Danielle S. Beu Ammeter, Ph.D.

Associate Dean for Undergraduate Programs
Instructional Associate Professor of Management

Academic Background

Ph.D. University of Oklahoma, 2001.

M.B.A. Texas Christian University, 1991.

B.A. Baylor University, 1989.

Academic Experience

Associate Dean for Undergraduate Programs & Instructional Associate Professor of Management, University of Mississippi (August, 2022 - Present), Oxford, Mississippi.

Assistant Dean For Undergraduate Programs & Instructional Associate Professor of Management, University of Mississippi (July, 2020 - Present), Oxford, Mississippi.

Assistant Dean For Undergraduate Programs & Instructional Assistant Professor of Management, University of Mississippi (May, 2015 - July, 2020), Oxford, Mississippi.

Instructional Assistant Professor of Management, University of Mississippi (August, 2014 - May, 2015), Oxford, Mississippi.

Assistant Professor of Management, West Virginia University (2002 - 2005), Morgantown, West Virginia.

Assistant Professor of Management, Louisiana Tech University (1999 - 2002), Ruston, Louisiana.

Non-Academic Experience

Director of Talent Management, American Heart Association (2010 - 2014), Dallas, Texas.

Instructional Program Designer, American Heart Association (2007 - 2010), Dallas, Texas.

Organizational Development Consultant, American Heart Association (2006 - 2007), Dallas, Texas.

Refereed Articles

Bendoly, E., Ammeter, D. S.B., Brown, K. G., Blackburn, D., Loudder, M., Ellstrand, A; Sevilla, Alex; Bachrach, D.; Voss, Doug; Erekson, Homer; Gomez, J.; Burke, G.; Petroni, K. R.; Chen, Kay Yut; Malhotra, M.; Shih, Marg; Handfield, Robert; Shafer, S.; Greenlee, Timothy; Callahan, Tyrone; Day, V. (2018). On academic rankings, unacceptable methods and the social obligations of business schools. *Decision Sciences, 48 (3)*, 561-585.

Ammeter, D. S.B. (2017). How does ethics institutionalization reduce academic cheating? *Journal of Education for Business, 92 (1)*, 29-35.

Fuller, J. B., Hester, K., Barnett, T., Beu Ammeter, D. S., Frey, L., Clint Relyea, Arkansas State University (2009). Extending the group engagement model: An examination of the interactive effects of prestige, respect,

and employee role identity. *Journal of Managerial Issues, 21*, 119-139.

Fuller, J. B., Hester, K., Barnett, T., Frey, L., Beu Ammeter, D. S., Clint Relyea, Arkansas State University (2006). Perceived external prestige and internal respect: New insights into the organizational identification process. *Human Relations, 59 (6)*, 815-846.

Beu Ammeter, D. S., & Leonard McIntyre, N. (2004). Evangelism of great works in management: How the gospel is spread. *Management Decision, 42 (10)*, 1226-1239.

Chirico, K., Buckley, M. R., Wheeler, A., Facteau, J., Ammeter, D. S.B., H. John Bernardin, Florida Atlantic University (2004). A Note on the need for true scores in frame-of-reference (FOR) training research. *Journal of Managerial Issues, 16 (3)*, 382-395.

Beu Ammeter, D. S., & Buckley, M. R. (2004). This is war: How the politically astute achieve crimes of obedience through the use of moral disengagement. *The Leadership Quarterly, 15 (4)*, 551-568.

Beu Ammeter, D. S., & Buckley, M. R. (2004). Using accountability to create a more ethical climate. *Human Resource Management Review, 14 (1)*, 67-83.

Beu Ammeter, D. S., Buckley, M. R., & Harvey, M. (2003). Ethical decision making: A multi-dimensional construct. *Business Ethics: A European Review, 12 (1)*, 88-107.

Buckley, M. R., Mobbs, T., Mendoza, J., Novicevic, M., Beu Ammeter, D. S., Shawn Carrahar (2002). Implementing realistic job previews and expectation lowering procedures: A field experiment. *Journal of Vocational Behavior, 61 (2)*, 263-278.

Beu Ammeter, D. S., & Buckley, M. R. (2001). The hypothesized relationship between accountability and ethical behavior. *Journal of Business Ethics, 34*, 57-73.

Buckley, M. R., Beu Ammeter, D. S., Novicevic, M., & Sigerstad, T. (2001). Managing Generation NeXt: Individual and organizational perspectives. *Review of Business, 22 (2)*, 81-85.

Buckley, M. R., Beu Ammeter, D. S., Frink, D., Howard, J., Berkson, H., Tommie Mobbs, University of Oklahoma, Gerald Ferris, Florida State University (2001). Ethical issues in human resources systems. *Human Resource Management Review, 11*, 11-29.

Buckley, M. R., Norris, A., & Beu Ammeter, D. S. (2000). A brief history of the selection interview: May the next 100 years be more fruitful. *Journal of Management History, 6 (3)*, 113-126.

Buckley, M. R., Harvey, M., & Beu Ammeter, D. S. (2000). The role of pluralistic ignorance in the perception of unethical behavior. *Journal of Business Ethics, 23 (4)*, 353-365.

Harvey, M., Buckley, M. R., Novicevic, M., & Beu Ammeter, D. S. (1999). Mentoring dual-career expatriates: Sensemaking and sensegiving social support process. *International Journal of Human Resource Management, 10 (5)*, 808-827.

Buckley, M. R., Fedor, D., Veres, J., Beu Ammeter, D. S., & Carraher, S. (1998). Investigating newcomer expectations and job-related outcomes. *Journal of Applied Psychology, 83 (3)*, 452-461.

Buckley, M. R., Beu Ammeter, D. S., & Harvey, M. (1998). An investigation into the dimensions of unethical behavior. *Journal of Education for Business, 73 (5)*, 284-290.

Harvey, M., & Beu Ammeter, D. S. (1998). The dual career couple: Female expatriates and male trailing spouses. *Thunderbird International Business Review, 40 (4)*, 17-29.

Beu Ammeter, D. S., & Buckley, M. R. (1998). The evolution of the performance appraisal process. *Journal of Management History, 4 (3)*, 233-249.

Harvey, M., & Beu Ammeter, D. S. (1998). Global dual-career couple mentoring: A phase model approach. *Human Resource Planning, 21 (2)*, 33-49.

Buckley, M. R., Beu Ammeter, D. S., & Harvey, M. (1998). Identifying factors which may influence unethical behavior. *Teaching Business Ethics, 2 (1)*, 71-84.

Papers Under Review

Harvey, M. M., Beu Ammeter, D. S., & Novicevic, M. M. (2022). "Planning diversity, equity and inclusion for MBA programs: Students voicing their values," Initial submission to *International Journal of Teaching and Learning in Higher Education.*

Working Papers

Moore, C., Ammeter, A., & Beu Ammeter, D. (2017). "Work Engagement: Antecedents and Effects on Student Employee Academic Engagement," targeted for Southern Management Association.

Ammeter, D. S.B., Ammeter, A., Wiggers, N., & Reysen, R. (2015). "What is Academic Engagement? Developing and Testing an Integrated Academic Engagement Framework," targeted for Journal of Education for Business.

Ammeter, A., Ammeter, D. S.B., Wiggers, N., & Reysen, R. (2015). "Developing a Job Demands-Resources Model to Study Academic Engagement in the Business School," targeted for Journal of Management Education.

Ammeter, D. S.B., Ammeter, A., Buckley, M. R., & Baur, J. (2015). "Employee Engagement: Bringing Academic and Practitioner Research Together," targeted for Academy of Management Discoveries.

Baur, J., Buckley, M. R., MacDougall, A., Banford, C., & Ammeter, D. S.B. (2015). "I Know What You Really Mean: Exploring the Implications of Negative Perceptions of Positive Feedback," targeted for Journal of Applied Psychology.

Presentation of Refereed Papers

International

Ammeter, D. S.B., Ammeter, A., Wiggers, N., & Reysen, R. (2015, August). *What is Academic Engagement? Developing and Testing an Integrated Academic Engagement Framework.* Academy of Management Annual Meeting, Vancouver, Canada.

Regional

Harvey, M. M., Novicevic, M. M., & Ammeter, D. S.B. (2022, September). *Planning Diversity, Inclusion, and Equity for MBA Programs: Students Voicing Their Values.* Southern Management Association Annual Meeting, Little Rock, Arkansas.

Ammeter, A., Ammeter, D. S.B., Wiggers, N., & Reysen, R. (2014, November). *Developing a Job Demands-Resources Model to Study Academic Engagement in the Business School.* Southern Management Association Annual Meeting, Savannah, Georgia.

Research Honors and Awards

Award

2014: Best in Track - Management History/Management Education/Information, Southern Management Association Annual Meeting. Developing a job-demands-resources model to study academic engagement in the business school - The research described in this paper seeks to investigate the impact on academic performance of student engagement in Business School classes. We integrate research on work engagement with that of academic engagement in the context of management education, that is, we use management research to help study management education. In a study of 205 students in junior-level business school classes using the Job-Demands Resources approach, academic engagement was found to mediate the relationship between academic performance (final course grade) and the college class equivalents of job resources (feedback, collaboration, and psychological

comfort) and personal resources (ability)..

Service to the University

University of Mississippi

Department Assignments

Other Institutional Service Activities:

2014-2015: Brought Michael Fann, a professional in Risk Management, to speak to my MGMT 466 class

School Assignments

Chair:

2021-2022 – 2022-2023: DEI (Diversity, Equity, & Inclusion)

2015-2016 – 2022-2023: Scholarship Committee

2015-2016 – 2016-2017: Assurance of Learning Committee

Coordinator:

2020-2021 – 2022-2023: Wellness

2016-2017 – 2018-2019: Wellness

Member:

2021-2022 – 2022-2023: Assessment

2015-2016 – 2022-2023: Strategic Planning Committee

2015-2016 – 2022-2023: Executive Committee

2015-2016 – 2022-2023: Curriculum Committee

2017-2018 – 2020-2021: Assurance of Learning Committee

Program Representative:

2022-2023: Honor's Council (Honor's College)

University Assignments

Committee Member:

2022: Engaged Learning Opportunity Working Group

2022-2023: Keep Teaching and Learning Committee

2022-2023: View2022 (Compensation Study) Advisory Committee

2018-2019 – 2022-2023: Completion and Student Success (CASS)

2017-2018 – 2022-2023: University Assessment Committee

2017-2018 – 2022-2023: Provost Scholars

2017-2018 – 2022-2023: Campus Internationalization

2016-2017 – 2022-2023: Honor's Day Committee

2020-2021 – 2021-2022: Compensation and Classification Study Hiring Cmt

2019-2020 – 2021-2022: Keep Learning Task Force

2019-2020: Retention Advisory Board Student Services Subcommittee

2016-2017 – 2018-2019: CETL Board

2017: Bicentennial Celebration

2017-2018: General Education

2017-2018: QEP Implementation

2016-2017 – 2017-2018: University Assessment Committee

2016-2017: Investiture Events Subcommittee

2016-2017: Electronic Dossier (P&T)

2016-2017: Quality Enhancement Plan Committee

2016-2017: General Education Committee

2015-2016 – 2016-2017: Honor's Day Committee

2015-2016 – 2016-2017: University Assessment Committee

2015-2016 – 2016-2017: Internationalization Committee

2015: Transfer Student Task Force

Faculty Advisor:

2022-2023: Alpha Kapp Psi - Rho Tau

Other Institutional Service Activities:

2018-2019 – 2019-2020: CRM Taskforce

Program Representative:

2020-2021 – 2022-2023: Diversity Liaisons - VCDCE

Workshop:

2019-2020: Community Engagement Strategic Planning Day

Service to the Profession

Board of Directors: Substantial Involvement

2021 – 2023: Business School Diversity Equity and Inclusion Collaborative. Chair of newly formed collaborative with over 90 business schools and 4 business partners. Business School Diversity Equity & Inclusion Collaborative is an organization operated exclusively for charitable, religious, educational, or scientific purposes as specified in Section 501(c)(3) of the Internal Revenue Code of 1986, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. The purpose of the Organization includes, but is not limited to advancing diversity, equity, inclusion and belonging in higher education through hosting conferences to discuss best practices and programs, grant scholarships, and serve as a resource for educators and business people who are interested in increasing the opportunities for historically underrepresented groups.

<u>Reviewer - Article / Manuscript</u>

2022: Administrative Sciences.

<u>Reviewer: Conference Paper</u>

2019 – 2020: Academy of Management Annual Meeting.

2018: Southern Managment Association.

2017 – 2018: Academy of Management Conference.

2017: Southern Management Association.

Faculty Development

<u>Assurance of Learning - Professional Development</u>

2017: AACSB Assurance of Learning Seminar 1.

2017: AACSB Assessment and Impact Conference.

2017: AACSB Assurance of Learning Seminar II.

<u>DS: Research-Related Conference/Seminar</u>

2019 – 2022: Southern Management Association Annual Meeting.

2019 – 2022: Academy of Management Annual Meeting.

2017: Southern Management Association.

2017: National Academy of Management.

2017: Mid-South Management Research Consortium.

<u>Other Professional Development</u>

2022: Business School Diversity, Equity & Inclusion Collaborative Conference.

2022: PhD Project Conference.

2019: Total Internship Experience.

2019: Crucial Conversations training.

2018: NACE Competency Symposium.   National Association of Colleges and Employers

2018: NACADA Annual Conference.   Co-presented "Who needs extra guidance? Using data to maximize in-person advising sessions and utilize online advising delivery."
Do you wish you could spend more time with students who need more guidance? Do you have some students who only meet to get their advising hold lifted, while others engage in robust conversations with you? If your university is resource constrained and you are interested in delivering targeted advising, this session is for you. In our School of Business, we use data analytics to better understand which students most benefit from in-person advising and which are successful using only electronic feedback from an advisor. Our goal is to use technology and analytics to enhance in-person advising in a high student-advisor ratio environment and to help all our students graduate on time.

2018: eLearning Training Course (eTC).   *Successfully completed Academic Outreach's eLearning Training Course – January 9 – February 19, 2018 cohort – for endorsement to teach online at the University of Mississippi. The training cohort is to familiarize online instructors with the pedagogical concepts of effective and engaging online teaching and learning*

<ins>Professional Seminars / Workshops</ins>

2022: Undergraduate Dean's Conference.

2021: Inclusive and Equitable Teaching Practices.

2017: NACADA Annual Conference.