



The University of West Florida

Division of Academic Affairs

College of Arts and Sciences

Preliminary Academic Program Review Report for

University Honors Program

(No CIP code for Honors)

Academic Year 2006-2007

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Program Review Report

University Honors Program

Executive Summary

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Program Review Report

University Honors Program

1. Program Description: History

The University Honors Program (UHP) at The University of West Florida was established in 1989, and Dr. Jack Salmon, who was at that time also the Chair of the Department of Political Science, was named its first Director. The UHP is first mentioned in the 1990-1991 UWF Catalog, which states:

University Honors is designed to stretch, stimulate and strengthen superior students. Honors students are afforded special advising, registration priority, and access to the University's best faculty and facilities. They may enroll in honors sections of the general education curriculum and in honors seminars designed around student/faculty interests. Honors work emphasizes creative thinking, analysis, synthesis and evaluation at a high level of quality.

University Honors enrolled its first class in Fall 1989. The present program is confined to the lower division only; upper division elements will be developed. Honors in the lower division requires successful completion of four honors sections in the general education curriculum and at least one sophomore seminar.

Students with a high school GPA of 3.5 or better and/or an ACT score of at least 25 are invited to apply to the director University Honors for admission.

(UWF 1990-1991 Catalog, 199-200)

The initial budget for Honors, which remained the same for a number of years, was \$5,000, and in 1992, special Honors Housing was first provided. Documents from those days reveal a core built around Honors sections of BSC 1010 General Biology, ENC 1120 Composition 2, PHI 2600 Ethics in Contemporary Society, LIT 1110 Great Books 1, WHO 1012 World History, and POS 2041 Political Institutions, with one or sometimes two Sophomore Seminars offered on special topics. This lower-division configuration remained pretty much as described above for roughly the first ten years of the University Honors Program's existence, with Great Books 1 being selected as the Honors Core Course in 1993. During its early years, it seems that the UHP was severely hampered by a lack of a dedicated physical space and the overriding need for a much more substantial budget.

In 1993-1994 the UHP and the University underwent a major reconfiguration as what had been a single College of Arts and Sciences was split into two entities: the College of Arts and Social Sciences (CASS) and the College of Science and Technology (appropriately, COST). The UHP administrative structure was reconfigured as well and became one of the many responsibilities of the Associate Dean of College of Arts and Social Sciences. The 1995-1996 Catalog reflects the major changes that occurred during that period:

The Honors Program at UWF is designed to provide creative ways for students to explore their academic talents. Students admitted to the Program are required to enroll in Honors sections of the Core Curriculum and honors courses within major disciplines. Faculty from across UWF's four colleges work with Honors students affording them opportunities to serious research, scholarship, and creative productions under the supervision of recognized experts in their fields.

To qualify for UWF's Honors Program, entering high school graduates (or early/dual enrolled students) must meet two of the following entrance requirements: rank in the top 10% of their high school graduating class, have a cumulative high school GPA of 3.5 or higher, or have an ACT composite score of 26 or higher or a SAT combined score of 1100 or higher.

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Some benefits for participation in the Program include early registration, small classes (average of 15 students), Honors Speakers Series, social and cultural activities, a certificate of completion when Program requirements are met, annotation on UWF transcript of Honors courses taken, participation in an Honors Commencement Ceremony for recognition of Program graduates held just prior to graduation, and individual recognition by UWF's President during Commencement exercises.

(UWF 1990-1991 Catalog, 40)

The UHP curriculum and activities changed little during the mid- and late 1990s given that it remained a component of the portfolio of responsibilities in the CASS Associate Dean's office, but in 1999 UWF received some rare but long-sought enhancement funds to invest in Honors.

In the Fall of 1999, the UHP at UWF received its first two full-time positions, and one was used for a faculty-level Director of the Honors Program, and the second used to establish the professional staff position of Honors Coordinator, a position subsequently upgraded to Assistant Director. The UHP also received a substantial funding increase at that time, receiving \$25,000 in Expense funding and \$30,000 in OPS funding (although the OPS funding was later reduced to \$10,000 in 2003). The Honors program also gained a true physical presence at that time, being allocated a group of offices in Building 50. Those changes in funding and administrative structure allowed the UHP to move rather quickly to its present configuration, and the result of those changes can be seen in the requirements history presented below:

UHP Requirements History

UWF UHP 1989 to 1994 Catalog year (Honors begins Fall, 1989)

3.0 G.P.A (15 sh)
Honors Seminar
4 Honors Electives

1994 to 1999 Catalog year

3.0 G.P.A (18 sh)
Great Books I or Great Books II
Honors Seminar
4 Honors Electives

2000 Catalog Year to Present

3.0 G.P.A (24 sh)
1. LIT 1110 Great Books 1
2. Honors Lower-division Elective 1
3. Honors Lower-division Elective 2
4. Honors Lower-division Elective 3
5. IDH 403x Honors Seminar
6. Upper-division Honors Elective or Honors Seminar
7. Upper-division Honors Elective or Honors Seminar or University Honors Research Project
8. IDH 4970 Honors Thesis
9. Complete 30 hours of volunteer credit certified through the Center for Learning through Organized Volunteer Efforts (CLOVE) office and participate in at least one Honors Council Service event (the hours earned during the Honors Council Service event count toward the 30 hour total).

NCHC Guidelines: The program requirements themselves should include a substantial portion of the participants' undergraduate work, usually in the

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vicinity of 20% or 25% of their total course work and certainly no less than 15% (24sh = 20% of coursework).

Since the Fall of 1999, the UHP has grown significantly as the chart below indicates:

Term	Headcount
Fall 2000	255
Fall 2001	317
Fall 2002	362
Fall 2003	399
Fall 2004	432
Fall 2005	429
Fall 2006	457

Student participation in the Honors Council has also grown significantly, from six members in the fall of 1999 to 38 in the fall of 2006. Although substantial growth has taken place, the resources have not followed suit, being in fact reduced significantly in 2003.

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2. Program Description: Compliance with NCHC Basic Guidelines

Basic Characteristics of a Fully Developed Honors Program

1. *A fully-developed Honors Program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve. This entails identifying the targeted student population by some clearly articulated set of criteria (e.g., GPA, SAT score, a written essay). A program will open admission needs to spell out expectations for retention in the program and for satisfactory completion of program requirements.*

The admissions requirements for the University Honors Program (UHP) at the University of West Florida are clearly stated in all recruiting documents used by the UHP, including the Honors Website, and are as follows:

Admission:

Entering high school graduates seeking admission to the UHP must submit an Honors Program application, must have a cumulative, unweighted GPA of 3.5 or higher or rank in the top 10% of their graduating high school class, must have an ACT composite score 26 or higher or a combined SAT score of 1170 or higher, and must submit a letter of recommendation.

Transfer students seeking admission to the UHP must submit an Honors Program application, must have an overall transfer GPA of 3.25, and must submit a letter of recommendation from the Honors Director of their previous institution.

UWF students seeking admission to the UHP who were not admitted to the UHP as freshmen must submit an Honors Program application, must have an overall UWF GPA of 3.25, and must submit a letter of recommendation from a UWF faculty member.

Students who do not meet the above criteria may still be admitted to the program at the discretion of the Honors Director. In general, if a student does not meet the stated criteria but indicates a strong desire to enter the program, then the student is requested to submit additional information (a written essay, letters from teachers or community leaders, etc.). Upon review of these extended application materials, the Honors Director, often in conference with other individuals (the Honors Assistant Director, an Honors Faculty member, etc.), has the authority to grant full admission to those students or to admit those students on Probationary status.

Once admitted to the UHP, the following policies govern student performance in the program:

Probation and Suspension:

All students in the Honors Program must maintain a 3.0 G.P.A. Failure to meet this requirement will result in being placed on Probation in the Honors Program for one term. If an Honors student fails to achieve a 3.0 G.P.A. for two consecutive terms, the student will be dropped from the Honors Program.

Reinstatement:

Students who have been dropped from the program can apply for reinstatement once their G.P.A. exceeds 3.0 by submitting a petition for reinstatement to the Honors Director. This petition must include a new application and a letter of recommendation from a faculty member.

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Benchmark Data:

Number of students active in the UHP during Fall, 2006: 457 (UWF headcount: 9000+)

Average entering GPA:	UWF: 3.43	UHP: 4.32
Average entering ACT score:	UWF: 22.8	UHP: 29.1
Average entering SAT score:	UWF: 1050	UHP: 1298

- The program should have a clear mandate from the institutional administration ideally in the form of a mission statement clearly stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. This mandate or mission statement should such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence.*

The Vision, Mission, and Goals of the University Honors Program (UHP) are as follows:

Vision Statement

To distinguish the University Honors Program as the Honors Program of choice in the State of Florida and surrounding geographical area and to become the University of West Florida Honors College.

Mission Statement

The University Honors Program (UHP) at the University of West Florida provides enhanced educational opportunities for superior students by providing creative ways for Honors students to achieve *Areté*, (Excellence), *Téchne* (Skill), and *Sophía* (Wisdom), and by conforming to the guidelines for Honors Programs set forth by the National Collegiate Honors Council (NCHC).

Specific Goals

- To provide Honors courses that are consistent with Honors educational enrichment goals and strategies and which range from offerings that fulfill General Studies requirements to offerings that fulfill requirements in a student's baccalaureate degree program.
- To provide Honors courses that are unusual or experimental either in content matter or mode of delivery; i.e. courses that range from Interdisciplinary concerns to team-teaching opportunities to site-specific and compressed instructional formats, among others.
- To create opportunities for Honors students to contribute materially to focused research, scholarly, and creative projects under the supervision of recognized faculty experts.

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- To create opportunities for Honors students to contribute materially to special service projects sponsored by the Honors Council or other Honors-related events.
- To create opportunities for Honors students to develop their leadership and teamwork skills through the Honors Council and Honors-related events.

The UHP at UWF is one of the academic components housed within the College of Arts and Sciences at the University of West Florida. In 1999, UWF received some enhancement funding, and at that time the UHP at UWF became institutionalized through the allocation of a recurring budget as well as the allocation of three permanent positions: an Honors Director, an Honors Assistant Director, and an Office Manager. In the fall of 2002 both the Honors Director and the Honors Office Manager were asked to provide half-time leadership in the School of Fine and Performing Arts and the Department of Theatre as part of the resolution of one of those weird but very typical academic crises. That crisis is now over, and the Office Manager has returned to Honors full-time. The Honors Director has just been appointed to the position of Associate Dean for Honors, Interdisciplinary Studies, and Undergraduate Research for the College of Arts and Sciences (thus ending his long and oft-times strange sojourn in the land of Fine and Performing Arts).

It must be noted that the Honors Program at UWF was able to take some major strides forward as a result of a significant funding enhancement in the 1999-2000 AY. However, the UHP has not received any increase in funding since that time, and is still operating on a 1999-2000 budget. Fundamental operating costs have, of course, increased since that time, and the enrollment in the program has skyrocketed:

In the fall 1999 term, 73 students were admitted to the program, and some 130 were active in Honors at UWF.

In the fall 2003 term, 150 students were admitted to the program, and nearly 400 were active.

As of the fall 2006 term, 457 students are currently active in the program. Once again, funding has not kept pace with Honors program growth, and Honors still struggles from the \$20,000 reduction in 2003.

3. The honors director should report to the chief academic officer of the institution.

As is implied above, the Honors Director at UWF reports to the Dean of the College of Arts and Sciences. There are three colleges at UWF: Arts and Sciences, Business, and Professional Studies. The deans of the colleges all report to the Provost, who reports to the President. This arrangement sometimes causes some difficulties since UWF has a University Honors Program, and there are components that contribute substantially to the UHP housed in the other two colleges, and there is at least one Honors student in each and every major offered at UWF. Although cooperation and support among all at UWF is the regular order of the day, there are times when support that is needed from the institution as a whole is not forthcoming, and that sometimes forces the College of Arts and Sciences to subsidize Honors efforts in the other colleges.

4. There should be an honors curriculum featuring special courses, seminars, colloquia and independent study established in harmony with the mission statement and in response to the needs of the program.

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The Honors curriculum at UWF is as follows:

University Honors Program Requirements

Students entering the program as Freshmen (less than 30 semester hours [sh] completed) must satisfy the following requirements in order to graduate as a University Honors Scholar:

- LIT 1110 Great Books 1 (General Studies requirement)
- Honors Lower-division Elective 1 (General Studies requirement)
- Honors Lower-division Elective 2 (General Studies requirement)
- Honors Lower-division Elective 3 (General Studies requirement)
- IDH 403x Honors Seminar
- Upper-division Honors Elective or Honors Seminar
- Upper-division Honors Elective or Honors Seminar or University Honors Research Project
- IDH 4970 Honors Thesis
- Complete 40 hours of volunteer credit certified through the Center for Learning through Organized Volunteer Efforts (CLOVE) office and participate in at least one Honors Council Service event (the hours earned during the Honors Council Service event count toward the 40 hour total).

Students entering the program with more than 30 sh but less than 60 sh completed must satisfy the following requirements:

- LIT 1110 Great Books 1 (General Studies requirement)
- Honors Lower-division Elective (General Studies requirement)
- IDH 403x Honors Seminar
- Upper-division Honors Elective or Honors Seminar
- Upper-division Honors Elective or Honors Seminar or University Honors Research Project
- IDH 4970 Honors Thesis
- Complete 30 hours of volunteer credit certified through the Center for Learning through Organized Volunteer Efforts (CLOVE) office and participate in at least one Honors Council Service event (the hours earned during the Honors Council Service event count toward the 30 hour total).

Students entering the program with more than 60 sh, and who have completed all General Studies requirements or earned an AA degree, must satisfy the following requirements:

- IDH 403x Honors Seminar
- Upper-division Honors Elective or Honors Seminar
- Upper-division Honors Elective or Honors Seminar or University Honors Research Project
- IDH 4970 Honors Thesis
- Complete 15 hours of volunteer credit certified through the Center for Learning through Organized Volunteer Efforts (CLOVE) office and participate in at least one Honors Council Service event (the hours earned during the Honors Council Service event count toward the 15 hour total).

Students entering the program with more than 60 sh, but who have NOT completed all General Studies requirements or earned an AA degree, must see the Honors Program Director in order to determine their requirements.

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Volunteer Credit:

Students working through UWF's Jason Quest office may substitute volunteer credit for one Honors Experience.

60 certified volunteer hours completed in one semester = 1 Honors course.

- 5. The program requirements themselves should include a substantial portion of the participants' undergraduate work, usually in the vicinity of 20% or 25% of their total course work and certainly no less than 15%.*

As can be seen above, Honors students who enter the program as freshman are required to fulfill eight Honors course experiences over the four years of study leading to a baccalaureate degree. Most of the Honors courses taken by Honors students are 3 sh courses, so a student who graduates as an Honors scholar will normally earn 24 sh in Honors over the stretch of their baccalaureate years, equivalent to 20% of their course work. There may be a few students who graduate as Honors Scholars with as few as 20 sh (16.6%) in Honors course work by taking Honors Lab sections and substituting service hours for one course, but those cases are very rare.

- 6. The program should be so formulated that it relates effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, pre-professional or professional training.*

As can be seen above, during the first two years of the Honors Program at UWF, Honors students are encouraged to take Honors sections of General Studies courses (a listing of the General Studies/Honors classes regularly offered is below). During the second two years, UWF Honors students are encouraged to enhance their work in their discipline through Honors by Contract experiences, the Undergraduate Research Program, and their Honors Thesis. In this way, the Honors Program at UWF spans a student's entire course of study at UWF. Students who enter the program at any point prior to midway through their junior year have their Honor requirements appropriately tailored to their needs (the UHP generally does not accept students who have earned more than 70 sh of credit before applying to the program).

Honors Sections of General Studies courses regularly offered:

DEP	2004	Human Development Across Lifespan (embedded section)
ECO	2013	Principles of Macro Economics
GEO	2330	Environmental Science
LIT	1110	Great Books 1
MAC	2311	Calculus and Analytic Geometry 1
MAC	2312	Calculus and Analytical Geometry 2
MMC	2000	Principals of Mass Communication
MUH	3211	History of Western Music I (embedded section)
MUH	3212	History of Western Music II (embedded section)
PHI	2603	Ethics in Contemporary Society
POS	2041	American Politics
PSY	2012	General Psychology
REL	2000	Introduction to Religion
SPC	2016	Basic Communication Skills
STA	2023	Statistics

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ZOO 1010L General Zoology Laboratory

In 2005-2006, Total Honors enrollment in regularly scheduled classes was 362 (Lists of all regularly scheduled Honors courses from the Summer 2000 term to the Fall 2006 term can be found in Appendix 03). Additionally, in 2005-2006 Honors students participated in 96 Honors by Contract courses and completed 24 Honors Theses (lists of Honors by Contract courses can be found in Appendix 04; lists of completed Honors Theses can be found in Appendix 05).

7. *The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.*

Recent achievements of the University Honors Program at UWF include:

- **Vice President and President**, Southern Regional Honors Council (Dr. Greg Lanier)
- **Student Representative**, Southern Regional Honors Council (Christina Gillar) 2006-2007
- **Host Institution**: Southern Regional Honors Council Conference (Orlando, 2006)
- **3 Honors Thesis Published** in leading academic journals
- **First Place**: National Collegiate Honors Council Conference (NCHC), 2002 Newsletter Contest, Student Publications category (award for Infinite Wisdom)
- **Second Place**: National Collegiate Honors Council Conference (NCHC), 2001 Newsletter Contest, Student Publications category (award for Infinite Wisdom)
- **Best Honors Program In Florida** Florida Leader Magazine 2002
- **Best Honors Council In Florida** Florida Leader Magazine 2001
- **Best Cover Story** Florida Leader Magazine 2000 (Article on UWF blanket drive that collected over 550 blankets for the homeless)
- **President**, Florida Collegiate Honors Council (Dr. Greg Lanier)
- **Host Institution**: Florida Collegiate Honors Council Conference (Orlando, 2003)
- **Faculty Representative**, Southern Regional Honors Council (Dr. Greg Lanier)
- **Student Vice President**, Southern Regional Honors Council (Aaron Epstein)

Testimony from UWF Honors Students:

- "The Honors Program has not merely enhanced my education of the last four years at UWF, it has *made* my education."
- "My lasting friendships, new confidence and academic ambitions are a positive result" of the Honors Program.
- "Education is not the only thing I have gained from Honors. I believe my leadership skills and public speaking skills have vastly improved."
- "At the beginning, being in Honors was just another thing I was involved in, but the educational advantages and experiences are going to be my greatest memories at the University of West Florida."
- "The Honors Program has been my home away from home since the beginning of my college career here at UWF."
- "My involvement in the Honors Program at the University of West Florida has been the core of my college experience."

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- "I strongly believe that I would not have enjoyed this year as much while still accomplishing such great things had I not been in the Honors Program. I do not lie when I say it's the best decision I made since I decided to go the University of West Florida."
- "The UWF Honors Program has enhanced my education by allowing me to do things I have never done before, making me more dedicated to my studies, and it has helped me to gain valuable experience that I may not have been able to obtain anywhere else."

In general, the UHP enjoys a reputation as a very high quality program on the UWF campus; three of the senior administrators (the University President, the Executive Vice President, the Vice President for Student Affairs) team-taught an Honors seminar in the spring of 2004, and the President will again teach for Honors in Fall, 2006. The Dean of the College of Arts and Sciences regularly teaches the Honors section of General Psychology. The Vice President for Development will teach the Honors section of Environmental Science. The UHP was also singled out to be one of the major programs to be enhanced during the next major capital campaign, which will begin at the end of this calendar year.

8. Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students.

At present, there is no systematic or institutionalized method of identifying Honors faculty. A proposal for a process was approved by the Dean of Arts and Sciences and the Provost, and has since moved forward, but was met with opposition in the Faculty Senate. However, a Task Force on Honors Faculty has been convened, and that group expects to report its findings in Fall 2006. Currently, the Honors Director selects faculty to teach in the Honors program in concert with the Chair of the discipline in which the course is offered. This has led on a few occasions to substandard teaching in the class, and in one case the loss of one course from the Honors class inventory due to the departmental chair's reluctance to assign a different faculty member to the Honors section. But by and large, the faculty who regularly teach in the Honors program are drawn from the institution's best and most effective teachers.

One other aspect that might greatly improve stability and quality in this area would be to increase the Other Personnel Support (OPS) funding for the Honors Program so that Honors could "buy" teaching time from all departments on a regular basis. Currently, the UHP is only able to reimburse 1/3 to 1/2 of the Departments that contribute teaching to the Honors program with "replacement" funding. It would be far better if the Honors program were able to offer funding to each and every department to offset the loss of a faculty member's departmental teaching effort when that instructor is teaching for the Honors Program.

9. The program should occupy suitable quarters constituting an honors center with such facilities as an honors library, lounge, reading rooms, personal computers, and other appropriate decor.

At present, the University Honors Program occupies 7 office spaces on the second floor of Building 50. Three of these spaces are for the Honors administration and staff (one office for the Director, one for the Assistant Director, one for the Office Manager) and four are for the students (one lounge, one study room, one very small computer lab, and one storage space that is shared by the staff of the Honors newsletter, *Infinite Wisdom*). The space is clearly inadequate given the size of the program. During summer orientation/registrations, the space can only accommodate at the maximum 10 students at a time, which creates organizational difficulties given that on average some 22 students attend each of the orientations spread over

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the summer. In order to meet or speak to the entire group of students at one time, we must leave building 50 and seek out a nearby empty classroom. There are only 4 computers in the computer lab for students to use, and that is probably one more machine than can comfortably fit in the 9 x 9 foot space. The Honors lounge has one couch and one chair and can accommodate no more than 8 students at a time, and that's with most of them on the floor. There is one round table in the study area that seats about 5 students. The room that houses *Infinite Wisdom* doubles as the store room; the computer and files for the newsletter are crammed in one corner; the coolers, Tiki torches, and car wash materials used by the Honors Council and the Honors files and storage materials are crammed in the other. Clearly, the UHP needs more space.

There is, however, a light at the end of a very long tunnel. There is now talk of relocating Honors to the top floor of the Library, and The Honors Living and Learning Center (proposal attached) is listed on the capital improvement plans for the institution, but funding in Florida is never stable, and the funding for that building remains between 6 to 10 years down the road.

10. The director or other administrative officer charged with administering the program should work in close collaboration with a committee or council of faculty members representing the colleges and/or departments served by the program.

After a rather long and certainly more arduous than necessary political haul, Honors managed to have the Faculty Senate approve a complete overhaul of the Honors faculty committee. This new group will begin meeting at the beginning of the Fall 2006 term (charter attached in Appendix 06).

11. The program should have in place a committee of Honors students to serve as liaison with the honors faculty committee or council who must keep the student group fully informed on the program and elicit their cooperation in evaluation and development. This student group should enjoy as such autonomy as possible conducting the business of the committee in representing the needs and concerns of all honors students to the administration, and it should also be included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

The Honors Council actively participates in all phases of the Honors program at UWF. Each year between 25 and 30 students are elected to the Council (the exact number varies, but is their choice); those elected to the Council are eligible to stand for the officer positions: President, Vice President, Secretary, Treasurer, Chair of the Social Committee, Chair of the Service Committee, Chair of the Fundraising Committee, and Chair of the Public Relations Committee. Additionally, the editor of *Infinite Wisdom*, the award-winning student newsletter, is a member of the Council (although *Infinite Wisdom* is technically not part of the Council's structure). This council meets every Thursday evening during the regular school year and at least four times over the summer (the Constitution of the University of West Florida Honors Council can be found in Appendix 07). The Council's main purpose is to plan and coordinate Honors program events and to coordinate and advise on the workings of the UHP with the Honors Director and the Honors Assistant Director. A list of some of the Council events from AY 2005-2006 appears below:

Fall Semester 2005

- Honors Orientation, August 20, 2005
- Honors Council Election Cookout in Pace Hall, September 8, 2005
- Honors Booth at Fall Frenzy, September 16, 2005
- Ronald McDonald House Dinner and Clean Up, September 19, 2005

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- Honors Council Annual Leadership Retreat at Adventures Unlimited October 1-2, 2005
- Ladies and Gentlemen Nights, October 7, 2005
- Honors Assassins Game, October 2005
- Great Books Ice Cream Social, Midterm
- Garage and Bake Sale at Lanier's, October 8, 2005
- Habitat for Humanity, October 8, 2005
- Adopt-A-Highway Service Event, October 16, 2005
- Car Wash, October 22, 2005
- Open House Honors Recruiting Booth, October 29, 2005
- Halloween Party at the Lanier's, October 30, 2005
- Habitat for Humanity, November 5, 2005
- Make a Difference Day at Lipscomb Elementary, November 19, 2005
- Halo Tournament, November 11, 2005
- Thanksgiving Potluck, November 17, 2005
- College Bowl co-sponsored with Student Activities, November 20, 2005
- All-Campus Pillow Fight, November 30, 2005
- Holiday Party and Potluck at Lanier's, December 2, 2005
- Great Books Study Pizza Party in Pace Hall, Deadweek
- At least 10 Civic Center fundraising events

Spring Semester 2006

- Open House Honors Recruiting Booth, January 21, 2006
- Adopt-A-Highway, January 22, 2006
- Volunteer for Local Science Fair Judging, January 30, 2006
- Super Bowl Party at Lanier's, February 5, 2006
- Adopt-A-Highway, February 12, 2006
- Car Wash, February 12, 2006
- Honors Spirit Night at Chick-Fil-A Fundraiser, February 13, 2006
- Open House Honors Recruiting Booth, February 18, 2006
- Endings Edge U-Rock Concert co-sponsored with C.A.R.S., February 27, 2006
- Habitat for Humanity, March 4, 2006
- Open House Honors Recruiting Booth, March 11, 2006
- Spring Honors Retreat Get-A-Way at the Bennett's, March 11-12, 2006
- St. Patty's Day Potluck at Honors Council, March 16, 2006
- Honors Team at Relay for Life, March 31-April 1, 2006
- Host the Southern Regional Honors Council Conference 2006 in Orlando, FL, April 5-9, 2006
- Honors Spring Formal, April 22, 2006
- Honors New Mentor Training, April 28, 2006
- 15 or more Civic Center fundraising events
- Honors Mentoring to assist new students with trial schedules, June 9, 16 and 23, 2006

12. There should be provisions for special academic counseling of honors students by uniquely qualified faculty and/or staff personnel.

Presently, the Honors Director at UWF serves as the advisor of record for all Honors students through, at the least, the student's first two years at the institution. The Assistant Director, who is extremely knowledgeable about nearly everything, assists with the advising burden. But it is a huge burden (some 250 students each term). This has no doubt improved the quality of

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advising that the Honors students receive, but the Director often staggers from the load during the peak advising periods. Requests for relief in this area have to date not resulted in additional resources allocated to Honors.

13. *The Honors Program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized thereby raising the general level of education within the college or university for all students. In this connection, the Honors curriculum should serve as a prototype for educational practices that can work campus-wide in the future.*

The UHP has a strong reputation across the campus as a lab for “experimental” or alternative teaching/learning experiences. In general, the curriculum at UWF in most programs is very traditional; therefore the Honors Program serves the campus as a whole by being a “safe ground” for new or different techniques. The Honors Seminars, in particular, are carefully selected and/or designed by the Honors Director and the faculty member to be either 1) very different from regular course offerings through their mode of delivery, or 2) very unusual from the rest of the curriculum through their specialized content or interdisciplinary nature. Examples of the two types of Seminars are listed below:

Alternative delivery (often site immersion)

- IDH 4037 Honors Seminar: Tourism and the Environment of the Smoky Mountains
- IDH 4033 Honors Seminar: Geography of Honduras
- IDH 4034 Honors Seminar: Field Studies in Marine Biology
- IDH 4036 Honors Seminar: Cuba at the Cross Roads
- IDH 4030 Honors Seminar: The Global Economy and Mexico
- IDH 4039 Honors Seminar: Passage to India
- IDH 4038 Honors Seminar: Maritime Studies in Portsmouth, England
- IDH 4038 Honors Seminar: Dante in Florence

Explanatory comments: the Smoky Mountains seminar was a two week immersion course in the National Park which did hands-on field work on such subjects as acid rain or the impact of erosion caused by people hiking the Appalachian Trail. For the Marine Biology course, the students were bused each Friday for an all-day immersion in an unusual marine habitat such as sea-grass beds, snorkeling off of a shipwreck, a river-mouth estuary, and spent 5 days in the Florida Keys. Students in Cuba at the Crossroads spent 12 days in Cuba, and were part of Cuba’s May Day celebrations (among other adventures). During the very recent Dante in Florence seminar, students spent 20 days in Florence studying Dante in context.

Non-standard course content (often interdisciplinary)

- IDH 4035 Honors Seminar: Great Films and Great Literature
- IDH 4037 Honors Seminar: Tolkien and His Heirs
- PSY 4990 Honors Seminar: Conjunctive Psychology
- IDH 4038 Honors Seminar: Student Leadership
- IDH 4037 Honors Seminar: Vietnam
- LAH 4990 Honors Seminar: History of Latin America
- INR 3990 Honors Seminar: Model United Nations
- IDH 4030 Honors Seminar: Science & Technology

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IDH 4039 Honors Seminar: Body, Mind, and Soul
IDH 4030 Honors Seminar: Science & Technology
IDH 4033 Honors Seminar: Life Choices
IDH 4038 Honors Seminar: The Philosophy of Horror
IDH 4032 Honors Seminar: The Lord of The Rings: Text and FilmText

All of these seminars were either interdisciplinary in focus (i.e. literature and film, history and science, philosophy and biology), and/or on a topic not offered within the traditional UWF curriculum (i.e. Tolkien, Vietnam), and/or team-taught. Over the years, the Honors Program has augmented its seminars by bringing prominent speakers to teach for one day and also give a public lecture, some of these notables include Dr. Jose Pedro Greer, Diane Carlson Evans, Arun Ghandi, Todd Gitlin, and Pearl Cleage.

14. A fully developed program will emphasize the participatory nature of the honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, honors semesters, international programs, community service, and other forms of experiential education.

Honors students from the University of West Florida regularly attend and present at the National, Regional, and state-wide Honors Council Conferences. This past year was very typical: we had 4 students attend NCHC, 5 attend FCHC, and 29 attend SRHC (well, we did host SRHC). A comprehensive list of conference attendance since the fall of 1999 can be found in Appendix 08.

Additionally, 96 Honors students have participated in UHP international immersion courses since the beginning of the summer term, 2000 (examples of the International Summer Honors Seminar can be found in Appendix 09). In AY 2005-2006 (a typical year), Honors students completed in excess of 4,000 hours of community service, and the UHP was recognized with a special award by the Center for Learning Through Organized Volunteer Efforts for its service efforts.

15. Fully-developed two-year and four-year honors programs should have articulation agreements by which honors graduates from two-year colleges can be accepted into four-year honors program when they meet previously agreed-upon requirements.

The UHP at UWF has formal articulation agreements with the two Florida Community Colleges in our service region: Pensacola Junior College and Okaloosa-Walton Community College (a sample articulation agreements can be found in Appendix 10). Additionally, UWF enjoys a strong but informal articulation relationship with Tallahassee Community College, Hillsborough Community College, Valencia Community College, and Miami-Dade Community College.

Program Review Report

University Honors Program

3. Program Description: Compliance with NCHC College Guidelines

Basic Characteristics of a Fully Developed Honors College

An honors educational experience can occur in a wide variety of institutional settings. When institutions establish an honors college or embark upon a transition from an honors program to an honors college, they face a transformational moment. No one model defines this transformation. Although not all of the following characteristics are necessary to be considered a successful or fully developed honors college, the National Collegiate Honors Council recognizes these as representative:

1. A fully developed honors college should incorporate the relevant characteristics of a fully developed honors program.

This criterion seems to be substantially met. See discussion above.

2. A fully developed honors college should exist as an equal collegiate unit within a multi-collegiate university structure.

The University Honors Program at UWF is not a college at this time.

3. The head of a fully developed honors college should be a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans, if one exists. The dean should be a full-time, 12-month appointment.

The Director of the University Honors Program at UWF currently holds the title of Associate Dean for Honors and Interdisciplinary Studies.

4. The operational and staff budgets of fully developed honors colleges should provide resources at least comparable to other collegiate units of equivalent size.

N/A at this time, but the resources for Honors would clearly lag far behind comparable units were Honors to become independent college without an influx of resources.

5. A fully developed honors college should exercise increased coordination and control of departmental honors where the college has emerged out of such a decentralized system.

There is no system of departmental Honors at UWF, so this criterion is met.

6. A fully developed honors college should exercise considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college should be by separate application.

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As is described above, the University Honors Program at UWF has exclusive purview over all admissions matters, and admission to Honors at UWF is by separate application.

7. An honors college should exercise considerable control over its policies, curriculum, and selection of faculty.

As is described above, the Honors Program at UWF has exclusive purview over all policy, curriculum, and faculty selection matters.

8. The curriculum of a fully developed honors college should offer significant course opportunities across all four years of study.

As can be seen above, the Honors Program at UWF has significant opportunities throughout the four years of study, anchored by the Honors Core course (Great Books) at the freshman level, the Honors Seminars (at the sophomore/junior level), and the Honors Thesis (at the senior level).

9. The curriculum of the fully developed honors college should constitute at least 20% of a student's degree program. An honors thesis or project should be required.

As is stated above, Honors students who enter the program as freshman are required to fulfill eight Honors course experiences over the four years of study leading to a baccalaureate degree. Most of the Honors courses taken by Honors students are 3 sh courses, so a student who graduates as an Honors scholar will normally earn 24 sh in Honors over the stretch of their baccalaureate years, equivalent to 20% of their course work. All University Honors Scholars are required to submit a Thesis (a list of completed Thesis can be found in Appendix 05)

10. Where the home university has a significant residential component, the fully developed honors college should offer substantial honors residential opportunities.

Numerous residential opportunities are available for Honors students living in Pace Hall (the dedicated Honors residential space at UWF), including:

Advance Registration

Honors students are eligible for advance priority registration regardless of academic class, allowing them to sign up for classes on the first day of registration.

Small Class Sizes

Although the average class size at UWF is considered small to being with at 25-35 students, honors courses are limited to 15 students. We offer honors sections of general studies courses so students can satisfy some of their honors electives while also satisfying lower level graduation requirements with courses such as Introduction to Art History, Statistics, Zoology, Ethics in the Contemporary Society, Basic Communication Skills, Principles of Mass Communications, Macroeconomics, and General Psychology. In the honors sections of these courses, instructors have the opportunity to get to know their students on a deeper level, and students in return, become a part of the learning process with active, interesting class discussion, projects and assignments.

Honors Seminars

The honors seminar is a course that is different by design. Each student is required to complete at least one honors seminar as one of the requirements needed to graduate as an honors scholar. Seminars are limited to 15 students and are taught on topics not typically found in the general

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university curriculum. Some of the recent topics are Conjunctive Eastern Psychology, Computer Gaming, Medical Ethics, Cold War and Film, Politics of the Hebrew Bible, Philosophy of Fantasy and Myth and a Leadership seminar taught by the president of the university.

In addition to the seminars listed above, there is one seminar taught each summer held abroad. Just in the last few years, we have taken groups of 15 students to seminars in Venezuela, Cuba, Mexico, England, and Italy. The trips are economical to the student, with the honors program paying a portion of the cost, and the interest level is high with such topics ranging from exploring the history of shipwrecks and maritime studies in Portsmouth, England to discussing Dante's *Inferno* while walking in the footsteps of Dante himself on excursions in Florence, Italy and beyond.

Research Opportunities

At the culmination of an honors student's academic work is the capstone project, the honors thesis. Each student must complete an honors thesis on a topic within his or her field of study under the direction of a faculty advisor within the student's major department. The thesis gives a student the opportunity to work one on one with a faculty member for three credits of research and development. Completion and approval of the honors thesis should show mastery of the subject and the student's field. Scholarships, acceptance to graduate, law or medical school or offers for employment from competitive companies are just some of the results realized by our students who have completed a thesis and the honors scholar program.

Leadership Opportunities

Here in the UWF Honors Program, our top priority is offering opportunities for our students to achieve academic excellence while also growing as leaders. The UWF Honors Council is a student organization that helps to determine the direction of the program each year. They assist in policy changes, plan social, service and fundraising projects and see to their implementation and make sure that the program's staff continues to serve our students in the best manner that we are able. Just a few of the programs the council provides for our students annually in conjunction with the Honors Program are: the Halloween Party, Spring Honors Formal, Super Bowl Party, Mid-term Study Break, Thanksgiving Potluck, Back to School Ice Cream Social, Make a Difference Day service project and so many more.

Any honors student in good standing with the program is eligible to be a member, and elections are held twice a year for interested students. In addition to being active in the Honors Council and its activities, we encourage our students to get involved in other areas of the campus, including intramurals, athletics, student government, Greek life, College Bowl, residence life and whatever else they might enjoy. Getting involved on campus and in the community keeps our students motivated and excited about being in college in general, creating higher retention rates and happier, healthier students.

11. The distinction awarded by a fully developed honors college should be announced at commencement, noted on the diploma, and featured on the student's final transcript.

All University Honors Scholars are so noted in the program and announced at Commencement; the distinction is also noted on the final transcript (but not on the diploma at this time).

12. Like other colleges within the university, a fully developed honors college should be involved in alumni affairs and development and should have an external advisory board.

Although the University Honors Program enjoys strong relations with alumni affairs and the development office, there are no formal or stated agreements. Also, there is no external advisory board for Honors at this time.

Program Review Report

University Honors Program

4. Program Description: Academic Learning Compact

University Honors Program

Mission Statement

To provide enhanced educational opportunities for superior students at The University of West Florida by providing creative ways for Honors students to achieve Areté, (Excellence), Téchne (Skill), and Sophía (Wisdom), and by conforming to the guidelines for Honors Programs as set forth by the National Collegiate Honors Council (NCHC).

Student Assessment

Students wishing to achieve the status of University Honors Scholars will be assessed through their performance in the sequence of Honors Core classes: Great Books 1, the Honors Seminar, and most particularly the Honors Thesis, a demanding and discipline-specific capstone project.

Student Learning Outcomes

University Honors Scholars should be able to:

Content

- Demonstrate mastery of the research procedures and/or artistic processes appropriate to the discipline of the Honors Thesis
- Demonstrate mastery of the knowledge, concepts, techniques, and principles appropriate to the discipline of the Honors Thesis

Critical Thinking

- Exhibit discipline-based and/or cross-discipline-based higher order thinking skills
- Select and organize credible evidence to support converging arguments
- Solve discipline-based and/or cross-discipline-based problems using strategies appropriate to the subject of the Honors Seminar or Honors Thesis

Communication

- Communicate effectively in on-on-one or group contexts
- Express ideas and concepts precisely and persuasively in multiple formats
- Employ writing conventions suitable to the research method and/or creative process of the subject of the Honors Seminar or Honors Thesis

Integrity/Values

- Demonstrate an active commitment to civic engagement through service
- Practice appropriate professional standards of behavior
- Practice appropriate standards related to respect for intellectual property

Project Management

- Exhibit disciplined work habits as an individual
- Apply discipline-based and/or cross-discipline-based knowledge to design a problem-solving strategy
- Demonstrate the ability to conceive, plan, and execute a high-quality research and/or creative capstone project in the appropriate disciplinary or multi-disciplinary context

Program Review Report

University Honors Program

Post-Baccalaureate Prospects for Honors Students

The University Honors Program course of study supports each and every major offered at The University of West Florida. Students who graduate as Honors Scholars often find that the special preparation and opportunities provided by the University Honors Program helps them achieve their post-baccalaureate goals, particularly:

- Admission to Medical School
- Admission to Law School
- Admission to Graduate School

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5. Program Description: Assessment Plan

Student Assessment

Students wishing to achieve the status of University Honors Scholars will be assessed through their performance in the sequence of Honors Core classes: Great Books 1, the Honors Seminar, and most particularly the Honors Thesis, a demanding and discipline-specific capstone project.

Method

Faculty teaching Honors courses are sent the assessment sheets reproduced below at the conclusion of the term. Additionally, Honors Alumni are sent the attached Alumni Survey. The collected data is collated, analyzed, and stored by the Honors Office. Copies of the forms used to collect the raw data can be found in Appendix 11.

Assessment Matrix

The matrix below indicates how the Honors Student Learning Outcomes are embedded within the Honors curriculum.

University Honors Program Assessment Matrix

	Thesis	Seminar	Great Books	Survey
Content				X
Demonstrate mastery of the research procedures and/or artistic processes appropriate to the discipline of the Honors Thesis.	X			X
Demonstrate mastery of the knowledge, concepts, techniques, and principles appropriate to the discipline of the Honors Thesis	X			X
Critical Thinking				
Exhibit discipline-based and/or cross-discipline-based higher order thinking skills.	X	X	X	X
Select and organize credible evidence to support converging arguments.	X	X	X	X
Solve discipline-based and/or cross-discipline-based problems using strategies appropriate to the subject of the Honors Seminar or Honors Thesis	X	X		X
Communication				
Communicate effectively in one-on-one and/or group contexts.		X		X
Express ideas and concepts precisely and persuasively in multiple formats.		X	X	X
Employ writing conventions suitable to the research method and/or creative process of the subject of the Honors Seminar or Honors Thesis.	X	X		X
Integrity/Ethics				

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Demonstrate an active commitment to civic engagement through service		X	X
Practice appropriate professional standards of behavior.	X	X	X
Practice appropriate standards related to respect for intellectual property and professional behavior	X	X	X
Project Management			
Exhibit disciplined work habits as an individual.	X	X	X
Apply discipline-based and/or cross-discipline based knowledge to design a problem-solving strategy.	X	X	X
Demonstrate the ability to conceive, plan, and execute a high-quality research and/or creative activity capstone project in the appropriate disciplinary or multi-disciplinary context.	X	X	X

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6. Program Description: Assessment Analysis

From the 2006 Annual Report:

Domain^c (check one)	<input checked="" type="checkbox"/> Content <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Demonstrate mastery of the research procedures and/or artistic processes appropriate to the discipline of the Honors Thesis	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses	
Summary of Assessment Results^f	
The data suggests that this SLO is clearly being met. The directors of the 24 Honors Thesis report that 62.5% of the students exceeded expectations in this area, and that 37.5% of the students met expectations in this area (a total of 100%).	

Domain^c (check one)	<input checked="" type="checkbox"/> Content <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Demonstrate mastery of the knowledge, concepts, techniques, and principles appropriate to the discipline of the Honors Thesis	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses	
Summary of Assessment Results^f	
The data suggests that this SLO is clearly being met. The directors of the 24 Honors Thesis report that 58.3% of the students exceeded expectations in this area, and that 41.7% of the students met expectations in this area (again, a total of 100%).	

Domain^c (check one)	<input type="checkbox"/> Content <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Exhibit discipline-based and/or cross discipline-based higher order thinking skills	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses, instructors of Honors Seminars, and the Great Books 1 instructor	
Summary of Assessment Results^f	
The data from the three assessment points suggests that students master this SLO over time, and thus the SLO is clearly being met. The data from the Great Books 1 class (freshman level) indicates that 31.9% of the students exceed expectations in this area, that 62.9% meet expectations, and that 5.2% fail to meet expectations. But by the senior year, things have turned around. The data from the Honors Theses show that 62.5% exceed, 33.3% meet, and that 4.2% fail to meet (the Honors Seminar, most often taken by sophomores and juniors, reflects data that is almost exactly medial: 51.3% exceed, 41.0 meet, and 7.7% fail to meet). Thus the data evinces that students develop their higher order thinking skills over time, just as many would expect.	

Domain^c (check one)	<input type="checkbox"/> Content <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Select and organize credible evidence to support converging arguments	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses, instructors of Honors Seminars, and the Great Books 1 instructor	
Summary of Assessment Results^f	
As with the previous SLO, the data from the three assessment points suggests that students master this SLO over time; again, the SLO is being met. The data from the Great Books 1 class (freshman level) indicates that 37.1% of the students exceed expectations in this area, that 57.8% meet expectations, and that 5.2% fail to meet expectations.	

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But by the senior year, things again have turned around. The data from the Honors Theses show that 54.2% exceed, 45.8% meet, and none failed to meet. Once again, the Honors Seminar, most often taken by sophomores and juniors, reflects data that is medial: 43.6% exceed, 46.2% meet, and 10.3% fail to meet. Thus the data evinces that students improve their ability to select and organize evidence over time, just as many would expect.

Domain^c (check one)	<input type="checkbox"/> Content <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Solve discipline-based and/or cross discipline-based problems using strategies appropriated to the subject of the Honors Thesis	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses and the instructors of Honors Seminars	
Summary of Assessment Results^f	
The data from the Honors Thesis and Honors Seminars indicates that this SLO is being met: in total, 49.2% of students exceeded expectations in this area, 46.0% met expectations, and only 4.8% failed to meet expectations.	

Domain^c (check one)	<input type="checkbox"/> Content <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Communicate effectively in on-on-one or group contexts	
Method(s) of Assessment^e	
Direct assessments by instructors of Honors Seminars	
Summary of Assessment Results^f	
The data shows that 38.5% of Honors students exceeded expectations in this area, 56.4% met expectations, and 5.1% failed to meet expectations. The percentage of students who exceeded expectations in this area is lower than one might like.	

Domain^c (check one)	<input type="checkbox"/> Content <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Express ideas and concepts precisely and persuasively in multiple formats arguments	
Method(s) of Assessment^e	
Direct assessments by instructors of Honors Seminars and the Great Books 1 instructor	
Summary of Assessment Results^f	
The data shows that 33.1% of Honors students exceeded expectations in this area, 49.4% met expectations, and 17.5% failed to meet expectations. The percentage of students who exceeded expectations in this area is lower than one might like, particularly in the lower division area.	

Domain^c (check one)	<input type="checkbox"/> Content <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Employ writing conventions suitable to the research method and/or creative process of the subject of the Honors Seminar or Honors Thesis	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses, instructors of Honors Seminars	
Summary of Assessment Results^f	
The data shows that 40.3% of Honors students exceeded expectations in this area, 56.5% met expectations, and 3.2% failed to meet expectations. The percentage of students who exceeded expectations in this area might indicate that some coaching in writing the Thesis might be necessary.	

Domain^c (check one)	<input type="checkbox"/> Content <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Integrity/Values <input type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
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Student Learning Outcome^d	
Practice appropriate professional standards of behavior	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses and the instructors of Honors Seminars	
Summary of Assessment Results^f	
The data shows that 52.4% of Honors students exceeded expectations in this area, 44.4% met expectations, and 3.2% failed to meet expectations. This SLO is being met in general.	

Domain^c (check one)	<input type="checkbox"/> Content <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Integrity/Values <input type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Practice appropriate standards related to respect for intellectual property	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses and the instructors of Honors Seminars	
Summary of Assessment Results^f	
The data shows that 55.6% of Honors students exceeded expectations in this area, 42.9% met expectations, and only 1.6% failed to meet expectations. This SLO is being met in general.	

Domain^c (check one)	<input type="checkbox"/> Content <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input checked="" type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Exhibit disciplined work habits as an individual	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses	
Summary of Assessment Results^f	
The data shows that 58.3% of Honors students exceeded expectations in this area, 37.5% met expectations, and only 4.2% failed to meet expectations. This SLO indicates that Honors students in general are very motivated and responsible.	

Domain^c (check one)	<input type="checkbox"/> Content <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input checked="" type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Apply discipline-based and/or cross-discipline-based knowledge to design a problem-solving strategy	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses	
Summary of Assessment Results^f	
The data shows that 62.5% of Honors students exceeded expectations in this area, 37.5% met expectations, and none failed to meet expectations. This SLO indicates that Honors students in general perform very well indeed on the complex tasks associated with writing and Honors Thesis.	

Domain^c (check one)	<input type="checkbox"/> Content <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Integrity/Values <input checked="" type="checkbox"/> Project Management <input type="checkbox"/> Discipline-specific ALC
Student Learning Outcome^d	
Demonstrate the ability to conceive, plan, and execute a high-quality research and/or creative capstone project in the appropriate disciplinary or multi-disciplinary context	
Method(s) of Assessment^e	
Direct assessments by directors of Honors Theses	
Summary of Assessment Results^f	
The data shows that 62.5% of Honors students exceeded expectations in this area, 37.5% met expectations, and none failed to meet expectations. This SLO indicates that Honors students in general perform very well indeed on the complex tasks associated with writing and Honors Thesis.	

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Use of Assessment Results to Improve Program^g

The data suggests that there may be a weakness in preparing students for the task of writing since the scores in the area of Communication are not quite as strong as in other areas. Perhaps we need to consider specific tasks that stress writing, powerpoint presentations, oral presentations be incorporated formally into Honors Seminars. We also need to consider how to keep sharpening the critical thinking skills of the students over the course of their education, although it is clear that the students who produce an Honors Thesis achieve a very high level of ability by their senior year.

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7. Program Description: Faculty and Staff

Faculty:

At present, there are no specific criteria that determine or distinguish Honors faculty at UWF, but the University Honors Program Committee is currently studying that issue. The following faculty members are typical of those who regularly teach Honors courses or sections. Their vita can be found in Appendix 20, Curriculum Vita.

John C. Cavanaugh, University President
Christine Cavanaugh, Interim Director of Research and Sponsored Programs
Jane Halonen, Dean, College of Arts and Sciences
Lynne Lauderdale, Associate Professor, Music
Morris Marx, President Emeritus, Mathematics & Statistics
William Mikulas, Professor, Psychology
Lakshmi Prayaga, Instructor, Computer Science

Staff:

The UHP is directed by Dr. Greg Lanier, whose vita is attached in Appendix 20. The Honors Program is sustained on a day-to-day basis by Ms. Tina Hesse, Assistant Director, and by Ms. Deborah Burlison, Office Administrator.

Gregory W. Lanier, Associate Dean for Honors and Interdisciplinary Studies

Biography:

Greg Lanier joined the UWF faculty in 1986 and was tenured, promoted to the rank of Associate Professor, and appointed Chair of the Department of English and Foreign Languages in 1993. In 1999, Dr. Lanier left English to become the first full-time Director of the University Honors Program at the University of West Florida. In 2002, Dr. Lanier received a joint appointment, becoming a member of the faculty of Theatre, and was appointed Chair of the Department of Theatre as well. In 2003, Dr. Lanier became the Head of the new School of Fine and Performing Arts at the University of West Florida. In fall of 2006, his renovation work in Fine and Performing Arts at long last completed, Dr. Lanier was named the Associate Dean for Honors and Interdisciplinary Studies in the College of Arts and Sciences.

Dr. Lanier earned his Bachelor of Arts in Molecular, Cellular, and Developmental Biology from the University of Colorado in 1979, his Master of Arts in English Literature from the University of Michigan in 1981, and his Ph.D. in English Language and Literature from the University of Michigan in 1986.

Dr. Lanier and his students from UWF have made numerous presentations at the national, regional, and state Honors Council meetings, and in 2002, UWF won the Best Student Newsletter award from NCHC. Dr. Lanier has served as the President of the Florida Collegiate Honors Council, is the current President of the Southern Regional Honors Council. At the national level, Dr. Lanier serves on the Finance Committee and the Assessment and Evaluations Committee of the National Collegiate Honors Council. Dr. Lanier completed the NCHC Faculty Institutes in Albuquerque in 2004 and Lincoln in 2006.

An expert on the relationship between dramatic texts and theatrical performance, Dr. Lanier has published articles on the plays of Shakespeare and Sam Shepard in such journals as Modern Drama and Essays in Literature. Dr. Lanier's research in the area of Shakespeare on Film has been presented at such conferences as the Shakespeare Association of America and the Literature and Film Conference. Dr. Lanier has received over numerous teaching awards during his career, including a Distinguished Teaching Award, the Excellence in Undergraduate Teaching Award, an Outstanding Undergraduate Teaching/Advising Award, two Teaching

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Incentive Performance Awards, and has been listed seven times in Who's Who Among America's Teachers.

Position Description for Position #113760-00 (Associate Dean – Arts & Sciences)

- **Essential Functions of the Job**
Provide Leadership and oversight for all aspects of the University Honors Program as well as for the Interdisciplinary Humanities program (BA), the Interdisciplinary Social Sciences program (BA), and the Interdisciplinary Humanities program (MA); including recruitment, retention, program development, curriculum development, faculty development and coordination, budget, public relations, fund-raising, and governmental/community/university liaison. Advise students in the University Honors Program with regards to both Honors Program requirements and University General study Requirements. Manage all administrative functions related to Honors, Interdisciplinary Studies, and Undergraduate Research.
- **Policy-making and/or interpretation**
Create, review, revise, develop, and implement all policies relating to the University Honors Program and to the Interdisciplinary Studies programs. Study feasibility and make recommendations as to policies and procedures to effectively administer Honors, Interdisciplinary Studies, and Undergraduate Research.
- **Program Direction and Development**
Work with Assistant Director of the University Honors Program to coordinate and supervise all student-related aspects of the University Honors Program, including especially development and articulation with the National Collegiate Honors Council, the Southern Regional Honors Council, and the Florida Collegiate Honors Council as well as other State and local Honors Programs. Work with and supervise the University of West Florida Honors students attending the national and regional councils. Coordinate closely with the UWF Honors Council on all aspects of the University Honors Program.
Work with the Assistant Director of the Interdisciplinary Studies programs to coordinate and supervise all student-related aspects of the programs.
Coordinate as appropriate with all faculty and students involved in Undergraduate Research.
- **Supervision Exercised**
Direct supervision of the following positions:
 - Assistant Director, University Honors Program
 - Assistant Director, Interdisciplinary Studies Programs
 - Office Administrator, Honors
- **Level of Public Contact**
Primary point of contact for the University Honors Program with the National Collegiate Honors Council, the Southern Regional Honors Council, and the Florida Collegiate Honors Council; primary point of contact for the University Honors Program with Friends of Honors (Donor group) and other donors; primary point of contact for the University Honors Program with service and community organizations (America's Promise; Girl Scouts, Boy Scouts, etc.) primary point of contact for University Honors Program and Interdisciplinary Studies programs with other educational institutions (both the K-12 system, community colleges, and other 4-year institutions).

Program Review Report

University Honors Program

- **Monetary Responsibility**
Responsibility for Honors, Interdisciplinary Studies, and Undergraduate Research budgets; supervise, monitor, and track expenditures for program and audit budget as needed.
- **Statement of Responsibility for Confidential Data**
Establish and maintain student records that pertain to the University Honors Program and the Interdisciplinary Studies Programs. Exercise good professional judgment as to confidentiality issues, etc.

Program Review Report University Honors Program

Tina Hesse, Assistant Director, University Honors Program

Biography:

Tina Hesse joined the University of West Florida Honors Program in May of 2005. Before working with Honors, she worked in the UWF Office of Admissions and the UWF President's Office. Tina graduated from UWF with a B.A. in Communication Arts, Public Relations specialization and a Minor in Law and Social Issues.

In addition to working with the Honors Program at UWF, Hesse also advises her sorority, Alpha Delta Pi Sorority, Sigma Chi Omega Fraternity, the Real Estate Investment Masters Club (REI Masters) and the UWF Women's Rugby Club. In the community, she is a provisional member of the Junior League of Pensacola and the Alpha Delta Pi Greater Pensacola Alumnae Association President-Elect.

Hesse is a local, long-time resident of the Pensacola area.

Position Description for Position #114280-00 (Assistant Director– Honors Program)

- Essential Functions of the Job
 - Coordinate and supervise all student-related aspects of the University Honors Program; including recruitment, retention, program development, budget, public relations, fund-raising, and governmental/community/university liaison in coordination with Director of the University Honors Program. Advise students in the Honors Program with regards to both Honors Program requirements and University General study Requirements.
- Policy-making and/or interpretation
 - Work with Director of the University Honors Program to review, revise, develop, and implement policies relating to the University Honors Program. Study feasibility and make recommendations as to policies and procedures to effectively administer the University Honors Program.
- Program Direction and Development
 - Work with Director of the University Honors Program to coordinate and supervise all student-related aspects of the University Honors Program, including especially development and articulation with the National Collegiate Honors Council, the Southern Regional Honors Council, and the Florida Collegiate Honors Council as well as other State and local Honors Programs. Work with and supervise the University of West Florida Honors students attending the national and regional councils. Coordinate closely with the UWF Honors Council on all aspects of the University Honors Program.
- Supervision Exercised
 - Direct supervision of the following paid student positions on the University Honors Council:
 - Honors Program Student Assistants
 - Council President
 - Council Vice President
 - Council Treasure
 - Council Secretary
 - Communications Committee Chairperson
 - Service Committee Chairperson
 - Social Committee Chairperson
 - Fundraising Committee Chairperson
 - Public Relations Committee Chairperson

Program Review Report University Honors Program

- **Level of Public Contact**
Coordinate articulation of the University Honors Program with the National Collegiate Honors Council, the Southern Regional Honors Council, and the Florida Collegiate Honors Council; coordinate articulation of the University Honors Program with Friends of Honors (Donor group) and other donors; coordinate articulation of the University Honors Program with service and community organizations (America's Promise; Girl Scouts, Boy Scouts, etc.) coordinate articulation of the University Honors Program with other educational institutions (both the K-12 system, community colleges, and other 4-year institutions). Plan, coordinate, promote, implement and supervise large-scale public events such as the College Brain Bowl, Gulf Coast Academic Tournament, Honors Service projects, Honors Graduation ceremony, Honors Banquet, Honors Orientation, etc.
- **Monetary Responsibility**
Coordinate oversight of University Honors Program expense budget (approx. \$50,000) with Director; supervise, monitor, and track expenditures for program and audit budget as needed.
- **Statement of Responsibility for Confidential Data**
Establish and maintain student records that pertain to the University Honors Program. Exercise good professional judgment as to confidentiality issues, etc.
- **Marginal Functions**
Good office and communication skills, including thorough knowledge of computer environments, computer applications such as Power Point, Microsoft Access, Microsoft Excel, Microsoft Word; knowledge and experience with Web page design and maintenance; knowledge and experience with desk top publishing (Adobe Pagemaker preferred). Experience in public speaking preferred; ability to work independently in a professional environment a must.

Deborah Burlison, Office Administrator, University Honors Program

Biography:

Deborah Burlison started at UWF in 1984 as an OPS employee (Word Processor) in the College of Arts and Sciences Dean's Office. The position became permanent in November of 1985. In 1988 Ms. Burlison left the Dean's Office for a half-time word processor position in HLS which she held until 1994 when she was promoted to Senior Word Processor in the English Department. In August of 2002 Ms. Burlison was promoted to Office Administrator in Honors where she served half-time in Honors and half-time in the Department of Theatre. After two years of splitting her time between two departments, she returned to Honors where she hopes to remain until retirement in a few years.

Position Description for Position #104100-00 (Office Administrator – Honors Program)

Provide support to the Associate Dean for Honors and Interdisciplinary Studies and Assistant Director of the University Honors Program in all office related matters pertaining to the unit including all clerical and budgetary responsibilities as follows. Assist the Associate Dean and the Assistant Director as needed in support of student recruitment and retention. Maintain Honors budget. Submit timesheets to payroll. Order office supplies. Serve as primary contact person for all Honors inquiries regarding admission, registration, scheduling. Register students, delete holds, print SASS audits, and post grades as necessary. Schedule appointments for Honors Associate Dean and Assistant Director. Prepare purchase requisitions, TARs and TERs. Prepare student evaluations

Program Review Report University Honors Program

for scoring and distribution, including preparing typed comments for review. Collect all necessary student information (advising folders and spreadsheets, academic progress reports, etc.) to assist with advising process. Sort and distribute all incoming mail. Assist with the articulation of the Honors program with the National Collegiate Honors Council, the Southern Regional Honors Council, and the Florida Collegiate Honors Council as well as other state and local Honors programs. Prepare and maintain filing systems for Honors. Submit work orders electronically for computer problems and other maintenance-type problems. Submit textbook orders for faculty via e-mail.

Program Review Report University Honors Program

8. Program Description: Program Resources

Space & Equipment Resources

The space occupied by the University Honors Program is described above under NCHC Guideline #9. Aside from the normal office equipment, Honors owns 5 computers (now badly outdated for the use of Honors students and one Macintosh for the production of Infinite Wisdom. Additionally the UHP has wide variety of stuff funning from Tiki torches and Halloween cauldrons to hoses and sponges that has been accumulated over the years.

Budget Resources

In addition to the salary dollars, the UHP receives approximately \$10,000 (down from \$30,000) in OPS funding and \$25,000 in expense funding annually. This represents a loss of \$20,000 in OPS funding, which occurred at the beginning of the 2004-2005 academic year.

In addition the UHP had long benefited from the generosity of a donor who funds the International Summer Experience each year (approx. \$10,000). The Associate Dean for Honors and Interdisciplinary Studies has a full-time, 12-month position and an annual salary of \$106,000. The Assistant Director of Honors Studies has a full-time, 12-month position and an annual salary of \$34,152. The Office Administrator receives an annual salary of \$30,826.

Complete breakdowns of the budget and spending for The University Honors Program from AY 2001-2002 through AY 2005-2006 can be found in Appendix 12.

Scholarship Resources

The UHP annually receives approximately \$8,000 in Honors scholarship funding from the Pace Endowment and another \$5,500 from the Seligman Endowment. The distribution of these funds for the 2006-2007 year can be found in Appendix 13, Scholarship Funding.

Program Review Report University Honors Program

9. Program Description: Relationships with other Programs

College of Arts and Sciences

As might be expected at a regional comprehensive university, the vast majority of Honors activity occurs in the College of Arts and Sciences. Honors in CAS enjoys widespread support and students involvement (over 80% of the Honors students and courses are housed in the College of Arts and Sciences). Honors articulation with the other two colleges at UWF is less successful, as indicated below.

College of Professional Studies

There are currently (Fall 2006) 56 Honors students in College of Professional Studies (COPS) degree programs. This represents about 12.5% of the total number of University of West Florida Honors students.

For the last 6 semesters, the Honors course schedule shows 12-14 total Honors offerings per semester, with four of these being upper division "honors seminar" courses. To date, no "seminar" courses have been delivered by a COPS department or program; meanwhile, only 2 courses are College of Business 2000-level (general education) courses.

This is an important issue as it directly relates to the NCHC criteria #3. Specifically, the Honors Program is housed in the College of Arts and Sciences (CAS) and directly reports to the Dean of the College rather than a university-level academic official. Furthermore, there are several drawbacks with this non-university-level structure as it relates to non-CAS students, faculty, and departments:

- (1) no upper-division seminars offered in COB or COPS;
- (2) no course development/seminar/teaching abroad opportunities for faculty in COB or COPS;
- (3) Honors students must often complete Honors and degree requirements with Honors-by-Contract; and
- (4) lack of communication between Honors program and COPS faculty.
- (5) lack of resource allocation across all colleges to "allow" faculty to participate in the Honors Program during fall/spring semesters, when program/course delivery needs are greatest.

Please note, the Director of the Honors Program established better lines of communication with the Chairs of the College in Fall 2006. This provides the basis for more involvement in future years.

Although there exist some inhibitors in the relationship between the Honors Program and the College of Professional Studies, faculty in COPS continue their commitment to individual Honors Students:

- (1) Faculty contribute time and resources in their work with individual students in Honors by Contract [33 in two years] and as thesis advisors [approximately 11 completed to date].
- (2) COPS faculty at the UWF-Emerald Coast Fort Walton Beach Campus have worked with individual students in Honors by Contract and as thesis advisors [2 to date].
- (3) COPS faculty at the UWF-Emerald Coast Fort Walton Beach Campus invited the Director of the Honors Program to meet and discuss the Honors Program with the Emerald Coast Faculty Group. The group includes faculty from all three Colleges. [This is scheduled for April 27, 2007.]

Program Review Report University Honors Program

- (4) In Spring 2006, COPS faculty invited the Director of the Honors Program to meet and discuss the Honors Program with the College Council. [Not completed to date.]
- (5) Faculty are attentive to the need to identify students, especially transfer students, who may be eligible for Honors.

College of Business

Accounting and Finance (Dr. Chula King): There is no involvement by the department with the Honors Program.

Management and Management Information Systems (Dr. Arup Mukherjee): There are no specific courses offered at the Honors level. The department provides information about the program to students on an informal basis.

Economics and Marketing (Dr. Nestor Arguea): One Honors course, ECO 2013 Principles of Economics-Macro, is taught in the Fall by Dr. Richard Hawkins. Enrollment is usually 12 students or less. In addition to the classroom activities, the department tries to sponsor a couple of functions, such as barbeques, for the students.

Program Review Report University Honors Program

10. Program Description: Student Placement

A comprehensive list of students who have graduated as University Honors Scholars can be found in Appendix 14, University Honors Scholar Graduates. Some of the highlights of University Honors Scholar placement are:

Last Name	First Name	Grad Term	Major	Placement
Bull	Carh	200008	Biology	Certified Optometrist - Grafton CT
Cramer	Weslon	200108	Management	Serving in Military
Cruz	Disraeli	200201	Communication Arts	Pursuing her doctorate
Sansom	Rockford	200301	English	Received MFA in Musical Theater from Central Florida Summer 2006. Co
Gallagher	Stacy	200401	Marine Biology	Graduate Student at UNF
Janos	Brett	200501	History	Pursuing Doctorate in Texas
Jimenez	Ana	200501	Marine Biology	UNC Wilmington for Masters in Marine Bio program
Klein	David	200501	Psychology	Pursuing Master's in Psychology in Pennsylvania
Melcher	Jennifer	200501	Anthropology/Archaeology	Pursuing Graduate degree in Anthropology at UWF. Working at alberson's
Phillips	Jennifer	200501	History	Pursuing MA in History at UWF
Roberts	Tim	200501	History	Pursuing MA in History at UWF
Thoma	Kris	200501	Communication Arts	Works at the Pensacola News Journal
Shell	Shannon	200505	English	Pursuing Master's Degree in English/Creative Writing
Hussey	Andrea	200508	Psychology	Teaching high school
Mckeage	Desi	200508	Communication Arts	Jr. Art Director, FKO Advertising & Marketing, Inc., Safety Harbor, FL
Moore	Timothy	200508	History	Pursuing MA in History at UWF
Briegleb	Ashey	200601	Hospitality, Recreation and Resort Management	Pursuing MBA at UWF
Dagen	John	200601	Communication Arts	ABC television affiliate in Sarasota
Lassiter	Lindsey	200601	History	Plans to attend graduate school after receiving UWF degree
Vallin	Marc	200601	Communication Arts	Working at a Fortune 500 Company, PR firm

Program Review Report University Honors Program

11. Program Description: Strategic Plan

From: The Annual Report, 2005-2006

Department/Division: University Honors Program

College: College of Arts and Sciences

Part III-A, Strategic Planning Goals/Objectives for 2006-2007

List strategic plan goals/objectives for 2006-2007 and planned method of assessment (if applicable).

Strategic Goal/Objective ^a	Method of Assessment ^b
Build the Honors Living and Learning Complex	Open the door to the new building
Expand Honors International Experiences	Number of trips, number of students involved
Increase OPS funding to expand range of Honors courses	Number of Honors courses offered
Institute 7-year Medical School programs in conjunction with USF and FSU.	Completed articulation agreements with USF and FSU; CCRs for catalog listing completed.
Secure 3 summer Honors teaching lines	Funding received
Hire an Honors Associate Director	Funding received
Hire an Honors Advisor	Funding received
Implement Honors Faculty Development	Increase in number of faculty teaching Honors
Revitalize Honors Program Committee	Increase in activity of the committee
Identify Honors Charter Faculty	Approval of Senate
Expand Donor contributions to Honors	Increase in Foundation funds
Expand Undergraduate Research Program	Funding received
New furniture for Honors offices	Furniture received
Begin Honors cultural enhancement trips	Funding received

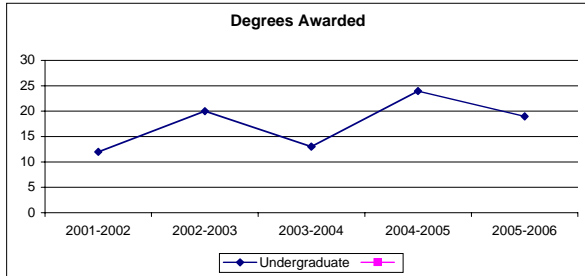
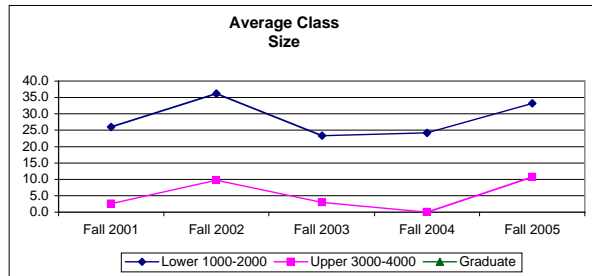
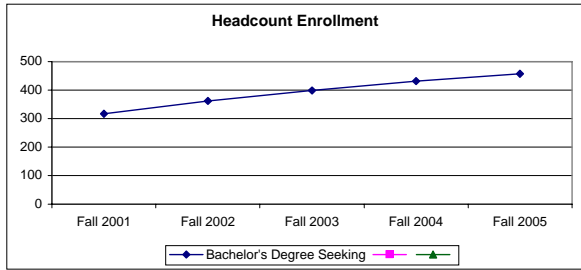
Part III-B, Strategic Planning Goals/Objectives for 2006-2010

List strategic plan goals/objectives for 2006-2010 and planned method of assessment (if applicable).

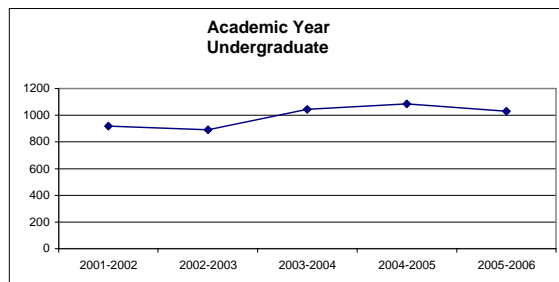
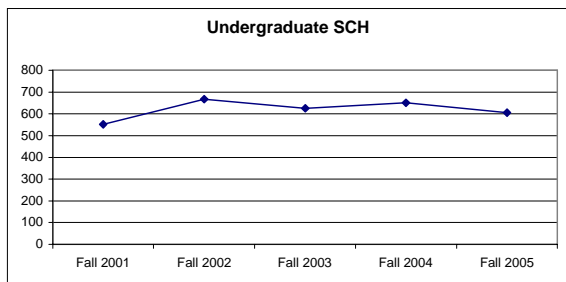
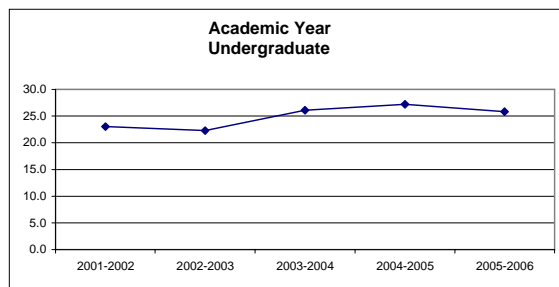
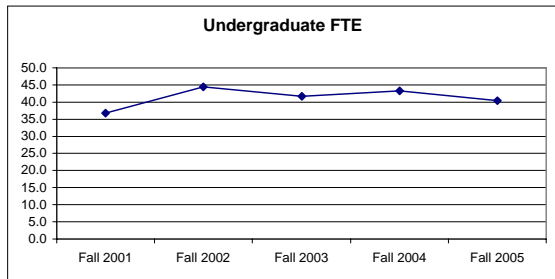
Strategic Goal/Objective ^a	Method of Assessment ^b
Become the University Honors College	
Hire Honors faculty	Lines devoted to Honors
Increase summer Honors teaching lines	Increase in lines
Develop Honors Cultural Experiences/trips	Trips taken
Increase OPS funding for new Honors Courses	Funding received
Increase funding for Honors Scholarships	Funding received
Expand range of Honors seminars	Number and range of Honors seminars

Program Review Report University Honors Program

HONORS PROGRAM HEADCOUNT ENROLLMENT, CLASS SIZE, DEGREES AWARDED

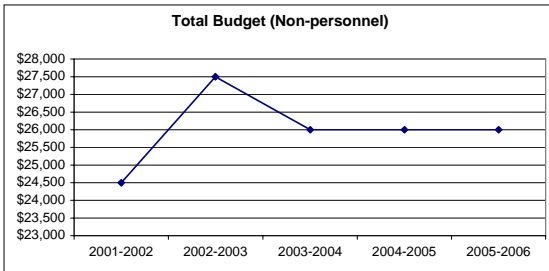
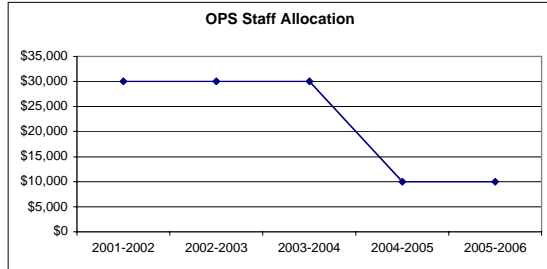
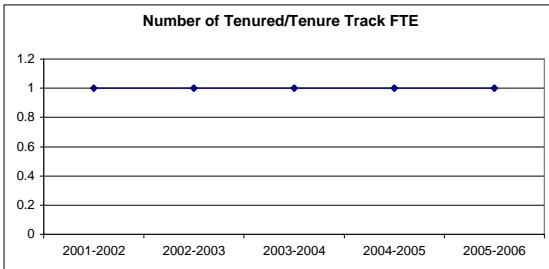
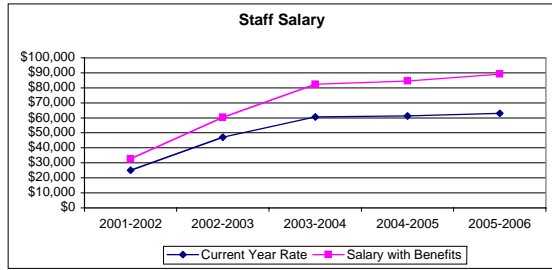
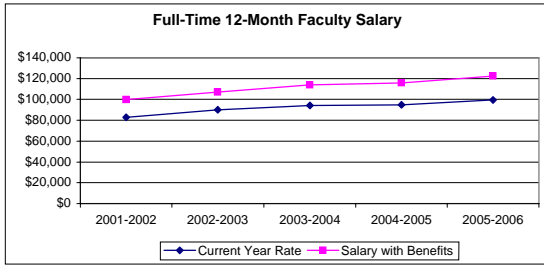


HONORS PROGRAM ENROLLMENT FTE & SCH



Program Review Report University Honors Program

Honors Budget



Program Review Report

University Honors Program

Honors Program	
FTE	
Undergrad	
Fall 2001	36.8
Fall 2002	44.5
Fall 2003	41.7
Fall 2004	43.3
Fall 2005	40.4

Undergraduate SCH	
Fall 2001	552
Fall 2002	667
Fall 2003	625
Fall 2004	650
Fall 2005	606

Headcount Bachelor's Degree Seeking	
Fall 2001	317
Fall 2002	362
Fall 2003	399
Fall 2004	432
Fall 2005	457

Academic Year Undergraduate FTE	
2001-2002	23.0
2002-2003	22.3
2003-2004	26.1
2004-2005	27.2
2005-2006	25.8

Academic Year Undergraduate SCH	
2001-2002	918
2002-2003	891
2003-2004	1044
2004-2005	1086
2005-2006	1030

Program Review Report

University Honors Program

Average Class Size

	Lower 100C	Upper 300C	Graduate
Fall 2001	26.0		2.5
Fall 2002	36.2		9.8
Fall 2003	23.3		3.0
Fall 2004	24.2		0.0
Fall 2005	33.2		10.7

Degrees Awarded

Undergraduate

2001-2002	12
2002-2003	20
2003-2004	13
2004-2005	24
2005-2006	19

Headcount

Bachelor's Degree Seeking

Fall 2001	317
Fall 2002	362
Fall 2003	399
Fall 2004	432
Fall 2005	457

Staff Salary

Current Year Salary with Benefits

2001-2002	\$25,110	\$32,765
2002-2003	\$47,027	\$60,251
2003-2004	\$60,480	\$82,420
2004-2005	\$61,159	\$84,584
2005-2006	\$62,977	\$89,170

OPS Staff Allocation

2001-2002	\$30,000
2002-2003	\$30,000
2003-2004	\$30,000
2004-2005	\$10,000
2005-2006	\$10,000

Total Budget (Non-personnel)

2001-2002	\$24,500
2002-2003	\$27,500
2003-2004	\$26,000
2004-2005	\$26,000
2005-2006	\$26,000

Program Review Report

University Honors Program

13. Program Review Team

Robert L. (Bob) Spurrier, Jr.
Director, The Honors College
Oklahoma State University

Robert L. (Bob) Spurrier, Jr. is Director of The Honors College and Professor of Political Science at Oklahoma State University where he has received a variety of awards for outstanding teaching and academic advising. He is the author of several books and articles about American law and government. A past president of the National Collegiate Honors Council (NCHC), he has written numerous articles about honors education and administration that have appeared in *Forum for Honors*, *The National Honors Report*, and the *Journal of the National Collegiate Honors Council* since he became involved with honors administration at Oklahoma State in 1988. Most recently, he coauthored the NCHC's monograph entitled *Evaluating Honors Programs and Honors Colleges: A Practical Handbook* (2005). He has presented many sessions on the "nuts and bolts" of honors administration at national and regional honors conferences.

In 1994 Bob originated the "Developing in Honors" workshop for experienced honors administrators, faculty, and professional staff that has become a fixture of NCHC's annual national conference. He also founded NCHC's Satellite Seminar (now jointly sponsored by NCHC and Phi Theta Kappa).

Bob serves as Co-chair of NCHC's Assessment and Evaluation Committee, a member of NCHC's Governance Committee, and a member of the Editorial Board member for *Honors in Practice*. In 2004 and 2006, he co-chaired NCHC's Institute on Honors Assessment and Evaluation. He has been privileged to serve as an NCHC Executive Committee professional member (1994-96) and currently as a professional member of NCHC's Board of Directors and as a member of the 2006 and 2007 National Conference Planning Committees. As an NCHC Recommended Site Visitor, he has served as an external reviewer or consultant for Honors Programs and Honors Colleges across the United States on more than 25 occasions since 1998.

Katherine E. M. Bruce, PhD
Director, UNCW Honors Scholars Program
Professor, Psychology

Since 1999, I have been the director of the UNCW Honors Scholars Program, a 4-year program that features unique interdisciplinary and enrichment honors seminars, honors sections of basic studies classes, and a capstone thesis in the major. There are approximately 400 students in good standing in honors every year, and they represent about 5% of the student body (about 11,500 undergraduates). In addition to directing the Honors Program, I serve as the director of the Center for the Support of Undergraduate Research and Fellowships, which operates under the umbrella of the Honors Program. I have been on the faculty at UNCW since 1984, and maintain an active research program in psychology. I am active in Honors at the state, regional and national level, and have held or hold offices in each Council. As the current President of the National Collegiate Honors Council, I look forward to increasing the visibility of Honors nationally.

Program Review Report

University Honors Program

14. Program Review Team Schedule

Charge to the Program Review Team:

The University of West Florida
Academic Program Reviews

Expectations for Review Teams

Prior to Visit

- Receive program's self-study at least 2 weeks prior to the visit
- Review materials sent by the program
- Develop questions to be asked during visit
- Develop list of additional data to be reviewed
- Develop list of additional documents to be reviewed
- Visit program Web site

During Visit

- Meet with university-, college-, and department-level program personnel
- Meet with current students and alumni
- Meet with program advisory council and/or local business/industry/government agency personnel involved with the program as appropriate
- Meet with others as recommended by program chair
- Tour program facilities

Report

- *Findings* with respect to status, strengths and weaknesses of the program
 - Vision, mission, values, goals
 - Curriculum (including identification of student learning outcomes)
 - Creative and scholarly activities
 - Service (institutional, professional, community)
 - Program assessment (methodology and use of data)
 - Resources to support the program (personnel, facilities, equipment, materials, supplies, staff development, other)
 - Articulation with other units within and outside the university
 - Enrollment related productivity (head count and FTE enrollment, including underrepresented groups; retention; degrees granted)
 - Other issues and concerns
- *Recommendations* for achieving the mission and strengthening the program
 - Vision, mission, values, goals
 - Curriculum
 - Creative and scholarly activities
 - Service
 - Program assessment
 - Resources
 - Articulation with other units within and outside the university
 - Enrollment-related productivity
 - Other issues and concerns
- *Other comments*

Program Review Report University Honors Program

Program Review Team Visit Schedule:

Wednesday, January 24

Afternoon/Evening Dr. Bruce arrives at Pensacola Airport 5:56PM
 Dr. Spurrier arrives at Pensacola Airport 9:17PM

Hotel Information: Hampton Inn & Suites – Pensacola
 7050 Plantation Road
 Pensacola, FL 32504
 850.505.7500

Thursday, January 25

7:30 AM	Lanier pickup at hotel and breakfast	
8:30 AM	Program Review Orientation Barbara Lyman, Associate Vice President for Academic Affairs Jane Halonen, Dean, College of Arts and Sciences Greg Lanier, Director of UHP	11/CAS Conference Room
9:30 AM	Jane Halonen, Dean, College of Arts and Sciences	11/CAS Conference Room
10:30 AM	University Honors Program Committee David Alvis, Government, Wayne Bennett, Biology, Barbara Larson, Art, Tom Westcott, University Advising Sukumar Kamalasadana, Engineering Technology, Tony Apap, Business, Keysha Cron: Psychology major, Christina Gillar: Marine Biology major, Holly Griffin: International Studies and Pre-Law Political Science major, Kaitlin Weeks: Electrical Engineering major	Nautilus Chamber
11:15 AM	Tina Hesse, Assistant Director, University Honors Program Former UWF Honors Student	50/225
12:00 PM	Lunch (off campus, Lanier)	
1:30 PM	Honors Council Executive Committee (students) Christina Gillar, President Kim Stetser, Recruiter Bryant Chase, Bookkeeper Keysha Cron, Executive Coordinator Heather Harris, Service Chair Holly Griffin, Fundraising Chair Alyssabeth Woeckener, Social Chair	10/131
2:30 PM	Meet with Directors of Admissions, Enrollment Services Financial Aid, Registrar Dr. Pete Metarko, Associate Vice President for Enrollment Services Dr. Rick Barth, Director of Admissions Ms. Cathy Brown, Director of Financial Aid	18/128
3:30 PM	Dr. Ed Ranelli, Dean, College of Business Dr. Julie Kunselman, Associate Dean, College of Professional Studies	76/232
4:30 PM	Deborah Burlison, Office Manager, Honors	50/224
5:00 PM	Greg Lanier, Associate Dean, Honors & Interdisciplinary Studies	50/224

Program Review Report University Honors Program

15. Program Review Team's Examination and Report

This section consists of the Program Review Team Report. The Report is to include a summary of the review team's activities, a list of the review team's findings, and a list of the review team's recommendations. (Note: This section should be left vacant in the Preliminary Report, but included in the Final Report.)

Program Review Report

University Honors Program

16. Dean's Review for Improvement

This section consists of the Dean's Review for Improvement Report. The report should include reactions to the review team's report, recommendations for improvement, and plans for the future. (Note: This section should be left vacant in the Preliminary Report, but included in the Final Report.)

Program Review Report University Honors Program

17. NCHC Program Review Checklist

CHECKLIST FOR AN EXTERNAL HONORS PROGRAM OR HONORS COLLEGE REVIEW

Please provide a self-study containing a brief history of the Honors Program or Honors College. As part of your self-study, use of the National Collegiate Honors Council's "Basic Characteristics of a Fully Developed Honors Program" and (if applicable) "Characteristics of a Fully Developed Honors College" to help the site visitors assess how the Honors Program or Honors College meets or does not meet each of the characteristics. Please specify any short-term or long-term goals with regard to these characteristics.

Additional documents to be provided in advance of the visit if contained in the self-study report:

- a. college (university) catalog
Included with Program Review Materials Packet
- b. mission statement of the Honors Program/College
See section 2, Compliance with NCHC Basic Guidelines
- c. Honors Program (Honors College) strategic plan [if applicable]
See section 12, Strategic Plan
- d. position descriptions for Honors director (dean) and Honors office staff
See section 7, Faculty and Staff
- e. recruiting materials for the college (university) in general and the Honors Program (Honors College) in particular
Included with Program Review Materials Packet
- f. Honors Program (Honors College) budget for the past five years, including salary for the Honors director and an average salary figure for assistant or associate deans and directors across campus
See section 7, Program Resources, and Appendix 12, Budget and Expenditures
- g. Honors Program (Honors College) policies and procedures documents
See Appendix 15, Policies & Documents
- h. Honors Program (Honors College) annual reports for past five years
See Appendix 16, Annual Reports
- i. listing and description of Honors courses offered in past five years (if not included in annual reports)
See Appendices 03, 04, and 05.
- j. longitudinal data of Honors course offerings and student participation in the Honors Program (Honors College) over the past five years (if not included in annual reports)
See Appendices 03, 04, and 05.
- k. participation in NCHC and Regional Honors Council activities (if not included in annual reports)

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See Appendix 08, Conference Attendance

- l. evaluation materials used for Honors classes
See Appendix 17, Course Evaluation Materials
- m. evaluation materials used for Honors advising
See the Honors Alumni Survey in Appendix 11.
- n. Honors Program (Honors College) assessment approaches and results
See section 5, Assessment Plan, and Section 6, Assessment Analysis
- o. information about any scholarships or scholarship programs dedicated to Honors students
See Appendix 13, Scholarship Funding
- p. information about links between Honors and overseas programs
See Appendix 9, International Summer Honors Seminar
- q. guidelines or manuals for thesis or creative projects
See Appendix 18, Honors Thesis Survival Guide
- r. information about any privileges (early enrollment, etc.) that Honors students receive
See Appendix 19, Honors Benefits
- s. information on role, if any, of the Honors Program (Honors College) in promotion and tenure decisions
At present participation in the University Honors Program plays no role in the evaluation, promotion, or tenure reviews at UWF (alas!).
- t. structure of and administrative policies concerning the student Honors organization
See Appendix 07.
- u. facilities of the Honors Program (Honors College)
See Section 02, Compliance with NCHC Program Guidelines.

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18. List of Appendices

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Appendix 01: UWF Strategic Plan

Our Vision

To distinguish UWF as the best regional comprehensive university in America.

Our Mission

To empower each individual we serve with knowledge and opportunity to contribute responsibly and creatively to a complex world.

Our Values

- Caring: Providing a safe and dynamic learning environment that encourages the development of individual potential
- Integrity: Doing the right things for the right reasons
- Quality: Dedication to uncompromising excellence
- Innovation: Dedication to exploring and expanding the boundaries of knowledge
- Teamwork: Working together to achieve shared goals
- Stewardship: Managing and protecting our resources
- Courage: Daring to be different by design

Our Goals and Imperatives

Goal 1: Promote learning and living environments that encourage the development of individual potential in students, faculty, and staff.

Imperatives

- * Attract a high quality, diverse faculty and staff dedicated to putting students first
- * Demand excellence in teaching, research, and service
- * Create a new standard in education focused on learning outcomes
- * Promote integrity through intellectual inquiry and open discourse

Goal 2: Attract and inspire a diverse and talented student body committed to uncompromising academic excellence

Imperatives

- * Promote creativity by the exchange of ideas in the spirit of academic freedom and professional responsibility
- * Promote diversity through a respect for and appreciation of differences

Goal 3: Provide solutions to address educational, cultural, economic, and environmental concerns

Imperatives

- * Align University services with community needs and interests through teamwork and collaboration

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- * Engage in scholarly research and creative activity to solve regional problems and enhance the quality of life
- * Develop targeted areas in education and research that address critical national and international objectives

Goal 4: Manage growth and development responsibly through focus on continuous quality improvement of programs and processes

Imperatives

- * Promote development of instructional, research, and service sites throughout the University's service area
- * Target markets of opportunity with effective communications programs
- * Align financial resources with performance expectations
- * Continuously develop and improve processes and methods in delivering the University's brand promise

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Appendix 02: College of Arts & Sciences Strategic Plan

Mission

The College of Arts and Sciences challenges students to meet high standards of academic excellence, develop their creativity, and increase their civic engagement as they acquire a broad knowledge base. Faculty actively involve students with discipline--specific concepts, theories, frameworks, and methods as they engage in a full range of scholarly activities and professional service. From a curriculum that emphasizes values and ethics, students develop assessable skills in critical thinking, communication, and project management that provide essential tools for dealing effectively with life in a world of accelerating change and growing diversity.

Vision

The College of Arts and Sciences aspires to be nationally recognized for its exemplary and innovative educational experiences across the humanities, the sciences, and the arts. We strive to develop and maintain a range of effective programs responsive to the needs of the region. We pioneer advising, teaching, learning, and mentoring strategies that emphasize collaboration to optimize student development in all educational contexts. All members of the college--faculty, staff, and students--serve together to enhance quality of life on campus and in the community.

Values

The College of Arts and Sciences faculty and staff place value and importance in preparing students who are life-long learners and who will be contributing members of society;

The College of Arts and Sciences faculty and staff place value and importance in preparing students who can improve their communities through rational thinking and problem solving;

The College of Arts and Sciences faculty and staff place value and importance in preparing students who demonstrate the characteristics of honesty, integrity, and ethical behavior in their professions and lives; and

The College of Arts and Sciences faculty and staff place value and importance in preparing students who demonstrate compassion for their fellow man.

Goals for 2006-2007

1. Fiscal and enrollment management.
 - a. Develop regulations about adjunct spending.
 - b. Improve FTE generation.
 - c. Expand online presence.
 - d. Expand honors recruitment.
2. Actively work on "balance."
 - a. Conduct climate review within the college (CAS Council).
 - b. Improve new faculty mentoring (with CUTLA).
 - c. Support chair development.
 - d. Reduce redundant information requests.
3. Improve curriculum/program options in CAS.
 - a. Review and revitalize interdisciplinary offerings (with Greg Lanier).
 - b. Redefine and revitalize foreign language (with Pam Northrup).

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- c. Implement new recruitment/retention strategies for underrepresented groups in the sciences (with Venkat Sharma).
 - d. Roll out Nursing alliance with PJC.
 - e. Improve undergrad research profile on campus (with Greg Lanier).
4. Facilitate greater predictability in evaluation/T&P process.
- a. Identify consistent performance terminology.
 - b. Develop some exemplars of levels in departments.
 - c. Revisit annual evaluation proposal (CAS Council).
5. Improve community outreach.
- a. Implement new web site for CAS (DONE! Thanks, Karen!).
 - b. Consolidate downtown planning (with Patrick Moore).
 - c. Collaborate with new Dean of Emerald Coast to strengthen FWB.

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Appendix 03: Honors Sections of Scheduled Courses

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Appendix 04: Honors by Contract Courses

Last	First	Course No.	Course Title	Professor
Spring 2001				
Cramer	Weston	INR4334	National Security Policy	Salmon
Sansom	Rockford	TPP 2100	Beginning Acting	Tomko
Littleton	Krysta	EUH4990	Modern European Social History	Miller
McWhorter	Virginia	AMA2020	American History Since 1877	Moore
Smith	Melissa	ART2003C	Visual Arts Experience	Voss
Cunill	Mary Lee	COM 4014	Gender Communication	Whitfield
Cunill	Mary Lee	SPC3301	Interpersonal Communication	Whitfield
Gardner	Tamara	ANT4808	Applied Anthropology	Prewitt
Denton	Carolyn	POT4601	Masters of Political Thought	Cuzan
Staton	Michelle	ANT4808	Applied Anthropology	Prewitt
Fall 2001				
Smith	Melissa	GEO3100	Cartographic Skills and Field Mapping	Meyer-Arendt
Herman	Katharine	HSC2100	Personal Health	McDaniel
Benz	Jennifer	SOW4700	Drug Abuse: Prevention and Treatment	Doelker
Janos	Brett	AST3033	Modern Astronomy	Wooten
Hunsucker	Scott	PSY4820	Health Psychology	Walch
Hammerli	Walt	DEP4304	Psych of Adolescence	Mathews
Bosnajakovic	Marijana	ARH1050	Introduction to Art History	Schwem
Galleher	Stacy	REL3991	The Jewish Tradition	Ostrich
Witte	Jamaica	STA2023	Elements of Statistics	Okafor
Willi	Patrick	DEP4304	Psychology of Adolescence	Mathews
Berk	Katherine	PCB2131	Cell Biology	Davis
Spring 2002				
Aguilar	Cathy	PPE 4003	Theories of Personality	Keller
Brown	Brooke	COM4014	Gender and Communication	du Pre'
Hensley	Samuel	REL4905	Theological Ethics	Arnold
Hrvatovic	Mirela	COM4110	Business & Professional Communication	Martin
Hrvatovic	Mirela	ISM4300	Systems Planning, Design & Control	Platt
Kelly	Garth	PHY2053	General Physics 1	Brooks
Kelly	Garth	COP4601	Software Systems	Kerr
Owens	Leila Sunny	SPC2016	Basic Communication Skills	Ganakos
Sansom	Rockford	TPP 3311	Play Directing	Tomko
Summer 2002				
Fiebig	Matthew	EUH4535	England and America	Miklovich
Hrvatovic	Mirela	COP4710	Database Systems	Bagui
Smith	Melissa	PCB4043	Principles of Ecology	Wray
Staton	Michelle	REL4441	Current Religious Issues	Mountcastle
Hrvatovic	Mirela	GEB4361	International Business	Bryan
Hrvatovic	Mirela	ISM4300	Systems Planning and Design	Platt
Fall 2002				
Hester	Susan	CHM3905	Seminar	Ter Haar
Sparks	Trevor	INR3006	Conflict, Violence & Peace	Thomas

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Galleher	Stacy	BOT2010	General Botany	Winter
Turman	Stacie	BOT2010	General Botany	Winter
Banchich	Sacha	ANT4302	Sex Roles in Anthropology	Philen
Nguyen	Michelle	COP3022	Intermediate Programming	Wilde
Hamblen	Christopher	GEO3100	Cartographic Skills	Meyer-Arendt
Takalo	Rachel	PCB2131L	Cell Biology Lab	Davis
Wade	Afra	BSC2311	Oceanography & Marine Biology	Bennett
Janos	Brett	GEO2330	Environmental Science	Droubay
Janos	Brett	AMH2020	American History After 1877	Moore
Howell	Matthew	PSY2012	General Psychology	Lewis
Taylor	Josi	PCB2131L	Cell Biology Lab	Davis
Taylor	Josi	PCB4905	Reef Fish Ecology	Bennett
Phillips	Jennifer	GEO2330	Environmental Science	Droubay
Fehling	David	JPN1120L	Japanese I	Honda
Fehling	David	PHY3016	Modern Physics	Geroge
Turman	Stacie	REL2000	Introduction to Religion	Croswell
Galleher	Stacy	PCB2131L	Cell Biology Lab	Davis
Saenz	Tricia	GEO2330	Environmental Science	Droubay
Florian	Chris	PHI2100	Introduction to Philosophy	Harding
Hanna	Shannon	CGS3823	Web Page Design	Kulikowski
Steenland	Heather	PHI2010	Introduction to Philosophy	Harding
McLemore	Jerry	ACG3111	Financial Accounting II	Frank
Spring 2003				
Hester	Susan	CHM 4905	Research Project	Ter Haar
Keen	Leigh Ann	ANT 3212	People & Cultures of the World	Philen
Gean	Sarah	BSC 1086	Anatomy and Physiology II	Wray
Jimenez	Ana	PCB 4905	Eco-Physiology Research	Bennett
Vallin	Marc	MMC 2000	Principles of Mass Communication	Karimi
Gatson	Charmere	MUN 3393	Advanced Gospel Choir	Anderson
McKeage	Desilyn	JOU 3100	Basic Reporting & Writing	Paulus
Vallin	Marc	SPC 2016	Basic Communication Skills	Myers
McGuire	Jason	BSC 1086	Anatomy and Physiology II	Wray
Jura	Kevin	PHI 2603	Ethics in Contemporary Society	Ferguson
Lassiter	Lindsey	EDF 1005	Introduction to Education	Stone
Reese	Tyler	SYG 2000	Introduction to Sociology	Cohan
Cramer	Alisa	THE 2000	The Theatre Experience	Tomko
Weaver	Jenny	ART 4787C	Ceramics: Personal Directions	Donovan
Gibson	Jeffrey	ENC 1102	English Comp II	Timmons
Pulmano	Jenafer	PSY 2012	General Psychology	Lewis
Takalo	Rachel	PHI 2603	Ethics in Contemporary Society	Ferguson
Rendek	Emily	PHI 2603	Ethics in Contemporary Society	Ferguson
Hanna	Shannon	PCB 4905	Eco-Physiology Research	Bennett
Wade	Aaron	PHY 4604	Quantum Mechanics	Prayaga
Nemanich	Lindsay	SYG 2000	Introduction to Sociology	Cohan
Banchich	Sacha	CPO 4531	Politics & Culture in India	Goel
Fiebig	Matthew	EUH 4503	English Constitutional History	Miklovich
Taylor	Josi	ZOO 4254	Marine Invertebrate Zoology	Pomory
Carruth	Rebecca	BOT 4404	Aquatic Botany	Winter
Gallagher	Jennifer	CHM 3905	Hyperbranched Polymers	Royappa
Galleher	Stacy	ZOO 4254	Marine Invertebrate	Pomory
Loper	Keri	DEP 3103	Child Development	Dunn

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Flores	Brandy	HIS 4991	FL Panhandle History	Rucker
Flores	Brandy	REL 3243	Studies in New Testament	Mountcastle
Bryan	Mickey	4990 MAR	Sports Markets	Hawkins/Martin
Trawick	Jacob	ENC 1102	English Composition II	McCullough
Thoma	Kristalyn	JOU 4101	Advanced Newspaper Reporting	Goldschmidt
Summer 2003				
Roberts	Timothy	EUH 4990	Medieval Crusades	Ruud
Baker	Rachel	EUH 4990	Medieval Crusades	Ruud
Janos	Brett	EUH 4990	Medieval Crusades	Ruud
Stettmisch	Paul	PHY 2054L	General Physics II Lab	Richardson
Hussey	Andrea	PHY 2054L	General Physics II Lab	Richardson
Jimenez	Ana	PCB 4905	Eco-Physiology Research II	Bennett
Jones	Angela	SOW 4700	Drug Abuse: Prevention and Treatment	Doelker
Jones	Angela	SOW 3948	Service Learning	Scott
Perkins	Teri	SOW 3948	Service Learning	Scott
Trawick	Jacob	SPN1121C	Spanish II	Bint
Trawick	Jacob	THE2000	The Theatre Experience	Savage
Guppy	Natasha	AMH2020	US History Since 1877	Cooper
Jimenez	Ana	N/A	Service Hours	
Fall 2003				
Smith	Ryan	PEM 2446	Shotokan Karate III	Tuzzeo
Hester	Susan	CHM 4905	Metal Studies	TerHaar
Nemanich	Lindsay	ENC1102	English Comp II	Walsingham
Bennett	Jeff	BSC1010	General Biology	Darby
Maloy	Tiffany	SPC2016	Basic Communication Skills	Allman
Seltzer	Lesley	PSY 2012	General Psychology	Westcott
Moore	Patrick	PSY 2012	General Psychology	Westcott
Walrond	Charlie J	CHM 2210	Organic Chemistry	Huggins
Johnson	Michelle	ACG 2021	Financial Accounting	Bustos
Moore	Amanda	GER 1120C	German I	Kress
Moore	Amanda	ECO 2013	Principles of Macro Economics	Harper
Hamblen	Christopher	EVR 4023	Coastal and Marine Environments	Snoeckx
Hamblen	Christopher	GEO 4152	GIS Applications	Hamilton
Nystrom	Nicole	PSY 2012	General Psychology	Westcott
Legan	Shauna	PSY 2012	General Psychology	Westcott
Cron	Keysha	PSY 2012	General Psychology	Westcott
Warriner	Heidi	PSY 2012	General Psychology	Westcott
Gillar	Christina	PSY 2012	General Psychology	Westcott
Legare	Jessica	PSY 2012	General Psychology	Westcott
McKeage	Desilyn	CGS 2580	Desktop Publishing	Kirk
Wascura	Holly	SOW 4111	Adolescents at Risk	Albury
Epstein	Aaron	PSY 2012	General Psychology	Westcott
Underwood	Devon	PSY 2012	General Psychology	Westcott
Evangelista	Naomi	BOT 2010	General Botany	Winter
Evangelista	Naomi	PSY 2012	General Psychology	Westcott
Turnbow	Kelley	TPP 2260	Acting for the Camera	Savage
Turnbow	Kelley	TPP 4141	Acting: Styles I	Tomko
Baker	Rachel	AMH 4460	Urban History	Moore
Phillips	Jennifer	AMH 4460	Urban History	Moore

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Perkins	Teri	SOW 3103	Human Behavior in Social Environment	Rappe
Roberson	Meghan	MAN 4905	Business Consulting	Strain
Pittman	Daniel	PHI 2010	Introduction to Philosophy	Harding
Pittman	Daniel	COP 4600	Operating Systems	Edwards
Trawick	Jacob	BSC3948	Service Learning II	Patterson
Spring 2004				
Braidwood	Travis	CPO2002	Comparative Politics	M. Williams
Herman	Katherine	DEP3103	Child Development	Dunn
Austin	Alphrita	INR4334	National Security Policy	Levin
McKeage	Desilyn	EME2042	Introduction to Print Technology	Dawson
Murphy	Andrew	ZOO1010	General Zoology	Reynolds
Wilson	Eli	MUH2930	Music Exp: Film Music	Barrett
Jimenez	Sharon	MUH2930	Music Exp: Film Music	Barrett
Norman	Brina	PHI2100	Introduction to Logic	Watkins
Hildebrand	Tiffany	HLP2081	Health/Nutrition/Phys. Fitness	Atwood
Padgett	William	PHI 2100	Introduction to Logic	Watkins
Dorsey	William	CHM2211	Organic Chemistry	Huggins
Klein	David	PPE4003	Theories of Personality	Keller
Coleman	Jessica	PPE4003	Theories of Personality	Keller
Hussey	Andrea	PPE4003	Theories of Personality	Keller
Cron	Keysha	PPE4003	Theories of Personality	Keller
Dagen	John	FIL4404	History of Motion Pictures	Karimi
Zimmerman	Travis	ANT3137	Underwater Archaeology	Bratten
O'Farrell	Ashley	ANT3137	Underwater Archaeology	Bratten
Hames	Megan	PCB4522	Genetic Engineering	Chung
Knowles	John	AMH2010	US History to 1877	Dysart
Cramer	Alisa	ADV3000	Introduction to Advertising	Growth
Hanna	Shannon	PCB4723	Comparative Animal Physiology	Bennett
Hanna	Shannon	BOT4404	Aquatic Botany	Winter
Vallin	Marc	ADV3000	Introduction to Advertising	Groth
Belcher	Joshua	REL2000	Introduction to Religion	Howard
Dyal	Sarah	CPO2002	Comparative Politics	Williams
Eisele	Kimberly	GEO4332	Senior Seminar	Snoecky
Castellucci	Robert	CCJ2002	Criminal Justice	Olson
Nemanich	Lindsay	BSC1086L	Anatomy & Physiology II Lab	Reber
Ehlers	Ryan	GEO 4151	Geographic Info. Systems	Bourgeois
Takalo	Rachel	BUL3130	Legal Environment of Bus.	Roark
Janos	Brett	N/A	Service Hours	
Steenland	Heather	PPE4003	Theories of Personality	Keller
Qualls	Emily	PPE4003	Theories of Personality	Keller
Maynard-Patrick	Stephanie	ISM3011	E-Business Sys. Fundamentals	Buckley
Dyal	Sarah	ARE3313C	Teaching Art in the Elem Sch.	Spencer
Bennett	Mark	PLA3003	Paralegals & the Legal Profession	Ferguson
Rodriguez	Jexayra	ART2003C	Visual Arts Experience	Stewart
Moore	Patrick	PPE4003	Theories of Personality	Keller
Saenz	Tricia	PPE4003	Theories of Personality	Keller
Maloy	Tiffany	STA2023	Elements of Statistics	Andrews
Howard	Eric	GEO4151	Geographic Information Systems	Bourgeois
Carruth	Rebecca	PCB4723	Comparative Animal Physiology	Bennett
Vaughn	Stephen	AST3033	Modern Astronomy	Wooten

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Wolff	Betty	PPE4003	Theories of Personality	Keller
Johnson	Philip	TPP3257	Musical Theatre Voice	Shugart
Maloy	Tiffany	MAR3023	Marketing Fundamentals	Bettis-Outland
Hussey	Andrea	ART2003C	Visual Arts Experience	Stewart
Sims	Margaret	ART2003C	Visual Arts Experience	Stewart
Cron	Keysha	DEP2004	Human Development Across the Lifespan	Friedrich
Jones	Shawn	ADV 3000	Introduction to Advertising	Groth
Summer 2004				
Rodriguez	Jexayra	GEO 2330	Environmental Science	Droubay
Janos	Brett	HIS 3431	History of Christianity	Ruud
Roberts	Tim	HIS 3431	History of Christianity	Ruud
Moore	Tim	HIS 3431	History of Christianity	Ruud
Wolff	Betty	N/A	Service Hours	N/A
Moore	Rachel	SOW 4700	Drug Abuse: Prevention and Treatment	Doelker
Crolla	Laura	GEO 2330	Environmental Science	Droubay
Fergus	Erin	PET4691	Exercise Testing for Special Populations	Bergen
Rodriguez	Jexayra	GEA 2000	Nations/Regions of the World	Droubay
Trawick	Jacob	CLP 3144	Abnormal Psychology	Lewis
Turman	Stacie	BCH 3034	Biochemistry II	Ryals
Taunton	Ashley	BOT 4905	Toxic Algal Culture	Winter
Hames	Megan	BHC 3034	Biochemistry II	Ryals
Fall 2004				
Walrond	CJ	N/A	Service Hours	n/a
Murphy	Andrew	BXC1085	Anatomy & Physiology	Reynolds
Hildebrand	Tiffany	CLP 3144	Abnormal Psychology	Lewis
Pulmano	Jenafer	PCB 4703	Human Physiology	Reynolds
Castro	Oscar	MAD 3107	Discrete Mathematics	Hemasinha
Genualdi	Christina	GLY 2010	Physical Geology	Cheney
Gonzalez	Jacob	AMH 4202	Cold War History	Moore
Thoma	Kris	N/A	Service Hours	n/a
Norman	Brina	ART 2600C	Computer Imaging I	Vanneman
Rodriguez	Jexayra	GEO 3470	Geography of World Affairs	Droubay
Ogden	Jessica	AML 2010	American Literature I	Tomso
Qualls	Emily	PSB 4003	Brain, Behavior, Experience	Arruda
Hansel	Derek	FIN 4414	Financial Theory & Practice	Pace
McCarthy	Jessica	AML 2010	American Literature I	Tomso
Fergus	Erin	PET 4310	Mechanics of Human Motion	Marzilli
Castro	Oscar	CDA 3100	Microprocessor Systems	Lewis
Skytte	James	BUL 3130	Legal Environment of Bus.	Roark
Taunton	Ashley	BOT 4905	Toxin Isolation	Winter
Rodriguez	Jexayra	PUR 3000	Principles of Public Relations	Perrigo
Kruse	Matthew	SPN 3400	Advanced Stylistics	Wilde
McKeeage	Desilyn	ADV 3213C	Professional Publication Design	Zimmerman
Bryan	Mickey	N/A	Service Hours	n/a
Brooks	Lauren	MCB 4276	Epidemiology of Infectious Diseases	Stewart
Spring 2005				
Keen	Lindsey	BOT 2010	General Botany	Winter
Jaiprashad	Sunita	PGY 2401C	Photo Art I	Silhan

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Barrett	Mandy	BOT 2010	General Botany	Winter
Shell	Shannon	REL 2000	Introduction to Religion	McCombs
Chesire	Heather	ENC 3240	Technical Writing	Meyers
Chesire	Dawn	ENC 3240	Technical Writing	Meyers
Kelley	Benjamin	AST 3033	Modern Astronomy	Wooten
Kaz	Alexis	BOT 4905	Algal Methods	Winter
Gilbert	Brittany	BOT 2010	General Botany	Winter
Barakat	Ala	PHY 2053	General Physics I	Garber
Evans	Christie	AMH 4560	Women in American History	Dysart
Jaiprashad	Sunita	ART 2600C	Computer Imaging I	Vanneman
Milstead	Timothy	GEA 4400	Geography of Latin America	Droubay
Ford	Andrew	ZOO 1010	Introduction to Zoology	D'Asaro
Dininno	Christine	PPE 4003	Theories of Personality	Keller
Dininno	Christine	ART 2003C	Visual Arts Experience	Orr
Cherven	Amy	ART 2003C	Visual Arts Experience	Orr
Lowe	Katie	PPE 4003	Theories of Personality	Keller
Ingle	Holly	PSY 2012	General Psychology	Westcott
Cohen	Jennifer	PSY 2012	General Psychology	Westcott
Landau	Cristine	MAR 3023	Fundamentals of Marketing	Bush
Vallin	Marc	RTV 3240	Radio Production	Smith
Reese	Tyler	MUT 2362	Jazz Fundamentals	Shelander
Reese	Tyler	MUN 3713	Jazz Combo	Shelander
Pulmano	Jenafer	PCB 4723/L	Comparative Animal Physiology/Lab	Bennett
Swain	Elisabeth	FRE 1121C	French II	Kaufke
Rendek	Emily	MUN 3213	Advanced Orchestra	Yanovskiy
Rendek	Emily	FRE1121C	French II	Kaufke
Thoma	Kristalyn	JOU 4302	Editorial Writing	Bowden
Thoma	Kristalyn	JOU 4308	Magazine Writing	Proctor
Harrison	Amber	ZOO 1010	General Zoology	D'Asaro
Jones	Shawn	RTV 3240	Radio Production	Smith
Hensel	Derek	TAX 4002	Tax Accounting	Guyette
Johnson	Kristyn	ENL 4333	Shakespeare	Yeager
Sanchez	Amanda	AMH 2020	American History	Knefely
Braidwood	Travis	CPO 3990	Eastern Europe Politics	Williams
Legan	Shauna	INP 3004	Introduction to Industrial Psychology	Diehl
Crawley	Taylor	FRE 1121C	French II	Kaufke
Kinzelman	Lindsey	INR 2002	International Politics	Cuzan
Brieger	Ashley	LEI 4400	Programming and Special Events	Philipp
Melvin	John	ARH 4991	Ancient & Non-Western Art	Schwehm
Cohen	Jennifer	SPN1120C	Spanish I	Arguea
Genualdi	Christina	N/A	Service Hours	
Summer 2005				
Kaz	Alexis	BOT 4905	Phytoplankton Ecology	Winter
Shell	Shannon	ART 3905	Small Clay Sculpture/Molding	Haworth
Shell	Shannon	EME 2040	Introduction to Educational Technology	Lee
Murphy	Andrew	BOT 4905	Secondary Metabolism	Fox
Harris	Heather	PLA 3020	Law and Society	Ferguson
Shell	Shannon	PEM 2445	Shotokan Karate II	Tuzzeo
Dagan	John	REL 2000	Introduction to Religion	McCombs
Larson	Erik	CDA 3100	Microprocessors	Lewis

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Abbott	William	GEO 4131	Photo Interpretation and Remote Sensing	Hugli
Melvin, II	John	ANT 3212	People and Cultures of the World	Philen
Brooks	Lauren	SOP 3004	Social Psychology	Vodanovich
Fall 2005				
Kaz	Alexis	N/A	Service Hours	
Jardine	April	POS 2041	American Politics	Evans
Brooks	Lauren	CLP 3144	Abnormal Psychology	Garret-Johnson
Zimmerman	Travis	COP 4905	Genetic Algorithms	Coffey
Legan	Shauna	EXP 4404	Psychology of Learning	Stanny
Philhower	Gina	EXP 4404	Psychology of Learning	Stanny
Hardy	Brooke	EXP 4404	Psychology of Learning	Stanny
Lassiter	Lindsey	EUH 5184/4905	Medieval Institutions	Ruud
Turcotte	Alyssa	SPN 1121C	Spanish II	Bint
Keen	Lindsey	CGS 3464	Visual Programming	Bagui
Hensel	Derek	Fin 4504	Investments	Waggle
Williams	Clayton	POS 3625	First Amendment Freedoms	Anderson
Curtis	Lindsey	SPN 1120	Spanish I	Josephs
Legare	Jessica	PEM 1990	Latin Cardio Groove	Atwood
Legare	Jessica	JOU 4308	Magazine Writing	Riley
Andresen	Kristen	LAE 3314	Language Skills & Literature	Agnew
Barrett	Mandy	EUH 1000	Western Perspectives I	Knefley
Park	Sandra	HSC 2577	Principles of Nutrition	Manse
Cohen	Jennifer	SPN1121C	Spanish II	Bint
Steinmetz	Amy	ART 2201C	Two-Dimensional Design	Jipson
Ellis	Nikita	ENC 3310	Advanced Critical Writing	Young
Harris	Heather	CCJ 4501	Juvenile Justice	Smykla
Dagen	John	ART 2600C	Computer Imaging I	George
Lowe	Katie	MUN 3133	UWF Symphonic Band	Glaze
Reese	Tyler	MUN 3133	UWF Symphonic Band	Glaze
Barrett	Mandy	PHI 2603	Ethics in Contemporary Society	Brown, Sus.
Wilson	Eli	COP2253	Java Programming	Lewis, James
Helms	Kristine	CJC 4010	Punishment and Society	Clement
Pulmano	Jenafer	ZOO 4513	Animal Behavior	Pomory
Neale	Stevie	POS 2041	American Politics	Evans
Chesire	Heather	SYD 3810	Women's Studies	Fisher
Chesire	Dawn	SYD 3810	Women's Studies	Fisher
Larson	Erik	CGS 3523	Computer Graphical Applications	Reedy
Walrond	Charli	ART 2201C	Two-Dimensional Design	Jipson
Rodriguez	Jexayra	AMH 4991	Florida Panhandle History	Rucker
McKeage	Desilyn	PEM 1120	Cardio Weightlifting & Endurance	Tricoche
Harrison	Amber	N/A	Service Hours	
Stetser	Kimberly	N/A	Service Hours	
Daniel	Jennifer	EXP 4404	Psychology of Learning	Stanny
Spring 2006				
Jaiprashad	Sunita	ART 3442C	Advanced Printmaking	Toy
Butler	Tyler	CHM 2211	Organic Chemistry II	Huggins
Legan	Shauna	ZOO4254	Marine Invert Zoology	Pomory
Ericksen	Sarah	CPO 3990	Russian Politics	Sapio
Harrison	Amber	BOT 4404	Aquatic Botany	Winter

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Chamberlain	Rachel	MUH 2930	Music Experience: Film Music	Glaze
Vargas	Rachel	ARH 4450	Modern Art: 1880-1950	Larson
Kruse	Matt	CCJ 4993	Crime and Film	Kunselman
Harris	Heather	INP 3004	Industrial Psychology	Kass
Jimenez	Sharon	N/A	Service Hours	
Camus	Genevieve	MAE 4310	Teaching Math in Elementary School	Alpin
Miller	Meredith	ZOO 4254	Marine Invertebrate Zoology	Pomory
King	Lori	MAN 3504	Operations Management	Berthelot
Turcotte	Alyssa	N/A	Service Hours	
Hardy	Brooke	PSB 4731	Psychobiology of Sexual Behavior	Darcy
Arozqueta	Sandra	ZOO 4304	Marine Vertebrate Zoology	Patterson
Arozqueta	Sandra	BOT 4404	Aquatic Botany	Winter
Miller	Scott	ECO 2013	Principles of Macroeconomics	Morgan
Yelverton	Nicholas	CLP 3144	Abnormal Psychology	Walch
Harris	Laurel Li	CCJ 4993	Crime and Film	Kunselman
Weeks	Kaitlin	CHM 2045	General Chemistry I	Tanner
Ellis	Nikita	MMC 4103	Writing for Film, TV & Radio	Berry
Ellis	Nikita	ART 3610C	Computer Imaging II	Hung
Ellis	Nikita	AML 2020	American Literature II	Blyn
Spohn	Steven	CHM 2046	General Chemistry II	Sarasua
Payton	Samantha	STA 2023	Elements of Statistics	Eulenstein
Abbott	William	GEO 4151	Geographic Information Systems	Hu
Bretana	Whitney	ZOO 4304L	Marine Vertebrate Zoology/Lab	Patterson
Bretana	Whitney	ZOO 4254L	Marine Invertebrate Zoology/Lab	Pomory
Griffin	Holly	POT 4601	Masters of Political Thought	Evans
Griffin	Holly	POS 3991	Law and Literature	Alvis
Griffin	Holly	N/A	Service Hours	
Shirk	Dawn	POS 3991	Law and Politics in Literature	Alvis
Jardine	April	N/A	Service Hours	
Jardine	April	POT 4601	Masters of Political Thought	Evans
Swain	Elisabeth	PHH 4200	Medieval Philosophy	Ferguson
Durden	Michelle	MAN 4750	Projecting, Planning, and Managing	Murrell
Andresen	Kristen	RED 3310	Teaching Reading in Elementary School	Manning
Ash	Stephanie	ARH 3830C	Museum and Gallery Studies	Collins
Warriner	Heidi	TPA 2000	Design for Theatre	Houghton
Ford	Erin	PHI 3880	Philosophy of Film	Howard
Reese	Tyler	PHY 4513	Thermodynamics and Kinetic Theory	Prayaga
Reese	Tyler	PHY 4445	Lasers and Applications	Ujj
Moore	Amanda	N/A	Service Hours	
Ford	Andrew	SYG 2000	Introduction to Sociology	Fisher
Grabner	Ryan	SYG 2000	Introduction to Sociology	Fisher
Fehr	Alexandra	ANT 4408	Disease and Culture	Philen
Yelverton	Robert	CLP 3144	Abnormal Psychology	Walch
Blanch	David	ZOO 1010L	General Zoology Lab	D'Asaro
Lam	An	AMH 2020	American History After 1877	Moore
Davila	Nathanial	MAC 2312	Calculus II	Uvah
Anderson	Lauren	PSY 2012	General Psychology	Westcott
Anderson	Lauren	THE 3113	Theatre History II	Evans
Braidwood	Travis	POT 4204	American Political Thought	Alvis
Genualdi	Christina	PHI 3640	Environmental Ethics	Howe
Somerset	Carly	ENC 1102	Composition II	Bunnell
Lanier	Chandra	PHI 2010	Introduction to Philosophy	Monahan

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Asbell	Katelynn	EUH 1000	Western Perspectives I	Knefely
Neale	Stevie	POT 4601	Masters of Political Thought	Evans
Glenn	Jordan	GEB 1011	Intro to Business	Juul
Garner	Nicholas	GEB 1011	Intro to Business	Juul
Harris	Heather	N/A	Service Hours	
Dorsey	Chad	PCB 4905	Cytokine Research	Sharma
Lewis	Morgan	REL 2000	Introduction to Religion	McCombs
Simmons	Jessica	N/A	Service Hours	
Summer 2006				
Weeks	Kaitlin	N/A	Service Hours	
McDonald	Steven	PHI 3990	Philosophy of Fantasy and Myth	Howard
Burch	Tesa	ART4662C	Mixed Print Media	Jipson
Bretana	Whitney	ZOO4485	Marine Mammalogy	Bennett
Joiner	Megan	N/A	Service Hours	
Harris	Laurel-Li	CCJ3654	Substance Abuse and the Offender	Johnson
Ogden	Jessica	INR 2002	International Politics	Cuzan
Burch	Tesa	ARH 4305	Early Renaissance Art in Italy	Doyon
Lemaster	Steven	BUL 3130	Legal Environment of Business	Roark
Lassiter	Lindsey	N/A	Service Hours	
Motley	Jack	N/A	Service Hours	

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Appendix 05: Honors Theses

Last	First	Professor	Department	Topic/Title
Fall	2002			
Loper	Keri	Power	Philosophy	The Existence of Universal Grammar
Gatson	Charmere	Swenson-Lepper	Communication Arts	Television News Images of African-Americans and its Current Effect on Their Lives
Peyton	Cathy	Mathews	Psychology	Effects of Mood Contagion with a Focus on Ophidiophobia
Fiebig	Matthew	O. Brannon	Political Science	The U.S. National Security Structure and Terrorism: Is the Present System Capable of Combating the New Threat?
Spring				
Galleher	Stacy	Bennett	Marine Biology	A Comparison of Thermal Tactics of Air-breathing and Non-Air-breathing <i>Gobiids</i> Inhabiting Hyperthermal, Hypoxic Mangrove Tidepools on Pulau Hoga, Indonesia
Sansom	Rocky	Joe Tomko	Theatre	An Actor's Notebook & Journal: UWF's Production of <u>The Real Inspector Hound</u>
Summer	2003			
Hanna	Shannon	Bennett	Biology	Dynamic Salinity Tolerance of the Sheepshead Minnow
Herman	Katharine	Matthews	Psychology	The Effects of Nurse-Patient Communication
Hamblen	Christopher	Zhang	Environmental Studies	Effectiveness of Treating CCA-Contaminated Water Using Zero-Valent Ions
Fall	2003			
Jones	Angela	Doelker	Social Work	More Than a UWF Concept
Mir	Saira	Sharma	Biology	Cloning the Novel Transcription Factor, MNP
Taylor	Josi	Bennett	Marine Biology	Divergent Survival Tactics Among <i>Gobiids</i> Inhabiting Hyperthermal, Hypoxic Mangrove Swamps on Hoga Island, Indonesia
Gonzalez	Jacob	Ellerbach	English	Infinite Machine: A Screenplay
Banchich	Sacha	Philen	Anthropology	The Nayar and Nambudiri: A Study of Differences and Interdependence of a Matrilineal and a Patrilineal Society.
Hester	S. Michelle	Ter Haar	Chemistry	<i>Ab Initio</i> Crystallography of Boulangerite
Spring	2004			
Walrond	Charli Jane	Huggins	Chemistry	Elucidating the Structure of Stomatin: a Signaling Ligand for T. Vorax
Summer	2004			

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Wolff	Betty	Belter	Psychology	Treatment of Primary Nocturnal Enuresis: A Case Study
Qualls	Emily	Crosswell	Psychology	Administering the Faith Development Interview Across World Religions
Fergus	Erin	Marzilli	Health, Leisure, and Exercise Science	Exploring the Connection between Left-Handedness or Ambidexterity and the Use of Mental Imagery
Fall	2004			
Klein	David	Halonen	Psychology	Personality Factors Related to Moving from Novice to Expert Status in Psychology
Moore	Timothy	Halonen	Psychology	Openness to Experience as a Predictor of Selection of Undergraduate Major
Hussey	Andrea	Halonen	Psychology	Openness to Experience as a Predictor of Selection of Undergraduate Major
Melcher	Jennifer	Harris	Anthropology	Building A Chronological Model for Presidio Isla de Santa Rosa de Panzacola
Baxter	Stephanie	Sutton	Criminal Justice and Legal Studies	A Study of Biometrics: Invasive vs. Non-Invasive Devices
Thoma	Kristalyn	Swain	Communication Arts	An Analysis of the PNJ's Management Process during Hurricane Ivan
Ericksen	Sarah	Levin	Government	The Restructuring of the FBI on the model of the British M15.
Coleman	Jessica	Yeager	English	From Hero to Villain: The Transformation of the Renaissance Revenger
Rendek	Emily	Yeager	English	Chaste Heroes: Women in Romance
Perkins	Teri	Scott	Social Work	Women Offenders: Taking a Path to Community Reintegration
Spring	2005			
Janos	Brett	Ruud	History	Medieval Military Orders in Iberia: Ideal and Reality
Phillips	Jennifer	Moore	History	Route 66 and the Atomic West
Maynard-Patrick	Stephanie	Sjolander	Marketing	Getting in on the Fun: A market analysis of the Video Game Industry
Keen	Leigh Ann	Clune	History	AIDS, Women and Sub-Saharan Africa
Taunton	Ashley	Winter	Biology	Characteristics of a Toxin Produced by a Colorless Green Alga
Hames	Megan	Chung	Biology	The Requirement of Nicastrin in the Formation of an Active Gamma-Secretase Complex
Jimenez	Ana	Bennett	Marine Biology	Respiratory Physiology of Three Indo-Pacific Fiddler Crabs Metabolic Responses to

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				Intertidal Zonation Patterns
Howad	Eric		Environmental Studies	Urban Growth & Development in the Greater Pensacola Area
Roberts	Timothy		History	Flaws in the Media Coverage During the Secession Crisis in Pensacola Harbor January-May 1861
Crutchfield	Luke		English	Storm Passes By: A Screenplay
Summer	2005			
Shell	Shannon	Lowe-Evans	English	Don't Say Goodbye
Larson	Erik	Lewis	Interdisciplinary Information Technology	Is UWF Ready for Open Source?
McKeage	Desilyn	Groth	Communication Arts	A Professional Advertising Portfolio
Kaz	Alexis	Winter	Biology	Seasonal Distribution of Phytoplankton in Northern Escambia Bay
Fall 2005				
Kassof	Katie	Lambert	Communication Arts	The Reality of Video: How being an artistic medium has the power to alter perception
Milstead	Timothy	Meyer-Arendt	Environmental Studies	An Analysis and Prediction of the Urban Developmental Impacts Found Throughout Southwestern Escambia County, Florida
Cramer	Alisa	Bryan, Tim	Marketing	Why and How Walmart Failed in its International Expansion into Germany
Ellis	Nikita	Shepherd	English	Stories of Nature
Legan	Shauna	Matthews	Psychology	Gender Differences in Violation of Commitment: Length, Status and Self-Efficacy in the Relationship
Cron	Keysha	Matthews	Psychology	Gender Differences in Violation of Commitment: Length, Status and Self-Efficacy in the Relationship
O'Farrell	Ashley	Bennett	Marine Biology	Metabolic Demand of Pregnant Pipefish compared to Non-pregnant Pipefish
Spring	2006			
Ford	Erin	Karimi	Communication Arts	Enchantment
Kruse	Matthew	Kunselman	Criminal Justice	Public Perception of Police: The Impact of Education
Vallin	Marc	Perrigo	Communication Arts	A Comprehensive Study of Jack-FM and its Effect on the Radio Industry
Asbell	Matthew	Mathews	Psychology	Effects of Parenting styles and Identity Styles on the Transition through Emerging Adulthood

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Jaiprashad	Sunita	George	Art	The Floating World: An Installation of Exploration
Legare	Jessica	Steele	Communication Arts	Professional Advertising Portfolio
Sinkkanen	Kimberly	Mikulas	Psychology	Schizophrenia: Characteristics and Treatment
Dagen	John	Howard	Philosophy	The Western Screenplay
Brieger	Ashley	Pickeral	Health, Leisure, and Exercise Science	The Effect of Natural Disasters on Resort Guest Visiting Patterns Based on Variables
Lassiter	Lindsey	Ruud	English	Medieval and Early Modern Literary Characterizations of Robin Hood as a Reflection of Socioeconomic Changes
Gillar	Christina	Bennet	Marine Biology	Comparative Rates of Water Loss in Mudskippers in Relation to Distribution
Summer	2006			
Bennett	Leslie	Halonon	Elementary Education	Recycling Works
Keen	Lyndsey	Bennett	Biology	Temperature Preference of Selected Indo-Pacific Fishes from the Banda Sea
McDonald	Steven	Howard	Communication Arts	The Four (A screenplay)
Braidwood	Travis	Williams	Government	Forever a Duet? Questioning the Endurance of the American Two-Party System
Harris	Heather	Castle	Criminal Justice	THE CIS Effect and Televisions ability to "Teach" About Forensics
West	Christopher	Mathews	Psychology	Characteristics related to the development of social isolation in adolescence

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Appendix 06: University Honors Program Committee Charter

University Honors Program Committee

PURPOSE

Working in close collaboration with the Director of the program, the University Honors Program Committee represents the colleges and departments served by the University Honors Program and provides a forum for formulating advice and making recommendations on all matters concerning the University Honors Program.

SPECIFIC RESPONSIBILITIES

1. To advise the Honors Program Director on any and all matters related to the University Honors Program.
2. In consultation with the University Honors Program Director and the Honors Council, to determine the curriculum for the University Honors Program.
3. In consultation with the University Honors Program Director and the Honors Council, to determine policy for the University Honors Program.
4. To ensure that faculty participating in the University Honors Program are fully identified with the aims of the program and are carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students
5. To provide a forum for the continuous and critical review of the University Honors Program in order to maintain its distinctive position of offering distinguished education to the best students in the institution.
6. To assist the Director of the University Honors Program in the review and/or preparation of the Honors Program activities or reports, such as criteria for Honors courses, selection of Honors Seminars, review of Honors Thesis, selection of Honors scholarship recipients, preparation of annual reports, or any other activities deemed appropriate.

MEMBERSHIP REPRESENTATION

Eight (8) appointed faculty members, voting: four (4) from the College of Arts and Sciences (one from Arts and Humanities, one from Social Sciences, one from Natural and Physical Sciences or Computational Sciences, and one at large); one (1) from the College of Business; two (2) from the College of Professional Studies; one (1) at large who is an adjunct faculty member (any discipline). The University Honors Program Committee will recommend to the Director of the University Honors Program and to the Deans of the Colleges faculty to be appointed to the Committee. Additionally, the Chair of any department can recommend one or more members of their faculty who have taught at least

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one Honors course during the last three years to their respective Dean. The Deans, in consultation with the University Honors Director, will recommend a final list to the Provost and President, keeping in mind that rotating appointments to the committee among participating departments strengthens the Honors program. Members will be appointed by the University President in consultation with the Faculty Senate Executive Committee.

Three Honors student members, voting, elected by the University Honors Council and confirmed by the University President

Director of the University Honors Program, non-voting, ex officio

President of the Honors Council, non-voting, ex officio

MEMBERSHIP AND MEETING POLICIES

The incoming Chairperson is elected annually by the voting faculty members before the end of the academic year to assume duties at the beginning of the next academic year.

The Chairperson votes only in the case of a tie. The incoming Chairperson is responsible for calling the initial committee meeting and relaying all necessary information relating to specific responsibilities and timelines.

Ex officio members shall not serve as committee Chairperson.

Any member who misses more than two regularly scheduled consecutive meetings without cause will be asked to resign.

MEETING SCHEDULING, AGENDAS, AND MINUTES

The Committee should meet a MINIMUM of twice each Fall and Spring semesters and the Faculty Senate Office should be included in the distribution list for all meeting scheduling and agendas.

TERMS OF APPOINTMENT

Three-year staggered terms for faculty

One-year term for student members

All others continuous

REVIEW

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The Charter shall be reviewed annually by the Committee, and recommendations for changes submitted to the Faculty Senate.

LEGAL REFERENCES

N/A

RECOMMENDATIONS REPORTED TO

Dean, College of Arts & Sciences

Dates prepared/Modified by the Governance Committee

May 16, 1996

November 20, 1996

March 30, 2000

May 19, 2006

Dates Approved by the Faculty Senate

December 13, 1996

February 14, 1997

June 9, 2006

Approved by the Administration

/s/ John C. Cavanaugh
University President

September 8, 2006
Date

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Appendix 07: University Honors Council Constitution

University of West Florida Honors Council Constitution University of West Florida

I. The Honors Council of the University of West Florida seeks to provide greater opportunities for students enrolled in the Honors Program by facilitating increased academic achievement, cultural awareness, community service, research opportunities, and unity within the Honors Program and the university. The Honors Council also seeks to provide Honors students the opportunity to speak and be heard by the university administration, faculty and community at large. The Honors Council listens to students, responds effectively, provides social and service events to foster a sense of community, and supplements the academic mission of the Honors Program.

II. Membership –

A. Terms of Membership - Each member of the Honors Council must be a member in good standing of the Honors Program. An Honors Council member whose status with the University Honors Program is “on probation” may stay on the Honors Council during the term of probation, but that individual may not remain on the Honors Council if terminated from the University Honors Program. An Honors Council member is required to be active in the Honors Council, with the exception of those on a leave of absence. An Honors Council member is required to promote the best interests of the program and the students it represents actively.

B. The Executive Board of the Honors Council shall determine the number of positions open on the Honors Council members prior to annual elections. Membership shall be obtained by annual elections held in Great Books I. The Honors Council reserves the right to invite any Honors student to become a member at any time following a positive vote by the majority of the Honors Council after each candidate has been reviewed and nominated for membership by the Executive Board.

C. Honors Council members are allowed no more than three (3) total absences from Honors Council meetings or mandatory Honors Council activities per semester. If a member exceeds three absences, the Executive Board may implement automatic termination from the Honors Council. Absences may be excused at the discretion of the Executive Board.

D. An Honors Council member may elect to take only two (2) non-consecutive leaves of absence, each for the period of one semester, if he or she has been given prior approval by the Executive Board. If, after the leave is taken, the Honors Council member wishes to return to the Honors Council, he or she is then considered an active member.

E. Honors Council members will be required to attend four (4) events total during the course of a semester, chosen from those events sponsored by the Executive, Social, Service, or Fundraising Committees.

F. Honors Council members will wear an Honors shirt in an appropriate manner to

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meetings and other events as required by the Executive Board. For every two times that a Council member does not wear an Honors shirt in an appropriate manner, an absence will be recorded by the Bookkeeper.

G. At any time, any member of the Honors Council with due cause can bring a member to the attention of the Executive Board for membership review. If an Executive Board member is up for review, they will be excused from the proceedings.

H. Each Honors Council member is entitled to a vote in all Honors Council matters brought before the Honors Council as a whole.

I. Any decision made by the Executive Board can be overturned by a veto by a simple majority vote of the Honors Council. The Veto vote must be executed within two consecutive meetings following the questioned decision.

III. Meetings

A. Meetings of the Honors Council will be held weekly during the fall and spring semester at a time and place designated by the Executive Coordinator. If necessary, special meetings of the Honors Council may be called during summer by the Executive Coordinator.

B. Special meetings of the Honors Council can be called and be designated as mandatory or not at the discretion of the Executive Board.

C. Honors Council Meetings are open to the public.

IV. Officers

A. The Executive Board will consist of the President, Recruiter, Executive Coordinator, Bookkeeper and the Chairs of the Social, Service and Fundraising Committees. Each position is elected yearly in the spring semester for the following fall and spring semesters. The responsibilities of the position include but are not limited to:

B. President

- i. Assists with planning and execution of freshman orientation.
- ii. Assists with planning and execution of the Honors Council retreat.
- iii. Leads weekly Honors Council meetings.
- iv. Coordinates and supervises the elections process.
- v. Ensures that events are coordinated and executed as planned.
- vi. Coordinates leave of absence process.
- vii. Coordinates with the Director and Assistant Director of the Honors Program.

C. Recruiter

- i. Assists with planning and execution of freshmen orientation.
- ii. Assists with planning and execution of the Honors Council retreat.
- iii. Produces and is responsible for the position contracts.
- iv. Heads the recruitment process for the Honors Program.
- v. Works to keep people involved in the Honors Program.
- vi. Coordinates high school visits.

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- vii. Oversees the Honors Program brochure.
- viii. Contacts new students.
- ix. Keeps a running database of attendee's comments and concerns pertaining to events.
- x. Organizes the Honors information session at Open Houses.
- xi. Tracks the concerns of the Honors Council and offers incentives for good work.
- xii. Coordinates the mentoring program for Honors students.
- xiii. If the President has to leave the Honors Council for any reason, the Recruiter will assume the office of President and a new Recruiter will be elected.

D. Bookkeeper

- i. Takes minutes during Honors Council meetings for the public record.
- ii. Takes and reviews attendance for meetings, events and violations.
- iii. Creates and distributes agendas for Honors Council meetings.
- iv. Balances the Honors Council checkbook and creates allowances for budgets.
- v. Organizes the creation of a scrapbook for the Honors Council.
- vi. Oversees the historical records of the Honors Council by taking and organizing pictures and materials for the Honors scrapbook at meetings and events.
- vii. Updates Honors website as they see fit.
- viii. Provides monthly financial updates at Council meetings.

E. Executive Coordinator

- i. Responsible for public relations for large events.
- ii. Acts as the Honors Council liaison to other organizations both on campus and off.
- iii. Coordinates with other organizations for special university events.
- iv. Responsible for Alumni relations and fundraising through the Alumni as well as Alumni gifts.
- v. Responsible for gifts for graduates.
- vi. Responsible for knowing both the Honors and the campus calendar and for promoting coordination between the two.
- vii. Will be recommended to the Student Government Association as the preferred member of Student Honors Advisory Committee.
- viii. Responsible for reserving facilities for Council.

F. Service Chair

- i. Develops and organizes service events for the Council and the Program as a whole.
- ii. Responsible for public relations for service events to the program, campus and community at large as necessary.
- iii. Provides a budget for the Bookkeeper detailing the expected expenses of the Service Committee at the beginning of each semester.

G. Social Chair

- i. Develops and organizes social events for the Council and the Program as a whole.
- ii. Responsible for public relations for social events to the program, campus and community at large, as necessary.

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iii. Provides a budget for the Bookkeeper detailing the expected expenses of the Social Committee at the beginning of each semester.

H. Fundraising Chair

- i. Develops and organizes fundraising events to raise funds for Honors Council expenses.
- ii. Responsible for public relations for fundraising events to the program, campus, and community at large as necessary.
- iii. Provides a budget for the Bookkeeper detailing the expected expenses of the Fundraising Committee at the beginning of each semester, as well as a statement of anticipated earnings for that semester.

V. Committees

A. Executive Committee – Chaired by the Recruiter and consists of the President, the Recruiter, the Executive Coordinator, and the Bookkeeper. The Executive Committee shall convene during Honors Council meetings.

B. Service Committee – The Service Committee shall be structured at the discretion of the Service Chair and shall convene during Honors Council meetings.

C. Social Committee – The Social Committee shall be structured at the discretion of the Social Chair and shall convene during Honors Council meetings.

D. Fundraising Committee – The Fundraising Committee shall be structured at the discretion of the Fundraising Chair and shall convene during Honors Council meetings.

E. Ad Hoc Committees - Ad hoc Committees may be created and filled as necessary by the Executive Board. All Ad Hoc Committees will be dissolved at the discretion of the Executive Board. No Ad Hoc Committee will stand for more than two (2) consecutive semesters.

VI. Elections

A. Elections will take place by secret ballot. Elections will take place only in the presence of a quorum and will be decided by a simple majority of the votes cast.

B. Great Books I Elections

i. Nominations for position on the Honors Council will take place in Great Books I on a Thursday.

ii. Nominees will be asked to attend the Honors Council meeting that night and answer three questions

a) If you were any animal what would you be?

b) What are your best qualities? What are your worst qualities?

c) Why do you desire to be on Honors Council?

iii. Elections will take place in Great Books I on the following Tuesday. Every person enrolled in Great Books I is entitled to a vote in this election. Honors Council members will also vote in the elections at Great Books I. If a Council member cannot attend Great Books I, they may vote the preceding Thursday. Each Council member vote shall be weighted as two times a regular vote.

C. Elections of Officers and Committee Chairs

i. Elections of Officers and Committee Chairs will take place in the spring semester of each academic year.

ii. The elections process will begin with nominations for the position of President.

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- iii. Nominees for officer or chair positions must be members of the Honors Council and be in good academic standing at the time of their nomination. Honors Council members whose status is “on probation” are not eligible to be nominated for officer or chair positions.
- iv. Each nominee must formally accept the nomination. The nominee does not have to be present at the meeting to accept the nomination. All nominees must accept their nomination at least twenty-four (24) hours before that election begins.
- v. No Honors Council member may be elected to more than one position per term.

D. The Election process

i. Week 1:

- a)The President will open the floor for nominations.
- b)Nominations for the office of President will be accepted from the

members of the Honors Council.

ii. Week 2:

- a)Nominees for President will present a timely speech followed by a question and answer session. Questions must be applicable to all nominees and applicable to the position.
- b)Presidential Elections.
- c)Floor opened for nominations for the positions of Executive Coordinator, Recruiter and Bookkeeper.

iii. Week 3

- a)Nominees for the positions of Executive Coordinator, Recruiter and Bookkeeper will present a timely speech followed by a question and answer session. Questions must be applicable to all nominees and applicable to the position.
- b)Elections of Executive Coordinator, Recruiter and Bookkeeper.
- c)Floor opened for nominations for Chair Positions.

iv. Week 4

- a)Nominees for Chair Positions will present a timely speech followed by a question and answer session. Questions must be applicable to all nominees and applicable to the position.
- b)Elections of Chair positions.

E. If an officer or chair resigns or is removed from the Honors Council or an officer position, he or she will nominate his or her successor, and then the nominations will be opened to the rest of the Honors Council and voted on the following week using election rules outlined in section VI subsection A.

F. If a vacancy occurs on the Executive Board and there are not two consecutive meetings during which elections can occur, the Executive Board will decide upon an emergency plan of action to elect another member to the vacant position.

G. Should a tie result from an election, a re-vote will occur.

VII. The Honors Council is not established in order to overthrow the government in any way, by force or unlawful means. Its purpose and activities are lawful and in regulation of all university policies.

VIII. The Honors Council will not discriminate in membership on the basis of sex, race, creed, national origin, marital status, or handicap.

IX. The Honors Council will not engage in any hazing activities.

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X. Ratification of the constitution will be voted in by a two-thirds ($2/3$) majority of a quorum.

XI. All by-laws and amendments may be changed and/or added by two-thirds ($2/3$) vote of Council members at a regular scheduled meeting. The amendment will be read at the meeting at which it is introduced, and voted on at the following meeting.

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Appendix 08: Conference Attendance

Conferences, 1999-2000

NCHC 1999, Orlando, FL, October

Faculty/Staff attending: Greg Lanier, Director

Honors Students attending: Kyle Shelton, Andy Kizlauskas, Tamara Gardner, Lisa Garbini

FCHC 2000, Tampa, Florida, February

Faculty/Staff attending: Greg Lanier, Director

Honors Students attending: Weston Cramer, Tyler Merritt, Lisa Garbini, Tamara Gardner

SRHC 2000, Tampa, FL, April

Faculty/Staff attending: Greg Lanier, Director, Heather Chipman, Assistant Director

Honors Students attending: Cindy Kawasaki, Molly Carter, Maxwell Deutsch, Melissa Diaz, Ben Stubbs, Lisa Garbini, Andy Kizlauskas, Vanessa Thompson, Tamara Gardner, Weston Cramer, Tyler Merritt, Meagan Roberson, Megan Robison, Michele Jones

Presentations:

“The Exciting Evolution of the UWF Honors Council”

“Gender and Diversity: What’s all the Fuss About?”

Conferences, 2000-2001

NCHC 2000, Washington, D.C., October

Faculty/Staff attending: Greg Lanier, Director

Honors Students attending: Maxwell Deutsch, Andy Kizlauskas, Tyler Merritt, Heather Newberry, and Vanessa Thompson

Presentations:

“Lessons in Infinite Wisdom”

“The Honors Council: Giving Back to the University and Community”

“Promoting the Honors Program”

FCHC 2001, Jupiter, Florida, February

Faculty/Staff attending: Greg Lanier, Director, Heather Chipman, Assistant Director, Stephen Thorne, Faculty, Environmental Studies

Honors Students attending: Maxwell Deutsch, Molly Carter, Cindy Kawasaki, Tyler Merritt

Presentation:

“The Great Smoky Mountains Honors Seminar”

SRHC 2001, Atlanta, GA, March

Faculty/Staff attending: Greg Lanier, Director, Heather Chipman, Johan Liebens Faculty, Environmental Studies

Honors Students attending: Amy Brosnan, Michele Jones, Cindy Kawasaki, Tyler Merritt, Meagan Robison, Kevin Scott

Presentations:

“The Great Smoky Mountains Honors Seminar”

“The Honors Vietnam Seminar: Understanding through Academic and Personal Experiences”

Conferences, 2001-2002

NCHC 2001, Chicago, IL, October

Faculty/Staff attending: Greg Lanier, Director, Heather Chipman, Assistant Director

Honors Students attending: Maxwell Deutsch, Tyler Merritt, and Heather Newberry

Presentations:

“Producing an Award-Winning Newsletter”

“Some Boys Wear Kimonos”

“Master Class performance in Music”

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FCHC 2002, Sarasota, Florida, February

Faculty/Staff attending: Greg Lanier, Director, Heather Chipman, Assistant Director

Honors Students attending: Matt Asbell, Rachel Baker, Deanna Boyer, Jessica Coleman, Luke Crutchfield, Amanda Forman, Andrea Hussey, Brett Janos, Robin Jones, Heather Newberry, Jennifer Phillips, and Kevin Scott

Presentations:

“Hey Service People: Have You Heard About the Promise?”

“Bonding 101: An Honors Council Leadership Retreat”

SRHC 2002, Atlanta, GA, March

Faculty/Staff attending: Greg Lanier, Director, David Walden, Assistant Director

Honors Students attending: Cindy Kawasaki, Laura Solari, Nick Secord, Matt Howell

Presentations:

“small classes = BIG IDEAS + C”

“Kiss Me, Kill Me, Drink Me: Consumerism in Baz Luhrman’s Romeo & Juliet”

Conferences, 2002-2003

NCHC 2002, Salt Lake City, UT, October

Faculty/Staff attending: Greg Lanier, Director, David Walden, Assistant Director

Honors Students attending: Andrea Hussey, Jennifer Phillips, Robin Jones, Amanda Foreman, Rachel Baker, Brett Janos, and Luke Crutchfield

Presentation:

“Mission Possible: Saving Lives One Child at a Time”

“Tolkien and Fellowship”

FCHC 2003, Orlando, Florida, February

(UWF was the Host Institution for this conference)

Faculty/Staff attending: Greg Lanier, Director, David Walden, Assistant Director

Honors Students attending: Matt Asbell, Deanna Boyer, Jessie Coleman, Luke Crutchfield, John Dagen, Casey Dean, Chad Dorsey, Aaron Epstein, Stacy Galleher, Kit Hamblen, Shannon Hanna, Eric Howard, Andrea Hussey, Brett Janos, Ana Jimenez, Michelle Johnson, Robin Jones, David Klein, Lindsey Lassiter, Sara Mathews, Desi McKeage, Jennifer Melcher, Allison Meshell, Rupert Minnett, Tim Moore, Jonathon Nestor, Tyler Reese, Emily Rendek, Tricia Saenz, Clayton Savage, Paul Settnisch, Rachel Takalo, Marc Vallin, Aaron Wade, CJ Walrond

Presentations:

“Tolkien and Fellowship: Symbolism in the Lord of the Rings”

“What Makes a Great Book?”

SRHC 2003, Greensboro, NC, April

Faculty/Staff attending: Greg Lanier, Director, David Walden, Assistant Director

Honors Students attending: Laura Solari, Nick Secord, Matt Howell, Rupert Minnett

Presentations:

“Web-based Honors Management System”

“Developing an Administrative Portfolio for an Honors Director”

Conferences, 2003-2004

NCHC 2003, Chicago, IL, October

Faculty/Staff attending: Greg Lanier, Director

Presentation:

“Developing an Administrative Portfolio for an Honors Director”

FCHC 2004, Clearwater, FL, February

Faculty/Staff attending: Greg Lanier, Director, David Walden, Assistant Director

Honors Students attending: David Klein, Tim Moore, Kit Hamblen, Andrea Hussey, David Klein, Jennifer Melcher, Matt Asbell

“Cuba: Behind the Iron Curtain”

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"The Human Impact on Coastal Marine Environments"

"The Core Honors Experience at UWF"

"An Old Religion for Modern Times"

SRHC 2004, Wilmington, NC, LA, February

Faculty/Staff attending: Greg Lanier, Director

Honors Students attending: David Klein, Tim Moore, Kit Hamblen, Aaron Epstein, Christina Gillar

Presentations:

"The Human Impact on Coastal Marine Environments"

"Life Choices: The Flow of Personal Meaning"

Conferences, 2004-2005

NCHC 2004, New Orleans, LA, November

Faculty/Staff attending: Greg Lanier, Director

Honors Students attending: Aaron Epstein, Christina Gillar, Andrea Hussey, David Klein

Presentations:

"Building Bridges for Freshmen: The Core Honors Experience at the University of West Florida"

"Do the Matrix and Star Trek Define Personal Growth?"

FCHC 2005, Gainesville, FL, February

Faculty/Staff attending: Greg Lanier, Director, David Walden, Assistant Director

Honors Students attending: Kit Hamblen, Roger Worthen, Leslie Bennett, Desilyn McKeage, Eric Howard,

Council Vaughan, Emily Rendek, Marc Vallin, Ashley Brieger, Chad Dorsey, Jennifer Melcher

Presentations:

"Video Games: Past, Present & Future"

"Money, Power, Respect: An Analysis of Urban Growth and Development in Pensacola, Florida"

"Mexico's Globalization"

"The Purpose of Faerie: A Look into the Christian Myths of J.R.R. Tolkien and C.S. Lewis"

"Walt Disney: The Man Behind the Mouse"

"Hurricanes: A Blight to Civilization in Florida"

"Frankenstein & Feminism: Mary Shelley's Best Work"

SRHC 2005, Baton Rouge, LA, April

Faculty/Staff attending: Greg Lanier, Director

Honors Students attending: Aaron Epstein, Breiger, Marc Vallin

Presentations:

"Mexico's Globalization"

Conferences, 2005-2006

NCHC 2005, St. Louis, MO, November

Faculty/Staff attending: Greg Lanier, Director, Tina Hesse, Assistant Director

Honors Students attending: Aaron Epstein, Christina Gillar, Andrea Hussey, David Klein

Presentations:

"Building Bridges for Freshmen: The Core Honors Experience at the University of West Florida"

"Do the Matrix and Star Trek Define Personal Growth?"

FCHC 2006, Ocala, FL, February

Faculty/Staff attending: Greg Lanier, Director, Tina Hesse, Assistant Director

Honors Students attending: Meredith Miller, Kim Stetser

Presentations:

"There's More to England than Just London"

SRHC 2006, Orlando, FL, April

(UWF was the Host Institution for this conference)

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Faculty/Staff attending: Greg Lanier, Director, Tina Hesse, Assistant Director, Dr. John C. Cavanaugh, President, Dr. Jane Halonen, Dean, College of Arts & Sciences

Honors Students Attending: Christina Gillar, Kim Stetser, Meredith Miller, Council Vaughan, Thanh Nguyen, Timothy Milstead, Ashley Seagel, Jordan Glenn, Nicholas Garner, Bryant Chase, Aspen Cosson, Keysha Cron, Christina Genualdi, Heather Harris, Alyssa Turcotte, Marc Vallin, Leslie Bennett, Heather Phillips, Matt Kruse, Sandra Park, Sarah Everhart, Tyler Reese, Amanda Moore, MaryAnn Vaughan, Tyler Knisely

Presentations:

“Assessing an Honors Program: The Academic Learning Compact”

“There’s More to England than Just London”

“Investigation of Man”

“A Retreat to be Remembered”

“Will That Power-up Help Me Beat the Boss?”

Conferences, 2006-2007

NCHC 2006, Philadelphia, PA, November

Faculty/Staff attending: Greg Lanier, Director, Tina Hesse, Assistant Director

Honors Students attending: Alyssa Turcotte, Bryant Chase, Christina Gillar, Jordan Glenn, Nicholas Garner

Presentations:

“The Role of Feedback in Learning, Teaching, and Program Assessment”

“Hosting a Regional Honors Conference: Lessons Learned”

“Student Leaders Hosting an Honors Convocation”

“Comparative Rates of Water Loss in Mudskippers on Hoga Island, Indonesia”

“Retreat: Growing Connections”

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Appendix 09: International Summer Honors Seminar

Xerox of material here – Ready

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Appendix 10: Articulation Agreement

Articulation Agreement

The University of West Florida
and
Pensacola Junior College

Students from Pensacola Junior College who participate in the Robinson Honors Program and who plan to transfer to the University of West Florida and seek admission to the University Honors Program at UWF must submit the following:

- 1. A UWF University Honors Program application.*
- 2. An overall G.P.A. of 3.25 earned at Pensacola Junior College.*
- 3. A letter of recommendation from the Pensacola Junior College Honors Director.*

All students who meet these criteria will be automatically admitted to the University Honors Program at UWF, and, upon satisfactory completion of the University Honors Program requirement stipulated below, these students will graduate as University of West Florida Honors Scholars.

Students entering The University Honors Program at UWF with more than 60 sh and who have completed all General Studies requirements or earned an AA degree must satisfy the following requirements:

- 1. IDH 403x Honors Seminar*
- 2. Upper-division Honors Elective or Honors Seminar*
- 3. Upper-division Honors Elective or Honors Seminar or University Honors Research Project*
- 4. IDH 4970 Honors Thesis*
- 5. Complete 15 hours of volunteer credit certified through the Center for Learning through Organized Volunteer Efforts (CLOVE) office and participate in at least one Honors Council Service event (the hours earned during the Honors Council Service event count toward the 15-hour total).*

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Appendix 11: Assessment Forms

Great Books 1:



Assessment Data Sheet

Honors Core Course: _____ Faculty _____

Department _____ Date _____

Instructions: Please fill out the appropriate area with the number of students who fit the criteria over the total number of students in the class. For example, if 10 students in a class of 12 exceed the expectation of "Exhibiting discipline-based and/or cross-discipline-based higher order thinking skills," please enter **10/12** in that box.

Critical Thinking

Learning Outcome	Exceeds Expectations	Meets Expectations	Fails to meet Expectations
Exhibit discipline-based and/or cross-discipline-based higher order thinking skills			
Select and organize credible evidence to support converging arguments			

Communication

Learning Outcome	Exceeds Expectations	Meets Expectations	Fails to meet Expectations
Express ideas and concepts precisely and persuasively in multiple formats			

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Honors Seminar: _____

Assessment Data Sheet

Honors Seminar: _____ Faculty _____

Department _____ Date _____

Instructions: Please fill out the appropriate area with the number of students who fit the criteria over the total number of students in the class. For example, if 10 students in a class of 12 exceed the expectation of "Exhibit discipline-based and/or cross-discipline-based higher order thinking skills," please enter **10/12** in that box, and please return this form to the Honors office, 50/224.

Critical Thinking

Learning Outcome	Exceeds Expectations	Meets Expectations	Fails to meet Expectations
Exhibit discipline-based and/or cross-discipline-based higher order thinking skills			
Select and organize credible evidence to support converging arguments			
Solve discipline-based and/or cross-discipline-based problems using strategies appropriate to the subject of Honors Seminar			

Communication

Learning Outcome	Exceeds Expectations	Meets Expectations	Fails to meet Expectations
Communicate effectively in one one and/or group contexts			
Express ideas and concepts precisely and persuasively in multiple formats			
Employ writing conventions suitable to the research method and/or creative process of the subject of the Honors Seminar			

Integrity/Ethics

Learning Outcome	Exceeds Expectations	Meets Expectations	Fails to meet Expectations
Practice appropriate professional standards of behavior			
Practice appropriate standards related to respect for intellectual property			

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Honors Thesis:



Assessment Data Sheet

Honors Thesis of: _____ Faculty _____

Department _____ Date _____

Instructions: Please mark the box that best describes the performance of your Thesis student in each area. For example, if you thought that your student met the expectation of "Exhibit discipline-based and/or cross-discipline-based higher order thinking skills," please put a check or "X" in that box, and please return this form to the Honors office, 50/224.

Content

Learning Outcome	Exceeds Expectations	Meets Expectations	Fails to meet Expectations
Demonstrate mastery of the research procedures and/or artistic processes appropriate to the discipline of the Honors Thesis			
Demonstrate mastery of the knowledge, concepts, technique and principles appropriate to the discipline of the Honors Thesis			

Critical Thinking

Learning Outcome	Exceeds Expectations	Meets Expectations	Fails to meet Expectations
Exhibit discipline-based and/ Or cross-discipline-based higher order thinking skills			
Select and organize credible evidence to support converging arguments			
Solve discipline-based and/or cross-discipline-based problems using strategies appropriate to the subject of Honors Thesis			

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Communication

Learning Outcome	Exceeds Expectations	Meets Expectations	Fails to meet Expectations
Employ writing conventions suitable to the research method and/or creative process of the subject of the Honors Thesis			

Integrity/Ethics

Learning Outcome	Exceeds Expectations	Meets Expectations	Fails to meet Expectations
Practice appropriate professional standards of behavior			
Practice appropriate standards related to respect for intellectual property			

Project Management

Learning Outcome	Exceeds Expectations	Meets Expectations	Fails to meet Expectations
Exhibit disciplined work habits as an individual			
Apply discipline-based and/or cross-discipline-based knowledge to design a problem-solving strategy			
Demonstrate the ability to conceive, plan, and execute a high-quality research and/or creative capstone project in the appropriate disciplinary or multi-disciplinary context			

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Alumni Survey

Thank you for taking the time to give us feedback on how we're doing. Please call our office if you have any questions (850.474.2934). Completed surveys can be returned in the enclosed envelope or taken to the Honors Office (Bldg. 50, Rm. 224).

Please circle your answer. If a question does not pertain to your experience, please leave it blank.

Honors Program Courses

1. I utilized the early registration benefit of being an Honors Student: Yes No

2. Rate the value of early registration to you:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

3. I took Great Books: Yes No

4. Rate the value of the learning experience in Great Books to you:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

5. I took an Honors section of a general studies course: Yes No

6. Which Honors sections of general studies courses did you take?

7. The types of general education courses offered by the Honors program fit my degree plan and timeline:

1	2	3	4	5
Never	Almost Never	Sometimes	Mostly	Always

8. Rate the value of the learning experience in Honors sections of general studies courses to you:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

9. I took an Honors seminar: Yes No

10. Rate the value of the learning experience in an Honors seminar to you:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

Program Review Report University Honors Program

11. I would like to see the following topics developed into seminars:

12. I completed an Honors Thesis: Yes No

13. Rate the value of the learning experience in an Honors Thesis to you:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

14. The benefits of being in an Honors class I have experienced include: (check all that apply):

- Small class size
- More teacher-student interaction
- More in-depth information
- More engaging coursework
- Other: _____

15. My favorite Honors course (courses) was:

16. I would like the following to be offered as Honors Courses:

Honors Advising

17. What was your overall satisfaction with advising services in the Honors Program?

1	2	3	4	5
Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly satisfied

18. What was the value of advising services in the Honors Program to you?

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

19. My Honors advisor was available during regular office hours:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

20. My Honors Advisor responded promptly to telephone and e-mail questions:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

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21. My Honors Advisor became personally acquainted with me:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

22. My Honors Advisor listened to my questions and was sure we understood each other:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

23. My Honors Advisor was knowledgeable about General Studies requirements:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

24. My Honors Advisor was knowledgeable about Honors requirements:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

25. My Honors Advisor discussed my academic progress and goals with me:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

26. My Honors Advisor discussed my long-range life and career goals with me:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

27. My Honors Advisor expected me to be a responsible partner in the advising process:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Your Learning

Please circle the response that best describes your sense of accomplishment for each item listed below. If you did not take a course that applies to the question, please circle N/A.

28. I demonstrated mastery of the research procedures and/or artistic processes appropriate to the discipline of my Honors Thesis:

1	2	3	4	5	N/A
Not at all	At times	Regularly	Very often	Beyond all my expectations	

29. I demonstrated mastery of the knowledge, concepts, techniques, and principles appropriate to the discipline of the Honors Thesis:

1	2	3	4	5	N/A
Not at all	At times	Regularly	Very often	Beyond all my expectations	

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30. I exhibited discipline-based and/or cross-discipline-based higher order thinking skills in my classes:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

31. I selected and organized credible evidence to support converging arguments in my writing:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

32. I solved discipline-based and/or cross-discipline-based problems using strategies appropriate to the subject of the Honors Seminar or Honors Thesis:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

33. I communicated effectively in one-on-one or group contexts:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

34. I expressed ideas and concepts precisely and persuasively in multiple formats:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

35. I employed writing conventions suitable to the research method and/or creative process of the subject of the Honors Seminar or Honors Thesis:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

36. I demonstrated an active commitment to civic engagement through service:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

37. I practiced appropriate professional standards of behavior:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

38. I practiced appropriate standards related to respect for intellectual property:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

39. I exhibited disciplined work habits as an individual:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

40. I applied discipline-based and/or cross-discipline-based knowledge to design a problem-solving strategy:

1	2	3	4	5	
Not at all	At times	Regularly	Very often	Beyond all my expectations	N/A

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41. I demonstrated the ability to conceive, plan, and execute a high-quality research and/or creative capstone project in the appropriate disciplinary or multi-disciplinary context:

1	2	3	4	5	N/A
Not at all	At times	Regularly	Very often	Beyond all my expectations	

42. We welcome general comments you have about the academic portion of the Honors Program:

Honors Benefits

Housing

43. Choose the Housing option that best described your living situation (circle one):

I lived in Honors housing I lived in other on-campus housing I lived off campus

44. Assuming Honors had space available in all three different residence hall options (The Village, South Sides, and North Sides), if you were given the choice between living on-campus in Honors housing OR living on-campus in general housing, what would you choose?

Honors housing Non-honors housing

45. Rate the value of having Honors housing space in North Sides:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

46. Rate the value of having Honors housing space in the South Sides/Villages:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

47. Did you take advantage of any of the Honors Housing activities (Ice cream socials, etc.)? Yes No

48. Are special Honors Housing activities important? Yes No

49. Rate the value of special Honors Housing activities to you:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

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50. If the Honors Program had a new Honors Living & Learning Center near the center of campus, would you be drawn to live there?

Yes

No

51. What facilities would you like to see in a new Honors Living & Learning Center?

52. Did you have any problems with Housing? If so, please describe.

53. How has living in an Honors Housing space been of value to you?

54. We welcome general comments you have about Housing.

Service Events

55. I participated in an Honors service event. Yes No

56. Rate the value of service events to you:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

57. The service event I enjoyed the most was: _____

58. I would like to see Honors provide the following service event: _____

Social Events

59. I participated in an Honors social event. Yes No

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60. Rate the value of social events to you:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

61. The social event I enjoyed the most was: _____

62. I would like to see Honors provide the following social event: _____

Conferences

63. I attended conferences (NCHC, SRHC, FCHC) through the Honors program: Yes No

64. Rate the value of conference attendance to you:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

International Trips

65. I participated in an international travel opportunity that Honors offered: Yes No

66. Rate the value of international travel to you:

1	2	3	4	5
No Value	Poor Value	Somewhat Valuable	Very Valuable	Extremely Valuable

67. I would like to see Honors sponsor an academic trip to _____

68. in order to study _____

69. We welcome any general comments you have about our Honors opportunities.

Overall

70. How did being a member of the Honors Program make a difference to your personal growth as an individual and to your college experience (e.g., your thinking, self-image, personal outlook, values, friendships, intellectual development, preparation for subsequent academic work, career plans, etc.)?

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71. If you had to make this decision again, would you be an Honors Program member? Yes No

72. What is your strongest recommendation for improving the UWF Honors Program experience?

73. What are your future plans?

Please help us make certain your contact information is correct by filling in the following:

Name: _____

Present occupation or student activity: _____

Employer or School: _____

Address: _____

Phone Number: _____

E-mail address: _____

Alternate Address (parent, etc.): _____

Alternate Phone (parent, etc.): _____

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Is there anything else you'd like to share with us?

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Appendix 12: Budget & Expenditures

Xeroxed material follows.

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Appendix 13: Scholarship Funding

Xeroxed material follows

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Appendix 14: University Honors Scholar Graduates

Last Name	First Name	Term	Major
Mason	Palmer	199008	Political Science
Diep	Thao	199101	Fine Arts
Black	Veronica	199108	Biology
Bochenek	John	199108	Biology
Howard	Kelly	199108	English
Kleback	Cynthia	199201	Political Science
Yarbrough	Dona	199201	English
Mattes	Kimberly	199205	English
Hromika	Laura	199208	History
Jernigan	Jenifer	199208	Legal Administration
Baxter	John	199301	English
Blum	Alicia	199301	English
Carter	Mark	199301	English
Sharp	Michele	199301	Biology
Vause	Bethany	199301	English
Brantley	Elisha	199401	English
Lutz	Fawn	199401	Political Science
Francis	Mara	199405	Interdisciplinary Humanities
Harris	Jean	199501	Accounting
Mundy	Michele	199501	English
Raines	Michael	199501	History
Flynn	Catherine	199608	English
Crawford-Woods	Heather	199701	Biology
Davis	Valencia	199701	Interdisciplinary Social Science
Gill	Tara	199701	Elementary Education
Haggard	Wendy	199701	Biology
Jones	Dawn	199701	Psychology
Martin	Amy	199701	Communication Arts
Smith	Steve	199701	Psychology
Westhoff - Reid	Alicia	199701	English
White	Mark	199701	Political Science
Dudley-Sexton	Cameron	199705	Interdisciplinary Humanities
Trever	Stephen	199705	Psychology
Adams	Amy	199708	Psychology
Frank	Sandi	199708	Psychology
Sheppard	Kristen	199708	Psychology
Anson	Jennifer	199801	Psychology
Brown	Stephanie	199801	Biology
Cuebas	Amy	199801	English
Gillespie	Margaret	199801	Interdisciplinary Social Science
Kilduff	David	199801	Biology
Lugo	Minette	199801	Communication Arts
Ross-Chanin	Rebecca	199801	Marine Biology
Tisdale	Jennifer	199801	Psychology
Tremblay	Katie	199801	English
Brummer-Chapman	Stephanie	199808	Accounting
Lambo	Wendy	199808	Interdisciplinary Humanities
McConnell	Wendy	199808	Communication Arts

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Ordway	George	199808	Interdisciplinary Humanities
Squires	Cynthia	199808	Legal Administration
Aldrich	Simone	199901	Psychology
Bruni	Kerry	199901	Communication Arts
Carson	Melanie	199901	History
Ditzel	Allan	199901	Computer Science
Hagman-Langford	Jodie	199901	Elementary Education
Harris	Randall	199901	English
Hosman	James	199901	Business Administration, Marketing
Kilpatrick	Jessica	199901	Political Science
Teague	Kara	199901	Environmental Studies
van Dorp	Tilda	199901	Biology
Wilusz	Carey	199901	Social Work
Chipman	Heather	199905	English
Groh	Sara	199905	Biology
Hudson	Aundrea	199905	English
Beekman	Mary	199908	Biology
Paul	Jennifer	199908	Finance
Beekman	Mary	200001	Biology
Cantrell	Christina	200001	Psychology
Crooks	Carey	200001	Biology
Galipeau	Stephanie	200001	English
Garbini	Lisa	200001	Finance
Gray	James	200001	English
Jones	Christina	200001	Biology
Muller	Stacy	200001	Communication Arts
Norden	Laura	200001	Marine Biology
Perkins	Rebecca	200001	Psychology
Taylor	Tiffany	200001	Psychology
Ramirez	Jordan	200005	Music
Gilmore	Jennifer	200005	Political Science
Lowe	Andrea	200005	Psychology
Bui	Oanh	200008	Biology
Collins	Nicole	200008	Legal Administration
Ellsworth	Megan	200008	Business Admin, Management
Helms	Shannon	200008	English
Hosman	Johnathan	200008	Business Administration, Marketing
Watson	Jennifer	200008	English
Burkhardt	Dixie	200101	Psychology
Clapsaddle	Lisa	200101	Social Work
Gardner	Tamara	200101	International Studies
Jones	Michele	200101	International Studies
Madaio	Julie	200101	Business Administration, Marketing
Cramer	Weston	200108	Management
Denton	Carolyn	200108	International Studies
Hinkle	Carly	200108	Psychology
Marolla	Joanna	200108	Psychology
Andem	Emma	200201	Social Work
Benz	Jennifer	200201	Social Work
Crawford	Angela	200201	Middle Level Education
Cruz	Disraelly	200201	Communication Arts

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Evans	Jennifer	200201	Biology
Flick	Joshua	200201	Economics
Kawasaki	Cindy	200201	English
Kelly	Garth	200201	Computer Science
Lainhart	Melani	200201	Criminal Justice
Livanos	Alexander	200201	Computer Science
Quigley	Cristin	200201	Mathematics
Richardson	Leslie	200201	Theatre
Schrift	Angela	200201	Environmental Studies
Cunill	Mary Cunill	200205	Communication Arts
Davis	Spencer	200205	English
Gunton	Renita	200205	Interdisciplinary Humanities
Hratovic	Mirela	200205	Management
Niles	Jabin	200205	Business Administration, Marketing
Saveikonis	Amanda	200205	Business Administration, Marketing
Zapfell	Amber	200205	Environmental Studies
Duetsch	Maxwell	200301	History
Gatson	Charmere	200301	Communication Arts
Jones	Robin	200301	Psychology
Kizlauskas	Andy	200301	Marine Biology
Liming	Amy	200301	English
Loper	Keri	200301	Interdisciplinary Humanities
Merritt	Tyler	200301	English
Peyton	Cathy	200301	Psychology
Sansom	Rockford	200301	English
Sparks	Trevor	200301	Government
Wade	Aaron	200301	Physics
Stettinisch	Paul	200305	Biology
Guppy	Natasha	200308	Management Information Systems
Roberson	Meghan	200308	Business Admin, Management
Banchich	Sacha	200401	International Studies
Carruth	Rebecca	200401	Marine Biology
Ehlers	Ryan	200401	Environmental Studies
Eisele	Kimberly	200401	Environmental Studies
Galleher	Stacy	200401	Marine Biology
Hanna	Shannon	200401	Marine Biology
Hester	Michelle	200401	Biochemistry
Hunsucker	Scott	200401	Psychology
Jones	Angela	200401	Social Work
Taylor	Josi	200401	Marine Biology
Fergus	Erin	200408	Health, Leisure, & Exercise Science
Gonzalez	Jacob	200408	English
Mercer	Angela	200408	Interdisciplinary Information Technology
Qualls	Emily	200408	Psychology
Wolff	Betty	200408	Psychology
Bennett	Jeffrey	200501	Business Admin, Management
Coleman	Jessica	200501	English
Crutchfield	Luke	200501	English
Hamblen	Christopher	200501	Environmental Studies
Herman	Katharine	200501	Nursing
Howard	Eric	200501	Environmental Studies

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Janos	Brett	200501	History
Jimenez	Ana	200501	Marine Biology
Keen	Leigh Ann	200501	International Studies
Klein	David	200501	Psychology
Maynard Patrick	Stephanie	200501	Business Administration, Marketing
Melcher	Jennifer	200501	Anthropology/Archaeology
Perkins	Teri	200501	Social Work
Phillips	Jennifer	200501	History
Rendek	Emily	200501	English
Roberts	Tim	200501	History
Taunton	Ashley	200501	Marine Biology
Thoma	Kris	200501	Communication Arts
Shell	Shannon	200505	English
Cramer	Alisa	200508	Business Administration, Marketing
Hussey	Andrea	200508	Psychology
Kassof	Katie	200508	Communication Arts
Kaz	Alexis	200508	Biology
Larson	Erik	200508	Interdisciplinary Information Technology
McKeage	Desi	200508	Communication Arts
Moore	Timothy	200508	History
Brieger	Ashley	200601	Hospitality and Recreation Management
Dagen	John	200601	Communication Arts
Ellis	Nikita	200601	English
Ericksen	Sarah	200601	Political Science
Ford	Erin	200601	Communication Arts
Jaiprashad	Sunita	200601	Fine Arts
Lassiter	Lindsey	200601	History
Legan	Shauna	200601	Psychology
Legare	Jessica	200601	Advertising
Milstead	Timothy	200601	Environmental Studies
Vallin	Marc	200601	Communication Arts

**Program Review Report
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Appendix 15: Policies & Documents

Xeroxed materials follow

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Appendix 16: Annual Reports

Xeroxed material follows

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Appendix 17: Course Evaluation Materials

Xeroxed material follows

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Appendix 18: Honors Thesis Survival Guide

Xeroxed material follows

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Appendix 19: Honors Benefits

See pages 20 to 21 of this Report.

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Appendix 20: Curriculum Vita

ROBERT L. SPURRIER, JR.

ADDRESS INFORMATION

Office Address: The Honors College Telephone: (405) 744-6796
509 Edmon Low Library
Oklahoma State University FAX: (405) 744-6839
Stillwater, Oklahoma 74078-1073
E-Mail Address: robert.spurrier@okstate.edu
Home Address: 1808 Conridge Drive Telephone: (405) 844-7800
Edmond, Oklahoma 73034

EDUCATION

1972 Ph.D., University of California–Santa Barbara
Major: Political Science
Dissertation: Remedies for State Violations of Federal Constitutional Rights
Dissertation Director: C. Herman Pritchett
1968 A.M., University of Missouri–Columbia
Major: Political Science
Thesis: Aspects of Missouri Administrative Adjudication
Thesis Director: Lloyd M. Wells
1966 A.B. (Honors), University of Missouri–Columbia
Major: Political Science

ADMINISTRATIVE EXPERIENCE

2000 - Date Director, The Honors College, Oklahoma State University
1992 - 2000 Director, University Honors Program, Oklahoma State University
1988 - Date Director, Arts and Sciences Honors Program, Oklahoma State University
1989 - 1990 Director, University Honors Program, Oklahoma State University
1984 - 1988 Associate Director, Arts and Sciences Extension, Oklahoma State University
1982 - 1984 Assistant Director, Arts and Sciences Extension, Oklahoma State University

TEACHING EXPERIENCE

1980 – Date Professor of Political Science, Oklahoma State University
Constitutional Law: Division of Governmental Powers
Constitutional Law: Equal Protection of the Laws
Constitutional Law: Due Process of Law
Public Law and Private Rights
American Government
Honors Law and Legal Institutions
Honors Tutorial in Political Science
Introductory Honors Topics
Advanced Honors Topics
Arts & Sciences Honors Seminars
1976 – 1980 Associate Professor of Political Science, Oklahoma State University
Constitutional Law: Division of Governmental Powers
Constitutional Law: Civil Liberties
Judicial Process
Public Law and Private Rights
American Government
Honors Tutorial in Political Science
Arts & Sciences Honors Seminars
1972 – 1976 Assistant Professor of Political Science, Oklahoma State University
Constitutional Law: Division of Governmental Powers
Constitutional Law: Civil Liberties

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Administrative Law
American Presidency
Public Law Seminar
American Government
Arts & Sciences Honors Seminars
1968 – 1972 Graduate Fellow, University of California–Santa Barbara
Law and the Modern State
Constitutional Law: Powers
Constitutional Law: Liberties
Constitutional Remedies
1966 – 1968 Graduate Teaching Assistant, University of Missouri–Columbia
American Government

PROFESSIONAL ACTIVITIES

National Conference, Institutes, and Forum

2006 National Collegiate Honors Council Institute on Honors Assessment and Evaluation (institute co-chair)
2004 National Collegiate Honors Council Institute on Honors Assessment and Evaluation (institute co-chair)
1998 National Collegiate Honors Council (national conference chair)
1997 National Collegiate Honors Council Institute on Evaluation and Assessment (invited presenter)
1994 National Collegiate Honors Council Summer Forum on Technology and Honors (forum co-chair)

Conference Sessions Chaired

2005 “Honors as Gateway to the Legal Profession” (with Kambra Bolch, Texas Tech University) — National Collegiate Honors Council
2005 “Gateway to Honors Improvement: External Consultants and Reviewers” (with Rosalie Otero, University of New Mexico; Nancy McCarley, Mississippi State University; and Dennis Leyden, University of North Carolina at Greensboro) — National Collegiate Honors Council
2005 “Motivating Honors Students” (with Josie Capuana, State University of New York-Buffalo; Dwight Moore, Emporia State University; and Rosalie Otero, University of New Mexico) — “Developing in Honors” General Opening Session — National Collegiate Honors Council
2005 Developing in Honors Workshop (with Ricki Shine) — National Collegiate Honors Council
2004 “Making Honors History” (with Lydia Daniel, Hillsborough Community College; Joe Hendricks, Oregon State University; and John Zubizarreta, Columbia College) — National Collegiate Honors Council
2004 “Outside/Inside, Inside/Outside: External Honors Reviews” (with Conrad Kanagy, Elizabethtown College; Rosalie Otero, University of New Mexico, and Douglass Sullivan-González, University of Mississippi) — National Collegiate Honors Council
2004 Developing in Honors Workshop (with Ricki Shine) — National Collegiate Honors Council
2004 Developing in Honors Workshop — Great Plains Honors Council
2003 Developing in Honors Workshop (with Ricki Shine) — National Collegiate Honors Council
2003 “Using NCHC Leverage to Boost Honors” (with Rosalie Otero, University of New Mexico, and Douglass Sullivan-González, University of Mississippi) — National Collegiate Honors Council
2003 “Self-study in Anticipation of Assessment/Evaluation” (with Kate Bruce, University of North Carolina-Wilmington; Debra Holman, University of Northern Colorado; Hallie Savage, Clarion University; and Jonathan Wade, Abilene Christian University) — National Collegiate Honors Council
2002 Developing in Honors Workshop (with Ricki Shine) — National Collegiate Honors Council

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- 2002 “Instruments for Honors Assessment” (with Liz Beck, Iowa State University; John Grady, La Salle University; and Henry Rinne, University of Arkansas-Fort Smith) — Developing in Honors Workshop Panel — National Collegiate Honors Council
- 2001 Developing in Honors Workshop (with Jane Lawrence and Ricki Shine) — National Collegiate Honors Council
- 2001 “Harvesting the Honors Fields: The Role of Honors Advising” — National Collegiate Honors Council
- 2000 Developing in Honors Workshop (with Jane Lawrence and Ricki Shine) — National Collegiate Honors Council
- 1999 Developing in Honors Workshop (with Jane Lawrence) — National Collegiate Honors Council
- 1999 “Honors Recruiting and Advising: Keys to Success” — National Collegiate Honors Council
- 1999 “Bridging the Gap: A Conversation Among NCHC National, Regional, and NAAHP Officers” — National Collegiate Honors Council
- 1999 “The Ideal Honors Program We Imagine” — National Collegiate Honors Council
- 1999 “Building Bridges: National and Regional Honors Communication (with Gary Bell, Texas Tech University; Earl Brown, NCHC; Margaret Brown, NCHC; and Virginia McCombs, Oklahoma City University)— Great Plains Honors Council
- 1998 Developing in Honors Workshop (with Earl Brown, NCHC; Margaret Brown, NCHC; and Joan Digby, Long Island University) — Great Plains Honors Council
- 1997 Developing in Honors Workshop (with Jane Lawrence) — National Collegiate Honors Council
- 1996 Developing in Honors Workshop (with Jane Lawrence) — National Collegiate Honors Council
- 1996 Developing in Honors Workshop — Great Plains Honors Council
- 1995 Symposium on Nuts and Bolts of Honors Advising — National Collegiate Honors Council
- 1995 Developing in Honors Workshop (with Jane Lawrence) — National Collegiate Honors Council
- 1994 Developing in Honors Workshop — National Collegiate Honors Council
- 1994 Beginning in Honors (with Matt Campbell, Dale Knobel, and William Mech) — Great Plains Honors Council
- 1993 Beginning in Honors (with Anne Ponder and Matt Campbell) — Great Plains Honors Council
- 1992 – 1994 John and Edythe Portz Scholars — National Collegiate Honors Council
- 1984 The Future of Public Law and Public Personnel Administration — American Society for Public Administration
- 1979 Public Law Panel — Oklahoma Political Science Association
- Conference Papers and Presentations (Sessions Not Chaired)**
- 2004 “Awarding the Stamp of Approval: Should NCHC Accredit or Certify Honors Programs and Honors Colleges?” (with Gary Bell, Texas Tech University; Kate Bruce, University of North Carolina at Wilmington; Rosalie Otero, University of New Mexico; and Norm Weiner, State University of New York at Oswego) — National Collegiate Honors Council (Developing in Honors Workshop Session)
- 2004 “Becoming an NCHC-recommended Site Visitor” — Great Plains Honors Council
- 2003 “Leading Honors Colleges in Bad Financial Times” (with Stuart Palonsky, University of Missouri-Columbia, and Larry Andrews, Kent State University) — National Collegiate Honors Council
- 2003 “Using NCHC’s ‘Basic Characteristics’ to Boost Your Honors Program” (with Gary Bell, Texas Tech University) — Great Plains Honors Council
- 2002 “Mapping the Peaks and Valleys: External Honors Review” (with Larry Andrews, Kent State University) — National Collegiate Honors Council
- 2002 “Students and Faculty Scaling the Honors Peaks Together” (with Maggie Hill,

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Oklahoma State University; Rosalie Otero and Elizabeth Peck, University of New Mexico; Gary Bell and Kristen Reynolds, Texas Tech University) — National Collegiate Honors Council

2002 “Instruments for Honors Assessment” (with John Grady, La Salle University; Elizabeth Beck, Iowa State University; and Henry Rinne, University of Arkansas-Fort Smith) — National Collegiate Honors Council (Developing in Honors Workshop General Session)

2001 “External Reviews: How to Prepare for and Make the Most of Them” (with Arno Wittig, Ball State University) — National Collegiate Honors Council

2000 “How to Prepare for an External Review of Your Honors College or Honors Program (with Arno Wittig, Ball State University; Gloria Cox, University of North Texas; and John Wall, North Carolina State University) — National Collegiate Honors Council

2000 “Putting the Pieces Together to Form the Honors Whole” (with Sarah Phelps, Casey Tippens, and University Student Honors Council representatives) — National Collegiate Honors Council

2000 “Short- and Long-Term Funding for Honors” — National Collegiate Honors Council (Developing in Honors Workshop Panel)

2000 “Starting Your Own Honors Program” (with Joan Digby, Long Island University, and Virginia McCombs, Oklahoma City University) — Great Plains Honors Council

2000 “Getting Involved with NCHC Committees: The Benefits of National Service in Honors” — Upper Midwest Honors Council

2000 “Gaining the Support of the Administration” — Great Plains Honors Council (Developing in Honors Workshop General Session)

1999 “Developing Honors Outside the Arts & Sciences Disciplines” — National Collegiate Honors Council (Developing in Honors Workshop Panel)

1999 “Effective Honors Advising: A Key to Success” — Great Plains Honors Council (with Celeste Campbell and Casey Tippens)

1999 “Why I Stay in Honors” — Commonwealth Honors Program Conference (Massachusetts)

1998 “NCHC: Your National Honors Community” (with Earl Brown, NCHC; Margaret Brown, NCHC; and Joan Digby, Long Island University) — Great Plains Honors Council

1997 “Growing Pains in Honors” (with Gary Bell, Texas Tech University, and John Grady, La Salle University) — National Collegiate Honors Council

1997 “Maximizing Your NCHC Membership” — Great Plains Honors Council

1997 “The NCHC Satellite Seminar: A National Dialog” — Northeast Region Honors Council

1996 “Not Even the Sky’s the Limit: The NCHC Satellite Seminar” (with Ann Dempsey, St. Louis Community College, and Chris Willerton, Abilene Christian University) — National Collegiate Honors Council

1996 “Solid Rock or Shifting Sand: The First Amendment and the Internet,” as part of Symposium (“Shifting Ground: American Politics”) — National Collegiate Honors Council

1996 “Don’t Get Tangled in the Web: Internet for Beginners” (with Chris Willerton, Abilene Christian University, and Sarah Hague) — Great Plains Honors Council

1996 “The Sky’s the Limit: The 1996 NCHC Satellite Seminar” (with Ann Dempsey, St. Louis Community College, and Chris Willerton, Abilene Christian University) — Great Plains Honors Council

1995 “Making the Nation Our Neighborhood: NCHC Satellite Seminar” — National Collegiate Honors Council

1995 “Getting the Most Out of NCHC” (with Ada Long, University of Alabama at Birmingham) — Great Plains Honors Council

1995 “Using the Institutional Accreditation Process to Benefit Your Honors Program” (with Ada Long, University of Alabama at Birmingham) — Great Plains Honors

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Council

1995 “Developing in Honors” Workshop (with Ron Brown, Southwest Texas State University; Larry Clark, Southeast Missouri State University; Ada Long, University of Alabama at Birmingham; and Judith Zivanovic, Kansas State University) — Great Plains Honors Council

1994 “Developing in Honors” Workshop Sessions — National Collegiate Honors Council

1994 “Involving Honors Programs in the Accreditation Process” (with Richard Cummings, University of Utah, and William Mech, Boise State University) — National Collegiate Honors Council

1994 “Student Evaluation of Honors Courses: How to be Non-threatening and Effective at the Same Time” (with Alaina Harrington) as part of Interinstitutional Collaborative Symposium on Assessment and Evaluation — National Collegiate Honors Council

1994 “Establishing a ‘Satellite Seminar’ for NCHC Institutions” — National Collegiate Honors Council

1994 “New Students Crossing Thresholds and Barriers: An Interdisciplinary Approach to Honors Freshman Orientation” (with Alaina Harrington and Sarah McLean) — National Collegiate Honors Council

1993 “The Potential Pecuniary Peril of Not Putting ‘First (Amendment) Things First’ at Public Colleges and Universities” — National Collegiate Honors Council

1993 “A Parallel Honors Advising System for a Large University” — National Collegiate Honors Council

1993 “Beginning in Honors” (with Anne Ponder, Kenyon College, and Matt Campbell, Johnson County Community College) — Great Plains Honors Council

1991 “Making the Grade: Evaluation of AP American Government by Satellite — National School Boards Association Technology Conference

1990 “Changing the Boundaries: Moving from a Liberal Arts Honors Program to a University-wide Honors Program” — National Collegiate Honors Council

1989 “The College Honors Program Opportunity” — National Collegiate Honors Council

1986 “Constitutional Torts and Section 1983: Expanding Areas of Liability” — National Institute on the Administration of Religious Programs in Corrections

1985 “Defending Against Suits Filed Under 42 U.S.C. Section 1983: Statutory Origins and Key Developmental Issues” — Attorney General’s Defense of Section 1983 Actions Seminar

1985 “Federal Civil Rights Suits Against State and Local Officials and Governmental Entities” — National Institute on the Administration of Religious Programs in Corrections

1984 “Assessing Awards of Money Damages Under 42 U.S.C. Section 1983” — American Society for Public Administration

1983 “Roth Revisited: The Right to a Hearing in Public Personnel Decisions” — American Society for Public Administration

1982 “Paying the Piper in Federal Civil Rights Litigation” — American Society for Public Administration

1982 “Assessing the Impact of State Legislation on Work Stoppages in the Public Sector” (with William Parle) — American Society for Public Administration

1981 “The Trial Court Writ Small: Small Claims Adjudication in Oklahoma” — Midwest Political Science Association

1979 “Minor Dispute Resolution in Oklahoma: A Preliminary Report” — Oklahoma Political Science Association

1975 “The Supreme Court and Politics After Watergate” — Oklahoma Political Science Association

1974 “Federal Criminal Law Enforcement and State Officer Violation of Civil Rights” — Oklahoma Academy of Science

PUBLICATIONS

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Books and Chapters

- 2005 Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook, with Rosalie Otero (National Collegiate Honors Council)
- 1991 "The Judicial System," with James J. Lawler in Robert England, et al., Oklahoma Government: People, Politics, and Policies (University of Nebraska Press, Lincoln).
- 1986 Rights, Wrongs, and Remedies (Associated Faculty Press, New York).
- 1983 Inexpensive Justice, national edition (Associated Faculty Press, Port Washington, N.Y.).
- 1982 Inexpensive Justice, revised edition (Kennikat, Port Washington, N.Y.).
- 1981 Governing the Nation (Kendall/Hunt, Dubuque, Iowa), with James J. Lawler.
- 1980 Inexpensive Justice (Kennikat, Port Washington, N.Y.).
- 1979 American Government: The Institutional Basics (Kendall/Hunt, Dubuque, Iowa), with James J. Lawler.
- 1978 American Government: A Modular Approach (Kendall/Hunt, Dubuque, Iowa), with James J. Lawler.
- 1977 To Preserve These Rights (Kennikat, Port Washington, N.Y.).

Articles

- 2002 "Technology and the NCHC," 3 Journal of The National Collegiate Honors Council 7 (Fall/Winter 2002).
- 2001 "Major Scholarship Competition Preparation at NCHC Institutions," 22 National Honors Report 12 (Fall, 2001).
- 2001 "Honors Advising at NCHC Institutions," 22 National Honors Report 55 (Summer, 2001).
- 2000 "I Can Imagine," 20 National Honors Report 1 (Winter, 2000).
- 1999 "A Constitutional Convention: Results of NCHC's Executive Committee," 20 National Honors Report 9 (Fall, 1999).
- 1999 "Opportunity, Responsibility, and Accountability," 21 National Honors Report 34 (Spring, 1999).
- 1999 "National Conference Report: Chicago, 1998," 21 National Honors Report 35 (Spring, 1999).
- 1996 "The Nuts and Bolts of Honors Advising," 17 National Honors Report 13, with Alaina Harrington, et al. (Fall, 1996).
- 1995 "Ten Suggestions for Using Your Institutional Accreditation Process to Benefit Your Honors Program," 16 National Honors Report 21 (Summer, 1995).
- 1995 "NCHC Satellite Seminar to Promote National Dialogue on Dispute Resolution in Fall of 1995," 16 National Honors Report 46 (Spring, 1995).
- 1995 "Making the Grade: Live Satellite Delivery of College-level Material," 22 Forum for Honors 2 (Fall, 1995).
- 1994 "The Potential Pecuniary Peril of Not Putting 'First (Amendment) Things First' at Public Colleges and Universities," 21 Forum for Honors 25 (Fall/Winter, 1993).
- 1994 "Developing a Parallel Honors Advising System," 15 National Honors Report 5 (Spring, 1994).
- 1994 "Report from the Portz Fund Committee: Grants Awarded, Portz Scholars Recognized," 15 National Honors Report 43, with Jane Fiori Lawrence (Winter, 1994).
- 1993 "Why Should You Apply for a Portz Fund Grant?" 14 National Honors Report 51 (Summer, 1993).
- 1993 "Innovation on a National Scale: A Portz Fund Possibility," 14 National Honors Report 40 (Spring, 1993).
- 1993 "Portz Fund Committee: Past, Present, Future," 13 National Honors Report 28 (Winter, 1993).
- 1990 "Spreading the Honors Message by Satellite," 10 National Honors Report 14 (Winter, 1990).
- 1986 "Caveat Public Employer: Legal Issues in Non-Federal Agency Reductions in Force," 10 Public Administration Quarterly 60 (1986).

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1984 "Federal Constitutional Rights: Priceless or Worthless?" 20 University of Tulsa Law Journal 1 (1984).

1983 "Paying the Piper in Federal Civil Rights Litigation," 43 Public Administration Review 199 (1983).

1982 "The Trial Court Writ Small: Small Claims Adjudication in Oklahoma," 10 Southeastern Political Review 59 (1982).

1979 "Use of Counsel in Oklahoma's Small Claims Courts: Judicial Perceptions, Empirical Data, and Recommended Reforms," 15 University of Tulsa Law Journal 70 (1979).

1977 "Small Claims are Big Business in Oklahoma," 14 University of Tulsa Law Journal 327 (1977).

1976 "McAlester and After: Section 242, Title 18 of the United States Code and the Protection of Civil Rights," 12 University of Tulsa Law Journal 347 (1976).

RELATED EXPERIENCE

1979, 1988 consultant on federal civil rights litigation

1962 - 1966 broadcast radio experience

PROFESSIONAL ORGANIZATIONS

National Collegiate Honors Council

Nominating Committee, 2006

Governance Committee (Co-chair, 2006)

Board of Directors, 2005-2008

Honors Assessment and Evaluation Committee (Co-chair, 2003-06)

Ad Hoc Strategic Planning Committee, 2003

Executive Committee Parliamentarian, 2002-2006

Editorial Board, Honors in Practice, 2005-2006

Constitution and Bylaws Committee, 1999-2006 (Chair, 2002, 2003)

Honors Advising and Major Scholarship Preparation Committee, 2001-03

(Co-chair, 2001-02)

Immediate Past President, 1999-2000

President, 1998-99

President-Elect, 1997-98

Vice President, 1996-97

Executive Committee, 1994-1996

"The Family and the Law" (part of 1997 NCHC Satellite Seminar), 1997

"The Arts: Landscape of Our Time" (1996 NCHC Satellite Seminar), 1996

"Resolving Disputes in a Contentious World" (1995 NCHC Satellite Seminar), 1995

Technology and Honors Committee, Co-chair, 1994-1995; Chair, 1995-96;

Co-Chair, 1996

"Innovations in Honors Programs" National Teleconference, 1994

Task Force on Teleconferencing and Distance Learning Technology,

Co-chair, 1993-1994

Conference Planning Committee for 1995, 1997, 1998 (chair), 1999, 2000-2007

Finance Committee, 1998

Ad Hoc Committee on Scholarships, 1994

Portz Fund Committee, 1989-1995 (2 terms), Chair, 1992-94 Co-chair, 1994-95

Portz Scholars Subcommittee Co-Chair, 1990-94

National Conference Consultant's Lounge, 1992-1997, 1999-2002

"The College Honors Program Opportunity" (national teleconference with Anne Ponder), 1989

Great Plains Honors Council

Annual Conference Planning Coordinator, 1993, 1995, 2000

EXTENSION ACTIVITIES

1991 - 1992 "AP American Government by Satellite"

1983 - 1994 Satellite Video Teleconferences [c = coordinator, p = on-camera presenter]

Program Review Report University Honors Program

"Inexpensive Justice" - 1994,1993,1992,1989, 1988, 1987, 1986, 1984, 1983 [c,p]

"From Slates to Satellites" - 1991 [p]

"Showcasing American Government by Satellite" - 1990 [p]

"The College Honors Program Opportunity" (with Anne Ponder)
- 1989 [c,p]

"Money Making Marketing" - 1988 [c]

"Hitting for Power and Average" - 1988 [c]

"Get That Job!" - 1987 [c]

"Small Business Advertising" - 1986 [c]

"International Terrorism: Is the U.S. Next?" - 1986 [c,p]

"IBM Statistics Teleconference" - 1985 [c]

"Congress: Is It Working?" (one of three uplink sites) - 1985 [c]

1984 - 1988 Developed and taught non-credit workshops, "Legal Research Techniques"

1980 - 1994 Developed and taught non-credit workshop on use of small claims court 134 times—including offerings in Oklahoma, Colorado, and Utah as well as nine teleconferences to 8,600 participants)

1975 - 1987 Developed and taught political science mini-course series which generated 1,445 student credit hours

1983 - 1988 Coordination of Arts and Sciences national satellite video teleconference programming development

RESEARCH INTERESTS

federal civil rights litigation and policies

minor disputes resolution

EXTERNAL HONORS REVIEWS AND CONSULTING

2006 City University of New York (chair) [scheduled]

2006 Widener University [scheduled]

2006 Towson University

2006 Central Michigan University (consulting)

2006 University of Texas Pan American

2006 Northeastern University (consulting, chair)

2005 Northern Illinois University (consulting)

2005 Mississippi State University

2005 Indiana State University

2004 University of North Carolina-Greensboro (consulting)

2004 University of Wisconsin-Oshkosh

2004 Hillsborough Community College (honors faculty training)

2004 Elizabethtown College

2003 Oral Roberts University (consulting)

2003 University of Northern Colorado (chair)

2003 University of Arkansas at Fort Smith (consulting)

2003 Abilene Christian University

2002 The University of Mississippi (chair)

2001 Kent State University

2001 University of Southern Maine

2001 University of Louisville (chair)

2001 North Carolina State University (chair) [return visit]

2000 University of Michigan-Flint [did not involve site visit]

2000 Bowling Green State University

2000 North Carolina State University (chair) [return visit]

1999 NCHC-recommended Site Visitor

1999 Clemson University

1998 North Carolina State University (chair)

1998 University of North Texas

AWARDS AND HONORS

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Academic Honors

Phi Beta Kappa, Pi Sigma Alpha, Phi Kappa Phi (elected as faculty member)

Teaching Awards

2002 Phi Eta Sigma Award for Excellence in Undergraduate Teaching — Oklahoma State University

1992 Phi Eta Sigma Award for Excellence in Freshman Instruction — Oklahoma State University

1981 AMOCO Outstanding Teacher Award — Oklahoma State University

1981 Outstanding Teacher, College of Arts and Sciences (Arts and Sciences Student Council) — Oklahoma State University

1977 Oklahoma State University Teacher of the Year (Alumni Association and Blue Key) — Oklahoma State University

1977 Outstanding Teacher, College of Arts and Sciences (Alumni Association and Blue Key) — Oklahoma State University

1976 Outstanding Social Sciences Teacher, College of Arts and Sciences (Arts and Sciences Student Council) — Oklahoma State University

Advising Awards

1982 Distinguished Service Award for Academic Advising (College of Arts and Sciences) — Oklahoma State University

1977 Outstanding Academic Advisor, College of Arts and Sciences (Arts and Sciences Student Council) — Oklahoma State University

Extension Awards

1991 University Extension Outstanding Faculty Award — Oklahoma State University

1991 "AP American Government by Satellite" selected as second prize winner for best distance education program, grades K-12, in TeleCon 1991 national competition

1989 "Inexpensive Justice" selected as one of fifteen most successful non-credit programs the decade, Conference on Most Successful Non-credit Programs (Jacksonville, Florida)

1984 Conferences and Institutes Creative Programming Award, National University Continuing Education Association (for "Inexpensive Justice" Teleconference)

UNIVERSITY AND COLLEGE COMMITTEES (service during various periods, 1972 - Date)

Oklahoma State University

Enrollment Management Council

Don Nickles Fellows Selection Committee

North Central Association Higher Learning Commission Self-Study Subcommittee

Registrar Search Committee

High School and College Relations Office Review Committee (chair)

Associate Director of Undergraduate Admissions Search Committee (chair)

University Honors Council (chair)

Truman Scholarship Committee (chair)

Phi Beta Kappa Committee (chair)

Academic Appeals Board (co-chair)

Prestigious Scholarships Committee

North Central Association Accreditation Academic Programs and Resources Task Force

Student Conduct Committee

Faculty Council Student Affairs Committee

Ad Hoc Committee on Academic Dishonesty

AMOCO Outstanding Teacher Award Selection Committee

University Extension Outstanding Faculty Award Selection Committee

College of Arts and Sciences

Board of Faculty Representatives (chair)

Extension Advisory Committee (chair)

Honors Committee (chair)

Undergraduate Scholarship Committee (chair)

Teleconferencing Task Force (chair)

Curriculum Committee (chair, social sciences subcommittee)

Program Review Report

University Honors Program

Department Head Search Committee, Speech and Language Pathology and
Audiology (chair)

Program Review Report University Honors Program

Vita for

Katherine E. M. Bruce

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University of North Carolina at Wilmington
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Education

Ph.D.	Psychology	University of Georgia	1984
M. A.	Health Education	University of Georgia	1984
M. S.	Psychology	University of Georgia	1980
B. A.	Psychobiology	Rhodes College	1978

Professional Experience

Professor of Psychology University of North Carolina Wilmington 1994-present

Director, Honors Scholars Program
North Carolina Wilmington University of North Carolina Wilmington 1999-present

Director, Center for the University of North Carolina Wilmington 2005-present
Support of Undergraduate Research

Associate Dean, University of North Carolina Wilmington 1997-1999
Graduate School

Graduate Coordinator Psychology Department, UNC Wilmington 1993-1997

Associate Professor Psychology Department, UNC Wilmington 1989-1994

Assistant Professor Psychology Department, UNC Wilmington 1984-1989

Affiliate Scientist Yerkes Regional Primate Research Center 1985-1989
Emory University, Atlanta, Georgia

Teaching Assistant Department of Health & Safety University of Georgia, Athens, Georgia 1983-1984

Graduate Assistant Univ. Health Service, University of Georgia 1982-1983

Research Technician Yerkes Regional Primate Research Center 1980-1982
Field Station, Lawrenceville, Georgia

Teaching/Research Asst. Psychology Dept, University of Georgia 1978-1982

Research Technician New York State Psychiatric Institute, New York, NY Summer 1979

Program Review Report

University Honors Program

Sr. Research Assistant Memphis Mental Health Institute 1977-1978

Research Grants Awarded

National Science Foundation, Competition and communication: Research opportunities for women award, \$11,526, 1989-1991.

University of North Carolina at Wilmington, Faculty Research and Development Fund, Attitudes about AIDS: Sexually transmitted disease clinic clients, \$1,000, 1989.

North Carolina Alcoholism Research Authority, Role of the GABA-benzodiazepine receptor complex in the mediation of ethanol actions: Behavioral pharmacological analysis, \$14,018, 1986-1987 (with M. Galizio).

University of North Carolina at Wilmington, Faculty Research and Development Fund, A pilot study to investigate the function of copulatory harassment in stump-tail macaques, \$909, 1985-1986.

Service Grants

Governor's Institute on Alcohol and Drug Problems, North Carolina Addictions Training Center, Psychology Student Internship Scholarships, \$5000, 1996-1997 (with Nora Noel); Program Development Grant, \$3500, 1997-1998 (with Nora Noel).

North Carolina Department of Mental Health, Developmental Disabilities, and Substance Abuse Services, Psychology Graduate Student Scholarships: \$5000, 1993-1994; \$6500, 1994-1995; \$7000, 1995-1996; \$7000, 1996-1997; \$7000, 1997-1998 (with Mark Galizio).

Publications

Related to HIV/AIDS & Human Sexuality

Bruce, K. (2003). Women and AIDS: Invited editorial. *Health Care for Women International*, 24, 281-284.

Bruce, K. & Walker, L*. &. (2001). College students' attitudes about AIDS: 1986-2000. *AIDS Education and Prevention*, 13, 428-437.

Boshamer, C. B. & Bruce, K. (1999). A scale to measure attitudes about HIV-antibody testing: Development and psychometric validation. *AIDS Education & Prevention*, 11, 400-413.

Bruce, K. (reprinted, 1998). The Herpes Attitude Scale and the Herpes Knowledge Scale. In *Sexuality-related measures: A compendium*. (2nd Edition). C. Davis, W. Yarber, Bauserman, R., Shreer, G., & S. Davis, Eds., pp. 301-304. Thousand Oaks, CA: Sage Publications.

Shrum, J. C., Turner, N., & Bruce, K. (1998). The AIDS Attitude Scale. In *Sexuality-related measures: A compendium*. (2nd Edition). C. Davis, W. Yarber, Bauserman, R., Shreer, G., & S. Davis, Eds., pp. 346-347. Thousand Oaks, CA: Sage Publications.

Bruce, K., & Reid, B. (1998). Assessing the construct validity of the AIDS Attitude Scale. *AIDS Education & Prevention*, 10, 75-89.

Cohen, D., & Bruce, K. (1997). Sex and mortality: Real risk and perceived susceptibility. *The Journal of Sex Research*, 34.

Bruce, K., & Tarant, S. (1997). Characteristics of female college

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students attending the NAMES Project AIDS Memorial Quilt. *Journal of Sex Education & Therapy*, 22(2), 31-36.

Bruce, K., Pilgrim, C., & Spivey, R. (1994). Assessing the impact of Magic Johnson's HIV positive announcement on a university campus? *Journal of Sex Education & Therapy*, 20, 264-276.

Bruce, K. (1993). Review of "Motivational interviewing: Preparing people to change addictive behavior." *AIDS Education and Prevention*, 5, 91-92.

Bruce, K., & Moineau, S. (1991). A comparison of sexually transmitted disease clinic patients and undergraduates: Implications for AIDS prevention and education. *Health Values*, 15, 5-12. (special issue on HIV/AIDS).

Bruce, K., Shrum, J. Trefethen, C., & Slovik, L. (1990). Students' attitudes about AIDS, homosexuality, and condoms. *AIDS Education and Prevention*, 2, 220-234.

Shrum, J., Turner, N., & Bruce, K. (1989). Development of an instrument to measure attitudes towards AIDS. *AIDS Education and Prevention*, 1, 222-230.

Bruce, K. E., & Bullins, C. (1989). Attitudes and knowledge about genital herpes in two university populations. *Journal of Sex Education and Therapy*, 15, 257-270.

Bruce, K. (1988). The Herpes Attitude Scale and the Herpes Knowledge Scale. In *Sexuality-related measures: A compendium*. C. Davis, W. Yarber & S. Davis, Eds., pp. 271-275. Lake Mills, Iowa: Graphic Publishing Co.

Bruce, K. E. M., & McLaughlin, J. (1986). The development of scales to assess knowledge and attitudes about genital herpes. *The Journal of Sex Research*, 22, 73-84.

Becker, J. V., Skinner, L., Abel, G. G., Howell, J., & Bruce, K. (1982). The effects of sexual assault on rape and attempted rape victims. *Victimology*, 7, 106-113.

Hoon, P. W., Bruce, K., & Kincheloe, B. (1982). Does the menstrual cycle play a role in sexual arousal? *Psychophysiology*, 19, 21-27.

Related to Animal Behavior

McLaughlin, M. & Bruce, K. (2001). The effect of male familiarity on proximity time in female eastern mosquitofish (*Gambusia holbrooki*). *Psychological Record*, 51, 237-250.

Bruce, K., & White, W. (1995). Agonistic relationships and sexual behaviour patterns in male guppies (*Poecilia reticulata*). *Animal Behaviour*, 50, 1009-1021.

Bruce, K., & Estep, D. (1992). Interruption of and harassment during copulation of stump-tail macaques (*Macaca arctoides*). *Animal Behaviour*, 44, 1029-1044.

Bernstein, I., Estep, D., Bruce, K., & Phillips, K. (1992). Effects of periodic removal and reintroduction on the social and sexual behavior of stump-tail macaques (*Macaca arctoides*). *Folia Primatologica*, 59, 213-216.

Bruce, K. E., Estep, D. Q., & Baker, S. C. (1988). Social

Program Review Report University Honors Program

interactions following parturition in stumptail macaques. *American Journal of Primatology*, 15, 1-15.

Estep, D. Q., Nieuwenhuijsen, K., Bruce, K. et al. (1988). Inhibition of sexual behaviour among subordinate stumptail macaques (*Macaca arctoides*). *Animal Behaviour*, 36, 854-864.

Bruce, K. E. (1987). A classical view of animal behavior. *Contemporary Psychology*, 32, 269.

Bruce, K., & Estep, D. (1987). Body weight regulation and gonadal hormone manipulation in female eastern chipmunks. *Bulletin of the Psychonomic Society*, 25, 20-22.

Estep, D. Q., Bruce, K. E. M., Johnston, M. E., & Gordon, T. P. (1984). Sexual behavior of group-housed stumptail macaques (*Macaca arctoides*): Temporal, demographic, and sociosexual relationships. *Folia Primatologica*, 42, 115-126.

Bernstein, I. S., Bruce, K., & Williams, L. (1982). The influence of male presence on the sexual cycle of black ape females (*Macaca nigra*). *Primates*, 23, 587-591.

Estep, D. Q., & Bruce, K. E. M. (1979). The concept of rape in nonhumans: A critique. *Animal Behaviour*, 29, 1272-1273.

Related to Honors

Bruce, K. (2005). Travels with Charley... and Mike and Becky and Nina and Melissa and Tauheed and Johanna and Matt and John. pp. 34-35 (In *Smart Choices: Peterson's Guide to Honors Programs and Colleges*, 4th edition (J. Digby, Ed.). Lawrenceville, NJ: Thomson. (invited introductory chapter).

Albert, A. M., & Bruce, K. (2002). Introducing the video web-board as a technologic enhancement to your honors course. *Journal of the National Collegiate Honors Council*. 3, 33-44.

Conference Presentations

Related to HIV/AIDS & Human Sexuality

Williamson, A. & Bruce, K. (March 2004; April, 2004). Love Attitudes, Sexual Behavior and Gender Roles in College Students. Poster presented at the Sandhills Psi Chi Conference and the Southern Regional Honors Council conference, both Wilmington, NC.

McMullin, D.*, & Bruce, K. (March 2002). Black and White college students' attitudes toward homosexuals. Paper presented at the annual meeting of the Southeastern Psychological Association, Orlando, FL. (Darcy won First Place in the SEPA/CEPO Student Research Awards, Minority Issues Division for this paper!).

McMullen, D., & Bruce, K. (April, 2001). Assessing the validity of the Bem Sex Role Inventory. Poster presented at the North Carolina Psychological Association, Raleigh, NC.

Walker, L. & Bruce, K. (March, 2000). Attitudes about AIDS: A longitudinal analysis. Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans.

Mathis, M. & Bruce, K. (March 1999). An intervention to promote HIV antibody testing among college students. Presented at the annual meeting of the Southeastern Psychological Association, Savannah, GA.

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Bruce, K., Mathis, M., Debose, G., & Hawes, E. (March 1998). Gender differences in attitudes about AIDS: A meta-analysis. Paper presented at the annual meeting of the Southeastern Psychological Association, Mobile, AL.

Bruce, K. & Cohen, D. J. (August, 1997). Perceptions of susceptibility to HIV infection. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.

Bruce, K. & Beckwith, H. (May, 1997). Understanding refusals for HIV antibody testing in hard-to-reach populations. Symposium paper presented at the 6th Biennial Conference on Community Research and Action, Columbia, SC. (with Dr. Wendee Wechsberg, Research Triangle Institute)

Boshamer, B. & Bruce, K. (April, 1997). The development of the Attitudes toward HIV Testing Scale. Poster presented at the 43rd annual meeting of the Southeastern Psychological Association, Atlanta, GA.

Bruce, K. & Boshamer, B. (November, 1996). Profiles of clients requesting HIV testing at different sites: Implications for intervention. Paper presented at the 10th International Conference on AIDS Education, Atlanta.

Boshamer, B. & Bruce, K. (March, 1996). HIV testing strategies and implications for behavior change. Poster presented at the 42nd annual meeting of the Southeastern Psychological Association, Norfolk, VA.

Kovach, H. & Bruce, K. (March, 1996). Self-protective behaviors following sexual assault. Poster presented at the 42nd annual meeting of the Southeastern Psychological Association, Norfolk, VA.

Boshamer, B., Hansley, W., Bilodeau, J., Stancil, L., & Bruce, K. (February, 1996). Teaming Drug Treatment with HIV Outreach: An Effective Approach? Presented at the annual meeting of the Governor's Institute on Alcohol and Drug Problems, Greensboro, NC.

Boshamer, B., Hansley, W., Bilodeau, J., Stancil, L., & Bruce, K. (May, 1995). Teaming HIV Outreach with Drug Abuse Treatment. Poster presented at the national meeting for HIV Outreach programs funded by the Centers for Substance Abuse Treatment, Washington, DC.

Bruce, K. & Reid, B. (March, 1995). The AIDS Attitude Scale: Validity assessment. Presented at the 41st annual meeting of the Southeastern Psychological Association, Savannah, GA.

Bruce, K., Pilgrim, C., Spivey, R., Gosnell, J., Darrenkamp, A., & Doles, R. (1993, October). Did Magic Johnson's HIV positive announcement affect undergraduates' behavior? Poster presented at the annual meeting of the Southeastern Association for Behavior Analysis, Chapel Hill, NC.

Bruce, K., Pilgrim, C., Doles, R., & Gosnell, J. (1991, October). AIDS education on campus: Can we see an impact? Poster presentation at the annual meeting of the Southeastern Association for Behavior Analysis, Charleston, SC.

Bruce, K. (1990, April). Assessing attitudes about AIDS and AIDS prevention among STD clients and undergraduates. Society for the Scientific Study of Sex - Eastern Region, Norfolk, VA.

Bruce, K. (1989, September). Attitudes about AIDS: Surveys of STD

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clients and university undergraduates. 3rd International Conference on AIDS Education, Nashville.

Bruce, K., Shrum, J., Slovik, L., Trefethen, C., & Tiedemann, N. (1988, April). Students' attitudes about AIDS, homosexuality, and condom use. Society for the Scientific study of Sex-Eastern Region, Baltimore, MD.

Bruce, K. E., Slovik, L., & Shrum, J. (1987, March). Students' attitudes about AIDS and homosexuality. Southeastern Psychological Association, Atlanta, GA.

Bruce, K. (1985, March). Instruments to assess knowledge and attitudes about genital herpes: The herpes attitudes scale (HAS) and herpes knowledge scale (HKS). Southeastern Psychological Association, Atlanta.

Bruce, K. E. M. (1984, April). Student knowledge and attitudes about genital herpes: Questionnaire development. American College Health Association, Atlanta, GA.

Related to Animal Behavior

Poerstel, B.*, Rayburn Reeves, R.*, Weiland, K.*, Bruce, K. & Galizio, M. (October 2006). Olfactory cues and generalized identity matching in rats. Presented at the Southeastern Association for Behavior Analysis meeting, Greenville, SC.

McMillan, M.*, Randall, C.*, Poerstel, B.*, & Bruce, K. (March 2006). Male mate choice in the eastern mosquitofish (*Gambusia holbrooki*). Presented at the Eastern Psychological Association meeting, Baltimore.

Bruce, K & Simone, M.* (July 2004). Male size and melanism influence social interactions in eastern mosquitofish (*Gambusia holbrooki*). Poster presentation at the American Psychological Association meeting, Hawaii.

Ennis, M.*, Slack, P.*, & Bruce, K. (May 2003). The effect of male size and female deprivation on female mate choice in the mosquitofish (*Gambusia holbrooki*). Poster presented at the annual meeting of the American Psychological Society, Atlanta.

Simone, M.* & Bruce, K. (March 2003). Social interactions based on male size and melanism in the mosquitofish (*Gambusia holbrooki*). Paper presented at the North Carolina Academy of Sciences 100th annual meeting, Wilmington, NC.

Simone, M.* & Bruce, K. (March 2002). Sexual and aggressive social interactions based on male size in the mosquitofish (*Gambusia holbrooki*). Paper presented at the North Carolina Academy of Sciences 99th annual meeting, Chapel Hill, NC.

Bruce, K., Moore, D.*, Guzman, C.*, & Simone, M.* (August 2001). Do female eastern mosquitofish (*Gambusia holbrooki*) prefer larger males? Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Moore, D. M. & Bruce, K.E. (August, 2000). Female preferences and male familiarity in eastern mosquitofish, *Gambusia holbrooki*. Poster presented at the annual meeting of the Animal Behavior Society, Atlanta, GA.

Hammack, D. & Bruce, K. (April, 2000). The role of melanism in male-male competition among eastern mosquitofish, *Gambusia holbrooki*. North Carolina Academy of Sciences annual meeting, Raleigh, NC

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Bruce, K., Wadsworth, S., Ferrell, J., & Moore, D. (March 1999). Male size and female mate choice in eastern mosquitofish, *Gambusia holbrooki*. Poster presented at the annual meeting of the Southeastern Psychological Association, Savannah, GA.

McLaughlin, M. & Bruce, K. (June, 1997). Female mosquitofish (*Gambusia affinis holbrooki*) distinguish familiar and unfamiliar males. Poster presented at the annual meeting of the Animal Behavior Society, College Park, MD.

Sawrey, K. & Bruce, K. (March, 1995). Little animals, big questions: Voles (*Microtus*) in psychological research. Invited symposium presentation at the 41st annual meeting of the Southeastern Psychological Association, Savannah, GA.

Sawrey, K. & Bruce, K. (1994, July). Sources of sex recognition odors: Sex and species differences in voles (*Microtus*). Presented at the annual meeting of the Animal Behavior Society, Seattle, WA.

Sawrey, K., & Bruce, K. (1992, June). Weanling montane voles discriminate conspecific odor preferences. Poster presented at the Animal Behavior Society annual meeting, Kingston, Ontario.

Bruce, K., Scott, D., Pace, T., Penuel, M., Smith M., & Morganelli, D. (1991, October). Mate choice in *Poecillids*: A single subject methodology. Poster presentation at the annual meeting of the Southeastern Association for Behavior Analysis, Charleston, SC.

Bruce, K., White, W., & Smith, M. (1991, June). Social interactions following the introduction of unfamiliar males in guppies (*Poecilia reticulata*). Poster presentation at the Animal Behavior Society annual meeting, Wilmington, NC.

Bruce, K., Galizio, M., & Matthews, M. (1991, April). Ethanol effects on the sexual and aggressive behavior of *Poecilia reticulata*. Alcoholism Research Authority annual meeting, Raleigh, NC.

Bruce, K., Snyder, E., & White, W. (1990, June). Male-male competition among freshwater guppies. Animal Behavior Society, Binghamton, NY.

Bruce, K., Matthews, M., & Bichsel, C. (1989, June). Alpha male presence affects subordinate males' sexual behavior in the guppy. Animal Behavior Society, Highland Heights, KY.

Bruce, K., Matthews, M., & Bichsel, C. (1988, August). Alpha male presence and subordinate males' sexual behavior of the male guppy (*Poecilia reticulata*). International Society of Comparative Psychology, Sydney, Australia.

Bruce, K. E., Estep, D., & Forand, K. (1987, June). Hoarding by Syrian golden hamsters (*Mesocricetus auratus*). Animal Behavior Society, Williamstown, MA.

Bruce, K. E. M., & Estep, D. Q. (1986, June). Contexts for the hindquarters presentation posture in stumptail macaques (*Macaca arctoides*). American Society of Primatologists, Austin, TX.

Bruce, K. E. (1986, June). Interactions following copulatory harassment by stumptail macaques. Animal Behavior Society, Tucson, AZ.

Estep, D. Q., Bruce, K. E. M. et al. (1986, June). Social inhibition of copulation in *Macaca arctoides*. Animal Behavior Society,

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Tucson, AZ.

Kyes, R. C., Estep, D. Q., Bruce, K. E. M., et al. (1986, June). Sex and aggression in stump-tail macaques (*Macaca arctoides*). American Society of Primatologists, Austin, TX.

Estep, D. Q., & Bruce, K. E. M. (1985, August). Forced mating in nonhumans: Descriptive, definitional and conceptual problems. International Ethological Conference, Toulouse, France.

Bruce, K., & Estep, D. Q. (1985, June). Parameters of copulatory harassment in stump-tail macaques (*Macaca arctoides*). Animal Behavior Society, Raleigh, NC.

Bruce, K. E. M., & Estep, D. Q. (1984, August). Social interactions following parturition in stump-tail macaques (*Macaca arctoides*). Animal Behavior Society, Cheney, WA.

Bruce, K. E. M. (1982, August). Sexual harassment in a captive group of stump-tail macaques (*Macaca arctoides*). International Primatological Society, Atlanta, GA.

Estep, D. Q., Bruce, K. E. M., & Johnston, M. E. (1982, August). Sexual behavior and reproductive status in a social group of stump-tail macaques (*Macaca arctoides*). International Primatological Society, Atlanta, GA.

Related to Honors

Sheffer, I.*, Puckett, J.*, Tuszynski, A.*, & Bruce, K. (November 2006). Honors Service Learning: More than Just Volunteering. Presentation at the National Collegiate Honors Council annual conference, Philadelphia.

Sheffer, I.* & Bruce, K. (November 2006). Honors Semester in Wales: More than Just Study Abroad. Presentation at the National Collegiate Honors Council annual conference, Philadelphia.

Carter, B., Bruce, K., Ozment, J., & Goodstein, L. (November, 2006). Evaluation and assessment of honors courses and faculty. Presentation at the National Collegiate Honors Council annual conference, Philadelphia.

Bruce, K. & Myers, J. (April, 2006). All the News that's Fit to Print? Using the New York Times in Honors Freshman Seminar. Presentation at the Southern Regional Honors Conference, Orlando, Florida.

Bruce, K., Hamm, R.*, Wilson, B.*, Dwan, C.*, & Myers, J. (October, 2005). Developing and Shaping a Student Honors Advisory Council. Presentation at the National Collegiate Honors Council annual conference, St. Louis.

Bruce, K., Peters, J., Bassman, M., & Railsback, B. (October, 2005). Gateway to Effective Support of Undergraduate Research Efforts: The UNC Undergraduate Research Consortium. Developing and Shaping a Student Honors Advisory Council. Presentation at the National Collegiate Honors Council annual conference, St. Louis.

Shine, R., Bruce, K., Ghosh, J., & Harris, A. (October, 2005). Undergraduate Research and Honors. "Developing in Honors" panel. Presentation at the National Collegiate Honors Council annual conference, St. Louis.

Weiner, N., Bell, G., Otero, Bruce, K. Otero, R. & Spurrier, R. (November, 2004). Awarding the Stamp of Approval? Should NCHC Accredite or Certify Honors

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Programs and Honors Colleges? Presentation at the National Collegiate Honors Council annual conference, New Orleans.

Conrad, N.*, Dwan, C.*, Hamner, R.*, Saraceni, M.*, Collogan, M.* & Knowles, J.* (November, 2004). Honors International Plunges Build Bridges to Other Cultures. Presentation at the National Collegiate Honors Council annual conference, New Orleans.

Myers, J. & Bruce, K. (November, 2004). Honors Semester at University of Wales-Swansea. Presentation at the National Collegiate Honors Council annual conference, New Orleans.

Renaghan, J., Hamm, R., & Bruce, K. (November, 2004). UNCW Honors Scholars Buddy Program. Presentation at the National Collegiate Honors Council annual conference, New Orleans.

Renaghan, J., Hamm, R. & Bruce, K. (April, 2005). Developing the Honors Student Advisory Council (SHAC). Presentation at the Southern Regional Honors Conference, Baton Rouge, LA.

Bruce, K. (April, 2005). Teaming up to promote undergraduate research opportunities. Presentation at the Southern Regional Honors Conference, Baton Rouge, LA.

Bruce, K. (April, 2005). Honors at Light Speed: Reflections on Albert Einstein. Presidential Address, Southern Regional Honors Conference, Baton Rouge, LA.

Bruce, K., Holman, D., Savage, H., Spurrier, B., & Wade, J. (November, 2003). Self-study in Anticipation of Assessment/evaluation. Presentation at the National Collegiate Honors Council annual conference, Chicago, IL.

Renaghan, J., Dean, N., Casmer, J., Hamm, R., Conrad, N., & Bruce, K. (November, 2003). How do honors students find common ground to combat isolation: Integrating freshmen into the surrounding communities. Presentation at the National Collegiate Honors Council annual conference, Chicago, IL.

Hamm, R., Boyette, A., Myers, J., & Bruce, K. (November, 2003). Involving Honors Students in the Recruiting Process. Presentation at the National Collegiate Honors Council annual conference, Chicago, IL.

Renaghan, J., Dean, N., Boyette, A., Myers, J., & Bruce, K. (April 2003). No Student is an Island: Combating Isolation in Honors. Presentation at the Southern Regional Honors Conference, Greensboro, NC.

Boyette, A., Hamm, R., Myers, J., & Bruce, K. (April 2003). Honors Students as Recruiting Ambassadors. Presentation at the Southern Regional Honors Conference, Greensboro, NC.

Boyette, A., Renaghan, J., & Bruce, K. (November 2002). Peaks and Valleys in the Honors Scholars Association. Presentation at the National Collegiate Honors Council, Salt Lake City, UT.

Bruce, K. (November 2002). Honors International Plunges. Presentation at the National Collegiate Honors Council, Salt Lake City, UT.

Sanscrainte, N.*, Boyette, A.*, Milliken, S.*, Atwill, B., and Bruce, K. (March, 2002). From Rags to Riches: The Honors Scholars Association. Presentation at the Southeastern Regional Honors Conference, Atlanta, GA.

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Tress, M.,* Weil, E.*, and Bruce, K. (March, 2002). Preparation for Major Campus Speakers. Presentation at the Southeastern Regional Honors Conference, Atlanta, GA.

Tress, M.,* Weil, E.*, and Bruce, K. (October, 2001). Helping Honors Students Get the Most from Guest Lecturers. Presentation at the National Collegiate Honors Council, Chicago, IL.

Bruce, K., Levy, D., & Turrisi, P. (October, 2000). UNCW Honors Scholars Program and the Portz Grant, Invited presentation at the National Collegiate Honors Conference, Washington, DC.

Courses Taught

Observing Animal Behavior (honors)
Experimental Psychology
Psychology and HIV/AIDS graduate seminar
Research Methods I (graduate)
Computer Applications in Psychology
Human Sexual Behavior (honors)
Psychology and AIDS senior seminar
HIV/AIDS and Society (interdisciplinary)
Motivation & Emotion
Animal Behavior
Introductory Psychology
Psychology of Sex Differences
Freshman Interdisciplinary Seminar (honors)
Anthropology of Human Sexuality (honors)
Exploring Evolution: Galapagos (honors)
Cloudforest to Rainforest: Amazon (honors)
Evolutionary Psychology seminar (honors)

Master's Theses Directed

Brooke Poerstel, graduation expected May 2007
 Michael McMillan, graduation expected May 2007
Nova Swanstrom, graduation expected December 2006
 Melissa Ennis, graduation expected May 2007
Myssie Mathis, graduated May 2004
 Sigma Xi Grants-in-aid of Research Award recipient
Lori Walker, graduated May 2004
Darcy McMullen, graduated May 2002
 Outstanding Graduate Student Paper, Southeastern Psychological Association
David Moore, graduated May 2001
S. Gail Debose, graduated May 1999
Elizabeth N. Hawes, graduated December 1999
Mary E. McLaughlin, MA, graduated August 1997
C. Britt Boshamer, MA, graduated December 1996
 NC Governor's Institute on Alcohol and Drug Problems Public Policy Scholar

Undergraduate Honor's Projects Directed

Kelli Weiland, graduation expected May 2007
Ashley Williamson, BA December 2004
 UNCW Research Scholarship Award recipient
Ashley Hooks, BA, graduated May 2004
 Outstanding Psychology Research Student Undergraduate Award
Mike Simone, BS, graduated May 2003.
 North Carolina Academy of Sciences Yarborough Award and Direaux Award
 UNCW Research Scholarship Award recipient

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L. Paige Slack, BA, graduated May 2002
Outstanding Psychology Research Student Undergraduate Award
Deborah Hammack, BS, graduated May 2000
UNCW Research Scholarship Award recipient
Heddy R. Kovach, BA, graduated May 1996
Brianna C. Reid, BA, graduated May 1993
Outstanding Psychology Research Student Undergraduate Award
UNCW Research Scholarship Award recipient
Wanda G. White, BA, graduated December 1991
North Carolina Academy of Sciences Yarborough Research Grant
recipient
UNCW Research Scholarship Award recipient
Christine E. Trefethen, BA, graduated May 1990
UNCW Research Scholarship Award recipient
Mary E. Matthews, BA, graduated May 1989
UNCW Research Scholarship Award recipient

Editorial Experience

Editorial Board Member:

AIDS Education and Prevention
Journal of Sex Education & Therapy
Honors in Practice

Ad hoc reviewer:

Journal of Sex Research
Animal Behavior
Journal of the Elisha Mitchell Scientific Society
Health Care for Women International
The Behavior Analyst
Journal of Effective Teaching (on-line)

Grant reviewer (ad hoc):

National Science Foundation

Professional Memberships

American Psychological Society (divisions 6 and 35)
Animal Behavior Society
Southeastern Psychological Association Sigma Xi
Society for the Scientific Study of Sex
North Carolina Academy of Sciences
Phi Kappa
Phi
Psi Chi
Society for Comparative Cognition
National Collegiate Honors Council
VP (2005), Pres-Elect (2006), President (2007), Immediate Past
(2008) and Past President (2009).
(Executive Board Member 2001-2004)
Southern Regional Honors Council
VP (2004); President (2005); Immediate Past President (2006)
North Carolina Honors Association
(president, 1999-2000, treasurer 2000-2001)

Honors

Elected to Phi Eta Sigma by student members, October 2003
UNCW College of Arts & Sciences Research Reassignment for Fall
1996/Spring 1997
UNCW College of Arts & Sciences Summer Initiatives, Summer 1996, Summer
1992

Community Professional Experience

Certified Sexuality Educator, Episcopal Diocese of North Carolina,

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2001-2004.

Ex-officio Board Member, Cape Fear Substance Abuse Center, HIV Outreach Program, 1992-2002.

Ex-officio Board Member, Region VII (Southeastern NC) HIV Prevention Community Planning Group, Wilmington, NC, 1994-1999.

Board Member, Planned Parenthood of the Capital and Coast, Wilmington, NC, 1991-1994.

Board Member, Rape Crisis Center, Wilmington, NC, 1986-1994.

Board Member, GROW-AIDS Resource Project, Wilmington, NC, 1989-1990.

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JOHN C. CAVANAUGH

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University of West Florida
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Phone: (850) 418-1954

EDUCATION

Postdoctoral Fellow, Center for Research in Human Learning and The Institute of Child Development, University of Minnesota (1978-1980)
Ph.D. (Psychology), University of Notre Dame (1978)
M.A. (Psychology), University of Notre Dame (1977)
B.A. with High Honors (Psychology), University of Delaware (1975)
St. Joseph's College, Philadelphia (1972-1973)

FACULTY POSITIONS

Professor, Department of Psychology, University of West Florida (2002-present)
Professor, Department of Psychology, University of North Carolina at Wilmington (1999-2002)
Professor, Joint Appointment, Department of Psychology, University of Delaware (1996-1999)
Professor, Department of Individual and Family Studies, University of Delaware (1992-1999)
Professor, Department of Psychology, Bowling Green State University (1988-1992)
Adjunct Professor of Psychology, Medical College of Ohio at Toledo (1988-1992)
Visiting Professor, School of Psychology, Georgia Institute of Technology (1988-1989)
Associate Professor, Department of Psychology, Bowling Green State University (1984-1988)
Joint Appointment, Gerontology Program, Bowling Green State University (1981-1992)
Assistant Professor, Department of Psychology, Bowling Green State University (1980-1984)
Adjunct Instructor, Department of Psychology, Indiana University at South Bend (1978)

ADMINISTRATIVE POSITIONS

President, University of West Florida, Pensacola (2002-present).
Responsibilities include: Lead all aspects of comprehensive doctoral-granting university with nearly 10,000 students with a total budget of over \$175 million, three campuses (main Pensacola campus, downtown Pensacola historic district campus, and Ft. Walton Beach), campus centers (on NAS Pensacola, Eglin AFB, Hurlburt AFB, Chipola Junior College), three colleges, 4 institutes, 8 centers, a public radio station, educational television station, and Division II NCAA athletic program; provide strategic direction for university, especially in academic excellence, community engagement, fund raising, and information technology; provide regional leadership in business partnerships, economic development, entrepreneurial activity, workforce development, and technology transfer; supervise units reporting through the President's Office (human resources, information technology, marketing communications); supervise Provost, Executive Vice President, VP for Student Affairs, VP for Administrative Affairs, VP for Development, Internal Auditor, Chief of Staff, Governmental Relations, and Executive Director of West Florida Historic Preservation.

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Accomplishments include:

- Led the emergency crisis teams and recovery efforts after Hurricanes Ivan (the most catastrophic natural disaster to a state university in Florida history, resulting in a 3-week campus closure in September 2004), Dennis, and Katrina
 - Full partner in the \$70 million Community Maritime Park project in downtown Pensacola, the largest public-private development effort in Pensacola history (approved by Pensacola City Council, March 2006) that includes a maritime museum and research center, classroom facility, and Center for Entrepreneurship (honorary fundraising chairs for the museum are Sen. John McCain, Sen. Bill Nelson, Tom Benson [owner of the New Orleans Saints], and David Hartman [formerly of ABC-TV])
 - Restructured budget and financial control processes to ensure transparency and strengthen fiscal controls and management
 - Led creation of case statement and feasibility study for first comprehensive campaign in over a decade (campaign began 2005)
 - Led creation of a new staff personnel system based on broadbanding and including pay for performance
 - Led creation and implementation of first information technology strategic plan, including creation of the award-winning Academic Technology Center
 - Led creation and implementation of Making Way for Excellence service excellence cultural transformation in partnership with the Baptist Leadership Institute (a Baldrige Award winner)
 - Initiated first ever joint retreats between the President's Cabinet and the Faculty Senate Executive Committee
 - Created strong partnerships with regional business community and economic development groups, including regional partnerships leveraging our membership in the National LambdaRail and Florida LambdaRail consortia and in entrepreneurial ventures
 - Initiated and serve on implementation team for a highly successful community planning effort in partnership with city and county governments and Pensacola Area Chamber of Commerce
 - Restructured University Planning Council to ensure more open processes and effective planning, and initiated long-term strategic planning and budgeting process
 - Developed and implemented comprehensive partnerships with regional community colleges
 - Created student, staff, and faculty advisory groups, and military affairs advisory councils
 - Led development and implementation of electronic policy and charter creation and review process
 - Created and implemented processes to address structural compensation issues for faculty and staff
 - Significantly increased UWF presence in Tallahassee and Washington, DC through expanded lobbying efforts
-
- Created innovative partnerships with regional school districts, including partnerships with Title I high school for mentoring and scholarships and with pre-engineering and health academy programs to create regional pipeline

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Provost and Vice Chancellor for Academic Affairs, University of North Carolina at Wilmington (1999-2002).

Responsibilities included: Lead all academic aspects of comprehensive university with 10,000 students, four line colleges/schools, and graduate school; provide strategic vision for academic program; lead academic budget and staffing planning; lead efforts to infuse technology where appropriate across academic affairs; lead and coordinate efforts across University divisions (Student Affairs, Advancement, Information Technology, Public Service and Extended Education; Business Affairs); supervise academic programming and planning for construction and renovation projects; supervise all deans, head of library, three Associate Vice Chancellors/Provosts (for Academic Affairs, Budget and Planning, and Outreach), Assistant Vice Chancellor for Admissions, Assistant Vice Chancellor for International Programs, two Faculty Associates, and Directors of the Center for Marine Sciences, University Honors Program, Financial Aid and Veterans Services, Registrar, Campus Diversity, General College, Science and Mathematics Education Center, Center for Teaching Excellence, Technology College, Kenan Auditorium, and University Collections.

Accomplishments included:

- Decentralized budget and decision-making process, empowering deans, chairs, and directors; initiated 3-year budget planning process
 - Developed and implemented strategic plan for e-learning priorities in academic affairs
 - With Vice Chancellor for Information Systems, created model for the blended mode university combining the best of traditional and virtual education and services
 - Initiated and led first intellectual property agreement with a corporation in UNCW history
 - Initiated and led academic marketing plan for the University based on integrative curricular themes
 - Initiated and led creation of the first entrepreneurial strategic public-private partnerships in Academic Affairs
 - Initiated development of learning communities and service learning
 - Developed and implemented faculty and administrative mentoring programs
 - Initiated and developed the first Women's Resource Center at UNCW
 - Consolidated all for-credit distributed education programs in Academic Affairs
- Initiated benchmarking process for academic costs and productivity for UNCW using the Delaware Study national and UNC system data

Vice Provost for Academic Programs and Planning, University of Delaware (1997-1999). Position merged my previous position of Associate Provost for Graduate Studies (see below) with position of Vice Provost for Academic Affairs.

Responsibilities included: Lead and implement undergraduate institutional initiatives, and lead and manage all graduate programs (the latter includes all responsibilities listed below under Associate Provost for Graduate Studies); lead academic program and budget planning; manage and oversee all academic program reviews and accreditation; manage promotion and tenure reviews in the Office of the Provost; lead and implement teaching and technology initiatives; manage agendas for the four academic-related committees of the Board of Trustees; supervise Center for Teaching Effectiveness, University Honors Program, and Office for Undergraduate Research;

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manage institutional issues in general education reform; chair Assistant/Associate Deans Council; serve as administrative representative to the Faculty Senate Undergraduate Studies Committee, Graduate Studies Committees, and Coordinating Council; liaison to Faculty

Senate Committee on Promotions and Tenure; chair the Teaching, Learning, and Technology Roundtable (TLTR); oversee the undergraduate and graduate catalogs; fund raising; supervise staff of 8.

Major accomplishments included:

- Restructured University Honors Program; result was a refocused mission definition of an “honors experience,” and greater buy-in from departments and faculty
 - Restructured Undergraduate Research Program to broaden the scope of the program and increase research and creative opportunities for students across the University; obtained \$96,000 State recurring special allocation to foster program development
 - Managed University effort at Provost’s level for partnership with State of Delaware and the corporate sector to enhance and expand integration of information technology skills into the business undergraduate curriculum (resulted in a \$3.1 million [\$2.2 million recurring] special allocation from the State)
- Led broad-based effort for teaching reform; resulted in grant from the Pew Charitable Trusts to enhance and expand problem-based learning approaches to teaching in the social sciences and humanities, in a program to enhance appropriate use of technology in the classroom, in restructured support systems for teaching, and in a Theodore Hesburgh Award Certificate of Excellence for Faculty Development to Enhance Undergraduate Teaching (1999) for the University of Delaware

Associate Provost for Graduate Studies, University of Delaware (1995-1997; Interim 1995-96)

Responsibilities included: Lead 78 master's and 40 doctoral programs enrolling approximately 3,300 students; lead graduate student recruitment and admissions; create and enforce policies pertaining to graduate education; manage budgets pertaining to office operations, graduate student fellowships, professional development, and recruiting; advocate for graduate education at the University; create and implement graduate level academic initiatives with deans; supervise office staff of 7.

Major accomplishments included:

- Redesigned admissions processing to utilize appropriate technology to create electronic files, reducing the time to process an application from 2 weeks to no more than 48 hours; department workloads reduced through less need to hire temporary admissions help; this process received campus (President’s Innovation Award, 1996) and national awards (Exemplary Model of Administrative Leadership (1996) from the American Association of University Administrators)
- Redesigned recruitment strategies for underrepresented students; these enrollments increased in targeted departments by 10%
- Restructured funding for graduate students; instituted first policy for graduate tuition waivers to accompany all teaching/research assistantships and fellowships, funded through grant overhead on graduate stipends
- Created first Graduate Advisory Council with the cooperation of the Faculty Senate

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- Created and chair the University's Teaching, Learning, and Technology Roundtable
Interim Associate Provost for Admissions and Financial Aid, University of Delaware (1996-1997)
Responsibilities included: Lead undergraduate recruitment, applications, admissions processing, and scholarship and financial aid awards. Formulate and implement enrollment strategies, set recruitment targets, promote student-centered recruitment programs, and supervise numerous information sessions and events. Manage staff in the following divisions: undergraduate recruitment, minority recruitment, high ability students and merit scholarships, enrollment services, admissions processing and support, volunteer admission support team, scholarships and student financial aid, and office staff.
Major accomplishments included:
 - Led transition to enrollment management model within academic affairs, which now includes admissions, financial aid, academic services, and registrar
 - Initiated revision and upgrading of scholarship packaging to very high ability students; resulted in 30% increase in the number of such students enrolling
 - Revised admissions decision-making process to focus on quality criteria; resulted in a 10-point gain in SAT scores for total pool of admitted students (approx. 11,000), the highest one-year gain to that point in history
 - Conducted thorough review of workflow and application processing; designed and implemented revised processing system
- Designed and implemented enhanced data sharing with deans and college offices concerning enrollment targets and admissions information
Chairperson, Department of Individual and Family Studies, University of Delaware (1992-1994)
Responsibilities included: Administer multidisciplinary department with 19 FTE faculty (representing backgrounds in Sociology, Psychology, Education, History, Anthropology, and Human Development), 6 professional staff, 8 salaried staff, a Laboratory Preschool, Adult Day Care Center, and an affiliated research center (University Affiliated Program for Families and Developmental Disabilities). The Department offers 3 undergraduate majors (Early Childhood Development and Education, Family and Community Services, and Human Development and Family Processes), as well as the M.S. and Ph.D. degrees.
Major accomplishments included:
 - Restructured department organization and governance to increase faculty participation; instituted annual goal-setting and linked planning with budgeting; result was a significant increase in faculty morale and participation in departmental affairs
 - Designed and implemented a faculty mentoring program
 - Designed and implemented faculty incentive program for grant proposal submissions; resulted in a 33% increase in extramural funds within one year
- Procured external funds to create a state-of-the-art teaching-technology center within the department linked with the Laboratory Preschool
Director, Institute for Psychological Research and Application, Department of Psychology, Bowling Green State University (1989-1992). Responsibilities and accomplishments included: Developed and negotiated research contracts with organizations, business, and

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industry; coordinated all research outreach to external organizations; fostered and coordinated interdisciplinary research; initiated and coordinated practica and internship programs; fostered and coordinated grant writing; liaison to grants office; developed and administered research budget and equipment purchases for the department; allocated research lab space; supervised all IPRA personnel; coordinated public relations for the department; assisted with operations of the department.

Director for Behavioral Research, Northwest Ohio Dementia and Memory Center, Medical College of Ohio at Toledo (1987-1992). Responsibilities and accomplishments included:

Coordinated all

psychosocial, medical-behavioral, and nursing research; supervised all non-medical personnel; developed and administered research budget; coordinated report and grant writing; developed and implemented Center policy with Clinical Director; liaison to Governor's Task Force.

Special Assistant to the Dean, College of Health and Human Services, Bowling Green State University (1987-1988). Responsibilities and accomplishments included: Developed and implemented an Interdisciplinary Graduate Certificate Program in Gerontology; developed subcontract relationship with the Western Reserve Geriatric Education Center at Case Western Reserve Medical School; fostered development of interdisciplinary research in gerontology; designed and completed a long-range planning study for the Gerontology Program.

Vice-Chair, Department of Psychology, Bowling Green State University (1986-1987).

Responsibilities and accomplishments included: Developed and administered research budget for the department; allocated and oversaw research equipment requests/purchases and lab space; chaired Research Funding Committee; promoted grant writing.

Head, Developmental Psychology Program, Bowling Green State University (1982-1987).

PROFESSIONAL DEVELOPMENT

Aspen Institute Seminar on Global Values and Leadership (2006). Participant in the inaugural invitation-only seminar for college and university presidents held at the Wye River facility of the Aspen Institute.

American Council on Education (ACE) Fellow, University of Delaware (1994-1995). (Mentors: President David P. Roselle, Provost Melvyn D. Schiavelli, and Executive Vice President David E. Hollowell). Responsibilities included: Participate in senior staff meetings and administrative committees (including Budget Council); perform administrative duties as assigned; observe and learn decision-making and restructuring strategies.

Accomplishments included:

- Established links to State Department of Services to Children, Youth, and Their Families, subsequently resulting in statewide conference and inclusion of \$275,000 line item state funding of the Center for Community Development and Family Policy
 - Created University-wide group to address issues relating to underage alcohol consumption, subsequently resulting in \$800,000 grant from the Robert Wood Johnson Foundation
 - Co-convened faculty groups to examine writing across the curriculum, and models of instruction in science laboratory courses
-
- Created Events Council to coordinate planning, scheduling, and ticket sales to campus events

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PROFESSIONAL AFFILIATIONS

American Psychological Association (Fellow: Division 20 [Adult Development and Aging], Division 1 [General], Division 2 [Teaching of Psychology], and Division 3 [Experimental])
Association for Psychological Science (Charter Fellow)
Gerontological Society of America (Fellow)

HONORS AND AWARDS

Finalist (1984) and Semifinalist (1987) for the Master Teacher Award, Bowling Green State University

Excellence in Teaching (1988), College of Arts and Sciences, Bowling Green State University

President's Innovation Award: Graduate Admissions Processing on the World Wide Web (1996)

Exemplary Model of Administrative Leadership Award (American Association of University Administrators) (1996)

Outstanding Graduate Faculty Member, College of Human Resources (1996)

Fulbright-Hays Seminars Abroad Program Special Seminar to Brazil (2001)

PROFESSIONAL AND SERVICE ACTIVITIES

EDITORIAL

Editorial Board, Journal of Adult Development (1992-present)

Advisory Editor, Contemporary Psychology (1992-1998)

Consulting Editor, Psychology and Aging (1993-1997)

Editorial Board, Journals of Gerontology: Psychological Sciences (1991-1996)

Editorial Board, Child Development (1983-1986)

Consulting Editor, Developmental Psychology (1982-1986)

Current Guest Reviewer for several professional journals.

PROFESSIONAL AND HIGHER EDUCATION ASSOCIATIONS

American Association of State Colleges and Universities

International Education Committee (2002-present)

American Council on Education

Commission on Effective Leadership (2003-2006)

Office of Women in Higher Education (Presidential Sponsor for the ACE State Network, Florida Panhandle Region, 2006-present)

Policies and Priorities Committee (Council of Fellows; 1996-1999)

American Psychological Association

Council of Representatives (1999-2000; representing Division 20)

Committee on Aging (Chair, 2004, Member, 2003-2005; Division 20 liaison; 2000-2002)

Board of Educational Affairs (Division 20 Liaison, 1993-1998)

Roundtable on Teaching and Learning (Education Directorate, 1996-1998)

Invited delegate to the National Conference on Postdoctoral Education and Training in Psychology (1994)

Invited delegate to National Conference on Graduate Education in the Application of Developmental Sciences Across the Lifespan (1991)

Division 20 (Adult Development and Aging) of the American Psychological Association

President (1996-97)

Treasurer (1992-1994)

Education Committee (Chair, 1991-1993; Member, 1983-1985)

Program Committee (Chair, 1990-1991; Member, 1987-1988, 1993-1994)

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Network Committee (Chair, 1985-1989; Member, 1983-1985)
Elections Committee (Member, 1987-1988)
Coordinator of Student Awards for Research (1994)
Association for Psychological Science
Co-Chair for the Aging component of the Human Capital Initiative (1993), and coauthor
of the final report *Vitality for Life: Psychological Research for Productive Aging*
Invited delegate to the Summit of Psychological Sciences Societies (1998)
Florida Association of Colleges and Universities
Board, 2003-present; President 2005-2006
Gerontological Society of America
Public Policy Committee (1993-1995)
Pollack Award Selection Committee (1994)
Research, Education and Practice Committee (1998-2000)
Behavioral and Social Sciences Section
Executive Board (Member-at-Large, 1997-2000)
Task Force on Research Advocacy (1992-1995; Chair 1993-1995)
National Association of State Universities and Land Grant Colleges
Council on Academic Affairs
Committee on Libraries and Information Technology (2000-2002)
Northeast Association of Graduate Schools
Executive Committee (1998-1999)
Society for College and University Planning
Academic Planners Needs Assessment Task Force (2006-present)
Southern Association of Colleges and Schools
Commission on Colleges (Member, 2004-2005, Executive Council, 2006-present)
State (Florida) University Presidents' Association
Chair, 2004-2006
COLLEGE AND UNIVERSITY BOARDS OF TRUSTEES
Marygrove College (Detroit) (Trustee 2000-present; Chair, Long Range Planning Committee
[2001-2004]; Chair, Development Committee [2005-present])
NATIONAL ADVISORY BOARDS
White House Conference on Aging (Congressional Delegate, 2005)
National Flight Academy (Based at the National Museum of Naval Aviation, Pensacola, FL)
(Chair, 2004-present)
Walt Disney College and International Program Advisory Board (2001-present)
STATE COMMISSIONS AND COUNCILS
Florida Campus Compact (Executive Committee, 2003-present)
Governor's (DE) Information Technology Initiative (Educational Initiatives Committee,
1998-1999)
Delaware Commission on National and Community Service (Chair, 1995-1996; Member,
1994-1996)
Interim Planning Commission, AmeriCorps Delaware (1994)
Ohio Council of the Alzheimer's Association (Founding Trustee, 1990-1992)
COMMUNITY SERVICE (Selected)
Covenant Hospice (Pensacola, FL) (Board of Directors, 2003-present; Secretary 2004-2005,
Treasurer, 2005-present)
Pensacola Area Chamber of Commerce (ex officio Director, 2002-present)
Pensacola Symphony (Board of Directors, 2002-present; Co-chair with Christine Cavanaugh

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of the 2006 Symphony Ball)
American Heart Association (Chair, 2004 Heart Walk in Pensacola)
Rotary International (2002-present)
Escarosa Regional Workforce Development Board (Member, 2002-2004)
Escambia County Health Care Task Force (2002-2004)
Catholic Campus Ministry Advisory Council (Diocese of Raleigh) (2002)
Board of Directors, Cape Fear United Way (2001-2002)
Board of Directors, Arts Council of the Lower Cape Fear (2001-2002)
Board of Directors, Wilmington (DE) Senior Center (President, 1995-1997; Chair, New Era of Caring Campaign Steering Committee [\$1.2 million], 1996-1999; Vice President 1993-1995; Member, 1992-1999)
Board of Directors, Delaware Chapter of the Alzheimer's Association (1993-1995; Chair, Public Policy Committee, 1994-1995)
Board of Trustees, Northwest Ohio Chapter of the Alzheimer's Association (President 1990-1991; Board Member, 1986-1992; initiated fundraising efforts and created annual fundraising event)
Board of Trustees, Hancock County (OH) Alzheimer's Day Care Center (1990-1992)
Consultant, Wood County (OH) Department of Human Services (1984-1992)
Consultant, Wood County (OH) Mental Health Center (1989-1992)
Consultant, Intergenerational Services, Toledo (1989-1990)
Executive Board, ACCESS Project (Respite Care in Northwest Ohio) (1986-1990)
Consultant, Family Service of Northwest Ohio (1984-1990)
Advisory Board, Heartland of Perrysburg (OH) Alzheimer's Disease Special Care Unit (1987-1990)
Chair, Media Committee, Wood County (OH) Protective Services Levy Campaign (1987-1988)
Mental Health Needs of the Elderly Task Force, Mental Health Board of Wood County, OH (1985-1986)

TEACHING EXPERIENCE

UNDERGRADUATE

Introductory Psychology Lifespan Development
Adult Development and Aging Identity Issues Across Adulthood (Honors)
Images of Aging in Stories, Music, and Film (Honors) Life Choices: The search for Meaning

GRADUATE

Developmental Psychology Memory Development
Psychosocial Development in Adulthood Social and Personality Development
Psychology of Aging Current Perspectives in Gerontology
Everyday Memory Mental Health and Aging
Cognition and Aging Developmental Research Methods
Research Issues and Designs Basic Concepts in Gerontology

RESEARCH INTERESTS

Self-Evaluations of Memory Aging Family Caregiving

EXTRAMURAL GRANTS

Cavanaugh, J. C. (2001). Fulbright-Hays Seminars Abroad Program Special Seminar to Brazil.
Cavanaugh, J. C., & Duch, B. (1998-2001). Problem-based learning: Models for the college classroom. The Pew Charitable Trusts. \$617,000 Direct Costs.
Lund, D. B., & Cavanaugh, J. C. (1998-2000). Mid-Atlantic consortium on leadership

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- development for transformational change. Kellogg Foundation. \$74,400 Direct Costs.
- Melson, V., & Cavanaugh, J. C. (1996-97). First State mentor corps: Connecting Delaware's students and citizens. Corporation for National Service. \$239,000 Direct Costs.
- Cavanaugh, J. C. (1994). Program enhancement for early childhood development and education. Unidel Foundation. \$100,000.
- Nelson, P. T., & Cavanaugh, J. C. (1993-1994). Parent education evaluation: Scope and directions. Governor's Family Services Cabinet Council (State of Delaware). \$20,000 Direct Costs.
- Cavanaugh, J. C., Dunn, N. J., & Kinney, J. M. (1991). Why are there differences in caregiver stress? The role of marital quality and caregiver-provided cognitive strategies. AARP Andrus Foundation. \$74,000.
- Cavanaugh, J. C., & Kinney, J. M. (1990-1993). Caregiver burden over time: A stress and coping approach. National Institute on Aging, \$325,000 Direct Costs.
- Willis, C., & Cavanaugh, J. C. (1988-1992). Allied health and gerontology education. Subcontract to Western Reserve Geriatric Education Center, Case Western Reserve University. Bureau of Health Professions, \$250,000 Direct Costs.
- Cavanaugh, J. C., & Rastatter, M. (Co-Investigators) (1988-1989). Longitudinal study of intellectual and linguistic abilities in dementia patients and normal elderly. Ohio Board of Regents, \$7,800 Direct Costs.
- Cavanaugh, J. C. (1987-1992). Graduate training in clinical gerontology. Ohio Department on Aging, \$63,000 Direct Costs.
- White, P., McGreevey, J. F., Jr., & Cavanaugh, J. C. (1987-1992). Development and implementation of the Northwest Ohio Dementia and Memory Center. Ohio Department on Aging, \$650,000 Direct Costs.
- Cavanaugh, J. C. (1987-1988). Evaluation of a special care unit for Alzheimer's disease patients. Health Care and Retirement, Inc., \$8,500 Direct Costs.
- Czarnecki, J. C., Cavanaugh, J. C., & Algase, D. (1986-1992). Project ACCESS: A respite and case management program for caregivers of Alzheimer's disease victims. Ohio Department on Aging, \$450,000.
- Cavanaugh, J. C., & Kamouri, A. (Co-Investigators). (1984-1985). Evaluation of a preretirement program. Autolite Corporation, \$500 Direct Costs.
- Borkowski, J. G., & Cavanaugh, J. C. (Co-Investigators) (1977-1978). Development of the metamemory-memory relationship. National Institute of Mental Health, \$5,000 Direct Costs.

PROFESSIONAL PUBLICATIONS

BOOKS

- Kail, R. V., & Cavanaugh, J. C. (2007). Human development: A lifespan view (4th ed.). Belmont, CA: Wadsworth.
- Cavanaugh, J. C., & Blanchard-Fields, F. (2006). Adult development and aging (5th ed.). Belmont, CA: Wadsworth.
- Kail, R. V., & Cavanaugh, J. C. (2004). Human development: A lifespan view (3rd ed.). Belmont, CA: Wadsworth.
- Whitbourne, S. K., & Cavanaugh, J. C. (2002). Integrating aging topics into psychology: A practical guide for teaching undergraduates. Washington, DC: American Psychological Association.
- Cavanaugh, J. C., & Blanchard-Fields, F. (2002). Adult development and aging (4th ed.). Belmont, CA

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Wadsworth.

Kail, R. V., & Cavanaugh, J. C. (2000). *Human development: A lifespan view* (2nd ed.). Belmont, CA: Wadsworth.

Cavanaugh, J. C., & Whitbourne, S. K. (Eds.). (1999). *Gerontology: An interdisciplinary perspective*. New York: Oxford University Press.

Cavanaugh, J. C. (1997). *Adult development and aging* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Kail, R. V., & Cavanaugh, J. C. (1996). *Human development*. Pacific Grove, CA: Brooks/Cole.

Cavanaugh, J. C. (1993). *Adult development and aging* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Sinnott, J. D., & Cavanaugh, J. C. (Eds.). (1991). *Bridging paradigms: Positive development in adulthood and cognitive aging*. New York: Praeger.

Cavanaugh, J. C. (1990). *Adult development and aging*. Belmont, CA: Wadsworth.

ARTICLES AND CHAPTERS

Cavanaugh, J. C. (2006). It's time to move the academic freedom debate along. *The Presidency*, 9(2), 26.

Cavanaugh, J. C. (2006). Effectively managing major disasters. *The Psychologist-Manager Journal*, 9, 3-11.

Cavanaugh, J. C., & Cavanaugh, C. K. (2006). Viewpoint: Franchising higher education. *The Chronicle of Higher Education*. April 21, B20.

Ford, D. L., Cavanaugh, J. C. & White, H. M., Jr. (2006). Life choices: The search for meaning. *The Journal of College and Character*, 7, 1-7.

Cavanaugh, J. C. (2005). Unpredictable is not an option. *Trusteeship*, 13(6), 8-14.

Cavanaugh, J. C. (2005). Disasters: It's a Matter of When, Not If. *College and University Auditor*, 49(3), 8-10.

Jensen, C. J., Ferrari, M., & Cavanaugh, J. C. (2004). Building on the benefits: Assessing satisfaction and well-being in elder care. *Ageing International*, 29, 88-110.

Cavanaugh, J. C. (2004). We need to reframe the IT issue. *EDUCAUSE Review*.

Kinney, J. M., Ishler, K. J., Pargament, K. I., & Cavanaugh, J. C. (2003). Coping with the uncontrollable: The use of general and religious coping by caregivers to spouses with dementia. *Journal of Religious Gerontology*, 14, 171-188.

Cavanaugh, J. C., & Whitbourne, S. K. (2003). Research methods in adult development. In J. Demick & C. Andreolletti (Eds.), *Handbook of adult development* (pp. 85-100). New York: Kluwer Academic/Plenum.

Cavanaugh, J. C., & Whitbourne, S. K. (2002). Incorporating aging into psychology courses: Overview of the issues. In S. K. Whitbourne & J. C. Cavanaugh (Eds.), *Integrating aging topics into psychology: A practical guide for teaching undergraduates* (pp. 3-12) Washington, DC: American Psychological Association.

Cavanaugh, J. C. (2001). Living near the edge: Improving the quality of strategic decision-making regarding academic programs and information technology. In S. M. Janosik, D. G. Creamer, & M. D. Alexander. *International Perspectives on Quality in Higher Education*. EPI Monograph Series on Higher Education, No. 2 (pp. 56-64). Blacksburg, VA: Virginia Tech.

Kurz, J. M., & Cavanaugh, J. C. (2001). Stress, coping and adaptation of well spouses of lung transplant candidates. *Families, Systems & Health*, 19, 181-197.

Cavanaugh, J. C. (2001). Make it so: Administrative support for problem-based learning. In

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- B. J. S. Duch, D. E. Allen, & S. E. Groh (Eds.), *Problem-based learning* (pp. 27-36). Sterling, VA: Stylus Publishing.
- Cavanaugh, J. C. (2001). Learning and doing: The importance of service-learning in gerontology. *Educational Gerontology*, 27, 117-124.
- Cavanaugh, J. C. (2000). Metamemory from a social-cognitive perspective. In D. C. Park & N. Schwarz (Eds.), *Cognitive aging: A primer* (pp. 115-130). Philadelphia: Psychology Press.
- Cavanaugh, J. C. (1999). Teaching effective undergraduate gerontology courses: Making informed choices. *Gerontology and Geriatrics Education*, 19, 93-100.
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- Cavanaugh, J. C., & Borkowski, J. G. (1980). Searching for metamemory-memory connections: A developmental study. *Developmental Psychology*, 16, 441-453.
- Kendall, C. R., Borkowski, J. G., & Cavanaugh, J. C. (1980). Metamemory and the transfer of an interrogative strategy by EMR children. *Intelligence*, 4, 255-270.
- Borkowski, J. G., & Cavanaugh, J. C. (1979). Maintenance and generalization of skills and strategies by the retarded. In N. R. Ellis (Ed.), *Handbook of mental deficiency: Psychological theory and research* (2nd ed.) (pp. 569-617), Hillsdale, NJ: Erlbaum.
- Cavanaugh, J. C., & Borkowski, J. G. (1979). The metamemory-memory "connection": Effects of strategy training and transfer. *Journal of General Psychology*, 101, 161-174.
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PROFESSIONAL PRESENTATIONS

- (NOTE: Does not include remarks as discussant on symposia or community presentations.)
- Cavanaugh, J. C. (2006, October). Preparing for the unknown: Being ready for the inevitable. Southern Regional meeting of the Society for College and University Planning, Atlanta.
- Cavanaugh, J. C. (2006, August). Leading and managing during crisis. Panel member at the APA Academic Leadership Dinner, American Psychological Association, New Orleans.
- Cavanaugh, J. C. (2006, August). Reflections on why psychologists make effective administrators in higher education. American Psychological Association, New Orleans.
- Cavanaugh, J. C. (2006, July). Panel member on the topic Planning for crises and disasters. Summer Council of Presidents meeting, American Association of State Colleges and Universities, Santa Fe.
- Cavanaugh, C. K., Morrobel-Sosa, A., Middaugh, M., & Cavanaugh, J. C. (2006, July). The demise of the traditional academic degree? Campus of the Future (Joint meeting of the Society for College and University Planning, the National Association of College and University Budget Officers, and the Association of Physical Plant Administrators), Honolulu.
- Cavanaugh, J. C. (2006, April). Continuity of operations plan and campus recovery. National Hurricane Conference, Orlando.
- Cavanaugh, J. C. (2006, April). Panel member on the topic In disaster planning, unpredictable is not an option. Association of Governing Boards, Orlando.
- Cavanaugh, J. C. (2006, February). Panel member on the topic Crisis planning and response: Lessons learned from Hurricane Katrina. American Council on Education, Los Angeles.
- Cavanaugh, J. C. (2006, February). Panel member on the topic Freedom of expression: From the classroom to the president's office. American Council on Education, Los Angeles.
- Cavanaugh, J. C. (2005, September). Riders in the storm: Surviving disasters. Association of College and University Auditors, Portland.
- Cavanaugh, J. C., Ford, D., & Wooten, C. (2005, July). Surviving Ivan: Making a disaster plan work. National Association of College and University Business Officers, Baltimore.
- Cavanaugh, J. C. (2005, June). Board-CEO relationships. Panel presentation at the workshop sponsored by the Association of Governing Boards, American Association of State

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- Colleges and Universities, and National Association of State Universities and Land Grant Colleges, Aspen.
- Cavanaugh, J. C. (2004, June). Institutional alignment issues. AASCU, EDUCAUSE, and Microsoft Workshop on What Presidents Need to Know About Information Technology, Orlando.
- Cavanaugh, J. C., White, H., Jr., Pierce, C. K., J. Pilcher, & Northrup, P. (2004, January). Aligning the IT plan, budgets, program delivery, and university strategic plan: Making IT work. National Learning Infrastructure Initiative annual meeting, San Diego.
- Cavanaugh, J. C. (2003, August). We need to reframe the IT issue. Presented at the EDUCAUSE University Executive Seminar on Academic Computing, Snowmass, CO.
- Cavanaugh, J. C., Middaugh, M., & Sibolski, E. H. (2003, July). Planning and analysis as essential components of institutional and program accreditation. Workshop presented at SCUP-38, the Society for College and University Planning, Miami Beach.
- Bauer, K., & Cavanaugh, J. C. (2003, July). Maximizing learning through the smart use of technology and classroom design. Paper presented at SCUP-38, the Society for College and University Planning, Miami Beach.
- Cavanaugh, J. C. (2002, July). E-learning strategy: Creating the blended mode university. WebCT Executive Day, Boston.
- Cavanaugh, J. C. (2002, January). Creating the blended mode university: The UNCW story. National Learning Infrastructure Initiative annual meeting, San Diego.
- Cavanaugh, J. C., & Knibb, H. (2002, January). Alignment in planning. National Learning Infrastructure Initiative annual meeting, San Diego.
- Cavanaugh, J. C., & Whitbourne, S. K. (2001, August). Standing room only: Making your teaching of adult development come alive. American Psychological Association, San Francisco.
- Cavanaugh, J. C. (2001, August). Autobiographical memory as a literary tool for understanding psychological issues. American Psychological Association, San Francisco.
- Cavanaugh, J. C. (2001, July). Living near the edge: Strategic decision-making regarding academic programs and information technology. Annual International Conference on Quality in Higher Education, Oxford, England.
- Cavanaugh, J. C. (2001, July). Translating workforce needs into a coherent curriculum in gerontology. North Carolina Summer Symposium on Aging, Wilmington, NC.
- Cavanaugh, J. C. (2001, June). A transdivisional programmatic approach to online course development: Creating the blended mode university. Eduprise Executive Summit, Washington, DC.
- Cavanaugh, J. C. (2001, March). You really can transform the teaching-learning environment. National Learning Infrastructure Initiative (NLII) Focus Session "Planning for Transformation," Worcester, MA.
- Cavanaugh, J. C. (2001, February). Mentoring mid-career faculty for academic administration. Paper presented at the annual American Association for Higher Education Forum on Faculty Roles and Rewards, Tampa, FL.
- Cavanaugh, J. C., & Tyndall, R. E. (2001, January). Creating UNCW's blended mode university. Paper presented at the annual meeting of the National Learning Infrastructure Initiative, New Orleans.
- Bailer, A. J., Gonzales, R., Kinney, J. M., & Cavanaugh, J. C. (1999, November). A longitudinal analysis of the perceived hassles associated with caregiving to a spouse with dementia. Gerontological Society, San Francisco.
- Cavanaugh, J. C., Duch, B., & Allen, D. (1999, March). Getting students to think: problem-

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- based learning as an instructional method. American Association for Higher Education, Washington, DC.
- Cavanaugh, J. C., Campbell, M. C., Campbell, H. P., & Millard, S. (1999, March). Integrating electronic resources for research, library, and teaching. American Association for Higher Education, Washington, DC.
- Cavanaugh, J. C., Duch, B., & Allen, D. (1999, January). Getting students to think: problem-based learning as an instructional method. Workshop at the American Association for Higher Education Forum on Faculty Roles and Rewards, San Diego.
- Cavanaugh, J. C. (1998, December). Update on electronic graduate admissions: University of Delaware. Council of Graduate Schools, Vancouver, Canada.
- Cavanaugh, J. C. (1998, December). Data and information systems: Using integrated electronic processing effectively and smoothly. Council of Graduate Schools, Vancouver, Canada.
- Kinney, J. M., & Cavanaugh, J. C. (1998, November). The stability of caregiver hassles over a five month period. Gerontological Society of America, Philadelphia.
- Cavanaugh, J. C. (1998, August). The Web as a teaching-learning tool. American Psychological Association, San Francisco.
- Cavanaugh, J. C. (1998, April). SIS+ at the University of Delaware. Northeastern Association of Graduate Schools, Baltimore.
- Kinney, J. M., Burroughs, E. I., & Cavanaugh, J. C. (1997, November). Explicitness of caregivers' directives to their demented spouses. Gerontological Society of America, Cincinnati.
- Cavanaugh, J. C. (1997, August). Managing the change within: Coming to grips with personal aging. Division 20 Presidential Address, American Psychological Association, Chicago.
- Cavanaugh, J. C. (1997, August). Weaving the Web into courses on adult development. American Psychological Association, Chicago.
- Cavanaugh, J. C. (1997, February). Metamemory as social cognition: Implications for (and from) survey research. Conference on Cognition, Aging, and Survey Measurement, Ann Arbor, MI.
- Cavanaugh, J. C. (1997, January). The role of national and community service in recruitment. American Association for Higher Education Conference on Faculty Roles and Rewards, San Diego, CA.
- Kinney, J. M., Burroughs, E. I., Cavanaugh, J. C., & Dunn, N. J. (1996, November). The syntactic complexity of caregivers' instructions to their demented spouses. Gerontological Society of America, Washington, DC.
- Ezop, S., & Cavanaugh, J. C. (1996, August). Children's memory for a traumatic medical event. American Psychological Association, Toronto.
- Cavanaugh, J. C., & Kinney, J. M. (1996, July). Accuracy of spousal caregivers' memory for caregiving hassles. International Conference on Memory, Abano Terme, Italy.
- Cavanaugh, J. C., & Martin, M. J. (1996, June). Graduate admissions processing on the World Wide Web. American Association of University Administrators, Ontario, CA.
- Berry, J. M., West, R. L., & Cavanaugh, J. C. (1996, April). Construct validity analyses of memory self-efficacy in adulthood. Cognitive Aging Conference, Atlanta.
- Cavanaugh, J. C. (1996, January). Images of aging: Using the humanities to teach courses on adult development and aging. National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.

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- Ishler, K. J., Pargament, K. I., Kinney, J. M., & Cavanaugh, J. C. (1995, November). Religious coping, general coping, and controllability: Testing the hypothesis of fit. Gerontological Society of America, Los Angeles.
- Cavanaugh, J. C. (1995, August). Integrating the humanities into courses on adult development and aging. American Psychological Association, New York.
- Kinney, J. M., Cavanaugh, J. C., & Dunn, N. J. (1995, August). Tarnished golden years: Marital satisfaction among caregiving spouses. American Psychological Association, New York.
- Cavanaugh, J. C., & Baskind, D. (1994, August). Relationships among memory self-evaluation scales. 3rd International Practical Aspects of Memory Conference, College Park, MD.
- Cavanaugh, J. C. (1994, July). Intergenerational differences in women's anxiety of anticipated caregiving. International Sociological Association, Bielefeld, Germany.
- Cavanaugh, J. C., Kinney, J. M. (1994, July). Marital satisfaction as an important contextual factor in spousal caregiving. 7th International Conference on Personal Relationships, Groningen, The Netherlands.
- Cavanaugh, J. C., & Kinney, J. M. (1994, April). How accurate are caregivers' recollections of highly stressful events? Cognitive Aging Conference, Atlanta.
- Coy, B., Kinney, J. M., Cavanaugh, J. C., & Dunn, N. J. (1992, November). Marital quality, daily hassles, and depressive symptoms among spousal caregivers of Alzheimer's patients. Gerontological Society of America, Washington, DC.
- Myers, E., & Cavanaugh, J. C. (1992, November). Intergenerational differences in anxiety over the anticipated care of elderly parents. Gerontological Society of America, Washington, DC.
- McGuire, L. C., & Cavanaugh, J. C. (1992, August). Sources of agreement and disagreement in subjective and objective assessment of cognitive impairment in dementia. American Psychological Association, Washington, DC.
- Kinney, J. M., McGuire, L. C., & Cavanaugh, J. C. (1992, August). Caregivers' knowledge about dementia: What they don't know can hurt. American Psychological Association, Washington, DC.
- Baskind, D. E., & Cavanaugh, J. C. (1992, August). Relationships among self-efficacy, implicit theories, memory predictions, and performance. American Psychological Association, Washington, DC.
- McGuire, L. C., & Cavanaugh, J. C. (1992, April). Objective measures versus spouses' perceptions of cognitive status in dementia patients. Cognitive Aging Conference, Atlanta.
- Moretta, B. J., Hicks, B., & Cavanaugh, J. C. (1991, November). The relationship between self-care agency and burden in family caregivers. Gerontological Society of America, San Francisco.
- Kinney, J. M., Cavanaugh, J. C., & Dunn, N. J. (1991, September). A biopsychosocial approach to understanding stress in spousal caregivers. Interdisciplinary Health Care Team Conference, Baltimore.
- Cavanaugh, J. C., Kinney, J. M., Dunn, N. J., McGuire, L. C., Dunlap, L., Isacson, A., Nocera, R., Miller, B. K., & Gelske, H. (1991, August). Dyadic problem-solving between caregivers and Alzheimer's disease victims. American Psychological Association, San Francisco.
- Cavanaugh, J. C. (1991, August). Metacognition, self-efficacy, and implicit theories as determinants of behavior. American Psychological Association, San Francisco.
- Moretta, B. J., Cavanaugh, J. C., McGreevey, J. F., Zilkoski, M. W., & Hicks, B. H. (1991,

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- May). The interrelationships among several caregiver variables that influence the caregiving experience. American Geriatrics Society, Chicago.
- McGreevey, J. F., Moretta, B. J., Hicks, B. H., Zilkoski, M. W., Cavanaugh, J. C., & McSweeney, A. J. (1990, November). Caregiver and patient variables related to caregiver burden when caring for a demented relative. Gerontological Society of America, Boston.
- Warren, R. K., & Cavanaugh, J. C. (1990, November). Caring for Alzheimer's disease patients: A process approach. Gerontological Society of America, Boston.
- vanEys, P. P., & Cavanaugh, J. C. (1990, August). Children with diabetic siblings: A family systems perspective. American Psychological Association, Boston.
- Morton, K. R., & Cavanaugh, J. C. (1990, August). Long-term effects of early sexual experience on adult development. American Psychological Association, Boston.
- Moretta, B. J., McGreevey, J. F., & Cavanaugh, J. C. (1990, May). Psychosocial correlates of patient morale in a community-dwelling demented population. American Geriatrics Society, Atlanta.
- Cavanaugh, J. C. (1990, January). Teaching adult development and aging: Getting enquiring minds to want to know. National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.
- Cavanaugh, J. C., Morton, K. R., Warren, R. K., Scukanec, G. P., Nocera, R., Whalen, M. A., & Lookabill, C. (1989, November). A longitudinal investigation of residents' functioning on an Alzheimer's disease special care unit. Gerontological Society of America, Minneapolis.
- Morton, K. R., Scukanec, G. P., Warren, R. K., Nocera, R., Whalen, M. A., Cavanaugh, J. C., & Lookabill, C. (1989, August). Functioning within an Alzheimer's special care unit: A longitudinal investigation. American Psychological Association, New Orleans.
- Cavanaugh, J. C. (1989, July). On the need to examine assumptions underlying theories of postformal thought. Fourth Biennial Adult Development Symposium, Harvard University, Cambridge, MA.
- Scukanec, G. P., Morton, K. R., Cavanaugh, J. C., Nocera, R., Whalen, M. A., Warren, R. K., & Lookabill, C. (1989, April). Language functioning within an Alzheimer's special care unit. Ohio Network on Educational Consultants in the Field of Aging, Miami University, Oxford, OH.
- Hiltner, J., & Cavanaugh, J. C. (1989, March). Designing and implementing a multidisciplinary gerontology program. Association for Gerontology in Higher Education, Tampa.
- Cavanaugh, J. C. (1988, November). We are what we think we are: A general contextualist model of personal control in everyday life. Gerontological Society of America, San Francisco.
- Cavanaugh, J. C., Dunn, N. J., Mowery, D., Feller, C., Niederehe, G., Frugé, E., & Volpendesta, D. (1988, April). Problem-solving strategies in Alzheimer's patient-caregiver dyads. Cognitive Aging Conference, Atlanta.
- Cavanaugh, J. C. (1987, November). Attributions and memory aging: It's what you think that matters. Gerontological Society of America, Washington, DC
- Cavanaugh, J. C., & Morton, K. R. (1987, August). Older adults' attributions about everyday memory. Paper presented at The Second International Conference on Practical Memory, Swansea, Wales.
- Miller, S. S., & Cavanaugh, J. C. (1987, August). A study of grandparenthood meaning. American Psychological Association, New York.
- Vickio, C. J., & Cavanaugh, J. C. (1986, August). Spatial location memory in schizophrenia.

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- American Psychological Association, Washington, DC
- Cavanaugh, J. C. (1986, August). Research findings from metamemory survey of memory experts and non-experts. Paper presented as part of an invited symposium, American Psychological Association, Washington, DC
- Cavanaugh, J. C., & Zuidema, N. (1985, November). Personality correlates and memory aging. Gerontological Society of America, New Orleans.
- Cavanaugh, J. C., & Poon, L. W. (1985, August). Patterns of individual differences in secondary and tertiary memory. American Psychological Association, Los Angeles.
- Cavanaugh, J. C., & Stafford, H. (1985, June). Getting in the mode: Personal and situational determinants of post-formal thought. Second Biennial Adult Development Symposium, Harvard University, Cambridge, MA.
- Hendershott, L., & Cavanaugh, J. C. (1985, April). Comparison of preschoolers' list and event recall and their relation to parental expectations of memory ability. Society for Research in Child Development, Toronto.
- Browning, M., & Cavanaugh, J. C. (1985, April). Metamemory and cognitive tempo as predictors of strategy transfer. Society for Research in Child Development, Toronto.
- Cavanaugh, J. C. (1985, March). The place of metamemory in cognitive development across adulthood. Invited paper presented at the Talland Conference on Everyday Memory, Cape Cod.
- Walsh, E. K., & Cavanaugh, J. C. (1984, November). Does hospice meet clients' and families needs? Gerontological Society of America, San Antonio.
- Cavanaugh, J. C. (1984, August). Verbal ability and memory for discourse. Presented as part of a Division 1 Invited Symposium, American Psychological Association, Toronto.
- Honig, C. A., & Cavanaugh, J. C. (1984, May). The effects of nonverbal behavior on impression formation and job placement in a simulated employment interview. Midwestern Psychological Association, Chicago.
- Honig, C. A., & Cavanaugh, J. C. (1984, May). Evaluation of retention from an industrial training videotape: A content analysis approach. Midwestern Psychological Association, Chicago.
- Vickio, C. J., & Cavanaugh, J. C. (1983, November). Death anxiety and attitudes toward aging in nursing home employees. Gerontological Society of America, San Francisco.
- Cavanaugh, J. C. (1983, November). Effects of presentation format on adults' retention of television programs. Gerontological Society of America, San Francisco.
- Vercruyse, S. S., & Cavanaugh, J. C. (1983, August). Relationship between adjustment and control in juvenile diabetics. American Psychological Association, Anaheim, CA.
- Cavanaugh, J. C. (1982, November). Memory in everyday life: Theoretical and empirical needs. Gerontological Society of America, Boston.
- Cavanaugh, J. C. (1982, September). Cognitive-developmental theory and data before Preyer. Invited paper presented at the International Symposium on the History of Developmental Psychology, Jena, East Germany.
- Cavanaugh, J. C. (1982, May). Developmental differences in adults' comprehension of television. Midwestern Psychological Association, Minneapolis.

Program Review Report University Honors Program

- Cavanaugh, J. C., Tudor, J., & Rieke, M. (1982, May). Comprehending television comprehension: The role of personality. Midwestern Psychological Association, Minneapolis.
- Cavanaugh, J. C. (1982, April). Adults' comprehension of television: The role of vocabulary ability. Southeastern Conference on Human Development, Baltimore.
- Cavanaugh, J. C. (1982, March). Metamemory-strategy relationships: A new chapter for Bullfinch or our Rosetta Stone? American Educational Research Association, New York.
- Cavanaugh, J. C., & Perlmutter, M. (1980, September). Free and probed recall of television by 20- and 60-year-olds. American Psychological Association, Montreal.
- Cavanaugh, J. C., & Perlmutter, M. (1980, May). Age differences in adults' recall of television program content. Midwestern Psychological Association, St. Louis.
- Cavanaugh, J. C., & Perlmutter, M. (1979, November). A diary study of adult's memory. Gerontological Society of America, Washington, DC
- Perlmutter, M., Sophian, C., Mitchell, D. B., & Cavanaugh, J. C. (1979, November). Cuing preschool children's recall. Psychonomic Society, Phoenix.
- Mitchell, D. B., Hazen, N., Cavanaugh, J. C., & Perlmutter, M. (1979, September). Exhaustive search and picture cues enhance two-year-olds' memory. American Psychological Association, New York.
- Borkowski, J. G., & Cavanaugh, J. C. (1979, July). Metacognition and intelligence theory. NATO International Conference on Intelligence and Learning, York, England.
- Cavanaugh, J. C., & Borkowski, J. G. (1979, March). Development of metamemory-memory connections. Society for Research in Child Development, San Francisco.
- Borkowski, J. G., & Cavanaugh, J. C. (1978, November). In search of metamemory-memory "connections." Psychonomic Society, San Antonio.
- Borkowski, J. G., Kendall, C. R., & Cavanaugh, J. C. (1978, March). Maintenance and generalization of an interrogative strategy by moderately retarded children. Gatlinburg Conference on Mental Retardation, Gatlinburg, TN.
- Cavanaugh, J. C., & Borkowski, J. G. (1977, November). On changing children's metamemory: Effects of strategy transfer and awareness. Psychonomic Society, Washington, DC
- Borkowski, J. G., & Cavanaugh, J. C. (1977, March). On the transfer of rehearsal strategies: Translations from the laboratory. Gatlinburg Conference on Mental Retardation, Gatlinburg, TN.

**Program Review Report
University Honors Program**

Christine K. Cavanaugh, Ed.D.

PROFESSIONAL ADDRESS

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RESIDENCE

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EDUCATION & CERTIFICATIONS

Doctorate in Education, December 1999
THE UNIVERSITY OF WEST FLORIDA, PENSACOLA, FL
Doctoral Internship, 1997 - 1999
Major: Educational Leadership
Minor: Instructional Technology

Master's in Business Administration, July 1996
THE UNIVERSITY OF WEST FLORIDA, PENSACOLA, FL
Major: Business Management
Minor: Organizational Development

Bachelor of Science, May 1977
THE UNIVERSITY OF MARYLAND, COLLEGE PARK, MD
Major: Business Management
Minor: Personnel

Certified Senior Professional in Human Resources (SPHR), 1996, 2001, & 2006
SOCIETY FOR HUMAN RESOURCE MANAGEMENT ASSOCIATION
Fairfax, Virginia

Florida Educational Leadership Certification, 1998
DEPARTMENT OF EDUCATION, STATE OF FLORIDA

Certified Myers-Briggs Instructor, 1999
CENTER FOR APPLICATION OF PSYCHOLOGICAL TYPE (CAPT),
UNIVERSITY OF FLORIDA, GAINESVILLE, FL

Certified Quality Manager, 2001
OKALOOSA-WALTON COMMUNITY COLLEGE, FORT WALTON BEACH, FL

Certificate of Completion, Economic Development Institute, 2001
OKLAHOMA UNIVERSITY, NORMAN, OK

Program Review Report

University Honors Program

EMPLOYMENT HISTORY

2004 to present

American Council on Education (ACE) FELLOW

HOST INSTITUTION: SPRING HILL COLLEGE, MOBILE, AL

HOME INSTITUTION: THE UNIVERSITY OF WEST FLORIDA, FL

- Established and facilitated the Quality Enhancement Plan process as part of Spring Hill's reaffirmation of accreditation process for the Southern Association of Colleges and Schools
- Assisted with the development and implementation of the Atlanta Initiative, a distance education effort involving nursing, education, and business programs
- Facilitated the strategic planning process, particularly the hopes and aspirations of the College for 2015; approved by the Board of Trustees
- Assisted with the restructuring of the President's Cabinet

2003 to 2004

Interim Director — Extended Credit Instruction

THE UNIVERSITY OF WEST FLORIDA, FORT WALTON BEACH, FL

- Led educational services on all joint use military facilities (NAS Pensacola, Whiting Field, Hurlburt AFB, and Eglin AFB) and academic partners across Northwest Florida (Okaloosa-Walton Community College and Chipola Junior College).
- Ensured that UWF Extended Credit Instruction is a dynamic learning organization that meets the changing needs of our non-traditional student population.
- Led efforts to meet current and anticipate future need for demand-driven higher education programs with an emphasis on upper division and graduate programs.

Achievements include:

- Reorganized and restructured the joint use remote facilities to include revamping staffing of human resources with new job descriptions, pay and compensation plan and evaluations.
- Led effort to reestablish support programs for full-time, visiting and adjunct faculty.
- Led effort for new IT initiatives that included strategic planning and installation of new wireless connectivity and telecommunication network for remote facilities.
- Led effort on Continuing and Distance Education strategic planning process including a SWOT analysis and development of a three year implementation plan.
- Reestablished based presence on Hurlburt AFB after several years' hiatus and greatly strengthened quality and quantity of relationships with Air Force and Navy.
- Led development of innovative partnerships with Okaloosa School District in pre-engineering program and established the linkages to the new Career Technical High Schools Academy and the UWF.
- Reestablished Memorandums of Understanding with all academic and military partners.

2000 to 2004

Federal Government Relations Team

UNIVERSITY OF WEST FLORIDA, PENSACOLA, FL

- Assisted in development of university priorities for federal lobbying agenda
- Met with Florida congressional delegation members and staff (and other state delegations and staff as appropriate) in Washington, DC and in local offices to advance UWF agenda

Program Review Report University Honors Program

- Met with appropriate federal agency staff and management (Department of Labor, Department of Commerce, and Pentagon), as necessary to advance UWF federal agenda
 - Designed and conducted educational briefing sessions for delegation and agency staff
- Achievements include:
- Represented UWF on the Okaloosa County EDC military coalition on annual briefings with Congressional delegations and Pentagon 2001-2003.
 - Virtual Business Accelerator --SBA grant for \$1M with continuation funding for following year.
 - Principal Investigator on Greenway project – an Enterprise Florida joint project with Eglin AFB 46th test range, The Nature Conservancy and UWF to protect and preserve land and land acquisition across Northwest Florida (\$250K with additional \$500K for FY 2004 and proposal for \$1M for FY 05).
 - Principal Investigator on Northwest Florida Comprehensive Assessment – an Enterprise Florida joint project with Eglin AFB, ARINC and UWF to assess the geographic spatial data (GIS) requirements and planning organization structures across Northwest Florida (\$75K).

1999 to 2003

Associate Director — Haas Center for Business Research and Economic Development

THE UNIVERSITY OF WEST FLORIDA, FORT WALTON BEACH, FL

- Led the Fort Walton Beach East Campus Research Center that specialized in data analysis for economic forecasting, marketing research, business expansion, tourism, and real estate development as well as industry and academic studies.
- Activities and studies focused on the 16 county “Florida’s Great Northwest” region.

Achievements include:

- Led research and evaluation of the Economic Impact of the “Northwest Florida High Technology Corridor Initiative,” corporate relocation, career-technical education (Technical High School), Regional Labor Market Studies, retired military workforce study.
- Designed, implemented, and managed the 1st Jobs Institute.
- Provided consulting services to design research, develop survey instruments, conduct interviews and focus groups, analyze and evaluate economic impacts, innovations, and activities in Northwest Florida for the University of West Florida.

1999-Present

Adjunct Faculty — College of Business and College of Professional Services

THE UNIVERSITY OF WEST FLORIDA, FORT WALTON BEACH, FL

- Instructor for traditional and distance learning courses including: (1) Applied Program Evaluation (EDG 6286) (2) Communicating Leadership (EDA 7217) (3) Web-based Telecommunications Practicum III (4) Business Writing (GEB 3212) and Marketing Research (MAR 4613)

1997-1999

Doctoral Graduate Assistant — College of Education

DIVISION OF PROFESSIONAL STUDIES AND TECHNOLOGY

THE UNIVERSITY OF WEST FLORIDA

Program Review Report University Honors Program

- Assist doctoral students with thesis and dissertation preparation in graduate and Ed.D. programs, graduate research, grant writing, needs assessment, degree planning and advising, student registration and technical computer and instructional technology support.
- Teaching assistant in *“Human Relations and Communications,”* and *“Applied Program Evaluation.”*
- Facilitate courses delivered in 2-way audio/video and Web-based including *“Psychological Foundations (EDF 6218)”*.

1997-1999

Instructor —Continuing Education Program

OKALOOSA-WALTON COMMUNITY COLLEGE, NICEVILLE, FL

- Developed curriculum and taught in the Continuing Education/Adult Learners PRIMETIME program. Teaching responsibilities included hands-on instructions in Introduction to Computers, Internet Usage, and How to Buy a Computer.

1993-1997

Assistant Supervisor of Elections

OKALOOSA COUNTY ELECTIONS OFFICE, FORT WALTON BEACH, FL

- Responsible for operations of a multiple-site organization which included direct line supervisor, human resources, computerized voter registrations/records for more than 100,000 registered voters, statistical analysis, finance, budget, compensation planning, logistics planning and staffing, payroll, and purchasing.
- Led technology related activities, including strategy, design, procurement, implementation, testing, maintenance, and support of daily computing in multiple locations, application development, WAN & LAN (Novell) networking, telecommunications, Internet, election tabulation and results reporting.
- Implemented multi-location image/network/database systems for voter registration.
- Human resource responsibilities included selection, placement, training and development, job reclassification, job descriptions and performance appraisals, mentoring, discipline, sexual harassment and ADA training, termination, benefits, workers' compensation, insurance committee member and computer security.
- Charter member of the Okaloosa County Technology Committee.

1993-1994

Instructor — Adult Education/Continuing Education Program

PENSACOLA JUNIOR COLLEGE, PENSACOLA, FL

- Led curriculum design and instruction in computer and technology courses in continuing education and adult learner classes.

1977-1993

Client Specialist/Marketing Executive

INTERNATIONAL BUSINESS MACHINES INC. (IBM), WASHINGTON, D.C. AND PENSACOLA, FL

- Held, through a series of rapid promotions, increasingly responsible positions in Marketing and Systems Engineering with a special emphasis in state, local, and federal Government, Health and Higher Education Clients.

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- Responsibilities included marketing and systems engineering, business planning information, market research, proposals (RFP's), installation and training, job analysis and design, testing, security, Total Quality Management (TQM), & recommendations regarding technologies.
- Developed and implemented strategies in areas of HR systems, Client/Server, administrative and academic networks/systems, telecommunications, imaging, database, distance learning and expert systems.
- Clients included:
 - Washington, DC area: NASA, FBI, Department of Commerce, Health Education & Welfare, Georgetown University, Northern Virginia Community College and more than thirty (30) health care providers and hospitals.
 - Southern region: State of Florida, local government entities such as Counties of Escambia, Santa Rosa, Okaloosa, and Walton, the University of West Florida, Pensacola Junior College, and Okaloosa Walton Community College.

GRANTS AND AWARDS

Awarded seven IBM 100% Club-Recognition Awards

Awarded numerous IBM merit and achievement awards (1977-1993)

Evaluation of Technology Requirements (research, survey design and analysis) for Lakeview Center, Escambia County, FL. 1993 (\$1,500)

Evaluation grant for the PACT program, Warrington, Brownsville Middle Schools and Weis and Warrington Elementary Schools, Escambia County, FL with Dr. G. Michael Barry, November, 1997- May 1998 (\$3,000)

Research Grant for "e-research"-- Providing Internet links for Research, The University of West Florida with Dr. G. Michael Barry, 1998 (\$1,050)

Evaluation grant of the TOOLS 2000 program, Okaloosa County School District, Fort Walton Beach, FL with Dr. G. Michael Barry, Sept. 1998 – May 1999 (\$3,000)

Academic Achievement Scholarships awards in 1998 (\$500) and 1999 (\$350) from the University of West Florida, College of Education.

Regional Labor Market Study Grant for Workforce Development Board, Region 2, Okaloosa and Walton Counties, FL 2000 (\$27,000)

RESTART Defense Community Grant for Okaloosa County Economic Development Council (\$44,000)

Economic Impact of the Military, Defense Community Grant for Okaloosa County Economic Development Council, 2000 (\$30,000)

Economic Impact of Tourism for Walton County, Tourist Development Council, Walton Chamber of Commerce, and Economic Development Council of Walton County, 2000-2003 (\$40,000)

Program Review Report University Honors Program

Attitude Awareness Study Grant for the Walton County Tourist Development Council, 2000 (\$44,000)

Principal Investigator, 1st Jobs Institute Grant, Agency for Workforce Innovation, State of Florida. 2001-2001 (\$200,000)

Opportunity Florida, Community Assessment and Action Plan for High Technology Industry Recruitment and Development, 2001 (\$23,000)

Principal Investigator, Regional Labor Market Study Grant for Workforce Escarosa and the Pensacola Chamber of Commerce, Region 1, Escambia and Santa Rosa Counties, FL 2003 (\$75,000)

Principal Investigator, Greenway Project, NW Florida Assessment of Eglin Range Capabilities, 2003 (\$250,000)

Principal Investigator, NW Florida Comprehensive Assessment, Defense Infrastructure, 2003 (\$75,000)

Virtual Business Accelerator. U.S. Small Business Administration (SBA) Grant Award, 2003 (\$1,000,000)

Project Director, State of Florida Military Impact Study, 2003 (\$250,000)

Principal Investigator, Eglin AFB Range Expansion Grant 2004-2005 (\$350,000)

PROFESSIONAL PRESENTATIONS AND PUBLICATIONS

Schultz M., Schultz J., & Smith, C.K., (1996, November). *Measuring students' attitudes toward educational delivery systems*. Paper presented at the Southern Management Association/Southern Division of the Academy of Management, New Orleans.

Smith C.K. & Barlar, A.D., (1998, November). *Electronic Repository and Dissemination Internet Website for UWF Senior Center for Life Long Learning*. Paper presented at the Computers on Campus conference, Columbia, SC.

Smith, C. K., (1999) "e-research" Paper & presentation for SECOPA 1998-99 Conference in Pensacola Beach FL.

Smith, C. K., (1999) "e-research at UWF" for Technology and All that Jazz, 1999 Conference in Pensacola, FL, February.

Smith, C. K., (1999) AARP papers/panel for Web-based simulcast for the International "Global Learning Day" as panelist for AARP, Washington, DC. Present discussions on development of curriculum and instructing senior citizens in technology.

Harper, R. & Smith, C.K. (1999) *I-10 Technology Corridor Study*, Economic Development Council Okaloosa County, FL.

Smith, C.K. (2000, February). *Collaborative learning in a web-based environment: Development of web-based instruction entitled "How to be a Student at a Distance."* Technology and All that Jazz Conference, Pensacola, FL.

Program Review Report University Honors Program

- Pierce, C. K. (2000, April). *Learner Analysis Variables as Components of Collaborative Learning in Post-Secondary Web-Based (Distance) Learning*. American Education Research Association (AERA), New Orleans.
- Pierce, C. K., (2000, October) AARP papers/panel for Web-based simulcast for the International "Global Learning Day" as panelist for AARP, Washington, DC. Present discussions on development of curriculum and instructing senior citizens in technology.
- Pierce, C. K., (2000) *Career Technical High School Study Report*, Okaloosa County School District, Okaloosa County, FL.
- Pierce, C. K., (2001) *RESTART Retired and Separated Targeted Transition Study*, Economic Development Council, Okaloosa County, FL.
- Pierce, C. K., (2001) *Regional Labor Market Study* of Okaloosa and Walton County Workforce Development Board FL.
- Pierce, C. K., & Spence, R. (2002) *1st Jobs Institute Report*, State of Florida's Agency for Workforce Innovation 1st Jobs Institute.
- McCutchen V. and Pierce, C. K. (2002) *Leading Today's Diverse Workforce: Profit, Prospects & Progress*.
- Pierce, C. K. & Spence, R. (2003) *Growing Your Own Workforce*, Florida HR Review.
- Pierce, C. K. (2003, July) *Regional Labor Market Study* Workforce Escarosa and the Pensacola Chamber of Commerce, Region 1, Escambia and Santa Rosa Counties, FL
- Pierce, C. K. (2003, September). *A Detailed Look at the Panhandle's Green Infrastructure Planning and Development*. Paper presented at the 1000 Friends of Florida Planning for Positive Conservation and Economic Outcomes in the Florida Panhandle Meeting, Panama City, FL 2003.
- Pierce, C. K. (2003, October). *Workforce Development Meets Economic Development*. Paper presented at TeCMEN Works for Florida's 4th Annual Workforce Summit, Orlando, FL.
- Pierce, C. K. (2003, October). *1st Jobs Institute* .Paper presented at Florida's 4th Annual Workforce Summit, Orlando, FL.
- Cavanaugh, J. C., White, H. M., Dieckmann, M., Pierce, C. K., & Pilcher, J. (2004, January). *Aligning the IT Plan, Budgets, Program Delivery and University Strategic Plan: How to Make It Work*. Paper presented at the Annual Meeting of the National Learning Infrastructure Initiative (EDUCAUSE), San Diego, CA.

RESEARCH AND EVALUATION ACTIVITIES

Evaluation of Technology Requirements (research, survey design and analysis) for Lakeview Center, Escambia County, FL, Fall, 1993

Evaluation study to "Measure Students Attitudes toward Educational Delivery Systems" conducted with Dr. Marian Schultz of the University of West Florida in conjunction with Drs. Jim Schultz and Steve O'Brien of Embry-Riddle Aeronautical University, 1996.

Research "Demographics of Distance Learning Students at Okaloosa-Walton Community College." Paper presented to Provost, Dr. David Goetsch for meeting of Board of Trustees, May 1997.

Program Review Report University Honors Program

Research and proposal with Dr. Dianne Barlar, of the University of West Florida, seeking funding from a private foundation for a “*Remote Virtual Distance Learning Facility*” at the Fort Walton Beach Campus of the University of West Florida, June 1997.

Research on “*Technology Requirements for School Improvement Teams in Okaloosa County*” as a virtual collaboration between the University of West Florida -- College of Education, Okaloosa County School District, IBM and Mainline Technologies, December 1997 to May 1998.

Evaluation of PACT (Positive Adolescence Choice Training) program, implemented at Warrington Middle, Brownsville Middle, Weis Elementary and Warrington Elementary Schools, Escambia County, FL with Dr. G. Michael Barry, November, 1997- May, 1998

Research & development of an *Electronic Repository and Dissemination Internet Website for UWF Senior Center for Life Long Learning*, Fort Walton Beach Campus, with Dr. Dianne Barlar, of the University of West Florida, May 1998.

Evaluation of the TOOLS 2000 program, Okaloosa County School District, Fort Walton Beach, FL with Dr. G. Michael Barry, Fall-1998 – May 1999

Research, literature review and consulting to the White River Institute, Vail CO and Applied Knowledge Group, Reston VA in the area of “*Humanizing the Virtual Workplace*” to study virtual teams and collaborative teamwork. December 1998 – May 1999.

Research and evaluation relating to the Economic Impact of the “*Northwest Florida High-Technology Corridor Initiative.*” Provide consulting services to design, research, survey, interview, analyze and evaluate the high technology innovations and activities in Northwest Florida for the University of West Florida, with Dr. Rick Harper, 1998 - 1999.

Evaluation design for grant submission on *Implementing Technology at Brown Barge Middle School* with Dr. G. Michael Barry, February - March 1999.

Dissertation “Learner Analysis Variables as Components of Collaborative learning in Post-Secondary Web-Based (Distance) Learning,” Dr. P. Northrup, Chair, 1998 - 1999.

Research study conducted for the Okaloosa County School District to investigate the feasibility of a career-technical high school. This study includes two specially designed attitudinal survey instruments and use of qualitative methods to analyze community business and family perspectives. Fall, 1999

Research study analyzing national corporations to investigate productivity and satisfaction issues related to corporate relocations. Fall, 1999.

Research for *Collaborative learning in a web-based environment: Development of web-based instruction entitled “How to be a Student at a Distance,”*

Research for *Learner Analysis Variables as Components of Collaborative Learning in Post-Secondary Web-Based (Distance) Learning.*

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Research study conducted for the Workforce Development Board Region 2 for a *Regional Labor Market Study*. This study includes two specially designed survey instruments and use of qualitative methods to analyze community business and household perspectives on productivity, absenteeism, skills, turnover, availability of workforce, and underemployment issues. 2000-2001

Research study conducted for the Okaloosa County Economic Development Council entitled *Retired and Separated Targeted Transition (RESTART)*. This study includes primary data collection using focus groups and analysis of secondary data sources to analyze community business and retired military personnel in the study of current and future projected labor pools resulting from government personnel that separate or retire from local installations. The purpose is to understand this unique segment of the population and to focus job matching to targeted occupations and industries for economic development purposes. 2000-2001

Quality Examiner (Baldrige Assessment) for Workforce Excellence Network, Department of Labor, Costa Mesa, 2000 –2001

Customer Service and Sales Skills Standards consultant/evaluator for the establishment of National Skills Standards Board, Sales and Service Voluntary Partnership 2001

Research study conducted to document best practices for the State of Florida's Agency for Workforce Innovation 1st Jobs Institute. The focus is targeted at at-risk youths and first time employment seekers. 2001-2002

Regional Labor Market Study Grant for Workforce Escarosa and the Pensacola Chamber of Commerce, Region 1, Escambia and Santa Rosa Counties, FL 2003

Virtual Business Accelerator --SBA grant to develop online courses for remote small business clients \$1M.

Principal Investigator on Greenway project – an Enterprise Florida joint project with Eglin AFB 46th test range, The Nature Conservancy and UWF to protect and preserve land and land acquisition across Northwest Florida (\$250K with additional \$500K for FY 2004 and proposal for \$1M for FY 05).

Principal Investigator on Northwest Florida Comprehensive Assessment – an Enterprise Florida joint project with Eglin AFB, ARINC and UWF to assess the geographic spatial data (GIS) requirements and planning organization structures across Northwest Florida (\$75K).

TEACHING ACTIVITIES

Courses Taught:

Applied Program Evaluation (EDG 6286)
Communicating Leadership (EDA 7217)
Web-based Telecommunications Practicum III
Business Writing (GEB 3212)
Marketing Research (MAR 4613)

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Other Experience:

- Instructor at Pensacola Junior College, which included curriculum design and instruction in computer classes for continuing education and adult learner classes, 1993-1994.
- Instructor at Okaloosa Walton Community College, to developed curriculum and provided instruction in the Continuing Education/Adult Learners PRIMETIME program. Includes hands-on instructions in Introduction to Computers, The Internet and How to Buy a Computer. 1997 -1999.
- Teaching assistant in Human Relations and Communications, Dr. Art Olson, UWF, spring semester 1998.
- Teaching assistant in Applied Program Evaluation, Dr. G. Michael Barry, fall, 1998 & summer, 1999.
- Develop and conduct a three-series workshops for University of West Florida – FWB entitled “Meeting the Computer for the First Time,” “What is the Internet” & “How to Buy a Computer”, fall, 1998.
- Develop and conduct a training seminar entitled “*Executive Effectiveness Skills*” for Certification in Executive Leadership Series III (City of Fort Walton) for the UWF Whitman Center, January 1999.
- Conduct multiple training seminars entitled “*Leadership and Motivation*” for Certification in Executive Leadership Series I (Okaloosa County supervisors) for the UWF Whitman Center, January 1999.
- Guest Lecturer for Dr. Bruce Neubauer, (ISM 6026) University of West Florida’s MBA program entitled “*Reengineering Corporate Culture.*” February 1999.
- Facilitate UWF Distance Learning courses for UWF- College of Education, with Dr. Denise Dunn, Psychological Foundations, (Current Issues – 2-way Audio-Video/Vitel), spring semester, 1999.
- Facilitate UWF Distance Learning course for UWF – College of Education, with Dr. Karen Rasmussen, Professional Studies and Technology (IT Seminar – Web based), spring semester, 1999.
- Instructor in Web-based “Distance Learning” *Telecommunications Practicum III* for 56 undergraduate practicum students UWF – College of Education, for Dr. Karen Rasmussen, spring semester, 1999.
- Conduct multiple training seminars entitled “*Advanced Management Skills*” for Certification in Management Series II (Okaloosa County supervisors) for the UWF Whitman Center, May 1999.
- Instructor in *Applied Program Evaluation* (EDG 6286) for College of Professional Studies conducted at a distance utilizing WebCT and 2-way audio/video delivery system, spring/fall semesters, 2000.
- Instructor in *Communicating Leadership* (EDG 7217) for College of Professional Studies conducted utilizing WebCT at Eglin AFB, summer session, 2000.
- Internship sponsor (600 hours) for 2 masters-level students in Industrial Psychology and Organizational Development. Spring 2000.
- Instructor for Certification for the Society for Human Resource Management (SHRM) in Labor Relations and Management (Union Activities) at Troy State University, October 2000.
- Guest Lecturer for Marketing Fundamentals University of West Florida’s program entitled “*So you want a job, huh?*” November 2001.

PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

Program Review Report University Honors Program

Boards of Directors (Term)

HCA Twin Cities Hospital, Niceville, FL 2002-2005
Okaloosa County Commission on the Status of Women 2002-2005
Emerald Coast Science Center, Fort Walton Beach, FL 2003-2004
United Way, Okaloosa County, FL 2003-2006
Economic Development Council of Okaloosa County, FL 2003-2004

Other Service

Presentations to PRIMETIME Senior's Computers Users Group, Okaloosa-Walton Community College in Niceville, FL entitled "What is the Internet" November, 1997 and "Internet: Chapter 2" May, 1998.

Moderator at the Phi Delta Kappa "Debate with the Candidates," October 1998.

Task force member of the University of West Florida's Distance Learning Policy and Procedures Committee, Chaired by Dr. Pam Northrup, 1998 to 1999.

Presentation of Myers-Briggs Type Indicator to Communication Arts & Business Management, 2000.

Presenter to Senior Center for Life Long Learning (SCLL) on Ethics in Business, 2000 & 2001.

Vice President for Strategic Planning, American Society of Training and Development (ASTD), 2000.

President, Phi Delta Kappa Choctawhatchee Bay, Florida, 1999-2000.

Walton Leadership, Walton County Chamber of Commerce, 2000-2003.

Presenter to students attending University of West Florida Student Government Association Leadership Conferences, 1999-2003.

Member of the University of West Florida's University Planning Council Information Technology Committee, 2003.

Member of the University of West Florida's Provost Search Committee, 2002-present.

National Counselor for University of West Florida Alpha Sigma Lambda National Honor Society for Fort Walton Beach, 2003.

Task force member of the University of West Florida's Continuing and Distance Education Strategic Planning Committee, 2003.

Task force member of the University of West Florida's SACS Enrollment Services Committee, 2003.

Task force member of the University of West Florida's SACS Planning and Evaluation Committee, 2003.

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PROFESSIONAL & CIVIC ORGANIZATIONS

PROFESSIONAL

Society for Human Resource Management, Emerald Coast Chapter since 1994,
Accreditation Chair, 2001-2003
Society for Human Resource Management, National Member 1994-present
Phi Delta Kappa/Chapter 1419 - Choctawhatchee Bay, Florida 1997-present; President
2000; Scholarship Chair 2001; Research Chair 2002-present.

CIVIC

Chamber of Commerce, Fort Walton Beach, Member, 1993-2004
Chamber of Commerce, Walton County, Member, 2001-2004
Rotary International, Fort Walton Beach, FL, Member, 2001-present
League of Women Voters, Okaloosa County, FL 2001-present
Workforce Development Board of Okaloosa/Walton Counties, 1st Jobs, 1st Wage
member 2000-present

REFERENCES

Available upon request

Program Review Report
University Honors Program

Jane Halonen, Dean, College of Arts and Sciences

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University Honors Program

VITA UPDATE
2005-2006 Academic Year

Lynne A. Lauderdale, D.M.A., N.C.T.M.
Associate Professor
Department of Music
Division of Fine and Performing Arts
College of Arts and Sciences
The University of West Florida

CREATIVE ACTIVITIES AND HONORS

- *Accompanist, various recitals, 2005-2006 Season (programs attached)
 - *Student Piano Recital, May 28, 2005
 - *Hurricane Dennis, July 10, 2005
- *Accompanist for Mini-Concert with Landon Morrison, Violinist, August 7, 2005
- *Accompanist for Mini-Concert with Priscilla Johnson, Contralto, August 14, 2005
 - *Pianist for "Big Band" Mini-Concert, August 28, 2005
 - *Hurricane Katrina, August 29, 2005
- *Accompanist, Jerry Hadley, Tenor, Gulf Coast Chorale Fundraiser, September 18, 2005
 - *Organ soloist, UWF Gala, October 21, 2005
 - *Faculty Organ Recital, November 7, 2005
- *Student Scholarship Winner, Music Study Club, November 12, 2005
 - *Organist, UWF Commencement Ceremonies, December 10, 2005
 - *Organist, Handel's Messiah, December 11, 2005
- *Pianist, Accompanist, and Organizer for Dedication Recital, Azalea Trace Steinway, January 12, 2006
- *Student Winners in the PMTA Annual Sonata Contest, March 4, 2006
- *Student Winner in the District I FSMTA Concerto Contest, March 25, 2006
- *Assisted in the production of the Phillips Jazz Piano Competition, March 31, 2006
 - *Senior High School Student Piano Recital, May 12, 2006
 - *Annual Student Piano Recital, May 13, 2006

COMMUNITY SERVICE

- *Organist, First Baptist Church, Pensacola (ongoing since 1981)
 - *Private Piano and Organ Studio (ongoing since 1976)
- Pre-college Student Winners in local, regional, and national competitions
- *Musical presentations, including lectures and performances for area schools, children's choirs, and the Music Study Club
 - *Organist / pianist for numerous ceremonies including high school graduations / baccalaureates, weddings, funerals, and special services
- *Judge for various events, including PMTA, National Guild of Piano Teachers, etc.

Program Review Report

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UNIVERSITY SERVICE

- *Organist for Fall Commencement Exercises
- *Advise students within the Department of Music
- *Graduate Student Advising and Thesis Guidance
 - *Doctoral Committee of Cheryl Jones
- *M.A. Interdisciplinary Humanities Committee, CAS
- *NASM Self-Study: major contributions in several areas, overall editor
- *Assistant, Phillips Jazz Piano Competition (March 25, 2006)

PROFESSIONAL ORGANIZATIONS

- *American College of Musicians
- *National Guild of Piano Teachers, Judge, 1978 - present
 - *College Music Society
- *Music Teachers National Association (Nationally Certified Teacher of Piano, Organ, and Musicology)
 - *Florida State Music Teachers Association
 - *Pensacola Music Teachers Association
 - *American Guild of Organists
 - *Music Study Club
 - *Organ Historical Society
 - *Phi Kappa Phi
 - *Pi Kappa Lambda
 - *Sigma Alpha Iota Life Member

COURSES TAUGHT: Fall 2005, and Spring 2006
(see attached Faculty Activity Reports)

Program Review Report

University Honors Program

MORRIS L. MARX
TRUSTEES PROFESSOR AND PRESIDENT EMERITUS

DEGREES

B.S. in Mathematics, 1959; M.S. in Mathematics, 1963; Ph.D. in Mathematics, 1964, Tulane University
Additional Academic Work, Graduate study in Probability and Statistics, 1961-62, Cornell University

EXPERIENCE

U. S. Army

First Lieutenant and staff officer to Assistant Chief of Staff for Force Development, 1964-65
Captain and research mathematician, National Security Agency, 1965-66

Vanderbilt University

Assistant Professor of Mathematics, 1966-69
Associate Professor, 1969-77
Director of Graduate Studies in Mathematics, 1970-72

University of Oklahoma

Professor of Mathematics and Chairman of the Department, 1977-81
Associate Dean, College of Arts and Sciences, 1981-84
Interim Dean, College of Arts and Sciences, 1984-85

University of Mississippi

Vice Chancellor for Academic Affairs and Professor of Mathematics, 1985-88

The University of West Florida

President and Professor of Mathematics, 1988-2002
Trustees Professor and President Emeritus, since 2002

HONORS

Phi Beta Kappa, Sigma Xi, Omicron Delta Kappa, Scabbard and Blade,
Order of the Rising Sun, awarded 2004 by the Emperor and Prime Minister of Japan
(highest award given by the Japanese Government to non-Japanese)

Program Review Report University Honors Program

SELECTED PROFESSIONAL ACTIVITIES

Served as referee and reviewer for Transactions and Proceedings of the American Mathematical Society, Journal of Combinatorial Theory, Houston Journal of Mathematics, College Journal of Mathematics, Bulletin of the Brazilian Mathematical Society, Mathematical Reviews, Zentralblatt für Mathematik
Consultant, National Security Agency, 1969-1997
Consultant, Institute for Defense Analyses/Communications Research Division, 1966, 1969
Consultant, Science Applications, Inc., 1982-83
Consultant, Supercomputing Research Center, 1987

SELECTED COMMUNITY AND PROFESSIONAL SERVICE

State of Florida Mathematics, Science, and Computer Education Quality Improvement Advisory Council, 1989-93
Florida Information Resources Network Advisory Committee, 1989-92
State University System Formula Funding Committee, 1993
State University System Tuition Task Force, Chair, 1989-90
Florida Campus Compact, Board of Directors, 1993-1997
Florida Council of 100, 1990-93
Historic Pensacola Preservation Board of Trustees (gubernatorial appointment), 1991-1999
Pensacola Escambia Development Commission, 1988-89
Pensacola Chamber of Commerce: Board of Directors, 1988-2002, Committee of 100, 1988-1998
Escambia County United Way: Board of Directors, 1988-1994; 2000-2003
Baptist Health Care Foundation, Board of Directors, 1989-94
Pensacola Museum of Art, Board of Directors, 1990-93
University of West Florida Foundation, Board of Trustees, 1988-2002
Barnett Bank of West Florida, Board of Directors, 1991-1999
Gulf Coast Alliance for Technology Transfer, Board of Directors, 1993-2002; Chair elect, 1996; Chairman, 1997
Seaside Institute, Board of Directors, since 1995
West Florida Historic Preservation, Inc., Board of Directors, since 2000
Creative Learning Academy, Board of Trustees, since 2003
Director, Florida-Japan Linkage Institute, since 2005
Chairman of the Board and President, Japan America Society of Northwest Florida, since 2005

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PUBLICATIONS

Books

An Introduction to Mathematical Statistics and its Applications, Prentice-Hall, Englewood Cliffs, N. J., 1981 (with R. J. Larsen); 2nd edition, 1986; 3rd edition, 2000; 4th edition, 2006

An Introduction to Probability and its Applications, Prentice-Hall, Englewood Cliffs, N. J., 1985 (with R. J. Larsen)

Statistics, Prentice-Hall, Englewood Cliffs, N. J., 1990 (with R. J. Larsen).

Statistics for Decision Making and Problem Solving, Duxbury Press, Pacific Grove, CA, 1997 (with R. J. Larsen and B. Cooil).

Papers

On extension of normal curves. Ph.D. Thesis, Tulane University, 1964.

Normal curves arising from light open mappings of the annulus. Trans. Amer. Math. Soc. 120 (1965), 45-56.

Recursive Sequences. National Security Agency Technical Literature Series, Monograph No. 16, 1968, (with C. T. Benson and J. P. Fillmore).

Some remarks on a theorem of Blankenship and Paige. Institute for the Defense Analyses - Communications Research Division Working Paper No. 172, 1966.

The branch point structure of light open extensions of interior boundaries. Trans. Amer. Math. Soc. 131 (1968), 79-98.

Linear recursive sequences. SIAM Review 10, (1968), 342-353 (with J. P. Fillmore).

Whyburn's conjecture for C^2 maps. Proc. Amer. Math. Soc. 19 (1968), 660-613.

Light open mappings of the torus with a disk removed. Michigan Math. J. 15 (1969), 449-456.

The Gauss realizability problem. Proc. Amer. Math. Soc. 22 (1969), 610-613.

Interior and polynomial extensions of immersed circles. Proc. Amer. Math. Soc. 24 (1970), 41-49 (with R. F. Verhey).

Extensions of normal immersions of S^1 and R^2 . Trans. Amer. Math. Soc. 187 (1974), 309-326.

Program Review Report University Honors Program

A combinatorial invariant that characterizes normal immersions of S^1 into R^2 . Duke Math. J. 41 (1974), 145-149.

A forbidden substructure characterization of Gauss codes (Announcement). Bull. Amer. Math. Soc. 82 (1975), 121-122 (with L. Lovasz).

A forbidden substructure characterization of Gauss codes. Acta. Sci. Univ. Szeged 38 (1976), 115-119 (with L. Lovasz).

La methode de sous-structures interdites et la solution de Rosenstiehl au probleme de Gauss sur les courbes fermees du plan. Comptes Rendus Acad. Sci. Paris (Series A) 285 (1977), 85-87.

Branched extensions of curves in orientable surfaces. Trans. Amer. Math. Soc. 259 (1980), 515-532 (with C. L. Ezell).

Branched extensions of curves in orientable surfaces (a graph theoretic approach), Congresses Numeratum 33 (1981), 205-212.

An Assessment of Soviet Discrete Applied Mathematics, Foreign Applied Science Assessment Center, 1982 (with R. Cottle, G. Dantzig, D. Kleitman, R. McEliece, and O. Rothaus).

Program Review Report University Honors Program

William L. Mikulas

April 2006

PERSONAL/EDUCATIONAL DATA

Born: December 27, 1942, Lansing, Michigan.
B.A. University of Michigan, 1964. Phi Beta Kappa, honors in Psychology
M.A. University of Michigan, 1966. Physiological Psychology
Ph.D. University of Michigan, 1969. General Psychology, Behavior Modification
Teaching Fellow, University of Michigan, 1964-1969: introductory psychology, physiological psychology laboratory, behavior modification
Assistant Professor of Psychology, The University of West Florida, 1969-1973
Associate Professor of Psychology, The University of West Florida, 1973-1978
Professor of Psychology, The University of West Florida, 1978-present
Visiting Professor, University of Nevada, Las Vegas, Summer 1971
Visiting Professor, Srinakharinwirot University, Bangkok, Thailand, Fall 1981, Winter 1982
Visiting Professor, University College Dublin, Winter 1988
Visiting Professor, Chulalongkorn University, Bangkok, Thailand, 1999 B present
Honorary Professor, University of Flores, Argentina, 2001 - present

TEACHING SPECIALTIES

Learning: biological, behavioral, applied, related motivation

Behavior Modification: theories and practice

Transpersonal Psychology: interfacing Eastern and Western psychologies, human potential

Buddhist Psychology: theory and application, meditation

BOOKS

Mikulas, W.L. The integrative helper: Convergence of Eastern and Western traditions. Belmont, CA: Brooks/Cole, 2002.

Mikulas, W.L. The way beyond: An overview of spiritual practices. Wheaton, IL: Quest Books, 1987.

Mikulas, W.L. Skills of living. Lanham, MD: University Press of America, 1983.

Mikulas, W.L. Behavior modification. New York: Harper & Row, 1978, Japanese translation, 1982.

Mikulas, W.L. (Ed.) Psychology of learning: Readings. Chicago: Nelson-Hall, 1977.

Mikulas, W.L. Concepts in learning. Philadelphia: W. B. Saunders, 1974.

Mikulas, W.L. Behavior modification: An overview. New York: Harper & Row, 1972. Portuguese translation, 1977.

ARTICLES (sole author)

Program Review Report University Honors Program

- Integrating the world's psychologies. In Hoshmand, L. (Ed.) (2006) Culture and psychotherapy. Thousand Oaks, CA: Sage.
- Not doing. Journal of Constructivism in the Human Sciences, 2005, in press
- Working with the clinging mind. In Blows, M. et.al. (Ed.) (2004). The relevance of the wisdom traditions in contemporary psychology. Delft, Holland: Eburan.
- Conjunctive Psychology appreciates Yataka Haruki. Journal of Constructivism in the Human Sciences, 2003, 8, 133.
- Behaviors of the mind, meditation, and health. In Haruki, Y. & Kaku, K.T. (Eds) (2000).Meditation as health promotion. Delft, Holland: Eburon.
- Sudden onset of subjective dimensionality: A case study. Perceptual and Motor Skills, 1996, 82, 852.
- Towards a conjunctive psychology: Happiness and levels of being. In Kwee, M.G.T. and Holdstock, T.L. (Eds.) (1996) Western and Buddhist Psychology. Delft, Holland: Eburon.
- Conjunctive Psychology: Issues of integration. Journal of Psychotherapy Integration, 1995, 5, 331.
- Buddhist behavioral codes and the modern world. (Book review). American Journal of Chinese Studies, 1995, 3, 93.
- Eastern and Western psychology: Issues and domains for integration. Journal of Integrative and Eclectic Psychotherapy, 1991, 10, 240.
- Mindfulness, self-control, and personal growth. In Kwee, M.G.T. (Ed.) (1990) Psychotherapy meditation & health. London: East-West Publications).
- Beyond therapy. (Book Review) Journal of Cross-cultural Psychology, 1990, 21, 501.
- Self-control: Essence and development. Psychological Record, 1986, 36, 297.
- Thailand and behavior modification. Journal of Behavior Therapy and Experimental Psychiatry, 1983, 14, 93.
- Buddhism and behavior modification. Psychological Record, 1981, 31, 331.
- Four Noble truths of Buddhism as related to behavior therapy. Psychological Record, 1978, 28, 59.
- Holistic approaches to health. (Book Review) Contemporary Psychology, 1978, 23, 186.

Program Review Report University Honors Program

A televised self-control clinic. Behavior Therapy, 1976, 7, 564.

Criticisms of behavior therapy. Canadian Psychologist, 1972, 13, 83.

Awareness and verbal conditioning. Psychological Reports, 1970, 26, 47 2.

Interactions of attitudes and associative interference in classroom learning. Journal of Experimental Education, 1970, 39, 49.

Effects of choice point lights on T-maze performance by caudate lesioned rats. Psychonomic Science, 1969, 15, 132.

Effects of lights at the choice point on spatial alternation and position learning by normal rats and rats with bilateral lesions of the caudate nucleus. Psychonomic Science, 1966, 5, 275.

PUBLICATIONS WITH OTHERS

Dunn, B.R., Hartigan, J.A., & Mikulas, W.L. Concentration and mindfulness meditations: Unique forms of consciousness? Applied Psychophysiology & Biofeedback, 1999, 3, 147.

Lasure, L.C. & Mikulas, W.L. Biblical behavior modification. Behaviour Research & Therapy, 1996, 34, 563.

Herndon, E.J. & Mikulas, W.L. Using reinforcement-based methods to enhance membership recruitment in a volunteer organization. Journal of Applied Behaviour Analysis, 1996, 29, 557.

Mikulas, W.L. & Vodanovich, S.J. The essence of boredom. Psychological Record, 1993, 43, 3.

Gilchrist, R. & Mikulas, W.L. A chakra-based model of group development. Journal for Specialists in Group Work 1993, 18, 141.

DeMaria, E.P. & Mikulas, W.L. Women's awareness of their menstrual cycles. Journal of Psychology & Human Sexuality, 1991, 4, 71.

Mikulas, W.L. & Coffman, M.G. Home-based treatment of children's fear of the dark. In Schaefer, C.E. & Briesmeister, J.M. (Eds.) (1989) Handbook of parent training. New York: Wiley.

Mikulas, W.L., Coffman, M.G., Dayton, D., Frayne, C., & Maier, P.L. Behavioral bibliotherapy and games for treating fear of the dark. Child & Family Behavior Therapy, 1985, 7, 1.

Program Review Report University Honors Program

- Mikulas, W.L. & Suvannathat, C. Common errors in child rearing practices. In Suvannathat, C., Bhanthumnavin, D., Bhuapirom, L., & Keats, D. (Eds.) (1985) Handbook of Asian Child Development and Child Rearing Practices. Bangkok: Behavioral Sciences Research Institute.
- Dayton, M. & Mikulas, W.L. Assertion and non-assertion supported by arousal reduction. Journal of Behavior Therapy and Experiment Psychiatry, 1981, 6, 347.
- Cotharin, R.L. & Mikulas, W. L. Systematic desensitization of racial emotional responses. Journal of Behavior Therapy and Experimental Psychiatry, 1975, 6, 347.
- Lowe, J.C. & Mikulas, W.L. Use of written material in learning self-control of premature ejaculation. Psychological Reports, 1975, 37, 294. Reprinted in LoPiccolo, J. & LoPiccolo, L. (Eds.) Handbook of Sex Therapy, New York: Plenum Press.
- DeVivo, A., et al. Publication Manual of the American Psychological Association. Washington, D.C.: American Psychological Association, 1974.
- Murphy, C.V. & Mikulas, W.L. Behavioral features and deficiencies of the Masters and Johnson program. Psychological Record, 1974, 24, 221.
- Walter, T.L. & Mikulas, W.L. Long-term discriminative operant behavior and food storing in rats. Journal of Psychology, 1969, 73, 41.
- Mikulas, W.L. & Issacson, R.L. Impairment and preservation in delayed tasks due to bilateral lesions of the caudate nucleus in rats. Psychonomic Science, 1965, 3, 485.

TAPES

Contingency contracting in the home. Teaneck, New Jersey: Behavioral Sciences Tape Library, 1976.

Behavior modification in the classroom. Teaneck, New Jersey: Behavioral Sciences Tape Library, 1974.

AWARDS

President's Award for Leadership in Diversity, 2004

State of Florida Teaching Incentive Program Award, 2004

Professorial Excellence Program Award, 1997.

State of Florida Teaching Incentive Program Award, 1995.

State of Florida Excellence in Undergraduate Instruction Award, 1988.

Escambia County Outstanding Teacher of the Year, 1987.

Program Review Report University Honors Program

The University of West Florida Distinguished Research Award, 1978.

The University of West Florida Distinguished Teaching Award, 1972.

Graduate fellowships: NSF, USPHS, NIH.

Phi Beta Kappa, University of Michigan, 1964.

Program Review Report

University Honors Program

- Name:** Lakshmi Prayaga, Instructor, Computer Science Department,
University of West Florida (UWF), Pensacola, FL 32514
- E-mail:** lprayaga@uwf.edu
- Education:** MS (Computer Science / Software Engineering), Spring 2001
Dept. of. Computer Science
University of West Florida
Pensacola, FL 32514
- MBA, (Business Management) summer 1991
Alabama A & M University
Huntsville, AL
- Working on E.D.D, ABD (Instructional Technology, at UWF)
- Work Experience:** Instructor, Computer Science Department, University of West Florida,
Pensacola, FL.
Software Consultant: Department of Children and Family - DCF Pensacola, FL.
Game development Consultant to
Escambia County School board
Programming with ASP.Net and SQL server to generate reports for
Insurance Providers, Management, and Physicians.
- Co-Authored:** Programming the Web with ColdFusion MX and XHTML for
McGraw-hill Publishers
Released Date: January 2004
- Projects:** Programming with ASP.Net and SQL server to generate reports for
Insurance Providers, Management, and Physicians.
Designed and Deployed Computerized Billing Systems for Doctors offices
Designed and Deployed Computerized Remote Access to medical
records for Doctors offices
Designed and Deployed Computerized Medical Transcription Billing to
include
Counting Words, Calculate total, generate Bill and save to a text file
- Awards:** Center for teaching and learning Award, UWF (2001) for developing and
delivery of a course on web server technologies
- Educational Projects:** Developed Visual Tutoring Systems to teach abstract
Mathematical concepts:
(1) Designed and Developed Tutoring Tools to teach High school/
freshmen in Colleges - Set theory concepts
(2) Designed and Developed Tutoring Tools to teach Binary Tree
concepts
(3) Project awarded by the center for Teaching and Learning to
develop Internet Programming Course to be taken by both CS and
CIS majors

Program Review Report University Honors Program

(Lakshmi Prayaga) Relevant Publications:

1. "Game programming – The "Why", "What" and "How" with Graphics Objects", Journal of Object Technology, Nov-Dec 2005
2. "Game Technology As A Tool To Actively Engage K-12 Students In The Act of Learning", SIGITE , Oct, 2005
3. "Visual Aids to Create a Knowledge Base with Reusable Objects across Disciplines", Poster Presentation, ACMSE, March 2005.
4. "Data Driven Dynamic Web Pages – A Comparative Approach" Accepted for presentation at E-Learn 2004 in Washington, DC, USA, November 1-5, 2004.
5. "Design Of An Active Learning Environment For Distance Learning – Introductory Programming Course For Interdisciplinary Students" Proceedings of ED-Media 2004 conference in Switzerland, July 21 to 26 2004
6. "Interactive Tutorial – Building a Dynamic Database driven web application with ColdFusion MX 6.1" Proceedings of ED-Media 2004 conference in Switzerland, July 21 to 26 2004
7. "Knowledge Management – An Interdisciplinary paradigm" abstract accepted, in Electronic Journal of Knowledge Management, for ECKM 2004: The 5th European Conference on Knowledge Management 9-10 September 2004
8. "Multimedia and Hypermedia Applications - Teaching Practical e-commerce to Interdisciplinary Students using the Software Engineering Life Cycle Model" , Lakshmi Prayaga, presented in the ELearn 2003--World Conference on Educational Multimedia, Hypermedia & Telecommunications.
9. " BinTree – A Visual Interactive Problem Generator/Tutor for Binary Trees", Lakshmi Prayaga and Chandra Prayaga, accepted for presentation in the 13th International Conference on College Teaching and Learning, Jacksonville, FL 2002.
10. Workshop on ColdFusion MX 6.1, NCEI, at University of central Oklahoma, 2003.

**Program Review Report
University Honors Program**

GREGORY W. LANIER

University Honors Program
The University of West Florida
11000 University Parkway
Pensacola, Florida 32514

Office: (904) 474-2936
Home: (904) 937-6714

Professional Experience

2006-present	Associate Dean for Honors and Interdisciplinary Studies Associate Professor, English, The University of West Florida Associate Professor, Theatre, The University of West Florida
2003-2005	Head, School of Fine and Performing Arts Director, University Honors Program Chair, Department of Theatre Associate Professor, English, The University of West Florida Associate Professor, Theatre, The University of West Florida
2002-2003	Director, University Honors Program Chair, Department of Theatre Associate Professor, English, The University of West Florida Associate Professor, Theatre, The University of West Florida
2000-2002	Director, University Honors Program Associate Professor, English, The University of West Florida
1999-2000	Director, University Honors Program Chair, Department of English and Foreign Languages Associate Professor, English, The University of West Florida
1994-2000	Chair, Department of English and Foreign Languages Associate Professor, English, The University of West Florida
1993-1994	Chair, Department of English and Foreign Languages Director, General Studies Colloquium Associate Professor, English, The University of West Florida
1992-1993	Director, General Studies Colloquium Associate Professor, English, The University of West Florida
1986-1992	Assistant Professor, The University of West Florida
1984-1986	Instructor, The University of Michigan
1981-1984	Teaching Assistant, The University of Michigan

Education

Ph. D.	The University of Michigan, Ann Arbor, 1986 Major Emphasis: Shakespeare Minor Emphases: Drama, The Epic, Romantic Poetry, Critical Theory
M. A.	The University of Michigan, Ann Arbor, 1981 Major: English Literature

Program Review Report University Honors Program

B. A. The University of Colorado, Boulder, 1979
Major: Molecular, Cellular, & Developmental Biology
Minor: English

Articles and Book Chapters

- "Sam Shepard"
in Critical Survey of Drama, Revised Edition. Ed. Frank Magill. Pasadena, California: Salem Press, Inc., 1994, 2190-2201.
- "The Killer's Ancient Mask: Unity and Dualism in Shepard's *The Tooth of Crime*."
Modern Drama, 36 (March 1993), 48-60.
- "True West?: Sam Shepard's Mythic Misdirection"
Text and Presentation, 12 (Jan. 1992), 49-54.
- "Two Opposite Animals: Structural Pairing in Sam Shepard's *A Lie of the Mind* "
Modern Drama, 34 (Sept. 1991), 410-421.
- "The Worde Signifieth: Doctrinal Interpretation and the Sacred Text"
In Semiotics 1989, ed. John Deely, Karen Haworth, and Terry Prewitt.
Lanham: University Press of America, 1990, 355-363.
- "A Lie of the Mind"
In MasterPlots II: Drama Series ed. Frank Magill. Pasadena, California: Salem Press, Inc., 1990, 965-969.
- "From Windsor to London: The Destruction of Monarchical Authority in *Richard II*"
Selected Papers of the Shakespeare and Renaissance Association, 13 (1988), 1-8.
- "Physic that's Bitter to Sweet End: The Tragicomic Structure of *Measure for Measure*"
Essays in Literature, 14 (1987), 15-36.

Abstracts, Entries, Notes

- "Arthur Miller"
in Literature and Identity. Ed. Frank Magill. Pasadena, California: Salem Press, Inc., 1997, 659-660.
- "The Crucible"
in Literature and Identity. Ed. Frank Magill. Pasadena, California: Salem Press, Inc., 1997, 287-288.
- "Death of a Salesman"
in Literature and Identity. Ed. Frank Magill. Pasadena, California: Salem Press, Inc., 1997, 303.
- "Leaving not A Rack Behind: *The Tempest, Tempest*, and the Necessity of Displacement"
(Abstract of paper presented at Shakespeare Association of America Conference, The University of British Columbia, Vancouver, March 1991)
The Shakespeare Newsletter, 42:4 (1992), 67.
- "From Windsor to London: The Destruction of Monarchical Authority in *Richard II*"
(Abstract of previous item) The Shakespeare Newsletter, 38:1 (1988), 6.

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Reviews

- Terry Otten. The Temptation of Innocence in the Dramas of Arthur Miller. (Columbia and London: University of Missouri Press, 2002), in Comparative Drama, 25 (Spring 2003), 132-135.
- Shakespeare: Text, Subtext, and Context. Ed. Richard Dotterer (Selinsgrove: Susquehanna University Press, 1989), in Comparative Drama, 25 (Fall 1991), 297-300.

Dramaturgy

- The Tempest*. The University of West Florida. February, 2002.
- Jekyll and Hyde: The Musical*. The University of West Florida. November, 2002.
- Man of La Mancha*. The University of West Florida. November, 2003.

Works In Progress

- "Leaving not a Rack Behind: *The Tempest*, *Tempest*, and the Necessity of Displacement."
- "What means this bloody knife?': The Representation of Violence in Olivier's King Lear and Kurosawa's Ran."
- "Murder's Bloody Axe': Violence and the Sacred King in Richard II."
- "Shattering the Psyche: Depicting Psychological Trauma in Shepard's Curse of the Starving Class and Buried Child."
- "The Dark (K)Night Returns: Heroic Fragmentation in Batman."
- "Raiders of the Still-vex'd Bermoothes: The Pattern of Tempestuous Invasions"

Dissertation

- "The Development of Shakespeare's Tragicomic Romances"
Director: Russell A. Fraser.
The dissertation advances a theory of Shakespearean tragicomic structure and traces the evolution of tragicomedies from its rudiments in Shakespeare's comedies to its culmination in Shakespearean Romance.

Papers and Presentations Given at National/Regional Conferences

- "Assessing an Honors Program: The Academic Learning Compact." With the wonderful Dr. Jane Halonen.
Southern Regional Honors Council, The University of West Florida, Orlando, Florida, April 2006.
- "Shakespeare and the Law"
The Liberty Fund, I, The University of Nebraska, Savannah, Georgia, October 2005.

Program Review Report University Honors Program

- "The Academic Learning Compact and Honors Assessment."
National Collegiate Honors Council, St. Louis, Missouri, October 2005.
- "Developing Student Leadership in Honors – A Consultant's View."
National Collegiate Honors Council, St. Louis, Missouri, October 2005.
- "Staffing in Honors – A Consultant's View."
National Collegiate Honors Council, The University of Nebraska, Chicago, Illinois, October 2003.
- "Fightin' Brothers, Saddled-up Horses, and Howling Coyotes: Western Myth in Sam Shepard's *True West*."
The Inaugural Lecture of the Seaside Scholars and Artists Series, Seaside, Florida, October 2004.
- "The Flow of Personal Meaning: The Life Choices Seminar at the University of West Florida." With Honors students Cristina Gillar and Aaron Epstein.
Southern Regional Honors Council, The University of North Carolina at Wilmington, Wilmington, North Carolina, April 2003.
- "Developing in Honors: A Consultant's View."
Southern Regional Honors Council, The University of North Carolina at Wilmington, Wilmington, North Carolina, April 2004.
- "The UWF first Semester Core Experience."
Florida Collegiate Honors Council, Clearwater, Florida, February, 2004.
- "Developing an Administrative Portfolio for an Honors Director" With John Zubizaretta of Columbia College
National Collegiate Honors Council, The University of Illinois at Urbana, Chicago, Illinois, October 2003.
- "Developing in Honors: A Consultant's View."
Southern Regional Honors Council, The University of North Carolina at Greensboro, Greensboro, North Carolina, April 2003.
- "Developing an Administrative Portfolio for an Honors Director" With John Zubizaretta of Columbia College
Southern Regional Honors Council, The University of North Carolina at Greensboro, Greensboro, North Carolina, April 2003.
- "Leadership: The Honors Council Retreat."
National Collegiate Honors Council, The University of Utah, Salt Lake City, Utah, October 2002.
- "Beginning in Honors: A Consultant's View."
Southern Regional Honors Council, The University of Tennessee, Nashville, Tennessee, April 2002.
- "#1 Crush: Popular Music in Baz Luhrman's Romeo and Juliet."
Shakespeare Association of America Conference, Folger Shakespeare Library, Washington, D.C., March 1997. (a revised and expanded version of this paper was presented at the Conference on Literature and Film in 1997)
- "'Murder's Bloody Axe': Violence and the Sacred King in Richard II."
Comparative Drama Conference XIX, The University of Florida, March 1995.
- "Violence and the Sacred King."

Program Review Report University Honors Program

- Shakespeare Association of America Conference, New Mexico State University, Albuquerque, April 1994.
- "Shattering the Psyche: Depicting Psychological Trauma in Shepard's Curse of the Starving Class and Buried Child." "Comparative Drama Conference XVIII, The University of Florida, March 1994.
- "The Dark (K)Night Returns: Heroic Fragmentation in Batman." Conference on Literature and Film, XVIII, Florida State University, January 1994.
- "Raiders of the Still-vex'd Bermoothes: The Pattern of Tempestuous Invasions" Shakespeare Association of America Conference, Emory University, Atlanta, April 1993.
- "Hyperion and the Satyr: Sacrificial Polarization in Shakespeare and Shepard." Comparative Drama Conference XVII, The University of Florida, March 1993.
- "The Still-vex'd Bermoothes and the 'Looks-Within Place': Shakespeare and Sam Shepard Look West." Paper invited for presentation at the Conference in Modern Literature 1992, Michigan State University, October 1992.
- "The Killer's Ancient Mask: Crow's Persona in Shepard's *The Tooth of Crime*." Comparative Drama Conference XVI, The University of Florida, March 1992. (a revised and expanded version of this paper accepted for publication)
- "Leaving not A Rack Behind: *The Tempest, Tempest*, and the Necessity of Displacement" Shakespeare Association of America Conference, The University of British Columbia, Vancouver, March 1991.
- "*True West* ? Sam Shepard's Mythic Misdirection" Comparative Drama Conference XV, The University of Florida, March 1991. (a revised and expanded version of this paper accepted for publication)
- "Animated Grammar Tutorial Modules" Conference on College Composition and Communication, Boston March 1991. (Invited Presentation sponsored by Apple Computer, Inc.)
- "Developing Courseware for a Computerized Writing Program" Front Range Community College, Denver, February 1991. (Invited Presentation sponsored by Front Range Community College)
- "Using Authorware to Visualize Language Structures" MacAdemia Southeast 91, The University of Tampa, February 1991. (Invited Lecture sponsored by Apple Computer, Inc.)
- "Animating Grammar: Strategies for Visualizing Language Structures" 1990 Computers on Campus Conference, The University of South Carolina, November, 1990.
- "Olivier's Lear : The Actor-Director as Redactor" 1990 Ohio Shakespeare Conference, Miami University of Ohio, March 1990. (a revised and expanded version of this paper submitted for publication)
- "An Introduction to Authoring Instructional Software on the Macintosh Computer" with Dr. A. Michael Yots

Program Review Report University Honors Program

National Conference on Successful College Teaching, The University of Florida, March 1990.

"The Worde Signifieth: Doctrinal Interpretation and the Sacred Text"

14th Annual Meeting of the Semiotic Society of America, Indiana University-Purdue University at Indianapolis, July, 1989. (a revised and expanded version of this paper accepted for publication)

"The Incredible Schism: Tragic Texture and Comic Structure in Sam Shepard's *A Lie of the Mind*"

Comparative Drama Conference XIII, University of Florida, April 1989. (a revised and expanded version of this paper accepted for publication under the title: "Two Opposite Animals: Structural Pairing in Sam Shepard's *A Lie of the Mind*")

"From Windsor to London: The Destruction of Monarchical Authority in *Richard II*"
Shakespeare and Renaissance Association of West Virginia Conference, Marshall University, April 1987. (a revised and expanded version of this paper accepted for publication)

"Comments on the Elizabethan Hal"

Midwest Modern Language Conference, Indiana University, November, 1984.

"Murray Krieger and Poetic Presence"

Third Midwest Graduate Student Conference on Critical Theory, The University of Michigan, December, 1982.

Papers/Talks Presented Locally

"Sir Walter Scott & Lucia di Lammermoor"

Pensacola Opera, Pensacola, Florida, March 2006.

"A Midsummer Night's Dream"

Leisure Learning Society "Dinner with the Bard," University of West Florida, March, 2003.

"Shakespeare's Moody Prince: Hamlet"

Leisure Learning Society "Dinner with the Bard," University of West Florida, November 2002.

"Strive, Seek, Fine"

Phi Eta Sigma Induction, University of West Florida, April 1995.

"'Tis Pity She's a Whore"

Women's History Month, University of West Florida, March 1995.

"Cragged Peaks and Jagged Faces: Peoplescapes in Ivan Doig's *This House of Sky*"

"Let's Talk About It" Program Series, West Florida Regional Library, April 1991.

"Batsigns: The Quest of the Dark Knight"

Southeastern Semiotic Circle, The University of West Florida, January 1990.

"Batman: The Return of the Dark Knight"

With Dr. Barry Arnold

The University of West Florida Honors Colloquium, November 1989.

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"Literary and Visual Perspective"

The University of West Florida Socratic Society, April 1988.

"The Circumcised and the Uncircumcised: Paul's Deconstruction of the Covenant"

The University of West Florida, November, 1988.

"Patterns and Images: A Discussion of Pictorial and Theatrical Realism"

The University of West Florida, November, 1987.

"TRAGEDY and comedy: Aristotle's Critical Tyranny"

The University of West Florida Socratic Society, March 1987.

Courseware in Use

"Pronoun Reference"

Grammar Tutorial Courseware for Freshman Composition, July 1990.

"General Grammar Skills Exercise"

Grammar Tutorial Courseware for Freshman Composition, July 1990.

"General Grammar Skills Test"

Grammar Tutorial Courseware for Freshman Composition, June 1990.

"Comma Splice"

Grammar Tutorial Courseware for Freshman Composition, May 1990.

"Grammar Diagnostic Examination"

Grammar Tutorial Courseware for Freshman Composition, May 1990.

"Test of Standard Written English Practice Examination"

Grammar Tutorial Courseware for Freshman Composition, April 1990.

"Fragments"

Grammar Tutorial Courseware for Freshman Composition, July 1989.

"Parallelism"

Grammar Tutorial Courseware for Freshman Composition, April 1989.

This courseware is currently in use at the following institutions:

The University of West Florida

Appalachian State University

The University of Mississippi

Jacksonville State University

The University of West Florida Extended Learning Center in Kobe, Japan

This courseware has also been demonstrated at various conferences and institutions by Apple Computer, Inc., and appeared in the Apple Computer Courseware Guide, 1991.

Teaching Awards

2006 Who's Who Among America's Teachers

National Teaching Merit Selection February, 2006

2006 Who's Who In American Education

National Leadership Merit Selection, May 2006

2005 Who's Who In American Education

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National Leadership Merit Selection, May 2005
2005 Who's Who Among America's Teachers
National Teaching Merit Selection February, 2005
2004 Who's Who Among America's Teachers
National Teaching Merit Selection February, 2004
2002 Distinguished Teaching Award
The University of West Florida, April, 2002
2002 Who's Who Among America's Teachers
National Teaching Merit Selection February, 2002
1997 Teaching Incentive Performance Award
The University of West Florida, February, 1997
1996 Who's Who Among America's Teachers
National Teaching Merit Selection
1994 Who's Who Among America's Teachers
National Teaching Merit Selection
1994 Teaching Incentive Performance Award
The University of West Florida, June, 1994
1992 Outstanding Undergraduate Teaching/ Advising Award
The University of West Florida, May, 1992
1990 Outstanding Performance and Achievement Award
The University of West Florida, November, 1990
1988 Excellence in Undergraduate Teaching Award
The University of West Florida, April 1988
Distinguished Performance Award
The University of Michigan, May, 1981

Academic Honors

Who's Who in America, 2004
Marquis Who's Who in America
Golden Key National Honor Society
The University of West Florida, April 1997
Phi Kappa Phi
The University of West Florida, April 1989
Magna Cum Laude, General Studies
The University of Colorado, December, 1979
Phi Beta Kappa
The University of Colorado, May, 1978

Courses Taught

ENC 1101 English Composition I
ENC 1102 English Composition II
ENC 3310 Advanced Writing
ENG 6019 History of Literary Criticism II

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ENL	4161	Renaissance Drama
ENL	4220	Renaissance Literature
ENL	4241	Romantic Movement
ENL	4333	Shakespeare
ENL	4341	Milton
ENL	6335	Studies in Shakespeare
ENL	6297	Studies in British Literature to the Romantics
IDH	4033	Honors Seminar: Tolkien and His Heirs
IDH	4030	Honors Seminar: Tolkien, Text & FilmText
IDH	4037	Honors Seminar: Shakespeare in Performance
LIT	1110	Great Books I
LIT	1120	Great Books II
LIT	2113	Western Literature I
LIT	2114	Western Literature II
LIT	2040	World Drama
LIT	2990	Honors Sophomore Seminar: Heroes and Monsters
LIT	4906	World Literature
LIT	4990	Modern Drama
LIT	5047	Studies in Drama
LIT	5105	Studies in World Literature
LIT	5934	Studies in Selected Authors and Movements (Sam Shepard)
THE	4970	Senior Project
THE	4972	Senior Project Seminar

Professional and Academic Association Memberships

Shakespeare Association of America
National Collegiate Honors Council
Southern Regional Honors Council
Florida Collegiate Honors Council

Professional Board Memberships

Pensacola Little Theatre Board of Directors
Seaside Repertory Theatre Board of Governors
Pensacola International Film Festival Board of Directors

Service to National/Regional Organizations

President, Southern Regional Honors Council, 2006-2007
Member, Finance Committee, National Collegiate Honors Council, 2006-2009
Member, Assessment and Evaluation Committee, National Collegiate Honors Council, 2006-2009
Vice President, Southern Regional Honors Council, 2005-2006

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4-Year Public Institution Faculty Representative, Florida Collegiate Honors Council, 2005-2007
Past President, Florida Collegiate Honors Council, 2004-2005
Faculty Representative, Southern Regional Honors Council, 2003-2004
President, Florida Collegiate Honors Council, 2003-2004
Site Selection Committee, National Collegiate Honors Council, 2002-2005
Faculty Representative, Southern Regional Honors Council, 2003-present
Vice President and President-Elect, Florida Collegiate Honors Council, 2002-2003
Mary Jo Henderson Scholarship Committee, 2001-2003
4-Year Public Institution Faculty Representative, Florida Collegiate Honors Council, 2000-2002

Service to The University of West Florida

College of Arts & Sciences Council, 2005-2006
Hiring Office, Search Committee for the Assistant Director of Fine and Performing Arts (2006)
Hiring Officer, Search Committee for a Professor of Costume Design, Department of Theatre (2005-2006)
Hiring Officer, Search Committee for a Professor of Voice and Movement, Department of Theatre (2005-2006)
Ex Officio, Academic Affairs Task Force on University Honors Program Faculty, 2005-present
Ex Officio, Ad Hoc Committee for Undergraduate Research Program Awards, 2005-present
Ex Officio, Student Honors Advisory Committee, 2005-present
Hiring Officer, Search Committee for a Chair of the Department of Theatre (2004-2005)
Chair, Search Committee for a Chair of the Department of Music (2004-2005)
Hiring Officer, Search Committee for a Chair of the Department of Theatre (2004-2005)
Hiring Officer, Search Committee for a faculty member in Art History, Department of Art (2004-2005)
General Education SACS Task Force (2003-2005)
OWCC-UWF AA to BA Program Committee (2003-present)
Task Force for Undergraduate Program Review, 2002-2003
Growth and Development Committee, 2002-2004 (Chair, 2003-2004)
Community Liaison Committee/University of West Florida Growth Workgroup, 1999
John C. Pace Eminent Scholar/Visiting Artist Committee, 1999-2006
Faculty Senate, 1997- 2000
Faculty Senate Secretary: 1999-2000
Academic Review Committee, 1998-1999 (Chair, 1998-1999)
Planning and Special Issues Committee, 1997-1998
Honors Advisory Committee, 1997 - present (Chair, 1997)

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Professional Education Council, 1996-1997
Classroom Review Committee, 1996- 1999
College of Arts and Social Sciences Personnel Committee, 1995-1998 (Chair, 1996-1997).
Task Force on General Education, 1996 (Chair, 1996)
College of Arts and Social Sciences Work Options Task Force, 1994 - present (Chair, 1994 to present).
College of Arts and Social Sciences Task Force on Academic Computing, 1994 - 1996 (Chair, 1994 to 1996).
Task Force on Academic Computing and Network Services, 1994
Ad Hoc Committee on Teaching Laboratory Space, 1994
Statewide Course Numbering System Faculty Committee on English Language and Literature, 1994-1996
Council on University General Studies, 1994-1996
Council on University General Studies Curriculum Sub-Committee, 1994-1996
University Honors Program Committee, 1994-1996
University Lower Division Committee, 1990 to 1993 (Chair, 1991-93)
General Studies Colloquium, Chair, 1990 to 1993 (Chair, 1991-93)
University Honors Program Committee, 1989 to 1993 (Chair, 1990-92)
Lower Division Academic Standards Committee, 1990 to 1991
Departmental Composition Committee, 1990 to 1994
Departmental Curriculum Committee, 1988 to 1990
Departmental Planning Committee, 1989 to 1990
Recording Secretary for the Department of English and Foreign Languages, 1989 to 1991

Consulting

Florida College Level Achievement Skills Test, Reader, 1987-present.
L² Enterprises, Grants and Leadership Development

References

Dr. John C. Cavanaugh, President
The University of West Florida
Pensacola, Florida 32514
(904) 474-2688

Dr. Jane Halonen, Dean, College of Arts and Sciences
The University of West Florida
Pensacola, Florida 32514
(904) 474-2688

Dr. F. Allen Josephs, University Research Professor
Department of English and Foreign Languages

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The University of West Florida
Pensacola, Florida 32514
(904) 474-2925

Dr. Mary Lowe-Evans, Professor
Department of English and Foreign Languages
The University of West Florida
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(904) 474-2933

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