, E., Luvison, D., Rader, P., DeVry Faculty Symposium, "Doctoral Degree Seekers' Forum," DeVry Faculty Symposium, Chicago, IL. (April 2012).
- Nielsen, S., Schuchman, L., Rachelson, E., DeVry Faculty Symposium, "Supplemental Instruction," DeVry Faculty Symposium, Chicago, IL. (April 2012).

Nielsen, S., DeVry Faculty Symposium, "Tech Tools Presentation," DeVry Faculty Symposium, South Florida Metro, Miramar, FL. (May 13, 2011).

Nielsen, S., Rachelson, E., DeVry Faculty Symposium, "High-tech fakin', Poll-takin', Poster-makin': Technology Tools for Active Learning in English and LAS Courses," DeVry Faculty Symposium, Chicago, IL. (April 2011).

Nielsen, S., Rachelson, E., Durbeej, J., Strategies for Non-English Faculty Presented by Educators from Across the Country at the National Council of Teachers of English Conference, "What Can You Learn from a Bunch of English Teachers?," National Council of Teachers of English, Orlando, FL, also presented in Miramar, FL, and simulcast to DeVry Brazil on March 31, 2011. (November 2010).

Nielsen, S., DeVry Faculty Symposium, "Issues Across the Writing Sequence Strategies to Combat Plagiarism," DeVry Faculty Symposium, Chicago, IL. (April 2010).

Nielsen, S., Hill, E., Fernandez, J., 8th Annual College of Education Research Conference, "Blending Teaching and Learning: A Symposium," Florida International University, Miami, FL. (April 2009).

Nielsen, S., 7th Annual College of Education Research Conference, "Half Bricks and Half Clicks: Is Blended Onsite and Online Teaching and Learning the Best of Both Worlds?," Florida International University, Miami, FL. (April 2008).

Nielsen, S., Florida Council of Teachers of English Conference, "The Art of Conciseness: Teaching Your Apprentices How to Revise like Donald Trump," Florida Council of Teachers of English, Orlando, FL. (October 2006).

Contracts, Grants and Sponsored Research

Grant

Nielsen, S., "Researcher and Volunteer Coordinator," Sponsored by South Miami/Annenberg Partnership: Writing Matters. (2001 - 2002).

SERVICE

Department Service

Committee Member, Participated in Business Communications Open Educational Resources (OER)/ Revision Committee. (April 2018 - Present).

Committee Member, FAU Business Communications Exchange initiative to generate community engagement. (May 2017 - Present).

Committee Member, Curriculum Committee - ENGL 062. (2015).

Committee Member, Curriculum Committee - ENGL 112, ENGL 135. (June 2010 - July 2010).

University Service

Participated in the FAU Mentoring Project to mentor students. (2021).

Serve as Faculty Editor, FAU's Undergraduate Law Journal, 2019 & 2021. (2019 - 2021).

Serve as Senator and Executive Committee member, UFF-FAU (United Faculty of Florida at FAU). (2019 - 2020).

Led students in leadership training workshops and skill-building sessions as FAU Faculty OWL Leader. (July 2018 - May 2019).

Served as judge for 3MT Competition at FAU for graduate students. (October 2017 - October 2018).

Attendee, Meeting, DeVry Advisory Council Meetings. (2011 - 2014).

Committee Chair, DeVry University, ENGL Sequence National Co-Chair. (2011 - 2013).

Subject Matter Expert, DeVry University, writing ENGL 135 Advanced Composition course. (2011 - 2013).

Professional Service

Officer, Vice President, 2nd Vice President, Democratic Women's Club of West Broward. (2021 - Present).

Associate Editor, Board Member, Coalition to End Homelessness; Ft. Lauderdale, FL. (2021 - Present).

Committee Member, Serve on Association for Business Communication Committee for Teaching with Technology. (August 2018 - Present).

Associate Editor, Annals of Social Sciences and Management Studies Scholarly Journal. (April 2018 - Present).

Associate Editor, Participate as Writing Assessment Rater, Writing Across the Curriculum annual writing assessment. (May 2017 - Present).

Associate Editor, Volunteer: Peer Review and Conference Logistics -- Association for Business Communication 85th Annual Conference, Virtual. (2020).

Associate Editor, Volunteer: Peer Review and Conference Logistics -- Association for Business Communication 84th Annual Conference, Detroit, MI. (2019).

Associate Editor, Served as Judge, Miami-Dade Urban Debate League monthly debate tournaments. (2018 - 2019).

Associate Editor, Volunteer: Peer Review and Conference Logistics -- Association for Business Communication 83rd Annual Conference, Miami, FL. (2018).

Co-Editor, Co-Editor, DeVry University Journal of Scholarly Research, Chicago, IL. (2014 - 2016).

Co-Editor, Co-Editor, Proceedings of the FIU Conference (renamed to South Florida Education Research Conference) DeVry University Journal of Scholarly Research. (2002 - 2016).

Reviewer, Textbook, Cengage Publishing Reviewer. (2012 - 2013).

Consulting

Consult with local businesses regarding business communications skills for the Community Center for Excellence in Writing (CCEW) small business initiative; consultant since July 2018. (July 2018 - Present).

Soyoung Park
Florida Atlantic University
Marketing
Email: soyoungpark@fau.edu

Education

PhD, Pennsylvania State University, 2020.
Major: Recreation, Park, and Tourism Management
Supporting Areas of Emphasis: Social Data Analytics

MS, Korea University, 2016.
Major: Economics
Supporting Areas of Emphasis: International Trade

BS, Korea University, 2014.
Major: Economics

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Assistant Professor, Marketing Department (Hospitality), FAU, College of Business. (August 2020 - Present).

Professional

Project Coordinator, Central Pennsylvania Convention and Visitors Bureau. (June 2019 - May 2020).

Research Assistant, Editor, Project Officer, Korea Development Institute. (2014 - 2017).

Internship at the Regional Programme for Asia and the Pacific, World Tourism Organization (UNWTO). (2012).

Development Activities Attended

Workshop, "(4 hours) - Teaching Online Orientation (Training) -- Workshop covering the basis of online teaching," FAU, Virtual. (2020).

Awards and Honors

2021 Best Research Contribution Award at the 1st NorthEast Chapter of the Travel and Tourism Association Annual Conference. (January 2021).

Herberta M. Lundegren Graduate Scholarship in Leisure Studies (2017-2020). (2020).

TEACHING

Teaching Experience

Florida Atlantic University

HFT 1000, Intro to Tourism/Hospitly Inds, 3 courses.
HFT 3003, Intro to Hospitality Mgmt, 1 course.

HFT 4240, Excellence in Guest Svc Mgmt, 1 course.
HFT 4253, Hotel and Resort Management, 2 courses.

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

- Park, S., Kim, J.Y., Pan, B. (2021). The influence of Uber on the tourism industry in sub-Saharan Africa. *Journal of Travel Research*, 60(7), 1598-1611.
- Rice, W., Park, S. (2021). Big data spatial analysis of campers' landscape preferences: Examining demand for amenities. *Journal of Environmental Management*, 292(1), Article: 112773.
- Pan, B., Lin, M. S., Akyildiz, A., Liang, Y., Park, S. (2021). Social, Ethical, and Moral Issues in Smart Tourism Development in Destinations. *Journal of Smart Tourism*, 1(1), 9-17.
- Park, S., Pan, B., Ahn, J. (2020). Family trips and academic achievement in early childhood. *Annals of Tourism Research*, 80, 102795.
- Rice, W., Park, S., Pan, B., Newman, P. (2019). Forecasting campground demand in the US national parks. *Annals of Tourism Research*, 75, 424-438.
- Mueller, J.T., Park, S., Mowen, A.J. (2019). The relationship between parks and recreation per capita spending and mortality from 1980 to 2010: A fixed effects model. *Preventive Medicine Reports*, 14, 100827.
- Mueller, J.T., Park, S., Mowen, A.J. (2019). The relationship between self-rated health and local government spending on parks and recreation in the United States from 1997 – 2012. *Preventive Medicine Reports*, 13, 105-112.
- Park, S., Pan, B. (2018). Identifying the next non-stop flying market with big data approach. *Tourism Management*, 66, 411-421.

Presentations Given

- Park, S., Zhang, Y., Bilgihan, A., Ricci, P., Invited as a speaker at The Golden State Chapter of Club Management Association of America Fall Conference Workshop & Education, "Hospitality and Tourism Work-force COVID-19 Sentiment," Virtual. (October 2021).
- Park, S., Zhang, Y., Bilgihan, A., Ricci, P., Invited for panel discussion at the Connections 2021 - "Rising Stronger", "Hospitality and Tourism Work - force COVID-19 Sentiment," Spartanburg, SC. (September 2021).
- Park, S., Zhang, Y., Ricci, P., Southeast Tourism Society (STS) Annual Conference: Rising Together, "Taking care of business: Factors behind the labor shortage and what to do about it," Spartanburg, South Carolina. (September 28, 2021).
- Park, S., Mahlobo, C., Peets, J., Paper presented at the 51st TRRA International Conference, Unchartered Territory: Reimagining Tourism for a New Era, "Flourishing through Travel: Unltered Voices of Black Travelers," Virtual. (June 2021).

- Rice, W., Park, S., Paper presented at the 1st NorthEast Chapter of Travel and Tourism Research Association International Conference, "The campers' conundrum: Examining setting's in uence on campsite choice using big data," Virtual. (January 2021).
- Park, S., Yeon, J., Caligiuri, M., Lee, S., Poster presented at the 26th Annual Graduate Education and Graduate Student Research Conference in Hospitality and Tourism, "Reaching beyond the stakeholders: CSR Communications for issues with high relevance." (January 2021).
- Park, S., Invited presentation for University of Florida Community Spatial Lab, "Data Science for Social Good: Bridging Social Science and Data Science in Tourism and Hospitality Research." (November 2020).
- Park, S., Pan, B., Schroeder, A., Mowen, A.J., Font, S., Paper presented at the 51st International Travel and Tourism Research Association Conference, "A Little Blue Bird Told Me: Sentiment Change on Orphanage Tourism." (June 2020).
- Rice, W., Park, S., Pan, B., Newman, P., Paper presented at the 50th International Travel and Tourism Research Association Conference, "Forecasting camping tourism demand in America's national parks using a machine learning approach," Melbourne, Australia. (June 2019).
- Park, S., Harbor, L., Li, R., Pan, B., Schroeder, A., Paper presented at the 50th International Travel and Tourism Research Association Conference, "Reliving the glory days: College graduates and alma mater nostalgia tourism," Melbourne, Australia. (June 2019).
- Park, S., Sefid, A., Pan, B., Paper presented at 2019 National Environment and Recreation Research Symposium (NERR), "Exploring destination image from social network and text analysis," Annapolis, MD. (April 2019).
- Park, S., Pan, B., Paper presented at the 49th International Travel and Tourism Research Association Conference, "Family trips and academic achievement in reading during early childhood: Evidence from a national study," Miami, FL. (June 2018).
- Kim, J.Y., Park, S., Pan, B., Paper presented at the 49th International Travel and Tourism Research Association Conference, "The impact of Uber on the tourism industry of sub-Saharan African countries," Miami, FL. (June 2018).
- Park, S., Pan, B., Paper presented at the 17th Asia Pacific Forum for Graduate Student Research in Tourism, "#OrphanageTourism: Sentiment, structure and key actors in twitter social network," Honolulu, HI. (May 2018).
- Park, S., Pan, B., Paper presented at the International Travel and Tourism Research Association Conference, "Identifying the next non-stop flying destination: Big data approach," Quebec, Canada. (June 2017).

Contracts, Grants and Sponsored Research

Grant

- Park, S., "Center for Social Data Analytics Accelerator Award - Principal Investigator," \$7,000.00. (January 2019 - Present).
- Park, S., "Understanding National Park Visitors' Spatial Behavior," \$20,000.00. (January 2019 - Present).

Park, S., "Central Pennsylvania Convention and Visitors Bureau Visitor Study - Project Manager,"
\$57,169.00. (June 2019 - May 2020).

SERVICE

Professional Service

Editorial Review Board Member, Tourism Analysis. (August 2021 - Present).

Co-Chair, Travel and Tourism Research Association North East Chapter Conference Committee.
(January 2020 - Present).

Officer, Treasurer, Travel and Tourism Research Association North East Chapter. (January 2019
- Present).

Committee Member, Travel and Tourism Research Association Annual Conference, Academic
Review Committee. (June 2021).

Committee Member, Travel and Tourism Research Association North East Chapter Steering
Committee. (January 2019 - April 2020).

Officer, President/Elect/Past, Korean-American Scientist and Engineers Association (KSEA) -
Central Pennsylvania chapter. (August 2017 - May 2019).

Consulting

Blackpeak, Ltd. (2015 - 2016).

Mr. Joseph T. Patton

Florida Atlantic University
Management
Email: jpatton6@fau.edu

Education

DBA, Florida International University, 2021.
Major: Business Administration

MBA, University of Miami, 1994.
Major: Business Administration

MS, University of Miami, 1994.
Major: International Business

MA, University of Miami, 1993.
Major: International Affairs

BA, Florida State University, 1991.
Major: Spanish

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Instructor, Management Programs, FAU, College of Business. (August 2019 - Present).

Visiting Instructor, Management Programs, Florida Atlantic University, College of Business.
(August 2018 - July 2019).

Adjunct Instructor, Management Programs, Florida Atlantic University, College of Business. (2010
- July 2018).

Adjunct Instructor, Department of Management, University of Miami, School of Business. (1999 -
2003).

Professional

Director of Revenue/Director of Development - Corporate Advisory & Investment Banking, Carl
Domino Investment Managers, Miami/Palm Beach, FL. (2008 - Present).

VP of Sales and Business Development, Sunshine State News, Tallahassee, FL. (2010 - 2013).

Director of Finance, Gayle Harrell for US Congress, Port St. Lucie, FL. (2008).

Director of Sales and Business Development, Realty Asset Services, New York, NY. (2003 -
2008).

Director of Partnerships and Business Development, Wealth Base Camp LLC, New York, NY.
(2003 - 2008).

Brand Manager, CBS Sportsline.com. (1999 - 2001).

Brand Manager, Remy Amerique, Inc. (1998 - 1999).

Product Manager, Global Product Manager, Assistant Product Manager, Marketing Intern,
Colgate Palmolive Company. (1994 - 1997).

Olympic Ambassador, Minnesota Mining and Manufacturing (3M), Barcelona, Spain. (1992).

Development Activities Attended

Workshop, "STRIDE Workshop: Strategies & Tactics for Recruiting to Improve Diversity and Excellence," FAU, Boca Raton, FL. (February 2020).

Workshop, "(1 hour) - Business Resources Workshop -- Get to know the sources of information that your business professors want you to use in your assignments! This workshop identifies the library's company, business, and...", FAU S.E. Wimberly Library, Boca Raton, FL. (June 20, 2019).

Workshop, "Academy of Business Research Fall Conference," Boca Raton, FL. (November 2018).

Workshop, "International Organization of Social Science and Behavioral Research Fall Conference," Boca Raton, FL. (November 2018).

Workshop, "LMS Evaluation Session for Canvas by Instructure," Florida Atlantic University, Davie, FL. (March 3, 2016).

Workshop, "(24 hours) - Instructor Training Workshop - Veteran's Florida Entrepreneurship Program," Florida Gulf Coast University, Fort Myers, FL, USA. (February 24, 2016 - February 26, 2016).

Continuing Education Program, "Course CEL 1010 - Center for Instructional Design (40 hours)," Florida Atlantic University, Boca Raton, FL, USA. (February 2013 - March 2013).

TEACHING

Teaching Experience

Florida Atlantic University

ENT 4024, Entrepreneurship, 8 courses.
ENT 4114, Advanced Business Planning, 2 courses.
GEB 2011, Introduction to Business, 8 courses.
MAN 3025, Intro Mgmt Organizational Behav, 4 courses.
MAN 3600, International Business, 5 courses.
MAN 4602, Global Business Operations, 1 course.
MAN 4720, Global Strategy and Policy, 27 courses.

RESEARCH

Published Intellectual Contributions

Conference Proceedings

Patton, J. T., Jamsheed, J. (2021). *Is Price Why Students Don't Get Their Books? Undergraduate Acquisition of Class Materials*. Engaged Management Scholarship Conference Proceedings.

Arias, J., Liu, W., Patton, J. T., Vilayil, A. (2020). *Entry mode choice of Quick Service Restaurants (QSR) in MENA and Asia: How does a MNE's ownership advantage, location advantage and internalization influence its choice of entry equity modes?*. Academy of International Business Conference Proceedings.

Patton, J. T. (2020). *Is It True That High Prices Are the Reason College Students Don't Get Their Books? Investigating the Undergraduate's Decision Not To Acquire The Assigned Instructional Materials*. Engaged Management Scholarship Conference Proceedings.

Patton, J. T., Arias, J., Liu, W., Vilayil, A. (2020). *Quick Service Restaurant Industry in Latin America and the Caribbean (LAC): Predicting Entry Mode Choice using Dunning's OLI Framework*. AIB Latin America Chapter Conference Proceedings.

Herst, D., Patton, J. T., Searcy, D. (2019). *Teaching in the digital age: Large Classes, Distracted Students, and Shifting Expectations*. Academy of Business Education Conference Proceedings.

Presentations Given

Jamsheed, J., Lewis, M., Patton, J. T., Presented at the American Accounting Association Government and Non-Profit Section Midyear Meeting 2022, "Factors Influencing External Compliance Costs in Small and Mid-sized Municipalities: A Study of Connecticut Towns," Washington, DC. (March 11, 2022).

Patton, J. T., Jamsheed, J., Presented at Engaged Management Scholarship 2021 Conference, "Is Price Why Students Don't Get Their Books? Undergraduate Acquisition of Class Materials," Miami, FL. (September 9, 2021).

Patton, J. T., Presented at Engaged Management Scholarship 2020 Conference, "Is It True That High Prices Are The Reason College Students Don't Get Their Books? Investigating The Undergraduate's Decision Not To Acquire The Assigned Instructional Materials (Best Poster Winner)," Cleveland, OH. (September 10, 2020).

Arias, J., Liu, W., Patton, J. T., Vilayil, A., Presented at Academy of International Business Conference, "Entry mode choice of Quick Service Restaurants (QSR) in MENA and Asia: How does a MNE's ownership advantage, location advantage and internalization influence its choice of entry equity modes?," Miami, FL. (July 4, 2020).

Patton, J. T., Arias, J., Liu, W., Vilayil, A., Presented at AIB Latin America Chapter Conference, "Quick Service Restaurant Industry in Latin America and the Caribbean (LAC): Predicting Entry Mode Choice using Dunning's OLI Framework," Miami, FL. (July 2, 2020).

Herst, D. (Panelist), Patton, J. T. (Panelist), Searcy, D. (Panelist), Presented at Academy of Business Education Conference, "Management In The Digital Age: Large Classes, Distracted Students, And Shifting Expectations," Savannah, Georgia. (September 19, 2019).

SERVICE

Professional Service

Reviewer, Conference Paper, Academy of International Business Conference, Miami, FL. (July 2, 2020 - July 6, 2020).

Reviewer, Conference Paper, Academy of International Business Conference - LAC Chapter, Miami, FL. (June 30, 2020 - July 1, 2020).

Reviewer, Conference Paper, Academy of Business Education Conference, Savannah, GA. (September 19, 2019 - September 21, 2019).

Consulting

Government, Fundraising Consultant for the following: Palm Beach International Agricultural Summit (Director of Development), Economic Council of Palm Beach County (Fundraiser/Consultant), Gayle Harrell for US Congress (Director of Finance), Hal Valeche for Palm Beach County Commission (Fundraiser/Consultant), Debby Mayfield for US Congress (Fundraiser/Consultant), Florida Oceanographic Society (Director of Development), Miami/Palm Beach, FL. (2001 - Present).

Zsuzsa Pusztai
Florida Atlantic University
Information Technology and Operations Management
(561) 297-3183
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Education

MBA, Florida Atlantic University, 2010.

BS, Florida Atlantic University, 2004.
Major: Therapeutic Recreation

Academic, Government, Military and Professional Positions

Professional

Adjunct Instructor, ITOM Department, FAU, College of Business. (August 2019 - Present).

Instructor - GRE Math, FAU, Department of Test Preparation. (September 2018 - Present).

Online Teaching Assistant - Course ISM 2000, FAU. (May 2018 - Present).

Teaching Assistant - Information Technology (ISM 2000) Lab Instructor, FAU. (May 2018 - May 2019).

Program Coordinator, Executive Education, FAU, College of Business. (July 2016 - May 2018).

Business Development Specialist, Turbine Marine Inc. (October 2011 - December 2015).

Graduate Teaching Assistant - Information Technology (ISM 2000) Lab Assistant, FAU. (January 2008 - December 2011).

Interim Therapeutic Recreation (TR) Department Director, Morselife Health System - Senior Care; WPB, FL. (August 2006 - July 2007).

Interim Therapeutic Recreation (TR) Department Coordinator, Morselife Health System - Senior Care; WPB, FL. (August 2005 - August 2006).

Development Activities Attended

Conference Attendance, "Let's Talk Cybersecurity, Presented by Danny Sementelli (1.5 hours)," FAU, Boca Raton, FL. (October 19, 2022).

"Executive MBA Council National Conference (EMBAC) - Southeast Region," Coral Gables, FL. (February 25, 2018 - February 27, 2018).

"South Florida Health Executive Forum's (SFHEF) Annual Meeting and Dinner," Hollywood, FL. (December 2017).

"Women's Health Executive Network and South Florida Healthcare Executive Forum (WHEN)," Davie, FL. (September 14, 2017).

"1st Annual Healthcare Night and Mixer," Hollywood, FL. (June 2017).

"19th Annual Honor Your Doctor Luncheon," Boca Raton, FL. (March 2017).

"South Florida Health Executive Forum's (SFHEF) Annual Board Installation Meeting and Dinner,"
Hollywood, FL. (November 2016).

"South Florida Health Executive Forum's (SFHEF) Educational Event," Hollywood, FL. (October
20, 2016).

Workshop, "(3 hours) - Banner Training," FAU, Boca Raton, FL. (July 2016).

Workshop, "(3 hours) - Canvas Training," FAU, Boca Raton, FL. (July 2016).

Workshop, "(5 hours) - Fair Training --- Report Building and Data Mapping," FAU, Boca Raton,
FL. (July 2016).

TEACHING

Teaching Experience

Florida Atlantic University

ISM 2000, Information System Fundamentals, 1 course.

ISM 3007, Social Media Innovation, 3 courses.

ISM 3011, Management Information Systems, 4 courses.

ISM 4041, Contemp Issues Digtl Data Mgmt, 1 course.

ISM 4323, Mgmt Info Assurance Security, 1 course.

MAN 3506, Operations Management, 1 course.

MAN 4583, Project Management, 2 courses.

Dr. Steven Smith

Florida Atlantic University

Management

(561) 297-2709

Email: ssmit318@fau.edu

Education

PhD, Rutgers University, 1997.

Major: Graduate School of Management

Supporting Areas of Emphasis: Strategic Management and International Business

Dissertation Title: Assessing the Impact of Race and Nativity on the Careers of Scientists and

Engineers: An Analysis of Selection and Attainment Processes in the Scientific Labor Market

MBA, Rutgers University, 1994.

Major: Graduate School of Management

Supporting Areas of Emphasis: Economics and Strategy

BS, Rutgers University, 1985.

Major: Chemical Engineering

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Instructor, Management Department, Florida Atlantic University, School of Business. (August 2016 - Present).

Visiting Instructor, Management Department, Florida Atlantic University, School of Business. (August 2015 - May 2016).

Adjunct Professor, FAU, Executive Programs. (May 2010 - July 2015).

Professor of Management, Director of Assessments, Southern Connecticut State University, School of Business. (August 2013 - May 2015).

Visiting Associate Professor, Rutgers Business School, Department of Management and Global Business. (September 2012 - June 2013).

Visiting Professor, Universidade Federal da Bahia, Escola Da Administracao, Salvador, Bahia, Brazil. (May 2012 - August 2012).

Associate Professor of Management, University of New Orleans, College of Business. (August 2008 - May 2012).

Assistant Professor, University of New Orleans, College of Business. (January 1999 - August 2008).

Visiting Scholar, Columbia Business School. (2005 - 2006).

Assistant Professor, Farleigh Dickinson University. (1997 - 1998).

Professional

Senior Project Manager, Engineering & Packaging Development Group, Pepsi-Cola International, Purchase, NY. (1991 - 1993).

Package Commercialization Manager, Pepsi-Cola International, Somers, NY. (1987 - 1991).

Packaging Engineer, Pepsi-Cola International, Valhalla, NY. (1986 - 1987).

Product Development Engineer, Proctor & Gamble Company, Cincinnati, OH. (1985 - 1986).

Professional Memberships

Member, Academy of Management.

Member, Southern Management Association.

Development Activities Attended

Workshop, "AOL Rubric Workshop (2 hours)," FAU - College of Business, Boca Raton, FL, USA. (February 14, 2020).

Workshop, "(8 total hours with 2 workshops) --- (4 hours) Best Practices in Family Business Teaching, Research, and Outreach; (4 hours) Finance-Smart Entrepreneurship for Non-Financial Faculty," USASBE Annual Conference, Philadelphia, PA, USA. (January 19, 2017).

Workshop, "(1 day event) - A Global Macro Perspective 2017," Florida Alternative Investment Association, Miami, FL, USA. (November 29, 2016).

Workshop, "AACSB Assessment Seminar," AACSB, Tampa, FL, USA. (June 16, 2014 - June 17, 2014).

Workshop, "Multi-State Collaborative Conference," Central Connecticut State, New Britain, CT, USA. (May 2014).

TEACHING

Teaching Experience

Florida Atlantic University

MAN 3600, International Business, 5 courses.

MAN 4720, Global Strategy and Policy, 2 courses.

MAN 6245, Organizational Behavior, 1 course.

MAN 6296, Leadership and Organizations, 21 courses.

MAN 6614, International Business Operations, 6 courses.

MAN 6721, Global Business Strategy, 20 courses.

MAN 6728, Mngng Effctvly-Emrgng Mkt Econ, 4 courses.

MAN 6937, Global Environment of Mgmt, 34 courses.

Non-Credit Instruction

Guest Lecture, Fordham University and the City University of New York. (1998).

Guest Lecture, New York City Public Schools. (1997 - 1998).

Guest Lecture. (1995).

Seminar, ASA Annual Meetings, Occupations and Profession Divisions, NYC. (1995).

Awards and Honors

Professor of the Year, Jamaica Executive MBA Program. (December 2010).

Professor of the Year, Puerto Rico Executive MBA Program. (May 2010).

Professor of the Year, Jamaica Executive MBA Program. (December 2008).

Teacher of the Year, College of Business Administration. (May 2006).

Student Appreciation Award, College of Business Administration. (May 2000).

RESEARCH

Published Intellectual Contributions

Book Chapters

DiTomaso, N., Smith, S. (1996). Race and Ethnic Minorities and Women in Corporate Management. In Joyce Tang and Earl Smith (Ed.), *Minorities and Women in American Professions*. State University of New York Press.

Refereed Journal Articles

Sweeper, D. L., Smith, S. (2010). Assessing the Impact of Gender and Race on Earnings in the Library Science Labor Market. *College and Research Libraries*, 71(2), 171-183.

Hunter, E. M., Perry, S. J., Carlson, D. C., Smith, S. (2010). Linking Team Resources to Work-Family Enrichment and Satisfaction. *Journal of Vocational Behavior*, 77(2), 304-312.

Sweeper, D. L., Smith, S. (2010). Does Gender and Race Have an Impact on Earnings in the Library and Information Science Labor Market in the United States of America? *LIBRES Library and Information Science Research Journal*, 20(2), 1-21.

Smith, S., Hartman, S. J., Crow, S. M. (2007). Attrition in Nursing among Black and White Nurses. *Journal of Nursing Management*, 15, 356-366.

Smith, S., Hartman, S., Crow, S. (2005). Attrition in Nursing: Perspectives from the National Survey of College Graduates. *The Health Care Manager*, 24:4.

Smith, S., Hartman, S. (2005). Investigating Labor Market Discrimination: An Analysis of the Science and Engineering Labor Market in the U.S. *International Journal of Management and Information Systems*.

Smith, S., Graham, J. W. (2005). Gender Differences in Occupational Choice and Earnings Among Scientists and Engineers in the United States. *Economics of Education Review*, 24:3.

Smith, S., Reilly, R. T., Hartman, S. J., Crow, S. M. (2004). Attrition in Computer-Related Fields: Perspectives from the National Survey of College Graduates. *Journal of Business and Behavioral Sciences*.

Smith, S., Graham, J. W. (2004). Ethnic and Gender Differences in Selection and Earnings in Science and Engineering Occupations. *International Journal of Management and Information Systems*.

Smith, S., Graham, J. W. (2004). Looking for the Next George Washington Carver: Explaining Racial Differences in Employment and Earnings in Science and Engineering in the United States. *The Review of Black Political Economy*, 33:1.

Smith, S., DiTomaso, N. (1999). Inequality in Organizations, Occupations and Work through Selection and Favoritism. *American Sociological Association Section on Organization, Occupations and Work*.

Conference Proceedings

Hunter, E. M., Perry, S. J., Carlson, D. C., Smith, S. (2010). *Linking Team Resources to Work-Family Enrichment and Satisfaction*. Montreal, Canada: Best Paper Proceedings of the 2010 Academy of Management Meetings.

Smith, S., Graham, J. W., Smith, D. R., DiTomaso, N., Hartman, S. (1999). *Methodology for Investigating Bias at the Level of Labor Market Processes: Measurement Issues and Approaches*. Proceedings of the 1999 Southern Management Association Conference.

Presentations Given

Smith, S., Hunter, E. M., Perry, S. J., Carlson, D. C., Academy of Management Annual Meeting, "The Benefits of a Strong Team: Team Resources and Work-Family Enrichment," Montreal, Canada. (August 2010).

Smith, S., Hartman, S., Crow, S., Southwest Academy of Management Conference, "Attrition in Nursing: Perspectives from the National Survey of College Graduates," Orlando, FL. (March 2004).

Smith, S., Reilly, R. T., Hartman, S., Crow, S., American Society of Business and Behavioral Sciences 11th Annual Conference, "Attrition in Computer-Related Fields: Perspectives from the National Survey of College Graduates," Las Vegas, NV. (February 2004).

Smith, S., Graham, J. W., Hartman, S., Society for the Advancement of Socio-Economics 14th International Meeting on Socio-Economics, "Black-White Differences in Employment and Earnings in Science and Engineering: Assessing the Impact of Being Black," Aix-en-Provence, France. (June 2003).

Smith, S., Graham, J. W., Society for the Advancement of Socio-Economics 12th International Meeting on Socio-Economics, "Ethnic Inequality in Earnings and Career Progress of Scientists and Engineers," London School of Economics, London, U.K. (July 2000).

Smith, S., Graham, J. W., The Society for the Advancement of Socio-Economics 12th International Meeting on Socio-Economics, "The Impact of Nativity and Citizenship on the Earnings of College Graduates," London School of Economics, London, U.K. (July 2000).

Smith, S., Graham, J. W., Smith, D. R., DiTomaso, N., Hartman, S., 1999 Southern Management Association Conference, "Methodology for Investigating Bias at the Level of Labor Market Processes: Measurement Issues and Approaches," Atlanta, GA. (1999).

Smith, S., Graham, J. W., 11th Annual Meeting on Socio-Economics, "The Impact of Race, Sex and Nativity on Earnings of in Science and Engineering Labor Markets," Madison, WI. (July 1999).

Smith, S., Fordham University Department of Sociology, "Diversity in the Workplace: Issues and Challenges." (1997).

Smith, S., Rutgers University Conference of Managing Diversity in Research and Development, "Are Black, Hispanic and Asian Scientists and Engineers Getting the Same Payoff for Education as Whites?," Newark, NJ. (June 1994).

Contracts, Grants and Sponsored Research

Grant

Smith, S., "Strategic Technology Planning and Technology Planning and Implementation Grant," Sponsored by University of New Orleans.

Smith, S., "U.S. Born and Foreign Born Scientists and Engineers: Educational Dynamics and Career Patterns," Sponsored by U.S. Department of Labor Research, Federal.

Research Currently in Progress

"Employee Selection in the Library Science Labor Market: Assessing the Impact of Race and Nativity" (On-Going).

"The New U.S. Music Industry" (On-Going).

SERVICE

Department Service

Search Committee, Department of Management/MIS, SCSU. (2014).

Recruitment Committee, Department of Management. (2008 - 2011).

College Service

Committee Chair, Assessment Committee, School of Business, SCSU. (2013 - Present).

Committee Member, Steering Committee, School of Business, SCSU. (2013 - Present).

Developed and Launched the Certificate in Geopolitical Analysis 3-day Certificate Program in Executive Programs in collaboration with Stratfor. (August 2020 - May 2021).

Committee Member, College Curriculum Committee. (2009 - 2012).

Committee Member, College of Business Grade Appeal Committee, UNO. (2009 - 2012).

Committee Member, University of New Orleans Diversity Cabinet. (2007 - 2011).

Committee Member, College of Business, Grade Appeal Committee, UNO. (2006 - 2010).

Committee Member, Committee on University Honors (2006, 2010). (2006 - 2010).

Committee Member, Recruitment Committee, Department of Management. (2008 - 2009).

Committee Member, UNO Entertainment Business Center. (2002 - 2005).

Committee Member, Local Arrangements Committee, Academy of Management meetings. (2004).

University Senator, College of Business Administration. (2002 - 2004).

University Senator, College of Business Administration. (2002 - 2004).

Committee Member, Reviewer, Academy of Management Careers Division. (2003).

Committee Member, New Faculty Orientation Committee, UNO College of Business. (1999).

Diversity Roundtable Lectures, Director & Organizer. (January 1998 - December 1998).

Faculty Advisor, Faculty Partner, Center for Human Resource Management Studies, FDU. (September 1997 - December 1998).

Faculty Advisor, Hispanic MBA Association, Rutgers University. (1997 - 1998).

Faculty Advisor, Campus Diversity Council, FDU. (January 1998 - May 1998).

Professional Service

Advisory to CEO of Entronix, LLC, Professional Leadership Activity, New Orleans, LA. (2014 - Present).

Professional work related to teaching area: Collaboration with Stratfor for International Business courses (Created Case Study). (2016).

Consulting

Entronix, LLC, New Orleans, LA. (2014 - Present).

Founder of Vegan Worldwide, LLC -- Own Consulting Company, New York, NY. (2012 - Present).

Founder of Competitive Strategy Group -- Own Consulting Company, New York, NY. (2010 - Present).

TradeStation, Plantation, FL. (2015 - 2016).

Digicel Group, Kingston, Jamaica. (2010 - 2013).

Consulting Associate for MetricsOne, LLC -- worked for this consulting company, New Orleans, LA. (2002 - 2005).

Independent Contractor/Strategy Consultant for BTS USA, Inc. -- Worked for this consulting company, New York, NY. (2001 - 2003).

Associate/Independent Contractor for PA Consulting Group -- Worked for this consulting company, Londone, England and New York, NY. (2000 - 2001).

J.B. Ward

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Education

PhD, Texas Tech University, 2014.
Major: Hospitality Administration
Dissertation Title: Member Perceptions of Sustainable Efforts of Private Country Clubs in the Southeastern United States

MS, Texas Tech University, 2001.
Major: Restaurant, Hotel and Institutional Management
Dissertation Title: Thesis: Assessment of Factors Limiting Successful Completion of Quantitative Courses in the Undergraduate Hospitality Curriculum

BS, Texas Tech University, 1993.
Major: Restaurant, Hotel and Institutional Management

Academic, Government, Military and Professional Positions

Academic - Post-Secondary

Instructor, Hospitality, Florida Atlantic University, College of Business. (August 2020 - Present).

Online Instructor, University of South Carolina at Beaufort. (July 2017 - Present).

Visiting Instructor, Hospitality, Florida Atlantic University, College of Business. (August 2018 - August 2020).

Director and Assistant Professor, Nova Southeastern University, Ft. Lauderdale. (July 2017 - June 2018).

University Chair and Program Director, Keiser University, West Palm Beach, FL. (July 2015 - June 2017).

University Chair and Program Director, Northwood University, West Palm Beach, FL. (July 2014 - June 2015).

Instructor and Administrator, Texas Tech University, Lubbock, TX. (January 1999 - June 2014).

Director, Odessa College. (June 2012 - December 2013).

Online Instructor, American Public University System, Charlestown, WV. (2011 - 2012).

Professional Memberships

Florida Restaurant and Lodging Association. (2014 - Present).

Miami Beach Chamber of Commerce. (2017).

Palm Beach County Restaurant and Lodging Association. (2014 - 2017).

Club Managers Association of America Faculty Advisor. (2001 - 2005).

Development Activities Attended

Workshop, "eDesign Course Development [Instructional project]: 8-week process to develop a fully-online course," FAU. (2019).

Awards and Honors

Committee Member (2018-present), Excellence in Education Awards Scholarship Campaign. (2018).

Committee Member (2014-2017), Pottery and Palms Student Scholarship Campaign. (2014).

Excellence in Education Award, Texas Tech University. (2007).

Service Excellence Award, Texas Tech University. (2004).

Largest Percentage Increase in Chapter Growth, Club Managers Association of America. (2003).

TEACHING

Teaching Experience

Florida Atlantic University

HFT 3003, Intro to Hospitality Mgmt, 3 courses.
HFT 3741, Meetings and Events Mgmt, 2 courses.
HFT 3785, Casinos and Gaming Industry, 2 courses.
HFT 4240, Excellence in Guest Svc Mgmt, 5 courses.
HFT 4253, Hotel and Resort Management, 7 courses.
HFT 4503, Hospitality Mktg/Revenue Mgmt, 3 courses.

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Ward, J.B., Barth, S. (2019). Human Trafficking in Hospitality: A Brief Overview of Florida's Strategy to Combat the Issue. *ICHRIE Research Reports*.

Conference Proceedings

Barth, S., Ward, J.B. (2020). *Job Satisfaction and Turnover in Private Clubs: Comparing 2007 to 2020*. Auburn, AL: 5th Annual conference on Hotel, Restaurant, and Institutional Education, Southeast, Central, & South American Federation.

Ward, J.B., Barth, S. (2015). *Member Perceptions of Sustainable Efforts of Private Country Clubs in Southern Florida*. 2015 Annual CHRIE Conference.

Ward, J.B., Barth, S. (2014). *Member Perceptions of Sustainable Efforts of Private Country Clubs in the Southeastern United States* (vol. 19, pp. 2630). *Frontiers in Southeast CHRIE Hospitality and Tourism Research*.

Ward, J.B., Nelson, B. (2011). *Consumer Willingness to Pay for Environmentally Produced Wines*. Houston, Texas: 16th Annual Conference on Hospitality and Tourism Graduate Education and Graduate Student Research.

Ward, J.B., March, L. (2001). *Assessment of Factors Limiting Successful Completion of Quantitative Courses in Undergraduate Hospitality Curriculum*. Houston, Texas: 6th Annual Conference on Hospitality and Tourism Graduate Education and Graduate Student Research.

Journal Articles

Ward, J.B., Ricci, P. (2021). Rough Waters Ahead: The Tides are Changing for Hotel Recruitment. *Hotel Executive*.

Other

Ward, J.B., Quintero, S. (2021). *Alcohol to Go: Hopeful Prospect*. Florida Restaurant & Lodging Magazine.

Ward, J.B., Quintero, S. (2020). *Caffeinated Drinks and Their Growing Popularity*. Florida Restaurant & Lodging Magazine.

Ward, J.B., Quintero, S. (2020). *Food Safety: Beyond Due Diligence*. Florida Restaurant & Lodging Magazine.

Ward, J.B., Ricci, P. (2020). *Share Accommodations Services: The Security Conundrum* (pp. 32-33). Florida Restaurant & Lodging Magazine.

Ward, J.B., Quintero, S. (2019). *Let the Beer Shine*. Tallahassee, FL: Florida Restaurant & Lodging Magazine.

Quintero, S., Ward, J.B. (2019). *Sustainable Foods for Restaurants*. Tallahassee, FL: Florida Restaurant & Lodging Magazine.

Presentations Given

Ward, J.B., Delivered at the 1st Annual HTMP Teachers Conference, "HTMP Curriculum in 2019," Fort Lauderdale, FL. (June 7, 2019).

SERVICE

University Service

Faculty Athletics Representative - Keiser University. (July 2015 - June 2017).

Faculty Athletics Representative - Northwood University. (July 2014 - June 2015).

Professional Service

Committee Chair, Florida Restaurant and Lodging Association - Broward Chapter Education Committee Chair. (2019 - Present).

Board of Directors of a Company, Florida Restaurant and Lodging Association - State Education Committee. (2019 - Present).

Board of Advisors of a Company, Florida Restaurant and Lodging Association Broward Chapter.
(2018 - Present).

1st Annual HTMP Teachers Conference - Served as Track Chair for "Hospitality Industry
Presentations", Ft. Lauderdale, FL. (2019).

Conference Organizer, HTMP Summer Conference Co-Founder and Co-organizer. (2019).

Board of Advisors of a Company, Chairman, Palm Beach Gardens HS Business Advisory Board.
(2017 - 2019).

Committee Member, Florida Restaurant and Lodging Association Broward Chapter Education.
(2017 - 2019).

Board of Advisors of a Company, Vice President, Palm Beach Gardens HS Business Advisory
Board. (2015 - 2017).